Korea Teachers of English to Speakers of Other Languages
대한영어교육학회
1997 National Conference and Publishers Exposition

Technology in Education;
Communicating Beyond Traditional networks

October 3-5, 1997

Kyoung-ju Education and Cultural Center
Kyoung-ju, South Korea

Conference Co-chairs;
　　Demetra Gates
　　Taegu University of Education

　　Kari Kugler
　　Keimyung Junior University, Taegu

1996-97 KOTESOL President;
　　Park Joo-kyung
　　Honam University, Kwangju

1997-98 KOTESOL President
　　Carl Dusthimer
　　Hannam University, Taejon

Presentation Selection Committee: **Carl Dusthimer, Demetra Gates, Kari Kugler, Jack Large**

Program: **Robert Dickey, Greg Wilson**

Cover: **Everette Busbee**

Publicity: **Oryang Kwon**

Presiders: **Kirsten Reitan**

Special Events: **Hee-Bon Park**

Student Coordination: **Steve Garrigues**

Registration: **Rodney Gillett, AeKyoung Large, Jack Large, Lynn Gregory, Betsy Buck**

International Affairs: **Carl Dusthimer, Kim Jeong-ryeol, Park Joo Kyung, Mary Wallace**

Managing Information Systems: **AeKyoung Large, Jack Large, Marc Gautron, John Phillips, Thomas Duvernay, Kim Jeong-ryeol, Sung Yong Gu, Ryu Seung Hee, The Kyoung-ju Board Of Education**

DEAR KoTESOL MEMBERS, SPEAKERS, AND FRIENDS:

As the 1997 Conference Co-Chairs we would like to welcome you to this year's conference, "*Technology in Education: Communicating Beyond Traditional Networks*." While Korea TESOL is one of the youngest TESOL affiliates in this region of the world, our goal was to give you one of the finest opportunities for professional development available in Korea. The 1997 conference has taken a significant step in this direction. The progress we have made in this direction is based on the foundation developed by the coachers of the past: our incoming President Carl Dusthimer, Professor Woo Sang-do, and Andy Kim.

The theme could lead one to expect that the conference will only cover topics relating to technology. But if you skim the schedule you will be surprised at the variety of presentation topics. This year through a TESOL Inc. Speaker's Grant we are fortunate to have Professor Darlene Larson from NYU who will speak on Peace Education. Environmental and social issues and how they relate to the language classroom will also explored. There will also be presentations on intercultural communications. These are a few of the related topics that you will discover.

Kari Kugler

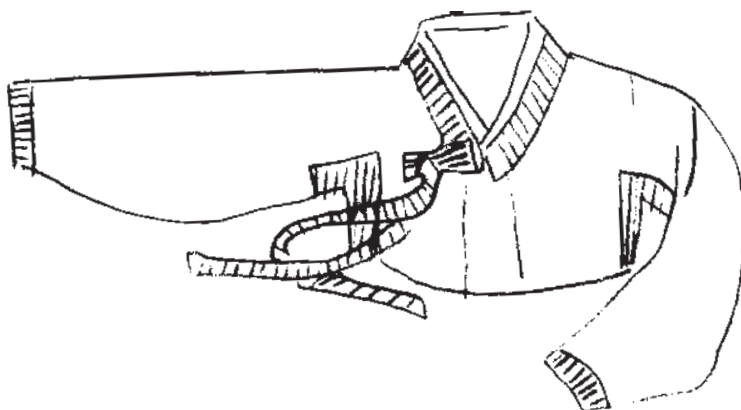*1997 Korea TESOL Conference Cochair Keimyung Junior College, Taegu*

Perhaps one of the biggest surprises in planning this conference was the number of proposals that came in from international participants. We were not prepared for this large of an international response. And so we learned some hard lessons about the supporting organizational needs for hosting a conference that is rapidly becoming more international in nature. We would like to thank those participants who were so understanding and supportive as we learned those lessons.

In this year of planning we have encountered many people who have been willing to come forward to help out as needed: Tony Joo, Sun Yi, Jeanne Martinelli, Greg Wilson, and Robert Dickey to name just a few. We thank you. But the individuals who have given most unselfishly of their time are Jack and AeKyoung Large. With out their help in building the data base, taking preregistrations and finally taking responsibility for accommodations and food, this conference would not have been possible. Thank you Jack and AeKyoung from all of us. Alan Maley is also to be thanked for agreeing to an extra presentation.

KOTESOL

CONTENTS

How to use this book

Welcome
The first few pages of this book provide general information on the conference. Here you will find information on KOTESOL events and publications, a message from the outgoing president, Park Joo-kyoung. There is also information on the city of Kyoung-ju in this section as well as a map of the conference site and one of Kyoung-ju.

Schedules
Presentation schedules are divided into three sections; one for each day of the conference. Each day's subsection contains a quick reference to that day's presentations, and the abstracts for each presentation given that day in chronological order.

Indexes
The indexes help to identify presentations by content and presenter. Each of the presentations given during the weekend is listed in alphabetical order by title with the presenters' names, times and locations. In addition, all presenters are listed here in alphabetical order by last name. The page on which the abstracts for their presentations may be found is listed beside each name. And biographical information for many of the presenters is listed in alphabetical order by last name.

FYI
Finally at the back of this book we have placed forms and information specific to the operations of KOTESOL. There is a membership application form as well as the names and addresses of the executive officers and chapter representatives for KOTESOL for the 1996-97 year.

WELCOMING ADDRESS

Joo-Kyung Park, Ph.D.
1996-97 KOTESOL President
Honam University

Honorable guests, friends and colleagues, welcome to 1997 Korea TESOL conference. I hope this extraordinary 3-day excursion will subside all the problems and concerns you have had along with the fatigues from your trip to Kyoung-ju and revitalize your professionalism through presentations, publishers' exhibits, meetings with colleagues from near and far, and many fine attractions in this beautiful city, Kyoung-ju.

First of all, I would like to thank and welcome Governor Lee Eui-Geun of Kyongsangbuk-Do Province, the chairman of 1998 Kyoung-ju World Culture EXPO. He will give us congratulatory remarks. I also welcome our international associate representatives, Professors Gene van Troyer and Jane Hoelker of Japan Association of Language Teachers (JALT), Professor Ubon Sanpatchayapong of Thai TESOL, and Professors Wei-Yang David Dai and Mao-Sung Lin of ETA. ROC.

Following last year, Korea TESOL invited presidents and executive councils of our neighbor associations in Korea for friendship and mutual understanding. I would like to welcome President Kim Im-Deuk and his council of Korea Association of Teachers of English (KATE), President Kim Byong-Chan and his council of Korea Secondary English Teachers Association (KOSETA), President Kim Jin-Cheol and his council of Korea Association of Primary English Teachers Associations (KAPEE), President Lee Hyo-Woong and his council of Pusan English Teachers Association (PETA), President Lee Heung-Soo and his council of Honam English Teachers Association (HETA), and President Keem Sung-uk and his council of Korea Association of Multimedia Assisted Language Learning (KAMALL).

We are also honored to have distinguished guest speakers from all over the world: Professors David Nunan from Hong Kong, Carolyn Graham from the United States, Jack Richards from New Zealand, Julia ToDutka from the United States, Tim Grant from Canada, Alan Maley from Singapore, Angela Llanas from Mexico, and many other notable speakers from Australia, China, Japan, Korea, Malaysia, Taiwan, Thailand and the United Kingdom.

Now my heartfelt thanks and welcome go to you all, Korea TESOL members and friends. This special gathering is all for you.

The theme of this year's conference is "Technology in Education: Communicating Beyond Traditional Networks". Living in this 'Era of Fast-changing Technology' we English teachers can greatly benefit from using technology but can also often be frustrated, without knowing what and how to do with it in and out of our classroom. This conference will give you answers and cures for your questions and problems related to using technology as well as to the other timely topics. Learn, share, and network with your colleagues from all around the world.

As we start this conference, reflecting upon all those moments that I have shared with all those people who are involved with this yearlong journey preparing this conference, I am truly grateful to all those who have done and doing their best to make this conference a wonderful one. My heartfelt thanks go to Professors Kari Kuglar and Demetra Gates, our conference cochairs for their struggle against all odds and ordeals they faced hosting the very first technology conference in the history of Korea TESOL. I would like to extend my special thanks to Kyoung-ju Board of Education for lending us all the necessary equipment. My deepest thanks go to Dr. Kwon Oryang (Immediate Past President and Public Relations Committee Chair), Dr. Kim Jeong-Ryeol (past president and Publication Committee Chair), and Professor Carl Dusthimer (1st vice president) for their wisdom and expertise, Dr. Woo Sang-Do (2nd vice president), Dr. Kim Young-Mi (treasurer), Professor Rachel Philips (secretary) for their support. I cannot thank enough Professor and Mrs. Jack and AeKyoung Large (Membership Coordinator and Finance Committee Chair), Professors Tony Joo (Associate Member Liaison), Robert Dickey and Greg Wilson (Program Layout) whose invaluable service has extended well beyond what any of us had anticipated. Chapter presidents and their councils, and those volunteers who are giving their time and talents during the conference also deserve my sincere thanks.

I have been greatly privileged and have enjoyed working with all of you.

Welcome again to the 1997 Korea TESOL Conference! Traditionally in a humble manner, Korean hosts say to their guests, "Ch'arin'gosun opchiman manhituseyo." (차린것은 없지만 많이드세요) meaning "Little have we prepared but please enjoy a lot." But I would like to say proudly, "We have worked hard and prepared a lot, please enjoy everything the 1997 Korea TESOL conference offers you."

KOTESOL; WHO AND WHAT WE ARE

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 5th Annual Conference in Kyoung-ju, South Korea. Korea TESOL is proud to be an affiliate of TESOL Inc., an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, The United States.

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

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

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers and other interested persons. KOTESOL chapters exist in Seoul, Taejon, Taegu, Cholla Province, Pusan and Cheju. Members of KOTESOL hail from all points of Korea and the Globe, thus providing KOTESOL the distinction of having a multi-cultural membership.

Annual membership in KOTESOL costs 30,000 Won. Benefits include:

1) the opportunity to attend any regular meeting of any chapter

2) a local chapter KOTESOL newsletter (whichever chapter you officially signed-up through)

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

4) advance announcements, preregistration discounts, a call for papers, and early registration for the annual KOTESOL conference

5) opportunities to build a network of important professional and cross-cultural contacts

6) professional recognition as a member of the leading multi-cultural EFL organization in Korea

7) access to the latest in quality teaching resources and related materials

8) membership in Special Interest Groups (SIGs) e.g.. Teachers' Development Group.
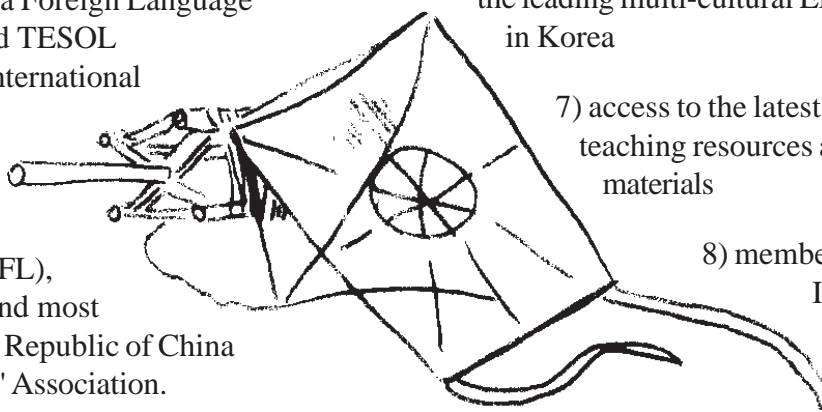
Again, on behalf of the more than 800 current KOTESOL members, welcome to this 5th annual conference.

CONGRATULATORY MESSAGE

I'd like to extend my heartfelt congratulations upon your opening "The 5th KOTESOL National Conference" in our historical and millennial city of Kyoung-ju at this time of the year. Korea TESOL national President Dr. Park Joo-kyung, and Conference Co-chairs Professor Kari Kugler and Professor Demetra Gates, and all of the other KOTESOL members, I also warmly appreciate your efforts that you've made to prepare for this Conference.

As you may know, the world today is called 'Global Village' by getting closer with the aid of information exchange as well as personal and materialistic interchange, so its mutual assistance is becoming relatively important. However, some regional disputes since the Cold War have shown that cultural difference could be the factors of racial conflicts or tensions.

Therefore, now it is imperative that we encourage the uniqueness of provincial cultures and bring out universal commonality from provincialism based on cross-cultural understanding and appreciation.

Along with that, it is indeed very important to teach English to the speakers of other language as a global language. Basically, language is a means for communication and it reflects the social structures or behavior patterns of the people. Furthermore, language is a vehicle of actualizing and transmitting cultures that includes community members' outlook on the world and ways of thinking. So, it is an ideal method for reconciliation and peace which transcends the various cultural heterogeneity.

Lee, Eui-Geun

Governor
Kyongsangbuk-Do

October 4, 1997

Our Kyongsangbuk-Do Province is to host the "Kyoung-ju World Culture EXPO" from the 10th of September to the 10th of November in 1998 here in Kyoung-ju. On the basis of the rich cultural heritage of five thousand years history, this event will contribute enormously to the new renaissance of the 21st century world culture through a new integration of cultural diversity.

In line with the ASEM Summit in 2000 and the World Cup Soccer Championship in 2002, we are hosting the "Kyoung-ju World Culture EXPO" every two years, making it grow into the finest world cultural festival.

I look forward to the active participation and support from KOTESOL members who have superior knowledge and eyes for the cross-cultural education, so that we may harvest marvellous fruits in the '98 Kyoung-ju World Culture EXPO.

Finally, I'd like to express my sincere wishes again for success in KOTESOL and the National Conference. Thank you.

Kyoung-ju; Birthplace of Korean Art

Kyoung-ju is a mecca of Korean tourism with its numerous relics and historical sites. It was the cultural and political center of the Shilla Kingdom (57 B.C. - 935 A.D) It is now one of the largest tourist magnets in Korea.

More than 2,000 years ago the land of present day Korea was divided by three separately ruled kingdoms. The Koguryo Kingdom first appeared along the Yalu river in the north and stretched far into Manchuria. The Paekche kingdom began some years later in the Han river valley. The third and last-founded of the three was Shilla in the Southeast at about the time Caesar was ruler of Rome and had ancient Kyoung-ju as its capital.

Shilla eventually proved to be the strongest of the three kingdoms defeating Paekche in 661 and Koguryo in 668 although throughout the Three Kingdoms Period it was clearly the weakest of the three. The southeastern coasts were often beset by Japanese pirates. The Shilla military repelled the attacks only with the help of Koguryo to the north.

Eventually Shilla grew in strength and was able to absorb Koguryo and Paekche into it own sphere of influence. The Unified Shilla Period saw great cultural and social growth based on the groundwork of Koguryo and Paekche. The noble men of Sorabol, as Kyoung-ju was called in those days, began to acquire a refined taste for beauty. Much of the art survives today: the Sokkuram grotto, the buildings at Pulguksa and the bronze bell at Pongdoksa.

Many monks and scholars travelled to China and India during this time of cultural expansion, bringing back new sciences. We can see today what is thought to be one of the earliest examples of an astronomical observatory standing near the tomb area of central Kyoung-ju. Chomsongdae, seen to the right as drawn by sixth grader, Lee Jang-won, remains as the oldest secular structure in Korea.

Kyoung-ju is densely packed with temples, relics and museums. In addition to the well-known Pulguksa, Chomsongdae and Sokkuram there are numerous tombs many of which are located in Tumuli Park just south of the train station in the central area. Kyoung-ju and the surrounding area is home to more than 200 ancient tombs.

The weary would do well to visit Anapchi Pond (Duck and Geese Pond), first developed in 674 during the reign of King Munmu, considered the greatest Shilla Ruler. The pond was constructed in the shape of the Unified Shilla Kingdom. When it was drained for repair in 1975 thousands of relics were uncovered including a barge now on display in the National Museum.

The adventurous will want to walk to Sokkuram grotto behind Pulguksa. According to an ancient legend the artisan of Sokkuram, Kim Tae-song, wept bitterly after the rock which comprises the ceiling dome cracked into three pieces. He fell into a trance and dreamed that celestial beings descended and repaired the crucial ceiling stone. Kim Tae-song awoke to find the stone repaired and in position. The three cracks, however, can still be seen.

There are also numerous shops and folk villages in and around Kyoung-ju. Many of these places sell replicas of the numerous relics seen in the National Museum. The Kyoung-ju arts and crafts center (just off the road leading to Pulguksa) not only houses a museum dedicated to Chomsongdae with many displays explaining the intricacies of its construction, but also houses artists who, working in ancient Kyoung-ju styles, recreate Shilla wares.
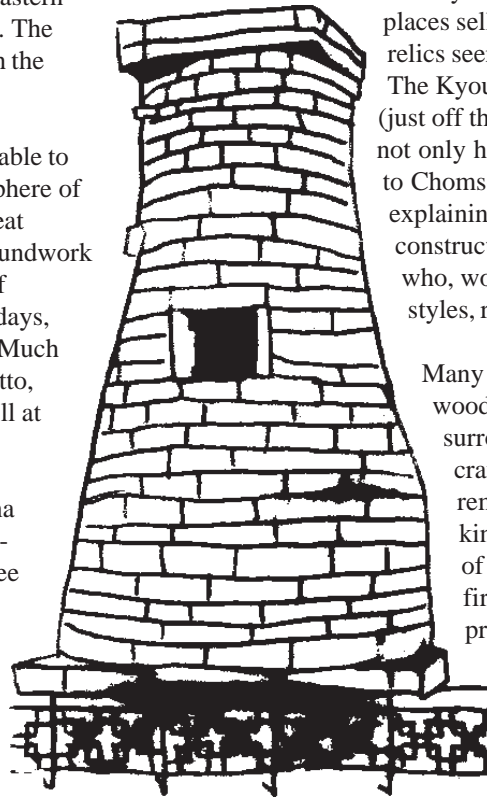
Many potters maintain traditional wood-fired kilns in the hills surrounding Kyoung-ju. Their craft work is not merely reminiscent of the Shilla kingdom but true to the type of clay used and length of firing. Beware though, the prices are often marked in Yen rather than Won; multiply by 7 to get a better idea of the expense. Kyoung-ju certainly is an international destination.

Take the time during your stay in Kyoung-ju to walk around this beautiful city. Even if you don't get a chance to see everything (and you won't, there is just too much to see) you will no doubt come away awed by the beauty of the Shilla artisans and the mastery of Shilla architecture. Enjoy your visit to Kyoung-ju, capital and cultural center of the Shilla Kingdom.
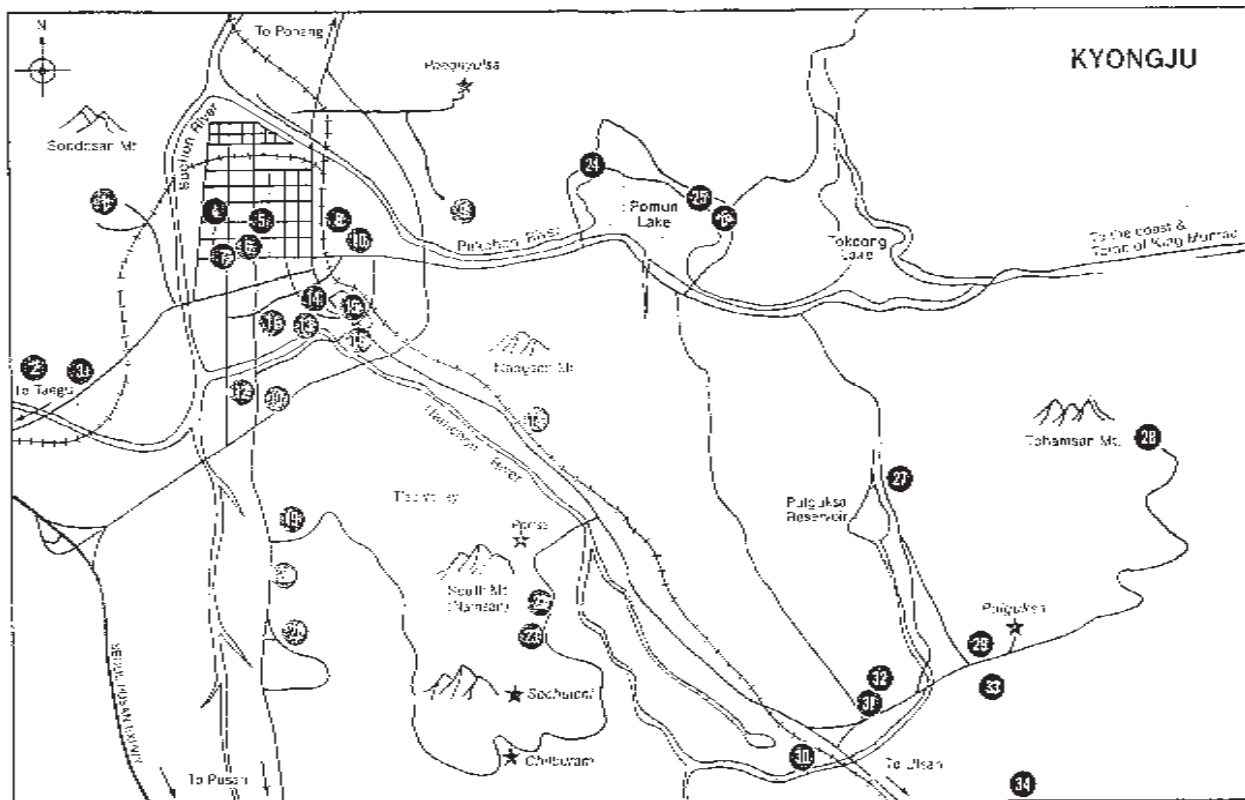
KYONGJU

Points of Interest

Anapchi Pond **15**
Buddhist Triad **20**
Bus Station **7**
Chomsongdae **14**
City Hall **5**
Folk Craft Village **27**
Gyelim Youth Hostel **31**
Hwarang House **22**
Hyupsung Hotel **4**
Kolon Hotel **29**
Kuchongni (Square Tomb) **32**
Kwaenung Tomb **34**
Kyerim (Chicken Forest) **11**
Kyoung-ju Chosun Hotel **25**
Kyoung-ju Hilton Hotel **26**
Kyoung-ju Train Station **8**
Najong Shrine **17**
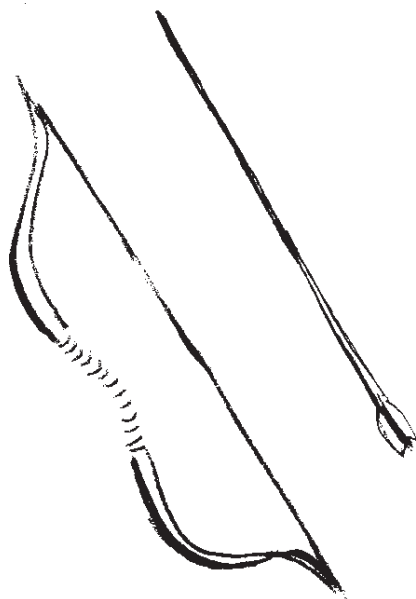
National Museum of Kyoung-ju **16**
Onung (Five Tombs) **12**
Panwolsong Fortress **13**
Pomunho Hotel **24**
Posokjong Bower **19**
Pulguksa Hotel **33**
Pulguksa Train Station **30**
Punhwangsa Pagoda **10**
Queen Sondok Tomb **18**
Samnung Tombs **21**
Soak Sowon Confucian Hall **2**
Sokkuram Grotto **28**
Tomb of General Kim Yushin **1**
Tomb of King Muyol **3**
Tomb of King Talhae **9**
Tongilchon Hall **23**
Tumuli Park **6**

Information and map from *Fodor's Korea The Complete Guide with Walking Tours, Shopping and Day Trips from Seoul*, 1993 Fodor's Travel Publications, Inc. New York.

2nd Floor Floorplan

Komun 거문

Rest-Rooms   A   B   C   Rest-Rooms

Hyangbee 향비 A

Stairs   Stairs

Kayagum A 가야금 B

Elevators   Lounge

Kayagum C 가야금 D
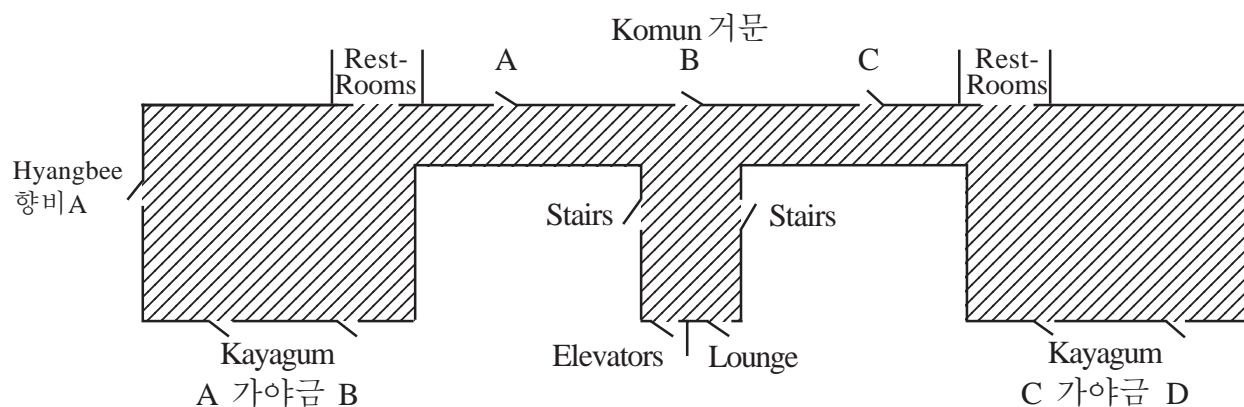
NOTES:

Changmi (장미) Conference Room is on the 1st Floor
Eunhasoo (은하수) Conference Room is on the 9th Floor

Meals will be served in the dining room on the 1st Floor (except where noted) at the following times.

Friday dinner 6:00-7:00, cocktail party 8:30 (Eunhasoo 9th floor)
Saturday breakfast 7:00, lunch 11:30-1:30, dinner 6:30-7:30
       Buffet 6:30-7:30 (Eunhasoo 9th floor)
Sunday breakfast 7:00, lunch 11:30-1:30 (Korean restaurant
       1st floor)

Visit the registration desk to buy meal tickets.

The planners and conference committee wish to thank the following KOTESOL Associate Members for their support in the 1997 KOTESOL National Conference.

Si-Sa-Yong-O-Sa • Longman • Oxford University Press • Cambridge University Press, Hongik FLT • Hongik Media/ELT • Prentice Hall • International Thompson Publishers • Peom Mun Sa • Intercom Press • Heinemann/Moonyedang • Hanshin • Munhwa-sa • Mun Eom Sa • Foreign Language Ltd. • Macmillan/The Royal • McGraw Hill • Australian TESOL Training • David English House • School for International Training • Kim & Johnson • School House

Please support our Associate Members. Visit the Publishers Exposition on the second floor during the conference.

Friday October 3, 1997

	Komun A (°Å¹®)	Komun B (°Å¹®)
5:00		Alan Maley
5:30		Teacher Development: A Role for Appropriate Technology
6:00	Dinner Break	
6:30		
7:00	Chang Yang Ki	Julia ToDukta
7:30	Ministry of Education: EPIK Supervisor	TOEFL 2000
8:00		
8:30	Cocktail Party	
9:00		

FRIDAY

Teacher Development a Role for Appropriate Technology

Alan Maley, National University of Singapore
Komun-B °Å¹®B (2nd floor)

Opening Address

Chang Yang Ki, Ministry of Education
EPIK Supervisor
Komun A °Å¹®A

TOEFL 2000: Shaping the Future of Language Testing at ETS

TOEFL 2000 is a research and development effort underway at Educational Testing Service (ETS) to lead to a new computer-based test which recognizes models of communicative competence. The kind of information that the TOEFL 2000 framework will yield is anticipated to enable the TOEFL program to broaden the valid uses of the test to include: guidance in English language instruction; placement decisions; and awarding certification. As a first step in this evolution, TOEFL CBT will be introduced in 1998. Developing computerized tests for international language assessments leads to questions of access and equity. This presentation will provide findings from a two-phased study of computer familiarity among TOEFL test-takers worldwide conducted in 1996. A tutorial designed to familiarize test-takers with basic computer skills needed for the test and a sample of new item-types made possible through the computer platform will also be demonstrated.

Julia ToDukta, Educational Testing Services (ETS)
Komun B °Å¹®B (2nd floor)

The Day's Schedule:

Saturday Oct

Time	Komun B (°Å¹®) (2Fl.)	Eunhasoo (ÀºÇÏ¼ö) (9th Fl)	Changmi (Àå¹Ì) (1 Fl.)	Hyangbi A (Çâñ) (2Fl.)	Kayagum A (°¡¾Æß±Ý) (2 Fl.)
9:00 – 9:30	Jack C. Richards Fluency & Accuracy Revisited	Christopher Wenger Teaching Listening Skills	Gene Zerna North American English	John Michael Bellows Mirror, Mirror: Using the Internet	Ruth Schaeffer Videotaping: Making Movies, News Broadcasts
10:00 – 10:30	**Opening Address:**				
11:00	**Plenary Session:**				
11:30			Marc Hegelsen Active Listening		M.K. MacKinnon Dealing With Larger Classes: Problems, Solution
12:00 – 1:00	David Willis & David Paul A Task-Based Approach	Carl D. Dusthimer, Tim Grant, Rebecca Keller, Alan Maley, Frank Tedesco Global Issues Education in Korea	William Snyder Experienced Untrained Teachers' Perspectives	Kim Young Mi Teaching English Enhanced by Technology: Technopia or Technicism	Bruce Rogers Hints for Teaching TOEFL
1:30 – 2:30	Aleda Krause From Listening to Speaking	Tim Grant Environmental Education Teaching Activities	Shin Gyong-gu & Park Ji-hyon Using the Internet in Teaching College	Benjamin Byoung-su Kim & Karen Tinsley-Kim It's Not in My Contract: Negotiation Styles in Korea	David Campbell Visual Dynamics: Art and Literature in the ESL Class.
2:30			Alan Maley Introducing the Longman Essential Activator		Suh Kyong-hee Computer Mediated Communication (CMC)
3:00 – 4:00	Karen Frazer Let's Go- Look My Students Are Really Talking	Tim Stookesberry Shortcuts to a Multisensory Classroom	Steven D. Aran Strategies in Using Crosscurrents	Michelle M. McGrath Making Korean Students More Comfortable in the English Language Class	Jack C. Richards New Interchange
4:30 – 5:30	Adriana Del Paso McGraw Hill's Fantasy	Peter E. Nelson, Naun Hwang, Merton Bland Student Centered Learning in Asia .	Carl Adams Journeys	Barbara Wright & William Snyder Workshop for Reading and Writing.	Terry Shortall Data-Driven Learning
5:30 – 6:00			Angela Llanas The Necessary Bag of Tricks		Kim Sook Kyoung Task Based Activities for Korean Junior H.S.
6:30 – 7:00	**Banquet Dinner**				
7:30	**Dance Exhibition;** 1998 Kyoungju World				

ober 4, 1997

At a Glance!

Kayagum B (°¡¾ß±Ý) (2 Fl.)	2nd Floor Lounge	Kayagum C (°¡¾ß±Ý) (2 Fl.)	Kayagum D (°¡¾ß±Ý) (2 Fl.)	Komun A (°Å¹®) (2Fl.)	Time
Thomas Hardy My Values, Your Values	Liao Xiaoqing Developing Cross-Cultural Awareness	Laurie Baker & Gabrielle Goodwin POSTECH Live in English Program	Ursula Nixon Issues in Materials Development		9:00
					9:30

Lee Eun-Geun, Gov., KyoungSangBuk Province — 10:00 / 10:30

Alan Maley   Technology: Bane or Boon? — 11:00

Kayagum B	2nd Floor Lounge	Kayagum C	Kayagum D	Komun A	Time
Peter Drysdale Activities With High Five	Allen Ascher True Colors	Michael Gibb Korean University Students Attitudes to English Varie...	Ted Nickelsburg How to Use Movie Technology in a Nontechno.		11:30 / 12:00
Tim Newfields Issues In Computer Literacy in the EFL class	Douglas Hosier Panel Discussion in the ESL Classroom	Marc Helgesen Workplace English	Guy Phillips Producing EFL Content for an InteractiveCD-ROM	Steve Gershon Motivating Your Students to Fluency	12:30 / 1:00
Ron Aizen Internet Home Page Design for English Instruction	Randall Davis Discovering the Instructional Magic of TV Commercials	Dan Schulte Let's Talk	Joyce T. Johnston Survey & Evaluation of Educational Software	Peter McCabe Grammar is Great	1:30 / 2:00
Marilyn Plumlee Chang Mi Kyung Promoting Cross-Cultural Commun	Richard St. John An ESL Teachers Power Tools, Doing More w/ Less	Jane Hoelker Kim Jeong-ryeol Nicholas Dimmit Kip Cates Pan Asian Voices:	Jeff Krum Gateways: Entering the World of English		2:30 / 3:00
Marc Helgesen Impact	David Kemp & Christopher Weiss Cross-Cultural Differences and	Kip Cates English for Interasian Understanding	William M. Balsamo From Silent Films to Written Words	Jeanne Martinelli Phillip O'Neill BaFa BaFa: A Cross Culture Simulation	3:30 / 4:00
Steven D. Aran Strategies in Using Exploring English	Lawrence & Charles Kelly The Internet TESOL Journals	David Paul Planning a Child-Centered Lesson	Marie Oh English Games for Elementary Classes	Carolyn Graham Performing Jazz Chants in the ESL Classroom	4:30 / 5:00
Steve Golden & Karen Jamieson Fifty-Fifty	Unju Blappert Internet Based Classroom Activities	Tim Stookesberry Connect With English	Kim Jeong-ryeol Kim Hyun Joo Elementary English Materials		5:30 / 6:00

6:30

7:00

SATURDAY

Expo Dance Troupe Outdoor Theater 8:30-9:00

Plenary Address; Technology: Bane or Boon?

Alan Maley, National University of Singapore
Komun-A °Å¹®A (2nd floor) 10:30-11:50

In view of the rapid development of information technology, it is an urgent task to examine the role it might play in language learning. The paper aims, through posing some key questions, to assess the viability of advanced technology in particular cases.

There are two major questions:

1. Is it feasible? (ie. Can the technology be used at all?) This leads on to questions of cost, maintenance, reliability, obsolescence, availablity of software, teacher preparedness, etc.

2. Is it valuable? (ie. Is it worth the effect?) This leads on to questions of learning pay-off, comparability of effectiveness with more conventional means of delivery, integration within existing programmes, etc.

Finally, there will be a discussion of issues to do with the invasive power of technology and the need for informed judgements. The introduction of any technology has an ecological, not merely an additive, effect. We need to be as sure as we can that any technological change is in the interests of the learners, and not purely in the interests of technology.

SATURDAY ABSTRACTS

Saturday 9:00-9:50

Fluency and Accuracy Revisited

The distinction between fluency and accuracy has had a considerable impact on language teaching in the past 20 years. Communicative Language Teaching distinguished between accuracy activities, in which a focus on form is central, and fluency activities, where the primary focus is on the ability to communicate ideas and intentions, and where accuracy of expression is not a major consideration. More recently, advocates of Task Based Language Teaching have advocated a primary role for fluency based taskwork in language classrooms. The present paper seeks to re-examine the distinction between fluency and accuracy and to assess its current relevance to language teaching. Rather than distinguishing between fluency and accuracy as contrasting foci for classroom work, a distinction will be made between fluent and dis-fluent L2 performance. Fluent performance will be seen to depend on the employment of appropriate syntactic structures and grammar, and the monitoring of output to achieve accuracy. Accuracy thus constitutes a key dimension of fluent performance. The need to focus on fluent performance in classroom tasks will be discussed and means for increasing language accuracy on task performance examined. Factors discussed include preparation and planning time, opportunities for self-repair and monitoring, and repeated task performance. Research on these issues will be reviewed and implications for classroom teaching explored.

Jack C. Richards, University of Auckland
Komun-B °Å¹®B (2nd floor)

Teaching Listening Skills Effectively Through Video

Development of listening strategies is high on the priority list for Korean learners of English. By using videos featuring real-life situations together with appropriate support materials, instructors can provide learners not only with authentic listening input, but also a visual context to aid in learners' comprehension of key functions of language. Techniques for using video in the classroom using examples from the *Atlas Video Lab* and *Crossroads Cafe* will be demonstrated.

Christopher Wenger, International Thompson Asia ELT
Eunhasoo À°ÇÏ¼ö À°ÇÏ¼ö (9th floor)

North American Spoken English

Gene Zerna, Hongik Media
Changmi Àå¹Ì (1st floor)

"Mirror, Mirror": Using the Internet to Promote Globalization and Social Awareness in the EFL Class

This presentation is about using the Internet for increased global and social awareness as well as English language learning for Korean university EFL classes. My task assigned by the Department of Academic Affairs and the Center for Social Education at Inha University was to organize a means to give students and faculty English instruction on the Internet and to show them how to use the Internet to continue their English practice. The tool for globalization and social education would be on-line discussions generated by international information sites specifically for ESL students (such as CNN and World News for ESL-Students).

What I propose is a class and a Web page. Current pedagogical concerns regarding the use of the Internet for language learning neglect the potential to bring global and social awareness to the EFL class. Granted, as native speakers, we are hired to teach conversation and I do not skirt this responsibility. Yet, couldn't independent study or our sense of humanitarian responsibility in this "global village" be included into a digital classroom?

John Michael Bellows, Inha University
Hyangbi-A Çâ°ñA (2nd floor)

Videotaping: making movies and broadcasting news

The presenter will discuss and demonstrate the positive motivational value and the process of producing in-class movies and news broadcasts. She will show several short examples of class news broadcasts and student movies while also outlining how the students prepared their own scripts and directed their own productions. Her examples are all from the US community college settings with multicultural intermediate communication classes.

Ruth Schaeffer, Sookmyung Women's University.
Kayagum-A °¡¾ß±ÝA (2nd floor)

My Values/Your Values: An Anthropological Perspective on Films in the Language Class.

In this paper I discuss the ways that films lend themselves to helping students increase their understanding of their own and other's cultures and values. I present one course I have prepared to help achieve this using video-based materials. The course starts with students developing a list of American values, forming groups to analyze popular films displaying these values, and then sharing these analyses in interviews and discussions. Having then practiced a critical analysis of an exotic "Other", students turn their attentions to their own culture and its values representations in popular films. Through doing this, students learn to recognize the stereotypes they hold about Americans and to then reflect their new understanding back on themselves. They learn something about American culture and come to know their own culture in more perceptive and critical ways.

Thomas Hardy, Tamagawa University
Kayagum-B °¡¾ß±ÝB (2nd floor)

Developing Cross-cultural Awareness in the classroom

This proposal is to theorize the relationship that obtains between language and culture and then to propose approaches to ensure the culture teaching in the classroom. The presenter begins with the argument that the ontological study of language initiated by Saussure, although semantically justifiable, has only revealed the intralinguistic aspect of language, leaving the extralinguistic to be desired. Anthropologically and sociologically, language is only a subsystem of the culture, and as such it is unvaryingly subject to and constitutive of culture, which in turn finds its survival in language. Related to the above is that language mirrors culture. Semeiotically, as culture is chiefly encoded in and conveyed by language system, reflection of culture by language is perceptible at diversified linguistic levels, such as lexicological, syntactic and register, etc.. Sample analysis shows that linguistic expressions are frequently culture-loaded and can carry 'supra-linguistic information' or 'cultural information.,' Failure to receive such information in cross-cultural communication will lead to 'cultural mistakes', thus causing a communicative breakdown. In the light of the above arguments the presenter proposes that since language and culture are closely related and complementary to each other, a culturalinguistic approach to foreign language teaching should be adopted. To ensure the culture education, the syllabus, teaching materials and teachers are three main factors. Some methods such as culture aside, culture capsules, culture clustering, culture comparison, visual aids, and culture readers, which fit in classrooms are also recommended. The presenter concludes that only when language acquisition and culture acquisition are synchronized, will students be able to obtain what Hymes called 'communicative competence'.

Liao Xiaoqing, Fujian Institute of Education
2nd Floor Lounge

POSTECH Live-in English Program; A Measure of Success

This presentation will introduce the POSTECH Live-in English Program, an intensive, simulated-immersion English course offered during summer and winter breaks at Pohang University of Science and Technology (POSTECH), in Pohang, South Korea. The presentation will cover: (1) a description of the program, (2) an appraisal of its success based on student evaluations and TOEFL test scores, and (3) recommendations for future programs. The unique features of the PLEP include a curriculum with formal academic courses such as TOEFL preparation combined with extracurricular activities, the employment of professional native-speaking English EFL instructors, and the creativity and enthusiasm of North American college students employed as group leaders. PLEP's success can be measured by the increase in students' confidence in speaking English and the improvement of TOEFL scores --in only five weeks.

Laurie Baker, Pohang University of Science and Technology and
Gabrielle Goodwin, Pohang University of Science and Technology
Kayagum-C °¡¾ß±ÝC (2nd floor)

Issues in Materials Development for SE Asia

The paper presents a framework for the design of EFL curriculum materials for SE Asia. The framework is developed partly from years of experience as a curriculum writer and also from work at the University of Canberra, teaching the principles of curriculum design to graduate students from a range of SE Asian countries, including Korea. Possible frames which may be used as a basis for design, such as the Australian Language Levels Guidelines Focus Wheel or the Adult Migrant Education Program (AMEP) Frames are discussed and examples of completed design projects are also introduced. In addition the paper suggests issues for consideration in designing curriculum materials for SE Asia. These include diverse needs, the teaching-learning environment, teaching learning approaches and localization, that is, matching materials to local teaching reality and using SE Asian co-writers in the design team.

Ursula Nixon, University of Canberra
Kayagum-D °¡¾ß±ÝD (2nd floor)

Saturday 10:30-11:50

Plenary Address; "Technology: Bane or Boon?"

In view of the rapid development of information technology, it is an urgent task to examine the role it might play in language learning. The paper aims, through posing some key questions, to assess the viability of advanced technology in particular cases.

There are two major questions: 1.) Is it feasible? (ie. Can the technology be used at all?) This leads on to questions of cost, maintenance, reliability, obsolescence, availablity of software, teacher preparedness, etc. 2.) Is it valuable? (ie. Is it worth the effect?) This leads on to questions of learning payoff, comparability of effectiveness with more conventional means of delivery, integration within existing programmes, etc.

Finally, there will be a discussion of issues to do with the invasive power of technology and the need for informed judgements. The introduction of any technology has an ecological, not merely an additive, effect. We need to be as sure as we can that any technological change is in the interests of the learners, and not purely in the interests of technology.

Alan Maley, National University of Singapore
Komun-A °Å¹®A (2nd floor)

Saturday 11:30-12:20

Active Listening

Active Listening does what research and classroom practice shows we should do: it teaches students how to listen.   This moves beyond just practice. What learners listen for is just as important as what they listen to. We'll look at making learners aware of purpose, activating previous knowledge and the need for task variety. We'll use examples from all three levels of the popular *Active Listening* course. This will be a "state-of-the-art" listening skills workshop!

Marc Hegelson, Cambridge University Press
Changmi Àå¹Ì (1st floor)

Dealing with Larger Classes: Problems, Solutions, Challenges, and Opportunities

EFL teachers frequently find themselves teaching language classes of 40, 50, 80, even 200 students per class; however, many teacher training programs, while strong in other areas, do little or nothing to prepare teachers for the daily, practical problems of managing over 300 students per term. This presentation intends to raise several problems and challenges common to classrooms of 40 or more students and offer possible solutions from the presenter's and others' experience, including the participants. The presentation will also look at some unique opportunities for teaching/learning in large classroom settings.

M. Katherine MacKinnon, Daelim College of Technology
Kayagum-A °¡¾ß±ÝA (2nd floor)

Activities with *High Five*

Participants will learn how to build full and complete daily lessons around the *High Five* English course. *High Five* is a beginning book for preschool and elementary school children. It focuses on all areas of language learning, speaking, listening, reading and writing. Participants will learn special, supplementary activities that reinforce the main ideas of the *High Five* chapters.

Peter Drysdale, Hongik Media
Kayagum-B °¡¾ß±ÝB (2nd floor)

True Colors

Designed specifically for international students, *True Colors* leads students to ownership of the language, progressively moving them away from models to express thoughts in their own words, preparing them to interact successfully in the real world. Recognizing the reality of the EFL, student-in a monolingual class outside the English-speaking world-the authors have built *True Colors* around a wealth of speaking and reading models of the true voice of the native speaker. As such, *True Colors* distinguishes between receptive and productive language by presenting language in the receptive mode before--and at a slightly higher difficulty level than-- the productive mode. *True Colors* is a highly communicative course enhanced by strong four skills support, including an enriched listening syllabus and a communicative grammar approach. Editor Allen Ascher will demonstrate the series, including the video, and show how *True Colors* builds your students ability to "let their *True Colors* shine through."

Allen Ascher, Longman
2nd Floor Lounge

Korean University Students' Attitudes Toward Language Varieties

There are few studies which investigate the attitudes of Korean learners to different language varieties within ELT. The lack of information tends to foster the notion that Korean learners typically wish to learn American English. The results of a recent survey, though, questions the validity of this view.

I will present the results of a survey conducted at a Korean university, and discuss the implications of the

findings for ELT in Korea. The survey investigates student attitudes toward teachers, language varieties, classroom materials, and foreign culture. The results show that the respondents maintain a positive attitude toward varieties of English that prevail within the Korean ELT community,

The discussion will explore implications for text book selection, syllabus design, ELT management and recruitment in Korea. It is hoped that teachers will contribute ideas and opinions based on their experiences of ELT in Korea.

Michael Gibb, Foreign Language Institute, Yonsei University
Kayagum-C °¡¾ß±ÝC (2nd floor)

How to Use Movie Technology in a Non-technological Way

Most Korean college students love movies and enjoy discussing them in conversation classes if not overused. To give freshness to this idea, by telling how to develop story lines and use activities with them, is the focus of this paper. First, to develop a story line, teachers should know popular movies, actors, and actresses, including Korean, Western, or others. Whether the student or the instructor develops the story line, it should be a 1-5 page narration or conversation. If students develop the story line, such parameters as characters, circumstances, plot, or movie type should be explained. Second, such activities as a strip story or running dictation may be done if instructors do their own story line. If students are to do their own, they should develop the story line from given parameters and then tell it to the class. If more time is available, students can write their own scripts and present it through drama. For the story line process and activities, both steps will be explained and examples given.

Ted Nickelsburg, Korea Advanced Institute of Technology (KAIST)
Kayagum-D °¡¾ß±ÝD (2nd floor)

Saturday 12:00-1:20

A Task-based Approach to Reading
This presentation will argue that we need to design approaches to the teaching of reading which provide learners with the opportunity to exchange real meanings and to read with a sense of purpose. But we also need to focus on the language of the text. I will outline an approach to language description which enables us to this in a way which encompasses grammar, lexis and discourse.

David Willis, David English House and

David Paul, David English House
Komun-B °Å¹®B (2nd floor)

Global Issues Education in Korea
As the newly democratized Korean government is striving toward globalization and internationalization, various issues of global concern are beginning to be addressed by government agencies and by a growing number of activists' groups. It is only logical that part of the solution and responsibility lies with the educational community. The classroom provides an ideal forum for exploration of these problems. While Korean educational authorities may not recognize the influential role of English teachers in the classroom, some of us are acutely aware of our power to lead students to new ideas and activities. The goal of this panel discussion is to address the state of global issues teaching here in Korea and give practical guidelines for engaging our students. The panelists will address the current trends in global issues teaching and which of those trends may be most effective in Korean classrooms. Questions from the audience will guide our discussion and a workshop specific to each level, elementary through tertiary, will be held in order to provide examples of practical activities which can be used in the classroom.

Carl D. Dusthimer, Hannam University
Tim Grant, Editor, Green Teacher magazine
Rebecca Keller, Directorate of Public Works, US 8th Army
Alan Maley, National University of Singapore and
Frank Tedesco, Sejong University
Eunhasoo ÀºÇÏ¼ö (9th floor)

Teaching English Enhanced by Technology: Technopia or Technicism
The use of technology in education has been burgeoning in recent years for both internal and external reasons. The external reasons are the lower price of computers and the increase of technological innovations. 'The internal reason is the change of the definition of communication. This influence of technology has been felt in the field of second language learning and teaching so that recently there have been a large number of studies in the field of foreign language education research involving technology. The 21st century will be the "information era." How fast one can receive some information and what kind of information one can receive will be major issues of survival in this era. Therefore, it is already necessary for one to know how to handle a computer and how to communicate with a computer in order to get information and valuable data as quickly as possible using the Internet or be are at a disadvantage in using email. Thus, without computer literacy, people are at a disadvantage studying foreign languages.

Technology has become a powerful tool in almost all fields nowadays. However, there is a tendency toward a

blind acceptance of technology. Subconsciously, we believe that technology can solve all kinds of problems in society and continue to make our lives more and more comfortable. We in the field of foreign language education must be careful how we use computer technology. Computers certainly can play a prominent role in foreign language education, but they are not a panacea which can solve all the problems that currently exist in this field. We must strive to maintain a balance between humanistic concerns and technology. In this presentation, I will first discuss the negative side of using technology in education, which I will call technicism. Then I will look at the positive side, which I will call technopia, or how computer assisted language learning (CALL) can help students of foreign languages. Finally, I will describe how we may strike a balance between these two sides

Kim Young Mi, Duksung Women's University
Hyangbi-A Çâ°ñA (2nd floor)

Motivating your Students to Fluency...

Choosing the right material to use in the classroom can be both a difficult and an important decision. Difficult because it is always dependent on a combination of factors ranging from the classroom context to the teacher's style and the students' goals. Important because it can dramatically affect not only the language we teach, but also the approach we follow, the methods we use and the balance of skills our students develop. However, equally important as the material itself, is our ability to fully exploit and adapt it in a way that activates and extends our students' natural use of English. In this workshop, we'll use examples from the new three-level *OnLine* series (Heinemann) to see how a range of activity features can be maximized in the classroom to motivate our students toward communicative involvement and fluency.

Steve Gershon, Heinneman
Komun-A °Å¹®A (2nd floor)

Saturday 12:30-1:20

Experienced Untrained Teacher's Perspectives on Classroom Interaction

The presenter discusses the perspectives of experienced teachers who lack formal training on classroom interaction. The research draws upon interviews with 12 teachers who have worked in Korea for one to three years. The interviews covered these teachers' views of their own and student roles in the classroom, their beliefs about second language learning processes, the experiences that have affected their approaches to teaching, and the decision-making processes in lesson planning and delivery. Analysis of these interviews shows that these teachers take the role of facilitators, providing opportunities for students to use the language

they already have, because their lack of subject matter knowledge makes it difficult for them to develop focused, integrated lessons that emphasize language expansion and retention, and to respond to student requests for clarification of language problems. This suggests that formal training provides subject matter knowledge which allows teachers to assume a broader range of roles.

William Snyder, Korea University
Changmi Àå¹Ì (1st floor)

Hints for Teaching TOEFL

This presentation will begin with a look at the format of these two important tests of English language and a quick look back at the "history" of the burgeoning field of preparing students for these exams. The presenter will then take a look at various techniques for teaching students the skills required for each portion of the two tests, including those the presenter developed while writing guides for taking these exams. Finally, in the workshop portion of the presentation, we will brainstorm methods of teaching various parts of these two tests in a more communicative and interactive fashion.

Bruce Rogers, ITP
Kayagum-A °¡¾ß±ÝA (2nd floor)

Issues in Computer Literacy in the EFL Classroom

Today only a small percentage of University students in Asia are computer literate. However, the ability to perform many computer related tasks is becoming more and more essential for college graduates. Moreover, problems regarding privacy, technophobia, and info-overload have become increasingly relevant issues for EFL teachers using computers in class. This workshop/discussion will consider how basic aspects of computer literacy can and should be taught in a EFL context. Specifically, a three step computer literacy program at Tokai University will be outlined. The first step of this program focuses on acquiring basic computing concepts, the second on gaining familiarity with the Windows 95 and Mac operating systems. In the final phase participants learn to use various programs and construct Web pages. Issues of student autonomy, concept/task theory, and assessment will be discussed.

Tim Newfields, Tokai University College of Marine Science
Kayagum-B °¡¾ß±ÝB (2nd floor)

Panel Discussion in the EFL Classroom.

Panel discussions are an effective method for presenting topic material to students of all levels'. It effectively motivates students to utilize their research skills. It also gives students an opportunity to make presentations and

defend what they have presented in English. It demands students to comprehend what is being presented and ask relevant and intelligent questions. And finally, because panel discussions are often used at international business and academic conferences, students have a practical incentive for using their English. In my presentation I will discuss how to convey the concept of panel discussion to the EFL student. Emphasis will be put on how to motivate students to choose topics, make outlines, present effective introductions and conclusions, and give interesting presentations. I will also show my grading and testing technique. In addition, during the presentation I will warn about pitfalls and give troubleshooting advice.

Douglas Hosier, Kyung Hee University
2nd Floor Lounge

Workplace English

Marc Hegelson, Si-sa-yong-o-sa
Kayagum-C °¡¾ß±ÝC (2nd floor)

Producing EFL Content for an Interactive Multimedia CD ROM

This presentation seeks to familiarize EFL materials producers with some of the basic steps required to introduce, illustrate and reinforce language learning materials on an interactive CD ROM, taking full advantage of the medium's multimedia properties. A case study - a CD ROM on English Idioms- will be used as a model for exploring the various creative opportunities available at each stage of development and for discussing the educational priorities to keep in mind when producing a self-access, stand-alone program.

Guy Phillips, Hanyang University
Kayagum-D °¡¾ß±ÝD (2nd floor)

Saturday 1:30-2:50

From Listening to Speaking in EFL for Kids

Listening is the most important skill for children studying EFL. They have little chance to hear English outside the classroom, and are often exposed to English only once a week. In part one, a selection of active, participatory listening tasks, to introduce and practice language, will be demonstrated. Teachers will have the chance to put themselves in their students' shoes as beginning learners of German.

As babies, we learned languages by listening, then later beginning to speak naturally. In a classroom, however, we need to encourage young learners to speak, using those language items they know. Many speaking activities follow from listening activities. In part two, speaking activities such as games, communicative tasks

and pair-work will be demonstrated. Come with clean ears and lots of energy, so you can leave with ideas to help your students along the path from listening to speaking. PLUS: you will have added some German to your repertoire!

Aleda Krause, Prentice Hall
Komun-B °Å¹®B (2nd floor)

Environmental Education Teaching Activities

Environmental education can add an exciting dimension to content-based language teaching. Environmental themes can promote motivation through their real world relevance, provide a useful framework for integrating language skills, and promote classroom interaction through debate, projects and discussions. This workshop will introduce language teachers to the theory and practice of environmental education. The presenter will describe ways to integrate environmental awareness into the curriculum, give examples of innovative environmental education programs, show participants how to design language learning projects around environmental themes, and present key environmental education activities that all schools should be involved in as we approach the 21st century. Ideas will include conservation projects where students study how to reduce their consumption of energy, paper and other resources, outdoor learning tasks in the local environment, and the twinning of classes with counterparts in foreign countries to promote language practice and intercultural communication through joint environmental projects.

Tim Grant, Editor, *Green Teacher* magazine
Eunhasoo ÀºÇÏ¼ö (9th floor)

It's Not in My Contract: Negotiation Styles in Korean EFL Administration Environments

Teaching in Korea is a business, just as much as it is to work in any company. So, although many teachers come to Korea well-trained to teach, many find themselves at a loss for understanding the negotiation styles used by their employers. More often than not, western-style negotiation strategies are not effective and may even be offensive to Koreans. So, how can you more effectively communicate with your Korean employer? Considerations of the differences in negotiation styles and strategies between Koreans and Westerners will be presented, along with a quiz, case studies and a role play.

Benjamin Byoung-su Kim, Shin-Gu College and **Karen Tinsley-Kim**, Shin-Gu College
Hyangbi-A Çâ°ñA (2nd floor)

Grammar Is Great! Breathing Life into the Teaching of Grammar.

One of the great problems facing teachers of English in the classroom is how to make the teaching of grammar more stimulating and effective. It is not enough to say to the students: "Open your books, turn to page 35 and do exercise 5a", This is the "dead" way of approaching grammar work. It neither engages the interest of the students nor motivates them.

In this workshop I shall aim to describe a number of powerful, student-centered techniques which aim at getting the students actively involved in the learning process and which can be applied when using grammar practice exercises in the classroom. They aim to maximize the students intellectual, imaginative and emotional involvement in the classroom and make grammar work motivating, meaningful and memorable.

Peter McCabe, Heineman
Komun-A °Å¹®A (2nd floor)

Saturday 1:30-2:20

Using the Internet in Teaching College English Classes.

The presentation will begin with a short introduction to CALL and the Internet as an Integrative CALL. The concept of hypertext and hypermedia will also be introduced. It will focus on the possibility of teaching university-level English to speakers of other languages online, via the Internet, offering suggestions for integrating the Internet into the ESOL classroom. The overall intention of the presentation is to provide ESOL writing and reading instructors with a framework in which to begin creating new curricula or integrating the Internet into their existing curricula, utilizing it not only as a means of classroom facilitation, but also as a teaching and learning tool in and of itself.

Shin Gyong-gu, Chonnam National University and **Park Ji-hyon**, Chonnam National University
Changmi Àå¹Ì (1st floor)

Visual Dynamics: Art and Literature in the ESL/EFL Classroom

This presentation will highlight the advantages of combining visual art with literature in the ESL classroom. When we read, we color narrations with individual impressions and images. Reciprocally, from static images in art we are free to imagine narratives that proceed and follow the frozen moment. By combining the literal and visual, students benefit from the overlapping of given and imaginative knowledge (i.e. given literature, visual texts, and the imaginative details they evoke). The result is that ESL students may more easily understand materials that are often thought of as being

beyond their developing language skills.

David Campbell, Foreign Language Education Center, Inha University
Kayagum-A °¡¾ß±ÝA (2nd floor)

Internet Homepage Design for English Instruction

The presenter will demonstrate how the Internet can be used as a supplement to traditional classroom instruction. Without getting overly technical, the following topics will be discussed: 1.) English-learning sites already on the Internet 2.) The equipment and permissions necessary to setting up a homepage 3.) The basics of homepage design: HTML, graphics, sound 4.) Making a homepage more interactive: JavaScript, CGI.

Examples of how a homepage can enhance English instruction will be introduced as follows: 1.) Posting course syllabi, grading policies, and assignments 2.) Designing practice exercises and quizzes 3.) Providing links to other English-learning sites 4. Allowing for student/ teacher conferences.

This presentation will be done through a demonstration using a computer and the Internet.

Ron Aizen, Korea Advanced Institute of Technology (KAIST)
Kayagum-B °¡¾ß±ÝB (2nd floor)

Discovering the Instructional Magic of TV Commercials

Over the past decade, there has been a great rush to jump on the video bandwagon and use this form of media in the language classroom. Obviously, teachers find that using videos helps enhance learning by stimulating the senses through the combination visual/ audio medium, especially with the introduction of closed-captioned technology. Other practitioners in the field are looking for shorter pieces of video that are more manageable in length than sitcoms, full-feature movies, or news programs. Commercial messages, plus the added advantage of closed-captions, are the answer. Besides the reasons mentioned above, commercials ranging from fifteen to sixty seconds are ideal because (1) they present a self-contained message in a matter of seconds, (2) they contain authentic language that has not been predigested for the language learner, and (3) can be easily tied to language tasks, and content-based material, of any main text rather than serving as an activity that is divorced from the key objectives of the class. After explaining this rationale, the presenter will demonstrate simple, yet effective activities using commercial messages that make use of the inherent benefits of video that can be combined with other classroom exercises. Some of these include (1) pre-listening exercises to build vocabulary, (2) pair and group practice that takes

advantage of both the audio and visual (pictures and closed-captioned text) elements of the commercials, (3) the use of closed captions to teach integrated-skills lessons, including accent reduction, and (4) short skits and role plays using the dialogue. Additional tips on how to select and edit commercials will be covered. Because of the added emphasis on closed-captioned technology, this presentation should appeal to both new and seasoned educators in the field.

Randall Davis, Nagoya City University
2nd Floor Lounge

Let's Talk (by Leo Jones)

Leo Jones, has published perhaps his best conversation and listening text ever with Let's Talk! This new text helps intermediate learners of English develop their communication skills by engaging them in a variety of relevant listening and speaking activities such as cultural differences, childhood memories, humorous stories, crime and punishment, color and our personalities, and many others. The highly creative topics, interactive activities, unscripted, natural sounding listening activities, are quickly making this incredible new text one of the most popular conversation texts available. With so many universities adopting it already, you don't want to miss this presentation!

Dan Schulte, Cambridge University Press
Kayagum-C °¡¾ß±ÝC (2nd floor)

A Survey and Evaluation of Educational Software Programs and Sources

In view of the rapid changes in computer technology, there is difficulty for even those with a good source of educational software in obtaining and evaluating programs. Despite this difficulty, the Internet has again proved an invaluable tool. I have found minimal sources of authoritative reviews, non overlapping listings of programs and publishers, all of which probably indicates the relatively small and segmented market in educational software.

I will provide illustrations of sources for software reviews and programs, criteria for evaluating educational programs, and expertise in developing a computer lab. Use of the computer does not come without some caveats. Recommendations for positive results are not dissimilar to those for the classroom: 1.) Integration with and extension of a classroom curriculum in which materials are appropriate to the level of the learner 2.) Instructive supervision for use of equipment and program.

Joyce T. Johnston, Fortune Jr. College of Technology & Commerce
Kayagum-D °¡¾ß±ÝD (2nd floor)

Introducing the Longman *Essential Activator*

Participants will be introduced to the concept of a PRODUCTION DICTIONARY. In a production dictionary you can move from a vague idea or a rather basic word, like "walk", to more precise words, like 'stroll' or 'stride'. This means that learners can help themselves to find the precise word which fits their idea.

The *Essential Activator* is aimed at intermediate learners (unlike the *Activator*, which aims at advanced students). It contains additional exercise material for the intermediate student. Participants will have the opportunity of trying out both the dictionary itself and the exercise material.

Alan Maley, Longman
Changmi Àå¹Ì (1st floor)

Computer Mediated Communication (CMC) in the Class

Teaching English in non-English speaking countries presents one major limitation; it is not so easy for the student to use English outside the class and the class seems to be more isolated from the authentic situation. Computer mediated communication (CMC) may be one of the solutions. This presentation provides a general introduction to CMC and examines the various contexts within which it operates for the language class. It also suggests that using CMC to implement a familiar classroom task such as surveys may provide the teacher with the incentive to experiment.

Suh Kyong hee, University of Manchester
Kayagum-A °¡¾ß±ÝA (2nd floor)

"We'll Do It Our Way!": Promoting Cross-Cultural Communication in Needs Analyses for EFL/ESP Programs

The introduction of English in the elementary schools and the pressure to "globalize" have created a demand for EFL/ESP courses among Korean English teachers and business professionals. As EFL/ESP programs have proliferated, both in Korea and abroad, frequent reports of frustrations and counterproductive misunderstandings have surfaced. On the basis of participant observation and interviews with students, teachers and administrators of several EFL/ESP programs in Hawaii designed for the professional development of Koreans, three sources of conflict were identified: (1) lack of information on the part of teachers and administrators regarding students' language learning background and current needs, (2) beliefs regarding effective and appropriate classroom practices; (3) opinions concerning accountability, the respective roles of students, teachers and

administrators, and which aspects of English language proficiency should be given priority.

The Korean/American co-presenters discuss the design of a collaborative needs analysis and propose responses to the needs identified, with the goal of serving as catalysts for rethinking program design and implementation.

Marilyn Plumlee, Department of Linguistics, The University of Hawai'i and
Chang MiKyung, University of Hawai'i
Kayagum-B °¡¾ß±ÝB (2nd floor)

An ESL Teacher's Power Tools: Doing More with Less

This presentation will show teachers how to organize effective lessons around the three core verbs: BE, HAVE, and DO. It outlines 36 functions for these core verbs and provides suggestions for building hundreds of learning activities out of these. It works particularly well for classes that have moved beyond the initial labeling stage of language acquisition and are ready to construct simple statements and questions. Building lessons around these core verbs not only ensures that students master their verb forms, but the framework of 36 functions allows teachers to work with students at all levels of competency to teach systematically such diverse concepts as contractions, negatives, equatives, yes/no questions, tag questions, sentence-stress markers, idiomatic expressions, and a wide range of other structures and processes in English. It poses the question: Why aren't all three of these core verbs presented earlier in the lesson sequences of our ESL textbooks?

Richard St. John, Yong In College
2nd Floor Lounge

Pan-Asian Voices: The Classroom Today

Open admissions, tuition fee waivers, team teaching, elementary school English programs, oral testing of English on entrance exams: Innovations Asian governments established to encourage English learning. But, are learners learning more? Educational leaders in Asia will analyze the opportunities and weaknesses in, and threats to English programs, and strategies to overcome weaknesses and to take advantage of opportunities. The PAC 2 programs, "Adopt-A-Student" and "Adopt-A-Scholar" will be introduced. Interested parties will form cross-cultural research groups and present findings at PAC 2, 1999 in Korea.

Jane Hoelker, JALT National Public Relations Chair and Pan-Asian Advisor from JALT
Jeong-ryeol "Jay" Kim, Korea TESOL
Nicholas Dimmit, Thailand TESOL
Kip Cates, JALT Global Issues N-SIG Coordinator
Kayagum-C °¡¾ß±ÝC (2nd floor)

Gateways: Entering the World of English

Gateways is a new, two-level, four skills course for adult and young adult beginners of English and is the first part of the Integrated English program. The presenter will demonstrate the key points of the course by reference to the text. The key points include a clearly defined grammatical syllabus that introduces new grammar in manageable chunks and an explicit presentation of high-frequency, core vocabulary which allows beginners to start communicating immediately. Conversation management strategies presented in each unit give the students the tools they need to navigate through real-life English. The presenter will also make reference to Transitions the new two-level course for intermediate students which is the second part of the Integrated English program.

Jeff Krum, Oxford University Press
Kayagum-D °¡¾ß±ÝD (2nd floor)

Saturday 3:00-4:20

Look! My Students Are Really Talking!

This workshop introduces participants to fun activities designed to get young students talking.   Activities are taken from *Let's Go*, a colorful series by Oxford University Press. Teachers will engage in a variety of interactive group and pair activities that presents traditional grammar in a communicative and functional way. Activities for listening, speaking, reading, and writing will be covered. Participants will also take part in activities based on lively songs and chants by Carolyn Graham, written especially for children.

Karen Frazier, Oxford University Press
Komun-B °Å¹®B (2nd floor)

Shortcuts to a Multisensory Classroom

Short Cuts is a new series for young adult and adult learners, uses manipulatives for focused listening, communicative activities and even reading and writing. This hands-on workshop demonstrates the novel features of the course.

Tim Stookesberry, McGraw Hill
Eunhasoo À°ÇÏ¼ö (9th floor)

Making Korean University Students More Comfortable in the English Language Classroom

Increasingly, Korean university students are learning how to speak English in classes that are taught by foreign teachers. While being taught by native English speakers is probably one of the best methods in which to learn English, students are not always comfortable learning English from a foreign teacher. This "uncomfortability" factor can actually impede students' progress. Ironically, while students may be in a native English speaker's class, the teacher may make them so anxious or nervous that it is difficult for them to learn effectively. I propose here a few suggestions and recommendations, gained from my own teaching in

Korea, to make students more comfortable in the English language classroom and thus ultimately making more progress.

Michelle M. McGrath, Chonnam University
Hyangbi-A Çâ°ñA (2nd floor)

BaFa BaFa: A Cross-Culture Simulation

"Alphans?" "Betans?": Cross-cultural values? Differences? Understanding? Come join us in this active, participatory session, as we don't just TALK about "cross-cultural experiences" and "understanding", but we actually take part in a simulation game where we LIVE the cultures of the "Alphas" and the "Betas", to EXPERIENCE firsthand, at a "gut level", what we often go through in real life "cross-cultural experiences". After completing this fun, highly complicated, yet profoundly simple cultural exchange, we safely, in a nonthreatening and nurturing environment begin to "debrief" the experience and process some of the underlying values and ideas suggested through this cross-cultural simulation experience. This cross-culture simulation, "BaFa BaFa", first developed in 1977 by R. Garry Shirts, has proved itself to be a classic cross-cultural training tool, used again and again over the past twenty years for various cross- cultural related participants. As ESL/EFL professionals, both native speakers and nonnative speakers alike, we can't afford to neglect the profound influence of culture, and cultural awareness on our students' and our own lives.

Jeanne Martinelli, Pusan National University and
Phillip O'Neill, Pusan National University
Komun-A °Å¹®A (2nd floor)

Saturday 3:30-4:20

Strategies in Using *Crosscurrents*

Participants will learn helpful strategies in utilizing *Crosscurrents* as a tool to build confidence and aid in the long term retention of students who are learning English as a second language. This lecture will discuss some of the obstacles and problems that interfere with a student's ability to learn. Then we will discuss the presentation of material and the formation of useful patterns. Finally, we will discuss motivational strategies to encourage participation in assisting students who are having a difficult time adjusting to the lessons and curriculum.

Steven D. Aran, Si-sa-yong-o-sa
Changmi Àå¹Ì (1st floor)

New Interchange

New Interchange is a substantially revised edition of the highly successful *Interchange* series, and provides a new challenge for Korean learners. The revisions have been based on the feedback collected from users of *Interchange* throughout the world, and reflect the changing needs of learners and teachers.   This presentation will focus on the additional and revised features of *New Interchange* and the benefits they represent. Learn how the most complete course ever has been developed even further.

Jack C. Richards, Cambridge University
Kayagum-A °¡¾ß߱ÝA (2nd floor)

A "New Wave" of Communicative Language Teaching: The Ideas behind *Impact*

As communicative language teaching has matured, the way we understand our teaching has become more sophisticated.   We've known for years that learners need tasks. Now, as teachers, we ask more focused questions about the task's purpose and nature. We now recognize grammar awareness in language acquisition. We've long known the importance of students working in pairs and groups. Now we're asking if these groups are simply for practice efficiency or if there's more. In this activity based workshop, we'll consider some key ideas in the new wave of the communicative movement. These ideas are a part of the popular course *Impact*.

Marc Hegelson, Longman
Kayagum-B °¡¾ß߱ÝB (2nd floor)

Cross-Cultural Differences and their Impact in the American Classroom

This paper examines cross-cultural differences and expectations between Korean students studying at an American university and their American classmates and professors. A short video will show scenes from a typical American university and the interactions that occur between American students and professors. These patterns will then be compared to Korean expectations as to how one should interact with classmates and professors. A second component to the presentation will be the results of a survey addressing professors' expectations of student behaviors and their implications.

David Kemp, Florida State University and
Christopher Weiss, Florida State University
2nd Floor Lounge

English for Inter-Asian Understanding: Korea and Japan

Korea and Japan share a sad history of war, exploitation and oppression. The future demands a relationship based on peace, friendship and cooperation. How can English teachers in our two countries help overcome the bitterness of the past and the stereotypes of the present to build a future of international peace and cross-cultural understanding? This presentation will describe a number

of initiatives undertaken in Japan and Korea which aim at promoting Asian awareness, Korean-Japanese understanding, and international cooperation through English-as-a-foreign-language. Projects mentioned will include EFL lessons on Korea in Japanese textbooks, Japanese university EFL teaching units on Korean people and culture, EFL pen-pal programs between Korean and Japanese students, and Korean-Japanese EFL overseas exchange programs. Participants will leave a chance to brainstorm together about how English teachers in Korea and Japan can promote international understanding between the youth of our two countries as we head toward a co-hosted World Cup.

Kip Cates, Tottori University and Teachers College, Columbia University, Tokyo
Kayagum-C °¡¾ß±ÝC (2nd floor)

From Silent Films to Written Words and Speech

This presentation will focus on the use of silent films as a means of encouraging students to create compositions and write short mini-dramas. According to this method, students view short passages of films which consist of strong, dynamic visual images. The passages used include clippings from silent films., TV commercials and contemporary cinema. None of the passages will contain any spoken words.

After viewing the selections, which should last no longer than three minutes, students are divided into small groups to brainstorm the passage they had just seen. They then proceed to transform these visual images into short mini- dramas. The purpose of this presentation is to draw attention to the power of the visual image to inspire creative writing and thought. The focus of the demonstration will be on the above form of methodology to be used in composition and creative writing classes. Examples of film clippings and student dramas will be included in the presentation and followed by a discussion.

William M. Balsamo, Kenmei Women's College, Japan
Kayagum-D °¡¾ß±ÝD (2nd floor)

Saturday 4:30-5:50

FANTASY for Primary Students

FANTASY is a new, six-level English series for primary students that features creative, stimulating content. Containing abundant task-based, communicative activities and games, this four-skills program provides a complete spectrum of student-centered activities that promote fluency and accuracy. Young learners of English will be enchanted with *FANTASY*.

Adriana Del Paso, McGraw Hill

Komun-B °Å¹®B (2nd floor)

Student Centered Learning in Asia

The emergence of East Asian nations into the Information Age has exposed their education systems to new teaching models and methodologies, some of which are considered direct challenges to traditional methods. How each country balances traditional education techniques and newer approaches will later influence academic excellence and economic competitiveness.

Student centered learning is one of the several new methods used successfully in TESL and TEFL programs at secondary schools and universities. It emphasizes active student participation with a major role for the teacher as an enabler/facilitator, and differs from the traditional model which emphasizes a "top down" teaching method. In this panel discussion, four teachers will draw upon their own teaching experiences to consider the feasibility, variability and applicability of this technique in Korea and abroad, noting both advantages and limitations of the methodology. Following a brief presentation by each panelist, the topic will be opened for questions and general discussion.

Peter E. Nelson, Chung-Ang University
Naun Hwang, Language Research and Education Institute of Pusan National University.
Merton L. Bland, Konyang University
Eunhasoo À°ÇÏ¼ö (9th floor)

Workshop for Reading and Writing

The presenters will discuss the success and problems with the one week workshops for Korean high school and middle school teachers conducted at Korea University in January 1997. The purpose of the workshops was to enhance the English skills and teaching techniques of nonactive English teachers. In this workshop, the presenters will model some of the innovative activities and allow participants to try out some of their more successful techniques: schema building, graphic representations, strategic reading, alternative assessment, critical thinking, and creative thinking and writing. They will also explain the theory behind these techniques.

Barbara H. Wright, Korea University and
William Snyder, Korea University
Hyangbi-A ÇâºñA (2nd floor)

Performing Jazz Chants in the EFL Classroom

Carolyn Graham will present a variety of techniques and materials to show how Jazz Chants may be used for language development with students of all ages. The presentation will include material from *Grammarchants*, the *Let`s Chant, Let`s Sing* series, as well as the original *Jazz Chants*.

Carolyn Graham, Oxford University
Komun-A °Å¹®A (2nd floor)

Saturday 4:30-5:20

Teaching Low-level Listening and Speaking: The Journey Doesn't Have to Be Uphill!

Learners in EFL situations such as Korea face many difficulties in their attempts to learn English in non-English speaking environments. First, there is the problem of natural input, since   English is not always present in the outside environment. Second, our learners may not feel entirely comfortable talking even though they have a strong grammar background and good reading skills. How can we as teachers overcome these obstacles and make listening and speaking classes both motivating and suited to EFL learners? Introducing the *Journeys* solution! *Journeys Listening and Speaking* is part of a new 12 book, skills-based series developed in Asia for low-level learners. It uses interesting, authentic reading, plenty of pair and group work, and a variety of tasks that allow learners to negotiate meaning with the intention of increasing fluency skills.
Join this lively presentation and see how a listening/ speaking course can motivate learners through participation and topics that are relevant to their lives. This presentation will be practical and tailored specifically for high school and university educators in Korea.

Carl Adams, Si-sa-yong-o-sa
Changmi Àå¹Ì (1st floor)

Data-Driven Learning and the Textbook Writer.

This workshop looks at some main influences governing the coverage of grammar in textbooks. In Audiolingual days, "Languages were dissected into lists of isolated grammatical structures (usually based around verb tenses) and were taught.. in piecemeal fashion.." (Shortall, 1996). Many textbook writers are still influenced by such lists, often because they use for their sources 1) other textbooks, 2) their linguistic intuitions, and 3) their experience of teaching (often from other textbooks). In this way, the old system self- perpetuates. Using authentic data from the COBUILD Bank of English, we will look at a number of structures. Instead of, say, teaching comparatives as 'more+adjective+than' and 'the+most+adjective', we can obtain more authentic language by taking a lexical starting point, i.e., by looking at how words like 'more' and 'most' behave in real language, we can include in our textbooks a greater range of 'comparison' patterns. The presentation of grammar thereby becomes data-driven, i.e, authentic data provides an extensive range of genuine language examples. Such an approach allows learners to interact with the target language as it is actually used in the target community.

Terry Shortall, David English House
Kayagum-A °¡¾ß±ÝA (2nd floor)

Strategies in using *Crosscurrents*

Participants will learn helpful strategies in utilizing *Crosscurrents* as a tool to build confidence and aid in long term retention for students who are learning English as a second language. This lecture will discuss some of the obstacles and problems encountered by students learning English as a second language. Then we will discuss the presentation of material and the formation of useful patterns aimed at increasing long term retention of learned materials. Finally, we will discuss some motivational strategies aimed at assisting students who are having a difficult time adjusting to the material.

Steven Aran, Longman
Kayagum-B °¡¾ß±ÝB (2nd floor)

The Internet TESL Journal's Online Projects

The Internet TESL Journal (http://www.atitech.ac.jpl-iteslj/), a monthly online journal for teachers of English as a second language, has several projects on the web. This presentation will show participants how they can use the materials produced by these projects and how they can contribute to the projects. These projects currently include Self-Study Quizzes for ESL Students, Student Guides to the Internet, and Jokes for the ESL Classroom. More projects will be started before the conference date, and will be introduced.

Lawrence Kelly, Aichi Institute of Technology and **Charles Kelly**, Aichi Institute of Technology
2nd Floor Lounge

Planning a child-centered lesson

How do child-centered classes work in practice? It is too often assumed that these classes cannot be tightly planned and given a clear direction. This is far from the reality. Children can encounter English in a clear step-by-step sequence but still feel they are the center of learning, not following what the teacher wants them to do. The aim of this presentation will be to show teachers now this can be achieved in a lesson.

David Paul, David English House and **Dave Willis**, David English House
Kayagum C °¡¾ß±ÝC (2nd floor)

Teaching *English Games For Korean Elementary Classes*.

The target of this game book will be teachers who teach English to the elementary students, but couldn't use

English well. This presentation will guide the teachers how to teach their students using easy methods, and show the teachers using fun games to their students. Also, the purpose of this game material is to promote communicative language learning between students, and teachers and students.

Marie Oh, Hongik Media
Kayagum-D °¡¾ß±ÝD (2nd floor)

Saturday 5:30-6:20

The Necessary Bag of Tricks

When you teach young children you must be prepared to bring English to life for them on a daily basis. This means playing with the children in the target language, often changing the classroom environment, bringing new fun characters into the classroom with you, making things with children, and constantly living new experiences with them, as well as a whole host of other things. It's tiring, of course, but it has got to be enjoyable for both children and teacher, if the learning process is to work. But with the appropriate bag of tricks, and an awareness of what teaching children really entails, it may well be that you will never have a more satisfying time in any EFL classroom than the time you spend teaching young children.

Angela Llanas, Anglo Mexican Cultural Institute
Changmi Àå¹Ì (1st floor)

Nose to the Grindstone: Task Based Activities for Korean Middle Schoolers.

This paper is an account of materials designed to help both native English teachers and Korean teachers of English working at middle schools (specifically at 8th grade) better deal with the textbooks for nationwide use. The materials are designed to find connections between grammatical points and task-based activities since native teachers are ignorant of the current level of students due to deviation from regular curriculum and insufficient communication with Korean teachers. The materials also illustrate specific teaching methods reflecting both Korean and American cultural aspects, and display concrete implementation procedures and plausible grouping techniques since dynamic grouping is essential for more effective interaction and stimulation. The materials have been tried in ESL classrooms in Hawaii and in EFL classrooms in Korea. Data on their effectiveness will be reviewed and recommendations for teaching practice and future materials development for the Korean context will be provided through demonstrations.

Kim Sook Kyoung
Kayagum-A °¡¾ß±ÝA (2nd floor)

New *Fifty-Fifty Intro Level*: They Speak; They Listen... And They Like It!

Most of us have been there- full of motivating ideas and materials and faced with a speaking or conversation class full of students who just don`t want to talk... at least in English. Many of us have found a remedy... the *Fifty-Fifty* series! *Fifty-Fifty Intro Level*, the newest book in the series, is designed specifically for large classes of EFL students where "student talking" time is very limited and the level of learners is fairly low. *Fifty-Fifty Intro Level* allows students to participate actively in meaningful exchange through pair and group work activities. During this presentation, we will alternate between talking as teachers and actually performing the tasks set out for learners in *Fifty-Fifty Into Level*...try and discuss, try and discuss. Don't expect to comfortably sit or snooze, Fifty-Fifty means action; some quiet, some noisy, some silly, some serious... but all centered around students, NOT teachers.

Steve Golden, Prentice Hall
Karen Jamieson, Prentice Hall
Kayagum-B °¡¾ß±ÝB (2nd floor)

Internet Based Classroom Activities

Whether you are new to interactive multimedia or an experienced user, everyone needs to know what's new in this rapidly developing area. This presentation addresses the topic: What does the Internet have for teaching EFL/ESL students? How is the online information being implemented?

This workshop will explore a variety of resources available online for EFL teachers and students, but more importantly the classroom activities found online. Participants will learn where to contact and how to use e-mail pen pal sites, idioms sites, news sites, game sites, and sites for the four language skills. This informational workshop will also include a discussion of possible problems that may occur in using online materials.

Unju Blappert, Kyungwon College
2nd Floor Lounge

Connect with English

Connect with English is an exciting new, video-based English program for teenage, young adult and adult learners produced by The McGraw-Hill Companies and the Corporation for Public Broadcasting /Annenberg Foundation. Featuring authentic yet carefully controlled language, the program engages students interest as they get to know a young American musician, Rebecca Casey, who pursues her dream of being a successful singer. Filmed on location throughout the U.S., the

videos are accompanied by a comprehensive program of print materials designed to test comprehension and develop language skills.

Tim Stookesberry, Si-sa-yong-o-sa
Kayagum-C °¡¾ß±ÝC (2nd floor)

Elementary English Materials in Korea

Elementary English education has started this year and it attracts lots of attention and criticism. Most people seem to agree with the instrumental motivations behind the introduction of English education down to elementary schools, but many people point out the teacher preparation and materials preparation. This presentation will look into the problems in materials being used for elementary English education in detail. Current elementary English material consists of textbooks, audio tapes, video tapes and teachers' guides. Its content and teaching methods are based on the national curriculum which contains information on the class hours, topics, communicative functions and English examples, as well as a list of usable words for the materials. This presentation will review the literature in this field and study the relationship between the national curriculum and textbooks and finally the appropriacy of the textbooks in the current classroom settings.

Kim Jeong-ryeol, Korea National University of Education and
Kim Hyun-joo, Korea National University of Education
Kayagum-D °¡¾ß±ÝD (2nd floor)

KOREA TESOL JOURNAL EDITOR SEARCH

The Korea TESOL Publications Committee invites applications and nominations for the Editor of the Korea TESOL Journal. The Publications Committee is particularly interested in receiving applications from those who

(1) have a recognized research and publication record,

(2) have an established record of editorial work,

(3) are committed to the further development of the mission of Korea TESOL.

The new Editor of the Journal will direct and implement journal policy within the mission and parameters established by the Publications Committee of Korea TESOL. Review of applications will begin immediately. Initial applications, consisting of a CV, a letter of application, and two references, should be sent to the Chair of the Publications Committee:

Jeong-ryeol Kim
Korea National University of Education
Department of Elementary English Education
Tarak-ri Kangnae-myeon
Cheongwon-gun Chungbuk 363-890
South Korea

jrkim@knuecc-sun.knue.ac.kr

KOTESOL

The Day's Schedule:

Sunday Octo

Time	Komun B (°Å¹®) (2Fl.)	Eunhasoo (ÀºÇÏ¼ö) (9th Fl)	Changmi (Àå¹Ì) (1 Fl.)	Hyangbi A (Çâºñ) (2Fl.)	Kayagum A (°¡¾ß±Ý) (2 Fl.)
9:00	John Thurman Providing Free or Low Cost Internet Services for the ESL Class	Gina Crocetti Techniques and Methods	Richard R. Day Impact Issues: Critical Thinking & Real Discussion	Kirsten B. Reitan & Terri-Jo Everest For Technophiles & Technophobes: Is There a Happy Media?	Angela Llanas Adolescence, Motivation & Culture
9:30					
10:00			David Willis The University of Birmingham Distance MA		Jack C. Richards Springboards
10:30	Angela Llanas Listening: The Vital Step to Oral Production	Diane M. Thomson Materials Design: a D-I-Y Workshop		Kevin Smyth, John Marshall, & Cho Sook-eun Teaching: The Art of Hassling-Discipline and Motivation	
11:00			Barbara H. Wright American Studies Through Film		Woo Sang-do WWW: A Resource & Tool for the EFL Reading Classroom
11:30					
12:00	Darlene Larson The Special Role of Language in Peace Education				
12:30					

Plenary Address:

Time	Komun B	Eunhasoo	Changmi	Hyangbi A	Kayagum A
1:00			Peter Drysdale Activities With Parade		Tim Stookesberry Content Matters
1:30	Paul Shimizu Ed Roosa Activating Large Classes	Craig P. Lambert Developing Materials to Create Personal Investment in the Learning Process		Michael Cholewinski, Duane Kindt, William Kumai, Paul Lewis, &Matthew Taylor Learning and the Edge of Chaos: Complexity in EFL	
2:00			Gary J. Ockey & Steven M. Sigler Alternative Techniques for Roleplay		
2:30					
3:00	Larry Davies Godzilla Gets Virtual About Language Teaching	Randall S. Davis Fostering Cross-Cultural Understanding via Simulations	Peter Drysdale True Colors: An EFL Course for Real Communication	J. William M. Tweedie Prime Video (voiceless video for the Korean Public Classroom)	Monty Vierra Distance Learning for Teachers and Students
3:30					
4:00			Troy Blappert CALL & Data-Driven Learning in the Classroom		Rodney E. Tyson Motivation, Self-Confidence & the Process Approach
4:30					

KOTESOL's Annual Business Meeting

Time
5:00
5:30
6:00
6:30
7:00
7:30

At a Glance!

Kayagum B (°¡¾ß±Ý) (2 Fl.)	2nd Floor Lounge	Kayagum C (°¡¾ß±Ý) (2 Fl.)	Kayagum D (°¡¾ß±Ý) (2 Fl.)	Komun A (°Å¹®) (2Fl.)	Time
Lynda Chapple Using Video Material In Listening Strategy	Cathryn R. Crosby Communicating Electronically in the ESL Writing	Lee Yong Hoon Improving Speaking and Writing Abilities - Drama	Marc Helgesen Longman Readers	Armene Modi Creative Language Activities to Educate for Peace	9:00
					9:30
Hyun Tae-duck & Andrew E. Finch Promoting & Developing English	David Kestenbaum Using Movie Clips and Cartoons		Irina Gadolina An Experience and some ideas in using computers		10:00
				Peter E. Nelson & Yoon Yoon-hee Student Design of an English Conversation Course	10:30
Fiona Cook MAT Program Options	Etsuo Koboyashi Mitsuyaki Hayase Linking English Classes at 2 Univ.	Ron Aizen Advice Columns and Classroom Activities	Kim Jeong-ryeol English Team Teaching: Ideals and Realities		11:00
					11:30

David Nunan   Beyond Traditionalism

`"What we have learned from 20 years of Research and Practice in Foreign Language Teaching"`

					Time
					12:00
					12:30
Tim Grant Making the Match: Environmental Education		Keem Sung-ok Why a Multimedia Approach?	Steve Garrigues Culture in the Classroom: Perceptions &		1:00
				Robert Nelson How to Evaluate Video	1:30
Jackie Davis Communicative Language Learning Through Song	Rodney E. Tyson & Susan Oak Increasing the Usefulness of Oral	Karen Brock Good News, Bad News	William Snyder How Not to Create a Reading Textbook		2:00
					2:30
Song Min Jeong Combining Reading With Writing Instruct.	Joanna Holmes Getting Korean Students to Talk	Wade Nichols Focus Pocus	Celia Claire Thompson Using the Internet to Teach English as a	Andrew Todd Playing Games into the Next Millennium	3:00
					3:30
Paul Lewis JALT's On-Line Presence	Eleanor M. Kuykendall Bringing the World Into Your	Suzanne Yonesaka Teacher Trainees and Methods	Jeanne Martinelli Cultural Understanding through Cultural Awareness		4:00
					4:30

Election of Officers, etc.

	Time
	5:00
	5:30
	6:00
	6:30
	7:00

SUNDAY

Sunday Plenary Address
Beyond Traditionalism: What We Have Learned from Twenty Years of Research and Practice in Foreign Language Teaching

David Nunan, University of Hong Kong
Komun-A °Å¹®A (2nd floor) Sunday 12:00-1:20 P.M.

Reconceptualizations of the nature of language, a reevaluation of role of the learner within the learning process and more sophisticated insight into instructed second language acquisition provided by the rapid expansion of SLA research have led, over the last few years, to a much more sophisticated view of second language teaching and learning. It has led less to the jetisoning of well established practices than with the incorporation of new ways of doing things into existing practice. In this sense, I would like to argue that change has been evolutionary rather than revolutionary, and that is to the good. As Long, among others, has argued, one of the things holding us back as a profession over many years has been the pendulum effect in which fashions have swung wildly from one extreme to another. By linking developments in language teaching firmly to the educational mainstream, and by holding emerging insights up to the scrutiny of the empirical researcher, we have reached a phase in the evolution of the profession in which we are not ashamed to admit to merit in past practices, while at the same time, being able to admit that significant improvements are both necessary and desirable.

Emerging insights have led to some fundamental changes in our beliefs about the nature of language and learning, and this has led inevitably to a change in the ways in which we go about the business of language teaching. However, I believe that current trends are basically evolutionary rather than revolutionary in nature, as methodologists and curriculum developers have sought to add value to tried and tested practices rather than to subvert or reject them completely.

In keeping with the title of the conference, I will show how temporary trends have added value to practice, or have prompted a reassessment and re-evaluation of practice in the areas of syllabus design, approaches to teaching, the role of the learner, approaches to language, the role of texts, resources/technology and approaches to learning, classroom organization and assessment.

SUNDAY ABSTRACTS

Sunday 9:00-10:20

Providing Free or Low-Cost Internet Services for the EFL Class via the Mac Operating System

EFL students who display their writing on the World Wide Web by assembling home pages are motivated language learners. However, some teachers may not have expertise or funds to make internet services available to their students. In this presentation, how to provide integrated internet services to students and run an internet-based class with free or low-cost software will be addressed. First, creating a mail-server and then a class-wide mailing list with freely available software will be discussed. Then, how File Transfer Protocol (FTP) services can be made available to the students so they may download software will be explained. Lastly, how to provide the students with their own web site by using a free server application in addition to free editing and free site retrieval software will be considered. In order to answer participant questions, ten minutes will used at the end of the session.

John Thurman, Kanzawa Institute of Technology
Komun-B °Å¹®B (2nd floor)

Techniques and Methods for Using Video

Video, exploited effectively, enhances a lesson and motivates students to learn. The use of video enables the teacher to bring other native speakers into the classroom in EFL settings to familiarize students with a variety of accents and improve their listening skills. Video can also be used to show students how people interact with each other in English and provide the basis for cultural comparison. The presenter will provide participants with criteria they might use in selecting videos and offer a three-stage framework for applying them in the classroom. Within this framework, the presenter will demonstrate ten techniques for manipulating the video using a new selection of videos. Participants will leave with 50 teaching activities using the ten techniques demonstrated. Audience participation will be elicited through discussion, note-taking in an information gap activity, and the application of the techniques in designing a lesson.

Gina Crocetti, Kwangwoon University
Eunhasoo À°ÇÏ¼ö (9th floor)

For Technophiles and Technophobes: Is There a Happy Media?

Technology and language teaching have joined forces to make language learning more interesting and more effective; classroom technology now ranges from simple tape recorders to sophisticated computer labs. However, the use of technology raises many issues for language educators. In this workshop the moderators and the participants will discuss the issues that relate to the use of technology in the classroom and will try to draw up guidelines for teachers to use in making decisions. Some questions that may be considered follow.

Is there such a thing as too much technology? Too little technology? Is a teacher who uses a lot of technology better than a teacher who uses no technology? Is high tech better than low tech? What are the benefits? The pitfalls? Under what conditions do you use the various kinds of technology?

Kirsten B. Reitan, Korean Advanced Institute of Science and Technology (KAIST)
Terri-Jo Everest, Pusan University of Foreign Studies
Hyangbi-A Çâ°ñA (2nd floor)

Creative Language Activities to Educate for Peace

Language educators the world over are increasingly realizing the urgent need to introduce peace and global issues content into their language curriculum. This workshop will focus on how issues such as peace, human rights and the environment can be integrated into a language classroom through a variety of creative language activities that can help motivate and stimulate students' interest in these themes. The workshop will demonstrate a range of practical possibilities that exist in linking current pedagogical methods in language learning with peace issues. The presenter will share examples of various kinds of board games and student projects focusing on peace themes, which can be adapted for varying levels of student ability from high school to university. After a brief discussion of the criteria used in designing the games, there will be a hands-on demonstration with the participants being asked to take the role of students.

Armene Modi, Obirin University, Tokyo
Komun-A °Å¹®A (2nd floor)

Impact Issues-Critical Thinking & Real Discussing

The goal of this workshop is to demonstrate and involve English teachers in a set of unique materials which the presenter helped develop. After a brief presentation of the theoretical foundations of the materials, participants will use the materials themselves in pairs. The workshop will close with a critique of the materials and a question-and-answer session.

The materials are aimed at developing critical thinking and self expression through the use of interesting, short readings and discussion gambits. The readings, which deal with controversial issues of high interest to the target audience (e.g., capital punishment; divorce) are the vehicle, not the end. Students become better readers because they read materials that are well within their linguistic competence. This gives them confidence in their ability to read in English without translation or excessive use of dictionaries. Moreover, the students develop critical thinking skills and the initial skills required to express themselves in English.

Richard R. Day, Longman
Changmi Àå¹Ì (1st floor)

Adolescence, Motivation and Culture

The dictionary defines culture as consisting of the ideas, customs, traditions and art forms that are produced by a particular society. If we believe that a country's language develops alongside its culture, then we must also believe that teaching language through the target language culture could be an effective and motivating way of teaching students the target language. This paper looks at techniques for teaching English through British and American culture to adolescents.

Angela Llanas, Anglo Mexican Cultural Institute
Kayagum-A °¡¾ß±ÝA (2nd floor)

Using Video Material in Listening Strategy Testing

The use of video material in the classroom provides a stimulating and challenging resource for the EFL learner. At the Chinese University of Hong Kong we have been using video material in a program that aims to develop students' listening and speaking skills through strategy training. This paper will describe the development and analysis of a video test designed to evaluate some specific listening strategies. Some of the advantages and drawbacks of using short video clips for testing will be discussed and the wash-back effects of this type of test will be examined.

Lynda Chapple, The Chinese University of Hong Kong
Kayagum-B °¡¾ß±ÝB (2nd floor)

Communicating Electronically in the ESL Writing Classroom

Currently there is a great emphasis on how technology can be effectively used in language teaching. This topic is the focus of news groups on the Internet, at conferences around the globe, and in recently published ESL textbooks. Because of this emphasis, language teachers are seeking varied and unique ways to integrate technology in the language classroom. This integration of technology is not only to help students learn language more effectively, but also to prepare them for the world outside the language classroom where communicating beyond traditional networks is becoming more and more common. In this session, the presenter will discuss how technology was used to aid students in communicating electronically: by use of a web site designed specifically for the class; by use of electronic mail journals: with the incorporation of electronic mail dialogue journals; and with the incorporation of electronic portfolios. The presenter will also discuss several student examples and provide a handout with websites for language learners and topics for electronic mail and dialogue journals.

Cathryn R. Crosby, Yonsei University
2nd Floor Lounge

Improving Speaking and Writing Abilities Through Dramatization Activities

Dramatization can one of the most effective ways to improve students' speaking and writing abilities in English class. Through dramatization activities, teachers can break from the conventional class and lead students to participate in the classroom activities voluntarily. The most important thing in dramatization activities are the materials which should be interesting and easily arouse students' motivation to language learning. Literary works, including poetry, drama, essay, fairy tales, short stories etc., are good materials for dramatization activities because they don't only have interest, but also offer genuine samples of a very wide range of styles and registers. Besides them, pictures, cartoons, newspaper articles, advertisement and films could also be good materials for dramatization activities. I'd like to introduce some examples of dramatization activities using those materials in class and students' responses to them.

Lee Yong-hoon, Kyongbuk Foreign Language High School
Kayagum-C °¡¾ß±ÝC (2nd floor)

Using Graded Readers with Children

Graded readers are a valuable resource for teaching reading, vocabulary and even speaking. This presentation will focus on different activities, games, and plays. teachers can use when using graded readers.

Marc Helgesen, Longman
Kayagum-D °¡¾ß±ÝD (2nd floor)

The University of Birmingham Distance Ma in TEFL/TESL

The University of Birmingham Ma in TEFL/TESL is widely regarded as the best of its kind in Britain. It is now possible to take this course in Korea without leaving the country. In fact the only time it is necessary to leave home is for a one-week seminar in Seoul. Students work through materials at home, and write assignments. There is plenty of direct support from Birmingham, and local support from Korea-based tutors and David English House in Seoul. In this explanatory session, Dave Willis, a Senior Lecturer at Birmingham, will explain about the course and answer questions.

David Willis, David English House
Changmi Àå¹Ì (1st floor)

Springboard: English Conversation Gets a New Lift!

Springboard, a new two-level conversation and listening course from Oxford University Press, is a great way to get your pre-intermediate and intermediate students to dive right into conversations! The book is the result of extensive classroom research, and field testing that showed the need for a topic-based text with a learner-centered syllabus to provide maximum opportunity for students to talk about things that matter to them: their lives, interests, and aspirations.

The course features a topic-based syllabus, project learning, and photocopiable activities and tests. Well known author, Dr. Jack Richards, will examine the nature of conversational interaction in a second language, including what constitutes naturalness in everyday talk, and will draw examples from his new conversation text, *Springboard*.

Jack C. Richards, Oxford University Press
Kayagum-A °¡¾ß±ÝA (2nd floor)

Promoting and Developing English Conversation Skills at the Tertiary Level: A Process Approach in a Traditional Setting

Given the current emphasis on English conversation at all levels of education in Korea, this paper investigates how valid and authentic opportunities for communicative use of the target language might be offered, using task-based methods and ideas in a traditional setting. Current teaching styles in secondary education in Korea would need to be significantly changed if a complete shift to a process approach were made. This paper suggests how the present learning environment might become fertile soil into which the seed of task-based theory might be planted. Such a proposed progression from propositional to process attitudes would be facilitated by sequenced use of language tasks in the classroom, according to characteristics such as linguistic/communicative complexity, information content, and learning-level. In this manner, authentic English Conversation would emerge from the present system, and would in doing so help to transform it, preserving that which is appropriate, and substituting a new authenticity for that which has had its day.

Hyun Tae-duck, Andong University and
Andrew E. Finch, Andong National University
Kayagum-B °¡¾ß±ÝB (2nd floor)

Using Movie Clips and Cartoons for Story telling and Paragraph Writing

Students love to watch videos, so much the better if they are entertaining and funny. In this presentation, I will demonstrate how a teacher can use video clips from movies and cartoons to enhance skills in explaining what happened and in writing different kinds of paragraphs, such as chronological, comparison, or cause-effect types. For example, when a class is working on story telling, describing something that happened, either in speaking or writing, I show a video clip from a film, perhaps a comedy, or a cartoon, and students have to try to describe what they saw, using a chronological style of reporting. Thus students can connect visually and aurally with what they have to report orally or in writing. The same technique can be used to teach, for example, making comparisons and contrasts. A film clip can be shown with two very different characters and students can write sentences or paragraphs contrasting the two. Finally, video clips can also be used for paragraph writing such as for cause-effect paragraphs. Cartoons often contain a story that can be written about from that angle. Of course, this technique also is useful in building vocabulary.

David Kestenbaum, Kangnung National University
2nd Floor Lounge

An Experience and Some Ideas in Using Computers for Class Management.

Using multimedia programs sometimes leaves the teacher out of a job because students are busy with computers. We often think how to be closer to our students, how to achieve better understanding between the teacher and the students, especially when they speak in different languages.

Point one is motivation by grades. So far our students are very ambitious and are not spoiled with cynicism. An "A" is very valuable currency in Korea. To make a balance in grades and to estimate attendance, participation, homework and tests, a computer program for EXCEL is used. It is very helpful also to use this program as a tool for constant monitoring during the

semester. Point two: Many teachers appreciate such textbooks as REAL, PRIME and FUTURE TIME ENGLISH, FIRST IMPACT. We like the ideas on pair practice and on listening. The speaker, who is a former teacher of Computer Science, will share her ideas on how to use the computer to reinforce these ideas. Some programs proposed should stimulate students to work independently and should help the teacher to check class participation and to avoid a lot of paper work.

Irina V. Gadolina, Yong-In Technical College
Kayagum-D °¡¾ß±ÝD (2nd floor)

Sunday 10:30-11:50

Listening - the Vital Step to Oral Production

Listening practice can be really fun for children. And you can do listening practice in so many different ways. There are: word stories, sound stories, songs, rhymes, puzzles, dialogue fillers, and drawing dictations, to mention but a few. And the wonderful thing about ALL these different forms of listening practice is that they all lead to getting the children to speak in English. With end results like that, who can afford not to take listening practice seriously? And yet, of the four language learning skills, it is almost certainly listening, which is the most feared. This paper will consider ways of dispelling the fear.

Angela Llanas, Anglo Mexican Cultural Institute
Komun-B °Å¹®B (2nd floor)

Materials Design: a D-I-Y Workshop

Do you feel there is too much of a Eurocentric North American bias in many published EFL course books? Would you like to see more materials which address the particular needs and interests of Asian students, which reflect the rich cultural diversity of Asian societies and the realities of EFL in Asia (e.g.: very large classes, passive students)? The answer is simple. Do it yourself! Design your own materials. In this workshop, participants will first briefly consider the shortcomings of currently available materials and discuss the underlying principles involved in effective materials design. Participants will then be actively involved in designing materials for use in their own classrooms, using a framework and sources suggested by the presenter. Feedback from participants will be very warmly welcomed, and it is hoped the workshop will serve as a forum for the exchange of ideas and information concerning materials design on Asian themes. Participants will leave the workshop with materials they can use with their own students.

Diane M. Thomson, MARA Institute of Technology
Eunhasoo À°ÇÏ¼ö (9th floor)

Teaching: The Art of Hassling

We would study alone if we could discipline and motivate ourselves to do it. When we can't, we hire a professional to do it for us- to hassle us. There is more to teaching of course, but this session deals with the making the classroom a place where good leading happens; students need and deserve that. It is particularly hard for Westerners to do that well in Korea. Here, Western teachers face complicating cultural differences. In the first part of the session, Korean teachers will advise Westerners on problems. Beyond that though, there are some truths and practices in teaching that are universal. Inexperienced teachers need to know them. A brief focus on theory, then, will follow. Presenters will share their practical advice through interesting anecdotes. Following that will be a guided forum where the audience will have the opportunity to discuss difficulties, experience, and wisdom. The focus will be much more on solutions than problems.

Kevin Smyth, Cornell Foreign Language Institute
Jon Marshall, David English House
Cho Sook-eun, Sae Myung Foreign Language Institute
Hyangbi-A Çâ°ñA (2nd floor)

Student Design of an English Conversation Course

A method to include university students in designing an English Conversation course is described. Forty juniors discussed, assessed and ranked a set of textbooks, then offered and ranked constructive changes for course implementation and the instructor's teaching style. The results were then used to guide subsequent classes. The anonymous evaluations were useful by providing both student and cultural perspectives. Students provided new, significant insights regarding course content, direction and teacher performance. Students also benefitted by working actively with the teacher in a project of direct interest and obvious importance to themselves. The result was a motivated class, higher participation and individual satisfaction. This technique can be used with secondary school and university students. Our 'paper' component will describe the original study; the "workshop" component will discuss its adaptability to English Conversation courses in Korea.

Peter E. Nelson, Chung-Ang University
Yoon-hee Yoo, Chung-Ang University
Komun-A °Å¹®A (2nd floor)

Sunday 11:00-11:50

American Studies Through Film

The presenter discusses a content based EFL university course called "English Through Film" in which students view films on native Americans. Since advanced students often become bored by EFL classes, the

rationale for content based courses is that they allow students to use their language skills to discuss authentic materials. This course offers the opportunity for students to learn about American culture and history by viewing, discussing and reading authentic material about a minority group within the population. By the end of the semester the students gain a new understanding of US demographics and the multi- cultural society. Film clips and handouts are included.

Barbara H. Wright, Korea University
Changmi Àå¹Ì (1st floor)

WWW: A Resource and Tool for the EFL Reading Class

This presentation explores the benefits and limitations of teaching English reading to Korean college students with the Web as a supplemental resource and tool, offering suggestions for integrating Web- based resource materials and activities into EFL reading classes. The Web provides Korean learners with opportunities for exposure to natural language with up-to-date information, student responsibility for learning, motivation and enjoyment of the learning process, cross-cultural communication, and awareness of global issues and concerns. The Web must be incorporated into the curriculum since most Korean college students are more visually oriented and they learn more when they are actively involved with their learning by exploring the net to find what they need and like to read. Furthermore EFL teachers can prepare students for a future of lifelong learning and success in the real world. The list of EFL reading-related sites, and techniques and activities will be included in the handout. Session-goers will have a chance to visit several EFL sites, and other teachers' sites to see what kind of material resources are available and how EFL teachers use them. The session is ideal for those who wish to use the Web-based resources in their EFL reading/writing classroom.

Sang-do Woo, Kongju National University of Education
Kayagum-A °¡¾ß±ÝA (2nd floor)

MAT Program Options at the School for International Training

This session will present information of interest to EFL teachers in Korea who want to improve their teaching skills while working on an advanced degree. The Master of Arts in Teaching Program at the School for International Training offers concentrations in ESOL, French and Spanish in a two-summer or one-academic-year format. The program emphasizes practical teaching skills, classroom-based research, and innovative methodologies.

Fiona Cook, School For International Training
Kayagum-B °¡¾ß±ÝB (2nd floor)

Linking English Classes at Two Different Universities

With a personal server, it has become easier for non-computer-science teachers to use electronic environments. This leads to many possibilities for using the Internet between individuals or universities even though they are far from each other. Kobayashi, Hayase and a science teacher started a three year project between universities with a grant from the (Japanese) Ministry of Education in 1996. The three set up a server in Kobayashi's office in 1996. Then they created directories for their composition classes which they started to teach in April 1997. Through this they were able to make use of two file servers: a public one at each others' university and the one they set up in Kobayashi's office. Hayase and Kobayashi collaborated to promote students' learning in each others' class by sharing email mailing lists and homepages. The students now find it more meaningful to practice and use English

Etsuo Koboyashi, Rikkyo University, Japan
Mitsuaki Hayase, Mie University, Japan
Shinobu Nagashima, Rikkyo University, Japan
2nd Floor Lounge

Advice Columns and Classroom Activities

The presenter will demonstrate how advice columns can be used as the basis for classroom activities such as debates, role plays, and cross-cultural discussions. Exercises to build vocabulary, in particular idioms and colloquial expressions will also be introduced. A typical lesson employing an advice column will be outlined as follows: a) reading and vocabulary exercises; b) comprehension questions; c) problem solving; d) role play; and e) cross-cultural discussion.

The presenter will lead the participants through two sample lessons. The first lesson is based on a letter from a woman who fears for her husband's safety because of his habit of helping strangers in need. One extending question will ask students to reflect on the importance of family versus society. The second letter is from a college student who lent his roommate his bicycle only to have it stolen. The letter raises questions about personal responsibility, and asks students to describe the extent of the problem of crime in their home countries.

Ron Aizen, Korea Advanced Institute of Technology (KAIST)
Kayagum-C °¡¾ß±ÝC (2nd floor)

English Team-Teaching: Its Ideals and Reality

As EPIK (English Program in Korea) expands the scope and the number of people involved, the study of team-teaching needs urgent attention for its practical application. The ideal of team-teaching is to allow both native

speakers and Korean teachers to use what they know and do best. For example, Korean teachers know students' learning background very well and the learning context including the national curriculum. Native speakers are good at showing the appropriacy of language and the specific situations for its use. However, the reality is far from the ideal partly due to language inadequacy of both Korean teachers and native speakers and partly due to the sociocultural dynamics of the teacher-student relationship. Korean teachers are reluctant to practice team-teaching because it might expose students to their linguistic inadequacy in dealing with authentic English speaking situations. Native speakers are not hesitant to override the Korean teacher because of his/her relatively low proficiency in language skills. This presentation will look into the details of this situation and bring some insight to remedy the harsh team-teaching situation in Korea.

Kim Jeong-ryeol, Korea National University of Education
Kayagum-D °¡¾ß±ÝD (2nd floor)

Sunday 12:00-1:30

The Special Role of Language in Peace Education

Darlene Larson, New York University
TESOL Inc. speaker grant recipient
Komun-B °Å¹®B (2nd floor)

Beyond Traditionalism: What We Have Learned from Twenty Years of Research and Practice in Foreign Language Teaching

see page 38 for abstract text

David Nunan, University of Hong Kong
Komun-A °Å¹®A (2nd floor)

Sunday 1:00-1:50

Teaching *Parade*

Participants will learn how the elementary and pre-school textbook *Parade* works in the classroom. *Parade* is a conversation, reading, and writing series beginning for young children with no prior English study and moving toward advanced idiomatic speaking and writing exercises. Participants will learn how *Parade* becomes an essential part of a full lesson, and what kind of supplementary activities are useful for teaching the ideas in this book.

Peter Drysdale, Si-sa-yong-o-sa
Changmi Àå¹Ì (1st floor)

Content Matters

Tim Stookesberry, McGraw Hill
Kayagum-A °¡¾ß±ÝA (2nd floor)

Making the Match: Environmental Ed and EFL

Environmental education and language teaching are well-matched. Just as environmental education helps learners make connections between people and ecosystems, language teaching links new symbols to new understandings. As environmental problems become more pressing, it is even more appropriate that language teachers use environmental content to motivate learners. This talk will introduce the field of environmental education and outline strategies for integrating ecological themes and environmental awareness into English teaching. These strategies include the use of topical news stories to introduce local environmental issues, readings about overconsumption and wasteful life-styles, lessons describing the successes of individuals and groups who have changed government policies, stopped corporations from polluting or promoted environmentally-friendly activities, and classroom discussions where students share their values and experiences. Ultimately, using environmental issues as the content of language teaching is both socially responsible and ensures that students will be more capable and willing participants of a democratic society,

Tim Grant, Editor, Green Teacher magazine
Kayagum-B °¡¾ß±ÝB (2nd floor)

Why a Multimedia Approach?

To make a long story short I made up my mind to experiment with a multimedia approach to my classroom presentations two years ago because my ways of giving instructions bored the pants off me as well as my students. My favorite ways used to be sometimes referred to as classical or traditional ones, heavily dependent on the three elements: teacher's mouth, books, and chalk. Some call it the MBC method. To top it off, I tried audiovisuals such as tape recorders, cassette players, VTR, pictures, and you name it, that could help improve my teaching method. And yet I have been unhappy about the results by a trial and error approach. I was determined to look for a better way that would ensure my satisfaction in the first place. This presentation will look hard at one teachers search for and experience with multimedia as a tool for language teaching and learning.

Keem Sung-uk, Hannam University
Kayagum-C °¡¾ß±ÝC (2nd floor)

Culture in the Classroom: Perceptions and Mis-perceptions

Language is a cultural phenomenon, and speech is cultural behavior. With most languages, as in the case of Korean and Japanese, there can hardly be a separation between the language and the culture. But some languages are multi-ethnic and multi-cultural in their scope, and such is the case with modern English. Despite the increasing number and diversity of native speakers teaching English in Korea, there is a notable lack of cross-cultural preparation and awareness in the education community. This presentation will focus on some of the inter-cultural issues and problems involved in teaching English in Korea, including ethnocentric views of correctness, the appropriate range of idiomatic English usage, contrasting semantic range of Korean and English words, and the question of nonverbal communication and "English" gestures.

Steve Garrigues, Kyongbuk National University
Kayagum-D °¡¾ß±ÝD (2nd floor)

Sunday 1:30-3:00

Activating Large Classes of Beginners, False Beginners and Intermediate Level Students.

This presentation will take the form of a workshop. One text will deal with the beginner or false beginner who needs confidence building material which is simple, challenging and interesting. This text is grammar based in order to keep students focused on the target language. Very little of the target language in given directly to the students. Thus students use language which they have had to study to some extent before they use it. The other text serves as a launchpad for conversation. Students who use this text should be at about the intermediate level preferably with a desire to speak English. This text is topic based so students can easily develop their conversational skills by naturally wandering through the various grammar points within a topic or sub-topic or a totally unrelated topic which has been naturally jumped into.

Paul Shimizu, Intercom Press
Edward Roosa, Intercom Press

Komun-B °Å¹®B (2nd floor)

Developing Materials to Create Personal Investment in the Learning Process

This paper / workshop is intended for EFL teachers working in a variety of contexts. It will provide them with practical experience in planning units of task-based classroom materials which gradually introduce learners to the demands of communicative classroom work and require them to become personally invested in their learning. The approach was found successful in a Japanese junior high school for improving the attitude and motivation of three groups of students toward learning English by requiring them to employ their own ideas and resources in planning a portion of the content of their language lessons and take a responsible role in producing and using the classroom materials. The workshop will have a practical focus and provide participants with clear planning principles and sample materials that they can use to experiment with the ideas in their own classrooms when they return.

Craig P. Lambert, Nanzan Junior College
Eunhasoo ÀºÇÏ¼ö (9th floor)

Learning and the Edge of Chaos: Complexity in EFL

This workshop will examine how the emerging sciences of chaos and complexity can provide new insights to language professionals. These sciences deal with emergent phenomena arising from local interactions, and have been presented in a well-known body of literature (Gell-Mann, Kauffman, Gleick, Waldrop, Lewin, Bak).

The presenters will briefly explain ten fundamental concepts underlying complexity theory. They will also provide pertinent examples of how Chaos and Complexity have allowed research to continue where classical reductionist theory has stalled, such as in economics, biology and meteorology.

Michael Cholewinski, Trident School of Languages
Duane Kindt, Trident School of Languages
William Kumai, Nagoya Seirei Junior College
Paul Lewis, Aichi-Shukutoku JC's Multimedia Centre
Matthew Taylor, Kinjo Gakuin University
Hyangbi-A Çâ°ñA (2nd floor)

How to Evaluate Video
Robert Nelson, Hanshin
Komun-A °Å¹®A (2nd floor)

Sunday 2:00-2:50

Alternative Techniques for Role Play in the KELP Classroom

With the growing emphasis on creating learner-centered classrooms and using communicative task based instruction, the restrictiveness of traditional role play activities indicates a need for adaptation. This paper will present two role play techniques developed for the Kanda University English Proficiency Program (KELP): chain role play and long-term role play. These techniques are flexible enough to allow students to select materials and communicative tasks that fit their individual interests, yet are controlled enough to provide

them direction and the teacher to monitor progress and give feedback.

The presenters will discuss how these techniques aid in creating context for communicative situations not normally found in the classroom and provide opportunities to use learned knowledge in actual discourse. These techniques also help students develop schema, build vocabulary, learn about other cultures, overcome their affective filter, and research their own interests using the Internet and other technological resources.

Gary J. Ockey, Kanda University of International Studies
Steven Sigler, Kanda University of International Studies
Changmi Àå¹Ì (1st floor)

Communicative Language Learning Through Korean Culture: Challenge Students with an Applied Tourism Project

This session will report on an applied tourism project developed by the presenter and used for tourism English majors at the intermediate level. Teachers can adapt this project to advanced conversation classes, and in any language with proper coaching. The presenter will share procedures and results of the project, and allow participants to brainstorm and share ideas for providing greater student challenge and participation in the classroom. This project has theoretical grounding in cognitive and language acquisition research. Findings from both research fields show that experience, emotion, and interactions are important for learning. Students make more cognitive connections and are more motivated when they learn in supportive environments that provide realistic learning experiences and challenge. Traditional education practices, however, stress memorization, discrete correct answers, and provides limited opportunity to use the target language in realistic situations.

Jackie Davis, Kwangju University
Kayagum-B °¡¾ß±ÝB (2nd floor)

Increasing the Usefulness of Oral Achievement Tests in Korean University Conversation Classes

The typical English instructor at a Korean university is responsible for teaching a very large number of students enrolled in several sections of "conversation" courses each semester. One of the major problems created by this reality is that of evaluating students' achievement in the course fairly and efficiently. In this paper, the authors first review the literature on language testing to identify fundamental considerations particularly relevant to the Korean university situation. Then, oral testing in that situation is discussed in relation to Lyle Bachman's

concept of "Test Usefulness" (i.e., Reliability + Construct Validity + Authenticity + Interactiveness + Impact + Practicality). Finally, the authors describe an oral testing format they have used successfully for several semesters to test a large number of students in a reasonable amount of time. They believe this format, which makes use of small-group role plays and an analytical scoring system with syllabus-based descriptors, goes a long way toward maximizing the usefulness of oral testing in conversation courses.

Rodney E. Tyson, Daejin University and
Susan Oak, Ewha Woman's University
2nd Floor Lounge

Good News, Bad News: News Stories for the EFL Classroom

This workshop presents *Good News, Bad News*, a course designed to help pre-intermediate students improve their general listening and speaking ability while focusing on the skills required for listening to English used in the broadcast media. The presenter will sample activities from the book and demonstrate different purposes for listening to the news. Participants will leave with ideas to help their low-level students understand and process typical news stories.

Karen Brock, Oxford University Press
Kayagum-C °¡¾ß±ÝC (2nd floor)

How Not to Create a Reading Textbook

The presenter discusses problems in the development of reading textbooks for first and second-year required English courses at a Korean university. Time constraints did not permit coordination between the English-speaking instructors enlisted as materials developers and the Korean course instructors. No attempt was made to reach consensus on course objectives, appropriate materials, and methods of presentation. The two groups had incompatible fundamental assumptions in these areas because of differing views of reading instruction. As a result, the course instructors have resisted using the materials that were developed. The solution requires taking a long term approach to materials development and creating joint working groups to coordinate all aspects of materials development. The groups must compromise on the course goals, the nature of the texts, and the most effective methods for teaching these materials in order to meet student needs. The presentation will include examination samples of the texts involved.

William Snyder, Korea University
Kayagum-D °¡¾ß±ÝD (2nd floor)

Godzilla Gets Virtual About Language Teaching

Online language teaching has no precedents, tried and true methods or approaches, pool of teacher's experience to draw from, texts, or materials that previous teachers have left behind in the staff room. In short, it has little, if any, history. The presenter's initial explorations into virtual language teaching have suggested several benefits, disadvantages and possibilities for real and virtual classroom practice and research. Internet-based language education offers a chance to exploit the huge educational opportunities unavailable in the 'real' classroom. In particular, the ability to bridge the distance between the classroom and the outside world, so often absent in real classrooms, is "embarrassingly easy" for the online teacher. This presentation will explore these issues in detail, demonstrate some of the presenters' online work, and conclude that online teaching's place works both ways: as a complement to "real world" teaching, and on its own, as a powerful tool for the self-access/distance language learner.

Larry Davies, SchMOOze University
<telnet://schmooze.hunter.cuny.edu:8888>
Komun-B °Å¹®B (2nd floor)

Fostering Cross-cultural Understanding via Simulations

In our ever-shrinking world, EFL teachers and cultural trainers need to find ways to introduce simulations and other gaming activities to help students see themselves and their world neighbors from a different perspective. All too often, our attempts to provide cultural guidance are limited to lectures and do little to actively involve students in the feeling, learning, and resolving processes of encountering a foreign culture. With this in mind, the presenter will 1) explain and involve participants in demonstrating several motivating activities which he uses in his intercultural studies course, Explorations in Cultural Understanding, at Nagoya City University, Japan; 2) outline how the basic procedures for setting up, running, and carrying out a debriefing session for each simulation, and 3) describe how an intercultural studies class of this kind can be designed and implemented at the university level, and how doing so will benefit students all over the Asian region. Handouts for each simulation will be provided.

Randall S. Davis, Nagoya City University
Eunhasoo À°ÇÏ¼ö (9th floor)

Prime Video for EFL; A practical, Relevant, Integral, Motivating, Enriching Use of Voiceless Video for the Korean Public Classroom

Informative, entertaining, and power packed with words (none spoken on the video!) This seven minute visudocumentary is integrated to the nine's. Applicability of the same video to all levels will be demonstrated and lesson plans, worksheets and vocabulary lists will be available for all. We'll have a wild time!

J. William M. Tweedie, Namju High School
Hyangbi-A Çâ°ñA (2nd floor)

Playing Games into the Next Millennium

1997 sees the introduction of English as a compulsory elementary school subject at third grade. Next year English will be introduced at fourth grade. The new millennium will see a generation of middle school children who will already have four years of English schooling under their belts. How much English will the children have acquired? What feelings about English will children bring to school with them?

The introduction of a second language at an early age has long been a controversial issue. However, the decision has been made to teach English to children who are still learning the intricacies, and in some cases the mechanics, of their own language. This brings specific problems to teachers of young learners.

Many teachers feel that their own English is inadequate to deal with the demands of teaching a whole lesson in English. Many teachers have little or no specific training in the teaching of a second language to young learners.

The younger the child, the greater the problem. Young children very often have difficulty in separating fantasy from reality. They have difficulty expressing themselves in their own language. They may have problems with their coordination. They may seem over emotional on occasions. They may throw tantrums. They may ignore the teacher. They probably daydream. They may seem withdrawn. These are all natural stages in developing personalities. However, they bring specific problems to the unwary, the untrained and the inexperienced teacher.

Children are children; they are not small adults. They have their own fears, desires and dislikes. They also have their own needs and their own sense of fairness. They are children, immature, full of energy and wonder. Driven by a desire to experience, and through experience learn about the world around them. Children love to play. In their play they practice and learn how to interact in society. They develop character and confidence. They develop language.

This workshop will look at ways in which games and game-like activities can be used to foster not only all-

round language development but also help to develop social, motor and thinking skills. Teachers of English to young learners have a far greater responsibility than to try to ensure that language learning takes place. Indeed, language learning will often be incidental, an added bonus as the teacher helps develop other skills which will be beneficial in the world of the next millennium.

Andrew Todd, Oxford University Press
Komun-A °Å¹®A (2nd floor)

Sunday 3:00-3:50

True Colors; An EFL Course for Real Communication

Designed specifically for international students, *True Colors* leads students to ownership of the language, progressively moving them away from models to express thoughts in their own words, preparing them to interact successfully in the real world. Recognizing the reality of EFL, students in monolingual classes outside the English-speaking world, the authors have built *True Colors* around a wealth of speaking and reading models of the true voice of the native speaker. As such, *True Colors* distinguishes between receptive and productive language by presenting language in the receptive mode before--and at a slightly higher difficulty level than-- the productive mode. *True Colors* is a highly communicative course enhanced by strong four skills support, including an enriched listening syllabus and a communicative grammar approach. The presenter will demonstrate the series, including the video, and show how *True Colors* builds your students ability to "let their *True Colors* shine through."

Peter Drysdale, Hongik Media
Changmi Àå¹Ì (1st floor)

Distance Learning for Teachers & Students

Teachers and students the world over depend on the classroom for much of their teaching and learning. Modern technology allows us to expand the definition of the courses taught in the traditional classroom to include courses offered by the mail, through satellite broadcasts, via audio and video cassette, and over the rapidly growing worldwide computer networks. While costs for such courses have actually gone down, acceptance of such methods of education has gone up. The purpose of this presentation is to show teachers how they can use these means to earn advanced credits in their subject and to learn more about other topics as well. In addition to telling participants about the background and meaning of distance learning, the speaker will also provide examples of the kind of course work that is available in various subjects, including TESOL-related linguistics courses.

Monty Vierra
Kayagum-A °¡¾ß±ÝA (2nd floor)

Combining Reading With Writing Instruction: Using Dialogue Journals in Korean EFL Reading Courses

In the 1990s, scholars have argued that reading and writing are best taught together. Reading and writing are complementary acts, combined instruction can lead to improvements in both of them. Therefore, as my doctoral dissertation project, I conducted an experiment for the reading/writing relationship in Korean freshman English reading classes for one semester, using dialogue journals as a focus. Students in the experimental sections wrote dialogue journals, reflecting new approaches to reading and writing, and the journals were communicatively responded to.Students in the control sections answered comprehension questions, reflecting a traditional approach to reading and writing, and the answers were graded and their errors were corrected. Then, the progress of the students in both sections was compared. Pre- and post-test data results supported the use of dialogue journal writing in EFL reading courses for improving both reading and writing of the students and suggestions for curriculum reorganization are offered.

Song Min Jeong, Ewha Women's University
Kayagum-B °¡¾ß±ÝB (2nd floor)

Getting Korean Students to Talk: *Sidelines* and *Sidesteps*

The presentation will discuss how these two books promote conversation in a Korean classroom through role plays, information exchanges and substitution activities so that the adult learners of English feel comfortable and confident in using the grammar and vocabulary they have acquired in three or more years of middle, high school and university English classes. Some of the interactive activities will be demonstrated, encouraging the attendees to participate in the process of discovering the rules and patterns of the language, followed by the production of the language and the expansion of the function and form into freer activities, all of which builds self-confidence in students when they know what to say and how to say it in various situations.

Joanna Holmes, YBM Si-sa-yong-o-sa
2nd Floor Lounge

Focus Pocus

Magical ways to keep your English class efficient, effective, and under control (even with kids!). Learn the secrets of keeping focus during games and activities. Find out how to manage students while speaking only English (and how to make sure they understand your meaning at any ability level!). Discover how to keep

students speaking in English, not Korean. Be amazed by techniques for getting each of your students to speak more English in each class than you do! (Yes, really!!) Trick your students into doing intensive chain drills without even knowing it. Learn how to keep your students fascinated by a fast-paced, easy to manage lesson, and, finally, increase your students' retention several fold. Is it magic? No, it's *Focus Pocus*.

Wade Nichols, Oxford University Press
Kayagum-C °¡¾ß±ÝC (2nd floor)

Using the Internet to Teach English as a Foreign or Second Language

This paper contains a description of the Internet: what it is, how it has evolved, and what its benefits and limitations are for English-language learning and teaching. The paper describes the Internet's functions and how each of them can be effectively utilized by teachers and students of English as a second or foreign language. The second half of the report is an annotated bibliography of World Wide Web sites that are relevant to ESL/FL. The report is intended to be used as a guidebook for those who are new to the Internet and computer-assisted language learning.

Celia Claire Thompson, Foreign Language Education Center, Inha University
Kayagum-D °¡¾ß±ÝD (2nd floor)

Sunday 4:00-4:50

CALL & Data-Driven Learning in the Classroom: A Corpus Based Approach for EFL Classes

This workshop will briefly examine Data-Driven learning (DDL) as a form of classroom grammar presentation or a lesson for a Communicative classroom. The workshop will discuss the use and value of a computer stored collection of texts (a corpus) which allows students and teachers direct access to words and structures within a real context.

A demonstration of a corpus based, learner-centered grammar activity from the planning stage through to the classroom implementation will be covered. The workshop will also offer participants an opportunity to take part in a variety of corpus based classroom activities. On-line sources for corpus based activities and lessons will also be discussed.

Troy Blappert, International College of Hotel Administration, KyungHee University
Changmi Àå¹Ì (1st floor)

Motivation, Self-confidence, and the Process Approach in Korean University Writing Classes

The literature on teaching writing in Asian settings indicates that both students and instructors often strongly resist many of the techniques and activities associated with the process approach in favor of a more traditional approach that emphasizes grammar and explicit error correction. In this paper, the author presents the results of a study of student attitudes toward a number of "process-oriented" techniques used in writing classes for two years at a major Korean university. Data, which include questionnaires, student reflective writing, and ethnographic description, indicate that most students found many of the "process" techniques both helpful and motivating. Also, most students were very satisfied with the quality of their writing and felt, especially, that writing multiple drafts, emphasis placed on the "publication" of students' work, and instructor comments that focused more on content and organization than on grammatical error helped them to produce better compositions and develop more self-confidence in writing.

Rodney E. Tyson, Daejin University
Kayagum-A °¡¾ß±ÝA (2nd floor)

JALT's On-Line Presence: Changing the Face of a Professional Organization

Like many other aspects of the teaching industry, the Internet and WWW are changing the face of JALT, the Japanese Association for Language teaching. A further effect of "electronicising" JALT is that we are now more able to reach out and make greater contact with other teaching groups in Asia (e.g. KoTESOL, Thai TESOL etc.). This presentation will examine the ways in which this 'electronicizing' is being done, and its effects on communications and efficiency within the organization.

We shall also focus on the area of publishing, as JALT publications are being affected by this revolution. The Language Teacher (JALT's monthly publication) is a good example of this, with its own on-line edition and listserver. The latest work on electronicizing proofreading will also be discussed, together with the problems that are evolving due to the changes.

This presentation is intended for anyone who is interested in how the Internet revolution is changing the face of language teaching and professional organizations in particular. Equipment permitting, examples of various JALT web-sites will be shown.

Paul Lewis, Aichi-Shukutoku JC's Multimedia Centre
Kayagum-B °¡¾ß±ÝB (2nd floor)

Bringing the World Into Your Classroom

In this workshop I will present techniques for teaching with the Internet and multi-media CD-ROMS. I will use examples from my own published and to be published work, as well as give a demonstration of some of the educational resources that are available on the Internet for teachers of all types and levels of students from grade school to adult. I will also give some brief instructions on how to search and research successfully on the Internet. I will provide students with a handout of both print and Internet resources to help them incorporate the Internet into their classes. If they do not have a computer in the classroom, the resources I will provide will enable them to download information and use it in their classes. I will also discuss copyright issues very briefly.

Eleanor Moore Kuykendall, Language Training Center, Hyundai Heavy Industries
2nd Floor Lounge

Teacher-trainees & Methods: Experience into Theory

University students intending to get English teaching licenses may perceive little connection between their lectures in pedagogy and their own experiences. This presentation will demonstrate a Japanese university teaching methods course that emphasizes teacher-trainees' experiences as language learners. After observing a film demonstrating each teaching method, students relate it to their own past and present language classroom experiences. Next, they identify the underlying principles. Finally, students teach each other a lesson from a junior high textbook using that method. In this demonstration, syllabus and coursework (using Larsen-Freeman's *Techniques and Principles in Language Learning*) will be explained in detail. Written and filmed samples of student work and reflective diaries will be presented. Tentative solutions to problems such as the difficulty of pedagogical terminology will be discussed. Finally, the presenter will highlight the benefits that the teacher-trainer receives through a heightened awareness of his/her own teaching behavior.

Suzanne Yonesaka, Hokkai Gakuen University
Kayagum-C °¡¾ß±ÝC (2nd floor)

Cultural Understanding Through Cross-Cultural Awareness Activities

How do we, as EFL educators, become more fully aware of, and help our students become more fully aware of, our own, and their own, "cultural conditioning" and "culturally induced behaviors"? As Koreans and native speakers wrestling with the language and cultural implications of "teaching English", what cultural paradigms are we working from? How can we work toward deeper cross-cultural understanding and more effective teaching with our Korean students? Cross-cultural awareness activities successful in EFL classrooms will be discussed, including an original cultural behavior ranking activity based on Min Byoung-chul's book, *Ugly Koreans, Ugly Americans*, and a cross-cultural poetry adaptation. Critical incidents and cultural show-and-tell will be discussed in this interactive session, and authentic student journals and student work will help exemplify the cross-cultural insights gained through these projects. Participants will hopefully take away a deeper theoretical understanding of the importance and relevance of cross-cultural issues to EFL learning, as well as practical activities and resources to use in the classroom.

Jeanne Martinelli, Pusan National Univeristy
Kayagum-D °¡¾ß±ÝD (2nd floor)
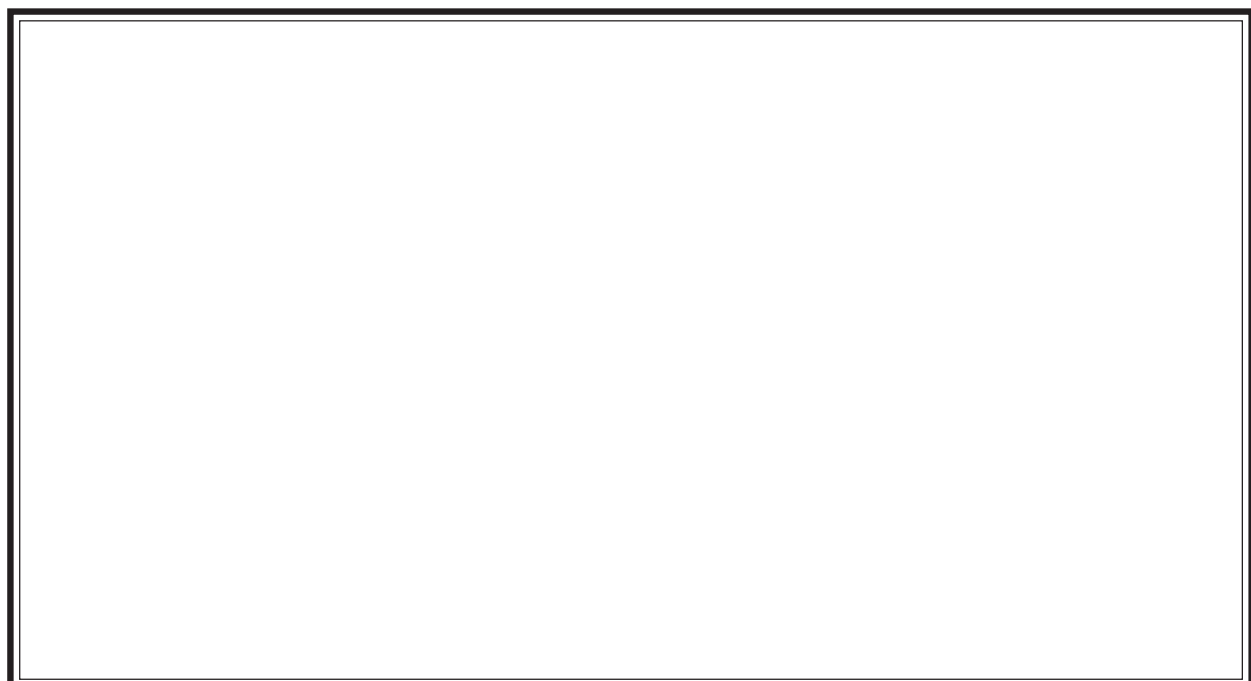
CONTENT AREA INDEX
OF PRESENTATIONS

Assessment/Testing

TOEFL 2000: Shaping the Future of Language Testing at ETS
Julia ToDukta, Educational Testing Services (ETS); Friday 7:00-8:30 Komun B °Å¹®B (2nd floor)

Hints for Teaching TOEFL
Bruce Rogers; ITP Saturday 12:30-1:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

Increasing the Usefulness of Oral Achievement Tests in Korean University Conversation Classes
Rodney E. Tyson, Daejin University and Susan Oak, Ewha Woman's University; Sunday 2:00-2:50 2nd-floor Lounge

Content-Based Instruction

Environmental Education Teaching Activities
Tim Grant, Editor, Green Teacher magazine Saturday 1:30-2:50 Eunhasoo À°ÇÏ¼ö (9th floor)

Creative Language Activities to Educate for Peace
Armene Modi, Obirin University, Tokyo Sunday 9:00-10:20 Komun-A °Å¹®A (2nd floor)

Communicative Language Learning Through Korean Culture: Challenge Students with an Applied Tourism Project
Jackie Davis, Kwangju University; Sunday 2:00-2:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Materials Development;

Issues in Materials Development for SE Asia
Ursula Nixon, University of Canberra; Saturday 9:00-9:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

A Task-based Approach
David Willis and David Paul; David English House Saturday 12:00-1:20 Komun-B °Å¹®B (2nd floor)

Producing EFL Content for an Interactive Multimedia CD ROM
Guy Phillips, Hanyang University; Saturday 12:30-1:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Nose to the Grindstone: Task Based Activities for Korean Middle Schoolers.
Kim Sook Kyoung, East-West Center; Saturday 5:30-6:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

Materials Design: a D-I-Y Workshop
Diane M. Thomson, MARA Institute of Technology; Sunday 10:30-11:50 Eunhasoo À°ÇÏ¼ö (9th floor)

Student Design of an English Conversation Course
Peter E. Nelson, Chung-Ang University and Yoon-hee Yoo, Chung-Ang University; Sunday 10:30-11:50 Komun-A °Å¹®A (2nd floor)

Advice Columns and Classroom Activities
Ron Aizen, Korea Advanced Institute of Technology (KAIST); Sunday 11:00-11:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Developing Materials to Create Personal Investment in the Learning Process
Craig P. Lambert, Nanzan Junior College; Sunday 1:30-3:00 Eunhasoo À°ÇÏ¼ö (9th floor)

How Not to Create a Reading Textbook
William Snyder, Korea University; Sunday 2:00-2:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

CALL & Data-Driven Learning in the Classroom: A Corpus Based Approach for EFL Classes
Troy Blappert, International College of Hotel Administration, KyungHee University; Sunday 4:00-4:50 Changmi Àå¹Ì (1st floor)

Employment/Teacher Education

Experienced, Untrained Teacher's Perspectives on Classroom Interaction
William Snyder, Korea University; Saturday 12:30-1:20 Changmi Àå¹Ì (1st floor)

It's Not in My Contract: Negotiation Styles in Korean EFL Administration Environments
Benjamin Byoung-su Kim, Shin-Gu College and Karen Tinsley-Kim, Shin-Gu College; Saturday 1:30-2:50 Hyangbi-A Çâºñ A (2nd floor)

University of Birmingham Distance M.A.
David Willis, David English House, Sunday 10:00-10:50 Changmi Àå¹Ì (1st floor)

Teaching: The Art of Hassling
Kevin Smyth, Cornell Foreign Language Institute; Jon Marshall, David English House and Cho Sook-eun, Sae Myung Foreign Language Institute; Sunday 10:30-11:50 Hyangbi-A Çâºñ A (2nd floor)

MAT Program Options
Fiona Cook, School For International Training; Sunday 11:00-11:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Plenary Address; Beyond Traditionalism: What We Have Learned from Twenty Years of Research and Practice in Foreign Language Teaching
David Nunan, University of Hong Kong; Sunday 12:00-1:30 Komun-A °Å¹®A (2nd floor)

INDICES

Distance Learning for Teachers & Students
Monty Vierra ; Sunday 3:00-3:50 Kayagum-A °¡¾ß±ÝA (2nd floor)

Teacher-trainees & Methods: Experience into Theory
Suzanne Yonesaka, Hokkai Gakuen University; Sunday 4:00-4:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Classroom Management

Dealing with Larger Classes: Problems, Solutions, Challenges, and Opportunities
M. Katherine MacKinnon, Daelim College of Technology; Saturday 11:30-12:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

Motivating your Students to Fluency...
Steve Gershon, Heineman; Saturday 12:00-1:20 Komun-A °Å¹®A (2nd floor)

An ESL Teacher's Power Tools: Doing More with Less
Richard St. John, Yong In College; Saturday 2:30-3:20 2nd-floor Lounge

Shortcuts to a Multisensory Classroom
Tim Stookesberry, McGraw Hill; Saturday 3:00-4:20 Eunhasoo ÀºÇÏ¼ö (9th floor)

Making Korean University Students More Comfortable in the English Language Classroom
Michelle M. McGrath, Chonnam University; Saturday 3:00-4:20 Hyangbi-A ÇâºñA (2nd floor)

Student Centered Learning in Asia
Peter E. Nelson, Chung-Ang University, Naun Hwang, Pusan National University, Merton Bland, Konyang University; Saturday 4:30-5:50 Eunhasoo ÀºÇÏ¼ö (9th floor)

An Experience and Some Ideas in Using Computers for Class Management.
Irina V. Gadolina, Yong-In Technical College; Sunday 10:00-10:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

English Team-Teaching: Its Ideals and Reality
Kim Jeong-ryeol, Korea National University of Education; Sunday 11:00-11:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

Activating Large Classes
Paul Shimizu and Ed Roosa, Intercom Press; Sunday 1:30-3:00 Komun-B °Å¹®B (2nd floor)

Alternative Techniques for Role Play in the KELP Classroom
Gary J. Ockey, Kanda University of International Studies and Steven Sigler, Kanda University of International Studies; Sunday 2:00-2:50 Changmi Àå¹Ì (1st floor)

Getting Korean Students to Talk
Joanna Holmes; Sunday 3:00-3:50 2nd-floor Lounge (2nd floor)

Grammar

Grammar Is Great!
Peter McCabe, Heineman; Saturday 1:30-2:50 Komun-A °Å¹®A (2nd floor)

Literature/Drama/Arts

Visual Dynamics: Art and Literature in the ESL/EFL Classroom
David Campbell, Foreign Language Education Center, Inha University; Saturday 1:30-2:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

Improving Speaking and Writing Abilities Through Dramatization Activities
Lee Yong-hoon, Kyongbuk Foreign Language High School; Sunday 9:00-9:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Culture

Developing Cross-cultural Awareness in the classroom
Liao Xiaoqing, Fujian Institute of Education; Saturday 9:00-9:50 2nd-floor Lounge (2nd floor)

"We'll Do It Our Way!": Promoting Cross-Cultural Communication in Needs Analyses for EFL/ESP Programs
Marilyn Plumlee, Department of Linguistics, The University of Hawai'i and Chang MiKyung, University of Hawai'i; Saturday 2:30-3:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

BaFa BaFa: A Cross-Culture Simulation
Jeanne Martinelli, Pusan National University and Phillip O'Neill, Pusan National University; Saturday 3:00-4:20 Komun-A °Å¹®A (2nd floor)

Cross-Cultural Differences and their Impact in the American Classroom
David Kemp, Florida State University and Christopher Weiss, Florida State University; Saturday 3:30-4:20 2nd-floor Lounge (2nd floor)

Adolescence, Motivation and Culture
Angela Llanas, Anglo Mexican Cultural Institute; Sunday 9:00-9:50 Kayagum-A °¡¾ß±ÝA (2nd floor)

Culture in the Classroom: Perceptions and Misperceptions
Steve Garrigues, Kyongbuk National University; Sunday 1:00-1:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

Communicative Language Learning Through Korean Culture: Challenge Students with an Applied Tourism Project
Jackie Davis, Kwangju University; Sunday 2:00-2:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Fostering Cross-cultural Understanding via Simulations
Randall S. Davis, Nagoya City University; Sunday 3:00-4:20 Eunhasoo ÀºÇÏ¼ö (9th floor)

Cultural Understanding Through Cross-Cultural Awareness Activities
Jeanne Martinelli, Pusan National University; Sunday 4:00-4:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

Reading

Workshop for Reading and Writing
Barbara H. Wright, Korea University and William Snyder, Korea University; Saturday 4:30-5:50 Hyangbi-A Çâ°ñA (2nd floor)

Using Graded Readers with Children
Marc Hegelsen, Longman; Sunday 9:00-9:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

How Not to Create a Reading Textbook
William Snyder, Korea University; Sunday 2:00-2:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

Combining Reading With Writing Instruction: Using Dialogue Journals in Korean EFL Reading Courses
Song Min Jeong, Ewha Women's University; Sunday 3:00-3:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Second Language Acquisition

Promoting and Developing English Conversation Skills at the Tertiary Level: A Process Approach in a Traditional Setting
Hyun Tae-duck, Andong University and Andrew E. Finch, Andong National University; Sunday 10:00-10:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Learning and the Edge of Chaos: Complexity in EFL
Michael Cholewinski, Trident School of Languages; Duane Kindt, Trident School of Languages; William Kumai, Nagoya Seirei Junior College; Paul Lewis, Aichi-Shukutoku JC's Multimedia Centre and Matthew Taylor, Kinjo Gakuin University; Sunday 1:30-3:00 Hyangbi-A Çâ°ñA (2nd floor)

Global Issues

Global Issues Education in Korea
Carl D. Dusthimer, Hannam University; Tim Grant, Editor, Green Teacher Magazine; Rebecca Keller, Director of Public Works, US 8th Army ; Alan Maley, National University of Singapore and Frank Tedesco, Sejong University; Saturday 12:00-1:20 Eunhasoo À°ÇÏ¼ö (9th floor)

Environmental Education Teaching Activities
Tim Grant, Editor, Green Teacher magazine; Saturday 1:30-2:50 Eunhasoo À°ÇÏ¼ö (9th floor)

Creative Language Activities to Educate for Peace
Armene Modi, Obirin University, Tokyo; Sunday 9:00-10:20 Komun-A °Å¹®A (2nd floor)

The Special Role of Language in Peace Education
Darlene Larson, New York University (TESOL Inc. speaker grant recipient); Sunday 12:00-1:30 Komun-B °Å¹®B (2nd floor)

Making the Match: Environmental Ed and EFL
Tim Grant, Editor, Green Teacher magazine; Sunday 1:00-1:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Speaking/Pronunciation

North American Spoken English
Gene Zerna, Hongik Media; Saturday 9:00-9:50 Changmi Àå¹Ì (1st floor)

Improving Speaking and Writing Abilities Through Dramatization Activities
Lee Yong-hoon, Kyongbuk Foreign Language High School; Sunday 9:00-9:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Fluency and Accuracy Revisited
Jack C. Richards, University of Auckland; Saturday 9:00-9:50 Komun-B °Å¹®B (2nd floor)

Panel Discussion in the EFL Classroom.
Douglas Hosier, Kyung Hee University; Saturday 12:30-1:20 2nd-floor Lounge

From Listening to Speaking in EFL for Kids
Aleda Krause, Prentice Hall; Saturday 1:30-2:50 Komun-B °Å¹®B (2nd floor)

Look! My Students Are Really Talking!
Karen Frazier, Oxford University Press; Saturday 3:00-4:20 Komun-B °Å¹®B (2nd floor)

Performing Jazz Chants in the ESL Classroom
Carolyn Graham, Oxford University Press; Saturday 4:30-5:50 Komun-A °Å¹®A (2nd floor)

Critical Thinking and Real Discussion
Richard R. Day, Longman; Sunday 9:00-9:50 Changmi Àå¹Ì (1st floor)

Promoting and Developing English Conversation Skills at the Tertiary Level: A Process Approach in a Traditional Setting
Hyun Tae-duck, Andong University and Andrew E. Finch, Andong National University; Sunday 10:00-10:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Student Design of an English Conversation Course
Peter E. Nelson, Chung-Ang University and Yoon-hee Yoo, Chung-Ang University; Sunday 10:30-11:50 Komun-A °Å¹®A (2nd floor)

An EFL Course for Real Communication
Peter Drysdale, Hongik Media; Sunday 3:00-3:50 Changmi Àå¹Ì (1st floor)

Listening

Active Listening
Marc Helgesen, Cambridge University Press; Saturday 11:30-12:20 Changmi Àå¹Ì (1st floor)

From Listening to Speaking in EFL for Kids
Aleda Krause, Prentice Hall; Saturday 1:30-2:50 Komun-B °Å¹®B (2nd floor)

Technology in Education

Teacher Development: A Role for Appropriate Technology
Alan Maley, National University of Singapore; Friday 5:00-5:50 Komun B °Å¹®B (2nd floor)

Plenary Address; Technology: Bane or Boon?
Alan Maley, National University of Singapore; Saturday 10:30-11:50 Komun-A °Å¹®A (2nd floor)

Teaching English Enhanced by Technology: Technopia or Technicism
Kim Young Mi, Duksung Women's University; Saturday 12:00-1:20 Hyangbi-A Çâ°ñA (2nd floor)

Issues in Computer Literacy in the EFL Classroom
Tim Newfields, Tokai University College of Marine Science; Saturday 12:30-1:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

A Survey and Evaluation of Educational Software Programs and Sources
Joyce T. Johnston, Fortune Jr. College of Technology & Commerce; Saturday 1:30-2:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Computer Mediated Communication (CMC) in the Class
Suh Kyong hee, University of Manchester; Saturday 2:30-3:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

Data-Driven Learning
Teryy Shortall, David English House; Saturday 4:30-5:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

Providing Free or Low-Cost Internet Services for the EFL Class via the Mac OS
John Thurman, Kanzawa Institute of Technology; Sunday 9:00-10:20 Komun-B °Å¹®B (2nd floor)

For Technophiles and Technophobes: Is There a Happy Media?
Kirsten B. Reitan, Korean Advanced Institute of Science and Technology (KAIST) and Terri-Jo Everest, Pusan University of Foreign Studies; Sunday 9:00-10:20 Hyangbi-A Çâ°ñA (2nd floor)

Communicating Electronically in the ESL Writing Classroom
Cathryn R. Crosby, Yonsei University; Sunday 9:00-9:50 2nd-floor Lounge

Linking English Classes at Two Different Universities
Etsuo Koboyashi, Rikkyo University; Mitsuaki Hayase, Mie University, Japan and Shinobu Nagashima, Rikkyo University, Japan; Sunday 11:00-11:50 2nd-floor Lounge

Why a Multimedia Approach?
Keem Sung-uk, Hannam University; Sunday 1:00-1:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

CALL

Issues in Computer Literacy in the EFL Classroom
Tim Newfields, Tokai University College of Marine Science; Saturday 12:30-1:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

A Survey and Evaluation of Educational Software Programs and Sources
Joyce T. Johnston, Fortune Jr. College of Technology & Commerce; Saturday 1:30-2:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Computer Mediated Communication (CMC) in the Class
Suh Kyong hee, University of Manchester; Saturday 2:30-3:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

CALL & Data-Driven Learning in the Classroom: A Corpus Based Approach for EFL Classes
Troy Blappert, International College of Hotel Administration, KyungHee University; Sunday 4:00-4:50 Changmi Àå¹Ì (1st floor)

Internet

"Mirror, Mirror": Using the Internet to Promote Globalization and Social Awareness in the EFL Class
John Michael Bellows, Inha University Saturday 9:00-9:50 Hyangbi-A Çâ°ñA (2nd floor) ;

Using the Internet in Teaching College English Classes.
Shin Gyong-gu, Chonnam National University and Park Ji-hyon, Chonnam National University; Saturday 1:30-2:20 Changmi Àå¹Ì (1st floor)

Internet Homepage Design for English Instruction
Ron Aizen, Korea Advanced Institute of Technology (KAIST); Saturday 1:30-2:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

The Internet TESL Journal's Online Projects
Lawrence Kelly, Aichi Institute of Technology and Charles Kelly, Aichi Institute of Technology; Saturday 4:30-5:20 2nd-floor Lounge

Internet Based Classroom Activities
Unju Blappert, Kyungwon College; Saturday 5:30-6:20 2nd-floor Lounge

Providing Free or Low-Cost Internet Services for the EFL Class via the Mac OS
John Thurman, Kanzawa Institute of Technology; Sunday 9:00-10:20 Komun-B °Å¹®B (2nd floor)

WWW: A Resource and Tool for the EFL Reading Class
Sang-do Woo, Kongju National University of Education; Sunday 11:00-11:50 Kayagum-A °¡¾ß±ÝA (2nd floor)

Godzilla Gets Virtual About Language Teaching
Larry Davies, SchMOOze University <telnet://schmooze.hunter.cuny.edu:8888>; Sunday 3:00-4:20 Komun-B °Å¹®B (2nd floor)

Using the Internet to Teach English as a Foreign or Second Language
Celia Claire Thompson, Foreign Language Education Center, Inha University; Sunday 3:00-3:50 Kayagum-D °¡¾ß±ÝD (2nd floor)

JALT's On-Line Presence: Changing the Face of a Professional Organization
Paul Lewis, Aichi-Shukutoku JC's Multimedia Centre; Sunday 4:00-4:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Workplace/Business English

Workplace English
Marc Hegelsen, Si-sa-yong-o-sa; Saturday 12:30-1:20 Kayagum-C °¡¾ß±ÝC (2nd floor)

Writing

Workshop for Reading and Writing
Barbara H. Wright, Korea University and William Snyder, Korea University; Saturday 4:30-5:50 Hyangbi-A Çâ°ñA (2nd floor)

Improving Speaking and Writing Abilities Through Dramatization Activities
Lee Yong-hoon, Kyongbuk Foreign Language High School; Sunday 9:00-9:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Using Movie Clips and Cartoons for Storytelling and Paragraph Writing
David Kestenbaum, Kangnung National University; Sunday 10:00-10:50 2nd-floor Lounge

Communicating Electronically in the ESL Writing Classroom
Cathryn R. Crosby, Yonsei University; Sunday 9:00-9:50 2nd-floor Lounge (2nd floor)

Combining Reading With Writing Instruction: Using Dialogue Journals in Korean EFL Reading Courses
Song Min Jeong, Ewha Women's University; Sunday 3:00-3:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Motivation, Self-confidence, and the Process Approach in Korean University Writing Classes
Rodney E. Tyson, Daejin University; Sunday 4:00-4:50 Kayagum-A °¡¾ß±ÝA (2nd floor)

Elementary Education

***FANTASY* for Primary Students**
Adriana Del Paso, McGraw Hill; Saturday 4:30-5:50 Komun-B °Å¹®B (2nd floor)

English Games for Elementary Classes
Marie Oh, Hongik Media; Saturday 4:30-5:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Elementary English Materials in Korea
Kim Jeong-ryeol, Korea National University of Education and Kim Hyun-joo, Korea National University of Education; Saturday 5:30-6:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

The Necessary Bag of Tricks
Angela Llanas, Anglo Mexican Cultural Institute; Saturday 5:30-6:20 Changmi Àå¹Ì (1st floor)

Kid's Club
Angela Llanas, The Royal/MacMillan; Sunday 10:30-11:50 Komun-B °Å¹®B (2nd floor)

Secondary Education

Nose to the Grindstone: Task Based Activities for Korean Middle Schoolers.
Kim Sook Kyoung, East West Center; Saturday 5:30-6:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

ESL in Higher Education

Korean University Students' Attitudes Toward Language Varieties
Michael Gibb, Foreign Language Institute, Yonsei University; Saturday 11:30-12:20 Kayagum-C °¡¾ß±ÝC (2nd floor)

Intensive English Programs

POSTECH Live-in English Program; A Measure of Success
Laurie Baker, Pohang University of Science and Technology and Gabrielle Goodwin, Pohang University of Science and Technology; Saturday 9:00-9:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Games

English Games for Elementary Classes
Marie Oh, Hongik Media; Saturday 4:30-5:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Playing Games into the Next Millennium
Andrew Todd, Oxford University Press; Sunday 3:00-4:20 Komun-A °Å¹®A (2nd floor)

English as an International Language

Pan-Asian Voices: The Classroom Today
Jane Hoelker, JALT National Public Relations Chair and Pan-Asian Advisor from JALT Jeong-ryeol "Jay" Kim, Korea TESOL Nicholas Dimmit, Thailand TESOL Kip Cates, JALT Global Issues N-SIG Coordinator; Saturday 2:30-3:20 Kayagum-C °¡¾ß±ÝC (2nd floor)

English for Inter-Asian Understanding: Korea and Japan
Kip Cates, Tottori University and Teachers College, Columbia University, Tokyo; Saturday 3:30-4:20 Kayagum-C °¡¾ß±ÝC (2nd floor)

Bringing the World Into Your Classroom
Eleanor Moore Kuykendall, Language Training Center, Hyundai Heavy Industries; Sunday 4:00-4:50 2nd-floor Lounge

Texts

Activities with *High Five*
Peter Drysdale, Hongik Media; Saturday 11:30-12:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

True Colors
Allen Ascher, Longman; Saturday 11:30-12:20 2nd-floor Lounge

Motivating Your Students to Fluency
Steve Gershon, Heinemann; Saturday 12:00-1:20 Komun A °Å¹® A(2nd floor)

***Let's Talk* (by Leo Jones)**
Dan Schulte, Cambridge University Press; Saturday 1:30-2:20 Kayagum-C °¡¾ß±ÝC (2nd floor)

Introducing the *Longman Essential Activator*
Alan Maley, Longman; Saturday 2:30-3:20 Changmi Àå¹Ì (1st floor)

Gateways: Entering the World of English
Jeff Krum, Oxford University Press; Saturday 2:30-3:20
Kayagum-D °¡¾ß±ÝD (2nd floor)

Using *Crosscurrents*
Steven D. Aran, Si-sa-yong-o-sa; Saturday 3:30-4:20
Changmi Àå¹Ì (1st floor)

New Interchange
Jack C. Richards, Cambridge University Press; Saturday
3:30-4:20 Kayagum-A °¡¾ß±ÝA (2nd floor)

A "New Wave" of Communicative Language Teaching: The Ideas behind *Impact*
Marc Hegelson, Longman; Saturday 3:30-4:20
Kayagum-B °¡¾ß±ÝB (2nd floor)

FANTASY **for Primary Students**
Adriana Del Paso, McGraw; Saturday 4:30-5:50 Komun-B °Å¹®B (2nd floor)

Journeys
Carl Adams, Si-sa-yong-o-sa; Saturday 4:30-5:20
Changmi Àå¹Ì (1st floor)

Strategies in using *Exploring English*
Steven Aran, Longman; Saturday 4:30-5:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

Fifty Fifty
Steve Golden and Karen Jamieson, Prentice Hall;
Saturday 5:30-6:20 Kayagum-B °¡¾ß±ÝB (2nd floor)

Connect with English
Tim Stookesberry, Si-sa-yong-o-sa; Saturday 5:30-6:20
Kayagum-C °¡¾ß±ÝC (2nd floor)

Springboards
Jack C. Richards, Oxford University Press; Sunday
10:00-10:50 Kayagum A °¡¾ß±ÝA (2nd floor)

Activities with *Parade*
Peter Drysdale, Si-sa-yong-o-sa; Sunday 1:00-1:50
Changmi Àå¹Ì (1st floor)

Content Matters
Tim Stookesberry, McGraw Hill; Sunday 1:00-1:50
Kayagum-A °¡¾ß±ÝA (2nd floor)

Good News, Bad News
Karen Brock, Oxford University Press; Sunday 2:00-2:50
Kayagum-C °¡¾ß±ÝC (2nd floor)

Focus Pocus
Wade Nichols, Oxford University Press; Sunday 3:00-3:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

Video

My Values/Your Values: An Anthropological Perspective on Films in the Language Class
Thomas Hardy, Tamagawa University; Saturday 9:00-9:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

How to Use Movie Technology in a Non-technological Way
Ted Nickelsburg, Korea Advanced Institute of Technology (KAIST); Saturday 11:30-12:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Discovering the Instructional Magic of TV Commercials
Randall Davis, Nagoya City University; Saturday 1:30-2:20 2nd-floor Lounge

From Silent Films to Written Words and Speech
William M. Balsamo, Kenmei Women's College, Japan;
Saturday 3:30-4:20 Kayagum-D °¡¾ß±ÝD (2nd floor)

Techniques and Methods for Using Video
Gina Crocetti, Kwangwoon University; Sunday 9:00-10:20 9th-floor Lounge (9th floor)

Using Video Material in Listening Strategy Testing
Lynda Chapple, The Chinese University of Hong Kong;
Sunday 9:00-9:50 Kayagum-B °¡¾ß±ÝB (2nd floor)

Using Movie Clips and Cartoons for Story telling and Paragraph Writing
David Kestenbaum, Kangnung National University;
Sunday 10:00-10:50 2nd-floor Lounge (2nd floor)

Video: A Learner-Centered, Teacher-Guided Learning Approach
Antonia Hsiu-chen Lin, Wen Tzao Ursuline Junior College of Modern Languages; Sunday 10:00-10:50 Kayagum-C °¡¾ß±ÝC (2nd floor)

American Studies Through Film
Barbara H. Wright, Korea University; Sunday 11:00-11:50 Changmi Àå¹Ì (1st floor)

How to Evaluate Video
Robert Nelson, Hanshin; Sunday 1:30-3:00 Komun-A °Å¹®A (2nd floor)

Prime Video for EFL; A practical, Relevant, Integral, Motivating, Enriching Use of Voiceless Video for the Korean Public Classroom
J. William M. Tweedie, Namju High School; Sunday 3:00-4:20 Hyangbi-A Çâ°ñA (2nd floor)

INDICES

Speakers' Index

Speakers' Biographical Information

Ron Aizen; MA in TEFL, San Francisco State University (1995) BA in Anthropology, University of California at Berkeley (1992)

Steven D. Aran graduated from California State University Northridge with a major in Psychology. He did his graduate studies in special education and TESL, Teaching English as Second Language. He developed a paternalistic approach to learning English, for students with learning disabilities and who are learning English as second language. This approach is aimed at increasing motivation, confidence and long term retention. He taught English to emotionally disturbed adolescents and children for the Los Angeles Unified School District for over six years, and has developed curriculum and lesson plans for school-aged youths and adolescents.

Allen Ascher has an M.A in Applied Linguistics and was Academic Director of the International English Language Institute at Hunter College of New York. He has taught ESL/FFL in all skills and proficiency levels in college programs and intensive English language institutes, and he has also trained teachers in ESL/EFL, in both the People's Republic of China and the U.S.. Mr. Ascher is the author of *Think About English A Grammar Editing Guide for ESL Writers*. For the past four years, Mr. Ascher has been Senior Acquisitions Editor at Addison Wesley Longman's ELT Division

Laurie Baker received her MA in language studies/ TESOL from California State University, San Fransisco and her BA in English from UCLA. She also holds a California Single Subject Teaching Credential in English. Ms. Baker worked as a secretary, artist, and publisher before becoming a teacher 11 years ago. She taught English and ESL in a California high school and at university intensive English as a Foreign Language Programs in California and Michigan. Currently she is teaching English at Pohang University of Science and Technology. She was an instructor in PLEP Summer 1996 and the Curriculum Specialist for PLEP Winter 1997.

William M. Balsamo is an assistant professor at Kenmei Women's College (Japan) and has taught in Japan for over ten years. He has taught classes in creative writing as well as composition and has written several textbooks for college students. He has recently completed work on his first novel and his poetry has been featured in anthologies. At present he is working on a textbook which incorporates the Internet into classroom learning.

Nancy Baxer has taught and trained teachers in Asia for more than 15 years. She is an ELT author as well as a regular contributor to professional journals and newsletters. She currently works in Singapore as Prentice Hall Asia's ELT Publisher.

John Michael Bellows is an instructor at the Foreign Language Center at Inha University, Inchon, Korea. John has two years experience teaching ESL in San Francisco and in San Luis Obispo. John also has extensive experience working as workshop and seminar coordinator for Aaron Marcus and Associates Multimedia Group, Merrill Lynch, Paine Webber, Scudder Investment, and the Riverside Press-Enterprise daily newspaper. He has also volunteered his time with a youth outreach group, Listen To Me! Productions. John Bellows has published three critical essays. He has also been involved with other organized ESL meetings, such as Alliance and Speak!, as well as independent EFL workshops with English International, and on the Internet with major on-line EFL conferences.

Merton L. Bland, teaches at Konyang University in Nonsan. He holds a BFA (Art Ed) from the University of Illinois, Urbana; a M.A. in French from Middlebury College, Vermont; a M.A in Linguistics from George Mason University; an Ed.D. from U.C.L.A. and a Certificate in TESOL from George Mason University. He has worked as an elementary teacher in California; a Foreign Service Officer, USIA in Ghana, Guinea, Zaire, Madagascar, Pakistan, and Australia and has taught ESL/EFL in Virginia, Maryland, Washington D.C., China, (the former East) Germany, Malaysia and Korea.

Troy Blappert is a Lecturer of English in the International College of Hotel Administration of KyungHee University. He is currently a graduate student of the University of Birmingham, U.K., and he is a coauthor of *Talk to the World*, a six-book EFL self-study series available from Si-sa-yong-o-sa Publishing.

Unju Blappert is a Lecturer of Freshman English at Kyungwon College. She is a Korean citizen with an M.A. in English Teaching from the U.S. She has taught at the university level in both Korea and the U.S. Her teaching interests are in classroom applications of computer assisted language learning.

Karen Brock is an editor for the East Asia division of Oxford University Press. Karen has a wealth of teaching experience in Asia and joined OUP as an ELT consultant in Japan. She relocated to Marblehead, near Boston, on her appointment to editor. She was the developmental

editor on *Springboard*, the new two-level conversation course from Oxford, and was the contributing editor on *Good News, Bad News*.

David Campbell has a Master's Degree in English Literature and has taken classes in film and the visual arts. He taught for a year at Zhengzhou University in China, two at a private school in Japan, two at a language centre in Vancouver and, most recently, is employed as foreign language instructor at Inha University in Inchon. Previously he presented at the 1996 Vancouver TEAL conference.

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

MiKyung Chang holds a B.A. in English Education and an M.A. in English Linguistics from Korea University. She is currently completing a second M.A. in ESL at the University of Hawai'i. She has taught ESP in Korea and EAP at the University of Hawai'i, and has served as a consultant for the development of training courses for Korean elementary teachers of English in Hawai'i. Her major interest lies in EFL teacher education with a cross-cultural perspective.

Lynda Chapple teaches in the English Language Teaching Unit at the Chinese University of Hong Kong. She has been teaching ESL and EFL students for over ten years. She is interested in the use of video and film in the language classroom.

Eun Sook Cho was born in Seoul and is 32 years old. She received an English Education degree at Taegu University and was a long time radio presenter for MBC. She has a lot of experience in teaching and, from 1993, has operated her own institute (Sae Myung Institute) in Pusan.

Michael Cholewinski, senior lecturer at Trident School of Languages, is researching practical applications of Complexity theory in language learning.

Fiona Cook is graduate of the Master of Arts in Teaching Program at the School for International Training in Brattleboro, Vermont, USA. She has many years of international teaching experience and has been working in SIT's Admissions Office for the last four years.

Gina L. Crocetti, author of *Culture Shock! United Arab Emirates* (1996), is a lecturer at Kwangwoon University in Seoul. She earned her master's degree from Portland State University and an RSA TEFLA Diploma from Cambridge. Ms. Crocetti taught in the United Arab Emirates from 1992-1995 before coming to Korea. Ms. Crocetti has given numerous presentations and workshops on the classroom uses of video at TESOL, Inc., KoTESOL, and TESOL Arabia and is currently working on a video textbook. She hopes her book and her lectures help sensitize Westerners to the Arab culture so they have more successful and satisfying experiences with them.

Cathryn R. Crosby is currently teaching composition and conversation to freshman in the Department of English at Yonsei University in Seoul. She has an MA-Ed. in ESL from the University of Toledo and a BA in English from Purdue University. She is currently working on a Ph.D. in Rhetoric and Composition with a minor in TEFL methodology. She has spent two years in the People's Republic of China designing course curriculum and teaching Ph.D. students at a university in Wuhan. This is her second year teaching ESL in Korea. In addition to her overseas experience, she has also taught ESL (composition) courses at universities in Ohio and Pennsylvania. Her research, conference presentations and publications are in the areas of writing, portfolio assessment, and CALL.

Larry Davies has been researching technology in the language classroom since 1991. He has been an active participant at SchMOOze University MOO telnet:// schmooze.hunter.cuny.edu:8888 and has led online workshops for Neteach. He has taught two virtual courses for "English For Internet (EFI)" http:// www.study.com and is currently conducting research on using the internet for collaborative projects http:// halley.yadata.com.br/schMOOze/index.html. He has also been the JALT World Wide Website editor since its inception in January, 1995.

Jackie Davis; Teaching English in the Tourism and Interpretation Department at Kwangju University from 1995-1997 has allowed Jackie Davis to combine her interests in teaching, multicultural studies, and travel. Korean students have been excellent resources to learn about Korean people, culture, beliefs, and language. Ms. Davis is originally from Chickamaugu, Georgia in the United States. Her educational background includes a bachelors degree in business management and a masters degree in education. She is working on a Ph.D. degree in foreign language education from the University of Georgia. Her principle research interests are qualitative research including pedagogy, classroom interactions, and teacher education.

Randall S. Davis, a teacher in the Intercultural Studies Department at Nagoya City University, Japan, specializes in intercultural training, learner autonomy, and

video. He is currently the Deputy Coordinator for the Video National Special Interest Group of JALT and is the Production Editor and Online Editor of the Video N-SIG's newsletter, Video Rising.

Richard R. Day is the coauthor with Junko Yamanaca, of *Impact Issues* (Longman). He is a professor of ESL and SLA at the University of Hawaii.

Nicholas Dimmit, of the Asian Institute of Technology, is the ThaiTESOL Bulletin Editor and Review Editor for the *Asian Journal of English Language Teaching*.

Peter Drysdale is a graduate of Rutgers University majoring in English. He did informal EFL teaching to Korean church missionaries to the U.S. during university years. He was a full-time teacher of English at the Wonderland Junior English School at the Mokdong and Bundang branches from January, 1996 to the present. Taught all levels, from pre-school through high- school, designed course syllabus, standardized evaluation tests, as well as special activities. Taught college students and adults for two hours per week voluntarily at University Bible Fellowship at Sunkyunkwan University from January, 1996 to December, 1996.

Carl D. Dusthimer III teaches at Hannam University in Taejon. He is an active member of KOTESOL serving as conference chair in former years. He 1997-98 KOTESOL President. His primary interest is Global Issues.

Terri-Jo Everest completed her B.A., an English-German double major, at the University of Victoria (Canada) and her M.Phil. in English historical linguistics at Glasgow University (U.K.). She has worked as an English tutor for Canadian immigrants and instructor for French-Canadians in Montreal. In addition, she taught Korean students in an intensive English summer program at McGill, Montreal. She presently teaches English Conversation at Pusan University of Foreign Studies (Pusan, South Korea), and is undertaking a Diploma TEFL course. Ms. Everest serves as the university's English drama club representative and is an active member of the local Pusan TESOL Chapter.

Andrew E. Finch received his first degrees (BA and MA, Bristol) in Music, and after teaching in the UK came to Korea to study 'Paduk', an oriental board game at which Koreans are world champions. His career in EFL grew from this point, and he obtained an M.Ed, (Manchester) specializing in materials design and oral testing. Andy coauthored the Freshman Conversation textbook "Tell Me About It" (1996), and founded a Student Conversation Club "Meeting and Talking English", seeing such activities as equally effective as lessons! He is currently Deputy Director of Andong University Language Center.

Karen Frazier has developed and written the Let's Go series, a children's English program published by Oxford University Press. She has been working in the ELT field for seventeen years. Her experiences include teaching and foreign student advising in the US well as teaching as well as teaching and directing language programs in Taiwan. She has carried out teaching training sessions in Taiwan, Thailand, and Mexico.

Irina V. Gadolina; After graduating from the Moscow Technical University, she was employed in Moscow Engineering Research Institute. In 1990, she received a Ph.D. in Mechanics. In 1996, she was invited to Korea by Yong-In Technical College to teach Mechanics and English.

Steve Garrigues was born in the United States but prefers to think of himself as a world citizen, having have spent most of his life outside of the US, primarily in Asia (including 4 years in India, 6 years in Tonga, 10 years in Japan and 14 years in Korea). With his wife, who is Japanese, and their two daughters, they have travelled extensively, usually by car, throughout North and Central America, Europe, the Middle East, and Asia. His greatest enjoyments are meeting the peoples of the world, listening to the musics of the world, and eating the foods of the world.

Michael Gibb has taught in Korea for five years. He presented papers at KoTESOL 1996, and the first Pan-Asia Conference, 1997. He holds a RSA Certificate and M.A. in Applied Linguistics.

Gabrielle Goodwin was awarded an MA in linguistics, second language emphasis, TESOL, and a BA in psychology from the University of Utah. Ms. Goodwin taught English as Second/Foreign Language in Japan and the United States before coming to Korea. At present, she teaches Freshman English at Pohang University of Science and Technology. She was an instructor in the PLEP Winter 1997 and the Curriculum Specialist for PLEP Summer 1997.

Carolyn Graham is a member of the faculty of New York University, where she is a teacher of English as a Second Language at the American Language Institute. She is the author of numerous song and chant books including *Jazz Chants, Jazz Chants for Children, Let`s Sing, The Electronic Elephant*, and *Small Talk*, published by Oxford University Press. She has conducted workshops and concerts throughout the world, extending from the village of Arctic Bay in the Northwest Territories to the refugee camps of Southeast Asia. Ms. Graham is also a professional entertainer, performing in New York and Boston.

Melanie Graham has been teaching children and training teachers in Korea for five years. She has also authored several books on teaching English to children.

Tim Grant is a Canadian expert in the fields of global and environmental education and is coeditor of *Green*

Teacher, North America's most popular environmental education magazine. He is a Director of EECOM, the Canadian environmental education association, and is an education advisor to the North American Association for Environmental Education. He has delivered over 100 talks and workshops on global and environmental education to teachers conferences, student groups, parents organizations and corporations.

Thomas Hardy received a Ph.D. in anthropology from the New School for Social Research. He now teaches in the literature department at Tamagawa University and has a special interest in critical and comparative perspectives. He is currently the book review editor for *The JALT Journal*.

Mitsuaki Hayase's major field of study is English teaching methodology, and currently he is interested in the use of computers in teaching English. He has an M.A. in English Linguistics from Kansai University of Foreign Studies, Japan and another in Speech Communication from the University of Minnesota, USA. He previously taught at Kansai Junior College of Foreign Languages, Japan and Gustavus Adolphus College, U.S.A. He is involved in a joint research on the use of home pages for teaching English with Professor Nagashima and Professor Kobayashi. He is Associate professor in the English Department, Faculty of Education, Mie University, Japan.

Marc Hegelsen, author of *Impact, New English Firsthand, Active Listening* and other books, is well known for his practical workshops. He was a featured speaker at the 1992 and 1995 Korea TESOL Conferences, and has been featured at Thai TESOL and JALT.

Jane Hoelker has taught EFL in universities and commercial institutions in Rwanda, Mali, and Korea. She is currently assistant professor at Kanazawa Institute of Technology. She is the JALT National Public Relations Chair as well as the JALT Advisor to the Pan Asian Conference series.

JoAnna Holmes has taught English as a second language to adults for over 3 years in Istanbul, Turkey; Park, Hungry; Heredia, Costa Rica and Taejon, Korea. She received her RSA Certificate in 1993 from English International, San Francisco, California. She is currently editing a 2 hour conversation book for YBM Si-sa-young-o-sa in Seoul.

Douglas W. Hosier is an American from the state of Virginia. He has received an M.A. in American History from Virginia Tech., a B.A. in American History from Averette College and a CRS Diploma from Cambridge University Language House. He has taught ESL in Japan for six years, four of which were at Sanyo University in Okayama where he taught American Studies in addition to ESL. He taught one year at Keimyung University in Taegu in the American Studies Department. He is now in

his second year at Kyung Hee in Seoul in the English Language and Research Department.

Naun Hwang, M.A. (TESOL, State University of New York) teaches English at the Language Research and Education Institute of Pusan National University.

Tae-duck Hyun obtained a B.A., M.A., and a Ph.D. from Keimyung University, and since then has been a Visiting Scholar with the University of Wisconsin, U.S.A and Visiting Fellow at the University of Essex, U.K. He presented a local TV current affairs program for six years, and taught English at high school before entering Andong University as a professor with the English Education Department, specializing in Syntax. Dr. Hyun is Director of the University Language Center, and recently co-authored the freshman conversation textbook, *Tell Me About It* (1996).

Joyce T. Johnston; After receiving a graduate degree in 1982, Joyce T. Johnston became involved in a literacy program in the United States which developed an effective method for teaching language skills to people who suffer from learning disorders. Subsequently, she taught at Richland Jr. College, Texas. Since 1994, she has been on the staff of the Foreign Language Department at Fortune Jr. College of Technology & Commerce, Chisan. In Taiwan, her teaching experience encompasses a wide range of courses, from pronunciation to reading and vocabulary, oral practice and writing. She views the multimedia computer laboratory as an important interactive environment for language development.

Sung-Uk Keem was director of the Foreign Language Education Center, Hannam University and served as Vice President of the Korea Association of Teachers of English. He is President of the Korea Association of Computer Assisted Language Learning, and chair of the department of English Language and Literature, Hannam University, Taejon, Korea.

Rebecca G. Keller is Chief of the Environmental Division 34th Support Group, Yongsan Eighth U.S. Army in Seoul. She holds a Bachelor of Science in Business Education and a Master of Arts in Guidance and Counseling. She has given numerous presentations on environmental topics to elementary school classrooms, environmental clubs and community forums/workshops.

David G. Kemp is currently a doctoral student at Florida State University in the Multilingual/Multicultural Education Program. He is a Teaching Assistant at the Center for Intensive English Studies. His interests include cross-cultural, speaking, and listening issues.

David Kestenbaum; Originally from the New York area, and also having lived in California for numerous years, David received his M.A. TESOL from San Jose State University. He taught in Japan for four and a half years,

three and a half at Nagoya City University, three years at community colleges in the U.S., and one year at Cheju National University, Cheju, Korea. He is currently a visiting professor at Kangnung National University.

Benjamin Byoungsu Kim has worked as a general manager of a Korean language institute and has freelanced as a negotiator to resolve conflicts between employers and employees in Korea. He has also been in Sydney, Australia for five years. Benjamin is a Korean national married to Karen Tinsley-Kim. He is currently teaching at Shin- Gu College, while completing his M.A. in Theology.

Jeong-ryeol Kim, former President of Korea TESOL, is coordinating the Second Pan Asian Conference to be held in Korea in 1999.

Kim Hyun-Ju graduated from Taegu University of Education in 1993 after which he taught at the elementary school level in Taegu and Seongnam. He is presently a graduate student at Korea National University of Education majoring in Elementary Education.

Sook Kyung Kim; BA in English Education, Seoul National University (Feb., 1993) M.Ed. in TESOL and Applied Linguistics, Seoul National University (Feb., 1995) An affiliate under the East-West Center Currently enrolled in the ESL Master's program at the University of Hawaii at Manoa

Young Mi Kim is a professor in Duksung Women's University. Her areas of interest are reading comprehension and interpretation, technology in Education, and Elementary English Education.   .

Duane Kindt, lecturer at Trident School of Languages, is applying Complexity theory to language learning.
.

Etsuo Kobayashi's major field of study is Teaching English to the Japanese as a foreign language. He is currently interested in the use of computers in teaching English. He has an M.A. in Linguistics from Tohoku University. He is involved in a joint research on the use of home pages for teaching English with Prof. Hayase and Prof. Nagashima. He is Associate professor in the Institute of Foreign Languages and Physical Education, Rikkyo University, Japan.

Aleda Krause, coauthor of *Super Kids* from Prentice Hall, Asia, has taught adults and children for almost 25 years. She is the founder and coordinator of JALT's National Special Interest Group, Teaching Children. Her personal philosophy is that children of all ages learn best through fun and play, in a stress-free, environment, and that listening should always come first.

Jeff Krum Jeff Krum works as an editor for the American English Division of Oxford University Press in New York. He taught for many years before joining Oxford

and has a wealth of practical experience to complement his understanding of the most recent advances in ESL/EFL methodology. His most recent work has been on the Integrated English series that has been piloted extensively in Asia.

William Kumai teaches at Nagoya Seirei Junior College, and has a background in Plasma Physics and Computer Programming.

Eleanor (Ellie) Moore Kuykendall has been writing educational software for seven years. She first wrote for Compton's CD-ROMs about Renaissance and impressionist artists. Her book credits include *Teach the Holocaust with the Internet* and *A Concise Dictionary of Architectural and Design History.* She was Associate Editor for the Pure Fiction website http://www.purefiction.com before leaving the States to teach management and employees of Hyundai Heavy Industries. Her B.A. is from the University of San Francisco with a triple major in English, Psychology and the Natural Sciences. She has also been published in print magazines and in e-zines on the Internet. She currently maintains a home page for teaching English entitled "Bloom Where You're Planted". at http://soback.kornet.nm.kr/~elliemk

Craig P. Lambert lives Nagoya, Japan where he teaches at Nanzan Junior College. His areas of interstare task-based language teaching and materials design.

Darlene Larson who has been teaching English to speakers of other languages for more than 30 years, is a professor of ESOL at the American Language Institute, NYU, where she has taught beginning and intermediate levels and developed and directed the program for international teaching assistance in the graduate school of arts and sciences. She has led teacher education workshops throughout the US, including Puerto Rico and in Venezuela, Syria, Hungary. She was president of TESOL, Inc, from 1982-1983. She is currently active in exploring the intersections of language learning and peace education.

Yong Hoon Lee has been teaching English at four high schools for ten years. He is currently teaching English at Kyongbuk Foreign Language High School. He is especially interested in teaching English through Literature and studies that area in the Graduate School of Korea National University of Education.

Paul Lewis, Consultant at Aichi-Shukutoku JC's Multimedia Centre, received his first degree in Physics and Philosophy.

Liao Xiaoqing is at present an associate professor in English Language and Literature and TEFL methodology at Fujian Institute of Education, China. He is mainly in charge of training in-service teachers who have spent over three years in the field after graduating from

teacher's college. He is the 1997 recipient of the TESOL Speaker's Travel Grant to attend the 31st TESOL Convention in Orlando, Florida.

Angela Llanas is the director of a branch of the Anglo Mexican Cultural Institute. She has many years of experience as a teacher trainer, particularly in Latin America, and is author and co-author of many English language text books, including *Kids' Club, Kiwi, Adventures, Champion* and *The Children's Library* for Macmillan.

Alan Maley is a graduate of Cambridge and Leeds Universities. He worked as English Language Officer in six countries with the British Council from 1963-1988. From 1988-93 he was the Director-General of the Bell Trust, Cambridge. He has been Senior fellow in the Department of English at National University of Singapore since 1993. He has authored and co-authored over 30 books, and contributed numerous articles to professional journals. He is the series editor of the *Oxford Resource Books for Teachers.*

Jon Marshall is 37 years old and was born in Germany. He moved to the United States and earned a degree in Psychology at the University of Texas in San Antonio. He earned a Master's Degree in Social Work and has much experience in counselling, including having a private practice from 1989-1994.

Richard Marshall has a Master of Arts in English (TESOL) from Michigan State University. He is currently teaching at Korea University in Seoul. He has taught in Mexico, Saudi Arabia, Ivory Coast, Gabon, and in the USA. His interests are in teaching methodology and discourse analysis.

Jeanne E. Martinelli has worked on five continents in the ESL/EFL field over the past 17 years as a teacher/ facilitator, materials and curriculum designer (inclusive of week long academic trips, special projects, seminars and workshops), international student advisor, and cross-cultural trainer. She's taught language arts and art at the elementary level in a Montessori school, high school French, at risk youth, gifted and talented creative writing students, drama, college humanities and composition; served on the teachers advisory panel at The Art Institute of Chicago, was education consultant at the Illinois Art Gallery, and has curated numerous art shows for ARC Gallery Chicago (including international exchange shows). Her interest in culture and language was formalized with her BA degree in cross-cultural communication from the School for International Training, where she developed a cross-cultural simulation game, and continues to be her primary area of research now in her second MA degree, again from SIT, in TESOL. Her first MA degree is also in education.

Peter McCabe (BA, PGCE, Dip. TEFL to Adult) has been involved in ELT for almost 20 years as both a Teacher Trainer and classroom teacher. In that time he has worked in the UK, the USA, Italy and South East Asia. He is a noted conference speaker, having presented workshops for organisations such as: TESOL (Italy and Thailand), RELC (Malaysia), The British Council (Italy), ELICOS (Australia) and NCCLE (New Zealand). He has also recently worked with the Malaysian Ministry of Education in producing and presenting an educational TV series entitled, *Grammar Is Great!* Peter is currently the ASEAN Regional Manager for Heinemann ELT and their regional Teacher Trainer.

Michelle McGrath received her MA in TESOL from Biola University. She has taught in Tokyo, Japan and is currently an EFL instructor at Chonnam University in Korea. She has also taught at several institutions in California.

Armene Modi is currently Assistant Professor in the English Language Program at Obirin University in Tokyo. She has an M.A. in TESOL from Columbia University, and has lived and worked in India, the U.S. and Japan. She has been teaching in Japan since 1987, at various junior and senior high schools on the JET (Japan and Exchange Teaching) Program, as well as at Nihon University, and the language Institute of Japan. Her professional interests include global and peace issues in language education.

Shinobu Nagashima's major field of study is Information Science. He is currently interested in developing computer programs to help students study their general and specific subjects. He has a Ph.D. from Tokyo University. He is involved in a joint research project on the use of home pages for teaching English with Prof. Kobayashi and Prof. Hayase. He is Associate professor in the Department of Economics, Rikkyo University, Japan.

Peter E. Nelson, Ph.D. (Government, Economics, Arizona) holds a CELTA (a Certificate in Language Teaching to Adults) from International House, England. He teaches English Conversation in the Department of English Education at Chung-Ang University in Seoul. He has taught in Korea since September 1995.

Tim Newfields is editor of the JALT Teacher Education and Video N-SIG World Wide Web pages. He has been teaching English in Japan since 1983 and has a MA TESOL degree from the School for International Training. Descriptions of his work are available at http://www2.gol.com/users/tn.

Wade Nichols has made dozens of ELT presentations across the peninsula. Wade has worked for small private schools, large national school franchises, and Korean divisions of international franchises in the roles of teacher, trainer, and curriculum developer. His experiences also include founding a private institute near Seoul and owning an ELT consulting firm in the United states. Early this year, he accepted a full-time position as an

ELT consultant with Oxford University Press. You will find his interactive, dynamic workshops to be packed full of usable tools, activities, management techniques, and fun, fun-guaranteed!

Ted Nickelsburg is from Ohio, U.S.A. and currently teaches listening and conversation at KAIST. He has also taught several courses of technical and academic writing. Mr. Nickelsburg has an M.A. in Education/TESL (1994) and has taught the last three years in Korea, with previous experience in Japan and America. He is also pursuing research in English for Science and Technology (EST).

Ursula Nixon is Senior Lecturer and Head of Graduate Programs in TESOL at the University of Canberra. She has worked in Europe, SE Asia, the Pacific, and Australia. Her teaching and research interests include discourse analysis, methodology and curriculum design and evaluation in TESOL.

David Nunan is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. He is also Professor of Applied Linguistics and a member of the Board of Regents of the newly established Asia-Pacific University based in Hawaii. Prior to taking up his present position, he was Director of Research and Development, NCELTR, and Coordinator of Postgraduate Programs in Linguistics at Macquarie University. He has also held teaching, researching and consulting positions in Thailand, Singapore, the United States, Britain, Japan and the Middle East.

Phillip O'Neill has completed undergraduate and postgraduate studies in the fields of English, Spanish, Linguistics, Education and Applied Linguistics at La Trobe University and The University of Melbourne in Australia. He has traveled, lived and worked in various parts of Europe, Asia and Latin America. Before coming to Korea as an exchange instructor at Pusan National University, he was teaching in both the Horwood Language Centre and the Department of ESL and Communications Skills at The University of Melbourne. He has worked in the fields of Adult Literacy Education, Languages Other than English, ESL and EFL. His interests include the cultural politics of language, varieties of English, drama, and culture.

Susan Oak has an Ed.M. in Second Language Acquisition and Bilingualism from Harvard University and is currently a full-time instructor and program coordinator in the General English Program at Ewha Woman's University in Seoul. She has taught ESL/EFL at the university level in the United States for a total of eighteen years.

Gary Ockey, an instructor at Kanda University, is currently involved in curriculum development and testing research. He has taught English and worked as a teacher trainer in the US, Taiwan, Thailand, and Japan.

Maria Oh was born in 1962 in Cheju island, and graduated from Sogang University majoring in English Literature. Later, she graduated from San Jose State University in California, U.S.A having majored in Teaching English as a Second Language. After returning to Korea she achieved her M.A in Teaching English at Sogang University. She then taught at Ulsan University as an assistant professor. Now she is a researcher at Language Research Center at Chonnam National University. She wrote a *English Games For Korean Elementary Class* in 1996.

Jihyon Park is a second year graduate student majoring in English Linguistics at Chonnam National University. The concept of this presentation was conceived during a course with Dr. Shin. She is employed as an RA at the Language Education Center of Chonnam National University.

Adriana del Paso lived and studied in England for ten years. She received her R.S.A. with Honours in TEFL from International House.

David Paul is based in Hiroshima, Japan. He is principal owner of David English House, author of *Finding Out, Communicate* and *Songs and Games for Children* (all Heinemann), and East Asian representative for the Birmingham University Distance M.A. in TEFL/TESL. He spends much of his time training teachers throughout East Asia.

Guy Phillips (B.A. UC Berkeley, MEd University of Washington) is active in educational media production, most recently having developed and produced content materials for an EFL mulitmedia CD ROM.

Marilyn Plumlee has taught English, French, German, and Arabic as foreign languages in private language programs as well as in university programs in the U.S., France, and Saudi Arabia, and has been program coordinator/curriculum developer in a number of these. She was European director for the Council on International Educational Exchange's school partnership program involving an annual exchange of students and teachers between European and American secondary schools. She has been teaching in ESL/EFL/ESP programs in Hawai'i since 1994 and has served as consultant in the development of English programs designed for Koreans. She holds a B.S.E. in foreign language education and an M.A. in Linguistics, and teaches linguistics and applied linguistics while pursuing a Ph.D. in Linguistics at the University of Hawai'i with a focus on sociolinguistics and second language learning and teaching.

Kirsten B. Reitan, a native of Buffalo, New York, U.S.A., is an English instructor at the Korean Advanced Institute of Science and Technology (KAIST). She earned two M.Eds in English Education (1988) and TESL (1996) from the State University of New York

(SUNY) at Buffalo. Her teaching experience spans five years teaching English to native speakers and four years teaching ESL. Her specialities include technical writing, learning styles, and discussion techniques.

Jack Richards is a leading applied linguist and teacher educator whose teacher training books and classroom texts are used throughout the world. During 1997 he is Professor of Language Teaching and Learning at the University of Auckland, New Zealand. From 1998 he will be visiting Professor of Applied Linguistics at the Regional Language Center, Singapore. He was recently Professor and Head of the Department of English at City University of Hong Kong. He has written over 100 articles and books on different aspects of TESOL and related topics, including Reflective Teaching in Second Language Classrooms, The Language Teaching Matrix, and Approaches and Methods in Language Teaching and is the main author of the highly successful Interchange series.

Bruce Rogers has taught ESL and test preparation at the Economics Institute in Boulder, Colorado since 1979. He is currently teaching TOEFL and GMAT preparation courses in a special, short-term program at Yonsei University. He is the author of "The Complete Guide to TOEFL" (Heinle & Heinle) and the "The Complete Guide to TOEFL" (International Thompson Publishing, Asia.)

Ruth Schaeffer is from the United States, most recently from Orlando, Florida, where she taught in university, community college and middle school ESL programs. She is originally from Pennsylvania, and has taught in Pennslvania, Venezuela, and Colombia. She has also traveled and worked in marketing and teacher training throughout South America. In Korea she was employed by the Dong-A Educational Foundation in Taejon where she taught in the general English program at Woo Song University and Language Institute. She is presently teaching at Seoul in the TESOL graduate program at Sookmyung Women's University.

Dan Schulte is the ELT/Education Representative for Cambridge University Press in Korea. He has several years of training and teaching experience in EFL in the United States, Japan, and in Korea, Dan also served as manager, coordinator and teacher trainer of Japan Concepts Corporation in Tokyo, Japan, and has been highly trained in all forms of teaching methods and materials by Cambridge University Press.

Paul Shimizu has taught English for more than 10 years in Japan. He currently teaches English at a high school. He has presented at four JALT national conferences as well as JALT chapter meetings all over Japan, and one mini-conference in Pusan, South Korea.

Gyonggu Shin studied at Hannam University, Chonnam National University, UT-Texas and Chonbuk National University. He received his degree in theoretical linguistics and has taught at Chonnam National University for seventeen years. While serving its Language Center for ten years, he became interested in applied linguistics.

Terry Shortall teaches Masters courses in TEFL/TESL and Applied Linguistics at The University of Birmingham. He is also coordinator for Birmingham's MA TEFL/TESL program in Japan and Korea. He has worked for many years as an EFL teacher, teacher trainer and university lecturer in Brazil, Portugal, and Japan.

Steven Sigler, an instructor at Kanda University, is working in materials development and instructional design. He has taught in the US, Indonesia, and Japan.

Brian E. Smith has worked in curriculum development and teaching areas of ESOL during his four years in Japan. While at Kanda Gaigo Gakuin, in Tokyo, Brian was part of the school's curriculum renewal project under the auspices of Drs. Candlin and Nunan. His work included writing task sheets for the school's new Independent Learning Center, which included media such as CD ROMs, mini- CD recorders, video, board games, and source books. After moving to Saint Mary College in Nagoya, Brian adapted these media use strategies for a smaller school with a tight budget. Brian currently teaches at Inha University in Inchon, Korea.

Kevin Smyth is 32 years old and he loves teaching. He was born in England, lived in Wales until ten and Canada thereafter, has Irish parents and thus has an aptitude for confusion. He enjoyed teaching in Canada for five years and Korea for a year and a half. He claims, though, that he has always been a teacher. His dream is to teach teachers.

William Snyder has a Ph.D. in Linguistics from Northwestern University specializing in second language acquisition. He has taught courses in linguistics and teacher education at University of Illinois-Chicago, DePaul University, Northeastern Illinois University, and National-Louis University and worked as a curriculum coordinator at Herzon State Pedagogical Institute in Leningrad, USSR for two years. He currently works in the Institute of Foreign Language Studies at Korea University in Seoul, teaching courses in English conversation and composition. His current research examines untrained teachers perceptions of classroom communication. He also has ongoing interests in lexical processing and orthography.

Minjong Song is currently teaching English at Ewha Women's University in Seoul, Korea. She got her PhD in English (Rhetoric and Linguistics) at Indiana University of Pennsylvania in May, 1997, specializing in TESOL methodology, and especially teaching writing to ESL/EFL students. She has taught college level conversation, reading, TOEFL preparation, and vocabulary classes at three colleges and two language institutes over the last

four years. The issues she is interested in include orality vs literacy process approach to writing, and ESL/EFL materials development.

Richard St. John After completing an MA in English Language and Literature, specializing in linguistics. He's had more than 25 years teaching experience at St. Clair College in Windsor, Canada. He's conducted workshops in communication for teachers in both Canada and the US. He attends Chicago Linguistics Society sessions annually and is completing a textbook. This is his first experience teaching overseas, having been recruited by Yong In College.

Tim Stookesberry is Publisher for ESOL in the McGraw-Hill Companies' Higher Education Division. He has developed a number of materials for college and adult learners of English, including the *Short Cuts* program, during his ten-year career with McGraw-Hill

Kyong-hee Suh has taught English and Korean as a foreign language in Korea and England and involved in teaching material development. She is currently a student of MEd in Educational Technology and TESOL in Centre for English Language Studies and Education (CELSE), University of Manchester, UK. Before this, she taught Korean as a foreign language at Sogang University, Seoul, Korea. Her current interests are CALL material design for cooperative learning, computer mediated communication, using videos for teaching and English teaching in Asian cultures.

Matthew Taylor, associate professor at Kinjo Gakuin University, has published on Chaos and Complexity science.

Frank Tedesco has been resident in Seoul since 1988, teaching English at universities and gov't agencies as well as doing academic editorial consultation for the Korean National Commission for Unesco. He has taught English in France, and the US as well as Korea. Frank is primarily concerned with issues of cultural sensitivity, social responsibility and ethics in our profession which he considers a form of social service. He is married to Jenny Lim who is a 'feminist passivist.' They have a five year old daughter named Serenity.

Julia To Dutka is the Executive Director of TOEFL, International Language Programs at Educational Testing Service (ETS). Born and raised in Hong Kong, she holds a doctorate in Language and Reading and two master degrees in Applied Linguistics from Columbia University. Prior to joining ETS, Dr. To Dutka was a professor at Baruch College, The City University of New York, where she had also served as Dean of the School of Education and Educational Services. Her research interests include comprehension theories, language acquisition and pedagogy, multicultural, international, and global education, and teacher education.

Andrew Todd is a full-time teacher trainer and marketing representative for Oxford University Press, Korea. Andrew joined Oxford University Press in 1996. He brought with him a background of EFL teaching, teacher trainer, material design, and professional presentations.

Celia Clair Thompson received the degree of Bachelor of arts with high honors from the University of Texas at Austin in May 1993. During the following years, she was employed by the United States Peace Corps as a volunteer in Thaland. She taught English there from 1994-1995. In January 1996, she entered the Graduate School at the University of Texas at Austin. She graduated with a Master's degree in TEFL in December of the same year. She currently teaches at Inha University in Inchon, Korea.

Diane Thomson is originally from the UK and have eleven years experience teaching EFL, including three years in Malaysia, as well as in China, Japan, Finland, Sweden, Spain and the UK. She holds a BA (Honors) and an MA in Linguistics, and a P.G.C.E. (Postgraduate Certificate in Education) in TESL/TEFL. She is currently employed at the MARA Institute of Technology, Shah Alam, Malaysia, where she teaches linguistics and E.A.P. on a pre-service teacher training course (B.Ed TESL) at degree level.

John Thurman has been teaching at the Kanzawa Institute of Technology since April 1995. He has always been interested in new technologies in the EFL/ESL field, including CALL programming in BASIC and the use of video.

Karen Tinsley-Kim has worked as an EFL instructor in China for two years and is in the middle of her third year teaching in Korea. She completed her M.A. in TESOL in 1995. She is an American married to Benjamin Byoungsu Kim.

J. William M. Tweedie has tutored English as a second or foreign language since 1979 in Canada, the US, and Korea, mostly to Asian and Spanish refugees. He founded, coordinated and taught in the first undergraduate Arts Management program in Canada for three years; taught elementary school in Canada and has been at Namju High School in Cheju-do for the past two plus years. Mr. Tweedie also has extensive international business experience working and conducting seminars in Paris, London, Vienna, Orlando and Moscow. Mr. Tweedie conducts regular weekly teacher-training workshops in Cheju-do to both elementary and middle/ high school English teachers. He is currently writing a book which will present in detail the principles and applications of his radically new approach to teaching EFL in Korea: the PRIME approach.

Rodney E. Tyson has an M.A. in Teaching English as a Second Language and a Ph.D. in Second Language Acquisition and Teaching from the University of Arizona

and is currently an assistant professor in the Department of English Language and Literature at Daejin University in Pocheon. He has taught ESL/EFL at the university level in the United States and Korea for a total of eleven years.

Monty Vierra has taught EFL for nine years in Japan and Taiwan. His students have ranged from children to adults, from beginning to advanced. He completed an MA degree via distance learning.   .

Christopher Weiss is a Teaching Assistant at the Center for Intensive English Studies at Florida State University and a doctoral student in the Multilingual/Multicultural Education Program. His interests include composition, grammar, and legal issues relating to education.

Christopher Wenger is a developmental editor for International Thompson Asia ELT. He has been involved in EFL teaching and materials production for eight years specifically in Asia.

Dave Willis is a senior lecturer at the University of Birmingham Centre for English Language studies and author of numerous books and papers.

Barbara H. Wright, an Associate Professor at Korea University, has a Ph.D. in Sociolinguistics from the City University of New York and an MA in Linguistics from Harvard University. After receiving a B.A. in French and Spanish, she taught both those languages as well as English and ESL. During the past ten years, she has taught Teacher Education courses in the United States, Mexico, Japan, and Korea. She believes that the best way to learn a language is through the culture of the country where that language is spoken, so she has developed several content based EFL courses.

Suzanne Yonesaka is associate professor and EFL coordinator at the Department of American, British, and Canadian Studies in the Faculty of Humanities at Hokkai Gakuen University in Sapporo, Japan. She received her M.A. in English (TESL) from San Fransisco State University and has presented at TEOL and IAETFL. Her current interests are in teacher-training, curriculum development, and composition.

Yoon-hee Yoo teaches English Lab to freshman at Southern Seoul University. She is finishing her Ph.D. in Linguistics at Chung-Ang University, Seoul, and holds both a B.A. in Education and an M.A. in English Literature from CAU. Her professional interests include teaching English to university students.

Who's Where in KOTESOL

National Officers and Executive Council

Dr. Park Joo-Kyung, President Dept. of English Honam University Kwangju, 506-090 (F)062-940-5116 (Tel)062-940-5310 (W);062-267-9357(H); joo@honam.honam.ac.kr

Prof. Carl Dusthimer, 1st Vice-President Dept of English Hannam University Taejon 300-791 (F)042-623-8472 (Tel)042-629-7336(W); 042-634-9235(H); (e-mail); dustman@eve.hannam.ac.kr

Dr. Woo Sang-do, 2nd Vice-President Dept. of English Education Kongju National Univ. of Education Kongju, 314-060 (F)0416-856-3576 (Tel) 0416-50-1741(W); (e-mail); woosd@kongjuw2.kongju-e.ac.kr

Dr. Kim Young-Mi, Treasurer Dept. of General Studies Duksung Women's Univ. (F)02-901-8442 / 02-901-8060 (Tel)02-901-8458(W); 02-381-3778(H); (e-mail); Kimyoung@center.duksung.ac.kr

Ms. Rachael Philips, Secretary Dept. of English Chonju Education University (Tel) 0652-81-7198(w) 0652-223-8002(h)

Dr. Kwon Oryang, Immediate Past President, Publicity Committee Chair Dept. of English Education Seoul National Univ. (F)02-536-7542 (Tel)02-880-7674(W) 02-533-5217(H) (e-mail); oryang@plaza.snu.ac.kr

Dr. Kim Jeong-Ryeol, Pan-Asian Conference Chair, Publication Committee Chair Dept. of Elementary Education Korea National University of Education ; (e-mail); jrkim@knuecc-sun.knue.ac.kr

Kari Kugler, 1997 Conference Co-chair Keimyung Junior College, Dept. of Tourism & English Interp. 2139 Daemyung-dong, Nam-ku, Taegu, 705-037 S.KOREA (H); +82-53-653-5416 (W); +82-53-620-2663 (F); + 82-53-628-3340 (e-mail): haceta@bora.dacom.co.kr

Prof. Demetra Gates, Conference Co-Chair Taegu National University of Education Department of English Education 1797-6 Daemyung 2 Dong, Nam Gu Taegu 705-715 (H)053-559-4292 (HF) 053-559-4293 (W) 053-620-1426 (F) 053-622-8270 (e-mail); gatesde@taekyo.taegu-e.ac.kr

Jack and Aekyoung Large, Finance Committee Chair - Membership Coordinator 105-1304 youngdeung Jeil Apts, Iksan-si, chonbuk 570-160 (H)0653-834-8529 (O)0653-850-6519 (Fax)0653-834-9170 (e-mail) larjak2@nuri.net

Tony Joo, Commercial Member Liaison Samboo A.P.T. 31-23 Taepyung-dong Taejon 301-151 (Tel) 042-522-9769 (F) 042-527-1146 (e-mail); tonyhj@chollian.net

Mary Wallace, International Liaison (H) 062-943-5265 (W)062-940-5314 (W.F)062-940-5005 (e-mail) mary@honam.honam.ac.kr

Rodney Gillett Search Committee Chair (H)(0431)53-8527 (Fax)(0431)53-8527 Dept. of English Lang. and Lit. Chongju University Chongju. 366-764. (e-mail) rodney@alpha94.chongju.ac.kr

Prof. Thomas Duvernay, Internet Coordinator (F)0561-771-2291 (Tel)0561-770-2132(W);0561-771-2291(H); (e-mail); duvernay@sejong.dongguk.ac.kr

Seoul Chapter

President, Andrew Todd (tel); 0344-913-4441 (e-mail); sundrews@bora.dacom.co.kr

Vice President of Media, Gina Crocetti (e-mail); gina@daisy.kwangwoon.ac.kr (tel); 02-935-9705

Vice President of Finance, Gavin Farrell (e-mail); gavinf@hotmail.com (tel); 0345-86-0804

Tom McKinney (e-mail); astrotom@bora.dacom.co.kr (pager); 015-994-0167

Pusan Chapter

President; Hwang Pyong-Young (F) 051-505-9317 (Tel) 051-502-9316(H) naun@hyowon.pusan.ac.kr

First Vice President; Robert Dickey (F)0527-50-5250(W);0527-52-1962 (H); rjdickey@soback.kornet.nm.kr

Second Vice President; Leslie Miller (H)051-467-6913 (O)051-640-3195 (F)051-642-9387 (e-mail) miller@taejo.Pufs.ac.kr

Treasurer; Michael Hughes (H)051-624-7482 (O)051-640-3196 (F)051-642-9387 (e-mail)hughes@taejo.pufs.ac.kr

Secretary; Jeanne E. Martinelli (H)051-510-2609 (B.P)012-784-8644 (W)051-510-2650 (e-mail) Jeanne@hyowon.cc.pusan.ac.kr

Cholla Chapter

President; Kim Jin-Woo (F)062-573-0447;(Tel)062-573-8190(W); 062-265-5162(H)

Vice President; Kim Min-Ju (F)062-267-6392

Treasurer; Kim Hyun-Duk (H)062-369-4642

Secretary; Rachel Philips (W)0652-81-7198 (H) 0652-223-8002

Taegu Chapter

President; Dr. **Chae Joon-Kee** (F)053-950-6804;(W)053-950-5291;(H)053-424-7158

First Vice President; Dr. Steve Garrigues (H)053-952-3613 steve@bh.kyungpook.ac.kr

Second Vice President; Dr. Han Sang-ho (W)0561-770-5098 (H)053-751-8569

Treasurer; Oh In-Sook (W)053-985-5033 (H)053-764-8531

Secretary; Park Hee-Bon (H)053-791-5894

Taejon Chapter

President; Lori Roach Han Nam University 133 Ojung Dong Taejon 300-791 (H)042-625-5040 (O)042-629-7335 (e-mail)mlroach@chollian.dacom.co.kr

Vice President; Tony Joo (H)42-522-9769 (Fax)042-527-1146

Treasurer; Peggy Hickey (O)42-629-7417 (H)42-624-9722

Secretary; Kirsten Reitan (O)042-869-4698 (H)869-4914 (e-mail)reitankb@sorak.kaist.ac.kr

FYI

Constitution & Bylaws of Korea TESOL

Constitution (Adopted April 1993 Amended October 1996)

1. Name The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be ´ëÇÑ¿µ¾î±³À°ÇÐÈ¸.

II. Purpose KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

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

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

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

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

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

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

Bylaws (Adopted April 1993)

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

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

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

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

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

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

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

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

IV. The Council 1. All members of the Council must be members in good standing of KOTESOL and international TESOL. 2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting. 3. Minutes of the Council shall be available to the members of KOTESOL.

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

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

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

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

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

Korea TESOL

Membership Application / Change of Address

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

Please check the items that apply to you   Type of Membership
- ☐ New membership application
- ☐ Membership renewal
- ☐ Change of address / information notice

- ☐ Individual (30,000 won/year)
- ☐ Institutional (50,000 won/year)
- ☐ Commercial (300,000 won/ year)

Payment by   ☐ Cash   ☐ Check   ☐ On-line transfer (Please make on-line payments to KOTESOL at the Foreign Exchange Bank (¿ÜÈ¯À°Çà) account number 283-18-01616-1. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: _____   Last name: _____

Chapter: _____   (Seoul, Taejon, Taegu, Cholla, Pusan, Cheju)

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

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

E-mail address: _____

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

_____
      (House, APT# / Dong)

_____
      (Gu / Ri / Myun / Up / Gun)

_____   Zip: _____-__
      (City / Province / Country)

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

_____
      (School, company name)

_____
      (Bld. # / dong)

_____
      (Gu / Ri / Myun / Up / Gun)

_____   Zip: _____
      (City / Province)

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

Notation: Write a brief introduction of yourself ; major papers, presentations, specialties, interests...

_____

_____

Date_____   Signature:_____

Mail this form to:
Robert Dickey, Miryang Univ., 1025-1 Nae 2 Dong, Miryan, Kyungnam 627-130
Telephone: 0527-52-1962 (home)

97 program

FYI

Use this page for notes and memos

FYI

Use this page for notes and memos

FYI

Use this page for notes and memos

Use this page for notes and memos

FYI