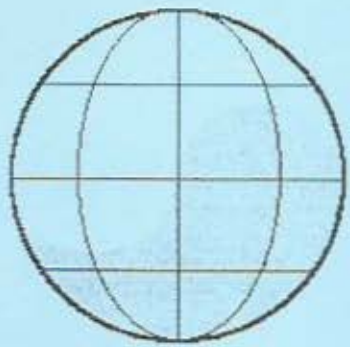




KOTESOL

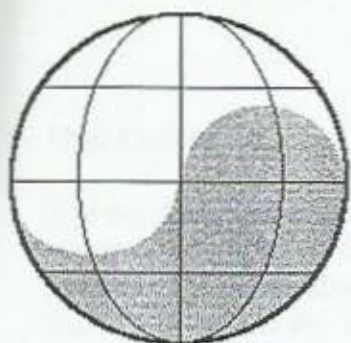
Cholla Chapter Mini-Conference

at

The Language Education Center
Chonnam National University

Saturday April 10th, 1999





KOTESOL

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President's Message

Dear Colleagues,

It is my great pleasure to welcome you to the fifth annual Korea TESOL mini-conference. It would never have happened without the help of Kirsten Reitan, , Jeff Kim, Brian Heldenbrand, our former Presidents Park Joo Kyoung, Park Hee-Joong, Kim Jim Woo, and too many more for me to list here, but to whom I am also thankful. Once again we are hosting presenters and guests from throughout Korea who will be exchanging ideas on the various issues that concern us as educators in the field of ELT. It seems that participation in conferences is on to the highlights of the year for many in our field. It afford us the opportunity to revitalize ourselves, to catch up on advances made in our field, and to fill the gaps that we all find in our own personal approaches to teaching. It is my hope that you will be able to take away from this mini-conference ideas and materials that will benefit you as teachers and, most importantly, your students as learners. This mini-conference has a great deal to offer everyone, and perhaps you will join me, after all is said and done this weekend, and say to yourself, "Wow! What a conference!"

Rachel Phillips
President, Cholla Chapter

1999 Korea TESOL Cholla Chapter Mini-Conference

We welcome all members of KOTESOL and those interested in the development of English education in Korea to the Fifth Annual Mini-Conference of the KOTESOL Cholla Chapter.

Place: Language Education Center (LEC)
Chonnam National University in Kwangju
Tel: (062) 530-3660 / (062) 530-3666

Date: Saturday, April 10th, 1999

Registration: 9:00 AM

5,000 Won for Korea TESOL members and students with university ID

8,000 Won for non-members

**(Registration fee includes lunch and refreshments)

Conference Schedule:

	Room 1	Room 2	Room 3	Room 4
9:40 - 9:55	Opening Remarks / Video room 1			
10:00 - 10:50	Gerry Lassche Lesson Planning: Comprehension Precedes Communication	Andrew E. Finch The Task-based Classroom	David E. Shaffer False Friends: Breaking the Barriers	Brian Heldenbrand TPR—A Useful Approach
11:00 - 11:50	Robert Dickey Teacher Talk as Language Instruction	Roy Collingwood Adapting and Supplementing Textbooks	Julia Anahory Using Stories with Young Learners of English	Kim Gyung Sik Learning English Music as a Language
12:00 - 12:50	Kevin Rooney Designing and Implementing a Task-based Program with False Beginners	Andrew E. Finch Self-Assessment in the EFL Classroom	(11:00 - 12: 0)	Panel Discussion: Having a Korea-Focused English Classroom Moderator: William Schmidt
12:50 - 14:00	LUNCH BREAK / Faculty Cafeteria at Student Union			
14:00 - 14:50	PLENARY SESSION / video room Dr. Horace H. Underwood The Internationalization of Korean Education: Problems and Opportunities			
14:50 - 15:10	Publisher's Exhibit and Refreshments / Front Lobby of LEC			
15:10 - 16:00	William Schmidt Extra Fun Activities	Roy C. Collingwood Mr. Bug's Phonics	Erik Harmsen Teaching University English Speech	Rachel A. Phillips Seven Kinds of Smarts
16:00 - 16:30	Closing Remarks / Video Room 1			

10:00

Gerry Lassche
Human Resource Development
LG Chemical

Gerry Lassche has been an English teacher in South Korea for two years, and is now the English instructor for LG Chemical Yosŭ plant Human Resources Team. His background in psychology and counseling motivates him to have a student-centered approach rather than an information-centered one. He believes that it is more important for language to be a shared experience over a structure to be learned.

Presentation Title: Maximizing Candidate Performance through Lesson Planning

To encourage students to talk, teachers must initially support student comprehension. Factors such as performance anxiety, lack of creativity, and lack of motivation can be mitigated by considering organizational attendants of cognitive information processing. Structuring of the lesson itself can be one such organizer.

This workshop will simplify the discussion by providing user-friendly, transferable lesson plan concepts that increase student productivity. Focusing on the Presentation-Practice-Presentation model (PPP), participants will brainstorm their own solutions and make personalized lesson plans to use in their own classrooms.

Andrew E Finch
Andong National University

Armed with an MA (Music) and a Post-Graduate Teaching Certificate (PGCE), Andrew Finch came to Korea in 1988. He taught in Language institutes in Seoul, became visiting professor at Andong National University in 1991, moved to Hong Kong in 1993, taking a distance M.Ed. (TESOL) from Manchester University, and was invited back to Andong in 1997 as deputy director of the Language Center. He is reading for a Ph.D. in Program Evaluation.

With the Center Director, Dr. Hyun Tae-duck, Andrew has co-authored three task-based Conversation English books for Korean students: "Tell Me More!", "Now You're Talking!", and "The Way Ahead."

Presentation Title: The Task-Based Classroom in Practice

Andong National University has been using a student-centered task-based approach to TEFL since its new program began in 1997. This Program encourages University students to take responsibility for their own development by promoting learner training, language learning awareness, self confidence, motivation and independence in the students.

This humanistic perspective of language learning as education has been facilitated by the use of a task-based framework in the syllabi, and in this paper/workshop will look at how the goals for learning mentioned above can be incorporated into the normal conversation classroom. As well as

looking at tasks as a means to the end of encouraging self-directed learning, the presenter will be showing how they can be classified and adapted for most teaching situations, including teaching grammar, in Korea.

David Shaffer
Chosun University,
College of Foreign Studies

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

Presentation Title: False friends, Breaking the Barriers

Because of the large influx of English loan-words into the Korean Lexicon, the number of false cognates it contains is also substantial. These false cognates, a.k.a. "false friends," are barriers to English learning because of the English learner's unawareness of the difference in meaning in Korean from the English language source. Many of the most common of these problematic pairs and their semantic differences will be discussed. In addition, two classroom teaching techniques will be presented which effectively delineate the semantic differences in the pairs of false cognates. One of these involves the use of pictorial representations by class members while the other involves translation technique with interest-holding error analysis. In addition to the teaching techniques, the information presented on Korean-English false cognates should be of value to the ESL teacher.

Brian Heldenbrand
Jeonju University

Brian Heldenbrand has a M.A in English Language and Literature from Chonju University in South Korea and a BA in Christian ministries from Southwest Baptist University. He has been teaching English in Korea for more than eight years, and at Chonju University since 1995. He is currently serving as secretary for the Cholla Chapter of Korea TESOL.

Presentation Title: TPR—A Useful Approach

The Total Physical Response (TPR) Method in Language Learning has been used quite extensively in the elementary and beginner level classrooms. Some students who have the opportunity to physically

10:00

involve themselves in the actual learning process tend to achieve more learning and are able to view English more realistically. For the last year, this approach has been used effectively with university freshmen who major in Physical Education. This presentation will share the results of this study and give some basic principles of the TPR methodology.

11:00

Robert J. Dickey
Kyongju University
School of Foreign Language and Tourism

Robert J. Dickey is a Professor of English in the School of Foreign Languages & Tourism at Kyongju University. He has been active in KOTESOL on the chapter and national-levels, and is a regular presenter at conferences.

Presentation Title: Teacher Talk as Language Instruction

Despite all those countless books that argue for minimization of teacher talk, Asian students expect native-speakers of English to be active models of the language. Korean instructors can also be effective models of English.

What to present as model language? When (how much, how long)? Where (in the classroom hour)? How? Why?

Roy Collingwood
Sangmyung University
Oxford University Press

Roy Collingwood is a Canadian teacher who has been residing in Korea for the past four years. He has had experience teaching a variety of different classes, from young children to businessmen and housewives. Roy lives in Suwon with his wife Sung Ran and he is currently teaching for Oxford University Press. He is an entertaining presenter with a lot to say about teaching in Korea. Roy currently holds a BA in Psychology from the University of Winnipeg and hopes to begin a Masters in ESL next April.

Presentation Title: Adapting and Supplementing Textbooks

At least once in your teaching career in Korea you are going to run into a situation where you are arbitrarily assigned a text and told to go teach without any further guidance. No syllabus, outline or even resources. How do you deal with that?

Using *New Person to Person* from Oxford University Press as an example, we'll examine ways of adapting a text to your class. We'll explore activities that can be used to liven up written dialogues and we'll also look at how to make communicative activities from the structures presented in the book.

Julia R. Anahory
Woo Shin Language Consulting

Julia R. Anahory is a co-founder of Woosbin Language consulting where she works at a Teacher Trainer. Julia has also been involved in various Korean educational projects and groups such as the

Seoul teachers' Training Center, SESEIA and EBS (TV English Conversation). Prior to Korea, Julia broadened her international teaching experience in France and Canada.

Presentation Title: Using Stories with Young Learners of English

Stories are an ~~entertaining~~ and ~~stimulating~~ means of developing positive attitudes toward English and language learning. Their potential as educational vehicles is boundless. This presentation will demonstrate how stories can be used with children learning English.

The presenter will share ideas on how to select stories, how to tell stories and how to connect stories with other activities such as role playing, retelling games, and charting.

Kim Gyung Sik Vice President of the Seoul Chapter of KOTESOL
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Kim Gyung Sik is currently the vice president for the Seoul chapter of KOTESOL. Previously he taught TEFL to public school teachers at Puchon Education Office. Last year he gave presentations on Team-Teaching at both Kyong-Hee and Pusan University KOTESOL conferences. He is certified from Yonsei University, where he attended the teacher's training course in TESOL from the graduate school.

Presentation Title: Learning English Music as a Language

Because the EFL environment offers little opportunity to practice English conversation outside the classroom, teachers need to identify appropriate extracurricular opportunities for English practice. Music is one such opportunity. English pop music offers students excellent practice opportunities that are both entertaining and motivation.

In general, native speakers listen to English songs and can understand simultaneously, but most EFL students can only take some familiar words and phrases and try to organize this information without a confident general idea. That is why TESOL is teachers must know how their analysis system is different. Such language analysis is not only unique in the Korean context, is also similar for all EFL countries.

This presentation offers participants fun and worthwhile activities that can be used for either a content or task-based approach. The presentation will demonstrate methods that incorporate music as a means to stimulate authentic English communication. Further, teachers will find this approach also solves classroom management problems and is effective for the typical large classes in Korea schools.

Kevin Rooney
Chodang University

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

Presentation Title: Designing and Implementing a Task-Based Program with False-Beginners

This presentation will deal with the various issues that are involved in adapting a structural/functional syllabus and set of materials, such as Interchange 1 (Richards et al., 1990, 1997) which moves learners from accuracy to fluency, to fit a task-based framework, which instead moves learners from fluency to accuracy. The presenter would also like to discuss how task-based syllabuses are fundamentally different from other syllabus types, what makes them better and the problems involved in using a task-based approach with false-beginner-level learners.

Andrew E. Finch
Andong National University

Presentation Title: Self-Assessment in the EFL Classroom

If we accept that the students' perception of themselves as language learners determines *what* and *how* students learn, then they need to have a say in what goes on in the classroom, and they need to be involved in the decision-making process. Self-assessment is an effective tool in language-learning consciousness-raising, since it draws the student into the learning and evaluating process by encouraging him/her to reflect on learning needs, goals, and plans.

The presenter (Andrew Finch - Taegu Chapter) will look at the application of student self-assessment to TEFL in Korea, describing how it can be incorporated into existing systems, how it can help students to become more effective language learners, and how it can be used as an effective and reliable method of evaluation.

William Schmidt
KAIST in Taejeon

Having lived in Korea for three years, including two in Chonnam at Mokpo University, he is still learning how much he needs to learn about Korean attitudes and beliefs. Presently he is teaching at KAIST (Korea Advanced Institute for Science and Technology) in Taejeon. Well orchestrated placement tests, student initiated classes, and student service are areas he has tried to improve on. His education includes an MA in Teaching English as a Foreign Language. In his office hangs this sign,

12:00

"It's what you learn after you know it all that counts!"

Other panel members include Kirsten Reitan from KAIST in Taejeon, Mary Lorna Kibbee from Kwangju Boy's School in Kwangju, Jinny Kim from Mokpo Girl's High School, and In Hee Lee, a student from Chonnam University in Kwangju.

Some language classes can be stuck in the latest entertainment or fashion trends from the West. Having students grow stronger both as Koreans as well as English students might sometimes appear to be at odds. This panel discussion seeks to explore this issue, looking at discussion is encouraged, between the panelists as well as from the general audience.

Horace H. Underwood
Korean American Education
Commission
Yonsei University

Dr. Underwood has taught at Yonsei University since 1971, with short stints as a visiting scholar at Princeton and Cornell. He is also currently the executive director of the Korean-American Education Commission. He has written articles on Trollope, Dickens, Hawthorne, Graham Greene, Korean literature in translation, Korean education, and international education.

Presentation Title: The Internationalization of Korean Education: Problems and Opportunities

Korean educators often explain their need for internationalization by using the phrase, "a frog in a well." Like the frog, which thinks of getting out of the well but not of other frogs entering the well, Korean internationalization is a one-way process. Koreans study abroad, Korean faculty are educated abroad, Koreans travel abroad, but the infrastructure in Korea for foreign students and educators is significantly incomplete in a number of ways. The fundamental issue is psychological, or "cultural," i.e. the question of the interest of Korean society in internationalization. Such considerations lead the present speaker to three conclusions: English language learning will continue to make real improvement; critical thinking and creativity will face difficulties but are at least possible, while true multicultural internationalization is unimaginable in Korea - and perhaps even unnecessary.

15:10

William Schmidt
KAIST, Taejeon

Presentation Title: Extra Fun Activities

Roy Collingwood
Sangmyung University
Oxford University Press

Presentation Title: Mr. Bug's Phonics

Phonics is important in teaching children to read and write. Let's explore this new book that approaches learning phonics in a new and exciting way. We'll look at how to teach with this series and have some fun trying out the games and activities that go along with it.

Erik Harmse
Myungji University

Erik Harmse teaches speech at Myungji University. A former English major in college, he taught History in community college and English in high school and in several Korean universities. His educational background is a New York teaching certificate while studying Education at SUNY-Buffalo along with a MA in International Affairs from Ohio University, a BA in History from Michigan State University. He was a member of Teacher Corps in New York and Peace Corps in Korea.

Presentation Title: Teaching University English Speech

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

Rachel A. Phillips
Chonju National Education University

Rachel Phillips teaches conversation and ESL teaching methods at Chonju National Education University. She studied English Language and Literature and TESOL as an undergraduate, but earned her MA in Linguistics. She used to work in Japan, where she was an active member of JALT (Japan Association of Language Teachers), but she has been working in Korea since 1994. She is currently the president of Cholla Chapter of Korea TESOL.

15:10

Presentation Title: Seven Kinds of Smarts

All students have different learning strengths and strategies; it is rare to come across someone who has no kind of talent for learning whatsoever. However we may not recognize a student's capability when we see it. Teachers are human too, and we also tend to concentrate on our own strengths, and if our strengths don't match our students' strengths, we may not be very sympathetic to their needs. In this presentation we will assess our own strong points, review different abilities our students may have, and add some activities to your bag of tricks (for even your weakest areas).

Constitution & Bylaws of Korea TESOL

Constitution (Adopted April 1993 Amended October 1996)

I. Name The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

II. Purpose KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned 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.

III. Membership Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections 1. The officers of KOTESOL shall be President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws (Adopted April 1993)

I. Language The official language of KOTESOL shall be English.

II. Membership and Dues 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be from the date of payment to the next Annual Business Meeting. Dues shall be assessed on a prorated basis. The Treasurer will have the prorated schedule.

III. Duties of Officers 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council 1. All members of the Council must be members in good standing of KOTESOL and international TESOL. 2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the

meeting. 3. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs. 2. There shall be a Publication Committee responsible for dissemination of information via all official publication. 3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL. 4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Cochair of the National Conference Committee for the first year of the term. In the second year of the term the Cochair shall become the Chair of the National Conference Committee. 5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council. 2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter. 3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority The rules contained in Robert's Rules of Order, Newly Revised shall govern KOTESOL, in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary.

Please check the items that apply to you

- ☐ New membership application
- ☐ Membership renewal
- ☐ Change of address / information notice

Type of Membership

- ☐ Individual (40,000 won/year)
- ☐ Institutional (80,000 won/year)
- ☐ Commercial (600,000 won/year)
- ☐ International (US\$50.00 / year)
- ☐ Life Time (400,000 won/year)

Payment by ☐ Cash ☐ Check ☐ On-line transfer (Please make on-line payments to 영지속 or KOTESOL at Seoul Bank (서울은행) account number 24701-1350101. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: _____ Last name: _____

Chapter: _____ (Seoul, Taejeon, Taegu, Cholla, Pusan, Cheju, International)

Date of membership: _____ - _____ -98 (Today's date.)

Confidential: _____ (YES or NO) (If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)

E-mail address: _____

Home phone (_____) _____ fax (_____) _____ beeper (_____) _____

(House, APT# / Dong)

(Gu / Ri / Myun / Up / Gam)

(City / Province / Country)

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Work phone (_____) _____ fax (_____) _____ cell (_____) _____

(School, company name)

(Bld. # / dong)

(Gu / Ri / Myun / Up / Gam)

(City / Province)

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To which address would you prefer KOTESOL mailings be sent? _____ (Home / Work)

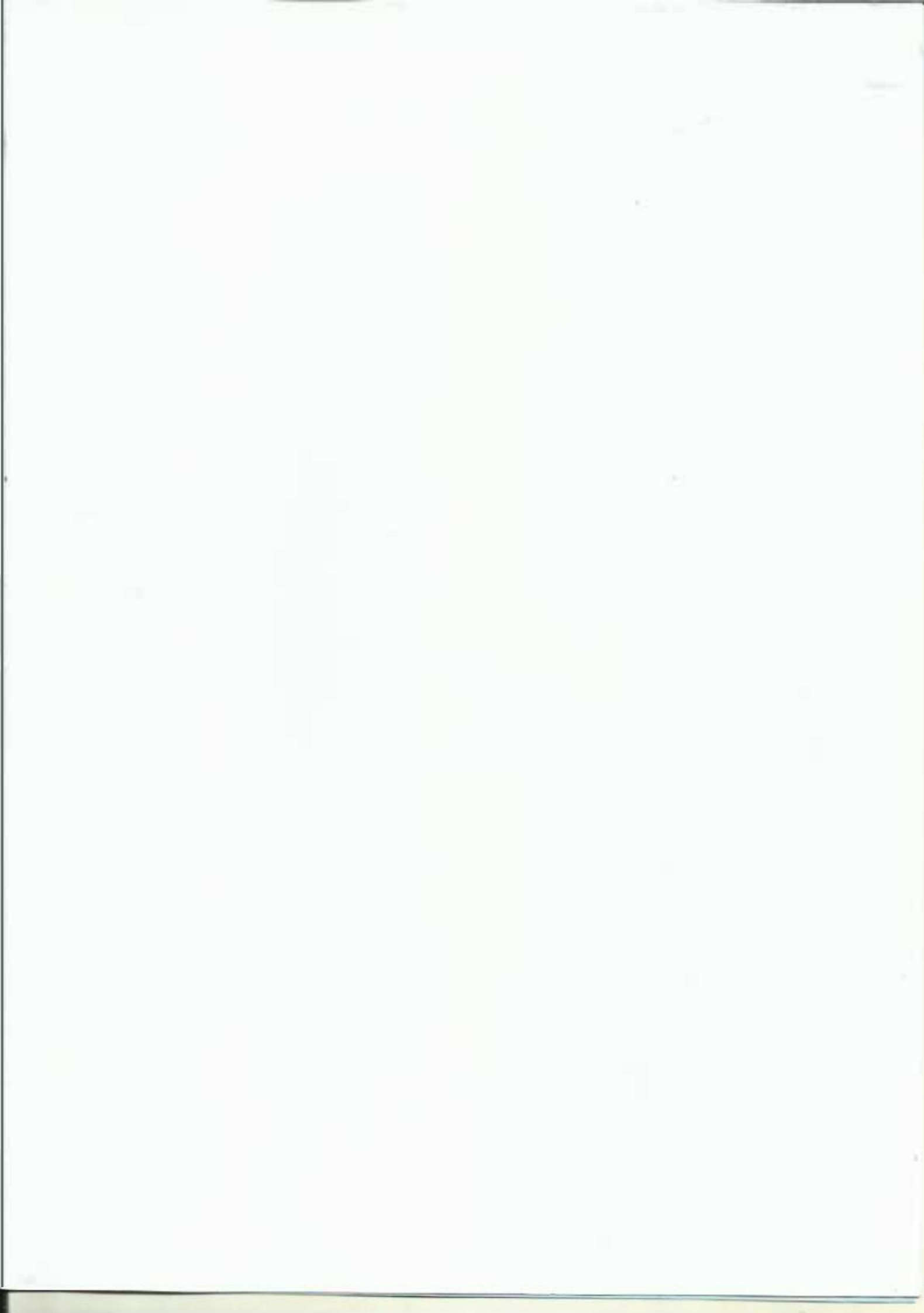
Please check those areas of ELT that interest you:

- | | | |
|---|---|---|
| ☐ Global Issues | ☐ CALL | ☐ Teacher Development |
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| ☐ Applied Linguistics | ☐ Teaching English to the Deaf | ☐ _____ |

Date _____ Signature: _____

Mail or fax this form to:

Tony Joo, General Manager %o KOTESOL Central Office P. O. Box 391-SeoTaejeon 301-600
(Tel) 042-255-1095 (Fax) 042-255-1096 (e-mail) <kotesol@ctollian.net>.



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