

KOREA TESOL '95

Yonsei University Oct. 27-29

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KoTESOL Express Bus
INTO THE WORLD
THROUGH
LANGUAGE AND CULTURE

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KOTESOL Technologies Committee.



GREETINGS!

Welcome to the Third Annual Conference of the Korean affiliate of Teachers of English to Speakers of Other Languages! The theme we've given this biggest and best KOTESOL conference yet, is "*Into the World Through Language and Culture*". We are proud to welcome so many English teachers, more than have ever before come to this 3-day event; three days packed with the kinds of opportunity unequalled in Korea for the degree of cross-cultural interaction possible between teachers from every classroom, of students from every proficiency level. Veteran KOTESOL members and new members alike have demonstrated by their enthusiastic pre-registration that this organization must be doing something right. A record number of teachers are here this weekend, and the organizers take your presence as a vote of thanks for doing a good thing, as well as a call to do even better in the future. To do this, it will remain important to involve more teachers just like you; Koreans and expatriates working together to seek out and embrace new ideas that can shape and inform the way their association, and our association business, is conducted.

Those who labor through the long hours, days, weeks and months of planning and preparing these meetings while continuing to perform their normal teaching duties, do so by taking time off from their usual efforts building local chapters, producing the journal, maintaining membership and financial records, conducting SIG functions, visiting others' classrooms, staging drama events and contests, and generally keeping the flame of collegiality burning brightly. They, we, welcome all English teachers to join the movement to improve and make more user-friendly the process and product of the profession. The participation of so many teachers from so many different types of institution; from every proficiency level proves that this forum, designed as it is for the benefit of the English teacher of any nationality, is a unique and vital resource of energy and inspiration. Your presence here at Yonsei University shows more than anything else can, that you appreciate what is offered here on your behalf, and allows you to see something of what has gone into the making of Korea TESOL.

The coming years will continue the development and improvement of the effectiveness of KOTESOL, and expansion of the benefits of membership and participation. Many minds and hands and hearts must always be joining in pursuit of these values. Ours is a volunteer organization and can thrive only by including the greatest number of dedicated colleagues. There is no shortage of opportunity for teachers who seek the experience of contacts in the profession: networking solutions to problems, sharing methods of teaching, miniconferencing and other activities and efforts of broadly shared interest. Fresh ideas and energy are strongly needed. Committees cry out for new spirit and energy. Goals remain to be articulated and pursued. Policies remain to be worded and proposed and discussed and studied and adopted. Leaders need to step forward, both to lead and to follow.

Korea TESOL is for you and your professional future, but it also needs you. You and others who will follow in your footsteps, our footsteps, are the future of English language instruction in Korea. This is a fact, and not a trivial one. Thank you for proving, by your presence here, that it matters as much to you as it does to us.

Who (Koreans and non-Koreans) and What (English Teachers) We Are

KOTESOL is many different things to a diverse aggregation of people. First of all, it is the independent Korean affiliate of a growing international movement of teachers whose students' first language is not English. The international organization, Teachers of English to Speakers of Other Languages, Inc., founded in 1966, is a movement in the sense that its goals and motivations are oriented toward change, in the form of self-improvement as teachers; teachers who measure results in terms of demonstrably improved fluency in their students.

KOTESOL is completely autonomous and independent with its own constitution and bylaws, financial policies, programs and adjuncts. The adoption of the TESOL name implies an acceptance of international standards established by TESOL for instruction, testing, research, theory and pedagogy. It also implies acceptance of KOTESOL by the international organization as having the same general mission and sharing in the broadest sense ideas about that mission. -

The mission of Teachers of English to Speakers of Other Languages, according to a May 1993 headquarters statement is to "strengthen the effective teaching and learning of English around the world while respecting individuals' language rights". TESOL promotes scholarship, disseminates information and strengthens instruction and research."

There are over 22,000 members of TESOL worldwide, including teachers in training, administrators, researchers, materials writers and curriculum developers. Membership in KOTESOL is separate from the international body. Korean English teachers are not universally interested in the same issues as teachers of other countries and we also have concerns that are of particular relevance to the Korean state of affairs and of little interest outside.

There are chapters of KOTESOL in Seoul, Taejon, Pusan, Taegu, Ulsan and Cholla-do. Members unaffiliated with chapters come from Cheju, Wonju, Kongju, Changwon, Kangnung, Kochang, Yongin and other cities large and small throughout the nation. Every KOTESOL member, indeed every English teacher, is welcome to attend any regular meeting of any chapter. Members receive the official quarterly publication, *Language Teaching: The KOTESOL Journal*, now printing over 1000 issues quarterly; it is a rich blend of articles by, and of interest to English teachers, as well as teaching tricks, information about career moves, news of chapter activities, international connection information and more.

Chartered locals sponsor special events and programs like the popular drama contests Taejon and Cholla chapters have sponsored in recent years. The annual conference is held in the fall, and is scheduled to avoid conflict with the annual meetings of JALT and Thai TESOL, with whom plans are well-advanced to hold a Pan-asian Conference in January, 1997.

The individual friendships that develop from these groups and meetings and programs and activities and committees and their development have all helped to build KOTESOL into the effective and useful entity it has become. The process has been strengthened by the establishment of close ties between a growing number of commercial providers of language teaching materials and services.

Korea TESOL, then, is all of these things and more. It is special interest groups (SIGs) for global issues and computer assisted language learning; for teacher training and L2 level-specific technique development, and more. But it will never be more than its members and adherents make of it, and whatever it becomes, it will always be a uniquely Korean organization, shaped and maintained by English teachers who are themselves guided by their experiences in the Korean educational milieu. Expatriate teachers find here an opportunity to network with other native speakers and Korean colleagues, seeking maximal access to any fluency building resource available. So Korea TESOL then will be whatever we make of it. Every member teacher can help to improve it and all of us will benefit from that improvement.

ACKNOWLEDGMENTS

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KOREA TESOL CHAPTER OFFICERS

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Ulsan Chapter

President: Tony Smith

The 1995 Conference Committee expresses its tremendous appreciation for all of the help that our students have given during the conference. They remind all of us that they are the principal reason we are here together at Yonsei University, and wherever we work, trying to go into the world through language and culture with them and with each other.

THANK YOU!

Special thanks for their work on the program, to student editors
Hwang Ji Hyun and Park Woong-seok of the Wonkwang Herald

KOREA TESOL 1996

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SPECIAL EVENTS

Spring '96 Korea TESOL Drama Festival

Hannam University, Taejon

May 25, 1996

Contact: Carl Dusthimer

(Tel: 042 634 9235, E-mail: dustman@eve.hannam.ac.kr)

CALL Mini-Conference

CALL SIG

Summer '96

Contact: Kim Jeong Ryeol

(Tel: 051 895 7117, E-mail: jlkim@hyowon.pusan.ac.kr)

Fall '96 Korea TESOL Drama Festival

Chonbuk National University, Chonju

September 21, 1996

Contact: Todd Terhune

(Tel: 0652 70 2736, E-mail: terhune@chonbuknms.chonbuk.ac.kr)

One Sky One World

Kite Fly for the Environment

Global Issues SIG

Yoido, Seoul

October 12, 1996

Contact: Demetra Gates

(Tel: 042 672 7205, E-mail: degates@eve.hannam.ac.kr)

KOREA TESOL 1996

1995 Korea TESOL Conference

Schedule of Events and Presentations

Friday, October 27

7:00--9:00 p.m.

Pre-Conference Reception

Allen Hall

Saturday, October 28

8:00 am

Conference Registration

9:30--9:50 a.m.

Welcoming Address
Dr. Song Ja, President,
Yonsei University

10:00--10:50 a.m.

Concurrent Sessions I

- | | |
|---|-----------|
| 1. Noor Liza (Addison-Wesley Longman, Singapore) | Room G-1 |
| Multi-Cultural Literature for Children: Creating an Interactive Language Environment for Children | |
| 2. Kim Koomi (Yonsei University, Korea) | Room G-4 |
| Goodman's Miscue Analysis: Similarities Among L1 and L2 Readers | |
| 3. Albert Dudley and Paul Lewis (Kinjo Gakuin University, Japan) | Room AH-1 |
| A New Alternative for Communicative CALL | |
| 4. Sinyoung Ra (Osaka Jogakuin High School, Japan) | Room G-6 |
| Identity in EFL Teaching: Who Are We Koreans Born in Japan? | |
| 5. Songsri Soranastaporn (Mahidol University, Thailand) | Room AH-2 |
| Experience in English Education for Health Care Professionals in Thailand | |
| 6. Steven Gershon (Obirin University, Japan) | Room 503 |
| Get On Line | |
-

11:00--11:50 a.m.

Concurrent Sessions II

- | | |
|--|-----------|
| 1. David Paul (David English House, Japan) | Room G-1 |
| Why Imported Ideas Don't Work | |
| 2. David Fisher (Prentice Hall, Singapore) | Room AH-2 |
| Fifty-Fifty: Coping with Large Classes | |
| 3. John Lowe (International Thomson Publishing, Singapore) | Room AH-1 |
| Atlas: Learner-Centered Communication | |
| 4. Trudie Heiman (Tokushima Bunri University, Japan) | Room G-6 |
| Personal Development: Journal Writing for L2 Learners | |
| 5. Laurence Anthony (Okayama University of Science, Japan) | Room 115 |
| Evaluation and Selection of Textbooks for the EFL Classroom | |
| 6. Marc Helgesen (Miyagi Gakuin, Japan) | Room G-4 |
| Active Listening--Right from the Start | |
| 7. Fiona Cook (School for International Training, USA) | Room 503 |
| MAT Program Options at the School for International Training | |
-

12:00--1:20 p.m.

Lunch and Publisher's Displays

1:30--2:20 p.m. Saturday's Plenary Sessions

- | | |
|--|----------|
| Milton Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)
Teaching Intercultural Competence | Room G-1 |
| Jack Richards (City University of Hong Kong, Hong Kong)
The Maxims of Second Language Teaching | Room G-4 |

2:30--3:50 p.m. 80 Minute Concurrent Sessions III

- | | |
|--|-----------|
| 1. Rachel Walzer (Aoyama Gakuin Women's Junior College, Japan)
Teaching Communication Through Drama | Room AH-1 |
| 2. Shari Berman (Harcourt Brace, Japan)
Singing, Chanting Telling Tales: No Special Talent Required | Room G-1 |
| 3. Michael Lewis (LTP Publications, UK)
The Lexical Approach | Room 503 |
| 4. Steve McGuire (Nagoya University of Arts, Japan)
Bringing the Internet into the Classroom: Resources for Teachers and Students | Room AH-2 |
| 5. Gerald Couzens (Miyagi Gakuin, Japan)
Cross Cultural Teaching Methodologies | Room G-6 |
| 6. Johanna Katchen (National Tsing Hua University, Taiwan)
"Who Dunnit..." | Room G-4 |

4:00--4:50 pm Concurrent Sessions IV

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|---|--------------|
| 1. Janet Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)
Communication Style Differences in the Classroom | Room G-1 |
| 2. Kip Cates (Tottori University, Japan)
Innovative Approaches to Global Issues | Room AH-1 |
| 3. Marc Helgesen (Miyagi Gakuin, Japan)
Taking Reading to Task | Room G-6 |
| 4. Thomas Farrell (Yonsei University, Korea)
Reflective Teaching and Burnout: Exercises in Rational and Irrational Thinking | Room G-4 |
| 5. Steve Garrigues (Kyongbuk National University, Korea)
Hot Breezes on a Cool Day: Problems of Konglish for English Teachers and Learners | Room 503 |
| 6. Dwight Strawn (Yonsei University, Korea)
Writing for the Korea TESOL Journal | Seminar Room |
| 7. Ted Nickelsburg (ELS Socho, Korea)
The Need for English in Science and Technology | Room 508 |

A cloakroom has been provided for your convenience in Room G-9.

The KOTESOL Annual Business Meeting will be held at 12:30 on Sunday (room to be announced). Help put KOTESOL on its future course.

5:00--5:50 p.m. Concurrent Sessions V

- | | |
|--|-----------|
| 1. Jack Richards (City University of Hong Kong, Hong Kong)
Interchange--A Users' Workshop | Room G-1 |
| 2. Vaughan Jones (Heinemann, UK)
Give Your Class An Extra Dimension: 20 Activities for Teaching | Room AH-1 |
| 3. Karen Chiang (Prentice Hall, Singapore)
Reach Out and Step Out to English | Room G-6 |
| 4. Claudia Hett Payne (Chonnam National University, Korea)
"..but I'm So Poor" | Room G-4 |
| 5. Susan Truitt (Seoul Theological University, Korea)
Anxiety and Beliefs about Language Learning: A Study of Korean University Students Learning English | Room 503 |
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5:30--6:50 p.m. 80 Minute Workshop

- | | |
|--|-----------|
| Andy Kim, (Kijeon Women's Junior College, Korea)
Pronunciation Pairs for Korean Teachers (In Korean)
(Note: overlaps with Current Sessions VI) | Room AH-2 |
|--|-----------|
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6:00-6:50 p.m. Concurrent Sessions VI

- | | |
|---|----------|
| 1. Chris Foley (Cambridge University Press, UK)
Words in Motion: An Interactive Approach to Writing | Room 115 |
| 2. David Gray (Japan)
I Was Attacked by a Car: The Need for Monolingual Dictionaries in Language Acquisition | Room G-1 |
| 3. Kathy And Phil Beal (United Methodist World Mission, Korea)
Using Korean Folklore in Classroom Drama | Room G-4 |
| 4. Scott Payne (Chonnam National University, Korea)
Computers for Listening: A Non-Techno-Nerd Demonstration | Room 115 |
| 5. Eric Strickland (Yonsei University, Korea)
Konglish: What Is It and Where Does It Come From ? | Room G-6 |
-

7:00--9:00 p.m. Korea TESOL Conference Banquet

Allen Hall

Sunday October 29

8:00-12:00 a.m. Conference Registration

9:00-- 9:50 a.m. Concurrent Sessions I

- | | |
|--|-----------|
| 1. Simon Greenall (Heinemann, UK)
What Do You Look For in Your Textbook | Room G-4 |
| 2. David Paul (David English House, Japan)
Teaching Korean Elementary School Children Effectively | Room G-6 |
| 3. Noor Liza (Addison-Wesley Longman, Singapore)
Balancing the Language and Culture Equation in the Classroom | Room G-1 |
| 4. Eun Mi Seo (Chonbuk Sanup University, Korea)
Using Literature at Lower Levels | Room 503 |
| 5. Michael Behan (Yonsei University, Korea)
Literature and Language Teaching: Two Approaches | Room 508 |
| 6. Della Summers (Longman, UK)
Frequency and the New Longman Dictionary of Contemporary English | Room AH-1 |
| 7. Michael Lewis (LTP Publications, UK)
Ten Things You Can Do in Any Class | Room AH-2 |

10:00--11:20 a.m. 80 Minute Concurrent Sessions II

- | | |
|--|-----------|
| 1. Chong, Chae-in, Lee Kyung-hee (Taegu Tong Middle School, Korea)
Writing Songs and Jazz Chants to Supplement Middle School Lessons (Bilingual presentation) | Room AH-1 |
| 2. Michael Furmanovsky (Kobe University, Japan)
Culture and Language Through TV Commercials | Room G-4 |
| 3. Kay Countryman (Samsung, Korea)
Communicative Activities for the Grammar Class | Room 503 |
| 4. Tom Duvernay (Dongguk University at Kyongju, Korea)
The Internet and You | Room AH-2 |
| 5. Glen Penrod (Samsung, Korea)
Closing the Gap Between Controlled and Free Expression in Conversation Classes | Room G-6 |
| 6. Amy Yamashiro and John McLaughlin (Keio Shonan-Fujisawa High School & University, Japan)
The Model United Nations: A Simulation for EFL | Room G-1 |

11:30--12:20 p.m. Sunday's Plenary Sessions

- | | |
|---|----------|
| William Acton (Nagoya University of Business and Commerce, Japan)
Why Every Body Learns Language Best Through Drama and Movement | Room G-6 |
| Jack Richards (City University of Hong Kong, Hong Kong)
Cooperative Approaches to Language Teaching | Room G-1 |

12:20--1:30 p.m. Lunch and Publishers Displays

1:30--2:20 p.m. Plenary Sessions (continued)

- | | |
|---|----------|
| Janet Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)
Teaching Intercultural Competence | Room G-1 |
| William Acton (Nagoya University of Business and Commerce, Japan)
Why Every Body Learns Language Best Through Drama and Movement | Room G-6 |

2:30--3:20 p.m. Concurrent Sessions III

- | | |
|---|-----------|
| 1. Marc Helgesen (Miyagi Gakuin, Japan)
Ten Tricks for...Making An Impact | Room G-1 |
| 2. Byoung Chul Min (BCM, Korea)
Ugly Koreans, Ugly Americans: Preparing for Intercultural Communication | Room G-4 |
| 3. Yeom Ji Sook (David English House, Korea)
Elementary School Teachers Activities Kit for Large Classes | Room G-6 |
| 4. Daniel Evans (St Michael's College, USA)
Pronunciation and Culture for Koreans: A Content-Based Approach | Room AH-2 |
| 5. Ben Adams (Suwon University, Korea)
The Heart of the Matter: Content-Based Language Instruction in Korea | Room 503 |
| 6. David Carter (Yonsei University, Korea)
To "Catch the Conscience of the King:" Cultural Awareness Through Drama | Room AH-1 |

3:30--4:20 p.m.

Concurrent Sessions IV

- | | |
|---|-----------|
| 1. Milton Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)
Methods of Overcoming Ethnocentrism | Room G-1 |
| 2. Shari Berman (Harcourt Brace, Japan)
Great Conversations Must Be U.S.E.D. | Room AH-1 |
| 3. Vaughan Jones (Heinemann, UK)
Get Your Students Hooked on Books | Room G-6 |
| 4. John Raby (Saxoncourt, Japan)
Testing Children--Do It with STYLE! | Room G-4 |
| 5. Toshiko Sugino (Nihon University, Japan)
Teaching Culture in the EFL Classroom Through Multi-Ethnic Literature | Room AH-2 |
| 6. Paul McCullough (Yonsei University, Korea)
Comprehensible Output: A Key to Improving Oral Proficiency in TEFL | Room 503 |

4:30--5:20 p.m.

Concurrent Sessions V

- | | |
|--|-----------|
| 1. Jack Richards (City University of Hong Kong, Hong Kong)
Developing Conversation Skills | Room G-1 |
| 2. Simon Greenall (Heinemann, UK)
The Greening of English: Developing Socio-Cultural Awareness | Room G-4 |
| 3. Kyongho Hwang (David English House, Korea)
Why Do Learners of English in Korea Focus on Less Important Words While There Are More Useful Words to Learn First? | Room G-6 |
| 4. Deryn Verity (Osaka University, Japan)
Route Knowledge and Map Knowledge: A Paradigm for Learning | Room AH-2 |
| 5. Jon Noble (Yonsei University, Korea)
Globalized Teaching Materials | Room 503 |
| 6. Hiroshi Noro, Hiroshi Tanabe, Yuka Shigemitsu (Tokyo Kogei University, Japan)
CALL in Action: Wow, It's Fun | Room AH-1 |

5:30 p.m.

Korea TESOL Final Bash
Book Lottery and Farewells



Thai TESOL, Japan's JALT, the JALT Global Issues Group and the Korea Federation of Environmental Movements are represented in Room F-16.

Korea TESOL Executive Meetings

Saturday, October 28

7:30 - 8:00	Conference Committee Breakfast	Allen Hall
10:00 - 10:50	Search Committee Meeting	Executive Board Room
11:00 - 11:50	Chapter Presidents' Meeting	Executive Board Room
2:30 - 3:50	Executive Board Meeting	Executive Board Room
4:00 - 4:50	Publication Committee Meeting	Executive Board Room
10:00 - 11:00	SIG Meeting	Executive Board Room

Sunday October 29

7:30 - 9:00	Pan-Asian Conference C'tee Breakfast	Seokyo Hotel Reception Room
11:00 - 12:00	Committee Chairs Meeting	Executive Board Room
12:30 - 1:00	General Business Meeting	Plenary Hall
2:30 - 3:00	Finance Committee Meeting	Executive Board Room
3:00 - 3:00	Advisory Committee Meeting	Executive Board Room
3:30 - 4:00	Public Relations Committee Meeting	Executive Board Room
4:00 - 4:30	International Affairs Committee Meeting	Executive Board Room
4:30 - 5:00	Conference Committee Meeting	Executive Board Room
5:00 - 5:30	Meeting with Publishers	Executive Board Room

The Thirtieth Annual Convention and Exposition
 Teachers of English to Speakers of
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TESOL 96

Host Affiliate: Illinois TESOL-BE

March 26-30, 1996
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1996

For more information please contact:
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Korea TESOL Special Interest Groups (SIG)

We all share the teaching the English language, but the field is so broad that we can often find ourselves not having that much in common with the colleagues we meet everyday. For example, there may be 25 people scattered across the country that are interested in the same area of teaching, but no network to help them share ideas or coordinate their efforts. This is where KOTESOL SIGs enter the picture. Thusfar, we have established five SIGs in areas where interest has been expressed by the membership. These are:

Computer Assisted Language Learning (CALL)

Contact: Kim Jeong Ryeol (Tel: 051 895 7117,
email: jlkim@hyowon.pusan.ac.kr

Global Issues in Language Teaching

Contact: Demetra Gates (Tel: 042 672 7205,
email: degates@eve.hannam.ac.kr

Elementary Education

Contact: Park Joo-kyung (Tel: 062 267 9357,
fax 062 940 5005)

Secondary Education

Contact: Kwon Oryang (Tel: 02 533 5217,
fax: 02 536 7542)

Post Secondary Education

Contact: Andrew Perkins (Tel: 0431 66 0873,
fax: 0431 53 8527)

**THERE WILL BE A SPECIAL INTEREST GROUP SESSION
AT THE CONFERENCE ON SUNDAY 2:30-3:00 IN THE
SEMINAR ROOM ON THE 2nd FLOOR OF THE
LANGUAGE CENTER**



Plenary Addresses

Saturday

1:30--2:20 pm

Milton Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)

Teaching Intercultural Competence

This presentation will review the conceptual basis of the field of intercultural communication and explore issues that affect teaching with a "theory into practice" approach. Specifically, it will define subjective culture and its relationship to language, provide a framework for interaction analysis, and provide examples of how intercultural competence can flow from this understanding.

Milton Bennett completed his PhD degree specializing in intercultural communication at the University of Minnesota. He also holds an MA in language arts and psycholinguistics from San Francisco State University. Bennett created the graduate program in intercultural communication at Portland State University, where he was a faculty member for 15 years. For more than 20 years he has designed and conducted training in intercultural relations for teachers, faculty, managers and human service professionals. Now he is co-director of the International Communications Institute which sponsors the Summer Institute for Intercultural Communication. Bennett is known for his work with developmental approaches to intercultural sensitivity and is coauthor (with Ed Stewart) of the revised edition of American Cultural Patterns.

Jack Richards (City University of Hong Kong, Hong Kong)

The Maxims of Second Language Teaching

It is an axiom of teaching that teachers set out to make their lessons effective. But what criterion do teachers draw on in trying to create successful lessons and to judge the effectiveness of their own teaching? This paper seeks to explore these questions by examining language teachers' understanding of teaching and the motivations for teachers' decisions and actions during instruction. Teachers possess rational orientations towards teaching as well as personal beliefs about what constitutes good teaching and these lead them to try to create specific conditions in their classrooms. The conditions they try to create reflect the teacher's view of the role of the teachers and the learners, their beliefs about the kind of classroom climate they think best supports learning, what they believe constitutes good methodology, and the quality of classroom interaction and language use they seek to achieve. The basis for teachers' goals for lessons and their interventions during teaching will be discussed in terms of working principles or maxims which teachers refer to as they teach. Drawing on data taken from conversations with teachers, narrative accounts of lessons and analyses of lesson transcripts, the notions of teaching maxims will be discussed. These will be seen to provide teachers with the working principles which they use to guide themselves through lessons and which they refer to in monitoring and when necessary, redirecting their teaching. The nature of these maxims will be illustrated and their implications for teacher education explored.

Jack Richards is head of the Department of English at City University of Hong Kong. He has published many coursebooks and other, more theoretical works and is the editor of a number of major series from TESOL and other publishers.

Tell us what you like (or don't like) about the conference and what we can do better next year? Better still, volunteer to help organize KOTESOL '96!

Sunday

11:30--12:20 pm Sunday's Plenary Sessions

William Acton (Nagoya University of Business and Commerce, Japan)

Why Every Body Learns Language Best Through Drama and Movement

The importance of kinesthetic techniques in second language learning is well established. However, other than limited applications such as the Total Physical Response Method, there has been little systematic attention paid to "body learning" or the kinesthetic dimensions of second language acquisition in general. This presentation will consider why that is, and what the role of the body will be in post-communicative language teaching.

Bill Acton teaches English at Nagoya University of Business and Commerce. Prior to going to Japan in 1991 he had taught applied linguistics at the University of Houston. For the last 20 years, his primary research interest has been in the role of the body in language learning and teaching.

Jack Richards (City University of Hong Kong, Hong Kong)

Cooperative Approaches to Teacher Development

A key component of teacher self-development is reflective examination of one's own teaching practices. This paper discusses ways in which teachers can collaborate in the examination of their own teaching, through collaborative journal writing, self-reports, peer observation, audio and video-recording, case studies and action research. The benefits that can be obtained from these activities will be discussed.

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Presentation Abstracts

Saturday

10:00--10:50 a.m. Concurrent Sessions I

1. Noor Liza (Addison-Wesley Longman, Singapore)

Room G-1

Multi-Cultural Literature for Children: Creating an Interactive Language Environment for Children

Language is culture in action, reaching out to others across cultural and linguistic boundaries (Savignon, 1983).

Multicultural literature constitutes a direct and pleasurable means of communicating cultural ideas and values and gives children a cultural experience in common with children living in the target culture (Curtain/Pesola, 1994).

Story telling, within a framework that includes Total Physical Response and Language Experience, has value for the foreign language classroom. The workshop looks at research and theory in the L1 and L2 literature and offers motivating materials for a successful language learning environment. The session focuses on traditional rhymes, finger plays, songs, stories, chants and games; activities for children to share their ideas, opinions and feelings; multi-cultural awareness through literature and storytelling; and authentic stories from target culture.

Noor Liza is the regional ELT manager, Asia for Addison-Wesley Longman and a teacher trainer in Asia since 1986. She was a lecturer in linguistics and methodology for the South East Asia Ministries of Education (SEAMEO) Regional Language Center based in Singapore. She was also a member of the task force for the five-year Active Communication Teacher Training Program for the Ministry of Education in Singapore. Her BA is in literature and education from Ohio University and MA from Georgetown University in the USA. She regularly presents in workshops and conferences in South East Asia, Taiwan, Korea and Japan.

2. Kim Koomi (Yonsei University, Korea)

Room G-4

Goodman's Miscue Analysis: Similarities Among L1 and L2 Readers

In this research project my three major hypotheses as I observed both first and second language readers' language performance using Goodman's miscue analysis procedure were: 1. The main differences between L1 and L2 speakers are at the performance rather than competence level. 2. If one of the cuing systems is violated, L1 speakers notice the violation automatically (subconsciously) whereas for L2 readers, this is not so. 3. Meaningful and similar miscues are produced by both L1 and L2 readers. Both L1 and L2 readers' miscues have more similarities than differences.

I utilized miscue analysis as a powerful and insightful tool to support my hypotheses to understand and observe the language process in depth. Subjects were EFL and L1 speakers of English in Korea. They were videotaped reading a text completely (including retellings). Mistakes and hesitations were analyzed using miscue analysis, a process which also helps language teachers assess students' progress, is supportive when problems occur and can be used to develop student-centered curriculum.

Koomi Kim (Yonsei University Language Center) was born and raised in Japan up to elementary school. She studied from junior high school to graduate school in the USA. She has a BA in linguistics from UC Irvine and an MA in English and TESOL from Chapman University. She speaks Japanese, English, Spanish and Korean. She has worked in US, Japan and (now) Korea.

3. Albert Dudley and Paul Lewis (Kinjo Gakuin University, Japan)

Room AH-1

A New Alternative for Communicative CALL: Generating Inter-Learner Discourse Using an Access Gap

In the presentation, we shall discuss computers and their role in the conversation classroom. We shall be presenting an alternative to past attempts in this field. We shall briefly summarize relevant research and examine the effects of different physical arrangements of computers and learners on inter-learner discourse. Following this we shall introduce the notion of an "access gap" in CALL, and give an example of how this may be manifested, together with details of our ongoing research. Some video clips of the current research will be shown. Part of the presentation will involve a practical demonstration (if the necessary equipment is available).

Albert Dudley (MA TESOL: Columbia University, Teacher's College) a part-time teacher at Kinjo Gakuin University, is interested in CALL and conversation, and is the JALT CALL N-SIG program chair.

Paul Lewis is also a part-time teacher at Kinjo Gakuin University and Aichi Shukutoku Junior College. He has just obtained his MA in media-assisted language teaching from the University of Brighton, England.

10:00--10:50 a.m.

Concurrent Sessions I

4. Sinyoung Ra (Osaka Jogakuin High School, Japan)

Room G-6

Identity in EFL Teaching: Who Are We Koreans Born in Japan?

As an English teacher at school I have been trying to teach English not only as a school subject but also as one communicative tool among others. It is very helpful to use pictures, songs, music, video tapes, and so forth, in order to make students feel closer to the topic in their textbooks. In other words, learner social-psychological factors cannot be ignored, especially for teaching pronunciation.

Reviewing a variety of research on social-psychological factors, this paper focuses on the language learner's identity in improving pronunciation. Concerning identity in language learning, the insight of Korean youth who were born and raised in Japan is included. For practical teaching, some activities with songs and music will be presented.

Sinyoung Ra has a BA in English and American studies from Kyoto University of Foreign Studies and an MA in TESL from Saint Michael's College, Vermont. She has been teaching English for several years at Korean schools in Osaka and Kyoto and is currently teaching at Osaka Jogakuin High School.

5. Songsri Soranastaporn (Mahidol University, Thailand)

Room AH-2

Experience in English Education for Health Care Professionals in Thailand

An overview of methodologies employed in teaching and learning English for health care professionals in Thailand is summarized. The speaker, a former health care professional herself, will present her real life experiences in the area. Problems and obstacles, both from the students and the teachers' point of view are summarized and discussed. Some suggestions for improvements are also presented.

Songsri Soranastaporn was a practicing nurse for 10 years prior to taking up her current position as a lecturer in applied linguistics (English for science and technology) at Mahidol University, Thailand. She received a BS degree in nursing and an MA in applied linguistics, both from Mahidol University.

6. Steven Gershon (Obirin University, Japan)

Room 503

Get OnLine

In this demonstration of Heinemann's new course for false beginners the author will offer prospective users a guided tour through a unit of OnLine, including the rationale behind its plan and an explanation of its various features. Tips will be given on how OnLine can be used in different teaching contexts and participants will have an opportunity to see how individual, pair and group work activities can be effectively balanced to motivate the students and enliven the classroom.

Steven Gershon has been teaching in Japan for 10 years and is currently an assistant professor in the English language program at Obirin University. He is co-author of OnLine (Heinemann ELT, 1995).

11:00--11:50 a.m.

Concurrent Sessions II

1. David Paul (David English House, Japan)

Room G-1

Why Imported Ideas Don't Work

Why are we so heavily dependent on materials and methods developed for totally different learning situations? Isn't it time for us to speak out more about the particular needs of East Asian students, and identify why so many imported ideas don't work? For example, many imported methods and materials for teaching teenagers and young adults assume that the students are active learners who realize how important English is. In East Asia, we often can't make this assumption. It is our role as teachers to "create a need" for language targets before our students learn them, and to build motivation by keeping our students fully, emotionally involved in the learning process. The presentation will be full of activities which help us achieve these goals.

David Paul opened the first David English House in Hiroshima in 1982, and there are now 20 schools with over 8,000 students. He is also the author of Communicate, a new course for young adults and teenagers and Finding Out, a course for elementary school children (both published by Heinemann). He is the East Asian representative for the University of Birmingham Distance MA in TEFL/TESL.

Visit the Employment Center if you are contemplating a career move.

2. David Fisher (Prentice Hall, Singapore)

Room AH-2

Fifty-Fifty: Coping with Large Classes

Fifty-Fifty is a two-level conversation course that provides communicative English for students at the elementary and pre-intermediate level. Using a variety of pair and group work activities and extensive use of visual materials, Fifty-Fifty is perfect for large conversation classes. Concentrating on listening and speaking, students get lots of opportunity to participate extensively in meaningful exchanges of information. From the very first unit students are expected to personalize in the task. The demonstration will involve participants in a range of activities, from opening "warm-ups," usage activities, listenings and free communication practice, all taken from Fifty-Fifty and Fifty-Fifty Book 2 (Prentice Hall Regents).

David Fisher is the regional ELT marketing and sales manager for Prentice Hall Asia ELT. He was an ELT teacher in the UK, Singapore and Japan, where much of his experience was in business English and ESP.

3. John Lowe (International Thomson Publishing, Singapore)

Room AH-1

Atlas: Learner-Centered Communication

This session will focus on applying the learning-centered concept to the classroom, with specific reference to Atlas. We will also examine the benefits of the task-based activities. The session will provide practical examples of teaching a new textbook and will look at ways to effectively help students become better language learners. In addition, I shall suggest ways that students can carry on learning outside the classroom in order to improve their English language proficiency.

John Lowe is regional ELT manager for International Thomson Publishing Asia. He has a BA Honors degree in English and classical literature and an RSA diploma in TEFL. He has more than 10 years' teaching experience, having taught EFL in Switzerland, Libya, Bulgaria and Japan. He was formerly Director of International Language Centers in Tokyo, and an examiner for the United Nations Association of Japan.

4. Trudie Heiman (Tokushima Bunri University, Japan)

Room G-6

Personal Development: Journal Writing for L2 Learners

Journal writing has proven for many teachers to be a valuable communicative writing activity to foster L2 development and provide a forum for students and teachers to engage in "one on one" dialogues. For those wishing to use journal writing and wanting a new approach, or those who are interested in helping students to develop themselves personally, this paper/workshop will demonstrate how the students can learn about goal setting, the power of positive thinking and how to clarify who and what they are while developing their fluency in L2. Students generate self-selected words for vocabulary development which are personally meaningful, and hence more readily remembered and useful. Samples of students work will be shown and an outline of personal development topics will be available.

Trudie Heiman, a Canadian who is currently a visiting professor with the Tokushima Bunri University, in the Faculty of English in Japan, is interested in the areas of content-based programming for L2 learners, journal writing, personal development and adult education. Having taught both in the ESL and EFL communities for over 10 years, she has also given personal development seminars in Canada, USA and Japan.

5. Laurence Anthony (Okayama University of Science, Japan)

Rm 115

Evaluation and Selection of Textbooks for the EFL Classroom

In this paper, a systematic method for analyzing and selecting textbooks was developed. In a three-stage process, first, through a series of questions the teacher's own classroom context and learner preferences were established, and a set of criteria developed which could then identify obviously unsuitable textbooks. In stages two and three, more detailed analyses of prospective textbooks determined the strengths and weaknesses of each, results being quantified to allow for clear comparisons. Applying the model in a real teaching situation showed it to be a practical aid in the selection process. However, being a general model, teachers may feel the need to add additional criteria to improve its effectiveness in particular contexts.

Laurence Anthony has been teaching English in Japan for four years and is currently lecturing at Okayama University of Science, Okayama. His research interests include English for scientists and educational history in Japan.

6. Marc Helgesen (Miyagi Gakuin, Japan)

Room G-4

Active Listening--Right from the Start

What students listen for is just as important as what they listen to. This activity-based session demonstrates making students aware of purpose (listening for specifics, gist or inference), using (activating) previous learning, and making learners more effective listeners at beginning levels. The author will use examples from the popular and proven Active Listening: Building Skills for Understanding and the new Introducing level. The course includes motivating listening tasks, speaking activities and "culture corners."

Marc Helgesen is author of English Firsthand and the Impact series, Workplace English and Active Listening. An associate professor at Miyagi Gakuin, Sendai, Japan, he was a featured speaker at Korea TESOL '94.

7. Fiona Cook (School for International Training, USA)

Room 503

MAT Program Options at the School for International Training

This session will present information of interest to EFL teachers in Korea who want to improve their teaching skills while working on an advanced degree like the Master of Arts in Teaching Program at the School for International Training. This program offers concentrations in ESOL, French and Spanish in a one-academic year or two-summer format and emphasizes practical teaching skills, classroom-based research and innovative methodologies.

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 working in SIT's Admissions Office for the last two years.

For Saturday's 1:30-2:20 Plenary Sessions, see page 18

2:30--3:50 pm 80 Minute Concurrent Sessions III

1. Rachel Walzer (Aoyama Gakuin Women's Junior College, Japan)

Room AH-1

Teaching Communication Through Drama

Rachel will demonstrate techniques she uses in the classroom for teaching cultural and universal communication, including drama activities and drama clip analysis. The presentation will be active, allowing participants to take part in the exercises, which will all be light and humorous. Creativity and humor are most welcome.

To start there will be some warm-up activities and games geared to relaxing, shaking off inhibitions and getting bodies and voices warmed up. Next there will be some dynamic, educational, adaptable and fun drama activities, including English through drama, cross-cultural communication through drama and student projects (mime, radio drama, puppet shows, special theme productions). These themes will be presented to teachers in the same way as they would be to a class of students. In this way participants will be able to experience the activities firsthand and feel more secure when later presenting them to students. They are appropriate for almost any age, group and language level.

Rachel Walzer was born in the United States and raised there until elementary school, when she moved with her family to Israel. She lived in Israel until going to Japan in 1990. After high school she entered the army where she served as a military social worker working with people of different backgrounds, races and classes. Following military service, she attended drama school and completed university studies in English, theater and education. This summer she completed courses in SIT's Master of Arts in Teaching Languages program. In Japan she teaches English, drama and international communication at Aoyama Gakuin Junior College.

2. Shari Berman (Harcourt Brace, Japan)

Room G-1

Singing, Chanting Telling Tales: No Special Talent Required

The Carolyn Graham Corner at Harcourt Brace features brand new and classic titles for using rhythm and poetry in the classroom. Beginning with *Singing, Chanting, Telling Tales*, this workshop offers 101 ideas for any teacher, with or without musical talent, to teach language through songs, poetry and stories--an ideal way to liven up classes and make them more memorable. The first half of the workshop will focus on: creating simple chants and poems, using easy rhythm games, taking advantage of preset rhythm and tunes on the keyboard and singing and chanting with both jazz music and course book tapes. These techniques can be applied to learners of all ages. The second half of the workshop will demonstrate several Carolyn Graham titles for children and young adolescents, including excerpts from *The Chocolate Cake* and the *Big Chants* series.

*Shari Berman holds a Master of Arts in Teaching degree from the School for International Training in Brattleboro, Vermont. She has taught and trained teachers in the US and Asia. She has consulted for publishing companies for 12 years. Currently, she is an ESL/EFL specialist for Harcourt Brace and continues to teach university and adult EFL classes. She is coauthor of more than seven textbooks and self-study programs including *Winning Words Flashback '63*, *Linguaphone Club 1-4* and *The Commuter*. She is a "learning can be fun" advocate and has used chants and games in her classes for over 15 years.*

3. Michael Lewis (LTP Publications, UK)

Room 503

The Lexical Approach

Language does not consist of grammar and vocabulary, but of "chunks." This has considerable implications for what we teach and how we teach it. I will explain the theoretical background briefly, then discuss and demonstrate practical exercise types and classroom methodology.

Far from dull theory, the lexical approach presents teachers with a challenge and an opportunity to revitalize their teaching. Aspects are controversial, and much traditional methodology is challenged and discarded--but for good reasons, based on the nature of language and learning. The approach will appeal most to teachers with an open mind and a sense of enjoyment who value their students efforts to communicate far above dry grammar and formal accuracy. Come prepared to relax, to be surprised and (maybe) to change your mind.

Michael Lewis is based in Britain but has extensive international in Europe, Japan, the United States and South America. He has lecture in many countries on grammar, vocabulary and methodology. He is the author of The English Verb, Practical Techniques for Language Teaching, and most recently The Lexical Approach (1993). He has also written student materials. He is a regular speaker at international TESOL conventions. He was a keynote speaker at Madrid TESOL '95, keynote speaker at the British Council 50th Anniversary Convention, Italy and is a featured speaker at JALT '95. He is equally interested in theory and practice.

4. Steve McGuire (Nagoya University of Arts, Japan)

Room AH-2

Bringing the Internet into the Classroom: Resources for Teachers and Students

This presentation is for those who have pretty much decided to incorporate activities using the Internet into their classrooms. After a brief introduction to basic terms and the tools on the Internet, we will explore the vast resources available to teachers online both for their own professional development and for use in the classroom. We will discuss the pros and cons of using the Internet for student projects, such as having students find "e-pen friends" or read the various student e-mail listservers. Finally, we will look at other resources about educational uses of the Internet, including books and magazines, the Internet mailing lists (such as TESL-L and the JALT mailing list) and others as a way for teachers to get ideas and help in implementing Internet projects. Questions from the audience are encouraged.

Steve McGuire is a lecturer at the Nagoya University of Arts in Nagoya, Japan. He is currently the Telecommunications Chair for the JALT CALL NIG and operates a rapidly growing Internet mailing list for JALT in Japan which currently numbers over 100 members and 1500 messages from all over the world. He has been using e-mail for 12 years and has experience with Internet resources available in Japan and around the world.

5. Gerald Couzens (Miyagi Gakuin, Japan)

Room G-6

Cross-Cultural Teaching Methodologies: Student-Centered Task-Based Teaching

This paper/workshop will address cross-cultural teaching methodologies that are task-based and student-centered. This presentation is for English as a foreign language students at the senior high-school, university, and/or adult level where students have some English communicative ability. As Asia becomes more competitive and companies move overseas to reduce production costs, the demand for cross-cultural communications and international understanding becomes more apparent. Now and even more so in the future, the need for bilingual and bi-cultural studies will become part of the curriculum.

The presentation will be divided into the following topic and discussion areas. 1. A rationale for having a cross-cultural class and/or incorporating a culture component into an existing conversation and/or writing class. 2. Requirements and expectations. 3. Culture studies. High and low culture studies. 4. Evaluation.

Gerald Couzens has a Master's degree in education with dual majors: cross-cultural communications and technology from Oregon State University. For five years he has taught at Miyagi Gakuin in Sendai, Japan holding a position as an associate professor in the English department. His areas of interest and research are targeted towards large classroom teaching techniques, methodology and management as it is related to communicative competence development in and for English as a second language (ESL), English as a foreign language (EFL) and ESL/EFL students. He has also taught ESL at Oregon State University for one year and EFL in the Osaka and Kyoto region for four years.

Recreate this atmosphere every month at local chapter meetings in Pusan, Ulsan, Taegu, Taejon, Seoul and the Cholla Provinces!

6. Johanna Katchen (National Tsing Hua University, Taiwan)

Room G-4

Who Dunit? Language Activities for Mystery Movies

Showing full-length films in class is generally a bad idea because of their length and students' short attention spans in foreign languages. A much more effective teaching strategy is to present the film in shorter segments. For some scenes we can focus on language by completing a dialogue, writing a description of a character, or predicting what will happen next. For other scenes we direct students' attention to cultural elements or non-verbal behavior. A tape transcript facilitates the study of vocabulary and idioms in context.

To keep students' interest, we need a good story: the classic murder mystery meets this criterion. In this presentation, Agatha Christie's *A Caribbean Mystery* (BBC, 1989) is used to demonstrate several activities teachers can develop for use with films. The audience will first participate as students, after which a summary giving criteria for choosing and using films will be made. Finally, audience questions will be solicited.

Johanna E. Katchen is professor of English and linguistics at National Tsing Hua University, Taiwan, where she has been teaching since 1985. She is author of Public Speaking in English for Chinese Students and Using Authentic Video in English Language Teaching.

4:00--4:50 p.m.

Concurrent Sessions IV

1. Janet Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)

Room G-1

Communication Style Differences in the Classroom

Five categories of contrasting communication style will be established as a framework for analyzing classroom interaction. Participants will view a videotape, "The Intercultural Classroom," and have a chance to discuss the different styles enacted in it. Then the group will explore how teaching could be improved to include all styles.

Janet Bennett has an MA and PhD from the University of Minnesota, specializing in intercultural communication and anthropology. At Maryhust College, she was division chair and developed an innovative liberal arts program for adult learners. She is now co-director of the Intercultural Communication Institute, where she administers the Summer Institute for Intercultural Communication and also conducts diversity training for educators and managers. Bennett is the director of the new individualized Master of Arts in Intercultural Relations program offered by ICI and Antioch University. Her current academic work centers on the topics of cultural marginality and ethnic identity development.

2. Kip Cates (Tottori University, Japan)

Room AH-1

Innovative Approaches to Global Issues

We live on a small blue planet facing global issues such as war, poverty, prejudice and pollution. Global education is a new approach to teaching which aims at helping students acquire the knowledge, skills and commitment needed to solve these problems. This presentation will introduce a variety of existing ideas and techniques for teaching global issues such as peace, human rights and the environment. Participants will have a chance to examine global education teaching materials and discuss how to incorporate the study of world issues into their language classes.

Kip Cates has a BA in modern languages and linguistics from the University of British Columbia, Canada and an MA in applied linguistics from the University of Reading, England. He is the coordinator of the Global Issues in Language Education Network, 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 concurrently teaches English at Tottori University and teaches graduate courses on global education for the MA-in-TESOL program of Teachers College, Columbia University, Tokyo.

3. Marc Helgesen (Miyagi Gakuin, Japan)

Room G-6

Taking Reading to Task

Reading. It's clearly the most common way students learn English. Unfortunately, it's also an area that seems to have missed out on the energy of "communication." Reading is communication. In this activity-based workshop, we'll explore tasks for comprehension, extensive reading and reading aloud. Reading can be fun. You already know that. This session will focus on ways to help students believe it.

Marc Helgesen's biodata appear on page 22

Hearty Thanks to Yonsei University for hosting the conference.

4. Thomas Farrell (Korea University, Korea)

Room G-4

Reflective Teaching and Burnout: Exercises in Rational and Irrational Thinking

The teaching/learning situation is not an orderly world governed by discernible rules and simple cause-effect relations. Rather it is a complex system of unclear patterns and irregularities. Sometimes these irregularities can lead to frustrating moments in a teacher's life; this can lead to burnout on the job. However if a teacher recognizes these situations by engaging in reflective teaching, he/she can have a long and productive career. This paper/workshop starts with a discussion of burnout and its symptoms (including a self-test). Then we proceed to consider rational and irrational thoughts about teaching. For this discussion we will consider the following exercises: metaphors, picture images, guided fantasies, the wall and the tree of life. It is hoped that at the end of these discussions each participant will be more aware of themselves as teachers.

Thomas Farrell has a BComm and DipEd from University College Dublin, Ireland. He has an MEd from University of Southern California, USA. He is PhD (ABD) Indiana University of Pennsylvania, USA. He is interested in second language teacher education and development.

5. Steve Garrigues (Kyongbuk National University, Korea)

Room 503

Hot Breezes on a Cool Day: Problems of Konglish for English Teachers and Learners

A Korean colleague of yours, whom you have known well for the past several years, is talking to someone and doesn't notice you approaching. As you come near you overhear them talking about you and you are just in time to hear him deny that you are his friend. Hey! What's going on? And all the time you thought you were friends. Well, we have just encountered the phenomenon of Konglish. Konglish is a hybrid that on the surface looks rather like English and sounds rather like English but at the semantic level is more like Korean. This phenomenon arises whenever the second-language speaker (or teacher for that matter) thinks that a word in one language must equal a word in another language. But in reality the semantic range of any particular word is never identical with a word in another language, and this misapprehension is often the cause of miscommunication and misunderstanding. In this paper I will illustrate some of the serious (and-not-so-serious) communication problems which occur when English words are used with a Korean range of meaning.

Steve Garrigues is now 52 years old and has spent more than 30 of those years outside the US, primarily in Asia and the Pacific. His wife, Machiko is Japanese and they have two daughters who are both graduate students in the US. Their greatest enjoyments are traveling, meeting the peoples of the world and eating the foods of the world. Steve has a BA from Sophia University, Tokyo and a PhD from Lucknow University, India. He has taught in the US, Tonga, and Cheju Island.

6. Dwight Strawn (Yonsei University, Korea)

Seminar Room

Writing for Language Teaching: The Korea TESOL Journal

This will not be a talk or a "presentation" but simply a discussion for people interested in the journal and in writing for it.

Dwight Strawn, a professor of English at Yonsei University and Deputy Director of the Yonsei Language Center, is the editor of Language Teaching: The Korea TESOL Journal.

7. Ted Nickelsburg (ELS Socho, Korea)

Room 508

The Need for English in Science and Technology

The field of science and technology (S&T), which includes engineering and medicine, is absolutely vital to Korea's economic future. With the government's mandate for globalization, there is a great need for professionals in S&T to know English as it applies to their field. However, current English instruction in Korea mostly just includes conversation and academic instruction, and doesn't prepare individuals for English as it applies to S&T. To do this effectively, several options are possible for companies or schools: 1. Needs assessment to determine needs and propose specific solutions, 2. Intensive programs to develop the four skills as they relate to S&T, 3. Conversation programs to develop speaking and listening skills, 4. Principles for effective EST usage to help those already fluent in English. These options will develop professional's English skills, give them more confidence in their jobs and make Korea stronger in the global marketplace.

Ted Nickelsburg currently teaches at ELS Socho. He has a BS degree in civil engineering and a Masters in education (teaching ESL). Since coming to Korea he has talked with many science and technical professionals and has conducted his own research on meeting EST needs in Korea.

Don't wait to get your tickets for Saturday night's banquet at the registration desk: ₩20,000

4:00-5:20 p.m.

80 Minute Workshop

George Scholz (USIS, Indonesia)

Room AH-2

What's New: Using Newspapers in the Classroom

This workshop will identify current classroom orientations in English language learning (Crandall, 1994) and have participants apply these trends in using newspapers in their classroom. Examples will be provided from ESL newspapers used in the United States. Participants will then develop classroom procedures and materials to facilitate both the learning of English and reading "the news." Handouts and newspapers will be provided. (Note: overlaps Concurrent Sessions V)

George Scholz holds a BA in government from Lawrence University, Appleton, Wisconsin and an MA-EFL from Southern Illinois University in Carbondale, Illinois. He has been involved in English language education since 1973. Previously, He has worked in Morocco, the United States, Algeria, Portugal, the People's Republic of China and Saudi Arabia. He is now the United States Information Service (USIS) East Asia Regional English Language Officer, based in Jakarta.

5:30--6:50 pm 80 Minute Workshop

Andy Kim (Kijeon Women's Junior College, Korea)

Room AH-2

Pronunciation Pairs for Korean Teachers (In Korean)

Are you looking for a very inexpensive way to teach a proper and good pronunciation to your students? Well, you've come to the right place to get the good news. This will be a demonstration/workshop directed at the use of pronunciation pairs to help Korean English teachers. The presentation is aimed at creating the self-motivation for Korean teachers who are having a problem with pronunciation. It will provide ideas of how to deal with large classes, fear of pronunciation and the cost of materials (equipment). Also it will show how to use pronunciation pairs effectively in the Korean English class. The presentation will cover 1) how to use them for reading, 2) how to use them for listening, 3) how to use them for pronunciation, 4) how to use them for activities, and more. (Note: starts halfway through Current Sessions V and overlaps with Current Sessions VI)

Andy Kim, Kijeon Women's Junior College, Chonju has taught English for six years. He is Korean-American and the founder of The "One-And-Only" Andy's English Fun Workshop. He attended UT Austin and is now working toward his PhD at USSA in Mobile, Alabama. He has presented at various TESOL conferences and at Korea TESOL chapter meetings.

5:00--5:50 p.m.

Concurrent Sessions V

1. Jack Richards (City University of Hong Kong, Hong Kong)

Room G-1

Interchange--A User's Workshop

The senior author of this successful series will introduce the series, explain its main features, demonstrate how to use the course, and present activities from its different components. Techniques for developing both accuracy and fluency will be illustrated and ways of using Interchange successfully with Korean students will be demonstrated.

For Jack Richards' biodata, see page 18

2. Vaughan Jones (Heinemann ELT, UK)

Room AH-1

Give Your Class An Extra Dimension: 20 Activities for Teaching

Base on a wide variety of recently published materials we will look at practical ways of expanding out from the textbook with a list of 20 tried and tested activities/techniques. Much use will be made of the new Heinemann Teacher Resource photocopiables which can give your class that much-needed extra dimension. The workshop will be illustrated with materials from Heinemann ELT publications.

East Asia Manager and Teacher Trainer for Heinemann ELT, Vaughan has been involved in teaching, teacher training and ELT publishing since 1980. Manager of Heinemann ELT in Japan for four years and now Regional Manager for East Asia, he has been a frequent presenter in many countries in the region.

Wear your badge at all times. Persons without badges may be ejected.

3. Karen Chiang (Prentice Hall, Singapore)

Room G-6

Reach Out and Step Out to English

Children in Asia are unique when it comes to the learning of English. Unlike many of their counterparts around the world, they cannot rely on cognates, knowledge of the roman script, opportunities to practice and extensive hours in the classroom. In fact most children learning English in Asia only study two to three hours per week, this in addition to their regular classes, and have limited opportunities to utilize their English outside the classroom.

Reach Out/Step Out addresses this unique situation by offering students a program that consistently recycles all language points, fun, interactive activities that enable students to utilize the language in contexts familiar to them, and at a pace which is comfortable. In this workshop we will look at the ways in which Reach Out/Step Out meets the needs of Asian children and the techniques required to enable Asian children to be successful learners of English.

Karen Chiang is the regional ELT Publishing Manager for Prentice Hall Asia ELT. She holds an MA from the University of Pennsylvania. She has had over 15 years' experience in ELT as a teacher and administrator in the US, South America and in Singapore. She is a frequent presenter at ELT conferences all around Asia.

4. Claudia Hett Payne (Chonnam National University, Korea)

Room G-4

"..But I'm So Poor at Listening"

(This presentation is designed especially for non-native speakers of English.)

"..but I am so poor at listening. How can I improve my listening to native speakers?" Teachers, how many times have you heard that? Fortunately, there are listening activities which may help bolster learner confidence while teaching successful listening strategies. The presenter will very briefly mention some listening issues in and critiques of recent listening literature. Next, she will outline common listening problems encountered by Korean students and share aspects of her own survey research in the Korean EFL classroom. In roundtable fashion, the audience may share the problems they perceive. The bulk of the presentation will be a video listening activity (using authentic video not produced for the language classroom) which draws on cultural aspects familiar to students. The presenter will take the audience through the activity step by step. Handouts will be available and discussion time allotted.

Claudia Hett Payne earned her MA TESOL at the University of Arizona. She has taught in Germany and the US and is currently teaching at the Language Research Center at Chonnam National University in Kwangju, Korea.

SPECTRUM

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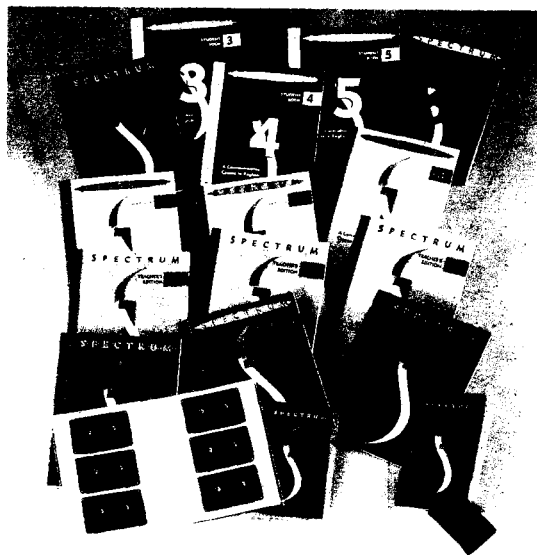
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5. Susan Truitt (Seoul Theological University, Korea)

Room 503

Anxiety and Beliefs about Language Learning: A Study of Korean University Students Learning English

This presentation reports on an investigation of the foreign language anxiety and beliefs about language learning of university students learning English as a foreign language (EFL) in Korea. The relationships among the students' anxiety levels and beliefs were also studied.

The Korean subjects in this study had some different beliefs about language learning from those of other students in previous studies, and these beliefs were related to background factors such as major and experience living in an English-speaking country. Secondly, the Korean subjects in this study had higher levels of foreign language anxiety based on their FLCAS scores than the subjects in previous studies. Thirdly, two belief factors were found to be significantly correlated with foreign language anxiety: self-efficacy/confidence in speaking ($r=-0.604$) and beliefs about the ease of learning English ($r=-0.231$)

Susan Truitt completed her PhD in foreign language education at the University of Texas at Austin in May 1995.

She is currently teaching English at Seoul Theological University in Bucheon, Korea. Her research interests include affective factors in second language acquisition, particularly foreign language anxiety and beliefs about language learning.

6:00-6:50 p.m.

Concurrent Sessions VI

1. Chris Foley (Oxford University Press, USA)

Room 503

Words in Motion: An Interactive Approach to Writing

A major issue in writing pedagogy today is the balance of a process approach and socially valued genres such as essays and formal letters. These challenges are addressed in Oxford's new writing text, *Words in Motion*. The purpose of this presentation is to introduce *Words in Motion*, which integrates a process approach to writing, awareness of writing genres, grammar consciousness-raising activities, and student-centered writing projects for pre- and low intermediate students.

Chris Foley is Editorial Manager, East Asia Publishing, for Oxford University Press. He has given workshops on English language teaching throughout East Asia, Latin America and the U.S.

2. David Gray (HarperCollins, Japan)

Room G-1

I Was Attacked by a Car: The Need for Monolingual Dictionaries in Language Acquisition

Why are monolingual learners' dictionaries an under-utilized resource? The possible reasons include the perception that they are difficult to use except for advanced learners, the feeling that bilingual dictionaries are "good enough," and a lack of awareness of the wealth of information they contain. If we believe that language can be learned through one-to-one correspondences between English and Korean a bilingual dictionary is good enough. If however we believe that language must be taught in a more natural context, and that a central role of the teacher is to train students to teach themselves, then monolingual learners' dictionaries (perhaps with a bilingual dictionary) are essential. Through games, activities and classroom research by COBUILD users, the presenter will demonstrate how the recently released COBUILD English Dictionary benefits classes of all levels. It will be shown how COBUILD (1) presents English as it is actually used by native speakers, and (2) provides frequency information to help students focus on language appropriate to their own level.

David Gray taught English in the US and Japan for 10 years. He is currently the Educational Consultant for HarperCollins Educational Publishers.

3. Kathy and Phil Beal (United Methodist World Mission, Korea)

Room G-4

Using Korean Folklore in Classroom Drama

This program will describe the use of Korean folklore in drama in a high school setting. The students write the script for a drama, taking a written story from the book, *Tiger Burning Bright* as a base. The classes are divided into 6-8 groups of 4-5 each, and each group prepares a story. They plan the production, with script, props, musical background, scenery, etc. Costumes are not emphasized, but most of the plays have one or more of the characters in costume. The performance of each play is from five to ten minutes. The girls are encouraged to modify the story to their liking, incorporating a modern setting, or adding characters to fit their story line. For the presentation, students from our school will present selected plays from those used in class in the spring of 1995.

Phil and Kathy Beal are United Methodist Missionaries assigned to Ewha Girls' Foreign Language High School as English conversation teachers. Kathy has 20 years of experience teaching English as a second language and has published four series of books for teaching ESL to children as well as adults. She has numerous presentations for TESOL at various levels in the United States as well as at several International TESOL conferences. Phil has a PhD in higher education and experience in administration and teaching at the college level.

Korea TESOL '95 is a non-smoking event. Smoking is only allowed in the designated areas.

1. Simon Greenall (Heinemann, UK)

Room G-4

What Do You Look For in Your Textbook?

How can textbooks meet the different requirements of learners and of their teachers? This talk will discuss teachers' feedback on what they look for in textbooks, and will explore the parameters and constraints of textbook writing and publishing today. It will refer to Heinemann's new intermediate course *Move Up*.

Simon Greenall is a teacher trainer and a textbook writer. He is the author or coauthor of a number of books including Reward, Flying Colors, On Course for First Certificate, Horizons, Business Targets (Heinemann), BBC Beginners' English (BBC), Effective Reading and the Reading books in the Cambridge Skills for Fluency series (CUP) and Language Games and Activities (Hulton). He has given seminars in over 20 countries and has been involved in consultancy work for the BBC and for the University of Cambridge Local Examination Syndicate.

2. David Paul (David English House, Japan)

Room G-6

Teaching Korean Elementary School Children Effectively

Finding Out is a course which is primarily aimed at training East Asian 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 why the course was designed the way it is. The presentation will be of particular interest to teachers who are using the course and would like to get more out of it, and teachers who are thinking of using the course in the future.

David Paul's biodata appears on page 17.

3. Noor Liza Isa (Addison-Wesley Longman, Singapore)

Room G-1

Balancing the Language and Culture Equation in the Classroom

"The relationship of language and culture in human communication, the understanding of the communicative functions of language and the development of communicative competence are elements that are mutually reinforcing in EFL learning situations (Damen, 1987)." As such, what are the pedagogical and practical implications for teachers? Areas of concern that will be discussed include: 1. Learning Styles: cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact and respond to the cultural learning environment (Keefe, 1979). These styles include visual, auditory, tactile and kinesthetic learning. 2. Textbook Taxonomy: traditional, communicative and cultural and linguistic. These types are differentiated on the basis of approach and format used to present cultural content--universal cultural themes, culture specific and culture general. 3. Content Selection and Teaching Techniques that serve a cultural and social function: types of culture learning exercises that would provide opportunities for discussion of belief systems: experiential, informational and inferential, and value clarification practice.

Noor Liza's biodata appears on page 20

There will be a book lottery on Sunday afternoon at 5:30!
Get stamped by all 19 exhibitors!
Be There!
Win!

4. Scott Payne (Chonnam National University, Korea)

Room 115

Computers for Listening: A Non-Techno-Nerd Demonstration

Listening comprehension is one of the most crucial areas of language instruction and probably the most difficult to teach. By applying more specific listening strategies, students can morerapidly and effectively develop listening comprehension skills. The presenter will give a brief outline of listening comprehension theory and strategies, focusing on those which most directly apply to Korean English learners. For the bulk of the presentation, he will demonstrate multimedia software designed to address listening strategy development and improve listening skills. The "techy computerese" will be kept to a minimum, so those without plastic pocket-liners are very welcome. During the demonstration segment, questions will be encouraged.

Scott Payne received his MA from the University of Arizona in 1993 and has been teaching English and German at the Language Research Center of Chonnam National University since 1993. He has been involved in CALL since 1987. During the past three years, his main interest has been in multimedia CALL software development.

5. Eric Strickland (Yonsei University, Korea)

Room G-6

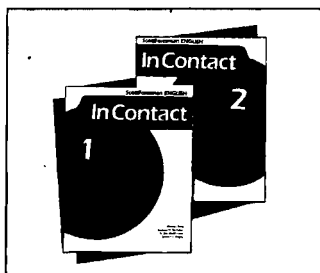
Konglish: What Is It and Where Does It Come From ?

In some respects Konglish appears to be a form of interlanguage, bridging the gap between students' incomplete knowledge of English and the native speaker standard. But some Konglish is so formulaic and deeply ingrained that it proves to be especially resistant to correction. This second kind appears to be more than just a transitional form. It seems to be the result of systematic mislearning of the English language which students have now "acquired." Sources of this mislearning include student texts, dictionaries, study guides, et cetera, and a misguided set of beliefs about how to go about learning a foreign language. This presentation will suggest a scheme for categorizing different kinds of Konglish. The questions to be raised include how best to treat different kinds of Konglish, do different kinds require different treatments, and whether some kinds are best left alone.

Eric Strickland has been teaching English in Korea since 1982. He has worked at Soongshil University, LTRC in downtown Seoul, and the Samsung Training Center in Yongin. He served on the AETK Council (KOTESOL's predecessor) from 1987-89. As the Head coordinator in the English Department at Yonsei University's Foreign Language Institute, Mr Strickland is deeply involved in testing and placement, and developing new programs, teaching materials and the syllabus. His other interests include bilingualism in children and acquisition of the conditional tenses by intermediate level students.

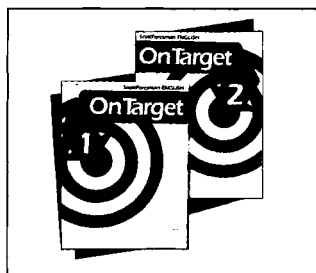
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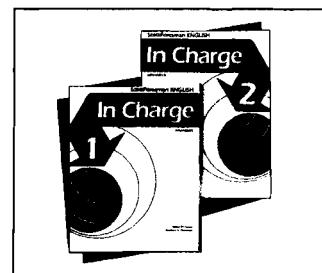
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4. Eun Mi Seo (Chonbuk Sanup University, Korea)

Room 503

Using Literature at Lower Levels

Literature constitutes a wonderful source of authentic materials for the language classroom. It provides not only a genuine context for communication but also gives pleasure by engaging the emotions. Low level students can be highly motivated if they have background knowledge about the material. Well known literature such as fables or fairy tales can be used as tools to extend the students' grammatical and lexical knowledge and to improve their overall language awareness.

After the paper presentation, several activities in which students can use the four skills equally will be conducted using fairy tales and fables. Guessing games, writing activities, retelling stories and acting out make the students interested in English even though their language is not good.

Eun Mi Seo received her PhD in language teaching from the University of the Philippines in 1991. At present she is a full-time instructor in the Department of English at Chonbuk Sanup University in Kunsan.

5. Michael Behan (Yonsei University, Korea)

Room 508

Literature and Language Teaching: Two Approaches

1. Rhythms and Intonation: Using the poetry of Vachel Lindsay as a language teaching tool, stress and intonation will be taught, along with patterns of culture and idiomatic expressions.

2. Dialogue and Register: Through readings and presentation of selected scenes and excerpts from the writings of Mark Twain, Sam Shepard, Virginia Woolf, Stevie Smith, and Brendan Behan, modes of address in dramatized situations will be applied to the ESL/EFL student's need to express emotions in a different cultural context.

Michael Behan has been teaching ESL/EFL since graduating from St. Michael's College in Vermont in 1988, one year in Vermont and six in Seoul, Korea. In 1985 he received an MA in English Lit. from the University of Scranton, and has taught literature and composition at Lehigh University in Bethlehem, Pennsylvania. A board member of the Mulberry Poets and Writers Association, Inc while in Scranton, Mr Behan has been active as a poet and critic, editor of the literary magazine GYRE and avid book collector in Korea.

6. Della Summers (Longman, UK)

Room AH-1

Frequency and the New Longman Dictionary of Contemporary English

In the new (1995) Longman Dictionary of Contemporary English, the top 3,000 most frequent words in both spoken and written English are identified, based on their frequency in our new, statistically reliable copora of spoken and written English. The Longman defining vocabulary of 2,000 words has been refined using the frequency of words actually used by students in our 5 million-word learners' corpus to make sure that students of all levels do not have difficulties with any words in the definitions. Graphs showing the relative frequency of words like permit, let and allow in written and spoken English give students an indication of which words are appropriate for them to use and can also help them avoid using vocabulary that is too formal.

Della Summers has worked in dictionaries for over 25 years. She is currently Director of Dictionaries at Longman, and is responsible for all Longman learners' dictionaries, including the Longman Language Activator, the Longman interactive Dictionary and the new edition of the Longman dictionary of Contemporary English. She is also in charge of corpus development at Longman, including the new spoken corpus of American English and the Longman learners' corpus.

7. Michael Lewis (LTP Publications, UK)

Room AH-2

Ten Things You Can Do in Any Class

The title says it all. Their is nothing as practical as a good theory, but as well as theory and system, teachers need practical techniques and ideas which actually work. I will discuss and demonstrate 10 (at least--more if the audience is lucky) favorites gathered over the years from classrooms and colleagues worldwide. All have a sound theoretical base, and none are those one-off recipes; these are lively, effective activities which encourage a positive learning atmosphere, student involvement and effective language learning.

Michael Lewis's biodata appears on page 25

Cast your vote for national officers! Leave your ballot in the box provided at the registration center.

1. Chong, Chae-im and Lee Kyung-hee (Taegu Tong Middle School, Korea)

Room AH-1

Writing Songs and Jazz Chants to Supplement Middle School English Lessons (Bilingual presentation)

Using music and rhythm to teach English is not only popular but interesting. It motivates students. We applied techniques in Carolyn Graham's Singing, Chanting, Telling Tales to write songs and jazz chants for specific chapters in our textbooks. Soon, our students too began writing their own songs and chants. As a result, students learned English more effectively and every student actively participated in class. They also memorized many sentences of their textbook and had fun doing so.

In this workshop we will demonstrate ways middle school teachers can use chants and songs to reinforce semantic, grammatical and phonological structures which are required teaching objectives. After Chong Chae-im and Lee Kyung-hee demonstrate materials they have written with the help of their music teacher Lee Shi-ra, participants will be divided into work groups and given the opportunity to write their own chants with the assistance of workshop leaders Patricia Hunt (Yeungnam University) Kari Kugler Choi (Keimyong Jr. College) Lee Chung-sung, Jeanne Maki (Yeungnam University), Oh In-sook and Yeo Hyun-sook (Dong Chon Middle School).

Chong Chae-im received her BA in English education and her MA in psychological education at Kyung-pook National University. She has been teaching middle school for seven years and is currently at Taegu Middle School, 119-4 Susung 2-ga, Susung-gu, Taegu. Tel: 053-755-2490 (W), 751-8287 (Fax), 764-5609 (H).

Lee Kyung-hee received her BA in English education at Kyung-pook National University. She has six years teaching experience and is at the same school. Same office numbers, 053-751-8657 (H).

2. Michael Furmanovsky (Kobe University, Japan)

Room G-4

Culture and Language Through TV Commercials

Students want and need exposure to everyday authentic language and the vocabulary and communication patterns in popular culture. Commercials with their 25 second barrage of contemporary language and culture are short, focused and manageable slices of linguistic input. This workshop will give participants experience in selecting and utilizing commercials for use in regular four skills classes and in more specialized courses in which the target culture is a primary focus. After briefly outlining the advantages and disadvantages of using commercials for a variety of tasks, a demonstration of video techniques best suited to commercials will be given. Participants will be given four examples of worksheets designed by the author to accompany two American and two British commercials. After watching these commercials and completing the worksheets, they will work in groups to design their own worksheet and activity based on a commercial.

Michael Furmanovsky uses documentaries, commercials, TV shows and other authentic materials to teach language and American and British studies at Kobe University.

3. Kay Countryman (Samsung, Korea)

Room 503

Communicative Activities for the Grammar Class

Often students will choose the correct answer on a grammar test question, but not use the grammatical structure being tested in the question correctly in speaking and writing. Students need to use grammar structures in class activities to get a "feel" for the grammar. Communicative activities focusing on certain grammar points help students learn how to use grammar effectively. Several of Kay's favorites will be demonstrated.

Kay Countryman has been teaching English to businessmen at Samsung Human Resources Development Center (HRDC) language center since January 1994. She has been teaching ESL/EFL since 1989 and received her MA in linguistics from the University of Colorado at Boulder in 1993.

4. Tom Duvernay (Dongguk University at Kyongju, Korea)

Room AH-2

The Internet and You

The Internet, that world-wide conglomeration of computers, is entering every facet of society. Teachers use it, young children and old folks use it. On the news recently, even the Ayatollah in Iran uses it. Why shouldn't you use it too?

In this presentation, we will focus on what the Internet is, how it works, and how to use it for both personal and professional benefit. We will have discussions in the following areas: 1. telnet (remotely connecting to other computers); 2. ftp (transferring files); 3. electronic mail (corresponding with people all over); 4. USENET news (reading and posting articles in groups of interest); 5. World Wide Web (WWW) (accessing and publishing electronic documents in any area of interest) 6.archie, gopher and others (finding and accessing particular files, programs, etc); 7. setting up your home directory 8. security. The topics are so widespread, we could have entire conferences on each one. In this presentation, we will break everything down to the bare essentials necessary for Network literacy.

Tom Duvernay graduated from Central Michigan University with a BS in industrial technology and did master's coursework in computer science at the American Institute for Computer Sciences. He then taught computer technology at Lansing Community College in Lansing, Michigan for three years and has been teaching English conversation at Dongguk University since 1989.

5. Glen Penrod (Samsung, Korea)

Room G-6

Closing the Gap Between Controlled and Free Expression in Conversation Classes

This workshop is designed to give teachers hands-on experience with three types of communications activity: role play lines, information gap, and discussion/presentation. The presenter will demonstrate how to prepare students for conversation activities so that they get maximum benefit from in-class speaking time.

Glen Penrod is currently the director of the English program at the Samsung HRD Center. For the past nine years he has held various teaching and administrative positions in Hawaii, Taiwan and Korea. He holds an MA from BYU and is a native of Lehi, Utah.

6. Amy Yamashiro and John McLaughlin (Keio Shonan-Fujisawa High School & University, Japan) Room G-1

The Model United Nations: A Simulation for EFL

The EFL Model United Nations (MUN) integrates the four skills, uses a content-based approach to language learning and supports the goals of global education. The objective of the MUN is to focus on process over product, while providing a realistic context for role play. This workshop takes the participants through the three phases of the MUN: preparation, simulation and reflection. In the preparation phase, workshop participants form country teams and are briefed on the essential information of the United Nations Security Council (UNSC), Rules of Procedure, Resolution Writing and the foreign policy statements for each country. Before the simulation phase, the teams plan their strategies. Then, they role play UNSC delegates, while adhering to the foreign policy statements for their assigned countries. The reflection phase debriefs the participants through a structured feedback session. The concluding discussion will explain how the MUN has been implemented within various EFL contexts. John McLaughlin has been teaching English and social studies at high schools in Japan since 1990. He has created and taught a variety of content-based EFL courses.

Amy D. Yamashiro enjoys the challenge of teaching global issues to EFL students. Last year, she created the curriculum and coordinated an EFL Model United Nations at her school. She has over five years' experience teaching English for academic purposes. They currently teach at Keio Shonan-Fujisawa High School.

For Sunday's 11:30-2:20 Plenary Sessions, see page 12.

2:30--3:20 p.m.

Concurrent Sessions III

1. Marc Helgesen (Miyagi Gakuin, Japan)

Room G-1

Ten Tricks for...Making An Impact

Make an impact on your students' learning. And make your teaching easier. The author will share Impact, the new Lingual House series. He'll focus on what we've already learned--and what we're continuing to learn--from communicative language teaching. Issues such as the role of grammar awareness, types of pairwork (Does information gap go far enough?), as well as practical considerations like large classes and "keeping the learners in English" will be addressed.

Marc Helgesen's biodata appear on page 21.

2. Byoung Chul Min (BCM, Korea)

Room G-4

Ugly Koreans, Ugly Americans: Preparing for Intercultural Communication

The Ugly Asians, Ugly Koreans series presently consists of two titles: Ugly Koreans, Ugly Americans and Ugly Japanese, Ugly Americans. Each book provides insights into common behaviors which may be misinterpreted and lead to embarrassment and anger. This presentation will surprise and inform anyone concerned with effective intercultural communication.

Byoung-chul Min has taught English in both the US and Korea and published extensive English language study materials in book, audio, video, laser disc and CD-ROM formats. He is president of BCM Publishers, Inc, the chairman of the BCM Language Centers and is completing his doctoral degree at Northern Illinois University in adult continuing education (TESOL). He frequently speaks at international conferences including JALT, TESOL, AERA in Japan, the US and other countries.

3. Yeom Ji Sook (David English House, Korea)

Room G-6

Elementary School Teachers Activities Kit for Large Classes

With the introduction of English as a mandatory subject in the elementary school curriculum in the 1997 school year for the grades four through six, the Ministry of Education has begun preparation of the curriculum to be used.

With the announcement by the Ministry, it is recommended that the elementary school teachers involved in the implementation of the program acquire the skills necessary to teach English.

During my tenure as a teacher, I have found the following problem points in early childhood education: non-fluency of teachers, the limited time available, the lack of teaching materials, poor audio-visual aids, large class sizes and other unfavorable conditions. This presentation gives elementary school teachers helpful suggestions for utilizing ELT guides or reference material organized for easy access and minimal preparation time and effort, including ideas for organizing and teaching larger classes. Some of the examples in this presentation are from ESL Teacher's Activity Kit and Large Classes in Action (Prentice Hall).

Ji-sook has an MA from Kyungnam University in Masan and has done teacher training in Czechoslovakia, Canada and the US. She has taught in elementary school and is now program coordinator at David English House. She has presented at Korea TESOL meetings around the country and spoke at the annual conference last year.

4. Daniel Evans (St Michael's College, USA)

Room AH-2

Pronunciation and Culture for Koreans: A Content-Based Approach

Two aspects of the communication process that seem particularly difficult for learners in EFL contexts to acquire are pronunciation and pertinent sociocultural knowledge. The wedding of these two aspects into a single content-based syllabus makes sense for the following reasons: (1) pronunciation is best taught in the context of real communication; (2) learning culture provides a clear justification for communicative role plays, skits, songs, literature--all of which can be effectively employed for pronunciation work; (3) affective variables are central to the acquisition of accurate pronunciation and a good way to promote positive attitudes is through an understanding and appreciation of the target culture.

This paper explores the theoretical principles involved in the process of designing a communicative, culturally-oriented, content-based syllabus with a focus on the development of pronunciation accuracy, specifically tailored to the needs of East Asian learners. A model syllabus developed for Korean learners will be presented and analyzed.

Daniel Evans is Assistant Professor of TESL and Director of TESL Graduate Programs at St Michael's College in Vermont. In addition to ESL teaching and teacher training in the USA, he has had a total of 10 years' experience teaching EFL in Korea and Japan.

5. Ben Adams (Suwon University, Korea)

Room 503

The Heart of the Matter: Content-Based Language Instruction in Korea

We may define content-based language instruction as a teaching methodology wherein students are given instruction in some specific content, such as literature, history, biology, psychology, etc., with the target language used as the medium of instruction. Incident to learning the content, students will acquire the language, much in the same way as a strong heart and lungs are developed through learning to play basketball. This methodology has its grounding in the communicative approach developed by Krashen et al. wherein students are encouraged to focus on the message being conveyed in language rather than the language itself. Interest in content-based instruction has been gaining in recent years both in the ESL and EFL settings, and yet still remains limited to a small number of innovative programs and instructors. This is unfortunate given the enormous potential it has for enhancing language instruction. In this paper/workshop, I propose to first talk about precisely what content-based instruction is and then move into a practicum illustrating the numerous possible applications it has for the EFL classroom in Korea.

Ben Adams has an MA in English literature. He is currently teaching at Suwon University. Prior to coming to Korea he taught for six years at Utah State University.

6. David Carter (Yonsei University, Korea)

Room AH-1

To "Catch the Conscience of the King:" Cultural Awareness Through Drama

The speaker considers the arguments against producing drama as an extra-curricular activity, and explains the benefits of incorporating it into a normal teaching schedule, in such a way that each stage in the production has a clear pedagogic function. He describes his own experiences of producing dramas with advanced students, to articulate students' concerns about social and cultural issues, both those experienced within a specifically Korean context and those which have gained prominence through growing interactions with other cultures. It is also argued that the process of developing and rehearsing a drama is as important in this respect as the final performance, which has its own special functions in the learning process for both actors and audience. The speaker will explain his own procedure for producing a 30-40 minute drama, without a script, and present a justification for participation by the teacher at every stage.

David Carter is coordinator for advanced English courses in the Foreign Language Institute of Yonsei University. He has taught German, French and English for 25 years at St Andrews and Southampton Universities (UK), Universiti Malaya, and other institutions. His PhD was on Freud's theory of aesthetics and he has an MA in linguistics and ELT. For 15 years he was chairman, director and actor in a semi-professional drama group in Southampton. He has published on European cinema, theory of literature, psychoanalysis and language.

3:30--4:20 p.m.

Concurrent Sessions IV

1. Milton Bennett (The Intercultural Communication Institute, Portland, Oregon, USA)

Room G-1

Methods of Overcoming Ethnocentrism

Based on the Developmental Model of Intercultural Sensitivity, this session will suggest how students typically resist learning about cultural difference. It will provide a framework for diagnosing the developmental stage of students, so teachers can select and sequence materials and activities more effectively. Specific suggestions will be included on how to "move" learners from one stage to the next.

*Milton Bennett completed his PhD degree specializing in intercultural communication at the University of Minnesota. He also holds an MA in language arts and psycholinguistics from San Francisco State University. Bennett created the graduate program in intercultural communication at Portland State University, where he was a faculty member for 15 years. For more than 20 years he has designed and conducted training in intercultural relations for teachers, faculty, managers and human service professionals. Now he is co-director of the International Communications Institute which sponsors the Summer Institute for Intercultural Communication. Bennett is known for his work with developmental approaches to intercultural sensitivity and is coauthor (with Ed Stewart) of the revised edition of *American Cultural Patterns*.*

2. Shari Berman (Harcourt Brace, Japan)

Room AH-1

Great Conversations Must Be U.S.E.D.

U is for User-friendly, S equals Student-Centered, E stands for Experiential and D means Discussion-Inspiring. Harcourt Brace introduces InterActivities, Winning Words and the Harcourt Brace Picture Dictionary, three stimulating textbooks that make conversation classes hum. Utilizing cooperative learning techniques and a variety of interesting activities to encourage critical thinking, these texts provide enjoyable settings for students to practice and familiarize themselves with the syllogistic logic needed to use English effectively. InterActivities offers interesting, three-dimensional speaking and writing tasks. Winning Words presents active vocabulary/conversation games and puzzles. The Harcourt Brace Picture Dictionary and accompanying wall charts feature content areas, so students can expand their horizons and general knowledge while sharpening their English skills. A must-see presentation for teachers gathering good ideas for next week's class and/or those looking for new textbooks.

*Shari Berman holds a Master of Arts in Teaching degree from the School for International Training in Brattleboro, Vermont. She has taught and trained teachers in the US and Asia. She has consulted for publishing companies for 12 years. Currently, she is an ESL/EFL specialist for Harcourt Brace and continues to teach university and adult EFL classes. She is coauthor of more than seven textbooks and self-study programs including *Winning Words Flashback '63*, *Linguaphone Club 14* and *The Commuter*. She is a "learning can be fun" advocate and has used chants and games in her classes for over 15 years.*

3. Vaughan Jones (Heinemann, UK)

Room G-6

Get Your Students Hooked on Books

"The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." If you agree with this statement then this workshop is for you. We will take a look at some very practical classroom techniques aimed at encouraging students to read for pleasure. We will also look at other teaching techniques which encourage students to speak out. The workshop will be illustrated with materials from Heinemann ELT publications.

East Asia Manager and Teacher Trainer for Heinemann ELT, Vaughan has been involved in teaching, teacher training and ELT publishing since 1980. Manager of Heinemann ELT in Japan for four years and now Regional Manager for East Asia, he has been a frequent presenter in many countries in the region.

4. John Raby (Saxoncourt, Japan)

Room G-4

Testing Children--Do It with STYLE!

This seminar will look at how an external, international test for children fits in with the differing goals of teacher, students, schools and parents. The rationale for testing children will be explained and those attending will have the opportunity to try a sample test and see a real STYLE test. Participants will be able to evaluate whether this listening and reading test is motivating, objective and valid. This seminar will also consider how the STYLE test would fit in with the texts you are using, your approach to teaching children and the school year. Feedback from schools in Japan and Taiwan will be also provided.

John Raby received his MA in linguistics for ELT from Lancaster University, England in 1985. John has extensive experience teaching English as a foreign language, ELT publishing and education in Asia. He is the Saxoncourt Publishing Director in charge of publishing ELT books and STYLE examinations.

5. Toshiko Sugino (Nihon University, Japan)

Room AH-2

Teaching Culture in the EFL Classroom Through Multi-Ethnic Literature

In the field of second language acquisition, language and culture are tightly woven. In communicative language classes, teachers have provided students with cultural meaning, values and beliefs of the target language. In this presentation, the presenter will share multi-ethnic literature and demonstrate that this kind of material can help EFL learners to become aware of other cultures as well as a target culture and to appreciate other cultures and their people. Such literature can also help learners enhance their higher order thinking skills. Participants will meet in small groups to examine selected multi-ethnic literature and to gain experience with sharing opinions and feelings just as in a freshman English class.

Toshiko Sugino holds an MTESL degree from Arizona State University, and is currently teaching at the Department of International Relations, Nihon University. She has many years' experience teaching EFL and Japanese both in Japan and the USA. She is now on the TESOL Journal editorial board.

6. Paul McCullough (Yonsei University, Korea)

Room 503

Comprehensible Output: A Key to Improving Oral Proficiency in TEFL

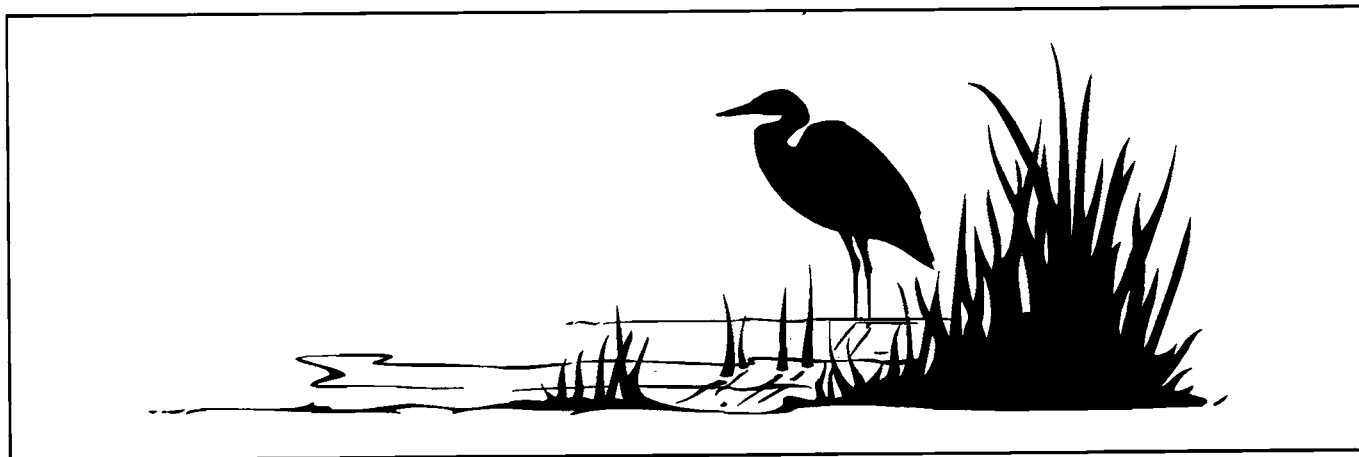
Along with comprehensible input learners need opportunities to modify their speech to make it more comprehensible (ie produce comprehensible output) if they are to successfully acquire the target language. When "pushed" to make themselves better understood, learners are forced to exploit their linguistic options, and thereby further develop their interlanguage. EFL classrooms typically involve homogeneous groups of students with similar backgrounds and teachers familiar with the cultural and linguistic idiosyncracies of their students. Both teachers and students therefore become adept at guessing the meaning of deviant utterances and a climate of understanding arises in which negotiation of meaning is minimized and classroom interaction fails to maximize language development. It is asserted that comprehensible output occupies a more central role in language acquisition in an EFL context and practical way to elicit comprehensible output in the classroom are suggested both as teachers interact with students and as students interact together.

The presenter has taught English in the UK, the USA, Turkey and Korea. He graduated from universities in the UK, France and the USA and holds an RSA Certificate and an MA in TESOL. He has also taught Latin and French at the university level.



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5:00--5:50 p.m.

Concurrent Sessions V

1. Jack Richards (City University of Hong Kong, Hong Kong)

Room G-1

Developing Conversation Skills

The author of a number of successful conversational and listening texts, Jack Richards will discuss the nature of conversational proficiency and demonstrate approaches to the teaching of conversational skills used in his most recent textbooks, including *New Person to Person*, *Listen for It* and *Tactics for Listening*. The approaches used to teach conversation and listening skills in these course books will be demonstrated.

For Jack Richards biodata, see page 12.

2. Simon Greenall (Heinemann, UK)

Room G-4

The Greening of English: Developing Socio-Cultural Awareness

In our everyday lives we are encouraged to develop an awareness of and a concern for our physical environment. Similarly, in the language classroom, it would be helpful to develop an awareness of and a concern for the cultural environment in which the learners might use their newly acquired language competence. Sometimes communication is affected and even obstructed by problems of a sociocultural rather than a linguistic nature. This workshop will present an overview of the sociocultural syllabus and look at ways of integrating it into the overall multi-syllabus course design. The workshop will consider issues of social conventions and rituals and universal experiences. The issues are relevant for low level learners of general English, and practical classroom activities will illustrate all these points.

For Simon Greenall's biodata see page 35.

3. Kyongho Hwang (David English House, Korea)

Room G-6

Why Do Learners of English in Korea Focus on Less Important Words While There Are More Useful Words to Learn First?

This paper considers where a general service vocabulary ends and a special purpose vocabulary begins. Using frequency, text coverage, and range as criteria, the dividing line between the two is drawn. The general service vocabulary gives a good return for learning up to the 2000 word level and after that a special purposes vocabulary gives a better return for those learners going on with special interests.

The original aim of the research reported was to guide the planning of the vocabulary component in English for Special Purposes course design. For KOTESOL 95, additional data gained from the analysis of the national English examination will be distributed to the audience to help select and develop course materials for secondary materials.

Kyongho Hwang holds an MA in applied linguistics and Diploma in TESL (Victoria University of Wellington, New Zealand.) He has taught in public schools and is now the principal of David English House, Seoul. This article is based on work done for his PhD dissertation in applied linguistics which will be published in System. His interests include teaching reading and vocabulary.

5. Jon Noble (Yonsei University, Korea) Room 503

Globalized Teaching Materials

How do English teachers in Korea handle the concept of globalization? From Kim Young-sam's Segyehwa Campaign to the Native Speaker in the classroom, this issue is explored. Teaching materials developed through Yonsei FLI's materials development program encourage true global awareness among teachers and students. Example materials of all levels will be shared and discussed as they relate to the notions of authenticity and international understanding.

Jon Noble teaches English at Yonsei University's Foreign Language Institute. He taught freshman composition at Northern Arizona University while earning his MA/TESL. He has studied Spanish in Mexico and Guatemala while traveling as well as Urdu in Pakistan while working for the US Embassy.

6. Hiroshi Noro, Hiroshi Tanabe, Yuka Shigemitsu (Tokyo Kogei University Japan)

Room AH-1

CALL in Action: Wow, It's Fun!!

Our objective was to see whether the CALLL (Computer Assisted Language Learning Laboratory) was more effective in cultivating EFL/ESL learners' overall English proficiency than the ordinary classroom with CALL (Computer Assisted Language Learning). Based on our teaching philosophy with CALLL and its functions (Tanabe and Shigemitsu, 1995), we employed Humanistic Aspects of Learning Opportunity. We will illustrate our comments with concrete examples of how CALLL is being used at Tokyo Kogei in an innovative program that seamlessly combines a conventional language lab with networked computers. We also ask: How can CALL help motivate students to perform their best? What language learning strategies can CALL accommodate? How can CALL be integrated with other aspects of language labs? Can CALL embrace the principles of cooperative learning?

Hiroshi Noro, associate professor, Tokyo Kogei University, the chief of the CALL project team at Tokyo Kogei University. Primary study: American literature. Current interests: CALL and global education.

Hiroshi Tanabe, assistant professor, Tokyo Kogei University, joined the CALL project team in 1995, although had been providing ideas since the team started. Primary study: learning strategies and multiple intelligences. Current interests: teaching methodology and the effects of the new technology on the role of the language teacher.

Yuka Shigemitsu, assistant professor, Tokyo Kogei University, an original member of the CALL project team and planner of the system and layout. Major interest: discourse analysis from a sociolinguistic perspective and its relationship with TEFL. The presenters teach grammar, basic writing and practical English in the CALL.

Into the World Through Language and Culture

Exhibiting Publishers

Everglory (Michael Bendel)	Room F-13
School for International Training	Room F-13
Macmillan	Room F-13
Curriculum Corporation	Room F-12
LTP (Segroo)	Room F-12
National Textbook Corporation.....	Room F-11
Saxoncourt (Segroo)	Room F-12
Foreign Language Limited	Room G-3
Longman ELT.....	Room G-10
Language International Kim Enterprise	Room G-10
Oxford University Press	Room G-5
Kim and Johnson (Mun Jin Dang)	Room G-12
Heinemann (Munyedang).....	Room G-12
HarperCollins.....	Room G-7
David English House	Room G-7
Harcourt Brace Japan	Room G-14
International Thomson Publishing	Entrance Hall
Cambridge University Press (Hongik Media)	Entrance Hall
Simon & Schuster (Si-sa-yong-o-sa)	Entrance Hall

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TESOL 96

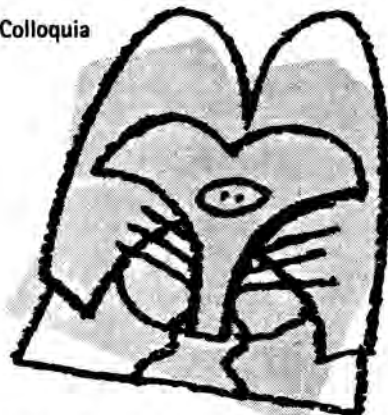
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NOTES

The text typeface for this program is Bodoni Book, a TrueType font. Graphics and typography were composed in Windows 95 on a Micron Pentium 120 and rendered in Wordperfect 6.0. That, and a lot of paste and coffee, and anyone could do as well.