



Seoul Chapter

대한 영어 교육학회

Fourth Annual KOTESOL Conference

TESOL 2002: Reflecting on ELT in Korea

To view the abstracts from any session, just click on it.

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Overall Schedule	
10:00	Registration
10:30	Opening Ceremony
11:00	First Session Presentations in Rooms A - H
12:00	Second Session Presentations in Rooms A - E
1:00	Third Session Presentations in Rooms A - F
2:00	Plenary Speech by H. H. Underwood Korean Internationalization and Trends in the Teaching of English
3:00	Fourth Session Presentations in Rooms A - H
4:00	Fifth Session Presentations in Rooms A - H
5:00	Raffle and Closing Ceremony

Room	11:00am - 11:50am
A	Dramatic Performance and Motivation in an ESL Classroom Tim Thompson
B	Adapting T.V. Quiz Shows for use in the Classroom Joseph Kilbride
C	Creating Intrinsically Motivating Test: CeLP Writing Mijae Lee
D	Teaching Business English Asif Siddiqui
E	What is it Like to Teach Young Learners? Jessica Howe
F	Teaching Stress, Intonation and Rhythm Peter Nelson
G	Love Makes the World Go Round: Using Songs to Review Grammar and Enhance Listening Skills Deborah Svoboda
H	Building Fluency Through Task-Based Activities Jake Kimball

Room	12:00pm - 12:50pm
A	All You Need is....Cards!!! Hamish Buchan & Amanda Searle
B	Teaching Students How to "Listen Between the Lines" in TV Sitcoms Patience Phillips
C	Build an EFL Website James Trotta
D	Ooops! - Influence of L1 Structure and Beliefs on L2 Error-making David Shaffer

E	A Few Fresh Ideas For Teaching Conversation Roland Brown
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Room	1:00pm - 1:50pm
A	<u>Sailing Techniques on Titanic: Using Titanic to Teach English</u> David Berry
B	Aliens Among Us: A Diversity Game Adapted for EFL Learners Jen Lalonde
C	Teaching to the Brains of Children: How Scientific Research Supports the way We Learn Gerry Lasshe
D	An Elementary English Teaching Model Kwon, Young-Suk
E	Let's Pretend Mary McMellon & Sally Sonnex
F	Symposium: "Cultural Differences Between Westerners & Koreans" Paul mead, Sang-do Woo & Mijae Lee

2:00pm - 2:50pm
Plenary Speech by H. H. Underwood Korean Internationalization and Trends in the Teaching of English To take place in the Concert Hall of the music college

Room	3:00pm - 3:50pm
A	Using Video in Class Asif Siddiqui
B	The Art of Storytelling Jake Kimball & Cheryl Hedlund
C	Class Conference to Enhance Communicative Competence Mira Woo
D	You DO Have Choices! Materials Design and Supplementation Gerry Lasshe
E	Teach Grammar to Young Learners? Are you kidding??? Jason Renshaw
F	Action Research: What and How? Andrew E. Finch
G	Principles to Consider When Applying Technology-Enhanced Language Learning Tools Roland Brown
H	Elicitation Techniques for Speaking Peter Nelson

Room	4:00pm - 4:50pm
A	The Language Learning Workshop Kevin Sampson & Andrew Finch
B	English Without Tears Guglielmo DeMasi & Michael Muirhead
C	The Effects of Multimedia Instruction in Language Learning Soleiman Dias
D	The Role of Korean in the EFL University Classroom: Action Research Daniel H. Lee
E	Who Controls the Curriculum? Laurence Browne
	Games for Children



F	Ahn, Hyo-Sook
G	Building Reflective Environments Floride Browning Jung
H	How to Use ICT in Class Yu, Gye-Hyeong



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Presenter Bios

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- | | |
|---------------------------------------|----------------------------------|
| An, Hyu Sook | Michael Muirhead |
| David Berry | Peter Nelson |
| Laurence Brown | Patience Philips |
| Dr. Roland Brown | Jason Renshaw |
| Hamish Buchan | Amanda Searle |
| Guglielmo De Masi | David Shaffer |
| Soleiman Dias | Asif Siddiqui |
| Andrew Finch | Debrah Svoboda |
| Cheryl Hedlund | Tim Thompson |
| Jessica Howe | James Trotta |
| Floride Browning Jung | Dr. Mira Woo |
| Joseph Kilbride | Gerry Lassche |
| Jake Kimball | Daniel Lee |
| Kwon, Young-Suk | Mijae Lee |
| Jen Lalonde | |

[An, Hyo-Sook](#) is presently teaching at Yooljeon Elementary School in Suwon. She graduated from Incheon National University of Education and received a master degree in Suwon University. She is interested in teaching methodologies for young learners. cosmso923@hanmir.com

[David Berry](#) (BA, MA in TESOL) has lived in Korea for 5 years, but he calls Canada home. Even though he's only been a KOTESOL member for a year, he is becoming more involved and interested in all the exciting activities. He's taught English at Hankuk University of Foreign Studies in Imun-Dong for the last two years. His favourite courses to teach are Computer English and Video. [Click here for materials from David](#). Because he is Christian, one of his dreams is to put together a quality English-language textbook that integrates the Bible. During his time off, he thrives on hiking. He has been living happily with his lovely Korean bride since getting married last year. jayanddavid@hotmail.com

[Laurence Brown](#) has been teaching English to overseas students for twenty years and is currently training teachers at the Gyunggi-do Training center for Foreign Language teaching. My subjects are Drama, Project Work and a series of lectures called the Dynamic Curriculum. In this subject, trainees are encouraged to explore the nature of learning, with a particular focus on self-understanding in both learning and teaching. laurencebrowne@mailcity.com

[Roland Brown](#) first became interested in TESOL as a missionary for the Church of Jesus Christ of Latter Day Saints in Japan. He enjoyed teaching the free English classes offered by the missionaries so much that he returned to the University of Utah to complete TESOL Certificate and Applied Linguistics BA programs. He later earned an MA in Applied Linguistics (TESOL emphasis) and a doctorate in Education.

His doctoral dissertation was entitled, "Breaking the Katakana Barrier: A Model to Teach American English Pronunciation Discrimination to Adult Japanese EFL Students." Dr. Brown's professional activities have included teaching EFL and setting up and/or directing EFL schools in Oregon, Georgia, Utah, Idaho, Taiwan, and Japan. He also taught Japanese Language, Public Speaking, English Composition, Technical Writing, and Foreign Language Teaching Methods courses at Gordon College and Lewis-Clark State College. His TESOL-related specialties are program management, content development, teacher training, and online learning applications. Most recently, he has been involved with developing technology-enhanced language learning materials for Internexus, a network of 400 EFL schools. He is now employed as a professor of MA TESOL and CALL at Sookmyung University, and continues to be involved with Internexus-related research and consulting.

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[Hamish Buchan](#) After graduating from Glasgow University with a BEd (Primary Education) degree, he went to Romania for the summer to teach English. He enjoyed it so much that he ended up staying for three years. Realizing the need for some formal TEFL training, he returned to Scotland and completed the Trinity Certificate and Diploma, while clocking up teaching days to become a fully registered primary teacher. He was fortunate enough to get a job with the British Council and moved to Budapest in 1998. In his second year there, he became the YL co-ordinator. In 2000, he came to the British Council, in Seoul as Young Learner manager and has been enjoying life ever since.

[Guglielmo De Masi](#) has his Master of Applied Linguistics, from Macquarie University, Sydney, Australia. He has been a Language Instructor at the Gyunggi-do Training Center for Foreign Language Teaching from 1997 to present. Other positions held include:

Lecturer, Faculty of Education, University of South Australia. Visiting Lecturer, Consortium of Islamic Private Universities, Jakarta, Indonesia(1996). Visiting Lecturer, Busan National University of Technology, Korea(1993 and 1995). Visiting Lecturer, Shaanxi Normal University, Xia'n, China(1988).Lecturer Italian Language, Australian National University, Canberra(1976). gugliemodem@hotmail.com

[Soleiman Dias](#) has a Master in International Education from the University of the Incarnate Word in San Antonio, Texas and Bachelor degree in Speech and Hearing Pathology at the University of Fortaleza in Fortaleza, Brazil. He has been teaching English for the past 13 years in Brazil, America and currently in Korea. He was the Director of International Programs at the Brazilian Institute of American Studies and, from 1998 through 2000; He was the Director of Latin American Initiatives at the University of the Incarnate Word in San Antonio, Texas. He is presently teaching at the prestigious Gyunggi Elementary School in Seoul and at the recently opened Transnational Law & Business University in Koyang-si. He has been involved in various projects in the area of implementing multimedia technology for the purpose of acquiring a new language. soleimandias@hotmail.com

[Andrew Finch](#) whose Ph.D. .in Program Evaluation (Manchester University 2000), described and evaluated a task-based language program in Korea, is currently associate professor of English Education at Kyungpook National University. Andrew was born in Wales and educated in England (MA music), where he had various middle school teaching positions before coming to Korea (1989) to learn Baduk. Dr. Finch has co-authored three task-based Conversation-English books, which incorporate alternative assessment in a learner-centered holistic approach, and which are available (copyright-free if used for educational purposes) online at <http://www.finchpark.com/books> aef@knu.ac.kr

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[Cheryl Hedlund](#) She is from the United States, the Seattle area. She has a BA in Elementary Education and English. She taught in Seoul from 1993-1996, one year in Incheon and two years at Pagoda Foreign Language School in Seoul. After that, she returned to school to get her MEd in ESL. She graduated from the University of Massachusetts at Amherst in 1999. She returned to Korea in August 2001 to teach at Kwangju University. She works in the English Department and also teaches Storybook Reading to elementary students through Kwangju University's Foreign Language Center.

[Jessica Howe](#) is working for the Gyunggi-do Training Center for Foreign Language Teaching . Gue-Hyeong Yu is presently teaching at Suwon Middle school. She's been teaching English for 16 years. She holds a certificate of TEFL granted by California State University, Los Angeles and also a certificate of Ajou-Wisconsin Certificate. She is serving as a membership coordinator in Suwon-Gyunggi Chapter.

[Floride Browning Jung](#) is currently teaching in Gyunggi-do Training Center for Foreign Language Teaching. She graduated from Sang Myung University in Seoul and received a degree of Master of Science at the University of Nebraska, Omaha (majored in Elementary Education). She completed the course requirements in Ph.D program at the University of Southern California (Specialty in Curriculum and Instruction). She had taught at the International Education College, World Mission University , and

Bethesda Christian University in Los Angeles. floridejung@yahoo.com

[Joseph Kilbride](#) 1990, graduated from the Nova Scotia College of Art and Education, with a B.F.A , B.E.D. - (Bachelor of Education) He has taught from 1990 to 1995 as a Junior and High School Teacher in Canada at the Dartmouth Educational Center and at Prince Andrew High School. Positions in Korea include: 1995-1997, Instructor at E.C.C Language Institute in Ansan, 1997-1998 Middle and High School Teacher in Kunpo- (EPIK program), 1998 to present, Instructor at the Gyunggi-Do Training Center for Foreign Language Teaching. joekil7@hotmail.com

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[Jake Kimball](#) is the Facilitator of the Young Learner Special Interest Group. He is currently working on an MSc in TESOL at Aston University.

[Kwon, Young-Suk](#) is currently teaching at Bongdam elementary school in Whasung Kyunggi province. He graduated from Inchon teachers college in 1988. He took his M.A. in Suwon university in 1999. Now he is working on a doctorate course in the same University. Homepage: user.chollian.net/~kys3449 email~ kys3449@chollian.net

[Jen lalonde](#) has been teaching English to children of all ages and adults in Korea for over four years and is now working in the Tourism Interpretation Department at Hyecheon Junior College in Daejeon. She holds the RSA DTEFLA. She has been working as a coordinator for the Global Issues SIG for the past nine months and is particularly interested in adapting global issues mainstream classroom material for use with EFL learners. j_lalonde@hotmail.com

[Gerry Lassche](#) has been in Korea for five years. He has an MA (TESOL) from the University of Wollongong, and a CELTA from the Australian College of English. He is a lecturing professor of Methodology and Practicum in Ajou University's TESOL Certificate program. A Canadian, his research interests include test design, syllabus design, e-based learning, and TEYL.

[Daniel Lee](#) is an English instructor at Chung-Ang University, Anseong campus. He has an MA in Applied Linguistics from the University of Leicester. His main interests are in SLA, syllabus design and testing. He is also a co-author of Soongsil University's English textbook. In all, Daniel has over five years of teaching experience in Korea. He is also attempting to create the next best website (still under construction!) daniel_h_lee@yahoo.com

[Mijae Lee](#) is a professor at the University of Suwon as well as KOTESOL Gyunggi Chapter President. She obtained her Ph.D. from Seoul National University. She studied and taught at the Northern Illinois University and Chicago State University and Harvard University. For her exemplary teaching at the Harvard University, she received a "Certificate of Distinction in teaching" from Harvard University 1989. She has received certificate from Homerton College of Cambridge University in 1991 and Keble College of Oxford university in 1994 in EFL/ESL teacher training and teaching material development. Her major interests are language acquisition, teaching methodology, classroom management, and testing and the intercultural understanding and the names of people and places in Britain, USA, and Korea.

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[Michael Muirhead](#) has his Bachelor of Arts from Monash University, Victoria, Australia and a Diploma in Education from Flinders University of South Australia. He has been working as a Language Instructor, at the Gyunggi-do Training Center for Foreign Language Teaching from 2001 to present. He has also worked as a high school teacher at the Victorian Department of Education, in Australia (1979-1991). He is fluent in English, French, and Hebrew. michaelsmuirhead@hotmail.com

[Peter Nelson](#) holds a Ph.D. in Economics and Government and certification in EFL teaching. He is active in KOTESOL as a public speaker, writer and presenter for KOTESOL Teacher Trainers (KTT). He has lived in Korea since 1995 and currently teaches in the Department of English Education at Chung Ang University in Seoul. His EFL interests include analysis of speech components, testing and survey research. peternel@cau.ac.kr

[Patience Philips](#) has a master degree in English, and a master degree in Education (specializing in English as Second Language). He is currently teaching English to adult students at the Foreign Language Training and Testing Center at Hankuk University of Foreign Studies. in Korea, after teaching English to international students for ten years in the United States. patiencep@hananet.net

Jason Renshaw has been teaching English to Young Learners in Korea since 1999. In addition to a Bachelor of Arts degree from the University of Melbourne (majoring in English and Swedish), he has undertaken a Post-Graduate Diploma in Tourism from Monash University and studied Scandinavian languages at Uppsala University in Sweden. He has a TEFL certificate from the UK. Jason is currently President of KOTESOL's Busan-Gyeongnam Chapter. Jason was employed as Academic Coordinator at ECC Masan for two years, during which time he had two series of supplementary textbooks published - Sentence Builder and Sentence Navigator. He is currently Academic Coordinator of the e2 group of institutes in Changwon, where he is developing complete ESL Kindergarten and Elementary programs. Jason hopes to commence an MA TEYL with York University next year, and maintains his own extensive teacher resources website: www.englishraven.com

Amanda Searle A few months at the Mersey Mission to Seamen were enough to convince her that travel was infinitely more exciting than using her BA Library and Information Studies to get a UK-based job. In March 1993 she completed her RSA CTEFLA and took off for six months in Japan. Two years later she was still there serving on the YMCA Yokohama kindergarten committee, teaching and setting up a resource circulation system for the Returnee programme. She completed the first module of Leicester University's MA in Applied Linguistics and TESOL by distance learning before heading off to Taiwan. Her first year there was spent teaching Elementary school children and setting up a new kindergarten programme. The practical MA assignments needed contact with adults so she spent the next two years teaching Young Learners and adults in a cram school. In 1999, She became an IELTS examiner for The British Council, Taipei - welcoming the exams sessions as a change from thesis writing! In spring 2000 she returned to the UK to take the RSA DELTA. A London interview led her back to East Asia and to her current position as a teacher at The British Council, Seoul.

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David Shaffer has been an educator in Korea since the early 1970s. In addition to teaching graduate and undergraduate courses at Chosun University, he has years of experience as an elementary and secondary school teacher trainer and has prepared elementary school teacher training materials and secondary school textbook materials. Dr. Shaffer is the author of a book for Korean English learners and authors several EFL-related columns in Korean periodicals. He has also written columns on Korean language and culture, and is an active member of the ESL Help Center team at Dave's ESL Café. He presently serves as KOTESOL's National Treasurer disin@chosun.ac.kr

Asif Siddiqui has been teaching in South Korea for over 5 years. He was at the Hankuk University of Foreign Studies from March 1997 to August 1999. In September 1999, he joined the KAIST Graduate School of Management as a Visiting Professor in the Global Leadership Institute and a Part-time Professor at the Graduate School of International Studies of Yonsei University. Presently, he is still teaching at both universities. He has given numerous presentations for KOTESOL at the international, regional and chapter levels. He is also the former President of the Seoul Chapter of KOTESOL (1999-2001).

Debrah Svoboda has a BA in English Literature and a Master's Degree in TESOL. She has been teaching for 30 years and has worked in the United States, Turkey, South Korea, the Arabian Gulf, and Micronesia. She has worked with elementary, middle, and high school students and has also spent many years teaching at the university level. In addition to teaching General English, Business English, and ESP, she also enjoys working with drama in an EFL setting.] bayberry8@hotmail.com

Tim Thompson, Instructor, American Language Program, The Ohio State University, taught in Korea from 1996-1998 in middle schools and at teacher training workshops. After that, he taught ESL at the University of Southern Mississippi, where he earned his M.A. in Teaching Languages. Currently, he teaches in the American Language Program at The Ohio State University Thompson.962@osu.edu

James Trotta of Hangoon, University of Foreign Studies has been a teacher since 1998. He has been in Korea for about one and one half years. He currently teaches practical English, reading and writing, public speaking, audio/video, discussion, and computer English courses. His educational background includes a B.A. cum laude in English creative writing from Hofstra University, a certificate of completion in web page design from Raritan Valley Community College, and an RSA CELTA from International House. gumpersag@yahoo.com

Dr. Mira Woo, is presently teaching English at Kwacheon Foreign Language High School. Though she majored English Literature and Language her Ph.D. is in social work. She had stayed 6 years in India. She has been working as consultant in many research projects. She also worked as translator and interpreter. She is currently interested in speech and communication education and social service with students of secondary level. indirawoo@hanmail.net

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Fourth Annual KOTESOL Conference

TESOL 2002: Reflecting on ELT in Korea

A Message from the Conference Chair

As the chair for the conference, I'd like to extend to you a hearty welcome to the Fourth Annual KOTESOL Conference co-sponsored by Seoul and Gyunggi Chapters. It's been a tradition for Seoul and Gyunggi Chapters to have a joint conference like this since 1999. The past Seoul-Gyunggi joint conferences have taken place in Seoul three times in a row, which has naturally attracted more Seoul-based conference goers than conference goers from other regions. This year's conference committee have tried hard to find a suitable place for the conference venue so that more Gyunggi KOTESOL members and local conference residents can join in. This explains one reason why I'm extremely pleased to announce that the conference for this year is being held at Suwon University.

The conference theme this year is "TESOL 2002: Reflecting on ELT in Korea." The history of English Language Teaching in the Korean educational system has been over four decades and it's about time for us to think again about our teaching in EFL surroundings in Korea. Reflection in English teaching means more than 'thinking'. It focuses not only on the day-to-day classroom teaching of individual teacher but also on the institutional structures where teacher and students meet together. To make sense of our professional lives as English teachers, we should look back upon our teaching and try to learn from reflection, and finally use it for the improvement of the English language teaching in Korea. Regarding some issues on the English Language Teaching in Korea, Dr. Horace Underwood will give a plenary speech entitled "Korean Internationalization and Trends in the Teaching of English." I believe that he will give us valuable input concerning ELT in Korea, as he is an experienced English professor and active director of Korean-American Education Commission (Fulbright).

I'm proud to announce that we have 35 presentations for concurrent sessions, from 35 enthusiastic presenters who are both native and nonnative English speakers, from Korea and abroad. They are English teachers from different levels of education, from elementary school to university, from young learners to adults. The talks for the conference will be on various areas of English language teaching and learning, such as teaching methodologies and approaches, action research/classroom based research, global and cross-cultural issues, teacher training and development, ESP, course and curriculum design, testing and assessment, CALL/Mall, and other areas related to ELT. You might hesitate a little before choosing which ones to attend amongst a rich selection of presentations lined up for each session. Just go for those that attract your interests most!

In addition to the presentations, we have quite a few publishers with displays, for those looking for resource books and new teaching materials. There are also displays for SIGs (Special Interest Groups), for attendees seeking others with similar interests in ELT. There is also a raffle event in which you get a chance for free gifts from the publishers, who kindly donated for this event. I'll keep my fingers crossed for you!

Without dedicated volunteers' contribution, this conference could never have come into realization so successfully. I'd like to mention my appreciation for all the work done by the conference committee and student volunteers. I'd like to thank Kevin Landry, Program Coordinator for his hard work in arranging the program book; Tory Thorkelson and David Berry, for successfully coordinating pre-registration and registration related matters; Dr. Boyce Fradsham, for his sincere cooperation as Site Coordinator; Dr. Peter Nelson, for writing articles about the conference and putting ads in the newspaper as Publicity Coordinator; Asif Siddiqui, for getting donations and planning a raffle event as Raffle Coordinator; Yu, Gye-Hyeong, for handling financial matters as Treasurer; Zola Riley, for recruiting and managing student volunteers as Volunteer Coordinator, and to all the student volunteers from Suwon University, for their assistance. Last, but certainly not least, to Dr. Mijae Lee, for contacting AM Publishers and spreading the word about the conference throughout the Suwon-Gyunggi area, as the Conference Co- Chair.

Finally I'd like to greatly thank all the presenters and attendees for contributing papers and sharing ideas concerning ELT in Korea, through your presentations and workshops with other colleagues and scholars, and foremost, for giving your precious time here.

I hope you enjoy our conference and make joyful acquaintances!

Best wishes,

Dr. Myung-Jai Kang
Conference Chair
President of KOTESOL Seoul Chapter

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11:00-11:50 First Session

A. Dramatic Performance and Motivation in an ESL Classroom

Tim Thompson
Ohio State University, U.S.A.

The presenter will share his experiences using drama in the ESL classroom. Performing dramatic scenes in front of peers can motivate students to improve a host of English language skills. The presenter will discuss materials used, and video clips will show students in the process of discovering their characters and giving their performances.

B. Adapting T.V. quiz shows for use in the classroom

Joseph Kilbride

What I'll try and demonstrate in this lesson is how we can use the powerful medium of television to aid teachers by deriving exciting, educational lessons from established and popular T.V. quiz show formats. Many Teachers feel that television has become one of the many distractions that take students away from their studies. But if we examine more closely the role television plays on their daily lives, then we will be able to use television as a helpful classroom tool.

I always think it is better to demonstrate rather than pontificate, so the majority of my lesson will be classroom demos showing the educational potential of adapting such popular western quiz shows such as *Family Feud*, *Jeopardy*, and *Wheel of Fortune*. Audience participation is essential and, if time allows there should be some time questions and answers.

C. Creating Intrinsically Motivating Test: CeLP Writing

Mijae Lee
University of Suwon

From the beginning of the English teaching in primary school in 1997 no test has been performed in any subjects except formative observation result written in the students' final report to parents. It has two effects; one is positive from the students' point of view from freeing the stress of exams while the other is doubtful of the students real achievements in curriculum process and it led parents to push their kids to private school after school. Thus CELP(the 53th test) is one of evaluation of students achievement of English in speaking, listening reading and grammar. In addition to that writing is added from May 19th test(54th test). It has 3 tests for 6 levels for the kids of starters to the 6th graders. The sample test will be presented and the opinions, comments, suggestions and criticism will be welcome.

D. Teaching Business English

Asif Siddiqui
KAIST

Assif Siddiqui will use a case study to demonstrate how milling activities are used at KAIST to teach Business English. Although this activity is for teaching business, it can easily be adapted to teach other kinds of English as well.

E. What is it like to teach young learners?

Jessica Howe

One of the skills which is particularly important for a teacher to possess is classroom management. It is very easy to lose control of a class of children and very difficult to get it back. Yet while you need to keep your classroom controlled, if you control too much the classroom may become restrictive or sterile.

Although children can be less inhibited when it comes to speaking in a new language, they can also be very easily discouraged. Therefore, it is important that you find English language tasks for your pupils that are challenging without being overtaxing. If the task is beyond them, they'll lose their confidence and, in the absence of constant and sympathetic encouragement, they may begin to think of themselves as poor language learners. If this happens, then they can easily give up trying and become bored.

It is highly useful to use games and physical activities to get children doing things in English, which are purposeful, relevant and enjoyable in their own right, rather than simply practicing language for its own sake. It may also help to vary activities as much as possible during the lesson.

F. Teaching Stress, Intonation and Rhythm

Peter Nelson

Comprehensible speech requires more than good vocabulary and syntax, as the speaker also conveys a message using syllable and word stress, intonation variations and rhythm patterns. In his presentation, Dr. Nelson will introduce important features of pronunciation and show how they convey meaning in English. His talk is suitable for all class sizes and ages, and for native speakers as well as Koreans. There will be pronunciation handouts and ample time for questions and discussion.

G. Love Makes the World Go round: Using Songs to Review Grammar and Enhance Listening Skills

Deborah Svoboda

We all know that music lifts the spirits, but recent research has shown that music is also a very effective tool in the language

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acquisition process. Therefore, as language teachers, we can feel confident that our students are not only having fun with songs, but that they are learning valuable aspects of the language at the same time. In my presentation, I will show how we can use songs to review certain elements of grammar and how we can also use them to improve our student's listening comprehension.

H. Building Fluency through Task-Based Activities

Jake Kimball

In this hands-on workshop we will introduce the basics of Task-Based Learning. Participants will work in groups and engage in activities that make up a task cycle. To illustrate TBL, we will work with classic Korean and Western folktales as well as jokes and current news stories. The ultimate aim of these activities is to facilitate accuracy and fluency in speaking and to promote cooperative learning/interaction through pair or group work. Activities in today's workshop can be adapted to instruct all ages and abilities but our primary focus is on elementary and middle school ages.



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12:00-12:50 Second Session

A. All you need is....Cards!!!

Hamish Buchan & Amanda Searle

Our session today is on, the many different ways, a well produced pack of cards can be used in the YL classroom. Prepare to take part and move around.

As you know adult students have different styles of learning. Some prefer visual stimuli, some oral, others kinaesthetic. Young learners are still developing their own style of learning and should be given experience of different activities to help their overall development.

Using card games in class is a great way for young learners (and indeed adults) to learn. They can look at the pictures and read words. They can hold the cards, mix them up and move them around. They can work together socially with a specific purpose, but at the same time also having fun.

Today we hope to demonstrate a variety of ways a set of picture/ word cards can be used in class. We will also look at how these activities can be set up in English. You will occasionally be asked to be a student, but also to give input from the teacher's point of view. Be prepared to actively take part.

B. Teaching Students How to "Listen Between the Lines" in TV Sitcoms.

Patience Phillips

Hankook University of foreign studies

Students of English often miss particularities of attitude and emotion when they hear native speakers talking because they fail to interpret intonation and stress clues correctly. It is an aspect of listening instruction that is commonly neglected. I will discuss ways of sensitizing students to how intonation and stress indicate attitude and emotion using TV sitcoms.

C. Build an EFL website

James Trotta

Hankook University of Foreign Studies

Aims: to provide audience members with the information necessary to build a website that includes "fill in the blank" type quizzes. In this presentation I will answer four very important question for those interested in building EFL websites:

1. Where can I get a free website?
2. What do I need to know about HTML?
3. How do I put quizzes, tests, and worksheets on my website?
4. How should I design my website?

D. Oops! - Influence of L1 Structure and Beliefs on L2 Error-making

David Shaffer

Chosun University

Error-making is both an unavoidable and potentially beneficial part of the language-learning process. Error analysis is, however, too often ignored in the English classroom in Korea. It is believed that if the EFL instructor is better equipped with knowledge concerning types of errors and the reasons for making them, they will be better able to make students aware of the reasons for their error-making, leading to more effective error eradication.

This presentation will focus on errors produced due to the primal differences in English and Korean sentential surface structures as well as the relationship of Korean thought and syntax upon English error-making. These include SVO versus SOV word order, the macro-to-micro principle influencing multiple-subject constructions and double-accusative constructions, the proposed most-to-least principle influencing fronting of the more important or larger element (e.g., 3 nights and 4 days), and the proposed negative-avoidance principle, which causes errors in answering English yes/no questions (e.g., Don't you want to go? > Yes [I don't want to.]).

E. A Few Fresh Ideas for Teaching Conversation

Roland Brown

This workshop provides a smorgasbord of ideas that have been used successfully by the presenter. These are not all based on one particular theory or philosophy-they are simply a smattering of practical ideas and techniques that the participants can pick and choose from.

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Plenary Speech by Horace Underwood

2:00-2:50 in the concert hall of the music college

Korean Internationalization and Trends in the Teaching of English

To put the teaching of English into a larger context in Korea, English teaching is part of globalization. Globalization has been a partial success in Korea, highly successful as an outgoing process but not so successful incoming. But while critical thinking or creativity or multiculturalism, other oft-mentioned goals, have not yet made significant inroads in Korean education or Korean culture, English language learning has improved immensely over the last 30 years. English teachers in Korea are one of the very few elements of globalization that is strong INSIDE Korea, and the improvement of English is one of the very few bright notes in the efforts of globalization within Korea. TOEFL scores are up over 30 years, and computer-based TOEFL and New TOEFL are successful. In this context, the success of language teachers (including the Fulbright ETA program) is not because of their choice of one particular superior teaching methodology or another, but because of their mere physical presence, the embodiment of internationalization in the hermit kingdom. Their most successful function as teachers is simply to loosen up their students to enable them to begin to use the immense stock of language facts already in their heads.

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3:00-3:50 Fourth Session

A. Using Video in Class

Asif Siddiqui

Professor Siddiqui has used video to teach English to his students at three major Korean universities: Hankuk University of Foreign Studies, KAIST Graduate School of Management and Yonsei University. In this presentation, he will outline various activities that use video to teach English in an entertaining way for students. This presentation will show different activities that can be done based on the English language ability of students

B. The Art of Storytelling

Jake Kimball & Cheryl Hedlund

In this workshop we will investigate the mystery and power of storytelling. This workshop will be divided into three parts. First we will introduce you to some storytelling tips and tricks that will help you to be a better speaker/presenter. In part two we will examine ways to exploit stories through a number of teaching activities. Finally, in part three, we will work in small groups to tell stories. Although this hands-on workshop is designed for teachers of young learners, everyone is welcome to attend--we'll have stories for all ages.

C. Class Conference to Enhance communicative Competence

Mira Woo

In this workshop we will investigate the mystery and power of storytelling. This workshop will be divided into three parts. First we will introduce you to some storytelling tips and tricks that will help you to be a better speaker/presenter. In part two we will examine ways to exploit stories through a number of teaching activities. Finally, in part three, we will work in small groups to tell stories. Although this hands-on workshop is designed for teachers of young learners, everyone is welcome to attend--we'll have stories for all ages.

Making use of Class Conference to Enhance Communicative Competence

In regards to English education in Korea, much of learning at school has been conducted from text books. Even conversation and dialogues are often taught in such way that many of students are unable to communicate efficiently when they have to speak out in daily life. The text books and learning materials are either too difficult or unsuitable to make students competent in expressing their thoughts and views. However, English teachers face new task to help students overcome speaking burdens and improve communicative competence. In addition, there is strong demand for learning practical and authentic English that can be used smoothly in daily communication. Thus, the paper attempts to look into approaches to make use of students' class conference activity to promote their participation in expressing, sharing, discussing, and negotiating ideas in class conference. The paper postulates that teachers with communication skills can better direct students for active learning. Thus, the role of instructor as a motivator and moderator is especially emphasized to make learning more lively.

D. You DO have choices! Materials design and Supplementation.

Gerry Lasshe

Many Korean teachers complain that the communicative approaches talked about by native English teachers just don't apply to their textbooks and classrooms. As a result, textbooks tend to drive the syllabus rather than being used as a resource, which de-skills teachers in the process. In this presentation, aimed especially at Korean classroom teachers of English, participants will find that they DO have a choice regarding textbook use and practice. Some principles of textbook usage, and criteria for evaluating the design of textbook materials, will be discussed. Then, a demonstration taken from actual excerpts of a Korean textbook will lead the participants to see how textbooks can be managed as a resource. By coming to this session, participants will gain a greater sense of competence and choice for themselves and their students in the classroom dynamic.

E. Teach Grammar to Young Learners? Are you kidding???

Jason Renshaw

There is a myth circulated in TEFL circles that grammar-focused lessons belong firmly in the young adolescent and adult student bracket and nowhere else. At the same time, Korean parents are becoming increasingly concerned that their children are entering Middle School with very poor grammar and reading/writing skills in English. This presentation/workshop addresses the issue of building better grammar skills in Korean Elementary students, and suggests some alternatives to current methodology and teachers' expectations of their Young Learner students. Sentence Building and Sentence Navigation are two tried-and-true approaches that have been developed by the presenter to facilitate more rapid retention of English structure in terms of reading, writing and speaking ?employing progressive puzzle-like activities the students find naturally challenging and appealing. All materials will be provided so that people have the opportunity to try these activities out for themselves, in addition to hearing the philosophy and methodology behind the Sentence Building/Navigation approaches.

F. Action Research: What and How?

Andrew E. Finch

This presentation/workshop will introduce user-friendly methods of carrying out Action Research in the language classroom, using

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the results to make the learning environment more effective

Action research starts with the teacher and student, and is first of all a reflection on the learning process according to these people. Treating teachers and students with respect, it acknowledges that affective and emotional factors (anxiety, attitudes, beliefs, motivation, self-esteem) are more important than cognition in determining what gets learned in the classroom.

The workshop will focus on methods of AR such as the teacher-diary and the student learner journal. Sample activities will show how reflective AR activities can make a formative contribution to the language classroom, enhancing the learning environment and promoting raised awareness of learning styles, needs, preferences, goal-setting and reflection on achievement.

For those interested in reporting their findings, there will be some discussion of basic research methods used in collecting qualitative data.

G. Principles to Consider When Applying Technology-Enhanced Language Learning Tools.

Roland Brown

Few would argue that technology can enhance language learning and that technology will continue to play an increasing role. However, in the whirlwind of so many new tools available, frustration has also increased. Whether it is a fear of being left behind, unsatisfied expectations, lack of access to technology, or simple recurring technical problems, the successful application of these new tools rarely and easy task.

This presentation offers principles to help those considering the application of technology to a TESOL class or program avoid some of the aggravation described above.

H. Elicitation Techniques for Speaking

Peter Nelson

Conversation classes need participation and interaction to be effective, but in many instances the teacher finds that only a few students are willing to speak with a partner or in a small group. Given this situation, many instructors rely heavily on volunteers as role models, or use a limited range of techniques to encourage conversation. In his presentation, Dr. Nelson will introduce common elicitation techniques that can be used for all classes, and he includes a special section on error correction. There are handout sheets and ample time for teacher discussion.



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4:00-4:50 Fifth Session

A. The language learning workshop

Kevin Sampson & Andrew Finch

This presentation will describe how student-centered language learning can be fostered in tertiary institutes in Korea, through the use of multi-tasking, self- and peer-assessment, portfolios, projects, and learning journals. The presenters will be talking about their experiences, and showing examples of portfolio work, project work, learning journals, and facilitative, motivational materials. They will also describe the "multi-tasking" classroom, in which students begin by choosing from a wealth of learning opportunities, gradually moving on to identify their own learning needs and to follow their own learning paths.

A focus on a comfortable learning environment, student-directed learning, and student-assessed learning, has been found by the presenters to promote positive attitudes, positive affect, and improved cognition. Given the need for citizens who possess learning skills, critical thinking skills, creativity, and informed problem-solving skills, the development of such qualities through language learning is imperative.

B. English Without Tears

Guglielmo DeMasi & Michael Muirhead

Most of our language learning at school is acquired from books sitting at a desk. We believe that de?-bound and book-bound teaching inhibits students' desire to explore the 'living language'.

The workshop 'English without Tears' will demonstrate an innovative approach using drama as the vehicle for practicing the spoken language in a lively way. Drama in the classroom changes the 'culture' of the classroom; from passive recipients students become active participants. There's more language learnt in one hour of fun than one week of seemingly studious concentration at a desk!

C. The Effects of Multimedia Instruction in Language Learning

Soleiman Dias

I started this project in South America; it was developed in America, and is now being in improvement in Asia, which shows the broad use of multimedia instruction and its effectiveness in today's transforming technological world. It started as an investigation of the range of educational multimedia strategies used for teaching and learning languages. One of the main objectives of this presentation is to provide some foundation to demonstrate why educational technology has been successfully efficient among teachers and learners of a foreign language. It will also highlight problematical issues such as content, design, attitudes and performances within the area of educational multimedia for young learners. Through studies of attitude, observation, and logistics, this talk will assess the issues of enhancement of language learning using technology. Hopefully, time will allow to describe the great variety of approaches to teach language skills by using multimedia, such as language software, E-mail exchange, music videos, movies, Internet, etc. Some problems will also be touched since the presenter started technology-based ESL Courses in Brazil, North America, and currently in South Korea. It is an overview of various advantages and issues of using multimedia and its impact in language literacy.

D. The role of Korean in the EFL university classroom: Action Research

Daniel H. Lee

The role of Korean (L1) in the language classroom remains a point of contention in the minds of many researchers and teachers: some see L1 as an invaluable resource or tool, while others view it as negative and harmful to the learning process. This presentation discusses a study that investigates the use of L1 in the EFL classroom. The quantity of L1 used, the purposes or functions of its use, and the attitudes of both students and teachers regarding the use of L1 are examined. The average use of Korean for the five pairs of students is 36.1%. In addition, perhaps surprisingly, on-task use of Korean is 100%. Ofcourse, the limitations of this study are also discussed. In short, the use of Korean appears, in some ways, to be beneficial for cognitive learning and language learning.

E. Who Controls the Curriculum?

Laurence Browne

The term curriculum is a much more dynamic concept than its general usage in this day and age. In this session we will look at the real meaning of curriculum and what this implies for teachers. We will also look at the conflict that exists in the Korean education system between exam English and real English, and explore the difference between motivation and inspiration

F. Games for Children

Ahn, Hyo-Sook

English teaching methods are preferred differently, depending on sex and age of students. It was found that most children thought that games were useful for English learning. Therefore elementary school teachers of English education should study proper and effective teaching methods for games.

1. Children's interest in English learning tends to decrease as they grow older. Teachers should be aware of this and try to develop suitable methods for learners, considering age characteristics.
2. Classes used various games, which had positive effects on children's interest in English learning, so games are useful to

motivate learners and keep their motivation.

3. Games played by the whole class or in small groups are enjoyed by children because they can participate with other members' help, even though they are not confident or proficient in English.

G. Building Reflective Environment

Floride Browning Jung

This study will look at the ways teachers can create a reflective environment to enhance students' learning of English as a foreign language. The study examines teaching models used mostly in an integrated thematic approach. A reflective environment is desirable for achieving broad educational aims.

Three teaching models will be examining: - Concept Attainment, - Group Investigation, - Role Playing. Concept Attainment involves categorizing vocabularies by comparing and contrasting examples that are already present in another person's mind. Concept Attainment enables us to determine what the vocabulary is, how other students think about the concept, and how others process information. Group Investigation highlights cooperative learning methods that generate better intergroup relations, and strengthen knowledge, inquiry skills and attitudes. Role Playing contributes to the improvement of students' oral and non-verbal communication strategies, increasing their ability to understand perspectives of others. This study attempts to provide information for developing an effective learning environment not to dictate content of instruction.

H. How to Use ICT in Class

Gye-Hyeong Yu

As far as I know, there are great numbers of teaching ideas using ICT in class. I want to offer the chance to use English in everyday life for my students.

Students

1. Can use English, Can communicate with others in English
2. Get much interest in English.
3. Write what they want, not controlled or guided
4. Realize "Why do I have to learn English?"
5. Can progress in reading, writing, and speaking of English.

II. The 3 types I've tried

1. E-mail Project
2. Chatting in English
3. Classroom homepage for the self-directed learning
4. Recording students' voices on classroom homepage for the students' motivation and confidence.



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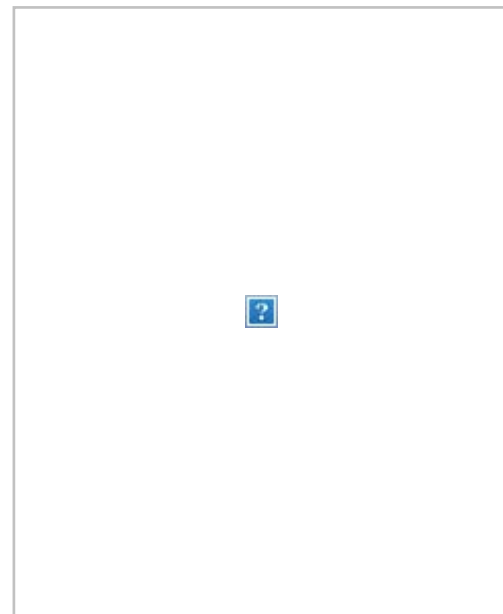
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Follow the links to see information on past meetings:

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KOTESOL

Seoul Directions

Korea Teachers of English to Speakers of Other Languages

Directions to Seoul Meeting Site

The meeting site is at Sook Myung University.

If you are coming by Subway the closest station is [숙명여자대학교](#)

[Sook Myung Woman's University Station \(#427\). It is on the # 4 \(Blue\) Line.](#)

Take the University Exit.

Walk out straight, and then turn left.

Walk under the tracks.

Walk on the over-pass or cross at the lights. (You can see the campus at the top of the hill.)

Walk up to the Main gate.

Turn right in and head up the stairs

Main Building 본관 (Room 508-B)

The meeting begins at 3:00 PM and ends at 5:00 PM. Refreshments will be served between speakers. Following the meeting, members often rendezvous at a nearby restaurant.

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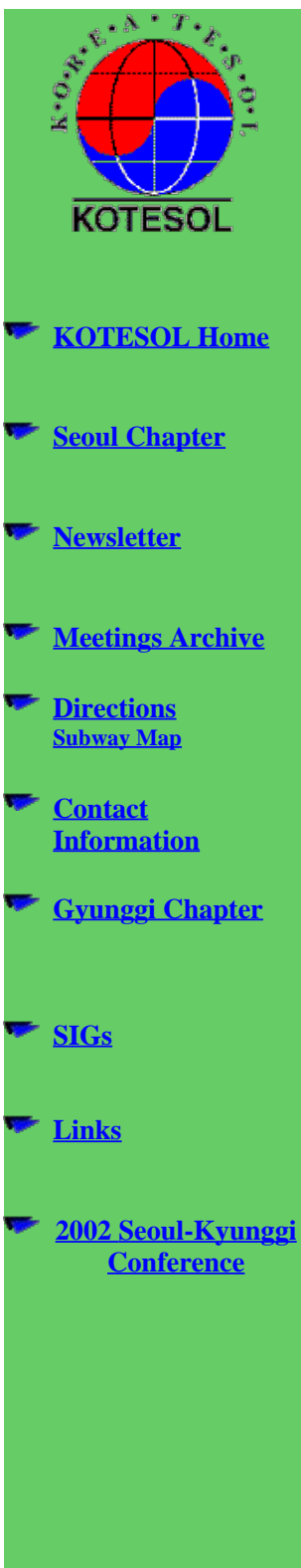
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KOTESOL

Seoul Chapter

Korea Teachers of English to Speakers of Other Languages

Welcome to the Seoul Chapter!

December Updates

Read the feature article from *English Beat* '[Korean Achievements in Education](#)' by [Peter Nelson](#) or click here to view the entire [December issue](#).

This Month's Meeting will be held on December 21st

[November Meeting Synopsis Posted](#)

[Our Speaker for December is our own Secretary Tory Thorkelson](#)

Our [Chapter Meeting](#) is on the [third Saturday of every month](#) from 3pm-5pm. We meet on the [Sookmyung University](#) campus in room 508-B of the main building. [Click here for directions](#).

[Click here to learn about past meetings](#).

All KOTESOL members are welcome. There is always a guest speaker giving a presentation, and speakers always have time for questions from the audience. Lively discussion usually ensues and sometimes continues afterward at a nearby restaurant.

Our membership has risen this year to almost two hundred in our Chapter alone. Members keep in contact with each other through this site, e-mail, our monthly [newsletter](#) *English Beat*, by phone and of course face to face.

Send any new information to update our site to: [Tim Lewis Jr.](#) or just drop us a line to stay in touch or contribute.

Hope to see you at the next Seoul Chapter Meeting!!!



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TESOL 2002: Reflecting on ELT in Korea

A Message from the Conference Chair

As the chair for the conference, I'd like to extend to you a hearty welcome to the Fourth Annual KOTESOL Conference co-sponsored by Seoul and Gyunggi Chapters. It's been a tradition for Seoul and Gyunggi Chapters to have a joint conference like this since 1999. The past Seoul-Gyunggi joint conferences have taken place in Seoul three times in a row, which has naturally attracted more Seoul-based conference goers than conference goers from other regions. This year's conference committee have tried hard to find a suitable place for the conference venue so that more Gyunggi KOTESOL members and local conference residents can join in. This explains one reason why I'm extremely pleased to announce that the conference for this year is being held at Suwon University.

The conference theme this year is "TESOL 2002: Reflecting on ELT in Korea." The history of English Language Teaching in the Korean educational system has been over four decades and it's about time for us to think again about our teaching in EFL surroundings in Korea. Reflection in English teaching means more than 'thinking'. It focuses not only on the day-to-day classroom teaching of individual teacher but also on the institutional structures where teacher and students meet together. To make sense of our professional lives as English teachers, we should look back upon our teaching and try to learn from reflection, and finally use it for the improvement of the English language teaching in Korea. Regarding some issues on the English Language Teaching in Korea, Dr. Horace Underwood will give a plenary speech entitled "Korean Internationalization and Trends in the Teaching of English." I believe that he will give us valuable input concerning ELT in Korea, as he is an experienced English professor and active director of Korean-American Education Commission (Fulbright).

I'm proud to announce that we have 35 presentations for concurrent sessions, from 35 enthusiastic presenters who are both native and nonnative English speakers, from Korea and abroad. They are English teachers from different levels of education, from elementary school to university, from young learners to adults. The talks for the conference will be on various areas of English language teaching and learning, such as teaching methodologies and approaches, action research/classroom based research, global and cross-cultural issues, teacher training and development, ESP, course and curriculum design, testing and assessment, CALL/Mall, and other areas related to ELT. You might hesitate a little before choosing which ones to attend amongst a rich selection of presentations lined up for each session. Just go for those that attract your interests most!

In addition to the presentations, we have quite a few publishers with displays, for those looking for resource books and new teaching materials. There are also displays for SIGs (Special Interest Groups), for attendees seeking others with similar interests in ELT. There is also a raffle event in which you get a chance for free gifts from the publishers, who kindly donated for this event. I'll keep my fingers crossed for you!

Without dedicated volunteers' contribution, this conference could never have come into realization so successfully. I'd like to mention my appreciation for all the work done by the conference committee and student volunteers. I'd like to thank Kevin Landry, Program Coordinator for his hard work in arranging the program book; Tory Thorkelson and David Berry, for successfully coordinating pre-registration and registration related matters; Dr. Boyce Fradsham, for his sincere cooperation as Site Coordinator; Dr. Peter Nelson, for writing articles about the conference and putting ads in the newspaper as Publicity Coordinator; Asif Siddiqui, for getting donations and planning a raffle event as Raffle Coordinator; Yu, Gye-Hyeong, for handling financial matters as Treasurer; Zola Riley, for recruiting and managing student volunteers as Volunteer Coordinator, and to all the student volunteers from Suwon University, for their assistance. Last, but certainly not least, to Dr. Mijae Lee, for contacting AM Publishers and spreading the word about the conference throughout the Suwon-Gyunggi area, as the Conference Co-Chair.

Finally I'd like to greatly thank all the presenters and attendees for contributing papers and sharing ideas concerning ELT in Korea, through your presentations and workshops with other colleagues and scholars, and foremost, for giving your precious time here.

I hope you enjoy our conference and make joyful acquaintances!

Best wishes,

Dr. Myung-Jai Kang
Conference Chair
President of KOTESOL Seoul Chapter

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