



Jeolla KOTESOL Regional Conference

Korea Teachers of English to Speakers of Other Languages

Exploring the Connections of Language Learning

Chosun University, Gwangju

Seoseok Hall, Student Union (4th floor)

Saturday, April 19, 2003

9:00 am – 5:00 pm

Website: www.kotesol.org/cholla

Korea TESOL

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www.kotesol.org

Greetings from the National President

It is my great honor and privilege to welcome you all to the Korea TESOL Jeolla Conference, being held here at Chosun University in Gwangju, on April 19th under the theme "Exploring the Connections of Language Learning." Jeolla Chapter has been a role model for other chapters in Korea TESOL by having very active monthly chapter meetings, including drama festivals, and, most importantly, organizing annual regional conferences since 1994. The Jeolla Conference has grown from a regional conference to a more nationwide event, attracting presenters and attendees not only from the Jeolla region but also from across the country.

A conference such as this could not have been put together without the painstaking efforts of many people. I would like to extend my sincere gratitude to the Conference Committee and the Executive Council of Jeolla Chapter for their outstanding work for the success of this Conference. I am sure that the participants will find this conference to be very productive and enjoyable. The Conference provides you with an opportunity to not only meet old friends but also make new ones to develop a network that may aid you in your research, teaching, and personal development.

I would like to thank all of you for participating in this event, and I sincerely hope you enjoy the conference.



Sangdo Woo
President
Korea TESOL

Greetings from the Jeolla KOTESOL President

It is difficult to begin thanking everyone who made this conference possible; there really are too many to name. But at the top of the list are Chosun University President Dr. Yang Hyong-il and Dr. Noh Sang-chae of the Continuing Education Center. They have made these facilities available for us again this year. We must acknowledge the Conference Committee: Dr. Park Yeon-seung, Perry Perry, Roxanne Silvaniuk, Allison Bill, Brian Heldenbrand, and Dr. Shin Gyeonggu. Dr. David Shaffer of Chosun University was of particular assistance. His on-site help and savvy have done much to make this conference a success. If you see any of these people around the conference today, please give them a pat on the back or at least a friendly, "Thank you." Also due for thanks are the many student volunteers we have this year! They come from Chonnam, Chosun and Jeonju Universities and from Gwangju Women's University. Again this year, the Jeolla Boards of Education sent information about this conference to the teachers in the public schools. We appreciate their support and assistance. We have done our best to put together a conference worthy of the trust and hard work of so many people.

Today we are honored to have as our plenary speaker, Dr. Andrew Finch of Kyungpook National University. Dr. Finch is well known to many of us, having presented at this conference and similar conferences on many occasions. With his recent books and his free sharing of information and ideas about language teaching, Dr. Finch stands on the forefront of humanistic, communicative, learner-centered education in Korea. We are very happy he could take time out of a busy schedule to come to Gwangju this weekend.

But mostly, we're honored and happy to see lots and lots of classroom teachers – institute teachers, public school teachers, university professors – here today. This conference is for YOU! I'm positive you will find many sessions which will enrich your classroom. I hope you enjoy the conference and go home re-charged and ready for Monday!

Consider 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,
Phil Owen
Jeolla KOTESOL President

PLENARY ADDRESS

2:00 – 2:50 PM

MAIN AUDITORIUM (Seoseog Hall)



TITLE: Self-Assessment and Peer-Assessment in the EFL Classroom

PLENARY SPEAKER: Dr. Andrew Finch, Kyungpook National University

E-MAIL: aef@finchpark.com

BIO: Dr. Andrew Finch, whose PhD in Program Evaluation (Manchester University 2000), described and evaluated a task-based language program in Korea, is currently assistant 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 coming to Korea to learn Baduk. Dr. Finch has co-authored four task-based Conversation-English books, which incorporate alternative assessment in a learner-centered holistic approach, and which are available online at <http://www.finchpark.com/books>.

ABSTRACT: Alternative assessment has been advocated in the language learning classroom for some time, and a number of justifications and explanations exist in ELT literature. In view of the advantages for students and teachers of this approach to evaluation, this talk will investigate ways in which self-assessment and peer-assessment tools can be designed (by teachers) and incorporated into EFL courses (secondary and tertiary levels) in Korea. The presentation will begin with a brief rationale of self/peer-assessment, and will then focus on practical means of employing these in the EFL writing (composition) and speaking (oral skills) classrooms, with a view to enhancing cognitive, affective and social learning. This second part of the presentation will show that user-friendly assessment tools: i) can supplement existing learning materials; ii) can be understood and used effectively by students; iii) promote responsibility in students; iv) do not result in lowered standards; v) are valid and reliable; and vi) can provide teachers and students with the regular feedback about learning achievement, which is a prime goal of evaluation. The alternative assessment materials and methods shown in this presentation are based on the presenter's research and classroom experience. They can be accessed and downloaded at: <http://www.finchpark.com/courses/compn/sheets.htm>.

MORNING SESSION I

10:00 – 10:50 A.M.

CONFERENCE ROOM 401 (10:00 A.M.)

TITLE: Teaching English Writing: One Thing at a Time

PRESENTER: David. D. I. Kim, Konkuk University

E-MAIL: kdi@yonsei.ac.kr; kdi.kim@utoronto.ca

BIO: David D. I. Kim 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.

ABSTRACT: 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. (For teachers working with Secondary, University and Adult learners.)

CONFERENCE ROOM 402 (10:00 A.M.)

TITLE: Expressing Preferences with "Thumbs Up" Conversation Cards

PRESENTER: Adam Lee, Kunsan National University

E-MAIL: adamrlee@yahoo.com

BIO: A native of Minneapolis (USA), Adam Lee holds an MA in English from the University of St. Thomas in Minnesota. He is a visiting professor in Kunsan National University's English Language and Literature Department. Adam served as secretary (and occasionally webmaster) for Jeolla KOTESOL from 1999 - 2002. Korea has been his home since 1995, during which time he has also taught at Chonbuk National University (Jeonju) and Sobae College (Gunsan).

ABSTRACT: A simple card activity can provide a fun and mathematical way to teach the often confusing rejoinders "So do I", "Neither do I", "Oh, I do" and "Oh, I don't." Taking vocabulary lists from various categories (music, movies, games, food, learning strategies), these cards help students learn how to begin expressing their likes and dislikes. These activities can be done in pairs, in groups, and even for assessment. This presentation will explain the theory behind these preference cards, show the methods of how to make them, and demonstrate their use with a variety of different classroom activities. (For teachers working with all age groups.)

CONFERENCE ROOM 403 (10:00 A.M.)

TITLE: Error Correction and Learner Reflections

PRESENTER: David E. Shaffer, Chosun University

E-MAIL: disin@chosun.ac.kr

BIO: David Shaffer (PhD, Linguistics) has been an educator in Korea since the early 1970's. 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 materials and textbook 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 Café* Help Center team. He presently serves as KOTESOL's National and Conference Treasurer.

ABSTRACT: Every ESOL instructor is faced with English learners exhibiting errors in their output. On the one hand, there is the Krashen hypothesis that massive amounts of comprehensible input alone are satisfactory and sufficient for language learning to occur. On the other, is the opinion that the incorporation of error correction contributes to more efficient language learning. In addition, there is the pervasive Korean language learner belief that their instructor should correct their every error. To be presented are the results of research contrasting the results of explicit error correction with those of no error correction and the results of student opinion of each sampled both before and after experiencing them. Also to be presented are the results of the less explicit methods of recasting and delayed error correction, and student expressed preference for these methods. To be discussed is the question of which error correction method to use when student preference is for a method of relatively low effectiveness. The presentation will also survey the range of explicit and implicit error correction methods and discuss their desirability and effectiveness. (For teachers working with Secondary, University and Adult learners.)

CONFERENCE ROOM 404 (10:00 A.M.)

TITLE: Micro-Analysis of Native Korean Speakers English Pronunciation Assessments

PRESENTER: Cheryl Choi, Kookmin University

E-MAIL: choecc@yahoo.com

ABSTRACT: 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. (For teachers of Secondary, University and Adult learners. Ms. Choi is participating in KOTESOL's Research Special Interest Group.)

AUDITORIUM (10:00 A.M.)

TITLE: The Numbers Game

PRESENTER: Nicki Janczak, Howon University

E-MAIL: nickijanczak@hotmail.com

BIO: Nicki is from Colorado, USA and has been teaching in Korea for two years, at Hyundai Language Center, Kunsan National University, and currently at Howon University as a visiting professor. Additional interests include travel, piloting, horseback riding, wilderness camping, languages, music and reading. She believes students learn easier and faster if they have fun while they're learning.

ABSTRACT: "Learning numbers is boring!" How many times have you heard that from students or experienced it yourself? Here's a game that will help students learn and remember numbers in English easily and enjoyably. In fact, they will have so much fun they will forget they are learning! Any student who can add can learn this game. In addition, the game teaches numbers pronunciation, additional vocabulary, and a little bit of western culture. It can be learned quickly with very little preparation required, and is easily taught as well. Come to this workshop and learn while you play! (For teachers working with all age groups.)

MORNING SESSION II

11:00 – 11:50 AM

CONFERENCE ROOM 401 (11:00 A.M.)

TITLE: Can Native Korean Speaking English Teachers Assess English Pronunciation?

PRESENTER: David D. I. Kim, Konkuk University

E-MAIL: kdi@yonsei.ac.kr; kdi.kim@utoronto.ca

BIO: David D. I. Kim 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. (Mr. Kim is with us today as a member of the KOTESOL Teacher Training team.)

ABSTRACT: A group of native Korean speaking English teachers (who have had a minimum amount of exposure to native English speakers and to an English speaking environment) assessed a small sample of native Korean speakers' English pronunciation. The English Pronunciation Test (EPT; Kim & Margolis, 1999) was used to provide the assessment material to be assessed as well as the tool used to perform the assessments. The results suggest that overall, native Korean speakers are able to accurately assess native Korean speakers' English pronunciation, however, the assessment of more specific pronunciation features are not as well assessed. (For teachers working with Secondary, University and Adult learners.)

CONFERENCE ROOM 402 (11:00 A.M.)

TITLE: Applying the Eclectic Approach to English Grammar Classes

PRESENTER: Myung-Jai Kang, Yeojoo Institute of Technology

E-MAIL: regina@mail.yeojoo.ac.kr

BIO: Myung-Jai Kang is a professor of the Dept. of English at Yeojoo Institute of Technology in Yeojoo, Gyeonggi-do. She received a Ph.D. in English in 1991 and has been teaching students in Tertiary Education since 1985. She had broadcast English programs at MBC and CBS for over 5 years in the late 80s and the early 90s. She is currently serving as first VP of KOTESOL National after having served as President of Seoul KOTESOL in the previous year. Her research interests include teaching and learning methodology, action research, and language acquisition.

ABSTRACT: English Grammar has possibly been one of the most difficult and uninteresting subjects to Korean college students since their middle school days. However, Grammar *per se* has been a required course in most schools in Korea. In order to develop more effective teaching methods, most English teachers, whether they are native or non-native, in Korea may have been trying very hard. In the presentation, I'd like to share my own teaching experience in an English Grammar course for freshmen in a college. The method I used for my Grammar class is the Eclectic method which incorporates carefully selected several techniques from various methods, such as pair work, role-play, reading aloud, fill in the gap, etc. The course was focused on group study projects both inside and outside of the class through Cooperative Learning along with combined meaning-focused and form-focused instructions by the teacher in class. (For teachers working with University learners.)

CONFERENCE ROOM 403 (11:00 A.M.)

TITLE: Cross-culturalism in the classroom: is it for real?

PRESENTER: Paul Mead, Dongju College

E-MAIL: mead98410@hotmail.com

BIO: Paul Mead teaches at Dongju College, Busan. He comes from New Zealand, has a double BA in Chinese and French and is currently completing an MA in Applied Linguistics. He has an 18-year-old daughter. He is very interested in Korean culture, and he enthusiastically promotes cross-cultural discussion within KOTESOL. He is the 2nd Vice President of Korea TESOL.

ABSTRACT: In KOTESOL, many of us recognize that Western teachers step straight into the Korean culture in order to teach their own language not really knowing what cultural differences cloud the teaching and learning process. Some say there are no differences and that, anyway, Korean students just have to learn the language. On the other hand, the Korean student, colleague and boss sometimes encounter a set of behaviors in the classroom and in the working environment that don't seem to give him or her enough clues as to the meaning of what is being expressed by a Western teacher. We also recognize that what may be thought to be cultural differences that lead to some kind of dysfunction or frustration in the classroom is in fact caused by absence of clear instructions. Some of us understand that **유교**, the Confucian belief system, underpins much of Korean social behavior while some of us think this is irrelevant.

In this symposium, we will attempt to draw attendees into the discussion as this process of cross-culturalism is one of cooperating with each other in order to reach greater understanding rather than one of experts trying to tell it how it is. We will try to discuss cross-cultural concerns that occur between individuals and in organizations such as schools, universities, hagwons and in KOTESOL. We warmly invite you to participate. (For teachers working in all environments.)

CONFERENCE ROOM 404 (11:00 A.M.)

TITLE: Connecting Language with Content

PRESENTER: Robert J. Dickey, Gyeongju University School of Foreign Languages & Tourism

E-MAIL: rjdickey@soback.kornet.net

BIO: Prof. Robert Dickey has been teaching English and assorted other subjects in Korea since 1994. He has held a number of positions in KOTESOL and has been an active researcher as well. His principle interest areas are content-based instruction, pronunciation, and ethics. Email him to talk more! (Mr. Dickey is with us today as a member of the KOTESOL Teacher Training team.)

ABSTRACT: All too often teachers and learners find themselves buried in the study of language, and may feel that they have fallen into a bottomless pit. Classes such as Grammar & Syntax, Vocabulary, Pronunciation, Literature, Listening, Interpretation, Writing, and Reading make up the bulk of language study courses, yet have little relation to what most students will be doing once their formal language studies have been completed. Is it any wonder that students lose their "love" for English?

This session will combine a presentation of underlying principles with an open discussion of what teachers are using in their classrooms as "content" to help students apply their language skills in useful ways. Issues include EAP/SP, "sustained content," topics & themes, technologies, and more.

The aim is to help teachers gather ideas to help their students both become more motivated learners, and to apply their language skills outside the language classroom. (For teachers working with Secondary, University and Adult learners.)

AUDITORIUM (11:00 A.M.)

TITLE: Story telling and readers' theater in the EFL Classroom

PRESENTER: Seo Eun-mi, Howon University

E-MAIL: seoeunmi7@yahoo.com

BIO: Seo Eun-mi is an associate professor at Howon University. She studied at the University of Hawaii on a Fulbright scholarship. She was a visiting fellow at the East-West Center. She presented her topics in the international conferences such as Colorado, Hawaii, Australia and Hong Kong. She is an adjunct professor at the University of Maryland in Asian Division and Saint Michael's College in Vermont. Her interest area is to teach English through Humanistic and Natural approach.

ABSTRACT: The major function of the EFL classroom is to provide intake for acquisition. Teachers will have to use materials which will facilitate language acquisition. In this presentation she is going to show how to use stories and readers' theater to help students in a non-threatening classroom atmosphere. Classroom activities will have to be structured to serve immediate needs and to promote communication and expression. Through these activities, curiosity in the target language will be stimulated. (For teachers working with Secondary, University and Adult learners.)

AFTERNOON SESSION I

3:00 – 3:50 P.M.

CONFERENCE ROOM 401 (3:00 P.M.)

TITLE: I was Boring so I Played with Myself.

PRESENTERS: Moon Seung-Won, Inje University

Todd Vercoe, Inje University

E-MAIL: Moon Seung-Won: langmoon@ijnrc.inje.ac.kr

Todd Vercoe: koreakatz@hotmail.com

BIO: Moon Seung-Won has been trying to learn languages (up to 7 now) all of her life. She has been teaching languages for 15 years on 3 continents. Todd Vercoe has been teaching to all age levels in Korea for seven years. In a "previous life" he was a theatrical director and instructor of games, drama and acting in Canada. Both Ms. Moon and Mr. Vercoe are currently on faculty at Inje University in Gimhae, Gyeongnam.

ABSTRACT: This workshop will focus on interference of the Korean language in the production of common errors by students. Through a series of examples we will explore how First Language Interference has influenced the most common errors committed by Korean students of English. Error analysis will bring out the "why" "how" and "what" of Korean to English errors. Korean syntactical and lexical structure will be discussed to help shed a light on these errors. Suggestions for the classroom will help correct and prevent this error production. (For teachers working with Secondary, University and Adult learners.)

CONFERENCE ROOM 402 (3:00 P.M.)

TITLE: Psycho Linking Vocabulary Builder Mnemonic

PRESENTER: Dean Derkson, Chosun University

E-MAIL: deanderkson@hotmail.com

BIO: Dean Derkson BSc is a graduate of The University of Manitoba. He came to Korea in 1997 to escape Canada's repressive weather. After the obligatory two years at hogwons he found himself an employee in Chosun University's Language Education Center in Kwangju (Now spelled with a G) and is currently taking his masters in Linguistics there under the guidance of his advisor David Shaffer.

ABSTRACT: You're shopping. You buy something. You think maybe this thing will break and want the option to bring it back if it does. You should probably have a receipt. What's that word in Korean? Hey didn't you study that just last week? Why can't you remember it? You draw a total blank. Oh no, you're getting old. Three hours later you are sitting in a coffee shop and you remember 영수증. Rats, you're too late. If only Susan your secretary would have written it down for you. Yes that's right it's Susan's fault. Susan your young secretary. You go straight to your office and fire young Susan cause she didn't do what you didn't tell her to. Young Susan = 영수증

This workshop will outline the basic methods for using the link memory method first formalized by Dr. Michael Craneburg. This can be a fun, colorful technique to learners of any language develop their vocabulary and increase their memory. (For teachers working with all age groups.)

CONFERENCE ROOM 403 (3:00 P.M.)

TITLE: Practical Gaming in the Classroom

PRESENTER: Tom Vasef, Korea Christian International School

E-MAIL: kcisnow@yahoo.com

BIO: Tom Vasef has been teaching in an English institute for more than two years in Korea. He has been playing games, however, his entire life!

ABSTRACT: The word "games" invokes pleasant thoughts of fun and entertainment. In a classroom setting, however, games can cause a teacher much anguish both in preparation and in practice. This presentation is to help avoid many of the headaches associated with games. It will show how games can be used in ALL situations with great success. Listings of resources, ideas for using games, pitfalls to avoid, helpful tips, and variations of games will be described. The workshop will differentiate among free, homemade, and commercial games and show viable uses for all three. Teachers will be able to take a myriad of ideas to the classroom, and be able to game with their students for both entertainment and education! (For teachers working with all age groups.)

AUDITORIUM (3:00 P.M.)

TITLE: Humanistic Language Learning Materials

PRESENTER: Dr. Andrew Finch, Kyungpook National University

E-MAIL: aef@finchpark.com

BIO: (See page 6 of the program.)

ABSTRACT: What are humanistic language learning materials?

Humanistic principles of education which arose in the previous century are more and more relevant to modern society, in which the result of a competitive, individualized, intellectualized education system can be seen in the destructive tendency of domestic and international relations. As educators, it is our responsibility to be models of a responsible society, and to promote such a society in our classrooms. Students need to develop skills of problem solving, critical thinking and reasoned argument, if they are to make a positive and peaceful contribution to the "race between education and catastrophe" (H.G. Wells). They must be autonomous, responsible human beings, who have the will and the ability to heal society.

While the TEFL profession is becoming aware of the need to include affective as well as cognitive goals in the school curriculum, language classrooms are well-known for promoting anxiety, stress and competition - factors which do not promote the team-skills and sensitive awareness that is needed at all levels of society. This paper explores how language teachers might identify and address sources of anxiety, stress and competition in their classrooms, and how they might promote humanistic values through collaborative learning, alternative assessment, and a non-threatening learning environment. (For teachers working with all age groups.)

AFTERNOON SESSION II

4:00 – 4:50 P.M.

CONFERENCE ROOM 401 (4:00 P.M.)

TITLE: The Use of Meaningful Sequences in Listening Comprehension

PRESENTER: Brian Heldenbrand, Jeonju University

E-MAIL: brianheldenbrand@hotmail.com

BIO: Presently, Brian is in his ninth year of teaching at Jeonju University. He is from Kansas City, Missouri in the United States. Brian completed his M.A. in TESOL from Saint Michael's College in Vermont, U.S.A. He has served in various positions within the Jeolla Chapter of KOTESOL and presently holds the position of Past President. Brian's special interests within the areas of English communication include speech development, the use of drama and applying the principles of different learning strategies in the classroom. In his free time, Brian enjoys swimming, playing tennis, listening to music and going to movies with his wife.

ABSTRACT: Listening comprehension is considered the backbone for language learning. This presentation will look at a particular listening strategy that will assist the teacher in combining multiple learning strategies for the classroom. Along with utilizing multiple learning strategies, this activity enables a teacher to reinforce previous vocabulary lessons and include new vocabulary words and expressions used within the context of the language. Besides providing language learning, this listening activity also provides opportunities to share relevant cultural insights. Come and learn how to take your listening comprehension activities one step further. (For teachers working with Elementary and Secondary learners.)

CONFERENCE ROOM 402 (4:00 P.M.)

TITLE: Flexibility and Phonetics in Teaching Pronunciation

PRESENTER: Timothy Gup-ton, Chosun University Language Education Institute

E-MAIL: t_gup-ton@yahoo.com

BIO: In his fourth year teaching EFL in Korea, Tim finished his B.A. in Romance Languages at University of Nevada, Las Vegas (1996) and his M.A. in Hispanic Linguistics at University of Illinois, Urbana-Champaign (1999). His research interests are languages in contact and syntax, in particular how they pertain to bilingual speakers of Spanish and other closely related Romance languages. He has been working with the syntax of agreeing *to have + past participle/adjective* constructions in native speakers of Leonese Galician (Spain). He has worked at Chonnam National University, Samsung HRDC, and is currently a Full-Time Instructor at Chosun University.

ABSTRACT: This workshop aims to look at the use of phonetics and articulatory phonology in teaching Intermediate to Advanced level students of English. We will discuss some different approaches to teaching "problem sounds" for Korean students, as well as some strategies that teachers may use in the classroom to facilitate student progress. This workshop also seeks to help put the teacher at greater ease in teaching what many consider a difficult topic. Some rather technical theoretical material will be discussed at times, however, no prior knowledge of phonetics or phonology is required. Information on the speech organs and the International Phonetic

Alphabet (IPA) will be provided. Fellow teachers' experiences and input will be welcomed. (For teachers working with University and Adult students.)

CONFERENCE ROOM 403 (4:00 P.M.)

TITLE: The ABC's of the Alphabet and Phonetics

PRESENTER: Ingrid Zwaal, Jeonju National University of Education

E-MAIL: ingrid@jnuc.ac.kr

BIO: Ingrid Zwaal has a BA in English and Drama from the University of Toronto and an MSED from Canisius College. She has taught many grades in Canada, the U.S. and South Korea. She likes to make her classes as weird and exciting as inhumanly possible to prevent her own boredom. In her serious moments she studies daigum and Korean.

ABSTRACT: Listen and repeat is not always the best way or incentive to learn the alphabet or phonetics. Learned from experience, these activities aid in the memorization and usage of Korean students as well as teach Western based culture games. Easy to recreate the materials and use in any size classroom, they will be practiced as part of the workshop. (For teachers working with Elementary students.)

AUDITORIUM (4:00 P.M.)

TITLE: The Fine Art of Concept Checking

PRESENTER: James Ranalli, Yonsei University

E-MAIL: jmranalli@yahoo.com

BIO: James Ranalli 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. (Mr. Ranalli is with us today as a member of the KOTESOL Teacher Training team.)

ABSTRACT: Teachers are often valued according to how well they explain things. But in many EFL teaching situations, there are good arguments to be made for decreasing explanation in favor of elicitation. This talk will present a simple but effective technique for establishing the meaning of new grammar or vocabulary through the use of carefully structured questions. The approach, known as concept checking, takes time and practice to master but is a valuable addition to any teacher's toolbox. This presentation will start by showing briefly how concept checking works and the rationale behind it, and then will provide participants with plenty of hands-on practice. (For teachers working with Secondary, University and Adult learners.)

**12th Annual
Daejeon KOTESOL
Drama and Film Festival**



Tentatively scheduled for May 24th

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

***For more information in *The English Connection* or check
www.kotesol.org/teajon.**

NOTES

NOTES

JEOLLA KOTESOL

COMING MONTHLY MEETINGS

May 10, 2003

Jeonju University – Humanities Building

2:30 – 5:00 PM

June 14, 2003

Chonnam National University, Gwangju

2:30 – 5:00 PM

For more information visit our website at:

www.kotesol.org/cbolla

Jeolla KOTESOL Chapter holds regular meetings which alternate monthly between Jeonju University in Jeonju and Chonnam National University 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 Phil Owen (016-665-6915) for more information.

9:00 - 9:30	REGISTRATION				
9:30 - 10:00	OPENING CEREMONY Main Auditorium - Seoseok Hall Jeolla K●TESOL President Phil Owen				
	ROOM 401	ROOM402	ROOM403	ROOM 404	Auditorium
10:00 - 10:50	Teaching English Writing: One Thing at a Time David D. I. Kim	Expressing Preferences with "Thumbs Up" Cards Adam Lee	Error Correction and Learner Reflections David E. Shaffer	Native Korean Speakers' English Pronunciation Assessments Cheryl Choi	The Numbers Game Nicki Janczak
11:00 - 11:50	Can Native Korean Speaking Teachers Assess English Pronunciation? David D. I. Kim	Applying the Eclectic Approach to English Grammar Classes Myung-Jai Kang	Cross-Culturalism in the Classroom: Is it for Real? Paul Mead	Connecting Language with Content Robert J. Dickey	Story Telling and Readers' Theater in the EFL Classroom Seo Eun-mi
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 - Seoseok Hall "Self-Assessment and Peer-Assessment in the EFL Classroom" Dr. Andrew Finch, Kyungpook National University				
3:00 - 3:50	I Was Boring So I Played with Myself Moon Seung-Won Todd Vercoe	Psycho Linking Vocabulary Builder Mnemonic Dean Derkson	Practical Gaming in the Classroom Tom Vasel		Humanistic Language Learning Materials Andrew Finch
4:00 - 4:50	The Use of Meaningful Sequences in Listening Comprehension Brian Heldenbrand	Flexibility and Phonetics in Teaching Pronunciation Timothy Gupton	The ABC's of the Alphabet and Phonetic Ingrid Zwaal		The Fine Art of Concept Checking James Ranalli
4:50 - 5:00	BOOK RAFFLE and CLOSING CEREMONY				