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THE ENGLISH CONNECTION

A Publication of Korea Teachers of English to Speakers of Other Languages

KOTESOL
대한영어교육학회

A Look at Reading and Writing Tests:
Are You Testing What You Teach or What They Already Know?

By K. Laurence Landry

Introduction

The word "test" sends shivers up and down almost every student's spine, But far from being designed as "instruments of social and cultural exclusion" (McNamara, 2000, p.68) they have become a seemingly necessary evil. Language tests are part of evaluation (Weir & Roberts, 1994) and attest to the accountability of a program. Although statistical analysis provides far from a complete picture, designs have to be investigated and should demonstrate their fairness. Knowing what is being tested and assigning value has to be transparent to employers, administration, and others involved. Faith is put in oral tests, but they generate an artificial genre of their own (Fulcher, 1996) even while appearing authentic. The test considered here was designed as the final examination for Intermediate 1: Reading and Writing, and whether it is an acceptable measure or not is the focus of this analysis.

Type of Test

Achievement tests are designed considering the mixture of language objectives from the syllabus and textbook (Hughes, 1989; as cited in Alderson, Clapham, & Wall, 1995). Specifications for the construction of the final examination for the IEP Reading and Writing course were not formally written down, but the information in the Appendix (based on Alderson et al., 1995) illuminates the concepts the designer followed. Norm-referenced item analyses are used for objective tests, but subjectively marked tests may be considered criterion-referenced.

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

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Volunteer and Upgrade Yourself through Networking and Globalization

Dear KOTESOL members,

Spring has come again to awaken us from the long and restful hibernation of winter. Have you enjoyed your winter vacation? Have you recharged your batteries for yourself, your family, your students, and your colleagues with lots of precious experiences and enjoyable memories? How are your New Year's resolutions faring? Have you been able to keep from gaining that unwanted weight? It's now time to gear up! Spring is really in the air! I personally enjoy the weather and taste of every season in Korea - the warmth and freshness of spring, the heat and sweetness of summer, the coolness and spiciness of autumn, and even the bitter cold of winter! What I like most about the Korean school system is that it fits beautifully into the seasons: the first semester starting in March (the first month of spring), the second semester in September (the first month of fall), and summer and winter vacations!

President's Message

By Dr. Myung-Jai Kang

During the winter vacation, KOTESOL Council members went to the annual Leadership Retreat held at Hyecheon College in Daejeon from December 13th to 14th to discuss various pending KOTESOL issues and to strengthen the relationship between Chapters' representatives and the Executive Council members. On the second day of the Retreat, the KOTESOL Council meeting was held, at which the national budget for 2004 along with the budget for the 2004 International Conference were approved. With the acceptance by the Council of the separation of Jeolla Chapter into two new chapters: North Jeolla and Gwangju-Jeonnam, KOTESOL now has nine active chapters, the others being Seoul, Suwon-Gyeonggi, Daegu-Gyeongbuk, Busan-Gyeongnam, Daejeon-Chungnam, Cheongju, and Gangwon. Increasing our number of chapters means a lot to us; KOTESOL is growing in quantity. The question that we most now ask ourselves is what can we do to make sure that KOTESOL continues to grow in quality?

My answer to this question is that KOTESOL needs to search for more qualified and enthusiastic volunteers from among its membership to form a good mix of Koreans and non-Koreans to run this multi-cultural and volunteer-oriented organization. We already have highly qualified and competent volunteers on the KOTESOL National Council, yet a couple of key positions are still open to be filled by energetic and dedicated members. Please feel free to knock on the door and join us to direct KOTESOL for the development of English education in Korea. Please visit our website, www.kotesol.org, for more information on KOTESOL, and do not hesitate to contact any of the National Council members in "Who's Where in KOTESOL" in the latter part of this newsletter.

We also need more volunteers for the Conference Committee to organize the 12th Annual KOTESOL International Conference, which will be held at Sookmyung University on October 9th-10th, 2004. I believe our Conference Chair, David Kim, will be more than happy to advise you on how you can contribute to the KOTESOL conference as a volunteer. I am sure each one of you can help KOTESOL progress, and KOTESOL in turn can help you make your career grow through networking and even globalization.

In addition to the KOTESOL International Conference in autumn, I am happy to inform you of the numerous chapter conferences and events that will be occurring this spring. The KOTESOL Jeolla Regional Conference will be held at Chosun University on April 10th, the Busan-Gyeongnam KOTESOL Conference on April 24th, the KOTESOL Seoul Conference at Sookmyung University on May 8th, and the Daejeon Drama Festival on the fourth Saturday in May. Please mark your calendar early, and enjoy being one of the volunteers or participants in each of these KOTESOL events!

Best wishes,

Myung-Jai Kang

Myung-Jai Kang
President of KOTESOL

THE ENGLISH CONNECTION

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Dear Readers,

Welcome to the first 2004 issue of *The English Connection* (TEC). New and exciting things are happening with TEC, and I would like to inform you about them.

The most important thing that has happened is that we have sadly lost our most energetic and competent Editor-in-Chief, Robert Dickey. Rob decided that the last issue in 2003 would be his last for a while as he needs to devote more time to his family and his other personal pursuits. Thank you, Rob, for all your hard work!

As a result, I have taken over as the Interim Editor-in-Chief until a more permanent officer can be found. (If any of you have experience in editing and leading editors, please get in touch as soon as possible.) I just hope that I can do as good a job as Rob did! With this change of personnel, modifications to TEC have been inevitable, and I would like to outline them here.

Editor's Letter

By Louisa Kim

1. TEC will no longer be a bi-monthly publication; instead it will be published quarterly. Consequently, the deadlines for article submissions have changed. The new dates are: 15th May (for the June issue); 15th August (for September); and 15th November (for December).

2. We have a brand new Membership Spotlight columnist: Dr. David Shaffer. Expect to see some exciting and informative interviews from him!

Our appreciation goes to Jerry Foley, who has been the Membership Spotlight columnist for almost four years. We wish him the best of luck with his other pursuits.

3. Although we have lost our Editor-in-Chief, we have gained a new Professional Development column writer! As Dr. Andy Curtis has "retired" (thank you, Dr. Curtis, for contributing to TEC!), Rob has offered to take it over, and needless to say, we have gladly accepted. I am sure we will see some insightful pieces from him that will develop our own teaching skills.

4. A "Contributors" page has been added to highlight the contributors to each issue. This page includes contributors' photos and workplaces to give you a better idea of who's who and where instead of just a name at the top of the page!

5. Another new column for this year is "Korea of Decades Past." Each issue will feature glimpses into life and education in Korea in a different decade. The columns, each authored by a different KOTESOL member, begin with Korea 10 years ago and jump back a further decade in history with each subsequent issue.

In addition to these changes, I envision more new columns being added. Currently, ideas include a CALL SIG column, a Writing and Editing SIG column, a Book Review column, plus a few others that need careful consideration. If you have a good idea, feel free to let me know.

As you likely noted in the last issue, we are still looking for a new Editor-in-Chief, as well as editors for other areas. If you would like to get involved, don't hesitate to email me.

I hope you enjoy this new TEC. If you have any suggestions, comments, or criticisms (especially constructive ones), please send them to me via my email below.

Happy reading!!

Louisa Kim
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Continued from page 1.

The final examination for the IEP Reading and Writing course can be considered a criterion-referenced test (CRT) as defined by Brown (1996). CRTs are concerned with how much material the student knows and contrast with norm-referenced tests (NRT). NRTs use percentile scoring, relating one student to the performance of all others (Brown, 1996). Testing one group and then comparing all later groups to the scale devised from the first group creates an NRT. An ideal item for a CRT has an item facility of .00 at the beginning of a course and 1.00 at the end (Brown, 1996). This means that the test should ideally contain items that a person taking the class learns to answer over the period of study. However, isolating questions into testing what is learned in class from what is known before is notoriously difficult.

Language Concepts

The concept of language ability has to be defined before any attempts at measuring it can begin. Bachman (1990, p.4), defines communicative language use as "an interaction between the situation, user, and the discourse." In taking a reading/writing test, the students are required to interpret the text as well as the instructions and show their understanding by responding. The test examined in this study was a pen-and-paper test, but more than just composition and comprehension skills were being utilized. Vocabulary from the three previous units had to be called upon as well as summarizing abilities and memorization in addition to knowledge in specific genres of discourse. Taking tests seems to have become the most authentic use of English for learners who do not use English outside of the classroom. Many students are actually studying English to get a good mark in a test or class rather than to improve performance in non-test situations.

Even so, testing attempts to measure the unseen and elusive components of communicative competence. It is not enough to discover a test-taker's ability to choose the right answer, their probability to interact successfully in a later real-life situation is what should be assessed. In the case of composition, the work done in class prepares students for the test and reaffirms their belief in themselves. Students realize that they can write and have nothing to fear from expressing their opinion. The act of writing in class prepares students for writing in other more advanced classes as well. Although the distinction between real-life tasks and academic ones blurs, improvement is noticeable. Writing an essay in a university course could be considered a real-life task.

Composition Tasks

Lado (1967) lashes out against composition tests believing them to be a poor measure of one's ability to use a language. A good essay does not include the main elements of language and compositions are unreliable and difficult to score. Requests and question patterns may not be elements that students in a reading and writing class need to master. Detailed guidelines for writing have to be given and are expected. Fluency or accuracy, structure or argument, grammar or vocabulary could be weighted differently. Alderson et al. (1995) presents a clear example of a good composition question as one having clear instructions and stating percentages for aspects of the answer that are evaluated. It should be clear what test markers are looking for, both for the marker's credibility and fairness to students.

Writing tests examine a variety of factors such as mechanics, vocabulary, grammar, content, rhetoric, and sophistication. Essays can be evaluated analytically by separating components or holistically by comparing papers as a whole to one another, focusing on degree of communication (Madsen, 1983). Although scoring aspect by aspect seems appealing, communication is perhaps more than the sum of its parts. The writing component on the final examination was marked by first reading all the essays twice, then grading, and rereading again. The marks ranged from 6 to 15 out of 15, which was worth 30% of the test. Short, simple, and general essays received low marks, and the best marks went to those essays with specific examples, clear summaries, reasoned explanations, and those essays that demonstrated the affect the topic had on someone or society. The composition in Part IV (see Appendix) was marked in much the same way.

The effectiveness of the total composition, sentence-level accuracy, rhetorical matters, unity, coherence, organization, and appropriate language are some categories for evaluation suggested by Madsen (1983). Part II (see Appendix) of the final examination should have clearly shown the value of each of these factors and explained the context and reason for writing, but essays were collected throughout the semester and returned to students with feedback sheets attached. Comments written on feedback sheets and suggestions made in class may have been enough guidance for students to realize the genre expected but more implicit instructions should have been given.

Reading Comprehension Tasks

Lado (1967, p. 223) defines reading comprehension in a foreign language as the grasping of cultural experiences linked to linguistic meaning from written representation. Summaries test both composition and comprehension but when a poor response is given it is impossible to isolate where the weakness lies. The subjective nature of identifying the main points to be transformed adds to the complexity of summarizing (Kim, 2001). A scoring rubric such as the ones found in (O'Mally and Pierce, 1996, pp. 143, 145) would have made scoring the IEP final examination easier and should be adapted so that the examination marker has a more precise method to use.

Shohamy (1984) proposes that reading comprehension questions presented in L1 are more ethical because comprehension of the question interferes with comprehension of the text. This may have been part of the problem subjects had with Part IV of the final examination. The instructions were difficult to follow, and the fact that subjects had different books made the question unfair. Some books allowed into the test room had translations and word definitions included with the text. The designer felt that the question was flawed but nevertheless tested reading and writing ability. Students were able to write original summaries and made predictions about what would happen next.

Testing attempts to measure the unseen and elusive components of communicative competence.

The experience gained from taking the class and tests prepared them for attending another English class the following semester. It seems almost natural to assume that someone who does well in one part of a test is bound to achieve similar results in another part, but this was not the case. Even within a restricted area such as reading comprehension, interference from having to compose a short answer spoils the purity of what exactly is measured, composition or comprehension. After separating abilities on a language test, the results are then ironically added back together. It is as if test constructors feel that they can dissect linguistic competence and then acquire the whole picture by reassembling the parts. Actual communication, though, is more complex than the sum of the ingredients tested (Madsen 1983).

Other Skills Involved

Pitfalls to avoid include testing intelligence instead of language and testing background knowledge rather than reading comprehension (Alderson et al., 1995). Ordering tasks, a problem area, are difficult

to construct and mark. It is not clear what is being tested and marking wholly right or wholly wrong makes the effort hardly worthwhile (Alderson et al., 1995). Short answers are difficult to mark due to there being many ways of saying the same thing. If points are deducted for grammar errors in a reading comprehension section, the original intention is being ignored. Multiple choice completion questions "depend on context clues and sentence meaning" (Madsen 1983, p.16). If distracters are well chosen, there is only one correct answer, so scoring should be easy, but guesswork can interfere as well as different acceptable choices.

Pitfalls to avoid include testing intelligence instead of language and testing background knowledge rather than reading comprehension

Although multiple choice items are objective, how well vocabulary items are known is not tested. Read (1997) reexamines traditional views of vocabulary and finds that it is more than an enabling skill but difficult to test in context. Lexical phrases can be considered items and are "as much pragmatic as semantic" (p.104). If vocabulary is restricted to being used only in authentic texts, it impedes test constructors from isolating items and forces grammar and reading comprehension to be tested at the same time. Tests trying to correspond with real-world tasks fundamentally clash with classical test theory models (Bachman & Eignor, 1997). Dependencies between tasks distort measurement of separate abilities.

Conclusions

The final examination under study fulfilled its purpose of aiding in the distribution of letter grades among the students in the course. It is clear though that there was a need for essay questions to be better constructed to include what is expected of the student, why the essay is to be written, and in what genre. In addition, the notion of what is good writing has to be investigated in more depth and delineated in more detail. What was required of the students completing the reading/writing course was never fully answered. However, improvement in expression in text and increased comprehension were gained after the fifty-hour course. Examining a test may not led to perfect measures but allows for renewed awareness of learner perceptions and leads to improved revisions. In addition to concentrating on what exactly is being tested, reading the literature concerning test development opens one's eyes to the misconceptions surrounding the mystery of testing.

Appendix

Test Specifications

Purpose: To determine to what degree students have acquired reading skills/strategies and assess ability to conform to paragraph forms and demonstrate writing strategies and techniques.

Test-taker Description: Students vary from freshmen to seniors but have chosen the course as an elective during the winter session. All subjects are Korean university students at the Catholic University of Korea. They are enrolled in an Intensive English course which meets for five hours a day for twenty days. They have been instructed for close to 50 hours by the test constructor and another 50 by the Korean teaching partner.

Test Level: The lowest IEP level of six offered. Interactions 1, which claims to have a challenging reading level.

Construct: Part I is composed of questions from quizzes for the units covered in class. They were used for multiple choice and short answer questions. Part II is composition based on unit topics. Part III attempts to tap discourse coherence through sequencing. Part IV combines reading comprehension and composition skills by requesting a summary.

Textbooks: Interactions 1: Reading and Interactions 1: Writing (4th ed.). Units 8,10, and 12.
Number of sections: 4.
Total Time: 2 hours.
Weighting: Part I = 30%, Part II = 30%, Part III = 20%, Part IV = 20%.
Target Language Situation: Demonstration of competence in a future test.
Text Type: Historical, taken from tour guide.
Text Length: 15 paragraphs.
Language Skills: Composition, reading comprehension, and vocabulary use/recognition.
Language Elements: Definitions, word forms, describing, organizing ideas, scanning for information, summarizing.
Test Tasks: Matching, multiple choice, short answer, writing, ordering, and summarizing.

Criteria for Marking
Part I. Exercise 1 (Items 1-10). Matching vocabulary. This part of the test was taken from a quiz supplied in Interactions 1: Reading, (4th ed.). McGraw-Hill International Edition, p.104.
In Items 11-15, test-takers chose from 3 possible responses. Taken from quiz on page 108-109.
In Items 16-20, test-takers were asked five questions on consumer habits. This part of the test was based on the last unit done and was originally supplied in the teacher's guide as part of a quiz. The marker found it difficult to assess these items.

Part II. Item 21 requested a composition based on a unit covered during the semester. Learners were asked to write on one of four topics. 15 was the maximum value for an essay.

Part III. Item 22: Test-takers re-arranged paragraphs to make a coherent text. The students were given a historical account of an event written in a tourist information publication. The students could study for this part so it was seen as testing memory more than anything else.

Part IV. Item 23: Book report. The biggest problem here was that some students had taken readers out of the library that had translations on the opposite page. It was unfair for some students to have Korean translations and word definitions in their reader for this test. Requiring everyone to write on the same book would have avoided this problem.

The Author

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The 24th Annual Thailand TESOL International Conference: "Prioritizing Teacher Development"

By Myung-Jai Kang

I found myself leaving on a plane early in the morning on January 28th for Thailand. Unlike the Peter, Paul and Mary song, "Leaving on a Jet Plane," I knew when I'd be back again. After making a stopover in Hong Kong and a transit from Bangkok, I finally arrived at the Hotel Sofitel Raja Orchid, a nice venue for the 24th Annual ThaiTESOL International Conference in Khon Kaen, located 40 minutes flying time to the north of Bangkok. It was late in the evening when I checked in to settle into a fancy room, where I in no time started falling into a sweet dream of three days of exciting events. My journey to Khon Kaen was, in short, an amusing, fruitful, enlightening, and rewarding experience, from which I learned enormously about many things concerning leadership, network-building, and conference organizing skills as well as about personal and professional development in ELT in a globalized world.

I was very lucky to have had this opportunity to attend this wonderful international conference as the president of KOTESOL. It was my first visit to a TESOL affiliate's conference abroad since I assumed the presidency last October. On behalf of KOTESOL, I would like to express my heartfelt thanks to ThaiTESOL for their warm welcome and generous hospitality to me while I was in Khon Kaen as the representative of KOTESOL. My profound gratitude also goes to every KOTESOL member because you are the dynamics of KOTESOL; you have made every challenge surmountable and continued growth possible.

I am pleased to share with you my three days of experiences at the ThaiTESOL Conference. On the first day of the conference, the opening ceremony began smoothly at 9:00 a.m. on the dot. It was only the first sign of a well-prepared conference for the several hundred attendees in the fully seated Orchid Ballroom. (I heard later that the total number of attendees at this conference was over 1000.) It was very impressive that a keynote speaker from the Thailand Ministry of Education mentioned "No English, no jobs" in his speech, and the entire audience seemed to agree with his phrase. English is not a choice but a must as an international language.

Neil Anderson's plenary speech, "From Egg Crate to Omelet," focusing on 13 tools that teachers can use collaboratively for reflective practice to make their teaching public and thus move from the egg crate to an omelet, was excellent and well received by the audience. His view on a teacher's dozen being 13, just like a baker's, seemed quite sensible to me. After the coffee break, there were 12-13 concurrent sessions of almost 70 presentations including five featured presentations, one colloquium on distance learning in Thailand, and several workshops. Among the several presentations I attended in the afternoon, one of the featured speaker presentations, Micky Rodger's "Classroom Change and Teacher Development," and Marc Helgesen's "Language Planning: A Practical Tool to Use Firsthand" were enticing titles, and indeed proved informative and well worth attending. All worries about bird flu were lost while talking with participants over coffee and cake and making joyful acquaintances during the breaks in such a comfortable and enjoyable atmosphere at the hotel. The last session of the first day of the conference ended at around 6 p.m. as scheduled.

It had been a long day for me, mingling with people, browsing through the books at a score of publisher's booths, and packing my brain with information all day long. There was an exciting dinner reception for the invited speakers and guests at poolside, where all the Pan Asian Consortium (PAC) members, including myself, were introduced. I enjoyed this comfortable party atmosphere, chatting with distinguished scholars, researchers, and professionals in diverse ELT fields. With a fantastic traditional Thai dance performance, the MC rounded off the party. There was more friendly talk afterwards ...

The first session of the second day of the conference started at 8:30 a.m., but I could not attend due to the need to prepare for my own preparation. During the first session, I had to brush up on my talk for the colloquium scheduled for 10:35 to 11:20. It followed the plenary presentation by Jeremy Harmer, which I was eager to attend. Jeremy's speech on "Do You Really Want to Know How to Teach English?" attracted the audience's attention by the way he spoke with humor and in a rather moderate tempo. The one thing I clearly remember from his talk is "teaching is as much an art as a science."

After the coffee break, I joined the colloquium, where six panel members, including myself, discussed the theme, "Rethinking the Professional Development Needs of Teachers in a Global Context". Panelists from the United States, Taiwan, Korea, Thailand, and Singapore exchanged ideas on the opportunities for international collaboration to empower teachers to educate students for global citizenship in general and to master the English language in particular. In addition, the role of English medium instruction for students who do not speak English as a native language and the legislative and policy mandates that have significant impact on the education systems in our respective countries, as well as the challenges we are facing, were described and discussed. During the panel discussion, I emphasized 1) the implementation of Korea's seventh curriculum revision, focusing on "student-centeredness," at all levels of the school system since 2001, and then, 2) how and why Teaching English Through English (TETE) had been adopted by the Ministry of Education and reinforced through various teacher-training programs. From the floor, the panel received lots of positive feedback on this discussion, which was quite rewarding. The panel agreed to

publish the results and have further discussion on this theme in six months.

After this session, was I much relieved? Yes. I went to the underground cafeteria to enjoy colorful Thai food for lunch. Among the 80 presentations of the second day, M. Daugherty's workshop on "Teaching All Your Students: Multiple Intelligences in the EFL Classroom" was a very interesting subject to me, and it was very informative, too. The last session of the second day was over at 6 p.m., exactly as scheduled. Another party was waiting for me to join in the evening, and I was fully dressed up for the dinner party hosted by the major publisher in Thailand. This provided me with a good chance to network with major professionals, plenary speakers, including Alan Maley, Jeremy Harmer, and Neil Anderson, and ThaiTESOL executive council members including the present and past presidents. There was indeed much to chew on at the dinner party.

The last day of the conference was a half-day program with Alan Maley's plenary session and 18 concurrent presentations from 8:30 a.m. to 1:00 p.m. In his plenary speech titled "Becoming a Resourceful Teacher," Alan conveyed the gist of his message in one important sentence: "It is the human and the humane qualities of teachers which will ultimately determine the quality of instruction we can offer our learner." The acronym "RESOURCEFUL" discussed in his talk was explained as: Responsible, Exploratory, Sensible, Open, Undeterred, Resourceful, Critical/Creative/Caring/Curious, Evolving, Fun-loving, Useful, Learning. Can you think of any more suitable words for this acronym?

With a wonderful closing ceremony, the three-day conference finally came to an end at around 1 p.m. It was impressive that they were able to announce the exact date and theme of the next conference, which will be their 25th, at the closing ceremony. No wonder the history of their annual international conference is double that of ours! In closing my report on the ThaiTESOL Conference, I want to thank KOTESOL once again for supporting me with a great opportunity to expand my horizons both as president of KOTESOL and as an individual ELT professional. I hope that once again I will be able to meet as many wonderful professionals in the field as I met at ThaiTESOL when we hold our 12th KOTESOL International Conference in Seoul on October 9th-10th.

Been to a Chapter Meeting Recently?

Suwon-Gyeonggi
Meetings: First Saturday of the month
Suwon University

Gangwon
Meetings: First Saturday of the month
Hallym University
Kangnung University

Seoul
Meetings: Third Saturday of the month
Sookmyung Women's University

Busan-Gyeongnam
Meetings: Last Saturday of the month
ESS Language Institute

Daegu-Gyeongbuk
Meetings: First Saturday of the month
Kyongpook National University

North Jeolla
Meetings: Second Saturday of the month
Jeonju University

Daejeon-Chungnam
Meetings: Fourth Saturday of the month
Woosong Language Institute

Cheongju
Meetings: Last Saturday of the month
Chongju University

Gwangju-Jeonnam
Meetings: Second Saturday of the month
Chonnam National University

Check the individual chapter websites under www.kotesol.org for more details.

The Earlier, the Better

Financial Planning

By Robert Williams

There are some things in life that are better put off until tomorrow. Retirement is something no one likes to consider until they get old, and tomorrow takes care of itself. Recently I met two clients, one who made a plan to achieve a desired income in retirement by investing regularly over 30 years. There were ups and downs and some investments lost money, but now he has sufficient capital from which he only needs a yield of 4% each year to realize his target income.

Better still, he has four years before retirement in which to invest more or enjoy his current income without having to worry about retirement. He is rightfully pleased with his efforts. Two days previously, I saw a middle-aged gentleman who wanted to start planning for retirement. Firstly, we established his current assets and I started to worry. He wanted to retire to Spain in seven years, but his only assets were an expensive car which was significantly depreciating, and $30,000 in stocks and bank accounts.

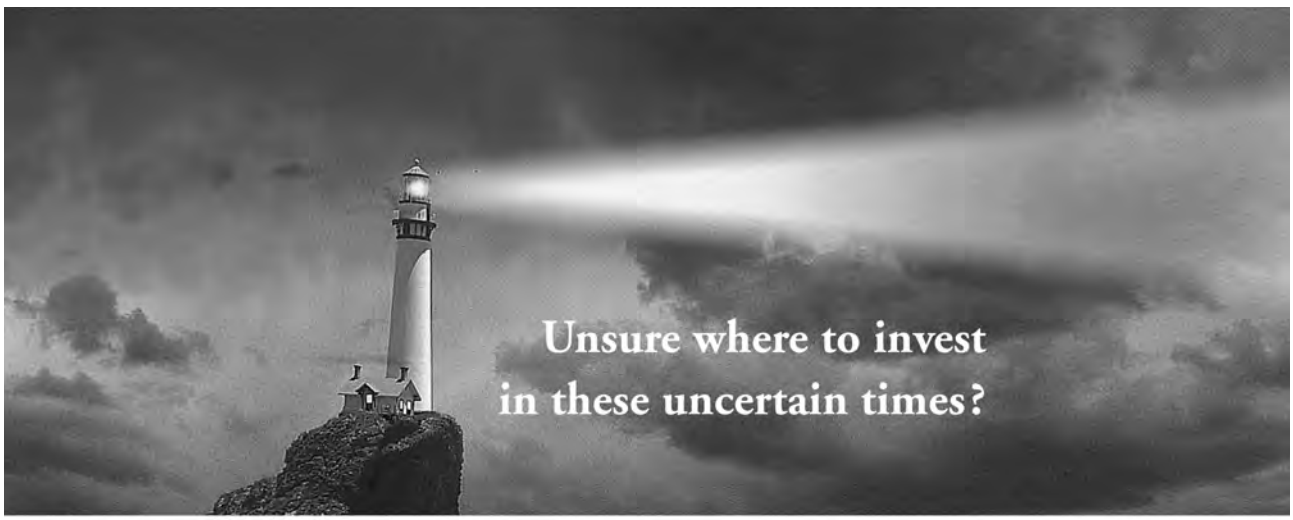
He told me he would need $35,000 a year for a comfortable post-working life. Based on current provisions this was impossible, even though he earned a reasonable salary, unless his idea of home was a cave! It would require all this money to be invested and achieve 10%+ per year returns for him to achieve even a basic survival income.

Planning for retirement must start early to achieve your goal and allow for some mistakes along the way. By delaying your plan for five years, you will need to double your monthly contributions to achieve the same retirement fund.

To achieve a retirement income of 50% of your salary you should start saving 10% each year if you are in your twenties, 20% if you are in your thirties, 30% if you are in your forties and a minimum of 40% if you are in your fifties. This assumes you will retire at age 60 and your investments achieve a currently optimistic 9% a year.

The longer you delay, the more pleasures in retirement you will have to sacrifice. However, better late than never, and when you start your retirement plan make sure you review annually to take account of inflation and changes in your retirement aims, and then maintain it if you want a comfortable retirement.

Email Robert Williams at:
rdh@towrylaw.co.jp



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An Invitation to The 12th Korea TESOL International Conference Expanding Horizons: Techniques and Technology in ELT

Conference 2004

By David D. I. Kim

The past two decades have witnessed an explosive expansion of interactive exchange among the global communities encompassing all aspects of daily life, in economics, politics and culture. In parallel, the sphere of the English language as a common communicative medium continues to exert an expanding influence upon global commerce, diplomacy, technological and personal interchange. Also witnessed during this period has been the innovative development of a plethora of ELT techniques and technology to facilitate the teaching of English. The hope for the KOTESOL 2004 International Conference is to provide a forum for educators to share their technical and technological innovation in ELT.

On behalf of the Conference Committee, I would like to invite you to attend the 12th Korea TESOL International Conference to be held on October 9-10, 2004, at the newly built facilities at Sookmyung Women's University in Seoul, Korea. The theme this year is Expanding Horizons: Techniques and Technology in ELT. Mark the date of the conference on your calendar. We hope to see you there.

Best wishes,

David D. I. Kim
Conference Chair
2004 KOTESOL
Conference Committee

The 12th Korea TESOL International Conference

Expanding Horizons: Techniques and Technology in ELT

October 9th-10th, 2004
Sookmyung Women's University
Seoul, South Korea

Continued from page 9.

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The 12th Korea TESOL International Conference

Expanding Horizons: Techniques and Technology in ELT

October 9 - 10, 2004
Sookmyung Women's University, Seoul, Korea

Call for Presentations

The past two decades have witnessed an explosive expansion of interactive exchange among the global communities encompassing all aspects of daily life, in economics, politics, and culture. In parallel, the sphere of the English language as a common communicative medium continues to exert an expanding influence upon global commerce, diplomacy, technological, and personal interchange. Also witnessed during this period has been the innovative development of a plethora of ELT techniques and technology to facilitate the teaching of English. The hope of the KOTESOL 2004 International Conference is to provide a forum for educators to share their technical and technological innovation in ELT in the following areas:

* Elementary Education
* Secondary Education
* Adult Education
* Learning Strategies and Learning Styles
* Action Research / Classroom-Based Research
* Music, Art, and Literature in the EFL Classroom
* Video in the Classroom
* Cross-cultural Teaching Methodologies and Approaches
* Global and Environmental Education
* Trends in Second Language Acquisition / Applied Linguistics
* Testing and Evaluation Techniques
* Alternative Approaches and Methodologies
* Teaching Techniques for Mono-lingual Classrooms
* Course and Curriculum Development
* Issues in Language and Literacy
* Teaching in Under-resourced Environments
* English for Specific Purposes (ESP)
* Computer-Assisted (CALL) or Multimedia-Assisted (MALL) Language Learning
* Sociolinguistics in the Classroom
* Teacher Training and Development
* On-going Research
* Other relevant areas of EFL and foreign language teaching

The closing date for the receipt of abstracts and biographical data is **June 15, 2004.**
A ***Presentation Proposal*** form is available on the next page and must be sent to the Program Committee at:

kotesol_conf@yahoo.com

General inquires should be directed to the Conference Communications Coordinator at

kotesol2004@yahoogroups.com

Check the KOTESOL web page for updates:

www.kotesol.org

The 12th Korea TESOL International Conference

Expanding Horizons: Techniques and Technology in ELT

October 9 - 10, 2004
Sookmyung Women's University, Seoul, Korea

Presentation Proposal

Please follow the instructions below or you will be required to resubmit information:

1. Do **NOT** fax any documents. Submissions must be received by **June 15th, 2004.**
2. Presenters are encouraged to submit several proposals. However, **please note:** **NO MORE THAN 2** [two] academic proposals per person will be accepted.
3. **Proposal titles are limited to 7 words in length.**
4. Abstracts must **not** exceed **150 words** and will be used in the program, so please edit carefully.
5. Biographical data must **not** exceed **100 words** per presenter and should be in the third person.
6. Follow the format of the **sample presentation proposal** available at **www.kotesol.org/conference/**
7. Only emailed proposals will be accepted. Please send the proposal in the body of the email OR as an RTF, TXT, or DOC attachment. Attachments must be **IBM-Compatible**.
8. Please email the proposal to: **kotesol_conf@yahoo.com**

Please include the following information with your submission:

Presentation Title:_____
Length:_____ 20 minutes;_____ 50 minutes;_____ 80 minutes
Type:_____ paper;_____workshop;_____ panel discussion;_____colloquium;_____ poster presentation
Number of Presenters:_____
Equipment:_____OHP;____ TV & VCR**;____Cassette Player;____ CD Player;____ Computer & Beam Projector**
(** Please note: A rental fee may be charged for multi-media equipment.)
Category of Presentation (see above or other side for categories): _____
Presentation Time Preferences (Please mark at least 2 choices with the numbers 1, 2, etc.)
_____Saturday, Oct. 18, 9 am - 12 noon _____Saturday, Oct. 18, 1 pm - 6 pm
_____Sunday, Oct .19, 9 am - 12 noon _____Sunday, Oct. 19, 1 pm - 4 pm
Family Name:_____ Given Name(s): _____
Affiliation (Work): _____
Mailing Address: _____
_____
_____
Email Address(es):_____
Work Phone: _____Work Fax: _____
Home and/or Cell Phone: _____ Home Fax: _____
Are you a member of Korea TESOL? _____Yes _____ No (Membership Expiration: _____yr./_____mon.)

Please email all *Presentation Submissions*, and inquires concerning presentations to
Prof. Phil Owen, Program Chair:
kotesol_conf@yahoo.com

Please direct all *General Inquiries* concerning the conference to the
Conference Communication Coordinator:
kotesol 2004@yahoogroups.com

A is for "association"

Continuing Professional Development is considered an essential feature of professionalism: doctors, lawyers, nurses, accountants, and teachers are all required to periodically undergo certain levels of formal educational courses beyond initial licensure requirements in order to maintain their professional licenses, as are most all other licensed professionals. In addition to mandated training programs, there are typically additional "continuing education" requirements.

The distinction between "training" and "education" has often been described along the lines of "training shows how to do, education informs how to learn how to do, and how to take it further." Professional development, then, incorporates both training and education, and extends beyond to include all types of human development that will affect our professional service. Personally-selected readings related to pedagogy or language would naturally fit within continuing professional development, as would "self-improvement" courses related to interpersonal relations or computer skills- and many would argue that meditation or exercise should be included as well. In the absence of licensure specifications, it is not necessary for us to define precisely what continuing professional development is, or is not.

Professional licensure often requires membership in an identified organization as one aspect of professional development, yet there are often other professional societies that operate alongside the "officially recognized" body. In other cases, such as ELT in EFL environments, there may be no mandated professional association, yet professional bodies thrive nonetheless. These groups, which I will identify as Associations ("big A"), are a recognized aspect of quality teaching, and membership in such is typically included in a professional resume. Korea TESOL (KOTESOL) is one such organization.

We may also consider what I call "little a" association, the less formal relationships that active professionals build with their peers and colleagues. A few examples would include informal discussions in a teachers' workroom or office concerning how to tackle a current classroom issue, inviting peers to observe and critique a lesson (live or via video), and informal discussions while reading through teacher

Professional Development

By Robert J. Dickey

training materials (such as articles within this newsletter), as well as participation in email discussion lists. "Little a" association extends to how you identify yourself - are you a teaching professional? Are you proud to be identified as a language teacher? The question is not how you entered teaching, or what level of training you have undertaken, but do you view yourself and those you associate with as teaching professionals?

Korea TESOL provides a number of continuing professional development activities: conferences, chapter meetings, readings (newsletter, proceedings, journal), Special Interest Groups (SIGs), and research publication opportunities (newsletter, conferences, proceedings, and journal). KOTESOL is one of more than two dozen ELT-related societies in Korea, to say nothing of the dozens of international societies with members in Korea. In other areas of this newsletter you will find specifics on some of the KOTESOL SIGs, such as Teacher Education and Development SIG and Young Learners SIG. You also have the opportunity to begin a SIG if you have a special interest in language learning that is not currently served. Look to the "interests" section of the KOTESOL membership form, or the websites of TESOL, IATEFL, and JALT for some ideas on SIG topics.

A teaching professional should dedicate at least one hour per week to continuing professional development. Associations are one aspect of this. Regardless of whether it comes with a "big A" or "little a" teachers have a duty to include association in their career. Our superior students get an "A" for outstanding work; we too should aim for "A"s.

Rob Dickey is a past president of Korea TESOL, and has served as facilitator of the Teacher Education & Development SIG. Email: rjdickey@gyeongju.ac.kr

TESOL International: www.tesol.org
IATEFL: www.iatefl.org
JALT: www.jalt.org

Two Jeolla Chapters

Effective as of January 1, 2004, there are two chapters in the Jeolla area. The National Executive Council has approved the dissolution of the Jeolla Chapter and its restructuring into two new chapters - North Jeolla Chapter and Gwangju-Jeonnam Chapter - each serving the area in its name. We wish both new chapters much success and growth.

Portfolio Assessment?

Originally used in fine arts programs for showcasing an artist's collection of work, the portfolio concept is increasingly being adopted for use in other fields, such as education. Pre-service teachers commonly prepare portfolios before an employment search. However, portfolios are now gaining in popularity as an alternative assessment tool suitable for use with both young learners and adults.

Young Learners

By Jake Kimball

What exactly is a portfolio? At first glance, the portfolio seems to be a hodge-podge of completed papers and projects. And this may very well be the case. The simplest version of a portfolio is the showcase portfolio. It is also relatively easy to put together. Luckily, portfolios have the potential to be a far more complex and engaging product. A documentation portfolio can include administrative records, surveys or questionnaires, reflective journals, audio or video samples, test score results, writing samples, reading checklists, etc. These two types of portfolios are, well, portfolios. There is yet a third type of portfolio that takes the portfolio concept one stage further. Here, assessment features prominently. This evaluation portfolio is far more complicated, as its contents are aligned to specific goals or objectives set by external stakeholders. Portfolio contents are then judged and evaluated.

Why should teachers consider adopting or integrating portfolio assessment? Two reasons nudged me into piloting portfolios. First, one of the advantages of portfolio assessment is that a wider range of skills can be displayed compared with traditional testing methods. In Korea, multiple-choice, discrete item testing remains the unrivaled king of kings. Standardized, norm-referenced tests such as TEPS, TOEIC, and TOEFL have taken on a mythical life of their own as total measures of proficiency. While standardized tests may indeed be valid and reliable indicators, I find them to be inadequate as a sole measure of language competency. Depending on portfolio content, assessment can accommodate reading, writing, listening, and speaking samples in a more integrative way. In fact, portfolio content is bound only by teacher and student creativity.

Secondly, portfolio content can more closely reflect classroom instruction. Rea-Dickens and Rixon, among others, note an incongruence of curricula goals and testing. "In general, however, a mismatch is frequently observed between curricular aims, pedagogy, and test content." This view is bolstered by a visit to TESOL, Inc.'s website where ESL K-12 standards are available. The URL is http://www.tesol.org/assoc/k12standards/index.html. The Ministry of Education and Human Resources Development also lists broad goals such an appreciation of English, communicative competence, and sociocultural knowledge. In practice, these goals have more bark than bite. Thoughtful portfolios can bridge the gap between what is taught in class and assessment procedures.

Ideally, teachers and students negotiate a rubric for selecting and grading materials. This is the first step in the portfolio assessment process. Material should match educational goals and objectives required by your institution. Material should also demonstrate potential evidence of progress. Do you know the goals and objectives of your district, institution, or even your course book? Do the activities you use in class support those goals and objectives?

What exactly is the practical value of portfolio assessment? Learners, teachers, and parents all benefit. Students participate in creating, selecting and collecting material to be included. This means learners participate in the assessment process. Consequently, portfolios have the potential to promote learner autonomy, critical thinking skills, and creativity. Teachers are in a far better position to assess their students' capabilities and interests. Also, parents (and administrators) can see first-hand what their children can accomplish in English as well as how productive they have been in class.

How do I make one? Methodically insert portfolio material into a binder, file folder, scrapbook, or album. Several trips to the local stationery store may be necessary before you find just the right stationery. For cyber-savvy teachers, even computers can be used to store portfolios.

If portfolios are so useful, why are they not more common? Portfolio assessment is not without its critics. Adequate teacher training is necessary to ensure that assessment remains a central and integral feature of the portfolio. A second hurdle to more widespread use is time. They are admittedly time-consuming projects. But this does not have to be, since students themselves do a great deal of the work in building their portfolios. Third, parents and administrators generally prefer to measure progress through quantifiable statistics. However, there is no reason why standardized test scores cannot be integrated with the portfolio assessment package. Everybody wins!

Reference

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For further information regarding YL-SIG events, contact Jake Kimball at Email:ylsigkr@yahoo.com

The EFL/ESL Dichotomy between East Asia and the West

"EFL is EFL, and ESL is ESL, and never the twain shall meet" is a hypothesis language teachers in the last century likely never thought needed testing. This line of thinking is in much the same way as cultural anthropologists in 1891 quickly sided with Rudyard Kipling's refrain from the poem "The Ballad of East and West," and accepted that the culture of the West (Europe and the Americas) would always be very different from that of East Asia.

Pan Asia

By David McMurray

At a November 2003 international forum held in Shizuoka by the Japan Association of Language Teachers, attended by language teachers from all over Asia and the West, the most vibrantly debated issue concerned the dichotomy of EFL and ESL. Participants included the past-presidents and representatives of KoreaTESOL (Demetra Gates Choi), KATE (Won-Key Lee), ETA-Republic of China (Yiu-Nam Leung), ELLTA-Singapore (Peter Teo), JALT (James Swan), Thailand TESOL (Philip Chappell), TESOL (Neil Anderson), and IATEFL (Simon Greenall), among others. Each speaker was asked to raise salient points from their past conferences and raise what they thought was the major issue currently facing teachers of English. The audience also entered the vibrant discussions.

ESL teachers openly question whether the dichotomy between how we teach ESL and EFL shouldn't be filled in. World travel, global television networks, blockbuster films, email, Internet and international textbooks are easily accessible to students of English all over Asia. EFL teachers point out that the local environment, local newspapers and popular dramas on television, the campus, cell phones, and the limited number of local writers of books in English reveal a very low access to English outside the classroom.

Academics on both sides of this debate agree that English has become the world's second language, the world's lingua franca. In today's world, success in global business, politics, scholarship, and science requires considerable competence in English. Indicators to support this hypothesis are the use of English on the Internet, in scientific publications, and informal discussions with university lecturers who use English to communicate with scholars around the world by e-mail, to read professional literature in English, and to write papers in international journals that only accept English. But what, or rather whose, English has become the issue.

Proponents of globalization and standard varieties of English promote the assimilation of English and standard methods of English teaching, whereas those who favor diversity and locally applicable English prefer integration and TEFL methods. Socio-linguists define assimilation as the absorption of speakers of one language or dialect into another. In previous decades immigrants to ESL countries experienced varying amounts of pressure to adapt, and different metaphors such as "melting pot" for America, and "mosaic" for Canada's more pluralistic and integrative policies were coined. Now that English and Western culture is a prime export, similar pressures are arising in Asia and EFL teachers are beginning to voice protectionism warnings to the profession.

Plum blossoms should I look eastward or westward?

Those who support an integration model, believe that World English has become the goal and the lingua franca, not just the British- or American-based language. The development of World English, a composite of all varieties of English that are used to communicate around the world, has started a chain of events that may change traditional thinking. In the past century most English speech was directed from individual countries in Asia toward centers in America and Britain. Regional communication between Asian countries proceeded through translation of local languages. As inter-Asian economic trade and the use of English grew, these dominant bipolar axes migrated to multi-nodal communication between Asian countries. There are approximately 360 million native speakers of English (summation of the population of countries where English is spoken as a native language). Americans make up the majority of this total. By estimating the number of non-native speakers of English in mainland China and India, one can quickly conclude that non-native speakers far outnumber native speakers of English. Because of geography, and because no language is as widely spoken as English between peoples of different countries, it can be reasoned that non-native speakers come into contact with each other more often than they do with native speakers. This implies that students need to learn skills to help them to communicate with other EFL speakers.

At the start of this 21st century, a shift in thinking on the usefulness and desirability of standard American and British Englishes by EFL speakers in Asia took place. EFL teachers claim that a "nativist" goal is the major reason for the present low achievement and current passive attitudes of their students. But unless these users of English start to achieve and write English successfully, traditional English-speaking countries - the US, UK, Australia, Canada, New Zealand - will continue to own English and maintain the right to set standards.

In EFL countries, where English isn't yet the national language, students who become English teachers, translators, scientists or managers will have to use English in a professional way, and this means they are expected to find a solution for a language problem they have not encountered before. But do these students have to learn to speak more or less like native speakers of English from the US or UK? Increasingly, the answer seems to lie in achieving a world English, or English as a Japanese Language target. And do these

Continued on page 19.

Enter, Stage Right: Louisa Kim

Lights on. Curtain up. Louisa Kim has recently walked onto the Korea TESOL stage and the spotlight is now pointed at her. Though her name may make you think she is Korean, Louisa was born in Hong Kong and lived there till age 12. It was then that she moved to Derby, England, where she attended an all-girls boarding school. She didn't like boarding school, she didn't like study, but she loved music.

Louisa pursued that interest to become a classically trained pianist and singer. After

boarding school, she went to the prestigious Nottingham Business School where she received her BA (honors) in Business Administration. Her fascination with the field drew her to the Birkbeck College of London University, where she received her MSc in International Business. For both degrees her area of concentration was Marketing.

After obtaining her master's, Louisa was drawn to Korea in 2000 by a person she had met on her vacation the previous year in France. That lucky individual is now her husband, hence, the use of "Kim" as her family name. Louisa and her husband live in Daejeon, where she is vice-president of her husband's high-tech firm that produces electronic precision measuring instruments. There she puts her marketing skills to good use. However, she still finds time to teach English part-time at a friend's language school.

As a teacher, Louisa does not believe in spoon-feeding students their English. It is the teacher's task to teach them how to find the answers and solve their problems themselves. She believes in teaching students to be analytical and independent from a young age. Toward this end, she incorporates a lot of self-motivation and independent-thinking activities into her classes.

Membership Spotlight

By David E. Shaffer

Louisa is an advocate for the group International Spouses of Koreans Association. She has already represented the group twice - in a national women's magazine and on the Arirang TV Heart-to-Heart program.

Louisa walked onto the KOTESOL stage at just the right time for our organization. That was about a year ago. Two of her friends, who were on the International Conference Committee, convinced her to help out there. Conference preparations were well underway, but the position of Publicity Chair was still vacant. With precious little time before the Conference, Louisa stepped in and helped draw the most attendees to any conference other than PAC2 (1999). She has impressed many and has been appointed the 2004 Conference Committee Publicity and Public Relations Chair as well as being appointed to the Executive Council as the Publicity Committee Chair. Though very busy with these two important positions, when KOTESOL found itself unable to fill the top spot on *The English Connection*, Louisa again stepped in at a critical moment and volunteered as Interim TEC Editor-in-Chief. Without her, you would not be holding a TEC in your hands now.

Now that Louisa has become familiar with the inner workings of KOTESOL, she also has a vision for the organization - for KOTESOL to grow and expand to become one of the most important English teachers organizations on the global level! To do this, she realizes that we would need to increase our recognition and suggests that we should produce a set of teaching standards along the lines of the ESL standards developed and implemented by TESOL, Inc. She admits that this would be a difficult goal to achieve, but not one beyond KOTESOL's ability.

Though Louisa is a very busy person, she does find time for relaxation. This includes playing the piano and singing. She is also an avid reader and likes to play the online Yahoo game of Literati. Louisa has caught the travel bug. She has traveled to most of the countries of western Europe and has also been to China, Japan, and Thailand. She loves to travel with her husband but sees travel experiences not so much as a means of pleasure than as a way to broaden her horizons, which benefits her in her business pursuits.

Other things that Louisa enjoys are: chocolate, lots of it; fluffy snow, lots of it; beauty sleep, and lots of it. To aid her in the latter, she relies on a pillow she has had since birth.

In addition to continuing to contribute to KOTESOL, Louisa's future plans include getting back into research mode, possibly by pursuing another degree. But above this on her wish list is starting a family.

Continued from page 18.

students, non-majors who are learning in an EFL country, also have to have the linguistic knowledge to understand what they are doing when they are speaking? The debate among English teachers is on whether to combine the two goals. The fact remains that linguistic knowledge alone does not enable students to speak, understand or think like native speakers.

The students I see everyday in my EFL classrooms here in East Asia openly doubt that their English ability will ever be good enough for the writing of literature in English appreciated by readers in the West. Students - even in today's global community - feel it is much safer to translate from their native Japanese when writing or making speeches. They don't have confidence in, and certainly don't take pride in, the Japanese English variety currently written and spoken in Japan. With better support and opportunities, this mood could change quickly, and a new line to the ballad of East and West could be added.

Which Came First: He or She?

Word Whys

By David E. Shaffer

It would seem, on first thought, that the question of whether *he* or *she* came first is a lot like the question: Which came first - the chicken or the egg? But this is not a zoological question; it is a linguistic one involving the words *he* and *she*. Because of their similar spelling, one may think that they developed concurrently, and because they are such an integral part of the English language, one may think that they date back to pre-orthographic times. Neither is actually the case.

If we go back to about the year 893, we can find *he* appearing in Alfred the Great's (Anglo-Saxon king; r. 871-899 A.D.) Old English translation of *Beowulf*, e.g., *...gif* ***he*** *us geunnan wile...* (trans.: *...if* ***he*** *design at all...*). But in the same Saxon epic poem we do not find *she* used in reference to Grendel's mother: *feore beorgan, tha heo, onfunden waes.* (trans.: *in immortal terror the moment she was found*). From *Beowulf*, we find that the Old English third-person singular masculine and feminine pronouns were *he* and *heo*, respectively. *He* ultimately came into Old English (OE) from the Indo-European base **ki-* via Germanic **khi-*. It is from OE *he* that present-day *him, his, she, her*, and all demonstrative pronouns derive.

It was *heo*, not *she*, however, that derived directly from OE *he*. As *heo* evolved during the late OE period, its main stress changed from the *e* to the *o*. The *o* gradually changed to an *e* sound, giving it the same pronunciation as *he*. It was at this time that the famous medieval poem *Alysoun* was written, wherein the lover had to refer to his love as "*he*": ***He*** *may me blisse bringe... Wit lossum chere* ***he*** *on me loh... Bote* ***he*** *me wolle to hire take* (trans.: ***She*** *may me bliss bring... With light cheer* ***she*** *with me laughs... Unless* ***she*** *me will to her take*). With this gender confusion, at least linguistically speaking, the original *e* of *heo* quickly became transmuted into a *y* sound, which eventually merged with the *h* to form *sh*, completing the transformation to modern-day *she*. It was during the Middle English period, somewhere around 1400, that the transformation to *she* was completed.

This *heo*-to-*she* change did not, however, affect a similar change in the other third-person singular feminine pronouns. They all retain their initial *h* from OE. The OE nominative-accusative-dative-genitive pronoun set was *heo-hie-hire-hire*, which survives today as *she-her-her-hers*. Similarly, the OE masculine pronouns *he-hine-him-his* are today *he-him-him-his*.

To answer the title question, *he* came at the very least four centuries before *she* did. *He* also came before *heo*, the predecessor of *she*, did. This does not in any way give us an indication of which will leave English first. Women these days, however, do have a longer lifespan than men.

Have words for which you want the whys and wherefores?
Email: disin@chosun.ac.kr

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Korea 10 Years Ago...

By Mike Duffy

The Korea that I came to as a college teacher a decade and a half ago, in 1988, was very different from the country that we see today. More than a decade ago, few Koreans held passports, and it was very rare to meet a student who had traveled abroad for sightseeing or study. There was a widespread recognition of the importance of English, but students who were keen to improve their proficiency attended language schools *(hagwon)*, formed private study groups, or buttonholed foreigners on public transport.

My arrival coincided with an exciting time for Korea, which had just emerged from a long period of dictatorship and was preparing to put itself on display to the world in the Seoul Olympic Games. Even so, the late 80s and early 90s were still troubled times; demonstrations and class boycotts, in protest against either the government or the school administration, were still common events on college campuses. In one incident during my first term of college teaching, students blockaded the school's entrance, imprisoning the professors in their offices for two nights; in another, demonstrators smashed all the windows of the main building. The students ended the semester by boycotting their final tests, and the college obligingly held the tests in the week after Christmas. Similar incidents occurred all over the country.

In the intervening years, much has happened both to Korea and to English education in Korea. One change is the vast increase in the numbers of native-speaking teachers in colleges, schools, and hagwons. In 1988, I was the first full-time foreign teacher to be hired by my college; today, the same school employs a dozen. The "hagwonization" of universities started to happen towards the mid-90s, when President Kim Young-sam's government promoted the idea of "globalization," and Korea became a popular destination for teachers, especially from Canada and the US. An inevitable side effect of the increased supply of teachers was a deterioration in salaries and conditions for native speakers.

The English teaching infrastructure was not well established before the mid-90s. Korea was not yet recognized as a major market for ELT materials, and not many textbooks were available. I recall taking a trip to Hong Kong to stock up during my first term. The first publisher-sponsored event I attended, in October 1989, had been a one-day mini-conference-cum-book fair with three Japan-based speakers. The 1991 conference of AETK, one of the predecessors of Korea TESOL, had as its theme "Meeting the Needs of Korean Students," and compared with today's large, glossy events, was very low-key indeed. It included just 18 presentations, all but three from Korea-based speakers, over its two days.

Korea of Decades Past

Edited by David E. Shaffer

One of those speakers was David Kosofsky, whose book "Common Problems in Korean English" was a big seller at the time. Looking through that book now, I am struck by just how uncommon many of the cited problems have become these days. I am sure there are still learners who say, for example, "Do you have a schedule?" or "I have a promise tonight", but I don't seem to have heard them for a long time. I think this change is symptomatic of the overall vast improvement during the intervening period in the quality (as well as the quantity) of English spoken in Korea.

This has come about for many reasons. One of them, I think, is an upgrading of the level of teaching, especially in elementary and middle schools. Another is the enhanced opportunity for learning from foreign teachers both at home and abroad. The rapid growth of young-learner teaching which started in the 90s will ensure the continuation of this trend; not only have all children learned English from the third year of elementary school since 1997, but now there are more and more foreign language hagwons dedicated to teaching children, and even kindergartens have English on the curriculum.

In addition, Korea has become (excuse the cliche) globalized, to an extent that seemed unimaginable a decade ago. The phenomenon is visible in many ways: foreign travel, cable TV, international restaurants (It was well into the 90s before McDonalds and Pizza Hut made their first appearance here in Busan). Koreans have got used to having foreigners in their midst, and no longer do children hide when they see a foreigner. Servers in fast food outlets no longer haggle nervously over which one is going to deal with a foreign customer; instead, they take the order with a confident "Eat here or take out?" This may seem unremarkable to a newcomer, but for this old hand, it represents an enormous change.

The Author

Mike Duffy has taught English in the UK and Hong Kong, and has been in Korea since 1988. He has held a number of positions in Korea TESOL, including four years as president of its Busan Chapter. He is currently a professor at Dong-A University, Busan. Email: mgduffy45@hotmail.com

This is the first article in the series Korea of Decades Past. Next issue: "Korea 20 Years Ago."

The Workings of WebWorks

By Maria Lisak

Paul Mead. What a guy! I met him at the 2003 KOTESOL Leadership Retreat in December. Since I was new to KOTESOL and new to its leadership, Paul, 1st VP and National Programs Chair, was an important part of my integration into understanding the dynamics and history of KOTESOL. In a website breakout session led by Kevin Landry at the Retreat, I had a chance to share some of my ideas and acumen about the KOTESOL website with others. This energetic exchange of ideas led to developing a website team to address the integration of the website with the goals of KOTESOL in a more holistic and focused manner, and to the scheduling of a meeting for the team to address their task and how to approach it.

This new entity, the WebWorks Team, met with Conference Committee (ConComm) members on January 31, 2004, at Sookmyung Women's University in Seoul. The meeting started its teambuilding with a rapport-forming icebreaker. The attendees were: John Phillips, Paul Robertson, and Maria Lisak from the web team; David Kim, David Shaffer, Louisa Kim, Schuyler Roche, Sean O'Connor, and Stephen Bew from ConComm; and Paul Mead, meeting coordinator. These leaders verbalized the necessity and vision needed to give KOTESOL a consistent web presence.

Why does KOTESOL have a web site?

One of the first questions on everyone's mind and in need of a clear answer was "why should KOTESOL have a website?" Why does KOTESOL have a website? The importance of reaching a geographically diverse and sometimes isolated community of EFL teachers in Korea is part of the mission of KOTESOL. Members present agreed that the KOTESOL website is an information site and is also important in promoting KOTESOL's International Conference.

Paul Mead and Louisa Kim gave some great feedback. Louisa mentioned navigation. KOTESOL's website must be easy to navigate. Currently, KOTESOL's national website is not as intuitive as some other sites to navigate. This is a critical component when revising the website. So many of KOTESOL members are fairly new to the Internet and if they get frustrated trying to find info, then it's ... <click> ... time to play some solitaire. This is also true for the veteran Internet user - too many clicks, and off they go to another site.

Paul's feedback was detailed and, at the same time, strategic. He encouraged the creation of an archive of the history of KOTESOL. This would really address some of the problem of knowledge being lost when a great KOTESOL leader moves on to another position outside of Korea. By creating an online history, a motivated volunteer could be better educated and better equipped to jump in to help KOTESOL. Instead of reinventing the wheel, new members and new leaders could benefit from studying the triumphs and foibles of past decision-making in an archived history of KOTESOL. The past could be documented for future members and leaders so they might benefit by not having to make any of the mistakes that might have been made before.

Paul also encouraged online papers. These papers, published on KOTESOL's website, would be an academic testing ground of potential research ideas, models, and methodologies. Other ideas included: online opinions and descriptions of chapter, national council and conference committee positions. This would be especially helpful to find areas that overlap and to cross-train individuals for other positions, not to mention help chapters recruit new members and talent.

What is the WebWorks Team?

What themes, ideas, and visuals should be used on the site? How can the site be made more interactive? What is KOTESOL's vision; what is our look? The WebWorks team is committed to providing uniformity between national and chapter websites and maintaining an informative and workable conference site. The January 31st meeting was held just before a ConComm planning meeting. The ConComm communicated many of its needs in order to have an attractive and user-friendly conference website this year.

Members of the WebWorks Team include: Maria Lisak, leader, and Dr. Paul Robertson, co-leader, both reporting to John Phillips, the TechComm Chair, in the area of technical integrity and, in a general sense, to the National Council, including chapter presidents, in terms of look and functionality that reflect the needs and requirements of the complexities of our organization. The WebWorks Team actively encourages others to get involved in creating the online image of KOTESOL.

Paul Mead, our Second Vice President, has resigned his position on the National Executive Council effective February 29, 2004. This was necessitated by Paul's move to China to take up a new and challenging position there. Paul has contributed much to Korea TESOL and will be greatly missed. We wish him the very best in his new undertakings.

A New International Opportunity: The WorldSmart Leadership Program

By Karen Meddleton

Are you seeking an international study opportunity that allows you to develop your leadership, language and intercultural skills? Do you want to learn how to work more effectively in international and multicultural teams? Do you wish to improve your English skills while living in communities around the globe? The WorldSmart Leadership Program may be the program for you, or someone you know, who has these interests.

The WorldSmart Leadership Program is an international study abroad program for youth ages 18-29 (www.worldsmart.org). The program takes place over 19 weeks with classes starting in August, 2004, and February, 2005. Students from more than 20-30 countries come together to travel and learn in 18 cities in seven to eight countries across North America, Asia, and Europe. They live with host families in each city, which gives students a new way to see the world.

WorldSmart combines the academic study of leadership with practical learning and leadership opportunities. The program is very different because it has elements of a traditional classroom experience, a hands-on international service learning experience, and a career-oriented internship experience in a single, multicultural, multi-country program.

The program has five key learning objectives:

* To understand the global community; how culture, politics, economics, and social issues differ from country to country and the global responsibility of individuals, communities and countries.
* To work effectively in a cross-cultural team and environment.
* To identify, plan for, and meet goals while motivating yourself and others.
* To communicate clearly and effectively with individuals and in large groups.
* To strengthen your orientation to service and gain an ability to identify and effectively meet community needs.

Each objective is met through the living, learning and working experience of students. Graduates of the WorldSmart Leadership Program use what they learn about the global community, other cultures, and themselves to create positive change in their families, community, country and the world.

WorldSmart students can earn a semester of academic credit from a U.S. university. The curriculum can also be reviewed and approved by local universities for internship or academic recognition. WorldSmart is also seeking international academic partners to award student credit in their home countries.

WorldSmart is a program of Up with People, which has run safe international programs for more than 30 years. Nearly 20,000 Up with People alumni live and work around the globe, creating a strong network for WorldSmart program graduates.

To learn more, please visit the website at www.worldsmart.org. View the video and tour, read about the program and request information. Applications are fully online and scholarships are available.

"Around the world in 19 weeks, visiting 18 cities, living with 18 families, traveling to 7 countries, landing in 3 regions of the world, learning with more than 100 classmates and treasuring countless memories...this is the WorldSmart Leadership Program."

Teaching English Through English: Mythical or Mighty?

By David E. Shaffer

Teaching English through English (TETE) is an approach that many practitioners have a definite opinion on. Some praise it as the best way to conduct ESL/EFL classes; others criticize it as being inappropriate and ineffective.

TETE employs "Classroom English," i.e., English used by a teacher in a classroom situation for teaching the lesson and for classroom activities outside the lesson. It is "teacher talk" in the ESL/EFL classroom - simplified speech used to accommodate the level of the students and to provide an additional source of L2 input for learners.

Classroom English has been honed for social, personal, and organizational uses of language in the classroom (checking attendance, physical classroom conditions, organizational activities, using visual aids and equipment, dividing up the class, error correction, checking understanding, interruptions, control and discipline), as well as for formal presentation of the lesson (Willis, 1981). This technique is pedagogically sound in that it increases the amount of English that the learner is exposed to during the course of a lesson, and the language is highly contextualized with numerous associated extralinguistic signals and previous learner experience to aid in comprehension. It is authentic L2 communication and interaction in the classroom.

Reluctance to adopting TETE often comes from those who misconstrue it as necessarily an English-only policy. This it is not.

The ultimate goal of TETE is to be able to use only English in classroom instruction. But in the case where the teacher and class share the same L1, reaching this goal is generally envisioned to occur at intermediate to advanced proficiency levels with learners who had TETE instruction at lower levels. English-only need not be forced upon lower proficiency learners from the beginning of TETE instruction (Gardner and Gardner, 2000). (It should be noted here that in 2001, a Korean government directive called for English-only English instruction at the elementary school level. It should also be noted that the directive has not been adhered to for a variety of reasons.) Most forms of TETE champion using as much English in the classroom as the students will have a relatively high likelihood of understanding with attendant gestures and other contextual clues. But TETE also recognizes that some things in some situations can be better communicated when explained in the learners' L1.

It is important for the EFL instructor to realize that TETE is to be instituted on a gradual basis. This can begin with an easy-to-understand imperative accompanied by a gesture, e.g., "Quiet" with a vertical index finger raised to the lips. As learners progress in their English proficiency, the Classroom English used may become more complex, e.g., "Cheolsu, come here, please" with accompanying gesture and "Why are you late, Jina?" After repeated use of individual expressions, the gestures can be dropped and the expressions will still be understood. Learning takes place in the classroom without a textbook, without a test, and possibly even without the learner being aware of it.

Classroom English is motivating to the learner because they realize that they are using English for genuine communication in real-life situations. With this heightened motivation, the learner takes more interest in the English class, and the learning atmosphere is improved for both learner and teacher. TETE is not mythical in its effects, but mighty.

Critics also cite fossilization as a possible undesirable byproduct of TETE. They claim that fossilization of learner English may arise from ungrammatical or unacceptable input from teachers who are poor English speakers and from teachers failing to recognize or correct student errors. With the variety of English input that students have today - multiple teachers, audio and visual materials, radio, TV, videos, etc. - the harmful effects of flawed input from a single person would be minimal.

It is also a myth that fossilization is caused by the teacher failing to correct the learner's every mistake. Teachers have long been selective in error correction, paying particular attention to only certain types of errors. Some even suggest that the concept of fossilized errors itself may be nothing but a myth (Bygate, 1988; Gass & Varonis, 1994).

Training Notes

Edited by Douglas Margolis

EFL practitioners can be confident in the benefits of the TETE approach and begin implementing it in their classes, if they haven't already. Introducing it gradually and at a difficulty level appropriate for the class will increase learner motivation and confidence, and at the same time, raise the confidence and proficiency of teachers. TETE creates a win-win situation for all.

The Author

David Shaffer (Ph.D., Linguistics) is in the English Language Department at Chosun University in Gwangju, where he has taught Classroom English courses in graduate, undergraduate, and in-service training programs and authored a Classroom English text. Email: disin@chosun.ac.kr

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THE 2004 KOTESOL JEOLLA REGIONAL CONFERENCE

CALL FOR PAPERS

Gathering the Jeolla Mosaic: Fitting into the EFL Network

April 10, 2004, Saturday, 9 am - 5 pm
Chosun University, Gwangju

The deadline for receipt of proposals is March 31, 2004.

The 2004 Jeolla Regional Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the NE Asian context. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes. Please email your proposal to:
Conference Co-chairs: Allison Bill & Maria Lisak. **Email: cholla_kotesol@yahoo.com**

PRESENTATION PROPOSAL

Presentation Title (maximum 9 words): _____

Type (check one): _____ Workshop, _____ Paper, _____ Workshop/Paper, _____ Panel, _____ Poster/Exhibit

Level (check all that apply): _____ Elementary Ed., _____ Secondary Ed., _____ University, _____ Adult Ed.

Equipment needed (check all that apply): _____OHP, _____VCR/TV, _____Cassette, _____Beam Projector

Number of presenters for this presentation: _____

List the following contact information for each presenter. (Use a separate sheet if needed):

Name: _____ Email: _____

Work Phone: _____ Home Phone: _____

Work Affiliation: _____ Fax: _____

Address: _____

_____

On a separate sheet of paper submit:

1. **Abstract**: Maximum length: 150 words. Include title, all presenters' names, and affiliation.
2. **Biographical Information**: Maximum length: 100 words. Write a brief introduction for each presenter. Please use the third person ("he," "she," not "I").

Young Learner's SIG

By Jake Kimball

For those of you who are new to KOTESOL, the YL SIG is a special interest group dedicated to young learner issues. We also have an on-line discussion group that's open to any KOTESOL member. Do visit our website if you would like to learn more about us. http://www.kotesol.org/younglearn/

Website discussion of late has centered on the Korean government's plan to open an Immersion English Village near Seoul. It is scheduled to open in October. Elementary and middle school students will be immersed in an English-only themed city. Is it possible or even practical for our students to use English for one week? Another topic of interest has been why and how our students learn vocabulary. Is there a particular order of acquisition? How do lexical items find their way into textbooks? To find out more or to share your thoughts, join us.

There is definitely a growing demand for our YL expertise and the YL SIG is looking for talented, competent presenters. Please note that there are several regional conferences coming up this spring-in Seoul, Busan, and Gwangju. This is a fantastic time to showcase presentations suitable for young learner audiences. If you are interested in professional development opportunities, contact us today at ylsigkr@yahoo.com

Writing and Editing SIG

By Adam Turner

The Writing and Editing SIG (WESIG) supports KOTESOL members who have a special interest in teaching writing. WESIG has recently added face-to-face meetings to our online discussion board in order to accommodate different preferences for participation. SIG members can participate in either forum. Some of our members felt that relying only on the discussion board/email for interaction was not enough.

We have come up with a list of topics to discuss in the upcoming year and have a topic for each month. We will be summarizing our discussions and collecting tips for TEC articles and perhaps chapter newsletters. Another goal is to have a greater presence supporting writing presentations and putting on panel discussions at conferences to promote more effective ways of teaching writing. I was recently able to pass on some great tips I got from SIG members on handling large classes to my classmates in an online course.

We meet right after the Seoul Chapter meeting on the third Saturday of every month at a nearby coffee shop. Those outside of Seoul can participate online and/or are welcome to form their own local branch. Contact Adam Turner at ifli@hotmail.com for further details.
You can join the site by clicking "Join Now" at http://groups.msn.com/KOTESOLWESIG/. There are a number of valuable links and discussion topics on the board to get you started.

Daegu-Gyeongbuk Chapter

By Julie Stockton

Spring is in the air and it's back to school in Korea. We hope your winter break was relaxing and the new semester finds you well and excited about English teaching and learning in Korea. The KOTESOL network of English teaching professionals, researchers, and learners are here to serve you.

The Daegu-Gyeongbuk Chapter ended 2003 with an interesting and lively presentation about student motivation and dinner. Prof. Dennis Odo shared ideas, activities, and games to motivate students in the English classroom. If your students seem bored or disinterested, Prof. Odo has answers for you. Then it was off to our end-of-the-semester dinner. This one was particularly well attended with many familiar faces and a few new ones, and the *kalbi* was also good. It was an excellent way to end the year. Members were so interested in Prof. Odo's presentation that we were a little late getting away for dinner, but it only served to sharpen appetites.

And now we're starting a new year. If you have concerns about teaching or expertise to share, KOTESOL needs you. We offer a great combination of English teaching know-how and plain old socialization and fun. Our members range from the very experienced to fresh-off-the-boat, Koreans and foreigners alike. We are an eclectic group. Our goals are to meet the needs of English language professionals and learners with both professionalism and concern. You are invited to join the local Daegu-Gyeongbuk Chapter meetings the first Saturday of any month at Kyongbuk National University. You can find directions and information at http://www.kotesol.org/daegu/.

What's Up

Edited by Kevin Landry

North Jeolla Chapter

By Nick Ziegler

After our usual two-month winter break, the North Jeolla Chapter begins the new year with its new name, while hoping and planning to continue the exciting events of previous years. Although we have been quiet the past few months, our officers have not been idle. The executive meeting, held on January 25th, produced a tentative schedule for 2004, as well as a budget that passed unanimously. Chapter officers also discussed a plan to expand our membership base, as well as develop an improved system for tracking membership and contacts.

In March, we will commence our calendar of events with our monthly meeting on Saturday the 13th, at Jeonju University (see our website for directions). As with the past Jeolla Chapter, North Jeolla Chapter meetings will continue to be held at Jeonju University, but will no longer alternate with the previous site in Kwangju. Ingrid Zwaal of Jeonju National University of Education will be presenting on writing effective lesson plans.

The North Jeolla Chapter meets every month during the spring and fall semesters. We have two presentations and a delicious snack time when we get a chance to meet people from other schools. If you live in North Jeolla Province, or

would simply like information about attending or presenting at one of our chapter meetings, you can contact us at northjeolla@yahoo. com.

Seoul Chapter

By Tory Thorkelson

Seoul Chapter is trying to get a running start in 2004. We are happy to report that our webpage is due for a major overhaul thanks to the combined efforts of our new webmaster, Mr. Hong and Jiyun Kim. Keep your webbrowser set to www.kotesol.org/seoul for the latest news and updates. Also, our newsletter is always in need of new articles or content. Eowyn Brown, our Workshop Coordinator, will be starting a column for young leaners that will hopefully become a regular feature. If you are interested in writing an article or lesson ideas, for example, please contact Jiyun or Heather Cabans.

Our biggest event of the year, the Seoul National Conference, is slated for May 8th. We hope to have two plenaries - morning and afternoon - as well as 15 or so speakers running concurrent events. This will be held at Sookmyung University's state-of-the-art campus and we hope to see you there. We also hope to see you at upcoming chapter meetings held the 3rd Saturday of every month at Sookmyung Women's University.

Gangwon Chapter

By Ryan Cassidy

Another semester is underway in Gangwon. At this point, Gangwon has three more meetings scheduled for the spring semester. Dates and locations are as follows.

April 10th - Sokcho
May 1st - Chuncheon
June 5th - Sokcho

Unless otherwise notified, meetings in Sokcho will be held at the Sokcho Education Office and those in Chuncheon at the Foreign Language Education Centre of Hallym University. (See Gangwon KOTESOL website for directions to both locations)
Gangwon KOTESOL is currently seeking people interested in presenting at our chapter meetings. Ideally, we would like to see more of our presentations coming from other chapters. With members from a wide array of teaching contexts, we are interested in a similarly wide array of presentations relevant to the classroom. If you, or someone you know, is interested in gaining presentation experience, please contact Ryan at gangwonkotesol@ hotmail.com.

Busan - Gyeongnam Chapter

By Paul Robertson

We have steadily built our membership numbers up and tracked down others who thought we didn't exist anymore! Thus the last meeting, at which the president of Daejeon-Chungnam Chapter, Suh Oo-sheek gave an excellent lecture, was very well attended. Our monthly speaking slots have been filled well in advance, though it seems we are in need of a new location for our monthly meetings.

We have updated our web pages and will be uploading 'upgrades' in the near future. We are trying to follow the format that the Daegu-Gyeongbuk Chapter runs and promote the beginnings of uniformity in chapter pages.

Busan Conference, April 24th
Dongseo University

We welcome ALL members down to Busan for our mini-conference. We are lucky to have Dave Sperling coming - he was warmly received at the International Conference last year - Dave is a personal friend of mine (President Busan Chapter) as my site efl-law.com receives much help and advertising from Dave's eslcafe.com. If you come to Busan on Saturday morning you will have all day Sunday to spend at Beautiful Haeundae Beach with us and Dave Sperling, chatting, eating, etc. We are also lucky to have Marc Helgesen (thanks to Rob Dickey) as a plenary speaker.

You can visit the Conference web pages at http://www.kotesol.org/busan/conf_hm_04.html
If you want to come down we hope you pre-register (makes life much easier in planning.)
As you know I own and run the very busy web site efl-law.com - a voluntary service which helps over 100 teachers a week with legal problems. We will also hold a session at which we will give information to attendees about certain aspects of Korean law that is of interest, namely immigration issues, tax issues, etc. I do point out, to calm any fears, that there is not the slightest intention to establish any teacher's association etc., rather, just a simple mechanism for helping teachers in distress throughout Korea. KOTESOL members may call me at any time if I can be of help with any problem you have: 011-9325-5280

Have you thought about becoming an active leader in KOTESOL? Lots of opportunities are available in chapters, programs, and publications. For more information, Email us at <KOTESOL@chollian>

The 2004 Conference Team

Wants You

The Conference Committee is looking for enthusiastic individuals to join the 2004 Conference Team. Whether you want to volunteer for a day or two, or a little longer, there is a place for you on the Conference Team. If you are interested in becoming part of the team, please contact the Conference Communication Coordinator for further information about the positions that are open and their job descriptions at the following email: **kotesol2004@yahoogroups.com**

The following are the 2004 International Conference Committee members serving KOTESOL and her membership:

Conference Chair - David D. I. Kim
Conference Co-chair - Sharon Morrison
Advisor to Conference Committee - Yangdon Ju
Executive Represeutative - Myung-Jai Kang
Program Chair - Phil Owen
Program Co-chair - Cheryl Choe
Site Chair - Kyungsook Yeum
Registration Chair - Stephen Bew
Program Editor - Jenevieve Nelson
Conference Treasurer - David Shaffer
Publicity & PR Chair/English - Louisa Kim
Technical Director - Sean O'Connor
Employment Center Coordinator - Peter Nelson
Organizational Partners (OP) Liaison - Wonmyung Kim
Special Events Coordinator - Heeyeong Jung
Extended Summaries Editor - David D. I. Kim
Webworks Team - Maria Lisak and Paul Robertson (with assistance from John Phillips)

Calender

Compiled by Robert J. Dickey

Conferences

Mar 29-Apr 3 '04 Annual TESOL Conference, Long Beach, California. Info (Email) conventions@tesol.org (Web) http://www.tesol.org

Apr 13-17 '04 38th Annual International IATEFL Conference, Bournmouth, England. Info (Email) generalenquiries@iatefl.org

Apr 10 '04 Jeolla Regional Conference. Contact Maria Lisak (Email) koreamia@chonnam.ac.kr

Apr 24 '04 "TEFL - Learning What Works" Busan-Gyeongnam Regional Conference, Dongseo University. Featuring Dave Sperling, Marc Helgesen, and Mae-ran Park. (Web) http://www.kotesol.org/busan/conf_hm_04.html

May 8 '04 "Challenges: Incorporating New Ideas in EFL Teaching" Seoul National Conference, Sookmyung University, Seoul. Email: yeum@sookmyung.ac.kr

May 14-18 '04 (China) International Conference on Tertiary/College English Teaching: From Theory to Classroom Practice. The English Language Teaching Unit of The Chinese University of Hong Kong is pleased to organize a joint international conference with the National Association of College English Teaching and Research of China. The major aims are to enhance the quality of college English teaching in the Chinese context as well as to provide open forums for the discussion of current issues related to language teaching and research. The conference will take place in two locations: Nanjing (14, 15 May) and Hong Kong (17, 18 May). Info (Web) http://www.cuhk.edu.hk/eltu/conference/2004/

May 21-25 '04 The Fourth International Symposium on ELT in China (Beijing). (Web) http://www.elt-china.org/4celea/CELEA4English.htm

May 22-23 '04 "Foreign Language Assessment: Means and Ends" + "Pragmatics, the current trend" + "Practical English Teaching", the JALT 2004 Pan-SIG conference, Tokyo Keizai University (Kokubunji, western Tokyo). Sponsored by JALT Pragmatics SIG, JALT Testing & Evaluation SIG, JALT CUE SIG, JALT Tokyo Chapter, and JALT West Tokyo Chapter. (Web) http://jalt.org/pansig/2004/index.html

May 24-28 '04 Second International Annual IATEFL China Conference: "TEFL Practice and Reform in China", Tonghua, Jilin, China. Contact Msafiri Sinkala (Email) tefl@tefl-china.net or (Web) www.tefl-china.net

Jun 3-4 '04 CELC Symposium 2004 - Paradigm Shifts in Language Teaching and Learning: Teacher Roles and Learner Responsibilities. Singapore. (Web) http://www.nus.edu.sg/celc/symposium/index.htm

Jun 4-6 '04 "Human Computer Interaction (HCI) "JALT CALL 2004 Conference, Miwa, Japan. (Web) http://jaltcall.org/call2004/index.html

Jun 24-27 '04 Fifth Pan-Asian Conference on Language Teaching (PAC5) at FEELTA 2004: "Sharing Challenges, Sharing Solutions: Teaching Languages in Diverse Contexts", Vladivostok. Contact Stephen Ryan (Email) ryanyama@hcc5.bai.ne.jp (Web) http://www.dvgu.ru/rus/partner/education/feelta/pac5/

Jun 25-26 '04 KATE International Conference: English Education from Socio-cultural Perspectives. Seoul. (Web) http://www.kate.or.kr/

Jul 17-18 '04 The 6th Annual International Conference of the Japanese Society for Language Sciences, Aichi Shukutoku University (Hoshigaoka Campus), Nagoya, Japan. (Web) http://cow.lang.nagoya-u.ac.jp/jsls/2004/conf-e.htm

Jul 28-30 '04 Linguistic Society of Korea International Conference, Yonsei University, Seoul (Web) http://www.linguistics.or.kr/lsk2004.htm

Aug 20-22 '04 The 9th Pan-Pacific Association of Applied Linguistics Conference Namseoul University, Seoul. (Email) paalkorea@yahoo.co.kr (Web) http://www.paal.or.kr/

Sep 24-26 '04 3rd annual Peace as a Global Language Conference, Kyoto Museum for World Peace, Ritsumeikan University, Kyoto, Japan. (Web) http://www.eltcalendar.com/PGL2004/

Oct 9-10 '04 "Expanding Horizons: Techniques and Technology in ELT" 12th Korea TESOL International Conference. Sookmyung Women's University, Seoul, South Korea. Info, (Email) kotesol2004@yahoogroups.com (Web) http://www.kotesol.org/conference/

Nov 5-7 '04 Nov 5-7, 2004 Enhancing Expertise for TEFL in Asia, 2004 Asia TEFL Conference, Seoul. For more information (Web) www.asiatefl.org

Nov 12-14 '04 Trends in Asian Contexts: Theory and Practice. The 13 International Symposium and Book Fair on English Teaching, English Teachers' Association of the Republic of China (Taipei, Taiwan). Contact Professor Leung, Yiu-nam. (Email) etaroc2002@yahoo.com.tw (Web) http://www.eta.org.tw

Nov 19-22 '04 JALT 30th Annual International Conference on Language Teaching and Learning and Materials Expo, "Language Learning for Life" in Nara, Japan. (Web) http://jalt.org/jalt2004/

For a comprehensive list of upcoming conferences and events, please look at the TESOL Affiliates' Conference Calendar Website at http://www.tesol.org/isaffil/calendar/index.html.

Calls for Papers

May 31 '04 for Aug 20 -22 '04 The 9th Pan-Pacific Association of Applied Linguistics Conference Namseoul University, Seoul. (Email) paalkorea@yahoo.co.kr (Web) http://www.paal.or.kr/

Jun 15 '04 for Oct 9 -10 '04 "Expanding Horizons: Techniques and Technology in ELT" 12th Korea TESOL International Conference. Sookmyung Women's University, Seoul, South Korea. Call for Papers, (Email) kotesol_conf@yahoo.com (Web) http://www.kotesol.org/conference/

Submissions

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: TEC Calendar
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Dr. Sangho Han, 1999-00
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Dr. Taeduck Hyun, 2001
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Dr. Sangdo Woo, 2002-03

June 23-27,2004
Academic and Cultural
Exchanges
Fifth Pan-Asian Conference (PAC5)
Vladivostok,Russia

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Asian Youth Forum

Bringing the Future of Asia Together

A Special Event
In Association with the
Language Teaching Associations
of
PAC
The Pan-Asian Consortium

2004 Asian Youth Forum (AYF5)

at the
PAC5 Conference
June 23-27, 2004
Vladivostok, Russia

The Fifth Pan-Asia Conference (PAC5), sponsored by FEELTA Korea TESOL, JALT, Thai TESOL, and ETA-ROC, will be held June 24-27, 2004, in Vladivostok, Russia. This major international conference will feature presentations by language teachers from across Asia.

The Asian Youth Forum will be held concurrently with the PAC5 Conference and will bring together college-aged young people from Russia, Korea, Japan, Thailand, Taiwan, the Philippines and other Asian countries to discuss language, culture, global issues and international understanding through the medium of English-as-an-Asian-language. For the AYF, we are planning both academic events (seminars on language learning, world problems, Asian stereotypes) and social events (local excursions, homestays with Russian families, cultural performances).

If you or your school are interested in taking students from your country to Russia for this special international youth event at the 2004 PAC5 Conference, please contact us.

Highlights

* Academic presentations by students, for students
* Cultural presentations about participants' countries and experiences
* Special events focusing on sharing and exploring the future of Asia

KOTESOL Seoul National Conference May 8, 2004!

Seoul Chapter is pleased to sponsor a major conference on May 8th, entitled "Challenges: Incorporating New Ideas in EFL Teaching," at Sookmyung Women's University. Speakers from around Korea will be presenting on diverse topics, from Internet teaching to using literature and drama in the classroom. Mark your calendar for this exciting event, and check our chapter website for the latest information regarding topics, speakers, and publishers' displays!

Place: Sookymung Women's University (near Central Railway Station)
Date: May 8, 2004
Time: Registration 9 A.M.; speakers 10 A.M. - 5 P.M.

THE ENGLISH CONNECTION
Contributer Guidelines

THE ENGLISH CONNECTION is accepting submissions on matters related to the teaching of English as a second or foreign language. Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea, and commentary on issues facing the TESOL profession. See page 4 for contact information.

THE ENGLISH CONNECTION welcomes any previously unpublished article in the following categories:

Feature Articles should be 1,500-2,500 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage the reader in self-reflection, professional growth, and discussion.

Short Features or Reports should be 600-1,200 words and should focus on events of interest to TESL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *THE ENGLISH CONNECTION* publishes columns under the following banners: "Teachniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); "Global Contexts" (submissions should describe language teaching in countries other than Korea), and "Training Notes" (submissions should address one teaching issue and give relevant practical solutions).

Reviews of books and teaching materials should be 400-800 words in length. Submissions should be of recent publications and not previously reviewed in *THE ENGLISH CONNECTION*.

Calendar submissions should be less than 150 words for conferences and calls for papers, less than 50 words for events. Submissions should have wide appeal among ESL/EFL practitioners in the East Asian setting.

Your submissions should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions cannot be returned. *THE ENGLISH CONNECTION* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt. Submit to the relevant editors, as listed on page 4.

We welcome alternative suggestions as well. Offers to write/edit ongoing columns/sections are welcomed and will be assessed, in part, on the writing skills and experience of the proponent, and the level of interest to be expected from our readership.

The Fourth Symposium on Second Language Writing

Sept. 30 - Oct. 2, 2004, Purdue University, West Lafayette, Indiana, USA

The theme for the 2004 Symposium is "Second Language Writing Instruction in Context(s): The Effects of Institutional Policies and Politics." While the majority of work done in second language writing addresses instruction, the focus of much of this scholarship is on what happens in the classroom as opposed to how the institutional contexts outside the classroom shape instructional practices. To help remedy this imbalance, this symposium will focus on institutional polices and politics and how they influence classroom practice. We refer here to policies on assessment, placement, credit, class size, course content, instructional practices, teacher preparation, and teacher support and to politics in terms of the relationships and interaction between second language writing professionals and their colleagues at the program, department, school, college, and university levels.

We seek proposals for 20-minute presentations that address how instructional policies and politics affect instructional practices. Each presentation should include (1) a description of a particular L2 writing instruction context, (2) an analysis of how institutional policies and politics shape the curriculum in this context, and (3) a discussion of implications for second language writing theory, research, instruction, assessment and/or administration as well as the professional development of second language writing specialists. The presentation may be theoretical (e.g., theorizing key issues, principles or mechanisms), historical (e.g., examining an historical development in the field or at a specific institutional context), empirical (e.g., reporting results of survey research, institutional case studies, critical discourse analysis of institutional discourses), or reflexive (e.g., reflecting on specific experience to generate insights into how instructional practices interact with institutional politics and policies). We also encourage other, innovative approaches. The presentation may be based on original data or a re-analysis of existing data in light of institutional policies and politics.

Call for Papers

Special Event: Graduate Student Conference on Second Language Writing. This is a special event that will be held in conjunction with the Symposium. It provides opportunities for graduate students to present their research and scholarship on second language writing to and receive feedback from their peers. Any topic related to second language writing or writing instruction is welcome. All presenters for this conference must be full-time graduate students.

Proposals must be received by May 15, 2004. For more information, please visit: http://symposium.jslw.org/2004/.

Tony Silva and Paul Kei Matsuda, Chairs

A Warm Invitation to Participate in the

9th Annual Conference of the JALT CALL SIG

Japan Association for Language Teaching
Computer Assisted Language Learning
Special Interest Group

The Theme which will be Explored is:

Human Computer Interaction (HCI)

Pre-Conference Workshops and Dinner: Fri. 4th June 2004

JALT CALL HCI Conference : Sat. 5th ~ Sun. 6th June 2004

Tokiwa University, College of Applied International Studies-Miwa 1-430-1, Mito-shi, Ibaraki-ken,310-8585 Japan

jaltcall.org/call2004

The Korea TESOL Journal

Information for Contributors
Editorial Policy

The *Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language. Areas of interest include:

1. Classroom-centered research
2. Second language acquisition
3. Teacher training
4. Cross-cultural studies
5. Teaching and curriculum methods
6. Testing and evaluation

Because the *Journal* is committed to publishing manuscripts that contribute to bridging theory and practice in our profession, it particularly welcomes submissions drawing on relevant research and addressing implications and applications of this research to issues in our profession.

Action research-based papers, that is, those that arise from genuine issues in the English language teaching classroom, are welcomed. Such pedagogically oriented investigations and case studies/reports, that display findings with applicability beyond the site of study, rightfully belong in a journal for teaching professionals.

The *Korean TESOL Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *Journal* is an international journal, welcoming submissions from English language learning contexts around the world, particularly those focusing upon learners from northest Asia.

The Korea Research Foundation has rated the *Korea TESOL Journal* as a "national-level" scholarly journal.

Submission Categories

The *Korea TESOL Journal* invites submissions in three categories:

I. Full-Length Articles. Contributors are strongly encouraged to sumit manuscripts of no more than 20-25 double-spaced pages or 8,500 words, inclusive of references, notes, and tables.

II. Brief Reports and Summaries. The *Korea TESOL Journal* also invites short reports (less than 1,500 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced studies are appropriate for summarization.

III. Reviews. The *Journal* invites succinct, evaluative reviews of scholarly or professional books, or instructional-support resources (such as computer software, video- or audiotaped materials, and tests.) Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 1,200 words.

To facilitate the blind review process, do not use running heads. Submit via email attachment or on diskette in MSWord or RTF file format. Figures and tables should each be in separate files; bitmap files (.bmp) are preferred. Hardcopy versions may be requested at a later time.

Inquiries / Manuscripts to:

Dr. Dongil Shin, Editor-in-Chief, at
shin@sookmyung.ac.kr

Submissions received before April 30th will be considered for publication in *Korea TESOL Journal, Volume 7* (Spring / Summer 2004).

The *Korea TESOL Journal,* accepts submissions on a continuous basis.
Find the *Korea TESOL Journal* in ERIC.

KOREA TESOL MEMBERSHIP INFORMATION

All English teachers, regardless of level or nationality, are invited to join KOTESOL.
We welcome **native and non-native speakers** teaching at elementary, middle, and high schools; language schools, colleges, and universities.

College students are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

People who are interested in the learning and teaching of English in Korea are also welcome to join, as regular members, even if they are not currently teachers or students.

MEMBERS:

1. Can attend *chapter meetings* (*of any chapter*), and conferences and other events.
   Currently Korea TESOL has 9 active chapters; North Jeolla, Gwangju-Jeonnam, Daejeon-Chungnam, Cheongju, Suwon-Gyeonggi, Seoul, Daegu-Gyeongbuk, Gangwon, and Busan-Gyeongnam.
2. Can participate in KOTESOL SIG (*Special Interest Group*) activies, which currently include Global Issues, Research, Writing & Editing, Young Learners, and Teacher Development & Education.
3. Receive *The English Connection (TEC)*, a quarterly publication featuring articles related to language teaching/learning, teaching tips, reviews, job announcements, and notices of upcoming meetings and conferences, as well as information about a variety of language teaching materials.
4. Receive the *Korea TESOL Journal*, an annual publication featuring both practical and theoretical articles and research reports.
5. Receive the annual *Conference Proceedings*, a publication of papers and important releases from presentations of the annual International Conference and Educational Materials Exposition.
6. Receive a *local chapter newsletter* (from the chapter with which you officially signed up).
7. Receive advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference and other events (drama festivals, regional conferences, etc.).
8. Receive opportunities to build a *network* of important professional and cross-cultural contacts.
9. Have access to the latest in quality *teaching resources* and related materials.
10. Have access to *employment* postings and the Employment Center.
11. Receive *professional recognition* as a member of the leading multi-cultural EFL organization in Korea.
12. Receive opportunities to *give presentations* at KOTESOL venues and *publish articles* in *TEC*, the *Korea Tesol Journal*, *Conference Proceedings*, etc.
13. Receive opportunities to gain experience as a KOTESOL *volunteer* and *leader* at both national and local levels.

Regular membership: Annual dues are 40,000 won. Two-year dues are 75,000 won.*
Undergraduate Student Membership: Annual dues are 20,000 won.*
International Membership: Annual dues are US$ 50.*
Lifetime Membership: Lifetime dues are 400,000 won.
Educational/Institutional Membership & Associate/Commercial Membership: See our website.

* **Period of membership**: 12 months from the month of application to the 1 st day of the 12th month following that date.
* **Renewals** shall run for a full 12 months. Membership expiry date: 1 st line of address label used to mail *TEC* magazine.

We need your feedback, active participation and help! Join us!

www.kotesol.org

Email: KOTESOL@ chollian.net

KOREA TESOL

MEMBERSHIP Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above."
Long answers may be shortened. Use abbreviations if necessary.
Please complete this form in English; and also include Hangeul if possible.

☐ New membership ☐ Membership renewal ☐ Change of address / information

Type of membership:

☐ Individual (40,000 win/year) ☐ Lifetime (400,000 won)
☐ International (US$50.00/year) ☐ Undergraduate Student (20,000 won/year, attach ID)
☐ 2-Year Individual (75,000 won/2-year)

Payment by ☐ Cash ☐ Check ☐ Online transfer *Please make online payments to* "대한영어교육학회 (KOTESOL)" *at Kwangju Bank* (광주은행), *account member* 004-107-002321. *If you transferred funds online, please indicate:*

*Bank Name:*_____ *City:*_____ *Date of Transfer:*_____

Family name:_____ **Given name:**_____ **Title:**_____

Chapter Affiliation (check only one): ☐ Seoul ☐ Suwon-Gyeonggi ☐ Cheongju ☐ Daejeon-Chungnam ☐ Gangwon
☐ Daegu-Gyeongbuk ☐ Busan-Gyeongnam ☐ North Jeolla ☐ Gwangju-Jeonnam ☐ Interantional

Confidential: ☐ YES or ☐ NO *(If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)*

Email address(es): _____,_____

Telephone: Home Phone: (_____)_____ Work Phone: (_____)_____
Fax: (_____)_____ Cell Phone: (_____)_____

Work Address:

_____
School / Company Name
_____
Address Line 1
_____
Address Line 2
_____ ☐☐☐☐☐
City / Province / Country **POSTAL CODE**

Home Address:

_____
School / Company Name
_____
Address Line 1
_____
Address Line 2
_____ ☐☐☐☐☐
City / Province / Country **POSTAL CODE**

To which address would you prefer KOTESOL mailings be sent? ☐ Home ☐ Work (Please complete both areas.)
Please check all those areas of ELT that interest you:

☐ Global Issues ☐ Elementary Education ☐ Teacher Development
☐ Reading/Writing ☐ Secondary Education ☐ Learning Disabilities
☐ Speech/Pronuciation ☐ Post-Secondary Education ☐ Inter-cultural Communication
☐ Video ☐ Adult Education ☐ Applied Linguistics
☐ CALL ☐ Intensive English Programs ☐ Research
☐ Testing ☐ Teaching English to the Deaf ☐ Other: _____

Date:_____ Signature:_____

Send this form to: (Fax) 054-260-1752 or (Email) <KOTESOL@chollian.net>
Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org

Constitution & Bylaws of Korea TESOL

Constitution

(Aadopted April 1993, Amended October 1996, March 1998)

I. Name. The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

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

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

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

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

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

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

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

Bylaws

(Adopted April 1993, Amended March 1998, October 2003)

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

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

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

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

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

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

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

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

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good stsnding for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chairs is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

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

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

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

The approved minutes of recent KOTESOL Council meetings may be found on the website.