

Presenters

**Ng-êi trnh bmy**



**Adrian Kelly** has been teaching English as a foreign language since 1985. He began teaching in Sydney, but since 1992, has been based in South East Asia, first Indonesia, then Vietnam. He has specialized in Curriculum and Syllabus Development and pre-departure English for Academic Purposes. Paper 59

**Alastair Pennycook** is Professor of Language in Education at the University of Technology, Sydney. He is the author of *The Politics of English as an International Language* and *English and the Discourses of Colonialism*. Plenary 1

**Alison Spice** is the manager of Pre-departure and Corporate Training Programs at the IALF in Jakarta. She is responsible for the design and delivery of pre-departure and corporate training programs. She has worked in Indonesia on aid-funded projects as a teacher, manager and consultant for the past ten years, and prior to that spent three years with CfBT in Brunei. Paper 37

**Allison Truitt** is a graduate student in anthropology at Cornell University (New York). She is interested in translation practices in Vietnam, and in particular, how translation may be understood as a social and cultural practice. Paper 30

**Andrea Flew** has been working in the field of English language teaching in development projects for the past six years in Vietnam. Currently she is working with the Vietnam - Australia Training (VAT) Project, an AusAID funded initiative providing education and training activities in English language and Technical Training. Previous lives included working with the Overseas Service Bureau as Field Officer to Indonesia, working with the Indonesia Australia Language Foundation, Bandung Indonesia as manager of English language training activities and ten years working with second language learners in Australia who were preparing to enter tertiary studies or seek entry to the workforce. The implementation of projects is her current area of interest in undertaking research into project evaluation. Paper 65

**Angela Rogers** is a technical translator and language teaching specialist. She has designed and delivered a number of training courses for ESP teachers in universities and industry in Indonesia, and has four publications on these courses. She has also trained ESP teachers in China and Vietnam. Workshop 1

**Barbara James** has worked in English language teaching & management in Greece, Tunisia, Hong Kong, China, Oman and Vietnam as well as consulting in many others, and presenting at major conferences. She has a first degree in Humanities, a Teaching Certificate, a Masters of Education in TESP and an MBA. She is a qualified assessor and Paper 33  
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verifier for National Vocational Qualifications and a number of the Institute of Management Special Interests include evaluating materials, testing and teacher training. She is an RSA TEFL tutor.

**Bouasavanh Keovilay** has taught English at National University of Laos (which used to be Teacher Training College) for 18 years. He holds a Grad Dip and MA in TESOL from University of Canberra and a Specialist Certificate in curriculum and Material Development from RELC (Singapore). He has worked as an assistant country coordinator and tutor for the Lao PDR - Singapore Canada TEFL Distance Education Program. His area of interests are training trainers and developing appropriate materials for English language courses. Paper 45

**Chris Candlin** is Professor of English at the City University of Hong Kong. His research and teaching interests are in two broad, but connected fields: in discourse analysis and pragmatics, especially in the context of professional-client and institutional communication more generally, (including the fields of law, medicine, healthcare (currently in a project on HIV and AIDS patients and their communication with doctors), psychiatry, and in the field of language education research, especially in the relationships between interactions inside and outside of classrooms and acquisition, particularly with adult learners. Paper 61

**Clyde Fowle** is Director of Studies of the ACS-Bell Language Centre in Sriracha, Thailand and is an UCLES Team Leader. He has recently completed an MA in which his research was into the development of a stakeholder model of language program evaluation. Paper 34

**Colleen McCue** has been teaching English as a foreign language at Vinh University since August of 1997. She is a development worker with the World University Service of Canada. McCue is a graduate of Queen's University and Humber College in Canada. Poster 2

**Cyril Edirisinghe** has been an English teacher in Sri Lanka for 19 years. From 1989 he was Assistant Project Officer in the National Institute of Education and since 1995. He has been Coordinator of the Regional English Support Centres. He is currently Co-Coordinator of the Primary English Language Project. Paper 1

**D--ng Thp Nô** is Vice Dean of English at Vietnam National University, Hanoi, where she has worked since 1976. She has a Master in TESOL from Edith Cowan University, and is currently undertaking a PhD in a comparison of kinship terms. Her areas of expertise are linguistics and ELT methodology. She also works as a consultant for education development projects. Paper 27

**David Crabbe** is the Head of the School of Linguistics and Applied Language Studies at Victoria University. His main research interests are in learner autonomy in language learning and how it might be fostered in regular classrooms. He has recently co-edited a collection Paper 49

of papers on learner autonomy.

**David Hayes** is currently Project Manager for the UK-government funded Primary English Language Project in Sri Lanka. Prior to taking up this appointment, he taught at the University of Leeds for 4 years. He has extensive experience of in-service teacher development programs in South and South-East Asia. Paper 31

**Đç Huy Thinh** received a BA in English at the University of Ho Chi Minh City in 1979, a Post graduate Diploma in TESOL at the University of Canberra (Australia) in 1987, an and a PhD in Education at the University of Southern California (USA) on a Fullbright scholarship during 1993-1996. He has written many articles, attended conferences and seminars on education and English teaching and is involved in many language and culture exchanges with international institutions. Paper 14

**Denley Pike** is a teacher, manager, consultant and IELTS Examiner, and has been intimately involved with ELT and project work in SE Asia for the past 14 years. His current position is Director of Vientiane College in Laos. Paper 44

**Diana Lubelska** has worked with several projects in the area of syllabus and textbook development in developing countries and is currently involved with two projects in association with the British Council in Uzbekistan and Russia. Paper 7

**Diane Larsen-Freeman** is Professor of Applied Linguistics at the School of International Training in Brattleboro, Vermont. She developed an interest in language teaching when she taught English in Malaysia as a U.S. Peace Corps Volunteer from 1967 to 1969. She has written articles and books on how people learn languages, English grammar, language teaching methodology, and language teacher education. Plenary 2

**Dockeo Phonthachit** is a teacher of English at the Department of English, Faculty of Humanities and Social Sciences in the National University of Laos. He has taught English to adults for 7 years. In 1994, he attended a six-week Certificate Course on Principles and Practice of TESOL at RELC in Singapore. He holds a Graduate Diploma and MA in TESOL from the University of Technology, Sydney. He has worked as a tutor for the Lao PDR - Singapore - Canada TEFL Distance Educational Program. Paper 45

**Fiona McCook** is from New Zealand. She spent four years in Binh Dinh province, Vietnam where she taught English and developed and ran in-service teacher education programs. Fiona has also taught ESL classes in New Zealand. She has recently completed her Master's thesis on in-service teacher education in Vietnam. Paper 21

**Gail Parr** is the Manager of the Resource Centre of the Vietnam-Australian Technical Training and Resource Project in Hanoi. She is Paper 59

currently on two years leave from her position in Australia as Head of Library at Somerset College. She has worked as a Teacher Librarian for 26 years.

**Gavin Cowley** is a Project Officer responsible for 29 teachers working for CfBT Educational Services in Brunei. He is manager of the Belait Education Centre running language and personal development courses for both public and corporate clients as well as providing support for individuals taking professional qualifications and employment training. He has taught at Primary, Secondary and Tertiary levels, and worked in Britain, Brunei and China. Paper 63

**Geoffrey Millar** has, since 1980, taught EFL/EAP in the PRC and, briefly, in Vietnam, employed variously by the Chinese Government, the Australian Government, and an Australian university. He presently lectures in EAP at the University of Melbourne, providing language support for international and local NESB students. Paper 62

**Gill Westaway** is Manager English Language and Arts, British Council, Indonesia, and is Project Manager of the Language Specialists Package of the Higher Education Project. She has extensive experience as an English language teacher and adviser, and has managed English language related projects for many years in Kenya, Britain and Indonesia. Paper 8

**Gillian Perrett** is a senior lecturer and the coordinator of TEFL in the Faculty of Education at the University of Sydney. During the last decade, she has been concerned with the post-graduate education of overseas teachers in Australia, following a career teaching English to refugees, school and university students. Her interests include second language development, discourse analysis and teacher development. Paper 64

**Graeme Storer** has worked as a free-lance consultant with non-government organizations in Asia since 1994. His areas of expertise include management development and organizational change processes. Graeme is completing a doctorate in sociology at the University of New South Wales, Australia. Workshop 3

**Hu Thù Mü Anh** is from the city of Qui Nhon in Vietnam. She has recently graduated with a BA from Da Nang University and hopes to go on to complete a masters degree in linguistics. My Anh played a large role in collecting the data on which this presentation is based and provided much of the cultural background needed to help interpret teacher responses. She is currently teaching with the Tran Phu Foreign Language Centre in Qui Nhon. Paper 21

**Hannah Pillay** is a Senior Lecturer at the Specialist Teacher's Training College, Kuala Lumpur. She is also currently the principal of a large secondary school in Malaysia. She has worked in secondary schools for eight years and in teacher education for 14 years. She has been teaching and designing curriculum for pre-service and in-service Paper 58

TESL teacher training programs and training programs for lecturers on teacher education methodology and qualitative research. Her research interests are issues in ELT methodology, issues in innovation and change and qualitative research.

**Harvey Smith** has worked on language-related development projects in Africa and Asia for over 20 years, and was head of British government funded projects strengthening English teaching in Cambodia from 1992 to 1997. He is currently CfBT Education Services' Senior Education Adviser, based at their head office in Britain. Paper 69

**Huong Xu<sup>©</sup>n Hoa** is a senior English lecturer at the English Department, Hanoi Foreign Language Teacher's College, where she has been working since 1981. She is also Head of the Language Skills Division, and is responsible for the innovation and development of the English language syllabus of the Division. She got her MA in TESOL from Boston University, Massachusetts, in 1997. Paper 68

**Hywel Coleman** is senior lecturer in International Education at Leeds University. He is particularly interested in the importance of context in understanding behaviour in the language classroom. Since 1997, he has contributed to a measurement study of a national trainer training project in Sri Lanka. His publications include *Society and the Language Classroom* (CUP). Paper 1 Paper 38

**Jacky Dyer** has an MA in TEFL, and is an Associate Lecturer at the VNU Hanoi College of Foreign Languages. She has taught and trained in Europe and North Africa, as well as Vietnam, where she has been an ELT trainer and consultant for five years. Her special interests are teacher and trainer training and curriculum development in the developing world. Workshop 4

**James Perren** earned his BA in Spanish and MA in TESOL from San Jose University. Currently, he teaches English at the Kwansei Gakuin University Language Center in Japan. His most recent post prior to KGU involved teaching summer school at Stanford University in the Literature and Culture Program for international students. James has also taught courses at San Jose University in both the Linguistics and Language Development Department, and in the Studies in American Language Program. He is currently working on coursework in the Temple University Ed.D. program. His research interests include learner autonomy and strategy training, professional development, and adjunct faculty rights. Paper 19

**James Tollefson** is Professor of English and International Studies at the University of Washington. His books include *Planning Language, Planning Inequality; Power and Inequality in Language Education; and Alien Winds: The Reeducation of America's Indochinese Refugees*. His research interests include language policy and the politics of language. During Autumn, 1999, he is Visiting Professor of Plenary 4

English at Tsuda College in Japan.

**Jane Davies** is the Program Manager of Lao-PASEAN English Language Program, a component of a UNDP/AusAID-funded project designed to facilitate Laos' integration into ASEAN. Her particular and professional and research interests are the discourse of international relations and the language of diplomacy. Paper 9

**Jane Jackson**, PhD, is Associate Professor in the Department of English at the Chinese University of Hong Kong. Her publications and research center on case-based learning in TESOL teacher education, intercultural communication, and English for Specific Purposes. She has experience in the Middle East, Canada, the United States, and China. Paper 3

**Jennifer Anderson** is the ESP Coordinator on the VAT Project. She has worked in Vietnam for a number of years on ESP and teacher training programs. She has an MA in Applied Linguistics from the University of Melbourne. This is her second year of involvement with the legal sector in Vietnam. Paper 15

**Jeremy Jones** is a lecturer in TESOL and applied linguistics at the School of Languages and International Education at the University of Canberra, Australia. He has had appreciable experience of teaching English language and teacher education in the developing world, including Vietnam and Cambodia. Among his teaching and research interests are self-access learning. Paper 48

**Jerold Edmondson** is Professor and Chair of the Linguistics Program at the University of Texas at Arlington. Previous positions include the University of Bielefeld and the Technical University of Berlin. Areas of research include SE Asian minority languages (China, Laos, Myanmar, Thailand, Vietnam), and include a special project on lesser known languages of Vietnam. Paper 57

**Jill Knight** has been working in Vietnam since April 1998 as Materials Development Advisor for the English Language Teacher Training Project. Jill started her career teaching English as a Foreign Language in Egypt and Thailand. After two years in Bangkok, she moved to the Thai-Cambodian border, where she spent five years managing an education and skills training program for Cambodian refugees. After the repatriation of the refugees in 1993, Jill moved across the border to Cambodia to work on a primary education cluster school program. Paper 39

**Jo Durham** has been in the region for 10 years, teaching English in Laos, Thailand, Cambodia, and Indonesia. Her main focus has been on EAP pre departure courses, but she has also been active in development and implementation of teacher training programs. While in Laos, she has helped to set up a mentoring in-service training program for teachers. Her other interests lie in curriculum and syllabus design. Paper 66

**John Adam (Tim) Kirk** is Program Coordinator in the Language Paper 8

Specialists Package of the Higher Education Project. He has held previous English language advisory, management and teaching positions in Indonesia, Thailand, Saudi Arabia, Britain and France.

**Joost Pikkert** has worked in Indonesia since 1992, promoting minority language education. He has consulted in over 30 different language projects, developing curriculum and promoting teacher training. He has taught at universities in Indonesia, Canada and the United States, and received his PhD from the University of Nebraska-Lincoln. Paper 35

**Kao Sophal** holds BEd TEFL graduate and he also has a 6 month course for supervising and training teachers at Reading University, England. He has been working as a teacher trainer for 4 years and supervising and training new teacher trainers for 3 years. Paper 18

**Karin Hawkins** (MA, M.Ed.) as 'Master Teacher' in China [For DEET], twice teacher-consultant in Indonesia and lecturer in India. This year she is teaching an English language unit for the M.Ed. course run by La Trobe University at the Vietnam National University, Hanoi, where she has deepened her understanding of inter-cultural communication and techniques for facilitating. In Australia, she has provided English support programs for projects such as the World Bank-funded IBRD Indonesian teacher-educators at the Master's level, and written and conducted courses in academic skills for overseas students. Paper 60

**Kath Copley** teaches at the University of Technology, Sydney, and is studying for a PhD in Language in Education. She has experience of educational practice in Britain, Portugal, Malaysia, Cambodia, Thailand and Australia. Her professional interests include negotiation in aid projects; interaction in participatory development practice; educational resource management and EL teacher education. Workshop 5

**Keith O'Brien** has been teaching English as a Foreign Language at Vinh University since February of 1998. He is a development worker with the World University Service of Canada. O'Brien is a graduate of Memorial University and Carleton University in Canada. Poster 2

**Kevin Kettle** has been working in Thailand for the past seven years. For the first four years, he was a teacher at Chulalongkorn University and for the past three years, he has been working for the Southeast Asian Ministers of Education's Regional Centre for Higher Education and Development. Paper 40

**L<sup>a</sup> Quính** is the Information Technology Director in the University Department of Rural Health, University of Tasmania. Her research interests include multimedia, computer assisted language learning, and instructional design. She has presented ten papers at international conferences in Australia, Germany and the USA. Paper 67

- L<sup>a</sup> Thanh Hoang** is a lecturer at the Medical University in Hue, Central Vietnam. Having completed degrees in Russian (1983) and English (1994), he is currently a postgraduate student at the Hanoi University of Foreign Studies. Paper 41
- L<sup>a</sup> th<sup>h</sup> Mai H<sup>o</sup>-<sup>o</sup>ng** has BA degrees in Russian and English and has just completed a law degree. She has also studied an intensive program in Commercial and International Law at the University of Melbourne (1997). She is a teacher of General and Legal English at the Hanoi University of Law. In 1998 and 1999, she was seconded to teach on the VAT Project General and Legal English Language Training Courses. Paper 15
- L<sup>a</sup> V<sup>o</sup>n Canh** holds the position of Director of the International Relations Department at the Vietnam National University College of Foreign Languages. His Master's Degree in TESOL is from Saint Michael's College, USA and he is now doing his Doctoral Degree in Applied Linguistics with La Trobe University, Australia. His areas of interest include inter-cultural communication, language pedagogy and language teaching methodologies applicable to language poor environments. He is currently working as a long-term technical consultant for the English Language Teacher Training Project. Plenary 3  
Paper 54
- Larry B. Jones** earned a PhD in Humanities with a concentration in Linguistics from the University of Texas at Arlington in 1980. From 1983 to 1991, he and his wife Linda worked as field linguists in Irian Jaya, Indonesia, under the auspices of the Cendarwasih University and Summer Institute of Linguistics Cooperative Programs of the Institute with the Government of Indonesia. Paper 29
- Leigh Andrew Faulkner** was born in Nova Scotia, Canada. He is currently working as a World University Service of Canada (WUSC) volunteer development worker in the English Department of Danang University, assisting with curriculum development. He has a BA (English & Philosophy), Mount Allison University, Bed, Mount Allison University; MA (Curriculum Development), Saint Mary's University; EdD (Reading Education), University of British Columbia. Leigh is Professor Designate, College of Asia-Pacific Studies, Ritsumeikan Asia Pacific University, Beppu, Japan. Paper 43
- Leon Devine** has extensive experience in teaching, teacher development and educational management – the last 13 years in development settings in Thailand, Cambodia and Laos. Currently Assistant Director of Vientiane College, Laos, he is still excited by the challenges of the classroom and the essential humanity at the core of all educational undertakings. Paper 44
- Liz Hunt** has an MA from Liverpool University in Language Learning and Teaching (1994). She spent seven years in Greece teaching business English, and as a Cambridge examiner. She has also spent one year in Paper 32

Seoul, Korea teaching General English courses. Liz has seven years teaching experience at the Bell School, Bangkok, and as an English teacher for the Liberal Arts faculty, and a Cambridge exam team leader and trainer.

**Lutfalla Juraev** currently works as the English language methodology expert in the Republican Education Centre for the Ministry of Public Education in Uzbekistan. He is responsible for designing and piloting new syllabuses and teaching materials. He has been seconded to the capacity-building project as project manager and team leader as well as being a member of the textbook-writing team. Paper 7

**M. Louise Krumm** directs the English as a foreign language program at Georgetown University in Washington, DC She has worked on English language development projects in China, Vietnam, and the Philippines as well as countries in Eastern Europe, Africa and Central America. Paper 6

**Marie-France Champagne** is an Assistant Professor at the Center for Language and Educational Technology, the Asian Institute of Technology. Her interests include the sociology of education and intensive language programs. Paper 28

**Marion Myhill** is lecturing in TESOL, research methodology and educational psychology in the Faculty of Education at the University of Tasmania. She is Assistant Head in charge of Honours Program. She has taught at a number of universities in Australia and Europe. Paper 67

**Martin Lamb** has 16 years ELT experience in Sweden, Indonesia and Bulgaria. He is currently a British Council Language Adviser on an ADB Higher Education project for the development of two university language centres in Sumatra. Paper 20

**Martyn Brogan** holds an MA in Applied Linguistics, a Graduate Diploma of Inter-Ethnic Studies in Education, and a Diploma of Education. He is currently enrolled as a doctoral student at Deakin University. He was a secondary school teacher for ten years before joining the Adult Migrant Education Services English language teaching program. He taught English to adults from non-English speaking backgrounds in migrant education settings for eight years. Martyn has also taught English in SE Asia, and has been a part of a coordinated English language teachers' inservice program Vietnam in 1990, 1991, 1992 and from 1998 until the present. Paper 56

**Michael Silverman** is a PhD candidate at the University of Southern California in Los Angeles. His research interests focus on education in development contexts, and include work in science and environmental education, and language acquisition and assessment. He has studied and worked in Vietnam, Thailand, Chile, Guatemala and Spain. Workshop 2

- Mukhtar Ahmad Ali** has a M. Phil degree in International Relations, in addition to having studied courses on Language Development and Planning and Language and Politics. He has four years of work experience in humanitarian and development work in Pakistan, Afghanistan and Bosnia-Herzegovina. He has several publications to his credit and has attended several international workshops on a variety of development-related subjects. Paper 16
- Myint Myint Thein** is an Assistant Professor at the Center for Language and Educational Technology, Asian Institute of Technology, Bangkok, Thailand. Her research interests include experiential autonomous learning, professional discourse and pre-sessional language programs. Paper 23
- Nguyen Xuan Binh** has been the Dean of the Foreign Languages Department at Vinh University for the past five years. Binh received his Masters Degree in Russian from the Foreign Languages Teacher Training University in Hanoi. He studied for two years at Moscow University. He is currently studying to earn a Doctorate in Vietnamese from Vinh University. Poster 2
- Nguyễn BĐ** is a Vietnamese secondary school teacher of English, and until 1998 was head of the Department of Foreign Languages at Hai Ba Trung High School in Hue. He is currently engaged in research for an MA thesis at Victoria University on the design and use of textbooks in Vietnamese secondary schools. Paper 49
- Nguyễn Ngọc Kh, nh** was born in Hai Duong province in 1972. He graduated from Hanoi University of Law in 1996, and then became a teacher for the Justice Department, in the Hanoi Legal English course, of the Vietnam-Sweden Training Project at the Hanoi University of Law. In 1999 he studied in the Legal Sector English course of the Vietnam-Australia Training (VAT) Project. Paper 15
- Nguyễn Thị i Hụ** holds a MEd in TESOL (La Trobe University), a Post-Graduate Diploma in TESOL (University of Canberra) and a BA in English (Hanoi University of Foreign Studies). She has been working at the Hanoi University of Foreign Studies since 1980, where she teaches adult learners of English, including English major students. Her specific area of interest is the teaching of academic writing in post-graduate studies programs. Ha has done several teaching techniques workshops for teachers, including one for lower-secondary and secondary schoolteachers in the central highlands of Vietnam. She has worked on many international projects in Vietnam in many roles. Currently, she is employed as the Vietnamese Coordinator of the Teacher Inservice Education Program, a part of the Vietnam-Australia Training Project. Paper 56
- Nguyễn thĐ Bong** is a lecturer at the Vietnam National University Hanoi College of Foreign Languages. She has a Master's in Workshop 4

TESOL and many years experience as a teacher of English and lecturer in ELT pedagogy. Her special interests are ELT methodology and supervision of the English language teaching practicum in Vietnam.

**Nguyễn thị H'nh** is a PhD student in Applied Linguistics, teaching assistant, and research assistant at the University of Wisconsin-Madison, USA, where she completed her MA in the same field. She holds a BA in English and TEFL from the University of Hue, Vietnam, where she taught English from 1995-1996. She is currently the webmaster for AAAL, the American Association for Applied Linguistics. Paper 25

**Nguyễn thị Thanh Hụ** has a BA from the former Soviet Union, a graduate diploma in TESOL from the University of Canberra, Australia, and an MA TESOL Hanoi University of Foreign Studies. She has been teaching General English at Hanoi University of Foreign Studies, and also teaches Business English, ESP at University of Economics, HCMC. Paper 55

**Nguyễn thu H--ng** was born in Cambodia in 1957. He graduated from the School of Education (in English) of Cantho University in 1980. In 1996, he graduated with a MEd from the TESOL Program of Boston University's School of Education. He has worked in the Centre for Foreign Languages at Cantho University since 1981, has been a tenured lecturer since 1989, and was Chair of the English Department from 1989-1994. He is currently Associate Chair of the English Department. Paper 12

**Nguyễn Thu Hằng** has taught English at the Hanoi University of Law since 1990. She has an MA in Linguistics, and BAS in Law and English. Her MA research investigated the difficulties that Vietnamese students have reading authentic materials and ESP texts. She studied Public International Commercial Law in Australia in 1997 at the University of Melbourne. This is her second year teaching on the Vietnam-Australia Training Project Legal Sector English Program. Paper 15

**Nguyễn Thu L<sup>a</sup> Hang and SÆng thị Kim Anh** are with the Language and Training Unit of AITCV. Both are full-time language teachers at the Hanoi National University. Paper 52

**Nick Innes-Taylor** is the Country Manager for AIT Aqua Outreach in Laos. Nick works in Savannakhet, and has worked on aquaculture development projects in Thailand and Laos for about ten years. Paper 36

**Numa Markee** is an associate professor at the University of Illinois at Urbana-Champaign, where he directs the Language Learning Lab. He is currently working on faculty development issues to ensure that cutting edge instructional technology diffuses widely among faculty and teaching assistants involved in foreign language teaching. Plenary 5

**Ph<sup>1</sup>m Hβa HiÖp** has taught English at the University of Hue since Paper 2

1990. He has an MA degree in Bilingual ESL studies awarded by University of Massachusetts, USA. His research interests include culture, cross-cultural communication and socio-linguistics. He is currently working as a teacher trainer on the Teacher in-service Education Program, Vietnam-Australia Training Project.

**Phan V`n HBa** was born in Danang some 43 years ago. He graduated from Hue University as a Teacher of English (1978), gained an MA in TESOL in 1983, and from 1985 – present, has been Senior Lecturer in Linguistics at Danang University. In 1996, he completed a post-graduate Diploma of Education Administration (Australia,) and in 1998, a doctorate in Linguistics (1998). He is currently Dean of the English Department, Danang University. Paper 43

**Pierre Walter** is an assistant professor, at the Center for Language and Educational Technology at the Asian Institute of Technology. His research interests include literacy education and international development, gender and development studies and researching indigenous knowledge systems. Paper 4  
Paper 28

**Psyche Kennett** is the Director of the DFID-funded English Language Teacher Training Project, working with the Ministry of Education and Training to improve lower secondary English language teaching in 22 provinces in Vietnam. Her work primary involves project management and trainer training. Paper 54

**Richard Sproat** has been the Director of the English Language Centre of Australia since 1995. In his eleven years in Thailand, he has managed aid-funded language and teacher training programs for Thai government and non-government organizations for Australia- and Europe-bound fellows, and for Burmese national displaced persons along the Thai border. Paper 37

**Richard Stewart** holds a RSA Dip TEFL and an undergraduate degree in Applied Science from Curtin University. He has been teaching adult learners of English in South East Asia for over ten years. His specific area of interest is in teacher training and methodology. He is currently employed as a language specialist on the Vietnam-Australia Training Project. Paper 47

**Richmond Stroupe** is an Assistant Professor at the Asian Institute of Technology, Bangkok, Thailand. His professional and research interests, focusing on educational issues in South East Asia, provide him opportunities to be involved in primary and secondary teacher training, institutional strengthening projects and research on regional education institutions. Paper 17

**Russell Frank** (MA University of California, Los Angeles) has taught post-secondary ESL/EFL and developed curricula in both the US and China. For the past two years, he has been training faculty to use internet technology to teach language. He is currently finishing his PhD Paper 26

in Comparative Education at UCLA.

**Shawn Golinowski** is Canadian, and is currently an intern at the International Rice Research Institute's Training Center while studying a Master of Distance Education via distance education through Athabasca University in Alberta, Canada. Interested in the capacity of distance education and information and communication technologies (ICTs) to increase access to, and the flexibility of, information, education and training. Paper 53

**Silvana Dushku** is a lecturer at the English Department, at the University of Tirana in Albania. She is currently a PhD student at the University of Illinois at Urbana-Champaign in the US. Her research interests include education program/project evaluation, curriculum design, and academic discourse. Paper 24

**Som Sophara** is a Bed TEFL graduate and also took a course for supervising and training trainers. Som has been teaching English for Banking in the Centre for Banking Studies for 3 years. Paper 18

**Sovanne Chhun**, BEd TEFL, is presently a teacher trainer with the Phnom Penh Regional Teacher Training Centre. He spent six months at the University of Reading in the UK on a course for supervising and training teachers, and has worked as a teacher trainer for four years. Paper 18

**Steven Lim** is a course leader at the Mekong Institute, Thailand, where he helps to train government officials from the greater Mekong sub-region. His research areas include the economics of moving from the plan to the market and the Asian financial crisis. Paper 11

**Susan Malone**, an international literacy consultant with the Summer Institute of Linguistics, worked for many years in Papua New Guinea, helping establish mother tongue literacy and pre-primary education programs, first with the Kaugel language community and later with the national government. She currently consults in mother tongue education throughout Asia. Paper 22

**Susan T. Gonzo** is Associate Provost at the University of Illinois where she is also a faculty member in the Division of English as an International Language. Her research interests include second language acquisition, first language maintenance and loss, and language planning. Paper 42

**Syahrial** MEd, PhD, is an English Lecturer at Jambi University. He holds a MEd from Deakin University, Australia, and is currently an official counterpart on the British Council-managed ADB Higher Education project at his university. Paper 20

**Sykhambham Thammanosouth** is the Project Manager of the Advanced Urban Planning and Management Program in Vientiane, Lao PDR. A graduate of the Asian Institute of Technology, she is currently at the Institute of Urban Planning with the Ministry of Communication, Paper 17

Transportation, Post and Construction in Lao PDR.

**Terry Clayton** has lived and worked in Thailand since leaving Canada in 1989. He is currently coordinating language and editorial services for the School of Civil Engineering at AIT. Terry dabbles in socio-linguistics, the sociology of engineering, engineering communication, technical writing and farming in Northeast Thailand. Paper 4  
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**Thilo La** is lecturing in theoretical and applied linguistics in the Faculty of Education at the University of Tasmania. He has published around one hundred papers dealing with language learning, educational multimedia, and intercultural communication and education. He organized the International Conference on Language Education: Interaction and Development in Ho Chi Minh City in 1990. Paper 67

**Thomas Perry** is Associate Professor of Linguistics and Associate Dean of Arts at Simon Fraser University. Previous appointments at the University of Vienna and the Technical University of Berlin. Areas of research include language preservation and minority languages; papers on North American minority languages and the international context, language policy. Paper 57

**Tom Hunter** is currently Team Leader for a DFID English language project (ELTIP) in Bangladesh. Although his home base is at Marjon in Plymouth, UK, he has worked extensively overseas in development. His professional interests are in teacher-training, materials, curriculum and management. Paper 50

**Trần Hằng Hinh** is a lecturer at the Hanoi University of Foreign Studies. This paper is based on research carried out for the degree of MA (TESOL) at Deakin University with the support of an AusAID scholarship. Paper 13

**Võ Thị Phụng Anh** is Deputy Head of the Department of English Literature and Linguistics at the University of Social Sciences and Humanities in Ho Chi Minh City. Paper 55

**Võ Thị Thanh Vân** has Bachelor degrees in English (from Hanoi University of Foreign Studies) and Law (from Hanoi Law University). She has been teaching general and legal English in the Hanoi University of Law since 1990. In 1998 and 1999, she was seconded to work on the general and legal English language training course in the VAT Project. Paper 15

**William Frasure** is Professor of Government at Connecticut College, in the United States. He is also a lawyer. His research is in the area of law and public policy. For five months in 1999, he administered a Connecticut College program in Hanoi in conjunction with Vietnam National University. Paper 51

**William Littlewood** has taught in secondary schools and universities in Britain and Hong Kong. He has also been involved in Paper 5

teacher education and conducted workshops in a wide range of countries. He is currently Professor for TESOL and Applied Linguistics in the Language Centre, Hong Kong Baptist University.

**William Savage** has been with CLET-AIT for ten years, and currently teaches on-campus language support classes, research and writing courses, and on the Certificate in Educational Development. Off-campus activities include facilitation work in curriculum development, language, and strategic planning for universities, non-government and international organizations in the region. Workshop 3

**Yasuko Nagai** was born in Japan. She is a senior literacy consultant with the Summer Institute of Linguistics. As a teacher-linguist with a PhD in educational anthropology, she is also a visiting research scholar at the Flinders University Institute of International Education in South Australia. During the past 26 years she has worked with several minority language groups in Northern Australia and Papua New Guinea. Paper 10

**Yoshiko Ogawa** has an MA from Macquarie University, and has most recently been studying on AIT's Certificate for Educational Development. Before that, Yoshiko was teaching Japanese in Phnom Penh. Paper 28