



KOTESOL
대한영어교육학회

The 13th Annual
KOTESOL
International
Conference

**FROM CONCEPT
TO CONTEXT:
TRENDS & CHALLENGES**

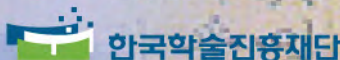
Oct. 15-16, 2005
Sookmyung Women's University
숙명여자대학교
Seoul, Korea

Invited Speakers

Amy B. M. Tsui
Mario Rinvolucri
Susan Stempleski
Steven Molinsky
Clyde Fowle

JoAnn (Jodi) Crandall
Brock Brady
Jean Brewster
Ana Lado
Gordon Lewis

David Hall



Korea Teachers of English to Speakers of Other Languages
www.kotesol.org

KOTESOL

Korea Teachers of English to Speakers of Other Languages International

대한영어교육학회

The 13th Korea Tesol International Conference

FROM CONCEPT TO CONTEXT: TRENDS & CHALLENGES

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Sookmyung Women's University

Seoul, Korea

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Conference Chair's Welcoming Address

Korea TESOL Members and Friends,

It is my honor and pleasure to welcome you to the 2005 International Conference *From Concept to Context: Trends and Challenges* and to Sookmyung Women's University in Seoul. We urge you to join us for an impressive, expanded program with three plenary and eight featured sessions: the largest number to date.

On offer this year are three plenary sessions. We have added an additional plenary session on Saturday afternoon in addition to the usual Saturday and Sunday morning slots. We have the honor to hear **Dr. Amy Tsui**, who will be giving our opening plenary. **Dr. Tsui** is an expert on language and identity and her presentation is sure to be provocative and insightful. **Dr. JoAnn Crandall** will occupy our second plenary session on Saturday afternoon. **Dr. Brock Brady** will lead our third plenary session on Sunday Morning. We are also delighted to have eight featured presentations at this year's conference. These include **Mario Rinvoluci, Clyde Fowle, Dr. Susan Stempleski, Gordon Lewis, Dr. Ana Lado, Dr. Jean Brewster, Dr. Steven Molinsky and David Hall.**

Again this year our pool of quality presentations continues to grow and we are pleased to provide 110 presentations. In addition to our growing numbers, the conference has become more international than ever before with 89 international speakers from 14 different countries. These, along with our valued presenters from Korea, encompass a rich and varied range of ELT trends. There is something for everyone whether your interests lean toward the four skills (listening, speaking, reading, writing), or whether your passion is grammar, vocabulary acquisition or pronunciation. You can learn how to enhance your students' cognitive skills, strengthen their critical thinking and raise their awareness learning strategies. You can learn about the challenges of assessment, differing learning styles or teaching in an EAP context and how to overcome them. Both the theoretical and the practical will be considered. Come join in the excitement and perhaps find your methodological soul mate or simply a few techniques to revive those Monday morning classes.

In addition to attending some wonderful presentations, there are many other reasons to attend. There are opportunities for personal as well as professional development. This weekend's conference gives us the time to explore new research ideas, our awareness of key issues, attain insight or simple activities that work, locate and discuss common concerns with colleagues, contribute to the development of ourselves and our institutions, evaluate what we are currently doing and whether it is still relevant, continue lifelong learning, exchange and share ideas, keep up-to-date, collect resources and references, gain new perspectives and renew energy. The conference is also a great place to view and evaluate the range of innovative or tried-and-true materials available at our organizational partners' display area in the main hall. And don't forget to check out the employment center, where you can peruse job listings, fill in an application or even sit for an interview. Last, but not least, find out how to become more involved with Korea TESOL by visiting our SIG and Chapter tables.

I wish to conclude by acknowledging my colleagues who have contributed so selflessly towards the achievement of this annual event. My very special thanks to the over 40 conference committee members who have devoted countless hours to the planning and organizing of this conference and I would like to thank them for their incredible team effort. I would also like to thank the students of our Guest Services Team who have volunteered both their time and energy to assist us over these two days. Finally, I would like to express my gratitude to Sookmyung Women's University for providing us with these facilities.

My sincerest wish is that all participants will enjoy a productive conference.

Sharon L. Morrison
Conference Chair

KOTESOL President's Welcoming Address

Kyungsook Yeum
President, KOTESOL

Distinguished speakers, honorable guests, KOTESOL members, and all of our ELT colleagues! I am honored to offer a warm welcome to all of you who are attending the 13th KOTESOL International Conference.

Above all, my deepest appreciation goes to all those enthusiastic and dedicated KOTESOL Conference Committee members and especially to Ms. Sharon Morrison for her excellent job as the Conference Chair. I would also like to acknowledge all the plenary speakers, Prof. Amy Tsui, Prof. JoAnn Crandall, and Prof. Brock Brady, who have so graciously consented to share their expertise with us at this Conference. I extend my appreciation to the eight featured speakers, and nearly 150 presenters. Also, our many Organizational Partners, including Oxford University Press Korea and Pearson Education Korea deserve special thanks for their continued support of KOTESOL. Last, but not least, I would like to give my hearty thanks to all the KOTESOL members and Conference participants since it is really you who are making this Conference what it is.

This year's Conference theme, "From Concept to Context: Trends and Challenges," addresses a broad scope of issues. Each conference is associated with a concept to become a playground of ideas and experimentalism, an "intellectual festival," if you will. But this year's KOTESOL Conference is more so than most. It includes a broad assortment of teaching theories, ideas, and practices since whatever we do is situated somewhere on the continuum between theory and practice. How to contextualize certain ideas or theories within our practical language classrooms for effective teaching is a challenging issue to all of us. Let's enjoy putting the pieces together to solve this puzzle, to build on the mosaic of our common goals as language teachers.

Lastly, let me emphasize the Korea TESOL mission statement, "to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning English in Korea." Korea TESOL is committed to providing greater learning opportunities and to widening meaningful networks for teacher development. No doubt, today's conference, will take you to a new horizon of intellectual challenges, cross-cultural exchange, and dynamic networking opportunities.

Most of all, I hope it will remind you of the joyfulness of your profession, its challenges, and rewards. I hope that you fully enjoy the educational, fraternal, and festive moments the Conference provides.

Thank you.

Congratulatory Address



Kyungsook Lee
Sookmyung Women's University

Distinguished guests, both from home and abroad, international scholars, and English teachers, it's my great pleasure to welcome you to the Sookmyung Renaissance Campus. It's the third time that our university has had the privilege of hosting the KOTESOL International Conference, and we are delighted to see the leading experts and scholars of the international TESOL community come together with native as well as non-native English teachers and students of English education.

I have watched with keen interest the path the KOTESOL organization has taken in order to improve the quality and standard of English education in Korea. Although KOTESOL comprises international members, and its leadership is often represented by different nationalities, we all share the common goal of cultivating TESOL teachers' professional development.

Sookmyung Women's University first took the initiative to launch the TESOL certificate program in Korea in collaboration with the University of Maryland, Baltimore County in 1997. Although our TESOL program has earned a reputation for excellence in our nation, we are aiming to move to yet a higher level of development. As it is important to incorporate new ideas and developments which are taking place around the world into our current as well as future TESOL program, a need for the international exchange of TESOL scholarship and practices among the members of the KOTESOL organization.

Without doubt, today's English teachers also carry with them the task of raising our future leaders. Korean children who gain fluency in the English language might be able to fill the leadership roles of the world more competently. As our university's motto says, "Gentle Power to Change the World," I wish that all the participants of this conference carry with them the renewed mission and dedication to provide global TESOL program with a competitive edge.

I wish your active participation and invaluable contributions to this conference will harvest as many fruits as possible. Thank you very much for your participation.

President Kyungsook Lee, Sookmyung Women's University

KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 13th 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 with not only TESOL Inc., but also the Japan Association of Teachers of English as a Foreign Language (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), International Association of English Teachers of English as a Foreign Language (IATEFL), TESL Canada, and most recently with the Far East English Language Teachers Association (Russia).

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators,

researchers, materials writers, curriculum developers and other interested persons. Approximately 40% of the members are Korean. KOTESOL chapters exist in Seoul, Suwon, Chongju, Daejeon, Taegu, Pusan, and 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 publications.
5. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Access to the latest in quality teaching resources and related materials.
8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.

Membership in Special Interest Groups (SIGs) e.g. Teachers' 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 Sharon Morrison and from KOTESOL President Dr. Kyungsook Yeum. This year we also have a welcoming address from our host the President of Sookmyung Women's University. You will also find all sorts of useful Information here.

Schedules

Presentation schedules are divided into two areas, one for each day of the conference. Each day's section contains a quick reference to that day's presentation, and the abstracts for each presentation given that day in chronological order. You will want to read these carefully and perhaps cross-reference them with the Content Area listing and/or presenter Bio's as well.

The 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 many of the presenters, also listed in alphabetical order by family name is a section of extended summaries by the conference presenters.

FYI

Finally, throughout 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

New This Year!

To better help you understand what category of learner a presentation focuses upon, we have provided the following symbols: **YL** (Young Learner), **S** (Secondary), **U** (University), **A** (Adult). Look for these symbols throughout this program guide.

KOTESOL 2005

International Conference Committee Members



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Sharon Morrison



Program Committee Chair
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Venue Coordinator
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International VIP Liason
Ryan Casavant



Extended Sum Editor & Treasurer's Assistant
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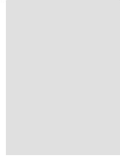
Special Events Manager
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Heather Baer



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Lee Mijae



Venue Signs Manager
Valerie Simons



Stage Manager
Ingrid Zwaal



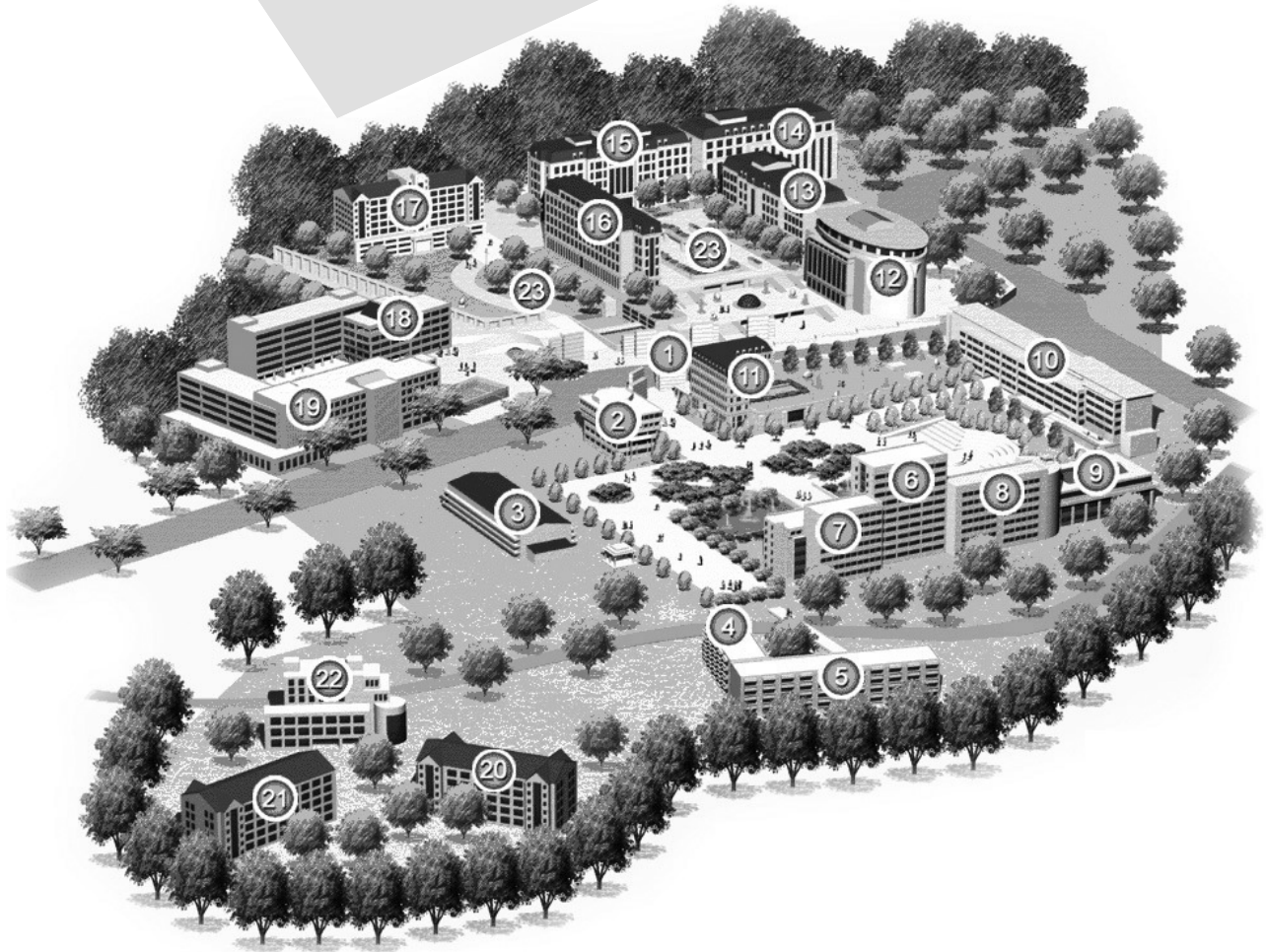
National Tech Comm Chair
John Phillips

Words of Appreciation

The Korea TESOL 2005 International Conference Committee would like to thank all invited speakers, presenters and participants for their invaluable contributions to the conference. In particular, we would like to thank the Conference Committee Associates, non-Kotesol volunteers and students (Guest Services Team) for their dedication and assistance in providing the best possible experience to all the conference attendees.

Please offer them your encouragement and support during this event. Finally, the committee owes a debt of gratitude to Sookmyung Women's University and staff for the use of the facilities and inestimable help and support.

Map of Sookmyung Women's University Campus



- | | | |
|-----------------------------|--|---|
| 1 Main Entrance | 9 Graduate School Building | 17 Centennial Memorial Hall |
| 2 Students' Building | 10 West Building | 18 Library |
| 3 Auditorium | 11 Administration Building | 19 Science Building |
| 4 Myung Building | 12 Concert Hall and Museum | 20 International Building 1 |
| 5 Sook Building (Dormitory) | 13 College of Music | 21 International Building 2 |
| 6 Faculty Building | 14 *Social Education Building* (Conference Site) | 22 Injae Building |
| 7 Faculty Building | 15 College of Pharmacy | 23 Renaissance Plaza (Conference Site) |
| 8 Suryeon Faculty Building | 16 College of Fine Arts | |

Map of Local Restaurant's in the Sookmyung Area



KEY	RESTAURANT	TYPE OF FOOD	FLOOR
A1	Paname	Bakery	1F
A2	Thukbokgyee	Korean fast food	1F
A3	Kimbob	Korean fast food	1F
A4	김밥천국	Korean food	1F
A5	빵컴터	Bakery	1F
A6	미다래	Japanese food	1F
A7	Isaac	toast & sandwiches	1F
A8	Paris Baguette	Bakery	2F
A9	Mr. Pizza	Pizza	B1
A10	Oui Restaurant	western & eastern food (cutlets)	B1
A11	로즈노와	western food	1F
A12	달볶이	Korean fast food	2F
A13	크레파스	Cafe	1F
A14	과천숯불갈비	Korean BBQ	1F
A15	Kikimora	fusion (rice & cutlets)	1F
A16	산에는 꽃이 피네	Korean food (some vegetarian)	1F
A17	종로김밥	Korean food	1F
B1	함흥순대	Korean BBQ	1F
B2	김꼬	kimbob (rice roll)	1F
B3	포도나무집	western & Korean food	1F
B4	손칼국수	Korean noodles & soup	1F
B5	Kyochoon Chicken	Chicken	1F
B6	Holly's Coffee & Subway	Sandwiches	1F
B7	Popeyes	chicken and sandwiches	2F
B8	Sis	cutlets, rice & ramen noodles	1F
B9	Rainbow House	sandwiches & waffles	2F
B10	Yogurtia	Yogurt	1F
B11	Musubi One	(rice & noodles)	1F
C1	불티나네	fried food	1F
C2	Levain Bakery	Bakery	1F
C3	해물칼국수	seafood noodle soup	1F
C4	태호아	Japanese food	1F
C5	Waffle House	Waffles	1F
C6	봉추찜닭	spicy chicken	1F
C7	Dimsum	dimsum, rice & noodles	1F
C8	다담골	acorn food (vegetarian)	1F
C9	닭갈비 막국수	Korean chicken BBQ	1F
C10	Momo	chicken	1F

The Vetting Process - How the Presentations were Chosen

By Phil Owen, Program Chair

Some conference-goers might want to know how the academic presentations for this year's conference were chosen. If you are one of them, read on.

The Call for Proposals went out early in the year. It was published in KOTESOL's The English Connection and posted on the web-sites of our domestic and international partner organizations as well as on some other web-sites. Proposals were submitted via a web-based form. The Program Chair (Phil Owen) received the proposals and logged them into a database. While this was progressing, the Chair rounded up a group of veteran KOTESOL conference-goers to read and evaluate the proposals.

After the deadline for proposal submission, the Program Chair put the proposals in groups of ten or eleven. He removed the presenter's name and any other information which might identify the writer. He then sent the abstracts off to the readers. Each reader received two batches of proposals: a total of 20 or 21 proposals per reader. Most proposals were sent to three individual readers although some were sent to only two readers. There were 25 reader/raters.

The readers rated each proposal on a four-point scale: 0 (low) 1, 2, 3 (high). Guidelines for rating the proposals were supplied, but each reader was free to use his/her common sense and experience as a language-teaching professional and experienced conference-goer to interpret the instructions and to judge the proposals. The rated proposals were returned to the Program Chair who totaled the scores.

Although the final selection was primarily made by comparing total scores (with due adjustments for those proposals with only two scores) some attention was given to providing a balance of interest and geographic representation. No proposal was rejected based on only one low score. Nearly 200 proposals were received and rated; a total of 112 proposals were accepted for presentation. Some of these 112 withdrew for personal reasons, leaving us with the academic presentations you have to choose from in your concurrent sessions this weekend.

We did our best to fairly evaluate and select the best presentations for this weekend. We're sure you will be able to find many presentations to help you become even better, more insightful teachers.

The Program Chair would like to thank the people who read and evaluated the proposals for this year's International Conference. The raters ensured the quality of the Conference by selecting the very best presentations from a long list of very good presentations. By the way, many of these readers are also presenters this year. Their proposals went through the same evaluation process. No presentations were selected just because a reader submitted them.

13th Annual KOTESOL Inter Overall Two-Day Conference Schedule



Saturday October 15				
8:00-	Registration			
9:00-9:50	Regular presentations			
10:00-10:50	Regular presentations			
11:00-11:30	Opening Ceremonies Main Auditorium (Concert HALL 608, Music Building)			
11:30-12:20	Plenary - Amy Tsui* Main Auditorium (Concert HALL 608, Music Building)			
12:30-1:30	<i>Lunch - Publishers' and Organizations' Exhibits</i>			
1:30-2:00	<i>Regular Presentations</i>			
2:00-2:50	Featured- Mario Rinvoluceri*, Gemma Hall (B107)	Featured- Gordon Lewis*, B121	Featured- Ana Lado*, B142	Featured- Susan Stempleski*, B178
3:00-3:50	Regular Presentations			
4:00-4:50	Regular Presentations			
5:00-5:50	Regular Presentations			
6:00-6:50	Plenary - JoAnn(Jodi) Crandall* , Main Auditorium (Concert Hall 608, Music Building)			
7:00-	Dinner reception / SIG or other meetings			
	Elections all day			

Sunday October 16				
8:00-	Registration			
9:00-9:50	Regular presentations			
10:00-10:50	Regular presentations			
11:00-11:50	Plenary - Brock Brady* Main Auditorium (Concert HALL 608, Music Building)			
12:00-1:00	Lunch - Publishers' and Organizations' Exhibits			
1:00-1:50	Featured- Jean Brewster*, Gemma Hall (B107)	Featured- Clyde Fowle*, B121	Featured- Steven Molinsky*, B142	Featured- David Hall*, B178
2:00-2:50	Regular Presentations			
3:00-3:50	Regular Presentations			
4:00-6:00	KOTESOL Annual Business Meeting (ABM)			
	Elections conducted Sat. and early Sun. Results announced at ABM			

Give KOTESOL A Piece Of Your Mind!

Why Don't You Give a KOTESOL Rep a Piece of Your Mind?!

KOTESOL representatives from the Chapters, Special Interest Groups, and Committees will be at the *KOTESOL Membership Services Center* to meet and greet you. Why not visit them and give them a piece of your mind!
(The *Membership Services Center* is in front of the Gemma Hall, in the basement of the conference venue).

National Executive Council

Chapter Executive Councils

(Nine different chapters)

Seoul Chapter
Daegu-Gyeongnam Chapter
Gwangju-Jeonnang Chapter
Suwon-Gyeonggi Chapter
Busan-Gyeongnam Chapter
North Jeolla Chapter
Cheongju Chapter
Daejeon-Chungnam Chapter
Gangwon Chapter

Special Interest Groups:

(Eight different SIGs)

Research
Writing Editing
Teacher Education and Development
English for the Deaf
Young Learners'
Global Issues
Computer-Assisted Language Learning
Christian Teachers

Standing Committees

International Conference Committee	Publicity Committee
National Conference Committees	Longterm Planning Committee
Regional Conference Committees	Technologies Committee
Membership Committee	Research Committee
Domestic Relations Committee	Publications Committee
International Affairs Committee	Teaching Certification Committee
Nominations and Elections Committee	KOTESOL Teacher Training (KTT)

Visit the *Membership Services Center* in front of Gemma Hall, in the basement of the conference venue for more information.

Saturday Morning Plenary Speaker

Language Policy and the Construction of National Cultural Identity

Amy B. M. Tsui
University of Hong Kong

Saturday 11:30-12:20 Main Auditorium (Room M608)

In the last two or three decades, English has become an indispensable global literacy skill for any country that wishes to participate in global economic and sociopolitical processes. This has posed an immense challenge to non-English speaking countries, especially developing countries. On the one hand, they have been re-examining their language policies to ensure that they are adequately equipped with the linguistic resources so that they will not lose out in the global competition. In many cases, the learning of English has been given a great deal of attention and resources, often over and above the learning of their own national or ethnic language(s). On the other hand, they have been trying to maintain or build their national cultural identities and national cohesiveness as well as resist the domination of English and the impending threat of assimilation by English speaking superpowers in the West. This paper examines how a number of Asian countries have responded to this challenge and explores the relationship between language policies and the construction of national cultural identities.

About the Presenter

Amy Bik MayTsui is Chair Professor in the Faculty of Education of The University of Hong Kong. She obtained her PhD in linguistics in 1986 at The University of Birmingham, U.K. She has published widely in the areas of discourse analysis, language policy, teacher education and ICT in teacher education. She serves on the Advisory and Editorial Boards of a number of international refereed journals. She is a founding member and a Council member of Asia TEFL. Her most recent publications include three books, *Understanding Expertise in Teaching: Case studies of ESL teachers*, published by New York, Cambridge University Press, which has been translated into Chinese by People's Education Press in the People's Republic of China; *Classroom Discourse and the Space of Learning*, co-authored with Ference Marton and published by Lawrence Erlbaum Associates (LEA); and *Medium of Instruction Policies: Whose Agenda? Which Agenda?*, co-edited with James Tollefson and published by LEA. She is currently working on another edited volume with James Tollefson on language policy, culture and identity in Asian contexts.

Saturday Featured Speaker

Completing the Communication Cycle: Enabling Students to use English

Ana Lado
Marymount University

Saturday 2:00-2:50 Room B142

For decades now, English language teacher-researchers have been finding new ways to facilitate the learning of English. The result is that teachers have a myriad of technologies, methodologies, and activities from which to choose. However, not all these choices are equally efficient and effective. Some fall short of enabling students to complete the communication cycle, thus leaving them unable to use English beyond the classroom. We can distinguish between an eclectic communicative approach and a principled program for teaching communication. What are the generally accepted ELT standards for efficiency and effectiveness in completing the communication cycle? Let's find out.

About the Presenter

Ana Lado received her doctorate in Applied Linguistics from Georgetown University and coordinates the graduate TESOL program at Marymount University in Arlington, Virginia. She is president of a LADO Enterprises, Inc. a college founded by her father, Robert Lado in the 1970's to teach intensive, accelerated, English classes using his Total Approach. She also enjoys teaching children Spanish and English



Saturday Featured Speaker

NLP as a Lever for Conceptual Change in Teachers

Mario Rinvoluceri
Pilgrims, UK

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

In this talk I will focus on Neuro-Linguistic Programming as a window through which a teacher can see herself at work. In particular I will deal with these two key concept areas: The map is not the territory or what I see is not necessarily the same as what others see. The way we experience ourselves as dreamers as realists as critics and how this can be useful in our teaching. (This is referred to in NLP jargon as the "Walt Disney strategy") You will leave this talk with ways of thinking about your teaching that could be new to you and which may well allow you to see areas of excellence you had not seen before. These ways of thinking may also help you with difficulties you encounter in your work.

About the Presenter

Mario Rinvoluceri has worked for Pilgrims for 31 years and edits *Humanising Language Teaching*, www.hltmag.co.uk. He regularly contributes to *The Teacher Trainer*, our print journal for teacher educators, www.tttj.co.uk. Mario's first Cdrom for students, *Mindgame*, was written with Isobel Fletcher de Tellez, and engineered and published by Clarity, Hong Kong in 2000. Mario's books include: 2005 *Multiple Intelligences in EFL*, with Herbert Puchta, Helbling; 2005 *Unlocking Self-Expression through NLP*, with Judy Baker, Delta Books; 2004 *New edition of Vocabulary*, with John Morgan, OUP *Humanising your Coursebook*, Delta Books; *Using the Mother Tongue*, with Sheelagh Deller, Delta Books; *Ways of Doing*, with Paul Davis and Barbara Garside, CUP; Mario cooks and gardens with more joy than skill.



Saturday Featured Speaker

The Development of YL Pedagogy Over the Past Fifteen Years - the Move from the Communicative Approach to TBL and Now the Hot Item CLIL.

Gordon Lewis
Oxford University Press Korea

Saturday 2:00-2:50 Room B121

Fifteen years ago, teaching EFL to young learners was still in its infancy. Few teachers were specifically trained to teach languages to children and English in primary school was still rare. In the meantime, YL-EFL has established itself as a mature and growing segment of the EFL market, with a distinct pedagogy. This seems an appropriate time to look back at the development of YL pedagogy and reflect on the different approaches that have gained popularity over the past decade. Special attention will be paid to Content-based Language Instruction. It will be argued that YL-EFL pedagogy is moving ever closer to mainstream education, both in terms of teaching strategies and teacher education, blurring the distinction between the mainstream and language classroom.

About the Presenter

Gordon Lewis earned a B.Sc. in Languages and Linguistics from Georgetown University, Washington D.C. and an M.Sc. from the Monterey Institute of International Studies, Monterey, California. While working as a freelance journalist in Vienna, Austria, he taught English and was editor of an English language cultural magazine. He founded Lewis Languages children's programme in 1991, which became the Children's Language School, which was sold to Berlitz in 1999. From 1999 to 2001, he was Director of Berlitz Kids Europe and developed similar programs for Berlitz across Europe. From 2001 to 2003 he was Director of Instructor Training and Development for Berlitz Kids in Princeton, New Jersey. He is currently Director of Product Development for Kaplan English Programs in New York City, and is also on the committee of the IATEFL Young Learners Special Interest Group where he works as co-coordinator for events. In 2002 he organized a large YL Conference in Bonn, Germany. He is co-author of *Games for Children* and author of *The Internet and Young Learners*, both in the Resource Books for Teachers series published by Oxford University Press.

Saturday Featured Speaker

Teaching English for Fluency: Prospects and Challenges

Susan Stempleski
City University of New York

Saturday 2:00-2:50 Room B178

Now that English has become the world's second language, the world's lingua franca, it is difficult - and in some situations impossible - to be active and successful in international business, politics, scholarship, or science without significant competence in English. A central concern of many teachers and learners of English is fluency, what Cummins (2000) refers to as "conversational" language. As fluency the ability to express oneself clearly, confidently, and easily is increasingly recognized as an important goal for English language learners around the world, and as English is being introduced to more and more, and younger and younger learners around the world, it is important to examine the concept of fluency more closely. What exactly does it mean to be "fluent" in a language? How do people achieve fluency? What classroom approaches and activities are most conducive to the development of fluency?

About the Presenter

Susan Stempleski is an author, teacher, teacher educator, and consultant based in New York City. Internationally recognized as an authority of the use of video in language teaching, she founded the Video Interest Section of the international TESOL association and is a past member of the TESOL Board of Directors. Her publications include numerous articles and more than 40 textbooks and teacher resource books, and she has been a featured speaker at numerous educational conferences around the world. She is a member of the faculty of the Hunter College International English Language Institute of the City University of New York, and she regularly teaches specialized methodology courses in the MA Program in TESOL at Columbia University Teachers College. Among her publications is the *World Link* series, recently published by Thomson Heinle.



Saturday Evening Plenary Speaker

Writing: *The Neglected Skill in EFL*

JoAnn (Jodi) Crandall
University of Maryland Baltimore County

Saturday 6:00-6:50 Main Auditorium (Room M608)

Writing is too frequently the last skill to be taught in EFL classes, if it is taught at all. The reasons for this are varied: writing and reviewing take time; the activities are difficult to structure and make interesting; instructors lack confidence in their own writing; these are only a few. But, writing is too important a skill to be ignored. It can help students develop greater accuracy and fluency. It can provide opportunities for creative use of the language and promote deeper discussion and interaction. And, it can be fun. The focus of this talk will be on the importance of incorporating writing into the EFL class, the various functions writing can play in the language class room, and the kinds of activities that can be integrated into any EFL class, even at the beginning level.

About the Presenter

JoAnn (Jodi) Crandall is the Professor of Education and Director of the PhD Program in Language, Literacy, and Culture at the University of Maryland, Baltimore County. At UMBC, she also co-directed the MA Program in TESOL/Bilingual Education. A former President of TESOL, the Washington affiliate, the American Association of Applied Linguistics, she is the author of more than 100 books, articles, and chapters on language teaching, teacher education, and educational policy. She received a BA degree in English/Spanish (Ohio University), an MA in American Literature (University of Maryland, College Park), and an MA and PhD in Sociolinguistics (Georgetown University).



Sunday Plenary Speaker

NNESTs: More than Native Speakers (?)

Brock Brady
American University TESOL Program

Sunday 11:00-11:50 Main Auditorium (Room M608)

During the early evolution of TESOL, most research and methodology assumed a native English speaking teacher (NEST). However, the overwhelming number of English language teachers in the world are non-native English speaking teachers (NNESTs), and for many years their needs and concerns were ignored in the TESOL community; they were often treated as “second-class citizens.” In the 1990s, a movement began to examine NNEST issues, including NNEST employment discrimination, marginalization of NNESTs by native-speaking counterparts, and the need to assert the strengths and benefits that NNESTs bring to classrooms, which can include a greater empathy for difficulties of learning English, a better descriptive knowledge of English, a better awareness of cross-cultural issues, and most importantly, providing role models for students of “somebody like them” who has learned to successfully communicate in English as their second language. In response to such research, the TESOL NNEST Caucus was created in 1998 and now numbers over 1,200 members. The NNEST Caucus bibliography lists over 200 NNEST publications, and more than 40 presentations at the 2005 TESOL Convention concerned “NNEST” issues. This talk provides an overview of NNEST benefits, NNEST concerns, NNEST research themes, and opportunities for NNEST/NEST Collaboration.

About the Presenter

Brock Brady is Coordinator of TESOL Programs and Director of the Summer TESOL Institutes at American University in Washington, DC. His research interests include cross-cultural discourse analysis, approaches to teaching pronunciation, distance language learning and teacher education. A current member of TESOL’s Board of Directors, Brady is a past president of the Washington Area TESOL Affiliate (WATESOL), a founding member of TESOL’s Nonnative English Speaker Teacher (NNEST) Caucus, and a former national selector for Fulbright English Teaching Assistants (2001-2004). Brady has worked in EFL environments for over 14 years in France, Korea, Panama, Spain and several countries in West Africa.

Sunday Featured Speaker

Professional Development for Primary English Teachers: Using Children's Literature to Develop Foreign Language Learning

Jean Brewster
Hong Kong Institute of Education

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

This paper will examine the value of using stories and picture books as an interesting and motivating starting point for foreign language learning. Following a brief rationale for their use, criteria will be provided for the selection of stories and real 'picture books'. This will be followed by ways in which they can be adapted and simplified, where necessary. Examples will be shown of storybooks, including Big Books and e-books, together with ways in which they can be exploited to provide a range of language activities. These can be used to develop children's confidence and enjoyment in listening to and using a foreign language and include practice in pronunciation, learning vocabulary and sentence patterns and developing the four skills. The materials and activities will also suggest how stories can be used to develop concepts and ideas, such as comparing cultures, an important part of language learning. They will also show how they can develop children's thinking skills and 'learning to learn' skills, two areas which have become increasingly important.

About the Presenter

Jean Brewster: With a degree in Linguistics, Jean Brewster has worked as a primary teacher and teacher educator for over 25 years. She has worked in three UK Universities on a range of courses for school teachers of English from Europe, Africa, South America and East Asia. While at the University of Nottingham she was Course Leader for a Masters degree for primary and secondary English teachers. She has recently co-authored two books for teachers: *The Primary English Teacher's Guide* and *Tell it Again! The Storytelling Handbook for Primary Teachers*. She currently works in the Hong Kong Institute of Education. brewster@ied.edu.hk



Sunday Featured Speaker

Continuous Professional Development: The Challenge of Maximizing Impact

Clyde Fowle
Macmillan Education, East Asia

Sunday 1:00-1:50 Room B121

Change in all spheres of people's lives is happening much faster than ever before. This presents professionals working in any field with an increased challenge of keeping up-to-date with developments within their profession. In the context of language teaching new methodologies and approaches, 'hot topics' and their associated 'buzz words' seem to come and go with ever increasing speed. How then can a practising teacher keep up-to-date with new trends and developments? Who is responsible for ensuring teachers keep abreast of developments within the profession? How can institutions and other stakeholders in the language teaching industry support teachers in this endeavor? This paper will look at what constitutes keeping up-to-date in our profession and the challenges facing teachers in terms of managing their continuous professional development. A variety of approaches for doing this will be considered each of which may appeal to teachers working in different professional contexts. Finally, drawing on literature in the field and my own experience as a teacher trainer I will offer some suggestions on how teachers, trainers and institutes might manage continuous professional development so as to maximize its positive impact for all the stakeholders involved.

About the Presenter

Clyde Fowle is Regional Consultant / Trainer for Macmillan Education, East Asia. He has 15 years' 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. He is co-author of Synergy a new 4 level integrated skills course for Asia published by Macmillan.



Sunday Featured Speaker

Trends and Challenges in Teaching Language for Specific Purposes

David Robert Hall
Department of Linguistics, Macquarie University

Sunday 1:00-1:50 Room B178

Language for specific purposes (LSP) has traditionally been divided into LSP as a pedagogical variety and LSP as a linguistic variety. As far as pedagogy is concerned, LSP in its modern form has experienced a development that was initially theory-driven, then became practice-driven, and has now once again turned to a more through examination of data, driven by the development of various forms of genre analysis, including recent studies of genre hybridisation and genre colonisation. Work in activity theory has been particularly influential in recent studies linking linguistic forms to actual and intended outcomes. In this way, the pedagogic and linguistic varieties of LSP have been brought back together. In this paper, I argue that professional practice and theoretical linguistic and professional considerations should provide the framework through which we observe and interpret target situations. This helps us in our role as LSP teachers, working with professionals in the field, to better understand and improve the processes by which experts, apprentices and lay people interact with and understand each other, whether this relates to academic purposes or to professional and vocational purposes.

About the Presenter

David Hall: Before being elected Head of the Department of Linguistics in 1999, David Hall was manager of English Language Services from 1992 and managed the Macquarie linguistics postgraduate distance learning program from its inception in 1994. He teaches curriculum innovation, management, and language for special purposes at masters level, and units on curriculum and leadership at doctoral level. He is co-editor of three international book series: *Applied Linguistics in Action* (Pearson), *Research and Practice in Applied Linguistics* (Palgrave-Macmillan) and *Working with Applied Linguistics* (Equinox). David has lived and worked in a number of countries, including Thailand, Malaysia, Iran, Rwanda, France and England.



Sunday Featured Speaker

What I have Learned about Language Learning

Steven Molinsky
Boston University

Sunday 1:00-1:50 Room B142

This presentation examines the importance of several key components that combine to create a classroom environment that is conducive to successful language acquisition. The primary importance of listening comprehension is explored, with reference to Krashen's notions of "roughly tuned" versus "finely tuned" input. Morphological and phonological factors that account for beginning language learners' difficulties with listening comprehension are examined. Also explored is the relationship between listening comprehension and emerging spoken language, along with the notion of learner control over input and its effect upon students' ability and confidence in verbal expression. The implications of providing students with contextualized versus non-contextualized language practice are examined, with reference to learner ability and motivation. The essential role of vocabulary learning is discussed, including an analysis of various phonological, morphological, and idiosyncratic factors that affect the learning and retention of lexical items. Student grammatical errors and reasons for their persistence are discussed, along with an examination of the interrelationship between vocabulary recall and grammatical accuracy. A rationale for providing students with a focused, carefully sequenced introduction of grammar concepts is offered, and implications for syllabus design are proposed. Also presented is an examination of several key factors that account for students' difficulty with pronunciation. The ramifications of the recycling of grammatical structures within a linearly sequenced grammar curriculum are discussed. Finally, a rationale for the integration of functional language usage within a grammar-based syllabus is offered, along with a proposal for the inclusion of several key discourse markers.

About the Presenter

Steven J. Molinsky, PhD, is Professor of Education and Director of the Graduate TESOL Program at Boston University. He is co-author of *Side by Side*, *Side by Side TV*, *Side by Side Interactive*, *ExpressWays*, *Foundations*, *Communicator*, and the *Word by Word*, *Word by Word Basic*, and *Word by Word Primary Vocabulary Development Programs*. He has taught methodology courses at Boston University for more than twenty-five years and has traveled extensively throughout Asia and North and South America, conducting teacher-training workshops. Dr. Molinsky holds M.A. and Ph.D. degrees in Linguistics from Harvard University. He is a recipient of the prestigious Boston University Metcalf Award for Excellence in Teaching.



Saturday AM

Room	9:00	9:30	10:00	10:30
B107 Gemma Hall		Mario Rinvoluceri <i>Dictation in Ways You Perhaps Never Thought Of</i>		
B109	Sharon Simpson <i>Analyzing Student Educational History against Current English Proficiency; Teaching Indications</i> YLSUA		Chatraporn Piamsai <i>Learner Strategies and Student Performance on a Computer-based Listening Test</i> U	
B111		Tony Schiera <i>Como Se Dice "Mo-La" en Espanol?</i> YLSUA		
B112	William Michael Balsamo <i>On-line Reading Lab and Library for ESL Students</i> U		Mark Sheehan and Andrew Johnson <i>Interactive Reading: Teaching Reading Skills and Authentic Materials with CALL</i> SUA	
B121	Jeremy Slogoski <i>Practicum: Microteaching for Non-Native Speaking Instructors</i> UA		James F. Larson <i>Launch of the Next Generation TOEFL Test in Korea</i> UA	
B142	Ross Miller <i>Copy, Paste, Click, Copy, Paste: English Essays Made Easy</i> SU		John Halliwell <i>Noticing Movement: An Approach to Teaching Passives and Relative Clauses</i> SUA	
B167	Melanie van den Hoven <i>Examining Intercultural Perceptions of Korean EFL Learners</i> U		Christopher Sippel and Paul Joyce <i>Vocabulary Learning: Can Broader Mean Deeper?</i> U	
B168	John Matthew Olszewski <i>Houghton-Mifflin Putting Great in the English Writing</i> SUA		Sangwoo Kim <i>Kyobo BookCenter Internet Based TOEFL</i> SUA	
B169 Oxford	Nalin Bahuguna <i>Oxford Dictionaries-Making an Informed Choice</i>		Gordon Lewis <i>Oxford The Internet in the YL Classroom: Practical Ideas for the Classroom</i>	
B170 Pearson	Pearson Education, Korea		Allen Ascher <i>Pearson Making Language Memorable: Maximizing Student Progress</i>	
B178	Elisabeth Kramer <i>Write Back: Fast Feedback to Create Authentic Context</i> SUA		C. Craig Bartlett <i>Adapting to Learning Contracts - An Exploratory Study</i> U	
M101 Macmillan	Frances Lowndes <i>Macmillan The Unique Synergy Extraciser - the Answer to All Your Needs!</i>		Gilly Dempster <i>MoonYeDang Talking Their Heads Off!</i>	
M103 Scholastic	Scholastic Asia		Michelle Kim <i>Scholastic Motivating Children to Read Through Stories They Love in Kindergarten Place</i>	
M104	Michael Cahill <i>Kyobo Book Center Five Steps to Academic Reading Success</i> SU		Andrew Bruske <i>McGraw-Hill All-Star: What You Experience is What You Remember!</i> SUA	
M105	Rocky Nelson <i>Learning English Through Extensive Reading</i> U		Steve Garrigues <i>Teaching World Awareness Through World Music</i> SU	
M106	Ksan Rubadeau <i>What's the Plan, Man?: Planning a Scheme of Work</i> YLSUA		Brian Smith <i>Students Teaching Students: One Application of Learner Autonomy</i> U	

***Analyzing Student Educational History
against Current English Proficiency;
Teaching Indications***

Sharon Simpson, Hoseo University
Room B109

Research has shown that students need a basic comprehension of 2000 of the most commonly-used words of a language to be able to learn efficiently. Research has also shown that it takes the average person approximately 2,400 hours of studying to reach a comfort level with a new language. A pilot test of vocabulary level proficiency and cumulative hours of English study was conducted with 300 entering freshmen at Hoseo University in Cheonan, Chungnam Do. The majority of students' tests showed vocabulary level knowledge below the 1,000 level. The average student also had completed approximately 1,000 hours of English study. These results indicate that one of the primary goals of English instruction at all levels should be mastery of the basic 2,000 English vocabulary words. The hours of cumulative study also show that the average freshman university student, although spending years in middle school and high school studying English, should not have expectations of fluency until he has completed more study. The understanding of the same can lead to improved motivation and definable goal setting. The study also shows averages and correlations between English skills taught (mostly grammar), Korean versus native speaker teachers, grades received, class size, vocabulary level scores, and attendance of extracurricular English classes. Test forms used in the pilot study have been amended and a second study will be initiated at Hoseo University to include approximately 1,500 students. Results of the study will be gathered, analyzed and concluded by September, 2005.
YLSUA

***Copy, Paste, Click, Copy, Paste: English
Essays Made Easy***

Ross Miller, Otemon Gakuin University
Room B142

In recent years, computer aided language learning (CALL) programs have become an integral part of many university foreign language curricula. With a computer, students can get instant feedback on listening, speaking, reading, and writing activities. When coupled with access to the internet, students and teachers alike can move beyond the confines of the classroom and access a wide variety of materials to be used for linguistic practice. The benefits that computer technology has provided to the EFL environment are unquestionable. There are times, however, where advances in technology can have a negative impact on learning. One such example of this is the recent proliferation translation software (TS), which is capable of making an instantaneous mechanical translation (MT) of a block of text. This presentation will focus on the improving technology of translation software and examine the way that it is being used by Japanese university students in an EFL setting. Results from a recent survey regarding these students' use of TS will be related. This will be followed by a discussion of both the ethical and pedagogical issues raised by the findings of this survey. **SU**

***Examining Intercultural Perceptions of
Korean EFL Learners***

Melanie van den Hoven, Sookmyung Women's
University
Room B167

Today with English widely recognized as an International Language and used globally for a variety of purposes, it is essential that EFL students have the intercultural knowledge and skills to facilitate effective communication with other English language speakers from around the world. The purpose of this study is to measure the perceptions that Korean uni-

versity students have towards other cultures. In particular, this study evaluates the knowledge, attitudes and behavioral responses that these students show towards people and aspects of other cultures where English is spoken as a native, co-official or important foreign language. It also examines the influences which shape these perceptions, such as the media, travel experiences and intercultural friendships. The Korean subjects in this study were 312 university students based in Seoul. The results of this study can be utilized to further improve communicative language course content and for the overall development of appropriate materials and activities for English language courses in Korean universities. U

Learning English Through Extensive Reading

Rocky Nelson, Pusan University of Foreign Studies

Room M105

Extensive Reading is an approach to the teaching and learning of a second language in which learners read large quantities of books and other materials that are well with their linguistic competence, then write and talk about what they have read. During the class, students do lots of Silent Reading. Outside of class, they will do "leisure reading." Specially designed reading materials are used, called Language Learner Literature or Abridged books" such as Oxford Bookworms and Penguin Readers. The books are classified into six levels, from the easiest, Level 1, to the most challenging, Level 6. Students decide which books to read and the level that they are comfortable with, as taught while learning the 10 Principles of ER. Students write a short "Reaction Report" about each book. They summarize the book, then give their opinion about it. They are not graded for grammar, spelling, etc., the teacher just wants to make sure the book was read and give the student a chance to talk about what they have read. The teacher scans the Reaction Report, and en-

gages the student in a conversation about the book and interactively corrects their grammar and syntax as they watch. The report is given back to the student, who saves them in a notebook. At the end of the term, students hand in their notebooks for points towards their grade. Grades are usually given based on the number of pages read during the semester. There are no tests. U

On-line Reading Lab and Library for ESL Students

William Michael Balsamo, Kenmei Women's Junior College

Room B112

An on-line Reading Lab is now available on the Internet. It is suitable for anyone interested in testing or improving his reading comprehension skills. The website contains seventy-five essays on American life and culture. These essays originally appeared in the book "America Today and Tomorrow." The Reading Lab was created by the author as a supplement to his work. Each essay is about 450 words in length and written in simple and direct language. Accompanying each essay are ten multiple choice questions based on the text. The student reads the questions and selects an appropriate answer. The computer will score the questions automatically. The student will receive a grade for the quiz when the ten questions have been answered. A special feature of this Reading Lab is the timed period allotted each essay. The reading text will appear for only five minutes. A timer is listed about the essay. After the five minutes have passed the text will disappear. At this point the student can begin to answer the questions. If the student would like to read the text a second time for greater comprehension he may do so by clicking on the text again. The essays are suitable for those who have attained at least a high school intermediate reading level. The vocabulary is not difficult and students can proceed through the essays at their own pace. Teachers can also make use of the

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Reading Lab by assigning it as supplementary material for their students in expanding reading skills. U

Practicum: Microteaching for Non-Native Speaking Instructors

Jeremy Slogoski, Sookmyung Women's University

Room B121

The purpose of the workshop is to demonstrate how to train non-native speakers who have little or no previous teaching experience therefore, it will be most beneficial to teacher trainers and instructors open to new practices. This workshop is a scaled-down model of a course called Practicum at SMU-TESOL, Sookmyung Women's University in Korea. Practicum is an adjunct course to Methodology. Students learn essential concepts and theories, such as reading strategies and cooperative learning activities, in Methodology, and apply such ideas in Practicum therefore, there are no teacher-fronted lectures except for brief warm-ups. The Practicum course has proven to be popular for both teacher trainers and trainees. Compared to other courses, it requires the least amount of preparation time. It also actively involves students, while meeting every student's needs to allow plenty of time to practice and reflect on the concepts and theories covered in Methodology. Because all assessment is guidance for recorded grades in another course, Practicum lacks any formal testing, which relieves students from stress. The only stress students have to face is authentic, standing in front of a class to "teach." Microteaching is the main feature in Practicum and will be the feature of this workshop. This workshop will include the definition of microteaching, the roles for teacher trainers and trainees, and the procedure of a typical lesson. Comments and criticism are encouraged during and following the workshop. UA

What's the Plan, Man?: Planning a Scheme

of Work

Ksan Rubadeau, Gyeonggi-do Institute of Foreign Language Education

Room M106

Sure, we all know how to make a fancy daily lesson plan with details on materials and procedures. But what about a general scheme of work for a larger block of teaching and learning? What factors do you consider when you plan a unit from a textbook? Have you always done your planning in the same way? If you've never learned how to plan a block of teaching, or if you're stuck in a teaching rut, this is the workshop for you. You'll get diverse models of schemes of work, useful templates, and handy checklists which you can immediately use to plan your classes efficiently and effectively. YLSUA

Write Back: Fast Feedback to Create Authentic Context.

Elisabeth Kramer, Gyeonggi-do Institute of Foreign Language Education

Room B178

Real, authentic, communicative: the buzz words of ideal classroom activities. However, how can teachers hurdle the gap from theory to practice? One approach is to utilize the classroom relationship between teacher and student to create the context of reader/writer dialogue. As Bakhtin stresses the importance of response in writing, so should students and teachers experience this dual reaction through the classroom work. Yet, practice illustrates more of a monologue: students hand in an assignment, and receive no feedback. Why? With 200 students, it is daunting to respond to all students' work. Thus, finding fast yet specific methods to facilitate this dialogue is the key to practical application. From checklists to specific shorthand commenting systems, this action research explores Gyeonggi-do high school and middle school teachers' most effective methods for commenting on student work. Through open-ended surveys of commenting

techniques and personal interviews, these teachers discussed simple but effective ways to balance Korean classroom constraints with the authentic purpose in writing: communication with a reader. Underlining, circling, and starring proved popular, as did Wh-questioning techniques and simple editing symbols. All aided teachers in maintaining a brief but comprehensible dialogue with their students with minimal personal time sacrificed. Ultimately, in order to become the "sympathetic reader and editor" (Raimes, 1983), these teachers offer simple systems that are clear for students. SUA

SATURDAY - 9:00 Commercial

Dictionaries-Making an Informed Choice

Nalin Bahuguna, Oxford University Press
Korea

Room B169

What exactly should teachers and students be looking for in an advanced learner's dictionary? This presentation will focus on what international editors and experts in the field of second language learning agree to be the most crucial factors to look for when choosing or recommending a dictionary. In addition, if you have ever wondered about how dictionaries were constructed, this presentation will inform you about some of the key considerations made during the dictionary construction process. Through seeing examples from the new Oxford Advanced Learner's 7th edition and various other dictionaries, participants will be able to come away with a clear perspective on exactly how to go about selecting the dictionary most suitable for both teacher and student needs whatever your teaching situation. SUA

Five Steps to Academic Reading Success

Michael Cahill, Thomson Learning

Room M104

The Paradox of Happiness, The Birth-Order Myth, Why So Many More Americans Die in Fires. Academic reading is can be one of the most challenging and most rewarding courses a student takes. Bridging the gap between challenge and reward is one of the main tasks facing college level instructors in Korea and around the world. In this workshop, we will examine how instructors can engage students in academic reading. The first step, motivating the reader, will be given special attention and effective classroom techniques discussed in detail. In addition, the main goals of academic reading, developing critical thinking skills and applying academic knowledge to everyday life, will also be examined. Special attention will be paid to information organization and summary, two skills important for success in academic study and the new generation of English exams. SU

Putting Great in the English Writing

John Matthew Olszewski, Catholic University of Korea, Sungshim

Room B168

This presentation will discuss Houghton Mifflin's Great Paragraphs ESL writing textbook. The second level of a three-book series, Great Paragraphs introduces students to the process of paragraph writing and teaches them how to generate, develop, and organize their ideas. Exercises include group and pair work as well as relevant study of reading skills, grammar, punctuation, and capitalization, providing comprehensive practice in writing process and development. Model sentences and paragraphs on a range of topics provide solid examples of paragraph organization and cohesion. Proofreading sections offer a variety of exercises that help students look for grammatical errors and correct their own compositions. Analyzing a Paragraph takes students through a series of questions that help them fully understand the different

elements of a paragraph. **SUA**

The Unique Synergy Extracizer: The Answer to All Your Needs

Frances Lowndes, Macmillan Education, East Asia

Room M101

With the advent of interactive whiteboards and internet-based learning communities, teachers everywhere are under pressure to enhance their computer skills. The Macmillan Extracizer is designed to help them do just that. The Extracizer enables basic computer users to prepare computer-based exercises easily and quickly, and more advanced users to make interactive web-based activities. This talk walks you through an exciting and innovative product.

SATURDAY - 9:30 Academic

Como Se Dice "Mo-La" en Espanol?

Tony Schiera, Sunchon National University Language Center

Room B111

As teachers, we rarely are afforded the same experience as our students of sitting in a classroom where the teacher only speaks the target language, and may not or cannot speak the students' L1. What do our students experience when we do this? How high is their tolerance for ambiguity? More importantly, how high is yours? This presentation will focus on two lessons in a foreign language (Spanish), giving participants the opportunity to experience a lesson presented in two different styles. During the lessons, we will address fundamental questions regarding each as well as look at how the lessons differ. Hopefully, participants will come away from this presentation with more empathy for students and a keener eye toward lesson planning, as well

as the ability to make language learning less frustrating and more enjoyable for all involved. **YLSUA**

Dictation in Ways You Perhaps Never Thought Of

Mario Rinvoluceri, Pilgrims, UK

Room B107

Dictation is a boon for boisterous classes as it really does focus male, teenage student attention and fosters discipline and concentration. But dictation does not have to be done in the standard format we tend to think of. This workshop will set out to give practical, technical answers to these questions and some more: What do students write on? Who dictates to who? How much of each word do they write down? How many types of dictating voices are there? Do students write down what they hear? You will leave the workshop with your quiver full of dictation arrows to fire at your next classes, be they post-beginner, elementary, intermediate or advanced. The workshop will include some exercises from Dictation, Davis, CUP, 88 and several that have been worked on since.

SATURDAY - 10:00 Academic

Adapting to Learning Contracts - An Exploratory Study

C. Craig Bartlett, University of Nottingham, Ningbo China

Room B178

The following presentation is based on an exploratory study involving five students who were part of the inaugural group of first year students studying at an English-medium university in China. Specifically, the students were observed to see how they adapted to using learning contracts as part of the learning process. In a series of open-ended interviews,

the students were asked about what their learning goals were, what activities they engaged in to fulfil those goals (including any challenges or problems they faced), and how well they believed they fulfilled them. As this was an exploratory study, any findings made or conclusions drawn must be viewed tentatively. However, common themes discovered in the students' interviews will certainly be discussed, and suggestions for future research will be made. These themes and suggestions will be discussed in light of the research done and the literature written on issues such as learner autonomy, independent learning, learner training, and self-access, with particular reference to work done in Asian contexts. U

Interactive Reading: Teaching Reading Skills and Authentic Materials with CALL

Mark Sheehan, and Andrew Johnson,
Ritsumeikan University

Room B112

This presentation describes a blended CALL-based reading course that uses a best-selling memoir to teach reading skills and enhance communicative competence. Not wanting to be constrained by commercial software, the authors have designed and are currently teaching a CALL course crafted to enhance reading skills and increase student motivation while guiding them through the reading of a full-length memoir. Using *Tuesdays with Morrie*, an international bestselling book, as the course text, the authors have developed a blended learning environment encompassing comprehension questions, readings skills and vocabulary building exercises. In addition to individual tasks, the course incorporates various collaborative activities to foster communicative competence via discussion questions, forums and presentations providing students with authentic interactive opportunities. The text has been divided into ten manageable units with exercises tailored to meet the various needs of a multi-level, non-streamed university

class. By combining longer reading assignments for homework with in-class computer-assisted reading skills tasks and vocabulary exercises designed to enhance comprehension and build lexical understanding, students are positioned to discuss the complex themes raised in the book and have greater interaction with the text on a number of levels. Furthermore, the level of difficulty for the weekly comprehension and reading skills exercises is contingent upon past performance in the activities and is adjusted accordingly. This presentation will discuss the results of this novel approach to teaching reading skills, student reactions, the pedagogical rationale for the design of the course and the potential for developing other skills-based CALL classes using authentic reading materials. SUA

Launch of the Next Generation TOEFL Test in Korea

James F. Larson, Fulbright Commission

Room B121

The presentation will include an overview of the worldwide rollout of the internet-based TOEFL (iBT TOEFL), with emphasis on plans for Korea. It will describe the main features of the iBT TOEFL and major differences from the current computer-based (CBT) TOEFL. Plans for the Certified Test Administration Site (CTAS) network in Korea, frequency of test administration, and score reporting services, will also be covered. UA

Learner Strategies and Student Performance on a Computer-based Listening Test

Chatraporn Piamsai, Chulalongkorn University

Room B109

Through the use of both the qualitative and the quantitative approaches, this study investigated the relationships between the cognitive and the metacognitive strategies and the relationships between each type of strategy and the performance of fourth year Chulalongkorn

University students on a Computer-based Listening Test. It also revealed how the advanced and the less advanced students made use of the two strategies. The first stage of the study involved the instrument developing and validating processes, including analysis of the listening constructs as well as the cognitive and the metacognitive strategies to form the listening and the strategy frameworks for the computer-based listening test. This was to ensure that each question measured the intended listening constructs and strategies. To collect the data, the test takers were divided into the high and the low ability groups, based on the scores achieved on the test. The data was analyzed by comparing the strategies used by the more proficient group to those employed by the less proficient one. The data on their employment of the strategies is from a questionnaire designed to be shown after every five questions. For more in-depth data, interviews were given to randomly selected students from each group. The study revealed thorough test developing processes and interesting results concerning the differences in the students' use of listening strategies when performing a computer-based listening test as well as other aspects, such as the effects of non-native English accents and students' views towards the use of computer in administering the test. U

Noticing Movement: An Approach to Teaching Passives and Relative Clauses
John Halliwell, Saint Michael's College
Room B142

This presentation considers how research in cognitive science may enhance our understanding of grammar learning and provide clues for teaching certain grammatical constructions such as passives and relative clauses. Cognition underlies all of what happens in the classroom, for both learners and teachers. Importantly, when we teach an EFL class, we make hundreds of decisions. These decisions are based upon our assumptions of

how language acquisition progresses, how language learning occurs and how teaching affects learning. Thus, how we teach a particular grammar point rests upon our assumptions of what that grammar point is and how best to teach it. Research in cognitive science supports the idea that syntactic movement in constructions such as passives and relative clauses is cognitively real. Research in second language acquisition suggests that for grammar learning to occur in the classroom some focus on form is required. Therefore, if movement in the mind is real and learning requires attention to form, then helping learners "notice" movement may help them to learn faster and better. This presentation will briefly discuss grammar in the mind with examples from language deficit and normal processing in passive and relative clause constructions. Specific classroom techniques that may help learners notice movement will then be discussed. SUA

Students Teaching Students: One Application of Learner Autonomy

Brian Smith, Rikkyo University
Room M106

Skepticism is what I usually felt when reading research about learner autonomy issues that encourage us to dump textbooks and give more responsibility and ownership over their classes to our students. It seemed completely theoretical, until I put it into action. Letting go of fear and control issues were other challenges faced when considering this shift in my teaching style. After taking the plunge and getting reassurance from other teachers that it would work, I initiated a class style that has rejuvenated the way I run my communication classes. In groups, students organize, edit, and produce worksheets for an entire 90-minute re-class period. They lead the class in topics that reflect their own interests, by using a variety of activities and audio-visual materials. Having done this now over a three-semester length of time, and with various English proficiency levels, I can say it has been an overall success.

I would like to present how to set this activity up for your class, give examples of what students produced, and mention alternatives and variations on the basic plan. U

Teaching World Awareness Through World Music

Steve Garrigues, Kyungpook National University

Room M105

World music and song lyrics provide ample material for a number of exciting teaching activities that always elicit an enthusiastic response from the students. What I mean by "world music" in this context is anything other than the standard Western or Korean pop music that all students are familiar with. It is the unfamiliar, the "other", that proves to be most useful in this approach. A set of classroom activities that have been developed over the past six or seven years will be presented utilizing world music as a focus, with four principal aims in mind. These aims are: 1) to provide content-based English learning with authentic materials and goal-oriented tasks; 2) to increase the students' global awareness by engaging them in self-motivated discovery tasks; 3) to introduce a selected number of global issues that are illustrated in songs; and 4) to provide the students with an opportunity to situate Korean culture and society in its global context. In addition to examining the approaches and materials that have been developed, several hands-on workshop activities will also be included. SU

Vocabulary Learning: Can Broader Mean Deeper?

Christopher Sippel, and Paul Joyce,
Kanda University of International Studies

Room B167

Vocabulary is a fundamental component of language proficiency. As such, it holds a central role in second language (L2) pedagogy at

the college level. However, despite the growing recognition of the importance of vocabulary learning, there remains a lack of consensus on the use and value of direct vocabulary learning methods. This longitudinal study, based on the lexical acquisition results of around 100 students, seeks to address these matters. Firstly, the presentation will present research findings on the value of direct vocabulary learning to students' vocabulary breath. In the Japanese university context, evidence was found for significant language acquisition gains through carefully structured teacher-led direct learning methods. Secondly, there will be quantitative research presented on how breadth focused direct vocabulary learning materials were found to significantly benefit students' vocabulary depth. Drawing on established vocabulary tests, the presenters produced innovative assessment instruments for evaluating the vocabulary acquisition of the students. Finally, the speakers will discuss the reasons why the direct vocabulary learning materials both broadened and deepened students' vocabulary. This discussion will be informed by qualitative findings from student questionnaires and through examining the corpus of classroom materials used by the learners. It is concluded that there is a role for teacher-driven direct vocabulary learning within a balanced approach to lexical learning. The results presented will have significant implications for teachers and curriculum designers in a broad range of contexts. U

SATURDAY - 10:00 Commercial

All-Star: What You Experience is What You Remember!

Andrew Bruske, McGraw-Hill Korea
Room M104

Vocabulary development is a great challenge for most language students, who must acquire a large active knowledge for conversational

use and an even larger passive word base for recognition in listening and reading. All-Star is a four-level, topic-based series that uses an innovative picture dictionary approach to the teaching of vocabulary. "Big Picture" lessons in each unit give teachers great flexibility in designing interactive, engaging exercises that allow students to use new vocabulary in real contexts, allowing for easier and more natural retention of new words. **SUA**

Internet Based TOEFL

Sangwoo Kim, Hwakin English Ltd.

Room B168

What is iBT Toefl? What are differences from other English Tests? What is the best way to teach iBT Toefl? This secession will look at: 1) a technique to teach iBT Toefl efficiently with a program which will be demonstrated; 2) what is the standard for each level (this series consists of 5 levels); 3) how to support students with home work via online; 4) how to check the students' progress and how to guide them. **SUA**

Making Language Memorable: Maximizing Student Progress

Allen Ascher, Pearson Education Korea

Room B170

The student studying English outside the English-speaking world must rely on classroom, teacher, and textbook as sources of language and opportunities for practice. For students in this setting, the classroom must serve as a substitute for immersion in the English-speaking world. However, students in this setting rarely get enough input nor enough deliberate practice to prepare them to communicate confidently. Materials designed for this setting should provide ample real-world input in order to make language memorable, so students can access it readily when called on to communicate. In order to maximize acquisition and memorability, language should be in-

tegrated within achievable communication goals--rather than taught as isolated skills. The presenter will use the new six-level communicative course, Top Notch, to show how rich and authentic input can lead to successful communication. **UA**

Motivating Children to Read Through Stories They Love in Kindergarten Place

Michelle Kim, Scholastic Inc.

Room M103

1. Why is Reading Important? 2. Stories that Children Love 3. Reading with Kindergarten Place **YL**

Talking Their Heads Off!

Gilly Dempster, Macmillan

Room M101

Learning a foreign language is difficult at the best of times, some skills being harder to master than others. Getting our students to communicate effectively is certainly one of them. Combating shyness and building confidence are two factors within the development of this skill. Today's presenter will show ways to entice students to speak, using examples from Macmillan's New Edition of Smile. **YL**

The Internet in the YL Classroom: Practical Ideas for the Classroom

Gordon Lewis, Oxford University Press Korea

Room B169

The Internet has opened up enormous possibilities for authentic content in the language classroom. However, a teaching methodology for integrating technology in the language classroom is still evolving. In this workshop, we will examine student-centered Internet applications which promote interaction and communication. The activities presented are simple and easy to implement for teachers with limited technology skills. **YLS**

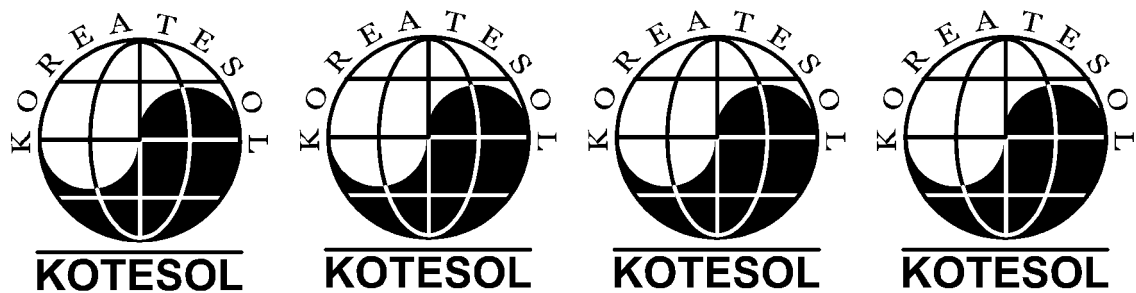
SATURDAY - 11:30 Plenary

Language Policy and the Construction of National Cultural Identity

Amy B. M. Tsui, University of Hong Kong
Room M608

In the last two or three decades, English has become an indispensable global literacy skill for any country that wishes to participate in global economic and sociopolitical processes. This has posed an immense challenge to non-English speaking countries, especially developing countries. On the one hand, they have been re-examining their language policies to ensure that they are adequately equipped

with the linguistic resources so that they will not lose out in the global competition. In many cases, the learning of English has been given a great deal of attention and resources, often over and above the learning of their own national or ethnic language(s). On the other hand, they have been trying to maintain or build their national cultural identities and national cohesiveness as well as resist the domination of English and the impending threat of assimilation by English speaking superpowers in the West. This paper examines how a number of Asian countries have responded to this challenge and explores the relationship between language policies and the construction of national cultural identities.



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Saturday Afternoon

Room	13:00	13:30	15:00	15:30
B107 Gemma Hall		Mary Cole <i>Facing the Challenge of Teaching Large Heterogeneous Classes</i> SUA	Brett Collins and Andrew Johnson <i>English Trailers: Student Reactions to Conversation Catalysts</i> UA	
B109		Andrew Finch <i>Group Testing: Student-Designed Tests</i> UA	Ya-Chen Su <i>Students' Changing Views: Employing Integrated-Skill Approach Into Taiwanese EFL Classes</i> U	
B111		Young-Ju Lee <i>The Impact of ESL Placement Test Decisions</i> U	Ron Klein <i>Teaching Korean-American Fiction: Combining Language, Literacy and Culture</i> U	
B112			Brian English <i>Moving up the EFL Ladder: Getting that Next Job</i> YLSUA	
B121		Suchada Poonpan <i>Indicators of Research-based Learning Instructional Process: the Best Practice School</i> YLS	Jennifer Bassett <i>Infinite Riches in a Little Room: Storytelling for Extensive Reading</i> YLSUA	
B142		Hohsung Choe <i>Native Speaker Model and Korean Nonnative-English-Speaking Teachers</i> U	Brock Brady <i>Improving Korean Learners' English Pronunciation: A Suprasegmental Approach</i> YLSUA	
B161		Hui-Ling Lang <i>The Effect of a Genre-based Approach to English Writing in Taiwan</i>	Jung-Eun Lee <i>An Analysis of Task Types in Korean Middle School English Textbooks</i>	Minyoung Son <i>Voices from a Junior High School Classroom in Korea</i> YLSUA
B167		Massoud Tajadini <i>Bi-Source Errors: A New Dimension in Interpreting and Elaborating Error Sources</i> UA	Jake Kimball <i>Strategies for Teaching Spelling</i> YL	
B168		Anchalee Wannaruk <i>Pragmatic Transfer in EFL Refusals</i> UA	Richard Walker <i>Cambridge Practical Principles for Creating Successful and Motivated Secondary Level Learners</i> S	
B169 Oxford	Oxford University Press		Oxford University Press	
B170 Pearson		Meet the Author: Allen Ascher Pearson	Deborah Phillips, <i>Pearson Creative TOEFL Teaching</i> UA	
B178		Ian Brown <i>The Online Teacher Guidebook</i> SUA	Scott Smith and Russ Garafolo <i>Effective Ways to Scaffold Authentic Listening Tasks</i> UA	
M101 Macmillan	Macmillan Press		Clyde Fowle <i>Macmillan Synergy in the Classroom</i>	
M103 Scholastic	Scholastic Asia		Andrew Blasky <i>Language World Powerful Vocabulary for Reading Success</i>	
M104		Atsushi Asai <i>Text-marking Effects in Online Reading</i> SU	Mary Cole <i>Institute of Continuing and TESOL Education (ICTE-UQ) Pre-service and In-service Courses for Overseas-trained Teachers of English</i> YLSU	
M105		Rube Redfield <i>Putting Krashen's Comprehension Hypothesis to the Test</i> U	Sam Henderson <i>Vocabulary Assessment in Five Minutes or Less</i> YLSU	
M106		Jitpanat Suwanthep <i>Exploration of Students' Attitudes toward Learning English through CALL</i> UA	Larry Crist and YoungBok Kang <i>Enhancing Communicative and Cognitive Skills Using Sightless-listening/Silent-viewing</i> SUA	

Bi-Source Errors: A New Dimension in Interpreting and Elaborating Error Sources

Massoud Tajadini, Kerman Azad University
Room B167

The goal of the study is to investigate the controversy of attributing diverse sources of inter or intra to the errors committed by EFL learners of English. This classification suffers from a number of pitfalls, the most important of which is that there is no sharp and identified criterion to interpret and analyze errors. To overcome the deficiency, the study introduces a new and almost more practical dimension to the area by introducing a third source of errors: bi-source errors which are proved to be the most stable and repeated errors having been observed by the researcher. To this purpose, 103 subjects were required to respond to a grammaticality judgment test (GJT) to unveil the learners' perception of the errors. The result of the test revealed that the subjects failed to recognize the errors, the sources of which were basically and substantially traced back to both sources of L1 and L2 simultaneously. It was finally concluded that because the Persian learners of English are perceptually controlled and put under pressure by both these sources simultaneously, to identify these sorts of errors and finally to eradicate them is of a hard and troublesome job for learners and language teachers. **UA**

Exploration of Students' Attitudes Toward Learning English through CALL

Jitpanat Suwanthep, Suranaree University of Technology
Room M106

This qualitative study employs a triangular approach to explore students' attitudes toward learning English through computer-assisted language learning (CALL) in a Thai

university. Based on needs to revise curriculum and to develop effective CALL materials, this study aims to (a) study students' attitude toward learning English through CALL; (b) investigate advantages, disadvantages and problems students may encounter during their courses of study; (c) sought ways for implementing and improving CALL materials to satisfy students' needs and administrative policy. The data for the analysis was from questionnaires, observations and interviews of students registered in four fundamental English courses. The questionnaires elicited three parts of information--students' attitudes toward learning English through CALL, course content, and roles of instructors in CALL classrooms in association with variety of learning activities, difficulty of learning tasks and activities, and problems students may encounter in CALL classrooms. In observation and interview sessions, students' behaviors and attitudes were further examined in order to triangulate the findings. The analyses suggested students' positive attitudes towards CALL course content and activities, and their needs to have instructors, as facilitators, get involved in classroom activities. Through CALL courses of study, students realized they became more autonomous learners in learning English. The findings of the analyses were used to develop a framework for fundamental English curriculum revision. The study concluded with implications and suggestions for further improvement of CALL courses with emphases on students' understanding of CALL classroom philosophy and on instructors' involvement in classroom activities. **UA**

Facing the Challenge of Teaching Large Heterogeneous Classes

Mary Cole, Univeristy of Queensland
Room B107

Many teachers in Korea and other countries are required to teach English to large classes of up to 40 or 50 students at primary, secondary or tertiary level. This is a challenge in it-

self, but the challenge is even greater when the class is heterogeneous where their English language proficiency level is concerned. This paper will examine the constraints imposed by class size and the historical and cultural reasons for maintaining large classes. It will also focus on the impact of the communicative approach to language teaching and explore strategies for teaching large classes. It will move from a practical focus on teaching methodology to a brief discussion of possible future trends in English language teaching. SUA

Group Testing: Student-Designed Tests

Andrew Finch, Kyungpook National University

Room B109

Whatever their purpose and function, tests are normally competitive, individualized, and memory based. They tell students that memorizing information is more important than being able to use that information, and that it is important to remember more information than their classmates. The current university-entrance testing system is based on these assumptions. When our students get a job, however, all the information they need will be available to them in books, libraries, and on the Internet. We have to teach them how to use that information in making important decisions. Our students will also be expected to work in teams, and to cooperate with their co-workers, though current evaluation systems do not assess team-working ability. When assessing our students, therefore, we need to know: 1) Can they process information for decision-making?; and 2) Can they work together in a team? In response to these questions, this presentation shows a study carried out in Kyungpook National University. Students reviewed the textbook which they had been using during the semester, by writing review tests for each chapter. Writing, taking, marking and reflecting on the testing process was carried out by the students, in groups. Because they are involved at every

stage, this type of test is more meaningful for students, and the lessons learned will not simply be forgotten once the test is over, as in the traditional memory-based testing paradigm. This approach to testing also encourages higher-order thinking and development of social skills, since it is based on decision-making, critical thinking, problem-solving, and collaboration. UA

Indicators of Research-based Learning Instructional Process: the Best Practice School

Suchada Poonpan, Cultural Office of Kamphaengphet Province

Room B121

The purpose of this research was to study indicators of research based learning instructional process in the primary school which was a case study of the best practices. Using qualitative techniques, this case study research was conducted in the school that shown the best practices in research-based learning instructional process management in Bangkok. For five months of collecting data, non-participant observation of students and school staff members, informal interviews with the key informants, focus group discussion with the teachers who were selected by the team leader of research based learning school project. Field notes, and documentary analysis were used in collecting data and data triangulation. The data were reviewed, synthesized and analyzed by analytic induction. The results of this qualitative study were 4 main indicators of research-based learning instructional process. In the view as the educational system, the input and process indicators consist of three main indicators; research based learning instructional management, characteristic of teachers and students' learning behavior, and the output indicator was the teachers' outcome and achievement, learning skill, and necessary characteristics of students. For the further study, the indicators of research-based learning instructional process would be validated by five edu-

cational experts and concluded by the experts in the case school. The educators could apply for strategic planning in educational management and the best practices guideline for instructional development in primary school.

YLS

Native Speaker Model and Korean Nonnative-English-Speaking Teachers

Hohsung Choe, Indiana University

Room B142

This qualitative study examines four Korean nonnative-English-speaking teachers' (NNESTs) negotiation of their status in terms of the native speaker model. The research questions include: (1) How is the native speaker model manifested in Korean ELT? (2) How does the native speaker model influence for Korean NNESTs to achieve their status as an English language teacher? And (3) What contributions do they make to Korean ELT in the context of the NS-NNS (native speaker vs. nonnative speakers) dichotomy? This research was conducted in an English language program at a Korean university, where the NS-NNS dichotomy emerges. The data was collected from a variety of sources: (1) a questionnaire for the participants' demographic information, (2) five interviews that took about sixty minutes for each, (3) personal conversations with the researcher, and (4) classroom observations. In addition, the researcher was able to listen to and take notes about participants' informal conversations with their colleagues. The results of the study demonstrate that the participants consider ethnicity, nationality, language precedence, and cultural affiliation are crucial factors in defining native speakers. Despite the fact that they consider themselves to be less qualified than native-English-speaking teachers (NESTs) because of their lack of English proficiency, they assist students by: (1) using L1 if needed, (2) sharing experience as an L2 learner, (3) being a role model for students, (4) showing empathy with the difficulties of students, and (5)

implementing local culture into classes.

U

Pragmatic Transfer in EFL Refusals

Anchalee Wannaruk, Suranaree University of Technology

Room B168

This study investigated the phenomenon of pragmatic transfer and factors motivating the transfer in the speech act of refusals by Thai EFL learners. EFL refusal data were collected using a discourse completion test (DCT) which consisted of three requests, three invitations, three offers, and three suggestions. Each situation type included one refusal to a person of higher status, one to a person of equal status, and one to a person of lower status. Semi-structured interviews were conducted following the DCT. Using semantic formulas as units of analysis, EFL refusal responses were compared with similar data elicited from native speakers of English responding in English and native speakers of Thai responding in Thai. Results suggest that all three groups use similar strategies but with different frequencies. Pragmatic transfer was found to exist in three areas: in the choice of the selection of semantic formulas, in the length of responses, and in the content of semantic formulas. Each was found to reflect cultural values transferred from Thai to English. The findings make a contribution to cross-cultural communication between Thai and American speakers and suggest implications for teaching English as a foreign language.

UA

Putting Krashen's Comprehension Hypothesis to the Test

Rube Redfield

Room M105

This presentation will report on two formal studies attempting to verify Krashen's Comprehension Hypothesis. The first study included two comparable groups of students, as measured by an EFL proficiency pretest. Both

groups had the same instruction, based on story-line listening. They were administered achievement tests at the end of the first and second semesters, 2003. The group that had the higher achievement score, indicating more comprehension, also made significantly more progress on the posttest EFL proficiency measure. This study indicates that the Comprehension Hypothesis is correct, understanding leads to SLA. The second study (2004), using a different story-line, compared the top and bottom 27% scorers on a post-instructional achievement test (measuring story understanding) and compared their year long EFL proficiency gains. Once again, the higher achievers posted significantly higher proficiency gains. Krashen's Comprehension Hypothesis was therefore validated empirically a second time. Classroom procedures, experimental design and statistical analysis, and implications for instruction will be discussed. Faults with the studies and future research plans will also be discussed. U

Text-marking Effects in Online Reading

Atsushi Asai, Daido Institute of Technology
Room M104

Advantages of reading on computer screen include visual effects and highly interactive functions. But the use of this kind of elaborated products may remove the focus from the objectives of classroom lessons, and may not fit well with students who have various learning styles and various degrees of motivation. This study reports the development of a computer system for selecting words from vocabulary databases and marking up the words, as well as the effects of exercises using these materials. The teacher can easily update the vocabulary databases and recompile the texts to adapt to the students' level and tendency. Each student at the digital age enjoys reading the HTML file where basic and important words in the text are marked up in the browser window on her/his networked machine in the classroom. Post-lesson questionnaires have

revealed positive psychological effects for using the marked up texts. Especially, those who lacked confidence in English learning through high competitive schoolwork in Japan were comfortable with such static and silent help with text marking. After one-year lessons, 68% of 41 students with that type responded that this system was helpful, and only 18% said it's not helpful. Much of CALL research has focused on improvement in proficiency by means of sophisticated functions for relatively short periods of time. As a next step, psychological effects should increase the importance. SU

The Effect of a Genre-based Approach to English Writing in Taiwan

Hui-Ling Lang, Ming Chuan University
Room B161

Since the early 1980s applied linguists and language teachers have shown a great deal of interest in discourse-based approaches to the analysis of written and spoken discourse. Researchers in writing use genres as a tool for analysing the overall organisation and patterns or distinctive linguistic features within a particular genre. Such analyses can be used for planning teaching and learning activities. However, few studies have shown the implementation of using this kind of approach in a writing context and demonstrate its effects. This experimental and classroom-based study aims to explore the effects of using a genre-based approach to English writing with the evidence of students' authentic written productions. A total of 28 university students at the freshman academic level served as the subjects for this study. The instructor adopted a genre-based approach in the writing class by assisting students to read different types of texts of the target genre, "description style" in this study, and raised students' awareness of salient organisation patterns and linguistics features within the model texts. Investigation of students' writing assignments also demonstrates that students grasped the basic struc-

tures and main linguistic features to compose acceptable descriptive texts and their writing performance has been largely improved. This study provides effective evidence of adopting a genre-based approach to ESL inexperienced writers and offers useful insights and teaching activities for English writing instructors working on the first level in an English writing teaching classroom. **Ukn**

The Impact of ESL Placement Test Decisions

Young-Ju Lee, University of Illinois at Urbana-Champaign

Room B111

This study examines the impact of an ESL placement test on international graduate students at a large public university in the U.S. The test was administered to incoming students and was used to place them into appropriate ESL writing courses. Some test takers might be misclassified as non-masters and are required to take ESL courses. Therefore, they do not benefit from a full registration of content courses. Students who are unhappy with their test results are defined as "malcontents" in this study. As case study participants, three students were selected based on their perception that they were not happy with their test results they were tracked for the subsequent two semesters of their academic program. I conducted in-depth, face-to-face interviews with them, and I audiotaped and transcribed verbatim each interview. This study presents narratives from the test-taking experience to the first year of the graduate program for these three malcontents. Three malcontents reported that they benefited from taking ESL courses and appreciated the benefit, which showed that adverse consequences were minimized at this academic context. The inclusion of malcontents' point of view contributes to the understanding of construct validity in several aspects. First, the effect of the tests on students addresses the consequential validity, the most important type of validity evidence. Second, it focuses on test use, especially neg-

ative attributes, which have not been reported explicitly in any validation study. Third, the perspectives of students, the ultimate stakeholders in testing, need to be reflected in test validation. The effect of tests on students, in-situations, and society has become a focus in validity research in the post-Messick era. This study examines the impact of ESL placement test on international graduate students, especially negative attributes of test use.

The Online Teacher Guidebook

Ian Brown, Kyoto Sangyo University

Room B178

Online Teaching is generating considerable interest as a valuable way of extending language learning in a variety of differing contexts. Using the Internet, local Intranets and course management systems, online courses are a prominent current trend in developing CALL methodology. However despite the advancing sophisticated technology, human input from the teacher remains vital to its success, just as it does in any language-learning situation. This paper explores the challenges to the role the online teacher focusing on this often forgotten human element of online teaching. Human input by a teacher is essential in the introduction, progress, development and success of any online course. The teacher's role is sometimes different to the teacher's role in face-to-face classroom teaching or more traditional CALL classroom-based teaching and often these differences are not acknowledged, with online teachers not always receiving the necessary training and support needed for this new online role. This paper will try to fill this gap by first introducing the similarities and differences between online and classroom teaching, and then continuing with an explanation of the various roles of an online teacher. Practical suggestions and guidance for online teachers to follow will be provided. The presenter will review the current literature on the role of the teacher in a variety of online teaching contexts and link this with his con-

siderable experience as an online teacher trainer and program coordinator of a comprehensive established online course. **SUA**

SATURDAY - 1:30 Commercial

Meet the Author: Allen Ascher

Allen Ascher, Pearson Education Korea
Room B170

SATURDAY - 2:00 Featured Talks

Completing the Communication Cycle: Enabling Students to use English

Ana Lado, Marymount University
Room B142

For decades now, English language teacher-researchers have been finding new ways to facilitate the learning of English. The result is that teachers have a myriad of technologies, methodologies, and activities from which to choose. However, not all these choices are equally efficient and effective. Some fall short of enabling students to complete the communication cycle, thus leaving them unable to use English beyond the classroom. We can distinguish between an eclectic communicative approach and a principled program for teaching communication. What are the generally accepted ELT standards for efficiency and effectiveness in completing the communication cycle? Let's find out.

NLP as a Lever for Conceptual Change in Teachers

Mario Rinvoluceri, Pilgrims, UK
Room B107

In this talk I will focus on Neuro-Linguistic Programming as a window through which a teacher can see herself at work. In particular I

will deal with these two key concept areas: The map is not the territory or what I see is not necessarily the same as what others see. The way we experience ourselves as dreamers as realists as critics and how this can be useful in our teaching. (This is referred to in NLP jargon as the "Walt Disney strategy") You will leave this talk with ways of thinking about your teaching that could be new to you and which may well allow you to see areas of excellence you had not seen before. These ways of thinking may also help you with difficulties you encounter in your work.

Teaching English for Fluency: Prospects and Challenges

Susan Stempleski, City University of New York
Room B178

Now that English has become the world's second language, the world's lingua franca, it is difficult? and in some situations impossible? to be active and successful in international business, politics, scholarship, or science without significant competence in English. A central concern of many teachers and learners of English is fluency, what Cummins (2000) refers to as "conversational" language. As fluency the ability to express oneself clearly, confidently, and easily is increasingly recognized as an important goal for English language learners around the world, and as English is being introduced to more and more, and younger and younger learners around the world, it is important to examine the concept of fluency more closely. What exactly does it mean to be "fluent" in a language? How do people achieve fluency? What classroom approaches and activities are most conducive to the development of fluency?

The Development of YL Pedagogy Over the Past Fifteen Years - the Move from the Communicative Approach to TBL and Now the Hot Item CLIL

Gordon Lewis, Oxford University Press Korea
Room B121

Fifteen years ago, teaching EFL to young learners was still in its infancy. Few teachers were specifically trained to teach languages to children and English in primary school was still rare. In the meantime, YL-EFL has established itself as a mature and growing segment of the EFL market, with a distinct pedagogy. This seems an appropriate time to look back at the development of YL pedagogy and reflect on the different approaches that have gained popularity over the past decade. Special attention will be paid to Content-based Language Instruction. It will be argued that YL-EFL pedagogy is moving ever closer to mainstream education, both in terms of teaching strategies and teacher education, blurring the distinction between the mainstream and language classroom.

SATURDAY - 3:00 Academic

An Analysis of Task Types in Korean Middle School English Textbooks

Jung-Eun Lee

Room B161

This study examines whether the tasks in third year middle school English textbooks under the 7th NEC are well balanced in light of their types, settings and related language skills and, to determine a focus for future English curriculum and textbook developments. The aim is twofold: Firstly, to analyze both the 9-a, and 9-b guidelines of the 7th NEC along with the tasks of third year English textbooks. For this, Nunan's (1985, 1989) task difficulty criteria are used as the framework for analysis of three top-selling third year English textbooks selected from among thirteen. Secondly, to compare the results of the analysis of the 7th NEC guidelines in relation to three third year middle school textbooks. The findings of the

analysis reveal that comprehension tasks are most frequently found among the three task types (comprehension, production, and interaction). More than fifty percent of the tasks in English textbooks relate exclusively to reading and reading followed by writing skill tasks. As well, more than seventy percent of the tasks are individual tasks without any teacher-learner interaction. Based on these results, this study claims that future curriculum and textbook developers should make all possible efforts to include more small or larger group interaction type tasks in the textbooks to help learners improve their communicative competence in English. **S**

Effective Ways to Scaffold Authentic Listening Tasks

Scott Smith and Russ Garofalo, Kansai Gaidai University

Room B178

When ESL students hear native speakers in conversations, on radio broadcasts, in films and on television, and in other natural contexts, they tend to feel overwhelmed. One major reason for this uneasiness is the tendency for students to focus their attention on every part of the discourse equally. As this is usually impossible to do successfully, students typically become frustrated and give up trying to comprehend what was said. In an effort to prevent this from happening, teachers can help students by conducting guided listening activities and providing them with a temporary framework for learning. In this demonstration, the presenters will show how teachers can take an active role in facilitating students' learning by scaffolding authentic listening tasks. They will first provide a brief explanation of what scaffolding is, and then show how teachers can use it to teach advanced listening skills more effectively. Using three short audio clips from radio programs on NPR, WBEZ Chicago, and the BBC, the presenters will show how scaffolding helps their students in Japan extend, refine, and revise their existing

knowledge and internalize new information. They will demonstrate how to use cues, prompts, partial solutions, and think-aloud methods with challenging listening material to aid students' overall comprehension, build their confidence, and help them become more independent and self-regulating learners and problem solvers. The presenters will also show how to structure activities so that instruction is just beyond what the students can do on their own. UA

English Trailers: Student Reactions to Conversation Catalysts

Brett Collins and Andrew Johnson,
Ritsumeikan University

Room B107

English Trailers (www.english-trailers.com) is a free, online, blended-learning environment containing activities for students to study English via movie trailers. The site includes numerous trailers containing narrative, segments of conversation, or a combination of both. Many of the segments are incomplete portions of dialogs within the movie, which English Trailers exploits through a newly created, multi-stage activity referred to as conversation catalysts. Conversation catalysts refers to using these incomplete portions as a starting point for students "working in a CALL group environment" with the objective of having students develop conversations, grounded in authentic language, in directions of their own choosing. In order to prepare students for creating a dialog from conversation catalysts, students advance through five successive stages that introduce pertinent language and controlled practice opportunities. Expansions of each activity via pull-down menus contain optional substitute phrasing and allow for varied directions in students' dialogs. Dialog examples in both audio and written form are provided, as well as scenario primers, language objectives and exercises. This paper presents both teacher and student feedback on the effectiveness of the conversation catalysts

activity. UA

Enhancing Communicative and Cognitive Skills Using Sightless-listening/Silent-viewing

Larry Crist, Woosong Language Institute
YoungBok Kang, Aewol Commercial High School

Room M106

Video presentations are huge in today's world culture. EFL teachers can adapt these video presentations to classroom use to teach both communicative language skills and culture. The presenters will demonstrate one such technique and offer additional ideas for using videos for teaching intermediate- and high-level students. Sightless-listening/Silent-viewing is a team-teaching technique designed to enhance English skills. The task is based on a movie that typically is not familiar to the students. The class is divided into two groups, the "sightless-listeners" and the "silent-viewers." The latter must be isolated from overhearing sounds. The sightless-listeners listen to the audio track from the clip and write on graphic organizers as many details as they can about what they heard. Next they discuss with the other members of this initial group what they heard and their thoughts about what happened in the story. Meanwhile, the silent-viewers have been doing the same tasks. This completed, the class is reunited, and the students are blended into new groups. Each group member will recount what s/he saw or heard to see if together they can splice together the story. It is not essential that they find the correct ending for the story, but that they have opportunities to speak. The Sightless-listening/Silent-viewing activity facilitates development of communicative skills through stimulating imagination and creativity. The ideal group size is four students. According to class size, multiple groups can work on the same task. SUA

Improving Korean Learners' English Pronunciation: A Suprasegmental Approach

Brock Brady, American University TESOL Program

Room B142

One current trend in the TESOL is an approach to teaching pronunciation that addresses suprasegmental features prior to segmental features which have been the traditional focus of pronunciation courses. The underlying assumption is that by addressing pronunciation issues that affect larger stretches of phonetic segments we achieve greater improvements in learner intelligibility with a relatively smaller instructional investment. Note also that learner difficulties with second language intelligibility are not limited to phonological features. Differences in cross-cultural perceptions of roles and their relationships, and notions of what constitutes appropriate participation can have far greater affect on intelligible production than first language phonological interference. This presentation considers Korean learner's efforts to produce intelligible English both in terms of identify issues that can arise, and in terms of differences suprasegmental differences between English and Hangul, and proposes pragmatic, easy to implement ways for teachers (non-native and native alike) to build learner awareness concerning the source of pronunciation difficulties, and to engage in activities affecting larger stretches of speech which result in greater gains in speaker intelligibility.

YLSUA

Infinite Riches in a Little Room: Storytelling for Extensive Reading

Jennifer Bassett, Oxford University Press Korea

Room B121

Storytelling is all around us every day. Story is a basic principal of mind, an integral part of our shared human experience. Reading fictional narratives gives learners the opportunity to encounter extended texts, reinforces and enhances language knowledge already acquired,

and can be very beneficial for learner motivation. But the language level must be appropriate for the learner's current competence, and the texts must be good stories. Writing language learner literature in a reduced code is no different in principle from any other fiction writing; artifice and craftsmanship are still required to shape events into a narrative. Good storytelling is paramount. For the extensive reading of stories does more than bring pedagogical gains, and a good story is more than just an extended text. It is a window to worlds, real or imagined, beyond the classroom. It is a chance to escape from task-oriented language into that uniquely personal interaction between storyteller and reader; a chance for learners to make the language their own.

YLSUA

Moving up the EFL Ladder: Getting that Next Job

Brian English, Woosong Language Institute

Room B112

Various factors are contributing to a changing job market in Korea. A stronger Korean won and a saturated ESL job market in North America are just two factors that are attracting more MA TESOL degree holders to seek jobs in Korea. If this trend continues, the competition for the coveted EFL jobs will increase. Therefore, it is essential for those seeking better jobs to learn more about how to market themselves. This presentation will discuss how teachers interested in professional development can develop websites and build portfolios to demonstrate their skills and teaching abilities to prospective employers. Having a personal website that provides a background on an EFL teacher's career can be a first step in demonstrating a commitment to the teaching and an ability to use technology in the profession. Walking into an interview with a solid portfolio containing reference letters, detailed course syllabi and supplemental lesson materials impresses an interviewer and puts the interviewee onto the short-list of candidates for the

position. This presentation will provide guidelines for teachers who intend on continuing their careers in education and are looking for the next step up the job ladder. **YLSUA**

Strategies for Teaching Spelling

Jake Kimball, ILE Academy

Room B167

How do you teach spelling? Simply provide students with a word list, require memorization and mastery, and hope for the best? Unfortunately, this is an all-too-common classroom practice. Research on how children learn to spell shows that they go through stages not unlike the stages of language acquisition. Students' use of spelling strategies changes over time and through each successive stage of spelling literacy. Therefore, it is suggested that teachers choose instructional techniques matching each child's developmental stage. Before that is possible, it is first necessary to analyze writing samples to find out which stage a learner is at. In Part I of this presentation, we will briefly summarize the stages of spelling literacy. In Part II, we will examine methods for collecting data useful for assessing spelling. In Part III, examples collected from students will be shown, and attendees will be asked to assess the writing samples. Finally, in Part IV, attendees will be shown practical activities for promoting efficient spelling habits in young learners. **YL**

Students' Changing Views: Employing Integrated-Skill Approach Into Taiwanese EFL Classes

Ya-Chen Su, Southern Taiwan University of Technology

Room B109

The integrated-skill approach (ISA) which incorporates the four language skills: "reading, writing, speaking, and listening" has not only become a dominant trend in EFL teaching in Taiwan. In this presentation, the presenter will

define the problems with the traditional approach to teach English. She will also discuss how six participating EFL instructors who taught students of three ability levels (divided into intermediate, high-intermediate and advanced groups based on their prior English scores on the Joint National College Entrance of Examination), incorporating the integrated-skill approach into their EFL college classes in Taiwan and determine if students' view about EFL instruction changed during the year of the coursework. Students enrolled in these six classes were given a pre-post survey. Students from all ability levels confirmed that they have changed their views toward EFL learning when instructors provided more authentic and interesting opportunities of multiple skills, based on real communication, in a supportive environment. Students at each course level thought that language learning should not separate the four language skills, nor should it be limited to the more tradition approach of learning vocabulary and grammar, and translating the text from English. **U**

Teaching Korean-American Fiction: Combining Language, Literacy and Culture

Ron Klein, Hiroshima Jogakuin University

Room B111

This workshop reinforces three simultaneous trends in teaching English. The first is the push for literacy as a tool for language acquisition. The second is the emergence of culture studies alongside the other two traditional tracks of language and literature studies. The third is the increasing popularity and availability of texts by Korean American writers. The centennial anniversary of the first wave of Korean immigration to America in 2003 was an occasion for celebration and evaluation. While Korean Americans have made contributions to American society in all fields: business, sports, politics, nowhere is its influence more pervasively felt than in literature. Prizewinning novelist Chang-rae Lee (Native Speaker) is just the most prominent

among an expanding stable of Korean American writers, which include Don Lee, Nora Okja Keller, Susan Choi and Helie Lee among many others. There is also a growing body of literary criticism led by Helen Kim. Using short stories or excerpts from novels by Korean American writers is a natural way to increase interest level, making reading texts more relevant, with the ability to mix reading skills with cross-cultural studies. After a brief overview of Korean American fiction, we will look at several texts by Korean American writers and observe how they raise social/cultural issues like identity, family and history. A bibliography of Korean American fiction will be distributed and discussed. U

Vocabulary Assessment in Five Minutes or Less

Sam Henderson, Pusan National University
Room M105

Whenever we face a new class, we face the same problem: How can we figure out how much our students know, without losing valuable time? In this presentation, we will look at a simple way to rapidly assess students' shallow vocabulary knowledge. Attendees will leave this presentation with a useful measurement tool they can put to use immediately. The test format is pencil-and-paper, and can easily be administered in almost any setting. The presenter has used flash assessments in classes from young elementary to adult without difficulty. He has found it particularly useful with secondary-school students. We will take a look at some sample tests of English and Korean word knowledge. Although flash vocabulary assessments are easy to take, they are not quite so easy to make. The presentation will focus on the steps involved in developing, administering, and interpreting an effective flash assessment. These steps include - selecting a target word list (based on instructional goals) - determining the test size (based on available time and attention), - creating effective distractors (based on the kind of words

chosen), - explaining the test to students, - interpreting the results in percentage terms. Important considerations will be reviewed for each step. We will briefly discuss the one-dimensionality of this measurement, and of "shallow word knowledge" in general, with reference to the Vocabulary Knowledge Scale (VKS). However, we will also consider why these limitations may not pose a very serious problem. YLSU

SATURDAY - 3:00 Commercial

Creative TOEFL Teaching

Deborah Phillips, Pearson Education Korea
Room B170

TOEFL preparation classes can and should involve lively interaction to reinforce the language skills that appear regularly on the new version of this test. In this workshop, a number of interactive teaching strategies and classroom activities to enliven a TOEFL class, improve students' language skills in preparation for the test, and increase students' performance on the test will be demonstrated. These teaching strategies and classroom activities, which cover all of the sections of the new IBT-TOEFL (reading, listening, writing, speaking), require minimal preparation yet reinforce appropriate language skills effectively UA

Powerful Vocabulary for Reading Success

Andrew Blasky, Scholastic Inc.
Room M103

Powerful Vocabulary for Reading Success is an exciting new vocabulary program for English language learners that offers a systematic approach to improving reading achievement. This research-based program ensures that students learn essential, high-utility words and teaches key word-learning principles to help students access unknown words in

a variety of reading contexts. The four-level program helps students learn to use context clues, word patterns, semantic mapping, associations, word parts, and other strategies to expand their vocabulary. **YLS**

Practical Principles for Creating Successful and Motivated Secondary Level Learners

Richard Walker, Cambridge University Press
Room B168

As teachers of English to secondary level students in an EFL environment, we face many challenges. Key questions many teachers ask are: How can we keep our students engaged and motivated? What can we do to help learners succeed in English and so gain self-confidence? and How can I teach effectively in a large class? To help us answer these practical questions, we can turn to the beliefs and ideas underlying communicative language teaching (CLT). Over the last 30 years especially, as our understanding of second language learning processes has deepened, so CLT has evolved, and today CLT can be seen as referring to a set of core principles. Some of these are: "Learners learn best when they are engaged in interaction and meaningful communication." "Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging." "Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning." "The classroom is a community where learners learn through collaboration and sharing. In this presentation we will explore how these principles can be applied in the development of current ELT materials, and we will show how such materials can be used in the classroom to build confidence and create engaged, motivated and successful students. Ideas and activities will be illustrated using recently published materials for young secondary level students. **SA**

Pre-service and In-service Courses for Overseas-trained Teachers of English

Mary Cole, University of Queensland
Room M104

This presentation will explore the opportunities for teachers of English as a foreign or second language at primary, secondary and tertiary level in Korea and other countries to upgrade their English language proficiency level and their knowledge of current innovative English language teaching methodology. Increasingly non-native speaker teachers are being required to teach English for the first time at primary or secondary level as well as teaching other subjects bilingually in line with curriculum reform in their country. In-service courses of English & Methodology for TESOL Purposes can be conducted both on-shore and off-shore depending on the needs of the teachers. **YLSU**

Synergy in the Classroom

Clyde Fowle, Macmillan Education, East Asia
Room M101

Teachers and students are often disappointed in the outcomes of language programs. So how can we create more synergy in what we do? How can we harness the various factors at play in our classes to maximize results? This session will present Synergy a new four-level course published by Macmillan designed to meet the needs of Asian learners. The course helps learners make explicit connections between what they are learning in the classroom and areas outside it where they are likely to need to use English now or in the future. Links to general life outside the classroom such as using the internet are made as well as links to other academic subjects. Thus English is presented as a tool for achieving life goals whether they be further study in English, career enhancement, or using English for travel etc. These "lifelines" to using English encourage learners see the application of what they are studying and therefore increase their moti-

vation to learn. This presentation will show how Synergy offers teachers and learners a comprehensive package to get more out of their language program. Participants will have an opportunity to evaluate the materials and consider whether they also feel that they would like to will bring Synergy into their classroom. U

SATURDAY - 3:30 Academic

Voices from a Junior High School Classroom in Korea

Minyoung Son, Duckyang-gu Hwajung-dong 1135

Room B161

While an analysis of learners' needs is recognized as a useful tool in the development and evaluation of educational programs of all types (Miller, 2001), the learner needs have often been ignored in the process of national curriculum development which has a tendency to intuit the needs of learners (Johns, 1991) rather than conducting a systematic needs analysis.

The ignorance of learner needs as a key element in education, in turn, results in the learners' lack of motivation in language learning. In an EFL setting like Korea, where there are no immediate needs of English skills felt or compelled, students are unlikely to maintain their strong motivation for studying the English language. It is an obvious speculation that most students consider English as no more than a required subject in the national curriculum. This purposeless and meaningless nature of the subject seems problematic because students may conceive learning English as a goal per se rather than being the means of international communication in this 21st century global world. Given this challenging situation, this paper presents a pilot needs analysis of Korean junior high school students in an attempt to take a systematic approach to the national curriculum development by reflecting the learner needs. Based on its significant findings, the paper suggests three important goals that will direct the future of secondary English education in Korea. A larger-scale and thorough undertaking of needs analysis at a national educational policy level is also proposed. YLSUA

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Saturday PM



Room	16:00	16:30	17:00	17:30
B107 Gemma Hall	Minako Yogi <i>Reconstruction of Teacher-Training Program in Japan</i> YL	Jean Kirschenmann and Edward Klein <i>Decisions and Directions in Text Adaptation for ESL/EFL Reading</i> SUA		
B109	David Rear <i>Teaching Students to Think Critically and Debate in English</i> SU	Thomas Pals et al. <i>Podcasts: Time-shifting the EFL Classroom</i> U		
B111	Steve Ferguson and Mary-Jane Scott <i>Stand and Deliver: Making Effective Presentations in English</i> SUA	Suksan Suppasetserree <i>Developing CAI Courseware for EFL Learners in Thailand</i> YLSUA		
B112	Ian Brown <i>CALLing all Poets: Combining Poetry Writing and CALL</i> SUA	James Life <i>The Classroom as a Living Organism</i> SUA		
B121	Margaret-Mary Lieb <i>Popular Music and its Role in the English Language Classroom</i> SU	Lan Chi Bui et al. <i>Failure in an ESP Program: Why?</i> UA		
B142	Malika Prasai Tripathi <i>Korea's National Curriculum: Form and Function: How Communicative Is It?</i> S	Terry Shortall <i>Authentic versus Contrived Language: the Case of the Present Perfect</i> SUA		
B161	John Halliwell <i>Refocusing "Attention" on Grammar in the Classroom</i> SUA	Prateep Kiratibodee <i>The Relationships Among Test-Takers' Variables and CBT Reading Scores</i> UA		
B167	Paul Rowe <i>Korean Student Tiredness: Leaping Tigers or Exhausted Kittens?</i> YLS	Susan Caesar <i>Speaking Your Mind: Challenges for Korean EFL Students Abroad</i> U		
B168	Nena Nikolic-Hosonaka <i>Cambridge Story-based Curriculum for Young Learners</i> YL	Cheri Lee <i>Moonyedang All About Writing</i> A		
B169 Oxford	Nalin Bahuguna <i>Oxford Achieving Communicative Competence with Person to Person</i>	Clare Hambly <i>Oxford Let's Learn English the Fun Way</i>		
B170 Pearson	Ellen Choi <i>Pearson Motivate To Educate</i>	Rilla Schram <i>Pearson Extensive Reading: Reading Gain without Reading Pain</i>		
B178	Jane Revell <i>Multi-sensory Learning and Teaching</i>	Pisamai Supatranont <i>Classroom Concordancing: Increasing Vocabulary Size for Academic Reading</i> U		
M101 Macmillan	Steven Gershon <i>MoonYeDang Gearing Up for Conversation</i>	Jane Revell <i>Mcmillan Head, Hands and Heart!</i>		
M103 Scholastic	Linda Shin, Scholastic <i>Scholastic Effective Teaching with Scholastic Literacy Place</i>	<i>Scholastic Asia</i>		
M104	Kathleen Graves <i>McGraw-Hill ICON: Scaffolding, Competence, and the ZPD</i> UA	Andrew Bruske <i>McGraw-Hill Expanding Reading Skills: Reading for a Reason</i> SUA		
M105	Susan Mary Pryor <i>The Great Homework Debate</i> YL	Jill Christopher <i>English Through Art and Poetry</i> YLSU		
M106	Frederick Fearn <i>From Reader to Reporter: Approaching News English in the Classroom</i> U	Lawrence Jun Zhang <i>Critical Reading Pedagogy: Experiencing Sociocultural Life in Teacher Professional Development</i> SUA	Heidi Vande Voort Nam <i>The Christian Teacher and the Secular Workplace</i> YLSUA	

CALLing all Poets: Combining Poetry Writing and CALL

Ian Brown, Kyoto Sangyo University

Room B112

Computer Assisted Language Learning is a major innovative developing trend in language learning, whilst on the other hand the use of poetry in the classroom has long recognized for its value in language learning. There are many contexts for the use of CALL and often it is just enhancing the versatility and adding new dimensions to use already tried and tested classroom face-to-face activities. Writing Poetry is one such activity that benefits immensely from the change and the use of computers and the Internet in this way. The two can be tied together to allow the benefits of poetry and creative writing to merge with those of the computer, word processor and Internet to create a multi faceted lesson to write formula style poetry that is suitable for a full range of levels. This presentation will provide everything necessary for the participants to try this lesson at their first opportunity, detailing a complete lesson plan with the full procedure including all necessary templates, handouts, guidelines and tips. In addition to the benefits of creative writing this activity promotes vocabulary development, fosters cooperative communicative learning and concludes by allowing students the satisfaction of publishing and disseminating their work either on paper or the WWW. This easy to follow lesson is an example of how CALL can be integrated to the curriculum and used to enhance rather than replace the traditional classroom lessons. **SUA**

From Reader to Reporter: Approaching News English in the Classroom

Frederick Fearn, International Christian University

Room M106

This presentation looks at the author's experience of teaching a course in news English to students in Japan. In contrast to courses in which the focus is upon reading comprehension and vocabulary acquisition, the course also introduces students to the structure of news stories, newspaper organisation and content. In particular students are asked to identify "what is news?" and differentiate between reporting, comment and analysis. It is argued that by going beyond the individual article students are better equipped to navigate the media, comprehend the news, and react in a critical manner. The course concludes with the students producing their own newspaper, demonstrating awareness of newspaper conventions and content, and making active use of language learned. The course is successful because it permits students to pursue their own interests with a considerable degree of autonomy. Going beyond the role of reader and consumer to that of reporter and editor, making active use of language learned to report on issues of concern to themselves, the students assume responsibility for much of their own learning. This requires flexibility on the part of the teacher, a willingness to allow the students freedom of action and preparedness to act as mentor and consultant rather than teacher and arbiter. The act of creative language use is one the students find highly motivating, an opportunity to assume ownership and demonstrate their abilities in a manner different from their normal experience of the university classroom. The presentation will conclude with an opportunity to view student work. **U**

Korean Student Tiredness: Leaping Tigers or Exhausted Kittens?

Paul Rowe, TAFE (Toowoomba)

Room B167

During my teaching contract in South Korea, I became aware of what seemed to be a high level of student tiredness in young Korean stu-

dents (pre-schoolers and elementary students). As a Master's project, a survey was conducted, administered and analysed. The results, which took into account dozens of pre-schools and elementary schools across Korea, confirmed initial suspicions - many Korean pre-school and elementary students are noticeably tired at school. I combine my worrying findings with recently released research by Dr. Yang et al. (which grimly states that Korean adolescents are by far the tiredest youth in any country surveyed on youth tiredness). It is apparent that for many Korean students, their whole educational career is experienced under the negative effects of tiredness. While Yang's perspective is medical, mine is educational. The repercussions of basing a country's social and economic future on a generation of tired students cannot be ignored. This problem goes well beyond the confines of the EFL classroom. This is a general education issue, that is possibly the biggest challenge that Korean education will face in the coming years. It cannot be ignored. I outline the unsustainability of building a nation's future on a tired generation. I offer top-down and bottom-up suggestions to address this problem. I am also looking for other people's ideas on this problem. **YLS**

Korea's National Curriculum: Form and Function: How Communicative Is It?

Malika Prasai Tripathi, Chosun University
Room B142

This study investigates the implications of communicative language teaching (CLT), widely accepted as an effective teaching method in ESL/EFL contexts, in the Korean secondary-school context. For the EFL situation, the Korean Ministry of Education has realized the importance of CLT in the curriculum and has included in its present English Curriculum a set of language forms and functions, which are realized linguistically by grammatical structures and appropriate vocabulary for use in appropriate situations. Like in many other Asian

countries, English is spoken as a foreign language in Korea. The primary goal of teaching language is enabling students to communicate, and the present approach of language teaching has laid great emphasis on negotiation of meaning. The present study aims to discover high-school student proficiency in both the form and function areas of competence. Subjects were selected from different high schools. Research methodology and questionnaires were prepared based on the high-school English curriculum, as set forth by the MOE in its 7th Curriculum. The prescribed language structures and functions were focused on, providing appropriate situations to elicit written answers from the subjects. The same set of test items was supplied to the same subjects for oral pairwork and the responses recorded with a micro tape recorder. Errors have been calculated and classified to show how many and what types of errors are being made by students. These results should be of great interest to the classroom teacher as well as to administrators and National Curriculum designers. **S**

Multi-sensory Learning and Teaching

Jane Revell, Macmillan
Room B178

We learn and remember best when we engage as many of our senses as possible. This talk will briefly explore the theory of sensory preferences from Neuro-Linguistic Programming, and consider the implications of this theory for learning and teaching. All of this will be punctuated with some practical activities to demonstrate. **YLSUA**

Popular Music and its Role in the English Language Classroom

Margaret-Mary Lieb, Himeji Dokkyo University
Room B121

Effective teaching and learning draws upon

student interests and motivation. It's no secret how much high school and university students love popular music. It makes sense, therefore, to build upon this in the teaching of English, since there is such a wealth of popular songs in the English speaking world. Popular songs allow students to learn language patterns, idioms, and structures effortlessly, and are an excellent source of informal and colloquial English. Popular songs also provide pain-free reinforcement and practice of language patterns. In addition, popular songs make the target language and culture more accessible to students. This workshop will explore the role of popular songs in optimizing learning, and as a powerful motivator. The theoretical, cognitive, affective, and linguistic rationale for using popular songs in the English language classroom will be explored, and suggestions will be offered for the use of popular songs in the classroom. Guidelines for selecting popular songs will also be discussed. The presenter will also do a practical demonstration of the use of popular songs in the classroom. **SU**

Reconstruction of Teacher-Training Program in Japan

Minako Yogi, University of the Ryukyus
Room B107

With the development of globalization and information technology, improving foreign language communication ability has become an important issue than ever. In order to satisfy the demands of the society, the Japanese Ministry of Education recently implemented English language education in the elementary school curriculum. While it may be effective to start such programs at an early age, it is essential to carefully plan the educational content, materials, and recruit competent English teachers. Therefore, universities must improve the teacher-training programs to provide more qualified teachers in demand. In order to make our program more successful and solid, over the years, I have developed a practicum program which provides students an internship,

teaching at local elementary schools, in collaboration with the homeroom teachers. The presentation discusses the activities of our effective teacher-training programs utilizing local schools and proposes our plan for establishing a system to build a stronger partnership among the university, elementary schools, and the local educational administrations to produce competent language teachers. This practicum experience is extremely beneficial for students who aim to become teachers since they are provided with a precious opportunity to actually interact with the pupils, examine their original teaching plans and obtain instant feedback from the teachers. This experience may lead to improving their teaching techniques, teaching materials, and building communication skills and may lead to the production of promising future teachers in Japan. **YL**

Refocusing "Attention" on Grammar in the Classroom

John Halliwell, Saint Michael's College
Room B161

While the idea that grammatical knowledge underlies communicative competence in a second language is uncontroversial, how teachers provide grammatical input in a classroom is. There have been major shifts in approach to teaching grammar: from focusing explicitly on form initially to focusing on "natural acquisition" in communication without grammar instruction. One current trend brings grammar back into focus. Focus on Form is an approach to providing cognitively salient input to language learners in a communicative classroom. By providing certain tasks and feedback in the classroom, teachers guide learners to notice ways in which the language forms they are using or are exposed to differ from the target language. The learner is thought to subsequently modify (consciously or unconsciously) his or her grammar rule, thereby moving his or her Interlanguage toward the target language. Within Focus on Form, there are two major approaches: Proactive and

Reactive. In a "Proactive" approach, the teacher in advance chooses a grammar point, a common language problem, or a form that will be necessary for completing a communicative task and guides learners to notice structural features of the form. In contrast, a "Reactive" approach helps learners to notice gaps while students are engaged in communication. This presentation will briefly describe the shift in approaches to grammar and discuss Focus on Form. The presentation will then provide a range of techniques for implementing these in a classroom. **SUA**

Stand and Deliver: Making Effective Presentations in English

Steve Ferguson, Lycee International Xavier
Mary-Jane Scott, Soongsil University
Language Center
Room B111

According to The Book of Lists, public speaking is most people's number one fear, beating out heights, insects, financial problems, deep water, illness and even death. Now imagine doing this in your second language! This workshop will show how to prepare adult English language learners to give effective presentations based on a successful model used at the university level in Korea. Participants will learn how to help their students overcome their fears about public speaking, how to speak naturally instead of recite, how to use body language effectively and how to organize an interesting introduction, body, middle, and conclusion of a presentation. Activities and strategies will be shown that are appropriate for both large and small classes at various levels. **SUA**

Teaching Students to Think Critically and Debate in English

David Rear, Kanda University of International Studies
Room B109

Over the past several years, the development of critical thinking (CT) skills has become an important aspect of education in both a first and second language environment. As English educators, we have an opportunity, and arguably a duty, to blend CT into our language classes, in order to provide our students with skills that will prove increasingly valuable in today's competitive business world. This presentation will show how CT skills can be built up incrementally, even for learners with relatively low linguistic abilities. It will report on a programme designed and taught by the presenter at Kanda University in Japan, which took an innovative approach to the issue, blending the steps required for the effective solving of problems with those important for successful debate, thus giving the course both a cognitive- and language-based focus. It took students through a four-stage process, showing them how to clarify the nature of a problem, how to gather appropriate data, how to evaluate the worth of that data, and finally how to analyse the data to draw conclusions. By examining a controversial topic in detail, the students gradually worked through these stages until they were ready to participate in an oral debate. End-of-course evaluations revealed the learners felt they had made improvements both to their cognitive and their language abilities, and gains were also found in the quality of their argumentative writing. **SU**

The Great Homework Debate

Susan Mary Pryor, SBS ENGLISH
Room M105

To do, or not to do homework, that is the question? While it is evident appropriate homework tasks designed specifically for language learners will improve their competence in the target language, the setting of homework tasks for students studying English as a foreign language can pose an array of perplexing questions and practical considerations. Some can be so daunting as to prevent teacher and student from embarking upon the task.

However, there is both a methodology for "teaching" homework and for "studying" unsupervised at home. There are achievable homework tasks that consolidate classroom learning, that are easily monitored by the teacher and that are personally rewarding to the student. The practice of these teaching and studying habits will make significant differences to the advancements students make in achieving target language competency. This paper presents a pedagogical methodology for setting and monitoring appropriate homework tasks that can be immediately incorporated into ones' teaching practice. YL

SATURDAY - 4:00 Commercial

Achieving Communicative Competence with Person to Person

Nalin Bahuguna, Oxford University Press Korea

Room B169

Arguably the most important goal for any learner of English is to achieve "communicative competence." This refers to a person's ability to communicate effectively in terms of both the linguistic and pragmatic aspects of language in any given situation, to achieve specific goals. In order for Korean learners to achieve communicative competence, they must be provided with sufficient opportunities to practice "speaking" and "listening" in a variety of contexts. During this presentation participants will discover how "Person to Person" helps students improve their communicative competence by using carefully constructed dialogues and practice activities. For all teachers wanting to learn ways to improve their students' spoken English proficiency, this is one presentation you should not miss. SUA

Effective Teaching with Scholastic Literacy

Place

Linda Shin, Scholastic Inc.

Room M103

It works - and Kids Like It! As teachers, we enter our classroom to teach the four crucial literacy skills- listening, speaking, reading, and writing. However, at times we wonder if we are using an appropriate text to bring out the best in our students. Scholastic Literacy Place with its manageable clear, consistent pattern of instruction provides support for all learners. This session will overview Scholastic Literacy Place and model a classroom lesson which you can adopt or modify for use. YL

Gearing Up for Conversation

Steven Gershon, Obirin University

Room M101

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 a conversation. Then we watch them flounder as they hesitate, grope for words, and wait for help. What's the problem here? How can we better equip our students for extended conversation? First, we can build our students' lexical competence with activities that develop awareness of the ways words naturally combine to make "chunks"? We can also extend students' fluency by providing a simple 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. U

Motivate to Educate!

Ellen Choi, Pearson Education Korea

Room B170

Throughout English Land, the familiar world of Disney is used to present new language and motivate students. English Land also addresses

the child's cognitive, psychological and social development, bearing in mind the characteristic learning styles of each age group, and a wide variety of activity types caters for different learning styles. Socio-cultural elements are introduced to broaden the child's understanding of the world around him/her. This aspect of language learning is motivating for students as they begin to compare these new socio-cultural aspects with those of their own culture. Through a demo lesson and activities, the presenter will show how this successful partnership of Disney characters and Longman methodology makes the educational experience for young learner's fun and motivating! Come and be one of the first in Korea to see this effective and beautifully illustrated new course for children. **YL**

Scaffolding, Competence, and the ZPD

Kathleen Graves, School for International Training

Room M104

Effective language learning depends on the interplay between students' experience, competence and expansion of the ZPD (zone of proximal development). In this presentation we will look at how materials can be used by both teacher and learners as a shared tool to scaffold learning in the ZPD and thus expand and extend student competence. **UA**

Story-based Curriculum for Young Learners

Nena Nikolic-Hosonaka, Cambridge University Press

Room B168

How do you read stories to children? Do you just open the book and read it? Are you confident to say that what the author means by a beautiful sky is exactly the same with how children perceive it? In this workshop we will see how it is very easy to create a child-friendly curriculum based on stories, mainly due to their connection with real life,

with the child's developmental needs and as a perfect context for learning how to understand others. **YL**

SATURDAY - 4:30 Academic

Authentic versus Contrived Language: the Case of the Present Perfect

Terry Shortall, University of Birmingham

Room B142

Exposure to authentic language brings learners closer to real-world language, and allows them to interact with genuinely communicative texts. However, authentic texts can be difficult to process, and do not take account of learners' proficiency. Contrived texts can be controlled and graded, and can provide systematic coverage of language patterns. However, contrived texts are often tedious and laden down with trivial and artificial uses of language. This workshop explores how the Present Perfect appears in authentic spoken language (from the Bank of English corpus) and in over 30 textbooks. Among other things, we will examine the use of adverbials in the Present Perfect. In textbooks the prominent adverbials are 'yet', 'already', 'ever', and 'for'. These adverbials are highly frequent for pedagogic reasons: they are used as awareness-raising 'flagging' devices to inform learners that they are dealing with the Present Perfect. In authentic language, adverbials occur much less frequently, and one of the few frequent adverbs is 'now'. Textbook writers, of course, do not use 'now' with the Present Perfect, and reserve it almost exclusively as a marker for the Present Continuous ('I am studying now.') The differences between authentic and contrived materials are substantial: the former occur as acts of communication, and do not always lend themselves to pedagogic exploitation; the latter, on the other hand, often have a solid pedagogic focus, but do not provide us with examples of real-world language. We will con-

clude that sound pedagogic practice will involve exposing learners to an appropriate mix of both authentic and contrived language. **SUA**

Critical Reading Pedagogy: Experiencing Sociocultural Life in Teacher Professional Development

Lawrence Jun Zhang, Nanyang Technological University

Room M106

Critical reading should be part and parcel of a literate person's reading processes although there is a tendency in EFL programmes to neglect it. Various reasons are given for such neglect, with the major ones being that EFL learners need to develop decoding and vocabulary skills in order to read better. The pedagogy of reading is usually reductionist in orientation. I argue that teaching critical reading pedagogy to EFL teachers should be an equally important component of teacher professional development programmes where teachers-in-training are agents for change in classrooms (Wallace, 1992). The time when they are on the training programme is an opportune platform where reflexivity, reciprocity and responsibility are crucial to their making further progress in their professional lives towards becoming critical practitioners (Zhang, 2004). Given the fact that, in Asian cultures of learning, reverence for knowledge and lack of inclination to challenge printed texts are commonplace (Zhang, 2001), this paper reports a study of 35 Chinese EFL tertiary English teachers taking a one-year professional development programme in ELT. It makes an effort to interpret and frame their initial resistance to and final acceptance of some of the basic principles of critical pedagogy. It also examines their nascent awareness of and growing audacity in critically approaching texts both as readers themselves and reading teachers. While focusing on a pedagogy grounded in a socio-cultural learning theory and critical discourse analysis (Fairclough, 1992, 2001) using "community texts" (Luke et al., 2001) where

step-by-step movement of critical reading lessons are described and discussed, the intent of this paper is to bring forth challenges facing critical pedagogy for reading teachers in Asian EFL classrooms and discuss possibilities for change. **SUA**

Decisions and Directions in Text Adaptation for ESL/EFL Reading

Jean Kirschenmann, Hawai'i Pacific University

Edward Klein, Hawai'i Pacific University

Room B107

While there may be debate about what, how much, or in what manner language learners should read in a particular program, there will be little argument that reading is important. Similarly, there is general acceptance of Krashen and Terrel's (1983) notion that language input must be comprehensible in order to be attended to and processed. However, many teachers who accept the importance of reading and the necessity of comprehensible input find themselves in situations where the reading material that is easily available to them is simply not comprehensible. In this situation, a teacher has several options including, but not limited to, building her own library, using student-written materials, and adapting passages from texts or materials on hand. This workshop will begin with a discussion of the three options listed above for building collections of comprehensible reading material for a wide variety of student audiences. Then, we will turn our attention to the process of text adaptation. Davies (1984) was talking about the process of adapting authentic materials for use by ESL readers when he wrote that, "simplicity is difficult." The difficulties that Davies was referring to include syntax, lexicon, text organization, cultural issues, and background knowledge. These will be discussed in the context of a hands-on text adaptation exercise. A closing discussion will include time for experiences, observations, and questions from workshop attendees. References Davies, A. (1984). Simple, simplified and sim-

plification: What is authentic? In J.C. Alderson, & A.H. Urquhart (eds.), *Reading in a foreign language*. London: Longman. Krashen, T. and T. Terrell. (1983). *The natural approach*. Hayward, CA.: Alemany Press. **SUA**

English Through Art and Poetry

Jill Christopher, Lycee franco-japonais Tokyo
Room M105

In this hands-on workshop participants will be exposed to ways of teaching language by using art and poetry. Examples of painting by young students, both free choice and teacher chosen themes will be shown as equally successful. Group poems from one student's painting as well as individual poems to illustrate the painting in words will be part of this workshop. Participants will produce poems from student provided art as well as generate writing from their own work, completed during the workshop. Of particular interest to older student teachers will be grammar rules used for group poetry. Power-point presentations will clearly demonstrate the advantage of such an approach. The presenter developed this method of using art in her TESOL classroom when she observed how stress dropped away as her students concentrated on their works of art. The beautiful paintings were an eye opener and a pleasure for both students, teachers and parents. A brief mention of various educational approaches which support the arts as being helpful to language acquisition will be made. Amongst these will be Whole Language, Multiple Intelligences, Learning Styles and recent brain research. An eclectic book list will be attached to handout. Fun and laughter for everyone! **YLSU**

Speaking Your Mind: Challenges for Korean EFL Students Abroad

Susan Caesar, University of Pennsylvania
Room B167

Student responses to an action research study

of Korean ESL students at two major American universities confirmed what instructors have long suspected: foreign students who enroll in American intensive programs are often insufficiently prepared for the intense participatory nature of American classrooms. While these students may have excellent grammar and sufficient vocabulary, they report that their ability to participate in classroom discussions with other foreign students or with Americans is severely hampered, not just by pronunciation and listening skills, but also by a lack of familiarity and practice with an interactive style of classroom. The researchers will briefly describe how the study was conducted and present the student survey data, focusing on the skills that Korean ESL students now studying in the USA say they need that they did not practice enough in their own countries. These include practice with both everyday English and with the English necessary in academic situations to effectively participate in discussions, interrupt others, and ask questions. The presenters will then suggest classroom activities that EFL teachers can use to practice these skills, including information gap activities, small group discussions, role plays and games that require the use of targeted gambits and idiomatic phrases. In addition, ways to integrate focused pronunciation practice into speaking activities will be presented. Participants will acquire an expanded vision of the skills they need to give their EFL students to make them more successful abroad, along with samples of appropriate multi-level materials they can use in their classes. **U**

SATURDAY - 5:00 Academic

Classroom Concordancing: Increasing Vocabulary Size for Academic Reading

Pisamai Supatranont, Rajamangala University of Technology
Room B178

This presentation is based on an action re-

search aimed at solving a problem of teaching EAP at a Thai university. The study is focused on engineering undergraduate students whose needs are to read academic texts in English. Teaching reading at this Campus has been unsuccessful because of students' inadequate vocabulary knowledge. Therefore, a vocabulary component has to be integrated to an existing reading course and an effective method is needed to increase vocabulary size in a short time. In the study, classroom concordancing was applied. The objectives were to compare its learning effects with the conventional method's effects on vocabulary learning. The study was conducted with two intact groups of engineering students in one academic semester during June-September 2005. In the preparatory stage, a purpose-built corpus was compiled from academic texts in engineering fields. Then target words were selected from high frequency words in the corpus, which were also words in the lists of GSL or AWL. This target wordlist was used to design all lessons, materials, activities, and tests. During the study, the experimental group was trained through paper-based and hands-on activities to deal with concordance information in the corpus whereas the comparison group was taught through reading and vocabulary exercises. In the presentation, basic concepts of classroom concordancing will be introduced for the audience who are unfamiliar with the method. Then the research background and methodology will be described with some examples of classroom materials. Finally, data and findings will be presented with discussion on pedagogical applications. U

Developing CAI Courseware for EFL Learners in Thailand

Suksan Suppasetsee, Suranaree University of Technology

Room B111

Teaching students to be literate is a high educational priority in Thailand, as it is throughout the world. It is also one of our greatest

challenges. Learning a new language needs as much language support as possible. We believe that computers can play an integral part in providing learners with valuable language experiences as they learn. This research focuses on how computer can be a supplemental teaching tool for teaching EFL learners. The purposes of the study were to develop an English courseware, determine the efficiency of the lessons, compare learners' learning achievement between pretest and posttest and study learners' attitude towards learning this courseware. Thirty learners were purposively selected from 1st year students at Suranaree University of Technology, Thailand in academic year 2000. After giving the pretest, the courseware was fulfilled. Then, the posttest was administered. The data were analyzed through the application of percentage and t-test. The result showed that the courseware had higher efficiency than the standard level. There was a significant difference between the pretest and posttest at 0.01 level of significance and the learners had good attitude towards learning this courseware. Additionally, the example of courseware designed by the presenter will be demonstrated. YLSUA

Failure in an ESP Program: Why?

Lan Chi Bui, Phi Oanh Duong,
Minh Chau Bui, Cantho University

Room B121

Despite the recent significant development in EFL practices in Vietnam, ESP teaching has been received insufficient attention. Many ESP teachers at tertiary level, therefore, still adhere to the Grammar Translation Method, which results in the students' ineffective communicative competence. The purpose of this paper is to report on an investigation into the effectiveness of teaching ESP in a university in Vietnam. The chief questions addressed are: What beliefs of ESP teaching and learning do teachers and students have? Which method has been used in ESP classrooms? Are the materials appropriate to the students' levels and in-

terests? How well is their communicative competence after completing the course? Results show that most teachers recognize that using appropriate teaching methodologies and materials is a crucial factor in ESP teaching. However, the testing results reveal that students' communicative competence is not well-developed. Lack of ESP teacher training programs, administration, inappropriate materials are possible constraints to the failure. This paper will, therefore, discuss the teaching implications, material adaptation and professional development in ESP practices. Since the issues raised in this paper are likely to resemble those in other ESP settings, the authors will promote discussions of the generalisability of the results, especially in the Korean context. **UA**

Podcasts: Time-shifting the EFL Classroom

Thomas Pals, Shizuoka University of Art and Culture; Timothy Randell and Michael Shawback,, Ritsumeikan University, Faculty of Sciences and Engineering

Room B109

Over the last several years, there has been a noticeable shift in American society--a time shift. Home entertainment devices, such as the ubiquitous VCR and more recently TiVO, have allowed people to record programs of interest and play them back at their convenience. While clearly the bane of network advertisers, this technology has been a boon to busy consumers. The latest item in this line of technology is the Podcast. Simply put, a Podcast is a pre-recorded audio program that is distributed via a subscription system to subscribers, who then download the file to their iPod or other portable music player and listen to it on the go. In this presentation, we will discuss the transition from using traditional LL-based audio tools to incorporating this Podcast technology in innovative ways in the EFL classroom. Specifically, we will focus on the results of a pilot study conducted on using Podcasts to implement a listening element into a reading course. By using Podcasts, students

were able to perform these listening tasks at their own convenience--at home, in the library, on the train. The results of combining these listening and reading elements will be of particular interest to educators in the so-called "karaoke cultures" of East Asia, where subtitles appear on native-language television broadcasts at a much higher rate than in the West. Additionally, we will discuss how both educators and their students can easily create and distribute these Podcasts using free tools found on the Internet. **U**

The Christian Teacher and the Secular Workplace

Heidi Vande Voort Nam, Chongshin University

Room M106

Many Christian teachers work in institutions where overt religious discussions are not welcomed. Christian teachers who teach in such environments need to carefully consider how to be faithful to their religious identity in this context. Is it appropriate to subtly incorporate moral or religious ideas into lesson plans? Does faith alter the teaching process itself? Are there cultural differences between students and expatriate teachers regarding acceptable expressions of faith? In this workshop, participants are invited to discuss how Christian teachers should practice their faith while teaching in secular contexts. **YLSUA**

The Classroom as a Living Organism

James Life, Inha University -- English Language Center

Room B112

The Gage Canadian dictionary states that an organism is "a complex structure made of related parts that work together and are dependent on each other and on the whole structure." This could certainly describe a functioning adult learning environment. I would also argue that the classroom resembles a living thing in

that it adapts to a changing environment and has the capacity for growth. In this vein the following paper discusses the dynamics of the adult learning environment using the metaphor of a living organism. The discussion will address the learning environment created by the instructor and students from the preparation to the fully developed, interactive environment that best supports the exchange of ideas: described as the growth and life of an organism. Three examples are given illustrating the application of this approach to instructional methodology. The opinions of several well-known authors in classroom behaviour are also discussed including the ideas of Albert Bandura, Martin Ford, and Dale Schunk. **SUA**

The Relationships Among Test-Takers' Variables and CBT Reading Scores

Prateep Kiratibodee, Chulalongkorn University, English as an International Language Program
Room B161

The use of computer-based tests (CBT) in language testing has been proposed. Although many studies confirmed their equivalence to the paper-and-pencil tests, most of them ignored individual differences of test-takers. Recent studies have focused on three test-takers' variables (computer anxiety, computer attitudes, and computer familiarity) because they can affect test performance. However, there are very few studies which investigated the relationships among these three variables and reading comprehension CBT. Therefore, the presenter conducted a correlational study to examine such relationships. The data were collected from undergraduate Thai students using a questionnaire and a reading comprehension CBT. Pearson correlation and multiple regression were employed in the data analysis. The results of the study will be reported in this session. Significant predictors of students' success or failure in taking computer-based reading comprehension tests will be discussed. **UA**

All About Writing

Cherie Lee, MoonYeDang

Room B168

A great temptation when teaching writing is for you to do the work for your students by correcting all of their mistakes. As most of you might experience, however, a more effective way to help them write better is to have them correct their own mistakes, providing them with minimal guidance, such as correction symbols or writing rubrics. This will more successfully help them learn from their errors. In Korean EFL classroom settings, it is easy to recognize a number of distinctive consistencies among learners' errors. Exploring the typical features of these errors will enrich your teaching inventories, so that you can help your students cure their persistent errors in writing with ease. Then, what are the maxims of error correction? How can we cure Korean students' persistent writing blunders? How do we build blocks with well-structured sentences to form a paragraph? What is the best way of completing a jigsaw puzzle in order to convey organized ideas of thoughts or feelings? The hallmarks of good writing are the hallmarks of all effective communication, since writing is above all "for communication". All of these features will be discussed with a process approach through Macmillan's fascinating resources, Paragraph Writing and College Writing.

Expanding Reading Skills: Reading for a Reason

Andrew Bruske, McGraw-Hill Korea

Room M104

Reading for a Reason is a three level, high beginning to high intermediate reading series from McGraw-Hill ELT. Focusing on academic content, the series leads students to develop

the critical reading and vocabulary skills they need to become confident academic readers. Cross-curricular content areas include psychology, physics, sports, nature, and literature. Timed readings and self-monitoring charts encourage students to increase their reading speed. Web-based projects build Internet research skills and the ability to discriminate between and to limit search results. Academic vocabulary is emphasized, with a strong focus on collocations. Reading for a Reason builds effective comprehension skills by leading students through a purposeful series of scaffolding activities. **SUA**

Extensive Reading: Reading Gain without Reading Pain

Rilla Schram, Pearson Education Korea
Room B170

This presentation has two aims. The first is to introduce the participants to extensive reading. The second aim is to show them how they can put extensive reading into their classrooms. We will use Penguin Readers and related resource materials to explore creative and exciting ways to help students develop their reading, listening, writing and speaking skills. By the end of the presentation, the participants will have a firm understanding of extensive reading, including how students who read extensively have positive attitudes and motivation to learn English. They will also know that an extensive reading approach results in students making significant gains in vocabulary knowledge and reading, listening, speaking and writing skills. Finally, the participants will be able to use extensive reading in their teaching. **SUA**

Head, Hands and Heart!

Jane Revell, Macmillan Education
Room M101

Learning needs to be active as well as reflective. It's true that learners need to think

in order to learn. It's true too that our thinking is more effective when we actively use our body together with our brain. And it's also true that we remember things best when our emotions are engaged. Thinking, doing and feeling are all crucial to learning. Head, hands and heart! **YLSUA**

Let's Learn English the Fun Way

Clare Hambly, Oxford University Press Korea
Room B169

Music and movement, fun activities and games, listening and recycling are all necessary components for a successful core program for Young Learners. This presentation, with sample activities from English Time, will demonstrate activities that encourage children to learn, retain and actively use English. **YL**

SATURDAY - 6:00 Plenary

Writing: The Neglected Skill in EFL
JoAnn (Jodi) Crandall, University of Maryland
Baltimore County
Room M608

Writing is too frequently the last skill to be taught in EFL classes, if it is taught at all. The reasons for this are varied: writing and reviewing take time; the activities are difficult to structure and make interesting; instructors lack confidence in their own writing; are only a few. But writing is too important a skill to be ignored. It can help students to develop greater accuracy and fluency. It can provide opportunities for creative use of the language and promote deeper discussion and interaction. And it can be fun. The focus of this talk will be on the importance of incorporating writing into the EFL class, the various functions writing can play in the language classroom, and the kinds of activities that can be integrated into any EFL class, even at the beginning level.

Sunday AM

Room	9:00	9:30	10:00	10:30
B107 Gemma Hall		Mario Rinvoluceri <i>EFL Exercises Drawn From NLP</i>		
B109	Sean Smith and Timothy Allen <i>Student Website: Technotards Can Do It, Too!</i> UA			
B111	Allison Bill <i>What Colour is Your Personality - and Other Ideas that Work!</i> SUA		Shadab Jabbarpoor and Abdollah Baradan <i>Impact of Risk Taking via Group Work on EFL Writing</i> SUA	
B121		Ana Lado <i>Reenactment, Reader's Theater, TPR and Chanting Activities with Children's Literature</i> YL		
B142	Hamish Gillies <i>Japanese-English Language Mixing Behaviour Amongst Mixed Nationalities in Japan</i> U		Edward Klein and Jean Kirschenmann <i>Motivating ESL/EFL Reading Through Presentation Projects</i> YLSUA	
B161	John Matthew Olszewski <i>Objective, Empirical Evaluation of Level Testing, Oral Interview and Conversation</i> YLSUA		Jake Kimball <i>Strategies for Teaching and Learning Vocabulary With Young Learners</i> YL	
B167		Minyoung Son <i>L2 Working Memory and L2 Reading Skill</i> YLSUA	Brian King <i>SLA in Naturalistic Contexts: Queer Korean Identity Construction, Investment, Access</i> SUA	
B168	Richard Walker <i>Cambridge Applications and Benefits of Using Corpus-informed Materials in the Classroom</i> UA		Leah Bortolin <i>Houghton-Mifflin The Process of Writing: Making Extraordinary out of the Ordinary</i> YL	
B169 Oxford	Nalin Bahuguna <i>Oxford Developing Vocabulary Through Reading</i>		Tony Schiera <i>Oxford Reading and Writing on the New iBT</i>	
B170 Pearson	Pearson Education Korea		Steven Molinsky <i>Pearson Learning English "Side by Side"</i>	
B178	Poh Leng Mark <i>Increasing Learner Autonomy in the Writing Class Through Experiential Learning</i> SUA		Timothy Randell et al. <i>Assessing Levels of Difficulty of Authentic Listening Materials: How Hard is Hard?</i> U	
Hall	Naoki Sugino and et al. <i>Language Learning Activities in Three EFL Classrooms for Children</i> YL Peter Farrell <i>Critical Thinking and Propaganda Awareness: Lesson Ideas Using Advertising</i> SUA			
M101 Macmillan	Macmillan Press		Scott Miles <i>Macmillan Extensive Reading in the Korean Classroom</i>	
M103 Scholastic	Scholastic Asia		Linda Shin <i>Kyobo Book Center Teaching Speaking and Writing with High-Interest Articles</i>	
M104	Caroline Linse <i>Moonyedang Creating Big Books in the YL Classroom</i> YL		Jiyun Kim <i>Language World Using Fiction and Non-fiction Texts for Content-Based Instruction</i> YL	
M105	Kira Litvin <i>Project-Based Learning: Using Surveys & Learning Lessons</i> SUA		Gerry Lasseche <i>Warm-up for Language Learning!</i> SU	
M106	Kathleen Graves <i>School for International Training Learning From Experience: SIT's Approach to Reflective, Experiential Learning</i> YLSUA		Susan Stempleski <i>Thomson Learning Using 'World Link' to Develop Fluency</i> U	

Critical Thinking and Propaganda Awareness: Lesson Ideas Using Advertising

Peter Farrell, Chulalongkorn University, English as an International Language Program
Poster Hall

Presentation will provide ideas for using advertisements and commercials to teach critical thinking skills. Advertisements can be venues for developing propaganda awareness and using evidence to support claims. They show how subtle symbols and images can suggest ideas and how designers of such advertisements try to affect our thoughts. Student awareness of such manipulation can assist in developing critical thinking skills because students will question the premises of the advertisements. Further, students will learn to give evidence of the claims they make about the propaganda they see by explaining the evidence and images and what they suggest. Such activities can benefit students in their writing as well as formal speaking skills. **SUA**

Increasing Learner Autonomy in the Writing Class Through Experiential Learning

Poh Leng Mark, Kanda University of International Studies
Room B178

An essential part in learner autonomy is the ability to learn from experiences. This includes the ability to reflect on one's experience and to find ways to make improvements so that the performance in subsequent experiences will be better. With respect to writing, this ability includes being able to analyze one's writing and to identify how one's writing can be improved so that the next piece of writing will be better. To foster this ability in students, teachers have used different activities and tools like conferencing and checklists. Do learners benefit from such activities or tools and if so, how?

Will the learner's background or learning style influence how they learn from these activities and tools? This presentation presents the results of a research in Kanda University of International Studies that investigated the effectiveness of different tools and activities used to foster this ability in learners. Different tools and activities were used during classroom instruction, and feedback was collected from students on their effectiveness in helping them learn from their experience independently. **SUA**

Japanese-English Language Mixing Behaviour Amongst Mixed Nationalities in Japan

Hamish Gillies, Kanada University of International Studies
Room B142

This presentation seeks to illuminate the language mixing behaviour of bilinguals who are still becoming proficient in their second language. In particular, what choices are available to such bilinguals, what choices do they actually make, and why do they make them? The presentation is based on a case study of the conversations between the author and a friend which were recorded, tape-scripted and then analysed. The analysis attempted to employ three frameworks, to look at the language mixing at the level of sentence-structure, the level of discourse and the level of society. At the level of sentence-structure, I looked for examples of three kinds of code-switching (intra-sentential, inter-sentential, and extra-sentential) as well as borrowing. At the level of discourse, I looked for the functional uses of the code-switching and borrowing, using seven discourse function categories, taken from a previous study by Fotos (2001). Finally, the language mixing behaviour was assessed from a social perspective. As for findings, at the level of sentence structure, borrowing and extra-sentential code-switching were found to be the most common forms of language mixing at the level of discourse it was found that a wider range of function cate-

gories were required to account for the data, reflecting the "un-balanced bilingual" nature of the participants. At the level of society, it was found that the participants had started to create their own group norms for language mixing behaviour. U

Language Learning Activities in Three EFL Classrooms for Children

Naoki Sugino, Ritsumeikan University
Hirokatsu Kawashima, Nagasaki College of Foreign Languages

Yuya Koga, Shukugawa Gakuen College

Poster Hall

Even before EFL programs were introduced into the national curriculum for Japanese elementary schools in 2002, some kind of English language program had been incorporated in preschool-level education. Since then, an increasing number of preschools and private language schools have started their own EFL classes for children. However, few empirical studies had been done to examine how English should be taught and learned at the preschool level in an EFL context such as Japan. Consequently, our knowledge of unique features pertaining to preschool EFL classrooms come short of providing insights for instructor training, curriculum development, syllabus design, and preparation of learning materials. In order to compensate for this lack of knowledge, the presenters have observed three different EFL classrooms in different educational contexts. One of them is in a private kindergarten, where a native speaker of English, as the main instructor, uses English as the primary medium of instruction on a daily basis, and is supported by a native speaker of Japanese. Another classroom is in a nursery school, where a group of Japanese speakers teaches English on a weekly basis. The third classroom is a privately-operated language school for children, where a Japanese native speaker teaches English on a weekly basis. In this longitudinal and descriptive study, Spada and Frohlich's COLT (Communicative

Orientation of Language Teaching) Observation Scheme is employed, and some of the major findings will be reported in this poster presentation. YL

Objective, Empirical Evaluation of Level Testing, Oral Interview and Conversation

John Matthew Olszewski, Catholic University of Korea

Room B161

English teachers evaluate the language proficiencies of students. In a most general sense, if given only two choices of either highly proficient or weakly proficient, language ability can be easily evaluated. However, when the need arises to specifically measure language proficiency of many different conversations or language samples, an accurate and consistent evaluation becomes much more difficult, so much so that the evaluation can tend toward an unreliable subjectivity due to a wide latitude in conversation evaluation standards widely used today. To circumvent this possible pitfall of language evaluation and to create an objective, empirical, and justifiable record of evaluation, instead of evaluating loosely described characteristics such as "engage in most communicative situations with minimal errors," by following loosely defined grading standards such as "Fully Demonstrated," "Adequately Demonstrated," "Inadequately Demonstrated," or "Not Demonstrated" (Virginia Department of Education), more specific, detailed criteria for evaluation are needed. For an empirical, objective evaluation of a level test, oral interview or conversation, a list of specific and detailed characteristics to be evaluated can be used to generate simple binary evaluations of each individual characteristic; either a language characteristic would be present in a language sample or a language characteristic would be lacking. This methodology could be used for evaluation of various aspects of language proficiency such as pronunciation and grammar. For example, pronunciation of an individual phoneme can be objectively evaluated

with a clearly delineated decision criterion either the goal pronunciation would be demonstrated or it would be lacking. **YLSUA**

Project-Based Learning: Using Surveys & Learning Lessons

Kira Litvin, Chonnam National University,
Language Education Center

Room M105

What is project-based learning? How can it help make your English classes more communicative? How can students practice using real-life English in meaningful ways? This workshop will highlight how using opinion polls, questionnaires and SURVEYS can get students to talk and use real-life English; form, ask, and answer questions; share opinions; compile and compare survey results; report and present survey results, acquire and use new vocabulary; and develop academic skills for reporting and summarizing. Class survey projects, as a form of project-based learning, enable students to gain valuable skills working together in pairs or groups to practice and create language that is meaningful and authentic. Using surveys and opinion polls brings current and relevant topics into the language classroom. The presenter will discuss how survey-based lessons can be adapted for all learners from beginners through advanced. She will also share some valuable lessons she has learned over the years from utilizing this project in a variety of contexts and countries. Participants will be able to experience an activity for themselves and consider how they can use project-based learning in their own classrooms for all language levels. **SUA**

Student Website: Technotards Can Do It, Too!

Sean Smith, Hanyang University
Timothy Allen, Hannam University

Room B109

A web site for students can expand their op-

portunities to use English outside of the classroom. By using the proper web software a web site can easily be interactive with listening, video, quizzes, chat, forums, workshops, instant messaging and more implemented in a foolproof environment. Technotards will discover how easy it is to run their own site. In this presentation the audience will be shown a demonstration course with activities already completed by students. Additionally participants will discover the ease with which it is possible to maintain and build a website for students. The software which runs the site being demonstrated is called Moodle and allows for automatic backups and logging of student activity. Participants will be provided with information on how to start their own site. Teachers should walk away from this presentation with a basic understanding of how to build, and maintain their own web site for students. This presentation will focus on the practical uses of moodle and not on how cool it is. Moodle is cool, but also practical. **UA**

What Colour is Your Personality - and Other Ideas that Work!

Allison Bill, Jeonju University

Room B111

You already have a textbook for your class, but it's getting boring... You don't know how to spice it up... Here are some activities that will get your students talking, such as when they debate whether liking the colour red makes them aggressive. They are a break from the book, and they are ready for you to take into your classroom on Monday morning. I have used these activities with my Korean university students, as well as with the In-service Teacher Training course I have been teaching. They could be adapted to match students of almost any age or level of ability. The students have fun with them, and so do I. Be prepared to participate in partner and group work in this workshop. What colour is YOUR personality? **SUA**

Applications and Benefits of Using Corpus-informed Materials in the Classroom

Richard Walker, Cambridge University Press

Room B168

Three important questions facing all of us as educators in ELT are, firstly, How can we ensure that we expose our students to language that really reflects the real world? secondly, What really are the most important and commonly used words, phrases and expressions in English? in other words, What should we teach? and thirdly, What kind of conversational strategies do expert speakers of English use and how can we train our students to use these strategies and so become more competent communicators? It will be suggested in this presentation that the answers to these questions may lie in the use of corpus-informed materials and that such materials represent the future of ELT. There is a lot of talk about the corpus and corpora at the present time. We already take it for granted that a good learner's dictionary is informed by a database of real language samples ?a corpus. However, until recently most educators did not expect classroom materials to be corpus-informed, and the powerful benefits the use of such materials provides is only now beginning to be realized. In this presentation, we will show what a corpus is, explore live corpora that are being used to inform classroom materials, and we will go on to explore the powerful practical classroom applications and benefits corpus-informed materials have for both learners and teachers. New classroom materials informed by the Cambridge International Corpus and published by Cambridge University Press will be drawn upon to illustrate ideas and concepts. **A**

Creating Big Books in the YL Classroom

Caroline Linse, Macmillan

Room M104

The purpose of this workshop is to help teachers create their own big books based on the content found in Fingerprints. Teachers will learn how to create six different types of big books ranging from predictable books to content based books. **YL**

Developing Vocabulary through Reading

Nalin Bahuguna, Oxford University Press Korea

Room B169

Second language learning research clearly shows that there is a strong correlation between reading and increased language comprehension. For Korean Middle School and University students, reading in order to develop a broad vocabulary is crucial for higher academic success. This presentation will demonstrate via a series of practical activities taken from the new "Totally True" series, how students can expand their vocabulary, including knowledge of idioms, through a series of unusual but true stories which act as springboards to comprehension and speaking. **SUA**

Learning From Experience: SIT's Approach to Reflective, Experiential Learning

Kathleen Graves, School for International Training

Room M106

This presentation introduces participants to SIT's approach to reflective, experiential learning. Using an inquiry approach, participants will have an opportunity to examine how they conceive of learning in their classrooms and how they approach teaching on that basis. Through inquiry, we will explore what it means to be a reflective practitioner. Participants will also have a chance to ask about SIT's graduate programs in teaching and international management, as well as the

Diploma in Language Teaching Management and the SIT Certificate course. **YLSUA**

SUNDAY - 9:30 Academic

EFL Exercises Drawn From NLP

Mario Rinvoluceri, Pilgrims, UK

Room B107

This will be a thoroughly practical, hands-on workshop, aimed at helping you intermediate and advanced students really want to express themselves through English. In these exercises your students will be thinking and feeling in ways they most probably have not thought and felt before in Mother Tongue. It is this newness that leads them to want to communicate with classmates, despite the difficulties of the target language. You will leave the workshop room with a bundle of techniques you can use the next time you see your groups. On the way you will also find out a bit about the rich communications field of Neuro-Linguistic-Programming. Back-up Book: *Unlocking Self-Expression Through NLP*, Judy Baker, Delta, 2005.

How Does L2 Working Memory Relate to L2 Reading Skill?

Minyoung Son

Room B167

Particularly in the last decade, working memory has received a great deal of attention from researchers interested in different aspects of human cognition. Notably, a growing number of SLA studies from a cognitive perspective have supported a strong link between working memory capacity, which represents the immediate memory processes involving both processing and storage functions, and reading skills, as was evidenced in first language (L1) research. This paper, a partial replication and extension of Harrington and Sawyer's 1992

study, investigates individual working memory capacity differences among advanced second language (L2) learners of English in relationship to their reading skill. The reading span test, devised by Daneman and Carpenter (1980), was used as an indicator of working memory capacity. The study found that L2 learners with larger L2 working memory capacity outperformed those with lesser capacity on the measures of reading skill. On the other hand, there were not strong correlations between traditional digit / word span measures and the reading span measure. The study also suggests the importance of L1 working memory capacity as a salient predictor of success in L2 learning. Finally, findings indicate that auditory and visual memory for the simple span tests were equivalent for L2 subjects. Indeed, the implications are significant theoretically and pedagogically: L2 working memory capacity is a critical indicator of individual differences in L2 reading skills. Therefore, further investigation of its pedagogical applicability in SLA would be worthwhile. **YLSUA**

Reenactment, Reader's Theater, TPR and Chanting Activities with Children's Literature

Ana Lado, Marymount University

Room B121

Brown Bear, Brown Bear, What Do You See? (Martin, 1992) is an example of a children's book that is often used for oral English instruction. However, it is not easy to find other appropriate books for oral activities. This is because many lists of books focus on reading instruction and ignore whether a book is compatible with oral TEFL strategies. A research study was undertaken to find children's books which are "ideal" for the very beginner stages of English and compatible with oral language activities. This workshop will familiarize participants with books that are easy to use "as is" and that are compatible with Reenactment, Reader's Theatre, TPR, and Chanting activities. Workshop participants will use ideal children's books for use with

students of a wide range of ages: 1. For TPR we use books with many action verbs. For example, the books, *From Head to Toe* and *Walking through the Jungle*. 2. For Reenactment we use books in which the narrator describes events. For example, *Squirrel is Thirsty*, *The Happy Day*, and *Bread, Bread, Bread*. 3. For Reader's Theater we use books in which characters talk. For example, *The Carrot Seed*, *Bicycle Race*, and *Hattie and the Fox*. 4. For Chanting we use books that are not just predictable but repetitive. For example: *One Gorrilla*, and *I went Walking*. The workshop handout includes an annotated list of children's books, and a bibliography of research on the topic. YL

SUNDAY - 10:00 Academic

Assessing Levels of Difficulty of Authentic Listening Materials: How Hard is Hard?

Timothy Randell and Michael Shawback, Ritsumeikan University, Faculty of Sciences and Engineering; Thomas Pals, Shizuoka University of Art and Culture
Room B178

Teachers of reading skills have long recognized the value in graded readers--texts that have been modified using simpler vocabulary and grammar patterns--in guiding students from easier to more difficult levels of texts. For those creating their own exercises based on authentic materials, by using readability statistics or indexing a text against a list of most commonly used words, comparing the level of two or more texts is straightforward. Listening materials, however, add dimensions--speaker speed, accent, tone, volume, stress, clarity, and background noise--that make it extremely difficult to formulaically assign level. Listening materials, therefore, ideally will be pilot tested by a cross section of EFL learners to determine level. Unfortunately, this pilot testing is often impractical for individual teachers making their

own materials just before or during the course. In this study, 22 CNN video-based lessons with online CALL exercises were grouped into three levels of difficulty. These CALL exercises were conducted online in a 45-minute period following a common format of multiple-choice comprehension questions followed by a cloze exercise. Due to the large amount of reading required to perform these exercises, a formula consisting of ranking the videos in terms of length of comprehension questions, scripts, cloze items and video running time was employed. Throughout the semester, 1500 students performed these exercises a total of 8500 times. In this presentation, we will discuss actual student performance on these exercises versus our expectations, including which factors are most likely predictors of difficulty in listening exercises for EFL learners. U

Impact of Risk Taking via Group Work on EFL Writing

Shadab Jabbarpoor, Garmsar University
Abdollah Baradaran, Azad University
Room B111

The major concern of writing teachers in general and foreign language writing teachers in particular is to make composition classes more pleasant so that writing changes its status from being marginalized into an effective means of learning. This study verified the impact of risk taking via group work on improving EFL learners' writing skill. The findings revealed no significant difference between the performances of group optimal risk takers and individual non-risk takers. The findings have significant implications on EFL teaching in general and EFL cooperative learning in particular. The outcome of this investigation can also be practicable for EFL material designers who look at writing as a means of communication. SUA

Motivating ESL/EFL Reading Through Presentation Projects

Edward Klein and Jean Kirschenmann, Hawai'i

Pacific University
Room B142

Whether in an ESL classroom for academic English or in an EFL classroom in Korea, reading skills are considered a high-priority. Nevertheless, teachers in either setting know that many, probably a majority, of students fail to develop true fluency in English reading. Working on projects is often suggested as a way of helping students to better language levels. Diana L. Fried-Booth (1986) has argued that by having our students do projects, we stimulate intrinsic motivation and "help bridge the gap between language study and language use" (p.7). More importantly for EFL/ESL reading teachers who find it difficult to get the students excited about the "whole" of English, projects "provide a useful way of integrating the four skills" (p. 8). This session reviews the presenters' efforts to motivate and develop better reading skills by involving students in team projects on topics paralleling their assigned readings. Student teams choose an "interesting" topic and then research, organize, and present it (using high or low tech methods). Such projects demand that the team read, write, and ultimately listen to and speak English beyond the primary target skill of the course's reading. It also expands fellow students' knowledge of topics related to our readings. We discuss this project technique in terms of our original motivation, the classroom management challenges, the use of PowerPoint, and the results (favorable and not-so-favorable). Included are several of our students' presentations on PowerPoint. Participants will be encouraged to critique this technique and share their own "project" adventures in teaching reading.

Room B142 **YLSUA**

SLA in Naturalistic Contexts: Queer Korean Identity Construction, Investment, Access

Brian King, Soongsil University Language Center

Room B167

The investigative goal of this paper is to view L2 identity construction and its crucial relationship to language learning, focusing on non-classroom, uninstructed learning in target-language communities (the naturalistic context). The transformative goal of this research is to work against the dominant discourse of the SLA field, which marginalizes queer perspectives. The study asks how naturalistic language-acquisition experiences of 4 Korean gay men can shed light on the role of learner investment and access in language acquisition, terminology of Norton (2000). Qualitative data demonstrate that identity construction in an L2 is crucial to understanding SLA. I strove to remain faithful to the participants' points of view during analysis of their experiences. Grounded in postmodernism, the research was conducted via a framework called engaged, empowering research. In this paradigm, goals, assumptions, and procedures were made explicit to participants. They were encouraged to ask questions and to introduce topics so that their own agendas might be addressed. Avoiding the essentialism of traditional interviews, data were gathered by means of a recorded focus group discussion. The investment of these Korean gay men in the imagined, liberated gay community of the west was productive for their initial learning, and they gained access to real, gay communities of practice (both in Seoul and abroad) through a legitimacy born of their queer status, whereas other naturalistic settings were less accessible to them. **SUA**

Strategies for Teaching and Learning Vocabulary With Young Learners

Jake Kimball, ILE Academy

Room B161

How do your YL students learn vocabulary? Are they effective and efficient learners? Find out in this presentation. In this session, the concept of vocabulary learning strategies with young learners will be introduced, followed by a wide variety of supporting examples. Attendees will be asked to reflect on and share

their own insights about vocabulary learning. In the second half of the session, the results of an on-going vocabulary research project will be shown. Questions will be fielded at the conclusion. **YL**

Warm-up for Language Learning!

Gerry Lassche, Miyagi Gakuin Women's University

Room M105

The beginning of the lesson is not usually prioritized for receiving detailed preparation by teachers. Students, too, may want to “get into the lesson”, and dispense with formal niceties. But, in this presentation, I will demonstrate that the warm-up stage is crucial for downstream language achievement. The teacher should pay attention to concepts such as schema development, advance organizers, and topic familiarity; visual scaffolding; small talk and rapport development; and goal-orientation. How these concepts can be designed effectively and enfolded into a mere 10 minutes of class-time will be the thrust of this presentation. Participants will get a chance to try their hand at designing and evaluating examples of warm-up stages in this workshop. **SU**

SUNDAY - 10:00 Commercial

Extensive Reading in the Korean Classroom

Scott Miles, Sogang University

Room M101

Extensive reading practices have grown in popularity in recent years following decades of research detailing their powerful effects on language acquisition, particularly in an EFL environment such as Korea. Following a brief overview of how extensive reading helps nearly all language skills, this presentation will focus on the practical aspects of implementing

extensive reading in the Korean classroom based on the presenter's own research and practices. The presenter will use the new line of Macmillan Readers to exemplify the role of graded readers in an extensive reading program. **U**

Learning English "Side by Side"

Steven Molinsky, Boston University

Room B170

The author will present highlights of the exciting third edition of the popular Side by Side series. Side by Side's outstanding new features will be highlighted, including vocabulary and pronunciation activities, and innovative "magazine-style" sections that offer feature articles, cross-cultural photo essays, authentic listening activities, Internet messages, and cartoon springboards for open-ended role playing. Sample materials will be provided to all participants. **UA**

Reading and Writing on the New iBT

Tony Schiera, Suncheon National University

Room B169

The new Internet Based TOEFL (iBT) will impact the teaching and learning of English worldwide (www.ets.org). For students to suc

ceed on the iBT, teachers need to provide lessons that mirror the test and teach skills that students need so they won't be left unprepared on test taking day. Participants will experience classroom activities that are designed to help students of any age make the transition from classroom to test-taking room. It's not too early to start thinking about how the iBT will change the way you teach. **SUA**

Teaching Speaking and Writing with High-Interest Articles

Linda Shin, Scholastic Inc.

Room M103

Students need instruction in the basic skills that are the building blocks of academic success. Scholastic Summer School builds a dynamic combination of essential skills: reading comprehension, fluency, vocabulary and word study, listening and speaking. Summer School understands that 1. language development includes building on language and experience and building academic vocabulary; 2. content should be organized by text structure and genre, and students should be given key information to unlocking text types; and 3. writing should be connected to reading and scaffolded through the use of models, graphic organizers, and lots of practice. The session will demonstrate a classroom instruction. **YL**

The Process of Writing: Making Extraordinary out of the Ordinary

Leah Bortolin, Houghton Mifflin
Room B168

In an EFL environment, students are rarely provided with the opportunity to experience the process of writing. In this session, we will explore the benefits of using the process of writing in an EFL classroom. A practical guide for using the process of writing will also be addressed. **YL**

Using Fiction and Non-fiction Texts for Content-Based Instruction

Jiyun Kim, Panmun Book Company
Room M104

Pairing one nonfiction book with one fiction book of the same topic and at the same reading level is one of the best ways to introduce your students to content-area reading. Nonfiction prepares students to meet the challenges of the real world. 'Take-Twos' introduces them to nonfiction by demonstrating how it's different from fiction and familiarizing young readers with nonfiction text access features. **YL**

Using 'World Link' to Develop Fluency

Susan Stempleski, City University of New York

Room M106

With the expanding role of English as a world language, fluency becomes an increasingly important and practical goal for learners, and English teachers are eager to learn more about how to help their students learn to express themselves more confidently and fluently. In this lively workshop, Susan Stempleski demonstrates how the World Link materials work in the classroom and how they can be used to promote the development of fluency. The workshop begins with a brief overview of the concept of fluency and a summary of the elements that contribute to its development. Then, using sample materials from the textbooks and videos in the World Link series, the presenter involves the audience in step-by-step demonstrations of a wide variety of listening, speaking, and vocabulary activities that help students learn to communicate more confidently and fluently. Participants leave with a heightened awareness of how teachers can promote the development of fluency in the classroom through the use of highly motivating materials and fun activities that stress dynamic vocabulary, practical grammar, universal topics, and confident communication. **U**

SUNDAY - 11:00 Plenary

NNESTs: More than Native Speakers (?)

Brock Brady, American University TESOL Program

Room M608

During the early evolution of TESOL, most research and methodology assumed a native English speaking teacher (NEST). However, the overwhelming number of English language teachers in the world are non-native English speaking teachers (NNESTs), and for many

years their needs and concerns were ignored in the TESOL community; they were often treated as “second-class citizens.” In the 1990s, a movement began to examine NNEST issues, including NNEST employment discrimination, marginalization of NNESTs by native-speaking counterparts, and the need to assert the strengths and benefits that NNESTs bring to classrooms, which can include a greater empathy for difficulties of learning English, a better descriptive knowledge of English, a better awareness of cross-cultural issues, and most importantly, providing role models for students of “somebody like them” who has learned to successfully communicate in English as their second language. In response to such research, the TESOL NNEST Caucus was created in 1998 and now numbers over 1,200 members. The NNEST Caucus bibliography lists over 200 NNEST publications, and more than 40 presentations at the 2005 TESOL Convention concerned “NNEST” issues. This talk provides an overview of NNEST benefits, NNEST concerns, NNEST research themes, and opportunities for NNEST/NEST Collaboration.

responsible for ensuring teachers keep abreast of developments within the profession? How can institutions and other stakeholders in the language teaching industry support teachers in this endeavor? This paper will look at what constitutes keeping up-to-date in our profession and the challenges facing teachers in terms of managing their continuous professional development. A variety of approaches for doing this will be considered each of which may appeal to teachers working in different professional contexts. Finally, drawing on literature in the field and my own experience as a teacher trainer I will offer some suggestions on how teachers, trainers and institutes might manage continuous professional development so as to maximize its positive impact for all the stakeholders involved.

Professional Development for Primary English Teachers: Using Children’s Literature to Develop Foreign Language Learning

Jean Brewster, Hong Kong Institute of Education
Room B107

SUNDAY - 1:00 Featured Talks

Continuous Professional Development: the Challenge of Maximizing Impact

Clyde Fowle, Macmillan Education, East Asia
Room B121

Change in all spheres of people’s lives is happening much faster than ever before. This presents professionals working in any field with an increased challenge of keeping up-to-date with developments within their profession. In the context of language teaching new methodologies and approaches, ‘hot topics’ and their associated ‘buzz words’ seem to come and go with ever increasing speed. How then can a practising teacher keep up-to-date with new trends and developments? Who is

This paper will examine the value of using stories and picture books as an interesting and motivating starting point for foreign language learning. Following a brief rationale for their use, criteria will be provided for the selection of stories and real ‘picture books’. This will be followed by ways in which they can be adapted and simplified, where necessary. Examples will be shown of storybooks, including Big Books and e-books, together with ways in which they can be exploited to provide a range of language activities. These can be used to develop children’s confidence and enjoyment in listening to and using a foreign language and include practice in pronunciation, learning vocabulary and sentence patterns and developing the four skills. The materials and activities will also suggest how stories can be used to develop concepts and ideas, such as

comparing cultures, an important part of language learning. They will also show how they can develop children's thinking skills and 'learning to learn' skills, two areas which have become increasingly important.

Trends and Challenges in Teaching Language for Specific Purposes

David Robert Hall, Department of Linguistics,
Macquarie University

Room B178

Language for specific purposes (LSP) has traditionally been divided into LSP as a pedagogical variety and LSP as a linguistic variety. As far as pedagogy is concerned, LSP in its modern form has experienced a development that was initially theory-driven, then became practice-driven, and has now once again turned to a more thorough examination of data, driven by the development of various forms of genre analysis, including recent studies of genre hybridisation and genre colonisation. Work in activity theory has been particularly influential in recent studies linking linguistic forms to actual and intended outcomes. In this way, the pedagogic and linguistic varieties of LSP have been brought back together. In this paper, I argue that professional practice and theoretical linguistic and professional considerations should provide the framework through which we observe and interpret target situations. This helps us in our role as LSP teachers, working with professionals in the field, to better understand and improve the processes by which experts, apprentices and lay people interact with and understand each other, whether this relates to academic purposes or to professional and vocational purposes.

What I have Learned about Language Learning

Steven Molinsky, Boston University

Room B142

This presentation examines the importance of

several key components that combine to create a classroom environment that is conducive to successful language acquisition. The primary importance of listening comprehension is explored, with reference to Krashen's notions of "roughly tuned" versus "finely tuned" input.

Morphological and phonological factors that account for beginning language learners' difficulties with listening comprehension are examined. Also explored is the relationship between listening comprehension and emerging spoken language, along with the notion of learner control over input and its effect upon students' ability and confidence in verbal expression. The implications of providing students with contextualized versus non-contextualized language practice are examined, with reference to learner ability and motivation. The essential role of vocabulary learning is discussed, including an analysis of various phonological, morphological, and idiosyncratic factors that affect the learning and retention of lexical items. Student grammatical errors and reasons for their persistence are discussed, along with an examination of the interrelationship between vocabulary recall and grammatical accuracy. A rationale for providing students with a focused, carefully sequenced introduction of grammar concepts is offered, and implications for syllabus design are proposed. Also presented is an examination of several key factors that account for students' difficulty with pronunciation. The ramifications of the recycling of grammatical structures within a linearly sequenced grammar curriculum are discussed. Finally, a rationale for the integration of functional language usage within a grammar-based syllabus is offered, along with a proposal for the inclusion of several key discourse markers.



Sunday PM



Room	14:00	14:30	15:00	15:30
B107 Gemma Hall	Jeffery Hawkins <i>Action Research: What? Why? How?</i> U		David D. I. Kim <i>Teaching English Pronunciation to Korean Students: What and How</i> YLSUA	
B109	Andrew Finch <i>Integrating Teaching and Assessment in EFL in Korea</i> SUA			
B111	Carlton Lancaster <i>Organization and Coherence: A Text Analysis Approach to Composition Instruction</i> U		James Life <i>Transferring Meaning Between English and Korean Using Conceptual Components</i> SUA	
B121	Robert Palmer <i>The Effectiveness of Electronic Dictionaries and Glosses</i> U	Young-Ju Lee <i>The Process-Oriented ESL Writing Assessment: Promises and Challenges</i>		
B142	Fatma Ataman and Gokcen Baskan Gulsen <i>Standardizing English Proficiency Exam at METU</i> U		Todd Vercoe <i>Teaching English to the Asian Mind</i> YLSUA	
B161	David Shaffer <i>The Proverbial Metaphor: Teaching Figurative Language Idiomatically</i> SUA		Steven Lee <i>Child-Adult Differences in Auditory Discrimination and Pronunciation of Foreign Phonemes</i> YLSUA	
B167	Frederick Fearn and Kristofer Bayne <i>Adapting Reaction Papers for Training in EAP Writing</i> U			
B168	Richard Walker Cambridge <i>Harnessing Technology to Motivate Students and Enhance Learning</i> UA		Andrew Bruske McGraw-Hill Korea <i>English Zone: Fostering Motivation Through Cross-curricular Content</i> S	
B169 Oxford	Gordon Lewis Oxford <i>Games in the Language Classroom</i>		Jennifer Bassett Oxford <i>Dracula in Wonderland: Stories for Everyon</i>	
B170 Pearson	William Packard Pearson <i>Express Yourself! Using Dictionaries for Intergrated Skills Learning</i> U		Seung Hee, Katherine, Ji, Pearson <i>NorthStar: Building Skills for the IBT TOEFL</i>	
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Hall	Kira Litvin <i>Student Self-Evaluation: An Action Research Project</i> UA William Michael Balsamo <i>Bangladesh Seminar: A Meeting of Two Cultures</i> UA			
M101 Macmillan	Steven Gershon Moonjin Media <i>Give Your Students an Upgrade</i>		Gilly Dempster Kyobo Book Center <i>How Involvement Leads to Understanding</i>	
M103 Scholastic	Andrew Blasky Scholastic <i>Intensive and Extensive Reading</i>		Linda Shin Scholastic <i>Scholastic Book Club</i>	
M104	Terry Shortall University of Birmingham <i>The University of Birmingham distance MA programmes in TEFL and Applied Linguistics</i> YLSUA		Leah Bortolin Houghton-Mifflin <i>Houghton Mifflin Reading-Grammar for an EFL Environment.</i> YL	
M105	Scott Smith <i>Using Think-Alouds to Improve Reading Comprehension</i> SUA		Ma. Milagros Laurel <i>Context-Linked ELT Methodologies and Techniques</i> YLSUA	
M106	John Matthew Olszewski Houghton-Mifflin <i>English for Success: Oral Communication</i> SUA		Michael Cahill Thomson Learning <i>Fun Activities for the Reading Class</i> U	

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Action Research: What? Why? How?

Jeffery Hawkins, Kanda University of International Studies

Room B107

This workshop will provide a framework from the literature available on Action research and address the following questions: What is Action research? Why do Action research? How to conduct an Action research inquiry in the classroom. A major aim of the presentation will demonstrate the overarching components of action research process and give participants the necessary tools to take action in the classroom. U

Adapting Reaction Papers for Training in EAP Writing

Frederick Fearn and Kristopher Bayne, International Christian University

Room B167

Reaction papers are a common genre of writing in academic environs, particularly in North America. Also going by other names such as "response paper" or "reflection paper," reaction papers require writers to firstly interact with a source of information, be it text or even live performance, and secondly to record their reactions to it. Reaction papers may be required as a preliminary step to discussions and seminars. Nevertheless, while being a common academic assignment, there is great variation in what may be required, particularly in terms of academic conventions. For Asian students who may be new to academic writing and/or academic modes, reaction papers can be effectively refined and adapted for use as focused training in EAP writing. Firstly, the two-part aspect of reaction papers, critical thinking via interacting with and then reacting to a source, is fundamental to academia and can be highlighted as "summary" and "discussion."

Secondly, clear and strict conventions can be set to familiarise writers with a wide range of academic requirements. Finally, as reaction papers are relatively short, novice academic writers can undertake a series of assignments that build up and extend thinking and writing skills. This workshop will first briefly examine the generic "reaction paper" then move on to detailing an adapted version for EAP training denoted as "Academic Reaction Paper" (ARP). Next, using models and samples of ARP participants will have the opportunity to identify specific academic features and conventions. Finally a possible progression of ARP will be outlined. U

Approaches to Vocabulary Acquisition in the Korean EFL Context

Allison Bill, Jeonju University

Room B178

Do your students insist on memorizing list upon list of vocabulary items - and many of the words are ones you've never used? Do you wonder whether or not their learning strategies are efficient or effective, especially when they use the words in inappropriate contexts? Do you wish you had some strategies to share with them? Look no further! Here's your chance to learn some effective strategies for vocabulary acquisition. We will do some vocabulary learning of our own. We will look at some of the recent literature and learn about the Lexical Approach. We will discuss how (and whether) it matches the Korean EFL context. You will go home with ideas to use in Monday's class (and some newly acquired vocabulary of your own). YLSUA

Bangladesh Seminar: A Meeting of Two Cultures

William Michael Balsamo, Kenmei Women's Junior College

Poster Hall

In March 2005 a group of six teachers from

Japan and America went to Dhaka, Bangladesh to conduct a seminar for Bengali

English teachers. The seminar lasted for six days and consisted of 18 proposals which were transformed into workshops, papers, forums and poster sessions. Each day ended with a panel discussion concerning relevant topics and challenges which confront the ESL teacher. The seminar was the result of cooperative proposals generated between teachers in Bangladesh and Japan. The inviting organization was BELTA (Bangladesh English Language Teachers Association). This is a rather new language group still in the forming stages eager to advance the quality of English education in its country. The facilities used were located at Presidency University in the Gulshan district of Dhaka. In attendance were high school, college and university teachers of English in Bangladesh who often do not have the chance to share their problems and concerns with colleagues teaching in other parts of Asia. This joint presentation of those who participated in the seminar will focus on the challenges encountered by both the instructors and the participants and the unique milieu in which the Bengali teachers are required to teach English. The Bangladesh seminar, organized at the grass roots level, also served as a model for the type of cooperation which can exist among teachers from different cultures and the growth which comes from such professional exchanges. As a model it can serve to encourage other teachers to conduct similar exchanges with teachers in developing countries. UA

Integrating Teaching and Assessment in EFL in Korea

Andrew Finch, Kyungpook National University

Room B109

This presentation is for EFL teachers (and teachers-to-be) who are looking for a sound, meaningful method of evaluating and improv-

ing the learning that occurs in their classrooms. Its purpose is a practical one: to show how to investigate and enhance the learning environment by carrying out classroom-based, ongoing, student-centered, non-threatening, formative assessment. This helps teachers to keep track of what has been learned, while enabling them to identify areas which need further attention. This presentation addresses questions of immediate importance to present and future teachers: What is Classroom-Based Assessment (CBA)? How will it help me and my students? How can it help me meet my grading requirements? How can I integrate CBA into my teaching practice? These questions are vital for EFL educators, who need to be assured that taking on a new method of evaluation will not result in an increased administrative burden, reducing their available lesson-preparation time in favor of more "paper-shuffling." The recently piloted and published book upon which this presentation is based, offers both a pedagogical and practical approach, with journal entries, Socratic dialogs, theoretical explanations, practical examples, newspaper articles, and many photocopiable assessment resources. Together, these offer practical solutions to the task of evaluating students in the EFL classroom. SUA

Organization and Coherence: A Text Analysis Approach to Composition Instruction

Carlton Lancaster, Yonsei University

Room B111

The teaching of organization is a central issue at all levels of composition instruction. Important questions include: How can students learn to recognize the interplay between organizational choices and textual coherence, and how can they learn to make strategic choices about the grouping and ordering of material with the aim of maximizing coherence? However, when composition is taught in EFL contexts, primarily at the beginning level, it

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would seem that such questions are either entirely neglected or relegated to minor importance, as achieving sentence-level control and textual cohesion receive primary emphasis. This lack of pedagogical attention to organizational strategies provides a disservice to students of basic composition, particularly in EFL contexts, as it evades the primary question of how to achieve coherence in a text. Using insights from the field of written text analysis, particularly work by Michael Hoey and Malcolm Coulthard, this workshop will outline an approach to teaching organizational strategies to "false" - beginning university students of EFL composition. I will begin by demonstrating the relative importance of "text grammar" over sentence grammar in establishing textual coherence. I will then introduce several "culturally popular patterns of organization" (Hoey's label) that students can put into practice when composing texts and from which they may later extrapolate when making more advanced textual decisions. These patterns include "situation-problem-solution-evaluation," "claim-justification-conclusion," and "claim-critique-counterclaim," among others. Finally, the participants and I will examine several unsuccessful texts produced by Korean university students and consider how they may be revised for greater coherence. U

Standardizing English Proficiency Exam at METU

Fatma Ataman and Gokcen Baskan Gulsen,
Middle East Technical University

Room B142

Being an English medium university, METU School of Foreign Languages gives English Proficiency exam (EPE) to about 7000 students every year. Students succeeding in this exam are exempted from one-year English program; however, the ones failing have to attend a one-year English program before starting their freshman year. Since EPE results are used to make important decisions, it is important that EPE be a standardized exam.

Another means of being exempted from one-year English program is obtaining the required score in internationally recognized English tests, such as TOEFL, IELTS, UCLES exams. The equivalence tables of these exams honoured by the METU Senate has been announced to candidates. However, it was felt essential that the equivalence table be based on hard data. This is how "METU EPE Standardization Studies" started in October 2004. In addition to carrying out detailed statistical analysis of EPE for standardization, randomly selected population will be taking TOEFL exam in June 2005, and their TOEFL scores will be correlated with the EPE scores. In this paper, the speaker is aiming at presenting the stages gone through the standardization studies of EPE, and also the stages gone through during EPE-TOEFL calibration studies. Apart from explaining the stages in the standardization and calibration studies, the speaker will be sharing the results obtained in both studies with the audience. It is expected that this presentation give a better insight to academicians who are planning to carry our similar test standardization and calibration studies. U

Student Self-Evaluation: An Action Research Project

Kira Litvin, Chonnam National University,
Language Education Center

Poster Hall

How can students become more aware of their own learning needs and expectations? How can students better understand their teacher's expectations for their learning? As an American English language educator, teaching at home and overseas for more than eight years, the presenter has been wondering how student-learning expectations could be better aligned with teacher expectations. Generally, the presenter has recognized that students' expectations for fluency are high, yet unrealistic given time and linguistic constraints. Also, many students tend to have had learning expe-

riences that emphasize rote learning and teacher-centered instruction, instead of self-directed learning in student-centered environments. How can these opposing expectations be aligned in the classroom? Over the course of a 14 week period, the presenter has been exploring how the use of pre-and post-course student self-evaluation can: 1) Realistically prepare students of their English language learning experiences and offer self-reflection about their own responsibilities toward learning. 2) Help them to better understand the teaching style of their instructor and her expectations for their performance and improvement? By using an Action Research method, she will demonstrate through a poster display the process and results, along with student feedback, and new insights gained from this professional development project **UA**

The Effectiveness of Electronic Dictionaries and Glosses

Robert Palmer, Dongeui University

Room B121

This study, on the issue of extensive reading, reading in general and vocabulary development had 53 students who did a vocabulary pretest (31 words) and a comprehension pretest based on the target passage (355 words and a grade level of 10.3) one week before the study began. The passage was chosen and adapted so that almost all target words had adequate context to allow guessing. The students were divided into three conditions: (1) L1 glosses (85 translations of words and phrases), (2) electronic dictionaries and (3) the control (no glosses or dictionaries). The students read the passage five times during the semester always under the same condition with about 10 days between each reading. The idea was to mimic an extensive reading situation under which students receive repeated exposures to words and phrases, and decipher unknown items through context. Three weeks after reading the passage for the last time under experimental conditions, they did the vocabulary

and comprehension posttests. The results revealed that the control group's vocabulary gain (23%) was very similar to that reported by Paribakht and Wesche (1997) in their extensive reading study, thus showing the validity of this study. The results should be of interest to teachers and researchers alike. This presentation contains points of relevance to researchers, material developers, and both Korean and foreign classroom teachers. **U**

The Proverbial Metaphor: Teaching Figurative Language Idiomatically

David Shaffer, Chosun University

Room B161

This presentation incorporates theoretical linguistic concepts with classroom research and effective practical application of conceptual metaphor for the teaching of figurative expressions to the EFL learner. Much has been explained about conceptual metaphor since Lakoff and Johnson (1980) first introduced the idea. Research has provided abundant evidence that the everyday metaphors of our language (e.g., "to be at a crossroads") are based on conceptual metaphors (e.g., LIFE IS A JOURNEY). It has also been shown that idioms and proverbs are based on conceptual metaphors rather than being individual, unrelated items (Gibbs, 1992; Gibbs & Beitel, 1995). For example, the proverb "We'll cross that bridge when we get to it" is partially motivated by the metaphor LIFE IS A JOURNEY, and the idiom "to bounce an idea off someone" is partially motivated by the metaphor IDEAS ARE BALLS. However, as yet, very little has been done in the field of applied linguistics based on these cognitive linguistic findings. This presentation will show that the theoretical construct of conceptual metaphor can be applied to the second-language classroom situation to effectively teach figurative language, i.e., metaphors, idioms, and proverbs. The results of three studies on teaching metaphors, idioms, and proverbs will be introduced as demonstrative support

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for the efficacy of incorporating conceptual metaphors into the instructional material over using more conventional methods of presentation. While incorporating conceptual metaphors alone into materials design will be shown to be beneficial, incorporating them in tandem with the closely related construct of image schema will be shown to be even more effective. **SUA**

Using Think-Alouds to Improve Reading Comprehension

Scott Smith, Kansai Gaidai University
Room M105

Reading is a process of understanding and actively constructing meaning from a piece of text. Proficient readers acquire and use knowledge, enhance understanding, develop insight, and monitor their comprehension during reading. Being the ones in charge of reading instruction, teachers must take what they know and do implicitly and make it explicit for their students. This involves helping them learn about and apply reading strategies on a regular basis. The think-aloud, a procedure in which readers verbalize their thoughts as they read, is a great way to slow down the reading process and explicitly model strategies proficient readers employ as they read. In this demonstration, the presenter will explain what think-alouds are and show how teachers can incorporate them into their classroom by demonstrating five different reading strategies that have been helpful for his students in both Japan and Korea. The five strategies he will model, using excerpts from *The Giver* (Lowry, 1993), are: making connections, questioning, inferring, determining importance, and synthesizing. First, the presenter will show how his students make connections between what they know in their own lives and the new information they encounter in the texts they read. Following this, he will show how his students ask essential questions to clarify understanding of what they read, draw inferences from a text, grasp key ideas and important points when reading, and

synthesize new and existing knowledge to form original ideas and interpretations. In conclusion, he will highlight potential challenges think-alouds pose in the classroom and discuss effective solutions. **SUA**

SUNDAY - 2:00 Commercial

English for Success: Oral Communication

John Matthew Olszewski, Catholic University of Korea, Sungshim
Room M106

This presentation will discuss Houghton Mifflin's Oral Communication conversation textbook series. The College Oral Communication textbook series helps students become familiar with academic topics, concepts, and vocabulary; learn academic skills and strategies; acquire the skills needed to ask appropriate-level questions; develop note-taking strategies; participate effectively in academic situations, such as discussions, lectures, study groups, and office meetings; and use information from spoken presentations and notes for academic tasks such as tests or small group discussions. Engaging activities throughout the text help students practice both academic listening and academic speaking. The Houghton Mifflin English for Academic Success competencies, which are based on competencies developed by ESL instructors and administrators in Florida, California, and Connecticut, provide an underlying structure for EAP courses by ensuring a clear articulation of objectives throughout the series. A wide variety of easy-to-implement assessment tools, designed for both instructor use and self-assessment by students, include student self-assessment at the end of each chapter, student self-assessment tests on the student web site, downloadable tests and quizzes for instructors on the password-protected Houghton Mifflin instructor web site. Instructor audio CDs for testing listening comprehension can

be packaged with the text. Each chapter provides a list of academic vocabulary based on the respected Academic Word List. The words are related to the lecture and supported by pronunciation work in syllable number and stress. Power Grammar features highlighted selected language patterns that occur frequently. Follow-up exercises reinforce the grammar learned. **SUA**

Express Yourself! Using Dictionaries for Integrated Skills Learning

William Packard, Pearson Education Korea
Room B170

Despite their place on every English student's desk, most students are unaware of the educational potential, time-saving tools, and sheer variety of information within each Longman dictionary. The Longman Dictionary of Contemporary English 4th Edition Update is a perfect example of how Longman dictionaries have developed from simple reference materials to intricate-yet-easy-to-use language acquisition tools. This presentation will delve into a variety of subjects, ranging from how anyone can use the Longman Dictionary of Contemporary English to choose the right word and avoid mistakes, to the innovative multimedia tools included with each dictionary. Overall, participants should walk away with a thorough understanding of how the dictionary can be used both in the classroom and as a stand-alone tool to improve vocabulary, usage, and fluency as a whole. **U**

Games in the Language Classroom

Gordon Lewis, Oxford University Press Korea
Room B169

Games in the language classroom are nothing new to EFL, but have you given thought to how to use them most effectively? Games are more than just ice breakers or energy changers. They can be key elements of your lesson. In this workshop we will look at (and

play) different types of language games. We will also discuss classroom management, especially when playing games with large groups. Finally, we will take a look at games and projects and how you can create games of your own. **YL**

Give Your Students an Upgrade

Steven Gershon, Obirin University
Room M101

Choosing the right material for the classroom is an important decision because it can dramatically guide the approach we follow, the language items we teach and the balance of skills our students develop. Equally important is fully exploiting the materials we've chosen in a way that activates our students' ability to use English in communicative situations. So, what kinds of classroom activities and techniques can provide both students and teachers with the ingredients for engaging, fruitful lessons? I would say the answer invariably includes a combination of elements such as relevant topics, conversation management strategies, useful functions backed by solid grammar input, and plenty of meaningful personalization. This workshop, using examples from English Upgrade, focuses on the potential of these features to boost the interest, motivation and confidence necessary for real communication. **U**

Harnessing Technology to Motivate Students and Enhance Learning

Richard Walker, Cambridge University Press
Room B168

Recent advances in technology have created considerable opportunities for language teachers to vary the way in which material is presented and practiced, and increased ways in which learners can gain exposure to language outside the classroom. Multimedia and the internet provide powerful and motivating ways for learners to practice outside the classroom, facilitating learner autonomy and engagement,

and they have also greatly expanded the ways in which students can interact with language as they learn. In addition, with the advent of high tech interactive white boards, or smart boards, we have the possibility of seamlessly integrating audio, video and the textbook, as well as the ability to easily customize and create our own material to supplement and complement published course material. Such customizability is increasingly vital if we are to consider the differing goals, motivations and needs of our learners. We as educators must both be aware of relevant new technology and work to create opportunities for our students to take advantage of these powerful new tools. But what multimedia and technology specifically designed for ELT are available to help us in this regard? In this presentation, we will explore several multimedia components from recently published materials, we will demonstrate exciting new features of the interactive white board, and show how this new technology can be integrated with traditional classroom materials and activities to create a more motivating learning environment. **UA**

Intensive and Extensive Reading

Andrew Blasky, Scholastic Inc.

Room M103

Intensive Reading, with its focus on vocabulary development and comprehension strategies, has long been a component of English language programs. Recently there has been growing interest in another kind of reading activity: Extensive Reading. In an Extensive Reading (ER) program, students choose their own books to read from a wide range of materials provided by the program. Students are encouraged to read quickly and for pleasure, with minimal use of dictionaries. Many teachers and researchers now feel that a complete program for English language development should include both Intensive and Extensive reading. In this presentation, we will examine the components of Intensive and Extensive reading programs, and survey a wide variety

of reading materials suitable for each kind of activity, including audio recordings for what has become known as Extensive Listening (EL) activities. There will be opportunity for questions and discussion. **YLS**

The University of Birmingham distance MA programmes in TEFL and Applied Linguistics

Terry Shortall, University of Birmingham

Room M104

This paper discusses the advantages and disadvantages of postgraduate study by distance. This will involve a presentation of the University of Birmingham's distance MA programmes in TEFL/TESL and Applied Linguistics. One of the advantages of distance programmes for language teachers is that they allow and encourage teachers to carry out research in the classroom, whereas campus-based programmes often exclude this possibility. We will look at the contents of the Birmingham MA programmes and note how they are relevant to practicing teachers. **YLSUA**

SUNDAY - 2:30 Academic

The Process-Oriented ESL Writing Assessment: Promises and Challenges

Young-Ju Lee, University of Illinois at Urbana-Champaign

Room B121

There has been a mismatch between process-oriented English as a Second Language (ESL) writing instruction and product-oriented assessment. Although the methodology for teaching ESL writing has changed toward the process-centered approach, the assessment of ESL writing skills on standardized and institutional ESL placement tests has focused on written products. This study reports on the potential

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of a process-oriented ESL writing assessment. The Computerized Enhanced ESL Placement Test (CEEPT) at the University of Illinois at Urbana-Champaign is a daylong process-oriented writing assessment in which test takers are given sufficient time to plan, produce, and revise an essay. This study examines whether or not students can benefit from the opportunity to reflect, interact with others, and revise their essays. Specifically, this study investigates what level of revision test takers focused on, using Microsoft Word's Track Changes function. This study also investigates the extent to which the quality of written products differs between first and second drafts. The results of this study showed that the quality of essays improved from first to second drafts, as indicated by analytic as well as holistic scores. Examinees also produced significantly more words, t-units, and complex sentences on second drafts than first drafts. There was a significant relationship between paragraph level revision and increased scores on organization. This study offers insights into, and even an exemplary model of process-oriented writing assessment. Practical implications of this study for classroom teaching and testing will also be discussed. U

subjects who had never been exposed to a foreign language participated in the study. Statistical tests at an alpha level of .05 were used to compare the vector of means the two groups obtained in auditory discrimination and pronunciation skills. The stimuli consisted of Korean consonantal stops--lenis, aspirated, and fortis. Results from the t-test analyses revealed that there were no significant differences between the two groups in auditory discrimination ($t=1.49$) and oral production skills ($t=.31$). A Pearson product-moment correlation, examining the possibility of a relationship between auditory perception and oral production indicated that there was a weak correlation ($r=.37$) for the child group but a strong correlation ($r=.60$) for the adult group. The results suggest that children possess no distinct advantage over adults on measures of auditory discrimination and oral production skills. In addition, for children, how a word is pronounced may not necessarily be related to how the sounds are perceived--at least during the onset of second language exposure and acquisition. For adults, however, the strong correlation between perception and production suggests the need for longer listening comprehension or silent period to help them develop the facility for eventual early production and speech emergence. YLSUA

SUNDAY - 3:00 Academic

Child-Adult Differences in Auditory Discrimination and Pronunciation of Foreign Phonemes

Steven Lee, Portland State University

Room B161

This is a comparative study examining child-adult differences in auditory discrimination and articulation skills. The study tested the two age groups to determine whether or not there existed any significant difference in their ability to perceive and articulate foreign sounds. A group of 40 (20 in each group) randomly selected monolingual English-speaking

Context-Linked ELT Methodologies and Techniques

Ma. Milagros Laurel, University of the Philippines

Room M105

Language learning is facilitated when it occurs in a familiar context. Contexts vary especially among multicultural societies. Learners come from various backgrounds and as such, classroom teachers are faced with the challenge of developing methodologies and techniques appropriate to the needs and competencies of the learners. This presentation focuses on the need to make classroom learning interesting by using interactive teaching strategies and styles

that appeal to learners both young and old. The instructional materials used for this presentation are a product of several years of research and experimentation in Intensive English classes for foreign students with different cultural backgrounds. The activities include exercises aimed at improving speaking and listening skills and building up one's vocabulary. Other tasks develop reading and comprehension skills. The lessons are designed to enable the learners to acquire more self-confidence in their use of the English language in different situations and contexts. The materials require simple preparation and easily adapt to different class sizes and learners' competencies. **YLSUA**

Learning in Style: Setting up a Learning Strategies/Styles Program

John Miller, Defense Language Institute
Hiam Kanbar and Hyekyung Sung, Defense Language Institute
Room B178

Effective learning strategies should be an integral component of any language training program. Conceptually speaking, learning strategies are "specific actions taken by the learner to make learning easier, faster, [and] more enjoyable" (Oxford, 1990, p. 8). Effective strategies are also linked to students' learning styles. Research has shown that language learners typically prefer strategies that more closely match their learning styles. Given its importance to the learning process, why then is strategy/style training for students the exception rather than the norm in most contexts? Perhaps the answer is that most institutions are not sure how to go about developing a comprehensive learning strategies/styles program. This presentation describes how such a program was successfully developed and implemented for Korean language learners at Asian School III, one of two Korean language schools at the Defense Language Institute, a US government educational facility. The session begins with a ra-

tionale for the learning strategies/styles program followed by an overview of the various components, including training designs for both teachers and students. Included in the overview is a description of the instruments used to help determine student strategy/style preferences (Oxford's SILL and SAS) as well as examples of deep and surface strategies reported by students. The presentation will end with the Dean and a trainer describing the cooperative process used to launch and maintain the program followed by questions from the audience. **UA**

Teaching English Pronunciation to Korean Students: What and How

David D. I. Kim, Kangnam University
Room B107

An outline of what English pronunciation features Korean students often have difficulty producing will be offered. Followed by demonstrations of how to use hand gestures and body movements to show students how to articulate particular sounds, along with the use of the contrastive method, and the phonetic alphabet in teaching English pronunciation to Korean students. Also, a pronunciation diagnostic test will be introduced to use in the classroom to isolate English pronunciation difficulties of Korean students, along with a pronunciation acquisition model in gaining a better understanding of the challenges facing Korean students in learning to pronounce the English language **YLSUA**

Teaching English to the Asian Mind

Todd Vercoe, Inje University
Room B142

Recent developments in cognitive psychology have suggested definite differences in the way Westerners and North Asians perceive and think about the world. By using this information it suggests major reasons for some L1 interference in L2 learning and also in-

dicates how some teaching methodology may in fact hamper the way a student learns English. This paper presentation will examine some of the findings of Richard Nisbett (Yale University) and others in a way that the information can be applied to the EFL classroom demonstrating ways to use this "difference in thinking" to enhance student understanding of English and eliminate common errors. YLSUA

Transferring Meaning Between English and Korean Using Conceptual Components

James Life, Inha University -- English Language Center

Room B111

In my presentation I will introduce a methodology for the transfer of meaning between Korean and English using conceptual components and markers. The theory behind this methodology is a product of intense research into the representation of cognitive concepts in the expression of language. In this approach one considers the base conceptual components that represent a cognitive constant in conceptual development. Base component vocabularies are translated with modifications made and markers and supportive vocabularies added. Rather than considering a grammatical comparison for the transfer of meaning, a conceptually based comparison is made. The difference being that grammatical comparisons are prescriptive in nature and attempt to standardize an expression in a way that is far from universal, whereas conceptual development is cognitively universal in nature and is adaptive to the expression. The final result is a more accurate and natural expression of the intended meaning. I will also discuss the value of conceptual translation in the acquisition of first and second languages and how the skill can be incorporated in existing and developing curriculums. It is one thing to learn about a language and another to understand the natural application of the language. It is my hope that viewing the way we express a concept in lan-

guage in relation to the way we cognitively develop the concept, will offer us a means of bringing these two skills together. SUA

SUNDAY - 3:00 Commercial

Dracula in Wonderland: Stories for Everyone

Jennifer Bassett, Oxford University Press Korea

Room B169

For a thousand and one nights Scheherazade prevented her execution at dawn by the power of her story-telling; the king just had to hear the end of her story. People are narrative animals. We use stories to make sense of the world around us, and we are immersed in stories every day - telling them, listening to them, inventing them, watching them, reading them. Using Oxford Bookworms as examples, we will explore the world of the story, and look at ways of drawing learners into reading stories in English, not only for the enjoyment of the stories themselves, but also with an understanding of how extensive reading can enhance and extend their own narrative power. SUA

English Zone: Fostering Motivation with Cross-curricular Content

Andrew Bruske, McGraw-Hill Korea

Room B168

English Zone, by Margarita Pietro and Lauren Robbins, is an exciting new six-book primary series from McGraw-Hill ELT. Drawing on research into Multiple Intelligences and Content-based Learning, the series offers a wide variety of activities ranging in focus from the individual to the group and in such elementary school content areas as Math, Science, and Art. Intensive reading activities teach students bottom-up reading strategies; extensive reading?one installment of an eight

part story in each chapter?gives students top-down practice. Theme-based lessons allow students to activate prior knowledge about high interest topics. Vocabulary is emphasized and recycled throughout individual books and throughout the series. A unique music program reinforces grammar through fun, lively songs. Each workbook contains four two-page tests, allowing teachers and parents to monitor student progress. S

Fun Activities for the Reading Class

Michael Cahill, Thomson Learning Singapore
Room M106

Why do people laugh? Why is the sea salty? How can a plant kill? These are some of the questions answered in *Facts & Figures*, a best-selling beginning reading skills text designed for students of English as a second or foreign language who have a basic vocabulary in English of about 300 words. This text introduces about 500 more words as well as teaching the reading skills of comprehension, finding the main idea, and using the context to understand vocabulary items. *Facts and Figures* is one in a series of four reading skills texts, designed to meet the needs of students from the beginning to the high intermediate levels. Employing a hands-on workshop style, the presenter will use exercises from the book to demonstrate the key aspects of its underlying methodology: a theme-based approach to reading; a systematic presentation and recycling of vocabulary; and a focus on grammatical structure. Participants will be shown how fun, interactive extension activities can be used to help students practice new vocabulary and skills they have learned in more open-ended contexts. The presenter will also demonstrate how CNN's video news clips can be used in reading classes as a way to expand students' vocabulary and provide high-interest, authentic input. U

Houghton Mifflin Reading-Grammar for an

EFL Environment

Leah Bortolin, Houghton Mifflin
Room M104

A common problem that teachers have when using American Language Arts textbooks to teach EFL students is grammar. We will look at how grammar is taught in an L1 Language Arts program and discuss how beneficial this can be for L2 students. Additionally, we will examine some supplemental grammar activities that benefit EFL students. YL

How Involvement Leads to Understanding

Gilly Dempster, Macmillan
Room M101

Getting involved in something not only makes it more fun but gives the task meaning. Learning English also follows this simple rule. Our classrooms need to be places that allow our students to explore English, through different stimuli enabling them to expand their knowledge. Examples will be taken from *Bounce*, an elementary course from Macmillan, to illustrate how involvement leads to understanding. YL

NorthStar: Building Skills for the IBT TOEFL

Seung Hee, Katherine, Ji, Pearson
Room B170

How can our students successfully study for the new TOEFL IBT? What do our students need to efficiently study for the new TOEFL IBT? For other exams teachers have been "teaching the test" for years, but the TOEFL IBT brings a new set of challenges to the table. As the new TOEFL IBT requires real skills in the English language, Pearson Longman offers the first book in history to be co-authored by ETS (Educational Testing Service). Attendees will learn about what the TOEFL IBT is, how to best prepare your students for it, and get an early look at a real

solution to a major challenge facing Korea's Students.

Scholastic Book Club

Linda Shin, Scholastic Inc.
Room M103

Scholastic Book Clubs is the best way to get FREE books and resources for your classroom while providing your students with the opportunity to get the best children's books at out

standing values! You'll find books for children at every reading level and interest at prices that are unbeatable. Basically, it's the monthly book club you used to order through your teacher when you were going to school. YES, that same club is now available in Korea. Come and learn how you can get your school to join the one and only book club that encourages life-long readers. Note: Scholastic Book Club is only available to private institutions (hagwons) and schools. All accounts will be monitored. **YLSUA**



**GWANGJU-Jeonnam Chapter Presents:
Suncheon Outreach Workshop
Saturday, October 22, 2005, 1 ? 5 pm
Sunchon National University, Sunchon, Jeollanamdo
Questions: gwangju_kotesol@yahoo.com**

Featured Presenters:

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Games:
From Time Wasters to Time Well Spent
Liz Jones presents:
"What Can I Do With A Storybook?"**

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KOTESOL representatives from the Chapters, Special Interest Groups, and Committees will be at the *KOTESOL Membership Services Center* to meet and greet you. Why not visit them and give them a piece of your mind!
(The *Membership Services Center* is in front of the Gemma Hall, in the basement of the conference venue).

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(Nine different chapters)

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Presenter's Biographical Statements

Allen, Timothy, B Sc (Psychology), B Litt (English) is currently completing his M AppLing (TESOL) from Macquarie University. After teaching in Sydney, he has been an English Instructor in the Department of English Language and Literature at Hannam University in Daejeon for over 3 years, where he has developed a "blended" CALL program to complement his courses, based on the software package Moodle. He is the official maintainer of the Korean language pack for Moodle. Other interests include the teaching of pronunciation, project work, learning styles and strategies and classroom assessment. He can be contacted at scop@hannam.ac.kr.

Asai, Atsushi teaches languages, logic, and computer technologies as an assistant professor in the Department of Computer Science at Daido Institute of Technology. He is an active member of American Association of Applied Linguistics, and a guest speaker of LIOJ Summer Seminar. His recent interests include methodological and psychological topics in language studies. He can be reached at asai@daido-it.ac.jp and 10-3 Takiharuru-cho, Minami-ku, Nagoya 457-8530, Japan.

Ascher, Allen is formerly Director of the International English Institute at Hunter College, has been a teacher, teacher-trainer, author, and publisher. He has taught in language and teacher-training programs in both China and the United States. Mr. Ascher has an MA in Applied Linguistics from Ohio University. Mr. Ascher is author of *Think About Editing: A Grammar Editing Guide for ESL Writers*. As a publisher, he played a key role in the creation of some of the most widely used materials for adults. Mr. Ascher has provided lively workshops for teachers throughout the United States, Asia, Latin America, Europe, and the Middle East. He is most recently the co-author of *Top Notch*, a

new six-level adult course book from Pearson Longman.

Ataman, Fatma has been working as an ELT instructor for 22 years. She completed her MSc degree in Measurement and Evaluation in Education. She is currently doing her PhD in Educational Management at Middle East Technical University, Ankara, Turkey, the institution where she is also employed. Her main professional interests are measurement and evaluation in testing and CALL.

Bahuguna, Nalin has been an educator since 1998, 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 is a professor at Kenmei Women's Junior College and teaches also at Himeji Dokkyo University. He has taught in Japan for over fifteen years. He is currently the president of the Himeji JALT (Japan Association of Language Teaching) Chapter and is the author of several English course books used among college students in Japan. In addition he is the editor of an English newsletter and the founder of Asiahelp, an organization which helps children in developing countries.

Baradaran, Abdollah, was born in Iran in 1945. He got his Phd degree in TEFL. He has published books and articles on EFL and ESL as well as many years of experience in this field. Dr. Baradaran is currently the head of MA and PhD courses in the English Department, and Research Deputy, of the Teran Central Branch of Azad University.

Bartlett, Craig began his ELT career in the Republic of Korea, where over seven years he taught all types of people in various age groups and situations. He also completed his MA in TEFL/TESL Methodology with the University of Birmingham, and volunteered with the Conference Committee of KoreaTESOL. He is now living in China, and works as a Tutor in English for Academic Purposes (EAP) at the Ningbo campus of the University of Nottingham, which is the first foreign university to set up its own campus within China.

Baskan Gulsen, Gokcen has been working as an ELT instructor for 10 years. She completed her M.Sc. degree in Curriculum Development in ELT. She is currently teaching English at Middle East Technical University, School of Foreign Languages Ankara, Turkey. Her main professional interests are measurement and evaluation in testing and CALL.

Bassett, Jennifer has worked in ELT since 1972, and for the last seventeen years has been writing and editing stories for language learners. She is the series editor of the Oxford Bookworms, a series of graded readers with over 160 titles, and also series co-adviser, with H. G. Widdowson, of the Oxford Bookworms Collection, volumes of unadapted short stories. She has worked on syllabus design for writing in reduced codes, and is the author of more than 30 original or adapted stories for English language learners. Her current areas of interest are narratology and English as a creative medium for storytelling in World Englishes.

Bayne, Kris holds a Masters in Teaching English for Specific Purposes from Aston University and has taught EFL in Japan for over twenty years. He currently teaches on the English Language Program at International Christian University, Tokyo, Japan. His focus on academic writing stems directly from his wide classroom experiences and is supported by an interest in materials development, which he shares with his co-presenter.

Bill, Allison started her own second language learning at the age of 5. She has her B.A. in French Language and Literature, and the focus of her B.Ed was on teaching French as a Second Language (FSL). She recently completed her MA in TESL/TEFL from Saint Michael's College in Vermont, USA. Working with students ranging from kindergarten to adult education, she has taught ESL in France, FSL in Canada, and EFL in South Korea, (Jeonju University, in North Jeolla). Her teaching and research interests include the use of L1 in the classroom, pre-service and in-service teacher training, and cross-cultural understanding. Allison is a native of Ottawa, Canada.

Blasky, Andrew is Senior Editor for English Language Teaching at Scholastic Inc. As an editor and courseware developer, he has created a wide range of ELT materials, including textbooks and multimedia. He has taught in Japan and the US, and was director of the Language Institute for English in San Rafael, California. Dr. Blasky received his Ph.D. from the University of California, Berkeley.

Bortolin, Leah, finished her Masters Degree in Linguistics, then taught ESL and also worked in a private clinic teaching reading, writing, comprehension and math to students with learning disabilities. Leah has lived in Taiwan for the last five years where she holds a number of positions. In addition to working as a consultant for Houghton Mifflin, Leah is a university instructor and the director of research and design for a successful English after-school program.

Brady, Brock is Coordinator of TESOL Programs and Director of the Summer TESOL Institutes at American University in Washington, DC. His research interests include cross-cultural discourse analysis, approaches to teaching pronunciation, distance language learning and teacher education. A current member of TESOL's Board of Directors, Brady is a past president of the

Washington Area TESOL Affiliate (WATESOL), a founding member of TESOL's Nonnative English Speaker Teacher (NNEST) Caucus, and a former national selector for Fulbright English Teaching Assistants (2001-2004). Brady has worked in EFL environments for over 14 years in France, Korea, Panama, Spain and several countries in West Africa.

Brewster, Jean. With a degree in Linguistics, Jean Brewster has worked as a primary teacher and teacher educator for over 25 years. She has worked in three UK Universities on a range of courses for school teachers of English from Europe, Africa, South America and East Asia. While at the University of Nottingham she was Course Leader for a Masters degree for primary and secondary English teachers. She has recently co-authored two books for teachers: *The Primary English Teacher's Guide* and *Tell it Again! The Storytelling Handbook for Primary Teachers*. She currently works in the Hong Kong Institute of Education. brewster@ied.edu.hk.

Brown, Ian (Grad. Dip Ed TESOL, Master of Ed TESOL) is currently teaching at the Kyoto Sangyo University in Japan. His teaching background spans over fifteen years with experience teaching in Japan, Australia and Thailand. He has a long interest in CALL, especially in the areas of teacher training and making CALL practical for all teachers. For a number of years he coordinated the extensive CALL program at the Australian Centre of Languages in Sydney. He has presented papers and workshops on various aspects of ELT and CALL at conferences and workshops around the world.

Bruske, Andrew is the ELT Academic Consultant for McGraw-Hill Asia. He has taught English language and literature with the Peace Corps in Rwanda, at Konkuk University in Korea, and at the English Language Center at Michigan State University. Andrew is the author of *The Young and Son Media*

Preparation Course for the TOEIC.

Bui, Lan Chi teaches Methodology and Language Improvement in the Cantho University in Vietnam. She has worked specifically on teacher training, trainer training across the curriculum, and language syllabus design.

Bui, Minh Chau teaches Second Language Acquisition and Language Improvement in the Cantho University in Vietnam. She has worked specifically on teacher training and language syllabus design.

Caesar, Susan University of Pennsylvania, teaches in the ELP Intensive Program as well as in business English and executive training programs; she also serves as coordinator of the ELP Fulbright programs. From 1996-2001, Caesar was a visiting professor at the Institute of Foreign Language Studies, Korea University (Seoul). While in Korea, she was an English language specialist for KEPCO, the Korean Ministry of Labor and for international publishers. She also coordinated a teacher training program between the IFLS, Korea University and the ALP, Columbia University. She has taught at the University of California, Berkeley and at San Francisco State University.

Cahill, Michael has been active in teaching, training, and publishing for over a decade. He has taught adults, children, and teenagers in Taiwan, Malaysia and the United States. He has worked as an editor of a series of ELT textbooks and has presented teacher training workshops across Asia. His most recent teaching experience was as a lecturer at Soochow University in Taipei.

Choe, Holsung is a doctoral candidate in Foreign and Second Language Education at Indiana University, Bloomington. His research interests include foreign language teacher education, identity construction and language learning, world Englishes, and L1 loss and

maintenance.

Choi, Ellen specialized in English Education and Journalism in University Missouri Columbia. She has been an EFL teacher in Korea for 13 years. She has taught in Oxford Language School, International Language School and YES English School. She has developed curriculums for Kyobo, Pearson Longman Korea, Moonjin Media and EPI Korea. She has been doing teacher training for diverse range of book distributors and language schools such as Kids Herald, YBM, GEM, Moonjin Media, EPI Korea, Yaemoonsa and PEK. Currently she is a director of Curriculum House and writing books and developing toys and sub-teaching materials for Agaworld.

Christopher, Jill received her MA in TESOL from Columbia University; her teaching qualifications from Sussex University, England, degree in French from France, speaks French and Italian, taught in international schools in Manhattan, Paris, Ankara and Tokyo. She has taught ESL to Pre-K to Adult, drama to 7th to 9th Grade which is what this workshop is based on. Her one credit course entitled New Directions in ESOL - The Expressive Arts and Language Teaching has been well attended in Tokyo. She has given workshops in Europe, USA and Asia and is currently available to as an ESOL consultant. Email: jill-cesl@yahoo.co.uk.

Cole, Mary, BA (Hons), MA, PGCE (TESOL) a Director of Studies at the University of Queensland's Institute of Continuing & TESOL Education in Brisbane, Australia. Ms Cole has over 35 years experience of teaching international students in Australia, Europe and Africa and over 17 years experience in educational administration and management. In her present role as Director of Studies she has responsibility for coordinating a wide range of English for Special Purposes courses, including English and Methodology for TESOL Purposes for

teachers at Primary, Secondary and Tertiary levels from overseas and English for TESOL Professional Purposes for English teachers from Hong Kong, and for coordination of group study tour programs for international tertiary and higher education institutions. She has also been an IELTS Administrator and examiner at ICTE-UQ since 1989.

Collins, Brett has been living and working in Japan for 12 years. He is currently teaching in the Science and Engineering department at Ritsumeikan University in Shiga, Japan. His current area of interest & study is in blended CALL environments. He is a major contributor to English Trailers (www.english-trailers.com).

Crandall, JoAnn (Jodi) is Professor of Education and Director of the PhD Program in Language, Literacy, and Culture at the University of Maryland Baltimore County. At UMBC, she also co-directed the MA Program in ESOL/Bilingual Education. A former President of TESOL, the Washington area affiliate, and the American Association of Applied Linguistics, she is the author of more than 100 books, articles, and chapters on language teaching, teacher education, and educational policy. She received a BA degree in English/ Spanish (Ohio University), an MA in American Literature (University of Maryland, College Park), and an MS and PhD in Sociolinguistics (Georgetown University).

Crist, Larry taught EFL at the university level in PR China, 1999-2001; prior to that he taught ESL students as a volunteer teacher for several years. He received his Master's Degree in TESOL from Southern Illinois University at Carbondale in 2005. In August, he will begin teaching classes at Woosong University in Daejeon.

Dempster, Gilly is an ELT consultant/trainer for Macmillan Education based in Korea and has experience as a teacher here and in Scotland. She holds an MA in English/Sociology from Aberdeen University,

a Montessori diploma, a TESOL certificate and has developed resources to aid children's learning.

Duong, Phi Oanh teaches Methodology and Language Improvement in the Cantho University in Vietnam. She has worked specifically on teacher training, trainer training across the curriculum, and language syllabus design.

English, Brian is currently the Academic Director of Woosong Language Institute and an Assistant Professor at Woosong University teaching in the MA TESOL-MALL program. He has been teaching ESL/EFL for 20 years in Asia and the USA. While working on his doctorate at the University of Southern California, Dr. English taught in intensive EAP programs for international students. After receiving his doctorate he continued at USC as an adjunct professor in the TESOL program and as the Assistant Director of Professional Development of a graduate program. His areas of specialty are professional development and teacher training.

Farrell, Peter has taught English to non-native speakers in Spain, the United States, and Japan. He received an Ed.M. from the State University of New York at Buffalo in 1996. During nine years in Japan, he has taught junior high school, high school and university students and has used journals extensively. He presently is a full-time instructor at the English Language Program at International Christian University.

Feam, Frederick holds masters degrees from the universities of York and Sussex and has taught English extensively in the Middle East and East Asia. He currently teaches on the English Language Program at International Christian University, Tokyo, Japan. His focus on academic writing stems directly from his wide classroom experiences and is supported by an interest in materials development, which he shares with his co-presenter.

Ferguson, Steve began teaching English in 1986 while studying theatre in his second language, French. His varied teaching experience in Canada and Korea has included instructing grammar at Queen's University, teaching cross-country skiing to Inuit teens at Canada's most northern school, and teaching presentation skills at University of Incheon. As well, Steve has presented at various regional, national and international conferences in Canada, the UK, Japan and Korea.

Finch, Andrew E, whose Ph.D. (Manchester University 2000) described the setting up and evaluation of a task-based language program in Korea, is currently assistant professor of English Education at Kyungpook National University. Andrew was born in Wales and educated in England, where he had various middle school teaching positions before coming to Korea to learn Baduk. His research interests centre around language-learning as education, and he has co-authored a number of task-based conversation and assessment books, which can be accessed at <http://www.finchpark.com/books>.

Fowle, Clyde is Regional Consultant / Trainer for Macmillan Education, East Asia. He has 15 years' 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. He is co-author of Synergy a new 4 level integrated skills course for Asia published by Macmillan.

Garofalo, Russ has been teaching EFL in Japan for more than four year. Prior to coming to Japan, he taught EFL in South Korea for five years. His main educational areas of interest include: fostering autonomous learning, creating learner choices and empowerment within a university class syllabus, and developing the role of teacher as multi-functional counselor throughout the various stages of the writing process.

Garrigues, Steve is a professor in the Department of English Language and Literature at Kyungpook National University in Daegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology, and his research interests are primarily in intercultural communication, semantics and comparative phonology. He was born in the United States, but he has spent most of his life in the Asia-Pacific region, including Japan, India, Tonga, and Korea. He is a long-time member of KOTESOL, currently the President of the Daegu Chapter, and a member of the Global Issues SIG.

Gershon, Steve 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 18 years and is currently Professor at Obirin University in Tokyo where he teaches undergraduate and graduate courses in ELT methodology and course design. He is co-author of the two coursebook series English Upgrade and Gear Up (Macmillan ELT).

Gillies, Hamish is currently lecturing in EFL at Kanda University of International studies, near Tokyo, Japan. He graduated last year from the MA Applied Linguistics (TESOL) program at Macquarie University, and also an MA in Classics from Oxford University, and the CELTA qualification. He has been in EFL teaching and management in Japan since 1998. His academic interests include language learning motivation, and the psychology of language, as well as bilingualism. He speaks fluent Japanese, and recently passed level 1 of the Japanese Language Proficiency Test.

Graves, Kathleen is on the graduate faculty at the School for International Training (SIT) in Brattleboro, Vermont, where she teaches curriculum design, methodology and applied linguistics. She has taught English in Taiwan, Japan, the US and Brazil and has worked with teachers and teacher educators around the world in the areas of reflective practice and

curriculum design. She is the editor / author of Teachers as Course Developers and Designing Language Courses: A Guide for Teachers. She is the co-author of the ICON series, published by McGraw-Hill.

Hall, David Before being elected Head of the Department of Linguistics in 1999, David Hall was manager of English Language Services from 1992 and managed the Macquarie linguistics postgraduate distance learning program from its inception in 1994. He teaches curriculum innovation, management, and language for special purposes at masters level, and units on curriculum and leadership at doctoral level. He is co-editor of three international book series: Applied Linguistics in Action (Pearson), Research and Practice in Applied Linguistics (Palgrave-Macmillan) and Working with Applied Linguistics (Equinox). David has lived and worked in a number of countries, including Thailand, Malaysia, Iran, Rwanda, France and England.

Halliwell, John is Assistant Professor of TESL/Applied Linguistics in the School of International Studies at Saint Michael's College, Vermont. He received his doctorate in Linguistics and Cognitive Science from Michigan State University and has extensive experience teaching EFL and living in Korea. His interests focus on cognitive foundations of language learning and applications to pedagogical grammar.

Hambly, Clare trained and worked as a high school English teacher in South Africa. She has been living in Korea since 2002 and teaching at Korea University since 2003. She is currently the coordinator of the children's program there and is also completing an MA in TESOL.

Hawkins, Jeffery is presently lecturing at the Department of English Language at Kanda University, in Chiba Japan. His research interests include Action Research, Exit Criteria, Cooperative Learning and explicit goals to

help students achieve independent learning outcomes.

Henderson, Sam currently teaches at Pusan National University. He has been teaching in Korea since 2002. He has a BA from Shimer College and an Master's degree in Applied Linguistics from the University of Southern Queensland.

Jabbarpoor, Shadab was born in Iran in 1979. She has got her MA degree in TEFL and currently teaches EFL to Iranian university students. She has worked in the field of translation both from English to Persian and vice-versa, and has got over 6 years of experience as far as TEFL is concerned.

Ji, Seung Hee, Katherine has worked to offer solutions to students young and old, helping them to successfully obtain an education in English. A native of Chicago and a graduate of Purdue University in the USA, she has a variety of teaching experience, specializing in the TOEFL and SAT exams. Currently she is happily serving as the Marketing Specialist for Pearson Education Korea.

Johnson, Andrew has taught EFL in Japan since 1997 and is currently a lecturer at Ritsumeikan University in Kusatsu, Japan. His research interests include CALL development and implementation. He is the creator of English Trailers (a non-profit educational website for ESL/EFL students to study via movie trailers) and programmer/co-designer of two semester-long CALL courses utilizing authentic materials to enhance reading and listening comprehension skills. He can be reached at andy@english-trailers.com.

Joyce, Paul is a senior lecturer at Kanda University of International Studies in Japan. His academic interests are focused on language testing, listening, and vocabulary. He is a graduate from the MA TEFL/TESL programme at Birmingham University.

Kanbar, Hiam is the Dean of Asian School III (Korean Language School), Defense Language Institute, Monterey, CA, USA. She has a Masters Degree and a Doctorate in Applied Linguistics from the University of Franche-Comte in Besancon, France.

Kang, YoungBok is teaching English at Aewol Commercial High School in Jeju. She has taught at several high schools in Jeju for more than twenty years. YoungBok received her MED in English Education from Cheju National University in 1991, and her Master's Degree in TESOL in 2005 from Southern Illinois University at Carbondale.

Kawashima, Hirokatsu is an Associate Professor in TEFL and Applied Linguistics and is involved in EFL teacher education at Nagasaki College of Foreign Languages, Japan. His research interest lies in the development of reading and listening comprehension skills, and also in teacher education. He and his two co-presenters have been collaborating in their research project focusing on TEFL at Japanese preschools, supported by the Grants-in-Aid for Scientific Research from the Japan Society for the Promotion of Science. Some of the findings from their previous studies have been published in *Annual Review of English Language Education in Japan*, 15, pp. 71-80 and in *Journal of Pan-Pacific Association of Applied Linguistics*, 8 (2), pp. 137-148.

Kim, David D. I. is presently teaching at Kangnam University, in Yongin, where he is responsible for developing and coordinating the English language learning program. 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. Email: kdi@yonsei.ac.kr

Kim, Jiyun grew up in Bangladesh and Korea learning English both as a second and foreign

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language. She earned an MA degree in TESOL from Temple University in Philadelphia, USA. She has been teaching English to young learners and developing a number of textbooks for five years in Korea. She was also a former executive member, a newsletter editor, of KOTESOL Seoul chapter. She is currently a research executive at The LAB Education Center in Panmun Book Company working as a teacher trainer and textbook developer.

Kim, Michelle has taught with Kindergarten Place and is currently teaching with 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 the stories. She is also interested in beginning reading and phonics and is currently working on projects on these areas. She has worked as a teacher and also as the head manager for language institutes in Korea.

Kim, Sangwoo studied Linguistics at Seoul National University. He taught English on TV-EBS on-line, English-TV, MY-TV, and wrote about 100 books for English learning and test prep. He is a president of Hwakin English Ltd. running its website, english12345.com.

Kimball, Jake has been teaching young learners in Korea for nearly 10 years. He is currently working on an MSc in Educational Management in TESOL. His current interests include Content Based Instruction and program evaluation.

King, Brian is a lecturer at Soongsil University, where he teaches EFL. He is presently working on an M.A. in Applied Linguistics and TESOL by distance learning through the University of Leicester. After that, he hopes to pursue a Ph.D. in New Zealand, focussing on language and sexuality and queer linguistics. His current focus is post-structuralism and performativity theory, partic-

ularly as these relate to identities.

Kiratibodee, Prateep has a BA in English and a BBA in Accounting. He holds his MA (honors) in Language and Communication and his MBA in Management. He also received a Certificate in Teachers' Education from Kasetsart University, Bangkok, Thailand. He has worked for Thai Airways International Public Company as a flight attendant instructor since 2001. At present, he is a doctoral student of the English as an International Language Program of Chulalongkorn University, Bangkok, Thailand. His areas of interest include ESP, English Reading, Language Assessment, and Computer Based Testing.

Kirschenmann, Jean is assistant professor of English (ESL) at Hawai'i Pacific University in Honolulu where she has taught ESL and teacher training courses for over 15 years. She has also lived and taught in Micronesia, Romania, China, and Japan. She is editor of the Tips for Teachers in the TESL Reporter and has developed instructional materials for a wide range of student audiences from kindergartners in Romania to graduate students in Honolulu. She is particularly interested in fostering a love of reading in ESL and EFL learners.

Klein, Ed is professor of applied linguistics at Hawai'i Pacific University in Honolulu. His interests are in phonology, sociolinguistics, English language history, and practica in ESL teacher training, as well as actually teaching reading skills and listening skills in ESL classes. Ed's original introduction to ESL was in Korean classrooms in Kwangju in the 1960s as an American Peace Corps Volunteer. He also served as Fulbright exchange professor at Sogang University in the early 1980s. He has returned to Korea several times since, but spent more time in the mountains than in classrooms.

Klein, Dr. Ronald has been teaching English at Hiroshima Jogakuin University for 15 years.

His specialization is Asian English Literature. He is the editor of *Interlogue: Studies in Singapore Literature*; Volume 4: Interviews, a collection of interviews with 16 Singaporean writers, and has written about Singaporean, Malaysian and Philippine literary views of Japan. He advocates the use of Asian English short stories in reading classes. Email: rklein@gaines.hju.ac.jp

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Kramer, Elisabeth, a native of Madison, Wisconsin (USA), finished her B.A. in English and Education at the University of Iowa in 1999. After teaching high school writing in Iowa for two years, she returned to Wisconsin to teach writing. From 2002-2004, Elisabeth attended University of Wisconsin, Madison and graduated with an MA in Applied English Linguistics with a TESOL certificate. During her studies, she taught ESL writing for the university. She currently enjoys teaching the writing module at Gyeonggi-do Institute of Foreign Language Education just outside of Pyeongtaek, and loves working with Korean English Teachers in Gyeonggi-do.

Lado, Ana received her doctorate in Applied Linguistics from Georgetown University and coordinates the graduate TESOL program at Marymount University in Arlington, Virginia. She is president of a LADO Enterprises, Inc, a college founded by her father, Robert Lado

in the 1970's to teach intensive, accelerated, English classes using his Total Approach. She also enjoys teaching children Spanish and English

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Lang, Hui-Ling obtained her PhD degree from the Language and Literacy Studies at University of Manchester in 2004. She is now an assistant professor and a co-ordinator of the Writing Committee at the Department of Applied English in Ming Chuan University in Taiwan. Her research interests include English for Academic Purposes (EAP), in particular, Academic Writing, English for Specific Purposes (ESP), Genre Analysis, TESOL Methodology, Corpus Linguistics, and Inter-relationship between reading and writing.

Larson, James served as a Peace Corps Volunteer and later was a Fulbright grantee in Korea. He received his Ph.D. in Communication from Stanford University and has taught at the University of Texas at Austin, the University of Washington, the National University of Singapore and Yonsei University. He is the author of several books, including *Television's Window on the World*, *Global Television and the Politics of the Seoul Olympics*, and *The Telecommunications Revolution in Korea*. He currently serves as Deputy Director of the Fulbright Commission in Seoul.

Lassche, Gerry MA (TESOL), RSA CELTA, has been a classroom teacher of English for ten years in Korea, and a teacher trainer for

the last 4 years. He recently accepted a position in Japan at Miyagi Gakuin Women's University, and remains actively involved in teacher organizations and events. His research interests are in the field of curriculum and materials design, and has also published on topics in testing and e-based learning.

Laurel, Dr. Ma. Milagros C. is an Associate Professor of English and Associate Dean for Administration and Development at the College of Arts and Letters, University of the Philippines (UP). She has delivered papers in several international conferences on applied linguistics and cultural studies. Her articles on language and literature have been published in international and Philippines books and academic journals. She teaches English courses to undergraduate and graduate students and Intensive English courses to foreign students. She received the 2004 UP Diliman Outstanding Teacher award and the 2003 UP President's International Publication citation.

Lee, Cheri has taught English to adults and school-age children, both in the United States and in Korea, for about nine years, and has trained over a hundred ESL/EFL teachers. For the last five years, she has served as Director of the Center for English Teaching & Learning, Korea (CETL Korea) and as Vice President & Curriculum Developer for prestigious EFL private schools. At Western Washington University (WWU), Cheri earned her undergraduate degrees in Political Science and General Studies with a focus on Teaching English to Speakers of Other Languages (TESOL). She was also TESOL certified at WWU's Woodring College of Education, and earned an ESL teaching certificate in Washington State. She is currently involved in the Master's Program at Yonsei Graduate School of Education, and her main area of research is effective methodology for teaching and learning English grammar as a tool, not a rule. Cheri has had the pleasure of working as Reviewer and Proofreader for a number of publications from both international and do-

mestic publishing companies. Cheri is also active in presenting at national and regional conferences concerned with an ideal EFL learning environment. Through her variety of work experiences as an EFL educator, Cheri has been taking a developmental journey to increase her professional expertise.

Lee, Jung-Eun received her MA in ELT Materials Development from the International Graduate School of English, Seoul and TESOL Certificate from the Sungkyunkwan/Georgetown TESOL program. Based on more than nine years of language teaching experiences, she is currently working as a freelance ELT materials developer.

Lee, Dr. Steven K. is Associate Dean and Professor, Graduate School of Education, Portland State University. He previously held administrative faculty positions at the University of California, San Diego; San Diego State University; California State University, Dominguez Hills; and Alliant International University. In the past decade, Dr. Lee has presented in more than 120 conferences as keynote speaker and plenary speaker. Dr. Lee is President of the Association for Asian Pacific American Leadership in Education and former Executive Director of the Korean-American Education Center. He is Chief Editor of *The Journal of Current Research and Practices in Language Minority Education*.

Lee, Young-Ju began her research in language assessment at the University of California at Los Angeles (UCLA). She received her MA in Applied Linguistics and TESL from UCLA in 2001. She continued her doctoral study at the University of Illinois at Urbana-Champaign (UIUC). She received her PhD in Educational Psychology from UIUC in 2005. She is interested in qualitative and quantitative validation studies, ESL writing assessments, impact studies, computerized testing, and interface between second language acquisition and language testing.

Lewis, Gordon earned a B.Sc. in Languages and Linguistics from Georgetown University, Washington D.C. and an M.Sc. from the Monterey Institute of International Studies, Monterey, California. While working as a freelance journalist in Vienna, Austria, he taught English and was editor of an English language cultural magazine. He founded Lewis Languages children's programme in 1991, which became the Children's Language School, which was sold to Berlitz in 1999. From 1999-2001 was Director of Berlitz Kids Europe and developed similar programs for Berlitz across Europe. From 2001 to 2003 he was Director of Instructor Training and Development for Berlitz Kids in Princeton, New Jersey. He is currently Director of Product Development for Kaplan English Programs in New York City, and is also on the committee of the IATEFL Young Learners Special Interest Group where he works as co-coordinator for events. In 2002 he organized a large YL Conference in Bonn, Germany. He is co-author of Games for Children and author of The Internet and Young Learners, both in the Resource Books for Teachers series published by Oxford University Press.

Lieb, Margaret-Mary is a lecturer in the English Department at Himeji Dokkyo University, Japan. She holds a B.Ed. degree from St. Patrick's College, Dublin, (National University of Ireland). She received her M.A. in the Teaching of Reading and Language Arts at California State University, Chico. She was the recipient of the Vere Foster Memorial Prize from the Irish National Teacher's Organization. Before she came to Japan, she taught in the United States for 14 years. Her research interests are the role of The Affective Domain in Second Language Learning; Brain Research, Multiple Intelligences, and Emotional Intelligence.

Life, James is a professor with Inha University having previously instructed with Youngdong University. His post-graduate de-

gree is specifically in curriculum development, including the general study of instructional methodologies and classroom management. His academic interest is patterns of expression in languages, including the connection between cognitive conceptual development and the expression of this in the structure and patterns of language. Above all, the author is an instructor and is most interested in how theory translates into practical application in the classroom.

Linse, Caroline teaches in the Young Learner Certificate Program at SookMyung University in Seoul, Korea. She has worked in ESL and EFL programs in various parts of the United States, including rural Alaska, Korea, Latvia, and American Samoa. She has given presentations in over fifteen countries.

Litvin, Kira has taught all levels of communicative ESL & EFL and teacher training to adult learners from around the world since 1997 in a variety of community and university programs in the USA, South Korea, and Indonesia. She received her Master's degree in Cultural Studies from Bowling Green State University (USA) in 1999. From 2003-2004 she served as Senior English Language Fellow in East Java, Indonesia. Since August 2004, she has been a full-time instructor at Chonnam National University's Language Education Center. Her research interests include professional development and teacher training, content-based instruction, and language strategy training.

Lowndes, Frances is Publisher for Macmillan Education, East Asia. She has 11 years experience in the field of publishing, and before that many years in the field of ELT, working in many countries as an ELT teacher, teacher trainer, Director of Studies of a Language Institute and then ELT Consultant. She holds an MA in Applied Linguistics from Durham University.

Mark, Poh Leng is a lecturer in the English Language Institute in Kanda University of

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Miles, Scott is the Associate Director of the General English Education Department in Sogang University in Seoul, Korea. He teaches undergraduate courses in general English, American culture and academic writing, as well as graduate level courses in English language teaching methodology, reading pedagogy and grammar acquisition. He has nine years of teaching experience working with all age levels in a variety of environments in the United States and Korea. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition.

Miller, John is an Academic Specialist for Asian School III (Korean Language School), Defense Language Institute, Monterey, CA, USA. Mr. Miller has an MA in TESOL from SIT and is ABD in Intercultural Communication from Ohio University.

Miller, Ross E. has 15 years of EFL teaching experience in Japan, and is currently an assistant professor at Otemon Gakuin University in Ibaraki, Japan.

Molinsky, Dr. Steven J. is Professor of Education and Director of the Graduate TESOL Program at Boston University. He is co-author of *Side by Side*, *Side by Side TV*, *Side by Side Interactive*, *ExpressWays*, *Foundations*, *Communicator*, and the *Word by Word*, *Word by Word Basic*, and *Word by Word Primary Vocabulary Development Programs*. He has taught methodology courses at Boston University for more than twenty-five years and has traveled extensively throughout

Asia and North and South America, conducting teacher-training workshops. Dr. Molinsky holds M.A. and Ph.D. degrees in Linguistics from Harvard University. He is a recipient of the prestigious Boston University Metcalf Award for Excellence in Teaching.

Nam, Heidi Vande Voort currently teaches a blend of general English and teacher-training courses including Classroom English and Christianity & ELT. As the facilitator of KOTESOL's Christian Teachers SIG, she seeks to promote networking among Christian English teachers and conversation about the role of faith in the teaching and learning process. In addition to teaching, she enjoys playing with her one-year-old son.

Nelson, Rocky, M-TESL, was invited to Korea in 1996 by Yeungnam University, where he taught for 3 years at the Department of English. He was the 1st VP of Taegu KoTesol in 1999. He moved to Andong National University, 1999 to 2001, and was their Academic Coordinator in 2001. Now teaching at Pusan University of Foreign Studies, he is the developer of several "intensive fluency" content courses now used on campus. His Extensive Reading course is a popular elective choice among the content courses given by the International Language Experts program/ILEC department and the Department of English.

Nikolic-Hosonaka, Nena is a mother of four bi-cultural children. She has been involved in both teacher training and teaching young learners in Japan for the past 25 years. A frequent guest in children's TV programs, she also hosts her own English entertainment radio program for children "Mama Nena, I can do it!" Nena holds MA degrees in English and Japanese and is currently working on her PhD dissertation.

Olszewski, John Matthew, has been teaching English essay writing, conversation, business English, and public speaking at the university

level in South Korea for the past four years. He earned a bachelor's degree with a double major in psychology and anthropology from the University of Houston (Houston, Texas, USA), and he has completed a Master's degree in English language from Texas A & M University-Kingsville (Kingsville, Texas, USA) where his studies focused on English essay composition; his Master's thesis is titled: "Using Ethnography in the Teaching of Writing." He has taught English rhetoric and composition at Texas A & M University-Kingsville; English conversation, reading, and writing at Donggeui University (Busan, South Korea); and, currently, English composition, public speaking, and business English at Catholic University of Korea (Bucheon, South Korea).

Packard, William Shin has a wide range of both primary and secondary level teaching experience in Korea, and is currently serving as an International School and ELT Product Specialist for Pearson Education Korea. A graduate of The Ohio State University in the USA, he has a varied background in politics, technology, and education. He has lived, taught, and worked in Korea for over three years. He regularly does presentations and teacher training for ELT and US school titles for Pearson Longman.

Palmer, Robert first came to Korea from Australia in 1979 and now has 25 years of TESOL experience (about 2 years in the US and the rest in Korea). He earned his Masters and Ph.D. in TESOL in the U.S. He has taught at Donggeui University, Busan since 1986. He is especially interested in ways to use the students' L1 to increase the effectiveness of acquisition of English.

Pals, Thomas has specialized in curriculum development for over ten years. He has created materials that have been incorporated into both undergraduate and graduate level programs. Currently an assistant professor in the Department of International Culture at

Shizuoka University of Art and Culture in Hamamatsu City, Japan, Mr. Pals is developing a high-level integrated language curriculum. He has produced CALL materials that can be easily integrated into both the traditional classroom and the language laboratory. Mr. Pals is particularly interested in the strategic use of free Internet systems with teacher created materials to enhanced language learning.

Phillips, Deborah has been teaching and leading seminars on TOEFL preparation on a worldwide basis for seventeen of her twenty years as a teacher. She has led TOEFL prep seminars in France, Indonesia, Japan, Korea, Malaysia, Spain, Saudi Arabia, Turkey, and the United Arab Emirates. In the United States, she has also prepared students for other college-level standardized tests such as the GRE and GMAT. Currently she teaches courses for the certification of ESL/EFL teachers around the world. She is most recently the author of the new Longman Preparation Course for the TOEFL Test: The Next Generation/IBT.

Piamsai, Chatraporn is a Ph.D candidate in the English as an International Language Program, Chulalongkorn University, Thailand. She received an M.A. in TESOL from Michigan State University, USA in 1998. Since then she has worked as a language instructor at Chulalongkorn University Language Institute. Throughout her career, she has been particularly interested in both language teaching and language assessment and evaluation. Her research areas include those involving learner strategies and language testing, which constitute the main part of her dissertation.

Poonpan, Suchada is a thirty-one year-old doctoral student at the Faculty of Education in Chulalongkorn University, Bangkok Thailand. She studied about reseach methodology in education and is now doing her dissertation which she hopes will be finished on October 2005. Suchada is an official of the Cultural of-

fice in Kamphaeng Phet province. Her degrees include: B.Ed.(Elementary Education), M.Ed. (Research and Statistics in Education), M.Art. (English Language).

Prasai Tripathi, Malika has enough teaching experiences in English as a foreign language teacher in different middle and high schools for 15 years and Tribhuvan University for 2 years in Nepal. Her interest is in English as a second/foreign language teaching and learning, especially in communicative language teaching. She has published various articles in English Language including few professional journals from Nepal. Presently, she is a Ph.D. candidate in the Department of English Language at Chosun University, Gwangju, Korea. She holds an M.Ed. and an MA in English language and literature respectively from Tribhuvan University, Nepal.

Pryor, Susan (B.Ed. Tch/Lng, Dip: TESOL) has been teaching Korean students of English as a foreign language for a number of years, in a variety of settings both in New Zealand and South Korea. She constantly adapts her pedagogy and practices to incorporate the best of Korean study ethics and attitudes, believing these enhance both teaching practice and students' progress. Susan draws upon her State School experiences teaching in multicultural, multilingual and, most frequently, low resourced schools to provide a reflective practice that challenges her study of Korean learning styles and preferences with the intention of focusing teaching practices and methodologies to meet the specific demands of Korean students.

Randell, Tim has been teaching English in Japan since 1989. At the University of Stirling, he developed his first language learning software application, WordTiles, a vocabulary-matching program that was later employed at Doshisha Women's University to teach CALL authoring techniques. At Heian Jogakuin University, Mr. Randell produced many classroom listening and reading activities that he also incorporated into the Heian

Student Homepage. Now a lecturer in the Faculty of Sciences and Engineering at Ritsumeikan University, Mr. Randell has been involved in the production of materials for the English curriculum including assisting in the development of the English Expeditions web-based component.

Rear, David is a Senior Lecturer at Kanda University of International Studies in Chiba, Japan. He has Masters degrees from the universities of Cambridge and Essex in the UK, and has been teaching English in Japan for almost eight years. His research interests include the teaching of critical thinking skills, student autonomy, and the use of film in ELT. He is about to embark on a PhD on the investigation of critical thinking skills in the Japanese workplace.

Redfield, Rube is a frequent presenter in East Asia. Based in Osaka, Japan, his major research interests are program evaluation and qualitative research in applied linguistic topics relevant to practical classroom instruction.

Revell, Jane has worked as an English Language teacher and teacher-trainer in many different countries since the early 1970s. She has written several books as well as children's programmes for the BBC World Service. Her most recent course is 'Fantastic!' for Macmillan. Jane is a Master Practitioner and a Certified Trainer of NLP (Neuro-Linguistic Programming). She runs NLP courses at home and abroad and has co-authored (with Susan Norman) two books on the subject: 'In Your Hands' and 'Handing Over', together with a stress management book: 'Success over Stress'. Jane lives in France with her husband Bob and their three black and white cats.

Rinoluceri, Mario has worked for Pilgrims for 31 years and edits Humanising Language Teaching, www.hltmag.co.uk. He regularly contributes to The Teacher Trainer, our print journal for teacher educators, www.tttj.co.uk. Mario's first Cdrom for students, Mindgame,

was written with Isobel Fletcher de Tellez, and engineered and published by Clarity, Hong Kong in 2000. Mario's books include: 2005 Multiple Intelligences in EFL, with Herbert Puchta, Helbling; 2005 Unlocking Self-Expression through NLP, with Judy Baker, Delta Books; 2004 New edition of Vocabulary, with John Morgan, OUP Humanising your Coursebook, Delta Books; Using the Mother Tongue, with Sheelagh Deller, Delta Books; Ways of Doing, with Paul Davis and Barbara Garside, CUP; Mario cooks and gardens with more joy than skill.

Rowe, Paul first became interested in the challenges of ESL learning/teaching as a first year teacher, appointed to the Queensland School for the Deaf, back in the late 1980s. He later transferred from Special Education to TAFE teaching, where the major focus was in the ESL area. 2004-5 saw him complete a one year EFL teaching contract in South Korea. Paul was recently invited back to TAFE (Toowoomba) specifically to join the ESL team working with Sudanese war refugees, who have sought refuge in Australia.

Rubadeau, Ksan has delighted in working with second language learners around the globe, from students of Spanish in her native Canada to learners of English in Mexico, Japan, and South Korea, since 1996. She has an M.A. in Applied Linguistics from Concordia University in Montreal. Currently, Ksan is the Treasurer for the Seoul Chapter of KOTESOL and an in-service teacher trainer at the Gyeonggi-do Institute of Foreign Language Education. Her course on supplementing textbooks focuses on planning schemes of work. You can reach Ksan at ksanrubadeau@hotmail.com for more information on unit planning.

Schiera, Tony is driven by teaching. With a Masters of Arts in Teaching degree from the school for International Training and experience teaching on three continents, he brings a wide range of skills to the classroom. Tony al-

so has a keen interest in teacher training as seen by his many workshop-presentations throughout Korea. He has presented on such topics as using video as an assessment tool for conversation classes, writing, emotion in conversations, and textbook organization. All of his presentation topics were developed and implemented in his classroom at Suncheon National University where Tony has taught for nearly six years.

Scott, Mary-Jane has been teaching in Korea for four years and is currently teaching in the Language Center at Soongsil University and secretary of the KOTESOL Seoul Chapter. She has 30 years experience in education and related fields. She has taught Science and Mathematics in Queensland high schools, and worked in New Zealand as a consultant for the National Library of NZ and in educational publishing at the University of Waikato. Her TESOL experience includes ELICOS in two Brisbane colleges, EFL at a middle school in China, and an adult language institute in Ulsan, Korea. Mary-Jane has a Bachelor's Degree in Agriculture from the University of Queensland, Graduate Diplomas in Education and Librarianship from Queensland University of Technology, and a Graduate Certificate in Applied Linguistics from Griffith University.

Shaffer, David (PhD, Linguistics) is a long-time resident of Korea and has been on the faculty at Chosun University since 1976. His professional interests include the interface of cognitive linguistics and language-teaching techniques, especially as related to conceptual metaphor, as well as Korean borrowing phenomena. Dr. Shaffer is a teacher trainer, materials designer, the author of numerous books and periodical columns on language learning. In addition to courses in linguistics, teaching methodology, ESP, and communication skills, he teaches an occasional Korean language course. Dr. Shaffer is presently an executive director of Asia TEFL and a national officer of Korea TESOL.

Shawback, Michael, an avid computer user, has been designing software for learning English and Japanese for over a decade. A professor at Ritsumeikan University's Faculty of Sciences and Engineering, Mr. Shawback has devoted himself to creating and administering a cohesive web-based component for the English curriculum there. This innovative web-based component, called English Expeditions, assists 50 instructors and nearly 3000 students every semester in language education that supports the class materials and extends the boundaries of the classroom, as well as class administration.

Sheehan, Mark was born and raised in Boston, receiving his BA in English and MA in English Literature from the University of Massachusetts, Boston. He also holds a Cambridge University Certificate in English Language Teaching to Adults (CELTA). He has over five years of tertiary-level teaching experience in Japan and is currently teaching full-time at Ritsumeikan University and part-time at Osaka University. His research interests include CALL, using literature in the EFL classroom, and materials and curriculum development. He lives in Nara, Japan with his wife and his son.

Shin, Linda worked as a public school elementary teacher, Federal Program Language Other Than English instructor, university English Language Institute instructor, and Samsung Human Resources Development Center Instructor. She currently works as an Educational Consultant for Scholastic Korea.

Shortall, Terry is a lecturer at the Centre for English Language Studies at the University of Birmingham, UK. He teaches on MA courses in TEFL/TESL and Applied Linguistics, and is co-ordinator of the MA TEFL/TESL Open Distance Learning programme in Korea and Japan. He has lectured and taught EFL in Japan, Brazil, and Portugal. He is Reviews Editor of the journal *Language Awareness (Multilingual Matters)*.

Simpson, Sharon is currently a faculty member of the English Language and Literature Department of Hoseo University in Cheonan, Chungnam-do, where she has served as an English Instructor for 2 1/2 years. She also serves as an instructor for the Hoseo Foreign Language Center. Prior to that, she taught young children in a private institute in Gunsan, Jeollabuk-do. She has a master's degree from Stephen F. Austin State University in Texas.

Sippel, Christopher is a senior lecturer at Kanda University of International Studies in Japan. His research interests include curriculum design and vocabulary acquisition.

Slagoski, Jeremy is currently the lead Methodology instructor at SMU-TESOL, Sookmyung Women's University in Seoul, Korea. He has been training non-native speaking instructors there since the spring of 2003. Mr. Slagoski earned his MA in ESOL/Bilingual Education from the University of Maryland, Baltimore County. Previous teaching experience includes teaching conversational English in Japan for two-and-a-half years, tutoring Chinese and Iranian students in Baltimore, conducting oral proficiency interviews for the English Language Center at UMBC, teaching at a summer camp in Maryland for Korean expatriate children, and volunteering to tutor Mexican immigrants in his hometown of Kenosha, Wisconsin.

Smith, Brian E. is a full-time Adjunct Professor at Rikkyo University in Tokyo, Japan, as well as teaching part-time at several other major universities in the area. His teaching interests include content-based lessons and issues related to student motivation. From 1997-1998, Brian taught at Inha University in Incheon, Korea.

Smith, Scott works at Kansai Gaidai University in Osaka, Japan. Before going to Japan in 2003, he earned his Master of Arts in Teaching (MAT) degree at the School for

International Training in Brattleboro, Vermont. Prior to graduate school, he taught a wide variety of courses and developed language materials at several universities, language institutes and companies in both Seoul and Busan, Korea. At the moment, he is particularly interested in finding ways to scaffold authentic listening materials and using reading strategies to boost students' comprehension of challenging texts.

Smith, Sean (B.A. Asian Studies, M.A. AppLing (TESOL)) is currently working at Hanyang university. He is in his ninth year of teaching in Korea and has no plans to leave. For the last four years he has been supplementing his classes with a web site. For the last 2 years he has been using moodle and is available to provide training in using moodle with students. In his free time he maintains four websites, and reads books voraciously. He can be contacted at eslteacher@gmail.com.

Son, Minyoung holds two B.A. degrees, in English and in French Education, from Ewha Women's University in Korea. After having served as an English teacher in a junior high school in Korea for three and a half years, she took two years off to obtain an M.A. degree in the Department of Second Language Studies at the University of Hawaii in May 2005. She is now teaching at the Nungkok Middle School, Gyunggi, Korea. Her major academic interests include SLA pedagogy and EFL teacher education.

Stempleski, Susan is an author, teacher, teacher educator, and consultant based in New York City. Internationally recognized as an authority of the use of video in language teaching, she founded the Video Interest Section of the international TESOL association and is a past member of the TESOL Board of Directors. Her publications include numerous articles and more than 40 textbooks and teacher resource books, and she has been a featured speaker at numerous educational conferences around the world. She is a member of the fac-

ulty of the Hunter College International English Language Institute of the City University of New York, and she regularly teaches specialized methodology courses in the MA Program in TESOL at Columbia University Teachers College. Among her publications is the World Link series, recently published by Thomson Heinle.

Su, Ya-Chen, received a Ph. D. from the Department of Curriculum Studies at Indiana University, Bloomington. She is an assistant professor in the Department of Applied English at Southern Taiwan University of Technology, Tainan, Taiwan. Her specializations are EFL reflective teaching and second language acquisition.

Sugino, Naoki is an Associate Professor in TEFL at Ritsumeikan University, Japan. His research interest is in SLA and curriculum development. He and his two co-presenters have been collaborating in their research project focusing on TEFL at Japanese preschools, supported by the Grants-in-Aid for Scientific Research from the Japan Society for the Promotion of Science. Some of the findings from their previous studies have been published in *Annual Review of English Language Education in Japan*, 15, pp. 71-80 and in *Journal of Pan-Pacific Association of Applied Linguistics*, 8 (2), pp. 137-148.

Sung, Hyekyung, PhD., is currently a department chairperson at the Asian School III, Defense Language Institute in Monterey, California. She received a Ph.D. in second language acquisition from Stanford University and worked as an Evaluation Coordinator for the California Foreign Language Project, Stanford University School of Education, from 1995 to 2004. Dr. Sung has taught courses on second language acquisition, teaching methodology and assessment, and basic linguistics. She has presented numerous research papers on language education, student/parent motivation, and evaluation of professional development programs. She has also published dozens

of papers in *The Modern Language Journal* and *Foreign Language Annals*.

Supatranont, Pisamai works for Rajamangala University of Technology, Tak Campus in Thailand. She is currently a Ph.D. candidate at Chulalongkorn University. This research presentation is a part of her Ph.D. dissertation. She graduated with an M.Ed. in Applied Linguistics from the University of Western Australia and another M.A. in Applied Linguistics (English for Science and Technology) from King Mongkut's University of Technology Thonburi. She also received a Specialist Certificate in Language Curriculum and Materials Development from RELC, Singapore. Her fields of interest are ESP, Materials Designs, and Classroom Concordancing. She has taught ESP for engineering and business students for 20 years and designed some ESP materials.

Suppasetsee, Suksan received his M.A. (Teaching English) from Kasetsart University and teaches English at Suranaree University of Technology, Thailand. He was a visiting scholar at Indiana University, USA. in 2005. His research interests include Computer Assisted Language Learning, Self-Access Language Learning and Instructional Systems Technology.

Suwanthep, Jitpanat is an English lecturer at Suranaree University of Technology, Thailand. She received her master's degree from Chulalongkorn University, Bangkok, with a degree in English, a MATESL (University of Illinois at Urbana-Champaign, USA), and a Ph.D. in Education (University of Illinois at Urbana-Champaign, USA). Currently, she is a manager of the English Language Resource Unit (ELRU), School of English, Suranaree University of Technology, Thailand. Her main interests include second language acquisition, ESL/EFL writing, ESP curriculum development, error and contrastive analysis, sociolinguistics and autonomous learning.

Tajadini, Massoud obtained his MA in Teaching English in 1990 and his PH.D. in ELT in 2002 from India, Aligareh Muslim University and has been a full time staff member of the English Language Department of Kerman Azad University, Kerman, Iran since 1999. Ever since, he has been teaching English to Iranian undergraduate students in various courses of grammar, writing, oral skills, and has been interested in teaching and testing theories, error and contrastive analysis, discourse analysis and syntax. He has published three volumes of books on reading comprehension and grammar, and conducted a number of research works on the topics related to language skills and components. He has also published a few articles on error and contrastive analysis as well as writing improvement among Iranian EFL learner. Massoud Tajadini, Language Department, Kerman Azad University, Kerman, Iran. Phone: 00989133412767; Fax: 00983413211405.

Tsui, Amy Bik May is Chair Professor in the Faculty of Education of The University of Hong Kong. She obtained her PhD in linguistics in 1986 at The University of Birmingham, U.K.. She has published widely in the areas of discourse analysis, language policy, teacher education and ICT in teacher education. She serves on the Advisory and Editorial Boards of a number of international refereed journals. She is a founding member and a Council member of Asia TEFL. Her most recent publications include three books, *Understanding Expertise in Teaching ? case studies of ESL teachers*, published by New York, Cambridge University Press, which has been translated into Chinese by People's Education Press in the People's Republic of China; *Classroom Discourse and the Space of Learning*, co-authored with Ference Marton and published by Lawrence Erlbaum Associates (LEA); and *Medium of Instruction Policies ? Whose Agenda? Which Agenda?*, co-edited with James Tollefson and published by LEA. She is currently working on another edited volume with James Tollefson on language policy, cul-

ture and identity in Asian contexts.

van den Hoven, Melanie is a Lead Teacher of Intercultural Communication in a graduate-level TESOL certificate at Sookmyung Women's University, Seoul. Ms. van den Hoven was born in Ontario, Canada and has an MA in TESOL from the School for International Training. Her areas of interest include curriculum design, materials development and promoting intercultural awareness in the Korean EFL classroom.

Vercoe, Todd has been standing in front of classrooms for more than two decades, the last nine in Korea. He has presented widely across Korea on many topics, such as L1 interference in L2 learning, classroom control and student motivation, games in education and constructivist theory as it applies to the EFL education. He is a lecturer at Inje University, the secretary for Pusan/Gyeongnam KOTESOL and he is currently a Masters candidate at Teachers College, Columbia University.

Walker, Richard has been involved in ELT through teaching and teacher-training for over 15 years. He has presented numerous times in Korea and throughout Asia. For over seven years he taught and conducted teacher training at a large private language school in Hiroshima, Japan. Richard holds an M.A. in TESOL (Linguistics) from the University of Surrey, UK, and is currently Commissioning Editor for Cambridge University Press, based in Singapore.

Wannaruk, Anchalee is an Assistant

Professor in the School of English, Suranaree University of Technology, Nakhonratchasima, Thailand. She received her Ph.D. from the University of Illinois at Urbana-Champaign in 1997. Currently she is the coordinator of the Ph.D. program in English Language Studies and the Head of the Research Department. Her research interests include spoken discourse analysis, sociolinguistics and pragmatics.

Yogi, Minako is presently an associate professor, teaching at the University of the Ryukyus, Faculty of Education. She has been involved in teacher-training and course development for ten years. Previously, she worked as a part-time ESL Instructor for the Refugee students at Lansing High School and at Battle Creek School District, Michigan (Sept. 1991 through February, 1994). Ms. Yogi has written and presented various articles in the field of TESOL and Applied Linguistics.

Zhang, Lawrence Jun, PhD, is Assistant Professor at the National Institute of Education, Singapore, where he is also PGDE EL Program (Secondary) Coordinator. He has worked as Academic Director, ELS International-China, a franchised affiliate of ELS, Inc., Culver City, California. A teacher and teacher-trainer, he is especially interested in metacognition and learner training in language teaching. His papers appear in international journals, including Asian Journal of ELT, Perceptual and Motor Skills, RELCJ, International Journal of Educational Reform, and Language and Education, among others. He is an editorial board member of Journal of Asia TEFL, CELEA Journal and Metacognition and Learning.



11th Annual North Jeolla KOTESOL Drama Festival

Come one, come all to the 11th Annual Jeolla KOTESOL Drama Festival! Enter your students in this entertaining event where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way. All students will get certificates of participation for being a part of the fun.

Date: Saturday, November 5th, 2005

Place: Jeonju University

Time: 9:00am ? 12:00pm & 1:00pm ? 5:00pm

Requirements: Each team will perform a 10-15 minute play of any type. Each team must be no larger than 8 members in the Senior Division (Middle School/High School and University Groups) and 10 members for the Junior Division (Kindergarten and Elementary Groups). We will accept 6 groups in each division. Each group must have at least one teacher as their coach.

Prizes: All participants will receive a certificate of participation. Judges will award prizes in a variety of categories (best acting, best pronunciation, best costume, and much more). There will also be prizes for First, Second and Third Place in each of the two divisions (Junior and Senior).

Cost: The fee for each team is W35,000.

Registration Deadline: Thursday, October 27th is the registration deadline. Places will be given on a first-come, first-served basis. If there are spaces available after the deadline then we will accept more than one team from the same institution. All registration will be done by email only. Registrations must include the following information:

1. **DIVISION** - Middle and High School Groups are in the Junior Division, and University Groups are in the Senior Division.
2. **NAME OF YOUR INSTITUTION**
3. **TEAM NAME**
4. **TEACHER INFORMATION** - We need the name, phone number(s), email(s) and mailing address of the supervising teacher(s).
5. **TITLE OF PLAY**
6. **PROPS OR EQUIPMENT NEEDED** - If you need chairs, tables, etc. for your play you must let us know when you register.
7. **STUDENTS NAMES** - Please check with your students about the preferred romanization of their first and last names before you send in your registration. Also, please submit a short (3-5 sentences) synopsis of your play.
8. **Payment** - Please send payment to Phil Owen North Jeolla KOTESOL, **ChoHung Bank, Account # 703-06-491269**. Please keep a copy of your receipt. To register please send all the above information to **Nick Ziegler** at northjeolla@yahoo.com by **October 27th**. You can reach Nick at **(063) 220-2673** if you have questions.
Registration is by email only.

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***Approaches to Vocabulary Acquisition in the
Korean EFL Context***

Allison Bill

Jeonju University

Sunday 2:00 Room B178

Academic YLSUA

***All-Star: What You Experience is What You
Remember!***

Andrew Bruske

McGraw-Hill Korea

Saturday 10:00 Room M104

Commercial SUA

Developing Vocabulary through Reading

Nalin Bahuguna

Oxford University Press Korea

Sunday 9:00 Room B169

Commercial SUA

Writing

***Adapting Reaction Papers for Training in
EAP Writing***

Frederick Fearn and Kristofer Bayne

International Christian University

Sunday 2:00 Room B167

Academic U

***CALLing all Poets: Combining Poetry
Writing and CALL***

Ian Brown

Kyoto Sangyo University

Saturday 4:00 Room B112

Academic SUA

***Dictation in Ways You Perhaps Never
Thought Of***

Mario Rinvoluceri

Pilgrims, UK

Saturday 9:30 Room B107

Academic

***Impact of Risk Taking via Group Work on
EFL Writing***

Shadab Jabbarpoor, Garmsar University

Abdollah Baradaran, Azad University

Sunday 10:00 Room B111

Academic SUA

***Increasing Learner Autonomy in the Writing
Class Through Experiential Learning***

Poh Leng Mark

Kanda University of International Studies

Sunday 9:00 Room B178

Academic SUA

***Organization and Coherence: A Text Analysis
Approach to Composition Instruction***

Carlton Lancaster
Yonsei University
Sunday 2:00 Room B111
Academic U

The Effect of a Genre-based Approach to English Writing in Taiwan
Hui-Ling Lang
Ming Chuan University
Saturday 1:30 Room B161
Academic

Write Back: Fast Feedback to Create Authentic Context.
Elisabeth Kramer
Gyeonggi-do Institute of Foreign Language Education
Saturday 9:00 Room B178
Academic SUA

All About Writing
Cheri Lee

MoonYeDang
Saturday 5:00 Room B168
Commercial A

Putting Great in the English Writing
John Matthew Olszewski
Catholic University of Korea, Sungshim
Saturday 9:00 Room B168
Commercial SUA

The Process of Writing: Making Extraordinary out of the Ordinary
Leah Bortolin
Houghton Mifflin
Sunday 10:00 Room B168
Commercial YL

Meet the Author: Allen Ascher
Allen Ascher
Pearson Education Korea
Saturday 1:30 Room B170
Commercial



Writing and Editing Special Interest Group (WESIG)

Facilitator: Adam Tuner adamtuner7@gmail.com
Community: <http://groups.msn.com/kotesolwesig>

The KOTESOL Writing and Editing SIG (WESIG) is mainly an online forum based on our community page where we discuss how to teach writing in Korea. The group consists of both experienced and new writing teachers who post questions, discuss, and share advice about teaching writing. There are also a number of links to writing resources on the page and new materials and links are being continually added.

We get together face to face mostly at KOTESOL conferences where WESIG also sponsors presentations and encourages its members to present on teaching writing.

You must be a current member of KOTESOL to join our website at <http://groups.msn.com/kotesolwesig>. Please contact Adam Turner if you have any questions.

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Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993, Amended October 1996, March 1998)

I. Name. The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

II. Purpose. KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

III. Membership. Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings. KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections. 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments. This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted April 1993, Amended March 1998, October 2003)

I. Language. The official language of KOTESOL shall be English.

II. Membership and Dues. 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers. 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, develop-

ing, and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order*, Newly Revised shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits. An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

KOREA TESOL

MEMBERSHIP Application / Change of Address

*Please fill in each item separately. Do not use such timesaving conventions as "see above."
Long answers may be shortened. Use abbreviations if necessary.*

Please complete this form in English; and also include Hangeul if possible.

- | | | |
|--|---|--|
| <input type="checkbox"/> New membership | <input type="checkbox"/> Membership renewal | <input type="checkbox"/> Change of address / information |
| Type of membership: | | |
| <input type="checkbox"/> Individual (40,000 won/year) | <input type="checkbox"/> International (US\$50.00/year) | |
| <input type="checkbox"/> 2-Year Individual (75,000 won/2-year) | <input type="checkbox"/> Lifetime (400,000 won) | |
| | <input type="checkbox"/> Undergraduate Student (20,000 won/year, attach ID) | |

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

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

Family name: _____ Given name: _____ Title: _____

Once the transfer is completed, please inform the Treasurer at: disin@chosun.ac.kr

Chapter Affiliation (check only one): Seoul Suwon-Gyeonggi Cheongju Daejeon-Chungnam Gangwon
 Daegu-Gyeongbuk Busan-Gyeongnam North Jeolla Gwangju-Jeonnam International

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

Email address(es): _____

Telephone: Home Phone: (_____) _____ Work Phone: (_____) _____

Fax: (_____) _____ Cell Phone: (_____) _____

Work Address:

School / Company Name

Address Line 1

Address Line 2

City / Province / Country *POSTAL CODE*

Home Address:

School / Company Name

Address Line 1

Address Line 2

City / Province / Country *POSTAL CODE*

To which address would you prefer KOTESOL mailings be sent? Home Work (Please complete both areas.)
Please check all those areas of ELT that interest you:

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

Date: _____ Signature: _____

**Fax or e-mail this form to KOTESOL at (Fax) 0505-505-0596 or (Email) : kotesol@asia.com
National Website: www.kotesol.org**

**The 13th Korea TESOL
International Conference**

**Extended Summaries of
Academic Presentations**



**Editors
Dean Derkson &
Tim Whitman**

Standardizing English Proficiency Exam at METU

Fatma Ataman & Gokcen Baskan Gulpen
Middle East Technical University, Ankara, Turkey

Abstract

Being an English medium university, Middle East Technical University, School of Foreign Languages gives English Proficiency Exam (EPE) to about 7000 students every year. Students succeeding in this exam are exempted from one-year English program; however, the ones failing have to attend a one-year English program before starting their freshman year. Since EPE results are used to make important decisions, it is important that EPE be a standardized exam. Another means of being exempted from one-year English program is obtaining the required score in internationally recognized English tests, such as TOEFL, IELTS, UCLES exams. The equivalence tables of these exams honoured by the METU Senate has been announced to candidates. However, it was felt essential that the equivalence table be based on hard data. This is how 'METU EPE Standardization Studies' started in October 2004. In addition to carrying out detailed statistical analysis of EPE for standardization, randomly selected population took TOEFL exam in June 2005, and their TOEFL scores are correlated with the EPE scores. In this paper, the speakers are aiming at presenting the stages gone through the standardization studies of EPE, and also the stages gone through during EPE-TOEFL calibration studies. Apart from explaining the stages in the standardization and calibration studies, the speakers will be sharing the results obtained in both studies with the audience. It is expected that this presentation will give a better insight to academicians who are planning to carry out similar test standardization and calibration studies.

I. Introduction

Testing is an essential component in language teaching and it is imperative that tests be objective, reliable and valid, especially when test results are used to give critical decisions. The primary purpose of a language test is to provide a measure that can be interpreted as an indicator of an individual's language ability. Hughes states that "proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language". Standardization, which is achieved through detailed statistical analysis, is an important feature to make tests credible. In this study, standardization process has been carried out under three categories: reliability, validity and calibration with a standard test, namely TOEFL.

II. Reliability Studies

Reliability, defined as consistency of measurement, is a necessary condition in test validation. Reliability has to do with the degree of measurement error in a set of test scores. A reliability coefficient is generally regarded as the ratio of true score variance to test score variance (Haladyna, 1994). In a language test any factor other than the ability being measured that affects the test score is a potential source of measurement (Bachman, 1993). In addition to reliability coefficient, descriptive statistics make the test scores interpretable.

III. Validity Studies

A valid test is one that measures what it intends to measure. The validity of a test can be interpreted as the accuracy of specific predictions made from the scores obtained. The method of criterion-referenced validation is described as external validity as it relates to studies comparing students' test scores with measures of ability in further courses, and in this study external validity studies aim to determine the extent EPE scores predict the GPA, and Freshman English Course scores.

IV. Calibration Studies

Prediction and correlation are closely related topics, and an understanding of one requires an understanding of the other. The presence of a zero correlation between two variables may usually be interpreted to mean that they bear a random relation to each other. The greater the absolute value of the correlation between two variables, the more accurate the prediction of one variable from the other (Ferguson, 1959). Together with correlation, regression analysis is carried out for the predictability of TOEFL and two subtests of IELTS scores based on EPE scores in this study.

In order to draw accurate conclusions about the population, the sample must be representative of that population, that is, the characteristics of the sample should accurately reflect the characteristics of the population. From a statistical standpoint, the most important aspect of creating representative samples is random sampling, which is defined as a method of selecting a sample whereby all possible samples from all stratum have the same chances of being selected (Heiman, 1992).

V. Conclusion

Credibility of a language test has always been an important issue in language teaching. The aim of this presentation is to share the phases gone through and the unprecedented cases during the language test standardization and calibration studies. Since the results obtained would be unique and of importance to the institution, our focus will be mainly on the procedure.

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On-line Reading Lab and Library for ESL Students

William M. Balsamo

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Abstract

An on-line Reading Lab is now available on the Internet. It is suitable for anyone interested in testing or improving his reading comprehension skills. The website contains seventy-five essays on American life and culture. These essays originally appeared in the book "America Today and Tomorrow." The Reading Lab was created by the author as a supplement to his work. Each essay is about 450 words in length and written in simple and direct language. Accompanying each essay are ten multiple choice questions based on the text. The student reads the questions and selects an appropriate answer. The computer will score the questions automatically. The student will receive a grade for the quiz when the ten questions have been answered. A special feature of this Reading Lab is the timed period allotted each essay. The reading text will appear for only five minutes. A timer is listed about the essay. After the five minutes have passed the text will disappear. At this point the student can begin to answer the questions. If the student would like to read the text a second time for greater comprehension he may do so by clicking on the text again. The essays are suitable for those who have attained at least a high school intermediate reading level. The vocabulary is not difficult and students can proceed through the essays at their own pace. Teachers can also make use of the Reading Lab by assigning it as supplementary material for their students in expanding reading skills.

The Reading Lab also contains various weblinks to many valuable sources of world literature. This links will lead the reader to all the great works of literature including the complete plays of Shakespeare and the short stories of dozens of great writers.

There are also links at this site to the complete filmscripts of over two hundred movies and hundreds of dictionaries. Further links include the great speeches of famous men and women and quotations of famous people.

In a lighter mood there are extensive links to fun activities for the ESL students where various language games and interactive exercises can be enjoyed for their own pleasure.

The Reading Lab is ongoing and evolutionary and new exercises and features and links are being added regularly to improve the service it provides for both teachers and students. The Reading Lab is located on-line at: <http://www.geocities.com/yamataro670/readinglab.htm>

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Bangladesh Seminar: A Meeting of Two Cultures

William M. Balsamo

Kenmei Women's Junior College, Himeji, Japan

Abstract

In March 2005 a group of six teachers from Japan and America went to Dhaka, Bangladesh to conduct a seminar for Bengali English teachers. The seminar lasted for six days and consisted of 18 proposals which were transformed into workshops, papers, forums and poster sessions. Each day ended with a panel discussion concerning relevant topics and challenges which confront the ESL teacher. The seminar was the result of cooperative proposals generated between teachers in Bangladesh and Japan. The inviting organization was BELTA (Bangladesh English Language Teachers Association). This is a rather new language group still in the forming stages eager to advance the quality of English education in its country. The facilities used were located at Presidency University in the Gulshan district of Dhaka. In attendance were high school, college and university teachers of English in Bangladesh who often do not have the chance to share their problems and concerns with colleagues teaching in other parts of Asia. This poster session includes the presentations of those who participated in the seminar and will focus on the challenges encountered by both the instructors and the participants and the unique milieu in which the Bengali teachers are required to teach English. The Bangladesh seminar, organized at the grass roots level, also served as a model for the type of cooperation which can exist among teachers from different cultures and the growth which comes from such professional exchanges. As a model it can serve to encourage other teachers to conduct similar exchanges with teachers in developing countries.

By popular demand the seminar will be repeated in Dhaka in March 2006 and a second group of volunteers has been invited by BELTA to present workshops and papers. Anyone interested in participating in this seminar is kindly requested to submit proposals in the fall of 2005 to be considered for presentation. There is the possibility this year of having a small grant to assist participants with expenses.

For further information please contact the presenter of this poster session for details concerning costs, dates and other commitments.

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Impact of Risk Taking via Group Work on Writing

Abdullah Baradaran

Islamic Azad University Central Tehran Branch, Tehran, Iran

Shadab Jabbarpoor

Islamic Azad University Garmsar Branch, Tehran, Iran

Abstract

The major concern of writing teachers in general and foreign language writing teachers in particular is to make composition classes more pleasant so that writing changes its status from being marginalized into an effective means of learning. This study verified the impact of risk taking via group work on improving EFL learners writing skill. The outcome of this investigation can be practicable for EFL material designers who look at writing as a means of communication.

I. Introduction

In recent years language teaching and learning have undergone a great shift from teacher-centeredness to learner-centeredness. Learners are no more passive recipients of the language. On the contrary they are active participants who are responsible for their own learning. This shift of responsibility, from teachers to learners, does not exist in a vacuum, but it is the result of a concatenation of changes to the curriculum itself towards a more learner-centered kind of learning. Among all the language skills, writing involves the simultaneous practice of a number of different abilities. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience a lasting value. Participation in interaction enriches the language classroom with comprehensive and developmentally appropriate input as well as promoting frequent, communicative and referential classroom talk in a supportive, motivating and feedback rich environment.

Under taking a task involves a challenge for achievement or a desirable goal in which there is a lack of certainty or a fear of failure. In other words, we ought to be brave enough to try new approaches or ideas with no predictable control over results or consequences. Taking increasing risk is part of growing up and becoming an adult. In order to strengthen this ability in learners, focus needs to be taken off of deficiencies and put on strength to build self-esteem.

II. Group work

Group work is a philosophy of teaching: Working together, building together, learning together and changing together. Students work together to maximize their own and each other's learning. Group work inspires students to work more carefully and to take more responsibility. Students produce a greater quantity and variety of language in group work versus teacher fronted activities. When individuals work together to complete assignments, they interact, promote each other's success and form personal as well as professional relationships. They work together to achieve shared learning goals and complete jointly specific tasks and assignments such as decision making and problem solving, writing a report and conducting a survey or experiment.

Group work enriches the language classroom with comprehensible, developmentally appropriate input as well as promoting frequent, communicative and referential classroom talk in a supportive, motivating and feedback rich environment.

III. Group work risk taking:

The team develops a climate in which people feel relaxed and are able to be direct and open in their communications. The team has the capacity to create new ideas through interaction good ideas are followed up, and people are rewarded for innovative risk taking. While individuals may have certain qualities that lead them to communicate openly and take risks, they are normally the result of modeling within the groups that we have belonged to. These qualities that lead to open communication and risk taking might be considered as part of one's personality, attitude, beliefs, habits, or abilities. However, these are most often formed intermentally in social situations in which we see and hear others performing in such ways. Group work stimulates students to take risks with ideas and releases them from concerns about vocabulary, structure, or communication errors. As the activity progresses, the entire classroom dynamic shifts from teacher-centered to more student-centered work. Students take risks because accuracy of expression is de-emphasized, and spontaneous production and sharing of ideas are rewarded.

IV. Group work risk taking and writing

The promotion of a low stress language learning environment must be an important priority for the teacher. It involves encouraging realistic expectations about accuracy and errors. In EFL writing, the task for each student within the groups is to react quickly in writing to another student's statement. This feature promotes within group negotiations for the meaning, and by interacting with each other in writing, the students gain more confidence in their ideas and in their ability to express themselves in writing, they become more comfortable with the content and the same time become more willing to take risks in their writing.

V. Conclusion

Although we are far from a theoretically proven model of L2 writing, the development in thinking about writing has led to enormous changes in the way writing is taught. Most experts would now agree that writing is a sociocognitive, problem solving process affected by cultural and rhetorical norms. Writing teachers need to encourage learners to think about and develop their writing process and to consider their audience and the rhetorical norms of L2 text. To reach this objective we proposed group writing to decrease performance anxiety, as well as allow for greater interaction among students.

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Professional Development for Primary English Teachers Using Children's Literature to Develop Foreign Language Learning

Dr. Jean Brewster

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Abstract

Many primary EFL teachers are increasingly using children's picture books to provide a visually stimulating and motivating context to learn a foreign language. However, the exploitation of stories for language learning is not necessarily straightforward. This paper describes findings from in-service courses for primary teachers which show areas in which teachers feel they need most professional support. It goes on to outline ways in which courses can provide systematic support, from developing criteria for selecting picture books to how to simplify the language of stories; from strategies for preparing both themselves and students for story-telling to how to rehearse useful language from the story and finally, how to engage students in meaningful activities arising from the story. These activities can range from simple pronunciation practice to the development of listening or reading skills, the learning of new sentence patterns and new vocabulary. Stories are also a rich source of learning about culture and can be a useful means of reinforcing concepts such as stereotyping and developing thinking skills. Examples are shown from teacher training activities used in a range of countries, most recently Taiwan and Hong Kong.

I. Introduction

Children all over the world are used to listening to stories in their mother-tongue. By drawing on this familiar context many teachers are becoming increasingly accomplished at using stories to introduce new language in a highly contextualized and often humorous way. As long ago as 1998 Kubanek-German, in her state-of-the-art-article for primary ELT in Europe wrote that, 'Stories have received much attention.' (p.194) Closer to home in Taiwan, for example, the Taipei City Bureau of Education has recently supplied to all its state primary schools a detailed list and copies of storybooks suitable for a range of age levels.

However, teachers are often uncertain about how to choose appropriate stories suitable for different age levels, what to do if a story is too complicated linguistically, and may be unsure as to how to follow-up the story, apart from asking students to re-tell, re-enact or re-write it.

II. Professional Development For Teachers

This paper focuses on two in-service courses for primary school teachers, one in Hong Kong studying for a BED Primary and special cohorts of teachers selected for trainer-training in Taiwan. These courses are based on 26 years of working with primary teachers on the use of stories with non-English-speaking learners.

A. Resources for Teachers

There were two seminal books for teachers working with developing bilingual children in the UK (see Hester 1983 and Garvie, 1990) but few were available for teachers working in non-English speaking contexts. Since 1990, with the advent of teaching English in the primary school in Europe, many more teachers' resources have been published which provide detailed guidelines, procedures and examples of lesson plans and activities for use with stories. The in-service courses I teach are based largely on Cameron (2001), Ellis and Brewster, (1991, 2002), Mahon,(1999), Mourao, (2003), extracts from Rixon,(1999), Superfine and James, (2003) and Wright, (1995 and 1997).

The course contents include:

- The rationale for using stories for foreign language learning;
- Criteria for the selection and adaptation of stories;
- Techniques for story-telling including self and peer-assessment;
- Classroom management, such as types of question to ask;
- Principles and activities for developing language skills;
- Assessing story-based work;
- Exemplars of stories, lesson plans and classroom resources.

For in-service teachers studying part-time for a B.Ed. the module assignment comprises three parts: a rationale for the selection of a story for a specified age-range; the original text, along with a simplified version showing what has been changed and why and finally, a lesson plan with procedures and activities lasting around 1-2 hours. The Taiwan course assignment for in-service teachers/trainers is similar except the teachers focus on the final part: lesson plans and activities for a specified story.

B. Teachers' Professional Development

Findings from a needs analysis carried out with teachers of their professional needs when using stories will be briefly discussed, along with examples of the kinds of framework with which teachers are provided to carry out tasks such as the selection and adaptation of picture books. An example will demonstrate the way in which one teacher was able to justify her choices in simplifying a text. Other examples will show the kinds of awareness-raising activity used on the courses in which teachers reflect on issues such as the kinds of question they can ask linked to stories and the sorts of activity used as exemplars for their own adaptation in the classroom.

III. Conclusion

With sufficient training primary teachers can develop useful pedagogical skills to develop language through stories in what they report can often be a far more interesting, motivating and contextualized context than a textbook. However, for this to be effective, teachers need to develop consistency and coherence in the way they select stories to introduce or reinforce relevant themes and language, while also ensuring learners are actually learning language in a systematic way. The danger is that this approach can be too 'piecemeal'. Other problems include teachers' reports that, while recognizing the value of stories and the children's enthusiasm for them, they rarely have much time to spend on them. Reasons given are the demands raised by having to 'complete' the set textbook, the time taken for preparation, time taken by tests and finally parents' wishes. This raises important areas for discussion within classrooms, schools and teacher-training institutions.

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Failure in an ESP Program: Why?

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Abstract

Despite the recent significant development in EFL practices in Vietnam, ESP teaching has been received insufficient attention. Many ESP teachers at tertiary level, therefore, still adhere to the Grammar Translation Method, which results in the students' ineffective communicative competence. The purpose of this paper is to report on an investigation into the effectiveness of teaching ESP in a university in Vietnam. The chief questions addressed are: What beliefs of ESP teaching and learning do teachers and students have? Which method has been used in ESP classrooms? Are the materials appropriate to the students' levels and interests? How well is their communicative competence after completing the course? Results show that most teachers recognize that using appropriate teaching methodologies and materials is a crucial factor in ESP teaching. However, the testing results reveal that students' communicative competence is not well-developed. Lack of ESP teacher training programs, administration, inappropriate materials are possible constraints to the failure. This paper will, therefore, discuss the teaching implications, material adaptation and professional development in ESP practices. Since the issues raised in this paper are likely to resemble those in other ESP settings, the authors will promote discussions of the generalisability of the results, especially in the Korean context.

I. Introduction

In the last decade, there have been dramatic changes in the economy and society of Vietnam, which have an important impact on language teaching and learning at the tertiary level. The economic open-door policy pursued by the government of Vietnam and the recent economic renovation has increased the demand for English speaking people who are expected to be communicatively competent (Le, 2001). However, most ESP students fail to communicate verbally after they have finished their English Courses. To have a better understanding of the issue, let us look at the current situation of ESP in the university.

II. The current situation of ESP in the university.

A. The Training of ESP Teachers

There is no formal ESP teacher training in the university. A typical ESP teacher is a content teacher who is an expert in his/her field of study and has completed his/her M.A degrees or Doctoral Degree in English speaking countries. S/he has never been trained to be a teacher of English. In other cases, an ESP teacher is a General English teacher who is employed to teach on an ESP course. There are very few opportunities for professional development of ESP teachers such as seminars or workshops on methodology or material development.

B. ESP Course Organization

The ESP program in the university consists of two stages:

At the first stage, students (except those who major in English) in all departments such as history, geography, civil engineering, agriculture, computing...have to take three EGP Courses

(about 200 hours) offered by the English Department. The aims of these courses are to activate the passive knowledge of English to become much more accurate in the use of grammar and vocabulary and to improve their reading skill. The other language skills: listening, speaking, and writing are not given enough attention or completely neglected.

At the second stage, students are enrolled in an ESP course (about 67 hours) offered by their faculties.

III. The Research Study

This study aimed at eliciting information on teachers' and students' beliefs of ESP teaching and learning in the University. It is hoped to contribute to syllabus design, materials development, and renewal of the ESP curriculum in the university. The data collected was also likely to be useful for ESP course designers and teachers at other Vietnamese tertiary institutions.

A. Methodology

1. The questionnaire

The present study used a questionnaire survey of 250 undergraduates and 20 teachers from different departments in the university. There were two questionnaires, one for the students and the other for the teachers. While the questionnaire for the teachers was written in English, the questionnaire for students was in Vietnamese since the English level of the students was not good enough for them to understand and to express themselves in English.

The student questionnaire was first piloted on 60 students. After the students had completed the questionnaire, they commented on the questionnaire design, content, wording, and layout. Their comments and the feedback from the teachers were fed into the preparation of the final questionnaire. Follow-up interviews with both groups yielded input for the analysis of the research findings.

The pilot student questionnaires for both teachers and students focused on three areas: (1) teacher's methodology, (2) the materials, (3) their English competence. They were in the form of a checklist and took about 10 minutes to complete.

After the pilot questionnaire was revised, the final questionnaire was administered to ESP students and teachers. The students completed the questionnaire in their ESP classes.

2. The Interview

The questionnaire survey was followed by interviews with students and the ESP teachers to probe into the research findings. The interviews were conducted informally in Vietnamese after they finished their ESP courses. The aim of the interviews was to confirm their beliefs in teaching and learning ESP.

The students were asked such questions as: "What did you expect to learn from this ESP course? What are you able to do with your English now? What did you learn most from this course? What skills do you need to improve?"

In their interviews, the teachers were asked questions like: "What do you expect your students to achieve after the course? What problems did you have in your teaching? What do you think about your students' English ability after the course?"

3. The Informal Oral Test

An informal oral test was administered to 100 students who finished their ESP courses. The

students were selected randomly from different departments. The aim of the test was to assess their oral communicative abilities at the pre-intermediate level. The test consisted of two phases. In the first phase, students were asked to introduce themselves and give other personal information such as their hobbies, interests...after that, they were asked several questions about their ESP courses and their expectations about their future jobs. The test was approximately ten minutes. Students were examined individually by two examiners. One of the examiners was the interlocutor and the other as the assessor. To ensure the reliability and the validity of the results, a marking scheme was used for the test (see Appendix A).

4. Findings and Implications

a. Teachers' and students' beliefs of ESP teaching and learning

The questionnaire showed that most students liked their ESP classes (75%) and they had good motivation in learning English since they were aware that ESP was essential for their future jobs. They, therefore, liked to learn the technical terms provided in their ESP lessons. Despite their preference of learning vocabulary, these ESP students were unsatisfied with their English because they themselves recognized their inabilities of using English. The majority of students regarded their English proficiency as "average" (68%) and "weak" (16%). Moreover, the questionnaire revealed that students did not usually work in pairs or groups in class. As a result, their use of English for classroom communication was also limited. Students reported that in class they occasionally spoke English with their friends or teachers (78%). The results from the interview and the informal test also supported this. In fact, very few students (7.5%) were able to express their ideas in very simple English sentences, but most students (82%) could hardly say a word in English in response to the simple question like "what do you like or dislike about your ESP classes?" In general, limited chances to practise English in class led to inability to use English for real-life communication in the majority of these ESP students.

The questionnaire results also indicated that the teachers were aware of the importance of using appropriate materials and methodology in their ESP classes and most of them thought that their materials were relevant to their students. In reality, however, their misconceptions of the goals of their ESP courses led to the inappropriate materials and ineffective teaching practices in their classes. In fact, 89% teachers believed that their main job was providing their students with lots of technical terms so that they were able to understand the reading texts through translation. Therefore, it was assumed that ESP students had to achieve the goal of developing reading skill to serve their own research purposes in the future. Nonetheless, the interviewed students reported that the English language they had learned through the reading texts seemed not to meet any of their needs for their future jobs such as writing a report, making an effective oral presentations ...

The teachers' beliefs of the goals also affected the content of the ESP courses. It can be seen from the questionnaire that vocabulary and reading were ranked the most important while writing and the oral communicative skills unnecessary. Besides, these ESP teachers also recognized that since they haven't been equipped with English methodology, they couldn't exploit the materials effectively and create interesting activities for their classes. In fact, students reported that the frequently implemented activities in their classes were listening to the teacher, copying the words from the board, doing written exercises, and so on. Communicative activities like discussion or role-play were rarely or never employed. In summary, the teachers' wrong assumptions of the learners' goals and their lack of teaching expertise resulted in the students' unsatisfactory communicative abilities.

b. Content of ESP Courses and Teaching Materials

The result shows that the topics for study are selected by the ESP teachers themselves. Most syllabuses are content-oriented and are based on traditional grammar-translation methodology. Course books are the main means of instruction in ESP teaching in a few faculties in the university. For example, modern course books for teaching English to Business and IT students have found their way into the classrooms: English for Computer Users (Oxford University Press), Business Law (Longman), Business Opportunities (Oxford Univ. Press). Such books are available and widespread in the market in Vietnam today. These books are accompanied with teacher's books, which provide guidance for ESP teachers and presuppose the development of the four language skills. The reading materials are usually authentic and serve as a source of valuable and often up-to-date professional and cross-cultural information for students, which will enable them to operate in the international professional environment.

However, in most faculties, the situation with course books is different. The absence of ESP textbooks for certain specialisms leads to the use of EGP textbooks in ESP classes. Alternatively, ESP teachers (15 out of 20) create compilations of texts and exercises, most of which are taken from their M.A courses, encyclopedia, the internet without being simplified or adapted, thus too challenging for their students whose English is at pre-intermediate level.

On the whole, the majority of ESP materials used in the university:

- * are not based on students' needs
- * do not cover the four macro-skills
- * contain a number of texts by which English tends to be studied through a detailed analysis of these texts in terms of structures. The specialism is indicated only in the vocabulary list.
- * have a limited choice of text types
- * lack communicative exercises

B. Methodology in ESP Classes

The way most ESP teachers viewed the field of ESP had an important influence on their teaching. They believed their main job was to teach technical vocabulary of a given field or profession. For example, if they were teaching students majored in engineering, their task was to teach students lists of words related to engineering through some readings. Consequently, the Grammar Translation Method was recognized as the dominant approach in most ESP classes. A typical ESP classroom is teacher-centered. The activities employed are reading loudly, translating, asking questions on the text, and doing grammar exercises.

1. Student and teacher perceptions of competence

In their interviews, most students admitted that it was not easy for them to express themselves in English. In other words, they frequently failed to communicate effectively, and lacked confidence in using English.

From the teachers' interview responses, similar problems were identified. In addition, most ESP teachers pointed out that students' English language standard was generally poor, which could be a constraint to the failure in developing their communicative competence in their ESP course. Another concern for the teachers is the system of assessment. In fact, there is no unified system of assessment or of grading. There is no formative assessment. Summative assessment is usually conducted in the form of exams at the end of an ESP course. A typical exam is generally based on some combination of reading, translation, and a grammar test. Therefore, it assesses language knowledge, not communicative competence.

2. Implications

In light of the study findings, it is reasonable to suggest that priority should be placed on the areas of curriculum, material and professional development.

In fact, it is important that an ESP Curriculum be developed in the university. The curriculum should define aims and learning outcomes, the content of ESP teaching, and the methodology in ESP classes. The curriculum is then served as a guideline for content selection for the syllabuses and for developing high quality materials for particular ESP courses. However, according to Silva (1993), it is not enough for materials to be interesting or up-to-date. What the teachers do with the materials in the classroom is also equally important. In other words, the methodological exploitation of the materials, including tasks and activities, also needs careful attention. The results of the study indicated that most teachers were not able to exploit the materials effectively and design communicative activities for their classes. Therefore, communicatively-oriented methodology needs training via in-service training seminars and workshops.

It is also necessary to develop a unified, objective, valid, reliable system of exams, the format of which should be close to that of international examinations. In addition, the objects of assessment should be clearly identified and correlated with the specified aims of ESP.

Interdisciplinary cooperation between language teachers and content teachers could have a positive influence on ESP teaching. For example, language teachers can help content teachers in methodology while the content teachers provide assistance to language teachers if asked for help when complex specialism issues arise in ESP classes. This cooperation will result in more appropriate materials with effective tasks and activities for ESP classes.

IV. Conclusion

Lack of ESP teacher training programs and inappropriate materials are some of the main constraints which lead to the failure in an ESP program in a university in Vietnam. The paper has, therefore, discussed the teaching implications in ESP practices. ESP teachers must be well-prepared for developing courses that teach language from many different fields, based on a curriculum and appropriate materials and methodologies. In order to prepare ESP teachers for their job, an ESP curriculum should be developed and more seminars and workshops on methodology and material development should be provided. It is our sincerest hope that these observations from the study will lend insight into the challenges facing the ESL instructor acting as ESP curriculum developer and instructor.

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APPENDIX A

SPEAKING MARKING SCALE for THE INFORMAL ORAL TEST

Global Marking Scale for Interlocutor

10	Fully able to take part in interaction and fulfil all tasks with ease and fluency. Able to expand on responses with minimal effort. Use of grammar and vocabulary is fairly accurate and appropriate. Pronunciation is clear and does not interfere with comprehension at any time.
8	Able to take part in interaction and fulfil all tasks with ease and fluency. Use of grammar and vocabulary is fairly accurate though may be unambitious or, if ambitious, is probably flawed. Pronunciation is clear most of the time.
6	Able to take part in most of the interaction and fulfil tasks adequately. Responses may show reluctance to expand on ideas. Use of basic grammatical structures is fairly accurate and appropriate but with some errors. Pronunciation clear and comprehensible most of the time but with marked L1 influence.
4	Able to take part in some of the interaction and fulfil some of the tasks but requires support. May respond to rather than initiate exchanges. Frequent basic grammatical errors and restricted use of vocabulary. Noticeable influence of L1 which affects comprehensibility from time to time.
2	Unable to take part in much of the interaction without substantial support. There may be long, intrusive hesitations. Grammatical errors and lack of vocabulary make interaction very difficult. Influence of L1 makes comprehensibility difficult most of the time.
0	Sample insufficient for assessment.

Detailed Marking Scale for Assessor

Accuracy	Fluency
<p>5 Accurate and appropriate use of basic grammatical structures and vocabulary. Pronunciation clear and comprehensible at all the time.</p>	<p>Fully able to take part in the interaction and fulfil all tasks with ease and fluency.</p>
<p>4 Accurate and appropriate use of basic grammatical structures and vocabulary with occasional errors. Pronunciation clear and comprehensible most of the time.</p>	<p>Able to take part in the interaction and fulfil most tasks with ease.</p>
<p>3 Fairly accurate and appropriate use of basic grammatical structures but some errors. Pronunciation clear and comprehensible most of the time but with marked L1 influence.</p>	<p>Able to take part in most of the interaction and fulfil tasks adequately.</p>
<p>2 Frequent basic grammatical errors and restricted use of vocabulary. Noticeable influence of L1 which affects comprehensibility from time to time.</p>	<p>Able to take part in some of the interaction and fulfil some of the tasks but requires support. May respond to rather than initiate exchanges.</p>
<p>1 Grammatical errors and lack of vocabulary make interaction very difficult. Influence of L1 makes comprehensibility difficult most of the time.</p>	<p>Unable to take part in much of the interaction without substantial support. There may be long, intrusive hesitations.</p>
<p>0 Grammar and vocabulary too restricted for interaction. Speech incomprehensible.</p>	<p>Unable to take part on the interaction.</p>

English Through Art and Poetry

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Abstract

In this interactive, participating workshop a number of exercises on writing poetry using students' artwork will be demonstrated. It will be shown that Art helps student gain self confidence in writing and grammar. English language and vocabulary can be enhanced in different subject areas, such as Science, with this approach. Language acquisition is facilitated by teaching with the use of painting, collage and other art forms. An overhead Projection presentation will show the students at, eliminating the Stress often involved in second language learning.

I. Introduction

The presenter has explored the use of Art in many forms and has successfully produced students' work. Strategies such as using poetry for the students to find their own words have worked well. Poetry has been found to enable the hesitant student to read and write with greater ease and pride. It can be shown that by using a poem form rather than prose for second language students, stress and anxiety are reduced. Thus the students not only learn to write sensitively, but their reading skills advance rapidly. A poem is more easily decoded than a page of prose. Poems contain fewer words, but they have a rhythm of their own which helps the language learner to find stress and pronunciation. Art enhances the learning environment leading to relaxed happy students visibly gaining in self-confidence. Usually workshop participants have similar reactions, they relax and enjoy themselves. Slides of the students working on their writing and painting will be shown. A hand-out including literature supporting the use of the Arts in language teaching will be available. Participants should bring colored markers or crayons.

II. Holidays

Holidays are ideal for generating language. It is often a chance to teach feelings, evocative words and dramatic use of punctuation. The example which will be presented at this time is Halloween. Plenty of large-scale paintings, produced quickly with great effect will be shown, as well as the resulting poems. This type of painting could also be done as a group effort, which would cut down on space problems. Poems and chants about Halloween will be used to promote language.

III. Wishes

A collaborative poem will be produced by the participants in groups. Kenneth Koch has been the inspiration to both the presenter and to Carolyn Graham. Both Koch and Graham's poems with students will be shown. A demonstration of the presenter's own students' work will also add to this section.

IV. Color

Color comes into our lives at every turn and stage. At least one student activity will be shown where painting or collage was used. Participants will be asked to produce their own color poems after hearing color poems from students and known poets. Collage is an excellent medium for this activity.

V. School Outings

This is another occasion where the second language learner has difficulty participating in writing after the return to school. Often students are expected to report on the day's outing. Examples of both primary and secondary students' work after a school outing will be shown. Teachers will find their own ideas for their classes from these activities. The use of chants is an excellent medium for this sort of activity.

VI. Grammar

The presenter has found a method of introducing grammar and lexical items to students in a fun way. Collaborative Grammar Poems will be shown by elementary students and by teachers. When writing the rules for each poem, the teacher is able to choose any grammatical item being learned in class at the time. Usually the students will make the suggestions for the rules. The participants will write their own group poems.

VII. Drama

Exercises written specifically for Drama and Theatre have proved to be readily adaptable to creative English writing exercises. One of these, An Imaginary Mural Painting will be used at this workshop. The groups will create an Imaginary Mural and discuss the writing it could produce.

VIII. Science

A recent project on Hibernating Animals will be shown which illustrates the theory behind this method of teaching, using Art. Before launching into the poems and paintings for this project, the students had prepared a little booklet on Hibernation using reprintable material from a seasonal activities book. The students discussed the subject thoroughly, chose a different animal each from the net. The site used was Enchanted Learning. By each student having a different hibernating animal, there was a good display of artwork and animals at the end of the project. The students had an opportunity to share the characteristics of their own animal with their peers. The object is to have a serious scientific approach, without any cute cartoon animals or unrealistic illustrations. The next step was to paint the habitat and put the animal in the habitat. The result of this scientific approach was that the students really knew about their animals. Examples of how students achieved this will be seen in the presentation of students at work. The students who did this project were kindergarteners and first graders. This approach has

been used on many projects by the presenter.

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English Trailers: Student reactions to conversation catalysts

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Introduction

English Trailers (www.english-trailers.com) is a free, online, blended-learning environment containing activities for students to study English via movie trailers. The site includes numerous trailers containing narrative, segments of conversation, or a combination of both. Many of the segments are incomplete portions of dialogs within the movie, which English Trailers exploits through a newly created, multi-stage activity referred to as conversation catalysts. Conversation catalysts refers to using these incomplete portions as a starting point for students working in a CALL group environment with the objective of having students develop conversations, grounded in authentic language, in directions of their own choosing. In order to prepare students for creating a dialog from conversation catalysts, students advance through five successive stages that introduce pertinent language and controlled practice opportunities. Expansions of each activity via pull-down menus contain optional substitute phrasing and allow for varied directions in students' dialogs. Dialog examples in both audio and written form are provided, as well as scenario primers, language objectives and exercises. This paper presents both teacher and student feedback on the effectiveness of the conversation catalysts activity.

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Sightless Listening and Soundless Viewing: a teaching technique using video clips

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Abstract

Jigsaw Video Clip is a task-based activity for mid-intermediate and higher level students through which teachers can use video clips to stimulate student speaking, listening, and participation in the classroom. It is a dynamic activity that keeps the students' interest at a high level. This is an ideal activity for co-teachers. By dividing the class into two separate sections, the facilitators can focus on different skills that will eventually be combined as the activity progresses. The tasks call for the students to use observation/careful listening, creativity, and anticipation while some students listen to and others view the video clip. It is a good activity to help students interact with each other and express themselves within groups. Finally, it is a negotiation of meaning where students must exchange ideas of what some saw and others heard to attempt to build meaning from the clip.

I. The Method

The beginning point is selecting a movie or video clip that the students are not familiar with. In other words, do not select a movie such as Titanic. The key to the selection is that the video clip should be one that is relatively short in length but stimulating in message, both visually and aurally. This message must pose questions in the minds of the students. Graphic organizers are needed so they can take notes about evidence they have seen/heard. It is best to use two separate rooms in order to isolate the two divisions of the students. In one room, the half that will be known as the sightless listeners should be placed and in the other room the remainder of the class, the soundless viewers.

The soundless viewers will watch the video clip, but hear no sound. They can only watch the action of the characters in the clip. The instructions are that these soundless viewers should write on their graphic organizers all the details that they see, and what conclusions they make after viewing the soundless clip. (The number of times viewed is at the discretion of the facilitator). After the students have watched the clip once, they are asked to fill out their graphic organizers. When they have completed this task, the facilitator can replay the video. The students are instructed to write down any additional details that they might have missed the first time, or make any corrections of what they thought they saw the first time but found to be not true when watching a second time. Depending upon the size of the class, the facilitator can now divide a large half-class into groups or keep them together if the numbers are small. Each group is now to discuss what they saw and exchange ideas in an attempt to make sense of the video. The facilitator should move among the groups, asking stimulating questions. After the allotted time for group discussions has passed, the facilitator can ask questions of the half-class as a whole, or can consult the co-teacher to see if the other half-class has finished.

Meanwhile the sightless viewers have been doing similar activities, only they are allowed only

to listen to the sound clip without seeing what the other half-class has seen. The procedures are the same. When both halves of the class have finished, the class is reunited. Once reunited, the students are put into groups, again depending upon class size. Each group must contain students from both the sightless listeners' half and from the silent viewers' half. Now the task is for the students to communicate with each other to find what the others saw or heard. In this way they can attempt not only to piece together the scene from the video clip, but also attempt to expand upon their evidence to discover the whole story. If they are able to do this, it is a positive achievement. But this is not the most important thing. Foremost is the fact that the students have communicated well in English, using at least parts of all four basic skills, with primary emphasis on listening and speaking.

II. Difficulties to Anticipate

The most difficult and time-consuming process of teaching this activity is in choosing an appropriate video clip. It has to be one that creates an air of mystery for the students. If the story is obvious, then the students will quickly find an answer and so defeat the purpose of the activity.

The second difficulty is that a co-teacher/facilitator is almost a necessity. One teacher would have trouble running from one room to the other playing and replaying the audiotape or the video portion.

Finally, the isolation of the students is essential, and a second classroom might not be available. If the sightless viewers overhear the audiotape, or the reverse, then the motivation for communication has been lost.

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Critical Thinking And Propaganda Awareness: Lesson Ideas Using Advertising

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Abstract

This poster presentation will provide a basis for how to introduce critical thinking skills to university students who have had little or no exposure previously. The presenter will demonstrate ideas for using advertisements and commercials to teach critical thinking skills at a beginning level. Advertisements can be venues for developing propaganda awareness and using evidence to support claims. They show how subtle symbols and images can suggest ideas and how designers of such advertisements try to affect our thoughts. Student awareness of such manipulation can assist in developing critical thinking skills because students will question the premises of the advertisements. Further, students will learn to give evidence of the claims they make about the propaganda they see by explaining the evidence and images and what they suggest. Such activities can benefit students in their writing as well as formal speaking skills.

I. Introduction

Critical thinking has been an important concept in L1 education for many years. While it is difficult to define and teach in L1 settings, the teaching of it can run into enormous difficulties in L2 settings as well. There are particular cross-cultural barriers when teaching such skills in L2 classes in Japan (Atkinson, 1997). Some teachers experience frustration when teaching Japanese students to question ideas because of the students' perceived lack of interest, and inability or unwillingness to engage in critical discussions of issues (Yoshioka, 2002, pp. 19-22). For many Japanese students, however, expression a personal opinion, giving clear reasoned argument for ideas, and challenging the ideas of others are tasks they may never have been asked or shown how to do. Such students need long-term training and acculturation to these new ways of communication, thought, and behavior.

II. Presentation

One reason critical thinking is so difficult to teach is because so many educators have trouble defining it (Atkinson, 1997). For this demonstration, I have chosen a simple definition for my students. Students should not accept what they see, hear, or read as fact. They should doubt what people tell them to be true and look at the evidence for a claim. A believable claim must have good reasons to support it.

In this presentation, I will demonstrate how teachers can first expose students to looking at the basis of a claim through the analysis of commercial propaganda. While most intelligent people will acknowledge that commercials are not to be trusted as truth, they do indeed influence our thoughts and behavior. We perhaps unconsciously accept that a product has the characteristics professed in the advertisement. By analyzing advertisements we find in everyday media, we may uncover the manipulation behind them. Further, when students make a claim that an advertise-

ment attempts to persuade us to a belief, they too must back up such a claim with evidence from the commercial such as the colors, sounds, images and what they evoke. Such skills at the opening stage can further serve students in their own writing- finding evidence in a text that evokes an idea or supports a claim. This awareness of the use of imagery can later be enhanced in the analysis of how fiction writers use such tools to evoke a thought or feeling.

Students are presented with a series of advertisements found in newspaper or magazine. What are the images or words they notice first? The teacher asks students what words or feelings come to mind when looking at the images and words. Thus the advertisement designers want us to feel or think these thoughts and buy the product to think or feel them again. When exposing such thought and feeling manipulation, one can then question such claims. Students must analyze their own advertisements or commercials as well. When explaining the claims and support of the designers, students must support their own claims with evidence from the advertisements. Such activities can be written or spoken, and be extended to further investigation of advertising techniques. These skills of uncovering the truth or falsity of a claim and supporting one's own claims with evidence from the subject can reinforce their writing as well these activities with commercials are by no means intended to create instant mature critical thinking. It is just intended as an introduction to a long process of discovery.

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Academic Reaction Papers: Focused Training in an EAP Context

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Abstract

This workshop introduces an approach to academic writing. It will first briefly examine the generic 'reaction paper' then move on to detailing an adapted version for EAP training denoted as 'Academic Reaction Paper' (ARP). Next, using models and samples of ARPs participants will have the opportunity to identify specific academic features and conventions. Finally a possible progression of ARPs will be outlined.

I. Introduction

In a general EAP programme there are limits on the time available to cover the variety of writing requirements students may face (Horowitz, 1986; Reid, 2001). It is then the case that, early in their careers as academic writers in English, it is useful for students to focus on developing generic skills, habits and requirements that will hold them in good stead later, skills upon which the students can themselves build.

For Asian students of English who may be new to academic writing and/or academic modes, reaction papers can be effectively refined and adapted for use as focused training in EAP writing. The two-part aspect of reaction papers, critical thinking via interacting with and then reacting to a source, is fundamental to academia and can be highlighted as 'summary' and 'discussion'. Secondly, clear and strict conventions can be set to familiarize writers with a wide range of academic requirements. Finally, as reaction papers are relatively short, novice academic writers can undertake a series of assignments that build up and extend thinking and writing skills.

II. Reaction Papers

Reaction papers are a common genre of writing in academic environs, particularly in North America. Also going by other names such as 'response paper' or 'reflection paper', reaction papers require writers to firstly comprehend a source of information, be it a text or even a live performance, and secondly to record their reactions to it. Reaction papers may be required as a preliminary step to discussions and seminars. Nevertheless, while being a common academic assignment, there is great variation in what may be required, particularly in terms of academic register and conventions. Among the possible elements recognized by on-line sites are:

- * an emotional, informal, personal response/reaction/reflection
- * a certain level of analysis
- * limited summary of source (sometimes not required)
- * limited length (almost universal, 1~2 pages being the norm)
- * fairly rigid and short time to submission

- * multiple papers in a semester
- * one-off drafts
- * no agreement on academic features

The authors recognized the value of the genre but felt that the impreciseness of reaction papers needed addressing in order to meet the EAP requirements of their students. To this end the authors further defined and organized reaction papers in what is described here as ‘Academic Reaction Papers’ (ARPs).

III. Academic Reaction Papers (ARPs)

ARPs are used as an introductory activity for EAP students. ARPs are made up of two parts, a Summary and a Discussion. The Summary, obviously, represents the key contents of a given source, for example an academic article. These must be read and then related in an objective, non-judgmental way. The Discussion must then respond to the source. This satisfies two key demands of academia, one, that students be able to digest information and understand it, and, two, that this understanding is confirmed and an opinion of it held, the basis of critical thinking. To this largely cognitive exercise based on reading, ARPs further demand that students conform to established conventions of academic writing. These conventions include aspects of presentation (title pages, font size, etc.), correct rules and formats of citation, both within the ARP and as Works Cited, attention to vocabulary use, structures found in academic writing such as the use of passive and third person, the use of authors as sources and accompanying framing phrases (e.g. “X suggests that...”, “Y defines...”), and a general attention to detail and a polished final product.

ARPs provide practice in a fundamental requirement of any academic discipline by requiring a source be read, thoroughly understood and actively considered. This means not only being able to summarise a source, but also to clearly demonstrate understanding by reacting in a logical and critical way. Secondly, ARPs are very flexible in the range of sources that can be used.

IV. Conclusion

ARPs emerge as a useful tool in the teacher’s arsenal, a means to focus student attention both on formal features of academic writing and upon critical thinking skills that it should be the purpose of a university writing course to foster. Arriving at university without an appropriate and focused understanding of the requirements of academic writing, all too frequently Asian (and non-Asian) students are asked to write beyond their abilities. ARPs go some way towards fulfilling this purpose.

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From Reader to Reporter: Approaching News English in the Classroom

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Abstract

This presentation focuses upon the author's experience of teaching a course entitled English in the News to university students in Japan. It is a course in which students are required to go beyond the role of media consumer to that of media producer, activating and demonstrating their learning through the production of a newspaper. It is argued that by providing an opportunity for students to demonstrate their learning, commitment to the learning process and the quality of learning is enhanced. Issues of learner autonomy, motivation, 'ownership' and teacher flexibility are central to the success of the course. The presentation will conclude with an opportunity to view student work.

I. Introduction

'Current English' 'Media English' and 'News English' are terms frequently associated with course offerings on Japanese university campuses. For a majority of these courses the primary focus is upon the development of reading comprehension skills and the acquisition of lexis, making use of articles extracted from newspapers and magazines by the teacher or by the author of a designated course text. Undoubtedly some courses do also give attention to listening skills, using audio news and video news broadcasts and documentaries. However, whether involved in reading or listening, the student's role is primarily a passive one, that of recipient, having little if any involvement in the choice of learning objectives, instructional materials, and in the demonstration of their learning and understanding in a productive manner. It is with such demonstration and production that this presentation is concerned.

II. Content

Following brief introductions to the author's academic context and the English in the News course taught by the author, this presentation concentrates on the final weeks of the course in which students are required to produce their own newspaper. The rationale behind this requirement is presented, the roles performed by the teacher and student examined, and the final production process outlined. The final product, and the engagement of students in its production, are argued to provide not only an excellent means of assessing learning that has occurred during the course, but are also argued to be highly motivating. It is a process calling for teacher flexibility and recognition of the benefits to be gained from assigning greater responsibility to the learner for his or her own learning experience. In selecting their own news items, writing their own articles, editing and compiling the final pages of their 'newspaper', the students are actively involved in learning about, using and reinforcing their awareness and knowledge of 'News English'. Finally, it should be pointed out that this is not a course concerned with the teaching of journalism. English in the News does not set out to provide training in journalistic skills. Rather, it is about equipping students from a variety of backgrounds with knowledge and skills

permitting them to more successfully access and use the news media in all its forms.

III. Conclusion

The way in which the course is organized requires flexibility on the part of the teacher, a willingness to allow the students freedom of action and preparedness to act as mentor and consultant rather than teacher and arbiter. It also requires the students to focus upon the task in hand, call upon and make active use of their learning to date. In the process they are involved in further enhancing of their learning. The act of creative language use is one the students find highly motivating, an opportunity to assume ownership and demonstrate their abilities in a manner different from their normal experience of the university classroom.

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Assessing Lexical Needs in Real Time

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Abstract

This workshop will explore the creation and administration of an instrument for assessing one aspect of students' shallow vocabulary knowledge. This instrument, which for convenience we will call "Flash Vocabulary Assessment," can be used with a variety of ages and proficiency levels. We will investigate the relevant concerns for each stage of test development, administration, and interpretation.

I. Background

As teachers, we always need better ways to do our job, one important part of which is being aware of our students' needs. Today we are going to talk about a way of quickly assessing aspects of student vocabulary. This technique has been used for some time, but is not widely used by EFL teachers in Korea. The best-known version of the test is the Eurocentres Vocabulary Size Test developed by Meara and Jones (1990). The basic advantage of the technique, which we will here call "Flash Vocabulary Assessment," or FVA, is the ease with which it can be implemented without disrupting your teaching schedule.

We face a problem whenever we walk into a classroom. We need to get our students to learn something new, something that is at the right level for them. However, we can never really know for sure what that level is. There are many different ways to gauge student proficiency. One of the most important of these is vocabulary size. The smaller students' vocabulary, the more difficult it is for them to accomplish basic language tasks. The more difficulty they face with basic tasks, the more likely they are to give up on themselves. If we know our students' vocabulary level, we can either choose level-appropriate tasks, or if the tasks are not up to the teacher's discretion, we can provide supplementary vocabulary training.

We need to be able to assess our students' level as precisely as we can. One part of this is a basic teacher skill: subjectively assessing student ability. However, even the most skilled teachers can make mistakes, and it is helpful to have a quantitative tool to go along with the qualitative information gained from comprehension checks and the like. Although I consider myself a fairly savvy teacher, the results of this test on my students surprised me. The true vocabulary size of many classes was less than half of what I had imagined.

Why is it that so few teachers know their students' vocabulary size, or any other quantitative index of proficiency? Class time is always limited, and it often seems foolish to spend time on non-essential assessments rather than language practice. This test is designed to get around that problem, since it takes less than 5 minutes to administer and minimal time to score.

II. How to Create a Flash Vocabulary Assessment

A. List selection

Name	Size	Coverage	Availability in Korea	Notes
Dolch Vocabulary Lists	220 words	Extremely frequent "sight words."	Online.	Made in 1948.
South Korean Basic Vocabulary List	2,067 words	Words to be learned in Korean public schools.	Online, also in print.	Contains a subsection of 578 words for primary school.
General Service List	2,284 headwords	Important words in written discourse.	Online in modified form.	Made in 1953, based on American English.
BNC Alphabetic Frequency List	6,000 headwords	Frequent words in British English.	Print.	Based on the British National Corpus.
Academic Word List	570 headwords	Infrequent words commonly used in academic texts.	Online.	Replaces the old University Word List.

This kind of test is only valid as a way of checking student knowledge against a finite list of target words. Therefore, as part of deciding what the test is for, we need to select a list that is appropriate for our purpose. The list we choose needs to be appropriate for our students' needs. Generally, the list should reflect the kind of vocabulary that students are (hopefully) in the process of learning. Sections from each list are available.

Once you have chosen a list of words, you need to select words at random from it. The number of words you want to select will depend on how long you want your test to be. Thirty is probably the lowest acceptable number, and will give us a final test with 60 items.

B. Distractors

Now we need to create an equal number of distractors. They need to look like real words. Exactly what they should look like depends on the kind of real words in the test. If we are testing against the University Word List, for instance, we might want to create false words with Latinate suffixes, like many of those words: "furable" or "elutive." Good distractors are not easy to make.

III. Administration

When administering the test, as with any test, you should both model and explain the procedures. Try a few examples and make sure that students understand how they should respond to each question. These tests are printed in unusually small type so that each test will fit on one side of the paper. Normally, a 60-item test should fill both sides of the paper.

A. Scoring

Scoring the test is straightforward. Count the number of real words marked as known. Then count the number of distractors marked as known. Be careful when scoring!

Example:

X Tree ○
X Nost ●
Grow ●
Narfle ○

B. Interpreting

Interpreting the score takes a little more work. Count the number of real words marked as known. Subtract the number of fake words marked as known, and divide by the number of real words on the test (here, 30). Multiply this by the total number of words in the list (here, 6000 or 365).

Here is the formula: $K = ((r-w)/T) \times L$

Where K is the approximate number of words on the list that students know, r is the number of real words marked as known, w is the number of distractors marked as known, T is the number of real words on the test, and L is the total number of words on the list. This formula only works if you have an equal number of true and fake words; otherwise $K = (r/t - w/f) \times L$, where t is the number of true words and f the number of fakes.

IV. Caveats

As you can see, this is a very simple test, and it only tells us some very simple things about what we, or our students, know. However, that isn't necessarily bad.

This test is only valid as a measure of student knowledge of a specific, limited list of words. It can't tell us anything about words that are not included in the list. Every list omits some words that students may know. For instance, the Basic Word List does not include number words.

A. Backwash?

Many people have argued that a serious problem with EFL teaching in Korea, as elsewhere in East Asia, is the traditionally excessive focus on out-of-context vocabulary, often in combination with grammar-translation teaching. Such people might reasonably argue that a test like this only encourages that sort of bias. This test should only be used as part of a balanced portfolio of objective and subjective techniques! It tells us about one important component of competence - that's all.

B. Reliability

In my experience, a 60-item test has an internal reliability of around 80%. It certainly seems to be reliable enough for informal classroom use. However, some researchers have challenged the reliability of tests of this kind. This is an area that requires further research. We cannot assume that a single test of this kind is giving us reliable information; however, we can use it as part of a balanced set of assessments.

V. What Does It All Mean?

There are a number of studies that have been done on the correlation between vocabulary size and proficiency. For instance, to read a text with comprehension students generally need to understand about 95% of the words. To achieve this level of coverage in an authentic text, they need upwards of 5,000 words. Similar thresholds certainly exist for spoken discourse, although they are not as easy to quantify. This indicates that vocabulary size is an important thing to know about.

My own experience with this test also gives me confidence. At least with students in Korean primary and secondary school, it appears that most students resist marking words as "known" unless they can think of a meaning for the word. Thus, it appears that this may in fact be a reliable measure of meaning-knowledge as well. Nation (2001) cites various studies suggesting that full-length tests of this nature have a 65-75% correlation with recognized proficiency test.

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Strategies for Teaching Spelling

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Abstract

In this workshop we will embrace that notion that learning to spell can be a fun, exciting, and rewarding experience. Spelling, as it is commonly taught, is too often drudgery for both students and teachers. In the short time we spend together, we will learn: the dos and don'ts of teaching spelling strategically, the five progressive stages that students go through while on their way to proficient spelling and reading, and a few new games and activities for the classroom.

I. Introduction

English spelling is not an easily mastered skill. In fact, research shows that our students require systematic instruction and practice to become proficient and effective spellers. This can be accomplished by incorporating strategic spelling activities into a curriculum. It is unfortunate that learning to spell is perceived as a tedious, mundane activity. It is also likely that both teachers and learners share this perception. Why? In my experience, a majority of students use rote memorization as the primary method of learning to spell. This is generally the case for both native English speakers and second language learners. In addition, teachers often give students a daily or weekly word list to memorize, usually by writing each word five to ten times. The word list provided is often made up of a hodge-podge of words with no rhyme or reason for inclusion, other than the fact they are perhaps included in a reading or songbook being used as part of class. It is also highly likely that many of these words our students are learning to spell are not stage-appropriate.

Task 1

In a small group, briefly discuss 1) How you first learned to spell, and 2) Your current approach to teaching spelling.

II. Stages of Spelling Proficiency

One of the reasons I ask the question “Where does your spelling list come from?” is that our students are often asked to learn to spell words that are not appropriate for their level. You may already be aware that there are stages of language acquisition. However, you be unaware that there are also developmental stages of spelling proficiency (Gunning, 2000; Wheatley, 2005). There are five stages: Emergent (sometimes referred to Early Letter), Alphabetic (or Letter Name), Word Pattern, Syllable Juncture, and Derivational Constancy. The following table (Table 1) summarizes these stages, common ages, and grade levels.

Table 1. Five Stages of Developmental Spelling

	Stage	General Age	Grade
1	Emergent	1-7	Pre-K to 1st Grade
2	Alphabetic	4-9	1st to 2nd Grade
3	Word Pattern	6-12	2nd to 4th Grade
4	Syllable Juncture	8-12	3rd to 8th Grade
5	Derivational Constancy	10 and up	5th to 8th Grade

A. The Emergent (Early Letter) Stage

In the Emergent Stage, learners are not yet reading words or phrases. They are unable to make a connection to sound-letter relationships. They may be beginning to write or scribble though. The primary strategy for “reading” at this stage is logographic intuition. Therefore, visual clues are important. When learners begin to discern that letters have a corresponding letter, they are moving into the next stage.

B. The Alphabetic (Letter Name) Stage

In the Alphabetic Stage, learners are able to distinguish letter-sound relationships. They are slowly beginning to read, but read by decoding individual letters of a word. Learners often rely on initial and final consonants to spell. Learners are also listening for how words sound when they attempt to spell. At the end of this stage, long and short vowels are recognized and may be incorporated in ones attempt to spell.

C. The Word Pattern Stage

In the Word Pattern Stage, spelling patterns become noticeable. Your students can routinely spell single syllable words and are beginning to use consonant blends, digraphs, and have a better grasp of long vowels. This stage will be apparent to you when your students leave single syllable decoding behind and start to read with a bit of fluency.

D. The Syllable Juncture Stage

In the Syllable Juncture Stage, single syllable words should be a proverbial ‘piece of cake.’ Multi-syllable words are getting easier to spell, but not with 100% accuracy. When your students read, they sound fairly fluent and can quickly recognize those high-frequency words that don’t conform to phonics rules or make sense from a Word Pattern Stage perspective.

E. The Derivational Constancy Stage

The hallmark of the Derivational Constancy Stage is that learners can recognize that many words have common roots, and that these words share similar spellings. Therefore, the relationship between spelling-meaning is becoming more apparent. Multi-syllable words are fairly easy to spell correctly. It is also important to stress that, while precocious 4th and 5th graders may successfully find their way here, it is uncommon. In fact, it is common for secondary school students or even adults to be in this stage.

III. Spelling Assessment

Assessment is a critical step in designing an instructional program. In practice, word lists inevitably lead to word tests, in which the teacher simply marks spelling as either right or

wrong?and in a very black and white manner. This ranks number one on my list of don'ts. These ubiquitous tests and quizzes are a wonderful opportunity to analyze student writing, find out where they are in the five developmental stages, and construct a program or a series of intervention activities that facilitate learning. I look at writing samples as being more of a timely snapshot, or a Polaroid image of a students' progress to date. Teachers can collect a wide range of writing samples. They don't have to be tests or quizzes, which tend to be stressful for younger learners. They can be any kind of writing assignment. Informal observation of your students provides a practical, stress-free way to assess students. Just be sure to take notes for future reference. More formal, diagnostic tests can also be used to assess spelling, too. I use one for initial placement purposes. The Elementary Spelling Inventory (Gunning) is useful, and it is fast and easy to administer.

Task 2

Examine the writing samples on the OHP. Then refer to the Elementary Spelling Inventory. What developmental stage is each writer at? How do you know?

IV. Games and Activities

In addition to word lists and tests and quizzes, there are many games and classroom activities that promote strategies for spelling. As the workshop closes, we will survey various activities aimed at bettering your students spelling ability.

V. Conclusion

Learning to spell can be a daunting task. English has a rather notorious reputation for having words that are difficult to spell because of its many rules?and exceptions to these rules. This distinction is somewhat undeserved. Our students can benefit from systematic and strategic instruction in spelling. Secondly, students' writing samples provide us with a wealth of information about where they presently stand in the five developmental stages of spelling. Once learners are assessed, either formally or informally, planning activities may promote students progress in becoming better spellers and readers.

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SLA in Naturalistic Contexts: Queer Identity Construction, Investment, and Access

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Abstract

There is a common belief that learning an additional language (L2) while surrounded by the L2 in a naturalistic (non-classroom, unstructured) setting is the best way. Recent theories of identity and language learning have problematised this notion, pointing to the effects of ongoing identity construction on learning. While forming identity(ies) in the L2, a learner invests in certain groups of speakers (often imagined communities), leading them to seek out such speakers. Access to speakers in real naturalistic settings is by no means guaranteed, and social marginalization often prevents learning. This qualitative study explores the naturalistic language-learning experiences of 3 Korean gay men, adding queer perspectives to the growing body of research which is questioning a narrower, one-dimensional view of the language learner.

I. Introduction

To participate is to become a member of a community of practice (COP). (Lave, 1988; Lave & Wenger, 1991; Wenger, 1998) These authors theorize that “learning is a fundamentally social phenomenon.” (Wenger, 1998, p.3) Social participation refers to “being active participants in the practices of social communities and constructing identities in relationship to these communities.” (Wenger, 1998, p.4) Wenger cites examples like family, colleagues, and social networks. The various parts of our ‘selves’ are connected, with hazy boundaries. An identity, then, involves not merely a single pathway, rather it is a nexus of multi-membership. The work of identity is ongoing, and identity is not an essential core.

II. Identity

To Morgan (1997), identity work in language learning is fundamentally transformative; there is a series of changes, redefinitions, and renegotiations of identity. Ibrahim (1999) insists that these both pre- and reconfigured identities regulate what language learners acquire and how. “What is learned linguistically is not and should not be dissociable from the political, the social, and the cultural.” (Ibrahim, 1999, p.47) McKay and Wong (1996) contend that an L2 learner’s historically specific needs, desires, and negotiations are neither distractions from the appropriate task of language learning nor inadvertent digressions from an ideal language learning situation. “Rather, they must be regarded as constituting the very fabric of students’ lives and determining their investment in learning the target language.” (McKay & Wong, 1996, p. 603) Hence, to learn is to invest in something (e.g., a ‘gay’ community) significant to who one is or what one has become.

III. Investment

Norton (1995) developed the concept of investment while drawing on the economic metaphors of Bourdieu (1977). Investment takes for granted that when language learners speak, they are doing more than just exchanging information with target language speakers. Rather, they are continually organizing and reorganizing an awareness of who they are and of their connections to the social world. In this (re)construction of identity, learners invest themselves in certain communities of target language speakers in hope of gaining resources that are either symbolic (language, education, friendship) or material (goods, money). She has problematized motivation and insists investment must not be confused with the instrumental motivation of Gardner and Lambert (1972) and Gardner (1985). The latter concept presumes “a unitary, fixed, and ahistorical language learner” (Norton, 2000, p.10) whereas investment “conceives of the language learner as having a complex social history and multiple desires.” (Norton, 2000, p.10)

IV. Imagined Communities

Wenger (1998) has hypothesized three modes of belonging - engagement, imagination, and alignment. He also posits that communities can form around those senses of belonging. An example of an imagined community (IMC) is the so-called gay community. Two men who self-identify as gay might imagine a common history or assume they are similar. In this sense, they might both feel a sense of belonging to a community. IMC's inflate our array of possible selves by connecting us with communities outside the local and immediate. (Kanno & Norton, 2003) Investment in IMC's has a powerful influence on identity construction and language learning.

IV. Access

Once an investment in an IMC has been powerful enough to lead the learner to the periphery of a COP (with the goal of improving their L2 skills), gaining the confidence of target language speakers is not a given. (Norton, 2000, 2001) Granting access to the newcomer requires a mutual renegotiation of identities because COP's and the identities of the people in them are mutually constitutive. (Wenger, 1998) Such repositioning often proves conflictual. (Norton, 1997, 2000) In order to end up on what Wenger calls an “inbound trajectory”, the learner first has to be granted some legitimacy as a potential member. Only then can “their inevitable stumblings and violations become opportunities for learning rather than cause for dismissal, neglect, or exclusion.” (Wenger, 1998, p. 101) Along such lines, Bourdieu (1977) suggests that in situations of unequal social interaction, language becomes “an instrument of power” and “some persons are not in a position to speak or must win their audience, whereas others effortlessly command attention.” These are concepts Norton (2000) has bundled into the term “access” as used in this study. If access is neither granted nor won, language learning is derailed in any context before cognitive processing can do its part.

V. Research Methodology

From Pennycook's engaged framework (2001), I primarily take an opposition to essentialist categories except in the strategic sense. I strategically chose to focus on the participants as gay language learners, leading me to organize the data collection in alignment with the goal of en-

couraging them to speak from a gay subject position. Additionally, I asked them early in the interview to think about and discuss the two experiences of being gay while speaking either Korean or English. In this way I deeply shaped the interview, and it was a strategic move. I also take from Pennycook the idea of orientation toward transformative goals. I include the goal of transforming the SLA field in order to work against heteronormativity.

I took from Cameron et al. (1992) two basic tenets. First of all, people should not be treated as objects; hence goals, assumptions, and procedures should be made clear and methods should be open, interactive, and dialogic. I set up this approach at the orientation meeting by distributing a handout. Another tenet is that subjects have their own agendas and researchers should strive to attend to them. Keeping this in mind, I chose to use an interactive group interview format, telling participants we were all participants and all of us could raise questions.

In line with Norton (2000), first of all, I aim to investigate the relationship between the individual and the social, collapsing neither into the other, while focusing on the everyday world of Korean gay men. Like Norton, I assume that understanding social structures involves understanding inequitable relations of power in, for example, sexual orientation. In SLA this means acknowledging that power relations are always at work between speakers. Following Norton, I take an interest in the way individuals see their own experiences. For this reason, I chose an interactive group interview format and encouraged the participants to relate their experiences in detail, and I included their voices in my findings.

VI. Synthesis of Findings

These three Korean gay men engage in ongoing identity construction like the rest of us, but their attempts to construct a gay identity in Korean are less than satisfying, leading them to invest in imagined gay communities in English-speaking countries. In two cases, they invested in English partly because of sexual desire. They struggled to find legitimacy and access in heteronormative contexts and even (in one case) among straight people outside of the heteronormative fold. In broader public settings, legitimacy and access had to be taken by force through counter-discourse and agency whereas in queer settings, these ‘gay’ men often found easy legitimacy and access. One subject is the exception, whose investment silenced him in one queer setting but who found legitimacy on another queer path. The data show that, despite the prevalent heteronormativity of SLA research, queer identities have a significant effect on language learning for these three men. Therefore, ignoring queer perspectives limits the SLA field.

VII. Recommendations for Further Research

“Because language is never neutral, learning it cannot and should not be either.” (Ibrahim, 1999, p. 366) By the same token, future research into SLA must delve further into the politics of both naturalistic and classroom contexts. Researchers must continue to focus on power relations between language learners and the people with whom they speak in order to explore the interplay between identity construction and language learning, breaking down the one-dimensional view of language learners that perhaps still prevails.

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The Relationships among Test-Takers' Variables and CBT Reading Scores

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Abstract

The use of computer-based tests (CBT) in language testing has been proposed. Although many studies confirmed their equivalence to the paper-and-pencil tests, most of them ignored individual differences of test-takers. Recent studies have focused on three test-takers' variables (computer anxiety, computer attitudes, and computer familiarity) because they can affect test performance. However, there are very few studies which investigated the relationships among these three variables and CBT reading comprehension. Therefore, the presenter conducted a correlational study to examine such relationships. The data were collected from undergraduate Thai students using a questionnaire and a reading comprehension CBT. Pearson correlation and multiple regression were employed in the data analysis. The results of the study will be reported in this session. Significant predictors of students' success or failure in taking computer-based reading comprehension tests will be discussed.

I. Introduction

In this era of globalization, English is certainly an international language. It plays a crucial role as a common language for international communities. In countries where English is a foreign language such as Thailand, reading skill is a very useful and practical tool for learning English. In Thai schools, students start learning reading since their first English course. They read from a few words to longer sentences, and gradually the whole text. At the end of the English reading course, testing and evaluation is usually executed and the most common format of language testing is a paper-and-pencil one, such as multiple choice test, cloze test, etc. This format of language testing has been used to measure the students' achievement in their language learning for a long time.

Nevertheless, with the development of computer and technology in the United States of America computers have been used in language testing since 1980s, firstly as the adaptation of traditional paper-and pencil tests to a computerized medium because of their ease of marking and immediate delivery of scores to the test-takers. Later the Item Response Theory techniques have been incorporated into the computerized testing which is called computer adaptive tests e.g. GMAT, GRE, and TOEFL.

In Thailand, the present use of computers in language classroom is mainly for instructional purposes. If computerized testing is employed, it will increase the utilization of the existing computers of those educational institutes. However, if the mode of language testing has to be moved to the computerized one, test-takers with different characteristics might think and react to this new mode differently. The test-takers' characteristics that are related to the computerized testing might affect the elicitation of their language used during the testing. The affected test scores, thus, cannot be claimed to represent the true abilities of the students. In order to minimize those extraneous variables of the test scores, we firstly need to identify those test-takers' characteristics and observe if they are significantly related to the test scores.

II. Test-takers' Variables

Many studies confirmed the equivalence or the comparability of the modes of testing (Mead & Drasgow, 1993; Young, Shermis, Brutton, & Perkins, 1996; Choi, Kim, and Boo, 2003). However, those studies of score equivalence between CBT and paper-and-pencil (P&P) tests largely ignored individual differences of the test-takers. Studies suggested that there are three individual differences or characteristics that have potential effects on test scores (Shermis & Lombard, 1998; Taylor, Kirsch, Eignor, & Jamieson, 1999; Desai, 2001; Kenyon & Malabonga, 2001; Goldberg & Pedulla, 2002; McDonald, 2002). They are computer anxiety, computer attitudes and computer familiarity.

There are studies on the impacts of those three characteristics on test scores. However, very few studies investigate the relationships among those three test-takers characteristics or the relationships among those variables and the CBT reading comprehension. The relationships, if found, can be used as significant predictors of students' success or failure in taking computer-based reading comprehension tests.

Therefore, it is important to investigate the relationships among those three factors and to observe to what degree those factors can predict CBT reading comprehension ability of the test-takers. The study, thus, aims to investigate the relationships among the three test-takers' characteristics and their relationships with the CBT reading comprehension ability.

III. Research Method and Procedure

This study is a correlational research which aims to determine relationships among three test-taker variables and the reading comprehension CBT scores of students with high, average, and low language ability. In order to do so, correlational analyses were employed to calculate the data. Subsequently, multiple regressions were used to assess the extent to which the three test-taker factors can predict the reading comprehension CBT scores of the subjects with high, average, and low ability.

A. Research Instruments

The instruments employed in the study are 'Computer Anxiety, Familiarity, and Attitudes Rating Scale' (CAFARS) and 'Reading Comprehension Computer-Based Test' (RC-CBT).

CAFARS, a paper-and-pencil questionnaire, consists of two parts. The first part asks for necessary general demographic information which includes the subjects' names, their identification numbers, sex, etc. The second part is designed to determine students' computer anxiety, computer familiarity, and computer attitudes in the form of Likert-type scales which contains 30 questions. At the end of this part, there is also an open-ended question asking the students about their opinions, comments, and suggestions about the use of the CBT in language testing. The time allowed to complete this part is 20 minutes.

RC-CBT takes 60 minutes. There are 36 multiple-choice questions, consisting of four passages ranging from about 200 to about 500 words. The texts are taken from magazines, journals, books, and newspapers. The topics are in business, economics, and social issues in general.

Both instruments have gone through the validation process. The research tools were piloted with

30 students who had similar characteristics with the subjects of the main study. An item analysis was conducted to improve the validity and reliability of the test and Cronbach's alpha formula via SPSS 11.0 for Windows was employed to obtain the reliability coefficients.

B. Subjects and Data Collection

Ninety EFL fourth-year students were randomly selected and assigned to three groups of language ability which are high, average, and low according to their previous performances in the foundation English courses.

In the process of data collecting, the objectives and significance of the study and reasons for using the tools were explained to the subjects. They were asked to answer the CAFARS and the RC-CBT carefully and were assured that their personal information would not be disclosed. Students completed the paper-and-pencil CAFARS in 20 minutes and completed the RC-CBT in 60 minutes.

C. Data Analysis

The data were analyzed in three steps for each of the three groups of students. Firstly, descriptive statistics including mean, standard deviation, and range of score for each variable were carried out. Secondly, Pearson product-moment correlation coefficients were calculated to indicate the relationships among the three variables from the CAFARS, and also the relationships among the three variables and the students' performance from the RC-CBT and the CAFARS consequentially. Finally, multiple regressions were used to indicate the best equation to predict the CBT reading comprehension of the students. The equations for each group of the students suggested by the SPSS 11.0 for Windows program were formulated. Furthermore, the information from the open-ended question of the questionnaire was qualitatively analyzed and synthesized.

IV. Results and Discussion

The results from the pilot study yielded important information for improving the reliability and validity of both instruments. The results of the main study will be presented at the conference in the following order. Firstly, the background of the study and the research method and procedure will be briefly described. Then, the results of this study will be reported in details. Significant predictors of students' success or failure in taking computer-based reading comprehension tests will be discussed. Finally, implications to the related areas will be elaborated.

V. Conclusion

It is expected that the results from this study may contribute to theoretical knowledge in the area of language assessment regarding the language test-takers' characteristics and the CBT reading comprehension and give more information about the fairness in language testing. Furthermore, the findings of this research may urge test developers and language instructors to be aware of those variables related to the CBT of Thai students. Language instructors may become better informed and help students to prevent or minimize the negative effects of those variables on the computerized tests. Language teachers, proctors, and related people may prepare themselves for the coming of the CBT such as trying to gain more knowledge about compu-

terized tests. Finally, based on the results of this study language laboratories that are mainly used for instructional purposes can be employed for language testing purposes.

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Decisions and Directions in Text Adaptation for ESL/EFL Reading

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Abstract

Many teachers who accept the importance of reading and the necessity of comprehensible input find themselves in situations where the reading material that is easily available to them is simply not comprehensible. In this situation, a teacher has several options including, but not limited to, building her own library, using student-written materials, and adapting passages from texts of materials on hand. This workshop will begin with a short discussion of the rationale for extensive reading and the challenge of assembling suitable reading materials for second language readers. It will include a hands-on experience with one means of creating such materials text adaptation

I. Workshop Description

The body of literature in support of extensive reading as a component of second language reading instruction continues to grow. Day and Bamford (1998) discuss cognitive and affective benefits of extensive reading, citing results from a number of studies. Krashen (2004) states in a clear and straightforward manner:

Studies showing that reading enhances literacy development lead to what should be an uncontroversial conclusion: Reading is good for you. The research, however, supports a stronger conclusion: Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammatical competence, and the only way we become good spellers.

He goes on to say that “in my work in language acquisition, I have concluded that we acquire language in only one way: by understanding messages, or obtaining ‘comprehensible input’ in a low-anxiety situation. This is precisely what free voluntary reading is: messages we understand presented in an low-anxiety environment.”

A teacher, or a group of teachers, committed to creating an extensive reading program will have many decisions to make about how to implement such a program. Challenges and solutions will vary from place to place and program to program, but for the most part, experienced teachers will be able to find a way to create a program that works for their students. However, at some point, they must address the question of what students are to read. In Bamford and Day’s (2004) list of 12 most frequently asked question about extensive reading, the first two questions are “What should students read?” and “How can I get reading material?” Particularly in an EFL environment, where do teachers find the easy, plentiful, and interesting reading materials that they need to create a viable extensive reading program?

This workshop is devoted to answering the question posed above. The presenters will summarize several options commonly used to create a library of extensive reading materials. Then, they will guide participants in a hands-on experience with one of those options?adapting texts to their students’ reading level. Participants are encouraged to bring their own texts to work with. These

texts could be classroom materials that are difficult for their students to read, newspaper or Internet articles that they wish their students could read, or articles that they think their students would be interested in reading. The presenters will provide additional texts and examples.

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Motivating ESL/EFL Reading through Presentation Projects

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Abstract

Reading skills should have a high priority in almost any ESL/EFL classroom situation. The challenge is to make the treatment of the assigned reading interesting. One way of adding motivation in the reading classroom is by having the students, both literally and figuratively, move out of the confines of their classroom and into their surroundings by organizing group projects. We will report on one kind of such reading class project namely, team presentations. Students select topics from a generous list supplied by the teacher. These topics parallel the class's reading material, and each team makes its appearance on an appropriate day matched to the assigned reading, almost always using Power Point and incorporating information found through Internet research. We discuss the practical aspects of making the groups, selecting the topics, preparing for the presentation days, giving feedback, and evaluation. Several examples of actual student work will be given.

I. Introduction

Whether in an ESL classroom for academic English or in an EFL classroom in Korea, reading skills are considered a high priority. Nevertheless, teachers in either setting know that many, probably a majority, of students fail to develop true fluency in English reading.

Working on projects is often suggested as a way of helping students to attain better language levels. Fried-Booth (1986) has argued that by having our students do projects, we stimulate intrinsic motivation and "help bridge the gap between language study and language use" (p.7). More importantly for EFL/ESL reading teachers who find it difficult to get the students excited about the "whole" of English, projects "provide a useful way of integrating the four skills" (p. 8). Fried-Booth then suggests many different projects, which range from the "Seed Project" in which young students investigate the plants, crops, and food of their locale to the "Street Interview" in which intermediate or advanced students develop a questionnaire on some timely topic and approach English speakers for their opinions.

The web abounds in ESL projects that are either suggested as models or are actually presented as completed products with their results. Gaer (1998) suggests projects using the video camera with beginning ESL students. Shoebottom (2001) lists some two dozen "skills" (language learning, computer, and study skills) that can be integrated into ESL student projects which focus on topics linked to the mainstream curriculum. He notes topics such as ecological problems, inventions, healthy living, disasters, and class field trips. Robb (n.d.) maintains a website developed by students from Kyoto Sangyo University (his home institution) and other universities which give English presentations on "Famous Personages in Japan" musicians, politicians, writers, sports figures and the like. Even in a time that had much less access to the Internet, Egan (1993) suggests a class project called "Theme Readings" whereby intermediate to advanced ESL students are charged to find their own readings on a certain theme (e.g. food, weather, soccer). A variety of activities, such as oral summaries, note-taking, reading notebooks, and vocabulary

development exercises, are all based on these theme readings.

II. Presentation

This session examines the presenters' efforts to motivate and develop better reading skills in an advanced academic ESL reading class at an American university. For the past thirty years, only authentic materials have been used on this level of the program, and for all those years we have seen at least part of the teacher's job to be as a "cultural interpreter" that is, one who explains those words, phrases, or topics from the readings for which a simple dictionary translation will not do. For example, one paperback that we typically use in the Spring Semester is *Into thin air* (Krakauer, 1997) in which the Sherpa people play a very important role. We have felt that it behooves the teacher to spend some time talking about the background and culture of these folks and not leave them as some vague notion in the students' minds.

Such a tactic unfortunately helps maintain a very teacher-centered classroom. In an attempt to decentralize the class and make it more student-centered, we have set about to involve them in team projects in which they prepare presentations, usually in twosomes, on topics paralleling their assigned readings. Since it is clear that non-ESL college classes today depend more and more on the presentation as a typical classroom activity, assigning presentations in our reading classes serves not only the purpose of explicating the full meaning of our readings but also preparing our students for an academic exercise they will soon meet in their college careers.

In our KOTESOL presentation, we seek to make this process all very clear and practical. We will explain how student teams are chosen and how they, in turn, choose an "interesting" topic. They then research, organize, and present it, using either high tech or low tech methods to suit their comfort level. Clearly, such projects demand that the team read, write, and ultimately listen to and speak English beyond the primary target skill of the course namely, reading. It also expands fellow students' knowledge of topics related to our readings since the rest of the class makes up the audience. We will discuss this project in terms of our original motivation, the classroom management challenges, the use (or not) of PowerPoint, methods of feedback, evaluation, and the overall results (both favorable and not-so-favorable). We will also offer some of the comments that students have made about the presentation projects. We will give as examples several of our students' presentations on PowerPoint, some surprisingly informative and entertaining. Participants will be encouraged to critique this technique and share their own "project" adventures in teaching reading.

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Write Back: fast feedback to create authentic context

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Abstract

Real, authentic, communicative: the buzzwords of ideal classroom activities. How can teachers hurdle the gap from theory to practice? One approach is to utilize the classroom relationship between teacher and student to create the context of reader/writer dialogue. As researchers stress the importance response in writing, so should students and teachers experience this dialogue through classroom work (Ferris 2004; Goldstein, 2004; Muncie, 2000). Yet, classroom practice illustrates more of a monologue: students hand in an assignment, and receive no feedback. Why? With 200 students, it is daunting to respond to all students' work. Thus, finding fast yet effective methods to facilitate this dialogue is the key to practical application. This study explores Gyeonggi-do high school and middle school teachers' most effective methods for commenting on student work. Through open-ended questionnaires of commenting techniques and rationale, these teachers discussed simple but effective techniques for balancing Korean classroom constraints with the authentic purpose in language teaching: communication. Underlining and direct correction proved popular, as did Wh-questioning techniques and simple comments. All approaches aided teachers in maintaining a brief but comprehensible dialogue with their students using a minimal amount of personal time. Most importantly, these systems are simple and clear for teachers and students.

I. Introduction

Most teachers and researchers of English as a Foreign Language agree that feedback (teacher or student given) is a critical part of the learning process in writing and in other assignments. However, teachers fear that actually giving feedback will lead to burnout for themselves and their students (Lee, 2004). This gap between theory and practice is not surprising considering the source of the research. Most EFL feedback-related research samples college level writing courses, far removed in student number and pedagogical focus from the 40 student, test-based, secondary classroom. As the overall body of research exploring feedback practice is relatively "young," this study investigated feedback methods practiced in the local context (Ferris 2004; Goldstein, 2004). Korean secondary teachers of English self-reported their practices and motives for providing feedback to students through an open-ended questionnaire, suggesting techniques effective for others in this specific education context.

II. Purposes for Giving Effective Feedback

In a classroom where students ooze off of the walls and desks overlap in an effort to seat as many as possible, teachers wonder how make language learning real for the individual. Written feedback offers one way to open a dialogue between teachers (readers) and students (writers) (Gabrielatos, 2002; Muncie, 2000; Perpignan, 2003). Studies show that students generally want feedback and appreciate teachers' efforts to help them improve their work (Chandler, 2003; Ferris, 2004). However, to make this communication effective, students must also respond to the feedback and take the cognitive initiative to decide what to change in their work. (Chandler, 2003; Chen, 2000; Ferris, 2004). Although teachers fear giving students this responsibility--e-

specially those with a low level of language proficiency-- it is critical to consider long-term benefits of guiding learners to be independent (Lee, 2004). If students become involved in the feedback process, they learn to critically review their work and can become autonomous learners. However, current research indicates that many teachers focus only on the correcting the product of the current assignment, and fail help students apply these correction skills to future assignments (Chandler, 2003; Lee, 2004; Muncie, 2000). This causes students to feel disinterested or discouraged by a dialogue in which they cannot take part (Chandler, 2003; Chen, 2000; Ferris, 2004; Lee, 2004; Muncie 2000). Teachers must recognize both the short and long-term benefits of engaging students in a feedback dialogue to make their feedback effective.

III. Approaches to Giving Feedback

Having addressed the question of ‘Why give feedback?’ the question of ‘How should teachers give feedback?’ remains a complex tapestry of personal style, teaching context and assignment purpose. The methods for giving effective feedback are varied, and no one method has been proven universally superior (Chandler, 2003; Ferris, 2004; Goldstein, 2004; Perpignan, 2003). Instead, the type of comment most suitable on student work depends on the needs of the school system, the purpose of the teacher’s assignment and individual student concerns (Ferris, 2004; Goldstein, 2004; Gabrielatos, 2002). These seem like impossibly complex factors to consider when faced with 200 student assignments. Still, studies indicate that specific comments are more useful than general statements like “good” (Goldstein, 2004.) Also, praise is a critical factor in emphasizing students’ strengths and motivating students (Chandler, 2003; Goldstein, 2004; Lee, 2004). Ultimately, just giving feedback, in whatever form, opens a way for students and teachers to respect the effort involved in real communication (Chandler, 2003; Ferris, 2004; Perpignan, 2003).

IV. Results

Teachers surveyed showed some awareness of future benefits, stating that one of their reasons for giving feedback was improved performance on future assignments. They further reflected researchers’ findings that feedback, whatever the type, can be effective in increasing students’ motivation and improving students linguistic competence. Teachers described a wide variety of comment types, from direct correction to one-word praise, and commented on a range of student work, from tests to written assignments. Though the strategies varied from questions to direction correction, teachers’ rationale for providing this feedback largely focused on increasing students’ motivation in the classroom (to a lesser degree teachers mentioned linguistic competence). Many teachers favored praise alone in order to increase student confidence or to simply interact with students.

However, teachers also expressed dissatisfaction with their current methods and hoped to find faster, easier, more meaningful ways of communicating with their students. A teacher with ten years of experience commented that her one-word, praise-only approach was “better than nothing,” but not the most effective means of giving students feedback. Another teacher with three years’ experience commented, “Praise...is not a big burden. But providing a suggestion is hard for me. I have to spend a lot of time to give a proper suggestion.” She felt her praise effective, but did not know how or which suggestions to make. Other teachers reflected this frustration using terms like “somewhat effective,” “seems,” or “better than nothing.”

V. Conclusion

To effectively, efficiently provide feedback, teachers need more research-informed practice and training (Ferris, 2004; Goldstein, 2004). Lipp and Davis-Ockey (1997); Gabrielatos (2002) offer several student-example based models for feedback self-training. Other methods of direct correction, underlining and prioritizing in teacher practice will be discussed and applied to student writing samples taken from a Korean high school (Chandler, 2003; Ferris, 2004; Lee, 2004.) Through the contributing expertise of those teachers in attendance at this workshop, I hope to collaboratively create increasingly effective, applicable means for giving students feedback in the secondary Korean English classroom.

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Reenactment, Reader's Theatre, TPR and Chanting Activities with Children's Literature

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Abstract

Brown Bear, Brown Bear, What Do You See? (Martin, 1992) is an example of a children's book that is often used for oral English instruction. However, it is not easy to find other appropriate books for oral activities. This is because many lists of books focus on reading instruction and ignore whether a book is compatible with oral language needs and TESOL strategies used in classrooms. This workshop is about the findings of a research study undertaken to find children's books which are "ideal" for the very beginner stages of English and compatible with TPR, Reenactment, Reader's Theatre, and Chanting. Participants will become familiar with books that are easy to use "as is" with these strategies.

I. Introduction

Selecting literature for use with English Language Learners (ELLs) requires careful work.

Book selection is critical because not all books are equally effective with ELLs (Smallwood, 1991; Tabors, 1997). Most book lists do not carefully weigh the particular learning needs of ELLs, and even fewer address young ELLs. (Smallwood, 2002) (1).

One reason literature can be difficult to use for instruction of beginners is that students in the initial stages of learning English are unfamiliar with the code itself. Listening to a teacher read a story or present extended discourse is incompatible with the needs of the beginner to decipher the input and learn the basic forms of the language (Lado, 1988). Students who are exposed to too much language may spend the time listening for overall features of rather than interacting with graspable, decipherable chunks that they would be able to manipulate and begin using (Tabors, 1997).

When teachers use literature that is above the comprehension level of a beginner, instruction is frustrating and the student is dependent on the teacher to understand and use the text. Written text is static and narrative and therefore unlike the oral language used by teachers in beginner interactions. Teachers of beginners adjust to the limitations of these learners. They keep the conversation in the 'here and now.' In addition they use oral styles since some narrative devices can present barriers to comprehension.

The difficulties in using literature with English language beginners have lead some researchers to advocate the postponement of using authentic literature until students are beyond the beginner stages (Sprangenberg-urbschat and Pritchard, 1994). Many TESOL professionals assume teachers will prepare adjusted materials to accompany books (Hickman, et. al. 2002; Hadaway, et al, 2002).

Finally, one of the difficulties encountered by those using literature is the use of strategies developed for native English speakers, or teaching reading to native English speakers instead of the use of strategies developed in TESOL for the process of learning a second language is frustrating (Holdaway, 1982; Klesius & Griffith, 1996). Wood (2002) describes the frustration teachers feel when they try to elicit responses during Read Aloud sessions with beginner ELLs who lack the English to converse about stories.

Nonresponse (and in the case of ESL children, the “silent period” of their second-language acquisition, during which they listen and appear to understand but do not venture to speak the new language) is the most unsettling aspect of the reading sessions for novice readers [referring to teachers who are novices at Reading Aloud]. They are encouraged to keep reading, keep asking questions, keep modeling; sooner or later [emphasis added] they are inevitably rewarded by the child’s participation and evident enjoyment. (Wood, 2002, p. 99)

One way to mitigate the frustration of teachers and students is to use ideally suited literature with ideally suited strategies (Lado, 2005). The language in the text should match ELLs comprehension levels. The text should match teaching strategies which elicit oral practice and independent responses allowing beginner ELLs to respond to literature sooner rather than later, for example, through typical TESOL strategies such as drama, chanting, and TPR.

II. Methodology

In searching for books to be used with specific TESOL strategies, one cannot consult current lists of books because these contain information which is too broad or different in scope addressing issues of reading levels, culture, or English levels in general (Cox, 2005; Hadaway et al, 2000; Smallwood, 2002). We need bibliographies compiled with criteria for teaching specific strategies used with beginner ELLs.

To develop a bibliography for this purpose, we must consider a combination of features, for example, language, topic, educational considerations, and compatibility with a TESOL strategy. Some of these considerations relate to all books, such as the difficulty of the book’s language. For proficiency levels, one looks at the amount and complexity of the language, beginners can only comprehend just so much new vocabulary. Others relate to a particular TESOL strategy, for example considering whether the text of a book has enough action words for a TPR activity or enough repetitious phrases for chanting. Finally other considerations related to the characteristics of ELLs. Children’s literature is written for a variety of different children and purposes (Rasinski & Padak, 2000). A book used for chanting in a large classroom needs to be large, a book used for reading to a toddler one-on-one needs to be small and sturdy.

Here are two examples of how features must be considered together. One book selected for the pilot study seemed well suited to a chanting strategy. However, it was universally avoided by all the school-aged students. They disliked its topic and illustrations. It was about a boy who asks farm animals about getting a present for his mother. It did have compatible language and style features but it had incompatible topic features. A second book was selected for reenactment. This book is often recommended as a way to introduce ELLs to the life cycle of a butterfly, numbers, days of the week, and names for foods. Numbers and days of the week

are good beginner words. However, the earliest beginners found it overwhelming. It contains about 240 words total with a substantial number of different words and words for unfamiliar foods.

Therefore, in order to match books to TPR, Reenactments, Reader's Theatre, and Chanting, one considers a combination of features. Listed here are some of the features particular to the specific TESOL strategies:

A. TPR

For TPR books need to have action words that are easy to extract and teach, perhaps because there is one verb on each page with a transparent illustration. For example, books which are easy to use to conduct a TPR are *From Head to Toe* and *Walking through the Jungle*.

B. Reenactment

Reenactment is a strategy that involves a slightly more advanced ability to comprehend one English word at a time as in the TPR above. The teacher reads the full text while the students act it out one sentence or page at a time. Books used for this strategy need a text with a clear sequence of actions to dramatize. For example, one can use the books suggested in TPR above but read the actual text in addition to the following stories in which students can play the animal characters in the following: *Squirrel is Thirsty* and *The Happy Day*.

C. Reader's Theatre

Reader's Theatre demands that students have speaking parts and dramatic plots. Creative authors may use text with dialogue markers, but not all. The key feature is to have text which mirrors oral language for students to read aloud. For example, in the book *The Carrot Seed*, students can be a family member. In the book *Bicycle Race* students can be the crowd of onlookers.

D. Chanting

Books for chanting used with native English speakers are generally considered those with predictable patterns. However, many books that are predictable for a native English speaker use a variety of infrequent sentence patterns in order to rhyme words which may also be infrequent. For beginner ELLs we consider several different aspects of repetition and patterns in combination. Exact repetitions are easiest. Sentence patterns are considered along with rhyme. The books used for TPR suggested above can also be used with chanting. Other examples are *One Gorilla*, and *I went Walking*.

III. Conclusion

In conclusion, teaching with literature can be difficult because many books are simply too difficult for beginner ELLs and are incompatible with TESOL strategies. In order to be able to use literature with TPR, Reenactments, Reader's Theatre, and Chanting, teachers need to consider a number of features of the book in combination.

The goal of this research project was to understand the multiplicity of features involved in matching literature with TESOL strategies for beginner ELLs and to produce a sample of books compatible with specific TESOL strategies. It answers the question, What are systematic ways to select books for use by beginner ELLs with TPR, drama, and chanting activities? Books com-

patible with these strategies contain both an amount and a style of English which matches. For strategies focused on listening, the books need to have action words and dramatic sequences. For Reader's Theatre they need dialogue. For chanting they need repetitious language, not rhyming patterns. Teachers and students can be successful with little planning if they use books matched to the level of the students and the strategy being used.

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Completing the Communication Cycle: Enabling Students to Use English

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Abstract

English language teachers have many activities from which to choose. However, not all our choices are equally efficient and effective. Some fall short of enabling students to complete the communication cycle and use English beyond the classroom. The presentation distinguishes between an eclectic communicative approach and a principled program for teaching communication by showing samples of lesson plan frameworks used in an Adult Intensive Accelerated English Program, a Content-based Approach, and a Learning Strategies approach.

I. Introduction

Learning to communicate in a second language is complex and makes demands of the teacher. Teachers must be able to effectively apply the best that is known about teaching and learning to their classroom. As new teaching tools emerge, teachers incorporate them in their program. We can add activities to our repertoires within an adherence to well established ELT principles. A measure of a good communication activity is not whether it adheres to one principle or not, but whether it helps students achieve better levels of communication in less amount of time. The following four scenarios can be used to illustrate this point.

1. Conducting a Read Aloud with young children assuming they are actively listening as they sit silently.
2. Conducting a discussion in a Content-based English task with school-aged students who avoid using the new academic vocabulary.
3. Having adult students conduct a Survey for which they obtain confusing and unexpected responses.
4. Implementing a Language Experience Approach (LEA) in a large heterogeneous class with students who will use the opportunity to speak in their native language.

II. Research-based Lesson Plans

We can identify ways to improve communication in the above scenarios. In the Read Aloud scenario we see a need for comprehensible input. In the Content-based English scenario we see a need for guided practice. In the Survey the students need help with applying and transferring skills to a new situation. Finally, in LEA we need to apply several ELT principles in modifying the approach for second language learning.

It isn't that Reading Aloud, Content-based English, Surveys, and LEA aren't communicative activities. The problem is an eclectic approach to implementation. Eclectic use of communica-

tive activities is not the same as ‘principled eclecticism’ in which teachers use each activity in a specific way to improve student outcomes.

It isn’t easy to do with so many enticing, seemingly easy, communicative activities beckon us. Inquiry-based classroom planning is perhaps not so enticing. It is definitely not new. It may seem easier to find a resource book and look up a list of the ELT principles and then a new activity. It is even easier to skip the ELT principles, often found separately in the book’s beginning, and delve into learning a new activity, often found in a step by step procedural format. Separating principles from activities leads to missed opportunities for teaching which incorporates activities within a successful research-based framework.

Several well-known lesson planning frameworks found within planned programs of communication manifest ELT principles. Chamot’s CALLA, Echevarria’s SIOP, and Lado’s Total Approach are samples of lessons built on classroom research which are composed of recursive phases with built in teacher reflection or inquiry. Comparing and contrasting them demonstrates ways teachers can improve the teaching of communication as well as incorporate new activities.

This type of “inquiry” teaching is relatively rare in the U.S. today. But overall in ELT the tradition dates back several decades. When my father entered the graduate program at the University of Michigan in the 1950’s his professors were students of Dewey who in 1910 was writing about teaching as inseparable from inquiry. Lado beginning in 1960s and continuing until his final research projects in the 1990s often advocated that even the best method of teaching, at any given time, is improved by systematic observation and analysis of student achievement. We see the continuing of this tradition in the recent work of Chamot and others improving the instruction of learning strategies based on classroom research projects.

In these programs, the lesson plan models ensure a complete cycle of learning. This is achieved through a series of phases, often starting with a preparation phase and continuing with presentation, practices, and others phases until finally arriving at a closure or transfer of skills through applications phase.

III. Conclusion

The sample lesson plans are proposed as one way to ensure that our teaching incorporates ELT principles, new ideas, and newly developed strategies so as to enhance the communicative competence of our students. This type of lesson plan enables students to achieve their goals of communicating in English effectively and efficiently and use these skills beyond the classroom.

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Organization and Coherence: A Text Analysis Approach to Basic Composition Instruction

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Abstract

Many composition instructors in EFL contexts, especially instructors of basic composition, place much emphasis on grammatical accuracy, sentence-level control, and cohesion, while relegating to minor importance the teaching of “global” organizational strategies. This workshop will operate under the belief that these priorities should be reversed. Since textual coherence depends upon the understanding of and effective execution of global organization plans, it is not “too early” to begin with the teaching of organization in basic composition courses, even when the students have not yet mastered sentence-level grammar and still struggle from limited lexical control. In this workshop, participants will examine “poorly” written texts composed by first year university students in Korea and discuss how alternative textualizations can increase their effectiveness.

I. Introduction/Motivation for Workshop

If the aim of composition instruction is to aid students in the development of their written communicative skills, the teaching of organizational strategies, both on a “local” and “global” level, should be a central issue in the writing classroom. Important questions include: How can students learn to recognize the interplay between organizational choices and textual coherence, and how can they learn to make strategic choices about the grouping and ordering of material with the aim of maximizing communication? Such questions, however, are very often neglected or relegated to minor importance when composition is taught in EFL contexts, especially at the beginning level, as primary emphasis is placed on students’ achieving grammatical accuracy, sentence-level control, and textual cohesion. This lack of attention to organization provides a disservice to students of basic composition because it evades the primary question of how to achieve textual coherence. Using insights from the field of written text analysis, particularly work by Michael Hoey and Malcolm Coulthard, this workshop will outline an approach to teaching organizational strategies to “false”-beginning university students of EFL composition.

II. Workshop Activities

This workshop will begin by attempting to demonstrate the comparative importance of teaching effective organizational plans over accurate sentence-level grammar to students of basic composition. Participants will examine several versions of a short student-written text (composed by a student in the first-year English program at Yonsei University) and we will discuss which version is most successful and why. Then we will move to Michael Hoey’s work on “culturally popular patterns of organization” (2001). Of these, the primary pattern we will examine is “situation-problem-solution-evaluation.” Not only is this pattern very common but is perhaps the root “plan” for all academic research writing (Coulthard, 1994). Other patterns we will examine include “assertion-denial-justification” and the “general-particular” pattern (Coulthard, 1994).

Throughout most of the workshop we will be examining poorly written student texts and discussing how alternative textualizations can increase their coherence. Participants are encouraged to participate actively in the examination and discussion of the given texts. Plenty of time will be reserved for questions and plenty of space for friendly debate about the methods discussed.

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The effect of a genre-based approach to English writing in Taiwan

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Abstract

Since the early 1980s applied linguists and language teachers have shown a great deal of interest in discourse-based approaches to the analysis of written and spoken discourse. Researchers in writing use genres as a tool for analysing the overall organisation and patterns or distinctive linguistic features within a particular genre. Such analyses can be used for planning teaching and learning activities. However, few studies have shown the implementation of using this kind of approach in a writing context and demonstrate its effects. This experimental and classroom-based study aims to explore the effects of using a genre-based approach to English writing with the evidence of students' authentic written productions. A total of 28 university students at the freshman academic level served as the subjects for this study. The instructor adopted a genre-based approach in the writing class by assisting students to read different types of texts of the target genre, description style, in this study, and raised students' awareness of salient organisation patterns and linguistics features within the model texts. Investigation of students' writing assignments also demonstrates that students grasped the basic structures and main linguistic features to compose acceptable descriptive texts and their writing performance has been largely improved. This study provides effective evidence of adopting a genre-based approach to ESL inexperienced writers and offers useful insights and teaching activities for English writing instructors working on the first level in an English writing teaching classroom.

I. Introduction

How to teach writing effectively in a freshman writing class seems to be a challenging task. An informal survey about students' attitude towards English writing in the researcher's Basic Writing class reveals that 95% of the informants stated that they are not interested in writing comparing to other study skills and do not feel competent in writing. Sometimes because of students' unwilling attitude and their low interests to learn writing, it makes it difficult for writing teachers to teach students how to write well. When students enter to universities and enrol in a freshman basic writing classroom, an objective of the writing class is that teachers need to introduce students to different rhetoric writing styles, for example, narrative, descriptive, process and argumentative patterns and practice these styles of writing through the process of planning, drafting and revising. Conducting and selecting approaches to teaching writing for students have drawn a great deal of attention in the research field of English writing. Since the early 1980s applied linguists and language teachers have shown a great deal of interest in genre-based approaches to the analysis of written and spoken discourse (Halliday, 1985; Swales, 1981, 1990 and Bahatia, 1991, 1993). Researchers in writing use genres as a tool for analysing the overall organisation and patterns or distinctive linguistic features within a particular genre. Such analyses can be used for planning teaching and learning activities. However, few studies have shown the implementation of using genre-based approach in a writing class and demonstrate its effects.

This experimental and classroom-based study aims to explore the effects of using a genre-based

approach to English writing with the evidence of students' authentic written productions. The instructor adopted a genre-based approach in the writing class by assisting students to read different types of texts in a description style and raised students' awareness of salient organisation patterns and linguistics features within the model texts through instructions and guidance provided by the writing instructor.

II. Methods

A. Procedure

28 English major freshman students in the Basic Writing class were guided to read the target genre 'description' and each text described a place, a person and an object respectively. One text was chosen to demonstrate this type of genre and it is presented as follows (Adopted from Folse, Muchmore-Vokoun, Solomon, 2004, p140).

A great living room

My living room may be small, but it is tidy and well-organized. On the right, there is a wooden bookcase with four shelves. On top of the bookcase is a small lamp with a dark base and a matching lampshade. The first and third shelves are filled with carefully arranged books. On the second shelf, there is an antique clock with faded numbers on its face. The bottom shelf has a few newspapers. On the opposite side of the room is an old television set with nothing on top of it. Between the television and the bookcase is a large sofa. A fat, striped cat with long whiskers is curled up in a ball on the right side of the sofa. Lying to the left of my cat is a single sock that the cat probably brought from another room. Directly in front of the sofa, there is a long coffee table with short legs. On the right side lie two magazines. They are stacked one on top of the other. Perhaps the most striking item in the room is the beautiful beach painting above the sofa. This extraordinary painting shows a peaceful beach scene with a sailboat on the right, far from the beach. Although it is a small, everything in my living room is its place.

After reading this text together, students were asked to answer a series of questions based on the main features used in a descriptive text. The purpose for this task is to raise students' awareness of the general nature and main linguistic features in the text through being the discourse analysts themselves.

They include:

- * What subject does this writer try to describe? Can you see a picture coming out from the text?
- * What impression does the writer aim to create for readers?
- * How is this text organised? Could you underlie all the prepositional phrases to indicate locations?
- * What is the special order that the writer follow to describe his/her room? Does the writer describe the subject from the bottom to the top or vice versa or from the right to the left or the opposite?
- * What kind of details does the writer use to describe objects in the room? Could you identify and circle all the adjectives used in this text? After doing so, could you categorise them into the five sensory groups, they are, 'sight', 'smell', 'taste',

'hearing' and 'touch'?

- * Does the writer use any similes or metaphors or even exaggeration to describe his/her room?

After this analysis, students were then guided to read a passage given by the instructor in order to compliment some theoretical background for a descriptive text. Students were then informed to write an assignment in a descriptive style and they could choose any topics as they like.

III. Results and discussion

Each student's text is presented first and words in italics indicate adjectives and underlined phrases refer to prepositional phrases. One example is presented here and the other two texts will be discussed in the 2005 KOTESOL conference.

My favorite pencil

1. There is a pencil that has been put in my pencil box since I was a junior high school student. 2. It is my favorite, and it is made in Japan. 3. Even though I have bought many other pencils, I still use this pencil when writing. 4. It is a very normal pencil. 5. It is covered with bright yellow color on its cover and with few blurred red words on it. 6. On the top of it sits a doll and he is a little boy. 7. He is wearing a yellow hat with a feather tied on it. 8. He has shiny dark hair and a pair of bright, blue, and big eyes. 9. His nose is very different from others because his nose is twice longer than other ordinary people. 10. Under his nose, it is his mouth full of energy, always with a big smile on it. 11. He is wearing a red overalls and a short yellow T-shirt with a big, blue bowknot on it. 12. It looks really fun and naughty. 13. He is wearing a pair of white gloves on his little hands. 14. What's more interesting is that his red shoes on his feet are as big as his head. 15. In addition, he is sitting at the floor, open his legs widely. 16. His appearance is so unique that I can't throw it away. 17. That is why I cherish it so much.

Ann chose to describe a subject, 'her favorite pencil', in her assignment and line 1 immediately signals the history and background of this pencil and her emotional attachment with it in lines 2 and 3. Beginning with a brief introduction to this pencil, Ann highlighted the significance of this pencil to her and provides some qualities about this pencil. Before she initiated to describe this pencil in details, she especially emphasized the ordinariness of this pencil with the use of the first adjective normal, which is also the impression she wants to convey to readers. She tried to avoid reader's imagination to visualize it as something peculiar. The first three sentences create a particular impression which Ann aimed at building and she successfully transmitted this impression to her readers. In terms of the spatial order, she started to describe this pencil from its outside features with the use of adjectives such as bright, yellow, few, blurred and red so that readers can visualize this pencil vividly. She then moved her focus to describe an even more specific subject of this pencil, a little boy on the top of the pencil.

Lines 7 to 15 were used to describe this little boy and she again had a clear structure to focus on where she aimed at emphasizing. Her organization to describe this little boy is from the top to bottom. In line 7, she described the color of this little boy's hat as yellow and this hat is with a feather which is also another way to describe a subject without using adjectives. She then described the boy's hair and eyes in line 8 and used more adjectives such as shiny, dark,

bright, blue and big. Comparing with her previous description, she used comparative phrases, 'twice longer than ordinary noses' to highlight the little boy's nose and this use can be seen as a simile. From the prepositional phrase 'under his nose' in line 9, she indicated a clear position for readers to follow her description from the nose to the boy's mouth. She not only used the adjective big to describe the mouth but also a metaphor 'full of energy' to show her good skills in using descriptive devices. After she finished describing facial features of the little boy, she switched her focus to the clothing the boy wears. We can see that she had a clear mind about where her focus is; from the natural appearance to the outside wearing. In line 11, she used adjectives to show the size and color of the clothes the little boy wears. And in line 12, the adjectives funny and naughty she used strengthens her emotions towards this particular subject. In line 13, she used white to indicate the color of the gloves and used little to signal the boy's hands. In contrast with the adjective little, we see big when she depicts the boy's shoes and she used the phrase 'as big as' to show her good skills in description. She is not good at using adjectives in color and sizes skillfully and also adverbs as we can see this use in line 15 'widely' to describe the boy's feet. Lines 16 and 17 serving as concluding sentences, showing Ann's strong attachment with this pencil and these sentences echo the first three sentences in this text. The impression and picture of this pencil is consistent through the text. In general, we can see in Ann's text that she used numerous adjectives in color and size to describe this rather small and particular subject 'pencil' and readers can visualize this pencil following her description and advance in creating a picture of this pencil in their minds. All of her descriptive devices are visual and her use of metaphors and similes conveys the vividness of this specific subject and is used as an alternative way to describe subjects without using adjectives.

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An Analysis of Task Types in Korean Middle School English Textbooks

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Abstract

Textbooks are an essential part of learning; they provide input and support for both learners and teachers in formal language classes. Although their main role has changed in response to recent trends in second language acquisition theory and methodology, their effect on the actual teaching and learning process may be more influential in countries like Korea where English is taught and learned as a foreign language.

As a result, the choice to use one textbook over another can considerably affect the outcomes of language teaching and learning. This presentation will explore areas to improve on in the development of future textbooks by pointing out the strengths and weaknesses of current textbooks based on the results of an analysis of types, settings and related language skills of tasks in Korean middle school English textbooks.

I. Introduction

As the world becomes more global, the aim of language learning is not simply studying language, but rather communicating through it. As a result, the Korean 7th National English Curriculum (NEC) is trying to encourage a more Task-Based Language Teaching (TBLT) approach based on the widespread use of task-based syllabi and materials to facilitate the development of Korean learners' communicative competence (Ministry of Education and Human Resources Development, 1999). However, at least some current research suggests that not very much has been achieved towards the implementation of the 7th NEC in this regard due to the insufficiency of textbook materials that support TBLT (O.-H. Kim, 2003), and in addition to several other reasons: (1) A shortage of practical teacher training and support based on the philosophy of the 7th NEC (E.-J. Lee, 2003); (2) reading and writing centered teaching methods that adhere to the grammar translation method (Moon, 2004). This study, then, will examine whether the tasks in third year Korean middle school English textbooks, designed with the 7th NEC goals in mind, are well balanced in terms of type, settings, and related language skills, and in light of these findings, determine a focus for future English curriculum and textbook development.

II. Background

A. Why Task-Based materials

Many language teaching materials are still learning focused, composed of discrete language items based on the belief that what is taught will be learned (Tomlinson, 2001). However, materials based on TBLT provide learners with various types of interactive tasks to facilitate their acquisition of the target language via actual communications with their peers or teachers. This principle of learning by doing, not learning by studying, is spreading beyond language teaching classes to other disciplines and wherever instruction takes place (e.g. IT, art, and even business) by virtue of its strong effect on practical outcomes.

B. Task-Based Materials, but with What Kinds of Tasks?

Even among proponents of TBLT, the definition of a task varies depending on the researcher. Ellis (2003), for example, distinguishes [L1] a task from an exercise by defining the former as one that ends in meaning-focused communication while the latter (i.e. an unsuccessful task) ends in learners showing what they know about language. Breen (1989), however, considers ‘exercise’ as one type of task. Ideas about what a ‘task’ is varies among researchers and, as a result, tasks have been studied in relation to types and difficulty (see Ellis, 2003; Nunan, 1989; Nunan & Keobke, 1995; Willis, 1996) to find out which types of tasks most successfully promote effective learning.

In one example, Nunan (1989) categorised the types and difficulty of tasks according to the cognitive and outcome requirements demanded on the part of learners. The author claimed that if a task is designed so that learners use only receptive skills (e.g. comprehension checks), without any need to respond, it is easier than a task accompanied by real communicative interaction. Table 1 shows the categorization of tasks related to difficulty determined by type of learner response.

Table 1: Task type and difficulty according to learner response (modified from Nunan, 1989: 142)

Easier ↓ More Difficult	Comprehension (Processing activity)	Listen/ read, no response → C1 Listen/ read, non-verbal response → C2 Listen/ read, verbal response → C3
	Production (Productive activity)	Listen, read and repeat/copy → P1 Listen read, carry out drill → P2 Listen/ read, respond meaningfully → P3
	Interaction (Interactive activity)	Listen/ read, rehearse → I1 Listen/ read, role play → I2 Listen/ read, solve problem/ come to conclusion → I3

III. Research Method

A. Textbook Selection

This study examined the three top-selling third year textbooks, selected from among thirteen, currently used in Korean middle schools, all of which were designed with the basic philosophy of the 7th NEC in mind:

- A: Chang, Y.-H., et al. (2002). *Middle school English 3*. Doosan Publishing BG.
- B: Kim, Y.-J., et al. (2002). *Middle school English 3*. Didimdol, Inc.
- C: Lee, B.-M., et al. (2002). *Middle school English 3*. Chunjae Education

B. Principles

As previously mentioned, the aim of this study was to examine the sufficiency of the current textbooks in terms of communicative purpose by examining the ratio of tasks in the textbooks. The broad scope definition of task is applied to the analysis process. Accordingly, each task in the selected textbooks is considered one unit of analysis.

For an analytic study of tasks in the selected textbooks, selected from among other various task type framework categorizations, a modified version of Nunan’s (1989) task difficulty criteria are

used here as the basic framework (see Table 1 & 2). Some examples of qualitative descriptions of the nine categories of task types are as follows.

- C1: Just comprehending reading or listening texts without any reactions to it
- C2: Ticking or matching based on learners' comprehension of the given information
- C3: Filling in blanks, choosing the correct answers form the given lists
- P1: Copying or repeating the given sentences, role-playing in a given dialogue
- P2: Various kinds of pattern drills (e.g. substitution or transformation of sentences)
- P3: Answers to open questions, either by speaking or writing
- I1: Simulating (e.g. creating a table after gathering information from classmates)
- I2: Discussing, role-playing after creating a new dialogue
- I3: Problem solving, completing unfinished stories

For a more detailed analysis, two supplementary frameworks, a task settings analysis framework (see Table 3) and a related language skills analysis framework (see Table 4), were created and used. In this context, task setting refers to 'the classroom arrangements specified or implied in the task' (Nunan, 1989: 91), and language skills refer to the actual language skill or skills required to be used by learners to complete each task.

IV. Findings

The findings of the study indicate that, for distribution of task types (as Table 2 shows), 54% of the task types in the textbooks comprise comprehension tasks, while 37% is devoted to production tasks and only 9% to interaction tasks.

Table 2: Distribution of task types

Task types	TextbookA (%)	TextbookB (%)	TextbookC (%)	Total number (%)	Total (%)
Comprehension	C1 115 (25)	79 (13)	55 (14)	249 (17)	
	C2 81 (18) 56%	170 (28) 52%	114 (29) 52%	365 (25)	54%
	C3 60 (13)	67 (11)	37 (9)	164 (11)	
Production	P1 22 (5)	67 (11)	20 (5)	109 (7)	
	P2 60 (13) 35%	94 (16) 39%	83 (21) 35%	237 (16)	35%
	P3 77 (17)	71 (12)	47 (12)	195 (13)	
Interaction	I1 37 (8)	47 (8)	32 (8)	116 (8)	
	I2 1 (0) 9%	3 (0) 9%	2 (1) 10%	6 (0)	9%
	I3 5 (1)	5 (1)	4 (1)	14 (1)	
Total	458(100) 100%	603(100) 100%	394(100) 100%	1455(100)	100%

In terms of task setting distributions, more than seventy percent of the tasks are individual tasks without any teacher-learner interaction, and the amount of pair work (12%) and group work (10%) is low.

Table 3: Distribution of task settings

As well, in terms of related language skills, more than half of the tasks relate exclusively to reading, and reading followed by writing skills tasks.

Task Settings	Textbook A (%)	Textbook B (%)	Textbook C (%)	Total number (%)	Total (%)
Individual	363 (79)	403 (67)	338 (86)	1104	76%
Pair	70 (15)	80 (13)	28 (7)	178	12%
Group	14 (3)	113 (19)	15 (4)	142	10%
Class	14 (3)	1 (0)	0 (0)	2	0%
Individual → Class	6 (1)	2 (0)	6 (2)	14	1%
Group → Class	4 (1)	4 (1)	7 (2)	15	1%
Total	458 (100)	603 (100)	394 (100)	1455	100%

Table 4: Distribution of related language skills of task

Related language skills	Textbook A (%)	Textbook B (%)	Textbook C (%)	Total number (%)	Total (%)
Reading(R)	149 (33)	174 (67)	130 (33)	453	31%
Listening(L)	45 (10)	111 (13)	56 (14)	212	15%
Speaking(S)	15 (3)	27 (19)	13(3)	55	4%
Writing(W)	33 (7)	6 (0)	7 (2)	46	3%
R → W	122(27)	135 (22)	128 (32)	385	26%
R → W → S	22(5)	6 (1)	9 (2)	37	3%
R → S	31 (7)	87 (14)	26 (7)	144	10%
R → S → W	0 (0)	15 (2)	2 (1)	17	1%
L → W	8(4)	28 (5)	10 (3)	56	4%
L → W → S	0 (0)	0 (0)	1 (0)	1	0%
L → S	1 (0)	5 (1)	0 (0)	6	0%
S → W	1(0)	5 (1)	1 (0)	7	0%
W → L	1(5)	0 (0)	0 (0)	1	0%
W → S	20(4)	4 (1)	11 (3)	35	2%
Total	458(100)	603 (100)	394 (100)	1455	100%

These results clearly reveal that the selected textbooks are not likely to foster meaningful interactions among or between learners, often asking them to complete comprehension check-up questions with simple ticking or matching activities or to do repeat pattern drills individually using reading or writing skills instead of listening or speaking skills. Thus, there should be more careful consideration and effort when developing teaching materials for future use and to make them more task-based and communicative, especially at the task design level². However, some tasks in current textbooks, those with transitions of settings or language skills in which learners need to use multi-language skills offering a chance to present task outcomes to their peers, seem to offer a good starting point for positive future developments even though their ratio is still very low in their current stage³.

V. Conclusions and Implications

This study set out to investigate whether the tasks in third year middle school English textbooks under the 7th NEC are well balanced in light of their types, settings, and related language skills

and to determine a focus for future English curriculum and textbook development. Based on the findings, the study claims that future curriculum and textbook developers should make all efforts to include more small group and large group interaction type tasks in the textbooks, balanced for the use of all four skills, to help learners improve their communicative competence in English. Finally, this study recommends that action research be undertaken in which textbook tasks can be evaluated. Such action research, conducted in English classes throughout Korea, should aim to explore the types and designs of tasks which better fit the Korean context, considering Korean English teachers' language ability, actual class size, learner characteristics, etc.

1. It may be better to define materials analysis versus materials evaluation. Tomlinson (1999: 10) claimed that 'an analysis asks questions about what the materials contain, what they aim to achieve and what they ask learners to do', while an evaluation refers to decisions about their quality for the actual classroom use of them.
2. Willis (1996: 14) asserted that 'if learners are encouraged to communicate, they are likely to acquire a language faster and more efficiently'.
3. Some researchers informed that providing reporting chances to learners inside or outside of the classroom accelerate learners' target language acquisition by making them more sensitive to what they are hear and read, and by bringing out their intrinsic motivation from them for the better outcomes (see Willis, 1996; Foster, 1996).

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Child-Adult Differences in Auditory Discrimination and Pronunciation of Foreign Phonemes

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Abstract

This is a comparative study examining child-adult differences in their ability to perceive, discriminate, and articulate Korean phonemes. The study tested the two groups to determine whether or not there existed any significant difference in their capacity to discern and pronounce distinctive Korean phonemes. The sample consisted of 20 children between the ages of 6 and 10 (pre-pubertal) and 20 adults between 18 and 22 years of age. All 40 subjects in the study were monolingual English-speaking residents of the U.S. who had had no exposure to a language other than American English. To eliminate possible gender influence, equal number of males and females were used in each group. Selected subjects were required to undergo a hearing screen test consisting of pure tones at 25 dB (ISO) at 250, 500, 1000, and 2000 Hz to both ears. All randomly selected subjects were certified by an audiologist as having normal hearing. People with cognitive disorder or learning disability were excluded from consideration in the subject selection.

There were two parts to the test: auditory discrimination and pronunciation. Three pairs of Korean consonantal stops, k, t, p, with varying phonetic features, were considered. The three stops--lenis, aspirated, and fortis--can be characterized by distinction in tension, voice, and aspiration. Using a tape recorder/player, each subject was asked to listen and enunciate the model syllable heard on tape. Following a three-second pause, the model pronunciation was repeated, followed by three choices--varying only in the consonantal stops--from which the subjects were asked to select as the sound that most closely corresponded to the model articulation heard on tape.

Statistical tests at an alpha level of .05 were used to compare the vector of means of the two groups' auditory discrimination and pronunciation scores. Results from the t-test analyses revealed that there were no significant differences between the two groups in auditory discrimination ($t=1.49$) and oral production skills ($t=.31$). A Pearson product-moment correlation examining the possibility of a relationship between auditory discrimination and articulation skills indicated that there was a relatively weak correlation ($r=.37$) for the two measures for the child group but a strong correlation ($r=.60$) for the adult group.

Summary

For more than four decades, the question of age differences in second and foreign language acquisition has been hotly debated in linguistic and educational circles (Krashen, 1986; Olson & Samuels, 1973; Oyama, 1976; 1978). The answer to this question is perceived by many scholars to be an important step towards developing a framework from which to generate further re-

search on issues related to language acquisition. Specifically, a better understanding of child-adult differences in second and foreign language acquisition will enable both researchers and language educators to recognize the optimal period for introducing bilingual and foreign language education, as well as assist in the development of appropriate types of curricular and instructional approaches, methods, and strategies to teach younger and older students.

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The Impact of ESL Placement Test Decisions

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Abstract

This study examines the impact of an ESL placement test on international graduate students at a large public university in the U.S. The test was administered to incoming students and was used to place them into appropriate ESL writing courses. Some test takers might be misclassified as non-masters and are required to take ESL courses. Therefore, they do not benefit from a full registration of content courses. Students who are unhappy with their test results are defined as “malcontents” in this study.

As case study participants, three students were selected based on their perception that they were not happy with their test results; they were tracked for the subsequent two semesters of their academic program. I conducted in-depth, face-to-face interviews with them, and I audio taped and transcribed verbatim each interview. This study presents narratives from the test-taking experience to the first year of graduate program for these three malcontents. Three malcontents reported that they benefited from taking ESL courses and appreciated the benefit, which showed that adverse consequences were minimized at this academic context.

I. Introduction

A. Malcontents

New international student take an institutional ESL placement test, which then exempts or requires further English classes during the first semesters of study. Some might perceive that their command of English is better than what the test prescribes, and they are unhappy. Such students also feel strongly that they are not in the USA to study English, but to study their chosen major field. These students who are unhappy with their test results are called malcontent in this study. The operational definition of malcontents is as follows: people who are unhappy with a particular test-taking experience such as tests' results and post-test instructional sequences. Malcontents are students who are not convinced about their test results, regardless of whether or not they liked the overall content and format of the test.

If malcontents reported that they benefited from ESL courses and that they did not have major language related difficulties in coursework, it would constitute an important part of validation. This would also contribute to improve current test practices and update curricula and teaching methodology in ESL courses. In contrast, if the ESL courses that students are required to take in accordance with the test results are not perceived to be beneficial by those students, it casts doubt on both the test results and ESL course objectives.

B. ESL Placement Testing: Perceived usefulness vs. perceived happiness

Depending on whether or not students are happy with their test results and they find the subsequent instructions useful, they can belong to one of four cells in Figure 1.

Figure 1. ESL Placement Testing: Perceived Usefulness vs. Perceived Happiness.

Perceived happiness with test results	Perceived benefit from subsequent courses	Useful	Useless	
		Happy with test results: 'typical' students Unhappy with test results: 'malcontents'	(Case 1) * Happy with test results * Perceived benefit from subsequent courses	(Case 2) * Happy with test results * No perceived benefit from courses

Figure 1 presents perceived usefulness of courses along with perceived happiness with test results or placement decisions. The distinction between these two types of perceptions lies in the fact that the perceived happiness takes place right after the test, while the perceived usefulness comes into play during post-test instruction. The top and bottom rows classify students into two categories: typical students and malcontents. If students are happy with their test decisions, they belong to the top row and are classified as typical test takers. In contrast, if they are unhappy with their test decisions, they belong to the bottom row and are classified as malcontents.

The first and the second columns show differences in students' perceptions of courses. If typical test takers perceive that the courses are useful, they belong to the first cell (Cell 1) in the top row; however, if they perceive they did not benefit from the courses, they belong to the second cell (Cell 2) in the top row. Neither of these cells in the top row presents a fundamental challenge to the existing testing practice. Top-row students are convinced about their test results, although we admit that Cell (2) is of serious programmatic interest.

I would like to bring special attention to the two cells in the bottom row. The bottom left cell (Cell 3) shows that malcontents appreciate the beneficial value of ESL courses, which also indicates minimal adverse consequences. The bottom right cell (Cell 4) is the most problematic in that test takers are not convinced about their test results, and they did not benefit from the courses. This indicates that the test has adverse consequences on the students. In the ideal situation, we will have many cases in Cell 1, some cases in Cell 2, and a few instances in Cell 3; we hope that there will be no cases in Cell 4. The situation of Cell 4 invalidates both the test and ESL courses; however, the situation of Cell 2 does not invalidate the test, although it does the courses.

I report here the stories of three malcontents: Amy, Anna, and Lily. I hope that the reporting of these stories will improve testing practice in a local setting as well as inform readers who may face similar dilemmas elsewhere.

C. Research Questions

Specifically, the following research question is addressed in this study. What is the direct impact

of the ESL placement test on malcontents, students who are not convinced about their test results? Stated differently, do they perceive they were misclassified as non-masters?

III. Methods

A. The Computerized Enhanced ESL Placement Test

The Computerized Enhanced ESL Placement Test (CEEPT) was administered to incoming international students and was used to place them into appropriate ESL writing courses at the University of Illinois at Urbana-Champaign (UIUC). It is a video-reading based essay test where test takers were given sufficient time to plan, produce, and revise essays. During the morning session, examinees watch the video, read the article, and write first drafts with the help of a group discussion. During the afternoon session, examinees write their second and final drafts based on the peers' comments.

B. Data Collection Methods

I collected evidence of the consequences of UIUC's using the results of the CEEPT on an individual basis. The data on consequences for students is anecdotal by nature. The anecdotal evidence is viable for the following reason. Since the effect of the tests on students is experience at the level of the individual, it is unreasonable to expect purely scientific evidence like test performance data.

I conducted in-depth, face-to-face interviews with them, and I audio taped and transcribed verbatim each interview. I was not able to interview malcontents' faculty members because malcontents did not feel comfortable about my contacting their professors.

C. Participants

I deliberately chose a few malcontents. Three students were selected based on their perception that they were not happy with their test results.

The following is a description of these three students. I assigned each participant a pseudonym. All of them are female graduate students.

Table 1. Description of three participants

Participants	Major	Academic status	Gender	Nationality
Amy	Electrical & Computer Engineering	Graduate	Female	Serbia
Anna	Economics	Graduate	Female	Guatemala
Lily	Kinesiology	Graduate	Female	China

IV. Summary of Results

Narratives about the CEEPT test-taking experience and the first semester of their graduate program will be provided. That is, stories about selected students will follow academic as well as linguistic developments.

Table 2 summarizes a trajectory of three malcontents' graduate study during the first year of study at UIUC. Amy was a malcontent from the pilot study, not the main study. Because the

basic procedures to analyze malcontents were the same in both the pilot and main studies, it is acceptable to combine and compare the three malcontents.

Table 2. Case Studies of Three Malcontents

Malcontents	Placement decisions	Students'			Change of perceptions of placement decisions
		perceptions	Placement Content decisions courses	ESL courses	
Amy ^a	ESL 500	Not accept (A score of 5 on the writing section of the TOEFL)	Time-consuming in spring, Very useful in summer	No specific problems, but lower grades than expected	Accept the placement decision finally
Anna	ESL 501	Not accept (A score of 6 on the writing section of the TOEFL)	Time-consuming but somewhat useful in Fall, Appreciation of the benefit, Immediate effect on writing papers for two economics courses in spring	A misunderstanding of questions in the textbook, Some difficulty with the amount and the pace of readings	Accept the placement decision finally
Lily <i>A double malcontent</i>	ESL 500	Not accept both CEEPT and diagnostic test results	Useful in Fall and Spring, Appreciation of the benefit, No immediate effect on helping manage her content courses	Some problems with readings because of many unfamiliar expressions and jargons	Not Accept

^a Amy was a malcontent from the pilot study, not the main study

A trajectory of the first malcontent, Amy, showed that she was not convinced about her CEEPT result at the beginning but accepted the result after her second required ESL course. She reported that she had benefited from the ESL courses and that she did not have major language related difficulties in her coursework. The problem of malcontentedness may be a function of subsequent programs of study. Displeasure at a test result may be displeasure at the entire post-test instructional sequence; therefore, the ultimate satisfaction and the ultimate realization of its beneficial value may need to await the completion of that instructional sequence.

The second malcontent, Anna, followed the same path as Anna. After her required ESL class, she became happy with her test result. Considering that Anna earned a high score on the TOEFL, her changed attitude toward her test result deserves an attention.

The third malcontent, Lily, found the ESL course useful at the first instructional sequence; however, she was not happy with her test result even after the completion of the ESL instruction. Considering that Lily is a double malcontent, it is not surprising that she was not convinced about her test result. It is possible that the ultimate satisfaction with the test result is case-sensitive.

The required ESL writing class contributed to students' understanding of academic writing

practices. The fact that malcontents benefited from taking ESL courses and appreciated the benefit revealed that adverse consequences are minimized at UIUC.

V. Discussion

The results of this study showed that adverse consequences of CEEPT were minimized at UIUC. Three malcontents reported that they benefited from taking ESL courses and appreciated the benefit. The inclusion of malcontents' points of view contributes to the understanding of construct validity in several aspects. That is, the effect of the tests on students addresses the consequential validity, the most important type of validity evidence. Second, it focuses on test use, especially negative attributes, which have not been reported explicitly in any validation study. Third, the effect of the tests on students is about experience at the level of the individual. I believe that the perspectives of students, the ultimate stakeholders in testing, need to be reflected in test validation.

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The Process-Oriented ESL Writing Assessment: Promises and Challenges

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Abstract

This study reports on the potential of a process-oriented ESL writing assessment called the Computerized Enhanced ESL Placement Test (CEEPT). The CEEPT at the University of Illinois at Urbana-Champaign is a daylong process-oriented writing assessment in which test takers are given sufficient time to plan, produce, and revise an essay. This study examines whether or not students can benefit from the opportunity to reflect, interact with others, and revise their essays. Specifically, this study investigates what level of revision test takers focused on as well as the extent to which the quality of written products differs between first and second drafts. Results of this study showed that students produced their final drafts in a more coherent manner with academic writing features and complex sentences, as indicated by increased analytic as well as holistic scores, t-units, modals, and a global level of revision. The benefit of process-oriented writing assessment as it is presently constructed in the CEEPT seems well justified. This study thus offers insights into, and even an exemplary model of process-oriented writing assessment. The findings can serve as a basis for institutional placement test design in both ESL and English composition programs.

I. Introduction

There has been a mismatch between process-oriented English as a Second Language (ESL) writing instruction and product-oriented assessment. Although the methodology for teaching ESL writing has shifted toward process-centered approaches over the last two decades, the assessment of ESL writing skills on standardized and institutional ESL placement tests has continued to focus on written products (Hinkel, 2002).

Although portfolio-based assessment is very popular in the L1 assessment context and L2 writing classroom, there are very few writing assessments available in the ESL context. The point to make here is the question of what can be an exemplary model of process-oriented writing assessment in the ESL context. How can we retain the benefits of portfolio assessments while freeing constraints imposed on timed-single draft essay tests? I strongly believe that process-oriented assessment features, such as sufficient time for writing and the opportunity to receive peer feedback and revise rough drafts, can be integrated into the ESL testing context.

From the perspective of college-level ESL assessment of writing for placement into or exemption from courses, the diverse educational systems that students arrive from and the practical limits on timing (e.g., the difficulty of structuring a multi-day process for a writing test) also must be considered. Currently, the University of Illinois at Urbana-Champaign (UIUC) uses the process-oriented writing assessment called the Computerized Enhanced ESL Placement Test (CEEPT), as its in-house institutional ESL placement test.

The potential of process-oriented writing assessment is often implied but seldom examined empirically in ESL assessment contexts in terms of multiple types of evidence such as the level

of revision, scores, and detailed text analysis. We know, for example, very little about the ways and degree to which students' performance changes from rough to final drafts as they engage in the full range of writing processes within a testing context. The purpose of this study is to investigate the effect of the revision session facilitated by computer writing tools on the quality of second drafts. Specifically, I examined whether or not ESL students' essays improve significantly as a result of peer feedback and revision in CEEPT testing context.

II. Methods

A. The Computerized Enhanced ESL Placement Test

The CEEPT is administered to incoming international students and is used to place them into appropriate ESL writing courses. The CEEPT provides a potential alternative between timed-single draft essay tests and portfolio assessments. The construct being assessed is not simply a text written as a reflection of academic writing competence of the individual; instead, it is the assisted or mediated writing performance which includes social aspects of writing such as negotiation and interaction (Prior, 1998).

B. Participants

A total of 121 students took the CEEPT in Fall 2004. Among them, 11 (9.1%) were undergraduates and 110 (90.9%) were graduate students. Among 110 graduates, 100 students in Business (n = 43), Humanities (n = 20), Science (n = 9), and Technology (n = 28) participated in this study. The participants represented various first language backgrounds, with the majority of them being speakers of Chinese (n=32), Korean (n=31), and Spanish (n=10).

C. Measures and Analysis

1. Rating Scales

(a) The Holistic Rating Scale

The holistic rating scale addresses the following dimensions of academic writing: flow of ideas, effective elaboration, linguistic expression, synthesis of ideas, and paraphrasing. Holistic scores are given in a single global rating on a scale of 1 to 4.

(b) The Analytic Rating Scale

An analytic rating scale consists of six categories: organization, content, grammar and lexical choice, the use of sources, plagiarism, and mechanics. Under each category, there are four levels of statements. The scores for the six analytic scales also ranged from 1 to 4.

2. Text Analysis of CEEPT Essays

(a) Quantitative Measures of Texts

The number of words, T-units, and the T-unit length were compared between first and second drafts. The T-unit in this study is operationally defined as a minimal unit constituting a complete sentence (i.e., one independent clause and any dependent clauses connected to it). The T-unit length is the average number of words per T-unit and is obtained by dividing the number of words by the number of T-units.

(b) Four Linguistic-Rhetorical Text Features

The selection of features for the analysis was based on the same criteria as Hinkel's (2002) study. I chose four features that might reflect change and improvement across revisions in a

testing context; modals, adjective clauses, logical connectors, and exemplifications.

(c) Inter-Rater Reliabilities for Text Analysis

The analysis of students' first and second drafts (i.e., a total of 200 drafts) involved independent judgment about T-units, textual features, and level of revision. A second rater independently analyzed 20 % of the drafts (i.e., a total of 40 drafts consisting of the first and second drafts from 20 students). The pairwise correlations were calculated to get inter-rater reliabilities between the researcher and the second rater. Inter-rater reliability figures for all aspects of the text analysis were highly acceptable, each one falling well above 0.9.

3. Level of Revision: Revision Categories

I investigate revision processes involved in the CEEPT by tracking changes made between two drafts. Microsoft Word's Track Changes function allowed me to track changes made to already existing documents (i.e., the first draft). The Track Changes identifies textual changes; strike-through indicates text deletions, and underlining indicates text additions. The classification of revisions in this study aimed to identify the range of revision (i.e., mechanics, words, phrases, sentences, and paragraphs).

III. Hypotheses

If the CEEPT is effective at encouraging student engagement in a fuller version of the academic writing process, then the following hypotheses should be confirmed:

- 1) Holistic scores on the final essays should be higher than those on the draft essays and the distributions of those scores should shift (i.e., the effect of the extended assisted writing process should not be linear).
- 2) Analytic scores on the final essays should be higher than those on the draft essays and the distributions of those scores should shift.
- 3) The frequency of words, t-units, and t-unit lengths should all increase. The first two measures simply reveal that revisions were performed. Increased t-unit length would be consistent with elaboration within clauses, a likely sign of qualitative revision of ideas and language.
- 4) The normalized frequencies of one or more of the four linguistic-rhetorical text features analyzed should increase, again as each would be a sign of qualitative revision. I expected that essays would show improvement in academic writing from first to second drafts with more developed academic discourse.
- 5) Analysis of revision should indicate that revision between drafts occurred: evidence of higher-order revision should also occur, again as evidence of global and qualitative revision.

IV. Results

A. Holistic Scores

On average, holistic scores were 0.263 higher on second drafts than on first ones, which was statistically significant.

Table 1. Holistic Scores for the Two Drafts

Scores	First draft ^a		Second draft ^a		Dependent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Mean difference	<i>t</i>	<i>df</i>
	2.46	0.45	2.72	0.58	0.26	4.156	99
Holistic					0.000**		

^a N =100
** *p* < .01

B. Analytic Scores

Significant results about the analytic scores on organization, content, grammar, use of sources, avoidance of plagiarism, and mechanics suggest that second drafts are linguistically better than first drafts.

Table 2. Univariate Analyses of Variance of Six Analytic Scores

Analytic scores	Type III SS	df	MS	F	p
Organization	18.301	1	18.301	61.787	0.000*
Content	22.781	1	22.781	78.192	0.000*
Grammar and lexical choice	11.761	1	11.761	59.365	0.000*
Use of sources	33.211	1	33.211	150.039	0.000*
Avoidance of plagiarism	1.125	1	1.125	7.244	0.008*
Mechanics	15.680	1	15.680	67.287	0.000*

** *p* < .01

C. Quantitative Measures of Texts

The results of the dependent t-test indicated that differences of 147.74 words, 7.17 T-units, and 1.14 T-unit length between two drafts were significant.

Table 3. Frequency of Words, T-Units, and T-Unit Length for the Two Drafts

Quantity of texts	Frequency				Dependent t-test			
	First draft ^a		Second draft ^a		Mean difference	<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Words	301.52	105.87	449.26	127.92	147.74	15.442	99	0.000**
T-units	18.38		25.55		7.17		99	0.000**
	6.42		7.08		13.166			
T-unit length	16.72		17.87		1.14		99	0.000**
	3.15		3.20		4.983			

^a N =100
** *p* < .01

D. Four Linguistic-Rhetorical Text Features

The following univariate test results show that there were significant differences in the normal-

ized frequency of modals between two drafts. That is, second drafts contained more modals than first drafts.

Table 4. Univariate Analyses of Variance of Normalized Frequency of Textual Features

Textual features	Type III SS	df	MS	F	p
Arcsin modals	0.018	1	0.018	8.001	0.006*
Arcsin adjective clauses	0.006	1	0.006	3.580	0.061
Arcsin connectors	0.000	1	0.000	0.154	0.696
Arcsin exemplification	0.002	1	0.002	1.498	0.224

** $p < .01$

E. Level of Revision

The peer revision session and a computer writing tool facilitated the revision process, which made students focus on the global level of revision (i.e., sentence and paragraph levels). Advanced students made more changes at the sentence and paragraph level than did intermediate students. Students in both groups made more changes at the word level than in any other category.

Table 5. Descriptive Statistics About Level of Revision for Advanced and Intermediate Groups

Level of revision	Advanced			Intermediate group				
	group		SD	N		M	SD	Min
	N	M		Min	Max			
Mechanics	61	3.95	3.80	0	33	4.03	3.97	0
	18				18			
Word	61	14.70	11.90	0	33	15.24	10.62	0
	43				44			
Phrase	61	8.75	7.52	0	33	7.48	6.72	0
	31				26			
Sentence	61	7.57	5.52	0	33	5.73	4.17	0
	28				15			
Paragraph	61	1.00	1.00	0	33	0.82	1.26	0
	4				6			

There was a significant relationship between paragraph level revision and change of organization scores. Students who made changes at a paragraph level received higher scores on organization than those who did not.

Table 6. Univariate Analysis of Variance of Organization Scores

Level of revision	Type III SS	df	MS	F	p
Mechanics	62.181	1	62.181	4.368	0.039*
Word	1042.380	1	1042.380	8.649	0.004**
Phrase	192.744	1	192.744	3.783	0.055
Sentence	0.375	1	0.375	0.014	0.906
Paragraph	21.766	1	21.766	19.282	0.000**

* $p < .05$. ** $p < .01$

V. Conclusion

The results of this study suggest a great potential of the process-oriented writing assessment, confirming the five hypotheses. Close analysis of holistic scores, analytic scores, quantity of texts, text features, and revision categories provided useful information about the ways that students' final drafts improved significantly.

In summary, the CEEPT, the institutional ESL process-oriented writing assessment at UIUC, simulated important real world academic writing practices and provided students with a chance to revise their essays. Students took advantage of this opportunity; they went beyond increasing the text length and produced final drafts in a more coherent manner with academic writing features and complex sentences

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Popular Music and its Role in the English Language Classroom

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Abstract

Effective teaching and learning draws upon student interests and motivation. It's no secret how much high school and university students love popular music. It makes sense, therefore, to build upon this in the teaching of English, since the wealth of popular songs in the English speaking world offers a rich and extensive resource for language educators. Popular songs allow students to learn language patterns, idioms, and structures effortlessly, and are an excellent source of informal and colloquial English. Popular songs also provide pain-free reinforcement and practice of language patterns. In addition, popular songs make the target language and culture more accessible to students. This workshop will explore the role of popular songs in optimizing learning, and as a powerful motivator. The theoretical, cognitive, affective, and linguistic rationale for using popular songs in the English language classroom will be explored, and suggestions will be offered for the use of popular songs in the classroom. Guidelines for selecting popular songs will also be discussed. The presenter will also do a practical demonstration of the use of popular songs in the classroom.

I. Introduction

One of the most basic pedagogical principles is that for learning to be effective, it must be meaningful, stimulating, and motivational for students. There is perhaps no greater way to achieve this with high school and university students than through the use of popular music. Students come to us with a broad array of interests and hobbies. However, popular music is arguably the most pervasive, the most stimulating, and the most unifying of all these interests. It makes sense, therefore, to tap into this most powerful of resources, an enormous compendium of English language experiences, to assist students in their learning of English and in their enjoyment of such.

II. Rationale for the Use of Popular Music in the EFL Classroom

One theoretical justification for the use of popular music comes from Krashen's (1982) Input Hypothesis. Krashen maintains that new and unfamiliar vocabulary is best learned when learners see it as significant and meaningful. This results in comprehensible input since the new vocabulary is made comprehensible to the learner. Music provides extra linguistic support that increases the amount of comprehensible input learners receive (Medina, 2002). Part of the affective rationale for the use of popular music also comes from Krashen, in this case, his Affective Filter Hypothesis. This states that for optimal learning to occur, a positive attitude towards learning must be present. Negative emotions are like a filter that can block language acquisition (Medina, 2002). Therefore, the affective filter must be weak, because a strong affective filter will cause learners to be less open to language acquisition. Music is an excellent way to evoke positive emotions, thereby weakening the affective filter. Support for the use of popular music also comes from cognitive psychology. Gatbonton & Segalowitz (1988) refer to the fact that songs

allow students to develop automaticity, which allows them to know what to say, and how to say it effortlessly. This is a crucial step in the journey towards language fluency. Research into multiple intelligences (Gardner, 1988), and whole brained learning also supports the use of popular music as a language teaching resource. Popular music is also valuable from a linguistic standpoint. Since the language students are likely to encounter most frequently is informal, it makes sense to utilize popular songs, many of which are abundant with examples of colloquial English, the language of informal conversation (Schoepp, 2001). Music also emphasizes prosodic skills that are essential to mastery of a language including pitch, rhythm, intonation, and overall auditory acuity. But perhaps most importantly, music helps students understand that they do not have to hear every word in order to understand the overall meaning. Much of language learning is about predicting meaning, and understanding the essence of what is being communicated.

III. Suggestions for Using Music in the ESL Classroom

This workshop will offer many practical suggestions for the use of popular music in the EFL classroom, all of which are adaptable to any context or classroom situation. These suggestions are intended to stimulate the imagination of language educators and highlight the endless learning possibilities offered by popular music. For the purposes of simplicity, the suggestions for using popular music are divided into the following categories: Listening, Speaking, Writing, Reading, Grammar/Collocations, and Vocabulary activities. It is important to note, however, that there is considerable overlap among these activities, lending itself the possibility of designing integrated lessons. The issue of careful song selection will also be examined, and participants will be given resources to use when searching for classroom activities. Finally, the presenter will conduct a practical demonstration of some of these activities during the workshop.

IV. Conclusion

The message of this workshop is not only to emphasize the practical effectiveness of popular music as a language learning resource, but also to inspire and motivate educators, so that we in turn can inspire and motivate our students. This presenter believes that music in the classroom goes beyond the theoretical, the affective, the cognitive, and the linguistic, and offers a classroom approach that transcends the mundane and moves our students in the process.

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The Classroom as a Living Organism

A Metaphor for Instruction in an Adult Learning Environment

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Abstract

The Gage Canadian dictionary states as one of its definitions, that an organism is a complex structure made of related parts that work together and are dependent on each other and on the whole structure. This could certainly describe a functioning adult learning environment. The Cambridge Dictionary of American English simply describes an organism as a single living plant, animal, or other living thing. This is a more traditional view and is probably better described as a living organism, but could the learning environment of the classroom be considered an other living thing? I would argue that it at least resembles a living thing in that it is interactive, adapts to a changing environment, and has the capacity for growth. In the adult learning environment you create an organized learning structure using the unique human minds of the students to give life to the organism by allowing for interaction, adaptation and growth in group knowledge and enlightenment. In this vein the following summary will discuss the dynamics of the adult learning environment using the metaphor of a living organism. The presentation will include these topics and expand on the growth of the classroom environment and present examples in the adaptability of an organic classroom setting.

I. Introduction

How does an educator facilitate the functional unity of an organism in the learning environment? The instructor supplies the seed (the vision and preparation) that germinates on contact with the class. They then supply learning tissue to help develop the individual roles of the various participants so they may better adapt to a growing organic form. As with all seeds on germination, the general form and substance of the organism is predetermined, but the quality is driven interactively during the actual learning experience. All contribute to the energy and development of the learning organism and all walk away with the experience of having been apart of a living exercise.

II. The Seed - Vision and Preparation

The instructor should be prepared before the learning experience begins (this cannot be over-emphasized). The more prepared and comfortable the instructor is, the more alternatives are available to adapt to situations as they arise and the more effectively the instructor can implement change. There will be room for spontaneity and on the spot improvisation and adaptation but the experience is stronger and more valuable if they are back-up strategies rather than the first line of attack to collective cognitive development.

Before beginning try to be as clear as possible on your motivation, expectations, goals, styles of instruction, key points and themes to be covered, time table milestones, and areas of flexibility (be prepared with a wide array of alternatives in styles of instruction to ensure greatest

flexibility).

Try to learn as much as possible about your audience; the motivation, general characteristics, unique characteristics or needs of the group, and unique characteristics or needs of specific students. Britzman (1992 p. 253) advises instructors that their first struggles as teachers will be to understand the fears, desires and commitments toward social life that their students already hold and to create the conditions for their students to become concerned with what their own views about social life mean in the work of understanding the self and others, and in the forming of thoughtful social relationships. Then survey the following; general layout of the learning environment, unique qualities of the learning environment, restrictions of the learning environment, and additional available resources that may be utilized. What contractual restrictions and requirements need to be considered and met? Given this information, what do you consider your best probable scenario and your worst probable scenario (realize that the learning experience will be somewhere in-between). Do whatever can be done to prepare for the unknowns. The initial impression you give will set the tone on the lesson and will either allow you the comfort of coasting on the enthusiasm of the students or cause you to continually fight against a tide of indifference or antagonism.

III. The Tissue - The Structure of the Class and the Role of the Players

The instructor and students are the tissue of the learning organism. One of your strongest assets in the learning environment is a clear assessment of the structure and strengths of the class. What is the optimum structure for interaction? Where are the strengths and weaknesses? Who interacts best with who and who interacts poorly? What is the pattern of the group and how adaptable is this structure for change? Do you like the initial pattern of the group? If yes, then how can it be enhanced and if not, then how can it be adapted into a more acceptable form?

In the organic classroom, the instructor plays two separate roles; (1) as the instructor developing and guiding the form of the learning experience and (2) as a constant observer of the dynamics of the classroom environment. Both roles are vital if this instructional style is to be successful. In the role of instructor, present yourself and your expectations and goals in the first few minutes of the class. In the role of observer carefully observe the reaction of the students constantly looking for patterns and changing patterns of the group.

Learn about the group and try to tie the course material to their interest and needs. The method of instruction is inquiry and development. Try to start a flow where you present and direct your agenda for presentation then blend this with the agenda presented by the group -- unite goals and desires. Interplay with the group building on individual strengths and weakness and individual similarities and difference. Techniques of interaction include; probing and developing questions, transference of energy and response, and paraphrasing of ideas to give the desired form.

It is valuable to have a brief outline guide to help you remain true to your most important points and themes, but this should be general and limited in scope to allow for the most variation in presentation of the key themes. By having a simple agenda initially and explaining this to the group you will more likely find group support and a sense of both commitment and cooperation on meeting general goals.

Another suggestion is to present yourself as naturally as you can in a friendly manner. Talk to students with respect as you would talk to a friend or a peer. The more the learning interaction resembles a personal conversation, the more it can become a blending of minds into a functioning unit of learning. Be respectful and sensitive at appropriate times. Of all the... principles for motivating humans, perhaps the most important is this: always treat people with respect (Ford, 1992 - p. 218). Move around, be expressive, share a limited amount of yourself on a personal level, and vary from your own agenda.

As an observer you are constantly looking for patterns of interplay. Use this to adjust energy and topic flow. Flexible standards means being willing and able to replace one clear, challenging standard... with another clear, challenging standard... when the first one has been accomplished or evaluated as unrealistic and flexibility is a powerful tool for ensuring that the flow of behavior episodes continues in such a way as to maximize productivity, satisfaction, and competence development, during good times and bad (Ford, 1992 - p. 211). During the learning experience there are always crucial potential moments of learning -- use them. Be willing to either develop or drop a sensitive subject. Appear to forego your position of control, but in reality NEVER abdicate your authority and control. Understanding the context of power, in concert with the relationships it articulates and effectuates, allows us to move beyond an abstract notion of individual autonomy to construct a cultural theory of meaning grounded in social circumstances and material practices (Britzman, 1991 - p. 19).

IV. The Growth - Expanding Group Knowledge and Enlightenment

Growth in the organic classroom depends on principles common in education psychology generally. These principles help the instructor better understand the dynamics of the learning environment emphasizing how the student is learning, what is the method of motivation, self-efficacy and group dynamics. During the presentation these principles will be briefly addressed as presented by others as an over-view of contemporary views.

V. Summary

I present the metaphor of the classroom as a living organism not to illustrate a new style of instruction, but to emphasize an attitude towards the learning environment involving the relationship between the instructor, the curriculum and the students. During the presentation numerous references will be made to the views of others in education and psychology to offer an introduction to the principals that assist the instructor in understanding the influence they have in fostering the growth of their learning environment. If the adult learning environment promotes the growth and development inherent in the each individual through the collective growth within the learning group, similar to a living organism, than I believe it offers the most conducive environment for individual cognitive growth.

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Translating Meaning Between Korean And English Using Conceptual Expression

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Abstract

This summary will briefly introduce the general concept of conceptual expression and a methodology for translating meaning between languages using conceptual components. In the presentation, conceptual expression in language will be explained, as necessary, and the general methodology will be put into practical application, specifically addressing translation between English and Korean.

I. Conceptual Expression in Language

Each individual is different from others and as the circumstances that affect us differ these differences appear to grow. There is a certain amount of truth to this perception but there are substantially more underlying similarities within humanity than differences. This is also true of language. Superficially they may seem very different but fortunately the underlining concept being expressed in language is very similar. When considering expression in language, two basic themes should be remembered; (1) expression in language is an attempt to communicate and exchange information, and (2) conceptual expression in language gives direction to the train-of-thought [I will refer to the over-all communication as a train-of-thought when it may also be a statement, or an internal or external dialog], classifies and specifies the information being addressed, and gives intended meaning through the combination of the components within the expression.

A. Conceptual Development

Concepts develop in relation to other concepts and a general train-of-thought where there is reaction and inspiration. The choice of vocabulary will depend on the other base and supportive components, associations between components, and the associated situation. A communication is made by structuring the vocabulary into the general format of the language used for transmission. Once the message has been transmitted through language the human mind receives and translates the message into component vocabulary and relationships, ultimately translating the expression back into cognitive concepts, and reacts accordingly.

B. The Orientations and State

The most basic elements of a concept are two orientations and a state relating them. The first orientation begins a train-of-thought, interjects in an existing train-of-thought, or extends the train-of-thought. The second orientation ends the train-of-thought, verifies information about the first orientation, defers the train-of-thought, or extends the train-of-thought to a concept still to come. The second orientation can reflect the first orientation, represent a relationship of equivalency, act as a subordinate, or represent the result of a state of change between the two orientations. The orientations can represent someone, something, time, or location. Things can be physical or abstract, and may involve quality or characteristics.

The third basic element is the state. In English, if the state between the orientations is an equivalency or reflection, then the words for existence “to be” are used as the base state vocabulary. If the state between the orientations is one of association or being connected then the words for possession or association “to have” are used. If the state between the orientations is one where the first orientation effects or manages the second, then words for management “to do” are used. The state may also involve change or a process. All elements in an expression can be implied within the general context of the train-of-thought or through mutual understanding.

C. Reference Markers

Language markers are used to better define the base component, to define conceptual movement and to include additional qualities to individual components or the over-all meaning. The most immediate markers are those assigned to the vocabulary for the orientations and the state. Other major markers are for identifying inquiry, time orientation, plurality, the negative, and the possessive. Other common markers are sequence, progression, comparison, relative location, gender, age, honorifics, politeness, reflective, living or dead, human like or non-human like, association or disassociation, direct or indirect, general or specific, quality and character identifiers, inquiry and identification, etc. How these specifications are marked, where the markers appear in the general structure, the general importance of each marker, and when markers are necessary or considered inconsequential, varies between languages and over time. The major markers mentioned are usually shown directly or indirectly in languages whereas many, but not necessarily all, of the lesser markers may be represented.

D. Other Vocabularies and Structures

Other vocabularies may be added to enhance the quality or character of the orientations or the state. Forms of information connectors help join related information or concepts. There may also be sentence tags to enhance or re-direct the meaning of the concept. Finally punctuation also acts as a marker, organizer, and pacer of conceptual information.

E. Internal Inquiry and Developing Concepts and Expressions

How do we cognitively stimulate conceptual development? This is done with internalized inquiry ? internal questions.

When the mind wants to initiate or continue a statement or response it must identify the first orientation in reference to an original thought or in reaction to a previous one. This is done by asking the internal question ‘who ‘or ‘what’. The mind responds with a person, place, or thing, which becomes the first orientation. The mind then asks ‘what state is involved?’ If the state is a static state (to be, to have, to do, or desire) then this stimulates the internal question ‘who’ or ‘what’ which identifies the second orientation. If the state is one of change then the state of change stimulates the basic internal questions (who, what, where, when, why, or how) which produces the second orientation. The state of change can be enhanced with the internal question ‘what are the qualities of the state?’ such as possibility, obligation, etc. where a quality is added to the action. The state can also be a process; is the state a process of change? Other support information can be stimulated with the basic internal questions but also with questions about qualities and characteristics, and by requests for confirmation. Note that the mind does not have to follow the order of internal questions suggested here; for example, in Korean and Japanese the orientations are considered prior to specifying the state.

II. Translating Meaning from One Language to Another

To translate a concept from one language to another, first identify the key components, origins and states; fortunately languages tend to have similar vocabulary lists for these key components. Identify whatever markings may be used by the language to identify these roles such as order, prefixes or suffixes, associated words, or other markings. Identify other vocabulary and markers that show the relationship between components. Consider the additional information that may be given to enhance the concept. Now compile and organize the information into the new language vocabulary and structure starting with the base components of the concept, then add markers and support information to complete the expression.

The base components and relationships in a concept give the over-riding theme to the communication and would be the measure and guide for any corrections that may need to be made in the communication. Languages also tend to have common semi-fixed patterns for expressing common concepts that are worth learning as multi-word vocabularies.

III. Conclusion

General grammar indicates what is possible in language; conceptual analyses show what is probable in practical application. Translation based on a conceptual format does not ensure a perfect communication or one that would be identical to another following the same procedure of translation but it would ensure that the central concepts and logic of the communication were accurately conveyed; this is often not the case when more traditional methods of translation based solely on the standardized rules of grammar are used.

In this summary I have introduced the rough methodology for translating meaning between languages using conceptual expression. The focus of the presentation will be the practical application of the methodology in translating meaning specifically between English and Korean.

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Learning in Style: Setting Up a Learning Strategies/Styles Program

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Abstract

Effective learning strategies should be an integral component of any language training program. Effective strategies are also linked to students' learning styles. However, strategy/style training is the exception rather than the norm. Perhaps the answer is that most institutions are not sure how to go about developing a comprehensive learning strategies/styles program. This presentation describes how such a program was successfully developed and implemented for Korean language learners at DLI. The session provides an overview of the various style/strategy program components, training designs, instruments, and a description of the cooperative process used to launch the program.

I. Introduction

Learning strategies, according to Oxford (1990), are “specific actions taken by the learner to make learning easier, faster, [and] more enjoyable” (p. 8). Many factors influence the development of learning strategies. However, learning style “has a strong effect on the strategies that language learners use” (Oxford, 1990, p. 13). Learning styles, according to Felder and Henriques (1995), are “the ways in which an individual characteristically acquires, retains, and retrieves information”(p. 21). A learning style, then, represents a general and typically unconscious approach to learning while learning strategies are actions consciously devised for the purpose of learning or for solving a problem. Clearly, learning styles and learning strategies are key elements within the learning process. Yet according to Oxford and Crookall (1989), most students are unaware of their individual learning styles and do not typically question the effectiveness of the strategies they employ inside or outside the classroom. Teachers, on the other hand, must most often rely on their powers of observation or intuition to discern their students' styles and strategies. Given the importance of learning styles and strategies to the learning process, meta-cognitive training for students should be an integral component in any foreign language program. Yet this remains the exception rather than the rule.

The primary purpose of this presentation is to provide a rationale for making learning styles and strategies training a foreign language program component. The presenters have successfully developed and implemented learning styles/strategies training for Korean language learners at Asian School III, one of two intensive Korean language schools at the Defense Language Institute Foreign Language Center (DLI), Monterey, CA, USA, a government-run foreign language institute for military personnel.

The presentation will also:

- * Provide an overview of learning styles and strategies
- * Describe the instruments used to help determine student strategy/style preferences
- * Describe the cooperative process used to launch and maintain the program
- * Describe the introductory learning styles and strategies workshop for students

- * Give examples of learning strategies reported by students

II. Learning styles and strategies

The learning styles and strategies genre in education is not new. Kolb (1984) and Gardner (1993; 1999), among others, have made important contributions to the general study of learning styles while Oxford (1989; 1990; 1992; 1993) and Ehrman (2001) have specifically studied the styles and strategies of language learners. Both Oxford and Ehrman have conducted substantial research in this area sometimes jointly (Ehrman & Oxford, 1990; Oxford & Ehrman, 1993) and produced independent conceptual frameworks that are in many ways quite similar. Ehrman and Leaver (1997), devised an ectasis-synopsis model (ectasis refers to analytic learners while synopsis refers to global ones). This construct provides a framework for determining individual learning styles through a structured interview process, producing a complex multi-dimensional profile of individual learning styles. Oxford (1992; 1993) developed two questionnaires for determining styles and strategies: The Styles Assessment Survey (SAS) focuses on learning styles while the Strategy Inventory for Language Learning (SILL) looks at strategies. Both Oxford's and Ehrman's constructs focus on language learners. Oxford's work is probably the best known on strategies in the second language field. It has been translated into multiple languages and referenced in countless works.

Although both Ehrman's and Oxford's constructs have merit, Oxford's SAS and SILL are more ideally suited for working with large groups of students: These inventories can be completed and scored individually by the students themselves, an option not available when conducting Ehrman's ectasis-synopsis interview. And, although Ehrman's conceptual model renders more comprehensive results, Oxford's framework is less complex and therefore easier for students and teachers to understand, making it better suited for use in learner training. Oxford's (2005) framework links learning styles and strategies. Styles are divided into five categories with attendant characteristics and strategies:

- * Sensory preferences: Visual (Take notes, written instructions, needs to see words);
 - ** Hands on (Enjoys role playing; Learns by doing; Likes using computer to study)
 - ** Auditory (Talk & listen; Sub-vocalizes; Needs oral directions)
- * Extroverted/Introverted
 - ** Extrovert (Enjoys role plays; Asks lots of questions; Likes group work).
 - ** Introvert (Works alone; May not ask questions; Likes reading/independent work.)
- * Intuitive-random/Concrete-sequential
 - ** Intuitive-random (Organizes/creates individual ways to do things; Understands abstract rules without examples; Avoids practice)
 - ** Concrete-Sequential (Needs processing time and step by step examples)
- * Open/Closure-oriented
 - ** Open (Needs clarity, explicit instructions; Task-oriented; Meets deadlines; Low tolerance for ambiguity; Needs control and order.)
 - ** Closure (Likes options, open-endedness; discovery learning; tolerant of ambiguity; Problems with time management)
- * Synthesizing/Analyzing
 - ** Synthesizing (Takes in information randomly; Uses intuition/guessing meaning)
 - ** Analyzing (Puts information into categories; Likes things in a certain order;

Goal-Oriented; detail-oriented; Organizes time.)

III. Program Development Process

The learning styles and strategies program was first proposed by the Dean of Asian School III in the fall of 2004. At that time she asked one of the academic specialists in the School to investigate what other schools within DLI were doing in this area. After lengthy conferencing with a Department Chair from another school that had already implemented a styles and strategies program, a proposal for developing a styles and strategies program in the School was presented to the School's management and staff (the Dean, the department chairs and the academic specialists). After some discussion, the plan was accepted and implemented. With the support of the School leadership, implementation of the program was streamlined. It was decided to offer the introductory workshop after the second unit test and syllabi were adjusted to accommodate the intercalation of the workshop into the general program. (The Korean Basic Course is 63-weeks in length and divided into twenty units.)

IV. Style Analysis Survey (SAS)/Strategies Inventory for Language Learning (SILL)

The SAS (1993) and the SILL (1990) were developed by Oxford as a method for teasing out the styles and strategies of language learners. The SAS is a 100-question survey which determines students' learning styles while the SILL, an 80-question instrument, focuses on learning strategies. Both are easily administered and can be self-scored by students. The SILL, now available for free on the Internet around the world, was initially developed by Oxford (1990) as part of a longitudinal research project for DLI. Computer-based versions of the SAS and SILL were developed specifically for DLI. The statistics housed in the databases produce personalized style and strategy reports for each student. The information gleaned from both inventories gives students vital insight into their learning styles and strategies. In addition, the survey results provide an interesting springboard for students to discuss how they learn and the strategies they use.

V. The Learning Styles & Strategies Program in Asian School III at DLI

Asian School III's Learning Styles and Strategies program has three components:

- * A learning styles and strategies workshop for each class (along with their teachers) after the Unit 2 test or approximately eight weeks of instruction with a training session for faculty after the workshop.
- * A learning styles and strategies workshop focusing on listening comprehension and reading comprehension, presented at the end of semester 2 or after approximately 10 months of intensive instruction with a training session for faculty after the workshop.
- * Individual referral of students to an academic specialist for advising on styles and strategies as needed.

The learning styles and strategies workshop has five primary objectives:

- * To introduce students to learning styles and strategies
- * Make students more aware of their own learning styles/preferences

- * Raise the students' awareness of a variety learning strategies with which they can stretch their learning styles and broaden their repertoire of strategies
- * Get the students to develop learning styles outside of their comfort zones
- * To raise teachers' awareness and specific knowledge about the diversity of learning styles represented in their classrooms while developing a clearer understanding of the specific strategies their students employ

VI. The Introductory Learning Styles & Strategies Workshop: A description

The individual SAS and SILL surveys provide the trainer with an organized report of the students' styles and strategies. This data is used to generate pie charts of the styles and strategies represented in the class. These data displays are used during the workshop. The workshop itself is a 3-hour training event which introduces the students to the concepts of learning styles and learning strategies. The workshop is divided into three 50-minute segments. Teachers are also required to take the computer-based inventories and attend the workshop with the students. Attendance enhances their knowledge of learning styles and strategies and helps them to better understand their students. One or two weeks after the workshop, the trainer meets with the teaching teams to discuss how data from the SAS and SILL can enhance and inform their teaching.

Part I of the workshop is devoted to learning styles. Students are given a list of high-level English vocabulary words to learn. After studying the words, the students will discuss the strategies they used to learn the vocabulary. They then take a vocabulary quiz to see how well they were able to learn the words. A discussion of the strategies the students employed follows the quiz along with a review of vocabulary learning strategies.

In Part II, the students receive written reports on their learning styles and strategies. The trainer then presents a presentation of the overall learning styles and strategies of the class and fields questions.

Part III introduces the concept of learning strategies and helps the students to better understand themselves as learners by getting them to discuss the techniques they use to learn. Student groupings are based on learning styles (visual, auditory, hands-on, and analytic). Teachers roam from group to group and observe. The workshop concludes with the trainer asking the students to "stretch" their learning styles and try new strategies. As a homework assignment, students are asked to fill out a grid listing strategies they currently employ in six areas (Reading Comprehension, Vocabulary, Speaking, Listening Comprehension, Grammar, and Other) and strategies they plan to try after the workshop. These forms are turned in to the trainer who responds to each student individually with comments on their plans and suggestions for further "stretching".

The following is a sampling of student learning strategies reported during and after the workshop:

- * Listening Comprehension: Listen for key words or groups of words; Transcribe.
- * Reading Comprehension: Make general visualizations of common words and phrases; Read Korean children's books.
- * Speaking: Ask questions to natives to improve comprehension; Sing along with tapes/songs; Talk to yourself.

- * Grammar: Keep a journal; group vocabulary according to parts of speech; write stories and essays with current grammar features.

VII. Conclusion

Students' awareness of their learning styles and the strategies they use to study, participate in the classroom, and interact within target language situations outside the school house can add a new dimension to their learning experience. These new awareness have the potential to free them from beliefs that they are "not good at" certain aspects of language learning or, indeed, that they cannot learn a foreign language at all. Metacognitive awareness has the potential to change attitudes and help students take control of their own learning.

Knowledge of students' styles and strategies is also important for teachers. Direct evidence of style and strategy diversity in the classroom can provide teachers with new insights into their students' learning experience and help them better prepare tasks that match students' styles and help them to stretch into new ones. Paying attention to styles and strategies in an organized program of training and individual advising helps students to enrich their current language learning experience, but also provides them with the tools they need to maximize their capabilities as learners in the game of life.

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Learning English through Extensive Reading, or Learn English the Fun Way by Reading Simple Novels

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I. Introduction

Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well with their linguistic competence, then write and talk about what they have read.

Characteristics of an Extensive Reading program: (Principles)

- * Students read as much as possible, perhaps in and definitely out of the classroom.
- * A variety of materials is available so as to encourage reading for different reasons and in different ways.
- * Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- * The purposes of reading are related to pleasure, information, and general understanding.
- * Reading is its own reward. There are few follow-up exercises after reading.
- * Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used.
- * Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- * Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- * Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- * The teacher is a role model of a reader for students, demonstrating what it means to be a reader and the rewards of being a reader.

During the class, students will do lots of Silent Reading. Outside of class, they will do "pleasure reading." Our school library now has some 500 "easy English" books, called "Language Learner Literature or Abridged books". The books are classified into six levels, from the easiest, Level 1, to the most challenging, Level 6. Students decide which books to read and the level that they are comfortable with, as taught while learning the 10 Principles.

Students write a short "Reaction Report" about each book. They summarize the book, then give their opinion about it. They are not graded for grammar, spelling, etc., the teacher just wants to make sure the book was read and give the student a chance to talk about what they read. The reports are shown to the conversation teacher, along with a "Summary Card" (125mm x 75mm). The Summary Card has a 'one sentence summary' on the front (exercising critical

thinking) as well as other information. The teacher scans the Reaction Report, and engages the student in a conversation about the book and interactively corrects their grammar and syntax as they watch. The report is given back to the student, who saves them in a notebook. The Summary Card is kept by the teacher as insurance against the student losing their paperwork. At the end of the term, students hand in their notebooks for points towards their grade.

Grades are usually given based on the number of pages read during the semester. There are no tests.

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<http://www.oup.com/elt/readers>

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The Effectiveness of Electronic Dictionaries

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Abstract

This study, on the issue of extensive reading, reading in general and vocabulary development had 53 students who did a vocabulary pretest (31 words) and a comprehension pretest based on the target passage (355 words and a 10th school grade reading level) one week before the study began. The passage was chosen and adapted so that almost all target words had adequate context to allow guessing. The students were divided into three conditions: (1) L1 glosses (85 translations of words and phrases), (2) electronic dictionaries and (3) the control (no glosses or dictionaries). The students read the passage five times during the semester always under the same condition with about 10 days between each reading. The idea was to mimic an extensive reading situation under which students receive repeated exposures to words and phrases, and decipher unknown items through context. Three weeks after reading the passage for the last time under experimental conditions, they did the posttest. The results revealed that the control group's vocabulary gain (23%) was very similar to that reported by Paribakht and Wesche (1997) in their extensive reading study, thus showing the validity of this study. Different from certain other dictionary studies, the results revealed that the electronic dictionary group outperformed the control. While the gloss group significantly outperformed the dictionary group on reading comprehension, they failed to outperform them on vocabulary acquisition. This presentation contains points of relevance to researchers, material developers, and both Korean and foreign classroom teachers.

I. Introduction

Extensive reading, whereby students read large amounts of material of their own choosing, has been widely reported as a method that greatly improves the student's reading ability as well as vocabulary acquisition, not to mention many other things such as writing ability and motivation (Cho & Krashen, 1994; Day & Bamford, 1998). In a personal conversation I had with Day in 2003 he stated that he felt it was a waste of time to provide L1 glosses in reading materials. His view, that students get all the benefit they need from simply reading and not referring to translation of any kind, is a commonly held view in this field. The evidence that points to the effectiveness of dictionaries and L1 glosses is almost exclusively from short term studies. So the question that this study dealt with is: How effective are electronic dictionaries compared with L1 glosses and reading with no translations after a lapse of three weeks, which is a much longer term than the usually immediate effect studies. This study also addresses, in an indirect way, how effective electronic dictionaries and L1 glossing might be if coupled with an extensive reading program. The reader may ask "Why compare electronic dictionaries with L1 glosses at all?" The answer is that when enough L1 glosses are supplied they appear to be more effective than using paper dictionaries, perhaps because they can supply the one right definition quickly, as well as supplying translations of phrases. Consequently, the question that I wanted to address was: How close can electronic dictionaries come to the effect supplied by extensive glossing?

II. Literature Review

First, let's look at the research concerning L1 glosses, which are printed translations of words or phrases. A number of studies (Baumann, 1994; Holley & King, 1971; Jacobs, Dufon & Hong, 1994; Joyce, 1997; Lomicka, 1998, Roby, 1991) have shown that when the concentration of L1 glosses is low (one glossed word per 20 words or less) then there is no effect on reading comprehension scores. But Luo (1993) found that the comprehension scores went up as the number of glosses available increased, and Jacobs (1994) also found a positive effect when the concentration was one gloss per nine words. Palmer (2003a) found that university students with access to adequate glossing significantly outperformed the control group and equaled those who received a thorough oral translation from their regular Korean instructor. Palmer (2003b) found, in a completely different study, that those with access to adequate glossing significantly outperformed not only the control but also two classes who received a complete oral translation from two different Korean instructors. However, neither Jacobs (1994), Luo (1993), nor Palmer (2003a, 2003b) did any delayed test to see what the delayed effect of glosses on reading comprehension would be, nor did they compare a gloss condition with a dictionary condition.

Concerning dictionary use, Bensoussan, Sim and Weiss (1984) in four large separate studies (N = 900, 91, 670 and 740) found that dictionary use was not effective for TOEFL-like reading comprehension problems were the students could refer back to the reading passage in order to answer the multiple-choice questions. On the other hand Luppescu and Day (1993) (N = 293) found that Japanese students that referred to dictionaries while reading significantly outperformed those who did not use dictionaries on a vocabulary test. However, Greaves (2005) on replicating the study (N = 30) with lower-level Korean students only found a statistical trend. And neither Luppescu and Day nor Greaves did a reading comprehension evaluation. Knight's (1994) results revealed that the dictionary group outperformed the no dictionary group on the written recall protocol, the immediate vocabulary test and the two-week delayed vocabulary test. But the dictionary computer program used in Knight's study supplied just one single appropriate definition of the target words much like a gloss would do. However, electronic dictionaries, like print dictionaries, often provide a number of definitions, and students often don't know which definition is the most appropriate. Consequently, the question still remains open as to the effect of electronic dictionaries on reading comprehension improvement.

Concerning the comparison of L1 glosses and dictionary use, Roby (1991) compared students that used glosses with a dictionary group but found no difference probably because the number of glosses was low. When Rashkovsky (1999) re-examined the same issue with more glosses she found a definite positive effect for glossing over dictionary use. Hulstijn, Hollander, and Greidanus (1996) also found that their gloss condition fostered more learning than the dictionary condition, but when the dictionary users looked up a word, they were more likely to remember that word. Leffa (1992) also concluded that electronic glossing was superior to bilingual dictionaries, and Aizawa's (1998) results supported that, but these results are contradicted by Laufer (2003), who found that when comparing two groups for the retention of 10 target words, the electronic dictionary group outperformed the gloss group.

III. Research Design

A total of 53 students (44 English majors) were divided into three groups (electronic dictionaries, glosses and control). For the vocabulary pretest, the students were asked to translate the list of words into English. Next, for the reading comprehension pretest, the students were ex-

posed to the target passage (355 words and a grade level of 10.3) with no glosses or dictionary use. The passage was slightly altered to provide enough context to make it possible for most of the target words to be guessed.

One week after the pretest, each student read the passage again under his/her assigned condition for seven minutes, but were not required to do any evaluation after reading. The students were exposed to the passage in this way four more times during the semester always under the same condition with about 10 days between each reading. The idea was to mimic an extensive reading situation under which students receive repeated exposures to words and phrases, and decipher unknown items through context. Three weeks after reading the passage for the last time under experimental conditions, they did the posttest which was exactly the same as the pretest. Others, such as Fotos and Ellis (1991), Fotos (1994) and Lee (2002) have all done the same thing, which was accepted by the editorial review boards of TESOL Quarterly and English Teaching.

The vocabulary evaluation was a list of 31 English words to be translated into Korean from the target passage in sentences that provided some context. The reading comprehension evaluation was based on the students' translation of the entire target passage, which was divided up into 26 idea units worth one point each. Half-points could also be awarded. Two raters evaluated the tests and discussed major differences. Usually, for studies like this, a written recall is required whereby the students put aside the reading passage and write as much as they can remember in their L1, but Rashkovsky (1999), who also used a translation evaluation, states that a weakness with written recalls is that something can be comprehended but not remembered. And Lomicka (1998), citing important sources, used a spoken translation to evaluate reading comprehension for much the same reason. Furthermore, Elinor (1997) found "a significant correlation between the subjects' performance" when comparing oral translation with conventional comprehension tests but the translation scores were "significantly and consistently higher than the test scores" (p. 13) thus revealing more comprehension than the conventional tests showed.

IV. Results

Table 1. Means of the Comprehension and Vocab Tests

Condition	N	* ⁽¹⁾ Comprehension Means	* ⁽²⁾ Vocab Means
Control	20	13.507	16.073
Glosses	21	19.385	20.731
Electronic Dict	12	15.795	18.850

Note: *⁽¹⁾ Max score: 26. *⁽²⁾ Max score: 31

ANCOVA's were used to analyze the results. ANCOVA's take into consideration differences in ability of the experimental groups as shown by pretest scores. In this case, by coincidence, the pretest score of the gloss group was significantly lower than those of the other two groups. The ANCOVA of the reading comprehension scores revealed that the gloss condition significantly outperformed both the control by 5.88 points (43.5% higher, $p < .001$) and the electronic dictionary condition by 3.59 points (22.7% higher, $p = .002$). The electronic dictionary condition also outperformed the control by 2.29 points (14.5% higher, $p = .040$). (See the com-

prehension means column in the table above.) The ANCOVA of the vocabulary scores revealed that the gloss condition significantly outperformed the control by 4.66 points (29% higher, $p < .001$) but did not significantly outperform the electronic dictionary condition. The gloss group score was 1.88 points higher (10%, $p = .057$) but it was close, a p value of .050 being the cut-off point. The electronic dictionary condition also significantly outperformed the control by 2.70 points (16.8% higher, $p = .008$). (See the vocab means column in the table above.)

V. Implications

The results present evidence that the use of glossed material can promote the acquisition of English long-term as seen by the fact that those who read the glossed material significantly outperformed those who read the passage without dictionary help on both the comprehension and vocabulary evaluations, which were conducted three weeks after reading the glossed passage for the last time. The implication for both expatriate and Korean teachers is that they should not be afraid of using glossed and even completely translated materials in class. Such materials are readily available from certain English study magazines, English newspaper supplements, as well as from self-study versions (자습서) of school textbooks. Using these materials could arguably help the students efficiently gain a much deeper understanding of English and increase their vocabulary knowledge, as shown in one of my previous studies (Palmer, 2003a). Also, if a teacher wishes to use a somewhat difficult all-English passage, she/he could assign a number of higher proficiency students to provide translations, in typed form, of a limited number of words and phrases. This will help the teacher prepare a comprehensible handout that will allow students to learn English in a relatively easy and efficient manner. A further implication for Korean teachers is the value of providing students with the translations of key words and phrases and allowing them to wrestle with the passage in groups. Bang (2002) found students learn very well with this type of learning. The implication for English material publishers in Korea is to provide material with extensive glossing, especially of phrases that cannot be looked up easily in a dictionary. It would also be good if they provided a lot of interesting glossed reading materials to allow students to engage in extensive reading and gain more from it. And education officials should take note of the research, show commonsense and encourage the using of extensively glossed textbooks.

In regards to electronic dictionaries the implications from these results are that they are probably worth using, based on the fact that the comprehension score was 14.5% higher than the control and the vocabulary score was 16.8% higher. (However, electronic dictionaries cannot provide the help that L1 glosses can). Based on these results, I advise that teachers should encourage electronic dictionary use even during class time to promote acquisition and also encourage their use in conjunction with an extensive reading program.

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Listening Strategies and Student Performance on a Computer-based English Listening Test

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Abstract

Research studies have revealed how students' effective use of learner strategies have helped language learning and test taking. Studies related to learner strategies are abundant. However, few have explored how learners use listening strategies when performing different listening tasks, despite learner views that the listening skill was the most difficult to master.

This study aimed to investigate how Thai advanced and non-advanced university students used cognitive and metacognitive strategies when performing a computer-based listening test, and whether there were relationships between the strategies employed and their performances on the test. The subjects were the fourth-year Chulalongkorn University students. The instruments included a computer-based listening test, questionnaires and interviews. The computer-based listening test was created based on the frameworks derived from analyses of the listening constructs as well as the cognitive and the metacognitive strategies. Both qualitative and quantitative methods were employed to analyze the data. The strategies used by the more proficient group and those used by the less proficient were compared. Interviews were conducted with representative students from each group for more in-depth data.

The presentation will focus on the test developing processes and discuss students' use of different listening strategies when performing the computer-based listening test. The findings give teachers some implications of how to improve students' listening abilities through the use of effective strategies.

I. Introduction

Of all the four language skills, listening is viewed as the most difficult by Thai learners of English (Chirdchoo and Wudthayagorn, 2001). The reasons that account for its difficulty vary. In Chirdchoo and Wudthayagorn (2001), students claimed that the listening skill was more difficult than the reading skill due to their having less control over the input. The intricate processes of decoding a listening input increased the degree of difficulty. Researchers, including Buck (2001), claimed that listening comprehension involved complicated cognitive processing that requires students' knowledge in both linguistic and non-linguistic areas. In other words, both bottom-up and the top-down processes are believed to play an important role.

Studies on learner strategies that help ESL and EFL learners to effectively cope with a listening input are considered necessary. Among a wide range of learner strategies lie the cognitive and the metacognitive strategies that are dominantly discussed and studied by researchers. The cognitive and the metacognitive strategies are claimed to account for one's success in learning a language. Past literature revealed positive relationships between the use of learner strategies and language performance. For example Najjar (1998) revealed that successful learners are usually those who are active and responsible for their learning. Not only do successful learners possess various kinds of learning strategies, but they are also able to select appropriate strategies for each situation. The importance of both strategies on learning processes is supported by the work of other researchers, e.g. Brown (2002), Derry & Murphy (1979), O'Malley & Chamot (1990),

Oxford (1990), Purpura (1999), Rubin, Quinn & Enos (1998), Suwapap (1998), Thompson & Rubin (1996), Wenden (1991), etc.

Literature and research studies on learner strategies are prevalent, but the findings of the past studies on the relationships between the learner strategies and language performance are rather diverse. They seem to vary according to participants and skills. Also, most of them discuss a single cognitive strategy or a single metacognitive strategy such as prior knowledge (Alba & Hasher, 1983; Byrnes, 1984; and Wanprakob, 1995), translation of a text (Cohen & Apeh, 1979 in Virtual Assessment Center, 2004), etc. Most importantly, the studies on learner strategies in relation to the listening skill have not gained much attention, compared to other skills.

Studies on learners' use of the cognitive and the metacognitive strategies in relation to students' performance on a computer-based listening test will be of great benefit to the field as supported by Kim, Kim & Shin (2001) since no research has been done on the effects of multimedia and test takers' listening strategies on computer-based test performance.

II. Objectives of the Study

The two main objectives of the study were, 1) to investigate the relationships between the cognitive and the metacognitive strategies and performance of fourth-year Chulalongkorn University students on a computer-based listening test, and 2) to compare the nature of cognitive and metacognitive strategies used across high and low-listening ability groups

III. Methodology

A. Population and samples

The population was fourth-year students from the Faculty of Commerce and Accountancy, Chulalongkorn University. They were randomly selected by means of stratified random sampling. The number of the participants in the pilot study and the main study were thirty and one hundred respectively. Students were grouped into the advanced and the non-advanced groups based on their English listening proficiency determined by their scores from a computer-based listening test. Those with extreme scores were excluded.

B. Research instruments

The research instruments consisted of two listening tests, three questionnaires and retrospective interviews.

1. The CULI Test of English for Professional and International Communication (CULI Test PIC) served as an established test and was used to validate the computer-based listening test that the researcher developed.
2. A computer-based listening test was developed to measure students' listening ability and to elicit students' use of strategies. The test consisted of four parts with fifty questions. The program also incorporated a questionnaire containing targeted strategies that the students had to choose.
3. Questionnaires were divided into two types. One aimed to elicit students' views

towards the computer-based listening test while the other was to ask students to reflect on their use of strategies to answer each question. The latter was integrated into the computer program and was shown on the computer screen after students answered every fifth question.

4. Retrospective interviews to confirm their answers concerning their use of strategies were conducted with fifteen students from the high-listening ability group and another fifteen from the low-listening ability group.

C. Data Collection

During the pilot study and the test validation stage, the students were administered two listening tests: CULI Test PIC and the computer-based listening test. The questionnaires were distributed to elicit their views on the developed test and their use of the strategies.

In the main study, the students took the computer-based listening test and filled out the questionnaires, following the same procedure as in the pilot study. Randomly selected representatives from each group (15 from the high-listening ability group and 15 from the low-listening ability group) were called in for further interviews.

D. Data Analysis

1. Test Validation and Pilot Study

The validation processes of the computer-based listening test and the questionnaires underwent both qualitative and quantitative approaches, namely specification of constructs, consultation with experts, trials on a comparable group of students, and statistical analyses.

2. Main study

(a) Simple correlation was used to examine the relationships between two types of learner strategies (the cognitive and the metacognitive strategies) and student performance on the computer-based listening test

(b) t-test was used to investigate the differences between the mean scores of the strategies used by the advanced and the non-advanced groups. Descriptive statistics also revealed the frequency of the strategies used by each group.

(c) The interviews with 30 representatives were coded and analyzed.

IV. Results

The detailed findings from the main study will be discussed in the presentation. The following information is illustrative of the data obtained from the interviews with the advanced and the non-advanced students during the pilot study.

The advanced group showed either their awareness in the use of strategies or their knowledge of the strategies whereas the non-advanced group showed neither their knowledge of nor their familiarity with the strategies. This study also revealed as claimed by Anderson (1989) students' appropriate and effective use of the strategies affected their performance. The pilot study showed that the high listening-ability group relied more on recombining the words they heard, rather than guessing from the pictures or without any clues which were the strategies reported by the low listening-ability group.

Similar views that the two groups shared included the following. Students from both groups agreed that listening tests were more difficult than reading tests since they were not able to listen to the input again. This supported the view of the students from the study conducted by Chirdchoo and Wudthayagorn (2001). Moreover, based on Tsai's (2004) claim concerning the relationship between the quality of students' notes and their performance, this study also showed diverse note-taking strategies used by both groups. The high-ability group was more selective while their counterpart tried to note down everything they heard.

V. Conclusion

To supply what has been missing in the past research studies, the study focused on the use of learner strategies for the language skill least studied, the listening skill. This presents ESL and EFL teachers implications on how to prepare language learners to be more active and effective listeners.

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Indicators of Research - Based Learning Instructional Process: A Best Practice Case

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I. Introduction

The purpose of this research was to study indicators of research - based learning instructional process in the primary school which was a case study of the best practices. Using qualitative techniques, this case study research was conducted in the school that shown the best practices in research - based learning instructional process management in Bangkok. For five months of collecting data, non-participant observation of students and school staff members, informal interviews with the key informants, focus group discussion with the teachers who were selected by the team leader of research - based learning school project. Field notes, and documentary analysis were used in collecting data and data triangulation. The data were reviewed, synthesized and analyzed by analytic induction.

The results of this qualitative study were 4 main indicators of research- based learning instructional process. In the view as the educational system, the input and process indicators consist of three main indicators; research - based learning instructional management, characteristic of teachers and students' learning behavior, and the output indicator was the teachers' outcome and achievement, learning skill, and necessary characteristics of students.

For the further study, the indicators of research- based learning instructional process would be validated by five educational experts and concluded by the experts in the case school. The educators could apply for strategic planning in educational management and the best practices guideline for instructional development in primary school.

II. Background

Research was the important tool to develop the quality of the learning and teaching. The usefulness of research were reviewed and concluded for many ways. Thai educators showed that research procedure and research result could be used for learning development, achievement of students development but there were not much teachers who used research for improvement or applied the research results, the research finding for effective learning and teaching.

Research - based learning is a system of instruction which used an authentic learning, problem ? solving, cooperative learning, hands on, and inquiry discovery approach, guided by a constructivist philosophy. Its usefulness had been recognized for many decades but "research in classroom" had not been adopted as a teaching method by many (Lockwood, 1994)

Research - based learning is an effective way to change students' learning and practicing about how to learning by doing. Further more, much of the research articles revealed that students understanding of new knowledge were poor which it could be explained that students in elementary school and secondary schools could not to study, discover, inquire the new lesson or knowledge by themselves. Because of the instructional design in the past, the teachers' rules were important in the classroom, students had learned from the teachers' teaching and telling. For

a long times the teachers centered has the teaching style in Thai classroom. The nature of learning style in classroom was passive learning which there were many educators had studied to improve the scope of knowledge, students' achievement levels, the skill in study by using scientific method. Klingner (1999) said that students should be practiced to search the new knowledge by learning by doing or the instruction technique of instruction that we had known "research - based".

The researchers and educators had tried to develop the research - based instruction or we could call research - based teaching or research - based learning for graduate students. The improvement of teaching for encouraging students to learn more had been tried to change. Most of educators used the learning style: learning by inquiry' as we known that students could learn and got the new lesson by themselves. However, Suwannawela, J. and the Faculty of education, Chulalongkorn University (2001) said that we had to facilitate the teachers in using teaching style which were integrated the research and teaching.

The research - based learning form consisted of two types : the first form was the teaching that included the research result and other teaching methods. The second form of research - based learning was the method that served our students to construct the knowledge by searching, setting hypothesis, collecting data, analyzing data and making the conclusion of the new data or new lessons. We had heard that there were scientific methods which were suitable for learning by doing.

From the study the indicators in education, it was found that of research - based learning; had to be studied the indicators which could identified the condition, trait and the output of the instruction at that time were completed or not, and the indicators could tell the educators that everything were done successfully and followed out the objectives of teaching. Further more, indicators were necessary for making the guild way of instruction management and the evaluation of teaching and students' learning. However, this study for development the indicators of research - based learning had to used the experts who known about the theories, principles of research - based learning and the experts who had been teaching this style actually and there were effectiveness about learning development and encouraged teachers to improve their student' achievement.

III. Objectives

This research project were aimed as follows; 1) To study the best practices in research - based learning instructional process in a primary school

2).To study the indicators of factors that related with research - based learning in a primary school 3)To study the indicators of research - based learning output in primary school

4) To study the guideline for developing other primary school to act according to a research-based learning instructional process

IV. Conceptual Framework

Research - based learning or research - based instruction was explained by Krulik and Rudnick, 1993; Somwang, 1998 that was teaching method by using research in learning process for study the new lesson. Research - based learning was involved with the research in two traits; the first was using research review as the content of the lesson and the second one was development the research process as a tool in inquiry learning for the body of knowledge.

Pateep (2000) said that research - based learning was consisted four methods of teaching; 1) teaching by using research method, 2) teaching by participation with the teacher in research project, 3) teaching by studying the research results and research procedures which student could learn about the document synthesis because synthesis was the important skill in research procedure. The last teaching method was using research review as the content of the lesson. The advantages of research - based learning were developing the inquiry skill of learning development, Students could be got the chance to know or learn not only the content in the lesson but also they could be practiced the learning skill, for example searching, setting hypothesis, collecting data, examining data or data analysis and conclusion. If the students had learn by using research - based teaching technique they could had the skills for inquiry the new knowledge and could learn everything and development the body of knowledge.

The theories about learning theories that were synthesized. Three theories that related about research - based learning as follow; 1) Behaviorism: this theory presented that learning may be occurred from the reinforcement. The learners could be got the new knowledge by passed from teacher which we had known in the word

'passive learning'. 2) Cognitive Psychology: this theory believed that receiving new information, stored the data, the learners had to active in trying to understand the meaning of data of information. 3) Constructivism: the Cognitive Psychology focused on the rules of learners about constructing new knowledge so this theory was called "Constructivism" that had 4 components as follow; 3.1) learners construct their own understanding, 3.2) learning could be constructed by prior understanding, 3.3) learning which collected from social interaction, 3.4) learning by the real experience for constructing the meaningful learning. Form the Constructivism theory, the expert about teaching and learning development had applied to construct the learner - centered principles and the principle of research - based learning.

Johnstone (1981) said that the indicators were the information which identify the quantity or condition of the thing that would like to measure at that time. From the synthesized definitions of the experts show that indicators was the information which used to identify the condition or the trait of performance in organization at that time and tell the result of performance which the officers would like to know how they get succeed.

The development of indicators was the process for constructing the information of condition at the time. Johnstone (1981) said that the step of development indicator had four issues, that were setting the method, selection overall variables, gathering the appropriate variable and setting the variable loading. In the field of education, Johnstone (1981) had described that the development or constructing education indicators were thee methods as follow; the pragmatic definition of an indicator, the theoretical definition of an indicator and the empirical definition of an indicator. The setting variable loading had three methods; the first one was expert judgment, the second was measure effort required and the third on was empirical data which was the statistic method in analyzing data as the example follow: multiple regression analysis, factor analysis, discriminate analysis or canonical correlation analysis (Wanee, 1996; Johnstone, 1981) The quality of indicator was proof by using the two principles; the first was the proof by suing theoretical framework and the second principle in checking quality of indicator was statistical method. For this study, the researcher planed to develop the indicators of research ? based learning by using the experts who had the real knowledge and had a lot of experiences in following the theoretical framework which from studying the related literatures. The usefulness of education indicators were five issues as follow: (Johnstone, 1981; Bottani and Walberg, 1994) 1) about setting the policy and the main objectives of education management 2) about audit, control and evaluation the educational system 3) about research for education development 4) about ordering or classifying the system of education and the last useful point of education

indicator was evaluation the quality in education.

V. Methods

Introduction the indicators of research - based learning in elementary education was developed in using the experts who had the real knowledge and had a lot of experiences in following the theoretical framework which from studying the related literatures. The researcher developed the conceptual framework of the developing the indicators of research - based learning in elementary education by review related literature. Prepared the construction the model, validating and revising the model. About the step of validation, five educational experts who could tell the way, the principle and theoretical of research - based learning. Five experts had been selected from Department of Educational Research, Faculty of education, Chulalongkorn University. This study focused on a primary school in detail and aims to obtain an understanding of the best practices in research-based learning instructional process management. In addition to documenting reviews, it will provide insights into why things happened and the circumstances prevailing at the time. Four principal methods of data collection was employed: 1) a review of written documents, 2) semi-structured interviews with key staff teachers, 3) observation the instructional process in classroom and students learning behaviors, and 4) focus group discussion with the key staff teachers who taught research-based learning.

A. Sites and subjects

This study concentrates in detail on a primary school which is a case study of the best practice, this school was shown the best practice in research-based learning instructional process management in Bangkok. Methods of collecting information will include a review of documents, semi-structured interviews with key staff teachers and the administrator who relevant with research-based learning in primary level, observation the classrooms and focus group discussion. The research project will also collect histories and the instructional process management of this case over a period of several weeks. The researcher contacted the school board chief to request permission to use this school as a case study. After this school give permission, the researcher prepared the details of questions and explained in more detail and asked to attend the next meeting of teachers who used research-based learning method with their students and planning in order to introduce the objectives of research and the scope of this collecting data.

B. Data collection

Information was collected by using four principal methods: 1) a review of written documents, 2) semi-structured interviews with key staff teachers, 3) observation the instructional process in classroom and students learning behaviors, and 4) focus group discussion with the key staff teachers who taught research-based learning.

1. Review of documents

The researcher asked the key staff teachers for portfolio of teachers and students, baby research or the research product of students that had learned by research-based learning. The lesson plans and diaries after finish the lessons which were written by the teachers were reviewed in this study. In addition to the histories and the school year planning were reviewed and analyzed for getting the information of school, the culture of this organization, and the context for more understanding about this case.

2. Semi-structured interviews

The semi-structured interviews were held with the administrator and key staff teachers who taught research-based learning method. The teachers who were key informants in this study had to teach in primary level with research-based learning method, the academic assistant of head master in this school and the staffs who had key roles in this school which they was asked about their activities, plans, and the process management in research-based learning.

3. Observation

Non-participant observation of students and school staff members was used in collecting the information of this case. The scope of data which were collected as follows; method of the research-based learning which the teachers were taught, the teachers' behaviors, the behavior of students, the teaching technique and teaching materials, the context and circumstances in the classroom.

4. Focus group discussion

This case study was using qualitative technique by conducting focus group discussion with the ten teachers who were selected by the team leader of research-based learning project in school. The contents that were collected were the indicators of research based learning in primary school and the guideline to develop other school in research-based learning. Field notes, taking photographs, and tape recording were used in this project for more information and increase validity about this case.

The qualitative data were reviewed, synthesized and analyzed by analytic induction.

VI. Results

The results of this qualitative study were 4 main indicators of research- based learning instructional process. In the view as the educational system, the input and process indicators consist of three main indicators; research - based learning instructional management, characteristic of teachers and students' learning behavior, and the output indicator was the teachers' outcome and achievement, learning skill, and necessary characteristics of students.

VII. Conclusion

For the further study, the indicators of research- based learning instructional process would be validated by five educational experts and concluded by the experts in the case school. The educators could apply for strategic planning in educational management and the best practices guideline for instructional development in primary school.

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The Great Homework Debate

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Abstract

To do, or not to do homework, that is the question? While it is evident appropriate homework tasks designed specifically for language learners will improve their competence in the target language, the setting of homework tasks for students studying English as a foreign language can pose an array of perplexing questions and practical considerations. Some can be so daunting as to prevent teacher and student from embarking upon the task. However, there is both a methodology for 'teaching' homework and for 'studying' unsupervised at home. There are achievable homework tasks that consolidate classroom learning, that are easily monitored by the teacher and that are personally rewarding to the student. The practice of these teaching and studying habits will make significant differences to the advancements students' make in achieving target language competency. This paper presents a pedagogical methodology for setting and monitoring appropriate homework tasks that can be immediately incorporated into ones' teaching practice.

I. The Debate

To do, or not to do homework? That is the question. In any brief contemporary debate on homework there emerges two clear schools of thought regarding the setting of homework tasks in the ESL classroom, one suggests teachers do set homework based on the sound pedagogical philosophy that 'homework is generally extremely beneficial for students' these teachers will usually go on to say though, that the results are mixed and feelings of frustration regarding students lack of motivation make it difficult to 'keep fighting the good fight' Plato, (2000). The other school of thought suggests teachers don't set homework based on the idea that setting homework a waste of time, largely because students do not even attempt let alone complete assigned homework tasks.

In the document Homework Research and Policy: A Review of Literature 'homework's effect on achievement can be described most accurately as above average' Cooper (1994) goes on to say these effects are evident in students immediate work, in the students long term academic achievement and can be seen in students long term non-academic study and life skills. Research results obtained by Reese, (1997) supports Cooper's statement as the data indicates quite conclusively that homework improves a students standardized test results. As well Cooper says students who regularly undertake the task of homework 'retain information and understand material better', exhibit increased ability in critical thinking and are more able to form concepts; and over the long term students attitude towards learning as a life long goal worthy of pursuing in leisure time and acquiring the self discipline and self direction needed to be independent thinkers and problem solvers is refined.

II. Pedagogical Practices, Homework and Preferred Learning Styles of Korean Students

There are a number of successful homework methods and practices specifically aimed at English

language learners. In Korea there is an overbearing influence of teaching to the test, much of this type of teaching falls into the behaviorist style of pedagogical practice, a method of teaching that has a long held tradition in Asian cultures, Li, (1999). Amongst teachers trained in Western Universities and Colleges of Education, the behaviorist approach to teaching and learning is considered to have a place within classroom practices, however many teachers believe the repetitive rote style methods inherent to behaviorist practices do not prepare students for the authentic real life situations they will encounter outside of the classroom, Bruning, Schraw, Ronning (1999). Probably, with regard to the learning of English Language such a thought could not be more accurate. However if some of the tasks that are necessary components of language learning are looked at in isolation, the behaviorist approach has a role to play in preparing English Language students for the academic tests they have to undergo. The tasks of spelling, handwriting, grammar, pronunciation and vocabulary building and listening skills are all tasks that can be taught and learnt using a behaviorist model. Even a brief consideration of these components of learning English language will reveal that once these are modeled by the teacher they can 'probably' be learned independently of the teacher and classroom.

If teachers are concerned with learners constructing meaning through social interaction, which provides learners with opportunities to draw from previous experiences, and then develop these through critical thinking to form new or different concepts based on an authentic environment and social context, the formal and informal classroom is the best place to provide such meaning as these are best learned within the constructivist or co-constructivist or experiential pedagogical model. These skills are not so easily learned independently or in the isolation that forms the milieu of the homework environment. Interestingly while many teachers would consider these skills are rated highly in terms of English Language learning, they are not valued to the same degree by the non-English testers of non English speakers.

III. Motivation

As motivation appears to be the most difficult aspect in getting students to undertake homework; and as Pennington, Brock and Yue, (1996) suggest language teaching and learning in Asian countries "usually employs a traditional product-oriented, examination centered approach". Tests are high motivators in most Asian countries and Korea is no exception to this. In the setting of homework therefore using the test as the motivator can significantly improve the results regarding student's completion of set homework tasks. Congruent with this practice is the notion that "in Korea even from the earliest education of their children...the decisions (parents make) are based mainly on what will get them into one of Korea's most prestigious four-year colleges" says Holstein, in Oak and Martin, (2003). Bearing this in mind ESL teachers can research and include sample tasks from the College Admission Essay Tests and the College Scholastic Aptitude Tests. Even basing simple homework tasks around such activities as sentence structure, paragraph structure, multi choice testing, interactive comprehension and rhetorical conventions needed in writing English, gives added weight to the purpose of homework tasks if students and parents can see the product orientation.

IV. The Tasks

It is possible to set a variety of homework tasks that are modeled in the classroom but are by

nature better suited to independent learning. Language tasks suited to repetitive and rote learning such as spelling, grammar, handwriting, vocabulary building, listening and pronunciation are suitable to be set as homework. This leaves teachers free to pursue in more depth the language tasks of speaking, conversing, communication and critical thinking within the classroom. If homework tasks compliment the tasks learned in the classroom, yet form another component of English language, and specifically fall into the category of a measurable, testable skill, student motivation to attempt and complete homework is higher.

An important feature of tasks that can be learned by repetitive and rote learning is that students can measure their success; they are not dependent on the teacher to point out errors or correct them. If at the point of setting homework the teacher spends time showing and providing a model students then can check their progress against that model.

V. Checking, Correcting and Validating

For homework to be considered worthy of a student's attention the teacher must indicate it has personal significance to them as a teacher, this is achieved by checking and correcting homework Glosser, (2005). In smaller Language classes this can be a time of individual sharing and attention between teacher and student, serving two purposes, validating the effort of doing homework and giving each student an opportunity for rapport with their teacher. Korean Language students express interest and desire at having their work corrected, Tyson, in Oak and Martin (2003).

Checking is vital as without the teachers checking of homework and correcting, the tasks lose credibility and purpose. Time is usually of an essence in the ESL classroom so there are several different methods of checking homework that meet teachers and students requirements, in smaller classes individual checking of homework with each student is possible while the rest of the class is set a language activity that involves all students such as a game or quiz or puzzle or a task such as independent reading or listening. However Glosser has some excellent suggestions for involving students in the checking of homework, she suggests, 'round robin chants, reading aloud through dictation, by distribution of a small answer sheet to each student, the teacher or students' using the board to write answers, in co-operative learning groups, using the overhead projector, by collecting and (later) grading assignments'. Other methods that work quite well are using audio tapes, video tapes, allowing students time at the computer with a CD of answers, having students email assignments which the teacher emails back corrected, or making the homework checking a game, quiz, puzzle or activity.

VI. Methodology...

- * Use homework as an opportunity to take advantage of the traditional Behaviourist style teaching practices prevalent in Korea.
- * Set measurable summative product-oriented homework activities.
- * Repetitive rote style tasks are quick and easy to check and correct.
- * Record and Chart progress.
- * Reward homework completed.
- * Test based on homework assignments.

- * Validate homework by checking and correcting.

VII. Content...

- * Select primary language activities that require independent, rote, repetitive learning.
- * Spelling.
- * Handwriting.
- * Vocabulary building.
- * Multi choice questions modeling test questions.
- * Listening/Pronunciation. (You must provide audio cassettes).
- * The secondary language activities suitable for homework are those which compliment and supplement classroom learning and tasks that are suited to quiet individual study.
- * Mind mapping for comprehension.
- * Gap fill exercises on sentence structure, paragraph structure, grammar.
- * Practice of rhetorical conventions.
- * Practice of written genres.
- * Mock tests which prepare students for the styles of writing and language they will encounter in College Entrance Tests and studies.

VIII. Motivation...

- * Attach grades to homework tasks.
- * Assign tests to homework studies.
- * Demonstrate that various homework studies prepare students for later college and university tests and studies.
- * Check homework assignments.
- * Record and chart completion of assignments.
- * Record and chart grading of homework.

IX. Summary

In concluding it is evident that homework tasks are generally considered beneficial, however the success at setting and achieving completion of homework tasks is a pedagogical and culturally laden duty the teacher must research and consider using their knowledge of their students, the students culture and the educational expectations of students, family and state, this is particularly true when teaching English Language in Korea or other Asian countries. Homework like all educational tasks must appear relevant and be personally significant and meaningful to the student without these it loses credibility and validity. The pedagogically and culturally discerning teacher can select, set, check and correct homework tasks which met these criteria, this presentation 'The Great Homework Debate' will provide a tool kit of resources from which teachers can use immediately as is, or extract, expand and recreate to suit their own teaching and learning situation.

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Susan Pryor B.Ed.Tch/Lng Dip:TESOL has been teaching Korean students of English as a foreign language for a number of years, in a variety of settings both in New Zealand and South Korea. She constantly adapts her pedagogy and practices to incorporate the Korean study ethic and attitudes, believing these enhance both teaching practice and students' progress. Susan draws upon her State School experiences teaching in multicultural, multilingual and most frequently low resourced schools to provide a reflective practice that challenges her study of Korean learning styles and preferences with the intention of focusing teaching practices and methodologies to meet the specific demands of Korean students.

Tiredness in Korean students: leaping tigers or exhausted kittens?

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I. Introduction

Of all countries tested for tiredness, "Korean students seem more severely sleep deprived than do adolescents in other countries ... the magnitude of the sleep deprivation ... represents a major public health concern for Korea"(Yang, Kim, Patel and Lee, 2004, p.5). This presentation suggests that student tiredness of this magnitude also represents a major educational concern for Korea. By combining the work of Yang et al. (2004), with Rowe (2005), the magnitude of the problem can be examined across pre-school, elementary, middle and high schools. This work looks at tiredness and its side effects in the EFL classroom, and suggests how EFL teachers might address this issue. The Yang et al. report is from a medical perspective, and is the results of a comprehensive student based questionnaire. Rowe's study is from an educational perspective, based on a questionnaire answered by teachers of pre-school, elementary and middle school students. Tiredness is a problem, not the sign of an enthusiastic student. Sleep deprivation has detrimental effects on Korean society (Yang, 2004, p.9). According to Boone, research by Carskadon states,

Sleep loss has been shown to increase irritability, anxiety and depression; decrease socialization and humor; and result in mental fatigue, reduced memory and an inability to complete complex tasks. There is new evidence to indicate that inadequate sleep impairs academic achievement. ... In general, students struggling at school were found to get less sleep than their counterparts who were earning A's and B's (Boone, 2003, p.1).

II. Results

The results of Rowe's questionnaire confirmed initial suspicions. Student tiredness in pre-adolescent students is observable and widespread in schools in South Korea.

Some questions were more crucial than others. The first crucial question was, have you ever observed students arriving at school tired? 76.3% of the teachers confirmed that they had observed students arriving at school tired. 100% of pre-school teachers listed student tiredness as an observable problem. It is worth mentioning that of the teachers who replied they had not observed students arriving tired at school, 66.6% still listed manifestations of observed student tiredness. The second crucial question tried to record how student tiredness is manifested. 53.8% had observed the faces and the eyes of their students looking tired. A huge 38.4% had observed students sleeping in class, while 34.6% reported compelling evidence of being told by their students of their tiredness. Observations of students sleeping during breaks were a high 23%.

Do teachers see student tiredness as a problem or not? There was an over whelming response

of 65.3% who replied that student tiredness is a problem, which should be remedied. The next bracket of questions, when grouped together, gives a clear picture that student tiredness is not confined to certain schools, certain year levels, or certain students. It is clear that student tiredness is a general problem.

Teachers were also asked to attempt to describe the degree of student tiredness they had observed. The most popular response, 42.3%, was that it was an occasional problem. The worrying aspect to this question however, was that 100% of the pre-school teachers perceived this problem as chronic.

Question ten was very subjective. It was an attempt to see if teachers thought the problem was growing or not. Nearly half were not sure. 11.5% said it was less noticeable now than in previous years, while the exact number said it was more noticeable now than in previous years. More than twice the number of teachers, who were sure, guessed that the problem is about the same as in previous years. This was interpreted that student tiredness has been a problem in the past, and is still a problem.

III. Conclusions

The obvious conclusion is that within the South Korean education system, a portion of pre-adolescent students (preschool, through elementary school) either arrives at school tired, or shows tiredness while at school. Experienced teachers have suggested that the problem is wide spread throughout pre-schools and elementary schools.

A basic underlying tenant of long term successful educational theory and practice starts with school being perceived by students as enjoyable. If this is achieved early in a student's academic career, then students look forward to attending school and are receptive to the learning process. Students who do not perceive school as enjoyable, will not look forward to attending school, and will not be receptive to the learning process. Students who are forced from their beds still tired, will see school as interfering with their much needed sleep. They will therefore be reluctant to go to school each day, will not see school as enjoyable, and most likely will not be receptive to the learning process. Pavlovian theorists would refer to this as classical conditioning, and would suggest that being forced out of bed, while still tired, every morning to go to school is conditioning the young students that school is a negative stimulus (Hadley, 2001). Therefore school to those students would be viewed negatively. Yang et al. agree that "academic demand/stress and early school start times are the most important factors contributing to sleep deprivation among Korean teenagers"(Yang, p.9).

IV. Implications

In the short term, tired students will not be participating in education on equal terms with well-rested students. "In general, students struggling at school were found to get less sleep than their counterparts who were earning A's and B's"(Boone, 2003, p.1). "When kids don't get enough rest, their schoolwork can suffer, and so can their health" (Kantrowitz & Springen, p.1). In the long term, young students are adopting bad sleeping habits, which transfer to the critical teenage study years. "Teens who've learned good sleep habits as younger children are less likely to run into trouble"(Kantrowitz & Springen, p.1). The Rowe survey convincingly shows that bad sleeping habits are starting young in Korea.

"Sleep deprivation doesn't just affect a person physiologically, ... it takes an emotional toll on

a person"(El-Rashidi, 2003, p.1). "There's growing evidence that a chronic lack of sleep can lead to obesity, mimic the symptoms of attention deficit disorder and contribute to depression, among other ailments. ... tired kids get lower grades, don't do as well in sports and have more emotional problems than youngsters who get adequate rest"(Kantrowitz & Springen, p.1). The reference to 'other ailments' and 'more emotional problems' strikes a deep, worrying cord. Personal observation would suggest that there seems to be a disproportionate amount of; highly stressed young students, traits of perfectionism, and spontaneous loss of emotional control in Korean classrooms.

This survey made no attempt to find out why student tiredness in pre-adolescents is occurring. At this stage I can only speculate and offer some observations. It is obvious that parental pressure is severe, both on students and on schools. The current parents are the children of the revolutionary generation who raised post war South Korea to an economic tiger status. No one would deny that an economic miracle took place. Unfortunately the miracle has dissolved to a reality more like the rest of the world. Education, rightly or wrongly, is being used in an attempt to revitalize the tiger. The more education the better. Korea's future success has been placed squarely on very young shoulders.

Parental zeal towards education is actually lessening the chances of their children's educational success, by placing them in a state of continual tiredness. The implications are that students complete their entire educational careers tired. In such a state they cannot work to their full potential, or enjoy the once-in-a-lifetime childhood experience. This condition is being forced on such young children, that to see it in action leaves no doubt that this is often cruel and self-defeating.

V. Recommendations

The results of this survey clearly shows that wide spread student tiredness is observable in Korean pre-adolescents. Couple these findings with Yang et al.'s evidence that Korean adolescents are the tiredest in the world, and the magnitude of student tiredness in this country becomes apparent. Further couple the combined findings with the negative educational and social implications of tiredness, and it is clear that this is a problem which South Korea needs to address immediately.

A micro and a macro approach to this problem is recommended. The micro approach could be implemented quickly at classroom level. This would involve teachers observing for tired students, and liberally allocating five-minute nap sessions. Students nap for five minutes at their desk. This happens regularly throughout the day. This would serve three purposes.

1. The students work in a (semi)-refreshed condition.
2. This promotes the school's image of a commitment to providing only quality education.
3. Parents will be drawn into the issue. Parents will want to know why their children are being allocated sleeping time at school. This provides a launching pad for educationalists to address the issue at its source.

Because of the magnitude of this problem and the ramifications to the future of this country, I would also recommend a macro approach. This would involve various levels of government working on this issue. At the very least, a national campaign directed to community awareness of the problems of student tiredness would be needed. Myths like '12th-graders will pass the

college entrance examination with 4 hours of sleep, but fail with 5 hours of sleep', need to be swapped for a dose of reality such as "teens [really] need nine hours of sleep each night"(Boone, 2003, p.1).

So, in conclusion, if the issue of excessive tiredness in Korean students is not addressed correctly and with urgency, there is a real risk that instead of revitalizing the economic tiger, Korea may merely produce an exhausted kitten.

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What's the Plan, Man? Planning a Scheme of Work

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Abstract

Sure, we all know how to make a fancy daily lesson plan with details on materials and procedures the kind we show our instructors in methodology courses. But what about a general scheme of work for a larger block of teaching and learning? What factors do you consider when you plan a unit from a textbook? Have you always done your planning in the same way? If you've never really thought about how to plan a block of teaching, or if you're stuck in a teaching rut, this is the workshop for you. Along with discussion time with other teachers, you'll get diverse models of schemes of work, useful templates, and handy checklists which you can immediately use to plan your classes efficiently and effectively.

I. What's planning?

Tessa Woodward (2001, p. 1) probably sums things up best with her definition of planning? "what working teachers do when they say they're planning their lessons and courses." If you make some notes during a lesson about something you want to do next class, you're planning. If after you watch a movie, you consider how you might use it in a course, you're planning. If you think about your classes while you're washing your dishes, you're planning. Planning is part of what separates teachers from many other professionals you can never count your work hours, because one contact hour with students could have a whole lot of unspecified planning time behind it. However, while many teachers may be in a somewhat constant state of planning (Vogel, 1998), at some stage of the game all the teachers I've ever met do sit down, think hard, and make at least a few notes about what their students are going to do in a course. This is what Woodward (2001) deems 'advance planning' and the way you do it with your blocks of teaching is the topic of this workshop.

II. Planning and you - questions for reflection

- * How far in advance do you usually plan a scheme of work?
- * In how much detail do you usually plan ahead? What factors affect the amount of detail you use in your schemes of work?
- * How do ensure that your classes get a balance of focus on skills, language work, fluency-oriented activities, etc.
- * How do you ensure that there is variety in your scheme of work?
- * How do you plan for revision?
- * How do you plan homework for the students?
- * Have you ever changed your planning style?

--Adapted from Parrott (1993)

III. Get out of the planning egg crate

With other working teachers around as resources, there's no need to stay in that old isolated "egg crate" teaching framework (Lortie, 1975). Yet when it comes to planning courses, many teachers catch only a rare glimpse of the strategies their colleagues use. If that's true for you, you'll no doubt appreciate this opportunity to converse with other educators and find out what you might want to try next when planning a scheme of work.

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The Proverbial Metaphor: Teaching Figurative Language Idiomatically

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Abstract

This study is an attempt to incorporate theoretical linguistic concepts with classroom research and effective practical application of conceptual metaphor for the teaching of figurative expressions to the EFL learner. It will show that the theoretical construct of conceptual metaphor can be applied to the second-language classroom situation to effectively teach figurative language, i.e., metaphors, idioms, and proverbs. The results of four studies on teaching metaphors, idioms, and proverbs will be introduced to demonstrate the efficacy of incorporating conceptual metaphors into the instructional material over using more conventional methods of presentation of figurative expressions. While incorporating conceptual metaphors alone into materials design will be shown to be somewhat beneficial, incorporating them in tandem with approximations of the closely related construct of image schema will be shown to be even more effective.

I. Introduction

Few will argue that figurative language has been one of the most difficult areas of language learning for the student to grasp and for the EFL instructor to teach. This study focuses on the teaching of figurative language, specifically conventional metaphors, idioms, and proverbs, in a more effective way than has been done by conventional approaches. To do this, it investigates the effectiveness of incorporating the cognitive linguistic concepts of conceptual metaphor (Lakoff & Johnson, 1980) and image schema (Lakoff, 1987; Lakoff & Turner, 1989; Johnson 1987) into the teaching of conventional metaphors and examines teaching idioms based on their motivating conceptual metaphors (Gibbs, 1992; Gibbs & O'Brien, 1990), as well as the teaching of proverbs (Gibbs, 2001; Gibbs & Beitel, 1995; Gibbs, Strom, & Spivey-Knowlton, 1997).

Much has been explained about conceptual metaphor since Lakoff and Johnson (1980) first introduced the idea. Research has provided abundant evidence that the everyday metaphors of our language (e.g., be at a crossroads) are based on conceptual metaphors (e.g., LIFE IS A JOURNEY). It has also been shown that idioms and proverbs are based on conceptual metaphors rather than being individual, unrelated items. For example, the proverb 'We'll cross that bridge when we get to it' is partially motivated by the metaphor LIFE IS A JOURNEY, and the idiom 'to bounce an idea off someone' is partially motivated by the metaphor IDEAS ARE BALLS. Similarly, the proverb a rolling stone gathers no moss is partially motivated by the conceptual metaphor LIFE IS A JOURNEY. However, as yet, very little has been done in the field of applied linguistics based on these cognitive linguistic findings. To examine their effectiveness in teaching figurative expressions, four experimental studies on metaphor, idiom, and proverb teaching have been carried out.

II. Using Conceptual Metaphor and Image Schema in Teaching Conventional Metaphor

A. Method

This first study was designed to test the effectiveness of conceptual metaphor and image schema in teaching conventional metaphors. Three groups were employed: a group taught semantically

organized metaphors (Conventional group), a group taught 25 metaphors grouped into five conceptual metaphors (Metaphor group), and a group taught the same as the Metaphor group, with the addition of being introduced to abstract image schemas for the conceptual metaphors (Image Schema group). Conceptual metaphors introduced included ANGER IS HEAT and EMOTIONS ARE THINGS INSIDE A PERSON while corresponding conventional metaphors included "She got all steamed up" and "He is filled with rage," respectively. The pre-test was administered immediately prior to the lesson and post-test 1 immediately after the lesson. One week later, post-test 2 was administered. All three tests were identical and all test administrations were made unannounced. The individuals in the study were second- third- and fourth-year university students and were at an intermediate to high-intermediate level in English proficiency.

B. Results and Discussion

The mean scores on the pre-test, out of a total possible score of 16 points, ranged from 3.0 for the control group to 4.7 for the Conventional group, with the Metaphor and Image Schema groups in-between at 4.0 and 4.1 points, respectively. The results of the control group's two post-test reflects the positive washback effect of the instrument itself with a score increase of 1.0 points on post-test 2. The mean score was highest for the Conventional group (10.3) and lowest for the Metaphor group (8.5) on post-test 1, but highest for the Image Schema group on post-tests 2 (9.3) and lowest for the metaphor group (7.6), as shown in Table 1.

Table 1. Pre-test and Post-test Scores of Metaphor Test by Group

Group	n	Pre-test Mean Score (16)	Post-test 1 Mean Score	Post-test 2 Mean Score
Control	(n=14)	3.0	--	4.0
Conventional	(n=27)	4.7	10.3	8.5
Metaphor	(n=36)	4.0	8.5	7.6
Image Schema	(n=23)	4.1	9.7	9.3

Percentage increases over the mean score on the pre-test were calculated for each of the three experimental groups for each post-test. On post-test 1, the percentage increase in mean score was highest for the Image Schema group (136.6) and lowest for the Metaphor group (112.5). On post-test 2, the Image Schema group again recorded the highest percentage increase (126.8), but the Conventional group scored the lowest (80.9). The Metaphor group's score was closer to that of the Conventional group's (90.0). (See Table 2.)

These figures indicate that grouping conventional metaphors by conceptual metaphor is more effective in teaching than grouping them semantically. In addition, introducing the concept of image schema with that of conceptual metaphor increases the efficacy of teaching conventional metaphors over that of the introduction of the concept of conceptual metaphor only.

Table 2. Increases in Post-test Scores Over Pre-test Scores on Metaphor test by group

Group	n	Pre-test Mean Score (16)	Post-test 1 Mean Score	Post-test 2 Mean Score
Control	(n=14)	3.0	--	1.0 (33.3%)
Conventional	(n=27)	4.7	5.6(119.1%)	3.8 (80.9%)
Metaphor	(n=36)	4.0	4.5(112.5%)	3.6 (90.0%)
Image Schema	(n=23)	4.1	5.6(136.6%)	5.2(126.8%)

III. Using Conceptual Metaphor and Mental Images in Teaching Idioms

A. Method

To determine the effectiveness of incorporating conceptual metaphors alone or in tandem with mental images in teaching idioms, an idiom study was carried out. One group (Conventional) was taught 16 idioms conventionally arranged into five semantic categories: Anger, Control/Authority, Secretiveness, Loss of Self-Control, and Revealing. A second group (Metaphor) was introduced to two motivating conceptual metaphors for each of the idioms, e.g., ANGER IS HEAT and MIND IS A CONTAINER for Anger. The third group (Image) was presented with the meaning and two conceptual metaphors for the same idioms, but their discussion questions focused on creating rich mental images that would activate image schemas for the motivating metaphors. Image-inducing questions for the idiom 'hit the ceiling', for example, included 'What image do you "see" in your mind when you think of "hitting the ceiling"?' 'Where does the force come from?' and 'What is the result of hitting the ceiling?' Pre- and post-tests were administered at the same intervals as in the first study.

B. Results and Discussion

The number of test items for which both the missing lexical item of the idiom and the meaning of the idiom were correct was tabulated. The mean scores on the pre-test neared zero for all three test groups. On post-test 1, the Conventional group (9.70) scored higher than the Metaphor group (8.79), but the Image group (10.95) scored more than a full point higher than either of the other two groups. On post-test 2, however, the Conventional group (4.74) scored slightly lower than the Metaphor group (5.10), while the Image group (5.85) scored at least three fourths of a point higher than the other two groups (Table 3).

The most obvious general pattern that appears for all three groups for all three sets of mean scores tabulated is that all groups scored lowest, near zero, on the pre-test; they all scored highest on post-test 1; and they all scored considerably lower on post-test 2 than on post-test 1. Scores dropped drastically in the one-week interval between post-test 1 and post-test 2 (by as much as 50%). The expected decrease in retention with time was observed between post-test 1 and post-test 2. On post-test 1, the Image group scored considerably higher (10.95) than the Metaphor group (8.79) and the Conventional group (9.70). Similarly, on post-test 2, the Image group scored higher (5.85) than the Metaphor (5.10) and Conventional (4.74) groups. These results show that it is more effective to teach idioms employing conceptual metaphor than without it, and that it is even more effective to supplement the motivating conceptual metaphors with activities designed to produce rich in mental images.

Table 3. Mean Scores on Idiom Tests (Both Lexical Item & Meaning Correct)

Group	Conventional (n=27)	Metaphor (n=19)	Image (n=20)
Pre-test	0.15	0.16	0.05
Post-test	9.70	8.79	10.95
Post-test	4.74	5.10	5.85

IV. Using Conceptual Metaphor and Visual Images in Teaching Idioms

A. Method

In the second idiom study, designed to determine the effectiveness of employing visual representations, rather than mental image-eliciting questions, in teaching idioms, eight idioms motivated by the conceptual metaphor IDEAS ARE BALLS were taught: 'put a spin on it', 'be on the ball', 'a ballpark figure', 'catch (the meaning)', 'field questions', 'bounce an idea off you', 'kick (the idea) around', and 'toss out a suggestion'. Again, three groups were employed, similar to above. The teaching materials used were adapted from King (1999). To determine if visual representations lacking motivating conceptual metaphors could duplicate the results of those representing the motivating metaphors of idioms, an additional study was conducted. Eight idioms grouped by topic, i.e., parts of the body (e.g., 'keep an eye on, a pain in the neck'), and including graphic illustrations lacking in motivating conceptual metaphor (Root & Blanchard, 1999), were taught and compared with graphic illustrations including conceptual metaphors. To counter possible suggestions that better results may have been obtained for groups presented with graphic illustrations because those groups consisted of individuals with higher spatial intelligence, a multiple-intelligences questionnaire was administered to the relevant subjects and spatial and linguistic intelligences were compared. Pre- and post-tests were administered at the same intervals as in the above studies.

B. Results and Discussion

The combination of correct scores on both the lexical item and meaning portions of the pre- and post-tests were tabulated to give an indication of the degree to which the idioms had been learned. On the pre-tests, each group scored 0.00. On post-test 1, the Image group scored considerably higher (5.59) than either of the other two groups. The Conventional group scored 1.39 points less (4.20), and the Metaphor group scored 1.79 points less (3.80). On post-test 2, however, the Metaphor group outperformed the Conventional group. The scores of the Image, Metaphor, and Conventional groups were 3.52, 2.92, and 2.50, respectively. The Image group scored 0.60 points higher than the Metaphor group and 1.02 points higher than the Conventional group. (See Table 4.)

The results of the multiple-intelligences questionnaire indicated that the spatial intelligences of the three groups as well as their linguistic intelligences were comparable. Spatial intelligence scores were 5.77, 5.45, and 5.52 for the Conventional, Metaphor, and Image groups, respectively. Accordingly, no group had a spatial intelligence advantage over another.

Table 4. Mean Scores on Idiom Tests (Both Lexical Item & Meaning Correct)

Group	Conventional (n=36)	Metaphor (n=25)	Image (n=27)
Pre-test	0.00	0.00	0.00
Post-test	4.20	3.80	5.59
Post-test	2.50	2.92	3.52

* Total Possible Score=8

Compared to the Image group, another group taught with visual images that were not conceptual metaphor-related performed lower on their tests. Their mean score on the idiom test for both lexical item and meaning were 2.94 on post-test 1 and 1.29 on post-test 2, compared to 5.59 and 3.52 for the Image group with conceptual metaphor-related visual representations. This difference indicates that it is not the mere presence of images as an additional teaching technique

creating the higher scores for the Image group in Table 4; rather, conceptual metaphor-depicting images are more powerful in their ability to teach idioms. It can thus be concluded that the use of conceptual metaphor combined with visual representations incorporating the conventional and conceptual metaphor is more powerful than using conceptual metaphor alone and considerably more powerful than a more conventional technique.

V. Using Conceptual Metaphor and Mental Images in Teaching Proverbs

A. Method

A study of proverbs was undertaken to determine the effectiveness of incorporating conceptual metaphors alone or in tandem with mental images in teaching proverbs. One group (Conventional) was taught 8 proverbs, including ‘a rolling stone gathers no moss’, ‘the early bird catches the worm’, ‘don't put all your eggs in one basket’, and ‘don't count your chickens before they are hatched.’ A second group (Metaphor) was introduced to two motivating conceptual metaphors for each of the idioms, e.g., LIFE IS A JOURNEY and EXPERIENCING SOMETHING IS POSSESSING IT for the first proverb above. The third group (Image) was presented with the meaning and two conceptual metaphors for the same idioms, but their discussion questions focused on creating rich mental images that would activate image schemas for the motivating metaphors. Image-inducing questions for the first proverb above, for example, included ‘What image do you "see" in your mind when you think of "a rolling stone gathers no moss"?’ ‘Who is the stone?’ ‘What is the moss?’ ‘Why is it rolling?’ Pre- and post-tests were administered at the same intervals as in the studies above.

B. Results and Discussion

Results tabulated on the proverb tests were total number of lexical items correct (two possible per proverb), number of proverbs for which both lexical items were correct, number of proverb meanings correct, and number of proverbs for which both the meaning and the two lexical items were answered correctly. As the ability to produce both the correct form and have an understanding of the meaning of a figurative expression are both required to "know" that expression, the last of these four tabulations was considered to be on the most importance, although all four did follow the same pattern, and is the one represented in Table 5.

The pre-test scores for the Conventional and Image groups were practically identical, 0.79 and 0.77, respectively. The Metaphor group score was lower, at 0.30. On both post-test 1 and 2, the Image group scored noticeably higher (6.38 and 5.00, respectively) than the Conventional group (4.71 and 3.50), while the Metaphor group's scores were again lower (1.93 and 1.83).

Table 5. Mean Scores on Proverb Tests (Both Lexical Items & Meaning Correct)

Group	Conventional (n=14)	Metaphor (n=30)	Image (n=13)
Pre-test	0.79	0.30	0.77
Post-test	4.71	1.93	6.38
Post-test	3.50	1.83	5.00

* Total Possible Score=8

In this study, the Metaphor group's results are noticeably lower in all three tests, including the

pre-test. This is probably directly related to the proficiency level of the group. Although, groups selected for inclusion in this and the other studies above were not pre-tested to determine English proficiency level, this researcher, who taught a semester course to this and other groups in the study, would rate this group at a lower proficiency level: low-intermediate to intermediate. The Metaphor group's mean scores are therefore not readily comparable with the other two groups. Meaning scores for this group were considerably lower in comparison with lexical item scores. For answers to the meaning portion of the post-tests, it was common for this group to give conceptual metaphors as answers, revealing a confusion in understanding that rich mental images could assist in rectifying. However, it is clear that, although pre-test results were almost identical for the Conventional and Image groups, the Image group outperformed the Conventional group on both post-tests. In addition, if percentage increases in post-test 2 mean scores over pre-test mean scores are calculated, the Metaphor group's performance becomes considerably higher than the Conventional group's (440%, 602%, and 651% for the Conventional, Metaphor, and Image groups, respectively), albeit the Metaphor groups base pre-test score was lower than that of the other groups. These results strongly suggest that it is more effective to teach proverbs utilizing teaching materials that incorporate conceptual metaphor and that are rich in mental-image-producing techniques than to use a conventional method lacking in these.

VI. Conclusions

In the four studies above, the Image groups -- taught with image-rich materials and incorporating conceptual metaphors -- consistently out-performed the conventionally taught groups in terms of mean scores. Also, if percentage of correct answers is calculated for the pre-tests and the one-week post-tests for each of the three groups in each of the four studies, the comparisons in Table 6 can be made. It is again clear that in each study the increase in post-test 2 scores over pre-test scores is greater for the Image group than for the Conventional group, even though the pre-test score for the Image group is the same or lower that of the Conventional group.

Table 6. Percentage of Correct Answers by Group and by Study

Study: Group	Test	Metaphor	Idiom 1	Idiom 2	Proverb
Conventional	Pre / Post	29.4 / 53.1	0.01 / 29.6	0.0 / 31.3	9.9 / 43.6
Metaphor Pre	Pre / Post	25.0 / 47.5	0.01 / 29.6	0.0 / 36.5	3.8 / 22.9
Image Pre	Pre / Post	25.6 / 58.1	00 / 36.6	0.0 / 44.0	9.6 / 62.5

The general results of these studies lead to the conclusions that both conceptual metaphor and related mental and visual images aid considerably in the ease of learnability of three types of figurative language: conventional metaphors, idioms, and proverbs. At present, the cognitive linguistic concept of conceptual metaphor and its related images are not incorporated into an infinitesimal amount of materials for teaching figurative expressions. To made conventional metaphors and idioms more learnable, these concepts should be incorporated when developing related teaching materials for learners at the intermediate level or above. In addition to their linguistic value, an understanding of the conceptual metaphors motivating figurative expressions reveal to the language learner metaphorical schemes that are ubiquitous in the everyday thought of the speakers of the language.

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Analyzing Student Educational History Against Current English Proficiency: Teaching Indications

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I. Introduction

Research has shown that students need comprehension of the 2000 highest frequency words of English to be able to understand approximately 80% of written and slightly more spoken English (Frances, 1982). Research has also indicated that it takes a minimum of 2,200 hours for native English speakers to acquire general proficiency skills in Korean (Language) and the reverse application is made in this paper. A survey of vocabulary level proficiency and cumulative hours of English study was conducted with approximately 800 freshmen at Hoseo University campuses in Cheonan and Asan, Chungnam Do. The majority of students' tests showed vocabulary level knowledge below the 1,000 level (online assessment, Laufer & Nation, 1999). The average student also had completed approximately 1,000 hours of English study. These results indicate that a primary goal of English instruction at all levels should be mastery of the top 2,000 high frequency English words. Results also indicate that the average freshman university student, although spending years in middle school and high school studying English, should not have expectations of fluency until he has completed more study. The understanding of the same can lead to improved motivation and definable goal setting. The study also shows averages and correlations between English skills taught (mostly grammar), Korean versus native speaker teachers, grades received, class size, vocabulary level test scores, and extracurricular English classes. An initial pilot study of 300 Hoseo students was conducted and survey forms and methods used were amended for the second study.

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Students Teaching Students

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Abstract

Skepticism is what is usually felt when reading research about learner autonomy issues that encourage us to dump textbooks and give more responsibility and ownership over their classes to our students. It seemed completely theoretical, until I put it into action. Letting go of my fear and control issues related to my desire to be the center of the classroom were other challenges faced when considering this shift in teaching style. After reading up on learner autonomy issues and getting reassurance from other teachers that my system would work, I took the plunge. I initiated a class style that has rejuvenated the way I run my communication classes. In groups, students organize, edit, and produce worksheets and are responsible to lead our class for an entire 90-minute class period. They lead the class in topics that reflect their own interests, by using a variety of activities and audio-visual materials. Having done this now over three-semester at 4 different universities, with various English proficiency levels, I can say it has been an overall success.

This presentation will cover practical aspects of implementing this classroom activity in your classroom. After a brief introduction, it will focus on how to set-up this sort of structure and activity by explaining how to make groups, show examples of student handouts from the past, describe an evaluation for this activity, and explain what the role of the teacher is. Following this section, it will introduce the good and bad points of the activity. I'd like to show examples of successful and problematic student worksheets. Finally, the presentation will show student feedback quotes and survey results from a recent semester along with final comments and a brief question and answer session.

I. Introduction

After reading numerous fundamentals of learner autonomy, student motivation, and cooperative learning, I was inspired to somehow make it work for my classes. As we all have different class requirements and styles, it is important to customize our ideals with the practicalities of our own classrooms. These five ideals were especially inspirational in planning our classes keeping the students in mind. Our classes should offer:

- * Enthusiasm and Excitement
- * High Expectations
- * Choice
- * Responsibility
- * Cooperative Learning

According to one teacher, Ted Nussbaum, interviewed by Linda Lumsden (2003), these were his goals. Through my lesson plan description, I hope that you can see how these goals are met.

Basing a class on a textbook is certainly the most common approach to designing your classroom content for a semester. According to my instructors in graduate school, it's better to have a solid structure to base your class on, like a textbook, than not. After 10 years of teaching, and given the freedom of working at universities that didn't require textbooks, I challenged myself to design classes that wouldn't be dependent on textbooks, rather have the students do the

research and effort for class and put the responsibility on them for the success of the class in a more comprehensive way than just the steady progression through a textbook.

II. Setting it up

The students work best, from my experience, in groups that resemble their interests outside of class. That is evident in the way that the students form clubs at university and how these clubs are at the heart of their university experience. On the first day of my class, groups are formed by “mini clubs” in the classroom based on a list of their common interests. After that, students don’t feel the person next to them is a complete stranger as well as this “mini club” theme becoming the basis for their group presentation, in many cases (Of course topics for their group presentation day can be the same or different to the “mini club” theme). The topics, if allowed to choose them by themselves, can be quite surprising. They can run the gambit from light topics in some classes to heavy ones in other classes such as: sports, music, movies, food, Japanese anime, war, environmental issues, and cosmetic surgery. Alternatively, if you do have a textbook required for school requirements, only topics from the textbook can be turned into themes for this activity.

After making groups, forming group bonds by ice-breaking activities is another way to have the group learn more about each other. Various activities can be found in all sorts of source books for from your own repertoire, for example a simple “Find Someone Who” activity, though there are numerous ways to engage the groups (Jacobs, 2002). Another important consideration is to explain to them what is required and give examples of what other students have done. I always show students good examples of work that other students have done to get their ideas flowing.

III. Producing the worksheets

After initiating group formation, students are told what the activity is and how it works. Later, they are instructed on how to submit information on their group theme. They must create a minimum of 10 discussion questions for small groups, create a game or TPR activity to engage the class, supply an activity connected to audio-visual materials, create 5 trivia questions, and each member may make a 2-minute presentation on something related to their topic. After the research and activities are completed, they are given to one person in their group who creates a Microsoft Word document (a worksheet or handout). They then check it for grammar and spelling mistakes, add clip art or photographs culled from the Internet, and submit this by email to myself by a given date and time. Then I photocopy their worksheets to distribute in class.

IV. A typical day in the classroom

On the day of the lesson, the teacher still has a vital role. We are responsible for the audio-visual equipment set up, observing and facilitating the small-group discussions when the leading student group begins this activity, and acting as a mediator, commentator, and taskmaster. A lot of the success rides on the variety of activities based on the worksheet the students created. When the students shine with a challenging or creative activity, it is obvious to the class. When the worksheet is shoddy and not well thought out, it is evident to the class and the teacher may

have to think on his/her feet to rescue the class. Of the 70 plus classes I've done this with, maybe this sort of disaster has happened twice. It is a possibility.

V. Extensions and variations

As hinted at earlier, this sort of student-based activity can be used with a class that has a required textbook as the basis for a class that has no textbook at all. In the latter situation, other activities will need to be added to the overall class plan (but that is another presentation altogether). One variation is that you could extend the discussion to another day of class for deeper discussion. You may also want more control over the production of the worksheets. Rather than letting students make mediocre ones, you may wish them to be sent to you ahead of time and you edit, repair, and add clip art to them. Also, the group formation and group responsibility can be the key to your class, or you may wish to have the students submit their ideas on an individual basis to you directly. This style does have its pitfalls since it creates a tremendous amount of work for the teacher. However, in the beginning, you may need this bit of control to ease your way into letting the students have full responsibility.

VI. Conclusion

Previous to this endeavor, I had my misgivings and was skeptical about students being empowered in this way. I did not trust my students and thought they may let me down. I was also uncomfortable not being able to control every moment of the class time in a structured way based on a pre-determined lesson plan or textbook unit. However, the results were eye opening and rewarding. The learning was flowing throughout the classroom rather than from the teacher to the student only. The students rallied to this creative challenge and made effort on simple tasks that reflected their enthusiasm as well as engaged the class as a whole. You may not think that your students could lead a class for an entire 90-minute period, but they can.

According to Carol S. Dwek (Hopkins 2000), "What has intrigued me most in my 30 years of research is the power of motivation. Motivation is often more important than your initial ability in determining whether you succeed in the long run. In fact..., many creative geniuses were not born that way. They were often fairly ordinary people who became extraordinarily motivated. By motivation, I mean not only the desire to achieve but also the love of learning, the love of challenge, and the ability to thrive on obstacles. These are the greatest gifts we can give our students." Challenging our students in comprehensive ways is something we should always try to achieve. Through this challenge, the motivation springs forth and the abilities of our students shines through in a way that a textbook, in my experience, just never allowed.

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Effective Ways to Scaffold Authentic Listening Tasks

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Abstract

When ESL students hear native speakers in conversations, on radio broadcasts, in films and on television, and in other natural contexts, they tend to feel overwhelmed. One major reason for this uneasiness is the tendency for students to focus their attention on every part of the discourse equally. As this is usually impossible to do successfully, students typically become frustrated and give up trying to comprehend what was said. In an effort to prevent this from happening, teachers can help students by conducting guided listening activities and providing them with a temporary framework for learning: scaffolding.

I. Introduction

Scaffolds are structural frameworks erected alongside buildings that support construction workers by providing them with both a place to work and the means to reach work areas that they could not access on their own. They are made up of individual pieces of wood and metal that are designed to disassemble quickly. When a part of the scaffolding is no longer needed, it is dismantled (Palinscar, 1986).

Instructional scaffolding is a teaching strategy that bears practical resemblance to the physical scaffolds used on construction sites. In the classroom, scaffolds are temporary, point-of-need supports that allow learners to perform a task they would not be able to do alone (Gibbons, 2002; Rodgers & Rodgers, 2004; Soderman, Gregory & McCarty, 2004). Scaffolds act as linguistic bridges that span the gap between what learners already know and can do on their own and their still-developing abilities (Berk & Winsler, 1995). As learners become more proficient by adding on and refining their existing knowledge and skills, the scaffolds are gradually removed. In essence, scaffolds are used as a guidance system that supports learners until they are able to achieve independence and assume responsibility for their on learning.

II. Theoretical origins of scaffolding

Scaffolding can be traced back to Russian developmental psychologist Lev Vygotsky's socio-cultural theory and his concept of the Zone of Proximal Development (ZDP).

Vygotsky's sociocultural theory proposes that social interaction plays a fundamental role in the development of cognition. Vygotsky believed that our cognitive abilities are formed by the modeling, guidance, and corrective feedback of more knowledgeable and competent others. As we internalize knowledge and master skills, the cognitive support we receive is gradually reduced

until we are able to perform a task on our own.

The ZDP is the area between what a learner can do independently and what can be accomplished with the assistance of a more capable individual. The zone is activated when concepts or tasks are slightly above a learner's knowledge or ability. Through learning activities and guidance, learners progress to higher levels of understanding until they can perform tasks independently (Berk & Winsler, 1995; Brown, 2000).

III. Benefits of scaffolding

Scaffolding:

1. Clarifies purpose for doing an activity.
2. Provides clear examples of how a task should be done correctly.
3. Makes it easier for students to undertake tasks successfully.
4. Reduces uncertainty, confusion, and frustration.
5. Enables students to concentrate and focus on the challenging skill they are in the process of acquiring.
6. Allows students to learn not only what to think and do, but how to think and do so that new skills and understandings can be applied in new contexts.
7. Helps students organize, store, and retrieve knowledge.
8. Increases the rate at which learning can be achieved (i.e. it is more efficient because the work is structured, and glitches have been reduced or eliminated prior to initiation).
9. Engages and motivates students.
10. Creates momentum (i.e. more time learning and discovering).
11. Builds confidence and fosters independence.
12. Pushes students beyond their current abilities and levels of understanding, and helps students reach levels of mastery that might be impossible without it (Brown, 2000; Omaggio Hadley, 2000, Rost, 2002).

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Using Think-Alouds to Improve Reading Comprehension

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Abstract

Reading is a process of understanding and actively constructing meaning from a piece of text. Proficient readers acquire and use knowledge, enhance understanding, develop insight, and monitor their comprehension during reading. Being the ones in charge of reading instruction, teachers must take what they know and do implicitly and make it explicit for their students. This involves helping them learn about and apply reading strategies on a regular basis. The think-aloud, a procedure in which readers verbalize their thoughts as they read, is a great way to slow down the reading process and explicitly model strategies proficient readers employ as they read.

I. Theoretical origins

The think-aloud is a research tool originally developed by cognitive psychologists for the purpose of studying how people solve problems. The basic idea behind a think-aloud is that if a subject can be trained to think out loud while completing a defined task, then the introspections can be recorded and analyzed by researchers to determine what cognitive processes were employed to deal with the problem. For reading comprehension instruction, think-alouds make the strategic reading process easier for students to understand and imitate (Wilhelm, 2001).

II. Key benefits of think-alouds

- *They deepen our awareness of the strategies we use while reading (i.e. what we know and do while reading; the whole range of cognitive, emotional, and visual processes that are enacted) (Grabe & Stoller, 2001).
- *They allow teachers to use this heightened awareness to model effective strategies for students (Rasinski & Padak, 2003).
- *They enable teachers to check what students do and don't do (and think or don't think about) as they read ? which helps them with assessment (Wilhelm, 2001).
- *They make it easier for teachers to diagnose and address problems areas, and plan future lessons/instruction accordingly (Johns & Lenski, 2005).
- *They help students monitor and increase their comprehension and become more self-regulated learners.

III. Ways think-alouds help struggling readers:

1. Rather than plowing through a text and just decoding words, think-alouds require readers to slow down and reflect on their understanding and how they are interpreting what they are reading (Wilhelm, 2001).

2. Think-alouds help students identify, consolidate, and summarize the growing meanings they make while reading (Harvey & Gouvis, 2000).
3. In lieu of giving up on a text, think-alouds can help students to continue to read by giving them a range of strategies to employ.

IV. Think-alouds can be used to model:

1. General reading processes (strategies): e.g. activating background knowledge.
2. Task-specific processes: e.g. making sense of symbolism or irony.
3. Text-specific processes: e.g. understanding the structure of an argument and evaluating its effectiveness (Wilhelm, 2001).

V. Starting points of think-aloud modeling -- general reading processes:

- * Activate background knowledge
- * Set a purpose for reading
- * Preview the text
- * Make (and check) predictions about the content
- * Decode texts into words and meanings
- * Guess the meaning of unknown words from context
- * Ask questions
- * Make connections (between one part of the text and another, to other texts, and/or between the text and life experiences)
- * Visualize
- * Draw inferences
- * Determine importance
- * Summarize and organize
- * Monitor and regulate comprehension
- * Reflect on meaning
- * Synthesize (Grabe & Stoller, 2001)

VI. Recursive steps of explicit think-aloud instruction:

1. Choose a short section of text (or a short text).
2. Decide on a strategy to highlight.
3. Explains what the strategy consists of, why it is important, how it will be helpful in their own reading, and when to use it.
4. Model how to perform the strategy.
5. Guide learner practice (as a class, in small groups or pairs, or individually).
6. Reinforce the think-aloud with follow-up lessons.
 7. Help students gradually move towards independently using the strategies (by following the steps above) as they pursue their own reading and projects (Wilhelm, 2001).

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Voices from a Junior High School Classroom in Korea

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Abstract

This paper presents a pilot needs analysis of Korean junior high school students in an attempt to take a systematic approach to the national curriculum development by reflecting the learner needs. In an EFL setting like Korea, where there are no immediate needs of English skills felt or compelled, students are unlikely to maintain their strong motivation for studying the English language. This purposeless and meaningless nature of the subject seems problematic because students may conceive learning English as a goal per se rather than being the means of international communication in this 21st century global world. Based on its significant findings, the paper highlights the pedagogic implications of the needs analysis. A larger-scale and thorough undertaking of needs analysis at a national educational policy level is also proposed.

I. Introduction

The dominant role of the English language in current international trade and computer communication has made a considerable impact on English education in Korea. To enhance Korea's rapid economic growth and internationalization, the national curriculum has been innovated on a periodic basis. Notably, the Communicative Language Teaching (CLT) was first adopted in the 6th curriculum (1992-1997) to foster students' communicative competence (Richards & Rogers, 1986), and English native instructors started to be assigned to educational environments since 1995 (MOE, 2005). The current 7th curriculum, put into effect in 2001, emphasized much greater development of the students' oral English fluency. The new national curriculum demanded that English teachers in schools teach English in English, not in Korean, which has been the conventional teaching medium. This attempt has brought about fervent debates and studies (e.g., Kim S.-A., 2002; Kim S.-Y., 2002; Son & Lee, 2003; Liu, 2004) of its efficiency in Korean school systems. In addition to CLT with a functional and grammatical syllabus, the 7th national curriculum also features the adoption of Task-based Language Teaching (TBLT) (Kwon, 2000; MOE, 2005).

It is questionable though to what extent these innovations and renovations in the curriculum reflect the students' needs and desires in learning English. Obviously, learners do have a variety of needs for the language and look for opportunities to study it. Surprisingly, it turned out that few, if not none, of studies have attempted to investigate Korean secondary level students' needs for learning English, which would imply that the national curriculum in Korea has hardly attempted to involve its target students in the process of curriculum development. As Richards (2001) well pointed out, in many countries, the introduction of English in elementary or secondary school is based on what curriculum planners consider best for students to study at school. Learners are not consulted as to whether they perceive a need for such knowledge.

The present study thus attempted to answer a question, "What is it that the Korean secondary students potentially or actually need to do with English?" As a matter of fact, the sufficiency in employing language learners as sources of information about their present or future communi-

cative needs is a complex and sensitive issue (Chaudron, Doughty, Kim, Kong, Lee, Lee, Long, Rivers, & Urano, 2002). While learners are not always very sophisticated judges of their own needs, it is expected that the in-service learners have significant potential to provide well-informed expertise regarding their educational context. Since the objective needs of Korean students' English learning are presumed quite obvious given the societal importance of English skills, it is considered worthwhile to investigate each individual learner's subjective target needs (i.e., wants) for studying English.

II. Method

A. Participants

Thirty-eight male students, aged 15-16, in their 9th grade of junior high school in Korea participated in this study. The participants have been exposed to English for about six years since the 3rd grade in elementary school. Their English proficiency varied from beginning to intermediate. Currently, they are attending an English class three hours a week according to the curriculum.

B. Materials

According to Long (2005), a complete needs analysis involves a comprehensive information gathering via various methods and from various sources such as structured or unstructured interviews, participant or non-participant observation, and survey questionnaires. While the importance of using diverse methods in a needs assessment is recognized to foster reliability, validity, and usability of the results (Brown, 1995), the present study only employed a survey questionnaire due to a geographical restraint in carrying out this study.

The survey questionnaire contained four sections and was formatted in three pages. The first section asked the subjects to brainstorm and describe their most important needs for studying English in the form of an open-response question. A whole page was left below the question in order to allow subjects 1) to freely note down their ideas and 2) not to be affected by the items in the following section. As a follow-up of Section 1, Section 2 asked for the most likely reasons for learning English as a closed-response question. It comprised of twenty-two items that were to be rated on a Likert-type scale ranging from "1" meaning "Not Important" and "4" meaning "Very Important." Section 3 asked the subjects to rate on the Likert-type scale about their preferred teaching methods with "1" meaning "Not At All" and "4," "Very Much." A total of thirteen items were provided. The last section was open-ended, asking for additional comments that subjects might suggest concerning their needs for English and preferred teaching methods.

C. Procedure

After having been gone through several revision processes, the final version of survey questionnaire was translated into Korean and pilot tested online to three 11th grade students in Korea. The three students also participated in an unstructured preliminary interview online. The pilot test turned out to prove the validity and accountability of the questionnaire. After a final revision, the questionnaire was sent to a female English teacher in a boys' junior high school in Korea who volunteered to administer the survey. The questionnaire was administered to one of the classes the teacher was in charge of during class time. The subjects were given a detailed instruction before the survey administration. It took them about 10 minutes to com-

plete the questionnaire. The survey results were sent back and analyzed. The teacher who administered the survey in Korea was later interviewed via the Internet, mainly about the subjects' background information.

III. Results and Discussion

Section 1 of the questionnaire asked students, as an open-ended question, to describe what they would like to do with English. A variety of responses were gathered, which were categorized into four areas including everyday, academic, professional skills, and travel. Somewhat unexpectedly, a majority of the students (53%) showed a tremendous interest in "travel abroad," jotting down remarks such as "I would like to travel abroad and I think that English will prove useful for me to be able to communicate with people and get to know

Table 1. Needs Ranked by Frequency of Responses [Section 1]

Responses	Skill Area	Frequency (N=38)	%
Travel abroad	Travel	20	53%
Be able to talk with foreigners	Everyday [Speaking]	12	32%
Play computer games	Everyday [Reading]	9	24%
Watch and understand movies	Everyday [Listening]	8	21%
Make foreign friends	Everyday [L / S]	7	18%
Chat online with foreigners	Everyday [Writing]	6	16%
Listen and understand pop songs	Everyday [Listening]	6	16%
Show off English speaking skills	Everyday [Speaking]	5	13%
Interpret	Everyday [L / S]	3	8%
Watch and understand TV programs	Everyday [Listening]	3	8%
Understand information on the Internet	Everyday [Reading]	3	8%
Get a well-paying job in the future	Professional	3	8%
Read English books	Everyday [Reading]	3	8%
Get a good score in English tests	Academic	3	8%
Understand English brand names	Everyday [Reading]	2	6%
Get a job requiring English knowledge	Professional	2	6%
Work abroad	Professional	2	6%
Study at a good college	Academic	2	6%
Have an in-depth English knowledge	Academic	1	3%
Shopping abroad	Travel	1	3%

their culture." This seems to be reflective of the young students' curiosity and fascination toward exploring foreign countries. Table 1 below presents the needs by skill area identified in the open-response question, ranked by frequency of responses.

Thirty-two percent of the students desired an ability to talk with foreigners (e.g., giving directions). Generally, English for everyday skills were considered more important than academic and professional reasons. The students expressed major interest in improving their listening, speaking, and writing skills. Since today's young generation has quite an easy access to the western culture through multimedia such as the Internet, enjoying movies (21%) and pop songs including music videos (16%) became a big part of their pastime. Their interest in diverse foreign cultures is likely to grow rapidly. Eighteen percent of the students wanted to have foreign friends, and sixteen percent responded that online chatting would be a good way to be connected

with foreigners. As the subjects in the study were all male students, about one fourth of them stated the needs to learn English in order to enjoy computer games, though it was not an item suggested in the following closed-response question.

It was interesting to observe that while a majority of subjects considered ‘travel abroad’ as their main reason to study English in the open-ended question, their priority on traveling was set back behind the academic and professional reasons in the later scale responses question as evidenced by the ranking in Table 2. “To get a good score on the entrance

Table 2. Ratings of Item Responses Ranked in Order of Importance [Section 2]

Item#	Questionnaire Item (Target English Uses)	Points (/ 152)	%	Rank
17	...get a good score at the entrance exam.	135	89%	1
18	...get a good job with a high salary in the future.	135	89%	1
8	...talk with foreigners.	132	87%	3
19	...have a job requiring knowledge of English.	127	84%	4
16	...get a good grade in this English class.	126	83%	5
7	...read and understand information on the Internet.	124	82%	6
22	...travel abroad.	122	80%	7
3	...watch and understand TV programs or movies.	106	70%	8
14	...get information about other countries.	102	67%	9
4	...read and understand newspapers.	101	66%	10
12	...understand American culture.	97	64%	11
6	...read and understand novels.	98	64%	11
13	...understand British culture.	96	63%	13
10	...make friends with native speakers of English.	94	62%	14
9	...chat online or write an email to my key-pals.	91	60%	15
5	...read and understand magazines.	91	60%	16
20	...study abroad.	89	59%	17
21	...work abroad.	88	58%	18
15	...learn foreign languages because it is fun.	85	56%	19
1	...listen and understand pop songs.	85	56%	19
2	...listen and understand radio programs.	85	56%	19
11	...understand and use slang.	75	49%	22

exam” and “to have a well-paying job in the future” ranked first with as high as 89% response frequency on the scale-response question in Section 2 in contrast to their low rate of appearance in the previous open-ended question. It appears that the subjects’ strong academic and professional needs for English were triggered by their perception of the force of circumstances in the Korean society where graduates of a prestigious university have a wider opportunity to succeed. The fact that a majority of students did not come up with the academic and professional needs for English in the initial open response question may represent that those needs are not their internal needs but strongly perceived social pressure. Following the academic and professional reasons, the students showed considerable interest in enhancing speaking skills to be able to communicate with foreigners (87%). They were also mostly interested in a computer-based activity like searching information on the Internet (82%).

The scale responses were further analyzed according to the percentage of respondents at each scale point for each item. It was observed that the students’ biggest concern was their future career. It was assumed that the students, being all male, felt a huge responsibility about making a living given that Korea is such a male-dominated society. Seventy-four percent of the subjects

thought that “getting a good job with high salary in the future” was very important. Needs for academic purposes, like achieving high scores on the test, followed the career-oriented needs. The needs for everyday skills unrelated to the schoolwork (e.g., understanding slang, pop songs, movies, and radio / TV programs) overall ranked low. The subjects’ lack of interest in improving spoken English is well reflected in their answers for the Section 3 (Table 3) that asked for students’ preferences on teaching methods.

It turned out that seventy-nine percent of the students felt strong needs for enhancing grammar skills rather than speaking skills. They wanted the teacher to focus on delivering explicit grammar instruction in Korean not in English. A majority of students felt extremely negative or uncomfortable about teacher’s more use of English than Korean. Seventy-three percent of students were concerned with accurate language usage rather than fluent language use. Whereas sixty-two percent of students demonstrated curiosity and anticipation about meeting foreigners in person, a half of the students expressed fear for engaging in communicative interaction in English. Apparently, such a negative attitude on English use in classroom may lead teachers and curriculum developers to reconsider the efficacy of implementing government’s new policy “Teaching English through English.”

Nonetheless, it is worthwhile pondering on possible reasons that would hinder the students in being spoken language oriented. It was an interesting observation that while all the three participants in the pilot study, i.e., high school students, showed great motivation in improving their speaking skills, the junior high school students in the main study put little emphasis on communicative competence. What would this difference imply? It was speculated that the junior high school students’ low interest in communicative classroom would be due to their lack of exposure to the spoken language and conversation classes. In fact, the current 7th curriculum requires every high school to allocate one hour of class time a week to a conversation class whereas junior high school has no obligation to offer a conversation class. Consequently, the junior high school students may well be afraid of speaking in English because they hardly have a chance to be involved in communication using spoken English.

Table 3. Ratings of Item Responses Ranked in Order of Importance [Section 3]

Item#	Questionnaire Item (Teaching Methods)	Points (/ 152)	%	Rank
1	...explain grammar explicitly in Korean.	120	79%	1
8	...use various games and activities in class.	116	76%	2
9	...have me work on computer and Internet in class.	112	74%	3
5	...correct all of my errors when I speak or write in English.	111	73%	4
10	...employ more visual / auditory teaching materials.	106	70%	5
3	...translate English into Korean.	103	68%	6
12	...invite native speakers into class 1 - 2 times a month.	94	62%	7
7	...have me engage in more pair or group activities than individual work.	79	52%	8
11	...Let me learn English in a language lab.	78	51%	9
13	...give me more chance to speak w/ native speakers in class.	75	49%	10
2	...explain grammar explicitly in English.	72	47%	11
6	...give me more chance to speak in English in class.	69	45%	12
4	...speak more in English than in Korean.	62	41%	13

Insofar as the current curriculum aims to foster students’ communicative proficiency based on CLT and TBLT approaches, it is important for curriculum developers and teachers to try to seek out the most effective and timely ways to help students with enhancing speaking skills.

Teachers should play a key role in raising students' awareness of English as a means to communicate, not a set of rules to memorize or an ultimate goal to achieve. Making a good balance between form-focused instruction and communicative activities is highly advisable (e.g., Fotos & Ellis, 1991; Fotos, 1994; Lee, 2002). The learning environment should help students gain confidence in their use of English as a means of communication.

As many students want to engage in a computer-based classroom activity (74%), a teacher may consider adopting technology in a motivating manner to promote conversational interaction among students or between a teacher and students (Gonzelex-Lloret, 2003; Skehan, 2003). The results of the survey showed that students were not familiar with pair or group work. This might reflect today's societal phenomena that teenagers lack socializing skills. Due to the decline in birth rate as well as the booming of the Internet and computer games, students have more time to spend alone, which results in their lack of sense of community and partnership. A systematic approach to the TBLT curriculum will prove beneficial to resolve this problem: it provides students with abundant opportunities to practice cooperative work as well as English conversation.

IV. Conclusion

This paper, originally started out from my personal concerns as a secondary school teacher, gave me a valuable opportunity to think over various issues related to the English curriculum in Korea. It is hoped that this undertaking will develop a detailed understanding of the students' needs and shed some insightful light on the national curriculum design process. The study does have limitations, for example, the sole dependence on a questionnaire rather than the multiple resources and methods for triangulation. A small sample size and single-sex participants in the needs analysis might also reduce generalization of the results. Nevertheless, the pedagogical implications that can be drawn from the current study are of significance. The examination of students' potential or actual needs for English will provide the curriculum developers and teachers with useful and insightful "subject information" and thus assist them in designing more motivating and beneficial English instruction. Involving learners in the curriculum design process is humanistic approach to education. Humanistic education is based on the belief that learners should have a say in what they should be learning and how they should learn it, and reflects the notion that education should be concerned with the development of autonomy in the learner (Nunan, 1988, p. 20, *italics in original*).

A needs analysis is an important procedure to confirm or correct the impressions of teachers and curriculum developers (Miller, 2001). While it is (*italic in original*) logical to make the learners the focus of any sound needs analysis (Brown, 1995, p. 20) so that they can play an active role in their learning process, teachers, administrators, program developers, societies, and even whole nations have needs that may also have a bearing on the language teaching and learning situation (Brown, 1995). It is assumed that while there is general agreement among these different groups, there are some differences as well. Education is an interactive process, and the less there are gaps in needs between the students and the education providers, the better the curriculum will fulfill the expectations of all who are involved. In this light, I would propose a larger-scale and thorough undertaking of needs assessment at a national educational policy level. In a smaller scale, a class teacher can take informal needs analysis as part of a teacher's ongoing responsibilities. The needs analysis should be a continuous process, in which the

conclusions drawn are constantly checked and re-assessed (Brown, 1995; Hutchinson & Waters, 1987). I believe that this rigorous and systematic approach to the curriculum development will be conducive to the Korean students, both purposeful and meaningful in learning the English language. Ultimately, it would make a tremendous contribution in improving the English education in Korea.

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L2 WORKING MEMORY AND L2 READING SKILL

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Abstract

This paper, a partial replication and extension of Harrington and Sawyer's 1992 study, investigates individual working memory capacity[1] differences among advanced second language (L2) learners of English in relationship to their reading skill. The study found that L2 learners with larger L2 working memory capacity outperformed those with lesser capacity on measures of reading skill. The study also suggests the importance of L1 working memory capacity as a predictor of success in L2 learning. Indeed, L2 working memory capacity is a critical indicator of individual differences in L2 reading skills. Therefore, further investigation of its pedagogical applicability would be worthwhile.

I. Introduction

In terms of interactive models of language processing, clear differences have been observed between skilled and unskilled L2 readers (Rumelhart, 1977). Skilled readers automatically use the bottom-up processes (i.e., text-driven) to a greater degree, which allows the readers to allocate more resources to top-down processes (i.e., concept-driven). Perfetti (1985) believed that since these processes take place partly within a limited resource processing mechanism, also called working memory (Baddeley & Hitch, 1974; Baddeley, 1986), an inefficient lexical access, which is slow and demanding, makes it more difficult for a reader to hold propositions in working memory. It is assumed that good readers have more efficient skills, which allow more capacity to be devoted to the storage of partial products of the reading task. That is, the more efficient processes of the good reader could be functionally equivalent to a larger storage capacity.

Empirical support for the role of working memory in skilled reading has come from several correlational studies in which working memory capacity is assessed by variants of the reading span test (Daneman & Carpenter, 1980). A wealth of studies to date in both first language (L1) and L2 has identified close links between this reading span measure of working memory and individual differences in reading comprehension (e.g., Daneman & Carpenter, 1980,1983; Daneman & Merikle, 1996; Harrington & Sawyer, 1992; Osaka & Osaka, 1992; Osaka, Osaka, & Groner, 1993; Masson & Miller, 1983; Miyake & Friedman, 1998). Notably, Harrington and Sawyer's (1992) study has drawn tremendous attention for its pioneering role in the research addressing L2 working memory issues. Harrington and Sawyer found that individual differences in L2 reading skill are highly correlated with L2 working memory span, at least among relatively advanced adult L2 learners. It was also shown that there is a moderate correlation between L1 and L2 working memory ($r=.39, p<.005$). The current study was undertaken in order to determine whether the findings of previous studies can be replicated with a similar methodology and with L2 learners in different L1-L2 constellations.

II. Experiment 1

The purpose of this study is, therefore, to test the extent to which differences in L2 reading skill can reliably be related to differences in L2 working memory capacity. As the study attempts to identify differences in the ability to process linguistic information and not linguistic knowledge per se, only intermediate and advanced L2 learners were included in the research. The two hypotheses linked to the research question are:

Hypothesis 1. Higher-level second language readers have larger L2 working memory capacity.

Hypothesis 2. Lower-level second language readers have smaller L2 working memory capacity.

A. Method of Experiment 1

1. Participants

Seventeen students at the University of Hawai'i at Manoa whose L1 was Korean participated in this study. Fifteen were enrolled in graduate programs and two were undergraduate students. With three exceptions, the participants were all female and ranged from 23 to 41 years of age ($M=25.88$). They came from a variety of academic backgrounds, including linguistics, second language studies (SLS), Asian studies, anthropology, and biology. The participants' reported CBT TOEFL scores ranged from 230 to 267, with an average of 254.

2. Materials

Materials for the study consisted of a battery of memory tests in both Korean and English, and a set of measures indexing L2 reading proficiency. Three memory tests were used: digit span, word span,[2] and reading span. Both the Korean and English digit span tests consisted of six sets of two strings of random digits, for a total of 78 digits. The shortest set consisted of two four-digit strings. The length of each string increased by one digit per set, with the last set comprising two nine-digit strings (Miller, 1956). Second, the Korean and English word span tests involved a total of 50 words, which were unrelated simple nouns, in five sets of two strings of words. The shortest set consisted of two three-word strings. The length of each string increased by one word per set, with the last set being composed of two seven-word strings. Finally, the L1 and L2 reading span tests each consisted of 28 sentences. Each sentence consisted of simple, active words, 10-12 in length, and ended with a different word. The sentences were presented in sets of increasing size, starting with two sentences per set and extending up to five sentences per set. A grammaticality judgment task was incorporated in the L2 reading span test to ensure that the participants were reading and processing for meaning without focusing only on the retention of recall items.

3. Procedure

Each of the three sets of memory tests was administered individually and introduced to the participants with detailed instructions. In the digit and word span tests, each participant would listen to the tape and at each prompt, write down on the answer sheet what he or she could recall. With respect to the reading span test, the test sentences were presented on 5×7.5-inch index cards, with one sentence per card. The participants were asked to read aloud the sentences and at the end of each set of sentences, they were presented with a prompt to recall the sentence-final word for each sentence in the set. When the cue card was presented, the participant wrote down the sentence-final words on the answer sheet. The three memory tests were later scored based on key answers and included in the analysis. Each correct answer was counted as one point. The L2 English reading comprehension measures consisted of the TOEFL grammar ($M=25.88$, $SD=2.05$) and reading scores ($M=26.53$, $SD=2.23$), which were obtained from each participant after performing the memory tests.

B. Results of Experiment 1

The results show a fairly strong correlation between the TOEFL reading score and the reading span measure ($r(15)=.68, p<.01$). On the other hand, while the original study showed quite a significant correlation between TOEFL grammar and L2 reading span ($r=.57$), the present study has a moderate-to-strong relationship between the two measures ($r=.48$). It is presumed therefore that the inclusion of participants' writing scores in the TOEFL grammar scores would have adversely affected the correlational relationships between the L2 memory span measures and the TOEFL grammar score.

Table 1 presents correlations between L1 and L2 memory span measures. While both the English digit and word span measures do not demonstrate any significant correlation with the English reading span measures ($r=.27$ and $.25$, respectively), the Korean simple span measures are fairly strongly correlated with the Korean reading span test ($r(15)=.53$ and $.49, p<.05$, respectively). This result is rather striking because these positive relations between L1 digit and word spans and L1 reading span were not found in previous studies (e.g., Daneman & Carpenter, 1980; Harrington & Sawyer, 1992). The strong correlation between the L1 simple spans and the L1 reading span might reflect the participant's efficiency in processing due to his or her familiarity with the native language, which would allow allocation of more storage capacity in performing the L1 memory span tests. A high correlation

Table 1. Correlations between L1 and L2 Memory Span Measures

Memory Span	Digit		Word		Reading	
	L1	L2	L1	L2	L1	L2
Digit						
L1						
L2	.47*					
Word						
L1	.66**	.10				
L2	.47*	.53*	.51*			
Reading						
L1	.53*	.36	.49*	.20		
L2	.35	.27	.18	.25	.57**	

Note: N=17, * $p < .05$, ** $p < .01$.

between the Korean reading span and the English reading span is quite noteworthy ($r(15)=.57, p<.01$). In sum, hypotheses 1 and 2, which hypothesized that there would be a positive relationship between L2 reading skills and L2 working memory capacity, were thus confirmed as evidenced by the correlational results.

III. Experiment 2

The findings in Experiment 1 are significant in that they show a potential predictive power of L2 working memory for L2 reading skills. The critical roles of L1 digit, word spans and reading span in indicating the corresponding L2 simple spans and reading span are another key finding. Given the salient findings in the previous experiment, the current study was further

extended into Experiment 2 with the goal of exploring the participants with diverse L1 backgrounds. A research question and two hypotheses equivalent to those for Experiment 1 were generated:

A. Method of Experiment 2

1. Participants

The participants in the study were 27 high-proficiency non-native speakers of English. 25 were graduate and two were undergraduate students at the University of Hawai'i at Manoa. With five exceptions, the participants were all females whose first languages were mostly Korean, Japanese, and Chinese, ranging from 23 to 41 years old ($M=30.26$). They came from a variety of academic backgrounds, including linguistics, SLS, Asian studies, anthropology, MBA, computer science, biology, and so on. The participants' reported CBT TOEFL scores ranged from 230 to 300, with an average of 262.

2. Materials

The battery of memory tests for L2 English and the set of measures indexing L2 reading proficiency that were employed in Experiment 1 were used to conduct Experiment 2.

3. Procedure

A procedure similar to that in Experiment 1 was undertaken except that only L2 memory span tests were carried out. After the individual administration of three sets of memory tests, digit and word span being auditory while reading span, visual, each participant reported his or her TOEFL grammar ($M=26.3$, $SD=2.1$) and reading scores ($M=27.3$, $SD=2.2$) either immediately following the testing or later via email.

B. Results of Experiment 2

Table 2. Correlations between L2 Memory and L2 Reading Scores

Memory Span Scores	Reading Scores	
	TOEFL2 (G + W)	TOEFL3 (Reading)
Digit	.28	.34
Word	.31	.37
Reading	.27	.59*

Note: $N=27$, $*p < .01$.

Table 2 summarizes correlations between L2 memory span and L2 reading measures. The digit and word span measures, in general, did not correlate significantly with the TOEFL grammar and writing measures, the magnitude of correlations ranging from .27 to .31. By contrast, the TOEFL reading score showed a strong correlation with the L2 reading span measure as predicted ($r(25)=.59$, $p<.01$). This result is also consistent with the previous findings both in L1 and L2 studies.

The correlation between digit span and word span measure reaches significance ($r(25)=.56$, $p<.01$). However, the correlation of the digit and word spans with the reading span is weak-to-moderate ($r=.35$ and $.19$, respectively).

IV. Experiment 3

The findings in Experiment 2 supported the hypothesis that there is a positive relationship between L2 reading comprehension proficiency and L2 working memory capacity as evidenced by the results of the reading span test. On the other hand, the performance on the digit and word span measures turned out to bear little relationship to reading skills. The results are thus in agreement with those of Harrington and Sawyer (1992) that L2 working memory capacity would be reflective of L2 reading skills, whereas simple L2 digit and word spans would not. However, there remains a question as to whether the lack of correlation could be due to the difference in mode of presentation between the simple span tests and the reading span test. That is, in the present study, the simple spans were presented orally whereas the reading span test was visual. It may be argued that the difference between listening and reading comprehension skills would affect the disparity between the simple span and the reading span measures. Furthermore, it seems obvious that the auditory simple span tests have little to do with reading proficiency, which is clearly based on decoding and interpreting visual materials. Experiment 3 was thus extended to overcome the methodological limitation of the previous study and answer the question, “to what extent does this difference in mode of presentation (auditory vs. visual) influence the results of memory span tests?” In this experiment, two visual simple span tests were devised and performed with the purpose of minimizing the methodological gap between the simple span tests and the reading span test. The following hypotheses were formulated on the basis of the research question.

Hypothesis 1. Higher-level second language listeners have larger auditory memory span.

Hypothesis 2. Lower-level second language listeners have smaller auditory memory span.

Hypothesis 3. Higher-level second language readers have larger visual memory span.

Hypothesis 4. Lower-level second language readers have smaller visual memory span.

A. Method of Experiment 3

1. Participants & Materials

The 27 participants who participated in Experiment 2 carried out the following experiment. Materials consisted of a set of memory tests similar to the two simple spans tasks employed in Experiment 2.

2. Procedure

The two visual simple span tests were performed each under an individual administration. The reading span test was carried out in a similar manner as the digit span test. The participants' TOEFL listening score ($M=25.8$, $SD=2.35$) as a measure of L2 listening comprehension was obtained and included in the analysis so that it can be compared with the results on the performance of auditory simple span tests performed in Experiment 2.

B. Results of Experiment 3

The results obtained in Experiment 2 were integrated into the analysis of Experiment 3 to investigate the relations among the variables. Table 3 presents correlations between memory span measures and TOEFL scores. Hypotheses 1 and 2 posited a possible positive relationship between the scores in the L2 auditory simple span tests and L2 listening comprehension measure. The results support these hypotheses: the correlations between the auditory digit and word span measures and the TOEFL listening score were moderate to strong ($r=.37-.48$). In particular, the digit span score exhibited a stronger correlation with the TOEFL listening measure than word span score did. Lastly, the correlation between the reading span measure and the TOEFL read-

ing score ($r=.59$, $p<.01$) was even higher than those between the visual digit or word spans and the TOEFL reading score ($r=.54$ and $.52$, respectively). To sum up, Hypotheses 3 and 4, which assumed a positive relationship between L2 reading skills and visual memory spans, are also supported by the strong correlations.

Table 3. Correlations between Memory Span Measures and TOEFL Scores

Memory Span Tests		TOEFL Scores		
		Listening	Grammar	Reading
Auditory	Digit	.48**	.28	.34*
	Word	.37*	.31	.37*
Visual	Digit	.27	.24	.54**
	Word	.16	.47**	.52**
Reading		.19	.27	.59**

Note: N=27, * $p < .05$, ** $p < .01$.

Correlations between the memory spans measured by employing different modes of presentation are presented in Table 4. As was the case for the correlation across the auditory simple spans in Experiment 2 ($r=.56$), the correlation between visual digit span and visual word span is very strong ($r=.77$). Also, the visual simple spans show a stronger relationship with the reading span than the auditory simple spans did. Except for the weak correlation between the auditory word span and the reading span measure ($r=.19$), the results suggest that there is a fairly high correlation between auditory and visual memory for simple span materials and a moderate correlation between simple auditory and visual memory spans, and reading span. These findings are somewhat comparable with Daneman and Carpenter's (1980) findings with L1 participants, as well as Harrington and Sawyer's (1992) with L2 participants.

Table 4. Correlations between L2 Memory Span Scores (Auditory vs. Visual)

Memory Span Tests		Memory Span Tests				Reading
		Auditory		Visual		
		Digit	Word	Digit	Word	
Auditory	Digit	-	-	-	-	-
	Word	.56*	-	-	-	-
Visual	Digit	*	-	-	-	-
	Word	.48*	.49	-	-	-
Reading		*	**			
		.53*	.63	.77	-	-
		*	**	**	-	-
		.35*	.19	.43*	.41*	-

Note: N=27, * $p < .05$, ** $p < .01$.

V. Discussion & Conclusion

A. Theoretical and Pedagogical Implications

The findings in the present study have remarkable implications for L2 working memory capacity in relationship with L2 proficiency. First, in general terms, the crucial role of L2 working mem-

ory as an index of individual differences in processing capacity justifies its use as a salient indicator of L2 aptitude (Robinson, 2002; Sawyer & Ranta, 2001). Second, working memory capacity can play a critical role in explaining L2 development across individuals and ages based on processing capacity limitations. In terms of the transfer of reading comprehension skills from L1 to L2, it is suggested that the transfer is closely linked to the development of verbal working memory in L2 (Walter, 2004). Working memory theory might be able to provide an alternative means to account for the developmental stages in SLA, independent of particular linguistic structures, as exemplified by the reading span. Lastly, from a pedagogical standpoint, the construct of working memory capacity makes substantial contributions to the theory of L2 learning and instruction. The knowledge of the notion of working memory will prove conducive to enriching teachers' skillful reading instruction by providing critical insights into the overall processes of L2 reading, general strategies for presenting information to students, and ways to encourage students to engage in reading. For instance, as an important monitor as well as facilitator in students' language learning, a teacher might be able to develop beneficial strategies for the students' effective use of working memory in receiving, storing, integrating, retrieving, and using the L2 input. In addition, the reading span test has the potential to provide an alternate reading skill assessment, which is relatively quick and easy to administer (Harrington & Sawyer, 1992).

B. Limitations and Suggestions for Future Research

Despite these significant implications, by simply relying on bivariate correlations between L2 working memory capacity and L2 reading skills, this study fails to establish a clear direction of influence between the two variables. The limited number of participants involved also appears to be a weakness. The limitations of this current study call for future research, involving more systematic and refined methodology and analytic perspectives.

First, concerning the design of methods, there is a need for future research to employ a computer-based test to control the processing time per participant when presenting the memory tests. Also, in order to obtain more authentic data demonstrating the participants' current L2 reading and grammar skills, alternate methods such as on-the-spot reading and grammar tests should be devised, instead of relying on reported TOEFL scores. Most importantly, a scoring scale for the memory span tests needs to be devised in order to measure the participants' memory spans in a more accurate manner. Second, a similar study comparing children and adult L2 learners would be stimulating to determine to what extent the differences in L2 proficiency are related to L2 working memory capacity. Finally, a longitudinal study that measures development of L2 working memory capacity across time would be worthwhile; it will overcome the limitations of simple bivariate correlational studies based on cross-sectional development as a variable and shed some new light on precisely how and when working memory capacity limits the L2 comprehension processes.

In conclusion, L2 working memory is of significant importance for clarifying L2 reading processing, because it interacts with the basic cognitive systems assumed to underlie L2 learning. Therefore, a deeper understanding of the reading process and how students learn to read an L2 would offer "a stronger theoretical rationale for L2 reading programs and instructional approaches" (Day & Bamford, 1998, p. 11). Given the inherently complex and variable-ridden phenomena in this field, as more studies are replicated and extended, the clearer our understanding of the mysterious nature of L2 teaching and learning will be.

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Language Learning Activities in Three EFL Classrooms for Children

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Abstract

Even before EFL programs were introduced into the national curriculum for Japanese elementary schools in 2002, some kind of English language program had been incorporated in preschool-level education. Since then, an increasing number of preschools and private language schools have started their own EFL classes for children. However, few empirical studies had been done to examine how English should be taught and learned at the preschool level in an EFL context such as Japan. Consequently, our knowledge of unique features pertaining to preschool EFL classrooms come short of providing insights for instructor training, curriculum development, syllabus design, and preparation of learning materials. In order to compensate for this lack of knowledge, the presenters have observed three different EFL classrooms in different educational contexts. One of them is in a private kindergarten, where a native speaker of English, as the main instructor, uses English as the primary medium of instruction on a daily basis, and is supported by a native speaker of Japanese. Another classroom is in a nursery school, where a group of Japanese speakers teaches English on a weekly basis. The third classroom is a privately-operated language school for children, where a Japanese native speaker teaches English on a weekly basis. In this longitudinal and descriptive study, Spada & Frolich (1995)'s COLT (Communicative Orientation of Language Teaching) Observation Scheme is employed, and some of the major findings will be reported in this poster presentation.

I. Introduction

In 1999, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) issued the new curriculum guidelines for elementary schools (to become effective in 2002), in which English conversation activities were introduced as a part of international understanding. In 2002, MEXT went on to formulate "A Strategic Plan to Cultivate 'Japanese with English Abilities'" (MEXT, 2003); "support for English conversation activities in elementary schools" is one of the seven measures to improve English language education in Japan. Now, more than 90% of Japanese elementary schools have incorporated some kind of English conversation activities as a part of so-called "Period for Integrated Study", a course designed for cross-subject/curriculum learning.

The understandable reaction to this 'national drive' toward English language learning at the early stage is the caretakers' enthusiasm to prepare their children for the prospective encounter with the English language. Although no statistics as to the number of kindergartens and nursery schools that have implemented English language education in their curriculum is available, it

is widely recognized that more and more preschools actually do so, and the English conversation schools targeting at the younger children is flourishing in Japan.

The resulting situation is that elementary schools are now accepting pupils who have undergone a wide variety of English language learning experience. However, to our knowledge, no empirical research has been carried out that compared their EFL learning experience. Furthermore, from the teacher training perspective, we have very little knowledge on how (experienced and inexperienced) instructors cope with various classroom situations with dramatically changing children, or in what ways and aspects instructions in different educational settings differ.

The present study is a part of our ongoing longitudinal and descriptive study on TEFL for Japanese younger children. Addressing the above-mentioned issues, three preschool EFL classrooms in different educational contexts have been observed in an attempt to depict changes and differences in instructional practices and in classroom interaction. As an observational framework, a slightly modified version of Communicative Orientation of Language Teaching Observation Scheme (Spada & Fröhlich, 1995; henceforth, COLT) [1] has been employed. The preliminary report, Sugino et al. (2004), demonstrated that shifts in instructional focus are reflected in characteristics of the classroom activities, which can be elicited by Part A of COLT. Kawashima et al. (2004), based on the three-year's observation data from one of the three classrooms and using both Part A and Part B of COLT, elucidated quantitative changes in instructional practice and qualitative changes in classroom interaction, and discussed the possible links between the two. The present study compares the three classrooms by characterizing their classroom activities.

II. The Present Study

A. Observation

Three schools from different parts of Japan were selected in order to avoid regional bias. On a weekly basis, English language activities in the three classes (one from each school) were videotaped. The video camera was fixed in one corner of the room where the whole classroom can be framed in, so as not to bother the children and disturb the class. From the collection of the data, three days from each class were selected. The main features of the classes observed are summarized in Table 1.

B. Coding Procedure

Part A of COLT (COLT-A) was used to characterize English language activities. The original version of COLT-A has five major sections: (1) Participant Organization, (2) Content, (3) Content Control, (4) Student Modality, and (5) Materials. As is often with the case with the previous studies using COLT, some adaptations were made for the context of the present study (See Sugino et al., 2004, for the details of the adaptations).

The authors first viewed the videotapes, described activities and episodes, and measured the elapsed time for each of the activities and episodes. Each episode, then, was coded by identifying its characteristics according to the relevant categories or subcategories in each of the five sections. Each coded incidence was given the elapsed time of its episode. The ratio of the total elapsed time of all instructional activities to the total time of instruction in that day [2] was calculated. The ratios of the three days were averaged, yielding the values shown in the tables

in the next section.

Table 1. The Main Features of the Classes Observed

	Type of School and Location	Instructor(s)	Class size	Frequency of English classes	Mean Instructional Time (min.)	Children's Age	Children's prior EFL learning experience
Class A	Private kindergarten in the mid- eastern part of Japan	English native speaker as the main instructor, supported by Japanese-speaking instructor	25	Daily	106	5-6	1-2 years
Class B	Private nursery school in the southern part of Japan	A group of Japanese-speaking teacher trainees	14	Weekly	31	5-6	Mostly none
Class C	Private English conversation school in the mid-western part of Japan	Japanese speaker	6	Weekly	6-7	6-7	1 year

C. Results

Summarized below are only a couple of the major findings from the present study. The authors believe that these results would characterize each class to some extent. The other results will be presented at the conference.

1. Languages Used by Instructors and Children

Table 2 and Table 3 below show the percentages of the language used by the instructors and the children. L1 refers to the children's native language, Japanese, and L2, English. We observed that their language code-switched at times, so the subcategory of "mixed" was added.

Table 2. Language Used by the Instructors (%) [3]

	Class A	Class B	Class C
L1	53.20	1.75	74.11
L2	54.50	96.49	89.03
mixed	32.96	0.88	5.65

Table 3. Language Used by the Children (%)

	Class A	Class B	Class C
L1	65.99	80.69	51.01
L2	46.24	81.97	91.83
mixed	7.29	1.75	1.69

Differences are apparent in the use of the target language by the instructor. While Class B shows heavy use of L2 by the instructor, the instructor in Class C used both L1 and L2 with

less reliance on the mixed language, and the instructor in Class A used all of the three languages. The language use of the children also displays unique tendencies among the three classes. In Class A, both L1 and L2 were used, but with relatively low percentages. Class B's children also used the two languages but with high percentages, which we see as the reflection of the children's reacting clamorously to the instructor's approaches in English. The children in Class C used English most frequently, but also relied on their L1 half of the time.

2. Participant Organization

Closely related with the participants' language use is the unit of activity, which is summarized in Table 4. Please recall that, as has been shown in Table 1 above, Class A has the largest number of children in the class, Class B is taught by a group of teacher trainees, and Class C has only 6 children in one class. Despite the larger number of the children, the interaction between the instructors and individual children was quite frequent in Class A. The relatively high percentage of the interaction between the instructors and groups in Class B shows that many activities in Class B were carried out by the groups. In Class C, the model interactions between the instructor and an individual were easier, reflected in the relatively higher percentage in the last subcategory.

Table 4. Participant Organization (%)

	Class A	Class B	Class C
Inst. <=> Whole Class	76.46	77.10	71.58
Inst. <=> Group	15.45	35.66	20.23
Inst. <=> Individual	56.20	4.39	49.85
Group <=> Group	7.64	0.00	3.86
Inst.&Ind./Grp. <=> Group	1.42	0.00	11.81

3. Explicit Focus on Form

Another difference is observed in the explicit focus on linguistic form. As Table 5 below shows, the instructors in Class B and Class C spent much more time focusing on linguistic form than the instructors in Class A.

Table 5. Explicit Focus on Form (%)

	Class A	Class B	Class C
Form	7.50	34.02	39.69
Function	0.00	0.00	7.11
Discourse	1.45	0.00	1.00
Sociolinguistics	0.00	0.00	2.20

III. Conclusion

Differences among the three classes are not limited to those briefly reviewed above; we have observed that, in Class C, the extended written materials referring to "topics going well beyond the classroom and immediate environment and experience" (Spada & Froehlich, 1995, p. 17) were used, and more time was spent for reading activities. This reflects the fact that Class C used textbook and picture book as the learning materials. In addition, Class C's instructor issued

fewer procedural directives. On the other hand, topics dealt in Class A and Class B were within the children's immediate environment and experience, and procedural directives were used more frequently. Children in these two classes were involved in activities such as acting pretending, or making something.

All in all, the three classes observed in the present study can be characterized in the following way: Class A is task-based, provides opportunities to use the target language, and encourages personal involvement. Class B is also task-based, but the instructional focus is placed on language learning. In addition, Class B's children are approached and also behaving as a group. Class C is rather textbook-based, individualized, and language learning focused.

Anecdotally, the instructor of Class C reported to us that she was shocked to see one of her students, who actively spoke in her class, could not communicate with a native speaker of English outside the classroom. This appears incompatible with the considerable amount of English used in class, as we saw in Tables 2 and 3. In order to see how these characterizations of classroom activities affect the quality of language use in class, and consequently, the target language acquisition, we need to qualitatively analyze the classroom interactions in each of the classes. In this respect, the findings we reported in Kawashima et al. (2004) are of relevance. In our longitudinal study of Class A, we have observed the classroom interactions changed qualitatively toward more authentic and flexible language use from more or less formulaic responses. We are expecting to see similar differences among interactions in the three classes.

We believe that the findings of the present study bear significant implications not only for the instructors but for those involved in material development, teacher training, and task designing. By accumulating findings from longitudinal and descriptive case studies and by explicating the interrelatedness among classroom activities, language use and its acquisition, we are hoping to provide helpful suggestions for those who are concerned with TEFL at the preschool level.

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[1] COLT consists of two parts; Part A that "describes classroom events at the level of episode and activity," and Part B that "analyzes the communicative features of verbal exchanges between teachers and students and/or students and students as they occur within each episode or activity" (Spada & Fröhlich, 1995, p. 13).

[2] Time spent for non-instructional activities such as lunch break, play time, or recess was excluded from the whole day's elapsed time.

[3] If, for example, both Japanese and English are used in one episode, both languages will be coded for that episode, resulting in the total of the percentages sometimes exceeds 100%. The same will apply to all the other categories and subcategories.

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Classroom Concordancing: Increasing Vocabulary Size for Academic Reading

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Abstract

This presentation is based on action research aimed at solving the problem of engineering students' insufficient vocabulary size for academic reading. In the study, vocabulary learning was integrated into an existing reading course and classroom concordancing was applied with the objectives to compare its learning effects with the conventional method's effects on vocabulary learning. In addition, the study was aimed at exploring students' processes and attitudes while dealing with classroom concordancing. The study was conducted with two intact groups of engineering students in one academic semester. In the preparatory stage, a purpose-built corpus was compiled from academic texts in engineering fields. Then target words were selected from high frequency words in the corpus, which were also words in the lists of the GSL or the AWL. This target wordlist was used to design all lessons, materials, activities and tests. During the study, the experimental group was trained through paper-based and hands-on activities to deal with concordance information in the corpus whereas the comparison group was taught through reading and vocabulary exercises. At the time of the presentation, the process of data collection has not been fully completed. However, most of the data have been collected so some data and findings will be selectively presented and discussed.

I. Background of the Study

In EFL countries, the problem of students' insufficient vocabulary size for academic reading is relatively common in most EAP instruction. This problem is frequently mentioned in related papers such as with Omani students in Cob & Horst (2001) and Indonesian students in Nurweni & Read (1999). Similarly, at Rajamangala University of Technology (RMUT) in Thailand, engineering students' limitation of lexical knowledge is considered to be the main source of problems in developing their academic reading proficiency. To verify such a problem, in January 2004 a sampling group of students was measured on their vocabulary size by using Vocabulary Level Tests developed by Nation and Schmitt, Schmitt, & Clapham (in Nation, 2001). The result confirmed that their lexical knowledge was much below a critical basis needed for academic reading.

Students' limitation of vocabulary size certainly inhibits their reading comprehension. In order to adequately understand a piece of text, previous studies (Nation, 2001; Cobb and Horst, 2001; and Coxhead & Nation, 2001) suggest that students need to be familiar with 95% of the words occurring in that text. It is also indicated that just over 90% of the running words in academic texts can be constituted from around 3,000 high frequency word families in two of the mostly cited wordlists i.e. the GSL (General Service List of English Words) and either the UWL (University Word List) or the AWL (Academic Word List). In the case of RMUT students, their lexical knowledge was found much below the lexical threshold for academic reading, so the chance for them to properly understand the texts was very low as well. As a result, their reading proficiency could not be well developed without the adequacy of vocabulary. To improve reading proficiency, students' lexical knowledge gap needed, first and foremost, to be bridged.

Nevertheless, remedial work on bridging this gap was not easily conducted because of time limitation. In engineering programs, only a few EAP courses were provided and no courses specifically focused on vocabulary learning. The vocabulary component had to be integrated into an existing reading course, and increasing vocabulary size had to be conducted simultaneously with developing reading proficiency in one academic semester. It was necessary to enable students to read academic texts in English as quickly and effectively as possible. Therefore, the conventional method of teaching reading skills and strategies was inadequate to prepare students properly in a short time, especially when a large size of vocabulary had to be integrated. A new effective teaching method was consequently needed under such a circumstance, and 'classroom concordancing' was selected as a potential solution to this problem.

II. Classroom Concordancing

Classroom concordancing is applied from a corpus-based method prominently used in language analysis in the fields of lexicography and linguistics. It involves corpus compilation from authentic texts and a concordancing program called a 'concordancer'. In brief, a corpus is a collection of texts compiled for linguistic study whereas a concordancer is computer software to access the information in the corpus as well as to display the output in a concordance format. As a corpus and a concordancer are always used together in language analysis, the method is typically called a 'corpus-based method' or a 'concordance-based method'. When a corpus-based method is applied in language instruction, the method is often referred to as 'classroom concordancing' underpinned by a learning approach called 'data-driven learning' (DDL). According to Johns & King (1991, p.iii), 'classroom concordancing' or 'DDL' are "the use in the classroom of computer-generated concordances to get students to explore the regularities of patterning in the target language, and the development of activities and exercises based on concordance output".

In language instruction, classroom concordancing is a very useful method for training students to observe words' behaviors in different contexts. A concordancer is a versatile tool for facilitating vocabulary learning. For example, it can quickly count the number of words in a corpus, show the frequency of each word, search a particular word to study it in different naturally-occurring contexts, sort and display data in a way which word behaviors in multiple contexts can be observed conveniently etc. With such capability, the program can quickly introduce learners to a large number of target words in various contexts in a short time. By this way, according to Cobb & Horst (2001), students can be systematically exposed to hundreds of target words in authentic contexts at an accelerated pace. In addition, Leech (1997) points out that the method makes possible a direct contact between students and immediate relevant data. Students can make use of a unique information resource that is waiting to be 'unlocked' by the human intelligence. Leech (1997, p.3) emphasizes, "It is this experiential confrontation with the material of study that can make corpus work so rewarding for the students."

The corpus-based method was introduced to the area of language education a few decades ago. At the beginning, however, it was applied exclusively among developers of curricula, syllabuses, and materials. Recently, this method has been increasingly encouraged to be applied directly in language classrooms. It is argued that learners should have opportunities to make direct contact with relevant authentic information in the corpus. Leech (1997, p.8) mentions, "...it is important that the student should be able to acquire the necessary 'hands on' know-how, so that they can

explore corpora for their own purposes”. So far, empirical evidence in the area of language instruction is not abundant, and very few classroom-based studies were found in Thai educational contexts such as the studies of Sripicharn (2002) and Todd (2001). However, despite different focuses, earlier related works such as those published in Aston (2001), Winchmann et al. (1997), and Johns & King (1991) reported its positive influence on language learning in terms of both cognitive and affective aspects

III. The Study

This research was aimed at incorporating classroom concordancing into language teaching practice. It was interesting to find out whether this method could be effectively used for increasing students’ vocabulary size for academic reading. The objectives were to compare its learning effects with the conventional method’s effects on vocabulary learning in terms of students’ vocabulary size, ability to transfer lexical knowledge to new contexts, and retention rate. In addition, it was aimed at exploring students’ processes and attitudes while dealing with classroom concordancing.

A. Research Methodology

The study was designed in the form of a ‘matching-only pretest-posttest comparison group design’ (Fraenkel & Wallen, 2000). It was conducted with two intact groups of RMUT engineering students in one academic semester during June -- September 2005. To equate the groups, the participants from one group were matched in pairs with the other group according to their level of English proficiency based on the pretest scores. In the preparatory stage, a purpose-built corpus of around 500,000 words was compiled from academic texts in engineering fields i.e., textbooks, handouts, manuals, news, articles, advertisements, and abstracts. The text topics concerned general interests shared by all disciplines of engineering such as technical drawing, computer-assisted engineering etc. Most texts were from web-based sources recommended by engineering instructors. After the corpus was compiled, target words were selected from high frequency words in the corpus, which were also words in the lists of the GSL or the AWL. This target wordlist was used to design all lessons, materials, activities, and tests.

During the study, most learning conditions in both groups were similar, except the used methods. Both groups were taught with the same syllabuses and lessons within the same period of time. Each weekly lesson focused on studying the same target words. All tests and review tasks were also similar. The differences between them were due to different requirements of the used methods. The comparison group was taught with the conventional teaching method whereas the experimental group was exposed to classroom concordancing. The former was taught reading skills together with reading and vocabulary exercises in a normal classroom. The latter was trained to deal with concordance information using paper-based and hands-on activities in a language laboratory equipped with computers sufficient for everyone.

B. Examples of teaching methods and materials

In teaching words used for giving definitions, for example, the students in the comparison group were presented with a short reading passage containing the to-be-studied words such as ‘mean’, ‘define’, ‘refer’ etc. as follows.

Machines

The term 'machine' means an assembly of parts operating together to perform work. A machine is generally referred to as any mechanical or electrical device that transmits energy to perform tasks. A simple machine is defined as a mechanical component such as bearing, gear, screw whereas a machine tool is defined as a powered mechanical device such as lathe, mill, drill etc.

Firstly, students' attention was drawn to notice the target words highlighted in italics. A set of questions was given as guidelines for students to get specific information from the passage. After reading comprehension was checked, a set of sentences was given for studying different collocations of 'means', 'is defined as', and 'is referred to as'. Next, another exercise was assigned for students to match simple technical terms such as 'current', 'energy' with their definitions, and then use the matched pairs for making up sentences including these target words. In other follow-up exercises, students retrieved this lexical knowledge to complete the given sentences or a cloze passage.

In the experimental group, on the other hands, the students were assigned to explore language information from the corpus rather than obtaining language input from the teacher. For example, the following two activities were used to encourage students to notice the contexts on both sides of the keywords in the concordance output.

Activity 1:

Search the words 'refer*', 'define*', and 'mean*' to find the answers to the following questions.

1. Which form of each searched word, active or passive, is mostly used?
2. Which keywords are often followed by 'as'?
3. When is 'as' used after these searched words?
4. What are typical collocations of these searched words?

Activity 2:

Search the corpus to find the definitions of the following **bold italic words**.

1. '**Electric current**' is referred to as
2. In RF circuits, '**Fo**' means
3. '**Power**' is defined as

With the use of a concordancer, the needed information could be searched and obtained quickly by observing the corpus information from the concordance display such as in the following short extract of 'refer(s)'. Then a few more exercises were used to encourage students to retrieve this lexical knowledge by finding the missing words from the given sets of the paper-based concordances or completing the cloze passage with the deletion of the target words.

Extract from concordance output of 'refer*'

Electric current is	referred	to as the movement of charges.
Engineering drawing is often	referred	to as "blueprint".
A family of CPU designs is	referred	to as a CPU architecture.
Electric current is sometimes	referred	to as amperage, by analogy with "voltage".
The resistance is	referred	to as ESR (Equivalent Series Resistance).
This gravitational force is	referred	to as 'g' in equations.

"Four-stroke" Electronic design automation	refers refers	to the number of piston strokes required to to the category of tools for designing and
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C. Research Instruments and Data Collection

For data collection, there were six main types of instruments: classroom materials, pre-test/posttest and delayed tests, students' logs, teacher's field note, questionnaires, and interview. At the beginning, the pretest and the questionnaire were administered to collect preliminary data. After each weekly lesson, students' logs were used for the students in the experimental group to reflect their own feeling, opinions, or suggestions while dealing with classroom concordancing, and teacher's filed notes were recorded from the teachers' observation and reflection on students' behaviours. Every three weeks, the same review task was assigned to both groups as an on-going assessment. At the end of the study, the post-test and the questionnaire were administered, and the interview was conducted with the students in the experimental group. Finally, in about a month after the study, a delayed test is going to be administered in order to measure students' retention of vocabulary knowledge.

D. Data Presentation and Discussion

The study has been conducted from June to September 2005 and the delayed test is going to be administered at the beginning of the next academic semester in November. By the time of the presentation, the process of data collection has not been fully completed. However, most of the data have been collected and some of them will be selectively presented in the presentation. In this paper, tentative findings based on the data collected so far can be briefly discussed. It was found from some review tasks that the performance of the students in the experimental group was likely higher than the comparison group. While dealing with classroom concordancing, the students reported that they made use of the contexts of particular words in reading texts more than ever. Many students agreed that classroom concordancing was helpful for vocabulary learning and for developing the ability to do language analysis. However, some students mentioned the needs for teacher's support and for longer training before they could use the method for their own learning. Overall, students' attitudes were positive. In the presentation, details on these findings will be elaborated on as much as possible.

IV. Conclusion

Empirical evidence from this classroom-based study certainly contributes to the area of ELT in applying classroom concordancing to increase students' vocabulary size for academic reading. Its findings can provide significant implication for other similar settings. If the final results of the study indicate that the experimental application works successfully, this method can be another effective option in solving the problem of students' low proficiency due to inadequate vocabulary background knowledge.

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Investigating Learner's Interlanguage by Elaborating Error Sources

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Abstract

The present paper tries to examine the learners' perception of the errors they commit in terms of the sources which have hitherto been traditionally interpreted as inter and intra. As a part of the learner's interlanguage is shaped by the errors which appear in the writing and speech of the EFL learners, the study tried to shed light on the assumption that by interpreting the learners' notions of error types, it was possible to reveal valuable facts about the error types and their sources by emphasizing bi-source errors which possess certain characteristics: they are proved to be the most stable and repeated errors having been observed and are capable of having been subject to fossilization. To this purpose, 103 subjects were required to respond to a grammaticality judgment test (GJT) to unveil the learners' perception of the errors. The result of the test revealed that the subjects failed to recognize the errors, the sources of which were basically and substantially traced back to both sources of L1 and L2 simultaneously. It was finally concluded that because the Persian learners of English are perceptually controlled and put under pressure by both these sources simultaneously, to identify these sorts of errors and finally to eradicate them is of a hard and troublesome job for learners and language teachers.

I. Introduction

Identifying and interpreting the sources of errors and the reasons, because of which errors emerge, is of great importance and significance to the language teacher. Although there has been a growing tendency among applied linguists and communicative language teachers to view errors as an indispensable part of language input, knowing how and why they occur especially for the non-communicative courses seems to be of great importance and can bring some useful indications for the practitioners, language teachers, and textbook designers.

The present study is to illustrate the deficiencies of mono-source classification and meanwhile to introduce bi-source errors as a more reliable source of error interpretation. The hypothesis made here is based on the assumption that EFL learners commit some sorts of errors more frequently than others and they remain more stably in their interlanguage. The reason is that learners' both L1 and L2 are responsible for frequent emergence of these errors. These error types which are hard to remove from the linguistic repertoire of the learners and the ones which are fossilized more easily and permanently than others.

II. Inter-Intra Classification

Errors on the basis of their sources are traditionally classified into two major classes of inter and intra known as mono-source errors. They are the deviant forms, the source of which is pertained either to the learners' L1 or L2. For instance, the English Deviant (ED) below, incorrect preposition insertion, demonstrates an example of the inter-lingual error as the source can be

stemmed back only to Persian.

ED1: He enjoyed from the film.

On the other hand, the ED2 is an example of intra-lingual error as the learner has over-generalized the L2 rule into another similar context.

ED2: He decided going home.

Both ED1 and ED2 are regarded to be the instances of mono-source errors as the source of the error is attributed either to the learners' L1 or L2.

However, the categorization has so far proved to be extremely controversial and has been suffering from a few respects. When Dulay and Burt (1974) proved that most errors were intra-lingual, Tran-Thi-Chau (1975) and Richards et al (1974) proved otherwise by discussing that the main bulk of errors can be traced back to interlingual (transfer) and 'unique'. Besides, it has been supported throughout the literature that in early stages, analogy contributes little to errors while interference is more active, while in later stages, i.e., intermediate and advanced, intra- or analogy is more active. In the same manner, Ellis (1994) quotes Taylor (1975) whose idea is in proportion with what was stated above.

III. Bi-source Errors

Besides, there exist some error types which can be attributed to both sources of L1 and L2 almost equally. The study has called them bi-source errors. As an instance, the preposition insertion in the ED5 below can be an example of a bi-source error as both sources of L1 and L2 are involved :

ED3: I go to home.

It can be discussed that in Persian, the Persian preposition "be" almost always follows the verb "raftan" meaning "to go" and therefore, it is capable of having been transferred into the L2 context. In the same way, in English for some contexts, the verb "to go" is actively followed by the preposition "to" and this it is capable of having been over-generalized.

IV. The Study

A number of Iranian undergraduate ELT students participated in this experiment in Kerman Islamic Azad University, Iran. They were exposed to a grammaticality judgment test to tap the learners' interlanguage. It was a recognition test where the subjects were supposed to identify the incorrect items which were inserted in the given sentences. The first items to respond to were mono source errors. The next group were the deviant items belonging to bi-source errors. After an analysis of the response to each classes of the items, it was proved that the subjects were more successful to locate the errors having been pertained to mono sources; on the other hand, they demonstrated less success to identify the errors in the bi-source errors.

V. Discussion

The main objective of the study was interpreting and elaborating the subjects' interlanguage on recognition level by implementing the GJT. It was hypothesized the subjects normally possess different types of perceptions regarding the deviations they were exposed to in terms of the three sources of inter, intra, or both of them, and therefore, they would respond invariably to

the sentences containing errors. The error types selected for learners' recognition were the ones that appeared more frequently in these learners' writings. By conducting the test and analyzing the test results, the researcher, moreover, tried to shed light on the notion of difficulty of certain linguistic items and its relevance to rule inconsistency and error production.

If the test results can be considered as the reflection of these learners' output, then the data and subsequent indications are capable of revealing valuable facts about the notion of difficulty among these subjects, the intervening sources that may block learning, and their contribution to error production. The learners' responses to the test revealed the relationship between the sources and the degree of difficulty.

Table 1: The results of GJT belonging to four areas of prepositions, agreement, article, and adjective misuse.

Area of Error	Item no.	Source	Correct Recog. %	Frequency
Preposition Insertion	1	mono	18.4	19
	5	bi	14.6	10
	6	bi	1.9	8
	13	bi	28.2	29
	15	mono	37.9	39
Article deletion	29	bi	9.7	10
	30	bi	6.8	7
	35	bi	5.8	6
Agreement	19	mono	31.1	32
	24	bi	31.1	31
	26	bi	15.5	16
	27	bi	26.2	27
	28	mono	13.6	14
Adj. for adv.	37	bi	1	1
	40	bi	21.4	22

Observing table 1, we can see that the test items of the GJT belonging to four areas, articles, prepositions, agreement, and misusing adjectives for adverbs, have been brought into view. Following each area are the sources and the frequencies. The reason for selecting and discussing these specific items is that first the subjects have revealed a lot of difficulty to identify the errors belonging to these areas, and second it has empirically been proved that a great number of errors ever committed by these specific learners belong to these areas, and also they are the most persistent errors ever observed because they are the difficulties which are more prevailing among intermediate and upper intermediate language learners.

On the whole, the assumptions presented here can be accounted for one of several plausible interpretations for shaping learners' interlanguage. Identifying the sources of errors in the light of the result of GJT bore some indications for the interested teachers, applied linguists and material designers. However limited to recognition, the study almost clearly proved that the errors pertained to bi-sources has been more difficult to identify than the errors, the source of which is attributed either to inter or intra. The hypothesis is validating the idea that because learners have more difficulty to locate bi-source errors, in the same way, they will face more difficulty to

apply them and in the same manner to eradicate or to prevent the interference of L1 and L2 sources. In this situation and for this purpose, the GJT functioned very well and was almost successful to reveal the learner's interpretation and conception from the errors they have with them.

It moreover supports the notion that rule inconsistency in any area leads to difficulty and this may itself maximize the number and types of certain errors. It can be accepted that inconsistency and difficulty function as rehearsing factors and may block feasibility of learning certain items. As a consequence, it is highly essential for language teachers and text-book designers to give the required load to the errors being stemmed back to bi-sources because they are the most repeated and persistent items as well as the ones having been subject to inconsistency. In fact, as it was discussed before, to identify the exact sources of errors has neither been possible, nor has it been the goal of the present study; meanwhile, to investigate these issues demands more research work in all intervening fields. The present study has tried to restrict its scope to the most concrete aspect of the situation which is examining the two mono and bi source errors only on recognition level.

On the whole, it can be concluded that applying a recognition test may include some advantages over tests of production. First, the subjects are exposed to the items which may normally be avoided by them. The second advantage is the point that the researcher can insert his desired items in the test to be judged. Any response to the given items reveals some facts about the learners' notion about the linguistic system of the L2 they study and their level of comprehensibility of that system. This may lead to the assumption that investigating and elaborating the L2 learners' interlanguage can assist language teachers and material designers to obtain a more transparent overview from the insufficiencies of the cognitive and linguistic input of the language learners and the strategies they employ to acquire the L2 system.

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The Christian Teacher and the Secular Workplace

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Abstract

Many Christian teachers teach in institutions where overt religious discussions are not welcomed. Christian teachers who teach in such environments need to carefully consider how to be faithful to their Christian identity in this context. Is it appropriate to subtly incorporate moral or religious ideas into lesson plans? Does faith alter the teaching process itself? Are there cultural differences between students and expatriate teachers regarding acceptable expressions of faith? In this workshop, participants are invited to discuss how Christian teachers should practice their faith while teaching in secular contexts.

I. Introduction

Although some workplaces do not encourage direct religious discussion, the teacher's belief system can still have a tremendous influence on the classroom. The belief system can govern relationships with students and colleagues, and may also affect choices as integral to teaching as content selection, task design, and error correction. Stevick (1990) suggests that harmony between beliefs and practice allows the teacher to be more effective. Looking for ways to achieve this harmony, workshop participants will compare and evaluate possible connections faith and the classroom.

II. Tasks for discussion

A. General statements about faith and teaching.

Select the statement(s) which you feel best summarize an appropriate relationship between Christianity and language teaching.

1. I see myself as a tent maker. English teaching is what I do to make myself financially independent while I do Christian service elsewhere.
2. I believe that doing any job well brings glory to God. I express my faith when I put extra care into my lesson planning and when I pursue professional development.
3. Christianity calls me to be an ethical person. Practically, this means that I must be fair and compassionate to my students and considerate of my colleagues.
4. Since my job places me in a cross-cultural context, the biblical themes of hospitality (Smith & Carvill 2000) and peacemaking (Snow 2001) are particularly relevant to my occupation. Through my work, I can promote cross-cultural understanding.
5. English teaching itself is an act of Christian mercy. By teaching English I open up financial and educational opportunities for underprivileged students. I can also use my position to encourage and support students who have low self-esteem.

B. Connecting Christianity and course design

Select the statement(s) which best describe an appropriate relationship between Christian faith and course design.

1. As a language teacher it is my responsibility to see that the students learn the grammar, vocabulary, and functions that they need to use the language. If I have an agreement with the students and management to just teach the language, then it is dishonest to carry a hidden agenda of introducing “Christian” content.
2. There are always value systems implicit in language courses and course materials, e.g. sexism, materialism, escapism. It is my job as a Christian English teacher to help students recognize these underlying value systems in their materials and in the world around them. This will nurture spiritual maturity in the students.
3. Since my primary calling is to spread the gospel, I try to introduce Christian ideas wherever I can. For example in a discussion of Christmas celebrations in the West, I might emphasize why the holiday is meaningful to Christians. I might also look for opportunities to study the lives of famous Christians.
4. I want to be mindful of the power relationships between teachers and students in Asia. In a culture where students try to please teachers and where I control the students’ grades, it is all too easy to pressure students into feigning interest in Christianity. I have to conceal my views in class so that the students are free to honestly express their own.
5. Since English opens the door to other cultures, it provides opportunities to practice the Christian virtues of hospitality and peacemaking. To cultivate these virtues, I ought to promote a charitable attitude toward others. I try to use activities that heighten cross-cultural curiosity, awareness, and sensitivity.

C. Stepping beyond the classroom

Discuss with a partner:

1. How does (or should) your faith affect your relationship with your co-workers?
2. How does (or should) your faith affect your cross-cultural relationships outside of the classroom?

Conclusion

Religious beliefs have practical implications for the work of English teachers. For example, a teacher who views the profession as “tent making” may prefer a job that requires as little preparation and classroom time as possible, whereas a teacher who views teaching as ministry to the underprivileged may prefer a position among socially or economically disadvantaged members of the community. By considering the practical implications of their belief systems, Christian teachers can work toward achieving harmony between faith and practice.

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Reconstruction of Teacher-Training Program in Japan

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Abstract

The Japanese Ministry of Education recently implemented English language education in the elementary school curriculum. While it may be effective to start such programs at an early age, it is essential to carefully plan the educational content, materials, and recruit competent English teachers. This paper discusses the activities of our effective teacher-training program utilizing local schools and proposes our plan for establishing a system to build a stronger partnership among the university, elementary schools, and the local educational administrations to produce competent language teachers.

I. Introduction

With the development of globalization and information technology, improving foreign language communication ability has become an important issue than ever. In order to satisfy the demands of the society, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) established “Periods for Integrated Study,” which authorized conversation lessons in foreign language in elementary schools. Therefore, elementary schools in many regions of Japan started implementing English language education within their curriculum.

II. Teacher Training

In order to make our teacher-training programs more successful and solid, over the years, I have been developing a practicum program, which provides students a half-a-year internship teaching at local elementary schools, in collaboration with the regular elementary teachers. Through building this partnership with the school system, university students can test out their teaching plans, teaching materials, and the various theories they learned in their university lectures. This experience will prepare them for the various situations they may encounter when they become teachers in the future.

III. Practicum Program

This practicum is extremely beneficial for students who aim to become teachers since they are provided with a precious opportunity to actually interact with the pupils, examine their original teaching plans and obtain instant feedback from the teachers. This experience may lead to improving their teaching techniques, teaching materials, and building communication skills and may lead to the production of promising future teachers.

Table 1. Dept. of English Practicum Program

University Students	PRACTICUM PROGRAM
Freshmen	Observation and volunteering (interpreters, coordinators for exchange programs between the elementary schools on base and the local public elementary schools).
Sophomore	Elementary School English: Teaching 10 times in one semester (involves material development, lesson planning, actual teaching, attending lectures on teaching methodology).
Junior	4 weeks (student teaching at junior high schools), additional 15 hours of orientation and classroom observation.
Senior	3 weeks (student teaching at senior high schools), additional 15 hours of orientation and classroom observation.

VI. Conclusion

In this transition period of implementing English education in elementary schools, one of the schools' important concerns may be to gain competent teachers of the subject. In this sense, I assume that the elementary schools as well can benefit from our program. English language must be taught by instructors who have a strong command of the language, background knowledge of the language itself, and a broad view of the various theories of language teaching. Therefore, utilizing enthusiastic, competent university students to assist classroom teachers may be a wise choice.

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