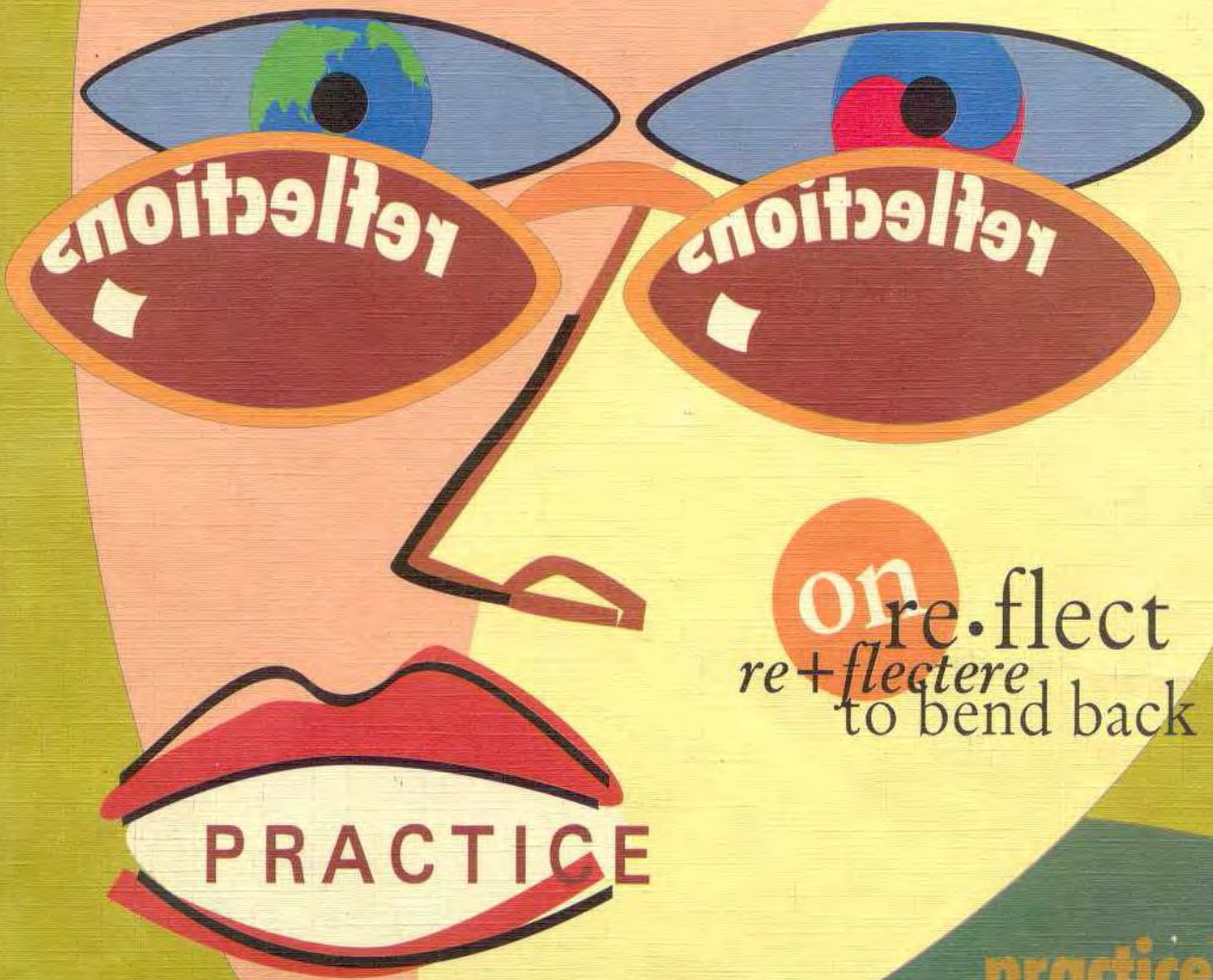


K O T E S O L



Graphics by Everette Busbee

on re.flect
 re + flectere
 to bend back

A: Do you ever reflect on practice?

B: I never sometimes reflect on often

Oct. 25-27

1996 Seoul Conference

Contact:

Carl Dusthimer

Ph: (042) 634-9235

Fax: (042) 623-8472

Email: dustman@eve.hannam.ac.kr

SEJONG UNIVERSITY

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KOTESOL Technologies Committee.



Professional Development in an International Context

workshop (90 min)

Madeleine du Vivier

IATEFL President

University College London

In classrooms all over the world, students and teachers are involved in learning English. But how much do we know about what is happening in other classrooms and how can teachers share their experiences so that they can learn from each other?

In this session, we explore the need for professional development and how teachers can benefit from belonging to professional associations. We will also look at practical ways that teachers can be involved in professional development in an international context.

Professional association an essential or the icing on the cake?

paper (50 min) Rm 301, 4:30 Sat

Madeleine du Vivier

IATEFL President

University College London





It is widely acknowledged that professional associations, whether they are organised on a local, regional, national or international basis, can be powerful generators of collaboration and that they can play an important role in creating opportunities for professional development. In this talk, I will consider how professional associations can work together in an international context to the mutual benefit of their members and will argue that they play an essential role in professional development.

BIO-DATA for Madeleine du Vivier

Madeleine du Vivier has been involved in ELT for 17 years as a teacher, teacher trainer, Director of Studies and Language School Principal. She started her career in Finland and then returned to the UK where she has worked both in the private and state sectors. Her present position is at University College London, where she teaches English and works as a teacher trainer on initial and in-service courses. Besides these teaching and training commitments, she has written the Teacher's Books for Look Ahead (Longman ELT) and is at present writing another Teacher's Books for Look Ahead (Longman ELT) and is at present writing another Teacher's book for a new low-level Commercial English course. A major area of commitment in her life is IATEFL (the International Association of Teachers of English as a Foreign Language). She has been involved in the work of the Association since 1991 and is the current Chair of this international association.



Site Layout

Kunja Bldg

1st Floor							
 	3rd Floor						
Rm 107 (P)	Breezeway/ Conference Information Desk/Copy Center	 	Rm 307B (P)	Rm 307A (P)	Rm 306 (D)	Rm 305A (D)	Rm 305B (P)

↙ ↘ (100m) Front
Plenary
Hall

Plenary Hall
Registration Area (1st Floor)
Coat Room/Bag Storage(2ndFloor)

	Rm 401 (P)			
Rm 408 (P)	4th Floor			
 				
	Rm 406 (D)	Rm 405A (P)		

- (D) Display Area
- (E) Employment Center
- (P) Presentation Room



5th Floor				
 				
Rm 502 (E)	LAB A (P)	LAB B (P)	LAB C (P)	LAB D (P)

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Opening Address

Korea TESOL (KOTESOL) welcomes you to its 4th annual conference. Before we start this year's conference, I would first like to welcome Vice-President Shin Hyun-Ju of Sejong University. I also welcome the Immediate Past President David McMurray of Japan Association of Language Teachers (JALT). President Suntana Sutadarat of Thai TESOL and President William McMichael of TESL Canada. Korea has relationships with their organizations. I would like to extend a special welcome to President Madeleine du Vivier of IATEFL.

For mutual understanding and friendship, I invited presidents and executive councils of our neighbor associations who are striving together with us to improve English teaching in Korea. I would like to welcome President Kim Im-Deuk and his council of Korea Association of Teachers of English (KATE), President Jeong Ju-Seob and his council of Korea Secondary English Teachers Association (KOSETA), President Kim Jin-Cheol and his council of Korea Association of Primary English Education (KAPEE), President Lee Hyo-Woong and his council of Pusan English Teachers Association (PETA), and President Lee Heung-Soo and his council of Honam English Teachers Association (HETA).

I also thank and welcome from the bottom of my heart distinguished scholars and guest speakers from all over the world. We are thrilled and honored to have Drs. John Fanselow, Kathleen Bailey, Mario Rinvolucri, David Paul, Malcolm Coulthard, Kip Cates, Albert Raasch and all other speakers that I cannot list here due to the time constraints. Most of all, however, I would like to sincerely welcome you general members, who are the true owners of KOTESOL and who have made KOTESOL what it is today.

Korea TESOL was started on October 15, 1992, by the members of then AETK (Association of English Teachers in Korea) and several other similar organizations, as an umbrella organization to meet the needs of both native speaker and non-native speaker teachers of English. Korea TESOL is an affiliate of TESOL (located in Alexandria, Virginia) and send our representatives to its annual conferences. As mentioned earlier, Korea TESOL has partner relationships with JALT, Thai TESOL, and TESL Canada. We exchange leaders and speakers for the conferences, and we share information on a regular basis. IATEFL and KOTESOL are now discussing a possibility of establishing a similar relationship.

Statistics show that Korea TESOL has grown by leaps and bounds. When we started in 1992, we had somewhere around 300 members on the mailing list. Now we have over 800, about half of which are native speakers of English, and the number is growing very fast. Our first annual conference at Wonkwang University in 1993 had about 30 presentations and about 200 participants. The 1994 conference at Sogang University marked about 50 presentations and 400 participants. In 1995 at Yonsei University, there were about 70 presentations and

650 conference registrations. This year we have 99 presentations and workshops. About 30 publishers will have their display booths with books, tapes, CD-ROM titles, and other ESL/EFL materials. With the joint sponsorship of JALT and Thai TESOL, Korea TESOL is co-hosting a series of biennial Pan-Asian conferences. The first Pan-Asian Conference is scheduled on January 5th through 7th, 1997, in Bangkok. The second and third conferences will be held in Seoul in 1999, and in Tokyo in 2001. Korea TESOL has already secured about 25 speakers to go to Bangkok next year.

This year's conference theme is "Reflections on Practice." Several presentations and panel discussions are going to address topics related to reflective teaching. Reflection involves analysis and critical thinking. Those presentations will provide opportunities to analyze and critically think about your teaching. As you reflect on your teaching, I would like to invite you to reflect, at the same time, on your activity in Korea TESOL and your role as English teachers in Korea and the world. Please take some time to think about what we are doing and how we are doing it for the Korean and world communities.

Anyone who has been involved in the preparation of a conference understands how much work a conference requires, regardless of its size and length. I am grateful of President Lee Joong-Hwa and Vice-President Shin Hyun-Ju of Sejong University, who kindly lended their full support to KOTESOL with the fine venue and other necessary facilities. My thanks also goes to Dr. Kim Soon Bok, Director of the Language Research Institute of Sejong University, for his support with the laboratories, facilities, and services.

I am truly grateful to all those who have done and are doing their best to make this conference a success. Their devotion and sacrifice will be appreciated and remembered by all the participants. The list is too long for me to cite all the names, but I would like to express my deepest thanks to Professors Carl Dusthimer and Andy Kim for their excellent work as conference co-chairs. I am also thankful to Dr. Kim Jeong-Ryeol (Immediate Past President and Pan-Asian Conference co-chair), Dr. Park Joo-Kyung (First Vice-President), Professor Kari Kugler (Secretary), Ms. Yeom Ji-Sook (Treasurer), Dr. Woo Sang-Do (Commercial Members Committee Chair), Dr. Han Moon-Sub (Comptroller), Professor Demetra Gates (Public Relations Committee Chair), and Ms. Vicki Bollen (Finance Committee Chair) for their excellent work. Professor Rodney Gillet for organizing the pre-conference tour, Professors Andrew Perkins, Koo Yu-son, Benjamin Adams and many others went extra miles for the conference. Chapter presidents and their councils deserve my warmest thanks for their excellent work and support. I am also grateful to the volunteer students who will help us during the conference. Without the help of all these people, the conference would not be as it is.

Distinguished guests, colleagues, friends, and members, welcome again to the 1996 Korea TESOL Conference. I hope you will enjoy it. Thank you.

대한 영어 교육 연구회 (KOTESOL)

KOTESOL (Korea TESOL: Teaching of English to Speakers of Other Languages-대한 영어 교육 연구회) 이 주관하는 96년 연례 학술 대회는 1993년 익산의 원광대학교에서 시작하여, 서강대, 연세대에 이어 네번째로, 세종대학교에서 열립니다. 대한 영어 교육 연구회는 국제 TESOL과 같이 영어 교육의 발전과 영어교사들의 교수 능력 향상을 목적으로 합니다. 각 세미나에는 해외 및 국내의 영어 교육인들을 초청, 영어 교수법의 새로운 방향 제시 및 연구 결과, 교재 소개등 다양한 프로그램이 준비되어 있습니다.

KOTESOL은 영어를 모국어로 하지 않는 학생들에게 영어를 가르치는 내.외국인 교육자들이 참여하는 전국적인 단체로, 서울을 비롯한 각 지방에 분회를 두고 회원들 간의 친목도모와 내.외국인 영어교사들이 교류하는 기회의 장으로 삼고 있습니다. 뿐만 아니라, 대전 분회와 전라 분회에서는 매년 영어 연극대회를 실시하여 회원 및 일반인들이 많이 참여하고 있습니다.

KOTESOL이 정기적으로 발행하는 Language Teaching: The Korea TESOL Journal 은 모든 회원들에게 흥미있는 기사, 영어교수법, 교직취업정보, 지방분회 활동 소식, 국제 TESOL 소식등을 담아 일년에 네번 끊임 없는 정보를 회원들에게 제공하고 있습니다. KOTESOL은 회원 및 후원자들이 함께 이끌어 가는 진취적인 비영리 단체로, 한국의 교육체제 내에서 함께 일하는 많은 회원교사들의 참여로 그들의 경험을 살려 함께 발전해 나가는 생동적인 단체가 될 것입니다.

KOTESOL: Who and What 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 affiliation 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, Cholla and Changwon-Masan. Members unaffiliated with chapters come from Cheju, Wonju, Kongju, 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 1500 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.

KOTESOL, 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.

KOTESOL Contact Address

- Do you have questions about Korea TESOL?
- Do you have any ideas and/or articles to contribute?
- Do you want to start or join an SIG (special interest group)?
- Do you want to start another chapter in your area?
- Would you like to get involved in Korea TESOL?
- Do you have any news to share?
- Do you want to post a job opening?
- Have you changed your address?

Please write to us at:

Korea TESOL
CPO Box 1429
Seoul, 100-614
S. Korea

1996 Korea TESOL Conference

Schedule of Events and Presentations

Friday					
7:30	Pre-conference Reception!!!		2nd Floor Dong Seoul Hotel		
Saturday					
8:00	Registration		Plenary Bldg		
90 Minute Sessions					
Time\Room	Lab B (5th Floor)	Lab C (5th Floor)	Room 408	Room 405	Room 305
12:00	Cate Crosby <i>Portfolio assessment in the ESL Writing classroom</i>	Lee Henn <i>Teaching toward globalization</i> (A)		Seo, Eun Mi & Niemeyer <i>Caring and sharing: The humanistic classroom</i> (A)	A. Krause <i>A hidden agenda: Motivation, fun and learning</i> (A)
1:30 pm	J. Hoelker & David McMurray <i>Learning styles, Part I: CE, RO, AC, AE? Which are you?</i> (A)	A. Todd <i>Games: Uses and abuses</i> (A)	David Paul <i>Motivating teenagers and adults to communicate</i> (A)	S. Berman <i>Exciting new materials for the experiential classroom</i> (C)	W. Gatton <i>Coming to grips with multimedia</i> (C)

(A) Academic Presentation

(C) Commercial Presentation

3:00 pm	J. Hoelker <i>Learning styles, Part II: Teaching to learning styles with right/left mode techniques</i> (A)	K. Cates <i>Global issues in language textbooks</i> (A)	M. Coulthard <i>From text analysis to teaching reading and writing</i> (A)	C. Malarcher <i>Dictation variations for conversation, reading writing and lab classes</i> (A)	M. Rinvoluceri <i>Getting students to tell stories</i> (A)
4:30 pm	J. Unger <i>The 4-9 method for improving reading comprehension, writing skills and general comprehension ability</i> (A)	C. Candlin <i>Task design in language learning</i>	T. Duvernay et al. <i>Wired to the world: KOTESOL internet panel discussion</i> (A)	A. Yamashiro T. Hardy A. McCormick <i>Gender issues in language learning</i> (A)	Jack Richards <i>Teaching as improvisation: The role of decision making in language teaching</i> (A)
6:30 pm	Cocktail Party / Dance Performance		Plenary Bldg		

50 Minute Sessions							
Time\ Room	Plenary Hall	Rm 107	Rm 301	Rm 307	Lab A 5th Floor	Lab D 5th Floor	Rm 307
9:00	Era Kim <i>Interactive multimedia language instruction: Evaluation of "English Discoveries"</i> (C)						
10:00	Opening Ceremony Opening Ceremony Opening Ceremony						
10:30	<i>Reflective teaching: One teacher's journey</i> Kathleen Bailey where: Plenary Hall						
11:30		S. Stupak <i>TOEIC: Origins, history, and current status</i> (A)	M. Knoop <i>Classroom cultures in clash: Foreign English teachers and Korean students.</i> (A)	F. Tedesco <i>Groping for expression</i> (A)	E. Cooke <i>Using rhythm, song, and chants in the ESOL classroom</i> (A)	D. Thomson <i>Linguistics: Who needs it?</i> (A)	

12:30	C. Candlin D. Butt D. Hall <i>Crossing borders: The Macquarie Distance Masters</i> (C)	C. Mares <i>Can we teach conversation?</i> (A)	R. Hudson <i>Video in the language classroom</i> (C)	A. Raasch <i>Linguistic aspects of peace education</i> (A)	S. B. Kim <i>Total quality management system at work in English curriculum program at Sejong University</i> (A)	
1:30	G. Crocetti <i>The art of video: Ten techniques using authentic video</i> (A)	A. Binstock <i>Learning English through songs</i> (C)	T. Nickelsburg, K. Reitan <i>Teaching technical and academic writing in Korea</i> (A)	J. Fanselow <i>Reflecting on reflections on practice</i> (A)	D. Kemp <i>Considerations for a speaking class</i> (A)	T. Roskams <i>Vocabulary: What works?</i> (A)

2:30		S. Gershon <i>Classroom oral testing made easy</i> (A)	M. Wallace <i>Global Cinderella: The universal fairy tale</i> (A)	C. Frazier <i>"Step Out" to a new approach</i> (A)	R. Gillett <i>Peter Pan in closed captions - Using animated videos in language classrooms</i> (A)	T. Farrell <i>Reflection-for-action: Evaluating language teaching skills</i> (A)	
3:30		J. Dutka To <i>Conceptual framework for language acquisition</i> (A)	E. Busbee <i>The Busbee-Hungul System</i> (A)	M. Oh <i>Three myths of Korean English learners</i> (A)	J. Fanselow <i>Reflecting on reflections on practice</i> (A)	G. Couzens <i>Outside of class reading and writing to supplement EFL learning</i> (A)	S. Golden <i>SuperKids for super children's classes!</i> (C)
4:30		L. Roach <i>Assessing communicative competence with the test of spoken English</i> (A)	M. DuVivier (A)	N. Baxer <i>Sidelines</i> (C)	K. Bailey <i>An introduction to Schema Theory for language teachers</i> (A)	M. Gibb <i>Authentic materials and lower level adult learners</i> (A)	

5:30	S. Pate <i>Getting the most out of kindergarten classes</i> (C)	A. Underhill <i>Sound foundations: Bringing phonology to life</i> (A)	C. Browne <i>Vocabulary and SLA: What do we know?</i> (A)	H. Zamora <i>Cooperative learning: A health unit</i> (A)
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Sunday

90 Minute Sessions

Time\Room	Lab B (5th Floor)	Lab C (5th Floor)	Room 408	Room 405	Room 305	Room 305
9:00 am	Greg Wilson <i>Basic web-page authoring</i> (A)		S. Garrigues <i>Gesture, culture and language: cross-cultural aspects of nonverbal communication</i> (A)		K. Boxell <i>Doing exciting Curriculum in daily English (DECIDE)</i> (A)	
10:30 am	A. Raasch (A)	J. Clemens <i>Scaffolding - smoothing the way to speaking and writing</i> (A)				Panel Discussion: John Fanselow Oryang Kwon Kathleen Bailey Chris Candlin Joo-kyung Park Thomas Farrell
12:00 noon	Plenary Plenary Plenary Plenary Plenary Plenary					
	Mario Rinvolucrì <i>Multisensory teaching</i> where: Plenary Hall					

1:30	P. Ackroyd <i>Sixty students! One hour a week! It can work.</i> (A)			G. Matheson T. Ottwell K. Park A. Todd B. Vanderveen <i>The swap shop: A community of learners</i>	A. Underhill <i>Using the "Inner Workbench" to enrich learning</i> (A)	
3:00 pm			J. Unger <i>A simplified approach for increasing cultural awareness and understanding</i> (A)	C. Sandy <i>On screen: Interchange 1 and 2</i> (C)	R. Pantony <i>Contractual and legal aspects of teaching ESL</i> (A)	

50 Minute Sessions

Time\ Room	Plenary Hall	Rm 107	Rm 401	Rm 307	Lab A 5th Floor	Lab D 5th Floor	Rm 307B
9:00		J. Richards <i>New Person to Person</i> (C)		D. Paul <i>Motivating teenagers and adults to communicate</i> (A)			S. Bullon <i>What's the use of learners's dictionaries?</i> (A)
10:00			J. Katchen <i>So you've found a good video, now what?</i> (A)		P. Lewis	M. Graham <i>Gogo loves English</i> (C)	N. Baxer <i>Journeys in English: it's not all uphill!</i> (C)
11:00		A. Binstock <i>The best just got better: The new interactive and mosaic series</i> (C)	D. Carter <i>Teaching a nightingale to crow</i> (A)	M. Wallace <i>Blinded by science: Content based science unit for language learners</i> (A)		R. Aizen <i>American culture through country music</i> (A)	
12:00	Mario Rinvoluceri <i>Multi-sensory teaching</i> where: Plenary Hall						

1:00	B. McMichael <i>Putting on the ritz: Content based language instruction</i> (A)	M. Lebedko <i>Using video for teaching American culture in the EFL classroom</i> (A)	M. Ulrich <i>Getting beyond grammar to communicate: Some conversational techniques for Korean students</i> (A)	A. Raasch <i>LINGUA PAX, Language teaching and peace</i> (A)	J. Fanselow <i>Reflecting on reflections on practice</i> (A)	J. Jackson <i>The use of videos in the language classroom</i> (A)
2:00	C. Candlin <i>Taking learners to task</i> (A)	C. Lepple <i>Creating and using thematic art projects for EFL</i> (A)	D. Harrison <i>Ten ways to improve your English speaking skills</i> (A)	D. Lynch <i>Problem-solving with the "Six Hats" thinking method</i> (A)	J. Hagedorn <i>How do adults learn best?</i> (A)	
3:00	S. Bullon <i>The evidence is mounting: Why corpora are growing.</i> (A)	M. Rinvolucri <i>Learning styles and student process</i> (A)		M. Everingham <i>STYLE: A natural approach to testing young learners</i> (C)	F. Cook <i>MAT program options at the School for International Training</i> (C)	J. Richards <i>Tactics for listening</i> (C)

4:00					K. Bailey <i>An introduction to Schema Theory for language teachers</i> (A)	J. Fanselow <i>Reflecting on reflections on practice</i> (A)	
5:00	General Business Meeting & Final Bash Where: Plenary Hall						

KOREA TESOL

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Abstracts

Saturday

90 Minute Concurrent Sessions I (12:00-1:30)

**Portfolio assessment in the ESL writing classroom*

paper

Lab B, 12:00, Sat

Cate Crosby

Sisa English Institute

Questions about how issues of writing assessment should be dealt with have perplexed writing instructors over the years. An alternative method of assessment, portfolio assessment, has recently been introduced to the field of writing instruction. As a result of their introduction, portfolios are being viewed as the answer to the perplexing questions which often accompany writing instruction.

This study introduces three components of portfolio assessment in the ESL writing classroom. First, it presents a sample design of a portfolio assessment system. Furthermore, it provides instructions on how to implement this alternative assessment system. Finally, the study provides a suggestion for using portfolios to augment the traditional means of assessment.

**Teaching toward globalization in Asia*

paper/workshop

Lab C, 12:00, Sat

Lee Henn

Chungnam National University

What does it mean to teach globalization to Asian students? Asian leaders have been saying that globalization is important. Asian students also think that it is important but don't really know what it is. How can teachers teach globalization to them in a way that makes it real. For many years now, multiculturalism has been the emphasis in my intermediate and upper level English Conversation classes. Some of those classes were roaring successes and some were dismal failures. Come and let's share ideas on how to get our students involved in the globalizaiton of Asia. Be prepared to face some of your own ethnocentrism. Those who say, "We are all alike; we're all human." deny the shape and flavor that cultures contribute to individual development. Those who say, "we're so different that we must stay separate." create harmful barriers by closing their eyes to what is common to every human being. Form beyond language. Come prepared to participate! This is not a lecture.

**Caring and sharing: The humanistic classroom*

workshop

Room 405, 12 noon, Sat

Susan Niemeyer

Yonsei University

Eun Mi Seo

Chonbuk Sanup University

Learning a foreign language involves more than just learning correct grammar or memorizing words. To master English, students must learn to express their own feelings and opinions. They need to gain both confidence and fluency to become active learners. They should learn how to develop cooperative and supportive relationships in the classroom.

According to Moskowitz (1978), humanistic education is intended to enhance our foreign language program by bringing out the best in our students – the positive side. In this workshop, the presenters will demonstrate several activities which will attempt to blend what students feel, think, and know with what they are learning in the target language. Rather than self-denial being the acceptable side of life, self-actualization and self-esteem are the ideals the activities pursue.

**A hidden agenda: Motivation, fun and learning*

workshop

Rm 305, 12:00, Sat

Aleda Krause

JALT Teaching Children NSIG

Perhaps the most accurate predictor of language learning success is students' motivation. A desire to study abroad or work for a foreign company can motivate learners tremendously. In children, however, motivation must be reinforced and often instilled by the FL teacher. How?

Rewards are one motivation, but there are others: the pleasure of doing things they like to do in L1, the fun of doing things that kids of the FL culture, or the desire to know about people of other cultures. Finally, the pure enjoyment of class is an important motivation.

Come to this workshop and experience activities that get "3 for 1": fun, motivation and learning language. Play games that seem to be purely fun, but which practice specific grammar or functions, or teach cultural topics. Learn games adapted from those played by children worldwide, activities patterned on the FL traditions, and activities designed for content-area instruction.

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90 Minute Concurrent Sessions II (1:30-3:00)

**Learning Styles, Part I: CE, RO, AC, AE? Which are you?*

paper/workshop

Lab B, 1:30pm, Sat

Jane Hoelker

Kanazawa Institute of Technology

David McMurray

JALT Immediate Past President

Fukui Prefectural University

The perfect lesson plan maximizes participation in the learning activity and minimizes resistance to the learning experience. An understanding of learner differences enables the teacher to design this perfect lesson plan.

This workshop (Part I of a two-part series) will begin with an adaptation of the 4 MAT Learning Type Measure, a self-descriptive, self-scored test on learning styles by Dr. Bernice McCarthy who applied the work of David A. Kolb to the educational setting. Participants will then group themselves with people of like styles (concrete, reflective, abstract or active) and discuss a problem. Next, the workshop will examine the characteristics of each of the four small groups revealed through the process of solving the problem. After understanding how learning style theory applies to themselves, the participants will apply it to their students. They will discuss how to apply learning style theory to designing classroom curriculum and tests. Classroom research and two case studies of how learning styles can be used with university students and with managers will be presented.

(Learning Styles, Part II will demonstrate how to incorporate right/left-brain techniques in teaching to each of the four learning styles introduced in Part I.)

**Games: Uses and abuses*

workshop

Lab C, 1:30pm, Sat

Andrew Todd

Oxford University Press

Fun and games are the natural order of a child's world. Fun and games should therefore be the order of the ELF classroom

All too often games are used either as a reward or a punishment. "If you study hard, we'll play your favorite game later." or conversely, "If you don't do this for me, we will not play any more games this week." Both of these situations are recipes for classroom disaster. Both originate in the adult world, not the reality of the child. Games can and should be played at every opportunity. It is the teacher's responsibility to ensure that the games are used

appropriately, not for escape but for linguistic and social development.

In this workshop the presenter will examine the uses and abuses of games and will also demonstrate a variety of easily implemented games which foster the aforementioned skills.

**Motivating teenagers and adults to communicate*

workshop

Rm 307, 1:30 Sat

David Paul

David English House

One of the most difficult barriers that needs to be crossed is the one between the classroom world where students learn English, and the world outside the classroom where these students need to use English communicatively. At the moment, most students learn English in the classroom for six or more years but fail to cross this border. The presenter will suggest that by placing emphasis on the psychological aspects of learning, respecting the individual learning processes of our students, and by keeping the students fully emotionally involved in all stages of a lesson, we can train them to communicate naturally and effectively.

**Exciting new materials for the experiential classroom*

workshop

Rm 405, 1:30pm Sat

Shari Berman

Harcourt Brace Japan

Experiential learning brings the EFL classroom one step closer to the real world. Participating actively gives students more to reflect upon and helps them develop greater confidence in their oral/aural abilities. Three new speaking/listening titles from HBJ use drama and debate techniques to offer your students a more active role in the learning process. *Make Your Point!* is an interactive workbook which teaches EFL students the mechanics of debate while practicing the necessary grammar and vocabulary. *Simulating Conversations* features stimulating role play games to promote student interaction and fluency. *Possibilities* is a new series featuring high-interest stories interspersed with speaking, listening, reading and vocabulary activities. This series is of special interest to students going abroad or studying in hotel/travel programs. The presenter will demonstrate an easy debate technique, a simulation game and a dramatic scene and related experiential tasks.

**Coming to grips with multimedia*

workshop/paper

Rm 305, 1:30pm Sat

William Gatton

DynEd Japan

Whether you are new to interactive multimedia or an experienced user, everyone needs to know what's new in this rapidly developing area. This

presentation addresses the topic from DynEd's view.

The topics include: an in-depth look at Speech Recognition; digital video; a comparison of network and CD-ROM delivery systems; varying courseware needs for students from elementary school to universities; and implementation strategies for schools.

The presenter will also consider the growing impact of multimedia ELT around the world. What does the Internet mean for education? How is courseware being implemented? What research has been undertaken regarding multimedia in general and multimedia ELT in particular. At least half of the presentation time will be spent examining courseware in-depth. As always, we invite participants' involvement.

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90 Minute Concurrent Sessions III (3:00-4:30)

**Learning Styles, Part II: Teaching to learning styles with right/left mode techniques*

workshop

Lab B, 3:00pm Sat

Jane Hoelker

Kanazawa Institute of Technology

Logic as well as ambiguity, wholes as well as parts, better questions as well as right answers, process as well as product, a balanced, whole-brained curriculum honors both these ways of learning.

Most schools emphasize left-brain activities to the almost total exclusion of right-brain activities. For one thing, left-mode activities are easy to grade especially if the class is large. But, does a "teach and test" curriculum develop the whole student? Right-mode activities are process-oriented, open-ended and the learner creates the result. Therefore, the learner has to express his or her uniqueness. This workshop picks up where the workshop, Learning Styles, Part I, left off. It will demonstrate how to write a balanced, eight-step lesson by incorporating right/left-brain techniques in teaching to each of the four learning styles which were introduced in Part I; the imaginative learner, the analytic learner, the common sense learner and the dynamic learner.

Try using an eight-step lesson in your classroom. You may find that when Carl Rogers said, "Man is wiser than his intellect," he was talking about your students that you work with everyday.

(Learning Styles, Part I introduced learning style theory and the four learning styles. This workshop begins where Part I left off.)

**Global issues in language textbooks*

paper/workshop

Lab C, 3:00 Sat

Kip Cates

Tottori University

A growing number of English textbooks include language teaching topics on global issues and world problems. A look through recent school and college textbooks in Japan, for example, reveals language lessons on topics such as Mother Teresa, Martin Luther King, famine in Africa and tropical rainforest destruction. Language teachers, however, have had little chance to discuss the treatment of these issues in coursebooks. This presentation will outline how English textbooks in countries around the world are integrating global awareness, international understanding and the study of world problems into their foreign language lessons. Participants will have a chance to examine and discuss EFL

textbook lessons on peace, the environment and human rights from countries such as Japan, Russia, Mexico, Korea and Vietnam. Participants should gain a better idea of how textbooks can promote international understanding and get ideas for designing their own materials for their education themes.

**From text analysis to teaching reading and writing*

workshop Rm408, 3:00pm Sat

Malcolm Coulthard

University of Birmingham

For a generation, linguistics has progressed by concentrating on the descriptive and rejecting the prescriptive. However, as language teachers we are nevertheless daily concerned with evaluating our students linguistic performance. The time has come to readmit questions of evaluation as proper concerns of linguistics. This workshop will use the evaluation of badly written text to discuss useful techniques for analysing the structure of written text and rewriting it to improve its communicative success. The workshop will then consider ways of improving the teaching of reading and writing to advanced students of English.

**Dictation variations for conversation, reading writing and Lab classes*

workshop Rm 405, 3:00pm Sat

Casey Malarcher

ELS Kangnam

Andrea Janzen

ELS Kangnam

Wendi Shin

ELS Kangnam

The presenters will explain how they have extended the use of dictation to develop students' skills in listening, speaking and writing. Various methods for using dictation as warm-ups and lessons in conversation, reading and writing and laboratory classes will be discussed. Demonstrations and an accompanying handout explaining the techniques used by the presenters will illustrate possible ways for teachers to incorporate these ideas into their own lessons. Attendants will also be encouraged to share their own ideas for using dictation in the classroom.

**Getting students to tell stories*

workshop Rm 305, 3:00pm Sat

Mario Rinvoluceri

Pilgrims

Your students are bursting with stories as are learners the world over. We will work on ways of helping students to get their stories out into English, that strange way of speaking from over the oceans. Making stories of their own

in English makes the language a bit less odd to them.

90 Minute Concurrent Sessions IV (4:30-6:00)

**The 4 to 9 method for improving reading comprehension, writing skills and general comprehension abilities*

workshop

Lab B, 4:30pm Sat

John Unger

Payap University, Chiang Mai

Various educational systems that emphasize rote-memorization type methods, the successful completion of nationwide entrance exams, and high levels of grammatical accuracy tend to neglect basic skills of analysis and inquiry.

The "4-to-9 method" is based on variations of the well-known reading comprehension strategy of "chunking" information into smaller parts, standard content and semantic "mapping" techniques, and cognitive learning strategies. Participants will learn how these three methods for learning English are combined and expanded to enhance basic skills of analysis and inquiry, and at the same time, improve the students comprehension and production abilities. Participants will then be led, step by step, through procedures for applying this method in English language classrooms at the elementary, intermediate, and advanced competency levels. Applications of this method in the workshop will enable participants to bring something practical, with many possible variations which they can use and adapt, back to their classrooms.

**Task design in language learning*

workshop

Lab C, 4:30 Sat

Christopher Candlin

City University of Hong Kong

This workshop will develop the ideas from the paper presentation and will involve participants in hands-on evaluation and design of particular language learning tasks for the adult learner in the light of teaching and learning objectives. Examples of tasks will be provided and criteria given for task construction and evaluation.

**Wired to the World: an Internet*

Panel

Rm 408, 4:30 Sat

Thom Duvernay

Dongguk University

Greg Wilson

Hyundai Language Institute

Roger Hudson
E.L.S. PTY Limited
Paul Lewis
Greg Matheson
Korea Times

In the discussion we will talk about internet, discuss where we are now with it in KOTESOL, and where we plan to be in the future. We will each present our personal interests/positions and field questions from the audience.

**Gender issues in language education*

panel

Rm 405, 4:30pm Sat

Amy Yamashiro

Keio SFC

Thomas Hardy

Tamagawa University

Alan McCormick

Keio SFC

Papers in this panel address three ways gender shapes language classes: in professional discussion and development; within content-based EFL classes; and in the form of teacher-student perceptions and classroom dynamics. The first paper argues that EFL educators should integrate political concerns through teaching critical thinking in their language classes. In this approach, teachers and students work together using the target language to discuss values and biases, and to bring those biases to the surface. The second paper describes a content-based language course on social inequality and gender issues that exemplifies this approach. The third paper asks educators not only to question their assumptions about lower-proficiency male students, but also to take a fresh perspective to avoid reinforcing gender stereotypes. These papers were published in a monograph entitled *Gender Issues in Language Education*.

**Teaching as improvisation: The role of decision-making in language teaching*

paper

Rm 305, 4:30pm Sat

Jack Richards

University of Auckland

When teaching a lesson, a teacher must respond to feedback from learners concerning many different aspects of the lesson, including its interest level, comprehensibility, and relevance to the teacher's goals. Consequently lessons are continually modified and reshaped on the basis of decisions teachers make once a lesson has begun. These are known as interactive decisions, and such decisions often result in effective lessons differing considerably from the lesson plan with which the teacher began the lesson. Good teaching therefore often depends on the teacher's ability to improvise, based on the teacher's beliefs,

experience, and teaching skills. The nature of teaching as improvisational performance will be illustrated from a study which examined the extent to which experienced and less experienced teachers departed from their lesson plans during lessons. The causes for their departures will be illustrated and the implications of this mode of teaching examined for teacher education.

If you are interested in working on next year's conference, please contact the '97 conference co-chairs:

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Kari Kugler
phone: (053) 658-5416
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Saturday

50 Minute Concurrent Sessions I (9:00-9:50)

**Interactive multimedia language instruction: Evaluation of "English Discoveries"*
paper Plenary Hall, 9:00am Sat

Era Kim

Advanced Hightech Edumedia

Current research projects examining the contents, structure and presentation of interactive multimedia applications have largely confirmed the popular consensus that interactive multimedia approach to language instruction is extremely effective. This presentation attempts to delve deeper into the subject by identifying the design features of software programs which make maximum use of possibilities provided by multimedia technology for the enhancement of English language learning. In particular, the presentation will examine "English Discoveries", a highly acclaimed interactive multimedia English Instruction software, to highlight the more prominent features - both pedagogical and technological - which will be of interest to all those seeking a more effective, efficient and stimulating means to English language learning and teaching.

Plenary Session (10:30-11:20)

**Reflective teaching: One teacher's journey*

plenary

Plenary Hall, 10:30 Sat

Kathleen Bailey

Monterey Institute of International Studies

The presenter's life as an ESL teacher began in Korea, so she is especially pleased to be able to address the theme of "Reflective Teaching" at this year's KOTESOL Conference. The concept of reflective teaching entails a great deal of thoughtful work by teachers. This presentation will range from personal to theoretical as we look at some of the research literature on teachers' thoughtful work and tie it to our own experiences as language teachers.

50 Minute Concurrent Sessions II (11:30-12:20)

**TOEIC: Origins, history, and current status*

paper

Rm 107, 11:30am Sat

Steven Stupak

Sisayongosa, Inc.

In this presentation the presenter will outline the origins of the TOEIC, explaining why it is as it is and giving insights into the format, scoring, and administration of the test and the TOEIC Program, both domestically and internationally.

**Classroom cultures in clash: Foreign English teachers and Korean students.*

paper/workshop

Rm 301, 11:30am Sat

Michelle Knoop

Joonkyong Industrial University

How can you help your classes run smoothly and avoid management problems in your Korean classroom? As foreign teachers in a foreign land, we may not know what classroom rules our students are used to following, nor what is considered appropriate behavior for both teachers and students in Korea. Is this normal in Korea? We might wonder. Do my students behave this way in all their classes, or do they think anything goes when the teacher is not Korean? When things go wrong, we may not know why. As result, we may not sure how to deal with problems which arise.

The presenter will present the findings from her research on Korean classroom etiquette, along with some creative activities to do with students which can help clarify both teachers' and students' classroom expectations. The group will also explore way to implement class guidelines, and to do all this which in the context of teaching English.

**Groping for expression*

paper

Rm 307, 11:30am Sat

Frank Tedesco

Sejong University

Teachers of English in Korea are frequently confronted with classes of monocultural and monolingual students who have never needed to express their distinctive cultural experience to an outsider in another language. Korean-English dictionaries and textbooks derived from Western disciplines and patterns of thought often ready correspondences and translations for terms and concepts shaped with the West in such subjects as the sciences, technology and Western religion. Difficulties and misunderstandings arise however when speakers of

English venture into areas outside the domain of Anglo-American culture. How are we to responsibly assist our students who are groping to express their cultural experience through English when we ourselves may not know very much about what they are trying to talk about but may be central to our students' lives? The heritage of Mahayama Buddhism in Korea is a case in point. It remains the most populous faith in Korea yet it is arguably the least understood. How many students of English in Korea can lead an informed tour in English around any of the thousands of ancient temples which dot the Korean urban landscape and countryside?

Presentations will be illustrated with selections of video from major Korean cinema productions cable TV programs and commercially sold videotapes.

**Using rhythm, song, and chants in the ESOL classroom*

workshop

Lab A, 11:30am Sat

Eloise Cooke

Yeungsan WonBuddhist College

When language learners have the opportunity to play with language, at almost any age or level of proficiency, they can receive considerable enjoyment. Using rhythm, songs, and chants in the ESOL classroom reduces tension and anxiety while introducing or reinforcing concepts through word/sound play. Students' pronunciation and intonation can become more natural without conscious drill and reading can improve through association of written words with song lyrics.

This workshop will provide examples and demonstrations of rhythm, songs and chants for use in the ESOL classroom. Participants will have the chance to use their own creativity in this instructional and experiential workshop.

**Linguistics: Who needs it?*

paper

Lab D, 11:30 Sat

Diane Thomson

Institut Teknologi Mara, Malaysia

Is it necessary to include a linguistics component on training courses for TEFL/TESL teachers?

It has sometimes been argued that the study of linguistics is too theoretical and abstract to be of any real use to the practising classroom teacher, and that the concerns of linguists are divorced from the everyday reality of the classroom. Students themselves may find the subject difficult, boring, and inaccessible, and develop negative attitudes to it.

In this paper I will argue that the study of linguistics is a vital aspect of the training of an ESL teacher, and that the subject can be made relevant and accessible to students through appropriate teaching methodology. In particular, I will argue that linguistics is ideally taught through project work in which

students conduct a primary research project of their own design, in addition to more classroom-based work. In this way, students gain hands-on experience of research in linguistics and thereby develop insights into the value of such research for classroom practice. The projects conducted by ITM B.Ed TESL students on linguistics will be referred to by way of illustration, as well as the students' comments on the research experience.

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*Professor Andrew Lian
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PS: Jonathan Clemens, the designer and editor of "Words Will Travel", will be conducting a workshop at this conference.

50 Minute Concurrent Sessions III (12:30–1:20)

**Crossing borders: The Macquarie Distance Masters*

workshop

Rm 107, 12:30 Sat

Christopher Candlin

Macquarie University

David Butt

Macquarie University

David Hall

Macquarie University

This workshop-presentation will involve participants in working through some selected tasks from the course materials available to Distance Learning students taking the Macquarie University programs in Applied Linguistics/TESOL. Topic samples include functional grammar, ELT program management, classroom research, pragmatics and cross cultural communication.

The workshop will explore questions such as what makes a good professional development task, how to work collaboratively with other professionals, how to link old expertise with new knowledge, and what information distance learners need and in what media and modes.

**Can we teach conversation?*

demonstration

Rm 401, 12:30 Sat

Chris Mares

Obirin University, Tokyo

Communicative language teaching has transformed language classrooms around the world and helped to create an environment where students actively use English for a specific purpose. Nevertheless, getting students to use English in class is not necessarily the same as preparing students for conversations in English. This demonstration will consider the nature of native speaker conversation and examine the features which can be best exploited in the classroom for low level students in order to prepare them for limited free conversation.

**Video in the language classroom*

paper

Rm 307, 12:30 Sat

Roger Hudson

E.L.S. PTY Limited

Effective use of video material can greatly assist in language teaching. At its most basic level, video can give learners both the context and purpose of

an exchange while also modelling essential non-verbal aspects of communication.

The presenter will draw on 15 years experience in producing educational television programs. In his paper he will explore the way different television genres (news, commercials, documentaries, drama programs, etc.) can be used to provide the stimulus for a wide range of language learning activities. The paper will examine the production parameters of different genres and highlight how awareness of these parameters can help language teachers make the best use of video materials in the classroom.

Using excerpts from "Words Will Travel", he will illustrate the way video, audio and print materials can be successfully combined to provide an effective integrated communicative language course.

**Linguistic aspects of peace education*

paper/workshop

Lab A, 12:30 Sat

Albert Raasch

Saarland University, Germany

Peace education is education in communication. Communicational awareness may contribute, via communicative strategies, to tolerance and mutual understanding. These communicative strategies should rely on comprehension of linguistic features such as presuppositions and connotations. Non-acceptance of presuppositions and misunderstanding of semantic connotations may cause communicative difficulties and should therefore be analyzed and taught at every level of language teaching and learning. Teachers of foreign languages can thus try to use linguistic competence - and teach their students to use linguistic competence - in order to prevent conflicts between human beings. In this presentation, the presenter will discuss these linguistic aspects of peace education, will show examples of good and bad communication, and will then invite participants to create their own examples of communicative events which show how language can either promote or prevent peace and mutual understanding.

**Total quality management system at work in English curriculum program at*

Sejong University

paper

Lab D, 12:30 Sat

Kim, Soon Bok

Sejong University

Total Quality Management (TQM) is quite a new concept in the profession of education, since it was first introduced and applied to quality control in manufacture. The assumption underlying this TQM is that manufacturing product gets constantly managed for the targeted quality through the cycle of planning - doing - checking - acting.

In application of this TQM concept to English curriculum program at Sejong the basic assumption is that the program is to produce students with

native speaking ability in a university setting. Sejong's English curriculum is compulsory 4 semester, 12 hour credit program. The first stage involves an initial test to determine the average level of students entered the English program at Sejong Univ. The test must be administered to the entire student body and the statistical results must be calculated in order to determine the beginning competency levels of students. From this initial assessment, clearly defined curriculum objectives must be declared. The course, the number of required hours, and the course content should be determined from the data in the average American students score and the Korean students score on the standardized exams. The major task is to test and define the initial objectives for all areas of reading, listening, writing, and speaking. The students' level is on 0-9 scale in the respective area.

Once the students have been identified a program must be designed to bridge the gap between the average American student and the average Korean student in terms of their English abilities. At this point, the evaluation must be continuous and ongoing. Every English speaking professors of English involved in the project must constantly assess the students to determine if they are meeting the objectives, covering remedial topics, and staying on track for the program. Obviously midterms and finals must be compared from average classes to special program classes and the curriculum and teaching methods must be refined in order to meet the target.

Korea TESOL would like to extend

its thanks, its hopes and its prayers to Prof. Patricia Hunt

during her illness.

50 Minute Concurrent Sessions IV (1:30-2:20)

**The art of video: Ten techniques using authentic video*

workshop

Rm 107, 1:30 Sat

Gina Crocetti

Kwangwoon University

When video is exploited effectively, it enhances a lesson and motivates students to learn. In an EFL setting where native English speakers may be few, video enables the teacher to bring other native speakers into the classroom. The teacher is able to familiarize students with a variety of accents through video to improve their listening skills. Video can also be used to show students how people interact with each other in English and provide the basis for cultural comparisons.

This demonstration will provide participants with criteria they might use in selecting video for classroom use and offer a three-state framework for applying the use of video in the classroom. Within this framework, the presenter will demonstrate ten techniques for manipulating the video. Participants will leave with 50 teaching activities using the ten techniques demonstrated. Audience participation will be elicited through discussion, and note-taking in an information gap activity.

**Learning English through songs*

paper

Rm 301, 1:30 Sat

Abraham Binstock

McGraw-Hill School/ELT books

This presentation will focus on using songs to teach English with SING IT! SING IT! is designed so that instructors can easily integrate listening, speaking, reading and writing into their classrooms in any combination. It also teaches grammar, vocabulary, pronunciation, and idioms. It is based on the theory that language students can enhance their learning of language through the use of authentic music and song lyrics. Even if teachers don't think they are singers, the available cassettes will make every class an enjoyable one.

**Teaching technical and academic writing in Korea*

paper

Rm 307, 1:30 Sat

Ted Nickelsburg & Kirsten Reitan

KAIST

Due to Korean's push toward globalization and technical advancement, Korean schools and universities have greatly expanded their English programs and hired many native speaking English teachers. Simultaneously, more and

more universities with strong science and engineering programs are realizing the need to teach their students to write academic and technical English. In this paper, the presenters will do the following: compare and contrast academic and technical writing in the Korean classroom, share course design, focus on teacher development, and discuss how to meet the unique needs of Korean science and technical students.

First, the presenters will examine several differences between academic and technical writing. These include the central idea of the conceptual paragraph and the five areas of description, definition, classification, process, and visual-verbal relationships. Second, course objectives and syllabi which incorporate the similarities and the differences and which utilize a writing-as-process approach will be shared with participants. Third, aspects of teacher development will be addressed. There are a number of sources available through which teachers can help themselves and each other. These include books, journals (like ESP journal), organizations, and on-line services (like TESP-L). Finally, the presenters and the participants will discuss the various ways to meet students' needs. This can include formal and informal needs assessment, a student-centered approach to teaching, use of audio-visual equipment, and various other techniques.

**Reflecting on reflections on practice*

workshop

Lab A, 1:30 Sat

John Fanselow

Columbia University

The presentation will be inviting each participant to reflect on practice by showing ways we can step back and take a new look at the way we all teach. At the same time, the presenter plans to introduce ways to enable participants to move beyond the usual "this worked well." and "this did not work well." which are a key part of some reflections.

The presenter will also remind participants of the value of reflecting on how we read, listen, speak and write outside the classrooms. By observing and reflecting on how we interact outside classrooms we can discover a great number of potential alternative practices to use in our classrooms. For example, by looking at the ways we deal with non-language errors in our classrooms. And by looking at stage techniques of different types of theater, we can generate alternative role playing activities for our students.

**Considerations for a speaking class*

paper

Lab D, 1:30 Sat

David Kemp

Florida State University

This paper will present a theoretical basis for developing a speaking

class syllabus. It will address the problem areas of intonation and phonology for non-native English speakers, especially Koreans. In addition, suggestions for correction in these problem areas will be presented. These suggestions, which are currently being incorporated into the teaching at the Center for Interactive English Studies at Florida State University, include how Korean and English intonation patterns differ, the manner and place of articulation of American English phonemes and why approximating English phonemes with Korean phonemes is insufficient, and a fluency building activity. So that any teacher may attend, this presentation will use minimal linguistic terms.

**Vocabulary: What works? Comparing students' self-study strategies and teacher classroom presentation methods*

paper

Rm 307, 1:30 Sat

Tim Roskams

Chinese University of Hong Kong

EFL students perceive lack of vocabulary a major problem but little time is usually spent in communicative classrooms on the explicit teaching of vocabulary. Self-learning strategies therefore take on an important role and this paper reports the use of self-study vocabulary strategies by Chinese university students and their perceived benefit. These strategies include those for choosing which words to study, how words are dealt with on first meeting, and how/if words are revised. Student strategy use is correlated with proficiency. The self-usage of dictionaries and networking/mnemonic techniques promoted in the literature is also reported. In addition, three classroom presentation methods are related to the subsequent ability students to recognize and recall new words. An explicit deductive presentation method was more effective than an explicit inductive one, a finding which does not confirm the belief that depth of processing considerations are more important than repetition without multiple contacts over time. The findings from self-study strategies and classroom presentation methods are used to discuss several implicit and explicit theories of vocabulary acquisition, as well as deductive and inductive approaches to vocabulary teaching and learning. Practical applications for EFL teachers are considered, including the selection of words for presentation, training in sight and aural recognition, and the importance of systematic revision, especially for recall.

Korea TESOL offers its condolences to
the family and loved ones of Prof. Barbara Enger
who passed away during the summer.

50 Minute Concurrent Sessions V (2:30–3:20)

**Classroom oral testing made easy*

workshop

Rm 107, 2:30

Sat

Steven Gershon

Obirin University, Tokyo

This workshop, conversing both basic concepts and practical problems, will focus on what teachers should know in order to confidently design useful classroom-based oral tests. After considering the features of reliability and validity, we'll look at different test formats and work through various criteria referenced marking systems. We'll finally tackle the logistical constraints and classroom management solutions to oral testing in large classes.

**Global Cinderella: The universal fairy tale*

workshop

Rm 301, 2:30 Sat

Mary Wallace

Honam University

Every culture has their own fairy tales but upon close inspection we often find that these are different versions of the same story. Using English translations of various cultures fairy tales, numerous activities can be conducted comparing and contrasting these tales. The Cinderella story as told by a variety of ethnic groups is used for the workshop. The audience, playing the role of the student, will have a version of the Cinderella story with each to work. By conducting several activities comparing the stories, we look at common literary themes throughout the world. In the activities noting the differences in the stories, cultural uniqueness become apparent. These activities use the four language skills equally.

**"Step Out" to a new approach*

workshop

Rm 307, 2:30 Sat

Catherine Frazier

Singapore American School

"Reach Out / Step Out" is a new approach for English language learning. This is a first of its kind! It's an English program that teaches developmentally according to a child's cognitive interests and proficiency abilities simultaneously. It considers the limited amount of time teachers have for English instruction and compensates for this handicap by creating an extensive recycled scope & sequence. It's fun! Each student book exercise is supported by interactive hands on experiences with the new language. It's written by teachers who have used

these ideas and activities for 7 years with Asian children. It is contextually interwoven with culture and content appropriate for students learning and living in Asia. "Reach Out / Step Out" takes a leap into new methods & practices for teaching English as foreign language.

**Peter Pan in closed captions - Using animated videos in language classrooms*
paper/workshop
Lab A, 2:30 Sat
Rodney Gillett
Chongju University

This presentation will focus on the use of animated videos in closed captions to enhance language learning in a classroom setting. Videos are a rich and valuable language resource that can be harnessed to develop our students' language learning ability. It is a dynamic and exciting medium that can stimulate and motivate students to learn English and to appreciate a different culture.

The outstanding feature of videos are their ability to present complete communicative situations. Videos are authentic, and as such they offer special insights into the way language is used in all sorts of situations. However, it is important to have students interact with the video and to watch actively by undertaking various activities and tasks.

This presentation will offer some methods and techniques to participants on how to utilize animated videos using closed captions in the language classroom. This will be demonstrated by reference to short segments from several Disney animated video movies. The importance of encouraging students to actively view videos will be demonstrated by having the participant undertake a series of task while watching the videos in the session.

Video movies can take you into the lives and experiences of others. And in the case of animated movies to another world altogether.

**Reflection-for-action: Evaluating language teaching skills*
paper
Lab D, 2:30 Sat
Thomas Farrell
Yonsei University

Second/foreign language teacher preparation programs usually offer many classes on theory and few on actual practice. However, recent research on second/foreign language teacher development indicates that knowledge acquired in these theory courses rarely translates into better teaching. Part of this problem is (1) teachers do not know exactly what they are doing in the classroom, and (2) they rarely talk to other teachers about teaching.

This workshop will engage teachers in exercises that promote exchange of ideas about teaching English in Korea. Participants will be given opportunities to reflect on their classrooms, discuss what goes on in these rooms with other teachers, and draw up sets of 'Golden Rules.'

50 Minute Concurrent Sessions VI (3:30–4:20)

**Conceptual framework for language acquisition*

paper

Rm 107, 3:30

Sat

Julia To Dutka

English Testing Service

This presentation will describe a conceptual framework for language acquisition as the basis for knowledge acquisition. It will explore the role of English as the international language of access to knowledge bases in a wide range of subjects which are currently being created, shaped, shared, debated and disseminated through technological networks in cyberspace at an amazing pace. In addition, the challenges and opportunities inherent in this paradigm for language teaching, learning, and assessment and the demands that will be placed on pre-service and in-service education for teachers will be discussed. English language acquisition is viewed as a source of empowerment and the electronic platform, a facilitator of global communication and a conduit for enhancing educational opportunities across cultural and national boundaries.

**The Busbee-Hangul System*

paper/workshop

Rm 301, 3:30 Sat

Everette Busbee

Jeonju University

A weakness of early English education in Korea is writing English phonetically by the McCure-Reischauer System, which is fine for road signs but not for pronunciation. Mispronunciation becomes ingrained, severely limiting the ability to comprehend spoken native-speaker English. To help Korean students overcome flaws in pronunciation - and the resultant weakness in hearing - the presenter has devised a system combining the Korean and English alphabets to transcribe English phonetically. It takes the unorthodox step of substituting the Korean *eu* for schwa, by far the most important vowel in English. Further, it maintains the number of English syllables, and syllables are at the heart of English pronunciation. Prator states that phonetic transcriptions "facilitate the breaking up of faulty speech habits by providing a new type of visual stimulus, thus making it possible for the students' analytical faculties to intervene more effectively in the formation of sounds and sound patterns." That is, "shock value" is required. Unlike the IPA, the Busbee-Hangul system has shock value.

**Three myths of Korean English learners*

workshop

Rm 307, 3:30 Sat

Maria Oh

Chonnam National University

Most Korean English learners seem to have the following three myths. The first myth is that native speaker of English are good linguistic role models even if they are not pedagogically trained in EFL. The second myth is that a small class is always more effective than a large class. If the students learn how to use English as a meaningful communication medium, students can co-teach themselves. The last myth is that students learn English in a very natural way in a Korean class. Korean learners usually do not have very natural exposure to English and they need some specially designed activities to learn how to communicate in English.

The presenter will share several classroom activities and demonstrate how non-native bilingual teachers can teach English to low level Korean students in a very communicative way even in a large class.

**Reflecting on reflections on practice*

workshop

Lab A, 3:30 Sat

John Fanselow

Columbia University

The presentation will be inviting each participant to reflect on practice by showing ways we can step back and take a new look at the way we all teach. At the same time, the presenter plans to introduce ways to enable participants to move beyond the usual "this worked well." and "this did not work well." which are a key part of some reflections.

The presenter will also remind participants of the value of reflecting on how we read, listen, speak and write outside the classrooms. By observing and reflecting on how we interact outside classrooms we can discover a great number of potential alternative practices to use in our classrooms. For example, by looking at the ways we deal with non-language errors in our classrooms. And by looking at stage techniques of different types of theater, we can generate alternative role playing activities for our students.

**Outside of class reading and writing to supplement EFL learning*

paper

Lab D, 3:30 Sat

Gerald Couzens

Kyoto Bunkyo University

If students have only one class of 90 minutes per week for EFL instruction with a native English teacher, premium utilization of that time should be devoted to conversation and listening. Unfortunately, not much time is left for reading and/or writing.

This discussion will look at the procedures in setting-up synopsis reaction writing as a homework supplement that becomes entirely student centered. Students learn to write a page a week from authentic materials and in the process develop English logic as it applies to writing.

Issues to be covered include rationale for such writing, understanding the difference in logic and goals between English and Asian writing, rationale for authentic materials that naturally supply English logic, examples and sample and format parameters, peer correction and feedback.

**SuperKids for super children's classes!*

paper

Rm 307, 3:30 Sat

Steve Golden

Prentice Hall, Japan

Do your young English students hear English outside of class? Can they read and write English letters and words right from the beginning? Do they remember everything you've taught them? The answer is probably no! The problem is that most children's materials aren't written for EFL kids, and need lots of supplementing. The presenter will address this problem and demonstrate games, songs, and activities from Prentice Hall Asia's new children's course *SuperKids*.

Visit the Employment Center in room 502

if you are contemplating a career move.

50 Minute Concurrent Sessions VII (4:30–5:20)

**Assessing communicative competence with the test of spoken English*

paper

Rm 107, 4:30 Sat

Lori Roach

Hannam University

The primary purpose of the Test of Spoken English (TSE) is to measure the oral communication of nonnative speakers of English. The test has been developed to elicit communicative responses which exhibit general language functions, with a model of communicative competence serving as the theoretical framework.

In this presentation, the test format, theoretical framework, and rating scale will be described. To support this, a video with speech samples will be shown and handouts will be distributed. Subsequently, the audience will be invited to discuss the language functions and communicative competencies exhibited in the speech samples. The audience will also be invited to discuss what activities English teachers in Korea might incorporate in their classrooms to facilitate the development of the communication skills described.

**Side lines*

paper/workshop

Rm 307, 4:30 Sat

Nacy Baxer

Prentice Hall

Are your listening/speaking classes a little too quiet? Is there too much teacher talk? Many it's not the students...*As We Speak*, a three-volume listening/speaking series just may prove that the right material makes a world of difference.

From low false-beginning through low intermediate, *As We Speak* concentrates on the development of listening and speaking skills through student-student interactions, projects and tasks.

**An introduction to Schema Theory for language teachers*

workshop

Lab A, 4:30 Sat

Kathleen Bailey

Monterey Institute of International Studies

In this workshop we will explore, through an experiential approach, the key concepts of schema theory and how they relate to language teaching - especially the teaching of listening and reading. In keeping with the conference theme of reflective teaching, participants will gain first-hand knowledge of

content, schemata, formal schemata, scripts and advance organizers, and gain ideas about how to apply these concepts in their teaching.

**Authentic materials and lower level adult learners*

paper

Lab D, 4:30 Sat

Michael Gibb

Yonsei University

All too often Korean learners are confronted with EFL texts written to illustrate pedagogic aims rather than to stimulate involvement with language. Although a vital part of language development, reading is often an underestimated skill in lower level/post-beginner adult groups. This presentation proposes that many learners need more exposure to authentic materials pitched at the appropriate intellectual level rather than simply the language ability of the learner.

Using the methods and techniques developed by Hoey (1991), this presenter shows how authentic texts can be presented clearly and successfully to lower level learners. Furthermore, he demonstrates Hoey's teacher-friendly method of selecting and assessing the "teachability" of appropriate texts and explains how such a technique is relevant and appropriate to Korean learners. The presentation offers practical ideas for use in the classroom.

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50 Minute Concurrent Sessions VIII (5:30-6:20)

**Getting the most out of kindergarten classes*

workshop Rm 107, 5:30 Sat

Simon Pate

Saxoncourt ELT

An increasing number of very young learners are studying English, presenting teachers and schools with unique opportunities for raising the standards of English language ability in mainstream education and beyond. Unfortunately, a great many teachers have little or no experience of working with kindergarten aged children, and may have problems in devising activities, materials and classroom management techniques suitable for this age-group.

Likewise, material and course designers have often stopped short of taking English language education beyond the classroom, thus limiting input and practice to a few minutes or hours a week. Providing stimulating materials, such as interactive songs and enjoyable games, that children and their parents can use at home in a fun and exciting ways can greatly enhance the learning experience and only benefit the student.

This workshop will discuss these issues, and demonstrate many classroom activities and techniques developed over years of successfully teaching very young learners.

**Sound foundations: Bringing phonology to life*

workshop Rm 307, 5:30 Sat

Adrian Underhill

International House Teacher Training, Hastings, UK

Vaughan Jones

Heinemann ELT

This demonstration will involve everyone present in a way of working with pronunciation that is physical, visual, auditory, tactile, and fun! Pronunciation is a wonderful, yet underused, vehicle for promoting awareness, attention, and engagement. And it has application to grammar, vocabulary and communicative activities, and to waking up teacher and learners generally! The workshop will illustrate uses of the Heinemann chart drawn by the presenter.

**Vocabulary and SLA: What do we know?*

paper Lab D, 5:30 Sat

Charles Browne

Aoyama Gakuin University

This presentation will review recent research in vocabulary and language acquisition, and discuss some of the implications for pedagogy and curriculum development. Some of the topics to be discussed include: word frequency lists, how to choose vocabulary for teaching, assessing learner vocabulary size, and techniques for developing vocabulary (inducing the use of graded reader).

**Cooperative learning: A health unit*

workshop

Lab D, 5:30 Sat

Holly Zamora

Soong Sil University

Because people remember only ten to fifteen percent of what they read and hear, it is important to provide another more efficient method of instruction from which students can learn. Cooperative learning can play a vital role in any EFL environment. By having students work together to reach a common goal, each individual becomes an important member of the classroom.

With the exception of the classroom, there are but few opportunities for Asians to use English. Cooperative learning can be easily adapted to the classroom and provides a non-threatening environment in which students can practice. Furthermore, it gives them a greater opportunity to speak the target language as compared to conventional methods.

By using a variety of techniques (i.e., line up, concentric circles, four corners), Cooperative learning can be incorporated into theme based lessons. This presentation is a topic oriented unit which will explain how cooperative learning can be used in an EFL classroom.

Have you mailed your ballot?

If no, please go and place the ballot in the ballot box
at the registration desk by 12:00 noon on Sunday.

LIOJ Scholarship Award

LIOJ (Language Institute of Japan) offers a scholarship to a member of Korea TESOL to attend their International Summer Workshop. The scholarship would be offered to an experienced Korean instructor in the field of teaching English to non-native speakers. LIOJ prefers someone who teaches in the junior or senior high school who normally could not afford to attend such an overseas conference. With LIOJ's invitation, the scholarship recipient will be provided room and board for the duration of the Workshop, the waiving of tuition for the Workshop and reimbursement for airfare (up to 50,000 yen) and ground transportation expenses upon arrival at LIOJ. The 1996 International Summer Workshop will be held in Odawara, Japan, August 4-9.

This one-week program houses between 120 and 140 junior high and high school English teachers and come from all parts of Japan. In addition to LIOJ faculty, invited lecturers from outside LIOJ are regular features. Outside lecturers have included Sharon Bode, John Fanslow, Marcella Frank, Sumako Kimizuka, Paul LaForge, Diane Larsen-Freeman, Robert O'Neill, Larry Smith, Harver Taylor, Alan Maley, Richard via, Paul Nation, Susan Stempleski, Mario Rinvoluceri and Barry Tomalin. In general, the workshop is done on a non-profit basis as a public service to Japan and to the profession of English teaching throughout the world.

We encourage qualified individuals to apply through Korea TESOL. Send your resume to the following address no later than November 10, 1997.

Dr. Jeong-ryeol Kim
Dept. of Elementary Education
Korea National Univ. of Education
Darak-ri Kangnae-myeon Cheongwon-gun

Chungbuk 363-791

Sunday

90 Minute Concurrent Sessions I (9:00–10:30)

**Basic web-page authoring*

workshop

Lab B, 9:00 Sun

Gregory Wilson

Hyundai Foreign Language Institute

The WWW is fast becoming a necessity in business, politics and recreation. One is only to look at the number of web-sites and the publishers to realize the expanse of this phenomenon. Teachers as well want to include the WWW in their lessons. We want to be active on-line. But the technology stand in the way. HTML, used in web documents, takes time to learn and as in any computer based language it must be written in a precise syntax or it doesn't work. This workshop will present HTML 2.0 as a tool for formatting web documents. The participant will walk away from this workshop with the knowledge needed to start writing a home page and to criticize the design and layout of other web pages.

**Gesture, culture and language: cross-cultural aspects of nonverbal communication*

paper

Rm 408, 9:00 Sun

Steve Garrigues

Kyungbuk National University

"Body language" is something that is found in all cultures and is used by all people, but the forms and meanings differ, sometimes drastically and sometimes subtly. This is an area which is relatively unexplored when it comes to the field English as a second language. Just how closely should nonverbal communication parallel or support verbal communication? Are there any universal gestures? Or all gestures language-specific /culture-specific? Are there any universal gestures? Are there any truly "English" gestures? Should non-native speakers of English also be expected to perform the same kinesically and proxemically as native speakers? And, perhaps most significantly here, what role should nonverbal communication play in the teaching of English as a second language?

In proposing some answers to these questions it will first be necessary to distinguish the various types of non-verbal communication and to realize that

all "body language" is not of the same order. The term "gesture" is often used quite vaguely and imprecisely to include all types of proxemic and kinesic behavior, but we must be able to distinguish "signs" from "symbols" in non-verbal behavior. We can use the term "gesture" to indicate those which are the closest to actual linguistic behavior, and which convey precise semantic information just like spoken words. Proxemic and kinesic behaviors also convey information, but less precisely than gestures. These different types of non-verbal behavior will be illustrated with examples from different cultures and contexts, and some of the cross-cultural problems which arise will be discussed. Finally some proposals will be made to help clarify both the independent and the interdependent nature of verbal and non-verbal communication.

**Doing exciting Curriculum in daily English (DECIDE)*

workshop

Rm 305, 9:00 Sun

Karen Boxell

ELS Language Institute

In a workshop format participants will have the opportunity to practice designing curriculum and courses in their areas of interest.

The workshop will be divided in three parts:

The first part will be open discussion about curriculum needs and some possible ways to meet those needs with supplemental materials and special interest courses. Examples will be presented. Discussion will focus on level appropriate materials which are objective oriented.

During the second part participants will work curriculum activities in their areas of interest, or a special focus course.

The last part will provide a forum for feedback each group presents their material to the workshop.

90 Minute Concurrent Sessions II (10:30-12:00)

**Reflecting on teaching: Observation, classroom interaction, and professional development of EFL teachers*

panel

Rm 305, 10:30 Sun

John Fanselow

Columbia University

Oryang Kwon

Seoul National University

Kathleen Bailey

Monterey Institute of International Studies

Chris Candlin

Macquarie University

Joo-kyung Park

Honam University

Thomas Farrell

Yonsei University

This panel discussion will review a video tape of a language class at a Korean university. Panelists will comment on segments of the tape as an introduction to a discussion on the professional development (PD) of EFL teachers. The discussion will be open to audience participation and will include such topics as discourse and classroom management, pronunciation, culture in the classroom, and other topics of interest that may lead to professional self development of English as Foreign Language teachers.

**Scaffolding - smoothing the way to speaking and writing*

workshop

Lab C. 10:30 Sun

Jonathan Clemens

English Language Systems. Australia

When we present students with a challenging speaking or writing task, have they had adequate preparation to perform that task? Are they familiar enough with the language features of the text they are attempting to produce?

Challenging productive tasks can be made more accessible by careful scaffolding and recycling of the language features of a text across a variety of activities, rather than presenting them in the context of a single lesson. The aim is to give learners many opportunities to become familiar with these features before they use them in a speaking or writing exercise.

Workshop participants will examine a suite of activities in "Words Will Travel", a new video-based course for intermediate-level students. These activities occur over several units. While each may have a different primary focus, they all contribute to the students' familiarity with the language required and, thus, their confidence to perform a subsequent writing task.

<h2>Plenary Session (12:00-12:50)</h2>
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**Multi-sensory teaching*

plenary

Plenary Hall, 12:00 Sun

Mario Rinvoluceri

Pilgrims

Your students learn language through their ears, through their eyes, through their emotions and by doing things with words. This plenary will

suggest that the really effective teacher reaches her students auditorily, visually, through their emotions and by getting them doing things with languages.

90 Minute Concurrent Sessions III (1:30-3:00)

**Exciting new materials for the experiential classroom*

workshop

Rm 405, 1:30pm Sat

Shari Berman

Harcourt Brace Japan

Experiential learning brings the EFL classroom one step closer to the real world. Participating actively gives students more to reflect upon and helps them develop greater confidence in their oral/aural abilities. Three new speaking/listening titles from HBJ use drama and debate techniques to offer your students a more active role in the learning process. *Make Your Point!* is an interactive workbook which teaches EFL students the mechanics of debate while practicing the necessary grammar and vocabulary. *Simulating Conversations* features stimulating role play games to promote student interaction and fluency. *Possibilities* is a new series featuring high-interest stories interspersed with speaking, listening, reading and vocabulary activities. This series is of special interest to students going abroad or studying in hotel/travel programs. The presenter will demonstrate an easy debate technique, a simulation game and a dramatic scene and related experiential tasks.

**Sixty students! One hour a week! It can work.*

paper/workshop

Lab B, 1:30 Sun

Peter Ackroyd

Pugyung University

This presentation illustrates a freshman basic English program developed to cope with the two most common institutional constraints in Korean universities - many students and few teaching hours.

In developing an integrated teaching/testing program, it was not enough to focus in the conventional way on student needs and weaknesses; the strengths and culture that students brought with them had to be exploited.

The methods and testing proposed combine audiolingual and communicative principles, redirect the considerable competitive energies, social motivation, visual orientation, and memorization strengths that university students have developed from earliest childhood, and challenge many of the assumptions that so many teachers make when they come to Korea.

The results have been a very satisfying improvement in fluency, intonation and situational response, enabling one teacher to teach and test 400

plus students each semester.

**The swap shop: A community of learners*

workshop

Rm 405, 1:30 Sun

Greg Matheson

Korea Times

Troy Ottwell

Jongam Elementary School

Kay Park

Freelancer

Andrew Todd

Oxford University Press

Bon Vanderveen

NamSeoul University

Teachers need to share. This is the only way we can overcome our isolation and develop our practice. Swap shops are one way to encourage such sharing. In a swap shop, each teacher contributes one activity and, in return, receives as many activities as there are participants. In this workshop, we will actually conduct a swap shop and talk about swap shops as a form of professional self development. Participants will have the chance to share what they do in the classroom, and to demonstrate or explain a technique or idea.

A panel discussion will focus on the practical experience of the Seoul chapter in putting on swap shops. The relationship of the swap shop to other forms of teacher development, like the Internet teacher support groups and show-an-tell will be discussed.

Participants will be asked to think about what makes a good activity and what they need to think about when they decide to use one in class. The uses and abuses of games, particularly as they affect the young language learner, will be a focus of this attempt to develop principles to evaluate what we do.

A swap shop of activities in written-up form is being conducted at the conference in conjunction with this workshop.

**Using the "Inner Workbench" to enrich learning*

workshop

Rm 305, 1:30 Sun

Adrian Underhill

International House Teacher Training, Hastings, UK

Although learning itself may be experienced as an inner activity, the traditional emphasis in most practical methodology training has been on external and observable activities. More recently however, in a wide variety of learning situations where high performance is required, such as musician training and sports coaching, there has been an emphasis on what happens inside the learner, and on learning activities that are subtle, internal, and entirely under the control

of the learner.

The speaker's aim is to show how these techniques can be applied in the language teaching arena by involving the participants in practical techniques that enable learners to make contact with the subtle inner moves of their own learning, through conscious use of the contact with the subtle inner moves of their own learning, through conscious use of the "mind's eye", the "mind's ear", the "mind's mouth", and the "mind's muscles".

A range of normal ELT classroom activities (such as composing utterances, correcting sentences, working on pronunciation and stress, rehearsing rhythm, intonation and features of connected speech, practising dialogues, learning spelling and vocabulary etc) will be used as examples of activities that can be transferred to the "inner workbench", worked on and then "amplified" back into external language behaviour.

At every stage there will be discussion of participants' "here and now" experience in the activities, with a focus on how these techniques can be adopted or adapted by participants to suit their own teaching style.

90 Minute Concurrent Sessions IV (3:00-4:30)

**A simplified approach for increasing cultural awareness and understanding*
workshop

Rm 408, 3:00 Sun

John Unger

Payap University, Chiang Mai

Culture contained in English language texts and learning situations often creates comprehension difficulties inside and outside of the classroom. The "Simplified Approach" uses variations of the commonly applied reading comprehension strategy of "chunking" sentences into smaller parts, semantic and content "mapping" techniques, and cognitive learning strategies to examine culture and produce statements that compare the learner's culture to the culture contained in English language texts and learning situations.

Participants will be presented with some typical English language learning situations containing significant cultural factors. They will then apply specific chopping rules to make statements about the situation on a "map". Participants will use certain language forms combined with six general "characteristics of culture" to write statements onto their maps. The "chopping rules", the "characteristics of culture", and the "map", are all combined to increase English language productions skills, cultural awareness and understanding, and the ability to demonstrate, to language learners, how the English language moves through different levels of abstraction.

**On screen: Interchange 1 and 2*

workshop

Rm 405, 3:00 Sun

C. Sandy

Chubu Junior College

How can video best be used in the EFL classroom? What can video do to promote communicative language teaching? In what ways can video be used to increase cultural awareness? The presenter will make use of the *Interchange Videos* to guide participants through a series of activities which explore these and related questions.

**Contractual and legal aspects of teaching ESL*

workshop

Rm 305, 3:00 Sun

Rodney. Pantony

Samwon International Law & Patent Office

This presentation examines the contractual and legal aspects of teaching ESL from a number of angles. Teachers have many concerns, so do employers. This presentation covers teaching from initial contact and negotiation through to dispute resolution. It considers contract negotiation, the legal effect of a contract, visa processing, visa problems, health coverage, pension deduction, tax deduction, evaluations, illegal practices, air fare and so on.

Sources of law will be covered, as well as the role of lawyers. A brief handout of the law and remedies will be provided.

Have you collected all the stamps from the publishers?

If yes, you are in for the lottery

Please put it in the lottery box at the information desk.

The results will be posted at the information desk.

Sunday

50 Minute Concurrent Sessions I (9:00–9:50)

**New Person to Person*

paper

Rm 307, 9:00 Sun

Jack Richards

Auckland University

This presentation will discuss problems involved in conversational interaction in a foreign language. Using a task-based, hands-on approach, the presenter will demonstrate a variety of communicative exercises for developing conversational fluency, addressing the dilemma of moving from controlled to free practice in large classes. He emphasizes using stimulating topics and personalized input to maintain student interest and will show participants a number of activities that use pairwork for guided communicative practice. Examples will be drawn from New Person to Person. The presenter's two-level conversation course for students at the lower-intermediate to intermediate level.

**Motivating children to read and write*

workshop

Rm 307, 9:00 Sun

David Paul

David English House

Korean children's lack of familiarity with the Roman alphabet and lack of exposure to English make it hard for Korean children to learn reading and writing through traditional methods. Coursebooks written for European children or American second language learners or based on methodologies originally designed for these situations often aggravate the problem. The new simplified approach to phonics developed by the presenter is aimed both at motivating Korean children to read and write, and developing an active approach to learning. In this presentation he will outline the method and introduce a number of games and songs.

**What's the use of learners' dictionaries?*

paper

Rm 307B, 9:00 Sun

Stephen Bullon

COBUILD

Vaughan Jones

Heinemann ELT

Why do language learners need monolingual dictionaries? This paper will

look at some of the reasons for using a learner's dictionary, and will focus on how dictionary writers assemble and present information.

One of the clear differences between a "learner's dictionary" and a native speaker or expert speaker dictionary is that the learner's dictionary should tell you not just what a word means but how you should use it. Words exist in context not in isolation, and there should be detailed information about typical contexts, about collocations, and about grammatical behaviour. And above all there should be examples. Research shows that for many learners, the examples provide the richest source of information - not definitions, grammar codes or any of the other baggage that we traditionally associate with dictionaries.

Dictionary writers are increasingly turning to corpora in order to gather the information that they put into dictionaries. This paper will explore the ways in which dictionaries can provide better and clearer help to language learners, and will illustrate this with dictionary entries that were drawn up on the basis of evidence provided by the *Bank of English*.

50 Minute Concurrent Sessions II (10:00-10:50)

**So you've found a good video, now what?*

workshop

Rm 401, 10:00 Sun

Johanna Katchen

National Tsing Hua University

Using authentic video in the classroom is fraught with problems. Even after we overcome difficulties with the equipment, we still have to choose the videos and develop relevant language activities to accompany them. The purpose of the workshop is to provide a starting point for teachers in using authentic video (television programs or movies made for native speakers) in their classrooms. After a brief introduction, the presenter will demonstrate some activities she has developed for use with a few video programs. The participants will then be shown a video clip, given a transcript of its spoken portion, and asked to work in groups to develop an activity for the clip. Subsequent sharing of ideas for activities will provide a basis for discussion of the pros and cons of various types of activities and their suitability for use with different types of video genres and the specific characteristics of each video segment. The presenter will bring the session to a close by sharing some of her own experiences and observations in developing and using videos of various genre types in her classroom and invite the participants to share their experiences and comments.

**Gogo loves English*

paper/workshop

Lab D, 10:00 Sun

Melanie Graham

Moonjin-dang

**Journeys in English: it's not all uphill!*

paper/workshop

Rm 307B, 10:00 Sun

Nancy Baxer

Prentice Hall

Skills based curriculum? Just can't find the right text book? *Journeys*, a 12-volume series is skill-based but can be used to create an integrated curriculum.

Journeys level 1 (reading; listening/speaking; grammar; and writing) forms an entire false-beginners' course. Texts are student-centered, realistic, task-based and, of course, humorous. Levels 2 and 3 follow the style of level 1 with recycled content and gradual increase of difficulty.

50 Minute Concurrent Sessions III (11:00-11:50)

**The best just got better: The new interactions and mosaic series*

paper

Rm 107, 11:00 Sun

Abraham Binstock

McGraw-Hill School/ELT books

The INTERACTIONS/MOSAIC Series used by over 1.5 million students worldwide is well known for its flexibility and ease of use. Now the third edition promises to be even better. The series focuses on building skills and learning strategies, not just testing comprehension. A wide range of exercises and activities, including interviews, role-plays and games are communicative and personalized to encourage students to express themselves in English.

**Teaching a nightingale to crow*

paper

Rm 401, 11:00 Sun

David Carter

Yonsei University

**Blinded by science: Content based science unit for language learners*

workshop

Rm 307, 11:00 Sun

Mary Wallace

Honam University

Content based teaching is a great way to begin exposing secondary

education English learners to scientific terminology at an early stage. The Blinded by Science Workshop will illustrate just this as well as utilize the four language learning skills. By posing a scientific question, conducting a simple demonstration to support the question, and carrying out learner participation activities the stage is set for the learners to formulate their own hypothesis. An experiment is conducted as a test and the learners then determine if their hypothesis was supported or disproved. The audience will participate as students in this workshop.

**American culture through country music*

paper

Lab D, 11:00 Sun

Ron Aizen

KAIST

This presentation will explore the use of country music as a way to build student schema prior to small-group discussions. The song lyrics can also serve to introduce students to aspects of traditional American culture, as well as to non-standard dialect features. Sample discussions will include debates on gender discrimination and alcohol abuse, and problem-solving activities where students assume such roles as jurors and doctors.

Plenary Session (12:00-12:50)

**Multi-sensory teaching*

plenary

Plenary Hall, 12:00 Sun

Mario Rinvoluceri

Pilgrims

Your students learn language through their ears, through their eyes, through their emotions and by doing things with words. This plenary will suggest that the really effective teacher reaches her students auditorily, visually, through their emotions and by getting them doing things with languages.

50 Minute Concurrent Sessions IV (1:00-1:50)

**Putting on the ritz: Content-based language instruction in an international academic exchange program*

paper

Rm 107, 1:00 Sun

Bill McMichael

President of TESL Canada

University of British Columbia

The UBC-Ritsumeikan Academic Exchange is a residential, credit-bearing exchange between the University of British Columbia and Ritsumeikan University (Kyoto, Japan). Every year 100 students from Japan spend an academic year of study in Canada for which they can earn credit from both universities. The program is now in its sixth year of operation. This presentation will describe how the program organization and curriculum have evolved over the years and explore the implications of the program for future bilateral exchanges. Particular emphasis will be placed on issues related to language education.

**Using video for teaching American culture in the EFL classroom*

paper

Rm 401, 1:00 Sun

Maria Lebedko

Far Eastern State University

Culture component is still the weakest in the ELF classroom. Trying to integrate culture into EFL teaching process the presenter widely uses video since it presents a wealth of information in an emotional and entertaining form. Video also gives the teacher an opportunity to show directly what this or that cultural phenomenon means. Being 3-5 minutes long cartoon shorts are ideal for teaching purposes. Delivering "Introduction to American Culture" course, The presenter developed a series of tasks and assignments to accompany "Popeye, the Sailor" cartoon shorts to teach superstitions, holy days, dating and marriage patterns in the USA. Because of their length, feature films are less suitable for the use in class. But along with selected scenes from different feature films with focus on culture the presenter show videofilm "Mrs. Doubtfire". Asking students to identify and analyze "culture-charged" phenomena based on a specially devised outline.

**Getting beyond grammar to communicate: Some conversation techniques for Korean students*

paper

Rm 307, 1:00 Sun

Mary Ulrich

Kwangju BCM Language Center

This presentation concerns the advancement of Korean students from the low- or mid-intermediate stage to the advanced stage of English acquisition. For the Korean students who wish to gain higher levels of communicative competence, the presenter proposes a direction or emphasis in the classroom that can be offered by native speaker and Korean teachers alike. This direction focuses on the communicative skills - conversation style, lexical choice, and language "tools" (i.e. extralinguistic factors, including low "c" culture) - necessary to achieve advanced English conversation.

As all language teachers know, or soon come to find out, the target language and the low "c" culture of the target language are difficult, if not

impossible. to separate. The problem this fact presents for the language learner is the learner can acquire the structures and vocabulary of the target language and still not be able to communicate as effectively or smoothly in the target language as he/she wants to due to his/her lack of information about how people communicate and what people talk about in the target language.

This presentation will offer a discussion of some of the communicative errors Korean students of English make and will show examples of how these errors can be solved through the use of authentic material, video, audio, and activities.

**LINGUAPAX, Language teaching and peace*

paper

Lab A, 1:00 Sun

Albert Raasch

Saarland University, Germany

In a world dominated by conflicts between peoples and nations, each person should be aware of his or her responsibility to promote tolerance and peace. Foreign language teaching provides a unique means to raise awareness of this responsibility. One initiative addressing this challenge is LINGUAPAX, an international project of UNESCO. LINGUAPAX combines the Latin words "lingua" (=language) and "pax" (=peace) to mean "peace through language learning and teaching". The LINGUAPAX project brings together international experts from the fields of language teaching, applied linguistics and peace education to share ideas and work out guidelines for how foreign language teaching can promote peace and international understanding. This paper will introduce UNESCO's LINGUAPAX project, describe its work and show how LINGUAPAX ideas and methods can help Korean language teachers promote this important goal of language teaching and learning

**Reflecting on reflections on practice*

workshop

Lab A, 1:00 Sun

John Fanselow

Columbia University

The presentation will be inviting each participant to reflect on practice by showing ways we can step back and take a new look at the way we all teach. At the same time, the presenter plans to introduce ways to enable participants to move beyond the usual "this worked well." and "this did not work well." which are a key part of some reflections.

The presenter will also remind participants of the value of reflecting on how we read, listen, speak and write outside the classrooms. By observing and reflecting on how we interact outside classrooms we can discover a great number of potential alternative practices to use in our classrooms. For example, by looking at the ways we deal with non-language errors in our classrooms. And

by looking at stage techniques of different types of theater, we can generate alternative role playing activities for our students.

**The use of videos in the language classroom*

workshop

Rm 307B, 1:00 Sun

John Jackson

Soongsil University

As English speaking film is increasingly being made available to the international market, video will be an ever more ready tool in motivating and encouraging language acquisition. Unfortunately, the power of film in video form has been sadly relegated to listening comprehension exercises. Participants will learn a variety of interactive task-based activities how to use feature films to stimulate communication. It will be shown how these activities can be adapted for upper intermediate or lower level classrooms. In addition, participants will be given the opportunity to create their own activities and learn tips on the selection of video segments. This workshop will practically assist the language instructor on how to use feature film videos in the communicative language classroom.

50 Minute Concurrent Sessions V (2:00-2:50)
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**Taking learners to task*

paper

Rm 107, 2:00 Sun

Christopher Candlin

City University of Hong Kong

The paper will outline a task-based approach to second language learning and teaching seen in terms of the complementary roles of teacher and learner and in the light of the evidence from classroom and experimental research. Task will be defined and illustrated from linguistic, cognitive and social perspectives. The paper emphasizes the important role of learners in modifying and creating their own tasks within an open curriculum. It will be argued that tasks provide teachers with greater flexibility for materials and lesson design and allow them to target more specifically particular aspects of language learning.

**Creating and using thematic art projects for EFL*

paper/workshop

Rm 401, 2:00 Sun

Christopher Lepple

Keio Shonan-Fujisawa High School

Using content-based art projects in secondary and university EFL curriculum can help increase student motivation to study meaningful content by integrating the four skills in a whole-language context. At the presenters'

school, they have developed a variety of art and EFL projects for a variety of ability levels and ages. Each project has specific language tasks and a side range of activities to help students build and develop their English skills. The presenters will provide some background on their school's curriculum to show how the content-based art projects are integrated before explaining the rationales for each of the projects which include: A photo journal to introduce the school to exchange students, a "patchwork quilt" of book reviews for an in-class book exchange, and advertisement campaigns for student-created products.

**Ten ways to improve your English speaking skills*

paper/workshop

Rm 307, 2:00 Sun

Donald Harrison

Ansan Technical College

Koreans seeking to learn English have very limited opportunities to practice their English outside of the classroom. This paper/workshop will discuss ten practical ways to help students of all ages to develop fluency in speaking English. The presenter will share many ideas for class activities and projects. He will also give suggestions as to how students can improve English fluency outside of the classroom. Ideas on how non-native speakers can overcome the fear of speaking English will also be discussed. These assignments, projects and ideas have been successfully used with children, college students and adult learners of English. This is an idea workshop for anyone who needs some new ideas for helping their students practice English.

**Problem-solving with the "Six Hats" thinking method*

workshop

Lab A, 2:00 Sun

Dana Lynch

Kwangju BCM Language Center

Problem-solving is one of the cornerstones of the Communicative Approach. Problem-solving has three features that make it a genuinely communicative activity: information gap, choice, and feedback. There is an information gap because learners cannot predict other learners' reactions nor the outcome of the activity. There is choice because linguistic functions and lexical areas, such as expressing and defending one's opinion, asking for someone else's opinion, asking for reasons, agreeing with and supporting other people's opinions, and so forth. There is feedback because learners receive immediate feedback from the teacher and other students. Problem-solving also allows learners to enhance creative and logical thinking skills in English, skills that are especially important for Korean learners in this era of glottalization.

This workshop is designed to introduce participants to Edward de Bono's "Six Hats" thinking method, which can be used to create problem-solving scenarios in class. The six hats of different colors represent every basic type of

thinking: what hat (information), red hat (emotions), green hat (ideas), yellow hat (optimism), black hat (pessimism), and blue hat (thinking about thinking). When a problem is discussed, everyone present applies a particular hat to that problem and thinks in the same direction. In this workshop, participants will have an opportunity to use the six hats thinking method and will learn how to apply it in their own language classrooms.

**How do adults learn best?*

paper

Lab D, 2:00 Sun

John Hagedorn

Is it easier to teach English to adults or to children? While teachers may hold a variety of opinions about this, they'll all agree that teaching adults and teaching children are certainly different. Different motives for coming to English class call for different approaches to teaching. How do teachers cater to the specific needs of adult learners - especially when you have students of mixed proficiency levels and various needs? In this presentation, we'll look at how to put together a syllabus that will motivate adult students and discuss some teaching techniques for keeping them interested.

50 Minute Concurrent Sessions VI (3:00-3:50)

**The evidence is mounting: Why corpora are growing.*

paper

Rm 107, 3:00 Sun

Stephen. Bullon

COBUILD

In Birmingham, corpus development is continuing and expanding. At COBUILD, they started looking at a corpus of 7.3 million words in 1981. By 1985 this stood at 18 million words. Now, lexicographers and grammarians at COBUILD are able to interrogate 250 million words from The Bank of English.

This paper will explore the reasons for the current increases in corpus size. It will look at the types of texts that go into The Bank of English, and it will examine the type of information that emerges from such a large corpus.

Examples will be presented showing how the sheer scale of data requires special software and analytical techniques and how larger corpora can lead to better descriptions of a language. Particular attention will be paid to areas such as collocation and grammatical patterning, and to the techniques that are used to isolate the relevant information in the midst of such huge quantities of data.

We will then go on to suggest various ways in which information derived from a corpus can be included in teaching and reference materials and most importantly, how this can bring us more success in the classroom.

**Learning styles and student process*

workshop

Rm 401, 3:00 Sun

Mario Rinvoluceri

Pilgrims

This workshop will help you understand why some of your students are brilliant at English and some seem poor. It will help you help the less good students. We will also look at student process outside the classroom - students will often be happy when learning something new about themselves.

**STYLE: A natural approach to testing young learners*

demonstration

Lab A, 3:00 Sun

Max Everingham

Saxoncourt

As learners are getting younger there is an increasing need for objective and independent assessment of both their ability and progress. Teachers working with children recognise the need for this, but desire a system that integrates a valid method of testing with a motivating and appealing approach that reflects current classroom practice. Schools require a test that will motivate students to continue studying, whilst remaining conscious of the fact that students' parents need to see that their children are making progress.

The Saxoncourt Test for Young Learners of English (STYLE) responds to these needs by providing a system of six levels for children of six to thirteen years old. The aim of the examination is to combine a valid and reliable assessment with a task-based approach that is non threatening and fun for young students.

This workshop will demonstrate questions from the tests and show how common classroom activities directly prepare students for the task-based nature of the questions. Those participating should be prepared to join in activities that will help them in the young learners' classroom and show that the syllabus can be taught using a wide range of texts.

**MAT program options at the School for International Training*

workshop

Lab D, 3:00 Sun

Fiona Cook

SIT

The MA in Teaching Program at the School for International Training offers concentrations in ESOL, French and Spanish in a two-summer or one-academic-year format. The program emphasizes practical teaching skills, classroom-based research, and innovative methodologies.

**Tactics for listening*

paper

Rm 307B, 3:00 Sun

Jack Richards

Auckland University

This presentation will describe current understanding on the nature of listening comprehension in language learning and consider goals for an effective listening course. Problems students have in developing listening skills will be examined and the presenter will explain how these are addressed in his new supplementary skills course, *Tactics for Listening*. It is a three level series for students from the false beginner to upper-intermediate levels. By helping students develop effective 'tactics' for listening and providing stimulating and enjoyable resources for teaching listening, the series seeks to help teachers improve their students' listening skills and enable them to make the transition from word-by-word (bottom-up) listening to a more global, meaning-based listening.

50 Minute Concurrent Sessions VII (4:00-4:50)
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**An introduction to Schema Theory for language teachers*

workshop

Lab A, 4:00 Sun

Kathleen Bailey

Monterey Institute of International Studies

In this workshop we will explore, through an experiential approach, the key concepts of schema theory and how they relate to language teaching - especially the teaching of listening and reading. In keeping with the conference theme of reflective teaching, participants will gain first-hand knowledge of content, schemata, formal schemata, scripts and advance organizers, and gain ideas about how to apply these concepts in their teaching.

**Reflecting on reflections on practice*

workshop

Lab A, 4:00 Sun

John Fanselow

Columbia University

The presentation will be inviting each participant to reflect on practice by showing ways we can step back and take a new look at the way we all teach. At the same time, the presenter plans to introduce ways to enable participants to move beyond the usual "this worked well." and "this did not work well." which are a key part of same reflections.

The presenter will also remind participants of the value of reflecting on how we read, listen, speak and write outside the classrooms. By observing and reflecting on how we interact outside classrooms we can discover a great number

of potential alternative practices to use in our classrooms. For example, by looking at the ways we deal with non-language errors in our classrooms. And by looking at stage techniques of different types of theater, we can generate alternative role playing activities for our students.

FIRST PAN-ASIAN CONFERENCE

NEW PERSPECTIVES ON TEACHING AND LEARNING ENGLISH IN ASIA

THAI TESOL SEVENTEENTH ANNUAL CONFERENCE

IN PARTNERSHIP WITH JALT AND KOREA TESOL

JANUARY 5-7, 1997,

THE AMBASSADOR HOTEL, BANGKOK, THAILAND

The conference will explore common interests and issues on English language teaching from an Asian perspective:

- Culturally relevant techniques and materials
- Appropriate technology relating to education
- Effective use of English throughout Asia

Rationale and Aims

Asia is one of the most rapidly developing regions in the world. It has risen to prominence in all areas of industry, manufacturing and economy. Yet Asia is characterized by its diversity as much as by its uniformity. Development has brought increased links with the world as well as within Asia itself and the primary medium of communication is the English language. This conference will be the first to provide teachers of English language from various countries across Asia a forum to meet, discuss, compare experiences, share knowledge, methods, and techniques, and to explore whether a new and common vision for English language teaching in Asia may be forged.

Date

January 5-7, 1997

Venue

The Ambassador Hotel, 171 Sakhumvit Road, Bangkok, Thailand

Participants

There will be about 2,000 language and teaching professionals including teachers from all educational levels, teacher trainers, program administrators, curriculum developers, and test developers. The majority of participants will be from the Asia Pacific region.

Language of the Conference

English

Kinds of presentation**1. Papers**

These are lecture presentations to a formal audience. The duration is 45 minutes including time for questions and comments from the audience. The Conference Committee reserve the right to assign papers to either plenary or parallel sessions.

2. Demonstrations

Rather than describing and discussing, a demonstration shows techniques for teaching. Normally, the presenter's statement of the theory underlying the technique takes no more than five minutes, The rest of the demonstration is used for showing, rather than telling. The presenter usually has handouts and may also use audiovisual aids. The abstract should include a brief statement of the presenter's central purpose and a description of what will be demonstrated (e.g. role playing) and how it will be done (e.g. some of the audience participating as students or an unrehearsed lesson with actual students). The duration is 45 or 90 minutes, inclusive of questions and comments from the audience.

3. Workshops

These are demonstrations or discussions of classroom practices in which audience members are expected to be actively involved. The duration is 90 minutes. Certain workshops may be repeated where, desirable and feasible.

4. Poster Sessions

A poster session allows for informal discussion with passers-by while a self-explanatory exhibit is on display. The exhibit is presented on a four-foot by eight-foot (roughly one meter by two meters) bulletin board. It includes a title, the name and affiliation of the presenters, and a brief text with clearly labeled photographs, drawings, graphs or charts. . Appropriate topics would include projects in progress, or materials development.

5. Publisher's Sessions

This is an opportunity for an exhibitor to present materials and to explain the thinking behind them more fully than is possible at an exhibition booth. These sessions are presented by book publishers, authors, editors or distributors, equipment manufacturers, and others whose goods or services have significance for the participants.

For travel information, check with the information desk!

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