The 1999 KoTESOL CONFERENCE PuSAN Chapter — WEBCASTING COVERAGE by PUSANWeb

Dong-eui University * May 8, 1999

Welcome

Find out more about Kotesol
and its Pusan Chapter. Watch
video of the opening ceremony.

Presentations

Abtracts, materials, photos,and video
from *EVERY* workshop and seminar
at this year's conference.

Photos

Remember that guy who never
stopped taking photos at the
conference? This is where
all those images wound up.

Presidential Messages

Written messages and videos
from the leaders of Kotesol
and Dong-eui University.

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KOTESOL:

An Introduction
To Our Organisation

Welcome to the third annual Pusan KOTESOL Regional Chapter Conference at Dong Eui University! Established in 1992, KOTESOL, Korea Teachers of English to Speakers of Other Languages, is a non-profit, professional organisation whose mission is "to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea."
KOTESOL is, moreover, an independent national affiliate of a growing international movement of teachers. It is closely associated with TESOL Inc., JALT (Japan Association for Language Teaching), ThaiTESOL (Thailand TESOL), IATEFL (International Association of Teachers of English as a Foreign Language), TESL Canada, and ETA-ROC (The Republic of China English Teachers' Association).
 The 700+ membership of KOTESOL includes Korean and native-English-speaking elementary, middle, and high school, and university-level English teachers as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers, and other interested persons. It is distinct in being an English organisation with a multi-cultural membership.
 KOTESOL's membership just keeps on growing! There are now eight chapters: Cheju, Cholla, Chongju, Kyong-gi (Suwon), Pusan, Seoul, Taegu, and Taejon. Why not become a member if you're not already one? Annual individual membership in KOTESOL costs 40,000 won (20,000 won for students), and includes the following benefits:

1) Free entry to regular chapter meetings at all eight chapters;
2) a local chapter KOTESOL newsletter (for whichever chapter you sign up in), giving you advance notice and preregistration discounts for regional and annual conferences;
3) free subscription to the national bi-monthly KOTESOL newsletter, *The English Connection,* and free copies of the annual KOTESOL journal and proceedings;
4) opportunities to build a network of important professional and cross-cultural contacts;
5) access to the latest quality teaching resources and related materials;
6) opportunities to attend and present at KTT (KOTESOL Teacher Training) Workshops throughout Korea;
7) professional recognition as a member of the leading multi-cultural EFL organisation in Korea.

Again, welcome! If you are not already a member, we hope you'll become one soon! We look forward to your participation in future KOTESOL events, particularly PAC2 (Pan Asian Conference) at the Olympic Parktel in Seoul, October 1-3, 1999.

A Message from the Pusan KOTESOL Chapter

Greetings and a warm welcome from the Pusan KOTESOL Chapter; it's a pleasure to have you here at this conference! Today's carefully selected presentations run the

gamut from elementary to advanced, and topics, too, are diverse: from music to methodology, research to writing, games to graphics, there's something here for everyone!

At our conference, we are striving to meet the varied needs of our Pusan Chapter members and the greater community of English teachers; we strive to do the same at our monthly meetings. Thus, we typically alternate Korean and non-Korean main speakers and What Works activity presenters at each meeting. Further, one presenter usually addresses elementary and middle school teachers while the other addresses high school and university ones or makes a presentation suitable for the entire audience.

Pusan KOTESOL monthly meetings are held the last Saturday of every month in room 606 of ESS Language Institute (Nonghyup bank building) in Kwangbokdong, just five minutes from the Nampodong subway stop. Meetings run from 3:00 – 5:00 pm; come early (2:30) for coffee, cookies, and a chat! Today's conference replaces our regular chapter meeting for May, so we look forward to seeing you instead at our next meeting June 26th. A special thank you to ESS for kindly hosting us, and to "The Exit" for advertising our conference and monthly meetings.

Without a COMMITtee – that is, a dedicated, COMMITted team – this conference would not have been possible. Heartfelt thanks go out to the hard-working Pusan KOTESOL officers, Dr. Park Oksook and others, notably student volunteers, at Dong-Eui university, our plenary speakers Dr. Park Joo Kyung and Andrew Todd, Jeff Lebow for his invaluable support in program-making, and many other KOTESOL and non-KOTESOL folks too numerous to mention, all of whom have generously given of their time and expertise. Our gratitude also goes out to Oxford University Press for its assistance in publicising the conference, David English House and Kyobo for generous door prize donations, Young Kwang bookstore, Kim and Johnson, and other commercial organisations for their financial support.
 Thanks for coming, and have an exciting, educational day!

**1998-1999
Pusan KOTESOL
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BACK, left to right; Patrick Guilfoyle, Regina Oakland, Jerry Foley, Sook Eun Cho, FRONT: Kyoung-mi Kim, Darlene Heiman, Shelby Largay, Jeanne Baek, Terri-Jo Everest.

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What no one could write

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Message from the
President of
Dong-eui University
(presented by Dr. Park Oksook - Director of The Institute of Foreign Language Education)

VIDEO

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     Thank you for being here. As President of Dong-eui University I am happy and honored to host this conference for English Education specialists. It is a pleasure to greet all of you.

      With English having become the international language, it is increasingly important to know how to teach it most effectively. Meetings such as these provide one way by which we can share methodologies that work and discuss others which might also prove of value.

English fluency reflects a country's position in today's global hierarchy. The prime directive to improve the English capability of its people is an important factor in the educational processes of every country. And only when our educators have a polished facility with English will our students be able to master the language. Thus, it is extremely important for English specialists and other concerned academicians to identify the very best teaching methods and to share their ideas and discoveries.

   How shall we define the best teacher of English? My feeling is that the best teacher of English must be dynamic, rise to meet new challenges with both courage and innovation, and must be interested in establishing a vital working relationship with students. Therefore, I very strongly encourage your pursuit of these qualities and dedication to these ideals. Only in this way can our next generation be assured of a leading role in the globalized world of the new millennium.

In parting, it is my hope this conference will provide you a venue for fruitful sharing and meaningful learning in your on-going educational development. Good luck and have a great day.

Keun-wu PAK, Ph.D.
President, Dong-eui University

Message from the
President of Kotesol
Carl Dustheimer

VIDEO

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'Tis What I live for" is the response John Geilgud (as butler) gives Dudley Moore in the movie "Arthur" when asked if he would like to run Moore's bath for him. In a less

sarcastic sense, it is what I feel sometimes when I think about attending conferences. There is truly a thrill from being with so many other teachers in an atmosphere charged with new ideas and energy from presenters. Without the occasional (or frequent) opportunity to recharge and discover new materials, it is not difficult to become a little stale in our classrooms. So here we are, sharing our successes and .. lesser successes with colleagues and friends, working to fill in the gaps that we sometimes find in our classroom approaches. In fact, you might think of the conference as one huge information gap activity!

I hope you enjoy and benefit from the fine cast that the organizers have assembled for you today. This year's organizing team, led by Pusan Chapter President TJ Everest, has done a tremendous job putting together this event. The team deserves our undying appreciation for the time and energy it has taken to work through the myriad of details required to make an event such as this run smoothly. My hat is off.

Carl Dusthimer
President, Korea TESOL

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Morning Plenary
English Teaching: Producing World Citizens in the New Millennium
Joo-Kyung Park
Honam University

Abstract   Bio   Materials

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ABSTRACT
Will the world in the new millennium be peaceful or stressful? Stereotype, bias, prejudice, discrimination, hatred, and war among the different linguistic and cultural groups: will these be alleviated or aggravated? Will English teaching help any? This talk raises fundamental questions: why do we teach/learn English? And what is the role of English teachers? It addresses the pedagogical concerns of the what and how to teach English. The presenter suggests that we teach English in order to help our students become world citizens by opening their eyes and minds to a newer and wider world, urging that the teachers have more global perspectives along with competent teaching skills. Illustrations will be made on Koreans' attitude and perception of the English-speaking culture and suggestions will be given for how to help improve English language and cultural competence.

PRESENTER BIOGRAPHY
Dr. Joo-Kyung Park, a former KOTESOL national president (1996-1997), holds a Ph.D. in Curriculum and Instruction from Texas A&M University, specializing in ESL/Bilingual Ed., and an M.A. in Linguistics from Seoul National University. Dr. Park has taught ESL/EFL and KFL (Korean as a foreign language) at several universities both in the States and Korea. She has been involved with teacher education for primary and secondary teachers of English in Kwangju-Cholla Province since 1993 as an advisor, program coordinator and instructor. She has presented at major TESOL and Bilingual Education conferences held in U.S.A., U.K., Thailand, and Taiwan as well as in Korea. Her teaching and research interests include teacher education, teaching pronunciation/speech, culture education, and English program development. Currently, she is an assistant professor of English Dept. of Honam University. She has also served as 2nd vice-president of KOTESOL and Cholla Chapter president (1994-1995), 1st vice president (1995-1996).

MATERIALS
The 3rd Pusan Chapter Conference
May 8, 1999

Teaching English:
Producing World Citizens in the New Millenium

Joo-kyung Park, Ph.D.
(Honam University)

1. The Goals of Teaching English in Korea

: To help students to be able to
1) acquire 4 language skills in English as a means of communication
2) appreciate Korean culture through understanding of the English-speaking culture and to introduce
   the Korean culture to the foreign countries
3) understand the global society and make international cooperation

2. The Current Issues of English Language Education in Korea

1) The role of English in college entrance exams in Korea and its influence on the learners'
   motivation of and attitude toward learning English
2) The implementation of English language education in elementary schools
3) The implementation of ability-based English classes in secondary schools
4) The implementation of the practical English skill-oriented classes as a required course in colleges
   along with computer courses
5) Pre- and in-service teacher training for elementary and secondary English teachers
6) The issues concerning the native English speakers as classroom teachers and teacher trainers:
   - Their role and effectiveness;
   - Developing team teaching strategies between foreign expatriate teachers and Korean national
     teachers;
   - The necessity and the direction of developing education programs for native English-speaking
     teachers

3. Korean Students' Perception of and Attitudes toward American Culture and Society
1) American cultural experience

¡¤No personal contact - 25 (33%)
  ¡¤Had an English-speaking teacher in
 a high school - 22 (29%)
 college - 12 (16%)
 a middle school - 6 (8%)
   hogwon - 4 (5%)
  ¡¤A short trip to the States - 7 (9%)

2) What they know about America and American

America
  ¡¤The center of the world
  ¡¤military power
  ¡¤economic power
  ¡¤high crime rate
  ¡¤capitalism
  ¡¤freedom (of speech)
  ¡¤huge land and beautiful nature
  ¡¤individualism
  ¡¤a land of opportunity or equity

¡¤sex, sports, leasure
¡¤racial discrimination
¡¤Hollywood, NBA, McDonald's

American
 ¡¤liberal, reasonable, friendly, punctual
 ¡¤violent, obese
 ¡¤Bill Clinton, Monica Lewinsky, Michael Jordan, Abraham Lincoln

3) How they like America and American
 I like America very much. - 1/75 (1%)
 I like America. - 32/75 (43%)
 So so. - 33/75 (44%)
 I don't like America. - 3/75 (4%)

4) Why and What they want to learn
 Why
  ¡¤America is the center of the world. Therefore, knowing America is a must at the survival
 level.
  ¡¤A lot of stereotypes and false image of America and American people are prevalent among the
 Korean people. The real aspects of them should be taught.
  ¡¤Knowing culture is a must for learning the language

 What
  ¡¤America's strengths and weaknesses
  ¡¤The difference between Korea and America
  ¡¤American way of life and thought

5. Korean Students' Wants and Needs

1) English proficiency
  ¡¤Basic Interpersonal Communicative Skill (BICS)
  ¡¤Cognitive Academic Language Proficiency (CALP) (Cummins, 1981)
2) Cultural understanding and sensitivity for better communication and to make a better, 'peaceful
  and patient' world (Crystal, 1997)
3) Positive attitude and non-judgemental manner
4) Awareness for the global issues

6. Qualifications for English Teachers

1) Appropriate Attitudes towards Korean/English language and culture, and the students
2) Sincere, caring, and patient personality
3) Knowledge of relevant theories of language learning and teaching: Curriculum and instruction
  theory, evaluation methods, learning styles and strategies
4) Appropriate communication skills in English to make as much comprehensible input as possible
  depending on the student level of proficiency: native English-speaker teacher can excell to the
  Korean national teachers
5) English teaching skills to activate student's schema and facilitate learning: knowing the students
  is the key to this; Korean national teachers can better up.
6) Professional commitment: professional organizational membership, presentation at the professional
  conferences, and publication

7. Conclusion

1) Collegial cooperation between Korean-national and native English-speaker teachers can make a
 big difference in English education in Korea.
2) Language teachers are like missionaries in a sense that they help people open their eyes and minds
 to a new world with a new view. A tough job but it's worth, INDEED!

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APPENDIX

Questionnaire

1. Name: 2. Gender: F M
3. Age: 4. Major:

5. Self-evaluation on English proficiency
 : Beginner, Intermediate, Advanced, Native-like

6. American cultural experience
 When & How long:
 Where:
 How

7. What comes to your mind first when you hear the word 'America'?

8. What comes to your mind first when you hear the word 'Americans'?

9. How do you like America?
 : I like it very much, I like it. So so.
   I don't like it. I hate it very much.
   Why, in what aspect?

10. Where did you learn (or hear) about America and American?
 : university classes (conversation, writing, culture, reading,
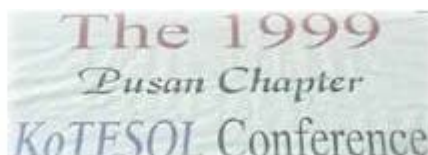 and so on) newspaper, magazines, TV, Videos, Movies, and
 other (   )

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Morning Plenary
Getting Active about Being Passive

Andrew Todd

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ABSTRACT
Native English-speaking teachers often cite passivity and low motivation as the most common problems they have with their students. The same teachers also vocalize their ideal role as being one of a facilitator. It is therefore incumbent upon teachers to encourage their wards to become less passive and to create situations in the classroom that do motivate students. This talk will look at the origins of this passivity and will explore practical methods to overcome this apparent reticence to use English in activities. Activities adaptable to all ages, ability levels and practicing all language skills will be demonstrated.

PRESENTER BIOGRAPHY
Andrew Todd is the marketing manager for Macmillan Heinemann ELT in Korea. His Asian teaching experience began in Japan, before coming to Korea via Taiwan. Now in his eighth year in Korea Andrew's teaching experience here includes university freshmen and graduate courses, ESP with Lucky Goldstar, and several years with elementary, middle and high school students. While teaching he was very actively involved in elementary teacher development. He has presented in local and national events in Korea, in Thailand and in Taiwan. A former Seoul chapter president, Andrew is now Korea TESOL's British Council Liaison and "The English Connection's" Buzzwords column editor and writer.

MATERIALS

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Phonological Pitfalls for English Teachers in Korea

VIDEO

50718.jpg

Steve Garrigues
Kyongbuk National University
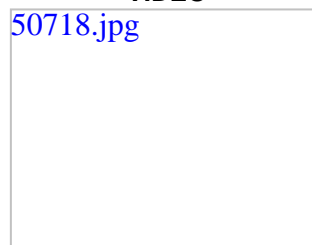
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ABSTRACT

The foundation of effective spoken communication is good pronunciation. Each language has its own phonological structure which contrasts with that of other languages, and which creates unique problems in the accommodation of English sounds. The end result of conflicting sound distinctions is often ambiguity and miscommunication (e.g. "long way" vs. "wrong way"). Although all English teachers realize the need to improve their students' pronunciation, few are sufficiently trained in English phonetics, and even fewer in contrastive phonology, to adequately understand the problems being faced by their students, nor do textbooks effectively address these problems. This presentation will take a practical, non-technical approach to the following issues: why specific English sounds pose problems for speakers of Korean; appropriate preparation in phonetics for English teachers (both native and non-native speakers); the design of appropriate teaching materials for Korean students.

PRESENTER BIOGRAPHY

Steve Garrigues, who was born in the US, prefers to think of himself as a world citizen, having lived most of his life in Asia (including India, Tonga, Japan and Korea). He studied Japanese history at Jochi University in Tokyo, but later changed his major, and did both his MA (Colorado State) and PhD (Lucknow, India) in anthropology. He has 25 years of university teaching experience in anthropology, Asian studies, linguistics and English, and currently teaches at Kyongbuk National University in Taegu. His research interests are in comparative linguists, phonology and intercultural communication. He is President of the Taegu Chapter of KOTESOL, and the editor of the FAQs column for TEC.

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Lesson Planning: Making the Most with What You've Got

VIDEO

Kevin Smyth
Kyungil University

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ABSTRACT

Conference presentations sometimes seem to neglect the reality that most teachers in Asia face in the classroom. Therefore, we often go home feeling that a good idea simply won't work in our class because of the limitations we're working under. These realities are large classes, students of differing levels, a prescribed textbook and photocopying restrictions, among others. This session sets out to offer some ideas for making the best of such situations. The session's first half deals with manipulating the textbook to be more interesting. There are ways we can use a textbook to accommodate low and high level students simultaneously. We'll discuss a typical textbook (or two) and try manipulating tasks to accommodate our limited circumstances. The second half of the session puts this into action. We'll do a simple lesson in Korean, accommodating both people who know no Korean and fluent speakers. Then we'll reflect on that, drawing out some organizational principles that allow us to handle such classroom realities.

PRESENTER BIOGRAPHY

Kevin Smyth was born in England, is of Irish parents, was raised in Wales, moved to Canada when he was ten, and now lives in Korea. His new child is half Korean, half western. Because of all of this, Kevin has a firm grasp on confusion. Because he loves teaching, he tries to solve confusion in that field. He has recently become a member of KTT, KOTESOL Teacher Training.

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The Basics of Action Research

David D. I. Kim
Kookmin University

Abstract   **Bio**   **Materials**

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ABSTRACT

A common misperception of many upon hearing the word "research" is of a lofty scientist hidden away in his/her academic ivory tower conducting complex experiments with hapless laboratory subjects, formulating grand theories explaining life in an arcane scientific language accessible to only a few select academicians. This is, of course, a myth. Armed with a few basic research tools and basic knowledge of the research paradigm, it is possible for most teachers to conduct research in their classroom. In this presentation the audience will be guided through the basic steps of conducting action research. First, narrowing the research question (what you want to study), then doing background reading, followed by creating a simple research design to investigate the subject matter of interest, as well as the basics of data analyses, and if time permits, reporting the results. The presentation will conclude with an open forum to discuss possible research topics.

PRESENTER BIOGRAPHY

David D. I. Kim: presently teaches at Kookmin University in Seoul, Korea. He received his B.Sc. in Psychology from the University of Toronto, Canada, and his MA in Social Psychology, from Chung Ang University, Korea. His teaching and research interests include: cross-cultural issues in language learning, developmental issues in first (L1) and second (L2) language learning, assessment of language learning, and teaching methodology. His bilingual (English and Korean) abilities and bicultural experiences provide experiential foundation in understanding the interactive dynamics of language and culture.

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Is a Different Culture Causing you Frustration? Let's Talk!
Jerry Foley
Dong Eui University

Abstract   **Bio**   **Materials**

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ABSTRACT

Quite often among our foreign colleagues we hear of frustrations experienced working with and living among a culture which is so different from their native one. Then we also hear of problems which Koreans have in relating to and working with foreign staff. So what can we do to improve this? When there is dislike for something, it is quite often rooted in misunderstanding. A good first step towards solving problems is dialogue. So come to this session for an open discussion where we will bridge this gap between cultures. Warning: attendees are expected to participate!

PRESENTER BIOGRAPHY

Jerry Foley was born in Savannah, Georgia, US. After high school, he first attended Young Harris College in the mountains of North Georgia, majoring in Speech and Theatre. Then, after transferring to LaGrange College, he changed majors and received a Bachelor of Arts Degree in Elementary Education. He acquired other training and various experiences serving in the U.S. Navy. He also received an Associate of Applied Science Degree in Travel and Hospitality. This is his third year in Korea and at the Institute of Foreign Language Research and Education at Dong-Eui University. He sees teaching in a foreign country as a way in which all his education and various experiences can be applied.

MATERIALS

"Is Living and Working Among a Different Culture Causing You Frustration? Let's Talk"

1. Addressing teachers by the first name only.

2. The problems with traffic and driving: Why don't the police enforce traffic laws?
A. Also why do people put up with this?
B. Why is there not more public demand to improve road conditions?

3. One pet peeve which was received is pushing and crowding, and 'tailgating' when walking behind someone.
4. People trying to get in an elevator before others have exited.

5. One of the lessons of "political correctness" is that "tolerance" of difference is a trap. The idea is that "you can be different, but not too different-it is not a right but a

privilege." How can teaching people to "tolerate" cultural differences avoid this trap?

6. Why do so many Koreans seem to not want to take responsibility for their children? (allowing them to go unsupervised or not correcting them.)

7. Now let's go back to the personal questions, what are some of them?

8. Saying "Hello" to our backs.

9. I have been told that it is thought to be rude here if a young man has a beard. Well if this is so than at what age am I no longer young?

10. Why do some businesses have everybody eating lunch at the same time, therefor making it difficult to get service (banks do not operate like this.)?

11.   Why does it seem like so many people are paid to do nothing? (This is mostly men.)

12.   Urinating in public.

13.   Why does 'getting married' seemed to be so important to Koreans?

14.   Weddings, now this could be a whole session by itself.

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GATEWAYS
(Oxford University Press)

Tom Pierce
Sookmyung Women's University
Abstract * Bio* Materials

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ABSTRACT
Many educators have been advocating an integrated skills approach to language education for some time. Since preparing such lessons proved to be too time-consuming, most teachers have not even considered an integrated skills approach. However, due to the availability of excellent materials such as "Gateways", teachers can still focus on speaking and listening but also reap the benefits of using an integrated approach. In this presentation, we will look at the key features of an integrated approach and will explore effective ways to teach large groups and to manage group activities using such texts.

PRESENTER BIOGRAPHY
Tom Pierce began teaching English in the United States to both native and non-native speakers of English. He has worked with homogeneous groups of Hispanic, Navajo, Japanese, Polish, and Korean students. In the U.S., he worked in public schools and for the Oklahoma State University's English Language Institute. In Korea, he worked first with Oklahoma State University's Seoul Twinning Institute. He is now a TESOL instructor at Sookmyung Women's University. His focus there has been largely teaching composition and English for Academic Purposes. He has worked with students from kindergarten to graduate level. He holds a Bachelor's degree in English Literature and a Master's of Education in TESOL from the University of New Mexico.

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HOGS and LOGS:
Dealing with Different 'Levels' of Output

David Kellogg
Pusan National University
Abstract * Bio* Materials

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ABSTRACT

Our research team of middle school teachers at a suburban middle school in Korea's third largest city was asked to participate in a "level based teaching" experiment to which we had grave ethical and methodological objections. We decided instead to leave the classes undivided, and develop materials which would allow learners working in pairs a choice: one set of "low output" exercises that had explicit models for imitation or very narrow variation, and another "high output" set which opened up into more extensive controlled practice. We then asked if we could account for the choices that learners made in terms of their "ability," measured by tests or wordcounts and c-unit counts in a pairwork task. The answer was, mostly, no. For the purposes of placement and materials design, high and low output levels are probably better conceived as levels of activity than of "ability" -- properties of situations and materials rather than learners.

PRESENTER BIOGRAPHY
David Kellogg taught at university level for a decade in China. He then worked in the EPIK program for nearly 2 years at Kwancheon Middle School in Taegu. He now teaches at Pusan National University of Education.

MATERIALS

1. INTRODUCTION: MIXED ABILITY OR LEVEL BASED CLASSES?
Two poems, to begin with.

There is a classroom in Pusan
Where some kids can't talk and some can
If you can't, you're a LOG
If you can, you're a HOG
And the High Output Generators always try to generate the highest level of output with as many words and as complex syntax and as rich a vocabulary as they possibly can.

There is a classroom in Taegu
Where some kids don't talk and some do
If you do, you're a ….
If you don't, you're a …
HOGs say "How are you?", LOGS say.…

Part of the fun of these poems is the sound, and part is the story, but the main fun is

an attempt to REPRODUCE the HOGs and LOGs and not simply describe them. Accordingly, part of this research is a story. I'm going to tell the story about how we resisted an attempt to divide classes in half and label the bottom half under-achievers. How they produced a book of ripping good yarns to supplement a very boring middle school textbook.

Part of this research is data: actual word output, test scores, and the relationship between them. I'm also going to present data on whether or not high output, and high test scores predict the tendency of kids to tackle hard exercises, and conversely.

But the main thing I really want to do is to try to reproduce the research—so I'm going to have you look at the hypotheses—consider whether they are plausible or not. Then look at the data—match the data to the hypotheses. And finally we'll draw some conclusions. In this way, I hope to not simply describe our research but recreate some of the excitement.

Every class, Prodromou remarks, is a mixed ability class (Prodromou 1992: 7). But of course some classes are more equal than others. For that matter, some abilites are more equal than others.

What is to be done? Well, according to the idea of "level based teaching", we unmix the abilities, and prepare separate materials for each group. My argument is that this cannot be done and should not be attempted at least as far as output is concerned. My argument is that output is better thought of as a level of activity, rather than a level of ability.

But let me tell the story from the beginning. Like so many things in Korea, I think it really goes back to the Cold War. In 1960, partially in response to the Soviet Sputnik/Vostok missions in Space, the US was involved in a special science education project. This meant setting up what Buell (1960) called "homogenous groupings" in secondary schools, with "fast tracks" for good students.

The idea spread to Korea. Ever since, budgets are made available to pursue experimental research in "level-based teaching". Typically, classes are split into same sized groupings on the basis of test scores, and the "lower ability" class is given "easy" material, while the "upper ability" class receives a richer diet. The test results of the two classes are then compared with undivided "mixed ability" control groups.

It is easy to see why this kind of research (which our team dubbed "classroom horse-racing") yielded results we might call unequivocally ambiguous. No attempt was made to control for variables such as teacher experience, teacher enthusiasm, learner attendance, attendance of extra-curricular hakwon cram schools, or previous English study.

Beretta and other writers have pointed out the procedural and underlying methodological fallacies of this kind of quasi-experimental comparative methodology (Alderson & Beretta, 1992).

For our study, which was to focus on output, there were problems with the way this sort of classroom sweepstakes operationalized ability as well. The key dependent variable was viewed as nothing more than mid-term and final examination scores, from in-house tests of no particular external validity or consistency (they are written by school staff on a rota basis). We strongly suspected that this construct of ability--backwashed from discrete point multiple choice examinations--would not accurately predict actual oral output. Even if it did, there was no reason to expect the kind of growth that was expected of us by the ministry. As Nunan has pointed out (Nunan 1998), real proficiency is not so susceptible to linear growth.

We went into the project fired with a reluctance that was not only procedural and conceptual, but also ethical. We did not believe that ability was destiny; we did not even believe it was real ability. We did believe, however, that "low ability" could be a self-fulfilling prophecy.

PRELIMINARY STUDY: MAKING A CASE AGAINST CLASS DIVISION

To make our case, we collected test scores from first and second semesters of two English classes of 48 kids each, and also set them a simple, chatty pairwork task, to be done in pairs, which was videotaped and transcribed to measure their output in words and correct c-units. The kids were requested to ask and answer three questions which they were often exposed to in pre-class or the beginning chat-up of a class, to wit:

How are you?
Tell me about your family.
What did you do yesterday?

Questions were not included in the word or c-unit count because they were written out for the students. We disregarded repetitions in the word count, but we included any word token, appropriate or not. The definition of c-unit was any utterance which could, using normal rules of elision and reference, be reconstructed into a grammatical clause in context. C-units had to be appropriate and grammatically well formed in order to be counted.

Note that at no time did we attempt to manipulate the pairings in any way--we simply used the pairs which naturally occurred in the seating arrangement in class (generally based on the height of learners, though of course this variable does not remain stable for long).

We had two reasons for our "hands-off policy towards the pairs. First of all, we sought to make our research as non-invasive as possible, so as to interfere as little as possible in the normal life of the class; in particular, we determined to do nothing that would give the kids grounds for labelling certain learners under-achievers. Secondly, we wished our results and the resulting materials to have external validity, and we recognised that few Korean teachers would have time or inclination to manipulate pairs in their classroom even if they had the means to reliably diagnose individual learners.

So that gave us this data:

DATA: 1) End term and mid term test scores
2) Direct output measurements from the three-question pairwork task
WORD COUNT: number of words produced (right or wrong, not counting repetitions)
CLAUSES OR C-UNITS:(expressions that could be construed as clauses, e.g. "(I'm) fine. (I) thank you. And (how are) you?" = three c-units. These must be correct and appropriate to be counted.

We examined the data in the light of the following hypotheses.

H1: Test scores are not stable in our learners--they vary with test difficulty (because the tests are written by different teachers with widely varying standards), and with the development (not always linear) of the learners themselves. Therefore the final test in the first semester would not accurately predict mid-term test scores in the second semester, or test scores on a nation-wide standardised test.

Do you think this hypothesis will be proven true?
YES ………… NO ………..

H2: Direct output measurements (that is, word counts and correct c-unit counts) are not predictable from test scores--learners who are good at dealing with input in listening and reading formats may still find output very difficult.

Do you think this hypothesis will be proven true?
YES ………… NO ………..

H3: Output will increase in quality and quantity when it is "pushed (e.g. by the presence of a teacher in the interview), and this increase will happen whether or not the learner is a "high" or "low" scorer on tests.

Do you think this hypothesis will be proven true?
YES ………… NO ………..

H1 DISPROVEN: TEST SCORES ARE RELATIVELY STABLE

H1 was roundly disproved--we found very high correlations between First and Second Semester test results (.761** p < .01), and between both of these and the national test administered to students on September 9th 1998 (.820** and .837**). The second semester mid-term, being mostly listening based, shows a weaker

relationship with the first semester mid-term, but there is remarkable consistency, demonstrating how narrowly syllabus-based our apparently independently written exams are. In fact, all of these exams were based, as were our subsequent materials, on eight similar state-approved middle school text books sharing a common grammatical syllabus and word list.

H2 PROVEN: TEST SCORES DO NOT RELIABLE PREDICT OUTPUT LEVEL

H2 fared better. We found a significant but really quite weak relationship between our direct output measures and the various test scores. This allowed to us to argue that classes divided on the basis of test scores would not reflect differences in output ability.
 To see the sort of practical problem we were up against, try dividing the scores on the following scatterplot into two coherent classes, one "upper" and one "lower" in "ability".
There does not appear to be any natural seam along which the class will split. If we divide, as our predecessors did, at the median test score of 61, we will find both HOGS and LOGS in the resulting "low class. But if we divide at the median output score, around 10, we find both "high and low test scorers in the resulting class.
 This is reflected by the Pearson correlation coefficients, which, although highly significant thanks to our large sample, indicate a very weak relationship even using a crude word count ($.506^{**}$ $p < .01$). When we add the dimension of quality, and demand appropriacy and well-formedness in the c-unit count, the relationship becomes weaker, not stronger ($.405^{**}$ $p < .01$).

H3 DISPROVEN: TEACHER PRESENCE PUSHES OUTPUT DOWN, NOT UP

 H3, that teacher presence would push output, yielded the most interesting, but also the most ambiguous, results; interesting because counter-intuitive, but ambiguous because our research had been designed to meet a probable administrative demand for class division rather than rigorously control variables. To our surprise, the pairwork interviews yielded significantly more words and also significantly more correct c-units than the teacher-led, individual interviews.
 We were a little suspicious of this result and initially attributed it to the fact that the questions in the teacher led condition were sometimes slightly different, with the teacher sometimes asking questions which, although easier, gave shorter replies, in order to ensure that the LOGS were able to make some kind of response. But we reconsidered this attribution in the light of the results for one class. We were forced to administer the pairwork twice for one class, because during administration of the first pairwork task, there had been a (rather interventionist) teacher present in the room running the video camera (whereas the other class had simply had the camera running, fly-on-the-wall fashion). The questions and indeed the pairs were precisely the same, but the second time around, with no teacher in the room, the kids did substantially better.
 Was this the practice effect? Perhaps, but probably not entirely. First of all, the questions were all extremely familiar ones from classwork anyway, and therefore the first administration of the questions should have also had a practice effect. Secondly, there is a notable difference in the way the kids appear on the two videos. With the teacher present, they stare at the table and go through the questions learner by learner, with each learner taking turns to ask three questions in a row, as if the learners were taking turns being a teacher.
 Without the teacher present, the learners tend to proceed question by question, with the first learner asking the first question, the second responding and then repeating the question or asking "You? Or "And you" or even "How about you?" This allows learners to crib from each other's answers in an obvious way, and produces something much more like real conversation, with the topics rather than the roles of questioner and answerer being shared and alternating Compare (without the teacher present):

DO LOGS GAIN MORE FROM PAIRWORK THAN HOGS?

 So we speculated that learners at the low end of the output scale would especially benefit from the absence of the teacher, because the presence of the teacher inhibits the stronger learner from helping the weaker. Perhaps the HOG considers that it is really the teacher's job to intervene, or, more likely, the HOG considers this kind of

help to his LOG partner a form of cheating on exams and so refrains--so long as the teacher is present!

As you can see, the data is a little hard on our speculation that LOGS would do exceptionally well in closed pairs. Both HOGS and LOGS benefit from the teacher's absence by producing more words. But when we ask for accurate, appropriate c-units, only the HOG can really do better without the teacher (perhaps because he is taking over the teacher's role?) At least when one looks at output in its own right, independent of any posited benefit mediated by interaction or input, it is the HOG who truly "pushes" his output in the direction of accuracy as well as fluency.

SUMMING UP OUR CASE

We then summed up our case. We argued that this kind of HOG-LOG interaction should be encouraged and not prevented by erecting a classroom wall between HOGS and LOGS and selecting their material for them. We proposed to see different levels of output generation as different levels of ACTIVITY, not different levels of ability. So we would design materials that separated the levels of ACTIVITY, not the students. Learners, working in pairs, could choose between a) exercises, which gave people fairly rigid models to imitate, and b) exercises, which provided an extended, rather loose model, on which to improvise. We expected that the a) exercises would be too easy for some, and b) exercises too difficult for others, and the pushing and pulling in pairs would be good for both HOGS and LOGS.

This argument was never explicitly approved by the Municipal Ministry of Education or by the principal of our school, but it won strong support (52 out of 56) from a poll of teachers at our seminar, and it was therefore given tacit permission to go ahead.

POST STUDY: DESIGNING AND EVALUATING OUR MATERIALS

The result was a book, and an accompanying CD ROM, entitled "A Cow's Head and Other Tales" (the title is a reference to a Korean folktale about a lazy LOG who is turned into a cow and learns to work hard). Lesson 10, one of two lessons examined in our post-study, can be found as an appendix to this article (without the graphics, unfortunately).

We evaluated the material using a portfolio of methods, both objective and subjective, both qualitative and quantitative. Once a fortnight, classes were "co-taught, and the co-teachers evaluated the classes impressionistically. This often led to revision and rewriting of the materials. Classes were occasionally videotaped. This demonstrated to us that, despite our design, relatively little class time was spent in closed pairs, as learners were very unused to this format and breakdowns of discipline were widespread. Learners were polled as to the materials "effectiveness" and interest. In general, learners felt that our material was "more interesting" than the usual textbook fare, but not as effective. This is not surprising, since learners tend to see effectiveness through their parents eyes, in terms of the examinations, which, as we have seen, are narrowly based on a state-approved textbook, and learners often did not recognise the sentence patterns from the state-approved textbook when we embedded them in "A Cow's Head and Other Tales."

POST-STUDY: MORE HYPOTHESES

Since the material was designed to produce ink on paper as well as words in the air, the teacher using the material could see at a glance which exercises were being done, or (as we did on two occasions) collect the material and make precise measurements. We awarded one point for each b) exercise which was at least half complete, regardless of accuracy--what we wanted to look at was the extent to which the pairs were game for the challenge.

One thing we wanted to do was to empirically test an old bit of teaching wisdom--that unequal pairs are better for introducing new material but equal pairs are better for practising it. Since the "Let's Talk" portion of the lesson we collected data for was entirely for "Let's Practice (the language points having been presented using the usual text book for more than four days previously), we might expect more b) exercises would be done by homogenous HOG pairings, and fewer by pairs of mixed ability or homogenous LOG pairs. So we approached the data with the following hypotheses.

DATA: 1) End term and mid term test scores
2) Direct output measurements from the three-question pairwork task

WORD COUNT: number of words produced (right or wrong, not counting repetitions)
CLAUSES OR C-UNITS:(expressions that could be construed as clauses, e.g. "(I'm) fine. (I) thank you. And (how are) you?" = three c-units. These must be correct and appropriate to be counted.
3) Worksheets from the exercises indicating how many a) exercises and how many b) exercises were done.

We examined the data in the light of the following hypotheses.

H4: There will be no significant difference between the two classes in the tendency to tackle the b) exercises, as there was no significant difference in "level" of output (or, for that matter, test score).

YES …………… NO ………..

H5: Pairs which consist of HOGS (that is, learners who performed above the median in pairwork output assessment tasks both before and after the project) will show a strong tendency to tackle the b) exercises. LOG pairs will not.

YES …………… NO ………..

H6: HOG-LOG pairings will tackle the b) exercises, but will complete rather fewer of them than unmixed HOG pairs and rather more than unmixed LOG pairs. In other words, the mixed pairings will behave like the sum of their parts.

YES …………… NO ………..

H4 DISPROVEN: CLASS MAKES A DIFFERENCE IN EXERCISE CHOICE

 Again, the data was rather cruel to our first hypothesis. The following bar chart shows at a glance that, although Class 2-10 was slightly better at producing correct clauses in the initial pairwork task and there were no significant differences in word counts or test scores, they are absolutely unwilling as a class to tackle the b) exercises. Class 2-11, on the other hand, is far more game for the difficult exercises.
 How can this spectacular difference be explained, since the two classes are so very similar in other respects (we include the c-unit count to demonstrate this, but the other measures show similar comparability)? Classes 2-10 and 2-11 were both co-taught by a Korean teacher and a Native Speaker for Lessons 9 and 10. The Native Speaker was the same for both classes. The Korean teachers were different, although both were young women with roughly the same amount of teaching experience and the same training. The Korean teacher for 2-10, however, was noticeably passive in class and spoke very little, limiting herself to supporting the Native Speaker with translations; the teacher for 2-11 was aggressively interventionist, often ignoring the Native Speaker entirely and driving the material forward in Korean only, reserving English for the pairwork itself. We drew two conclusions for our materials. Firstly, the NON-native speaker teacher has the critical role, although it is an indirect one, in managing closed pairwork. Secondly, output is never stable; it is constantly influenced by other variables. HOGS and LOGS were clearly not separate species which could be safely removed to separate habitats without altering their behaviour. In fact, they were often not even separate individuals.

H5 AND H6: A PROBLEM OF LEAKY CATEGORIES

 The fact that the groups of indubitable HOGS (who scored above the median on both output measures) and LOGS were small meant that the number of pairs we could examine were even smaller: five double-HOG pairs, six double-LOG pairings, and only three of the crucial, most interesting, heterogeneous HOG-LOG teams. Another reason for the small number of heterogeneous groupings may have been the very effect we were counting on--that high output attracts high output from partners regardless of their level, and low output creates low output in partners, regardless of their "level--thus creating more HH and LL than HL. Of course, had we known during the data gathering who the HOGS and LOGs were, we could have deliberately

manipulated the pairings to increase the number of heterogeneous groupings, but that too might have altered output by making people work together who normally would't have done so. In retrospect, the non-invasive "double blind approach--with the identity of the HOGS and LOGS unknown to all parties--was probably best.

The bar graph showing the average number of b) exercises attempted per pair each lesson--but remember that the imposing middle bars represent a mean of only three heterogeneous pairs.

So the double HOG pairs tackle, on the average, more of the difficult exercises than the double LOGS, but this result can hardly surprise. Rather more odd is the fact that the HOG-LOG groupings behave, on the whole, rather better than the sum of their parts, or at any rate much more like double HOGs than like double LOGS. But perhaps this is a freakish result caused by the small size of the HOG-LOG sample, which comprises, remember, only six learners in three pairings.

Using all the data lumped together, irrespective of pairings, we find that the tendency to do the b) exercises is not closely predicted by any of our measures of "ability": test scores or output measurements (see correlations in the appendix). In the same chart, you will note that the first output measurement correlates rather weakly with the second measurement, at only about .584** (significant at p < .01) for the word counts and only .236 * (significant at p < .05) for the correct c-unit count. Further evidence that the HOG is a frail creature, indeed, a creature of circumstance, and a product of an environment which is easily manipulated, for worse and for better, by the materials designer and the teacher.

EPILOGUE: A SIGNIFICANT BUT NOT MEANINGFUL DIFFERENCE

This was not the sort of conclusion expected by our funders or even by ourselves--they wanted to see, after the six months of our project had elapsed, a significant increase in test scores, or failing that, in our output measures. In the event, no increase in test scores took place, though there was a significant decrease in one class (2-10). In output, there was a small (but greater than the Standard Error of the Mean) increase in word output in one class only (2-11) in the six months from July 1998 to November 1998.

This lacklustre result has many mitigating circumstances: the long summer holiday, the crowded (nearly fifty student) classes, of which only one forty-five minute session every fortnight could be devoted to our material, and the difficulty of securing the cooperation of the teachers of these two classes, who felt that the whole project simply added an extra burden to their already over-loaded schedule.

But the main reason we do not take it to heart is simply that we understand that there is a tremendous difference between traditional measures of "ability, based on tests, and our output measurements, subject to all kinds of performance variations. Even if we had accepted that our "output measurements" reflected in a direct way language proficiency, with Nunan, we do not expect this to increase in a linear way.

CONCLUSION: HOGDOM/LOGDOM IS A STATE OF MIND

At first glance, our results appear to be even more unequivocally ambiguous than those of the "classroom horse-racing studies which preceded us. We found that not only do our output measures correlate rather poorly with test scores, they are not very stable in themselves; a third of the children were not consistently HOG or LOG over six months, and our c-unit count had a reliability coefficient of only .236 (p < .05: see appendix two for other counts). When we look at the choices that pairs of learners made, the only firm conclusion which we can draw is the rather banal one that pairs of two "High Output Generators did more of our b) exercises than pairs made of two "Low Output Generators. We are not able to make any accurate predictions about what Mixed HOG-LOG groups do.

Uncontrolled factors are clearly rampant. Among these factors are probably the crucial decisions which teachers and materials designers make, often in blithe disregard of Second Language Acquisition theory: teacher-centredness, use of mother tongue, choral work, and the motivational power of a ripping good yarn. Thus the huge gap--not a contradiction, but nevertheless a gap--between what SLA theory says may be good for us and what teachers and materials designers know will work remains. Necessarily--our research and even the book we developed is really a perverse attempt to build a bridge along that gap (on the what-will-work bank of the

abyss) rather than across it.

Research has a tendency to shake the constructs that it is based on. This can be a very useful surveying or even ground-clearing exercise, but it is rather troublesome to those who have already erected substantial assets on those constructs. The data was not kind to the hypotheses we formulated, and still less to the categories of HOG and LOG we posited (fortunately, we posited these post-facto and did not use them to form classes). But we emerge from it with our faith in closed pairwork, even in crowded Korean classrooms, intact and to find the materials we rather prematurely erected upon it still standing. Our classrooms do not in fact chiefly consist of pure-bred HOGS or unmitigated LOGS; instead, they are a Gordian knot of learners with many abilities and many levels of ability not easily susceptible to disentanglement, whether by researchers or by sword-wielding administrators. Then let Prodromou's remark that every classroom is a mixed ability classroom stand, not simply as a statement of what is, but as a statement of what should be….

To conclude:

In classrooms from Seoul to Cheju
You find learners who don't talk and do
Some are seen, others heard
In c-unit and word
But the difference is sometimes just YOU!

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Designing and implementing a task-based program with false-beginners

Kevin Rooney
Chodang University

Abstract   **Bio**   **Materials**

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ABSTRACT

This paper is about the results of my Applied Linguistics thesis, recently completed at Concordia University (Montreal, Canada). It involved designing a task-based program with a teacher's guide for adult false-beginners. The new program I designed was based largely, but not exclusively, on materials from "Interchange 1" (Richards et al., 1990, 1997). I redesigned the materials by using the TBL frameworks of Jane Willis (described in Willis, 1996) and Estaire and Zanon (described in Estaire and Zanon, 1994), modified to fit my situation. Therefore, my paper will deal with the various issues involved in adapting a structural/functional syllabus and set of materials, such as "Interchange", which moves learners from accuracy to fluency, to fit a task-based framework, which instead moves learners from fluency to accuracy. I would also like to discuss how task-based syllabuses are fundamentally different from other syllabus types, what makes them better, the reactions of students when my materials were pilot-tested, and the problems involved in using a task-based approach with false-beginner-level students.

PRESENTER BIOGRAPHY
Kevin Rooney has an M.A. in Applied Linguistics from Concordia University (Montreal, Canada). His M.A. thesis involved designing a task-based program with a teacher's guide for adult false-beginners studying English at a community centre in Montreal. He has taught EFL/ESL in Canada, Japan, and the U.K., and is currently an English instructor at Chodang University in Korea.

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What no one could say, what no one could write: Globalization and American English in Korea

Samuel Collins
Dongseo University

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ABSTRACT

From the beginning of Korean modernity in the 1876 opening of the ports to the present, English has been part of the oftentimes hostile incursion of the outside onto the peaceful homogeneity of Korean life. At the same time, as Presidents Kim Young-sam and Kim Dae-jung have consistently reiterated, English is the key to Korean survival, recovery and prosperity. This is the double-edged sword of "globalization," at once the promise of increased wealth through exports and the threat of "McDonaldization," the purported loss of self and, importantly, indigenous language through the homogenizing force of Western business and culture. This paper examines the contradictory attitudes of Korean people and Korean media toward English, a language simultaneously global (the lingua franca of international commerce) and imperial (inextricably linked to the hegemony of the United States). From interviews and analyses of mass media, I suggest that the (not always coherent) Korean solution to the problem of English is to appropriate English, i.e., to exert, or attempt to exert, some control over the alien by rendering it simultaneously familiar and controllable.

PRESENTER BIOGRAPHY

Samuel Collins has a Ph.D. in cultural anthropology and teaches at Dongseo University in Pusan. He specializes in cultural studies of information society – those processes of modernity and globalization that engulf all of our lives.

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The English Kingdom: Awakening our English Spirits

Stephanie Downey
Chang-shin College

Abstract   **Bio**   **Materials**

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ABSTRACT

Learning a foreign language is more than just learning how to communicate verbally. With every new language we learn, we learn a new way of expressing ourselves and, thereby, set free a spirit hitherto unbound within us. Yet, oftentimes language learning is approached like mathematics, where one set of symbols is replaced by another. Excessive emphasis is placed on memorization, translation, and grammar. These approaches can actually hinder communication and deaden many learners' "spirit of language". Attempts to give life to foreign language study through games and songs frequently sacrifice effectiveness and a genuine sense of purpose. This presentation aims to find a balance between these two extremes, enlivening English without compromising learning. Drawing on her experience with Waldorf education, the presenter offers ideas for awakening the English spirit in students. Student-centered, non-competitive activities are demonstrated that are sure to give rise to a sense of discovery and warm students' enthusiasm for English. The activities and methods presented in this workshop are effective for students of all ages, but are particularly suitable to young learners. Participants will receive a handout with useful classroom activities and supplementary materials will also be available by request.

PRESENTER BIOGRAPHY

Stephanie Downey has been teaching in the English Department at Chang-Shin College in Masan since 1997. While in Korea, she has also worked intensively with elementary students at a private language institute and taught at both Chang-Shin Middle School and High School. Prior to coming to Korea, she was an elementary school teacher in the U.S. and taught ESL for a year in Slovakia. She has a B.A. in Russian Language and Literature from McGill University, Montreal and RSA CELTA. She is currently working on a graduate degree in TESL and a certificate in Waldorf Education. Since July 1998 she has been the layout editor for The English Connection.

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We have ways of making you talk!

Michael Duffy
Dong-A University

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ABSTRACT
Do your students seem shy, negative, inhibited about speaking out in class? A little painless pressure, in the form of (mildly) aversive stimulation and team competition can work wonders in transforming their attitudes. In this workshop, participants can try out a number of techniques aimed at enticing the bashful out of their shells and into the light.

PRESENTER BIOGRAPHY
Michael Duffy comes from London, England, and has been teaching in Korea since 1988. He has served in various teachers' organizations, and is currently KoTESOL's Elections Chair. Since 1990 he has been a professor in the Department of English of Dong-A University..

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False Cognates:
Teaching Techniques for Korean Loan-word Interference

David Shaffer
Chosun University

Abstract   **Bio**   **Materials**

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ABSTRACT

With the large influx of loan-words into the Korean lexicon from the English language, the number of false cognates it contains is also substantial. These false cognates, also known as "false friends", often become obstacles to English learning because of the English learner's unawareness of the difference in meaning of the Korean word or term from its English language source. Many of the most common of these problematic pairs and their semantic differences will be discussed. In addition, three classroom teaching techniques will be presented which effectively delineate the semantic differences in the pairs of false cognates. Two of these techniques involve the use of pictorial representations by class members while the other involves a simple translation technique with interest-holding error analysis. In addition to the teaching techniques, the information presented on Korean-English false cognates should be of teaching value to the EFL teacher in Korea.

PRESENTER BIOGRAPHY

David E. Shaffer has been an educator in Korea since 1971. Most of that time, he has been at Chosun University, where he teaches EFL and where he completed his graduate studies in linguistics. In addition to teaching college-level courses, Dr. Shaffer has years of experience teaching in both elementary and secondary school teacher training programs in EFL methodology and oral and writing skills. He has also prepared elementary school teacher training materials and secondary school textbooks and test materials. His academic interests are in English semantics, ESL methodology, and Korean literature, especially the poetry of Yun tong-ju. Dr. Shaffer has had a number of language- and culture-related columns in different Korean periodicals. At present he writes On the Road to Better English and Crackin' the Corean Code for "The Korea Herald" and Shaffer's Native English for "Time Plus". He is also a member of the ESL Help Center team at Dave's ESL's Café <http://www.eslcafe.com/help/> where he answers questions daily.

MATERIALS

False Cognates

**Teaching Techniques for
Korean Loan-word Interference**

David E. Shaffer
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The Korean lexicon has witnessed the addition of numerous English words in recent years. Along with the many Korean-English cognates are quite a few false cognates, also known as

"false friends," which often become obstacles to English learning due to the English learner's unawareness of the difference in meaning of the Korean word or term from its English language source. The most common of these problematic pairs and their semantic differences will are listed below. In addition, a number of classroom teaching techniques are presented which effectively delineate the semantic differences in the pairs of false cognates. These techniques include the use of pictorial representations by class members and a simple translation technique with interest-holding error analysis.

Korean (Associated English) English Meaning

Korean	(Associated English)	English Meaning
그래머	(glamour)	curvaceous, voluptuous female
다이어리	(diary)	planner
다이어트	(diet)	weight-loss attempt
드링크	(drink)	caffeine-laced pick-me-up tonic
(가스) 레인지	(gas range)	gas burner, gas stove/range
(전자) 레인지	(range)	microwave oven
레포트	(report)	prepared schoolwork assignment
루즈	(rouge)	lipstick
리본	(ribbon)	bow and ribbon
매니큐어	(manicure)	fingernail polish
맨션	(mansion)	large, luxurious apartment
모텔	(motel)	small hotel
미팅	(meeting)	group blind date
백넘버	(back number)	jersey number / player number
브이티알	(VTR)	VCR
비닐	(vinyl)	plastic
빌딩	(building)	tall office building
빌라	(villa)	countryside vacation home
뺏지	(badge)	lapel pin
사이다	(cider)	carbonated lemon-lime drink
사인	(sign)	signature
샤프	(sharp)	mechanical pencil
서비스	(service)	complimentary service or something given as such
선텐	(suntan)	tinted sheeting for window glass

쇼파/소파 (sofa)	armchair, sofa
스케줄 (schedule)	appointment
스크랩(하다) (scrap)	clip (and file)
스탠드 (stand)	table lamp
스토브 (stove)	heater
서클 (circle)	school club
엔지니어 (engineer)	mechanic, repairman, technician
오바이트 (overeat)	vomit
오일 (oil)	any petroleum product for motor vehicle use
와이셔스 (white shirt)	dress shirt
워커 (walker)	army boots
원피스 (one piece)	dress
츄레이닝 (training)	warm-up suit, track suit, sweat suit
카세트 (cassette)	cassette tape recorder
캔 (can)	canned beverage, tin can
컨닝 (cunning)	cheating (on a test)
컵 (cup)	glass, cup
코펠 (copper)	camping pots and pans
콘사이스 (concise)	small dictionary
콘센트 (consent)	electrical outlet
크림 (cream)	pastry frosting/filling
크랙션 (klaxon)	motor vehicle horn of any type
탈렌트 (talent)	television celebrity
트럼프 (trump)	Western playing cards
트롯 (trot)	music loosely associated with the fox-trot

티켓	(ticket)	gift certificate
팝송	(pop song)	popular English-language music
팬시	(fancy)	stationery and/or knickknacks
포스트	(Post)	breakfast cereal
하드	(hard)	ice bar
하이킹	(hiking)	bicycling
핫도그	(hot dog)	corn dog
핸들	(handle)	steering wheel
호치키스	(Hotchkiss)	stapler
히프	(hip)	buttocks

False Cognates due to shortening

나이트	(night)	dance club
노트	(note)	notebook
드라이버	(driver)	screwdriver
랩	(wrap)	plastic/kitchen/Saran wrap
미션	(mission)	transmission
미스	(miss)	mistake
미싱	(machine)	sewing machine
백	(back)	backing, support
샌드	(sand)	cream-filled sandwich cookie
셀프	(self)	self-service
소프트	(soft)	soft freeze

수퍼/슈퍼 (super)   supermarket
스킨   (skin)   skin lotion
아이스(케끼) ice (cake)   ice bar
아파트 (apart)   apartment/condominium
에어콘 (air cone)   air conditioner
젤리   (jelly)   soft, gelatin candy
콤비   (combi-nation)   sports jacket (and trousers)
트랜스 (trans-)   transformer
펑크   (punk)   puncture of a tire, breaking of a promise/appointment
포테토 (potato)   french fried potatoes / french fries
플래시/후라시 (flash)   flashlight
헬쓰   (health)   health club
화이트 (white)   white-out, correction fluid

British English-only Cognates

마후라/머플러 (muffler)   winter scarf
본네트/보닛 (bonnet)   car hood
비디오   (video)   video cassette recorder/player
팬츠/빤스 (pants)   underpants

False Cognates:
Teaching Techniques for Korean Loan-word Interference

A. English Duel Draw Technique
    In this technique, the teacher reads one or more of the English sentences below and has the students draw a picture which they think best represents it. (The English-Korean sentence pairs below contain false cognates and are, therefore, not identical in meaning.) The teacher then views the drawings by collecting them or walking around the room and select two drawings to be drawn on the board by their drawers -- one correct drawing matching the English sentence and another in which the meaning of the related Korean loan-word was mistakenly used. This is followed by a discussion of why the two drawings are different and how the false cognates differ.

B. English Quick Draw Technique
    This technique differs from the above in that only an incorrect picture drawer is initially selected to put their drawing on the board. The teacher then elicits discussion from the class of what might be wrong with the drawing. The teacher may then have one of the students who correctly understands the related false cognate differences put their drawing on the board.

1. 영희의 **히프**는 아주 크다.
   Younghee has very large **hip**s.

2. 침대 옆에 **스탠드**가 있다.
   There is a **stand** beside the bed.

....

3. **맨션** 옆에 큰 나무가 있다.
   There is a large tree next to the **mansion**.

4. 책상 위에 **노트**가 있다.
   There is a **note** on the desk.

5. 영희는 자기의 **매니큐어**를 좋아하지 않다.
   Younghee doesn't like her **manicure**.

6. 사직로에는 **빌딩** 두 채만 있다.
   There are only two **building**s on Sajik Street.

7. 그는 반짝이는 **뱃지**를 차고 있다.
   He's wearing a shiny **badge**.

8. 영희는 주말에 **하이킹**한다.
   Younghee goes **hiking** on weekends.

9. 영희는 새 **카세트**를 샀다.
   Younghee bought a new **cassette**.

10. 영희는 **핫도그**에 케첩을 바르고 있다.
    Younghee is putting ketchup on the **hot dog**.

11. 영철은 **티-셔츠**를 입고 있다.
    Youngchul is wearing a **T-shirt**.

C. Translation Turkey Shoot (Korean to English)
   This technique is especially suited for false cognates that do not lend themselves to being drawn. Read or play a recording of the Korean sentences below and have the students translate them into English. As the students are translating, the teacher looks for an incorrect translation in which the Korean loan-word was mistakenly understood as meaning the same as its related English word. A card containing the number of the sentence in given to a student with an incorrect translation. After translation is finished, the teacher calls the sentence numbers in turn and asks the student with the number to read their translated sentence. Discussion ensues on what is wrong with the sentence and the teacher, or a student, puts the correct translation on the board. (Correct translations of the Korean sentences are in parentheses below.)

1. 영희는 **서클** 회원이다.
   (Young-hee is a **club** member. / Young-hee is a member of a **club**.)

2. 영철은 **와이셔츠**를 자주 입는다.
   Young-chul often wears **dress shirts**.)

3. 내가 가장 좋아하는 **탈렌트**는 김영희이다.
   (My favorite **TV celebrity** is Kim Young-hee. /
   The **TV celebrity** that I like best is Kim Young-hee.)

4. 내 친구는 어제 밤에 **오바이트**를 했다.
   (Last night my friend **vomited / threw up**.)

5. 영희는 **다이어트** 하려고 **헬쓰**를 다닌다.
   (Young-hee goes to a **health club / gym** to **lose weight**.)

6. 나는 영희가 **원피스**를 입는 것을 한번도 못 봤다.
   (I've never seen Young-hee wearing a **dress**.)

7. 영희와 친구들은 **트럼프**를 자주 친다.
   (Young-hee and her friends often play **(Western) cards**.)

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Evaluation, Selection & Revision:
Making Activities Work Harder
Julie Sivigny
***Tongmyong University of Information
Technology***

Abstract   **Bio**   **Materials**

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ABSTRACT
Selecting activities that provide students with the best practice opportunities can be a challenge. In this presentation/workshop, we will review how to select activities that best meet the learning goals of the students, evaluate typical activities for their effectiveness and investigate ways to revise activities to make them more effective. Activities such as "Find Someone Who", quiz games and charades are all popular classroom activities. Are these activities doing all they can?
How can we make these activities work harder? In the workshop, we will look at some examples of activities that have been revised. A brainstorming session will allow participants to share ideas and information about activities that work, and think of ways to make existing activities more effective. At the end of the workshop, participants will have concrete information and ideas they can apply to their teaching.

PRESENTER BIOGRAPHY
Julie Sivigny has been teaching at Tongmyong University of Information Technology in Pusan since 1997. She earned her M.A. in Applied Linguistics at the University of South Florida and has taught English in the United States and Spain.

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Andrew Finch & Kevin Sampson **Andong National University**

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ABSTRACT
Given that individual learning agendas determine what is 'learnt' in the language classroom, it is generally recognized that students need to be fully involved in what happens there. Project-work satisfies this need, involving the learners at every level of the educational process as they pass through project design, decision-making, implementation, preparation, rehearsal, performance and reflection. If carried out in the target language, this has obvious advantages in terms of authenticity and meaning, but project-work can also be beneficial in encouraging learners to address their learning needs, to assess themselves, and to become self-directed. In Part 1 of this presentation, the speakers (Andrew Finch and Kevin Sampson) will talk about projects in the Korean situation and will offer an approach which helps students (and teachers) to approach what might seem a daunting task. In Part 2, they will hold a workshop to demonstrate these ideas.

PRESENTER BIOGRAPHY
Andrew Finch came to Korea in 1988 armed with an MA (Music) and a Post-Graduate Teaching Certificate (PGCE). He taught in Language Institutes in Seoul, became Visiting Professor at Andong National University in 1991, moved to Hong Kong in 1993, taking a Distance M.Ed. (TESOL) from Manchester University, and was invited back to Andong in 1997 as Deputy Director of the Language Center. He is reading for a Ph.D. in Program Evaluation. With the Center Director, Dr. Hyun Tae-duck, Andrew has co-authored three task-based Conversation English books for Korean students: "Tell Me More!", "Now you're Talking!", and "The Way Ahead."

Kevin Sampson graduated from the University of Saskatchewan and the University of Calgary. He is now studying in the Graduate School of Education at the University of Manchester. He has taught English in Zimbabwe, Canada, and Korea. His current teaching interests involve learner independence. He teaches at the Andong National University Language Center.

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On the Relationship Between Testing Attitudes and Scores

Jung Myung-sook
Ku-am Girls' Middle School

Abstract   **Bio**   **Materials**

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ABSTRACT

Lots of research has been done on attitude and personality variables and their ability to predict success in English language learning, but very little has focused on the specific stimulus of the test, probably the major stimulus for many of our learners. In this study, I use test results and questionnaire data to examine the relationship between attitudes and preferences in testing and success on school exams. I also look at motivation: intrinsic, extrinsic, long-term, and short. Most of our learners are test-motivated, but the successful ones tend to be interested in English for reasons that are intrinsic to English and not test-dependent: pleasure, fun, and career prospects. In addition, the really successful ones would like to see writing and more productive forms of evaluation brought in.

PRESENTER BIOGRAPHY

Myung-sook Jung majored in French and minored in English at Kyungpook National University, graduating in 1985. She's been an English teacher for seven years and now works at Ku-am Girls' Middle School in Taegu. She's interested in writing and teaching higher level discourse skills, and also very interested in testing reform.

MATERIALS

RIght Click Here to download the HWP version of these materials - complete with beautiful pie charts and lovely formatting

INTRODUCTION: LEARNERS, TEACHERS, TESTS

Because tests are thought to guarantee a place in the so-called good high schools, and subsequently, good universities and good jobs, they are a big part of students' lives and thus teachers' lives. According to Seo et al, students at Kwanchon Middle School preferred tailor-made materials developed specially for them to the text in class, but they were worried about tests and therefore considered the text-book more "effective" (Seo et al, 1998: 51-52). This creates a difficulty, known as "washback", for teachers who want to "negotiate" the syllabus or use their own materials. Martin points out, in a study on writing in American middle schools, that learners do not see broader learning aims and "passing the exam" as connected in any

way (Martin 1983: 211). Thus teachers can't help but emphasize tests. But this emphasis can cut short the aims of education, focusing attention prematurely on the result rather than the process, and frustrating those who make a lot of effort.

A CASE IN POINT: MY STUDENT SUNG-EUN

One example of this I have personally observed was my own student, Sung-eun, who studied hard and steadily. Although I gave her considerable praise, she found that she couldn't consistently get good marks. After several tests, I noticed her not concentrating on her studying any more and pointed out her idleness. To my embarrassment, she burst into tears, for her parents had similarly scolded her with similar results.

But perhaps the reason she did badly lies in the way she studies. And the way she studies may well result from the way she thinks about tests. Perhaps Sung-eun is trapped in a vicious circle: short-term motivation---intensive but narrow and inefficient studying---poor results---even more intense and even more short term motivation---another bad results---scolding from outside---dislike of studying English......etc.

CLASS DISCUSSION: FOR LESS COMPETITIVE AND MORE PRODUCTIVE FORMS OF ASSESSMENT

Sung-eun was not alone in her frustration. After final-term of second semester, I held a class discussion about tests with my students. A number of students made it clear that they thought the discrete point test was a far from accurate measure of productive ability. They argued that it was not appropriate to evaluate the students according to indirect and passive tests in English, or, for that matter in music or art.

Some students mentioned that they preferred direct performance measurement in a pair-work or group-work writing task to the discrete point mid-term and final examinations, which were usually grammar-focused. For example, during the class, first, teachers would show students the topic or situation, about which the students could think and then cooperate to make good text. Group work or pair work would make the activity and the result better organized.

Other learners expressed reluctance to cooperate with dull or different 'level' students. They preferred to have tests like writing by themselves and for themselves from time to time during the class under the topic which teachers suggested previous time. It emerged that they thought writing was the most adequate method to evaluate their productive skill, involving the recognition of vocabulary or grammar and moreover discourse organization at a high level. Translation was also suggested as a possible test.

During this class discussion, students suggested many kinds of test format, but they felt sorry that these formats were not likely to adopted in the real world. I wondered if their suggestions and there preferences were reflective of

underlying anxieties and attitudes which might also be reflected in their test scores. So in addition to a number of suggestions, I took away from this discussion three constructs I wanted to examine in the light of test scores: attitudes towards tests, attitudes towards English study, and writing proficiency.

TEST ANXIETY, LANGUAGE ATTITUDE, AND PRODUCTIVE SKILLS: A BRIEF LOOK AT LITERATURE

As a practicing teacher doing "action research", I was unable to do a thorough literature survey to prepare the ground for the following study. But I did notice that the research on anxiety and motivation has generally dealt with the topic generally and not focused on the specific stimulus of testing. (Ellis 1994: 481-482, Chaudron 1988: 101-104). Gardner and Lambert, for example, took their chief variables from the ESL situation in Canada, distinguishing between people who were "instrumentally motivated" or interested in assimilating to the host culture. These are clearly not appropriate categories for analyzing the attitudes and motivations of Korean middle school learners in an EFL situation (See Ellis 1994: 207-211). Dornyei and Csizer, working in an EFL situation in Hungary, give categories of classroom motivation that are much more appropriate to Korea. They found that interim goal setting by teachers for learners was the most underutilized strategy of all of their motivational strategies. (Dornyei and Csizer, 1998: 220). Teachers often appear to simply rely on mid-term and end-term tests to motivate.
But test-based motivation may be too extrinsic to learners and too abstracted from their day-to-day interests to work consistently. Ellis tells us:
"Whereas leaners' beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis." (Ellis 1994: 483)
This suggests, as my learners suggested in our discussion, a day-by-day or even moment-by-moment form of assessment--one that is part of the process rather than simply an evaluation of the product. Chambers, examining various classroom activities which motivate or fail to motivate learners, found that many learners enjoyed project work, pairwork, and groupwork, although he also found that these were rarely used (Chambers, 1998: 238). Similarly, a recent study by Ko Kyounghee showed that many learners believe that less competitive ways of developing and assessing language skills lesson emotional stress and may well be helpful in, for example, listening tests (Ko 1998: 22).
Here in Korea, there is quite a bit of recent evidence that our current forms of assessment favor learners who work by themselves over those who enjoy group oriented activities. Kim Jee-in, working with elementary children, found some evidence that more introverted and intuitive learners tended to do better in English than outgoing, sensitive ones (Kim 1998: 104), and Lee Eui-kap argues that high school learners who are introverted tend to do

better if their writing work was analytically assessed, rather than holistically (Lee 1998: 122). We may be unknowingly punishing a particular kind of learning style, and turning a valid attitude to language learning into an ineffective one.

In the following exploratory study, I want to examine the test scores in the light of three constructs: test attitude, language learning motivation, and writing proficiency. There are of course many disadvantages to looking at complex and very subjective elements like attitude and motivation, particularly in a naturalistic classroom setting. Even though there may be lots of uncontrolled but interesting variables in getting good marks or bad marks on the test (that is, the difference of students' diligence, hakwan attendance, teacher enthusiasm, cheating......etc), I'll neglect these factors because it is beyond my ability to control all of these things and they are very difficult to prove or measure. This, of course, weakens the internal validity of my study, but it increases relevance to classroom conditions, and thus offers external validity. In addition to examining test attitude and study motivation, I will examine the relationship between test scores and productive ability. At school, we make students have mostly reading and listening mid-term and final-term exams which, I think, are not strongly based on the context or real situation and have limitations as measurements of productive skill like writing and speaking. Kellogg demonstrated a very weak relationship between exam scores and productive ability in English in a study among Korean middle school learners in 1998, but his study was restricted to a comparison of oral output and test scores. Here, I will extend Kellogg's finding to written output (Kellogg 1998, Kellogg 1999; Seo et al, 1998).

SEVEN HYPOTHESES

In order to look at the relationship between test scores, learner motivation, and written output, I formulated the following seven hypotheses, which are provable and disprovable through my data, which consists of questionnaire results, test scores, and output on a writing task.

H1. Students tend to have test-centered motivation in studying English.

H2. Learners who are high scorers on listening and reading tests tend to have future oriented aims (career) or pleasure and interest in English. The students who don't study English voluntarily, that is, those who have short-term motivation in comparison with those who have long-term motivation get low scores on tests.

H3. Learners who are high scorers on listening and reading tests tend to prefer discourse questions to grammar questions or vocabulary recognition questions.

H4. Low scoring students on listening and reading tests prefer vocabulary recognition questions to grammar questions or discourse questions.

H5. Students prefer different test formats which need productive skills to discrete point tests like formal mid-term or final-term exam.

H6. High scorers on the tests prefer direct test such as writing or translation to indirect mid-term or final-term exams.

H7. Passive skills do not accurately predict actual production. That is, learners who score highly on listening tests do not necessarily do well on writing tasks.

SUBJECTS

The subjects were 42 girl students of second grade who are attending at Kwan-eum middle school in Taegu. They have been taught English for one year by me. Some of them have learned from me since entering middle school.

QUESTIONNAIRE

I used a questionnaire to gather data on attitudes and motivation. gathered data from one class which is typical of classes of second grade in Kwan-eum girls' middle school. The questionnaire, which was thoroughly explained before it was administered, ran as follows:

1. What kind of question do you like in the discrete point test?
　¨Í discourse questions
　¨Î grammar questions
　¨Ï vocabulary recognition questions

I will show you an example of these questions.
¢¿ Here is the example of discourse question, which is based on the discourse and has coherence between the sentences.
¢¿ Choose the most suitable answer and fill in the blank.
Jane and Mary were very good friends. Usually they did their homework and played together after school. On the weekend they often went to the park near their houses and had a good time. But now they　　　　　　. Their parents don't know why, and they worry about it.
¨ç don't even talk to each other　¨è are close friends
¨é do their homework　　　¨ê want to study
　　more
¨ë like to go to the park.

¢¿ This is an example of grammar question, which is focused on a grammar point.
¢¿ Choose the clumsy one which has a different meaning.
 ¨ç I am surprised that he didn't come.
　= I am surprised at him not coming.
 ¨è I am sure that you'll pass the exam.
　= I am sure to pass the exam.
 ¨é He couldn't come because of the rain.
　= He couldn't come because it rained.
 ¨ê Let me introduce you to my brother.

= Why don't you meet my brother?
¨ë How about taking a walk?
=Let's take a walk.

¢¿ An example of vocabulary recognition questions
¢¿ Choose one which does not belong with the others.
¨ç father   ¨è sister   ¨é friend   ¨ê brother
¨ë mother

2. What makes you study English?
   ¨Í influence (pressure) of teachers or parents
   ¨Î fun and pleasure or interests
   ¨Ï good test scores
   ¨Ð future oriented aims

3. What kind of assessment do you prefer? (These
choices are based on the opinion drawn from the class
discussion. Therefore you can make reference to the class
discussion.)
   ¨Í discrete point test (mid-term or final-term
listening reading exams)
   ¨Î group activities
   ¨Ï interview
   ¨Ð memorizing of contents in the textbooks
   ¨Ñ translating
   ¨Ó writing

TEST SCORES

The test scores consist of the outcomes of their
mid-terms and final terms. These are divided into written
tests (which, contrary to their name, actually focus on the
reading skill) and listening tests. The tests were written by
me. I didn't want the students to memorize whole words or
grammar parts but check how much they comprehend the
context. So the discrete point tests have lots of discourse
questions.

WRITING TASK

In addition, I made the students do a writing task,
which was written about the plan of their winter vacation
for twenty minutes during the class. Their writing tasks
were evaluated by four separate teachers using criteria such
as structure, the number of correct or comprehensible
sentences and the length of whole writing task. Each
teacher gave one to five points to each writing task. This
means that the highest score on the writing taks is 20 and
the lowest is 4 points.

ANALYSIS AND DISCUSSION

Below, I will discuss my results by presenting the data
in chart form against each hypothesis and deciding whether
the hypothesis stands or falls. Let me therefore explain the
conventions used in the charts.
The scores given in the charts are labelled as follows:
'oneltest' means mid-term listening test scores of
second semester.

'twoltest' means final-term listening test scores of second semester.
'onewtest' means scores of mid-term discrete point written tests of second semester, which are focused on reading ability.
'twowtest' means scores of final-term discrete point written tests of second semester, which are based on reading skill.
'writing' means scores of students' writing tasks which were done about the plan of their winter vacation during the class for 20 minutes.
 For ease of analysis, I use pie charts, boxplots and scatterplots, as well as statistical tests (Pearson product moment correlations).
In the box plot, the black line indicates the mean. The large shaded "box" holds fifty percent of the scores nearest the mean. The extended "arms" of the box indicate the fifty percent of the scores furthest from the mean, and any extreme outliers are given as discrete points, with the student number next to the dot. At the bottom of each box, the number of students in the group is given; note that the groups are very different in size.
In each scatterplot, each student score is plotted along two axes, so that a strong relationship causes the scores to appear in a line, while a weak relationship shows them scattered in a "cloud". The strength of the relationship is also indicated by the Pearson correlations in the tables that follow hypothesis 7.

RESULTS BY HYPOTHESIS

H1.Students tend to have test-centered motivation in studying English.

Analysis of data relevant to H1.

This confirms that test scores are a big part of students' lives. If we add the negative motivation of "pressure" (presumably pressure to improve a test score), we get a majority of the students. This means that the majority of our students are extrinsically, not intrinsically, motivated, and that motivation is short-term, and not long-term in nature.

H2. Learners who are high scorers on listening and reading tests tend to have future oriented aims(career) or pleasure and interest in English; that is, they are intrinsically and not extrinsically motivated. The students who don't study English voluntarily, that is, those who have extrinsic motivation, tend to get low scores on tests. This hypothesis is generally confirmed by the data. Although the mean for those motivated by test scores is only slightly lower than that for those motivated by career interest, the much smaller group which is motivated by intrinsic interest in English has a far higher mean than the small group negatively motivated by external pressure.

<Boxplots of test scores and motivation>

Analysis of data relevant to H2

Interests and pleasure may cause learners to pay more
attention to the class or the teachers and to participate in
English related class activities autonomously and creatively.
Conversely, we can predict that students who study
English because of the pressure from their parents, teachers
or others instead of inherent interests or career aims don't
do well on the test. The pressure may cause the learners to
dislike English and they are not likely to pay attention to
English if they are not in the presence of observers or
watchmen. It appears that students who have intrinsic
motivation are likely to do better on tests than those who
have extrinsic motivation. This is a fairly consistent trend
across all of the tests, reading and listening.

H3. Learners who are high scorers on listening and
reading tests tend to prefer discourse questions to grammar
questions or vocabulary recognition questions.
This hypothesis is generally confirmed, although there
does not appear to be much difference in level between
learners who like questions about "discourse" and those
who like questions about "grammar", and the distinction,
which is a new one in testing in Korea, may be unclear to
most students.

Boxplots of listening scores and question style
preference (42 girl students)

Box plots of scores of discrete point tests and the
preference of question style.

Analysis of data associated with H3

In general, high scorers on the tests appear comfortable
with sentences and situations, and not simply words.
Students who prefer discourse questions are likely to read
the text or books which have large vocabulary, grammar
parts and discourse organization, trying to figure out
context. Perhaps this makes students have ability to guess
or comprehend. When they contact and acquire lots of text
with pleasure, they are likely to learn lots of language. As
a result, they can get good scores on the tests.

H4. Low scoring students on listening and reading tests
prefer vocabulary recognition questions to grammar
questions or discourse questions.
This hypothesis is amply confirmed by the boxplots
above.

Analysis of data relevant to H4

Low scorers on the tests appear to prefer vocabulary

recognition questions. We can hypothesize that they are uncomfortable with ambiguity, text, links between the words such as cohesion or coherence, and they just put their focus on small bits of familiar language. Therefore, they may learn only small bits of language.

H5. Students prefer different test formats which need productive skills to discrete point tests like formal mid-term or final-term exam.
 This hypothesis is completely disconfirmed, as a look at the pie chart will show.

Analysis of data related to Hypothesis 5

During the class discussion, most of the students expressed skeptical attitude to the traditional discrete point tests as evaluation. However, to my surprise, this pie chart shows us that a large number of students selected discrete point tests among the methods of evaluation recommended by themselves. One obvious explanation for this result is that learners are profoundly conservative--they want what they are used to, or what authority has suggested, at any rate.

H6. High scorers on the tests prefer direct test such as writing or translation to indirect discrete point mid-term or final-term exams.
This hypothesis is strikingly confirmed by the boxplot, where those who preferred translation and writing tests to the discrete point exams got far higher mean scores.

Boxplots of listening scores and preference of test format

One class of second year girls (42 learners)

Box plots of discrete point test scores
and preference of test style(42 learners)

Analysis of data associated with Hypothesis 6

High scorers tend to prefer writing or translating as tests. There are some possible explanations for this inclination. Writing and translating demand the ability to deal with vocabulary, grammar and discourse organization. Students who know lots of language may well feel confident in writing and translating, and choose test format which make distinctive classification between scores. There was only one learner who preferred group activities, and it was a relatively high scorer. This single example does not of course disprove the findings of Lee and Kim that our current assessment methods favor introverted students.

H7. Passive skills do not accurately predict actual production. That is, learners who score highly on listening tests do not necessarily do well on writing tasks.
This hypothesis was proven so far as listening is

concerned. However, the "written" tests, which were actually discrete point tests of reading, have a fairly strong relationship with the score on the writing task, as the correlations and scatterplots that follow will show.

Analysis of data relevant to H7

These correlations and scatter plots show us the relatively strong relationship of discrete point reading tests and the integrative, productive skill of writing. This is in contrast to the findings of Seo et al and Kellogg, who found correlations of only .468 to .603 between standardized discrete point tests and a very coarse measurement of spoken output. All the correlations are statistically significant at the $p < .01$ level.

It seems that students who have the ability to produce more language than others can get good marks on the reading test which have vocabulary, grammar, discourse questions. As we saw in the scatter plots and the correlation chart, we can predict reading test scores with writing scores. In addition, writing high scorers are usually listening high scorers because writing needs usage of lots of vocabulary, grammar and also discourse organization than other skills. Perhaps, if the tests are well designed, it is possible to take advantage of discrete point tests instead of writing in Korean schools where writing is so neglected because of classroom size constraints.

However, it seems that it is difficult to predict writing scores with listening scores; the correlations of listening scores and writing task scores are relatively weak. In fact, the correlations are very similar to those found by Seo et al and Kellogg in 1998 and 1999 between listening tests and oral production.

CONCLUSIONS AND IMPLICATIONS

Naturally, there are lots of uncontrolled variables at work, as with any study which uses actual learners in classroom conditions. Nevertheless, the factors we have looked at--attitudes towards tests, attitudes towards English, and writing proficiency--do account for some interesting features of the test results.

Learners who are high scorers on tests tend to have future oriented aims (career) or fun as motivation in studying in English. Intrinsic motivation is apparently more characteristic of high scorers than extrinsic motivation. In addition, learners who are high scorers on written tests of mid or final term tend to prefer discourse questions or grammar questions to vocabulary recognition. When they study English, they read the text or books, trying to figure out the context the books give them rather than checking and learning by heart only the words they don't know. They have fun in the process of doing like this and they can get ability to guess and comprehend. When they like lots of text, they are likely to get lots of information and learn a lots of language. As a result, they can get good scores on the test.

On the other hand, low scoring students on tests prefer

vocabulary recognition questions to discourse questions or grammar questions. They are uncomfortable with ambiguity, texts and links between the words such as cohesion or coherence. They just put focuses on small bits of familar language. Therefore, they learn small bits of language. It makes the students get low scores in the vicious circle. We can assume that the ability to deal with input affect output. Before the survey, I expected that a large number of students wouldn't like to do the discrete point test. However, to my surprise, the result was different. This perhaps indicates that those who don't feel confident in English are worried about the burden of a different evaluation method.

I discovered that productive writing tasks as an evaluation method are relevant to current testing methods. Thus students who got high scores on writing did well on listening tests and discrete point tests based on reading. However, it's difficult to predict that students who are good at listening will do well on reading or writing. Perhaps, as the students argued in our initial class discussion, this is because writing logically implies other skills. Another explanation is that writing is so neglected in Korean schools that only the best students or most autonomous ones go on to develop it.

In Korea, recently the circumstance of evaluation is likely to change into performance assessment. It is desirable trend but it may be possible in small size class. And it has lots of problems like objectivity or burden to teachers who are charge of large class (over 40 students a class) and have lots of classes (more than 20 classes a week) and non-teaching related jobs. If the test questions are well designed and consider various possibilities and not simply one possible right answer, perhaps it will reflect students' performance ability, as the close relationship between the test scores and writing appears to imply.

But perhaps it is necessary to take a more radical view of the necessity of testing. During this study, I have been preoccupied with the thought that the very emphasis on testing may be cheating our students of good test results. I have found that students who have interest in studying English and deal with large amount of English get good result on the tests. If English were not a subject of entrance exams, students would have less pressure in English. They would feel relaxation in dealing with large amount of English and would be able to approach to English through reading books, watching films, listening to music, talking with friends in English in stead of analyzing of grammar points and memorizing of vocabulary. And they won't get afraid of making contact with English or English speakers.

 Tests strongly affect students' lives as well as teachers'. We can't reproach students just because they don't do well on tests; such reproach, and such pressure may in itself cause them to do badly. And after all, test scores are a very small part of English ability. Even the lowest scorers can memorize the whole lyric lines of their favorite singers. Both Chambers and Dornyei and Csizer have pinpointed the teacher as being the single most important factor in learner motivation. Thus it is the

teachers' role to make students have interest in English and do their best.

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Developing and using content-based materials
(Oxford University Press)

VIDEO

Thomas Robb
Kyoto Sangyo University

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ABSTRACT

After giving a brief overview of the rationale for content-based teaching and a summary of the current scholarship in this area, we will examine how we can develop our own content-based materials for use in large classes. First we will critically examine the content-based materials in two Oxford University Press textbooks, "Gateways" and "Springboard", in order to gain an appreciation of many ways that content can be presented. We will then look at the Oxford Springboard website (http://www.oup.com/elt/springboard) to see how lesson plans have been built around actual private and commercial websites. While the materials in the workshop will be drawn from Oxford publications, the techniques learned will be applicable to any course in communicative English teaching.

PRESENTER BIOGRAPHY

Thomas Robb is a professor at Kyoto Sangyo Daigaku (Japan) in the Faculty of Foreign Language. He has been a computer user for 20 years and has been surfing the net for 7 years. Professor Robb is involved with the TESL-L lists and is the technical editor for TESL-EJ (electronic journal). His main focus is on ways to use the internet effectively for language teaching and learning. He is a past president of JALT (national) and is on the executive board of "TESOL Quarterly".

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Publishing an English Webzine
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Dongseo University

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ABSTRACT
Recent university-wide budget cuts had forced the English Department's publication, Ezine, to cut down on printing, creating an opportunity to develop an add-on to the magazine in online form, E-Zine Online. Students first considered how to convert the print-only medium into online interactive format. One advantage of Ezine Online is teaching and promoting computer literacy and integrating this in a language program. Another benefit is providing local content that can be used in the university's language classes. While space for the magazine is supplied by the university web server, a mirror site is also maintained through XOOM, one of numerous web communities that supply free web server space. The mirror site allows us to compare using the provided university server space and using space on web communities outside of Korea for those wishing to publish online who do not have access to a local web server.

PRESENTER BIOGRAPHY
Frederic Servito graduated from the University of Washington with a MATESOL degree. Currently, he is an instructor at Dongseo University of Science and Technology in Pusan.

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Syllabus Design:
Enhancing Student Performance

Gerry Lassche
LG Chemical

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ABSTRACT

Given that individual learning agendas determine what is 'learnt' in the language classroom, it is generally recognized that students need to be fully involved in what happens there. Project-work satisfies this need, involving the learners at every level of the educational process as they pass through project design, decision-making, implementation, preparation, rehearsal, performance and reflection. If carried out in the target language, this has obvious advantages in terms of authenticity and meaning, but project-work can also be beneficial in encouraging learners to address their learning needs, to assess themselves, and to become self-directed. In Part 1 of this presentation, the speakers (Andrew Finch and Kevin Sampson) will talk about projects in the Korean situation and will offer an approach which helps students (and teachers) to approach what might seem a daunting task. In Part 2, they will hold a workshop to demonstrate these ideas.

PRESENTER BIOGRAPHY

Gerry Lassche has been an English teacher in South Korea for two years, and is the English instructor for LG Chemical Yosu plant Human Resources Team. His background in psychology and counseling motivates him to have a student-centered approach rather than an information-centered one. He holds an RSA CELTA, and is currently working on his graduate degree in TESL.

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An Effective Use of Teacher Talk

Sang Ho Han
Kyongju University

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ABSTRACT

The presenter investigated how English teachers in different settings provide comprehensible input to beginning learners of English. He observed and video- and audio-taped a bilingual kindergarten and bilingual elementary class in New York for 9 months. Both groups consisted of pupils who had recently immigrated from Korea to America with their parents. It was found that 1) avoidance, code-switching, and paralinguistic strategies were developed in earlier stages leading to reduction or paraphrasing strategies in later stages; 2) the kindergarten teacher used mother tongue clues, extralinguistic clues and simplified inputs along with repetition of utterances in earlier stages, and target language clues and scaffolding structures in later stages while the elementary school teacher relied too much upon the use of mother tongue clues all the time, delaying learners' rate of acquisition; 3) English teachers should give comprehensible inputs in 'here and now' situations by using teacher talks geared to the levels of pupils, especially in the beginning stages.

PRESENTER BIOGRAPHY

Sang-Ho Han received his doctoral degree in English Education from Korea National University of Education and has been teaching English in Kyongju University at the department of English & Tourism since 1996. He studied and did research at Teachers College, Columbia University as a Fulbright Scholar from 1992-1993. His main fields of interest are in second language acquisition & learning, learning strategies, and teacher education. Currently he is serving as 1st vice-president of KOTESOL, public relations coordinator of KATE (Korea Association of Teachers of English), research coordinator of KAFLE (Korean Association of Foreign Language Education), and member of HETA(Honam English Teachers' Association) and YETA (Yeungnam English Teachers' Association).

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Sights, Sounds, and Smiles

Andrew Todd
Macmillan Heinemann ELT

Abstract   **Bio**   **Materials**

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ABSTRACT
"Smile" is an exciting, new six-level primary course. Stunning to look at, easy to teach and fun to use. In this workshop, participants will feast their eyes and ears on classroom materials designed to inspire young level learners of English. Ideas for exploiting visuals will include imaginative photography, illustrations, stickers, and games. Ways to use sound, ranging from phonics to fantasy, will be investigated via activities for pronunciation practice, songs and fun cartoon stories. By appealing to the learners' visual, auditory and tactile senses, these activities will leave them not just with a better ability to understand and use English, but also with smiles on their faces.

PRESENTER BIOGRAPHY
Andrew Todd is the marketing manager for Macmillan Heinemann ELT in Korea. His Asian teaching experience began in Japan, before coming to Korea via Taiwan. Now in his eighth year in Korea Andrew's teaching experience here includes university freshmen and graduate courses, ESP with Lucky Goldstar, and several years with elementary, middle and high school students. While teaching he was very actively involved in elementary teacher development. He has presented in local and national events in Korea, in Thailand and in Taiwan. A former Seoul chapter president, Andrew is now Korea TESOL's British Council Liaison and "The English Connection's" Buzzwords column editor and writer.

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Teaching University English Speech

Eric Harmsen
Myungji University

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ABSTRACT

This is a basic materials workshop for university instructors of English conversation courses who wish to introduce a speech component. Materials will be distributed that teachers can utilize to assist students in preparing, presenting, and critiquing speeches. There will be small group discussion of teaching approaches and problems concerning teaching speech that are applicable to Korean university students as well as review of the teaching materials.

PRESENTER BIOGRAPHY

Erik Harmsen teaches conversation, composition, and speech at Myungji University. An English major for three years in college, he has taught English at the high school and university levels. He earned a New York teaching certificate while studying at SUNY-Buffalo and degrees from Ohio University, the University of Maryland, and Michigan State University. He was a member of Teacher Corps in New York and Peace Corps in Korea.

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Games and Activities with "Let's Go"

Sookyung Chang
Oxford University Press

Abstract   Bio   Materials

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ABSTRACT
The best-selling children's course, "Let's Go", now has a new starter level. This workshop will demonstrate what has made the course so popular and effective: its games, activities, songs, and chants. Discover why children using this course learn more, faster, and way they enjoy this learning experience. Discover how the course gives teachers everything they need to promote all the language skills and have fun with the kids as they learn. Discover ways to enrich the classroom environment to help your students develop not only English language ability but social, motor, and personal skills as well. Are you ready to begin your journey of discovery? Let's Go!

PRESENTER BIOGRAPHY
Sookyung Chang studied in France, Germany and in the States before returning to teach in Korea. She has worked extensively with Oxford University Press as a teacher trainer and presenter. She also had her "Let's Go" Syllabus 1 and 2 published in 1998.

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"Tiny Talk": Teaching English
for Very Young Learners

Sookyung Chang
Oxford University Press

Abstract   **Bio**   **Materials**

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ABSTRACT
If you have trouble teaching very young learners of English since you're trained to teach older kids, this is what you've been waiting for. 'Tiny Talk" is a three-level course designed for preschool and kindergarten children. The goal of the series is to help young children build strong listening and speaking skills in English by having them interact with warm, lovable characters Benny and Sue (glove puppets) in everyday real-life situations. And you just can't miss the fun way of teaching the songs of Carolyn Graham.

PRESENTER BIOGRAPHY
ookyung Chang studied in France, Germany and in the States before returning to teach in Korea. She has worked extensively with Oxford University Press as a teacher trainer and presenter. She also had her "Let's Go" Syllabus 1 and 2 published in 1998.

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Songs and Games for the Early English Language Classroom

Leslie Miller
Pusan University of Foreign Studies

Abstract   **Bio**   **Materials**

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ABSTRACT
This workshop will engage participants in singing songs and playing games that the presenter has successfully used in training courses for elementary and middle school teachers. He has compiled the most popular and successful elements from his inservice classes for this interactive workshop session. The songs are common children's songs from the United States, part of the background culture of most American kids. The games are adaptable for use at various levels, children through adult. Participants will play and sing and share ideas for how to use the games and songs with elementary, middle and high school students, and adults.

PRESENTER BIOGRAPHY
Leslie Miller has been teaching at Pusan University of Foreign Studies for the past four years and has also been a teacher trainer for the Pusan Board of Education, leading inservice classes for elementary and middle school teachers. Before that, he taught ESL at an American community college where his guitar became a familiar part of the classroom routine. He has a Master of Arts in TESL and is a past vice-president of the Pusan KOTESOL Chapter. His article, Music in the Classroom: Using Folk Songs and Holidays for Interesting Variety, was published in KOTESOL's "The English Connection" last January.

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Keep Them Conversing!

William Schmidt
KAIST

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ABSTRACT
One big goal of education is to have students "practice what you teach." Keeping students practicing and talking in English is a big concern for many teachers. William Schmidt will share some ideas of the communicative approach including basic syllabus design. He will also share some of his own surefire activities, including some from his "grab bag." In this workshop, teachers can participate in these activities, deciding how beneficial they are for their own students.

PRESENTER BIOGRAPHY
William Schmidt has been in Korea nearly three years. Presently he teaches at KAIST, Korea Advanced Institute for Science and Technology. He specializes in teaching different language levels for English conversation. He believes in an integrative, illustrious, and interesting approach in teaching English conversation. His education includes an MA in TEFL. He also has a Master's in theology and a BA in political science. Besides his students, his interests include sightseeing, swimming, reading current events, and watching the Cleveland Indians play baseball.

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Using Microsoft Excel to
Calculate Grades

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Tom McKinney
KAIST

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ABSTRACT

If you calculate your students' grades by hand, or even with a pocket calculator, this presentation is for you! Participants will learn the basics of using the spreadsheet program Microsoft Excel, and how to create a versatile gradesheet with Excel's easy-to-use functions. This presentation is designed for novices to computer-aided grading.

PRESENTER BIOGRAPHY

Tom McKinney has been teaching English in Korea since 1994. He currently instructs in the KAIST Graduate School of Management, Seoul, which initiated a language proficiency program in 1998. After serving as the Seoul KOTESOL president from October 1997-8, Mr. McKinney was appointed as chairperson of the new KOTESOL Technologies Committee, under which he is primarily responsible for the development of KOTESOL Web. Tom welcomes all interested in joining the Technologies Committee to contact him at astrotom@chollian.net.

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Let's Have Fun with Children!

Jin hee Baek
Daepyung Elementary School

Abstract   **Bio**   **Materials**

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ABSTRACT
Do you want to be a boring teacher or an interesting teacher? The purpose of this presentation is to offer participants fun materials for teaching English to children. It is not just a collection of activities to provide light relief for learners (and for teachers). To be sure, fun activities have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more. They are themselves vehicles for language, offering the learner opportunities to practice listening, speaking, and other important communicative skills. They thus provide both language learning content and processes, both subject matter to be learned as well as practice in language learning. A variety of "just for fun activities" will be collaborated on in this presentation. Further, a mind map of FUN ACTIVITIES will be created at the end of the presentation.

PRESENTER BIOGRAPHY
Jin hee Baek graduated from Pusan National University of Education and received a Bachelor's degree in Math Education in 1989. She's from Pusan and has been teaching elementary school there for 10 years. For the last 2 years, she has been teaching only English. She particularly enjoys using music and chants in the classroom. She is currently the 1st vice president of the Pusan KOTESOL chapter. Recently, she's been interested in teaching Hangul for foreign teachers to figure out some differences between Korean and English.

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Using Stories to Teach Children

Julia Anahory
Wooshin Language Consulting

Abstract   **Bio**   **Materials**

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ABSTRACT
Stories are an entertaining and stimulating means of developing positive attitudes toward English and language learning. Their potential as educational vehicles is boundless. This presentation will demonstrate how stories can be used with children learning English. The presenter will share ideas on how to select stories, how to tell stories, and how to connect stories with other activities such as role playing, retelling games, and chanting.

PRESENTER BIOGRAPHY
Julia R. Anahory is a co-founder of Wooshin Language Consulting where she works as a teacher trainer. Julia has also been involved in various Korean educational projects and groups such as the Seoul Teachers' Training Center, SESETA and EBS (TV English Conversation). Prior to Korea, Julia broadened her international teaching experience in France and Canada.

MATERIALS

In order to teach a foreign language to children, the material must be presented in contexts that are both familiar and stimulating. The student's active engagement with the language is essential. What better vehicle than stories to meet these requirements?
However, there is much more to storytelling than the telling of stories. A positive encounter between student and story can result in a wealth of useful language learning activities and follow-up work of which drama, role play and chants are but a few examples.
In brief, stories are just a good excuse to get students to listen, guess, predict, act out, discuss, chant, sing ...
Stories ? Why?

*Children like stories. They know how stories work.

*Children naturally try to understand stories. It's listening with purpose.

*Young Children discover that English can be read from books.
 "Oh!! English is a Language ?!!! "

*Stories help students develop strategies for learning English.
 Guessing, infering, predicting...

*Through stories students become familiar with the sounds and
 rhythm of English.

*To listen to stories in class provides a communal experience.
 Students can share their feelings.

*Stories create opportunities for developing continuity in the curriculum.
 They are like springboards.

Selecting stories and story books

Not all the books which are available in book stores (even ELT book
stores) are suitable for the EFL classroom. Books imported to Korea are usually
chosen by business men not teachers. We need to be careful in choosing our books.
Here are some questions you should ask yourself before you decide to
use a story.

1-Do I like the story?

2-Will my students like the story?

3-Will the students be able to identify with the characters in the story?

4-Will it appeal to their sense of humour?

5-Is the language level appropriate?

6-Is there natural repetition which will encourage students to participate?

7-Does it have too many descriptions not enough action?

8-Does the story contain short dialogues which could be suitable for
 drama or role play?

9-Does it contain cultural references that students will not understand?

10-Does the story tell us something about another culture?

How do I tell a story?

Reading a story

*No memorizing.

*No mistakes in English.

*Pictures help understand the story.

*Same words same sentences every time.

*Students can borrow the books.

*Students can read along.

Telling a story

*You can use the words
 your students know.

*You can be creative.

*You can use your hands and your body.

 The boy and the wolf - warm up activity

Aims-Linguistic:Students practice recognizing English sounds and words.
     Other: Students build up their confidence (They realize that they can
participate)
Time -   10 minutes
Age -   All
Description - The students are divided in groups. Each group is given a word.
            Read the story The boy and The Wolf.
            Everytime you say one of the chosen words the group which has been
            assigned that word reacts by making a certain noise or gesture.
            For example:
            Boy:'Oh ya!!!' thumbs up
            Wolf: AOOOOOOOOOOO!
            Mountain:Weeeeooo! hands go up and down.

Variations:
You can choose to use other words like 'sheep'. In that case you should add more
'sheep' to the script. You can also ask students to come up with their own motions
and noise instead of the ones suggested above. The goal is to have all students
participate. Even those who don't know a word of English. Drama:Ask students to act
out the role of each character- sheep, wolf, boy, people Buzz:Tell the story but 'buzz'
instead of saying some of the words. The students try to guess the missing words.

The Boy and the Wolf

Once upon a time there was a shepherd boy.The boy was looking after his
sheep on the mountain. He was bored so he shouted, 'Help! Wolf! Wolf!'
So all the people ran up the mountain from the town to help the poor boy.
When all the people got to the top of the mountain, They asked 'Where's the wolf?
'There's no wolf!' said the boy. It was just a little joke." So the people went
down the mountain. They were not happy!
The next day the boy was bored again. It was so much fun watching all the
people go up the mountain and down the mountain...
So he tried his little joke again. 'Help ! Wolf! wolf! The wolf is here!' Then he
watched all the people run up the mountain from the town.
The baker went up the mountain. The butcher went up the mountain.
The hairdresser went up the mountain. The plumber went up the mountain.
The_____ went up the mountain. The_____ went up the mountain
And when they got to the top of the mountain, they asked "Where is the wolf?"
The boy laughed. 'It ran away !' the boy said.
So all the people went down the mountain.
On the third day a wolf really came. So the boy shouted, 'Help! wolf wolf
wolf! I'm not joking! wolf wolf wolf !
The people in the town heard the boy but they didn't come to help the boy.
They were tired of going up the mountain and down the mountain...
So the wolf, that very bad wolf, ate all the sheep and the boy!

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"Fifty-Fifty": A Three-Level Course in Communicative English
Roger Barnard

**Tama Art University
(Pearson)**

Abstract   **Bio**   **Materials**

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ABSTRACT

"Fifty-Fifty" is a three-level course in communicative English that focuses on developing listening and speaking ability at the upper-beginning to intermediate levels. Although appropriate for classes of any size, the course is primarily designed for use in large classes where "student-talking" time is usually very limited. The course features a wide variety of inventive pair and group activities which are designed to reduce learner anxiety and promote language acquisition via meaningful and entertaining tasks. After a brief introduction to the course as a whole, the co-author will present a typical unit outline and ask the audience to participate in sample listening and speaking activities that will demonstrate the special character that has made the course a favorite with teachers and students around the world.

PRESENTER BIOGRAPHY

Roger Barnard is a professor in the Department of General Education at Tama Art University, Tokyo, where he teaches general conversational English and content courses for graphic design and fine art students. He has an MA in Linguistics (TESOL) from the University of Surrey (UK), and the RSA Diploma in TEFL. He is co-author (with Warren Wilson) of the Fifty-Fifty series (Prentice-Hall), and also writes textbooks for Oxford University Press. He has taught in Japan for over twenty years, and is especially interested in content course design and the role of memory in language learning.

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The Difference in Vocabulary Between American and British English

Myung-jai Kang
Yeojoo Institute of Technology

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ABSTRACT

Webster argued that the time for regarding English usage and submitting to English authority had already passed and that "a future separation of the American tongue from the English was necessary and unavoidable." This tells us a lot about the difference between American and British English.

The most notable development of the English language in America has been in vocabulary. There can be no doubt that the enrichment of British English by way of America has been considerably accelerated by such agencies as the movies and radio. In the matter of recent vocabulary, there has indeed been an exchange. Obviously, any circumstance that makes for increased communication between the two peoples brings about a wider familiarity with the differentiation of their respective familiarity. It is principally in slang and in specialized vocabularies that we notice very striking differences. As far as every day speech is concerned, distinctively British and American words and usages are not very numerous or very significant. For foreigners, especially Asians including Koreans, it's hard to understand the difference in vocabulary between British and American English. Therefore, I'd like to deal with some vocabulary words which differ in British and American English.

PRESENTER BIOGRAPHY

Myung-Jai Kang graduated from Sang Myung University in Seoul. She got an M.S.T. degree in English from the University of Wisconsin in America. She received a Ph.D. degree in English from Hongik University in Seoul. She has had various teaching experiences at several universities and broadcasted English programs at MBC and CBS for about five years. Currently she's teaching at Yeojoo Institute of Technology in Yeojoo.

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Korean Poetry as a
Resource for ESL Work

Michael Belostotsky
(Hoseo University)
Young-soo Jeong
(Myoung-Seong Girls' High School)

Abstract   **Bio**   **Materials**

VIDEO

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ABSTRACT

One of the cultural areas for foreign teachers to explore is poetic expression in Korean people. This workshop will expose poetry as significant part of Korean cultural system. Presenters will explain samples of the most renown poems to show the level of poetic thinking shared in Korean culture. The practical aim of the workshop is to introduce non-Korean educators to the level of conceptual poetic idiom they can use to teach English. This will allow them to use associative English as quite culturally acceptable to students. Students will benefit from encouragement for personal expression in using such areas of language as idiomatic expressions, metaphors, figures of speech, richer grammar, vocabulary semantics etc. Korean nationals at the workshop will gain cross-cultural insights from interpretations of poems from Western perspective. Designed in a discussion format, this workshop will benefit both the participants and presenters. Knowledge of Korean, however helpful, is not necessary.

PRESENTER BIOGRAPHY

Michael Belostotsky has been teaching English at Hoseo University, South Korea since 1996. Michael holds a master's degree in Mathematics from Moscow National University and has worked as an analyst and researcher. English is his third language. In the ESL field, Michael has been active in designing and presenting at KoTesol Teacher Training Workshops. Michael's major interests cover Language Acquisition and implications of ESL Methods with regard to student culture in Korea. Based on his personal language experience, he shares the notion that understanding deeper workings of learning makes better language educators.

Young-Soo Chung teaches English at Myong-Seong Girls' high school in Seoul. She combines her interest for languages with her deep interest in poetry. In her spare time Young-Soo likes to translate from Korean to English. She also runs a standing workshop in Korean poetry for foreigners residing in Seoul. Young-Soo is an outreach coordinator for the Seoul KoTESOL Chapter.

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L Conference

Learning to C.O.P.E.

Douglas Margolis
Konkuk University

Abstract   Bio   Materials

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ABSTRACT

No matter how good your activities and lesson plans, without proper management of the classroom, the efficacy of the lessons may be lost. Effective class management requires specific skills, attitudes, and knowledge. This presentation aims to provide you with the tools you need to C.O.P.E. with any unexpected classroom situation. You will be given an approach to problem solving that will help you analyze and find solutions to the issues you face. In addition, the presentation will provide many specific practical suggestions for the various problems that might arise during your teaching career. This presentation was developed for KTT.

PRESENTER BIOGRAPHY

Douglas Margolis is currently the president of the Seoul Chapter of KOTESOL. He is interested in educational reform, developing effective and efficient English language programs, and teacher development. As such, he is also a presenter for KTT, KOTESOL Teacher Training.   In his rare free time, he studies Korean poetry and writes English poetry; he is also working on a novel.

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What's in the Pot?
Sookeun Cho
(KOTESOL National 2nd Vice President)

Abstract   **Bio**   **Materials**

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ABSTRACT
Do your students crawl under the table during class? Do they talk non-stop – in Korean – for the entire lesson? What do you think that means, and what can you do about it? Often we think students with a lot of energy have behavior problems. However, maybe we need to reevaluate our thinking! This is a workshop designed to motivate and interest kindergarten and elementary students in learning. The presenter will show how to make students think and eagerly participate in classroom activities. She will, further, demonstrate how household goods and other everyday items can be adapted for use as interesting realia in the classroom. Tap into your kids' natural curiosity, and bring out the kid in you, too!

PRESENTER BIOGRAPHY
Sookeun Cho is currently the 2nd Vice President of KOTESOL and served as president of KOTESOL Pusan Chapter last year. She studied English Education at Taegu University and started her media career when she began college. She has held numerous posts, working as an English teacher, radio disc-jockey, teacher trainer, international camp counsellor, and director of a language institute. These diverse experiences contribute to her dynamic presentation style.

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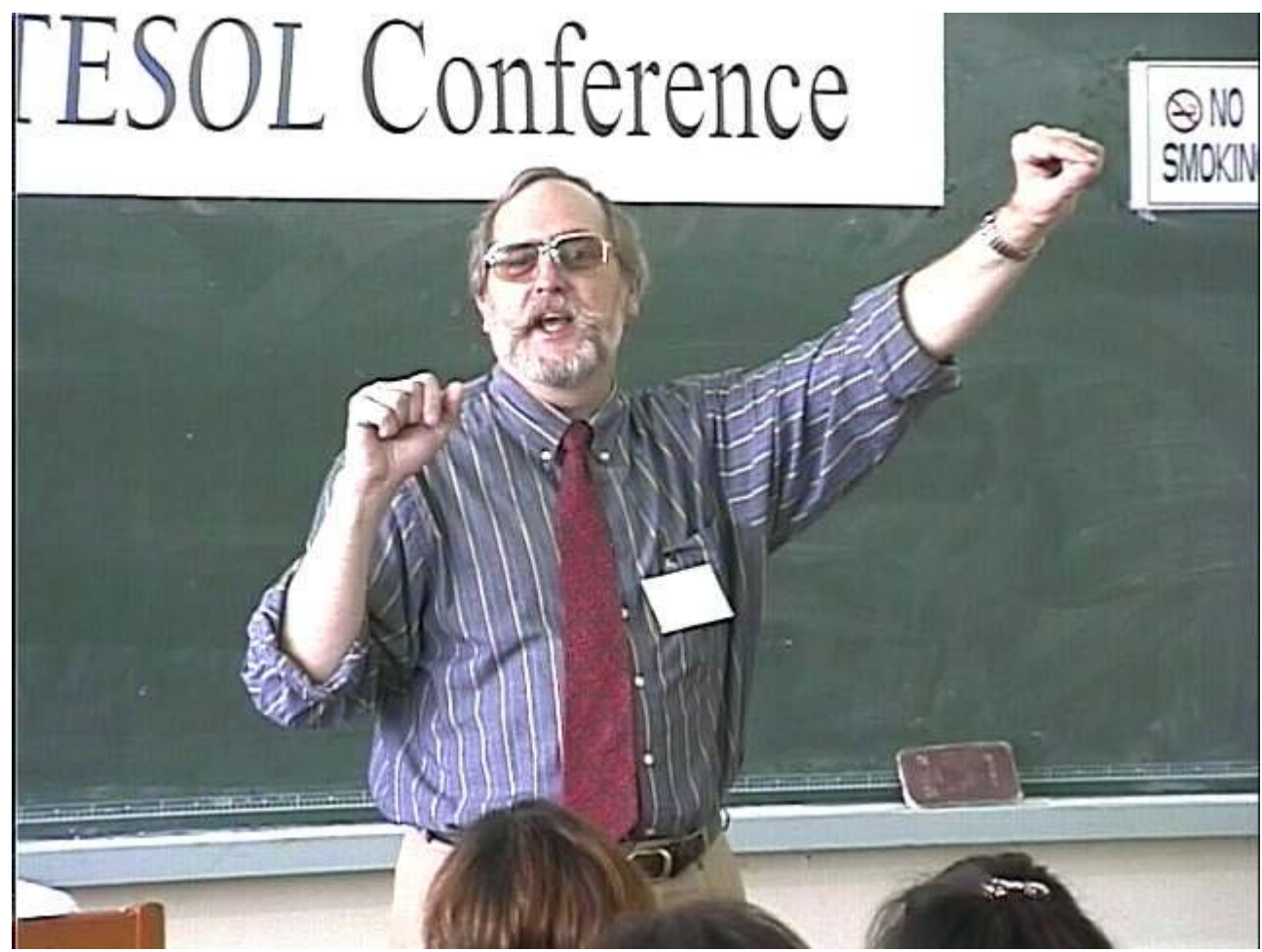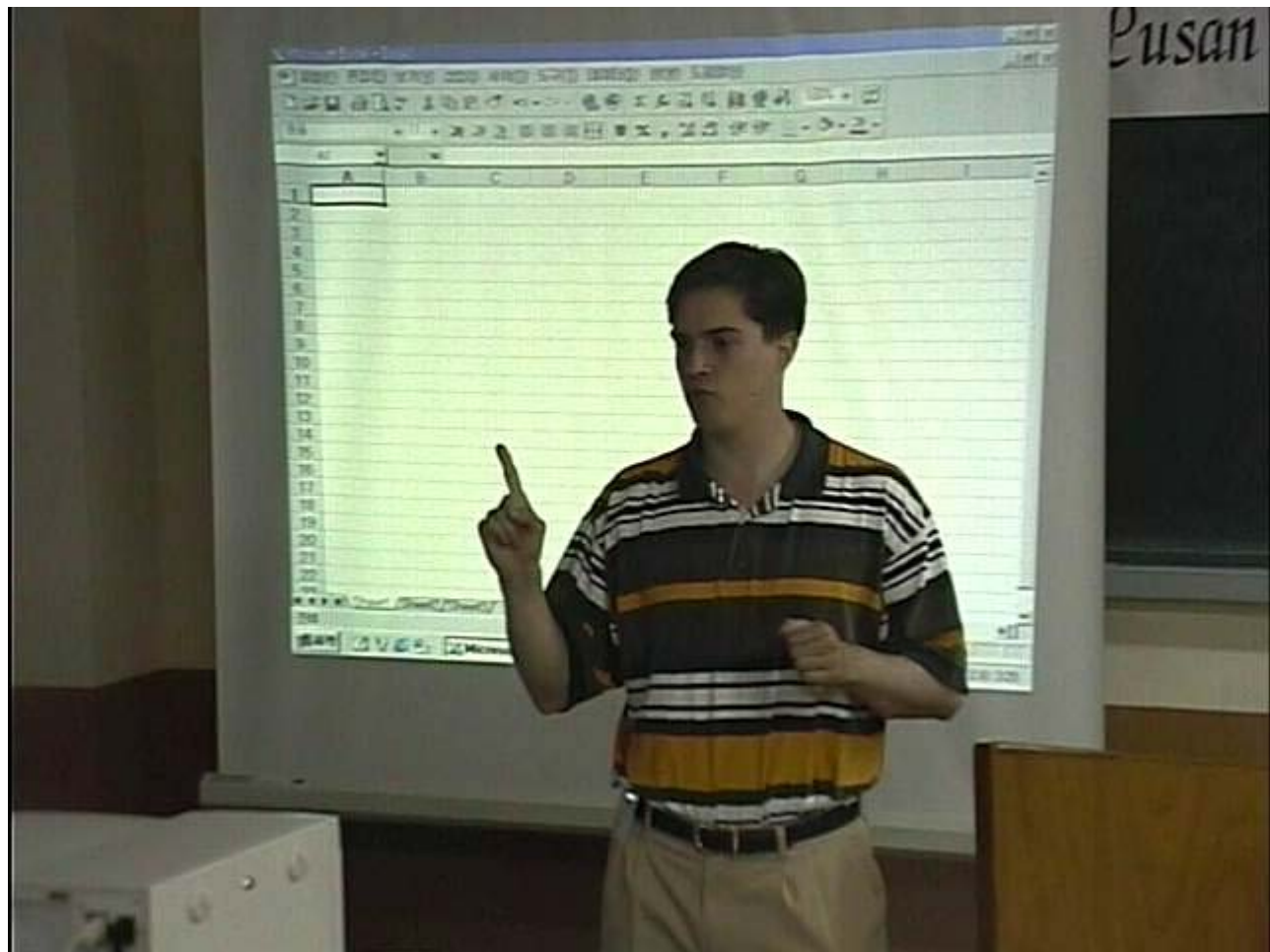
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