

DO YOU NEED SOME NEW TEACHING IDEAS?

Nurturing Partnerships in EFL

North Jeolla KOTESOL Conference

Conference Fees

KOTESOL Members: 5,000 won

Non-Members: 7,000 won

Students: 3,000 won



**Working Together for
Korean EFL!**

*Teachers Parents
Koreans Native Speakers
Students Publishers
Administrators*

March 19, 2005

9:15 a.m. - 4:30 p.m.

Jeonju University

<http://www.kotesol.org/jeolla>

010-6332-5191

THE FIRST
NORTH JEOLLA KOTESOL
CONFERENCE

*From Bud to Bloom:
Nurturing Partnerships in
EFL*



Saturday, March 19, 2005, 10 am – 4:30 pm
Truth Hall, Jeonju University, Jeonju

대한영어교육학회

Greetings from the KOTESOL National President



Dear North Jeolla TESOLers,

In this season of academic festivals all across the ELT world, including TESOL Inc. and IATEFL, it is meaningful for North Jeolla Chapter to host this year's first TESOL conference in the domestic arena. We are even more excited as it wakes us up from our winter "sleep" to give us an intellectual spring stimulus. What is more important, though, is the rationale underlying the Conference theme, *From Bud to Bloom: Nurturing Partnership in EFL*. It carries a very warm, welcoming message, beckoning all to come together to work for EFL in Korea! It expresses a true sense of sharing and nurturing friendship among all those teaching English, learning English, publishing EFL materials, and running EFL programs.

For organizing such a significant conference, I send my special thanks to all the Conference organizing team and Chapter members, and especially to Chapter President Allison Bill. North Jeolla Chapter is carrying on a tradition of being very active, and I am confident of even more growth this year. The specific goals that the Chapter has set up to expand partnerships during the year have triggered some fond memories of when I worked for the Seoul Chapter with the slogan "Spread Out Your Wings." I hope all participants in this Conference can spread out their wings for wider networking to be even more effective KOTESOL ambassadors.

I truly look forward to North Jeolla's "Second Renaissance" and would like to remind all of you that it was the Chonbuk Chapter, predecessor of the Jeolla and North Jeolla Chapters, that was the focal point of Korea TESOL back at its beginnings in 1992. Chonbuk was KOTESOL's first chapter and Chonbuk Chapter members played an important role in hosting the first KOTESOL conference at Wonkwang University in 1993. With that reminder, I would like to express my hope that the March 19th Conference provides momentum for an even more drastic take-off for the Chapter. Above all, I hope the Conference provides a festive forum for the sharing of special, meaningful moments for all of the participants.

Best wishes,
Kyungsook Yeum
National President
Korea TESOL

Greetings from the North Jeolla KOTESOL President



Dear Colleagues,

I would like to welcome you to this, the 1st North Jeolla KOTESOL Conference. I am very excited that we have this opportunity to work together to further the teaching of English in Korea!

When I was five years old, my parents registered me in a French Immersion school in Ottawa, Canada. They wanted to do all they could to prepare me for success in life. The teachers I met in this Immersion program came from France, Belgium, French Africa, as well as French and English Canada. Looking back, I can see that my teachers, whether Native Speaker or Non-Native Speaker, Canadian or “Foreigner”, helped bring me to where I am today – a former Non-Native Speaker teacher of FSL (French as a Second Language) in Canada now working as a Foreigner Native Speaker teacher of EFL in Korea. Without getting into the NS/NNS debate, I simply would like to offer all teachers, regardless of nationality or mother tongue, the opportunity to learn from each other.

“To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.”

When I read Korea TESOL’s motto, it makes me realize that this is not a task that can be accomplished alone. The theme of our conference is ***“From Bud to Bloom: Nurturing Partnerships in EFL”***. As we work together, my vision is that our budding students can be helped to bloom in their own unique ways. If we can see ourselves as part of this growing process, we can rejoice when another teacher sees the bud where we planted a seed, and vice versa. We can rejoice, because it is the students who will have a brighter future. I hope my former teachers are rejoicing in the unique bloom they created in me!

Your partner in EFL,
Allison Bill
President
North Jeolla KOTESOL

9:15 – 10:00	REGISTRATION				
	ROOM 207	ROOM 208	ROOM 209	ROOM 214	ROOM 215
10:00 - 10:50	David D.I. Kim Teaching English Composition: Developing an Appropriate Curriculum for Korea	Brian Heldenbrand Visual Learning	Kyoungwon Oh Critical review of Korean English primary education	Michael Duffy Communicative Practice of Higher Level Structures	
11:00 - 11:50	David D.I. Kim Conducting Language Research: Harmonizing the Quantitative and Qualitative Methods	David E. Shaffer Teaching Idioms: Insights from Cognitive Linguistics	Jack Large Global Issues in the ESL Classroom: Where to Begin	Soo-jung Wang Jigsaw to Middle School English Reading Class	Maria Lisak Leadership
12:00 - 1:15	LUNCH (see Restaurant Map)				
9:15 - 4:30	PUBLISHER’S EXHIBIT and REFRESHMENTS				
1:15 – 1:30	WELCOME AND CONGRATULATORY REMARKS				
1:30 – 2:15	PLENARY ADDRESS Main Auditorium – Student Building “TEFL in Korea and KOTESOL: Reflection and Projection” Dr. Joo-kyung Park – Honam University				
2:30 - 3:20	Jake Kimball Blame It On the Wolf	Derrick Nault The Future of the English Language in South Korea	Roxanne Silvaniuk Use your Imagination: Storytelling Activities	Tammy Fisher-Heldenbrand TBA: The Bad Actors	Steve Ferguson Nurturing Learner Growth through Extensive Reading
3:30 - 4:20	Andrew Finch Classroom-Based Assessment: Practical Ideas	Jason Renshaw Process Writing with Korean YLs – Can it be effective?	Chris Surridge Getting Around Textbook Tyranny – Listening Practice and CALL	Ingrid Zwaal Using Role-play In the Classroom	Nick Ziegler Overloaded Or Under Worked: Questions regarding Korean university curriculums
4:20 - 4:30	BOOK RAFFLE and CLOSING REMARKS				

UPCOMING 2005 EVENTS

April 9, 2005 – Gwangju-Jeonnam KOTESOL Regional Conference

Chonnam University

12:30-5:00 PM

April 9, 2005 – North Jeolla Chapter Meeting

Jeonju University – English Café, Student Building

2:30 – 5:00 PM

May 14, 2005 – North Jeolla Chapter Meeting

Jeonju University – English Café, Student Building

2:30 – 5:00 PM

May 21, 2005 – SIG Conference

Seoul

May 28, 2005 – Daejeon Drama Festival

Daejeon

June 4, 2005 – North Jeolla Chapter Meeting

Jeonju University – English Café, Student Building

2:30 – 5:00 PM

October 15-16, 2005 – Korea TESOL International Conference

From Concept to Context: Trends and Challenges

Sookmyung Woman's University, Seoul

November 5, 2005 – North Jeolla KOTESOL English Drama Festival

Jeonju University

For more information visit our website at:

www.kotesol.org/jeolla

MORNING SESSION I
10:00 – 10:50 AM

Truth Hall – Room 207

TITLE: Teaching English Composition: Developing an Appropriate Curriculum for Korea

PRESENTER: David D. I. Kim, Kangnam University, Yongin

E-MAIL: kdi@kangnam.ac.kr

BIO: David D. I. Kim is presently teaching in the Department of Canadian Studies at Kangnam University, in Yongin, where he is responsible for developing and coordinating the English language learning program. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning.

ABSTRACT: Are you on the verge of burning out from correcting the endless errors in 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 an outline of some of the component processes involved in writing will be examined. Also, examples of practice exercises for practicing the separate component processes will be provided.

Truth Hall - Room 208

TITLE: Visual Learning

PRESENTER: Brian Heldenbrand, Jeonju University

E-MAIL: bkheldenbrand@yahoo.com

BIO: Brian Heldenbrand has lived in Korea for over 14 years. He finished his undergraduate degree in Christian Education from Southwest Baptist University in Missouri, U.S.A. and completed his Master's degree in TESOL from Saint Michael's College in Vermont, U.S.A. He has been teaching English in Jeonju University for over 10 years. Presently, he serves as the director of the International Education Center and also serves as the head pastor of the Jeonju University Church.

ABSTRACT: For most people, seeing is believing. In education, it is necessary for a teacher to provide a solid framework for students to easily comprehend the subject. The examples used by the teacher need to relate to his or her students. A teacher who uses appropriate realia can assist a learner by providing a clearer picture of the word, expression or topic being discussed.

This presentation will talk about visual learning and give some practical ideas and visual suggestions for helping learners better comprehend and relate to English.

Truth Hall – Room 209

TITLE: Critical review of Korean English primary education: problems on the educational policy and teachers' education

PRESENTER: Kyoungwon Oh, Jeonju University

E-MAIL: kiki800@yahoo.com

BIO: Kyoungwon studied Linguistics and Archaeology and obtained her Bachelor of Arts from the University of Durham, England in 2003. She completed her MA in Applied Linguistics from the same university. She presented her Master's dissertation on the critical problem of Korean primary English education. Her major interests are language education, intercultural studies and historical linguistics.

ABSTRACT: This presentation aims to examine the effectiveness of the Korean primary English education. It is to investigate the problems of the 7th National education curriculum. This study is divided into two parts: exploring the problems of the curriculum and a survey in order to find out teachers' perceptions on the areas lacking in the curriculum. The flaws identified are: (a) The introduction of English education to the primary school is based on the Critical Period Hypothesis, which incorrectly assumes a success in primary English education. (b) Lack of a correct definition of English, of the target culture(s) and a lack of pedagogies for cultural studies (d) Inappropriate university education and in-service training. The survey shows that the teachers desire a variety of English from the inner circle countries and various types of cultures from the inner and the outer circles. Hence, teachers education, university education and in-service training, need to be improved. Lastly, the 'English only' policy should be reconsidered.

Truth Hall – Room 214

TITLE: Communicative Practice of Higher Level Structures

PRESENTER: Michael Duffy, Korea National Railroad College

E-MAIL: mgduffy45@hotmail.com

BIO: Michael Duffy is originally from England, and came to Korea in 1988 to see the Seoul Olympics. Nearly 17 years later, he is a professor at the Korea National Railroad College in Kyonggi-do.

ABSTRACT: To attain a good level of foreign language proficiency, learners must be able to use more complex, but less frequently used, syntactic structures appropriately, accurately and fluently. This workshop will demonstrate some activities for practicing in a communicative and (I hope) interesting way structures such as impossible conditions, reported speech, modals of possibility and passive verbs.

MORNING SESSION II

11:00 – 11:50 AM

Truth Hall – Room 207

TITLE: Conducting Language Research: Harmonizing the Quantitative and Qualitative Methods (Research SIG Sponsored Presentation)

PRESENTER: David D. I. Kim, Kangnam University, Yongin

E-MAIL: kdi@kangnam.ac.kr

BIO: David D. I. Kim is presently teaching in the Department of Canadian Studies at Kangnam University, in Yongin, where he is responsible for developing and coordinating the English language learning program. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning.

ABSTRACT: Which is better, a qualitative or a quantitative method? It need not always be an “either or” scenario when it come to deciding upon a particular research method for your research projects, especially when exploring uncharted areas of study. The use of a qualitative method often leads to the collection of data rich in detail and scope, while the quantitative method provides sharper data available to statistical manipulation. Both methods could be coordinated to hone in on your research objectives, one compensating for the shortcomings of the other. In this presentation, a research study incorporating both methods will be offered, demonstrating how both can be used to work in harmony.

Truth Hall – Room 208

TITLE: Teaching Idioms: Insights from Cognitive Linguistics

PRESENTER: Dr. David Shaffer, Chosun University, Gwangju

EMAIL: dishin@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 teacher training, textbook, and testing materials. Dr. Shaffer is the author of several books and EFL-related columns in Korean periodicals for Korean English learners. His main academic interest at present is incorporating cognitive linguistic constructs into more effective teaching techniques. In addition to being an active member of Korea TESOL, he is a member of numerous ELT and linguistics associations.

ABSTRACT: Idioms, and figurative language in general, have long been both difficult for the EFL instructor to teach and for the learner to grasp. The teacher often introduces the idiom by

defining it, uses it in a few sentences, asks students if there are any questions (there are none), and students then go home to memorize them for the upcoming test.

In this study, an experiment was conducted to investigate whether the cognitive linguistic view of idioms could aid in idiom instruction – the view that conceptual metaphors underlie the meanings of idioms and motivate them in association with image schemas.

One group of students was taught sixteen idioms using a conventional method, another group was taught using the same method except that two conceptual metaphors motivating each group of idioms were also introduced. For the third group, in addition to the conceptual metaphors, discussion to activate image schemas was initiated. Test results suggest that the metaphor/image schema combination is the most efficient method for teaching idioms.

Truth Hall – Room 209

TITLE: Global Issues in the ESL Classroom: Where to Begin

PRESENTER: Jack Large, Seojong College/KOTESOL Global Issues SIG Facilitator

EMAIL: larjak2@chollian.net

BIO: Jack Large has been teaching in Korea for more than 15 years. Currently Seoul Chapter Vice-president, and Facilitator of the KOTESOL Global Issues Special Interest Group, he has held a number of chapter and national positions in KOTESOL. He was Secretary/Treasurer of the original Cholla Chapter, which he founded, and which was the first chartered by KOTESOL.

ABSTRACT: Current events, politics, economics, natural and social science, human rights and relations, women's rights and gender relations, ideology and conflict; all of these are part of the capital fund of knowledge coming under the heading of "global issues". Few teachers have either the time or the energy to browse all of the latest available information in these realms as it comes online. Most teachers probably have the inclination to keep up as best we can, and do a fair job of it during whatever seasonal hiatus we may enjoy, at least. Teaching global issues is an even greater challenge, and no sensible teacher would even attempt to cover all the ground, nor would it be wise to try. Focus and organization are the keys to success, if it is possible to achieve success. I will outline elements of both and illustrate a pedagogy of advocacy with some specific examples from experience and research in some of the areas where ideology meets science. Conclusions are left to be drawn by the audience following a brief discussion at the end.

Truth Hall – Room 214

TITLE: Jigsaw to Middle School English Reading Class

PRESENTER: Soo-jung Wang, Jang-gye Middle School, Jeonbuk Board of Education

EMAIL: kinstal@naver.com

BIO: Soo-jung Wang has been working at Jang-gye Middle School for five years. She implemented Jigsaw Cooperative Learning in her class after learning about cooperative learning for English teachers through a workshop held by the Korean Teachers Union in Won-Kwang Univ. in 2002. Since that time she has implemented the Jigsaw method and has included other cooperative learning materials and methods.

ABSTRACT: The purpose of Jigsaw Cooperative Learning is to suggest a model of a student centered class and to take into consideration each student's level by using Jigsaw cooperative learning in reading as a part of the English class and to provide grounds for determining whether this method is effective in motivating students, improving the ability to understand and encourage students to participate more actively, thereby enhancing their English performance or test scores.

Each class is divided into small groups of four to five members to create Jigsaw work groups. Each group chooses four experts based on their proficiency in English on a so called "First", "Second", "Third", and "Basis". Each member plays their expert role within their expert groups using a worksheet and then, return to their home team and explain their role each other. Finally, each group is evaluated by a Golden Bell quiz or STAD test.

In conclusion, teachers can solve the difficulties, the student-centered class and the students' level-fit class by using Jigsaw and lead students to participate in reading class actively, and to improve their reading ability.

Truth Hall – Room 215

TITLE: Leadership - Poster Presentation

PRESENTER: Maria Lisak, Kunsan National University

EMAIL: koreamaria@yahoo.com

BIO: Maria Lisak is an ESL professional with over 9 years of ESL experience in the US and in Korea. Maria holds a MBA from Loyola University and has post graduate certificates in ESL and computer technology. She teaches at the Department of English Language and Literature at Kunsan National University and also at Valparaiso University in the US.

ABSTRACT:

PLENARY ADDRESS

1:30 – 2:15 PM

MAIN AUDITORIUM (Student Building)



TITLE: TEFL in Korea and KOTESOL: Reflection and Projection

SPEAKER: Dr. Joo-kyoung Park, 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 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, Japan, and Russia as well as in Korea. Her research interests include teacher education, teaching speech/pronunciation and intercultural communication. Currently, she is an associate professor of English Language and Literature Dept. and the director of International Culture Education Center of Honam University, Gwangju. She also serves as Research Committee chair of KOTESOL and general secretary of Asia TEFL.

ABSTRACT: Teaching English in Korea has continuously challenged TEFL professionals throughout its history. KOTESOL was founded as a way of meeting the challenges and has been growing and serving its members' needs and expectations. This talk will reflect the past focusing on the ten years of Jeolla Chapter history first, highlighting the issues and concerns that a fledgling local chapter had to deal with to become full-fledged and the strategies they had to break them through. Then it will discuss the current issues and challenges with some projection on the future. Suggestions will be made for TEFLers in Korea on how to develop their professionalism and for KOTESOL to better nurture its members. They include how to improve their knowledge and skills for teaching English as an international language, get involved with research, and network and exchange ideas with colleagues within and beyond Korea, along with what can be done through regional and national KOTESOL.

AFTERNOON SESSION I

2:30 – 3:20 PM

Truth Hall – Room 207

TITLE: Blame It On the Wolf

PRESENTER: Jake Kimball, ILE Academy, Daegu

E-MAIL: ilejake@yahoo.com

BIO: Jake Kimball has nine years of classroom experience teaching young learners in Korea. He is working towards an MSc in Educational Management in TESOL and has an interest in action research and management issues. He serves KOTESOL as Editor-in-Chief of *The English Connection* (TEC) and Nominations & Elections Committee Chair.

ABSTRACT: Classroom management is one of the hardest skills for teachers to master. Unfortunately, one short workshop offering techniques and activities to manage students is not sufficient to solve management issues in the classroom. The first hurdle to overcome is identifying the cause or root of trouble. In this workshop we will look at classroom management from multiple perspectives. Our objective is to pinpoint typical classroom management problems and find solutions. The goal of the workshop is for teachers to return to their classroom and solve classroom management problems independently as they arise.

Truth Hall – Room 208

TITLE: The Future of the English Language in South Korea

PRESENTER: Dr. Derrick Nault, Kwansai Gakuin University, Nishinomiya, Japan

E-MAIL: bwv36828@kwansai.ac.jp

BIO: Derrick Nault, Ph.D. is an associate professor of English at Kwansai Gakuin University, Nishinomiya, Japan. He has previously taught at Seoul National University, Hongik University and Chungnam University in Korea. His current research focus is the history and future of the English language in Asia. His other research interests include sociolinguistics, cross-cultural communication and global studies. In addition to his academic publications, Prof. Nault has authored several pocketbooks and textbooks for Korean EFL students.

ABSTRACT: Although linguists have offered insightful speculations on the future of English from an international perspective, past works on English as a global language have generally overlooked South Korea, a nation often characterized as having “English fever.” As Koreans have invested so heavily in English education and English figures so prominently in their country’s international relations, this paper aims to fill a gap in the literature by offering thoughts on the future of English as a foreign language in South Korea. It examines such issues as the domestic and international forces influencing the receptivity of English among Koreans, what kind of English Koreans might speak in the coming decades, how Koreans will learn English,

and what needs to be done to improve Koreans' English fluency. While English will remain important for Koreans for years to come, the paper argues that further refinements of official policies on English language education are required to guarantee continued improvement in Koreans' English skills.

Truth Hall – Room 209

TITLE: Use your Imagination: Storytelling Activities

PRESENTER: Roxanne Silvaniuk, Chosun University, Gwangju

E-MAIL: roxannesilvaniuk@yahoo.ca

BIO: Roxanne Silvaniuk has been enjoying teaching at Chosun University for four years. At present, she is working on her thesis towards an MSc in TESOL from Aston University.

ABSTRACT: Storytelling isn't just for kids. As an important cultural element in all societies, storytelling can offer students a wonderful conversational tool that gets them away from the usual question-answer style of speaking in the classroom. Not only can storytelling help students develop their speaking ability, but it can also encourage students to utilize the grammar and vocabulary that they have been studying. As well, it allows them an opportunity to manipulate different genres and story elements while using their imaginations to tell their own stories. This presentation will share some of the storytelling activities that my class of second-year university students will be doing this semester. These activities or variations could be used in both speaking and writing classes with a variety of learners.

Truth Hall – Room 214

TITLE: TBA: The Bad Actors

PRESENTER: Tammy V. Fisher-Heldenbrand, Jeonju University

E-MAIL: tvmicah@yahoo.com

BIO: Tammy has recently returned to Jeonju University after having taken a year off to be with the newest member of the family, Malachi. This is Tammy's sixth year with Jeonju University. Tammy holds a B.A. in Theatre and an M.A. in Korean Studies. She is the current North Jeolla KOTESOL Secretary and has been a member of KOTESOL since 1999.

ABSTRACT: Having been involved with more than one Drama Festival Tammy has noticed a lack of emphasis on the whole production and purpose of drama as a learning tool. Most bad acting is a result of bad or inexperienced directing. This is a workshop for teachers as directors. The purpose of a drama presentation should not be just to learn lines but should be an overall educational experience. The purpose of this workshop is to teach basic staging, body positions and general presentation of drama as a learning form as well as a fun and exciting total experience.

Truth Hall – Room 215

TITLE: Nurturing Learner Growth through Extensive Reading

PRESENTER: Steve Ferguson, Oxford University Press (Commercial Presentation)

E-MAIL: pllkorea@yahoo.com

BIO: Steve Ferguson has been a second language educator for the last seventeen years. A graduate of Montreal's Concordia University TESL program, he also holds an MA in Canadian literature. Steve currently resides in Seoul, Korea where he teaches and develops EFL programs.

ABSTRACT: This presentation will focus on extensive reading and the benefits of using graded readers in the EFL classroom in Korea. Attendees will participate in a variety of activities which will enable them to return to their classrooms with the necessary tools to make extensive reading a fun and rewarding experience for their students.

AFTERNOON SESSION II

3:30 – 4:20 PM

Truth Hall – Room 207

TITLE: Classroom-Based Assessment: Practical Ideas

PRESENTER: Dr. Andrew Finch, Kyungpook National University, Teachers' College

E-MAIL: aef@mail.knu.ac.kr

BIO: Dr. Andrew Finch is assistant professor of English Education at Kyungpook National University in Daegu. His current research interests include materials design, attitude change and alternative assessment, seen in the context of language learning as education. Most of Andrew's interactive materials can be downloaded from www.finchpark.com/books.

ABSTRACT: Teacher-training programs rarely include instruction on assessment theory and practice. However, EFL teachers in every type of language-learning institution are required to assess their students. This paper examines how teachers can introduce basic alternative assessment techniques into their classrooms, using assessment to provide formative information on how the students are doing, and what needs to be learned in the future. Classroom-based alternative assessment methods (portfolios, learner journals, self/peer-assessment, ongoing reviews, student-directed oral assessment, conversation conferences, online language quizzes) will be described, and photocopiable assessment instruments made available.

Evaluation in language-learning is often competitive and mutually exclusive ("I win, you lose"), being used as a means of selecting applicants for schools, universities and jobs. While such high-stakes (pedagogically unsound) testing might seem unavoidable, preparation in the classroom can at least be informed, effective, enjoyable and cooperative. Finally, when students become involved in assessment, they acquire an invaluable life-skill (realistic self-evaluation).

Truth Hall – Room 208

TITLE: Process Writing with Korean YLs – Can it be effective?

**PRESENTER: Jason D. Renshaw, Ewha ALS Changwon
(KOTESOL Young Learners SIG Facilitator)**

E-MAIL: englishraven2003@yahoo.com.au

BIO: Jason Renshaw is currently Academic Coordinator at Ewha ALS Changwon, KOTESOL's Young Learner Special Interest Group Facilitator, and a co-opted member of IATEFL's YL-SIG managing committee. Jason was president of KOTESOL's Busan-Gyeongnam Chapter in 2002 and has presented all over Korea on a range of issues attached to the young learner and teenage ELT sectors. He has been designing and coordinating YL curriculums and learning materials in Korea for the past 6 years. He maintains his own extensive online resource site:

www.englishraven.com. Jason hails from Melbourne Australia and is currently an MA candidate (Applied Linguistics/TESOL) with Macquarie University in Sydney.

ABSTRACT: Process writing (associated with pre-writing activities, multiple drafts, revision, editing, and peer feedback) is seen by many writing experts as an effective and appropriate way to facilitate writing development in both L1 and L2 learners. This presentation focuses on findings from a process writing approach implemented in a private language institute context for Korean young learners and teenagers, with especial emphasis on a low/early level class of students in Elementary grades 4-5. With a process approach linked to a reading syllabus forming the backdrop (along with examples of students' written work), qualitative survey responses from eight elementary school students will be presented and discussed. While on the surface a process approach appears to be feasible and effective with these learners, the qualitative data reveals a variety of interesting feelings and impressions - about writing in English in general, and about different aspects of the process approach in particular.

Truth Hall – Room 209

TITLE: Getting Around Textbook Tyranny – Listening Practice and CALL

PRESENTER: Chris Surrige, Namseoul University in Cheonan

E-MAIL: chris@nsu.ac.kr

BIO: Chris Surrige is a survivor of the Seoul hagwon trenches and a recent addition to the faculty at Namseoul University in Cheonan. His interests are creating student-friendly learning environments and developing eLearning ideas.

ABSTRACT: Listening courses that employ commercial textbooks or other proprietary material as a primary source for content often lack sufficient practice material. Answer keys, tape-scripts and copies of the audio programs are generally the sole property of the instructor, effectively prohibiting student self-access. This situation is particularly inefficient when considering the regular and relevant practice required to consolidate and improve listening ability and skill.

Truth Hall – Room 214

TITLE: Using Role-play In the Classroom

PRESENTER: Ingrid Zwaal, Jeonju National University of Education

E-MAIL: ingrid@jnue.ac.kr

BIO: Ingrid Zwaal has a BA and an MSED, no BS. After a decade in Korea, she finds herself at Jeonju National University of Education, mostly playing volleyball but occasionally in a classroom where she delights in teaching English and how to navigate through western culture.

ABSTRACT: Role-play is an effective tool in the classroom, but only if it is done right. Learn the rules for using role-plays and how to introduce role-playing and use it to provide a stress

free and fun learning environment.

Truth Hall – Room 215

TITLE: Overloaded Or Under Worked: Some questions regarding Korean university curriculums and coursework expectations

PRESENTER: Nick Ziegler, Jeonju University

E-MAIL: nzieg@lycos.com

BIO: Nick Ziegler has lived in Korea, off and on, since 1996. He has a B.A. in Political Science & History from Concordia University, St. Paul MN, as well as an M.A. in History from Old Dominion University, Norfolk VA. Nick teaches English at Jeonju University.

ABSTRACT: Preliminary findings of a survey in progress arouse several rarely asked questions. How large is the academic load that our students are carrying in a given semester? How much time are they spending on their coursework? How do these demands on study time affect EFL courses and English curricula in general? These questions will be explored as we examine a student targeted survey and other relevant data in order to consider these questions in the Korean context.

North Jeolla KOTESOL would like to thank

Macmillan Korea

for their donation of the Plastic Cases and Notepads

for conference attendees use.

Thank you for your support!