KOTESOL

The 12th
KOREA TESOL
International Conference
KOTESOL국제학술대회

Expanding Horizons
Techniques and Technology in ELT

9–10 October 2004
Sookmyung Women's University, Seoul
숙명여자대학교

	Saturday	Sunday
Plenary Speakers:	Joy M. Reid	Paul Nation
Featured Speakers:	Michael Breen	Lee Boyoung (이보영)
	Kensaku Yoshida	Kathleen Graves
	Frank Otto	Joseph Lo Bianco
	Brian Paltridge	

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KOTESOL 2004

Conference

Program Book

Some pages, e.g., advertising, timetables, indices, notes, and others, are not included in this scanned version of the conference Program Book.

The Extended Summaries section of the compiled book is similarly not included here, due to excessive file size of the scans.

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

The 12th Korea TESOL International Conference

Expanding Horizons:
Techniques and Technology in ELT

October 9th and 10th, 2004

Sookmyung Women's University

Seoul, Korea

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Conference Chair's Welcoming Address

David D. I. Kim
KOTESOL 2004 International Conference Chair

Dear members and friends of Korea TESOL

As conference chair, and on behalf of the 2004 Conference Committee, I would like to extend to you my most heart-felt welcome to the 12th Annual KOTESOL International Conference. I hope, true to our conference theme Expanding Horizons: Techniques and Technology in ELT, that this conference will provide an opportunity for teachers and students of the English language to expand their horizons to the exciting expanse that is ELT.

There are many factors that contribute to the success of a conference. One factor is the quality of the presenters and exhibits, both of which are exceptional this year. We have a plethora of excellent presentations, over 150 in total, on a variety of topics to interest everyone. Among the presentations are those from the plenary and featured speakers. We have the honour of having two eminent scholars in our field as plenary speakers: Dr. Joy Reid and Dr. Paul Nation. In addition, we are honoured by the participation of seven renown featured speakers: Lee, Boyoung, Michael Breen, Dr. Kensaku Yoshida, Dr. Brian Paltridge, Dr. Lo Bianco, Dr. Kathleen Graves, and Dr. Frank Otto. Also at the conference are numerous publisher-exhibits for those looking to find new teaching materials, or to find a distant study program, or to be informed about the student visa process, and/or to receive information about embassy services. We also have a few KOTESOL members who will be displaying their publications. An Employment Center will also be open for those seeking teaching positions at a university. And finally, we have a raffle where we are planning to give away many prizes.

Another factor that contributes to a successful conference is the diligence and dedication of the many volunteers who have given unselfishly of their time and energy to make this conference possible. This year, there were over 30 conference committee members and associates, and over 100 student volunteers (Guest Service Team), as well as, countless other volunteers who have given to the conference. I would like to take this opportunity to acknowledge some and their valuable contributions. First, I would like to thank Sookmyung Women's University, and the Director of LinguaExpress, Dr. Gwangsook Chung, for their generosity in providing the facilities for this conference. Also, I would like to thank the over 100 student volunteers who have sacrificed a few of their weekends for the conference, as well as, the many conference committee members and associates who have given a little more than a few weekends. I ask that you acknowledge their efforts with a word of encouragement and appreciation whenever the opportunity arises.

Yet another factor contributing to a successful conference is yourself, the conference goers, as you participate in the conference by attending the presentations, visiting the publisher exhibits, and meeting old friends, making new ones, and socializing. We hope that your experience at this year's conference will be informative and memorable.

Please enjoy the conference!

KOTESOL President's Welcoming Address

Fellow Korea TESOL members, distinguished Conference participants and ELT colleagues, on behalf of Korea TESOL, I would like to extend my heartfelt welcome to all the attendees here at the 12th Annual KOTESOL International Conference. This year's conference theme is Expanding Horizons: Techniques and Technology in ELT, which is well suited to the trend of English language teaching in a global, computerized world. This year°Øs Conference promises to be an exciting one with a line up of wonderful invited speakers and over 100 quality presentations. More than half of the presenters are coming from abroad. There are displays of the latest ELT materials and resource books, an ELT employment center for job seekers, and workshops, presentations, and panel discussions by KOTESOL's Special Interest Groups and Chapters. The annual elections for the elected offices of 1st Vice-President, 2nd Vice-President, Treasurer, Secretary, Elections and Nominations Committee Chair, and Conference Committee Co-chair will be held during the Conference. I encourage members to vote for the candidates of your choice for a strong and vibrant KOTESOL leadership in 2004-05.

At this time, I am so delighted and proud to inform you that our two-day conference has so much to offer with two distinguished plenary speakers, Dr. Paul Nation of Victoria University in New Zealand and Dr. Joy M. Reid of the University of Wyoming in the US, and with five wonderful featured speakers, Dr. Kathleen Graves of the School for International Training in the US; Dr. Frank Otto of Brigham Young University, USA; Dr. Kensaku Yoshida of Sophia University, Japan; Dr. Joseph Lo Bianco of the University of Melbourne in Australia; Dr. Brain Paltridge of Sydney University, also in Australia: British expert on Korea, author Michael Breen, and English teaching celebrity, Lee Boyoung of the Korean EBS TV network. I am sure you will become more informed and satisfied by their academic as well as practical and productive sessions at our Conference. In addition to this wonderful group of guest speakers, we will have more than 100 valuable presentations in concurrent sessions, covering various ELT subjects and issues targeting all educational levels. My sincere gratitude goes to these invited speakers and individual presenters for sharing their ideas and techniques concerning English language teaching with us.

As you well know, an event like this international conference calls for tremendous efforts in preparation, a painstaking, year-long endeavor undertaken by a dedicated group of volunteers. The Conference Committee members and a number of other Council members who dedicated themselves to this Conference deserve our special recognition. I would like to express my sincere thanks to all these enthusiastic and dedicated KOTESOL Conference Committee members and especially recognize David Kim's excellent job as Conference Chair and Phil Owen's marvelous work as Program Chair. I really appreciate each and every volunteer's work behind the scenes.

I am so pleased to extend a warm welcome and my sincere gratitude to our international partners, JALT, ThaiTESOL, ETA-ROC, FEELTA, and ELLTAS for kindly supporting and attending our Conference. I sincerely hope that our relationship with these partners will be strengthened through exchanging more information on each organization and networking with professionals related to English education. I would also like to acknowledge organizations based here in Korea for building closer relations with KOTESOL. These include KATE, Asia TEFL, KAFLE, ALAK, and STEM. We hope that our ties continue to be strengthened for the mutual benefit of our organizations.

I am also grateful to Sookmyung Women's University for providing KOTESOL with its cutting-edge facilities as our Conference venue and for being supportive of us for a number of years. Our Organizational Partners, including Oxford University Press Korea and Pearson Education Korea, deserve special thanks for their continued support for KOTESOL. Last but not least, I would like to give my hearty thanks to all the KOTESOL members and Conference participants for your concern and support. Korea TESOL is here to serve you with exciting and productive events such as this. I sincerely hope that you all enjoy this Conference as much as you can, and make memorable acquaintances with as many as you can, through the valuable presentations and networking with colleagues, scholars, and professionals concerned with ELT. Finally, my utmost wish is for your continued support for KOTESOL! You are the dynamic core of our organization.

Myung-Jai Kang, Ph.D.
President of Korea TESOL

KOTESOL; Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 12th 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 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated in The Constitution and Bylaws of Korea TESOL, "The purpose of Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals, KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated not only with 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, Cheongju, Daejeon, Taegu, Pusan, and Gwangju and North Jeolla Province. Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

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

1. The opportunity to attend any regular meeting of any chapter.
2. A local chapter KOTESOL newsletter (whichever chapter you officially signed up through).
3. The national bimonthly publication The English Connection, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more.
4. The Korea TESOL Journal, KOTESOL (Conference) Proceedings, and other scholarly and professional pub- lications.
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.

Membership in Special Interest Groups (SIGs) e.g. Teacher Education and Development.

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, plus messages from current Conference Chair David D.I. Kim and from the KOTESOL President Dr. Myung Jai Kang. Information regarding transportation to and from the conference 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, while 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 listings and/or presenter Bio's as well.

Indexes

The indexes help to identify presentations by content and presenter. Each of the presenters is 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 some presenters, also listed in alphabetical order by family name is a section of extended summaries of academic presentations by the conference presenters.

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 information such as our constitution, bylaws and a list of who's where. As always, you can learn more at our website:

www.kotesol.org
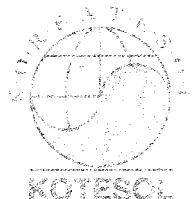
KOTESOL 2004
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Words of Appreciation

The KOTESOL 2004 International Conference Committee would like to express appreciation to the over 100 student volunteers (Guest Service Team), who are giving of their time and effort to meet the needs of conference participants, and who are at the conference to ensure good service and a pleasant experience to all KOTESOL members and guests (We ask that conference goers convey a passing word of encouragement to these student volunteers whenever the opportunity arises). Further, our appreciation is extended to the many non-KOTESOL volunteers, and Conference Committee Associates who have, throughout the year and at the conference, contributed greatly towards a successful conference. In addition, we express deep appreciation to the Director of LinguaExpress, Dr. Gwangsook Chung, and staff, for their assistance and the generous use of LinguaExpress facilities. The invaluable contributions, both big and small, of these people have added to the success of this year°Øs conference. Thank you!

Map of Sookmyung Women's University Campus

1. Main Entrance
2. Students' Building
3. Auditorium
4. Myung Building
5. Sook Building (dormitory)
6. Faculty Building
7. Faculty Building
8. Suryeon Faculty Building

9. Graduate School Building
10. West Building
11. Administration Building
12. Concert Hall and Museum
13. College of Music
14. ***Social Education Building*** (Conference Site)
15. College of Pharmacy
16. College of Fine Arts

17. Centennial Memorial Hall (to be completed in 2004)
18. Library
19. Science Building
20. International Building I
21. International Building II
22. Injae Building (to be completed in 2004)
23. **Renaissance Plaza (Conference Site)**

Overall Two-Day Conference Schedule

KOTESOL

8:00 -	Registration
9:00 - 9:50	Regular presentations
10:00 – 10:50	Regular presentations
11:00 – 11:30	Opening Ceremonies
11:30 – 12:20	**Plenary*– *Joy Reid***
12:30 – 1:30	**Lunch – Publishers' and Organizations' Exhibits**
1:30 – 2:00	Regular Presentations

2:00 – 2:50	****Featured** *Michael Breen*	*****Featured** *Kensaku Yoshida*	******Featured** *Frank Otto*	*******Featured** *Brian Paltridge*

3:00 – 3:50	Regular Presentations
4:00 – 4:50	Regular Presentations
5:00 – 5:50	Regular Presentations
6:00 –	**Dinner reception**

Saturday October 10

8:00 -	Registration
9:00 - 9:50	Regular presentations
10:00 – 10:50	Regular presentations
11:00 – 11:50	**Plenary Speaker*– Paul Nation**
12:00 – 1:00	**Lunch – Publishers' and Organizations' Exhibits**

1:00 – 1:50	****Featured** *Lee Boyoung*	*****Featured** *Joseph Lo Bianco*	******Featured** *Kathleen Graves*

2:00 – 2:50	Regular presentations
3:00 – 3:50	Regular presentations
4:00 – 6:00	**KOTESOL Annual Business Meeting (ABM) & Raffle**
	Elections conducted Sat. and early Sun. Results announced at ABM

*	**Main Auditorium**
**	**Gemma Hall (B107)**
***	**B121**
****	**B178**
*****	**B142**

Saturday's Plenary Address

Retrospective: Reflections on Learning Styles and Students

Joy Reid
University of Wyoming, USA

Saturday 11:30- 12:20 Main Auditorium (608)

My learning styles research is more than a quarter-century old, yet I continue to receive 2-3 requests a week for permission to use my survey. It's time to re-examine the concept of individual student learning style preferences, the use of surveys to gather that information, and the value of knowing about student learning styles in the ESL/EFL classroom.

After a brief introduction to learning style instruments, I will address these questions:
1. What are the advantages and disadvantages of surveying students and using the results of the survey in the classroom?
2. How does knowledge of learning styles fit in a "student-centered" language classroom?
3. Does understanding of individual learning styles help students cope with the classroom environment?
4. Is it necessary or desirable for teaching styles and learning styles to "match" in the classroom?
5. What are the most widely-used applications of learning style research in ESL/EFL classrooms?

About the presenter

Joy Reid was, until last month, a Professor of English at the University of Wyoming, where she taught composition and linguistics, prepared ESL teachers, and directed the English as a Second Language support program. At present, she is teaching composition and business English at Maui Community College, where she is a part-time lecturer and her students range from native Hawaiians and immigrant Tagalog speakers (from the Philippines) to ESL students from Japan and Brazil (the latter come to Maui for the wind-surfing). Professor Reid has published several ESL writing textbooks, resource books for teachers, and edited anthologies about learning styles. In addition, she publishes research in discourse analysis, the change process in the ESL classroom, and ESL writing. During the past five years, she has co-edited two ESL series, in which she mentored first-time authors. The most recent series, co-edited with Pat Byrd (Georgia State University) and Cynthia Schuemann (Miami- Dade Community College), comprises 24 textbooks, which are currently being published by Houghton-Mifflin. Long ago, she published two romance novels. More recently, she decided to live in Hawaii, and she lives two blocks from the beach. Although she loves her new surroundings, she has been surprised to find that gardening means that she has had to become proficient with a machete. Her cat's name is Kumu, which is Hawaiian for "teacher." Her daughter is the Director of Composition at George Mason University in Virginia, and her son, who used to be a professional frisbee player, is now a bio-dynamic farmer in Idaho.

Sunday's Plenary Address

Evaluating a Vocabulary Program

Paul Nation
Victoria University of Wellington, New Zealand

Sunday 11:30-12:20 Main Auditorium (608)

Vocabulary teaching should only play a very limited role in a language program. This is because the majority of learning opportunities in a program should involve meaning-focused language use, and because teaching vocabulary can only contribute one small step in the learning of a word. This paper draws on research to suggest what vocabulary should be taught and how it should be taught. It also shows where the direct teaching of vocabulary fits in a language program and briefly describes the other parts.

About the Presenter

Paul Nation is a professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. His latest book is Learning Vocabulary in Another Language, published by Cambridge University Press (2001).

KOTESOL

Saturday Featured Speaker

Being a Foreigner in Korea

Michael Breen
Insight Communications Consultants, Korea

Saturday 2:00-2:50 Gemma Hall (B107)

All countries, you could say, are different. But some are more different than others. Take Korea, for example. Here, foreign analysts paid to explain the country – to readers, to investors, to head office – struggle to do so and many leave after a few years still scratching their heads. What is difficult about Korea is that it fails to explain itself coherently to the outsider. In this presentation, Michael Breen tries to answer the question 'why' and help the hapless alien navigate through some of the issues and find shortcuts to comprehension. It begins with acceptance that we are, whether we like it or not, forever foreign.

About the Presenter

Michael Breen came to Korea as a freelance journalist in 1982. He became the Seoul correspondent of *The Washington Times* and later worked for the British newspapers, *The Guardian* and *The Times*. From 1987-90, he was the president of the Seoul Foreign Correspondents' Club. For several years, he was a regular traveler to North Korea and, in 1994, gave up reporting and reinvented himself as a management consultant advising companies on market entry strategies for North Korea. In 1999, he was hired by the public relations company, Burson-Marsteller, as its managing director in Seoul. In January this year, he started his own public relations consultancy, Insight Communications Consultants. He has been a regular columnist with the English-language *JoongAng Daily*. He is the author of two widely read books, *The Koreans: Who They Are, What They Want, Where Their Future Lies and Kim Jong-Il: North Korea's Dear Leader*. A British citizen, Michael is a graduate of the University of Edinburgh. He has four children and lives in Seoul with his wife, Jennifer.

Saturday Featured Speaker

New Perspectives on Teaching Writing

Brian Paltridge
The University of Sydney, Australia

Saturday 2:00-2:50 B142

This presentation will present an overview of recent developments in the teaching of writing. It will do this in both theoretical and practical terms. This will include a discussion of genre-based approaches, critical perspectives, and academic literacies perspectives on teaching second language writing. The underlying philosophies of each of these approaches as well as practical implications for the classroom will be discussed. A proposal for teaching writing based on the drawing together of a number of these perspectives will then be presented.

About the presenter

Brian Paltridge is Associate Professor of TESOL and Associate Dean (Graduate Studies) in the Faculty of Education at the University of Sydney. He is author of Genre, Frames and Writing in Research Settings (John Benjamins, 1997), Making Sense of Discourse Analysis (Antipodean Educational Enterprises, Australia 2000), and Genre and the Language Learning Classroom (University of Michigan Press, 2001). His most recent publication is a state-of-the-art article on academic writing (Language Teaching, Cambridge University Press, 2004).

Saturday Featured Speaker

Teaching and Learning English with Interactive Multimedia Technology

Frank Otto, PhD
ELLIS, Inc., USA

Saturday 2:00-2:50 B178

State-of-the-art applications of interactive multimedia technology to the teaching and learning of ESL/EFL will be addressed, along with the ever-increasing importance and acceptance of computer-adaptive teaching, learning, and testing programs. The educator's role in developing guidelines and criteria for choosing exemplary interactive multimedia ESL/EFL software will be discussed, as well as procedures for realizing maximum potential in the implementation of interactive multimedia technology in various educational environments. Questions and comments will be appreciated.

About the Presenter

Frank Otto (PhD) began his career teaching Spanish and English at all levels to all ages (K-12, university and adult). Since receiving his PhD in 1966 from the University of Wisconsin at Madison, he has participated as a charter/ founding member of the international organizations of TESOL and NABE (Teaching English to Speakers of Other Languages and The National Association of Bilingual Educators). After researching and pioneering individualized programmed learning and applications of computer-assisted instruction, he developed exemplary interactive multimedia programs to teach 7 languages under contracts with United States government agencies. In 1981, he founded CALICO (Computer Assisted Language Instruction Consortium), whose international membership includes manufacturers, vendors, institutions, teachers and students dedicated to developing and applying new technologies to the teaching and learning of languages. In 1990, he founded CALI (Computer Assisted Learning and Instruction), the designers, developers and publishers of ELLIS (English Language Learning and Instruction System), a full product line of interactive multimedia courseware that provides support to speakers of over 60 languages who desire to learn English as a second or foreign language. The teaching methods and technologies developed over 40 years are the foundation of Dr. Otto's programs.

Saturday Featured Speaker

The Fish Bowl, Open Seas and International English

Kensaku Yoshida
Sophia University, Japan

Saturday 2:00-2:50 B121

International English is a term which has been in use for quite some time. Theoretically, it has been considered a kind of English which is equidistant from both native and non-native Englishes. A problem with this concept in the actual teaching context has been what actually to teach the learners of English as a foreign—or international— English. What should the pronunciation, grammar, lexical usage, etc. be based on?

I will consider this idea within the context of what I have called the Fish Bowl and the Open Seas. I will argue that International English is something that develops spontaneously in the Open Seas, in the context of real communication, and is not something that can be taught in the Fish Bowl—where the kind of English taught will very often depend on the educational needs of the learners—the model used will tend to be that of native English.

About the Presenter

Kensaku Yoshida is a professor in the Faculty of Foreign Studies at Sophia University, Tokyo. He is also the Director of the Center for the Teaching of Foreign Languages in General Education, as well as the Director of the Sophia Linguistics Institute for International Communication at Sophia. Yoshida has worked on a number of committees for the Ministry of Education, including the Committee for the Revision of the Course of Studies, Panel to Promote Revisions in English Language Teaching, Super English Language High School Assessment Committee, Task Force to Educate Japanese with English abilities, and the Central Education Committee's Foreign Language Sub-committee. He is also a member of the Board of Trustees of the TESOL International Research Foundation (TIRF) and a member of the Board of Directors of Asia TEFL. He has given plenary and featured talks at numerous domestic conferences, as well as several international conferences, including TESOL, JALT International Conference, PAC 2, and KATE International Conference. He has also written many books, textbooks and articles in the areas of TEFL, foreign language policy, and bilingualism.

Sunday Featured Speaker

Lee Boyoung

Sunday 1:00-1:50 Gemma Hall (B107)

About the Presenter

Lee Boyoung hosts several famed FM radio programs such as "Pops English," and TV programs such as "How Do you Do?" and "EBS-English Conversation." She is also a columnist and writer for the Korea Herald and kookmin Ilbo newspapers, and "English for Success" magazine. She is CEO of Eboyoung Academy and *eby0579* website (formerly *feelingenglish*) and lectures at Ewha Women's University.

Can Classrooms Be Learning Communities?

Kathleen Graves
School for International Training, USA

Sunday 1:00-1:50 B178

The most effective learning in life occurs outside of the classroom. Effective learning is social, involves participating in communities, and is contextual. This is how doctors learn to treat illness, architects learn to design buildings, and pilots learn to fly planes. Ironically, the way most classroom learning is structured makes it difficult for people to learn. Can we change life in classrooms so that participants can learn as effectively as they do in other life domains? In this workshop we will explore practical ways to change attitudes, discourse and activity to make classrooms more effective learning communities.

About the Presenter

Kathleen Graves is on the graduate faculty at the School for International Training (SIT) in Brattleboro, Vermont, where she teaches courses in curriculum design, methodology and linguistics. She has taught English in Taiwan, Japan, the US and Brazil. She has worked with teachers and teacher educators around the world in the areas of reflective practice, curriculum and materials design, and observation and supervision. She is the editor/author of *Teachers as Course Developers*, and *Designing Language Courses: A Guide for Teachers*, and is the editor of TESOL's curriculum development series. She is co-author of the new *ICON* series, published by McGraw-Hill.

Sunday Featured Speaker

English and Identity – Dilemmas and Trends

Joseph Lo Bianco
University of Melbourne, Austalia

Sunday 1:00-1:50 B121

This talk will trace some of the issues that have been debated in relation to identity and English. In the context of globalisation, the spread of English unquestionably takes the world closer to realising a dream of romantic idealists of world peace, that of having a common instrument for international communication. However, this dream comes face-to-face against the reality that all languages express identity, ideology and interests. The paper discusses some of the ways those dilemmas are being resolved and played out today.

About the presenter

Joseph Lo Bianco holds the Chair of Language and Literacy Education at the University of Melbourne. Prior to joining Melbourne University, Professor Lo Bianco was a consultant on language policy, and prior to that the Chief Executive of the National Languages and Literacy Institute of Australia (NLLIA) - an independent organization dedicated to language and literacy research. In recent years, Professor Lo Bianco has worked on language policy, literacy planning and multicultural education in countries as diverse as South Africa, Scotland, the United States, Sri Lanka, Canada, Italy and Cambodia. He has also written extensively - producing more than 20 reports and books and over 100 journal articles and chapters. Currently, Professor Lo Bianco is undertaking research regarding the effects of globalization on languages other than English. Professor Lo Bianco was awarded the Order of Australia (AM) in 1998, elected Fellow of the Australian Academy of the Humanities in 1999, Fellow of the Australian Council of Educators in 1997, and the title of Commendatore nell'ordine di merito della repubblica Italiana in 1999, and a Centenary Medal in 2003 for his services to language and literacy.

Sunday Featured Speaker

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KOTESOL

SATURDAY 9:00 – Academic

Teacher Perceptions on Internet-Assisted English Language Teaching
Hee-Jae Shin, Buyeo Girls' High School, Korea
Jeong-Bae Son, The University of Southern Queensland, Australia
Room Gemma Hall (B107)

Although the rapid increase of Internet availability has generated great interest in Internet-assisted English language teaching (IAELT) among EFL teachers in Korea, little is known at present about Korean EFL teachers' use of the Internet. This paper addresses this issue and reports the results of a study that examined Korean secondary school EFL teachers' perceptions on the use of the Internet for teaching purposes. A total of 101 teachers participated in a survey and responded to the questions of how they think about IAELT, how they use the Internet, and what types of resources they use on the Internet. The findings suggest that there are three key factors affecting the use of the Internet in the classroom: teachers' personal interest in Internet use; teachers' abilities to integrate Internet resources into classroom activities, and computer facilities and technical support in schools. Recommendations will be made in relation to teacher development.

Deep Vocabulary Development for Young Learners
Heather Fisher & Heejeon Ko-Bras
Cheju National University, Korea
Room B109

Although deep vocabulary development for adults has had a recent resurgence, little research on deep vocabulary learning has been done for Korean elementary school students. Because many elementary student textbooks often present vocabulary as an add-on rather than the heart of second language acquisition, students often engage in insufficient meaningful interaction with words, phrases, and sentences. Based on the constructivist learning theory, this action research project tested and piloted an integrated yet independent set of practical vocabulary strategies and activities for Grade 1-6 students. The activities that led to a flexible English vocabulary and supported speaking, listening, reading, and writing will be demonstrated.

The Golden Ears: Designing and Integrating Effective Listening Activities
Michael Stetson Merrill
Seoul National University, Korea
Room B111

This workshop introduces participants to a creative approach (the Fusion Method) for exploiting any material (textbooks, realia, etc.) that may be suitable for a language course. It shows participants how to create opportunities for students to develop and practice listening strategies, regardless of the language focus of a particular lesson or course.

The workshop will begin with a brief discussion on the traditional role of listening activities in the classroom. Participants will then be shown how to explore lessons from a typical language textbook (and realia), and how to exploit the limitless possibilities available for developing interesting and effective listening activities.

Through a series of diverse, hands-on listening activities, participants will personally experience how to evaluate material and manipulate it beyond the limits presented on the written page. This workshop will help the participants gain the confidence and ingenuity to create lessons that will turn tin ears into Golden Ears.

Learning from Real Conversatio for Business

English
Almut Koester
University of Birmingham, UK
Room B178

What role do summaries play in negotiations? Why is vague language frequently used when talking about facts and figures? When can being explicit be a bad thing? Why are idioms used when people talk about problems at work? When does small talk occur during a business conversation?

For teachers of Business English, it is often difficult to know whether what we teach bears any resemblance to real-life business and workplace interaction. Business English materials do not always reflect the characteristics of real business meetings, negotiations and other workplace conversations. This workshop explores some interesting and perhaps surprising characteristics of business and workplace conversations that can be discovered by studying recordings of real examples. Using sample activities, it will also suggest ways of introducing learners to aspects of this language, and provide an opportunity to discuss ideas and activities for the classroom.

Aligning a Curriculum with a Graduation Requirement Test
Dongil Shin
Sookmyung Women's University, Korea
Room 104

The presenter will demonstrate a procedure for helping an English language program align content curriculum with a graduation requirement test. All students who entered Sookmyung Women's University in 2001 are required to take a graduation requirement test, MATE (Multimedia Assisted Test of English), in both its spoken and written forms. The purpose of the MATE test is to evoke samples representative of the test taker's global competence in English. The MATE presents the test taker with different tasks designed and arranged by ACTFL (American Council on the Teaching of Foreign Language) framework. The GEP (General English Program) at Sookmyung, then, develops a new curriculum to help students improve their English proficiency and produce language required to pass the graduation requirement. Curriculum mission statement and documents will be presented with other relevant information.

Helping Students Learn About Formality in Written Communication
Turskina Alena
Minsk State Linguistic University, Belarus
Room 105

The level of informality in some written communications has increased tremendously due to the advent of the Internet and email. However, there are many other forms of written correspondence where the language register remains high. The challenge is to teach students how to use the appropriate register in their written communications.

The purpose of this paper is twofold. The first objective is to summarize the results of a study where one hundred pieces of authentic correspondence for different functions were analyzed to determine the level of formality. The functions ranged from requesting information to expressing gratitude. The second objective is to share strategies for teaching students how to use the appropriate level of formality in their written correspondence.

Grammaticization
Christian Duncumb
The British Council, Korea
Room 307

Traditional approaches to language and coursebooks often present grammar as

something static; discrete items based on rules, out there to be learned. But rather than viewing grammar as something we 'know', we should see it in a more holistic way, as something we 'do' to communicate meaning. This workshop looks at this conception of language and at the types of classroom activities that can encourage students to 'do' grammar in a more dynamic and organic way.

Online Discussion Boards: Why and How?
Steven Hales & Melanie van den Hoven
Sookmyung Women's University, Korea
Room 308

Are you computer literate but not a technological guru? Are you keen to add an online element to your teaching and learning context? Have you ever thought about incorporating an online discussion board into your repertoire? This presentation will share pedagogical rationales for utilizing online discussion boards in your EFL courses. More specifically, it will highlight how online discussion boards can foster students' intra-personal, interpersonal and language skills development, promote greater student autonomy, and enhance your language learning and teaching awareness. In addition, this presentation will address practical suggestions for implementing and monitoring online discussion boards.

SATURDAY 9:00 – Commercial

Teaching Phonics to Children in Asia
Andrea Janzen
Patrick Hwang
Compass Media
Room B121

There has been controversy over the issue of

teaching phonics to children. However, more and more children's courses are integrating phonics elements into the syllabus, and more language schools are teaching phonics to children than before. This presentation looks at why the teaching of phonics is becoming more popular in Asia, and how teachers in Asia can teach phonics effectively.

ICON-Getting Students and Teachers on the Same Page
Kathleen Graves
McGraw-Hill, Korea
Room B142

ICON, co-authored by Donald Freeman, Kathleen Graves and Linda Lee, is McGraw-Hill's new integrated skills series for adults and young adults. Based on research with teachers about successful use of coursebooks in classrooms, the series is built around high-interest topics, personalized communication activities, conversation strategies, and interactive reading and writing. Language is scaffolded so that students get the support and practice they need to use it confidently and independently. Pronunciation focuses on practicing the target language in context, and each unit introduces commonly used idioms. Units are built around a repertoire of core activities so that teachers and students can use the course book productively, students can focus on language and interaction, and the teacher can focus on what the students need.

In this workshop we will explore the research that led to ICON through the lens of two units, one at the beginning level and one at the intermediate level.

Introducing Literacy Through Kindergarten Place
Michelle Kim
Scholastic Korea
Room B169

Children's first step into literacy should be accompanied by stories that entertain, educate and motivate children. Kindergarten Place consists of award-winning stories that make reading a pleasurable experience. This session will introduce how children develop literacy and oral language through *Kindergarten Place.*

Five Steps to Academic Reading Success
Eden Brough
Thomson Learning Asia, Korea
B171

Reading is an essential skill for learners of English. It is perhaps the most important language skill to develop in our learners. With strengthened reading skills, learners will increase their language proficiency in all other skills. The development of successful reading abilities is a multi-faceted process. It requires careful prereading preparation and learner support, a variety of engaging topics, systematic input, intensive practice and recycling of vocabulary, the gradual building of a variety of comprehension skills, including inferencing and awareness of structure; and opportunities for reflection and critical thinking by learners.

The presenter will show how graded steps can increase learners' reading comprehension and fluency through a range of classroom activities, using an interactive format for the presentation encouraging audience participation and group work. Examples from Thomson Heinle's Reading for Today series will be the main source of discussion, and each participant will receive a sample copy.

Short TESOL Teacher Training and Development Courses
Gareth Lewis
International House - Sydney
Room B172

In their busy professional lives many teachers are short of the time and money needed to undertake lengthy training and development programmes overseas. Short TESOL teacher training and development course are the solution. Intensive and highly practical, they are a way of gaining a valid qualification, updating cultural and linguistic knowledge, and taking a first step on a future study pathway. Participants benefit from studying in an English speaking environment, alongside native speakers.

SATURDAY 9:30 – Academic

Mind the Gap: INSET Needs and Provisions
Wen-hsien Yang
Shih-chien University, Taiwa
Room 306

With the global concerns about the importance of life-long education, teachers' in-service education (INSET) has already become an issue in many countries. In Taiwan, both the government and English teachers largely acknowledge the importance of it. However, do the INSET providers clearly know what these teachers need, and offer proper training accordingly? This paper examines English teachers' perceptions of their INSET needs and of current INSET provisions in Taiwan by using an open-ended questionnaire. The findings suggest that a deep gap exists between English teachers' INSET needs and INSET provisions for teachers' voices are not heard, their differentiated needs are not accommodated, and their demands of involvement in designing INSET are not adopted. Suggestions for the educational authorities, teachers, INSET providers and schools, as well as a new model of healing the gap, are provided in the end of this paper.

SATURDAY 10:00 – Academic

Grammar Online: Supplementing Text- books Through Student-Specific Activities
Andrew Edward Finch
Kyungpook National University, Korea
Room Gemma Hall (B107)

Even in communicative, student-centred language lessons, there is a need for individual attention to grammar and to linguistic requirements of the syllabus. This workshop examines how such needs can be satisfied by teachers through the design and posting of interactive grammar quizzes and puzzles on the Internet. Such activities allow students to work through grammar activities at their own speed of learning, taking as long as they need to acquire and become familiar with the necessary concepts. Teachers can design activities based on textbook-defined learning goals, or on the needs of specific students, and can post them on their own sites. This workshop will also explain Hot Potatoes 6, a free software program made by Victoria University in Canada. Participants will make an interactive quiz and post it on the HotPot website.

Public Speaking: Design and Implementation
Douglas Lee Rhein
Mahidol University International College, Thailand
Room B109

This paper will discuss the design and implementation of a public speaking course at Mahidol University International College. The original design was based on an attempt to shift the general student perception of a presentation from a formula to be memorized to a form of interaction between speaker and audience. Various methods of peer feedback are used in the course. Individual and group evaluations of recorded presentations teach students to objectively analyze and evaluate their own presentation style. This paper also discusses some of the problems associated with changes in course design, and implementation of technologies such as CD-ROM, video and the Internet in the public speaking classroom.

Saudi Secondary School Students' Attitudes toward English
Mohammad Al-Zahrani
Imam University, Saudi Arabia
Room 104

One of the most important psychological factors that influences second language acquisition is the learners' attitudes towards the target language (Vazquez, 1995). The major purpose of this study is to assess the attitudes of Saudi EFL Secondary school students towards English in Riyadh, Saudi Arabia. A 27 item questionnaire was completed by 320 male students who were randomly selected from five secondary schools in Riyadh. Results showed that the majority of the participants had positive attitudes towards English. A closer examination of data demonstrated that the less positive attitudes among some of the participants may have been a reaction to the instructional practices used by some teachers. The implications of the study's findings for Saudi EFL classrooms are discussed.

Grammar Teaching and the Communicative Language Teaching Approach
Hyunsik Min
Gangwon Province Office of Education, Korea
Room 105

This study investigates the efficiency and antecedents of Focus-on-Form Instruction in a content-based context for EFL students, to suggest how to integrate Grammar teaching within Communicative Language Teaching. The first research question examines the relevance

of Grammar teaching and Communicative Language Teaching Approach. The second research question examines the application of content-based language learning and teaching and proposes the optimal conditions for it. The third and fourth research questions investigate Focus-on-Form Instruction and Output theory. And lastly, considering that the goal of second language (L2) and foreign language (FL) learning is to facilitate better communication and understanding between individuals, this study suggests Grammar Teaching Activities, which implies a Communicative Language Teaching Approach.

Making Your Textbook a Tool for Conversations
Tony Schiera
Sunchon National University, Korea
Room 306

What is a textbook? Is it a hodgepodge of speaking activities to keep students occupied while the semester lasts, or is it a road map toward a conversation? Generally, I believe most conversation texts fall somewhere in between. However, we can change that by trying to link the units in a given text book to a conversational theme, and arrange the order in which we study those units to help achieve that goal. This workshop will look at several popular texts Korean students used in class. Participants will be asked to analyze how well each unit meets the goals of the book and to reorganize the presentation of the units to better meet the needs of their students.

Assessing Academic Writing
John McNulty
Mahidol University International College, Thailand
Room 308

This paper will examine general principles of grading academic writing and how these are applied to a scheme being used for assessing academic writing in an international program in Thailand. The scheme was designed as a replacement for a principally holistic system, and uses two main components to analyze student writing. We will first describe the situation before the scheme was introduced. We will then look at the scheme itself, including problems in implementation, and finally we will examine the effects, both positive and negative, that it has had on the students, the instructors and course design.

SATURDAY 10:00 – Commercial

Student Visa Seminar
Consular Officer from the US Embassy.
Room B121

The United States Embassy will explain how the student visa process works and what a student needs to do when applying for a student visa to the United States. This information will prove invaluable to English teachers as their students approach them for information on obtaining visas.

Fingerprints: Making the Most of Activity Book Pages
Caroline Linse
Moon Ye Dang Publishing Co., Korea
Room B169

The purpose of this workshop is to share techniques which can be used to exploit or make the most of activity book pages found in pre-school courses such as Fingerprints. Too often activity books provide very young children with nothing more than a few minutes of busywork. The workshop will begin with an overview of the types of language skills, problem solving, and fine motor skills that children can acquire by doing hands-on activities in connection with workbook pages.

Next, participants will experience the type of activities that can be done with activity book pages such as Fingerprints.

Helping Intermediate Learners Using Longman's Dictionary of American English
Della Summers
Pearson Education Korea
Room B170

It's difficult to motivate students at the intermediate level, and yet all students like to learn new words to express themselves more clearly. The new Longman Dictionary of American English has vocabulary development built in, in the form of its 2500 Thesaurus boxes. Lively class activities for students will be demonstrated in this talk, including how to make the most out of the exercises on the CD-ROM that accompanies the dictionary

Dictionaries for EFL Students: Making an Informed Choice
Nalin Bahuguna
Oxford University Press Korea
Room B171

In today's English language teaching world, there are so many dictionaries on the market that the choice can be overwhelming. What are the differences among dictionaries, and how does one choose which dictionary is appropriate for one's students? This presentation will look at a number of issues to consider when choosing an EFL dictionary, such as monolingual vs. bilingual, defining vocabulary, number of references, high frequency or important words, study pages, and will also give an overview of CD-ROM dictionaries. We will also be launching the Oxford Advanced Learner's Dictionary "Little Books," which present an array of vocabulary on various themes in a handy pocket-sized format. If you are looking to acquaint yourself with a wide range of dictionaries and support material, as well as equipping yourself with the knowledge to make an educated choice, this presentation will help you to recognize the qualities of a great EFL dictionary.

Creative Reading
Clyde Fowle
Macmillan Publishers, Limited, Korea
Room B172

Students of English at college level need to study and read extensively and systematically. The new Creative Reading series provides this opportunity through a focus on discourse – looking at genres, patterns of ideas and text organization focus on cultural aspects of the language - developing intercultural communication skills focus on being a creative reader – not reading solely for comprehension purposes but reading actively, to think about the texts and to respond to them creatively This new three-level series, published by Macmillan, offers a wide variety of specially-written reading passages that will be sure to stimulate, challenge and excite college students.

SATURDAY 10:30 – Academic

Comparing Classroom Based Instruction with Computer Aided Instruction
"Rube" Redfield
Osaka University of Economics, Japan
Room B111

Computer assisted language learning (CALL) offers much, but comes with a high monetary price. In CALL learners can work at their own pace, with intrinsically motivating materials (the computer!). CALL provides the instructor with the opportunity to employ mastery learning, and frees instructors up to work individually with learners. Commercial CALL materials are expensive, however, not to mention the initial and continuing expenses involved in running a computer lab. Are the

benefits of CALL actually worth the financial investment?

This paper presents a study comparing conventional classroom based instruction with computer aided instruction, using the venerable Side-by-Side materials. Side-by-Side was chosen because the CALL course is based directly on the traditional Side-by-Side course. The syllabus is identical, only the media is different, thus affording us a chance to evaluate CALL without introducing extraneous variables.

Four required English classes at a Japan university participated in the study. Two of the classes were taught using the text based materials, the other two classes used the computer version of the course. Pre- and post-tests were administered at the beginning and the end of the first semester of the 2004/5 academic year. A repeated measure ANOVA was undertaken to compare the gain scores of the respective courses. Statistical results, along with both teacher and student impressions, will be presented. This study was done with Dr. Steven Larson, Oaska University of Economics.
(This is not a publisher's presentation, and was carried out independently).

Taiwanese English Teachers' Conceptions about CLT
Chaochang Wang
Ming Chuan U. Taiwan
Room B178

Current English education policy in Taiwan encourages communicative language teaching (CLT). While this top-down policy to promote communication-based teaching may be welcomed by both teachers and learners, its impact awaits documentation, and major challenges in policy implementation need to be recognized to ensure its success. Teacher beliefs about their roles may contribute more to difficulty in the implementation of CLT than

from other facets such as learner resistance and social contexts. Hence, more research on teacher conceptions about CLT is imperative. This research study aims to examine teacher conceptions about CLT and challenges it may bring about to teachers. Participants of this study are high school English teachers. A 76-item questionnaire was developed on the basis of 23 high school teachers' interview accounts. The results of this study shed light on why teachers teach the way they do and what can be done to ensure successful implementation of CLT. This study was done jointly with Ms. Chu-Tai Ho, also of Ming Chuan University.

Opening Ceremonies
Main Auditorium (608)

Saturday Plenary Address

Retrospective: Reflections on Learning Styles and Students

Joy Reid
University of Wyoming, USA
Main Auditorium (608)

My learning styles research is more than a quarter-century old, yet I continue to receive 2-3 requests a week for permission to use my survey. It's time to re-examine the concept of individual student learning style preferences, the use of surveys to gather that information, and the value of knowing about student learning styles in the ESL/EFL classroom.

After a brief introduction to learning style instruments, I will address these questions:
1. What are the advantages and disadvantages of surveying students and using the results of the survey in the classroom?
2. How does knowledge of learning styles fit in a "student-centered" language classroom?
3. Does understanding of individual learning styles help students cope with the classroom environment?
4. Is it necessary or desirable for teaching styles and learning styles to "match" in the classroom?
5. What are the most widely-used applications of learning style research in ESL/EFL classrooms?

SATURDAY 1:30 – Academic

Connecting EFL Courses to the Web
Daniel O. Jackson
Obirin University, Japan
Room Gemma Hall (B107)

As the field of computer-assisted language learning (CALL) expands, the question of how to integrate computer technology into language course design increases in importance. To explore this question in the context of a university EFL class, an action research project on using a course website to extend learning beyond the classroom was carried out. The presenter will relate his experiences planning, implementing and reflecting on a website for a first year oral English class at a private university in Japan. The presentation will deal with practical issues such as using student surveys to evaluate course design, selecting CALL tasks and using course management software. Suggestions for developing course websites that take into account students' attitudes toward online learning, their motivation and their language learning needs will then be made. This presentation will conclude with a brief question and answer session.

Developing L2 Oral Fluency with DVD's
Takeshi Matsuzaki
The University of Digital Content, Japan
Room B109

Recent advancement in technology has equipped L2 learners with more and more resources. Aside from the Internet, which has enabled global interactive exchange, the DVD format is among the greatest innovations to date. In this presentation, I will introduce theoretical and practical accounts that movies and TV dramas in DVD format have advantages over the traditional media of book, VHS, and CD materials, and argue that L2 learners, and

teachers as well, should make extensive use of this medium. My primary focus here will be on ways in which DVD materials can help learners develop their oral fluency. Discussed in depth are how the degree of entertainment affects learners' motivation toward language tasks, and how 'shadowing' adds to memorized chunks and activates L2 knowledge. Suggestions for utilizing digital video materials in individual L2 learning and teacher-led L2 classrooms will also be given.

Prerequisite English Course: Efficient or Not?
Shahabaddin Bahtary
Islamic Azad University of Ardabil, Iran
Room B111

The response of Iranian universities to the needs of students with low English proficiency has usually been some form of Prerequisite English Course (PEC). The high drop out rate among students enrolled in such classes casts considerable doubt upon their effectiveness. There have been very few evaluations of particular programmes with results yielded upon which to argue to the contrary.

This study is the report of an ongoing experimental research which attempts to answer the following research question: Does PEC lead to the higher achievement of English language proficiency? 2030 freshmen, majoring in 22 different courses, who scored below 33.3 in the English subtest of the nationwide university entrance examination (Konkour) are the subjects of this project. Pedagogical implications for language instructors would be discussed. This study was done carried out by the speaker and Dr. Mehran Davaribina, also of Asad University of Ardabil.

Practice What You Preach
Terry Stocker & Richard Gallerno
Chungwoon University, Korea
Room B142

Teaching ESL at university level in Korea is as much about motivating students as providing an adequate curriculum. We practice certain exercises, in Korean, in our classes that we assign to our students. For example: we say the days of the weeks in Korea in 4 seconds. They must be able to say the days of the week, in English, in 5 seconds. For this paper, we will demonstrate a dialogue about summer vacation. Once a week, we enter each other's classes and perform part of the dialogue, and if one of us makes a mistake, he must pay the other 5000 won. (This has happened twice.) The students love to watch us compete and our short two minute activity has motivated them to learn the dialogue in English. We explain: to learn a foreign language, one must struggle, one will make mistakes, and one should not be embarrassed or nervous. The published version of the paper will show the complications of grammar which makes learning English difficult for the Korean speaker (and vice versa).

Confessions of a Muddled Moodler
Diane Hawley Nagatomo
Ochanomizu University, Japan
Room B178

The thought of using computers as a supplement for language classes is very attractive for most language teachers, but at the same time it is extremely daunting for those of us who are technically challenged. This workshop introduces participants to the very easy-to-use course management system: MOODLE.

MOODLE, a free software developed by an educator interested in the social constructivist approach toward education is gaining popularity for teachers of all subjects for developing internet based classes and websites. This workshop will demonstrate how easy it is for a person with no previous knowledge about computer technology to begin using MOODLE once it has been set up. I will show how I use

this courseware in teacher education, writing, and reading classes.

Constructivism: Facts and Fictions in Iranian ELT
Zohreh Seifoori
Islamic Azad University of Tabriz, Iran
Room 306

Constructivism defines learning as being developmental and socially mediated. For any language learning to take place, particularly in EFL contexts, it is necessary that learners learn how to collaborate in pairs and in groups to resolve their cognitive conflicts. The main intention of this paper is to underscore the complementary nature of the interrelationship between cognitive development in a foreign language and interacting in that language in general and in the context of Iranian EFL in particular. The impetus for this study comes from the writer's painful experience of trying to learn English with absolutely no interactional opportunities and the formidable undertaking of teaching it to mostly incompetent university students of English. Thirty freshmen students at Islamic Azad University of Tabriz, from different educational backgrounds, were administered a questionnaire on how they learned English at high school. This paper presents the findings to examine the likelihood of any relationship between those methods and the students' incompetency.

Promoting Non-Culturism in English Teaching in Asia
Ryuji Harada
The School of Social Information Studies, Otsuma Women's University, Tokyo
Room 307

This proposal is meant to focus on the importance and possibilities of English teaching which is not very much inclined towards the cultural aspects of the English speaking worlds.

The author claims that more emphasis must be placed on the universal aspects of the teaching contents instead of only on facts related to a particular culture.

The author has found a number of cultural contents in course books not very relevant for students learning the target language away from the English speaking countries. If you consider the fact that English is now used in multicultural contexts as can be seen in this region, it is not always necessary to learn a particular English-speaking culture in order to learn the language. The author will argue on the effectiveness of the use of materials which contain more universal, scientific, and objective facts such as those dealing with statistics, nature or ecological issues.

A Diachronic and Synchronic Quantitative Analysis of the English Textbooks of China, Korea, and Japan

Tohsiaki Ozasa, Hiroshima University, Japan
Ranjan Chandra Kumare Hettiarchchige, Uni of Colombo, Sri Lanka & Hiroshima University, Japan
Room 308

This paper reports on our analysis of English textbooks from three countries (China, Korea and Japan) across a span of 100 years. Our study adopts both diachronic and synchronic perspectives. These data_are analyzed in terms of (1) type, (2) token, (3) type / token ratio, (4) readability index, and (5) passive sentence content. This investigation has revealed that the textbooks compiled by the native speakers were invariably high in accumulated tokens. Second, we found that accumulated types of textbook compiled by native English speakers are greater than those compiled by non-natives (Japanese). Third, the outcome of the analysis for Japanese text books supports the view that recent texts and texts compiled by Japanese incline towards limited vocabulary and high type / token ratio. Our work is now extending to Chinese and Korean text books. Our working hypothesis is

that current Japanese textbooks are over-simplified across a variety of factors.

American Citizen Services Offered by the US Embassy
Room B121

The United States Embassy will give a brief presentation explaining what services it provides to American Citizens while they are living and working in Korea. This presentation includes how to register with the Embassy, how to work with the Embassy in times of crises and emergencies, and how to handle important documents, such as passports. The Embassy will also provide information on voting in November's elections.

KOTESOL

Being a Foreigner in Korea

Michael Breen
Insight Communications Consultants, Korea
Gemma Hall (B107)

All countries, you could say, are different. But some are more different than others. Take Korea, for example. Here, foreign analysts paid to explain the country – to readers, to investors, to head office – struggle to do so, and many leave after a few years still scratching their heads. What is difficult about Korea is that it fails to explain itself coherently to the outsider. In this presentation, Michael Breen tries to answer the question 'why' and help the hapless alien navigate through some of the issues and find shortcuts to comprehension. It begins with acceptance that we are, whether we like it or not, forever foreign.

The Fish Bowl, Open Seas and International English

Kensaku Yoshida
Sophia University, Japan
B 121

International English is a term which has been in use for quite some time. Theoretically, it has been considered a kind of English which is equidistant from both native and non-native Englishes. A problem with this concept in the actual teaching context has been what actually to teach the learners of English as a foreign—or international— English. What should the pronunciation, grammar, lexical usage, etc. be based on?

I will consider this idea within the context of what I have called the Fish Bowl and the Open Seas. I will argue that International English is something that develops spontaneously in the Open Seas, in the context of real communication, and is not something that can be taught in the Fish Bowl— where the kind of English taught will very often depend on the educational needs of the learners— the model used will tend to be that of native English.

New Perspectives on Teaching Writing

Brian Paltridge
The University of Sydney, Australia
B142

This presentation will present an overview of recent developments in the teaching of writing. It will do this in both theoretical and practical terms. This will include a discussion of genre-based approaches, critical perspectives, and academic literacies perspectives on teaching second language writing. The underlying philosophies of each of these approaches as well as practical implications for the classroom will be discussed. A proposal for teaching writing based on the drawing together of a number of these perspectives will then be presented.

Teaching and Learning English with Interactive Multimedia Technology

Frank Otto
ELLIS, Inc., USA
B178

State-of-the-art applications of interactive multimedia technology to the teaching and learning of ESL/EFL will be addressed, along with the ever-increasing importance and acceptance of computer-adaptive teaching, learning, and testing programs. The educator's role in developing guidelines and criteria for choosing exemplary interactive multimedia ESL/EFL software will be discussed, as well as procedures for realizing maximum potential in the implementation of interactive multimedia technology in various educational environments. Questions and comments will be appreciated.

CALL in Context: Incorporating CALL into Specific Curriculums in Korea
James Trotta
Catholic University of Korea
Jeong-Bae Son
University of Southern Queensland, Australia
David W. Deeds
Woosong Language Institute, Korea
Christopher Douloff
TTI International, Korea
Room Gemma Hall (B107)

For the first forty minutes of this colloquium, panel members will discuss CALL in Korea. Dr. Son will begin by outlining current issues and trends in CALL. David Deeds will then speak about his experience setting up a CALL lab at Woosong Language Institute. Christopher Douloff will then speak about evaluating CALL Courseware and, lastly, James Trotta will discuss online language learning activities that he has used with his classes. The audience will be encouraged to ask questions during the second half of the colloquium. This would be a great time to describe your teaching situation and get some practical advice about CALL activities which could be integrated with your curriculum.

English through Drama – Stepping into Language
Jill Christopher
New International School, Japan
Room B109

In this interactive workshop, moving from mime and movement into oral language, participants will create small group improvisational skits on well-known stories or everyday situations. That mime is a universal language will be demonstrated. Warm-ups, vocal exercises, paired conversations are part of the technique. A performance of the skits results in lots of laughter with participants guessing titles of skits. The presenter developed this approach as an unthreatening way of leading into spoken parts and increasing vocabulary naturally. She began using enforced silence with her ESOL students by observation that after a period of silence, students have fewer inhibitions about communicating orally. Recent brain research has underlined the importance of the Arts in language development. Included in the handout will be excerpts from Eric Jensen. A short power-point presentation will show young students involved in creating drama skits.

CALL: Assistance or Anxiety in English Teaching?
Wen-hsien Yang
Shih-chien University, Taiwan
Room B111

The impacts and usefulness of computers on ELT seem broadly discussed and tremendously promoted in the E-age. If the availability of computers and software is not a problem for Taiwanese language teachers, a practical concern would be whether the English teachers are well qualified and really happy about this. This paper investigates Taiwanese English teachers' attitudes towards CALL in the E-age. The research suggests that a significant number of English teachers in Taiwan would view computers as a source of teaching anxiety rather than assistance, though they still acknowledge computers unavoidably play an important role in ELT in the E-age. Their anxiety mainly comes from insufficient training, inabilities of acquiring computer knowledge due to the age, unwilling cooperation from the administrative body in school, uncontrolled classroom and the falling behind of teaching syllabus. English human resources development in the E-age is discussed in the end.

KOTESOL

Using TEFL Friendly Literature with Beginner Children

Ana Lado
Marymount University, USA
Room B178

Literature is an excellent and exciting tool to use as a springboard to teaching beginners English. But anchoring instruction in children's literature is only successful when both the books and the teaching activities together match the students' needs and are easy to use independently. The types of books that are ideal for TEFL beginners are "Tellable" books. Participants will first learn to select and use "Tellable" books by examining the characteristics of the books themselves, (its language, topics, style). Second will match books to teaching strategies (TPR, drama, games). Third will review the need to consider the student's English level, age, background, and instructional context. Finally, participants will see a short power point activity made by teacher for use by students to practice the interaction found in a book.

Classroom Assessment - The Heart of the Matter

Dave Watton
The British Council, Korea
Room 104

The term 'assessment' - with its connotations of formal testing, success and failure - can strike fear into the hearts of language learners, not to mention uncertainty among teachers as to the most effective way of determining what their students can and cannot do. Yet, assessment really does get to 'the heart of the matter' of what goes on in the classroom in the sense that it is both integral to everyday teaching and that its main focus should be to improve learning. This workshop will allow participants to explore the concept of assessment, and to consider a range of assessment options together with the merits and drawbacks of each. Participants will also have the opportunity to

reflect on how they currently use assessment in their own classroom teaching situation and how they might assess their students more effectively and comprehensively in the future.

Motivation and Discipline in University EFL Environments

Tory Stephen Thorkelson
Hanyang University, Korea
Room 105

This presentation will look first at intrinsic and extrinsic motivational theories and how they can be applied in an EFL environment like that of a Korean University classroom. Second, the presenter will look at some problems and solutions dealt with over the past 5 + years. Finally, time and participants permitting, there will be a brief discussion of some common problems and solutions the participants have used in their classrooms

Tacit Misunderstandings: Ellipsis in Reading and Listening

Ronald Klein
Hiroshima Jogakuin University, Japan
Room 306

It is hard to talk about words that are not there. For this reason, ellipsis has been given little attention as a skill required for competent listening and reading comprehension. These tacit understandings, so second-nature to native speakers, are difficult for EFL students to follow, often leading learners into linguistic wrong turns and dead ends. This workshop will first present participants with a test of tacit comprehension, to be compared with results of first year college students. The variety of responses will demonstrate the linguistic problems ESL learners face and will form the basis of the discussion that follows, focusing on whether tacits should be taught as rules that can be applied in linguistic situations or as exceptions to rules that must be identified and remembered. (124)

In Pursuit of Excellence: EFL Course Design
David W. Dugas
Gyeongju University, Korea
Room 307

One of the most significant shortcomings of many EFL programs in Korea has been a failure to grasp the significance of course design, or apply this process to course offerings. Most often teachers are put into classes which have not been thought out, sometimes provided with good texts, sometimes not. I will show how knowledge of design can allow a teacher to do a better teaching job, even with the same materials. It will also become apparent how a knowledge of design can give a direction to, and make much more efficient, the creation of course materials or adaptation of commercial textbooks. In this talk we will review some fundamental concepts and processes useful for EFL course design. I will support my assertion that most EFL teachers are already doing informal course design by default. This leads to the conclusion that informed course design by intention, should greatly increase the probability of good academic EFL programs in Korea.

Implementing Technology into Project-based Curricula
Paul Daniels
Kochi University of Technology, Japan
Room 308

Do you have access to multimedia technology but need ideas on how to effectively make use of it into your lessons? This presentation provides support for teachers interested in implementing technology into an existing foreign language curriculum. The presenter illustrates how technology can be used together with project-based tasks to cultivate a learner-centered classroom. Sample project-based activities involving multimedia presentations, website design, online database creation and digital video production will be outlined. The technology-enhanced projects designed by the presenter encourage learner responsibility, promote a cooperative learning environment, and engage students in authentic problem solving activities. Various learning styles are also met through these projects as students engage in group work inside the classroom, arrange meetings outside of class, interact through online activities and perform research independently.

SATURDAY 3:00 – Commercial

Helping Students Develop Language Study Skills
Scott Miles
Macmillan Publishers, Limited, Korea
Room B121

Mastering a language takes thousands of hours of study and practice; far more time than can possibly be covered in the classroom. For students to become a successful language learner it is often what they do outside of the classroom that is more important than what they do inside the classroom. Unfortunately, most students are overly dependent on their teachers and do not now how to study on their own.

This presentation will focus on how to help our students develop language study skills as a key component of learner autonomy. Topics covered include student goal setting, productive language study habits, and integrating study skills into teaching. Suggestions and examples for developing study skills are taken from the Palgrave Study Guides series.

Weaving it Together – Connecting Reading to Writing
Ian Martin
Thomson Learning Asia, Korea

Room B142

"Reading and writing are interwoven. Good readers make good writers; and good writers make good readers". Integrating reading and writing is an effective way to develop these two skills simultaneously. In his presentation Ian Martin looks at how reading and writing activities can be used in the English language classroom, with special emphasis on vocabulary building, and sentence and paragraph level writing. Examples are taken from the new edition of the very popular and widely-used *Weaving It Together.*

Integrating Skills
Clyde Fowle
NEXUS Press Ltd., Korea
Room B169

This workshop will look at the importance of integrating skills in the language classroom. Participants will be invited to look at the benefits of integrating skills and will be given a framework for organizing integrated skills lessons around listening / reading texts. Participants will then be given an opportunity to plan a lesson using the framework provided. Materials taken from the Macmillan series, Skyline, will be analyzed and used as an example of a fully integrated skills approach.

Teachers will leave the session with ideas of how they can plan integrated skills lessons that will engage and motivate their learners.

Little Time, Lots of Opportunity: American Cutting Edge
Joshua Yun
Pearson Education Korea
Room B170

Students want qualitative and quantitative results yesterday! They also think they can do this just on four hours a week and sometimes even less. This sort of attitude sometimes makes us as teachers want to tear our hair out.

However, if time and input is carefully managed, even four hours a week may be enough. In this seminar the issues of time constraints and unreasonable students demands will be discussed, and, by looking at the new American Cutting Edge—ways of achieving maximum effectiveness proposed.

Teach for Success with American Headway
Heather Fisher
Oxford University Press Korea
Room B171

American Headway remains one of the world's most popular and effective English language teaching series. Yet this success is as much a result of the effort of the teachers using it as the high quality materials. Come and explore the appeal of this "teacher friendly" series with its interactive speaking and listening activities, relevant vocabulary, authentic topics, and thorough, contextualized grammar presentations. Students are able to successfully and confidently transfer the English they practice in American Headway to real life situations. Help your students make headway in English with *American Headway!*

Language Policy and Planning in a Global Era
Joseph Lo Bianco
University of Melbourne, Australia
Room 172

Language policy and planning theory has arisen in an era of nation states cultivating national languages. The rapid and intense globalization of the late 20th century and early 21st century has seen language policy and planning rise to prominence in many parts of the world. This presentation will discuss the critical relevance of language planning in the global era and propose new theoretical approaches and methods of analysis.

New Literacies: Innovating Strategies for L2 Pedagogy.
Joyce Silva
Independent University Bangladesh
Room B111

The impact of technology has heightened the momentum of change in language teaching and learning. To exploit the vast array of e-tech resources, pedagogues need to rethink changes in their objectives and strategies. Learner preparation using multiple resources such as internet, e-mail, web browsing, CD ROMS, tele- conferencing and multi media can be adopted and adapted to most classrooms, even in developing countries. This study discusses such an attempt in undergraduate L2 Writing classes, to help the mastery of accelerated reading needs for quick access to information, greater critical skills to evaluate the best of inputs and greater power of recall, analysis and synthesis of reading outcomes. Pretests and posttests show significant improvement after 3 months exposure to e-interventions. However, one needs to be cautious about accepting such results until validated in the future. The research will be replicated in the next few semesters.

KOTESOL

SATURDAY 4:00 – Academic

Preparation and Use of Video for the Multi-Level Classroom
Lawrence White
Kookmin University, Korea
Room B111

Ideally, a class would be comprised of learners who have been carefully screened so that they are homogeneous relative to their learning level. In reality we find students with a very wide range of competence. Finding appropriate instructional material can test the resolve of the most ardent. There is a solution: Video! Videos are an excellent source of material for this typical multi-level class, especially authentic, i.e. those intended for the native English speaking audience. They can provide the rich source of input that is sorely lacking in the TEFL environment. Additionally, they can be used for instruction in pronunciation, prosody, grammar, vocabulary, idioms, lexical phrases, discourse, culture, and humor. This workshop will focus on the proper selection, preparation, and implementation of video material, so as to leave learners of all levels satisfied, happy, and challenged, and more importantly, leave teachers with a well-deserved sense of accomplishment.

Creating Collaborative Teacher Communities
Kathleen Graves
School for International Training, USA
Room B161

Teaching is a learning profession in which each new group of learners and each lesson provide the opportunity to continually renew one's practice. Just as student-learning becomes more powerful when students can learn with and from each other in a learning community, so does teacher learning. However, teachers often experience isolation in their work as they struggle to make sense of and improve their practice. Communities of teachers-as-learners are not widespread. In this workshop we will explore one approach to teacher communities, the inquiry approach. Participants will identify an area of their practice they wish to explore. Together with others, they will work through a disciplined process of description and interpretation to help each other gain a fuller picture of their teaching so that they can identify a range of effective responses. We will also explore ways to develop and continue the inquiry approach once participants return to their workplace.

Comparison of Students' Satisfaction Between EBP and General ESL Class
Hee-Kyung Lee
University of Illinois at Urbana-Champaign, USA
Room 104

The current study examined to what extent ESL learners' satisfaction was different between students attending a disciplinarily homogenous ESL class for business majors and those in a general ESL class composed of heterogeneous departmental group of students. In an American local university, about 100 students in a general ESL class and 50 students in a business ESL class were surveyed. Reponses to the survey items were then analyzed by using factor analysis. Two factors identified for their response patterns were social atmosphere in the class, and effectiveness of the ESL instruction. The degree of students' satisfaction with these two dimensions was distantly different between the two groups of ESL students; students in the business ESL class were less satisfactory with the social atmosphere in the class, but more satisfied with the ESL instruction than students in the general ESL class. Implications for development of ESL curriculum will be further discussed.

Lifelong English and Language Education in Japan and Korea Through the Internet

Tomoko Hayashi
Kinki University, Osaka, Japan
Room 105

Education is a continuing process which should be a life long endeavor. Unfortunately, many in Asia believe that education ends with graduation from high school or university. My current research is focused on comparing this Asian attitude and practice to that of Great Britain and the United States. This research will clearly show that there is a current need for promoting and fostering lifelong English education in countries such as Japan and Korea. The paper will also touch upon the many possibilities that now exist, due to the Internet and other technologies, for the advancement of such lifelong English education between the peoples of Korea and Japan.

Sentence Patterns for Information Exchange in English

James H. Life
Inha University, Korea
Room 306

Usually in languages there are standard formats for requesting information and giving a response. Fortunately English is not an exception to this and a relatively small number of sentence patterns accounts for the majority of information exchanges. The pattern for a question is directly influenced by the pronoun or adverb that identifies the category of information required. The pronoun or adverb limits the options available for the associated verb and in combination with the verb, limits the classification of vocabulary within the sentence pattern for both the question and response. In this presentation, I will introduce the categories of information inquiries and the natural patterns associated with each. I believe by presenting sentence patterns to students in this way they become more competent in the natural application of information exchange in English.

Alternative Approaches and Methodologies for Under-resourced Classrooms

Ma. Milagros Laurel
University of the Philippines
Room 307

A classroom equipped with multi-media facilities is every teacher's dream. However, in many parts of Asia, the typical classroom survives with the simplest furniture and with hardly any audio-visual equipment. Outside the classroom, on the other hand, the students are exposed to various electronic gadgets.

By presenting innovative teaching techniques and methodologies, this paper addresses this situation where the school environment is a sharp contrast to the students' real world. Language learning is facilitated by converting classroom tasks into fun activities. The presentation demonstrates lessons ranging from vocabulary-building to expressing ideas in both oral and written discourse using inexpensive instructional materials. These alternative approaches and methodologies guarantee an enhanced curriculum that provides exciting classroom interaction and motivation to encourage independent learning.

Web Textbooks and Cooperative Learning

Gyonggu Shin
Chonnam National University
Room 308

Cooperative learning began to be popular in language classes as well as in social and natural sciences courses. It is becoming popular because it makes students readily engaged in learning activities. The Web is almost universally available. Currently, the English textbook market is almost monopolized by imported textbooks. This gives rise to the problem of being monopolized by the agenda setting of foreign textbook publishers, no

expertise being developed domestically.

This presentation shows how cooperative learning with the assistance of web-textbooks and the Internet is applied to my college English classes. Until recently, my students did not actively participate in the group activities. The reasons I found are: i) the instructor lacked group management skills, ii) one or two members of a group were often excluded from group activities, iii) the Internet activities were not well organized, and iv) discussion topics did not address the need or the interest of students.

The course was renovated based on the idea of constructionism. Cooperative learning activities were promoted by giving individualized tasks to each member of small groups, and by extending the classroom activities outside the classrooms with the Internet. Some of the significant consequences of the changes are: i) Most members were active in group-activities, ii) Students achievement went up, and iii) Teacher evaluation improved.

Saturday 4:00 – Commercial

Readings for the Real World
Casey Malarcher
Compass Media
Room B121

This presentation will introduce Compass? new series for high-intermediate and advanced English readers, *Readings for the Real World.* The presenter will suggest teaching strategies useful for presenting in-class readings and will demonstrate how these strategies can be implemented through a sample unit from *Readings for the Real World.*

Climb on Board and Enjoy the Fun!
Gilly Dempster
GEM Korea
Room B142

"All Aboard" is what the station master says when he wants all the passengers to get on the train.
It signals the start of a journey!

All Aboard is a six level course for primary students transporting them from beginner to upper-intermediate level. The course offers a support package for teachers (including a toolkit) and develops and grows at the same pace as the students – to ensure sustained interest and motivation. Rest assured – there's no room for boredom on this ride! Today's presenter will show how this course becomes – the journey of a lifetime!

Alphabet Recognition and Phonemic Awareness through AlphaTales
Helen Lee
Scholastic Korea
Room B169

Children develop fluency in reading starting with alphabet recognition and phonemic awareness. The *AphaTales* series are designed to provide a language-rich context for children to develop these skills. The presentation will cover the theory behind *AlphaTales* and activities to develop alphabet recognition and phonemic awareness with these stories.

Longman Dictionary of Contemporary English: The Resource for High Level Learners.
Della Summers
Pearson Education, Korea
Room B170

Many teachers find high-level learners very demanding. This can be a source of frustration for teachers. However, there are ways in which we can re-motivate our learners to show the same commitment for learning as they did at lower levels and, at the same time, encourage them to take responsibility for their own

learning. This issue will be discussed during this presentation. The presenter will offer suggestions on how to make your learners more successful and will show how the Longman Dictionary of Contemporary English can help re-energize your learners.

Student Success with English KnowHow
Heather Fisher
Oxford University Press Korea
Room B171

The success of *English KnowHow* comes from its collaborative and communicative language approach. Teachers find the sustained and interactive speaking tasks, systematic vocabulary development, enjoyable topics, and carefully embedded grammar easy and enjoyable to use. Each chapter moves from more controlled to freer practice exercises that give learners opportunities to experiment, personalize, and solidify the English they've studied. Students find themselves becoming more confident and effective language learners with the pronunciation, vocabulary, speaking and conversation tips in each chapter. Give your students the knowhow through *English KnowHow!*

TESOL in Australia
Fiona Antonucci
Australia Education International, Australian Embassy, Seoul.
Room B172

The Teaching of English to Speakers of Other Languages (TESOL) is an area in which Australia is internationally recognised as having considerable and unique expertise. Australia is considered to be the second most multicultural country in the world, with migrants coming from more than 150 countries. Migrants have learned English in Australian institutions in order to participate fully in the Australian community, access education and employment, and become leaders in Australian society.

Australia therefore has a long and successful history in teaching English to people from non-English speaking backgrounds. Australia is the destination of choice for people who want to develop their English language skills for social, educational and career reasons. There are approximately 200 accredited English language colleges staffed by qualified and experienced teachers of TESOL.

Australian TESOL teachers also teach English and train English teachers throughout the world.

Australian providers have established quality TESOL programs in order to develop highly skilled and effective TESOL teachers to work within a wide range of situations. Australian TESOL teacher education programs are among the best in the world and attract participants from countries in Asia, Europe and South America. Australian institutions have an outstanding history of successfully planning and delivering TESOL programs to meet the needs of individuals and groups in different contexts. Programs that help overseas TESOL teachers develop skills in teaching communicative English are particularly popular.

Australian TESOL providers:
• Include Australian universities, government and non-government colleges and State and Territory education departments.
• Can develop a course to meet your particular needs.
• Offer a full range of options from two-week intensive courses to five-year PhD degrees.
• Can deliver courses in your country, as well as in Australia.
• Can deliver courses face-to-face, by distance mode, online, or by a combination of these.

The Australian Government Department of Education Science will provide today's Presentation and Training will introduce TESOL education in Australia and address questions on professional development options for TESOL Instructors.

The Acquisition of Countability Structures by L2 Learners of English

Ranjan Chandra Kumare Hettiarchchige, Uni. of Colombo, Sri Lanka & Hiroshima Uni., Japan
Tohsiaki Ozasa, Hiroshima University, Japan
Room Gemma Hall (107)

The present study examines the performance accuracy of ESL and EFL learners of Sri Lanka and Japan in the L2 acquisition process. The independent variables included Japanese and Sri Lankan learners, ESL (English as Second Language) and EFL (English as Foreign Language) contexts. The Performance Test was the dependent variable. The students who studied English as Second Language (ESL) in Sri Lanka indicated higher accuracy in handling countable and non-countable nouns than the students who studied English as foreign language (EFL). The influence of the L1 in the L2 seemed controversial.

The Impact of Short-term English Program (on EFL learners)

Min-hsun "Maggie" Su
Kuang Wu Institute of Technology, Taiwan
Room B109

To learn a language well, it is believed that a "whole language" environment is quite helpful. Thus, attending a short-term language learning program has been particularly popular in the decades in Taiwan. Learners learning English would like to learn English in English-speaking countries, with the expectation that the intensive natural language environment will facilitate their English learning greatly. The researcher studies a group of students who attended in the short-term language program in USA. They are all Foreign language majored college students, who have at least 6 years official English learning before attending in this program. The purpose of this study is to understand the impact of the short-term English learning program on the students, their learning motivation and strategies. The researcher hopes to provide practical recommendation for the schools, instructors and students in the field of EFL learning.

Comparing Chinese and Japanese Learners' Attitudes to EFL Teaching

"Rube" Redfield
Osaka University of Economics, Japan
Room B178

This paper, done with the cooperation of Yuhong Yang and Taemi Ueda of the University of Science and Technology of Suzhou, China, presents the results of an international study comparing Chinese and Japanese learners attitudes toward foreign language education. The Foreign Language Evaluation Questionnaire (Allen, 2002) was administered to business majors attending English courses at institutions in China and Japan. The FLEQ, was designed to measure the effectiveness of the Standards for Foreign Language Learning in the 21st Century (National Standards, 1999). Of particular interest are the items dealing with contemporary teaching practice, including learning journals, presentations, content based instruction, portfolio and self-assessment. There were statistically significant differences on fifteen of thirty two items. In general, the Chinese learners proved to be more supportive of (or at least more aware of) contemporary practices than their Japanese counterparts. The instrument, the results, and implications for teacher education will be discussed.

SATURDAY 5:00 – Academic

Using a Cross-Cultural Content-Based Curriculum in the Language Classroom
Michel Englebert
Honam University, Korea
Room Gemma Hall (B107)

Drawing on the results of much current research that language acquisition takes place most effectively in the context of content-based curricula, this highly interactive workshop explores some of the techniques, exercises and approaches that introduce students to cross-cultural issues and skills while improving their command of the target language. It can be persuasively argued that any language course is also, by its nature, a culture course as well -- and when English is the target language, many cross-cultural communication issues come into play, given the position of English as an international language (for fully two-thirds of English speakers, English is not their mother tongue). Students find cross-cultural communication study interesting and motivating. It also provides a wealth of opportunities to master fundamental as well as subtle and sophisticated applications of the target language.

Active Monitoring
Christian Duncumb
The British Council, Korea
Room B111

Monitoring our students is an integral part of classroom teaching. It informs us about their linguistic strengths and weaknesses, their performance in tasks, learning preferences, attitudes etc. In the day-to-day hurly-burly of teaching, however, many of the things we notice can be lost. More systematic monitoring can provide us with a richer source of information to adapt our teaching to where our students are. As well as looking at what we should be looking for in the classroom and why, this workshop looks at some tools we can use to monitor in a more effective way.

Computer-Based Activities for ESL Students
William Michael Balsamo
Kenmei Women's Junior College, Japan
Room B178

In this presentation easy computer activities suitable for the ESL classroom will be demonstrated. They are intended to supplement class work and to enliven a chosen textbook. These easy web-searching activities engage the students in vocabulary, reading, and grammar exercises as well as introduce them to the broader issues of global awareness and world events. In addition to web-searching the computer can also be used by the teacher to set up keypal exchanges and teacher evaluations at the end of the course.

In this presentation I will introduce several websites which I have created for such purposes as well as others which can be found in global search engines. Such sites include a computer cookbook made by students, a simple survey to evaluate a course, an on-line reading laboratory and a webpage consisting of college interviews. Many of these websites are interactive and task orientated to insure student involvement and participation.

Being an Effective Christian Teacher
Patrick Michael Guilfoyle, Busan Office of Education (EPIK), Korea
Shirley deMerchant, Hosanna Church, Korea
Room 104

Many Christian teachers in Korea find themselves facing difficult situations because they have entered a new cultural paradigm. Often, they find it quite difficult to respond to their problems in a Christian manner. This workshop/panel discussion will begin with a

general discussion about the difficulties Christian teachers face in a Korean secular teaching environment. A list of problems and solutions will be offered. For example, if a Christian doesn't get paid on time, what is an appropriate response befitting a Christian? The audiences' participation will be encouraged through raising questions and offering possible solutions to problems that Christian educators face every day.

A short workshop will be held in which people will examine possible scenarios and offer solutions to them.

The Appropriation of ELT for Political Purposes
Anthony Paul Crooks
Miyagi University of Education, Sendai, Japan
Room 105

Concern has been expressed in recent years concerning the domineering roles English and English Language Teaching (ELT) have played throughout the world, yet do all nations succumb to this perceived linguistic imperialism? Certain countries have taken steps to appropriate English for their own purposes with English classes being used to remind of the virtues of their particular country's political thoughts, system of social organization, and general policies.

This presentation will look at a number of political organizations and countries who have used English for such purposes. It will also examine approaches and materials used to advance these countries' political and social ideals through the teaching of English. Questions will also be raised as to whether this 'radical' appropriation of ELT is an active resistance to perceived imperialistic forces, or simply a grudging acceptance of the hegemonic position of English.

The Composition Class is Dead
Adam Turner
Hanyang University, Korea
Room 306

Recent scholarship has questioned the effectiveness of the traditional composition class. New advances in blended learning (a combination of traditional classroom and online learning) and the unique characteristics of learning to write call into question the traditional design and effectiveness of the composition class. Asking the seemingly simple question, "What do learners, teachers and computers do best?" allows us to take a new look at the writing class. Drawing on blended learning, task-based and self-directed instruction, genre analysis and mastery-learning, the presenter argues that the traditional classroom approach to teaching composition should be abandoned. Instead, a different model for teaching writing will be outlined. The approach is based on methods developed through the Hanyang University Writing Center.

Students Assess English Writing Similar to Teachers in a University Composition Course
(Research SIG Presentation)
David D. I. Kim
International Graduate School of English, Korea
Room 307

This research investigates the reliability of student assessment of peer writing in the context of a university introductory English composition course. Specifically, peer assessments of fellow classmate writings were compared to the teacher assessments of the same material. Would the two assessments be similar or different? A total of 72 students participated in the first assessment, while 71 participated in the second. All students assessed between one to four peer papers, in a group setting of two to five students in any one group. Students were instructed about the assessment criteria in two ways: 1) Student assessors were

provided brief written outlines of each of the assessment criteria, which were reinforced with descriptions and examples during one class session; 2) Students were instructed in class throughout the semester, as part fulfilling the Introductory English Composition course requirement, about the basic elements of English composition, which focused specifically upon the assessment criteria. The results show that for the first assessments performed by students when compared to the assessments by the teacher were different, whereas for the second assessment student and teacher assessments were quite similar, as evidenced by a non-significant correlation for the first assessment, and highly significant correlation ($r = .37$) for the second. There are various implications for these results, one of which point to a converging of student and teacher perception of English writing. Other implications of these results will be discussed.

Effects of Hand Movements in English Teaching
Yoshiharu Masuda
Nagoya Gakuin University, Japan
Room 308

The speech of 20 Japanese male students studying English as a foreign language was recorded and analysed. 12 of these were taught English using associated hand and arm movements and 8 control subjects were taught without movement. Various acoustic and temporal parameters as well as perceptual ratings of monotony, inappropriate pauses and naturalness of speech were studied.

Analyses showed that the mean duration of pauses among experimental subjects was significantly shorter than that of the control subjects. At the same time, the articulation rates of both groups were similar and the total duration of the speech of the experimental subjects was significantly shorter than that of the control subjects. The perceptual study revealed a greater number of inappropriate pauses for the control group. These results indicate that the teaching of hand and arm movement may aid the learning of English prosodic features such as appropriate pausing.

SATURDAY 5:00 – Commercial

Techniques for Developing Fluency – World Link
Ian Martin
Thomson Learning Asia, Korea
Room B109

We need to question why students come to class and why they should use texts during lesson time. Primarily, they come to class to talk and - unsurprisingly - to learn language. This workshop session looks at language learning materials developed for this purpose, showcasing practical techniques and ideas for teaching learners to become more fluent users of English. This hands-on workshop presents step-by-step demonstrations of classroom techniques for teaching vocabulary and grammar, and activities for developing oral fluency.

Thomson Heinle's new series *World Link* incorporates all components of this approach, and the presenter will utilize material from the books and videos to demonstrate its effectiveness. Hands-on exercises and activities will used. Samples of the books will be provided.

The First Automatic Tests of Spoken English
Kee-Hyung Choe
Yoon's English Academy, Korea
Room B121

Assessing English speaking and listening skills have become increasingly important these days, but have been hard to measure. IDT SET was developed by the Ordinate Corporation. It is the

first automated English speaking test using Internet connected computers and voice recognition technology for people who speak English as a foreign language. The IDT SET tests include IDT SET-10 and IDT Junior SET Level I and II.

IDT SET-10 (Spoken English Test, 10 minutes) assesses speaking and listening skills for business people and the general public aged 16 years old and above, over an Internet connected computer, with diagnostic sub-scores for pronunciation, fluency, sentence mastery, vocabulary. IDT SET-10 also offers score comparisons to TOEFL, TOEIC, SPEAK, and DLI ILR. Test results are guaranteed within an hour and are usually available within a matter of minutes. JuniorSET Level I is for Elementary School students who are starting to study English. Level II is for older children who have studied English for more than one year.
You may visit our website:
www.phonepasskorea.com in Korean or
www.ordinate.com in English for more information.

English Grammar Learning Problems for Korean Students
Peter Kim
Kyobo Book Center, Korea
Room B142

Many existing English grammar books were designed originally for English students. Korean students are often baffled by the necessity of memorizing numerous definitions of grammatical terminology, none of which has any practical meaning in terms of day - to - day speech and writing.

In the book, I have tried to make short clear explanations of the rules of English grammar in Korean. In some of the explanatory matter relevant similarities or differences between forms in English and Korean should be fully noted. The book should be an attempt to answer the Korean student's grammatical problems empirically, and to give them a large number of appropriate exercises to practice the acceptable forms.

Welcome to Smile New Edition!
Gilly Dempster
Moon Ye Dang Publishing Co., Korea
Room B169

There are many ways children learn, however they arrive in our classrooms with distinct learning preferences.

Teachers are very busy, so to create a balanced approach, course books come to the rescue.
Smile has been a worldwide success. You've told us that it really works and that children genuinely enjoy the things that make Smile so special, the stickers, the beautiful photographs, the appealing topics, and the fun pronunciation activities. All the features that work are still there, but in response to teacher's comments we've added new ones and improved on the old. Join us and see what we've done!

Upgrade Your Students' English
Steven Gershon
Moonjinmedia, Korea
Room B170

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 items we teach, but also the approach we follow, the methods we use and the balance of skills our students develop. Equally important is the teacher's ability to fully exploit and adapt classroom materials in a way that continuously activates and extends the students' use of natural English.

What kinds of classroom materials and activities provide our students with engaging, 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, and plenty of meaningful personalization. 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.

Daybooks: Integrating Reading, Writing and Critical Thinking
Jason Good
Houghton Mifflin, Korea
Room B171

The Daybooks series guides students at all levels through fascinating stories and offers a wide range of activities so students can improve their reading and writing skills. At the same time, students learn to engage in one of the most important skills taught in western education: critical thinking. The presenter will demonstrate how Daybooks can be used as a primary or supplementary classroom text.

Putting Great in the English Writing Classroom
Joe Spear
Houghton Mifflin, Korea
Room B172

Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It can be challenging, whether writing in one's native language or in a second language. Yet, as learners put their thoughts on paper, see their ideas in print, and share them with others, they find they develop a powerful voice in their culture. Writing also enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. This Great series from Houghton Mifflin suggests general approaches to writing and specific activities that can make writing easier and more enjoyable for both learners and teachers. These suggestions are by no means exhaustive, but they are presented to encourage new thinking about how writing can be incorporated into ESL writing instruction.
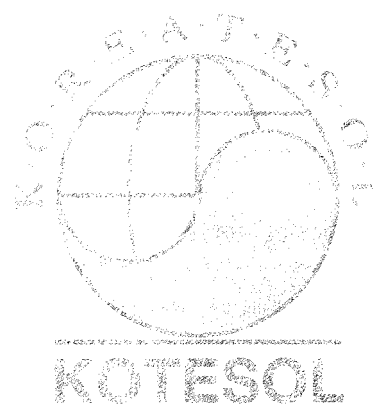
Provide Listening Tasks for Homework!
Peter Connell
Tohoku University, Japan
Room Gemma Hall (B107)

Undoubtedly, regular reading of a foreign language is essential and homework assignments play a major role. However, as oral competence in English increases as a professional requirement, learners need more opportunity to have their listening comprehension abilities checked. Teachers can produce effective web pages with audio-visual content that can give learners constructive feedback on what they understand with regards to topics discussed by native speakers.

The presenter will show how he has introduced audio-visual homework to his students so that they can prepare for class work. By completing these assignments, which are based on Flash animation, learners can work on both their listening and writing ability. This preparation can lead to interactive discussions during class time.

Bridging the Gap with Technology: Computer Assisted Language Learning
Ernest J. Wolf
Sahmyook University, Korea
Room B109

Do you want to examine how technology shapes our views of mind and culture and can be used to bridge across language and culture? Explore the use of technology as tools to accomplish our teaching and learning goals. This presentation will primarily address the uses of computer technologies as they apply to educational settings. We'll explore several common uses of technology and a few novel, domain specific uses of technology to help educators become more familiar with the potential uses of technology in education. If you want to make Technology a priority because you believe it can enhance instruction and thus improve student achievement this is the right seminar for you.

CLT-Beliefs and Practices
Melinda Tan
University of Central Lancashire, UK
Room B111

Most EFL teachers only have a general idea of what communicative language teaching (CLT) is and hold many misconceptions about how to apply it in the language classroom. While CLT offers sophisticated ideas about what language is, it lacks a set of clear principles of how to teach language. This paper argues that the lack of clear principles is due to the few connections that exist between CLT and models of L2 learning. The paper will contend that CLT tends instead, to employ L1 learning theories which generally presume that in the right conditions, language learning will take place.

Project-Based Learning: It's Up to You
Andrew Edward Finch
Kyungpook National University, Korea
Room B178

This workshop investigates the ideas behind a Project-English book recently co-authored by the presenter. The project based approach takes account of recent findings in the fields of cognitive, affective and social learning in its endeavor to promote student autonomy and responsibility. Learning is no longer seen as a product of a linear series of events, but as a cyclic process, in which every factor influences all the other factors, with new structures (e.g. awareness, collaborative learning) emerging from the mix of interactions. The first part of this workshop will explain concepts integral to the book (e.g. self/peer-assessment, learning-to-learn, negotiation of the learning environment, promotion of positive attitudes, collaboration,

promotion of autonomy through guided project work, and the online Class Journal) and will demonstrate (using a short video and student feedback) how they have been used in the classroom to date. In the second part of the workshop, participants will be invited to try student-centred oral assessment activities and to explore project packs from the book.

University ELT Classes Using WebGroups
Anthony Paul Crooks
Miyagi University of Education, Sendai, Japan
Room 104

One way for teachers and students to utilize the Internet is with free-for-use 'WebGroups'. These virtual spaces, offered by organizations such as MSN and Yahoo!, can act as launching pads for classroom activities and student discussion forums. These groups allow the students to make use of the Internet but within parameters established by the teacher. This control diminishes some of the perceived online 'dangers', but still permits students to increase exposure to and skill development on the Internet.

This paper will describe projects conducted at the university level in Japan in which WebGroups have been utilized. Student response to the use of WebGroups as an adjunct to classroom work will also be provided, allowing us to gauge their assessment of the value of this technology for their study. Details will also be provided as to the creation of such WebGroups for use with university classes.

Implementation and Evaluation of Electronic Journals (Poster Display)
Eric J. Phillips
Kwansei Gakuin University, Japan
Room 105

Recent research into L2 electronic interactions has indicated that they may lead to increases in proficiency, communication skills, motivation, participation as well as reduction of anxiety. Presenter will demonstrate how he implemented electronic journals in his university classroom and will review the benefits and pitfalls of the process from both his point of view and that of the students. In addition, presenter will discuss possibilities for future directions of Internet-mediated activities.

English and Environment: The Earth Day Special
Kip Cates
Tottori University, Japan
Room 306

This workshop will introduce EFL teachers to the film The Earth Day Special. This informative and entertaining video, produced for the 20th anniversary of Earth Day, features comedy, drama and Hollywood celebrities who explain critical environmental issues and actions students can take to help save the earth.

The video consists of short teachable skits ideal for classroom use. It_ s designed to promote ideals such as environmental awareness, social responsibility and critical thinking. Through the video, students enjoy environmental parodies of popular TV shows (The Dating Game, Jeopardy) and join Hollywood stars (such as Bugs Bunny, Kermit the Frog, Robin Williams and Meryl Streep) to explore issues such as air pollution, toxic waste and tropical rainforests.

After showing clips from the video, the presenter will discuss the film's content, design and relevance for English teaching, and will demonstrate sample classroom activities aimed at promoting language skills and environmental awareness.

First Steps Toward Learner Autonomy
Lani Chau Yonezawa & Jon Rowberry
Kanda University of International Studies,

Japan
Room 307

"Learner autonomy" has become a buzz phrase in ELT in the last few years, but what exactly is "learner autonomy" and, more importantly, how can we train learners to become more autonomous? Taking as a definition of learner autonomy "the capacity or ability for thinking and acting independently with respect to one's own learning" (Cooker and Torpey, 2004) we will discuss how we have provided our learners with a framework for both developing their autonomous learning skills and using our self-access learning centre more effectively. This framework takes the form of the First Steps Module, an optional module of work carried out by learners with support provided by our team of learning advisors. We will give an overview of the Module and discuss the results of an evaluation carried out to assess its effectiveness.

SUNDAY 9:00 – Commercial

The University of Birmingham Open Distance Learning
Almut Koester
Kyungwon University, Korea
Room B121

Are you considering enrolling on a Masters programme? Would you like to be able to study part-time without giving up your job? Or have the chance of alternating periods of part-time distance learning with full time study on campus? The University of Birmingham MA in TES/FL may be right for you. Come to this talk to find out more about well-established and highly respected modular programme. The presentation will also raise a number of important issues and questions that all prospective MA candidates consider regardless of where they are planning to take their degree. There will be an opportunity to ask questions at the end of the talk

Picture Book vs. Textbook: Which is Best?
Linda Shin
Scholastic Korea
Room B142

What teachers accomplish with students today may actually prevent reading difficulties and change students attitude toward learning. As educators, we must equip students with foundational language and literacy skills. This session will help you choose appropriate materials to create an effective literacy classroom.

Classroom Applications of "Corpora": What Is It and How Can It Help Your Students?
Richard Walker
Cambridge University Press, Korea
Room B169

Two key questions facing all of us as educators are: How can we ensure that students in the classroom are exposed to language that really reflects the real world? and, What are the most important and commonly used words, phrases and expressions in English? In this presentation, we will show what a corpus is, how the use of corpora can help us answer these questions, and we will explore the powerful practical classroom applications of corpus-based materials. Ideas from the new title "Touchstone" will be drawn upon.

M.A.P. Your Way to Success in the Classroom with Worldviwew
Curie Lim
Pearson Education Korea
Room B170

Every student needs a roadmap to achieve success in English learning. Every teacher needs a roadmap to help students get there. Help has arrived. Now teachers and students

can M.A.P. their way to success in the classroom with *Worldview*—a new four-level course for adults. *Worldview* covers a wide range of compelling topics from an international perspective. Its trademark two-page lessons ensure that students stay focused on clear and attainable language goals. With its flexible format and course components, WorldView responds to a variety of course needs.

WorldView's approach to language learning follows a simple and proven M.A.P.: Motivate learning through stimulating content and achievable learning goals. Anchor language production with strong language presentations. Personalize learning through engaging and communicative speaking activities.

Engage Young Learners with English Time!
Heather Fisher
Oxford University Press Korea
Room B171

Based on the premise that young learners learn best when their natural curiosity and sense of fun are engaged, English Time includes an appealing variety of topics, activities, and visuals hold the attention of every young learner. The deliberate integration of multiple intelligences theory enhances flexible, authentic language use while cultivating a lifelong love of English. Emphasizing student-centered learning, the spiraling syllabus ensures that students maintain and add to the language they know while they enjoy the stimulating communicative activities. Listening is emphasized so that students are exposed to correct pronunciation and intonation. Make every lesson *English Time!*

TESOL Teacher Education at the University of Sydney
Brian Paltridge
The University of Sydney, Australia
Room B172

The Master of Education in TESOL at the University of Sydney is designed for language teachers who wish to develop their professional expertise and further their understanding of the teaching of English to children, adolescents or adults. This presentation outlines special features of the MEd TESOL program, the range of study options available in the degree, as well as pathways into the MEd in TESOL. It will also discuss ways of continuing from the MEd TESOL to a PhD in the area of TESOL.

SUNDAY 9:40-Academic

The Possible Need for "Reconstruction" Tasks
Robert C. Palmer
Dongeui University, Korea
Room 308

Generally, in university conversation courses students learn in an immersion-type environment receiving instruction from a native speaker and interact in English using a monolingual textbook. This study examines the effectiveness of this communicative approach. It compares four conversation classes taught in the conventional way with students under five other conditions; (1) and (2) students working in pairs and individually on "reconstruction" tasks, (3) students studying with a translation, (4) students writing a Korean translation, and (5) students simply reading the textbook. On both the immediate and four-week delayed posttests the "reconstruction" task students significantly outperformed both the control and conventional instruction groups on two separate evaluations. The conventional instruction students generally failed to outperform the control students but one instruction class did better than the others. The possible reasons for the results are given and the educational implications discussed including why teachers should use reconstruction tasks and how.

SUNDAY 10:00 – Academic

Cross-Age Reading in a Multi-Age Bilingual Classroom
Jill Christopher
New International School, Japan
Room Gemma Hall (B107)

Have you seen the concentration of young students in a reading class where the teacher is an older student? More exciting still, observe the students being read to by an older student in their own mother-tongue.
The presenter has introduced a system of cross-age reading in Korean, Japanese and English. Experiences have ranged from K-1 ESOL students reading to pre-K students in English, Grade 3-5 students reading to Grade K-2 students in Korean and currently Middle and High School ESOL students are reading with K-2 students in English, Japanese and Korean. The older students take pride in shining, whereas in their own classroom setting they are not so able to do this. The impact is school-wide, bringing the school together as a student and faculty body. Handout and power-point presentation will highlight both multi-age facet and cross-age reading benefits.

Harnessing IT for Young Learners
John Grummitt
The British Council, Korea
Room B109

As Korean society as a whole opens up to the latest in IT at home, EFL in Korea needs to follow suit in order to capture the energy and imaginations of Young Learners in the classroom. To facilitate opportunities for this the British Council in Seoul has state of the art IT facilities. This paper will present a wide variety of examples of how IT can be harnessed for Young Learners in order to stimulate language acquisition. Examples include interactive whiteboards, videoconferencing, keypal exchanges, webpage design and the Internet and harnessing software such as Power Point and ActivStudio. As well as providing practical examples of activities for the classroom, the paper will also consider some of the implications that the availability and use of such IT facilities has for EFL and Young Learners.

Content-Based Instruction In Korea: Friend or Foe?
Jake Kimball
ILE Academy, Korea
Room B111

Content-based Instruction (CBI) is catching on in Korea as a popular buzz word. New textbooks are being developed and marketed with the notion that CBI is THE panacea for the ills plaguing elementary education. But what is CBI in Korea—in theory and in practice? Examples of CBI will be provided. The session continues with the results of a survey completed by elementary school students and a brief classroom investigation of CBI in practice. The session concludes with a discussion on CBI's effectiveness in Korea and its impact on the future of elementary education.

Potential of 'mp3' Technology for Teaching Conversation
David W. Dugas
Gyeongju University, Korea
Room 104

During the design and teaching of several new tourism courses, the opportunity came up to compare tape and mp3 technologies for recording and storing vocal assignments and oral exams. The need for long-term storage of oral exams, equivalent to paper forms for written tests, is pressing. However, typical tape cassettes require a substantial amount of space when hundreds of students are tested. The digital mp3 sound-files allow compact storage

of many exams on a single CD-ROM. At this presentation, a summary will be given of ways these technologies have been (and might be) used for conversation classes. A demonstration CD of actual assignments and exams will be played so that participants can assess realistic sound quality.

Performances on Children's Speaking Assessments
Jared Bernstein
Ordinate Corporation and Stanford University, USA
Room 307

English education begins at a very early age worldwide. As with adult ESL instruction, the focus in teaching English to children is on developing oral communication skills in the spoken language. These include recognition of basic spoken words and their meanings, mastery of English usage and sentence structure, and ability to pronounce English in fluent phrases.

However, few tests can measure children's spoken skills practically and reliably. Two automatic spoken English tests were developed that use computer speech technology to assess children's basic spoken English abilities practically and reliably: one for children ages 8-11; the other for ages 12-14. The presentation describes the tests and how they are scored, plays some test-takers' responses to illustrate how Korean children with different proficiency levels perform on these tests, and then discusses how informative the tests can be for language teachers and young learners in improving teaching methodologies and monitoring progress.

Image Schema to Teach By
David E. Shaffer
Chosun University, Korea
Room 308

Has teaching prepositions and phrasal verb particles proved to be an unorganized exercise in futility? Has your answer to student questions on how to learn these particles been nothing more helpful than "just memorize them"? The cognitive linguistic approach to language teaching can put some rhyme and reason into the teaching of particles/prepositions and conventionalized metaphors (He runs a tight ship). This hinges on the cognitive linguistic concept of image schema, psychologically real constructs, but abstract schematic patterns. These image schemas have been used to teach particles and metaphor, and their effectiveness in comparison to more conventional teaching methods have been tested. The testing procedure and the results of the efficacy of using the cognitive linguistic approach and image schema are presented. Also presented are how to use image schema in language teaching as well as using pictorial representations of image schemas as opposed to graphic representations.

SUNDAY 10:00 – Commercial

Interactive Muiltimedia in ELT: Today, Tomorrow and the Future
Frank Otto, PhD
Foreign Language Limited, Korea
Room B121

Having pioneered the application of innovative interactive multimedia technology to more effectively teach eleven diverse second and foreign languages over the past 30 years, Dr. Otto will discuss and demonstrate exemplary features that provide the foundation for the award-winning ELLIS (English Language Learning and Instruction System) products that are widely used in schools, learning centers, and businesses throughout the world. Features include full-motion video-based language modeling, student-controlled video and audio playback, voice recording and playback, interactive games and activities, computer-

adaptive placement, detailed assessment and record keeping, native-language support and a management system to facilitate instruction. (96 words, counting hyphenated words as one)

Studying TESOL at USQ
Jeong-Bae Son,
University of Southern Queensland, Australia
Room B142

Come and meet Dr. Jeong-Bae Son, Coordinator of Postgraduate Programs in Applied Linguistics and TESOL at the University of Southern Queensland (USQ). He will present an overview of the TESOL programs offered by distance education and on-campus and discuss details with you. You can use this opportunity to talk about and ask yourself how to upgrade your teaching qualifications to postgraduate level and improve your employment prospects by completing a Master of TESOL degree through the Centre for Language Learning and Teaching (CLLT) at USQ, a world leader in tertiary distance and on-line education.

Using Corpus Data in the Language Classroom
Alison Macaulay
Kyobo Book Center, Korea
Room B169

The use of Collins' Bank of English corpus for dictionary compilation has been widely discussed since the publication of the first COBUILD Dictionary in the 1980s. However, the Bank of English also has wider applications which offer the teacher of English access to a huge variety of language, which can be harnessed for use in the language classroom.

This talk will look at some of the ways in which teachers and learners can access information from the Bank of English, and will offer some practical ideas for using this material in the classroom. In particular, we will look at

examples of teaching materials created using the Wordbanks feature of the Collins COBUILD Resource Pack CD-ROM and at ways in which the Wordbanks Online corpus can be used with learners.

Extensive Reading with Penguin Readers
Moon Jeong "Curie" Lim
Pearson Education Korea
Room B170

The goal of this workshop is to help teachers incorporate Extensive Reading into their classrooms through the use of Penguin Readers. Extensive Reading involves learners reading large quantities of enjoyable, level appropriate material in English. They read for general, overall meaning and for information and enjoyment. Learners are encouraged to be selective about choosing material that appeals to their interests and ability level. The motto of Extensive Reading is "reading gain without reading pain."

Getting the Most Out of Identity
Max Jacob Becker-Pos
Oxford University Press, Korea
Room B171

Identity (Oxford, 2004) is a fluency-oriented book that uses cultural topics to engage students in speaking tasks and discussion for high-beginner / low-intermediate young adult and adult learners. As such, it is quite different from other books in the same category, and therefore poses unique opportunities and challenges for teachers. This presentation aims to help EFL teachers get the most out of *Identity* in the classroom. Topics to be covered include teaching methods, useful suggestions and tips, teaching *Identity* to Korean learners, and related expansion exercises and activities.

Gear Up for Conversation

Steven Gershon
Moon Ye Dang Publishing Co., Korea
Room B172

We all know that sinking feeling. After a full lesson of seemingly productive practice, we get the students into pairs and turn them loose to have an extended conversation. Then we watch them flounder as they hesitate, grope for words, utter disjointed phrases, and wait for help. What's the problem here? How can we better equip our students for conversation?

First of all, we can build our students' lexical competence with activities that develop their awareness of the ways words naturally combine to make multi-word 'chunks'. We can also extend students' fluency by providing a simple conversation planning framework to focus their attention on what they want to say, and how they will say it. Finally we can empower our students with simple strategies to manage the natural 'give and take' of successful conversations.
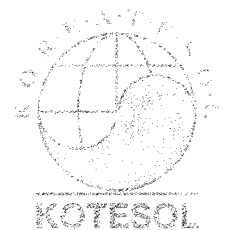
This workshop uses examples from the new course Gear Up to explore these essential teaching tools.

The Importance of EFL Learners' Satisfaction and Learning Strategy
Min-hsun "Maggie" Su
Kuang Wu Institute of Technology, Taiwan
Room 104

Seeing your learners as customers and you, the instructor, as a salesman selling your knowledge. The more satisfied your customers are, the more knowledge they would buy from you. In this presentation, the researcher concludes her several study findings, and applies the idea on the EFL teaching and learning situation. She reports that students with higher satisfaction with the language teacher/curriculum have higher use of language learning strategy. In addition, past researches have showed that second language proficiency/achievement is related to language learning strategies, the higher use of LLS, the higher proficiency the learners has (Bremner, 1999). The researcher tries to emphasize the importance of learners' satisfaction on the EFL teaching/learning situation via her empirical study findings, and provides suggestions for language instructors.

Sunday Plenary Address

Evaluating a Vocabulary Program

Paul Nation
Victoria University of Wellington, New Zealand

Main Auditorium

Vocabulary teaching should only play a very limited role in a language program. This is because the majority of learning opportunities in a program should involve meaning-focused language use, and because teaching vocabulary can only contribute one small step in the learning of a word. This paper draws on research to suggest what vocabulary should be taught and how it should be taught. It also shows where the direct teaching of vocabulary fits in a language program and briefly describes the other parts.

Lee Boyoung
Gemma Hall

Lee Boyoung hosts several famed FM radio programs such as "Pops English," and TV programs such as "How Do you Do?" and "EBS-English Conversation." She is also a columnist and writer for the Korea Herald and kookmin Ilbo newspapers, and "English for Success" magazine. She is CEO of Eboyoung Academy and eby0579 website (formerly feelingenglish) and lectures at Ewha Women's University.

Can Classrooms Be Learning Communities?

Kathleen Graves
School for International Training, USA
B178

The most effective learning in life occurs outside of the classroom. Effective learning is social, involves participating in communities and is contextual. This is how doctors learn to treat illness, architects learn to design buildings and pilots learn to fly planes. Ironically, the way most classroom learning is structured makes it difficult for people to learn. Can we change life in classrooms so that participants can learn as effectively as they do in other life domains? In this workshop we will explore practical ways to change attitudes, discourse and activity to make classrooms more effective learning communities.

English and Identity – Dilemmas and Trends

Joseph Lo Bianco
University of Melbourne, Austalia
B121

This talk will trace some of the issues that have been debated in relation to identity and English. In the context of globalisation, the spread of English unquestionably takes the world closer to realising a dream of romantic idealists of world peace, that of having a common instrument for international communication. However, this dream comes face to face against the reality that all languages express identity, ideology and interests. The paper discusses some of the ways those dilemmas are being resolved and played out today.

SUNDAY 2:00 – Academic

Targeting Teaching Techniques for Early Learners
Tammy Warren
EDLS, Korea
Room Gemma Hall B107

Many teachers of young learners ask themselves, "How can I plan a lesson that will keep students' attention?" Children are naturally active and like to run around, explore, and play. As teachers of young learners, we must recognize that we often ask our students to do things that go against their natural tendencies, like sitting down and being quiet. It is also important to remember that young learners have a limited concentration span – the fifty minutes spent in your classroom is a very long time for a young learner who has difficulty concentrating and tires easily.

This presentation will present strategies to promote effective language teaching especially tailored to young learners, including lesson pacing, seamless transitions, teaching tips, incorporating a variety of teaching methods to reach all learning styles (MI) including technology and the use of humor to maintain student motivation and participation.

E-Learning: Less "E" More "Learning"
Craig Lewis Jensen
Kyungpook National University, Korea
Room B109

The relatively new field of E-Learning has many faces. Unfortunately some of these faces resemble more E-*Reading* or E-*Viewing*, not E-*Learning*. This paper discusses methods derived from research and involvement in the EU *Leonardo Da Vinci Project** in developing an interactive engaging database driven e-learning site based on proven effective ESL/EFL content and design that will independently and collaboratively support learners in achieving a predetermined goal or standard while providing educational administrators with statistical knowledge of problem areas and non-problem areas of the participants which can then be used in implementing the necessary policy and procedure, as well as support, of the learners under their jurisdiction.
*EU Leonardo Da Vinci Project Site:
http://europa.eu.int/comm/education/programm es/leonardo/leonardo_en.html

Guessing from Context
Paul Nation
Victoria University of Wellington, New Zealand
Room B111

Guessing words from context is the most important vocabulary learning strategy. Learners differ in their skill in guessing from context and training in guessing can result in improvement of the skill. The guessing strategy is not a substitute for skill in reading and successful guessing is dependent on certain conditions. This workshop will show participants a guessing strategy and give them an opportunity to apply it. By the end of the workshop, participants should be very familiar with a useful strategy, know how to train learners in the strategy, and be able to justify spending time on such strategy training.

Positively Enforcing Schoolwide English-Only Policies
Robert Curr & Jennifer Brown
Gangnam-UC Riverside International Education Center, Korea
Room B161

Getting students to commit to speaking only English during class time is a trying issue for any teacher. However, this process is made easier by having students speaking English before they even get to class. Many schools have school wide English policies that are

difficult to enforce. Punishment can lead to students having a negative attitude toward the whole language learning process. This presentation aims to show how, through a coupon system, English-only rules can be promoted through positive reinforcement while at the same time be a brainstorming and idea-sharing session for teachers and administrators to offer their own input on such systems.

Gyeonggi Goes Immersion
Carl Dusthimer
Gyeonggi English Culture Foundation, Korea
Room B178

The English immersion villages represent the latest move forward in English education in Korea. The Gyeonggi English Culture Foundation, a non-profit organization sponsored by Gyeonggi government, was founded to create and develop a practical English educational system for the citizens of Gyeonggi province. In these villages, students will have an opportunity to experience English and foreign culture with native-like English speakers in a non-traditional setting (no textbooks and minimal classroom time). A curriculum is being created specifically for this project which will be task-based and project oriented, the initial phase curriculum being written with a thematic emphasis on service learning and global citizenship. This phase will target second year middle school students with later curricula being developed for other age groups.

The goal of this presentation is to disseminate information about the GECF project and to provide a starting point for discussion as to its efficacy and its potential as a means to educate and prepare Asian students for a multi-cultural world where English is a primary tool for communication. A second goal is to explore areas (curricular, administrative, student exchange) where organizations doing similar projects collaborate.

Save the World While Teaching English
Robert Snell
Pusan University of Foreign Studies, Korea
Room 104

In the past 20 years, social entrepreneurs have succeeded in creating exciting solutions to some of society's most difficult challenges. These are ordinary individuals who have identified problems within society, and then come up with innovative, and often self-sustaining approaches, to solve these problems. Teaching about global challenges, and examining social innovation as a solution, can present English through a content-based medium, while also providing training in cross-cultural interaction, and a wider perspective on the world. It may also help provide the skills necessary for the development of future social entrepreneurs within Asia. This presentation will attempt to define the field, present some examples of outstanding entrepreneurs and examine the current state of academic research on the subject. This is done with the hope that other educators will use social innovation, both as a teaching tool and a way to improve the world.

Teaching English Writing in Korea: Curriculum Development and Methodology
David D. I. Kim
International Graduate School of English, Korea
Room 105

Are you on the verge of burning out from correcting your student writings? Writing is perceived as a single unitary process. This is a misperception. Writing involves the recruitment of many discrete component processes. For example, selecting the right word (vocabulary); embedding the right words in the right order in a sentence (grammar); considering the inter-relation of ideas within larger units of the composition (e.g., paragraph, sub-sections, overall composition; coherence and continuity), even to some extent, formatting of documents, among others. In this presentation, I will

provide an outline of some of the component processes involved in writing, as well as, provide examples of practice exercises for practicing the separate component processes.

Teaching World Standard English: Sociocultural Considerations
James Trotta
Catholic University, Korea
Room 306

This paper will briefly examine why teaching World Standard English may be an appropriate choice in light of what is known about language and identity. More time will be spent examining sociolinguistic competence as it applies to teaching/learning World Standard English and how a knowledge of the relationship between culture, language, and identity can be reflected in the teaching of World Standard English.

Storyboards for All Occasions
William Michael Balsamo
Kenmei Women's Junior College, Japan
Room 307

Storyboards can be used for either simple writing classes or complicated term projects. They can be assigned either for individual or group work. Storyboards elicit a creative response from students and encourage both imagination and autonomy. The storyboard permits students to control their level of language competency. In this presentation I will demonstrate four practical uses of the storyboard:
Documentary: Students make a film script about their own life.
Film Study: Students narrate the story line of a video clipping.
Music Video: Students create a storyboard based on a popular English song.
Short Feature Film: Students create original screenplays based upon short stories.

The value of storyboards is further enhanced because students often can express themselves more creatively through the storyboard than solely through verbal communication. Being raised and conditioned in a world transformed by visual images, students respond positively to this activity and its variations.

Methodological Options in English Grammar Teaching in an EFL Context
Myung-Jai Kang
Yeojoo Institute of Technology, Korea
Room 308

In order for most English teachers to teach effectively English Grammar in an EFL classroom environment, it is desirable for them to understand the characteristics of as many of the various kinds of teaching methods as possible and try to apply an eclectic method to their classes in an incorporated way. In my presentation, I'd like to review some traditional and innovative teaching methodologies from Grammar Translation Method to Communicative Language Teaching Approach with some useful techniques and activities with which teachers can use for their own Grammar classes. Issues of form-focused instruction and meaning–focused instruction, and some feedback approach regarding English Grammar Teaching will also be dealt with in the presentation.

SUNDAY 2:00 – Commercial

Houghton Mifflin Reading in the ELL Environment
Jason Good
Houghton Mifflin, Korea
Room B121

There seems to be a gradual trend towards teaching reading to children in a second language at increasingly younger ages. A

reading based curriculum for children acquiring English has nearly become a standard in Korea and Taiwan, and is quickly catching on in countries like Thailand and Japan. This presentation will look more closely at the Houghton Mifflin Reading program (the program currently used by California Public Schools) and its effectiveness when used in an ELL situation. The presentation will include an overview of the program plus some practical ideas for implementing in the classroom.

Let's Bounce!
Gilly Dempster
Macmillan Publishers Limited, Korea
Room B142

What are children made of? Natural boundless energy, wonder, creativity. What do children enjoy? Exploring, testing ideas, problem solving. Bounce is a super, six level primary series in American English. It offers a carefully controlled syllabus for an enjoyable but comfortable start to learning English. This unique series provides a well-balanced, four skills program with a thoughtfully developed and graded vocabulary and grammar syllabus, teaching children the different lexical and grammatical areas in easy steps. With all the fun and colour packed into Bounce your students will be all-rounders! Come on – Bounce along and see.

Reading Comprehension Series in Varied Subject Matter
Donna L. Knoell
Kyobo Book Center, Korea
Room B169

Although reading basics (i.e., phonemic awareness, phonics, fluency) can be learned in a few years, "reading to learn" subject matter is a skill that takes longer to develop. Text comprehension should be emphasized from the earliest possible grade levels, rather than

waiting until students have mastered the basics of reading. Students and teachers alike must understand that the ultimate goal of reading is comprehension. "Reading Comprehension in Varied Subject Matter," by Dr. Jane Ervin, enables students to build literal and inferential comprehension skills with reading selections across a variety of content areas. The series spans grades 2-11 and comprises fourteen student books. Topics and questions prepare students for standardized tests and provide valuable practice in nonfiction reading comprehension. Short passages on a variety of topics are followed by varied comprehension exercises including story recall, inferential questions, and writing prompts. Reading passages promote thinking and learning across content areas such as science, social studies, literature, math, and more.

SuperKids has a New Edition!
Aleda Krause
Pearson Education Korea
Room B170

Children learn a language by acquiring vocabulary, dialogs, and structures in familiar, everyday contexts. They learn to understand before they produce. They learn through repetition and recycling. Above all, they learn when they're having fun. This is the SuperKids way. And now SuperKids is even better! Two new levels make a total of six exciting books. Review dialogs in every unit regularly recycle language to help kids remember. And cross-curricular Discover it lessons add the chance to include content-based learning and keep kids interested. Come and find out just what's new. You don't want to miss it!

Select Readings: Reading Skills and Language Development
Nalin Bahuguna
Oxford University Press, Korea
Room 171

For many teachers, advanced reading classes can be a real challenge. How does one build on basic reading comprehension skills, like finding the main idea, or reading for detail in order to take reading classes to the next level for more advanced students? Select Readings offers great support to more advanced reading classes with its new upper-intermediate level. Not only does this book reinforce skills from the first two levels, but expands into more challenging reading skills, such as inferencing, recognizing sentence transitions and distinguishing fact from opinion. As with the other books in the series, every unit contains vocabulary-building exercises, such as dealing with phrasal verbs or using context to guess meaning, as well as a language focus, such as future perfect, or modals of possibility. This presentation will examine aspects of advanced reading and how it relates to overall language development through a focus on Select Readings Upper-Intermediate.

Speaking Personally
Clyde Fowle
Kyobo Book Center, Korea
Room B172

What topics interest your learners? What can you do to increase their confidence in speaking English? How can you encourage them to speak at length?

This session will look at a technique that encourages extended spoken discourse on engaging topics that relate to students?real lives. The 'Speaking personally?activities from Inside English, a new four level course for young adult learners published by Macmillan, will be demonstrated and the rational behind it explained. Teachers will leave the session with ideas on how they can increase their learners?motivation to take part in speaking activities in class.

Balanced Strategic Assessment for EFL Teacher Training
Heather Fisher
Cheju National University, Korea
Room Gemma Hall B107

One of the challenges of short English teacher training courses is the assessment and evaluation of the teachers. Even when the instructional goals, materials, and learning activities are appropriate and stimulating for the native and non-native speaker teachers, assessment that is perceived as authentic and valid by both the instructor and the students is often difficult to achieve. In particular, performance evaluation, one of the thrusts of the Korean Ministry of Education since 2000, can play a valuable role in English teacher training. Along with a brief overview of two English teacher training courses, two models of a balanced combination of knowledge-based and performance-based assessment in TESOL and TEFL teacher training will be examined and discussed.

Enhance Language Learning Through Inquiry Techniques: An Action Research Process
Jeffrey Hawkins
Kanda University, Japan
Room B109

Bridging the gap between educational theory and classroom practice. This action research project attempts to enhance instructional technique through cooperative learning, peer and holistic assessment strategies in the classroom. The "plan, act, reflect, and revise" process was trialed in four complete action research cycles and provided a bridge between educational theory and classroom practise. This paper recommends that universities and schools use cooperative learning and inquiry assessment

practices that cultivate students procedural and conceptual control which enable life long learning.

Designing a Self-Access Center: Challenges and Opportunities
Michel Englebert
Honam University, Korea
Room B111

If you agree that, however well-intentioned, teachers cannot do their students' learning for them, then the ideas developed in this seminar will provide you with a way to supplement your classroom curriculum with a highly effective student-centered resource. The fundamental premise in designing and providing a self-access center is to enable learning to take place independently and to free students to learn and acquire new language skills at their own pace, as well as assess and correct their own performance. Far from a "conspiracy to rid the world of teachers," however, the self-access center is used in conjunction with classroom learning and is complementary to it. We explore the methods for proposing and installing a self-access center at your institution, some of the materials and techniques available for such a project, and anticipate the major difficulties and challenges in the development of the self-access center.

What Does a Well-Designed Quiz Look Like?
Adam Turner
Hanyang University, Korea
Room B178

Many online courses consist largely of readings and multiple choice quizzes to "check understanding." In addition, many webpage activities done by teachers are little more than traditional multiple choice tests put online. Despite the proliferation of quizzes for language learning on the Internet, and the increasing user-friendliness of automatic quiz creation software

such as Hot Potatoes or www.quia.com, the promise of authenticity and genuine interactivity in online quizzes has largely remained unfulfilled. By going through examples of poor practice and redesigning them as examples of best practice, the presenter will demonstrate the principles involved in creating better quizzes to promote web-based learning.

Construct Validity of Current Listening Comprehension Tests
Hamid Reza Haghverdi
Khorasgan Azad University, Iran
Room 104

This study was conducted to examine the construct validity of the three listening comprehension tests; namely, the listening part of TOEFL, Dictation and Dictation-Translation. The TOEFL is based on a general proficiency theory but the dictation is produced according to pragmatic theory in testing. The three tests were administered to seventy-four Iranian university students who were majoring in English to gather the necessary data. Various statistical operations such as correlation, reliability estimates and t-test were performed on the data. The computations revealed significant differences among the tests. To account for these differences the self-report data which the students were supposed to fill in were examined. The survey indicated that test methods had a sizable effect and factors like memory, concentration, speed, vocabulary, chance, reading trait, and topic were reported to have significant role in the process of test taking to the extent that they totally influenced the subjects performances. Hence, the construct validity of these tests is questioned as they are not specifically dealing with the skills in listening comprehension. The washback validity of these tests are also questioned as the source(s) of the errors the students make can not be detected and as a result no particular instructions can enter into teaching program. The present research suggests that in order to

make valid tests, we must base them on the skills involved in the process of listening comprehension. Hence, we would be in a better position to detect students' errors and improve the teaching strategies accordingly.

Perceived Self-Efficacy in SLA
Cheryl C. Y. Choe
Konkuk University, Seoul, Korea
Room 105

According to Albert Bandura a perceived self-efficacy is defined as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1994). People's beliefs in their self-efficacy are developed by four main sources of influence: (1) mastery experiences, (2) seeing people similar to oneself manage task demands successfully, (3) social persuasion, and (4) inferences from somatic and emotional states indicative of personal strengths and vulnerabilities. The purpose of this presentation is to explore Korean college students' perception of self-efficacy in learning English in light of the four main sources of influences outlined by Bandura.

The Essential Resources For Learning Language
Susan Pryor
Matamata College, New Zealand & SBS Language Academy, Korea
Room 306

Teaching in an under resourced environment assumes a teaching-learning locale that is destitute of essential resources. It implies that the teacher does not have at his/her disposal the means to implement efficient, effective teaching procedures. This is a misperception. The learning of language bears little relationship to the "resources" some teachers believe they require to facilitate learning. The most poorly developed nations of the world are not bereft of

language. Some teachers tend to assume the necessity for a specific set of resources for language acquisition to occur. This presentation challenges the school of thought, ideologies and practices on which this assumption is based, and introduces some fresh perspectives on what is essential to the successful teaching of language.

New Aspects of Display Questions
Sunmee Chang
Hoseo University, Korea
Room 307

Known-Answer Questions, one of the frequent forms of inquiry used by teachers, also called display questions, have frequently been criticized by researchers for their overuse by classroom teachers because they request information that the teacher already knows and that, sometimes, students are presumed to know. However, this study suggests a different perspective for two reasons. First, Known-Answer Questions are very effective in eliciting responses from the students, because in many cases the students know the answers. Thanks to the less complicated nature of Known-Answer Questions, the students answered with confidence, enabling the teacher to continue and keep the stream of conversation. In addition, Known-Answer Questions often provide linguistic structures that can be models for the students to copy when they design their responses. The students took advantage of them to figure out answers. This study indicates a reevaluation of Known-Answer Questions, providing an insight for a new teaching technique.

Literature and the Other Arts in the EFL Classroom
Ma. Milagros Laurel
University of the Philippines
Room 308

This paper explores the possibilities of teaching

language through literature and the other arts. It shows how language teaching can be facilitated through the literary, the visual and the performing arts. It explains how the arts can enhance one's understanding of the language of literary texts.

The presentation includes a demonstration of the use of painting/drawing and mime/drama in interpreting literary texts. The pedagogical principles involved in the use of literature and the other arts in the EFL classroom are premised on the notion that effective teaching is achieved by employing the learner's various competencies and skills in the assignment of classroom tasks.

SUNDAY 3:00 – Commercial

Go For It! Energizing High School Classes!
Eden Brough
Thomson Learning Asia, Korea
Room B121

High school teachers in Korea face many similar challenges—large class sizes, limited lesson preparation time, and low levels of student motivation and confidence. What can EFL teachers do to overcome these challenges and help create a lively and effective communicative classroom environment?

The presenter will focus on three key elements that are vital in order to develop learners' communicative confidence: structured language support, regular recycling of vocabulary, and frequent opportunities for listening and speaking. Participants will be shown how task chaining, which combines these three key elements, can help students feel relaxed in class and more confident in their ability to use English. In this interactive session, participants will also be shown how a few popular classroom-tested activities can be easily modified to suit various classroom sizes and student levels. Different ways in which pair-

and groupwork tasks can be adapted according to class needs will also be demonstrated.

Grammar Form and Function
Jana Holt
MaGraw Hill, Korea
Room B142

Milada Broukal's 3-level Grammar Form and Function combines grammar study with a wide variety of activities that take the grammar concept out of the boring and into the functional and applicable in the context of everyday life. The presenter will focus on the advantages of Grammar Form and Function as well as consider what makes it different from other grammar texts, such as the Grammar in Use series or the Azar series.

Strategies For Building Motivation and Confidence
Richard Walker
Cambridge University Press, Korea
Room B169

One of the keys for success in the ELT classroom is the creation of a motivating and stimulating learning environment. How can this be achieved? Placing the learners at the core and acknowledging the uniqueness of each and every student is crucial. The aim of this workshop is to show how this can be facilitated through the adaptation of our teaching to reflect learners' needs, interests and learning styles. Relevant materials and ideas from the new title: "Interchange 3rd edition" will be drawn upon.

North Star New Edition: Still Burning Bright
Longman ELT Consultant
Pearson Education Korea
Room B170

What is a more powerful communication tool than integrating language into the four skills?

What do you need from a series that integrates the four skills in a way that is both engaging and in-depth? In this session, the presenter will show how unusual, yet global, themes, critical thinking tasks and integrating reading with writing, and listening with speaking become powerful communication tools. Discover the features that make the brand new second edition of the globally acclaimed North Star series even more user-friendly, motivating and cutting edge.

EFL as a Tool for Social Responsibility
Laruen Alderfer
School for International Training, USA
Room B171

This presentation epitomizes how the principles and practices gained at the School for International Training (SIT) educate teachers not only as EFL teachers but also as agents of social change to promote world peace. With colorful images and compelling information about a culture in crisis, this presentation models a student-centered, experiential learning project that preserves language and culture while learning EFL. You, as an EFL teacher, can be the bridge between the Korean community and the global world.

What is Guided Reading?
Linda Shin
Scholastic, Korea
Room B172

There's been so much talk about Guided Reading in the market. This session will answer those questions. What is Guided Reading? What are the essential elements to implement Guided Reading? What are the characteristics? What are the advantages?

Speaker's Biographical Information

A

Al-Zahrani, Mohammad is presently teaching in the Department of English Language and Literature and is the Assistant Dean at the College of Languages and Translation, Imam University in Riyadh, SA. His current teaching and research interests include CALL, SLA, and research methods. Emails: alalam2000@yahoo.com.

Alderfer, Lauren, has a PhD in Global Educational Leadership. She is on the faculty of the Summer Master of Arts in Teaching program at the School for International Training in Vermont, USA. Her role as a socially responsible educator has led to publications of two bilingual books from cultures in crisis.

Antonucci, Fiona received appointment as Director of The Australian Government International Education Network (AEI) South Korea, part of the Australian Embassy Seoul on 10 November 2003. Mrs. Antonucci joined the Australian government after being involved in the Korean education and training industry for the over five years. She was originally invited to Korea on a postgraduate government scholarship after successfully completing an internship at a major Korean corporation. On attainment of her MBA from Seoul National University, Fiona joined Kia Motors Corporation where she instituted a global training and corporate communication program. AEI is part of the Australian Department of Education, Science and Training. It uniquely integrates the development of international government relations with support for the commercial activities of Australia's education community. To do this, AEI liaises with all sectors of the education and training industry and all levels of government.

B

Bahuguna, Nalin is an educator with experience teaching in Japan, New Zealand and Korea. He is currently the ELT consultant for Oxford University Press Korea. He has a Master of Professional Studies in Language Teaching (Hons) and a special interest in 'Learner Motivation', which he sees as being one of the keys to successful language acquisition.

Balsamo, William Michael is a professor at Kenmei Women's Junior College in Japan and currently the president of the Himeji JALT chapter (Japan Association of Language Teaching). He is the author of several English course books for college students and the founder of Asiahelp which supports the work of those who help to improve the lives of children in Asia. He is the founder and editor of Himeji JALT News, a newspaper which promotes English teaching in Japan. In addition, he has created a reading lab found on the Internet which can be used freely by ESL teachers in their classrooms.

Becker-Pos, Max has more than eight years' experience (including four years in Korea) teaching English as a foreign language to students of all ages and nationalities. Becker-Pos has co-written three English education books for the Korean market and co-edited six others. He has also earned an M.A. from Yonsei University in Seoul. Currently teaching at Sookmyung Women's University, his main research interest lies in the language acquisition problems peculiar to Korean and Japanese EFL students.

Behtary, Shahabaddin is presently teaching in the Department of English Language and Literature at Islamic Azad University of Ardabil, Iran. His teaching and research

interests include language testing and research methods. His last accepted paper for oral presentation was at AILA 2002, Singapore. Email: behtary@yahoo.com.

Bernstein, Jared received a PhD in Psycholinguistics from University of Michigan and is currently President of Ordinate Corporation and Consulting Associate Professor of Linguistics at Stanford University. He has taught English and Linguistics in the Middle East and South America. After years of experience in speech synthesis and speech recognition engineering, he designed the first fully automatic systems for testing spoken language performance. E-mail: jared@ordinate.com

Breen, Michael came to Korea as a freelance journalist in 1982. He became the Seoul correspondent of The Washington Times and later worked for the British newspapers, The Guardian and The Times. From 1987-90, he was the president of the Seoul Foreign Correspondents' Club. For several years, he was regular traveler to North Korea and, in 1994, gave up reporting and reinvented himself as a management consultant advising companies on market entry strategies for North Korea. In 1999, he was hired by the public relations company, Burson-Marsteller, as its managing director in Seoul. In January this year, he started his own public relations consultancy, Insight Communications Consultants. He has been a regular columnist with the English-language JoongAng Daily. He is the author of two widely read books, The Koreans: Who They Are, What They Want, Where Their Future Lies and Kim Jong-Il: North Korea's Dear Leader. A British citizen, Michael is a graduate of the University of Edinburgh. He has four children and lives in Seoul with his wife, Jennifer.

Brough, Eden (RSA Dip TEFLA) is a Regional Teacher Trainer for Thomson Learning Asia. He has taught in Japan, Saudi Arabia, Italy,

Vietnam and Great Britain. Immediately before joining Thomson Learning, he was the Director of Studies, as well as an IELTS examiner, for IDP Education, Australia in Bangkok, Thailand.

Brown, Jennifer presently teaches at the Gangnam extension of the University of California, Riverside. Her teaching interests include, among other things, creating authentic situations for learners to use in EFL settings as well as motivating learners to immerse themselves in the language for better learning results. E-Mail: jeninseoul2004@yahoo.com.

C

Cates, Kip A. has a B.A. in Modern Languages from the University of British Columbia, Canada and an M.A. in Applied Linguistics from Reading University, England. He coordinates the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT) and is past chair of "TESOLers for Social Responsibility." He teaches English at Tottori University, Japan as well as courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo). He is a founder of the Asian Youth Forum <www.asianyouthforum.org> and edits the quarterly "Global Issues in Language Education Newsletter" <www.jalt.org/global/> E-mail: kcates@fed.tottori-u.ac.jp.

Chang, Sunmee got her PhD in Language Education (TESOL) from The University of Georgia in 2003 and lately joined the faculty members of the Department of English Language and Literature at Hoseo University, in Chon-An. Her current teaching and research interests include second/foreign language learning in the classroom through dynamic interaction among participants. She also has great interests in teacher education (English). Her research is qualitative-oriented and usually

adopts discourse analysis.

Chau Yonezawa, Lani is a Learning Advisor in the Self Access Learning Center at Kanda University of International Studies. Her current teaching and research interests include alternative assessment, learner autonomy and developing materials for independent, individualized language learning.

Choe, Cheryl C. Y. is presently teaching at Konkuk University in Seoul, South Korea. Her current teaching and research interests include English conversation and composition, psycholinguistics, cross-cultural issues in language teaching/learning, and curriculum development. E-mail: choecc@yahoo.com.

Choe, Kee-Hyung is presently director of the PhonePass Division of Yoon's English Academy in Korea. He has introduced various well known tests such as G-TELP, PhonePass, YLE to Korea, and has led several nationally important English testing administrations, such as English Speaking Tests for the 1988 Olympics and the 2002 World Cup. Emails: khchoe@phonepasskorea.co.kr

Christopher, Jill received her MA in TESOL from Columbia Teachers' College, New York, her teaching qualifications from Sussex University in UK, degree in French Language and Literature from Grenoble, France. She has taught in international schools in New York; Paris, France; Ankara, Turkey; and in Tokyo, Japan. She presently teaches in the Elementary/Middle School sections of a bilingual, multi-age school. She uses Art, Drama and Poetry to teach ESOL and is interested in developing this approach. Prior to teaching Ms. Christopher worked for the UN family all over the world.

Connell, Peter is a CALL/English instructor at Tohoku University. He has previously taught with CALL materials that he has designed at

Martin Luther University, Halle, Germany. His current interests surround the use of embedded video in website design for assessing learner grammatical difficulties.

Crooks, Anthony is Associate Professor at Miyagi University of Education in Sendai, Japan where he works in the English Education Department. His research interests include socio-political concerns in ELT, Internet-based CALL, teacher-training for non-native speakers of English, and issues concerning teacher-identity and professional development.

Curr, Robert presently teaches at the Gangnam extension of the University of California, Riverside. His teaching interests include, among other things, creating authentic situations for learners to use in EFL settings as well as motivating learners to immerse themselves in the language for better learning results. E-Mail: r_curr@hotmail.com.

D

Daniels, Paul teaches English at Kochi University of Technology in Japan. He is interested in educational technology and his current research examines how technology can be used to reinforce content-based and project-based instructional models.

Deeds, David W. is the CALL/Technology Specialist for Woosong Language Institute, the hagwon component of the Daejeon foundation that serves a university, two colleges and various other schools/organizations. David has 20 years of computer, business and communications experience, including extensive corporate training. He joined the academic world three years ago and worked as an adjunct professor of computer science for American universities before returning to his undergraduate-English-major roots and coming to Korea in 2002 to teach his mother tongue. He

holds an MS in Education (specialization: online instructional design) and an MS in Software Engineering as well as a TESL certificate!

deMerchant, Shirley has lived in Korea for over 8 years. She has taught English at Kyung Nam Junior College and Dong A University in Busan and at Myongji University in Yongin, just outside of Seoul. Shirley is presently the full-time pastor of the international ministry at Hosanna Church in Busan. Her ministry includes teaching Bible in English to children, university students and adults as well as conversational English to Korean missionary candidates. She is presently working on her Masters in Linguistics with a major in TESOL by distance education.

Dempster, Gilly has a Montessori Nursery teacher's diploma, an MA (from Aberdeen University) in Sociology/English and a Tesol certificate. She has taught kindergarten in Scotland and for the past 3 years has been teaching English here in Korea. She is currently involved in the development of resources.

Douloff, Christopher has been active in the field of ELT in Korea for 8 years as a teacher and material developer. Areas of interest include interactive CALL design and development, and Web-based language teaching. He currently works in Seoul for TTI International as a teacher trainer and freelance Web developer.

Dugas, David W. is currently at Gyeongju University in the School of Tourism. His special interests include promotion of informed course design for EFL programs in Korean universities, and application of recent technologies for use in conversation classes. Mr. Dugas has taught EFL in Korea for 7 years, and taught at university for 8.5 years.

Duncumb, Christian is currently Head of Teacher Training at the British Council Seoul. He worked for the previous ten years for International House in South Africa, Poland and Russia. His current teaching and research interests include the influence of teachers' beliefs on classroom decision-making, the use of informal assessment techniques in the language classroom and conceptions of language.
Email: christian.duncumb@britishcouncil.or.kr.

Dusthimer, Carl is Director of the Ansan English Village. He has taught English in Korea since 1988 and served as President of Korea TESOL 1998-1999.

E

Englebert, Michel is professor of English and Associate Director of American Studies at Honam University in Gwangju, South Korea. He has taught cross-cultural communication skills to students, faculty, administrators, and staff at numerous institutions, including the University of Maryland's Malaysia Program; ECC Language Institute in Tokyo, Japan; the Evia Language Center in Greece; and at Oxnard College in California. He has also led cross-cultural workshops for private and public institutions ranging from Taisei Construction, Sony Corp., the Embassy of Australia, the US Embassy in Korea, the US Army, University of the Pacific, California State University, and many others. He is currently professor of English and Teacher-Training at Honam University in Gwangju. Professor Englebert draws on more than 30 years experience teaching ESL, EFL, and Cross-Cultural Communication on three continents. He is much in demand as a Teacher-Trainer and Curriculum Designer in the U.S., Japan, Korea, and South-East Asia. Emails: mjenglebert@yahoo.com.

F

Finch, Andrew E, whose PhD in Program Evaluation (Manchester University), described and evaluated a task-based language program in Korea, is currently assistant professor of English Education at Kyungpook National English Education at Kyungpook National University. Andrew was born in Wales and educated in England (MA music), where he had various middle school teaching positions before coming to Korea to learn Baduk. Dr. Finch has co-authored four 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. Email: aef@bh.knu.ac.kr.

Fisher, Heather is an instructor of English conversation, writing, public speaking, teacher training, and drama for young learners and adults at the Foreign Language Institute of Cheju National University. Drawing on her M.Ed. in Language/Reading Education from UBC, she has a wealth of first and second language teaching experience that includes 5 years of elementary school, 5 years of secondary school, and 4 years at the university level. She has been a teacher trainer since 1996 in ESL/EFL, literacy, math, critical thinking, and writing. Her research interests include EFL teacher training, vocabulary development, oral language proficiency, and Western Thinking Styles.

Fowle, Clyde is Regional Consultant / Trainer for Macmillan Education, East Asia. He has extensive experience of teaching English, managing language programmes and teacher training in Asia. He holds an MA in TESOL from Sheffield Hallam University and has published several articles in the field of ELT.

G

Gallerno, Richard holds an Honours B.A in Psychology and in English Literature. He has taught for four years in Korea to students ranging in age from 2 to 65 and is currently writing a textbook to teach English to tourism management students. In the fall he will begin his masters in TESL.

Gershon, Steven received an MA in Applied Linguistics from Reading University (U.K.) and 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).

Good, Jason started his teaching career in Japan nearly 10 years ago. For the past 3 years he has worked as a representative for Houghton Mifflin in Asia, traveling to international schools, bilingual schools, and local schools from Korea to Indonesia, and everywhere in between.

Graves, Kathleen is on the graduate faculty at the School for International Training (SIT) in Brattleboro, Vermont, where she teaches courses in curriculum design, methodology and linguistics. She has taught English in Taiwan, Japan, the US and Brazil. She has worked with teachers and teacher educators around the world in the areas of reflective practice, curriculum and materials design, and observation and supervision. She is the editor/author of Teachers as Course Developers, and Designing Language Courses: A Guide for Teachers , and is the editor of TESOL's curriculum development series. She is co-author of the new ICON series, published by McGraw-Hill.

Grummitt, John has been interested in IT since 1997 when his first job involved him teaching CALL classes to adult learners in the UK. In 1998, he moved to Japan where he gained six years of experience teaching Young Learners, and in 2002 he received his MA in Applied Linguistics/TESOL. Since moving to the British Council, Seoul in February of this year, he has continually been adapting IT to Young Learners including a four-month project using email, webpage design and videoconferencing to bridge cultural divides and bring together classes of children in Seoul and Kyoto, Japan. Email: john.grummitt@britishcouncil.or.kr.

Guilfoyle, Patrick M. is presently an EPIK teacher working for the Busan Office of Education. His current teaching and research interests include cross cultural/religious issues in language teaching/learning, teacher journaling, and CALL. Patrick is happily married and enjoys what free time he has with his wife and daughter. E-mail: patrickguilfoyle@yahoo.ca.

H

Hagverdi, Hamid Reza, PhD, is presently an assistant professor in the Department of English Language and Literature at Khorasgan Islamic Azad University, in Isfahan. His current teaching and research interests include development of language testing instruments, materials development for the language laboratory, and teaching English pronunciation. Emails: h_haghverdi@mail.com.

Hales, Steven is presently teaching in the Graduate School of TESOL at Sookmyung Women's University as a Teacher Trainer for Korean EFL teachers. He teaches Intercultural Communication and Academic Skills Development courses. His areas of interests include intercultural communication, content-based learning, transformative pedagogy and alternative assessment. E-mail: stevenbhales@hotmail.com.

Harada, Ryuji has been teaching university students for 20 years in Tokyo. His current interests include the use of the intraclassroom network for the replacement of language booth tape recorders, and the use of ecology and wildlife materials for teaching English focusing on their scientific aspects. He has also been working on a study of reduplication in world languages as his linguistic research. His is an associate professor of English and linguistics at the School of Social Information Studies, Otsuma Women's University, whose campus in the suburban Tokyo boasts its network connectivity and its hi-tech classrooms and facilities.

Hawkins, Jeff is presently teaching in the Department of English Language at Kanda University, in Chiba Japan. His current teaching and research interests include action research, improving pedagogical techniques, using inquiry assessment instruments and explicit motivation to help learners achieve their goals. Emails: jeffhawk776@hotmail.com.

Hawley Nagatomo, Diane is associate professor at Ochanomizu University, has been living and teaching English in Japan for more than 25 years. Her main areas of interest are materials development and teacher education. Email: dnagatomo@li.ocha.ac.jp.

Hayashi, Tomoko is currently researching lifelong English education through a master's degree program at Kinki University of Osaka, Japan. She is a certified TESOL instructor and has been teaching English to students at all levels and ages for many years. Ms. Hayashi acted as a Civilian Ambassador from Japan to the Republic of Fiji in 1999.

Hettiarchchige, Ranjan Chandra Kumara is presently reading for a PhD at the University of Hiroshima, Japan. He is a lecturer in linguistics at the University of Colombo, Sri Lanka. He specializes in Chomskian linguistics. His current research interest is UG application in L2 acquisition.

Holt, Jana has been teaching EFL in Asia since 1996. After teaching in Chiang Mai, Thailand, she came to Korea in 1999 to teach at Taegu University, followed by Inha University in Incheon. Presently she is a visiting professor at Korea University in Seoul. A lifelong teacher, Ms Holt also taught French and Spanish for many years.

Hwang, Patrick has taught English for 10 years and has been involved in developing ELT books for teaching phonics and reading to children in Asia. His major interest is teaching phonics, reading and vocabulary.

J

Jackson, Daniel O. English at Obirin University and at Aoyama Gakuin University in Japan. His research interests include: classroom discourse, reading in a second language, curriculum development and recently, CALL. He received his M.S. Ed in TESOL from the University of Pennsylvania in 2000. Email: danielja@obirin.ac.jp.

Janzen, Andrea has been involved in English education in Korea since 1993. She has taught the 4 skills in English within a wide variety of learning objectives. From content-based to communicative, from academic to functional, she has incorporated these methods in classes for both children and adults. Presently she is working as acquisitions editor for Compass Media in Seoul, Korea.

Jensen, Craig Lewis is presently teaching in the Department of English Education at Kyungpook National University in Daegu. He has been teaching English for over 10 years in Canada, China and Korea. He has worked for the Korean Teachers' Project at Mount Royal College, represented Alberta Advanced Education in China, Kyung Sung High School in Seoul, Minjok Leadership High School is Sosa and Yosu National University. In 2003, he spent 6 months in Denmark researching e-learning and Danish EFL methodology. Email: cjensen@knu.ac.kr.

K

Kang, Myung-Jai is currently a professor of the Tourism English Department at Yeojoo Institute of Technology in Yeojoo, Gyeonggi-do. Since 1998 she's been involved in KOTESOL as an active member, presenter and organizer both for KOTESOL national and international conferences. Having served as Seoul Chapter President and National Vice President for the past two years, she's now serving as President of Korea TESOL (2003–2004.) Her research interests include Teaching Methodologies, Learning Strategies, Action Research, Language Acquisition, and Teacher Training.

Kim, David D. I. is presently teaching in the Department of English Language Teaching (DELT) at the International Graduate School of English (IGSE), in Seoul. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning. Emails: kdi.kim@utoronto.ca; kdi@yonsei.ac.kr.

Kim, Michelle is currently teaching with Kindergarten Place and Literacy Place at the

LAB Education Research Center in Panmun of Book Company. She is motivated with the development in her students and how they enthusiastically react to stories. She has worked as a teacher and also as the head manager for language institutes in Korea.

Kim, Peter is currently a Professor with Graduate School of Mass Communication at Choong-Ang University. His academic background is founded at the University of Sydney where he holds an MTCP and a PhD degrees in Town and Country Planning as well as a BA and MA degrees from Seoul National University in Urban and Regional Planning.

Kimball, Jake teaches at and manages a private language school in Daegu and serves KOTESOL as the Facilitator of the Young Learner Special Interest Group.

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L

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M

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N

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O

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P

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R

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S

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T

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V

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Y

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