KOREA TESOL
KOTESOL
대한영어교육학회

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The 14th Annual Korea TESOL International Conference

Advancing ELT:
Empowering Teachers, Empowering Learners

Oct. 28-29, 2006
Sookmyung Women's University
숙명여자대학교 Seoul, Korea

Invited Speakers

Jack Richards
Nina Spada
Chris Candlin
Marc Helgesen
Ritsuko Nakata
Liying Cheng
Anne Hilty
Andy Curtis
Gillian Wigglesworth
Susan Barduhn
Chris Kennedy
Susan Stempleski
Melanie Graham

TESOL
iatefl Associate
STUDY IN AUSTRALIA
한국학술진흥재단 KOREA RESEARCH FOUNDATION
MACMILLAN
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OXFORD UNIVERSITY PRESS

Korea Teachers of English to Speakers of Other Languages

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Conference Chair's Welcoming Address

Dear KOTESOL Members and Friends,

I am honoured to welcome you to the 14th KOTESOL International Conference, *Advancing ELT: Empowering Teachers, Empowering Learners*. The 2006 Conference Committee is excited to present a program which includes three plenary and nine featured sessions, the most ever offered at our Annual Conference.

With so many quality speakers available to us this year, we have chosen some of the top names in the field to join us in Seoul. Our three plenary speakers are sure to inspire teachers with their broad experiences in the field of ELT. The opening plenary will be given by **Dr. Jack Richards**, one of the best-known scholars in Second Language teaching. This presentation is not to be missed. **Dr. Andy Curtis**, co-author of the book at the origin of this year's conference theme, will speak on Saturday afternoon, and his presentation promises to motivate us to become better teachers and teacher trainers. On Sunday we are honoured to welcome **Dr. Nina Spada**, whose research has shaped our understanding of Second Language Acquisition.

We have added a third hour of featured speakers to this year's schedule. This year's nine featured speakers are: **Chris Candlin**, former President of the International Association of Applied Linguistics; **Gillian Wigglesworth**, expert in child development and teaching; **Susan Barduhn** and **Chris Kennedy**, both past-Presidents of IATEFL (International Association of Teachers of English as a Foreign Language) **Marc Helgesen**, charismatic presenter and author, based in Japan; **Ritsuko Nakata**, one of the leading figures in Young Learner (YL) circles; **Susan Stempleski**, author of more than 40 textbooks and reference books; **Liying Cheng**, a scholar in testing and assessment; and **Melanie Graham**, a Korea-based author of YL materials. With 117concurrent academic presentations and 73 commercial presentations, I am confident you'll find there is something for everyone at this weekend's conference.

There are two major changes you will notice when looking at this year's schedule. First, there is no designated lunch hour, giving conference attendees more flexibility in planning their day. Second, we have created a **Young Learner Zone** this year. The YL Zone is an area of the conference where most of the YL presentations will be concentrated, making it easier for YL teachers to circulate between sessions. Several of this year's invited speaker presentations will have a YL focus, so we are excited to further support this important segment of the EFL teaching population in Korea.

We know you will find this weekend's presentations enlightening. Despite popular belief, however, conferences are not just about presentations. Please take some time to connect with other attendees. Grab a lunch partner and discuss what you've learned in the morning sessions. Set aside some time to explore the multitude of books and teaching materials on display, and find something new to motivate your students. Consider pursuing your professional development further by speaking with the representatives of one of the teacher training programs. And don't forget to visit the **KOTESOL Employment Centre**, where you can apply for jobs, and even sit for an interview.

This conference, and KOTESOL in general, cannot survive without the support of its **Chapters**, **SIGs** (Special Interest Groups), and **Organizational Partners**. While all are valued partners, allow me to signal in particular our three Donators, epublic/OUP, Macmillan, and Pearson Longman who are invaluable to our conference, and have provided six of this year's invited speakers. And Sookmyung Women's University has welcomed us for the third year in a row. Thank you all for your support!

Finally, I would like to thank my incredible team, the 2006 KOTESOL International Conference Committee. A group of more than 40 people, both teachers and community members, Koreans and native speakers, have been working for the past year to prepare for this weekend. Well over 180 university students have also donated their time to make things run smoothly. Please take a moment to thank them for their hard work.

My vision for this weekend is that you will walk away empowered as teachers, with many new ideas to inspire your students. Enjoy!

Allison Bill
Conference Chair

KOTESOL President's Welcoming Address

Distinguished guests, invited speakers, members of KOTESOL, ladies and gentlemen,

On behalf of KOTESOL, I am delighted in welcoming you all to the 14th Annual Korea TESOL International Conference, here in Seoul at Sookmyung Women's University.

First and foremost, I would like to thank the Conference Committee for all their hard work in planning and coordinating this event. I would especially like to thank Allison Bill, this year's Conference Chair, for her strong and passionate leadership. Through Allison, the team worked with dedication and diligence together to bring you yet another superb conference.

This year, I am honored to be able to welcome Professor Jack Richards, Dr. Andy Curtis, Professor Nina Spada, Professor Gillian Wigglesworth, Professor Chris Candlin, Professor Susan Barduhn, Professor Marc Helgesen, Professor Chris Kennedy, Professor Ritsuko Nakata, Professor Susan Stempleski, Professor Liying Cheng, and Ms Melanie Graham to our Conference. They have come from near and far to share with us their expertise in their specialized areas of English teaching, which I am sure will be of benefit to all of us attending this Conference. I would also like to welcome and express my gratitude to all the presenters taking part. Without your active support, we wouldn't be able to have a conference at all!

I would like to thank Sookmyung Women's University for their generosity in opening up their campus once again for us to host this most important event in the KOTESOL calendar. Sookmyung Women's University has some of the most state-of-the-art equipment available, as well as a fine auditorium that best suits our needs, as our Conference grows larger. I express a special gratitude to Dr. Kyungsook Yeum, our Immediate Past President, as well as our Conference Venue Chair who, despite her busy schedule, has liaised between the University and our Conference Team.

A very wise colleague recently said to me that education is seldom about solutions. It is more about the ability to find your own solutions. As president of KOTESOL, I commend you all for consciously making the effort to attend this Conference and advance your professional development. It is my sincere hope that during this weekend, not only will you take away ideas and solutions, but that you will also further obtain the invaluable ability to find your own solutions from world ELT experts as you listen to their methods and suggestions. I believe that you will acquire added wisdom, skills and resources that will aid in your professional development which is a main objective of KOTESOL.

Like any commencement, this weekend is a new beginning and not an ending. The skills you obtain here are less about what you've mastered but more about the new questions you are ready to ask yourself in your daily teaching situation, the new awareness that there are different possibilities than what is traditional or usual, and the recognition that there are many ways to do the same thing. Just because your school hasn't done it that way doesn't mean others haven't found it fruitful. This weekend provides you with the perfect platform to reflect on whether you are teaching in an environment that is constantly advancing itself or if it is in a state of rigidity.

Not only is this weekend a place for reflection, it is also a place for networking. I encourage you to make use of this weekend to meet new people, make new friends and share with them the unique experience of a KOTESOL conference.

In closing, I would like to thank you all, the conference attendees, for attending. Even the greatest speaker would not make a successful conference without an audience, so your presence is vital. In return for your enthusiasm, I pledge a highly interesting and gratifying two days, and that you will go home satisfied and are able to say "What a great weekend!"

With best wishes,

Louisa T. C. Kim
President
Korea TESOL

KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 14th 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 Busan (Gyeongnam), Cheongju, Daegu (Gyeongbuk), Daejeon (Chungnam), Gangwon, Gwangju (Jeonnam), North Jeolla, Seoul, and Suwon (Gyeonggi). 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 quarterly publication *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more.
4. The Korea TESOL Journal, KOTESOL (Conference) Proceedings, and other scholarly and professional publications.
5. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Access to the latest in quality teaching resources and related materials.
8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
9. Membership in Special Interest Groups (SIGs) e.g. Teacher 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 Allison Bill and from KOTESOL President Louisa T.C. Kim. This year we also have a special section on SIGs (KOTESOL Special Interest Groups). You will also find all sorts of other 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 an assortment of other information such as our Constitution, Bylaws and a list of ESL/EFL Acronyms. As always, you can learn more at our website:

www.kotesol.org

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 2006
International Conference Committee Members

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Allison Bill

Conference Co-Chair
Yoo Gye Hyoung

Conference Advisor
Sharon Morrison

National Council Representative
Louisa Kim

Conference Treasurer
David E. Shaffer

Organizational Partners Liaison
Robert Dickey

Program Committee Chair
Donald Rikley

Program Committee Advisor
Phil Owen

Publicity & PR Chair
Louisa Kim

Publicity & PR Co-chair
Herrie Lee

Guest Services Chair
Marilyn Plumlee

Publicity & PR Co-chair
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Venue Chair
Kyungsook Yeum

Venue Coordinator
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Equipment Distribution Manager
Dong-Seok Park

Equipment Database Manager
Hoi-Dong Ha

Words of Appreciation

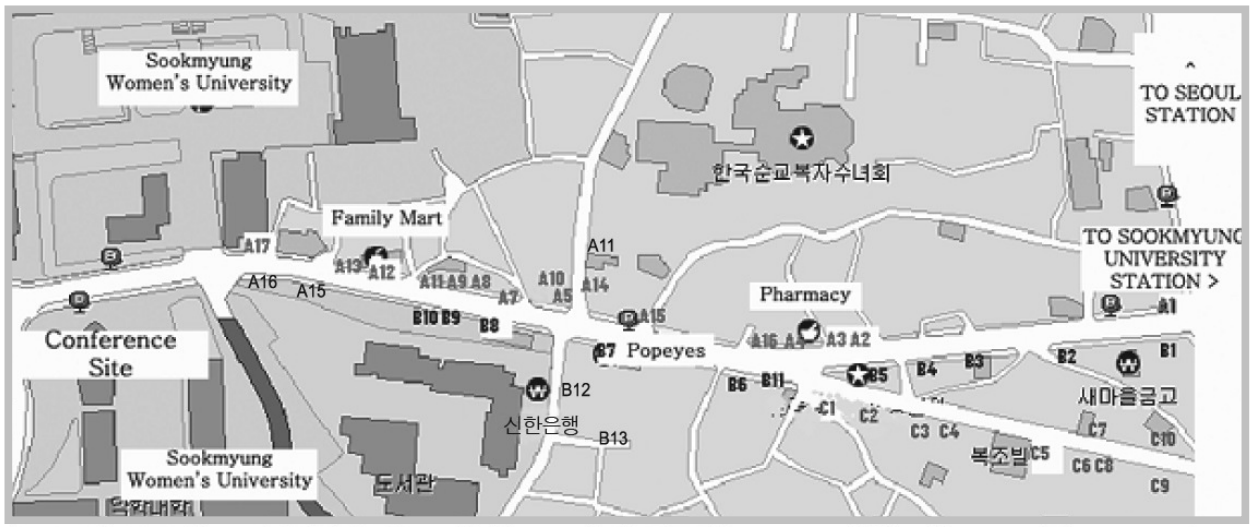
The KOTESOL 2006 International Conference Committee would like to welcome all invited speakers, presenters, teachers, and organizational partners to the Conference. We would like to thank our speakers and presenters for their contribution. Another group of people without whom the conference could not happen is our team of over 180 student volunteers. There are also many KOTESOL volunteers helping around the venue.

I personally would like to express my gratitude to the Conference Committee members, who have spent countless hours over the past year preparing for this event. Please take a moment this weekend to encourage all of these people on a job well done. Finally, we express deep appreciation to Sookmyung Women's University for their assistance and support of our Conference. Thank you!

Map of Sookmyung Women's University Campus

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

Map of Local Restaurants in the Sookmyung Area



KEY	RESTAURANT	TYPE OF FOOD	FLOOR
A1	Panamie	Bakery	1F
A2	Thukbokgyee	Korean fast food	1F
A3	정	Chinese food	1F
A4	김밥천국	Korean food	1F
A5	빵굼터/반고호(2F)	Bakery/Korean and Western food	1F
A7	Isaac	Toast & sandwiches	1F
A8	Paris Bagutte	Bakery	2F
A9	Mr. Pizza	Pizza	B1
A10	Oui Restaurant	Western & Asian food (cutlets)	B1
A11	카미	Korean food	1F
A12	달볶이	Korean fast food	2F
A13	크레파스	Cafe	1F
A14	과천숯불갈비	Korean BBQ	1F
A15	청파분식	Korean food	1F
A16	선다래	Korean food	1F
A17	종로김밥	Korean food	1F
B1	함흥순대	Korean BBQ	1F
B2	김꼬	kimbab (rice roll)	1F
B3	포도나무집	Western & Korean food	1F
B4	손칼국수	Korean noodles & soup	1F
B5	Kyochon Chicken	Fried Chicken	1F
B6	Holly's Coffee & Subway	Sandwiches & Coffee shop	1F
B7	Popeyes	Fried chicken and sandwiches	2F
B8	코바코	cutlets, rice & ramen noodles	1F
B9	Rainbow House	sandwiches & waffles	2F
B10	Yogurtia	Yogurt	1F
B11	Musubi One	(rice & noodles)	1F
B12	김가김밥	Korean food	1F
B13	다우	Californian Roll	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 dishes (vegetarian)	1F
C9	닭갈비 막국수	Korean chicken BBQ	1F
C10	Momo	chicken	1F

14th Annual KOTESOL Inter
Overall Two-Day Schedule Overview

Saturday October 28			
8:00-9:00	**Registration**		
9:00-9:50	Regular Presentations		
10:00-10:50	Regular Presentations		
11:00-11:30	**Opening Ceremony** Main Auditorium (Concert Hall 608, Music Building)		
11:30-12:20	**Plenary - Jack Richards:** Main Auditorium (Concert Hall 608, Music Building)		
12:30-12:50	Regular Presentations		
1:00-1:50	Regular Presentations		
2:00-2:50 **Featured Speakers**	**Susan Barduhn** B107 Gemma Hall	**Marc Helgesen** B121	**Ritsuko Nakata** B142
3:00-3:50	Regular Presentations		
4:00-4:50	Regular presentations		
5:00-5:50 **Featured Speakers**	**Chris Kennedy** B107 Gemma Hall	**Liying Cheng** B121	**Gillian Wigglesworth** B142
6:00-6:50	**Plenary - Andy Curtis:** Main Auditorium (Concert Hall 608, Music Building)		
7:00	**Dinner Reception**		
	Elections from 11:00 - 4:00 on Saturday and 11:00 - 2:00 on Sunday		

Sunday October 29			
8:00-9:00	**Registration**		
9:00-9:50	Regular Presentations		
10:00-10:50	Regular Presentations		
11:00-11:50	**Plenary - Nina Spada:** Main Auditorium (Concert Hall 608, Music Building)		
12:00-12:50	Regular Presentations		
1:00-1:50	Regular Presentations		
2:00-2:50 **Featured Speakers**	**Chris Candlin** B107 Gemma Hall	**Melanie Graham** B121	**Susan Stempleski** B142
3:00-3:50	Regular Presentations		
4:00-6:00	**Annual Business Meeting**		
	Elections results announced at ABM		

Saturday Morning Plenary

Listening in Language Learning - New Perspectives

Jack C. Richards

Saturday, 11:30~12:20 Main Auditorium (M608)

Listening can serve two roles in a language program: as a basis for teaching listening comprehension and as a basis for language learning. These are two very different purposes for listening and require a different teaching strategy. Comprehension-based activities focus on ways of extracting meaning from texts and involve a variety of top-down and bottom-up listening processes. These will be examined in detail. Central to comprehension is a focus on what is said, rather than how it is said. When listening is viewed as a basis for language learning, however the focus shifts first to noticing how the speaker used language and what forms, structures, words, and other items he or she used, and then attempting to acquire these forms through practice. A listening course should deal with both kinds of listening: listening for meaning, and listening for learning. Suggestions will be given as to how this can be done, using a two-part lesson structure that moves from comprehension to acquisition activities.

About the Presenter

Jack Richards is a New Zealander who has taught in Canada, Brazil, Hawaii, Hong Kong, New Zealand and Singapore. He has written many classic articles and books on methodology and teacher training, including *Approaches and Methods in Language Teaching*, *Longman Dictionary of Language Teaching and Applied Linguistics*, *Curriculum Development in Language Teaching*, and *Professional Development for Language Teacher.* His classroom texts are widely used in Asia, including *Person to Person*, and *Tactics for Listening*. Sydney-based, Dr. Richards teaches for part of each year at the Regional Language Centre, Singapore.

Saturday Evening Plenary

Empowering teachers and students through professional development but at what cost? The need for a cost-benefit analysis of teacher professional development

Andy Curtis
Independent Consulting for International Education (ICIE), Ontario, Canada

Saturday, 18:00~18:50 Main Auditorium (M608)

A review of the history of cost-benefit analysis of education from 1969 to the present day identifies a number of recurring themes:

1. The benefits of publicly funded projects such as education should outweigh the costs
2. Any attempt to assess the costs and benefits of education should be systematic and should take a long-term view, as education takes time
3. As education is a complex process, there may be important benefits that are difficult to quantify and to measure
4. Regarding the benefits part of cost-benefit analyses of education, it is important to identify *who* benefits
5. How costs and benefits are calculated is a key factor in determining how these two aspects of education are related and equated.

A review of cost-benefit analyses of education at different times in different countries shows that, apart from a few very recent articles (Curtis, 2006a; Curtis, 2006b), a systematic cost-benefit analysis of teacher professional development may have never been undertaken. However, such an analysis may be essential if English language teaching organizations in Korea and elsewhere are to continue to invest in the professional development of their teachers. This raises many complex issues and difficult questions, such as how costs and benefits of professional development are calculated, but without a cost-benefit analysis, the commitment of schools, colleges and universities to this kind of growth may be reduced or even eventually cut all together. Therefore, cost-benefit analyses of teacher professional development need to be undertaken as soon as possible.

About the Presenter

Andy Curtis (PhD) is an independent consultant in international education. He received an MA in Applied Linguistics and a PhD in International Education from the University of York, England. He has worked on professional development projects with 10,000 language educators in 21 countries. He has also co-edited two books: one on language testing and one on colour, race and language teaching; co-authored one book, on teacher professional development, and published 35 book chapters, refereed articles and papers. His areas of interest are professional development, program development and educational change management.

Sunday Plenary

When and how? The effect of age and content-based instruction on second/foreign language learning

Nina Spada
University of Toronto

Sunday, 11:00~11:50 Main Auditorium (M608)

In this presentation, I will focus on two questions that are of great interest and importance to second/foreign language teachers and learners: 1) Is it best to start learning a second/foreign language at an early age in school? 2) Can students successfully learn both content and language in content-based (e.g. immersion/bilingual) classrooms? Of course, there are no simple answers to these questions; they depend on a variety of factors related to the broader educational and cultural context, the type and amount of instruction, the type of learners and teachers and the overall goals of an instructional program.

I will argue that an early start is not necessarily better, particularly when it is assumed that the child's native language will remain the primary language and the goal is to achieve the ability to function successfully in the second/foreign language in one's daily life. I will also argue that the *amount of time* available for second/foreign language instruction is more important than *when* the learner begins to learn that language.
Regarding the second question, I will argue that there are many advantages to content-based instruction but that the benefits depend on an effective balance between content and language teaching. The success of this type of instruction also depends on whether the students are majority language learners in content-based programs in their home countries or minority language learners submersed in the second/foreign language in schools outside their home countries.

About the Presenter

Dr. Nina Spada teaches graduate and undergraduate courses in second language (L2) learning and teaching at the University of Toronto. Her research examines relationships between teaching practices and learning outcomes. She is particularly interested in the effects of form-focused instruction on L2 learning. Dr. Spada is co-author of *How Languages are Learned* published by Oxford University Press. The book was written to make research findings in L2 learning accessible and meaningful to L2 instructors.

Saturday Featured Speaker

What keeps teachers going? What keeps teachers developing?

Susan Barduhn
School for International Education

Saturday, 14:00~14:50 B107 (Gemma Hall)

What helps great teachers persevere in spite of everything? This talk will provide advice on how some teachers are solving their everyday challenges. My interest in the question goes beyond mere perseverance, however; I also look at teachers who continue to be energized, fascinated and happily committed to teaching. These are the ones who keep going to conferences and workshops, keep exploring new books on teaching, keep learning from other teachers and from their students. What keeps these teachers developing in spite of everything? And what are the implications for teacher education?

About the Presenter

Dr. Susan Barduhn is an Associate Professor at the School for International Education in the U.S., where she is also Chair of the Summer MAT program and Program Director of the Teacher Training and Professional Development Institute. She has been involved in English language teaching for more than 30 years as teacher, trainer, supervisor, manager, assessor and consultant; and she has worked for extended periods in Kenya, the U.K., Switzerland, Colombia, Spain, and Portugal. Susan Barduhn is a Past President of IATEFL; the former Director of The Language Center, Nairobi and was Deputy Director of International House, London. Susan's areas of interest and research are teacher thinking, inter-cultural communication and teacher trainer development.

Saturday Featured Speaker

ELT and the "Science of happiness"

Marc Helgesen
Miyagi Gakuin Women's University

Saturday, 14:00~14:50 B178

Positive, motivated students learn more. How do we facilitate that? The new field of positive psychology (what TIME magazine calls "the science of happiness") offers ideas. Traditional psychology focuses on mental illness. Positive psychology focuses on mental health: What do happy, successful, mentally healthy people do? How do these ideas connect with ELT and language learning? In this session, we'll experiment with a dozen tasks that apply positive psychology with clear language learning goals.

About the Presenter

Marc Helgesen is Professor at Miyagi Gakuin Women's University in Sendai, Japan and adjunct at Columbia University Teachers College - Japan program. He's the author or co-author of over 100 articles, textbooks, teacher's manuals and other books and has led teacher development workshops on five continents.

Saturday Featured Speaker

Activating the Left and Right Sides of the Brain

Ritsuko Nakata

Saturday, 14:00~14:50 B142

Research shows that the two different sides of the brain are responsible for different ways of thinking. The right brain is the "creative" side and has flexibility. It is intuitive and sees the whole picture. The left side of the brain controls verbal ability, attention to detail, and reasoning.

This workshop will examine the roles of the left and right side of the brain in relation to language acquisition in young learners. Various techniques will be introduced that teachers can use to stimulate both sides of the brain to get the best performance from their students.

About the Presenter

Ritsuko Nakata gained her BA from the University of California in Los Angeles. She has been involved in ELT for over 30 years, and is co-author of the popular American English primary series *Let's Go*, published by Oxford University Press. Ritsuko Nakata is currently President of IIEEC, Teacher Training Center for English Teachers of Children, and President of AETC, The Association of English Teachers, based in Japan.

Saturday Featured Speaker

Leadership as a means of teacher and student empowerment in curriculum innovation

Chris Kennedy
University of Birmingham

Saturday, 17:00~17:50 B107 (Gemma Hall)

The Korean educational system, like others world-wide, is subject to considerable curriculum innovation, as the government strives to educate a generation of young people who can compete in national and international markets. But the history of innovation shows that teachers and students often have no control over the introduction of new materials or a new methodology and their needs and wants are not taken into account - they have no direct power or influence.

To devise a situation where teachers and learners have more power over innovation is difficult. Creating conditions where leadership can flourish may help. The idea of leadership used to be regarded with some suspicion, but its definition has now been broadened and 'democratised'. The present idea is that all involved in innovation can be 'leaders', not just those in positions of power at the top of hierarchies. I shall investigate this idea of leadership and see how it relates to the 'empowerment' theme of the conference. Can the new definition of leadership help to achieve successful curriculum innovation in our schools and universities?

About the Presenter

Professor Chris Kennedy has worked as teacher, trainer, adviser, and academic in Africa, the Middle East, South-East Asia, and South America. His research and publications focus on Language Policy, Curriculum Innovation, and English as a Global Language, with interests also in Primary ELT, Professional Communication and Applied Corpus Linguistics. He is Director of the Centre for English Language Studies at the University of Birmingham, UK, which runs Master's and PhD programmes, including a distance Master's in TEFL/Applied Linguistics which is offered in Korea.

Saturday Featured Speaker

Assessment and Evaluation: Belief and Disbelief

Liying Cheng
Queen's University

Saturday, 17:00~17:50 B121

Assessment and evaluation play a central role in teaching and learning. Research on the assessment practices of teachers has revealed that the day-to-day assessment of student learning is unquestionably one of the teacher's most demanding, complex, and important tasks. In addition, teachers' beliefs about assessment and evaluation can directly affect how they design and implement their classroom assessment and evaluation and how they interpret the results. This presentation will report the findings of a survey study comparing what ESL/EFL teachers believe about assessment and evaluation with what they actually do in their classrooms. The survey was conducted with 95 ESL/EFL instructors in Canada, 44 in Hong Kong, and 124 in Beijing. The results demonstrated more similarities than differences among the instructors in the three contexts. The beliefs expressed by the instructors were somewhat mixed and, at times, contradictory. The beliefs that assessment and evaluation were important for instruction and help improve student learning, and the actual purposes of and uses of assessment and evaluation held by the instructors were positively related. However, the instructors' beliefs about how they conducted their assessments and evaluations, the time required for assessments and evaluations, and their understanding of and preparation for assessment and evaluation were only somewhat related to their actual assessment practices. The findings of the study have provided a better understanding of these instructors' classroom assessment beliefs and practices as well as compared the patterns of response from the three different ESL/EFL contexts.

About the Presenter

Liying Cheng (PhD) is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University. Her primary research interests are the impact of large-scale testing on instruction, and the relationship between assessment and instruction in EFL/ESL classrooms. Publications include articles in Language Testing, Language Assessment Quarterly, Assessment & Evaluation in Higher Education, Studies in Educational Evaluation, TESL Canada, TESL-EJ, Asia EFL Journal, and Asian Journal of English Language Teaching. Her most recent books are *Changing Language Teaching through Language Testing* (Cambridge University Press, 2005) and *Washback in Language Testing: Research Contexts and Methods* (co-edited with Y. Watanabe with A. Curtis, Lawrence Erlbaum Associates, 2004).

Saturday Featured Speaker

The role of collaboration and feedback in the second language classroom

Gillian Wigglesworth
University of Melbourne

Saturday, 17:00~17:50 B142

An important issue for second language writing teachers is the provision of effective feedback to learners that will lead to improvement in the learners' writing. This paper reports on two linked studies which examined the efficacy of two different forms of feedback provided to learners who completed a writing task working either in pairs, or individually.

The first study compared advanced and intermediate learners working individually. There were three sessions in the study. In session 1, learners completed a short writing task. In session 2, five days later, one third of each group received feedback in the form of reformulation; one third received feedback in the form of editing symbols, and the final third acted as a control group and received no feedback. The learners' original essays were also returned. The feedback was removed after 15 minutes, and the learners were asked to rewrite and improve on their original essay. In session 3, three weeks later, the learners returned to write their essay again. The results of this study suggested that reformulation produced better results with advanced learners, which impacted over time to a greater extent. With intermediate learners, both forms of feedback had a similar impact in the short term but this was lost by session 3.

The second study compared advanced learners working in pairs. The methodology used was identical to that outlined above, with the same feedback conditions, except that learners wrote collaboratively in sessions 1 and 2, and individually in session 3. The pair discussions were recorded in sessions 1 and 2, and subsequently analysed for language-related episodes. The results of this study also suggested that reformulation was the most effective form of feedback, both in the short and long term, but that feedback in the form of editing symbols elicited more attention to language and a greater depth of engagement than reformulations. The implications of these results for classroom practice are discussed.

About the Presenter

Gillian Wigglesworth is Associate Professor and Head of the School of Languages and Linguistics at the University of Melbourne, Australia, where she teaches in the Master of Applied Linguistics and supervises a number of PhDs in the graduate program. She has a wide range of research interests which broadly include both first and second language acquisition, language testing and assessment, and bilingualism. She is currently working on two studies related to second language acquisition. The first is investigating the efficacy of different types of feedback to second language learners on their writing, and adopts a sociocultural perspective to illuminate the data. The second study is examining differences between the complex requests made by native speakers and non-native speakers, focussing on the use of mitigation, in order to assist classroom teachers with methodologies for presenting pragmatic material in the classroom.

KOREA TESOL
KOTESOL

Sunday Featured Speaker

Constructs of Culture, Context & Identity in Second Language Learning & Teaching

Chris Candlin
Macquarie University

Sunday, 14:00~14:50 B107 (Gemma Hall)

Like other locations and sites in space and time, classrooms are places where special kinds of interaction occur and where participants enact a range of mutual and individual roles, and work towards sometimes common, but always personal objectives. Classrooms are, therefore, a special kind of social world. As elsewhere, what goes on there is institutionally constrained by particular conventional practices and their discourses. These are never neutral but invested socially, culturally and individually, subject to the exercise of power and authority, and take place in what has usually been called 'the context' of language teaching and learning. I want in this presentation to unpack what is meant by 'context', consider critically what it means to consider the classroom as a 'culture', and how this 'culture' and this 'context' can be researched and explored, drawing on doable methodologies from a range of helpful disciplines. "Metaphors to learn by" might be one way of capturing the exploratory, critical, and 'ecological' research that I will argue can take place within a generally reflexive stance towards teaching and learning.

About the Presenter

Chris Candlin is Senior Research Professor in Linguistics at Macquarie University, Sydney. He holds Honorary Professorships at Nottingham, Lancaster and Cardiff in the UK and is Leverhulme Visiting Research Professor in the Health Communication Research Centre at Cardiff. He was previously Professor of Applied Linguistics at Lancaster and Professor of Applied Linguistics at the Open University, UK. He was Founding Executive Director of the National Centre for English Language Teaching and Research at Macquarie and established the Centre for Language and Social Life. His research has been in L2 curriculum design, e-learning in professional development, and, particularly, in the analysis of professional/institutional discourse in healthcare and law. He sits on the Editorial Boards of several international journals, co-edits the Journal of Applied Linguistics, and edits or co-edits several international book series in his fields. Currently, he is working on three projects: the relationship between communication ability and professional expertise, healthcare interactions between professional and clients, and the nature of risk communication in critical encounters.

Sunday Featured Speaker

Songs and Chants for Primary Teachers

Melanie Graham

Sunday, 14:00~14:50 B121

Songs and chants are indispensable teaching tools. They provide learners with language models to imitate and give students the opportunity to improve pronunciation by vocalizing the language. Music also creates a fun and relaxed class atmosphere, making learning more enjoyable and motivating for students. The challenge for primary teachers when using songs and chants is to create communicative song activities. Melanie will demonstrate a number of techniques that enable children to express thoughts and ideas through song.

About the Presenter

Melanie Graham Since graduating with an MA in TESOL in 1992, Melanie has been teaching children in Korea, and teachers all over the world. She taught in the Department of ELT at Seoul National University of Education for over six years where she trained current and future primary school teachers. Melanie is known for her teacher training presentations throughout Asia and South America. She has published numerous ELT books for children and teachers. Melanie's most recent curriculum development project was for Korea's first "English Villages," an experiential English education theme park for kids and families. Melanie's topics of publication are songs and chants, teaching English through creative-thinking projects, drama, and incorporating global citizenship and service-learning into ELT.

KOREA TESOL
KOTESOL

Sunday Featured Speaker

Cross-Cultural Resources For Teachers, Making The Most From The World Around You

Susan Stempleski

Sunday, 14:00~14:50 B142

The study of cross-cultural interaction has risen in importance in Asia as increasing numbers of Asian students have traveled abroad to learn English. These students have come to realize that their countries have very different traditions and cultural behaviors from the traditional ELT heartlands of Europe and North America.

When students live in a country where the target language is the prevalent language, then they automatically become exposed to a range of images and symbols embedded in songs and pictures, places and customs. Familiarity with these images helps students to feel more confident and to become more fluent. To achieve this, it is important to familiarize students with popular images and symbols in the target culture. At the same time, it is important to help students to identify and compare these images in various "Native English" cultures, to avoid stereotyping, and then to contrast these with images and symbols in their own culture, to personalize the learning experience.

This presentation focuses on the idea of creating cross-cultural lessons inclusive of the world around you and in this way, making connections to the personal interests and local culture of the students. You will see how studying English through cross-cultural activities with a task-oriented and cooperative learning approach adds a new dimension of achievement for the students and for us as teachers!

About the Presenter

Susan Stempleski is an author, teacher, teacher educator, and consultant based in New York City. Internationally recognized as an authority on 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 30 textbooks and teacher resource books, and she has been a featured speaker at numerous educational conferences around the world. She is a former member of the faculty of the Hunter College International English Language Institute of the City University of New York, and regularly teaches specialized methodology courses in the TESOL Program at Columbia University Teachers College.

2006 National Election Candidates

Office: First Vice-President

Ascends to President the following year and Immediate Past President two years later; supervises local chapters; assists the President in a variety of duties; represents KOTESOL in an official capacity.

Candidate: Kevin L. Landry, MA Linguistics (TESOL), TES/FL Cert.
Hongik University, Jochiwon Campus; Lecturer.
1) Nominations and Elections Committee Chair, 2) Cheongju Chapter Vice-President, 3) Teacher Education and Development Special Interest Group Facilitator, National Conference Webmaster.

Candidate: Phil Owen, MS Ed., MDiv., TESL Cert.
Kunsan National University, Visiting Professor.
1) International Affairs Committee Chair, 2) North Jeolla Chapter Membership Coordinator, 3) International Conference Program Committee Advisor, 4) North Jeolla Chapter Conference Organizer.

Office: Second Vice-President

Heads the National Program Committee, which plans and develops programs; manages Special Interest Groups (SIGs) and KOTESOL Teacher Trainers (KTT).

Candidate: Jake Kimball, MSc Ed. Mngmt in TESOL (EMT), TESL Dip., TESOL/Adv. TESOL Cert.
ILE Academy, Director of Studies.
1) Daegu-Gyeongbuk Chapter member; 2) National 2nd Vice-President, 3) The English Connection: Editor-in-Chief; 4) KOTESOL Proceedings: Senior Editor, 5) Young Learners Special Interest Group Facilitator.

Office: Treasurer

Maintains, collects, and makes reports on KOTESOL funds; executes banking transactions, budgetary planning, and record keeping; keeps an up-to-date membership list.

Candidate: Michel Dennis Belzile, BA Psychology
Hongik University, Jochiwon Campus; Lecturer.
1) Cheongju Chapter Member,

Candidate: Dr. David E. Shaffer, PhD Linguistics, MA Linguistics
Chosun University, Assoc. Professor
1) Gwangju-Jeonnam Chapter Advisor, 2) National Treasurer, 3) Research Committee Chair, 4) International Conference Committee Treasurer, 5) KOTESOL Proceedings: Supervising Editor, 6) Korea TESOL Journal: Editor and Board Member 7) The English Connection Associate Editor, 8) National Conference Advisor.

Office: Secretary

Records minutes of National Executive Council meetings; reads, acts on, and replies to incoming KOTESOL email and other official Executive Council communications.

Candidate: Aaron Jolly, BA Comm. & Media Studies

Namseoul University's Foreign Language Institute, Instructor.

1) Daejeon-Chungnam Chapter President, 2) 2006 National Conference Co-chair.

Candidate: Donald Rikley, MA TESOL

Korea Advanced Institute of Science and Technology, Instructor.

1) International Conference Program Committee Chair

Office: Conference Committee Co-chair

Ascends to Conference Committee Chair the following year; assists the Conference Chair with conference-related duties.

Candidate: Sheilagh Hagens, MEd TESOL

Haeryong High School, Instructor.

1) Gwangju-Jeonnam Chapter Member, 2) International Conference Committee Volunteer Coordinator.

Office: Nominations and Elections Committee Chair

Submits a full slate of candidates for the annual election; conducts a fair election; visits local chapters scouting perspective candidates.

Candidate: Tory Thorkelson, MEd (TESL/TEFL)

Hanyang University, Visiting Asst. Professor.

1) Seoul Chapter President (2004-06), Immediate Past President (2006), 2) Seoul Chapter Conference Committee Chair

* Voting will take place on October 28-29, 2006, at the International Conference at Sookmyung Women's University in Seoul. Voting hours will be from 11 a.m. to 4 p.m. on Saturday and 11 a.m. to 2 p.m. Sunday. To cast a vote, you must be a current KOTESOL member at election time.

* All candidates have 1) been a KOTESOL member for at least the past year, (Bylaws, IV.2), 2) provided biographical data, and personal statements, and 3) received three non-Executive Council endorsements for candidacy. For more information on the candidates and the election, visit the KOTESOL web site.

* Election results will be announced at the annual business meeting on Sunday afternoon.

Are You Interested in Issues Related to Young Learners?

Check Out the YL Zone!

All Day Sunday
Rooms M101, M103, M106

The 14th Korea TESOL
International Conference

KOTESOL Special Interest Groups (SIGs)

Extended Summaries of Academic Presentations

KOTESOL Special Interest Groups (SIGs)

Special Interest Groups (SIGs) are organized around specific areas of English Language Teaching. SIGs allow KOTESOL members to meet other professionals with whom they can discuss issues and topics that are relevant to their particular interests. Below are the presently active SIGs and their facilitators.

Christian Teachers (CTSIG): Facilitator – Heidi Vande Voort Nam
Computer-Assisted Language Learning (CALLSIG): Facilitator -- Samuel Henderson
ELT Leadership & Management (ELTLMSIG): Facilitators --Brett Bowie / Kira Litvin
Global Issues (GISIG): Facilitator -- Bob Snell
Research (RSIG): Facilitator -- David D. I. Kim
Spirituality (SSIG): Facilitator -- Greg W. Brooks-English
Teacher Education and Development (TEDSIG): Facilitator -- Kevin Landry
Writing Editing (WESIG): Facilitator -- Tyrone Marsh
Young Learners (YLSIG): Facilitators -- Jason Renshaw / Jake Kimball

What do SIGs do?
Common SIG activities include reading and discussing new books and publications, conducting action research within the classroom and reporting findings to the SIG members, publishing newsletters, developing materials, hosting speakers and holding meetings or hosting mini-conferences.

What is the difference between a SIG and a Chapter?
SIGs are organized according to the interests of their members rather than according to where they live. When you join KOTESOL you still indicate which Chapter you would like to be a member of. The SIGs are part of the national program of KOTESOL. Participation in SIG activities is a benefit of KOTESOL membership. Some SIGs conduct most of their communication and activities via the Internet because of the distance between members' residences and/or places of work.

How can I join a SIG?
The first step to getting involved is contacting the Facilitators. Each SIG operates independently and activities and meeting times will vary according to the needs of its members.

http://www.kotesol.org/sig

KOTESOL SIG Presentation/Workshops and Events at the Conference

Saturday
10:00-11:00 am - GISIG Poster session
12:30- 1:00 pm - (30 minutes) YLSIG Presentation/ Workshop
1:00- 2:00 pm - SSIG Presentation/Workshop
3:00- 4:00 pm - CTSIG Presentation/Workshop
4:00- 5:00 pm - RSIG Presentation/Workshop

Sunday
9:00-10:00 am - GISIG Film Presentation
10:00-11:00 am - YLSIG Presentation/Workshop
12:00-12:30 pm - (30 minutes) SIG Open Reception
1:00- 2:00 pm - TEDSIG Presentation/Workshop
3:00- 4:00 pm - ELTLMSIG Presentation/Workshop

Brief Outline of Presentation/Workshop Events

Sat. 10:00 am: Global Issues Posters: Preparing for the National English Poster Competition
KOTESOL's Global Issues SIG has proposed a nationwide poster competition to be held in 2007. In preparation for the competition, several members of the GI SIG have experimented with making posters about global issues in English classes for elementary students and university students. This session will explain the classroom procedures that were used in the pilot project and discuss the results. It will also offer suggestions for using poster making to develop awareness of both language and global issues. Posters from the pilot project will be on display in the room. Participation guidelines for next year's poster competition will be available.

Sat. 3:00 pm: Building an Effective Christian Teachers SIG
KOTESOL's Christian Teachers SIG aims to help Christian teachers network with one another and investigate the implications of Christian faith for English teaching in Korea. To reach this goal, the CT SIG hosts an on-line discussion board, organizes small group discussion meetings, and recently held a one-day symposium for Christian Teachers. The group has addressed issues such as moral development in education, the ethics of evangelism, and English programs that are organized by Korean churches. Participants in this workshop are invited to make suggestions for future SIG activity and raise issues that they would like the CT SIG to address.

Sat. 4:00 pm: Research Q & A Panel Workshop: Asking the Researchers

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

Sun. 9:00 am: GSIG Film Presentation
A partial showing of Al Gore's film An Inconvenient Truth will be shown. This film highlights the grave ecological problems facing our planet and discusses some possible solutions.

Sun. 12 noon: Global Issues Workshop (Note: This will not be held in the SIG room. Please see Facilitators for more information)
The workshop will look at other successful global issues groups and examine what they do and how they do it. We will also discuss how to incorporate the most dynamic, involving aspects into the Korean GI SIG. Participant involvement will be encouraged. Potential areas of discussion will include creating a blog, developing more classroom material, organizing a symposium and considering involvement in community projects.

Sun. 1:00 pm: Round table on Teacher Development and Education - Kevin Landry
What is Teacher Education and Development? Today I'd like to survey the room about what the SIG means to them and we'll discuss as a group our different perspectives. It's a lot more than just teaching teachers. I'm hoping that the similarities and differences will spring board us from one topic to another. We'll start by mentioning around the room what they expect from the group. For instance: do you want to have separate get-togethers? Is the yahoo group working? What suggestions do you have? Would someone want to take a more active role in the SIG themselves? It will give us a chance to share some ideas and find direction for the upcoming year.

Sun. 3:00 pm: Introducing a Critical Incidents Framework to aid ELT Issue Resolution.
The Critical Incidents framework is a practical framework directly applicable to the ELT environment. It allows ELT leaders - coordinators and supervisors in a wide array of educational facilities - to analyze how, and why, various situations/ issues and crises develop; to more deeply understand the players and motivations involved and; more importantly, to deal more effectively with these critical incidents in the future. This is a one hour hands-on workshop that will enable participants to consider and discuss ELT case studies and, in so doing, learn how to document the past to improve upon the future. Looking at these critical incidents more holistically, it asks attendees to consider the organization of learning they currently work in and to regard it more as a potential learning organization. Post workshop, at 4 pm, there will be both refreshments and time available for further Q&A.

Bios

Brett Bowie (ELTLMSIG) holds a CELTA, M.B.A (pending) and is an experienced ELT coordinator and currently Korea field editor for an international publisher.

David D. I. Kim (RSIG) is presently teaching in the Division of International Studies, at Kangnam University, Yongin. He has been the RSIG facilitator since it was formed in 2001.

Kira Litvin (ELTLMSIG) holds an M.A in Cultural studies and TESOL along with an M.Ed in Educational Administration and Leadership (pending). She is currently an ELT teacher-trainer at the SMU Graduate TESOL program and a specialist in educational leadership theory.

Kevin Landry (TEDSIG) holds an MA in Linguistics (TESOL) from the University of Surrey, Guildford, England. He came to Korea in 1996 after completing his BA in History and a TES/FL Certificate at Saint Mary's University, Halifax, Nova Scotia. He is currently a Lecturer at Hong Ik University, Jochiwon Campus, Korea and teaches Freshman English and Living English to 1st - 4th year students. Kevin is the KOTESOL Nominations and Elections Committee Chair and the Teacher Education and Development Special Interest Group Facilitator. His research interests include vocabulary acquisition, task-based syllabus design, and discourse analysis.

Bob Snell (GISIG) holds an MA in history and a PhD in Education/TESL. He currently works at the Pusan University of Foreign Studies and is primarily involved with teaching content-based courses in culture. He has been involved with the GI SIG since 2004.

Calling for Presenters

Bring the World to Your Classroom

KOTESOL Seoul Chapter is looking for presenters for our
2007 conference in March
Presentations should be practical workshops that help teachers to
incorporate world cultures and global issues in the EFL classroom.
For further information, please go to our website at
www.kotesol.org/seoul/conference

Saturday AM

Room	9:00	9:30	10:00	10:30
B107 Gemma	**Rube Redfield** *Movie Novelization: Adding Audio* **U**		**Ksan Rubadeau** *Graded readers projects: A teacher spills all* **SUA**	
B121	**Ross Eric Miller and Margaret Kim** *My Promise to Me, Myself, and I: Contract Learning* **U**		**Maggie Lieb** *Using Multiple Intelligences to Empower Asian EFL Students* **U**	
B142	**Moon Jeong Lim** *Working to the Top with English for Work* **UA**		**Shaun Manning** *Preparing for the TOEFL IBT Speaking Test via Emailed Recordings* **SUA**	
B161	**Jolie Lee** *Communicative Language Teaching and Its Implications in South Korea* **SUA**		**Ella Leung** *Teaching Group Discussion & Presentation Skills in a University Pre-sessional Program* **U**	
B178	**Stephen Jennings and Todd Rucynski** *A Content-based Language Awareness Approach for Lower Level Learners* **U**			**Hyun-joo Lee** *Cultural Imperialism and Representation in ESL Textbooks* **UA**
B109 **(Oxford)**	**Nalin Bahuguna** *Developing Test Success through Intensive Reading!!* **YL**		**Judith Willis** *Making the Dictionary Work - For You!* **A**	
B111 **SIG's**	**See the Special SIG Section for More Information (P. 31)**			
B164	**Myung Shin Kim** *Language learning in a stress-free environment for young readers* **YLS**		**Kanzaka Izumi** *Surviving study abroad: overcoming foreign language anxiety through affective strategies* **U**	**Young-ok Jong** *EFL writing in South Korea: Comparing teachers and students perspectives* **S**
B166	**Tim Collins** *Reading in the Content Areas* **SUA**		**Kelly McCluskey** *Using a Concordancer in the ESL Classroom* **UA**	
B167 **(McGraw Hill)**	**Caroline Linse** *Pleasing Parents: Strategies for Establishing Postive Home-School Connections* **YLSUA**		**Pam Hartmann** *Interactions/Mosaic Silver Edition ? Excellence in academic skill building* **SUA**	
B168 (MacMillan)	**MacMillan**		**Scott Miles** *The role of graded readers in the communicative classroom* **SUA** NONE	
B169 **(Pearson)**	**Rilla Roessel** *Find Everything You Need in English Land!* **YL**		**Moon Jeong Lim** *Delivering Success in the Classroom with 50/50* **SUA**	
M101	**William Balsamo** *Back to Basics: Pencil and Chalk!!* **U**		**Deron Walker** *Korean University Student Perception of Rhetoric: Is Linear Better?* **SUA** **SEE P. 50**	**Jeong-sook Choi** *Grammar in English writing of Korean ESL students and English-speaking studnets* **U**
M103	**Chris Surridge and Ariel Sorensen** *Digital Whiteboard: Supercharging the Learning Environment* **UA**			**Andy Burki** *Using Corpora in ELT: a Few Ideas* **SUA**
M104	**Lawrie Hunter** *Thinking in English: Foundation Critical Thinking* **SUA**		**Clarice Chan** *Pedagogical growth for learners on a multi-faceted grammar course* **UA**	
M105	**Melissa Keiser** *Houghton Mifflin Reading: Adapting North American Reading Programs for EFL Learners* **YL**		**Russel Hubert** *Using Student Self-Reported Experience to Assess Writing Level* **U**	**Carlos Gomez S**. *Essentials of an English Teachers Course for Public Mexican Universities* **UA**
M106	**Sung-shin Choe** *Beyond Asking What's Your Name?* **YL** **See P. 49**		**Sandra Wyrwal** *A topsy-turvey world - Students-as-Teachers* **SUA**	
B112	**Thomas Webster and Andrew Johnson** *More ICT/Less Work: a Collaborative Pilot Project*		**James Larson** *Launch of the iBT TOEFL Test in South Korea* **UA** **See P. 49**	

SATURDAY - 9:00

Digital Whiteboard: Supercharging the Learning Environment
Chris Surridge, Department of English Language
Ariel Sorensen
Room M103

CALL (Computer Assisted Language Learning) labs are coveted in the EFL environment, although they are still often beyond the budgets of many schools in Korea . Media-carts or multimedia stations, coupled with beam projectors, are often a more cost-effective way for schools to deliver digital and web-based media to their students. Whether in the CALL lab or using a multimedia station, the challenge is to find appropriate media that can be accessed both in-class as a group, and outside of class as self-access learning material. This presentation demonstrates the value and flexibility of classroom multimedia stations and CALL labs coupled with Moodle and video-conferencing. It shows concrete applications of these technologies in modern EFL environments. The presentation is in two parts. The first part focuses on using Moodle to deliver relevant, appropriate multimedia content that can be used inside and outside of the classroom. The second part of the presentation details the use of a web-based video-conferencing application to link students in Japan and Korea for co-operative activities. **UA**

Reading in the Content Areas
Tim Collins,
Room B166

In schools worldwide, ESL instruction is increasingly focused on academic content. In this session, we will explore reasons for this shift and examine specific techniques to help English language learners read improve their reading skills, using a science lesson as an example. The presenter will first examine causes for this development and present specific ways teachers can help learners improve their reading skills, in this case science. Strategies include hands-on demonstrations, activating background knowledge, preloading content and general academic vocabulary, and using graphic organizers. The presenter will use a scaffolded science lesson to illustrate the methods and techniques. In the second part of the session, participants will learn about ways to design and scaffold content-area instruction in all content areas, math, science, and social studies so that students can learn academic content as they develop English skills. Teachers will also learn about ways to develop culturally relevant instruction. Teachers will leave this session with ideas they can use on Monday morning. **SUA**

Back to Basics: Pencil and Chalk!!
William Michael Balsamo, Kenmei Women's Junior College
Room M101

In the age of computer technology and internet access it may be time to get back to basics using PC, that is to say Pencil and Chalk! Often in the ESL Classroom the use of computers and word processors can serve as a barrier between the learner and the instructor. Even videos and songs can be overused in the classroom to the point of becoming educational cliches. What is needed today is a blended approach where technology compliments rather than overtakes a more traditional and personal approach. In this workshop the presenter will focus upon a series of interactive and creative activities for the ESL Classroom which can be used with great success in spite of their simplicity. They are simple to execute, easy to follow, and can be upgraded or downgraded according to the level of the students. They require no tapes, computers or advanced technology. They are meant to supplement a textbook and are not used to replace a class

text. They are tasks which require problem solving thus engaging the students to think and interact with other members of the class. These activities also involve a certain degree of imagination and are designed to foster creativity even among slow learners. The activities demonstrated in this workshop are applicable to both small groups and larger classes and can be adapted to all levels of competency. They are also activities which touch upon all four of the basic language skills necessary for second language acquisition. **U**

Thinking in English: Foundation Critical Thinking

Lawrie Hunter, Kochi University of Technology

Room M104

Critical thinking (CT) has been defined variously, and EFL teachers interested in teaching CT or creating CT content will find a confusing array of existing materials. At the foundation level, however, the language required for critical thinking is easily structured by means of information types. This presentation has two parts: 1. An outline of the major variations of the CT theme: American-style issues-based adversarial discourse, de Bono's issues-based divergent thinking, foundation literacy skills, and formal logic. 2. An outline of the presenter's task-based approach to leading upper beginners and lower intermediates towards the skills required to begin the study of critical thinking, as embodied in his textbook, "Thinking in English" and co-authored textbook, "Critical Thinking." (This is not a commercial presentation.) The learning process discussed here involves four steps: INPUT (demonstration/listening/reading of vocabulary and phrases) USAGE PRACTICE (activities and tasks using the new vocabulary and phrases) AUTHENTIC TASK (arranging information, solving problems) and EXPRESSION (reporting task results as presentations, dramas, videos or written reports). **SUA**

Developing Test Success through Intensive Reading!!

Nalin Bahuguna, Oxford University Press Korea

Room B109 **Commercial**

Teachers in Korea all know how important developing reading proficiency is when it comes to tests such as school entrance exams, TOEIC and the new TOEFL iBT. <Para>

Developing the specific test strategies for such exams can be achieved through intensive reading, which involves students reading a variety of short vocabulary-rich texts, then systematically analyzing their contents for deeper understanding. <Para>

This presentation will demonstrate to teachers how they can enable their students to develop proficiency towards standardized tests, through the use of a variety of techniques and materials from the new Panorama, People, Places and Things, and English Know It All series. **YL**

Language learning in a stress-free environment for young readers

Myung Shin Kim, Cambridge University Press

Room B164 **Commercial**

It is vital to offer many opportunities for children to learn English language in a stress-free environment through a balance of enjoyable reading activities that are a natural part of childhood such as storytelling, singing songs and playing games. Fun and interest are major players in the children's learning process. The presenter will discuss methods of how to make young learners become effective readers by being fully involved in books, with the use of Cambridge Storybooks. **YLS**

Pleasing Parents: Strategies for Establishing Postive Home-School Connections

Caroline Linse, McGraw-Hill Korea

Room B167 **Commercial**

Parents are often one of the biggest challenges facing teachers of young learners. Although parents are not physically present in their children's classrooms they never-the-less can and do judge their children's teachers. The purpose of this session is to provide teachers with a process that can be used to establish positive home-school partnerships. Specific suggestions will be given for individuals who do not speak Korean but still want to create a linkage with the parents of their students. **YLSUA**

Houghton Mifflin Reading: Adapting North American Reading Programs for EFL Learners
Melissa Keiser, Houghton Mifflin
Room M105 Commercial

North American school materials have enjoyed great success in Korea with their research-based approach to integrated instruction for English language learning students. However, the unique challenges that educators face in Korea call for adaptation and creative usage of any resource, especially professionally created school materials. Grammar, vocabulary, and writing all need to be addressed as areas of difficulty that Korean students need specialized instruction in. This presentation will focus on the advantages and disadvantages of using North American school materials in the Korean educational environment and how a teacher can adapt to the strengths and weakness es of any school textbook while using Houghton Mifflin Reading, the premiere integrated reading, writing, and language arts program from the oldest school publisher in the United States. **YL**

A Content-based Language Awareness Approach for Lower Level Learners
Stephen Jennings, Maebashi Kyoai Gakuen College
Todd Rucynski
Room B178

Students in the EFL environment are at a disadvantage when compared with those in the ESL environment. EFL learners seldom have access to vocabulary in naturally occurring language. The presenters aim to show how DVD clips of un-scripted native speakers can be made accessible to lower level learners (for examples of the DVD clips, see "Experience America," Rucynski and Berlin, Kinseido, 2006). For a second or foreign language to be acquired well, according to Bialystok and Vygotsky among others, input must be structured so both form and content can be attended to at the same time. Students in the EFL environment will almost certainly not be able to attend to both language and content with input of un-scripted native speaker dialogue. The intention of this workshop is to show how this problem may be overcome by utilising a combination of the notions of language awareness and motivation to learn from targeted themes leading to autonomous learning. The workshop also takes into account current best practice on vocabulary building with use of collocations and reflects the culture of where the learning takes place. In summary, not only will the presenters show how such clips hope to build real advances in spoken vocabulary, listening, productive discussion and autonomy for learning outside of the classroom, we also hope to stimulate discussion with our innovative instruction techniques and provide a forum for debate and meaningful and practical exchanges of ideas. **U**

Movie Novelization: Adding Audio
Rube Redfield,
Room B107

Research at both public and private universities in Japan has shown Eiga Shosetsu (movie novelization) to be effective in advancing learner SLA. These studies were done using English majors, and without the benefits of audio and native language translation. The new Eiga Shosetsu program, featuring popular

youth fiction (Harry Potter) adds both of these elements. While reading the novels, the learners now listen to a dramatic reading of the original work supplied via iPod. They also have access at home to the Japanese translation. This presentation will go over the nuts and bolts of using the new Eiga Shosetsu program, from the selection of materials, audio formats and actually getting sound into the classroom, pacing, homework, etc. Potential administrative problems will also be discussed. Results from a pilot program using technology undergraduates taking a required reading course will be presented. These learners were pre tested for both reading and compositions skills, and then post tested at the end of the academic year. Their results were then compared to a carefully selected composition class control group of the same year and from the same faculty. The results indicate that the Eiga Shosetsu group outperformed the composition control group in both reading and writing. The Eiga Shosetsu group made 50% gains in reading, and wrote a significantly higher percentage of correct t-units than the control, even though they did no writing during the year. This presentation should be of special relevance to those interested in Extensive Reading beyond graded readers. **U**

My Promise to Me, Myself, and I: Contract Learning

Ross Eric Miller, Otemon Gakuin University
Margaret (Not Paid) Kim
Room B121

There are three components that all EFL/ESL classrooms have in common: the teacher, the material, and the student. While it is the teacher's job to teach, the decision to learn is one that must be made by the student. The best teachers in the world can teach the most interesting lessons, but learning will not occur unless the student has the desire to do so. The irony of the situation is apparent, considering all of the training, all of the hours spent on materials development, and all of the preparation, what does it all mean if the students don't have that one key element necessary for successful language learning: the motivation to learn? In this presentation, we will explore the use of the simple promise as a means to make students aware of their responsibility as learners. The results of surveys focusing on the use of basic learning contracts will be discussed. While there were several styles of written learning contracts employed, all were combined with self-evaluations as tools to see whether or not these could help foster motivation to learn from within the students themselves. This presentation will conclude with a discussion of implications raised by the findings of this research. **U**

Communicative Language Teaching and Its Implications in South Korea

Jolie Lee, Korea Nazarene University
Room B161

Due to the expansive "popularity" of Communicative Language Teaching (CLT) within South Korea and other Asian countries, the importance of understanding literature and research of this pedagogical approach is highly beneficial for TESOL teachers teaching in this specific environment. A review of this literature will hopefully allow L2 educators to gain a broader understanding of this linguistic approach in the Asian setting, empowering both themselves and their L2 learners in discovering effective ways to learn English together. This paper will thus attempt to review current and historical Second Language (L2) literature and CLT theory and research, along with personal teaching experiences, relevant to Asia and specifically South Korea. The first section will examine the historical overview of L2 education and move into the current approach of CLT literature. The next section will focus on CLT implementation in the South Korean context by reviewing research conducted by Asian researchers in that specific field. Personal experiences of CLT usage within a variety of South Korean EFL university classrooms will

also be included. Next, a brief review of actual CLT implementation in Taiwan and Japan will follow. Lastly, the conclusion will include a cross-examination of all research in relation to the challenges South Korea faces in bringing this approach to this country's university classrooms. **SUA**

Working to the Top with English for Work
Moon Jeong Lim, Kyobo Book Centre,Inc.
Room B142 Commercial

As business continues to become increasingly international, the ability to communicate clearly, confidently, and appropriately in meetings, presentations, on the phone or in emails in English has become an essential skill in the global business community. <Para>

In order for English language learners to gain sufficient mastery of vocabulary and grammar structures, as well as the confidence they need to take part in actual business communication in English, the classroom must provide them with a rich variety of opportunities for language reinforcement. The purpose of this workshop is to introduce a variety of activities and strategies for helping students improve English fluency in a wide range of work situations. (missing from the original abstract shown below) **UA**

Find Everything You Need in English land
Rilla Roessel, Pearson Longman
Room B169 Commercial

Teachers lead busy lives. Between checking homework, marking papers, and writing evaluations, there's barely enough for the all-important task of lesson planning. Pearson Longman now has the perfect solution for the busy teacher with brand new components for English Land, a six level course for young learners. This workshop will feature not only new downloadable curriculum guides and full color Korean language Teacher's Books, but also a demonstration of the first ever primary course Test Generator CD-Rom available in Asia. Teacher support has never been better! **YL**

More ICT/Less Work: a Collaborative Pilot Project
Thomas Webster and Andrew Johnson
Room B112

More and more teachers throughout the world are facing greater demands on both the quality and quantity of their teaching in an increasingly discontinuous workplace. This work intensification coupled with the trend in education toward the application of business models and temporary staffing practices has led to a questioning of both profession and purpose. This is in stark contrast to many contemporary theories of leadership which embrace concepts of trust, empowerment and shared responsibility. In the first part of this presentation, the authors will take the position that teacher empowerment is best gained through self-leadership and collaboration, enabling enhanced educative outcomes which are more consistent with teachers' life-streams. The second part will focus on the notion of a collaboratory by presenting a pilot project being conducted on the creative use of Information and Communication Technology (ICT) for the classroom by a pair of language teachers in Korea and Japan. The impetus for this project came from the desire to enhance students' in-class activities with a supplemental website that would benefit both the students and the teachers. A practical approach will be taken to describe the background, procedure and expected outcomes of the project. This will include a demonstration of the student and teacher sides of the site, details of the first trial, and a report on student surveys conducted. This presentation will end with a question and answer session on how others teachers can develop and customize online materials for their classes.

Saturday 10:00

Using Student Self-Reported Experience to Assess Writing Level
Russell Hubert,
Room M105

EFL teachers often find it difficult to determine the actual writing ability of their first-year university students taking an EFL writing course until after several assignments have been collected and analyzed. Self-reported information on writing experience collected at the beginning of a course can give teachers key insight into whether students have prior knowledge of basic writing concepts such as paragraph structure and essay organization. This data can also indicate differences in the level of experience that may exist within a class. This presentation describes a survey that was given to first-year Japanese university students to assess their previous English writing experience. A total of 66 students were asked to report on the maximum length of English compositions that they had written in high school. 30 students reported that they had written multiple-sentence compositions of one paragraph in length, while 18 students reported that they had written multiple-paragraph essays. Another 18 students reported not having written beyond the sentence level. Information on the types of English compositions students had written was also reported in the survey. This presentation will also include a discussion on the implications this study has for teaching writing, such as the need to provide additional support for the least experienced students in a class and how to customize assignments for more advanced students. A handout in English and Japanese with the questions used in this survey and an analysis of the results will be distributed to participants. **U**

Delivering Success in the Classroom with 50/50
Moon Jeong Lim, Pearson Longman
Room B169 **Commercial**

Teachers often find that there is a wide gap between what a course promises and what it delivers. The true -- and only -- test of any course is in the classroom. When our students focus on speaking and listening, we need to feel confident that every activity has been designed to reduce learner anxiety and offer the right level of language support for the task. Fifty-Fifty Third Edition does exactly this through humor and well-scaffolded activities, which are the result of years of development by the authors and feedback from teachers and students. It truly delivers what it promises! Come and find out why it has become such a favorite. **SUA**

Surviving study abroad: overcoming foreign language anxiety through affective strategies
Kanzaka Izumi, Soka University
Room B164

This paper reports a small-scale study of foreign language anxiety among Japanese students studying in British universities. The purpose of the research is to gain an understanding of experiences of these students during their studies and their perceptions of themselves as non-native speakers of English in their class and in social situations. Data were collected through an open-ended questionnaire and semi-structured interviews from 18 Japanese students studying at tertiary institutions in England and Scotland. The data give detailed descriptions of their experiences of living and studying through a foreign language, difficulties they have faced, and the strategies they have used to cope with them. It is concluded that the insights gained from students have implications for what teachers and learners can do in preparing to study abroad so that the students will be more likely to succeed. **U**

Teaching Group Discussion & Presentation Skills in a University Pre-sessional Program
Ella Leung, The Chinese University of Hong Kong
Room B161

Since the summer of 2005, a special 30-hour English course has been implemented annually as a pre-sessional bridging program for the 250 plus Mainland Chinese students who are expected to join The Chinese University of Hong Kong's undergraduate degree studies. One of the components is the teaching of group discussion and presentation skills, which are often seen as necessary for the success of academic learning. It is not surprising to see that these skills could easily take up a whole semester or even a longer time for students to learn and master. However, in this pre-sessional course, among the 30 official hours, only three is allocated for teaching these skills. Unlike many Hong Kong students, who are well trained to handle group discussions and hold mini-presentations for public examinations, the Mainland Chinese students have very little chance using English, not to mention conducting group discussions and presentations in front of an audience in English. Thus, the challenge of teaching these skills in just three hours was enormous. This paper will discuss the possibility of teaching group discussion and presentation skills effectively within a short time frame. Materials designed for the teaching of the two skills will be examined to see how they can be tied in together by using a theme-based approach. Teacher's feedback form will be studied. Students' confidence level reflected in the pre- and post-course self perception surveys will be looked at. **U**

Pedagogical growth for learners on a multi-faceted grammar course
Clarice S. C. Chan, English Centre, University of Hong Kong
Room M104

This paper reports on the findings from a research study conducted over an intensive grammar course for a group of university students in Hong Kong. Most of these students had never learned grammar communicatively, and had mostly associated grammar learning with the memorization of rules. The course adopted a functional approach to grammar, and while it was mainly communicative and task-based in nature, it valued different learning styles and included different components and activities to cater for different learning styles and preferences. To ascertain the effects of this multi-faceted course on the learners, data were collected at different stages of the course. Apart from collecting data through surveys related to grammar learning, outcomes from in-class tasks showing the students view of grammar and their individual learning styles were also collected. It was found that the students view of grammar, preferred ways of learning grammar, etc, had been changed in a number of significant and positive ways as a result of taking the course, such as a general shift away from an emphasis on rules and a willingness to try different methods and resources. In this presentation, I will describe the pedagogical growth experienced by the learners and propose a model for catering for different learning styles on a grammar course. **UA**

Graded readers projects: A teacher spills all
Ksan Rubadeau, Korea University, IFLS
Room B107

You've heard about some of the benefits of graded readers and want to give them a try in your class? In this interactive workshop, you can see how one teacher has been using graded readers with her first-year students at a Korean university. Get the low-down on chosen titles, selection criteria, book purchasing, and scheduling. See quizzes, discussion questions, activities, and student work based on the readers. Find out what has worked well and what has not. By the end of the workshop,

you'll have all of the resources you need to implement a graded readers project in your high school or university EFL classes. **SUA**

Using Multiple Intelligences to Empower Asian EFL Students
Maggie Lieb, Himeji Dokkyo University
Room B121

Two decades have passed since Howard Gardner introduced the Theory of Multiple Intelligences (MI), challenging the notion of intelligence (g) as a single, unitary concept and the evaluation of this concept as a single, quantifiable I.Q. score. Gardner's MI Theory takes into consideration the cognitive profile of a student, providing a more inclusive indicator of capabilities and potential, which are not measured by traditional I.Q. tests. In general, Gardner's theory has been well-received worldwide by the field of general education, as it offers an opportunity to include and empower all students in the learning community, not just those with verbal-linguistic and/or mathematical-logical skills. However, little research exists as to the applicability of MI theory in the EFL classroom, and how it can be used to motivate and advance the language learning process. This presentation will examine the place of MI theory in the Asian EFL classroom. Specifically, the presenter will address the questions: How aware are Asian university students of their own cognitive profiles? How effectively can they utilize this knowledge to enhance their language learning potential? Is there any noticeable connection between cognitive profile and performance on the TOEIC test? Findings of a small-scale study, based in Japan, will be presented and reference will be made to activities used in the classroom that address each of the multiple intelligences. The hope is that student awareness of their own cognitive profiles will empower them in their quest for second language learning competence. **U**

Preparing for the TOEFL IBT Speaking Test via Emailed Recordings
Shaun Manning, Hankuk University of Foreign Studies
Room B142

This study reports on the use of email to provide out-of-class speaking practice for students in university conversation classes. Students spoke, recorded and e-mailed 45-60sec answers to questions posted on their instructor's homepage. Recordings were e-mailed to the teacher each week for 12 weeks, and were due 4 days after the class met. Recordings were graded by the instructor and feedback on each task given to the students. They were later re-rated by trained independent raters for the purpose of this research. Students were also surveyed to determine their attitude towards the voice-recording assignments. The major findings were: (1) a significant rise in student speaking performance on the tasks, (2) students felt that the tasks were useful and would recommend other students to take a course with similar tasks, (3) students were motivated by their score and not by doing the task in the way most beneficial to second language learning, (4) the instructor spent large amounts of time grading and providing feedback, and (5) technical problems were minimal. The project also pointed out the wide variety of difficulties Korean university undergraduates have in speaking English, including: problematic discourse organization, lexico-grammatical choices, and unintelligible speech. **SUA**

Using a Concordancer in the ESL Classroom
Kelly McCluskey, Hongik University C-105
Room B166

This paper will run through some basic features of concordancing for the classroom. The idea will be to give teachers an overview of this branch of Corpus Linguistics, and to show them how to get started doing their own concordancing. A basic understanding of corpus linguistics is helpful but not essential.

Some statistics will be briefly mentioned, but a deep understanding of mathematics is not necessary. Application: Various applications of concordances in the classroom will be covered. Both printed handouts as well as student use of on-line resources will be addressed. Software: An introduction to the different concordancers available, both commercial (Wordsmith) and free (Paul Nations range program). Programs that run on one's own computer as well as online concordancers will be examined for their merits and weaknesses. The listener needs only a basic understanding of software to follow this section. A basic understanding of statistical terms is helpful but not essential to grasping the deeper points. Materials: collecting your own database is really essential to properly use a concordancer. Three different sorts of databases will be explored, a film scripts database compiled by the presenter, a sample pop music database, and an EAP collection of stories will also be examined for common vocabulary. Pitfalls in database collection will be explained in detail. The presenters 5 million word database of film scripts will be examined for various idioms and insights about them will be explored. He will conclude by showing the attendee step-by-step how to mine the database for useful linguistic insights. **UA**

A topsy-turvey world - Students-as-Teachers
Sandra Wyrwal, Chonbuk National University, College of Humanities, Dept. of German Language and Literature
Room M106

Class activity is sometimes a problem, especially in bigger groups. There are always students, who want to be invisible, but that is not the point in language courses. So this workshop will show, how you can improve class activity when you as a teacher become (part time) invisible. That means, the teacher is not longer an active part of the class. Students-as-teachers is an interesting and successful idea of teaching language AND culture, and this not only at the University, where my examples will be from. So the program is not only for university students or the advanced level. Quite the reverse for insecure or younger students and all levels is this student-as-teacher-program a good opportunity to improve their language and social skills. Communication is very important during this program. It is not the communication between class mates, it's about to learn communication from another point of view...as teacher. During the workshop I will share my experience with student-as-teacher-situations and give some advices, like how you can coordinate and manage this program or how to give grades. I will speak about the positive aspects and also about difficulties. And of course I hope to start a discussion about this idea, which is not new, but maybe not so in common. At least you can learn how to be invisible in your classroom, so you shouldn't be it in this workshop. **SUA**

Making the Dictionary Work - For You!
Judith Willis, Oxford University Press Korea
Room B109 **Commercial**

In this talk we shall focus on a range of titles including the latest edition of the Oxford Advanced Learner's Dictionary and the new Oxford Business English Dictionary. We shall use the theme of work to explore some of the features of most relevance to you and your students. We shall present some ideas for using dictionaries to boost vocabulary work in the classroom and outside it, and, along the way, take a look behind the scenes at how dictionaries are made. The talk will show you how helping your students become better dictionary users will make them better learners of English. **A**

Interactions/Mosaic Silver Edition ? Excellence in academic skill building
Pam Hartmann, McGraw-Hill Korea

Room B167 **Commercial**

High-level language proficiency is not sufficient for students to be successful at college or university. They also need to develop the critical thinking and test-taking skills needed for academic success. Interactions/Mosaic, the world's best and most comprehensive academic skills series, has been thoroughly updated for today's global learners. Come to this workshop to find out how you can help your students get "up to speed" in terms of both academic and language skills. **SUA**

The role of graded readers in the communicative classroom

Scott Miles, Macmillan Education

Room B168 **Commercial**

Recent research suggests that increasing the amount of comprehensible input in the classroom is key to effective language acquisition. This presentation focuses on the use of graded readers in the communicative classroom to provide enjoyable comprehensible input appropriate to each student's level and to encourage extensive reading habits beyond the classroom. Some of the activities covered include USSR practices (uninterrupted silent sustained reading), live readings, and using graded readers as a platform for meaningful and engaging writing. Also the presentation will introduce the 'live translation' communicative activity which uses graded readers to develop speaking skills. **SUA**

SATURDAY - 10:30

EFL writing in South Korea: Comparing teachers and students perspectives

Young Ok Jong, The Centre for English Language Teacher Education

Room B164

In a global economy heavily dependent on e-mails and the Internet, where English is predominant medium of communication, the mastery of written English is not only a critically commercial necessity but also a valuable social asset. Developing writing skills, however, has been neglected in the EFL context in South Korea with the result that students lack experience in writing. In order to overcome the problems associated with this, it is crucial to identify sound writing methodologies that are suited to the Korean context, and the first step in this must be to develop a clear picture of the current situation. This paper is based on the results of a research project that aimed to explore teachers and students perspectives on the teaching of writing. The data, which show Korean secondary students perceptions of the process of learning to write in English and teachers perspectives on their experience of teaching writing in the EFL context, were collected through an extensive questionnaire survey of students and face-to-face interviews with English teachers in South Korea. The paper will begin with a general outline and evaluation of product and process approaches to teaching writing. The results of the research will then be presented and discussed in the light of these approaches, revealing some surprising differences between teacher and student perceptions. On the basis of this, a framework for teaching English writing in South Korea will be proposed and the paper will conclude with practical suggestions for the teaching of writing. **S**

Cultural Imperialism and Representation in ESL Textbooks

Hyun Joo Lee, Hyun Joo Lee

Room B178

Among many crucial elements for the effective English language classroom, textbooks are one of the most important elements because they are a central guideline for both the teachers and students. However, only a few studies have discussed ESL textbooks regarding their

contents and approaches. This paper is a case study that examines a mainstream ESL textbook from a critical discourse analysis perspective. It reveals that ESL textbooks promote Western cultural imperialism, the idea of the economic superiority of its products and brands, and the misrepresentation of gender roles and other cultures in both linguistic and non-linguistic (visual) perspectives. Teachers and students should be aware of these characteristics of ESL textbooks, which are presented in both overt and covert ways, because the biased contents and approaches contribute to shaping students identity, worldviews, and perspectives on social powers. Most importantly, teachers should be awake to textbook biases and critically consider instructional materials. In considering teaching materials and discussing topics in textbooks, teachers respect for students experiences and knowledge are essential elements to create well-balanced English education. Uncovering textbook biases and their potential influence on students self-image and viewpoints will empower teachers to become more carefully responsive and to motivate their students to approach textbooks in proper ways. **UA**

Grammar in English writing of Korean ESL students and English-speaking studnets

Jeongsook Choi, Yongin University, English Department

Room M101

The purpose of this study was to identify and examine in what different ways native speakers of Korean (ESL) and native speakers of English write English argumentative compositions regarding error types (grammar). This study involved 46 American students and 46 Korean students who were enrolled in a university in America. Students' written texts were analyzed and compared and the questionnaires were asked to the students about their attitude on grammar in English writing. Basic descriptive statistics were used to calculate the percentages of certain error types and frequencies of error types made in the subjects' written texts. The findings from this study suggest that, in general terms, the Korean ESL students showed more errors. The Korean graduate students made a few more errors than undergraduates, and English or TESOL major students had more than the students majoring in other subjects. For the American students, graduates and English or TESOL majors made more errors. The Korean students made article errors most often, and the American students' error were, to a lesser degree, with preposition and article errors. With the results of this study, some pedagogical suggestions for both ESL/EFL students and the teaching of effective writings to ESL/EFL students have been made. **U**

Essentials of an English Teachers Course for Public Mexican Universities

Carlos Gomez S.,

Room M105

Essentials of an English Teachers Course for Public Mexican Universities The reality of public universities in Mexico dictates that we acknowledge that most of their current teachers and prospective teachers are lacking in mastery of the English language and that we appropriately accommodate our entry policies and screening procedures as well as our courses, programs, and educational opportunities. Though controversial, the position taken is that we should be catering to these teachers with language deficiencies because they are the ones that are already teaching our students and will continue to do so for years to come. We must also take into account far reaching, on-going changes in electronic resources for teaching and learning as well as in attitudes, behaviors, and needs of university students and teachers. Though a specific Mexican university situation and population is the focus of the paper, it goes into theoretic and practical aspects of teacher education of relevance to university contexts of many other countries.

UA

Using Corpora in ELT: a Few Ideas
Andy Burki, IFLS, Korea University
Room M103

Corpus Linguistics, the study of language patterns using large collections of authentic language samples, is a relatively new discipline. Its influence on ELT started with the Collins Cobuild Dictionary in the late 80s and has since gained very significant momentum: 'corpus', and 'corpus-based' have become veritable buzzwords among large sections of the ELT
community. In this short workshop, I would like to show participants three practical ideas of how corpora could be used in ELT, thereby hopefully sparking their interest and creativity. Examples from my own practice are drawn from the areas of using corpora in lesson preparation, materials production an d in the classroom. A bibliography of selected further reading, links, suggested corpus tools and materials will be given to interested participants to enable them to follow up the topic. **SUA**

SATURDAY - 09:00 Addendum

Beyond Asking What's Your Name?
Sung-shin Choe
Room M106 (9:00 am)

This would lead to giving our kids more effective communication skills including how to listen, how to think, and how to respond. To achieve that, teachers need more aggressive preparation. I know some teachers would have difficulty preparing such classes, but they can get much help from many current English textbooks. In your next English class, why don't you ask your kids, "What do you think?" instead of "What's your name?"

SATURDAY - 10:00 Addendum

Launch of the iBT TOEFL Test in South Korea
James Larson**,** Fulbright Commision
Room B112 Commercial

This presentation will cover the following major topics, with a specific focus on the Fall 2006 introduction and rollout of the internet-based TOEFL in South Korea.
1. The purpose of the iBT TOEFL. An overview of the rollout worldwide and in Korea.
2. A description of the iBT TOEFL test itself, including the type of language and test items it includes and organization of the test as it will appear to test-takers.
3. An explanation of how the internet is being used as the basic delivery platform for the iBT TOEFL.
4. A discussion of the major benefits of the new test, including an increased focus on language production, integrated tasks, and more authentic material.
5. Descriptions of the four major sections of the test: reading, listening, speaking and writing.
6. A review of major test-related services that are being developed, worldwide and for Korea. They include registration, score reporting services and access to official ETS test preparation materials for use in Korea.

Korean University Student Perception of Rhetoric: Is Linear Better?
Deron Walker
Room M101

Forty years ago, Kaplan (1966) initiated the field of contrastive rhetoric with his seminal work, "Cultural Though Patterns in Intercultural Education."After analyzing 600 essays, Kaplan identified general rhetorical patterns used in academic writing for five different culture groups. Kaplan concluded, further, that Asian writers, who he labeled "Oriental," tended to write academic essays in an indirect pattern.

While Kaplan's term "Oriental"has been criticized as clumsy and over-generalized, subsequent research in EFL writing has supported the finding that East-Asian writers in China (Chu, Swaffar, and Charnay, 2002; Matalene, 1985) Japan (Hinds, 1983, 1987, 1990), and Korea (Eggington, 1987; Walker, 2004, 2005, 2006) do frequently write academic essays in rhetorical patterns that western audiences find excessively indirect. This paper titled, "Korean University Student Perception of Rhetoric: Is Linear Better?" attempts to answer, from the student perspective, many outstanding but largely unanswered questions in contrastive rhetoric: Do EFL University students write the same way they think in their first or second languages? Do these students write and think within the same rhetorical pattern in their first languages as they do in English? Is the label "linear"a biased term as some have suggested? In the spring of 2005 a total of 303 Handong Global University students were surveyed about these writing issues. This paper discusses student perceptions of their writing, thought processes while writing, how they believe other Korean students write and think about writing, and finally, what style of rhetoric they consider ideal for Korean and English?

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For further information, please contact Keyways Publishing Limited
Tel: +44 (0)1243 576444 Fax: +44 (0)1243 576456
www.keywayspublishing.com
debbie.green@keywayspublishing.com

Saturday Afternoon

Room	12:30	13:00	13:30
B107 Gemma Hall	**Gillian Wigglesworth** *Investigating a role of the first language in the classroom* **SUA**	**Linda Warfel** *Develop Extensive Reading Skills With Scholastic Book Clubs, Collections & Fairs* **YL**	
B121	**Zarina *Ramlan*** *Change in the MOI: Content Area Teachers Learning Strategies* **S**	**Todd Vercoe** *Games, Computer Games and Project Based Learning* **YLSU**	
B142	**Kyung-Yong Kim** *Pragmatic Strategies in English Complaint Discourse* **UA**	**Chris Candlin** *Applied Linguistics at Macquarie: researching and teaching in the context of real world practice*	
B161	**Doug Sewell** *Expectancy of Learning: Motivation Among False Beginner Korean College Students* **SUA**	**Jake Kimball** *Expanding Young Learners Vocabulary through Semantic Mapping* **YL**	
B178	**Nathan Bauman** *A Catalogue of Errors Made by Korean Learners of English* **YLSUA**	**Chris Kennedy** *The University of Birmingham Distance MA programmes (TEFL & Applied Linguistics)* **SUA**	
B109 **(Oxford)**	**Patrick Jackson** *Sing, Sing, Sing! With Your Potato Pals* **YL**	**Nalin Bahuguna** *Long Term Reading Success with Oxford Graded Readers* **YLS**	
B111 SIG's	**Please see the special SIG Section for information (P. 31)**		
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B166	**Ryuji Harada** *Making Quizzes: A Source for Empowering Teachers Imagination and Creativity* **UA**	**Xuesong Gao** *A Tale of Blue Rain Caf?* **A**	
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B169 **(Pearson)**	**Pearson**	**Allen Ascher** *Discussions That Work: Maximizing Fluency and Accuracy* **UA**	
M101	**Cheng-hua Hsiao and Chiu-fang Huang and Yi-hua Wang and Chia-wen Yu** *Goal-shifting Process in a College Class: from socio-cultural perspectives* **U**	**Clarice Chan** *Understanding task difficulty from the perspective of the learner* **UA**	
M103	**Sakae Onoda** *Investigating the relationship between learner's beliefs and proficiency* **U**	**Gareth Lewis** *Professional Development for English Language Teachers/Lecturers. Developing Learner Motivation* **YLSUA**	
M104	**Hyun-Ju Kim** *Potential Threats to Validity of Rating Scales* **SUA**	**Aaron Batty** *Vocabulary Knowledge Depth vs. Vocabulary Learning Strategies: Does Anything Work?* **U**	
M105	**Ranjini Philip** *Censorship in the Classroom and at Our Writing Desk* **UA**	**Michelle Kim** *Harcourt Trophies: Reinforcing Reading Strategies with Graphic Organizers* **YLS**	
M106	**Eugine Spindler** *Halliday, Elley, and Krashen: An Instructional Framework for FL Literacy* **YLS**	**David Ribbot-Bracero** *Effective Writing Activites/Strategies for Non-Native Speaker Teachers* **YLSUA**	
B112	**Farhad Tayebipour** *English for Specific Purposes vis-a-vis Content-Based and/or Task-Based Approaches* **U**	**Sang Woo Kim** *Explanation of ibt TOEFL* **SUA**	

SATURDAY - 12:30

English for Specific Purposes vis-a-vis Content-Based and/or Task-Based Approaches
Farhad Tayebipour, English Department, Shiraz Islamic Azad University
Room M106 **Academic**

After many decades of experience, ESP/EAP curriculum still seems to be suffering from a number of inadequacies both in terms of its practitioners' disqualification on the one hand and its lack of appropriate design of the materials taught on the other. As for the practitioners, they have been rather inefficient in that they would and do lack either the specialized content knowledge or the English language knowledge. Considering the syllabus, a defective, Read-Only approach has been put on the agenda resulting in a partial, if not a total, failure of the program. There is a ray of hope, however, if one considers ESP/EAP instruction in the light of content-based and/or task-based approaches. Nonetheless, even CBI and/or TBA may prove unsuccessful, unless ESP/EAP is dealt with not merely as an academic backwater of TEFL, and a means towards a fuzzy end, but rather as a stand-alone, independent discipline in its own turn. This paper is an attempt to touch upon ESP/EAP instruction vis-a-vis CBI and/or TBA, review their pros and cons and if appropriate give some suggestions as far as ESP instruction in an EFL context is concerned..
U

Investigating a role of the first language in the classroom
Gillian Wigglesworth, School of Languages and Linguistics
Room B107

In this presentation, I focus on the possible roles for using the first language in the second language classroom. This has been a topic of considerable recent research investigation, and in this paper I argue that under certain circumstances, a focussed use of the first language in the classroom can play an important role. The paper begins with a brief review of the research findings with respect to the use of the first language in interactive language learning tasks and activities in the classroom can contribute to student learning. In this study, a group of teachers used a variety of approaches to incorporate some first language usage into their classrooms. There were bilingual teachers who spoke the same L1 as their learners, the use of one or more bilingual teaching assistants in the classroom, and the incorporation of paper resources in the learners first languages into classroom activities. Activities in the first language were classified into one of three groups: imparting cultural knowledge, teaching about learning strategies, and teaching (English) language knowledge. Both teachers and learners were interviewed regularly throughout the project to determine both their attitudes to the use of L1 in the classroom, and to identify those activities which were found to benefit most from some first language input. The findings suggest that, where practical, the first language in the classroom can be used as an important resource which contributes both to language learning and to settlement issues, but that its use must be carefully controlled.
SUA

Change in the MOI: Content Area Teachers' Learning Strategies
ZARINA RAMLAN, Academy of Language Studies
Room B121

After 30 years propagating the use of Bahasa Melayu as the Medium of Instruction in schools in Malaysia, the recent policy reform of using English instead to teach Science has generated interest as well as dilemma for the teachers and students as English is a second language for most of them. This qualitative

exploratory study examined the implementation of English in the Science classroom. Twenty teachers from urban schools were interviewed. One of the predicaments of the policy change is that the target language is a second language or an additional language to the multiethnic and multiracial student population in Malaysia. Open ended questions were used to encourage informants to describe the skills they have to learn and the learning strategies they used to deliver Science in English. Analysis of the findings revealed that teachers employed cognitive, meta-cognitive and socio-affective learning strategies to cope with the challenges in delivering Science in the second language. The paper presents issues arising from the policy change and draws implications for theory and practice. **S**

Pragmatic Strategies in English Complaint Discourse

Kyung-Yong Kim, Daegu Health College
Room B142

This study investigated pragmatic complaint strategies by 15 Korean college level learners of English in comparison with baseline data from 5 native speakers of English and Korean respectively. The participants were female college students aged 18 to 30. Role plays in three situations of differing social status were used to compare differences in complaint strategies and semantic formulas among the three groups. English inter-language complaints were judged in terms of nativeness and appropriateness. A retrospective questionnaire on contextual factors such as social status and severity of offense, conducted right after the role plays, examined participants perceptions of the complaint situations. Results showed both similarities to and differences from native speaker groups in the Korean learners choice of strategies for the same speech act. Similarities to native English speakers in strategy choices showed positive pragmatic transfer in the target language performance of the Korean learners of English, and similarities to native Korean speakers showed L1 pragmatic negative transfer. Korean learners of English also developed their own norms of sociolinguistic behavior in an interlanguage that differed from those of both Korean and English. Their perceptions of contextual factors played a role in their choices of complaint strategies. **UA**

Expectancy of Learning: Motivation Among False Beginner Korean College Students

Douglas Sewell,
Room B161

This paper will consider poorly motivated false beginner Korean college students in terms of the Expectancy-Value Model of Motivation. Research data will be presented and discussed to suggest a lack of expectancy of successful language learning, not a lack of valuing such learning, is often a reason for many such students' limited motivation. Focusing on solutions to this problem within the classroom setting, this paper will next suggest and explore two approaches to increasing students' expectancy of learning. The first is to develop an inventory of classroom activities that provide students with an inherently higher expectancy of successful language learning. The second approach involves clearly informing learners of the purposes and benefits of differing classroom activities to help them understand why they are being asked to do such activities, and hence lead them to having a higher expectancy of successful language learning. Data will be presented and discussed to suggest that both of these strategies show promise, and are able to increase the overall motivation of poorly motivated false beginner Korean college students, and potentially a wider range of poorly motivated adult students. **SUA**

What are the qualities of quality EFL teachers?

Shoichi Matsumura, Faculty of Intercultural Communication, Ryukoku University
Hirofumi Wakita
Room B164

Japan and Korea have implemented a variety of reforms to secondary school English education policies and action plans in order to promote students oral communication skills. Those reforms have included a change in the qualities required of English teachers. Despite similar educational objectives in both countries, the change in qualities of quality English teachers has come at different speeds and from different directions. Findings of an exploratory questionnaire administered to 130 current Japanese secondary school English teachers for the purposes of identifying the qualities of quality teachers are reported in this presentation. Participants compared the English Teacher Employment Exams of both countries (first-stage written tests in particular), noted what teaching knowledge and skills were emphasized, and commented on the gap between teacher qualities assessed in the exams and qualities needed in real-life classrooms. Interpretation of the Japanese teachers evaluation of the two tests suggest that quality equaled practical knowledge and skills on the Korean test and thus a minimal gap between the qualities required in the exams and classrooms. Conversely, due to lack of content authenticity on the Japanese test, a big gap between qualities exists. The importance of identifying qualities and assuring selection of quality teachers is discussed. **SU**

Making Quizzes: A Source for Empowering Teachers Imagination and Creativity
Ryuji Harada, SOSIS, Otsuma Women's University
Room B166

Making weekly small tests and quizzes is a routine activity for teachers. This workshop will show you how important it is for teachers focusing on the training effects of this activity. It could be an effective day-by-day or class-by-class self-training method/technique for beginner teachers. An easy, and therefore most often used way of conducting tests or quizzes is giving closed-book, memory-centered tests. I will show in this workshop however, open-book style, content-based, and topic-centered quizzes are more challenging for teachers to make, and therefore more inspiring and effective in order to empower the creativity and imagination of teachers. In the work shop, the participants will engage in an actual making of their own quizzes based on only a few lines of a teaching material, and experience how it inspires their creativity and imagination, which I believe are the essential sources of good teaching, and yet, which can not be developed in short-term teacher trainings. On the students-side, answering memory-based quizzes tends to be a passive activity, but solving open-book, content-based quizzes can develop into stimulating the student's use of more imaginative and creative minds, which tend to be submerged under heavy memorizing loads. The participants will also understand the importance of developing their own teaching contents based on materials of their own choice as a part of teachers' self-training, which is often forgotten under the course-book-based teaching situation. The same spirit underlies quiz-making and constitution of effective teaching contents. **UA**

A Catalogue of Errors Made by Korean Learners of English
Nathan Richard Bauman, Nathan Richard Bauman - Sookmyung Women's University
Room B178

When teaching Korean learners of English, the educator must remember that in addition to the typical problems that students from many backgrounds have with English (e.g. the third person singular construction), there

are also problems that often are uniquely Korean. An awareness on the part of the language educator of these typical problems can go a long way to improving student L2 production, and to minimizing time spent deciphering classroom student utterances and written productions. While the errors collected in this study are representative of what might be termed Intermediate learners, many of the production mistakes are often still in full force in advanced learners of English who could pick out such mistakes on a paper-based test. Errors collected in this study include pronunciation, grammatical, and syntactic errors resulting from L1 interference, as well as other errors of written and spoken production. This presentation aims to benefit English instructors, both native English speakers and Korean non-native speakers of either children or university students. It should also be of interest to program administrators of schools and hagwons, because the more serious kinds of pervasive errors described also prompt questions as to how Korean students are being, in some respects, failed by both the public and the private education systems in the country. **YLSUA**

Goal-shifting Process in a College Class: from socio-cultural perspectives
Cheng-hua Hsiao, National Chengchi University
Chiu-fang Huang
Room M101

This study focuses on Taiwanese college students' engagement in a Flat Stanley project. It examines the goal shifting process involving the teacher and three selected students. The data presented are drawn from questionnaires and interviews with students and the teacher. The interviews were audiotaped and transcribed. The first aim of this research is to understand the students perceptions of teacher's goal. Secondly, the research investigates the learners interpretations of teachers' expectation and their initial goals before carrying out the task. Thirdly, the study observes whether the students' goals change during the project and the possible factors that caused the change. Finally, this research examines whether there are goal changes and the strategies students use to achieve new goals. Implications for teachers can be found at the end of this paper. **U**

Investigating the relationship between learner's beliefs and proficiency
Sakae Onoda,
Room M103

The paper presents results of survey-based research that investigates the relationship between learners' beliefs and proficiency. SLA research findings claim that beliefs formulated through learners' previous learning experiences influence their subsequent language learning, i.e. in terms of proficiency. A large number of studies have been conducted in the ESL context, but there has been limited research on this topic in the Japanese university context. In order to examine the relationship between learners' beliefs and proficiency levels, the researcher focused on a group of Eng lish major students, using data from a revised version of BALLI (The Beliefs about Language Learning Inventory, Horwitz 1987) and in-house proficiency test scores. In addition, follow-up interviews were conducted with a number of students to obtain information about how they approach learning and perceptions of their performance. **U**

Potential Threats to Validity of Rating Scales
Hyun-Ju Kim, Dankook University
Room M104

One of the most important issues in language testing is the validity of test score interpretation and test use. Test scores should reveal the true ability of the test taker (AERA, 1999). Particularly, in L2 oral proficiency tests, the assessment criteria play an im-

portant role in deciding test scores and providing the actual meaning of test scores. Therefore, development of appropriate assessment criteria has been the concern of many researchers (Chalhoub-Deville, 1995, Fulcher, 1996, Shin, 2002, Turner & Upshur, 1996) in the language testing fields. However, most of the previ ous studies have been done using researchers' intuitions, experiences, or data-based research in their own contexts. The real problem in the Korean context is that although the assessment of English language oral proficiency is considered one of the top standards to make decisions about Korean students' overall English language proficiency and it is performed in most Korean schools, there has been no empirical study to provide appropriate assessment criteria for Korean students' English language oral proficiency. Therefore, the test scores of English language oral proficiency are not as meaningful to teachers and students in Korea because those test scores cannot be used appropriately in the Korean context. This study points out the problems of using adopted assessment criteria from foreign countries and suggests directions to develop appropriate assessment criteria for Korean students' English language oral proficiency. Furthermore, this study discusses the issues surrounding the use of English in Asian contexts and suggests collaborative work on developing assessment criteria for non-native speakers in Asia. **SUA**

Censorship in the Classroom and at Our Writing Desk

Ranjini Philip, Zayed University

Room M105

This paper may be of interest to teachers and writers as they re-negotiate boundaries in a political, cultural, and individual levels in their pursuit of a professional and artistic life that is less circumscribed. Drawing from her teaching experience at Universities in the US, the Sultanate of Oman, and the United Arab Emirates, the presenter will discuss the responsibility that expatriate teachers carry as they teach English in monocultural classrooms where the culture they have inherited and the culture they inhabit may have areas of difference. To illustrate, the presenter will focus on curricular and pedagogical decisions made by the English Language and Literature department at Zayed University in Dubai: mainly, the decision to choose literature that steers clear of taboo subjects, but, nonetheless, texts that challenge preexisting premises. To conclude this session, the presenter, who has roots in India, will read brief excerpts from her fiction, and share personal recollections and critical perspectives on the anxieties that beset her as she wields the pen. Ultimately, though the boundaries of freedom of _expression remain unclear, even dauntingly capricious, the intentional, more often accidental, violation of boundaries both in the classroom and in one's personal life may result in serious consequences. But, perhaps, there is a zone of relative equilibrium to be found, a zone of balance, not one of debilitating compromise, a zone wherein one can with integrity be a writer and teacher. **UA**

Sing, Sing, Sing! With Your Potato Pals

Patrick Jackson, Oxford University Press Korea

Room B109 Commercial

Music, singing and movement are essential elements in teaching young learners. However, many teachers lack the confidence to fully use the power of music and dance in their classes. This presentation will get everyone moving and singing. We'll have fun with some old favourites as well as meeting some catchy new songs from the Potato Pals series. They get students singing useful English expressions in a really simple and memorable way. **YL**

Halliday, Elley, and Krashen: An Instructional Framework for FL Literacy

Eugene Spindler, Hannam University
Room M106

There is some concern among Korean scholars, as mentioned by Changbong Lee in the KATE Forum (September 2004), that a misunderstanding of Communicative Language Teaching (CLT) principles has led to unbalanced development of oral English fluency in most English learners in Korea, meaning without the simultaneous development of close reading skills. Furthermore, what reading is taught in Korea, especially in elementary school, generally follows a structured formula of introduction to syntax and vocabulary that Widdowson (2003) and others have criticized. Principles developed by Elley and Mangubhai (1983) in their research on L2 literacy development in Fiji later replicated by Elley in different contexts and with a larger number of subjects in Singapore (1991) and Sri Lanka (1996) and Krashen (1998) in his theoretical studies, attempt to provide a rationale for a more balanced approach to language instruction. These principles may seem to be subject to the criti cism that the above are English as a second language contexts, not foreign language as Korea is, but if the contexts of Elley's research are more closely examined, it is clear that they may have much in common with Korea, especially Sri Lanka. These principles attempt to reduce the differences between L1 and L2 acquisition, as well as the differences between second and foreign language study. **YLS**

SATURDAY - 13:00

A Tale of Blue Rain Cafe
Xuesong GAO, English Centre, the University of Hong Kong
Room B166

English learners on the Chinese mainland learn English in a context that has few English language speakers and real-life learning opportunities. to overcome such learning constraints, Chinese learners have developed an ingenious way to pursue communicative competence by holding English Corner activities, regular meetings in public places to practice oral English. The study analyzes a strand of online discussion messages entitled "Tale of Blue Rain Cafe" from an online community of English learners on the Chinese mainland. The strand of messages was part of the collective reflection made by members of an English-learning club on their participation. Using sociocultural learning theory, the paper explores how individual learners collaborated to create images of their own English-learning community, enhance their feelings of belonging to this learning community, and effect subtle changes in their self-identities, all of which helped maintain their participatory learning in the community. Similar inquiries into learners construction processes of their learning communities will inform language teachers pedagogical endeavours to enhance and sustain learners autonomous language learning. **A**

Understanding task difficulty from the perspective of the learner
Clarice S. C. Chan, English Centre, University of Hong Kong
Room M101

A great deal of research into task-based language learning has been done in the domain of general English. Although the use of tasks in the teaching of business English has been advocated, research into business English tasks is limited. While existing research into task difficulty usually views difficulty from the perspective of the teacher or the researcher, the current research aims at understanding task difficulty and motivation from the perspective of the learners themselves. The research investigates a group of university students' perceptions of a number of

business English meeting role-plays, with data on perceptions being gathered through questionnaires and interviews. In this presentation, I will report on the findings from the research, focusing on task and learner factors which influence learner perceptions of task difficulty and learners level of motivation in business English contexts. These findings will be discussed in relation to existing frameworks for task difficulty and to existing task typologies. Theoretical implications on task-based research and pedagogical implications on the use of tasks in business English will also be discussed. **UA**

Professional Development for English Language Teachers/Lecturers ?Developing Learner Motivation

Gareth Lewis, International House Sydney - Teacher Training Centre

Room M103

This session aims to highlight key issues relating to teaching English in the Korean context and to develop teachers-skills in creating and maintaining learner motivation. The session outlines research findings from case studies of Korean trainees at IH Sydney - Teacher Training Centre, examining their previous teaching experiences and the problems they encountered. The trainees at the centre were surveyed (questionnaire and interview) regarding their English teaching backgrounds in Korea and asked to comment on typical classroom issues that they had dealt with. There were many interesting findings, but the one that emerged as the most prominent issue was learner motivation. This session focuses on this prominent issue and provides theoretical background on the key concepts of motivation, how to create and maintain learner motivation and gives detailed examples of activities and ideas to foster better learner motivation. Session participants will be expected to reflect on their own learning and teaching experiences with regard to learners and share them with others in the group. They will gain useful insights into the key concepts of motivation and how to adapt their teaching to improve their students' drive and enthusiasm. Through tasks and activities, the session aims to ensure that the attendees leave with a real understanding of what underpins motivation and ideas on how it can be created and maintained. **YLSUA**

Vocabulary Knowledge Depth vs. Vocabulary Learning Strategies: Does Anything Work?

Aaron Batty, Kanda University of International Studies

Room M104

What is it that learners really know about an English word once they have learned an appropriate synonym, (i.e. their depth-of-vocabulary knowledge for a particular lexical item) and what strategies do learners employ to maximize their knowledge of these words' meanings? Do any of these strategies actually work on a test of depth of vocabulary knowledge? In this cross-sectional study I investigate this relatively untouched relationship, beginning with a brief summary of studies which address these interrelated questions. I then describe an instrument created by David Qian based on John Read's word associates test which is used to assess depth-of-vocabulary knowledge of general academic lexical items. Vocabulary learning strategy use is investigated via a comprehensive questionnaire based on that developed by Gu and Johnson. Next, I discuss the results of a study which employed these instruments in Japan with 299 second-year university students majoring in English and International Communication. Results of the study are analysed via Rasch modeling and are discussed with respect to both the semantic networks of the participants as well as their patterns of strategy use. Finally, pedagogical implications of the study, regarding vocabulary assessment and strategy use, are discussed. **U**

Effective Writing Activites/Strategies for Non-Native Speaker Teachers
David Ribott-Bracero, Hongik University
Room M106

The teaching of English for non-native speakers can sometimes be a daunting task. Though prepared and well-informed, uneasiness with the subject from time-to-time may set in. Factor in the teaching of writing and we have ourselves a pretty tense learning environment. But, how does it come to be that sincere teachers find themselves in this predicament? Are they less qualified or able? That seems highly unlikely as you will also find that many experienced (native speaker) teachers devote very little or no time at all in class to it themselves in EFL settings. Could it be that students think its boring and don't want to do it, so teachers want to avoid the subject altogether? Or could it be that your image of writing is that it lacks the necessary dynamic to make learning fun? Are you fearful that you will make a mistake? Maybe, but whatever reason makes more sense to you, the fact remains: our students need writing, and we need to teach it. In our workshop, we will deconstruct our images or fears of writing by going over what it means to teach writing and develop ways in which we can make writing more fun while still being true to form and context. The activities to be presented are flexible and not specific to elementary, middle, or high school students as I still use them with my university and adult students. By the end of the workshop, you will feel confident in your ability to teach writing with a handful of activities and many more ideas at your disposal. **YLSUA**

Preparing Students for Academic Success with Houghton Mifflin's College Oral Communication Series
John Baker, Houghton Mifflin
Room B164 Commercial

This presentation will discuss Houghton Mifflin's Oral Communication conversation textbook series, part of Houghton Mifflin's English for Academic Success program which also includes additional series for academic reading, writing, and listening. The College Oral Communication four-book series helps students become familiar with academic topics, concepts, and vocabulary; learn academic skills and strategies; acquire 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 each text also help students practice both academic listening and speaking. Other important features include a list of academic vocabulary based on the Academic Word List, pronunciation work, a Power Grammar section which highlights language patterns that occur frequently in academic environments, follow-up exercises for reinforcement, and optional audio CDs for testing listening comprehension. Instructors will be especially pleased by the series' assessment features. Based on competencies developed by ESL instructors and administrators in Florida, California, and Connecticut, the series provides a solid underlying structure for EAP courses by ensuring a clear articulation of objectives via a wide variety of easy-to-implement assessment tools designed for both instructor and student use. Assessment tools include student self-assessment at the end of each chapter, student self-assessment tests on the student web site, and downloadable tests and quizzes for instructors on the password-protected Houghton Mifflin instructor web site. **SUA**

The University of Birmingham Distance MA programmes (TEFL & Applied Linguistics)
Chris Kennedy, Kyungwon University International Language Center
Room B178 Commercial

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 TEF/SL 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. **SUA**

Harcourt Trophies: Reinforcing Reading Strategies with Graphic Organizers
Michelle Kim, Language World
Room M105 Commercial

Reading Strategies are processes that allow readers to monitor and self-assess how well they understand what they are reading. Modeling how to use the strategies and providing students with guided practice in applying the strategies, helps students understand, integrate, and remember new information taught in class. In this session, the presenter will introduce different graphic organizers that teachers can use to reinforce reading strategies in the Harcourt Trophies Reading/Language Arts Program. **YLS**

Discussions That Work: Maximizing Fluency and Accuracy
Allen Ascher, Pearson Longman
Room B169 Commercial

Teachers at all levels of experience agree that getting beginning and intermediate students to participate successfully in free discussions is a challenge. Unfortunately most discussion activities lack adequate preparation and language planning to be successful for all learners. The presenter will demonstrate a series of steps that help to ensure greater confidence, fluency, and accuracy while expanding students' vocabulary usage. **UA**

Games, Computer Games and Project Based Learning
Todd Vercoe, Inje University-Depatment of General Education
Room B121

Games are inherently motivational and invite repetition amongst students. Games can take a dull lesson and turn it into a vibrant educational experience. Games have proven time and again that they have positive educational value and should be a part of any teacher toolbox. Yet, even these days, many administrators view with a suspicious eye the educational value of these activities. This workshop will focus on how to take games beyond basic use as an activity and turn them into stepping stones to Project Based Constructivist Learning Activities designed to stimulate higher-order thinking, problem solving and advanced vocabulary acquisition. Through constructivist methodology, PBL can be an enjoyable part of a students educational life as they take responsibility for their own learning while educators step back to be the guide on the Side rather than the sage on the Stage. Project based activities around Monopoly, Diplomacy, Age or Empires and Starcraft (as well as other games) will be discussed in detail. Classroom applicable projects that will be enjoyed by students and celebrated by administrators are the focus of this workshop. Turn your classroom into a game design studio, a research retreat, a vocabulary laboratory or just an enjoyable place for learning. Aid students in completing final deliverables that impress administrators, parents and most importantly, the students themselves. **YLSU**

Expanding Young Learners Vocabulary through Semantic Mapping
Jake Kimball, ILE Academy

Room B161 **Academic**

Semantic mapping is one method of growing young learners' vocabulary knowledge. By forming associations through networks of related words, students integrate old words and ideas with new ones. Through semantic mapping, learners see and hear words--and the relationship between words--in more concrete terms and images. In this report, the technique of guided semantic mapping is used to expand learners' productive vocabulary. Classroom discourse and writing samples show the results of pre- and post-treatment. By the end of this session, attendees should be able to return to their classes and implement the same activity. Although examples illustrated in this presentation come from young learners age 10 and up, the technique and concepts are applicable to teen and adult contexts, too. **YL**

Develop Extensive Reading Skills With Scholastic Book Clubs, Collections & Fairs

Linda Warfel, Scholastic

Room B107 **Commercial**

Research has shown that the number of minutes spent on independent reading makes a significant difference in children's reading scores and comprehension. Selecting the right books to match children's interest and reading levels can be an enormous task. Scholastic has developed a proven system to identify and level picture books, readers and collections so teachers, parents and students can easily select appropriate reading materials. We invite you to learn how your public or private school can register to join our extensive reading programs. **YL**

Long Term Reading Success with Oxford Graded Readers

Nalin Bahuguna, Oxford University Press Korea

Room B109 **Commercial**

Second language acquisition research clearly shows that there is a strong connection between 'reading' and increased language comprehension. Developing the skills involved with extensive reading, which promotes the assimilation of both structures and vocabulary, results in an overall strengthening of reading ability. <Para>

Korean students need to learn how to develop reading speed and fluency, and how to read using a specific set of careful reading strategies in order to develop the all round skills needed to succeed at higher exams. This workshop will demonstrate to teachers how they may enable their students to extend their level of reading proficiency by using a variety of techniques and materials. Examples will be taken from Bookworms, Dominoes and Dolphin Readers. **YLS**

How to Effectively Teach the iBT TOEFL?

Sang Woo Kim, Kyobo Book Centre,Inc.

Room B112 (Comp.) **Commercial**

It's undeniable that Korean teachers will face difficulties when teaching iBT TOEFL. For example, the passages are too long to teach from a classroom's blackboard. Also, audio files are too lengthy to teach with conventional tools, such as tape and CD players. It's also difficult to use conventional methods to organize the recorded responses that students have given. Next, evaluating students' work is very time-consuming. And most importantly, it seems impossible to find a program that simulates the real iBT TOEFL well! <Para>

To address these challenges, there are several necessary elements for iBT TOEFL teaching programs. Their formats should be similar to the real test's, which will improve the students' scores. Also, the programs should be user-friendly so even less experienced TOEFL teachers can easily teach iBT TOEFL. Next, the level of content should be raised gradually, from lower levels to higher ones. Lastly, TOEFL teaching programs

should contain an array of content. This will provide the student with enough test-taking practice. Kim's iBT TOEFL program is the answer! This document will answer the following questions about the program: Why are about 500 leading institutes using Kim's programs? How does this program turn teachers into stars? How can one use the managing, teaching, and training tools? **SUA**

Applied Linguistics at Macquarie: researching and teaching in the context of real world practice

Chris Candlin, Macquarie University
Room B142 Commercial

This presentation will focus on the breadth of programs relevant to applied linguistics in the Department of Linguistics at Macquarie, look in more detail at how these programs are designed and delivered, both face-to-face and increasingly online, and what the practical contexts are which inform their content and methodology. How to make inter-disciplinarity work, reflexively and relevantly, in a professionally mobile environment is our challenge. Keeping us on track and pointing new directions is yours!

Reading for a Reason

Patrick Hafenstein, McGraw-Hill Korea
Room B167 Commercial

Reading in the English class is often a boring experience as students struggle through texts about topics that are irrelevant to them. Are you and your students looking for engaging reading material and activities? In this workshop participants will get a variety of ideas on how to motivate students to read. The speaker will use examples from Reading for a Reason, a three-level academic theme-based reading series that focuses on cross-curricular content and promotes critical thinking skills. **SUA**

Get Real new edition - the REAL answer to-Korean needs

Frances Lowndes, Macmillan Education
Room B168 Commercial

GET REAL! is a four-level course in American English that has been specifically developed for learners of English in East Asia. This new edition maintains all the features that have made the course a bestseller in the region as well as adding some new exciting features and incorporating an updated design. This course is the REAL! answer to the needs of East Asian students. This talk will explain why GET REAL! is Realistic, Easy to use, Adaptable and Lively, and perfectly fits the needs of teachers and students in Korea. It will also focus in particular on the features and components that are new to this edition, and show how they make the course an even better choice for teachers in Korea. **UA**

Saturday PM

Room	15:00	15:30	16:00	16:30
B107 Gemma Hall	**Maggie Lieb** *Teachers Helping Teachers: Empowering EFL Teachers in Vietnam and Bangladesh* **SUA**		**Rob *Waring*** *Rethinking the relationship between vocabulary and reading* **YLSUA**	
B121	**Michael Cahill** *Not Enough Time for Professional Development* **YLSUA**		**Namju Choi** *Motivating Young Learners to Learn English!* **YL**	
B142	**John Baker** *Helping Students Succeed with Houghton Mifflin's Great Writing Series* **SUA**			
B161	**Michel Trottier** *English Villages and Informal Learning How experiential EFL is challenging traditional ELT in Korea* **YLS**			**Byron O'Neill** *Task-Based, Content-Based Materials for University EFL Reading Courses* **U**
B178	**Gilly Dempster** *English is Fantastic!* **YL**		**Adrian Moser** *Enabling Young Learners to manage anger: Extending the DANGEROUS ANIMAL metaphor* **YL**	
B109 **(Oxford)**	**Susan Stempleski** *It's Talk Time! Get Students Speaking in Class Every Time* **A**		**Ritsuko Nakata** *Bigger, Brighter, and Better than Ever, Let's Go Third Edition* **YL**	
B111 **SIG's**	**Please see the special SIG Section for information (P. 31)**			
B164	**Yong Kim** *Exploring Multiple Intelligences Theory in the ESL Classroom* **YLSA**			**Elsa Chen** *An Investigation of Taiwan College Students?Appraisal of Native and Non-Native Speaker Teachers* **U**
B166	**Melissa Keiser** *Interactive Reading: Guiding Students to Critical Thinking Success* **SUA**		**Benjamin Duncan** *Scientific English Presentations: Advancing Techniques and Training* **UA**	
B167 **(McGraw Hill)**	**Pam Hartmann** *Academic Skills, Strategies, and Scaffolding in Quest, Second Edition* **SUA**		**Patrick Hafenstein** *Linking the classroom to the real world* **YLSU**	
B168 **(MacMillan)**	**Clyde Fowle** *Synergy ?a lifeline to student motivation* **UA**		**Steven Gershon** *Proverbs to Teach By* **UA**	
B169 **(Pearson)**	**Marc Helgeson** *Changing University Classes: Access Leads to Success* **U**		**Mike Mayor** *Coaching Students for Exam Success* **SUA**	
M101	**Tim Thompson** *Examining Korean University Students Expectations of Native Speaker English Teachers* **U**		*Brian English Methodological Guidelines for Teaching Writing to University Students* **UA**	
M103	**Sara Davila** *Class Survival/Class Management: Approaches and practices from a teacher in the field.* **YLS**		**Brendan Moloney** *How are Korean English lecturers perceived in Japanese universities?* **U**	
M104	**Hyun ah Lee** *Magic Reading Plus Magic School Bus: A Successful Teaching Method for Extensive Reading* **YL**		**Stuart Warrington and Peter Ilic** *The Annual Activities Survey for Language Teachers (AASLT): An Administration Tool For Evaluating Teaching Staff* **UA**	
M105	**Mihye Ahn** *You Too Can Teach Pronunciation* **YLSUA**		**Nopporn Sarabol** *Self-Development from Classroom Observation* **U**	
M106	**Byron O'Neill and Mark Sheehan** *The WebLinks Project: Schema Building for EFL Conversation Courses* **UA**		**David Harrington** *How to Increase Speaking through Debate* **S**	
B112	**Ariel Sorensen and Chris Surridge** *International Groupwork in the Classroom: Beating the L1 Stranglehold* **SU** **(15:00 - 16:30)**			**Russel Hubert** *Utilizing Internet-Based News Resources in the EFL Classroom* **U**

SATURDAY - 15:00

The WebLinks Project: Schema Building for EFL Conversation Courses

Byron O'Neill, Kyoto Notre Dame University
Mark D. Sheehan

Room M106

The use of technology as an aid to language learning has become more widespread and the Internet is often promoted as way to empower language learners. Nonetheless, the pedagogical benefits of these educational tools are contingent upon the efficacy with which they are used, student perceptions of how technology plays a role in their learning experience, and their access to on-line materials. This presentation describes a study that initially examines first-year Japanese university EFL student access to English-learning materials, their knowledge of topics appearing in typical English textbooks, and their use of technology to study English. A survey confirmed several assumptions held by researchers and aided in the creation of webLinks,?an Internet-based project that directs students to selected websites that supplement the content of their speaking-skills textbooks, provide access to self-study materials, and present a deeper knowledge of culture, customs, and language usage. Using the WebLinks as a tool for schema building for conversation courses provides students with the ability to speak more about the themes in their course books. The methodology used to create the WebLinks will be described in conjunction with a summary of the survey results. This presentation will aid instructional designers and language practitioners in integrating technology into the English language curriculum while also making conversation courses more rewarding for students. **UA**

Examining Korean University Students Expectations of Native Speaker English Teachers

Tim Thompson, Woosong University Department of Business

Room M101

The study examined how Korean college students in an English classroom expected their native speaker English teachers to be. A sample of 386 students was administered a Teacher Expectation Scale (TES). The questionnaire included 25 items in three dimensions: qualifications, personality, and appearance. Students in all four years of school and studying a variety of majors at four universities in Choongnam province were asked to rank the importance of each item. Collected data was subjected to descriptive statistics, reliability coefficients, t-test, and ANOVA to address the research questions. The results of the study showed the same expectations regardless of the students demographic background. Teachers personality was determined to be the most important, closely followed by qualifications. Appearance was always ranked the lowest. Although the ranking of three dimensions was the same, statistically significant differences were found between schools, majors, ages, gender, and year in school. The differences were then analyzed and discussed. An open-ended follow-up question was also included in order to ensure the results from the statistical analyses. Suggestions were made for utilizing the findings and improving the quality of English education at universities across Korea. **U**

You Too Can Teach Pronunciation

Miehye Ahn,

Room M105

Have you ever had the experience of having a fluent English speaker lean forward or concentrate harder to understand when you speak? If your answer is yes, this hands-on workshop can provide you with simple tools to increase your intelligibility. Pronunciation is an essential element of effective communi-

cation and effective communication should always be the goal of teaching pronunciation. This workshop is designed to provide techniques that teachers can use in their classrooms and to improve their own pronunciation as well. Traditionally, the teaching of pronunciation has tended to focus on the segmental features such as vowels and consonants. However, fluent English speakers tend to rely on suprasegmental patterns such as stress and intonation to process speech, so understanding and controlling these features is essential to effective communication. Learn easy to use activities to help improve pronunciation in terms of pausing, word stress, sentence focus, linking and intonation. Handouts will be provided. **YLSUA**

Helping Students Succeed with Houghton Mifflin's Great Writing Series
John Baker, Houghton Mifflin
Room B142 Commercial

Do you need a comprehensive writing textbook series that guides students through each stage of their growth as writers by providing clear instructions, step-by-step activities, abundant reading selections and opportunities for writing, easy-to-understand instructions on how to perform self and peer assessment, and supportive appendices; are you looking for a text that helps students make transitions between stages; or are you looking for a text for a particular student level? If you answered yes to either part of this question, then Houghton Mifflin's Great Writing Series may be just what you are looking for. To demonstrate how this series can help you help your students reach their goals, this presentation will discuss how each of the books in the series--Great Sentences for Great Paragraphs, Great Paragraphs, From Great Paragraphs to Great Essays, Great Essays, and Greater Essays--create a comprehensive package that can be used in a variety of settings. It will also demonstrate the key features of its two newest editions, From Great Paragraphs to Great Essays and Greater Essays. The Great Paragraphs to Great Essays fills an important need by preparing students to transition from paragraphs to essays. By combining elements of the second editions of Great Paragraphs and Great Essays in one text, students can make a smooth transition between these two important types of writing. Greater Essays is also a valuable addition to the series because it helps students progress to high intermediate to advanced levels and write polished essays. **SUA**

Magic Reading Plus Magic School Bus: A Successful Teaching Method for Extensive Reading
Hyunah Lee, Scholastic
Room M104 Commercial

Extensive Reading is one of the most important keys to successful study achievement. Children can set up their basic studying skills through extensive reading. While they read extensively, they can learn how to response to the text, how to find the information that they want, and how to express their thoughts or feelings about what they read.. To get the most from children's extensive reading, teachers should know the proper guide ways for children from choosing books for children to having children express what they think about the books. All this process should be designed with great care. In this seminar, the basic theory about extensive reading and properly designed teaching method for extensive reading will be provided for English teachers. Especially using the famous chapter book for children, Magic School Bus, the "magic" of extensive reading will be presented. **YL**

Teachers Helping Teachers: Empowering EFL Teachers in Vietnam and Bangladesh
Maggie Lieb, Himeji Dokkyo University
Room B107

In spite of their long histories, and rich cultural traditions, Bangladesh and Vietnam are relatively young nations looking to reinvent themselves after emerging from the ravages of colonization, war, and poverty. Their potential for growth, development, and expansion is enormous. Many in these countries believe that quality English language instruction plays a crucial role in the reconstruction of their national identities and in their ability to participate in the global community. Yet, many Vietnamese and Bangladeshi English teachers lack the materials and resources to enhance their teaching. With this in mind, Prof. Bill Balsamo of Himeji JALT, Japan, made an offer to Dr. Arifa Rahman, President of BELTA, to bring a team of teachers to Bangladesh. The offer was accepted and Teachers Helping Teachers (THT) was formed. Prof. Balsamo led his team from Japan to Dhaka where they conducted the first THT/BELTA Teaching Strategies for the ESL Classroom conference in March 2005. The success of this conference led to a second conference being held in Dhaka and a first ever conference at Hue University's College of Foreign Languages, Vietnam in March, 2006. The THT conferences in Vietnam and Bangladesh are set to become annual events, with plans to expand into Laos in March 2007. This presentation will provide details on the THT program, and the presenter will describe her experience at the Vietnam, 2006 conference. Information will also be provided on how participants can become involved with THT and experience the fulfillment of empowering EFL teachers in developing nations. **SUA**

Class Survival/Class Management: Approaches and practices from a teacher in the field.

Sara Davila, Kyungbook National Univeristy Middle School

Room M103

Imagine a classroom in which you have exactly five days to meet, teach, assess, and graduate students. Now imagine this scenario occurring every week for almost two years. Of the numerous downsides to this situation a teacher fails to see the long term benefits of the time spent with students. However, in this environment a teacher has the perfect opportunity to hone the craft of managing a rowdy, large, class. Through this presentation educators will have a chance to learn, discuss, and exchange class management ideas that are useful and practical for the EFL/ESL classroom. To help teachers build bridges between students while maintaining control in the classroom the following avenues of management will be explored: student centered and student involved management, the role of rules and consequences, the use of rewards, application of a points system, and the use of discipline strategies. Teachers can use any of these tools immediately in any classroom to help improve the behavior of students and the overall learning environment. **YLS**

It's Talk Time! Get Students Speaking in Class Every Time

Susan Stempleski, Oxford University Press Korea

Room B109 **Commercial**

Join noted author and educator Susan Stempleski as she explores practical techniques and methods for getting your students to speak out in class. Susan will explore how teachers can ensure communicative success while referring to Talk Time - the simple to use Oxford course that is guaranteed to get your students talking. **A**

Not Enough Time for Professional Development

Michael Cahill, Thomson

Room B121 **Commercial**

Is there ever enough time for professional development? Part-time instructors are busy

traveling between schools. Full-time instructors are busy meeting administrative requirements. How can teachers and administrators ensure professional development is not overlooked? This presentation explores issues surrounding professional development and shares practical, easy-to-implement suggestions. New online professional development courses are featured from ELT Advantage from Thomson ELT. <Para>

With lectures written by renowned authors in the field, each course of ELT Advantages explores valuable ideas that can be put to immediate use. An overview of course structure, including time commitments, learner tools, subject fields, and assessment will be reviewed. Research from the course pilot will be shared and discussion encouraged on the place of online professional development in English language teaching for novice teachers, experienced teachers, and administrators. **YLSUA**

Interactive Reading: Guiding Students to Critical Thinking Success

Melissa Keiser, Houghton Mifflin

Room B166 Commercial

Often upper-level students in Korea are without high quality, professionally developed materials that not only use authentic literature but guide students through each step of the comprehension process with the vocabulary support, pre-reading, and post-reading activities vital to developing the critical thinking skills necessary in today's competitive English language learning and testing environment. In addition, as students within any class are often reading and comprehending at varying levels, point-of-use support is important for classroom management and ensuring that each student receives the information they need at the appropriate point to best assist comp rehension. This presentation will demonstrate how to achieve all of the above through McDougal Littell's Interactive Readers, authentic school programs designed to teach comprehension, critical thinking, and test preparation by bringing students closer to the material and truly interacting with each and every piece of literature. **SUA**

Academic Skills, Strategies, and Scaffolding in Quest, Second Edition

Pam Hartmann, McGraw-Hill Korea

Room B167 Commercial

Two strands in the Quest series (Reading/Writing and Listening/Speaking) prepare students for academic success by previewing typical college and university course material in a variety of subjects?among them, Sociology, Biology, Health, Business, Art History, Anthropology, and Literature?and providing scaffolding to support this material. High-interest and academic readings provide a springboard for writing. Casual conversations, authentic radio broadcasts, and mini- lectures lead to numerous varied speaking activities. New to this edition: a lower Intro level, vocabulary workshops, expanded critical-thinking, and the writing of a research paper. **SUA**

Synergy: a lifeline to student motivation

Clyde Fowle, Macmillan Education

Room B168 Commercial

Motivating learners and getting them speaking are two of the biggest challenges for language teachers and in many ways the two will mutually support each other if they can be attained. One way to do achieve motivation is to link learning closely to the learners' interests and the real world outside the classroom. They may not have intrinsic motivation to learn English but they do have other interests that we can often tap into to engage them in our classes. Getting them speaking requires careful support and engaging content and tasks. In order for meaningful speaking to take place learners need to have something to

say so providing them with stimulating content will help generate their ideas. Tasks also need staging with built in sup port and suitable models of what is expected of them This workshop will look at how topic-based lessons linked to both real world and academic interests of learners can be used to motivate them to speak. Examples will be taken from 'Lifeline' lessons in Synergy will be used to illustrate the ideas presented. **UA**

English is Fantastic!
Gilly Dempster, Veritas Co.
Room B178 Commercial

English is Fantastic! ~ The Effective Approach 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 Fantastic!, the new elementary course from Macmillan, to illustrate how active and reflective learning leads to effective learning. **YL**

Changing University Classes: Access Leads to Success
Marc Helgesen, Pearson Longman
Room B169 Commercial

Korean university classes are changing, but "dumbing down" the curriculum is a big mistake! The lower end is dropping. But the upper end is higher than ever. Students travel, use the Internet, and really do intercultural/international communication more than ever. We need to deal with multi-level classes. We've rewritten English Firsthand Access & Success for this wider than ever range. We'll share a +/- leveling ideas handout (useful for any book). Access really does lead to success. **U**

International Groupwork in the Classroom: Beating the L1 Stranglehold
Ariel Sorensen, University of Kitakyushu
Christopher Surridge
Room B112 (Comp.)

Teaching English as a foreign language in a monolingual classroom is notoriously difficult. Students tend to rely on their first language for communication. ESL classes fare better because that crutch is usually not there. In this workshop we will demonstrate what we have done to take away that crutch. By making groups consisting of students from two or more countries, students find a practical need to communicate in English. This motivates them to try harder and speak more English in class. This workshop will show how two teachers got their students teamed up online for text, audio, and video chats, collaborating on various assignments. Elements of website design and organization will be introduced, specifically a Moodle developed by one teacher, and applications for different types of chat will be introduced by the other teacher. The strengths and weaknesses of the combination of these will be discussed and demonstrated. Teachers attending this workshop will be shown how they can also take part in this program, joining their students with ours in small or large groups for a genuine international experience. This is not a commercial program, no fees, memberships, or software to install. **SU**

Exploring Multiple Intelligences Theory in the ESL Classroom
Yong Kim,
Room B164

Howard Gardner's (1983) theory of multiple intelligences (MI) has broadened our understanding of learning process by the multi-dimensional nature of intelligence. Gardner believes that the learning process will function more effectively if several points of entry are used in order to explore specific content.

In an effort to understand learner-centered instruction from the perspective of MI, teachers need to develop four ways of using MI theory in the ESL classroom: (1) to help students develop a better appreciation of their own learning preferences, (2) to develop better understanding of learners' intelligences, (3) to provide greater variety of ways for students to demonstrate their learning and (4) to develop lesson plans that address the full range of learner needs. This workshop will present instructional strategies that can be used to enhance ESL teaching and learning based on the MI theory. This workshop will provide ESL teachers with a chance to understand the MI theory and to practice applying this theory to the ESL classroom teaching. Participants will first take a survey questionnaire in order to identify their own intelligence profiles based on the Walter McKenzie's survey (McKenzie, 1999). This survey can be used later with students in the participants' classroom. Other types of surveys to identify personal intelligence profiles will also be introduced. This workshop will be beneficial for ESL teachers because they will understand their own and their students' intelligence profiles and learn how to incorporate and apply them into their classroom teaching, which will enhance teaching and student learning. **YLSUA**

English Villages and Informal Learning How experiential EFL is challenging traditional ELT in Korea

Michael Noel Trottier,

Room B161

"Experience is what remains after all that has been learned is forgotten," M.N. Trottier (adapted from B.F. Skinner). The recent emergence of Korean English Villages has contributed to a welcome debate about the need for more alternative modes of English language instruction in Korea. From the surge in after-school programs and summer /winter immersion type camps, to the ongoing development and promotion of a growing network of English Villages, the urgent need for improved English language proficiency has prompted leaders in government and education to find a viable homegrown solution to the increasing number of families sending their children overseas in search of authentic English immersion experiences. English Villages (have emerged as a bold and novel if partial solution to this challenge in Korea EFL. Part theme park and part cultural museum, EVs attempt to bridge the cultural gap in Korean ELT by offering a range of interactive, non-formal language learning experiences within a quasi-authentic cultural context. In terms of Korean educational research, then, the EV phenomenon represents a clear shift in educational theory and practice towards a more constructivist view of learning in general, and English language learning in particular. Accordingly, the following paper begins by situating the EV concept within a constructivist model of experiential learning, and proposes directions for future research in this fast-growing area of Korea ELT. **YLS**

SATURDAY - 16:00

The Annual Activities Survey for Language Teachers (AASLT): An Administration Tool For Evaluating Teaching Staff

Stuart Warrington, Asia University (CELE)
Peter Ilic

Room M104

For administrators working in the EFL field, they must inevitably face the difficulty of properly assessing the performance and needs of teaching staff. If there is no accurate evaluation tool or other means of assessment, administrators cannot fully monitor, measure, nor properly assess the productivity of individual teaching staff. This then can lead to

a general lowering of professional standards. In situations where no accurate measure of assessment exists, there can be no clearly defined professional standard f or teachers to follow. In addition, administrators have no means to measure and monitor the level of staff performance over time in order to establish whether it is, in fact, deteriorating or improving. In this presentation, we will present an evaluation tool, "The Annual Activities Survey for Language Teachers" (AASLT) and introduce this as the means to help administrators more accurately evaluate teaching staff while simultaneously providing a clearer picture of the challenges they face. Moreover, we will examine how the AASLT can be used to diagnose and address problematic circumstances with teaching staff, as well as how it can assist administrators in defining the boundaries of professionalism for teaching staff through the framework the AASLT provides. **UA**

Utilizing Internet-Based News Resources in the EFL Classroom
Russell Hubert,
Room B112

This presentation will explain and demonstrate methods for using Internet-based news resources in the EFL classroom. While newspapers have always been an excellent source of authentic English materials, on-line news resources have many overlooked advantages. Feature articles are available in both English and other languages, providing excellent material for vocabulary study and translation practice. Additionally, on-line news resources, when combined with software such as pop-up window dictionaries, allow for accelerated reading comprehension. Many news websites also feature searchable archives that allow students to f ind articles matching their interests. This presentation will then make suggestions for classroom activities utilizing on-line news resources. These include ideas on how to make news leads more easily understood by breaking them down into shorter single idea sentences, and using editorials to help students distinguish between fact and opinion statements and as a basis for current-event discussions. A list of recommended on-line news resources and sample exercises will be distributed to participants. **U**

How to Increase Speaking through Debate
David Harrington, Compass Media
Room M106 Commercial

Tired of the same old lessons? Looking for something new? Want to give your students a challenge? Why don't you... Discover Debate! "Discover Debate" is a systematic step by step approach for teaching the critical thinking skills necessary for debate. This workshop will offer practical ideas on teaching debate in an EFL environment. Participants will be introduced to the "house" metaphor for debate. The house metaphor is a graphic organizer that gives students a framework for organizing their affirmative arguement using the building blocks of Opinion, Reason, and Support. Participants will then look at a simple decision tree method of analyzing the affirmative points and offering refutations. Come join us and Discover Debate as an exciting, fun, active classroom experience. **S**

Rethinking the relationship between vocabulary and reading
Rob Waring, Notre Dame Seishin University
Room B107

It is received knowledge that students learn a lot of vocabulary from reading. This presentation will first review this received knowledge about the relationship between the rate of acquisition of vocabulary from reading by looking at the main research from the last 20 years from both first and second languages. Recent research will be presented to show that the acquisition rates we have

come to know may be exaggerated to some degree and is far more complex that previous research has shown. The implications of these new data will be presented in relation to how this affects the amount and type of reading that should be done. **YLSUA**

Scientific English Presentations: Advancing Techniques and Training
Benjamin Duncan,
Room B166

In the summer of 2006, Seoul National University founded a Language Education Institute at its Yongeon Medical School campus. With an intense demand for medically-focused English courses and international conference presentation skills, a course entitled Academic Presentations for Medical English soon arose. The purpose of this workshop is to share some of the highlights, pitfalls, and successes of this course as defined by its students, instructors, and administrators. As this presentation is designed to function as a workshop, materials used in the actual class will be applied and attendees are strongly encouraged to participate and raise questions. Emphasizing academic presentation skills with a focus on scientific English, the following competencies comprise the workshop format: i) Introductions, ii) Utilizing Visuals, iii) Advanced Pronunciation, iv) Highlighting and Emphasizing Key Points, v) Additional Techniques, vi) Questions and Answers, vii) Conclusions. **UA**

Enabling Young Learners to manage anger: Extending the DANGEROUS ANIMAL metaphor
Adriane Moser,
Room B178

Strong emotions in cross-cultural English language learning experiences can be perplexing and difficult for young learners to express. Conceptual metaphors for emotion, many of which cross linguistic boundaries, can provide access to this complexity and give learners a rational way to examine, express, and control their powerful emotions. When this happens, communicative and affective barriers in the language-learning environment are broken down. Empowering young learners to solve their own problems rather depending on adults to take care of them, expressing them violently, or suppressing them until they are realized as physical symptoms is a powerful technique for the English language teacher. Instructors can discard the misconception that strong emotions are beyond the control and influence of young children and an unavoidable part of teaching young learners, and teach even very young learners that they have control over their emotions. Research will be presented that shows that even very young Korean learners of English can acquire emotion metaphor. In addition, techniques will be shared that teachers can use to enable young English language learners to acquire anger metaphor in English. Finally, we will see how to guide young learners towards adopting their own personal dangerous animal and developing a control model that they can put into practice using physical and ultimately internalized control. **YL**

Methodological Guidelines for Teaching Writing to University Students
Brian English, Konkuk University --Chungju Campus
Room M101

Since writing is a process course rather than a content course, teachers need to consider several guidelines that will help students develop and hone their academic writing skills. Based on action research and lessons learned from teaching writing to Korean university students, this presentation suggests guidelines at each stage of the writing process. Brain storming, internet searches, and quick writes are useful activities in the idea generating stage that can help novice writers overcome

writer's block. Although it is important to supply students with sufficient idea-sparking activities, it is equally important to provide ample guidance during the writing and revision stages. The major objectives of ESL/EFL writing teachers should be to help raise students?awareness about academic writing styles, teach students how to recognize errors, and encourage students to use writing tools to revise their own writing. Guidance in the revision stage includes effective one-to-one conferencing with students, meaningful comments for macro-revision and consciousness-raising editing notes for the micro-revision. . This presentation intends to provide tips that will help writing teachers become more effective in guiding and motivating novice writers. **UA**

How are Korean English lecturers perceived in Japanese universities?
Brendan Moloney,
Room M103

What are Japanese undergraduate students' attitudes towards learning non-standard Englishes such as Korean English in their university English classes? As part of a larger project on Asian Englishes, this presentation examines the attitudes and experiences of Japanese undergraduates from five major Japanese universities towards Asian Englishes. The presenter will discuss participants' attitudes towards learning English from non-native teachers, on how learning various Asian Englishes would affect the quality of their university education, as well as preferences for particular varieties of English. The research findings raise issues concerning the empowerment of Asian teachers in other Asian countries, especially in identification of important issues that may prevent Asian academics, on the basis of accent, gaining employment opportunities internationally. **U**

Self-Development from Classroom Observation
Nopporn Sarobol, Language Institute, Thammasat University
Room M105

This presentation will discuss the presenter's experience in observing English language classrooms at the Department of Language Studies, Victoria University in Melbourne, Australia. The presentation will include the purpose of the visit, particularly focusing on professional development and will be illustrated through examples drawn from the presenter's data collected during the obserations. Data were gathered over a four-week period while observing classes taught by different teachers. The data are from two sources: first, in class notes made during observation of lesson with teachers and the students who were all immigrants; the second source is from a questionnaire which asked students their opinion about studying the English language. Some examples of the field notes while observing and the result of assessing the students' opinion are shown. Also, implication for the use of classroom observation as a means of improving the quality of English teaching an d teachers' self- development are proposed. **U**

Bigger, Brighter, and Better than Ever, Let's Go Third Edition
Ritsuko Nakata, Oxford University Press Korea
Room B109 **Commercial**

Getting students to speak out, learn to read, and retain everything is a huge challenge for both student and teacher. This presentation will cover the unique techniques of the MAT METHOD in the context of the new Let's Go Third Edition. You will learn how to get your students speaking 80% of class time with interactive activities that will help them speak fluently and accurately. **YL**

Motivating Young Learners to Learn English!
Namju Choi, Language World
Room B121 Commercial

Give Me Five is a stimulating new series for young learners of English. The course provides a steady progression of new language through interesting characters, situations, themes and moral issues that are creative, meaningful and appealing to young learners. This series provide letters and phonics sections with extension exercises help develop and enhance pronunciation and word recognition skills for young learners and good communicative models for learners in daily life situations and controlled practices of functional language help develop learners' capability in the manipulation of just learned strctures and vocabulary. Especially to motivate young learners to learn new language with fun, t he program introduces a lot of fun and practical activities. **YL**

Linking the classroom to the real world
Patrick Hafenstein, McGraw-Hill Korea
Room B167 Commercial

My World is a new four-skills, six-level secondary series that takes students from beginner to high intermediate level. This exciting new series motivates learning by providing real life situations from students' daily lives. Clearly structured units follow a consistent format where all four skills are developed organically in a meaningful context. An international framework provides opportunities for increased cross-cultural understanding. These are complemented by a clear, attractive design, providing engaging illustrations and an abundance of photos that depict teenagers in these day-to-day situations. **YLSU**

Proverbs to Teach By
Steven Gershon, Macmillan Education
Room B168 Commercial

Well begun is half-done. Birds of a feather flock together. It takes two to tango. All around us are real-world nuggets of wisdom that we unconsciously 'know' to be true--in the form of pithy proverbs, sage sayings or quirky quotations. We normally give them little thought, even though they may often guide our everyday behavior. Perhaps these gems can also give teachers some useful guidance for our classroom practices. In this workshop I'll offer my favorite proverbial precepts, with ideas for their classroom applications, and then invite participants to share theirs. **UA**

Coaching Students for Exam Success
Mike Mayor, Pearson Longman
Room B169 Commercial

As the saying goes "practice makes perfect", but how can you maximize the amount of practice that you exam students are given in the build-up to their exams? How can you focus on each student's particular weaknesses? And how can practice stimulate students into learning? Mike Mayor demonstrates how the Longman Exams Coach, an interactive CD-ROM which accompanies the Longman Exams Dictionary, can improve students' chances of success in exams such as TOEFL and TOEIC. At home, or indeed in the classroom, a teacher is not always available to answer individual student's questions and make suggestions on how to improve. The Longman Exams Coach provides students with a "virtual" teacher who guides them through exam practice materials, pointing them in the right direction to find the answer and giving them feedback. By involving the student actively in the practice process, it is transformed into a genuine learning experience- both in the classroom and as part of self study. And how well do your students cope with written assignments in English? Are they fazed by the written tasks in the new TOEFL exam? Do they struggle with academic papers? Learn how the Longman

Exams Dictionary can address all of these problems by focusing on key skills and vocabulary. **SUA**

SATURDAY - 16:30

An Investigation of Taiwan College Students?Appraisal of Native and Non-Native Speaker Teachers

Shihyao, Elsa Chen, Cheng-Shiu University

Room B164

The purpose of this research is to investigate Taiwan college students appraisal of their EFL programs in terms of the differentiation of effectiveness between the courses taught by Native-English-Speaking Teachers (NESTs) and Non-Native-English Speaking Teachers (NNESTs). Many changes in the language teaching profession have attempted to adapt to the new EFL environment and the new demands of its learners. The distinction between the courses taught by NESTs/NNESTs has generated controversial issues in English programs in Taiwan although NNESTs will continue to be in the majority. A number of researches conducted tended to focus on teacher's appraisal of students performance in target language learning rather than scoping on students opinions and anxiety with regard to the discrepancy of teachers?teaching styles and attitude. This research tries to answer two questions: 1).What is the view of college students towards the idea that NNESTs are more preferred than NESTs are, or vice versa? 2). Do NESTs characteristics of teaching have more advantages over NNESTs? 127 seven English college majors and 118 business majors have responded to one designed questionnaire. Premised on pedagogical theory and hypotheses in the EFL context, the author posits the analysis to explore students appraisal with the findings for further discussion. The implications suggest that students' motives of EFL learning and their expectations from teachers require both NNESTs and NESTS continuing efforts on their advantageous traits, quality, and attitude. At the same time, having students voice heard will undoubtedly gain a more comprehensive view of what is more desirable to be learned on the EFL pedagogical stage. **U**

Task-Based, Content-Based Materials for University EFL Reading Courses

Byron O"Neill, Kyoto Notre Dame University

Room B161

A recent trend in university English as a Foreign Language (EFL) required reading courses is to use collections of authentic, content-based, and task-based materials developed in-house as course books. These reading passages are often followed by vocabulary exercises and a series of factual, convergent, divergent, and evaluative questions designed to foster comprehension and expansion of the material. This presentation will briefly examine the strengths and weaknesses of one such course book developed at a private university in Japan. Data from an instructor and student end-of-semester course survey will be examined to show how it guided a revision process that sought to make the textbook more accessible to both groups. Areas for possible improvement identified by students and teachers differed, with most students requesting a reduction in reading passage length, the inclusion of more interesting topics, and less cognitively challenging reading passages. Common suggestions from instructors included requests for additional vocabulary exercises and better-constructed questions. This presentation will then outline the extensive revisions made to the textbook. Some of the changes include new reading passages designed to pique student interest and a standardization of the quantity and types of questions. Multiple-choice cloze vocabulary distractors and comprehension questions were

rewritten to make them seem less ambiguous to students. A new vocabulary exercise was also be added to each unit. A handout containing before and after versions of a unit from the course book will be distributed to participants.

12 Annual North Jeolla KOTESOL Drama Festival

Come one, come all to the 12th Annual North 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 part of the fun.
Date: Saturday, November 18, 2006
Place: Jeonju University
Time: 1 pm

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 is W35,000.

Registration deadline: Wednesday, November 8th 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:

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 the mailing address of the supervising teacher
5. TITLE OF PLAY
6. PROPS OR EQUIPMENT REQUIRED
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 - details will be given upon registration. To register, please send all the above information to Ingrid Zwaal at northjeolla@yahoo.com by November 8th. You can reach Ingrid at 011-650-2957 if you have questions. Registration is by email only.

Sunday AM

Room	9:00	9:30	10:00	10:30
B107	**Kip Cates** *Teaching English for World Citizenship: Multicultural Themework in EFL* **SUA**			**Oswald Jochum and Andrea Gaggl** *ESP for Global Companies in EFL Settings* **A**
B121	**Robert Hill** *Supporting reading, Expanding reading*		**Jung Hee Hwang** *Collaborative output tasks, and their effects on learner-learner interaction* **U**	**Hyeyoung Park** *Task-based Language Teaching in Korean Secondary Schools: Constraints and Suggestions* **S**
B142	**Susan Barduhn** *Learning Tells You How to Teach* **SUA**		**Howard Siegleman** *The top 2000 words - Frequency, collocation, and chunks in American English* **YLSUA**	
B161	**Aaron Jolly and Gavin Peacock and Shaun Monaghan** *Easy Ways to Make Your Own Materials for Young Learners* **YL**			**Andrew Tse** *Language Learning Strategies Used by University Students in Hong Kong* **U**
B178	**Chris Candlin** *Designing programs for open language learning: issues for teaching roles and learning strategies* **U**			**Yumi Hasegawa** *Vocabulary in English textbooks and Exams in Korea and Japan* **S**
B109 **(Oxford)**	**Chris Hambly** *Grammar: It's All in the Game* **YL**		**Ritsuko Nakata** *Let's Go Together: Combining Components for Comprehensive Learning* **YL**	
B111 **SIG's**	**Please see the special SIG Section for information (P. 31)**			
B164	**Jocelyn Howard and Susan Millar** *Teachers' perceptions of a principles approach to developing communicative competence* **S**		**David Kim** *Peer Assessment of English Writing in Korea: A Form of Curriculum Evaluation* **SUA**	
B166	**Joseph Sandkamp and Mikio Brooks** *Content-Based Instruction: Curricular Design and Materials Development* **SU**			**Jaleh Hassasaskah** *Research oozes into practice: The case of teacher effectiveness* **UA**
B167 **(McGraw Hill)**	**Patrick Hafenstein** *Empowering Children in the ELT Class Through Smart Kids!* **SUA**		**Pam Hartmann** *Academic Skills, Strategies, and Scaffolding in Quest, Second Edition* **SUA**	
B168 **(MacMillan)**	MacMillan		**Gilly Dempster** *New Finding Out* **YL**	
B169 **(Pearson)**	**Jason Renshaw** *Read On, Write Away!* **S**		**Yannick O'Neill** *Student Skill-Building for the TOEFL iBT* **SUA**	
M101 **YL ZONE**	**Sakae Onoda** *Utilizing TV news clips in language teaching* **SUA**		**Linda Warfel** *Learning Strategies With Scholastic Hello Reader Books* **YL**	
M103 **YL ZONE**	**Chin-wen Chien** *Elementary School English Instructional Supervision Group: Challenges and New Directions* **YL**		**Deron Walker** *Teaching' Old Dogs New" Grammar Tricks: A Course Evaluation"* **YLSUA**	**Jinkyu Park** *Adjustment problems of young second language learners* **YLS**
M104	**Michel Trottier** *EFL Materials Selection & Development: Developing materials and developing yourself* **SUA**			**Farida Abderrahim** *The Fusion of Theory and Practice in Grammar Tasks* **U**
M105	**Colin Skeates** *A practical guide to video journaling* **U**			
M106 **YL ZONE**	**Susan Pryor and Jong-min Park** *The Games People Play* **YL**			**Adrian Smith and Shelly Price-Jones** *Group Work for Large Classes* **YLSUA**
POSTER	**Normawati Shariff** *Connecting Grammar with Writing Through Poems: The Malaysian Experience* **SU**			
B112	**Stanton Proctor and Melanie Proctor** *Educators for Unicef - Integrating Service - Learning into the ELT Curriculum.* **YLSUA**		**Adrian Smith and Shelly Price-Jones** *Group Work for Large Classes* **YLSUA**	

SUNDAY - 9:00

Read on, Write away!
Jason Renshaw, Pearson Longman
Room B169 Commercial

Two aspects of English language teaching and learning that have received considerable attention over the years are (1) the interplay between and mutual dependence of reading and writing; and (2) the importance of skills and strategies. To that mix we might add the more recent enthusiasm for (3) teaching approaches and learning materials that facilitate integration of all four major learning: areas ? reading, listening, writing and speaking. This presentation takes on board all three of these considerations and applies them to an important sector that has often represented an enigmatic and rather sadly neglected 'gap' in terms of the availability of appropriate content and learning materials for ntermediate learners in the 10-15 age range in Korea. Having completed a variety of YL course book series that give them a solid grounding in basic proficiency, these learners often find themselves without appropriate books to use, and certainly without materials and approaches that sufficiently build up their skills and confidence to handle future challenges. The presenter will draw on examples from a new series he is writing with Pearson Longman to show how these (and many other) issues may be addressed at the course book level, with particular emphasis on reading and writing skills. **S**

Easy Ways to Make Your Own Materials for Young Learners
Aaron Jolly, Namseoul University
Gavin Peacock
Shaun Monaghan
Room B161

Busy teachers might wonder how to find the time or the resources to make their own materials for Young Learners (YL) or Very Young Learners (VYL). This could be a serious consideration if their classrooms are under resourced or if the available materials lack the necessary vigor to interest easily distracted YL or VYL students. The co-presenters of this workshop will shed some light on producing your own material s the easy way. They will demonstrate cost saving as well as time saving measures. Specifically they will show some of the ways you can create flash cards, phonics activities, board games, audio (songs and chants) and video either with the help of existing ELT websites or from scratch using a little creativity, computer programs, basic audio-visual technology and a cheap (refillable-ink) color printer. This hands on presentation will be of benefit to both native English speaker and Korean teachers of Young Learners and Very Young Learners working in kindergarten, elementary school, language institute or camp environments **YL**

Let's Explore the World of Writing and Nonfiction (TCM Time for Kids Exploring Writing / Exploring Nonfiction)
Hyunah Lee, Language World
Room M101 Commercial

TCM Time for Kids Exploring Writing and Exploring Nonfiction are new programs for English language learners that provide rich contents and systematic activities to improve their writing and reading abilities. Using the articles from 'Time for Kids' students learn 1) how to read and comprehend what they read, 2) how to think and organize their thoughts and 3) how to write fluently what they think. Exploring Writing is developed especially for EFL elementary students. Students read an article, analyze it with graphic organizers, learn about genres, practice grammar combined with writing, organize their thoughts, and write in each lesson. This program covers 4 kinds of writing, such as

Narrative Nonfiction, Fiction, Persuasive and Expository. Students can taste and learn the characteristics of each genre with proper contents. The writing process is reflected soundly in each lesson to ensure that students learn how to organize their thoughts. This program helps students start writing with ease. Exploring Nonfiction offers a systematic approach to improving reading skills for nonfiction. The importance of nonfiction is emphasized these days because nonfiction is related to real life directly. Students read the articles about science, social science, math and language arts. While they study with this program they learn how to find the key information and how to find the information that they need in content areas. Vocabulary words that are selected carefully, reading skill practices and simple writing activities ensure that students learn essential ideas for nonfiction reading. **YLS**

The Games People Play
Susan PRYOR, TAMNA UNIVERSITY
Jong-min (Viki) Park
Room M106

Research clearly indicates there is a strong link between what a person feels and what they learn and recall. Play might be considered fun, frivolous, and unnecessary by some. However when genuinely engaged in play young children learn on a deep intrinsic level and can recall with accuracy what was learned. Many phrases associated with every day conversation can be learned through play. Play can be competitive or co-operative, and play does not have to stop with age! This workshop presentation is designed by Ms Park and Professor Pryor to provide a hands on experience of learning while you play. The activities will be directed primarily at proving that play and learning go hand in hand as well as providing a tool kit of games you can use in class immediately. **YL**

Educators for UNICEF - Integrating Service-Learning into the ELT Curriculum
Stanton Proctor, PGC Edutainment
Melanie Proctor
Room B112

In association with the Korean Committee for UNICEF, a new organization known as Educators 4 UNICEF has been launched. The Educators 4 UNICEF organization is made up of teachers, professors, administrators and students who support UNICEF. Members support UNICEF by educating their classes about local, regional and global issues relevant to UNICEF. The group co-facilitates campaigns for the EFL classroom: educational, fundraising, and advocacy. This presentation will show ways for teachers of learners of all ages to get involved in Educators 4 UNICEF. We encourage all teachers to join this presentation to learn how ELT professionals can make a difference in the lives of others around the globe. In addition, a new group known as Edutainers 4 UNICEF has started in Korea. These are professional entertainers who are working in Korea and using their talents as singers, dancers and actors to make the EFL experience more enjoyable. What makes this something special is that Korea is the only country in the world that has gone from being a UNICEF recipient country to a donor country. Come and learn more about Educators and Edutainers 4 UNICEF and how teachers can incorporate themes in education for sustainable development, service-learning, and global awareness into their EFL classrooms. **YLSUA**

Grammar: It's All in the Game
Clare Hambly, Oxford University Press Korea
Room B109 **Commercial**

How do you teach grammar in your young learner classroom and still keep your students happy, alert, and motivated? Join this fun, hands-on presentation to learn how you can use language games to stimulate grammatical

acquisition, to encourage accurate production and to motivate and energize your students. Sample activities will be taken from the Oxford Young Learner titles, Up and Away, and English Time. **YL**

Supporting reading, expanding reading
Robert Hill,
Room B121 Commercial

This session will concentrate on two main areas: ways in which reading a text can be "supported" - made easier to understand - and ways in which a text can be "expanded" -- providing readers not only with practice in all the language skills, but also with information and insights which take them beyond the text.

Regarding the first area -- the session will demonstrate two practices: various ways of "scaffolding" provided by visual support, and syntax and meaning being made clearer through "chunking" provided by audio support.

Regarding the second area -- text expansion -- the session will focus on and demonstrate the following areas:

* culture: how can texts raise awareness of cultural similarities or differences between the text's background and the cultural background of the reader?
* considerations of content teaching in English or - in its weaker form - cross-curricular methodology: can reading texts be linked to other school subjects?
* exploration of connections with other texts/genres/authors (both contemporary and classic) to sensitise learners to the fact that texts can also be read with relation to other texts;
* the place of tasks which aim to practise "test-wiseness": are such activities intrusive, or can they be harnessed positively? That is, while they are being done for practical reasons, can they also actually be capturing the students' interest and expanding their knowledge?
* All the points will be exemplified with a range of titles from Black Cat Readers.

Empowering Children in the ELT Class Through Smart Kids!
Patrick Hafenstein, McGraw-Hill Korea
Room B167 Commercial

Can students' perceptions limit their learning potential? The image that children have of themselves influences their success in class. When we feel good, our brains release chemical that facilitate learning. This presentation focuses on ways to empower young learners. Come share your insights and discover practical ideas through latest primary series, Smart Kids, an innovative six-level preschool series for teaching English and Literacy, developed in accordance with brain-based learning principles! **SUA**

Learning Tells You How to Teach
Susan Barduhn, School for International Training
Room B142 Commercial

The workshop part of this presentation will be an exploration of this belief, that learning tells you how to teach, and how it could impact on teacher training, teacher development and, indeed, learner training and development. The speaker will also present some of the theory that supports the premise and describe programs designed by the School for International Training that have this as a principle at its core. **SUA**

Teaching English for World Citizenship: Multicultural Themework in EFL
Kip Cates, Tottori University
Room B107

Teaching English as a global language involves promoting global awareness and a sense of world citizenship on the part of

students.. Part of becoming a true world citizen means acquiring knowledge, curiosity and excitement about the countries and cultures of the world. The English-as-a-foreign-language classroom can be an exciting place for Asian students to acquire this global literacy as they learn and practice important language skills. This workshop will demonstrate a number of innovative ideas for teaching world awareness through multicultural themes taken from a global education EFL course developed for English learners in Japan. Participants will have a chance to experience and discuss EFL lessons on topics such as games around the world, money around the world, and world flags. For each activity, the presenter will explain the aims and design, and discuss how the activity could be adapted for different ages and levels. The workshop will finish with a question and answer session where participants can voice their own concerns and experiences of teaching international themes through EFL. Participants will receive handouts for each activity and a bibliography of global education resources to take home. Those attending this session will come away both more knowledgeable about our world and its cultures as well as about how English language teaching can help to promote global awareness and world citizenship. **SUA**

Content-Based Instruction: Curricular Design and Materials Development
Joseph Sandkamp, Asia University CELE
Mikio Brooks
Room B166

An increasing number of universities are integrating academic content-based courses within their English language programs. EFL teachers are being asked to develop and instruct these courses. Often they may be unable to find an appropriate textbook for the course due to difficulty of the text and/ or the relevancy of the topics within a textbook. Therefore, teachers face the challenge of developing their own materials to match the needs of the students and their program. This presentation explores Content-Based Instruction (CBI) theory and its application to the development of classroom materials for EFL learners. The presenters will begin by discussing the theoretical underpinnings of content-based instruction and move into the how-to of developing, implementing and refining a CBI curriculum. Using their experience of creating a year-long CBI International Relations course for EFL students at a Japanese University, the presenters will provide guidelines for creating a CBI curriculum from the ground up. The presenters will use materials and activities developed in their own program to demonstrate both the elements of successful CBI lessons and the pitfalls of ineffective lessons. Practical issues such as maintaining content support for teachers, surveying both teachers and students, and revising developed materials will also be addressed. Information from this workshop could be applied for a range of teaching environments from creating a single unit in a semester-long course to developing an extensive year-long CBI curriculum. **SU**

EFL Materials Selection & Development: Developing materials and developing yourself
Michel Trottier,
Room M104

Materials selection/development is perhaps one of the least explored aspects of our profession. Especially for the less experienced or resourceful among us, choosing materials often involves little more than poking around the office bookshelf, or the local bookstore. But selection is only the first step in the end, investing in your materials is investing in yourself! The skills and resourcefulness that comes from greater involvement in materials development can be very rewarding. Whatever materials you work with, from commercially prepared course books to realia, learning how to adapt and develop them to better suit both teacher and learner can great-

ly enhance the teaching/learning experience. This workshop aims to empower teachers by helping them evaluate the potential of various materials to generate both real-life (communicative) and pedagogical (form/structure) language practice. Using materials such as newspapers, pop songs, international currency, and even the classroom environment itself, the workshop will help teachers appreciate the inherent value of everyday materials. Format: Lecture/demonstration, followed by interactive materials development (group work). **SUA**

A practical guide to video journaling
Colin Skeates, Seisen University
Room M105

The aim of this workshop is to provide participants with a practical guide on how to encourage students to keep a video journal of outside classroom activities and, at the same time, to view how students express themselves in the target language. While cameras have traditionally been used in the classroom as a teaching tool to allow students to view their immediate output, they have not been used as a means for students to keep a visual/audio record of progress made over a certain period of time. Broady et al. (1995) advocated that cameras be used in the classroom as a means for students to express themselves. Cotton (2001) utilized the camera to evaluate students, but Murphey and Kenny (1996) had students critically examine their own spoken discourse. This demonstrates what teachers/students have been doing with cameras in the classroom, but what if students were to take charge of their own video taping outside the classroom? As Graves (2004) has stated, much of the learning takes place outside the classroom. This workshop is a result of three years of video journal work with over two hundred students submitting a thousand plus entries. This workshop will focus on: 1. A definition of video journaling 2. Video journaling at one university 3. Advantages and disadvantages of video journaling 4. Conclusion 5. Q & A, Participants will be asked to consider how video journaling can be adapted to their own teaching situations and to interact/share with other participants. **U**

Connecting Grammar with Writing Through Poems: The Malaysian Experience
Normawati Shariff, Universiti Teknologi Malaysia - City Campus
Room POSTER

The communicative competence model recognizes that students are able to learn a language more effectively when grammar instruction is incorporated into an ESL program. However, focused grammar instruction is often seen as a painful aspect of language teaching and learning experience. This presentation explores how grammar instruction could be presented in the classroom in an engaging manner by making a connection between grammar and writing. It demonstrates how teachers can use diamante poems that have numerous grammar applications to engage students in word study. Learning about diamante poems as a part of grammar activity in classroom allows students to focus and reflect on parts of speech, while composing their own diamante poem allows students to produce a quality product that creatively demonstrates understanding of parts of speech. During the presentation, several samples of diamante poems written by low-proficiency ESL students from Malaysia will be displayed. **SU**

Teachers' perceptions of a principles approach to developing communicative competence
Jocelyn Howard, Susan Millar
Room B164

Curriculum innovation is a complex and socially situated process (Markee, 1997), and

the case study approach has been shown to be insightful in revealing the problems of adopting innovations which do not take account of wider sociocultural factors (Li, 1998). In the sixth and seventh national curriculum reforms in South Korea, the English documents focused on improving the communicative competence of students. A previous survey of South Korean teachers (Li, ibid.) found that th eir perceived difficulties in adopting CLT were linked to the mismatch between what CLT requires and what was possible in their own educational setting. The present study considers whether an approach which is based on general principles for effective second language teaching is perceived more favorably. This paper reports on research which replicated Li's investigation and also explored teachers' perceptions of the benefits and constraints of employing principles from Ellis's (2005) report on instructed language acquisition. The results show that by applying the principles Ellis proposes, teachers may be able to more effectively develop their students' communicative competence than by attempting to adopt any one language teaching methodology in its entirety. It will be argued that the textbooks supplied to support the new curricula can be used to explore these possibilities within the existing systems and syllabi. In this way, South Korean English teachers can be empowered to make changes that are both grounded in sound language acquisition research and are compatible with their specific educational context and with the goals of the latest curriculum reforms. **S**

Designing programs for open language learning: issues for teaching roles and learning strategies
Chris Candlin
Room B178

This paper focuses on e-learning with a special application to language learning and language teacher development. More particularly it raises questions about the degree of 'openness' of much e-learning. It makes a distinction between 'distance learning' and 'open learning", focusing on: institutional roles, participant relationships, delivery modes and learning strategies. It defines 'open learning' both as a philosophy and as a technique, which is directed at enhancing learner self-direction through partnered networking. Its message is that open learning won't work unless learners learn how to learn, and learning to learn won't work unless there is openness in the learning process. The paper asks how these challenges to materials design and ongoing tutoring can be met, what the costs and benefits might be, and how such open learning looks from the perspective of the learner, the teacher and the program manager. **U**

Elementary School English Instructional Supervision Group: Challenges and New Directions
Chin-Wen Chien,
Room M101

English instruction became compulsory for fifth and sixth graders in Taiwan elementary schools starting in the fall semester of 2001. In the fall semester of 2005, all provinces in Taiwan launched English education programs in elementary schools that began instruction in the third grade. The Elementary School English Instructional Supervision Group (ESEISG) aims to successfully implement the English curriculum into practice. This paper aims to introduce, analyze the problems and challenges of, and suggest new directions for ESEISG.. **YL**

SUNDAY - 10:00

Teaching' Old Dogs New" Grammar Tricks: A Course Evaluation"
Deron Walker, California Baptist University

Room M103

This paper titled, "Teaching Old Dogs New Grammar Tricks: A Course Evaluation," presents the results of a naturalistic inquiry performed at California Baptist University in a graduate course titled "Contextual Approaches to Grammar." The focus of this course was to teach English teachers (10 of 13 students) and aspiring English instructors a variety of methods and strategies for teaching grammar to students of all levels. The purpose of the course was essentially two-fold: provide a refresher course in grammar and present a workshop style atmosphere where English graduate students could receive a more sophisticated understanding of approaches to teaching English grammar in meaningful contexts. Many researchers over the past half century have found traditional style grammar instruction, conducted primarily through isolated drills, largely ineffective (Braddock, Lloyd-Jones, et al., 1963 Elley, Barton, et al., 1976, Weaver, 1996, Krashen, 1998, Freeman & Freeman, 2004). Notwithstanding, for a variety of reasons, many teachers still cling to these methods without much innovation. Nevertheless, there are many good, creative ideas out there just waiting to be disseminated. Our students examined innovative concepts such as image grammar, sentence composing, and alternatives to the error hunt and added a few of their own with impressive results. Through course evaluations, student generated teaching philosophies and lesson plans, and course observations, I will share why experienced teacher graduate students overwhelmingly said they were no longer afraid of grammar, found the course to be very helpful focused on context and that a normally dry subject [grammar] became uninteresting for them. **YLSUA**

Peer Assessment of English Writing in Korea: A Form of Curriculum Evaluation

David D. I. Kim,

Room B164

This research investigates the reliability of student assessment of peer writing in the context of a university introductory English composition course. Specifically, peer assessments of fellow classmate writings were compared to the teacher assessments of the same material. Would the two assessments be similar or different? A total of 72 students participated in the first assessment, while 71 participated in the second. All students assessed between one to four peer papers, in a group setting of two to five students in any one group. Students were instructed about the assess ment criteria in two ways: 1) Student assessors were provided brief written outlines of each of the assessment criteria, which were reinforced with descriptions and examples during one class session; 2) Students were instructed in class throughout the semester, as part fulfilling the Introductory English Composition course requirement, about the basic elements of English composition, which focused specifically upon the assessment criteria. The results show that for the first assessments performed by students when compared to the assessments by the teacher were different, whereas for the second assessment student and teacher assessments were quite similar, as evidenced by a non-significant correlation for the first assessment, and highly significant correlation (r = .37) for the second. The implications of these findings will be discussed as they relate to curriculum development. **SUA**

Let's Go Together: Combining Components for Comprehensive Learning

Ritsuko Nakata, Oxford University Press Korea

Room B109 **Commercial**

Imagine you are preparing for your Let's Go lesson and you have a student book, CD ROM, workbook, skills book, picture cards, and a song and chant book. Oh, did I mention the test booklet and the readers. And then, there's the puppets! With all these many

wonderful materials to help you teach at your fingertips, how can you use them effectively? <Para>
This presentation will show how you can use these resources in an interactive way so that your students will learn the lessons well and have fun at the same time. Techniques for pre-reading exercises before students even open their books will also be shown. **YL**

The top 2000 words - Frequency, collocation, and chunks in American English
Howard Siegleman, Cambridge University press
Room B142 Commercial

This presentation provides an introduction to corpus linguistics and a discussion of how corpora are used in the development of language - teaching material. Particular attention will be paid to fundamental aspects of corpus research, including: -The nature of corpora and their significance in the development of language instruction materials. -Frequency studies, with special emphasis on the significance of the top 2000 words in spoken American English. -Collocation, or the tendency of words to appear together. - Chunks - key fixed phrases that are characteristic of native-speaker production **YLSUA**

Academic Skills, Strategies, and Scaffolding in Quest, Second Edition
Pam Hartmann, McGraw-Hill Korea
Room B167 Commercial

Two strands in the Quest series (Reading/Writing and Listening/Speaking) prepare students for academic success by previewing typical college and university course material in a variety of subjects?among them, Sociology, Biology, Health, Business, Art History, Anthropology, and Literature; and providing scaffolding to support this material. High-interest and academic readings provide a springboard for writing. Casual conversations, authentic radio broadcasts, and mini- lectures lead to numerous varied speaking activities. New to this edition: a lower Intro level, vocabulary workshops, expanded critical-thinking, and the writing of a research paper. **SUA**

New Finding Out
Gilly Dempster, Macmillan Education
Room B168 Commercial

Personally I'm always ready to learn, although I do not always like being taught'. Sir Winston Churchill 1874 -- 1965 There are many approaches to teaching that follow these words of wisdom. We all like to learn but not all of us like to be taught. When something is interesting we want to find out more about it -- don't we? The new edition of David Paul's best selling course has all the ingredients of the original and the icing on the cake too! This child-centered series now includes MORE; ensuring students are led towards a succession of achievable language targets within a multi-sensory environment. New Finding Out…Simply find Out! **YL**

Student Skill-Building for the TOEFL iBT
Yannick O'Neill, Pearson Longman
Room B169 Commercial

Pearson Longman and ETS combine their expertise in language learning and test preparation to present an innovative approach to test success with North Star-Building Skills for the iBT TOEFL. Come learn more about this exciting partnership and hear firsthand testimonial from a satisfied user of the series. The presentation will also pay special attention to the integration of speaking and writing skills in the text as well as providing current background information on the new iBT TOEFL exam. **SUA**

Group Work for Large Classes
Adrian Smith, Cheongju University
Shelley Price-Jones
Room B112

Group work has always been highly valued in the Communicative Approach to teaching English. However, in my experience very few teachers use it with confidence, if at all. Part of the problem has been that in the literature on the topic there is very little instruction in the way of how to manage groups in the classroom, and how to shape teach ing materials to be used in groups. I was inspired to change my teaching approach after seeing the extraordinary successes that Shelley Price-Jones, a teaching colleague of mine, had achieved with her students. Her techniques and ways of handling material were developed out of her own practice of 10 years teaching in university. I have tried to homologize what she has done into the language of TESOL, with her blessings, so that teachers like me who have struggled with group work can have a more enjoyable and fruitful teaching practice. This paper is the result of my teacher research into efficient techniques for organizing different kinds of groups. The paper also examines how to create and adapt material for successful group work. The techniques have been tried in classrooms ranging from elementary school up to large university freshman classes and beyond with great results. **YLSUA**

Collaborative output tasks, and their effects on learner-learner interaction
Junghee Hwang, International Language Center, Kyungwon University
Room B121

This study investigated the potentially facilitative effects of collaborative output tasks, learners' proficiency and grouping of learners on noticing and learner-learner interaction in relation to Swain's output hypothesis (1985, 1995). In spite of a growing interest in learners?production of language (learner output) in SLA, little is known about variables that may affect this output. Three variables tasks, learners proficiency level and learner grouping were examined in relation to learners language production. The research was conducted in two EFL classrooms in a Korean university over a sixteen week period. The language-related episodes (LREs) were analysed quantitatively as evidence of noticing and interaction. These LREs were produced by 6 dyads completing either a composition type or an editing type of collaborative tasks. The quantitative analysis of learners?LREs suggests the following: (a) different tasks lead to differences in types of LREs, (b) the more homogeneous the proficiency level of the pairs was, the more LREs are produced. However, the findings provided not empirical support for the relationship between the proficiency level of students and the number of LREs. **U**

Learning Strategies With Scholastic Hello Reader Books
Linda Warfel, Scholastic
Room M103 **Commercial**

Scholastic Hello Reader titles provide wonderful opportunities to explore multiple learning strategies for beginning, emerging and independent readers. During this presentation/workshop we will share successful techniques to build listening, speaking, reading and writing skills: * Storytelling techniques to increase interaction with students * Vocabulary development with rhyming words and word families * Developing paired word knowledge, such as opposites * Use of adjectives to enhance additional story content * Following sentence models to develop writing skills. **YL**

SUNDAY - 10:30

Task-based Language Teaching in Korean Secondary Schools: Constraints and Suggestions
Hyeyoung Park,
Room B121

Task-based language teaching has become a buzzword in recent EFL education in Asian countries including Korea, and it is now being exported to these countries, with the hope that it may be able to ease the existing problems associated with English language education in general. Task-based language teaching is being rapidly and widely adopted in the national curricula in several Asian countries, and a great deal of efforts are being made to put this language teaching innovation into practice. The English national curricula in Korea has been communicative-oriented since the sixth revision in 1992. Recently, the seventh national curricula have added Task-based Language Teaching into the existing communicative language teaching framework, in an attempt to provide secondary school students with opportunities for meaningful language use and to improve their actual communicative competence. However, this intended goal is not being fully realized in the actual school settings, creating a huge gap between what the national curricula is aiming at and what is actually happening in the English classrooms. Given this reality in Korean English educational settings, the current paper is an attempt to take a critical look at the current state of affairs in the secondary English education and to present some recommendations to make this language teaching innovation become a natural part of secondary English classrooms. More specifically, this paper aims 1) to address some contextual variables pertaining to learners, teachers, educational system, and society, which may hinder Task-based language teaching from actually being put into practice in secondary school settings and also 2) to suggest specific courses of action to be taken for the implementation of TBLT in secondary schools, drawing upon research findings as well as taking different contextual factors into careful consideration. **S**

Research oozes into practice: The case of teacher effectiveness
Jaleh Hasssaskhah, University of Guilan
Room B166

The primary purpose of teaching practice is to facilitate student learning. But what makes an effective teacher?? Is there a generic set of effective teaching skills? Is there a link between teacher behavior and student achievement? In the past twenty years, research on teaching has made significant strides in identifying different instructional methods and teaching behaviors associated with high student achievement (Brophy and Good 1986, Rosenshine and Stevens 1986). However, there are fundamental Problems of assessing teacher effectiveness this way : firstly because people do not have same value system and secondly there are no universally applicable criteria ,as teachers work in concrete situation which make different demands on teaching capacities. Considering these difficulties in identifying a generic set of teaching behaviours. I argue for research conducted in classrooms by teachers . This paper documents the use of action research methods as a heuristic for inquiry and teaching. More specifically, using the theoretical lenses of social constructivism, blended with cultural historical activity theory and Sewell's theory of structure/agency, it focuses on action research in my own classrooms in higher education. This project is significant because it provides a model for how other college and university faculty might think about their own classrooms and how they could study and improve the learning environments. **UA**

ESP for Global Companies in EFL Settings
Oswald Jochum, Carinthia University of Applied Sciences
Andrea Gaggl
Room B107

ESP instructors quite often are not given adequate teaching goals when developing English curricula for global companies in an EFL setting. Many companies expect of their language instructors to develop tailor-made programs to foster the specific skill sets of the employees, but only provide limited input. Moreover, language schools of high reputation offer a myriad of opinions and materials that do not specifically address the relevant ESP task-based challenges. The presenters instruct English in various fields of the semiconductor industry. They will illustrate how they have integrated aspects of Business English, Technical and company specific areas of discourse into their respective curricula. This will be demonstrated in an example of an ESP curriculum and materials for an Austrian company of the semiconductor industry and the adaptation of that program for Asian employees of overseas subsidiaries. Participants should leave this session with innovative as well as practical ideas and methods that they can adapt to their needs. One ESP program for corporate training of one company spanning the globe can be very challenging and this demonstration will serve as further professional development for ESP instructors and course developers. The presenters will provide handouts and questions will be answered throughout the presentation. **A**

Language Learning Strategies Used by University Students in Hong Kong
Andrew Tse, Room A0932, School of E & L, Open University of Hong Kong
Room B161

Language learning strategies (LLS) that help learners enhance their language competence have played an important role in language learning their spectrum has become one of the most fertile areas of research in second language acquisition (MacIntyre, 1994). This study investigated the language learning strategies used by university students and the background variables influencing the use of LLS. A total of 110 university students in four different Schools in the Open University of Hong Kong participated in this study. The individual background questionnaire and Oxford's (1990) Strategy Inventory for Language Learning (SILL) were used as research instrument. The findings of this survey were as follows: 1) Students reported using six dimensions of LLS, all in low-use level: memory, cognitive, compensation, metacognitive, affective and social strategies; 2) Gender differences were found in the use of memory, compensation, affective and social strategies. Females reported use of LLS more frequently than males in memory, cognitive and metacognitive strategies; 3) Significant differences were found between English learning experience and the use of LLS; 4) Significant differences were found between students' self-rating English proficiency level and the use of LLS; 5) There was a significant correlation between students' self-perception of the ESL teachers teaching method and curriculum and the use of LLS. Finally, pedagogical implications were suggested, such as recognizing learners' existing LLS and streaming the learners according to their English proficiency level. Recommendations for further research, such as replicating the current study and expanding the variables in future studies, were also included. **U**

Vocabulary in English textbooks and Exams in Korea and Japan
Yumi Hasegawa,
Room B178

This is the research on the vocabulary in English textbooks, especially reading textbooks for high school third-graders and for

English entrance examinations`students in Korea and Japan. The main questions to be answered in this research are: 1. Does the vocabulary in the textbooks cover the vocabulary needed in the entrance examinations? 2. If not, what kind of words included in the examinations are not covered by the school textbooks? 3. Are there any differences between the vocabulary coverage on entrance examinations by school textbooks in Korea and Japan? 4. If yes, what are the differences? By comparing nine reading textbooks, taught in the third-grade at high schools in Japan, ten English II textbooks in Korea, university entrance examination called Center Test in Japan, and College Scholastic Ability Test (CSAT) in Korea. If from the view point of vocabulary there is a big gap between the textbooks and the examinations, students have to study with extra-textbooks to gain more vocabulary and we have to reconsider the usage or choice of words in the textbooks and examinations. If there is little or no gap between them, then that would be evidence showing the importance to learn the words in the textbooks. This research has been done with some software, because it is a quantita tive research on a total of nineteen textbooks and four examinations. The brief explanation about the softwares used in this study is included. **S**

The Fusion of Theory and Practice in Grammar Tasks

Farida Abderrahim,

Room M104

Task-based language teaching ? as a learning centred approach ? holds that language is best learned when attention is focused on meaning and on saying and doing something with language . In the context of learning English as a foreign language at the University level in Algeria, combining task-based language teaching with grammar consciousness-raising appears as a suitable solution to allow learners to achieve accuracy and fluency. Grammar consciousness-raising tasks aim at drawing learners' attention to specific structures, enhancing their comprehension and raising their consciousness to facilitate their noticing of the targeted structure in subsequent communicative input. Learners often search for the rules to allow them to codify the linguistic data . Grammar consciousnes-raising tasks help them discover the rules for themselves, build up their explicit knowledge, engage in interaction, enhance their motivation, autonomy, responsibility for learning and promote self-confidence. To prove this, we have led an experiment with first year students of English where the effects of traditional teacher-fronted grammar lessons and grammar consciousness-raising tasks in the English tenses were compared. Which tense to use in which contexts is indeed a problematic area for Algerian learners. They are confused by the number of tenses and the various forms of the different tenses used for expressing time in English. The experiment has shown that grammar consciousness-raising tasks helped in improving grammatical accuracy , grammatical explicit knowledge, negociated interaction as well as autonomy and motivation . **U**

Adjustment problems of young second language learners

Jinkyu Park,

Room M103 Academic

There are few studies addressing adjustment problems of young second language learners or bilingual learners of two languages. Many problems related to language learning have been ignored or considered to be natural without any specific focus on young learners' psychological development. According to Trueba (1983), first generation bilinguals showed three types of characteristics of adjustment problems: anxiety, avoidance, and frustration and sadness while second-generation bilinguals exhibited as primary manifestations: aggression, anxiety, avoidance and

lack of concentration (p. 403). Although Trueba argues that these adjustm ent problems are directly related to home socialization, the children's lack of language development is the heart of the problems. Also, Hornberger (1988), in her two-year ethnographic, sociolinguistic study, argues that stress was in evidence in Spanish-only instructional setting, not in bilingual classrooms. These studies imply that total immersion or English-only instruction without first language support can be dangerous in terms of younger learners' psychological development and accordingly even language development. The current study from a two year ethnography in a Korean community of the United States shows that adjustment problems are common when Korean young learners of English start learning English in total immersion settings of US public schools.

YLS

Daegu-Gyeongbuk Chapter Welcomes You

The Daegu-Gyeongbuk Chapter of KOTESOL has an open monthly Workshop, held on the first Saturday of every month (except for February and August). We begin at 3:00 with a social period, followed by the Workshop presentation and discussion from 3:30 to 5:00. The Workshops are held on the first floor of the New Language Institute Building on the campus of Kyungpook National University. Visitors and non-members are always welcome.

In addition to our regular Workshops, we have a FREE BOOK EXCHANGE with plenty of English paperbacks available.

Daegu Workshop Winter 2006 Schedule

Month	Date	Speaker and Topic
Nov	Sat, Nov 4	Greg Brooks - The "Spiritual" Dimension of Teaching
Dec	Sat, Dec 2	Kevin Parent - Vocabulary Acquisition
Jan	Sat, Jan 6	Jo Jae-young - Open Class with Animations and Pop Songs
Feb	-	Winter Break - No Workshop --

For further information, including directions on how to find our meeting place, please see the Daegu-Gyeongbuk KOTESOL Chapter Homepage at:

http://www.kotesol.org/daegu/

Sunday Afternoon

Room	12:00	12:30	13:00	13:30
B107	**Jack Richards** .*Teaching Speaking - Talk as Interaction, Process, and Performance* **YLUSA**		**Nina Spada** *More About How Langauges Are Learned* **YLSUA**	
B121	**Bruce Rogers** *Communicative Test Prep: A Practical Guide to the TOEFL® iBT* **SUA**		**Kip Cates** *Teaching Global Issues through Video with "What's Going On?"* **SUA**	
B142	**Rob Waring** *Why Extensive Reading is necessary in all language programs* **YL**		**Tommy Che Vorst** *Facilitating Mass Chaos: Team-Building in the Overcrowded University Classroom* **U**	
B161	**Robert Snell** *Empowerment through SIGs: Developing a Dynamic Global Issues SIG* **YLSUA**			**Lawrence White** *Changing the Focus: From Teacher to Learner - A Writing Course* **U**
B178	**Su-jung Choi** *CATCH with CATCH!* YL		**Jocelyn Howard** *Internet videos: A powerful medium for innovative ELT* **S**	
B109 **(Oxford)**	**Patrick Jackson** *Oh Grandma, What Great Stories You Have!* **YL**		**Patrick Jackson** *Now They're Talking!* **YL**	
B111 SIG's	**Please see the special SIG Section for information (P. 31)**			
B164	**Young-ah Kang** *Non native teachers in America* **YLSUA**		**David Kim** *Qualitative and Quantitative Methods in Harmony: Action Research Design* **SUA**	
B166	**Sakae Onoda** *Utilizing TV news clips in language teaching* **SUA**		**Hyun Jung** *How to use Corpus and Concordance Programs for teaching* **SUA**	
B167 **(McGraw Hill)**	**Patrick Hafenstein** *The Official Guide to the New TOEFL IBT* **SUA**		**Patrick Hafenstein** *No Subject Left Behind for young learners : English Zone* **YLS**	
B168 **(MacMillan)**	**Caroline Linse** *Content Based Activities: Capturing the Curiosity of Very Young Learners* **YL**		**Clyde Fowle** *7 classroom activities* **YLSUA**	
B169 **(Pearson)**	**Melanie Proctor** *Bring a Dictionary to Life for Young Leaners* **YL**		**John Sherman** *Stay on the Cutting Edge* **YL**	
M101 **YL ZONE**	**Robert Hill** *Asking the right questions: strategies for teaching reading* **YL**			**Robert Dickey** *Not content without Content (Based Instruction)* **YLSUA**
M103 **YL ZONE**	**Julie Hwang** *Scholastic rBook, Guided Writing for Young Learners* **YL**		**Michael Cahill** *Teaching the Content Areas-Integrating Literature and Language in the English language learning classroom* **YLS**	
M104	**John Halliwell** *Making informed choices: Teacher education at Saint Michael's*		**John Baker** *Designing a Composition Course Syllabus with the At a Glance Series* **SUA**	
M105	**Philip Brown** ***Word****-Associations and Vocabulary Development through Tasks* **A**			**Younghee Sheen** *Does language anxiety influence the success of error correction?* **A**
M106 **YL ZONE**	**Garrett Byrne** *Improving iBT TOEFL Skills* **SU**		**Liana Robinson** *Teaching Writing to Young Learners* **YL**	
B112	**David Shaffer** *Focusing on Figurative Forms: Presenting Proverbs* **SUA**		**Paul Alexander and Christopher Chase** *Developing ESL Communities of Practice between Japanese and Korean Students* **UA**	
POSTER	**Roger Fusselman** ***How and Why to Teach the TOEFL iBT*** **SUA**			

SUNDAY - 12:00

Utilizing TV news clips in language teaching
Sakae Onoda,
Room B166

The presenter will demonstrate unique and conventional approaches to use TV news clips effectively so that students will get actively involved in language learning, thereby improving their proficiency. Several appealing tasks of varying levels of difficulty will be demonstrated so that the audience can adapt them to their own classroom situation, whether at a high school or university level. In addition, the motivating factors and teaching techniques underlying such activities will be discussed. If time permits, a video-taped lesson both at a high school and university level will be shown so that the audience will get a feel for one or two of the tasks. Finally, this presentation will conclude with several techniques to make the authentic materials accessible to intermediate level students who usually find these materials difficult and overwhelming. **SUA**

Bring a Dictionary to Life for Young Leaners
Melanie Procter, Pearson Longman
Room B169 **Commercial**

In the young learner classroom there are many challenges. How do we teach vocabulary to help learners describe the world as they see it? How do we make use of memorable and active songs and chants? How do we teach the alphabet in a clear and fun way? How do young learners build the foundations of their English skills through simple dialogs? How do we teach learners with short attention spans and limited motor skills? Pearson Longman recognizes the challenges teachers face in the young learner classroom and is always striving for new and innovative solutions. The new Longman Young Children's Picture Dictionary and Activity Resource Book provide a multitude of age-appropriate activities and teaching ideas to keep young learners interested, motivated and actively learning. **YL**

Teaching Speaking: Talk as Interaction, Process, and Performance
Jack Richards,
Room B107

Some typical learner problems in speaking will be examined and the reasons for the poor level of speaking learners often achieve will be discussed. The characteristics of oral proficiency in a foreign language will be outlined, including the use of conversational routines (fixed expressions), the mastery of basic functions, turn-taking skills, and the use of use of communication strategies. Three major types of spoken interaction or speech types will be examined - conversations, encounters and performances. These are examples of different spoken genres or "text types" and their characteristic features will be described and compared. Conversations are examples of talk where the purpose is to create social interaction between people. Encounters are examples of talk where the purpose is giving or obtaining information, or getting goods and services where the focus is on the message and less on the speakers. Performances are speech events in which an audience is involved and the speaker creates a "product". Approaches to the teaching of each speech type will be compared.

Focusing on Figurative Forms: Presenting Proverbs
David Shaffer, Chosun University, College of Foreign Languages, English Language Dept.
Room B112

This presentation deals with how to present figurative expressions, proverbs in particular, in the classroom. It reports the results of a

classroom-based study comparing conventional and radically new methods of presenting proverbs to students, and also introduces resources available for developing lessons on figurative language. The research presented relates the cognitive linguistic concepts of conceptual metaphor (i.e., the concept under which a number of everyday metaphors may be grouped) and image schema to the teaching of proverbs to determine their effectiveness. There were four groups in the study: one taught a group of proverbs using a conventional interactive method, one to which the motivating conceptual metaphors of the proverbs were introduced, and two to which proverb-related image generation was promoted. In these latter two groups, image production was a supplement to the introduction of the motivating metaphors mental image generation through directed questions with one group and participant-produced visual images with the second. The efficacy of each of these methods, as measured by pre- and post-tests, will be discussed. Support from related studies on idiom and conventional metaphor instruction will also be presented. The presentation will explain conceptual metaphors (e.g., "Life is a Journey," and "Ideas are Balls") and how they relate to conventional metaphors such as "He is at a crossroads in life" and "We kicked the idea around," respectively. Available conceptual metaphor resources will be introduced, and an explanation of how they can be incorporated into the development of materials for teaching proverbs and other figurative expressions will be provided. **SUA**

Non native teachers in America
Young-Ah Kang, UCAELI
Room B164

My name is Young-ah Kang and I teach at the University of Connecticut American English Language Institute. I am one of a few non-native English speakers that teach English in the USA. As such I constantly think about the juxtaposition me have in the TESOL world of the native versus the non-native English teacher. The Big issue is for me to figure out who makes the better teacher. It is commonly believed that a native teacher must be a better teacher without question. Then what defines a good teacher? Is it fluency or accuracy? Good technique or comprehensible lecture. What about cultural issues. Both teachers bring their strengths and weakness. Non native teacher can assist student's emotions and be an approachable role model of the target Language. Their credibility is questioned at their work place, by students, administration and parents. Native teachers have an innate sense of correction and are an authentic model of the target culture, but are not trained as long as the non native teachers. In my presentation, I will discuss the strengths and weakness of the non native teachers and share strategies of how to make their classes in language and cultural aspects more authentic. **YLSUA**

Oh Grandma, What Great Stories You Have!
Patrick Jackson, Oxford University Press Korea
Room B109 **Commercial**

Everyone loves stories and story time. Potato Pals author, Patrick Jackson shares easy ways of using favourite stories and taking them beyond the covers into the hearts and minds of young language learners. Stories are a really valuable resource for teachers of young children and they have a great deal of power. This presentation will be based on stories available in the OUP Classic Tales series, especially focusing on Little Red Riding Hood and Goldilocks. Porridge may be served! **YL**

Communicative Test Prep: A Practical Guide to the TOEFL® iBT
Bruce Rogers, Thomson
Room B121 **Commercial**

Classes designed to improve students scores on the TOEFL® (Test of English as a Foreign Language) and TOEIC® often simply follow the guidelines set by standard test prep textbooks: listen to recorded materials and answer questions about them; work on grammar items; read passages and answer questions; write essays like the ones that appear on the test; take practice tests and analyze the answers. Certainly, activities that shadow the real tests are worthwhile elements of test preparation. However, communicative activities that sharpen the skills of test takers and make the dedicated test prep classroom a livelier place are equally important. These interactive tasks, games, and projects are even more important now that ETS has introduced the TOEFL® iBT (the Internet Based TOEFL) and a new form of the TOEIC® that includes optional speaking and writing sections. On the new form of the TOEFL®, the grammar section has been eliminated and on the new TOEIC® grammar has been de-emphasized; more weight has been put on the productive skills of writing and speaking. Students whose comfort zone lies in answering multiple choice questions may find these new testing tasks daunting unless they practice them first in the safer arena of a preparation classroom. In the first part of this workshop, the presenter will then demonstrate some communicative test prep activities and ask participants to take part. In the second part of the workshop, participants will divide into groups and create activities of their own. **SUA**

Why Extensive Reading is necessary in all language programs

Rob Waring, Thomson

Room B142 **Commercial**

Extensive Reading is a much misunderstood part of the foreign language curriculum. The presenter will first demonstrate what Extensive Reading is and how it differs from other approaches to reading. He will then put forward the case why Extensive Reading should be a part of every language program. This will be done by referring to current thinking in vocabulary acquisition and reading, and by looking at the linguistic task facing the language learner. The implications of this will be discussed in detail to provide substantial evidence to show that Extensive Reading and Extensive Listening are the missing components in most language programs. He will then show why Extensive Reading should not be considered optional, or a luxury, but a core part of all language programs. **YL**

The Official Guide to the New TOEFL IBT

Patrick Hafenstein, McGraw-Hill Korea

Room B167 **Commercial**

Come to this presentation, if you are looking for info on the best, most trustworthy guide to the new TOEFL iBT. The speaker will give you an overview of the series and explain in detail everything you need to know about the new exam: how it is scored, in-depth descriptions of the multiple-choice Listening and Reading questions, detailed info and tips about the Speaking and Writing sections, etc. The Official Guide to the New TOEFL iBT is the one and only guide specially created by ETS - the people who actually make the test. **SUA**

Content Based Activities: Capturing the Curiosity of Very Young Learners

Caroline Linse, Macmillan Education

Room B168 **Commercial**

The presentation will begin with a brief overview of the rationale supporting the use of content based instruction in classrooms with very young learners. Next, a variety of easy to implement preschool activities that come from the course "Fingerprints" will be presented. These activities can be used with an any early childhood ELT program.

Specific suggestions on how to use content based activities with children at very early stages of language and literacy acquisition will also be provided. **YL**

CATCH with CATCH!
Su Jung Choi, Language World
Room B178 Commercial

A six-level series, CATCH! is a really hot course book for learning English in the EFL environments. In the past 2-3 years, the usage of the course books more or less has decreased while chapter books, storybooks for fluent readers have been preferred. But recently it is realized that even the fluent readers need to learn more accurate and formed English for their ideal fluency at the same time. Now the interest in the course books is increasing again. CATCH! is offering not only speaking, listening skills, but also reading, writing ones from the kinder level and to elementary one. It is very noteworthy that the curse books are dealing with the concept of reading and writing basic skills. CATCH! continually recycles grammar, functions and vocabulary, following a program of controlled and semi-controlled practice. The Student and work books will be very valuable for teachers and learners; they take into account the varied work conditions within classroom and offer activities, games, projects and simple ideas that expose students to language without losing their interest. **YL**

Scholastic rBook, Guided Writing for Young Learners
Julie Hwang, Scholastic
Room M103 Commercial

The Scholastic rBook program is an enhanced 3 level WRITING teaching program which offers research-based instruction, with coverage in reading, comprehension, vocabulary and strong emphasis on productive skills such as writing and speaking. The rBook program directly addresses individual needs through adaptive lessons and high-interest reading in content-areas. **YL**

Making informed choices: Teacher education at Saint Michael's
John Halliwell, St. Michael's College
Room M104 Commercial

This presentation will provide a brief overview of teacher education at Saint Michael's College. As teachers of English we all walk into the classroom with assumptions about how language learning occurs and how to best facilitate this learning. Some of these assumptions may be conscious and some not. Teacher education helps us to make conscious, informed choices for our learners. Hopefully these choices are guided by an understanding of language acquisition, learning processes, learner characteristics and classroom approaches, techniques and materials. <Para> The School of International Studies at Saint Michael's offers a Master's degree in TESOL that helps provide the background necessary to make these choices and become more reflective teachers. The MA in TESOL offers three possible graduate specializations. This first specialization is an MA that provides a focus on adult learning. The second specializes in primary and secondary K-12 education. The third is a research track, for those who wish to do classroom research. We will look at the various components of the program and discuss how these fit into the teacher education model. <Para>
Participants will have a chance to ask about these and other teacher education programs.

Improving iBT TOEFL Skills
Garrett Byrne, Compass Media
Room M106 Commercial

In the iBT TOEFL, speaking and writing account for 50 percent of the test. There are a

number of valuable strategies and techniques for helping students improve their speaking and writing. This presentation includes useful classroom activities and strategies that improve both fluency in speech and writing techniques. We will examine the skills and qualities required to complete the test successfully and also look at a number of common questions from teachers regarding methods of instruction and course outlines. **SU**

Empowerment through SIGs: Developing a Dynamic Global Issues SIG
Robert Snell, Pusan University of Foreign Studies
Room B161

The Japanese ESL community (JALT) has for many years enjoyed a very dynamic, vibrant Global Issues SIG. They have published a quarterly newsletter, invited numerous guest speakers, hosted yearly conferences, and have several hundred members. Korea has also formed a global issues group, but with less stellar success. Although the global issues SIG has upgraded its web site, not much content has been added to the site. One goal is to encourage interested teachers to submit global issues materials, which are usable in the classroom. Other goals are developing an active blog, organizing a yearly poster competition for students, organizing students in projects which will result in both educational and community benefits. This workshop will explore specifics of how to develop a more dynamic global issues SIG, providing concrete examples of successful projects. However, this presentation will aim to be very interactive, and audience participation will be reques ted and enthusiastically encouraged. This is an opportunity to come meet other globally-interested educators and to have a hand in shaping the future of the SIG. We need everyone's input and willingness to get involved. Together we can create a dynamic SIG, which will truly empower both teachers and students. **YLSUA**

Asking the right questions: strategies for teaching reading
Robert Hill,
Room M101

This workshop will focus on the questions that commonly accompany reading texts: the kind of questions that most effectively help learners with both the comprehension of and the interpretation of reading texts, as well tasks which invite the reader to connect his/her own experiences with the reading text. A demonstration and subsequent examination of pre-reading tasks will reveal that the purposes are to pre-teach new lexis, activate the reader's schemata and encourage the cognitive process of prediction so that the process of reading is both facilitated and stimulated. The workshop will then move on to an illustration and discussion of post-reading tasks and their role of facilitating comprehension and stimulating interpretation. Attention will be given to the kind of extension task which encourages the reader to bring his/her personal experiences and opinions to bear on the text, as well as to language practice and text interpretation in role- both as spoken production in the hot seating drama technique and in written production. Particular emphasis will also be given to exemplifying the extremes of using poor resources that require no technology as opposed to activities that require computer technology. Time will also be spent on demonstrating how visual aids can be exploited in the teaching of reading. Workshop participants will be given material illustrating pre-reading and post-reading task-types to take away with them. **SUA**

Word-Associations and Vocabulary Development through Tasks
Philip Brown,
Room M105

How do we learn new words? What connections do we make between words? How can we use our knowledge of the mental lex-

icon to further our learners-lexical development? This workshop, based on classroom research, shall lead participants through a series of tasks to examine word-associations, exchange teaching ideas, and consider how we might encourage students to explore their own lexical development, better understand relationships between words, and further empower themselves with regards to learning vocabulary. We will aim to achieve four things: 1) deepen our knowledge and understanding of word-associations and the mental lexicon, 2) share classroom experiences, and bridge the gap between theory and practice, linking research, teaching and learning, 3) discuss pedagogical implications for teaching and learning vocabulary, including fostering learner autonomy and implementing vocabulary learning strategies, and 4) practise learning by doing. Keywords: word-association, the mental lexicon, lexical development, classroom research, tasks, teaching and learning vocabulary, learner autonomy, vocabulary learning strategies, learning by doing. **A**

How and Why to Teach the TOEFL iBT
Roger Fusselman,
Room POSTER

Teaching the TOEFL Internet-based test (iBT) requires a re-evaluation of the teacher's role in such a course. No longer are we simply preparing students for the peculiarities of one test, one that used to lean heavily on grammaticality questions, inauthentic reading and listening, and the use of merely three of the four skills in isolation. The disappearance of the structure section, the addition of a speaking section, and the use of integrating productive skills with receptive skills all suggest that TOEFL preparation must change. Because the changes in the TOEFL more accurately reflect the use of English in a university environment, an emphasis on academic English skills -- not merely test-taking skills -- is required. This means approaching TOEFL preparation not as a key to open one door -- passing the test -- but of opening many academic doors before or after such a test is taken. This presentation will discuss methods, techniques, and suggested materials to make our TOEFL preparation courses in such a direction. **SUA**

SUNDAY - 13:00

Stay on the Cutting Edge
John Sherman, Pearson Longman
Room B169 **Commercial**

With the increased demand on Korean students to have greater competency to communicate effectively in English, teachers must review numerous texts before making a careful and informed decision. Millions of teachers around the world appreciate Cutting Edge for its thorough, communicative approach. Now it has even more to offer with new editions and new self-study CD-ROMs. In this workshop attendees will have the opportunity to take a closer look at the New Cutting Edge syllabus and get practical teaching advice from the familiar communicative methodology. Challenge your students to acquire the level of English fluency they wish to achieve. **YL**

More About How Languages are Learned
Nina Spada,
Room B107

In this presentation I will expand upon the discussion from the plenary address, "When and how? The effect of age and content-based instruction on second/foreign language learning". I will include more information on the following two questions:

1) Is it best to start learning a second/foreign language at an early age in school?

2) Can students successfully learn both content and language in content-based (e.g. immersion/bilingual) classrooms?

The content of this presentation will be based on research included in the 3rd edition of *How Languages are learned*

Developing ESL Communities of Practice between Japanese and Korean Students
Paul Alexander, Myongji University
Christopher Chase
Room B112 (Comp.)

Japan EFL teachers are constantly being challenged to find effective methods for keeping their students motivated. Learning a new language can become more interesting for students when they have real opportunities to use it to communicate with others, overseas. This presentation will provide an overview of an ongoing cross-cultural pilot study started in the fall of 2003, which has successfully facilitated both video and message board communication between university students living in Korea and Japan. The presenters will demonstrate the technologies they found to be most effective, all of which are user-friendly and inexpensive. They will outline the genesis of their project, and some of the many obstacles they encountered. While video conferencing has recently become popular among educators in Europe and other countries, the potential for using web camera and message board technology to connect students globally has received much less attention here in Asia. The workshop will end with an open discussion about the opportunities these new technologies offer to language educators, to connect Korean students with others around the world, in new and creative ways. **UA**

Teaching Global Issues through Video with "What's Going On?"
Kip Cates, Tottori University
Room B121

This session will introduce "What's Going On?" - an exciting new video teaching resource for content-based language teachers working with global issues in Korea. The series, commissioned by the United Nations and designed for young people, gives language learners the chance to join Hollywood celebrities and UN Ambassadors on a world tour to explore important global issues. The series consists of 10 short videos (28 minutes each) and is specifically designed for classroom use. The programs take viewers to countries such as Brazil, Tanzania and Cambodia to learn about issues ranging from war, child soldiers and poverty to refugees, landmines and child labor. Each program is hosted by a UN goodwill ambassador and presents global issues through the eyes of young people in the country. Celebrity hosts include Angelina Jolie, Richard Gere, Meg Ryan, Danny Glover, Susan Sarandon and Michael Douglas. The series aims to highlight global issues facing young people worldwide, explore the work of the United Nations, and promote global awareness, compassion, critical thinking and action for a better world. The session will begin with an introduction to the series' content and design. The presenter will then show selected video clips, introduce sample teaching activities and discuss how these can be used to practice language skills. The session will finish by describing on-line teaching resources linked to the video series. Time will be allotted for questions and answers, and participants will be provided with handouts. **SUA**

Facilitating Mass Chaos: Team-Building in the Overcrowded University Classroom
Tommy Che Vorst, Hoseo University Dept of English
Room B142 **Academic**

Coming from western EFL/ESL classrooms with 8:1 student:teacher ratios, many of us here are challenged by "conversation" classes

the size of which we've never encountered before. This session will provide teachers (through participatory exercises) with a framework for developing and nurturing student teams in larger classrooms. The benefits of team-building are threefold: i) it allows the teacher to move more easily toward a student-centred (or team-centred) classroom dynamic ii) it bolsters student inter/independence iii) it maximises both student talking time and ease of classroom management At the end of this session, the participants will be prepared to integrate and employ effective strategies for "shrinking" their university classrooms down to manageable sizes. I encourage and anticipate input from conference participants: this is not a lecture. **U**

How to use Corpus and Concordance Programs for teaching

Hyun Jung, International Graduate School of English

Room B166

Corpus has been one of the key issues in ELT for some decades. There have been many efforts on how to apply corpus studies to language teaching. As the computer technology develops, many corpora have been freely available for teachers and learners. Accordingly, concordance programs have been developed in more user-friendly ways. For example, Compleat Lexical Tutor, developed by Tom Cobb, is one of the good web-concordancers which is designed for practical use of corpus. There are also many concordance programs that help build customized corpora for teaching and research. However, not so many teachers seem to know how to use these tools. This presentation is mainly divided into two sections. In the first section, some of the concordance programs and web-concordancers will be introduced and basic functions of each program will be demonstrated. In the second section, in order to show how to apply these tools in the classroom, practical ideas of corpus use for grammar, vocabulary teaching, and writing feedback will be introduced. **SUA**

Internet videos: A powerful medium for innovative ELT

Jocelyn Howard,

Room B178

The advantages of using visual media in the classroom have been well documented (Harmer, 2004, Evans, 2004) and yet many educators continue to regard the use of contemporary film in the English language classroom with a high degree of scepticism. With the strong emphasis in the new South Korean curricula on both the use of Information and Communication Technologies in ELT and on developing communicative competence, it is important to dispel these reservations and to provide guidance for teachers on how they can achieve the desired technological and linguistic objectives. Emergent multimedia resources, such as internet videos, provide EFL teachers with exciting opportunities to supplement their other classroom resources and to promote language practice with a fresh approach. This paper examines pedagogical issues related to the use of visual media as a language learning resource, and proposes that short internet movies can be used to motivate and empower a new generation of EFL teachers and learners. The presenter will demonstrate a number of interactive tasks that have been designed to enhance students' communicative proficiency using just one internet video and its supporting web-based resources. Teachers will be encouraged to adapt the ideas and activities to suit the different ages and stages of their students, and to adopt them as part of their own expanding language teaching repertoire. **S**

Qualitative and Quantitative Methods in

Harmony: Action Research Design
David D. I. Kim,
Room B164

Which is better, a qualitative or a quantitative method? It need not always be an either or scenario when it come to deciding upon a particular research method for your research projects, especially when exploring uncharted areas of study. The use of a qualitative method often leads to the collection of data rich in detail and scope, while the quantitative method provides sharper data available to statistical manipulation. Both methods could be coordinated to hone in on your research objectives, one compensating for the shortcomings of the other. In this presentation, a research study incorporating both methods will be offered, demonstrating how both can be used to work in harmony. A Q & A session will follow the presentation to discuss issues related to conducting research in Korea. **SUA**

Now They're Talking!
Patrick Jackson, Oxford University Press Korea
Room B109 **Commercial**

Let's break down the walls of our classrooms and open our students up to the world of really useful English. Let's make them the stars of their English world. Potato Pals author, Patrick Jackson will show a variety of ways to make our students' classroom experience more relevant to their everyday lives, and share ways of using simple picture books to teach vocabulary, useful topics and everyday expressions in a fun and friendly way. **YL**

Teaching the Content Areas ? Integrating Literature and Language in the English language learning classroom
Michael Cahill, Thomson
Room M103 **Commercial**

Teaching English language learners can be likened to a series of warm-up games before the big match. The big match may be an English language examination, immigration to a foreign country, or, as is the case for many students, the ability to function smoothly and effectively in the all-English environment of an academic classroom. Join us as the presenter demonstrates how to effectively prepare students for study in the content areas through the use of literature. Special attention will be paid to motivational factors and building students' background knowledge prior to delving into a literary selection. **YLS**

No Subject Left Behind for young learners : English Zone
Patrick Hafenstein, McGraw-Hill Korea
Room B167 **Commercial**

English Zone is a new four-skills, six-level primary series that offers stimulating and diverse language learning experiences. As they further their facility in English, students engage in stimulating activities that link to school curriculum areas such as mathematics, social science, natural science, health, art, drama, and language arts. Special cross-curricular Zones in each unit offer content-based readings and task-based activities related to these subject areas. The opportunity to apply English skills to the range of experiences and activities student encounter in the school curriculum ensures that their language learning will assume a special richness. **YLS**

7 classroom activities
Clyde Fowle, Macmillan Education
Room B168 **Commercial**

This workshop will demonstrate seven reliable classroom activities that teachers can take away to use with their students. Activities focusing on conversations, functions, grammar and vocabulary will be demonstrated from 700 Classroom Activities, a

book of practical classroom ideas published by Macmillan. Participants will also be asked to evaluate the usefulness of the activities for their own teaching contexts and ideas on adapting the activities will be discussed. Teachers will leave the workshop with practical ideas for their classroom and a framework for evaluating the appropriacy of classroom activities. **YLSUA**

Designing a Composition Course Syllabus with the At a Glance Series
John Baker, Kyobo Book Center
Room M104 **Commercial**

Are you planning to teach a composition class or have you taught one and wondered what other composition teachers think about when designing a course syllabus? If you answered yes to either part of this question, then this workshop may be right for you. Together we will explore a brief history of writing instruction, types of writing courses, schools of thought on course design, and the steps involved in syllabus design. **SUA**

Teaching Writing to Young Learners
Liana Robinson, Compass Media
Room M106 **Commercial**

There are many things that we can do as teachers to make writing interesting and rewarding. This presentation will include ideas on how to interest students in writing, and how to structure a lesson around a writing passage. It will introduce communicative, interpretive, and creative activities suitable for the classroom. These activities will be based on different learning types, and will train students to become stronger writers. **YL**

SUNDAY - 13:30

Not content without Content (Based Instruction)
Robert Dickey, Gyeongju University
Room M101

Communicative Language Teaching is based on there being something "said" of interest to learners. It doesn't have to be heard by learners (it can be), or spoken (it can be), or read or written (it can be), but the message must be there. Instead of confusing learner activity with good materials, we should be focusing on whether or not the learners care! And "care" doesn't mean "they like it" but that they mentally engage with the materials. Content-based Instruction is one way to increase learners' mental engagement with language-learning. It does not prevent any methodology, such as task-based learning, it is a question of "text" selection. **YLSUA**

Changing the Focus: From Teacher to Learner - A Writing Course
Lawrence White, Kookmin University
Room B161

Flexibility is a necessary component in education, and it is especially needed in a writing class. In our context, EFL, classroom time is quite limited and the instructor is at times hard put to maximize the benefits of it. Along with this, constant reflection is required to accurately assess the progress (and at times the lack of it) of one's students. This paper details the ongoing trials, tribulations, insights, developments, additions, deletions, modifications, successes, not quite successes, materials development, and evaluation of a writing course over five semesters at the tertiary level. These classes are required for English Language and Literature majors, and have either by evolution or intelligent design moved from extremely instructor oriented to ex-

tremely learner oriented and responsible, and have also progressed from the extremely formal academic paragraph to the multi-page creative short story. **U**

Does language anxiety influence the success of error correction?

Younghee Sheen,

Room M105 **Academic**

A number of studies have shown that language classroom anxiety is significantly related to various L2 criterion measures (Horwitz, 2001). However, no studies to date have examined how language anxiety affects students' ability to engage with the micro-processes involved in L2 learning such as the attention to form believed necessary for learning to take place. This paper examines the extent to which language anxiety differentially affects the success of corrective feedback (CF) by comparing groups of adult ESL learners that differed with regard to whether they reported high or low levels of classroom language anxiety. Two groups (one reporting high and the other low anxiety) received oral metalinguistic correction in the context of a communicative task. Another two groups (again distinguished according to the level of their reported anxiety) received metalinguistic feedback on their written narratives. All groups completed three pre- tests and immediate and delayed post-tests. The findings indicated that there was a significant difference between the low and high anxiety groups receiving oral metalinguistic feedback but not between the groups receiving written metalinguistic feedback. This study suggests that anxiety does affect learners' ability to learn from CF but this only occurs when the feedback is oral. Reference Horwitz, E. K. (2001). Language anxiety and achievement. Annual Review of Applied Linguistics, 21, 112-126. **A**

Sunday PM

Rooms	15:00	15:30
B107	**Andy Curtis** *Carrying out a cost-benefit analysisof teacher professional development in Korea* **UA** (15:00 - 15:50)	
B121	**William Balsamo** *Using Newspapers for Language Reinforcement* **U**	
B142	**Kayvan Mahmoodi and Azadeh Jalilian** *Language proficeincy and Language learning strategies* **U**	**Hyemi Lee** *Rethinking EFL academic writing pedagogy: On the history and praxis of the writing process in Korea* **UA**
B161	**Robert Hill** *Asking the right questions: strategies for reading*	
B178	**Scott Miles** *Effects of an extensive reading course on vocabulary, grammar and reading attitudes of Korean university students.* **U**	
B109 **(Oxford)**	**Clare Hambly** *Let's Go for Phonics Success* **YL**	
B111 SIG's	**Please see the special SIG Section for information (P. 31)**	
B164	**Howard Siegleman** *Four Principles for Teaching Listening* **YLSUA**	
B166	**Sharon Simpson** *Development of Continuing Education Standards: KOTESOL as an Accrediting Organization* **YLSUA**	
B167 **(McGraw Hill)**	**Pam Hartmann** *Interactions/Mosaic Silver Edition - Excellence in academic skill building* **SUA**	
B168 **(MacMillan)**	**Gilly Dempster** *Selections* **YL**	
B169 **(Pearson)**	**Rilla Roessel** *Four Corners: More Than Just Reading!* **YL**	
M101 **YL ZONE**	**Hye-won Lee** *Drama English in the EFL Classroom* **YL**	
M103 **YL ZONE**	**Miso Kim** *The Use of CBI with Korean Elementary School Students: Art in the English Language Classroom* **YL**	
M104	**John Halliwell** *Engaging and empowering learners in grammar* **SUA**	
M105	**Virginia Hanslien** *Addressing Motivation: A Framework for the ESL Classroom* **UA**	
M106 **YL ZONE**	**Terry Stocker** *Cleaning Up a Mess* **YL**	
B112	**Sakae Onoda** *Exploring the relationship between extroverts/introverts and language learning* **SU**	

SUNDAY - 15:00

Carrying out a cost benefit analysis of teacher professional development in Korea
Andy Curtis
Room B107

If we accept that professional development is a key component in EFL in Korea, then the five themes identified and discussed in my plenary presentation can be applied to a cost-benefit analysis of professional development for TESOL professionals in Korea:

1. The benefits of EFL teacher professional development in Korea should outweigh the costs
2. Any attempt to assess costs and benefits of EFL teacher professional development in Korea should be systematic and should take a long-term view, as this kind of development takes time
3. As EFLteacher professional development is a complex process, there may be important benefits that are difficult to quantify and to measure
4. Regarding the benefits part of cost-benefit analyses of teacher professional development, it is important to identify *who* benefits within the EFL system in Korea
5. How costs and benefits are calculated is key factor in determining how these two aspects of teacher professional development are related and equated in a Korean context

In this workshop, we will begin to carry out one of the first systematic attempts anywhere to identify the costs of EFL teacher professional development in Korea, the benefits of EFL teacher professional development in Korea, and the relationships between the two. In this way, we may be able to understand whether the benefits outweigh the costs, as they should. However, if this is not the case, we can consider changes that can be made to the system so that the benefits can be designed to outweigh the costs.

Exploring the relationship between extroverts/introverts and language learning
Sakae Onoda
Room B112

The paper presents work-in-progress research that investigates the relationship between learners' personality traits and overall language proficiency. Some SLA research findings claim that extroverts have the advantage in developing in L2 oral proficiency because they use more social and functional practice strategies. This in turn leads to more interaction, thus enabling them to process information faster. However, other findings do not indicate the advantage of extroverts in language learning. There has been limited research in this area in the Japanese EFL context. In order to examine the relationship between specific personality traits and overall proficiency including oral proficiency, the researcher has focused on English major students, using data from the Maudsley Personality Inventory and in-house proficiency test scores. The statistical analysis of the data seems to indicate that extroverts and introverts have differing advantages in certain areas of overall proficiency. The detailed results will be explained together with results of follow-up interviews with a number of students.

Language proficeincy and Language learning strategies
Kayvan Mahmoodi, Malayer azad University
Azadeh Jalilian
Room B142

Learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Researchers such as Oxford (1990 a), Cohen(1987), and O' Nally and Chamot (1990) have stressed that effective learners use a variety of different strategies and techniques in order to solve problems that they face while acquiring or producing language. The purpose of this study is to find the frequency of strategies used among students in terms of their gender and

proficiency. Proficiency was measured by the students learning level, self-reporting and language efficacy. There were 99 male and female students studying for their B.A. degree. Using Oxford SILL questionnaire, students reported on the frequency of their strategy use. The results showed that gender and proficiency had no significant differences in the use of strategies. **U**

The Use of CBI with Korean Elementary School Students: Art in the English Language Classroom

Miso Kim, Jeonju University

Room M103

The use of Art in English language teaching has several benefits. The primary reason this approach is useful is due to the fact that many English language classes in Korea consist of a wide range of levels and abilities in English competence as well as interest. Using Art to teach English provides lower level students the opportunity to focus on the building of their language awareness around something they create in class. The middle and higher level students are allowed to experiment with language in much the same way that they do while working on an art project. In particular this paper will show how art in the classroom provides useful listening practice with the potential for speaking practice in the form of classroom presentations of the students?artwork. Art in an English class can be useful because students can be exposed to not just the language but to colors and other tangible objects that bring let them use their imagination in learning. Unlike a regular classroom that uses books, pencils, a blackboard and the passive receiving of information from the teacher, an English Art class can provide students a variety of opportunities to involve themselves and personalize the lesson. An English Art class also provides students a chance to be less competitive or negative and as a result encourages everyone to participate. This unforced English learning environment can help students to become more interested in learning English in a natural way with lower anxiety levels and encourages them to be more cooperative in their acts of speaking English. **YL**

Effects of an extensive reading course on vocabulary, grammar and reading attitudes of Korean university students.

Scott Miles,

Room B178

This study sought to investigate the effects of extensive reading on the vocabulary and grammar development of Korean university students. Students participating in an extensive reading course were tested on selected vocabulary and grammar structures. Students read an average 7 graded readers, in addition to 200 pages of text from a course textbook over a period of 3 months, but received no explicit instruction on the target vocabulary and grammar structures during the course of the study. A comparison of pre-test and post test data showed that students made significant increases in receptive knowledge of the target vocabulary items. There was no significant effect on the target grammar structures. Finally, student attitudes about reading in English were surveyed at the beginning and again at the conclusion of the course. The results showed that the extensive reading program did have a strong effect on attitudes towards reading in English and reading practices. **U**

Development of Continuing Education Standards: KOTESOL as an Accrediting Organization

Sharon Simpson, Hoseo University, English Dept

Room B166

Teachers of English in Korea come from many different educational arenas, some of who are teaching English for the first time

and have degrees in other fields. Teachers who attend KOTESOL presentations receive education that can substantially benefit and improve one's teaching ability. However, no credit is given and no records are kept to verify and show one's dedication to professional development. A voluntary method of verifying the attendance of English teachers in presentations that are deemed worthy of being accredited by KOTESOL as giving significantly helpful information an d training is proposed. Many disciplines offer (or require) continuing education (CE) credits to those who attend helpful conferences or otherwise gain relevant education. If KOTESOL's members conferred upon it the authority to develop standards for presentations that would significantly help and improve the knowledge / teaching of attendees, honorary credit could be given to those who want to have record of and show that they are dedicated to teaching excellence. A guide for English teachers in Korea could be developed (identifying teaching weaknesses / strengths, areas of education lacking, special teaching interests, and minimal standards of teaching education needed) and made into a portfolio to assess, significantly improve and/or maintain teacher competence. Also, employers could be given verifiable evidence of a teacher's interest and dedication, as well as seeing the quantity and areas of recent education received. CE nationally-recognized standards would also significantly strengthen KOTESOL as many sessions could be accredited as meeting CE standards, giving members greater motivation to attend and participate actively in KOTESOL. **YLSUA**

Addressing Motivation: A Framework for the ESL Classroom

Virginia Hanslien, Korea University

Room M105

Motivation has been called the "neglected heart" of the language classroom. As educators we often forget that all our learning activities are filtered through our student's motivational levels. In this sense, students control the flow of the classroom. Teaching that incorporates direct approaches to generating students motivation will help students to be more successful in their language learning endeavours. This session will provide a motivational framework for teachers to evaluate and reflect on their language classes. Four motivational stages will be discussed and different strategies within each stage will be addressed. These stages include: (1) setting the stage (conditions for motivation), (2) getting started (pre-actional phase), (3) gaining momentum (actional phase), (4) completing the task (self evaluation). A related thread to addressing motivation is the appropriate use of storytelling. This thread can be used in each stage of the motivational framework. This session will discuss how storytelling can be used in each stage. **UA**

Drama English in the EFL Classroom

Hye-won Lee, International Graduate School of English

Room M101 Academic

The value of theatre techniques in English education has been recognized by many English teachers. Especially, the educational effects of role-play, storytelling or theatre games are welcomed and frequently used in the language classroom these days. However, there are more theatre techniques which can be applied to the language classroom such as imaginary works, characterization, improvisation, puppetry and mask making. Since how these techniques are applied to the actual language classroom is not familiar to most of English teachers, during the presentation, I mainly focus on presenting what kinds of theatre techniques there are and specifically explaining how you can use them in your class. In addition, theoretical justifications of using drama techniques in the language classroom will be covered. **YL**

Using Newspapers for Language Reinforcement

William Balsamo, Kenmei Women's Junior College

Room B121

Textbooks often become dated and computers require knowledge of technology, but the daily newspaper is a valuable resource with a rich format for language instruction. The daily news provides a wealth of up-to-date informative material expressed in clever headlines, featured articles and eye-catching photos, all of which is ideal to capture the interest of students. The types of features found in a newspaper also cover a wide range of writing styles from editorials and advice columns to theater reviews and want ads. In addition, the levels of student competency found in journalism can range from easy to difficult and can be adapted by the instructor to meet the language level and needs of his class. Finally, the daily news can touch upon every aspect of human interest from science to sports, from domestic politics to international affairs. There is something for everyone in the news. In this workshop the presenter will demonstrate a wide variety of student-based activities which can be generated for reading, writing, listening and discussion classes. The general procedure followed by the instructor involves the creation of three separate collages consisting of pictures, headlines and short news articles. Participants at this workshop will work in groups and be given several tasks which can be used in the ESL classroom to stimulate interest in the news while acquiring and apply their language skills. Activities will cover the four language skills and focus on tasks which do not require knowledge of technology or computers.

U

Engaging and empowering learners in grammar

John Halliwell,

Room M104

A current concern in EFL teaching is how to engage learners in meaningful communication and yet still provide opportunities for grammar discovery. One favored approach is to find the grammar embedded in natural discourse and guide learners to notice ways in which their language forms differ from the target language. Learners then modify their grammar rules, thereby moving their interlanguages toward the target language. One of the difficulties that teachers face with natural discourse, however, is that the focus on content and communication often precludes the focus on form and discourages meaningful discussion of grammar. A second difficulty is that discovery exercises typically begin with predetermined input from a text rather than learners' own output. Thus, there is usually little opportunity for the negotiation of meaning that motivates learners to modify their interlanguages. This presentation describes a participatory approach to teaching grammar as a way to engage and empower students in learning and using grammar. In this approach, learners discuss their hypotheses in terms of form, meaning, and use of grammatical rules. Therefore, their output creates the context for negotiating meaning, grammatical rules and reasons. Through this approach learners produce language, collectively construct knowledge, reason about their own errors, and help each other to notice gaps in their interlanguages. Their discussion also provides teachers with a snapshot assessment of their interlanguages, which can then be used to tailor future grammar instruction. This presentation will also describe some practical ways to implement this approach in several teaching contexts. **SUA**

Let's Go for Phonics Success

Clare Hambly, Oxford University Press Korea

Room B109 **Commercial**

Let's Go Phonics gives you everything you need to teach children the very important skills of phonics and phonemic awareness.

Take part in this workshop to learn more about this new series and to gain practical phonics teaching ideas. You'll come away with a wealth of fun, useful games and activities for your classes. **YL**

Asking the right questions: strategies for reading
Robert Hill,
Room B161 Commercial

This session will focus on the questions that commonly accompany reading texts: the kind of questions that most effectively help learners with both the comprehension of and the interpretation of reading texts, as well tasks which invite the reader to connect his/her own experiences with the reading text.
A demonstration and subsequent examination of pre-reading tasks will reveal that the purposes are to pre-teach new lexis, activate the reader's knowledge of the world and encourage the cognitive process of prediction so that the process of reading is both facilitated and stimulated. <Para>

The session will then move on to an illustration and discussion of post-reading tasks and their role of facilitating comprehension and stimulating interpretation. Attention will be given to the kind of extension task which encourages the reader to bring his/her personal experiences and opinions to bear on the text, as well as to language practice and text interpretation "in role" - both as spoken production in the "hot seating" drama technique and in written production.
Particular emphasis will also be given to exemplifying the extremes of using "poor" resources that require no technology as opposed to activities that require computer technology. Time will also be spent on demonstrating how visual aids can be exploited in the teaching of reading.
Session participants will be given a copy of The Black Cat Guide to Graded Readers, which illustrates pre-reading and post-reading task-types, and contains valuable tips on how to use readers in class.

Interactions/Mosaic Silver Edition: Excellence in academic skill building
Pam Hartmann, McGraw-Hill Korea
Room B167 Commercial

High-level language proficiency is not sufficient for students to be successful at college or university. They also need to develop the critical thinking and test-taking skills needed for academic success. Interactions/Mosaic, the world's best and most comprehensive academic skills series, has been thoroughly updated for today's global learners. Come to this workshop to find out how you can help your students get "up to speed" in terms of both academic and language skills. **SUA**

Selections
Gilly Dempster, Macmillan Education
Room B168 Commercial

'Outside of a dog, a book's a man's best friend. Inside of a dog it's too dark to read'. Groucho Marx 1890 - 1977. Reading is not a pastime everybody has a passion for but is something all can enjoy. Children love stories; a fact we're well aware of as educators. We hope our students develop skills that open doors to learning. When browsing for a book we take our time, and choose a text to meet our specific needs. Selections Anthology by Macmillan has something for everyone. Today's session covers ways of harmonizing text and child; combining curiosity and energy to maximize effect. **YL**

Four Principles for Teaching Listening
Howard Siegleman, Cambridge University press
Room B164 Commercial

In this presentation, a four point approach to

teaching listening in the ELT classroom will be discussed. These are: - Activation of prior knowledge (building schema). - Systematic presentation of listening for main ideas, listening for details, and listening to make inferences. - Presentation of stimulating real-world information for students to know and share. - The link between listening tasks and personalized speaking. **YLSUA**

Four Corners: More Than Just Reading
Rilla Roessel, Pearson Longman
Room B169 **Commercial**

ELT students not only have to develop strong reading skills but also to integrate this ability with writing, speaking and listening. Students can also develop greater fluency by gaining familiarity with different non-fiction text types and cross-curricular content. Four Corners, a complete non-fiction program of leveled readers features all non-fiction text types and is richly illustrated with dynamic Dorling Kindersley content. This workshop will showcase the series while offering practical methods for how to incorporate different language focused activities in the classroom using readers. **YL**

Cleaning Up a Mess
Terry Stocker, Hongik University, Jochiwon Campus
Room M106

Based on ten years of ongoing ESL research in Korea, I conclude that the ongoing pronunciation problems (for example, reading instead of reading can be solved by placing EPIK teachers exclusively in the first three years of elementary school. At present by the time children have access to EPIK teachers, their English mistakes (not just pronunciation) are fossilized to the point that they cannot be corrected, without very special/individualized attention. The children then go on to become teachers and carry these mistakes back into the teaching/learning sphere, thus creating a cycle of learned mistakes. Also, with a curriculum in place, the children can have a verb-focused education, rather than the noun-focused education they now have, rendering them incapable of speaking even with nine years of English education. By implementing such a curriculum, Korea will have a complete corps of Korean teachers capable of teaching correct pronunciation by 2023, and presumably the majority will be relatively fluent in English. This two-page single-spaced paper has been translated into Korean and sent to the Ministry of Education (and EPIK) with an emphasis that it is to their advantage and to ours (foreign teachers) to interface with KOTESOL. There is a way to clean up the English mess that native speakers encountered in this country in 1994, and prior, and which continues to this day. But someone will have to listen, and someone will have to act. **YL**

SUNDAY - 15:30

Rethinking EFL academic writing pedagogy: On the history and praxis of the writing process in Korea
Hyemi Lee,
Room B142 **Academic**

The theoretical framework used in this investigation is cultural-historical activity theory (CHAT), which emphasises the sociocultural and historical nature of the learning environment in determining the way students interpret the task requirements and the way they behave. To situate their linguistic competence in the larger context of attitudes towards diverse discourses and institutions, the study used ethnographic research methodology in order to explore the perceptions, beliefs, values, assumptions and interpretations of the participants, and critical discourse analysis

(Fairclough, 1992) of interviews and my role as participant observer to describe and interpret dialogic activity evident in retrospective interviews of six Korean undergraduate students reflection as rhetorical invention processes for writing a paper at university academic composition classroom in Korea. Resonating with formulations of writing as a social endeavour, the findings indicated that their beliefs were consistent with classroom practices. The students shared many relevant and functional beliefs that revolve around addressing their individual needs. Students particularly valued writing assignments as opportunities for professional skills development and writer identity building. It was in the condition that the politics of identity are shifting from a model rooted in ethnic and linguistic unity to a new model characterized by a more pluralized academic literacy. The results showed that different activities were underway even though all of the participants were engaged in the same task. They also illustrated that students' beliefs about academic writing, which were shaped through their previous writing experiences, determined the nature of their activities during the writing process. **UA**

Presenter's Biographical Statements

Ahn, Miehye earned her MA in TESOL at American University in Washington, DC. She has been a teacher in Korea for 17 years, during which time she felt a strong need for improving not only her students' pronunciation but her own. She focused on pronunciation during her master's program, gained experience teaching pronunciation, and led a workshop series to improve pronunciation for international students at American University's Washington School of Law. She has also done workshops on teaching pronunciation for WATESOL, and the Summer TESOL Institute at American University. She has designed a teaching pronunciation curriculum for Korean English teachers which she hopes to launch this year. Before returning to Korea, She taught in Georgetown Summer Intensive EFL program in 2006.

Alexander, Paul received his Master of Educational Technology from the University of British Columbia in 2006, and currently teaches EFL and multimedia courses at Myongji University, in Seoul, Korea. His professional interests involve how the use of communicative applications, such as wikis, video logs, learning management systems and videoconferencing, can be appropriately used within language-based contexts.

Ascher, Allen 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 currently best known as author of the new Pearson Longman series, Top Notch and Summit.

Bahuguna, Nalin has been an educator since 1998, with experience teaching in Japan, New Zealand and Korea. He is currently residing in Seoul, where his role is as the Oxford University Press ELT Consultant for Korea. He has a Master of Professional Studies in Language Teaching (Hons), and a special interest in NLP and its application to language learning.

Baker, John has a background in TESOL, literature, and composition. He has worked in writing centers in the U.S., taught in Korea and Thailand, and is currently teaching in Taiwan. His professional duties include working with student writing centers, self-access center design, a range of EFL courses, and academic and technical writing instruction.

Balsamo, William M. has been teaching in Japan for twenty years. He is the founder of Asiahelp which seeks to help those working to improve the life of children in Asia and he has established Teachers Helping Teachers, a group of teacher volunteers who conduct teacher training seminars in developing countries. To date the seminars have been given in Bangladesh and Vietnam and will expand to Laos in 2007. He has been the president of the Himeji JALT Chapter since 1995 and the editor of Himej JALT News. In addition, he has written several college textbooks currently in use.

Dr. Barduhn, Susan is an Associate Professor at the School for International Education in the U.S., where she is also Chair of the Summer MAT program and Program Director of the Teacher Training and Professional Development Institute. She has been involved in English language teaching for more than 30 years as teacher, trainer, supervisor, manager, assessor and consultant.

Batty, Aaron (M.A. English, Colorado State University) has taught English at the elementary, junior high, and high school levels of the Japanese education system, EAP at the Intensive English Program at Colorado State University, Japanese at Colorado State University, and is currently an English lecturer at Kanda University of International Studies' Department of International Communication in Chiba, Japan. His research foci are vocabulary knowledge, learning strategies, and assessment.

Bauman, Nathan R. received his M.A. in Semitic Linguistics from the University of Toronto's Department of Near & Middle Eastern Civilizations in 2002. His interests range from ancient Near Eastern and classical Greek literature to modern Korean culture. He teaches in the General English Program of Sookmyung Women's University, where he also rates the Multi-media Assisted Test of English. He has been in South Korea since August 2004, and is a new husband and father.

Brooks, Mikio is currently an instructor at Asia University, a four-year university located in Tokyo, Japan. He was educated in both the United States and Japan and has completed master's degrees that specialize in International Education and Educational Linguistics. His interests include, aspects of bilingualism, the relationship between language and identity and curricular design and development.

Brown, Philip Shigeo is in his fifth year in Japan, teaching English conversation to children and adults of all ages, as well as English for Specific Purposes. He has also taught part-time at university and had three years experience as a teacher trainer. Brown is a member of the Japan Association of Language Teaching, English Teachers in Japan, and the ELT Research Support Group. Currently undertaking an MA TEFL/TESL at the University of Birmingham, interests include vocabulary acquisition, learner development, task-based learning, and teacher training. Feel free to contact him via email: philza2003@yahoo.com

Burki, Andy has an MA in Linguistics and a diploma in ELT. He is a lecturer at Korea University in Seoul. His special interests include materials development, vocabulary acquisition and learner training.

Byrne, Garrett has an honors degree in English, and has taught English in Europe and Korea. Garrett has been living in Korea for almost three years and currently works for Compass Media. He is developmental editor for the Skills for iBT TOEFL series. He has also written and edited numerous TOEIC books including *Very East TOEIC*, *TOEIC Analyst* and *Target TOEIC*.

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.

Candlin, Chris is Senior Research Professor in Linguistics at Macquarie University, Sydney. He holds Honorary Professorships at Nottingham, Lancaster and Cardiff in the UK and is Leverhulme Visiting Research Professor in the Health Communication Research Centre at Cardiff. He was previously Professor of Applied Linguistics at Lancaster and Professor of Applied Linguistics at the Open University, UK. He was Founding Executive Director of the National Centre for English Language Teaching and Research at Macquarie and established the Centre for Language and Social Life. His research has been in L2 curriculum design, e-learning in professional development, and, particularly, in the analysis of professional/ institutional discourse in healthcare and law. He sits on the Editorial Boards of several international journals, co-edits the Journal of Applied Linguistics, and edits or co-edits several international book series in his fields. Currently, he is working on three projects: the relationship between communication ability and professional

expertise, healthcare interactions between professional and clients, and the nature of risk communication in critical encounters.

Cates, Kip has a B.A. in Modern Languages from the University of British Columbia, Canada and an M.A. in Applied Linguistics from the University of Reading, England. He is a professor in the Faculty of Regional Sciences at Tottori University, Japan and teaches courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo). He chairs the Global Issues SIG of the Japan Association for Language Teaching (JALT) and edits its Global Issues in Language Education Newsletter. He is also a founder of the Asian Youth Forum (AYF). He has worked, lived or travelled in 50 countries and speaks nine languages.

Chan, Clarice teaches ESP and EAP at the English Centre of the University of Hong Kong and coordinates English courses for BBA students at the University. She holds a BBA and an MSc degree in business and economics, and worked in different business fields before launching her career in ELT. She also holds an MA degree in Applied Linguistics from the University of Birmingham, and has taught business, academic and general English to learners in Hong Kong, Mainland China and the United Kingdom. Her research interests include curriculum development, task-based language teaching, business English and materials evaluation and development.

Chase, Christopher graduated from Stanford University in 1993, with a Ph.D. in Psychological Studies in Education. He currently teaches EFL and American Culture courses at Seinan Gakuin University, in Fukuoka, Japan. His primary interests are in the areas of learner motivation, popular culture and the application of computer and media technologies in the field of Second Language Education.

Chen, Elsa is currently teaching in the Applied Language department and International Trade department in Cheng-Shiu University, Kaohsiung, Taiwan. At the same time she is studying in a TESOL PhD program in National Kaohsiung Normal University. Her special interests in research are EFL classroom management, ELT methodologies and approaches, as well as ESP for business major college students.

Cheng, Liying (PhD) is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queens University. Her primary research interests are the impact of large-scale testing on instruction, and the relationship between assessment and instruction in EFL/ESL classrooms. Publications include articles in Language Testing, Language Assessment Quarterly, Assessment & Evaluation in Higher Education, Studies in Educational Evaluation, TESL Canada, TESL-EJ, Asia EFL Journal, and Asian Journal of English Language Teaching. Her most recent books are Changing Language Teaching through Language Testing (Cambridge University Press, 2005) and Washback in Language Testing: Research Contexts and Methods (co-edited with Y. Watanabe with A. Curtis, Lawrence Erlbaum Associates, 2004).

Chien, Chin-wen has been teaching English in an elementary school for almost five years in Taiwan. She got her master's degree in Applied Linguistics and TESOL in Indiana University. The presenter was appointed as a Member of the English Teaching Counseling Group, Taipei County in August 2003. The researcher has involved in finding solutions for the problems occurred along with the implementation of English education in elementary schools. She has presented papers in several countries. Her research interests focus on second language acquisition, the use of authentic materials, cultural teaching and learning, literacy teaching and learning in elementary classrooms.

Choe, Sung-shin majored in mass communication at Kyung-hee University and established LIS Korea Publishing in 1996. Since then he has

participated in writing and editing English textbook series from LIS Korea, such as Express Yourself, Let's Talk, and Children's Talk.

Choi, Jeongsook is presently an English instructor in Yongin University. Ph. D. from Southern Illinois University, USA. (Majoring in TESOL).

Choi, Nam-ju is presently working as a researcher at the LAB Education Research Center, E*Public Com. She has developed some parents guide books for English books and has trained teachers in Language Schools and has taught young children English for many years.

Choi, Sue is presently working as a researcher at the LAB Education Research Center, E*Public Com. She has been teaching the EFL students at university, institutes, elementary schools, and English kindergartens since she got M.A. TESOL in the U.S.A in 1997. She is also developing English textbooks, the curriculum for an institute, and training English teachers.

Collins, Tim Ph.D., is associate professor, ESL, National-Louis University, Chicago, USA. Dr. Collins is author of over 13 textbooks for English as a new language and adult education. His Ph.D. is from the University of Texas at Austin.

Curtis, Andy (PhD) is an independent consultant in international education. He received an MA in Applied Linguistics and a PhD in International Education from the University of York, England. He has worked on professional development projects with 10,000 language educators in 21 countries. He has also co-edited two books: one on language testing and one on colour, race and language teaching; co-authored one book, on teacher professional development, and published 35 book chapters, refereed articles and papers. His areas of interest are professional development, program development and educational change management.

Davila, Sara received her undergraduate degree in humanities from Shimer College in 1999 and a Masters of Education in Curriculum Design, Instruction and Assessment in April 2006. Before entering Korea she spent two years in volunteer service with the Americorps program, working with several schools to write, develop and integrate music and arts into regular class programs. Sara also wrote a music program based on the Orff-Shwerler methodology for St. Sylvester's School in Chicago. She was contracted by Jane Addams Hull House to write a multi-leveled arts program for low-income families in the LeClaire community. In Korea Sara has worked to create EFL programming, and music and arts programming for academies and the GECF English Villages. Currently she can be found developing and editing a middle school language program at the Kyungbook National University Middle School in Daegu.

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, and indeed is still developing, resources to aid children's learning. When not involved in ELT she is involved in doggie things as she has two wonderful canine companions.

Dickey, Robert has been teaching in Korea since 1994, at Gyeongju University since 1998. He is a past president of Korea TESOL, and has presented at conferences across Europe and Asia. After 7 years of study, he says "I know less about CBI now than when he started."

Duncan, Benjamin is currently completing his Ph.D. dissertation in Applied Linguistics at the University of Memphis and serves as the Head EOC Instructor at Seoul National University's Medical Campus. His areas of research interest include contrastive rhetoric and conceptual metaphors. He may be contacted at (02)880-8592 or at ecuaben@yahoo.com.

English, Brian currently teaches writing and

teaching methodology courses in the Department of English Language and Literature at Konkuk University's Chungju campus. He received his Ph.D. in International and Inter-cultural Education from the University of Southern California in Los Angeles, California. He also holds an M.S. degree in International Education and an M.S. in TESL. Dr. English focuses his research interests in second language acquisition on discourse analysis, academic writing and the cultural adjustment of international students to new academic environments.

Fowle, Clyde is Regional Consultant / Trainer for MacmillanEducation, 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

Fusselman, Roger teaches at Lee Sang Hee Preparatory School in Pohang, South Korea. He received his BA in English and philosophy from the University of Missouri, Kansas City, his license to teach secondary-school English (as a first language) from Park College, and an MA in TESOL from Central Missouri State University, where he taught in its Intensive English Program and its Writing Center. He has taught in Korea for seven years, and he is the coordinator of Daegu KOTESOL's Pohang subchapter. He can be reached at fusselman@hotmail.com.

Gaggl, Andrea English Trainer at Language Schools IAC International Academy for Business and Languages and INTAC (International Academy for Intelligent Learning Solutions) Main area: Adult education (corporate training for Infineon, SEZ and others) has been involved in the following special programs: English for Professionals with Asian Cultural Background at SEZ Austria global English program for European company of the semiconductor industry with Business Units all over Asia

Gao, Xuesong (Andy) is a doctoral student in applied linguistics at the University of Hong Kong. He was originally from the Chinese mainland and d id postgraduate studies in Britain and Belgium. He has published in journals like System, Prospect, Asian EFL Journal, and Hong Kong Journal of Applied Linguistics.

Gershon, Steven received an MA in Applied Linguistics from Reading University (U.K.), and has taught in the U.S., Britain, France and China. He has been in Japan for 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).

Gomez S., Carlos has been at the National Autonomous University of Mexico for 30 years. He teaches in the CELE Teacher's Course at his university's foreign language center.

Hafenstein, Patrick has been teaching English to students in both Taiwan and Australia for the past 10 years. He was the ADoS at Australia's largest language school and the DoS at 2 exam preparation centres in Taiwan. He is a certified TOEIC Proctor, IELTS Examiner and KET/PET Oral Examiner and the author of 3 IELTS preparation books. He has given teacher training seminars at numerous institutions and bookstores throughout Taiwan.

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 been connected to teaching EFL in Korea for more than 20 years. His research interests focus on cognitive foundations of language learning and applications to pedagogical grammar.

Hambly, Clare is an ELT Consultant for Oxford University Press, Korea. A high school teacher by training, she has been teaching since 1997,

working with students of all ages and levels of proficiency. After coming to Korea, she taught young learners and adults at Korea University where she was the YL coordinator for three years. She is currently completing her masters in Applied Linguistics, and is particularly interested in English for Young Learners and in cross-cultural pragmatics.

Hanslien, Virginia currently teaches English Conversation and Composition at the SeoChang Institute of Foreign Languages at Korea University's Jochiwon campus. She has taught previously at Ewha Women's University and Ewha Girl's Foreign Language High School. Her professional interests include motivation, culture and the use of literature in the language classroom. She lives in Jochiwon with her husband and three year old son.

Harada, Ryuji has been teaching university students for more than twenty years in Tokyo. He has been practicing his no-textbook teaching style for several years as his self-challenge as well as his preference. As a phonologist, he has been interested in Korean phonology, and has started learning the language. His slow progress, which has made him aware of beginners minds, has been giving him various insights into a better understanding of students' problems. He is an Associate Professor of English and Linguistics at the School of Social Information Studies, Otsuma Women's University, Tama-shi, Tokyo.

Harrington, David has taught English to speakers of other languages for over 20 years. David has taught students of almost every age and circumstance from pre-schoolers to graduate students. He is the co-author of several books including Speaking of Speech, Discover Debate, Street Speak, Getting Ready for Speech, Discussion: Process and Principle, and Listen Kids.

Hartmann, Pam after college in California and Greece, studied TESL in graduate school at UCLA. She then taught EFL at Seoul National University(College of Commerce)and Sogang University in Korea and directed student drama productions in the English department of Sungkyungwan University and Duk Sung Women's College. She also taught in Greece for one year before returning to California, where she has taught at UCLA, USC, Santa Monica College, and Pepperdine University. She currently teaches full time in the Intensive English Program(college preparatory)at Evans Community Adult School in the Los Angeles Unified School District. Pam also authors EFL/ESL textbooks including Interactions Access(Reading/Writing), Interactions I and II(Reading), Clues to Culture, and the Quest series(for McGraw-Hill).

Hasegawa, Yumi graduated from Osaka University of Education and received a Bachelor of Education degree in 1998 a MA in TESOL from Columbia University in 1995, and is now an ABD in computational linguistics at Korea University. She used to be an English part-time instructor at Rikkyo University in Tokyo (1998-2000), Kansai Gaikokugo University in Osaka and Kyoto.

Hassaskhah, Jaleh is at present an assistant professor at Guilan University. Her areas of interest include exploring new horizons in language teaching , testing, and Evaluation.

Helgesen, Marc is a Professor at Miyagi Gakuin Women's University in Sendai, Japan and adjunct at Columbia University Teachers College Japan program. He's the author or co-author of over 100 articles, textbooks, teacher's manuals and other books and has led teacher development workshops on five continents.

Hill, Robert worked in Spain, Greece and England before teaching English at Italian universities in Sardinia, Verona and Milan. He has given talks at TESOL national conferences in Italy, Spain and Brazil, and has spoken at conferences and held teacher-training seminars in many parts of the world. A particular interest is reading, about which has published several books, including editions for the Spotlight on

Shakespeare series and The Black Cat Guide to Graded Readers for Black Cat-CIDEB. He is series advisor for the Black Cat suite of graded readers.

Howard, Jocelyn is a Senior Lecturer in the Languages and Cultures Centre at the Christchurch College of Education in New Zealand. She contributes to pre-service and in-service teacher education programmes that focus on meeting the needs of EAL (English as Additional Language) learners in mainstream classrooms. Jocelyn also coordinates courses for international teacher groups undertaking professional development programmes in English and teaching math.

Hsiao, Cheng-hua. Huang, Chiu-fang. Wang, Yi-hua. and Yu, Chia-wen of National Chengchi University in Taiwan.

Hubert, Russel is a full-time English instructor in the Department of Cultural Studies at Kyoto Sangyo University, Japan. He also has extensive experience teaching at the high school level in Japan. His current research interests include writing skills development and second language acquisition.

Hunter, Lawrie is the director of the critical thinking program and the academic writing program at Kochi University of Technology, and is the author of several foundation critical thinking textbooks. He has taught mathematics and ESL/EFL in Canada, Australia, Papua New Guinea and Japan. http://www.core.kochi-tech.ac.jp/hunter http://www.lawriehunter.com

Hwang, Julie has been responsible for developing and localizing educational products for the ELT market in Korea. She has also worked as an ELT consultant promoting educational materials, conducting workshops and training sessions for English teachers, with titles from leading educational publishers such as Penguin Books, Scholastic, Walker Books, Random House and Oxford University Press.

Hwang, Junghee has an MA in TESL/TEFL from the University of Birmingham and is a PhD candidate in Language Education from the Institute of Education, University of London. She has worked for many years as an EFL teacher, ELT program and material developer, and teacher trainer. She is the Supervisor for Kyungwon University International Language Center and an external tutor for Distance MA programme in TESL of the University of Birmingham. Her primary interests are Second Language Acquisition, Cognitive aspects of second language learning, and Pedagogic grammar.

Ilic, Peter has taught EFL in Japan for over 10 years. He is currently a Visiting Faculty Lecturer and Computer Committee Chair at the Center for English Language Education (CELE) at Asia University in Tokyo, Japan. His research interests are Computer Assisted Language Learning, and Testing.

Kanzaka, Izumi has been teaching English to language learners at the secondary and tertiary levels in Japan since 1992. Her research interests include learner autonomy, language learning strategies, and applied psycholinguistics.

Jackson, Patrick was born in Dublin, Ireland. He was a plump child, nicknamed Little Fat Pat (by his own mother). 10 years ago he began trying to teach Japanese young learners how to communicate in English. It's an endlessly interesting challenge. He loves stories, songs and that feeling you get after a good lesson. Patrick is the author of OUP's Potato Pals, an innovative new course based on six loveable spuds.

Jalilan, Azadeh

Jennings, Stephen teaches in Japan. His interests include cross-cultural communication and interlanguage pragmatics.

Jochum, Dr. Oswald, MA Professorship in English at the Carinthia University of Applied Sciences - Technikum Konten. Teaching

assignments have included University of Southampton, Cambridge, University Klagenfurt, Pedagogical University of Carinthia. International research projects (ECIT). Adult education (corporate training for Infineon, Siemens, SEZ and others). Founder and Director of Language Schools IAC International Academy for Business and Languages and INTAC (International Academy for Intelligent Learning Solutions). Project leader of global English program for European company of the semiconductor industry with Business Units all over Asia Mag.

Jolly, Aaron is an instructor at Namseoul University's Foreign Language Institute in Cheonan-City. His EFL interest areas include materials development, pedagogy of games, drama in the language classroom and adapting textbooks. He is currently completing an MA in Health Management/Asian Studies at Hanseo University and enjoys studying and acquiring the Korean language.

Jong, Young Ok is an MA student.

Jung, Hyunworked for the Korea Centre of Birmingham University open distance learning in Kyungwon University in Seongnam. He is currently studying at International Graduate School of English majoring in English Language Teaching.

Kang, Young-ah is teaching English as a full time instructor at the University of Connecticut American English Language Institute. She completed her Master of Arts in Teaching at the School for International Training in Vermont, U.S.A. As one of a few non-native teachers in America, she sheds light on non native versus native teachers issues.

Keiser, Melissa began her career at an early age teaching her brother and sisters how to read. Originally from New York, she did her undergraduate work at Liberty University in Virginia, and her Masters of Education at the University of New England. Specializing in the acquisition of literacy skills, Melissa's deep interest in cultural learning patterns led her to become the Curriculum Coordinator at the International Christian School in Seoul. Currently serving as a consultant for Houghton Mifflin, she's excited to be helping teachers find the best path for their students.

Kennedy, Chris has worked as teacher, trainer, adviser, and academic in Africa, the Middle East, South-East Asia, and South America. His research and publications focus on Language Policy, Curriculum Innovation, and English as Global Language, with interests also in Primary ELT, Professional Communication and Applied Corpus Linguistics. He is a Past President of IATEFL. He is Director of the Centre for English Language Studies at the University of Birmingham UK, which runs Masters and PhD programmes, including a distance Masters in TEFL/Applied Linguistics which is offered in Korea.

Kim, David D.I. is presently teaching in the Division of International Studies, at Kangnam University, Yongin. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning. Emails: kdi@yonsei.ac.kr, kdi@kagnam.ac.kr

Kim, Hyun-Ju is currently teaching ELT courses inthe department of English Language and Literature at Dankook University in Korea. She received her Ph.D. in the program of Foreign Language and ESL Education at the University of Iowa. Her research interests are in World Englishes, L2 assessment, and development of English language proficiency tests.

Kim, Kyung-Yong is an assistant professor of English and is in charge of international relations at Daegu Health College in Daegu. He earned his Ph.D. from New York University and his BA from Long Island University, both in TESOL. While in New York for six years, he taught ESL

at Herricks Middle school and ASPEC Language Institute. His research interests include cross-cultural communication, inter-language pragmatics, and second language acquisition.

Kim, Margaret has been teaching EFL/ESL for 13 years. She has taught in S. Africa, Malaysia, Japan, and the United States. She currently lectures in the Department of English at Kobe College in Nishinomiya, Japan. Her research interests are student motivation, intercultural communication, the use of realia, and testing and evaluation techniques.

Kim, Michelle has taught numerous American textbooks to students of all ages and is currently in charge of training teachers with Harcourt Trophies at THE LAB Education Research Center of E*PUBLIC. During her time of teaching, she had been inspired by the development in her students' English ability and how they approached the stories in the textbooks with so much enthusiasm. She now conveys her methods of teaching American Textbooks through presentations and developing teaching materials that meet the specific needs of English learning in the EFL environment. She has had experience working as a teacher and also as the head supervisor for several language institutes in Korea.

Kim, Miso has been teaching English in Korea for over eight years. Miso Kim owns and operates an English Academy where she teaches students from 8-19 years of age. She is also teaching En glish at Jeonju University as a part time instructor where she received her M.A. in TESOL and is working on her Ph.D. Her research interests are in Content-Based Language Teaching and the Humanistic Approach.

Kim, Myung Shin is serving as the ELT Marketing Representative of Cambridge University Press. She holds a degree in English Language and Business Management. She taught English to young learners at private institutes for two years.

Kim, Sang woo graduated from Seoul National Univ. The president of Hwak In English Inc. Was broadcasting on EBS as a teacher. The writer of ibt toefl as himself. etc...

Kim, Yong S. received his Bachelor's Degree in English Education for Secondary Schools from the University of Georgia in Athens, Georgia, and his Master's in TESOL and PhD in Foreign Language Education/Applied Linguistics from the University of Kansas in Lawrence, Kansas. Since 1999, he has been working at the Defense Language Institute Foreign Language Center in Monterey, California.

Kimball, Jake is the Director of Studies at ILE Academy in Daegu. His interests are ever-evolving: Reading, assessment, and homework are his current preoccupations. He is the National 2nd Vice-President of KOTESOL and Co-facilitator of the Young Learner Special Interest Group.

Lee, Hyemi is a doctoral candidate at the University of Alberta in Canada, where she a m working on the study of a Foreign Language writing in Korea and work closely with (textual) representation of undergraduate student writers in writing process in sociohistoric perspective. My primary field of research is Foreign-language writing, which is informed by her broad interest in a wide range of issues in rhetoric and composition as well as applied linguistics, politics and literacy development, sociolinguistics, and sociocultural theories of communication and learning.

Lee, Hye-won is in the master's course in English language teaching at the International Graduate School of English in Seoul while conducting drama-oriented language classroom research for her master's degree. Her current interest is teaching English through creative drama techniques. Email: hyewon411@igse.ac.kr.

Lee, Hyun Joo, Ph.D, student in Curriculum and Instruction at the University of Wisconsin-Madison. She is interested in how to

teach the English language more effectively in ESL/EFL contexts, through technologies with socially and culturally balanced approaches. Her current interest is the pedagogical influence of using technologies and games in the English language classroom to create a fun and engaging learning environment. She graduated from Sookmyung Women's University in 1994, and taught English there after finishing her master's study in English at the University of Colorado-Denver. She also worked as a coordinator at Lingua Express, SMU, and served as a director of the Ivy Language Institute.

Lee, Hyunah is Teacher Trainer and Marketing & Planning Team Manager at Language World, Ltd. She has trained English teachers of public and private elementary schools in Korea including Incheon Seobu Office of Education Elementary School English Teachers Association. She has also trained English teachers in many language institutes. She has given seminars and presentations on reading, writing, speaking, and listening over 200 times. She specializes in reading and writing for EFL students.

Lee, Jolie A. M.A. Applied Linguistics/TESOL (Pennsylvania State University), B.A. Secondary Education and English Literature (Eastern Nazarene College). Concentration for her MA work was in Communicative Language Teaching in the South Korean context. She worked directly under Dr. Sandra Savignon, a forerunner in research and implementation of the CLT approach. She has been voice-recorded for a series of private university EFL computer courses and has over six years experience in teaching English literature at the secondary level in the U.S. and teaching EFL at a South Korean university.

Leung, Ella obtained her BA in English from The Chinese University of Hong Kong, and her MA in TESOL from New York University. She began her teaching career in various tertiary institutions in New York City. Since 1999, she has been teaching at the English Language Teaching Unit of The Chinese University of Hong Kong. She mainly teaches oral communication courses. Her areas of interests are rhetoric, the teaching and learning of spoken English, and intercultural communication.

Lewis, Gareth holds a BA(Hons) in Politics, a CTEFLA and DipTEFLA. Since 1993 he has worked as an English language teacher and teacher trainer in the UK, Greece, Italy, Bahrain and China. He has worked in both adult and younger learner classrooms and has been involved in curriculum development and materials writing. He came to Australia in 1999 and has worked as a teacher trainer in Sydney since 2000. He is currently undertaking a Masters in Training and Development.

Lieb, Maggie, MA teaches and conducts research at Himeji Dokkyo University, Japan. Her B. Ed. Degree is from St. Patrick's College, Dublin (National University of Ireland) and her M.A. in reading/language arts is from California State University, Chico. Before coming to Japan, she taught in the USA for 14 years. She has presented at conferences in Korea, Japan, and Vietnam. Her research interests are varied, and include EAP, Multiple Intelligences, the Affective Domain, Second Language Vocabulary Acquisition, and global education.

Lim, Moon-jeong (Curie) is the Research Editor for Pearson Education Asia ELT (HK). Born in Seoul, she has lived, studied and worked in Hong Kong and in the U.S.A. for over 20 years. A graduate of Boston University and certified in TESOL from Sookmyung Women's University, she has extensive English education experience in Korea such as being an ELT R&D Executive and Presenter & Teacher Trainer for THE LAB Education Research Center at Panmun Book Company as well as an English instructor/Program Coordinator for Winglish.com, LAMS Research, Samsung, Hyundai, and the PC English Bank. She has also co-lectured with Lee Bo Young at EBY0579.com. Additionally, Ms. Lim has published a primary listening series 'Listening

Juice' with Panmun Book Company.

Dr. Linse, Caroline is an Associate Professor at Sookmyung Women's University in Seoul, Korea where she teaches in the YL TESOL Program and in the general TESOL MA program. She is especially interested in helping young learners engage in hands-on activities that they find to be purposeful and meaningful. She is also the author or co-author of numerous books including: Fingerprints (Macmillan).

Lowndes, Frances is Publisher for Macmillan Education, East Asia. She has 12 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.

Mahmoodi, Kayvan is lecturer at Islamic Azad University. His main interests are assessment and learning strategies. He has also presented some papers in international conferences.

Manning, Shaun is currently a Full-Time Lecturer in the Linguistics Department at Hankuk University of Foreign Studies. His current courses include Undergraduate Conversation and Research Methods in TESOL, and Testing and Assessment in TESOL to MA and PhD Candidates. He is a graduate of the University of Toronto and The University of Birmingham (UK). His research interests lie in methodology and materials: expanding the classroom via e-learning and bringing the world to the class via culture teaching. In addition, he has supervised graduate theses in the areas of course book assessment, website assessment and instructor feedback in e-courses.

Marshall, Jon has been teaching English in Korea since 1996. He has been at Pusan National University since 2000 where he was the coordinator of the foreign faculty until 2005. Jon came to Korea with a masters in Social Work (UT Austin) and has completed a masters in English Language Teaching Management from the University of Surrey.

Matsumura, Shoichi is an Associate Professor in the Faculty of Intercultural Communication at Ryukoku University, Japan. His current research interests include issues of interlanguage pragmatic development, relationships between various cognitive styles and performance on language assessments, EFL teacher training, and quantitative research methodology in educational psychology. Address for correspondence: Faculty of Intercultural Communication, Ryukoku University, 1-5, Yokotani, Seta Ooe-cho, Otsu, Japan 520-2194. Internet: shoichi@world.ryukoku.ac .jp

Mayor, Mike is Projects Director for Longman dictionaries, based in the UK. Before entering the world of lexicography, Mike taught English to university, adult education and PLS students in France. Mike returned to the UK to study for an M.Phil in English and Applied Linguistics at Cambridge University and then went on to work on a number of ELT and bilingual dictionary projects for Larousse, Oxford University Press, Bloomsbury Publishing and Macmillan. Mike joined Longman in 2003 and is the Publisher of the Longman Exams Dictionary (2006).

McCluskey, Kelly received his M.A. in Applied Linguistics from the University of Birmingham, where he first became interested in Corpus Linguistics. He has taught at Korea University, Sejong University, Kongguk University, and currently teaches at Hongik University. His interests include Forensic Linguistics and Video in the Classroom.

Miles, Scott is visiting professor in the General English Education Department of 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.

Millar, Susan has a Dip.TESL from Victoria University, Wellington, New Zealand, and a Masters in Applied Linguistics from Macquarie University, Sydney, Australia. She has taught English for twenty years in Japan and New Zealand. She currently trains primary and secondary teachers from Asian countries where the school curricula are changing to focus more on communicative competence. Her main areas of interest are pragmatics and cross-cultural communication.

Miller, Ross Eric is a long-term resident of Japan with more than 18 years of EFL teaching experience. He has taught at both the High School and University levels. He currently lectures in the Faculty of Letters at Otemon Gakuin University in Ibaraki, Japan. His research interests are student motivation and Computer Aided Language Learning (CALL).

Moloney, Brendan is a lecturer in the College of Information Science and Technology, Ritsumeikan University, Kyoto, Japan. His research interest is international education, with a particular focus on Asian English and the promotion of linguistic diversity in academia. He is currently completing a PhD in Education at the University of Melbourne, on the status of Australian English in Japan.

Monaghan, Shawn

Moser, Adriane has been teaching English as a Second Language in the United States, Korea, and Mexico for 11 years. She graduated from the State University of New York at Stony Brook with a degree in Linguistics and is a National Board Certified Teacher in English.

Nakata, Ritsuko a native of California, graduated from UCLA and did post graduate studies at Columbia University, Teacher's College. Now living in Japan, she is the president of the IIEEC Teacher Training Center and has been training teachers for many years in the popular MAT METHOD which enables students to speak at least 80% of class time. She is co-author of the Let's Go series (Oxford University Press) and is active in promoting the English education of children in Asia.

O'Neill, Byron is an assistant professor in the Department of English Language and Literature at Kyoto Notre Dame University, Japan. His research interests currently include Language Attrition, Materials Development, and Pronunciation.

O'Neill, Yannick was born and raised in Gatineau, Quebec, Canada. He graduated from Ottawa University in 1998 with a bachelor's degree in Canadian Study. He moved to Changwon, South Korea in the year 2000 and has been living and teaching there ever since. He has taught learners of all ages - from kindergarten to adults- but has been mostly engaged with teaching teens. He has been working at Jaseang JS English Changwon for 4 years now, where he has specialized himself in writing. At the moment, he is studying for his MA in TEFL/TESL at Birmingham University, where he plans to direct himself toward in-depth research into young learners and writing.

Onoda, Sakae began his teaching career at Kasukabe Senior High School, Saitama, Japan. During this period, he obtained an MA in TESOL from Teachers College, Columbia University. Onoda has hosted the NHK TV English Conversation Program three times and the NHK Radio English Conversation Program, let's Speak! once. He has also assisted in the MA course at Teachers College, Columbia University. As an associate professor, he is currently teaching Media English and the English Teacher Training courses at Kanda University of International Studies, Chiba, Japan.

Park, Hyeyoung received her M.A degree in

Second Language Studies at University of Hawai'i at Manoa. Her research interests include language learner and teacher motivation, task-based Language teaching, and curriculum development. She is currently working as a full-time researcher at Daekyo Knowledge-based Education R&D Institute(KERI).

Park, Jinkyu is a former EFL teacher in Korea. MA in TESOL & Applied Linguistics at Indiana University. Ph D. candidate in Language Education of Indiana University. Focus areas: SLA, bilingualism, research methodology and CALL.

Ms. Park, Jong-min (Viki) studied English in London. On her return to Korea she taught English and now operates her own English Language school. Viki uses an enthusiastic approach to teaching young learners, she develops learners intrinsic motivation through an experiential, kinesthetic, approach, employing a variety of learning intelligences.

Peacock, Gavin came to Korea from New Zealand in 2003. For the past year he has been employed by Sunmoon University to pioneer ESL teaching programs in Asan high and middle schools. Prior to coming to Korea he had for the past 10 years taught and designed ESL teaching programs and teaching aids for use in the nations of the South Pacific working with a diverse array of cultures. Gavin has a Dip.Law and a BA in Education.

Philip, Ranjini's work has appeared in Peregrine, Agni, So to Speak, Room of One's Own, The Ontario Review, Modern English Teacher, Commonwealth and American Women's Discourse, The Victorian Newsletter, among others. A recipient of the Arnold B. Fox Award in Research Writing (1989), and a Georges and Anne Bochardt Fiction Scholar at the Sewanee Writers?Conference (2005), she holds a PhD in English from Northern Illinois University. An Associate Professor of English at Zayed University in Dubai in the United Arab Emirates, she was also Chair of th e Literature SIG of TESOL Arabia, and Editor of The Arabia Review (1999-2004).

Proctor, Melanie, since graduating with an MA in TESOL in 1992, has been teaching children in Korea and teachers all over the world. She taught in the Department of ELT at Seoul National University of Education for over six years where she trained current and future primary school teachers. Melanie is known for her teacher training presentations throughout Asia and South America . She has published numerous ELT books for children and teachers. Melanie's most recent curriculum development project was for Korea 's first "English Villages ," an experiential English education theme park for kids and families. Melanie's topics of publication are songs and chants, teaching English through creative-thinking projects, drama, and incorporating global citizenship and service-learning into ELT.

Proctor, Stanton is currently the Director of Kyohaksa ELT and Proctor, Melanie is the Curriculum Director of the Gyeonggi English Village Foundation. Together Stanton and Melanie have published over 80 titles in the field of ELT and their books are sold in over 50 countries. They have presented to over 120,000 ELT teachers in more than 20 countries. Their recent work has led them into areas that integrate ELT with education for sustainable development, service-learning and building skills in global citizenship.

Pryor, Susan currently teaches conversation English at Tamna University. She is continuously studying TESOL and is training as a NZ Speech ESOL examiner. Susan uses a mixture of experiential and co-constructive pedagogical practices to teach English. She enjoys teaching young learners and adults.

Dr Purcell, Anne. Worthseeing Media Holdings Pty Ltd., Brisbane, Australia.

Ramlan, Zarina is a lecturer attached to the Academy of Language Studies, Univeristi

Teknologi MARA, Malaysia. She obtained her Masters in TESOL and Bilingual Education from Georgetown University, USA. She is currently working on her PhD thesis at the Faculty of Education, University of Malaya. Her research interests are in teacher education, bilingualism, and language policy and planning. Hashim, Fatimah is a lecturer at the Language and Literacy Education Department at the Faculty of Education, University of Malaya. Her areas of work include language and literacy in the secondary school context, foundations of teaching and learning and provision for ESL students in mainstream classes. Fatimah's doctoral research was on ESL collaborative action research and strategy training

Redfield, Rube, Osaka University of Economics, is a frequent presenter in Asia, specializing in both classroom research and program evaluation.

Renshaw, Jason is from Melbourne, Australia, and has been teaching English as a second or foreign language for the past 14 years. Seven of those years have been spent teaching young learners and teenagers in South Korea. Jason is Joint Facilitator of KOTESOL's YL-SIG and was a committee member with IATEFL's YL-SIG from 2004 to 2006. He has made textbooks and curriculum for several private language schools in Korea, and currently works as a freelance materials writer, curriculum developer and teacher trainer. He maintains his own resource site for teachers of young learners and teenagers: www.englishraven.com.

Ribott-Bracero, David is currently working at Hongik University as an EFL instructor. During his five years in Seoul, he has worked at various establishments of higher learning including Seoul National University, Korea University, and Sogang University. His early years as a teacher were spent at the high school level where he served as a certified ESL teacher in the New York City Public School system for three years. A graduate candidate in TESL, he will be earning his Master's degree in the spring of 07.

Richards, Jack is a New Zealander who has taught in Canada, Brazil, Hawaii, Hong Kong, New Zealand and Singapore. He has written many classic articles and books on methodology and teacher training, including Approaches and Methods in Language Teaching, Longman Dictionary of Language Teaching and Applied Linguistics, Curriculum Development in Language Teaching, and Professional Development for Language Teacher. His classroom texts are widely used in Asia, including Person to Person, and Tactics for Listening. Sydney-based, Dr. Richards teaches for part of each year at the Regional Language Centre, Singapore.

Robinson, Liana is a graduate of Colorado Christian University, Magna cum Laude. She has teaching experience in North America, South America, and Asia. She currently works for Compass Media, and is the editor of many ESL/EFL materials. Liana is co-author of the Sounds Fun! phonics series and the Easy English Grammar series.

Roessel, Rilla has been working in the EFL field for nearly five years. During that time she has been actively involved in building curriculums for students between the ages of 5-adults in addition to teaching. She has also been responsible for training teachers for 3.5 years in such areas as classroom management, being active in the classroom, and how to teach specific subjects such as Speaking/Listening, TOEFL, and Reading. She is currently an ELT Consultant for Pearson Longman Korea.

Rogers, Bruce has taught test preparation, ESL, and EFL since 1977. He was senior instructor and chair of the English Program at the Economics Institute, University of Colorado, for 20 years. He has also taught in Indonesia, Vietnam, Korea, and the Czech Republic. He is past president of Colorado TESOL. He is the author of Thomson-Heinle's The Complete Guide to the TOEIC Test, The Introductory Guide to the TOEIC Test, and The Complete Guide to the TOEFL Test: iBT Edition. He lives in Boulder,

Colorado, USA..

Rubadeau, Ksan (M.A. Applied Linguistics) for the last ten years, has had the joy of working with second language learners and teachers in Canada, Mexico,Japan, and Korea. She came to Korea as a teacher trainer for the Gyeonggi-do government and currently teaches at Korea University. Ksan is KOTESOL's Seoul Chapter Treasurer and a grammar columnist for The English Connection.

Rucynski, Todd

Sandkamp, Joseph is currently an instructor at Asia University, a four-year co-educational university located in Tokyo, Japan. He completed his education in the United States with a bachelor's degree in elementary education and a master's degree in ESL education. In addition to his current university students, he has taught ESL to a variety of learners, from immigrant children in the United States to Japanese toddlers and grandparents. His interests include using content-based instruction and strategies-based instruction in the classroom.

Sarobol, Nopporn an Assistant Professor at the Language Institute, Thammasat University,Thailand, graduated with a B.Ed in teaching English from Chulalongkorn University and M.A. in Teaching English from Kasetsart University. She has been teaching English for more than 25 years and is interested in English language teaching and professional development.

Sewell, Douglas has been teaching English to adult learners in private language schools, colleges and universities in both Korea and China since 1999. In working with such learners, Douglas has developed an interest in the reasons behind many students' lack of English ability despite their expenditure of considerable time, effort and resources. Having recently completed his MA TESL through the University of Birmingham with this question in mind, Douglas hopes to more fully explore his interests in the fields of motivation, learner training and the good language learner through further studies.

Shaffer, David PhD, Linguistics, has been on the faculty at Chosun University since 1976. His professional interests include the interface of cognitive metaphor and language-teaching techniques. Dr. Shaffer is a teacher trainer, materials designer, and the author of numerous books and periodical columns on language learning. In addition to linguistics, teaching methodology, ESP, and communication skills, he teaches an occasional Korean language course. His interests include Korean history, traditional customs, and calligraphy. Dr. Shaffer is presently an executive director of Asia TEFL and a national officer of Korea TESOL. Email: disin@chosun.ac.kr

Shariff, Normawati is an Associate Professor in the Modern Languages Unit at University Teknologi Malaysia (UTM), Kuala Lumpur Malaysia. Since joining the Unit in 1996, she has been teaching ESL to Malaysian students enrolled in the degree and diploma programs at UTM. She is currently heading the Department of Management and Services .

Sheehan, Mark D. is a full-time lecturer in the Department of Sciences & Engineering at Ritsumeikan University, Japan. His research interests include CALL, Second Language Reading, and Literature in the EFL classroom.

Sheen, Younghee is currently a doctoral candidate at the University of Nottingham (UK), specializing ininstructed second language acquisition. She holds MA and Ed.M degrees in Applied Linguistics from Teachers College, Columbia University. Her ongoing research involves an investigation of oral and written corrective feedback in relation to individual learner differences (e.g., language aptitude, motivation, anxiety). She has published articles on corrective feedback and has a forthcoming article in Studies in Second Language Acquisition.

Sherman, John Eric has been involved in English education for the last 10 years since obtaining a BA in English Education and a MA in English

Literature from Indiana State University. It was during his MA studies that he first had the opportunity to teach ESL, causing his career to move in a new direction. Since coming to Korea in 2002, he has taught EFL at all levels including 2 years at the Korea Military Academy. He completed a Graduate Certificate in TESOL from Sookmyung Women's University and is currently completing a second MA in Applied Linguistics through Macquarie University in Sydney, Australia. For the last year and a half, he has been teaching in the English Language and Literature Department at Hongik University where he has received three teaching awards.

Siegleman, Howard

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 4 years. She also serves as an instructor for the Hoseo Foreign Language Center. Prior to that, she taught children of all ages in a private institute in Gunsan, Jeollabuk Do. She has a master's degree from Stephen F. Austin State University in Texas.

Skeates, Colin presently teaches at three universities in the Tokyo area as a teacher trainer, lecturer and course advisor. He has taught in three different countries and his main research interests are teacher development and the use of video as an aid to language learning. He can be contacted at: colin.skeates@gmail.com

Smith, Adrian M.Ed. [TESOL], University of South Australia

Snell, Robert is presently teaching in the Department of English and the International Language Experts Program at Pusan University of Foreign Studies, in Pusan. His current teaching and research interests include curriculum development, cross-cultural issues in language teaching/learning, content-based teaching, and global issues. E-mail: bsnell2@yahoo.com.

Sorensen, Ariel teaches various English classes in the University of Kitakyushu, Japan. His main focus is in CALL, doing web pages and computer programming. He has done research on text chat for 7 years, and has recently moved into researching the possibilities of including audio-video chat. He is highly interested in connecting his students to students in other countries, for work in multiple small groups on collaborative projects.

Spada, Nina teaches graduate and undergraduate courses in second language (L2) learning and teaching at the University of Toronto. Her research examines relationships between teaching practices and learning outcomes. She is particularly interested in the effects of form-focused instruction on L2 learning. Dr. Spada is co-author of How Languages are Learned published by Oxford University Press. The book was written to make research findings in L2 learning accessible and meaningful to L2 instructors.

Spindler, Eugene has an M.A. in English Literature from Boston College and a M.S. Ed. in Literacy Education with a Concentration in Teaching English as a Second Language from the University of Southern Maine. He has been in Korea for seven years, and taught at Hannam University in the English Education Department for three years. His other interests are CALL, corpus linguistics, and culture studies.

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 30 textbooks and teacher resource books, and she has been a featured speaker at numerous educational conferences around the world. She is a former member of the faculty of the Hunter College International English Language Institute of the City University of New York, and regularly

teaches specialized methodology courses in the TESOL Program at Columbia University Teachers College.

Stocker, Terry holds a doctorate in archaeology and utilizes linguistics to solve certain diffusion problems. He came to Korea in 1994, as a member of KORETTA which became EPIK. He has taught archaeology, anthropology and sociology at Korean universities. Four of his books can be viewed on amazon.com, and some of his writings on Korea can be viewed at www.x-anthro.com.

Surridge, Chris graduated with an MA in English Language and Literature from the University of Guelph in Ontario Canada. He has lived, and worked in the EFL industry, in Korea for 6 of the past 10 years and currently serves as Associate Professor and Foreign Director in the Department of English Language at Namseoul University. He and his wife, Lucy, are the co-founders of The eLearning Project, a non-profit, experimental application of eLearning technology in the EFL environment. Supplementary material for his presentations can be accessed at www.elearningproject.com. He can be reached via email at chris@elearningproject.com.

Tayebipour, Farhad is an English instructor at Shiraz Islamic Azad University, Shiraz, Iran. He has been teaching English at Iranian universities and private language schools for more than ten years. He has presented a number of papers in national as well as international conferences.

Thompson, Tim (M.A., TESOL) has been teaching English in Korea over six years. He is currently employed at Woosong University in the Department of Business. His professional interests include English for Specific Purposes, pronunciation techniques, learning journals for assessment, and computer- and multimedia-assisted language learning.

Trottier, Michel teaches Materials Design & Development and SLA in the Department of English Education/TESOL Certificate Program at Hanguk University of Foreign Studies. A former French Immersion school teacher in Canada, Michel has taught English and conducted teacher training at several Korean universities since 1995. His interests include reflexivity in TESOL teacher training, comparative education and mixed-method approaches to research, and, currently, informal/experiential leaning (English Villages in Korea).

Tse, Andrew YH is Lecturer in English in the Open University of Hong Kong. His doctoral thesis investigated the language learning strategies used by grades 7-8 students in Hong Kong. Andrew's research interests include inferencing, stylistics, error analysis, discourse analysis and second language acquisition. He had written six books on Listening Comprehension, Reading Comprehension and Reading and Language Systems at Hong Kong Certificate of Education Examination and Hong Kong Advanced Levels. (Email: ayhtse@ouhk.edu.hk)

Vercoe, Todd has been standing in front of classrooms for over two decades. He previously taught games and game design for the Toronto Board of Education before coming to Korea over ten years ago. He currently lectures at Inje University and serves as the president of the Busan/Geyongnam Chapter of KOTESOL. He is a Masters candidate at Teachers College, Columbia University in Instructional Technology and Media.

Vorst, Tommy Che is a proud lifetime teacher. Prior to coming to Korea, he worked in ESL in Canada and Peru. He has also taught or co-taught: English, botany, nature education, aboriginal/native lore & legend, internet research, computer use, gender issues & sex education, physical education, and trained future teachers in TESOL certification. He has taught ESL students aged 3 to 63. He dislikes talking about himself in the third person.

Wakita, Hirofumi is a professor in the Faculty of Intercultural Communication at Ryukoku

University, Japan, and representative of the JACET research group on foreign language education abroad. His research interests include English language policies in the EU and East Asia, and currently critical issues about teacher education such as pre- and in-service training, the recruitment and selection of teachers, and teacher evaluation. Email:wh2440@world.ryukoku.ac.jp

Dr. Walker, Deron received his earned doctorate (Ph.D.) in Education from Southern Illinois University in Carbondale, Illinois, U.S.A.(2004) where he specialized in Curriculum and Instruction, TESOL, and Reading. The presenter spent seven years teaching English as a Foreign Language (EFL) in South Korea, mainly at Keimyung University in Taegu and Handong Global University in Pohang. Professor Walker currently teaches English Composition and Linguistics in the Department of Modern Languages and Literature at California Baptist University in Riverside, California.

Warfel, Linda has over 30 years experience in education, with extensive experience working with public and private schools in more than twenty countries throughout Asia and the Pacific. She is actively involved in many professional educational organizations such as the International Reading Association and TESOL. In 2005 she was a guest speaker at the Bologna Book Fair and Frankfurt Book Fair on Global Learning Initiatives. In addition, Linda has been an international judge at several national English contests for Middle, High and University students in China. Currently, she is Vice President, Education and Trade, Scholastic Asia.

Waring, Rob is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He has presented and published widely on these topics. He is Associate Professor at Notre Dame Seishin University in Okayama, Japan. Professor Waring is a board member of the Extensive Reading Foundation.

Warrington, Stuart D. has taught EFL in South Korea and Japan for over 8 years and ESL in Canada for two years. He is currently a Visiting Faculty Lecturer and Professional Development Chair at the Center for English Language Education (CELE), Asia University.

Webster, Thomas has been an English instructor in South Korea for many years. Andrew Johnson has lived and taught EFL in Japan since 1997 and is currently a lecturer at Sapporo Gakuin University, Japan. His research interests include CALL development and implementation. He is the creator of English Trailers (www.english-trailers.com) (a non-profit educational web site for ESL/EFL students to study via movie trailers), multiple semester-long CALL courses utilizing authentic materials, and SKWRL (www.skwrl.org) (a classroom management system).

White, Lawrence is a full-time lecturer in the Department of English Language and Literature at Kookmin University, in Seoul, Korea. He holds an M.A. in TESL/TEFL from Colorado State University, and a B.G.S. from the University of Michigan, Ann Arbor. He was formerly an instructor at the Seoul Education Training Institute and the Ground School of Korean Air, in addition to an initial few years at language institutes in Seoul. email: snegbuff9@hanafos.com

Wigglesworth, Gillian is Head of the School of Languages and Linguistics at the University of Melbourne. She has a wide range of research interests including both first and second language acquisition, language testing and assessment, and bilingualism. Her current research interests are focussing on second language feedback in writing, and the use of the first language in the classroom. She is also conducting a large scale longitudinal study of the language acquisition of indigenous children in Australia.

Willis, Judith is Publishing Manager for ELT Bilingual Dictionaries at Oxford University Press, working in Oxford (UK). She is responsible for publishing a range of bilingual and semi-bilingual dictionaries written for

learners of English. During her time in the ELT Dictionaries department, she has worked on several monolingual and bilingual titles. Before working in dictionaries, she worked as a teacher and translator.

Wyrwal, Sandra completed her M.A. degree in German language and literature, comparatistics and psychology from the TU Chemnitz/ Germany, in 2003. There she made first teaching experiences through seminars for undergraduate students. In Korea since 2004 she worked at the Kunsan National University, and since 2005 at the Chonbuk National University in Jeonju as visiting professor, teaching German language, literature and education. Actually she is doing research for her PhD, is writing a monthly column about (Korean) folk and fairy tales for the "Gwangju News" and also articles for "DaF-Szene", the journal of the German lecturer society in Korea (LVK).

Daegu-Gyeongbuk Chapter Welcomes You

The Daegu-Gyeongbuk Chapter of KOTESOL has an open monthly Workshop, held on the first Saturday of every month (except for February and August). We begin at 3:00 with a social period, followed by the Workshop presentation and discussion from 3:30 to 5:00. The Workshops are held on the first floor of the New Language Institute Building on the campus of Kyungpook National University. Visitors and non-members are always welcome.

In addition to our regular Workshops, we have a FREE BOOK EXCHANGE with plenty of English paperbacks available.

Daegu Workshop Winter 2006 Schedule

Month	Date	Speaker and Topic
Nov	Sat, Nov 4	Greg Brooks - The "Spiritual" Dimension of Teaching
Dec	Sat, Dec 2	Kevin Parent - Vocabulary Acquisition
Jan	Sat, Jan 6	Jo Jae-young - Open Class with Animations and Pop Songs
Feb	-	Winter Break - No Workshop --

For further information, including directions on how to find our meeting place, please see the Daegu-Gyeongbuk KOTESOL Chapter Homepage at:
http://www.kotesol.org/daegu/

2006
A Great Year
So Far in Gwangju

Gwangju Chapter has hosted monthly presenters on cultural issues at Gwangju International Center. Additionally, professional development workshops have been held every month during the regular semesters. Our chapter has also hosted a Spring Conference with over sixteen leaders in foreign language education and cultural enrichment. In June we welcomed the Global Issues SIG with a co-hosted event of political poet Charles Potts and in September we welcomed the Christian Teachers' SIG with a weekend symposium.

If you missed our events in Gwangju so far this year, make sure you end your year with a trip to our area - noted for its freedom fighters, artists and foodies. Gwangju-Jeonnam KOTESOL leadership and members welcome you every second Saturday of the month to our workshops. Our collaborative partner, Gwangju International Center, also offers monthly tours around ourprovince. Let us know if you are in the area; we would love to welcome you Gwangju-style.

November 11th : Bruce Wakefield presents "Resources & the EFL Classroom" and John Buckley presents "Using Drama in the EFL Classroom."
December marks our holiday party as well as planning for 2007 events and leadership nominations. Please join us.

Gwangju-Jeonnam KOTESOL
www.kotesol.org/gwangju

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CALL

Preparing for the TOEFL IBT Speaking Test via Emailed Recordings
Shaun Manning, Hankuk University of Foreign Studies
Saturday 10:00-11:00 Room B142
Academic **SUA**

Using a Concordancer in the ESL Classroom
Kelly McCluskey, Hongik University C-105
Saturday 10:00-11:00 Room B166
Academic **UA**

International Groupwork in the Classroom: Beating the L1 Stranglehold
Ariel Sorensen, University of Kitakyushu
Christopher Surridge
Saturday 15:00-16:20 Room B112
Academic **SU**

Chattertime!: an Innovation in Media-Assisted English Language Learning
Dina Browne, Worthseeing Media Holdings Pty Ltd.
Saturday 16:00-17:00 Room B142
Commercial **YL**

More ICT/Less Work: a Collaborative Pilot Project
Thomas Webster,
Andrew Johnson
Saturday 9:00-10:00 Room B112
Academic **U**

Digital Whiteboard: Supercharging the Learning Environment
Chris Surridge, Department of English Language
Ariel Sorensen
Saturday 09:00-10:20 Room M103
Academic **UA**

Developing ESL Communities of Practice between Japanese and Korean Students
Paul Alexander, Myongji University
Christopher Chase
Sunday 13:00-14:00 Room B112
Academic **UA**

How to use Corpus and Concordance Programs for teaching
Hyun Jung, International Graduate School of English
Sunday 13:00-14:00 Room B166
Academic **SUA**

Classroom Management

Language learning in a stress-free environment for young readers
Myung Shin Kim, Cambridge University Press
Saturday 09:00-10:00 Room B164
Commercial **YLS**

Working to the Top with English for Work
Moon Jeong Lim, Kyobo Book Centre,Inc.
Saturday 09:00-9:50 Room B142
Commercial **UA**

Professional Development for English Language Teachers/Lecturers --Developing Learner Motivation
Gareth Lewis, International House Sydney - Teacher Training Centre
Saturday 13:00-13:50 Room M103
Academic **YLSUA**

The University of Birmingham Distance MA programmes (TEFL & Applied Linguistics)
Chris Kennedy, Kyungwon University International Language Center
Saturday 13:00-13:50 Room B178
Commercial **SUA**

Class Survival/Class Management: Approaches and practices from a teacher in the field.
Sara Davila, Kyungbook National Univeristy Middle School
Saturday 15:00-16:00 Room M103
Academic **YLS**

Motivating Young Learners to Learn English!
Namju Choi, Language World
Saturday 16:00-17:00 Room B121
Commercial **YL**

Beyond Asking What's Your Name?
Sung Shin Choe, Kyobo Book Centre,Inc.
Sunday 09:00-10:30 Room M106
Commercial **YL**

Improving iBT TOEFL Skills
Garrett Byrne, Compass Media
Sunday 12:00-13:00 Computer&LCD internet Computer Lab Room M106
Commercial **SU**

Facilitating Mass Chaos: Team-Building in the Overcrowded University Classroom
Tommy Che Vorst, Hoseo University Dept of English
Sunday 13:00-14:00 Computer&LCD internet Computer Lab Room B142
Academic **U**

Rethinking EFL academic writing pedagogy: On the history and praxis of the writing process in Korea
Hyemi Lee,
Sunday 15:30-16:00 Room B142
Academic **UA**

Conversation/Pronunciation

You Too Can Teach Pronunciation
Miehye Ahn,
Saturday 15:00-15:50 Room M105
Academic **YLSUA**

How to Increase Speaking through Debate
David Harrington, Compass Media
Saturday 16:00-16:50 Room M106
Commercial **S**

The WebLinks Project: Schema Building for EFL Conversation Courses
Byron O'Neill, Kyoto Notre Dame University
Mark D. Sheehan
Saturday 15:00-15:30 Room M106
Academic **UA**

The top 2000 words - Frequency, collocation, and chunks in American English
Howard Siegleman, Cambridge University Press
Sunday 10:00-11:00 Room B142
Commercial **YLSUA**

Student Skill-Building for the TOEFL iBT
Yannick O'Neill, Pearson Longman
Sunday 10:00-11:00 Room B169
Commercial **SUA**

Group Work for Large Classes
Adrian Smith, Cheongju University
Shelley Price-Jones
Sunday 10:00-10:50 Room B112
Academic **YLSUA**

Focusing on Figurative Forms: Presenting Proverbs
David Shaffer, Chosun University, College of Foreign Languages, English Language Dept.
Sunday 12:00-13:00 Room B112
Academic **SUA**

Cross Culture

EFL writing in South Korea: Comparing teachers and students perspectives
Young Ok Jong, The Centre for English Language Teacher Education
Saturday 10:30-10:50 Room B164
Academic **S**

Investigating a role of the first language in the

classroom
Gillian Wigglesworth, School of Languages and Linguistics
Saturday 12:30-12:50 Room B107
Academic **SUA**

Examining Korean University Students Expectations of Native Speaker English Teachers
Tim Thompson, Woosong University Department of Business
Saturday 15:00-15:50 Room M101
Academic **U**

Exploring Multiple Intelligences Theory in the ESL Classroom
Yong Kim,
Saturday 15:00-16:30 Room B164
Academic **YLSUA**

English Villages and Informal Learning: How experiential EFL is challenging traditional ELT in Korea
Michel Noel Trottier,
Saturday 15:00-16:30 Room B161
Academic **YLS**

Linking the classroom to the real world
Patrick Hafenstein, McGraw-Hill Korea
Saturday 16:00-17:00 Room B167
Commercial **YLSU**

Educators for UNICEF - Integrating Service-Learning into the ELT Curriculum
Stanton Proctor, PGC Edutainment
Melanie Proctor
Sunday 09:00-10:00 Room B112
Academic **YLSUA**

Content-Based Instruction: Curricular Design and Materials Development
Joseph Sandkamp, Asia University CELE
Mikio Brooks
Sunday 09:00-10:30 Room B166
Academic **SU**

Teachers' perceptions of a principles approach to developing communicative competence
Jocelyn Howard,
Susan Millar
Sunday 09:00-9:50 Room B164
Academic **S**

Research oozes into practice: The case of teacher effectiveness
Jaleh Hasssaskhah, University of Guilan
Sunday 10:30-11:00 Room B166
Academic **UA**

No Subject Left Behind for young learners : English Zone
Patrick Hafenstein, McGraw-Hill Korea
Sunday 13:00-14:00 Room B167
Commercial **YLS**

ESP

Thinking in English: Foundation Critical Thinking
Lawrie Hunter, Kochi University of Technology
Saturday 09:00-10:00 Room M104
Academic **SUA**

Scientific English Presentations: Advancing Techniques and Training
Benjamin Duncan,
Saturday 16:00-17:00 Room B166
Academic **UA**

Interactivity and argument structures in high- and low-graded argumentative/persuasive essays
Sook Hee Lee,
Sunday 09:00-10:30 Room B121
Academic **U**

ESP for Global Companies in EFL Settings
Oswald Jochum, Carinthia University of Applied Sciences
Andrea Gaggl
Sunday 10:30-11:00 Room B107
Academic **A**

Why Extensive Reading is necessary in all lan-

guage programs
Rob Waring, Thomson
Sunday 12:00-13:00 Room B142
Commercial **YL**

Farhad Tayebipour, English Department, Shiraz Islamic Azad University
Sunday 15:00-15:30 Room M106
Academic **U**

Global Issues

Teaching English for World Citizenship: Multicultural Themework in EFL
Kip Cates, Tottori University
Sunday 09:00-10:30 Room B107
Academic **SUA**

Empowerment through SIGs: Developing a Dynamic Global Issues SIG
Robert Snell, Pusan University of Foreign Studies
Sunday 12:00-13:30 Room B161
Academic **YLSUA**

Grammar

Pedagogical growth for learners on a multi-faceted grammar course
Clarice S. C. Chan, English Centre, University of Hong Kong
Saturday 10:00-10:50 Room M104
Academic **UA**

Connecting Grammar with Writing Through Poems: The Malaysian Experience
Normawati Shariff, Universiti Teknologi Malaysia - City Campus
Sunday 09:00-11:00 Room POSTER
Academic **SU**

Teaching "Old Dogs" New Grammar Tricks: A Course Evaluation
Deron Walker, California Baptist University
Sunday 10:00-10:20 Room M103

English for Specific Purposes vis-a-vis Content-Based and/or Task-Based Approaches

Academic **YLSUA**

The Fusion of Theory and Practice in Grammar Tasks
Farida Abderrahim,
Sunday 10:30-11:00 Room M103
Academic **U**

Engaging and empowering learners in grammar
John Halliwell,
Sunday 15:00-16:00 Room M103
Academic **SUA**

Language and Literacy

Cultural Imperialism and Representation in ESL Textbooks
Hyun Joo Lee, Hyun Joo Lee
Saturday 10:30-10:50 (#28) Room B178
Academic **UA**

A Catalogue of Errors Made by Korean Learners of English
Nathan Richard Bauman, Nathan Richard Bauman - Sookmyung Women's University
Saturday 12:30-12:50 Room B178
Academic **YLSUA**

Halliday, Elley, and Krashen: An Instructional Framework for FL Literacy
Eugene Spindler, Hannam University
Saturday 12:30-12:50
Room M106
Academic **YLS**

Develop Extensive Reading Skills With Scholastic Book Clubs, Collections & Fairs
Linda Warfel, Scholastic
Saturday 13:00-14:00 Room B107
Commercial **YL**

How are Korean English lecturers perceived in Japanese universities?
Brendan Moloney,
Saturday 16:00-17:00 Room M103
Academic **U**

Sunday 10:30-11:00 Room M104
Academic **YLS**

Teaching the Content Areas Integrating Literature and Language in the English language learning classroom
Michael Cahill, Thomson
Sunday 13:00-14:00 Room B164
Commercial **YLS**

Learning Strategies

MyPromise to Me, Myself, and I: Contract Learning
Ross Eric Miller, Otemon Gakuin University
Margaret Kim
Saturday 09:00-9:50 Room B121
Academic **U**

Using Multiple Intelligences to Empower Asian EFL Students
Maggie Lieb, Himeji Dokkyo University
Saturday 10:00-11:00 Room B121
Academic **U**

Change in the MOI: Content Area Teacher' Learning Strategies
ZARINA RAMLAN, Academy of Language Studies
Saturday 12:30-12:50 Room B121
Academic **S**

Expectancy of Learning: Motivation Among False Beginner Korean College Students
Douglas Sewell,
Saturday 12:30-12:50 Room B161
Academic **SUA**

Goal-shifting Process in a College Class: from socio-cultural perspectives
Cheng-hua Hsiao, National Chengchi University
Chiu-fang Huang
Saturday 12:30-12:50 Room M101
Academic **U**

Adjustment problems of young second language learners
Jinkyu Park,

Investigating the relationship between learner's beliefs and proficiency
Sakae Onoda,
Saturday 12:30-12:50 Room M103
Academic **U**

A Tale of Blue Rain Cafe
Xuesong GAO, English Centre, the University of Hong Kong
Saturday 13:00-13:50 Room B166
Academic **A**

Vocabulary Knowledge Depth vs. Vocabulary Learning Strategies: Does Anything Work?
Aaron Batty, Kanda University of International Studies
Saturday 13:00-13:50 Room M104
Academic **U**

Harcourt Trophies: Reinforcing Reading Strategies with Graphic Organizers
Michelle Kim, Language World
Saturday 13:00-13:50 Room M105
Commercial **YLS**

Expanding Young Learners Vocabulary through Semantic Mapping
Jake Kimball, ILE Academy
Saturday 13:00-14:00 Room B161
Academic **YL**

How to Effectively Teach the iBT TOEFL?
Sang Woo Kim, Kyobo Book Centre,Inc.
Saturday 13:00-14:00 Room B112 (Comp.)
Commercial **SUA**

Changing University Classes: Access Leads to Success
Marc Helgesen, Pearson Longman
Saturday 15:00-16:00 Room B169
Commercial **U**

The Games People Play
Susan Pryor, Tamna University
Jong-min (Viki) Park
Saturday 15:00-16:30 Room M106
Academic **Young Learners**

Exploring the relationship between ex-troverts/introverts and language learning
Sakae Onoda,
Sunday 10:00-10:30 Room B164
Academic **SU**

Word-Associations and Vocabulary Development through Tasks
Philip Brown,
Sunday 12:00-13:30 Room M105
Academic **A**

Language proficiency and Language learning strategies
Kayvan Mahmoodi, Malayer azad University
Azadeh Jalilian
Sunday 15:00-15:30 Room B142
Academic **U**

Learning Strategies With Scholastic Hello Reader Books
Linda Warfel, Scholastic
Sunday 10:00-10:50 Room M101
Commercial **YL**

Listening

Four Principles for Teaching Listening
Howard Siegleman, Cambridge University press
Sunday 15:00-16:00 Room M101
Commercial **YLSUA**

Multiple Skills

Back to Basics: Pencil and Chalk!!
William Michael Balsamo, Kenmei Women's Junior College
Saturday 09:00-10:00 Room M101
Academic **U**

Pleasing Parents: Strategies for Establishing Postive Home-School Connections
Caroline Linse, McGraw-Hill Korea
Saturday 9:00-10:00 Room B167
Commercial **YLSUA**

Delivering Success in the Classroom with 50/50
Moon Jeong Lim, Pearson Longman
Saturday 10:00-10:50 Room B169
Commercial **SUA**

A Content-based Language Awareness Approach for Lower Level Learners
Stephen Jennings, Maebashi Kyoai Gakuen College
Todd Rucynski
Saturday 09:00-10:30 Room B178
Academic **U**

Teaching Group Discussion & Presentation Skills in a University Pre-sessional Program
Ella Leung, The Chinese University of Hong Kong
Saturday 10:00-10:20 (57) Room B161
Academic **U**

A topsy-turvey world - Students-as-Teachers
Sandra Wyrwal, Chonbuk National University, College of Humanities, Dept. of German Language and Literature
Saturday 10:00-11:00 Room M106
Academic **SUA**

Discussions That Work: Maximizing Fluency and Accuracy
Allen Ascher, Pearson Longman
Saturday 13:00-14:00 Room B169
Commercial **UA**

Games, Computer Games and Project Based Learning
Todd Vercoe, Inje University-Depatment of

General Education
Saturday 13:00-14:00 **Room B121**
Academic **YLSU**

Interactive Reading: Guiding Students to Critical Thinking Success
Melissa Keiser, Houghton Mifflin
Saturday 15:00-16:00 **Room B166**
Commercial **SUA**

A practical guide to video journaling
Colin Skeates, Seisen University
Sunday 09:00-10:30 **Room M105**
Academic **U**

Bring a Dictionary to Life for Young Leaners
Melanie Procter, Pearson Longman
Sunday 12:00-13:00 **Room B169**
Commercial **YL**

CATCH with CATCH!
Su Jung Choi, Language World
Sunday 12:00-13:00 **Room B178**
Commercial **YL**

How and Why to Teach the TOEFL iBT
Roger Fusselman,
Sunday 12:00-14:00 **Room POSTER**
Academic **SUA**

Read on, Write away!
Jason Renshaw, Pearson Longman
Sunday 09:00-09:50 **Room B169**
Commercial **S**

Not content without Content (Based Instruction)
Robert Dickey, Gyeongju University
Sunday 13:30-14:00 **Room B161**
Academic **YLSUA**

Music Art

The Use of CBI with Korean Elementary School Students: Art in the English Language Classroom
Miso Kim, Jeonju University
Saturday 15:00-15:30 **Room M103**
Academic **YL**

Censorship in the Classroom and at Our Writing Desk
Ranjini Philip, Zayed University
Saturday 12:30-12:50 **Room M105**
Academic **UA**

Drama English in the EFL Classroom
Hye-won Lee, International Graduate School of English
Sunday 15:00-16:00 **Room B164**
Academic **YL**

Other Issues

Designing Programs for Open Learning: Issues for Teaching Roles and Learning Strategies
Chris Candlin
Sunday 09:00-09:50 **Room B178**
Academic **U**

Houghton Mifflin Reading: Adapting North American Reading Programs for EFL Learners
Melissa Keiser, Houghton Mifflin
Saturday 09:00-10:00 **Room M105**
Commercial **YL**

Communicative Language Teaching and Its Implications in South Korea
Jolie Lee, Korea Nazarene University
Saturday 09:00-9:50 **Room B161**
Academic **SUA**

Interactions/Mosaic Silver Edition Excellence in academic skill building
Pam Hartmann, McGraw-Hill Korea
Saturday 10:00-11:00 **Room B167**
Commercial **SUA**

The role of graded readers in the communicative classroom
Scott Miles, Macmillan Education
Saturday 10:00-11:00 **Room B168**
Commercial **SUA**

Find Everything You Need in English land
Rilla Roessel, Pearson Longman
Saturday 09:00-10:00 Room B169
Commercial **YL**

Essentials of an English Teachers Course for Public Mexican Universities
Carlos Gomez S.,
Saturday 10:30-11:00 Room M105
Academic **UA**

Using Corpora in ELT: a Few Ideas
Andy Burki, IFLS, Korea University
Saturday 10:30-11:00 Room M103
Academic **SUA**

What are the qualities of quality EFL teachers?
Shoichi Matsumura, Faculty of Intercultural Communication, Ryukoku University
Hirofumi Wakita
Saturday 12:30-12:50 Room B164
Academic **SU**

Making Quizzes: A Source for Empowering Teachers Imagination and Creativity
Ryuji Harada, SOSIS, Otsuma Women's University
Saturday 12:30-12:50 Room B166
Academic **UA**

Get Real new edition - the REAL answer to Korean needs
Frances Lowndes, Macmillan Education
Saturday 13:00-14:00 Room B168
Commercial **University Adults**

Teachers Helping Teachers: Empowering EFL Teachers in Vietnam and Bangladesh
Maggie Lieb, Himeji Dokkyo University
Saturday 15:00-16:00 Room B107
Academic **SUA**

Academic Skills, Strategies, and Scaffolding in Quest, Second Edition
Pam Hartmann, McGraw-Hill Korea
Saturday 15:00-16:00 Room B167
Commercial **SUA**

Synergy: a lifeline to student motivation
Clyde Fowle, Macmillan Education
Saturday 15:00-16:00 Room B168
Commercial **UA**

English is Fantastic!
Gilly Dempster, Veritas Co.
Saturday 15:00-16:00 Room B178
Commercial **YL**

The Annual Activities Survey for Language Teachers (AASLT): An Administration Tool For Evaluating Teaching Staff
Stuart Warrington, Asia University (CELE)
Peter Ilic
Saturday 16:00-16:50 Room M104
Academic **UA**

Self-Development from Classroom Observation
Nopporn Sarobol, Language Institute, Thammasat University
Saturday 16:00-17:00 Room M105
Academic **U**

Proverbs to Teach By
Steven Gershon, Macmillan Education
Saturday 16:00-17:00 Room B168
Commercial **UA**

Coaching Students for Exam Success
Mike Mayor, Pearson Longman
Saturday 16:00-17:00 Room B169
Commercial **SUA**

An Investigation of Taiwan College Students: Appraisal of Native and Non-Native Speaker Teachers
Shihyao, Elsa Chen, Cheng-Shiu University
Saturday 16:30-17:00 Room B164
Academic **U**

Empowering Children in the ELT Class Through Smart Kids!
Patrick Hafenstein, McGraw-Hill Korea
Sunday 09:00-10:00 Room B167
Commercial **SUA**

EFL Materials Selection & Development:

Developing materials and developing yourself
Michel Trottier,
Sunday 09:00-10:30 Room M104
Academic **SUA**

Elementary School English Instructional Supervision Group: Challenges and New Directions
Chin-Wen Chien,
Sunday 09:00-09:50 Room M103
Academic **YL**

Academic Skills, Strategies, and Scaffolding in Quest, Second Edition
Pam Hartmann, McGraw-Hill Korea
Sunday 10:00-11:00 Room B167
Commercial **SUA**

New Finding Out
Gilly Dempster, Macmillan Education
Sunday 10:00-11:00 Room B168
Commercial **YL**

Task-based Language Teaching in Korean Secondary Schools: Constraints and Suggestions
Hyeyoung Park
Sunday 10:30-11:00 Room B121
Academic **S**

Vocabulary in English textbooks and Exams in Korea and Japan
Yumi Hasegawa,
Sunday 10:30-11:00 Room B178
Academic **S**

Non native teachers in America
Young-Ah Kang, UCAELI
Sunday 12:00-13:00 Room B164
Academic **YLSUA**

Communicative Test Prep: A Practical Guide to the TOEFL iBT
Bruce Rogers, Thomson
Sunday 12:00-13:00 Room B121
Commercial **SUA**

Content Based Activities: Capturing the Curiosity of Very Young Learners
Caroline Linse, Macmillan Education
Sunday 12:00-13:00 Room B168
Commercial **YL**

Qualitative and Quantitative Methods in Harmony: Action Research Design
David D. I. Kim,
Sunday 13:00-14:00 Room M103
Academic **SUA**

7 classroom activities
Clyde Fowle, Macmillan Education
Sunday 13:00-14:00 Room B168
Commercial **YLSUA**

Development of Continuing Education Standards: KOTESOL as an Accrediting Organization
Sharon Simpson, Hoseo University, English Dept
Sunday 15:00-16:00 Room B166
Academic **YLSUA**

Addressing Motivation: A Framework for the ESL Classroom
Virginia Hanslien, Korea University
Sunday 15:00-16:00 Room M105
Academic **UA**

Interactions/Mosaic Silver Edition Excellence in academic skill building
Pam Hartmann, McGraw-Hill Korea
Sunday 15:00-16:00 Room B167
Commercial **SUA**

Selections
Gilly Dempster, Macmillan Education
Sunday 15:00-16:00 Room B168
Commercial **YL**

Developing Test Success through Intensive Reading!!
Nalin Bahuguna, Oxford University Press Korea
Saturday 09:00-10:00 Room B109
Commercial **YL**

Making the Dictionary Work - For You!

Judith Willis, Oxford University Press Korea
Saturday 10:00-11:00 Room B109
Commercial **A**

Sing, Sing, Sing! With Your Potato Pals
Patrick Jackson, Oxford University Press Korea
Saturday 12:30-12:50 Room B109
Commercial **YL**

Long Term Reading Success with Oxford Graded Readers
Nalin Bahuguna, Oxford University Press Korea
Saturday 13:00-14:00 Room B109
Commercial **YLS**

Applied Linguistics at Macquarie: researching and teaching in the context of real world practice
Chris Candlin, Macquarie University
Saturday 13:00-14:00 Room B142
Commercial

It's Talk Time! Get Students Speaking in Class Every Time
Susan Stempleski, Oxford University Press Korea
Saturday 15:00-16:00 Room B109
Commercial **A**

Bigger, Brighter, and Better than Ever, Let's Go Third Edition
Ritsuko Nakata, Oxford University Press Korea
Saturday 16:00-17:00 Room B109
Commercial **YL**

Grammar: It's All in the Game
Clare Hambly, Oxford University Press Korea
Sunday 09:00-10:00 Room B109
Commercial **YL**

Let's Go Together: Combining Components for Comprehensive Learning
Ritsuko Nakata, Oxford University Press Korea
Sunday 10:00-11:00 Room B109
Commercial **YL**

Teaching Speaking - Talk as Interaction, Process, and Performance
Jack Richards,
Sunday 12:00-13:00 Room B107
Academic

Oh Grandma, What Great Stories You Have!
Patrick Jackson, Oxford University Press Korea
Sunday 12:00-13:00 Room B109
Commercial **YL**

Making informed choices: Teacher education at Saint Michael's
John Halliwell, St. Michael's College
Sunday 12:00-13:00 Room M104
Commercial

More About How Languages Are Learned
Nina Spada,
Sunday 13:00-14:00 Room B107
Academic

Now They're Talking!
Patrick Jackson, Oxford University Press Korea
Sunday 13:00-14:00 Computer&LCD internet Computer Lab Room B109
Commercial **YL**

Let's Go for Phonics Success
Clare Hambly, Oxford University Press Korea
Sunday 15:00-16:00 Room B109
Commercial **YL**

Pragmatics

Pragmatic Strategies in English Complaint Discourse
Kyung-Yong Kim, Daegu Health College
Saturday 12:30-12:50 Room B142
Academic **UA**

Cleaning Up a Mess
Terry Stocker, Hongik University, Jochiwon Campus
Sunday 15:00-15:20 Room M106
Academic **YL**

Reading

Supporting reading, expanding reading
Robert Hill,
Sunday 09:00-10:00 Room B121
Commercial

Asking the right questions: strategies for reading
Robert Hill,
Sunday 15:00-16:00 Room B161
Commercial

Reading in the Content Areas
Tim Collins,
Saturday 09:00-10:00 Room B166
Academic **SUA**

Movie Novelization: Adding Audio
Rube Redfield,
Saturday 09:00-9:50 Room B107
Academic **U**

Graded readers projects: A teacher spills all
Ksan Rubadeau, Korea University, IFLS
Saturday 10:00-11:00 Room B107
Academic **SUA**

Reading for a Reason
Patrick Hafenstein, McGraw-Hill Korea
Saturday 13:00-14:00 Room B167
Commercial **SUA**

Magic Reading Plus Magic School Bus: A Successful Teaching Method for Extensive Reading
Hyunah Lee, Scholastic
Saturday 15:00-15:50 Room M104
Commercial **YL**

Rethinking the relationship between vocabulary and reading
Rob Waring, Notre Dame Seishin University
Saturday 16:00-17:00 Room B107
Academic **YLSUA**

Utilizing Internet-Based News Resources in the EFL Classroom
Russell Hubert,
Saturday 16:00-16:30 Room B112
Academic **U**

Four Corners: More Than Just Reading
Rilla Roessel, Pearson Longman
Sunday 15:00-15:50 Room B169
Commercial **YL**

Asking the right questions: strategies for teaching reading
Robert Hill,
Sunday 12:00-13:30 Room M101
Academic **SUA**

Using Newspapers for Language Reinforcement
William Balsamo, Kenmei Women's Junior College
Sunday 15:00-16:00 Room B121
Academic **U**

Task-Based, Content-Based Materials for University EFL Reading Courses
Byron O'Neill, Kyoto Notre Dame University
Saturday 16:30-16:50 Room B161
Academic **U**

SLA

Potential Threats to Validity of Rating Scales
Hyun-Ju Kim, Dankook University
Saturday 12:30-12:50 Room M104
Academic **SUA**

Understanding task difficulty from the perspective of the learner
Clarice S. C. Chan, English Centre, University of Hong Kong
Saturday 13:00-13:50 Room M101
Academic **UA**

Enabling Young Learners to manage anger: Extending the DANGEROUS ANIMAL metaphor

Adriane Moser,
Saturday 16:00-17:00 Room B178
Academic **YL**

learner-learner interaction
Junghee Hwang, International Language Center, Kyungwon University
Sunday 10:30-11:00 Room B121
Academic **U**

Language Learning Strategies Used by University Students in Hong Kong
ANDREW YAU-HAU TSE, Room A0932, School of E & L, Open University of Hong Kong
Sunday 10:30-11:00 Room B161
Academic **U**

Does language anxiety influence the success of error correction?
Younghee Sheen,
Sunday 13:30-14:00 Room M105
Academic **A**

Effects of an extensive reading course on vocabulary, grammar and reading attitudes of Korean university students.
Scott Miles,
Sunday 15:00-15:30 Room B178
Academic **U**

Sociolinguistics

Surviving study abroad: overcoming foreign language anxiety through affective strategies
Kanzaka Izumi, Soka University
Saturday 10:00-10:20 Room B164
Academic **U**

Teacher Training

Not Enough Time for Professional Development
Michael Cahill, Thomson

Video

Collaborative output tasks, and their effects on

Saturday 15:00-16:00 Room B121
Commercial **YLSUA**

Learning Tells You How to Teach
Susan Barduhn, School for International Training
Sunday 09:00-10:00 Room M106
Commercial **SUA**

Stay on the Cutting Edge
John Sherman, Pearson Longman
Sunday 13:00-14:00 Room B169
Commercial **YL**

Testing

Peer Assessment of English Writing in Korea: A Form of Curriculum Evaluation
David D. I. Kim,
Sunday 10:00-11:00 Room B164
Academic **SUA**

The Official Guide to the New TOEFL IBT
Patrick Hafenstein, McGraw-Hill Korea
Sunday 12:00-13:00 Room B167
Commercial **SUA**

Under-Resourced

Easy Ways to Make Your Own Materials for Young Learners
Aaron Jolly, Namseoul University
Gavin Peacock
Shaun Monaghan
Sunday 09:00-10:20 Room B161
Academic **YL**

Utilizing TV news clips in language teaching
Sakae Onoda,

Sunday 12:00-13:00 Room B166
Academic **SUA**

Teaching Global Issues through Video with "What's Going On?"
Kip Cates, Tottori University
Sunday 13:00-14:00 Room B121
Academic **SUA**

Internet videos: A powerful medium for innovative ELT
Jocelyn Howard,
Sunday 13:00-14:00 Room B178
Academic **S**

Writing

Grammar in English writing of Korean ESL students and English-speaking students
Jeongsook Choi, Yongin University, English Department
Saturday 10:30-11:00 Room M101
Academic **U**

Effective Writing Activites/Strategies for Non-Native Speaker Teachers
David Ribott-Bracero, Hongik University
Saturday 13:00-13:50 Room M106
Academic **YLSUA**

Preparing Students for Academic Success with Houghton Mifflin's College Oral Communication Series
John Baker, Houghton Mifflin
Saturday 13:00-13:50 Room B164
Commercial **SUA**

Helping Students Succeed with Houghton Mifflin's Great Writing Series
John Baker, Houghton Mifflin
Saturday 15:00-15:50 Room B142
Commercial **SUA**

Methodological Guidelines for Teaching Writing to University Students
Brian English, Konkuk University --Chungju Campus
Saturday 16:00-17:00 Room M101
Academic **UA**

Using Student Self-Reported Experience to Assess Writing Level
Russell Hubert,
Saturday 10:00-10:30 Room M105
Academic **U**

Let's Explore the World of Writing and Nonfiction (TCM Time for Kids Exploring Writing / Exploring Nonfiction)
Hyunah Lee, Language World
Sunday 09:00-09:50 Room M101
Commercial **YLS**

Scholastic rBook, Guided Writing for Young Learners
Julie Hwang, Scholastic
Sunday 12:00-13:00 Room M103
Commercial **YL**

Designing a Composition Course Syllabus with the At a Glance Series
John Baker, Kyobo Book Center
Sunday 13:00-14:00 Room M104
Commercial **SUA**

Teaching Writing to Young Learners
Liana Robinson, Compass Media
Sunday 13:00-14:00 Room M106
Commercial **YL**

Changing the Focus: From Teacher to Learner - A Writing Course
Lawrence White, Kookmin University
Sunday 13:30-14:00 Room M101
Academic **U**

Constitution & Bylaws of Korea TESOL

Constitution

(Aadopted 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 scholar- ship, 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, developing, and coordinating activities.

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

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

2. 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 Chairs 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 R*obert'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.

Check out http://esl.about.com/cs/teachertraining/a/a_abbr.htm for ESL / EFL Abbreviations Explained From Kenneth Beare,. Here are a few to help you navigate the conference.

CALL - Computer-Assisted Language Learning
CBT - Computer-Based Teaching
EAP - English for Academic Purposes
EFL - English as a Foreign Language
EGP - English for general purposes
EIP - English as an International Language
ELT - English Language Teaching
ESL - English as a Second Language.
ESOL - English for Speakers of Other Languages
ESP - English for special purposes (business English, English for tourism, etc.)
ETS - Educational Testing Service
IATEFL - International Association of Teachers of English as a Foreign Language
L1 - Language 1 - native language
L2 - Language 2 - the language you are learning
LL - Language Learning
MT - Mother Tongue
NNEST - Non-Native English Speaking Teacher
NNL - Non-Native Language
RP - Received Pronunciation - 'standard' British pronunciation
TEFL - Teaching English as a Foreign Language
TEFLA - Teaching English as a Foreign Language to Adults
TEIL - Teaching English as an International Language
TESL - Teaching English as a Second Language
TESOL - Teaching English to Speakers of Other Langauges
TOEFL - Test of English as a Foreign Language - the most common English pro ficiency exam for North American universities and colleges, also accepted by some British universities and employers as proof of English proficiency.
TOEIC - The TOEIC (pronounced "toe-ick") is a Test of English for International Communication.
YLE - Young Learners English Tests - Cambridge Examinations for young learners

The 14th Korea TESOL
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Extended Summaries of Academic Presentations

Editor
Tim Whitman

Extended Summaries of Academic Presentations

Native or Non-Native, Who Is Our Ideal Teacher? An Investigation of Taiwan College Student Appraisal of Native and Non-native Speaking Teachers

Shihyao Elsa Chen
Cheng Shiu University, Kaohsiung, Taiwan

Abstract
The purpose of this research is to investigate Taiwan college students'appraisal of the EFL programs in terms of the differentiation of effectiveness between the courses taught by native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs). The distinction between the courses taught by NESTs/NNESTs has generated controversial issues in English programs in Taiwan although NNESTs will continue to be in the majority. A number of researches conducted tended to focus on teacher's assessment of students'performance in target language learning rather than scoping on students'opinions and their anxiety in class. This research tries to discuss two questions: 1) what is the view of college students towards the idea that NNESTs are more preferred than NESTs are, or vice versa.2) Who has more advantages over the other in this professional field? One hundred twenty five English college majors and one twenty business majors have responded to one designed questionnaire. Premised on pedagogical theory and hypotheses in the EFL context, the author posits the analysis to explore students' point of view with the findings for further discussion. The implications suggest that students'motives and their expectations from teachers require both NNESTs and NESTS continuing efforts on their advantageous traits, professional development, and attitude. At the same time, having students'voice heard will undoubtedly gain a more comprehensive view of what is more desirable to be learned on the EFL pedagogical stage.

I. Introduction

Recently it has become apparent that an increasing number of nonnative English speaking professionals whose first language is not English and non-native English teachers actually outnumber native-speaking teachers in the English teaching profession worldwide. (Amin, 1997; Braine 1999; Liu, D, 1999; Liu, 1999a; Thomas, 1999). At the same time, the debate over the distinction between native/nonnative-speaker (NS/NNS) teachers has generated a number of controversial issues in applied linguistics. Although this study would be premature to make conclusive statements for who will be the main agents in the ways Englishis used and taught, the results gained from students may aid language educators and policy makers to improve more quality English teaching for the future.

II. Literature Review

A. The NESTs and NNESTs in EFL Teaching Context

Medgyes (1996) conducted a survey of native-English speaking teachers and non-native English speaking teachers working in ten countries, and concluded that the two groups had an equal opportunity of success as English teachers. As compare to NSETs who are excellent language models for language learners, some language testing specialists have demonstrated the potential to damage the language learning with insists on native-speaker norms when assessing the language proficiency. (Lowenberg 2000). However, the rush to import English teachers from overseas had left local English

teachers confused and frustrated, or even disappointed.

B. The Role of Non-Native-Speaking Teachers in EFL Teaching

To examine the attributes of NNS teachers, Medgyes (1992) points out seven advantages that NNESTs are over NESTS. Kramsch (1997) also argues that NNESTs are equippedwith the expertise of bilingualism, as their experience of switching back and forth from L2 to L1 in class enhances their understanding of the demands of the learning situation. They have better expertise in guiding students through the process of becoming bilingual and expressing themselves more appropriately to cope with students'learning background. Many NNESTs, this sensitivity provide them stung competitiveness to anticipate learners' linguistic difficulties and being 'expert'in linguistics and ELT methodology as native speakers.

C. The Status of Native-Speaking Teachers in EFL Context

It seems to reflect a belief that native speakers are more reliable for their mother tongue in terms of linguistic competence. In EFL context, native speakers of English are inevitably in the minority as language teachers. We speak about EFL when English is taught in countries where there is little or no internal communicative function or sociopolitical status (Nayar 1997: 31). Margaret Ellis (2003) indicates that excluding the focus on linguistic issues, "the native speaker as the ideal teacher and arbiter of 'correct' usage and pronunciation persists". She also refers to Chomskyan notions of the 'ideal speaker' who could be taken as the reference point and the arbiter of what constitutes a grammatical version of the language (Ellis, 2003).

D. Taiwan students' learning styles, anxiety, and satisfaction

Though research has being undertaken considerably, much of it has been constrained by ESL context assumptions. Directed to the issues of local teaching and learning environment influencing students' learning have been very limited. It seems to be the case in Taiwan that whenever 'large'class size is encountered, (Wang, 1991; Wu, 1991, Lin & Warden, 1998), language teachers find it difficult to adopt the newest established theories, approaches, or methodology.

Another issue has been raised attention is the cross-cultural learning that has been contributing to the thrust of the debate. Taiwan students'communication styles in class tend to be silent even when they have desire to ask questions and participate. (Warden, 1998); their non-verbal communication also indicates the influence of a society that advocates 'listening to authority without interrupting'. (Wu, 2003)

III. Statement of the Problem

In Taiwan, the of EFL professionals in Taiwan colleges and universities, NNESTs remain the majority language classroom. A review of the literature revealed that there is insufficient evidence in the field of foreign language teaching that gives credit to either NNESTs or NESTs. Among the studies reviewed, little research to date has attempted to examine students' learning attitude and anxiety inrelation to their appraisal of English teaching in the classroom context, in which teachers may gain some recognition for students' learning obstacles or accomplishments, and some feedback from teachers' commitment.

IV. Research Questions of the Study

The research questions that guide this study are: (1)What are the views of college students towards the idea that NS teachers are more effective as EFL teachers than NNS ones, or vice versa? (b) Is there any significant differences between the appraisal of the students and their preference for ideal English teacher?

V. Methodology

One questionnaire consists of an evaluation of the effectiveness and difficulties in terms of their learning in both NESTs and NNESTs, The questionnaire consists of 10 statements inthree parts, using the five-point Likert Scale format. Bivariate analysis was conducted within crosstabs, by using descriptive statistics to observe if there is any combining effect between the two variables. Chi-square tests were performed for the analyses of nominal data. The significance level was set at $p < .05$.

Table 1. Question 1-9/ Question 10, Cross-tabulation,

		1. I think that NNESTs are more knowledgeable in language teaching.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA		0.8%		1.2%		2.0%
	A	.8%	3.7%	4.9%	6.9%	1.2%	17.6%
	NO	.4%	6.5%	11.8%	5.7%		24.5%
	D	2.0%	13.1%	21.2%	13.9%	.8%	51.0%
	SD		.8%	1.6%	1.2%	1.2%	4.9%
	Total	3.3%	24.9%	39.6%	29.0%	3.3%	100.0%
		2. I think that NNESTs are more able to anticipate our learning problems and difficulties.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	.4%	.8%	.4%		.4%	2.0%
	A	3.3%	7.8%	4.5%	1.6%	.4%	17.6%
	NO	4.1%	13.5%	4.9%	2.0%		24.5%
	D	9.8%	24.9%	9.8%	5.7%	.8%	51.0%
	SD	.8%	.8%	1.2%	2.0%		4.9%
	Total	18.4%	47.8%	20.8%	11.4%	1.6%	100.0%
		3. I think that NESTs correct our grammatical mistakes more than NNESTs do.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA		.8%		1.2%		2.0%
	A	1.6%	4.9%	5.3%	5.3%	0.4%	17.6%
	NO	2.0%	6.1%	11.0%	4.1%	1.2%	24.5%
	D	3.3%	14.3%	18.4%	14.3%	.8%	51.0%
	SD	.8%	1.2%	1.2%	1.6%		4.9%
	Total	7.8%	27.3%	35.9%	26.5%	2.4%	100.0%
		4. I think that English-only teaching in class is very important no matter who is teaching us.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	1.2%	0.4%	0.4%			2.0%
	A	6.1%	6.5%	3.7%	.8%	.4%	17.6%
	NO	4.1%	13.9%	3.7%	2.4%	.4%	24.5%

	D	16.3%	22.4%	8.6%	3.7%		51.0%
	SD	2.9%	2.0%				4.9%
	Total	30.6%	45.3%	16.3%	6.9%	.8%	100.0%
		5. I think that it would be better if NNESTs speak some Mandarin Chinese occasionally in class.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	.2%	1.4%	.4%			2.0%
	A	3.4%	10.5%	2.7%	.6%	.4%	17.6%
	NO	4.1%	10.9%	3.7%	3.4%	2.4%	24.5%
	D	14.9%	24.4%	6.3%	3.7%	1.7%	51.0%
	SD	2.7%	.8%	.2%	.8%	.4%	4.9%
	Total	25.3%	48.0%	13.3%	8.5%	4.9%	100.0%
		6. I think that in NEST's class, the advantage is the target cultural teaching.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	.8%	1.2%				2.0%
	A	3.3%	8.6%	3.7%	2.0%		17.6%
	NO	2.9%	12.7%	5.7%	2.9%	.4%	24.5%
	D	7.8%	25.3%	9.0%	7.8%	1.2%	51.0%
	SD	1.2%	2.9%	.4%	.4%		4.9%
	Total	15.9%	50.6%	18.8%	13.1%	1.6%	100.0%
		7. I think that NESTs are more suitable for teaching pronunciation and than NNESTs teachers are.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	.4%	.8%		.4%	.4%	2.0%
	A	2.4%	4.5%	4.9%	5.3%	.4%	17.6%
	NO	2.0%	4.5%	11.0%	6.5%	.4%	24.5%
	D	2.4%	13.9%	15.1%	18.4%	1.2%	51.0%
	SD	.4%	1.2%	.4%	1.6%	1.2%	4.9%
	Total	7.8%	24.9%	31.4%	32.2%	3.7%	100%
		8. I think that in NESTs' classes I will have more opportunities to socially interact with teachers and peers in English.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	.40%	1.2%	.40%			2.0%
	A	1.2%	6.5%	5.3%	3.7%	.8%	17.6%
	NO	1.2%	7.8%	9.4%	5.7%	.4%	24.5%
	D	3.7%	22.0%	11.0%	11.0%	3.3%	51.0%
	SD	.4%	1.6%	.4%	2.0%	.4%	4.9%
	Total	6.9%	39.2%	26.5%	22.4%	4.9%	100%
		9. In NESTs' classes, I will worry less while making grammatical mistakes.					
		SA	A	NO	D	SD	Total
10. I think that the ideal EFL teachers should be NESTs.	SA	.8%	.8%			.4%	2.0%
	A	3.3%	4.9%	5.7%	3.7%		17.6%
	NO	3.3%	7.8%	8.6%	4.5%	.4%	24.5%
	D	6.1%	15.5%	16.7%	11.8%	.8%	51.0%
	SD	.8%	1.6%	1.2%	0.8%	.4%	4.9%
	Total	6.9%	39.2%	26.5%	22.4%	4.9%	100%

% of Total. $p < .05$

VI. Discussion

There are two implications observed from these results: (a) pronunciation and speaking activities are practiced and tested in the presence of not only NESTs but also NNESTs, students show in the results their support for both English teachers who make efforts on the pronunciation. (b) Students may worry about the risks of communication breakdown or misunderstanding during interaction. Therefore, there are clear cases where L1 facilitate students' comprehension of what is happening in class. The more meaningful and effective learning are in reality what the most students are looking for. What most of the students are not looking for is clear in question 10 where a highly not-agree result is seen.

VII. Conclusion

Cognizance of learner needs and desires for the foreign language should be continuously investigated and explored on account of the appropriate teaching methods employed by both native speaking teachers and Taiwanese English teachers. Even though the results provided in this study are far from conclusive, Taiwanese students will find it easier to have their voice heard on the international pedagogical stage. The appraisal from students also sheds light on their needs and anxiety in language classroom based on their background, cultural familiarity, and preference.

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The Author

Elsa Chenis currently teaching in Applied Language department and International Trade Department in Cheng-Shiu University, Kaohsiung, Taiwan. Her special interests are issues of native/non-native speaking teachers in EFL teaching, ELT management, methodologies and approaches. Email: elsa@csu.edu.tw

Grammar in English Writing of Korean ESL Students and English-speaking Students

Jeongsook Choi
Yongin University, International Studies, South Korea

Abstract
The purpose of this study was to identify and examine in what different ways native speakers of Korean (ESL) and native speakers of English write English argumentative compositions regarding error types (grammar). This study involved 46 American students and 46 Korean students who were enrolled in a university in America.
The findings from this studysuggest that, in general terms, the Korean ESL students showed more errors. The Korean students made article errors most often, and the American students' error were, to a lesser degree, with preposition and article errors.
With the results of this study, some pedagogical suggestions for both ESL/EFL students and the teaching of effective writings to ESL/EFL students have been made.

I. Introduction

In spite of the growing number of Korean students studying in colleges and universities in the United States and a great deal of research in second language acquisition, when compared to the other areas such as reading and speaking, the ESL writing research for Korean students is still in its beginning stages. The examination of the differences in English essays written by Korean ESL students and those written by American students is necessary to help Korean ESL and EFL students and teachers ascertain ways to achieve their academic goals in the United States. It can provide helpful guidance to Korean ESL students who are struggling with their academic writing in the United States and in Korea. The purpose of the present study is to identify and examine in what different ways native speakers of Korean (ESL) and native speakers of English write English compositions and to analyze if and how Korean ESL students have difficulty writing English by an in-depth text analysis and survey. By providing information about differences in writing between ESL learners and native speakers, analyses of student texts provide insights to help students to achieve their academic goals. In addition, it can provide teachers with more effective teaching strategies, helping them to target students' most frequent and intractable errors (Matsuda et al., 2003).

II. Grammar Analysis

Even though grammar instruction has recently been assigned a less prominent role in ESL writing classrooms, grammar was often the main curricular focus in ESL writing instruction until the introduction in the 1980s of communicative language teaching. Even though the focus on grammar has changed,it seems to be clear that, for writing to be successful to its overall purpose, it must conform to the conventions of English syntax and usage, generally referred to as 'grammar.' In other words, some degree of focus on form is not only beneficial for ESL learners but necessary (Frodesen & Holten, 2003). Grammar is an essential element of second language writing instruction, and the errors found in ESL students'written texts give crucial clues to ESL composition instructors.
Since Corder's error study (1967), it has been more and more evident that errors have a positive value

and are more important than correct forms in the teacher's point of view. The learner is viewed not as a producer of deviant, imperfect languagefull of errors but as an active participant in the creation of his language through a process of hypothesis formation and testing (Cook, 1978; Corder, 1967). Much emphasis should be laid on ways to help students overcome the errors which they make, not on prevention of errors.

Error analysis has derived its impetus and importance from the seminal paper by Corder (1967). Error analysis is considered by ESL researchers to be a more developed research paradigm because it deals with real language produced by the second language learners. It sees language learners' errors as a developmental process to provide L2 teachers with information for devising the most efficient way to teach the target language. A review of various linguistic factors governing ESL students' written language may provide insights to help the teachers and researchers better understand and evaluate student performance (Kim, 1983; Lee, 1995).

III. Methodology

A survey questionnairewas distributed to both Korean ESL students and American students. It contains a variety of questions asking about their personal background, educational background, and questions of personal preference or expectation about composition instruction. For the written text analyses, in order to compare differences between the Korean students'writings and those of the American students, basic descriptive statistics and regression analysis were run using the Statistical Package for the Social Sciences (SPSS), a statistical computer program.

III. Conclusion

A. Survey Result

When writing in English, theKorean students felt most confident in using agreement and least confident in articles. On the other hand, the American students felt the most confident about -ing/-ed endings and least confident about conjunctions and spelling/capitalization. The Korean students considered articles and text organization the most difficult and conjunctions and text organization the easiest to accomplish in English writing. On the other hand, there was no consensus by the American students with regard to spelling and text organization; spelling and text organization were both the most and the least difficult to accomplish in their English writing. The American students revealed that they were more focused on the overall writing process such as getting to the point, getting started, developing ideas, and flow, while the Korean students were interested in smaller and more specific factors in English writing: articles, grammar, preposition, and idioms.

B. Result of Text Analysis

The average numbers of errors in essays written by both groups seem to show consistency with the result of the passage length analysis except for one. The students who wrote longer essays made more errors andthe Korean students who had studied 7 and 8 years in the UnitedStates made the most number of errors. This means that ESL students did not increase their writing abilities significantly in both length and grammar perspectives as they have received education for a longer period of time.

Overall, the Korean students made more errors than the Americans did. However, the American students do not seem to be confident in orthographical usage compared to the Korean students. This is understandable when taking a closer look at the error types in this category such as comma/period, misspelling, and capitalization. These errors can be seen as miscellaneous in writing tasks for the American students. A number of specific types of error were distinctive of the Korean students in

terms of frequency compared to the American students. They had much difficulty with several areas: articles in syntactic errors, verbs in lexical errors, plural usage in morphological errors, and misspelling in orthographic errors. Among the overall errors, the morphological errors appeared more frequently in the Korean students' writings. It is natural in that these errors can not be mastered by rote memorization or a short period of education, compared to syntactic, lexical and orthographic errors (see Table 1).

Table 1 Frequency of Errors

Error Types	Koreans	Americans
Syntactic Errors		
Articles	232	36
Prepositions	107	41
Conjunctions	17	22
Total	356	99
Lexical Errors		
Nouns	50	27
Adjectives	29	11
Adverbs	20	12
Verbs	76	28
Total	175	78
Morphological Errors		
Subject-Verb Agreement	40	25
Tense Marker	88	34
Plural Use	224	43
-ing and ed form	26	3
Total	378	105
Orthographic Errors		
Comma/period	59	134
Misspelling	104	160
Capitalization	40	14
Total	203	308

Syntactic errors were positively related to morphological errors and lexicalerrors, and lexical errors and morphological errors were also correlated. Especially, syntactic errors and morphological errors were highly correlated each other (.661), compared to other correlations. The other errors did not show significant correlation to each other (see Table 2).

Table 2 ***Means, Standard Deviation and Intercorrelations for Each Sub-Error Type***

	Syntactic	**Lexical**	**Morphological**	**Orthographic**
Syntactic	__	.439**	661**	-.082
Lexical		__	.571**	-.027
Morphological			__	.078
Orthographic				__
Mean	4.9	2.7	5.2	5.6
SD	4.0	2.5	5.2	4.2

Note. **Correlation is significant at the 0.01 level (2-tailed).

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The Author

***Jeongsook Choi**, PhD, is presently an instructor in Yongin University. In 2005, she received her PhD in TESOL at Southern Illinois University, USA. Her interest area is teaching English writing. Email: jsook1029@yongin.ac.kr.*

English Academic Presentations for Science Majors

Benjamin Duncan
Seoul National University Medical School Language Education Institute

Abstract
In the summer of 2006, Seoul National University's Language Education Institute began a new program at its medical campus. With a large number of doctors, nurses, and medical students needing to give presentations at international conference, demand was high for the creation of a course devoted to the teaching of English skills necessary for science and medical presentations. The purpose of this workshop is to relay the use of English in scientific presentation settings to second language English learners and to afford all attendees the opportunity of practicing and receiving constructive criticism/feedback on their presentation techniques. Emphasizing academic vocabulary, an acknowledgment of informal and formal presentation needs, and communicative understandability, the following competencies comprise the workshop's curriculum: 1) Introductions the presenter should grab the audience's interest, briefly introduce him or herself, the purpose of the presentation, and outline key points; 2) Visuals the presenter should use visuals to highlight his or her key findings by introducing, commenting, and interpreting; 3) Pronunciation - the presenter's voice should reflect the thoughts, emphasis, and emotion of the presentation material and be clear to all participants; 4) Organization - the presenter should possess the linguistic tools necessary to explain connections between topics, stress important changes and outcomes, and explicate ideas both formally and informally with a large audience; 5) Questions and Answers presenters should possess the linguistic competence to both ask and answer a variety of questions related to their own and others' presentations.

I. Introduction

Generally, an international scientific conference audience will expect that the presenter introduce himself or herself, the title/purpose of his/her presentation, and provide background or an outline to the presentation. Briefly, the content of an introduction can be outlined in six steps: 1) the greeting, 2) the reference to the audience, 3) the title/subject/purpose, 4) an attention grabber, 5) a reference to time and questions, 6) a discussion of the background or overview to the presentation. An appraisal of the necessary balance between informal and formal registers should be acknowledged by any presenter beforehand. Formal greeting expression may include: *Emm, perhaps we should begin*, *Good afternoon, ladies and gentlemen, It's my great honor to be here, My name is ? For those of you who don't know me already, I'm responsible for ?To fill you in on my background, I Informal greeting expressions, on the other include, often include: Alrightly, let's get started. Welcome, everyone. How y'all doing?, Thanks for coming, I'm ? As you know , My area of study is ?* and *Let me tell you a little about myself . An international scientific community may also expect a statement of authority that includes the presenter's academic background, work experience, and research interests. It is important to remember that an audience will want to know why the presenter is to be respected, listened to, and believed.*

A reference to the audience may include such phrases as: It's very nice to meet you all. Thank you for coming today and staying to listen to my presentation. I know many of you traveled far to be here or would rather be in bed. For that reason, I will do my best to explain things simply and clearly. Forgive me for being so nervous. Please forgive my poor English. I hope you will find my lecture informative and worthwhile. The title, subject, and purpose of a presentation can be introduced using the following expressions: The title of this presentation is?The main goal of my presentation will be?This morning

I'm going to be?What I want to do today is to begin?So, I'll start off by?And then I'll go on ?talking to you about, telling you about, showing you how, reporting *on, taking a look at, filling you on the background,making a few observations on, outlining the process of our research, giving you an overview of, bring you up-to-date on, highlighting the key findings, putting the situation into perspective, talking you through our procedure, making recommendations, discussing in more depth the implications, etc.*
An often overlooked component of the introduction is the attention grabber. Scientific presentations are notorious for being dull and undemonstrative. Thereby, the slightest spark of interest or attempt to create interaction will be greatly appreciated. There are several strategies for grabbing an audience's attention. Four of the most prominent are: 1) a personal story related to the presentation topic; 2) an amazing fact or research finding related to the presentation topic; 3) the posing of a problem or question for the audience's consideration; and 4) a joke. Useful jokes may include: *213% of all statistics are worthless. 7/5th of all people do not understand fractions. I know a great "Knock, knock" joke. You start it off. How many scientists does it take to screw in a light bulb? Twenty, one to screw it in, and 19 to record the results.*
What do you call a doctor with an IQ of 10? An average doctor. What do you call a doctor with an IQ of 15? Chief of staff.

II. Utilizing Visuals

Due to limitations of time, a visual, such as a chart, graph, table, etc., can often be used to condense significant information. Unfortunately, scientific presenters commonly rely too heavily upon their visuals and fail to remember the difference between a spoken presentation and a written conference paper. In the presentation it is important to assess the relevance of the information and to highlight only the key points. Many second language presenters disrespect their audience by reading to them verbatim from the power point slide behind them as if they were illiterate children. A minimization of research procedures, literature reviews, and background can also enhance the main purpose of a scientific presentation: the communication of the presenter's findings and ideas. Useful phrases for all scientific presentations may include: *This is covered in greater depth More details are available The specifics details for this can be found……in my conference paper.*
That having been said, the use of visuals is an essential component of nearly all scientific presentations. As such the presenter should be familiar with the expected pattern of presenting visuals. First, introduce the visual; second, highlight the information; third, (and, of course, the most difficult and most important) comment on or explain the significance of that information. Useful phrases for introducing visuals may involve: *Have a look at this… If I can draw your attention to this As you can from this graph/chart/diagram/table /pie chart/bar graph/flow chart/picture/poster /photographentitled The vertical/horizontal axis/top row/far left column/This area/region/square… represents/shows/signifies…*

III. Pronunciation

The clear communication of ideas is often the most troublesome aspect for the second language presenter. As such, the presenter should train and practice beforehand so that his or her voice reflects the thoughts, emphasis, and emotion of the presentation material and will be readily understood by all participants. One of the most common obstacles to clear pronunciation in second language presenters is shyness or a lack of confidence resulting in low speech volume and the mumbled transmittance of thoughts. A presentation is not the time to be shy or overly humble; instead, it is important to speak

more loudly, slowly, and clearly than normal. While many second language presenters are accused of speaking too softly, quickly or indistinctly, they are rarely condemned for articulating too loudly, too slowly, or too clearly.

Presentation pronunciation can be greatly improved with a focus on appropriate pausing after thought groups. The emphasis of key words or terms, especially in medical and scientific presentations, can also be of great benefit to the listener. Attention to intonation and vocal variety, meaning some less important information can be presented in a faster and flatter voice, while more important details need to be intoned more loudly and clearly, can also profit the audience. Finally, the appropriate emotional conveyance is a tool for grabbing and maintaining the audience's attention. Of course, these techniques require hours of attention and practice to master. Due to this factor, many second language presenter may "sound script" their presentation to represent the necessary pauses, emphasis, and emotion of their speaking voice. Below is a short example of a sound-scripted presentation.

Recent.. **IN VITRO** studies (SCHOLARLY VOICE)
have **ADDRESSED** this issue, (LONG PAUSE)
but reported.. **INCONSISTENT** results, (SERIOUS, SLOW)
especially **CELL MEDIATED IMMUNITY** or CMI. (FASTER, LONG PAUSE AT END)
Different CMI ASSAYS were **used** between studies, (RISING INTONATION)
and methods have **NOT** been **standardized**. (FALLING INTONATION)
In OUR research **then**, (UPBEAT, BUT SLOW)
we wanted to use a **SIMPLER** and **MORE RELIABLE** (EMPHATIC)
in vivo skin test (LONG PAUSE)
for **EVALUATION** by **CMI**. (LONG PAUSE)
This **methodology** was **published** in **JID** one month ago. (FASTER)

IV. Organization

The presenter should possess the linguistic tools necessary to explain connections between topics, stress important changes and outcomes, and explicate ideas both formally and informally to a large audience. There are several techniques which the scientific second language presenter can practice in order to ensure the successful organization of his or her presentation.

A. Simplification

Many second language presenters worry about the grammar and "correctness" of their presentation. However, as seen presentation, only the most important content need be verbalized clearly. For this reason, scientific presenters need to simplify their verbose flourishes and remember to focus on their communication of relevant ideas and outcomes. Small "grammar" words (e.g., is, are, be, this, for, of, to, with, have, has, etc.) need not trouble the presenter because these words can often be omitted for the sake of time and verbal simplification. Take, for example, this sentence: *If you fill beakers with too much solution, naturally the quality of the solvent will go down and eventually you will lose your chemical potency. By removing some of the "grammar" words and focusing instead on the "content" words, we can simplify the difficulty of presenting while still maintaining the necessary information: Fill beakers. Too much solution. Solvent quality goes down. Eventually, you lose chemical potency. Of course, this technique comes with the proviso that presenters loudly, slowly, and clearly enunciate each word in a simplification.*

B. Connecting Topics and Ideas

Giving a scientific presentation is a lot like speaking to a six-year old child. Say it once and it will like-

ly be forgotten; introduce the topic clearly, then discuss that topic, then summarize your key points, and finally connect that topic to your overall objectives and to the next topic and your presentation will begin sticking in the heads of your audience.

There are several useful phrases for the introduction, summary, and connection of topics. Some of them can be categorized as: Sequencing/ordering: *firstly… secondly then… next … finally/lastly let's start with… Let's move/go on to… now we come to… that brings us to… let's leave that… that covers… let's get back to;* Giving reasons/causes: *therefore/so/ as a result/that's why;* Contrasting: *but/however/in contrast/on the other hand;* Comparing: *similarly/ in the same way; Contradicting: in fact/actually;* Summarizing: *to sum up/ in brief/ in short;* Concluding: *in conclusion/to conclude;* Highlighting: *in particular/especially;* Digressing: *by the way/ in passing; Giving examples: for example/for instance/such as;* Generalizing: *usually/ generally/as a rule. Scientific presenters should familiarize themselves with the terms and their appropriate usage and use them repeatedly throughout their presentations.*

C. Introducing Relevancy/Emphasizing Topics

Often, the presenter will begin by briefly reviewing previous key points, research and theory in the related area of his/her presentation. The presenter will then attempt to show why the presentation is important, interesting, problematic, or relevant in some way. Here are some examples of strong openings to introduce relevancy: *Recently, there has been growing interest in…; The possibility of … has generated wide interest in…; The development of … is a classic problem in…; The … has become a favorite topic for analysis…; Knowledge of … has a great importance for…; The study of … has become an important aspect of…; A central issue in … is…; The … has been extensively studied in recent years; Many investigators have recently turned to…; The relationship between… has been investigated by many researchers; Many recent studies have focused on…*

The speaker may also want to utilize the following expressions to emphasize key points or conclusions to his or her own research: *Above all?In particular?The main thing is?What's especially important is?I'd like to emphasize just how ?essential/crucial/essential/significant/critical/vital?this is.*

V. Questions and Answers

Most scientific presentations will incorporate some form of a questions and answers session. Second language presentations should be aware of the format for questions andpresenters should possess the linguistic competence to both ask and answer a variety of questions related to their own and others' presentations.

A. Clarification

The most common form of questioning a scientific presenter is likely to receive is a question of clarification. Due to misunderstanding, pronunciation problems, or a lackof information, the audience may ask the presenter to clarify his or her previous points. Such questions may be: *Sorry, I missed that. Could you say that again, please? Sorry, I didn't catch that. Could you repeat it, please? Sorry, I don't quite follow you. Could you just run through that again, please? Sorry I don't quite see what you mean. Could you just explain that, please?*

B. Focusing Questions

Longer presentations may involve longer questions. In cases in which the presenter may not be able to instantly recall his or her previous, a questioner should use the following expressions to help focus the question: *When you were talking about/telling us why/describing to us/showing us … ou quoted/ commented on/made the point/said something/spoke about … Could you tell us/say a bit more/be a little*

more specific/elaborate on …
Likewise, if the question refers to a point made in the conference paper, the questioner can use the following strategies: *In your conference paper on page __ it says that/claims that/states that/points out that… I'm not sure I understand/follow the line of thinking/comprehend the details… Could you give us an example/explain that/simplify that/put into your own words?*

C. Dealing with Questions
There are several forms that questions andresponses may take. Below are four of the most common.

1. Questions You Like
These are the questions that the presenter has anticipated, can answer easily, or help to clarify his or her most important point. As such, the presenter need remember to respond polity and thank the questioner for asking them. Typical responses may include: *Good point; That's a very good question; I'm glad you asked that.*

2. Questions You Can't Answer
These are the ones that the presenter can not or would prefer not to answer. Common responses include: *Sorry, I don't know; I don't know that off the top of my head; I'm afraid I'm not in a position to comment on that; I'm afraid I don't have that information with me; Can I get back to you on that?; I wish I knew; Interesting question; What do you think?*

3. Boring Questions
These are questions that the presenter has already discussed, cannot discuss further due to lack of time, or are covered in the conference paper. The following expressions can be used: *Well, as I mentioned earlier…; I think I answered that earlier; Well as I said…; You can find the answer to that in my conference paper.*

4. Irrelevant Questions
These questions are silly, stupid, uninteresting to the majority of the audience, or uninteresting to the presenter. In such cases where the presenter receives a questions that he or she would prefer had not been asked, the presenter should try not to sound rude but move on. Useful expressions include: *Sorry, I don't follow you; I'm afraid I don't see the connection; To be honest, I think that raises a different issue.*

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The Author
Benjamin Duncan *is currently serving as head instructor at Seoul National University Medical School's Language Education Institute. He has taught ESL/EFL for 7 years throughout Asia, South America, and the U.S. Currently, he is working on his doctoral dissertation in Applied Linguistics from the University of Memphis. His textbook Building Blocks: English Writing Course for Korean Writers was published in 2004. His research focuses on conceptual metaphors, contrastive rhetoric, EAP, and writing program development. He may be contacted at ecuaben@yahoo.com.*

The iBT TOEFL: Preparing for the Next Generation

Roger Fusselman
Lee Sang Hee Preparatory School, Pohang, South Korea

Abstract
Teaching TOEFL need not be an exercise in mere test-taking practice. It can be and should be a learning experience in its own right. The new iBT (Internet-based test) TOEFL is by far the most communicative and academically relevant of allthe incarnations of this test. It allows for a greater opportunity to prepare students for the rigors of an English-speaking academic life. One can prepare such students with activities that make the content more meaningful, the test-taking skills more highlighted, and their own linguistic production more communicative.

I. Introduction

Teaching a test-preparation course in TOEFL may seem to be an artificial, inauthentic experience for one's students. However, the switch from the computer-based and paper-based exams to the Internet-based TOEFL (or iBT) represents a major change for the better. With the addition of the speaking section, the students are now required to communicate on authentic topics relevant to US collegiate academics and life. The removalof the grammaticality-measuring structure section means that knowledge of grammar shall be evaluated by what students write or discuss rather than on what multiple-choice letter they have selected. The listening now includes longer passages that representlonger lectures and longer interactive discussions, all of which sound more natural than ever before. Readings are now longer and more authentic as well, with more sophisticated questions for determining how well students grasp both the main ideas and various details in the passage. In short, the new test is geared more toward measuring the communicative competence of the test-taker.
Teaching the iBT TOEFL, then, can be done in such a way as to provide interesting content for them to learn, provide more relevant skills for their academic lives, and have them communicate about academically relevant topics,. There are various techniques and methods one can employ to accomplish these goals.

II. Provide interesting content for them to learn.

The number one goal of your TOEFL class should not be getting the students to get a high grade on the TOEFL test. Instead, it should be the learning they need to accomplish along the way to such a goal, because if they get into a university without understanding the necessary techniques and knowledge needed for university life, their academic experience will suffer. Besides, some students will be taking such a class for reasons other than getting admitted to a university. Think of the journey as the destination.
For example, teachers can discuss as much of the science, history, math, and so forth suggested by the textbook. Students can give examples of a particular scientific concept that was not mentioned in the reading or listening. Students can apply the knowledge from the readings to other areas. They can compare, say, a European historical figure they read about to a Korean figure that went through similar ordeals or hardships. Within your sphere of knowledge, do what you can to engage the students in the content learned.

In addition, the classroom can be provided with supplementary materials from academic sources. Various websites from English-language news agencies provide additional reading and listening practice, often with authentic vocabulary and an authentic audience in mind. Online writing labs at various universities in the English-speaking world provide exercises on skills such as summarizing and paraphrasing and note-taking, not to mention improving one's writing, grammar, punctuation, and so forth. Supplementing shows that the material learned and skills dealt with in the coursebook are academically relevant and not merely textbook exercises.

III. Provide more relevant skills for their academic lives.

With the use of online materials, various books, and a little bit of creativity, one can advance the students' own abilities to tackle difficult reading, writing, listening, and speaking assignments.
For instance, it is necessary to promote active listening with pre- and post-listening activities. Teach note-taking skills, especially the concepts more than the language. After all, they probably can take notes in Korean. A listening activity can be followed up with discussion of the vocabulary used in the listening; vocabulary in auditory form is often less salient than in a written form, so calling attention to it post-listening can provide additional value to the listening exercise.
Describe skills and sub-skills in terms of the mental skill they may accomplish. If a reading activity, such as completing a chart, requires the ability to summarize or categorize, then promote these skills as necessary for life, not just for the test. After all, one needs to think abstractly and in essentials in everyday life, and so chart-based activities give additional practice with those skills. It is possible even to have students complete their own charts that describe a particular reading question, the trick used to achieve it, and the mental skill it builds.
Writing topics from the essay test may be assigned with written objectives in mind. Common writing concerns could be added to the writing assignment, such as demonstrating good topic sentences, using appropriate transitions, etc. They can also be used for vocabulary-building exercises as a writing topic that requires seven out of a list of twenty lexical items. Helpful grammatical forms, such as the use of conditional sentences, may also be part of such objectives. Whenever possible, give appropriate feedback on such writing assignments, creating lessons for areas that homework from previous assignments has shown to need improvement.

IV. Have them communicate about academically relevant topics.

For the TOEFL speaking section, "academically relevant topics" include personal-choice questions, personal-preference questions, narrative summaries and paraphrasings of academic material that the student received in spoken or written-then-spoken form. At times, aspects of these tasks may seem like regurgitation of information the teacher may already know. However, it can be made more communicative.
How so? Speaking activities could involve genuine interaction. Typical TOEFL speaking topics can be prepared, and students could survey each other on their opinions. Also, writing topics could be springboards for discussion in class, with students learning how their classmates think on topics assigned to the whole class. Such topics could even be prepared for discussion before they are assigned as writing. Portions of the listen-then-speak or read-the-listen-then-speak could be doled out to different students as a jigsaw activity, with a true information gap that the students need to bridge.

V. Conclusion

By keeping the test in context as a means toward learning, by treating academic skills as relevant and necessary beyond the test, and by fostering communication on both content and opinions, students can develop the necessary TOEFL skills in a manner that is enriching to and meaningful for them.

The Author

Roger Fusselman*teaches TOEFL, literature, and English conversation at Lee Sang Hee Preparatory School in Pohang. Mr. Fusselman's previous experience includes English teaching positions at various language institutes in Korea, at the University of Ulsan, and at Central Missouri State University, where he earned his MA in TESOL in 2005. He has served as the First Vice-President of both the Busan-Gyeongnam and the Seoul chapters. He is currently the coordinator of Daegu-Gyeongbuk KOTESOL's Pohang subchapter. He can be reached at fusselman@hotmail.com.*

Goal-shifting Process in a College Class: from Socio-Cultural Perspectives

Cheng-hua Hsiao Chiu-fang, Huang Yi-hua Wang Chia-wen Yu
National Cheng-chi University, Taipei, Taiwan

Abstract
This study focuses on Taiwanese college students' engagement in a Flat Stanley project. It examines the goal shifting process involving the teacher and three selected students based on activity theory. The data presented are drawn from questionnaires and interviews with students and the teacher. The interviews were audiotaped and transcribed. The aims are to understand the students' perceptions of teacher's goal to investigate the learners' interpretations of teachers' expectation and their initial goals before carrying out the task, to observe whether the students' goals change during the project and the possible factors that caused the change and to examine whether there are goal changes and the strategies students use to achieve new goals. The findings show that goal-shifting is resulted from the cross-cultural communication breakdown, Taiwanese classroom constraints andpressure from displaying works on distance-learning web platform. Implications are suggested.

I. Introduction

Goals play an important role in the process of learning because they determine how learning takes place. From interactionists' points of view (Long, 1985), goals are formed and constantly adjusted through interactions and negotiation. According to Brown (2000), the idea that "the activity itself as a frame for interaction" is raised for a new research paradigm. With this thought in mind, some issues such as learners' awareness, autonomy, and authenticity lead it into Vygotsky's (1978) "zone of proximal development (ZPD)", where learners construct a new language through socially mediated interaction. In this study, activity theory is used based on the socio-cultural framework to examine three learners by case studyhow their initial goals are formed and reshaped when a task is assigned to them in a college classroom. We hereby raise a hypothesis--we assume that there are three types of learners in this class. Learners in Type 1 are classified as highly motivated, who put much effort in producing an object and has higher language proficiency in the target language. With these advantages, they will be able to accomplish their goals. Students in Type 2 are defined as learners who have some motivation in performing a task. They put some effort and their target language proficiency is intermediate. Compared with Type 1, their goals will be partially achieved. Learners in Type 3 are described as lowly motivated. Generally, they put little effort in the work and their target languageproficiency is low. As a result, they will have little or none of the goals achieved.

II. Literature Review

According to Johnassen & Murphy (1999), activitytheory is developed and elaborated in a constructivist learning environment. They base the activity theory on the claim that conscious learning emerges from human interactions and knowledge is socially constructed. An activity is engaged with four componentsan individual's action, operation, tool, object, goal. It is regulated by specific rules, such as cultural, social, or interpersonal, classroom norms. Also, it is governed by the divisions of labor in a social context (community). In this framework, "participation"(Pavlenko & Lantolf, 2000) or

"collaboration" are frequently used as new metaphors in contrast to the traditional "acquisition"in order to interpret well in social-cultural framework.

III. Methods

The subjects are three students and their instructor from the Department of English Literature at a university in Taiwan. We selected three students based on their English proficiency, their responses to the questionnaires and conducted cross-reference with their PowerPoint. "Proficiency" in this context refers to the students' self-reported proficiency in thequestionnaires. Three types of students are selected according to the criteria we listed. They use the learning distance platform as an interactive tool between the teachers-students, students-students. All of the students' work, such as their assignments, e-mails and reflections, were uploaded in the platform. The data presented are drawn from questionnaires and interviews with students and the teacher. The interviews were audiotaped and transcribed

IV. Findings

A. Students' perception of teacher's goal

S1's interpretation of the instructor's goal on working on the Flat Stanley project was to focus "on meaning instead of language." What she meant was she thought the teacher wanted the students to focus what they can learn from the process, not on embellishing the PowerPoint. The emphasis on language improvement was not that specific either. For S2, she said that the instructor was having lecture on Communicative Language Teaching (CLT) approachso she thought the project had to do with application of the approach. The instructor told the students that if they become a teacherin the future, they can use this activity in their classes. A project, like "The Flat Stanley", is built on the premiseof CLT theory. S3 thought this project was more like a teaching material rather than a learning material. His interpretation was that the instructor wanted the students to experience this teaching material rather than learn something from it. Although theteacher gave the same sets of instructions in class, all three subjects interpreted them differently.

B. Students' perception of teacher's instruction and learners' initial goals

The students choose different goals based on their understanding and expectation of the course; they can select the basic goal of passing the grade, flat Stanley's goals, and the teacher's goals. While S3's initial goal is to hand in the product, S1 and S2 seek to go beyond meeting the basic requirements and pursue Flat Stanley project's goals. According to Flat Stanley official site, the project is meant to provide an opportunity for students to make connections with students of other member schools who've signed up with the project.

C. Events that changed the students' initial goals

The subjects encountered similar difficulties in which theyhad little to none interaction with the American students. S1 and S2 experienced conflicting teacher instructions where even though the teacher was emphasizing the learning process, she actually kept giving them technical comments on the PowerPoint according to S2's report. As for S3, he also encountered several difficulties-- his shyness and he considered Flat Stanley is a childish project.

D. How the subjects use strategies to adapt their initial goals

S1 uses a variety of strategies to cope with her problems, including asking for clarification about the content from other instructor, taking initiatives to communicate with American partner, discussing with peers and self-studying the cameras skills. The strategies S2 adopted were only to meet the PowerPoint requirements and teacher's criteria. S3 used avoidance strategies quite often to deal with his shyness. So, he did not take pictures in public. However, when he found out his work was inferior comparing with other classmates; he then decided to put more efforts on it in order not to lose his face.

E. Final achieved goals

By the end of the project, each subject has achieved their common goal of completing the PowerPoint. Moreover, the subjects experienced realization of unexpected goals, readjustment of initial goals and addition of new goals. There are three possible goals that can be achieved in the subjects' mind-- teacher's goal, flat Stanley's goal, and the goal to pass the class. In general, the subjects put effort into this project so that they could achieve one of the goals, which was to pass the course. In the beginning, As for S1, she set out to achieve all three goals. For S2, she wanted to make friends in this project so she also sets out to achieve Flat Stanley's goal. On the other hand, S3 had only set out to finish the assignment. In the end, S1 achieved achieve teacher's goal but not flat Stanley's goal. Instead of learning American culture, she learned more about her own. She had expected to interact with American students but ended up having more interaction with those around her. Learning authentic English was not achieved, but she did learn other aspects about language. Her biggest sense of achievement was her product; sheput into a lot of effort to complete it. On the other hand, S2 focused on passing the grade and disregarded Flat Stanley's goal. For S3, his stuck to his initial goal to receive a passing grade.

V. Discussions & Analysis

The finding proves the hypotheses to be wrong. Type 1 student (S1) did not achieveany of her initial goals but accomplished unexpected goals. Type 2 student (S2) achieved only one of her initial goals. Type 3 (S3) students accomplished his only goal. Based on the socio-cultural theory, it is thought that the quality of student learning as well as the will to continue learning depends closely on an interaction between the kinds of social and academic goals students bring the classroom. For Type 1 students, they areable to seek strategies to solve any problems they encounter. Their motivation helps them to achieve goals albeit different from initial ones. According to the interview, the teacher stated that objective is educational; she wanted the students to learn by doing. She did not have the guidelines laid out step-by-step because she felt it would restrict their learning and creativity. However, the students' responses to the project were very dependent on the teacher. According to the interview with the instructor, she said that before students send out any materials, such as e-mails, they would ask her to proofread. This course of action showed that students are afraid of making mistakes. In Taiwan's classroom context, students rely heavily on teachers' instructions, so that they can hand in error-free assignments. On the contrary, this teacher wanted the students to explore all possibilities and not worry about the errors. From this case study, the researchers observed that these students have high-level anxiety from not receiving specific guidelines from the teacher and making mistakes in their assignments.

On the other hand, the reason for the shifting of the subjects' goals may attribute to the different communities they are in. There are various levels of communities. The first community involved is the original Flat Stanley context the cyberspace. The subjects need to communicate with their American partners through Internet. The second community is classroom context this includes teacher's assistance. However, students in our case think the teacher is the one who gives the final judgment and

evaluation hence, the instructor's suggestions and comments have a great influenceon subjects' goals, especially on Taiwanese students who consider teachers' comments of great significance. The third community is the distance-learning web platform. Its initial purpose is to share information amongst the students.

However, the platform may lead students to feel pressure and competition from peers. For the three students, the platform served as a medium to demonstrate their ability instead of making friends, which was supposed to be the real purpose of Flat Stanley. According to the interview, S3 saw his products were not as well-designed as others; he tried to improve his products to receive an acceptable grade. Therefore, a sense of competition is derived among students. Everyone had the access to their classmates' work; there was no more sense of privacy as their work was laid out for everyone to scrutinize. Moreover, the American students did not participate in the platform; therefore, there was no active interaction with real audience. With the addition of the latter two communities, the three subjects adjusted their initial goals. During the walking gallery, the instructor focused on the embellishment of the PowerPoint. As a result, the students misinterpreted the instructor's real intention to make a comparison and contrast of culture differences, especially for the selection of cultural representation.

VI. Conclusion

To conclude, it is inevitablefor goals to shiftwhen carrying out a task as there are contextual constraints. To be better learners, students could check to see if their shifted goals meet their learning principles. Therefore, students could fulfill their own goals, notjust to meet contextual requirements. For pedagogical implications, students should be provided with opportunities to reflect upon their learning process and direction of goal-shifting.

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The Authors

***Cheng-hua Hsiao**, a PhDstudent in TESOL program at National Cheng-chi University, is presently a full-time lecturer in the Department of Applied Foreign Languages at Northern Taiwan Institute of Science and Technology. Her research interests are classroom discourse analysis, 2ndlanguage writing process. Email: chhua@ntist.edu.tw.*

***Chiu-fang Huang, Yi-hua Wang and Chia-wen Yu** are graduate students in TESOL master program at National Cheng-Chi University.*

EFL writing in South Korea: Comparing teachers' and students' perspectives

Young Ok Jong
CELTE, Warwick University, Coventry, CV4 7AL, United Kingdom

Abstract
With the advent of a global economy andthe increasingly widespread use of the Internet, there is a need to be able to communicate internationally in English. The ability to write in English is not only a commercial necessity but also a valuable social asset. Developing English writing proficiency, however, has been neglected in South Korean EFL contexts with the result that students lack experience in writing. In order to explore possible solutions to this, it is crucial to identify sound writing methodologies that are suited to the Korean contexts, and the first step in this must be to develop a clear picture of the current situation. This paper is based on the results of a research project that aimed to explore Korean secondary students' and teachers' perspectives on the teaching of writing. The data, which show the students' perceptions of the process of learning to write in English and the teachers' perspectives on their experience of teaching writing in EFL, were collected through an extensive questionnaire survey of students and face-to-face interviews with English teachers in South Korea. The paper will begin with a general outline and evaluation of the two approaches to the teaching of writing: product and process writing. The results of the research will then be presented and discussed in the light of these approaches, revealing some surprising differences between teacher and student perceptions. On the basis of this, a framework for the teaching of English writing in the Korean EFL situations will be proposed with a six-stage model of the writing process.

I. Introduction

The ability to write in English is a commercial necessity as well as a valuable social asset. According to White (1988: 4), writing is potentially "*a powerful educational tool*". Therefore, a number of researchers have attempted to survey the nature of writing and the teaching of writing from a larger framework in the ELT field, and there has been a major change in the theory and research on teaching writing. The shift is in the focus from product approaches to process approaches to teaching writing. These two major approaches have emerged in the ESL/EFL classroom, and now co-exist and influence teaching practices in different ways across a wide range of contexts. L2researchers such as Flower and Hayes (1981), have provided a variety of models for L1 writing, whereas there have been few attempts at providing models of L2 writingfor the secondary level in South Korea. Clearly, it will be meaningful to investigate suitable writing methodologies to improve Korean learners' writing proficiency based on the findings of a research project. Moreover, attempting to develop an L2 writing model might be of great significance for both teachers and students at the secondary level. This paper begins by exploring what types of writing approaches can be employed as a part of an L2 syllabus in South Korea. First, a general outline of product and process approaches to teaching writing is presented with the relative pros and cons of the two approaches of the teaching of writing. Second, based on the overall research findings, both secondary students' and teachers' perspectives on learning/teaching writing are discussed. Third, a suitable L2 writing model for application to real classrooms is presented based on the survey review.

II. Product and Process Approaches

A. The Product-Based Approach to Writing

In a traditional, product-based approach, a wide range of models are provided by teachers. This means students are engaged in "*imitating, copying and transforming models of correct language*" (Nunan, 1991: 87). Teachers emphasise the organisation of writing, sentence structures, and various grammatical aspects, etc., and students pay attention to analysing model texts and producing relevant features of a text accurately. In this approach, the model text is taken as a starting point, and learners can take advantage of written models and writing guides in constructing their texts. White (1988) takes the view that the model text is to offer a means of organising ideas in a culturally appropriate manner, rather than to be mimicked.It benefits students to be exposed to models of different text types so that they can develop awareness of 'what constitutes good writing' (Hedge, 1998). Rivers (1968) insists that the teacher should give credit for accuracy in copying in order to encourage students in careful observation of detail.

Eschholz (1980: 24) claims that, however, using a model text is just a question of "*mindless copies of a particular organizational plan or style*" or "*an exercise in habit formation*" (Silva, 1990: 13). Students are given little indication of how to set about producing such texts and teachers tend to focus from the start on the product or end result of a composition (Brown, 2001). That is, the model text does not demonstrate how the original writer arrived at that particular product. At one extreme, Jordan (1997) comments, a fully teacher-directed course may require a large direct input of teaching and thismakes teachers impose their own ideas on students' writing. In Raimes' criticism (1983b), teachers tend to trap students within the sentence and respond to any piece of writing as 'item checkers'. Furthermore, Hyland (2002) insists that there is little evidence to show that grammatical accuracy is either the principal features of writing development or the best measure of good writing.

B. The Process-based Approach to Writing

The notion of writing as process was introduced to L2 studies defining writing as "*a non-linear, exploratory, and generative process*" (Zamel, 1983: 165). Much of the value of process writing has derived from the recognition of the importance of the experiences that students bring with them to the classroom. Raimes (1983a) also points out that process writing means 'a creative process' and writers express their own ideas putting meaning rather than form to the fore. Moreover, the advantage in adopting the process approachlies in developing the significance of the cyclical and recursive nature of writing, where ordinarily "*pre-writing, writing and re-writing"frequently seem to be going on simultaneously (Smith, 1982: 104). In the recursive process of writing, learners can practice a variety of techniques for generating a text and learn how to elicit feedback on their writing from their peers and how to respond to such feedback.*

Nevertheless,the process approach is also criticised for failing to recognise that different types of texts serve different purposes. Baskoff (1990) reports many writing weaknesses in advanced L2 writers can be traced back to lack of systematic practice during the earlier stages of learning even though they are at a high level. Furthermore without the final product as a guide, students can drown themselves in 'a sea of revisions' (Brown, 2001). Obviously, those successive cycles of revision are likely to be time consuming and demanding. Horowitz (1986) also indicates that evolving text through a series of drafts is not an appropriate technique to use in timed examinations. Although advocates of process writing suggest that some explicit grammar teaching should come at the end of a multi-draft process, L2 writers may have major problems in dealing with features of written language or becoming familiarised with the conventions, since conventions can differ from one language to another. Moreover, some researchers (Flower, 1994; Harris, 1992; Horowitz, 1986) point out that not all the suggestions or comments from peers will necessarily be helpful to students because it seems problematic to demand

one-to-one peers'feedback in an over-sized class such as is the case in the majority of ESL/EFL situations.

C. Overview of Teaching English Writing in South Korea

Although English education has focused onthe integration of the four language skills, teaching English writing is considered as one of the most difficult tasks in Korean EFL contexts. English education has placed emphasis on the arguably more passive skills of reading and translation rather than the more productive skills, such as speaking and writing. In particular, writing instruction has usually brought up the rear in real classrooms. This means students can not develop their writing skills as a tool of communication gradually by integrating with other language skills. At the present,there is no single theory of L2 writing and theories of L1 writing may not be adequate for L2 writing, so there is an urgent necessity to develop more effective approaches to teaching writing in the Korean EFL contexts.With a well established model of writing, it will be possible to build up more communicative writing tasks in real classrooms.

III. RESEARCH METHODOLOGY

A. Questionnaire Research

Although a large proportion of primary school students have already been exposed to the written mode of English since they attended private English language institutes, most students start using written English after entering secondary schools according to the national curriculum. Therefore, in an attempt to investigate the secondary students' perceptions of learning English writing, a four-page questionnaire was constructed based on the five categories of research questions. All questions were developed in Korean, and a group of 154 secondary students from 26 different schools in Kyonggi province, South Korea took part in this survey.

B. Interviews with Four Korean English Teachers

In order to discover English teachers' perspectives on teaching English writing at the secondary level, four Korean English teachers who had at least 10 years' experience were selected from both the public and the private sector and interviewed individually. The audio-taped interviews were conducted in Korean and the teachers were informed, in advance, of the topic of the interview.

IV. Research Findings

A. Findings of the Questionnaire Survey

1. Responses concerning the students' general English learning experienceshow that students spent the highest proportion of their time studying English in reading (34%) and least in speaking (18%), while they perceived speaking (32%) as the most important skill and writing (18%) as the least. These results indicate that students give more priority to the development of speaking skills and that the development of writing skills is still neglected in their language learning.
2. The students'English writing experience reveals that more than half of the students (55%) have no experience of English writing. Surprisingly, 84% of those who received instruction said itcame from mostly private teachers (Hakwon). However, in the results of the students' needs and interests concerning an English writing class, more than half of the students showed an extremely positive response regarding the possibility of their school's running English writing classes or even taking private English writing classes. This indicates that if students were provided with opportunities to learn English writ-

ing, they would be willing to participate in writing activities.
3. In response to the questions about the key features of two writing approaches, a minority of the students agreed with using fixed formats in English writing (32%) and developing ideas individually rather than exchanging ideas with other peers or with the teacher (31%). In contrast, the vast majority of the studentsagreed with taking advantage of using particular expressions (66%), collaborating between teachers and students (69%), having peerreview sessions (73%), and revising and producing multiple drafts (87%). This implies that the students generally agree with a more interactive atmosphere in their learning process.
4. In students' suggestions for future work, a clear majority of students (70%) reported they believed in the relationship between constant English writing practice and communicative language learning. Additionally, most students (59%) respondedin open-ended questions that they are willing to do an extensive amount of self-sponsored writing, such as chatting, emailing, instant messaging, and blogging etc. Therefore, the possibility of using communication networks outside of school should be considered.

B. Findings of the Interviews

1. All the teachers agreed that if theywere required to teach English writing to the students, they would be reluctant because of little experience in learning/teaching how to write in English. "*I think there could be problematic issues in that I do not know well how to express myself in English, suffer from a lack of words/idiomatic expressions, from failures of grammatical accuracy, and choice of words in different contexts if I have to teach English writing to my students right now*"(Interviewee 3). Interviewee 1 said, "*Unfortunately, I myself have never written an essay in English for over 16 years* ".
2. All the teachers showed positive beliefs about giving corrective feedback orally or in written form in order to confirm the correct usage of the expression and grammar. "*Even though much of the teaching of English in Korea still concentrates heavily on using grammar correctly, or memorising a range of vocabulary and sentence patterns, I believe, absolutely, I should ask my students to place linguistic accuracy at the forefront of my instruction*"(Interviewee 4).
3. Interviewee 1 perceived students' group work would be helpful and Interviewee 4 expected students to cooperate with peers in their writing process. "*Through the exchanging of their drafts, I expect, students can develop a sense of peer interaction, and it can be another form of group work. They may be challenged to work collaboratively as well as individually*"(Interviewee 3). In contrast, Interviewee 2 strongly asserted group work in writing practice might be useless or even dangerous because of students' lack of experience.
4. It was revealed that teaching writing courses would be difficult because of the lack of sufficient teaching resources. Interviewee 3 agreed that teacher intervention through the introduction of a model text could aid the learning process. The teachers were firmly convinced that they needed to develop more suitable materials for their students. Moreover, the teachers emphasised the Korean educational department should consider whether the textbooks used were suitable to develop learners' communicative competence and motivation for English.
5. To provide more productive writing activities, all the teachers agreed they might consider applying various types of writing activities that could encourage more active learning outside the classroom. Interviewee 2 said, "*Computers and the Internet have become important in the life of young Koreans these days*". The teachers regarded the Internet as a useful tool for communicating ideas and for giving and receiving feedback.

C. Comparison of the Students' and Teachers' Views

1. Even though all the participants regard writing as a means of communication for self-expression, there are a few discrepancies in the views of writing between the students and the teachers. One of the

differences between them is willingness. Most students do have an idea that writing should be about communication of their own view of something, whereasteachers feel some responsibility for teaching writing if required. The research revealed that a majority of students were positive about the prospect of learning English writing, considering that schools should definitely offer a writing class or that if writing instruction was withdrawn from the curriculum, they would seek private instruction. On the other hand, the teachers professed little competence to teach English writing, respondingthat a negative attitude on their own part involving a reluctance or hesitation to teach English writing must have contributed to preventing students from improving students' writing proficiency.

2. Teachers' and students' conceptual understandingsof the two methods of teaching writing revealed interesting results. The students were in favour of developing ideas individually but all four teachers expressed a strong belief in the nature of the guidance given by the teacher before the students began writing. While a majority of students was in favour of collaborative writing activities between teachers and students, the teachers reported that discussion between the teacher and individuals or small groups occurred sometimes, and collaboration among students was rare in the real classroom. In terms of 'feedback' to the students' writing, the teachers agreed the form of both oral and written comments could be taken in content or language, but in realitythere was actually little time for oral feedback to all the students. Perhaps unsurprisingly, most students had a preference for learner-centeredness.

V. SUGGESTIONS

The following model is designed for developing communicative writing based on the students' and teachers' responses in this research project. What is to be considered is the combination of product and process writing, preserving the best parts of the two writing approaches to suit Korean EFL contexts.

A. Collaborative Writing Process: Six Stages

Stage 1: Presenting Model Texts

In the first stage, the teacher selects model texts of a variety of types, genre, and topics, and provides these to students to aid them in carrying out their writing tasks successfully. Some class time should be allowedfor students to explore features of the types of texts e.g. vocabulary choice, sentence structures, paragraph diversity, and context, etc.

Stage 2: Selecting a Topic and Generating Ideas

Students then split up into small groups of four or five members, and have a brainstorming session to decide how to use the model texts provided. Each group gets involved with analysing the texts, choosing an interesting topic, and discussing the implications. Teachers usually step back and monitor the students' performance, or provide any materials and information.

Stage 3: Exchanging Ideas and Writing the First Draft

Group members are encouraged to discuss with each other how to organise the information, and then negotiate what and how to deal with this in their first draft e.g., text structure, context, language. After interactive discussion, students begin to write one or two paragraphs.

Stage 4: Eliciting Feedback from Peers and Revising

In this stage, students share their works, providing suggestions and dealing with feedback to and from their peers. While shared works serve as sample texts, students have an opportunity to examine their own drafts more closely e.g. grammatical errors, vocabulary problems, or organisational issues, etc.

Stage 5: Exchanging Drafts and Getting Feedback from the Teacher
To make multiple drafts, the number of revisions should be carefully considered in view of time constraints. At this stage, teachers offer students the opportunity to confer as regards error correction more intensively. Clearly, the role of teacher as an evaluator is a necessary aspect to consider in this stage.

Stage 6: Crafting and Producing a Final Text
After students polish their written works and check any grammatical or functional mistakes, the final draft is produced. In this collaborative and interactive framework, they are allowed tohave time to exchange their draft again and look though others' polished works as sample texts for comparison in a response in written or oral form.

VI. CONCLUSION

Despite the growth of the use of English for international communication, it has been dealt with as a required subject in Korean EFL contexts. In particular, writing skills have been viewed as a means for the practice of grammatical and lexical patterns, rather than a communicative tool in language teaching. Since the 7thnational curriculum, writing skills have been integrated with the other skills, but even in recent communicative approaches to ELT, writing is still slighted in the Korean situation. Therefore, there has been a clear need to develop more appropriate approaches to teaching writing to improve the effectiveness of writing instruction. There have been attempts to improve English writing proficiency for Korean students but this is still very much an on-going process. That is the reason to develop a model of L2 writing in this study. To work towards this, this paperhas discussed major issues in writing research and attempted to investigate effective ways in the teaching of writing. Within the presented writing approaches, a six-stage model is proposed for a combination of product and process writing. It is believed that complementary use of both approaches might help students develop their L2 writing proficiency. However, it is clear that developing a practical and applicable model is not straightforward, and inevitably depends on full comprehension of Korean contexts.

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The author

Young Ok Jong *is a Doctorate in Education (EdD) student at the Centre for English Language Teacher Education (CELTE), University of Warwick, UK and Dr. Keith Richards supports her work. She has extensive teaching experience in one of the largest and most successful private institutes in South Korea. Her research interest focuses on Applied Linguistics and teaching of English for Academic Purposes (EAP). Recently she has presented her research "Effective Approaches to Teaching English Writing in South Korea" at the KoreaAssociation of Teachers of English (KATE) in June 2006. Homepage: www.celteyoung.com. Email: y.o.jong@warwick.ac.uk.*

Play it Again, Sam: The Use of a Corpus in Teaching Films or Music to EFL learners.

Kelly McCluskey
Hongik University/University of Birmingham

Abstract
The use of popular films in the EFL classroom is often limited to either one of two extremes: Showing the film in its entirety, or in large segments, to be used as launching points for discussions or role-playingactivities, and the other extreme of crawling through the text of the film in a painfully slow fashion, regarding the entire movie as if it were a novel to pore over word by word. Although it may never be possible to fully bridge the gap between these twoextremes in teaching style, the use of a corpus of movie scripts can be a powerful tool for the teacher who may want to use an eclectic mix of the two in the classroom. The search for meaningful linguistic insights in a film is aided greatly by the Keyword-in-Context (KWIC) function of many popular corpus software tools. Other methods of mining the data can also yield useful information, not only about the movie being watched, but about the English language in general, in particular the use of idioms and colloquial expressions. Although my presentation will follow this paper, the presentation itself will assume more of a 'how-to' workshop aspect, showing the attendee how to set up their own corpus, and assuming the most minimal knowledge of Corpus Linguistics.

I. Introduction

Movies have an immense power over our minds and volitions. Many teachers are discouraged with the disconnect between this motivational force, and its practical application in a classroom setting. As mentioned in the abstract, it can often be quite difficult to know exactly how to most efficiently utilize a movie in the classroom. Efforts to teach Screen English, which at my school is operated entirely without standard materials, curriculum, or even course goals, are doubly challenged when confronted by this problem

Most people can recall famous scenes from well-known movies, but it is difficult to codify or even properly utilize such informal knowledge. How useful would it be, then, if we had some sort of program that not only storedthis sort of information, but allowed us an easier and more reliable access to it?

A 'corpus' is a collection of texts united into a single, searchable database. The purpose of collecting such a database is to have the ability to easily connect and unify the disparate and far-flung elements of film into cohesive structures, for eventual use in the classroom.

The author began collecting motion-picture transcripts as the basis for a film corpus. Currently the corpus weighs in at 5.6 million tokens and is composed of 659 separate texts, and since the original objective is to collect 1000 texts for an approximate 10 million word corpus, this must be considered as a work-in-progress. Although the corpus is not yet complete, there are still many linguistic insights that can be obtained from the manipulation of the corpus with the software.

II. The Texts

At press time, the number of texts collected was 659. Several priorities were applied to the collection

of texts:
Accuracy: a fair degree of accuracy was required, not only in the transcription of what was said on-screen (many scripts vary from the actual on-screen dialogue as actors regularly ad-lib), but also in the mechanical process (many copied films of Chinese provenance contained subtitles from the wrong film!). In a separate but related issue, many software programs used to 'rip'the subtitles (a process of optical character recognition) often result in consistent and widespread spelling errors large enough to obscure the word itself from the access of the program.
Content: It was posited that the quality of the movie's actual content might have an unpredictable and thus undesirable effect on the corpus, since low-quality movies tend to be non-professionally made, and so it might be difficult to distinguish between speech associated with a lower social class from speech resulting from the vagaries of production in a low-budget environment. Pornographic films were eliminated from consideration, not because of prudish considerations, but rather because of linguistic and practical ones. Movies with a 'low quality' rating (as a rule of thumb, a rating of below 5 on the IMDB (Internet Movie Database) was considered to be 'low quality') and their associated texts were eliminated. Initially this standard was setto 6.0 and above, but the author then decided it might be interesting to study the language according to the parameter of rating, so works rated between 5 and 6 were later admitted to the corpus.
Language: Only movies originally shot in the English language were considered (eliminating dubbed Italian westerns, for example). Overwhelmingly, movies made in the American Dialect make up the bulk of the corpus, although a small but growing section of British film texts has been added.
Genre: An attempt was made to collect texts from every one of the dozens of existing film genres, although the corpus is far too small to be able to reach all of the existing sub-genres. Following the public taste in films, an attempt was made to approximate the ratio of film genres that are found at the box office (thus the teen slasher and teen gross-out sub-genres were well represented whereas the political propaganda sports documentary sub-genre was not

III. The Tools

Although there are many software tools available today, the author chose Oxford Wordsmith Tools 4.0, not only because of previous familiarity with the earlier (3.0) version of the program, but also for its excellent support. The principles and functions of Wordsmith used in the research and in the actual presentation are identical to those found in any of the other programs, but the actual GUI (Graphical User Interface) varies considerably between software programs, so it may not be very easy to attend the workshop and apply the same principles to a different software.

IV. Methodology

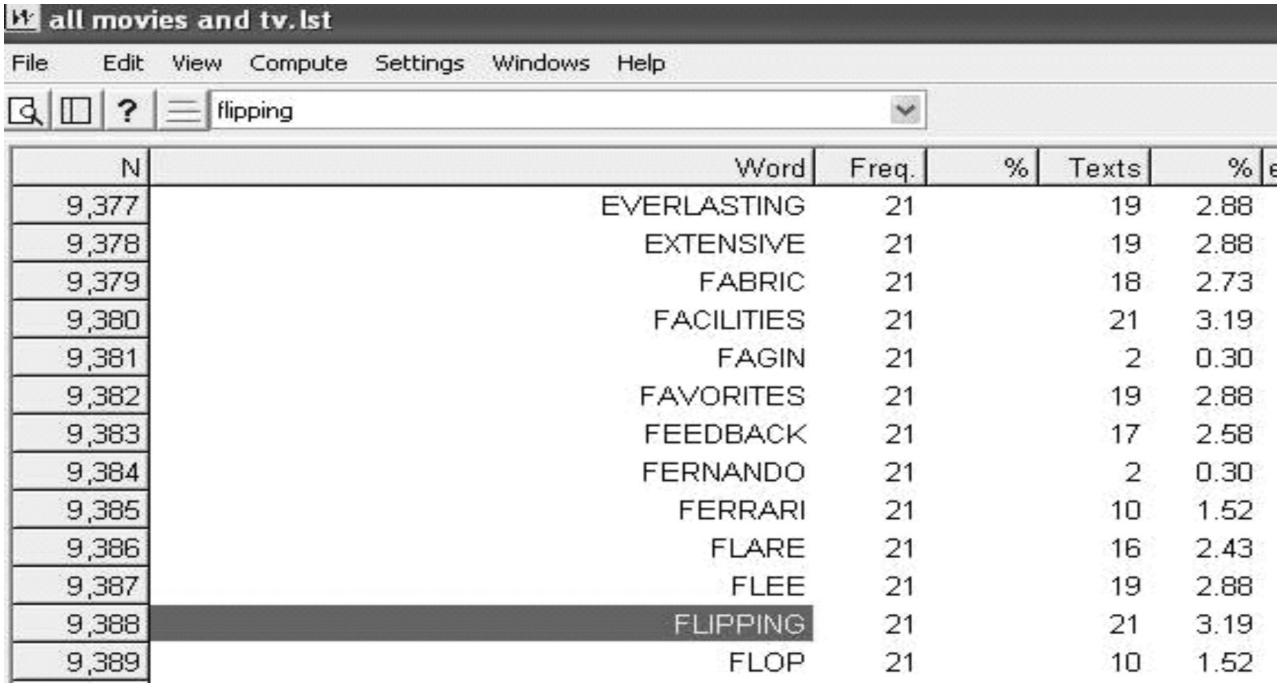
Texts were collected mostly from internet download sites then saved as .txt files. Some texts were 'ripped' by hand from the author's DVD collection. Both of these methods have their advantages and disadvantages:

Method	**Downloading texts**	**Ripping texts by hand**
Advantages	Higher volume of text possible	100% accuracy in both content and spelling
Downsides	Many inaccuracies, incompatible formats. Spelling errors, wrong text	Limited to the stamina of the researcher

Texts were then 'loaded'into the Wordsmith Wordlist tool, and further unwanted characters were removed from the data. (the | symbol, for example, and all numerical characters.) Spelling was checked on the entire database by using the letters "L" and "T" (explanation will be more detailed in the software demonstration).
Data was mined by looking for head words of idiomatic expressions, on a 'one-by-one' search basis, and also by directly scanning one text of interest (*There's Something About Mary) for linguistic items of interest, and then looking for these items in the database. Further refinements in the data were then made by using the KWIC sort function of Wordlists Concordance tool.*

V. Results

I started my research, like many of us did, as students in grammar school on a lark, with a dictionary, by looking up the 'dirty words'. I found it interesting that students in Korea, no matter how basic their grasp of English was, all seemed acquainted with the 'F word', and what's more, to have an inkling of its taboo power. Strangely, though, the more advanced users of English seemed immune to its taboo and the subsequent effect on their listeners; e.g. they used the word far too often. What better place to start my investigation than on the sociolinguistics of this word shrouded in mystery and power?
The simplest use of Wordsmith is to research the relative frequencies of words. If, for example, we wanted to compare the relatively mild word *flipping with its taboo counterpart fucking, Wordsmiths Wordlist tool tells us at a glance that there are 2355 instances of the latter (about as common as SON, MOTHER, WOMAN, and FRIEND), and it appears quite ubiquitous, occurring in 218 out of the total 659 texts; while only 21 instances of the former (about as common as the word FERRARI). One might conclude somewhat erroneously, if this were a 'real language' corpus and not one of movie scripts, that 'normal' English speakers preferred the use of fucking to that of flippingby a ratio of 100 to one (Figure 1).*


all movies and tv.lst

File Edit View Compute Settings Windows Help

flipping

N	Word	Freq.	%	Texts	%
9,377	EVERLASTING	21		19	2.88
9,378	EXTENSIVE	21		19	2.88
9,379	FABRIC	21		18	2.73
9,380	FACILITIES	21		21	3.19
9,381	FAGIN	21		2	0.30
9,382	FAVORITES	21		19	2.88
9,383	FEEDBACK	21		17	2.58
9,384	FERNANDO	21		2	0.30
9,385	FERRARI	21		10	1.52
9,386	FLARE	21		16	2.43
9,387	FLEE	21		19	2.88
9,388	FLIPPING	21		21	3.19
9,389	FLOP	21		10	1.52

Figure 1: Wordlist frequencies for the entire database, showing the instances of FLIPPING

VI. Them's Fightin' Words

We can gain an even more useful insight by using the concordancing tool. Wordsmith Concordance has an interesting function called 'plot', which plots the occurrence of the target word on a linear space representing the length of the text: The names of the files, which in most cases is the name of the movie, is represented on the far left of the plot next to its ranking. In the 'hits' column we see the number of instances of the word in that particular script. If we concordance the word *fuck, which has 2,812 instances (about as frequent as BOY, GIRL, HOUSE, FATHER), we discover the following information about the most likely places to encounter the word: (figure 2)*

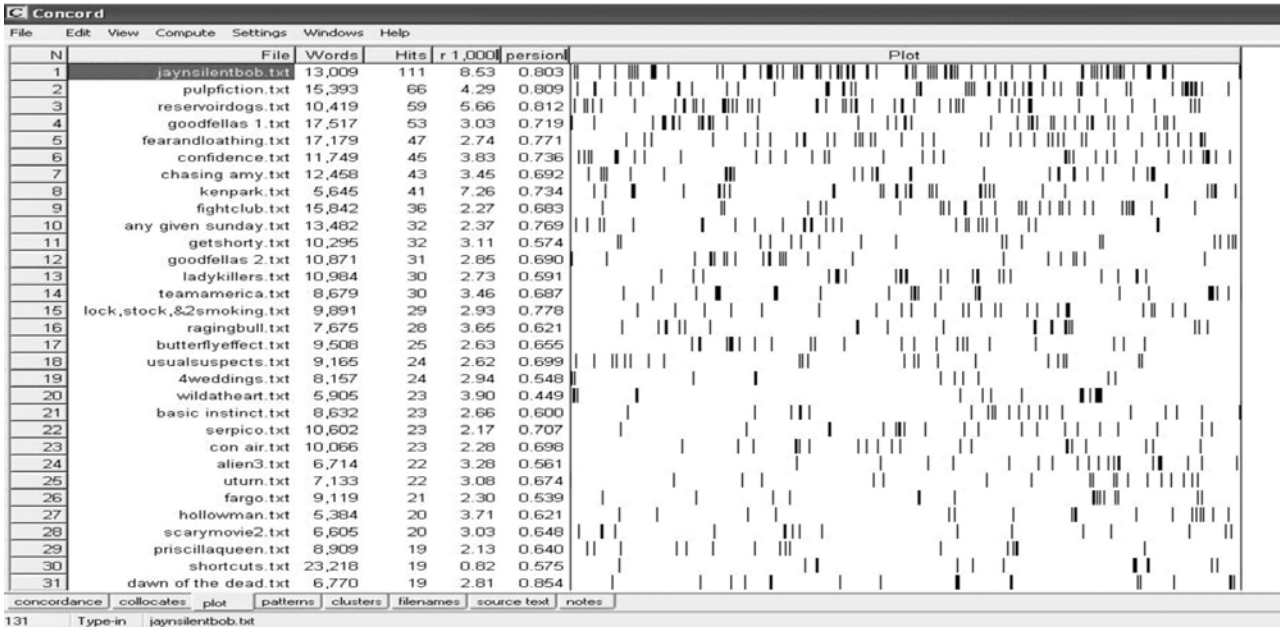
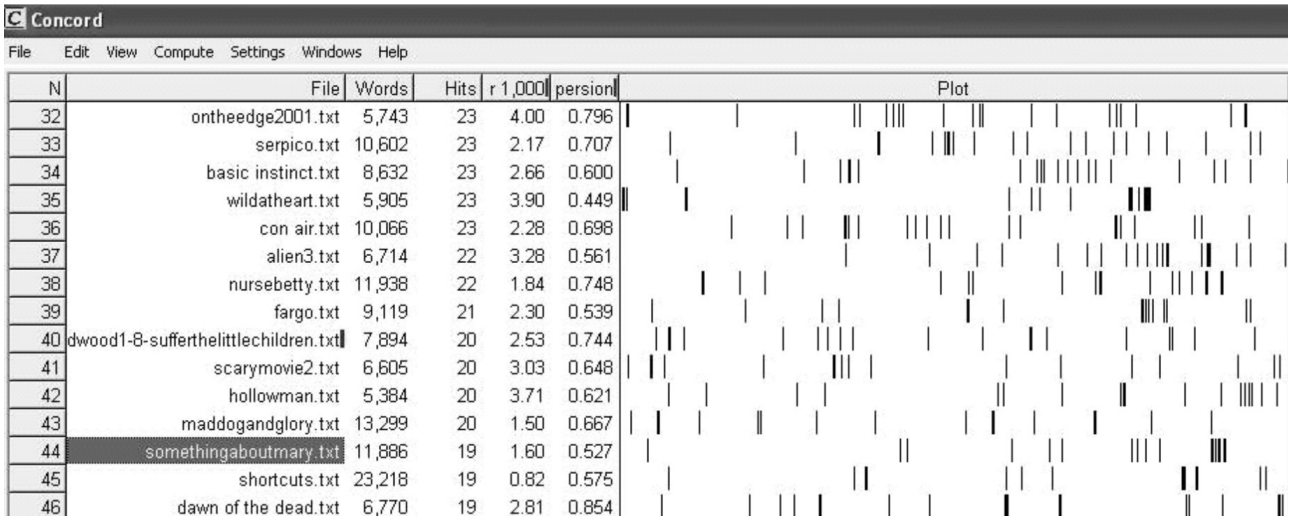


Figure 2. The 'plot' function of the Wordsmith Concordance tool showing instances of FUCK

It should come as no surprise that a great many of these films are either of the 'gangster' or 'crime thriller' genre, such as *Pulp Fiction, Reservoir Dogs, Goodfellas, etc. But what is one to make of the high rankings of Jay and Silent Bob [Strike Back] (at the very top with double the number of Pulp Fiction), and also of Chasing Amy, Four Weddings and a Funeral, the Butterfly Effect, and Priscilla Queen [of the Desert], many of which are romantic comedies? Two of them at least, can be explained by authorial preferences: Kevin Smith, the director of Chasing Amy and Jay and Silent Bob Strike Back, seems to have a preference for using this and other taboo words in copious quantities. The film Four Weddings and a Funeral uses the word fuck mostly on certain scenes as a gimmick; notably when Hugh Grant's character and his roommate oversleep (repeatedly) a wedding date. And so we can explain away most of the exceptions on these case-by-case contextual reasons.*
But it becomes even more interesting if one examines a single movie, There's Something About Mary (figure 3- There's Something About Mary)



Looking at the small black bars under the column 'plot', we see that each small black bar is an instance of the target word fuck. If we are more familiar with the plot of the movie, we might easily realize that the first bar represents the first fight scene, and the last 'cluster'of bars at the end represents therather longish and stressful fight scene between the three male characters, Ted, Healy, and Norm. The other usages of the word are to show bonding between men, and the masculinization of female characters (Mary, Magda, and the waitress) but statisticallyspeaking there is strong evidence here of the use of fuck as a word to initiate fight scenes, and this is an insight that can be quite useful to the student in their life 'outside the classroom', and one quite easy for the teacher to demonstrate.

VII. Conclusion

There isn't room here in this summary to show all of the other insights, most of which don't relate to the 'F word'or other taboo items. The use of the Wordsmith concordancer with the film corpus is probably most useful when looking for good examples of idiomatic expressions, which can be played directly to the students. It is also useful when showing the negative or positive prosody of expressions or words. In the presentation I will undoubtedly not have enough time to cover all this ground either, but will instead focus on showing the attendee how to get a corpus assembled and to get the software up and running.

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The Author

Kelly McCluskey*holds an M.A. in Applied Linguistics from the University of Birmingham, England. He started his career as a chemist (B.A., University of Chicago) before catching the travel/teaching bug. After drinking chi-cha (fermented masticated yucca root) with Amazon aboriginal tribes and yerba mate with the Portenos of Buenos Aires, he celebrated his return to civilian life by teaching in Korea, his 40thcountry to visit. He has taught English at Konguk, Koryo, Sejong and Dong Duk Universities, and is now an assistant professor at Hongik University, where he teaches Screen English and Public Speaking. He is also a tutor for the distance M.A. program at the University of Birmingham. He has a collection of fermented beverages and an archive of 1000 movies on DVD but refuses to share them with anyone! (OK, the beverages, then) email: kellyteacher_2000@yahoo.com*

Enabling Young Learners to Manage Anger Extending the DANGEROUS ANIMAL Metaphor

Adriane Moser
Chonnam National University, Gwangju, Korea

Abstract
Strong emotions in cross-cultural English language learning experiences can be perplexing and difficult for young learners to express. Conceptual metaphors for emotion, many of which cross linguistic boundaries, can provide access to this complexity and give children a rational way to examine, express, and control their powerful emotions. When this happens, communicative and affective barriers in the language-learning environment are broken down. Empowering young learners to solve their own problems rather than depending on adults to take care of them or expressing them through violence is a powerful techniquefor the English language teacher. Instructors can discard the misconception that strong emotions are beyond the control and influence of young children and are an unavoidable part of teaching young students, and teach even very young children that they can have control over their emotions. Research shows young Korean learners of English can acquire emotion metaphor through exposure to authentic children's literature. Building on this idea, teachers can use shared reading to enable young English language learners to acquire anger metaphor in English, and then guide these young learners towards adopting their own personal "dangerous animal"and developing an emotional control model they can put into practice using physical and ultimately internalized control.

I. Introduction

The ability to express emotions is important for all learners, but especially those in cross-cultural environments where students are immersed in a new language, such as those found in an ESL or EFL classroom with an instructor who is a native speaker of English.
The complex experience of strong emotions can be perplexing and difficult to express for children. As young as two or three, children begin to understand their own emotions and the situations that trigger different emotional states. (Lagattuta, 2005) Emotional development and adjustment, along with academic competencies, are elements of school readiness in young children and an important predictor of early school success. (Raver, 2003)
Metaphor can provide conceptual access to emotional complexity and can give learners a rational way to express and examine powerful emotions. Emotion metaphor can be used as a technique to help children reduce the complexity of their emotions and handle them in a more manageable form. (Marrero, 2002) A variety of techniques can be used to help learners acquire, use, and manipulate metaphors to understand, express, and control their emotions.

II. Enabling Learners to Acquire Anger Metaphor

Parents, teachers, and other adult caregivers should be encouraged "to provide opportunities for young children to learn about emotions through play and through teaching them to recognise and verbalise emotions." (Sorin, 2003, p. 81) Raver suggests methods that teachers can use to instruct young learners in the skills of identifying and labelling feelings and communicating these feelings with others utiliz-

ing short amounts of instructional time within the classroom context. (Raver, 2003) Moser's 2005 research showed English language learners as young as five years old can acquire and produce emotion metaphor through the experience of shared reading of authentic children's literature during an English language development or English language arts instructional block.

In the children's literature surveyed and, not coincidentally, children's usage, the conceptual metaphor anger is a dangerous animaloccurred with greater frequency than other metaphors for anger. This conceptual metaphor also occurs in languages other than English, including Spanish (Soriano, 2003) and Korean (Song, 2004). Because this metaphor is easily acquired by young learners and crosses language and culture barriers (creating the opportunity for positive transfer between English language learners'L1 and English,) it is an appropriate tool for teaching the skill of anger management.

However, adults often wish to avoid discussing negative emotions with young children. When surveyed, parents, English teachers, and classroom teachers of English language learners indicated they felt it was more important that children acquired language to express positive emotions. This may be "because we're afraid of anger. It may mean that someone is out of our control."(Whitehouse, 1996, p. 5) While caregivers often celebrate and encourage the expression of positive emotions, they encourage children to suppress and change or eliminate their negative emotions. (Sorin, 2003, p. 80) When adults tell children not to experience or show negative emotions, they minimize the children's emotional experience, invalidating the emotions and sending the message that the children's own understandings about their emotions are erroneous.

When learners are enabled with permission and the necessary skills to freely express their true emotions using metaphor or other strategies, they lower their affective filters and are better prepared to learn. Young children may experience a decrease in social capabilities when they are angry or upset and students who can understand and express their emotions have better social experiences and present fewer discipline problems at school. Moser (2005) presented anecdotal evidence demonstrating this effect. Following exposure to anger metaphor through shared reading of authentic children's literature, two students had an encounter in the school hallway. While disagreeing about who would stand in line next to a mutual friend, one student who had not shown any productive acquisition of emotion metaphor scratched a second student across the face, leaving reddened welts. The second student, who had demonstrated the use of anger metaphor, maintained control over her emotions and was not upset by this negative interaction. The first student was extremely upset, screaming and crying and running away from the teacher. Unable to express her overpowering emotions through language, she resorted instead to physical violence. Students who have alternative and appropriate means for expressing and managing their emotions have more positive and successful educational experiences. Other research studies conducted over the past 20 years show that "children who have difficulty paying attention, following directions, getting along with others, and controlling negative emotions of anger and distress do less well in school." (Raver, 2003)

Learners who have not yet acquired emotion metaphor also blamed outside influences for their anger. These outside influences were often siblings, teachers, or parents, which learners described using language such as "when they say in *la escuela (=the school), clean up," and "when my sister say 'gimmie' all my things."(Moser, 2005) There may well be negative consequences for the child who identifies other people as their anger triggers. Students who are beginning to develop a metaphor for anger use different figurative outside influences from which they feel safe from censure or negative repercussions. When they express their anger using conceptual metaphors like* anger is a dangerous animal or anger is a natural force, they do not have to fear retaliation from animals or from nature. Students may use metaphor to "mitigate potential threats to students'self-esteem from explicit expressions of disapproval." (Cameron, 2003, p. 139) Using this affective function of metaphor, children mediate their expression of anger in a way that is socially acceptable and leads to positive interpersonal relationships. When students have the ability to examine and discuss their emotions metaphorically,

they avoid placing blame on themselves or others and can come to see anger as an entity that is within their control.

III. Guiding Learners to Adopt a Dangerous Animal

Sorin (2003) emphasizes the need for parents and caregivers to accept and help children to work through their negative emotions. Sorin (2003) and Whitehouse (1996) both provide suggestions for adults to model appropriate emotional expression and anger management.

In classroom practice, students who had participated in Moser's study where they were exposed to emotion metaphor through shared reading of authentic children's literature revisited the topic one year later, between the ages of six and eight. After reviewing the literature through shared and independent reading, the students were asked to choose an animal that shows how they feel when they are angry. The teacher then helped them to choose an appropriate photograph from the Internet, printed it out, and asked the children to write and dictate about the animal they had chosen.

The dangerous animal photographs, students' writing, and posed photographs of the students showing angry facial expressions were then made into a classroom book, which was read and re-read by the class with great enthusiasm. This allowed the students to identify with the dangerous animal they had chosen and learn their peers' personal anger metaphors as well.

Because the students had already shown they had acquired the conceptual metaphor anger is a dangerous animal, they were given the opportunity to innovate in their choice of Vehicle. The emphasis was not on "dead metaphors," or frozen, conventional usages, but on the learners'own expression within the constraints of the conceptual metaphor. In their metaphorical innovations, some students explicitly stated the Topic and the Vehicle: "When I'm angry, I'm a lion." Others stated only the Vehicle: "I'm a wild dog." However, the majority of students explicated some features of the Vehicle: "I use my sharp teeth when I'm angry," and "I howl like a wolf. Ow-hoooo! I eat you! I eat all the people!"All students chose Vehicles that conformed to the domain of dangerous animal and therefore, while innovative, were available to be interpreted by adults and other children who understand the underlying conceptual metaphor.

Permitting students to freely create original metaphors enabled real ownership of the personal anger metaphor, allowed for cultural differences between the learners and the teacher, and gave additional insight into the learners'life experiences. One student chose a wild dog as her dangerous animal and found a photograph she felt was appropriate. While the teacher reserved comment on the student's choice at the time, it was thought that perhaps this Vehicle did not clearly exhibit the features of the dangerous animal domain. The student's choice became clear when the photographs were later displayed in the classroom, without any label or other indication that they were being used to discuss anger. When the student's older brother saw the photograph, he immediately told the teacher that it looked just like his uncle's dog, which had attacked his young cousin at a recent family gathering. By allowing learners complete autonomy in choosing their personal anger metaphor Vehicle, the teacher, who might not actually know what makes particular young learners angry, allowed them to address pertinent issues in their own lives.

Some parents expressed concern that all animals are part of the natural world and are not inherently dangerous. However, the decision was made to let children develop a metaphor for anger using their own experience and judgment. Children's developmental view of their world may differ from adults'. One student chose a shark as his Vehicle: this may indicate not only his understanding of the conceptual metaphor anger is a dangerous animal, but also a preference for a secondary anger metaphor anger is cold over anger is heat or fire.While the literature created by adults for children uses some imaginary or extinct Vehicles, including monsters, dragons, aliens, and dinosaurs, these Vehicles were

typically not chosen by children themselves. For them, anger is not imaginary; rather, it is a very real and living thing. Allowing and encouraging children to choose and adopt their own metaphor Vehicle is much more effective than having one assigned to them according to an adult's perception of a dangerous animal.

Winner (1988)explains that the links between Topic and Vehicle domains develop in sequence: children first make perceptual and sensory connections, then relational and functional connections, and finally physical and psychological connections. In order to process metaphor, children must construct links between the Topic and the Vehicle domains. In developing a metaphor for anger, six to eight-year-olds chose Vehicles that express the uncontrollable, violent, and destructive features of the Topic.

IV. Developing a Control Model

Adults as well as children can "walk away from an approach to emotion that perceives it as following inevitable, inalterable developmental processes beyond our influence." (Marrero, 2002, p. 38) Rather than telling young children, "don't be angry!"adult caretakers need to enable them with tools to manage their anger and learn how the uncontrollable can become controllable

As learners increase the sophistication of their knowledge of the domain of the Vehicle dangerous animal, this understanding can be extended to the Topic anger. When children see their anger as a dangerous animal, and then learn that this animal can in fact be controlled and is not necessarily dangerous, they can extend this understanding to their own emotional states as well. This domain knowledge development can be facilitated through educational activities, media exposure, and personal experience. After students adopted their own dangerous animal and reinforced their personal anger metaphor through the use of their classroom book, the next step was to introduce a control model. Cut-outs of the photographs of dangerous animals chosen by the students were mounted on foam board for durability, attached to magnets and placed in a corner of the classroom whiteboard. A simple paper "cage"was displayed as well. (With the objective of making the metaphor more tactile for the learners, a model using a wire cage and small stuffed animals was considered. However, the stuffed animals available were too cute and not at all dangerous in their appearance, so instead a two-dimensional model was adopted.) When students began to show anger in class, the teacher intervened and instructed them to put their dangerous animal in the cage.

The use of metaphor mediates values and attitudes. (Cameron, 2003) Rather than the teacher taking the lead in discussing and judging or evaluating the place and appropriateness of anger in an educational setting, a positive non-personal suggestion or command to control the external force invading the security of thelanguage-learning classroom can be invoked. By asking the student to put the dangerous animal in the cage, the teacher can avoid threatening the student's face. When used in this way, metaphor has a distancing effect and makes the conflict that triggered the anger seem less personal. The use of metaphor implies that the problem of anger in the classroom does not come directly from the students themselves, but rather from an external force. This affective use of metaphor maintains the learners'dignity and integrity, lowering their affective filters and keeping them receptive to language input.

V. Practicing Using Physical and Internalized Control

In classroom practice, the cage model was placed away from the usual center of activity; when students went toput their dangerous animal in the cage, they also had to physically remove themselves

from the situation that triggered their anger. Students soon learned to identify their own feelings of anger and put their dangerous animal in the cage independently orwith a reminder from a peer, rather than with prompting from the teacher. Through this, we can see a shift from a teacher-centered, dictatorial classroom where emotions are controlled through fear to a student-centered, self-directed learning environment where students take responsibility for their own emotions. The adult relinquishes control over the child's emotions and encourages autonomy in emotional regulation, leading to autonomy in learning and social interactions.

When the teacher models the use of anger metaphor in the classroom, two-way communication of negative emotions can occur. Raver describes interventions that parents and other adults can use "to reduce their use of harsh parenting practices when the adults become angry or upset." (Raver, 2003) In actual classroom practice, the students eventually learned to cue their teacher to put her dangerous animal in the cage when she began to show anger in the classroom. Students learned that not only their own anger but also that of people around themcan be examined, discussed and controlled in a non-threatening manner using metaphor.

Over time, the students began to show signs of avoidance towards the act of putting their dangerous animals in the cage. When prompted by their teacher or peers, they indicated that they had their emotions under control and did not need to cage their dangerous animals. This is the beginning of the internalization of emotional control; while they are still using the metaphor, they are breaking away from the physical representation of their anger and instead using language for emotional mediation.

"Children can be encouraged to explore for themselves to develop a better understanding of the situation and to find suitable ways to express their fear." (Sorin, 2003, p. 85) Whenlearners internalize metaphorical control over their anger, they are learning a strategy they can use outside the classroom, where they lack access to the physical dangerous animal model and an adult is not available to help mediate their strong emotionsor protect them. While this emotional control is essential in the language-learning situation of the classroom, it is a transferable skill, which is also useful in a Korean or Spanish L1 environment where the metaphor is also applicable. In this way, the English language teacher is also connecting with and validating the home culture.

VI. Conclusion

Control over negative emotions in an educational setting is an important skill for young learners to acquire, especially as they navigate the cross-cultural experience of second language learning. Through the experience of shared reading, even very young English learners can acquire metaphorical language to use to express negative emotions in a non-threatening way, eliminating the need to blame others or use violence to communicate their feelings.

By helping learners to develop and adopt their own personal metaphor for anger, and then extending that metaphor through the concept of control, English language teachers can enable students with powerful tools for understanding, expressing, and controlling their emotions in socially acceptable ways. Future investigations might explore the use of an emotional post-mortem, where teachers and students take an opportunity at the end of class to take their dangerous animals back out of the cage and examine what triggered their anger in the first place and possible resolutions. Other negative emotions that can adversely or negatively affect the learning environment (as suggested in Kort, Reilly, and Picard, 2001) can also be submitted to this metaphorical treatment.

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The Author

Adriane Moser *has been teaching English to speakers of other languages in public and private schools and institutes in the United States, Korea, and Mexico for eleven years. She received her BA in Linguistics from the State University of New York at Stony Brook and is a National Board Certified Teacher in English as a New Language/Early and Middle Childhood. She is currently a graduate student in the English department at Chonnam National University and her current research interests include metaphor acquisition, extensive reading, and authentic assessment. She can be reached by e-mail at AdrMoser@aol.com or AdrianeMoser1973@yahoo.com.*

Task-based Language Teaching in Korean Secondary Schools: Constraints and Suggestions

Hyeyoung Park
Daekyo Knowledge-based Education R&D Institute

Abstract
The current paper is an attempt to take a critical look at the current state of affairs in the secondary English education and to present some recommendations to make this language teaching innovation (i.e., TBLT) become a natural part of secondary English classrooms. This paper aims to address some contextual variables pertaining to learners, teachers, educational system, and society, which may hinder Task-based language teaching from actually being put into practice in secondary school settings; and also to suggest specific courses of action to be taken for the implementation of TBLT in secondary schools, drawing upon research findings as well as taking different contextual factors into careful consideration.

I. Introduction

Task-based language teaching has become a buzzword in recent EFL education in Asian countries including Korea (Carless, 2002, 2003, 2004; Kim, 2002), and it is now being exported to these countries, with the hope that it may be able to ease the existing problems associated with English language education in general . The English national curricula in Korea, which is periodically revised by the Ministry of Education, has been communicative-oriented since the sixth revision in 1992. Recently, the seventh national curricula (2000 ~to the present) have added Task-based Language Teaching (TBLT) into the existing communicative language teaching framework, in an attempt to provide secondary school students with opportunities for meaningful language use. However, this intended goal is not being fully realized in the actual school settings, creating a huge gap between what the national curricula is aiming at and what is actually happening in the English classrooms (Kwon, 2000).

II. What Causes the Gap? Constraints at Different Levels

A. Learner Factors

1. Students' low motivation for English learning

First of all, I think the biggest constraint is secondary school students' generally very low motivation for fostering communicative competence. This low motivation is partly attributed to the fact that students have very limited opportunities for English use in daily lives. They thus do not feel the need for working on their communicative competence. Moreover, students sometimes think that English is nothing but a school subject that they have to learn to enter a prestigious university or to get a good job.

2. Students'passive participation in communication class

Secondly, students'passive participation in class should be noted as a major constraint. Li (1998), in her investigation of difficulties in trying communicative language teaching in Korea, mentioned that "students have become accustomedto traditional teacher lectures, and speak only when they are spoken to." Obviously, students'unwillingness to actively engage in classroom activities or tasks prevents

teachers from implementing them in English classes.

3. A huge difference in students' English ability

The third constraint pertinent to students is a huge variability in students' English ability in one class. As may this be too extreme, this is the case that the difference in students' English ability is so huge that teachers often become frustrated, not deciding whether they should teach to the top or to the bottom.

B. Teacher Factors

1. Teachers' deficiency in spoken English

The first barrier concerned with teachers is their lack of English oral competence, which often makes them hesitant to conduct communication-oriented classes. The unsatisfactory language ability of English teachers has always been in the center of heated debates among educators and researchers in Korea (Kim, E. -J, 2002).

2. Teachers' incomplete understanding of TBLT

As is the case in Clark et al. (1999, cited in Carless, 2003), teachers' incomplete understanding of TBLT can be a stumbling block to the implementation of tasks. Three participants in Calress (2003) exhibited varying degrees of understanding towards tasks, sometimes confusing tasks with activities. Teachers in Korea, who recently completed their undergraduate study, learned about TBLT as a piece of knowledge in a university or teacher training courses, but theyhave not had many chances to actually practice it.

3. A lack of time for preparing tasks

Like other EFL language teaching situations (e.g., Hong Kong in Carless, 2003), teachers in Korea often complain about insufficient time for class preparation and extra material development, especially when they are mandated to try out a communicative task that they are not familiar with. And this attempt easily turns into frustration unless proper resources and guidelines are readily available for teachers.

C. Educational System Factors

1. Large class size

With regard to the educational system in Korea, there are several points to be addressed in the implementation of tasks.The first is the inappropriate instructional environment (e.g., large classes) for task implementation. One would easily imagine the difficulty of employing tasks in an English class with about 40 students. English teachers in Korea found it very difficult to form groups for task completion, since the class with so many students becomes out of control.

2. Limitations in a textbook

The textbooks to be used in public secondary schools are mostly selected from different publishers by the Ministry of Education. These selected and authorized textbooks sometimes pose challenges for the implementation of tasks in class.

3. National college entrance exam

The last point to consider is the national college entrance exam which places a great emphasis on reading ability without assessing students' communicative competence. So English teachers in secondary schools devote most of their class time to preparing students for the exam. This results in very little time left for communicative tasks, given that only five toseven hours per week are assigned for English.

D. Social and Political Factor

1. A lack of communication between policy makers and teachers

Most of the important decisions in English education (i.e., development/revision of the national curricula) are made by university professors and researchers. These university professors attempt to import a language teaching innovation that they think is strongly supported by research findings. Teachers, on the other hand, are often asked to implement the curriculum mandates, not being fully aware of what initiatives drivethe change in the English education policy, or what rationale underlies the new policy.

III. Suggestions for Bridging the Gap

A. Recommendations for Learner Factors

1. Maximizing student involvement

An appropriate strategy for maximizing students' involvement in tasks is emphasized. Since many secondary students in Korea are accustomed to teachers giving lectures, students should be gradually encouraged to participate in class tasks or group work.

2. Creating natural environments for meaningful English use

Presumably, part of the reason for secondary English learners' low motivation is that very limited opportunities for actual English use are available for them outside the English class. This sometimes led students to think they do not have to work on oral English competence. In an effort to create more opportunities for meaningful English use, initiatives are nowadays being taken by establishing experimental ESL-like settings and offering English immersion classes.

B. Recommendations for Teacher Factors

1. Offering sufficient teacher training and teacher development.

Teachers'insufficient knowledge on TBLT and their deficiency in spoken English were earlier pointed out as obstacles in the implementation of tasks in secondary school settings. To help teachers build their confidence in this curricula innovationand English ability, more training courses for English practice as well as TBLT methodology should be offered on a regular basis.

2. Encouraging collaboration among teachers.

English teachers in Korea attributed the difficulty in employing communicative tasks to a lack of preparation time. This problem may be partially eased through an active and constructive collaboration among teachers. It is likely to be more effective to come up with ideas for classroom implementation of tasks when several teachers work together in cooperation than when one teacher works alone.

3. Providing sufficient teacher resources.

When the Ministry of Education (MOE) is proposing a new teaching policy or innovation, appropriate teaching guidelines and resources should be made available for teachers. A possible way of supporting teachers to apply tasks in their classroom is to provide a variety of tasks so that teachers can select an appropriate task according to their students' proficiency level and the instructional constraints of the class.

C. Recommendations for Educational System Factors

1. Improving instructional materials.

I would like to strongly suggest that English textbooks be improved to better serve the intended goals of the national curricula and the implementation of tasks. Given the situation where a textbook is a

main source of English input and an essential tool for instruction, having a sound textbook should be a priority.

2. Incorporating Task-based language assessment (TBLA).
For tasks to be accepted as a vital part of English classroom, TBLA should be incorporated in the English curricula to assess students' actual use of English, not their knowledge about English (Long and Norris, 2001).

3. Improving college entrance exam.
Finally, the national college entrance exam in the current educational system should be improved towards the way it can facilitate students'/teachers' desire for learning/teaching English for communication purposes. Currently, the English section on the college entrance exam, which all 12thgraders wishing to enter the university have to take at the end of the year, is solely based on 50 multiple choice items consisting of 17 listening items and 33 grammar/reading items. Within this system, students do not feel the immediate need for fostering their oral proficiency.

D. Recommendations for Social/Political Factors
1. Cooperation between researchers and teachers.
As a final suggestion in this paper, I ask for cooperation between researchers and teachers to minimize the gap between the principle of the English education policy and classroom reality. One possible way of achieving this is "action research" (Crooks, 1993; Gebhard, 1998), as community effort in which teachers pose problems based on what goes on in teachers'own classrooms and lives and work through the problems by creating and initiating a plan of action.

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The Author

***Hyeyoung Park** has been working as a full-time researcher at Daekyo Knowledge-based Education R&D Instituteafter shereceived her M.A degree in Second Language Studies at University of Hawai'i at Manoa. Her research intersts include language learner and teacher motivation, task-based language teaching, and language program development. E-mail:judy771126@hotmail.com*

Focusing on Figurative Forms: Presenting Proverbs

David E. Shaffer
Chosun University, Gwangju, S Korea

Abstract
This research presentation deals with the question of how to present figurative expressions proverbs, in particular in the classroom. It reports the results of a classroom-based study comparing conventional and radically new methods of presenting proverbs to learners, and also introduces resources available for developing lessons on figurative language. The research presented relates the cognitive linguistic concepts of conceptual metaphorand image schema to the teaching of proverbs to determine their effectiveness. There were four groups in the study: one taught a set of proverbs using a conventional interactive method, one to which the motivating conceptual metaphors of the proverbs were introduced, and two to which proverb-related image generation was promoted. In these latter two groups, image production was a supplement to the introduction of the motivating metaphors mental image generation through directed questions with one group and participant-produced visual images with the second. The efficacy of each of these methods, as measured with pre- and post-tests, is discussed. In addition to the study results, available conceptual metaphor resources are introduced, and an explanation of how they can be incorporated into the development of materials for teaching-proverbs and other figurative expressions is be provided.

I. Introduction

Teaching English proverbs in an EFL setting is an inherently difficult task. As a form of figurative language, proverbs are not intended to mean what they seem to mean on the surface. Thus, the proverbial meaning of "The early bird catches the worm" has nothing to do with birds and worms. Conveying the proverbial meaning to EFL learners has been problematic. Conventional instruction often consists of random presentation of the proverb and its meaning, and possibly a few situations in which it may be used. A more effective method of teaching proverbs seems to be necessary.

This study deals with the incorporation of the conceptual linguistics constructs in the teaching of proverbs. It is proposed here that conceptual metaphor and image schema can be adapted to form such a approach. Rather than thinking of metaphor as an extraordinary form of discourse characteristic of literary language, Lakoff and Johnson (1980) have shown that conceptual metaphor is a fundamental property of everyday language and a powerful cognitive tool for the conceptualization of abstract categories. They motivate many of the conventional metaphors used in everyday speech as well as motivate many of the commonly used English idioms and proverbs. Image schemas are discussed in Lakoff (1987), Lakoff and Turner (1989), and Johnson (1987) and are characterized as recurring basic abstract conceptual structures that occur in our conceptualizations of the world, and which play a fundamental role in cognitive semantic processes.

Conceptual metaphors have proved effective in earlier studies for teaching conventional metaphors (Shaffer, 2004) and idioms (Shaffer, 2005a, 2005b). Accordingly, this study examinesthe teaching of proverbs with motivating conceptual metaphors as discussed in Gibbs (1994, 2001), Gibbs and Beitel (1995), Gibbs, Colston, & Johnson (1996), and Gibbs, Strom, and Spivey-Knowlton (1997). It also examines whether either (1) mental adaptations of image schema or (2) learner-generated visual representations of image schema can additionally contribute to making proverb learning more efficient.

II. Method

The aim of this study is threefold: (1) to determine the efficacy of incorporating the cognitive linguistic concepts of conceptual metaphorinto the teaching of English proverbs in comparison to a conventional teaching method, 2) to determine if the inclusion of image-rich information whose purpose is to activate image schemas has any effect on the learning rate of proverbs in comparison with a teaching method using conceptual metaphors alone or with a conventional teaching method not employing either conceptual metaphorsor mental images, and (3) to determine if mental image induction in learners is more effective in proverb learning that visual image generation by learners. Shaffer (2004, 2005) It has beenshown for conventional metaphors (Shaffer, 2004) and idioms (Shaffer, 2005a & b) that employing the conceptual metaphor/image schema concept is more effective than teaching the same material without incorporating the concept. This present study intends todetermine if similar results can be obtained in the teaching of a third form of figurative speech proverbs.

A. The Participants and Context of the Study

The participants in this study were 156 university students enrolled in English skills courses during the July 2005 - March 2006 period. The participants were of various majors and ranged from freshmen to seniors. English proficiency levels for the participants ranged from low- to high-intermediate. The present study was conducted during the participants' regularly scheduled class times and in the regular classrooms used by the participants for their course classes. The experimentallessons were administered during 110-min. class sessions to ensure conformity. Both the lessons and the instruments were administered by this researcher.

B. Design

The participants (N=156) were divided into four experimental groups. One group, the Conventional group (n=41), was taught eight proverbs after being pre-tested on them. These eight proverbs were among the sixteen that Gibbs et al. (1997) used in their empirical study showing that the figurative meanings of proverbs are motivated by underlying conceptual metaphors that form a significant part of our ordinary conceptual system. After explaining the meaning of each proverb, which appeared on a student handout, the teacher initiated a question-and-answer session in which the participants were asked questions using the proverb being studied, attempting to elicit responses concerning, and possibly using, the same proverb. For example, when studying the proverb *Don't count your chickens before they are hatched*, the teacher would ask various participants questions such as *Do you count your chickens before they are hatched?* and *Do you know anyone who counts their chickens before they are hatched?* The proverb introduction and question-and-answer session lasted for approximately 40 minutes.

A second group, the Metaphor group (n=34), was taught the same eight proverbs, but with the addition of two conceptual metaphors presented for each proverb. These two conceptual metaphors are considered to be the two main conceptual metaphors motivating the proverb and thereby linking the proverb to its meaning. For example, the two conceptual metaphors associated with *Don't put all your eggs in one basket* were LIFE IS A CONTAINER and BELIEFS ARE POSSESSIONS. Those associated with *Look before you leap* were KNOWING IS SEEING and LIFE IS A JOURNEY.

A third group, the Mental Image group (n=45), was presented with the meaning and two conceptual metaphors for the same proverbs as in the Metaphor group, but their discussion questions focused on creating rich mental images that would activate image schemas. Image-inducing questions for the proverb *Look before you leap*, for example, included *What image comes to mind when you read "Look before you leap"? Why do you need to look before you leap?* and *What may happen if you don't look before you leap?*

The fourth group, the Visual Image group (n=36), was presented with the meaning and two conceptual metaphorsfor the same proverbs as in the Metaphor and Visual Image groups, but instead of providing questions for the students to answer orally, they were asked to draw the image that they had in their mind of the proverb, after being presented with the proverb's meaning and the two motivating conceptual metaphors.
Immediately after the lesson in each group, post-test 1, identical to the pretest, was administered. One week later, post-test 2, identical to the previous tests, was administered unannounced.

C. Materials
The materials used in this study consisted of the following printed materials:

1. The pre-/post-test instrument
This instrument consisted of the eight proverbs used in the study with a blank inserted in place of two important content words (nouns, verbs, or adjectives) and a space provided below for writing the meaning of the idiom. For example:

Proverb: A rolling _____ gathers no _____.
Meaning: _____

The eight proverbs selected for this study were the following (underlining indicates blanks in the test items):
(a) A rolling stone gathers no moss.
(b) The early bird catches the worm.
(c) One rotten apple spoils the whole barrel.
(d) Those who live in glass houses shouldn't throw stones.
(e) Don't put all your eggs in one basket.
(f) Don't count your chickens before they are hatched.
(g) Look before you leap.
(h) The bigger they are, the harderthey fall.

2. Lesson materials
The proverb study handouts for each of the four study groups differed slightly. For the Conventional group, each of the eight proverbs was followed by its literal meaning beneath. The handouts for the Metaphor group were the same as those for the Conventional group except that they contained two motivating conceptual metaphors for each proverb that were placed in two boxes under the proverb. The Mental Image group's handout consisted of all the material on the Metaphor group's handout, with the addition of questions designed to initiate mental images of the specific proverb. Instead of these mental image-initiating questions, the Visual Image group was asked to draw their mental perception of each of the proverbs.

D. Data Collection Procedures
Each of the groups was given an unannouncedpretest near the beginning of the class period. Immediately before the administration of the pretest instrument, the students were informed that the test was part of a research project and that it would in no way reflect on their grade for the course. There was also a 10-minute discussion of what a proverb is. Approximately 10 minutes was given for the participants to completethe test. The pretest was followed by a 10-minute explanation and general discussion of conventional and conceptual metaphors for the Metaphor, Mental Image, and Visual Image groups. This was followed by forty minutes of discussion of the eight individual proverbs as per the material on each of the groups' study sheets, and drawing time for the Visual Image group. Immediately following the lesson, post-test 1, containing the same fill-in-the-blank test items as the pretest for the eight proverbs studied, was administered to each group for 15 minutes. One week later,

each of the three groups in the study was administered post-test 2, identical to post-test 1, and given 15-minutes to complete this test. Each of the tests was administered without any prior announcement of the administrations to the participants.

III. Results and Discussion

Results tabulatedon the proverb tests were (a) total number of lexical items correct (two possible per proverb), (b) number of proverbs for which both lexical items were correct, (c) number of proverb meanings correct, and (d) number of proverbs for which both the meaning and the two lexical items were answered correctly. The means scores were tabulated for each of the four groups in the study and for the pretest, post-test 1, and post-test 2 in each of the four categories above.

For category (a), pretest/post-test1/post-test2 scores for the Conventional, Metaphor, Mental Image, and Visual Image groups were 3.78/14.68/12.54, 4.74/14.49/12.55, 4.53/14.93/12.31, and 4.36/15.28/12.58, respectively. Though pretest scores were somewhat lower for the Conventional group, post-test 1 and 2 scores were similar for all four groups. For category (b), similar results to category (a) were found (1.24/6.93/5.59, 1.73/6.94/5.44, 1.56/7.16/5.56, and 1.47/7.45/569). As lexical item recall may be attained merely by memorization and association with another lexical item, a strategy the participants were most familiar with andadept at, the similarity in post-test scores was expected. In category (c), correct meaning, scores for the Conventional, Metaphor, Mental Image, and Visual Image groups were 0.93/4.39/3.00, 1.50/4.65/4.56, 1.76/6.09/5.24, and 1.25/5.92/5.56 respectively.The Mental Image and Visual Image groups scored higher than the other two groups on post-test 1, and the Metaphor group scored higher than the Conventional group, while the two image groups also scored highest on post-test 2 followed again by the Metaphor group. This indicates that conceptual metaphor instruction alone aids in proverb meaning retention, but that the addition of image instruction increases meaning retention.

As the ability to both produce the correct form and have an understanding of the meaning of a proverb is required to accurately "know" that expression, the last of these four tabulations, category (d), meaning and both lexical items correct, was considered to be of the most importance. The pretest scores for the Conventional were slightly lower than for the other three groups (0.51, 0.67, 0.87, and 0.72 for the Conventional, Metaphor, Mental Image, and Visual Image groups, respectively). On post-test 1, the Conventional and Metaphor groups' scores were similar (3.95, 4.41), but the two Image groups' scores were higher (5.67, 5.64). However, on post-test 2, the scores increased in the group order: Conventional, Metaphor, Mental Image, Visual Image (2.51, 3.71, 4.27, 4.36). See Table 1 below. The indication is that while instruction incorporating conceptual metaphor information increases scores over a conventional method of instruction, the addition of image instruction increases them even more. The pre- and post-test scores for the Mental Image and Visual Image groups were almost identical (0.87/5.67/4.27 and 0.72/5.64/4.36, respectively). This indicates that the method of producing images made little difference, but that both were more effective than the other two instructional methods.

Table 1. Mean Scores on Proverb Tests (Lexical Items & Meaning)

Group:	Conventional	Metaphor	Mental Image	Visual Image
Pretest	0.51	0.83	0.87	0.72
Post-test 1	3.95	4.21	5.67	5.64
Post-test 2	2.51	3.63	4.27	4.36

Note: Total Possible Score = 8

IV. Conclusion of the Study

In post-test 2 for categories (c) and (d), the Mental and Visual Image groups had the highest scores, followed by the Metaphor group, which was followed by the Conventional group. For categories (a) and (b), scores were similar for the four groups. This indicatesthat the inclusion of motivating conceptual metaphors along with material to produce related mental imagery into the instructional material for the teaching of proverbs is more efficient than a conventional teaching method, as well as more efficient than the inclusion of motivating conceptual metaphors alone in the instructional materials. These results conform with those obtained in Shaffer (2004, 2005a, 2005b) for the efficiency of teaching conventional metaphors and idioms by incorporating conceptual metaphor and images into instructional materials.

V. Availability of Instructional Materials Incorporating Conceptual Metaphors

At present, the cognitive linguistic concept of conceptual metaphor and its related images is incorporated into only an infinitesimalamount of commercially available materials for teaching figurative expressions. Those that exist are for metaphors and idioms. In Lazar (2003), only 2 of the 34 units on figurative language incorporate conceptual metaphors; Wright (1999) provides one short section (37 pages) on conventional metaphors organized under conceptual metaphors; and King (1999) presents conventional metaphors as derived from conceptual metaphors. Teaching materials for proverbs based on motivating conceptual metaphors have yet to be developed in textbook form. To make figurative language (i.e., proverbs, conventional metaphors, and idioms) more learnable, these concepts should be incorporated when developing related teaching materials for learners at the intermediate level and above. A valuablesource of conventional metaphors categorized by motivating conceptual metaphors is Lakoff and Johnson (1980). Little else is available in book form. However, the work of Lakoff and Johnson has been expanded upon in Lakoff (1994) and is indexed by conceptual metaphor name, source domain, and target domain. Under each of these conceptual metaphors can be found lists of related conventional metaphors. These indices may be tapped to create lessons on conventional metaphors derived for conceptual metaphors and for introducing motivating metaphors of both idioms and proverbs.

In addition to their linguistic value, an understanding of the conceptual metaphors motivating figurative expressions reveals to the language learner metaphorical schemes that are ubiquitous in the everyday thought of the speakers of the language. At the same time, they acquaint the language learner with cultural aspects of the language they are learning.

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The Author

***David Shaffer**, PhD, Linguistics, has been on the faculty at Chosun University since 1976. His professional interests include the interface of cognitive metaphor and language-teaching techniques. Dr. Shaffer is a teacher trainer, materials designer, and the author of numerous books and periodical columns on language learning. In addition to linguistics, teaching methodology, ESP, and communication skills, he teaches an occasional Korean language course. His interests include Korean history, traditional customs, and calligraphy. Dr. Shaffer is presently an executive director of Asia TEFL and Global English Teachers Assn., as well asa national officer of Korea TESOL. Email: disin@chosun.ac.kr*

Examining Korean University Students' Expectations of Native-Speaker English Teachers

Tim Thompson
Woosong University, South Korea

Abstract
The study examined the expectations of Korean college students in English language classrooms regarding their native speaker English teachers. A sample of 386 students was administered a Teacher Expectation Scale (TES). The questionnaire included 25 items in three dimensions: qualifications, personality, and appearance. Students in all four years of school and studying a variety of majors at four universities in Choongnam province were asked to rank the importance of each item. Collected data was subjected to descriptive statistics, reliability coefficients, t-test, and ANOVA to address the research questions. The results of the study showed the same expectations regardless of the students' demographic background. Teachers'personality was determined to be the most important, closely followed by qualifications. Appearance was always ranked the lowest. Although the ranking of three dimensions was the same, statistically significant differences were found between schools, majors, ages, gender, and year in school. The differences were then analyzed and discussed. An open-ended follow-up question was also included in order to ensure the results from the statistical analyses. Suggestions were made for utilizing the findings and improving the quality of English education at universities across Korea.

I. Introduction

The Korean Government's cries for globalization since 1995 caused a reform movement in English education and accelerated a dramatic change in Korean educational institutions. English proficiency is important as a tool for international communication in a rapidly growing economy andfor educational success. The result was also a change in teaching emphasis from grammar translation to spoken and colloquial English. Some motivated students want to be taught by Native Speakers (NS) to produce effective communicative proficiency in English. Furthermore, the Education Ministry introduced the English Program in Korea (EPIK) and hired NS English teachers for junior and senior high school students (Ki-Hwa Park, 1996). Accordingly, there are a number of NS English teachers in English educationinstitutions in Korea. In 1995, there were about 8,800 foreigners from the U.S., Canada, Australia, and England, according to Korea National Statistical Office. The numbers of native English speakers has increased steadily, and there were over 55,000 in 2003. The majority of them possess E-2 visas for teaching English conversation to K-12 and tertiary students.

It is generally perceived that teachers are responsible for facilitating learning and counseling and motivating students in addition to teaching a subject matter. Understanding, meeting, and exceeding students' expectations make teachers successful. Brown (2000) believed that teachers must understand how students learn and then create a learning environment that best suits the students' needs. Relationship building is paramount to successful teaching and will guide the teacher in creating a suitable learning environment. However, NS English teachers in Korea who come from different backgrounds and cultures, face a number of challenges before they canbe successful in the English as a Foreign Language (EFL) classroom. Not only must they be well-versed in current teaching methodologies but they must understand how to apply them in the classroom. Additionally NS English teachers must understand what attributes Korean college students value in their NS English teachers and

what factors motivate them to participate actively in language classes.

II. Research Design

The subjects of the study were three hundred eighty-six (n=386) undergraduate students from four universities in Choongnam province who have studied or are currently studying English with NS English instructors at the university level. Of the 386 valid participants, 235 (61%) came from Private University 1. Thirty-seven (9%) came from Private School 2. The National University had 61 participants (16%) and the Education University had 53 participants (14%). Table 1 shows the distribution of participants based on their school, gender, major and year in school.

Table 1. Description of the Research Participants' Demographic Information

	Gender		Major				Year in School			
School	M	F	Tech.	Lib.	Edu.	Eng.	1	2	3	4
Private 1	140	95	121	59	0	55	23	145	46	21
Private 2	21	16	0	6	0	31	0	29	4	4
National	30	31	41	18	0	2	54	2	3	2
Education	16	37	1	0	51	1	1	52	0	0
Total	207	179	163	83	51	89	78	228	53	27

M=Male, F=Female, Tech.= Technical, Lib.=Liberal Arts, Edu.= Education, Eng.= English

The twenty-five items of the TES, which were originally conceived in English, were subcategorized into three dimensions: qualifications, appearance and personality, which will be referred to as QUAL, APP, and PERS. QUAL consists of items 1-11 and 24-25, APP for items 16-18, and PERS for items 12-15 and 19-23.

III. Results

Students from the four universities identified the characteristics of a good NS English teacher. They ranked PERS as the most important in determining a good NS English teacher. The next most strongly displayed expectation was NS teachers'qualifications. The Korean students expected that a good NS English teacher can plan every minute of class (M=5.96) and explain things clearly to them (M=5.95). Two of the five highest means (Items 12 & 19) and six of the ten highest means were personality-related items. No personality-related items were in the lowest five means. Qualification-related items made up three of the five highest but also three of the lowest five. Item 12 "A good teacher speaks to students in a friendly manner" had the highest mean score and was the only mean above six points (M=6.26). How a teacher interacts with the class (Item 12) and makes him/herself available to the students (Items 13 & 14) ranked higher than the teacher's academic achievements (Items 8 & 9) or even experience in the classroom (Items 10 & 11).

Table 2. Descriptive Statistics for Each Survey Item

Description	Mean	SD	Rank Order
1. Plans every minute of class	5.96	1.21	2
2. Uses a variety of activities	5.56	1.42	9
3. Doesn't hesitate or say "ummm"	3.55	1.82	23
4. Explains things clearly	5.95	1.23	3
5. Answers questions immediately	5.31	1.43	14
6. Answers questions with confidence	5.79	1.32	5
7. Is an expert in his/her field	5.64	1.44	8
8. Has a Master's degree	3.82	1.71	21
9. Has a Ph.D.	3.64	1.61	22
10. Has more than five years of experience	4.67	1.52	17
11. Has more than ten years of experience	4.34	1.61	20
12. Speaks to students in a friendly manner	6.26	1.06	1
13. Chats with students before or after class	5.48	1.40	11
14. Talk to students outside of class	5.24	1.46	15
15. Smiles often	5.75	1.34	6
16. Dresses neatly	4.56	1.65	18
17. Is handsome/pretty	3.35	1.73	24
18. Wears a suit/dress	2.48	1.60	25
19. Makes the students laugh	5.39	1.46	13
20. Entertains the class	5.89	1.14	4
21 Has a lot of energy	5.70	1.31	7
22. Moves around a lot	4.51	1.55	19
23. Uses big gestures	5.04	1.46	16
24. Gives prompt feedback on assignments	5.44	1.30	12
25. Corrects mistakes in a non-threatening manner	5.54	1.57	10

In addition, the most common response to the open-ended follow-up question describing a good NS English teacher was "is kind, friendly, cares about students."Other answers included: understands about Korean culture, will teach about Western culture, should recognize and pay attention to students' different English speaking ability levels in their classes, is patient and will not give up when trying to explain something to the students, has good pronunciation/is easy to understand, makes the students comfortable or relaxed, and is witty or funny. The majority of the open-ended responses dealt with a NS English teacher's personality characteristics.

IV. Discussion and Conclusions

Based on the research results, in order to improve university English classes in Korea taught by NS English teachers the following issues must be considered:

A. Understand students'expectations. Conduct a needs analysis.
Surveys such as the one used for this study should be administered to determine what specific student groups expect from their NS English teachers. Different schools, majors, and year in school create significant differences in the expectations of the students. Knowing who your students are and what they expect will help build rapport between teacher and students. Moreover teachers will have more chances to use teaching methodologies consonant with those expectations, and they could use learner training to help students change their expectations if a certain expectation is an impediment to their learning (McCargar, 1993).

B. Don't hire teachers based solely on their resumes.
Require face-to-face interviews to judge a prospective NS English teacher's personality. If sample lessons are used during the interview process, have students sit in and watch how they respond to the teacher. Qualifications are important but teachers who genuinely enjoy forming relationships with their students are the most likely to be successful in the classroom. School administrators who hire teachers based on expectations that are dramatically different from that school's students'expectations are setting up the new teacher to fail. To prevent this problem, administrators could survey students'expectations and distribute the data to their new NS English teachers and use the information to train them on appropriate methods.

C. Let students know who you are and where you are coming from.
Successful EFL teachers enjoy a positive relationship with their students. They show an interest in who the students are as individuals and share their experiences with their students. By forming relationships and showing students that their teachers care about them, what is accomplished in the classroom goes beyond teaching English grammar, vocabulary, and pronunciation. By explaining the purposes of certain lessons and teaching methods, teachers gain students' trust and improve their relationship with students. McKenna (1999) advocates bringing items from your personal life and native country to class to help students get to know you better. In turn, teachers help students not only become efficient users of the target language, but also understand of the target culture as expressed through its language (Kramsch, 1993).

D. Understand that students' expectations for NS English teachers are not necessarily the same as for their Korean English teachers.
A study involving Korean secondary school students found that Korean and NS English teachers held different teaching styles (Jung-Sook Park, 1998). Students do not always expect their NS English teachers to behave the same way that their Korean teachers do. Differences in teaching style, dress code, and expectations regarding the teacher-student relationship may exist in Korean university students' minds. We are, after all, from different cultures.
NS English teachers could use this discussion to work to reinforce students' expectations or to counteract them as appropriate. By understanding Korean university students'expectations, NS English teachers can take steps to focus on what is most important to their students. This increases the students' motivation and enables the NS English teachers to meet and exceed their students'expectations. While a background in teaching methodologies and practical classroom experience is important, the way a teacher interacts with the students as a class and individually is vital.

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The Author

***Tim Thompson**, MA TESOL,has been teaching English in South Korea for six years. He currently teaches in the Business Department at Woosong University. His professional interests include English for Specific Purposes, pronunciation techniques, learning journals, and computer and multimedia-assisted language learning. E-mail: asiatour@hotmail.com.*

Language Learning Strategies Used by University Students in Hong Kong

Andrew Yau-hau TSE
School of Education & Languages
Open University of Hong Kong

Abstract
Language learning strategies (LLS) that help learners enhance their language competence have played an important role in language learning; their spectrum has become one of the most fertile areas of research in second language acquisition (MacIntyre, 1994). This study investigated the language learning strategies used by university students and the background variables influencing the use of LLS. A total of 110 university students in four different Schools in the Open University of Hong Kong participated in this study. The individual backgroundquestionnaire and Oxford's (1990) Strategy Inventory for Language Learning (SILL) were used as research instrument.

I. Introduction

Language pedagogy shifted its focus to student-centred classroom learning in the 1970s and 1980s. New teaching methods, such as 'communicative language teaching' and 'task-based teaching', were explored by language instructors, and there was a growing focus on the learners themselves. Within this period, 'learners have become the main figures in language classrooms where learning tasks have been conceptualized and approached from the learners' viewpoint' (Rubin, 1987).
One innovative method for language instruction is to focus on language learning strategies. Pufahl (2001) stated that in Denmark, for instance, teachers focus on enhancing students'consciousness of various communication strategies, including strategies to bridge vocabulary gaps, reading and listening strategies, and general LLS.
During the last twenty years, a growing interest in learners' characteristics has developed. This focus has led to an increased number of studies examining how learner differences affect language achievement. Learner differences include gender, personality, language anxiety, motivation, aptitude, learning styles, and learners'beliefs. Simultaneously, researchers have concentrated on a new area of research in language learning strategies which involves how learners internalize language processes.

II. Research questions and hypotheses

This survey examined and described the language learning strategies used by grades 7-8 students in Hong Kong and analyzed some individual variables such as gender that might influence the learning strategies for successful acquisition of a second language. In order to address these needs, this project sets out to find answers to the following questions and hypotheses:
Research question (RQ) 1: What are the language learning strategies used by grades 7-8 students?
Hypothesis 1: All grades 7-8 students use the six language learning strategies, that is, memory, cognitive, compensation, metacognitive, affective, and social strategies.
RQ2. Is there any difference between male and female students in strategy use?
Hypothesis 2: Female students use more language learning strategies than male students, especially

social strategies because of women's social orientation.
RQ3: Is there any difference between grade 7 and grade 8 students in the use of language learning strategies?
Hypothesis 3: Grade 8 students tend to use more language learning strategies than grade 7 students because of age difference.
RQ4. What are the correlations between the use of language learning strategies and English learning experience, according to various independent variables:
Hypothesis 4: There are significant correlations between the use of language learning strategies and English learning experience.
RQ5. What are the correlations between the use of language learning strategies and students' self-rating of English proficiency level, compared to classmates and compared to native speakers of English, according to various independent variables?
Hypothesis 5: There must be a significant correlation between the use of language learning strategies and students' self-rating of English proficiency level.
RQ6. What are the correlations between the use of language learning strategies and students' self-perception of the ESL teacher's teaching method and curriculum, according to various independent variables?
Hypothesis 6: There are significant correlations between the use of language learning strategies and students' self-perception of the ESL teacher's teaching method and curriculum.
RQ7. Will Band 1 students (= the most able students) use more LLS than Bands 2 & 3 students(= the weakest students)?
Hypothesis 7: Band 1 students will use more LLS since they are more able than other students and therefore tend to use more LLS to learn English.
RQ8. Will the group with English language instruction use more LLS than other groups using Chinese as language instruction?
Hypothesis 8: The group with English language instruction will use more LLS because they have more exposure to English.

III. Methodology

Oxford's (1990) Strategy Inventory for Language Learning (SILL) was used as the basis for this research. The background questionnaire, which was developed by the researcher, was designed to collect the following data: demographics, language learning experience, self-rating English proficiency, and students' ratings of the ESL teachers' teaching methods and curriculum.

IV. Findings

1. Students reported using six dimensions of LLS, all in low-use level: memory, cognitive, compensation, metacognitive, affective and social strategies;
2. Gender differences were found in the use of memory, compensation, affective and social strategies. Females reported use of LLS more frequently than males in memory, cognitive and metacognitive strategies;
3. Significant differences were found between English learning experience and the use of LLS;
4. Significant differences were found between students' self-rating English proficiency level and the use of LLS;
5. There was a significant correlation between students' self-perception of the ESL teachers' teaching

method and curriculum and the use of LLS.

V. Conclusion

The ultimate objective of any research trying to set up connections between strategy use and learning success should be to establish how far strategy use contributes to the learning process. Research on the effects of proficiency on strategy use seems to be in a different direction. If strategies are characteristics of proficiency, then they are not worth surveying. If they are contributory factors towards increased proficiency, then they do need further scrutiny. While the SILL provides a wide notion of overall strategy use, the study of the effects of strategy use on proficiency does not need a comprehensive instrument like this: it would be more appropriate toexplore the effects of specific strategies on localized aspects of proficiency, in specific contexts, over a period of time.

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The Author

Andrew Tse, *EdD, is presently teaching in the School of Education and Languages at the Open University of Hong Kong, where he coordinates English language courses at face-to-face and distance learning mode. He had written six books on listening comprehension and reading and language systems at HKCEE and HKAS level. Email: ayhtse@ouhk.edu.hk*

Teaching Old Dogs "New" Grammar Tricks: A Course Evaluation

Deron Walker, Ph.D.
California Baptist University, U.S.A.

Abstract
What do you dowhen you discover a uniform body of research that speaks with virtually one voice, boldly declaring that practically everything you have experienced in school and have ever been taught about teaching grammar has been consistently found to be largely ineffective? If you are a California school teacher studying a graduate course called "Contextual Approaches to Grammar," you might be anxious, skeptical, or perhaps even relieved to be able to stop "teaching the book" for a while and explore "new" methods and a "new" approach, content-based instruction (CBI). This paper reports on a naturalistic inquiry in which the author/course instructor introduced this "new" approach and its "new"methods to his class of graduate student / teachers and encouraged them to make their own innovations to grammar instruction.

I. Introduction

This paper presents the results of a naturalistic inquiry conducted in a graduate course at California Baptist University titled "Contextual Approaches to Grammar." I will share some ofthe impressive ideas which the students came up with for teaching grammar and the course content that inspired and empowered them to create their own content-based grammar instruction. Through course evaluations, student generated teaching philosophies and lesson plans, and course observations, I will share why experienced teachers, moonlighting as graduate students, overwhelmingly said they were "no longer afraid of grammar," found the course to be "very helpful…ocused on context" and that a "normally dry subject" [grammar] became fun.

The course did not start without a bit of anxiety, however. In fact, the course began on opening night with a rendition of the failure of 50 years (or more) of traditional textbook and drill-oriented grammar instructionto reach sufficient numbers of children to make it by itself an acceptable instructional method (Braddock, Lloyd-Jones, et al., 1963; Elley, Barton, et al., 1976; Freeman & Freeman, 2004 Krashen, 1998; Weaver, 1996). This is especially disconcerting when teachers are charged with the responsibility of reaching all of their students or as many of them as possible. It is a very uncomfortable feeling for a teacher of language arts to be told that the traditional methods of grammar instruction that she wasraised with are not good enough, and she must not only learn but also actively develop a new way of teaching grammar for her students to succeed, at least to a degree approaching the challenging benchmarks of "No Child Left Behind."While South Korea does not have George Bush and "No Child Left Behind" to worry about, it is an imperative for all advanced nations to educate all of their children proficiently in this age of globalization and technology.

II. Traditional Grammar's Ineffectiveness

Succinctly stated, Weaver (1996) informs us that grammar rules are difficult to learn and even more complicated and cumbersome to apply. This is effectively illustrated by the Macauley studies in

Scotland. After years of daily study in traditional-style identification, Macauley tested both elementary and secondary students on parts of speech recognition tests that were not unlike the kind of tests that are given as standardized tests in language arts in the United States. The results were appalling. Amonga sample of 131 elementary school subjects 27.9% was the average score for correctly identifying parts of speech in sentences. The secondary students fared better (62%), but even those results were below what would be commonly thought of as success rates(Freeman & Freeman, 2004). This suggests that traditional grammar instruction by itself may not even be the most effective way to prepare for standardized tests, contrary to popular belief.

Another problem often cited in the literature on traditional grammar instruction is that it does not serve the purpose of increasing writing skill as is commonly believed. Krashen's (1998) review of research on traditional prescriptive teaching of grammar sums it up well, "Research on the relationship between formalgrammar instruction and performance on measures of writing ability is clear: There is no relationship between grammar study and writing." (p.8) Krashen's finding is consistent with a multitude of other research on the topic. It has further been suggested by some that traditional grammar instruction could be harmful in writing instruction (Braddock, Lloyd-Jones, et al., 1963). How can that be? There are a couple of reasons: 1) it displaces instruction and practice in the process of composition and 2) it can raise anxiety levels among students that may cause them to put an unhealthy emphasis on correctness to the detriment of their rhetorical development and loss of voice as writers.

III. "Teaching" Old Dogs 'New' Grammar Tricks

Of course, despite all of the research, traditional grammar instruction that emphasizes prescription , parts of speech, isolated drills, and teaching the textbooks is still prevalent in many school systems not only in the U.S. but around the world as well. Weaver (1996) andFreeman and Freeman (2004) tell us why:

- teachers are often unaware of the research
- school officials often do not trust research
- some find drill in grammar interesting
- some assume a correlation exists between writing, reading, and grammar skill
- teachers are often required and pressured to do so by parents and administrators
- though not for everyone, grammar drill may help some students

In fact, those are very good reasons for not abandoning traditional grammar instruction altogether. One does not needto eliminate all tradition either to improve his/her approach to teaching grammar in a language arts curriculum. It is quite possible to incorporate some traditional instruction in tandem with a content-based approach. Kolln, (2006, 2007) and Weaver (1996, 1998) have offered teachers and aspiring teachers many resources and much assistance in reenvisioning prescriptive grammar through the lens of descriptive, functional, and rhetorical approaches. Kolln's (2006, 2007) textbooks synthesize traditional grammar exercises and offer functional, descriptive and rhetorical advice for their application to writing and literature, which is what content-based instruction (CBI) is all about. Weaver (1998) has compiled many "new" and "innovative"ideas for teaching grammar through literature and writing that can make dry old grammar concepts seem fresh and alive. In case the reader is wondering why I keep putting "new" and "innovative"in quotation marks, it is because these ideas, though fresh, are remarkably "un-new."The creative ideas found on image grammar, sentence composing, mini-lessons for grammar errors in writing, dialogue journals, etc. capitalize on theories regarding naturalistic language acquisition and process composition that have been around for some

time. Notwithstanding, many of these ideas are "fresh" and "new"to teachers that come to conferences or attend graduate classes in the evening looking for a little practical, pedagogical help. This is why I would like to share the content and approach of this course at this conference.

In response to their introduction to content-based instruction (CBI), California Baptist University graduate student/teachers generated their own lesson plans and grammar teaching philosophies that sought to build upon methods and approach to grammar instruction discussed in the course. The grammar pedagogy covered in the course was fresh, inspiring, and seemingly innovative because the approach and methods were previously unknown to the teachers. This was due,in part, to insufficient dissemination of these practices through the educational system. Instead, schools typically cling to traditional but ineffective methods involving drill and teaching the textbook which render instruction that cheats toward teaching to the standardized test. This graduate course on teaching grammar in context was fun and exciting as well as instructive because the students were willing to open their minds and hearts to it and try out the ideas they learned. Many of the concepts from this course have been put into practice by the graduate students / teachers and new ideas are being created from the results.

VI. Conclusion

The problem with creating an effective grammar pedagogy is one of overreliance on old, familiar, comfortable, but ineffective methodology. As Gardner (1993) has instructed us, everyone has their own talents, interests, learning styles, and, yes, intelligences. In the 21stcentury, we must appeal to as many students as we can to be effective practitioners of the art of teaching. "New"ideas are out there already waiting for us. The problem, then, is not so much one of innovation but dissemination. We need to be willing to learn from established schools of thought in naturalistic language acquisition and process composition theory to form a meaningful, content-based grammar instruction that goes beyond mere drill exercises and teaching textbooks. We need to teach children and adult learners in ways that motivate, captivate their attention, and help them to see the function, meaning, and purpose behind tired old prescriptive concepts of grammar in order to be successful in our profession.

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The Author

***Deron Walker,** Ph.D. is presently teaching English Composition and Linguistics in the Department of Modern Languages*

and Literature at California Baptist University in Riverside, California, where he writes curriculum for the department's writing program and budding M.A. TESOL program scheduled to begin in 2007. Deron Walker spent seven years teaching English as a Foreign Language (EFL) in South Korea, mainly at Keimyung University and Handong Global University. Email: dwalker@calbaptist.edu

Korean University Student Perception of Rhetoric: Is Linear Better?

Deron Walker, Ph.D.
California Baptist University, U.S.A.

Abstract
Forty years ago, Kaplan (1966) initiated the field of contrastive rhetoric with his seminal work, "Cultural Though Patterns in Intercultural Education." After analyzing 600 essays, Kaplan identified general rhetorical patterns used in academic writing for five different culture groups. Kaplan concluded, further, that Asian writers, who he labeled "Oriental," tended to write academic essays in an indirect pattern. English rhetoric, according to Kaplan, followed a direct pattern that he called "linear." While Kaplan's categorizations shed a certain amount of light on cross-cultural rhetorical differences, many questions raised by Kaplan's work remained very controversial but largely unanswered. This paper attempts to answer, from the student perspective, some of these questions with a focus on Korean EFL university students. Do Korean EFL University students write the same way they think in their first or second languages? Do these students write and think in the same rhetorical pattern in their first languages as they do in English? Is the term "linear" a biased label as some have suggested? In the spring of 2005, 303 Handong Global University students were surveyed about these writing issues. This paper discusses student perceptions of their writing, thought processes while writing, beliefs concerning how other Korean students compose and think about writing, and what style of rhetoric they consider ideal in Korean and English?

I. Introduction

While Kaplan's term "Oriental" was clumsy and over-generalized, subsequent research in EFL writing has supported the finding that East-Asian writers in China (Chu, Swaffar, and Charnay, 2002; Matalene, 1985) Japan (Hinds, 1983, 1987, 1990), and Korea (Eggington, 1987; Walker, 2004, 2005, 2006a) do frequently write academic essays in rhetorical patterns that western audiences find excessively indirect. However, scholars in intercultural rhetorical research still ponder the question of linearity. As Atkinson (2004) recently mused, Kaplan's (1966) original notion of linearity may or may not have been due to the intrinsic characteristics or formal nature of the texts themselves (thesis statements, topic sentences, etc.), but it is equally likely that "straightness" was determined by the interpretations of "cultural insiders" based on "socially shared knowledge" that could lead a cultural insider to say "Ah, that's good direct American academic prose."(Atkinson, 2004, p. 285) Thus, it can be stated that the precise nature of linearity remains more mystery than science. Another intriguing question that has remained concerns the relationship between writing and thinking. If a writer has a tendency to write an academic essay in a given rhetorical pattern does it mean that s/hethinks that way or does the academic pattern of composition diverge from his/her thought due to the writer's efforts to conform to perceived audience expectations. These are questions I decided to ask the writers themselves: Korean university EFL students.

II. Background

Two leading scholars in intercultural communication, Connor (2004) and Atkinson (2004) both cor-

rectly point out that contrastive rhetoric research needs to be more context sensitive, go beyond text analysis, and include increasingly complex and dynamic definitions of culture Notwithstanding, neither of these leading scholars provide much in the way of specific direction for teaching a contrastive rhetoric-oriented academic essay writing, especially in East-Asian contexts. Connor (2004)states, "EAP classes teach other types of writing besides the student essay writing required in college classes."(p. 293) Connor (2004) is more focused on specialized English for Specific Purposes (ESP) courses such as business letter writing and grant proposal writing. Connor's interests in English for Academic Purposes (EAP) writing contexts are also quite advanced as well (composing research articles and reports). This is a concern because many English for Academic Purposes (EAP) courses are, in fact, concerned with teaching students to do the kind of writing required in college essays. Those are very important classes and should not be overlooked. Atkinson's work (2004) is, in his own words, "unapologetically theoretical"(p.278) and makes no attempt to situate contrastive rhetoric in practical pedagogical terms.

Nevertheless, both researchers offer some broad methodological guidelines that are helpful. Atkinson (2004) and Connor (2004) both remind us of the complexity of culture and caution us against adopting a received view of culture that focuses only on "big" culture (national/ethnic). Atkinson (2004) spells out the need for adapting a more dynamic concept of culture, reminding us of the many cultural influences affecting an individual's complex personality: youth culture, professional culture, and classroom culture, in addition to national culture. Connor (2004) offers more in terms of practical methodological guidelines for research in contrastive rhetoric that may have practical application in composition classrooms. Specifically, Connor (2004) recommends both quantitative and qualitative methods be used. Indeed, naturalistic/ethnographic approaches seem well suited for exploring the complexity of cross-cultural communication, taking a dynamic approach to culture, and remaining context sensitive. Liebman (1988) conducted such a naturalistic study where she turned her students into ethnographers as they responded directly to Kaplan's (1966) original assertions about rhetorical differences among culture groups with impressive results that were balanced and insightful.

In previous contrastive rhetoric research, I have combined text analysis (rating student essays) with quantitative (statistical analysis of ratings) and naturalistic measures (interviewand observation) (Walker, 2004, 2005, 2006a) to study the effects of contrastive-rhetoric oriented writing instruction in classes at Handong Global University in Pohang, South Korea using teacher conferencing and peer response to reinforce contrastive-rhetoric oriented writing instruction as the teaching treatment. The control group received contrastive-rhetoric oriented instruction through lecture and class discussion only. In that study, low level learners in the experimental group (scoring <3.5 on a 7-point scale on the pretest) improved their essay writing to a significantly greater degree than did low level writers in the control group as measured by posttest results. Interviews with classroom teachers in the study and observations of the classroom environment supported the conclusion that the teaching treatment had been successful.

III. Method

The survey that I designed for the current study seeks to do what Liebman (1988) did in turning her students into ethnographers and what Connor (2004) has suggested with her recommendations for qualitative methods: ask the students themselves about their own writing and thinking. Are terms such as "linear"biased? Do Korean university students compose with the same type of rhetorical organization in which they think when writing academic essays in Korean and/or English? Do Korean university students believe their academic writing follows an "indirect" rhetorical pattern as Kaplan posited in 1966 and other researchers have subsequently suggested (Eggington, 1987; Hinds, 1983, 1990;

Walker, 2004, 2005, 2006a, 2006b; Yang, 2004)?
In spring 2005 at Handong Global University in Pohang South Korea, a 30 question survey was administered to 303 Korean EFL university students enrolled in wide range of courses, though most of them were English courses. One computer science class was surveyed which was taught in Korean by a Korean instructor. Among the 303 subjects, 177 were male and 126 were female. There were 111 freshmen respondents, 84 sophomores, 55 juniors, 50 seniors, and 3 who did not report their year in school. Only 6 of 303 subjects indicated that they had ever heard of Kaplan (1966) or were familiar with his work. Out of the total number of subjects, 79 reported translating their writing from Korean to English. Most subjects, 184, indicated that they first thought about their essays in Korean and then wrote about them in English. Only 40 of 303 subjects stated they wrote directly in English when assigned an English academic essay.
The surveys were meticulously translated into Korean and checked and rechecked for accuracy by a group of dedicated Korean students and faculty members at Handong Global University. Almost all surveys were administered in the students'native language, Korean. A very small number of surveys were administered in English upon request. There are a small number of Handong students who have spent much of their lives abroad and prefer to communicate in English.

The surveys were administered to students who were willing to take them. The surveys randomly administered in the sense that all Handong Global University students were given an equal opportunity to participate as all classroom instructors were informed of the survey and asked if they would be willing to volunteer 15 minutes of theirclass time for the survey. The survey was administered in the classes of each of the ten instructors who cooperated and took an average of 15 minutes for students to complete.

IV. Results

The table below briefly outlines the subject responses to the survey questions of interest.

Table 1. Number of Subject Responses

	SsL1 Write	SsL1 Think	O L1 Write	O L1 Think	Ss Eng Write	Ss Eng Think	O Eng Write	O Eng Think	Ideal L1	Ideal English
Linear	132	150	117	139	192	180	166	167	166	222
Indirect	100	70	112	80	28	40	59	55	59	34
Parallel	53	59	60	57	56	55	52	41	44	44
Digressive	13	23	10	26	24	26	25	37	2	2
No Ans.	5	1	4	1	3	2	1	3	1	1
Total	303	303	303	303	303	303	303	303	303	303

The ten columns in the above table presents the questions to which the subjects responded from left to right:

1. Which of the following shapes do you believe best represents the way you organize and develop your ideas when you write essays in your native language (L1)?
2. Which of the following shapes do you believe best represents the way you organize and develop your ideas when you think in your native language (L1)?

3. Which of the following shapes do you believe best represents the way that other university students who share your native language organize and develop their ideas when they write essays in their native language (L1)?
4. Which of the following shapes do you believe best represents the way that other university students who share your native language (L1) organize and develop their ideas when they think in their native language?
5. Which of the following shapes do you believe best represents the way that you organize and develop your ideas when you write essays in English?
6. Which of the following shapes do you believe best represents the way that you organize and develop your ideas when you think in English?
7. Which of the following shapes do you believe best represents the way that you think other university students who share your native language (L1) organize and develop their ideas when they write essays in English?
8. Which of the following shapes do you believe best represents the way that you think other university students who share your native language (L1) organize and develop their ideas when they think in English?
9. Which of the following shapes do you believe best represents the "ideal" (A+) university essay in terms of organization and development in your native language (L1)?
10. Which of the following do you believe best represents the "ideal" (A+) university essay in terms of organization and development in English?

The answers to these questions are listed in the five rows from the top to the bottom of the chart: linear, indirect, parallel, digressive, no answer. The sixth column lists the total number of subjects. The single most conclusive answer given in the survey was rendered regarding the opinion that "linear" was the ideal form of rhetoric for English academic essays, 73% of the subjects were of this opinion. Only 15% and 11% of subjects believed "parallel" and "indirect" were the ideal rhetorical forms for English academic writing, respectively. Less than two percent offered other responses. In addition, "linear"was the most popular response in every category ranging from a low of 39% of responses concerning the writing of others in their L1 to a high of 73% as the ideal rhetorical form for English. The second most popular response was usually "indirect,"which received anywhere from a low of 9% (subjects' English writing) to a high of 37% (others writing in their L1). However, only 19% of subjects reportedly believed that "indirect"was the ideal rhetorical pattern for Korean essay writing. Parallel received the most consistent number of responses ranging from a low of 15% as an ideal form of rhetoric for both Korean and English to a high of 20% for others writing in their L1. The rhetorical choice consistently at the bottom of the list was "digressive,"which received as few as 1% of the votes as an ideal rhetorical form for either English or Korean and a high of 12% to describe the way others may be thinking when writing in English.

V. Discussion

An in-depth discussion of the findings of this survey will be undertaken at the KOTESOL conference. Nevertheless, on the surface it appears obvious that "linear" has consistent face value as a rhetorical form across all situations in both Korean and English among the Korean university students that responded to this survey. It is also apparent that "indirect," comes in a distant second in most categories. Moreover, "parallel" edged out "indirect"for second place as an ideal English rhetorical form (but not in Korean) and the prevalent form of student thinking when writing in English. Furthermore, the number of subjects that indicated that their English writing was parallel in rhetorical form doubled the

number of those who described their English academic writing as "indirect."

What does this all mean? First, there may be a bias toward the term "linear" as a rhetorical form since the data reflects that it was the most popular response in all categories whatsoever. Some further research employing naturalistic methods such as interview could help shed further light on the reasons why "linear" was the popular choice. Second, it was equally surprising that students chose "linear" over "indirect" as both the ideal form of rhetoric (by an almost 3-1 ratio) and the one in which they write (much smaller margin) and think (2-1) even in their L1, Korean.

VI. Conclusion

Does this mean that the previous research in contrastive rhetoric asserting that Korean students often write academic essays in an indirect rhetorical pattern has jumped to the wrong conclusion? I do not think we can make such a determination based on the results of this survey. Those studies make a powerful case that Koreanessay composition in English, in particular, and East-Asian English academic writing, in general, do indeed often follow other, "non-linear," rhetorical patterns that American academic English readers would likely term as "indirect."Moreover, a careful examination of the data of this survey reflects that the subjects themselves felt less certain that they and their peers were actually were producing academic writing in either Korean or English that lived up to their "linear"ideals. My own experiences of teaching English academic and business writing for seven years in South Korea and my own research (Walker, 2004, 2005, 2006a) indicate that many Korean university students are not in fact producing English academic writing that would make the cultural insider say, "Ah, that's good direct American academic prose"as Atkinson (2004, p. 285) so eloquently stated it. In essence, there is a difference between having an ideal and producing it. Likewise, I would add that American university students, especially undergraduates, are not that skilled at producing good, fully developed "linear"rhetoric either (Bartholomae, 1985; Flower, 1979). More concrete and pedagogically focused contrastive-rhetoric oriented methods of writing instruction are needed that emphasize complex understandings of culture (including both received and dynamic---we are influenced by both) and student-centered ethnography in order to help Korean and other East-Asian students write better English academic essays.

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The Author

***Deron Walker,** Ph.D. is presently teaching English Composition and Linguistics in the Department of Modern Languages and Literature at California Baptist University in Riverside, California, where he writes curriculum for the department's writing program and budding M.A. TESOL program scheduled to begin in 2007. Deron Walker spent seven years teaching English as a Foreign Language (EFL) in South Korea, mainly at Keimyung University in Taegu and Handong Global University. Email: dwalker@calbaptist.edu*

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