



KOTESOL
대한영어교육학회

What's Inside?

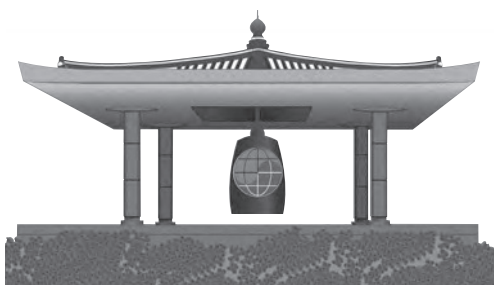
Action Research
Andrew Finch

TPR-Storytelling
Yeon-seong Park

Membership Spotlight:
Kyungsook Yeum

Korea 40 Years Ago
Yangdon Ju

Avoiding Plagiarism
Adam Turner



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

THE ENGLISH CONNECTION

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

Problem-Solving in Pyongyang: Introducing Modern Methodology in a Traditional Context

By Zina Bowey

Introduction

Implementing change in any educational institution is always a slow and often difficult process. There are many factors to take into consideration such as whether the innovation is top-down or bottom-up, the cultural background of the country, the role of the education ministry, the role of the institution and its hierarchy, and the attitudes of the staff and students themselves. All these factors combine to affect the degree of success in implementing a project, and determine the ultimate sustainability of such a project.

This paper will deal with the problems of introducing a more communicative and student-centered methodology into a traditional university curriculum, some of the strategies used to deal with these problems, and the perceived impact of the project on the lecturers and students involved.

Continued on page 8.

December 2004

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Moving Forward into a New Year

Dear KOTESOL members,

I am very pleased to write to you as the new KOTESOL president. First, I would like to pay tribute to the strong leadership and dedication of the pioneering KOTESOL leaders, including Dr. Robert Dickey and Dr. David Shaffer, of past National presidents and officers, and of so many volunteers for their work in making KOTESOL a growing and relevant organization. I wish to build on the great efforts of these TESOL pioneers to continue developing and sharing creative program ideas and increasing the relevance of the organization to our membership.

President's Message

During the next year, I plan to continue to focus on the KOTESOL mission statement: "To promote scholarship, to disseminate information, and to facilitate cross-cultural understanding." In addition, I will be adding one more mission for us for this year: "To nurture LEADERSHIP in our members."

First, to promote scholarship, I will support and encourage more Special Interest Group (SIG) activities. Nine SIGs have been formed, but only a few are actively promoting activities. I hope to energize all the SIGs in their work and activities. I plan to encourage scholarly activities and research that will result in quality articles for our Korea TESOL Journal. KOTESOL should provide research funds from within, and we will aggressively seek research funds from research grants, educational institutions, and commercial sources.



Second, to disseminate information to people working in English education, our KOTESOL website will be upgraded and related information distribution channels will be automated. Maximizing technology will help the officers increase their efficiency, and enable them to channel more of their energy into activities to benefit our members. For example, installing an online "Job Finder" on our website and providing a "Teachers' Portfolio" area for members could make a huge difference. This would also enable KOTESOL to expand our outreach to different countries for overseas membership. Even before TESOL teachers come to Korea, or after they move to other countries, they can still be online KOTESOL members.

I would also like to implement a scholarship program for promising college students. These students will become our goodwill ambassadors and expand the number of teachers of English in Korea. We will seek some initial investment from outside resources to establish the scholarship fund and supplement it with dues revenue. Activating KOTESOL channels for more member benefits, and thereby increasing membership, will be an overall definite gain for us.

I would like to facilitate cross-cultural understanding by encouraging more events and workshops at the regional chapter level. My education in postmodern literature taught me the concept of "Glorifying the Difference," which has become a leading principle in my life. All of us can be both multi-cultural and open-minded. This attitude will boost the team spirit of the KOTESOL membership, which consists of people with varied educational backgrounds and cultural orientations. Let us nurture an appreciation for different positions, opinions, perspectives, and cultures.

Lastly, to nurture leadership in our members, we need to bridge the gap between a limited number of dedicated, experienced, and hardworking officers and regular members. Leadership is central to the success and growth in any educational organization, especially one closely related to Korea's highly competitive and changing English market. Leadership involves qualities beyond just professional knowledge and expertise. We need to involve more members in leadership roles, and to implement new and creative ideas. Our KOTESOL organization is fertile ground for the development of new leaders from our membership.

I welcome your ideas, opinions, and constructive criticism on how to improve KOTESOL and provide better services to our membership. I look forward to meeting and working with all of you during my term as KOTESOL president.

Best wishes,

A handwritten signature in black ink that reads "Yeum Kyungsook".

Kyungsook Yeum
President of KOTESOL

THE ENGLISH CONNECTION

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2005 - Year of the Rooster!



Dear Readers,

Admittedly, the Lunar New Year isn't until February 5, 2005. But our next publication to grace your mailbox won't be delivered until March, making me a procrastinator if I don't recognize it here. So, getting down to zodiac business... according to the Asian calendar, roosters, tenth in the cycle of animals that make up the Chinese zodiac, are hardworking, honest, proud, decisive, and sociable. I haven't yet opened a New Year's fortune cookie, but that won't prevent me from prognosticating KOTESOL fortunes for the upcoming year. I foresee a lot of hardworking individuals burning midnight oil, increased chapter-level activity, and a renewed spirit and commitment to exceed standards of excellence for an ELT organization. In a word - pride!

Hot off the press, the pages inside this issue of *The English Connection* are bubbling with excitement. We have new columns, new contributors, and new editors. This volume is research-oriented, with coverage in a variety of contexts, including North Korea. We have something for everyone.

*From the
Editor's Desk*

In this issue, Dr. Andrew Finch revives "Action Research." Dr. Finch, a past KOTESOL president, begins with a dramatic appeal for classroom-based research. Jason Renshaw is also new to the TEC team. Jason is our new "KOTESOL in Action" Editor. As Jason also brings with him a great deal of experience teaching young learners, he will also help edit the "Young Learners" column. Dr. Peter Nelson has also agreed to come aboard as our "Techniques" Editor. What we need from you, dear reader, is your contribution of practical classroom ideas and activities. Send them in!

Jon Marshal's article on how to treasure hunt materials and resources will be of special interest to readers engaged in graduate studies; Jack Large fills us in on the Global Issues Special Interest Group; Dr. David Shaffer brilliantly places our luminous new president in the glow of the membership spotlight, and in his second article, puts himself in the spotlight by genealogically tracing his family tree to its etymological roots; Dr. Yeon-seong Park writes to our young-learner teachers about her foray with TPR-S; Dr. Yangdon Ju vividly describes life in Korea 40 years ago; Adam Turner uncovers the truth about plagiarism; Dr. Robert Dickey explains research in layman's terms; and Dr. Paul Robertson gives us the skinny on how to profit with a part-time job.

There's much, much more inside. Cover to cover, you hold 48 pages that inform, challenge, educate, and entertain.

Happy Holidays!

Jake Kimball

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How Are We Doing?

Please take the time to answer a questionnaire about KOTESOL's quarterly publication.
Your input will help to shape future editions.

Go to: <http://www.surveymonkey.com/s.asp?u=37046743143>

Continued from page 1.

Background

In September, 2000, a British Council (BC) teacher-development project, funded by the Foreign and Commonwealth Office (FCO) of the UK was started in the English departments of two universities in Pyongyang in the Democratic People's Republic of Korea (DPRK). The aim of the project was to provide professional development to the lecturers in these universities in terms of introducing a more communicative and student-centered methodology and upgrading the lecturers' own English language skills. This project was subsequently expanded in September, 2001, to include a third university in Pyongyang.

How the Project was Implemented

A British Council lecturer was assigned to each university. Their role was to teach undergraduates using a more communicative method and to run teacher-development sessions for the lecturers in the department explaining the rationale and practice of this methodology. Staff from the university was encouraged to observe the BC lecturer's classes and vice versa. Team-teaching was also offered as a means of teacher development.

English Language Courses at the University Level

Entrance to universities in Pyongyang is extremely selective. The entrance exams are very rigorous, and only a small percentage of students who take the exam manage to secure a place. Courses last four or five years, at the end of which students are awarded the equivalent of a degree. Students study Linguistics, Literature, Phonetics, Business English, International Relations, Translation and Interpretation, Intensive Reading, Listening, and Conversation. Classes usually consist of about 20 students. Graduates usually find jobs with the Ministries, Foreign Trade Companies, and as translators and interpreters. Some become teachers in the university they graduated from or in secondary schools and other colleges.

Research Methodology

In order to try to assess the impact of this project, in December, 2003, I administered 30 questionnaires to the lecturers at the three universities involved: Kim Il Sung University, Pyongyang University of Foreign Studies, and Kim Hyong Jik University. The lecturers targeted had all been directly involved in the teacher-development project and had attended the seminars arranged by the BC lecturers.

I also conducted five follow-up interviews with lecturers involved to clarify points made in the questionnaires. As part of the teacher-development program, I also observed some lecturers and team-taught some sessions with them. I have also been observed by my Korean colleagues on many occasions.

I also administered a questionnaire to 40 students who had been taught by lecturers attending the BC course in order to assess their impressions of any changes they had

experienced in their classes.

Questionnaire

The questionnaire to the lecturers included questions on the traditional method of language teaching in the universities, i.e., materials used, techniques used, and classroom organisation patterns. The main focus, however, was on changes that the lecturers had implemented since the start of the BC project. This could have been in materials used, techniques introduced, or different classroom interaction strategies. I was also interested to know what had influenced the change, i.e., new materials, observing the BC lecturer's classes, attending the teacher-development sessions, or other factors.

The questionnaire given to the students focused on any new methods, techniques, and classroom interaction patterns introduced by the lecturers and what they thought of them.

Problems and Solutions

Much has been written about the problems of introducing a more communicative methodology in a traditional setting, (Medgyes, 1986; Ellis, 1996; Holliday, 1994) and certainly there are many factors which will influence how effective the impact of the project will be. When introducing change into a system, we have to work within this system and generally have to work under some constraints; there are some areas we cannot influence but need to focus instead on those areas in which we can have some effect. I would like to outline some of the constraints I have encountered and some strategies used to overcome these constraints.

Constraint A: Top-Down Approach to Decision-Making

In the DPRK, the Ministry of Education makes all the final decisions relating to education in schools and universities. The universities have a certain degree of autonomy in choosing their curricula, but approval must be obtained

***"we need to work
within this system...
and under some
constraints"***

from the Ministry. The Ministry has welcomed the British Council project and sees the development of English language teaching as a priority in the DPRK. (English is now the most popular language studied in the DPRK, replacing Russian in terms of foreign language studied by the largest number of students.) Knowledge of English is seen as a key to obtaining a good job and is needed to keep up with developments in science and technology. Although the Ministry does seem to be cautious about promoting a more communicative approach to English language teaching in general, there does appear to have been an interest in improving the speaking and listening skills of students in secondary schools and in universities.

Constraint A: Strategy

In practice, the deans of the universities have a certain amount of freedom to design their own curriculum as long as it meets Ministry guidelines. They also have a certain amount of liberty to decide on the content of each course, although also subject to Ministry approval. Course books are designed within the university itself, and so can be updated and revised when the need arises. Lecturers can also choose their own methodology within the classroom and introduce new techniques if they feel they are more effective. So, although, in essence, major decisions are taken by the Ministry, some innovations can be carried out at grass-roots level. For example, the Dean at Pyongyang University of Foreign Studies is keen to introduce more modern texts and methodology in the university. He actively encourages the lecturers to attend the training sessions and has arranged many observations sessions where the PUFs lecturers and I can learn from each other. He is also a driving force behind updating the textbooks used in the university, particularly the Intensive Reading and Business English courses. With a key member of staff actively promoting the project, it has more chances of success, and it is important to work closely with and support such people.

Constraint B: Traditional Approach to Teaching Foreign Languages

The traditional approach to teaching foreign languages in the DPRK is based on the grammar-translation method. The text is the main introduction to the language, and students are expected to analyse the grammar and translate the texts into Korean. Students are also encouraged to memorize and recite the texts. Reading aloud is considered a central part of learning at all levels in the DPRK. It is quite common to see students walking along the street or in a park, text in hand, reading aloud and memorizing it.

Skills are taught separately, and writing as a skill is not given much focus at any level of English teaching.

There is a heavy emphasis on knowledge of grammar which is taught in a structuralist, accumulative manner. Many grammar exercises are decontextualized and based on manipulation of sentence patterns.

Constraint B: Strategy

Lecturers generally acknowledged that this method, although having merits, such as providing students with a thorough knowledge of grammar and focussing on accuracy, does not prepare the students well for communicating effectively in English. They were keen to be exposed to different techniques that would encourage communication in their classrooms. Through access to modern ELT books donated by the FCO and BC, they have been introduced to a different approach to teaching English, i.e., through an emphasis on communication and integrated skills.

Through observing the BC lecturers in the classroom, they have been able to see how this type of methodology works

with their students, and by attending training sessions, they have been able to familiarize themselves with a range of techniques as well as the principles for using them. The degree to which each lecturer then implements these techniques in their own lesson is a personal choice, but responses in the questionnaire seem to indicate that many have adopted the ones they feel are appropriate in their own classes.

For example, intensive reading teachers stated that they now use pre-, while-, and post-reading activities. They encourage their students to focus on the main ideas of the texts and to skim and scan rather than reading every word

"It is quite common to see students walking along..., text in hand, reading aloud and memorizing it."

carefully and translating as they go along. Those lecturers teaching listening have also introduced warm-up activities, and focus on the main points of the text, rather than every detail. Many students also focused on the technique of presenting some key words before listening to the text, and said that this helped them to predict the general idea of the text and to focus on the main ideas.

Reading aloud has been discussed in seminars, and most teachers regard it as useful pronunciation practice. However, in classes I have observed, students were asked to read silently and quickly, at least for the first reading.

Memorization also has its place in language learning, and the students have an amazing ability to memorize whole texts. However, the benefits of encouraging students to be creative with the language and to use their own words, rather than reciting the texts have been pointed out in seminars, and it was encouraging to see that this was reflected in the responses in the questionnaire. Several lecturers indicated that one of the benefits of the new methodology was encouraging students to think for themselves. Students are now encouraged to use their own imagination, guess the meaning of unknown words, and discuss the titles of the texts.

Many students responded that they found the new lessons more interesting - "the attention doesn't break down." Lessons at university level in the DPRK last 90 minutes, so it is difficult to concentrate for the whole lesson. Variety is important.

Constraint C: The Teaching Culture

The teacher is regarded as the information-giver; the students passively receive this information. As one of the questionnaire respondents explained it: "Filling the information into students' brains." Any interaction is led by the teacher, who usually asks students questions.

Sometimes students are asked to read aloud, recite a text, or translate something into Korean. This style does not encourage students to ask questions or interact with each other, an important part of communication.

Constraint C: Strategy

Lecturers are encouraged to use various interaction patterns in their classrooms. Some lecturers told me that they already used pair work and group work in their lessons, but observations revealed that usually, pairs of students were called on one at a time to demonstrate a dialogue that they had learnt for homework. Group work was often taken to mean dividing the class into groups, then organising a class competition, with the teacher asking the questions. The benefits of pair work and group work were discussed in seminars, particularly the advantages of simultaneous pair work and group work where students work together in groups and speak to each other. Korean students are disciplined and obedient, so they are willing to speak to each other in English when given the encouragement and opportunity. Responses in the questionnaire seem to indicate that lecturers have introduced more pair and group work in the classroom, and observations I have made bear this out. In classes that

"the lecturers at the universities have been willing to listen to and evaluate new ideas."

I have observed, students are now more willing to speak to each other in English and express their own opinions rather than simply reciting from the text. In the student questionnaire, many students stated that the teachers now use more pair and group work which gives them the opportunity to practice speaking.

Lecturers were also encouraged to elicit more from the students. A typical introduction to a reading text is the teacher giving background information about the topic. This, of course, is a valid activity and gives the students important listening practice. However, eliciting information from the students often reveals that students know a lot more about a topic than may be expected.

Constraint D: Outdated Teaching Materials

It has often been difficult for the universities to obtain modern, up-to-date materials, such as applied linguistics, methodology, and course books. This is mainly due to lack of money in the Ministry of Education.

Constraint D: Strategy

The FCO and BC have supplied modern reference and text books to all three universities involved in the project, and these are used in several ways. Sets of textbooks are used in class with the students, e.g., "Intermediate Matters" in order to improve skills and introduce cultural information.

The students are curious about the outside world. Information is often limited and carefully controlled, so students and lecturers sometimes lack background information or knowledge of everyday life in other countries. The supply of modern, up-to-date textbooks has been welcomed by the Ministry and universities alike.

Ideas and methodology are taken from these textbooks and applied to the Korean materials. For example, many responses in the questionnaire indicated that lecturers now include a warm-up activity or pre-reading or listening activity before introducing the text.

Students also appreciated the warm-up activities.

The Intensive Reading course books at PUFs are now being revised to include more modern, interesting, and relevant texts, and exercises are being designed to give students practice at a range of reading skills.

The FCO also supplies newspapers and magazines to the universities, which can be used as a valuable resource for modern texts.

Conclusion

Much has been written about the factors needed for successful implementation of a project. Kennedy (1988) and Ajzen (1988), as quoted in Kennedy (1999), suggest that:

A person's intention to act in a certain way will be influenced by three factors:

- The attitude of the person towards the intended action
- The influence of peer groups and superiors
- The degree to which individual believes he/she has control over the change. (p. vii)

Tomlinson (1990), in his article about introducing a more communicative methodology into high schools in Indonesia, concludes that:

The most important factors are the attitudes and personality of the teacher. The teacher most likely to succeed in helping the students to develop communicative competence is the one who is very enthusiastic about teaching English, who believes in whatever method he or she is using, who gains the trust and respect of the students, whose lessons are interesting, and who creates a positive, creative rapport with the student. (p. 36)

The answers to the questionnaire, and observations of classroom practice, I feel, suggest that change can be achieved on a small scale, within institutions, even when not supported by large-scale changes at a higher level. The dean of each institution plays a key role in supporting change by encouraging lecturers to attend sessions run by the BC lecturers and by encouraging team-teaching with the BC lectures and mutual observation sessions. The deans are also influential in pushing for change in the development of materials used within the institution.

Continued on page 19.

The Place of Global Issues in KOTESOL Special Interest Groups

By Jack Large

"Global Issues SIG: What is it? How does it relate to KOTESOL and ESL in Korea and the world? What's the point of it? "

-Paul Mead, former KOTESOL 2nd VP

The Special Interest Group (SIG) concept, as embraced by KOTESOL is likely to undergo a needed and helpful period of definition over the coming months. Here, I explore some ideas related to the concept and suggest some coherent framing elements for the structure of SIGs within the organization. I intend to clarify the context within which these special entities have grown (or have not) and to lend conceptual support for the establishment of a process whereby the Global Issues SIG (GI-SIG) can be fully (i.e., constitutionally) enfranchised, and operated under consistent policies, i.e., ones which can be applied to all, without hampering the growth and natural function of any. I will also address some points currently under discussion regarding the direction of the GI-SIG under the current leadership.

Finally, and to my mind perhaps most importantly, I will discuss how GI-SIG can function in ways determined to help local chapters develop into stronger, more effective entities as they provide services to local English educators who are training to be more effective teachers and leaders in the teaching profession.

Seoul Chapter President, Tory Thorkelson, has set a "National KOTESOL SIG Day" for May 21, 2005. It will be the first of its kind. It is intended to help SIGs mature as part of the pursuit of goals outlined in the constitution under "purpose." Facilitators and participant colleagues in each of these groups, and their counterparts elsewhere, have been invited to present papers relevant to the diverse ends of SIGs and their members.

Writing as a Seoul Chapter Executive Council member and Co-facilitator of the KOTESOL Global Issues SIG, I feel an obligation to initiate a public discussion of a growing number of questions I and others have posed about SIGs' reason for being, their identity, their individual and shared purposes and goals within KOTESOL, and their position relative to the National Executive Council through the 2nd Vice-President who, as National Program Chair, has a measure of final say in their plans and activities. Paul Mead, a former 2nd VP, was helpful in posting relevant links to the GI-SIG web page. He was, and remains, in support of the notion that advocacy and activism are not inappropriate to the purpose of a global issues SIG.

Background

When the idea of incorporating special interest groups into KOTESOL was introduced as a result of interaction between people and institutions here and in Japan, up to and during the first KOTESOL Conference (Dickey, 2004a, 2004b), I withheld support. I had been for three years deeply involved in Korean associations. I joined The Association of English Teachers in Korea (AETK) first, primarily to get the spiffy AETK Newsletter that editors Dwight Strawn and John Holstein produced regularly. Their near-fanatical attention to qualitative detail paid the reader handsomely and attracted scholarly contributors and skillful writers to submit their work.

Reading it, I embarked on a year of monthly 3-hour-plus express bus rides to Seoul to attend the monthly AETK meetings. I had no greater purpose at the time than to meet other non-Koreans teaching English in Korea, our Korean counterparts, and to seek answers to a growing number of cross-cultural and pedagogical questions arising from what I often felt was the inadequate daily performance of my duties.

Korean and non-Korean teachers from other locations away from Seoul were frequent participants at the meetings, and we discovered in ourselves a shared sense of being regarded as "provincials" by what seemed to us rightly or not, to be a Seoul-centered clique. We felt under-appreciated, disrespected even, given that AETK was then touted as a "national" organization. Thus, I was one of a group who responded to its own invitation to the first meeting at Hannam University's Foreign Language Education Center (FLEC) in Daejeon, where about 30 of us laid grand plans for the creation of a new, truly national association for English teachers of every nationality working in Korea.

Reveling in mostly unspoken satisfaction at having become the "Un-Seoul" association, meetings were held, friends were made, documents were drafted, officers were elected and the name Korea Association of Teachers of English was chosen mainly for its acronym, KATE, with its noble evocation of Shakespeare's eponymous "Shrew." I remember this because it was I who proposed it. There were at least five future KOTESOL presidents in our early

meetings, including a growing number of AETK members, and others who eventually would serve in other posts, all of whom had contributed generously to the growth and success of KATE.

We now move fast-forward through three years of vigorous growth, during which KATE attained and AETK maintained stable numbers (ca. 200), with a growing tendency for teachers to join both. Those of us who opted for dual membership did so for the practical combination of the fruit of Strawn's and Holstein's editorial labor, and for the genuine warmth and supportive atmosphere that infused the monthly gatherings in Daejeon. Eventually, a broad awareness grew among us holding dual membership that there were certain advantages that might be gained, ideally, by combining the best of features of the two groups into one and identifying it with a recognized international association. The contenders were Teachers of English to Speakers of Other Languages (TESOL) and the International Association of Teachers of English as a Foreign Language (IATEFL), with headquarters in the US and UK, respectively. A growing circle of leaders and others were also pressing for AETK and KATE to merge.

I discussed issues attached to such a union in the *AETK Newsletter* (Large, 1992a) at the time, and subsequently the presidents of AETK (Dr. Jung-hun Ahn, Pusan National University) and KATE (Dr. Oryang Kwon, Seoul National University) co-presided over a joint annual meeting in 1992. They appointed me to chair an "umbrella" committee charged with outlining ways and means by which such a union might be accomplished. A month later I gave them the plan that would culminate in the establishment of KOTESOL. (Large, 1992b)

The Appearance of SIGs

I didn't support the formation of SIGs when the idea was introduced at the first annual business meeting in Iksan for three reasons. It was my strong impression from the preceding several years of service that several and varied factors made it difficult to find and keep hardworking and effective leaders, and they were often harder still to keep in place for more than a few months. Perhaps one teacher in a hundred was, or is, willing to take on a productive leadership role in such organizations. Too many of those who do, do so purely for reasons of personal ambition. I felt and still feel that when one's available energy is devoted to guiding a special interest group, that energy is substantially unavailable to national and chapter councils.

Another perception limiting me from embracing the SIG idea enthusiastically was, and remains, the sense that in a body as culturally, professionally, and psychologically disparate as KOTESOL would surely be, SIGs would become loci for factiousness of the sort that limits an organization's potential, lessens collegiality between its members, and thins member participation in more broadly based activities such as chapter meetings.

Finally, I was skeptical of the benefit from SIGs in circumstances where it was possible to imagine a greater

number of specific focal criteria for SIGs could be found than people to maintain SIG viability when the founders moved on, as they inevitably do. The passage of time has seen few developments that would dispel these or other concerns, yet I find myself facilitating GI-SIG for KOTESOL. Especially ironic is that, of all the SIGs in which I am interested by temperament, which would more likely exemplify my three caveats (co-opting leadership skills, jump-starting factions, and diluting the vinegar of healthy chapters) than the one with the word "global" in its name? What fools these mortals be, indeed.

"The main thing is to make something happen."

When a SIG Works, and Why

I don't intend here a critique of the efforts or existence of any specific SIG within KOTESOL. I don't pretend to keep tabs on them, nor have I investigated any for the purpose of writing this paper. I am aware that some SIGs fare better than others, depending on the measure one uses. The definition of success may be no more complicated than that of Paul Mead's in a recent personal communication: "The main thing is to make something happen." He goes on to emphasize two points worth repeating. First, that an individual facilitator toiling for SIG success should best be left pretty much alone by the KOTESOL 2nd Vice-President (and thereby by the National Program Chair), except for a serious constitutional violation, or for non-performance, personal turpitude, or other breach. Secondly, he writes that it should relate to ESL in Korea and in the world. I couldn't agree more. In keeping with these values, I have sought to discover a consensus of enthusiasm for a revitalized GI-SIG function that makes welcome individual inclinations toward advocacy and activism. Combined with pedagogy and practice, our goal is to raise our students' consciousness of their shared humanity with people everywhere, of every station in life.

The Global Issues SIG

The KOTESOL Special Interest Group, Global Issues (GI-SIG) is pleased to announce the establishment of its Council of Mentors to serve as a steering and advisory committee, and who do so generally motivated by these goals and their underlying values:

- To assist English educators in Korea with issues-contextualized lesson planning and preparation.
- To enhance cross-cultural and intercultural awareness through the investigation of global issues.
- To raise public consciousness of the value of cultural and linguistic diversity.
- To support pluralistic learning environments.
- To develop and operate within a peer network built for sharing information, ideas, and instructional methods.
- To contribute materials for building bridges of understanding between principles in conflict.
- To seek solutions to global problems through learning and teaching.

- To propose avenues and activities leading to mutually beneficial social change.

"We declare ourselves willing to serve as active mentors."

Educators invited to the Council have achieved professional distinction, and we declare ourselves willing to serve as active mentors to other English educators who seek to distinguish themselves by their professional activity. We intend to do so by freely sharing ideas, resources, and connections. With that end uppermost in our minds, the first GI-SIG project will be to assemble on CD-ROM an information resource base that will include a range of introductory material on natural and cultural issues that transcend local boundaries and effects, i.e., global issues. The considerable scope of such issues means there will be no shortage of opportunities for teachers to include them in lessons, and it is a mission that will certainly require more than one product for this purpose. But we have to start somewhere, and it seems like a good place to begin.

In addition to these mentors, there is room in GI-SIG for an unlimited number of issue and geographical area specialists who are willing to make themselves available to KOTESOL chapters and other organizations. In doing so, they can be expected to outline in their presentations some of the many ways and means for other teachers to

incorporate the goals and values listed above into their English lessons. Furthermore, we intend to archive web links, reading lists, speaker lists, CALL resources, and contact information with our educational counterparts on every continent. In these ways, and others, we can achieve our intended status as surveyors of global problems and the possessors of the necessary perspective to contribute to solutions through education, using English instruction as the point of departure.

For more information about the KOTESOL GI-SIG, go to our page on the national website. There you will find growing a garden of information about the people involved and the beginnings of our work on issues that, by giving them our attention, we hope to contribute to by transforming them from problems to solutions.

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What's Your Special Interest?

**KOTESOL presently has 8 Special Interest Groups.
Join one today!**

**Research
CALL
Christian Teachers**

**Young Learners
Global Issues**

**Teacher Development
Writing & Editing
English for the Deaf**

Things you can do include:

- Network with other like-minded professionals who share the same interests
 - Develop knowledge and skills in a specialized area
 - Express ideas and opinions
 - Collaborate on projects
 - Give and get advice

<http://www.kotesol.org/sigs.shtml>

2004 Election Results

Annual elections for National Executive Council positions took place October 9-10 at the 12th KOTESOL International Conference held at Sookmyung Women's University. Up for election were six offices: 1st Vice-President, 2nd Vice-President, Treasurer, Secretary, Conference Committee Co-chair, and Nominations and Elections Committee Chair. This was one of the most competitive elections in history with eleven candidates vying for these positions and 98 KOTESOL members casting their ballots. Candidates are to be congratulated for their outstanding service records, enthusiasm, and willingness to serve the organization.

2004 Elected Officers

Louisa Kim: 1st Vice-President
David Kim: 2nd Vice-President
Dr. David E. Shaffer: Treasurer
Brian Heldenbrand: Secretary
Sean Coutts: Conference Committee Co-chair
Jake Kimball: Nominations & Elections Committee Chair

Also on the election ballot were four constitutional and bylaws amendment proposals. The proposed amendments and voting results are as follows:

Item A: Amendment to the Constitution. It is proposed that Article V.1. of the Constitution be amended by deleting the words "The First Vice-President shall succeed to the presidency the following year." This proposal failed.

Item B. Amendment to the Bylaws. It is proposed that Article IV.2. of the Bylaws be deleted: "Any member seeking nomination for an elected position on the Council must have been a member in good standing for at least the past 12 full months immediately prior to the time seeking nomination." This proposal failed.

Item C: Amendment to the Bylaws. It is proposed that Article V.5. of the Bylaws be amended by adding the following: "Voting procedures for executive positions must include online voting, which said online voting must be advised to all members at least four weeks prior to voting day." This proposal passed.

Item D: Amendment to the Bylaws. It is proposed that Article IX. of the Bylaws be amended by deleting the last sentence: "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." This proposal failed.

What does all this mean for KOTESOL members? Next year, elections will include online voting, allowing all members to vote regardless of whether or not they attend the annual international conference.

In related news, KOTESOL President Dr. Kyungsook Yeum appointed the following individuals as Committee Chairs for the 2004-2005 year.

Sharon Morrison, Conference Committee Chair (elected position, succession from Conference Co-chair)
Dr. Robert Dickey, Long-term Planning Committee Chair
Phil Owen, International Affairs Committee Chair
Dr. Yangdon Ju, Domestic Relations Committee Chair
Dr. Dongil Shin, Publications Committee Chair
Dr. Joo-Kyung Park, Research Committee Chair
Dr. Peter Nelson, Teaching Certification Committee Chair
Dr. Paul Robertson, Membership Committee Chair
John Phillips, Technologies Committee Chair
Dr. Heyoung Kim, Technologies Committee Co-chair

Other Position Appointments:
Dr. Robert Dickey, Organizational Partners Liaison
Stephen Bew, Database Manager



At the Helm: A Reservoir of Experience

For this issue, our membership spotlight shifts to the KOTESOL member who will be in the spotlight the most during the coming year - Dr. Kyungsook Yeum. Dr. Yeum (pronounced "yum" as in "yummy") served as 1st Vice-President in 2004 and succeeded to the KOTESOL presidency following the International Conference in October.

Dr. Yeum has come a long way, in more ways than one, to get to where she is today. She was born east of the slopes of Mt. Seorak in what was then the remote town of Sokcho, on the East Sea beaches of Gangwon Province. Though she



was normally a calm, shy, and diligent girl, she characterizes herself as a youth with a rebellious streak that surprised her teachers and others around her - a "resting volcano" was the term she used.

Majoring in English Literature, Dr. Yeum received her BA, MA, and then PhD from Sookmyung Women's University. While

doing her doctorate studies, she had the opportunity to study at both Yale University and the University of Wisconsin at Madison. It was later, after gaining some teaching experience, that she decided to add an MA TESOL degree from the University of Maryland to her list of letters.

Having taught English courses at the tertiary level for more than 20 years, Dr. Yeum has witnessed significant changes in how English has been taught in Korea - from the Grammar-Translation Method, pattern drill practice and the Audiolingual Method, to the Communicative and Whole Language Approaches. At Sookmyung, she has taught English laboratory, composition, and conversation classes as well as American novel, post-modernism, and general English literature courses. In addition to being an instructor, she has been a translator, a feminist magazine editor, and an administrator.

Dr. Yeum considers her move to TESOL administration as creating an immense transformation in her. She has been involved in the development of several English textbooks and Sookmyung's multimedia-aided test of English. As the administrative professor of Sookmyung's TESOL certification program, the oldest and most successful in Korea, she has created Sookmyung's young learner TESOL program and English camp programs for children. It is this reservoir of experience that Dr. Yeum brings with her to the KOTESOL presidency.

Dr. Yeum is not one who needs an extended amount of time to make decisions. She is quick to determine what the

right choice is and makes it. Six months after she met her future husband, they were engaged, and it is a decision that she

has never regretted. That does not mean that married life has not been difficult for her at times. Probably the toughest of times came in the 1980s when she was a career woman, a PhD candidate, a wife, and the mother of a five-year-old son at a time when Korean society was less responsive to the ambitions of its women. Dr. Yeum credits her supportive family for bringing her through that dark period when she could not see any light at the end of the tunnel. I believe, however, that it was just as much the way she felt about herself that brought her through. She is a person with confidence in her ability to succeed, as manifested in a saying of hers: "Ah, life is tough, I know that. But I am even tougher!" She has seen the light at the end of the tunnel - she earned that doctorate degree, has had a successful career, and has a son in college who thinks that she is the greatest mom in the world.

Membership Spotlight

By David E. Shaffer

"It is this reservoir of experience that Dr. Yeum brings with her to the KOTESOL presidency."

Before becoming National 1st Vice-President early this year, Dr. Yeum served as Seoul Chapter President for a year and a half, a period that saw the Chapter increase in membership and activity. She also served brilliantly on the International Conference Committee for two years and was Conference Chair for this spring's Seoul National Conference.

Dr. Yeum believes that the best philosophy for leading a multi-cultural organization like Korea TESOL is to "glorify the difference." Her years of working with foreigners have taught her how to tap the different strengths of different people to form a strong team. During her year at KOTESOL's helm, Dr. Yeum would like for KOTESOL to build internal strength and strengthen international ties. Internally, she believes the leadership should be "service-oriented," maximizing the use of technology for efficient management. (For more on Dr. Yeum's vision for the coming year, see the President's Message in this issue.) Dr. Yeum is an optimist, foreseeing a prosperous year for KOTESOL. Her motto: If the door is closed, look for an open window.



Looking for a Second Job



One question that often comes to me is, "How can I teach privately outside of my visa status?"

The answer is *prima facie* simple - you cannot, you must not, and you should not. If you are caught by Immigration Officers, and many are, you will be fined heavily and may have to leave Korea. Don't take the risk - there is an easy option awaiting you. These days there is an abundance of part-time jobs around, and thus we suggest the following as a legal way to earn extra money.

If you find a second job, and the hours do not clash with your primary job, you can work this job once certain paperwork has been done and submitted to Immigration. (Hint - do not go to the first visa sponsor and tell him/her this is a *fait accompli*, or a done deal. Remember, Korean bosses are just like us - they like to be consulted in advance).

Getting a Second Job on an E2 Visa

It is possible and legal to work a second job if you are in Korea on an E2 Visa. The following procedure is what you **must** do, and you will succeed.

Non-negotiable Immigration Requirements

- a) The second job must have FEWER hours than the first
- b) The second job must provide LESS money than the first
- c) The hours must not overlap.
- d) The first employer, or visa sponsor, must give you a sealed letter entitled AGREEMENT.

"I, (sponsor name) agree to (teacher's name) working for (second job name)

Signed & Dated

- e) The first employer must also supply you with:
 - (i) a copy of the school registration certificate (company registration or business license)
 - (ii) a copy of your work schedule
 - (iii) a copy of your salary
- f) The second (new, additional employer) must supply you with:
 - (iv) a copy of the school's registration certificate (company registration or business license)
 - (v) contract signed and sealed
 - (vi) a copy of your work schedule

- (vii) proof the salary is less than the first job provides
- g) You must also once again take your original degree to Immigration.
- h) Take your passport.
- i) Take your Alien Registration Card.
- j) Fill in a form at the Immigration Office.
- k) Pay 60,000 won in fees

Remember, each Immigration Office interprets the rules slightly differently, so it always pays to go there first and get that office's final list of procedures for that Immigration area. It has always been the experience of this writer that if you go to Immigration first thing in the morning (before they are inundated with 100s of questions that wear their patience) you will have a more friendly reception.


EFL LAW

By Paul Robertson

The F2 Visa

You will have noted that the above instructions related to an E2 visa. Some teachers are here on an F2 visa these days. An F2 visa is for those who have a Korean spouse or those who have been 7 years or longer. For those on an F2 visa, you have less paperwork to complete - but you still must inform Immigration of your second job.

If you are single and have been in Korea for more than 7 years, you can apply for an F2 visa. Whilst you can apply, you need to prove you are or have been of some 'use,' i. e., benefit, to Korea. In other words, you must pass a threshold test -- then you will get an F2 visa.

Next time we will give further information relating to the F2 spouse visa. As a final note, remember that you can have urgent questions answered quickly on the EFL Law forums at www.efl-law.org. 

E2 Visa Holders in Korea

2000 = 10,064	2001 = 7,582
2002 = 9,664	2003 = 9,301

Calendar

Compiled by Jake Kimball

Conferences

- Dec 1-3 '04** CLASIC 2004 - The Inaugural CLS Conference: "Current Perspectives and Future Directions in Foreign Language Teaching and Learning." Centre for Language Studies, National University of Singapore. (Email) clasic@nus.edu.sg. (Web) <http://www.fas.nus.edu.sg/cls/clasic2004/>.
- Dec 3-4 '04** CALL Fair at ALAK International Conference (see next line).
- Dec 3-4 '04** ALAK International Conference: "Discourse and Cognitive Approaches for SLA." Featuring Carol Chapelle, Rod Ellis, Gabriele Kasper, Eric Kellerman. Info: Prof. Kilyoung Lee, Conference Chair, (Email) klee@hufs.ac.kr. (Web) www.alak.or.kr.
- Jan 20-22 '05** The 26th Annual Thailand TESOL International Conference: "Surfing the Waves of Change in ELT," Bangkok, Thailand. (Web) www.thaitesol.org.
- Jan 23 '05** Teachers of English to Speakers of Other Languages, Inc. (TESOL) - TESOL Symposium on Leadership: Initiating and Managing Changes in English Language Teaching, Bangkok, Thailand. (Email) edprograms@tesol.org. (Web) www.tesol.org/s_tesol/sec_document.asp?CID=23&DID=2046.
- Jan 29 '05** KAPEE Winter Conference: Seoul National University of Education. (Web) www.kapee.org/.
- Feb 16 '05** 2005 KASELL Winter Conference: "University English Education," Korean Association for the Study of English Language and Linguistics, Korea National Open University, Seoul. (Email) <http://society.kisti.re.kr/~kasell/> (Web) <http://society.kisti.re.kr/~kasell/>
- Mar 12 '05** First Annual Cambodia TESOL Convention English Language Teaching.
- Mar 26 '05** North Jeolla KOTESOL Conference: "Nurturing Partnerships in EFL," Jeonju University, Jeonju, Korea. (Email) northjeolla@yahoo.com.
- Mar 30 - Apr 2 '05** TESOL 2005: "Teaching Learning, Learning Teaching." San Antonio, Texas, USA. (Web) www.tesol.org.
- Apr 5-9 '05** 39th International Annual IATEFL Conference, Cardiff, Wales, UK. (Web) www.iatefl.org/conference.asp.
- Apr 9 '05** Gwangju-Jeonnang KOTESOL Conference, Chosun University. (Email) gwangju_kotesol@yahoo.com.
- May 21 '05** Seoul Chapter National Conference: "National KOTESOL SIG Day." (Email) thorkor@canada.com.
- Jun 4 '05** National Taiwan Normal University: "Teaching and Learning: ESL/EFL Teacher Education and Professional Development." (Web) www.eng.ntnu.edu.tw/.
- Jul 17-22 '05** 9th International Cognitive Linguistics Conference: "Language, Mind, and Brain." Yonsei University, Seoul, South Korea. (Web) www.icl2005.org/cmd.php.

Calls for Papers

- Dec 28 '05 for Apr 9 '05** "Mutual Learning" 2005 Taiwan TESOL International Conference. (Email) afl@sunws.nhit.edu.tw.
- Dec 31 '05 for June 4-5 '05** National Taiwan Normal University. "Teaching and Learning: ESL/EFL Teacher Education and Professional Development." (Web) www.eng.ntnu.edu.tw/.
- Jan 5 '05 for Feb 16 '05** "University English Education" 2005 KASELL Winter Conference, Korean Association for the Study of English Language and Linguistics, Korea National Open University, Seoul. (Email) <http://society.kisti.re.kr/~kasell/> (Web) <http://society.kisti.re.kr/~kasell/>
- Jan 17 '05 for Mar 30-Apr 2** Four TESOL 2005 Electronic Village Special Events (Internet Fair, Applications Fair, EV Mini-Workshops, and Developers' Showcase) at TESOL 2005: "Teaching Learning, Learning Teaching: A Nexus in Texas." San Antonio, Texas, USA.
- Mar 10 '05 for Mar 26 '05** "Nurturing Partnerships in EFL" Jeonju University, Jeonju, Korea. (Email) northjeolla@yahoo.com.
- Mar 12 '05 for April 9, '05** Gwangju-Jeonnang KOTESOL Conference. Chosun University, Gwangju. (Email) gwangju_kotesol@yahoo.com.
- Apr 15 '05 for May 30-June 1, '05** "English Language Education: Confronting Changing Realities." Malaysian English Language Teaching Association. (Web) www.melta.org.my/modules/news/.

Submissions

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: TEC Calendar, (Email) KOTESOL@asia.com

KOTESOL Past Presidents

Scott Berlin 1993-94
Dr. Jeong-ryeol Kim 1994-95
Dr. Oryang Kwon 1995-96
Dr. Joo-Kyung Park 1996-97
Carl Dusthimer 1997-99
Dr. Sangho Han 1999-00
Dr. Andrew Finch 2000-01
Dr. Taeduck Hyun 2001
Dr. Sangdo Woo 2001-02
Dr. Robert J. Dickey 2002-03
Dr. Myung-Jai Kang 2003-04

The Magic of TPR-Storytelling

By Yeon-seong Park

Ever since 2001, when a colleague of mine in the Language Education Center at Chonam National University introduced me to TPR (Total Physical Response), I have been interested in this method. A presentation I attended at the 11th KOTESOL International Conference further widened my knowledge of and interest in the world of TPR.

Introduced by Dr. James Asher in the 1960s and 1970s, TPR enables students to acquire vocabulary in a manner similar to the way children learn their first language - by allowing students to pass through a silent period until they are ready to speak. However, TPR is not without some serious limitations: TPR predominantly focuses on the imperative mood, resulting in limited acquisition of narratives and descriptions. In short, TPR is good for beginner-level students. Perhaps partly as a result of this shortcoming, Blaine Ray developed TPR Storytelling (TPR-S) in the 1980s and 1990s and published *Look, I Can Talk*. In TPR-S, students make up stories using targeted verbs, for example: *There is a dog. There is a chick. The dog wants to eat the chick. The dog grabs the chick. But the chick offers the dog a sandwich. What a relief!* Through TPR-S, we can teach narratives and descriptions.

The young learner program at CNU's LEC is composed of one year of general English courses (*New Parade*), followed by one year of storytelling classes, and finally a one-year reading class. The idea of trying TPR-S came to me while I was teaching a reading class, and I found myself translating words and sentences into Korean. Even though students in my advanced reading classes had been learning English for more than a year, it was hard for them to understand *Time for Kids* in English. This was my opportunity to try TPR-S. I then made a proposal to the LEC coordinator, who gladly accepted my proposal and provided TPR-S materials and full support. My native-English-speaking co-teacher had already attended TPR

"Almost all of my students were speaking and writing in English with confidence."

workshops in the U.S. Thus, my expectations were high for this class. I could now implement books and methods in which I truly believed. I was waiting for a miracle to happen.

My classes numbered fifteen students, ranging from elementary school third grade to sixth grade. We met twice a week for two hours each class, one hour with me and

another hour with the native-English-speaking teacher. We used McKay's *TPR-Storytelling* in the first session and Ray's *Look, I Can Talk* in the

second. Generally, we used the following procedures:

1. Teach students American Sign Language gestures and/or make up my own.
2. Tell a story using pictures and gestures.
3. Act out stories.
4. Show story illustrations on overhead projector.
5. Students tell the story in their own words.
6. Individual students retell the story to the class.
7. Comprehension check.

Students were eager to learn and enjoyed the class. We did, however, find some minor problems. For advanced students, McKay's book was too easy. The vocabulary was simple and only present tense verbs were used. To solve this problem, I thought of some effective follow-up activities. For example, students wrote stories using illustrations. I also composed pre-reading questions to encourage learners to make connections between their personal experiences and the targeted themes and language of the lessons.

Intern teachers, who often helped me, were my partner or a student's partner when we practiced hand gestures or retold a story. They were unanimously surprised at my students' level of English. Almost all of my students were speaking and writing in English with confidence.

During my final TPR-S class, I organized a speed game to find out which students could tell complete stories the fastest. A majority of the students joined in voluntarily and enthusiastically. All of them could tell stories quite rapidly. It was the miracle that I had wanted to see and hear in my young learners. I was happy and pleasantly surprised by the results achieved through TPR-S.

After only four months, I could say without hesitation that TPR-S is one of one of my preferred teaching methods, and a method that actively involves students in the learning process. Now, I am considering some changes rather than conducting classes based solely on TPR-S. More specifically, I want to improve my reading program by adding a broader variety of topics - something I personally see as being necessary for my students. In future sessions, I plan to incorporate TPR-S's strengths into my other

Young Learners

Edited by Jason Renshaw



reading classes.

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The Author

Dr. Yeon-seong Park holds a doctorate in English Literature from Chonnam National University where she is now teaches credit courses, as well as young learners in the University's Language Education Center teaching



young learners. She also has a special appreciation for storytelling and TPR-S. As for KOTESOL service, she is currently Membership Coordinator for the Gwangju-Jeonnam Chapter. Email: pypark@yahoo.com

Useful Websites and References

- American Sign Language Browser:
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- Total Physical Response World: <http://www.tpr-world.com>
- Ray, B., & Seely, C. (1997). *Fluency through TPR storytelling*. Berkley, CA: Command Performance Language Institute.
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Continued from page 11.

However, the final decision really rests with each individual lecturer, who decides what new techniques and methodology he/she can introduce. It was very encouraging to read in the questionnaire that many lecturers have felt it worthwhile to introduce changes into their own classes. Reasons for this were various. Some felt that new techniques made the classes more interesting for their students; others felt that it was important to give students more practice in the listening and speaking skills. Others thought it was important for students to express their ideas more freely and become more active in class.

What has been so rewarding while working on this project is that the lecturers at the universities have been willing to listen to and evaluate new ideas. Of course, there are constraints, and one has to respect and work within the culture of the institution. Not all innovations are going to be wholly adopted, nor should they be. However, there seems to be a genuine interest in improving the students' level of communication among many of the lecturers in the universities, and this, I feel, is a key factor in influencing the success of the project. In the words of one of the lecturer's in answer to the question "Do you think that change is necessary in your institution?" - "Yes, mine is not always best. A wise person always learns."

In time, some of these changes may move upwards and

influence decisions at a higher level.

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The Author

Zina Bowey holds a B.Ed. (Hons) from Exeter University and an MA TEFL from the University of East Anglia. She has been a teacher and trainer on British Council projects in Spain, The Sudan, China, Poland, and Northern Cyprus in addition to the DPRK.



Citation Skills and Avoiding Plagiarism (Part 1)

This is the first part of a two-part column describing what the intermediate or advanced writing class teacher in Korea needs to know about their teaching environment, especially regarding referencing and plagiarism.

First, a definition of terms: Plagiarism is the use of other sources unacceptably ranging from copying without citation to excessive borrowing of the words of another author but with citation. Paraphrase is the rewording of a short piece of text written by another author with a citation.

Know Your Audience

In North America, the standard undergraduate "term paper" common in the social sciences and humanities develops a thesis and properly cites scholarly sources according to a style guide such as APA. In Korea, this is rare in undergraduate education, as no particular style of referencing is usually required.

While this does not excuse the prevalence of plagiarism, we must try to understand that some of our students really, honestly, do not know how to write a research paper using Western criteria. This can even apply up to the graduate level. According to my students, a Masters Degree program, either here or abroad, is often the first time that many Korean students learn how to properly cite and use scholarly references.

Note Cultural Differences

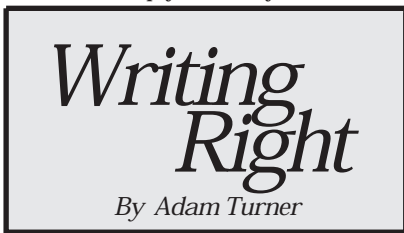
Claiming the existence of cultural differences in misusing sources is valid. However, it does not mean that we cannot insist on the appropriate use of writing standards. Since

"We should try to understand the environment we work in."

most Korean students know that the overt forms of cheating are unacceptable, focus on paraphrasing skills first. It could be said that an unacceptably high number of Korean students - right up to the doctoral level and even some faculty - believe that it is acceptable to copy either an entire sentence, or most of it, and then paste it into an essay without quotation marks as long as the citation is clearly given. This is simply not ethical from a Western perspective. However, in Korean writing, it is generally acceptable to paraphrase liberally or use larger chunks of other's writing as long as the citation is clearly given. Many Korean writers do not fully understand that the words themselves, not just the ideas they contain, are the "property" of the author, and must be acknowledged. This is a particularly Western concept.

Take One Step Back

In order to teach citation skills, it is a good idea to take one step back and discuss why we use citations. Students may not fully understand that citations are used as evidence and/or support for the thesis of the paper. They may see citations simply as a way to show that they have done the



research and know the topic. Finally, complex historical reasons might help to explain the cause of plagiarism. In traditional forms of East Asian writing,

the key point was to show mastery of the classical literature rather than develop an original thesis. This factor may still be influencing our students' writing.

Know Your University Policies

Most universities in Korea do not have a plagiarism policy or a clear process for dealing with plagiarism. And according to some foreign teachers and Korean professors, if you have a serious problem with plagiarism, you may have to solve it privately with the student instead of relying on established policies for guidance and support. Students whose essays have sections obviously copied are usually given lower grades. The answer to the question of why there is so much plagiarism in Korean universities may, in fact, be very simple: the students are not punished severely.

Know Thyself

Native English speaking teachers, especially with an English or English Literature background, may be relying too much on MLA or APA styles as their frame of reference for teaching advanced composition. It is also important for teachers to get a better sense of the types of writing students really need; for example, why isn't formal email writing taught more often as an essential writing skill? What about in-text citations or the choice of reporting verbs such as "suggests" and "claims," etc.? What about the use of direct quotations? In the hundreds of engineering papers I have read, I have only seen two cases of direct quotation!

To be more effective EFL teachers, we should try to understand the environment we work in. Also, it should be noted that plagiarism has gone global. Some foreign teachers who have been teaching in Korea for many years tend to underestimate how prevalent plagiarism has become in Western countries. To combat plagiarism, many North American universities now subscribe to services such as <http://www.turnitin.com/>, an Internet search tool, to catch students who are plagiarizing.

In my next column I will outline specific strategies and activities that can be used in class. In the meantime, go to <http://www.ohiou.edu/esl/help/plagiarism.html> for a good, general resource on plagiarism.



Where the Kin Are From

Do you know where your relatives are from? *Shaffer* [G *Schaefer* (shepherd)] is a German family name, but after a bit of genealogical research, I have found that "relatives" have a far more varied ancestry than at first believed. Take *Father*, for instance. He is actually English (OE *faeder*), but had relatives that were German (Old High German = OHG *fater*), Latin (*pater*), and Greek (*pater*). Interracial marriage was out of the question in my parents' time, so *Mother*, too, is Old English. Much like *Father*, her relatives are German (OHG *muoter*), Latin (*mater*), and Greek (*meter*), but she also has a distant relative in Sanskrit (*matr*).

For brothers, I have four. The youngest *brother* is English (OE *brothor*), the next has a relative that is German (OHG *bruodor*); the next, Latin (*frater*); and the oldest, Greek (*phrater*, a member of a clan). My only sister, on the other hand, is part English (OE *sweoster*) and part Scandinavian Norse (ON *systir*), with a Latin relative as well (*soror*).

The *wife* thought her ancestry was purely Korean (K *waipeu*), but found a close relative from across the ocean (ModE *wife*, OE *wif*) and a more distant German relative (OHG *wib*). What are really mystifying are the children. The first *kid* is English [ME *kide* (goat)] but of Scandinavian origin, related to the Norse [ON *kith* (kid goat)], it would seem. The second *child* is English, too (OE *cild*), but somehow also has roots going back to Gothic

(*kilthei*, womb) - well, she is a girl - and Sanskrit (*jatharu*, belly) [I'm not going to even think of mentioning the size of her belly].

Regardless of this, the *son* and *daughter* both have German and Greek ties - OHG *sun* and Gk *hyios* for the *son*, and OHG *tohter* and Gk *thygater* for the *daughter*.

Way back when I was a young Turk, I had a *fiancée* who was French (OF *fier*, to trust) who had relatives going back to Vulgar Latin (*fidare*), and trust me, she was - woo-woo - oh so vulgar... but that's a topic for another day. It wasn't until years later that I became a *groom* (clipped form of *bridegroom*; OE *brydguma*). If it had been earlier, I would have been something different because in the 14th century a *groom* was just any man, and in the 13th century, he was a boy. My *bride*, as I said, has English ancestry (OE *bryd*) and German kin as well (OHG *brut*), but that may be telling more about her than she would like for you to know.

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



Word Whys

By David E. Shaffer



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Action Research: What? Why? How?

Welcome to the first article of what is to be a regular column on the topic of Action Research. To celebrate this new arrival in *The English Connection* (TEC), this initial article is presented in the form of a dialog between two EFL teachers (A & B).

Scene: A is sitting on the sofa, avidly reading the latest copy of TEC. B is in the kitchen, heating up some Shin Ramyon, instant noodles.

Action Research

By Andrew Finch

A: Hey, B, look at this: "Action Research: What? Why? How?" This could be interesting.

B: Come on, A. We've heard it all before. Don't you mean "Action Research: Who needs it?"

A: Do I detect a hint of sarcasm in your voice?

B: You could say that, but I'd prefer to call it realism. We're both EFL teachers. We don't have time to mess around with research.

A: Mmm (*continues reading silently*)

B: And even if we did, we couldn't be sure that we'd be in the same job at the end of the research period.

A: Mmm (*continues reading silently*)

B: And then who's going to publish it after we've been to all the trouble of data collection and data analysis, let alone report writing?

A: Mmm (*continues reading silently*)

B: Put that down and eat some *ramyon*. You're making me nervous.

A: It's strange, but all the things you've just mentioned are in this article. Did you write it?

B: You must be joking. I don't have time to write for TEC. I don't even know what "TEC" means.

A: According to this article, the next thing you will say is that published research rarely gets into the classroom.

B: You beat me to it. It was on the tip of my tongue.

A: In fact, it cites an article by Patsy Lightbown*, which lists the achievements of Applied Linguistics in terms of making our methodology more informed. It's a very short list.

B: What did I tell you? Come on, the baseball game will be on TV soon.

A: Hear me out. This could be useful. Do you know what Action Research is?

B: Search me.

A: It's research carried out by teachers in their own classrooms. When they identify a problem (research question), they look for ways of solving it (hypothesis), try them out in class (research method), and see whether they work (data analysis, conclusions). If the problem is solved, everyone's happy. If the problem continues, then they look for other approaches.

B: Is that all? You mean Action Research is teaching?

A: Or teaching is Action Research. All teachers have problems to solve. Action Research simply documents the process and makes the results available to other teachers.

B: You're talking about publishing the results now. That sounds like hard work.

A: OK, but think about it. Imagine that you identify problems in your classes. Maybe there's a motivation problem, a confidence problem, or peer pressure.

B: Or students turning up late without a book.

A: A problem - structural, acquisitional, affective, social, etc.

B: One of the many.

A: So you decide to look into it. Maybe there are factors involved that you hadn't thought about before.

B: You're not kidding.

A: You give the students questionnaires, you interview them, you video the class, or you ask a colleague to come in and watch.

B: Really?

A: And then you take a look at all the data. Perhaps there's something there. Maybe the students tell you something about your classes that you didn't realize.

B: I'm not sure I want to know.

A: Even on the most basic level, just asking someone to observe you and to count all the times you say "OK," "Good job," "Well done," "Listen to me," etc. can make a big change in your lessons and in your students' perceptions of you.

B: I see what you mean. And then there's the body language and mannerisms.

A: Exactly. We never see our habitual actions until someone points them out.

B: And that's all there is to Action Research?

A: Certainly not, but let's move on to your next point.

B: But I haven't made it yet.

A: I know, but you will. It's all in the article. It says here that you are worried about generalizability of results and the validity of qualitative research methods.

B: Well, I wouldn't have put it in quite those words...

A: Let's take the first one. Every teacher is different, every learning institution is different and every class of students is different. So how can we expect to share our results with other teachers?

B: Or why should we concern ourselves with their results?

A: When we do Action Research, we simply document case studies. We say "This is how I approached this problem in this situation, and this is what happened."

B: What's all the fuss? That's no big deal.

A: Yes, it is a big deal. This sort of information is extremely valuable to other teachers faced with similar problems. Even if you say "I tried this and it didn't work," your colleagues need to know, so that they don't waste time following the same route. And how about all those people

Continued on page 25.

Treasure Hunt



Most of us who've signed up for a MA-level course experience similar problems in accessing reference material. While the problem can be reduced to a nuisance, I fear it will never be completely or satisfactorily solved. Following are some resources and methods that have helped others locate books and journal articles. The most important step is planning, as reference materials will take some time to get. Determine what you'll need and then figure out where to get it at the cheapest cost.

There are many resources available to us for acquiring texts. Two of the best sources of information may be the most difficult and the most overlooked. Most distance programs supply students with access to their campus library and some way of communicating with other students. While all schools differ, most offer online material to their distance students. Figure out what they offer and how to access it. This can prove to be a headache, but potentially worthwhile. If you're properly established with your library, inter-library loans may be available; and if you need journals, it is likely that your library has a service to dispatch journal copies rather cheaply. Ask your administrator for an Athens password to access online databases such as Ingenta. TESOL Quarterly and ELT Journal on CD make for good investments, too. Another option is to buy or borrow books from people enrolled in your course or other MA courses. You will need to work on developing contacts and resources early on because neither can be done overnight.

Don't overlook libraries at Korean universities. In fact, your Korean university ID is like a passport in that you should be granted access to

Distance Learning

By Jon Marshall

other university libraries. Most have English language resources. You may need to bring a Korean friend with you to help you navigate the library itself and any of its online resources. At times you may find yourself in a "gray area" when emailing yourself URLs to material that is only accessible through library subscription - but that's an individual decision.

One trick I've found is to do a Google search for a "unique ten word string." Frequently an accessible reference will be returned. This is a good way of locating online journal articles as well. Also, you can try out Google's new service Google Scholar at <http://scholar.google.com/>.

Purchasing books can be the easiest, but most expensive route. Aside from Amazon.com or Abe.com, visit publishers' websites (CUP, OUP, Pearson), go to conferences and seminars for discounted books, and visit bookstores such as Kyobo or your local English language specialty shop.



Continued from page 24.

writing books and papers in ESL countries? These are the professional books we are expected to read, but which are based on the ESL situation. Few of these authors have been in an EFL classroom and faced the sort of situations we face every day. If we write them up, this will be giving much-needed data to those authors.

B: It sounds like you're sold on the idea.

A: Well, I like the fact that this approach respects **me** as a teacher, along with the things that **I** find out about **my** teaching situation. Instead of having a stranger coming in and observing out of the blue, I can work with my students and watch things develop.

B: Just a minute. What happened to those questions about validity and reliability?

A: No problem. It says here that qualitative research methods have been fully justified for some time, and even that they are sounder than the old propositional, isolationist ones. But apparently there will be more about that in the next article. Let's watch the game. Your

ramyon's getting cold.

The Author

Andrew Finch came to Korea in 1989 and is currently assistant professor of ELT at Kyungpook National University, Daegu. His Ph.D. (2000) is from the University of Manchester and examines the design, implementation, and evaluation of a task-based university conversation program in Korea. Research interests include classroom-based assessment, promotion of positive attitude change, the learning environment, and teachers as agents of social change. Andrew has been in KOTESOL for more than 10 years. Task-based materials that he has developed can be downloaded (free) from www.finchpark.com/books.

* Lightbown, P. (2000). Anniversary article: Classroom SLA research and second language teaching. *Applied Linguistics*, 21(4), 431-462.



Doing Research

Many teachers advocate "associations" and a broad and multi-faceted approach to development. However, it may be time for a reality check. The fact is that many others look at professional development with an eye towards promotions, pay-raises, and new job opportunities. And particularly in Korea, many employers are quite conservative in their perspectives on what constitutes evidence of growth as a teacher. These conservative individuals typically want to see evidence of research alongside certificates, degrees, and teaching experience.

Many of you likely thought that your research projects ended when you finished your last formal studies program. Don't gasp or fret at the thought of more research. It doesn't have to be that bad! There are lots of varieties of research. This column will discuss some of them, and issues around teachers doing research in general.

Classic research, often called "quantitative" study because of its heavy reliance on numeric data, isn't really part of most teachers' approach to research. Most of us aren't equipped with statistical analysis training and tools, and aren't interested in learning. While not ruling this type of research out, let's look a bit further.

"Qualitative research" suggests that, rather than looking at numbers, there are other factors that can be evaluated carefully and relatively accurately. Not necessarily an exact opposite of quantitative, it is enough to recognize that most classroom teachers who do research are more interested in studies that don't reduce all factors to "yes"/"no" or purely numeric calculations.

"many employers are quite conservative in their perspectives on what constitutes evidence of growth as a teacher."

Classroom-based research, case-studies, and action research are the areas that most teachers are more able and willing to consider. There are countless definitions for each of these. Let me summarize by observing that classroom-based research seems pretty self-descriptive, but note that the researcher may not be a teacher, or might be a teacher operating under the direction of an outsider. Case studies can be done by anyone. The case might be an individual, a few individuals, a class, all classes taught by an individual, all classes taught by a group of teachers, or any number of teachers attempting to jointly test a certain strategy. Action

research is designed by a teacher in reaction to an event or events occurring in that teacher's own classroom

Professional Development

By Robert J. Dickey

Action research comes in different varieties. Some of the best-known scholars in ELT can't agree on an ideal approach, so I'd like to direct those interested to a review essay comparing the designs from three of the better-known teacher-research books. It is published in the PAC Journal and available online (Dickey, 2001a).

In terms of satisfying those conservative employers, it's not enough to just do the research study; it has to be published. Publishing, and how to publish, is one of the areas of disagreement identified in the review essay. But as I have noted in another organization's newsletter a few years ago (Dickey, 2001b), for many people, if the "study" doesn't conform to some traditional concerns for "scholarly rigor" and publication, it may not be treated as "research." And thus, you won't get the credit you seek. However, publication need not be defined as "in a journal."

In Korea, most employers grant some level of recognition to conference presentations so long as an abstract appears in a program book. An "extended summary" of two to six pages receives additional credit. A "full-length paper" (2,000-9,000 words) appearing in a teachers' newsletter or bound conference proceedings is awarded still more credit, and publication in a book or journal more still. Note that for many Korean employers, an "Internet journal" (where there are no hardcopies published) may not be recognized as a bona-fide journal, though this thinking is beginning to change. This issue may affect your decision on where to submit a paper, as might the relative "ranking" awarded a journal. Simply posting your paper on your own website might serve some purposes as well.

Korea TESOL has its own journal (*Korea TESOL Journal*), which is actively encouraging more research papers about Korean learners, written by teachers in Korea. *KOTESOL Conference Proceedings* and this newsletter, *The English Connection*, also seek submissions.

Dr. Andrew Finch wrote a humorous, yet telling little dialog about doing action research in the January 2002 issue of this newsletter (Finch, 2002a), which points out how important and relatively painless action research can be. (Also see his Action Research article in this issue.) Furthermore, KOTESOL has a research committee, and research grants, which can support teachers in their investigations. You can take a look at other articles in previous issues (see Jung, 2002, and Finch, 2002b) and



browse further yourself.

More than anything else, if you want to "do research" in terms of meeting the standards for publication and in order to satisfy those traditional professional growth assessments, may I make some suggestions. Make a research plan (yes, even for dynamic action research), share it with some others who have publishing experience, and start a literature review of the relevant issue before starting the research. Even just three to four hours in the library can help you refine your experiment and give you confidence that what you intend to do will be attractive to some journal or conference committee.

There are also a myriad of articles on the Internet about publishing. Check our own KOTESOL publications page for a few pointers: <http://www.kotesol.org/pubs>.

Within KOTESOL, individuals willing to give advice on your research include:

Dr. Joo-Kyung Park, Research Committee Chair
Dr. Dongil Shin, *Korea TESOL Journal* Editor-in-Chief
And myself, Dr. Robert Dickey.

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Korea 40 Years Ago: Coups and Black Rubber Shoes

By Yangdon Ju

The 1960s in Korea were filled with big changes in the political, economic, and social situation with numerous significant incidents and events. The year 1964 is a long 40 years in the past, but a short 11 years after the end of the Korean War and only 18 years after the end of Japanese colonial occupation. These two events stripped the country of any economic wealth that they may have had earlier. I was a secondary school student at the time and remember that the country was as politically unprepared to govern itself as it was economically unable.

The Political Situation

Politically, a rigged presidential election in March, 1960, placed Rhee Syngman back in power. Barely two months later, he was ousted by a popular uprising beginning on April 19, 1960, fueled predominantly by Seoul University students and their professors. General Park Chung Hee then led a coup against the new government on May 16, 1961. His new government lasted until October 26, 1979, when he was assassinated. However, during his reign, the general tried to implement reforms in many areas. For instance, when I was in middle school, I observed women wearing skirts with hemlines above the knees being caught by police and soldiers.

In June, 1965, when I was in high school, we took part in a

**"students walked
4 to 5 km to school...
in black rubber shoes with
no socks"**

demonstration against the Treaty on Basic Relations Between the Republic of Korea and Japan. To try to minimize the size of the demonstration, schools were closed in an attempt to prevent propaganda from spreading among the students. As a result, we all had a prolonged summer vacation.

In 1965, the first Korean soldiers were sent to the war in Vietnam and the deployment continued until 1973 when the war ended. Students were mobilized to send off the soldiers at the Busan and Incheon Ports, waving national flags as teary-eyed girls looked on.

The year 1968 is an unforgettable one the South Korean people. On January 21, North Korean soldiers crossed the DMZ and unsuccessfully tried to take over the Blue House, the home of the South Korean President.

The Social Situation

The country and the people were very poor since the

Korean War's three-year struggle ended in 1953. A GNP per capita of US\$100 in 1963 and US\$210 in 1969 illustrate the extent of the

Korea of Decades Past

Edited by David E. Shaffer

the poverty in South Korea at the time. In attempt to better South Korea's economic disposition, Park Chung Hee's government tried to industrialize the country. The First Five-Year Economic Development Plan was established over the five-year period between 1962 and 1966. In general, he undertook the task of picking up the broken pieces of South Korea left by the devastating war and ineffective government.

In the early 1960s, many areas in the countryside did not yet have electricity; therefore, we had to use oil lamps. It wasn't uncommon for students to accidentally burn their hair on the lamp flame while studying or dozing off. Transportation was also difficult during those times. Bus and streetcar fares were both 2.50 won in Seoul and Busan. Students would usually walk the 2 to 3-kilometer journey to school to save their bus fare and buy pastries with it instead. In the countryside, even young elementary school students walked 4 to 5 kilometers to school. Back then many walked in black rubber shoes with no socks - even on cold days - because their families just couldn't afford socks.

During the planting and harvest seasons, there was often a shortage in the workforce. As a result, students would skip school to help their parents on the farm or to take care of infants. Some of the more unfortunate ones, even elementary school students, would carry their little brothers or sisters on their backs and took care of them while attending class. Schools often closed for a week for this reason. I remember we used to cut and collect grass for cows in the summer. When we became hungry, we stole some potatoes from a nearby field and baked them near the creek. We often stole watermelons as well because we were so hungry. In the winter, as elementary school students, we would go to the mountains to gather firewood.

All the students in secondary schools as well as universities wore school uniforms and caps when they went to school and came back home. Students often wore them even off campus because they didn't have any other presentable clothes to wear. As a result, when students walked around the city, people were easily able to recognize what school they were attending because they wore school insignias on their uniforms and caps. University students were envied because a very low percentage of high school graduates were chosen to go and so few could afford it. They were easily recognized by their four-cornered caps.



The English Education Situation

The Grammar-Translation Method had been the main teaching method since the early years of English teaching in Korea. I remember that English teachers who were well accomplished in grammar were popular among students and were thought of as good English teachers. Students thought that if they mastered grammar and vocabulary, they could be good in reading. Thus, some students tried to memorize all the entries in the dictionary, which was of course impossible to accomplish. I remember memorizing the words for every unit of my English text in the streetcar on my way to and from school. English teachers didn't focus on speaking, listening, and reading comprehension because they lacked the skills. We were not able to get any English reading materials except for the English textbooks we already had. Some higher-level college students studied *The Korea Times*, *Reader's Digest*, *Guideposts*, and other similar magazines to improve their reading comprehension skills.

Some English teachers used British English while others used American English. However, some of them spoke English with a heavy Japanese-style accent because their English teachers were Japanese during the period of Japanese occupation. We often said that British English was for diplomatic jobs, while American English was for

"Going abroad to study was unimaginable in those days."

business. Later on, American English supplanted British English. Just after the liberation of Korea from Japan, the Audio-Lingual Method was introduced. Language laboratory facilities were installed in some national universities and leading private universities from the early to mid 1960s. The University Language Laboratory Association of Korea, which is the present-day KATE, was founded in 1964 by English professors of universities that had language laboratories. The number of organizations with language laboratories increased over the next six years. By 1970, there were 34 universities, 10 secondary schools, 7 special organizations, and 12 educational organizations that had the prestige of having state-of-the-art language labs (Kwon, 1995).

There were some institutes (*hagwon*) for high school and university students in those days, too. Only a few students went to private institutes, while the majority could not afford to attend them. Regarding English education, mostly grammar and some translation were taught. Students studied in the public library or private study rooms called *dokseo-sil*, which students still use. Unlike today, however, the rooms for girls and boys were not separated. When studying in a *dokseo-sil*, I often had girls sitting next to me,

making it difficult to concentrate. One day, I took a seat that had boys on the right and left. However, I realized that one girl was studying in front of me. Even though there was a board between us, our feet sometimes touched under the table. As a result, I concentrated more on our feet and less on the book I was trying to study.

As far as I can remember, there was only one English institute, ESS, in Busan in 1966. One day I attended an open class there. Though I wanted to study at the language school, I couldn't afford the tuition. Going abroad to study English was unimaginable in those days. We couldn't hear any native English speakers' voices, not even recorded ones in class. Most of the middle and high schools didn't even have cassette players or tapes. However, some of my classmates and I got permission to visit a US military camp, giving us the rare chance to talk to native English speakers.

Students were not allowed to go to the movies by themselves even though the movies were appropriate for students. Instead, students sometimes went to the movies as a class during school hours. I remember watching spectacles such as *Ben Hur* and *The Ten Commandments*. Watching English movies was the only time to hear English, except for AFKN (American Forces Korea Network), which was broadcasted in some large cities. However, students in those days didn't care about listening to English. Instead they cared about the grammar and words that would be useful for translation questions on general school exams and the university entrance exam.

The advent of the Peace Corps in 1966 brought big changes to English education in Korea. In September of that year, Peace Corps volunteers from the USA started to be assigned to secondary schools and universities. In August, 1967, Chonnam University got a whopping 10 Peace Corps volunteers and had teacher training for 50 English teachers (Shin, 1994). Korean has not been the same since.

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The Author

Yangdon Ju has been a professor at Hyecheon College since 1991. His main area of interest is listening comprehension. He has written textbooks on listening comprehension and on tourism English. He participated in KATE, one of the predecessors of KOTESOL, from 1989 and has been active in KOTESOL from its very beginning. He was the President of Daejeon Chapter in 1994-1995 and was the chair of the KOTESOL International Conference Committee in 2003. He currently holds the position of Domestic Relations Committee Chair.



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Work Affiliation: _____ **Fax:** _____

Address: _____

Biographical Information. Write a brief history for each presenter. Please use the third person ("he," "she," NOT "I"). Maximum length: 100 words. (Use separate sheet.)

Abstract. On a separate sheet of paper, provide your abstract. Include title, and all presenter's names and affiliations. Maximum length: 150 words.

1ST ANNUAL NORTH JEOLLA
KOTESOL CONFERENCE
Nurturing Partnerships in EFL

March 26, 2005
Jeonju University, Jeonju
9 am - 5 pm

CALL FOR PRESENTATIONS

The deadline for receipt of proposals is March 10th, 2005.

The 2005 Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the environment of NE Asia. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes.

Please e-mail your proposal to:

Allison Bill, North Jeolla Chapter

E-mail: *northjeolla@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 Secondary University Adult Education

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 as needed):

Name: _____ E-mail: _____

Work phone: _____ Home phone: _____

Work Affiliation: _____ Fax: _____

Address: _____

Biographical Information. Write a brief history for each presenter. Please use the third person ("he," "she," NOT "I"). Maximum length: 100 words. (Use separate sheet.)

Use a separate sheet for your abstract. Include the title, all presenters' names, and affiliation on each abstract submitted. Maximum length: 150 words.

www.kotesol.org/north-jeolla/

In Tokyo, New Music on the Radio...



"We'll say goodbye to the world we know. This is our exodus '04," sings the current Japanese pop diva Utada Hikaru. For decades Japanese musicians have played with English lyrics, inserting a catchy phrase here and there. But until the September 8, 2004 release of Exodus - a CD composed entirely in English by a Japanese musician - language teachers have relied on the words of the Beatles and the Carpenters, or groups of international artists singing "I'd Like to Teach the World to Sing."

After years of learning and adapting ideas from literature and textbooks authored by native speakers, English - creative original English that has not been translated - is finally making its way out of classrooms around Asia and becoming "mainstream." During the past century some fine examples of Asian English have been recognized by publishers and universities: original English poetry from the Philippines; literature originally written in English by Chinese writers in Singapore; and movie scripts in English from Hong Kong. But until English composed by Asians becomes more prevalent, it will be difficult for teachers to motivate students using examples provided by student peer models.

"creative original English that has not been translated - is finally making its way out of classrooms around Asia and becoming 'mainstream.'"

Haiku poetry composed in English by Japanese writers has become popular within and outside of Japan. Now pop music written in English by Japanese composers has begun to flourish. Next, with encouragement by teachers and acceptance by an admiring public, the first novels composed originally in English by Japanese authors may begin to appear. Mirroring this trend, in the first track of her new album, "Opening," Utada sings in a lonely voice: "Together you and I, We can cross our borders, you and I."

According to publicly aired interviews with Utada, she feared that an English-language album would be perceived by her Japanese fans as a sellout. Instead the album has already sold close to a million copies. The 21-year old bilingual studied for a semester at Columbia University in New York. In the title song, she writes "With you these streets are heaven. Now home feels so foreign."

Pop music is making inroads into the English teaching curriculum. In 2002, undergraduates taking their final year

examinations at Cambridge University were to discuss the lyrics of the Bee Gees hit song, "Tragedy." The positive aspects of using

Pan Asia

By David McMurray

music in the EFL classroom include its: (1) comprehensible grammatical input; (2) ease of being remembered; (3) conversational lyrics; (4) ability to move the minds and the hearts of students; (5) emphasis on intonation, stress and rhythm; and (6) cultural input. Pop music is an authentic language source and its ballads contain examples of real, colloquial speech. Teachers have used pop music to reinforce grammar, vocabulary, listening, reading, speaking, and writing skills. Music is a stimulus that has the capacity to hold the students' interest. Teachers of elementary school children all across Asia rely on English music and chants in their daily lessons.

"What will children learn sooner than a song?" asked the essayist Alexander Pope at the beginning of the 18th century. After all, we learn the ABCs through song. Chants are used to teach children the names of animals, countries, prepositions, and verbs. Demonstrating the reply to his rhetorical question in his seminal "Essay on Man," Pope composed in verse and rhyme rather than prose. Pope believed that instruction depends on its conciseness and he reasoned that musical verse strikes the student more strongly at first, and is more easily retained afterwards.

Interest in using the way children learn their first language as a model for foreign language was kindled in the late 1800s by Gouin's Series Method of demonstrating a physical action such as combing one's hair and then presenting the action in words by orally stating "I am combing my hair."

From the 1950s, the Audio-lingual Method of pattern practice drills using tape-recording technology developed during World War II was further experimented with in schools. The Audio-lingual Method, with its emphasis on memorization of new grammatical structures and use in a language laboratory, dominated foreign language teaching until the 1980s. The method still attracts teachers today, and works well when music is used in the language laboratory in a school where students can learn to speak English by listening to tapes and by recording their own voices. Renewed forms of the Audio-lingual Method are attracting teachers of children. Rote learning can be made more fun if it involves different activities such as jazz chants, songs, and poems.

Teachers of children know that it's at the very beginning of learning a new language that the strangeness and humor in

Continued on page 33.

You Be the Judge

At some point in your Korean sojourn you may be asked to preside as judge or juror at a speaking contest. At the very least, you may be asked to prepare students for an informal, in-house speaking test. Although university students and high school students seem to make up the majority of contestants, it is not unheard of for elementary school students to test their nerves. Before judging, it may be prudent to educate yourself on how to assess speaking by becoming familiar with different assessment instruments, suggested procedures for giving oral tests, and a variety of popular scales or rubrics for oral proficiency scores. These links offer a head start.

ETS (Educational Testing Services, the makers of TOEFL and TOEIC) now includes speaking as part of the new TOEFL. Visit <http://www.ets.org/tse/> for updates on that test. You may also find research papers and sample test questions. This test includes nine different questions and covers a variety of discourse contexts.

ACTFL, the American Council on the Teaching of Foreign Languages, has more extensive information on proficiency guidelines. The Oral Proficiency Interview (OPI) is a widely used measuring instrument, which has a long history, dating back to the 1950s. It originally contained five levels ranging from 0-5, with each level including a "plus" (+) level, thus offering eleven levels in total. A contemporary makeover has left the OPI with Novice, Intermediate, Advanced, and Superior levels (all subdivided). It is also useful to investigate the four stages of the interview that the OPI encompasses. A good place to begin reading about

Continued from page 32.

the sound and the sights of the new language are most consciously felt. For example, in the pop songs of Utada, she sounds like she is having fun singing "Easy Breezy," when she rhymes: "You're easy breezy and I'm Japanesey." She also takes a childlike approach in her song "Tippy Toe," with lines like: "Cuz you're married an ya even got a family too. Pray that they don't hear you, Now let me see ya dance on your tippy toe, ooh!"

The opportunity to use English music created locally will likely increase motivation among students all across Asia. While teaching topics and themes in the classroom, the content of the music can be emphasized more than the study of discrete units of language. This keeps the motivation of students at a high point. English music with an Asian content and atmosphere allows students to quickly see its image. In Utada's pop songs she even mixes in some internationally known Japanese greeting words: "You came and went and left my house like a breeze just passing by. *Konnichiwa sayonara* it was nice of you to stop by."



Web Wheres

By Jake Kimball

OPI guidelines and procedures is at <http://www.cal.org/resources/digest/stansf01.html>.

Aside from these renowned testing instruments, there are a variety of generic rubrics available online. The following rubrics can be printed, brought to class, and used quickly and efficiently to rate students' oral presentation skills. Pearson Education offers http://www.phschool.com/professional_development/assessment/rub_oral_presentation.html. If you have your own system for rating oral presentations, RubiStar may be of interest. This is a website that allows teachers to create their own rubrics <http://rubistar.4teachers.org/index.php>. Rubrics4Teacher <http://www.rubrics4teachers.com/> has a ready-made Oral Presentation Rubric, and also offers the option for generating unique rubrics.

If you're teaching young learners, one of your first stops ought to be Cambridge ESOL <http://www.cambridgeesol.org/support/handbooks.htm>. This website contains a very useful downloadable YL handbook, including sample papers that correlate with Cambridge proficiency levels.

Happy hunting!



A Quote to Ponder

**"The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."**

William Arthur Ward

American scholar, editor, author, & teacher

Developing Worthwhile Achievement Tests

Part 2: Item Analysis

Last issue we discussed methods for improving the quality of achievement tests. This time, we will explore techniques for analyzing the quality of your tests items.

Four ways to assess the quality of your achievement tests are *pilot testing*, *item analysis*, *reliability analysis*, and *validity analysis*. Pilot testing involves trying out the test ahead of time on a sample group that is similar to your students. The pilot group's experience helps you identify confusing instructions, errors, and items with more than one answer.

Item analysis involves using student performance on the test to assess each item's difficulty and ability to discriminate between students with high and low competency. We will address techniques for item analysis below.

Item Facility

Interviews and role plays make excellent achievement tests

$$\text{Item 1} \quad IF = .40 = \frac{40}{100} = \frac{(\text{number of correct student answers})}{(\text{total number of test takers})}$$

for conversation classes. They also take up a lot of time and require special tools and techniques for reducing bias in rating judgments. For this reason, teachers might want to supplement them with pen-and-pencil tests. Questions on such tests are called *items* in the testing literature in order to encompass all the possible tasks that students might be required to perform on a test. *Item facility* is a measure of the difficulty or ease of test items.

Item facility (IF) equals the number of students who responded correctly to the item divided by the total number of students who took the test. For example, if forty students answered the first item correctly, out of a total of one hundred students, then the IF equals .40 or forty percent.

The IF is always a number between zero and 1.00. Low numbers mean difficult, and high numbers mean easy. Thus, when the IF is less than .30, the item may be too difficult for the test takers. Likewise, when the IF is higher than .70, the item may be too easy. An item with an IF of .50 is one that was not too difficult or too easy.

The IF is useful to know for organizing easy items at the beginning and progressively more difficult items toward

the end of a test.

Also, a test with items that are too difficult may greatly discourage students, so teachers can use IF values based

on previous student performance to select appropriate test items for future versions of the test. Moreover, IF values identify students strengths and weaknesses. Items with high IF values, for example, denote student strengths and low IF values indicate areas that need review and additional instruction.

For multiple-choice items, high IF values might indicate that distractors are not distracting students or that the item is cuing students to choose the correct answer, thus denoting the need for revision.

Training Notes

By Douglas Margolis

Item Discrimination

Alone, however, the IF does not provide enough information to assess the quality of an item. Knowing whether the item is difficult or easy will not inform us

"The next time you give students a test, check out the IF and ID of your test items."

about whether or not it helps us distinguish students with the ability we want to measure from students without that ability. The *B-index* is one measurement to help us make this distinction.

First, you need to decide a cut-point for the test. For example, you might decide that 70% is the criterion score that students must obtain to pass the test. Thus, scores below 70% would denote novice students (in regards to the ability being measured) and scores equal to or above 70%

would identify students who have mastered the ability being measured. Now, with this information, you separate the students into two groups, novices and masters. Then, you calculate the IF of each item for each group separately.

The *B*-index equals the IF of the masters minus the IF of the novices. For example, if, after separating our 100 students into novices and masters, we find that the IF of item 1 for the masters equaled .50, while the novices' IF equaled 0 (i.e., none of the novices answered the item correctly), then the *B*-index = .50.

$$B\text{-index} = IF_{\text{masters}} - IF_{\text{novices}}$$

$$.50 = .50 - 0$$

The *B*-index can range from negative one to positive one. A negative *B*-index means that the novices answered the item correctly more often than the masters did, thus indicating that the item needs revision or should be thrown out. A positive *B*-index means that the item distinguishes masters from non-masters. A *B*-index of zero indicates that the item is not distinguishing between the two groups; novices and masters are performing the same on the item.

You can use *B*-index values to identify problems with your tests and items that need to be thrown out. In this way, you can make your tests not only more fair but also better measurements of the skills and abilities that you want to test.

Figure 1. Sample of Item Analysis Using Excel

	A	B	C	D	E	F	G	H
1	Name	Q1	Q2	Q3	...	Score		
2	Shenan	1	0	1	...	98	M a s t e r s	
3	Robert	0	0	1	...	88		
4	Mitsuko	1	0	1	...	80		
5	Ilana	1	0	0	...	79		
6	Millie	1	0	1	...	75		
7	Kina	0	1	1	...	70		
8								(cut-point)
9	Kazumoto	0	1	0	...	69	N o v i c e s	
10	Kako	0	1	0	...	65		
11	Joji	0	1	0	...	60		
12	Jeanne	1	1	0	...	60		
13	IF	0.50	0.50	0.50				
14	ID	0.42	-0.83	0.83				

So, the next time you give students a test, check out the IF and *B*-index of your test items. After students take the test, use a spreadsheet program, and enter "1" if the student answered correctly, "0" if they answered incorrectly. After the data is in Excel, you can easily calculate these item analyses. See Brown (1996) for more details.

Reference

Brown, J.D. (1996). *Testing in language programs*. Upper Saddle River, NJ: Prentice Hall Regents.

The Author

Douglas Margolis is currently studying for his PhD in the Department of Second Language Studies at the University of Hawai'i. Prior to his studies, he taught English for eight years in Korea. Email: margolis@hawaii.edu



'Round & About KOTESOL

Nov. 14 - Louisa Kim, 1st Vice-President, gave birth to a darling 3.3-kg, 50-cm baby girl named Laetitia Camille (Hee Yune in Korean). Both Louisa and "Letty" are doing fine.

Nov. 6 - Aaron Jolly became the new President of Daejeon-Chungnam Chapter with the resignation of the former president, Oo-Sheek Suh, at the regular Chapter meeting. The Chapter has become quite active in recent months, holding their second symposium of the year on Nov. 27, with four more planned for next year.

Nov. 20-22 - Phil Owen, International Affairs Comm. Chair, represented KOTESOL at the 30th JALT Conference in Nara, Japan. At the Conference, Phil manned a KOTESOL information booth, discussed English in Korea at the International Forum, and represented KOTESOL at the PAC meeting. A new agreement with JALT was also signed. (See Phil's article in this issue.)

Dec. 11-12 - National Leadership Retreat was held in Daejeon at the Yujin Hotel. As part of the Retreat, the first meeting of the new National Council took place on the afternoon of the 12th.

Teaching English to Koreans



Susan Oak and Virginia S. Martin (Eds.).
Elizabeth, NJ/Seoul: Hollym., 2003.
Pp. 255; ISBN: 1-56591-182-2; 15,000 won.

Although both Korean and native-speaker teachers have amassed enormous experience and carried out a great deal of research relating to English education in Korea, the fruits of their work have not until now been easily accessible to the wider teaching community. This small but invaluable book contains a mixture of insights derived from the practice of seasoned professionals and from academic research, much of it published in *English Teaching*, the journal of the Korean Association of Teachers of English (KATE). I should start this review with one caveat: reflecting the background of most of the contributors, the book is addressed almost entirely to teachers in the tertiary sector, a fact that the publishers might have done well to indicate in the title.

The book's twelve chapters cover the four macro skills, and also issues of classroom management, English for Academic Purposes, testing, and culture. Yoon-Hee Soh's chapter on EAP starts off with a capsule recent history of ELT in Korea, which newcomers to the country should find useful. Other readers might want to head first to the middle of the book for two complementary chapters, *Teaching Large Classes* and *Classroom Management*, written respectively by Andrew Jackson and Prof. Oak. Some teachers may quibble with Jackson's definition of a large class as one comprising up to a mere 80 students, but they may still be able to benefit (as this reviewer has), from his suggestions about dealing with problems such as seating, taking attendance, marking written work, and dealing with mixed proficiency levels. Prof. Oak's chapter assembles tips from a variety of sources on classroom set-up, lesson timing, teacher talk, asking questions and cultural expectations. I feel that some more Korea-specific tips would have made the chapter even more useful, such as an answer to a teacher she quotes who was frustrated by students not responding to questions in class. Incidentally, that teacher may find help by turning to James H. Robinson's chapter on U.S.-Korean cultural differences, more specifically page 225, where I made quite a surprising discovery about student behavior.

In the opening chapter, Prof. Martin recommends the use of dialog journals as a means of direct communication between students and teachers and of overcoming reticence, particularly on the part of freshmen. The point is followed up in the following chapter by Haemoon Lee, who advocates a task-based approach to developing oral proficiency, in view of the evidence that Korean learners have acquired considerable knowledge about English, but require interaction in non-threatening circumstances to deploy their knowledge in real-time communication. However, she cites a dearth of research on how much "negotiation of meaning" (requesting clarification and the like) occurs in learner-to-learner interactions in Korean

classrooms.

There are three chapters on teaching writing. One by Rodney Tyson argues the case for teaching

process writing, at least for part of a course. One of two chapters by John Holstein deals with problems with coherence in student essays, and the other reports on investigations of the background writing experience (both in Korean and English) of college students, concluding that the vast majority will have had very little or none, though they may have picked up some knowledge of the principles of essay writing while studying for the reading component of the college entrance test.

Two chapters cover the teaching of receptive skills. Sheri Wells-Jensen and Myoyoung Kim take a somewhat novel approach to listening, starting from studies on "slips of the ear," which illustrate the various ways in which perception can go wrong. Teaching listening originally dealt with discriminating sounds, but now, training in top-down (linguistic and contextual) skills is also stressed. Learners require all three skills, and among the authors' suggestions are that teachers should address those sound distinctions (often vowels) that are more salient, that dictation is a good way to check progress, and that learners should be encouraged to keep listening journals to monitor their own problems. Views of reading have similarly seen a historical shift from bottom-up (decoding) to top down (schema deployment) processes. Haeshim Song reports that a recent revision of the official college entrance test has led to considerable changes in the way reading is taught in secondary schools, but these have not yet trickled up to the tertiary sector.

The editors' joint chapter on testing gives a lucid overview of general principles of testing, and also addresses the question of whether conversation ability can be validly assessed by a written test, concluding that it can. An appendix gives a very useful guide to types of questions that can be used in written assessments.

It is always likely with a multi-authored book that the quality of the contributions will be very uneven. Not so in this case: every chapter is readable, well-informed and informative, and thanks either to the editors or to chance, there is not too much repetition or overlapping. Although different readers will find different chapters more relevant, there is something here for all teachers in Korea, whether novice or experienced, newcomer or old hand. And all for the price of three bowls of *pibimbap*.



KOTESOL Represented at JALT Conference

By Phil Owen

On November 20-22, I had the great fortune and honor of representing Korea TESOL at the annual meeting of our partner organization, JALT (Japanese Association of Language Teachers). The conference was in the historic and beautiful city of Nara.

Nara, as you may know, was the first capital of Japan. It is filled with marvelous old temples and buildings. I did get to sneak a peek at one historic site - the Great Buddha of Nara. This 8th century statue is on UNESCO's list of World Cultural Sites and to get there, one has to walk through a park filled with deer. It's quite a sight.

Although this side trip was exciting and well worth the effort, it was the only sightseeing I could fit into a very full conference schedule. The conference ran from Saturday through early Monday afternoon with a full schedule of three plenary speakers and about 30 concurrent sessions every hour.

My main job was to represent KOTESOL to other teachers from around the region. I set up a table with information about KOTESOL, a map of Korea and a few signs. I talked with many people who were considering teaching in Korea or who had taught or visited Korea. I even met a few who come to Korea regularly just for the food! I also met several folks who were KOTESOL members - mostly because they had come to our International Conference in October. It was good to meet them and to talk with people about Korea, one of my favorite topics.

On Sunday morning, I met with the international representatives from the other partner organizations of PAC (Pan-Asian Consortium): English Teachers' Association - Republic of China (ETA-ROC), Far East English Language Teachers' Association (from the Russian Far East; FEELTA), Thailand TESOL, as well as our host organization, JALT. Unfortunately, our partners from Singapore (ELLTAS) could not attend. We had some productive discussion, and it was good for me to get to meet the other representatives. It looks like we should all be planning on a trip to Thailand in 2007 for the PAC 6 International Conference. ThaiTESOL is already gearing up for a big event in January of that year.


This discussion was followed by JALT's International Forum, in which I took a minor part. This forum was an opportunity for the representatives of each member organization to give a brief overview of the English teaching situation in their countries. The first people to talk were

from Japan. As we might expect, there are many parallels between teaching in Korea and teaching in Japan: interest in globalization and English for international communication is high, and English learning is becoming a life-long endeavor. Also, the number of university-aged students is dropping, and the Ministry of Education is planning to double the number of people in the JET program soon. (JET is the program which puts native-speaker English teachers into the public schools. It is similar to EPIK in Korea.) We have seen similar changes in Korea recently.

The Thai representative, Dr. Ubon Sanpatchayapong, spoke of the Thai schools' emphasis on the "Four-Cs": communication, culture, content, and connection. I was struck by the emphasis on language and communication as interpersonal acts which connect real people in real contexts. Of course, we all know this when we stop to think about it, but in the hustle and bustle of everyday life, it can sometimes slip from the front of our minds.

I spoke very little because I had not had time to prepare a presentation. But Korea was also represented by Dr. Jin-yeong "Rosa" Shim from the Open Cyber University. Dr. Shim is a member of KATE (Korea Association of Teachers of English) and shared some of what she does teaching English via the Internet.

I was very impressed by the three plenary speakers. First was Dr. Michael McCarthy from the University of Nottingham. Dr. McCarthy has worked for a long time building and analyzing corpora, catalogues of spoken English samples. He focused his talk on authentic uses of expressions such as "you know," "like," and "or something" and the need to help students understand what they mean and when they should be used. Dr. Susan Barduhn from the School for International Training led us, about 800 of us, through some cross-cultural awareness exercises. Dr. Stephen Krashen, University of Southern California, was the third plenary speaker. He did a review of his theory of "Comprehensible Input" as the basis of language learning. All of it great stuff to think over.

Finally, I am happy to report that JALT and KOTESOL were able to finalize a new agreement. James Swan, President of JALT, and I exchanged signed copies of the agreement at the International Forum. This agreement calls for continued cooperation between our two organizations and will help both JALT and KOTESOL better serve English teachers in Korea and Japan. 

KOTESOL In Action

Edited by Jason Renshaw

CALL SIG

No news at this time. For details of upcoming events, contact James Trotta, the facilitator, at jim@eslgo.com.

Christian Teachers SIG

By Partick Guilfoyle

My dear friends, I would like to wish all of you a blessed and merry Christmas. As we approach this special time of year, a potentially lonely time for many expatriates and Koreans alike, I would like to challenge all of you to reflect on the past year, and the year ahead.

As you may know, the purpose of the Christian Teachers SIG is to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle, and service to others.

For those of you who are curious as to what our SIG has been up to, let me use the words of Azariah: "But as for you, be strong and do not give up, for your work will be rewarded" (2 Chronicles 15:7). Rev. Shirley DeMerchant and I have been busy building up the SIG. Although busy, we are strong because we know that a healthy CT SIG will be good for all. Rev. DeMerchant, Jerry Foley, and I presented at the KOTESOL International Conference on "How to be an Effective Christian Teacher" and were warmly received by the 21 attendees. The next day, Rev. DeMerchant presided over an early morning worship service titled "Living with Integrity in a Foreign Culture." People suggested possible activities and events that the SIG could host. We hope more people can get involved in the day-to-day operations of the SIG. We want the Christian Teachers SIG to be represented by KOTESOL members throughout Korea, not just Busan. All KOTESOL members who are Christians are welcome to join. Please visit us at: http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/.

English for the Deaf SIG

No news at this time. For details of upcoming events, contact Marilyn Plumlee, the facilitator: mariplum@hotmail.com.

Global Issues SIG

Read this month's feature article, "The Place of Global Issues in KOTESOL Special Interest Groups." For details of upcoming events, contact Jack Large, the facilitator: gisig@jacklarge.net.

Research SIG

No news at this time. For details of upcoming events, contact David D. I. Kim, the facilitator: kdi@yonsei.ac.kr.

Teacher Education & Development SIG

No news at this time. For details of upcoming events, contact Julie Kim, the facilitator: julie650@hotmail.com.

Writing & Editing SIG

No news at this time. For details of upcoming events, contact Adam Turner, the facilitator: ifli@hotmail.com.

Young Learners SIG

By Jason Renshaw

As the new Young Learner SIG facilitator, I would like to first and foremost thank Jake Kimball for founding KOTESOL's YL SIG and putting in a tremendous amount of time and effort over the past two years to make it work. We can still expect to see Jake participating actively in YL SIG matters, but he has quite an immense workload to cater to in other KOTESOL arenas. I'm looking forward to continuing the good work he has put into the SIG up to this point.

For me, taking on the YL SIG facilitator's role at this stage ties in quite handsomely with a range of other YL-related activities and responsibilities I have. In addition to full-time teaching and Academic Coordinator responsibilities at an institute for Korean learners aged 7-17, I have recently been co-opted onto the committee for the very active IATEFL YL SIG. I am an advisor on the Board of Editors for the up and coming *Pleiades Journal of Teaching Young Learners English*. I am also the webmaster of www.englishraven.com, an online resource site for teachers of young learners and teenagers with more than 400 members worldwide. I'm sure all of these roles will make for positive crossover in information sharing and idea crunching when it comes to the world of YL English education!

The YL SIG is currently looking into some potential activities and projects for 2005. One of these is creating a set of general learning objectives and "can do" statements covering different proficiency levels, or bands, that Korean young learners may be capable of attaining. Another project is developing printed materials describing activities appropriate and useful for YLE contexts, and publishing an annual mini-journal describing action research-based developments and experiences from teachers of young learners in Korea. I'm also keen to create better links and idea-sharing opportunities with other YL SIGs, especially those situated in the Asian region.

It's an ambitious list, and it won't happen without active contributions and feedback from other YL SIG members. So please, get involved and help to make KOTESOL's YL SIG a force to be reckoned with in 2005!

KOTESOL Teacher Training

By Peter Nelson

KOTESOL Teacher Training (KTT) was relatively inactive this past summer and autumn, although some members spoke at the International Conference or provided assistance. Several members will speak at different chapters in spring 2005, especially at the Seoul National Conference in May. Plans are also underway to conduct outreach activities, some of which are due to be outlined at the KOTESOL Leadership Retreat in December and will be developed during the winter.

If you enjoy public speaking and have given EFL presentations, you may want to join KTT as a regular or adjunct speaker. To know more about our group, please contact Dr. Peter Nelson via peterprofessor@hotmail.com.

Employment Center Report

By Peter Nelson

The Employment Center was active during the KOTESOL International Conference at Sookmyung Women's University this October. Altogether, six university recruiters and 53 attendees participated, although other recruiters left promotional materials. As with previous conferences, Saturday had the most activity, especially between 10 a.m. and 3 p.m. However, our room was smaller this year, so congestion was high.

In addition to participating at the conference, the EC maintains a tertiary education job list for KOTESOL members who would like to be kept informed of new openings. When receiving news of an EFL teaching position, the advertisement is posted electronically, enabling interested candidates to contact the university directly. The EC does not solicit ads, however, nor does it post resumes, or act as an intermediary. For more information, please contact Dr. Peter Nelson, EC Coordinator. His email address is peterprofessor@hotmail.com.

Busan-Gyeongnam Chapter

By Patrick Guilfoyle

The Busan-Gyeongnam Chapter is doing quite well (it was recently been reported that our Chapter has become the second largest with around 100 members!). In addition, our Chapter has negotiated some discounts at local enterprises: five percent discounts on Asiana flights, ten percent discounts on Korean Air flights, and free personal financial consultation on life insurance, savings, retirement and investments with IFG Asia Limited.

We've also had some very inspiring presentations. In September, our treasurer, Charles Kim, presented "Coping with Cultural Obstacles to Speaking English in Korean Secondary School Contexts" Mr. Kim's presentation showed attendees how the concepts of individualism and collectivism often clash with each other. His presentation also offered possible solutions as to how we as teachers can

build bridges to handle cultural barriers.

In October, Mr. Rocky Nelson, a professor at Pusan University of Foreign Studies, presented "Learning English through Extensive Reading." Mr. Nelson's presentation showed those in attendance that extensive reading programs need not be boring. By giving students a choice of reading material and an incentive to read (the more you read, the higher your course score), students will become motivated readers.

On November 27th, members were treated to KOTESOL's very own Dr. Robert Dickey's presentation on "Applying Content-Based Instruction in Your English Classes." People who attended Dr. Dickey's presentation walked away with a better understanding of curriculum design processes.

In December we will have a Christmas party, so stay tuned. Also, we will have our AGM and monthly meeting on the last Saturday of January.

Cheongju Chapter

No news at this time.

Daegu-Gyeongbuk Chapter

By Amy Kroesche

Winter is upon us! Hope you had a chance to enjoy the last days of fall before the cold set in! If you're looking for a place to meet new people and exchange ideas about English teaching and learning, join us for our monthly meeting of the Daegu-Gyeongbuk Chapter of KOTESOL! Fall has been a busy time for our Chapter. We've enjoyed several informative presentations, as well as the International Conference in Seoul on October 9-10.

Fred Stark, who will take the reins as the new Daegu-Gyeongbuk Vice-President, presented at our September meeting. Fred is currently a professor at Kyungnam University in Masan. Fred gave a multi-faceted presentation on culture, the various "folkways" of culture, and culture as content in the classroom. Attendees all had a chance to participate in small group discussions as we looked at how we might incorporate more cultural diversity into our own classes.

Dr. Han Sang-ho, a professor at Gyeongju University, led our October meeting. Dr. Han introduced us to a "wavicle" view of teaching English as an international language. He discussed the connection of physics, oriental philosophy, and English as an international language, and how thinking about the interconnection of these three can help us to continue to develop and grow as educators.

October also brought the highly anticipated 12th annual KOTESOL International Conference in Seoul. Several Daegu members presented at the Conference, and other members participated actively by attending sessions. Daegu presenters included Jake Kimball, who presented on content-based instruction in Korea; Craig Jensen, who led a presentation on e-learning (emphasis on the "learning");

and Andrew Finch, who gave two presentations, one about supplemental online grammar lessons, and the other about project-based learning. Kang, Tae-hee, a KOTESOL life-member who works for Daewoo Electronics in Gumi, has been an active participant at Chapter meetings and national conferences, particularly this year, where he was seen attending as many presentations as he could! Thanks to all the Daegu KOTESOLers who presented and participated at the Conference!

For our November meeting, our very own Daegu-Gyeongbuk Chapter President, Steve Garrigues, gave us a fascinating look at teaching pronunciation. We discussed some common problems that Korean students have with pronunciation, along with some practical ideas for teaching pronunciation in the classroom.

Everyone also seems to be enjoying the book exchange we have every month at our meetings, so if you're looking for a good book, come take a look and join us! Our next meeting will be held the first Saturday in December at Kyungpook National University. If you'd like more information about us, go to our Chapter homepage at <http://www.kotesol.org/daegu/>

Daejeon-Chungnam Chapter

By Rachel Williams

The Daejeon-Chungnam Chapter is up and running again with many new members joining since the International Conference!

Our regular September Chapter meeting was held on September 4th at Woosong Language Institute in Daejeon. Terry Stocker and Richard Gallerno presented a paper titled "Practice What You Preach," about error correction in language teaching. A special seminar was held in Cheonan on Sept 11th with featured speakers Carl Dusthimer from the Gyeonggi English Immersion Village; KOTESOL President, Dr. Kyungsook Yeum; workshops by Tammy Warren, a young-learner teacher-training specialist from Seoul; and Jack Large from the Global Issues SIG.

November's meeting was held November 6th in Daejeon, at Woosong Language Institute. We enjoyed a special presentation on Computer-Assisted Language Learning (CALL) by Dr Brian English, Academic Director of Woosong Language Institute, and Tim Thompson, an English teacher at Woosong University. After the meeting, many attendees gathered for a social event with live music and card games.

November 27th saw another special KOTESOL symposium at Korea Nazarene University in Cheonan. Speakers and topics included Dr. Ham Jung-hyun of Hanseo University (Engaging Multiple Intelligences), Lawrence White of Kookmin University (Using TV Programs), Brian Quirk of Nam-Seoul University (Total Physical Response Method), Jenny Vrontakis of Seoul National University of Education (Game/Activity Supplements), and Steve Ferguson of Oxford University Press (Using Grammar Sense). The symposium was followed by a Thanksgiving Dinner hosted by the Korea Nazarene University International Church.

A KOTESOL Christmas party will be held in Daejeon on December 4th at Woosong University Language Institute.

Chapter President Suh Ooh Seek has stepped down from his executive position. Aaron Jolly, former Chapter Vice-President, now leads the Chapter. Under Aaron's leadership, we look forward to a new year full of interesting and helpful meetings and seminars. Check our website for the latest information on upcoming events!

Gangwon Chapter

By Chris Grayson

Big thanks go out to our dedicated members for a good series of meetings this fall. As usual, our Chapter will hibernate during winter break (no regular monthly meetings in January or February) - happy vacation, all!

A couple of changes to note among our executive personnel: Jung-hye Park has stepped down as Vice-President of Membership Services (best wishes in your new role as a mom!). Graham Specht has volunteered to take over her duties. Keith Robinson has also resigned as co-Web Master (thanks for your contributions to our Chapter, Keith). Our website continues to develop in the capable hands of Lance Kelly.

Our web page aims to keep members informed of Chapter events, as well as to provide an active forum for discussion and links to useful resources. You can find us through www.kotesol.org - click on "Chapters" then "Gangwon." The "Activity and Community Page," in particular, is starting to fill up with lots of interesting stuff, including a number of valuable links from Pat Copeman as a follow-up to November's presentation on classroom games. Check it out. The more contributions we get the better.

Here's looking forward to a fun and productive year in 2005!

Gwangju-Jeonnam Chapter

By Maria Lisak

At September's meeting, Honam University's Scott Jackson presented "Understanding Culture." This presentation generated some great discussion among Chapter members and Gwangju International Center (GIC) attendees. In November, Joseph Kerwin filled in at the last minute with a presentation on "Technology and Teaching." Maria Lisak then summarized the presentations of Joseph Lo Bianco, a featured speaker at the KOTESOL International Conference. Once again, the small group discussion following the presentations was spontaneous and thoughtful. David Kennedy will be featured at December's meeting, where he will respond to the question "David, why do you love Korea so much?"

Autumn's meetings have been co-hosted with GIC and have been free to the public. We are especially thankful to Chonnam National University's Language Education Center, as they donate the space for our monthly meetings.

Some of the cool things going on with Gwangju members: We would like to give special recognition to lifetime member, Dr. Shin Gyonggu, for his leadership and intercultural exchanges with Sri Lanka on behalf of the Gwangju International Center. Also, in a recent opening ceremony, Dr. Park Joo-Kyung launched Honam University's English Experience Learning Center, a community-wide, state-of-the-art self-access center. The EELC is definitely worth visiting when you come to Gwangju.

Please check out our website for further details regarding our members' presentations and activities. And don't forget April's conference is to be held April 9, 2005. It will be co-hosted by Gwangju-Jeonnam KOTESOL, HETA, and GIC. Look at our Call for Papers in this issue.

North Jeolla Chapter

By Nick Ziegler

The past month has been a busy one for the North Jeolla Chapter. Our 10th Annual Jeolla KOTESOL Drama Festival saw seven teams compete for prizes at Jeonju University. The drama festival has been an enjoyable program to host for a decade now, and is an event that we are particularly proud of sponsoring. Our thanks go out to all the participants, volunteers, and sponsors who continue to make this event possible.

We also held our regular Chapter meeting on the 13th of November, with Mariah Oh and David Deeds speaking to our local members and guests. David presented on the usefulness and feasibility of teaching a computer-assisted language learning (CALL) class, while Maria discussed the findings of her research on learner autonomy in East Asian cultures.

Coming up in December we are looking forward to several events. On the 4th, we have our regular Chapter meeting featuring presentations by Brian Heldenbrand and Kelly Fisher. Following the meeting, we will also enjoy our annual Christmas party at Tammy Park's - always a joyous occasion. December is also the month that we hold elections for officers.

Meeting every month during the spring and fall semesters, we have two presentations and a delicious snack time when we meet with other members. If you live in either of the Jeolla provinces, 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

The KOTESOL International Conference held on October 9th and 10th was a big success any way you look at it. As anyone who has helped organize a conference knows, the hope is that you will run out of programs and other handouts because too many people came... and rumor has it - that's exactly what happened!

Seriously, though, it was a great conference and that is due to the many people involved - many of whom have been or are connected to Seoul Chapter. While well-known local Seoul Chapter members like Adam Turner, David D.I. Kim, and Dr. Myung-Jai Kang were making presentations, most of these people and many others were busy behind the scenes preparing for and ensuring that the conference went well. Dr. Peter Nelson ran the Employment Center, and Jack and Aekyoung Large helped staff the elections table, while assisting the Asian Youth Forum and networking for the rejuvenated Global Issues SIG. We ran into Seoul Chapter members everywhere we turned. I would like to thank these people and all the others who took the time and made the effort to participate. I hope everyone will do the same for future Chapter meetings and especially for our "Seoul SIG Day" in May, 2005!

We currently have workshops and presenters lined up through February, 2005, covering a variety of topics. Our Christmas party is being planned as I write this, and will include Peter Nelson's insights on "Pronunciation, Stress and Intonation," and our annual Christmas dinner (our treat-RSVP). Santa may even drop by with some presents (but only for those who have been good over the past year, of course! We are tracking down some coal for the rest of you...). Other events are in the planning, but I will save those for future messages. Keep warm and I look forward to seeing you at a Seoul Chapter meeting soon!

Suwon-Gyeonggi Chapter

By Kim Young-Ki

Our September meeting was held in the Comprehensive Lecture Hall at Suwon University from 16:00 to 18:00, featuring Peter Kipp from Ewha Womans University in Seoul with a presentation about English Education. About 30 English teachers including the members of this Chapter attended the meeting and had fun together.

Our October meeting was canceled due to the KOTESOL International Conference at Sookmyung Women's University in Seoul, but in November we got back into the swing of things again with a presentation from Gabrielle Luoni from Suwon University. He told us about "The Advantages of Group Work When Teaching English." The topic was thought to be very useful for Korean English teachers because of the constraints of large classrooms, where effective group work can have a big impact on the quality of learning achieved.

In other news, two members of our Chapter have been to Madison, Wisconsin, for one month. Park Soong-Wook, a middle school English teacher, and Kim Young-Ki, a high school English teacher, went to the United States in September and October through a partnership program between Kyonggi-do Foreign Language Institute and the University of Wisconsin. Another member, Kim Jang Sook, a middle school English teacher, is due to go to America after passing a highly competitive exam that will see her receive financial support from the Korean government for her and all of her family for two years. Our members are always doing their best to be better teachers and we are very proud of them!

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Compiled by David E. Shaffer

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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*) activities, which currently include Global Issues, Research, Writing & Editing, Young Learners, Teacher Education & Development, CALL, Christian Teachers, and English for the Deaf.
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.
6. Receive a *local chapter newsletter* (from the chapter with which you officially sign 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 1st day of the 12th month following that date.

* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

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

www.kotesol.org

Email: kotesol@asia.com

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

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

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

Family name: _____ Given name: _____ Title: _____

Once the transfer is completed, please inform the Treasurer at: disin@chosun.ac.kr

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

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:

- | | | |
|---|---|---|
| <input type="checkbox"/> Global Issues | <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Teacher Development |
| <input type="checkbox"/> Reading/Writing | <input type="checkbox"/> Secondary Education | <input type="checkbox"/> Learning Disabilities |
| <input type="checkbox"/> Speech/Pronunciation | <input type="checkbox"/> Post-Secondary Education | <input type="checkbox"/> Inter-cultural Communication |
| <input type="checkbox"/> Video <input type="checkbox"/> Testing | <input type="checkbox"/> Adult Education | <input type="checkbox"/> Applied Linguistics |
| <input type="checkbox"/> CALL | <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Research |
| <input type="checkbox"/> Christian Teachers | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> Other: _____ |

Date: _____ Signature: _____

Send this form to: (Fax) 0505-505-0596 or (Email) : kotesol@asia.com

Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted 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 대한영 어교육학회.
- 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 Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.
3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.
- VI. Amendments.** This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004.)

- 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 standing 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 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 Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election. Voting procedures for executive positions must include online voting, which said online voting must be advised to all members at least four weeks prior to voting day.
- 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.