KOTESOL
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The 11th Korea TESOL
International Conference

Gateways To Growth:
Exploring ELT Resources

October 18-19, 2003 Seoul Education Training Institute, Seoul, Korea

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Plenary Speakers
Donald Freeman
Brian Tomlinson

Featured Speakers
David Sperling
Lin Lougheed
Caroline Linse
Marc Helgesen
David Nunan

OXFORD UNIVERSITY PRESS

PEARSON
Longman

KOTESOL 2003

Conference

Program Book

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

Conference Chair's Welcoming Address

Dr. Yangdon Ju, Conference Committee Chair

I am very pleased to extend a big welcome to all Conference participants and attendees.

I would like to thank you for coming to the 11th Annual KOTESOL International Conference. This year we have more than a few treats in store for you as we explore what's new in ELT resources. The theme for this Conference is *Gateways to Growth: Exploring ELT Resources*. We would likeant the teachers to be able to recognize that teaching has come a long way from the rote methods of yesteryear. Students expect more than to simply read and repeat and we as teachers are able to give them more, thanks to the vast improvement inof resources available to us now.

This year we are privileged to be presenting an impressive line-up wide array of guest speakers. Our plenary speakers are Dr. Donald Freeman, who is an expert in teacher training, and Dr. Brian Tomlinson, who has extensive experience with curriculum development. These speakers will be able to start your creative in-class fires burning. If you are looking for more inspiration,concrete methods than please visit the presentationsone of the five featured speakers who will be talking about everything from using the Internet in the classroom to humor in the classroom. There are also over 100 presenters from Korea and abroad ready to share their knowledge and experiences, and knowledge with you. There really is something for everyone this year. Whether you teach kindergarten, school-aged students, or company employees, you are sure to find a presentation or workshoplecture of interest to you. The biggest difficulty you may find over the weekend is finding time to attend all of the presentations that catch your eye.

Also this year I am happy to announce the introduction of a live web cast. Throughout the weekend, you will see some people walking around with cameras in hand; these technicians are bringing our conference to international viewers through the power of the Internet. If you see them, you may have the chance to send a "Nihao" or a "Konnichiwa" to our fellow teachers in China and Japan who could now come to the Conference but are having the Conference brought to them. be with us today

Lastly, I would like to comment onabout the the Conference site - the state-of-the- art facilities at Seoul Education Training Institute (SETI). I believe this is one of the nicest venues at which KOTESOL has had the pleasure of holding a conference over the last 11 years. I would like to thank the director and staff for generously allowing KOTESOL to use these excellent facilities. We appreciate the opportunity to grow together as a community within this beautiful high-tech setting.

So, please enjoy your weekend. We hope you learn new things and share your knowledge with others. We hope you meet old friends and make new ones. We hope you connect with others in many ways. Together as a community we can explore; together as a community we can grow.

Thank you for coming to be a part of the exploration and growth of this EFL community, and to have an enjoyable and memorable time at the Conference.

KOTESOL President's Welcoming Address

Dr. Sangdo Woo, Korea TESOL President

Honorable guests from home and abroad, friends and colleagues; it is my great honor to welcome you to the 11th Annual International Conference of Korea TESOL. I would like to begin by expressing my warmest gratitude to Dr. Shin Seung Pyung, Director of Seoul Educational Training Institute, for allowing us to use these facilities for our 2003 international conference.

I would like to welcome our international associate representatives from the Japan Association of Language Teachers (JALT), Thailand TESOL, and ETA-ROC of the Republic of China. I would also like to thank and welcome the presidents and council members of the Korea Association of Teachers of English (KATE), the Korea Association of Primary English Teachers Association (KAPEE), the Korea Association of Multimedia-Assisted Language Learning (KAMALL), the Korea Association of Foreign Language Education (KAFLE), and the Asian Association of Teachers of English as a Foreign Language (Asia TEFL).

We are honored to have distinguished guest speakers from around the world: two plenary speakers, Dr. Donald Freeman and Dr. Brian Tomlinson, and five featured speakers: David Sperling, Dr. Lin Loughheed, Dr. Caroline Linse, Dr. David Nunan, and Prof. Marc Helgesen. I would also like to thank the presenters from abroad and from Korea for their presentations are sure to help make this Conference a success.

It is also very important to recognize our friends in the commercial world of education who have assisted KOTESOL so much. This year we have more than 25 Organizational Partners here to display their materials and services for the Conference attendees. Without the support of our Organizational Partners, we would not be able to offer a conference of this size and quality. I would especially like to recognize Oxford University Press Korea and Pearson Education who have given us substantial funding as "Donators" to KOTESOL. This year, Moonjin Media, Fencom Media, and Macmillan have given KOTESOL additional funding as conference supporters. Also, I would like to thank the Korea Research Foundation (KRF) for their generous support for the Conference. The British Council and TESOL International have both provided speaker grants as well. The additional support of our Organizational Partners has helped immensely in improving the Conference we have to offer you this weekend.

Now I give my heartfelt thanks and welcome to you all, Korea TESOL members and ELT colleagues. This two-day special gathering is all for you. Thank you so much for being with us during this magnificent weekend.

Before you turn to enjoy this great Conference, I would like to remind you that this Conference would not be taking place today had it not been for the yearlong preparations of a dedicated group of Korea TESOL members. I am truly grateful to all on the Conference Committee who have worked and at this moment are still working to make this conference a great one. Among those people, I would like to express my deepest thanks to all those in the Conference Committee who have sacrificed their time and energy for this Conference. My heartfelt thanks go to Conference Chair Dr. Ju Yangdon and Conference Co-chair Prof. David Kim who have worked day and night throughout the year. Also, I would like to extend my special thanks to the Korea TESOL National Council members and chapter presidents and councils for their dedication. Finally, I would like to thank the Korea TESOL Ambassadors and students volunteers who are giving their time and talents during the Conference. There are surely countless others who have contributed greatly to the conference. Their contributions are also greatly appreciated by all of us.

I have been greatly privileged and have enjoyed working with all of you. From my unique vantage point, I have had the opportunity to witness how selflessly so many of our members have contributed hours, and days, and nights to completing preparations for this weekend's Conference. You will now be able to witness the fruits of their labors.

Welcome again to the 2003 Korea TESOL International Conference! The conference is now yours to learn from, to contribute to, and to enjoy.

KOTESOL; Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 11th Annual Conference in Seoul, Republic of Korea. Korea TESOL is proud to be an affiliate of TESOL, Inc., an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, USA.

Korea TESOL was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated in The Constitution and Bylaws of Korea TESOL, "The purpose of Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL Inc., but also the Japan Association of Teachers of English as a Foreign Language (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), International Association of English Teachers of English as a Foreign Language (IATEFL), TESL Canada, and most recently with the Far East English Language Teachers Association (Russia).

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers and other interested persons.

Approximately 40% of the members are Korean. KOTESOL has 8 chapters throughout Korea. They are: Busan-Gyeongnam, Cheongju, Daejeon-Chungnam, Daegu-Gyeongbuk, Gangweon, Jeolla, Seoul and Suweon-Gyeonggi. Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

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

1. The opportunity to attend any regular meeting of any chapter.

2. A local chapter KOTESOL newsletter (whichever chapter you officially signed up through).

3. The national bimonthly publication *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more.

4. The Korea TESOL Journal, KOTESOL (Conference) Proceedings, and other scholarly and professional publications.

5. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference.

6. Opportunities to build a network of important professional and cross-cultural contacts.

7. Access to the latest in quality teaching resources and related materials.

8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.

9. Membership in Special Interest Groups (SIGs) e.g. Teacher Education Development, Research, Young Learners, Writing and Editing, Global Issues, CALL, and English for the Deaf.

How to Use this Book

Welcome

The first few pages of this book provide general information on the conference. Here you will find information on KOTESOL events and publications, plus messages from current Conference Chair Dr. Yangdon Ju and from the KOTESOL President.Dr. Sangdo Woo. Information regarding transportation to and from the conference can also be found here.

Schedules

Presentation schedules are divided into two areas, one for each day of the conference. Each day's section contains a quick reference to that day's presentation, and the abstracts for each presentation given that day in chronological order. You'll want to read these carefully and perhaps cross-reference them with the Content Area listing and/or presenter Bio's as well.

Indexes

The indexes help to identify presentations by content and presenter. Each of the presenters is listed here in alphabetical order by last name, with presentation title, time, room and content area listed as well. In addition, a separate section holds biographical and contact information for many of the presenters, also listed in alphabetical order by family name is a section of extended summaries by the conference presenters.

FYI

Finally, in the latter half of the book we have placed forms and information specific to the operations of KOTESOL. There is a membership application form, as well as an assortment of other information such as our constitution, bylaws and a list of who's where. As always, you can learn more at our website,

www.kotesol.org

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David D. I. Kim

Conference Treasurer
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Jeff Lebow

Words of Appreciation

The 2003 KOTESOL International Conference Committee would like to express their appreciation to the School of Tourism at Hyechon College in Daejeon, and Konkuk University in Seoul, for providing student volunteers for the conference. These students are here to anticipate the needs of conference participants and implement whatever steps necessary to ensure good service and a successful experience to all KOTESOL members and guests. In addition we wish to express our appreciation to the members of the teaching staff for their aid in conference preparations, as well as, Schuyler Roche, for her assistance. We sincerely appreciate these people' s efforts in making this year' s conference a success.

Map of Facilities at Seoul Education Training Institute
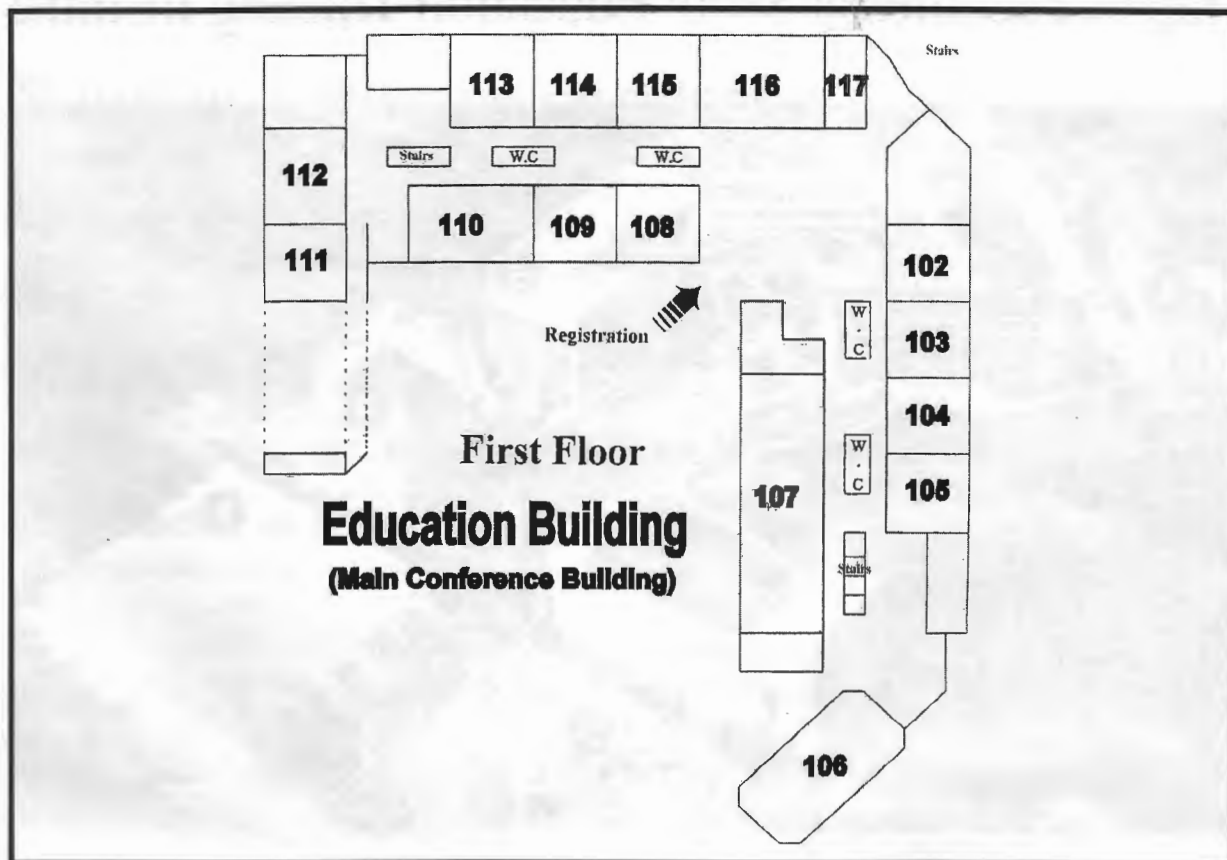

1. Parking Lot

2. Swimming Pool

3. Main Auditorium

4. Cafeteria (Lunch pick up)

5. Management Building

6. Education Building (Main Building for the KOTESOL Conference)

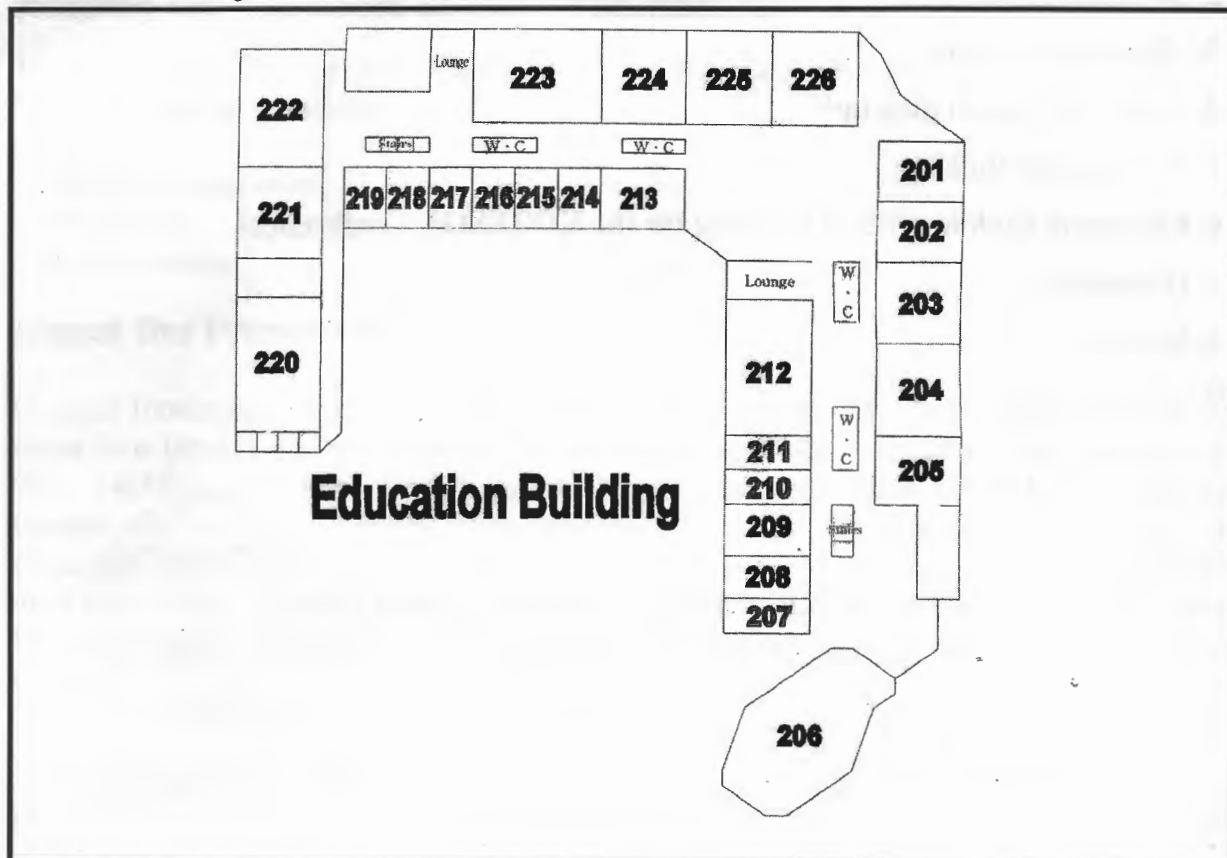7. Dormitories

8. Stadium

9. Tennis Court

Floor Layout for the First Floor

						Stairs
	113	114	115	116	117	

112	Stairs	W.C	W.C		102
111	110	109	108		103
					104
					105

Registration

First Floor

Education Building
(Main Conference Building)

107

W.C

W.C

Stairs

106

Floor Layout for the Second Floor

Lounge	223	224	225	226
222				
221	Stairs	W·C	W·C	
219 218 217	216 215 214	213		201
220				202

Lounge

W·C

203

212

W·C

204

211

210

205

209

Stairs

208

207

Education Building

206

Overall Two-Day Conference Schedule

KOTESOL

Saturday		
8:00 -	Registration	
9:00 - 9:50	Regular presentations	
10:00 - 10:50	Regular presentations	
11:00 - 11:30	Opening Ceremonies *	
11:30 - 12:20	Plenary - Donald Freeman *	
12:30 - 1:30	*Lunch*	*Publishers and Organizations Exhibits*
1:30 - 1:50	Regular presentations (20-minute presentations)	
2:00 - 2:50	**Featured-1.** Caroline Linse **	**Featured-2.** Dave Sperling *
3:00 - 3:50	Regular Presentations	
4:00 - 4:50	Regular presentations	
5:00 - 5:50	**Featured-3.** David Nunan **	Regular Presentations
6:00 -	**Dinner reception**	
	Elections all day	

Sunday		
8:00 -	Registration	
9:00 - 9:50	Regular presentations	
10:00 - 10:50	Regular presentations	
11:00 - 11:50	**Plenary** -Brian Tomlinson *	
12:00 - 1:00	*Lunch*	*Publishers and Organizations Exhibits*
1:00 - 1:50	**Featured-4.** Lin Lougheed **	**Featured-5.** Marc Helgesen ***
2:00 - 2:50	Regular Presentations	
3:00 - 3:50	Regular Presentations	
4:00 - 4:30	**Closing Ceremonies** **	
4:30 - 6:00	**KOTESOL Annual Business Meeting (& Raffle)** **	
	Elections conducted Sat. and early Sun. Results announced at ABM	

* Main Auditorium

** Room 206

*** Room 106

Saturday's Plenary Address:

Creating a Framework of Classroom Participation

Dr. Donald Freeman
School for International Training, Vermont, USA; Past President of TESOL International

Saturday, 11:30-12:20 Main Auditorium

A key challenge for any teacher to mesh her intentions-- what she plans for the lesson - and her students' expectations-- the way they are used to learning in the classroom. When that connection is made, classes usually 'work.' When it breaks down, we often see the problem as class management. In this talk, I want to reconsider this situation from the point of view participation: how to support student and teacher participation in lessons more fully. Since participation is critical to good language learning, successfully orchestrating this connection between what the teacher intends and what the students expect is key. I plan to examine 1) some key ideas about classroom participation; 2) how participation works-- and doesn't work--particularly in large classes, using data from a on-line research project, and 3) the everyday tools we have to improve the situation. I am particularly interested in how the textbook can be designed to create a common tool for teachers and students to 'get on the same page'.

About the Presenter

Donald Freeman is Dean of Graduate and Professional Studies in Language Teacher Education at the School for International Training, where he also directs the Center for Teacher Education, Training, and Research. He works regularly with teachers in various settings around the world to interrelate teacher development, school change, and student learning. He is a past president of TESOL, member of the Board of the TESOL International Research Foundation, and the International Advisory Council for the University of Cambridge ESOL Examinations (formerly UCLES). He is currently working on a major publishing project with Linda Lee, and Kathleen Graves, for McGraw-Hill.

Sunday's Plenary Address:

The Resourceful Teacher:
Ways of Helping Teachers to Help Themselves

Dr. Brian Tomlinson
Leeds Metropolitan University, Leeds, UK

Sunday, *11:00-11:30* Main Auditorium

The Teacher as a Rich Resource

The presentation will give examples as to how teachers can help their students by:

- Generating positive energy in the classroom
- Stimulating enthusiasm and response
- Acting as performers
- Using a personal voice
- Using their own lives as materials
- Acting as participants in class activities
- Being supportive and constructive in response
- Being creative in their use of the learning environment
- Exploiting learning opportunities
- Selecting appropriate materials
- Adapting materials
- Developing materials
- Setting achievable challenges
- Stimulating and guiding their students to be resourceful

Helping the Teachers to Help Themselves

The presentation will propose the following ways in which teacher development programmes can help teachers to be resourceful:

- Problem solving tasks
- Simulations
- Peer mentoring
- Encouraging reflection
- Stimulating creativity
- Materials development

About the Presenter

Dr Brian Tomlinson is Reader in Language Learning and Teaching at Leeds Metropolitan University where he is Head of the Post-Graduate, Research and Consultancy Unit of the Centre for Language Study. He has also worked in Nigeria, Zambia, Vanuatu, Indonesia, Japan and the UK and he is the Founder and President of MATSDA, the international materials development association. He has given presentations in over forty countries and he has published numerous articles and books, including Discover English, Openings, Superbird and Materials Development in Language Teaching. His new book Developing Materials in Language Teaching has just been published by Continuum Press.

Saturday Featured Speaker (Concurrent Session 1)

Teaching English to Young Learners : A Professional Challenge

Dr. Caroline Linse
University of North Carolina, USA

Saturday, *2:00-2:50* Auditorium 206

All over the world more and more programs are being set up to teach English to younger and younger children. Too often ministries of education and private language schools rush to implement ELT young learner programs without carefully considering all of the issues involved. There are numerous challenges that we, as TESOL professionals, must address in order to have programs which are both linguistically and pedagogically sound.??? The purpose of this session is to share the questions that should be raised regarding ELT programs for young learners.?

About the presenter

Caroline Linse has spent the past three years as a Fulbright lecturer at Minsk State Linguistic University in Minsk, Belarus.? She has worked in Second and Foreign Language programs, for young learners,?in the United States, American Samoa, Mexico, Latvia and Korea. She has also delivered workshops in over?a dozen different countries.?? She is the co-author of two textbook series published by Macmillan ELT- Fingerprints, a program for 3-5 year olds; and Treasure Town a program for 6-12 year olds.? Caroline is especially interested in helping teachers implement child centered instruction.

KOTESOL

Saturday Featured Speaker (Concurrent Session 2)

The Power of the Internet in the ESL Classroom

David Sperling
Creator of Dave's ESL Cafe, formerly at CSU Northridge, USA

Saturday, 2:00-2:50 Main Audiorium

Dave Sperling will discuss the powerful and exciting possibilities in using technology in the ESL classroom, as well as the challenges facing teachers in the 21st century. During the presentation Dave will demonstrate how students can learn English and meet friends from all corners of the world, and show how teachers can encourage students to take advantage of the Internet to improve their skills in reading, writing, listening, speaking, grammar, vocabulary, idioms and slang.

About the presenter

Dave Sperling lives in Los Angeles, California with his wife and two children. He is the creator of the well-known ESL/EFL website, Dave's ESL Cafe, as well as the author of 'The Internet Guide for English Language Teachers,' Dave Sperling's Internet Guide,' and 'Dave Sperling's Internet Activity Workbook.' Dave began his teaching career in Asia in 1985, where he taught several years in Japan, Thailand, and Vietnam. After returning to the United States, Dave completed his MA in Applied Linguistics at California State University, Northridge in 1995, and began teaching in their Intensive English ESL Program. He runs Dave's ESL Cafe full-time.

Saturday Featured Speaker (Evening)

The ELT curriculum, IT and Learner Autonomy

David Nunan
University of Hong Kong, Hong Kong

Saturday, *5:00-5:50* Auditorium 206

In this presentation I will look at some of the ways in which Information Technology can add value to the curriculum, from planning, through implementation to evaluation. Key points made in the presentation will be illustrated with reference to a number of projects being carried out within the English Centre at the University of Hong Kong. These include the use of IT for course management, the use of text and voice chat classrooms for online instruction, and the use of web-based portfolios for assessing student outcomes. Advantages and disadvantages of these initiatives will be presented and discussed.

About the presenter

David Nunan is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong, positions he has held for ten years. David Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis. His recent publications include *Second Language Teaching and Learning* (Heinle: Thomson), Knowledge and discourse (Longman), and Practical English Language *Teaching* (McGraw-Hill). His textbook projects include ATLAS: *Learning Centered-Communication,* Go For *It! Expressions,* and *Listen In, second edition* all published by Heinle & Heinle / Thomson Learning Publishing.

Saturday Featured Speaker (Concurrent Session 1)

Humor in the Classroom: Don't Make Me Laugh.

Dr. Lin Lougheed
Founder of Instructional Design International, Inc. USA

Sunday, 1:00-1:50 Auditorium 206

Humor. Can a textbook be funny? Can a teacher be a comedian? Does humor help students learn English? Does it help a teacher teach? Will it make you a better person? We'll explore the many types of humor.? We'll talk about where we find humor, what value it might have, if any, and what its effects might be, if any.? We'll see what the research says and then, as always, do what we want.

About the Presenter

Lin Lougheed has been involved in EFL since 1967 as a student at UCLA. He earned his doctorate at Teachers College, Columbia University and received two Fulbright awards before becoming a full-time text book author. Dr. Lougheed is a past member of the TESOL Executive Board and has served the organization as Chair of two special interest groups: Teaching English Internationally and Materials Writers. Dr. Lougheed has written over 35 EFL/ESP texts, including several TOEFL and TOEIC preparatory courses.? He is also the host of Dr. Lougheed's Business English, a radio show in China.? He rarely smiles.

Saturday Featured Speaker (Concurrent Session 2)

Language Planning: An Effective, Eommon Sense Tool

Marc Helgesen
Miyagi Gakuin Women's University, Sendai, Japan

Sunday, 1:00-1:50 Auditorium 106

Louis Pasteur said, "Chance favors the prepared mind." Yet often we demand instant production. (Teacher: Pairwork. You're A. You're B. Here's the task. TALK!). The result: Students say the easiest thing possible. Language Planning (LP), a common sense alternative, gives learners tasks to think about what they want to say and how to say it. These include mental preparation, pronunciation awareness, personalization and choice. There are several clear benefits of language planning:

- increased fluency. Students think through what they want to say so they are able to speak more smoothly.
- increased complexity. Knowing what they want to say, they can do so more exactly.
- increased accuracy. Learners have been through it once so they are often able to say it more correctly.

This activity-based workshop will share practical LP activities with particular attention as to ways to add LP to textbooks that do not include such tasks.

About the Presenter

Marc Helgesen has led teacher development workshops throughout Asia and has been a featured speaker at Korea TESOL, JALT and Thai TESOL. He is an author of over 100 articles and textbooks including the English Firsthand and Workplace English series (Longman) and Active Listening (Cambridge). Marc is professor in the Dept. of Intercultural Studies, Miyagi Gakuin Women's University, Sendai. He also teaches in the MA TESOL program at Columbia University Teachers College - Japan program.

Saturday Morning Presentations 9:00am-10:50am

Room	9:00-9:20	9:30-9:50	10:00-10:20	10:30-10:50
102		**Frederik Stark** *Managing Large Classes*		
103			**Kelly Peake** *Developing Language through Sociolinguistics*	
107	**Stephen Davies** *Learner Development: A Longitudinal Study of Learning Strategies*		**Kornwipa Poonpon** *Integrating Reading Project into Course Evaluation*	
108	**Aston University**		**Don Makarchuk** *Learner Response to Portfolio Use in A Speech Class*	
109	**Rupert Atkinson** *Interference: Conceptual Differences between Korean and English*		Scott Miles *Dictionary Use by Language Students: Are Your Students Getting the Most Out of Their Dictionaries?*	
114	**Melanie van den Hoven** *Teaching Culture - Approaches, Goals and Resources*		**Cont...** *Teaching Culture - Approac hes,Goals and Resources*	
115	**Gerry Lassche** *Basic Survival*		**Gerry Lassche & Soyeon Lee** *Dealing with Silence: Facilitating Participation through Structure*	
116	**Internet Access for Conference Goers Check your email, surf the net …**		**Anne Gardon** *Auxiliary Language Programs for International Schools*	
212	Peter Edwards, Shin-hye Kim, & Sybill Baker *Willingness to Communicate among 4000 Korean Learners*		**Jennifer Wharton & Yoneko** *Content-Based Language Instruction for Asian ESL Students*	
223	**Simon Dixon & Christopher Campbell** *Financial Planning for the Teaching Profession*		**Scholastic Educational Consultant** *Creating Literacy Instruction*	
226	**Tech Asset**		**Amanda Cant** *The Blackboard: An Old Friend Revisited*	
OUP Room 202			**Patrick Goldsmith** *Making Multimedia Magic*	
Pearson Room	**Janice Reis Lodge** *Sing, Spell, Read & Write 2004*		**Grant Kempton** *The High Level Learner is Wicked!*	
Aud. 206			**Lin Lougheed** *Preparing Students of All Levels for the TOEIC® Test*	

Learner Development:
A Longitudinal Study of Learning Strategies
Stephen Davies
Miyazaki International College, Japan
9:00-9:50 Room 107

This paper discusses the development and use of specific reading strategies. It aims to answer these questions: (a) What strategies do learners use when they read? (b) How do these reading strategies change and develop over time?

The method of research was self-reporting through the use of think-aloud protocols. Students were asked to guess unknown vocabulary items, complete cloze tests and answer comprehension questions. Then they gave explanations for their answers. These explanations were tape-recorded. The results indicate that reading strategies are more complicated than is generally acknowledged in the literature. Some of the other findings are controversial and challenge conventional beliefs about reading. It is hoped that participants will be willing to discuss these results and their implications for the teaching of reading.

Aston University
9:00-9:50 Room 108

Interference: Conceptual Differences between Korean and English
Rupert M J Atkinson
Academy of Korean Studies, Korea
9:00-9:50 Room 109

This paper outlines the reasoning behind some of the mistakes that Koreans make when studying English in Korea and aims to show that some are due to the conceptual differences that exist between Korean and English. Conceptual differences are explained as gaps in knowledge, such as where the target language has additional structures in its syntax, lacks particular structures, or entertains different ways of thinking in pragmatic terms.

Interference is often dismissed as being mistakes made due to the inappropriate application of grammatical rules. However, on analysis, many errors are the predictable result of conceptual differences. It is therefore possible to show a direct relation between the native L1 and the L2 language produced. Therefore, the hypothesis is made that the sooner the conceptual differences are overcome, the faster the interlanguage of the students will develop. Some ideas to overcome conceptual differences are also suggested.

Teaching Culture-
Approaches, Goals and Resources
Melanie van den Hoven
Sookmyung Women's University, Korea
9:00-10:50 Room 114

Many EFL teachers would like to teach culture but have questions about how to do this effectively. This presentation will guide teachers to assess students' attitudes toward cultural difference as the basis for planning culture lessons and selecting appropriate resources. Using Milton Bennett's Developmental Model of Intercultural Sensitivity (DMIS), teachers can

assess their students' stage of intercultural sensitivity in order to clarify the appropriate teaching goals that can promote students' development to the next stage. This presentation will describe the approaches teachers can take for students at all stages of intercultural sensitivity and will provide examples of culturally-based language activities and resources for each stage. These materials are specifically designed to address the needs of Korean EFL students, which can be adapted for various international contexts.

Basic Survival
Gerry Lassche
Moonyedang, Korea
9:00-9:50 Room 115

Spoken language texts are very different than written ones. Yet often these texts are presented and practiced in the language classroom with an identical methodology. In this presentation, a summary of some of these textual differences will be offered. How these differences translate into effective teaching practice will be demonstrated with reference to the Basic Survival textbook. One important difference, that listening requires several levels of meaning comprehension, will be explored in special detail. Excerpts from Basic Survival will serve to illustrate how teachers can exploit texts more deeply to encourage student listening development at these various comprehension levels.

Willingness to Communicate among 4000 Korean Learners
Peter Edwards & Shin-hye Kim
Keimyung University, Korea

Sybil Baker
Yonsei University, Korea
9:00-9:50 Room 212

High English proficiency in Korean society promises economic and social rewards. Yet Koreans often avoid using English communicatively, indicating low levels of willingness to communicate (WTC). What contact situations and personal factors correlate with WTC? How can teachers increase WTC among learners?

Research on intergroup contact and its effects on SLA, specifically in Asia, along with WTC research, led to a need for an in-depth and wide-range study in a focused context such as Korea. This research centers on a longitudinal series of over 30 interviews of Koreans with above average English ability, which led to a 50-item questionnaire administered to over 4000 freshmen at two differently ranked Korean universities. Based on the findings, the presenters will suggest ways to increase WTC in an EFL context.

Financial Planning for the Teaching Profession
Simon Dixon & Christopher Campbell
Towry Law International (Japan) Ltd.
9:00-9:50 Room 223

The Towry Law Group was founded in 1958 to offer advice on personal financial planning. Over

the past 45 years, the company has grown to become one of the largest firms of independent financial advisers in the UK and offshore market, with offices covering Asia, Europe and the Middle East.

Towry Law International is one of the oldest distributors of mutual funds and international wealth management advice in the International market, with over 230,000 clients and funds placed of approximately US$10 billion.

Our service is without obligation, providing ethical and professional advice to clients from all walks of life.

Tech Asset
9:00-9:50 Room 226

Sing, Spell, Read & Write 2004
Janice Reis Lodge
Pearson Education Korea
9:00-9:50 Pearson Room 225

One of the most effective teaching strategies and a powerful learning aid to developing phonemic awareness is the use of music in the classroom. The link between music and Language development is supported by modern research. Research has shown that music arouses the brain by providing patterning experiences that will improve retention. In other words, music helps you to remember! A program that integrates music with teaching speaking, reading, listening, and writing skills will create successful learners of the English language. This presentation will explore the topics of phonics, music and kinesthetic learning with the four skills. Activities will be drawn from Sing, Spell,

Read & Write a tried and tested program from the US

SATURDAY 9:30-10:50

Managing Large Classes
Fredrik Stark
Kyungnam University, Korea
9:30-10:50 Room 102

In many ELT environments, it is not uncommon for teachers to be responsible for managing classrooms with 40, 60, or even 100 or more learners in them. This workshop will examine the impact of such large classes on learner-centered and task-based instruction. In the first part, we will reconsider the dynamics of the large-class environment and review the steps involved in successfully organizing a large group of people into small groups. In the second part, we will discuss effective ways to assign and supervise learning tasks as well as ways to handle routine management duties when working with large numbers of learners. Insights of participants will be compared with those of the presenter, who teaches large university EFL classes in Korea.

SATURDAY 10:00-10:50

Developing Language through Sociolinguistics
Kelly Peake
Kanda University for International Studies, Japan
10:00-10:50 Room 103

This presentation will describe a content-based course on language and society taught at Kanda

University of International Studies in Chiba, Japan. The course focuses topics such as borrowed words, varieties of English, language standards, and views of the native speaker. The presenter will argue that by learning about such topics, learners increase their awareness of their own use of language and their role as language users, and that this increased awareness is a key factor in helping students become successful language practitioners. To support this argument, the presenter will show samples of course materials and student work, as well as students' comments on the course. Suggestions will also be offered as to how teachers can make the most of the resources that all students have access to as language learners and how these can be incorporated into the curriculum.

Integrating Reading Project into Course Evaluation
Kornwipa Poonpon
Khon Kaen University, Thailand
10:00-10:50 Room 107

In Thailand, the educational reform emphasizes in part the teaching and learning methods that enable students to acquire knowledge by themselves both in class and outside class with teacher guidance and facilitation. This study focuses on how a reading project is integrated into reading course as part of evaluation. It aims to find out how a reading project works for students and how students react and think about their own project. The participants were 54 third-year, English-major students at Khon Kaen University. The results from the study were fruitful and supportive for self-study and self-evaluation in reading course.

Learner Response to Portfolio Use in a Speech Class
Don Makarchuk
Kyonggi University, Korea
10:00-10:50 Room 108

This session will report on a small-scale study of an alternative form of assessment in a South Korean university context. Alternative assessment is typically defined in opposition to standardized testing, and has uses beyond assigning scores to students. These might be, for example, to gauge student learning with an eye to providing feedback on the effectiveness of teaching activities or as a way of selecting items for remedial work.? The study involves the use of learner portfolios in a public speaking class. The primary purpose of the study was to determine whether portfolio use was perceived by the learners as a beneficial addition to their coursework, and, in turn, to provide guidance as to whether to make portfolios a permanent component of the course. The findings reveal a generally positive attitude toward portfolios despite the extra work involved in completing them, and support the inclusion of portfolios in future classes.

Dictionary Use by Language Students: Are Your Students Getting the Most Out of Their Dictionaries?
Scott Miles
Nexus, Korea
10:00-10:50 Room 109

The dictionary is perhaps the most basic language learning resource. However, surprisingly few ESL students know how to use a dictionary and the results of this lack of knowledge do more to obstruct language learning than most teachers realize. This presentation will discuss such as issues as bilingual versus monolingual dictionary

use and common dictionary use mistakes that hamper students learning. The presentation will also cover dictionaries made specifically to meet ESL/EFL learners' needs. The presenter will be using the Macmillan Essential Dictionary to illustrate these issues.

Dealing with Silence:
Facilitating Participation through Structure
Gery Lassche & Soyeon Lee
Ajou University & ECC Suwon, Korea
10:00-10:50 Room 115

When we try to get our students to communicate more actively in the classroom, we are sometimes met with polite silence. It is easy to blame our students, chalking it up to their alleged Korean shyness or evaluations of little language ability. As teachers, though, we could be creating the potential for this outcome by the way we structure our activities. In this presentation, I will present ideas for increasing student participation in the classroom. Some of the issues covered will include student collaboration, specificity of roles and context, and the clarity of instructions.

Extensive Reading and the Language Learner
Anne Gardon
Seoul Foreign School, Korea
10:00-10:50 Room 116

This presentation outlines the distinctions between extensive and intensive reading. This outline then leads into a description of ESL students' use of language learner literature and extensive reading in order to develop an additional language.

In addition, this presentation hopes to promote teachers' awareness of the existence of ESL readers as well as the benefits of having ESL students use an ESL library for independent, extensive reading. This particular presentation can be of value to both teachers at international school as well as teachers at language schools.

Content-Based Language Instruction for Asian ESL Students
Jennifer Wharton & Yoneko Narita
TransPacific Hawaii College, USA
10:00-10:50 Room 212

Research documents that international students acquire English language skills more effectively when a content-based approach is utilized (Murphy & Stoller, 2001; Pally, 2000). This paper discusses a variety of content-based ESL courses in areas such as film, community service, intercultural communication, travel industry management, and health studies. Although the content courses address different topic areas, all aim to enhance students' ability in the fundamental academic English skills of reading, writing, listening, and speaking. Instructors develop curriculum that include lecture listening and note-taking tasks, reading activities, group discussions, oral presentations, composition skills, and test taking strategies.

This presentation will 1) discuss the advantages of using content-based ESL instruction, 2) describe the various content courses currently being taught at the authors' academic institution, 3) provide some practical activities that can be adapted to any content-based course, and 4)

encourage participants to share their own experiences and ideas about content-based instruction.

Creating Literacy Instruction
Scholastic Educational Consultant
Scholastic Inc.
10:00-10:50 Room 223

What teachers accomplish with students today may actually prevent reading difficulties and change students attitude toward learning. Teachers must equip students with foundational language and literacy skills. This session will help you choose appropriate materials to create an effective literacy classroom.

The Blackboard: An Old Friend Revisited
Amanda Cant
Macmillan, Korea
10:00-10:50 Room 226

The Blackboard: an old friend revisited.
We have a number of prepared materials that we use in our classrooms to provide a balanced core of activities. However, the most creative resource we have is us, the teacher. In this session we will look at the possibilities that exist for all of us to use the board in developing a range of quick, flexible, easy to organize and effective activities.

Making Multimedia Magic
Patrick Goldsmith
Oxford University Press Korea
10:00-10:50 OUP Room 202

The Oxford Student's Multimedia Dictionary makes using a dictionary a rewarding experience. There is a 'Genie' to explain idiomatic English like "Mary sent John packing," an automatic spellchecker, and pronunciation for every headword. Concepts like the greenhouse effect and longshore drift are explained by animations, and there are thousands of interactive pictures to clarify meaning. The 3-D Search, Games and Exercises sections provide useful additional material to help students perfect their language skills, whether they are working on their own or with a teacher, and these activities can also be printed out for use in class.

The High Level Learner is Wicked!
Grant Kempton
Fencom Media, Korea
10:00-10:50 Pearson Room 225

Many teachers find high-level learners very demanding. This can be very frustrating for teachers. However, there are ways in which we can re-motivate our learners to show the same commitment for learning as they did at lower levels and, at the same time, encourage take responsibility for their won learning. This issue will be discussed during this presentation and will offer suggestions on how to make your learners more successful and will show how the Longman Dictionary of Contemporary English can help you make your learners less wicked.

Preparing Students of All Levels for the TOEIC®Test
Lin Lougheed
Fencom Media, Korea
10:00-10:50 Auditorium 206

The newly revised *Longman Preparation Series for the TOEIC Test* is a three level course that provides comprehensive preparation for low, intermediate and advanced level students. All there volumes combine to give students invaluable exposure to the formats and directions of actual tests, while providing proven strategies for success, along with a wealth of practice opportunities. Join the author of the series as he presents both proven and new features of the new *Longman Preparation Series for the TOEIC® Test* and discover the ingredients of successful TOEIC ® test preparation.

Welcome to KOTESOL

If you are a resident of <u>Gangwon Province</u> we would love to see you at our next chapter meeting.

Our chapter meetings are usually held on the first Saturday of the month alternating between two locations, Hallym University in Chuncheon and the Sokcho Education office. Our next meeting will be on *November* 1st at *Hallym University*. Meetings begin at 2:30 and offer a wide range of presentation and discussion topics related to English language teaching.

We cordially invite you to attend to meet other teachers and share ideas.

For more information contact : gangwonkotesol@hotmail.com
or call chapter president, **Ryan Cassidy at:033-248-2917**

Opening Ceremonies
Main Auditorium

Saturday Plenary Address

Creating a Framework of Classroom Participation

Donald Freeman
School for International Training, USA

Main Auditorium

A key challenge for any teacher to mesh her intentions-- what she plans for the lesson-- and her students' expectations-- the way they are used to learning in the classroom. When that connection is made, classes usually 'work.' When it breaks down, we often see the problem as class management. In this talk, I want to reconsider this situation from the point of view participation: how to support student and teacher participation in lessons more fully. Since participation is critical to good language learning, successfully orchestrating this connection between what the teacher intends and what the students expect is key. I plan to examine 1) some key ideas about classroom participation; 2) how participation works-- and doesn't work-- particularly in large classes, using data from a on-line research project, and 3) the everyday tools we have to improve the situation. I am particularly interested in how the textbook can be designed to create a common tool for teachers and students to 'get on the same page'.

Saturday 1:30pm-1:50pm

Room	1:30-1:50
102	**Mika Kiriura** *Integrating Study Strategies in ESL/EFL Classroom*
103	**Heidi Vellenga** *Practical Pragmatics: How to Teach Politeness*
107	**Incho Lee** *Criteria for Selecting EFL Reading Materials*
108	**Rube Redfield** *Introducing and Assessing PIBT*
109	**Ali Akbar Ansarin** *Nongeneric Use of the Definite Article the by Persian Learners*
114	**Joyce Chou** *Implementing WebQuests with English Language Teaching*
115	**Ryuji Harada** *Distributing Audio-visual Materials through Intraclassroom Network System*
116	**Internet Access for Conference Goers: Check your email, surf the net ···**
212	**Joyce Chou** *Implementiing WebQusets English Language Teaching*
223	**Paul Joyce** *Student's Vocabulary Knowledge and Communicative Test Performance*

Publisher and Organization Exhibit

KOTESOL Chapters, SIGs (Special Interest Groups), and KTT (KOTESOL

Teacher Training)

Rooms 203 & 204 (All conference)

Employment Center
Room 213 (All conference)

Integrating Study Strategies in the ESL/EFL Classroom

Mika Kirimura & Yuka Iijima
International Christian University, Japan
1:30-1:50 Room 102

Developing students' college study skills may still be an uncommon topic in the ESL/EFL context; however, it is one of the most important areas that could empower first-year university students to establish foundation of their academic study. This presentation will introduce topics such as time management skill that were well received by students of an intensive English program in a Japanese university. The course syllabus, lesson plan, and sample work by students will be shown to illustrate 1) how they identified their weaknesses and strengths in the current strategy use, 2) how they sought for solutions to cope with their weaknesses considering their learning styles, and 3) how they implemented the new strategies and analyzed their effectiveness. Student feedback suggests that this course has raised the awareness of strategy use. Administering such course in ESL/EFL seems important to maximize the overall academic input and improve language skills among students.

Practical Pragmatics: How to Teach Politeness

Heidi Vellenga
Saginaw Valley State University; Northern Arizona University, USA
1:30-1:50 Room 103

The ways in which politeness is expressed vary among languages. Despite several studies in the areas of interlanguage and cross-cultural pragmatics (e.g., Kasper & Blum-Kulka, 1993; Hudson, Detmer & Brown, 1995; Takahashi & Beebe, 1993), researchers in applied linguistics have called for more empirical studies in the area of interlanguage pragmatics (Bardovi-Harlig, 2001; Kasper & Rose, 2000).

This paper discusses instructional techniques in pragmatics for learners in four speech act types: apologies, complaints, refusals and requests. Learners need a framework for understanding the new language's politeness system. Classroom activities focused on distinguishing and producing polite and impolite speech acts using a variety of second language instructional techniques including contrastive analysis, consciousness raising, input flood, controlled practice and explicit instruction.

Students exhibited greater speech act proficiency and pragmatic awareness following instruction. Teaching ideas, lesson excerpts, sample activities and suggestions for materials which can be easily integrated into existing courses will be provided.

Criteria for Selecting EFL Reading Materials

Incho Lee
University of Washington, USA
1:30-1:50 Room 107

This paper suggests criteria for selecting EFL reading materials, especially considering Korea's historical and social situations. Criteria are developed based on the notions of multiculturalism (the U. S. National Association for Multicultural Education, 2003), social responsibility (Berman, 1997; Hansen-Krening & Mizokawa, 2001), visibility (Lee, 2003), and global citizenship (Banks, 1996). Criteria include 1) inclusiveness 2) diverse perspectives, 3) alternative epistemologies, 4) social construction of knowledge, 5) social responsibility, 6) social justice, and 7) self-knowledge.

Introducing and Assessing PIBT

Rube Redfield
Osaka University of Economics, Japan
1:30-1:50 Room 108

This paper introduces PIBT, a new approach to teaching EFL composition in college classes. PIBT procedures will be detailed, and the first year pilot program statistically analyzed, measuring both its effectiveness in improving general EFL proficiency and in improving measurable writing skills.

PIBT is based on extensive in-class writing, interspersed with reading and reading enhancement activities. It is a learn through doing rather than a learn through instruction type approach to the composition class. Learners spend sixty minutes of a typical ninety-minute class engaged in writing, going through a progression of controlled, semi-controlled, and free writing activities. Writing skills are taught inductively, through the readings presented in each class. PIBT is a very learner intensive, teacher friendly approach to composition for EFL learners. The exact classroom procedures will be presented, as well as the results of a formal pilot program evaluation.

Nongeneric Use of the Definite Article "the" by Persian Learners

Ali Akbar Ansarin
Tabriz University, Iran
1:30-1:50 Room 109

Nongeneric use of the English definite article is one of the problematic areas of foreign language learning for Persian speakers. In this study the subjects were placed in different proficiency groups based on the results of a Cambridge First Certificate in English test. The participants responded to an instrument which consisted of 91 sentences by inserting the definite article wherever needed. The results show that out of four nongeneric uses of the definite article, Cultural use continues to be a problem for all language proficiency groups irrespective of the language proficiency. Structural use and Textual use are the next problematic areas. Finally, Situational use is the least problematic area. It is implied here that learners first learn the situational and textual uses and then the structural and cultural uses. The results also confirm overuse of the cultural category by all groups with steady decrease by proficiency improvement. Finally, missing the obligatory use of the article does not seem to stop with proficiency

improvement. Pedagogically these findings could be incorporated into syllabuses.

The Attitudes of Korean Students to Learning English in Australia
Kang-Mi Lim
University of Sydney, Australia
10:00-10:50 Room 114

When Korean students come to Australia to improve their English they are faced with a totally different teaching/learning methodology. The existing approach to English teaching in Korea focuses on grammar and reading. Australian English teachers generally pursue a communicative language teaching approach, which engage learner in real communicative activities though pair work, role play and group work. Therefore, to improve the transition between Korean and Australian learning environments for Korean students, it would be useful to discover how Korean English learners perceive the different approach to English teaching in Australia. Thus the research undertaken attempts to gain an understanding of Korean students' perceptions of the differences between these learning environments, and the impact this difference upon have on their learning of English. Research finding could enable ESL teachers to gain a better understanding of these students, in turn contributing to their better learning of English.

Distributing Audio-visual Materials through Intraclassroom Network System
Ryuji Harada
Otsuma Women's University, Japan
1:30-1:50 Room 115

The author presents an expository account of an effective use of audio-visual materials through an intraclassroom network system. The core idea is distribution of materials to the students' computers in the form of audio-visual files. The students will engage in individual practice by playing back those files. This method will replace conventional booth tape recorders in language laboratories.

The author will introduce an example class activity called target listening, in which the students listen for some target information by sorting out the previously given information chunks. Availability of individual playback of the audio-visual materials is essential for this activity. Distribution of the files through the network easily undertakes this demand. The necessary computer operations are performed under the standard maneuvering of the OS and its multimedia player software, so no special skills or additional software investment are necessary either on the teachers' or students' parts.

Implementing WebQuests with English Language Teaching

Chiou-hui Joyce Chou
Jin-Wen Institute of Technology, Taiwan
1:30-1:50 Room 212

The Web is a resource and it offers genuine opportunities for EFL teachers and learners. Research shows that teachers who implemented CALL largely set their students' CALL activities in the context of the communicative approach. These activities focus on the authentic context of exercises, problem solving, and oral participation. According to Bernie Dodge, the creator of WebQuests at San Diego State University, a WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. This presentation focuses on the role that CALL teachers hold is still strong in assisting EFL students' learning and the implementation of authentic materials in a communicative approach classroom in EFL contexts. It will demonstrate how teachers can integrate WebQuests with language learning activities. An example of the presenter's WebQuest will be demonstrated. Some useful links to WebQuest design processes will be provided.

Students' Vocabulary Knowledge and Communicative Test Performance

Paul Joyce
Kanda University of International Studies, Japan
1:30-1:50 Room 223

Current approaches to communicative language testing tend towards favoring the assessment of vocabulary through whole texts and discourse items. Through using this type of test, it is not possible to systematically extrapolate learners' overall vocabulary size. With the increasing recognition of vocabulary as a fundamental component of English language proficiency, this presentation seeks to address this issue. Firstly, the presentation discusses the results of a survey of the breadth of over 400 university students' lexical knowledge through the Vocabulary Levels Test. The results have significant implications for both adjudging what vocabulary items should be included in communicative language tests, and for curriculum design. In the second part of the paper, there is a discussion of the correlation between the students' vocabulary knowledge, and their results in a communicative proficiency test. The test is university-level video mediated English test administered by a university to over 1600 students per year.

Featured Speakers Presentations

Teaching English to Young Learners: A Professional Challenge

Caroline Linse
University of North Carolina, USA

Auditorium 206

All over the world more and more programs are being set up to teach English to younger and younger children. Too often ministries of education and private language schools rush to implement ELT young learner programs without carefully considering all of the issues involved. There are numerous challenges that we, as TESOL professionals, must address in order to have programs which are both linguistically and pedagogically sound. The purpose of this session is to share the questions that should be raised regarding ELT programs for young learners.

The Power of the Internet in the ESL Classroom

Dave Sperling
Dave's ESL Caf'e, USA

Main Auditorium

Dave Sperling will discuss the powerful and exciting possibilities in using technology in the ESL classroom, as well as the challenges facing teachers in the 21st century. During the presentation Dave will demonstrate how students can learn English and meet friends from all corners of the world, and show how teachers can encourage students to take advantage of the Internet to improve their skills in reading, writing, listening, speaking, grammar, vocabulary, idioms and slang.

Saturday 3:00pm-4:50pm

Room	3:00-3:20	3:30-3:50	4:00-4:20	4:30-4:50
102	**Dorota Pacek** *Should EFL Give Up on Translation*		**Jake Kimball** *The Life of Games*	
103	**James Ranalli** *Teaching Lexis: Whats, Whys and Hows*		**Donald freeman & Minhee Kang** *Drawing on Experience*	
107	**Stephen Fergusson** *Card Games for Language Learning*		**Carol Kim & Eugene Spindler** *Children's Literature for Low-Level Adults*	
108	**David D. I. Kim** *Using the Qualitative and Quantitative Methods Together: Action Research Designs*		**Melanie Chitwood & Kirt Johnson** *Evaluating Oral Vocabulary Assessment in a University Proficiency Test*	
109	**Kirsten Helland** *Teaching about American Culture to Korean Students*		**Ji Yong Shim** *Interlanguage Pragmatics: Cross-Cultural Request Speech Acts*	
114	**Neil D.Williams** *Strategies for Teaching Reduced Forms*		**Eric Bredenberg** *Stand Out with Effective Lesson Planning*	
115	**Tony Schiera & Don Dysart** *Being in a Conversation*		**Phil Owen** *Hear-Say Activities for Vocabulary and Pronunciation*	
116	**Internet Access for Conference Goers Check your email, surf the net···**			
212	**Stephanie Ryalen** *Phonics Fun for the ELT Classroom*		**Tim Thompson** *Introduction to TPR-StorytellingInstruction for Asian ESL Students*	
223	**Gilly Dempster** *Smile Picture Dictionary - A New resource Dimension*		**Sallie Mirra** *How to Cross the TOEIC Bridge*	
226	**Clyde Fowle** *Exploring Reading Skills Development*		**Frank M. O'Brien** *Aim Higher Reading Comprehension & Test Achiever*	
OUP Room 202	**Elaine Cross** *Give Your Students the Know How for English*		**Charles Vilina** *Teaching English in a Child's World*	
Pearson Room 225	**Jan Totty** *Your Students Will Cheer for English*		**Grant Kempton** *Little Time? Lots of Opportunity!*	
Aud. 206	**Caroline Linse** *Treasure Town: A Course for Primary School Children*		**Dave Sperling** *Q & A with Dave Sperling*	

Should EFL Give Up on Translation?
Dorota Pacek
University of Birmingham
3:00-3:50 Room 102

Translation in the EFL classroom has been criticized (a) because of its identification with the grammar-translation method which has fallen into disrepute, and (b) because of the insistence in recent decades on using only the L2 in the classroom, an insistence encouraged by linguistic imperialism and commercial EFL interests. Teachers have been repeatedly told that translation is bad practice as it is a text-bound, non-interactive, demotivating, boring, and solitary activity which neither encourages interaction nor teaches students coping strategies in the foreign language. It is also attacked for wasting classroom time which can be used more productively on practicing L2. This paper will challenge the traditional arguments against translation in the language classroom. I will argue that there is in fact a place for translation in an EFL classroom, particularly in monolingual settings, and outline several areas where translation can become a useful tool for teachers.

Teaching Lexis: Whats, Whys and Hows
James Ranalii
Yonsei University's Foreign Language Institute, Korea
3:00-3:50 Room 103

Lexis has become an established part of the English-teaching landscape. Recent coursebooks and dictionaries are reflecting this new emphasis while at the same time applied linguistics continues to demonstrate how lexis is a fundamental - perhaps the fundamental - factor in language description and use. The changes are exciting but also potentially bewildering for teachers trained in a grammatical tradition. This presentation will touch on some of the major issues teachers must consider if they decide to incorporate lexis into their approach. The main questions we will focus on are: 1) What is lexis (as opposed to vocabulary)? 2) Why is it considered so important? and 3) What are some basic principles for teaching it? Participants will leave the workshop with a better idea of the challenges and possibilities presented by the "lexical revolution."

Card Games for Language Learning
Stephen Fergusson
Leaders English Institute, Korea
3:00-3:50 Room 107

As language educators are constantly presented with the newest innovative learning programs created with the most cutting edge information technology on the market, simple age-old learning tools are frequently tossed by the wayside. Often it is the learning tools that native English speakers used as children that provide the greatest resources. Cards are a fine example. A deck of fifty-two playing cards, available at your local convenience store, holds a wealth of language learning possibilities. In this workshop, you will be provided with fun interactive listening and speaking activities using card games, and you will be shown that learners from basic

starter level classes, to the most advanced, can be equally challenged through card games. You will also acquire the basic tools to return to your classroom and begin using card games to facilitate exciting opportunities for contextualized English speaking and listening.

Using the Qualitative and Quantitative Methods Together: Action Research Designs
David D. I. Kim
Konkuk University, Korea
3:00-3:50 Room 108

Can the qualitative or a quantitative method be used together? Yes, the use of a qualitative method often leads to the collection of data rich in detail and scope, while the quantitative method provides sharper data available to statistical manipulation. Both methods could be coordinated to hone in on your research objectives, one compensating for the shortcomings of the other. In this presentation, a summary of a research study incorporating both methods will be offered, demonstrating how both can be used to work in harmony.

Teaching about American Culture to
Korean Students
Kristen Helland
Seoul National University, Korea
3:00-3:50 Room 109

Recently ESL teachers at many universities in Korea have been asked to teach content courses on American culture. Naturally, questions arise about what is American culture and what is the best way to teach about culture. For many Korean students, their exposure to American culture is limited to Hollywood movies, TV sitcoms, pop music, and fast food. What can we as ESL teachers do to help them get beyond superficial stereotypes?

In this workshop, the presenter will introduce the curriculum of an American Culture course she has taught for four years at Seoul National University. Based on her research in the American Studies field and her background in anthropology, the course uses a thematic, interdisciplinary approach that draws on literature, music, art, and history. The course is designed to help students arrive at a deeper understanding of America culture while developing academic skills of reading, writing and discussion.

Strategies for Teaching Reduced Forms
Neil D. Williams
Kyung Hee University, Korea
3:00-3:50 Room 114

One of the major problems that ESL learners encounter is the speed at which native speakers talk. ESL teachers generally speak somewhat slower and articulate more while they are teaching. They are also sympathetic listeners to their students. However, when the students encounter "real" English spoken outside the classroom, it is frequently spoken so fast that it may not even sound like the language they have been learning. One of the reasons for this difficulty lies in the fact that native speakers of English constantly minimize their pronunciation using what is often termed "weak forms" or "reduced forms." Thus "going to" sounds like "gonna," "want to" sounds like "wanna," etc.

This presentation offers some strategies for helping ESL learners improve their listening comprehension of natural, relaxed English.

Being in a Conversation
Tony Schiera & Don Dysart
Sunchon National University, Korea
3:00-3:50 Room 115

We've all had our students practice dialogs, but how do we measure success? Are the students really communicating by recreating the dialog? In this workshop, participants will explore ways to encourage students to focus on what is being communicated in a dialog, as well as look at what is going on in the conversation beyond the words: essentially examine "state of being." By directing students to the speakers' state of being two things happen: first, students can begin to focus more on communicating in a real and effective way, therefore, relying less on a verbatim, and often boring, recitation of the words. Second, students can explore how inflection and intonation often change the meaning of words.

Phonics Fun for the ELT Classroom
Stephanie Ryalen
Scholastic
3:00-3:50 Room 212

Teachers with every level of phonics experience will enjoy this practical presentation with fabulous fun activities to help children develop alphabet recognition, build phonemic awareness and more. As an introduction to these very useful classroom strategies and lessons, this session will discuss the phonics background that every teacher needs for the primary classroom. Questions

and participation are welcome.

Smile Picture Dictionary ?
A New Resource Dimension
Gilly Dempster
Moonyedang, Korea
3:00-3:50 Room 223

There are many ways children learn. They have a huge capacity to remember and question the world. We can help them do this, we can "fuel" and "stimulate" their thirst for knowledge. How? By giving them good "tools" to learn from. The Smile Picture Dictionary is a resource book that will help broaden a child's vocabulary and heighten their sense of wonder. The combination of clear, vibrant photographs and stimulating activities brings a new dimension to vocabulary resources. Using examples, today's presenter will show that this specific dictionary certainly gives students a reason to SMILE.

Exploring Reading Skills Development
Clyde Fowle
Fencom Media, Korea
3:00-3:50 Room 226

This session will look into the main skills intermediate learners need to develop to become flexible readers. Participants will start by considering the reading skills that their learners need to acquire to achieve this. Approaches to teaching a variety of reading skills such as skimming, scanning, inferring meaning will be looked at. Example texts, from a variety of sources, drawing on real world issues with accompanying tasks to develop learners' reading

skills will be demonstrated and discussed. Teachers will leave the session with ideas on how they can systematically build their learners' reading skills. The paper will draw on the materials from Macmillan's three level reading course for Asian learners Reading Keys.

Give Your Students the KnowHow for English
Elaine Cross
Oxford University Press Korea
3:00-3:50 OUP Room 202

A well-balanced approach to teaching English is similar to a well-balanced diet: both are essential to healthy and sustained development. Oxford University Press' comprehensive English program, English KnowHow, gives students a complete approach to language learning including skills, lexis, conversation, grammar and much much more. Unique sections on independent-learner development and language analysis give an added edge, and the open, approachable layout is just icing on the cake! Within a unit, each learning byte is separated into manageable segments, meaning teachers can easily navigate the course according to their students' needs. This also helps to make the course highly flexible depending on the teacher, students, and teaching environment. English KnowHow provides a balanced and intelligent approach to language learning, and no matter what your particular teaching style, it has a little something special for everyone.

Your Students Will Cheer for English
Jan Totty
Fencom Media, Korea
3:00-3:50 Pearson Room 225

Hip Hip Hooray is a new multi-level primary course that makes learning English fun by using classic storylines. The course also uses a variety of components and techniques for making the classroom experience effective, meaningful and enjoyable for students and teachers alike. These include flash cards, audio CDs, posters, and character puppets. In addition, HHH has strong phonics and grammar strands, lots of TPR (Total Physical Response) and songs and is correlated to Penguin Readers. Strong teacher support is also provided in the colorful and easy to use Teacher's Edition.

Treasure Town:
A Course for Primary School Children
Caroline Linse
Moonyedang, Korea
3:00-3:50 Auditorium 206

Children in grades 1-6 need a language rich EFL program that contains stories, interesting academic content, hands-on activities and context embedded grammar. "Treasure Town" is such a program designed with Korean children in mind. Each unit introduces pupils to child-centered language. At the upper levels children are presented with grammar charts which will give them the foundation to do excellent work in middle school, secondary school and later to excel when they take university entrance exams. The purpose of this session is to present "Treasure Town." The presentation will focus on

the different components and how easy the program is to use.

SATURDAY 4:00-4:50

The Life of Games
(Young Learner SIG Presentation)
Jake Kimball
ILE Academy, Korea
4:00-4:50 Room 102

In this workshop we will work in groups to determine the best use of games in YL classes. In part I, we will discuss the pros and cons of games; in part II, we break into groups and complete tasks aimed at improving the quality of games; in part III we will share our responses to the tasks. The focus of this task-oriented workshop is in improving the way we implement games in the classroom. Anyone interested in the nature of games is welcome to attend!

Drawing on Experience
Donald Freeman & Minhee Kang
School for International Training (SIT)
4:00-4:50 Room 103

This presentation introduces participants to SIT's approach to reflective, experiential learning. Through work with a technique called "drawing on experience," participants will have an opportunity to examine how they conceive of learning in their classrooms and how they approach their teaching on that basis. We will use the technique to further explore what it means to be a reflective practitioner. Participants will also have a chance to ask about SIT's graduate, certificate, and diploma programs.

Children's Literature for Low-Level Adults
Carol Kim
Chang-Shin College, Korea

Eugene Spindler
Hannam University, Korea
4:00-4:50 Room 107

The use of children's literature in the presenters' classes has noticeably increased the students' acquisition of vocabulary, accuracy in pronunciation, confidence in reading aloud and speaking, and writing and listening ability. In adult classes, however, children's literature must be selected carefully for a number of reasons, one of which is obviously age-oriented interest, but interest is only one of the criteria suggested by W.B. Elley and B. Berlyne. The presenters also consider illustrations and familiarity of context to be important in text selection. They are confident that a small number of carefully-selected books, requiring a minimal investment, can suffice to provide even the most limited budget with a great range of classroom utility.

Evaluating Oral Vocabulary Assessment in a University Proficiency Test
Melanie Chitwood & Kirk Johnson
Kanda University of International Studies, Japan
4:00-4:50 Room 108

As standards for achievement are being quantified regarding verbal output, it is necessary to determine if these standards are being accurately measured. This paper analyzes data gathered from the oral section of the Kanda English Proficiency Test (KEPT), which is administered biannually to approximately 2,000

university students. Scores are assigned to students while they are engaged in a small peer-group, prompt-focused conversation where, unlike the traditional Oral Proficiency Interview, evaluators observe English production without interaction with the test takers. Two trained evaluators measure student verbal output across five descriptor bands: pronunciation, fluency, grammar, vocabulary, and communicative skills. This study focuses singularly on the vocabulary descriptor band, and it determines if trained evaluators effectively distinguish and assess student vocabulary production. Analyses are conducted to determine if students are assigned scores comparable to their produced vocabulary, or if evaluators are deceived by extraneous factors.

Interlanguage Pragmatics:
Cross-Cultural Request Speech Acts
Jiyoung Shim
Passaic County Community College, USA
4:00-4:50 Room 109

This study explores the nature of request strategies shared by Korean learners of English. In the first section of the study, the response from an open-ended discourse completion test (DCT) was analyzed to see if there were any distinctive features characterizing two different groups: Korean learners of English and native speakers of English. In the second section, the interlanguage data provided by two Korean learners of English was closely examined.

The results show that 1) in general, both Korean and English speakers highly preferred a conventionally indirect request strategy; 2)

social distance and dominance between the speaker and the listener seem to play an important role when the speaker makes a request; and 3) there is evidence of non-native performance or even pragmatic failure in request strategies by Korean speakers.

The findings of this study add to the small, but growing body of research on cross-cultural speech acts and interlanguage pragmatics.

Stand Out with Effective Lesson Planning
Eric Bredenberg
Thomson Heinle, Korea
4:00-4:50 Room 114

Concerned that your students are just not getting it? How can you know for sure that you are being effective? This interactive workshop shows how projects can fit into a standard lesson plan while incorporating all skills in a fun and productive way. Four levels, colorful, easy-to-use Stand Out uses its Team Projects, Lesson Planner, Activity Bank reproducibles, and Test Generator to make teaching easier and fun!

"Hear-Say" Activities for Vocabulary and Pronunciation
Phil Owen
Kunsan National University, Korea
4:00-4:50 Room 115

Hear-Say activities are enjoyable classroom activities which help students focus on pronunciation points or review vocabulary while working only in English. They are easy for a teacher to produce, reusable, and adaptable to various class levels and situations. In this

workshop we will see what they are, how they work, and how varied they can be. We will also try our hands at creating some examples.

Introduction to TPR-Storytelling
Tim Thompson
Samsung Foreign Language Training Team, Korea
4:00-4:50 Room 212

This presentation introduces the seven steps of TPR-Storytelling, or TPR-S, as developed by Blaine Ray. Many foreign language teachers are familiar with Classical TPR (Total Physical Response), but after a short time of using TPR, they ask, "Then what?" TPR-S answers this question and is the perfect complement to the early phases of TPR. Dynamic and engaging, TPR-S leads students directly into true language creation. Used successfully in the public schools in the U.S.A., TPR-S develops both fluency and accuracy. Grammatical features such as articles and prepositions are internalized directly through a process of acquisition of the target language, not merely through traditional learning. This means that teachers spend less time explaining grammar, and students spend more time communicating. Discover a variety of materials and resources that can help you bring TPR-S into your classroom.

How to Cross the TOEIC Bridge
Sallie Mirra
McGraw-Hill, Korea
4:00-4:50 Room 223

Taking the TOEIC test can be intimidating for students. This presentation discusses the new

TOEIC Bridge Test as the best way to introduce students to the TOEIC test, and to build effective test taking skills. The presenter will focus on the differences between the TOEIC and TOEIC Bridge tests, will recommend which test to use with different student groups and will demonstrate practical tips you can teach your students for success in the TOEIC or TOEIC Bridge tests.

AIM! Higher:
Reading Comprehension & Test Achiever
Frank M. O' Brien
Kyobo, Korea
4:00-4:50 Room 226

AIM! Higher: Reading Comprehension - This discussion will focus on how to incorporate a variety of language acquisition techniques through the use of a reading comprehension series (i.e. AIM! Higher Reading Comprehension Series from Houghton Mifflin). These techniques include a fourfold approach?passive acquisition through listening and reading, and active acquisition through speaking and writing. These reflect the trend in ESL education towards a more Language Arts approach, which this series in particular can be of help through its emphasis on "reading skills" versus "reading still." Also, will include recommendations for how to flexibly incorporate this series to fit various curricula.

Test Achiever - This will be a general overview of the need for more interdisciplinary approaches in ESL instruction. As more and more students develop their basic English skills, they seek to challenge themselves through varied mediums.

One particular way to do this is through Standardized test materials that gauge not merely Language Arts, such as vocabulary and reading comprehension, but includes math skills with a particularly focus on reading problems.

Teaching English in a Child's World
Charles Vilina
Oxford University Press Korea
4:00-4:50 OUP Room 202

The world of children is one of vivid imagination, pure creativity, and boundless energy. As teachers of English, we have an open invitation to enter that world with the gift of a new language. With practical tools such as thematic lessons, patterned chants and playful songs, as well as activities that encourage cooperation, we can offer our students a joyful and memorable experience every time they enter our classrooms. Presented by Charles Vilina, co-author of Magic Time (published by Oxford University Press), an EFL course for children experiencing English for the first time.

Little Time? Lots of Opportunity!
Grant Kempton
Pearson Education Korea
4:00-5:00 Pearson Room 225

Students want qualitative and quantitative results yesterday! They also think they can do this just on four hours a week, and sometimes even less. This sort of attitude sometimes makes us tear our hair out. However, if time and input is carefully managed, even four hours a week may be enough. In this seminar the issues of time constraints and unreasonable student demands will be discussed and by

looking at Cutting Edge, ways of achieving maximum effectiveness proposed.

Q & A with Dave Sperling
Dave Sperling
Dave's ESL Cafe
4:00-4:50 Auditorium 206

For this session Dave Sperling will be available to take questions from the audience on online ESL/EFL materials, using and developing such materials, and maintaining such materials as he has been doing since 1995 with his pioneering Dave's ESL Cafe at www.eslcafe.com. He will also answer questions related to preparing and using Internet activities and possibly questions of a slightly more personal note.

Saturday 5:00pm-5:50pm

Room	5:00-5:50
102	**Paul Mead** *Practical Suggestions for Large Class Management*
103	**Gena Bennett** *Elements for Designing an ESL/EFL Course*
107	**Gerry Lassche** *Just the Facts? Exploiting Texts for Literacy Development*
108	**Tory Thorkelson** *Konglish in the Classroom : The Teacher's Back Door*
109	**Steve Garrigues** *Teaching with Cultural Icons - Methods and Myths*
114	**Adam Turner** *Korean and English Rhetoric: Implications for Teaching Writing*
115	**Christine Watson** *The University of birmingham MA in TEFL by Distance Learning*
116	**Internet Access for Conference Goers: Check your email, surf the net ···**
212	**Sean Sutherland** *World Englishes and the Internet*
223	**Martin Nuttall** *Quality Above All*
226	**Steven Gershon** *Tips to Get Your Students Talking*
Pearson Room	**Jan Totty** *Extensive Reading with Penguin Readers*
Aud. 206	**David Nunan** *Featured Speaker - The ELT Curriculum, IT and Learner Autonomy*

Featured Speaker's Presentation

The ELT Curriculum, IT and Learner Autonomy

David Nunan
University of Hong Kong, Hong Kong

Auditorium 206

In this presentation I will look at some of the ways in which Information Technology can add value to the curriculum, from planning, through implementation to evaluation. Key points made in the presentation will be illustrated with reference to a number of projects being carried out within the English Centre at the University of hong Kong. These include the use of IT for course management, the use of text and voice chat classrooms for online instruction, and the use of web-based portfolios for assessing student outcomes. Advantages and disadvantages of these initiatives will be presented and discussed.

SATURDAY 5:00-5:50

Practical Suggestions for Large Class Management
Paul Mead
Dongju College, Korea
5:00-5:50 Room 102

Working with Korean students of very varied acquisition level in one class creates challenges for both student and teacher. In average class sizes of 30 students and above, ways must be found to deal with the absence in students of adequate phonological, syntactic and pragmatic knowledge. As well as this, the erroneous notion that Korean students have lots of grammar in their thinking must be taken into account, the normal shyness and sensitivity of young adults in large numbers must be allowed for and allowances for cultural differences between the native English speaker and their students must be factored in to classroom procedure. This workshop presentation looks at these aspects of teaching and learning in the Korean ESL classroom from as many angles as possible while giving some surprisingly old fashioned suggestions.

Elements for Designing an ESL/EFL Course
Gena Bennett & Eowyn Brown
Topia, Korea
5:00-5:50 Room 103

"What would language classes be without books, pictures, charts, and other aides? Yes, you could have conversations, role-plays, discussions, and chalkboard work, but much of the richness of language instruction is derived from supporting materials" (Brown 136).

Whether designing a single course or a collection of courses for an entire program, there are several elements which must be considered when designing an ESL/EFL course. The elements?placement procedures, materials, realia, presentation methods, activities, and assessment?must be considered on three levels: program, students, and teachers. When program designers, material writers, and classroom teachers are aware of these specific elements and the process through which they should be maneuvered, designing an ESL/EFL course becomes a feasible, educational, and enjoyable feat.

Just the Facts? Exploiting Texts for Literacy Development
Gerry Lassche
Ajou University, Korea
5:00-5:50 Room 107

The reading practice found in many textbooks used today merely develops literal comprehension of texts. This analysis of surface level facts and features is not enough to develop students' ability to use texts for meaningful exchanges with other students, and limits students' potential for creating their own texts for different situations and purposes. In this presentation, ideas for studying texts more deeply, in terms of developing critical and contextual awareness, will be discussed. Based on the methodology of the genre-based approach, attendees will get an introductory look into what kinds of information, from the word and phrase level through to the text level, can be exploited from texts. The presentation will show how to apply text exploitation with specific examples

found in currently-used Korean middle schools and high school textbooks.

Konglish in the Classroom:
The Teacher's Back Door
Tory Thorkelson
Hanyang University, Korea
5:00-5:50 Room 108

The presentation will be divided into 3 parts: Part 1: I will briefly summarize our most recent study - which looked at how raising the awareness of Koreanized English (or "Konglish") in Korean university students would affect their editing of a given text with regard to Korean or native English speaking audiences. Results showed that students edited quite differently depending on who the anticipated audience was. Part 2: I will provide some examples of activities I use in the classroom and explain why I came up with these and how I use them. Part 3: This will involve groups of participants who will discuss the "ifs", "whens" and "hows" of using Konglish in the EFL classroom. Groups will discuss the activities I gave them and their own ideas. Finally, I would like to give each group a chance to report what they came up with and answer any questions they may have.

Teaching with Cultural Icons ?
Methods and Myths
Steve Garrigues
Kyungbuk National University, Korea
5:00-5:50 Room 109

Every society has certain features that can be considered "cultural icons" - things that stand out as emblems of that society. These are often taken for granted, both among the members of

that society themselves and among those outside. Sometimes these cultural icons are universally recognized, and sometimes there are very different understandings, even misunderstandings, about them. Examples of cultural icons could include wine and the Eiffel Tower in France, hamburgers and the Statue of Liberty in the US, and kimchi and the DMZ in Korea.

This presentation has two aims. First it will be shown how a focus on cultural icons can be used as a method for teaching both English and cross-cultural understanding in the classroom. Specific approaches that have been developed over the past several years will be demonstrated in detail. Secondly, several cultural icons will be de-mythologized to show how common stereotypes are not necessarily reality.

Korean and English Rhetoric: Implications for
Teaching Writing (Writing SIG Presentation)
Adam Turner
Hanyang University International Language Institute, Korea
5:00-5:50 Room 114

Have you ever read an English essay from a Korean writer that was grammatically sound, but just didn't quite feel right? Difficult to follow? The field of contrastive rhetoric has given us new insights into important differences in the way cultures tend to organize information and persuade their audience. If the standards of the target language culture are not followed, a work can be judged poor or incoherent.

Knowledge of the structure of the Korean Ki-

Sung-Chon-Kyul essay, and Korean rhetorical patterns can help us teach our students to write more effectively for an English-speaking audience. The presenter will summarize important research findings and examine writing by learners to give practical tips for improving essays and papers. Handouts for classroom use will also be provided. In addition, the controversy and complexity of the issue of "standards" in an era of English as an International Language will also be explored.

The University of Birmingham MA in TEFL by Distance Learning
Christine Watson
David English House
5:00-5:50 Room 115

The University of Birmingham MA in TEFL/TESL is the most prestigious of its kind and has been run by distance in East Asia for nearly ten years. It can also be taken without leaving Korea, and with the support of local tutors. In this presentation, Christine Watson, the East Asian Coordinator will give an outline of the course and answer questions on it.

World Englishes and the Internet
Sean Sutherland
Kanda University of International Studies, Japan
5:00-5:50 Room 212

The English language is no longer the sole property of countries with long historical connections to English. Making English learners aware of the world's many varieties of English is often an interesting way to introduce

authentic English materials from a variety of sources into the language classroom. It may also help end learners' sometimes de-motivating habit of comparing their own English abilities with native-English speakers from what Braj Kachru has called Inner Circle countries: America, the United Kingdom, and so on.

The Internet provides a rich variety of materials with which to introduce learners to English in its many varieties. This paper will attempt to explain ways in which such materials can be found, prepared for use and presented to students in a language classroom.

Quality Above All
Martin Nuttall
Cambridge ESOL, UK
5:00-5:50 Room 223

The University of Cambridge ESOL Examinations is a world leader in internationally recognised assessments in English for Speakers of Other Languages, and tests more than 1.25 million candidates every year. Cambridge ESOL examinations include components which focus on all the major language skills, including the productive skills of speaking and writing. This presentation looks at the procedures developed by Cambridge ESOL to ensure that areas of assessment normally open to the subjective judgement of examiners are dealt with in a fair and reliable way, while maintaining an approach to testing which allows the candidates to complete relevant and challenging tasks which are appropriate to real-world uses of language.

Tips to Get Your Students Talking

Steven Gershon
Moonjin Media, Korea
5:00-5:50 Room 226

Successful conversation lessons are a combination of many things: engaging topics, useful language, practical tasks, well-honed methods, motivated students, and, yes, good timing. All teachers have their tried and trusty classroom techniques, but it's easy to get stuck in familiar, well-tried ways that are no longer so trusty. This workshop will offer some practical tips, from the coursebook English Upgrade and elsewhere, that can remind us why we do some of the things we do and refresh our classroom repertoire.

Extensive Reading with Penguin Readers

Jan Totty
Pearson Education Korea
5:00-5:50 Pearson Room 225

The goal of this workshop is to help teachers incorporate extensive reading (ER) into their classrooms through the use of Penguin Readers. In ER, students read large quantities of easy material in English. They read for general, overall meaning and for information and enjoyment. Students select their own reading material, and are encouraged to be selective about choosing material that appeals to their interests and ability level. They are also encouraged to expand their reading comfort zone-the range of materials that can be read with ease and confidence. The motto of extensive reading is reading gain without reading pain.

Featured Speaker's Presentation

The ELT Curriculum, IT and Learner Autonomy

David Nunan
University of Hong Kong, Hong Kong

Auditorium 206

In this presentation I will look at some of the ways in which Information Technology can add value to the curriculum, from planning, through implementation to evaluation. Key points made in the presentation will be illustrated with reference to a number of projects being carried out within the English Centre at the University of hong Kong. These include the use of IT for course management, the use of text and voice chat classrooms for online instruction, and the use of web-based portfolios for assessing student outcomes. Advantages and disadvantages of these initiatives will be presented and discussed.

Sunday 9:00am-10:50am

Room	9:00-9:20	9:30-9:50	10:00-10:20	10:30-10:50
102	**University of Cambridge ESOL Examinations**		**Rupert Atkinson** *Target Language Translation: Teaching English Using Korean*	
103		**Kip Cates** *Teaching EFL and Global Issues through Simulations*		
107	**Rube Redfield** *Do Kanji Reading Skills Transfer to L2?*	**Incho Lee et al.** *Global Issues in Language and Literacy*		
108		**Andrew Finch** *Peer-assessed Freshman English: It's Up to You!*		
109	**Atsushi Asai** *Phonetic/Phonological Awareness in EFL Classes*	**David Shaffer, Peter Nelson, Steve Garrigues, & David D. I. Kim** *Research Q & A panel Workshop: Asking the Researchers (R-SIG Sponsored)*		
114	**Aston University**		**Jake Kimball** *Graphic Organizers*	
115	**Towry Law International (Japan) Ltd**		**Ian A. R. Martin** *Essential Steps to Fluency*	
116	**Internet Access for Conference Goers Check your email, surf the net···**			
212	**Stephanie Ryalen** *Creating Classroom Libraries*		**Gilly Dempster** *Peekaboo - Find Teddy and Success!*	
223	**Nexus**		**Scholastic Educational Consultant** *Reading Fluency Guide*	
226	**Tech Asset**		**Steven Maginn** *Building Cross-Cultural Awareness and Understanding*	
OUP Rm. 202	**Charles Vilina** *Making American Headway Work for You*		**Joseph Shaules** *Identity: Cultural Themes to Get Students Talking*	
Pearson Room 225	**Vivian Shantz** *Teaching Grammar with Style*		**Janice Reis Lodge** *Scott Foresman Reading*	
Aud. 206	**Caroline Linse** *Fingerprints: A Kindergarten and Preschool Course*		**Lin Lougheed** *Learn to Listen for Life and for TQEIC /TOEFL*	
Aud. 106			**David Nunan** *Five Steps to Listening Success*	

SUNDAY 9:00-9:20

Do Kanji Reading Skills Transfer to L2?
Rube Redfield,
Osaka University of Economics, Japan
9:00- 9:20 Room 107

Krashen (2002) stated that L1 reading skills automatically transfer to the L2. He indicated that this holds true for all language groups, including presumably, Kanji languages such as Korean and Japanese. As far I as know however, the hypothesis has not been tested empirically for Kanji languages. In order to test this canonical assumption, 61 Japanese college freshmen were tested in EFL reading and asked in survey form about their native language reading habits. Correlations between the reading scores and the survey items were extremely low, indicating that for these learners at least, L1 readings kills do not in fact seem to automatically transfer to L2 reading. Implications of the study, as well as potential design flaws, will be discussed. This presentation should be of interest to reading teachers and theorists.

Phonetic/Phonological Awareness in EFL Classes
Atsushi Asai
Daido Institute of Technology, Japan
9:00-9:20 Room 109

Phonetic/phonological perception seems to depend on cultural/linguistic characteristics. As well known, onomatopoeias depend on the first language. For example, the bark of dogs is described as bow-wow in English but wan-wan in Japanese. We can find such differences in sound expressions. The awareness of such differences could be an effective gateway for EFL students to learn English with interest. The presenter has surveyed the characteristics of phonetic/phonological cognition mainly in America and Japan. The result of an aural input and literal output experiment shows distinct differences in the cognition between English and Japanese speakers. Korean has a rich vocabulary of onomatopoeic expressions. This phonetic/phonological approach could be applied to EFL classes in Korea.

SUNDAY 9:00-9:50

University of Cambridge ESOL Examinations
9:00-9:50 Room 102

Aston University
9:00-9:50 Room 114

Towry Law International (Japan) Ltd.
9:00-9:50 Room 115

Creating Classroom Libraries
Stephanie Ryalen
Scholastic
9:00-9:50 Room 212

Access to English language books and audio allows children to practice reading, improve vocabulary and expand their knowledge of the world around them. This session will explore a variety of high-interest titles for students of all age levels. Activities, games and suggestions for classroom set-up will provide valuable, practical classroom library tips that you won't want to miss. Questions and participation are welcome.

Nexus
9:00-9:50 Room 223

Tech Asset
9:00-9:50 Room 226

Making American Headway Work for You
Charles Vilina
Oxford University Press Korea
9:00- 9:50 Room 202

The 4-skills Headway series by Liz and John Soars (published by Oxford University Press) has become one of the best-selling adult EFL courses in Asia to date. Headway's newest edition, American Headway, now offers all the benefits of the original series with the cultural and linguistic features of American English. The presenter, with 16 years of teaching experience in Asia (and 6 years using Headway!), explores ways in which teachers can use American Headway as a tool to optimize learning and direct students toward practical applications of what they have learned.

Teaching Grammar with Style
Vivian Shantz
Pearson Education Korea
9:00-9:50 Pearson Room 225

The new edition of the very popular grammar series by Betty Azar continues to build on its reputation as a leading authority in grammar while incorporating new, communicative features that allow for flexibility and variety of teaching and learning styles.
Join the presenter and discover crisp yet comprehensive grammar explanations coupled with varied practice that includes fun,

interactive activities. The presenter will also demonstrate invaluable teaching and learning resources that you can access at the Grammar Exchange website.

Fingerprints:
A Kindergarten and Preschool Course
Caroline Linse
Moonyedang, Korea
9:00- 9:50 Auditorium 206

Very young, pre-school children can have fun learning English and gain important academic readiness skills at the same time. The purpose of this session is to introduce Fingerprints, a preschool EFL program designed to give young children a jumpstart on learning English. The program provides children with a well-balanced early childhood education program and the teachers with a wide variety of student-centered activities. The program is very comprehensive and each levels includes a CD, student book, workbook, math readiness workbook and reading readiness workbook. There is also a comprehensive teacher's resource book.

SUNDAY 9:30-10:50

Teaching EFL and Global Issues through Simulations
Kip Cates
Tottori University, Japan
9:30-10:50 Room 103

The English classroom can be more than just a place to practice language skills. It can also be a "window to the world" where students learn about global issues and what can be done to solve

them. This workshop will explain how to incorporate a global perspective into your English teaching through content-based simulations designed around global issue themes. The presenter will first discuss the advantages for language teachers of using simulations from such fields as global education and peace education. Participants will then have the chance to experience a variety of EFL simulations designed around global issue topics, and to discuss how these could be adapted to their own teaching. The workshop will finish with a question and answer session where participants can voice their concerns and share their experiences of teaching English through global issues and simulations.

Global Issues in Language and Literacy
Incho Lee, Donald T. Mizokawa, Nancy Hansen-Krening, Mary Beth Canty, University of Washington, USA
9:30-10:50 Room 107

The panel discussants explore English language reading materials from diverse points of view, including 1) global perceptions of self and others inherent to Korean high school English textbooks (Lee), 2) cross-cultural motivation (Mizokawa), 3) the role of multicultural and ethnic specific children's literature in identity development (Hansen-Krening), 4) multicultural literature specifically for preschool through middle school students in the U. S. (Canty), and 5) U. S. grade students' reading through multiculturalism (Aoki).

Discussion covers English language and literature education in Korea, China, and the U.

S., and targets for teachers and teacher educators for preschool through college students. The target audience will benefit greatly from this discussion because it provides diverse perspectives toward the English language and literature education developed in other countries, including Korea, and connects them to social and political situations rather than seeing the language only as a static problem to overcome.

Peer-Assessed Freshman English:
It's Up to You!
Andrew Finch
Kyungpook National University, Korea
9:30- 10:50 Room 108

This workshop presents an interactive, student-centered, project-based approach to Freshman English. Based on 12 years of TEFL experience in Korea, this program focuses on the development of cognitive, affective, and social learning skills, facilitating growth of self-esteem, motivation, positive attitudes, and language learning. Using student-directed needs analyses, self/peer-assessment, and other reflective tools, the course encourages problem-solving, creative thinking, collaboration, and critical analysis, in a non-threatening learning environment. This involves putting the student in the driving seat in terms of identifying learning needs, taking responsibility for achieving those needs and reflecting on the effectiveness of the study process. The task of acquiring language is the student's responsibility, and the role of the teacher is to facilitate the learning process.

The workshop will explain this approach, by examining representative activities in the Student

Workbook and the Class Journal, and reflecting upon ways in which theory and practice are combined.

Research Q & A Panel Workshop:
Ask the Researchers (R-SIG Sponsored)
Panel Members:
David Shaffer
Chosun University, Korea

Peter Nelson
Chung-Ang University, Korea

Steve Garrigues
Kyongbuk National University, Korea

David D. I. Kim
Konkuk University, Korea
9:30-10:50 Room 109

Have you ever thought of what it would be like to have a captive group of experienced researchers address your every query about starting/conducting/reporting research projects? Well, this workshop makes available to you an assembly of research veterans with expertise in a variety of research related areas to answer all your questions (e.g., literature search, methodology, statistics, psychometrics, theoretical background, publication procedures, etc.), from the most basic (What is action research, and how do I go about doing it?) to the little more complicated (What research design, qualitative or quantitative, and why?) and everything in between.

Target Language Translation:
Teaching English Using Korean
Rupert M J Atkinson
Academy of Korean Studies, Korea
10:00-10:50 Room 102

Developing writing skills by having Korean students translate Korean stories into English may seem an antiquated approach. However, the criticism of translation is usually targeted towards translation into one's own language, not into the target language, as I advocate. I have found Target Language Translation to be an excellent stepping-stone to better writing. Further, the work done can be developed into other useful activities.

In the beginning, students feel as though thrown in the deep end but soon realize that they can translate short Korean stories. Over time, various techniques can be employed to prevent direct translation, and support activities also help develop speaking, and listening skills. A typical lesson might contain writing, reading out aloud, re-telling from memory, listening to the teacher tell the story, and asking questions about the story. With this method, it is amazing how much English can be produced in one lesson.

Graphic Organizers
(Young Learner SIG Presentation)
Jake Kimball
ILE Academy, Korea
10:00-10:50 Room 114

Graphic organizers are visual tools for developing ideas and organizing information.

These tools can help students to become more efficient and independent. This workshop is aimed at teachers of all levels, including young learner teachers. First, a variety of graphic organizers will be introduced, along with some ideas for integrating them into classroom activities. We will then break into groups and practice using graphic organizers with a number of different assignments. Finally, we will end the workshop with a discussion of graphic organizer effectiveness and usability.

Essential Steps to Fluency
Ian A. R. Martin
Thomson Heinle, Korea
10:00-10:50 Room 115

Many intermediate level learners may have been taught in two ways. As if they were higher level beginners, with clear grammatical targets and individual pieces of knowledge, but unprepared for the fluency skills required at a more advanced level; or by being given the opportunity to talk more freely without knowing or learning enough of the vocabulary and patterns commonly used. Communication Strategies focuses on the vocabulary and expressions necessary for students to be able to talk about 30 general topic areas. The aim is to prepare students to talk about these, to prepare them for what they will be required to do at a more advanced level.

Peekaboo ? Find Teddy and Success!
Gilly Dempster
Macmillan, Korea
10:00-10:50 Room 212

What are little children made of? Natural boundless energy, wonder, creativity.

What do little children like ? Activities to tap into and utilise that energy, games and puzzles to feed that wonder, exercises to expand that creativity.

Peekaboo is a three level American English course that has all the "ingredients" to fulfill a young child's needs. Children learn best when they are busy with activities that are fun, manageable and in a familiar context. Today's presenter will use examples, from all three levels, to show how Peekaboo will engage your students and work for you.

Reading Fluency Guide
Scholastic Educational Consultant
Scholastic Inc.
10:00-10:50 Room 223

The National Reading Panel indicates that fluency instruction, practice, and assessment are essential for bridging the gap between word recognition and comprehension. Fluent reading requires speedy recognition of words, decoding accuracy, and oral expressiveness. This session will help teacher look at wide arrange of materials to build the fluency students need to succeed when learning English.

Building Cross-Cultural Awareness and Understanding

Steven Maginn
Macmillan, Korea
10:00-10:50 Room 226

Your culture is not just your country. It's what you do and how old you are. It's the things you like doing and the things you don't like doing. It's the way you talk and your education. It's about your friends, your family and your own character. This is your cultural identity.

This workshop looks at these issues through sampling a new integrated skills course that explores cultural values and attitudes, People Like Us. As well as learning about other cultures, you are invited to reflect on your own culture. In this way People Like Us helps build cross-cultural awareness.

Identity:
Cultural Themes to Get Students Talking

Joseph Shaules
Oxford University Press Korea
10:00-10:50 OUP Room 202

Culturally relevant themes such as values, politeness and gender roles interest many students and teachers, but these topics are usually abstract and hard to talk about. Identity takes a fresh, new approach to this dilemma. Individuals from various countries personalize cultural themes by talking honestly about themselves. Opinion-exchange activities and "culture questionnaires" then help students to do the same. This leads to real interaction that

develops not only communication skills, but increased intercultural awareness as well. Also, short readings profile well-known internationalists, giving students to a truly global view of culture and communication.

Scott Foresman Reading

Janice Reis Lodge
Pearson Education Korea
10:00-10:50 Pearson Room 225

"Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost". (Becoming a Nation of Readers: The Report of the Commission on Reading).

The road to reading success lies in the connection between phonemic awareness, phonics and spelling. Phonemic awareness helps children to hear words that begin, rhyme or end with the same sounds. Phonics helps children to see and hear similar letter-sound patterns in words they learn. Spelling patterns create familiar chunks of words that children can use to recognize words as they read. The ability to recognize words in a meaningful text helps promote reading fluency in young readers. This presentation will explore phonemic awareness training, phonics instruction and attention to spelling The use of materials and activities that promote the integration of phonemic awareness, phonics and spelling are taken from the Scott Foresman Reading program.

Learn to Listen for Life and for TOEIC/TOEFL
Lin Lougheed
Moonjin Media, Korea
10:00-10:50 Auditorium 206

Help your students develop the skills to understand general spoken English and score well on the listening sections of exams such as the TOEFL and TOEIC. Learning to Listen will teach students how to listen to spoken English, how to understand it, and how to make sense of what they hear. Learning to Listen uses audio sources similar to those on the TOEFL and TOEIC such as short conversations, recorded messages, reports and public announcements. Through pictures, charts, sequencing tasks, and other typical TOEFL/TOIC items, Learning to Listen will improve your students' ability to listen, understand, evaluate, and respond.

Five Steps to Listening Success
David Nunan
Thomson Heinle, Korea
10:00-10:50 Auditorium 106

This workshop presents five steps to developing successful listening skills. The steps are as follows: 1. Start with real-life texts and tasks; 2. Build schema; 3. Develop strategies; 4. Work from reception to production; 5. Assess progress
Each step will be explained, and a rationale for the step will be presented. Participants will then look at how the steps have been incorporated into a newly updated listening series Listen In, Second Edition. One of the features of the workshop will be the demonstration of an exciting new computer-based tool for assessing listening called based on the Examview program.

he **Employment Center** is please to announce it will continue to provide a room in which **KOTESOL** members who are seeking tertiary employment have an opportunity to meet with university recruiters.

Each year, between 10 and 20 universities send representatives to the conference, and schedule times for interviews with prospective applicants. And, of course, applicants get to know particulars of university departments within Korea.

*Please note that **KOTESOL** does not in any way whatsoever endorse prospective employers or its own members seeking employment; our function is limited to providing a service and room in which to meet.

If you are interested, please look for signs indicating the room location for the Employment Center. It is suggested that you have several copies of your resume, as well as evidence of having completed an MA, MS or MEd degree.

Sunday Plenary Address

The Resourceful Teacher: Ways of Helping Teachers to Help Themselves

Brian Tomlinson
Leeds Metropolitan University, Leeds, UK

Main Auditorium

The Teacher as a Rich Resource

The presentation will give examples as to how teachers can help their students by:
* Generating positive energy in the classroom
* Stimulating enthusiasm and response
* Acting as performers
* Using a personal voice
* Using their own lives as materials
* Acting as participants in class activities
* Being supportive and constructive in response
* Being creative in their use of the learning environment
* Exploiting learning opportunities
* Selecting appropriate materials
* Adapting materials
* Developing materials
* Setting achievable challenges
* Stimulating and guiding their students to be resourceful

Helping the Teachers to Help Themselves

The presentation will propose the following ways in which teacher development programmes can help teachers to be resourceful:
* Problem solving tasks
* Simulations
* Peer mentoring
* Encouraging reflection
* Stimulating creativity
* Materials development

Featured Speakers Presentation

Humor in the Classroom: Don't Make Me Laugh

Lin Lougheed
Instructional Design International, Inc., USA

Auditorium 206

Humor. Can a textbook be funny? Can a teacher be a comedian? Does humor help students learn English? Does it help a teacher teach? Will it make you a better person? We'll explore the many types of humor. We'll talk about where we find humor, what value it might have, if any, and what its effects might be, if any. We'll see what the research says and then, as always, do what we want.

Language Planning: An Effective, Common Sense Tool

Marc Helgesen
Miyagi Gakuin Women's University, Japan

Auditorium 106

Louis Pasteur said, "Chance favors the prepared mind." Yet often we demand instant production. (Teacher: Pairwork. You're A. You're B. Here's the task. TALK!). The result: Students say the easiest thing possible. Language Planning (LP), a common sense alternative, gives learners tasks to think about what they want to say and how to say it. These include mental preparation, pronunciation awareness, personalization and choice. There are several clear benefits of language planning: 1) Increased fluency. Students think through what they want to say so they are able to speak more smoothly. 2) Increased complexity. Knowing what they want to say, they can do so more exactly. 3) Increased accuracy. Learners have been through it once so they are often able to say it more correctly. This activity-based workshop will share practical LP activities with particular attention as to ways to add LP to textbooks that do not include such tasks.

Sunday 2:00pm-3:50pm

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103	**David D. I. Kim** *Curriculum Development for Teaching English Composition*		**Linda Fitzgibbon** *Dictagloss and Young Learners*	
107			**Jason Good** *Strategic Reading in the Early Years*	
108	**Gena Bennett** *Getting to Know Students Through Formative Evaluation*		**Hyun Ah Kim et al.** *Native Korean Speaker Using the EPT: Validation and Comparison with Newly Developed Test*	
109	**Lawrence White** *A Look at Authentic ATC English*		**David Shaffer** *Error Correction: Student Preferences and Research Findings*	
114	**Tech Asset** **Towry Law International (Japan) Ltd**		**Eric Prochaska** *Training Korean Writers to Use Peer Response*	
115	**Cheryl C. Y. Choe** *English Pronunciation Assessments: The Relationship Between Native Korean and Native English Speakers*		**James Trotta** *Developing Field Independence through Web-Based Homework*	
116	**Internet Access for Conference Goers: Check your email, surf the net ···**			
212	**Michael Roberts** *Writing Beyond the Classroom: Utilizing Internet Communities*		**Ben Duncan** *Theory to Composition: Internet EFL Writing*	
223	**Sallie Mirra** *Kid's Safari*		**Sallie Mirra** *Interactions/Mosaic and Integrated*	
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Dictogloss Revisited:
Language Acquisition vs. Language Assessment
Carol Kim
Chang-Shin College, Korea

Eugene Spindler
Hannam University, Korea
2:00-2:50 Room 102

Dictogloss is a grammar assessment technique developed by Ruth Wajnryb. In a dictogloss session students are read a passage aloud twice, and instructed to take notes, only, and then reconstruct the text from memory. Reconstructions are then assessed for use of grammar and accuracy in meaning (not accuracy in the sense of duplicating the dictogloss passage word for word). The presenters have attempted to modify dictogloss in their own classes in an attempt to encourage the acquisition of grammar and to introduce English phonology, focusing on unaccented words and syllables; thus, providing comprehensible input and encouraging language acquisition, as well as assessing it.

Curriculum Development for Teaching
English Composition (KTT Presentation)
David D. I. Kim
Konkuk University, Korea
2:00-2:50 Room 103

Are you on the verge of burning out from correcting your student writings? Writing is perceived as a single unitary process. This is a misperception. Writing involves the recruitment of many discrete component processes. For example, selecting the right word (vocabulary); embedding the right words in the right order in a sentence (grammar); considering the inter-relation of ideas within larger units of the composition (e.g., paragraph, sub-sections, overall composition; coherence and continuity), even to some extent, formatting of documents, among others. In this presentation, I will provide an outline of some of the component processes involved in writing, as well as, provide examples of practice exercises for practicing the separate component processes.

The Nature of Reading-based on
Schema Theory (KTT Presentation)
Dennis Kim
KTT (KOTESOL Teacher Training), Korea
2:00-2:50 Room 107

Teaching reading skills to EFL students involves unique problems and challenges at all conceivable levels of instruction. This presentation will examine some of these problems and challenges and offer a reading approach that motivates students while remaining practical for the classroom. Therefore, the presenter will show reading comprehension is the interaction between bottom-up and top-down processing.

English teachers working with EFL students will be greatly assisted by this reading approach with its motivating activities and very practical suggestions. This presentation will show how reading is an important language skill, and how reading activities can spice up your lesson plans. Participants will also learn techniques to build

and activate learner content schemata.

Getting to Know Students through Formative Evaluation
Gena Bennett
Topia, Korea
2:00-2:50 Room 108

An instructor cannot effectively teach a student without knowing the student's needs. The need to learn about our students, personally and academically, is met through formative evaluation. Formative evaluation is the moment-by-moment, incidental and intended judgments of students' performance; evaluative coaching and feedback on tasks designed to elicit performance, but not for the purpose of recording results. There are five methods of formative evaluation that we as teachers can use to ensure we identify and meet our students' needs: goal setting, personality profiling and learning style testing, dialogue journals, anecdotal records, and interest inventories. McPherson (1997) conducted research on action research by a teacher in her own classroom; her most important conclusion was "there is more to learning a language than learning language." These five formative evaluation methods allow us to learn about our students so that we can effectively help them learn about language.

A Look at Authentic Air Traffic Controller English
Lawrence White
Seoul Education Training Institute, Korea
2:00-2:50 Room 109

This paper will briefly introduce the field of English for Specific Purposes, how it applies to commercial airlines for instruction in Air Traffic Control-pilot communication, and the necessity of utilizing authentic material for instruction in this domain. It includes a field study which was conducted at the Chicago O' Hare International Airport in order to procure authentic material for investigation. The ATC controller-pilot transmissions were transcribed and examined for various linguistic features that could be problematic for these non-native English-speaking pilots. The rate of speech used by the Air Traffic Controllers was considered to be of key importance, and statistical analyses were performed on the data. The data were also subjected to concordance analysis to better identify their lexical composition. The paper concludes with a discussion of the results of the analyses, the limitations of the field study, and the implications of the findings.

Learner's Dictionaries
Michela Clari
Kyobo, Korea
2:00- 2:50 Room 114

EFL learners are advised to use dictionaries to support their learning. Dictionaries are no longer mere reference books, but valuable language learning tools offering many features that go far beyond basic decoding and encoding.

In this talk, we examine the reasons behind these developments, explore current trends in EFL lexicography, and offer strategies to help teachers and learners release dictionaries' untapped potential.

English Pronunciation Assessments: The Relationship Between Native Korean and Native English Speakers

Cheryl Choi
Kookmin University, Korea
2:00-2:50 Room 115

Woo & Lee (2000) showed that native Korean speakers were able to reliably assess the English pronunciation of Korean university students utilizing a newly developed assessment tool, the EPT-English Pronunciation Test (Kim & Margolis, 1999). This presentation will provide micro-analyses of native Korean speakers assessment of English pronunciation of Korean students. Specifically, focus will be upon a comparison of native Korean speakers and native English speakers assessment of the nine factors investigated in Kim & Margolis. Micro-analyses results suggest that micro-assessment of pronunciation features are less stable than global assessments.

Writing Beyond the Classroom: Utilizing Internet Communities

Michael Roberts
Catholic University of Korea, Korea
2:00-2:50 Room 212

This workshop explores practical and manageable ways of utilizing Internet communities to extend writing courses beyond the classroom. Starting with well-grounded CALL theory, I look at ways of providing students with authentic writing opportunities that allow them to engage in meaningful interactions with other students via the Internet. I discuss how teachers can manage and constructively guide these online communities in a way that focuses and encourages students. Also, understanding that teachers have limited time, I will explore ways that teachers can provide students with useful and interactive feedback in a time efficient way. The presentation stems from an Internet community that I developed for my writing classes, which helped to create a bridge between the classroom and the Internet.

Kids Safari

Sallie Mirra
McGraw-Hill, Korea
2:00-2:50 Room 223

With Kids' Safari, an exciting new six-level series for elementary school, students acquire basic structures and vocabulary in English as they become friends with delightful characters in their natural habitats. Each level takes students on a new adventure using the different settings of garden and forest, sea, rainforest, savannah, desert, and the polar regions.

Learning is enhanced with a wide range of stories and non-fiction readings, manual activities, lively songs, and projects that provide the opportunity to practice the four skills and recycle language. Students' imagination and creativity are stimulated as they role-play with puppets, move like different animals through motivating TPR

activities, and play a variety of games.

Kids' Safari provides young language learners with a perfect balance of fun and academic exercises to make the English classroom the place they want to be.

Surveys and Questionnaires for the Primary Classroom
Amanda Cant
Macmillan, Korea
2:00-2:50 Room 226

This session is intended to show what a rich area of activity surveys and questionnaires present us with. They have both a wide range of language applications and touch a great variety of topics. They are a wonderfully easy activity for us to organize and genuinely relevant to our young learners' lives and experience.

Working Wonders with Words
Patrick Goldsmith
Oxford University Press Korea
2:00-2:50 OUP Room 202

The Oxford Phrasebuilder Genie brings together the renowned Oxford Advanced Learner's Dictionary and the ground-breaking Oxford Collocations Dictionary for Learners of English in a single powerful application. The software can find words, idioms and phrasal verbs instantly when students point at them in web browsers or word processors. Students can be much more adventurous with their English, replacing bland words like nice and good with appropriate collocates. This

presentation aims to show how teachers can use this software to help them mark assignments and prepare classes, and how students can develop the confidence to write English at an advanced level.

Better Than Ever
Vivian Shantz
Pearson Education Korea
2:00-2:50 Pearson Room 225

What is a more powerful communication tool than integrating language into the four skills? What do you need from a series that integrates the four skills in a way that is both engaging and in-depth?
In this session the presenter will show how unusual yet global themes, critical thinking tasks and integrating reading with writing, and listening with speaking become powerful communication tools.
Discover the features that make the brand new second edition of the world-acclaimed NorthStar series even more user-friendly, motivating and cutting edge. New components include a video, a test-generating CD-ROM, and an enhanced Companion Website.

Elements of a Successful Internet EFL Activity
Dave Sperling
Dave's ESL Cafe
2:00-2:50 Auditorium 206

Dave Sperling will discuss how teachers can create successful EFL Internet activities for the classroom, computer lab, and homework assignments, with highlights from his book *Dave Sperling's Internet Activity Workbook.*

Towry Law International (Japan) Ltd.
3:00-3:50 Room 102

Dictagloss and Young Learners
Linda Fitzgibbon
Hankuk University of Foreign Studies, Korea
3:00-3:50 Room 103

Are you a teacher of young learners? Are you required to teach from a prescriptive textbook? Are you interested in increasing your students' use of English? If you answered 'yes' to any of these questions then this workshop, may help you make your classes more interesting.

Dictogloss is technically a dictation activity that resembles the retelling of a story. Students listen to the teacher read a short text, focus on remembering key ideas, and in small groups reconstruct the story. Sound like something for advanced adult learners only? Not so! In this workshop we will look at ways to adapt the traditional dictogloss technique for use with young learners. This technique promotes attentive listening and purposeful dialog in small groups. It allows students to reconstruct meaning in their own words from notes and from global understanding. This technique also can be used to teach grammar and cohesion in context. This workshop will give practical ideas on how to adapt your textbook with highly interactive dictogloss activities.

Strategic Reading in the Early Years
Jason Good
Houghton Mifflin Company
3:00-3:50 Room 107

What is a strategic reader? Why is it important to help our students to become strategic readers early on in life? This lecture focuses on strategic reading in the early years (Grade Pre-K to Elementary) and explores how these skills help students to become both proficient readers and successful learners.

By focusing on the six strategies of reading (plus 1), teachers can give their students the tools they need to be successful readers. The six strategies of reading (plus 1) are - 1. Decoding: 2. Predicting: 3. Monitoring and Clarifying: 4. Asking Questions: 5. Summarizing: 6. Evaluating: 7.Visualization (plus 1). A mastery of these strategies in the early years with continued disciplined study will ensure life long reading success for our students. This lecture will draw on the *Houghton Mifflin Reading* Series in its use of examples and suggestions.

Native Korean Speaker Using the EPT: Validation and Comparison with Newly Developed Test
Hyun Ah Kim, Mi-jeong Jeon, Kyung In Yoon, & David D. I. Kim
Konkuk University, TESOL Program, Korea
3:00-3:50 Room 108

Woo & Lee (2000) showed that native Korean speakers were able to reliably assess the English pronunciation of Korean university students utilizing a newly developed assessment tool, the

EPT-English Pronunciation Test (Kim & Margolis, 1999). This presentation will provide further validation of the Woo & Lee study with students from a TESOL program as assessors. Furthermore, the results of a separate study comparing the use of the EPT and a newly developed test to assess vowel and consonant sounds will be offered. The findings suggest that, as found in previous studies, native Korean speakers are able to reliably assess English pronunciation. Also, the assessment of consonant sounds were found to be reliable using both the EPT and the newly developed test, however, for the assessment of vowel sounds it was found that the EPT was much more reliable than the newly developed tests.

Error Correction:
Student Preferences and Research Findings
David E. Shaffer
Chosun University, Korea
3:00-3:50 Room 109

One of the questions facing every ESL/EFL teacher is how to correct oral errors and how much to correct. Researcher opinions vary widely on this: from no correction to extensive correction, from immediate to delayed correction, and from implicit to explicit correction. Language learners also have their own opinions on how and whether they wish to have their oral errors corrected by their teacher in the classroom setting. These opinions may be at odds with those of the experts, leaving the classroom instructor with more questions about error correction than answers.

This presentation presents classroom research results on the administration of several different types of error correction ? both implicit and explicit ? and compares them for effectiveness with each other and with an administration including no error correction. In addition, the results of student surveys on learner preference for different error correction methods are presented and compared with the experimental findings.

Training Korean Writers to Use Peer Response
Eric Prochaska
International Graduate School of English, Korea
3:00-3:50 Room 114

As Korean schools expand the role of English writing, EFL teachers are being called on to develop composition courses. One component of the composition curriculum often borrowed from L1 settings is peer response. Research in L2 peer response shows that peer response settings in which students are trained in peer response are most successful. However, we cannot expect students to be adequately trained simply by explaining the process to them: this training needs to be integrated into the curriculum over a period of time. Neither can we expect a teacher to be able to integrate peer response in their curriculum just because they used peer response as a student. The first step in implementing an effective system of peer response, then, is training the teacher of writing how to go about such a process. This session will prepare teachers to train their Korean EFL writers in using peer response.

Developing Field Independence through Web-Based Homework
James Trotta
Catholic University of Korea, Korea
3:00-3:50 Room 115

This presentation will consist of two parts. The first part will be an overview of Field Independence/Field Dependence (FI/FD), including definitions and reasons for encouraging both types of learning. The second part will explain various internet activites, all suitable for homework, that encourage learners to become more FI. Relationships between web-based homework and the classroom will be discussed in order to show how communicative classroom activities and web-based homework can complement each other.

Theory to Composition: Internet EFL Writing
Ben Duncan
Konkuk University, Korea
3:00-3:50 Room 212

This course will briefly discuss how compositional theory research in the planning process of essay writing differs between Eastern and Western cultures. But more importantly, we will see how English teachers can apply these theories to their Korean English learners through hands-on activities, worksheets, and web-based learning. We will discuss how to create activities, and models that best utilize these compositional rhetorics, with the hope of creating a functional website that will allow second language English learners to teach themselves the processes of English essay composition and evaluate their own learning.

Interactions/Mosaic and Integrated
Sallie Mirra
McGraw-Hill, Korea
3:00-3:50 Room 223

One of the best selling college ELT program, *Interactions & Mosaic, 4th edition* is back! Newly revised and expanded, *Interactions & Mosaic* has a lot more to offer. The comprehensive skills-based series guaranteed to prepare your ESL/ELT students for academic content. Through high-interest, content-based curriculum, the Interactions & Mosaic prepare students for this challenge through scaffold authentic input.

Mirrored from the successful college ELT program, the *Interactions & Mosaic series,* new *Interactions Integrated Skills* series was developed to integrate all skills; reading, listening & speaking, grammar and writing all in one single book! *Interactions Integrated Skills* is a theme based, three-level, four skills ESL/EFL series designed to prepare students for academic content.

Get inside English
Fowle Clyde
Kyobo, Korea
3:00-3:50 Room 226

Does English seem alien to your learners? Do they feel that classroom topics are not relevant to their interests? Do they lack confidence in expressing themselves in English? One way to help your learners get inside the world of English is to adopt a personalized approach to teaching that draws on the learners' experiences and

interests.

This demonstration will look at ways of: leading in to topics and texts through personalization tasks; personalizing language at the presentation stage; and getting students to speak personally on high-interest topics. A variety of techniques for obtaining a personal response from learners will be suggested, which can be used to adapt any coursebook or language teaching materials at a variety of levels.

Application Methods for an Integrated ESL Program
Soo-Youn Shim
Kinglish, Korea
3:00-3:50 Pearson Room 225

With so many education methodologies, materials, and curricula available today, it is inevitable that English teachers become over-loaded with information and confused in the process. Scott Foresman ESL introduces a balanced and integrated approach to language learning. By incorporating literature, cooperative learning methods, and an experience oriented learning approach, it successfully covers all grounds of a child's cognitive development stage as well. This presentation will show how the complete ESL program can successfully be applied to an EFL environment, and also demonstrate the different applications according to age group.

English Firsthand: Raising the Gold Standard
Marc Helgesen
Moonjin Media, Korea
3:00-3:50 Auditorium 206

English Firsthand is Korea's favorite coursebook. And, with the new gold edition, it just got better. Join the author to find out about the improvements in the new edition: Plan ahead (pre-task language planning activities, for accuracy, fluency and complexity), an expanded About you personalization section, three -minute conversation tasks, Your choice (a learner autonomy option), on-line homework activities and more. Your learners will learn more, firsthand!

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School for International Training, USA
Creating a Framework of Classroom Participation
Saturday Plenary 11:30-12:20 Main Auditorium

Freeman, Donald & Minhee Kang
School for International Training (SIT)
Drawing on Experience
Saturday 4:00-4:50 Room 103

Gardon, Anne
Seoul Foreign School, Korea
Extensive Reading and the Language Learner
Saturday 10:00-10:50 Room 116

Garrigues, Steve
Kyungbuk National University, Korea
Teaching with Cultural Icons ? Methods and Myths
Saturday 5:00-5:50 Room 109

Gershon, Steven
Moonjin Media, Korea
Tips to Get Your Students Talking
Saturday 5:00-5:50 Room 226

Goldsmith, Patrick
Oxford University Press Korea
Making Multimedia Magic
Saturday 10:00-10:50 OUP Room 202

Goldsmith, Patrick
Oxford University Press Korea
Working Wonders with Words
Sunday 2:00-2:50 OUP Room 202

Good, Jason
Houghton Mifflin Company
Strategic Reading in the Early Years
Sunday 3:00-3:50 Room 107

Harada, Ryuji
Otsuma Women's University, Japan
Distributing Audio-visual Materials through Intraclassroom Network System
Saturday 1:30-1:50 Room 115

Helgesen, Marc
Miyagi Gakuin Women's University, Japan
Language Planning: An Effective, Common Sense Tool
Sunday Featured 1:00-1:50 Auditorium 106

Helgesen, Marc
Moonjin Media, Korea

English Firsthand: Raising the Gold Standard
Sunday 3:00-3:50 Auditorium 206

Helland, Kristen
Seoul National University, Korea
Teaching about American Culture to Korean Students
Saturday 3:00-3:50 Room 109

Joyce, Paul
Kanda University of International Studies, Japan
Students' Vocabulary Knowledge and Communicative Test Performance
Saturday 1:30-1:50 Room 223

Kempton, Grant
Fencom Media, Korea
The High Level Learner is Wicked!
Saturday 10:00-10:50 Pearson Room 225

Kempton, Grant
Pearson Education Korea
Little Time? Lots of Opportunity!
Saturday 4:00- 4:50 Pearson Room 225

Kim, Carol, & Eugene Spindler
Chang-Shin College, & Hannam University, Korea
Children's Literature for Low-Level Adults
Saturday 4:00-4:50 Room 107

Kim, Carol, & Eugene Spindler
Chang-Shin College & Hannam University, Korea
Dictogloss Revisited: Language Acquisition vs. Language Assessment
Sunday 2:00-2:50 Room 102

Konkuk University, Korea
Using the Qualitative and Quantitative Methods Together: Action Research Designs
Saturday 3:00-3:50 Room 108

Konkuk University, Korea
Using the Qualitative and Quantitative Methods Together: Action Research Designs
Saturday 3:00-3:50 Room 108

Kim, David D. I.
Konkuk University, Korea
Curriculum Development for Teaching English Composition (KTT Presentation)
Sunday 2:00-2:50 Room 103

Kim, Dennis
KTT (KOTESOL Teacher Training), Korea
The Nature of Reading-based on Schema Theory (KTT Presentation)
Sunday 2:00-2:50 Room 107

Kim, Hyun Ah, Mi-jeong Jeon, Kyung In Yoon, & David D. I. Kim
Konkuk University, TESOL Program, Korea
Native Korean Speaker Using the EPT: Validation and Comparison with Newly Developed Test
Sunday 3:00-3:50 Room 108

Kimball, Jake
ILE Academy, Korea
The Life of Games (Young Learner SIG Presentation)
Saturday 4:00-4:50 Room 102

Kimball, Jake
ILE Academy, Korea
Graphic Organizers (Young Learner SIG Presentation)
Sunday 10:00-10:50 Room 114

Kirimura, Mika& Yuka Iijima
International Christian University, Japan
Integrating Study Strategies in the ESL/EFL Classroom
Saturday 1:30-1:50 Room 102

Lassche, Gerry
Moonyedang, Korea
Basic Survival
Saturday 9:00-9:50 Room 115

Lassch, Gerry
Ajou University, Korea
Just the Facts? Exploiting Texts for Literacy Development

Saturday 5:00-5:50 Room 107

Lassche, Gery & Soyeon Lee
Ajou University & ECC Suwon, Korea
Dealing with Silence: Facilitating Participation through Structure
Saturday 10:00-10:50 Room 115

Lee, Incho
University of Washington, USA
Criteria for Selecting EFL Reading Materials
Saturday 1:30-1:50 Room 107

Lee, Incho, Donald T. Mizokawa, Nancy Hansen-Krening, & Mary Beth Canty
University of Washington, USA
Global Issues in Language and Literacy
Sunday 9:30-10:50 Room 107

Lim, Kang-Mi
University of Sydney, Australia
The Attitudes of Korean Students to Learning English in Australia
Saturday 10:00-10:50 Room 114

Linse, Caroline
University of North Carolina, USA
Teaching English to Young Learners: A Professional Challenge
Saturday Featured 2:00-2:50 Audiorium 206

Linse, Caroline
Moonyedang, Korea
Treasure Town: A Course for Primary School Children
Saturday 3:00-3:50 Audiorium 206

Linse, Caroline
Moonyedang, Korea
Fingerprints: A Kindergarten and Preschool Course
Sunday 9:00- 9:50 Audiorium 206

Lodge, Janice Reis
Pearson Education Korea
Sing, Spell, Read & Write 2004
Saturday 9:00-9:50 Pearson Room 225

Lodge, Janice Reis
Pearson Education Korea
Scott Foresman Reading
Sunday 10:00-10:50 Pearson Room 225

Lougheed, Lin
Fencom Media, Korea
Preparing Students of All Levels for the TOEIC® Test
Saturday 10:00-10:50 Auditorium 206

Lougheed, Lin
Moonjin Media, Korea
Learn to Listen for Life and for TOEIC/TOEFL
Sunday 10:00-10:50 Auditorium 206

Lougheed, Lin
Instructional Design International, Inc., USA
Humor in the Classroom: Don't Make Me Laugh
Sunday Featured 1:00-1:50 Auditorium 206

Maginn, Steven
Macmillan, Korea
Building Cross-Cultural Awareness and Understanding
Sunday 10:00-10:50 Room 226

Makarchuk, Don
Kyonggi University, Korea
Learner Response to Portfolio Use in a Speech Class??
Saturday 10:00-10:50 Room 108

Martin, Ian A. R.
Thomson Heinle, Korea

Essential Steps to Fluency
Sunday 10:00-10:50 Room 115

Mead, Paul
Dongju College, Korea
Practical Suggestions for Large Class Management
Saturday 5:00-5:50 Room 102

Miles, Scott
Nexus, Korea
Dictionary Use by Language Students: Are Your Students Getting the Most Out of Their Dictionaries?
Saturday 10:00-10:50 Room 109

Mirra, Sallie
McGraw-Hill, Korea
How to Cross the TOEIC Bridge
Saturday 4:00-4:50 Room 223

Mirra, Sallie
McGraw-Hill, Korea
Kids Safari
Sunday 2:00-2:50 Room 223

Mirra, Sallie
McGraw-Hill, Korea
Interactions/Mosaic and Integrated
Sunday 3:00-3:50 Room 223

Nunan, David
University of Hong Kong, Hong Kong
The ELT Curriculum, IT and Learner Autonomy
Saturday Featured 5:00-5:50 Audiorium 206

Nunan, David
Thomson Heinle, Korea
Five Steps to Listening Success
Sunday 10:00-10:50 Auditorium 106

Nuttall, Martin
Cambridge ESOL, UK
Quality Above All
Saturday 5:00-5:50 Room 223

O' Brien, Frank M.
Kyobo, Korea
AIM! Higher: Reading Comprehension & Test Achiever
Saturday 4:00-4:50 Room 226

Owen, Phil
Kunsan National University, Korea
"Hear-Say" Activities for Vocabulary and Pronunciation
Saturday 4:00-4:50 Room 115

Pacek, Dorota
University of Birmingham
Should EFL Give Up on Translation?
Saturday 3:00-3:50 Room 102

Peake, Kelly
Kanda University for International Studies, Japan
Developing Language through Sociolinguistics
Saturday 10:00-10:50 Room 103

Poonpon, Kornwipa
Khon Kaen University, Thailand
Integrating Reading Project into Course Evaluation
Saturday 10:00-10:50 Room 107

Prochaska, Eric
International Graduate School of English, Korea
Training Korean Writers to Use Peer Response
Sunday 3:00-3:50 Room 114

Ranalii, James

Yonsei University's Foreign Language Institute, Korea
Teaching Lexis: Whats, Whys and Hows
Saturday 3:00-3:50 Room 103

Redfield, Rube
Osaka University of Economics, Japan
Introducing and Assessing PIBT
Saturday 1:30-1:50 Room 108

Redfield,, Rube
Osaka University of Economics, Japan
Do Kanji Reading Skills Transfer to L2?
Sunday 9:00- 9:20 Room 107

Roberts, Michael
Catholic University of Korea, Korea
Writing Beyond the Classroom: Utilizing Internet Communities
Sunday 2:00-2:50 Room 212

Ryalen, Stephanie
Scholastic
Phonics Fun for the ELT Classroom
Saturday 3:00-3:50 Room 212

Ryalen, Stephanie
Scholastic
Creating Classroom Libraries
Sunday 9:00-9:50 Room 212

Schiera, Tony & Don Dysart
Sunchon National University, Korea
Being in a Conversation
Saturday 3:00-3:50 Room 115

Scholastic Educational Consultant
Scholastic Inc.
Creating Literacy Instruction

Saturday 10:00-10:50 Room 223

Scholastic Educational Consultant
Scholastic Inc.
Reading Fluency Guide
Sunday 10:00-10:50 Room 223

Shaffer, David E.
Chosun University, Korea
Error Correction: Student Preferences and Research Findings
Sunday 3:00-3:50 Room 109

Panel Members: Shaffer, David E., Peter Nelson, Steve Garrigues, & David D. I. Kim
Chosun University, Chung-Ang University, Kyongbuk National University, & Konkuk University, Korea
Research Q & A Panel Workshop: Ask the Researchers (R-SIG Sponsored)
Sunday 9:30-10:50 Room 109

Shantz, Vivian
Pearson Education Korea
Teaching Grammar with Style
Sunday 9:00-9:50 Pearson Room 225

Shantz, Vivian
Pearson Education Korea
Better Than Ever
Sunday 2:00-2:50 Pearson Room 225

Shaules, Joseph
Oxford University Press Korea
Identity: Cultural Themes to Get Students Talking
Sunday 10:00-10:50 OUP Room 202

Shim, Jiyoung
Passaic County Community College, USA
Interlanguage Pragmatics: Cross-Cultural Request Speech Acts
Saturday 4:00-4:50 Room 109

Shim, Soo-Youn

Kinglish, Korea
Application Methods for an Integrated ESL Program
Sunday 3:00-3:50 Pearson Room 225

Sperling, Dave
Dave's ESL Caf?, USA
The Power of the Internet in the ESL Classroom
Saturday Featured 2:00-2:50 Main Auditorium

Sperling, Dave
Dave's ESL Cafe
Q & A with Dave Sperling
Saturday 4:00-4:50 Audiorium 206

Sperling, Dave
Dave's ESL Cafe
Elements of a Successful Internet EFL Activity
Sunday 2:00-2:50 Auditorium 206

Stark, Fredrik
Kyungnam University, Korea
Managing Large Classes
Saturday 9:30-10:50 Room 102

Sutherland, Sean
Kanda University of International Studies, Japan
World Englishes and the Internet
Saturday 5:00-5:50 Room 212

Thompson, Tim
Samsung Foreign Language Training Team, Korea
Introduction to TPR-Storytelling
Saturday 4:00-4:50 Room 212

Thorkelson, Tory
Hanyang University, Korea
Konglish in the Classroom: The Teacher's Back Door

Saturday 5:00-5:50 Room 108

Tomlinson, Brian

Leeds Metropolitan University, Leeds, UK

The Resourceful Teacher: Ways of Helping Teachers to Help Themselves

Sunday Plenary 11:00-11:50 Main Auditorium

Totty, Jan

Fencom Media, Korea

Your Students Will Cheer for English

Saturday 3:00-3:50 Pearson Room 225

Totty, Jan

Pearson Education Korea

Extensive Reading with Penguin Readers

Saturday 5:00-5:50 Pearson Room 225

Trotta, James

Catholic University of Korea, Korea

Developing Field Independence through Web-Based Homework

Sunday 3:00-3:50 Room 115

Turner, Adam

Hanyang University International Language Institute, Korea

Korean and English Rhetoric: Implications for Teaching Writing (Writing SIG Presentation)

Saturday 5:00-5:50 Room 114

van den Hoven, Melanie

Sookmyung Women's University, Korea

Teaching Culture ? Approaches, Goals and Resources

Saturday 9:00-10:50 Room 114

Vellenga, Heidi

Saginaw Valley State University; Northern Arizona University, USA

Practical Pragmatics: How to Teach Politeness

Saturday 1:30-1:50 Room 103

Vilina, Charles
Oxford University Press Korea
Teaching English in a Child's World
Saturday 4:00-4:50 OUP Room 202

Vilina, Charles
Oxford University Press Korea
Making American Headway Work for You
Sunday 9:00- 9:50 Room 202

Watson, Christine
David English House
The University of Birmingham MA in TEFL by Distance Learning
Saturday 5:00-5:50 Room 115

Wharton, Jennifer & Yoneko Narita
TransPacific Hawaii College, USA
Content-Based Language Instruction for Asian ESL Students
Saturday 10:00-10:50 Room 212

White, Lawrence
Seoul Education Training Institute, Korea
A Look at Authentic Air Traffic Controller English
Sunday 2:00-2:50 Room 109

Williams, Neil D.
Kyung Hee University, Korea
Strategies for Teaching Reduced Forms
Saturday 3:00-3:50 Room 114

Speakers' Biographical Information

A

Ansarin, Ali *Akbar* is an Assistant Professor in the Department of English at the University of Tabriz (Iran) where he teaches Contrastive Linguistics, ESP among other courses. He has received his MA in Linguistics from AMU and his PhD in English in 2000 from Panjab University, India. He is currently interested in acoustic phonetics, transformational grammar, and second language acquisition.

Asai, Atsushi studied physics at Tokyo Institute of Technology for MS and electronics at Arizona State University for Ph.D., and teaches languages and computer technologies in the Department of Computer Science and Art at Daido Institute of Technology in Nagoya, Japan. The TESOL-certified sociolinguist has now interest in the analysis of phonetic/phonological cognition.

Atkinson, Rupert MJ works at the Academy of Korean Studies teaching English to post graduate students and proof-reading the academic journal, the Review of Korean Studies. Prior to that he worked for four years at the Catholic University of Korea in Bucheon where he taught courses in English Conversation, American History, and American Culture. Mr. Atkinson also taught English in Japan for three years before coming to Korea in 1994. His qualifications include: MA, Applied Linguistics, University of Southern Queensland, Australia; MA, International Relations (ABD), Seoul National University, ROK; BA, Japanese and Korean Studies, University of Sheffield, UK; and RSA CELTA

B

Baker, Sybil has been teaching in Korea for eight years and is currently an instructor in the Department of English at Yonsei University. She comes to Korea from Virginia and received her MA in English Literature from the University of Colorado. She is one of the authors of an English textbook used in Korean high schools published by Neungyule.

Bennett, Gena currently works as a curriculum developer for a private language school in Seoul, South Korea. She is also pursuing her masters' degree in applied linguistics and English as a second language at Georgia State University, USA.

Bredenberg, Eric, International Marketing Manager for Thomson Heinle, has a Masters in TESOL, and has taught for many years in the U.S. and abroad. His classroom teaching experience includes teaching EFL in Japan, ESL and Citizenship in the U.S., and teacher training at U.C. Irvine in California. He has been involved in the ELT/ESL and publishing field for approximately 20 years. He is an experienced presenter, having conducted over 250 workshops on innovative teaching techniques and ELT/ESL products and materials at school sites, regional conferences and international conferences in the U.S., Europe, Mexico, and Asia.

Brown, Eowyn has lived and worked in South Korea for two years. Currently, she is the head foreign teacher for a private language school in Seoul and serves as a contributor and editor for the school's curriculum development team.

C

Cant, Amanda is an established ELT author and freelance teacher trainer. She has written Primary and pre-primary material for Pearson and Macmillan publishers as well as collaborating with the BBC on the development of their teaching materials.

Canty, Mary Beth was born in Inchon, South Korea and raised in the United States. She received her Master of Education at the University of Washington and is currently an elementary school teacher at an independent school in Seattle, WA. Ms. Canty has a passion for children's literature, especially ethnic specific literature. She shares this love of literature with her students and her 9 year-old daughter.

Cates, Kip A. has a B.A. in Modern Languages from the University of British Columbia, Canada and an M.A. in Applied Linguistics from Reading University, England. He coordinates the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT), belongs to "Educators for Social Responsibility" and has given presentations in Thailand, Vietnam, Malaysia, Egypt, Hungary, Canada, the US and UK. He teaches English at Tottori University, Japan and graduate courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo) and publishes a quarterly "Global Issues in Language Education Newsletter" <www.jalt.org/global/>/.

Chitwood, Melanie has a Master's in TESOL from Florida International University, 2001. Her areas of interest are the assessment of spoken language and the effect of personality type on second language performance skills.

Choe, Cheryl C. Y. is presently teaching at KookMin University in Seoul, Korea. Her current teaching and research interests include English conversation and composition, psycholinguistics, cross-cultural issues in language teaching/learning, and curriculum development. E-mail: choecc@yahoo.com

Chou, Chiou-hui Joyce is a lecturer in the Department of Applied English at Jin-Wen Institute of Technology, Taiwan. She is currently a Ph. D. candidate in Language Education, Indiana University Bloomington. Her research interests include computer-assisted language learning, teaching methodology, and L2 writing.

Clari, Michela is Editorial Director for Collins Dictionaries. Born and educated in Italy, she holds an honours degree in English and German with a thesis in linguistics on English loan words and loan translation in Italian. In the early '80s she began her involvement with Collins as lexicographer and translator on bilingual dictionaries. In 1990 Michela moved to the UK to join HarperCollins Publishers as Managing Editor for Collins Dictionaries. In her current role, Michela has editorial and publishing responsibility for the Collins Bilingual and COBUILD EFL dictionary lists.

Cross, Elaine has been an educator in Korea since 1996, working for various universities and programs such as the EPIK program, Hannam University and Cheju National University. She has an MA in English literature from University of

Sussex in England. For the past two years, she has held the position of ELT Consultant at Oxford University Press Korea, where she has worked as a presenter and teacher trainer.

D

Davies, Stephen J. is a lecturer in EFL at Miyazaki International College. He holds an MA in TESOL from London University and he has been working in Japan for 13 years. He is interested in learning theory, learning strategies and classroom-based research.

Dempster, Gilly has a Montessori Nursery Teacher's Diploma, an MA (from Aberdeen University) in English/Sociology and a Tesol certificate. She has taught Kindergarten in Scotland and for the past three years has been teaching English here in Korea. She is currently involved in the development of resources.

Dixon, Simon is the Towry Law International South Korea Representative, with over 8 years financial planning experience, looking after the needs of clients in the UK, South Korea and Japan. Simon Dixon MLIA (dip) is professionally qualified in the UK, holding the Chartered Insurance Institute's Financial Planning Certificates.

Duncan, Benjamin grew up all over the U.S. and nurtured a love for reading, writing, and travel. A creative writer by trade, Benjamin fell into TEFL education on a trip to China. Soon thereafter, he earned an M.A. in ESL from the University of Memphis, focusing his research on rhetorical differences in composition. He currently teaches for the English Department of Konkuk University.

Dysart, Don presently teaches at Sunchon National University. Don learned about how being effects communication through a series of courses he took with Landmark Education Corporation. Don has a MATESOL from the University of Idaho, Moscow. His favorite aspect of teaching is inspiring students to push past their barriers.

E

Edwards, Peter is originally from Washington D.C., and has spent nine years in Korea and is an assistant professor at Keimyung University's Department of English Language and Literature. He has done graduate work at U.C. Berkeley and the University of Nottingham. His research interests include Willingness to Communicate and the Contact Hypothesis.

F

Fergusson, Stephen began teaching EFL and in 1986. In 1990, he received his TESL Certificate from Concordia University, where he studied the communicative approach and began experimenting with gaming as a method of developing learner contextualized speaking and listening. Over the next decade, his attention turned to drama and the performing arts in language learning. After arriving in Korea in 2002, Stephen returned to gaming and began to focus on card games to increase classroom participation in English speaking and listening. Stephen is a veteran KOTESOL presenter. His 2002 workshops focused on using magic in the EFL classroom.

Finch, Andrew whose Ph.D. (Manchester University 2000) described the setting up and evaluation of 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, where he had various middle school teaching positions before going to Korea to learn Baduk. He has co-authored a number of task-based conversation books, which can be accessed at http://www.finchpark.com/books

Fitzgibbon, Linda taught primary school both as a classroom teacher and taught in Australia's Languages Other than English Program (LOTE): Indonesian and Spanish. She taught mainstream and withdrawal ESL classes in primary schools and in an Intensive Center for recent arrivals to Australia. Her diverse teaching environments range from Australia's outback to that nation's capital. She has presented at conferences in Australia, Korea and Tonga and has done teacher training in Thailand. Linda currently teaches in two MA programs at Hankuk University of Foreign Studies in Seoul, Korea, and has an MA in TESOL and a BEd in Education.

Fowle, Clyde is Regional Consultant / Trainer for Macmillan Education, East Asia. He has extensive experience of teaching English, managing language programmes and teacher training in Asia. He holds an MA in TESOL from Sheffield Hallam University and has published several articles in the field of ELT.

G

Gardon, Anne has been teaching ESL in the Seoul Foreign Elementary School since 1999. Prior to coming to Seoul, she taught at the Anzoategui International School in Venezuela and at the Taipei British School in Taiwan. Anne is certified through Penn State University, F.C.E.T. to teach ESL to children as well as adults. She is certified through St. Michael's College (Vermont) to teach English Literature and Language Arts in grades 7-12. Anne holds an M.Phil. in Women's Studies from Trinity College (Dublin). She is currently working on an M.Applied Linguistics through the University of Southern Queensland (Australia). agardon@sfs.or.kr

Garrigues, Steve is a professor in the Department of English Language and Literature at Kyongbuk National University in Daegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology, and his research interests are primarily in intercultural communication and comparative phonology. He is a long-time member of KOTESOL and is currently the President of the Daegu Chapter. He has also been active in KTT since its inception. In addition to his 20 years in Korea, he has lived in Japan, India and Tonga.

Gershon, Steven received an MA in Applied Linguistics from Reading University (U.K.), has taught in the U.S., Britain, France and China. He has been in Japan for 15 years and is currently an Associate Professor at Obirin University where he teaches undergraduate and graduate courses in language assessment and course design. He is co-author of the coursebook series English Upgrade (Macmillan ELT) and the listening course Sound Bytes (Longman ELT).

Goldsmith, Patrick taught English at all levels from 1976 to 1989, when he joined Oxford University Press. He was responsible for developing the Oxford Advanced Learner's Dictionary (1997) as a multimedia product. He is now Publishing Manager for electronic reference titles within the ELT Division at OUP.

Good, Jason taught English at Kyoto Gakuen University in Japan before coming to Houghton Mifflin Company in 2001. He has taught Kindergarten and elementary school class on up to University level. Currently, he consults with teacher across Asia regarding their curriculum needs and is helping to develop the curriculum of Gyosei International School in Tokyo, Japan. Jason speaks fluent Japanese and lives in Kyoto, Japan.

H

Hansen-Krening, Nancy, Ph.D. is associate professor emeritus in Educational Curriculum and Instruction at the University of Washington. She is now a specialist consultant on literacy with the State of Hawaii Department of Education. Her publications include books on literacy curriculum and articles in reading research journals. She was also invited to Wuhan University, Peoples Republic of China, where she consulted on a program evaluation research project in the Department of Foreign Languages, and taught workshops.

Harada, Ryuji has been teaching university students for 19 years in Tokyo. His current interests include the use of the intraclassroom network for the replacement of language booth tape recorders, and the use of ecology and wildlife materials for teaching English focusing on their scientific aspects. He has also been working on a study of reduplication in world languages as his linguistic research. His is an associate professor of English and linguistics at the School of Social Information Studies, Otsuma Women's University, which boasts its network connectivity and its hi-tech classrooms and facilities.

Helgesen, Marc is lead teacher development workshops thoughout Asia and has been a featured speaker at Korea TESOL, JALT and Thai TESOL. He is an author of over 100 articles and textbooks including the English Firsthand and Workplace English series (Longman) and Active Listening (Cambridge). Marc is professor in the Dept. of Intercultural Studies, Miyagi Gakuin Women's University, Sendai. He also teaches in the MA TESOL program at Columbia University Teachers College ? Japan program.

Helland, Kirstin has been teaching in Korea for over seven years, with the last four and a half at Seoul National University's Department of English Education where she teaches conversation, composition and a course on American culture. She holds a BA in cultural anthropology and an MA in Latin American Studies from UW-Madison and an MA in TESOL from San Francisco State University. She has an on-going interest in teaching methods that incorporate a multicultural perspective and a learner-centered approach, and which utilize authentic materials to enhance students' practical English skills as well as their academic skills.

I

Iijima, Yuka teaches at International Christian University in Tokyo, Japan. She has experience in teaching both Japanese and English as a Foreign Language at university level. Her research interests include language and academic strategy and curriculum and material development.

J

Jeon, Mi-jeong has completed the advanced Illinois-Konkuk Joint TESOL program offered at Konkuk University and now studying in the Konkuk Graduate School majoring in English Education. Also, she is teaching English as a second language at the Saejong University, and other companies and Institutes in Seoul. Her current research interests include issues concerning development of testing instruments involved in language assessment as well as teaching methodologies in language teaching and learning. Email: mijeongj@hanmail.net
Johnson, Kirk has an MA in Applied Linguistics from the University of South Florida, 2000. His interests include cooperative learning tasks and vocabulary development and assessment.

Joyce, Paul is a British lecturer at Kanda University of International Studies in Japan. His academic interests include language testing, listening, and vocabulary. He is a graduate from the MA TEFL/TESL programme at Birmingham University, England. Outside of English teaching and research, he is interested in scuba diving, playing tennis, and travel.

K

Kang, Minhee is an admissions counselor at the School for International Training (SIT). She graduated from SIT with a Master of Arts in Teaching and obtained a bachelor's degree in English Language and Literature at Cheju National University, Korea. Prior to joining the Graduate Admissions of SIT, she taught English in the USA and Korea.

Kempton, Grant has been involved in the ELT industry for over 17 years. In addition to his experience as a teacher, Teacher Trainer and Director of Studies, he has also been involved in curriculum and exam design. He has an MA in ELT from Reading University.

Kim, (Dennis) Gyung Sik is currently an active member of KTT (KOTESOL Teacher Training) group. He is an experienced teacher trainer and has presented at local and national level conferences throughout Korea. He holds a TEFL certificate from the Graduate School of Yonsei University and a B.Ed from the University of Southern Queensland, Australia, where he is currently enrolled a Masters of Education in TESOL. A former Seoul Chapter Vice-president and Nominations & Elections National Committee Chair of Korea TESOL, he has served as a KOTESOL Teacher Trainer (KTT) since April, 2000. He is married to Kim, Hwan-Young who has managed to get him to slow down, work less and enjoy playing hide-and-seek with his daughter, Hyo-Won.

Kim, Carol Chi-Hyun has been teaching English for more than 13 years at Chang-Shin College in Masan. She has extensive experience in teaching listening, writing, reading, vocabulary, grammar, conversation, TOIEC, and Internet English. After graduating from the University of Sydney with a Bachelor's degree in Computer Science, she completed a Master's degree in Computer Science at Changwon National University. At the moment, she is working toward a second Masters in TESOL Education from the University of Wollongong by correspondence.

Kim, David D. I. is presently teaching in the Department of English Language and Literature at Konkuk University, in Seoul. His current teaching and research interests include cross-cultural issues in language teaching/learning, development of language testing instruments, materials development for writing, and teaching English pronunciation. Emails:kdi.kim@utoronto.ca; kdi@yonsei.ac.kr

Kim, Hyun Ah has completed the advanced Illinois-Konkuk Joint TESOL program offered at Konkuk University. Her current research interests include issues concerning development of testing instruments involved in language assessment as well as teaching methodologies in language teaching and learning. Email: hyunahkim@hotmail.com

Kim, Shin-hye is an assistant professor at Keimyung University in the Department of English Language and Literature, where she teaches EFL methods and coordinates the General English program. She received her MA in Linguistics from Seoul National University, Korea, and PhD in TESOL from The University of Texas, Austin. Her research

interests include second language writing, language learning strategies, and nonnative teacher training programs.

Kimball, Jake is the coordinator of KOTESOL's Young Learner Special Interest Group. He is currently undertaking an MSc in TESOL with Aston University. His current interests include action research and educational management.

Kirimura, Mika teaches at International Christian University in Tokyo, Japan. She has been teaching English for ten years in Japan and in the US. She is currently researching on students' learning strategy use, academic reading skills, and children's multilingual acquisition.

L

Lassche, Gerry has been teaching in Korea for the past seven years. He is the lecturing professor of TESOL Methodology and Practicum in the Ajou TESOL program. His research interests include testing, TEYL, and teacher education.

Lee, Incho is currently a Ph.D. student in Educational Curriculum and Instruction at the University of Washington in Seattle. She is completing her dissertation on implications of portrayals of global citizenship in EFL textbooks used in Korea. She has presented her works widely, including the UNESCO conference in Finland in 2003, and her recent publication includes a chapter in Kaleidoscope, a volume about multicultural and ethnic-specific children's literature (Hansen-Krening, Aoki, & Mizokawa, 2003. Champaign-Urbana, IL: National Council of Teachers of English). Her research interests

include ideological aspects of the English language, critical pedagogy, and multicultural literature.

Lee, Soyeon has been teaching in Korea for the past seven years. She is the academic coordinator at ECC Suwon (English Center for Children). She has finished her TESOL course in Ajou University and is interested in young learners, professional development and teacher education.

Lim, Kang-Mi is currently doing doctor of Education at the University of Sydney, Australia. Her interest is second language teaching, in particular, computer-assisted language learning. She completed her master of Education at the University of Melbourne, specializing in TESOL and LOTE. After that, she taught Korean at the secondary school in Melbourne as well as at the University of Sydney.

Linse, Caroline has spent the past three years as a Fulbright lecturer at Minsk State Linguistic University in Minsk, Belarus. She has worked in Second and Foreign Language programs, for young learners, in the United States, American Samoa, Mexico, Latvia and Korea. She has also delivered workshops in over a dozen different countries. She is the co-author of two textbook series published by Macmillan ELT- Fingerprints, a program for 3-5 year olds; and Treasure Town a program for 6-12 year olds. Caroline is especially interested in helping teachers implement child centered instruction.

Lodge, Janice Reis has a wide background teaching the English language. She has taught in institutions such as the British Council and

International House. Janice completed her DTEFLA at International House in Krakow, Poland and was a Teacher Trainer for the Trinity Certificate at Oxford House College in London. She has taught in Portugal, UK, Poland and India and has presented at conferences in Korea and Taiwan. Janice now works as an Educational Consultant for Pearson Education and is based in Hong Kong.

Lougheed, Lin has been involved in EFL since 1967 as a student at UCLA. He earned his doctorate at Teachers College, Columbia University and received two Fulbright awards before becoming a full-time text book author. Dr. Lougheed is a past member of the TESOL Executive Board and has served the organization as Chair of two special interest groups: Teaching English Internationally and Materials Writers. Dr. Lougheed has written over 35 EFL/ESP texts, including several TOEFL and TOEIC preparatory courses. He is also the host of Dr. Lougheed's Business English, a radio show in China. He rarely smiles.

M

Maginn, Steven is the East Asia Regional Director for Macmillan Education. He has spent over fifteen years in the region working with teachers and teaching materials.

Makarchuk, Don teaches in the Division of Western Languages and Literature at Kyonggi University. He holds a BA in English from the University of Western Ontario, Canada and an MA in TEFL/TESL from the University of Birmingham, U.K. He is currently engaged in doctoral studies in applied linguistics at Macquarie University, Australia. His research

interests include second language acquisition, methodology and testing. Email: dmak@kyonggi.ac.kr

Martin, Ian has worked in ELT for over fourteen years. He has lived and worked extensively in Asia (including Taiwan, Hong Kong, Korea, Malaysia, and China), teaching all age groups, levels of ability and English language needs. From 1990-94 he worked for ELSI in Taipei, where he carried out syllabus development and teacher training for the organization. For the past ten years he has been involved in ELT publishing throughout Asia, using his experience to ensure teaching materials available are of the highest standard. He currently works for Thomson Heinle. He is the holder of an RSA TEFL Diploma.

Mead, Paul has taught in Korea for 4 years; in a hagwon, a middle school and, latterly in a college. He has been involved with Korea TESOL for several years being Busan Chapter president for one year and national 2nd vice president for two years. He comes from New Zealand. This means he is neither from Britain nor the Netherlands but from somewhere near Australia. He has a strong interest in applied linguistics, the investigation of cultural differences and how they affect the learning and teaching of English in Korea and the use of whole language in the classroom.

Miles, Scott is an Assistant Director of General English Education Program at Sogang University in Seoul, Korea. He teaches undergraduate courses in general English, public speaking, American culture and academic writing, as well as a graduate level course in teaching methodology. He has eight years of teaching experience working with all age levels and a variety of environments in the United States and Korea. Scott currently holds an MA in TESOL from the University of Utah and is preparing to enter a PhD. program in language learning theory.

Mirra, Sallie's background includes ESL, learning disabilities, primary, secondary, junior college and university level. Sallie has extensive teaching and training experience including having been a college instructor. In addition to being a teacher in ESOL/TESOL for foreign students, Sallie has also served as development coordinator and instructor in ASEAN Training Awards Program. Sallie has earned her masters in special education from Northern Arizona University, BS. Elementary Education from University of Central Florida, Learning Therapy Program from Southern Methodist University, AA General Education from Brevard Community College and AS Child Development from Waukesha Community College.

Mizokawa, Donald T., Ph.D. is a professor of Educational Psychology at the University of Washington in Seattle. He has published widely, including articles about cross-cultural motivation, computers in educational research, educational gerontology, and multicultural literature. He was invited to Wuhan University, Peoples Republic of China, where he consulted on a program evaluation research project in the Department of Foreign Languages. He taught workshops and assisted with demonstrations of computer technology.

N

Narita, Yoneko received her Masters Degree in English as a Second Language at the University of Hawaii at Manoa. She has taught ESL in Japan and Hawaii, and currently works at TransPacific Hawaii College as a program coordinator and full-time ESL instructor.

Nelson, Peter has lived in Korea for eight years and currently teaches at Chung Ang University in Seoul. He is an active presenter and writer in KOTESOL. His research interests include survey research and statistical analysis of pronunciation characteristics.

Nunan, David is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong, positions he has held for ten years. David Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis. His recent publications include Second Language Teaching and Learning (Heinle: Thomson), Knowledge and discourse (Longman), and Practical English Language Teaching (McGraw-Hill). His textbook projects include ATLAS: Learning Centered-Communication, Go For It! Expressions, and Listen In, second edition all published by Heinle & Heinle / Thomson Learning Publishing.

Nuttall, Martin currently works as a consultant for Cambridge ESOL in Asia. Before this Martin worked as a Subject Officer for the Business Language Testing Service (BULATS) at the headquarters of Cambridge ESOL in the UK. Martin played a key role in developing the multi-lingual dimension to BULATS and also worked to develop the Speaking and Writing assessments. Prior to coming to Cambridge ESOL Martin worked for many years as a teacher and lecturer in Japan, Germany, France and the United Kingdom.

O

O'Brien, Frank M. holds a Bachelor's Degree in English Literature from the University of Central Arkansas, and is currently waiting for the awarding of his Masters Degree in Korean Studies from the Graduate School of International Studies at Yonsei University (pending this year). He has over 12 years of experience in teaching rhetoric, from elementary to graduate students. He has worked in Korea since 1999, and has designed and implemented a highly successful online writing program (EWS) through YBM-Sisa, where he was employed as the senior instructor for two years. Currently, he is the head instructor and program coordinator at Sejong Foreign Language Institute in the Apkujeong area of Seoul. He is working to finalize various projects there, including an interdisciplinary program aimed at using Houghton Mifflin texts for the forthcoming Internet Based TOEFL by ESL.

Owen, Phil got his TESL training at UCLA about 20 years ago. He taught in various programs in the United States before coming to Korea over four years ago. He worked at the Language Education Center of Kunsan National University for a year the then became Visiting Professor at the English Department of that same university. Phil is currently the President of the Jeolla chapter of KOTESOL.

P

Pacek, Dorota has an MA in English Philology from Warsaw University, a Postgraduate Diploma in EAP teaching from the same university and an MA in Applied English Linguistics from Birmingham. Since 1990 she has worked for the English for International Students Unit at Birmingham University. Her research interests, and publications, are in the areas of literary translation, teacher training, and students' perceptions of native/non-native speaker teachers of English.

Peake, Kelly is a senior lecturer at Kanda University for International Studies in Chiba, Japan. She teaches in the newly established Department of International Languages and Culture, where she is responsible for coordinating the design of the English curriculum. Her interests are in curriculum design, sociolinguistics, and academic literacy. She holds an MSc in Applied Linguistics from The University of Edinburgh.

Poonpon, Kornwipa is an English teacher at the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Khon Kaen University. She got her MA in Applied Linguistics from Mahidol University, Thailand. She has been teaching English to university students for 7 years. Her interests include corpus linguistics, technology in ELT, critical thinking, and assessment and evaluation.

Prochaska, Eric received his MA in English with an emphasis in Rhetoric and Composition from Northern Arizona University in 1996, and has been teaching in Korean ever since. He currently teaches at the International Graduate School of English, in Seoul. His professional areas of interest include the L2 writing process, evaluation of writing, and the reading-writing connection.

R

Ranalli, James works at Yonsei University's Foreign Language Institute, where he teaches and coordinates teacher-training and development activities. He has trained both native-speaker and Korean teachers of English, working as a tutor on the Cambridge CELTA and DELTA courses and at the Seoul Teacher Training Institute. Before coming to Korea in 1996, he taught English in Namibia, southern Africa, as a Peace Corps volunteer. He is especially interested in lexis, computers, and the role of memory in language learning.

Redfield, Michael Rube teaches in the foreign language section of Osaka University of Economics. A language educator for over thirty years, he has taught full-time in Spain, Iran, Saudi Arabia, Ecuador, Bolivia, Colombia, Indonesia, and for the last two decades, Japan. A frequent presenter at conferences around the world, his current academic interests include program evaluation and qualitative research.

Roberts, Michael is from Canada. He has a Masters of Arts in English as a second language education from Ontario Institute for Studies in Education of the University of Toronto. Michael has taught English as a second language for seven years, both in Korea and in Canada. His professional interests include computer assisted language learning, language test preparation, and second language writing. Currently he teaches at

Catholic University of Korea in the Department of English language and culture and the TESOL certificate program. His current courses include Computer Assisted Language Leaning, and advanced writing. Email: mroberts@catholic.ac.kr

Ryalen, Stephanie completed her undergraduate degree at Queen's University in Canada and began her M.A.TESOL at Temple University, Japan. She has taught English in Canada and Japan, and has worked with English language teachers and trainers in countries around the world. Stephanie is based in New York with Scholastic ELT.

S

Schiera, Tony is currently in his fifth year of teaching at Sunchon National University, and he helps students discover that English is more than just a subject to be tested on?it's actually a language. Tony received his MATESOL from the School for International Training. In addition to teaching, he is developing materials for teachers.

Shaffer, David (PhD, Linguistics) 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 teacher training, textbook, and testing materials. Dr. Shaffer is the author of books 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 Dave's ESL Caf'e Help Center team. He presently serves as KOTESOL's National and

Conference Treasurer.

Shomoossi, Nematullah earned his BA in English language from the University of Tehran as well as MA in TEFL from the University of Allameh Tabatab'ee, Iran. He is now teaching EFL /ESP at Sabzevar Scool of Medical Sciences. His research interests include classroom research, learner independence and online education.

Shantz, Vivian, MA, Dip, has spent 13 years on a variety of teaching and teacher training assignments for Cambridge University in England, Spain, Italy and the US. She has made a specialty of marketing and training for the RSA/Cambridge CELTA program. She is also a materials writer who has published course books for Italy. She is currently the International Educational Consultant for Pearson Longman in New York.

Shaules, Joseph, an Associate Professor at Rikkyo University, Tokyo, has published numerous textbooks for ELT and intercultural communication, and is currently researching intercultural adaptation among expatriates. He also co-hosts the NHK (public television) series Crossroads Cafe. He has lived and worked in Asia, Latin America, the U.S.A. and Europe

Shim, SooYoun taught children for many years before moving on to develop creative teaching curriculums for teachers and schools. Her BFA from the Rhode Island School of Design has helped her gain a more imaginative hands-on approach to teaching. She currently shares her ideas at JoongAng University as the Director for her KIDZUCATION Research Center.

Sperling, Dave lives in Los Angeles, California with his wife and two children. He is the creator of the well-known ESL/EFL website, Dave's ESL Cafe, as well as the author of The Internet Guide for English Language Teachers, Dave Sperling's Internet Guide, and Dave Sperling's Internet Activity Workbook. Dave began his teaching career in Asia in 1985, where he taught several years in Japan, Thailand, and Vietnam. After returning to the United States, Dave completed his MA in Applied Linguistics at California State University, Northridge in 1995, and began teaching in their Intensive English ESL Program. He runs Dave's ESL Cafe full-time.

Spindler, Eugene teaches at Hannam University in Daejeon. He has taught composition, conversation, reading, literary theory, and literary history courses. He has a Bachelor of Arts in English Literature from Bentley College, and a Master of Arts in English Literature from Boston College. He is currently finishing a second Masters degree in Literacy Education with a concentration in TESL.

Stark, Fredrik received his BA in English Literature from California State University, Long Beach, an MA in English Language and Linguistics from the University of Minnesota, and the RSA/Cambridge CTEFLA (now called CELTA). He has been teaching English in Korea since 1996. He taught for one year in the Foreign Language Education Center at Kongju National University and for five years in the Faculty of Liberal Arts at Kyungwoon University in Gumi. He is currently teaching in the Division of English Language and Literature at Kyungnam University in Masan.

Sutherland, Sean is a senior lecturer at Kanda University of International Studies in Chiba, Japan. He has an M.A. in Applied Linguistics from Carleton University in Ottawa, Canada. His research interests are computer-assisted language learning and World Englishes.

T

Thompson, Tim first became interested in TPR in 1996 while teaching English in the public middle schools of Korea. After returning to the U.S., he earned an M.A. in Teaching Languages and taught at the American Language Program at The Ohio State University. Currently he teaches intensive business English at the Samsung Human Resources Development Center near Yong-in. Mr. Thompson has trained in Total Physical Response Storytelling with Blaine Ray, the founder of the technique, and with Carol Gaab, a designer of TPR-S materials.

Thorkelson, Tory S. (B.A., B.Ed., M.Ed.) is a proud Canadian born in Dar Es Salaam, Tanzania who has lived, worked, or studied in Fiji, Israel, Japan and Korea. He has taught Middle school in Japan and Adults in Korea at Private Institutes, companies and Universities. He has been an active Kotesol member since 1998 and has presented at or worked on many local and international conferences in Seoul. He is the Secretary for Seoul Chapter and is an Assistant Professor at Hanyang University and Research Coordinator for the Practical English Program. He has published both research (see ALAK Journal, December 2001 and June, 2003) and a University textbook, "World Class English", with some fellow Kotesol members in January, 2002. He married his Korean wife on July 6th, 2002 and is

working on a book of activities with a friend as well as on other projects.

Tomlinson, Brian is Reader in Language Learning and Teaching at Leeds Metropolitan University where he is Head of the Post-Graduate, Research and Consultancy Unit of the Centre for Language Study. He has also worked in Nigeria, Zambia, Vanuatu, Indonesia, Japan and the UK and he is the Founder and President of MATSDA, the international materials development association. He has given presentations in over forty countries and he has published numerous articles and books, including Discover English, Openings, Superbird and Materials Development in Language Teaching. His new book Developing Materials in Language Teaching has just been published by Continuum Press.

Trotta, James, facilitator of the KOTESOL CALL SIG, is currently a visiting professor at Catholic University of Korea. He came to Catholic University after earning a CELTA degree and working at Hangook University of Foreign Studies' Foreign Language Training and Testing Center. He is currently working on a Master of Applied Linguistics through the University of Southern Queensland, and a web site, ESLgo.com.

Trotta, James is currently a visiting professor at Catholic University of Korea. He came to Catholic University after earning a CELTA degree and working at Hangook University of Foreign Studies' Foreign Language Training and Testing Center. He is currently working on a Master of Applied Linguistics through the University of Southern Queensland, and a web site, ESLgo.com.

Turner, Adam teaches at the Hanyang University International Language Institute in Seoul. He has a B.A. from McGill University in Montreal, and a Diploma in Applied Linguistics from the University of Victoria, Canada. He has presented workshops at the last two Korea TESOL Conferences. His major interests are teaching writing, partially online learning, English for specific purposes, and learning strategies. He is also the facilitator for the KOTESOL Writing and Editing Special Interest   Group http://groups.msn.com/KOTESOLWESIG/ Email: ifli@hotmail.com

Tyson, Rodney (PhD, University of Arizona) is an associate professor at the American University of Sharjah in the United Arab Emirates where he teaches undergraduate and graduate courses in TESOL, linguistics, and academic writing. He has also taught ESL/EFL at universities in the United States and Korea.

V

VandenHoven, Melanie is currently the Lead Teacher of Intercultural Communication in the SMU-TESOL Program at Sookmyung Women's University. She has been teaching language courses as well courses in intercultural communication for the past five years in Korea. Her areas of interest include EFL teaching, curriculum and course design, material development and promoting cultural awareness.

Vellenga, Heidi E. is the Director of the English Language Program at Saginaw Valley State University in Michigan, USA. She holds a MA in TESOL and Applied Linguistics from Indiana University and currently is ABD in the Applied

Linguistics doctoral program at Northern Arizona University in Flagstaff, Arizona. She has previously served as the KTT (Korea Teacher Training) Coordinator (1999) and was active in the Taegu Chapter of KOTESOL during her tenure as the Assistant Director of the Foreign Language Education Center at Taegu University. Her research interests include interlanguage pragmatics, language program administration, materials development, curriculum design and assessment.

Vilina, Charles is an author, songwriter, and teacher-trainer who has taught English as a Foreign Language to adults and children for over 16 years in Tokyo, Japan. Charles has written course materials for both adults and children for Oxford University Press' s ELT market in Asia.

W

Watson, Christine is Principal of David English House in Hiroshima, Japan, and the East Asian Coordinator for the University of Birmingham MA in TEFL/TESL

Wharton, Jennifer has taught ESL for more than eleven years in Taiwan, Massachusetts, and Hawaii. She received her Masters Degree in TESOL from the University of Massachusetts, Boston. She is currently a program coordinator and full-time instructor in the ESL department at TransPacific Hawaii College. She is also the president of Hawaii TESOL.

White, Lawrence is an instructor at the Seoul Educational Training Institute. He holds an M.A. in TESL/TEFL from Colorado State University, and a bachelor' s from the University of Michigan, Ann Arbor, and is a former English instructor at the Ground School of Korean Air. His research interests include listening, ESP, and the effects of metaphor and imagery on the comprehension of language learners. email seti01@kornet.net

Williams (Dr.), Neal D. has taught English at Kyung Hee University in Seoul for four years. He holds the Th.M. and Th.D. degrees from Dallas Theological Seminary (Major: Semitic Languages) and an M.S. in TESOL from Nova Southeastern University. He is the author of Woulda, Coulda, Shoulda: Practicing Reduced Forms.

Y

Yoon, Kyung In has completed the advanced Illinois-Konkuk Joint TESOL program offered at Konkuk University. Her current research interests include issues on test assessments on writing and teaching methodologies in language teaching and learning.
Email: switchoco@hotmail.com

Saturday/Sunday Lunch and Saturday Dinner Reception Menus

There are very few nearby restaurants/convenience stores around the conference site, and cafeteria food during lunch will not be available to conference goers. Therefore, lunches are being ordered for the conference on Saturday and Sunday for conference goers. Although there will be a variety of lunch items to choose from, the number of each item will be limited. We ask that you order your lunches for both Saturday and Sunday, so that you will be ensured the lunches you want for each day.

Lunch Menu (Saturday & Sunday)

Tuna Sandwich 4,500		Ham & Swiss Cheese Sandwich	5,000
Turkey Sandwich	4,500	Vegetarian Sandwich	5,000
Dosirak (Special)	5,000	Dosirak (Regular)	2,500

Dosirak (Special):
Bulgogi/fried fish/pork cutlet
Rice/ kimchee/other veggies
And, 3/4 extra side-dishes

Dosirak (Regular):
Chicken/fried fish/hamburger patties
Rice/kimchee/ other veggies
And, 2/3 extra side-dishes

Snacks

Bagels 2,500	Cookies	1,200
Muffin 2,500	Java City Gourmet Coffee	2,900

Dinner Reception Menu: Buffet 20,000 (Limited Reserved Seating)

Assorted fresh sashimi
European style canap?
Ham slice veggie roll
Dim sums
German style assorted sausages
Rice roll
Assorted Japanese sushi
Cooked rice with other grains
Fermented blue crab
Fresh kimchee
Spicy seasoning thornback
Seasoning shredded jellyfish
Sea bream sashimi
Salad
Fruit salad
Assorted fresh fruits
Fruit punch
Wine corner: 1,000 won for a glass of Beaujolais.

Soft steak
Prime Ribs stew
Roasted pollack
Fried pork with sweet and sour sauce
Seafood soup
Tuna sashimi
Smoked salmon sashimi
Cooked squid
Steamed sea mussels
Smoked turkey
Smoked pork leg
Fried dumplings
Roasted mushroom with butter
Assorted bakeries
Traditional five-colored rice ball cake
Coffee / Mineral water