

PAC2

Graphics by Everette Busbee and Jina Lim

SEOUL

2nd Pan-Asian Conference

Oct. 1-3, 1999

Teaching English:
Asian Contexts
and Cultures

Olympic
ParkTel

Kensaku Yoshida
Cross-cultural Studies

Penny Ur
Teacher Training

Kathleen Bailey
Classroom Research

Mike McCarthy
Applied Linguistics

Claire Kramsch
Cross-Cultural Issues

The Marathon

Join the friendly run for Pan Asia

Asian Youth Forum

A window on Asia, a ticket to Seoul

Focus on Materials

Development for teachers in Asia

PAC2
KOTESOL 1999
Conference
Program Book

Some pages, e.g., advertising, AYF (Asian Youth Forum), indices, notes, and others, are not included in this scanned version of the conference Program Book.

PAC2

The Second Pan Asian Conference -- An International Forum *"Teaching English: Asian Contexts and Cultures"*

&

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

1999 National Conference and Publishers Exposition

October 1-3, 1999

Olympic Park

(The Olympic ParkTel & TTI International)

Seoul, South Korea

Conference Co-chairs:

Carl "Dusty" Dusthimer, Hannam University

"Jay" Kim Jeong-ryeol, Korea National University of Education

David McMurray, Fukui Prefectural University

Pan Asia Consortium Committee:

Kanittha Navarat (ThailandTESOL)

Prapa Vittayarungruangsri (ThailandTESOL)

Suntana Sutadarat (ThailandTESOL)

Naraporn Chan-ocha (ThailandTESOL)

Suchada Nimmannit (ThailandTESOL)

David McMurray (JALT)

Gene van Troyer (JALT)

Joyce Cunningham (JALT)

Scott Berlin (KoreaTESOL)

Kim Jeong-ryeol (KoreaTESOL)

Carl Dusthimer (KoreaTESOL)

Joo-Kyung Park (KoreaTESOL)

Han Sang Ho (KoreaTESOL)

Johanna E. Katchen (ETA-ROC)

Andy Leung (ETA-ROC)

Maosung Lin (ETA-ROC)

The Pan Asia Consortium Committee is comprised of past and current presidents from each of the four partner organizations: ThailandTESOL, KOTESOL, JALT, and ETA-ROC. Each organization has a single vote.

PAC2
The Second Pan Asian Conference
Teaching English: Asian Contexts and Cultures

Friday October 1, 1999

- 9:00-12:00 PAC2 Marathon (A 3K, 5K, and 10K Fun Run for Asian Youth) *Olympic Park, Seoul*
- 1:00-6:00 PAC2 Pre-Conference Workshops for Elementary and Secondary Teachers
 Presentations from Korea TESOL Teacher Trainers (KTT), Educational Testing Service (ETS), KOSETA (Korea Secondary School Teachers Association), and TTI (Teacher Training International) *TTI International, Seoul*
- 1:00-2:50 Plenary Speakers' Workshops
 Penny Ur (Israel), Claire Kramsch, (USA), Mike McCarthy (England)
Magnolia A, Azalea, and Lily, Olympic ParkTel, Seoul
- 3:00-4:50 A Taste of Asia
 (Presentations and workshops concerned with the teaching of English in the Asian context)
Presentation rooms, Olympic ParkTel, Seoul
- 5:00-5:50 Plenary Session
English Education and Teacher Training: From Past to Present
 Suntana Sudatarat, Thailand TESOL sponsored speaker, Thailand
Azalea, Olympic ParkTel
- 6:00-8:30 PAC2 Reception (forum to meet PAC2 Guests) *Lakeside, Olympic Park, Seoul*

Saturday, October 2, 1999

- 8:30 - 10:20 Concurrent presentation sessions, *TTI and Olympic ParkTel*
- 10:30-11:00 Opening Ceremony (Korea TESOL President, Special Guests) *Lakeside, Olympic Park*
- 11:00-11:50 Plenary Session
There is Nothing So Practical As a Good Theory
 Penny Ur, Korea TESOL sponsored speaker, Israel
Lakeside Stage, Olympic Park
- ALL DAY Asian Youth Forum (a forum for invited students from throughout Asia)
 Represented will be Japan, Thailand, the Philippines, Korea, USA, Denmark, Luxembourg and Australia.
Seoul National University and the Olympic ParkTel, Seoul
- 12:30-3:20 Concurrent presentation sessions, *TTI and Olympic ParkTel*
- 3:30-4:20 Concurrent plenary sessions,
The Predicament of Culture in Language Teaching
 Claire Kramsch, Korea TESOL sponsored speaker, USA
Plaza B of Plenary Hall, Olympic ParkTel
Taming the Spoken Language: Genre Theory and Pedagogy
 Michael McCarthy, British Council/IATEFL sponsored speaker, England
TTI, Auditorium
- 4:45-6:35 Concurrent presentation sessions, *TTI and Olympic ParkTel*
- 7:00-9:00 PAC2 Banquet, *Lakeside, Olympic Park*

Sunday, October 3, 1999

- ALL DAY Asian Youth Forum (a forum for invited students from throughout Asia)
 Academic and Cross-cultural exchanges and presentations (All Countries)
Seoul National University and the Olympic ParkTel, Seoul
- 8:50-9:40 Concurrent presentation sessions, *TTI and Olympic ParkTel*
- 10:00-10:50 Plenary session
What My ESL Students Taught Me
 Kathleen Bailey, Korea TESOL sponsored speaker, USA
Plaza B of Plenary Hall, Olympic ParkTel
- 11:15-3:05 Concurrent sessions, *TTI and Olympic ParkTel*
- 3:30-4:20 Closing plenary session
Japanese Bilinguals — the Problems of Identity and Education
 Kensaku Yoshida, JALT sponsored speaker, Japan
Plaza B of Plenary Hall, Olympic ParkTel
- 4:20-5:00 Closing ceremonies and presentation to "Pass the Torch" for the **Third Pan Asian Conference**, to be held in Kitakyushu, Japan in 2001
Plaza B of Plenary Hall, Olympic ParkTel

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Sunday Midday

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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 PAC2 events, and messages from the outgoing KOTESOL president and Conference Co-chair Carl Dusthimer as well as several others. There is also information on the area of Olympic Park.

Schedules

Presentation schedules are divided into six sections, working around the plenary sessions each day of the conference. The abstracts are presented in chronological order, and follow the same room sorting order each time period. This is useful because most seminar rooms follow a certain category "track" throughout the conference -- Teacher Development is in Orchid, for example. TTI rooms are always first, and 4th floor rooms are always last.

Indexes

The indexes help to identify presentations by content and presenter. The Categories index

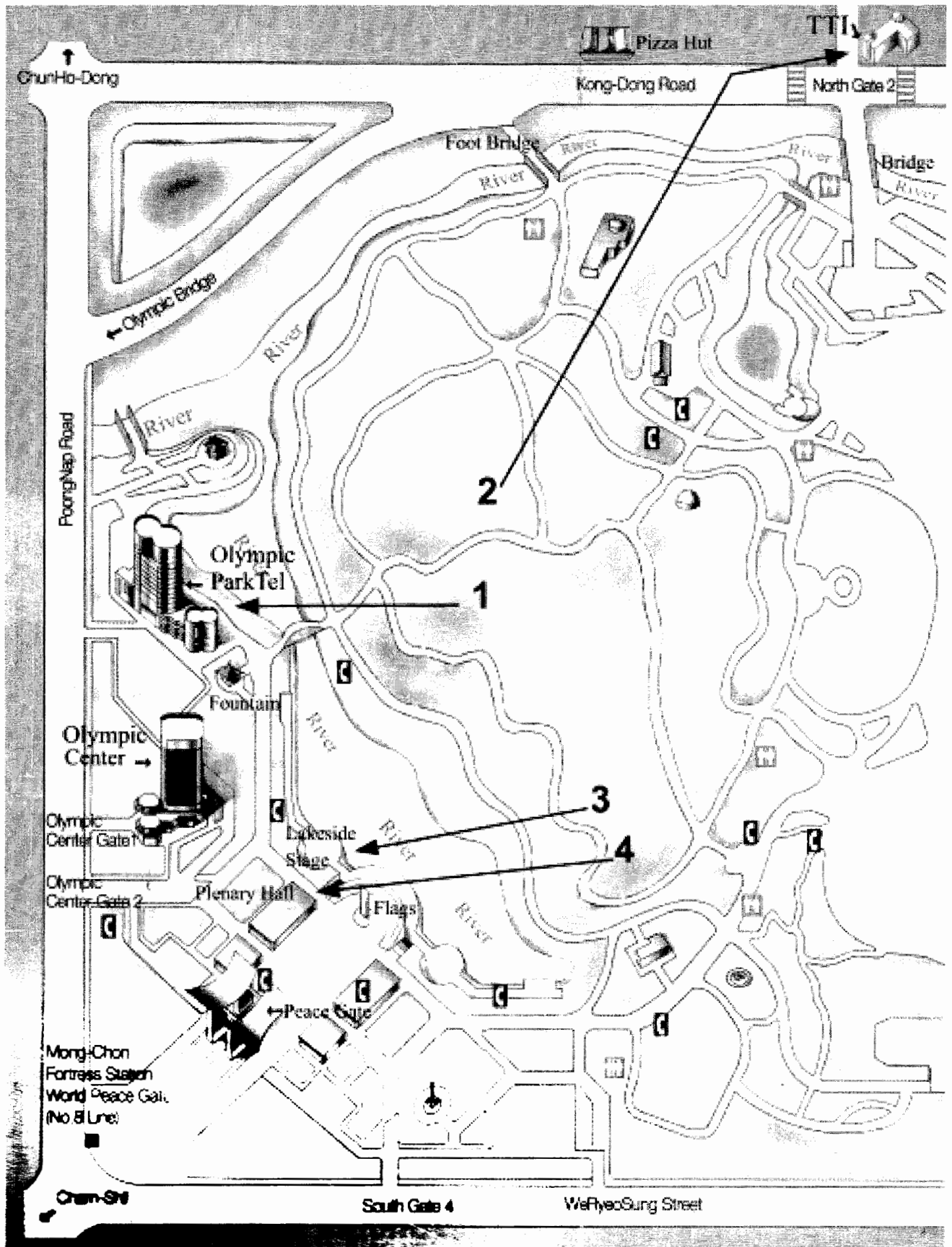
allows you to find all the sessions pertaining to one interest area -- Elementary Education, for example. In another index, many of the presenters are listed in alphabetical order by their last name, along with the room name and time of session. And biographical information for almost all of the presenters is listed in alphabetical order by last name.

FYI

Finally, at the back of this book and tucked into various sections we have placed information specific to the operations of KOTESOL, partner organizations, and PAC. There is a membership application form as well as the names and addresses of the executive officers and chapter representatives for KOTESOL for the 1998-99 year. Not everything is listed in the Table of Contents above, we want you to browse. We're teachers, right? Consider it a refresher course in research!

A comprehensive timetable will be posted around the conference site with the latest updates.

Olympic Park - what a great place!



1. Olympic ParkTel

2. TTI, International

3. Lakeside Stage

4. Plenary Hall

Who made it happen???

Program Committee

Kirsten Reitan, Program Chair
Terri Jo Everest, Cho Sookeun

Proposal Readers

William Schmidt, Juli Scherer, Kevin Smyth
Gavin Farrell, Terri Jo Everest, Cho Sookeun
Peter Nelson, Kirsten Reitan

Site Team

Patrick Hwang, site chair
Kim Gyung Shik, equipment coordinator
Lee Hyang Sook, equipment coordinator

Student Volunteer Coordinator

Kang Myungjai

Employment Center Coordinator

Asif Siddiqui

Travel/hotel Coordinator

Cindy Myung

Signs

Todd Terhune

Marathon Committee

Edith Dandenault, run coordinator
Jen Lalonde, student volunteer coordinator (for marathon)

PAC2 Webmaster

Jean Claude Boudreau

PAC2 Technical Advisor

Tory Thorkelson

PAC2 Webcaster

Jeff Lebow

Asian Youth Forum

Peggy Wollberg, Kip Cates

Registration and MIS Consultancy

ITMS (Information Technology Management Services);
Consultants: Ian Walker, Jens Broll

Conference Co-Chairs

Carl "Dusty" Dusthimer, "Jay" Kim Jeong-ryeol
David McMurray

KOTESOL Central Office

Jeff Kim

PAC2 Publicity Chair

Jane Hoelker

Marketing & Sales Consultancy

Marilyn Rosenthal

Program Guide Layout & Design

Robert Dickey



www.kotesol.org

General Conference Information

Baggage check

Hotel lobby bell desk

Computers

The business center has three computers with internet access available for a fee.

Conference sites

There are two venues for the conference: TTI and the Olympic ParkTel. There will be shuttle bus service between the two sites. A walking route can be found on the area map included in this handbook on page 6.

Convention/Organizational meetings

PAC Journal meeting: Friday, 4:00 - 4:50 PM, Azalea

PAC Council meeting: Saturday, 8:30 - 10:20 AM, Lily

KOTESOL annual business meeting: Sunday, 8:50- 9:40 AM, Mugung Hwa

PAC3 Meeting: Sunday, 8:50- 9:40 AM, Orchid

Employment Center

The employment center is located on the third floor. Hours are: Friday, 1 - 5 PM; Saturday, 9 - 6 PM; Sunday, 9 - 3 AM.

Elections

Ballot box in the registration area is open Sat 9:00 - 5:00 PM; Sun 9:00 - 3:30 PM. KOTESOL members in good standing may vote for officers during these times.

Food and Beverage Service

There are a number of options for food and beverage. Near TTI, there is a Pizza Hut and a McDonalds. In the Olympic ParkTel, we have the Rendezvous Coffee shop on the first floor, a Korean restaurant in the basement, and a buffet restaurant with a fabulous view on the top floor. There are also a number of fast food type restaurants and convenience stores in the Peace Plaza next to the plenary hall and Peace Gate. Box lunches and coffee will be on sale in the lobby on Saturday and Sunday from about 12noon - 1:30 PM.

Photocopying

The Olympic ParkTel business center has limited photocopying service for 200 won per page.

Presenter check-in

All presenters are requested to check-in at the presenter check-in desk in the registration area to pick up their presenters' packet. Hours are: Friday, 12 noon - 4 PM; Saturday, 8:15 AM - 1:15 PM; Sunday, 8:30 AM - 10:30 AM.

Presentation Rooms

As much as possible, presentations are scheduled in rooms according to themes.

Culture: Cosmos A (all days)

Curriculum/programs: Bong Sun Hwa (all days)

Elementary/Secondary schools: Cosmos B, Magnolia A (all days)

ESP: TTI 306/7 (Saturday only)

Global Issues: TTI 306/7 (Sunday)

Grammar/Language: TTI 301/2 (all days)

Listening: TTI 303/4 (Saturday)

Learner Development: Bong Sun Hwa (all days),

TTI 303/4 (Sunday)

Materials Development: Mugung Hwa (all days)

Miscellaneous: Azalea, Lily (all days)

Publishing: Daffodil (all days)

Research: Magnolia B (all days)

Speaking/Pronunciation: Ume Flower, TTI 401 (all days)

Teacher Development: Orchid (all days)

Technology in Education: Wild Rose (all days)

Video/Music: TTI 403 (all days)

Writing: Rose (all days)

Publisher/Software Exhibition

The main publisher's exhibition will be on the first floor in Olympia Hall. But many exhibitors will have booths in the lobby, on the second floor, the third floor, and the fourth floor.

Registration

Registration and tote bag pick up hours are:

Thursday, 6 - 8 PM; Friday, 10:30 AM - 7:30 PM; Saturday, 7:30 AM - 4:00 PM; Sunday, 7:30 AM - 11:00 AM.

Shuttle bus

A shuttle bus service between TTI and the Olympic ParkTel will be provided free of charge to conference participants. It will run approximately every 20 minutes, with more frequent service before and after the plenary sessions. The exact time schedule varies with the presentation schedule. Please consult posted signs for exact shuttle bus information.

Telephones

Pay telephones are available in the lobby near the entrance.

Ticket sales

Some banquet tickets for Saturday night will be available for sale in the registration area on Friday and Saturday.

Tours

Cindy Myung from Xanadu Travel will be offering area tours. Please check with her at the Xanadu Travel desk near the registration area.

Greetings from KOTESOL's Outgoing President and PAC2 Conference Co-Chair

In 1994 Korea TESOL, JALT and Thai TESOL embarked on a journey to explore the teaching of English in the Asian context. We didn't know exactly where this journey would take us. And even now, on the eve of the PAC2 Conference, we are still asking ourselves the same questions: "What is, or is there, an Asian English? What are the commonalities of ELT in the various Asian countries? What characteristics do teachers and students in Asia share, and how can these be exploited to the benefit of both? These are the questions we seek answers for. Luckily for us, as we find in most journeys, the excitement, the fascination, is in the journey itself. For it is the journey that keeps us on the edge. And the edge is where we all should be in order to advance, to advance individually as teachers, to advance together in collaborative efforts to make our classrooms as valuable to our students as possible.

This journey has also allowed us the opportunity to build relationships. Relationships among the partner organizations, relationships between teachers within these organizations. These relationships are the foundation of PAC2. It may be true that teachers in each country don't NEED to know what other teachers in Asia are doing in their classrooms, but I liken this to my own teaching experience, where I find the ELT resource books I have on my shelf, are invaluable to adding a new dimension to my classes. The bottom line is, we can learn from one another, whether it be from colleagues in our own schools, or from teachers/colleagues from other countries who might be teaching in a similar classroom environment. The PAC mission is to bring together teachers from around Asia to work together, to collaborate. But it is also to provide a forum where we can develop materials that are specific to the Asian context. Thus, we have dedicated a special segment of the PAC2 conference, "Focus on Asia", to help answer one of the questions mentioned above. WHAT IS SPECIAL ABOUT TEACHING ENGLISH IN ASIA?

With PAC2, the partner countries have also tried to actively involve the youth of this region of the world by providing a forum for them to explore the similarities and differences of their language learning experiences and to share with one another their cultures, their dreams, their expectations. For language learning, albeit an important part of their learning experience, is just that, a part of what they will need to communicate cross-culturally and function effectively as a member of what has become an integrated world community. With the help of Up With People, we also have youth from Europe and North America, as well as Asia, who have come to Seoul to join in this Asian Youth Forum as an opportunity to broaden their understanding of the region that will play an increasingly important role in world affairs.

The efforts of a great many highly motivated people, both in Korea and among our partners in Asia, have culminated in what we are experiencing here, at the Olympic Park. Scholars and practitioners from over 15 countries have traversed oceans and continents to come to Seoul to share their expertise and experiences with their colleagues, to add more information to the database that we hope will provide the raw material needed to answer the questions we've put forth. As someone who has been a part of this project from the early stages, I can feel the momentum building, I can see the number of collaborative projects increasing, and I can visualize the role PAC can play in improving ELT in Asia and making information and new developments in ELT more accessible and more meaningful to teachers throughout the region.

On behalf of the PAC2 Organizing Committee and the PAC Partners in Asia and around the world, I would like to thank you for joining this event and wish you a most enjoyable and productive three days. Cheers!

Carl Dusthimer
President, Korea TESOL
Co-Chair, PAC2

TESOL, Inc. joins in the fun

Dear Conference Participants,

It gives me great pleasure to add my words of welcome to you at this important conference. I can remember attending a meeting some years ago in Bangkok, to discuss the possibility of running a collaborative conference in the Asia-Pacific region. Out of that meeting, PAC I was born. It is wonderful to see that the concept has taken root, and that we are able to come together here in Korea for a second Pan Asian Conference.

One of my goals as TESOL President, is to advance to cause of TESOL as a profession in the international area. To that end, with the counsel and guidance of Immediate Past President Kathi Bailey, I established the International Initiative. Our hope is to develop collaborative partnerships with members of the profession such as yourselves in the areas of teaching and learning standards, professional development, research and advocacy to better serve those of us teaching English around the world. As a sign of our commitment, I am joined here at PAC2 by both Kathi, and also our Executive Director, Chuck Aomorosino.

I look forward to meeting you over the next few days, and wish you a happy and productive Conference.

David Nunan
TESOL President 1999 - 2000

Taiwan's ETA-ROC is here too!

The English Teachers Association of the Republic of China (ETA-ROC) would like to congratulate Korea TESOL on the occasion of successfully presenting the Second Pan-Asian Conference. This series of conferences will be of great benefit to English teachers in East Asia, and the effects of cooperative research spawned by this initiative are already being felt. The three founding organizations -- KOTESOL, Thai TESOL, and JALT -- deserve the highest praise for their foresight.

Three officers of ETA-ROC attended the First Pan-Asian Conference held in Bangkok in 1997, and it was there that ETA-ROC began its cooperation with the three founding members of the Pan-Asian series of conferences. We signed affiliate agreements with KOTESOL and ThaiTESOL in November 1997, and our affiliation with JALT became official in January 1999. We are delighted to be able to work together with our colleagues from these organizations and to be able to help link Taiwan's teachers and their research with other Asian colleagues who share their teaching and research concerns. Presenters from Taiwan are well-represented at this Second Pan-Asian Conference.

With the encouragement of members of the KOTESOL, JALT, and Thai TESOL leadership, ETA-ROC has committed itself to holding the Fourth Pan-Asian Conference in the year 2003. We have been watching the efforts of our KOTESOL colleagues as they have been preparing this Second Pan-Asian Conference and have observed the tremendous amount of work they have put in to make this conference a success. We have learned a lot from our KOTESOL mentors and will surely gain more knowledge from our JALT colleagues as they host the Third Pan-Asian conference in 2001. We hope you will consider joining us in Taipei in 2003.

We would like to say once again to our KOTESOL colleagues and all the members of the PAC2 committee and staff, "Well done!"

Tzyh-lai Huang
President, ETA-ROC

First PAC hosts Thailand TESOL offer pearls of wisdom . . .

The past two years have seen a remarkable development of PAC relationship among JALT, Korea TESOL, and Thailand TESOL. Since the First Pan Asian Conference in Bangkok in 1997, we have been successful in encouraging more collaborations among countries in the Asian region in fostering the Pan Asian series of Conferences and related projects. The Pan Asian Collaborative Research Projects, the Pan Asian Youth Forum, and the Pan Asian Project on Materials for Asian Students, to name a few, have been initiated by the PAC counterparts. The objectives are to stimulate the sharing of insights and experiences in ELT and the networking of ELT professionals locally, regionally, and internationally. In addition, with the support from other organisations worldwide, our sense of belonging to an international family has been strengthened.

On behalf of Thailand TESOL, I congratulate Korea TESOL for your tremendous effort to make the Second Pan Asian Conference a success.

Naraporn Chan-Ocha
President
Thailand TESOL

Japan's JALT here to carry the PAC torch into the 21st Century!

Congratulations to the hosts of PAC2

The Japan Association for Language Teaching extends a very warm and friendly greeting to Korea TESOL. Our official partner in the development of foreign language teaching in Asia. After years of close and cordial cooperation between our non-profit and non-governmental organizations, it is a great pleasure to celebrate the culmination of these efforts at a time when cultural and economic relations between the peoples of Japan and Korea are on a full upswing. When communication links are solid. When plans for future symposia, even World Cup sporting events, are being undertaken together.

Since 1994, the Korea TESOL organization and JALT have been working together to promote excellence in language learning by fostering joint research; highlighting the results of teacher-research in each other's publications; and with the assistance of Thailand TESOL and the English Teachers Association - Republic of China the organizing of the Pan Asian Series of Conferences. We're proud to have helped bring the academic work of Professor Kensaku Yoshida and twenty other specially selected officers from JALT and several dozen more teachers from Japan to the heart of Korea. To mingle with language teachers from across Asia, to share ideas and to spark new research that we hope will flourish until we meet again in November of 2001. At the PAC3 language odyssey conference of collaborative efforts in Kitakyushu, Japan.

David McMurray
JALT International Chair
and 1999 Past-President

PAN-ASIAN FOCUS ON MATERIALS

is an informal materials-share and focus group for people interested in developing their own materials for learners of English in Asia.

The Focus on Materials Session is Saturday Morning, featuring:

- Materials Share (starts at 9 am)
- Contribute original materials and collect materials prepared by other teachers; (more information) = *link to "ready-to-use materials"*
- Distribute materials for other teachers to trial. (more information) = *link to "materials to trial"*
- Sign up for learner web-pals
- Discussion and Projects (starting at 9.30 am)
- "What Directions for Materials in Asia?"
- Led by special guest, **Suchada Nimmannit of Thai TESOL**.
- share your ideas, and projects that you're working on. (more information) = *link to "more information about discussion and projects"*
- make contacts (more information) = *link to "make contacts"*

More information about the Materials Share:

- Ready-to-use materials
- Bring 40 copies of your material and sign a copyright release form.
- Everyone who contributes to the 'live' materials share will get copies of all other materials contributed at the session.
- Materials will be offered for publication by participating organizations and their Special Interest Groups, for example in newsletters, on the JALT MW website and possibly a Pan-Asian resource book, with support from groups like the JALT Materials Writers SIG.

Materials can include: worksheets, handouts, activities, lesson plans, web related materials and so on. They can be for class work, project work, independent study, or self access; they can also be materials for teacher education & development. Materials should be your own original work.

Please include:

- the aim of the material;
- brief, clear teacher's notes, or instructions for independent study/self access materials;
- answer keys where appropriate;
- your name and contact information.

Materials to trial:

Bring any materials you're developing and that you would like other people to trial or give you feedback on. Bring as many sample copies as you like, plus information about what the material is and who it's designed for; the kind of feedback you're looking for; your contact information. Anyone who's interested can take a copy.

More information about the Discussion:

This is an informal session to explore directions for materials development in an Asian context. It will give people the chance to exchange ideas and information; to talk about what they are doing; to share examples of their work; to think about future projects.

Everyone who's interested is welcome - you can just come and listen!

Special guest, Suchada Nimmannit, will start things off by talking about her recent work in materials development in Thailand and sharing examples of content-based materials produced by her workshop participants.

In addition to questions and comments in response to Suchada's talk, participants are invited to share their own ideas and projects and to bring examples of things they are working on.

Make contacts:

For example: One of our members is keen to have a Pan-Asian materials list; if you're interested, come along and sign up.

Web-pals for your students?

A great way to provide real communication opportunities for students. If you have students with email access and you'd like to find them web-pals in another Asian country, come and sign up.

Looking for someone to work with?

Do you have an idea or a project that you'd like other people to work on with you? Come along and tell us about it, or prepare a flyer to give people with your contact information on it.

KOTESOL; WHO AND WHAT WE ARE

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to PAC2, concurrently the 7th Annual KOTESOL Conference in Olympic Park, Seoul, 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, USA.

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."

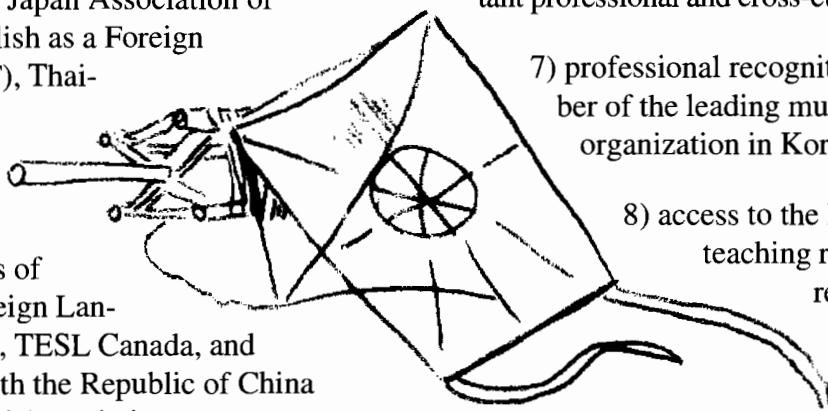
KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL Inc., but also the Japan Association of Teachers of English as a Foreign Language (JALT), Thailand TESOL (ThaiTESOL), International Association of English Teachers of English 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, Chongju, Suwon, and Cheju. Members of KOTESOL hail from all points of Korea and the Globe, thus providing KOTESOL the distinction of having a multicultural membership.

Annual membership in KOTESOL costs 40,000 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) KOTESOL Journal and Conference Proceedings
- 4) 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
- 5) advance announcements, preregistration discounts, a call for papers, and early registration for the annual KOTESOL conference
- 6) opportunities to build a network of important professional and cross-cultural contacts
- 7) professional recognition as a member of the leading multi-cultural EFL organization in Korea
- 8) access to the latest in quality teaching resources and related materials
- 9) membership in Special



Interest Groups (SIGs) e.g., Teachers' Development & Education Group.

Again, on behalf of the more than 800 current KOTESOL members, welcome to PAC2, the 7th annual KOTESOL conference.

Plenary Speakers for PAC2

Opening plenary

Friday, October 1, 1999, 5:00 - 5:50 PM

Suntana Sutadarat, Thailand TESOL sponsored speaker, Thailand TESOL

Title: English Education and Teacher Training: From Past to Present

This paper traces the development of English education and teacher training in Thailand. It explores the concepts, philosophies and policies of some of the major changes and their realization in curriculum and instruction in both schools and teacher training institutions. It further proposes some innovations in English education and teacher training that, among other things, can be facilitated by regional and international cooperation.

Saturday morning plenary 11:00 - 11:50 AM

Penny Ur, Korea TESOL sponsored speaker, Israel

Title: There is Nothing So Practical as a Good Theory

Many teachers feel that the 'theoretical' component of their teaching courses or books on teaching has been useless to them, and that they have got a lot more from 'practical' tips and ideas. I would like to argue that the kinds of theory they have found useless are what I would call 'bad' theory: theory that does not translate into practice. A good theory does, or should, generate an enormous amount of practice, by providing an idea which you can apply to lots of different classroom procedures. Conversely, a practical 'recipe' is only one classroom procedure, which may or may not work in itself but is a 'dead end' unless it gives rise to some generalization (theory) which will enable you to create further ideas. In other words, practical 'recipes' are in the long run less valuable for practical teaching purposes than good theories. Hence the quotation on which this talk is based. This talk will begin by giving some preliminary definitions of 'theory' and 'practice' and then amplify on and illustrate the claim 'there is nothing so practical as a good theory' by examples drawn from my own teaching experience.

Saturday afternoon concurrent plenary sessions 3:30 - 4:20 PM

Claire Kramersch and Michael McCarthy

Claire Kramersch, Korea TESOL sponsored speaker, USA

Title: The Predicament of Culture in Language Teaching

The recent emphasis in language pedagogy on meanings and functions in authentic contexts of communication has brought "culture" into the picture. But what do we mean by culture? Is it something that can and should be taught? Language teachers are not trained anthropologists, ethnographers, sociologists, or even literary scholars who each have their own definition of culture. And if, as many argue, we cannot avoid teaching culture, the question is: which or whose culture should we teach? This paper explores what the current obsession with culture means for the way we view our role as teachers, and the opportunities and problems it creates.

Michael McCarthy, British Council and IATEFL sponsored speaker, England

Title: Taming the Spoken Language: Genre Theory and Pedagogy

In this talk I will consider one of the most basic questions in the study of the spoken language: are there genres, or speech-types, which can be described and classified for pedagogical purposes, and, if so, how can we establish frameworks that will be useful for language teachers? In the study of written language there has been a long tradition of classifying texts into different types (eg narrative, descriptive, argumentative), but, can we do the same for spoken language?

I shall use the CANCODE (Cambridge and Nottingham Corpus of Discourse in English) spoken English corpus, which consists of 5 million words of everyday conversation, to illustrate different types of spoken language and how we can classify them. We shall see how the relationships between speakers, the settings in which they are speaking, the types of tasks they are engaged in, and the goals of their conversations, affect the conversation in terms of language. From such observations it is possible to build a framework for spoken genres which can be immensely useful in language teaching. When we have established the genre-based framework, we can then ask the question: what are the core genres which will be useful to most learners? What are the characteristics of those core genres, and how can we incorporate them into syllabuses and materials? How do they relate to different world cultures? However, we shall also find that a genre-based view of spoken language brings with it challenges to accepted methodologies, and I shall use the genre framework to critique the communicative methodologies now dominant in many parts of the world. I shall argue for a balance between communicative pedagogy based on models of input-uptake-output, and models that have a component of language awareness at their core. The talk will be illustrated throughout by examples of real spoken data, and will be both theoretical and practical in its orientation.

Sunday morning plenary 10:00 - 10:50 AM

Kathleen Bailey, Korea TESOL sponsored speaker, USA

Title: What My EFL Students Taught Me

While working at the Chinese University of Hong Kong for a year, I kept a journal about teaching four sections of a fifteen-week lower-intermediate speaking and listening course which emphasized learning strategies. My year of teaching EFL in Asia had a profound effect on me as a teacher, classroom researcher, and teacher educator. In this talk I will discuss what I learned from my EFL students in those classes. The data base for the study consists of my diary entries, lesson plans and teaching materials, as well as quantitative data on the students' progress.

Sunday afternoon closing plenary 3:30 - 4:20 PM

Kensaku Yoshida, JALT sponsored speaker, Japan

Title: Japanese Bilinguals—the Problems of Identity and Education

Bilingualism is still a relatively unexplored area of research in Japan. However, it is no longer an area that can be ignored especially because of the educational problems which it entails. The issue of bilingualism in Japan covers a variety of different cases: 1) Japanese children who have spent a period of their childhood in a foreign country, not through their own choice, but because of their parents' transfer to a foreign country, 2) adolescents and young adults who have opted to go abroad on their own, 3) children of Japanese descent whose parents have returned to Japan, either permanently or temporarily, as well as 4) children of foreign residents living in Japan.

The problem, of course, is that not all the children are able to adapt to their new environment, and a significant factor seems to be related to the issue of identity. The presentation will deal with several factors related to this problem of identity, and will address some educational issues which must be considered.

Exhibitors at PAC2

OLYMPIA HALL (15)

- Longman/Pearson
- Fencom Media
- McGraw-Hill
- Si-Sa-Yong-O-Sa
- Hong-ik FLT / Cambridge University Press (CUP)
- Moonjin Media / Kim & Johnson
- International Thomson Publishing (ITP)
- Kyobo Book Centre
- Hanshin Publishing
- Moonyedang / Heinemann
- David English House
- Scholastic
- Oxford University Press (OUP)
- English Plus / Panmun Book
- Australian TESOL Training Center

FOURTH FLOOR LOBBY (3)

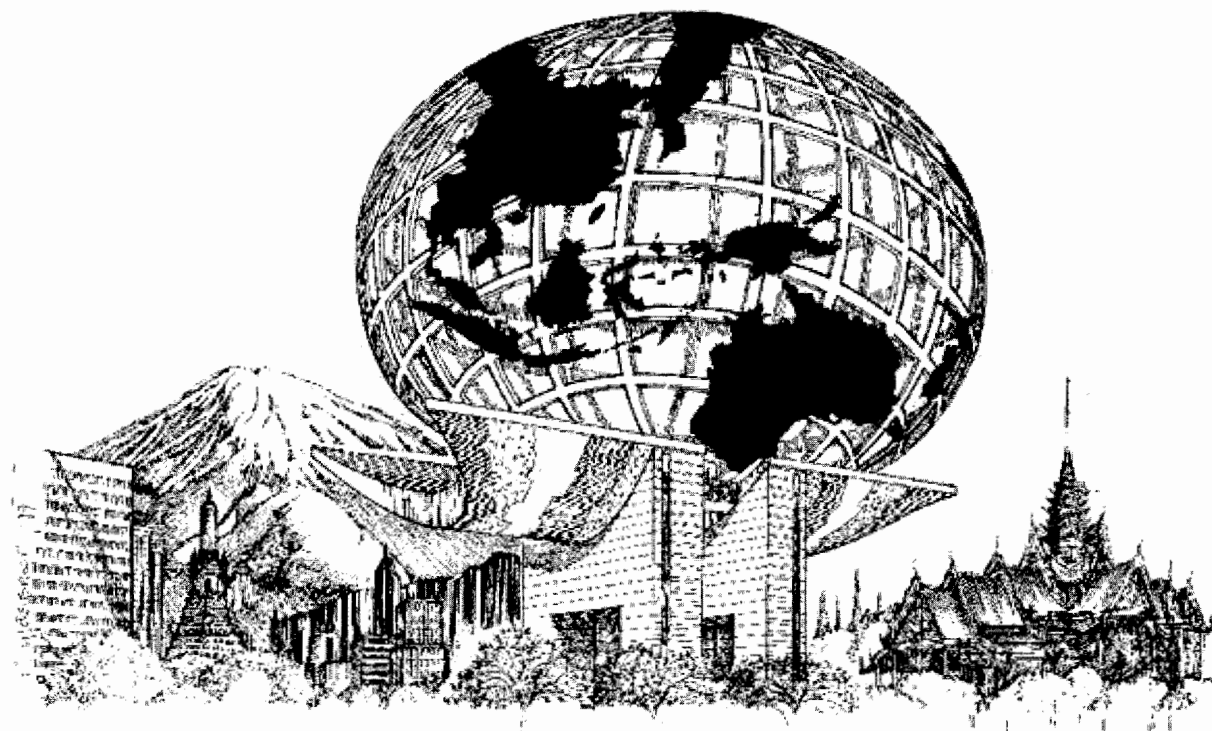
- Materials for English Teaching (MET)
- STUDY IN THE USA
- EM-TECH

FIRST FLOOR LOBBY (7)

- Compass Publishing
- Mimosa Publications
- Falcon Press
- DynEd International
- CCLS Publishing House
- Pagoda Academy
- Foreign Language Limited (FLL)

SECOND FLOOR LOBBY (9)

- Delta Systems
- School of International Training (SIT)
- Macquarie University
- Aston University
- Woo-shin Language Consulting
- PAC3-JALT
- British Council / IATEFL
- KAEC / ETS
- Salford University



PAC: The Mission

The revised PAC Mission Statement below was drafted on March 14th, 1999 at the Chauncey Conference Center, Princeton, New Jersey. The PAC Planning Committee was hosted by Julia To Dukta, Executive Director of the TOEFL International Language Programs for the Educational Testing Service for a two-day seminar on the Pan-Asian Conference series. The PAC Planning Committee is scheduled to discuss and ratify the final version of the document at the Second Pan-Asia Conference

Draft PAC Mission Statement

Preamble: Recognizing the evolving role of English as an international language in Asia, *PAC (the Pan-Asia series of conferences): An international forum for English Language Teaching (ELT) professionals in Asia*, is committed to forging an identity which encompasses the commonalities and diversity inherent in the teaching and learning of English in the Asian context.

With a will to realize this responsibility, PAC is committed to the following objectives:

1. to explore and investigate ELT in the Asian context
2. to create opportunities for collaboration among native ELT professionals and non-native with respect and appreciation for the distinctive contributions all make
3. to enhance professional development for all educators engaged in ELT within and among countries
4. to advocate equal access for ELT professionals in Asia to all PAC activities regardless of socio-economic background, race, gender, religion or creed
5. to promote cross-cultural awareness, understanding, and appreciation
6. to identify and articulate issues and problems impacting effective teaching and learning in the Asian classroom
7. to pursue methodology appropriate to the Asian context
8. to provide a forum to support cross-cultural collaborative efforts via:
 - conferences
 - theoretical and classroom-based research projects
 - materials development
 - networking opportunities
 - exchanges
 - publications
 - other programs

Plenary Speakers Workshops

Friday, October 1, 1999

Olympic ParkTel

1:00 - 2:50 PM

Penny Ur, Israel

What Keeps Students Interested?

Magnolia

Arousing the interest of students is relatively easy: maintaining it is, however, much more difficult - but much more important! You can arouse interest by suggesting a topic which students are interested in, or by providing a startling or stimulating visual or aural stimulus, or piece of language. But how do you maintain their interest after the initial impact of these has faded? If students are not expected to provide any active response, then interesting, dramatic or humorous input will keep them going for a while. However, if they are to be activated in learning tasks then their desire to continue engaging with the material will depend more on what they are asked to do with it than on what it is about. In other words it is the task, not the topic, which will keep them interested.

In this workshop we shall look at some interesting and boring classroom activities and share personal experiences as teachers and learners. Through discussion of these we shall aim to define some practical theories about what factors contribute to the maintenance of learner interest in classroom procedures.

Michael McCarthy, England

Designing Elementary Level Vocabulary Materials

Lily

The presenter will discuss some of the problems encountered in putting together elementary level vocabulary materials and activities. Based on what we know about learners needs, tried and tested vocabulary teaching techniques, and, in addition, informed by corpus evidence (spoken and written), what can we do to improve vocabulary teaching at this level? Perhaps the most important question is: what are the basic 1-2,000 words a learner needs to take off from a false beginner or elementary level and to move rapidly towards lower-intermediate level, and how can teachers help learners to achieve this target? Participants will have the opportunity to look at real data and to examine and critique some of the presenter's own materials.

Claire Kramsch, USA

Texts and Contexts of Culture in the Language Classroom

Azalea

This two-hour hands-on workshop will illustrate how teachers can help their students understand the relationship of language, discourse, and culture in the production of spoken and written 'texts'. Participants will be shown how discourse analysis can help them get a handle on the beliefs, assumptions, and worldviews that influence a language user's choice of words. A hand-out and an annotated bibliography will be provided.

Friday, TASTE of ASIA Abstracts

3:00 - 3:50 PM

English For International Communication. What Can We Do?

Chris Doye, Nagoya University of Foreign Studies, Japan
Cosmos A

Recently, there has been much emphasis on the international role of English, but what does that mean, and how does it affect us as teachers of English? Writers like Kachru and Crystal have pointed out that the number of non-native users of English is growing rapidly and that an ever-increasing amount of interaction in English takes place between 'non-native' speakers. Current English teaching, however, still seems to be directed overwhelmingly towards native speaker/non-native speaker communication. What can teachers do to address this issue and help students to learn more appropriately and effectively? This presentation suggests practical ways in which teachers can prepare learners to deal with a wider range of real-world uses of English. This includes such areas as: changing the focus of class content and language; improving students' learning, communication and intercultural skills; and increasing learners' exposure to a wider range of English.

Korean Elementary English Education: Curriculum: Changes

Jeong-Ryeol Kim, Korea National University of Education
Cosmos B

Korea has undergone exciting changes in English education from the implementation of elementary English education to EPIK (English Program in Korea) to changes of the national curriculum in last several years. English education has shifted the target English from Anglo-American English to international English and its focus of syllabus from structural to functional. The upcoming 7th national curriculum will add more to the current national curriculum by introducing differentiated learner levels. The paper will illustrate the differences appeared in the national curriculum and their effects on English textbooks, syllabus and the roles of teachers and learners. It will also encourage the open learning, often characterized by laying out different study corners in the classroom.

Primary School English Teachers Training in Taiwan: An Investigation

Yui-nam Leung and Johanna E. Katchen National Tsing Hua University, Taiwan
Magnolia A

In September 2001, Taiwan will commence teaching English in all primary schools, with instruction initially beginning in the fifth and sixth grade. By this date, over 6000 new teachers will be needed. College graduates with or without teacher training/teaching experience may take a screening exam (both written and oral) to enter this program. Under the guidance of Ministry of Education, a number of universities will train these prospective teachers. Trainees who pass the Spring 1999 exams start courses in mid July and are required to complete a minimum of 360 contact hours of training within three months to one year. Course emphasis is on developing communicative skills and pedagogy. In this paper we explain the Ministry of Education's objectives for this program, analyze curriculum development, describe potential problems, and review the initial stages of implementation of this fast-track training of primary school English teachers.

Exchanging and Developing Teaching Ideas Between Thailand and Japan

Suchada Nimmannit, Chulalongkorn University, Thailand
Magnolia B

A meeting at PAC1 in Bangkok, Thailand in January, 1997, was the beginning of a collaborative on-going action research project between two university teachers in Thailand and Japan. There are three goals: (1) Find out what Thai and Japanese students share in common when trying to speak English. (2) Revitalize their teaching by sharing, comparing, trying what teachers and students in another Asian country are doing. (3) Develop teaching practices and class activities which engage students and encourage them to speak in English.

This presentation will provide teachers with an example of how to begin and build a collaborative study cross-culturally. The topics will include an account of communicating by e-mail, a look at students speaking on video, a report of what was learned by exchanging videos and comments, and some suggestions on how to motivate students and teachers through meaningful and challenging tasks.

Goal Orientations in Japanese College Students Learning EFL

Neil McClelland, Shimonoseki City University, Japan

Azalea

This study adopted a socio-psychological approach toward investigating the orientations that college EFL learners have towards learning English. In total 153 sophomore students from four universities were surveyed about the usefulness of learning English. The results serve to question the traditionally accepted two-way split between integrative and instrumental goals, and suggest a multi-factorial perception as more appropriate. The orientations that emerged coincide well with findings from other EFL contexts, and included-, foreign travel, a desire for contact with foreigners, media use, personal development, and cultural comparison. Post hoc analysis of the endorsements showed a general indifference towards interaction with native speakers a main goal of learning English, with important implications for the design and evaluation of EFL programs in Japan.

Taiwan University Students Actively Embrace Cross-cultural Experiential Education Classroom

Suzan Porter-Babcock, National Taiwan Normal University, Taiwan

Wild Rose

Recently, Taiwan and overseas Chinese students, at the National Taiwan Normal University's Department of English, embraced the model of "experiential education" within their Language and Culture classroom. Grounded in a principle, which firmly acknowledges previous academic training and experience, students actively engaged in focussed and student and centered activities, which supported their course's purpose, goals, and objectives, while fostering new learning. This workshop session will be divided into four parts; an explanation of the National Taiwan Normal University students cross-cultural classroom learning experience, instruction about the experiential learning model, participant involvement with the model and the processing of their experience.

This session will provide participants with opportunities to learn about and to become actively involved with the four stages of the experiential learning model. Participants will experience new learning through specifically designed cross-cultural activities, utilizing the traditional Chinese classroom methodologies of leadership and peer assistance, in conjunction with the model for experiential learning. In addition, the presenter will provide participants with cross-cultural classroom materials and activities.

Enhancing the Acquisition of New Academic Skills

Eun-Mi Seo, Howon University, Korea

Lily

The problems encountered by Korean students of English have been discussed many times by English teachers in Korea. However, the specific needs of Korean students planning to further their education in the United States require focused attention. In this paper, I will investigate and analyze the problems with which Korean students are confronted while studying at the University of Hawaii, Manoa. A qualitative analysis of the experiences of Korean students in content domains on one American university campus suggests that the introduction of content-based language instruction in Korea will better prepare students for the demands of undergraduate and graduate education in the United States, as well as for other purposes. This study is based on observations of Korean students participating in the University of Hawaii's English, Language Institute and on in-depth interviews with some of the same students.

Teachers Identifying Obstacles to Ideal Classrooms

Todd Terhune, Hannam University, Korea

Brian Heidenbrand, Jeonju University, Korea

Orchid

The presenters will share the results of an international survey followed by a discussion time to talk about problems and solutions that the participants face.

The premise of the survey was to find out how teachers identify and rank obstacles to the "ideal" classroom in different contexts and cultures. Survey participants were native and non-native English teachers in various work environments in the United States and South Korea. They were asked to identify and rank a variety of perceived economic, political, technological, interpersonal, personal, and resource limitations to performing the job of teaching as each one understood it should be done. Participants were also asked to relate any relevant successes and failures in dealing with bureaucrats, administrators, co-workers, parents, students, and self in the process of overcoming obstacles to effective teaching.

Reading Connection

Chris Balderston, Oxford University Press

Daffodil

Have you made the connection? Research indicates that reading is one of the best ways to learn a new (or even your native) language. Reading enhances students' vocabulary, structure, composition, and many other language skills. So how are you using reading in your classroom? Oxford University Press recommends the use of supplementary reading material in your classes. Come

find out how to successfully incorporate graded readers and dictionaries into your courses. Also learn some ways to encourage students to make reading a life-long learning process.

Discover new ways to combine the phonics and whole language approaches to teaching reading. Learn how to teach students to read differently for facts, gist, comprehension, etc. The presenter will teach you some games, activities, and techniques to make your reading lessons fun and efficient. There will even be some free books and prizes!

Oral Communication in the Asian Context

Annabel Bhamani Kajornboon, Chulalongkorn University, Thailand

Ume Flower

Teaching oral communication can be not only challenging, but also difficult unless new techniques are introduced. This paper will talk about the framework of task-based learning and give a definition of the word task. In addition, some principles that can help teachers select and devise useful classroom activities will be introduced. Furthermore, it will also discuss how task-based learning can be applied to the teaching of oral communication through video in the new era.

Friday 4:00 - 4:50

Motivating Middle School Learners of English

David Nunan, University of Hong Kong, Hong Kong

Cosmos B

Go For It is an exciting new 4 level series designed to motivate middle school students to communicate accurately and creatively through language building tasks. Participants will learn ways to promote learners' involvement and motivation through the use of step-by-step progression activities that build confidence, and lead to personalized open-ended language learning. Free samples provided.

In-put from Individualized Independent Reading — Social, Cultural, Linguistic and Pedagogic Contexts

Gerry Meister, ELICOS, Australia

Cosmos C

This paper examines the role of independent reading as a source of language in-put and of information for learners of English. It reviews research on the outcomes of independent extensive reading programs as they have been implemented in a range of contexts and cultures, and identifies a range of cultural and contextual constraints on such programs. It incorporates insights from case studies of independent readers in Indonesia and Korea, and from the authors own experiences in implementing and advocating extensive reading programs in Indonesia, Thailand, Papua New Guinea and Australian ELICOS institutions. Finally, the paper presents, an adaptable, low-cost, step-by-step frame-work for implementation of individualised independent extensive reading programs in schools and institutions of higher learning.

Korean University Students' Perception of English-Speaking Culture

Joo-Kyung Park, Ph.D. (Honam University, Korea)

Magnolia B

Students' own attitude and perception about their learning subject have a great influence on their achievement. This paper examines how Korean university students perceive English-speaking culture, how well they are aware of the importance of Korean-English intercultural understanding and what they expect to learn from the courses on American culture and society. The purpose of this paper is to suggest a practical framework for developing course syllabus based on wants and needs of Korean learners of English language and culture at the university level.

Designing Worksheets for Use with Captioned Movies

Christopher J. Bragoli, Sanno University, Japan

Mugung-Hwa

English captioning on movies and TV programs, developed for the benefit of hearing-impaired viewers, is one of the most motivating and effective tools for teaching English to have come our way in recent years. Research conducted by the NCI (National Captioning Institute) with non-native speakers in the 1980s discovered that captioned video improved listening and reading skills, pronunciation, vocabulary acquisition, and helped learners acquire some of the "cultural script" and speech patterns of native

Americans, even after just one viewing. The presenter's own experience has also shown the above to be true, and he wishes to share the benefits of his research and classroom practice with participants at this conference. In this workshop, he will show clips from various popular movies to demonstrate seven types of exercises which can be used with any movie sequence depending on the text. He will also show how to use a captioning decoder.

Syllabus Design: Comprehension Precedes Communication

Gerry Lassche, LG Chemical, Korea

Bong-Sun Hwa

In many Korean institutional settings, students are encouraged to learn language in a piecemeal, "teaching the test" fashion. If English is going to be learned for productive application, the focus of the classroom needs to become more oriented in favor of the student's communicative needs. In response to that, the English Intensive Course (EIC) was developed as a 4-week, 5-day, 4-hour per day language program. The presentation focus is to demonstrate validity of the underlying philosophical approach assumed by EIC: "Comprehension precedes communication".

Program goals described include: (1) developing creativity; (2) developing student-led conversation; (3) developing a system which enables students to teach themselves after the course; (4) developing an effective evaluation system which describes student performance in terms of global proficiency in all language skills, but at the same measures the salience of classroom information; (5) developing a system of upgrading course effectiveness and relevance continuously.

Home Page Making by the Mail Web Systems

Etsuo Kobayashi, Rikkyo University, Japan

Keitaro Miyauchi, Rikkyo University, Japan

Shinobu Nagashima, Rikkyo University, Japan

Mitsuaki Hayase, Mie University, Japan

Wild Rose

Many students want to make their own home pages. To make a home page itself is not difficult, but teachers may have difficulty when they want all their students to create web pages accessible from the Internet, because of complexity and restrictions on the use of the intranet facilities. Our students have been using, what we call, the MailWeb Systems to make their individual pages to practice -using foreign languages for fun. and for international communication. Two types of MailWeb Systems have been developed in this project. One is a system by which anybody can make their home pages by sending e-mail written on an HTML format to a web server where the automatic web-creating program is running. The New MailWeb system offers a CGI-run home page for registered users to send files to a server. We will report how we are -using these systems in our language classes.

Preparation for Overseas Assignments: Is It Good Enough Now?

Roberta Retmer, American Ways & Language, USA

Daffodil

Most Asian businessmen study English intensively before beginning American assignments. They have studied English in school and college and have learned something about American culture. But have they learned the right things, acquired the right skills? How well do they function once they arrive in the U.S.?

The author's 1988 JALT paper reported results of a survey of businessmen from Japan, Korea and Taiwan who were currently working in the U.S. for their home companies. A 1991 TESOL presentation broadened participation. In 1999, the author revisited the issue with expatriates from those countries, added additional Asian countries and, when available, women. Again, both particular skill and intercultural areas that can be addressed by instructors in preparation for overseas assignments will be examined. Although surveys and interviews are based in the U.S., implications for English as the world language of business will be discussed.

Integration of Corpus-based Approach into an EAP Class

Shih-ping Wang Ming Chuan University, Taiwan

Lily

The corpus-based approach to second language acquisition has represented a great step forward in the research of both language teaching and computational linguistics. It has been widely used recently to analyze grammatical errors in students' writing. Although error analysis was employed in the 1970s, it seems that this method has not been used in language teaching for the past 2 decades. The aim of this project is to revive this approach by describing how thirty error types are classified for the development of a grammar checker. A large corpus of over 8,000 sentences has been compiled in different stages. The collected data are provided by students from Taiwan and Hong Kong. This project has been done for four and half years. This paper primarily focuses on common error patterns taken as the analytic basis of an EAP writing course. As a result, 88 % of the students are satisfied with our course design based on the integration of other methods, such as peer review, processed writing, portfolio submitting, simulation company, etc.

No More Copying: Ways to Prevent Plagiarism in Student Writing

Lanny M. Dryden, Nagoya University of Foreign Studies, Japan

Rose

We've all had students turn in someone else's writing as their own, usually from published sources. Some teachers consider it a crime, to be punished with an "F." Others ask students to rewrite "in your own words." Students are frequently bewildered by either response. Why, particularly in East Asia, does plagiarism (copying without attribution) happen so often? What can be done to prevent it in the first place?

This presentation looks at the differences in Western and Eastern epistemologies (i.e., theories of knowledge) that may cause Asian students to fall into a particularly Western trap. The presentation also showcases practical classroom activities that safely guide students through the processes of research and composition, helping them avoid inadvertent or deliberate plagiarism. In addition, links to relevant web sites will be provided, including one for this presentation.

A Checklist for Selecting Movies for the EFL Classes

David Neill, Okayama University of Science, Japan

Ume Flower

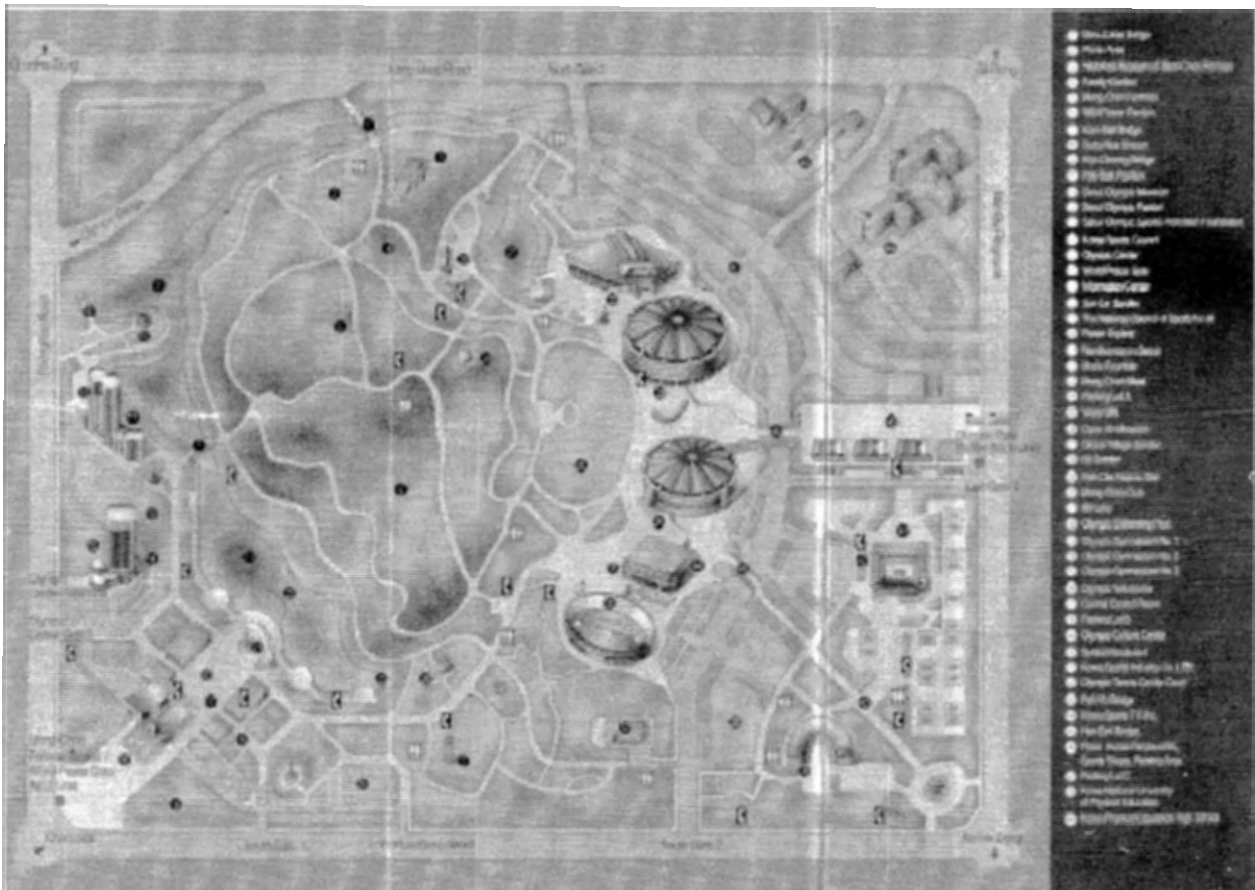
Over the past several years video has become widespread in Asia. The presenter discusses the framework, using as examples, movies that have been used successfully and others that have failed for particular classes. He leads participants to a greater understanding of what strategies they might employ when selecting video clips or movies in their foreign language classrooms around Asia.

PAC Journal Planning meeting

PAC Journal committee

Azalea

The Pan Asia Consortium is planning to develop a series of PAC journals to follow each Pan Asia Conference. In this meeting, plans for the first PAC journal will be discussed and outlined. All are welcome.



Opening Plenary
Friday 5:00 - 5:50 PM
Olympic ParkTel, Azalea

Suntana Sutadarat, Thailand TESOL

Thailand TESOL sponsored speaker, Thailand

Title: English Education and Teacher Training: From Past to Present

This paper traces the development of English education and teacher training in Thailand. It explores the concepts, philosophies and policies of some of the major changes and their realization in curriculum and instruction in both schools and teacher training institutions. It further proposes some innovations in English education and teacher training that, among other things, can be facilitated by regional and international cooperation.

PAC2

The Second Pan-Asian Conference
Teaching English: Asian Contexts and Cultures
October 1-3, 1999
Olympic Park, Seoul, Korea
A project hosted by Korea TESOL
and sponsored by
KOTESOL, JALT, Thai TESOL and ETA-ROC
in collaboration with TESOL, Inc. & IATEFL

Saturday, Early Morning

8:30 - 9:20 AM

Minimizing ESL Students' "Fear" of Literature in English

Ada J. Loreda, Ateneo de Manila University, Philippines

Cosmos C

Most ESL teachers agree that Literature is a valuable resource in English Language Teaching. A common problem among ESL students, however, is a "fear" of participating in literature class activities, brought about by a low level of English language competence. In the Philippines, for example, some ESL teachers are forced to do Teacher-Talk during literature discussions because students hesitate to voice their thoughts and feelings on literary texts. Since they are 'mere' students, as well as 'mere' learners of English (not native speakers), they feel inadequate to comment on or criticize a literary work usually written by an 'expert' in the English language. They are also intimidated by "expert literary opinion" on such texts.

This paper will suggest some ways of overcoming this particular attitude among students. Specifically, it will suggest the application of Reader-response criticism in the ESL classroom. Actual classroom experience will be used to illustrate the value of this reading strategy.

Editing Manuscripts With Excellence

William A. Schmidt, KAIST, Korea

Azalea

A major problem for English instructors has been the editing of manuscripts. Often with short notice, a teacher is given a paper and asked to correct it quickly for publication. Many concerns with this problem include what grammar and syntax to correct, what teaching opportunities in writing composition this might present, which time constraints could be broken, and maybe as important, who are the important people involved in this paper's publication. In working towards solving this problem, we will first define our terms. Then we will look at a questionnaire done on editing, looking at responses from both first-language English teachers as well as Asian language administrators. Finally, after reviewing the relevant literature, we will move towards a solution to this problem, satisfying teachers, students, and host Asian country. This solution would involve setting standards and parameters of the best quality in editing.

Learner Autonomy and Student Generated Language Tasks

Giles Parker, Nagasaki University, Japan

Bong Sun Hwa

Language teaching in Asian universities often takes place in large classes with students of mixed ability, low motivation and with unclear objectives on the part of the teacher and the students. Learner autonomy offers us ways to improve this situation. One solution is to involve students in the creation of language tasks.

This presentation argues that since students know what a task is, they can take responsibility and generate their own. The presentation begins with a discussion of important aspects of a task. It then goes on to explain ways in which students can design their own language learning tasks. Activities produced by students at Nagasaki university will be presented as successful examples of learner autonomy. Potential problems and hints for their solution will also be outlined.

Panning for Gold: Informant Interviews & Writing Projects

Nicholas Lambert, Toyo University, Japan

Rose

Students often have superficial understandings of their own and other Asian cultures. EFL learning materials - even those with an intercultural focus - do not necessarily address this problem, since they have a tendency to emphasize English-speaking cultures. An ethnographic approach, via the use of informant interviews (e.g., of the elderly, foreigners, people in specialized professions), can help to improve cultural awareness without neglecting language learning goals.

In this workshop, the presenter will outline a writing course designed entirely around interview data collection and analysis. Techniques for interviewing, transcription and data analysis will be discussed, and samples of student writing projects (cross-cultural essays, personality profiles, cultural vignettes, feature articles, oral histories, scripts and screenplays) will be shown.

In addition, participants will have an opportunity to try out a couple of the classroom activities in the workshop.

Activating Students Via Speeches: An Interactive Approach

Kinji Kawamura, Osaka International University, Japan

Ume Flower

Speeches in language classes are used for several reasons. They allow students to express opinions to their peers while giving pupils a focused opportunity to openly communicate about a subject of their choice.

This paper will illustrate a framework for conducting speeches which involves ALL students, both those giving and listening to speeches. The presenter will discuss several stages of the speech process, these include: preparation, correcting mistakes, peer-student evaluation procedures on a structured Evaluation Card, and finally teacher assessment. This presentation will show how to encourage students to speak from their hearts from the preparatory stages to presentations.

8:30 - 10:20 AM

PAC Council meeting

PAC Council committee

Lily

All people interested in the future direction of the Pan Asia Consortium and the Pan Asia Conferences are invited to attend this meeting. The wording of the PAC mission statement will be discussed and ratified at this meeting. In addition, future goals and plans will be discussed.

9:00 - 10:20 AM

Gender in the Asian EFL Classroom

Sheelagh Conway, Hankuk University of Foreign Studies, Korea

Cosmos A

In the discourse on English as a Foreign Language a glaring lacuna exists when it comes to the critical issue of gender in the Asian classroom. Gender is a socially-organized construct the outcome of patriarchal power discourses such as Confucianism and Christianity, the messages of which render Asian women second-class and deficient. Such discourses play an integral role in classroom dynamics where female students often speak less, defer to male students, and are accorded less authority compared to males. This presentation will examine the socio-historical implications of gender in the EFL classroom along with current social power arrangements such as son-preference attitudes which mitigate against Asian women's equality. Ways to create a more equal classroom climate will also be explored.

Why English Education Is Failing in Asia - a Psychological Perspective

David Paul, David English House, Japan

Cosmos B

David Paul will outline Personal Construct Psychology, and illustrate how this constructivist approach can fundamentally help English teachers in Asia. This approach has led to stimulating debates and insights in many areas of education, but is not discussed at conferences in Asia.

David will suggest that the teacher's role in dealing with many of the problems Asian students face is crucial. The way we teach and the way we look at students has a profound effect on the way they learn. It is up to us to lead students towards a successful learning strategy, and particularly important to bring an understanding of construct-theory psychology into the classroom. He will suggest that almost all students can succeed if we take a very close look at common assumptions about how students learn and reexamine them from this constructivist perspective.

Pan Asia Focus on Materials*A Special Feature of the PAC2 Program*

Led by Chris Doye, Nagoya University of Foreign Studies, Japan

Mugunghwa

This is an informal grassroots session for people interested in developing materials for Asian learners of English. It includes a materials share, discussion, and networking.

Materials Share: All materials and activities will be shared among participants and submitted for a joint publication with the JALT Materials Writers Special Interest Group. To take part, bring 40 copies of your materials and sign a copyright release. (Materials should be original, previously unpublished, and include brief teacher/learner notes.)

Discussion: What are the needs of Asian learners? Are there common threads? To start, Professor Suchada Nimmannit of Thai TESOL will share some insights about working on a textbook project for secondary schools.

Networking: Our informal network started at KOTESOL '98. It gives people a chance to sound out ideas and collaborate on materials or related research - for example, if you would like someone to trial material for you, just bring it along.

Approaches to Classroom-based Research for Language Teachers

Dr Anne Burns, Macquarie University, Australia

Dr Gillian Wigglesworth, Macquarie University, Australia

Magnolia B

This workshop is designed to provide participants with an introduction to research methods for carrying out classroom-based research relevant to the circumstances in which they work.

The presenters will first outline different approaches currently taken to classroom-based research: experimental, naturalistic and action research. The characteristics of each approach will be considered and participants will be invited to explore the advantages and disadvantages. Examples from language classroom research will be used to illustrate the different approaches.

Following this overview, participants will be involved in activities designed to enhance their understanding of the concepts introduced. They will have the opportunity to discuss research topics that interest them and to work through some steps involved in framing research questions and selecting appropriate methodologies. A series of short tasks will be used to involve them in data analysis using quantitative and qualitative techniques.

Encouraging Teacher Learning in Process-Oriented ELT Teacher Training

Ma. Luz C. Vilches, Ateneo de Manila University, Philippines

Orchid

All teacher training programs are premised on the belief that every teacher is a learner. For any genuine learning to take place, however, the learner, first of all, has to want to learn. How can ELT teacher training programs, therefore, motivate teacher learning? I argue in this paper that using the process approach is one answer to the question. I shall begin by defining the process approach in relation to its theoretical underpinnings, i.e., the learning theory and the language teaching theory on which it is based. Then I shall proceed to describe its design and procedures. In illustrating its procedures, I shall use examples from recent ELT teacher training initiatives in the Philippines in which I have been directly involved as project co-ordinator/director and trainer. My conclusion will discuss some preliminary findings about the effects of this training approach on the personal and professional development of English trainee teachers.

9:30 - 10:20 AM**English for Tourism**

Christopher Wenger, International Thomson Asia ELT

TTI 306/7

Task-based approaches can be used in both general classrooms or relate effectively to training in English for Specific Purposes, as in English for Tourism. This workshop provides experience in guided tasks, listening strategy training and moves through pair work to open personalized tasks. The context for the activity based session is *English for Tourism* with a systematic approach to functionally organized materials. Functional language to meet communicative needs is developed through input, practice and production with attention to vocabulary levels and learner support. Free samples provided.

Using English Radio to Teach Successful Speaking

Sue Sullivan, Hagley Community College, New Zealand

TTI 401

Using talkback sessions on radio can be one of the most lively, challenging and fruitful ways to train the ear in decoding the speech stream. Intonation, pitch height, suprasegmental blocking and especially schwa sounds and linking are learnt in a functional and fun way as students work together to “nut out” those short blocks of sounds the teacher plays to them. This is the type of exercise that can be part of your daily bread and is easy to prepare. It is also the kind of practice that students can extend at home. Apart from ‘Radio Talk’ there are several other exercises that will get your students ears’ trained to decode the rich information in the speech stream.

Time for a Change? - Make a Transition

Chris Balderston, Oxford University Press

Cosmos A

“Topic-based textbooks are great, but why is the topic always travel?” That’s an actual quote from an ESL teacher. Is it time for a change from your current young adult and adult course books?

Transitions, a new pre-intermediate course from Oxford University Press, offers a smorgasbord of topics. This set of books consists of two levels focussing on meaning and usage. Pair and group work exercises ask students to draw on their own opinions, experience, and knowledge. The course also teaches students conversation management strategies. Both books incorporate Korean culture content along with segments about other cultures to keep students interested. Each book is accompanied by a workbook, teachers’ book, and cassettes.

The presenter will show you how to use these books successfully with adults and young adults. Come learn some tricks for keeping such students motivated and talking. Get a free book and a chance at other great prizes.

Is Task-Based Learning Relevant to Elementary Schools?

Malcolm J. Benson, Hiroshima Shudo University, Japan

Fumiko Yamazaki, Meiji Gakuen Elementary School, Japan

Magnolia A

This paper discusses the possibility of using TBL (Task-Based Learning) to enhance the language teaching of elementary school children, and explores its potential for a wider range of learners. TBL correlates the claims from recent SLA research results which confirm the necessity to provide the learners occasions to do language experiments by themselves and develop their inner system of language learning. Although it is claimed to be appropriate for young learners and beginners, few empirical studies have been done. In this paper, firstly the theoretical background of TBL is reviewed including a comparison with PPP (Presentation- Practice- Production), and secondly experimental TBL lessons given in an elementary school in Japan are reported and discussed. These show a step-by-step description of experimental teaching cycles and original materials, together with students’ reactions to them. The research concludes that TBL might be applicable for young learners, though some modification may be necessary.

EFL Teacher Training in Korea

Duk-Ki Kim, Korea University, Korea

KATE Invited Speaker

Azalea

A quick glance at the curricula of EFL teacher training institutions shows three major categories of courses: literature, linguistics, and some EFL theories and techniques. Some colleges offer language skills courses taught by English native speakers. Few institutions, however, teach content courses in English. The content courses, especially those of literature and linguistics, seldom have bearing on pedagogical implications either in theory or in practicum. Upon earning 140-156 credits in the above courses, plus some general education courses, college students are licensed to teach English in secondary schools. I have insisted that a professional EFL teacher, wishing to facilitate language learners to reach at certain level of the English language use ability, needs three qualifications: English proficiency, teaching techniques, and knowledge of SLA principles related to language teaching and assessment. Those qualifications are not required of traditional teachers who view foreign language ability as that of grammar analysis and translation. The reason why EFL teacher education is filled with literature and linguistics, is that the majority of the concerned faculty holds such a traditional view. Consequently we produce EFL teachers who can talk about English “academically,” but not necessarily those who can use English as communication or use various pedagogical techniques to facilitate EFL acquisition in the classroom.

There are three groups which campaign for change: Secondary School Teachers of EFL, the Ministry of Education, and University EFL Majors. The teachers meet and talk in English, exchanging ideas. The Ministry has kept pushing communicative English teaching since the early seventies. University EFL majors have tried to revise curricula so that the courses become relevant to EFL professionalism. All those efforts are not expected to achieve substantial success unless a drastic change is made to implement the three conditions mentioned above, preferably in the form of a state policy for teacher selection. I propose that newly employed EFL teachers ought to demonstrate a certain level of English proficiency, maybe ACTFL ADVANCED in all four areas, satisfactory teaching techniques, and basic knowledge of second language acquisition and assessment. What about those already on the job? They can learn and change as they work with new teachers. The new selection policy will naturally motivate the university faculty as well. Without this kind of policy change, we will keep seeing EFL education inefficiently conducted.

Building Fluency and Accuracy With Upper Level Students

Chuck Sandy, Chubu University, Japan

Bong Sun Hwa

What are the characteristics of the upper-level language student? What are their needs and their weaknesses? Which is more important at this level: accuracy or fluency? Most importantly, what is fluency and how can we help our upper-level students achieve it? This presentation will examine these questions as well as introduce Passages, a new multi-skills course for upper-intermediate to advanced-level students of North American English. Continuing the tradition of the Interchange series, Passages integrates structural, functional, and thematic syllabuses for a communicative approach that focuses on both fluency and accuracy. Challenging grammar points and thought-provoking topics make Passages an effective course for upper level learners. The presenter will discuss the rationale behind the course, demonstrate its components, and discuss ways in which it addresses both fluency and accuracy to provide a passage to effective communication.

Publishing in Asia: Creating new Academic Publications

Gene van Troyer, JALT, Japan

Daffodil

A discussion on publications started at the Thai TESOL conference in Bangkok continues. Van Troyer is the founder of several popular academic publications based in Japan and read throughout Asia and EFL communities. He will explain the difference between refereed and non-refereed journals, newsletters, monographs and proceedings.

Composition Games: An Approach to Composing Directly in L2

Margaret Orleans, Meiji Gakuin High School, Japan

Rose

Learners who habitually compose in their first language and then translate into the target language are doing themselves a great disservice. Drawbacks to this approach include inadequate planning and rewriting time, inattention to transcription errors, and a need to route all L2 meaning through the L1. Many Japanese learners perceive English as a sort of code for which they must find one-to-one correspondences with the L1 original, in which all the "true meaning" resides. As a result, they find it difficult to discuss their writing in the L2 and to revise it. In order to give students the experience of composing directly in L2, particularly in making word choices without reference to the L1, I have devised several dozen game-like warm-up activities which, because of their reliance on such language features as spelling, rhyme, and word length, are impossible to translate.

Filling the Gap Between Cultural Awareness and Appropriate Production

Thomas Mach, Kwansai Gakuin University, Japan

Shelly Ridder, Kwansai Gakuin University, Japan

Ume Flower

A pragmatically competent language learner knows about the target culture, analyzes a communicative situation using that knowledge, and chooses appropriate language based on the analysis. Although some ESL/EFL materials have a pragmatic bent, many focus primarily on either the first stage (cultural information) or the final stage (linguistic options). Thus, the presenters have been experimenting with ways of helping their Japanese university students develop competency in the middle stage (critical analysis) using American English. They involve using easily grasped concepts, namely *impact and politeness pillow*. Communicative situations are analyzed in terms of their likely impact on listeners, and the politeness pillows are the linguistic cushions used to soften the blows.

The presenters will outline this need to address the critical analysis stage of pragmatic ability, explain the model they are now using, and invite participants to share other ways of helping students navigate the tricky waters of pragmatic competency.

Opening Ceremonies 10:30 AM
Next to the Olympic ParkTel, Lakeside
****weather permitting****

featured speaker
The Honorable Kim Duk Choong,
Korean Minister of Education

Saturday morning plenary
11:00 - 11:50 AM
Lakeside Stage

Penny Ur, KOTESOL sponsored speaker, Israel

Title: There is Nothing So Practical as a Good Theory

Many teachers feel that the 'theoretical' component of their teaching courses or books on teaching has been useless to them, and that they have got a lot more from 'practical' tips and ideas. I would like to argue that the kinds of theory they have found useless are what I would call 'bad' theory: theory that does not translate into practice. A good theory does, or should, generate an enormous amount of practice, by providing an idea which you can apply to lots of different classroom procedures. Conversely, a practical 'recipe' is only one classroom procedure, which may or may not work in itself but is a 'dead end' unless it gives rise to some generalization (theory) which will enable you to create further ideas. In other words, practical 'recipes' are in the long run less valuable for practical teaching purposes than good theories. Hence the quotation on which this talk is based. This talk will begin by giving some preliminary definitions of 'theory' and 'practice' and then amplify on and illustrate the claim 'there is nothing so practical as a good theory' by examples drawn from my own teaching experience.

Saturday, Midday

12:30 - 1:20 PM

Grappling with Grammar

Michael Vince, MacMillan Heinemann

TTI 301/2

This talk looks at grammar from a practical point of view, and points out some of the problems involved in teaching grammar and in using grammars. It examines what we mean by grammar, and looks at the ELT syllabus as a variety of English. It then focuses on six problem areas and also looks at the ways in which teacher procedures and materials may cause problems for learners.

Cultivating Student Independence Using Mind-maps

R. Kenneth Dillon, Kyoto University of Foreign Studies, Japan

Wayne K. Johnson, Ryukoku University, Japan

TTI 303/4

Mind-mapping is an outlining and note-taking technique in which topic categories and related details are written in a branching structure. This workshop demonstrates how this technique can be adapted for conversation classes. Mind-maps are used as a framework within which students generate and develop visual diagrams of their own thoughts and ideas, and reveal how these topics relate to one another. Using mind-maps in conversation classes creates student-generated material that supports authentic conversation: story-telling, explaining, clarifying, and asking questions. Mind-maps allow learners to refer to their arrangement of ideas while they are experimenting with the language, giving them the opportunity to focus on how to say something and not on what to say.

Workshop participants will generate their own mind-maps, then explain and develop them. Activities will follow which allow participants to experience the full use of this technique by going through a sequence of communicative tasks related to their mind-maps.

Tolerance of Ambiguity of Korean Midshipmen Learning English

Jun-yong Lee, R.O.K. Naval Academy, Korea

TTI 306/7

Researchers on second language learning have found that different variables such as attitude, motivation, and tolerance of ambiguity can affect the learner's strategy selection. Since each of these variables can be a critical trigger for learner strategy selection, it is very important to understand characteristics of the variables. However, studies on tolerance of ambiguity were fewer than other variables and no studies have been conducted with this variable in highly focused ESP environments where the special factor may operate in unusual ways to influence language learning patterns.

The purpose of this study is to explore the degree of tolerance of ambiguity of Korean Naval Academy midshipmen. The study also seeks to find out relationships among motivation, attitude, and tolerance of ambiguity. The subjects will be divided into three groups according to class, major, and proficiency, and the result will be compared with groups.

The present study will be a useful addition and important implication to our knowledge regarding the nature of tolerance of ambiguity in the EFL setting such as Korean/Asian military academies.

Research in Rhythmic Language for Better Korean Adult Pronunciation

P.W. Summer Brooks, Daejin University, South Korea

TTI 401

During her six year tenure as an EFL teacher in South Korea, the presenter discovered that standard communicative approaches to teaching tended to produce greater fluency but less accuracy. A possible alternative was to focus on form with self-created tongue twisters and jazz chants for Korean adults and to field test them in the classroom for accuracy in pronunciation. Treatment groups were given pre-test and post-test {recorded} readings of tongue twisters and recited jazz chants while control groups focused on chapters of a pre-set curriculum of EFL study. Test is still on-going.

Movies: A Treasury for Communicative and Cross-Cultural EFL Teaching

Hajime Umeda, Suzuka International University, Japan

TTI 403

In teaching EFL, a key to success is to carefully select the appropriate classroom approach. Having completed reading and grammar-oriented EFL classes in high school, many Japanese EFL students are eager to learn communicative English skills at the college level. In response to this need, American movies can become a useful teaching material in the Japanese EFL classroom in two ways: (1) to provide the students with listening comprehension practice/training and (2) to enable the students to become more familiar with different cultural aspects depicted in the movie scenes. In this presentation, the presenter will report how he "activated" his elective EFL classes by showing the movie *Rainman*. Moreover, based on the results of a questionnaire given to the students, he will also discuss their responses to studying EFL through watching movies.

Culture in the Classroom 1—Seeing ourselves differently

William Holden III, JALT, Japan

Cosmos A

Over the last decade or so, the need for integration of cultural awareness with language teaching has become widely acknowledged. While much effort to accomplish this has so far been directed at assisting learners to come to terms with the culture of the English speaking Western culture, and at sensitizing Western instructors to the cultural background of learners and its influence on second language learning style and interaction, less attention seems to have been paid to the role that cultural presuppositions play in student-student interaction. This workshop is designed to encourage participants to examine the assumptions they hold about their own culture and the ways in which these assumptions may color their perception of members of other cultures.

Good reasons for all to Parade !

Mario Herrera, Pearson Education

Cosmos B

Do you know what all the excitement is about ? *Parade* Pearson Education's ELT program for children is number 1 in many countries of the World ! Come and join the fun and find out about the innovative ways of teaching with this great 6/7 level Program that includes Songs, Chants, Big Books, Picture Cards and other components that allow children to learn effectively. The demonstration will be presented from an academic perspective in order to show the trends that are helping children around the World learn English in an easy, involving, fun, hands-on way!

Building a Reading Appreciation Program out of Reading Materials in a Self-Access Center

Sonthida Keyuravong, Mahidol University, Thailand

Cosmos C

In a Self-Access center, there are normally plenty of reading materials available for learners to choose from. Unfortunately, learners make use of only some of them. It is a waste to let the materials sit idly in the self-access center. This presentation will show you how to develop a program called "Reading Appreciation Program" making use of these readily available materials and thus avoid wasting a valuable resource.

The Impact of Phonics on Children learning a Second Language

L. Lloyd Eldredge, Brigham Young University

Magnolia A

Does phonemic awareness and phonics knowledge help students learn to read and write English as a Second Language? It will explore the impact of students' phonemic awareness and phonics knowledge on learning to read and write English as a second language. The research regarding the role of phonology in reading will be discussed, and suggestions for the implementation of phonemic awareness and phonics activities will be presented.

Road Tours around Japan: Cooperative Teachers and Collaborative Researchers

Malcolm Swanson, JALT, Japan

Dennis Woolbright, JALT, Japan

Magnolia B

This dynamic duo will share their EFL-related stories from their road tours around Kyushu: the closest Japanese island to Korea. They discuss how to encourage cooperation among language teachers and collaboration among researchers. This workshop is of special use to volunteers who wish to set up road tours and connect networks for speakers in Thailand, Korea and Taiwan.

It's time to *Speak Your Mind*

Steve Maginn, Macmillan Heinemann

Mugung Hwa

Speak Your Mind is Macmillan Heinemann ELT's first book published solely for Korean students. From the listening tasks to the pronunciation exercises, from the local focus to global comparisons, this text is ideally suited to even the most reticent of students. The highly motivating material is guaranteed to get your students talking.

Developing Expertise in Teaching.

Jack Richards, Regional Language Center, Singapore

Azalea

This paper reviews a number of research studies that examined how teachers with different degrees of training and experience approach their teaching. Data will be presented showing how teachers develop the skills to plan lessons, adapt and improvise, and throws light on what we mean by expertise in language teaching.

Foreign Language Creativity in the Changing Asian Education System

David McMurray, Fukui Prefecture University, Japan

Bong Sun Hwa

The Asian economic crisis has spurred the need for encouraging creativity in students. This paper reviews changes in the educational systems of several Asian countries over the past century and explores current needs and possible avenues into the new millennium. It explores the changes the Ministries of Education in Singapore, Malaysia, Korea and Japan would like to introduce to their workforces, universities and elementary schools. Achievable lesson plans and textbooks by several publishers that encourage creativity will be shared with the audience to introduce the classes.

Web-Assisted Language Learning: A New approach to Teaching English Conversation

Christina Gitsaki & Richard Paul Taylor, Oxford University Press

Wild Rose

Utilizing the Information Super Highway for teaching English as a second or foreign language is becoming increasingly popular. The web offers a variety of topics to satisfy a diverse audience, it is versatile in its use, and it is motivating. Through the Internet, learners are exposed to authentic language that is constantly updated. Finally the Internet enhances student autonomy by giving students the opportunity to manage their own learning. This paper will present the web-assisted language learning approach designed to guide ESL/EFL students through their exploration of the WWW and help them carry out web-based projects that will ultimately encourage and support them to practice English conversation.

Real English vs. Textbook English: *True Colors*

Allen Ascher, Pearson Education

Daffodil

Two of the biggest challenges for our students are (1) after years of studying stilted textbook English, coping with real English in the real world, and (2) moving away from the textbook towards expressing their own thoughts in their own words, to think and interact successfully with others outside the classroom. Recognizing the reality of the Korean 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 English speaker. Students are presented with an abundance of both receptive and productive models, combining exposure and practice for increased understanding and achievable mastery. The presenter will demonstrate the five-level series, including video, and show how you can help your students' true colors shine through.

The University of Birmingham Distance MA in TEFL/TESL

Terry Shortall, University of Birmingham

Patrick Hwang, David English House

David Paul, David English House

Orchid

The University of Birmingham MA in TEFL/TESL is widely regarded as the best of its kind in Britain. It is 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 question-answer session, Terry Shortall, David Paul and Patrick Hwang will introduce the course and answer questions.

Conversation Strategies and Cultural Awareness: an Observational Approach

Janet Higgins, Okinawa University, Japan

Ume Flower

This workshop presentation is based upon the premise that by becoming aware of the strategies used in conversation, speakers can become more sensitive to the role these play in cross-cultural misunderstandings and thereby be less judgmental and more accommodating to their conversational partners.

One way of raising awareness of these issues is by systematically observing behavior in conversations. In the classroom, students can be encouraged, by means of observational tasks, to analyze their own conversational strategies. These later can then be compared to those they observe among speakers from other cultural groups (racial, gender, occupational, age-based). This work forms a practical basis for discussing issues of culture and language.

In this workshop, participants will experience this approach by participating in observational tasks and follow-up discussions.

1:30 - 2:20 PM

High-level Measurement Tools for Language Awareness in English Classrooms

Marianne Rachel C. Gutierrez, Ateneo de Manila University, Philippines

Gad S. Lim, Ateneo de Manila University, Philippines

TTI 301/2

At present, evaluation and measurement tools used in Philippine high school English classrooms test and exercise students' low-level thinking skills, usually involving only recall and translation. The paper will show how language can be more effectively taught through the construction of evaluation and measurement tools using higher-level thinking sHIs, and geared towards language awareness. Principles behind the construction of such tools will also be discussed, to show how such tools can be used with other learner-centered teaching methodologies in the English classroom.

Using Graphic Organizers to Advance Intercultural Disclosure and Awareness

Richard J. Hodge, Ritsumeikan University, Japan

Wayne Johnson, Ryukoku University, Japan

TTI 303/4

This paper describes an Action Research project which explores how student generated "graphic organizers" support richer disclosure and competency in impromptu English conversation.

Graphic organizers encompass a wide range of expressive forms, including: brainstorming, clusters, schedules, charts, and drawn images. Graphic organizers activate and develop schema, elicit learner disclosure, and support speech. They also allow students to develop an understanding of a body of knowledge, gather and explore new information, access prior knowledge, and share this information with their peers.

This Action Research project specifically focuses on how graphic organizers have been incorporated into Japanese university classes. Over a period of time, this technique has helped students develop an awareness and skill for using an appropriate level of *disclosure* in intercultural and cross-cultural settings. Given the wide variety of different disclosure levels in various cultures, this research has focused on the importance of raising learner awareness of these differences.

Culture in the Classroom 2 - Vocabulary Activities

William Holden, JALT, Japan

Cosmos A

This workshop, which immediately follows Culture in the Classroom 1, encourages participants to help their students to examine the assumptions they hold about their own culture and the ways in which these assumptions may color their perception of members of other cultures. Vocabulary is an important part of this introspection, because words for expressing values should be familiar to students before the start of cultural awareness activities. Various examples of worksheets, vocabulary and proverb lists, ways to brainstorm and to organize thoughts into a cultural matrix will be explored.

Genre-based Approach to Teaching Writing in the Thai High Schools

Wilawan Gawichai, Sarapeepittayakom School, Thailand

Cosmos B

Developing writing skills to a more advanced level is essential for high school learners. In the context of Thai high schools, this essence has not yet been fulfilled. It is viewed that teaching/learning writing is a complicated task and unprofitable to the examination to Thai universities. Hence, the promotion of increased attention to teaching/learning writing is absent.

This study aims at exploring the implications of the genre-based approach to the teaching of writing in a Thai high-school context and assessing the extent to which written outcomes of students improved as a result of implementing the approach. This paper highlights the reflection of classroom observations from learners and colleagues. They confirm that the approach enabled them to find a better direction and to learn about purpose and structure in writing.

Comparing the Strategy Use in Two Different Language Environments

Rita Berry, University of Exeter, United Kingdom

Cosmos C

This is a report of an on-going project which investigates the way second language learners make use of their learning environment to improve their English. In order to achieve this purpose, two secondary schools from different language learning contexts will be used, one representing the rich (UK) and the other the less rich (Hong Kong) language environment.

There are two phases to this investigation. The first phase, which was carried out in the UK, has already been completed. This paper will report on the research procedures and the strategies identified in the first phase, followed by a discussion of the research plan for the second phase during which the audience is invited to participate. It is planned that the investigation will be extended to other language environments such as the under-resourced ones.

Sight, Sound, and Smiles

Gabby Pritchard, Macmillan Heinemann

Magnolia A

Smile is an exciting, new six-level primary course. Stunning to look at, easy to teach and fun to use.

In this talk, participants will feast their eyes and ears on classroom materials, designed to inspire young, low level learners of English. A variety of ideas for exploiting visuals will include use of imaginative photography, illustrations, stickers, and games. Ways to use sound, ranging from phonics to fantasy, will be investigated via activities for pronunciation practice, songs and fun cartoon stories. By appealing to the learners' visual and auditory senses, these activities should leave them, not just with a better understanding of English but also with a smile on their face.

From Classroom to the Real World: Research to Project

Arunee Wiriyachitra, Chaingmai University, Thailand TESOL, Thailand

Magnolia B

This paper will illustrate how to apply language and communication skills practiced over many semesters to conduct research which will eventually lead to a real-life communication project directed toward a particular target audience. It will illustrate ways to make the course a student-centered and collaborated-learning course with minimal teacher subjectivity.

A Practical Framework for Planning a Balanced Content Based Course

Brian N. Long, Kyoto University of Foreign Studies, Japan

Mugung Hwa

This workshop is given by a university lecturer in Japan who is currently designing and teaching content based English courses. The goals of the workshop are to provide the participants with a practical framework which they can use to help them plan and organize a well balanced content based course. It is not to promote the content and teaching style of the presenter. The framework can be used irrespective of individual styles and content.

The workshop will consist of the participants discussing how they formulate goals for a course and then plan their classes with the view of achieving them. Many teachers, whether they are new to the field or seasoned pros, feel that their classes' are off balance, and they need some ideas for changing this.

Then the workshop will focus on the framework itself, which is simple in concept and easy to use. Finally, the presenter will demonstrate the framework using one of his classes as a model.

If time permits it will be followed by a focused discussion among the presenter and participants.

CAC: A Task-based, Learner-Centered College English Curriculum

Ma. Isabel P. Martin, Ateneo de Manila University, Philippines

Bong Sun Hwa

This paper presents a description of the college English courses "Communication Across the Curriculum I and II" (or CAC I and II) which are presently being offered in the new core curriculum of the School of Arts and Sciences of the Ateneo de Manila University. The courses depart from the traditional English language courses at the Ateneo de Manila which focused more on developing proficiency in using rhetorical modes of writing. In contrast to these traditional courses, CAC I and II are task-based and learner-centered. The courses aim to provide reading and writing practice to freshman students so that they can better cope with the demands of other courses in the academic setting. The paper offers an example of a curriculum that was specifically designed to meet the language needs of a particular group of students.

The Computer Environment: Changing the Face of Professional Organizations

Bryn Holmes, Nagoya University of Commerce and Business, Japan

Paul Lewis, Aichi Shukutoku Gakuin, Japan

Wild Rose

An examination of the wide variety of listservers being used in Asia, and the rapidly increasing websites. This workshop is for anyone interested in how the Internet revolution is changing the face of professional teaching organizations.

Using English, Firsthand

Marc Helgeson, Pearson Education

Lily

What makes *English Firsthand* such a popular course? Many things make it just right for Korean learners: Learning strategies introduced in Unit Zero and recycled throughout the book; task-based and personalized listening that make use of what our students already know; motivating and practical pair work that moves beyond information gap to include learners ideas and experiences; group work with shared speaking responsibility; the web site with content links; expansion activities and free key pals; the free audio CD in every book; a Teacher's Manual with lesson plans; photocopiable tests and activities; culture and lesson plans; and more. *Firsthand* students really USE English to share their ideas and themselves! The author will share the ideas behind the course. Teachers will be encouraged to share their experiences as well. Teachers new to the course as well as experienced *Firsthand* teachers are welcome. Join us!

Increasing the Chances for Language Use in EFL Classrooms

Kim Young Mi, Duksung Women's University, Korea

Rose

In foreign language education one of the biggest problems is the gap between language learning and language use. Even though students learn many language forms in the English classroom, they hardly ever have a chance to use that language. This decreases students' motivation to study foreign languages in EFL contexts. Omaggio, Oxford, and Goodman have shown how to reduce this gap through the use of content-based language learning in ESL contexts.

However, it is difficult to apply content-based language learning to EFL contexts because the language level of materials in other subject areas is usually much higher than the level of the students' proficiency. The presenter will describe how to begin to solve this problem by describing and illustrating how elementary school EFL teachers may integrate the language of other subject areas with the teaching of English. This provides greater chances for language use inside the classroom as it gives students a chance to use knowledge learned in their other subjects in their learning of English.

In particular, the integration of the teaching of English and mathematics, science, social studies, music, and art will be illustrated. A handout with practical teaching materials will be distributed to participants.

Developing EFL Learner's Listening and Speaking Skills

David Nunan, University of Hong Kong, Hong Kong

Ume Flower

Traditionally, listening and speaking have been two of the most problematic skills for many EFL learners. Much attention has been given recently to creating materials suited to the needs of these learners, both in terms of content and approach. This presentation demonstrates examples of these efforts and invites teachers to comment from their own experiences and viewpoints.

2-hour Colloquia and Workshop 1:30 - 3:20 PM

A FEATURED COLLOQUIUM FOR FOCUS ON RESEARCH

Teaching English Pronunciation to Koreans: Testing and Course Design

David D. I. Kim, Kookmin University, Korea

Douglas Margolis, Konkuk University, Korea

Michael Belostotsky, Hoseo University, Korea

TTI 401

Proper pronunciation of a language is one goal of students and teachers of second language learning. To realize this goal, accurate and reliable assessment is necessary to pinpoint pronunciation areas requiring improvement. To this end, this study replicates and extends Nelson's (1998) research of evaluation techniques of English pronunciation, by addressing the following issues: 1. What should be attended to when assessing pronunciation? 2. How reliable are the assessments of a single assessor (intra-assessor reliability) and between two or more independent assessors (inter-assessor reliability)? 3. Is it possible for non-native English speakers to assess English pronunciation accurately and reliably? Procedurally, the contents of passages that university students read onto audio tapes were analyzed by independent assessors for vowel, consonant and suffix articulation, syllable stress, intonation, rhythm, naturalness and first language interference to English pronunciation. In addition to offering a reliable method for assessing pronunciation, in this presentation illustrations of practical applications for improving pronunciation will also be given.

A FEATURED COLLOQUIUM FOR FOCUS ON RESEARCH

PAC2 Explorations through Video

Jane Hoelker, Seoul National University, Korea

Johanna Katchen, National Tsing Hua University, Taiwan

Suchada Nimmannit, Chulalongkorn University, Thailand

Lily

Video is an efficient, effective and even powerful medium for research and development (both student and teacher) in the Pan-Asian context where educators, researchers and students can find themselves wrestling with geographic hurdles and financial limitations. This colloquium will examine several projects which use video to further research, development and assessment, as well as to surmount hurdles and limits.

The first colloquium presenter reports on the preliminary stages of a project in Taiwan in which experienced teachers were videotaped teaching lessons from the new communicative textbooks being introduced at the secondary level. A website was established providing theoretical background; discussion of methodology and opportunity for communication with the project's creators. Two teachers in a Thai and a Japanese university respectively show video examples of their students talking and discuss what teachers can learn by asking students to describe what they notice in their video performances. In 1997 every graduate from the English Education Department of Pusan National University had studied in an English-speaking country. IMF-era austerity measures terminated study opportunities abroad in 1998. A video course was designed to provide students with a genuine language learning and cross-cultural experience.

Developing High-level Thinking at All Levels of Proficiency

Carol Numrich, Columbia University

Azalea

What kinds of activities get students to listen and read "between the lines" even at low levels? What kinds of questions do students prefer? In this workshop, you will hear some answers from a study, learn to classify comprehension questions, and discuss the implications of high-level thinking for language learning, motivation, and performance.

Concurrent Presentations 2:30 - 3:20

Needs Analysis of EFL Listening by Taiwanese College Students

Huei-Chun Teng, National Yunlin University of Science and Technology, Taiwan

TTI 303/4

The purpose of the present study is to investigate the EFL listening needs of college students in Taiwan. The major research questions explored in the study are: (1) What are the EFL listening skills required by college students? (2) What are the EFL listening skills which English teachers expect of college students? (3) Are there differences in listening needs between effective and ineffective EFL listeners? Subjects in the study were 400 students from the freshmen and 13 English teachers at National Yunlin University of Science & Technology. They completed a 60-item Likert-scaled questionnaire on the needs assessment of EFL listening. Then, some subjects were scheduled a 10-minute follow-up interview on their perceptions of EFL listening needs. ANOVA and factor analysis were conducted to analyze subjects' scores on questionnaires. Results of the study provided empirical descriptions of learners needs for L2 listening, and also offered some implications for teaching EFL listening comprehension.

What's My Line? Chinese Undergraduate Students' Approaches to Learning English for Workplace

Grahame T. Bilbow, The Hong Kong Polytechnic University, Hong Kong

TTI 306/7

Despite the commonly held belief that an "Asian" learning style is simple combination of memorization and rote learning, there is a growing body of research to the contrary. Firstly, the assumption that Asians are a homogenous group with a single approach to language learning is being questioned; secondly, it is becoming increasingly recognized that Asian learning styles are much more complex than previously believed.

This paper will report on a research project underway at the Hong Kong Polytechnic University which is investigating undergraduate students' approaches to learning work-related English language skills. This paper will describe and interpret certain of the survey and interview data collected during the project, and illustrate how the undergraduate students view the role of English in their prospective workplaces; the interaction they perceive as appropriate; and so on. Full-time undergraduate students' language learning attitudes and strategies will also be contrasted with those of part-time students who are concurrently working in industry, since the two groups appear to hold markedly different attitudes and use different learning strategies.

Alleviating Comprehension Problems in Movies

Donna Tatsuki, Kobe University of Commerce, Japan

TTI 403

A number of factors contribute to comprehension problems when learners watch video movies. The factors examined in this presentation are based upon student logbooks collected over a period of three years. Many of the comprehension "hot spots" (where learners reported comprehension breakdown) are similar to the sources of "slip of the ear" phenomena. Examples of student cited comprehension "hot spots" in actual movie scenes and video taped student-teacher interaction to resolve comprehension breakdown are the main features of this workshop. Because many of these problematic spots can be predicted, it should be possible to prepare more effective study guides and supplementary materials. At the end of the workshop, the participants will formulate principles for predicting, identifying and dealing with potential comprehension "hot spots."

Bridging to Independent Learning

Jovita T. Corrigan, The Chinese University of Hong Kong, Hong Kong

Ho Mai Fung, The Chinese University of Hong Kong, Hong Kong

Cosmos A

Self-access centers have gained popularity in recent years as a cost effective way for students to autonomously learn a second language. Equipped with the latest technology, these centers offer the promise of facilitating second language learning and acquisition. Yet, students tend to avoid self access centers unless they are linked to a course or module centered in a regular classroom and are explicitly told by their teachers or tutors to use them. In this paper we draw lessons from students' journal entries related to their own awareness of how they learn a second language - crucial lessons if we are to understand how students can learn autonomously in self-access centers. These entries reveal that students benefit meta-cognitively from self-access centers but do not gain "meta- affectively" from the centers. A bridge to independent learning is best constructed through the development of confidence which comes from teacher-student contact.

Friendship Beyond Frontier: The Collaboration of Teachers And Learners Across Countries

Chanpen Yawai, Somdet Pittayakow School, Thailand.

Shuko Kataoka, Kanmaki Senior High School, Japan.

Junko Mukainakano, Towada Junior High School, Japan.

Cosmos B

The aim of this presentation is to demonstrate and discuss about the procedure and process of collaboration of teachers and learners in Thailand and Japan. The focuses are on how teachers promote increased attention to writing inside and outside the classroom, and how students acquire their knowledge to transfer their values, thoughts, experiences, and cultures to correspond to one another.

Implementing an Effective Extensive Reading Program

Thomas N. Robb, Kyoto Sangyo University, Japan

Andy Barfield, Tsukuba University, Japan

Marc Helgesen, Miyagi Gakuin, Japan

Ken Schmidt, Tohoku Gakuin University, Japan

Cosmos C

Extensive reading — having learners read a lot, with enjoyment being a major goal — is an important, effective way to increase language ability. This presentation is aimed at the teacher who would like to implement an outside, extensive reading component to their regular curriculum.

After a brief discussion of past research on the effectiveness of extensive reading, the presenters will share their experience on implementing programs, touching on the following points.

- How to procure books at the appropriate reading and interest levels.
- The choice of graded readers vs. books for native speaker young adults
- Methods for checking that the reading has been done - reports, evaluations or summaries.
- Books which have proved popular

A new web site will be announced that contains copious information on extensive reading programs.

Let's Go! Getting Your Students to Talk Fluently!

Ritsuko Nakata, Oxford University Press

Magnolia A

It is not how many hours a week a student studies, but HOW the teacher teaches that is the KEY to successful classes. The speaker will demonstrate how stressing OUTPUT will motivate students to get immediate results. By using a unique, new method called MAT, students use parts of both sides of the brain simultaneously which encourages speech as well as retention, but much faster than in conventional ways. MAT does not require students to memorize their lessons, therefore, they can use English without translating it in NATURAL SPEED. However, the time required to learn them is DRAMATICALLY shortened as speaking is taught simultaneously.

With paradigms in sets of Q&A as in Let's Go, young students learn to speak 80% or more in class. In this way they are encouraged to THINK in English and become successful speakers even from the first lesson!

Talk is Not Cheap: A Case Against Journal Writing for Reflection

Thomas Farrell, National Institute of Education, Singapore

Magnolia B

Reflection in teaching generally refers to teachers learning to subject their own beliefs of teaching and learning to a critical analysis, and thus, take more responsibility for their actions in the classroom. However, in order for reflective teaching to happen opportunities must be created for teachers to use conscious reflection as a means of understanding the relationship between their own thoughts and actions.

This paper reports on the reflections of one non-native speaker teacher of English as a foreign language (EFL) in Korea and especially her preferred method of reflection among three different types of activities: group talking, individual discussions with the researcher and regular journal writing. It uses data from a case study of a larger study of a group of teachers as they reflected on their work. The paper highlights the role of group conversations for this teacher to reflect on her work as opposed to classroom observations and journal writing.

Implications for tailoring reflective activities for individual teachers are provided.

Critical Thinking: What is it? What's Wrong With It? Can It Be Taught?

Neil Dunn, Ibaraki University, Japan

Mugung Hwa

This presentation will examine some of the major aspects of critical thinking and identify areas that are currently under dispute in the field. In addition to this, some of the problems involved in the instruction methods in critical thinking courses will be examined and the question of whether critical thinking is a skill that can be taught considered.

Content-Based Instruction in the Classroom

Pamela Hartmann, Evans Community Adult School, USA

Bong Sun Hwa

Highly motivated students will learn no matter what method is used. The challenge is finding a method that captures the attention and interest of less motivated students. This practical demonstration focuses on content-based instruction (CBI), a method that engages students at both ends of the motivational spectrum.

In a Content-Based class students learn much more than a new language; they also acquire knowledge of subjects new to them, much as they would in their native language. As they concentrate on learning to “navigate” the new language, they find themselves—to their surprise—successfully negotiating English language “waters”.

Ms. Hartman will touch on research behind this method. She will also present ways to implement content-based instruction. In addition, she will suggest guidelines for preparing supplemental materials to meet specific course needs.

Some questions covered will be: What content is appropriate? Where can it be found? How should it be presented? How are grammar, skills, and vocabulary taught in a content-based class? How does writing materials for a CBI class differ from a more traditional class? What are the dangers? What are the benefits?

A bibliography of current research and existing content-based textbooks will be provided.

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

Steve Golden, Hyun Am International/Pearson Education

Daffodil

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 is designed for large classes of EFL students where “student talking” time is very limited and the level of learners is fairly low. Fifty-Fifty allows students to participate actively in meaningful exchanges 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... try and discuss, try and discuss. Don't expect to sit comfortably and snooze, Fifty-Fifty means action; some quiet, some noisy, some silly, some serious... but all centered around students, NOT teachers!

The Use of Student Journals in Evaluating An Action Research Project

Sivakumar Sivasubramaniam, Assumption University, Thailand

Rose

The paper will examine the role of students' English standards in the evaluation of ethnographic data gathered in an action research project implemented by the English Language Centre at Assumption University to study the effectiveness of using a literature-based EFL curriculum. By presenting a gleaning of entries of self-report from students' journals, the paper will address concerns that regard the journals not only as an introspective tool, but also as an indicator of student involvement in a literature-based EFL curriculum. Indicators of student involvement alert us to academic anxieties that impinge on the status of a research project vis-a-vis the question of objectivity or covert subjectivity. In such a case should the journal entries be looked upon as examples of good and poor students or as a record of feelings, opinions, and sensitivity — or, both? Looking at the journal entries only as evidence of SLA with a focus on patterns of acquisition might miss the merits of what the students accomplished. But if we look at the entries from a literary critical point, what kind of process should we use to evaluate them? The ensuing engagement might lead us into another scheme of research.

Observing English Teaching in Thai Class Rooms

Gerald Couzens, Kyoto Bunkyo Daiganu, Japan

Orchid

The presenter visited 21 university through urban, suburban, and rural Thailand and observed 60 Thai English teachers' teaching. The presentation will follow the following format:

- 1) How it originally started. Chances and opportunities.
- 2) A brief explanation of the Thai Educational system.
- 3) Getting organized in Thailand. Successes. Problems
- 4) Overview of the class room observations.
- 5) Travel problems. Logistics. Problems with such a project.

Participants can be able to compare with Korean English Teachers. Participants will be encouraged to ask questions and share ideas where appropriate.

Vocabulary and Reading: They Go Together

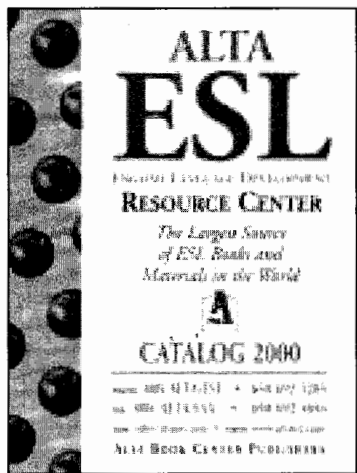
Chris Balderston, Oxford University Press

Ume Flower

We all know that understanding vocabulary is extremely important for beginner-level learners, and a critical requirement for developing reading ability. At the same time, reading ability and extensive reading are essential for developing vocabulary knowledge. Successful language learners move through the beginner-to-intermediate stage by improving in both areas, but many learners seem to get stuck at this level. Oxford University Press has developed an innovative solution for adolescent and adult learners: the new Oxford Picture Dictionary, and a companion reader series, Read All About It. This presentation will show how these exciting new learning tools can be used to create fun, intensive, and effective classes that improve students' vocabulary knowledge and reading ability. Participants will try out effective vocabulary learning and reading activities that can be applied to a wide range of beginner to intermediate classes.

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Saturday Afternoon

concurrent plenary sessions

3:30 - 4:20 PM

Claire Kramsch

Korea TESOL sponsored speaker

Title: The Predicament of Culture in Language Teaching

Olympic ParkTel, Plaza B

The recent emphasis in language pedagogy on meanings and functions in authentic contexts of communication has brought “culture” into the picture. But what do we mean by culture? Is it something that can and should be taught? Language teachers are not trained anthropologists, ethnographers, sociologists, or even literary scholars who each have their own definition of culture. And if, as many argue, we cannot avoid teaching culture, the question is: which or whose culture should we teach? This paper explores what the current obsession with culture means for the way we view our role as teachers, and the opportunities and problems it creates.

Michael McCarthy

British Council/IATEFL sponsored speaker

Title: Taming the Spoken Language: Genre Theory and Pedagogy

TTI Plenary Hall

In this talk I will consider one of the most basic questions in the study of the spoken language: are there genres, or speech-types, which can be described and classified for pedagogical purposes, and, if so, how can we establish frameworks that will be useful for language teachers? In the study of written language there has been a long tradition of classifying texts into different types (eg narrative, descriptive, argumentative), but, can we do the same for spoken language?

I shall use the CANCODE (Cambridge and Nottingham Corpus of Discourse in English) spoken English corpus, which consists of 5 million words of everyday conversation, to illustrate different types of spoken language and how we can classify them. We shall see how the relationships between speakers, the settings in which they are speaking, the types of tasks they are engaged in, and the goals of their conversations, affect the conversation in terms of language. From such observations it is possible to build a framework for spoken genres which can be immensely useful in language teaching. When we have established the genre-based framework, we can then ask the question: what are the core genres which will be useful to most learners? What are the characteristics of those core genres, and how can we incorporate them into syllabuses and materials? How do they relate to different world cultures? However, we shall also find that a genre-based view of spoken language brings with it challenges to accepted methodologies, and I shall use the genre framework to critique the communicative methodologies now dominant in many parts of the world. I shall argue for a balance between communicative pedagogy based on models of input-uptake-output, and models that have a component of language awareness at their core. The talk will be illustrated throughout by examples of real spoken data, and will be both theoretical and practical in its orientation.

Saturday Late Afternoon

4:45 - 5:35 PM

The Role Of Grammar In A Communicative Classroom

Jack Richards, Regional English Language Center, Singapore

TTI 301/2

With the movement towards fluency work and communicative interaction in language teaching teachers have been encouraged to focus less on grammatical accuracy and more on providing opportunities for students to communicate, using whatever level of language they are able to produce.

However there are growing concerns among many teachers that students are developing fluency at the expense of accuracy. This presentation surveys the issues involved and illustrates how accuracy can be incorporated in fluency activities.

Sound Bytes: Taking Listening from the Classroom to the Real World

Steve Gershon, Obirin University, Japan

TTI 303/4

The leap from classroom practice to successful, independent real-world listening is a huge one for most low-level learners. Huge, but not impossible. So, how do we facilitate this leap? For a start, with a variety of high interest input which closely mirrors what people encounter in their contemporary lives. But that's not enough. Learners also need accessible tasks that clearly target specific listening goals, as well as practical tips focusing on sound discrimination, stress and intonation patterns to increase confidence.

You are invited to attend this practical and fun-filled workshop, focusing on features of the new listening course *Sound Bytes*, designed for busy university teachers who are looking for lively ways to develop the listening skills and strategies their students need outside the classroom.

EST: State of the Art in Taiwan

Chih-Hua Kuo, National Chiao Tung University, Taiwan

TTI, 306/7

With the increasing need for international communication, English has become a lingua franca, particularly in the dissemination of scientific and technological information. In Taiwan, where English has been playing a more and more important role in higher education, scientific research, and high-tech industries, a growing interest in and a pressing need for EST can be perceived.

This paper presents the state of the art of EST in Taiwan. It first looks into the educational, professional, and occupational phases of EST. The major issues involved, including the current status of EST, technology and information transfer, academic competence and the scientific-academic community, second language acquisition and first language literacy, learner needs and learner profiles, EST research, and teacher training, are then addressed. Finally, the paper identifies the special features of EST in Taiwan in terms of situational demands and constraints, human resources, materials resources, and learner characteristics.

ReSOUNDing Remedies

Terri-Jo Everest, Pusan University of Foreign Studies, Korea

TTI 401

Can't tell your "laughed" from your "left"? Your "right," from your "light"? Both at segmental and suprasegmental levels, English pronunciation poses difficulties for language learners. There is no magical method for perfecting it; however, well-informed teachers can guide students in achieving comfortable intelligibility. In this workshop, the presenter will briefly contrast English and Korean sound systems, and moving bottom-up, engage participants in activities she has used successfully in teaching pronunciation at three different levels: individual sound and sound clusters; word; and phrase or sentence. This presentation is recommended for all teachers but is more suitable for those teaching Asian students in middle school and up. Participants will receive a hefty handout- in addition, supplementary material, both academic- and activity-oriented, will be available upon request. Get ready to twist your tongue, move your mouth, and put the "fun" into phonology!

How Do We Redescribe What Our Students Are Talking About In Thai Culture?

Peter Hooper, Assumption University, Thailand

TTI 403

This paper will address the question "What role does the English language learning process have in modern Thai culture?". To assist in this process, we start with simple observations concerning student interaction and topic of choice in their speech and then work inwards to an informed view of what is happening.

Thai society has moved from a predominantly rural based society to an urban one in a remarkably short period of time. Neils Mulder is an author who has written about this shift and included an examination of the role school texts have played in these kinds of individual Thai culture crafts.

Beyond what Mulder has to say we can see our students crafting themselves. By combining what is observed with what others are saying about Thai culture and the modern individual, we may be able to both understand better our students and our own roles as teachers in the society in which we are working and living.

As teachers and educators, the models we have been brought up on may seem ill equipped to help us now. This gap between what we learnt in the past and what we want to do now needs our attention. The project of understanding can't be understood as finished or easily achieved and yet we want to try our best.

An Introductory Cross-Cultural Study Program: Design and Implementation

Linda K. Kadota, Matsuyama Shinonome, Japan

Carol Brandt, Matsuyama Shinonome, Japan

Shinobu Matsui, Matsuyama Shinonome, Japan

Toshihiko Toji, Matsuyama Shinonome, Japan

Hiroka Nishimura, Matsuyama Shinonome, Japan

Ann B. Cary, Matsuyama Shinonom, Japan

Cosmos A

This presentation will introduce a one-week Cross-Cultural Experience Program developed by Matsuyama Shinonome College, Matsuyama, Japan, in conjunction with Pitzer College, Claremont, CA. The goal of the program was for our freshmen students to not only be able to improve their English, but also to enjoy a "whole person" experience. However, without a comprehensive pre-departure orientation it was feared that the students would waste their short and valuable time abroad floundering helplessly. To neglect to adequately prepare the students before their departure would undermine the enormous potential of the program. The presenters will describe the program they designed for the pre-departure orientation sessions, the week abroad, and the post-return presentations.

Language Learning in Asia: The Student's View

Presented by a panel of Asian Youth Forum students

Cosmos C

Language educators in Asia frequently discuss foreign language teaching at national and international conferences, yet rarely have the opportunity to sit down and listen to the beneficiaries of their teaching - their students. Students at schools and universities throughout Asia spend many years studying English and other foreign languages, yet are rarely given the chance to speak out about their language learning ideas, feelings and experiences. This Asian Youth Forum panel discussion will feature an international slate of Asian youth who will give their views and opinions in English on foreign language learning and teaching. Topics will include foreign language textbooks, language courses, language testing and language teaching methods.

Innovations in English Textbooks for Young Learners in Thailand

Chalesori Pibulchol, Srinakharinwirot University, Thailand

Magnolia A

The objective of this presentation is to analyze and identify the educational innovations featured in the textbook series "On the Springboard", developed by the Thai Ministry of Education for teaching English in primary schools. These innovations will be actualizations, as well as the on-going teacher development encouraged by the textbooks.

The presenter will show the way in which learners are encouraged by textbooks and problem-solving strategies, and how they are given opportunities to learn by doing, in order to develop to their fullest potential. Next, how the textbooks challenge traditional assumptions of teachers' roles, in favor of a more democratic approach in the classroom will be discussed. With these two innovations, this series of textbooks will effect changes not only in the classroom but also in the Thai educational system.

Ability to Give Opinions of Thai First-year University Students

Anchalee Chayanuvat, Walailik University, Thailand

Magnolia B

Critical thinking is always one of the main goals of our teaching. This coincides with the essence of Thailand's Seventh Development Plan which aims at developing our human resources to the extent that thinkers must be produced through our educational system. For teachers of English, the best to hope for is that students are able to give their opinions in English.

This classroom-based research investigated into the approaches and the language students used in forming opinions. In this presentation, an analysis of Thai students' use of language in terms of effectiveness and grammar will be revealed and discussed. The data collected and the analysis made will be used in the production of the teaching and learning materials geared towards opinion giving at Walailak University.

What?? Teach English Without a Textbook?

Steve Petrucione, Osaka Institute of Technology, Japan

Stephen M. Ryan, Eichi (Sapientia) University, Japan

Mugung Hwa

Often teachers and learners (Ls) become bored or dissatisfied with the textbook used in Conversation lessons. However confusion follows when it is suggested it be put aside and other things tried.

The presenters will demonstrate several listening and speaking activities for which no textbook is needed. They have all been used successfully in classes of various levels and sizes.

We began by asking the Ls what they wanted to do. They answered the following way: speak more with classmates and the teacher, have daily conversation, learn useful expressions, talk about things in fashion such as mobile telephones, and listen to a native speaker talk about their native country's culture and customs.

The activities were designed in response to such requests.

The presenters will also demonstrate forms of assessment and evaluation, necessary for effective language learning with activities which do not involve a textbook.

The Korean Ministry of Education Panel Discussion

Panelists from the Ministry of Education and other Korean educators

Azalea

The panelists will discuss the state of English Education in Korea. They will discuss the policies in regard to English Education and its effects on English language teachers and learners. Participants will be invited to ask questions.

Developing Critical Thinking Skills

Carol Numrich, Columbia University

Bong Sun Hwa

In this practical presentation for university teachers, we will look at how to help students develop critical thinking skills and explore ways to stimulate their imaginations. Learners often have trouble expressing themselves and are in need of both stimulating topics combined with the appropriate language skills to allow them to do so successfully. The presenter will address these issues drawing upon Pearson Education's popular course NORTHSTAR.

Adapting WWW content for EFL classes - the Springboard site

Thomas N. Robb, Kyoto Sanyo University, Japan

Wild Rose

This session will introduce a resource for teachers, the Springboard Web site. It will then proceed to discuss how teachers can find their own material and adapt it for use in the EFL classroom.

The Springboard Web site is a resource that allows instructors to extend their lessons both in length and in depth of treatment, by bringing additional truly authentic material directly from other websites into the classroom. It provides a suite of links for each thematic unit, with thorough lesson plans illustrating how a portion of the site can be printed out or downloaded for use in the classroom.

The presentation will outline a step-by-step process for teachers to produce their own lesson plans from web sites of their own choosing. A list of possible activity types will be provided followed by a discussion of how a suitable activity can be developed from any specific content-based site.

Read with Me

Greg Cossu, Pearson Education

Daffodil

Phonics is one element of a balanced curriculum. This presentation will look at the goals of phonics and focus on a step-by-step approach for teaching phonics in the EFL classroom. The presenter will first give a brief overview of Superkids, the now complete 4 level course from Prentice Hall. Then he will then engage the audience in dynamic activities for practicing phonics. Participants will also learn to how to make Mini-Books which are designed to help students experience the joy of reading.

Teaching Heterogeneous Classes

Penny Ur, Oranim School of Education, Haifa University, Israel

Lily

Heterogeneous classes are more complex entities than is implied by the commonly-used terms 'mixed-ability' or 'multi-level'. They are composed of people who differ from one another not only in proficiency but also in personality, interests, learning styles etc. The teaching of such classes in such a way as to provide for optimal learning for all is a difficult - but stimulating - challenge for the teacher. We will discuss some teaching principles which can help solve some of the problems, illustrated by practical examples of teaching procedures and activities.

Learning by Doing: Research and Research Writing

Susan Oak, Ewha Woman's University

Rodney E. Tyson, Daejin University

Rose

Research papers are hard for students to write and hard for teachers to teach even when they are written in the students' native language. Preparing a research paper involves many steps, each of which may be confusing and time consuming. This paper begins by discussing the unique problems and difficulties, but also the advantages, associated with teaching English research writing in an Asian context. The authors describe an approach to teaching Korean university students to develop English research papers which requires groups of students to work through each stage of the process as they carry out an actual research project based on research questions and questionnaires developed in class through carefully planned assignments and activities. The final result is a class presentation and a written, referenced research paper. While students report that they find such a project challenging, they also consider it very useful, interesting, and motivating.

Lesson Planning: Making the Most with What You've Got

Kevin Smyth, Kyungil University, Korea

Orchid

Conference presentations sometimes seem to neglect the reality that most teachers in Asia face in the classroom. Therefore, we often go home feeling that a good idea simply won't work in our class because of the limitations we're working under. These realities are large classes, students of differing levels, a prescribed textbook and photocopying restrictions, among others. This session sets out to offer some ideas for making the best of such situations. The session's first half deals with manipulating the textbook to be more interesting. There are ways we can use a textbook to accommodate low and high level students simultaneously. We'll discuss a typical textbook (or two) and try manipulating tasks to accommodate our limited circumstances. The second half of the session puts this into action. We'll do a simple lesson in Korean, accommodating both people who know no Korean and fluent speakers. Then we'll reflect on that, drawing out some organizational principles that allow us to handle such classroom realities.

The Use of Interviews in the EFL Classroom

William M. Balsamo, Kenmei Women's Junior College, Japan

Ume Flower

This presentation will focus on the importance of interviews in introducing Global Issues into the EFL classroom. Unlike interviews found in published textbooks which tend to be acted, those presented in this workshop will be spontaneous.

In the ESL classroom such interviews can be used for activities associated with language acquisition. The interviews used will be of people from countries as diverse in culture as Brazil and Laos and will serve as useful supplementary material for the classroom.

They enable the instructor to bring the world into the classroom through the backgrounds and experiences of real people. As such, they also present insights into the dynamics of the spoken language.

All interviews are placed within a context and are supplemented by maps and background profiles. The four interviews presented in this workshop will reflect the work of both teachers and students and contain challenges and activities for the ESL classroom.

4:45 - 6:35 PM

Proposals to Increase Teaching Effectiveness and Job Satisfaction

Peter Nelson, Chung Ang University, Korea
 Jim Gongwer, Chung Ang University, Korea
Cosmos B

This workshop is designed to elicit participants' structured suggestions regarding ways to increase teaching effectiveness and job satisfaction in the Korean classroom. Although personal perceptions of effectiveness have been linked to job satisfaction, recommendations for improvement have not been systematically explored in the Korean context. Consequently, in many instances teachers have experienced miscommunication, frustration, lowered morale and reduced teaching quality. By knowing job strengths, and addressing weaknesses, it is possible to promote mutually satisfactory solutions for employers, teachers and students.

The workshop organizers will first identify major factors that lower job satisfaction and effectiveness in Korean education, then encourage participants to discuss them with the intent to offer realistic solutions. The workshop will be divided into separate working groups, with each group discussing different factors. After suitable discussion they will report their findings to the entire workshop. A full report of their conclusions and recommendations will then be published.

5:45 - 6:35 PM

The Future Role of Grammar in TESOL in Korea

Hee-ok Kyung, University of New South Wales, Australia
TTI 301/2

The way Korean learners have learned English has been static for a very long time: six years of grammar during school years; a few years of developing communication ability during undergraduate years; then some time for preparing for TOFEL/TOEIC in order to gain employment in an extremely competitive employment. In other words, grammar first, then communication, and then four integrative skills. Some Korean learners of English still become quite proficient but many of them do not. Does grammar-based instruction deserve its recent heavy criticism? Is the communicative method always desirable and highly effective in any social or cultural context? And given the contextualized English teaching environment in Korea, what are the advantages and drawbacks of different types of syllabi, such as structural, notional-functional, communicative, lexical or integrated syllabi? These are the questions to be addressed in this paper.

Four Keys To Active Listening

Marc Helgeson, Cambridge University Press
TTI 303/4

What makes learners active, effective listeners? Practice, of course. But they need more. Our students need to learn HOW to listen. In this practical session, we'll consider four key concepts for listening improvement: training with different listening types, awareness of purpose, experience with a variety of task types, the ability to activate previously learned information. Using examples from the popular *Active Listening* series, the author looks at how to teach these concepts in the classroom and make students able to use them independently. We'll also suggest ways to integrate listening and speaking, make use of "listening for enjoyment" sources such as stories and songs, and consider the roles of top-down and bottom-up processing. Participants will be encouraged to share their experiences both with the books and with learning to listen in a foreign language.

Essential English for Office Use

Ubon Sanpatchayapong, Mahidol University, Thailand
TTI 306/7

"Essential English for Office Use" is a course designed for around twenty personnel of the Institute of Science and Technology for Research and Development, Mahidol University. Participants of this course need to study English as a means to communicate with foreign guests who visit the institute. Therefore, the course is goal-oriented and is usually broken down into discrete units to offer flexibility to the students.

This presentation will reflect how methods and materials have to be adapted to the goals, age, and educational background of the course members.

Overcoming Pronunciation Problems of English Teachers in Asia

Steve Garrigues, Kyongbuk National University, Korea

TTI 401

The foundation of effective spoken communication is good pronunciation. Each language has its own phonological structure which contrasts with that of all other languages, and which creates unique problems in the accommodation of English sounds. The end result of conflicting sound distinctions is often ambiguity and miscommunication (e.g. "long way" vs. "wrong way"). Although English teachers certainly realize the need to improve their students' pronunciation, few are sufficiently trained in English phonetics, and even fewer in contrastive phonology, to adequately understand the problems their students confront; nor do the textbooks address these problems.

This presentation will take a practical, non-technical approach to dealing with the following issues:

- Why there are problems with specific English sounds for speakers of specific Asian languages (Japanese, Korean, etc.)
- How to improve teacher training in English phonetics, for both native and non-native speakers
- How to design teaching materials appropriate for speakers of Asian languages

Transcultural Approach To Individuation Of Additional Language Learning

Alan Brady, Kwansei Gakuin University, Japan

TTI 403

This paper argues for transculturation to help learners individuate their learning of English as an additional language at the tertiary level in Japan, where the majority of coursework and the everyday medium of communication within and outside the classroom is not English. In such a context, especially when English courses are offered as part of the institution's general education requirement for non-language majors, learners should be assisted to identify their own goals in relation to their personal as well as social needs. Transculturation is a three stage, concentric circle framework process where students are guided to effectively transform to new ways of learning, beyond a dependent orientation towards a more independent orientation to study. This synthesis results in a far richer interdependency, supported by a broader sociocultural identity where students - and teachers - can explore potentialities for life-long learning utilizing the additional language.

ELTECS: Asian Networking

Naraporn Chan-Ocha, Chulalongkorn University, Thailand

Cosmos C

In this challenging age of globalization where national boundaries are merging for common causes, objectives and interests, most ELT professional will appreciate being linked to a network to serve their professional needs and enhance their know-how. This is where ELTECS can play a useful role.

The ELTECS mission statement and the kind of support and professional development services that the network provides will be detailed. The activities of ELTECS Europe which are evolving to a self-sustaining level are then described together with the more recent successful launch of ELTECS China.

The scenario is now set for the formation of an ELTECS East Asia and participants are invited to become members at no cost, except for a small investment of time to keep up with the reading of and responding to messages and materials which are delivered either by snail mail or email.

The aims and objectives of ELTECS East Asia will be discussed with the hope of generating some concrete ideas on how it can support and sustain the professional development of ELT in this part of the world.

Classroom Management with Young Learners

Valerie Ternan, Bell Educational Trust, Thailand

Magnolia A

Throw away your aspirin..... this workshop will help you turn a room full of naughty students into a classroom full of little angels (well, almost!). Prevention is the key to classroom management. This workshop will explore the steps a teacher can take to prevent discipline problems from arising when teaching young learners.

How can a teacher cope with discipline problems after all the preventative measures have been taken? Discipline in the classroom is a topic that is often neglected, especially when considering young learners. Resources and support can be minimal for many teachers. Therefore, practical examples for classroom management will be given, with an emphasis on consistency, humor, and respect.

Reconsidering The Theoretical Basis for EFL Project-Based Learning

William Bradley, Ryukoku University, Japan

Magnolia B

Using projects in the EFL classroom has been an alternative approach familiar to increasing numbers of teachers in the past few years. However, many articles and presentations on projects neglect to look at the historical precedents for project work in the writings of John Dewey earlier this century.

This paper will briefly survey some of the considerations that Dewey described as background for project work and then show how the presenter has used projects in his classes in universities. Using project-based work in EFL raises basic pedagogical questions of assessment and of students learning citation practices. A larger question is the degree to which students in Japanese universities are ready to adapt to the process-based approach to education which is a fundamental part of projects. The presenter will give examples of dilemmas and solutions which have arisen from project-based work in his classes.

Effective teachers in Fostering Reticent Asian Students' Oral Participation

Kilryoung Lee, Yeungnam University, Korea

Mugung Hwa

Oral classroom participation is known to be an important factor in the development of second language speaking skills. This paper focuses on the teacher's role in fostering oral participation, specifically among reticent Asian students in the ESL classroom.

Two effective teachers were explored. Qualitative methodology was used to describe and explain the complex and interacting factors involved in the social and personal sides of language use and learning in the classroom.

Themes that emerged from examining effective teachers include the following issues: the teacher's awareness of the importance of classroom atmosphere, the teacher's understanding of various techniques for enhancing atmosphere and promoting participation, the teacher's attitudes towards and understanding of students as individuals, the importance of purposeful planning, teaching style, and cultural sensitivity.

In addition, some useful questioning types for eliciting reticent students' participation will be discussed.

Culture, Communication and International Understanding

Presented by a panel of Asian Youth Forum students

Azalea

As the world becomes smaller and its peoples bound more closely together, there is a need for better communication and mutual understanding in Asia and other world regions. This Asian Youth Forum panel discussion will feature an international slate of Asian young people who will give their opinions in English about the cultural and communication problems they see between Asian nations and their ideas about how intercultural communication and exchange can promote international understanding. Topics touched upon may include mutual stereotypes, the media, international relations, Asian history and politics, youth exchanges, sister cities, pen pal programs and English as a language for Asian communication.

Curriculum Development. Designing A Pacific Program For Asian Needs

Rodney Gillett, Central Queensland University - Fiji International Campus, Fiji

Bong Sun Hwa

This presentation will examine the development of curriculum for English as Foreign Language and the challenges of its design and implementation for a new program at an Australian university delivered to students from North-East Asia in the Fiji Islands. It will focus on the development of a new curriculum in relation to Jack Richard's model: course design, teaching methodology, and teaching and learning procedures. It will seek to examine the various issues associated with placement, needs analysis, teaching guidelines, course structure, and assessment.

The challenge is to develop a learner-centered curriculum model that involves teachers in developing and designing curriculum. It is vital to initiate active teacher participation in program planning and evaluation as well program implementation. It is increasingly being acknowledged by researchers that classroom teachers are the best placed to diagnose and cater for learners' needs. The further challenge then is for appropriate teacher development to provide teachers with skills in curriculum development and evaluation. Participants in the workshop part of the presentation will explore these challenges and issues.

Creating Databases for Education in Asia: Use of Computers

Larry Cisar, Kanto Gakuen University, Japan

Wild Rose

In this age of computers and the internet, more and more students are using technology, and more and more teachers are encouraged to use technology in their teaching. Computers and the internet can be rich sources of language learning and activities. In this session, the presenter will explore the many uses of databases and computers in the EFL classroom.

Come Alive with Tiny Talk

Katherine Kwon, Oxford University Press

Daffodil

Finally, there's an exceptional ESL course for kindergartners and preschoolers! *Tiny Talk*, a new six-level course for young children from Oxford University Press, is packed with hands-on materials. Imagine using a course that is more than just text books and work books. Think of a course that also includes puppets, picture cards, wall charts, cassettes, songbooks, penmanship books, and, of course, the comprehensive teacher's books that Oxford is famous for. Well, you don't need to imagine any longer, *Tiny Talk* is here.

Dynamic presenter, Katherine Kwon, will show you how to use all these materials and more to capture your students' imaginations. Come learn dozens of ideas for making your preschool classes fun, exciting, and efficient! This is not a lecture; be prepared to take part in lots of activities. There'll be free books and prizes as well.

What's happening in Japan? JALT - Japan Association for Language Teaching

Gene van Troyer JALT President, Japan

Joyce Cunningham JALT Programs, Japan

David McMurray JALT Treasurer, Japan

Lily

The panel discuss the current teaching situation in Japan. Van Troyer explores Professional Development issues and the Research Grants on offer from JALT and shares news from the JALT Standing Committee on Employment Practices, Cunningham shares the funny, dynamic and sad stories from teacher volunteering in 40 chapters of JALT and her popular "A Chapter in your Life" column in The Language Teacher magazine, McMurray talks about how the nonprofit organization "JALT" has been able to turn itself around during the economic slowdown facing Asia.

Is Teaching Writing Style Cultural Imperialism?

Stephen K. Roney, Hoseo University, Korea

Rose

What passes currently as good English writing style is mostly derived from two famous but brief treatises: Strunk and White's *The Elements of Style*, and George Orwell's "Politics and the English Language." The present talk seeks to demonstrate that this is not the only possible "good" writing style. Rather, it is culturally based and contains its own assumptions and biases. These biases will be isolated and explained in cultural-historic terms. They will be contrasted with traditional Asian writing styles.

The present talk does not expect to come to any final conclusion on the issue. But it should make teachers of writing more aware of the issues involved when they teach English composition in an Asian context.

Teaching Portfolio: A Tool or a Threat

Linchong Chorrojprasert, Assumption University, Thailand

Orchid

In response to the current internationalization and accountability movements in Thai academic community, teaching portfolios have received increasing attention as tools to promote world-class quality education and teacher's professionalism in Thai schools and colleges. This phenomenal growth of interest can be explained with many reasons and the possibilities the use of teaching portfolios promises are unlimited. However, there still is the other side of the coin to be discovered. The presentation will be based on the study of the existing policies and practices of the use of teaching portfolios in different levels of Thai educational institutions, focusing on teachers' expectations, reactions, and needs in their portfolio construction experiences. Documents will be analyzed and semi-structured interviews will be conducted. From the findings, a futuristic model of a portfolio project as a part of a teacher training program will be proposed.

Poetry Writing with Prelitererate and Literate Adult Asian Students

Erica Fox, Pusan National University, Korea

Ume Flower

This workshop is a theoretical and hands-on exploration on how to conduct poetry-writing workshops to meet the needs of Asian adult literacy-learners without excluding literate adult students. The presenter will discuss her experiences teaching poetry-writing to a class of Southeast Asian immigrants in Richmond, California in which two-thirds of the class were pre-literate Lao and Mien and one-third literate Vietnamese. Issues to be examined: what are the special strengths that students from prelitererate, oral-based cultures bring to the writing experience? Conversely, what can students from literate cultures more readily contribute? How can the teacher design exercises to meet the needs of both kinds of students? How should the workshop be structured and facilitated to insure optimal participation and cross-cultural exchange? Lesson plans and samples of student writing will be exhibited and poetry-writing exercises demonstrated with audience participation.

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Sunday Early Morning

8:40 - 9:30 AM

Mindmaps

Miles Craven, Nihon University, Japan
TTI, 303/4

This workshop will give concrete and practical examples of how using mindmaps can help students to communicate through the key skills. Participants will be lead step-by-step to create their own mindmaps and practice using them through a variety of engaging activities that cover the main skill areas of Listening, Speaking, Reading and Writing. The techniques introduced and activities proposed are suitable for learners of all levels and classes of any size. It will be shown that through mindmapping students of any ability can develop effective learning strategies that help promote genuine interaction. The activities covered can be successfully applied to any materials, and used well can make both teaching and learning more fun.

World Englishes and Choosing Standards in EFL and ESL

David Carter, Yonsei University, Korea
TTI 306/7

The speaker will explore the borderlines between Standard Englishes (such as British, American, Canadian, Australian etc.), the varieties of English used as Second Languages, and those used as Foreign Languages. The distinctions between norm-developing varieties (ESL) and norm-dependent varieties (EFL) will be examined, and important questions will be raised about problems in deciding what norms to teach. Further problematic aspects of language variety will be discussed: Do such concepts as 'Konglish', 'Japlish' etc., reflect genuine varieties of English? Are supra-national generalizations such as 'South Asian English', 'East Asian English' etc. valid and useful? Finally, implications for the future will be considered. If the English being learned in norm-dependent countries becomes a common mode of communication for a whole region, does that imply that what teachers in those countries at present regard as errors requiring correction, should instead be considered signs of the development of autonomous norms?

Access Leads to Success — Firsthand!

Marc Helgesen, Pearson Education
TTI 306/7

Students really CAN communicate, even at beginning levels. To do so, they need vocabulary and language support. Just as important, they need clear tasks that create a reason to speak. In this author-led session, we'll introduce the new *English Firsthand* beginner's course: *Access* and *Success*. The books help learners build their skills through conversations students make on their own, focused listening tasks that include personalized "About you" exercises, and motivating pairwork that's practical even in huge classes. They meet international people in the "Solo" reading/writing task. The books also feature language review and a unique "Unit zero" which gets the class off to a good start and introduces clarification language. The Teacher's Manual includes lesson plans, extra photocopiable activities, and tests. What more could you ask for? How about free CDs for the students and a web site? *Access* really does lead to *success*. Join us. Enjoy!

Using TV Commercials to Teach Language and Culture

Laura MacGregor, Sophia University, Japan
TTI 403

While movies and TV programs are popular language and culture teaching tools, their length isn't always practical for class use. TV commercials are viable alternatives for the following reasons:

1. They are short, complete messages of 15-60 seconds which can be replayed many times.
2. They focus on products or services which students can identify readily.
3. They send strong messages which reflect the culture they represent.
4. They present currently used language.

Since the study of culture begins with one's own, the presenter will first share a selection of Japanese TV commercials that she has used with her students in Japan to help them identify and understand elements of their own culture. Next, she will show commercials from Canada and the U.S. to demonstrate what they reveal about U.S North American culture. Finally, she will outline student projects which can be introduced based on this introduction.

Promoting Intercultural Awareness through Creative Fictional Dramas

Joseph S. Cravotta, Kyoto University, Japan

Cosmos A

This workshop will examine the use of student-generated dramatic plays as a means of raising awareness of intercultural communication. One way to help learners become more aware of different cultures is to have them create, write, and perform fictional plays about cross cultural topics. This workshop will explore a series of activities which take pupils through a long-term, creative project of sharing aspects of various cultures with others. These activities utilize a four-skilled process of pre-writing tasks, multi-draft scripts, collaborative rehearsal with peers, self-direction, and finally performance in front of an audience.

The purpose of this workshop is to provide educators with a framework which actively guides students through a collaborative, creative process while stimulating and increasing sensitivity to cross cultural similarities and differences.

A non-teacher centered, student-fronted setting is the approach endorsed during this workshop.

Teaching Culture in Middle and High School

Peter Nelson, Chung Ang University, Korea

Cosmos B

Although the growing use of communicative textbooks has been useful for stimulating student interest in English, those written for middle and high school students exclude the study of comparative culture. The inspired teacher who wants to introduce cultural discussion must therefore be both imaginative and resourceful in order to blend cultural concepts within lessons.

In this book demonstration, Dr. Peter Nelson first shows how culture can be compared to an iceberg: a visible, *achievement* portion identifying cultural outputs like dress, music and architecture, and a hidden, *behavioral* portion identifying social values, customs, and beliefs. Using this guide, teachers then review several communicative textbooks from Oxford University Press to show how cultural components can be located and discussed. This is a practical, hands-on session in which teachers are provided with tips and guidelines for discussing culture for middle and high school language courses.

Critical thinking in an East Asian context

Craig Sower, Shujitsu Women's University, Japan

Wayne K. Johnson, Ryukoku University, Japan

Cosmos C

This paper will present a general framework for introducing critical thinking skills in the language classroom. This framework has been adapted from a series of critical thinking activities which enable students to identify the main issues, the conclusions, and the reasons within a critical argument. These activities further teach students, in a culturally sensitive way, to ask the right questions and formulate their own conclusions. The presenters will also discuss various techniques used in the decision-making process that heighten students' critical thinking skills, as well as methods which can be applied to written and verbal discourse.

While some believe that teaching critical thinking skills in an East Asian context is at times inappropriate, the authors argue that the underlying processes of assessment, evaluation, comparison, and decision-making are as relevant, applicable and useful here as in the West. Questions, comments and critical feedback will be solicited from participants.

Making It Fun and Easy for Pre-schoolers!

Mario Herrera, Pearson Education

Magnolia A

What do color, fun, and excitement have to do with Balloons? *Balloons* is a new pre-school program that allows small children to rise in learning as they enjoy English! Come and be part of the new process that allows small children to learn English as they enjoy communicating "authentically" in English. Participate in activities that teach the youngest learners of all in a learner-centered, conversational setting, where they get involved in real, meaningful conversations and are part of a learning setting surrounded by mascots, picture cards, games, illustration activities, story telling, and many other pedagogical features ... and we're just teaching!

The Development of Pragmatic Competence of Young EFL Learners

Kim Dae Jin, Hansei University, Korea

Karen Burrell, Kwangju University, Korea

Magnolia B

The goal of learning another language is to develop pragmatic competence, the ability to communicate effectively in that language in natural situations. Teachers of English as a Foreign Language know that natural opportunities for English practice often are not available outside the classroom. Therefore, teaching methods must be designed that promote students' situationally based pragmatic competence. In this study, interactive book reading about a specific situation (school) with associated role playing was found to enhance the ability of young Korean EFL learners to interact in English.

During half hour sessions conducted twice a week over four months, the first researcher interactively read books containing U.S. school situations to four Korean fourth grade boys. These readings were each followed by unscripted role playing based on the book content. Quantitative analyses of the role playing demonstrated significant increases in several of the conversational skill categories used to measure the children's pragmatic development.

Korea TESOL Annual Business Meeting

Chaired by Carl Dusthimer , Outgoing Presidnet, and
Han Sang Ho, Incoming President
Mugung Hwa

If you are a KOTESOL member or just want to learn about what KOTESOL is doing, drop by our annual business meeting. You'll hear from about the state of KOTESOL from both the outgoing and incoming presidents, and if you are a member in good standing, you'll be able to give input and vote on important issues in KOTESOL.

Social Issues, Global Issues: Asian Youth Speak Out

A panel of Asian Youth Forum students
Azalea

What are the major social issues facing each Asian nation? What are young people in these countries doing to address these? What are the main global issues that face the Asian region as a whole? How can Asian youth work together to solve these world problems? This Asian Youth Forum panel discussion will feature an international slate of Asian young people who will explain in English about the social and global issues facing their nations and Asia, and the actions being taken by youth in their country to solve these. Issues discussed may range from war, poverty, prejudice and pollution to human rights, sexual equality, ethnic minorities and violence in society.

The Task-based Classroom in Practice

Andrew Finch, Andong National University, Korea
Hyun Tae-Duck, Andong National University, Korea
Bong Sun Hwa

A humanistic perspective of language-learning as education can be realized through the use of a task-based framework, and this paper/workshop will look at how student-centered goals for learning (learner-training, language-learning-awareness, self-confidence, motivation and independence) can be incorporated into the normal Conversation Classroom. As well as looking at Tasks as a means to the end of encouraging self-directed learning, the presenters will be showing how they can be classified and adapted for most teaching situations (including teaching grammar!) in Korea.

CAI at Suranaree University of Technology

Mancepen Apibalsri, Suranaree University of Technology (SUT), Thailand
Nattaya Puakpong, Suranaree University of Technology (SUT), Thailand
Wild Rose

This presentation focuses on the use of a CAI English program which was developed by three English instructors at Suranaree University of Technology (SUT), Thailand. The areas investigated are ease of operation, presentation format, content of lessons, environmental impacts on learning, and beneficial characteristics in helping the students' learning. Two groups of students were asked to answer questionnaires. The first group were those who passed the English placement test and were exempted from English I and II and took English III which was CAI based with teacher monitoring. The second group were those who started English II which was 50% in a traditional classroom and 50% in the computer lab with the teachers' monitoring. Second group studied English III the following term.

It was found that the program was highly satisfactory in all areas investigated. However, it could be further developed to enhance the students' effective English learning.

Get Online!

Steve Gershon, MacMillan Heinemann
Daffodil

"*Online* excels in the two areas that are most important for choosing a textbook: it is challenging and interesting for students and easy to use for the teacher." (University professor). The author of *Online* will walk you through some of the material so that you can discover for yourself how effective these activities are. Get *Online* and your students will be communicating in next to no time!

Action and Reflection in and out of the classroom

Michael Vince, MacMillan Heinemann

Lily

What makes a successful language learner? Is the language classroom a place where learners actively use the language in order to learn? Or is learning more a matter of thinking about language rules and systems? Is a good classroom noisy or silent? Or are both approaches to learning of equal importance? This talk addresses these questions, and considers the value of thinking and reflecting in everyday classroom activities. Practical examples are included, showing different approaches to teaching materials.

Validation of a Second Language Writing Apprehension Scale (An abstract for the PAC 11)

Yuh-show Cheng, National Taiwan Normal University, Taiwan

Rose

Research on second language writing apprehension has been suffering various problems, including paucity of studies in the context of foreign language learning and on the development and validation of a standardized measurement instrument. In response to these problems, this study examined the applicability of the Writing Apprehension Test (WAT) developed by J. A. Daly and M. D. Miller for LI learners in the context of EFL learning. A total of 428 Taiwanese English majors completed a Chinese language questionnaire composed of the WAT, Horwitz et al.'s Foreign Language Classroom Anxiety Scale, and a background questionnaire. The participants' English writing course grades were also obtained. Results of Cronbach's alpha, correlation analyses, stepwise multiple regression analyses, and principal components analyses generally support the reliability, predictive validity, and construct validity of this second language version of the WAT. The results also suggest future directions that may be taken in refining the instrument.

PAC3 2001: A Language Odyssey

Chaired by David McMurray and PAC3 organizing committee

Orchid

This roundtable will forecast and plan the future of foreign language education in Asia. The Pan Asian series is an incredibly well-thought out and coordinated program of collaboration, research, publication and presentation. Roundtable participants include the Pan Asian advisory council from ThaiTESOL, KoreaTESOL, JALT and ETA-Republic of China; main speakers; and representatives from IATEFL, TESOL, TESL Canada. The third PAC will be held November 22, 2001 in Kitakushu, Japan one of the closest points to Pusan, Korea. The fourth PAC will be held November 13 to 15, of 2003. These conferences require collaborative teams, research, and publications now.



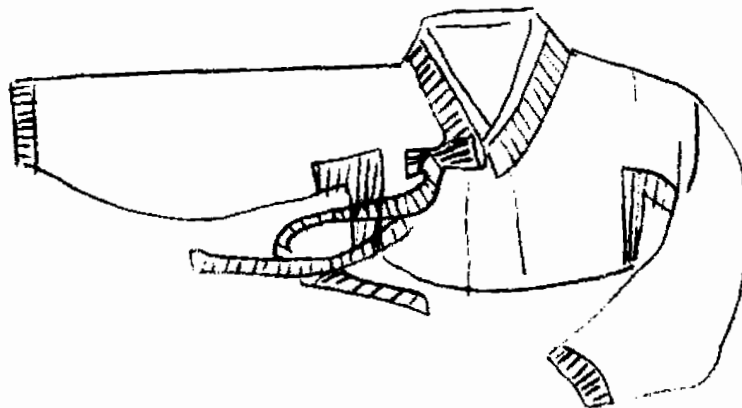
Sunday morning plenary
10:00 - 10:50 AM
Olympic ParkTel, Plaza B

Kathleen Bailey

Korea TESOL sponsored speaker

Title: What My EFL Students Taught Me

While working at the Chinese University of Hong Kong for a year, I kept a journal about teaching four sections of a fifteen-week lower-intermediate speaking and listening course which emphasized learning strategies. My year of teaching EFL in Asia had a profound effect on me as a teacher, classroom researcher, and teacher educator. In this talk I will discuss what I learned from my EFL students in those classes. The data base for the study consists of my diary entries, lesson plans and teaching materials, as well as quantitative data on the students' progress.



Sunday Midday

11:15 - 12:05

Diagramming, Dictionaries, and Parts of Speech

Lawrence J. Cisar, Kanto Gakuen University, Japan
TTI 301/2

This workshop explains uses of diagramming in learning foreign languages, updates the role of dictionaries in the classroom and focuses on parts of speech.

Multiple Intelligence Theory and Confucianism: Recipe for Educational Reform

L. M. Dryden Nagoya University of Foreign Studies, Nisshin, Japan
TTI 303/4

Throughout East Asia, ministries of education are using “creativity” as their new buzz- word for educational reform aimed at reviving the region’s **faltering** economies. For many in education, however, Western-style creativity seems incompatible with the socially-conservative influences of Confucianism found in China, Korea, and Japan.

Today’s presentation will show that East and West *can* meet in the convergence of multiple intelligence (NE) theory from Harvard University and recent thinking that traces the roots of Confucianism to individual “self-cultivation.” Come for a provocative presentation about educational theory and practice, activities for use in the classroom, and links to related web sites, including one for this presentation.

A Cross-cultural Approach for Teaching Global Issues

Kristin L. Johannsen, Kansai Gaidai University Osaka, Japan
TTI 306/7

How “global” are global issues? A survey by the presenter found that EFL learners in Japan, Norway, and the United Arab Emirates have very different ideas about the world’s most serious problems. Teachers working with global issues in cross-cultural settings risk imposing their own culture-bound agendas and values. For instance, students in a developing nation may be less concerned about environmental issues than their foreign teacher thinks they should be.

A possible solution to this problem is Values Clarification, originally developed for multicultural classrooms in the US. In this approach, the teacher acts as a neutral facilitator to help students outline a range of possible viewpoints on an issue, and then develop and affirm their own positions.

This presentation will discuss the components of the Values Clarification approach and describe specific activities for the EFL global issues classroom, giving examples from units on child labor and space exploration.

Non-Native Speakers Should And Can Teach Pronunciation

Sangdo Woo, Kongju National University of Education, Korea
TTI 401

Most teachers, especially non-native teachers of English, have neglected pronunciation in English learning and teaching with various reasons. One of the reasons is that NNS teachers feel they are not confident with their own pronunciation and their pronunciation teaching skills. But pronunciation is the key element of English language teaching and learning and it has to be taught from the beginning and throughout the learning process.

The presenter first discusses why NNS teachers should teach pronunciation. The majority of English teachers are NNS and they have responsibility to teach pronunciation. Next, he examines what should be done in teacher training program and what teachers should do to prepare themselves to be confident and effective pronunciation teachers. Finally he suggests several considerations for successful pronunciation instruction.

“Pop” Culture and Language Education

Martin Dibbs, Kwangju University, Korea

TTI 403

Asian EFL students provided with a background in the history and development of Western “Popular” Culture, both in its effect and influence upon social, political, and economic evolution *and* its effect upon written and spoken English, will gain a better overall understanding and fluency in the language than students who are provided with instruction in the standard language tools of reading, writing, listening, and conversation.

If one accepts the current trend in thinking that a cognitivist approach to learning language in which the student is encouraged to actively develop and apply his or her own methods of learning is more advantageous than the traditional, non-participatory methods based solely on exposure to the written and spoken word, then a course in popular Western culture in which the student is both instructed in English and required to use English as an analytical and a research tool should prove to be both an interesting and vital addendum to an EFL program. This consideration will provide examples and discussion of various applications of “pop” culture for teaching contemporary English.

Words, words, words: Developments in Vocabulary Teaching

Michael McCarthy, University of Nottingham, UK

Cosmos A

Vocabulary is always one of the main preoccupations for any language teacher; even when learners have grasped most of the grammar, the task of learning thousands of words remains. No school or university course is long enough for the learner to achieve comprehension beyond 90% of the content of typical English texts. Vocabulary teaching therefore should employ a combination of depth of learning alongside breadth of learning, vocabulary-learning strategies and vocabulary awareness. To reach these goals, teaching can take advantage of recent research in two areas. The first concerns the language itself, especially the spoken language, and how vocabulary patterns are central to the organization of communication. The second concerns learners, and how they acquire vocabulary, including psycholinguistic models of the lexicon and learning styles. The speaker will refer to his own experience as a writer of professional books on vocabulary teaching and of classroom vocabulary materials.

English Speech Contest: “Challenges for Youth in the 21st Century”

A panel of Asian Youth Forum students

Cosmos B

Young people in Asia will spend most of their lives in the 21st century. The year 1999 is thus a time to learn from the past and to look to the future. What can we learn from the wars and conflict of the 20th century? What are the challenges for youth as we move into a new century?

What are the problems facing Asia that need to be addressed in the year 2000? How can young people in Asian nations contribute to a better future for Asia and the world? This Asian Youth Forum session will feature English speeches in which participants present their ideas about these important questions.

Designing Scaffolded Materials for the Reading Class

Chuck Sandy, Cambridge University Press

Cosmos C

In one of Vygotsky’s loveliest metaphors, instruction is seen as scaffolded assistance and the teacher as one who constructs scaffolds which allow students to move from one level of proficiency to the next. In this workshop, participants will be guided through a series of scaffolded activities designed to demonstrate the concept before working in groups to design scaffolded tasks of their own.

How do Child-centered Lessons Work in an East Asian Classroom?

David Paul, David English House

Magnolia A

It is often assumed that child-centered classes cannot be tightly planned and use time efficiently. 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 how this can be achieved in an East Asian classroom.

If we want young children to become self-motivated active learners of English with international minds, it is essential that help them develop learning strategies that will achieve these goals. From the very first lesson, we should not teach, but encourage children to ‘learn’ a language sequence that is multi-skill and fits together well. The presenter will show how ‘Finding Out’ achieves these aims, and, by doing so, is different from other courses for children. Ideas for lesson planning, syllabus design, and learner training will be illustrated through activities.

Do Learning Strategies Vary with Proficiency? Some Evidence from University Students in China

Francis Mangubhai, University of Southern Queensland, Australia

Magnolia B

In recent years there has been a great deal of interest in describing a variety of learning strategies that learners use in learning a second language more efficiently (e.g. O'Malley & Chamot, 1990; Oxford (1990). Oxford has developed a Strategy Inventory of Language Learning (SILL) designed to determine types of strategies learners use and their frequency.

In this study the Oxford SILL was administered to three classes at a Shanghai University English non-majors, English majors, and postgraduate students. Overall, only the postgraduate students' use of strategies is in the high range. An analysis of individual items show that a number of strategies were highly used and that the actual numbers used varied across the three groups. Certain strategies were used very infrequently by all students suggesting that there are patterns of strategy use or non-use that may be related to the background of the learners.

New Interchange

Jack Richards, Cambridge University Press

Azalea

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.

Move up to Move Up

Andrew Todd, Macmillan Heinemann

Wild Rose

Across a unique range of flexible components, *Move Up*, ensures swift and effective progress through the core syllabus of the course. *Move Up's* syllabus covers all the essential grammar points while offering systematic vocabulary and skills development within a framework of regular progress checks. Learning English has never been so chemi-soyo!

Abstract: Adapting and Supplementing Textbooks

Roy Collingwood, Oxford University Press

Daffodil

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

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

Learning to Write in English: Rethinking Written Discourse Pedagogy

Anchalee Chayanuwat, Walailak University, Thailand

Nancy Renman, Thailand TESOL, Thailand

Rose

In this presentation, the establishment of a university writing center in Thailand and the pedagogy that developed when teachers began asking themselves difficult questions about their beliefs and theories will be described. Using reflective practice and collaborative inquiry as a basis, a framework evolved that adopted a consultant/process approach for the center. In application, though, a schism developed between the theory and the practice. Even though practitioners wanted to move beyond the traditional approaches of the university, some found themselves teaching as their teachers taught them. Others found that their teaching practice had changed, but that they had succumbed to teaching the monologic voice, restoring the standard, and pushing for texts in unaccented English.

The theoretical framework of the writing center, which will be discussed in this presentation, promotes reflection, questioning, and dialogue about the writing process as well as the product. It affords students, through collaboration on their own texts grounded in their experiences, opportunities to challenge the standard even when they need to use it. The framework can foster writers who construct and create their own texts and team. Most importantly, it encourages teachers to explore their practices and expectations for writers. Ultimately, this presentation will recount a story of transformation and the theory and practice that developed.

Master's Degree Programs at the School for International Training

Fiona Cook, School for International Training, USA

Orchid

The School for International Training offers two graduate level programs, the Master of Arts in Teaching and the Master of International and Intercultural Management, both of which combine intensive coursework with a professional internship and emphasize the application of theory to practice through experiential learning.

The Master of Arts in Teaching, with concentrations in ESOL, French, and Spanish, is available in two formats: two summers or one academic year. The program emphasizes practical teaching skills, classroom-based research, and innovative methodologies. The Summer MAT Program is designed to meet the needs of working language teachers, enabling them to work on graduate studies and on improving their teaching, without having to give up their jobs.

The Master of International and Intercultural Management offers concentrations in Sustainable Development, International Education, and Training and Human Resources, and is designed for the committed person who is ready to effect constructive change in intercultural settings.

11:15 - 1:05 PM Sessions

Course Design from Scratch

Steven Gershon, Obirin University, Japan

Mugung Hwa

Whether for a publisher or a school, teachers are often called upon to create a new course from scratch. However, without an awareness of the various elements of design involved in the creation of any coherent, meaningful course, it can seem a hopelessly chaotic endeavor. In fact, course design is a complex, yet manageable problem solving activity that involves the conscious selection and arrangement of various inter-dependent elements of construction. The integration of these key features of design, one's approach, goals and content, necessitates a series of reasoned decisions at each level which ultimately reflect both theoretical preferences and practical considerations.

In this workshop the presenter will first elaborate on some key principles of course design in relation to specific goals and educational context. Participants will then work through the basic layers of construction (syllabus, unit, lesson and activity) which are the necessary building blocks in the design process.

The Theory and Practice of Practical English Education in Korea

Rosa Jinyoung Shim, Seoul National University, Korea

Martin Jonghak Baik, Seoul National University, Korea

Peggy Wollberg, Seoul National University, Korea

Phillip O'Neill, Seoul National University, Korea

Gomdori

This colloquium has been put together as a report of the research project on "A Needs Analysis for the Practical English Program" at the Language Research Institute, Seoul National University. The participants in the research project were Rosa Jinyoung Shim (Researcher), Martin Jonghak Baik (Researcher), Peggy Wollberg (Visiting Professor), and Phillip O'Neill (Visiting Professor). There will be two presentations: one by Rosa Shim and Martin Baik on the theoretical background on the aims and methods of practical English education, and another by Peggy Wollberg and Phillip O'Neill on the practicality of using a specific set of materials, namely the videos and accompanying workbooks for "Crossroads Cafe", as the main instructional source in the program.

Preparing for Computer-based TOEFL

Julia To Dutka, Educational Testing Services, USA

Horace Underwood, Korean American Educational Foundation, Korea

Lily

The introduction of computer-based TOEFL (CBT) in most areas of Asia in the year 2000 will be a major change for students, parents, and teachers alike. The test includes many enhancements: a required essay, context-wetting and content-related visuals in the Listening section, headphones for improved audio quality and computer-adaptive questions tailored to the ability level of each test taker. Additionally, new interactive types of questions in the Listening and Reading sections mirror language experiences in the academic classroom and on campus. The computer-based TOEFL will be administered in special computer testing centers and the registration and payment procedures will be different. With these changes comes a need to help students prepare for the new exam.

During this session, TOEFL staff will demonstrate the new test and discuss some helpful test-taking strategies for each section, as well as provide a description of the grading criteria for the essay. The changes to the test, especially the addition of the required essay, will have implications for the English language classroom. TOEFL staff will discuss these implications as well as review the results of TOEFL's computer-familiarity research. The changes in test administration will also have impact on students. A TOEFL representative from the Korean-American Educational Commission will discuss these issues within the Asian context, using Korea as a specific example. There will be time at the end of the presentation for questions and discussion.

OK, So You Wanna Communicate. But, with Whom?

John Pereira, Kyoto Seika University, Japan

Ume Flower

It is no doubt much easier to develop learners' fluency in speech than their accuracy in conversational usage since the former mostly involves getting the meaning across (no doubt with the support of grammar and vocabulary).

In the case of conversational usage, however, what is said is not limited to the content, grammar and vocabulary because the form is equally important; this is clearly highlighted when we teach usage related to social situations. Further, American and British social usage are different and reflect not only two disparate cultures but thousands of words, phrases and expressions which are mutually exclusive.

The presenter will introduce a specially designed picture-word format which can make the details of conversational contexts instantly comprehensible in addition to tracking what learners have said (or should not have said!) in a variety of situations.

The focus of this presentation will be on American conversational usage.

12:15 - 1:05 PM

Proto-Grammar, Frequency, And The Acquisition Of Structure

Terry Shortall, University of Birmingham, United Kingdom

TTI, 301/2

Language users employ proto-grammatical structures to express semantic notions such as 'existence': 'There is a book on the table.' contains a concrete noun and is more prototypical (but less authentic) than 'There's a struggle going on.' Language learners expect to see such prototypical structures in the L2, but also need exposure to authentic language.

There is a tension and an apparent contradiction between presenting prototypically and presenting authentic language. If we recognize this, we may have a principled way of organizing syllabus: at low levels, we introduce prototypical structure; as proficiency increases, we then introduce less prototypical but more frequent and more authentic examples.

The presenter will show how the sequencing of grammar items should involve a gradual progression from prototypical examples of language to more frequent and authentic examples.

Small Group-Activities in EFL and Culture Learning

Chung-shun Hsia, Chinese Naval Academy, Taiwan

TTI 303/4

Language and culture are bound together in many ways. Second language acquisition consists of not only the learning of language skills but also the adoption of other behavior patterns of the target language community. This paper focuses on the application of small- group discussions concerning critical incident exercises in EFL and culture learning. From comparative perspectives, this paper shows that people may interpret the same story in terms of their own culture (ethnocentrism) because of different cultural backgrounds. This paper demonstrates how the effect of cross-cultural background knowledge plays a crucial role in foreign language comprehension. This paper argues that small group activities aid students to change (or evolve) from "ethnocentrism" through stages of greater recognition and acceptance of difference to "ethnorelativism"

Speaking in Tongues: Chinglish, Japlish, and Konglish

David Kent, Konyang University, Korea

TTI 306/7

The impact of *Chinglish*, *Japlish*, and *Konglish* on the vernaculars of North East Asia, and in turn the cultural mind-set of the populace, holds great socio-linguistic influence over these nations in the modern era. Not only have the languages of North East Asia developed subsets consisting of the use of English, and other European loan- and pseudo- loan words, but students of EFL in these nations have, right or wrong, come to incorporate this vocabulary into their English conversation.

This paper develops the notion that these loan words, in which the EFL learner is immersed locally, can be utilized effectively within the constructs of the modern EFL classroom. The trend of ignoring such native language 'interference', like *Chinglish*, *Japlish*, and *Konglish*, will be reevaluated. A constructive method for utilizing such 'learner difficulties', will then be presented with the aim of assisting and promoting solid sociocultural and linguistic competence in the English language.

Why teach phonics and How?

Patrick Hwang, David English House, Korea
TTI 401

There is a wide spread belief that the right level of rich language input will lead to successful L2 learning as in the learning of L1. For this reason many language teachers hope that their students will pick up enormous amount of language items if they are given a rich contexts of English and as a result they will ultimately have L2 system built in their brain. However, EFL students have far too little exposure to English to reach this false expectation. In an EFL situation, it seems essential to teach students in a systematic way so that they can build up what they learn.

The presenter will show how L2 learners can benefit from learning phonics, learning to the sounds of alphabets and will compare this with the whole word approach. The presentation will involve learning to read basic Korean.

How the EFL Students Learning English Music as a Language

Kim Gyung Shik, Korea TESOL, Korea
TTI 403

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

In general, when native speakers listen to English songs, they can understand instantly. However, most Asian EFL students focus on familiar words and phrases and try to organize the information. Still they only have a general idea. That is why EFL teachers must know how their analysis system is different.

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

TESL across Cultural Barriers

Khin Win Kyi, Assumption University Bangkok, Thailand
Cosmos A

This paper deals with the task involved in preparing a course material for learners whose cultural background is not that of the target language. A focus is also made for the teacher to analyze and realize his role in the cultural barrier situation and to be aware that students from varied cultural backgrounds respond differently to high-student- involvement learning methods. It then concentrates on the standard procedures employed to have language based student-centered activities. It is found that similarities and contrasts in the native and target language, once understood, will then facilitate the progress in the learners' mastery of the target language.

Assessment of Young Learners

Eun-yung Park, Manchester University, UK
Cosmos B

This paper is based on a MEd dissertation on the assessment of elementary school learners in Korea.

Due to the backwash effects of the university entrance examinations, ELT assessment in Korea has largely been based on reading and listening. However, with the new emphasis placed on speaking in the elementary school curriculum, the testing of students' speaking has become a major issue. In considerations of the practical constraints as well as external and internal influences such as motivation and teacher training, many avoid speaking tests altogether. This paper looks at developing a valid, reliable and useful test for the Korean elementary school.

The test is a diagnostic progress test. This test looks at factors such as the cognitive development of young learners and the importance of affective schemata in testing. It aims to bring to light what teachers can do in the classroom to promote positive washback through regular speaking assessment.

Pre-reading Activities to Motivate Learners

John Lowe, International Thomson Publishing
Cosmos C

What is the purpose of pre-reading activities? How do pre-reading activities enhance reading comprehension? How can students activate their prior knowledge of the subject? Using sources from a variety of reading texts, the presenter will examine these and other questions, and suggest activities to motivate your students to read.

Bilingual Immersion Programs: Bilingualism and Biliteracy for All Students

Chin Kim, English Education Curriculum International (EECI), USA
 J. Grace Yoon, Los Angeles Unified School District, USA
Magnolia A

The presentation is designed to introduce an award-winning bilingual immersion program. The presentation includes discussion on program goals and design, salient features, effective instructional strategies, and test results.

Can I Do an Action Research Project?

Jane Hoelker, Seoul National University, Korea
Magnolia B

Action research is a buzz word in today's EFL circles, especially in Asia. Yet, many teachers hesitate, even balk, at initiating an action research project in their classroom. Responsibilities limit their time. Also, the word "research" implies use of statistics, the principles of triangulation, reliability and validity to support the generalization of findings. Many teachers, experts in practical skills such as managing people so that they learn, might not feel comfortable working with theory, or research with a big "R". However, action research, or research with a small "r", enables teachers to apply these practical skills in a systematic way to a problem, issue, question or concern they face in their classroom.

In this workshop participants engage in the process of inquiry. They apply Nunan's seven steps to their own classroom, and move a question into a research project.

1. Teacher notices a problem in class/Initiation.
2. Teacher observes the class & takes notes on their behavior/Preliminary Investigation.
3. Teacher forms a question or hypothesis as to the cause of the problem/Hypothesis.
4. Teacher tries several solutions to solve the problem/Intervention.
5. After some time the teacher consciously observes or measures the class again to see if there has been any improvement Evaluation.
6. Teacher shares her/his findings with others/Dissemination.
7. Teacher looks for other methods to solve her/his original classroom problem/Follow-up.

Participants leave this workshop with an outline of their own Pan-Asian research project. This practical presentation is intended for any teacher interested in getting started in action research projects.

Teaching English Literature from Asia

Ronald D. Klein, Hiroshima Jogakuin University, Japan
Azalea

This presentation introduces the concept of teaching reading using texts drawn from the English literatures of Asia. This corpus, by writers from Singapore, Malaysia, Thailand, Philippines, Hong Kong, India, Pakistan and Sri Lanka, is filled with local color and national identity as well as universal themes.

Settings range from the sophistication of Singapore to the poverty of India. The culture is recklessly contemporary and agelessly traditional, influenced by Buddhism, Hinduism, Islam and Catholicism. Yet the themes are applicable to the young Korean reader in a way that Euro-centric literature cannot capture—coming of age, the effects of poverty and pride, what to do with aging grandparents, arranged marriage, superstitious belief in the gods, etc.

This demonstration will give an overview of International English Literature, present one story for study and leave participants with a recommended bibliography of stories for use in their classrooms.

CALL: Where have we come from and Where should we be going?

Huw Jarvis, University of Salford, UK
Wild Rose

This paper documents the very positive contribution English as a Foreign Language has made to computers in language learning and teaching. The paper goes on to argue that as we enter the new millennium the role of computers in society has changed and this has implications for what we should be doing in the classroom. Some examples of how we should be equipping students to function in a 'technology driven information age' society will be given.

Whole Words or Phonics: It's a matter of choice

Terence G. Crowther, Oxford University Press

Daffodil

Children learn to read by reading whole words and through phonics. Whole-word reading involves reading the word as a single unit, not breaking it down into sounds. The phonics method involves sounding out a word's individual phonemes.

When encountering a new word, students will incorporate the method that works best for them- often alternating between the whole-word method and the phonics method, depending on their individual learning preference and the complexity and the frequency of the word.

It is, therefore, a good idea for the teacher to expose EFL students to both methods.

The presenter will argue for the inclusion of both the whole-word and the phonics method in the EFL primary classroom. He will then demonstrate a beginning level phonics lesson from *Up and Away in Phonics*, a comprehensive 6-level phonics course for children.

An Analysis of Teachers' Perceptions of Students' Academic Writing

Jie Shi, International Christian University, Japan

Ken Fujioka, International Christian University, Japan

Rose

Teaching L2 academic writing is one of the most demanding tasks in the English Language Program (ELP) at the International Christian University, a bilingual university in Japan. The ELP teachers serve as a bridge between first year Japanese university students and university academicians, and prepare students for the academic demands where the medium of instruction is English. Within the College of Liberal Arts (CLA) courses students face different requirements and assessments for writing and this has raised the authors' awareness of the different academic requirements that may exist between the CLA and the ELP. The paper analyzes in detail a survey conducted with the CLA professors on the different genres of writing and the problems with students' writing as viewed by them. This paper will also suggest a genre-based process-writing approach as a more efficient solution to teaching academic English in the ELP and other practical considerations in teaching writing.

Asian Conferences—Teacher Belief; Teacher Action

Joyce Cunningham, JALT, Japan

Orchid

This session will first familiarize participants with a successful, fun, collaborative video exchange project carried out between the presenter's first year university classes and those of Junior College students in Canada. The initial stage of introduction through e-mail and mini-video projects drawn from class themes will be outlined. Next the steps in the final, more challenging video exchange project wherein topics are brainstormed and selected will be discussed. Small groups collaborate on creating a loose script, giving oral and written progress reports and making decisions about roles, props, and locations. After assisting each other in filming, the whole production is viewed and assessed by the class which eagerly awaits the video from their new Canadian friends. A few brief samples of these videos will be watched.

1:15 - 2:05 PM

How do Students Find English Information about Asia?

Yumi Hasegawa, Rikkyo University, Japan
TTI 306/7

English textbooks and lessons in Japan had (and perhaps still do) a tendency to deal with topics about English speaking countries, such as The United States or The United Kingdom. Since English is an international language nowadays, we can use it when we communicate with not only the people from English speaking countries but also the people from any country who can speak English.

There are two main purposes for this report. One is to show the ways university students in Japan find English information about Asian countries and what kinds of information they are interested in, The another purpose is to share some of the information collected by students with you. Perhaps you can take away some information which you may be able to use in your teaching.

PAC2 Speech contests

Dennis Woolbright, JALT, Japan
TTI 401

This speaker will motivate you right up and out of your seats to make a speech. And he'll show you how to do the same with your students. Participants will have a chance to witness students in actively pose, brilliantly elocute, and actually speak for five minutes on a theme of interest. Speech contests are a common event in Japan, and the speaker will share storing about soap boxes in China, and encourages students who are participating in the Asian Youth Forum at PAC2 to come to this workshop for a final dress rehearsal.

Development of English Oral Proficiency Test through SOPI

Jung Haeng, Honam University, Korea
TTI 403

This study aims to develop a performance-based English oral proficiency test for Korean University students. This test adopts an audiotape mediated testing technique called SOPI(Simulated Oral Proficiency Interview) developed by Stansfield (1996). First, some exit criteria of three different proficiency levels(beginning, intermediate, advanced) for Korean University students are explored. Second, 30 speaking tasks ranging from beginning to advanced levels are designed based on the exit criteria to elicit students' performance. They progress from relatively simple asking or answering question tasks about autobiographical information, to a little complicated picture description or narration tasks, and to very sophisticated role play tasks which require the abilities to support opinions, persuade others, discuss in hypothetical situations. Next, the 6-point rating scales are developed and applied to give scores to the recorded answers of 60 Honam University students who took the SOPI test. Finally, the test results are analyzed on validity, reliability, and practicality.

Domains of Curricular Content for English Language Teacher Education Programs in Taiwan

Hsi-nan Yeh, National Taiwan Normal University, Taiwan
Cosmos B

To evaluate a teacher education program, an essential step is to look into the curriculum for its framework and constituents. Jack Richards (1998) proposed six domains of content as constituting the core knowledge base of second language teacher education (SLTE@-theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge. This study is to examine the curricula of three major SLTE programs in Taiwan, which supply more than 90% percent of English teachers in local secondary schools, within Richards' framework. The purpose is two-folded. The first is to identify the curriculum design patterns of SLTE programs in Taiwan. The second is to locate the discrepancies between planned and implemented curricula through a questionnaire administered to senior students in the programs.

Reading Strategies That Work

Terence G. Crowther, Oxford University Press
Cosmos C

Reading offers one of the most enjoyable mediums of language acquisition for children. Kids love to read and they love to be read to. Reading, therefore, is best used as both a receptive and a productive language learning tool. Receptive learning occurs when students hear language without being required to reproduce it. For example, this might occur when a teacher reads a storybook to a class strictly for their amusement and without requiring them to articulate it.

Productive learning occurs when students are required to produce language orally. An example of this would occur when a student is asked to read aloud from a graded reader or a textbook.

In this session, reading strategies that incorporate both receptive and productive teaming techniques will be discussed and demonstrated.

A Task-Based Approach To Elementary English Education Using Small-Group Activities

Young Ye Park, Korea Advanced Institute of Science and Technology, Korea

Magnolia A

Teaching English in a large class consisting of more than 30 students, which is typical of Korean elementary English classes, would be very difficult in terms of the quantity and quality of communicative interactions possible between the teacher and all the students within an hour's time. The students in such a large class would obviously have little opportunity to speak out in class. Especially, when the students have no easy access to English-speaking situations outside the class, it may be possible that the classroom itself is the only context in which they can be involved in communicative interactions. The effective use of small-group activities could be a key to solving such difficulties observed in the large EFL classes. The presenter will describe task-based activities that can be carried out efficiently in small groups in elementary English classes.

A Study of Collaboration in Second Language Learning Assessment

Christine Chai-Nelson, Kanda University of International Studies, Japan

Mark Evan Nelson, Kanda University of International Studies, Japan

Magnolia B

According to predominant thinking and practice, most language teachers would likely agree that an effective approach should fundamentally involve interaction, interdependence and negotiation of meaning on the part of learners. Therefore, logically, the testing components of a CLT curriculum might also benefit from these same communicative principles.

Yet, testing has been largely neglected in the development of the communicative language teaching paradigm. In response to this apparent need, under the auspices of the Research Institute for Language Studies and Language Education of Kanda University of International Studies, we have undertaken a two-year project to explore how collaborative testing may impact the language acquisition process of first- and second-year Japanese university students. In our presentation we intend to outline the rationale, objectives and structure of our research; show results of the in-progress analysis of the data we will have collected- and make preliminary projections for the outcome of the project.

Dennis-uh! You very hand-some!

Presenters from the Fulbright English Teaching Assistant Program

Mugung Hwa

The Fulbright English Teaching Assistant (ETA) Program brings approximately 30 students, mostly recent college graduates, to Korea to teach conversational English for a year while pursuing various other educational objectives. This program is conducted in an intense immersion environment; on a day to day basis, ETAs grapple with the joys and frustrations of 1) living with a Korean family, 2) teaching in high schools and middle schools, and 3) finding a place for themselves and their teaching objectives within the complex administrative structure of the Korean educational system.

All ETAs are placed outside of Seoul; some of us are in extremely remote environments where we may be the only foreigner within miles. Thus, our experiences range from mildly unusual to outright bizarre. Even seasoned TESOL veterans stand to gain unique insights into the world of teaching conversational English in Korea through our Fulbright ETAs. We plan to speak frankly on a number of topics:

- 1) Our perception of the role of conversational English classes in a rigid educational system focused mainly on rote learning and the University Entrance Examination;
- 2) our attempts to encourage creativity and spontaneity in our students through unique teaching methodologies;
- 3) some of the (positive and negative) lessons learned through living with a Korean family for a full year.

Korea's English Teaching Innovations in the 1990's: A Review

Oryang Kwon, Seoul National University, Korea

Bong Sun Hwa

For English teaching in Korea, the 1990's can be characterized as an unprecedented decade of renovations and innovations. This paper reviews major changes that were made in the teaching of English in Korea during the 1990's. After briefly reviewing the historical, social, and educational backgrounds of English teaching in Korea, the paper will discuss four innovative changes in English teaching: Introduction of the English subject into elementary schools, employment of native-speaker English teachers, development of communicative syllabi, and introduction of the national common criterion-based evaluation.

The paper then will review renovations in five areas: College English teaching, secondary school teacher training and retraining, college entrance examination, the seventh national English curriculum, and English textbooks. Finally, the paper will make some

projections for the first decade of the new century.

Using Web-based Activities for Teaching ESL

Christina Gitsaki, Nagoya University of Commerce and Business Administration, Japan

Richard Paul Taylor, Nagoya City University, Japan

Wild Rose

The use of the World Wide Web for teaching English as a second or foreign language is becoming increasingly popular. With most of the information on web sites in English, the web offers an abundance of language teaching resources and a wealth of information that teachers can use in order to expose second/foreign language students to authentic language use. Exposure, however, is not enough to trigger language acquisition. Students need to be involved in meaningful tasks that integrate the use of information technology in the language classroom with language acquisition. In the absence of teacher guidance and student-centered tasks, the web sites will do very little to help students learn English. This paper presents an instructional system designed to guide ESL students through their exploration of the WWW and help them carry out web-based projects that will ultimately help them improve their reading and writing skills, enrich their vocabulary, and practice English conversation.

Open House: Come In!, Step Up!, Move Up!, and Open Up!

Louie Dragut, Taejon Jungang High School, Korea

Daffodil

Isn't it about time someone made a good book for middle schoolers that's not too difficult, not too simple, and not too boring? Well, yes, it's time. Oxford University Press introduces *Open House*, a course covering structures, functional language, and vocabulary for pre-teens and young teens. The course follows a group of youngsters through their home, school, and social experiences. Interesting bits of Western youth culture are carefully integrated with all four language skills. The course also focuses on pronunciation, grammar, vocabulary, and study skills. Cross-curricular topics and regular use and revision solidify retention.

Also, learn some fun ways to engage pre-teens and teenagers in language learning. Explore some innovative teaching methods and some of the activities from the course's teacher's books. *Open House* is also accompanied by a workbook and an audio cassette. Get a free book and a chance at some other great prizes!

Teaching Writing to Korean University Students

Susan Niemeyer, Seoul National University, Korea

Lily

This presentation will explore ways to motivate and guide Korean university students in their study of academic writing. Through focusing on content, organization, and language, students can learn to compose clear and effective paragraphs and essays. At each stage, the presenter will introduce successful techniques for encouraging active participation and learning. The content stage will emphasize the use of engaging themes and authentic materials, organization will introduce guidelines for writing various rhetorical modes, and language will provide contextualized and meaningful exercises. Throughout the writing process, students can have the opportunity to share and discuss their ideas and compositions through guided prewriting, peer revision, and peer editing activities. Attention will be given to the importance of writing as a means of communication. The presenter will share materials that she has personally developed while teaching at a Korean university.

Writing to Communicate: Using E-mail Penpals to Cross Borders

Kristin Helland, Seoul National University, Korea

Victoria Muehleisen, Waseda University, Japan

Rose

As the possibilities of modern technology become widely available in classrooms all over the world, an email penpal project offers the potential for educators to make a positive contribution to globalization while improving their students' English. Communicating through email brings a new and exciting element to the old idea of penpals. Although setting up a supervised class-to-class project requires some effort on the part of the teacher, the benefits are many.

This presentation will describe a cross-national email penpal project first implemented in 1998 by two university teachers in Japan and Korea. They will describe how they initially got the project off the ground, the steps they followed to bring it to fruition, and the benefits their students derived from participating in the project. They will provide guidelines for other teachers who wish to try the same kind of activity in their classes, and will answer questions from the audience.

Language Teacher as Researcher: the Why's and How's

Han Sang Ho, Kyongju University, Korea

Orchid

Two major developments in the field of ELT in recent years have been strengthening of a research orientation to language learning and teaching and a broadening of the research project to embrace the collaborative involvement of teachers themselves in language

research. As a consequence, teacher as researcher movement is now alive and well and gathering strength in schools around the world. It is therefore recommended that, if teacher-researcher movement is not to become another fad in ELT of today, then a significant number of teachers will need to be aware of the rationale behind the teacher as researcher movement. Dr. Han's presentation addresses this important issue for the language teachers

Discover Debate, Re-Discover Dialogue

Michael Lubetsky, JALT, Japan

Charles LeBeau, NIC, Japan

David Harrington, The English Resource, Japan

Ume Flower

Throughout Asia, teachers and students have discovered debate as a means to promote authentic communication. New debate programs have emerged in Korea, Thailand, and Mongolia; and last year, in the Philippines, the World University Debate Championship was hosted for the first time on Asia soil.

Authentic communication demands equal measures of understanding and response. Surprisingly, many popular EFL classroom activities fail to meet these objectives. This workshop will identify common problems with conventional dialogue activities, and contrast them with the interactive communication engendered by debate.

Participants will experience a variety of debate-as-dialogue activities, and learn techniques for introducing debate to students of all levels. The three presenters will draw upon their diverse experiences in the field, as well as from their new textbook, *Discover Debate*.

1:15 - 3:05 PM

Words in Action: Rhythm, Movement and Language Teaching

Michele Milner, Fujisawa Board of Education, Japan

Alice Wahl Lachman, Saitama Women's College, Japan

Azalea

This workshop shows how rhythm and movement activities can create a multi-sensory language learning experience. Drawing on Gardner's theory of multiple intelligences and Laban's system of movement analysis, participants will explore how concept-based rhythm and movement activities can facilitate intonation, comprehension and enjoyment of language learning.

Participants will be shown how to build a movement vocabulary and then use it to express a wide variety of concepts and ideas. Creative movement can provide a kinesthetic experience that allows learners to form new and potent associations in the target language. By working to integrate the mind and body, learning becomes an integrated and more holistic endeavor. This relationship promotes self-expression and ultimately helps students to synthesize and remember material. Concept-based movement activities can be integrated into classrooms from elementary school to university level. They can express both simple concepts and complex global issues and provide opportunities for discussion and group problem-solving.

2:15 - 3:05 PM

What Color was the Apple? Asking the Right Questions in the Language Classroom

Chuck Sandy, Chubu University, Japan

TTI 301/2

Questions are central to any language classroom, yet we rarely stop to examine their purpose, type or effectiveness. In this workshop, common classroom questions will be examined, coded, and rated for their effectiveness. Participants will work through a set of guidelines to help them look more closely at the questions they most commonly ask of students, and the presenter will happily field whatever questions may be asked of him.

Preparation and Second Language Acquisition: Effects on Learner Language

Gillian Wigglesworth, Macquarie University, Australia

TTI 303/4

This research reports the results of a highly controlled study designed to investigate the *interaction* of preparation time (no time, one minute or five minutes) and task type (picture description, picture comparison or picture narrative) on the accuracy, fluency and

complexity of the language of intermediate level English as a second language learners. The learners were recorded undertaking these monologic tasks in a laboratory situation. Responses were recorded and subsequently transcribed and coded.

The findings suggest a clear interaction between amount of planning time and task type for certain *tasks* (e.g. the comparison) for fluency. However, this does not extend across all task types. Other tasks are more likely to promote complex language. The implications of these findings are discussed both from a theoretical point of view in relation to second language acquisition, and from a *practical* point of view in relation to what they might mean for the classroom teacher.

Good Enough English: What Will Our Grandchildren Speak

Giles Slade, Honam University, Korea

TTI 306/7

With the global proliferation of EFL and ESL speakers, English is developing simplified characteristics mirroring those of late Latin before it fragmented into the romantic languages. More important, however, is the *laissez faire* attitude towards frequent but small errors which complicate communication but which do not prevent it.

My paper will address issues like foreign speaker avoidance behaviors visible in e-mail and web records of EFL/ESL writers. My claim is that the growing tolerance of English language errors marks the existence and acceptance of a new ideological separation between skilled English use and successful communication.

Abstract standards of good usage, in other words, no longer apply to English in a global and commercial context. Criteria of exigency and intelligibility have replaced those of elegance and expertise.

With such global acceptance of *good enough* English, a period of intense linguistic change has begun. My main claim is that in this period the transformation of English *and of the emergence of Weblish* will be more rapid than that of any other period of change in history, since it is both enabled and sustained by the new powerful communication technologies.

Pronunciation and Rhythm Teaching-Techniques for Korean Young Learners

Kwak, Yong-Ja, Seoul DaeMyong Elementary School, Korea

TTI 401

English pronunciation by Koreans is noticeably different from that of native speakers of English. It could be that "F's, R's, V's, etc" are problems because they are missing from the Korean pronunciation system. However, many pronunciation problems could originate from the differences in the language rhythm. Then, how can we teach the Korean student to use the proper rhythm? With the traditional audio-lingual or "mimic" method ("Repeat after me") the students and teachers are often frustrated from the poor results. After a detailed analysis of some reasons of the problems from the phoneme-level to the sentence-level, techniques will be demonstrated to overcome the deficiencies. Additionally, various chants (developed by the presenter) will be introduced and practiced by the audience. Songs and chants are found to be very effective tools along with games and activities for teaching Korean elementary students.

Utilizing Authentic Video Materials for Listening Comprehension Skills

Ju Yangdon, Hyecheon College, Korea

TTI 403

EFL learners are not be often exposed to real-life English. However, texts using authentic video materials are rare. Authentic video materials: real-life situational video for listening comprehension are introduced and the process to design tasks to improve listening comprehension skills is shown. Videotaped situations and excerpts of movies are used for authentic video materials. A sample text utilizing the video materials emphasize gaining ideas and information by predicting a speaker's purpose rather than focusing on isolated words. The text is designed for students to get trained to comprehend the gist of the conversation rather than analyze words in isolation. Tasks of the text are composed for the learners to practice skimming for purposeful listening because in real situations, they only get specific information, that address their needs. Tasks are also provided for the students to practice in coping with redundancy and noise.

Literature for Cultural Understanding in the Language Classroom

Punchalee Wasanasomsithi, Chulalongkorn University, Thailand

Cosmos A

Literature is not only a reflection of individual experience but also a portrayal of the culture of the author. An examination of a foreign culture through literature will increase learners' understanding of people who are different from themselves and develop a greater tolerance for cultural differences (McKay, 1986). As technological advancement brings different parts of the world together,

an understanding of people who are different from oneself is essential to being a world citizen. Marquardt (1968) emphasizes that the knowledge of the culture of a society in which the target language is spoken is as crucial as mastery of the target language itself. In addition, learning about the target culture can expand learners' horizons, broaden their thinking, and even lead them to a better understanding of their own culture, because "comparison to other cultures results in read consideration of one's own cultural values where blind acceptance has existed before" (Valdes, 1986, p. 139). As such, the interdependence between self and others makes understanding other cultures crucial to understanding one's own.

In this presentation, the presenter will demonstrate how the literature-based language teaching approach can be utilized in EFL classrooms to promote learners' better understanding of both the target culture and own culture. Classroom applications will be discussed and sample literature-based classroom activities will also be given.

'Relevant' Communicative Listening in the High School Classroom

Louie L. Dragut, Taejon Jungang High School, Korea

Cosmos B

With large classes of over fifty students composed of multilevel learners in an environment where parents demand that teachers focus on preparing students for the university entrance exam, how can English language conversation teachers motivate and assist students to develop their communicative skills? The presenter will focus on how to motivate learners to engage in communicative listening tasks by providing interesting, comprehensible, relevant and engaging learning material. Recognizing that only reading and listening are perceived by students as the only 'important' skills needed to pass the university entrance exam, conversation teachers can take advantage of such perceptions to prepare highly motivating lessons. To ensure continuous motivation however, the students' perception of the relevance of the learning material is crucial. This presentation will further explore such issues and conclude by introducing various listening techniques and materials that the busy language teacher can quickly adapt and effectively use.

Using the Newspaper to Teach English

Lee Mijae, University of Suwon, Korea

Cosmos C

By introducing English newspaper into classroom at any level(beginning, intermediate, and advanced) students 1) increase social awareness, 2) extend linguistic context into world matters, 3) deal with real life in English from narrowing down the gap between bookish limited English and real life English, 4) broaden the perspective from local township to the global thinking, and 5) improve the reading and writing skills besides listening and speaking: scanning and skimming practices.

For the beginning level 1) recognition of alphabet, words already learned and names of people, places, organization and events(to avoid to fossilize Konglish pronunciation(Korean way of saying) and 2) pictures are useful sources for describing pictures with students' own words and guessing and finding the words for elicitation. Games and pair works as well as group works will be done beautifully.

For the intermediate level: wonderful for scanning and skimming(collecting gists) practices by choosing of students own choice: stock exchange is a good place for practicing 10,000(mann unit) and 100,000(ship mann unit), movies and TV program and classified ad 'Ann Landers' and sports. Reading and tell the read material in their own words for speaking to the pair and writing.

For the advanced level :a lot of reading practice with editorial and political news and cartoons and of discussion and debate in English. For any level students produce their own newspapers: I will show some newspaper of my elementary students and middle school students from my English camp and college students' English newspaper.

What's In The Pot?

Cho Sook Eun, Pusan KOEX, Korea

Magnolia A

Do your students crawl under the table during class? Do they talk non-stop – in Korean – for the entire lesson? What do you think that means, and what can you do about it? Often we think students with a lot of energy have behavior problems. However, maybe we need to reevaluate our thinking!

This is a workshop designed to motivate and interest kindergarten and elementary students in learning. The presenter will show how to make students think and eagerly participate in classroom activities. She will, further, demonstrate how household goods and other everyday items can be adapted for use as interesting realia in the classroom. Tap into your kids' natural curiosity, and bring out the kid in you, too!

Implications for Ethical Meanings in English Language Education

Yayoi Akagi, Science University of Tokyo, Japan

Yukiko Shima, Science University of Tokyo, Japan

Magnolia B

International understanding and peace should be promoted through language learning as recommended by Linguapax of UNESCO. An efficient communication with people from different cultural backgrounds requires sincere efforts in understanding through a

knowledge of global perspectives. However materials for English language learning are said to be a fertile source of prejudices and stereotypes carried over from colonial times. In fact English language teaching still provides hindrances to successful communication. For example illustrations about Japanese, Korean and Chinese in many textbooks are often still mixed up and do not provide proper contextual information, but rather present stereotypes. Language teachers in Asia must take responsibilities for creating non-stereotypical materials with authentic content of those Asian countries.

In this presentation we will provide explicit implications for ethical meanings in English language education and show how international understanding and global perspectives can be developed in the English classroom.

Picture That! — Drawing Techniques for Teaching False Cognates

David Shaffer, Chosun University, Korea

Mugung Hwa

There has been a large influx of English loan-words into the Korean lexicon, and because of this, the number of false cognates it contains is also substantial. These false cognates, a.k.a. “false friends,” often become barriers to English learning because of the English learner’s unawareness of the difference in meaning in Korean from the English language source. Many of the most common of these problematic pairs and their semantic differences will be discussed. In addition, two classroom teaching techniques will be presented which effectively delineate the semantic differences in the pairs of false cognates. One of these techniques involves the use of pictorial representations by class members while the other involves a simple translation technique with interest-holding error analysis. In addition to the teaching techniques, the information presented on Korean-English false cognates may be of value to the EFL teacher in Korea.

Business English: How and What to Teach?

Liang-Tsu (Grace) Hsieh, National Ping Tung Institute of Commerce, Taiwan

Bong Sun Hwa

In order to match the world’s economic development, more and more Applied Foreign Languages Departments have been set up in Taiwan recently. The special features for the Applied Foreign Languages Departments are they focus on the training of language expertises who can use and apply language, computer skills and commercial knowledge learning at school to the real world. The language education emphasizes on learning English for specific purposes. This paper aims to explore the argumentative topic: How to teach Business English? And what should students learn from Business English? Subjects were 24 fifth graders (equal to the 11th graders in the U.S. system) from a Commerce college. The author experimentally taught Business English for 1997 academic year. At the end of year, subjects filled out a questionnaire regarding their attitudes and opinions toward the instruction and learning of Business English. The study results offer valuable references and insights to Business English education.

Technology And Language Learning: Putting The Computer In Its Place

Jeremy F. Jones, University of Canberra, Australia

Wild Rose

High technology, and especially the use of computers, has won a secure place among the resources available to the modern language teacher. Language centers, rich and poor alike, feel that they cannot do without computers for learning purposes. However, despite the expensive investment made on their behalf, a large number (very likely a majority) of teachers and students remain uninterested in the computer as a medium for learning.

This paper probes the reasons for such reluctance and proposes some remedies. In particular, it is argued that computer-assisted language learning (CALL) should not be closely associated with self-access or autonomy and that teachers are needed to drive the CALL process.

Behind the Scenes: Creating a Classroom Textbook

Jack Richards, Oxford University Press

Chris Foley, Oxford University Press

Daffodil

This presentation provides a behind the scenes look at how *Springboard*, a conversation and listening book for Asian students was created. As EFL professionals look to the classroom for keys to what motivates students and how students learn, materials writers, too, are looking at the classroom. This presentation will explain how the classroom helped inform the creation of *Springboard*. Specific example drawn from classroom observation, student and teacher feedback, and classroom piloting will be discussed.

Springboard is two-level conversation and listening course for pre-intermediate and intermediate learners. It is organized around high-interest topics that encourage students talk about what they are most interested in: their own lives, aspirations, and interest.

Program Design for Training Primary English Teachers in Taiwan

Hsin-Hwa Chen, Yuan Ze University, Taiwan

Lily

English will be officially taught in primary schools in Taiwan in the year 2000. However, there is a great shortage of primary English teachers. In order to meet the demand and at the request of the county government, Yuan Ze University secured the permission from the Ministry of Education and started an English teacher training program in September 1998. Yuan Ze is the first university which started a credit program for primary English teachers in Taiwan. There are 169 participants in this thirty-credit program. Based on her practical experience of running this English teacher training program, the author discusses the rational concept, course design, and administrative support of this program, and offers suggestions for those universities which plan to run a similar program.

Teaching Writing in a Communicative Atmosphere

Tom Pierce, Sookmyung Women's University, Korea

Rose

To present the ideas related to writing it is necessary to consider a specific learning context or group of students. I've chosen my current group of students for that context (university students and graduate students in a TESOL certificate program at a Korean University). By establishing the context I can first look at the specifics of what my students do when writing and then attempt to generalize, to some extent, about what is good practice in writing and in teaching writing. For example, it seems to be important for my students to feel that they have a clear purpose in writing, and that they are actually creating whole pieces of communication. This is something that tends to be true of all students of writing; they want to feel that they are communicating and not just writing for the teacher. Using a process approach to writing, I will discuss ways in which teachers can teach writing in a communicative atmosphere which stresses interaction from student to teacher and student to student. Especially, I will focus on giving clear, practical suggestions for activities which focus on one or more parts of the composing process.

Peer Review in an EFL Writing Class

Hui-Tzu Min, National Kaohsiung First University of Science and Technology, Taiwan

Orchid

This study discusses the influence of diverse variables on the peer review in an EFL writing class in Taiwan. Data from classroom observations and a reflective journal were triangulated with those from questionnaires to obtain a holistic perspective of the impact of each factor on this instructional practice. The findings demonstrate that students' knowledge of the writing topics and their concern about "face" affect their ability and willingness to perform peer review. Their respect for authority renders them less ready to accept comments from peers. Their preference for working with the same reviewers clashes with the idea behind task-oriented writing groups. The teacher's role as a passive observer or an active collaborator of peer review also plays an important part. The author recommends that EFL writing teachers adopt a topic-oriented group so that students can work with the same reviewer on a topic through different sessions.

Final Closing Plenary

Sunday 3:30 - 4:20 PM

Olympic ParkTel, Plenary Hall

Kensaku Yoshida

JALT sponsored speaker

Title: Japanese Bilinguals—the Problems of Identity and Education

Bilingualism is still a relatively unexplored area of research in Japan. However, it is no longer an area that can be ignored especially because of the educational problems which it entails. The issue of bilingualism in Japan covers a variety of different cases: 1) Japanese children who have spent a period of their childhood in a foreign country, not through their own choice, but because of their parents' transfer to a foreign country, 2) adolescents and young adults who have opted to go abroad on their own, 3) children of Japanese descent whose parents have returned to Japan, either permanently or temporarily, as well as 4) children of foreign residents living in Japan.

The problem, of course, is that not all the children are able to adapted to their new environment, and a significant factor seems to be related to the issue of identity. The presentation will deal with several factors related to this problem of identity, and will address some educational issues which must be considered.

Plenary Speakers Biodata

Kathleen M. Bailey is Professor of Applied Linguistics at the Monterey Institute of International Studies. During 1996-1997, she taught EFL in the English Teaching Unit at the Chinese University of Hong Kong. Her professional interests include teacher education, language assessment, second language acquisition, and language classroom research. She is the immediate past president of TESOL. Her publications include, with Dick Allwright, *Focus on the language classroom*, Cambridge University Press, 1994.

Claire Kramsch studied German Language and Literature at the Sorbonne and in Munich, and took post graduate courses in Applied Linguistics at Harvard University. She is a Professor of German and Foreign Language Education. She holds appointments in the German Department and in the Language, Literacy and Culture Division of the Graduate School of Education and is the Director of the Berkeley Language Center, a resource and professional development center for all foreign language teachers on campus, that she founded in 1994. Professor Kramsch teaches undergraduate and graduate seminars in Second Language Acquisition/Applied Linguistics and supervises PhD dissertations in the Graduate School of Education. Her main area of research is applied sociolinguistics and the role of discourse and culture in language learning and teaching. She has published extensively on the topic and has given numerous workshops and seminars in the U.S.A. and in Europe. Her publications include *Context and culture in language teaching*, Oxford University Press, 1993.

Michael McCarthy is Professor of Applied Linguistics at the University of Nottingham, Great Britain. He has been involved in English Language Teaching for 33 years. He has taught in Britain, Spain, Sweden, The Netherlands and Malaysia, and has lectured on English Language Teaching in more than 30 countries. He is currently Co-Director, with Ronald Carter, of the CANCODE spoken English corpus project at the University of Nottingham, which is investigating everyday spoken English for the purposes of producing language teaching materials and reference materials which support the teaching of speaking. He has published many books and articles on vocabulary teaching and on spoken language, including course books, dictionaries and more theoretically-oriented books. His most recent publications include *Second Language Vocabulary: Description, Acquisition, Pedagogy* (1997), *Spoken Language and Applied Linguistics* (1998), *English Vocabulary in Use; Elementary* (1999), all published by Cambridge University Press.

Suntana Sutadarat, M.A. in Applied English Linguistics and Ph.D. in Linguistics from the University of Wisconsin, Madison, is associate professor at the Faculty of Education, Ramkhamhaeng University, in Bangkok. She has been involved in the work of Thailand TESOL since 1993 and was president of the association from 1996 to 1998 and chair of the First Pan Asian Conference, held in Bangkok in January 1997.

Penny Ur was educated at the universities of Oxford (MA), Cambridge (PGCE) and Reading (MATEFL). She emigrated to Israel in 1967, where she still lives today. She is married with four children. Penny Ur has thirty years' experience as an English teacher in primary and secondary schools in Israel, and teaches also pre-and in-service courses in English Language Teaching at Oranim School of Education, Haifa University. Her particular interests are: practical aspects of foreign language teaching; and the professional knowledge and learning of the language teacher. She has published a number of articles on the above topics. Her books include *Discussions that Work* (1981), *Grammar Practice Activities* (1988), *Five Minute Activities* (co-authored with Andrew Wright) (1992), and *A Course in Language Teaching* (1996), all published by Cambridge University Press. She is also editor of the Cambridge Handbooks for Language Teachers series.

Kensaku Yoshida is a professor in the Department of English Language and Studies, as well as the director of the Center for the Teaching of Foreign Languages in General Education at Sophia University, Tokyo, Japan. His main areas of interest are in TEFL/TESL, bilingualism, and intercultural communication. He has published extensively and has lectured widely on these topics both in Japan and elsewhere. He is well-known in Japan for having been the moderator of the 'English Conversation I' television program from 1988 to 1993, as well as the commentator for the 'Practice for the TOEFL Test' television program from 1994 to 1997.

Presenters' Bios

A

Maneepeen Apibalsri is a professor at Suranaree University of Technology in Thailand.

Allen Ascher is Editorial Director at Pearson Education, New York. He holds an MA in Applied Linguistics and taught in the People's Republic of China. He has also trained teachers in Asia and the United States.

B

Dr. Martin Jonghak Baik wrote his dissertation in the area of critical sociolinguistics at the University of Illinois at Urbana-Champaign. His main areas of research are critical analysis of ELT materials and the effects of English Education on the native language of EFL countries.

Kathleen M. Bailey is Professor of Applied Linguistics at the Monterey Institute of International Studies. During 1996-1997, she taught EFL in the English Teaching Unit at the Chinese University of Hong Kong. Her professional interests include teacher education, language assessment, second language acquisition, and language classroom research. She is the immediate past president of TESOL.

Chris Balderston is an Acquisitions Editor with Oxford University Press. He has been a language teacher and school administrator since 1986, and began working in ELT publishing in 1993. His current work involves researching and publishing materials for Asian learners.

William M. Balsamo is a professor at Kenmei Women's Junior College in Himeji and has taught in Japan for over thirteen years. He is currently the president of the Himeji JALT (Japan Association of Language Teachers) Chapter and also the author of several textbooks for college students.

Andy Barfield teaches English at the University of Tsukuba, Japan, and at Tokyo University for Foreign Languages.

Michael Belostotsky has taught English at Hoseo University in Chunan, Korea, since 1996. Before that he was volunteer in Canada. He holds a MSc degree in Mathematics from Moscow National University, and has worked as an analyst and researcher. He is trilingual, English being his third language. In the ESL field, he has been active in KOTESOL conferences, designing and presenting teaching programs at KOTESOL Teacher Training (KTT) workshops. His research interests cover Language Acquisition and ESL Methodology. Based on his personal language experiences he shares the notion that understanding the deeper workings of language learning makes better language educators.

Malcolm Benson is a professor at Hiroshima Shudo University, Japan and is also a tutor on the University of Birmingham Distance MA in TEFL/TESL. He is interested in classroom observation and teacher effectiveness, and more generally in the history of language teaching from earliest times.

Rita S. Y. Berry is currently an occasional lecturer in the Language Teaching Department (TEFL) at the University of Exeter in the United Kingdom. She holds a PhD in education from the University of Exeter, and obtained her teaching qualifications in Hong Kong, a place where she taught English as a second language for a considerable number of years.

Dr. Grahame T. Bilbow is an associate professor in the English department at the Hong Kong Polytechnic University in Hong Kong.

Marc Bowman is a visiting professor Hyecheon College in Taejon, South Korea. He taught at Assumption University of Thailand for two and a half years, before coming to Korea. He's presented at the last two Thai-TESOL conferences is a member of Thai-TESOL and KOTESOL. He is presently entering the dissertation stage of his MA studies, by external mode, with the University of Surrey, U.K., and is from Canada.

Letitia Bradley teaches at Chukyo Open College in Nagoya, Japan.

William Bradley is currently Associate Professor in Intercultural Communication at Ryukoku University in Shiga prefecture in Japan. He, has taught in Japan for the past eleven years. He has an M.A. in TESOL from Teachers College, Columbia University.

Alan Brady presently works at Kwansai Gakuin University in Japan (since 1991) in the Sociology Department. He has taught English in Japan since 1974 in a variety of institutional contexts ranging from conversation language school to university. His professional interests center on cross-cultural behavior and practices in educational contexts, particularly as they affect the teaching, research, and learning of English as an additional language in the Asian and Japanese sociocultural context. He is presently undertaking doctoral studies at Lancaster University (UK) and researching innovative approaches to language program development.

Christopher Bragoli is a graduate in foreign languages from St. Andrews University in Scotland. He taught in high schools in Austria and Italy before coming to Japan in 1984, where he teaches international business and English.

Carol Brandt is the Associate Vice President for International Programs and a senior lecturer in English as a Second Language at Pitzer College in Claremont, California, USA. Ms. Brandt earned her M.A. in Linguistics from California State University, Fresno. She has twenty years of experience in ESL teaching and the administration of ESL and foreign language programs in higher education and specializes in language curriculum development.

P.W. "Summer" Brooks has taught EFL in South Korea for over six years, including Chang-An University near Suwon City and, currently, at Daejin University in Pochon.

Dr. Anne Burns is the associate director of the National Centre for English Language Teaching and Research (NCELTR) and a senior lecturer at Macquarie University, Sydney. She is the editor of *Prospect: A Journal of Australian TESOL*. Her most recent publication is *Collaborative Action Research for English Language Teachers*.

Karen Burrell is a full time instructor at Kwangju University. She is a doctoral student at the University of Georgia, and received an M.Ed. from South West Texas University and a J.D. from The University of Michigan.

C

Dr. David R. Carter is senior teacher and coordinator of Advanced and Postgraduate EFL classes at Yonsei University Foreign Language Institute, since 1991. He studied German, French, and Russian languages and literatures at the University of Wales, UK. He lectured in German Studies at St. Andrews and Southampton Universities and at Universiti Malaya, has a Ph.D. on the Language and Aesthetics of Psychoanalysis, and has research interests in Applied Linguistics, Sociolinguistics and Psycholinguistics. He has published articles on European Literature, Psychoanalysis, Film Criticism, and Aesthetic Theory.

Ann B. Cary is currently teaching at Kobe Women's University. Ms. Cary earned her M.Ed. in bilingual education from Boston University. She has been teaching at the college level in Japan for six years, before which she taught at junior colleges and in the community. She has also worked as an interpreter and translator. Her area of specialization is bilingualism and bilingual education.

Anchalee Chayanuvat has been teaching English for 25 years both in Thailand and abroad. She is now an assistant professor in English at Walailak University and a Ph.D. candidate at Charles Sturt University in Australia. Her main interests are classroom-based research and teacher development.

Yuh-show Cheng received her PhD in Foreign Language Education from the University of Texas at Austin in 1998. She is now teaching at the Department of English, National Taiwan Normal University. She has interests in all aspects of second language acquisition and teaching but has particular expertise in the affective domain.

Christine Chai-Nelson received her MA in TESOL from San Francisco State University. As a second-generation Korean-American and having been surrounded by family members who have been and still are ESL/EFL learners, she has always been sensitive to and interested in the process of second language acquisition. Her teaching experiences include working in adult literacy programs at San Francisco City College and at a local non-profit organization; as well as working for an intensive, pre-academic language school, the American Language Institute, at San Francisco State University. She is currently employed at Kanda University of International Studies in Japan.

Cho Sookeun is currently the 2nd Vice President of KOTESOL and served as president of KOTESOL Pusan Chapter last year. She studied English Education at Taegu University and started her media career when she began college. She has held numerous posts, working as an English teacher, radio disc-jockey, teacher trainer, international camp counsellor, and director of a language institute. These diverse experiences contribute to her dynamic presentation style.

Ms. Linchong Chorrojprasert has a B.A., M.A., and Ed.S. She is currently a PhD. candidate at K.U. Leuven. She is Associate Dean, Faculty of Arts at Assumption University of Thailand. Her special interests include Teacher Training and Curriculum Development. Her personal belief is that "It's better to light a candle than to curse the darkness."

Larry Cisar is JALT's past-treasurer and home page coordinator for JALT Omiya Chapter. He has been a popular speaker on neurolinguistic programming and hot-rod silent way teaching tools at many chapter events in Japan. He teaches at Kanto Gakuen University.

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

Sheelagh Conway is a Professor of English at Hankuk University of Foreign Studies in Seoul. She is the author of *A Woman and Catholicism: My Break with the Roman Catholic Church*, *The Faraway Hills are Green*, co-editor of *Women's Experience*, *Women's Education*, and is currently working on a novel. Ms. Conway is Irish and has lived and worked in various countries including Britain, Jamaica, The Bahamas, Canada, and South Korea.

Jovita T. Corrigan is an instructor of the English Language Teaching Unit at The Chinese University of Hong Kong. She has taught English for over twenty years in various countries including Canada, Macau, the Philippines, Hong Kong, Japan, and the United States. Ms. Corrigan obtained her MA in TESOL from the University of Kansas under a Fulbright grant.

Gerald Couzens is a professor at Kyoto Bunkyo University.

Miles Craven has been an English language teacher for over ten years, working in Italy, Portugal, Spain, Hong Kong, the UK, and now Japan. He is currently Lecturer of English at the College of International Relations, Nihon University. His research interest is the link between language and culture, and he is the author of the coursebook *Destination USA* published by Macmillan Language House.

Joseph S. Cravotta received a Masters of Education Degree in TESOL from Temple University. He is currently teaching at Kyoto University, Doshisha Women's College of Liberal Arts, and Osaka Gakuin University in Japan. He has been teaching in Japan for more than nine years. He has recently co-authored and published two English language textbooks, *School Daze* and *Better English Pronunciation*.

Terence Crowther, author of *Up and Away in Phonics* and *Up and Away in English*, has been teaching English to children in Asia for over fifteen years.

He currently owns and operates a successful chain of English language schools for children based on the island of Taiwan. A graduate of Brigham Young University, Mr. Crowther has authored over fifty books for children.

Mr. Crowther is also the founder of "Angel's Abode", a non-profit organization that sponsors homeless children and contributes funds to the Viengping Children's Home in Chianginai, Thailand.

Joyce Cunningham is JALT National Programme Chair and is co-editor for the monthly column "A Chapter in Your Life" in "The Language Teacher" magazine of JALT. JALT98 Conference Programme co-chair and co-editor of the Pre-conference Supplement, Conference Handbook and Proceedings. She is Co-coordinator of the English language section of the Department of Communication Studies of the Faculty of Humanities at Ibaraki University in Mito, Japan.

D

Robert J. Dickey is a professor at Kyongju University in the School of Foreign Languages & Tourism. He has been an active member of KOTESOL for several years and has served as National Secretary and Pusan chapter Vice President. Currently he is *The English Connection* publications coordinator.

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E

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F

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G

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H

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J

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K

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L

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M

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Gerry Meister is Director of the Language Centre at La Trobe University in Melbourne, Australia. He has worked in TESOL for more than 25 years, in New Zealand, Indonesia, Papua New Guinea and Australia, predominantly as a teacher educator of English teachers from Asia and the Pacific. His professional interests include the construction and management of programs fostering learner autonomy. He has published research on the vocabulary levels and classroom profiles of students in Indonesia and Papua New Guinea. In the past several years he has been a guest speaker at conferences in Korea, Indonesia, China and Thailand.

Michele Milner teaches junior high school and elementary school in Fujisawa City, Japan. As a dance and theater specialist, she incorporates the expressive arts into her language teaching. She is currently in the MA program at Columbia University in Tokyo.

Keitaro Miyauchi's major field of study is Teaching German and Cross-cultural Communication. He is currently interested in the use of the Internet in teaching German and cross-cultural communication. He is involved in a joint research project as its head on the use of e-mail and web servers for teaching foreign languages with Prof. Kobayashi, Prof. Hayase and Prof. Nagashima. He is professor at the College of Community and Human Services, Rikkyo University, Japan.

Victoria Muehleisen has been teaching English at the Institute of Language Teaching in Waseda University, Tokyo since 1994. While working in Japan, she finished her dissertation on antonymy in English, receiving her Ph.D. in linguistics from Northwestern University (Illinois, USA) in 1997. Her research interests include semantics, corpus linguistics, computer-assisted language instruction, and the use of video in language teaching.

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N

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 is involved in a joint research project on the use of e-mail and web servers for teaching foreign languages with Prof. Miyauchi, Prof. Hayase, and Prof. Kobayashi. He is professor at the College of Economics, Rikkyo University, Japan.

Ritsuko Nakata was born and raised in the United States. She moved to Japan after her studies in ESL at Columbia University Teacher's College in New York. She is a well-known teacher trainer in Japan and is president of two organizations, The IIEEC - Teacher Training Center and AETC (The Association of English Teachers of Children). She has taught students of all ages and specialized in teaching children and training teachers of children. She is the creator of the MAT Method which has focused teaching on output - in oral as well as in reading and writing skills. Ms. Nakata is also well-known for authoring texts and materials including the LET'S GO series (Oxford University Press) and other which reflect the MAT METHOD.

David Neill is JALT's Business Manager. He has taken managed JALT educational and materials exhibitions for three years. He has been an officer and longtime member of JALT's Video Special Interest Group. He lectures at Okayama University of Science.

Mark Evan Nelson received his MA in TESOL from San Francisco State University. He has taught both in the United States and abroad and is currently in his second year of teaching at the Kanda University of International Studies in Chiba, Japan. A native New Yorker, he received his undergraduate training in painting and art education from Pratt Institute. This admixture of visual arts and language teaching principles has produced a keen interest in the communicative properties of visual imagery and their application to language learning and teaching.

Peter E. Nelson, Ph.D., teaches in the Department of English Education, and in the Graduate School of International Studies, at Chung Ang University in Seoul. His EFUESL practical training include the University of Cambridge RSA Certificate in 1997 and the University of Cambridge Diploma Course in 1998. He is active in KOTESOL as a teacher trainer, public speaker and author. He also has presented books on behalf of Oxford University Press.

Susan Niemeyer is a visiting professor at Seoul National University. She has also served on the faculty of the Department of English at Yonsei University in Seoul. She has an M.A. in TESOL from the University of Illinois at Urbana-Champaign and has also taught EFL in Japan. She is currently working on a writing textbook entitled, "Principles of Writing."

Suchada Nimmannit is associate professor and Chair of English for Business at Chulalongkorn University Language Institute where she teaches Business Communication and Presentation. She also conducts workshops on ELT methodology and material presentation. At present she serves as the First Vice President of Thailand TESOL.

Hiroko Nishimura is an associate professor at Matsuyama Shinonome College, Japan. Ms. Nishimura earned her M.A. in Japanese Linguistics from Hiroshima University. She has 12 years teaching experience and specializes in the History of Japanese Linguistics and Teaching Japanese as a Second Language.

Carol Numrich is a senior lecturer at the American Language Program at Columbia University, where she teaches courses in English as a second language. Carol has taught ESL/EFL in Alaska, Switzerland, and New York in a variety of settings, and has trained teachers around the world. Her interests are in listening comprehension, teacher education, and critical thinking in language acquisition. She has authored three texts with Pearson Education: *Face the Issues*, *Consider the Issues*, and *Raise the Issues*. She is also the co-editor of the *NorthStar* series.

David Nunan is the Director of the English Center and Professor of Applied Linguistics at the University of Hong Kong. He has written many resource books for teachers and learners of English, including *The Learner Centered Classroom*, *Designing Tasks for the Communicative Classroom*, and *Second Language Teaching and Learning*. He is also the author of several of course book series such as *Atlas*, *Listen In*, *Speak Out*, and *Go For It*.

O

Susan Oak is an instructor and English Program Coordinator at Ewha Woman's University in Seoul. She has an EdM in Second Language Acquisition and Bilingualism from Harvard University and has taught ESL/EFL at the university level in the United States and Korea for a total of 18 years.

Margaret Orleans, who holds an MA-TEFL from Birmingham (UK) has 29 years' experience teaching English to native and nonnative speakers, from junior high to graduate students, in the US, China, and Japan. She has been published in the *TESOL Newsletter*, *The Language Teacher*, *English Teaching Forum*, and elsewhere. She currently teaches at Meiji Gakuin High School in Kitakyushu, Japan.

P

Eunyoung Park spent most of her childhood in the USA and attended ESL classes for the first few months of school. However, the interest in ELT started while she was at Ewha University while doing part-time tutoring of ELT for children. She has taught at various institutes (private language schools), elementary schools and businesses for the past seven years. Since March 1998 I have been with the Seoul Teacher Training Center as an instructor. During the last six months she has been in Manchester working on her dissertation for her Master's degree from Manchester University. During the past seven years she has been involved with material design as well as helping to write books for the mock university entrance exams.

Joo-Kyung Park, former president of KOTESOL, has an M.A. in Linguistics from Seoul National University and a Ph.D. in Curriculum and Instruction from Texas A&M University, specializing in ESL/Bilingual Education. She is an assistant professor at Honam University, Kwangju, Korea and teaches courses on English pronunciation, American Culture and Society, and ELT methodology at the undergraduate and graduate level. She has been coordinating and teaching for several Korean elementary and secondary inservice teacher-training programs since 1994. She has presented at several international TESOL and bilingual education conferences in the USA, UK, Thailand, Taiwan, and Korea.

Dr. Park Young Ye is a professor at the Korea Advanced Institute of Science and Technology. Her areas of expertise include Foreign Language Elementary Education.

Giles Parker lectures at the Faculty of Education in Nagasaki University, Japan. He has taught EFL for thirteen years in England and in Japan. His current research interests include teacher development and learner autonomy.

David Paul is Principal of David English House, Japan. He is the author of 'Finding Out', 'Communicate', and 'Songs and Games for Children'. David has been an EFL teacher and teacher trainer for over twenty years. He came into EFL from an academic background in Social Psychology. At university he was deeply interested in Constructivist psychology, particularly the ideas of George Kelly, and in all his books and teacher training he has tried to apply this basic approach to the Asian EFL teaching situation.

John Pereira, a former journalist from India, has been teaching English for over 20 years to college students in Japan. Having seen the need for students to use materials more suitable to Japanese learners from an Asian point of view, he developed and edited several one-of-its-kind textbooks: a reader to teach reading skills completely based on original works by Japanese writers of English; a composition textbook in which the stories, poems, essays etc. and writing assignments are all by Japanese in English; and a specially designed picture-word format to teach American conversational usage more effectively.

Steve Petrucione has been teaching ESL/EFL since 1969 in Chile, U.S. public schools and Japan. He is interested in syllabus and materials design, and is teaching at Osaka Institute of Technology. His hobbies include keeping in shape at the local health club, and improving his Japanese literacy.

Chaleosri Pibulchol, assistant professor, is Head of the Linguistics Department, Srinakharinwirot University and chair, Teacher Education Special Interest Group, Thailand TESOL. She is also a co-writer of the national English textbooks for primary schools, *On the Springboard*.

Suzan Porter-Babcock holds an MIIM from the School for International Training, Brattleboro, Vermont. She is a full-time member at National Taiwan University's Department of English and teaches Language and Culture, Academic Writing, Oral Training and Communication Skills, and Guided Reading. During her fourteen years in Taiwan and Asian, she has lectured extensively to the foreign and Chinese academic, diplomatic, and business communities on second language acquisition and methodologies; teacher training; cross cultural communication; cultural negotiation and management; women and conflict management.

Gabby Pritchard has a degree in Human Studies from the University of Bradford in the UK. She has 20 years experience in English Language Teaching and has a special interest in material for young learners and literacy. Gabby has written material for many ELT publishers and is the principal author of *Smile* published by Macmillan Heinemann ELT. Gabby has two young children herself, aged 4 and 9.

Nattaya Puakpong is a professor at Suranaree University of Technology in Thailand.

R

Nancy Jordan Renman, Ph.D., has been involved in English language teaching and research at the elementary, secondary, and university level for 22 years. Currently, she lives in Bangkok where she consults, lectures, writes, and reflects on and studies different aspects of the English language teaching/teaming process. She has had articles published on the teaching/learning of EFL and English language arts. She will return to the U.S. in 2000.

Ms. Roberta Rettner both began teaching ESL at the City University of New York and founded American Ways & Language in 1987. Presentations have been to the Japanese Association of Language Teachers (1988), Mokichi Okada Association, ASTD's International SIG, and several times to TESOL conferences. From 1992-95, she was founding coeditor of TESOL's English for Specific Purposes' newsletter. Her articles on American culture and adult learning theory have appeared in *CrissCross*, *Chosun Ilbo* (NY), and *France-Amérique*. She holds degrees from Columbia University (Teachers College), University of Utah and New York University. Memberships include Financial Women's Association, ASTD and TESOL.

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. He has also authored several other well-known ESL classroom texts, including *Springboard*, *New Person to Person*, and *Listen for It*.

Shelly Ridder has been teaching at Kwansai Gakuin University in Japan for two years. Before Japan, she taught in IEPs at Indiana University and the University of Arkansas in the US.

Thomas Robb, professor in the Faculty of Foreign Languages, Kyoto Sangyo University is a former president of JALT, past member of the Executive Board of TESOL, and currently chair-elect of the TESOL CALL Interest Section. He is involved in many Internet-related projects, including management of the Student List project, TESLJB-L and TESLHELP. He is Technical Editor for TESL-EJ, the electronic journal for ESL/EFL, and Web Master for OUP's Springboards site. He also runs an extensive reading program for 250 freshman English majors at his school each year.

Stephen Roney is a past president of the Editors' Association of Canada, and co-author of the two-volume editing text *Setting Editorial Standards* now in use in many parts of the world.

Stephen M. Ryan has been teaching English in Japanese Universities for 11 years and currently works at Eichi (Sapientia) University. His interests include learner development and finding out as much about his students as he can.

S

Chuck Sandy is Professor of English Language and Culture at Chubu University in Kasugai, Japan. He is responsible for curriculum development, test design, and classroom teaching. He has been involved with the *Interchange* series since its inception, and is co-author, with Jack C Richards, of *Passages* and several other projects forthcoming with Cambridge University Press.

Ubon Sanpatchayapong received her Bachelor's degree in Teaching English Language from the Faculty of Education, Chulalongkorn University. She earned a diploma in Applied Linguistics for RELC (Regional English Language Center), Singapore, and an MA in Language and Literature from Central Missouri State University, USA. During 1973-1993, she was an English teacher at Triam Udom Suksa School. She moved to Mahidol University in 1994 and has been teaching English there ever since. At the moment, Ubon is the second-vice president of Thai TESOL. She is also an active member of the Pen Club of Thailand.

Ken Schmidt teaches at Tohoku Gakuin University. He uses extensive reading in conjunction with conversation classes. Ken is the past president and program chair of Sendai JALT.

William Schmidt is a visiting professor in the Language Center at the Korea Advanced Institute of Science and Technology. He has served as Taejon chapter president of Korea TESOL for the last year.

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

Jie Shi teaches in the ICU English Language Program. She holds degrees from Dalian Foreign Language University and Temple University, Japan (MA in TESOL). She has taught English in China and Singapore before Japan. She has also been involved in teacher training programs in both English and Chinese languages in Singapore and China. Her recent interests include intercultural communications, bilingualism and academic writing in EFL.

Dr. Rose Jinyoung Shim did her Ph.D. research on the critical periods(s) of second language acquisition at the University of Illinois at Urbana-Champaign. Her research interests are in the area of developing models and materials for ELT and nativization of English in EFL countries.

Terry Shortall is Course Co-ordinator for the Open Distance Learning MA TEFL/TESL programmes at the University of Birmingham. He has worked for many years as an EFL teacher, teacher trainer, and university lecturer, in Brazil, Portugal and Japan. His main interests are second language acquisition, L2 grammar, L2 learner attitudes, and translation. He is Reviews Editor of 'language Awareness', an international journal

Sivakumar Sivaubramaniam is a full time lecturer with the English Language Centre at Assumption University, Bangkok and a Thai TESOL Executive Committee Member. He holds an MA in English Language and Literature from the University of Madras, India and an MA in TESOL from the University of Surrey, Surrey, UK. He has taught English in India, East Africa, and Thailand for over twenty years now. His research interests are: literature-based EFL curriculum and genre-based approaches to teaching reading and writing skills.

Kevin Smyth was born in England, is of Irish parents, was raised in Wales, moved to Canada when he was ten, and now lives in Korea. His new child is half Korean, half western. Because of all of this, Kevin has a firm grasp on confusion. Because he loves teaching, he tries to solve confusions in that field.

Craig Sower is a graduate of the School of International Training (SIT) in Brattleboro, Vermont, and teaches at Shujitsu Women's University, Faculty of English. He has lived, taught, and written in Japan for the past ten years. He has presented on cross-cultural communication throughout Asia and the US.

Ms Sue Sullivan is a professor at Hagley Community College in Christchurch, New Zealand.

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Malcolm Swanson is the associate editor of JALT's The Language Teacher. He is also president of Kitakyushu Chapter located across the sea from Pusan. Kitakyushu is the site of the PAC3 Conference.

T

Donna Tatsuki is Deputy Coordinator of JALT's Video Special Interest Group. She teaches at Kobe University of Commerce. Her interests include the development of support materials for the use with DVD movies.

Richard Paul Taylor holds an MA in Applied Linguistics from the University of Southern Queensland, Australia, and he is a lecturer at the Nagoya City University, in Aichi, Japan. He teaches English Conversation and Computer Communication Skills. His main research interests are in the areas of CALL and teaching methodology, and he has published with *CALICO* and *ReCALL*.

Huei-Chun Teng received her M. A. and Ph. D. in Second Languages and Cultures Education from the Department of Curriculum and Instruction at the University of Minnesota in Twin Cities in 1991 and 1993, respectively. She received her B. A. in English at National Taiwan Normal University in 1984.

She is currently an associate professor and chairperson of the Department of Applied Foreign Languages at National Yunlin University of Science & Technology in Taiwan. Her current research focuses on L2 listening comprehension, teaching culture, L2 testing, L2 learning strategies, and CALL.

Todd Terhune has a Masters degree in TESOL from Michigan State University and a Bachelor's degree in Cross-cultural Studies and Linguistics from Libert University. He taught English for 4 years in the English Education Department of Chonbuk National University of South Korea. From 1994-1996, he served as the vice-president and then president of the Cholla chapter of KOTESOL. Prior to teaching in Korea, he taught for 3 years at the Haslet Adult Education-ESL program in East Lansing, Michigan. He is currently in his second year teaching English to refugees in Atlanta, Georgia for a non-profit organization.

Ms. Valerie Ternan graduated from the Canadian University of Western Ontario, with a degree in Psychology and a Diploma in Art Therapy. Ms. Ternan worked as a foster mother with abused teens before moving to Asia where she fell in love with teaching. Ms. Ternan was a teacher at Samshin Elementary School, and a Teacher trainer with the Ministry of Education in Ulsan, South Korea for three years. Currently, she is the Primary Program Coordinator with Bell Educational Trust in Bangkok, Thailand where she is responsible for Teacher Training and Curriculum Development.

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

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Andrew Todd is the marketing manager for Macmillan Heinemann ELT in Korea. His Asian teaching experience began in Japan, before coming to Korea via Taiwan. Now in his eighth year in Korea Andrew's teaching experience here includes university courses, ESP with Lucky Goldstar, and several years with elementary, middle and high school students. While teaching he was very actively involved in elementary teacher development. He has presented in local and national events in Korea, in Thailand and in Taiwan. A former Seoul chapter president, Andrew is now Korea TESOL's British Council Liaison and The English Connection's *Buzzwords* column editor/writer.

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U

Hajime Umeda is currently an associate professor at Suzuka International University in Mie, Japan. He is interested in teaching methodology, especially applied to those who are not good at studying EFL, in addition to research on Japanese students looking for academic degrees at American universities. He previously taught in Minnesota State University for three years.

Horace H. Underwood is Executive Director of the Korean-American Educational Commission (the Fulbright Commission) in Seoul. Dr. Underwood earned his Ph.D. in English literature from SUNY at Buffalo. A resident of Korea for thirty years, he has served Yonsei University as Professor of English, Director of the Division of International Education and as Associate Dean and Dean of the Graduate School of International Studies. He is the author of numerous articles on English literature, Korean literature in translation, Korean education, and international education.

Penny Ur was educated at the universities of Oxford (MA), Cambridge (PGCE) and Reading (MATEFL). She emigrated to Israel in 1967, where she still lives today. She is married with four children. Penny Ur has thirty years' experience as an English teacher in primary and secondary schools in Israel, and teaches also pre- and in-service courses in English Language Teaching at Oranim School of Education, Haifa University. Her particular interests are: practical aspects of foreign language teaching; and the professional knowledge and learning of the language teacher. She has published a number of articles on the above topics. Her books include *Discussions that Work* (1981), *Grammar Practice Activities* (1988), *Five Minute Activities* (co-authored with Andrew Wright) (1992), and *A Course in Language Teaching* (1996), all published by Cambridge University Press. She is also editor of the Cambridge Handbooks for Language Teachers series.

V

Gene Van Troyer is JALT's President. He has led JALT publications as board chair, as editor in chief and founded the JALT Proceedings, and JALT Applied Materials Series. He is an avid science fiction writer and has composed haiku from time to time. He teaches at Gifu Kyoiku University in Japan.

Ma Luz C. Vilches is assistant professor of English at the Ateneo de Manila University, Philippines. She is also the Executive Director of the Ateneo Center for English Language Teaching (ACELT) and with extensive experience as a trainer of teachers and teacher trainers. Her most recent involvement was coordinating the 4-year (1995-1999) British Government-sponsored Philippines English Language Teaching (PELT) project, aimed at improving ELT in secondary state schools, primarily in 7 out of 15 regional educational centers in the country. Her current research is in ELT trainer training in view of a PhD degree at Lancaster University, UK.

Michael Vince is a freelance teacher, teacher-trainer and author, and lives in Cambridge. He holds degrees from the Universities of Cambridge and Reading. He was previously Assistant Centre Director at the British Council, Athens. He has taught English as a foreign language in Britain, Italy and Greece. He is the author of many books published by Macmillan Heinemann ELT, including *Highlight*, *First Certificate Language*

Bruce Vorland has been teaching English at Aichi Institute of Technology in Toyota, Japan for more than ten years. He has also been teaching intensive summer community classes for the last 6 years.

W

Shih-ping Wang is a lecturer in the Department of Applied English at Ming Chuan University, Taiwan, and is teaching courses on reading, freshman English, and introduction to linguistics. In addition, he taught technical translation and writing in National Chiaotung University. He has worked on spelling and grammar-checking software for over four years. His main research interests are in ESP, corpus-based approach, reading and vocabulary learning.

Christopher Wenger is Senior Development Editor of International Thomson Asia ELT. He has taught and worked extensively in EFL materials writing and development throughout Asia for ten years, including Korea. He holds a Bachelors of Arts in East Asian Studies, and is currently pursuing an MS/TESOL at Newport Asia Pacific University.

Dr. Gillian Wigglesworth is a senior lecturer in Linguistics at Macquarie University, Australia, where she is coordinator of the Master of Applied Linguistics programs. Her publications include several journal articles and edited books, and these reflect her research interests, which include first and second language acquisition, and language assessment and evaluation.

Arune Wiriyaichitra is Associate Professor at the English Department, Chaingmai University, Thailand. In addition to teaching courses at the university, she conducts several workshops for teachers around the country. She also publishes many language teaching textbooks used at the secondary, tertiary and graduate levels. She is an active member of the Executive Board of ThailandTESOL.

Peggy Anne Wollberg is a visiting professor at Seoul National University with the Language Research Institute. She is currently the Asian Youth Forum Korea Chair, a special event of the Second Pan Asian Conference. She has lived in Seoul since February, 1995. Prior to teaching at SNU she worked for Daewoo in their Intensive English Program for 3 years at the Daewoo Management Development Center (DMDC).

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Y

Fumiko Yamazaki has been teaching English at a private elementary school in Japan for 20 years. She is interested in learning methodologies and approaches and has attended the seminars and workshops in Japan, Britain, Canada, and Hawaii. She is also interested in English teaching in Asian countries and had occasions to visit South Korea and Thailand to exchange information with English teachers. Her current research interest is syllabus and materials design accompanied by practical methodology.

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His-nan Hey holds a Ph.D. degree in curriculum and instruction from the University of Texas at Austin. He is currently teaching ESL Teaching Methods and Materials, Teaching Practicum, and several other courses in the Department of English. Dr. Yeh's research interests focus on ESL program evaluation, testing, and ESL teacher education.

Dr. J. Grace Yoon is the Principal of Wilton Place Elementary School in the Los Angeles Unified School District.

Kensaku Yoshida is a professor in the Department of English Language and Studies, as well as the director of the Center for the Teaching of Foreign Languages in General Education at Sophia University, Tokyo, Japan. His main areas of interest are in TEFL/TESL, bilingualism, and intercultural communication. He has published extensively and has lectured widely on these topics both in Japan and elsewhere. He is well-known in Japan for having been the moderator of the 'English Conversation I' television program from 1988 to 1993, as well as the commentator for the 'Practice for the TOEFL Test' television program from 1994 to 1997.

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Crowther	Terence	Reading Strategies That Work
Crowther	Terence	Whole Words or Phonics: It's a Matter of Choice
Cunningham	Joyce	Asian Conferences — Teacher Belief, Teacher Action

Day**Time****Room****Site**

Sunday	2:15 - 3:05 PM	Gaenari B	Olympic ParkTel
Sunday	8:50 - 9:40 PM	Hodori	Olympic ParkTel
Saturday	12:30 - 1:20 PM	Sabsari	Olympic ParkTel
Saturday	4:45 - 5:35 PM	409	Olympic ParkTel
Saturday	1:30 - 2:20 PM	401	TTI
Saturday	9:30 - 10:20 AM	Gaenari A	Olympic ParkTel
Saturday	1:30 - 2:20 PM	409	Olympic ParkTel
Friday	3:00 - 3:50 PM	409	Olympic ParkTel
Saturday	2:30 - 3:20 PM	306/7	TTI
Saturday	5:45 - 6:35 PM	Gaenari B	Olympic ParkTel
Sunday	11:15 - 1:15 PM	3rd floor	Olympic ParkTel
Saturday	5:45 - 6:35 PM	403	TTI
Friday	4:00 - 4:45 PM	Mugung Hwa	Olympic ParkTel
Saturday	4:45 - 5:35 PM	Cosmos A	Olympic ParkTel
Sunday	2:15 - 3:05 PM	Sabsari	Olympic ParkTel
Saturday	12:30 - 1:20 PM	401	TTI
Saturday	9:00 - 10:20 AM	Gaenari B	Olympic ParkTel
Sunday	8:50 - 9:40 AM	Gaenari B	Olympic ParkTel
Sunday	8:50 - 9:40 AM	306/7	TTI
Saturday	4:45 - 5:35 PM	Cosmos A	Olympic ParkTel
Sunday	1:15 - 2:05 PM	Gaenari B	Olympic ParkTel
Saturday	4:45 - 5:35 PM	Gaenari B	Olympic ParkTel
Sunday	11:15 - 12:05 PM	406	TTI
Sunday	11:15 - 12:05 PM	406	TTI
Sunday	2:15 - 3:05 PM	Athens	Olympic ParkTel
Sunday	8:50 - 9:40 AM	406	Olympic ParkTel
Saturday	9:30 - 10:20 AM	303/4	TTI
Sunday	12:15 - 1:05 PM	Gaenari A	Olympic ParkTel
Saturday	5:45 - 6:35 PM	408	Olympic ParkTel
Saturday	5:45 - 6:35 PM	Hodori	Olympic ParkTel
Sunday	11:15 - 12:05 PM	301/2	TTI
Sunday	11:15 - 12:05 PM	Sabsari	Olympic ParkTel
Saturday	8:30 - 10:20 AM	Cosmos A	Olympic ParkTel
Sunday	11:15 - 12:05 PM	408	Olympic ParkTel
Sunday	12:15 - 1:05 PM	Cosmos B	Olympic ParkTel
Saturday	4:45 - 5:35 PM	Sabsari	Olympic ParkTel
Saturday	2:30 - 3:20 PM	408	Olympic ParkTel
Sunday	8:50 - 9:40 AM	303/4	TTI
Sunday	8:50 - 9:40 AM	Cosmos A	Olympic ParkTel
Sunday	1:15 - 2:05 PM	Cosmos C	Olympic ParkTel
Sunday	12:15 - 1:05 PM	Sabsari	Olympic ParkTel
Sunday	12:15 - 1:05 PM	408	Olympic ParkTel

Dai	Wei-yang David	>From English as a Foreign Language to Bilingual Education	Friday	4:00 - 4:50 PM	Dorage	Olympic ParkTel
Dibbs	Martin	Pop Culture and Language Education	Saturday	11:15 - 12:05 PM	403	TTI
Dillon	R. Kenneth	Cultivating Student Independence Using Mindmaps	Saturday	12:30 - 1:20 PM	303/4	TTI
Doye	Chris	English for International Communication: What Can We Do?	Friday	3:00 - 3:50 PM	Cosmos A	Olympic Parktel
Doye	Chris	Pan-Asian Focus on Materials	Saturday	9:30 - 10:20 AM	Mugung Hwa	Olympic Parktel
Dragut	Louie	"Relevant" Communicative Listening in the High School Classroom	Sunday	2:15 - 3:05 PM	Cosmos B	Olympic ParkTel
Dryden	Lanny	No More Copying: Ways to Prevent Plagiarism in Student Writing	Friday	4:00 - 4:50 PM	406	Olympic Parktel
Dryden	Lanny	Multiple Intelligence Theory and Confucianism: Recipe for Educational Ref...	Sunday	11:15 - 12:05 PM	303/4	TTI
Dunn	Neil	Critical Thinking: What is it? What's Wrong With It? Can it be Taught?	Saturday	2:30 - 3:20 PM	Hodori	Olympic Parktel
Eldredge	Lloyd	The Impact of Phonics on Children Learning a Second Language	Saturday	1:15 - 2:05 PM	Gaenari A	Olympic ParkTel
Everest	Terri-Jo	Re-Sounding Remedies	Saturday	4:45 - 5:35 PM	401	TTI
Farrel	Thomas	Talk Is Not Cheap: A Case Against Journal Writing for Reflection	Saturday	2:30 - 3:20 PM	Gaenari B	Olympic ParkTel
Finch	Andrew	The Task-Based Classroom in Practice	Sunday	8:50 - 9:40 AM	Gomdori	Olympic Parktel
Foley	Christopher	Internet English: WWW-based Conversation Activities	Saturday	12:30 - 1:20 PM	Hodori	Olympic Parktel
Fox	Erica	Poetry Writing with Pre-literate and Literate Adult Asian students	Saturday	5:45 - 6:35 PM	409	Olympic Parktel
Fujioda	Ken	An Analysis of Teachers' Perceptions of Students Academic 'Writing	Sunday	12:15 - 1:05 PM	406	Olympic Parktel
Fung	Ho Mai Ivy	Bridging to Independent Learning	Sunday	12:15 - 1:05 PM	Cosmos B	Olympic Parktel
Garrigues	Steve	Overcoming Pronunciation Problems of English Teachers in Asia	Saturday	5:45 - 6:35 PM	401	TTI
Gawichai	Wilawan	Genre-based Approach to Teaching Writing in Thai high schools	Saturday	1:30 - 2:20 PM	Cosmos B	Olympic Parktel
Gershon	Steve	<i>Sound Bytes</i> : Taking Listening from the Classroom to the Real World	Saturday	4:45 - 5:35 PM	303/4	TTI
Gershon	Steve	Course Design from Scratch	Sunday	11:15 - 1:05 PM	Mugung Hwa	Olympic Parktel
Gershon	Steve	<i>Get Online</i>	Sunday	11:15 - 12:05 PM	Hodori	Olympic Parktel
Gillett	Rodney	Curriculum Development: Designing a Pacific Program for Asian Needs	Saturday	5:45 - 6:35 PM	Gomdori	Olympic Parktel
Gitsaki	Christina	Using Web-based Activities for Teaching ESL	Sunday	1:15 - 2:05 PM	Hodori	Olympic Parktel
Golden	Steve	<i>New Fifty/Fifty</i> : They Speak; They Listen...and They Like It!	Saturday	2:30 - 3:20 PM	Sabsari	Olympic Parktel
Gutierrez	Marianne Rachel	High-Level Measurement Tools for Language Awareness in English Class...	Saturday	1:30 - 2:20 PM	301/2	TTI
Han	Sang Ho	Directions for Learners	Sunday	1:15 - 2:05 PM	408	Olympic Parktel
Harrington	David	Discover Debate, Re-Discover Dialogue	Sunday	1:15 - 2:05 PM	409	Olympic Parktel
Hartmann	Pamela	<i>Quest</i> : Authentic Sources for Content Based Instruction	Saturday	2:30 - 3:20 PM	Gomdori	Olympic Parktel
Hasegawa	Yumi	How do Students Find English Information About Asia?	Sunday	1:15 - 2:05 PM	306/7	TTI
Helgeson	Marc	Using <i>English, firsthand</i>	Saturday	1:30 - 2:20 PM	Sabsari	Olympic Parktel
Helgeson	Marc	Four Keys to Active Listening	Saturday	5:45 - 6:35 PM	303/4	TTI
Helgeson	Marc	<i>Access leads to Success — Firsthand.</i>	Sunday	8:50 - 9:40 AM	401	TTI
Helland	Kristin	Writing to Communicate: Using E-mail Penpals to Cross Borders	Sunday	1:15 - 2:05 PM	406	Olympic Parktel
Herrera	Mario	Making It Fun and Easy for Pre-Schoolers	Sunday	8:50 - 9:40 AM	Gaenari A	Olympic Parktel
Higgins	Janet	Conversation Strategies and Cultural Awareness: an Observational...	Saturday	12:30 - 1:20 PM	409	Olympic Parktel
Hodge	Richard	Using Graphic Organizers To Advance Intercultural Disclosure and ...	Saturday	1:30 - 2:20 PM	303/4	TTI
Hoelker	Jane	PAC2 Explorations Through Video Colloquium	Saturday	1:30 - 3:20 PM	Athens	Olympic Parktel
Hoelker	Jane	PAC2 Explorations Through Video Colloquium: A cross-cultural experience...	Saturday	1:30 - 3:20 PM	Athens	Olympic Parktel
Hoelker	Jane	Can I Do an Action Research Project?	Sunday	12:15 - 1:05 PM	Gaenari B	Olympic ParkTel
Holden	William	Culture in the Classroom 1 — Seeing Ourselves Differently	Saturday	12:30 - 1:20 PM	Cosmos A	Olympic Parktel
Holden	William	Culture in the Classroom 2 — Vocabulary Activities	Sunday	11:15 - 12:05 PM	Cosmos A	Olympic Parktel
Hooper	Peter	How Do We Redescribe What Our Students Are Talking About in Thai ...	Saturday	4:45 - 5:35 PM	403	TTI
Hsia	Chung-shun	Small Group Activities in EFL and Culture Learning	Sunday	12:15 - 1:05 PM	303/4	TTI
Hsieh	Liang-Tsu	Business English: How and What to Teach	Saturday	1:30 - 2:20 PM	306/7	TTI
Hwang	Patrick	Why Teach Phonics and How?	Sunday	12:15 - 1:05 PM	401	TTI
Johannsen	Kristin	A Cross-cultural Approach For Teaching Global Issues	Sunday	11:15 - 12:05 PM	306/7	TTI
Johnson	Wayne	Using Graphic Organizers To Advance Intercultural Disclosure and Awareness	Saturday	1:30 - 2:20 PM	303/4	TTI
Johnson	Wayne	Critical Thinking in an East Asian Context	Sunday	8:50 - 9:40 AM	Cosmos C	Olympic Parktel

Surname	GivenName	Title	Day	Time	Room	Site
Jones	Jeremy	Technology and Language Learning: Putting the Computer in its Place	Sunday	2:15 - 3:05 PM	Hodori	Olympic Parktel
Jung	Haeng	Development of the English Oral Proficiency Test Through SOPI	Sunday	1:15 - 2:05 PM	403	TTI
Kadota	Linda	An Introductory Cross-cultural Study Program: Design and Implementation	Saturday	4:45 - 5:35 PM	Cosmos A	Olympic Parktel
KAEC		Special Seminar for Fulbright Scholars in Korea	Sunday	1:15 - 2:05 PM	Mugung Hwa	Olympic ParkTel
Kataoka	Shuko	Friendship Beyond Frontier: The Collaboration of Teachers and Learners...	Saturday	2:30 - 3:20 PM	Cosmos B	Olympic Parktel
Katchen	Johanna	Primary School English Teachers Training in Taiwan: An Investigation	Friday	4:00 - 4:50 PM	Gaenari A	Olympic Parktel
Katchen	Johanna	PAC2 Explorations Through Video Colloquium: In-service training through...	Saturday	1:30 - 3:20 PM	Athens	Olympic Parktel
Kawamura	Kinji	Activating Students Via Speeches: An Interactive Approach	Saturday	8:30 - 9:20 AM	401	TTI
Kelly	Charles	Projects of the Internet TESL Journal	Sunday	11:15 - 1:15 PM	3rd floor	Olympic Parktel
Kent	David	Speaking in Tongues: Chinglish, Japlish, and Konglish	Sunday	12:15 - 1:05 PM	306/7	TTI
Keyuravong	Sonthida	Building a Reading Appreciation Program out of Reading Materials in a Self...	Saturday	12:30 - 1:20 PM	Cosmos C	Olympic Parktel
Kim	Jyeong-Ryeol	Korean Elementary English Education: Curriculum: Changes	Friday	3:00 - 3:50 PM	Gaenari A	
Kim	David	Teaching English pronunciation to Koreans: testing and course design	Saturday	1:30 - 2:20 PM	401	TTI
Kim	Gyoung Shik	How the EFL Students Learn Music as a Language	Sunday	12:15 - 1:05 PM	403	TTI
Kim	Jin	Early Childhood Education and EFL	Sunday	2:15 - 3:05 PM	Gaenari A	Olympic Parktel
Kim	Duk-Ki	EFL Teacher Training in Korea	Saturday	9:30 - 10:20 AM	Dorage	Olympic Parktel
Kim	Dae Jin	The Development of Pragmatic Competence of Young EFL Learners	Sunday	8:50 - 9:40 AM	Gaenari B	Olympic Parktel
Kirby	Bob	Creating Authentic Teaching Materials to Supplement the Course Book	Friday	3:00 - 3:50 PM	Mugung Hwa	Olympic Parktel
Klein	Ronald	Teaching English Literature from Asia	Sunday	12:15 - 1:05 PM	Cosmos C	Olympic Parktel
Kobayashi	Etsuo	Home Page Making by the MailWeb Systems	Friday	4:00 - 4:50 PM	Hodori	Olympic Parktel
Kumimura	Taeko	Japanese Students' First and Second Language Composing	Sunday	11:15 - 1:15 PM	3rd floor	Olympic Parktel
Kuo	Chih-Hua	EST: State of the Art in Taiwan	Saturday	4:45 - 5:35 PM	306/7	TTI
Kwak	Yong-Ja	Pronunciation and Rhythm Teaching — Techniques for Korean Young Learn...	Sunday	2:15 - 3:05 PM	401	TTI
Kwon	Oryang	Korea's English Teaching Innovations in the 1990's: A Review	Sunday	1:15 - 2:05 PM	Gomdori	Olympic Parktel
Kyi	Khin Win	TESL across Cultural Barriers	Sunday	12:15 - 1:05 PM	Cosmos A	Olympic Parktel
Kyung	Hee-Ok	The Future Role of Grammar in TESOL in Korea	Saturday	5:45 - 6:35 PM	301/2	TTI
Lambert	Nicholas	Panning for Gold: Informant Interviews and Writing Projects	Saturday	8:30 - 9:20 AM	406	Olympic Parktel
Lassche	Gerry	Syllabus Design: Comprehension Precedes Communication	Friday	4:00 - 4:50 PM	Gomdori	Olympic Parktel
LeBeau	Charles	Discover Debate, Re-Discover Dialogue	Sunday	1:15 - 2:05 PM	409	Olympic Parktel
Lee	Jun-yong	Tolerance of Ambiguity of Korean Midshipmen Learning English	Saturday	12:30 - 1:20 PM	306/7	TTI
Lee	Mijae	Using Newspapers to Teach English	Sunday	2:15 - 3:05 PM	Cosmos C	Olympic Parktel
Lee	Kilyoung	Effective Teachers in Fostering Reticent Asian Students' Oral Participation	Saturday	1:30 - 2:20 PM	408	Olympic Parktel
Leung	Yiu-nam	Primary School English Teachers Training in Taiwan: An Investigation	Friday	4:00 - 4:50 PM	Gaenari A	Olympic Parktel
Lian	Ania	The Real-world in Task-based Pedagogy	Sunday	1:15 - 2:05 PM	303	TTI
Lim	Gad S.	High-Level Measurement Tools for Language Awareness in English ...	Saturday	1:30 - 2:20 PM	301/2	TTI
Long	Brian	Content-Based Courses: A Practical Framework for Teachers	Saturday	1:30 - 2:20 PM	Mugung Hwa	Olympic Parktel
Loredo	Ada	Minimizing ESL Students "Fear" of Literature in English	Saturday	8:30 - 9:20 AM	Cosmos C	Olympic Parktel
Lowe	John	Pre-reading Activities to Motivate Learners	Saturday	1:30 - 2:20 PM	Cosmos C	Olympic Parktel
Lubetsky	Michael	Discover Debate, Re-Discover Dialogue	Sunday	1:15 - 2:05 PM	409	Olympic Parktel
Mach	Thomas	Filling the Gap Between Cultural Awareness and Appropriate Production	Saturday	9:30 - 10:20 AM	409	Olympic Parktel
Maginn	Steve	It's Time to <i>Speak Your Mind</i>	Saturday	12:30 - 1:20 PM	Mugung Hwa	Olympic Parktel
Mangubhai	Francis	Do Learning Strategies Vary With Proficiency: Some Evidence From Univ...	Sunday	11:15 - 12:05 PM	Gaenari B	Olympic Parktel
Margolis	Doug	Teaching English pronunciation to Koreans: testing and course design	Saturday	1:30 - 2:20 PM	401	TTI
Martin	Ma. Isabel P.	CAC: A Task-based Learner Centered College English Curricula,	Saturday	1:30 - 2:20 PM	Gomdori	Olympic Parktel
Matsui	Shinobu	An Introductory Cross-cultural Study Program: Design and Implementation	Saturday	4:45 - 5:35 PM	Cosmos A	Olympic Parktel
McClelland	Neil	Goal Orientations in Japanese College Students Learning EFL	Friday	3:00 - 3:50 PM	Dorage	Olympic Parktel
McGregor	Laura	Using TV Commercials to Teach Language and Culture	Sunday	8:50 - 9:40 AM	403	TTI

McMurray	David	Foreign Language Creativity in the Changing Asian Education System	Saturday	12:30 - 1:20 PM	Gomdori	Olympic Parktel
Milner	Michele	Words in Action: Rhythm Movement and Language Teaching	Sunday	1:15 - 3:05 PM	Dorage	Olympic Parktel
Min	Hui-Tzu	Peer Review in an EFL Writing Class	Friday	3:00 - 3:50 PM	408	Olympic Parktel
Muehleisen	Victoria	Writing to Communicate: Using E-mail Penpals to Cross Borders	Sunday	1:15 - 2:05 PM	406	Olympic Parktel
Mukainakano	Junko	Friendship Beyond Frontier: The Collaboration of Teachers and Learners ...	Saturday	2:30 - 3:20 PM	Cosmos B	Olympic Parktel
Nakata	Ritsuko	<i>Let's Go: Getting Your Students To Talk Fluently</i>	Saturday	2:30 - 3:20 PM	Gaenari A	Olympic Parktel
Neill	David R.	A Checklist for Selecting Movies for the EFL Class	Friday	4:00 - 4:50 PM	409	Olympic Parktel
Nelson	Peter	Proposals to Increase Teaching Effectiveness and Job Satisfaction	Saturday	4:45 - 6:35 PM	Cosmos B	Olympic Parktel
Nelson	Mark		Sunday	1:15 - 2:05 PM	Gaenari B	Olympic Parktel
Nelson	Peter	Teaching Culture in Middle and High School	Sunday	8:50 - 9:40 AM	Cosmos B	Olympic Parktel
Nichols	Wade	Reading Connection	Friday	3:00 - 3:50 PM	Sabsari	Olympic Parktel
Nichols	Wade	Move Over Mr. Webster	Saturday	2:30 - 3:20 PM	409	Olympic Parktel
Nichols	Wade	Come Alive With <i>Tiny Talk</i>	Saturday	5:45 - 6:35 PM	Sabsari	Olympic Parktel
Nichols	Wade	Time for a Change? Make a <i>Transition</i>	Saturday	9:30 - 10:20 AM	Cosmos C	Olympic Parktel
Nichols	Wade	<i>Open House: Come In! Step Up! Move Up! and Open Up!</i>	Sunday	1:15 - 2:05 PM	Sabsari	Olympic Parktel
Niemeyer	Susan	Teaching Writing to Korean University Students	Sunday	1:15 - 2:05 PM	Athens	Olympic Parktel
Nimmannitt	Suchada	Exchanging and Developing Teaching Ideas between Thailand and Japan	Friday	3:00 - 3:50 PM	Gaenari B	Olympic Parktel
Nimmannitt	Suchada	PAC2 Explorations Through Video Colloquium: Observations of Thai & Ja...	Saturday	1:30 - 3:20 PM	Athens	Olympic Parktel
Nishimura	Hiroko	An Introductory Cross-cultural Study Program: Design and Implementation	Saturday	4:45 - 5:35 PM	Cosmos A	Olympic Parktel
Numrich	Carol	Developing High-Level Thinking at All	Saturday	1:30 - 3:20 PM	Dorage	Olympic Parktel
Numrich	Carol	Developing Critical Thinking Skills	Saturday	4:45 - 5:35 PM	Gomdori	Olympic Parktel
Nunan	David	Motivating Middle School Learners of English	Friday	4:00 - 4:50 PM	Cosmos B	Olympic Parktel
Nunan	David	Developing EFL Learner's Listening and Speaking Skills	Sunday	12:15 - 1:05 PM	Dorage	Olympic Parktel
Oak	Susan	Learning by Doing Research and Research Writing	Saturday	4:45 - 5:35 PM	406	Olympic Parktel
Orleans	Margaret	Composition Games: An Approach to Composing Directly in L2	Saturday	9:30 - 10:20 AM	406	Olympic Parktel
Park	Joo-Kyoung	Korean University Students' Perception of English-speaking	Friday	4:00 - 4:50 PM	Gaenari B	Olympic Parktel
Park	Young Ye	A Task-Based Approach to Elementary English Education Using Small-Gr...	Sunday	1:15 - 2:05 PM	Gaenari A	Olympic Parktel
Parker	Giles	Learner Autonomy and Student Generated Language Tasks	Saturday	8:30 - 9:20 AM	Gomdori	Olympic Parktel
Paul	David	Why English Education is Failing in Asia — A Psychological Perspective	Saturday	8:30 - 10:20 AM	Cosmos B	Olympic Parktel
Paul	David	How do child-centered lessons work in an East Asian classroom?	Sunday	11:15 - 12:05 PM	Gaenari A	Olympic Parktel
Pereira	John	OK, So You Wanna Communicate: But With Whom?	Sunday	11:15 - 1:05 PM	409	Olympic Parktel
Petrucione	Steve	What?? Teaching English Without a Textbook?	Saturday	4:45 - 5:35 PM	Mugung Hwa	Olympic Parktel
Pibulchol	Chaleosri	Innovations in English Textbooks for Young Learners in Thailand	Saturday	4:45 - 5:35 PM	Gaenari A	Olympic Parktel
Pierce	Tom	Teaching Writing in a Communicative Atmosphere	Sunday	2:15 - 3:05 PM	406	Olympic Parktel
Porter-Babcock	Suzan	Taiwan University Students Actively Embrace Cross Cultural Classroom ...	Friday	3:00 - 3:50 PM	Hodori	Olympic Parktel
Pritchard	Gabby	Sights, Sounds, and <i>Smiles</i>	Saturday	1:30 - 3:20 PM	Gaenari A	Olympic Parktel
Puakpong	Nattaya	CAI at Suranaree University of Technology	Sunday	8:50 - 9:40 PM	Hodori	Olympic Parktel
Renman	Nancy	Learning to Write in English: Rethinking Written Discourse Pedagogy	Sunday	11:15 - 12:05 PM	406	TTI
Rettner	Roberta	Preparation for Overseas Assignments: Is It Good Enough Now?	Friday	4:00 - 4:50 PM	Sabsari	Olympic Parktel
Richards	Jack	The role of grammar in a communicative classroom	Saturday	4:45 - 5:35 PM	301/2	TTI
Richards	Jack	New Interchange	Sunday	11:15 - 12:05 PM	Dorage	Olympic Parktel
Richards	Jack	Developing Expertise in Teaching	Saturday	12:30 - 1:20 PM	Dorage	Olympic Parktel
Ridder	Shelly	Filling the Gap Between Cultural Awareness and Appropriate Production	Saturday	9:30 - 10:20 AM	409	Olympic Parktel
Robb	Thomas	Implementing an Effective Extensive Reading Program	Saturday	2:30 - 3:20 PM	Cosmos C	Olympic Parktel
Robb	Thomas	Adapting WWW Content for EFL classes — the <i>Springboard</i> site	Saturday	4:45 - 5:15 PM	Hodori	Olympic Parktel
Roney	Stephen	Is Teaching Writing Style Cultural Imperialism?	Saturday	5:45 - 6:35 PM	406	Olympic Parktel
Ryan	Stephen	What?? Teaching English Without a Textbook?	Saturday	4:45 - 5:35 PM	Mugung Hwa	Olympic Parktel

Surname	GivenNameTitle	Day	Time	Room	Site
Sandy	Chuck	Saturday	9:30 -10:20 AM	Gomdori	Olympic Parktel
Sandy	Chuck	Sunday	11:15 - 12:05 PM	Cosmos A	Olympic ParkTel
Sanpatchayapong	Ubon	Saturday	5:45 - 6:35 PM	306/7	TTI
Schmidt	William	Saturday	8:30 - 9:20 AM	306/7	TTI
Seo	Eun-Mi	Friday	3:00 - 3:50 PM	Athens	Olympic Parktel
Shi	Jie	Sunday	12:15 - 1:05 PM	406	Olympic Parktel
Shim	Rosa Jinyoung	Sunday	11:15 - 1:05 PM	Gomdori	Olympic Parktel
Shima	Yukiko	Sunday	2:15 - 3:05 PM	Gaenari B	Olympic Parktel
Shortall	Terry	Saturday	12:15 - 1:05 PM	301/2	TTI
Shortall	Terry	Saturday	12:30 - 1:20 PM	408	Olympic Parktel
Sivasubramawiam	Sivakumar	Saturday	2:30 - 3:20 PM	406	Olympic Parktel
Slade	G.N.	Sunday	2:15 - 3:05 PM	306/7	TTI
Sower	Craig	Sunday	8:50 - 9:40 AM	Cosmos C	Olympic Parktel
Sullivan	Susan	Saturday	9:30 - 10:20 AM	401	TTI
Swanson	Malcolm	Saturday	12:30 - 1:20 PM	Gaenari B	Olympic Parktel
Tatsuki	Donna	Saturday	2:30 - 3:20 PM	403	TTI
Taylor	Richard	Sunday	1:15 - 2:05 PM	Hodori	Olympic Parktel
Teng	Huei-Chun	Saturday	2:30 - 3:20 PM	303/4	TTI
Terhune	Todd	Friday	3:00 - 3:50 PM	408	Olympic Parktel
Teman	Valerie	Saturday	5:45 - 6:35 PM	Gaenari A	Olympic Parktel
Todd	Andrew	Sunday	8:50 - 9:40 AM	Sabsari	Olympic Parktel
ToDutka	Julia	Sunday	11:15 - 1:05 PM	Athens	Olympic Parktel
Toji	Toshihiko	Saturday	4:45 - 5:35 PM	Cosmos A	Olympic Parktel
Tyson	Rodney	Saturday	4:45 - 5:35 PM	406	Olympic Parktel
Umeda	Hajime	Saturday	12:30 - 1:20 PM	403	TTI
Unknown	Unknown	Saturday	12:30 - 1:20 PM	Cosmos B	Olympic ParkTel
Ur	Penny	Saturday	4:45 - 5:35 PM	Athens	Olympic ParkTel
Van Troyer	Gene	Saturday	5:45 - 6:25 PM	Athens	Olympic Parktel
Van Troyer	Gene	Saturday	9:30 - 10:20 AM	Sabsari	Olympic Parktel
Vilches	Luz	Saturday	9:00 - 10:20 AM	408	Olympic Parktel
Vince	Michael	Saturday	12:30 - 1:20 PM	301/2	TTI
Vince	Michael	Sunday	8:50 - 9:40 AM	Athens	Olympic Parktel
Wang	Shih-Ping	Friday	4:00 - 4:50 PM	Athens	Olympic Parktel
Wasanasomsithi	Punchalee	Sunday	2:15 - 3:05 PM	Cosmos A	Olympic Parktel
Wenger	Christopher	Saturday	9:30 - 10:20 AM	306/7	TTI
Wigglesworth	Gillian	Sunday	2:15 - 3:05 PM	303/4	TTI
Wiryachitra	Arunee	Saturday	1:30 - 2:20 PM	Gaenari B	Olympic Parktel
Woo	Sang Do	Sunday	11:15 - 12:05 PM	401	TTI
Woolbright	Dennis	Saturday	12:30 - 1:20 PM	Gaenari B	Olympic Parktel
Woolbright	Dennis	Sunday	1:15 - 2:05 PM	401	TTI
Yamazaki	Fumiko	Saturday	9:30 - 10:20 AM	Gaenari A	Olympic ParkTel
Yawai	Chanpen	Saturday	2:30 - 3:20 PM	Cosmos B	Olympic Parktel
Yeh	Hsian	Sunday	1:15 - 2:05 PM	Cosmos B	Olympic Parktel