

Jeolla KOTESOL Regional Conference
Korea Teachers of English to Speakers of Other Languages

Real World English:

Relevance in the Classroom

Where:

Chosun University, Gwangju
Seoseog Hall, Student Union (4th floor)

When:

Saturday, April 13, 2002
9:00 am -- 5:00 pm

For more information:
www.kotesol.org/cholla

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 complete this form in English -- and also include Hangul if possible.

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☐ Individual (40,000 won/year) ☐ Student (20,000 won/year)
☐ Lifetime (400,000 won) ☐ International (US\$50.00/year)

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Given name: _____ Family name: _____

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Date of membership: _____ (Today's date)

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Home Phone: (____) _____ Fax: (____) _____ Beep: (____) _____

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Work Phone: (____) _____ Fax: (____) _____ Cell: (____) _____

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Please check those areas of ELT that interest you:

☐ Global Issues	☐ Elementary Education	☐ Teacher Development
☐ Reading/Writing	☐ Secondary Education	☐ Learning Disabilities
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Date: _____ Signature: _____

Send this form to: (Fax) 054-746-1097 or (E-mail) <KOTESOL@chollian.net>

Anyone can join KOTESOL by attending a local chapter meeting.

Finding Relevance in the Classroom: Real World English, Real World Professionalism

It's my distinct pleasure to offer a few comments for the opening pages of this conference booklet. On behalf of Korea TESOL and its members across the Korean peninsula and abroad, I welcome to this 8th KOTESOL Jeolla Regional Conference.

Most of us see ourselves as "teachers, first." Whatever else we may do in our professional lives, whatever else we become involved in (willingly or otherwise), nowadays we are, first and foremost, teachers. Whether or not we choose to do research, engage in professional development activities, or participate in professional societies, may be based in part on how we see ourselves in our role as teacher. For myself, it's something of a "chicken and egg" dilemma: my classroom teaching relies on my professional knowledge, my professional knowledge is based greatly on what I learn, and feel I need to learn, within the classroom.

"Real World English" is part of an ongoing debate on what we, as teachers, should bring into the classroom. A question for many is the "authenticness" or "genuineness" of the language we present, and how that may affect both the learners' motivation to learn and their preparation for English use outside the classroom. The definitions of "authentic" and "genuine" vary considerably, as do the perspectives on the issues around the debate. It's not all about textbook choice, supplemental materials, and forms of speech. It's a question about the validity of what we are doing in the classroom, isn't it?

Teachers bring more than language into the classroom, and that too is part of the discussion at this conference. We are not machines, not every class session from the same "lesson plan" comes out the same. We react to our students, and just as importantly, students react to us. Our persona is important. However, it is thought that through professionalism, we can minimize any negative affects this brings, and still maximize its benefits.

Korea TESOL is a society of teaching professionals. Definitions of professionalism vary, but many agree that professionalism dictates maintaining currency with the theory, technology, and practice within the field. Conferences are a great way of doing this! It also provides a chance to share questions with colleagues outside our immediate teaching environment, ascertain some of the emerging questions within the specializations, and socialize with friends old and new. Many feel that conferences large and small are the top benefit of KOTESOL.

Jeolla Chapter, and their conferences, have been a strongpoint of KOTESOL during the past years. Each aspect of each chapter, and the national organization as well, can become stronger still, offering additional services for our membership -- but only if those who partake of current benefits offer something in return. Another aspect of professionalism is sharing in the development process of others. Each of us has personal and professional assets that can be of benefit to others. It might be sharing our classroom insights through a paper or conference session. It may be assisting in administration of chapter meetings, conferences, or publications (both print and web).

I encourage each of us to consider how we benefit from KOTESOL, and how we can offer something in return. For our visitors today, membership is the first step! Some of us teach long, exhaustive hours, perhaps even six full days per week... while time may be limited, there are ways to share.

I'm sure that each of us will take home some new ideas for our classroom. I hope that new ideas in professionalism also tickle our minds -- that we may each become better teachers, and better professionals.



Collegial Regards,

Rob Dickey

KOTESOL National President, 2001-2002

Greetings from the Jeolla KOTESOL President

Welcome to the 8th annual Jeolla KOTESOL Regional Conference. We are excited you have joined us and hope the day will provide a "spark" to your teaching soul. The theme for this year's conference is "*Real World English: Relevance in the Classroom*" and hopes to bring the world of English closer to your teaching world.

Our purpose in holding this conference today is to provide each teacher with the chance to recognize their importance as a teacher and to find ways to bring out their full potential in the classroom. Although I do not know exactly where each teacher is in his or her teaching experience or ability, I do know that most of us are interested in becoming a better teacher. Let's open our hearts and minds today to receive fresh ideas and valuable insights from fellow teachers and in return, provide our students with more ways to excel in their understanding and speaking of English.

Each presenter and speaker today will attempt to encourage, challenge and expand your world of English education. The presenters bring various experiences in teaching young learners, secondary and university students and will share personal information from individual research projects, practical teaching techniques and actual classroom situations; all of which can provide relevant substance for professional development. Please take some time to browse through the program and find the presentation which best suits your teaching environment.

This conference would have not been possible without the involvement and assistance of many people. I would like to thank the members of the conference committee. They are Daniel Annfelt, Tammy V. Fisher-Heldenbrand, Youjin Jung, Adam Lee, Phil Owen, Perry Perry, and Roxanne Silvaniuk. I would like to thank Jung Chul-sung of Jeonju University for assisting us in providing translations for various information, and to William Gaskaith for sending out conference advertisements to a large number of teachers. Each of these people gave much of their free time to share their insights and prepare the many different portions of holding a conference. I would also like to give a special acknowledgment to David Shaffer who has greatly assisted us with on-site business matters on the campus of Chosun University. His work is greatly appreciated. We would also like to give a special thanks to the Director of the Continuing Education Center in Chosun University, Dr. Noh Sang-chae, for allowing us to use their facility.

A special thanks needs to be given to the Jeolla Boards of Education. Their support and assistance in sharing information for Jeolla KOTESOL is greatly appreciated. From the Gwangju Board of Education, Supervisor Jeong Ha-sun, from the Jeonnam Board of Education, Supervisor Jung Jong-man, and from the Jeonbuk Board of Education, Supervisor Park Joo-young. These three individuals sent out information throughout Jeolla Province and gave their support to KOTESOL. Thank you so much.

We also are honored to have the president of the Honam English Teachers' Association, Dr. Gyu-eul Yom and Park Eun-gyu, the president of the Gwangju Elementary Teachers' Association joining us today. Their participation, along with the participation of the members from their organizations, is a welcome addition to our conference. We look forward to working more closely with them in the future. Truly, we can learn many important insights from each other. We also would like to thank our plenary speaker, Dr. Park Joo-kyung. She graciously accepted our invitation and we are honored to have her share with us today. Thank you for your dedication in promoting excellence in English education throughout Korea and abroad and for providing relevant research to assist us in developing into better educators.

In conclusion, I hope your day is blessed with a chance to gain a few more insights into English education. That is the hope of KOTESOL and we desire to give teachers more opportunities to experience the language of English firsthand and to gain more confidence in the classroom. Our practical presentations and networking opportunities will do a lot in making you a better teacher. Consider becoming a member and joining us for our monthly meetings. For more information, please see any of our officers or check out our web-site at www.kotesol.org/cholla. Enjoy the day!!

Sincerely,

Brian Heldenbrand

Jeolla KOTESOL President



JEOLLA KOTESOL

COMING MONTHLY MEETINGS

May 11, 2002

Jeonju University – Humanities Building

2:30 – 5:00 PM

June 8, 2002

Chonnam Girl's High School, Gwangju

2:30 – 5:00 PM

For more information visit our website at:

www.kotesol.org/cholla

Jeolla KOTESOL Chapter holds regular meetings which alternate monthly between **Jeonju University** in Jeonju and **Chonnam Girl's High School** in Gwangju. Our membership includes both Korean and native-speaker English teachers from universities, colleges, high schools, middle schools, elementary schools and private academies. Presentations at these meetings seek to strike a balance between EFL theory and practice and include both Korean and native speakers from the local Jeolla Provinces as well as other KOTESOL chapters. Please feel welcome to attend any of our meetings or contact President Brian Heldenbrand (019-678-2378) for more information.

PLENARY ADDRESS

2:00 – 2:50 PM

MAIN AUDITORIUM (Seoseog Hall)



TITLE: Real World English and Teacher Development

PLENARY SPEAKER: Park Joo-Kyung, Ph.D., Honam University (Gwangju)

E-MAIL: joo@honam.ac.kr

BIO: Dr. Joo-Kyung Park, a former KOTESOL president, holds a Ph.D. in Curriculum and Instruction from Texas A&M University, specializing in ESL/Bilingual Ed. She has been involved with teacher education for primary and secondary teachers of English in Gwangju-Jeolla Province since 1993 as an

advisor, program coordinator and instructor.

She has presented at major TESOL conferences held in U.S.A., U.K., Thailand, Taiwan, and Japan as well as in Korea. Her research interests include teacher education, teaching pronunciation and intercultural communication. Currently, she is an assistant professor of English Dept. and the managing director of Foreign Language Education Center of Honam University, Gwangju. She also serves as an editor-in-chief of *KOTESOL Journal*.

ABSTRACT: The role and status of teachers have changed according to the changes in educational goals and objectives, instructional methodologies, and more importantly, perception and attitude of students, parents, and school administrators, all of which accord with the demands and expectations of the nation and society. Teacher development should be a continuous right and responsibility for those teachers who are committed to their profession and determined to be a professional. This talk will highlight new issues and concerns related to teaching real world English, which is a new goal of ELT in this new era, reflecting and projecting teacher education in Korea. Suggestions will be made on developing professionalism of teachers of English in Korea, including how to improve their knowledge and skills for teaching world English, get involved with research, and network and exchange ideas with colleagues within and beyond Korea.

MORNING SESSION I

10:00 – 10:50 AM

CONFERENCE ROOM 401 (10:00AM)

TITLE: Teaching and the Brains of Children

PRESENTER: Gerry Lassche, Ajou University

E-MAIL: glassche@yahoo.ca

BIO: Gerry Lassche teaches for the Ajou University Graduate School of Education, TESOL. He is one of the original KTT volunteers and often lectures at conferences and professional meetings throughout Korea.

ABSTRACT: The market is full of activities and games for teaching English to children - the "what to teach" part. It is remarkably lacking, however, in pedagogical materials - "why we teach what we teach." This presentation is an exploratory introduction to some brain-based research relevant to Teaching English to Young Learners (TEYL). The workshop-style format will encourage participants to actively discuss, in a non-technical fashion, the impact of findings from developmental psychology and physiology to TEYL. Issues raised will range from the physiological (brain tissue development) to the psychological (ego fragility).

CONFERENCE ROOM 402 (10:00 AM)

TITLE: Action Research: What and How?

PRESENTER: Dr. Andrew E. Finch, Kyungpook National University (Daegu)

E-MAIL: aef@knu.ac.kr

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

ABSTRACT: This presentation/workshop will introduce user-friendly methods of carrying out Action Research in the language classroom, using the results to make the learning environment more effective. Action research starts with the teacher and student, and is first of all a reflection on the learning process according to these people. Treating teachers and students with respect, it acknowledges that affective and emotional factors (anxiety, attitudes, beliefs, motivation, self-esteem) are more important than cognition in determining what gets learned in the classroom.

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

styles, needs, preferences, goal-setting and reflection on achievement.

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

CONFERENCE ROOM 403 (10:00 AM)

TITLE: Drama Projects in the EFL Classroom

PRESENTER: Park Yeon-seong, Chonnam National University (Gwangju)

E-MAIL: pyspark@yahoo.com

BIO: Yeon-seong Park earned her B.A. in English literature from Ewha Women's University, her M.A. from Seoul National University and her Ph.D. from Chonnam National University. She also studies English literature at Cambridge University and the University of Hawaii. She is the author of three books: *Love in W.H. Auden's Poetry* (1992), *Enter the Flower Field of English* (2000) and *Listening to Windows* (2001). She teaches English at Chonnam National University and lives in Gwangju.

ABSTRACT: Drama projects have many merits such as increasing students' confidence and self-esteem, promoting English learning in a fun atmosphere, giving ample opportunities to practice English both inside and outside of the classroom. However, many teachers are reluctant to use drama in their classes. I think one of the reasons is that they are unsure of its merits. I have used drama in my conversational English class four times. I found that students were enthusiastic in preparing for and presenting dramas. In this presentation I want to share my experiences and findings. I also want to suggest a methodology for a drama project from beginning to end and give a few tips on making drama projects a success.

CONFERENCE ROOM 404 (10:00 AM)

TITLE: "Lesson Plans? We don't need no stinking lesson plans!"

PRESENTER: Ingrid Zwaal, Jeonju National University of Education

E-MAIL: Ingrid@jnuc.ac.kr

BIO: Ingrid Zwaal is a professor from Jeonju National University of Education. Her passions include magic, Korean paper box making, volleyball and her private zoo. In her spare ten minutes everyday she studies Korean.

ABSTRACT: Ha, that's what you think. A good lesson plan makes the class run smoother and can reduce or eliminate discipline problems. Textbooks are written for the average class and I don't consider me or my students average. This is hopefully a workshop on how and why to write lesson plans.

CONFERENCE ROOM 405 (10:00 AM)

TITLE: English Rhythm – Sentence Stress Activities for Elementary/Middle School Students

PRESENTER: Jason Renshaw

E-MAIL: rensaw_jason@hotmail.com

BIO: Jason Renshaw is currently Academic Coordinator at the E2 group of schools in Changwon, and

President of KOTESOL's Busan-Gyeongnam Chapter. Jason hails from Melbourne in Australia. His Korea-based experience includes a two-year stint as Academic Coordinator of ECC Masan, where he developed two websites and published 12 textbooks. His supplementary textbook series, titled *Sentence Builder* and *Sentence Navigator*, are currently being used by more than 1000 YL students in ECCs in Masan, Tong-Young and Koje. Jason's current projects include active involvement with KOTESOL's Young Learner SIG, and developing his own teacher resource website (<http://www.englishraven.com>).

ABSTRACT: Sentence Stress is the "music" of English, the characteristic that gives the language its particular rhythm and bounce. Developing strategies to effectively practice English rhythm with Elementary and Middle School students provides young Korean learners with a unique opportunity to achieve "natural-sounding" English. And aside from any study-orientated goals, sentence stress activities can be a whole lot of fun! This presentation/workshop covers the basic principles of Sentence Stress in English, and facilitates a step-by-step approach to introducing effective and fun activities for both Elementary and Middle School Korean classrooms. Participants in the workshop will also be invited to contribute their own ideas on how to teach sentence stress to younger learners.

MORNING SESSION II

11:00 – 11:50 AM

CONFERENCE ROOM 401 (11:00 AM)

TITLE: Teaching Stress, Intonation & Rhythm

PRESENTER: Dr. Peter Nelson, Chung Ang University (Seoul)

E-MAIL: peternel@cau.ac.kr

BIO: Peter Nelson teaches in the Department of English Education, and in the Graduate School of International Studies, at Chung Ang University in Seoul. He is an original KTT presenter and a frequent lecturer at conferences and professional meetings throughout Korea.

ABSTRACT: Teaching correct pronunciation can be difficult, especially if the instructor is not a native speaker of English. In this workshop, Dr. Nelson will focus on three facets of pronunciation: stress placement, intonation and rhythm. Participants will review written materials, undertake group and pair exercises, and practice individually. The workshop is suitable for teachers at all ESL/EFL levels, and will be especially useful for non-native speakers. There will be time for questions and discussion.

CONFERENCE ROOM 402 (11:00 AM)

TITLE: CELP (Certificate of English Language Proficiency) Writing Test

PRESENTER: Lee Mi-jae, Suwon University

E-MAIL: mjlee@mail.suwon.ac.kr

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

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

CONFERENCE ROOM 403 (11:00 AM)

TITLE: Language Universals, Korean Thought, and English Errors

PRESENTER: David E. Shaffer, Chosun University

E-MAIL: disin@chosun.ac.kr

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

ABSTRACT: ESOL instructors are quite aware that Korean learners of English often err by producing English phrasing in a reversed order. This type of erring is often disregarded by the ESOL instructor as merely being random errors made by the learner and little attention is paid to them or their correction. It is often the case that more is at work here. It will be shown that incorrect reversed order of constituents of English expressions is often highly predictable based on differences between L1 and L2 in basic word order and related grammar universals; i.e., the production of the oft-heard utterance "Cigarette give me" is highly predictable from a Korean language learner.

CONFERENCE ROOM 404 (11:00 AM)

TITLE: Storybook Reading Activities

PRESENTER: Cheryl Hedlund, Kwangju University

E-MAIL: cappuccino136@hotmail.com

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

ABSTRACT: This presentation focuses on practical activities to do with storybooks in the classroom. These activities are appropriate for elementary and middle school students. The teaching approach is based on whole language theory and the goals are comprehension and communication. Storybooks and literature are a growing interest in language teaching in Korea. I hope this will be helpful and fun.

CONFERENCE ROOM 405 (11:00 AM)

TITLE: How Non-Native Speakers Speak "Authentic English"

PRESENTER: Robert Dickey, Kyongju University

E-MAIL: rjdickey@soback.kornet.net

BIO: Robert Dickey is Assistant Director of English in the School of Foreign Languages & Tourism at Kyongju University. Prof. Dickey has been investigating "authentic English" and other related matters of "classroom talk" since 1997. Robert has been teaching English in Korea since 1994, and involved in numerous "teacher training" programs for Korean teachers of English since 1996. He currently serves as president of Korea TESOL.

ABSTRACT: The use of English in the English classrooms of Korea has been a focus of politicians and pedagogists alike during the past few years. Unfortunately, not much has been clarified, despite the recent promulgation of rules concerning "Teaching English Through English" (TEE, or TETE). Many non-native speaker of English teachers feel pressure to perform beyond their self-perceived abilities. This session will be a roundtable discussion by all attendees on ways for "less-than fluent" non-native speaker of English teachers of English to present "authentic English" in their classrooms.

AFTERNOON SESSION I

3:00 – 3:50 PM

CONFERENCE ROOM 401 (3:00 PM)

TITLE: Practical Pronunciation Pointers

PRESENTER: Phil Owen, Kunsan National University

E-MAIL: phil_owen_99@yahoo.com

BIO: Phil Owen received his TESL/TEFL training at UCLA about 20 years ago. Since that time he has taught in several state-side programs for both immigrants and international students. He came to Korea in July of 1999 to teach at the Language Education Center of Kunsan National University. He now teaches in the English Department of that university.

ABSTRACT: It is my feeling that regular, systematic work on pronunciation is more helpful than hit-and-miss correction. This is especially true at the lower levels of English competence. This workshop will include an introduction to the English sound system and share some practical techniques for working on pronunciation in the classroom. It might be of most use to beginner teachers or people who have not taught pronunciation on a regular basis.

CONFERENCE ROOM 402 (3:00 PM)

TITLE: Using a Cooperative Learning Framework in Teaching Conversational English

PRESENTER: John Matthew Olszewski, Dongeui University

E-MAIL: j_matto@yahoo.com

BIO: The author is a conversational English instructor at Dongeui University in Pusan. After receiving his undergraduate degree in psychology and anthropology from the University of Houston in 1996, he moved to Korea and taught at a children's English institute in Taegu. In 2001 he received his master's degree in English from Texas A & M University-Kingsville, focusing on rhetoric and composition. His master's thesis is titled: "Using Ethnography in the Teaching of Writing."

ABSTRACT: Cooperative learning is a pedagogical methodology that can be used to structure a classroom. This methodology is more involved than 'group work,' and the requirements for a successful implementation of cooperative learning have been thoroughly discussed in the research literature.

A university level freshman conversational English class in Korea was segmented into several groups of three students to each group. Explicit instructions were given to the students regarding their assignments. The students worked with information from their textbooks, as well as with information on the chalkboard at the front of the classroom. Because a part of the students' assignment was written on the board at the front of the class, it was easy to gauge whether they were on-task or not. By adopting this methodology in a conversational English classroom, approximately seventy to ninety percent of students actively used the English language as they learned it.

CONFERENCE ROOM 403 (3:00 PM)

TITLE: Task-Based Activities in the Young Learner Classroom

PRESENTER: Jake Kimball, Language Institute (Daegu)

E-MAIL: ilejake@yahoo.com

BIO: Jake Kimball is the Young Learner Special Interest Group Facilitator. He is currently working on an MSc in TESOL at Aston University and is Academic Coordinator at a private language school in Daegu.

ABSTRACT: Although task-based learning (TBL) is a buzzword most teachers are familiar with, some educators may not have a clear understanding of its implementation. This hands-on workshop will demystify the TBL approach for use in the YL classroom. Participants will work in groups and engage in a wide array of activities that make up a task cycle. Classic folktales and stories of both Korean and Western origin will be used to illustrate TBL. The ultimate aim of these activities is to facilitate accuracy and fluency in speaking and to promote cooperative learning/interaction through pair or group work. Activities in today's workshop can be adapted to instruct most ages and abilities but our primary focus is on elementary and middle school ages.

In addition, it will be shown that not only does Korean thought itself play a major role in causing Korean speakers to produce errors in speaking English; it will be shown that Korean, because of its language type, can even influence Korean thought, which in turn leads to errors in speaking English.

CONFERENCE ROOM 404 (3:00 PM)

TITLE: Recharging Your Batteries: Finding New Life & Energy in Your Teaching

PRESENTER: Tammy V. Fisher-Heldenbrand, Jeonju University

E-MAIL: tvmicah@hotmail.com

BIO: Tammy has a B.A. in Theatre from Southwest Baptist University and an M.A. in Korean Studies from Jeonju University. She has started her fourth year as an English teacher in Jeonju University.

ABSTRACT: An evaluation of your current attitudes and energies toward teaching. A motivational time for tired teachers that are looking for a freshness to their teaching; a time for teachers lacking in experience to dialogue with experienced teachers and to find new life in your work.

CONFERENCE ROOM 405 (3:00 PM)

TITLE: Difficulties in Teaching English through English

PRESENTER: Kwang-seok Lee, Woon-cheon Elementary School (Gwangju)

E-MAIL: 9345@edunet4u.net

BIO: Kwang-seok graduated with his master's degree from Honam University majoring in English Education. He has done many presentations for elementary school English teaching.

ABSTRACT: The government has recommended that teachers use English to teach students English.

However, teachers do not have enough ability or confidence to use only English in the classroom and also, students cannot understand well enough in the class if it is completely taught in English. What is the teacher to do?

AFTERNOON SESSION II

4:00 – 4:50 PM

CONFERENCE ROOM 401 (4:00 PM)

TITLE: Valuable Speech Techniques

PRESENTER: Brian Heldenbrand, Jeonju University

E-MAIL: brianheldenbrand@hotmail.com

BIO: Brian is presently teaching at Jeonju University where he has been teaching English for the last 8 years. He is currently an MA TESL student in the summer months at Saint Michael's College, with hopes of completion this summer. For the past 3 years, Brian has served as the president of Jeolla Chapter of KOTESOL. He resides in Jeonju with his wife Taramy.

ABSTRACT: The world of the English teacher seems to be expanding to include an expertise in more than just classroom English. An understanding of grammar, excellence in listening skills and communication are considered necessary skills to be an English teacher in Korea. These days, providing proper **speech techniques** for students, who are attempting to compete in regional and national speech tournaments, has become another area of importance for the teacher. This presentation will provide some helpful hints for assisting the teacher in leading student to excel in making speeches in English.

CONFERENCE ROOM 402 (4:00 PM)

TITLE: Cooperative College English Class and the Internet

PRESENTER: Dr. Gyonggu Shin, Chonnam National University

E-MAIL: gshin@chonnam.ac.kr

BIO: Gyonggu Shin was trained to be a theoretical linguist in UT-Austin and Chonbuk National University, and taught linguistics and English for 20 years at Chonnam National University. He developed and managed English language program in the Chonnam National University Language Education Center from 1991 to 1997. His current research interest is in using the Internet and cooperative language class.

ABSTRACT: This presentation shows how a college English course becomes successful with cooperative language learning and the Internet. My college English classes were not successful because students did not enthusiastically participate in the small group activities nor in the Internet activities. The reasons: i) the instructor lacked group management skills, ii) one member of a group was commonly excluded from discussion, iii) the Internet activities were not well organized, and iv) discussion topics did not address the need nor the interest of students.

The course was renovated with the input of constructionism to create a cohesive social setting among students, with cooperative learning to give individual members individualized tasks, and with the Internet to extend the classroom activities outside the classrooms. Some of the significant consequences of the change are: i) All member are active in group activities, ii) Students achievement goes up, and iii) Course evaluation gets higher.

CONFERENCE ROOM 403 (4:00 PM)

TITLE: Young Learner Special Interest Group Workshop (SIG)

PRESENTER: Jake Kimball

E-MAIL: ilejake@yahoo.com

BIO: Jake Kimball is the Young Learner Special Interest Group Facilitator. He is currently working on an MSc in TESOL at Aston University and is Academic Coordinator at a private language school in Daegu.

ABSTRACT: KOTESOL has organized a new Special Interest Group for teachers of young learners. This SIG caters to Young Learner teachers and teacher trainers. Everyone who teaches or has an interest in the Young Learner sector is welcome to attend. In this first SIG meeting will begin with an information sharing session about the SIG: its purpose, support structure, and future direction. Afterwards, we will offer a show-and-tell of various activities suitable for the YL classroom (K-middle school). As a wrap-up, we will work in groups to reflect on and discuss information provided in our YL questionnaire. This survey addresses the needs and issues facing YL teachers and how the YL SIG can meet those needs. Group participation is encouraged.

CONFERENCE ROOM 404 (4:00 PM)

TITLE: Student Attrition and FL Anxiety: An Action Research Project

PRESENTERS: Daniel Armfelt, LG Chemical (Yosu)

Geiry Lassche, Ajou University

E-MAIL: darmfelt@yahoo.com, glassche@yahoo.ca

BIO: Daniel Armfelt attended the University of Lethbridge, graduating with a degree in History. He also finished his CELTA training in Thailand and is currently employed as an English Instructor at LG. His research interests include textbook design, e-based learning and cross-cultural communication.

BIO: Geiry Lassche went to the University of Western Ontario, graduating with an honors degree in Psychology. He went to Australia and finished CELTA training and a Master's in Education (TESOL). He is a lecturing professor of TESOL Methodology and Practicum in Ajou University's TESOL Certificate Program. His research interests are e-based learning, TEYL, syllabus design, and language assessment.

ABSTRACT: Student attrition rates of up to 50% within 3 weeks of course commencement are common occurrences in company and institute conversation classes. We believe that there is a relationship between anxiety, cultural factors, and attendance patterns. To explore the relationship between these factors, we have begun an action research project with this presentation as the first step in that process. We used Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale, and will present results on those results. Following their recommendation, we also surveyed students' reasons for EFL study. Item discrimination patterns from the results of the surveys and examination of attendance records will be discussed, and implications for program design and administration, as well as later stages of the action research project, will be suggested.

CONFERENCE ROOM 405 (4:00 PM)

TITLE: Using Activities in Teaching English

PRESENTER: Bong-hee Park, Gwangju Teacher's University Elementary School

E-MAIL: pbe8682@hanmail.net

BIO: Bong-hee graduated from Gwangju Teacher's College and completed her M.A. from Gwangju National University of Education with her degree in Elementary English Education. She is an avid presenter and enjoys sharing her experience with fellow teachers.

ABSTRACT: An important target of Elementary English education is to make the class fun. The teacher can achieve this focus by using many useful and interesting activities and materials.

THIRD FLOOR LOBBY (all day)

TITLE: Global Issues - Poster Presentation

PRESENTER: jen lalonde, Hyecheon College

E-MAIL: j_lalonde@hotmail.com

BIO: jen lalonde has been teaching English to children of all ages and adults in Korea for over four years. She works in the Tourism English Interpretation Department at Hyecheon Junior College in Daejeon. She completed the RSA DTEFLA in June 2001. She has been working as a Coordinator of the KOTESOL Global Issues SIG for the past eight months, and is particularly interested in adapting mainstream global issues classroom material for use with EFL learners.

ABSTRACT: "Global issues are real issues: the spoliation of the rain-forests, the thinning of the ozone layer, acid rain, nuclear waste disposal, exponential population growth, the spread of AIDS, state violence and genocide in Kurdistan, Tibet and Bosnia, ecological disaster compounded by war in Ethiopia and Somalia . . . the list is depressingly long. What has this to do with the teaching of EFL? English language teaching (ELT) has been bedeviled with three perennial problems: the gulf between classroom activities and real life; the separation of ELT from the main stream of educational ideas; the lack of a content as its subject matter. By making Global Issues a central core of EFL, these problems would be to some extent resolved." *Alan Maley, Practical English Teaching (1992)*. Please visit the Global Issues Special Interest Group Table at the Jeolla Regional Conference for more information, lesson plans and activities ideas, newsletters, and to take a look at some popular catalogues, global issues resources, games and videos.

11th Annual
Daejeon KOTESOL
Drama and Film Festival



Saturday, May 25th at 1:00pm

Hyecheon College in Daejeon

Junior Division: Kindergarten and Elementary School students.

Senior Division: Middle School, High School and University students.

**Registration Deadline is Tuesday, April 30th.*

Registrations will be accepted on a first-come, first-served basis. Registration is limited to five junior teams and seven senior teams.

**All students will receive a participation certificate. Prizes will be awarded to the first, second and third place teams in each division.*

**15 minute maximum for plays and films.*

**Film entries will be shown and judged in a separate division after the plays.*

**Would you like to be a judge or volunteer? Contact Donna for more information.*

Mail/Fax registration forms and bank transfers to:

Donna Myers

Woosong Language Institute

196-5 Jayang-dong, Dong-gu, Daejeon

300-100

Phone: 042-630-9783

Cell: 018-402-9344

Fax: FILL IN HERE

Email: donmyers11@yahoo.com

Please see the Registration Form in this issue of The English Connection.

9:00 - 9:30	REGISTRATION				
9:30 - 10:00	OPENING CEREMONY Main Auditorium - Seoseog Hall Jeolla KOTESOL President Brian Heldenbrand				
	ROOM 401	ROOM 402	ROOM 403	ROOM 404	ROOM 405
10:00 - 10:50	Teaching and the Brains of Children Gerry Lassche	Action Research: What and How? Andrew E. Finch	Drama Projects in the EFL Classroom Park Yeon-seong	"Lesson Plans? We don't need no stinking lesson plans!" Ingrid Zwaal	English Rhythm & Stress Activities for Elem/Middle School Students Jason Renshaw
11:00 - 11:50	Teaching Stress, Intonation & Rhythm Peter Nelson	CELP Writing Test Lee Mi-jae	Language Universals, Korean Thought, and English Errors David E. Shaffer	Storybook Reading Activities Cheryl Hedlund	How Non-Native Speakers Speak "Authentic English" Robert Dickey
12:00 - 1:30	LUNCH (included in registration fee)				
1:30 - 2:00	PUBLISHER'S EXHIBIT and REFRESHMENTS				
2:00 - 2:50	PLENARY ADDRESS Main Auditorium - Seoseog Hall "Real World English and Teacher Development" Park Joo-Kyung, Honam University				
3:00 - 3:50	Practical Pronunciation Pointers Phil Owen	Using a Cooperative Learning Framework in Teaching Conversational English John Matthew Olszewski	Task-Based Activities in the Young Learner Classroom Jake Kimball	Recharging Your Batteries Tammy V. Fisher-Heldenbrand	Difficulties in Teaching English through English Lee Kwang-seok
4:00 - 4:50	Valuable Speech Techniques Brian Heldenbrand	The Cooperative Classroom and the Internet Shin Gyeonggu	Young Learner Special Interest Group Workshop (SIG) Jake Kimball	Student Attrition and FL Anxiety: An Action Research Project Daniel Armfelt Gerry Lassche	Using Activities in Teaching English Park Bong-hee
4:50 - 5:00	BOOK RAFFLE and CLOSING CEREMONY				