



# KOTESOL '98



October 17-18

FORMAL EDUCATION

Reflective Teaching

Workshops

ADVANCING  
OUR  
PROFESSION

PERSPECTIVES ON  
Teacher  
Development  
and  
Education

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Methodology  
Conferences  
Individual Study

Kyung Hee  
University  
SEOUL

Hosted by Institute of International Education

KOTESOL 1998  
Conference  
Program Book

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

# Korea Teachers of English to Speakers of Other Languages

(대한영어교육학회)

## 1998 National Conference and Publishers Exposition

Advancing Our Profession:  
Perspectives on Teacher Development and Education

October 17-18, 1998

Hosted by the Institute of International Education (IIE)  
Kyung Hee University  
Seoul, South Korea

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Carl Dusthimer  
Hannam University, Taejon

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Kirsten Reitan  
KAIST, Taejon

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Gerry Lassche  
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Special recognitions: Ji-sook Yeom

# *Welcome conference Attendees*

## **Message from the Director of the Institute of International Education, Kyung Hee University**

I would like to take this opportunity to welcome all of you to Kyung Hee University. The Institute of International Education (IIE) at Kyung Hee University is pleased to host the KOTESOL conference this year and to furnish the opportunity for English teachers around Korea to come together and share their experiences and know-how.

In our increasingly globalizing world, the demand for foreign language education, especially English, has soared; English teachers have become instrumental in shaping the curriculum of English language education at institutes of higher learning. As a result, teachers are challenged to rethink and innovate their teaching methods. I hope this year's conference will allow you to share your experiences and generate exciting ideas about the future of English language education.

I wish you the best for a fruitful conference and hope you enjoy your visit to Kyung Hee University.

**Young Soo Ahn**  
**Director**  
**Institute of International Education**

## **Greetings from the President**

It is my great pleasure to welcome you to the sixth annual Korea TESOL International Conference. Once again we are hosting presenters and guests from many countries around the world who will be exchanging ideas on the various issues that concern us as educators in the field of ELT. It seems that participating in conferences is one of the highlights of the year for many in our field. It affords us the opportunity to revitalize ourselves, to catch up on advances made in our field, and to fill the gaps that we all find in our own personal approaches to teaching. I first attended an international conference on ELT in Japan (JALT) in 1990. It was truly an eye opening experience, and one that changed my perspective on language teaching from that of being a way of making a living, to having my eyes opened to the vast array of possibilities available to me. Thereafter, I became much more concerned, hence involved in the field. I have attended many international conference since then but continue to enjoy and appreciate, as one involved in the classroom environment and on the organizational end of ELT in Korea, the avenues that the different aspects of such conferences offer.

Companies are staffed by employees, many professional organizations such as Korea TESOL are staffed mainly by volunteers. Dedicated volunteers. Volunteers who are committed to a cause and who believe that their contributions will benefit others in their field. It is those people that I would like to thank and congratulate here. The 1998 KOTESOL Conference Committee, led by Kirsten Reitan, has done an extraordinary job organizing this event for all of us. It has taken hundreds of hours, countless meetings, hours of lost sleep, and over a thousand emails and faxes to prepare for this conference. It is my hope that you will be able to take away from this conference ideas and materials that will benefit you as teachers and, most importantly, your students as learners. This conference has a great deal to offer everyone, and perhaps you will join me, after all is said and done this weekend, and say to yourself, "Wow! What a conference!" Cheers.

**Carl Dusthimer**  
**President, Korea TESOL**

Dear KOTESOL members, speakers, and friends:

As the 1998 conference chair, I would like to welcome you to “Advancing Our Profession: Perspectives on Teacher Development and Education”, the 1998 KOTESOL conference. First off, I’d like to express my gratitude to the folks at Kyung Hee University for inviting us to have our conference at their university and for supporting us in all our needs. I’d like to thank Dr. Young Soo Ahn, the Director of the Institute of International Education, for hosting our conference. I’d also like to thank Dr. Byung-Soo Park, the Dean of the College of Liberal Arts and Sciences, for allowing us to use the facilities in his building. Without the support and generosity of these two individuals and their staffs, the conference would not have been possible.

The theme of teacher development and education is a far-reaching one. It covers almost every imaginable topic. When you take a look at this year’s schedule, you will note the variety of presentations. There are a five presentations in Korean, four presentations by KOTESOL Teachers’ Training (KTT), three invited speakers, three plenary speakers, 33 commercial presentations, and 68 academic presentations. In other words, there is something for everyone. We also have sessions in the networking room for those who want to meet fellow teachers or chat with poster presenters. Among our plenary speakers are Donald Freeman, School of International Training, the TESOL Inc., Speaker’s Grant Recipient, Carol Numrich, Columbia University, sponsored by Addison Wesley Longman, and Peter Robinson, Aoyama Gakuin University, the British Council Travel Grant recipient. Please check the schedule for titles and the abstract section for detailed descriptions.

We would also like to invite you to stay around on Saturday evening for a buffet catered by the Kyung Hee University’s food services from 6:00 – 7:30 pm. Tickets are on sale at on-site registration. After the buffet, we will have a wonderful line-up of performers from area schools. I’m billing this as “A Showcase of Student Talent”, though we will have a number of other performers as well. Please check posters around the Liberal Arts building for final line-up.

This year, due to the financial crisis, we saw many changes in plans and in people. However, we were able to overcome this due to a core number of very dedicated volunteers. I especially want to thank Tony Joo, our general manager and associate member liaison, for his many hours of dedication to the conference and to KOTESOL. I also owe a great big thank you to all the efforts of my assistant chair, Gerry Lassche, Peggy Wollberg and Sookeun Cho for working on publicity, Tom McKinney for coordinating and handling registration, Jon Marshall, Jane Lyon Lee, and Terri Jo Everest for editing and laying out the program, Hyun-jin Kim for creating and maintaining the conference web site, Carl Dusthimer for supporting and encouraging all of us, Lynn Gregory for obtaining the conference registration material and KOTESOL concessions, and Yayi Liao and Doug Margolis for coming forward to handle the employment center. And I want to express my heart-felt appreciation to the tremendously hard-work of the site committee, Mia Kim, Madeleine Kim, and Sun Young Bahn. I also want to thank all the other volunteers who have contributed in big and small ways.

Have a great conference!!!!

**Kirsten B. Reitan**  
**1998 Conference chair**  
KAIST, Taejon

# KOTESOL: WHO AND WHAT WE ARE

Korea TESOL; Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 6th Annual Conference in Kyunghee University, Seoul, Korea. Korea TESOL is proud to be an affiliate of TESOL Inc., an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, The United States.

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), International Association of English Teachers of English as a Foreign Language IATEFL), TESL Canada, and most recently with the Republic of China English Teachers's Association.

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. KOTESOL chapters exist in Seoul, Taejon, Taegu, Cholla Province, Pusan, Chongju, and Cheju. Members of KOTESOL hail from all points of Korea and the Globe, thus providing KOTESOL the distinction of having a multi-cultural membership.

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

- 1) the opportunity to attend any regular meeting of any chapter
- 2) a local chapter KOTESOL newsletter (whichever chapter you officially signed-up through)
- 3) the national bimonthly newsletter *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, and *The KOTESOL Journal*, and *The KOTESOL Proceedings*.
- 4) advance announcements, preregistration discounts, a call for papers, and early registration for the annual KOTESOL conference
- 5) opportunities to build a network of important professional and cross-cultural contacts
- 6) professional recognition as a member of the leading multi-cultural EFL organization in Korea
- 7) access to the latest in quality teaching resources and related materials
- 8) membership in Special Interest Groups (SIGs) e.g.. Teachers' Development Group.

Again, on behalf of the more than 800 current KOTESOL members, welcome to this 6th annual conference.



Saturday

**Why Teacher Development?**  
**Donald Freeman, School of International Training**  
TESOL Inc., Speaker's Grant Recipient  
Sat 10:30-11:20 am  
Crown Hall

Teacher development has become a widespread and popular notion as a way to address the needs of a maturing teaching force. As such, it is often seen as self-directed activity to improve classrooms practice. This talk examines the origins of the notion of teacher development in second language teaching and then unpacks that notion to look at the various institutional, social, and systemic factors that shape it.

**Biodata:** Donald Freeman is Professor of Second Language Education at the School for International Training, where he directs the Center for Teacher Education, Training, and Research. In addition to work in teacher education, he has taught EFL in Japan and Brazil as well as ESL and French in the U.S. He is author of *Doing teacher-research: From inquiry to understanding* (Heinle & Heinle; 1998) and *Teacher learning in language teaching*, with Jack Richards (Cambridge; 1996), as well as numerous articles and book chapters on teacher education and teacher research. Freeman was President of TESOL in 1993-1994.



**Thoughts on EFL Education in Korea**  
**Yongjae "Paul" Choe, Dongguk University**  
Sat 2:30 – 3:20 pm  
Room 401

Ever since the beginning of English education in Korea in 1883, Korea has witnessed a multitude of changes in the goals, theories, methods, techniques, and general trends of the English education happening right here on her soil. With extremely fluid social demands for reformation of English education, Korea will also witness ever more intensive and extensive changes during the next couple of decades to come. The Korean government initiated elementary-school English education in 1997. Since the elementary education is compulsory, English has become a required subject. It is hoped that all Korean citizens will eventually speak English. In theory, Korea will become a bilingual country. With this ambitious reform program firmly on track now, the questions have arisen about the English proficiency of teachers and the authenticity of English itself. This study will briefly survey the extent of English education in Korea and will also project its possible future.

**Bio-Data:** Yongjae Paul Choe, Ph.D., Lit.D. is a professor of applied linguistics at Dongguk University, Seoul. He earned his last academic degree, Doctoratum Philosophiae in Scientia Linguistica, from Georgetown University. His expertise is in teaching English as a foreign language and his recent interest is in culture in EFL education. He taught many colleges throughout Korea and was a visiting scholar at UCLA. As for his academic organization, he is a former president of the KATE (Korea Association of Teachers of English).

*Invited Speaker Series*

*Saturday*

**Creative uses of learning style research in Asia**  
**David McMurray, Fukui Prefectural University Japan**  
**Japanese Association of Language Teachers, JALT**  
**2:30 - 3:20**  
**Crown Hall**

EFL teachers in Asia and their education programs are not producing enough students equipped with the skills required to meet the demands of the global economy. English, financial skills, and creativity are key strategic assets, currently lacking in Asia, that are essential for success in the next century. Teachers in PAC, JALT, KoreaTESOL, ThaiTESOL and other language associations in Asia can lead the EFL profession and advance efforts to renew the Asian Economy. McMurray will explain new ideas to help you to develop practical language courses and curriculum. He'll help you to improve ESP in Asia (for business, finance and economics). You will be introduced to alternative approaches for teaching and training in Asia. He'll show you how to match your lessons with your students' learning strategies, and then show how it can be done via distance learning on the Internet.

Bio-data: David McMurray graduated with an MBA from Laval University in Quebec, Canada. He directed a University of Toronto research center until 1988 when he began teaching in Taiwan and Japan. From 1993-95 he presided over JALT (Japan Association for Language Teaching) and co-created PAC (Pan Asian series of Conferences). McMurray has contributed several articles to KoreaTESOL's TEC, ThailandTESOL's Bulletin about how to encourage creativity and collaborative research among Asian language teachers. McMurray teaches English and economics at Fukui Prefectural University, is JALT Past President, and JALT International Affairs Chair until the year 2000.

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# Presentation Abstracts

## **Magic Works in Cooperative Learning**

Sat. 9:00 - 9:50

There are many methods to improve foreign language skills. One of the best methods is to use movie or play scripts. Scripts reflect real, life-like situations that enable students to role play.

This paper is a case study of Korean students in English conversation classes. To prepare and perform short plays, students must work together with their peers and in doing so, realize the importance of cooperative skills. Scripts present a humanistic and hands-on approach as each student must share her/his ideas in a harmonious and nondisruptive manner. Magic works in foreign language learning when it is meaningful to students.

**Eun-Mi Seo**, Howon University  
202

## **A Task-Based Conversation Program-Development and Implementation**

Sat. 9:00 - 9:50

Task-based learning directly addresses the Korean educational system's language-learning dilemma, in that students already possessing a grounding in grammar and structure are given opportunities to use that knowledge in developing their oral skills through problem-solving communicative language-activities. At Andong National University a whole Conversation English Program has been built on this idea, with in-house textbooks containing structured language tasks at the core of the learning-environment.

This paper describes the ideas behind the program and the process of its implementation, taking into

account not only the novelty of the new approach for the students, but also its impact on the instructors, without whom the program could not happen. Implications for the development of students awareness of learning strategies and ultimately learning autonomy are also investigated.

**Andrew E. Finch**, Andong National University  
**Dr. Hyun Tae-duck**, Andong National University  
208

## **ELLIS - The Most Exceptional English Training Program in the World**

Sat 9:00 - 9:50

Since 1993, ELLIS products have been accepted worldwide as the world's finest multimedia English software. Tim Otto, president and CEO of CALI, Inc., will present the new 2.1 versions of ELLIS favorites such as Intro, Middle Mastery, Senior Mastery and Mastery Pronunciation, along with ELLIS Business and ELLIS Kids.

**Tim Otto**, ELLIS  
302

## **Let's Speak up!**

*This Presentation is in Korean*

Sat 9:00 - 9:50

What makes us afraid of speaking English? What makes our students afraid of speaking English? What are the problems with our English? Let's get together to get better ideas for communicative skills. We'll definitely get some sparkling ideas!!!

**Sook-eun Cho**, President Pusan KOTESOL Chapter  
303

## **Open Ticket: English for International Communication**

Sat 9:00 - 9:50

Come fly away with us and explore the English-speaking world with five fun Korean characters. Follow the travels of Su-Ji Kim and Mi-Young So

*Saturday*

as they visit North America. Join young Min-Soo Kim as he enjoys an Australian holiday, and follow Jun-Ho Park and Kyung-Ah Yi on their honeymoon in Europe!

Open Ticket, the first course from Oxford University Press designed exclusively for Korean adults and young adults, practices situational English at the low-intermediate and intermediate levels. Oxford authors Angela Buckingham and Norman Whitney have designed a careful progression from high to low support in each practical unit. Research with famous Korean institutes ensures that topics are relevant and that Korean-specific English acquisition issues are addressed. We've even provided background notes in both languages as well as vocabulary translations in the back of the book. A fabulous teacher's book and a cassette featuring various English accents complement the course.

**Wade Nichols**, Oxford University Press  
305

**Distance Learning for Teachers & Students**  
Sat 9:00 - 9:30

Teachers and students the world over depend on the classroom for much of their teaching and learning. Modern technology allows us to expand the definition of the courses taught in the traditional classroom to include courses offered through the mail, by satellite broadcasts, via audio and video cassettes, and over the rapidly growing worldwide computer networks.

This presentation will show teachers how to use these means to earn advanced credits in their subject, to learn more about other topics, and to help their students become more self-directed. The first part will be general, covering the background and meaning of distance learning. This will be followed by questions and comments from the audience. The speaker will also provide examples of the kind of coursework that is available in various subjects, including TESOL-related linguistic courses.

**Monty Vierra**, Woo Song University  
309

**Teaching Kindergarten with *Balloons***  
Sat 9:00 - 9:50

This workshop will focus on listening and speaking activities for the youngest learners of English: kindergarteners. Maintaining interest in a classroom full of 5, 6 and 7 year-olds is challenging. We will look at a variety of games and activities that will keep kids on task and involved in the learning and discovery process.

**Stanton Procter**, Longman  
401

**Forming of new KOTESOL special interest groups (SIGs)**  
Sat 9:00 - 10:00 am

Do you have a special interest in education or in English language teaching that you'd like see made into a special interest group? Well, come to this first networking session of the day and meet other folks who share your interest and create a new or revive an old KOTESOL SIG.

One SIG we'd like to form today is a cultural SIG discussion group during this time. So come network with like-minded people, and discuss how having different expectations and ideas about society and behavior affects the cross-cultural classroom.

SIGs, KOTESOL  
Networking room, 402

**ESL/EFL Teacher Development Top-Down or Bottom-Up?**  
Sat 9:00 - 9:50

ESL/EFL teachers are for the most part, informed by researchers as to how they should teach (teacher education programs) and how they should develop as teachers (inservice courses). The origin of this education or development is not the teachers

*Saturday*

**Saturday**

themselves. Rather, the teachers are told that they must train and develop. This is top-down and there is not much enthusiasm from the individual teachers (Bottom-up). This paper argues that it is the individual teacher's own personal responsibility to engage in developing his/her teaching skills by a process of continuous reflection. The paper will first give a background to the notion of Top-down or Bottom-up in second/foreign language teacher education. Next, reflection on teaching by the use of case studies will be used as the main example of bottom-up teaching by the use of case studies will be used as the main example of bottom-up teacher development. Participants will be given an opportunity to reflect on an actual case study of a teacher development situation in Korea.

**Thomas Farrell**, National Institute of Education, Singapore  
403

**Using Dialogs: Getting Students Involved**  
Sat. 9:00 - 9:50

Dialogs are an important part of most textbooks. They are a way to introduce students to new vocabulary and new structures. They also offer students examples of "real" language and serve as a basis for "top-down" grammar study. Unfortunately, dialogs are often passive experiences for the students. Students are asked to "listen to the dialog" or "practice the dialog in pairs/groups." As students listen or practice, they are often not focused on the language or the message. They do NOT become involved in the dialog. How can we get these students involved in the dialogs? How can we make them look at the language that is presented? How can we get them to care?

The purpose of this presentation is to look at different ways to get students to focus on the dialogs. This presenter will present different ways of "teaching" the dialogs. The presenter will demonstrate methods he has used to change the dialog experience from a passive one to an active one.

**Charles Middleton**, Inha University  
405

**Welcoming Ceremony**

Sat 10:00 - 10:30  
Crown Hall

**Plenary: Why Teacher Development?**

**Donald Freeman**, School of International Training, TESOL Inc., Speaker's Grant  
**Recipient**

Sat 10:30 - 11:30  
Crown Hall

See abstract for the plenary on page 10.

**Dancing to Teach Communication?**

Sat 11:30 - 12:20

What can non-professional, untrained elementary school classroom teachers do to teach English? How about dancing? The presenter and a group of teachers have created a series of original English conversational dances so that children will learn basic English dialogs without fears or tears. The dances combine body language, basic conversational phrases, music, and movement.

An experimental dance show was conducted at a public elementary school in Tokyo. The video shows how quickly the children learned to enjoy communicating in English while they laughingly danced and expressed themselves.

The children were first taught the dances and then they were filmed. That was the scheme of the show from the beginning. Because of the filming, the children learned the dances seriously and through the video in which they performed they learned the content later on.

**Yoko Matsuka**, Matsuka Phonics Institute  
302

**Teaching English through English: Songs and Chants**

*This presentation is in Korean*  
Sat 11:30 - 12:20

**Saturday**

Recently, English teachers in Korea have been experiencing enormous challenges: teachers of English have to make constant efforts to develop themselves professionally simply to survive. This presentation is a practical training course for prospective and seasoned TESL/TEFL teachers alike: it is designed to give them practice in the effective use of classroom English and to extend their language and teaching skills/techniques with, too, the aim of helping their students learn how to communicate successfully in English. What's the best way to speak in English? How often should we speak English in our classrooms?

**Jin-hee Baek**, Chungdong Elementary School  
Room 303

***'Sticks and Stones May Break My Bones But Words Will Certainly Hurt Me'*** (Alternative Approaches to Teaching)

Sat. 11:30 - 12:20

'Sticks and Stones may beak my bones but words will certainly hurt me' or so claim contemporary critical linguists. While most of us operate from the assumption that grammatical structures are 'neutral', critical linguists, drawing on Critical Linguistic Theory, challenge this assumption. Critical Linguistic Theory is fundamentally concerned with the relationship between language, power and ideology and with the way in which texts, through the selection of specific syntactic and lexical items encode these relationships and reflect the interests of particular groups of people. Critical discourse analysis provides a method of retrieving or 'demystifying' the ideological meanings expressed in discourse by analyzing the linguistic structures in the light of their wider, more remote social contexts.

This paper will begin with a brief explanation of critical linguistic theory and its relevance to ESL/EFL classroom practice. This will be followed by the exploration of a user-friendly critical linguist analysis grid or framework. The final section of the paper will focus on a step by step critical linguistic analysis of an article recently published

in *Time Magazine* on the inauguration of President Kim Dae Jung with the intention of demonstrating the power relations that are implicit in East/West, Korean/American political relations. This paper will conclude with practical suggestions for the implementation of critical language analysis in the classroom context.

Although this proposal may appear highly theoretical, in practice critical linguistic awareness is relevant and accessible to students of all ages and stages of language development and would, this presenter believes, enhance all teaching practices.

**Michele Aucock**, The British Council  
304

**Using Current News Articles Effectively in Korean University English Classes**

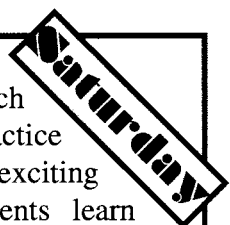
Sat. 11:30 - 12:20

One suggestion that is often made for increasing topic relevance and student interest in foreign language classrooms is the frequent introduction of various types of "realia", including current articles from newspapers or magazines. In this presentation, the authors will discuss the following aspects of using news articles in Korean university English classes: (1) how to choose appropriate and motivating articles; (2) how to make use of the articles for more than the traditional reading practices, that is, how to use the articles as background material for lively discussions and motivating writing assignments; and (3) how to prepare effective classroom materials based on the readings with a minimum investment of time and effort on the part of the instructor.

**Seung-Bong Baek**, Daejin University  
**Rodney E. Tyson**, Daejin University  
309

**Power Presentation Skills for Business**

Sat. 11:30 - 12:20



Public speaking skills or presentation skills are essential for all business people and form an especially difficult obstacle for the second language speaker of English. Giving a clear presentation that motivates the audience to take the action desired by the speaker is the goal of every public speaker. This workshop will give participants a conceptual model for making visually dynamic presentations that spark the target audience's interest, presents material clearly, brings the audience into agreement with the speaker and motivates the audience to action. Taking the role of students, the participants in this workshop will be involved in several short activities which work on the delivery skills, visual skills, structure skills, and persuasive skills necessary for making a successful business presentation.

**Charles LeBeau**, NIC Japan  
**David Harrington**, The English Resource  
 405

**LET'S GO - The Secret To Successful Communication**  
 Sat 11:30 - 12:50

*Let's Go* is one of the first texts for young students that emphasizes interactive lessons to develop active communication skills. Students learn to communicate with each other using fun drills and activities, even in the first lesson! This workshop will show teachers how to make their students ask as well as answer questions and actively speak up to 80% of class time using an exciting new method called MAT. With MAT techniques, students can be taught to use the different sentence patterns in *Let's Go* effectively and painlessly. In addition to teaching speaking skills, the presenter will, using gestures and phonics "math", demonstrate an innovative new phonics approach found in *Let's Go Starter*.

**Ritsuko Nakata**, Oxford University Press  
 208

**Global Issues in the Language Classroom**  
 Sat. 11:30 - 12:50

The English classroom can be much more than just a place to practice language skills. It can also be an exciting "window to the world" where students learn about important global issues and what can be done to solve them. This workshop will explain how to incorporate a global perspective into English teaching by designing content-based lessons on global issue themes. It will introduce participants to the concept of content-based language teaching and to ideas, materials and techniques from such fields as global education, peace education and environmental education. Participants will then have the chance to experience EFL activities designed on global issue topics, and to discuss how these could be adapted to their own teaching. The workshop will finish with a questions and answer session where participants can voice their own concerns and experiences of teaching global issues through EFL.

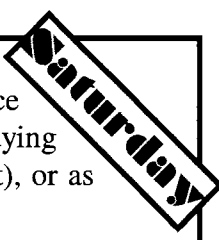
**Kip Cates**, Tottori University  
 202

**Manipulating Textbook Dialogs to be More Communicative, Student Centered and Task Based**  
 Sat. 11:30 - 12:50

This paper will address issues manipulating textbook dialogs thus making them more realistic and communicative for students and instructors teaching English to "false beginners" at secondary and university level.

Throughout Japan, almost all students wanting to enter university have studied for six years from junior high school. However, many students are disappointed that their communicative ability ranges from minimal to non-existent upon entering university.

Teaching for communicative competence can be greatly enhanced through dialog manipulation thus personalizing conversations between communicators which in turn puts more of the learning responsibility on the students. 1) How



much and generally what type of English instruction students have been exposed to before entering university in Japan. 2) A rationale for the necessity of a textbook/s. 3) A look at some textbook dialogs. 4) Discussion of dialog manipulation. Setting the task/s, practice, and personalization. 5) Evaluation: address problem areas and issues where appropriate and supply feedback to student/s. 6) Teacher centered and student centered issues.

Participants will be expected to actively participate; by evaluating a selection of textbook dialogs and sharing their classroom experiences related to textbook dialog problems.

**Gerald C. Couzens**, Kyoto Bunkyo University  
305

**How Listening Works**

Sat 11:30 – 12:20

Listening is an essential -- and complex -- skill. Of course, students need practice with a variety of task-types and input-types. But they need more. Learners need to develop listening awareness: an understanding of how to activate their own schema (get in touch with the vocabulary, grammar and content they already possess) and to be aware of their immediate listening goals. The author will use examples from the popular *Active Listening* series.

**Marc Helgesen**, Cambridge University Press  
401

**Using Cultural Comparisons to Motivate ESL and EFL Students**

Sat. 11:30 - 12:50

The combination of communicative teaching techniques and globalization of knowledge provides the ESL/EFL teacher an ideal opportunity to motivate students by introducing cultural concepts in the classroom. Students today know more about other societies through telecommunications, print media and textbooks, and have a natural curiosity to compare their own

way of life to images abroad. Accordingly, the teacher can enhance language acquisition either by studying culture as an end in itself (a product), or as a means (process).

This workshop briefly discusses major reasons for studying culture, and also identifies some pitfalls that should be avoided. It then presents several hands-on exercises suitable to a wide variety of course books or supplementary materials used in the classroom. There will be ample opportunity to ask questions and review the take-home exercises. The workshop is intended primarily for high school and university teachers, but materials and techniques may be adapted to all levels.

**Peter Nelson, Ph.D.**, Chungang University  
403

**Poster Sessions Saturday poster sessions**

Sat 12:00 – 2:00 pm

**Hillside English Camp**

St. Mary's High School, Taejon

Hillside English Camp (HEC) is located in a building adjacent to St. Mary's Girls High School in Taejon, Korea. It is a multi-purpose activity. It's main objective is to provide students an opportunity for English conversation in a relaxed and informal atmosphere. Each session is held Monday through Thursday from 5:40pm-9:00pm. Students participate in one session. The camp is decorated in a Disney, U.S.A. theme. To find out more details about the camp, please drop by the networking room and talk to the presenter.

**Jeanne Rogness**, St. Mary's High School  
402

④

**English Education in Korea's Schools: Where it's come; Where it's going**

Sat 12:00 – 2:00 pm

There has been much progress made in the English teaching filed in Korea in the past quarter

century. This poster session will describe the changes that have occurred, including changes in the EFL teacher, the EFL student, the EFL school and education policies especially at the secondary school level. It will discuss the problems that are presently impeding further progress. The recently-begun elementary school English program will also be assessed. What can and should be done to correct present problems will be part of the focus on directions which future education policy should take, as will be the role of native speaking instructors and technology in Korea's future classrooms. Come by the networking room to discuss current trends, solutions to present problems, and future directions that English education in Korea should take.

**David E. Shaffer**, Chosun University  
402

**The Internet: An ESL Treasure Chest**  
Sat 12:00 – 2:00 pm

The exponential growth in the proliferation of Internet sites over the last few years has created a virtually boundless treasure chest of information. With all of this information available, however, learning to effectively use this resource has become the focus of those who want more than colorful pictures and resplendent sound. Our professional activities frequently demand that we have access to highly specific, accurate, and timely information. Having the proper search tools and a little imagination gives a researcher the ability to explore what other teachers are doing in the classroom. This poster session will attempt to put some order into the search process and to provide pathways to resources, as well as to furnish an extensive resource list of specific sites relevant to teaching English as a second language.

**Ralph Baldasare**, Kyung Hee University  
402

**Connect Your Students with English**  
Sat 12:30 – 13:20

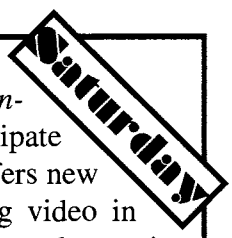
Grab your students' interest through an engaging new video series, *Connect with English*. Come and participate in this workshop as the presenter offers new and exciting ideas for you in using video in your classroom. Involve your students in Rebecca's life adventures as she travels the U.S. A. Lead your students to discover English through this carefully-crafted, flexible new way to learn. Both you and your students will be fascinated and intrigued and, best of all, your students will acquire English in an atmosphere of fun and excitement!

**Kathy Flynn**, YBM Sisa Yong-o-sa  
302

**Lesson Planning for the New Teacher**  
Sat. 12:30 - 1:30

This demonstration is for teachers new to the language teaching profession and for experienced teachers who have not received formal training. In pairs, the audience is asked to share a lesson that worked and one that did not work. The audience is instructed to keep these in mind and to reflect back on them during the demonstration. The presenter poses the question, "What is it that my students will feel, know or be able to do at the end of class that they did not feel or know or were not able to do at the beginning of class?" The presenter provides one answer and demonstrates a traditional approach to achieving that objective. The activities used in this demonstration are drill, information gap and a survey. The presenter then demonstrates getting up 2-way, 3-way and more information gaps, questionnaires, 'find-someone-who' quizzes and games. For each activity, the audience is asked at which stage of a lesson they would use the activity and why. Finally, the audience is asked to explain to their partner and (if the can) why one of their lessons did not work out and how they would do it differently in the future. Participants are given numerous handouts containing the activities demonstrated.

**Gina Crocetti**, Youth for Understanding  
303



**Saturday**

**Bridging Cultural Difference on Campus**

Sat. 12:30 - 1:20

How can EFL teachers in Asia help students develop their English language skills as well as their intercultural competence? This presentation centers on a program that the presenter has just developed at The Chinese University of Hong Kong to work toward these goals.

In this program, Chinese EFL students learn about North American culture, firsthand, by conducting informal ethnographic interviews with L1 Canadian/American exchange students. The exchange students also ask their Chinese counterparts about aspects of life in Hong Kong that they find perplexing so that all participants learn more about each other and their respective cultures.

Samples of the students' intercultural reflective journals will be shown along with excerpts from their interview reports. Time will be allotted for a discussion of how teachers can help their students develop fluency in English while gaining an insider's perspective on a different culture.

**Dr. Jane Jackson**, The Chinese University of Hong Kong  
202

**Ethical Considerations for Asian ELT: Reflecting on Our Work, Formulating Standards**

Sat. 12:30 - 1:20

Establishing reflective practices is only the start. Each of us must be satisfied with our own performance; yet if we hope to be recognized as a profession, we must also establish and maintain professional standards as well. These standards can help us in our self-assessments, and aid us in assisting our peers. We must recognize that ELT in Asia is different: how do the various professional standards which exist, both within and outside the teaching profession relate to our special circumstances?

This paper/workshop will begin by examining some of the current profession ethical systems which may be considered as models, and identifying some of the issues which distinguish ELT in Asia from those other professions. Participants are encouraged to actively participate in a brainstorming session. It is hoped that this session will encourage continued discussions and reports in this field.

**Robert J. Dickey**, Kyungju University  
309

**Ten Things You Wanted to Know About Learning a Language But Were Afraid to Ask**

Sat 12:30 - 1:20

As a long-standing member, and sometimes, officer, of Korea TESOL and its predecessors, this presenter has attended countless conferences, meetings, workshops and demonstrations, and have been the recipient of untold quantities of advice concerning the very best English methodologies, activities and materials. In all of these, very little has been said on behalf of the consumer, or victim.

Like a large number of our students, the presenter has had a lengthy career as a moderately unsuccessful foreign language learner, and encumbered by any deep theoretical considerations, would like to share a number (ten, to be exact) of insights gained from that experience. Since Korean teachers of English are learners before they are teachers, this presenter is particularly interested in comparing notes with them on their experiences as students, both in and out of the classroom.

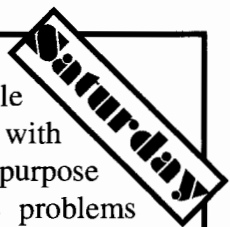
**Michael Duffy**, Dong-A University  
405

**Video and the English Classroom**

Sat 1:00 - 2:20

Finding new ways to capture the interest of your students is essential in any class. Using videos as a learning tool achieves this by making the Eng-





lish class a fun, motivating, new experience for the students. This presentation shows how to maximize the students' learning experience with videos in the classrooms by using techniques such as predicting, guessing, acting, listening for gist, freeze-framing, and many others. Examples will be used from the *New Interchange Video*, level 2 (by Jack Richards).

**Dan Schulte**, Cambridge University Press  
202

**Motivating Learners Towards Fluency**  
Sat 1:00 – 2:20

'Speak Out' is a new three level speaking series, specifically designed for Asian learners. This presentation will highlight the main principles behind the series, and will actively demonstrate how the materials can encourage your learners to speak out!

**John Lowe**, International Thompson Publishing Asia  
208

**Have a "Parade" with your Elementary Class**  
Sat 1:00 – 2:20

This workshop will focus on games and activities that can be used in elementary school English classrooms and/or smaller academy classes. We will look at a variety of games and activities with which we can make numerous variations. As teachers, we have to be creative and try new things in our English classrooms.

**Stanton Procter & Melanie Graham**, YBM Sisa Yong-o-sa  
401

**English Education in Korea: Problems and Solutions, A Multi-Perspective Panel Discussion**  
Sat. 1:00 - 2:20

In January of this year, journalist Lee, writing in NEWS+ Magazine (Jan. 1, 1998), raised the question, "Why can't Koreans--after

so many years of language study--speak English well?" The article discussed numerous problems with English Education in Korea. The purpose of this panel, is to discuss these problems while focusing our attention on possible actions for individuals and for groups to take to improve English Education in Korea.

By including several perspectives--teachers, students, institute owners--we hope that audience participants gain a deeper understanding of the complexities of English education in Korea. With this understanding, we hope participants will walk away with their programs can do on the institutional level, and what KOTESOL can do on the professional level to achieve effective English education in Korea.

**Douglas Paul Margolis**, Central Texas College  
**Sook Eun Cho**, Sae Myung Institute  
**Dennis Kim**, Bansok Institute of Social Education  
**Ji Eun Jang**, Sogang University  
**Hyunah Song**, JungJin Language Institute  
**Erica Olmstead**, Sogang Institute for English as an International Language  
403

**The Giving Tree**  
Sat. 1:30 - 2:20

Come be inspired by a children's story and by a story about children. Find out what was so special about a children's English class that brought the attention of SBS broadcasting as well as the prayers of thousands across Korea. Also learn dozens of fabulous tips and ideas or making your children's classes fun, manageable and very effective.

Presenter Wade O. Nichols will tell you how you can give to orphans in Korea by helping them to learn English. He has also taken some of the best ideas from his many past presentations on classroom management, teaching phonics, songs and chants, and games and activities to give to you in exchange for your time.

Also learn about an Internet site where teachers of

English from around the world are invited to give ideas and support to one another. There you can find hundreds of free ideas organized by topic.

**Wade O. Nichols**, Banyan Tree Foundation  
302

**Some practical approaches to utilizing visual materials in elementary English education**

*This presentation is in Korean*

Sat 1:30 - 2:20 pm

The purpose of this presentation is to suggest some practical ways for using visual materials in teaching English to children. Although textbooks currently used are provided with audio-visual tapes as well as teacher's manuals, a variety of supplementary materials that promote communicative interactions between students are still in great demand. Until such materials are fully supplied by publishers, it is the teacher's responsibility to develop them. A number of visual materials that the teachers can prepare and try out in the classroom are illustrated with an explanation of how to use them. The emphasis is placed on visual materials that the teachers can utilize with very few financial or time constraints. Efficient use of these materials could help the teachers motivate children and encourage them to be actively involved in language learning tasks.

**Young Ye Park**, Korea Advanced Institute of Science and Technology (KAIST)  
303

**Driving Toward Fluency**

Sat 1:30 - 2:20

Faced with an ever-increasing choice when deciding what materials to use with which classes, teachers naturally rely on a combination of factors ranging from their own teaching style to their students' needs. Although difficult, choosing the right material is an important decision as it often becomes the vehicle for the approach we follow, the methods we use, the language we present, and the skills our students develop. Those worth con-

sidering should, therefore, offer a smooth, straight ride along a scenic route toward the destination of communicative fluency. However, it's the teacher who must ultimately "drive" the material with appropriate speed and direction by fully exploiting and adapting it in ways that activate and extend students' natural use of English. In this workshop, we'll use activities from the new three-level *OnLine* series to see how a range of features can be maximized to propel our students toward more communicative involvement.

**Steve Gershon**, Moonye Dang  
304

**Towards an Individualised EFL Undergraduate Curriculum**

Sat. 1:30 - 2:20

An individual approach in EFL implies that a curriculum encompasses the following: individual differences in language learning, the need for student autonomy, choice in instructional materials, flexibility in teaching, learning and assessment, and learner awareness of the above concepts.

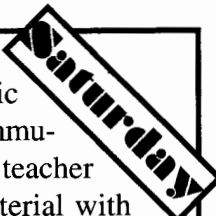
This presentation outlines some aspects of current research in curriculum development at Kanda University of International Studies in Chiba, Japan, involving 17 lecturers and more than 500 first-year undergraduate English major students. The research project aims to develop and implement an individualised curriculum.

The presentation particularly examines ways in which the project deals with the above concepts regarding curriculum design and the resulting classroom experience. We will finish with an evaluation of the curriculum so far.

**Paul Moore**, Kanda University of International Studies  
305

**English for the Masses: Teaching University-Level Conversation Effectively**

Sat. 1:30 - 2:20



Teaching the English conversation classes that many Korean universities now require of all students presents a number of challenges for the ESL instructor. Large classes, limited weekly contact hours, and the attitudes and perceptions of students can all reduce an instructor's effectiveness. This paper will address such issues as adapting the conversational method to groups of thirty or more, managing large classes, using class time and classroom space efficiently, designing and implementing appropriate in-class and homework assignments, testing, preventing cheating and motivating students. After presenting the techniques that my colleagues and I have developed and use at Kyungnam University, I would like to turn the second half of the session into a workshop in which other university instructors can share their own techniques. It is hoped that everyone who participates--including myself--will come away with several new methods for teaching conversation at the university level.

**Stuart H. Landers**, Kyungnam University  
309

**Promotional: *The Speak For Yourself Textbook Series***

Sat 1:30 – 2:20

*Speak For Yourself* is a new textbook series from the publishers of Young & Son Media. The *Speak For Yourself* series is designed for beginner to intermediate level ESL students. This textbook series was designed and implemented in a Korean classroom after numerous months of research and revision from experienced English language instructors.

The purpose of this presentation is to show how the *Speak For Yourself* series can be used in a classroom. Some of the advantages of the series over other traditional English language texts will be demonstrated by engaging the audience in its use.

**James Finch**, YBM Sisa Yong-o-sa

405

**Saturday**

**Pan-Asian Focus on Materials: A “swap shop” for materials writers**

Sat 2:00 – 3:00

This is a materials share and focus group for teachers. 'New Directions for materials in Asia: What's needed? What's appropriate?' If you have ideas, or you've created materials for Asian learners, come and join us!

This is the first session in a project that will continue at the Pan-Asian conferences. Its aims are: 1) To collect and share materials. If you'd like to contribute, bring 25 copies of your material to exchange with other participants. In addition, materials will be offered to Thai TESOL and JALT Special Interest Groups for their newsletters. We're also thinking about a Pan-Asian resource book; 2) To stimulate discussion and research on materials and the changing role of English; 3) To start a network for teachers wanting to swap ideas, or collaborate on materials and related research.

For further information, contact Chris Doye (JALT MW member): tel/fax Japan +52-777-7849. Email: [cdoye@gol.com](mailto:cdoye@gol.com)

The JALT Materials Writers Special Interest Group is for people interested in creating language teaching materials, for publication or otherwise. It produces a regular newsletter and, among other things, holds a materials sharing session at the JALT annual conference. Last year it published 'Our Share', a collection of these materials, and others contributed by JALT members.

**Networking room, 402**

***Remember to choose which invited speaker you want to attend. See pages 10 & 11***

Sat 2:30 - 3:20

Rooms 401 & Crown Hall

**Meet the Taejon chapter**

Sat 3:00 – 4:00

### Projects of the Internet TESL Journal

Sat. 3:30 - 4:20

The projects of *The Internet TESL Journal* (<http://www.aitech.ac.jp/~iteslj>) will be presented. This workshop will show how to use these projects online, how to print them for classroom use and how to contribute. The projects are: Self-Study Quizzes for ESL Students, Crossword Puzzles for ESL Students, Jokes for the ESL Classroom, Conversation Questions for the ESL Classroom and Games & Activities for the ESL Classroom.

**Charles Kelly**, Aichi Institute of Technology  
**Lawrence Kelly**, Aichi Institute of Technology  
302

### “Do you like dog?”: Contrastive Syntax for English teachers in Korea

Sat 3:30 – 4:20 pm

Have you ever wondered why Korean students make the kinds of mistakes they do in English? This session will demonstrate the uses of Contrastive Analysis as a training tool for ESL teachers. It represents KOTESOL's latest innovative initiative to offer professional development and training opportunities to various segments of the English teaching profession across Korea. This workshop will demonstrate how to use the results of Contrastive Analysis in syntax and semantics to target specific problems that Koreans are likely to encounter in learning English.

**Steve Garrigues**, Kyungbuk National University  
KTT Room, 303

### Having Fun with Grammar

Sat 3:30 – 4:20 pm

What comes to mind when you hear the word “grammar”? Rules, arrangements, drills, repetition, etc. These thoughts place the role of grammar in uncertainty in view of the trends towards communicative language teaching.

Grammar is one of three interconnected dimensions of language: form, semantics, and pragmat-

ics (Larsen-Freeman, 1991). These three combined help support communicative classes and, much like a tripod, the removal of one makes for an unstable base. So, how can grammar be incorporated into the communicative classroom?

The answer is by *Having Fun with Grammar!* H. D. Brown (*Teaching By Principles*, 1994) suggests that appropriate grammar focusing techniques: are embodied in meaningful, communicative contexts; contribute positively to communicative goals; promote accuracy within fluent, communicative language, are as lively and intrinsically motivating as possible.

This workshop will introduce competitive and non-competitive activities, taken from *Fun with Grammar*, that integrate grammar into communicative classrooms. You are invited to attend this lively, hands-on workshop and participate in having *Fun with Grammar*.

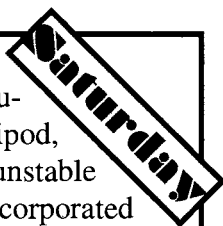
**Steve Golden**, Prentice Hall  
305

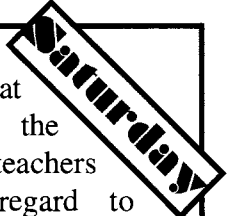
### Motivating adults and teenagers through Communicate

Sat 3:30 – 4:20

Why do over 90% of language learners fail to learn to communicate spontaneously? David Paul will suggest that by respecting the individual learning processes of our students, and by keeping them fully emotionally involved in the pre-teaching, comprehension, and extension of new grammatical structures or functional language, we can train beginners to be self-motivated active learners.

In this presentation, David Paul will show how *Communicate* addresses these issues and motivates students to express themselves spontaneously. He will provide advice on how to use the course, and introduce effective techniques, activities, and games. He will question many basic assumptions made in language teaching, and stress the importance of puzzle solving, student-initiated





learning, and fun.

**David Paul, Moonye Dang**  
401

**Integrated English, the Course that Changes with your Students**

Sat 3:30 – 4:20 pm

Is it time for a change from your current young adult and adult course books? Come take a look at the new course from Oxford that changes with your students. Integrated English features course books that change formats when students graduate from one stage to the next.

Gateways, the two-level beginners' course, focuses on vocabulary, basic grammar, and task based pair and small-group activities along with realistic listening, pronunciation, reading, and writing exercises. The books also teach students clarification and learning strategies for English acquisition.

Transitions, the pre-intermediate course consists of two topic-based books focussing on meaning and usage. Pair and group work exercises ask students to draw on their own opinions, experience, and knowledge. This stage of Integrated English also teaches students conversation management strategies.

Both books incorporate Korean culture content along with segments about other cultures to keep students interested. Each book is accompanied by a workbook, teachers' book, and cassettes.

Wade Nichols, Oxford University Press  
403

**An Investigation Into L2 Writing Teachers' Philosophical Values**

Sat. 3:30 - 4:20

Unlike the studies in the past in which the focus was mainly what kind of errors native and nonnative teachers see as problems (e.g.,

Kobayashi, 1992; Sheorey, 1986; Schmitt, 1993), this study aims at examining the differences and the similarities of how the respective teachers approach students' writing in regard to feedback procedure, types of feedback and what factors influence the teachers' feedback.

Four nonnative and five native English college-level instructors were asked to evaluate and give written feedback on an essay written for a college content class. In completing the task, they were interviewed individually. Both the transcripts of the interviews and the written feedback were analyzed.

Not much difference was found between nonnative and native teachers' approaches to students' writings. All teachers seem to have similar philosophical values concerning what is important in academic writing. However, there were individual differences in feedback procedure and types of feedback. It seems that various factors such as time and rapport have influence on how the teachers give feedback and what types of feedback they give. Moreover, educational background and teaching experiences appear to attribute to these personal differences.

**Chitose Asaoka**, International Christian University

**Yoshiko Usui**, International Christian University  
405

**Special Workshop: Doing Teacher-Research: The work at the hyphen**

Sat 3:30 – 5:30 pm

This workshop examines the principles and processes of doing teacher-research in the second language classroom. The aim is to define teacher-research as an active, effective, and reasonable part of the daily work of teaching. Participants will work with the elements of teacher-research cycle which include defining an area of inquiry and research questions or puzzles within it, organizing a research plan to collect and analyze data, and exploring various ways of conveying the understandings that result from the process. Draw-

ing on case studies and other examples from practitioners, participants will examine first-hand issues of doing teacher-research in their classrooms and schools.

**Biodata:** Donald Freeman is Professor of Second Language Education at the School for International Training, where he directs the Center for Teacher Education, Training, and Research. In addition to work in teacher education, he has taught EFL in Japan and Brazil as well as ESL and French in the U.S. He is author of *Doing teacher-research: From inquiry to understanding* (Heinle & Heinle; 1998) and *Teacher learning in language teaching*, with Jack Richards (Cambridge; 1996), as well as numerous articles and book chapters on teacher education and teacher research. Freeman was President of TESOL in 1993-1994.

**Donald Freeman**, School of International Training TESOL Inc., Speaker's Grant Recipient  
309

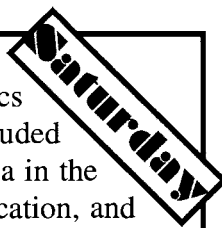
### **Meet the Pusan and Taegu Chapters** Sat 4:00 - 5:00

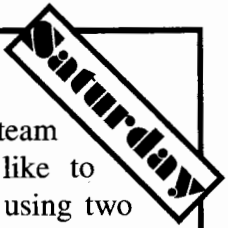
The Pusan Chapter of Korea TESOL brings together Korean and foreign English teachers living in the greater Pusan area. We currently have more than 100 members, up 20% from last year. Our regular chapter meetings are held on the last Saturday of every month from 3-5pm at ESS Language Institute in Nampodong. The monthly meetings are generally made up of a main presentation by a guest speaker, and a 10-15 minute What Works presentation by a local chapter member. Some of the topics that have been presented at the monthly meetings include *Using the Internet in the Classroom* (Jeff Lebow), *Konglish* (Steve Garrigues), *Korean pronunciation problems* (Lee Ho-Young) and *Using Games in the Classroom* (Andrew Todd) The biggest event for us this year was the Pusan Chapter Conference which was held May 9 at Pusan National University. Ahn Jung-hun gave the morning plenary address regarding Korean students unwillingness to talk. The closing plenary speaker was David Paul, who

spoke on *Educating Students to have International Mind*. Other topics presented at the conference included team teaching, the use of multimedia in the class room, cross-cultural communication, and cooperative development. For the first time, there were several presentations in Korean, with emphasis on elementary education in Korea.

The next big event will be the Pusan chapter elections to be held at our October meeting. And, to close out the year, we be holding our second annual Christmas party in December, complete with Christmas carols and eggnog. Pusan Chapter executive members, Cho Sookeun, Jerry Foley, Claudia Kang, Shelby Largay, Baek Jinhee, and T. J. Everest are committed to making your TESOL membership worth your time. We look forward to seeing you on the last Saturday of every month at ESS in Nampodong. For more information, please contact Cho Sookeun at 015-591-1325 or SE1101@chollian.net, or Shelby Largay at 012-1543-6277 or slargay@hotmail.com

*The Taegu Chapter of KoTESOL* has about 100 members, evenly divided between Koreans and native English speakers. The membership includes elementary and secondary school teachers, university and college instructors, language institute instructors, and future teachers. The Taegu Chapter meets ten times a year, usually on the first Saturday of the month, from 3:00 to 5:30 pm. The venue for meetings is the Language Institute of Kyongbuk National University, on the 4th floor of the Pokchigwan Building. Attendance is generally between 40 and 50 people. The meeting program includes a social period with refreshments, a formal presentation or workshop followed by discussion and commentary, and a short session for chapter business. The January and July meetings are traditionally followed by a members' dinner at a nearby restaurant. There are no meetings in February or August when many members are away on vacation. One of the popular services provided by the Taegu Chapter is a paperback book swap library. Members or guests are welcome to borrow or exchange books to read, with an emphasis on recreational reading (no text





books or "serious academic stuff"). The officers of the Taegu KoTESOL Chapter are Dr. Steve Garrigues (President), Dr. Han Sang-ho (Vice Pres), Dr. Chae Joon-kee (Treasurer), and Ms. Park Hee-bon (Secretary). For information about the Taegu Chapter contact Steve Garrigues, email [steve@bh.kyungpook.ac.kr](mailto:steve@bh.kyungpook.ac.kr) or Han Sang-ho email [singhap@chollian.net](mailto:singhap@chollian.net).

Networking room, 402

**Chaos and Complexity in the Language Classroom: The "Complexity Matrix"**

Sat, 5:30 – 6:20

Impetus is growing in applying chaos and complexity science to the field of language learning, yet the terminology can be intimidating. Following last year's introduction of this topic at KoTESOL 97, the presenters will attempt to demystify the field using a new matrix. This "Complexity Matrix" offers an illuminating and highly intuitive map to language learning, classroom interaction, and other ranges of classroom behaviour. Its concepts and terminology translate readily to familiar classroom experience.

In this workshop, the presenters will invite participants to extend the matrix to language learning through brainstorming and discussion. All are welcome and can benefit from (and contribute to) this inquiry regardless of experience with chaos and complexity.

- Paul Lewis**, Aichi-Shukutoku University
- Michael Cholewinski**, Trident School of Language
- Duane Kindt**, Nanzan University
- Matthew Taylor**, Kinjo Gakuin University
- William Kumai**, Nagoya Seirei Jr. College

**Extended Team Teaching**

Sat. 4:30 - 5:20

The topic of this presentation is team teaching. This presenter would like to expose people to various activities using two teachers for one class. These activities will incorporate different age levels. Discussions will be held throughout the presentation. These will be initiated by the presenters and hopefully by the audience. The presentation will have the purpose of examining both positive and negative merits of team teaching. It is hoped that a discussion of the negative aspects will lead to better approach to this method of teaching.

**Gyung Sik (Dennis) Kim**, Bansok Language Center  
208

**An Original Look at Communicative Competence**

Sat. 4:30 - 5:20

The first proponents of the Communicative Approach articulated some fundamental values and principles which appear to have been forgotten, overlooked or ignored.

We will examine these precepts and explore how ignoring them or not being aware of them has led to some great difficulties and disappointments for many native English teachers and especially for Korean English teachers.

This discussion will be the prelude to a more comprehensive presentation of the concept or phenomenon of communication: how we communicate and why we communicate and the implications this knowledge has for EFL teaching philosophies, approaches and methods.

The presentation will be visual, studded with demonstrations, illustrations and references to real teaching situations. It will also serve to introduce some of the basic elements of my new approach to teaching EFL, i.e., The Prime Approach to Communication.

**William M. Tweedie**, Korea Maritime University

**Language Acquisition and Methods**

Sat 4:30 – 5:20 pm

The presenter, who is a founding member of Kotesol Teacher Training, give an introduction to Second Language Acquisition and Teaching Methods. In a three part format, first, they explain some key terms and concepts of Second Language Acquisition based on Krashen's Principles of Second Language Acquisition. Next, he present and illustrate the basics of eight well known methods of ESL/EFL: Grammar Translation, Audio-lingual, Communicative, Total Physical Response, the Silent Way, Community Language Learning, the Natural Approach, and Suggestopedia. He finish by emphasizing the need to improve Koreans' Listening and Speaking Skills and suggest some methods that facilitate teaching listening and speaking. Based on presenter's experience, these are discussed from the frame of reference of Teaching Principles and the Korean context. This presentation is recommended for new teachers and anyone who would like to learn more about theory and methods.

**Michael Belostovsky**, Hoseo University  
303

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

Sat 4:30 -- 5:20

The University of Birmingham of the leading universities offers its Master's Degree in TEFL/TESL in distance mode for English language teachers working in Japan, Korea, and Taiwan. The presentation will provide you with the information on the structure of the program, the length of study and assessment. It will also help you to understand what to take into account in order to study MA TEFL/TESL in distance mode.

**David Paul**, David English House  
304

**Going Solo: Practical Approaches to Teacher****Development Using the Self as a Source**

Sat. 4:30 - 5:20

All of us have a set of experiences which shape what we believe about what it means to be a teacher. As all of those experiences are uniquely interpreted by each of us, all our definitions and descriptions are different. But one area on which most of us would completely agree is that an essential feature of our teaching is the forming of relationships, without which there can be no meaningful interaction, no teaching and no learning. The most obvious of these is the relationship formed between teachers and learners, as well as between both parties and the material, contents, tasks and activities in which they are engaged. However, one critical relationship is often overlooked: *teaching as the development of the relationship with ourselves*. This paper will present findings from research into three approaches to reflective practice based on developing this crucial relationship: teacher journals, video recordings and portfolio compilation.

**Andy Curtis**, The Chinese University of Hong Kong  
305

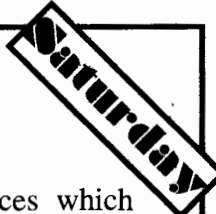
**NorthStar Guides Your Students to a Brighter Future!**

Sat 4:30 – 5:20

Do you have hidden psychic powers? Are you a shopaholic but don't know it? Perhaps you'd like to throw yourself out of a plane at 30,000 feet ... without a parachute!

*NorthStar* is a new integrated skills series that builds language competence and encourages critical thinking. And these are just a few of the fascinating topics that will help to motivate and encourage your ESL students.

In this session, we will look at the two strands in the series, Reading/Writing and Listening/Speaking, and explore ways these can be used to create a class rich in discussion and language de-







velopment.

**Carolyn Numrich**, Longman  
401

**Confucian Conundrums: ELS Teaching at Korean and Japanese Universities**  
Sat. 4:30 - 5:20

Anyone who has spent anytime in a classroom of a Korean or Japanese university knows that higher education is viewed fundamentally differently in these countries than in the west. For example, the students are generally much less motivated, scholarship is approached differently, the expectations placed upon students by the faculty and administration is quite low (particularly in the humanities), and an institutional emphasis is placed upon socialization over studying.

The purpose of this talk is twofold: (1) to explain the historical and cultural (Confucian) reasons for these differences, (2) to offer some practical tips on how to operate within some of the limitations of the system and effectively teach. The presenter's observations are based on teaching English in Asia for more than 10 years.

**Ronald Gray**, Taejon University  
403

**Communication in the Classroom**  
Sat 4:30 – 5:50 pm

It's often difficult to initiate and sustain realistic communication in English in a monolingual class because the students can communicate most effectively in their own language. But in order to learn to communicate better in English, students must be involved in activities where they will speak to each other in English - and not just to the teacher.

Learning to understand English as it is really spoken by native speakers is also a skill that is hard to master because it involves understanding the gist of what's being said, not trying to understand every word.

In this workshop, Leo will demonstrate and discuss a variety of pair work and group activities from *Let's Talk!*, all of which can help students to develop their speaking and listening skills.

**Leo Jones**, Cambridge University Press  
405

**Meet the Seoul chapter**  
Sat 5:00 – 6:00 pm

The Seoul Chapter of KOTESOL cordially invites all Seoul Chapter members to attend a networking session to be held during Conference '98. This is a great opportunity to connect with your chapter officers, other members, and the perfect moment to tell us how you can get involved.

The Seoul Chapter of KOTESOL is presently designated as the region of Seoul and Incheon cities, as well as Kyonggi and Kangwon provinces. Monthly workshops in teachers' professional development are held at Sookmyung Women's University in central Seoul on the third Saturday of each month. Seoul KOTESOL has also initiated a semi-annual ELT bookfair to be held each February and August. For further information on Seoul KOTESOL activities, please contact Dennis Kim at (032) 324-7771.

Seoul chapter officers, Seoul chapter members  
Networking room, 402

**Cross-Cultural Teaching Cases: Vehicles for Teacher Development**  
Sat. 5:30 - 6:20

How can teacher education programs in Asia prepare teachers for the challenges that await them in the real world of EFL practice? This paper highlights the value of using reality-based decision cases to help teachers become reflective, culturally sensitive professionals in classrooms that are ethnically and culturally diverse.

Cases are candid, often dramatic accounts of teaching events. In our field, they can depict the

real experiences of EFL teachers grappling with problems in English language classrooms in a variety of settings. The snapshots of on-the-job dilemmas can serve as powerful discussion catalysts in teacher education programs. As such they can provide opportunities for novice teachers to examine their own perceptions and attitudes and reflect on different ways of teaching that might better engage their particular students.

Handouts will include an Asian-based EFL teaching case as well as a selected bibliography of international teacher education case material and case clearinghouses.

**Dr. Jane Jackson**, The Chinese University of Hong Kong  
202

### **Teaching Sociocultural Topics in an EFL Environment**

Sat. 5:30 - 6:20

While students in Asia are generally noted for their grammatical knowledge of English, they often have difficulties in communicating on the sociocultural level. In order to help students overcome these problems, the presenters have designed materials which exploit sociocultural topics. These materials increase the students' awareness of cross-cultural differences while teaching them useful English expressions and survival strategies. Especially useful are letters to the society editor of an imaginary newspaper called "The Social Register." The content of the letters deals with problems ranging from cultural differences to perceived difference in social conduct. Students work in small groups to answer the letters, thus making them aware of the potential of miscommunications. Following their discussions, students listen to a talk that provides them with essential sociocultural information in a simplified lecture format. In this section, students perform a variety of activities, such as predicting, categorizing, outlining and comparing across cultures. The objectives of the "Culture Corner" are: (1) to supply accurate information about a sociocultural topic, (2) to

offer students opportunities to confirm their ideas from the previous Social Register activity, and (3) to provide information that the students will need to complete a follow-up discussion.

**Robert H. Homan**, International Christian University

**Christopher Jon Poel**, Musashi Institute of Technology

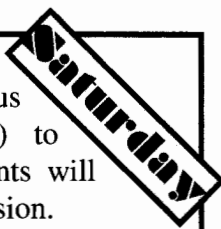
208

### **"Pop" Culture and Language Education**

Sat 5:30 - 6:20

Korean EFL students who are provided with a background in history and development of Western "popular" culture, both in its effect and influence upon social, political and economic evolution and its effect upon written and spoken English, will gain a better overall understanding and fluency in the language than Korean EFL students who are provided only with instruction in the standard language tools of reading, writing, listening and conversation. English is a fluid, constantly evolving language that takes nourishment from a number of contributing sources. While new etymology, phraseology and idioms are constantly being added by exposure of the language to our burgeoning, technologically-linked, multi-cultural globe, perhaps the biggest contributor to growth in the English language is Western popular or "pop" culture. This culture has many facets encompassing the realms of music, art, film, literature, radio, television and, most recently, the Internet. It could be argued that many of the great upheavals, social and otherwise, that have enveloped the West in the last half of the twentieth century have found their roots and their reflection in developments in "pop" culture. It seems reasonable therefore to suggest that a keener knowledge of these events, developments and influences can only help to increase EFL students' understanding of the finer nuances of contemporary English.

If one accepts the current trend in thinking that a cognitivist approach to learning language in which the student is encouraged to actively de-



velop and apply his or her own methods of learning is more advantageous than the traditional, non-participatory methods based solely on exposure to the written and spoken word, then a course in popular Western culture in which the student is both instructed in English and required to use English as an analytical and a research tool should prove to be both an interesting and vital addendum to an EFL program. This presentation will provide examples and discussion of various applications of "pop" culture for teaching contemporary English.

**Martin Dibbs**, Kwangju University  
302

**Teaching Speech Acts to Korean Students**  
Sat. 5:30 - 6:20

The form and significance of speech acts vary across cultures and this can often lead to misunderstandings. For example, the common Korean greeting, "Have you eaten yet?" can sound to an American as a prelude to an invitation to lunch. On the other hand, American expressions like, "Let's get together sometime," or "We should have lunch sometime," are conventional leave-taking formulas which students can mistake for genuine invitations. Complaining, accepting compliments, thanking and requesting can also pose problems for Korean students due to differing politeness strategies and cultural norms. Korean communicative behavior differs significantly not only from English-speaking cultures, but from other Asian cultures as well (e.g., Japanese). Research in comparative speech acts and its pedagogical implications will be discussed, and sample exercises will be introduced.

**Gregory Bornmann**, Kibi International University  
303

**Learning Styles and Teaching Styles in the Korean EFL Conversation Classroom**  
Sat. 5:30 - 6:20

This paper considers learners' language learning

styles and L1 English speaking teachers' teaching styles in college-level Korean EFL conversation classes. The purpose of this paper is to find answers to the following questions: 1) what kind of learning styles do Korean EFL college students have, 2) is there any difference between Korean L2 English speaking teachers and L1 English speaking teachers, 3) is there any conflict and/or match between Korean EFL college students' learning styles and L1 English speaking teachers' teaching styles and 4)-if any-how does the degree of matches/conflicts influence the oral performance of Korean college students? The results of this study are based on group mean comparison, regression, analysis of variance and analysis from qualitative data. The results of this research may suggest a guideline for EFL teachers-in particular, for new L1 English speaking teachers-to understand their students and prepare well organized instruction strategies.

**Ann Marris**, Kwangju University  
304

**Saturday**

**Local Korea TESOL Chapters**

Currently Korea TESOL has seven chapters:

*Cheju Cholla Chongju  
Pusan Seoul  
Taegu Taejon*



Sunday

**“It’s not my job!” – Why language teachers need to teach critical thinking**

**Carol Numrich, Columbia University**

Addison Wesley Longman sponsored speaker

Sun 11:00 – 11:50 am

Crown Hall

If asked whether they should teach critical thinking in their ESL/EFL classes, teachers will often respond that their work involves the teaching of language skills, not thinking skills. This is especially true among teachers of beginning and low-intermediate level students, who may assume that low-level language proficiency precludes high-level thinking. Most ESL/EFL textbooks reinforce this assumption, reflecting a preponderance of literal level questions and learning tasks.

Yet, the academic success of a language teacher’s students, regardless of their proficiency level, is often related to the teacher’s use of higher order skills of analysis, synthesis and evaluation. A case will be made for teaching teachers how to introduce higher level thinking tasks at all levels of language instruction.

**Biodata:** Carol Numrich is a Senior Lecturer at the American Language Program at Columbia University, where she teaches courses in English as a second language. She spent 3 years as an Assistant Professor at Teachers College, Columbia University, where she taught graduate courses and directed the MA Program in TESOL. Carol has taught ESL/EFL in Alaska, Switzerland and New York in a variety of settings, and she has trained ESL/EFL teachers around the world. Her interests are listening comprehension, teacher education and critical thinking in language acquisition. She has authored three ESL texts with Addison Wesley Longman: *Face the Issues*, *Consider the Issues* and *Raise the Issues*. She is also the co-editor of their recently published series, *NorthStar*.



**Individual Differences, Task-Based Learning and EAP Program Development**

**Peter Robinson, Aoyama Gakuin University**

British Council Travel Grant Recipient

Sun 3:00 – 3:50 pm

Crown Hall

In this presentation I briefly describe two task-based approaches to second language teaching and learning, those of Long (1997) and Willis (1996), and discuss their implications for methodological decisions, such as when to focus on form, and curricular decisions, such as how to design a syllabus. I then argue that task-based learning is likely to be sensitive to individual differences in aptitude and learning style, though there are few studies of such potential interactions to date. I then report results of a three month pilot study comparing skill-based and task-based approaches to teaching EFL academic reading and oral discussion to first year undergraduates in a Japanese University. The effects of both types of instruction on group performance are compared, and then related to measures of individual differences in aptitude and learning style. Implications are drawn for task-based approaches, program development and SLA theory.

*Plenary*

*Sunday*

**Biodata:** Peter Robinson is Associate Professor of Linguistics and Second Language Acquisition in the Department of English at Aoyama Gakuin University, Tokyo. He also teaches in the Temple University Applied Linguistics program in Tokyo, and is currently Chair of the Pacific Second Language Research Forum (PacSLRF) steering committee. He was educated at the University of Wales (B.A. Linguistics), the University of London (M.A. Applied Linguistics), and the University of Hawaii where he received his Ph.D in SLA in 1994. Prior to joining Aoyama Gakuin University he taught courses in applied linguistics and SLA at the Universities of Pittsburgh, Hawaii and Queensland, and as Visiting Teaching Fellow at RELC in Singapore. His papers have appeared in such journals as Applied Linguistics, Studies in Second Language Acquisition, Language Learning, TESOL Quarterly and the Journal of Pragmatics. His books include *Consciousness, Rules and Instructed Second Language Acquisition* (1996), Peter Lang; *Cognition and Second Language Instruction* (in press), Cambridge University Press; and *Task Complexity and Syllabus Design* (in press), Cambridge University Press. Sun 3:00 – 3:50 pm

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# Presentation Abstracts

## **SIG Breakfast**

Sun 8:00 – 9:00 am

The Teacher Development & Education N-SIG (National Special Interest Group) will be meeting on Sunday morning at 8am in the Networking Room (room 402) to discuss plans and issues for future meetings. We define Education as the basic, preliminary studies in preparation for teaching, and Development as the continuing process to refine and improve our teaching. Anyone interested in discussing what we can do for ourselves, our peers, and this profession, are invited to join us for a casual light breakfast and a wide-ranging sharing of ideas.

**Robert J. Dickey**, convenor, Kyongju University Networking room, 402

## **Authentic Video in ELT**

Sun. 9:00 - 9:50

Advocates for using authentic video believe exposure to native speech is necessary for successful language learning to occur. Opponents claim the level of language is too fast and difficult for many learners and will frustrate rather than encourage them. The presenter agrees with both points and advocates using short sequences and activities appropriate to the level of the learner. The presenter draws on the traditional approach to planning a lesson: presentation, practice, and performance in order to simplify and standardize preparation and instruction. Creativity and variety are maintained through ten demonstrated techniques for manipulating the equipment and the 50 suggested activities given. These are presented in a table. The audience examines the activities and determines the techniques used. The audience is also asked to reflect on the language level of the learners for each of the activities. The presenter then uses clips from two recent blockbuster videos to demonstrate lessons. The audience is actively engaged in the

presentation through information gap activities and through participation in the demonstration.

**Gina Crocetti**, Youth for Understanding  
208

## **“Springboard” to Success with World Wide Web Support!**

Sun 9:00 – 9:50

Oxford University Press proudly announces its new web site dedicated to users of *Springboard*. In this session, the presenter will provide an overview of *Springboard* and present samples of unit-by-unit downloadable supplementary materials for reading practice, web links to relevant material with suggestions on how they can be used, and teachers' ideas for new ways to teach the text. An e-mail link makes it easy for teachers to contribute their ideas and questions about the text for possible inclusion on the pages.

**Thomas Robb**, Oxford University Press  
302

## **The neglected parts of phonetics (pronunciation)**

*This presentation is in Korean.*

Sunday, 9:00 - 9:50 am

Using his experiences in vocal music, the presenter will review some important ways of improving English pronunciation.

Tony Joo, Korea TESOL  
304

## **Teaching Korean University Students to Peer- and Self-edit**

Sun. 9:00 - 9:50

Peer-editing is widely acknowledged as an effective means of encouraging interaction among students in writing classes, allowing students to benefit from readers' feedback, and helping students to learn to correct their own errors more efficiently. At the same time, however, students

*Sunday*

*Sunday*

sometimes see peer-editing as a difficult, unnatural, and unpleasant activity. This paper first briefly reviews the relevant literature on peer-editing in order to make some general suggestions concerning its use in academic writing classes at Korean universities. The author then introduces some techniques and activities he has successfully used to teach the peer-editing and self-editing processes in a way that is culturally appropriate and useful to Korean university students.

**Rodney E. Tyson**, Daejin University  
401

### **What EFL Teachers Learn from Action Research**

Sun. 9:00 - 9:50

A group of 20 Hong Kong secondary school teachers carried out a small-scale action research project which required them to do the following: 1) to list and describe the reasons they thought the students in their classes were not using as much spoken English as they could or should, 2) devise a number of activities and tasks to encourage more spoken interaction in English in class, 3) record how the students responded and whether they did in fact lead to more spoken English being used, 4) evaluate the success or lack of success of the activities and tasks based on their observations, and 5) describe what they (the teachers) had learned from carrying out their small-scale action research projects and how they would carry out such a project in the future.

The teachers' findings and their responses to the project have important implications for the use of action research in such settings.

**Andy Curtis**, The Chinese University of Hong Kong  
403

### **Master's Degree Programs at the School for International Training**

Sun 9:00 - 9:50

The School for International Training in Brattleboro, Vermont (USA) offers two graduate pro-

grams: the Master of Arts in Teaching and the Master of International and Intercultural Management, both of which combine intensive coursework with a professional internship and emphasize the application of theory to practice through experiential learning.

The Master of Arts in Teaching, with concentrations in ESOL, French, and Spanish, is available in two formats: two summers or one academic year. The program emphasizes practical teaching skills, classroom-based research, and innovative methodologies. The summer MAT Program is designed to meet the needs of working language teachers, enabling them to work on graduate studies and on improving their teaching without having to give up their jobs.

The Master of International and Intercultural Management offers concentrations in Sustainable Development, International Education, and Training and Human Resources, and is designed for the committed person who is ready to effect constructive change in intercultural settings.

**Fiona Cook**, SIT Admissions Counselor  
405

### **Language Learning and Self-Discovery: Multiple Intelligence Theory Applied in a CALL Lab**

Sun. 9:30 - 10:50

Subjects that engage us most deeply usually speak to some aspect of ourselves. When EFL students explore their abilities, they become intrinsically motivated to use the target language to understand themselves in ways that their precious schooling has generally neglected.

This session begins with an overview of Multiple Intelligence Theory, as proposed by Howard Gardner of Harvard University. With its pluralistic view of human intelligence, MI theory provides the conceptual framework for activities in which students identify or rediscover their abilities. The session highlights these activities (which are available as handouts)-for prewriting,

paired interviews, compositions, Internet searches and personal homepage construction-all designed for use in a CALL lab.

Applying MI theory in these ways allows EFL students to appreciate their abilities, enlarges their sense of identity, and helps them gain language, social, and computer skills-which, taken together, serve to ease the students' transition from school to the world of work.

**Lanny Dryden and Michelle Morrone**, Nagoya University of Foreign Studies  
202

### **Building Fluency and Accuracy with Upper-Level Students**

Sun 9:30 - 10:50

What are the characteristics of the upper-level language student? What are their needs and their weaknesses? Which is more important at this level: accuracy or fluency? Most importantly, what is fluency and how can we help our upper-level students achieve it? This presentation will examine these questions as well as introduce *Passages*, a new multi-skills course for upper-intermediate to advanced-level students of North American English. Continuing the tradition of the *Interchange* series, *Passages* integrates structural, functional, and thematic syllabuses for a communicative approach that focuses on both fluency and accuracy. Challenging grammar points and thought-provoking topics make *Passages* an effective course for upper-level learners. The presenter will discuss the rationale behind the course, demonstrate its components, and discuss the ways in which it addresses both fluency and accuracy to provide a passage for effective communication.

**Chuck Sandy**, Cambridge University Press  
303

### **What's new about "new" *English Firsthand*?**

Sun 9:30 - 10:50

Introducing the gold edition of the popular conversation course *English Firsthand*. What's new?

Revised and updated content, methodology and course design. Also, personalized listening task, practice plans, vocabulary/grammar checks, review units, and many new, motivating pair/group-work activities so necessary for large classes. One thing isn't new: *Firsthand's* understanding that learners DO have a lot to say. Our role is to support them in saying it.

**Marc Helgesen**, Longman  
305

### **The Evolution of the TOEFL Test: Implications for Language Teaching in Korea**

Sun. 9:30 - 10:50

This session presents an overview of changes being made in TOEFL as it moves to computer-based assessment and then into more integrated, communicatively-based testing in the next century. This evolution includes changes in the test design, test content, test scores and test delivery to enhance language proficiency assessment.

The implications for teaching English to Korean students to help them perform with distinction on the test will also be discussed. As the test evolves to incorporate all four language skills--reading, writing, listening and speaking--and to require the examinees to manipulate the language for communicative purposes, students will benefit from classroom training that integrates all of the skills. Locally, in Korea, teachers will have the opportunity to incorporate a variety of new strategies into their lessons and objectives for their classrooms.

Audience participation in discussion of these issues will be encouraged.

**Julia ToDutka**, Ph.D., Educational Testing Service (ETS)

**Joo-Kyung Park**, Ph.D., Honam University  
309

### **Content Matters! *Interactions* and *Mosaic***

*Monday*



Sat 10:00 – 10:50

The Best Just Got Better! Known for its flexibility and ease of use, the *Interactions/Mosaic* series has been a leader in skills-based academic courses. Come find out about fully-integrated and carefully-designed material for the most successful instruction of English available today. The *Interactions/Mosaic* series teaches students learning strategies and skills on the road to fluency.

**Stephanie Ryalen**, McGraw Hill  
208

**Bringing Out True Colors in Communication**  
Sun 10:00 – 10:50 am

Designed specifically for the international classroom, *True Colors* is the first EFL course to lead students systematically to ownership of the language, progressively moving them away from models and towards expressing their own thoughts in their own words, preparing them to say what they think and to interact successfully with others outside the classroom.

*True Colors* has been designed around a wealth of speaking and reading models in the true voice of the native speaker and thoughtfully distinguishes between receptive and productive language. Students are presented with both receptive and productive models, combining exposure and practice for increased understanding and attainable mastery.

*True Colors* is a highly communicative course enhanced by strong four-skills support, included a two-pronged listening strand and communicative grammar strand. These carefully planned strands take into account different learning styles, the value of task-based strategies, and the well-known fact that practice in each skill area enhances mastery of the others.

Through text and video demonstrations, we'll take a look at how *True Colors* can build your students' ability to "let their true colors shine

through" - both accurately and confidently.

**John J. Hagedorn**, Longman  
302

**Reformed English Programs of Elementary Schools in Taiwan**  
Sun. 10:00 - 10:50

Following implementation of a new, reformed English program this school year, a lot of difficulties in teaching English have emerged in the system of the elementary schools in Taipei. There are 19 pilot elementary schools in Taipei, which were selected by the Ministry of Education in Taiwan, designing some English programs for all those third-grade elementary students as the participants.

The purpose of this paper is first to provide a detailed description of all the difficulties in teaching English that emerged in this elementary school system in Taipei. This paper will also report on Taiwan's Ministry of Education policy regarding the teaching of English to children.

This paper, along with a workshop, will provide some of the experiences of English teachers who are teaching in the Pan Asian area and possibly give some feedback to the teachers who are currently teaching English courses in elementary schools in Taipei.

**Tsung-Yueh Lee**, Taiwan  
**Sheng-Ting Kao**, Taiwan  
**Yifang Liao**, Taiwan  
304

**Open House: Come in!, Step Up!, Move Up!, and Open Up!**  
Sun 10:00 – 10:50

Isn't it about time someone made a good book for middle schoolers that's not too difficult, not too simple, and not too boring? Well, yes, it's time. Oxford University Press introduces Open House, a course covering structures, functional language,

Sunday

and vocabulary for pre-teens and young teens. The course follows a group of youngsters through their home, school, and social experiences. Interesting bits of Western youth culture are carefully integrated with all four language skills. The course also focuses on pronunciation, grammar, vocabulary, and study skills. Cross curricular topics and regular use and revision solidify retention.

Also, learn some fun ways to engage pre-teens and teenagers in language learning. Explore some innovative teaching methods and some of the activities from the course's teacher's books. Open House is also accompanied by a workbook and an audio cassette.

**Wade Nichols**, Oxford University Press  
401

**Teacher activity and lesson plan swap**  
Sunday, 10:00 – 11:00

Come share your best teaching ideas or your best activities. This can be done through handouts or through discussion. We encourage teachers who have copies of lesson plans or activities to bring 50 copies for sharing. If you don't have copies of your favorite lesson plans, come any way and share or listen to other teacher's ideas. Elementary school teachers and Korean teachers are encouraged to participate in this activity, though all nationalities and all levels of teachers are welcomed.

**KOTESOL members**  
Networking room, 402

**Idea, Design, Project: PAC2 Research**  
Sun. 10:00 - 10:50

Action research is rapidly gaining recognition at international conferences. Teachers at TESOL, Inc. or Thai TESOL, for example are using it as a valuable and viable way to examine systematically issues of teaching and learning. At the same time, interest in how English is being taught in various countries throughout Asia is growing among

teachers in these Asian countries. The Pan-Asian series of Conferences provides teachers with an international forum to meet, discuss, and to compare experiences and techniques.



Participants will discuss the steps that move a question into a research project. Then, some of the practical aspects of beginning and developing a collaborative project will be examined through presenter experiences. The audience will be invited to ask questions and share their own experiences and information. Information regarded how to network at PAC, how to organize a joint presentation by e-mail, the use of video in analyzing student behavior, and the degrees of cross-cultural differences will be provided in addition to several other areas of interest.

This presentation will be very practical and is intended for any teacher interested in getting started in cross-cultural research projects. Research groups can present collaborative findings at PAC2, 1999 in Korea.

**Jane Hoelker**, Pusan National University  
403

**Moving From Speech to Debate**  
Sun. 10:00 - 10:50

For many students and teachers, debate is a mysterious activity filled with esoteric terms and unfathomable rules. This workshop attempts to demystify debate for non-native speakers of English by integrating debate into the more familiar framework of public speaking. The workshop will take the participants through four steps: Speaking style (posture, eye contact, gestures, voice), internal organization (introduction, thesis body, conclusion), cohesion (clearly delineating and connecting speech components to the thesis), and refutation (identifying logical flaws na presenting them in a speech format). After observing models of correct and incorrect techniques, the participants will attempt to integrate the techniques learned into short speeches of their own. Finally

culminating in the participants crafting a full debate-style constructive speech. Finally participants will study refutative strategies and practice incorporating them into their own speeches.

**Michael Lubetsky**, Sagami Girls University  
**Charles LeBeau**, NIC Japan  
**David Harrington**, The English Resource  
405

**The Plenary Address: "It's not my job!" -- Why language teachers need to teach critical thinking**  
**Carol Numrich**, Columbia University  
Sunday 11:00 - 11:50  
Crown Hall  
See page for the abstract.

**Hold the Line!-Telephone Usage and Games for Second Language Learners**  
Sun. 12:00 - 12:50

Perhaps the most difficult yet practical skill to acquire in second language learning is the proper use of the telephone.

The purpose of this presentation is to center upon the importance of acquiring telephone skills in everyday life by a series of practical activities and games. The workshop will be divided into three parts. The first part will consist of more academic material emphasizing the importance of teaching proper telephone manners in homestay situations. This section will also include questions concerning the polite use of cellular phone in public places.

The second part of the presentation will involve activities in which students will hear only one part of a telephone conversation and be required to improvise the role of the unseen speaker.

The final part of the presentation will introduce classroom games which can be utilized with the help of a set of battery operated telephones easily purchased from a toy store.

**William M. Balsamo**, Kenmei Women's Junior College

208

**Creative Self-Disclosure as Cross-Cultural Connection**  
Sun. 12:00 - 12:50

Original student work will be featured including a baby photo writing exchange project, and an interdisciplinary autobiography presentation/performance. Specific community building games and activities will be shared, highlighting the role of some of the relevant principles of CLL and Suggestopedia in such. Authentic students journals will also be included, revealing insights gained and personal growth experienced, as students use themselves: their own freely disclosed personal stories and details in the English language, to begin to better understand themselves and their classmates' culturally-influenced behaviors--an important first step to then better understanding our interconnected global community. Participants in this demonstration will hopefully take away both a deeper theoretical understanding of the power and relevance of creative self-disclosure activities and community building activities in the EFL classroom for students' cross-cultural awareness and growth, and some exciting concrete activities, as well.

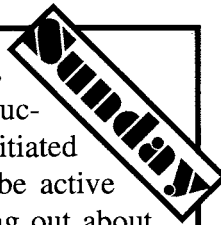
**Jeanne E. Martinelli**, Pusan National University  
302

**Classroom Management: Tips and Tricks**  
Sun 12:00 - 12:50 pm

This 50 minute workshop will guide participants through a series of discussions and activities to improve their classroom management skills. Participants can expect to discuss their horror stories and have an opportunity to replay various scenarios through role plays and simulations.

**Douglas Paul Margolis and Monica Park**, Korea Teachers Training  
KTT Room, 303





### **Authentic English for Modestly-Skilled Listeners: It's on the Radio**

Sun 12:00 - 12:50

It is uncontested in the ELT profession that listening practice makes a direct impact on not only the listening comprehension, but also the production skills of EFL students. Yet issues of authenticity and difficulty undermine our efforts to encourage student listening practices.

This paper/workshop will present the availability of authentic radio broadcasts, delivered at a slower pace with simplified vocabularies for modestly-skilled listeners of English, which are available over the airwaves in Korea. Many of these, and other, broadcasts can also be found over the Internet. Support materials, such as complete narratives, are often available. Suggestions for enabling students to better access these materials will also be presented.

The session will conclude with an open session: all participants are invited to share ideas for improving students' listening comprehension. Sample tapes will be made available to participants.

**Robert J. Dickey**, Kyungju University  
304

### **Using *Finding Out* To Develop Active Learning**

Sun 12:00 - 12:50

*Finding Out* is primarily aimed at training Korean children to be self-motivated active learners. In this presentation, David Paul will look at how to most effectively use the course to achieve this aim, and explain rationale behind the course design. Korean children generally begin learning English with enthusiasm and curiosity but often end up passive learners who find it difficult to produce English spontaneously. In this presentation, David Paul will examine how this tendency can be avoided by strengthening children's natural learning strategies when they are young.

He will suggest that by nurturing and strengthen-

ing elementary school children's natural curiosity and presenting structures through step-by-step, child-initiated activities, we can train children to be active learners who are interested in finding out about English for themselves, and who are capable of speaking, reading, and writing English at a high level.

**David Paul**, Moonye Dang  
305

### **Teacher Development: Putting Reflection Into Practice**

Sun 12:00 - 12:50

EFL teacher-centered literature abounds with "skills," "techniques," "theories," and "technology" regarding the improvement and development of teaching. While not disagreeing with the need for these forms of teacher advancement, this paper will focus on teacher development as a reflective practice. A teacher has key experiences both as a learner and teacher which can inform and improve both classroom awareness and teaching practice. The presentation will center on a narrative of classroom experience from which three themes—Awakened Self-efficacy, Being Impositioned, and Repetition and Understanding—are interpreted and discussed from the point of view of learner and EFL teacher. An example lesson will be provided in order to further explain the themes in an EFL classroom context. The implications are that careful attention to some of a teacher's own learning experiences may provide a base for improved teaching practice.

Stuart Ruttan, Suzugamine Women's College  
309

### **Sunday poster sessions**

Sun 12:00 - 2:00 pm

### **An Intensive English Course**

Over this year's course of two teaching sessions, I recommended and found approval for conducting

a new program of intensive English courses. The course had some of the following objectives:

- (1) increase student attendance;
- (2) increase student incentive;
- (3) increase student confidence;
- (4) increase students' productive and receptive communication ability;
- (5) increase student language self-awareness;
- (6) increase course effectiveness by limiting student-teacher ratio to 12:1;
- (7) increase lesson-to-lesson continuity.

The following poster session is being presented for your perusal and comments. I have drawn theoretically on the work done by Prabhu (1987), in what has come to be called "The Bangalore Project", as well as the intensive course being offered at POSTECH, called the POSTECH Live-in English Program, or PLEP.

The course is to be conducted 10 times over the next 18 months, in periods of 4 weeks each course, comprising 20 4-hour sessions, thus totaling 80 teaching hours per student per course. It is an intensive study course, in which students will be expected to demonstrate aural, oral, written and reading abilities on a daily basis. Students will be evaluated regularly with performance feedback relating to their skills development.

Each day, the content of the four classes will be inter-related thematically. Thus, student comprehension and retention is maximized, which in turn maximizes student productive and receptive language performance. Individual lesson plans have been developed based upon a PPP format, with a heavy emphasis placed on individual productive communication development.

**Gerry Lassche**, LG Chemical  
402

#### **Leveraging the Classroom: Listening Journals** Sun 12:00 – 2:00 pm

One way of enhancing the efficiency of the language classroom is to direct the students to outside classroom tasks that they undertake individually or in small groups. The classroom time is fo-

cused on debriefing and assessing the tasks. Listening tasks fit well into this sort of program. The students are given a number of task sheets that direct them to a variety of listening media and ask them to record their activities.

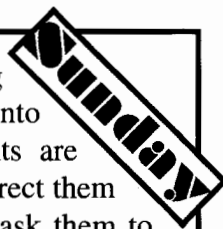
The meta-bias informing this approach is a focus on advancing learner autonomy and learners assuming conscious responsibility for the stable state of second language acquisition. Fully elaborated, the syllabus would be directed to project work and classroom time could consist of three to five one hour meetings per week to assess the work in progress. The instructor could usefully fill the role of facilitator/director/editor, perhaps somewhat outside the comfort zone of more traditional language teaching practices.

**Kevin Sampson**, Andong National University  
402

#### **Adapting EFL Activities for Large Classes** Sun 12:00 – 2:00 pm

One area of research that has received much attention in the field of foreign language education is student learning style. Many educators consider Korean EFL students as having a visual preference. This perceived preference can result in learning-teaching styles mismatches in the Korean EFL classroom taught by L1 English speaking faculty, who are trained largely to use an aural/audio teaching style. However, using a teaching style focusing highly on visual learning preference can also result in poor authentic language competence by Korean EFL students. Further complicating the picture is the large number of students in the average Korean EFL classroom – a problem which oftentimes precludes meaningful language learning activities and can be synonymous with boredom. However, adapting learning exercises and activities for large classes can lead to targeting secondary learning preferences and create motivation.

**Ann Marris**, Kwangju University  
**Keith Landry**, Kwangju University



**Martin Dibbs**, Kwangju University

**Set Their Sites High: Best of the Web for ESL/ EFL Students**

Sun. 12:00 - 12:50

The World Wide Web is becoming a prime resource for English language learning, especially for independent self-study. Unfortunately, the high number and variety of web sites may overwhelm students. This presentation will outline and discuss many valuable sites in the following areas: learning and improving specific language skills (listening, reading, vocabulary, and writing); exploring popular culture (music and films); learning about content (news and indexed mega-sites); and finding information on studying abroad (language programs, universities, and TOEFL). An extensive list of main page images and web site URLs will be provided.

Nevitt Reagan, Kansai Gaidai University  
403

**New *Fifty-Fifty Intro Level: They Speak, They Listen ... And They Like It!***

Sun 12:00 - 12:50

Most of us have been there - full of motivating ideas and materials and faced with a speaking or conversation class full of students who just don't want to talk ... at least in English. Many of us have found a remedy: the *Fifty-Fifty* series!

*Fifty-Fifty Intro Level*, the newest book in the series, is designed specifically for large classes of EFL students where student-talking time is very limited and the level of learners is fairly low. *Fifty-Fifty Intro Level* allows students to participate actively in meaningful exchanges through pair and group work activities.

You're invited to attend this presentation, but don't expect to comfortably sit or snooze. *Fifty-Fifty* means action, some quiet, some noisy, some silly, some serious ... but all centered around students, NOT teachers.



**Nick Lutz**, Prentice Hall  
405

**Developing Materials for Asian Learners of English**

Sun 12:00 - 1:20

Growth in the ELT industry in Asia has spurred the demand for specific and appropriate materials. Authors and publishers are committing more resources to developing materials that are suitable for Asian learners' needs in an EFL setting. This presentation will explore the development of such materials, and ideas for teachers in Asia to make materials more suitable for their classroom situation.

**Christopher Wenger**, International Thomson  
Asia EFL  
202

**Ruling Metaphors: A Key to Cultural Sensitivity**

Sun 12:00 - 1:20

Cultures are based on unifying metaphors. Know the metaphors and you will understand the culture: its history, its art, its politics and policy, its norms and mores.

The presenter will isolate and illustrate ruling metaphors of the American experience (e.g., the frontier), the Canadian (winter), and the British (island and the sea), and show how they influence our culture and thinking. He will then compare Korean ruling metaphors: the hill and valley; and show how the contrasts can produce misunderstandings.

For ESL teachers, culture shock is a constant issue, for them personally and for their classrooms. This approach can be an antidote to that shock, a key to tolerance, to understanding and to appreciation and enjoyment of this meeting of cultures.

This presentation has been used to orient new

teachers at Boston Campus Institutes in Seoul and has been given to officials at the Korean Ministry of Foreign Affairs.

Stephen K. Roney, Hoseo University  
401

### **Global Issues Through English Movies**

Sun. 1:00 - 1:50

World problems such as war, human rights and tropical rain forests can be hard for language learners to connect with. Approaching global issues through movies is a useful strategy since the visual aspect of film can help students understand both the language used and the issues portrayed. Movies are authentic materials that speak to students' emotions, bring real life into the classroom and provide a context in which language is effectively learned.

This presentation will describe a university EFL course the presenter has designed entitled "English through Global Issue Movies". The goal of the course is to help students improve their language abilities, sharpen critical thinking and foster global awareness. Global issues covered include war and peace, human rights, minorities, the environment and women's issues. In this session, this presenter will show sample film clips, explain teaching procedures and discuss how to create EFL materials for global issue films.

**Yasuyo Fukunage**, Ferris University  
208

### **On Demand Generation of Individualised Language Learning Materials across the Internet**

Sun 1:00 – 1:50 pm

In a recent paper, A-P. Lian and A. B. Lian described a computer based environment for supporting exploration-driven, autonomous and individualised foreign/second language learning. This study argues for reducing the status given to the classroom as a place for collective, synchronised, and privileged learning in favour of the develop-

ment of an environment which makes a genuine place for the differences between people and their unpredictable demands by accommodating their real needs. The present paper describes an attempt to implement the above environment which will be required not only to provide access to personally relevant authentic text, information, and "help" systems but also to generate exercises and other forms of learning materials. The paper will conclude with the demonstration of a proof-of-concept version of the system illustrating: (a) the selection of material for study from a database of authentic audiovisual resources, (b) the generation of learning materials, and (c) the distribution of these materials across the Internet.

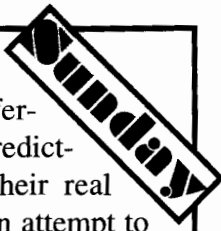
**Andrew Lian**, University of Canberra, Australia  
302

### **Re-SOUNDing Remedies**

Sun 1:00 – 1:50

Can't tell your "laughed" from your "left"? Your "right" from your "light"? Both at segmental and suprasegmental levels, English pronunciation poses difficulties for second-language learners. There is no magical method for perfecting it; however, well-informed teachers can guide students in achieving comfortable intelligibility. In this workshop, the presenter will briefly contrast English and Korean sound systems, and moving bottom-up, engage participants in activities she has used successfully in teaching pronunciation at three different levels: individual sound (and sound clusters); word; and sentence (or phrase). This presentation is recommended for teachers at all levels except elementary; it will benefit all who want to learn more about putting the "æun" in phonology. Participants will receive a hefty handout of classroom activities, detailed phonemic contrasts and diagrams, some observations on suprasegmental features of English, and a useful glossary of terms. Get ready to twist your tongue and move your mouth!

**Terri Jo Everest**, Pusan University of Foreign Studies



### Using Videotaped Lecture for listening Practice-Student Views

Sun. 1:00 - 1:50

Chinese university students majoring in English enrolled in an elective Advanced Listening class were given an out-of-class assignment using videotaped plenary lectures from IATEFL conferences. They had to outline and summarize the lecture, transcribe a five-minute segment, comment on their listening skills with regard to the video, and critique the lecture. Students in general thought the assignment was useful. Problems mentioned include comprehending British English; learning to hear rapidly-spoken function words, elisions and contractions; following the main points of the speaker to make an outline; and speakers using run-on sentences. Students recognized and appreciated characteristics of a good speaker and discovered specific areas of deficiency in their own listening ability. In this paper, a brief description of the course and assignment will be provided, after which student reactions to and comments on the assignment and their implications will be discussed.

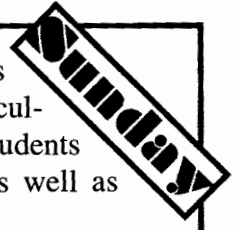
**Johanna E. Katchen**, National Tsing Hua University  
304

### *Sound Bytes*: Taking Listening from the Classroom to the Real World

Sun 1:00 - 1:50

The leap from classroom practice to successful, independent real-world listening is a huge one for most low-level students. Huge, but not impossible. So, how do we facilitate this leap? For a start, with a variety of high-interest input which closely mirrors what people encounter in their contemporary lives. But that's not enough. Learners also need accessible tasks that clearly target specific listening goals as well as practical tips focusing on sound discrimination, stress, and intonation patterns to increase confidence. And with these

essentials covered, the bonus comes with engaging mini-lecture-based cultural information that motivates students and gets them listening to learn, as well as learning to listen.



You are invited to attend this practical and fun-filled workshop, focusing on features of the new listening course, *Sound Bytes*, designed for busy teachers who are looking for lively ways to develop the listening skills and strategies their students need outside the classroom.

**Steven Gershon**, Prentice Hall  
305

### Interactive Activities for Reading Newspapers

Sun. 1:00 - 1:50

The presenter will guide participants through a series of stimulating activities designed to engage students in reading authentic newspaper articles. Participants will be required to take on the role of students for these exercises. Follow-up activities will be suggested and finally there will be an open discussion phase during which participants will be able to exchange their own ideas.

**Miles Craven**, Nihon University  
403

### Come Alive with *Tiny Talk*

Sun 1:00 - 1:50

Take a few steps back in time to when you were a small child and explore the youthful excitement of Oxford's new course for the littlest of your students: *Tiny Talk*. Spend fifty-minutes of make-believe time where learning English becomes a hands-on experience involving songs, games, and activities for teaching preschoolers and very young elementary school students. It took an experienced preschool teacher and authors, Susan Rivers, to write these books. It took Carolyn Graham to write catchy fun songs with as few as two words. And it took Oxford University Press to put it all together into a complete package with solid research and methodology behind it. After



years of development, this course will be just in time for your kids before they reach the age of not believing!

**Wade Nichols**, Oxford University Press  
405

### **Developing Effective Techniques for Assessing Speaking Skills**

Sun. 1:00 - 2:20

The growing emphasis on speaking and listening skills in second language acquisition introduces a practical question, "What are appropriate ways to test students?" Although machine-based methods can analyze individual speech components, these are hardly useful for large classes or for elements of connected speech. Moreover, given the growing emphasis on fluency, the teacher needs to determine whether a student's speech pattern is 'natural' or unsatisfactory in some manner. Hence evaluation techniques that are both reliable and valid, as well as adaptable to large classes, are difficult to develop or implement.

Following introductory remarks to provide a common basis for interaction, the workshop is organized to enable teachers to discuss the methods they use. It is hoped that conversation--and debate--will include a frank analysis of techniques that work as well as those that don't, and why. The workshop is suitable at all teaching levels where speaking assessment is required or desirable.

**Peter E. Nelson**, Ph.D., Chung-Ang University  
309

### **The Critical Eye: Refining Observational Skills Through Media and Culture Studies**

Sun. 1:30 - 2:50

This workshop is designed to introduce two simple classroom activities for exploring fundamental concepts of cultural awareness learning. These activities are intended to help students with lower language proficiency to gain an awareness of the influence of perception on

cultural interpretation, to improve their linguistic skills in objective description and categorization of information and to distinguish between facts and opinions (including stereotyping).

In the first activity, participants will brainstorm, lists of defining features of members of a group of related objects (semantic feature analysis). After this, they will compare/contrast their lists with representative samples of the real objects.

Following this, participants will make a comparative study of three imaginary cultures, sourced from a short, almost dialogue-free animated movie (The Rainbow War). This activity will act as a dramatic introduction to the D-I-E (Describe-Interpret-Evaluate) cultural analysis technique.

**Nicholas Lambert**, Toyo University  
202

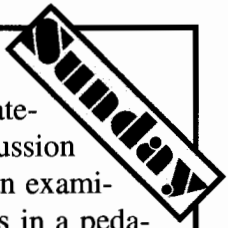
### **Teaching for World Citizenship: Multicultural Thework for EFL**

Sun. 1:30 - 2:50

Part of becoming a true "world citizen" means acquiring knowledge, curiosity and excitement about the countries and cultures of the world. The English language classroom can be an exciting place for Asian students to acquire this "global literacy" as they develop 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 "names around the world", "flags of the world" and "world religions"/ For each activity, the presenter will explain the aims and design, and discuss how the activity could be adapted for different ages and levels. Participants will receive handouts for each activity and a bibliography of multicultural education resources to take home.

**Kip A. Cates**, Tottori University  
401

**Sunday**



### **Making Large Classes Communicative**

Sun. 2:00 - 2:50

This presentation is aimed toward new teachers who want practical ideas for dealing with large classes. The presentation will focus on common problems facing both teachers and students in a large class setting, and offer videotaped examples of possible solutions for discussion and analysis. There will be an opportunity for experienced teachers to share techniques and idea with the group as well.

**Andrew Jackson**, Ewha Womans University  
**Peter Kipp**, Ewha Womans University  
208

### **The Interactive Hypothesis and the notion of feedback in a language-learning environment**

Sun 2:00 – 2:50 pm

Recent literature in second language-acquisition studies has brought to attention the role of context in the process of knowledge-formation (cf. Robinson, 1995). Its conclusions present an argumentation against the notion of an unproblematic status of explicit instructional tasks and suggest that the relevance of instructional stimuli will depend on "the availability of knowledge schemas to organize perception and to direct attention to relevant aspects of the stimulus domain" (Robinson, 1995, :320). Viewing perception as a function of a contextually-dependent relationship between the learner's past and the learner's present raises a question as to the kinds of qualities of feedback which, at least theoretically, would be consistent with this observation.

The Interactive Hypothesis (Long 1996) has been suggested with the view that conversation offers conditions which facilitate such a contextualisation in language processing. In view of this argumentation the paper focuses on the concept of context in the mechanism of feedback provision which underpins the Interactive Hypothesis. The principles which underpin the notion of feedback in the Interactive Hypothesis will be discussed from

a perspective which relates the notion of perception and perceptual category. The conclusions of this discussion will function as a bridge toward/in an examination of the place of the Hypothesis in a pedagogic setting.

**Ania Lian**, University of Queensland, Australia  
302

### **Reflective learning and teaching -- the learning journal**

Sun. 2:00 - 2:50

Through the use of a structured Learning Journal, with questionnaires and reflective question/answer sheets, students can become aware of their learning preferences and how these match their needs. This can then be instrumental in helping them take responsibility for choosing their learning strategies, directing their studies and ultimately becoming more efficient learners. The model used in this study moves from a controlled weekly report and questionnaire (on various learning-related topics) to a freer open format, and leaves the students themselves to assess the data and thereby the learning.

Teachers were given opportunity to use a similar Teaching Journal and to reflect on their own preferences and needs, using the Journal for internal and external reflection on teaching methods and principles.

The study examines the positive and negative results of both types of Journal, looking at implications for the EFL classroom.

**Andrew E. Finch**, Andong National University  
303

### **Checking Student Writing**

Sun 2:00 - 2:50

In checking students' writing, many teachers fall into correcting grammar too much because, frankly, we're not sure what else we can do. There is a lot we can do, both within and without error feedback. For example, building confidence

**Sunday**

and improving student thinking can also be achieved through writing.

What is the balance between how much we should correct mistakes, and how much we should allow a free flow of language? What kinds of things should we look for and what kinds of things should we ignore? How can we teach them correctness and inspire their confidence at the same time? Most of all, how can we mark it fairly? Our reactions will encourage them or silence them.

Time is another problem for teachers marking. Therefore, we will also practice giving helpful feedback on writing in five minutes or less.

**Kevin Smyth**, Kyungil University  
304

***Journeys: Taking the high road or taking the low road***

Sun 2:00 – 2:50

Do you speak English? Do you speak Korean? Often, we associate fluency or mastery of a second language by a person's ability to speak that language. How many times have we made that assumption during our travels and been proven wrong? Wrong, not because of the person's ability to speak but rather because of some weaknesses in their listening ability.

This workshop will examine factors that affect listening comprehension and how barriers to listening comprehension can be overcome. We will do this by looking at realistic listening tasks that increase learners' listening comprehension while improving their basic speaking skills. These activities, designed especially for lower-level students, provide simple tasks with sophisticated content that really works!

You are invited to attend this lively, fun-filled, and practical workshop. See you there!

**Carl Adams**, Prentice Hall

305

**Classroom research discussion group**

Sun 2:00 – 3:00 pm

What is research with a small "r"? Donald Freeman's workshop on Saturday, Andy Curtis' "What EFL teachers learn from action research", and Jane Hoelker's "Idea, design, project: PAC 2 research" have all dealt with this issue. Now here's your chance to talk it over. Join some of the best minds in the business (teachers just like ourselves) as they talk about their research interests and upcoming projects.

**KOTESOL members**

Networking Room, 402

**Using Neuro-Linguistic Programming in the Classroom**

Sun. 2:00 - 2:50

Proposed is an interactive workshop to demonstrate and practice the skills of Neuro-Linguistic Programming (NLP) for the classroom. These are practical skills to facilitate the language learning process which increases the quality of teaching and learning. The skills include rapport, reframing, modeling a learning process, overcoming learning blocks: reading, spelling, English phobia, shyness, stuck in a level, and perfectionism, and eliminating unwanted habits. Teachers of all ages have unknowingly used these skills incorrectly in the classroom, anchoring for example. NLP as a set of advanced communication skills that respects the individual learning style/system of the students. There are three basic learning systems. In Korea the profile of a good student is opposite that of the West. As teachers, we need to teach to that system and not for our customary one. NLP is also an empowering tool for generative change where the students evolves from conscious language to automatic language processed at the unconscious level. Learning becomes easier as students discover that they know more than they think they know and learn to use and expand their present resources now. NLP can be used in small to large

classes for children or adults. Specific NLP tools for specific classes: children-posters, physical movement, the dreaming arm; large classes-metaphorical teaching; small classes-reframing, creating resource parts.

**John Brannick Skye**, Jeonju University  
403

**Animal Crackers**  
Sun 2:00 - 2:50 pm

Animal Crackers reflects the belief that children learn best by doing. Active language experiences in which each child works at his own level form the core of the program. A variety of teaching and learning strategies are suggested:

**TPR-** dominates as a teaching tool for the very young

**Whole Language-** helps students to shape their world in English

**Language Experience Approach-** intensifies children's learning

**Communicative Activities-** follow universally-accepted early childhood experiences

The structural base of this course is enhanced by a unique combination of literature, music, and across-the-curriculum activities in art, language arts, math and science. Its text and activity book pages act as springboards for individual expression. A rich array of extension activities allows for individual expression, enabling the teacher to conduct meaningful lessons for children from weak to the gifted. Above all, the course is easy and rewarding to teach- a real tool that teachers can depend upon to create a positive and enjoyable learning environment.

**Andrew Todd**, Macmillan Heinemann ELT  
405

**Plenary Speaker: Individual Differences, Task-Based Learning and EAP Program Development**

Peter Robinson, Aoyama Gakuin University  
British Council Travel Grant Recipient  
Sun 3:00 - 3:50  
Crown Hall

See page 36 for the abstract.

**The importance of using reading materials a lot**

*This presentation is in Korean*  
Sunday, 4:00 - 4:50

In English education at the lower levels, it seems that emphasis on reading is sorely lacking. This presentation will discuss and analyze data gathered about reading, as well as introduce many methods of teaching reading.

**Tony Joo**, KOTESOL  
208

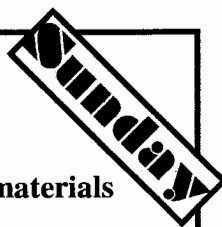
**Using Music in the Educational Process**  
Sun 4:00 - 4:50

Music is a language of its own. It expresses the loves, joys, frustrations and apains of our everyday life. I believe that singing songs is important for language comprehension because singing helps one improve their ability to comprehend stress, intonation, comprehension, and the poetic sense of a language.

Therefore, I want to propose a music seminar that would examine the wonder and beauty of music in the ESL/EFL student's learning process and growth. The seminar is meant to be both organic and experiential in its nature; modelling some ideas about music and discussing musical tools and other possible learning techniques that may be considered more right brain. Also, I will explore the use of music and poetry in memory work. This presentation is insightful and we will spend much of our time exploring questions and comments around these themes. I hope to see you there!

**Yvon Malenfant**, Sejong University  
302

**Classroom Management**  
Sun 4:00 - 4:50



**Sunday!**

This presentation will focus on methods of managing an ESL/EFL classroom. Many time saving and effective methods will be reviewed. Participants will be asked to share their experiences.

**Susan Oaks**, Ewha Womans University  
304

**The Language teaching matrix**

Sun 4:00 -4:50

Jack Richards in The Language Teaching Matrix describes top down processing in listening comprehension as ". . . the use of background knowledge in understanding the meaning of a message . . . It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge or it may be knowledge stored in long-term memory in the form of schemata or scripts" Richards argues further that top-down processing is the foundation for more sophisticated listening skills where the listener analyzes a message "at successive levels of organization." Film and drama offer an invaluable way to enhance top-down processing skills without pressuring the student to identify linguistic elements. This presentation will show university and secondary school educators how to use film and drama to foster the listening skills of their beginner through intermediate level students and lead them towards more proficient levels of listening.

**William Jones**, Korea Maritime University  
309

**KOTESOL Town Hall: Meet the Prez**

Sun 4:00 - 4:50 pm

Election results are in. Here's your chance. Come meet the people you voted for. Shake a hand, make a friend, get involved!

**KOTESOL officers, KOTESOL members**  
Networking room, 402

**Closing Ceremonies and Annual Business Meeting.**

Sun 5:00 - close  
Crown Hall

Visit us! You will be welcome at Pan-Asian Conference II web site.  
[www2.gol.com/users/pnd1/PAC/PACmain/PAC2.html](http://www2.gol.com/users/pnd1/PAC/PACmain/PAC2.html)

## Academic Biographies

**Chitose Asaoke** is an adjunct instructor in the English Language Program at International Christian University in Tokyo, Japan.

**Michele Claire Aucock** is currently employed by The British Council (Seoul) in the capacity of Head of Department, Young Learners. Born and educated in South Africa, Michele has a B.A., an H.D.E. (Higher Diploma in Education), a B.Ed. (Second Language Learning and Teaching) and a masters degree in Applied Linguistics. Her work experience includes three years of ESL teaching to Zulu mother-tongue speakers at Sukuma Comprehensive School, Imbali Township, KawZulu/Natal (1990-1992), teacher trainer/materials developer, LILT Project, Department of Second Language Studies, University of Natal (1195), part-time lecturer in ESL/EFL Methodology to students on the H.D.E. Programme (University of Natal, part-time lecturer in reading and writing methodology to students in both the Education Faculty and the Department of Applied Language (1993-1996). Currently Michele is engaged in EFL teaching to a variety of levels of young learners and adult students at The British Council.

**Jin-hee Baek** graduated from Pusan National University of Education and received Bachelor's degree in Math Education in 1989. She's from Pusan and has taught elementary school there for 9 years. She particularly enjoys using music and chants in the classroom. Jin-hee is currently the treasurer of the Pusan KOTESOL chapter.

**Seung-Bong Baek** has been a full-time instructor in the Department of English Language and Literature at Daejin University in Pocheon, Kyeonggi Province since 1993. He has an M.A. and is currently a Ph.D. candidate in English Literature at Hong Ik University in Seoul. He has also studied at Rice University in the United States.

**Ralph Baldasare** has a BS in Communications and Journalism from New York University and an MS degree in Environmental Education from City College, City University of New York. Mr. Baldasare has been an Editor and a Science Writer, a Wall Street broker and branch manager, and has taught English and Mathematics in the New York City public schools. For the past five years, Mr. Baldasare has been teaching English in Korea.

**William Balsamo** is a professor at Kenmei Women's Junior College (Japan) and has taught in Japan for 12 years. He has taught several classes in creative writing as well as composition and has written several textbooks for college students. He has written a novel and his poetry has been featured in anthologies. At present he is working on a textbook which incorporates the Internet into classroom learning. He is currently the Present of the Himeji-JALT Chapter in Japan.

**Michael Belostotsky**, who holds an M.A. degree in Mathematical Mechanics from Moscow National University, has been teaching in Korea for more than three years at all levels, from young children to adults. For the last two years, he has been teaching college students. Being a generalist by nature he is interested in many areas of improving ESL skills and dealing with the cultural and psychological challenges foreign instructors have to overcome to see their students progress. Another particular interest is to ground general theoretical findings and to develop practical teaching activities that are based on holistic understanding of learner's condition.

**Gregory Bornmann** is Associate Professor at Kibi International University in Japan, where he teaches English to Korea as well as Japanese students.

**Kip Cates** 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 the coordinator of the "Global Issues in Language Education" Special Interest Group of the Japan

Association for Language Teaching (JALT), belongs to the organization "Educators for Social Responsibility" and has given presentations on global education in Thailand, Vietnam, Malaysia, Egypt, Hungary, Canada and the US. He teaches English at Tottori University, Japan as well as graduate courses on global education for the M. A.-in-TESOL program of Teachers College, Columbia University, Tokyo.

**Lynda Chapple** teaches in the English Language Teaching Unit at the Chinese University of Hong Kong. She has been teaching ESL and EFL students for 12 years, and is currently working extensively with film and video in the classroom.

**Cho Sook-eun** received a B.Ed. in Education from Taegu University. She worked for MBC as a Disc-jockey for 9 years until she set off for America to be a counselor at an International Camp in Florida. She owned and taught at Sae Myung Inst. in Pusan for 5 years and, too, taught in the Pusan University of Foreign Studies' Teacher Training Program last summer. She is currently president of the KOTESOL Pusan Chapter.

**Michael Cholewinski**, lecturer at Trident School of Languages, Nagoya, Japan, is applying Complexity Theory to language learning.

**Gerald Couzens**, professor at Kyoto Bunkyo University, teaches college level conversation and writing to false beginners in the university's Clinical Psychology and Cultural Anthropology Departments. His interests and research are in methods that maximize student interaction and communication--in English.

#### **Miles Craven**

**Gina Crocetti**, author of *Culture Shock! United Arab Emirates* (1996) currently works for Youth for Understanding in Gig Harbor, Washington. She earned her master's degree from Portland State University and an RSA TEFLA Diploma from Cambridge. Ms. Crocetti taught in the UAE from 1992 - 1995 before coming to Korea, where

she worked until February 1998. Ms. Crocetti is editor of the KOTESOL book project, a guide to teaching English in Korea. She has given many workshops on the classroom uses of video at TESOL, Inc., KOTESOL, and TESOL Arabia.

**Andy Curtis** is currently an Assistant Professor in the English Language Teaching Unit at The Chinese University of Hong Kong, where he leads an Effective Oral Communications team. His main areas of research activity relate to teacher education, training and development, in particular, approaches to reflective practice. He has been invited to work with teachers' organizations in various countries, including Thailand, Laos, Brunei, Indonesia, the United States and Canada.

**Martin Dibbs** was born in Manchester, England. After earning a degree in Philosophy from the University of Western Ontario, he pursued a career as a professional musician. He toured Canada, the United States and elsewhere until 1992. A songwriter since the early 1970s, he has published more than 300 compositions. His songs have appeared on pop music compilations in Europe and America. Dibbs is a member of the Society of Composers, Authors and Music Publishers of Canada (SOCAN). His work has appeared in *International Poetry Magazine* (E.E. C.), *Serious Intentions* (Croatia), *Biblifantasiac* (UK), *Mailart* (Japan), *The Blotter* (Canada), *Fragment 47* (Canada), *Drift* (Canada), *Time Out* (US), and the *Literary Magazine of Huron College* (Canada). He is currently teaching English at Kwangju University, South Korea.

**Robert Dickey** is engaged at Kyungju University as the sole foreign instructor, teaching English Listening, English Conversation and Public Administration. He has led a number of ELT workshops in the areas of teaching pronunciation and teacher reflection/ethics. He holds a Juris Doctor from Western State University, San Diego (California) and obtained the RSA/Cambridge/UCLES Certificate in Teaching English as a Foreign Language to Adults from ILC-International House, Hastings (England).

**Lanny Dryden** has worked in the area of CALL (Computer Assisted Language Learning) since coming to Japan four years ago. Before that time, he taught with computers and multimedia in English classes for native speakers and ESL speakers for five years in the United States. Mr. Dryden also has long-standing interests in multiple intelligence theory and Jungian archetypal psychology as applied to the study and teaching of English literature and language.

**Michael Duffy** was born in England, and having come to Korea in 1988 to see the Seoul Olympics, decided to stay on for awhile. Since 1990, he has been a professor at Dong-A University, Pusan. He served as vice-president of AETK in 1990-1, and for its first four years was the president of KOTESOL's Pusan Chapter.

**Terri-Jo Everest** has taught English Conversation, Culture, and Composition at Pusan University of Foreign Studies (South Korea) for 2.5 years. She also instructed for several Korean elementary inservice teacher-training programs and taught ESL at McGill University, an institute, and adult educational centre in Montreal. She holds a master's degree in English Historical Linguistics and Diploma TEFL. Ms. Everest is currently the Pusan Tesol Chapter's "Activity Coordinator" "Techniques" editor for TEC, and secretary and a materials designer for KTT (Kotesol Teacher Training). Devising games which actively involve language-learners, learning foreign languages herself, and studying all things etymological are her passions.

**Tom Farrell** has a PhD from Indiana University of Pennsylvania, USA. He is a lecturer at the National Institute of Education, Singapore. His areas of research are teacher training and development, and reflective teaching. He is also the editor of the *KOTESOL Journal*.

**Andrew Finch** is currently the Deputy Director of the Language Center at Andong National University in North Kyongsang Province. Mr. Finch has a B.A. and an M.A. in Music from

Bristol University in the U.K. and an M.Ed. in ELT from Manchester University (U.K.) where he is also presently pursuing a distance Ph.D.

**James Forrest** is currently Head of Teacher Training at Yonsei University Language Center, Seoul, where he has introduced the Cambridge RSA part-time Diploma and intensive Certificate programs. He was previously in Poland as Director of The British Council University Language Centers in Silesia (1991 - 1993) and Warsaw (1993 - 1997). Apart from his center duties, he presented regularly at IATEFL meets, supervised the Cambridge RSA Diploma program in Warsaw and was Team Leader and Trainer for the Cambridge University Oral Examinations. During this period he was also engaged as Director and Trainer for the Teachers' TEFL Update Summer Courses at the University of Brighton in the UK. From 1988 to 1990 he was Director of Studies at the British Council in Seoul, and prior to that Visiting Professor of English Seoul National University, College of Education (1985-1988).

**Yasuyo Fukunage** has a B.A. and an M.A. in American Drama from Sophia University, Tokyo and another M.A. in TESOL from Teachers College, Columbia University. She is an associate professor of Ferris University, Yokohama, Japan and teaches a course on English through global issue movies. She is a founding member of the Association for Teaching English through Movies (ATEM) in Japan and was an organizer of the 1996 International Institute on Peace Education (IPE). She is also a member of the organizing committee of AILA '99 Tokyo, the World Congress of the International Association of Applied Linguistics.

**Steve Garrigues** was born in the US, but prefers to think of himself as a world citizen, having spent most of his life in the Asia and Pacific region (including 4 years in India, 6 years in Tonga, 10 years in Japan and 16 years in Korea). He went to Japan at the age of 18 to study Japanese history and language at Jochi University in To-



kyo, and came away with a wife as well as a BA. Later he changed his major (but not his wife), and did both his MA (Colorado State) and PhD (Lucknow University, India) in anthropology. He has 24 years of university teaching experience in anthropology, Asian studies, linguistics and English. Currently he is in the English Department of Kyongbuk National University in Taegu. His research interests are in comparative Altaic linguists, and language and culture, but his real passions are photography, tea, world music, and helping to bridge the cultural communication gap between people.

**Ronald Gray** teaches at Taejon University. He has taught English at universities in Japan (Wakayama) and Korea. He has lived in Asia for over 10 years. He holds an M.A. in Philosophy from Brown University.

**David Harrington** has taught English as a foreign language for 15 years. He is the co-author of *Speaking of Speech, Street Talk and What's in the Cards*. He is the founder of The English Resource in Kanagawa, Japan.

**Jane Hoelker** has taught EFL and technical English in universities and commercial institutions in Rwanda, Mali and Japan. Currently, she is a visiting professor at Pusan National University, and Research Coordinator for Pan-Asian 2 to be held in Seoul in October, 1999. She received her first MA from the University of Wisconsin-Madison. She is a candidate in the M.A. TESOL Program at the School for International Training in Vermont.

**Robert Homan** is a member of the English Department at International Christian University. His current interests are in developing cooperative learning tasks, and writing textbooks.

**Tae-duck Hyun** is currently the Director of the Language Center at Andong National University. He has a B.A. from Kyungbook National University and both an M.A. and a Ph.D. from Keimyung University in Taegu, South Korea.

**William Jones** holds an M.A. in English from Virginia Commonwealth University. He taught composition, Developmental English, Business Communication and literature in Virginia colleges for five years before coming to Korea one year ago to explore a new avenue of teaching, which is his passion. He enjoys the inventiveness necessary for ESL teaching and intends to pursue a PHD in teaching composition to ESL students.

**Andrew Jackson** is currently teaching at Ewha Womans University in Seoul. He has also taught in Italy, Canada and Spain and is currently an RSA Diploma Trainer at Yonsei University.

**Jane Jackson** is an Associate Professor in ELT at The Chinese University of Hong Kong. A specialist in TESOL teacher education and ESP, her current research and publications focus on case-based learning in teacher education, ESP and content courses. She is co-author of *Campus Bound: Passport to Academic Success*.

**Ji Eun Jang** studied English in middle school, high school, private institutes and at Sogang University's English Institute. Not until she met a Canadian girl in France did she become interested in language study. Currently she is a junior studying political science at Sogang University and hopes to study abroad in England or the US in the future.

**Tony Joo** has been a member of KOTESOL or its predecessors for 9 years and is very interested in English education. As a missionary for 4 years, he studied English intensively. His professional experiences include teaching TOEFL for 15 years and studying the differences between the EFL and ESL teaching environments and teaching methodologies. To pursue this study, he spent 10 weeks carefully observing teachers from the Melbourne Language Center in Melbourne, Australia. Tony believes that middle and high school teachers in Korea need more involvement in an 'integrated' approach: reading, grammar, listening, and speaking from the fourth grade of elementary school.

**Sheng-Ting Kao** has taught English to children for over four years. As a current member of TAEFEE (Taipei Association for Empowering Fundamental English Education), this presenter is also training teachers of English to children and is an M.A. TESOL Program student at Tamkang University.

**Johanna Katchen** has been teaching listening and speaking courses as well as linguistics courses at National Tsing Hua University in Taiwan since 1985. She specializes in using video in English language teaching.

**Charles Kelly**

**Larry Kelly**

**Dennis (Gyung Sik) Kim** is currently vice-president of the Seoul Chapter of KOTESOL. He has been giving presentations on Team Teaching, and is particularly interested in English Education in Korea. He works as an ESL Supervisor at the Bansok Institute. Before that he worked for YBM Sisa ECC Kang Seo. He is TESOL certified and also attends teacher training courses at the graduate school of Yonsei University.

**Duane Kindt**, lecturer at Nanzan University, Nagoya, Japan, is researching practical applications of Complexity theory in language learning. He is currently Book Reviews Editor of JALT's monthly publication, *The Language Teacher*.

**Peter Kipp** is currently teaching at Ewha Womans University in Seoul. He has taught language arts in the United States and has worked in Korea since 1993.

**William Kumai** teaches at Nagoya Seirei Junior College, Nagoya, Japan, and has a background in Plasma Physics and Computer Programming.

**Keith Landry** holds an MA from Tulane University. He previously taught international students enrolled in intensive ten-week EFL courses in Thibodaux, Louisiana. He has taught both on the secondary and university levels in Korea since

1996. He currently is a professor in the Department of English, Kwangju University.

**Gerry Lassche** has been an English teacher in South Korea for two years, and is now the English instructor for LG Chemical Yosu plant Human Resources Team. His background in psychology and counseling motivates him to have a student-centered approach rather than an information-centered one. He believes that it is more important for language to be a shared experience over a structure to be learned.

**Nichols Lambert** currently teaches language and culture courses in Toyo University in Japan. His current interests include the interface of media and intercultural education, as well as materials development. He has also taught classes in Canada and Zimbabwe.

**Stuart Landers** is originally from Florida, USA. He holds an M.A. in American History from the University of Florida. He has been teaching ESL for the past four years, and before joining the faculty of Kyungnam University (in Masan, South Korea) in 1997, he taught at the University of Florida's English Language Institute and at ELS in Taegu, South Korea.

**Charles LeBeau** has been teaching in Japan for over 15 years. He is the chief instructor for NIC Japan's power presentation course and is the co-author of *Speaking of Speech, Basic Presentation Skills for Beginners*.

**Tsung-Yueh Lee** has taught English to children for over ten years. This presenter is currently an executive of TAEFEE (Taipei Association for Empowering Fundamental English Education). This presenter is also responsible for the most teaching sites in public elementary school in Taipei. At present the presenter is working as an English teacher trainer for those teaching English to children and is simultaneously an M.A. TESOL student at Tamkang University.

**Paul Lewis**, is consultant at Aichi-Shukutoku Junior College's Multimedia Centre, Nagoya, Ja-

pan. He received his first degree in Physics and Philosophy, and his MA in Media Assisted Language Learning from Brighton University, England. He is currently Assistant Editor of JALT's monthly publication, *The Language Teacher*.

**Ania Lian** is a professor in the Centre for Language Teaching and Research at University of Queensland, Australia.

**Andrew Lian** is Head of the School of Languages and International Education and a professor of Languages and Second Language Education at the University of Canberra

**Yifang Liao** has taught English for over eight years, is the Program Director of TAEFEE, is responsible for the teaching sites in public elementary school for TAEFEE, and is an English teacher trainer of teaching English to children.

**Michael Lubetsky** is a full-time instructor at Sagami Girls University in Japan, a multiple time debate champion and the author of *Make Your Point, Debate for EFL Students*.

**Yvon Malenfant** was born at a very young age in the little piddly city of Moncton, New Brunswick, Canada. Music has always been an important influence in his life. Today, he's a folksinger in a Celtic band called 'Kellswater,' living in Seoul, Korea. He also enjoys frequenting 'Macondo's' when he can, along with watching movies at a voracious pace. Here and there, he also works as an Instructor full-time at Sejong University, teaching English (ESL) and also facilitating a Religious Studies course. He's interested in inter-faith dialogue, dancing to salsa and mereunge music and drinking good dark beer.

**Doug Margolis** has lived in Korea since 1995. Before that he taught in Seattle, Washington, and before that in Quetzaltenango, Guatemala. He earned his MA. from the University of Hawaii and his AB from Syracuse University in New York. He also studied at Syracuse University, the University of Hawaii, and Sogang University. He

has taught English in Korea for two and a half years, and taught political science in the US for four years.

**Ann Marris** was awarded an MA in English from Oklahoma State University and has completed doctoral work in TESL. With more than eight years of university level teaching experience in the United States, she has also taught middle school ESL students in the Middle East. In 1997, she joined the faculty at Kwangju University, where she teaches in the English Department. She also serves as supervisor of the university's foreign faculty members. In collaboration with a colleague at Kwangju University, she is conducting research into the learning styles of Korean EFL students and the use of the Internet in teaching authentic language in the EFL conversation classroom.

**Jeanne Martinelli**, Korean TESOL National 2nd Vice President and creator and editor of Korea TESOL's newsmagazine *The English Connection's Cultural Column*, has worked on five continents in the ESL/EFL field over the past 18 years as a teacher/facilitator, materials and curriculum designer, international student adviser and cross-cultural trainer. She has served on the teachers' advisory panel at The Art Institute of Chicago and was education consultant for the State of Illinois Art Gallery in Chicago. She holds a BA in Cross-Cultural Communications and an MA in TESOL from The School for International Training and an MA in Interdisciplinary Arts Education from Columbia College, Chicago.

**Kimberly McGrath** is an instructor in the English Language Teaching Unit at The Chinese University in Hong Kong. She teaches ESP courses to business and engineering students.

**Charles Middleton** is currently teaching Freshman English and Graduate Methods to English Majors at Inha University. Mr. Middleton received a BS in Education (Spanish/English) and an MS in Education (Foreign Language Education) from Eastern Illinois

University in Charleston, Illinois. He also received an MA in EFL from Southern Illinois University in Carbondale, Illinois. Before coming to Korea in December 1995, he taught Spanish, English and Theater Arts for 20 years in US high schools and 3 years in DoD Schools in the Philippines and ESL for 2 years in Barcelona, Spain. In December 1995, he accepted a one-year position at ELS Taegu and in March 1997, he started teaching at Inha University in Incheon.

**Paul Moore** has worked as an English language instructor for the past 8 years in Australia, Scotland and Jative methodologies and, in particular, in the advantages of a curriculum which takes into account the diversity of individual development and abilities within an education setting.

**Peter Nelson, Ph.D.** is in the Department of English Education at Chung-Ang University in Seoul. He comes to TESL via a background in economics, public policy and environmental studies, where he worked at major universities in Australia and the US. He has spent the last two years at Chung-Ang where he is involved in teacher training programs. He also finished the RSA/Cambridge Certificate in January and currently is a candidate in the Cambridge Diploma program offered at Yonsei University.

**Wade Nichols** is the founder and president of Banyan Tree Education Foundation. Banyan Tree was opened in 1993 as an education consulting firm. Now the company shelters the foundation which is dedicated to providing free English lessons to orphans around the world. His experiences in Korea include teaching children and adults at a private institute, co-founding institute, designing curriculums for a national chain of institutes and acting as a teacher trainer and representative for Oxford University Press, Korea. He has given dozens of presentations across Korea on topics including classroom management, phonics, songs and chants, games and activities and more.

**Erica Olmstead** studied at St. Olaf College. She

taught TEFL for two years in Uzbekistan with the Peace Corps and then came to Korea where she is currently teaching TEFL at Sogang Institute for English as an International Language.

**Susan Oak** has a master's degree in Second Language Acquisition and Bilingualism from Harvard University and is an instructor and English Program Coordinator at Ewha Woman's University in Seoul, Korea.

**Joo Kyung Park** immediate past president of Korea TESOL, is an assistant professor of the English Department of Honam University. She holds a doctorate in Curriculum and Instruction from Texas A&M University and masters degree in Linguistics from Seoul National University. Dr. Park teaches undergraduate, graduate and teacher training courses. Her teaching and research interests include teacher education, teaching pronunciation, teaching culture and English program development.

**Monica Park** has been teaching Korean to foreigners at Sogang University for about six years. She believes that in a language classroom teachers should consider students' personality and sociocultural factors as well as a knowledge of language itself. Therefore, for the last six years of teaching Korean as a second language she has done extensive research on students' motivation and classroom interaction. She presented 'Listening motivation technique' and 'Writing variables' in IAKLE(International Association of Korean Language Education) conference and also presented 'how to learn Korean' at KOTESOL seminar in 1995.

**Young Ye Park** is an assistant professor in English at Korea Advanced Institute of Science and Technology (KAIST). She also works as an associate director at the Language Center in the School of Humanities. She has been involved in the training program for elementary English teachers since 1996. She has conducted a number of workshops in the material development for teachers. She recently published two resource books for elementary English teachers. Her re-

search interest included material and curriculum development, training of language learning strategies, and teacher training.

**Christopher Jon Poel** is an associate professor of English at Musashi Institute of Technology in Yokohama, Japan. He is currently interested in university entrance exams, cooperative learning and materials design.

**Nevitt Reagan** has an M.A. from San Francisco State University and is an Associate Professor at Kansai Gaidai University in Osaka, Japan. He has also taught ESL/EFL in Honolulu, Kwangju, Chonju, Seoul and San Francisco.

**Jeanne Rogness** is an English conversation teacher at St. Mary's Girls High School in Taejon. She has a B.S. in Education and a Ph.D. in counseling psychology.

**Stephen Roney** teaches EFL and writing at Hoseo University. He is also completing work for a Ph.D. in Cultural Symbol Systems at Syracuse University. He is the host of Seoul Mystery Tours. He also has a B.A. from Queens, an M.A. from Syracuse University and a certification in Journalism from Ryerson.

**Stuart Ruttan** has been teaching ESL/EFL for the past 9 and a half years in Canada and Japan. His memberships are with Canada TESOL, ACTS (editor) and JALT. His academic interests, though varied, are concerned with both improved ESL/EFL pedagogy and deeper understandings of classroom discourses and interactions.

**Sunghee Ryu, Ph.D.** received her bachelors degree in Education from Chungang University. She received her M.Ed. from Seoul National University. She received her Ph.D. in Education from Hyosung Catholic University. Her major area of interest was Child Psychology of Education. She is involved in training elementary school teachers. Presently she is also interested in open education in Korean elementary schools. She is President of the Taegu Research Society in

Open Education. She is presently working to diffuse open education to parents. She has developed a unique open education program for parents.

**Kevin Sampson** is a graduate of the University of Saskatchewan and the University of Calgary. He is currently studying in the University of Manchester Graduate School of Education. He is a visiting professor at the Andong National University Language Center.

**David Shaffer** has been an educator in Korea since 1971. Twenty-three of those years have been at Chosun University, where he teaches EFL and where he completed his graduate studies in linguistics. In addition to teaching college-level courses, Dr. Shaffer has years of experience teaching both elementary and secondary school teacher training programs in EFL methodology and oral and writing skills. He has also prepared elementary school teacher training materials and secondary school textbooks and test materials. Dr. Shaffer also writes a number of language-related columns for *The Korea Herald* and *Herald Week*. He also answers questions at the ESL Café's Help Center.

**Eun-mi Seo** received her Ph.D. in language teaching from the University of the Philippines, Diliman in 1991. Dr. Seo earned a TESL/TEFL diploma at Saint Michael's College, Vermont in 1996. She did Fulbright research at the University of Hawaii, Manoa and was a visiting fellow at the East-West Center in Hawaii. She presents her papers in Korea and in the United States. She has been contributing articles to the Korea Times since 1989. She is currently an assistant professor in the Department of English at Howon University.

**John Brunnick Skye** thinks of himself as a "language coach" and as such, rather than teach or lecture, he coaches in the classroom. He graduated from Syracuse University in 1972 with a major in Teaching English. He has taught ESL/EFL in Korea since 1995. He also taught in the US, Japan, The Philippines, and in Mexico. His

masters degree is in psychology. Mr. Skye has used accelerative learning methods since 1980. He currently lives with his wife, Eun Lee, in Chonju.

**Kevin Smyth** is made happy by teaching, particularly writing. He taught junior and high school English in Canada and participated in marking written diploma exams. He came to Korea three years ago, worked a bit, learned Korean a bit, got married and is now mutually pregnant. He is currently working at Kyungil University and is working on his masters degree out of Birmingham University in England, where he was born.

**Hyunah Song** has been teaching English and Korean at the Jung-Jin Language Institute in Seoul. She teaches all levels of students. She began teaching after returning from Hawaii, where she studied and worked for seven years.

**Yongku Sung, Ph.D.** received his bachelors degree in Education from Kongju National Teachers' University. He received his M.Ed. from Chungnam National University, and his doctorate in Education from Chungnam University. Dr. Song has specifically studied the sociology of education. He is involved in training elementary school teachers. Presently he is interested in open education in Korean elementary schools. He is a member of the Research Society of Open Education. He is immersed in the diffusion of open education in Korean schools.

**Matthew Taylor**, associate professor at Kinjo Gakuin University, Nagoya, Japan, has published on Chaos and Complexity science.

**Julia ToDutka** is the executive director of TOEFL, International Language Programs at Education Testing Services (ETS). Born and raised in Hong Kong, she holds a doctorate in Language and Reading and two masters degrees in Applied Linguistics from Columbia University. Prior to joining ETS, Dr. was a professor at Baruch College, The City University

of Hew York where she also served as Dean of the School of Education and Services. Her research interests include comprehension theories, language acquisition and pedagogy, multicultural, international and global education and teacher education.

**William Tweedie** has tutored English as a Second Foreign Language since 1979 in Canada, the US and Korea, mostly to Asian and Spanish refugees. He founded, coordinated and taught in the first undergraduate arts management program in Canada for three years; taught elementary school in Canada and was at Namju High School in Cheju-do for three years. Mr. Tweedie also has extensive international business experience-working and conducting seminars in Paris, London, Vienna, Orlando and Moscow. Mr. Tweedie conducts regular weekly teacher training workshops in Cheju-do to middle and high school English teachers. He is undertaking the MA in EFL from the University of Birmingham and is currently writing a book which will present in detail the principles of his fundamentally new approach to teaching EFL in Korea: THE PRIME APPROACH. Mr. Tweedie is currently at Korea Maritime University.

**Rodney Tyson** is currently an assistant professor and English programs coordinator at Daejin University in Pocheon, Kyeonggi Province. He teaches in the Department of English Language and Literature and the Graduate Program in English Education. He has an M.A. in ESL and a Ph.D. in Second Language Acquisition and Teaching from the University of Arizona and has taught at universities in the United States and Korea for a total of 13 years.

**Yoshiko Usui** is an adjunct instructor in the English Language Program at International Christian University in Tokyo, Japan.

**Monty Vierra** has taught EFL in Asia for 10 years. He completed a BA and an MA through distance learning, a subject he has written and spoken about for several years.

## Commercial Biographies

**Carl Adams**, co-author of *Journeys* (Listening and Speaking), is professor at Tokyo International University. He has extensive experience as a writer and teacher and teacher-trainer in Asia. Professor Adams has taught in Vietnam, Indonesia, and twenty-five years in Japan. He was the former National Program Chair of JALT.

**Fiona Cook** is a graduate of the Master of Arts in Teaching Program at the School for International Training in Brattleboro, Vermont, USA. She has many years of international teaching experience and has been the Admissions Counselor for the program for the last five years.

**James Finch** graduated from the university of Guelph, Ontario (Canada) with a Bachelor of Arts degree in International Development and a Bachelor of Science degree. He is currently working for YBM Sisa Yong-o-sa as an academic supervisor.

**Dr. Kathy Flynn** is Chair of the Credit ESL Division of Glendale Community College. Dr. Flynn completed her Ph.D. in Applied Linguistics in 1985 at the University of Southern California, Los Angeles; she is the author of several books and published articles, including components of the *Connect with English* series.

**Steve Gershon** received his MA in Applied Linguistics from Reading University (U.K.), has taught in the U.S., Britain, France, and China. He has been teaching in Japan for 12 years and is currently an Associate Professor at Obirin University and Director of Obirin's English Language Program. He is also co-author of the new three-level listening course *Sound Bytes* (Prentice Hall) and the three-level coursebook series *OnLine* (MacMillan-Heinemann ELT).

**Steve Golden** has trained teachers and presented in Korea, Japan, China, Thailand, and Taiwan. He

received his M.Ed. from Temple University in TESOL and has been an active member of the language teaching community. He is currently Pan Asia Manager/ELT for Prentice Hall Asia.

**Melanie Graham** has lived in Korea for six years. She is an assistant professor in the Department of ELT at Seoul National University of Education. She is also a writer for the third and fourth grade Children's English TV shows on EBS. Ms. Graham has given seminars all over Korea and other Asian countries on a variety of subjects in teaching English as a Second/Foreign Language.

**John J. Hagedorn** (B.Ed., MAT) is the director and principle training consultant for Corpcom Services Sdn Bhd in Kuala Lumpur, Malaysia. He designs and delivers training programs in English language teacher-training, workplace English, and business communications. Over the past 15 years, John has lectured in several Asian countries, including Pakistan, Thailand, Taiwan, and Malaysia. He has published a number of articles for educational journals and also wrote a set of four video workbooks for Longman's popular *Gogo loves English* series. He is a columnist for two of Malaysia's leading English language daily newspapers and is presently working on a handbook for business communications.

**Marc Helgesen** is an author of *English Firsthand* and several other series including *Workplace English*, *Impact*, *Talking Together*, and *Active Listening*. He's a professor in the Dept. of Intercultural Studies, Miyagi Gakuin Women's College, Sendai (Japan). Marc has published and presented throughout East Asia for over 16 years. He's previously been a featured or major speaker at Korea TESOL, Thai TESOL, ETA/ROC (Taiwan), and JALT.

**Leo Jones** lives and works in Bournemouth in the UK, where he taught for many years in a language school. He is a freelance writer and teacher trainer and has held workshops for teachers all over the world. Among his best-known books, all published by Cambridge University Press, are *Functions of American English*, *Great Ideas*, and *New*

*International Business English*. His most recent books are *New Cambridge Advanced English*, *Let's Talk!*, and *Welcome!*, a new course for people in the travel and tourism industries.

**John Lowe** is the regional ELT manager for ITPA. He has taught EFL and worked as a teacher trainer in Switzerland, Libya, Bulgaria, and Japan. He is now based in Singapore and has presented at many conferences throughout Asia.

**Nick Lutz**, ELT Marketing Manager (NEA), has been involved with ELT since 1992. During this time, he has taught in Japan and Singapore and has presented on numerous occasions at MELTA, Thai Tesol, TESOL, TEFLIN, and various regional conferences. While in Singapore, he obtained a CTESL from the Regional English Language Center (RELC), a part of SEMEO.

**Yoko Matsuka** holds an MA in TESOL from CSU, San Francisco, is the director of MPI and a lecturer at Tamagawa University, and is the author of many books and teaching materials.

**Ritsuko Nakata** is one of the foremost educators and teacher trainers of children's teachers in Japan. She is the president of the International Institute for English Education of Children (IIEEC), Teacher Training Center, and chairperson of the Association of English Teachers of Children (AETC). Ms. Nakata has developed a very popular new method for teaching EFL Students, called the MAT (Model, Action, Talk) Method. She is also a well-known author, and is co-author of *Let's Go*, the popular children's course from Oxford University Press.

**Wade Nichols** is the founder and president of Banyan Tree Education/Foundation. Banyan Tree was opened in 1993 as an education consulting firm. Now the company shelters the foundation which is dedicated to providing free English lessons to orphans around the world. His experiences in Korea include teaching children and adults at a private institute, co-founding an institute, designing curriculum for a national chain of institutes, and acting as a teacher trainer and rep-

resentative for Oxford University Press, Korea. He has given dozens of presentations across Korea on topics such as classroom management, phonics, songs and chants, games and activities, and more.

**Tim Otto** is the president and CEO of CALI, Inc., the makers of ELLIS, the English Language Learning and Instruction System. Mr. Otto has been with CALI since its beginnings in 1990 and has been an integral part of making ELLIS the most exceptional English training program in the world.

**David Paul** is author of *Finding Out, Communicate*, and *Songs and Games for Children*. He is also the East Asian representative for the University of Birmingham Distance MA in TEFL/TESL. He founded David English House in an apartment in Hiroshima in 1982 without any capital. David English House has now become synonymous throughout East Asia with effective student-initiated education.

**Stanton Procter** has lived in Korea for six years. He is an assistant professor in the Department of ELT at Seoul National University of Education. He is also a co-host of a teacher training show for Korean elementary school teachers of English on EBS. Mr. Procter has given workshops all over Korea on a variety of subjects in teaching English as a Second/Foreign Language.

**Thomas Robb** is a professor at Kyoto Sangyo Daigaku in the Faculty of Foreign Languages. He has been a computer user for 20 years and has been surfing the net for seven years. Professor Robb is involved with the TES-L lists and is the technical editor for TESL-EJ (electronic journal). His main focus is on ways to use the internet effectively for language teaching and learning. He is a past president of JALT (national) and is on the executive board of TESOL Quarterly.

**Chuck Sandy** is co-author, with Jack Richards, of *Passages*, several components of the *Interchange* series, as well as several other projects forthcoming from Cambridge University Press. He has di-



rected English language programs and taught in universities, language institutes, and teacher-education centers in Japan, the United States, Korea, and Brazil. In addition, he is a frequent lecturer on English language teaching throughout Asia, South America, and the United States. He is Professor of English Language and Culture at Chubu University in Japan.

**Dan Schulte** is the E.L.T./Education Representative for Cambridge University Press in Korea. He has several years of training and teaching experience in E.F.L. in the United States, Japan, and in Korea. He has made presentations to teachers throughout both Korea and Japan in the form of seminars and workshops at various universities and teacher conferences.

**Andrew Todd** has taught EFL in universities, public schools and commercial institutions. He has been involved in ELT publishing for the past three years. A member of the executive committee of Korea TESOL, Andrew is currently the ELT Marketing Manager for Macmillan Heinemann in Korea.

**Chris Wenger** is Senior Development Editor for ITPA (ELT). He has been involved in ELT teaching, materials writing, and publishing in Asia over the last ten years.

## KOTESOL EVENTS

❖ **Cholla Conference:** March 1999

❖ **Pusan Conference:** May 1999

❖ **Spring Drama Festival:**  
Taejon -- May, 1999

❖ **PAC 2:** October 1, 2, & 3, 1999

❖ **Chapter Meetings!**

## PAC2 ASIAN YOUTH FORUM

**October, 1999 Seoul, Korea**

The Second Pan-Asian Conference will be held October 1, 2, and 3, 1999 in Seoul, Korea at the Olympic Park Tel, site of the '98 Olympics. PAC2 is sponsored by KOTESOL, JALT and Thai TESOL, and is supported by IATEFL and TESOL, Inc. The theme is Teaching English: Linking Asian Cultures and Contexts.

An Asian Youth Forum will be organized to bring together young people from Korea, Japan, Thailand and other Asian countries to discuss language, culture, global issues and international understanding through the medium of English-as-an-Asian-language. Students will take part in academic events (ie., discussions on language learning, cross-cultural communication workshops, seminars on Asian stereotypes, etc.), as well as social events (ie., excursions in Seoul, visits to Korean schools, cultural performances).

If you and your students are interested in participating in these events (serving as guides for Japanese, Thai, Asian student visitors, in the city of Seoul; hosts at your school; homestay hosts, etc.). Contact:

**Kip Cates,**