

The 10th

# KoreaTESOL

## International Conference

*Crossroads: Generational Change in ELT in Asia*

October 5 - 6, 2002

Sookmyung Women's University, Seoul, Korea



**CALL**

**Literacy**

**ESP**

**Learning Strategies**

**Video**

**Cross cultural**

**Testing**

Andy  
Curtis

Gwyneth  
Fox

Martin  
Bygate

Pauline  
Rea-Dickens

[www.kotesol.org](http://www.kotesol.org)

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# KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

*The 10<sup>th</sup> Korea TESOL International Conference*

Crossroads: Generational Change in ELT in Asia

October 5th-6th, 2002

*Sookmyung Women's University*

*Seoul, Korea*

*With Special Thanks to: Sookmyung TESOL Centre*

*The British Council*

*The Conference Committee*

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## 2002 Conference Committee

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Member Services Team Coordinator

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## ***A Message from the Conference Chair***

Greetings to all members and friends of Korea TESOL.

This year's International Conference marks 10 years of activity by Korea TESOL. In those ten years, there has been profound change, both in the Republic of Korea and in the English Language Teaching field. In the area of English teaching, the changes have been monumental, perhaps even staggering. English has become an established feature of the educational landscape. After-school institutes and academies almost always offer some kind of English teaching. Public schools are now mandated to use English as the medium of instruction for English classes in public schools. Courses in English conversation have become part of the mandatory core of courses for graduation in universities and colleges. Koreans now travel regularly to English-speaking countries to receive further education in English. Businesses in Korea are now adopting English as their working language. These are profound changes, indeed.

As the atmosphere for learning English has changed, the atmosphere for teaching English has changed, too. Having a native speaker English teacher at some time is becoming the rule, not the exception, for the average Korean student. Job opportunities for expatriates have grown exponentially, as academies, the public school system, and colleges and universities employ native speaker teachers. Teachers, in turn, look for opportunities for education and development, especially as employers begin to demand a higher level of qualification from expatriate teachers. Thus, there are a growing number of certificate, diploma, and graduate degree level training programs, seeking to address this need.

And what of the teaching/learning process itself? That, too, has changed. It would be very difficult these days to find a teacher who would rely on grammar translation or audiolingual drilling as their primary mode of teaching English. We have gone from "teaching English for communication" to "teaching English as communication" to "teaching English through communication". Even within the "communicative approach", there has been debate about what types of teaching help students to learn. The use of tasks as a means of building communicative fluency, and as a means of understanding the language, has become very popular among many teachers and scholars.

In spite of this, there are those who have questioned the need to abandon everything that has gone before in English teaching. Some have asserted that there is still much of value in approaches that rely on the presentation and practice of language before going on to full-blown communication. As a result, there is a debate happening within the English teaching community, particularly here in Korea. This is an important process, and it should not be dismissed. Conferences like this one are an invaluable part of this process, because we have the chance to hear the different voices, to understand the varied perspectives, and to examine the many points of view about what makes up good language teaching and learning.

In this, the 10<sup>th</sup> year of Korea TESOL's existence, we who do and analyze English teaching stand at a crossroads. Where do we go from here? What direction will we take in our teaching and research? It is my hope that this Conference will help you in finding the direction you want to take in your professional futures.

Enjoy the Conference.

Craig Bartlett  
Conference Chair

## ***KOTESOL: Who and What We Are***

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 10th 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, USA.

Korea TESOL was established in October 1993, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated in The Constitution and Bylaws of Korea TESOL, "The purpose of Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

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

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers and other interested persons. Approximately 40% of the

members are Korean. KOTESOL chapters exist in Seoul, Suwon, Chongju, Daejeon, Taegu, Pusan, and Gangwon and Jeolla regions. Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

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

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

## ***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, and a message from current Conference Chair Craig Bartlett. Information regarding transportation to and from the conference, as well as a partial listing of accommodations in the Sookmyung University area can also be found here.

### ***Schedules***

Presentation schedules are divided into two areas, one for each day of the conference. Each day's section contains a quick reference to that day's presentation, and the abstracts for each presentation given that day in chronological order. You'll want to read these carefully and perhaps cross-reference them with the Content Area listing and/or presenter Bio's 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, room and content area listed as well. In addition, a separate section holds biographical and contact information for many of the presenters, also listed in alphabetical order by family name.

### ***FYI***

Finally, in the latter half of the book we have placed forms and information specific to the operations of KOTESOL. There is a membership application form, as well as an assortment of other info such as our constitution, bylaws and a list of who's where. As always, you can learn more at our website,

[www.kotesol.org](http://www.kotesol.org)

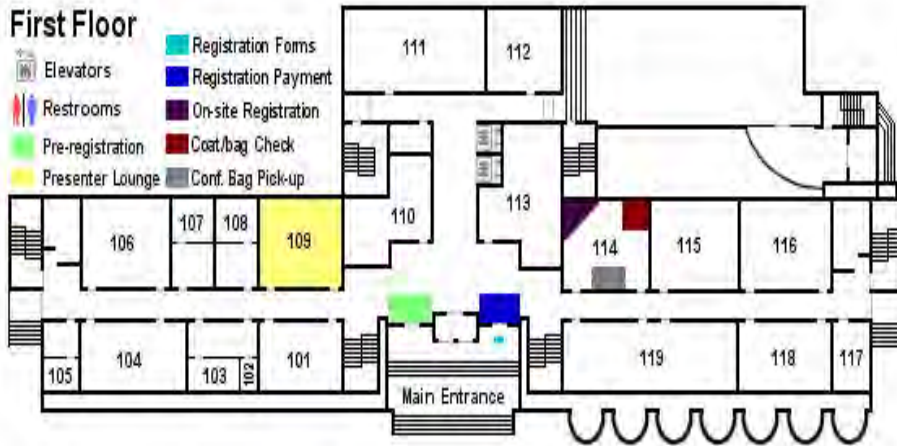
### **The 2002 Conference Committee**

Would like to thank the School of Tourism at Hyecheon College in Daejeon for providing us with student volunteers for the 2002 Conference. In addition to this team, Sookmyung University students have also volunteered their services as Guest Services Volunteers. These students are here to anticipate the needs of conference participants and implement whatever steps necessary to ensure good service and a successful experience to all KOTESOL members and guests. We sincerely appreciate their efforts at making this year's conference a success.

*Main Building Floor Plans*

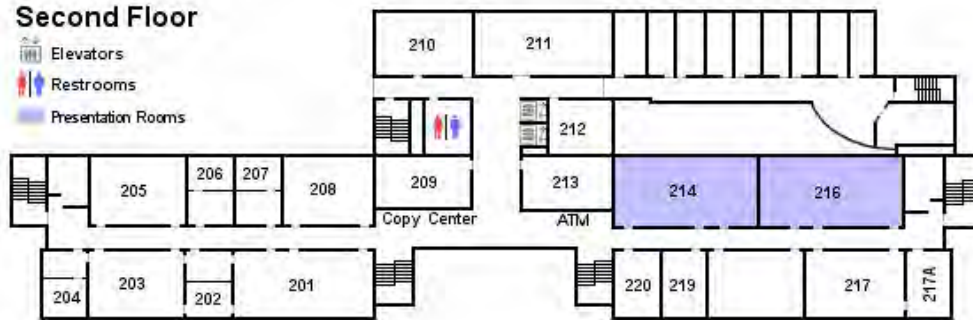
**First Floor**

-  Elevators
-  Restrooms
-  Pre-registration
-  Presenter Lounge
-  Registration Forms
-  Registration Payment
-  On-site Registration
-  Coat/bag Check
-  Conf. Bag Pick-up



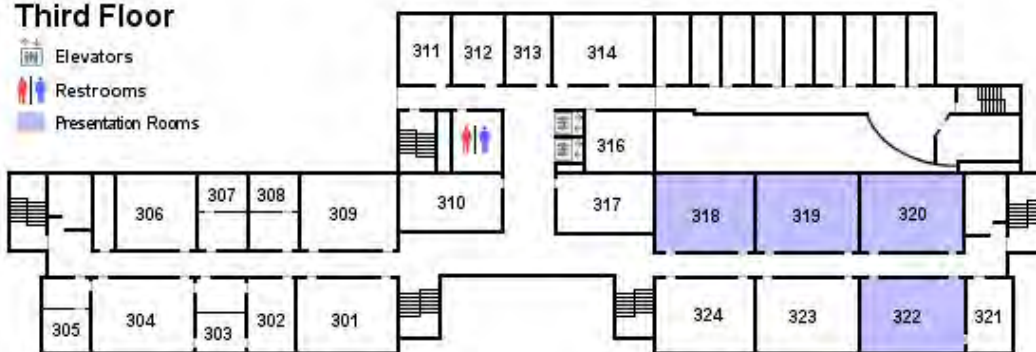
**Second Floor**

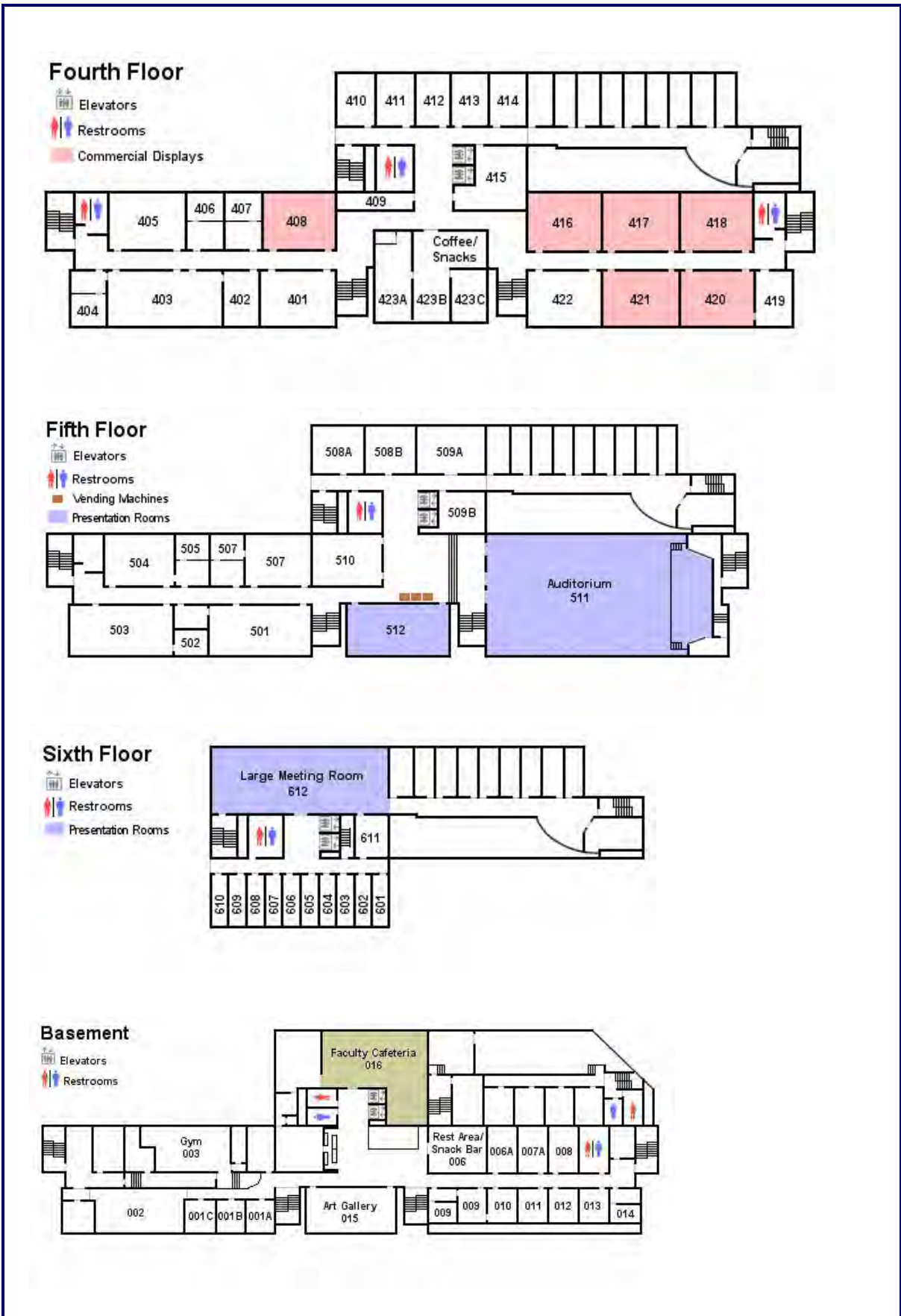
-  Elevators
-  Restrooms
-  Presentation Rooms



**Third Floor**

-  Elevators
-  Restrooms
-  Presentation Rooms







*Other Buildings around Campus*

**The Full Campus**

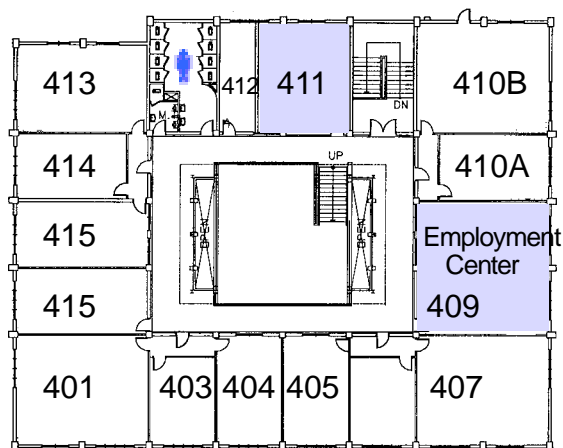


- (1) **Main Entrance** (2) Students' Building (3) Auditorium (4) Residence Hall for Foreign Faculty (5) Dormitory  
 (6) **Main Building** (7) SuRyun Faculty Building (8) **Graduate School Building**  
 (9) **West Building** (10) Administration Building (11) Concert Hall, Exhibition Hall and Museum  
 (12) College of Music (13) Social Education Building (14) College of Pharmacy (15) College of Fine Arts  
 (16) Centennial Memorial Building (17) Library (18) College of Science (19) International House 1  
 (20) International House 2 (21) Faculty Building (22) Moon Shin Sculpture Park

**Graduate School Building**

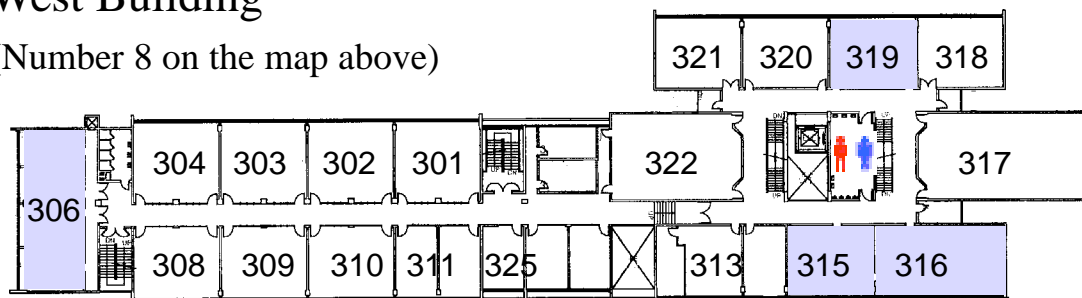
(Number 8 on the map above)

 Restrooms (Men's, Women's)



**West Building**

(Number 8 on the map above)



## Conference Schedule

### Saturday, October 5th

8:30am - 6:00pm	Registration in the lobby of the Main Building Book and educational displays by organizational members
9:00am - 10:50am	Regular presentations and workshops
11:00am - 11:20am	Opening Ceremonies
11:30am - 12:20pm	Plenary address by Andy Curtis <i>"Coping with Change Creatively"</i>
12:30pm - 1:00pm	Lunch break
1:00pm - 1:50pm	Featured presentations by Aleda Krause, Pauline Rea-Dickins And Gwyneth Fox
2:00pm - 3:50pm	Regular presentations and workshops
4:00pm - 5:50pm	Regular presentations and workshops

### Sunday, October 6th

8:30am - 4:30pm	Registration in the lobby of the Main Building Book and educational displays by organizational members
9:00am - 10:50am	Regular presentations and workshops
11:00am - 11:50am	Plenary address by Martin Bygate <i>"Do we learn the big things first? Some issues in second language learning"</i>
12:00pm - 12:30pm	Lunch break
12:30pm - 1:20pm	Featured presentations by David Carless and Isobel Rainey
1:30pm - 2:20pm	Regular presentations and workshops
2:30pm - 4:20pm	Regular presentations and workshops
4:30pm - 6:00pm	Annual business meeting and elections

### Saturday and Sunday, October 5th & 6th

ALL DAY	Employment Center GS409
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## Plenary Address:

### *“Coping with Change Creatively”*

Andy Curtis

Associate Professor, School for International Training, Vermont, U.S.A.

Saturday, 11:30-12:20

Change is one of the few constants in language education, and the management of change in education is now established as a field of study in its own right. However, in second language education, the systematic study of change mechanisms and processes is a relatively new area. This may be especially true in Asia; a part of the world that has arguably experienced some of the greatest change in the last 20 years. In the first part of this talk, we will focus on a study in which we asked teachers of English in Hong Kong to rate their own change-related knowledge, skills and personality characteristics. In the second part, we will explore a problem-solving approach to the management of change in second language education. In the third part, we will examine different models of change, and look at how these can help us understand this fascinating and complex phenomenon.

### **About the Presenter**

Andy Curtis is an associate professor in the Department of Language Teacher Education at the School for International Training in Vermont. He has worked with students, teachers and teacher educators in Asia, Europe, North, South and Central America. He recently co-authored *Pursuing Professional Development* with Kathi Bailey and David Nunan.

## Plenary Address:

### *“Do We Learn the Big Things First? Some Issues in Second Language Learning”*

Martin Bygate

University of Leeds, UK

Sunday, 11:00-11:50

Language learning involves a number of different types of learning, some of them possibly easier than others. This talk will consider a range of aspects of language, some of which can be considered 'big', while others are often seen as 'little'. It will ask and attempt to answer a series of questions: which are the big things, and which are the little ones? What is the connection between them? What comes first, the big or the little, or is there no special order? What does the discussion suggest about the teaching and learning of grammar, of pronunciation, of vocabulary and discourse? Issues will be illustrated through examples, with particular reference to the teaching and learning of spoken language through communication tasks.

#### **About the Presenter**

Martin Bygate lectures in TESOL at the University of Leeds, UK, where he directs the MA TESOL programme, and supervises research into the learning of English as a second/foreign language. Previously he was at the University of Reading, and has worked in France, Morocco, Brazil and Peru. His main research interests are in language development, tasks in language learning, and oral language skills. He has published widely, including 'Speaking' (Oxford University Press, 1987), 'Grammar and the Language Classroom' (1994, Prentice Hall) co-edited with Alan Tonkyn and Eddie Williams, and 'Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing' (Pearson Education, 2001) which he co-edited with Peter Skehan and Merrill Swain. He is currently co-editor of the journal 'Applied Linguistics', and on the editorial advisory board of 'Language Teaching Research'.

## **Featured Speakers:**

### **3 Concurrent Sessions**

**Saturday, October 5<sup>th</sup>, 2002, 1:00-1:50**

#### ***“To Assess or Not to Assess: Challenging Tensions and Inconsistencies in Primary Foreign Language Teaching”***

Pauline Rea-Dickens  
University of Bristol, UK

This presentation takes as its main focus 'issues of assessment', with specific reference to young learners of English as a foreign or additional language. It will explore a range of tensions and challenges faced by teachers of these young learners. Firstly, I will examine a number of reasons why different countries have decided to introduce the teaching of a foreign language at primary (elementary) level. I will then take a critical look at some assessment and testing practices, focusing particularly on what happens in the context of primary foreign language learners. Thirdly, I will present some findings from my own research before identifying a number of challenges and dilemmas for the profession in relation to the assessment of young learners. Finally I will also draw some conclusions about the title of my paper.

#### ***“The Attraction of Words”***

Gwynneth Fox  
University of Birmingham, UK

It used to be thought that, providing the grammar was correct, vocabulary words could be put more or less anywhere in a sentence. Although in theory this is the case, we now recognise that in practice this is not what happens. Language just doesn't behave like that - once one choice has been made, that then confines us to certain other choices and thus to some extent limits our freedom of expression. It's not that language can't be used creatively, with words being combined in a one-off, original way. Of course it can. It's just that, on the whole, it isn't. This means that it is no longer acceptable to teach words in isolation; they should be taught along with their typical collocates - the other words they are frequently used with - and with the grammar patterns in which they regularly occur. Some of these chunks of language are so frozen that we know them as idioms - 'kick the bucket', 'spill the beans' and so on. Others are fixed collocates such as 'take umbrage' and 'foot the bill'. These are easy to spot and easy to point out to learners. Others are much less obvious, though frequently far more common: examples are such common chunks as 'give no hint of', 'there's no point in', 'it wasn't all plain sailing', and so on - all three being typically used with a negative. There are hundreds of thousands of such chunks, and as teachers we have to be aware of them ourselves, to allow for them in our teaching and to encourage awareness of them among our learners.

## Featured Speakers:

### 3 Concurrent Sessions

Saturday, October 5<sup>th</sup>, 2002, 1:00-1:50

#### *“Active Learning: The Only Way Children Learn”*

Aleda Krause  
JALT

Children are active learners. They learn best when they are totally occupied using their bodies as well as their minds, their emotions as well as their intellects. Passive, teacher-lead classes can lead to boredom that leads to discipline and behavior problems. Teachers of children need a repertoire of active learning techniques to keep children interested and engaged as well as to keep discipline problems at bay. This presentation will help teachers define active learning, as well as offer a plethora of active learning ideas including classroom games that teach children to work together, help one another, and solve problems.

#### Featured Speakers Biographies:

**Dr Pauline Rea-Dickens** works in the Graduate School of Education at the University of Bristol where she is Reader in Applied Linguistics and Deputy Director of Research. She leads the development of higher degrees in TESOL in the Graduate School and co-ordinates and teaches on the EdD in TESOL. She also contributes to the Med (TEFL). She teaches on a range of courses including: Researching Language Classrooms, Analysing Classroom Language, Practical Research for Language Teachers, Language Testing and Assessment. She has published widely in relation to her research interests in language programme evaluation and language testing and assessment. She currently directs an Economic and Social Science Research Council research project: Investigating the Classroom Assessment of Learners with English as an Additional Language at Key Stage 1 (elementary school).

**Gwyneth Fox** started her career as an EFL teacher in Rome. She returned to UK, where she lectured in Applied Linguistics and ran teacher-training courses. From 1981 to 1997 she worked on the Cobuild project at the University of Birmingham, writing dictionaries and grammars. She is now an Honorary Research Fellow at the University, and works as Dictionaries' Publisher for Macmillan.

**Aleda Krause** is co-author of *SuperKids*, a 4-level EFL series for elementary-aged children, and *SuperTots*, a 3-level series for kindergarten children. She has taught children of all ages (from 2-62!) in Japan for more than 20 years and has conducted many teacher training workshops in Taiwan, Japan, and other parts of Asia. She is founding coordinator of the JALT Teaching children SIG and has written extensively on activities to enhance children's EFL acquisition and learning.

## **Featured Speakers: 2 Concurrent Sessions Sunday, October 6<sup>th</sup>, 2002, 1:00-1:50**

### ***“The Deployment of Native Speakers in State School Systems”***

Dr. David Carless  
Hong Kong Institute of Education

Within the region, a number of countries have viewed the importation of native speakers of English as a means of enhancing English language teaching in schools and promoting internationalization or cultural exchange. Adherents of such programmes anticipate benefits in exposing learners to authentic input and the use of English for genuine communication, whilst critics point to a perceived lack of value for money and the difficulties of foreigners integrating into local systems.

Examples of such schemes include EPIK (English program in Korea), JET (Japan exchange and teaching) and NET (Native-speaker English teacher) in Hong Kong. This paper will make some comparative observations about these three schemes, will argue that both native and non-native speakers have their particular strengths and will propose some ways in which native-speakers might best be utilized in schools.

### ***“Appropriate Pedagogies in a Global Age”***

Isobel Rainey de Diaz  
IATEFL SIGs

Frustration with the premature or uncritical adoption of CLT in the latter half of the 20th century has created an environment for a fuller appreciation of the pedagogies derived not from research carried out at a great distance from where it is applied but from the practices of grassroots teachers. This talk reviews the theory underlying appropriate pedagogies, pointing out its strengths and weaknesses, and providing ample practical illustrations of its relevance to classroom teaching and materials production in general, and to Korea in particular.

## **Featured Speakers Biographies:**

**David Carless** holds an MA in Applied Linguistics from the University of Birmingham and a Ph D from the University of Warwick. He has taught in primary or secondary schools in England, France and Hong Kong. He has worked in the tertiary sector in Hong Kong since 1989 and is currently a Senior Lecturer in the English Department of the Hong Kong Institute of Education. His main research interests are in teacher education, the management of educational change, task-based teaching and assessment for learning.

**Isobel Rainey de Diaz** has worked as a lecturer in Applied Linguistics, and as a teacher trainer and teacher in several countries in Europe, South America, and the Middle East. Her research interests include textbook design, the challenges of EFL teachers in emerging contexts, and the teaching of academic writing.

## Saturday Morning Sessions

	9:00 – 9:50	10:00 – 10:50	11:00 – 11:30	11:30 – 12:20	12:30 – 1:00	
W306 EE	<b>Ferguson</b> Magic in EFL Part 1	<b>Kim HJ</b> A case study of EFL	Opening  Ceremonies (Main Aud. 511)	Plenary Presentation  <b>Andy Curtis</b> Coping with Change Creatively  (Main Aud. 511)	<b>L U N C H</b>	
W309 X	<b>Katz</b> Avoiding plagiarism					
W315 AA	<b>Makarchuk</b> Classroom research	<b>Isemonger</b> Learning Styles Research				
W316 TD	<b>Life</b> English Idioms	<b>Howard &amp; Willcocks</b> Class and Individual Feedback				
W319 R	<b>R-SIG: Kim</b> Qualitative & Quantitative Methods in Harmony	<b>Kim HH</b> CLT in Korea				<b>Shibuya</b> Motivation & Anxiety
M612 V		<b>Schierra</b> Listen through video				
GS107 CALL	<b>Sultan</b> Future for e-learning?	<b>Balsamo</b> Email Exchange				
M322		<b>Kampa</b> Music and Movement in the EFL Classroom				
M214		<b>Rogers</b> TOEIC preparation				
M216		<b>Fowle</b> Keys to Reading Competency				
M318		<b>Krishnamurthy</b> COBUILD: an under-used resource				
M319		<b>Miles</b> Asian Students & Asian bias textbooks				
M320		<b>Malarcher</b> Successful Reading through Reading Success				

EE = Elementary Education  
X = Cross-cultural  
AA = Alternative approaches

TD = Teacher development  
R = Research issues  
V = Video  
CALL = Computer assisted language learning



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SATURDAY, 9:00-9:50 AM

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**Classroom Research: Using the Results to Improve Language Teaching**

Don Makarchuk, Kyonggi University

In this session I will report on the results of a study that was conducted with the intention of helping Korean university students taking a public speaking course improve their **body language** skills. The study focused on various aspects of body language including gestures, posture, facial expressions and whole body movement among others, and employed a treatment based on the concept of **noticing** to effect learning.

Particular attention will be given to making a link between the results of the study and altered classroom practice. As classroom research takes a lot of time and effort, it is essential that it have some practical benefit for the teacher-researcher. This session will illustrate that even ostensibly disappointing results can have a positive influence on the language classroom.

**Unlocking the Mystery of English Idioms**

James H Life (Jim), YoungDong University

One of the most misunderstood areas of English studies for the non-native speakers is the meaning and use of idioms. One of the greatest challenges for English teachers is explaining idioms in a practical way that makes sense to their non-native speaking students. This is complicated for the native speaker, almost impossible for the non-native speaker. This paper suggests a discussion and then a narrowing of idioms to a practical size for learning. It then suggests a 'three approaches' method of learning phrasal verbs and a 'two approaches' method of learning other common idioms and commonalities. By approaching idioms in a more complete and systematic way non-native speakers will better understand the application of idioms in both formal and informal communication.

**Qualitative and Quantitative Methods in Harmony: Action Research Design**

*(KOTESOL Research Special Interest Group)*

David D. I. KIM, Konkuk University

Which is better, a qualitative or a quantitative method? It need not always be an "either or" scenario when it come to deciding upon a particular research method for your research projects, especially when exploring uncharted areas of study. The use of a qualitative method often leads to the collection of data rich in detail and scope, while the quantitative method provides sharper data available to statistical manipulation. Both methods could be coordinated to hone in on your research

**Is There a Future for E-learning?**

Rania Samir Sultan

Integrated English Language Project-II

The Internet and intranets offer some wonderful alternatives in the field of teacher training. With ongoing technological advances, e-learning has emerged to offer electronically delivered instruction. E-learning sounds easy, flexible, accessible and convenient to all users. Nonetheless, it is still unpopular. The presentation will open discussions on the future for E-learning, tackling the concerns of its various stakeholders, such as users, training providers, instructional designers, and decision makers. Recommendations on overcoming its disadvantages will be made.

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SATURDAY, 9:00-10:20 AM

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**Magic in EFL Part 1: Creating Communicative Contexts for Learning**

Stephen Fergusson, Leaders English

Making the shifting from grammar translation to communicative learning can be a struggle for both the learners and the facilitator. At this crucial time of change, innovative tools must be added to the facilitator's tool belt! Magic is one of these tools.

When creating a communicative classroom in the target language, we often find ourselves looking for creative ways to turn a foreign environment into one that is more conducive to the learning of the target language. Magic can help create that illusion of a different

environment. In this workshop you will be presented with the fundamentals of magic for EFL learning and acquire basic magic skill s that relate to the creation of “teachable moments” in the communicative classroom. You will create magic using objects found in your home or classroom. Let the Magic Begin!!

### **Teaching Students to Avoid Plagiarism**

Ivan Katz, Asian University of Science and Technology

Plagiarism may be seen from a variety of perspectives. It can be seen as an act of intellectual dishonesty, as a cultural construct, as a symptom of overwork or excessive expectations, or even as a form of flattery. It is also a pernicious obstacle to creativity: the act of plagiarism can be interpreted as a statement of anxiety about the ability to create and defend fresh ideas. This workshop will address - and seek participants' opinions on and experience with - some of the reasons students plagiarize, how to give them the skills and confidence to avoid doing so, “plagiarism-proof” assignments, how to catch students when they plagiarize, and how to deal with cases of plagiarism in a culturally sensitive manner.

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**SATURDAY, 10:00-10:25AM**

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### **Communicative Language Teaching (CLT) In a Korean Secondary Classroom**

Kim Hyun Hee, University of Sydney

Research shows that Korean EFL teachers have encountered difficulties in the process of implementing Communicative Language Teaching (CLT) in their classroom practices (Li, 1998) since pedagogical change, intrinsic to implementing CLT, was introduced in EFL teaching in Korea. This paper investigates CLT in Korean secondary classrooms, particularly constraints perceived by teachers in the process of implementation. The data obtained from questionnaires and interviews will be qualitatively analysed from the perspective of

how the teachers' perception in the process of implementing CLT relates to their classroom practices in CLT. It is argued that the difficulties perceived in implementing CLT is to a large extent resultant from misconceptions of language and

misunderstanding of CLT as an approach to language teaching and learning, and less adequately informed classroom practices in terms of tasks and materials.

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**SATURDAY, 10:00-10:50AM**

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### **Cross Cultural Learning Research Styles: How Far Have We Gone?**

Ian Isemonger, Waseda University

Research on learning styles in the ESL classroom has evolved into a broad domain of inquiry with some pedigree. One aspect of this research has focused on cross-cultural differences in perceptual learning styles, and this line of research has been substantial over the past fifteen years. Despite progress, various conceptual and methodological flaws have undermined the capacity of this field to make strong claims regarding the pedagogical implications of research findings. This paper examines these conceptual and methodological flaws, with a view to delineating a more fruitful research direction for the future.

### **A Comparative Approach to Class & Individual Feedback**

Craig Howard & Kim Willcocks

Kanda University of International Studies

Communicating and offering students feedback on their progress is a constant and age-old issue in many different educational arenas. This presentation looks at different methods of feedback, specifically, student-teacher conferencing and online feedback, both as a class and individually. Individual case studies and the teachers' experiences will serve as the basis for assertions made about course design and ways to integrate feedback, in the hope of promoting learners learning style awareness and autonomy. Through methods of face-to-face student-teacher conferencing, and also more removed internet mediated communication, the presenters hope to show a comparison of the values of both forms of student feedback. Logistical issues, as well as some

technical issues concerning the use of these alternative medias as conferencing devises, will also be discussed.

## The Tenth Annual KOTESOL Conference

### **Facilitating Conversational Listening Skills Through Video**

Tony Schiera, Sunchon National University

In English conversation, a prized ability is to listen to another speaker and show understanding. It is a skill that is stunted in many non-native adult students as a result of years of being asked to prove only that they can speak extemporaneously. Meanwhile, the development of listening skills is often limited to practice with audiotapes. However, developing conversational listening skills facilitates true discussions and is evidenced by a person listening, understanding, and asking relevant questions about the conversation in progress.

This presentation will follow the development of a handful of university students in their development of English conversation skills through self-reflection, video analysis, and the development of conversation strategies.

### **International Email Exchanges for the ESL Classroom**

Prof. William M. Balsamo  
Kenmei Women's Junior College

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 culminating 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 were the inherent differences 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.

### **Music and Movement in the EFL Classroom**

Kathleen Kampa, Oxford University Press

EFL teachers in Asia are discovering the magic of "music and movement", an exciting new strategy in which target language is integrated with rhythm, melody, and creative movement in a way that enhances learning and retention. The presenter will introduce simple and effective "music and movement" methods for young learners within a multiple-intelligence framework, using numerous examples from the new *Magic Time* series co-authored by the presenter and published by Oxford University Press.

### **A New Guide to TOEIC Presentation**

Bruce Rogers, Thomson Learning

In Korea and Japan, TOEIC® (Test of English for International Communication) is probably the most important test of the English language. Bruce Rogers, author of Thomson Learning's *The Complete Guide to TOEIC* will introduce the second edition of this study guide. He will also demonstrate TOEIC Mastery, a new software program that accompanies the second edition and adds a new dimension to TOEIC Preparation.

### **Keys to Reading Competency**

Clyde Fowle, Macmillan East Asia

This session will look at the main skills intermediate learners need to become competent readers. Participants will start by considering the reading skills that their learners need to develop to achieve this. Approaches to teaching a variety of reading skills such as skimming, scanning, inferring meaning, vocabulary building and dictionary skills will be looked at. Example texts drawing on real world and cross-cultural issues with accompanying tasks to develop learners' reading skills will be demonstrated and discussed. Teachers will leave the session with ideas on how they can systematically build their learners' reading skills. The session will draw on the materials from Macmillan's newly published three level reading course for Asian learners *Reading Keys*.

**COBUILD: An Underused Resource**

Ramesh Krishnamurthy

Reference skills are rarely taught, so dictionaries are often used inefficiently. Decoding activities (e.g. reading a text) and encoding activities (e.g. writing a text) require different dictionary look-up strategies, but students frequently use the same methods for both. A great deal of detailed information is provided in dictionaries, but is not fully accessed. COBUILD dictionary definitions are a particularly powerful but underused resource. All definitions are written in full sentences, not only explaining the meanings of a headword, but also showing exactly how it is used. Specific definition styles directly reflect the grammatical class, collocations, and typical contexts of the headword. The wording of the definition immediately tells you that a noun is countable and usually modified, that a verb is intransitive and needs a human subject, and so on. This paper will show how you can use COBUILD dictionary definitions more effectively, and get more value from your dictionaries.

**Meeting the needs of Asian Students:  
Asian bias textbooks**

Scott Miles

What does it mean when someone says a textbook has an "Asian Bias"? Asian language learners, particularly beginners, have special needs and interests that too often go unmet by textbooks developed for an international audience. Get Real! is the new English series developed with these Asian learners, your students, in mind. Using material and activities from Get Real! the presenter will demonstrate how teachers can effectively develop English language skills in a way that accommodates Korean students.

**Successful Reading Through Reading  
Success**

Casey\_D. Malarcher, Compass

This presentation will introduce a new reading series for middle and high school students, written by Ken Methold and Pieter Koster. This series helps students develop reading skills using a variety of writing genres including diaries, letters, speeches, advertisements, dialogs, and stories.

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SATURDAY, 10:30-10:55 AM

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**Motivation & Anxiety of Female EFL Students**

Ayako Shibuya & Chieko Mimura, Temple University

Gender-based differences in performance and behavior in classroom have been widely studied in TESOL. While some studies emphasize female students' linguistic excellence (Sunderland, 2000), one of the most common features is their silence in classroom (e.g. Cortes, 1986; Losey, 1995). Difference in conversational styles, teacher-treatment, students' own images of femininity, as well as the traditional gender role fixed by the society are among the contributing factors (e.g. Sunderland, 1994; Losey, 1995; Kameda, 1995; Inoue, 1999; Pajares & Valiante, 2001).

This presentation concerns a survey of some Japanese female university/college/junior college students in Tokyo concerning motivation and anxiety in language learning in relation to gender factors, including the difference between co-ed and single-ed environments. The presenters analyze and discuss their survey data and some implications for language learning and teaching and the research methodology in gender and TESOL.

**A Case Study of EFL Curriculum and  
Material Evaluation**

Hyun Jung Kim, Seoul National University

This case study of Korean elementary EFL was designed to evaluate the previous (1997-2000) and new (2001-) curricula and materials. This study first suggests communicative language teaching (CLT) criteria appropriate for elementary school pupils who are beginning to learn EFL in Korea, and then evaluates the two CLT-based curricula for the 4th grade based on the suggested criteria. Second, this study aims to examine the two different material sets for the two curricula focusing on spoken language communicative activities.

Perceptions of the curriculum and material change were considered from three perspectives: three teachers, a policy maker and a researcher. It was revealed that opinions from the three perspectives vary considerably. The study also found that despite the recent attempt to implement CLT-

**The Tenth Annual KOTESOL Conference**

based elementary EFL, there are still deficiencies in the Korean elementary EFL curriculum and materials.

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**SATURDAY, 11:00-11:30 PM**

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**SATURDAY, 11:30-12:20 PM**

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**Saturday Plenary Address:**  
**Andy Curtis**  
***“Coping with Change Creatively”***

**Opening Ceremonies**

***Many Thanks to Seorim Printing, Daegu, for expedited production of this program guide.***

## *Lunch Options*

There are a number of possible options you can follow when you want to have lunch. Options 1 - 3 are made available courtesy of the Conference. You can buy tickets for Options 1 - 3 at the Lunch Desk, which should be located in room 114 of the [Main Building](#).

### **Option 1.) There are two choices from the Vines Deli and Kitchen in Itaewon:**

**A.) 7,000 Won:** Herb-Roasted Chicken Breast Sandwich (with bacon, grilled onion, mayonnaise, and lettuce) on wholemeal bread and a bottle of Soraksu mineral water

or

**B.) 7,000 Won:** Chizimi and Tempura Sandwich (fresh vegetables cooked in a grilled omelete, with lettuce and mayonnaise) on wholemeal bread and a bottle of Soraksu mineral water

### **Option 2.) There are three choices from Quizno's Subs in Gangnam:**

**A.) 6,500 Won:** Small Traditional Sub Sandwich (with roast beef, ham, turkey, cheddar cheese, tomato, red onion, ranch dressing, and black olives) and a Quizno's cookie

or

**B.) 6,000 Won:** Small Classic Italian Sub Sandwich (with Genoa ham, salami, cappicola, mozzarella cheese, tomato, red onion, ranch dressing, and black olives) and a Quizno's cookie

or

**C.) 6,500 Won:** Small Vegetarian Sub Sandwich (with tomatoes, black olives, mushrooms, red onion, guacamole, cheddar cheese, and mozzarella cheese) and a Quizno's cookie

### **Option 3.) The cafeterias in the Main and West Buildings:**

This option is **available only on Saturday** and there will only be 200 tickets for this meal available in the West Building cafeteria, and 100 in the Main Building cafeteria.

**A.) 3,000 Won:** Rice, bean paste stew, steamed pork with rice cakes, tofu, seasoned vegetables with clams, cabbage kimchi, and beverage

### **Option 4.) Off Campus Establishments**

There are a number of restaurants and food establishments in the neighbourhood around Sookmyung Women's University, offering a variety of Western and Asian dishes. Here are some of them, with prices:

**Skylark Junior:** Spaghetti, pork cutlets, hamburg steaks - 4,500-5,000 Won

**Ga Mi Won:** Hand-made galguksu noodles - 4,000 Won

**Popeyes:** New Orleans style Fried Chicken and Chicken Sandwiches - 4,000-6,000 Won

**Hansot:** Korean-style lunch boxes (doshirak) - 1,500-4,000 Won

**Midarae:** Udong noodles, rice rolls (kimbap), sushi (chobap) and raw fish - 3,500-4,500 Won

**Mr. Pizza:** Pizza sets for 2-4 people - 9,000-19,000 Won

**Kimbap Academy:** Rice rolls, noodles - 3,500-4,500 Won

**Lime Sandwich Shop:** Sandwiches from 2,000-5,000 Won (**Closed on Sunday**)

**Laggu Laggu:** Cutlets, curries, and noodles - 3,500-8,000 Won

### Saturday Afternoon Sessions

	1:00 – 1:50	2:00 – 2:50	3:00 – 3:50	4:00 – 4:50	5:00 – 5:50	
W306 EE	<p><b>Featured Speakers</b></p> <p><b>Aleda Krause</b> Active Learning: The Only Way Children Learn (M214)</p> <p><b>Gwynneth Fox</b> Attraction of words (M612)</p> <p><b>Pauline Rea-Dickens</b> To Assess or Not to Assess? (M511)</p>	<b>Ferguson</b> Magic in EFL (2)	<b>Miller</b> Are These Kids Brats or Is It Just Me?	<b>Hammond</b> Stories in TEYL	<b>Healy</b> Best Friend	
W309 X		<b>Johnson</b> Curriculum for Global Worlds	<b>Sutherland</b> Student choice	<b>Rucynski</b> Travel English	<b>Graham-Marr</b> Methodologies for a culture course	
W315 AA		<b>Everest</b> Teaching English Stress without the Stress	<b>Finch &amp; Sampson</b> An Interactive Learning Journal	<b>Laurel</b> Alternative learning resource	<b>Cross</b> Let's Get Together	
W316 TD/L		<b>Lucantonio &amp; Gallagher</b> Academic writing Genres	<b>Edwards</b> Teacher development from inside out		<b>Morgan</b> Research & Change	<b>Lucantonio</b> Speaking for a Purpos
W319 R		<b>Kim, Syder &amp; Pavelich</b> Consciousness & EFL performances	<b>Wolfe</b> Accidental Research	<b>Armstrong &amp; Lassche</b> Action research - anxiety	<b>R-SIG (Finch)</b> Q & A Panel Workshop	
M612 V		<b>Cates</b> Bring the World into your Classroom	<b>Lim JW</b> Goals & Discourse	<b>Kim &amp; Spindler</b> Acquisition Principles and EFL Classrooms	<b>Berry</b> Using video to teach English	
GS107		<b>Turner</b> Interactive Websites & Online Quizzes	<b>Balsamo</b> Simple Computer-based Activities	<b>Shin GG</b> Internet-assisted Cooperative EFL	<b>Van Moere</b> Measuring Proficiency Progress	
M322		<b>R-SIG: Kim</b> Surveys & Learner Needs	<b>Delahunty</b> Tapping potential	<b>Sultan</b> Teaching novels	<b>Kang MJ</b> Grammar & Cooperative Learning	
M214		<b>Thompson Room</b>				
M214		<b>Paul</b> 'Communication Strategies'	<b>Reitan</b> Activities using ATLAS	<b>Birmingham</b> Read to Succeed with ACTIVE	<b>Martin</b> Achieve with Standout	
M216	<b>Macmillan Room</b>					
	<b>Maginn</b> Building Cross-Cultural Awareness	<b>Miles</b> Finding the Balanc	<b>Gershon</b> Give Your Students an Upgrade!			
	<b>Jordan</b> Dynamic Learning with Parachutes	<b>Curtis</b> Professional Development	<b>Gallagher</b> Aston Diploma/MSc in TESOL/TESP	<b>Kim &amp; Hwang</b> Phonics Land		

M319	<b>Kang MH</b> SIT's Master of Arts (TESOL)	<b>Rogers</b> Boosting TOEFL Scores	<b>Lodge</b> Sing, spell, read and write	<b>Sweeney</b> Bridging the Gap
M320	<b>Helgeson</b> Designing "Out of the box" listening	<b>Williams</b> Financial Planning for the Teaching Profession	<b>Steckler, Warfield &amp; Sheffner</b> DramaWorks – techniques for English communication	
GS411	<b>Longshaw</b> reaching out	<b>Fusselman</b> Cognitive Teaching Technique	<b>Keltner</b> Authentic American	<b>Longshaw</b> Strategies

Poster Session

3:00 – 5:00

5<sup>th</sup>  
floor  
lobby

<b>Steven Davies</b>	A British Fete: Fostering Cross-Cultural Understanding Outside
<b>William Balsamo</b>	Asiahelp: Helping the Children of Asia
<b>Takahiko Hattori</b>	Four-language-skills Integrated Textbooks for ESL Classes
<b>Gretchen Jude</b>	Stimulating Discussion with Video: Modern Issues for Intermediate Students
<b>Andrew Finch</b>	All the students talking all the time

EE = Elementary Education  
X = Cross-cultural  
AA = Alternative approaches  
L = Literacy issues

TD = Teacher development  
R = Research issues  
V = Video  
CALL = Computer assisted language learning

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SATURDAY, 1:00-1:50 PM

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**Featured Speakers:**

***“The Attraction of Words”***

Gwynneth Fox

***“Active Learning: The Only Way Children Learn”***

Aleda Kraus

***“To Assess or not to Assess: challenging tensions and inconsistencies in primary foreign language teaching”***

Pauline Rea-Dickens

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SATURDAY, 2:00-2:50 PM

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**Magic in EFL Part 2: Staging a “Magic Show”**

Stephen Fergusson  
Leaders English

It's often difficult to find productive oral activities in the communicative EFL classroom that challenge the learner without appearing too threatening. Ladies and gentleman, welcome to "The EFL Magic Show", where even the most shy learners shine as magicians. In true communicative learning fashion English becomes the medium, their necessary "tool" for performing the show. Herein lies the true magic.

The learners are having so much fun preparing and presenting their magic show that they do not worry about their English oral production!!!! Shyness disappears as the EFL magician takes the stage, confident in their knowledge of the magical illusion they will perform. At this workshop you will be provided with everything you need to return to your learning environment and make magic! The workshop is suitable for facilitators of all levels and ages of EFL learners.

**Teaching English Stress without the Stress**

Terri-Jo Everest  
Busan University of Foreign Studies

Pro/nun/ci/A/tion. Although this word can be tongue-trippingly stressful, teaching it needn't be. Don't like jazz chants? Not to worry. Armed with a few basic "rhythm rules", even the most rhythmically challenged of instructors can tackle supra-segmental stress, all the while singing nary a note. In this workshop, the presenter will guide and engage participants in various fast-paced activities she has used successfully in teaching English stress at word and sentence-level. This presentation is ideally suited for teachers from middle school up, but elementary school teachers would benefit tangentially, as many of the activities presented are adaptable for teaching segmental pronunciation as well. Participants will receive a hefty handout filled with useful classroom activities, and supplementary material will also be available upon request. Relax, don't fret: put the "fun" in phonology!

**Modeling Academic Genres of Writing**

Damian Lucantonio & Christopher Gallagher  
International Christian University

This workshop will examine how a genre-based approach can be used to teach academic writing in university classes. Part I of the workshop will begin by providing participants with a brief outline of the theory that underpins this approach by making reference to genre theory within a systemic functional paradigm. Following this, a variety of academic genres that are used in university curricula will be introduced, including: exposition, discussion, reaction, and research writing. Drawing on actual examples, the social purpose of each of these genres will be discussed, as well as their generic structure. Part II of the workshop will deal with the register. Issues relating to appropriate academic language of writing will be examined by drawing on some of the academic texts read and written by students in an EAP program in Japan. In Part III, participants will independently and in small groups, analyze a variety of academic essays, identifying the aspects of genre and register that were introduced earlier.

The workshop will conclude with a discussion of the benefits of using such an approach in the writing classroom, and a curriculum cycle for the teaching of academic writing will be suggested. Drawing on genre theory as well as actual classroom examples, this workshop will provide participants with new and interesting ways to teach academic genres of writing in university classrooms.



### **Re-shaping of Consciousness for EFL performances**

Byong-Won Kim, Joshua Snyder, & Steven Pavelich  
Pohang University of Science and Technology

Most Korean students appear to have poor skills in English, which may be attributed to their consciousness being shaped inappropriately for studying English as a subject (Kim, 2001). To help students re-shape consciousness, an exploratory research study was designed within the framework of Chafe's theory of language, thought and consciousness (Chafe, 1994, 2001). Assuming that accumulation of experiences of *using* EFL will help students consciously think in EFL, which will consequently result in changes in the ways they use EFL, an innovative program called 'RESCUE' was organized, and was administered to a freshman English class (N=18) during the first semester, 2002.

Results: [1] In listening and reading for correction, statistically significant increases of 21% and 96% were identified; [2] in argument writing, positive

quantitative/qualitative changes were recognised. Three speakers will present some instructional notes and some problems identified in the three major sub-programs of the course, besides the evaluation results.

### **Free Interactive Websites and Online Quizzes: No Programming Required**

Adam Turner, Hanyang University

Participants will make their own website and create online quizzes during the workshop. Contrary to what many assume, this can be done at no cost, and requires no programming skills whatsoever.

Much online learning has not been successful because it fails to take advantage of the interactivity of the Internet. Static websites are little different from textbooks that happen to be online. However, any teacher with basic computer literacy can create interactive websites, which allow not only themselves, but their students as well, to actively participate, upload and revise content on the site. Thanks to new user-friendly services and software, there is no longer any need for a single Webmaster to control all content.

Those who have never created their own websites before, or who think that they couldn't possibly create online quizzes are especially welcome. Those who create their own JavaScript quizzes may not find this presentation as useful.

### **Using the Survey as a Tool to Assess Learner Needs**

David D. I. Kim, Konkuk University

Gaining an understanding of learner needs prior to delivery of instructional material would greatly benefit both instructor and student. Instructional Design theories consider analysis of learner needs as an important prerequisite to curricula development. In tailoring curricula to accord with language learning goals, perceived personal relevance of instructional material would be considerably enhanced, leading to increased student motivation. In this presentation, an explication of an actual instance in using the survey method will be offered, a process involving the development of the survey, to implementation (administration), analyses, interpretation, and reviewing the implications of findings upon curricula.

### **Communication Strategies – A New Approach for Korean Intermediate Students**

David Paul  
Thompson

'Communication Strategies' is David Paul's new course for Korean intermediate students. In this presentation, he will discuss the needs of intermediate students in Korea, and show how the course sets out to meet these needs. David has been working hard on 'Communication Strategies' for the last seven years, and it has been piloted by many teachers around Korea. The result is a course and an approach that is tailor-made for Korea.

### **Building Cross-Cultural Awareness and Understanding**

Steven Maginn  
Macmillan Education

Your culture is not just your country. It's what you do and how old you are. It's the things you like doing and the things you don't like doing. It's the way you talk and your education. It's about your friends, your family and your own character. This is your cultural identity.

### **Dynamic Learning with Parachutes**

Nancy Jordan  
McGraw-Hill

Parachutes is a five-skills series for preschool that adds thinking as a fifth language skill. An integrated language approach, a graduated phonics program, together with an age appropriate focus on learning strategies ensures dynamic, accelerated language acquisition.

**SIT's Master of Arts in Teaching Program**

Min-Hee Kang

School for International Training

The Master of Arts in Teaching (MAT) Program at the School for International Training (SIT) - USA is recognized around the world as one of the oldest and most reputable language teacher education programs. For the past 34 years, the program has educated over 2,400 language teaching professionals around the globe. An additional 80 to 90 join every year in the program.

An outstanding curriculum is integrated with field-based practice, reflection, and application. Degree study includes a period of supervised teaching internship. The coursework can be completed within one academic year or two consecutive summers. SIT also offers TESOL Certificate, International Diploma in Language Teaching Management, and master's in International Education, Intercultural Relations, Organizational Management among others.

In this session, the distinctions of SIT will be presented followed by MAT alumni speaking about their professional practice.

**Designing "Out of the Box" Listening Activities**

Mark Hegelson

Miyagi Gakuin Women's College

Why is there so often a "sameness" in so many textbook activities? In this session, we'll work through a set of tasks designed to help teachers write listening activities that are different, unique and engaging. Lateral thinking is encouraged. The tasks were developed by the presenter for the listening course in the Columbia University Teachers College Japan MA/TESOL program. The presenter is the author of the popular Active Listening series and will, at the end of the session, so examples of "out of the box" activities from the series.

**Reaching Out to the EFL Learner and Teacher**

Robin Longshaw, Pearson Education

Join the presenter as she illustrates how the True Colors series reaches out to the EFL learner and teacher by putting them at the core of its pedagogy and learning strategies. Discover and experience how it provides the support, exposure and communicative opportunities the EFL student needs to function successfully in the English-speaking world. Come and find what you have been waiting for: a series that gives teachers all the support they could ever hope for!

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**SATURDAY, 2:00-3:20 PM**

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**Creating an Integrated Curriculum for a Global World**

Judith A. Johnson

Yamaguchi University

An integrated, cogent, humane approach to education is essential to personal growth and global advancement. Unfortunately, however, most educational institutions do not employ this type of instruction.

In this workshop, a brief introduction to the International Educational Initiatives Curriculum - a curriculum which helps students develop the personal values and thinking processes that will enable them to not only intelligently adapt to a rapidly changing world, but to also become the exponents and leaders of positive change - will be given. Next, the use of fundamental curricular components- universal human virtues, higher-order thinking skills, social skills and historical/cultural understanding - in integrating subject matter and creating comprehensive and meaningful educational curricula will be explained. Finally, participants will solidify their understanding of the developmental process by planning learning activities that support some of the objectives of selected I.E.I. modules and sharing their plans with the rest of the group.

**Bring the World to Your Classroom through Video**

Kip Cates

Tottori University

Learn how to internationalize your English language classroom with innovative video activities which deal with world peoples, foreign cultures and world problems. Find out how videos designed around global issues can stimulate your students' sense of world citizenship while developing their English language skills. This workshop will introduce a number of videos from the field of global education which can be used to promote global awareness and international understanding in English language classes. Participants will experience and analyze a variety of EFL lessons designed around videos on international themes, then discuss how global education videos can promote language skills while opening up the language classroom to the world, its peoples and problems. Participants will receive handouts, resources and a bibliography.

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SATURDAY, 3:00-3:50 PM

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### **An Interactive Learning Journal**

Andrew Finch & Kevin Sampson  
Kyungpook National University  
Seoul National University of Technology

Learner journals have been advocated for some time as a means of raising student awareness of learning and providing opportunities for reflection on learning. As such, they have been valuable educational tools. The interactive learning journal that will be examined in this presentation/workshop is an extension of the learner-diary principle, in that students perform interactive learning-related activities in class time, and then reflect individually upon the issues raised by these activities in their own time. The twin goals of interaction and reflection are thus combined in a group/individual infrastructure. This session will take a joint presentation/workshop format. Concepts will be briefly identified and introduced and then examined through some of the interactive activities already mentioned.

### **Accidental Research – the End-driven Quest**

Christopher J.A. Wolfe, Kangwon National University

The word “research” is conceptually different in the minds of: (a) practitioners who believe that they are researchers; (b) professionals who consider that they are users of research; and (c) students whose sole objective is learning.

Research can be targeted from the “demand” aspect or from the “supply” aspect; however, there is also “chance” or accidental research, which has no target but merits a post-conscious aim. The substance of the value of this third category of research cannot be determined until: (a) the pertinent practical procedure has been completed; and (b) it has been discovered or surmised that action has led to findings that may prove to be useful.

This presentation will discuss areas in which accidental research may prove to be fruitful including the stimulation of further research, the improvement of current teaching skills, the reassessment of research priorities, and the generation of interest on the part of people who were hitherto not involved in research.

### **Simple Computer-based Activities for College Students**

Prof. William M. Balsamo  
Kenmei Women’s Junior College

Computers have transformed not only our lives but also the way we learn and teach. The purpose of this presentation is to introduce some easy yet relevant activities, which can be used in the ESL classroom with students who are new to computer literacy. The activities can be used to supplement class work and can work independently of a prescribed textbook. One need not be in possession of advanced technology to execute these activities. These easy web-searching activities can be introduced to students who are new to search engines and computers. Teachers can also create original handouts for web searching on a theme related to materials used or topics discussed in class. In addition to web searching the computer can also be used by the teacher to set up keypad exchanges and teacher evaluations at the end of the course. In this presentation I will introduce several websites I have created which can be used in class.

### **Tapping Potential, and Making it Do the Work for You!**

Brendan Delahunty, Longman

Every child is different and therefore learns differently. How can we ever hope to accommodate all the different learning styles of students. It’s easy! In this workshop we’ll be looking at the different styles and how we can access them in class! Examples will be taken from the new grammar series from Longman, *Grammar Time*.

### **Task-based and Learner-centered Activities Using ATLAS**

Kirsten Reitan  
David English House

The preferred approach in second and foreign language teaching has long been the communicative approach. This approach has encouraged teachers to become more learner-centered in their teaching and to use task-based instruction. However, although these terms are commonly used in English teaching, many textbooks do not reflect these sentiments. The ATLAS series of textbooks by David Nunan, however, puts its “money” where its “mouth” is. Each lesson is learner-centered and task-based, and fits well in a communicative classroom. This presentation will highlight the typical features of a lesson in ATLAS and give teachers some suggestions on how to make their classes more learner-centered and task-based.

**Finding the Balance: Fun Activities and Language Learning**

Scott Miles

Children know what they like. They like to play, explore their world, and try new things that catch their interest. And when children's interest is sparked they will jump into the activity with energy and enthusiasm that adults can only envy. Smile is such a book that harnesses the natural energy and enthusiasm of children while always keeping language learning in focus. With imaginative stories, familiar characters, fun games and activities, songs and stickers, Smile will help teachers create a positive and proactive learning environment for their students. This presentation will show how Smile finds the much sought after balance between entertainment and education.

**Professional Development Against All Odds**

Andy Curtis

Queen's University, Canada

English language teachers in this part of the world are busy enough without having to bother about professional development. So, why bother? In the first part of this workshop, we will consider reasons not to engage in professional development, then consider reasons why we must. The main part of the workshop will focus on practical ways in which English teachers who are working with minimal resources, heavy teaching loads and little support can successfully engage in professional development. The workshop participants will be presented with a range of possibilities that can be adopted and adapted to fit their own contexts.

**A New Guide to TOEIC Preparation**

Bruce Rogers, Oxford University Press

In Korea and Japan, TOEIC® (Test of English for International Communication) is probably the most important test of the English language. Bruce Rogers, author of Thomson Learning's The Complete Guide to TOEIC will introduce the second edition of this study guide. He will also demonstrate TOEIC Mastery, a new software program that accompanies the second edition and adds a new dimension to TOEIC Preparation.

**Financial Planning for the Teaching Profession**

Robert Williams, Towry Law International

Towry Law was founded in 1958 and was recently acquired by the AMP Group, which has over US\$300 Billion in assets. Towry Law is Asia's largest Independent Wealth Manager with 31 offices

worldwide, 138,000 clients and in excess of US\$8 Billion under management. Providing advice to Expatriates, our services include portfolio management, cash and guaranteed funds and on-line valuations. We also specialize in traditional areas of financial planning, including retirement planning, life and health insurance, school fees planning, general savings and mortgages. Our service is without obligation providing ethical and professional advice to clients from all walks of life.

**Cognitive Teaching Techniques**

Roger Fusselman

Sogang University

This presentation is a practical demonstration of teaching techniques that respect the nature of human cognition. Five simple principles of cognition will be discussed, and examples of teaching techniques based on these principles will be given. These five principles are derived from epistemology, the branch of philosophy that deals with the nature of cognition, and are applicable to everyone, regardless of "learning styles." Do not let this scare you, since the principles are very commonsensical, and come from an interesting book on cognition, *Introduction to Objectivist Epistemology* by Ayn Rand. It is recommended though not necessary that you also see *Puritans, Cavaliers, and English Teachers* beforehand.

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**SATURDAY, 3:00-4:20 PM**

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**Are These Kids Brats or Is It Just Me?**

Rachel Miller, Suncheon National University

Elementary-aged students in any country can present a teacher with disciplinary challenges. A non-native Korean speaker facing a group of Korean children in an English class can be especially daunting. This presentation will focus on discipline in the context of the hagwon classroom and the effect that it can have on children acquiring English as a foreign language.

The presentation will be divided into three parts - a brief introduction, the presentation of a variety of discipline methods that have been used in Korea,

and a time when participants can brainstorm or suggest disciplinary methods that have been successful in their own classrooms.

### **Teacher Development from Inside Out**

Corony Edwards  
University of Birmingham

Why do you teach the way you do? How can you develop as a teacher? Is more training really the answer? In this paper I suggest that our beliefs about how to teach are very personal. They depend much more on our own experience of learning and teaching than on formal training. The way we teach is based on these beliefs, so to change the way we teach we have to first change what we believe. Traditionally, teacher training has focussed on making us change our external, observable teaching behaviour without considering our internal, individual beliefs, so training has not always been effective. Here I will suggest a more effective approach to teacher development and introduce some practical techniques to illustrate how we can uncover our tacit beliefs about teaching and language. Be prepared to 'look inside' and discover how you can change as a teacher!

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### **SATURDAY, 3:30-3:55 PM**

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### **Student Choice in a content based English language class**

Mark Fraser & Sean Sutherland  
Kanda University of International Studies

Many university English language courses are now often forced to address the challenge of both teaching English as well as equipping students with the knowledge necessary to communicate in an international context. In an effort to confront this challenge, we have used the principles of autonomous learning to develop a content-based English language course with a focus on international communication. Our course attempts to deliver general content in the classroom as a foundation for students to choose specific content and modes of displaying knowledge (essays, debates, presentations, etc.) for their own out-of-class assignments. This presentation will attempt to offer practical advice for language teachers interested in designing a similar course.

### **Communicator Goals and Discourse in Americans, Korean-Americans, and Koreans**

Jeong-Won Lim, Hong-Ik University

This paper examines how differences in the communicative goals of American, Korean-American,

and Korean college students in task-oriented supportive interaction are reflected in discourse.

Thirty-four subjects participated in this study: 11 Americans speaking English (AEs), 11 Korean-Americans speaking English (KEs), 12 Koreans speaking Korean (KKs). The instrument used in this study was an interactive discourse completion test consisting of two different requests and a fake statement. The results of the study show that in all three groups, providers used more instrumental than affective support in response to a direct request; and more affective support in response to an indirect request for assistance.

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### **SATURDAY, 4:00-4:50 PM**

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### **Travel English: The Lonely Planet Approach**

Todd Rucynski  
Nihon University

The trend in Japan is toward content-based instruction with the rationale that English will be more practical and interesting when it is learned through another subject. Yet students still lack the freedom to choose their courses and textbooks are often mandatory resulting in little change in the way English is taught. I want to share a course that I have been teaching on South East Asia to Japanese students of varying levels over the past three years. First, I will discuss the flexibility of this travel English course and how it can merge history, politics, economics, business, and culture. The benefits of authentic materials, such as guidebooks and the use of projects will also be considered. The emphasis will be on practical uses rather than theory so a syllabus and method of assessing the students will be given. The last half will be a workshop incorporating a mini-trip project.

### **Alternative Learning Resources and Strategies**

Ma. Milagros C. Laurel  
University of the Philippines

The paper aims to explore alternative learning resources and strategies in the language classroom. The learner's real world or natural environment is an important consideration in the selection of instructional materials and teaching aids. Attempts should be made to adopt materials and techniques that are responsive to the learner's needs and interests. By closing the gap between the world of the classroom and the world outside its walls, these strategies enhance learning and develop language proficiency and cultural awareness.

Authentic texts in popular forms provide a rich and inexhaustible source of knowledge and develop the student's initiative to learn the language beyond the classroom and to recognize its use in daily situations. This presentation demonstrates the use of non-traditional texts in the language classroom. These texts can take the form of print media such as advertisements, comics and headlines as effective teaching materials especially in under-resourced environments.

**Exploring Anxiety**

Daniel Armstrong & Gerry Lassche  
Ajou University

Student attrition rates of up to 50% within 3 weeks of course commencement are common occurrences in company and institute conversation classes. We believe that there is a relationship between anxiety, cultural factors, and attendance patterns. An action research project has been in effect since February 2002 using Horowitz et al.'s (1986) Foreign Language Classroom anxiety Scale, a survey exploring student goals, and an examination of student attendance records. To further examine this phenomenon, additional factors have been added, such as test results, proficiency ratings, and interview data. Results from this ongoing project will be discussed.

**Intergrating L1 Literacy Acquisition Principles and EFL Classrooms**

Carol Chi-Hyun Kim & Eugene Spindler  
Changshin College

It is our contention that the application of several principles of whole-language teaching and natural learning, formulated recently in English speaking countries to promote L1 literacy from elementary to high school, should be applied in EFL classrooms across Korea. These principles include: thorough integration of all four-language skills; sustained engagement with comprehensible reading material, especially books; and self-selected reading. W. Elley, S. Krashen, and V. Yu have conducted research on these principles in ESL and EFL settings. From analysis of this research it is apparent that sustained engagement with comprehensible, complete texts that are within the learner's zone of proximal development is probably the single most important factor for encouraging second or foreign language fluency. In combination with self-selection of reading materials, sustained engagement becomes a tremendous resource for EFL teachers and language curricula to boost intrinsic motivation and language proficiency.

**Internet Assisted Cooperative English Classes**

Gyonggu Shin  
Chonnam National University

This presentation shows how English classes can become successful through cooperative learning activities and the Internet. Until recently, the activity-oriented students did not enthusiastically participate in the group activities or the Internet activities provided by the traditionally trained instructor. The reasons: i) the instructor lacked group management skills, ii) one member of a group was commonly excluded from discussion, iii) the Internet activities were not well organized, and iv) discussion topics did not address the needs nor the interests of students.

Recently the course was renovated to fit the generational change of students based on the concept of constructionism. Cohesive small groups were promoted with cooperative learning activities to give individual members individualized tasks, and with the Internet to extend the in-class activities outside the classrooms. Some of the significant consequences of the change were: i) Most members were active in group-activities, ii) Students achievement went up, and iii) Teacher evaluations improved.

**12 + 1 Techniques for Teaching Novels**

Rania Samir Sultan  
Integrated English Language Project-II

Many teachers complain about the difficulties they face while teaching novels. Feeling at a loss, most teachers tend to translate the novel to the student's native language or assign some questions for students to study the novel characters and themes by heart. For students, the novel class is the most boring class. Accordingly, the literature class does not fulfill its objectives. The novel should provide an experience that challenges students intellectually as well as linguistically.

This demonstration will present some practical techniques that may help teachers cover the novel entirely, and turn the novel class into a lively, motivating and energetic lesson that will appeal to individual student's learning styles. The techniques will involve all students and integrate them fully with the literature's characters and incidents. Moreover, they will encourage the student's critical and analytical thinking.

**Read to Succeed with ACTIVE Skills for Reading**

Sean Bermingham, Thompson Learning

ACTIVE Skills for Reading is a new four-level reading series that introduces a pedagogical reading framework for integrating communicative principles of theory and practice in foreign language reading. The ACTIVE reading framework suggests that six components are part of reading instruction.

**Give Your Students an Upgrade!**

Steven Gershon, Macmillan

Choosing the right material to use in the classroom is both a difficult and an important decision. It can dramatically affect not only the language we teach, but also the approach we follow, the methods we use and the balance of skills our students eventually develop. However, equally important is the teacher's ability to fully exploit and adapt it in a way that continuously activates and extends the students' natural use of English.

What kind of teaching practices engage our students and provide them with fruitful opportunities to "own" the language they're practicing. Though there are many answers, they invariably include some combination of elements such as relevant topics, conversation management strategies, useful functions backed by solid grammar, personalization, meaningful task-based practice. This workshop, using examples from English Upgrade (Macmillan), focuses on the potential of these features to provide students with the engagement necessary for a real grade-up.

**Aston University's Diploma/MSc in TEFL/TESP**

Chris Gallagher  
Aston University

This session will be of interest to EFL teachers in Korea who wish to improve their qualifications and/or employment prospects by undertaking a British Master's degree/diploma programme by distance-learning. The MSc in TESOL programme has recently 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 programme ideal for EFL teachers who wish to obtain a master's whilst working full-time in Korea. Details of the programme, and an outline of the course will be presented, followed by an opportunity for questions from the audience. Printed materials and application forms will be available on request.

**Sing, Spell, Read and Write**

Janice Reis Lodge  
Pearson Education

One of the most effective teaching strategies and a powerful learning aid to developing phonemic awareness is the use of music in the classroom. The link between music and language development is supported by intensive research, which has shown that music arouses the brain by providing patterning experiences that improve retention. In other words, music helps you to remember! Integrate all of this in a program that teaches speaking, reading, listening, and writing skills and this will create successful learners of the English language. This presentation will explore the topics of phonics, music, kinaesthetic learning and the 4 skills. Activities will be drawn from Sing, Spell, Read & Write a tried and tested program from the US.

**Authentic American Language**

Carter Keltner, Houghton Mifflin

An effective writing development strategy continues through each level from Kindergarten to Grade 8. The program was created based on award-won researches and comprehensive components meet the needs of all students and teachers. In this Presentation, the main features of <English> and the components of the program are introduced in full.

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**SATURDAY, 4:30-4:55 PM**

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**Action Research and Teacher Change**

Liam.Morgan  
University of Technology

This paper will describe a collaborative action research project involving six teachers of foreign languages in Sydney secondary schools. This project identifies those practices and strategies that encourage students to use the target language in school settings. The teacher's work focused on aspects of communicative language teaching such as modeling, sequencing and student presentations. The processes of action research are an important means for strengthening the relationship between research and classroom practice. The paper will describe these processes and put forward the model for teacher development that was developed from this research.

### **Creating Stories for Young EFL Learners**

Kay Hammond

International Christian University

English stories read to pre-school children in EFL contexts are often designed for native speaker children. Such stories are too difficult to be an effective source of language acquisition for EFL pre-school children. This paper presents the results of a study documenting the introduction of three English stories the author wrote for Japanese pre-school children in six preschools in a town in Japan. The results showed that the stories were well received by the children and that some spontaneous use of the language appeared shortly after the stories were introduced. It was also found that the use of games to recycle the language appearing in the stories also facilitated language acquisition. It was concluded that these stories are an effective teaching resource in a context where very young learners receive infrequent lessons.

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**SATURDAY, 5:00-5:50 PM**

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### **Fun, Games and Content-based Learning with *Best Friends***

Thomas Healey, McGraw Hill

*Best Friends* is a new six-level, content-based, integrated course for elementary students. Real-life, humorous situations expose young learners to natural language. Cross-curricular topics, games plus phonics enable children to acquire a global understanding of English.

### **Teaching and Learning Methodologies for A Culture Course**

Alastair Graham-Marr

Tokai University

Effectively teaching listening absolutely requires that we teach both phonology and culture. Teachers need to focus on both 'bottom up' decoding skills and 'top down' predictive skills. Teaching the bottom-up decoding skills means giving students a solid awareness and working knowledge of natural, connected speech: its elisions and liaisons, its weak forms and reductions; the phonology of connected speech. Additionally students need to be encouraged to develop their awareness of situational clues to help with more accurate predictions about the coming discourse in different social contexts. Listening then needs to be reinforced through language practice.

This presentation seeks to explore how these points can be incorporated into our language classrooms

and how this accords with contemporary research into second language acquisition and skills development.

### **Let's *Get Together* for Early Secondary English!**

Elaine Cross

Oxford University Press

*Get Together* is the new 4 skills series from Oxford for young adult learners. This course introduces age-appropriate characters with a variety of story lines using topics and language that are relevant and interesting. Language input and practice logically build as the series progresses, which is enhanced by songs, chants, extra activities, cross-curricular activity pages, and practical tips for independent student learning. This presentation will concentrate on introducing the series and key features along with practical application and an overview of typical activities.

### **Speaking for a Purpose**

Damian Lucantonio

International Christian University

When we speak, we speak for different purposes. For example, to tell stories, to give opinions, to explain how things work, and so on. The aim of this paper is to examine how a genre-based approach can be used to teach casual speaking.

First, a brief outline of the genre theory that underpins this approach will be examined. This will include identifying a range of genres that commonly occur in casual conversation. These include narratives, anecdotes, recounts, opinions, procedures, and explanations. Following this, a curriculum cycle will be presented which utilizes ideas of modeling and scaffolding in language learning. Third, a workshop will be presented. A variety of genre-based speaking materials will be examined that have been derived from sources such as movies, the radio, and authentic conversations. The participants will then analyze these materials. Finally, a discussion will be conducted that focuses on the effectiveness of using genre to teach casual conversation. It is hoped that this presentation will provide participants with new ideas for teaching casual conversation, as well as provide a broader understanding of the nature of spoken language.

### **Q & A Panel Workshop: Asking the Researchers**

Andrew Finch, Kyungpook National University

Peter Nelson, Chung-Ang University

Jim Gongwer, Chung-Ang University

Douglas Margolis, Int'l Graduate School of English

David KIM, Konkuk University



Have you ever thought of what it would be like to have a captive group of experienced researchers address your every query about starting/conducting/reporting research projects? Well, this workshop makes available to you an assembly of research veterans with expertise in a variety of research related areas to answer all your questions (e.g., literature search, methodology, statistics, psychometrics, theoretical background, publication procedures, etc.), from the most basic (What is action research, and how do I go about doing it?) to the little more complicated (What research design, qualitative or quantitative, and why?) and everything in between.

### **Sailing techniques on Titanic: using video to teach English**

David Berry,  
Hankuk University of Foreign Studies

In this presentation I will show how a teacher can easily use a movie like Titanic as a "video textbook" in the classroom to help students learn English. First, I will introduce using video to teach English and discuss choosing the right video. I will list several good movies and other videos and other supporting information that teachers could access (screenplays, movie websites). Next, I discuss why I choose Titanic to teach, how I divided the movie into teachable parts that contain rich sources of language & culture (like vocabulary, idioms, pronunciation patterns, cultural situations/relationships) and show what makes a movie difficult for students to understand. Third, I look in more detail at certain activities. I will show how these can be extended to many different movies and will list useful activities that teachers can apply to many different movies. Finally, I will walk through an average lesson using a sample episode.

### **Measuring Progress in Communicative Proficiency**

Alistair Van Moere  
Kanda University

This paper addresses the implementation of a university-level video-mediated English proficiency test taken by 1600 students. Apart from its research value, the test has two practical applications: as a placement test and as measure of progress in English proficiency throughout the students' university studies. The oral component, which takes the form of small group discussions, together with an innovative video-listening section, provide score-breakdowns which are not only valuable feedback for

students and teachers, but which appear to reflect communicative ability in English far more than tests such as TOEFL or TOEIC. When 130 subjects were used to benchmark this university test against TOEFL, it was found that while we can accurately predict a student's TOEFL score to within just 6 points, these scores do not seem to do justice to communicative ability as recorded by the university test.

### **Teaching and Learning English Grammar through Cooperative Learning**

Myung-jai Kang  
Yeojoo Institute of Technology

English Grammar has possibly been one of the most difficult and uninteresting subjects to Korean college students since their middle school days. However, Grammar *per se* is nonetheless a required course in most schools in Korea. Many English teachers, whether they are native or non-native, in Korea have been trying very hard to develop more effective teaching methods. In this presentation, I'd like to share my own teaching experience of a college freshmen English Grammar course. The method I use for my Grammar class is the Eclectic method that incorporates several carefully selected techniques from various methods, such as pair work, role-play, reading aloud, feeling the gap, etc. In class, the teacher focuses the course on group study projects that take place outside the classroom through Cooperative Learning along with a combined meaning- focused and form- focused method of instruction.

### **The Importance of Listening in Before Speaking Out**

Ian Martin, Thompson Learning

Many listening books don't require the learner to respond orally to listening passages once they have completed the listening exercises, thereby missing the opportunity to exploit the language input. In his presentation Ian Martin looks at how real-life listening can be used in the classroom as a stepping stone to meaningful speaking activities. He also shows how teachers can tailor them for different classroom situations, including large classes. Examples are taken from the second edition of Listen In. Includes a demonstration of the powerful ExamView assessment CD-ROM that allows teachers to create, customize and print tests and exams in minutes!

### Sunday Morning Sessions

	9:00 – 10:00	10:00 – 11:00	11:00 – 11:50	12:00 – 12:30
W315		<b>Kimball &amp; Hedlund</b> The Art of Telling Stories	Plenary Presentation  <b>Martin Bygate</b> Do we learn the big things first?  Some issues in second language learning	L U N C H
W316		<b>Oh M.</b> Korean reactions to CLT		
M612		<b>Cates</b> Language Awareness and International Understanding		
W319		<b>Gongwer</b> After Teacher Training?		
M512		<b>Usaha</b> China's National College English Test		
M319		<b>Sandy</b> Developing A Content-Rich Curriculum		
M320		<b>Lee</b> Amazing is Fun!		
M322		<b>Toyama</b> Encouraging child -independence		
M214		<b>Rainey</b> An up-close look		
M216		<b>Adler &amp; Jonas</b> Who Can Teach Grammar and Pronunciation?		
M318		<b>Sweeney</b> Classic Developmental Skills Text		
M319		<b>Delahunty</b> LDOCE with CD Rom		

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SUNDAY, 9:30-10:50 AM

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**The Art of Storytelling: Language Awareness and International Understanding through English**

Jake Kimball & Cheryl Hedland, KOTESOL

In this workshop we will investigate the mystery and power of storytelling-stories for young learners. This workshop will be divided into three parts. First we will introduce you to some story telling tips and tricks that will help you to be a better speaker/presenter. In part two we will examine ways to exploit stories through a number of teaching activities. Finally, in part three, we will work in small groups to tell stories. Although this hands-on workshop is designed for teachers of young learners, everyone is welcome to attend-we will have stories for all ages.

**Language Awareness & International Understanding**

Kip Cates, Tottori University

In our increasingly global age, our students not only need to learn English for international communication but also need to become familiar with the major languages of the world. The English classroom can be an exciting place to teach this kind of linguistic awareness. This presentation will introduce ideas for designing a content-based thematic unit on "world languages and writing systems". It will argue that teaching about world languages can stimulate student interest in language, improve language-learning motivation and promote international awareness while practicing English language skills. The presenter will demonstrate task-based EFL activities through which students explore language families, learn about world languages, recognize major writing systems, identify foreign languages when spoken and master basic conversational expressions in several world languages. Participants will receive handouts, resources and a bibliography.

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SUNDAY, 10:00-10:50 AM

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**Korean Learner's Reactions to Communicative Language Teaching**

Maria Kim-Oh, Chonnam National University

Based on the data from 32 Korean adult learners' diaries, which were written almost daily for seven weeks at class, the study identified three predominant themes in their reactions to Korean English teacher's Communicative Language Teaching at a university-based English education center. First, they wanted to have activities from a textbook to practice basic expressions, and to have non-textbook, spontaneous

activities, like information gap games. Second, because of the size of the two classes (16 students in each class), the students had many small group activities and they commented desirable or non-desirable characteristics of their partners. Most of them wanted to meet attentive, considerate, and well-prepared partners. Third, many students worried if they practiced inaccurate English expressions while they were speaking English with Korean classmates. These study findings imply that students want to focus on fluency without the cost of accuracy in Communicative Language Teaching.

**What happens after a Teacher Training Program?**

Jim Gongwer, Chung Ang University

The impetus for this study stems from two factors. The first is the perplexity of witnessing teacher trainees leaving teacher-training programs without follow-up work by the workshop trainer. What happens in the real classroom after the workshop? Do teachers really try the methods discussed and practiced in the workshop? What kinds of problems do teachers encounter once they try newly recommended methods/techniques? Second is the unwillingness of teachers to maintain contact with trainers who want to assist them in implementing the newly learned technique(s). This unresolved factor seems related to the embarrassment of the teacher(s) who may have been willing to try the new ideas but was unsuccessful in the implementation. Coupled with this factor is the insecurity and resistance of teachers with regard to experimenting with teaching methods other than the traditional textbook oriented type.

**Impact of China's National College English Test**

on ESL Instruction

Siriluck Usaha, Ph.D., Suranaree University

Standardized testing results have been used as an indicator of quality of instruction. While test advocates claim that the use of high-stakes tests is the best way to establish and maintain high standards and motivate students and teachers, educational scholars assert that the empirical evidence demonstrating either a positive or negative relationship between standardized testing and improved teaching and learning is still insufficient. The present study investigates the impact of China's national standardized College English Test (CET-Band 4) on ESL instruction at Guizhou University, Guiyang, Guizhou Province. The correlation between the students' English achievement scores and their CET-Band 4 scores, how the CET- Band 4 affects teachers' curricular and pedagogical decisions, and how the test affects students in terms of motivation, anxiety, and perception of ESL instruction are examined. The results of the study have strong implications for what can be done to improve student proficiency in English.

### **Developing A Content-Rich Curriculum**

Chuck Sandy, Chubu University

Much has been written about the effectiveness of sustained content-based instruction for ESL students, yet few workable models have emerged for EFL contexts where exposure to the target language may be limited. The presenter believes a sustained theme-based approach, which is content-rich, rather than content-based may be such a model. Following a review of the research, suitable material for such an approach is presented from both published textbooks and material in development.

### **Amazing is Fun!**

Kelly Lee, Pearson Education Korea

*Amazing* is thematic, promoting meaningful communication across all levels of language proficiency. *Amazing* is child-centered and designed for joyful learning in a nurturing environment. *Amazing* is literature-based, moving learners from emergent literacy to a love of reading that is the cornerstone of school success. *Amazing* is content-based focused on the learning strategies and language competence needed to compete in school and in a literate culture. *Amazing* is multicultural, with objectives and perspectives that reflect and validate diversity. *Amazing* is eclectic, reflecting proven language acquisition and reading principles...the Natural Approach...TPR...WholeLanguage...Phonics...Collaborative learning... and above all, *Amazing* is FUN!

### **Activities to Encourage Children to Become Independent**

Setsuko Toyama, Oxford University Press

Children who have studied English for more than two years are at the threshold of becoming independent learners. The presenter, who has experience of teaching the same children for 12 years and have observed the development of learning styles and strategies, will demonstrate activities that encourage children at the intermediate stage to learn, retain and actively use English. Some sample activities will be taken from levels 3 and 4 of *English Time Series* the presenter co-authored.

### **An Upclose Look at Effective & Competent Communication**

Isobel Rainey de Diaz, Fencom Media

What do teachers and learners want from the EFL textbook, the most important classroom tool at their disposal? Through practical hands-on activities, participants at this session will discover that *Up Close* holds the answer to this question. Providing a sharply focused syllabus, *Up Close* allows for excellent integration of the four skills and a judicious balance

between proven traditional methodologies and thoroughly researched innovations. Teaching preparation is facilitated and learning opportunities enhanced through the thorough, cyclical treatment of content, relevance of the themes and the immediate usefulness of the language.

### **Who Can Teach Grammar and Pronunciation?**

Catherine Adler and Marcela Jones, UTS College

What language areas are uncomfortable with when teaching English? If you are a native speaker, the answer may be: *grammar*. If you are a Korean teacher of English, it may be: *pronunciation*. Ask students why they prefer a native or a foreign teacher, and the answer will likely be just the opposite: Korean teachers are valued for their grammar-teaching ability, while foreign teachers are appreciated as pronunciation models. Although native speakers know all the grammar, not all of them feel confident when they have to answer grammar-related questions. Many Korean teachers of English, on the other hand, worry about how they can teach the sounds of English if their own pronunciation is not perfect. How can we overcome our weaknesses and capitalize on our strengths? The goal of this hands-on workshop is to suggest some solutions to common problems encountered while teaching pronunciation and grammar skills.

### **Classic Developmental Skills Text**

Thomas Sweeney, Moonjin Media

The principal aims of Azar Series are to present clear, cogent information about English grammar and usage, to provide extensive and varied practice that encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike. The approach is eclectic, with the texts seeking to balance form-focused language-learning activities with abundant opportunities for engaged and purposeful communicative interaction.

### **LDOCE with CD Rom**

Brendan Delahunty

Do your students often seem to be bored, lacking motivation, fed up with always learning from a course-book? If we, as teachers, really want to be effective we need to find a way to energize these students. The answer to this may not lie in new theories and methodologies but in the simple application of variety in the classroom. This is the issue that will be discussed in this workshop, with particular focus on how Dictionaries and CD-ROMs can lead to classroom electrification. Relevant examples will be taken from the Longman Dictionary of Contemporary English.

**Sunday Afternoon Sessions**

	12:30 – 1:20	1:30 – 2:20	2:30 – 3:20	3:30 – 4:20	4:30 – 6:00	
W315	<b>Featured Speakers</b>  <b>David Carless</b>  The deployment of native-speakers in state school systems (M511)  <b>Isobel Rainey</b>  Appropriate Pedagogies in a Global Age (M612)	<b>Kimball</b> Structure--How Much is Too Much?	<b>Shin &amp; Miller</b> Increasing classroom interaction without games or gimmicks		KOTESOL General Meeting & Elections (M511)	
W316		<b>Margolis</b> Inspirational Teaching: Motivating Students	<b>KTT: Ranalli</b> Teaching listening: a balanced approach	<b>KTT: Cutler &amp; Downey</b> Error Correction		
M612		<b>Clark</b> Methodologies for a culture course	<b>Mead, Lee, &amp; Woo</b> Cross-culturalism, ESL, and Korea	<b>Suh KJ</b> Do we need intercultural understanding?		
W319		<b>Weerawong</b> What really happens ...?	<b>Helgesen</b> Personalizing Language Teaching.	<b>Edwards</b> Univ. of Birmingham Distance MA (TESOL)		
M512		<b>Finch &amp; Sampson</b> Peer-assessment of conversation skills	<b>Nelson</b> Conceptual and Practical Problems in Oral Testing	<b>McClellan</b> Better Testing, Fewer Headaches: MSPAT		
M319		<b>Sandy</b> Asking The Right Questions	<b>Gershon</b> Addressing Relevance	<b>Shaffer</b> Erring in English: L1 & Cultural Interference		
M320		<b>Lutz</b> More Ways to Reach More Ways to Teach	<b>Krause</b> Motivating Young Learners: SuperTots & SuperKids	<b>Nordvall</b> Early Phonics: My First Talk/The Alphabet Party		
M322		<b>Healy</b> Bridging the Gap with Interactions/ Mosaic	<b>Delahunty</b> Teaching Triangles (Cutting Edge)	<b>Healy</b> MegaFlash, Making Grammar Come Alive		
M214		<b>Thompson Room</b>				
M216		<b>Low</b> Successful Communication with Expressions	<b>Martin</b> The Importance of Listening before speaking	<b>Krishnamurthy</b> Collocation and idiomaticity.		
M318	<b>Macmillan Room</b>					
M319	<b>Fowle</b> Making Sense of Spoken English	<b>Fox</b> Macmillan English dictionary				
	<b>Forrest</b> Professional Qualifications in ELT	<b>Reitan</b> Going For It All With Young Adult Learners	<b>Lee</b> Developing Literacy			
	<b>S. Proctor &amp; M. Proctor</b> Theory of Multiple Intelligences	<b>Cross</b> American Headway: See What it Can Do For You	<b>Cooke</b> Literacy Place			

SUNDAY, 11:00-11:50 PM

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**Sunday Plenary Address:**  
*Martin Bygate*

*“Do We Learn Big Things First?  
Some Issues in Second  
Language Learning”*

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SUNDAY, 12:30-1:30 PM

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**Featured Speakers:**

*“The Deployment of Native  
Speakers in State School  
Systems”*  
Dr. David Carless

*“Appropriate Pedagogies in a  
Global Age”*  
Isobel Rainey de Diaz

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SUNDAY, 1:30-2:20 PM

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**Structure – How Much is Too Much?**

Jake Kimball, KOTESOL Young Learner’s SIG

The aim of this workshop/discussion is to investigate the structured lives of Korean youth (elementary and secondary) and its impact on the role of the teacher and curriculum. The workshop will be divided into three parts: first, we will look at Korean students own thoughts and feelings on the topic; next, we will work with surveys and then break into small groups for reflection and opinion sharing; we will conclude with a

problem solving session and/or debate. Some of the issues we will touch upon include child psychology, cognitive development, classroom management, teacher/student roles, syllabus design, cross-cultural perspectives on education, etc. Everyone is welcome, especially elementary and middle school teachers.

**Inspirational Teaching: Motivating Students**

Douglas P. Margolis  
International Graduate School of English

The role of motivation in language learning has been studied for many years by diverse researchers around the globe. This presentation explores what motivation researchers have been finding and how their findings apply to teaching English in Korea. In particular, Zoltan Dornyei's work on motivation and his strategies for motivating students are presented and discussed. The discussion aims to apply Dornyei's principles to typical classroom contexts in Korea (i.e. multi-level, large, and burned-out classes) in an effort to offer solutions to common problems faced by teachers here and ideas for inspiring students. Teachers attending this presentation can expect to learn or review several perspectives of motivation, conditions for enhancing motivation, and strategies for building and maintaining it.

**Teaching & Learning Methodologies for a Culture Course**

Mitchell C. Clark, Miyagi Gakuin College

I will introduce an Australian Culture and Society course for third year students at Miyagi Gakuin Women's College. Current researchers such as Singhal (1998), emphasise that language cannot be taught without culture and conversely, culture is a necessary context for language use. This recognition that culture teaching is related to second language education dates to Brooks (1964), who favoured an anthropological approach. Culture is a very difficult term to define, but Nostrand (1974) developed the Emergent Model Scheme to identify six main themes that represent society and culture. Kramsch (1993) commented that a "sphere of interculturality" is important for culture teaching in the classroom. I will outline relevant research in this field and discuss the methodology and approaches I adopt to teach the course. I will also report survey findings on cross cultural experiences, attitudes and learning needs of students. A comprehensive handout will be distributed to all participants.

**What Really Happens in English Classrooms?**

Aurapan Weerawong, National University of Singapore

Teaching English in a monolingual country as in Thailand has been struggling painfully. It has been said among the language educators that the communicative

approach with eclectic orientation is favoured at various levels of education in Thailand. In reality, however, the practice may be different from the claim and in question if CLT is only a trendy jargon. This study attempts to examine how the MA/TEFL student teachers put CLT into practice, what are the hindrances of applying this approach in Thai context, and how the classroom culture restricts pedagogical changes prompted by the adoption of CLT. The presenter will report the findings of a study investigating the evidence or lack of evidence in communicative language teaching implemented, the student teachers' teaching behaviours, how they make their way to the new approach, what and how the socio-cultural characteristics reinforce the handicap in the learning of the target language.

### **Peer Assessment of Conversation Skills**

Kevin Sampson & Andrew Finch

Kyungpook National University

Seoul National University of Technology

Researchers and practitioners are currently turning their attention to an alternative? formative approach to evaluation, in which assessment is part of, and contributes to, the process of learning, while offering opportunities to reflect upon that process. Being student-centered, the approach supplies information about language achievement to the people who really need it; the practitioners, and helps them make strategies for future improvement.

This workshop describes a formative peer-assessment model that has been applied to the class conversation situation at university level in Korea. In addition to providing reflective feedback for the students, its ongoing nature allows progress to be monitored during the semester, anxiety is reduced through the group discussion format, and the teacher receives reliable information concerning the individual improvement of class members.

### **Asking the Right Questions In Language Classes**

Chuck Sandy, Chubu University

Questions are central to any classroom, yet most non-academic English language classes and textbooks rely heavily on literal comprehension questions and inquiries designed to elicit personal responses. The presenter argues that critical thinking can be promoted by a shift in focus and an awareness of question types. Participants will examine texts and questions from several popular textbooks and be guided through the process of adapting and formulating questions to promote higher-level thinking.

### **More Ways to Reach More Ways to Teach**

Nick Lutz, Longman

Over the years, different technologies have been integrated into the learning process and today, the fundamental difference between traditional classroom learning and online learning is where the learning takes place. It has shifted to the size of a computer screen with the following characteristics:

- Teachers as coaches/facilitators
- Student centered
- Active learning
- Authentic & Contextualized Learning
- Real world problems, Tasks, & Situations

With its new online courses, *Longman English Success*, Longman has created an online learning environment in which students are motivated to continue and develop. Language skills-reading, writing, speaking, listening, grammar, pronunciation, vocabulary, etc-are refined through both online and in-class activities. Email, text chats, and discussion boards create learning communities that increase the students' success rate.

You're invited to attend this presentation to explore and see an interactive learning environment in which students participate actively and can succeed in their learning process.

### **Bridging the Gap with Interactions/Mosaic**

Thomas Healy, McGraw-Hill

Bridging the gap between the ELT and academic classroom is one of the greatest challenges our students face. Through a high-interest, content-based curriculum, the *Interactions/ Mosaic* 4th edition, and *Integrated Skills* edition prepare students for this challenge through scaffolded authentic input.

### **Key Elements for Successful Communication With Expression**

John Lowe, Kyobo Bookstore

In this presentation, John Lowe first identifies the key elements for classroom success. He then looks 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. Examples are taken from *Expressions*, a course designed specially to enable young adult & adult learners to express themselves in English with confidence, with plenty of opportunity to personalize their learning.

### **Making Sense of Spoken English**

Clyde Fowle, Macmillan East Asia

Listening is a skill that many Asian learners identify as problematic. So how can we best help learners make the transition from controlled listening practice to understanding authentic spoken English? This workshop will look at a new listening series, Learning to Listen, published by Macmillan to meet the needs of Asian learners. The course helps learners train their ears to English and cope with common difficulties. Through topic-based units and fun and varied listening texts the material develops learners' listening skills and prepares them for listening in the real world, as well as for tests such as TOEIC and TOFEL. The workshop will demonstrate how Learning to Listen can be exploited by teachers to help beginner to intermediate level students better make sense of spoken English.

### **Professional Qualifications in ELT**

Forrest, British Council

A professional qualification is considered a prerequisite for a career in English Language Teaching, as in all professions. While many enter ELT in Korea without any training, or with a general "teaching license" qualification, those who advance in their careers are those who undertake specific formal courses of study.

The British Council-Korea currently offers two such qualifications, the CELTA (Certificate in English Language Teaching to Adults) and DELTA (Diploma), credentialed under the globally-recognized UCLES scheme. Similar programmes for teaching Young Learners will appear soon.

This session will give you the opportunity to learn more about these courses, and professional qualification programmes in general.

### **The theory of Multiple Intelligences**

Stanton Procter & Melanie Ahn Procter  
Moonjin Media

The theory of Multiple Intelligences has become well known and accepted in the field of education. Teachers have developed methods of teaching the primary subjects: math, science, social studies and language arts in a way that meets the needs of various learning styles. The EFL field, however, has been slow to develop language learning activities that meet the needs of students who are not "linguistically gifted". This Gogo Loves English New Edition workshop will present ideas for teaching students through seven intelligences: verbal/linguistic; logical/mathematical; visual/spatial; bodily/kinesthetic/ musical/rhythmic; interpersonal; and intrapersonal.

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SUNDAY, 2:30-3:20 PM

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### **Micro-teaching Listening: Developing Skills From the Bottom Up**

James Ranalli, KOTESOL Teacher Training

Current listening methodology goes a long way towards helping learners develop their top-down skills but generally neglects the other half of the equation, which is bottom-up listening. Learners need training in how to make sense of the stream of sounds in natural spoken English. This talk will present several simple techniques, under the umbrella term "micro-teaching," which can easily be incorporated into your listening lessons. The techniques are engaging and will allow you to address your students' specific needs and problems while also exploiting taped materials to the fullest. Used regularly, micro-teaching will help round out the way you teach listening and will help your learners become more confident in their abilities.

### **Cross-culturalism in the Korean ESL Classroom & Working Environment**

Paul Mead, Sangdo Woo & Mijae Lee  
National 2<sup>nd</sup> Vice President, Incoming National President, and Outgoing Suwon Chapter President

Teaching English in a Korean classroom throws up challenges for the NEST (native English speaker teacher) which often relate to differences between his or her culture and that of the Korean culture the latter being particularly Confucian and the former being particularly Western (Western European). These differences sometimes surface as expressions of frustration by NESTs which relate either to cross-cultural misunderstandings in the classroom or in the work environment. Similarly for Korean teachers of English and for Korean supervisors of NESTs in the workplace, ways of communicating in English seem sometimes to be at odds with how things are done in Korean fashion. The purpose of this symposium is to look broadly at aspects of inter-cultural communication from both a Westerner's and a Korean's perspective. The presenters in this symposium will not so much try to give answers, but they will suggest ways at how problem areas may be looked at.

### **Personalizing Language Teaching, Firsthand**

Marc Helgesen, Miyagi Gakuin College

"Personalization" means far more than a few games where learners add their own information. It forms the basis of learner centered teaching. In the activity based session, we'll look at ways to personalize teaching, including learner awareness and sensory activities. Examples will be from the ENGLISH FIRSTHAND Series



### **Conceptual & Practical Problems in Oral Testing**

Dr. Peter E. Nelson, Chung Ang University

A difficult paradox arises when giving subjective oral tests (e.g. interviews) to one's own students. On the one hand, good teachers are supposed to be familiar with the students' oral strengths and weaknesses. On the other hand, the teacher must be as objective as possible when administering the test, and should take precautions to minimize an inadvertent pre-judgment of their performance. Professional testing organizations like UC Cambridge Local Examinations Syndicate (UCLES) resolve this paradox by having dual assessors in the examination room, neither of whom has met the test-takers, which is a luxury unavailable to most teachers. In this workshop, the presenter provides statistical data showing how this paradox occurred in his own classes and the impact it had on student grades. He also invites participants to discuss their own oral testing situations and the methods they use to minimize bias from already knowing approximate student performance.

### **Addressing Relevance and Motivation "On the Go"**

Steve Gershon, YBM-Sisa

Motivation is crucial for successful learning. What techniques should we employ to encourage motivation and maximize learning? Two ways are: to ensure learners talk about what interests them; and to teach language for specific real-world functions.

High-interest, relevant content, presented at an appropriate level, and clear, achievable task-based activities, will further enhance learning and involvement. This presentation will explore these and other issues. Activities will be drawn from *On the Go*, a new series from Longman.

### **Motivating Young Learners With Super-tots and Super-kids**

Aldea Krause, Kyobo Bookstore

Keeping very young learners enthusiastic requires a variety of fun, challenging, and developmentally appropriate activities. *SuperTots* & *SuperKids* offer a marvelous range of activities as children progress through the storybook-based course full of songs, chants, cooperative games, crafts, dialogs, and more. Join the fun! See how everyone can enjoy this exciting challenge!

### **Teaching Triangles (Cutting Edge)**

Brendan Delahunty, Pearson Education Korea

Much type and speech over the years has been used discussing the issue of teacher talking time (TTT) and student talking time (STT). Often the conclusions and recommendation have not reflected the realities of the classroom. One factor that has often been ignored in

this debate is the issue of material/coursebook talking time (CTT). During this seminar the STT/TTT/CTT triangle will be discussed and suggestions will be made on how we can balance the requirements of the three sides of the triangle. Relevant examples will be taken from the Longman course book, *Cutting Edge*.

### **The Importance of Listening In Before Speaking Out**

Ian Martin, Thomson Learning

Many listening books don't require the learner to respond orally to listening passages once they have completed the listening exercises, thereby missing the opportunity to exploit the language input. In his presentation Ian Martin looks at how real-life listening can be used in the classroom as a stepping stone to meaningful speaking activities. He also shows how teachers can tailor them for different classroom situations, including large classes. Examples are taken from the second edition of *Listen In*. Includes a demonstration of the powerful ExamView assessment CD-ROM that allows teachers to create, customize and print tests and exams in minutes!

### **Using Your New Macmillan English Dictionary**

Gwynneth Fox, Nexus Press

The workshop will introduce the main features of the new Macmillan English Dictionary. Lots of quick, simple activities will be done to encourage teachers to build dictionary skills work into their classes on a regular basis. Participants will be encouraged to take these, and other, ideas and develop them further, so that they leave the workshop with appropriate material that they can try out for themselves when they return to the classroom.

### **Going For It All With Young Learners**

Kirsten Reitan, David English House

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!*

### **American Headway: See What It Can Do For You**

Elaine Cross, Oxford University Press

For those of you who haven't yet heard about it, *American Headway* is Oxford's newest four skills conversation textbook for adult students. Over the past year, *American Headway* has been adopted into thousands of Korean classrooms, helping students to

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expand and develop their overall English ability. This presentation will introduce the series, including components, methodology, and key features such as integrated skills and authentic readings. We'll also bring you up to date on new levels and components. Don't miss the chance to find out all about the world of *American Headway!*

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**SUNDAY, 2:30-3:20 PM**

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### **Increasing Classroom Interaction Without Games or Gimmicks**

Joan Kang Shin & Mary J. Miller  
Sookmyung University

In EFL environments, it is especially important to provide opportunities for interaction in the classroom since students have limited opportunities to communicate in English outside the classroom. We have found that using simple proficiency-building techniques has helped our students become more involved in the classroom, increased their confidence in speaking in English, and improved both their accuracy and fluency in English.

In this workshop, the presenters will show how to build students' oral proficiency in English through classroom interactions. The presenters will demonstrate a variety of proficiency-building techniques that teachers can use in every lesson to get learners engaged in meaningful communication about everything from lesson topics to directions for activities. The workshop will also give participants a chance to practice using and adapting these techniques for students of all ages and proficiency levels.

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**SUNDAY, 3:30-4:20 PM**

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### **Error Correction in The Conversation Classroom: Issues and Choices**

Erich Cutler & Stephanie Downey  
KOTESOL Teacher Training

Error correction is one of the most important issues that we face as teachers. Through this workshop, participants gain a better understanding of the process through which teacher and student go in search of accuracy. We examine our assumptions about what errors represent and how they can be approached. A variety of different techniques for error correction will be explored.

### **Do We Need Intercultural Understanding?**

Kong-Ju Suh, Daegu Jeil Girls' Middle School

Cross-cultural understanding is believed to be crucial in language teaching. Although the importance of

raising cross-cultural understanding is well-acknowledged in the National Curriculum for secondary English education, it does not seem that a reasonable amount of emphasis is being placed on culture in real classroom situations. We need to define culture and examine various aspects of culture in the context of language teaching. The task for language teachers is to help students to appreciate the existing differences between the two cultures: the target and the mother culture.

### **University of Birmingham Distance MA in TESL/TEFL**

Corony Edwards, University of Birmingham

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 an administrator in Seoul. In this question-answer session, Corony Edwards will introduce the course and answer questions.

### **Better Testing, Fewer Headaches: MSPAT and Other Innovations**

Erin J. McClellan, Suncheon University

It's time for testing, and you'd like to evaluate your students' speaking skills properly. An OPI would be ideal, but do you really have the time to spend the 20-30 minutes per student suggested by the ACTFL protocol? It's likely you don't. If this is the dilemma you face, the MSPAT may be just what you need.

In this workshop we will discuss the difficulties associated with a variety of assessment methods commonly used in the field and look at an alternative, the MSPAT, which is designed to address these problems. The MSPAT is a field-tested method for evaluating productive and receptive skills. Based on constructivist principles of learning and assessing, the MSPAT challenges students to produce meaningful, personalized projects to be shared with their peers. It is specially designed for ease of use in situations where the teacher has many students and little time. Best of all, it's fun!

### **Living in English: Korean L1 & Cultural Interference**

David E. Schaffer, Chosun University

Student error production in language learning is a natural part of the language-learning process. If the English teacher is aware of the types of errors that their students are making and are aware of the reasons why their students are making these errors, they will be better able

to bring this to the attention of their students and better help them to overcome error production. This presentation looks at how basic language universals determine various word-order differences between Korean and English and the types of errors they produce. It then demonstrates how aspects of the Korean belief system manifest themselves in the Korean language itself and cause interference with English language learning. Two new thought-based Korean language principles influencing English error production are also postulated: the most-to-least principle and the principle of least disagreement, producing errors such as "50 to 20 percent off" and "Yes, I don't," respectively.

**Early Phonics using My First Talk/The Alphabet Party**  
Karl Nordvall, Compass

Phonics gives children a great start in reading. These books offer a colorful and exciting way to introduce the shapes and sounds of the English alphabet through rhythm and chanting. The great illustrations and sound effects in the audio program are highly motivating. Come and learn how to open the world of reading for your students. See how teaching phonics can be fun!

**MegaFlash, Making Grammar Come Alive**  
Thomas Healy, McGraw-Hill

Grammar is often seen as the poor relation of English language learning - dry, boring, necessary but very tedious. How do you convince young learners that a world without grammar would be chaotic and full of misunderstandings, and that learning it can actually be fun?

Megaflash makes complex grammatical structures more understandable and accessible for young learners. Grammar is presented in context, together with clear explanations and attractive illustrations that reinforce meaning, and then explored through lively activities. Grammar immediately becomes more fun and interesting, and really comes alive!

Hesitate no more.....make learning grammar for your students fun and enjoyable!!!!!!!

**Burning Questions, But No Burning Answers: Collocation and Idiomaticity**  
Ramesh Krishnamurthy  
COBUILD, HarperCollins

The attention of linguists has increasingly shifted from grammar to lexis. Collocation has emerged as a key feature of lexis. Research using large language corpora has not only helped to identify the significant collocates of individual words but also to confirm the importance of collocation in the language system. John Sinclair has suggested that language operates on two

principles: open choice and idiom. If so, then collocation would appear to be the minimal level of idiomaticity. One problem with collocation is that words that habitually co-occur form less distinct, often discontinuous, idiomatic units, whereas grammar generally works with more precisely delineated and contiguous structural units. This paper uses examples from corpus evidence to look at various aspects of collocation, and also considers the ways in which collocation is treated in EFL dictionaries

**Developing Literacy**  
Kelly Lee, Pearson Education Korea

Views of literacy have changed over the years. It was once considered a skill that someone did not master. Today, the development of literacy is considered a continuum, beginning when the child learns to use language and continuing through adulthood with no ending point. No one can ever reach the point where he has nothing left to learn about reading and writing. Educators today also know that learning to read is not a single, linear process. At this session you will learn how children can explore their environment and build the foundations for learning to read and write.

**Literacy Place; The Research-based Reading Program for Elementary School Students**  
Karen Cooke, Language World

Literacy Place is a K- 6 reading and language arts program that offers a research – based combination of systematic skills development, great literature, and state – of – the – art technology to make every child a successful reader.

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**SUNDAY, 4:30-6:00 PM**

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**KOTESOL**  
*General Meeting & Elections*

### Exploring Teaching in *The PAC Journal*

Thomas S C Farrell  
English Language & Literature  
National Institute of Education  
Singapore

These days second language teachers have been asked to reflect on their work as part of their professional development. The main reason for teachers to take a reflective stance is to break from established routines they may have adapted over time. This is not a new focus, as 70 years ago the American educationist John Dewey saw a need for teachers to reflect when he alerted teachers to be aware of allowing routine teaching without reflection. Dewey (1933) called for teachers to take reflective action that entails "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (p. 9).

Richards and Lockhart (1994, p. 3) list five assumptions to the nature of teacher development. These are:

1. *Teachers need an extensive knowledge base in order to make informed decisions.*

Teachers need an extensive knowledge base in order to make informed decisions. These informed choices give teachers a deeper awareness about teaching and learning and can thus make appropriate decisions about what will be effective in their classrooms.

2. *Self-inquiry using action research-type techniques can reveal important information about one's teaching.*

Teachers should collect information about their teaching individually or in collaboration with colleagues so that teaching decisions can be more strategic.

3. *Teachers are often unaware of what they do when they teach.*

A lesson is a dynamic event in which many things happen at the same time. Teachers cannot hope to be aware of everything that is happening in their classes. This lack of knowledge about what is happening in the classroom can, as Good and Brophy (1991) say, result in "unwise, self-defeating behavior" (p. 1). However, Good and Brophy (1991: 1) continue: "if teachers can become aware of what happens in the classroom and can monitor accurately both their own behavior and that of their students, they can function as decision makers." Teachers can thus try and control classroom events and not be controlled by them. First, though, the teacher must know what is going on in that classroom.

4. *Experience without reflection is insufficient.*

For example, is twenty years teaching doing the same thing twenty times and does this mean development? Teachers need to constantly reflect on their experiences and remain observant and not fall into the trap of blindly following routine.

5. *Critical reflection is essential for greater understanding.*

This fifth assumption about teacher development means that teachers, when they reflect, should go beyond mere descriptions of their teaching and examine where their practices originate. As Richards' (1990, p. 5) has suggested reflection can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking."

One means of professional development for language teachers is to engage in reflective practice. However, a reflective approach to everyday teaching is not easy to put into practice for the busy teacher. Some teachers may not be interested or may not be willing to discuss their ideas about teaching in public in a crowded staff room. But many teachers are already reflecting on their everyday classes by simply having thoughts such as "That was a good/bad class today"; "My students related well/badly to that activity. I must modify it for the next class." So, teachers are already defining their own development needs in private. Language teachers can also share these private reflections with others in the field. Ways of sharing could include:

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- Getting a group of teachers together to talk about teaching
- Collecting data from actual classroom teaching situations and sharing this data with the group for discussion by analyzing, evaluating and interpreting it in light of their unique context
- Self-observation with audio and/or video cameras; observation by critical friends
- Journal writing for reflection and comments by group members (Bailey this issue);
- Going to conferences (such as the PAC series), workshops and subscribing to professional journals.
- Taking on action research projects for publication (in the *PAC Journal*) in order to share with other colleagues.

It is this latter aspect of sharing, action research, that the *PAC Journal* was set up to encourage. Action research has been defined variously and there are many forms, arising from different epistemological bases. What the definitions have in common is that action research involves inquiring into one's own practice through a cyclical process that involves planning, acting, observing and reflecting (Kemmis & McTaggart, 1988). Action research and reflective teaching practice are depicted as closely connected, but not the same. Action research is the investigation of those craft-knowledge values of teaching that hold in place our habits when we are teaching (McFee, 1993). It concerns the transformation of research into action. As McFee (1993) says: "It is research into (1) a particular kind of practice-one in which there is a craft-knowledge, and (2) is research based on a particular model of knowledge and research with action as an outcome...this knowledge is practical knowledge" (p. 178).

The general stages (cyclical) of the action research process adapted for the *PAC Journal* were: (1) plan (problem identification), (2) research (literature review), (3) observe (collecting data), (4) reflect (analysis), and (5) act (redefining the problem). The language teacher sees a need to investigate a problem (perceived or otherwise) and then starts to plan how to investigate ways of solving this problem. The teacher starts reading some background literature on the problem to give him/her ideas on how to solve the problem. Of course, this "research" cycle can include talking to other colleagues about the concern as they may have some advice to offer. The teacher then plans a strategy to collect data now that the problem has been identified and researched. Once the data has been collected, the teacher then analyzes and reflects on it and makes a data-driven decision to take some action. The final step in this spiraling cycle of research and action is problem redefinition. In this way, language teachers can take more responsibility for the decisions they make in their classes. However, these decisions are now informed decisions, not just based on feelings or impulse. The idea is for language teachers in the PAC region (mainly from Japan, Korea, Thailand, and Taiwan) to carry out action research projects and then share their results with colleagues by publishing the results in this new *PAC Journal*. And so to this first issue of the *PAC Journal*.

### **Action Research and The PAC Journal**

The first issue *PAC Journal* had a wide range of articles and studies concerning language teacher professional development. We had articles from leading TESOL scholars and also action research reports from countries such as Japan, Korea, Thailand and Hong Kong. The lead article is surely heartening for practicing ESL/EFL teachers who think that the so-called experts in the TESOL field only talk about reflections and action research but do not actually do any reflecting in a real TESOL context. In this paper, Kathleen Bailey, the past president of TESOL, reported on a research project in which she kept a teaching journal for an academic year as she taught four lower-intermediate EFL classes at the Chinese University of Hong Kong. The classes focused on learning strategies, listening and speaking. Bailey said that she gained new awareness about her teaching as a result of her reflections. Although she considers herself an informed teacher who has an extensive knowledge base about teaching, she thinks now realizes that much can be learned about teaching through self-inquiry. Especially by writing entries in her teaching journal, reading over them – both at the time and later -- and looking for patterns, she was able to pose questions and learn things about her teaching that had not been obvious to her before. From her study Bailey also realized that "much of what happens in teaching is unknown to the teacher."

She made this realization from working with her EFL students in Hong Kong and by analyzing the data in her journal. Although she is an experienced English language teacher and teacher educator, She realized that experience is insufficient as a basis for development. She said that she gained a new type of experience by working with these lower-intermediate EFL learners. However, it was by examining this experience which led her to a new level of awareness about her teaching.

In the second article, Penny Ur reminded practicing language teachers that there is nothing so practical as a good theory. In the third article, Jack Richards, Patrick Gallo, and Willy Renandya explored teachers' beliefs and the processes of change.

The action research reports came from countries such as Hong Kong, Korea, Japan and Thailand. Andy Curtis shared an interesting account of Hong Kong Secondary School Teachers' First Experiences of Action Research. The next article moved to Japan and Timothy Stewart's study of the value of action research in exploring methodology. Staying in Japan, Steve Cornwell used action research to explore the use of first language in an English discussion class. Next we moved across the sea to Korea where Andrew Finch investigated a task-based English conversation program. Also from Korea, Trevor H. Gulliver, Erik Newson, and Colleen Chapco investigated input versus instruction in order to facilitate successful task completion in the EFL classroom. Staying in Korea, Douglas Margolis investigated Korean students' compensation strategies as observed during interview examinations. We then moved to Thailand for the final action research article: Jintana Suttanu looks at the self-development counselling Micro-skills of a Self-access Counsellor in Thailand.

The journal ended with an interesting book review section edited by Robert Dickey in Korea. This is a reflect essay and a comparison of three of the most recent books on action research for language teachers: *Collaborative Action Research for English Language Teachers* by Anne Burns, *Doing Teacher Research* by Donald Freeman, and *Action Research for Language Teachers* by Michael Wallace.

## Conclusion

Action research projects carried out by practicing language teachers in the PAC countries can go a long way towards increasing the levels of professionalism within the region. The *PAC Journal* is only one forum for sharing the results of these action research projects. Another logical development of sharing would be to initiate a forum where second language teachers could meet and share many of these action research projects. The *PAC Journal* is a great start to this sharing process. I am continuing as editor-in-chief of the *PAC Journal* for the next issue, with Robert Dickey acting as managing editor. I hope you, the practicing language teacher, will continue to explore your teaching and share your accounts of the exploration in the *PAC Journal*. Please send your articles to the editor in charge of the *PAC Journal* from your organization (which should be written on the Call for Papers). Please feel free to contact me by e-mail if you want to discuss the *PAC Journal* [tscfarre@nie.edu.sg].

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# Call for Papers for *PAC Journal*

## (Korea Section)

### I. Background: What is PAC Journal?

In 1997 three Asian based language teaching organizations—JALT, ThaiTESOL and KoreaTESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok (Jan 1998) and the second in Seoul in October 1999, which was hosted by KoreaTESOL. The conference series was started in an effort to bring together language teachers from the various regions of Asia, to give them an opportunity to discuss the similarities and differences that exist in their various teaching contexts and, as an extension, to encourage and foster collaborative research efforts. FEELTA (Russia) became a member at the PAC 3 conference in Kitakyushu Japan, November 2001.

*PAC Journal* is a natural outgrowth of this inter-organizational cooperation, a forum where we hope the results of our collaborative discussions, research projects and jointly authored papers will have a natural forum that cuts across national and cultural boundaries. The editorial team has been international in composition: the Editor-in-chief based in Singapore and country editors from each of the PAC member countries.

### II. Call for Papers

The Pan Asia Consortium (PAC) Journal is seeking contributions of articles focused on the following area:

**ACTION RESEARCH** as it is conducted and applied in the EFL teaching context by teachers and researchers who are teaching in Korea. Collaboration with colleagues in other Asian countries is encouraged.

#### Papers should meet the following 5 minimum requirements:

- (1) A statement of the **problem**—including the *context* and the *participants*. Why was this a problem? The problem should not be too broad and should be located in teaching. Institutional problems, while related to the classroom, may cause more ‘problems’ than they are worth!
- (2) A **brief review of the literature**—all the recent movers and shakers in the area should be included that address THE PROBLEM only!
- (3) A **method** to solve the problem—outlined in detail—what method, why this method, where did it come from, etc.
- (4) **Result**—what was the outcome—details.
- (5) **Action**—this last cycle is sometimes left out of some so called AR projects but should be included: A comparison of number 1 and number 4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)?

**Editor Farrell’s note:** *Authors, please use these five steps as subheadings in your papers. Papers that do not use these five subheadings will not be accepted.*

#### GUIDELINES:

All articles must be in English with 4,000 words maximum, including references. PAC Journal uses the Publication Manual of the American Psychological Association, 4th edition.

**Format.** All manuscripts must be printed out and double-spaced on one side of A4 or 8.5" x 11" paper. 3 cm margins should be used, and the letter size (font) should be set so that approximately 250 words fit on a page. (Where possible, Times Roman 12 point should be used.) Authors must supply camera-ready diagrams or figures on separate pages appended to the article.

#### Materials to be submitted:

- (i) Cover sheet with contact name(s)/address, title, running head title (2 - 5 words, in English for all articles), author name(s) with institutional affiliation, abstract (150 word maximum).
- (ii) An MSWord/RTF file with the above page formatting, submitted as an email attachment, is the preferred form of submission. However, hardcopies will be accepted as initial submission, with a mandatory accompanying Macintosh/IBM-DOS formatted disk in MSWord/RTF. Final acceptance is provisional upon receipt of camera-ready diagrams or figures (BMP files may be acceptable).

#### DEADLINE:

All articles must be received by **February 28, 2003** at the following address:

Dr. Andrew Finch  
Kyungpook National University Teacher’s College  
Department of English Education  
1370 Sangyuk-dong, Buk-gu, Daegu 702-701  
Email: <aef@knu.ac.kr>

## *Content Area Index*

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**Magic in EFL Part 2**  
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Kay Hammond  
**Creating Stories**  
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Hyun-Jung Kim  
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Jake Kimball  
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Rachel J. Miller  
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James H. Life  
**Unlocking the Mystery**  
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Myung-Jai Kang  
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Mary J. Miler & Joan Kang Shin  
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Ramesh Krishnamurthy  
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D Damian Lucantonio & Chris Gallagher  
**Modeling Academic Genres of Writing**  
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Rania Samir Sultan  
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Rania Samir Sultan  
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Gyonggu Shin  
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Adam Turner  
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Catherine Adler  
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Stephanie Downey & Erich Cutler  
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Marcela Jonas  
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Liam Morgan  
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James Ranalli  
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Aurapan Weerawong  
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David D. I. Kim  
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David D. I. Kim  
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Hyun-Hee Kim  
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Dr. Jeongwan Lim  
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Chieko Mimura & Ayako Shibuya  
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Christopher J.A. Wolfe  
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Stephen Davies

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Andy Finch

**All the students talking all the time**

Saturday, 3:00-5:00PM

Takahiko Hattori

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Saturday, 3:00-5:00PM

Gretchen Jude

**Stimulating Discussion with Video**

Saturday, 3:00-5:00PM

## *Speakers' Biographical Information*

### A

**Catherine Adler** taught English to children and adults in Korea for two years. Since her return to Vancouver, she has been teaching international students at UTS College. She teaches pronunciation, speaking, and writing in the ESL and TESOL programs. Apart from teaching, she enjoys developing teaching materials for students. Catherine's hobbies include skiing and scuba diving. In winter, she uses her talents as a ski-instructor to introduce the joys of skiing to those students who don't spend weekends studying or shopping. Year-round, she dives into the British Columbia waters to see creatures that could be seen more comfortably in the local aquarium.

**Daniel Armfelt** attended the University of Lethbridge, graduating with a degree in History. He also finished his CELTA training in Thailand and is currently employed as an English Instructor at LG. His research interests include textbook design, e-based learning and cross-cultural communication.

### B

**Prof. William M. 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 Chapter (Japan Association of Language Teaching), and is the author of several English course books used among college students in Japan. In addition he is the editor of an English newsletter and the founder of *Asiahelp*, an organization that helps children in developing countries.

**Sean Bermingham** is the ELT Editorial Manager for Thomson/Heinle. He has been involved in teaching, materials development, and teacher training in Asia for eight years. He has presented regularly at conferences throughout the region.

**David Berry** has lived in Korea for 5 years, but he calls Canada home. Even though he's only been a KOTESOL member for a year,

he is becoming more involved and interested in all the exciting activities. He has taught English at Hankuk University of Foreign Studies in Imun-Dong for the last two years. His favourite courses to teach are Computer English and Video. Because he is Christian, one of his dreams is to put together a quality English-language textbook that integrates the Bible. During his time off, he thrives on hiking mountains. He has been living happily with his lovely Korean bride since getting married last year.

**Martin Bygate** lectures in TESOL at the University of Leeds, UK, where he directs the MA TESOL programme, and supervises research into the learning of English as a second/foreign language. Previously he was at the University of Reading, and has worked in France, Morocco, Brazil and Peru. His main research interests are in language development, tasks in language learning, and oral language skills. He has published widely, including 'Speaking' (Oxford University Press, 1987), 'Grammar and the Language Classroom' (1994, Prentice Hall) co-edited with Alan Tonkyn and Eddie Williams, and 'Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing' (Pearson Education, 2001) which he co-edited with Peter Skehan and Merrill Swain. He is currently co-editor of the journal 'Applied Linguistics', and on the editorial advisory board of 'Language Teaching Research'.

### C

**David Carless** holds an MA in Applied Linguistics from the University of Birmingham and a PhD from the University of Warwick. He has taught in primary or secondary schools in England, France and Hong Kong. He has worked in the tertiary sector in Hong Kong since 1989 and is currently a Senior English Department Lecturer at the Hong Kong Institute of Education. His main research interests are in teacher education, management of educational change, task-based teaching and assessment for learning.

**Kip A. Cates** has a B.A. in Modern Languages from the University of BC, Canada and an M.A. in Applied Linguistics from Reading University, England. He coordinates JALT's "Global Issues" Special Interest Group and edits its Global Issues in Language Education Newsletter. He teaches English at Tottori University and courses in global education for the MA-in-TESOL program of Teachers College, Columbia University, Tokyo. He has worked, lived or travelled in over 40 countries and speaks nine languages.

**Mitchell Clark** holds a Master of Education in Teaching English to Speakers of Other Languages (with Merit) and a Diploma in Education from The University of Sydney. He also has a Bachelor of Arts Degree from Monash University. He has over ten years of EFL teaching experience in Japan and Australia. He has taught a wide range of courses at university, junior college and high school level in Japan. He has also worked as a part-time Business English instructor at many Japanese corporations. In Australia, he taught Academic, Business and General English programs to international students. Since October 2001, he has been teaching Australian Culture and Society, English Conversation and Essay Writing and courses at Miyagi Gakuin Women's College in Sendai, Japan.

**Karen Cooke** is an English instructor based in Seoul Korea.

**Elaine Cross** has been a teacher and teacher trainer in Korea since 1996. She has taught for the English Program in Korea, as well as Hannam University and Cheju National University. She has a Masters degree from University of Sussex in England. She is currently the ELT consultant and teacher trainer for Oxford University Press Korea.

**Andy Curtis** is an associate professor in the Department of Language Teacher Education at the School for International Training in Vermont. He has worked with students, teachers and teacher educators in Asia, Europe, North, South and Central America. He recently co-authored Pursuing

Professional Development with Kathi Bailey and David Nunan.

**Eric Cutler** has been teaching English in Korea for six years, four years at the university level. He is currently teaching at Taegu University in Kyongsan. Erich has an M.A. in TESOL from the School for International Training in Brattleboro, Vermont. It was there that he was first exposed to the writings of Earl Stevick and began to investigate the issues surrounding error correction in the foreign language classroom.

## D

**Stephen J. Davies** is a lecturer in English at Miyazaki International College. He has been living in Japan for 12 years and is interested in finding new ways to teach about language and culture.

**Brendan Delahunty** has been involved in ELT for 10 years, teaching at both high school and college level in Japan. Currently he is working for Longman as the International Marketing Manager for Asia and Oceania.

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

## E

**Corony Edwards** has taught English language courses since 1986, from beginner to advanced level, and has run numerous initial EFL teacher-training courses such as RSA, CTEFLA, and a BA in ELT commissioned by the Malaysian Ministry of Education. She is now a course tutor for a distance MA TEFL programme at Birmingham University. She has published articles in journals such as ELTJ and books such as Challenge and Change in Language Teaching (Willis, D and J Willis, 1996) and run teacher development workshops in Japan, Korea, UK, Hungary, Hong Kong and

Argentina. She is currently researching the impact of in-service teacher development programmes.

**Ms. T.J. (Terri-Jo) Everest** holds a master's degree in English historical linguistics as well as a TEFL diploma. She has been active in KOTESOL since her 1996 arrival at Busan University of Foreign Studies. Past posts at the local chapter level include Activities Coordinator, President, Web Manager, and 2nd V.P. She writes a column for KOTESOL's bi-monthly magazine, TEC, and is a member and former Secretary of KOTESOL Teacher Training. Currently, she

serves as an Advisor for her local KOTESOL chapter and as Academic Coordinator at her university. Penchants include teacher training, all things TPR, and bicycle touring (over 20,000 kilometers to date).

## F

**Stephen Fergusson** began teaching EFL and learning FFL (French as a Foreign Language) in 1986. In 1990, he received his TESL Certificate from Concordia University, where he studied the communicative approach. Ten years later, while teaching FFL in the Yukon, he encountered similar shifts from grammar-translation to communicative second language learning. Here he discovered magic and its applications to second language learning. Stephen has given workshops to FFL teachers in the Yukon on using magic in the classroom. Before relocating to Korea, he developed educational programs for a magic and clown college in Vancouver, BC.

**Dr. Andrew Finch**, currently assistant professor of English Education at Kyungpook National University, Korea, he was born in Wales and educated in England (MA Music), where he held various teaching positions before coming to Korea. He has also lectured in Hong Kong at the Polytechnic University, and received his PhD in Program Evaluation from Manchester University in the UK. Andrew has co-authored three task-based Conversation-English books, which incorporate alternative assessment in a learner-centered holistic approach, and which

are available online at <http://www.finchpark.com/books>.

**James Forrest** is currently Head of Teacher Training Services at the British Council in Korea. He was formerly Head of Teacher Training at Yonsei University FLI English Dept, where he set up and ran the Cambridge University Certificate and Diploma programmes. Before that worked for the British Council in Poland as Director of their University Language Centres in Silesia and Warsaw.

**Clyde Fowle** is an ELT Consultant/Trainer for Macmillan East Asia based in Thailand. He holds an MA in TESOL from Sheffield Hallam University and has substantial experience as both a teacher and teacher trainer in the region. He has also published several articles in the field of ELT.

**Gwynneth Fox** started her career as an EFL teacher in Rome. She returned to UK, where she lectured in Applied Linguistics and ran teacher-training courses. From 1981 to 1997 she worked on the Cobuild project at the University of Birmingham, writing dictionaries and grammars. She is now a Teaching Fellow at the University, and works as Publisher, Dictionaries for Macmillan Heinemann ELT.

**Mark Fraser** has an M.Ed. in TESOL from University of Wollongong in Wollongong, Australia. His research interests are curriculum development and learner perceptions.

**Roger Fusselman** holds a BA in English and philosophy and an English teacher's license from American universities. He has been working in Korea since 1996, and has taught at several schools in Daejeon, an institute in Seoul, and Ulsan University. Since August of 2002, he has been a curriculum and teacher development specialist at the head office of SLP, a chain of institutes for children under the auspices of Sogang University, and is currently rewriting its textbooks. He is also pursuing an MA in TEFL/TESL through the University of Birmingham, and is part of KOTESOL's KTT program. He can be reached at [fusselman@hotmail.com](mailto:fusselman@hotmail.com).

G

**Christopher Gallagher** teaches at International Christian University in Tokyo, Japan. His research interests include the applications of systemic functional linguistics to academic writing.

**Steven Gershon** received an MA in Applied Linguistics from Reading University (U.K.), has taught in the U.S., Britain, France and China. He has been in Japan for 15 years and is currently an Associate Professor at Obirin University where he teaches undergraduate and graduate courses in language assessment and course design. He is co-author of the coursebook series English Upgrade (Macmillan ELT) and the listening course Sound Bytes (Longman ELT)

**Jim Gongwer** has taught both undergraduate and graduate courses at Chung Ang University, Ansung Campus since 1996. He has received an MA in Educational/Psychology from the University of California (Santa Barbara), counseling credentials from the University of California (Berkeley), a certificate for EFL/ESL and is currently enrolled in a TESOL/Applied Linguistics doctoral program at Bristol University, England. He has worked in K-12 education since 1970, including research on teacher standards, effectiveness and curriculum development. He has also directed numerous teacher-training programs both in America and Korea.

**Alastair Graham-Marr** has his Masters in Applied Linguistics. He's been teaching in Japan for 12 years and is currently at Tokai University. He has given presentations and done teacher training in the US, the UK, Japan, Korea, Thailand and Brazil. In addition he works as an editor for ABAX Ltd, a specialty ELT publisher based in Japan and the U.S.

H

**Kay Hammond** graduated from the University of Auckland (NZ) with a PhD in psychology, and from Aston University (UK) with an MSc. in TESOL. She has taught English in Japan for 5 years. She has

experience with teaching English in kindergartens and nursery schools in Japan where she developed the idea of creating stories for young EFL learners based on the interactions and language young children use in their native language. She currently teaches at International Christian University in Tokyo, Japan.

**Dr. Takahiko Hattori** was born in Japan, but raised in the United States. He received his Ph.D. in English from the Union Institute & University. Currently he is an associate professor of foreign studies at Otsuma Women's University in Tokyo, Japan. He has been a visiting professor at Murray State University in Murray, Kentucky where he taught graduate course in TESOL. He is the past president of the Language and Culture Association of Japan. He is an author and co-author of many books in the fields of English language education and international understanding.

**Thomas Healy** is a Senior ELT Editor at McGraw-Hill.

**Cheryl Hedlund** is from the Seattle area. She has a BA in Elementary Education and English. She taught in Korea from 1993-1996, spending one year in Incheon and two years at Pagoda Foreign Language School in Seoul. After that, she returned to the United States to obtain her M.Ed in ESL. She graduated from the University of Massachusetts at Amherst in 1999, and returned to Korea in August 2001 to teach in the English Department at Kwangju University. She also teaches Storybook Reading to elementary students through Kwangju University's Foreign Language Center. She can be reached at [cappuccino136@hotmail.com](mailto:cappuccino136@hotmail.com)

**Mark Helgesen** is an author of the English Firsthand series, Workplace English (Office/Travel File) and the Impact series, (all Longman) and the Active Listening series (Cambridge). He is a popular presenter and has conducted teacher development workshop throughout Asia. He is a professor at Miyagi Gakuin Women's College, Sendai Japan and teaches in the MA TESOL course at Columbia University Teachers College -

Japan program.

**Craig Howard** is a senior lecturer at Kanda University of International Studies in Chiba, Japan. He received his Masters in TESOL and Applied Linguistics at Columbia University before taking a position at the City University of New York. Craig is currently researching how students approach online materials, and how these materials are evaluated and utilized by teachers.

**Patrick Hwang** is president of David English House, Korea. He has taught English for 15 years at public schools and universities.

### I

**Ian Isemonger** has a Masters Degree (1993) in Psychology from Natal University in South Africa. He has worked as a full-time lecturer in Thailand and South Korea, and now holds a position as an Associate Professor at Waseda University in Japan. He currently has research interests in Perceptual Learning Styles and Computer Assisted Language Learning.

### J

**Judith Ann Johnson**, Ed.D., is an Associate Professor of Education of the Faculty of Engineering at Yamaguchi University, Japan. She is a co-founder and the Director of Curriculum of International Educational Initiatives, a non-profit educational organization. Dr. Johnson has developed a variety of courses and curricula and has taught ESL/EFL/ESP, inter-cultural communication, linguistics, ethics, and teacher education courses and workshops in the Americas, Europe and Asia. Her areas of interest are teacher training, curriculum design, materials development and global education.

**Marcela Jonas'** academic background is in linguistics and library science. She taught English at Pusan National University. Since her return to Vancouver in 2000, she has been teaching at UTS College. She teaches grammar, TOEFL, and TESOL courses. Marcela cannot really miss Korea because Korean students and Korean restaurants are

still part of her life. She spends her non-teaching time on program development, administrative duties – and chatting with students and staff. Her non-career goals are to stop the slugs eating her flowers, to chase the squirrels away from her bulbs, and to make her dog and cat fall in love.

**Nancy Jordan** is Senior ELT Editor at McGraw-Hill. She has taught ELT to elementary, secondary and adult students around the world.

**Gretchen Jude** worked with Japanese students at Boise State University (USA) for 4 years before coming to Japan in 1997 to teach English at Asia University. Research interests include: adapting critical pedagogy to East Asian teaching contexts, and analyzing both the relevance and the dangers of the notion of culture to TEFL. Ms. Jude is currently lecturer in English/TESOL at Tokyo Metropolitan University.

### K

**Kathleen Kampa** is a teacher trainer who has been teaching young learners for nearly twenty years. Her background in music, creative movement, and early childhood education has led her to develop practical ideas for implementing multiple-intelligence strategies in the classroom.

**Minhee Kang** is an 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.

**Myung-Jai Kang** is a professor in the Department of English Communications at Yeojoo Institute of Technology. She is presently serving as president of KOTESOL Seoul Chapter (2001-2002) after having volunteered as vice president for 2 years (1999-2000) for the Seoul Chapter. She has been an active KOTESOL presenter at chapter meetings, and national and international conferences. She received a master's degree in English from the University of Wisconsin in America and holds



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PhD in English from Hong Ik University in Seoul. She has been teaching English at college level for more than 15 years. Her teaching and research interests include teaching methodologies, language acquisition, classroom based research, etc.

**Mr. Ivon Katz** is a lecturer at Asian University of Science and Technology, Chonburi province, Thailand, where he teaches EAP and musicology.

**Carter Keltner** is the Far East Representative of Houghton Mifflin

**Byong-Won Kim** is an applied linguist who received his Ed.D. degree from the Reading Department of the State University of New York at Albany in 1983. He has presented papers of empirical studies on EFL and Korean mostly conducted within Chafe's theoretical framework of language, thought, and consciousness. Mr. Kim taught applied-linguistic theories at Hanyang University between 1983-86; then moved to POSTECH to teach Freshman English, and 'practical reasoning' in Korean, and will soon begin to teach a 'Read-Debate-Write in EFL' program. His recent publications include the paper: "Consciousness in EFL performances" in Korean Journal of English Language and Linguistics, 1-3.

**Carol Chi-Hyun Kim** has been teaching English in Korea for more than 12 years at Chang-Shin College in Masan. She has had extensive experience in teaching listening, writing, reading, vocabulary, grammar, conversation, TOIEC, and Internet English. Her secondary and post secondary education were completed in Sydney, Australia. After graduating from the University of Sydney with a degree in Computer Science, she then completed her first master's degree in Computer Science at Changwon National University. At the moment, she is working toward her second Masters in Education in TESOL through distance learning at the University of Wollongong.

**Dr. Casey Kim** is an academic director for David English House, Korea. She has taught at Ewha Woman's University and Seoul Teacher Training Center. She is interested in

Teacher Training and ELT software development.

**David D. I. Kim** is presently teaching at Konkuk University in the Department of English Language and Literature. His areas of interests include, research in language learning, teaching and testing English pronunciation, cross-cultural issues in language learning, and teaching methodology. Email: [kdi@yonsei.ac.kr](mailto:kdi@yonsei.ac.kr)  
[kdi.kim@utoronto.ca](mailto:kdi.kim@utoronto.ca)

**Hyun Hee Kim** is a PhD candidate in the Faculty of Education, the University of Sydney, Australia. Her ongoing research focuses on "Teachers' perception and the process of Communicative Language Teaching (CLT) in Korean secondary classrooms". Her research interests derive from her previous teaching experience as an English teacher at secondary schools in Seoul.

**Hyun Jung Kim** received a B.A. in German Education from Hankuk University of Foreign Studies, Seoul, Korea, in 1999, and an M.A. in Second Language Education from McGill University, Montreal, Canada, in 2001. She is currently working for the Language Education Institute at Seoul National University as an assistant researcher. Her research interests include curriculum development, material evaluation, and elementary education.

**Jake Kimball** is the Facilitator of the Young Learner Special Interest Group. He is currently working on an MSc in TESOL at Aston University. His current area of interest is in the cause and effect of silence in the classroom and vocabulary acquisition strategies used (or not used) by YL's.  
[ilejake@yahoo.com](mailto:ilejake@yahoo.com)

**Maria Kim Oh** was born and educated in Korea, and her involvement with English education in Korea began as a learner first and continued later as an instructor. While teaching English in Korea, she published "English Games for Korean Elementary Class (1996)" and "Easy English Games (1998)". Upon completion of her doctoral study this year in the US, she started teaching at Chonnam National University. Her academic

interests are focused on learner autonomy theory and practice, self-access learning centers, learner consultation, action research, and Korean English teacher education.

**Aleda Krause** is co-author of SuperKids, a 4-level EFL series for elementary-aged children, and SuperTots, a 3-level series for kindergarten children. She has taught children of all ages (from 2-62!) in Japan for more than 20 years and has conducted many teacher training workshops in Taiwan, Japan, and other parts of Asia. She is founding coordinator of the JALT Teaching children SIG and has written extensively on activities to enhance children's EFL acquisition and learning.

**Ramesh Krishnamurthy** has worked on the COBUILD project (jointly owned by HarperCollins Publishers and the University of Birmingham) since 1984, contributing to several dictionaries, grammars, and other publications, as well as developing corpora and software. He is an Honorary Research Fellow at Birmingham University, and has taught undergraduate and postgraduate courses and supervised MA and PhD students. Full details of his past and current activities are available at: <http://www.ccl.bham.ac.uk/ramesh>.

## L

**Mr. Gerry Lasseche**, (MATESOL, RSA CELTA), is the lecturing professor of TESOL methodology and TESOL practicum in Ajou University's TESOL Certificate program. He has been in Korea for the last five years, and his publications include issues in syllabus design, language testing, and e-based language learning. Email: [glassche@yahoo.ca](mailto:glassche@yahoo.ca)

**Ma. Milagros C. Laurel** is an Associate Professor at the Department of English and Comparative Literature, University of the Philippines. She has delivered papers in several international conferences on language education and linguistics. She co-authored a textbook for Freshman English at the state university of the Philippines and has published articles on language and literature

in books and academic journals. She handles English courses for undergraduate and graduate students as well as Intensive English courses for foreign students.

**Kelly Lee** is currently ELT Consultant at Pearson Education Korea. She has over 9 years of teaching experience. She gives presentations at Ehwa Language Institution and Duksung Womens University on Storytelling and How to teach English to Young Children. She also has experience in publishing primary English books as a writer and editor.

**Mijae Lee** is a professor at the University of Suwon as well as KOTESOL's Suwon-Gyeonggi-do chapter President. She obtained her PhD from Seoul National University. She studied and taught 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" 1989. She has received certificates from Homerton College of Cambridge University in 1991 and Keble College of Oxford University in 1994 in EFL/ESL teacher training and teaching material development. She can be reached at: [mjlee@mail.suwon.ac.kr](mailto:mjlee@mail.suwon.ac.kr)

**Jim Life** is presently instructing for the English Department of YoungDong University. He has instructed with the university for three years and prior to that has instructed adults for various institutions for approximately 20 years. His graduate degree is in curriculum development for high education, which is his main area of interest.

**Dr. Jeongwan Lim** received her doctoral degree in International and Trans-cultural Studies at Teachers College, Columbia University in 2002. She earned her Master's of Education in Applied Linguistics at the same college and her Master of Arts in TESOL at the State University of New York, Stony Brook. She has taught writing courses to freshmen and ESL students at the college level for 3 years. Her research interests are socio-linguistics and literacy and technology in ESL/EFL. Currently, she is employed by Hong-Ik University where she works as an

instructor.

**Robin Longshaw** is the ELT International Marketing Manager for Asia and EMA with Pearson Education in White Plains, NY. Robin holds an MA in TESOL from Boston University; she taught English to non-native speakers in Spain and the United States and worked as an ELT editor prior joining Pearson.

**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.

**Damian Lucantonio** is from the International Christian University in Tokyo, Japan. He has worked as a teacher, teacher trainer, researcher, and Director of Studies. He is currently completing a PhD in Language Education, exploring the applications of genre theory to English language education.

**Nick Lutz** has been involved in ELT both as teacher and presenter since 1992. His current role as Product Manager for Longman allows him to combine his interest in teaching and Internet technology.

### M

**Eric J. McClellan** is a veteran of numerous academic campaigns, and has been teaching in Korea since 1994. His professional interests lie in error analysis through comparative linguistics, rational application of technology, integration of socio-linguistics in the academic matrix, and the use of pluralistic concepts in administration to promote the enhancement of learning environments. Eric has a BA, confirmed by the University of Oregon, an AMS from Indiana University, and an MBS from Wassamatta U. He proudly serves with the faculty of Suncheon National University in beautiful Jeollanamdo and holds an advisory position on the GFEE Board in the Indiana University School of Education.

**Steven Maginn** is the East Asia Regional Director for Macmillan Education. He has spent over fifteen years in the region working with teachers and teaching materials.

**Don Makarchuk** is a lecturer in the Division of Western Languages and Literature at Kyonggi University where he has taught for 6 years. He holds an MA in TEFL/TESL from the University of Birmingham. His research interests include second language acquisition, methodology and English for Specific Purposes. E-mail: [dmak@kuic.kyonggi.ac.kr](mailto:dmak@kuic.kyonggi.ac.kr)

**Casey D. Malarcher** is a senior editor for Compass in Seoul, South Korea. He has been a writer and editor of ESL materials since 1995 and is currently writing his dissertation in completion of the PhD program in Educational Thought and Socio-cultural Studies at the University of New Mexico.

**Douglas Margolis** currently teaches at the International Graduate School of English in Seoul. He is also the coordinator of KTT (KOTESOL Teacher Training). He earned his Masters in Education (TESOL and Educational Technology) from the University of Southern Queensland in Australia, a Masters of Arts (Political Science) from the University of Hawaii, and an A.B. in selected studies from Syracuse University in the USA. He frequently writes and speaks for KOTESOL publications and events. His motivation is his interest in language learning and desire to overcome his own obstacles and weaknesses.

**Ian Martin** is ELT Manager for Thomson Learning. For thirteen years he has lived and worked extensively throughout Asia, including Taiwan, China, Hong Kong and several other countries. He has been a teacher, teacher trainer, syllabus designer, and director of a language school. He holds an RSA TEFL Diploma.

**Paul Mead** is currently serving as KOTESOL's National Second Vice-President.

**Scott Miles** is an Associate Professor at Sogang University in Seoul, Korea. He teaches undergraduate courses in general English, public speaking, American culture and academic writing, as well as a graduate level course in teaching methodology. He has eight years of teaching experience working with all age levels and a variety of environments in the United States and Korea. Scott currently holds an MA in TESOL from the University of Utah and is preparing to enter a PhD. program in language learning theory.

**Mary J. Miller** has taught English in the U.S. and Korea to students ranging in age from preschool to adult. She is currently teaching Methodology in the SMU-TESOL Program at Sookmyung Women's University. Ms. Miller received her M.A. from University of Maryland, Baltimore County in Instructional Systems Development, Bilingual/ESOL Studies.

**Rachel Miller** has recently completed her fourth year teaching at Sunchon National University, and third year teaching at the Language Center in the children's program. And, get this, she teaches those kids by choice, if you can believe that!

**Chieku Mimura** is currently working for a doctorate at Temple University Japan. She teaches EFL at Sugino Fashion College and Shukutoku Junior College in Tokyo. Her main research interest includes gender and identity in second language learning and teaching, and critical pedagogy.

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

N

**Peter Nelson** holds a Ph.D. in Economics and Government (Public Policy) and

certification in EFL teaching. He is active in KOTESOL as a public speaker, writer and presenter for KOTESOL Teacher Trainers (KTT). He has lived in Korea since 1995 and currently teaches in the Department of English Education at Chung Ang University in Seoul. His EFL interests include analysis of speech components, testing and survey research. He may be contacted at: [peternel@cau.ac.kr](mailto:peternel@cau.ac.kr).

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

P

**David Paul** is President of David English House, Hiroshima, Japan. He has an MA from Cambridge University and works on the application of educational psychology in the Asian classroom. He is currently active training teachers throughout Asia, and author of several books (the most recent is 'Communication Strategies' for Thomson).

**Steven Pavelich** is presently a Lecturer in English at POSTECH where he teaches Freshman English, Advanced Speaking and Writing, and TOEFL Preparation. Prior to working at POSTECH, he was an instructor in the Language Education Center at the University of Ulsan for three years. He has been teaching EFL in Korea since 1997. He earned a Masters Degree in International History, and a Bachelor's degree in English Language and Literature and History, both from Carleton University.

**Stanton Proctor** is currently a visiting professor at Seoul National University of Education. He has done extensive teacher training throughout Asia. As an author of over 40 books in the field of ESL/EFL, he brings a wealth of ideas to his workshops.

R

**Isobel Rainey de Diaz** has worked as a lecturer in Applied Linguistics, and as a teacher trainer and teacher in several countries in Europe, South America, and the Middle East. Her research interests include textbook design, the challenges of EFL teachers in emerging contexts, and the teaching of academic writing.

**James Ranalli** works at Yonsei University's Foreign Language Institute, where he teaches and coordinates teacher-training and development activities. He is an active member of KTT, the teacher-training arm of KOTESOL, and has also worked as a trainer on the Cambridge CELTA and DELTA courses. His professional interests include listening, lexis and phonology.

**Dr Pauline Rea-Dickins** works in the Graduate School of Education at the University of Bristol where she is Reader in Applied Linguistics and Deputy Director of Research. She leads the development of higher degrees in TESOL in the Graduate School and co-ordinates and teaches on the EdD in TESOL. She also contributes to the Med (TEFL). She teaches on a range of courses including: Researching Language Classrooms, Analysing Classroom Language, Practical Research for Language Teachers, Language Testing and Assessment. She has published widely in relation to her research interests in language programme evaluation and language testing and assessment. She currently directs an Economic and Social Science Research Council research project: Investigating the Classroom Assessment of Learners with English as an Additional Language at Key Stage 1 (elementary school).

**Janice Reis-Lodge** has a wide background in ELT teaching. She has several years of teaching experience in institutions such as the British Council and International House and completed her DTEFLA at International House in Krakow, Poland. She has taught in Portugal, UK, Poland and India and has presented at conferences in Korea and Taiwan. She now works as an educational consultant for Pearson Education and is

based in Hong Kong.

**Kirsten Reitan** a very active member of KOTESOL, has been teaching for 12 years, including 7 years of ESL to various age groups and 5 years teaching English to American teenagers. Currently she is National Secretary of KOTESOL and teaches graduate students at Kyung Hee University.

**Bruce Rogers** teaches ESL and test-preparation courses at the Economics Institute at the University of Colorado, Boulder, Colorado, USA. He has also taught in special programs and given seminars in Indonesia, Vietnam, Korea, the Czech Republic, Egypt, and elsewhere. He has given presentations on test preparation all over the world.

**Todd Rucynski** teaches at Nihon University in Shizuoka and Aoyama University in Tokyo, Japan. He is primarily interested in autonomy and the use of authentic materials in content-based classrooms. Currently, he enjoys teaching through project work and has a developing interest in curriculum design. He has been teaching in Japan for seven years.

S

**Tony Schiera**, is in his fourth year of teaching at Suncheon National University, helping students develop their English conversation abilities and composition skills.

**Kevin Sampson** teaches English Conversation and Business Communications at Seoul National University of Technology where he also serves as Academic Coordinator in the Language Center. He has taught in Zimbabwe, and Canada, and since 1996 in South Korea. His teaching interests currently focus on developing programs that advance autonomy and responsibility for both learners and instructors. This involves online resources, self-access classrooms, and teachers dedicated to noisy, happy, hardworking, and complex learning environments. He loves working and living in South Korea and hopes to spend many more years here. He gets homesick once a year when the ski season opens at Lake Louise in the Canadian Rocky Mountains.

**Chuck Sandy** is coauthor, of *Passages*, the popular conversation book from Cambridge University Press, several components of the Interchange Series, as well as several other projects forthcoming from Cambridge University Press. He has directed English language programs and taught in universities, language institutes, and teacher-education centers in Japan, the United States, Korea, and Brazil. In addition, he is a frequent lecturer on English language teaching throughout Asia, South America, and the United States. He is Professor of English Language and Culture at Chubu University in Japan.

**David Shaffer** has been an educator in Korea since the early 1970s. 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 teacher training materials and textbook materials. Dr. Shaffer is the author of books 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 Dave's ESL Café Help Center team. He presently serves as KOTESOL's National and Conference Treasurer.

**Marc Sheffner** came to Japan in 1980 on the JET program, then joined Tezukayama University in Nara. He is an associate professor. He met Theo in 1990, and helped pilot the material that later became *Star Taxi*. He is editor of *PopStars* and *Star Taxi* (2nd edition). (M.A., Oxon.)

**Ayako Shibuya** teaches EFL at Soka University, Tokyo, Japan. She is currently working for her doctorate degree at Temple University Japan. Her research interests include native/non-native issues, notion of Center-Periphery, critical pedagogy, and teacher education.

**Gyonggu Shin** was trained to be a theoretical linguist in UT-Austin and Chonbuk National University. He taught linguistics and English for more than 20 years at Chonnam National University. His original research interest was mostly in Natural Language Processing. He developed Linear Phrase Structure Grammar, which asserts that

sentences should be parsed from left to right. Later he developed and managed language programs in the Chonnam National University Language Center from 1991 to 1997. This experience changed his interest from theory to practice. His current research interest is in the Internet and cooperative language learning.

**Joan Kang Shin** is the Course Coordinator of the SMU-TESOL Program at Sookmyung Women's University. Ms. Shin has had extensive teacher-training experience and was a Methodology professor for two years at SMU-TESOL. Her teaching experience also includes elementary, secondary, and university ESL/EFL students from a wide variety of cultural and linguistic backgrounds in the U.S. and Korea. Ms. Shin received her M.A. from University of Maryland, Baltimore County in Instructional Systems Development, Bilingual/ESOL Studies

**Joshua Snyder** is presently a Lecturer at POSTECH. He teaches Freshman English, Advanced Speaking and Writing, and TOEFL Preparation. He holds a Master's Degree in TESOL from the State University of New York at Buffalo and a Bachelor's Degree in Spanish Language and Literature. He has been teaching ESL/EFL since 1994, and has taught at the tertiary level in the United States, Chile, Malaysia, and Korea. He has published papers on the use of film in the EFL classroom and on the cultural content of Korean language textbooks.

**Eugene Spindler** is a full-time instructor at Changshin College in Masan, Kyungsangnamdo where he teaches composition, tourism, conversation, literary criticism and theory, and literary history courses. He has been working there since August 2000. He holds a Bachelor of Arts in English Literature from Bentley College in Waltham, Massachusetts, and a Master of Arts in English Literature from Boston College. During recent summer breaks he has been working towards a second Masters degree in Literacy Education with a concentration in TESL.

**Theo Steckler** is a former theater and opera director who has devoted over thirty years to the education and training of young actors, and has lived and worked in Japan since

## The Tenth Annual KOTESOL Conference

1987. In 1998 he founded DramaWorks, and co-authored *Star Taxi*. He studied Speech and Theatre at Indiana University, U.S.

**Kong-Ju Suh** has been teaching English for 9 years in secondary schools in Daegu. As a person who learned English as a foreign language at school, she is very much interested in teaching English in EFL contexts. She got her M.Ed in English education in Kyungpook National University in 1997 and got M.A. in English language teaching in University of Warwick in the UK in 2001. She is now teaching in Daegu Jeil Girls' Middle School and her current concerns are about teacher education and cultural awareness in language teaching.

**Rania Samir Sultan** is currently working in a USAID-funded project, The Integrated English Language Project-II. It is a project geared toward teacher training and development. The presenter is also the unit manager of the technical and professional development unit. She also works as a part-time English language instructor in the Faculty of Economics and Political Science.

**Sean Sutherland** has an M.A. in Applied Linguistics from Carleton University in Ottawa, Canada. His research interests are curriculum development and written rhetorical styles.

**Thomas Weller Sweeney** has been involved in ELT education for more than 10 years and has taught high school & university students in Asia and America. He is currently the ELT Marketing Manager for Longman Asia.

### T

**Setsuko Toyama** based in Niigata, Japan, is a teacher and a teacher-trainer. She has written and supervised numerous EFL textbooks, video courses and resource books. Her recent interests include developing listening and reading materials for low-teens.

**Adam Turner** teaches at the Hanyang University International Language Institute in Seoul. He has a B.A. from McGill University in Montreal, and a Diploma in Applied

Linguistics from the University of Victoria, Canada. His major interests are teaching writing, Partially Online Learning, English for Specific Purposes, and learning strategies. He is also the facilitator for the KOTESOL Writing and Editing Special Interest Group <http://communities.msn.ca/KOTESOLWESIG> Email: [turner@hanyang.ac.kr](mailto:turner@hanyang.ac.kr)

### U

**Siriluck Usaha**, Ph.D. is an assistant professor at the School of English, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand, where she teaches undergraduate English to non-English major students as well as graduate courses in English Language Studies. Her main interests include ESL writing, methodology, and testing. She was a visiting professor to Guizhou University, Guiyang, Guizhou Province, PRC.

### V

**Alistair Van Moere** is from London. He obtained his MA in English Language Teaching at Warwick University, England, and taught in Thailand and Indonesia before settling in Japan. He currently lectures at Kanda University of International Studies, Chiba, where his research interests include language testing and the language of internet-mediated communication. He coordinates the Kanda English Proficiency Test (KEPT), a video-mediated communicative test which tracks students' gains in proficiency through university, and co-coordinates the Kanda Email Exchange Programme, a cross-cultural keypad project.

### W

**Tyler Warfield** came to Japan after finishing his MA at Sussex University (Brighton, England) in 1993. He is author of *PopStars*. Tyler believes that it is absolutely essential for students to enjoy using a language before they will ever become proficient at it. He is a university lecturer in Kyoto.

**Aurapan Weerawong** is a lecturer at Srinakharinwirote University, Bangkok. She is responsible for the graduate level of MA/

TEFL programme and has been involved in the area of teacher training. She has also taken an active part as a supervisor and teacher trainer, training teachers of English for Ministry of Education. In addition to teaching English to Thai learners, she has been involved in teaching Thai to foreign learners. Under NUS scholarship, she is now reading for a Ph. D. and writing her thesis in the area of classroom observation.

**Kim Willcocks** earned his MA from Edinburgh University in Scotland before taking a faculty position in Budapest, Hungary, at the Central European University. His research focuses on the teaching of academic writing and is presently evaluating a writing curriculum he designed for Kanda University of International Studies, where he teaches in Chiba, Japan.

**Robert Williams** is the Korea Representative of Towry Law International, an AMP Group Company. Robert has 19 years' experience in financial planning, looking after the needs

of clients in the UK, South Africa and Asia. **Christopher Wolfe** holds a Master's Degree in Physics from Oxford University, United Kingdom, as well as qualifications in Intellectual Property Law and TEFL. After working for many years in Europe as a technical and legal translator and linguistics consultant, he moved to Korea in 1998. He taught English in Incheon until 2001, when he took up teaching positions in the International Trade and Business Department and in the Language Training Institute of Kangwon National University, Chuncheon. He has a particular interest in the legal procedures associated with patents for inventions and in business communications.

**Dr. Sang Do Woo** teaches at Gongju National University of Education and his main interests are in primary English education, pronunciation and speech, and intercultural communication. He has been an active member of Korea TESOL for the last 10 years and currently he is the 1st Vice President of Korea TESOL.

## Research Q & A Panel Workshop

*Saturday, 5:00 – 5:50 pm, in the Ongoing Research room*

Demystifying the  
Process of Conducting  
Research



Do you have a (action) research related question that had been in the back of your mind and want to get out? Research methodology and design, statistics, instrument development, literature search, participant selection, and/or publishing are but a few areas you could ask of our experienced research panel. An informal gather is planned for after the workshop, so come and mingle with fellow teacher-researchers.



# The Korea TESOL Journal

## Information for Contributors

### *Editorial Policy*

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

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

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

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

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

The Korea Research Foundation has rated the Korea TESOL Journal as a "Nationwide" scholarly journal.

### *Submission Categories*

**The KOTESOL Journal invites submissions in three categories:**

**I. Full-length articles.** Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables).

**II. Brief Reports and Summaries.** The KOTESOL Journal also invites short reports (less than 1,200 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced studies are appropriate for summarization.

**III. Reviews.** The KOTESOL Journal invites succinct, evaluative reviews of scholarly or professional books, or instructional-support resources (such as computer software, video- or audiotaped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 1,200 words.

To facilitate the blind review process, do not use running heads. Submit via email attachment or on diskette in MSWord or RTF file. Figures and tables should each be in separate files, bitmap files (.bmp) are preferred. Hardcopy versions may be requested at a later time.

### *Inquiries/Manuscripts to:*

**Dr. Park Joo-Kyung, Editor-in-Chief and Trevor H. Gulliver, Managing Editor at**

***ktj52002@yahoo.com***

***Submissions received by***

**DEADLINE EXTENDED until November 1, 2002**

***Volume 5 (Fall/Winter 2002).***

*The Korea TESOL Journal accepts submissions on a continuous basis.*

*Find the Korea TESOL Journal in ERIC.*

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*This listing includes the title of the presentation, session time, and content area.*

Catherine Adler & Marcela Jonas  
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**Exploring Anxiety**  
Daniel Armstrong & Gerry Lassche  
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Ongoing Research

William Balsamo  
**Simple Computer-Based Activities**  
Saturday, 3:00-3:50AM  
CALL

William Balsamo  
**International E-mail Exchanges**  
Saturday, 10:00-10:50AM  
CALL

William Balsamo  
**Asiahelp: Helping the Children of Asia**  
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Teacher Training & Development

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Corony Edwards

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Teacher Training & Development

Corony Edwards

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Ms. Terri-Jo Everest

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Stephen Fergusson

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Clyde Fowle

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Chris Gallagher

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Steven Gershon

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Commercial

Kay Hammond

### **Creating Stories**

Saturday, 4:00-4:25PM

Elementary Education

Takahiko Hattori

### **Four Language Skills**

Saturday, 3:00-5:00PM

Poster

Thomas Healy

### **Bridging the Gap**

Sunday, 1:30-2:20PM

Commercial

Thomas Healy  
**Fun, Games & Content-based Learning**  
Saturday, 5:00-5:50PM  
Commercial

Thomas Healy  
**MegaFlash, Making Grammar Come Alive**  
Sunday 3:30-4:00PM  
Commercial

Cheryl Hedlund & Jake Kimball  
**The Art of Telling Stories**  
Sunday, 9:30-10:50AM  
Elementary Education

Craig Howard & Kim Willcocks  
**Class & Individual Feedback**  
Saturday, 10:00-10:50AM  
Alternative Approaches

Patrick Hwang & Casey Kim  
**Phonics-Land**  
Saturday, 5:00-5:50PM  
Commercial

Ian Isemonger  
**Cross-Cultural Learning Styles Research**  
Saturday, 10:00-10:50AM  
Learning Strategies & Styles

Judith A. Johnson  
**Creating an Integrated Curriculum**  
Saturday, 2:00-3:20PM  
Cross-Cultural Teaching

Marcela Jonas & Catherine Adler  
**Who Can Teach Grammar and Pronunciation?**  
Sunday, 10:00-11:00AM  
Teacher Training and Development

Nancy Jordan  
**Dynamic Learning with Parachutes**  
Saturday, 2:00-2:50PM  
Commercial

Gretchen Jude  
**Stimulating Discussion with Video**  
Saturday, 3:00-5:00PM  
Poster

Kathleen Kampa  
**Music & Movement in the Classroom**  
Saturday, 10:00-10:50AM  
Commercial

Min-Hee Kang  
**SIT'S Master of Arts in Teaching**  
Saturday, 2:00-2:50PM  
Commercial

Myung-Jai Kang  
**Teaching & Learning English Grammar**  
Saturday, 5:00-5:50PM  
Techniques for Monolingual Classes

Ivon Katz  
**Teaching Students to Avoid Plagiarism**  
Saturday, 9:00-10:20AM  
Cross-Cultural Teaching

Byong-Won Kim, Joshua Snyder,  
& Steven Pavelich  
**Re-Shaping Consciousness for EFL**  
Saturday, 2:00-2:50PM  
On-Going Research

Carol Chi-Hyun Kim & Eugene Spindler  
**Integrating L1 Literacy Acquisition Principles and EFL Classroom**  
Saturday, 4:00-4:50PM  
Issues in Language & Literacy

Casey Kim & Patrick Hwang  
**Phonics-Land**  
Saturday, 5:00-5:50PM  
Commercial

David D.I. Kim  
**Using the Survey as a Tool**  
Saturday, 2:00-2:50PM  
On-Going Research

David D.I. Kim  
**Qualitative & Qualitative Methods**  
Saturday, 9:00-9:50AM  
On-Going Research

**Q & A Panel Workshop**  
David Kim, Jim Gongwer, Andrew Finch,  
Peter Nelson & Douglas Margolis  
Saturday 5:00-5:50  
On-Going Research

Hyun-Hee Kim  
**Communicative Language Teaching**  
Saturday, 10:00-10:25AM  
On-Going Research

Hyun-Jung Kim  
**A Case Study of EFL Curriculum**  
Saturday, 10:30-10:55  
Elementary Education

Jake Kimball & Cheryl Hedlund  
**The Art of Telling Stories**  
Sunday, 9:30-10:50AM  
Elementary Education

## The Tenth Annual KOTESOL Conference

Jake Kimball

### **Structure: How Much is too Much?**

Sunday, 1:30- 2:20PM

Elementary Education

Maria Kim-Oh

### **Korean Learner's Reactions to CLT**

Sunday, 10:00-10:50AM

Learning Strategies & Styles

Aleda Krause

### **Active Learning: The Only Way Children Learn**

Saturday, 1:00-1:50PM

Featured Speaker

Aleda Krause

### **Motivating Young Learners**

Sunday, 2:30-3:20PM

Commercial

Ramesh Krishnamurthy

### **Collocation and Idiomaticity**

Sunday 3:30-4:20PM

Literacy

Ramesh Krishnamurthy

### **COBUILD dictionary definitions**

Saturday, 10:00-10:50AM

Commercial

### **Exploring Anxiety**

Gerry Lassche & Daniel Armstrong

Saturday, 4:00-4:50PM

Ongoing Research

Ma. Milagros C. Laurel

### **Alternative Learning Resources**

Saturday 4:00-4:50PM

Learning Strategies & Styles

Kelly Lee

### **Amazing is Fun!**

Sunday, 3:30-4:20PM

Commercial

Mijae Lee ,Paul Mead, & Sang-Do Woo

### **Cross-Culturalism in Korea**

Sunday, 2:30-3:20PM

Cross-Cultural Teaching

James H. Life

### **Unlocking the Mystery**

Saturday, 9:00-9:50AM

Alternative Approaches

D Jeongwan Lim

### **Communicator Goals & Discourse**

Saturday, 3:30-3:55PM

On-Going Research

Janice Reis Lodge

### **Sing, Spell, Read and Write**

Saturday, 4:00-4:50PM

Commercial

Robin Longshaw

### **Reaching Out**

Saturday,2:00-2:50PM

Commercial

Robin Longshaw

### **Strategies**

Saturday, 5:00-5:50PM

Commercial

John Lowe

### **Key Elements for Communication**

Sunday, 1:30-2:20PM

Commercial

Damian Lucantonio

### **Speaking for a Purpose**

Saturday 5:00-5:50PM

Learning Strategies & Styles

Damian Lucantonio & Chris Gallagher

### **Modeling Academic Genres of Writing**

Saturday 2:00-2:50AM

Issues in Language & Literacy

Nick Lutz

### **More Ways to Teach**

Sunday, 1:30-2:20PM

Commercial

Steven Maginn

### **Building Cross-Cultural Awareness**

Saturday, 2:00-2:50PM

Commercial

Don Makarchuk

### **Classroom Research**

Saturday 9:00-9:50AM

Learning Strategies & Styles

Douglas P. Margolis

### **Inspirational Teaching**

Sunday, 1:30-2:20PM

Learning Strategies & Styles

### **Q & A Panel Workshop**

Douglas Margolis, Jim Gongwer, Andrew Finch, Peter Nelson, & David Kim

Saturday 5:00-5:50

On-Going Research

Ian Martin

**Achieve With Standout**

Saturday, 5:00-5:50PM

Commercial

Erin J. McClellan

**Better Testing, Fewer Headaches**

Sunday, 3:30-4:20PM

Testing & Evaluation Techniques

Paul Mead, Mijae Lee, & Sang-Do Woo

**Cross-Culturalism in Korea**

Sunday, 2:30-3:20PM

Cross-Cultural Teaching

Scott Miles

**Meeting the Needs of Asian Students**

Saturday, 10:00-10:50AM

Commercial

Scott Miles

**Finding the Balance**

Saturday, 3:00-3:50PM

Commercial

Mary J. Miler & Joan Kang Shin

**Increasing Classroom Interaction**

Sunday, 2:30-3:50PM

Techniques for Monolingual Classes

Rachel J. Miller

**Are These Kids Brats?**

Saturday, 3:00-4:20PM

Elementary Education

Chieko Mimura & Ayako Shibuya

**Motivation & Anxiety**

Saturday, 10:30-10:55AM

On-Going Research

Liam Morgan

**Action Research & Teacher Change**

Saturday 4:30-4:55PM

Teacher Training & Development

Peter Nelson

**Conceptual & Practical Problems**

Sunday, 2:30-3:30PM

Testing & Evaluation Techniques

**Q & A Panel Workshop**

Peter Nelson, Jim Gongwer, Andrew Finch,

Douglas Margolis, & David Kim

Saturday 5:00-5:50

On-Going Research

David Paul

**Communication Strategies**

Saturday, 2:00-2:50PM

Commercial

Steven Pavelich, Byong-Won Kim,

& Joshua Snyder

**Re-Shaping Consciousness for EFL**

Saturday, 2:00-2:50PM

On-Going Research

Isobel Rainey de Diaz

**Appropriate Pedagogies in a Global Age**

Sunday, 12:30-1:20PM

Featured Speaker

James Ranalli

**Micro-Teaching Listening**

Sunday, 2:30-3:20PM

Teacher Training & Development

Pauline Rea-Dickins

**To Assess or not to Assess?**

Saturday, 11:30-12:20PM

Featured Speaker

Kirsten Reitan

**Activities Using ATLAS**

Saturday 3:00-3:50PM

Commercial

Kirsten Reitan

**Going for it All with Young Learners**

Sunday, 1:30-2:20PM

Commercial

Bruce Rogers

**A New Guide for TOEIC**

Saturday, 10:00-10:50PM

Commercial

Todd Rucynski

**Travel English: Lonely Planet approach**

Saturday 4:00-4:50PM

Cross-Cultural Teaching

Kevin Sampson & Andrew Finch

**An Interactive Learning Journal**

Saturday, 3:00-3:50PM

Learning strategies & Styles

Chuck Sandy

**Developing a Content-rich Curriculum**

Sunday, 10:00-10:50AM

Course and Curriculum Development

Chuck Sandy

**Asking the Right Questions**

Sunday, 1:30-2:20

Issues in Language & Literacy

Tony Schiera

**Facilitating Conversational Listening**

Saturday 10:00-10:50AM

Video

## The Tenth Annual KOTESOL Conference

David E. Schaffer

### **Erring in English**

Sunday, 3:30-4:20PM

Issues in Language & Literacy

Marc Scheffner, Theo Steckler & Tyler Warfield

### **Drama-Works**

Saturday, 4:00-5:50PM

Commercial

Ayako Shibuya & Cheiko Mimura

### **Motivation & Anxiety**

Saturday, 10:30-10:55AM

On-Going Research

Gyonggu Shin

### **Internet-Assisted Cooperative English**

Saturday, 4:00-4:50PM

CALL

Joan Kang Shin & Mary J. Miller

### **Increasing Classroom Interaction**

Saturday, 2:30-3:50PM

Techniques for Monolingual Classes

Joshua Snyder, Steven Pavelich

& Byong-Won Kim

### **Re-Shaping Consciousness for EFL**

Saturday, 2:00-2:50PM

On-Going Research

Eugene Spindler & Carol Chi-Hyun Kim

### **Integrating L1 Literacy Principles**

Saturday, 4:00-4:50PM

Issues in Language & Literacy

Theo Steckler, Marc Scheffner & Tyler Warfield

### **Drama-Works**

Saturday, 4:00-5:50PM

Commercial

Kong-Ju Suh

### **Do We Need Intercultural Understanding?**

Sunday, 3:30-4:20PM

Cross-Cultural Teaching

Rania Samir Sultan

### **Is There a Future for E-Learning?**

Saturday 9:00-9:50AM

CALL

Rania Samir Sultan

### **12 + 1 Technique**

Saturday 4:00-4:50PM

Issues in Language & Literacy

Thomas Weller Sweeney

### **Classic Developmental Skills Text**

Sunday, 10:00-10:50AM

Commercial

Thomas Weller Sweeney

### **Bridging the Gap**

Saturday, 5:00-5:50PM

Commercial

Sean Sutherland & Mark Fraser

### **Student Choice in a Content-Based Class**

Saturday, 5:00-5:50PM

Course and Curriculum Development

Setsuko Toyama

### **Activities to Encourage Children**

Sunday 10:00-10:50AM

Commercial

Adam Turner

### **Free Interactive Websites**

Saturday, 2:00-2:50PM

CALL

Siriluck Usaha

### **Impact of China's National Test**

Sunday, 10:00-10:50AM

Testing & Evaluation Techniques

Alistair Van Moere

### **Measuring Communicative Progress**

Saturday, 5:00-5:50PM

Testing & Evaluation Techniques

Tyler Warfield, Theo Steckler & Marc Scheffner

### **Drama-Works**

Saturday, 4:00-5:50PM

Commercial

Aurapan Weerawong

### **What Really Happens?**

Sunday, 1:30-1:55PM

Teacher Training & Development

Kim Willcocks & Craig Howard

### **Class & Individual Feedback**

Saturday, 10:00-10:50AM

Alternative Approaches

Robert Williams

### **Financial Planning**

Saturday, 3:00-3:50PM

Commercial

Christopher J.A. Wolfe

### **Accidental Research**

Saturday, 3:00-3:50PM

On-Going Research

# 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 a 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.

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**Bylaws** (Adopted April 1993 Ammended  
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 publications.

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 Nominations 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.



# 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  Online transfer Please make online payments to " 대한영어교육학회 (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 Affiliation (circle your choice):** Seoul, Gyeonggi-Suwon, Cheongju, Daejeon, Daegu-Gyeongbuk, Busan, Jeolla, Gangwon, 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.)

**Email address(es):** \_\_\_\_\_, \_\_\_\_\_

**Telephone:**

Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_\_) \_\_\_\_\_ Cell Phone: \_\_\_\_\_

**Work Address:**

\_\_\_\_\_  
School/Company Name

\_\_\_\_\_  
Address Line 1

\_\_\_\_\_  
Address Line 2

\_\_\_\_\_  
City / Province / Country

\_\_\_\_\_  
\* POSTAL CODE \*

**Home Address:**

\_\_\_\_\_  
Address Line 1

\_\_\_\_\_  
Address Line 2

\_\_\_\_\_  
City / Province / Country

\_\_\_\_\_  
\* POSTAL CODE \*

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

Please check all 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 (Email) <KOTESOL@chollian.net>  
Anyone can join KOTESOL by attending a local chapter meeting.

**www.kotesol.org**

Use this page for notes and memos

WWW.KOTESOL.ORG