



**KOTESOL**  
대한영어교육학회

## What's Inside?

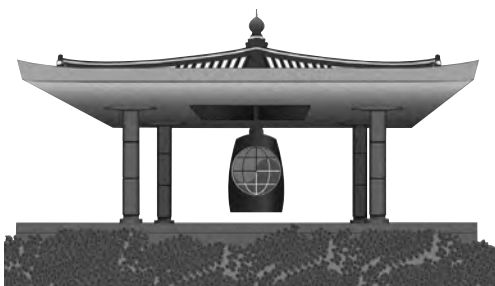
Cholla Chapter History  
*J. Large & J. K. Park*

Joy Reid Interview  
*Adam Turner*

Developing Tests (3)  
*Douglas Margolis*

Global Contexts  
*Paul Mead*

ThaiTESOL Conference  
*Maria Lisak*



*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*

## Practice What You Preach

*By Richard Gallerno and Terry Stocker*

For many Korean university students, making mistakes when speaking English in public can be a debilitating experience. Fear of making speech errors in front of others can limit their attempts at speaking English publicly, and ultimately hinder their English competency. To demonstrate that making mistakes is a natural part of learning a foreign language, the authors competitively practiced Korean in front of their students. Seeing their professors make mistakes and not be bothered by it, the students then made greater efforts at speaking English in class. Secondly, the students also quickly realized the necessity of repetition in learning a foreign language.

### Introduction

Teaching English as a Foreign Language in Korean universities is as much about motivating students as it is about providing an adequate curriculum and appropriate teaching methodologies, techniques, and activities. As

*Continued on page 8.*

March 2005

Email us at [KOTESOL@asia.com](mailto:KOTESOL@asia.com)



**2005 CONFERENCE**

***The Future of English Education:  
Making Connections***

Dongseo University, Busan  
May 13-15, 2005

[www.kotesol.org](http://www.kotesol.org)



# THE ENGLISH CONNECTION

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

## Contents

### Features

- Practice What You Preach 1  
*Richard Gallerno and Terry Stocker*

### News/Reports

- An Interview with Joy Reid 12  
*Adam Turner*
- Kicking Off 2005: The ThaiTESOL Conference 14  
*Maria Lisak*
- Winding Up 2004: KOTESOL Leadership Retreat 36  
*Maria Lisak*
- KOTESOL In Action 38

### Columns

- President's Message: The Coming of Spring and Its Festivals 5
- Editor's Message: Give 'Em What They Want! 7
- Professional Development: Explorations in the Classroom 14  
*Robert J. Dickey*
- Membership Spotlight: A World of Experiences in One Soul 15  
*David E. Shaffer*
- EFL Law: Issues and Answers 17  
*Paul Robertson*
- Chapters in History: Cholla - Where KOTESOL Began 18  
KOTESOL's First Steps: The Birth of Chonbuk Chapter  
*Jack Large*  
Cholla Chapter: From Fledgling to Full-Fledged  
*Joo-Kyung Park*
- Action Research: Checklists 21  
*Andrew Finch*
- Word Whys: Pseudoantonyms - Those Deceptive Synonyms 22  
*David E. Shaffer*
- Writing Right: Avoiding Plagiarism 23  
*Adam Turner*
- Global Contexts: The Atypical Life of a Long-Distance NEST 25  
*Paul Mead*
- Young Learners: Assessing Young Learners - The Formative Alternative 27  
*Jason Renshaw*
- Web Where's: Something for Nothing - DIY Learning 33  
*Jake Kimball*
- Training Notes: Developing Worthwhile Achievement Tests - Part 3 34  
*Douglas Margolis*
- Book Review: Eats, Shoots & Leaves - The Zero Tolerance Approach to Punctuation 37  
*Roxanne Silvaniuk*

### For Your Information

- Contributor's Page 6
- Korea Calendar 11
- Calendar 16
- Who's Where in KOTESOL 42-43
- KOTESOL 2005 National Budget 44
- Korea TESOL Membership Information 45
- Constitution and Bylaws of Korea TESOL 46

The English Connection  
March 2005  
Volume 9, Issue 1  
ISSN: 1598-0456

대한영어교육학회  
[www.kotesol.org](http://www.kotesol.org)

# THE ENGLISH CONNECTION

A quarterly publication of  
Korea Teachers of English to  
Speakers of Other Languages

## Editor-in-Chief

**Jake Kimball (W) 053-782-2330**  
Email: tec\_editor@yahoo.com

(W) 053-782-2330, Email: tec\_editor@yahoo.com

## Associate Editor

**Dr. David E. Shaffer**  
(W) 062-230-6917, (WF) 062-226-4181, (C) 017-274-9181  
Email: disin@chosun.ac.kr

**Douglas Margolis (Training Notes)**  
Email: margolis@hawaii.edu

**Dr. Paul Robertson (EFL Law)**  
Email: birp01@kornet.net

## Column Editors

**Dr. Kyungsook Yeum (President's Message)**  
(W) 02-710-7707, (C) 016-239-2181  
Email: yeum@sookmyung.ac.kr

**Adam Turner (Writing Right)**  
Email: ifli@hotmail.com

**Jason Renshaw (KOTESOL In Action)**  
(W) 055-267-6771, (C) 019-543-2506  
Email: englishraven2003@yahoo.com.au

**Dr. David E. Shaffer (Membership Spotlight,  
Chapters in History, Word Whys, Who's Where in  
KOTESOL)**  
(W) 062-230-6917, (WF) 062-226-4181, (C) 017-274-9181  
Email: disin@chosun.ac.kr

## Editorial Staff

**Michael Duffy, Editor-at-Large**  
(W) 031-460-4610, (H) 031-462-4375,  
(Pager) 012-789-4080  
Email: mgduffy45@hotmail.com

**Dr. Robert J. Dickey (Professional Development)**  
(W) 054-770-5136, (H) 055-356-0968  
Email: rjdickey@content-english.org

**Demetra Gates Choi, Editor-at-Large**  
(W) 032-540-1337, Email: gatesde@inue.ac.kr

**Dr. Andrew Finch (Action Research)**  
(W) 053 950-5832, Email: aef@bh.knu.ac.kr

## Production

Design by **Media Station, Mi-Jung Lee**  
Printing by **Myeongjinsa**

**Jake Kimball (Young Learners, From the  
Editor's Desk, Web Wheres, Calendar)**

ISSN:1598-0456



**KOTESOL**

*THE ENGLISH CONNECTION*, published four times a year, quarterly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL), an academic organization, and is distributed free of charge as a service to the members of KOTESOL. Advertising is arranged through Dr. Robert J. Dickey, Email: rjdickey@content-english.org, or Cell: 016-834-0968.

All material contained within *THE ENGLISH CONNECTION* is copyrighted by the individual authors and KOTESOL. Copying without permission of the individual authors and KOTESOL beyond that which is permitted under law is an infringement of both law and ethical principles within the academic community. All copies must identify Korea Teachers of English to Speakers of Other Languages (KOTESOL) and *THE ENGLISH CONNECTION*, as well as the author. The ideas and concepts, however, are presented for public discussion and classroom use. Please write to the editors and individual authors to let them know how useful you find the materials and how you may have adapted them to fit your own teaching style or situation. The articles and opinions contained herein are solely those of the individual authors and do not necessarily reflect the policies of KOTESOL or the opinions of the editors, officers of KOTESOL, or individual members.

**PRICE: FREE to members / 2,000 won (US\$2) to non-members**

# The Coming of Spring and Its Festivals

**Dear KOTESOL members,**

May the natural, symbolic cycle of Spring bring to all of you a sense of rebirth - hopes, happiness, appreciation, recovery, regeneration - and this Spring, may it especially be brought to the Asian tsunami victims. Almost without exception, classical music and literary pieces about Spring revolve around bright and hopeful notes or motifs. May March generate new energy and hope to all of you personally and to your teaching profession.

## President's Message

The season of academic festivals has come, for all TESOLers, when meaningful language teaching practices are defined, examined, and redefined. In other words, TESOLers get together and enjoy festivals to make teaching practices even more meaningful. As usual, TESOL's 39th Annual Convention and Exhibit, TESOL 2005, is held in San Antonio, Texas, this year on March 30 - April 2. This year's theme is "Teaching Learning, Learning Teaching: A Nexus in Texas," which triggers thoughts of a series of nexuses: TESOL and KOTESOL, KOTESOL national and regional, officers and members, teaching and learning, theories and practice, facilitators and participants, and many others. Reexamining and positioning the nexus will definitely produce development in our profession.



Another huge international TESOL festival, the 39th IATEFL Annual Conference and Exhibition, is being held in Cardiff, Wales, April 5 - 9. What attracts my attention most is one plenary presentation titled "Globalization of English and Changing Pedagogical Priorities," since it adds other important dimensions to the nexus: global and local, and language policy and practice. With all these education policies included for consideration, the teaching profession becomes even more demanding; however, may we not forget something essential - love for the job itself. May Spring give us new energy to accomplish the mission to be a better teacher.

In the domestic arena, even during winter vacation, many of the National and Chapter officers have been busy with KOTESOL affairs. The Research SIG held its first in a series of bimonthly seminars in Seoul on February 5. Upcoming events that we can mark on our calendars for this Spring are: the North Jeolla Chapter Conference (March 19), the Gwangju-Jeonnam Chapter Spring Conference (April 9), and the Seoul Chapter "SIG Day" event (May 21). And we anticipate still others.

Your active participation in Spring KOTESOL academic festivals is strongly recommended and will be much appreciated.

Best wishes,

A handwritten signature in cursive script, reading "Yeum Kyungsook".

Kyungsook Yeum  
Korea TESOL President



---

# THE ENGLISH CONNECTION

---

## The Contributors



**Jake Kimball**

ILE Academy  
Daegu



**Dr. David E. Shaffer**

Chosun University  
Gwangju



**Dr. Kyungsook Yeum**

Sookmyung Women's University  
Seoul



**Dr. Robert J. Dickey**

Gyeongju University  
Gyeongju



**Dr. Andrew Finch**

Kyungpook National University  
Daegu



**Maria Lisak**

Kunsan National University  
Gunsan, Jeollabuk-do



**Dr. Joo-Kyung Park**

Honam University  
Gwangju



**Jack Large**

Seojeong College  
Yangju, Gyeonggi-do



**Jason D. Renshaw**

Ewha ALS Changwon  
Changwon, Gyeongsangnam-do



**Adam Turner**

Hanyang University  
Seoul



**Douglas Margolis**

University of Hawaii  
Honolulu, USA



**Dr. Paul Robertson**

EFL Law  
Busan



**Paul Mead**

Experimental School  
Hadian Teachers Training College  
Beijing, China



**Roxanne Silvaniuk**

Chosun University  
Gwangju

# Give 'Em What They Want!



**Dear Readers,**

Way back in the early 1980s, a then-aging rock band called The Kinks released an album titled *Give the People What They Want*. Thinking back, I can't help but feel nostalgic for times past. This is also how I felt when I viewed *The English Connection* (TEC) archives that have recently been updated on the KOTESOL web server. You may not be aware of this, but Vol. 1, Issue 1 of TEC was published in May of 1997. As KOTESOL's existence dates back to 1992, some readers may be wondering if another similar publication predated TEC. Those with an eye for detail may spot a reference to its precursor in this issue's pages!

Readers are also invited to visit the publications website, <http://www.kotesol.org/publications/>, and inspect previous TEC issues. The content is hardly outdated. In fact, I found a majority of the content to be as applicable today as it was eight years ago. As an added bonus, *Korea TESOL Journal* and *Conference Proceedings* have also been updated.

*From the  
Editor's Desk*

With this issue, we bid farewell to *Pan Asia* and our Japan-based columnist McMurray. David's Pan-Asian perspectives added a global flavor to TEC that will be missed. In lieu of *Pan Asia*, we offer the revival (hopefully) of *Global Contexts*, with former National 2nd Vice-President Paul Mead writing about life and work in China. *Korea of Decades Past* is also *finis*. This column has been replaced by an equally informative historical overview called *Chapters in History* and focuses on the colorful history of one of our local chapters in each issue.

Our on-going TEC survey has revealed that members highly value practical, hands-on content. With this in mind, we have focused our energies on giving the people what they want. Richard Gallerno and Terry Stocker's feature, "Practice What You Preach," offers a controversial look at L1 in the classroom - this time with an unexpected twist. Also, be sure to copy Andy Finch's "Checklists" for use in your own classroom. *Training Notes* introduces another set of statistics in Part 3 of his series on language testing, this time analyzing test reliability. *Web Wheres* suggests free website tutorials and modules for teachers. Other columns with useful advice include Rob Dickey's *Professional Development*, Adam Turner's *Writing Right*, and *Young Learners* by Jason Renshaw. In *Word Whys*, Dave Shaffer exposes the naked truth about seemingly illogical pseudoantonyms. This issue's bonus includes a pleasurable chat with Dr. Joy Reid, courtesy of Adam Turner.

There is also a great deal of news to report. Exciting opportunities are everywhere. SIGS are busy with seminars and workshops. There are upcoming regional and national conferences. Grants are once again available through the Research Committee. And individual members are as on-the-move and productive as ever. Alas, there has never been a better time to take part in KOTESOL events.

Happy reading!

**Jake Kimball**

TEC Editor-in-Chief  
tec\_editor@yahoo.com



**Continued from page 1.**

university instructors, one of the biggest problems we have encountered is getting students to voluntarily speak out loud in class. One possible explanation for this may be a cultural phobia among Koreans about losing face. If one makes mistakes in front of others while practicing a new skill, he or she may feel foolish. Studying English as a foreign language is by no means an easy task, and one can expect to make countless errors before this complex skill is finally mastered. This is a natural process of learning. However, if students are afraid of losing face, they may feel reluctant to practice. As this is a complex issue that is beyond the scope of this article, we will only address our experiences with it and how we attempted to overcome our students' fear. We found that when attempting certain exercises in Korean during classes - and, yes, we made natural mistakes - our students became more motivated to try the same exercise in English and not be as embarrassed about making errors.

The definition of motivation utilized for the current study reflects the general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction (Kleinginna & Kleinginna, 1981). In general, explanations regarding the sources of motivation can be categorized as either extrinsic (originating from outside the person) or intrinsic (internal to the person).

Extrinsic motivation techniques are commonly used in academic settings. Examples include rewarding, or punishing students with grades, which are an external construct. Students are motivated to learn because they wish to achieve high grades and avoid failing. However, numerous studies have shown that when external rewards are no longer offered, the desired activity will soon decrease or cease altogether (e.g., Oliva, 1972).

Intrinsic motivation occurs when one does an activity and does not feel the need for any sort of outside reward. The activity is performed because the person simply enjoys doing it. Examples of intrinsic motivators are pleasant emotions such as happiness or satisfaction. Students who derive enjoyment from learning do not need to be pressured to study, and will be much more likely to do it outside of an academic setting (Lepper & Hodell, 1989).

Social learning theory suggests that modeling (providing a model for others to imitate) is an important motivator of behavior. Observational or social learning is based primarily on the work of Albert Bandura (1986). He and his colleagues were able to demonstrate that learning could occur through the simple processes of observing someone else's activity. In his famous Bobo doll experiments, children watched adults model violent behavior toward a toy. When the children were given the opportunity, they imitated the violent behavior (Bandura & Walters, 1963). In the current study, teachers attempting to learn a foreign language acted as positive models for students to

imitate, and social learning was made available by observing the teachers' reactions and behavior while attempting to learn a second language.

**Method**

We began with the sentence: 긴장을 풀어 주세요 (Don't be nervous). On a designated day, this sentence was written on the board in English and practiced by the students. One of us would then enter the other's classroom and the individual teaching would have to say, in Korean, what was written on the board. We could make minor mistakes or start over, which we often did. If, however, something was omitted and not corrected, the erring teacher paid the other a W5,000 penalty. Terry accomplished his task, but very slowly and with pronunciation that the students had difficulty understanding. The students chuckled a bit, but they admitted that he could say it. Richard then entered Terry's class to repeat the exercise. The next sentence we learned was: 나의 발음 괜찮아요? (Is my pronunciation okay?)

After learning both of these sentences in Korean, we used them often. The first occasion was when students had to make oral presentations in front of the class. The second instance was when we did our Korean exercises. The students saw our increased proficiency and realized the value of repetition.

Next, we conjugated verbs in Korean. This provided our students with some idea of how easy English is, in some respects, compared to Korean in terms of learning a second language. Obviously, the complexities of comparing the difficulties of learning a foreign language are beyond the boundaries of this paper; however, to say, "I think" requires two syllables in English. The Korean counterpart takes seven syllables.

(I think)	나는 생각합니다
(you think)	당신은 생각합니다
(he thinks)	그는 생각합니다
(she thinks)	그녀는 생각합니다
(it thinks)	그것은 생각합니다
(we think)	우리는 생각합니다
(you all think)	여러분은 생각합니다
(they think)	그들은 생각합니다

Again, as we attempted this in class, we made mistakes, which diminished over time. Likewise, as the students attempted to match us in time while conjugating English present tense verbs, their mistakes diminished. Then we did the future tense of "to bring."

(I will bring)	나는 가지고 올 것입니다
(you will bring)	당신은 가지고 올 것입니다
(he will bring)	그는 가지고 올 것입니다
(she will bring)	그녀는 가지고 올 것입니다
(it will bring)	그것은 가지고 올 것입니다
(we will bring)	우리는 가지고 올 것입니다
(you all will bring)	여러분은 가지고 올 것입니다
(they will bring)	그들은 가지고 올 것입니다

We wanted students to learn the future tense of “to bring” so that they would make a complete sentence and say: “I will bring my homework tomorrow,” instead of just “Tomorrow.”

After conjugating verbs, we felt we could accomplish the same extended dialogue that we were asking the students to do in English. We copied one from *EBS TV Survival English* (2003). It was quite an eye-opener for us.

A: Hey, look! The summer vacation is almost here.  
B: What are you going to do?  
A: I want to take a trip and do some sightseeing.  
B: Hey! Why don't we take a road trip?  
A: That's a great idea. I can borrow my dad's car.  
B: And we could bring a tent. It would be cheaper.  
A: Okay, it's a plan.

We began by telling students that we would do two lines at a time. Terry would enter Richard's classroom and say the first line and Richard the second line. Our initial attempts were slow and awkward, in both pronunciation and cadence, and the students would laugh. However, the students understood. In fact, after each attempt, we were able to use a sentence we had learned previously: 나의 발음 괜찮아요? (Is my pronunciation okay?)

Then Richard would go into Terry's class and the scenario would be repeated. We spent two weeks, a total of four classes, on the first two lines. Again, the students were aware that if one of us made a mistake, he would have to pay the other W5,000. No mistake was made for the first two weeks. Gradually, the students' laughter diminished as we became more proficient, and just as gradually, we could see that they were not as embarrassed about making mistakes when speaking English during class.

A: 야. 이것 봐! 여름방학할 때가 거의 다 되었네.  
B: 무엇을 할 건데?  
A: 여행 가서 관광을 좀 하고 싶어.  
B: 야! 우리 자동차로 여행을 하는 건 어때?  
A: 그거 좋은 생각이야. 내가 아빠 차를 빌릴 수 있거든.  
B: 그리고 텐트를 가져 가자. 돈이 덜 들 테니까.  
A: 그래. 그럼 그렇게 하는 거야.

The third week, we added the next two lines. During the fourth week, Richard forgot “우리” (in the fourth line) and the students in his class were dismayed when he had to pay Terry W5,000. Two days later, Richard went with the students on a “membership training” trip. Membership training, or MT, is an event in which students and professors (or employees and employers) go on an outing and perform various activities together, such as singing and playing team games. MT is meant to increase morale and improve relationships. While on this MT outing, Richard's students informed him that they were really sorry that he had been forced to pay Terry W5,000 and that they would help him to learn Korean so that he wouldn't make any more mistakes

(or lose any more money) in the future. Thus, he had entered a new dimension in relating to our students. Cray and Currie (2002) stated that adult students who have positive emotions toward their teachers are more likely to enter a new dimension in which learning is increased and is intrinsically motivated.

Next, two more lines were added, and Richard made one mistake in front of Terry's class when he mixed up the last words of two sentences. In his second line, he said “테니 카” instead of “어때” Again, he had to take out his wallet to pay W5,000. This time, however, the students were very supportive of Terry and congratulated him for winning the bet.

Finally, the last line was added. Terry had a hard time remembering the last two words while in Richard's class and the students began a countdown from 5. Terry barely managed to say the words before the countdown ended. The maximum time that we ever spent in each other's class was five minutes, and that was to accomplish the entire dialogue on the last day of the project.

### Discussion

The overall impact of our exercise was quite rewarding. Students tried harder, they were much more relaxed around us, and they no longer seemed to be as embarrassed about making mistakes. Students seemed to accept that initial errors or less-than-perfect performance are a natural part of learning a new skill. However, another benefit of our exercise was that we now have a better understanding of why the students make certain mistakes when they translate from Korean to English.

#### Hey, look! The summer vacation is almost here.

야. 이것 봐! 여름방학할 때가 거의 다 되었네.  
A literal translation is: “It is almost becoming summer vacation time.”

The verb is not “to be,” but rather “to become.” Thus, students think the sentence should be: “It is becoming almost summer vacation.” In English we might say, “It is almost becoming summertime.” But we do not use “become” and “time” with cultural units of time, e.g., vacations.

#### What are you going to do?

무엇을 할 건데?

#### I want to take a trip and do some sightseeing.

여행 가서 관광을 좀 하고 싶어  
Literally, this is: “I will go on a trip, and I want to do some sightseeing.”

Students generally translate it: “I go travel and sightseeing.”

For whatever reason, students frequently leave off the “want to” in translating.

#### Hey! Why don't we take a road trip?

야! 우리 자동차로 여행을 하는 건 어때?  
Students translate this more literally: “Why don't we



car travel?"

That's a great idea. I can borrow my dad's car.

그거 좋은 생각이야. 내가 아빠 차를 빌릴 수 있거든.

And we could bring a tent. It would be cheaper.

그리고 텐트를 가져 가자. 돈이 덜 들 테니까.

Students translate this as: "Take a tent because cost less money."

Literally, this is: "Let's take a tent. It will cost less money."

덜 means 'less' and the verb 'to cost' is 들다. Yet many of the Korean English professors whom we consulted translated the second sentence as: "It would cost less money," or "It would be cheaper." The words/forms "could" (for 할 수 있겠다) and "would" (for 하겠다) are not present tense. When we pointed out that "could" and "would" are not actually present tense, Korean English professors stated that the translation as presented can be understood and is acceptable.

Okay, it's a plan.

그래. 그럼 그렇게 하는 거야.

Literally this is: "Okay, then, we'll do that."

But students usually say, "Let's do it."

Either 그래 (okay) or 그럼 (well then) can be eliminated since they are redundancies, and the sentence is still correct and comprehensible.

### Summary

There is a debate about how much Korean language any foreign teacher should use in the English classroom. Suffice it to say that Terry was one of the first members of EPIK in 1994, and at that time, the government requested that native speakers use absolutely no Korean while teaching English. This resulted in many classes being in a state of total confusion. For example, in many cases, he could not talk about verbs since neither the students nor the Korean assistant teachers knew the word. As a result, "verb" (동사) is one of the first Korean words Terry learned - and it proved highly beneficial for correcting speech errors in the classroom. Again, our use of Korean language in the class, in the manner proposed, was not for communication purposes, but to act as positive models for the students to imitate, and to demonstrate to students that making mistakes while learning a new language is natural.

Obviously, attempting this means that the foreign teacher would want to learn Korean, if only just a bit. Knowing some Korean is advantageous in the daily lives of foreign teachers in Korea. However, it would be difficult to recommend our entire exercise to those who are not interested in learning another language. Our Korean exercises were much more difficult than we had anticipated. We were both forced to practice our parts outside of class so that we would not appear completely incompetent when we modeled in front of the students. Still, anyone who has even a slight interest in studying this language could learn relatively simple words, such as the days of the week, and accomplish what we are proposing: to show that making mistakes is a natural

part of learning and should not be a source of embarrassment or fear.

Of course, once one has accomplished what we have, then it is easy to build upon. Next semester we won't be saying just, "Don't be nervous," but "영어로 말할때 긴장을 푸세요" ("Don't be nervous when speaking English").

Finally, the students saw us laboring to master our Korean conjugations and dialogue. They became acutely aware of the power of repetition, something that is sorely lacking in the present-day middle-school curriculum. If students would repeat and repeat until they mastered basic verbs, such as "to be" and "to have," they could then go on to build a speaking competency. As it is, the diffuse manner of teaching, in which much of the English language is foisted upon them in three years of middle school, often renders them inadequate in English conversation.

### The Authors

*Richard Gallerno lived in Korea for four years. When people ask him why he decided to teach in Korea, he replies that he thought that a country that has a special day to honor the efforts of teachers (Teacher's Day, May 15) must have students who place a high value on education and be dedicated to learning. He feels that he was correct. He has recently moved to China to be with his wonderful wife.*

*Terry Stocker currently teaches at Chungwoon University in Hongseong, Chungnam. He has lived in Korea for over eight years. His major interest is traveling the world to collect anthropological data and experience that assist in his writing. He has published numerous books and articles.*

### References

- Bandura, A., & Walters, R.H. (1963). *Social learning and personality development*. New York: Holt, Rinehart & Winston.
- Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Upper Saddle River, NJ: Prentice-Hall.
- Cray, E., & Currie, P. (2002). Linking adult learners with the education of L2 teachers. *TESOL Quarterly*, 36, 113-130.
- Gallerno, R., Stocker, T., & Kim, S. (2004). *ESP: English speaking practice, Book 1: Traveling English*. Hongseong, Korea: Chungwoon Press.
- Kleinginna, P., Jr., & Kleinginna, A. (1981). A categorized list of motivation definitions, with suggestions for a consensual definition. *Motivation and Emotion*, 5, 263-291.
- Lepper, M.R., & Hodell, M. (1989). Intrinsic motivation in the classroom. In C. Ames & R. Ames (Eds.), *Research on motivation in education (Vol. 3): Goals and cognitions* (pp. 73-105). San Diego, CA: Academic Press.
- Oliva, P.F. (1972). *The secondary school today*. New York: Intext.
- Planning summer vacation. (June, 2003). *EBS TV survival English 6* (pp.120-125). Seoul, Korea: Hongik Media.

# Korea Calendar

Compiled by Jake Kimball

## Conferences

**Mar 19 '05** North Jeolla KOTESOL Conference: "Nurturing Partnerships in EFL." Jeonju University, Jeonju. (Email) northjeolla@yahoo.com

**Apr 9 '05** Gwangju-Jeonnam KOTESOL Conference: "Building a Learning Community." Chosun University, Gwangju. (Email) gwangju\_kotesol@yahoo.com

**May 14 '05** The Linguistics Association of Korea Spring Conference. Chonnam National University, Gwangju. (Email) mhchai@chosun-c.ac.kr

**May 21 '05** Seoul Chapter Conference: "Seoul SIG Day: KOTESOL, SIGs, and You." Sookmyung Women's University, Seoul. (Email) thorkor@canada.com

**May 13-15 '05** Asian EFL Journal Conference: "The Future of English Education: Making Connections." Dongseo University, Busan. (Email) tjjung@dongseo.ac.kr (Web) [http://www.asian-efl-journal.com/conf\\_2005\\_schedule.html](http://www.asian-efl-journal.com/conf_2005_schedule.html)

**Jun 21-22 '05** The 2005 KASELL International Conference on English Language and Linguistics (2005 KASELL): "New Trends in English Linguistics." Korea University, Seoul. (Email) kasell@hanmail.net

**Jun 24-25 '05** The Korea Association of Teachers of English (KATE) 2005 International Conference:

"English Language Teaching (ELT) at the Crossroads: 40 Years of Research, Teaching, and Service." Korea University, Seoul. (Email) juniloh@pknu.ac.kr (Web) <http://www.kate.or.kr/main/conference/2005/>

**Jul 17-22 '05** ICLC 2005. The 9th International Cognitive Linguistics Conference: "Language, Mind, and Brain." Yonsei University, Seoul. (Web) <http://www.iclc2005.org/cmd.php>


**Aug 20 '05** KAMALL 2005 Summer Conference: "E-Learning and Language Education." Chungbuk National University, Cheongju. (Email) yoobeom@chungbuk.ac.kr (Web) <http://www.kamall.or.kr/main/index.htm>

**Oct 15-16 '05** The 13th Korea TESOL International Conference: "From Concept to Context: Trends and Challenges." Sookmyung Women's University, Seoul. (Email) kotesol\_conf@yahoo.com (Web) <http://www.kotesol.org>

## Calls for Papers

**Jun 30 for Oct 15-16 '05** The 13th Korea TESOL International Conference: "From Concept to Context: Trends and Challenges." Sookmyung Women's University, Seoul. (Email) kotesol\_conf@yahoo.com (Web) <http://www.kotesol.org>

## 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 

## 'Round & About KOTESOL

**Dec. 28, 2004. Michel Englebert** (Gwangju-Jeonnam Chapter), 53, passed away at Chonnam National University Hospital. The cause of death was excessive bleeding from cirrhosis. Michel had taught at Honam University in Gwangju for five years and was serving as associate director of the English Experience Learning Center at Honam University. His ashes were delivered to his father and stepmother in the United States and his aunt in his motherland, Belgium.

**Jan. 28. Busan Chapter** elections were held at the Chapter's annual business meeting and the results announced. The Chapter's new President is Craig Andrew Lutzer (Nambu Board of Education, Busan). See *Who's Where in KOTESOL* for the full list of Chapter officers.

**Feb. 4-5. Robert Dickey** (KOTESOL Past President) was invited to speak at the ELTAI (English Language Teachers Association of India) Conference in Chennai, India, where 575 English teachers from five countries participated. In his plenary presentation, "Considering Content for Language-Learning Classrooms," he used Indian English literature (Tagore) as the model "content" (language input and class topic). On the way there, he spent a day at Singapore's Regional English Language Centre library, which contains probably the best ELT collection in Asia.

**Apr. 16. John Holstein** (Seoul Chapter) will be signing copies of his most recent book, at Seoul Selection from 4 to 6 p.m. The book is *A Yang for Every Yin: Dramatizations of English Classics*, and contains five works with musical accompaniments that can be accessed online at [www.seoulselection.com](http://www.seoulselection.com). John, a veteran of 30 years of teaching in Korea, is on the faculty of Sungkyunkwan University. The songs for the plays were written by Gary Rector, another long-time Korea hand.

## An Interview with Joy Reid

By Adam Turner

Until a few months ago, Dr. Joy Reid was a Professor of English at the University of Wyoming where she taught composition and linguistics, prepared ESL teachers, and directed the English as a Second Language support program. At present, she is teaching composition and business English at Maui Community College. Dr. Reid has published several ESL writing textbooks and teachers' resource books, and has edited anthologies about learning styles. In addition, she publishes research on discourse analysis, the change process in the ESL classroom, and ESL writing. During the past five years, she has co-edited two ESL series, in which she mentored first-time authors. The most recent series, co-edited with Pat Byrd (Georgia State University) and Cynthia Schuemann (Miami-Dade Community College), comprises 24 textbooks, which are currently being published by Houghton Mifflin. Dr. Reid was a plenary speaker at the KOTESOL International Conference last October. And some non-academic facts: long ago, she published two romance novels. More recently, she decided to move to Hawaii and lives two blocks from the beach. Although she loves her new surroundings, she has been surprised to find that gardening means that she has had to become proficient with a machete.

**Q. As a TESOL past president, you obviously believe that active involvement in associations like TESOL is important. But there are good teachers who aren't active in their local teacher associations. How essential are associations like KOTESOL for our development as teaching professionals?**

I first began to volunteer to work with others in TESOL when I discovered my supervisor was psychotic - so I really wasn't enjoying my job very much. At first I thought it was "burnout": upon reflection, I discovered that I still loved everything that went on in my classroom; it was the atmosphere outside that classroom that was unhealthy.

So, to answer your question, what I found, over a quarter of a century of active participation in International TESOL, is that the work I did as a volunteer was always a learning experience, and that the education I received as a volunteer served me well, not only in TESOL but in all my endeavors. I guess I should say that I don't view my volunteerism as altruistic; instead, I worked with people I respected and admired - that was my initial reason for getting involved with TESOL. And I chose tasks I wanted to learn about. That said, my philosophy of volunteerism is pragmatic: volunteers should do work that will help

them in a variety of ways. Those being paid should do the least interesting, most menial tasks.

**Q. Since research on applying learning style preferences to teaching is generally not conclusive and hard to measure, should we instead worry less about the type of learning style our students have and more about how we can broaden their experience by asking them to try to learn in new ways?**

You ask whether we English teachers should abandon any focus on learning styles because the empirical evidence isn't strong. No, for at least two reasons. First, the work in the learning style field indicates that, with valid and reliable instruments, the results can serve students and teachers well. Second, students especially love to learn about themselves; they are willing, even eager, to discuss their survey results, to read about other learning style instruments, even to write (!) about the topic.

**Q. You stress the importance of asking students because "They have many of our best answers." (<http://www-writing.berkeley.edu/TESEJ/ej26/r8.html>) What "answer" from a student has most impressed or influenced you?**

The first semester I taught immigrant students, U.S. residents whose first language was not English, I just couldn't understand the errors they were making. I asked, but so many of the students were really too scared to even think about the reasons for those errors. But when I asked one young woman about her really unusual capitalization rules, she was immediate and positive in her reply: "Oh, you have to capitalize the letter I°± That response led me into several areas of research: how incorrect "rules" develop; how habituated error that grows out of those rules is so difficult to remediate; how "ear learners" (those who learn another language primarily by being immersed in it - listening to television, grocery clerks, taxi drivers) develop those "rules" because oral language "sounds" so different from written language.

**Q. Few teachers in Korea, including myself, had much or any training teaching writing before they taught their first class. What advice would you give to someone teaching a writing course for the first time?**

Teaching writing for the first time: well, it's happened to all of us, right? For people of my generation, absolutely no resources existed (I don't consider Bander's textbook a resource - it was the reason I began

writing textbooks). Now there are so many good resources, so many good textbooks, and so many opportunities to ask questions of other professionals or discuss issues on the Internet, so many conferences to attend. I wrote my book, *Teaching ESL Writing*, because my daughter got a job teaching ESL writing while she was in graduate school (a literature program). She helped me write: I'd send her each chapter, and she'd read it, comment, use the ideas, comment again - and believe me, the comments weren't always positive! Dana Ferris and John Hedgcock's new second edition of their writing book is excellent.

And one more suggestion: ESL writing textbooks are really good these days. Textbooks shouldn't be seen as adversaries; instead, good textbooks can be viewed as terrific sources of material. So following a textbook that a seasoned teacher has chosen is probably the best first-time strategy.

**Q. I have read that you have been especially supportive of first-time authors. A lot of teachers talk about getting a textbook published, but it often remains just talk. You continue to work on major textbook projects despite teaching and administrative duties. How do you do it, and what advice would you give to teachers who want to publish their first textbook?**

I suppose that more writing teachers write textbooks than teachers from other skill areas - simply because they write more. I began writing textbooks because a polite student explained that his dormitory room had become a fire hazard. I didn't understand at first. "Because of all the papers [handouts] you give us." :-)

A lot of people say they want to write a textbook. Many of those begin writing. But only a few persevere for the long, frustrating, time-consuming process of actually getting a book into print. So my first piece of advice is that the author really, really has to be willing to work two years or longer, every spare minute, perhaps more. Next, any potential author should consult with a knowledgeable person - someone who will know whether the proposed book has "already been written," or whether the market is flooded with new books in that skill area, etc. A book representative (perhaps), an already-published writer? those are possibilities. At your conference, one of the McGraw-Hill folks, Erik Gundersen, would be a great person to consult with.

Many authors begin their careers by reviewing the manuscripts of others, and publishers are always

looking for good reviewers. First, the reviewer would get a good idea of the work that goes into preparing a book for publication; second, the reviewer would have to actually write a evaluative paper about the work of another; third, the reviewer will discover what's being written - a kind of "market analysis," if you will; fourth, writing reviews builds up credibility with the ESL editors (in fact, they may contact the reviewer and ask her/him whether or not they have any book ideas). Finally, publishers actually pay for reviews - that can't hurt.



**Q. You published two romance novels some time ago and obviously enjoy writing. Does creative writing have a place in the field of ESL/EFL writing instruction at the university level?**

No. (But I did learn a lot about teaching academic writing from struggling with the very, very different style of creative writing.)

**Q. What do you think most needs to be researched in the field of English as a Foreign Language composition? Has this area been neglected or do you think there is little difference between teaching ESL and EFL composition?**

I'm a contrastive rhetorician, so I firmly believe that there are many differences - rhetorical, contextual, linguistic, and strategic - between ESL and EFL teaching/writing. Further, for many EFL writers, there may be little need to acquire the complex set of skills essential to successful academic writing in English. So I'd want to know what English writing the students will use after they complete the EFL program? and once you have a firm understanding of the needs of the students, you should probably find out what others think. For instance, if the EFL students will attend an English-speaking post-secondary institution, what will they have to be able to write effectively in order to succeed?

**Q. 14 What is the secret of using a machete?**

The secret of using a machete . . . like learning another language: practice, practice, practice.

## Explorations in the Classroom

We need to validate more opportunities for teachers to develop themselves through learning about teaching as they teach. After all, “learn by doing” is a well-accepted approach. There is no question about it, many teachers are simply too busy to set time aside for formal research projects. In the previous column (*Doing Research*), I observed that action research, too, can have a rather narrow definition. But learning from ourselves is not limited to action research. Modifying terminology from Allwright and Bailey (1991), I would like to offer the theme of “Classroom Explorations” for an area where teachers can learn from their own classrooms without the constrictions of the research paradigm. I include “reflective practice” under this concept. Let’s investigate some possibilities.

Thomas S.C. Farrell, a long-time KOTESOL member, recently authored *Reflective Practice in Action*, which recognizes the awareness of “that was a good class” as an initial step in professional development. The 80 “reflection breaks” in his book run from musings during a quick cup of coffee to intensive teaching journal entries that may be shared with “critical friends.” Unlike the traditional research paradigms, in reflective practice there is no need to publish findings through journals or conference presentations, all discoveries (both positive and less-flattering) can remain private. In reflection, the exploration of the classroom takes place within the mind of the teacher; there need not be “experimentation” in the classroom.

While peer evaluation has long been recognized as both a means for collegial development as well as

---

### *Professional development is always personal.*

---

professional assessment, many of the techniques offered there also can be used in personal classroom explorations. Video or audio recording can be used, as well as checklists that are marked either as part of a quiet reflection time immediately after the class or during a teacher’s pause in class. One of my own discoveries in watching a class recording was that I roamed across the front of the classroom excessively. As I used a video-cam in those classes frequently that semester, students seemed little influenced by cameras.

We can also consider little activities that might be called “mini-studies”: things a teacher might attempt during a single class period, perhaps based on sudden inspiration or a student comment. I call this “*What happens if...?*” For this next semester, I’m considering simply not talking for one day. What if the “language model” doesn’t model? This isn’t Gattegno’s “Silent

Way” - we aren’t introducing all the tools and precepts of that method - but instead challenging students’ belief that they need a live native-speaker model in the classroom. My discoveries might include:

- \* how the students react.
- \* how they accommodate, once they realize the teacher won’t speak.
- \* how they evaluate the lesson (in a subsequent class session).

Another exploration could be “*What if I handed a dictionary or grammar guide to each student*

*who asked a question of that nature?*” - would students learn to begin to look for answers in their own materials, or simply stop asking questions?

I have done the second exploration, as well as one of writing the question on the board, without answer, and observed how students reacted for the remainder of the hour. (Some students tried to find answers while they were supposed to be doing other things.) At the end of the class, I asked if students could help their classmates by answering any of the questions. In almost every case, the answers were available among classmates. Several years later, I am still trying to understand all the ramifications of that “discovery.”

It is important to consider that in classroom explorations, no literature review is necessary prior to beginning (though it won’t hurt!), and no formal hypothesis is expected. And, as with my questions on the chalkboard exploration, the answers might just create more questions!

While I could certainly offer more examples, both from professional and academic literature as well as the experiences of myself and others, the point of classroom explorations is to not set boundaries, to ask the questions that are interesting to you, and to find answers. Every teacher is different, and every classroom is different, so while we have much to share, we are also individuals. Professional development is always personal.

#### References

- Allwright, D., & Bailey, K. (1991). *Focus on the classroom*. Cambridge: Cambridge University Press.
- Dickey, R.J. (2004, September). Doing research [Professional Development]. *The English Connection*, 8(4), 26-27.
- Farrell, T.S.C. (2004). *Reflective practice in action: 80 reflection breaks for busy teachers*. Thousand Oaks, CA (USA): Corwin Press.

### *Professional Development*

*By Robert J. Dickey*

# A World of Experiences in One Soul

Spotlighted in this issue is a KOTESOL member of many and varied experiences: an airman and clergyman, a scholar and educator, a linguist and leader, and an all-around nice guy - Phil Owen. Phil came to Korea in 1999 and teaches English oral and writing skills courses at Kunsan National University in Gunsan, North Jeolla Province. He has been active in Korea TESOL almost as long as he has been here and has come to hold some very important positions within the organization.

When Phil came to Korea, he was no longer a fresh-



Phil Owen

out-college adventurer, eager to get some TEFL experience under his belt, but had already accumulated a wide and rich variety of experiences, mostly in his homeland of the United States. These experiences began in the center of the U.S. - Lincoln, Nebraska - where Phil was born and raised. His introduction to

the orient came in elementary school through his father's Japanese judo teacher and his appetite for traveling and living abroad was whetted by his junior-year studies in Bordeaux, France while a college student.

At the University of Nebraska, Phil majored in French Language and Literature but was more interested in his minor, Linguistics. After graduation from college with a BA, he joined the U.S. Air Force and was sent to California to learn Russian and then to Japan. During his two years in Japan, he enrolled in the University of Southern California on-base program and received an MEd, a master's degree in education. After the Air Force, he went to another California university for another graduate program - to UCLA, where he received his certificate in TESL. This was the result of a notice he had seen during his Nebraska college days for a graduate program in TESL. The idea of travel and working with language that had attracted him had stuck.

Family obligations at the time would not allow Phil to just pick up his bags and head overseas. Instead, he worked in several ESL programs in Omaha, Nebraska, some of which involved teaching Indochinese refugees. Though highly rewarding in experience, they were less so monetarily, requiring him to take an office position with the State of Nebraska, but he continued to teach ESL classes a few hours a week. Phil's thirst for education remained unquenched. This time his pursuit was in another area that he had long been interested in, directing him to the United Theological Seminary of

the Twin Cities (Minnesota). After three years and an MDiv (Master's of Divinity), Phil returned to Omaha to run

the ecumenical campus ministry at the University of Nebraska and its medical center. Five years later, his daughter was grown and family obligations were such that Phil was now able to teach overseas - to Korea he came.

At Kunsan National, Phil put to practice his philosophy of teaching - people learn by doing things, rather than learn to do things. For EFL that means: if you want your students to be able to speak English, you have them speak; if you want them to be able to write, you have them write. Students must learn English, not about English. Phil is influenced by the principles of the Silent Way and communicative competence, which were new and exciting ideas when he was doing his graduate work in TESL. He aims to keep his classroom stress-free and student-centered, with the students on task - speaking or writing.

At the same time, Phil has helped his chapter grow. He served for a year as Vice-President and another as President of Jeolla Chapter before its metamorphosis into two chapters. Following the transformation, he served another year as President of North Jeolla Chapter and is presently its Treasurer. In addition to all this, Phil served on the Conference Committee of the highly successful 2004 International Conference in the important position of Program Chair, a position which he will be holding again this year. In October, he was also appointed by incoming President, Dr. Yeum, to the strategic National Council position of International Affairs Committee Chair. In this position, he aims to strengthen our associations with our overseas partners.

In-between all this, Phil has been able to squeeze in several trips to Southeast Asia. Rather than going to the tourist spots, he has trekked to the mountains, forests, and villages of his former students. In his words: "I could see first-hand some of the things I had heard about, and I could understand their lives and experiences in a very meaningful and moving way."

Five years from now, and possibly longer, Phil sees himself still teaching in Korea and still contributing to KOTESOL, as well as pursuing his interests in folk music, art, and foreign films... and in temple visiting and Korea's green tea.

## Membership Spotlight

By David E. Shaffer

# Calendar

Compiled by Jake Kimball

## Conferences

**Mar 30 - Apr 2 '05** TESOL 2005: "Teaching Learning, Learning Teaching." San Antonio, Texas, USA. (Web) [www.tesol.org](http://www.tesol.org)

**Apr 5-9 '05** The 39th International Annual IATEFL Conference. Cardiff, Wales, UK. (Web) <http://www.iatefl.org/conference.asp>

**Apr 18-20 '05** Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) 40th International Seminar: "New Dimensions in the Teaching of Oral Communication." SEAMEO Regional Language Centre, Singapore. (Email) [admin@relc.org.sg](mailto:admin@relc.org.sg) (Web) <http://www.relc.org.sg/>

**May 30-June 1 '05** Malaysian English Language Teaching Association: "English Language Education: Confronting Changing Realities." (Web) <http://www.melta.org.my/modules/news/>

**Jun 1-3 '05** The Asian Association for Lexicography 2005 Conference: "Words in Asian Cultural Contexts." The M Hotel, Singapore. (Email) [asialex@nus.edu.sg](mailto:asialex@nus.edu.sg) (Web) <http://asialex.nus.edu.sg>

**Jun 3-5 '05** JALTCALL 2005 Conference: "Glocalization Through CALL: Bringing People Together." Ritsumeikan University, Biwako Kusatsu Campus (BKC), Shiga, Japan. (Email) [eng@jaltcall.org](mailto:eng@jaltcall.org) (Web) <http://www.jaltcall.org/>

**Jun 4 '05** National Taiwan Normal University: "Teaching and Learning: ESL/EFL Teacher Education and Professional Development." (Web) <http://www.eng.ntnu.edu.tw/>

**Aug 2-4 '05** The 10th Anniversary Conference of Pan-Pacific Association of Applied Linguistics. The University of Edinburgh, Edinburgh, UK. (Web) <http://www.paal.or.kr/>

**Sep 21-23 '05** International Conference on Task Based-Language Teaching: "TBLT 2005: From Theory to Practice." University of Leuven, Belgium. (Email) [tblt@arts.kuleuven.ac.be](mailto:tblt@arts.kuleuven.ac.be) (Web) <http://www.tblt.org/>

**Oct 7-10 '05** The 31st Annual JALT International Conference: "Sharing Our Stories." Shizuoka Convention and Arts Center, Shizuoka, Japan. (Email) [jalt@jalt.org](mailto:jalt@jalt.org) (Web) <http://conferences.jalt.org/2005/>

**Nov 4-6 '05** The 3rd Annual Asia TEFL Conference: "TEFL for Asia: Unity within Diversity." China Resources Hotel, Beijing, China. (Email) [asiatefl@hanmail.net](mailto:asiatefl@hanmail.net) (Web) <http://www.asiatefl.org>


**Nov 11-13 '05** The 14th International Symposium and Book Fair on English Teaching hosted by English Teachers' Association Taiwan (ETA-ROC): "Bridging the Gap: Teaching and Learning." Chien Tan Overseas Youth Activity Center, Taipei, Taiwan. (Email) [etaroc2002@yahoo.com.tw](mailto:etaroc2002@yahoo.com.tw) (Web) <http://www.eta.org.tw/>

**Nov 14-16 '05** Faculty of Communication and Modern Languages, Universiti Utara Malaysia. Inaugural International Conference on the Teaching and Learning of English in Asia: "Towards an Asia Perspective." (Email) [syahaarom@uum.edu.my](mailto:syahaarom@uum.edu.my) (Web) <http://www.uum.edu.my/fkbn/tleia1>

## Calls for Papers

**Apr 1 '05 for Jun 1-3 '05** The Asian Association for Lexicography 2005 Conference: "Words in Asian Cultural Contexts." The M Hotel, Singapore. (Web) <http://asialex.nus.edu.sg/index.html>

**Apr 15 '05 for May 30-June 1, '05** "English Language Education: Confronting Changing Realities." Malaysian English Language Teaching Association. (Web) <http://www.melta.org.my/modules/news/>

**May 30 '05 for Nov 4-6 '05** The 3rd Annual Asia TEFL Conference: "TEFL for Asia: Unity within Diversity." China Resources Hotel, Beijing, China. (Web) <http://www.asiatefl.org> 

## 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. Robert J. Dickey 2001-02*

*Dr. Sangdo Woo 2002-03*

*Dr. Myung-Jai Kang 2003-04*

## Issues and Answers

### **Hot Issue in Korea: Recruiters Withholding Teachers' Pay**

Some recruiters (luckily only a few) are behaving less than ethically these days. They first find the foreign teacher a job, help complete all the paperwork, and then take the teacher to the bank to open an account. This is where the scam begins. The recruiter convinces the teacher that it is Korean law that the teacher must open two bank accounts in the teacher's name. The first bank account is where the employer pays the teacher's wages, but this account is controlled by the recruiter who has the PIN number and bankbooks. The second bankbook goes to the teacher. The recruiter thus receives the teacher's pay first, and then deducts certain monies that the teacher believes the recruiter must deduct. Then the recruiter pays the remaining funds to the teacher! Teachers lose various amounts of their pay to this scam. Some teachers have found their final pay and severance pay withheld by the recruiter. Advice: Under no circumstance should you set up a bank account for the recruiter. If you are asked to do so, refuse. Report the recruiter to the employer, and make sure the employer gives you your pay directly.

### **EFL-Law Expands: China EFL-Law**

Over the next six months EFL-Law will expand to provide legal information on many TEFL jurisdictions. We have also recently established a separate site for China, <http://www.china-efllaw.com> to relieve congestion on our server. It is clear from the early emails and postings that TEFL teachers in China have vastly more problems with their employers than we see in Korea. Unfortunately at this stage, there are few help services available to teachers. We are in communication with local law firms and shall attempt to establish a help service for teachers in China - one that has "teeth." Teachers going to China from Korea should spend a great deal of time familiarizing themselves with visa procedures, contractual agreements, and their new employer before departure. An ounce of caution is warranted when going to teach in China.

### **EFL-Law Jobs**

Although still in the early stages, we have established a job board for teachers and employers. Teachers can post their CV and employers we vet can peruse them in search of teachers. Any teacher who receives a job through this board will receive 24/7 help from us. It is through this job board that teachers have informed us of problems. The disputes have been followed up and so far have been easily resolved. This will take a few years to take hold, but it is envisaged that the service will be another step in helping TEFL teachers to a safer

future. See <http://www.efl-law.org/jobs>

### **EFL-Law Forum 3: May 14th, Dongseo University, Busan**


In 2002 we held our first EFL-Law meeting for teachers in Busan. Almost 50 teachers attended and asked a variety of questions - so many and so complex, in fact, that our panelists, four attorneys, were quite overwhelmed, and did not have time to provide lengthy answers.

In 2004 we held our second EFL-Law meeting at the Busan KOTESOL Conference. This time we received questions in advance - and had a panel of six attorneys and one Korean judge. One teacher in the audience was on a crusade to bring down the Korean legal system and added a few moments of light relief! Nevertheless, the forum was a success.



On May 14th, 2005 at Dongseo

University, we are holding EFL-Law Meeting 3. This will be in conjunction with the **Asian EFL Journal Conference**. This time we are very well prepared - we know the questions to expect - and we know who it is you want to hear speak. Hence, this time we will have officials from the Human Rights Commission, the Labor Office, and the Immigration Department, plus four attorneys and one or two Korean judges who will also lend their weight to the proceedings. Security staff will only be admitting those who have guest IDs. Issues for discussion will include (a) unfair dismissal - the remedies, (b) the F2 - E2 visa dichotomy, (c) the Labor Law and the Labor Office, (d) Criminal Court procedures: you, the police, and your rights, (e) immigration issues and problems teachers face with the Immigration Office.

In a world first, we also hope to announce progress towards the establishment of a Teachers' Court, where foreigners can receive speedy and effective justice. Current discussions include APEC, EFL-Law, and local legal people. Foreign teachers will also benefit from hearing an overview of legal issues that impact on their daily lives, and will have an opportunity at the end to meet the experts and discuss problems and issues. **KOTESOL members** who wish to attend may register on this special page to receive a **50% reduction** in the Conference fee and the EFL-Law session: <http://www.asian-efl-journal.com/kotesol.html> 



# Cholla: Where KOTESOL Began

## KOTESOL's First Steps: The Birth of Chonbuk Chapter

By Jack Large

Posterity was not the focus of association concern as the 1990s got underway. People were studying ways of bringing KOTESOL into existence, but neither the name, nor the ways and means of doing it had yet been articulated. The primary motivation was to eliminate redundancy inherent in the existence of two similar organizations, with many members of each belonging to the other. Many English educators in Korea wanted a plausible, effective personal link to a credible international professional association that, taking English as its official language, embraced Korean and non-Korean members with equal ardor. The rapid growth and increasing popularity of the Korean Association of Teachers of English (KATE) in Daejeon made the need for a new paradigm seem more urgent. If it came, it should furthermore be one that was not Seoul-centric, but instead reflect professional and cultural values that were genuinely national and international. This awareness was the basis for what became KOTESOL's chapter system.

Six chapters were proposed initially: Seoul, Taejon, Taegu, Pusan, Kyongju, and Chonbuk (following the spellings used at that time). This was adopted, as it reflected the demographic and geographic realities of membership in the two parent entities at the time - KATE and AETK (Association of English Teachers in Korea). By then I had done most of the writing for, and about, the new approach including the original document, or "letter of intent" requiring the signature of 20 dues-paid members and a slate of elected officers for a local chapter to gain official recognition. My familiarity with the document, and the concept I had attempted to represent with it, gave me a natural advantage in the days following the joint conference,

---

*"It was clear ... that KOTESOL was here to stay."*

---

when local leaders returned to their home places to gather the required signatures, elect officers, and schedule their meetings.

Soon afterwards, *Language Teaching: The KOTESOL Journal*, the predecessor of *The English Connection*, reported that I had "introduced the 'letter of intent' to the group and explained the steps necessary to start a local chapter. This was very exciting to most of the membership and was one of the business issues that generated the most enthusiasm. It seems that many are

interested in starting up a local chapter. Let's do it!" And that's what we did.

The local chapter concept was a success from the very beginning, enabling teachers to find organizational support closer to home and providing a natural way for groups of teachers in their respective locales to meet conveniently, without having to travel great distances to do so. In less than a year, all six chapters had been granted official charters and the total number of KOTESOL teachers rivaled that of its precursors combined.

The Chonbuk group of teachers was the first to complete and file the Letter of Intent to form a chapter. The main reason was my admittedly egotistical determination to make it so. In less than a week after the October 1992 KATE-AETK joint conference, where the two associations formally joined to form KOTESOL, I had more than enough signatures on the Letter of Intent and my friend and colleague, Prof. Kim Hyung-su had been chosen, and agreed, to serve as President. Dr. Lee Yeon Hee became Vice-President, and I was chosen Secretary. A curious situation soon arose involving the treasurer position, which had, in the sometimes quaint and curious way of early KOTESOL doings, been made to reside in not one but two individuals, a married couple. Their estrangement soon after, posed a conundrum for the organization. The Chapter treasury survived intact, but the Treasurers' union, sadly, did not.

The chapter system proved to be invaluable. Monthly chapter meetings continued throughout 1993 at Chonbuk Chapter and the other chapters that soon followed Chonbuk in being formed: Taejon, Seoul, Pusan, and Taegu. These chapter meetings provided a solid foundation for the new organization and quickly became the focus of KOTESOL activity - until conference time rolled around.

I had sought a *quid pro quo* from the steering committee as a reward for my work on the foundation documents (and because I was determined that Chonbuk Chapter be the first chapter chartered). They had supported the designation of Wonkwang University, my employer, to be the site of the first KOTESOL Conference in 1993. Several hundred teachers from around Korea came to the city of Iri (now

### Chapters in History

Edited by David E. Shaffer

Iksan), joined by guests from half a dozen other countries, and more than twenty exhibitors. Our first conference was a resounding success, and it remains

the fondest of KOTESOL memories. It was clear then to everyone present that KOTESOL was here to stay.

## **Cholla Chapter: From Fledgling to Full-Fledged**

*By Joo-Kyung Park*

The history of Cholla Chapter starts with the 1993 Korea TESOL Conference held at Wonkwang University in Iri in October. It was there that that I made my very first encounter with KOTESOL, and it was destined to be an intense love affair ever after. I was fascinated by the scale and quality of the conference program and wanted to become part of this charming but as yet unknown organization. Returning afterward to the Language Research Center (LRC) of Chonnam National University where I was teaching, I shared the excitement with my foreign colleagues, especially Scott and Claudia Payne. We laid the groundwork for what would later become Cholla Chapter (as it was romanized at the time), in which we would serve together as its first officers.

We three and several other foreign faculty wanted to join the nearest KOTESOL local chapter, Chonbuk Chapter, centered in Jeonju. However, as we were all based in Gwangju, it was not very convenient to attend the Chapter meetings in Jeonju, and so we discussed creating our own chapter. After talking with Chonbuk Chapter leaders, Kim Hyung-su and Jack Large, they suggested joining forces to form a Cholla Chapter, embracing all of the Cholla region, and asked if I would be willing to serve as its first president. With strong support and encouragement from my faculty colleagues and the Chonbuk Chapter officers, I agreed. Todd Terhune was elected Vice-President, Scott Payne would serve as Secretary, and Claudia Hett Payne became Treasurer in what would be a "dream team," thanks to their enthusiasm and professionalism.

Cholla Chapter had its first meeting on May 28, 1994, with a great turnout of 66 teachers. We decided to alternate the meeting venues between Chonnam National University in Gwangju and Chonbuk National University in Jeonju. That decision was an inevitable one back then but was problematic all along and eventually resulted in the 2003 split of the Chapter into two.

The word of this fledgling Chapter became more widely known through its very successful first mini-conference, held at the LRC of Chonnam National University. It was the very first national-level conference hosted by a local chapter, and Busan and Seoul-Gyeonggi Chapters subsequently adopted the model with success. The mini-conference brought the Chapter and KOTESOL to the attention of many local schoolteachers and supervisors. Above all they were attracted to the fact that KOTESOL had many native

English-speaking members, and all its activities and business were conducted in English.

Gwangju and South Cholla Province have a long history of English education and a number of leading ELT scholars and practitioners in Korea are from this region. There were quite a number of Korean teachers of English who wanted to uphold the tradition by developing their English skills, and they saw Cholla Chapter as an answer to their long-time wish. A number of the non-Korean members were holders of an advanced degree in TESOL, with teaching experience and the willingness to share their expertise with Korean friends and colleagues as well as to learn from them. In a nutshell, the launch of Cholla Chapter was blessed with so many of the positive, necessary elements for it to become a success that it seemed almost too good to be true.

Cholla Chapter grew so rapidly that in its second year, it became the second largest chapter, second only to

---

*“We worked to establish... a close relationship with the local office of education...”*

---

Seoul. This was made possible through our efforts as a team and through several systematic steps: First, we worked to establish and maintain a close relationship with the local office of education and the supervisors who were in charge of elementary and secondary English education and teacher education. We visited them at their offices and welcomed them to our meetings. Second, our liaison people took steps to link the Chapter with other, larger regional organizations of Korean teachers of English that were supported by the local board of education. They helped the Chapter greatly with recruiting new members, hosting joint events, and more. Third, and most importantly, Cholla Chapter had a nice balance in its combination of foreign and Korean members and officers. Their language and cultural proficiency, and their enthusiastic willingness to work together, ensured that the Chapter would thrive and grow.

As part of my chapter presidency, I became more and more involved in KOTESOL at the National Executive

*Continued on page 26.*

# Checklists

When we think of ELT research, it's easy to picture people in "ivory towers" writing papers on theoretical aspects of a profession they have very little contact with. This is not altogether unfair in EFL, since most of the books we read during our professional development are written by people in ESL environments. However well-meaning they might be, they cannot be expected to know what happens in Korea, and we can justifiably ask "How do your findings help me?"

Luckily, AR is concerned with what happens in our classrooms, and its goal is to make the learning that occurs there as effective as possible, through our own investigations. One very useful AR instrument is the checklist. The checklist offers an excellent way of finding out what is going on in our classes, so that we can make positive adjustments. We don't have to worry about validity, reliability, quantitative vs. qualitative methods, or any of ye olde researche war-horses when we use a

checklist to (for example) look at classroom management and teacher-talking time (Table 1).



Because the teacher is usually alone in the classroom, and because there are rarely opportunities for self-initiated observation, it is not unusual for teachers to be unaware of certain aspects of their own language performance. Checklists provide simple and effective solutions, and can be combined with classroom-observation methods. Thus, when you ask a colleague to visit your class, or when you are watching a video of one of your lessons, it can be helpful to have a checklist of items for attention. Here are some you might like to try. (Make you own as well, and ask a colleague to observe you, using the checklists).

**Table 1.** Checklist of TTT vs. STT

Talking Time	5	10	8	20	25	30	35	40	45	50
Teacher										
Students										

**Table 2.** Checklist of Teacher Classroom-Language (Frequency of Phrases)

Phrases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OK.																		
Great.																		
Good job.																		
Well done.																		
Listen to me.																		
Look at me.																		
Stop what you're doing.																		

**Table 3.** Observation Checklist (based on Brown, 1975, p. 70)

TL = Teacher describes, narrates, explains, directs	TQ = Teacher questions
TR = Teacher responds to pupil's response	S = Silence
PR = Pupil's response to teacher's questions	X = Unclassifiable
PV = Pupil volunteers information, comments on questions	

	5	10	15	20	25	30	35	40	45	50
TL										
TQ										
TR										
PR										
PV										
S										
X										

**Table 4.** Humanistic Criteria for Teacher Reflection

*My English lessons today promoted:*

education	_____	learning
meaning	_____	form
self-direction	_____	teacher autocracy
self-respect	_____	low self-esteem
interaction	_____	teacher-talk
self-assessment	_____	fear of assessment
cooperation	_____	competition
creativity	_____	plagiarism
motivation	_____	indifference
mediation	_____	instruction
process	_____	product

**Reference**

Brown, G. (1975). *Microteaching*. New York: Methuen.

# Pseudoantonyms: Those Deceptive Synonyms

English sure can be illogical. *Money* is uncountable, and so is *pants*, while *coin* and *skirt* are countable. *People* is plural, but not overseas. There are seven ways to pronounce *-ough-*: *thought*, *though*, *through*, *thorough*, *tough*, *trough*, *bough*. A *vest* is something you wear over your shirt and tie in American English, but something you wear under your shirt in British English. A *tire center* and a *tyre centre* are the same thing; so are a *bucket* and a *pail*. But one way that English is surely logical, or at least consistent, is in the use of prefixes, e.g., *dis-*, *de-*, *in-*, *un-*.

Well, consider the following. What is the difference between something that is *flammable* and something that is *inflammable*? Nothing. They both burst into flames if you get too close with a match. Is *valuable* information worth more than *invaluable* information? Not at all. Both are worth a lot. Is a village that is *habited* different from one that is *inhabited*. No. They both have people living in them.

These apparent antonyms, which are actually synonyms, are frequently referred to as pseudoantonyms. How is it, though, that two words like *flammable* and *inflammable*, which look so opposite, can mean the same thing? It so happens that the prefix *in-* in *inflammable* does not indicate negation. Instead, it comes from the word *inflamm*. Because so many people misunderstand the meaning of *inflammable*, things that catch on fire easily are usually labeled "Flammable." The case is different with *invaluable*. Its etymology is *in-* (= not) + *value* (= v. estimate the worth of) + *-able*, meaning "not able to

estimate the value of," i.e., valuable beyond estimation. As with *inflammable*, the adjective *inhabited* is formed from the verb *inhabit*, giving *inhabited* the same meaning as the archaic *habited*.

## Word Whys

By David E. Shaffer

If a ball of yarn is *raveled* or *unraveled*, the result is the same: a mess of string on the floor. This is possible because the *un-* prefix is not the prefix of negation but the prefix of reversal, as in *undo*, *unbutton*, *unhand*. Since *demerit* is the opposite of *merit*, one would also expect *denude* to be the opposite of *nude* rather than have the meaning "to strip (the covering) away." This naked confusion is due to *denude* originating from the French word *denuder* ("to strip away"), in which the *de-* prefix means "away." *Like* and *dislike* are opposites, so why not *section* and *dissection*? Similar to *denude*, *dissection* is from the French word of the same spelling, which is from the Latin *dissecare* ("to cut apart"). The *dis-* part of *dissecare* means "apart."

So, *dis-*, *de-*, *in-*, and *un-* in the above, and in many other words, are not the prefixes of negation that they prima facie appear to be. And English is not as illogical as one may think - well, not quite.

Have words for which you want the whys and wherefores? Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)



## Tsunami Disaster Relief Campaign

Contributions to the Tsunami Relief Fund can be made to:  
Chohung Bank Acct.#407-04-527730; "jaek ra ji"

KOTESOL will match the first one million won of donations.

Contact Jack Large, Global Issues SIG Facilitator, [gisig@jacklarge.net](mailto:gisig@jacklarge.net)

# Avoiding Plagiarism

In the last issue, the first part of this topic discussed the general problem of plagiarism in the Korean context. This part discusses practical strategies for dealing with plagiarism in the classroom. As a reminder, the term *paraphrase* will be used to mean "to rewrite another author's text acceptably with citations." *Citation* is used to refer to "giving sources for direct quotations, a paraphrase, or a summary." *Plagiarism* refers to "unacceptable use of sources ranging from outright copying to improper paraphrasing, even with citation."

## Think Positive

Explain why students need to cite sources rather than demand that they cite. A colleague of mine recently wondered why so few books explain the whys and whens of quoting. Although quoting, paraphrasing, or summarizing strategies can go beyond the simple use of sources to provide evidence for arguments, the range of reasons for quotes and paraphrase goes well beyond what most writing textbooks describe. (Readers can email me for a handout on this topic for advanced students at ifli@hotmail.com.)

## Teach How to Choose Quotations Explicitly

Surprisingly, some students do not have a clear idea of the criteria for choosing citations. You may want to read a selected text together and have the students discuss why the author chose a particular direct quotation, paraphrase, or summary. It may not be as clear to them as you may assume. One WE-SIG member gives her students a useful rule of thumb: limit quotations to no more than 10 percent of your paper.

## Rethink Citing Paraphrases

I have found that students have greater difficulty with paraphrasing skills than with direct quotations. One solution is to ask students to give page references for their paraphrases and summaries, as well as for direct quotations. In fact, I think all paraphrases should have page numbers! It can be unclear how many sentences the reader is including in a given citation. A citation may unclearly refer only to the sentence it is a part of, or elements of the entire paragraph. Taking a process approach, you may also ask students for their research notes or a photocopy or printout of the page they got their quotation or paraphrase from. You can then check the original source to see if they got it right. Unfortunately, I have found that doing practice examples in class has been much less effective than having the students select and paraphrase or quote real sources in context.

## Help Students Manage Their Time

Cases of outright copying are just as likely to be caused by lack of time management skills as by a lack of citation knowledge. Some students know what plagiarism is, but, being short of time to complete their essays, they copy to shorten the writing process. Lecturing on plagiarism does not help much. If the students are doing a substantial piece of writing, ask for outlines and a rough draft before the final writing is due. I have a first draft deadline as well as a final deadline for all assigned research.

## Remove the Temptation

It is easy to copy and paste from the Internet. Consider not accepting general or personal

website information for sources and restricting intermediate students to a list of well-known online sources such as newspapers and encyclopedias. Many younger students who have grown up with the Internet often rely too much on Internet sources of dubious quality and general search engines. See if your library subscribes to quality information services such as <http://www.lexisnexis.com/>. Also, print out a typical plagiarism policy from a western university. Students, especially those who want to study abroad, will often be surprised and concerned about the consequences.

## Have Students Watch You Actually Paraphrase a Sentence

Using a computer room so students could see me write, I took a paragraph that I was working on and integrated a paraphrase into it. The original source was visible on the screen while I was reworking the sentence. I took them through all of the choices from unacceptable paraphrase (simply substituting a few nouns) to acceptable paraphrase. Actually demonstrating the differences in real-time benefited the students. While writing the acceptable paraphrase, I verbalized what I was thinking, how I made word choices, how I changed the structure, etc.

## A Final Note


There has been a great deal of discussion in journals about awareness of cross-cultural differences in notions of plagiarism and using sources. Some have advocated a more flexible and understanding response to differences in notions of ownership of ideas in an era of English as an International Language. However, I find these discussions somewhat irrelevant. There are currently no acceptable standards for changing the criteria for acceptable paraphrase in English. Our students will have to communicate in professional or academic environments in the future, and Korean faculty members have assured me that they want their students to adapt to international English norms when writing in English, especially for publication as future graduate students. I do not see that an alternative is appropriate to meet their needs.

## Recommended Sources on Sources

<http://www.dartmouth.edu/~sources/contents.html>  
[http://www.wsulibs.wsu.edu/electric/trainingmods/plagiarism\\_test/main.html](http://www.wsulibs.wsu.edu/electric/trainingmods/plagiarism_test/main.html)  
<http://www.plagiarism.org/>

Writing and Editing Special Interest Group

Any KOTESOL member can join our online discussions by requesting to join the site

<http://groups.msn.com/KOTESOLWESIG/> 

Writing  
Right

By Adam Turner

## 2005 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is offering two million won in research grants for 2005 as follows:

1. Two research grants of 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year and the results must be published in the *Korea TESOL Journal* or other comparable journal within one year of completion.
2. Five research grants of 200,000 won each for academic presentations to be presented at the 2005 KOTESOL International Conference. The research papers of these presentations must be published in *KOTESOL Proceedings 2005*.

*Please submit your research proposal (for No. 1 grants) or application (for No. 2 grants) to Dr. Joo-Kyung Park, Research Committee Chair, Email: joo@honam.ac.kr*  
*Proposals and applications will be reviewed individually and notification of results will be made within two weeks of receipt.*

### Research Proposal/Application

1. Name of Researcher:
2. Affiliation:
3. Job Title:
4. Email Address:
5. Postal Address:
6. Phone Numbers: Home:                      Work:                      Cell:
7. Research Title:
8. Research Area:
9. List of 1) publications, 2) presentations, 3) other research-related work done in the past four years.  
(For Major Research Proposal)
10. Research Proposal: A 500-word description of 1) the purpose, 2) method, 3) expected results and their educational implications, and 4) one-year research procedure or timetable.  
(For Presentation Research Application)
10. A 300-word abstract of the presentation to be presented at the Conference.

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.

# China: The Atypical Life of a Long-Distance NEST

I came to the Middle Kingdom last year from having spent five years in the Land of the Morning Calm in order to take up a special position with a joint Australian-Chinese company that specializes in giving advice to schools and running teacher training courses. I work in a middle school-cum-high school of the kind that is the norm in China. Most middle schools, a name transliterated from the Chinese for this level of school, combine middle school and high school together.

There are 12 vice-principals at this school and one principal. There are 1600 students and 18 English teachers. Right now there are two native English-speaking teachers (NESTs). Because this city is the political center of China and because of the political connectedness of this school to the Party, there is a telling absence of Americana. North American voices can now be heard on cassette tapes, but, at this school where the principal wants no less than the number 1 slot amongst Beijing schools of its type, we say *lift* and not *elevator*, and the mention of a certain prominent American gentleman whose name begins with B draws a melodramatically negative response from some students. However, being the powerful magnet that it is, Chinese people who know on what side their bread is buttered and who have enough money quietly make their way towards North America, if not physically then in spirit. New Zealand, on the other hand and as in Korea, has a profile and presence way out of relation to its size, its green, clean, cheap image selling everything agricultural and anything relating to studying English abroad.

What struck me in a positive way as I began working at my present position was the ease with which the students greeted me using standard English greetings. As well, engaging me in conversation seemed to come easily to these students, and I wondered why this was. Further, the students seemed happy and relaxed despite the fact that they attended the school long hours every day. They start arriving here around 6:30 every morning and don't go home till 5 pm. The answer to my question came with knowing that this school has strong political clout and a strong academic reputation in Beijing, and thus it draws motivated and advanced students.

This is not your average school in China, as teachers begin their day around 7 am, work until 5:30 pm, and sometimes stay for meetings that can last until 10 pm. Teachers must clock in as in a factory, they must be at their desks before 7:30, and they have a maximum of two teaching periods a day. They must also respond to an internal computer communication system to show that they are at their desks. In my first three months at this school, I spent around 40 hours observing Chinese English teachers. Most teachers spoke 70-95% English in their classes with some speaking English up to 99% of the time - except at exam time. These

teachers must adhere to the curriculum textbook. When it comes to classroom methodology, much is made of PowerPoint, which is available in every classroom. Some teachers use songs and a lot of effort goes into putting life and relevance into texts which are often far removed from meaning to mid- to low-level students.

Also as in Korea, the foci of learning-life are exams, and the two most important are at the end of junior 3 and senior 3. NESTs are not permitted to teach these levels, as maximum energy should be given to lifting exam results. To this end, a cracking pace is set in every class, and, in order that students absorb and produce correctly the sentence of the day, much is made of the reciting method in order to both

## Global Contexts

By Paul Mead

embed it and practice speaking. The most pressing concern that the teachers express to me is over their students' ability to speak. The Chinese teachers at this school wish for their students to speak more and to this end they make much use of the reciting method, and that entails students standing up and reciting verbatim a sentence pattern or a short paragraph. My view of this is that teacher, parent, and school expectations are a little high, and it seems that it is particularly so for the teachers who desire that their students produce the new sentence pattern straightaway. In addition, the notion that second language learners have an interlanguage that will exist from the time that they begin language learning until the day they stop seems a foreign one to the Chinese teachers at this school. To the teachers here, perfect spoken form is an indicator of perfect written form and vice versa. Here, a comparison between the teaching approach at this school and the general approach in China holds: perfect spoken form and perfect written form are one and the same.

What also delighted me when I arrived at this school was the number of South Korean students. These students had been placed in a number of junior 2 classes, and the task of learning both Chinese and English was a challenging one for them. I was very happy to see Korean students, and I surprised them with the little Korean that I spoke with them and the special help that I gave them.

By the way, a toll call from New Zealand to China is even cheaper than a province-to-province call within China. I love the canteen food, and it loves me, but I was bowled over by the MSG when I arrived. Drink lots of bottled water if you are going to work here and skip school meals.

*Continued on page 28.*

**Continued from page 19.**

Council level. I was 2nd Vice-President (1994-95) and 1st Vice-President (1995-96), becoming President in 1996, and serving in many additional capacities at the National level afterwards. As a result, I was no longer a core worker for Cholla Chapter after 1995, but remained active as a mentor for my successors, who have regularly sought my advice. They, and their major contributions, deserve special recognition here.

Todd Terhune became the president (1995-96) right after me and led the Chapter beautifully with his strong leadership and kind and humble personality. He was followed by Kim Jinwoo. After Kim's first term (1996-7), Mary Wallace became the president but she served for only a short period of time, leaving Korea for another job. Kim Jinwoo graciously returned to serve a bit longer as president. Throughout his presidency (1996-8), Kim and his council maintained the strong leadership and team spirit that were continued by Park Heejung, president during 1998, and his council. It is not common in Korean culture for a high school teacher to serve as president of an organization whose membership consists of both K-12 teachers and university professors. These two veteran high school teachers, however, proved by their exemplary leadership in service that what makes a good leader is not their social status but their professional capacity.

Rachel Philips took in hand the reins of the presidency in late 1998, having already served two years as Chapter Secretary. Brian Heldenbrand succeeded Rachel, and served for three years (1999-2002). Brian had organized and coordinated the Cholla Chapter Drama Festival successfully for many years, and he worked just as hard to strengthen the Chapter as President. Phil Owen then became President for 2002-

03 and, the "chapter split" discussion, which had been mostly dormant for years, was, of necessity, revived. After going through the decision-making process, the "re-formation" of Cholla Chapter into two separate chapters, one in the north, the other in the south, was made final by the National Executive Council in December 2003. The change, however, did not mean the sad separation of an unhappy couple but the exciting beginning of a new adventure of two individuals who had grown up to stand-alone. It is merely another event in the interesting life cycle of Cholla Chapter - born as Chonbuk (or North Cholla) Chapter, expanded to Cholla Chapter, and born again as two Cholla Chapters: Gwangju-Jeonnam and North Jeolla.

As of January 1, 2004, the two Jeolla chapters (reflecting the new romanization) became full-fledged, independent organizations under the leadership of Maria Lisak and Phil Owen for Gwangju-Jeonnam and North Jeolla, respectively. Allison Bill now leads North Jeolla. My best wishes go to both chapters as their journey continues!

**The Authors**

**Jack Large** is Vice-President of Seoul Chapter and the facilitator of the KOTESOL Global Issues Special Interest Group. As Finance Committee Chair, he wrote many of the fiscal policies still in use by KOTESOL, and credits (Mrs.) Aekyoung Large, National Treasurer for KOTESOL's first three years, with helping to put it all together.

**Dr. Joo-Kyung Park** teaches in the Department of English Language and Literature at Honam University in Gwangju and is the Director of the University's International Culture Education Center. 🌐

**KOTESOL, SIGs, and You  
Seoul SIG Day**

Sookmyung Women's University / May 21, 2005

**Collaboration: Building a Learning Environment  
Gwangju KOTESOL Conference**

Chonnam National University, LEC / April 9, 2005 / 12:30-5:00 pm

**ELT at the Crossroads: 40 Years of Research, Training, Service  
KATE Summer Conference**

Korea University, Seoul / June 24-25, 2005



# Assessing Young Learners: The Formative Alternative

By Jason D. Renshaw

Assessment is generally a hot issue in all circles of language teaching, and is likely to remain so for a long time to come. A useful distinction in assessment terminology is often drawn between summative and formative assessment (Brown, 2004). Here I would like to briefly go over some of the benefits of applying a formative approach to assessment with Korean YLs, drawing on some of my experiences in applying a hybrid summative-formative assessment system in a private institute setting for YLs.

Generally speaking, a great deal of assessment for YLs in Korea tends to be summative in nature, where progress is measured at the end of a month or a couple of months of study according to test results. A key weakness of summative assessment is the fact that it “does not feed back into the next round of teaching” (Cameron, 2001). While this form of assessment is beneficial for reporting to management and parents, I have experienced a feeling of deep dissatisfaction with how much a single test score fails to say about overall progress. More importantly, I am concerned about how little summative test scores motivate learners from one lesson to the next by encouraging them to set goals for themselves.

Formative assessment, as opposed to summative, seeks to measure progress in a regular and ongoing way, with the overall aim of providing immediate feedback to learners and teachers. Formative assessment can have

---

*“The effects it has on ongoing motivation and willingness to improve are worth the investment of time.”*

---

important implications for learners’ motivation, understanding of task demands, willingness and capacity to set and meet goals for themselves, and teachers’ capacity to recognize learners’ study areas in need of remedial work. Regarding YLs, Brewster et al. (2002) points out: “If pupils can see the progress they are making, it can help to raise their self-esteem and confidence, which is very important with young children.”

The simplest way to make formative assessment seem to matter is to assign simple letter grades to students on a daily or weekly basis *along* with clear feedback as to why the grade was given and what a student can do to improve upcoming lessons. Having tried this out myself during a hectic winter session of intensive study in a private institute environment, I can confidently say that the effects it has on ongoing motivation and willingness to improve are worth the investment of time.


We gave grades to students to file into their workbooks that reflected participation, effort, and/or specific criteria for different sorts of classroom activities (e.g., listening exercises, writing and essay planning, group discussions). This was supported with one-on-one clarification and advice to “feed back” into the next round of teaching. Towards the end of the session, teachers had collected a rich array of tasks and grades to help them write up some brief comments for evaluations. Comments on learners’ performance were placed in the back of the workbook and were openly available to parents and learners from the first day of the session. Summative grades for session tests were included in the same chart, but in a way that made them look as important as the ongoing formative grades.



While the vast majority of our learners showed increased motivation and improvement as a result of this assessment system, I am not about to pretend that it is perfect or appeals to every single learner - some feedback from some learners indicated they didn’t like getting feedback daily and much preferred to have one grade to worry about at the end of the session based on a test performance. Clearly, in a context where summative assessment is so regular and so all-powerful, some learners who have learned to cope with single grades may not appreciate a more day-to-day method that is possibly highly subjective across individual teachers. However, these learners have definitely been in the minority in the programs incorporating principles of formative assessment that I have run.

In terms of shifting teachers’, learners’, and parents’ attention away from isolated test performances to the notion of improving, setting, and achieving short-term goals, an approach to assessment that incorporated ongoing feedback for current and upcoming tasks landed our program a definite thumbs-up. For all those YL teachers out there accustomed to summative-only assessment and looking for something to motivate learners (and teachers) on a day-to-day basis, I highly recommend some experimentation with formative assessment techniques!

## References

- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher’s guide* (2nd ed.). Harlow, Essex, UK: Pearson Education.
- Brown, H.D. (2004). *Language assessment - Principles and classroom practices*. New York: Pearson Education.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press. 

## Conference Committee Positions Available

The International Conference Committee (ConComm) is KOTESOL's largest and most active committee. It is beginning its preparations for the October Conference with its first meeting of the year at the end of March. A number of veteran ConComm members have returned. This year's ConComm is headed by:

**Sharon Morrison, Chair**  
**Sean Coutts, Co-chair**

**Positions that ConComm is looking to fill immediately are:**

- |   |  |
|---|--|
| <input type="checkbox"/> Pre-registration Coordinator                           | <input type="checkbox"/> Guest Services Team Coordinator       |
| <input type="checkbox"/> Site Committee Chair                                   | <input type="checkbox"/> Guest Services Team Asst. Coordinator |
| <input type="checkbox"/> Special Events Coordinator                             | <input type="checkbox"/> VIP Liaison - International           |
| <input type="checkbox"/> Publicity & PR Committee<br>Co-chair (Korean-speaking) | <input type="checkbox"/> VIP Liaison - Domestic                |

### **VOLUNTEER NOW**

**Contact the ConComm Chair at:**

**morrison\_sharon@yahoo.com**

In addition to the above, there are numerous managerial and associate positions open that will need to be filled as the Conference approaches. If you wish to volunteer to share your time and skills with the ConComm family in producing one of the best shows around, do not hesitate - contact the ConComm Chair now.

*Continued from page 25.*

#### **The Author**

*Paul Mead is a New Zealander who spent five years working in Busan, Korea, where he taught language institute, middle school, and university students. He now teaches at a Chinese middle and high school in Beijing, where he has been for a year. He has an MA in Applied*

*Linguistics (University of Southern Queensland) and a BA in French and Mandarin (University of Otago, NZ). He is married and lives in China with his Chinese wife and their son. He has a daughter in New Zealand who is completing an MA in marketing. He has just turned 50 but feels 25. Email: kotinga@fastmail.fm*



*Continued from page 32.*

The closing ceremony was very exciting and yet poignant. Numerous scholarships were given out. Many rural teachers would not have been able to attend ThaiTESOL without these scholarships. Additionally, a poignant. Numerous scholarships were given out. Many rural teachers would not have been able to attend ThaiTESOL without these scholarships. Additionally, a contingent of teachers from Pakistan donated money collected from within their organization to ThaiTESOL

to assist Thai tsunami victims.

Next year don't miss the opportunity to start your year off with a bang. ThaiTESOL is excited to announce that their 2006 Conference - "Teaching, Learning, Researching: Three Pillars of TESOL" - will be held in Chang Mai on January 19-21, 2006. I hope to see you there.



**The 13th Korea TESOL International Conference**  
***From Concept to Context: Trends and Challenges***  
**October 15-16, 2005**  
**Sookmyung Women's University, Seoul, Korea**

**Call for Presentations**

Learning is always done in a context. The context shapes what will be learned and how it will be presented. Every year, new ideas, new techniques, new materials, new technologies, and new research findings flood the world of English Language Teaching and Learning. Teachers, researchers, program directors and even students need to balance many competing and sometimes conflicting ideas and needs to best fit their particular contexts.

The hope of the KOTESOL 2005 International Conference is to provide a forum for educators to share their **ideas, innovations, experience, action research, and major research findings** in the following areas:

- \* Classroom Management
- \* Computer-Assisted (CALL) or Media-Assisted (MALL) Language Learning
- \* Cross-Cultural Issues, Methodologies or Approaches to ELT
- \* English for Specific Purposes (ESP)
- \* Global and Environmental Education
- \* Issues in Language and Literacy
- \* Learning Strategies and Styles
- \* Methodologies and Techniques for Teaching:
  - Conversation, Pronunciation, Grammar, Listening, Reading, Vocabulary, Writing
- \* Music, Art and Literature in the Classroom
- \* Second Language Acquisition (SLA) and Applied Linguistics
- \* Sociolinguistics
- \* Testing and Evaluation Techniques
- \* Teaching in Under-Resourced Environments
- \* Teacher Resources
- \* Teacher Training and Development
- \* Video in the Classroom
- \* Other Relevant Issues of EFL/ELT

We invite **papers and research reports, workshops, panels, colloquia, and poster presentations.**

The closing date for the receipt of proposals is **June 30, 2005.**

All proposals must be submitted via web-form.

Links to the **Presentation Proposal Form** are available at  
**[www.kotesol.org/conference/2005](http://www.kotesol.org/conference/2005)**

We invite proposals from KOTESOL members and non-members alike. However, **all presenters must be KOTESOL members in good standing at the time of the International Conference.**

All presenters will be expected **to pre-register for the Conference.**

**The 13th Korea TESOL International Conference**  
***From Concept to Context: Trends and Challenges***  
**October 15 - 16, 2005**  
**Sookmyung Women's University, Seoul, Korea**

## **Presentation Proposal**

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

1. Do **NOT** mail, fax, or email any documents.
2. Submissions must be received by **June 30, 2005**.
3. Presenters are encouraged to submit several proposals. However, **no more than two** academic proposals per person will be accepted.
4. **Proposal titles are limited to ten words in length.**
5. Abstracts must **not** exceed **250 words** and will be used in the program, so please edit carefully.
6. Biographical data must not exceed **100 words** per presenter and should be in the third person.
7. Proposals must be submitted via web-form, links to the web-form are available at **www.kotesol.org/conference/2005**

## **Hints to Strengthen Your Proposal**

- \* The title of the presentation should be clear (10 words maximum).
- \* Be specific and clear about your topic. Give examples as appropriate.
- \* Be specific about your approach and point of view.
- \* If your presentation is based on research, include a brief description of your methodology and results.
- \* Write, edit and proofread your proposal carefully.
- \* Remember your time limit. Do not try to crowd too much information into your session.

**Please direct any Conference Program-related inquiries to the Program Committee:**

**kotesol\_conf@yahoo.com**

**Please direct all General Inquiries concerning the Conference to the  
Conference Communications Facilitator:**

**kotesol2005@yahoogroups.com**

**Check the KOTESOL International Conference website for updates:**

**www.kotesol.org/conference/2005**

# Kicking Off 2005: The ThaiTESOL Conference

By Maria Lisak

Where were you from January 20th to the 23rd? Teaching a grueling, intensive winter camp? I had the opportunity to go to the Thailand TESOL Conference, which happened to be their 25th annual conference. This combination of vacation and professional development kicked off my year with lots of energy, creativity, and community.

Annually, ThaiTESOL holds its conference at the Imperial Queen's Park Hotel in Bangkok. It's a lovely atmosphere to enjoy the conference. Quaint tea breaks in the mid morning and afternoon encourage networking in a relaxed atmosphere. This year a special surprise awaited attendees: a wine bar with appetizers and a panel discussion sponsored by the British Council. This well-attended Friday night event made the conference even more special as attendees could chat with presenters, old and new friends, or just listen to the panel discussion in an informal and fun atmosphere.

The four days offered an intense bombardment of

---

*“Vacation and professional development kicked off my year with lots of energy, creativity, and community.”*

---

plenary presentations, featured-speaker sessions, colloquiums, panel discussions, and workshops. Thai TESOL had so many big hitters giving presentations that one could easily have missed the many hidden jewels tucked into the schedule. I was not alone in regretting that I could not simultaneously attend three interesting presentations.

This year's theme was “Surfing the Waves of Change in ELT.” The conference offered a great workout for ELT professionals. Waxing up your surf board, you could have attended four different plenary presentations: Michael Rost on “Generating Student Motivation,” Denise Murray on “Navigating to Read, Reading to Navigate,” Michael McCarthy's “From Corpus to Coursebook,” and Donald Freeman's “Three Idioms That Can Change How We Think About Teaching.”

Some other featured-speaker presentations of interest included those by TESOL's new President, Jun Liu, on “Because I am a Chinese” and TESOL past president, Michele Sabino, on “Teachers as Leaders.” Dr. Sabino

challenged attendees to question the value of such self-deprecating statements such as “I'm only a teacher.”

Some of the hidden jewels that could be found from surfing around the concurrent sessions included Alan Maley's “Where Do New Ideas Come From? The Role of Resource Material” and Dick Tibbett's research and documentation of problems by non-native speakers using cohesive devices effectively. His presentation, “The Role of Rhythm and Repetition in Learner's Writing” was an inspirational weaving of authentic non-native texts and research edged with some wonderful blues lyrics demonstrating patterning and repetition. Another hidden gem was Akita International University's “Student-generated Research in the University EAP Classroom.” Their team presentation was extremely powerful, as they shared their experiences of their program from multiple viewpoints.

I could go on and on. For nearly every presentation I attended, I regretted that my Korean colleagues were not there with me benefiting from the incredible knowledge-sharing and the synergy created in such a safe atmosphere of inquiry. Some of the presentations were: “Service Learning to Enhance Learner Autonomy,” “Web CT - Practical Implementations,” “Film in the Classroom,” “Changes in English,” “Making the Classroom Democratic,” as well as some wonderful poster displays.

As KOTESOL's representative, I attended the Pan Asia Consortium meeting on Thursday night. Member organizations voiced concern over PAC's lack of exposure to the general public and member organizations' constituents as well. Since the PAC6 Conference is not until January 2007 (ThaiTESOL is hosting it in Bangkok), representatives shared ideas on how best to promote PAC during 2005 and 2006. ELLTA-Singapore is hosting a one-day conference on March 16, 2005. They will have a PAC panel discussion to educate the language teaching public of Singapore about ELT in other countries, raise the visibility of PAC and its member organizations, and to proclaim ELLTAS' membership in PAC (finalized in 2004.) Other ideas were for FEELTA, KOTESOL, and/or JALT to have a symposium event at the member organizations' international conferences in 2005 and 2006. These symposiums could piggyback member conferences by disseminating information about the member organizations as well as inform conference attendees of PAC. Other exciting news included formal requests from MELTA (Malaysia) and PELTA (the Philippines) to join PAC.

*Continued on page 28.*

# Something for Nothing: DIY Learning

The economy is stagnant, inflation is rampant, and the cost of tuition and books is prohibitively high. Add to this the fact you live in Korea, thereby making education unaffordable and inaccessible. Think again! The Internet offers teachers many opportunities for professional and self-development - and they are free! Best of all, the following website tutorials and on-line courses are constructive learning experiences for both teachers (native speakers and non native speakers) and teachers-in-training.

These days many teachers have a general interest in learning HTML. HTML means HyperText Markup Language. It's the computer code needed to design and construct websites. W3Schools provides a comprehensive listing of free on-line tutorials and examples at <http://www.w3schools.com/>.

Grammar can be a tough nut to crack - for native and non-native speakers alike. If you feel like a challenge, the Internet Grammar of English will test your mettle <http://www.ucl.ac.uk/internet-grammar/home.htm>. The comprehensive index and search functions may shorten your tutorial if you are only interested in specific grammar questions. And what would a grammar tutorial be without a quiz at the end of each section!

If you are interested in corpus linguistics but don't know where to begin, try the three-hour tutorial offered at Gateway to Corpus Linguistics on the Internet. [http://www.corpus-linguistics.de/tutor/tutor\\_cl.html](http://www.corpus-linguistics.de/tutor/tutor_cl.html).

How about a crash course on statistics to exercise the left half of your cerebrum? Statistics Hyperstat Online Textbook will put you through your paces


<http://davidmlane.com/hyperstat/>. Call it either serendipity or a mere coincidence, but this statistics course will also

prepare you for the next KOTESOL Research SIG meeting (see KOTESOL In Action reports).

An introduction to Conversation Analysis (CA) can be found at Loughborough University <http://www-staff.lboro.ac.uk/%7Essca1/sitemenu.htm>. Not only will you find practical training tasks, but the Links page will take you deeper into the field via online lectures, transcription conventions, publications, and more.

Want to learn more about Action Research - Test the waters with Areol? action research and evaluation online <http://www.scu.edu.au/schools/gcm/ar/areol/areolind.html>. This is a 14 week lockstep course that's free. While a large number of teachers enroll in the course, so do individuals in other professions such as administration, nursing, and horticulture.

Interested in phonology? What about a course introducing IPA? Stirling University has an online course <http://www.celt.stir.ac.uk/staff/HIGDOX/STEPHEN/PHONO/PHONOLG.HTM>.

Unfortunately these introductory tutorials are not full fledged, credit bearing courses, but they do offer budget-conscious teachers a means of learning the basics. If nothing else, at least you can spend your time wisely while productively engaged in scholastic pursuits. 



## The Asian EFL Journal Conference

The Future of English Education: Making Connections

**Keynote Speaker: Dr. Rod Ellis** (U. of Auckland, NZ)

Dongseo University, Busan      May 13-15, 2005  
[http://www.asian-efl-journal.com/conference\\_promo.html](http://www.asian-efl-journal.com/conference_promo.html)

# Developing Worthwhile Achievement Tests

## Part 3: Reliability Analysis

Last issue we discussed methods for analyzing individual items on achievement tests in order to identify and fix problems and improve the quality of your tests. This time, we will explore techniques for estimating the reliability of your tests. We begin with a few key definitions.

### Reliability, Achievement Tests, NRTs, & CRTs

Reliability analysis examines the value of a test as a measuring instrument. Measures like thermometers and rulers are reliable; that is, a tape measure will always provide the same measurement for the length of a wall that hasn't been changed. Language tests, unfortunately, are not so reliable. Due to poor questions, confusing instructions, uncomfortable testing conditions, and even student lack of sleep, the test results cannot always accurately reflect student ability. Consequently, teachers should estimate the degree of reliability of the test in order to know how much trust to place in the results.

Brown (1996) distinguishes achievement tests from other types. To him, achievement tests are not comprehensive of all language ability, but aim to measure the degree to which students have mastered specific course objectives. That's why the first step to developing effective achievement tests is explicitly stating the objectives to be learned and tested.

Unlike NRTs (norm-referenced tests), such as TOEIC, TOEFL, and the SAT, achievement tests are CRTs (criterion-referenced tests). Both measure student ability, but NRTs aim to spread out student scores in order to compare students' relative ability, whereas CRTs, like driver's license tests, aim to measure the degree to which a student has mastered a particular objective. Due to space limitation, our focus in this article is CRT reliability analysis. For information on NRTs, see Brown (1996).

### Reliability Analysis Strategies

There are three main strategies for estimating reliability: 1) test-retest, 2) equivalent forms, and 3) internal consistency. The first requires administering the same test two times, and then examining the scores to see whether or not they are similar. If the tests were given near the same time and the student ability had not changed, these two sets of scores should be the same, or nearly so.

Unfortunately, some students tend to remember test content, which leads to different scores on the test the second time around - a test effect that can undermine test reliability. To avoid this test effect, the equivalent, or parallel, forms method was devised. This method uses two different tests that are considered equivalent. Student scores from the two forms are compared. The more the scores are alike, the higher our estimate of test reliability. Giving a test twice, or two tests on the same material once, requires a lot of class time and may cause too much stress

for both students and teachers. Thus, the third approach is more common because it permits estimating test reliability with only one form and only one test administration.

## Training Notes

By Douglas Margolis

### Internal Consistency of Achievement Tests

There are several NRT internal consistency strategies that calculate a reliability coefficient. This number ranges from 0 to 1. Zero indicates a test with absolutely no reliability while one reflects a very reliable test.

CRTs, however, present problems for reliability analysis. First, the NRT reliability formulas assume a normal distribution and a spread of scores. Achievement tests, however, hopefully have skewed distributions with homogenous scores, meaning that all the students score high. If the students have all learned the course objectives and the test truly measures mastery of course objectives, then we should expect a result of all high scores. Using NRT reliability formulas with such a result, however, could greatly underestimate the reliability of the test. To counter this problem, Brown and Hudson (2002) explain a number of methods designed specifically for CRTs. Here we will present the One Administration *Kappa Coefficient* technique.

#### Step One: Determine a cut-point

Decide what score will represent student mastery of the objective. For example, 80% is required to pass the written exam on most driver's license tests. On language achievement tests, 70% might be an appropriate cut-point.

#### Step Two: Calculate the z-score of the cut-point

$$z = \frac{c - .5M}{S}$$

$c$  = Cut-point

$.5$  = a constant adjustment factor

$M$  = Mean of the test scores

$S$  = Standard deviation of the test scores

#### Step Three: Calculate the K-R21

The *K-R21* is an NRT reliability formula. We use it here as an intermediary step to obtain our CRT reliability coefficient.

$$K-R21 = \frac{k}{k-1} \left( 1 - \frac{M(k-M)}{kS^2} \right)$$

$k$  = the number of items on the test

$M$  = Mean of the test scores

$S^2$  = Standard deviation of the test squared

**Step Four: Use the z-score and K-R21 to obtain the approximate CRT reliability**

This step is the most disappointing because you will need to consult a table of values in Brown and Hudson (2002, p. 175). You use your cut-point z-score to determine the proper row in the table. The K-R21 result gives you the proper column. The intersecting cell gives you the *Kappa Coefficient* for your test.

For example, for an achievement test with 50 items ( $k$ ) and a cut-point of 75% ( $c$ ), a mean score of 85% ( $M$ ), and standard deviation of 2.5 ( $S$ ), you should obtain the following:

Step Two

$$z = \frac{c - M}{S} \quad z = \frac{.75 - .85}{2.5} \quad z = -.24$$

\*NOTE: Use the absolute value of the z-score, i.e., disregard the negative and round off to the nearest tenth. Thus, in this case, our result will be .20.

Step Three

$$\begin{aligned} K-R21 &= \frac{k}{k-1} \left( 1 - \frac{M(k-M)}{kS^2} \right) \\ &= \frac{50}{50-1} \left( 1 - \frac{.85(50-.85)}{50 * 6.25} \right) \\ &= 1.02 \left( 1 - \frac{41.78}{312.5} \right) \\ &= 1.02 * .866 \\ &= .88 \end{aligned}$$

Step Four

Consulting the table in Brown and Hudson (2002, p. 175), we use the z-score of .20, giving us the third row, and the K-R21 of .90 (rounded to the nearest tenth) to put us in the last column, obtaining a .71 *Kappa Coefficient* - the reliability of our hypothetical CRT.

The .71 *Kappa Coefficient* means that our achievement test is fairly reliable, although the test does not measure student ability with 100% consistency. Therefore, we should seek ways to improve this test. Generally, we would be more satisfied with a result closer to .90.

**Final Thoughts**

Keep in mind that reliability estimates are linked to a particular group. That means that the reliability can change when the test is used on different students and for different purposes. Checking the reliability each time you administer a test helps to make sure that you are assessing the students fairly.

To improve the reliability of a test, add more items, revise poorly written items, and make sure instructions are clear.

**References**

Brown, J.D. (1996). *Testing in language programs*. Upper Saddle River, NJ: Prentice Hall Regents.  
Brown, J.D., & Hudson, T. (2002). *Criterion-referenced language testing*. Cambridge: Cambridge University Press.

**The Author**

Douglas Margolis is currently in the PhD program 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

Continued from page 43.

**KOTESOL Departments**

**Special Interest Groups (SIG)**

**Research SIG**

David D. I. Kim, Facilitator. (C) 017-273-6305, Email: kotesolresearchsig@yahoo.com, kdi@yonsei.ac.kr, kdi.kim@utoronto.ca

**Teacher Education & Development SIG**

Kevin Landry, Facilitator. (C) 016-373-1492, Email: landry@gist.ac.kr

**CALL SIG**

James Trotta, Facilitator. Catholic University of Korea. Email: jim@eslgo.com

**Young Learners SIG**

Jason D. Renshaw, Facilitator. Ewha ALS Changwon, Changwon, Gyeongsangnam-do. (W) 055-267-6771, (C) 019-543-2506, Email: englishraven2003@yahoo.com.au

**Writing & Editing SIG**

Adam Turner, Facilitator. Email: ifli@hotmail.com

**Global Issues SIG**

Jack Large, Facilitator. (W) 031-949-2887, (C) 011-290-2887, gisig@jacklarge.net

**Christian Teachers SIG**

Heidi Vande Voort Nam, Facilitator. Chongshin University. (H) 02-584-1984, Email: solagratiat1@hotmail.com

**English for the Deaf SIG**

Dr. Marilyn Plumlee, Facilitator. Hankuk University of Foreign Studies, College of English. 270 Imun-dong, Dongdaemun-gu, Seoul 130-791. (W) 02-961-4668, (H/HF) 02-976-9186, (C) 016-838-9186, Email: mariplum@yahoo.com

**KOTESOL Teacher Training (KTT)**

Dr. Peter Nelson, Coordinator. Chung-Ang University, Dept. of English Ed., (WF) 02-815-5137, (C) 016-211-5396, Email: peternel@cau.ac.kr, peterprofessor@hotmail

**Membership Data Services**

Stephen Bew, Database Manager. Sookmyung Women's University. (C) 010-4448-1205, Email: forstephen@mail.com. Send Membership Forms to (Fax) 0505-505-0596, Email: kotesol@asia.com

**Organizational Partner Services**

Dr. Robert J. Dickey, Organizational Partner Liaison. Gyeongju University, School of Foreign Languages & Tourism, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (H) 055-356-0968, Email: rjdickey@content-english.org



# Winding Up 2004: KOTESOL Leadership Retreat

By Maria Lisak

KOTESOL leadership from all over Korea gathered in Daejeon for the annual Leadership Retreat on December 10th and 11th. Second Vice-President, David Kim, organized a weekend-long event at the Yujin Hotel where participants reviewed 2004 and prepared for 2005. All chapters were well-represented and shared their on-going triumphs and troubles. Sharing what works - and doesn't work - in building and maintaining a chapter was a great way to build rapport among the participants.

## Vision 2005

After the opening session, Dr. Kyungsook Yeum, our National President, shared her vision for 2005. Details of her game plan for implementing KOTESOL's mission statement include expanding the KOTESOL mission to include "to promote leadership"; elevating the role of Special Interest Groups (SIGs) and increasing exposure of KOTESOL's public face by getting more publications into members' hands; adding more content to the KOTESOL web site, automating information distribution channels, and maybe even adding a job finder; glorifying the differences of members and chapters; and tapping our individual and institutional strengths by offering service-oriented quality beyond expected professional knowledge and expertise. This can be done by developing and implementing new and creative ideas which benefit members and the community at large. Dr Yeum also supported the idea that KOTESOL consider hosting the PAC7 Conference in 2008.

Louisa Kim, First Vice-President, shared her 2005 vision. Louisa plans to visit as many chapters as she can to give and get ideas on how to improve the organization, particularly at the chapter level.

## Teaching Certification

The Teaching Certification small-group, break-out session was led by Dr. Peter Nelson. Detailed discussion and decision making followed Peter's well-organized and easy to follow analysis of the issues.

KOTESOL should play a role in more focused education in addition to regular chapter meetings and conferences. However, the group concluded that intensive programs leading to official certification are presently beyond the logistical capabilities of KOTESOL. They may also be unnecessary or unjustifiable in light of other programs already available around the country. Instead, KOTESOL could improve its services to members and raise its image and profile by offering specialized workshops focusing on new teacher orientations, materials development, or specific pronunciation problems. Formal recognition for

completed workshops was also recommended.

## Leadership & Mentoring

Maria Lisak facilitated a break-out session on leadership by asking attendees to discuss what they wanted from KOTESOL leaders, their peers, and what members want from leaders.

## Recruiting

The Recruiting break-out session addressed the perennial questions: *How do chapter leaders recruit new members? How do we encourage members to renew membership?* Various answers to these questions boil down to this: people join and renew membership as long as the product KOTESOL offers remains attractive. More discussion was generated on how to make KOTESOL more attractive.

First, chapter meetings could be renamed "workshop" since this term better reflects what really goes on at chapter meetings. Next, the format of chapter meetings could be standardized so that members know what to expect. Suggested practices include: meetings with distinct phases; appointing attendees to perform functions at meetings (timekeeper, Korean language/culture tipster, etc.), and expanding the range of presentation types and topics so that more members attend and participate. Another suggestion was to give new members a welcome package that includes tangible goodies like journals, issues of TEC,

---

*“This opportunity gave leaders a chance to go back to their chapters, SIGs, or committees with new ideas, creative solutions, and energy to volunteer for another year of KOTESOL leadership.”*

---

handouts with teaching tips, information about KOTESOL, and possibly materials from local tourist offices. Finally, the group discussed computerizing the process of joining and renewing.

## Committees

The Conference Committee introduced the current plan of action for the 2005 International Conference. Conference

*Continued on page 37.*

# Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation

Lynne Truss.

New York: Gotham Books, 2004.

Pp. xxvii + 209. (ISBN: 1-592-40087-6 Hardback)

## Reviewed by Roxanne Silvaniuk

Wow~!!Ma'am~!!!>\_<

I was So happy to receive your mail.>O<!

I will read it over and over again^-^

..It was a great help to my English ability^~^

Students' e-mails expressing thanks make teaching worthwhile; however, as this excerpt from one of my students shows, the concept of basic punctuation in written communication has fallen prey to more expressive, and in my case, bewildering, emoticons. The ubiquity of e-mail, online chatting, and text messaging is shaping how we communicate, so it was as a kindred spirit that I read Lynne Truss's bestseller *Eats, Shoots & Leaves: A Zero Tolerance Approach to Punctuation*.

With a title like *Eats, Shoots & Leaves*, one expects Truss to offer a murder mystery, but instead she takes deadly aim with her red pen at common punctuation errors. In the hands of a lesser writer, the hunt to ferret out errors and offer corrections would become a slog through the ghastly battlefield of punctuation marks. Truss's writing will pleasantly surprise. Not only is she well qualified as an editor, journalist, and broadcaster, but her writing style is chatty and humorous.

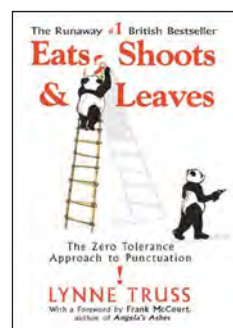
This pocketbook-sized reference book will help you review the basic punctuation marks: apostrophe,

comma, colon, semicolon, exclamation mark, question mark, period, italics, quotation marks, brackets, dash, ellipsis, and hyphen. For those of us who are caught between the British and American systems, Truss points out in her preface that some marks have different names - *full stop* vs. *period*, for example. She clarifies the different ways the British and the Americans use double quotation marks with terminal punctuation. *Eats, Shoots & Leaves* allows teachers to review punctuation before introducing the basics to students who are more often being required to prepare English applications and resumes, and write TOEFL essays.

Finally, readers who want a basic reference text are encouraged to overcome the lack of an index by adding and labeling tabs on the relevant pages as they read for ease of future use.

## The Reviewer

Roxanne Silvaniuk is in the Department of English Language and Literature at Chosun University. Email: roxannesilvaniuk@yahoo.ca



## Continued from page 36.

Committee Chair Sharon Morrison and Co-Chair Sean progress to date.

Nearly all of the Special Interest Groups were represented. SIG leaders got everyone up to speed on past and current activities, as well as goals and visions for 2005.

John Phillips, Technologies Committee Chair, informed members that the switch to a Linux-based web server was completed in 2004 and provides more security, easier manageability, and more programs to use. John mentioned that updating chapter homepages is a problem - usually because of a lack of dedicated webmasters. Content on chapter sites is usually old and needs to be updated often. Hopefully, online membership forms will soon be added.

There was also discussion about having an electronic newsletter published regularly.

Nominations and Elections Committee Chair Jake Kimball, with input from Sean O'Connor, introduced details on how to best meet the requirements for online voting in 2005 national elections.

The Leadership Retreat in December of 2004 was a great way to touch base at the end of the year. It was nice to celebrate the fine work that was accomplished in 2004. This opportunity gave leaders a chance to go back to their chapters, SIGs, and committees with new ideas, creative solutions, and energy to volunteer for another year of KOTESOL leadership.

# KOTESOL In Action

Edited by Jason Renshaw

## Special Interest Groups

### CALL SIG

By James Trotta

The CALL SIG discussion group (which you can join at <http://groups.yahoo.com/group/KOTESOLCALLSIG/>) is focusing on Seoul SIG Day and possible topics for presentations. Interesting ideas include using Moodle and a pilot study involving video messaging between students in Korea and Japan. As many of our members return from their winter vacations and gear up for the spring semester, I would like to see everyone share ideas for using CALL to help students. If you don't have any ideas, come tell us about your situation and let the teachers with CALL experience help.

### Christian Teachers SIG

By Heidi Vande Voort Nam

Thanks to both Patrick Guilfoyle and Shirley DeMerchant for envisioning, founding, and facilitating the CT-SIG in 2004. This year they are passing the facilitator torch to Heidi Vande Voort Nam. This spring, the CT-SIG is warming up for the Seoul SIG Day Conference. We are organizing panel discussions on teaching - in both religious and secular contexts - and preparing talks on analyzing the worldviews that underlie popular teaching materials. We will also deal with cross-cultural relationships between Christian NES teachers and the Korean Church. Seoul SIG Day will provide an excellent opportunity for Christian teachers to meet, exchange ideas, and share resources.

A growing number of resources for Christian teachers are available at the CT-SIG website, [http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG/](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/). In addition to Seoul SIG Day, recent topics on the discussion board have included ethical grading policies, tsunami relief, the 2006 International Christians in ELT Conference, books on Christian language teaching, and links to web-based resources for Christian teachers. The files page recently acquired several short plays and a course in worship-leading for non-native speakers. For more information about the CT-SIG, contact Heidi at [solagrati1@hotmail.com](mailto:solagrati1@hotmail.com) or [heidi-nam@hanmail.net](mailto:heidi-nam@hanmail.net).

### English for the Deaf SIG

No news at this time. For details of upcoming events contact Marilyn Plumlee, Facitator: [mariplum@hotmail.com](mailto:mariplum@hotmail.com).

## Global Issues SIG

By Jack Large

A lot has happened since we opted to revitalize the Global Issues Special Interest Group. Because so much of it has consisted of personal and online networking, there may be little awareness of the extent to which different interests and issues and prerogatives have developed. I urge teachers who want to merge their professional goals with their interest in helping define for their students what happens when facts encounter conscience to visit the GI-SIG web pages at [www.kotesol.org](http://www.kotesol.org) and register to join our online discussion forum.

The painful timeliness of the tsunami disaster brought all deliberations to ground in such a way as to focus a laser of definition at the point where talk translates to action. It was a test of will and heart, and the colleagues passed with honors. Not a single voice was raised to counter the suggestion, echoed repeatedly, that there was a rightful place in KOTESOL to provide tangible assistance in the event of great need. The campaign is still in the word-of-mouth stage, including email, the GI-SIG online forum, and program committee posts. March 1 is the date when contributions to tsunami relief can be made to: ChoHung Bank Acct.#407-04-527730; "jaek ra ji"(rom.) is the account holder name. The KOTESOL organization will match the first one million won of donations. Ways and means of delivering the aid are being studied.

## Research SIG

By David Kim

On February 5, the Research SIG held the first of a series of language research-related presentation/workshops planned for this year (visit <http://www.kotesol.org/rsig> for an overview). These presentation/workshops will offer the neophyte, as well as the more seasoned veteran, food for thought related to the art of researching, as well as an opportunity to interact with fellow researchers in our field, and possibly pick up some useful research tips along the way. The presentations will cover a wide variety of research-related topics, from action research and research methods to basic and advanced statistics. The workshops will provide a practical, hands-on, interactive forum to design individual and group research projects, as well as instruction and practice in developing research instruments and using computer applications (e.g., SPSS).

In addition to the presentation/workshops, the R-SIG will be taking part in Seoul SIG Day at Sookmyung University on May 21, hosted by KOTESOL Seoul Chapter. A group of presentations focusing on language research issues will be offered. This is another opportunity for individuals to get "connected" to the KOTESOL research network. Hope to see you there!

## Teacher Education and Development SIG

By Kevin Landry

The Teacher Education and Development SIG has developed a life of its own. The group is somehow facilitating itself without a designated leader. It does seem reasonable for an organization of teachers to grow organically and function without an official facilitator.

On the community website, Jane Quilty said she was interested in setting up a Collaborative Teacher Community based upon Kathleen Graves' workshop given at last year's KOTESOL conference and would like to meet once a month in the Seoul area (possibly before or after the Seoul monthly chapter meeting). Contact Jane at [janeq@cj.net](mailto:janeq@cj.net).

Lance Kelly is on the lookout for self-developed lessons plans (successful ones!), as he plans to collate each lesson to a printable student book. So if you have something you would like to share, please email him directly at [hojusaram@hit.halla.ac.kr](mailto:hojusaram@hit.halla.ac.kr).

There was a discussion on the effects of Korea being exposed to global English when considering the large number of E-2 visa holders from various countries and how that might impact English education and socio-cultural aspects of language. For ideas of a more practical nature, Jake Kimball shared a list of sites with Christmas content and activities. Following that, another strand about using video cameras in class came up. Robert Dickey, Joe Walther, and Kevin Parent all chimed in with many great ideas.

## Writing & Editing SIG

By Adam Turner

The Writing and Editing SIG (WE-SIG) will be presenting a computer room workshop on computer-assisted writing at Seoul SIG Day in May. In addition to writing teachers, this workshop will be of particular interest to non-native speakers who wish to improve their writing skills as well and those interested in English for Specific Purposes writing. This semester, we would like to see more non-native speakers join the group and include more topics in basic writing. WE-SIG is also responsible for the Writing Right column that appears every issue in the English Connection. This year we will also focus on gathering teaching materials to share via our website.

## Young Learners SIG

By Jason Renshaw

The winter has been relatively quiet for the Young Learners SIG, but there has been plenty happening behind the scenes in the quest to make some exciting things happen this year.

In December, I attended the KOTESOL annual Leadership Retreat in Daejeon where I discussed the prospects of a special YL symposium to be held in the Daejeon area in 2005. Many other leaders also supported my idea of publishing some kind of YL journal of presentations that go on at chapter meetings and conferences.

I was recently appointed to the IATEFL YL-SIG and am

hoping that the two positions create positive transfer. Presently, I am struggling to free up some time to start planning the YL-SIG's contribution to Seoul SIG Day. By early March, I hope to get lots of exciting news out to our SIG members through our online discussion forum. Don't forget that our YL-SIG members now get free access to the 2,500+ pages of English Raven materials and resources at [www.englishraven.com](http://www.englishraven.com), and the YL-SIG website pages have been revamped and thoroughly updated at <http://www.kotesol.org/younglearn/>.

## KOTESOL Teacher Training

By Peter Nelson

KOTESOL Teacher Training (KTT) is set for a busy year. We will have at least three, and possibly five, speakers at Seoul SIG Day on May 21, and expect to be active throughout 2005. We also have upgraded our remuneration system to include direct payment to our presenters, including reimbursement for travel expenses. This change is important because it enables chapters and regional conferences to request KTT speakers at little or no cost to themselves. An added benefit, of course, is for topic and speaker diversity at the chapter level.

For more information on KTT, or if you are interested in becoming a presenter, please contact me via email ([peterprofessor@hotmail.com](mailto:peterprofessor@hotmail.com)) or phone ((02) 820-5396).

## KOTESOL Chapters

### Busan-Gyeongnam Chapter

By Craig Lutzer

This past January, Busan Chapter continued with its tradition of providing excellent speakers. Tory S. Thorkelson gave a brilliant presentation on Konglish and presented research and insights that can have a direct impact on the classroom. He then provided some examples of activities for use in the classroom.

Busan-Gyeongnam Chapter is alive and vibrant with change. Chapter elections were held in January. Jerry Foley, Todd Vercoe, and Joseph Jung were re-elected for another term due to their hard work and determination to make a strong chapter. Kim Sung Jin will take the reins as the new 1st Vice-President. He has done excellent work in bringing students to our Chapter and to give them an active role in presenting and participating at our meetings. Newcomers Maurice Lineman and Mark Schroeder will also inject new energy and enthusiasm, while Paul Mead will be available to provide guidance and experience as Member-at-Large.

Also, the newly elected Chapter President, Craig Lutzer, outlined Chapter goals. They are high, but he feels they are attainable. Increasing membership, focusing on quality monthly meetings, improving public awareness of KOTESOL, adding benefits for members, holding socials for members to mingle and network, and to increase KOTESOL participation in the community are all high on

his list of things to do.

## **Cheongju Chapter**

*By Eva Szakall*

Many changes, both good and bad, have happened in Cheongju over the last few months. Our president, Maureen Parker, suddenly found herself unemployed and decided, sadly, after more than seven years, to return to Victoria, Canada. The rest of the chapter executive council found ourselves floundering a bit in the fall of 2004. However, we had a great final meeting in November. Michael Duffy was our guest and spoke on Practical Teaching of Higher-Level Language Concepts.

Our first meeting of 2005 is scheduled for March 27, the last Saturday in March, so as to not conflict with our neighbor's mini-conference. As yet, we have no fixed location for the meeting. Over the winter break, our regular meeting place was sold. I'll update members and friends of Cheongju Chapter when we know more.

## **Daegu-Gyeongbuk Chapter**

*By Fred Stark*

After several years of teaching in Korea and participation in KOTESOL, our secretary, Amy Kroesche, has decided to return to the U.S. to pursue other opportunities. We will miss Amy, and we wish her good luck in the future.

Chapter meetings last winter were lively as ever and very informative. In December, Mike Misner gave a well-attended presentation on the benefits of extensive reading in academic programs. He related findings from SLA research on the positive impact of extensive reading to some of the successes he has experienced through it, both as a language learner in France and as a language teacher here in Korea. Mike also brought along a large sample of storybooks for young learners from the reading library he set up at his language institute in Daegu.

We had another big turnout in January for Robert Dickey's presentation on content-based instruction (CBI). Rob shared some amusing and illustrative anecdotes about his experiences at teaching English-medium courses in subjects like history, culture, law, and public finance at Gyeongju University. Small groups then worked to design teaching units in which some kind of text would provide content to support a language-teaching aim.

At the end of the January meeting, we took the short walk to the nearby *galbi-jip* for our semi-annual members' dinner. As always, the winter gathering was a welcome chance to continue sharing ideas, talk about upcoming plans, celebrate the end of the year, and ring in the start of a new one.

We look forward to greeting old and new faces again this spring. Meetings are held on the first Saturday of the month, from 3:00 to 5:30 at Kyungpook National University. On March 5, Dr. Andrew Finch will discuss practical ways to implement classroom-based assessment.

On April 2, Jack Large will speak about global issues for language teachers. See you soon!

## **Daejeon-Chungnam Chapter**

*By Aaron Jolly*

After a very positive 2004, Daejeon-Chungnam Chapter rolls full steam into the new year. Our membership has risen from 45 to 71 since the middle of last year. Many thanks are due to all of the new executive team and to Susan Kim, our wonderful chapter member from the EPIK program in Cheonan. We would like to express special thanks to outgoing secretary Rachel Williams who has recently returned to the USA.

Our 2005 calendar has been finalized, so check our website ([www.kotesol.org/daejeon](http://www.kotesol.org/daejeon)) for an updated schedule. Although regular meetings are held at the Woosong Language Institute of Woosong University in Daejeon, special events have been scheduled for April 16 and tentatively September 10 at Nazarene University in Cheonan. The Daejeon Drama Festival will be held on May 28. Teachers - please start thinking about your teams!

The first event of the year will be on March 5 at W.L.I from 3 pm. Chris Surridge of Namseoul University in Cheonan will be giving a presentation entitled "Getting Around Textbook Tyranny: Listening Practice and CALL." We are also fortunate to have Dr. Peter Nelson, KTT Facilitator, present at our April meeting. Everyone is looking forward to both of these events.

## **Gangwon Chapter**

*By Chris Grayson*

The Gangwon Chapter starts up meetings again this month after a pleasant winter break. We'll be looking to host a good variety of in-house and guest presenters this semester, with something of interest for everyone. We're also looking forward to meeting up with friends and colleagues again, and new faces are always welcome! For meeting details, please check our web page on the KOTESOL website, or drop us an email if you'd like to be included on our mailing list.

## **Gwangju-Jeonnam Chapter**

*By Maria Lisak*

Gwangju-Jeonnam Chapter is proud to announce its Spring Conference, co-hosted with HETA (Honam English Teachers Association) and GIC (Gwangju International Center). This collaborative effort will be held at Chonnam National University's Language Education Center. The conference will be held from noon until 5 pm on Saturday, April 9.

Chapter elections will be held on March 12. There will also be an outreach event for Mokpo in March. Kasia Auer is looking for volunteers to spend an afternoon with a class of middle school students at the Mokpo Natural History Museum. This outreach event is sponsored by the Chapter.

In January, officers gathered for a Chapter leadership workshop. Officers shared their personal and professional visions for 2005. Perry Perry led an activity of inquiry for officers to discover the professional links that they shared in their workplace. Eun Jeong (Sarah) Jee shared her ideas about community relations and reaching out to the local Korean teaching community. David Shaffer, National Treasurer and mentor on the Chapter's Board of Advisors, shared information about chapter dues collection and National support. This workshop was a great way to start the year. By sharing personal goals, officers are better able to map out how to achieve Chapter goals within the limitations of available time for volunteer commitments.

Check out the Calendar of Events, 2004 Chapter Report, and Members News on our website: [www.kotesol.org/gwangju](http://www.kotesol.org/gwangju)

## North Jeolla Chapter

By Tammy V. Fisher-Heldenbrand

The month of December found the North Jeolla Chapter electing new officers. Allison Bill, Phil Owen, and Todd Terhune remained officers, with Phil and Allison changing offices. Nick Ziegler took the position of Special Events Coordinator with emphasis on the annual drama festival. New member Yong-woo Kim signed on as Membership Coordinator, Tammy Heldenbrand returned to office as Secretary after a three-year absence, and long-time member, Ingrid Zwaal, is the new Vice-President. Chapter President Allison Bill brings with her a new and catching excitement about the Chapter. Her vision for 2005 can be found on the Chapter website.

The regional conference on March 19 will be the first one for North Jeolla Chapter but not the first one for many of the officers, who worked on the former Jeolla Chapter conferences. We are excited about this year and hope as many members as possible will join us over the coming months. If you have any questions for North Jeolla, please feel free to contact us.

## Seoul Chapter

By Tory Thorkelson.

If you have glanced at our website recently, you will have noticed that a number of updates and changes are in the works. We currently have workshops and presenters lined up through June, covering a variety of topics. Our meetings are progressing in the right direction with standing room only at our February meeting at Sookmyung Women's University's Professional Center.

Ksan Rubadeau shared some great insights into using grammar drills more effectively and how to make your lessons come alive. Sean Smith talked about guiding your students towards making SMART goals for their language learning. Discussion, questions and positive feedback were abundant from old and new members alike. We signed up new members on the spot on the following day with our outreach effort in which Jack Large and I went to two major bookstores to schmooze and hand out promotional

materials to as many English educators as we could identify. We intend to break the 200 mark for number of Chapter members very soon.

Seoul SIG Day has a venue - Sookmyung's state-of-the-art facilities at Gemma Hall - and we are in the process of assembling our organization for this major event of our year. With eight SIGs covering a variety of subjects, we are well on our way to fielding an exciting and informative line-up of presentations, workshops, and roundtable discussions. We'll keep everyone posted on new developments through our web pages.

Our executive roster has changed a lot over the last few months. We are very pleased to welcome Alex Pole, who is working hard to restart regular publication of our ASK newsletter and intends on getting the next issue out by April in both electronic and print form. KOTESOL members don't have to be part of Seoul Chapter to have writings published in ASK. Feel free to email Alex any relevant article, column, or teaching ideas using the contact info on our web page or in TEC. Ksan Rubadeau is our new Membership Coordinator and Jennifer Young, our new Member-at-Large. Both are also making their presence felt by eagerly pitching in to do more than their share of the work.

## Suwon-Gyeonggi Chapter

By Chang-Sook Kim

Suwon-Gyeonggi Chapter had three regular meetings and two joint conferences with GETA (Gyeonggi English Teachers' Association) last year. We shared our teaching ideas after the presentations and engaged in follow-up activities. The more than 200 English teachers and 90 college students who attended appreciated the chance to get practical teaching ideas which they could apply in their classes. Because of this success, we plan to hold another joint conference with GETA in 2005.

In November's meeting, a supervisor from the Gyeonggi Provincial Office of Education and two vice principals presented classroom activities and talked about problems and difficulties in English education.

In other news, Ms. Ryu Gyehyeong, former Chapter treasurer and reporter now studying at the University of Kansas, will rejoin us in August.

The Chapter holds meetings every third Saturday afternoon of each month beginning in March. Meetings are held at the University of Suwon, just like last year. Join us at the March meeting!

## A Quote to Ponder

**"Education is what survives  
when what has been learned  
has been forgotten."**

B. F. Skinner (1904-1990)  
American psychologist, educator, & writer

# Who's Where in KOTESOL

Compiled by David E. Shaffer

## National Officers & Committee Chairs

**Dr. Kyungsook Yeum, President.** Sookmyung Women's University, SMU-TESOL, Sookmyung Professorial Center (SMPC), 9-22 Chungpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7707, (C) 016-239-2181, Email: yeum@sookmyung.ac.kr

**Louisa Kim, 1st Vice-President.** MaxMet, Inc., 6118-9 KAIST Hi-Tech Venture Hall, 373-1 Guseong-dong, Yuseong-gu, Daejeon 305-701. (W) 042-862-2880/2890, (WF) 042-879-2875, (C) 010-9324-1288, Email: louisakim\_kotesol@yahoo.com

**David D.I. Kim, 2nd Vice-President.** Kangnam University, Dept. of Canadian Studies, 6-2 San, Gugal-ri, Giheung-eup, Yongin, Gyeonggi-do 449-702. (C) 017-273-6305, Email: kdi.kim@utoronto.ca

**Dr. Myung-Jai Kang, Immediate Past President.** Yeojoo Institute of Technology, Tourism English Dept., 454-5 Gyo-ri, Yeosu-eup, Yeosu-gun, Gyeonggi-do 469-705. (W) 031-880-5316, (WF) 031-885-1095, (C) 019-246-1251, Email: regina@mail.yeojoo.ac.kr, mj kang5@hotmail.com

**Dr. David E. Shaffer, Treasurer.** Chosun University, College of Foreign Studies, English Language Dept., 375 Seoseok-dong, Dong-gu, Gwangju 501-759. (W) 062-230-6917, (WF) 062-226-4181, (C) 017-273-9181, Email: disin@chosun.ac.kr

**Brian Heldenbrand, Secretary.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansangu, Jeonju, Jeollabuk-do 560-759 (W) 063-220-2569, (WF) 063-884-9920 (C) 010-3190-6580, (H) 063-225-2378, Email: bkheldenbrand@yahoo.com

**Jake Kimball, Nominations & Elections Committee Chair.** ILE Academy, 2F, 1275-4 Beommul 1-dong, Suseong-gu, Daegu 706-813. (W) 053-782-2330, (C) 019-504-8366, Email: ilejake@yahoo.com

**Sharon Morrison, Conference Committee Chair.** Graduate School of Pan-Pacific Studies, Kyung Hee University - Suwon Campus, 1 Seocheon-ri, Giheung-eup, Yongin, Gyeonggi-do 449-701. (W) 031-201-2386, (C) 019-428-2661, Email: morrison\_sharon@yahoo.com

**Sean Coutts, Conference Committee Co-chair.** Chonnam National University, Language Education Center, 300 Yongbong-dong, Buk-gu, Gwangju 500-757. (W) 062-530-3636, (C) 019-828-7326, (H) 062-530-4495, Email: scoutts@chonnam.ac.kr

**Dr. Robert J. Dickey, Long-term Planning Committee Chair.** Gyeongju University, School of Foreign Languages & Tourism, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (H) 055-356-0968, Email: rjdickey@content-english.org

**Phil Owen, International Affairs Committee Chair.** Kunsan National University, Dept. of English Language & Literature, Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: kotesol\_international@yahoo.com

**Dr. Yangdon Ju, Domestic Relations Committee Chair.** Hyecheon College, School of Tourism, 333 Boksu-dong, Seo-gu, Daejeon 302-715. (W) 042-580-6252, (WF) 042-580-6259, (C) 016-435-6312, (H) 042-583-6312, Email: ydju@hcc.ac.kr

**Dr. Dongil Shin, Publications Committee Chair.** Chung-Ang University, English Language & Literature Dept., 221 Heukseok-dong, Dongjak-gu, Seoul 156-756. (W) 02-820-5098, (C) 010-6733-9961, Email: shin@cau.ac.kr

**Dr. Joo-Kyung Park, Research Committee Chair.** Honam University, Dept. of English Language & Literature, 59-1

Seobong-dong, Gwangsan-gu, Gwangju 506-714. (W) 062-940-5310, (WF) 062-940-5310, (C) 016-625-9358, (H) 062-375-9358, Email: joo@honam.ac.kr, english58@duam.net

**Dr. Peter E. Nelson, Teaching Certification Committee Chair.** Chung-Ang University, Dept. of English Ed., 221 Heukseok-dong, Dongjak-gu, Seoul 156-756. (WF) 02-815-5137, (C) 016-211-5396, Email: peternel@cau.ac.kr, peterprofessor@hotmail.com

**Dr. Paul Robertson, Membership Committee Chair.** Email: birp01@kornet.net

**John Phillips, Technologies Committee Chair.** Fulbright Korea, Seoul. (W) 02-3275-4000, (C) 011-9436-4609, Email: phillips@kornet.net

**Dr. Heyoung Kim, Technologies Committee Co-chair.** Sookmyung Women's University, Graduate School of TESOL, SMPC Room 409, 9-22 Chungpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7762, (C) 016-790-5810, Email: heyoung@sookmyung.ac.kr

**Hee Jung An, Publicity Chair.** Hansol Gyoyook Co. Ltd. (C) 011-9209-4721, Email: hardnose@hanmail.net

## Busan-Gyeongnam Chapter Officers

**Craig Andrew Lutzer, President.** Nambu Board of Education, Busan. (C) 010-9752-9989, Email: ckotesol@yahoo.ca

**Sung-Jin "Charles" Kim, 1st Vice-President.** Yeamoon Girls' High School, Busan. (C) 016-545-8253, Email: sungjinkim71@hotmail.com

**Jerry Foley, 2nd Vice-President.** (C) 019-838-2223, Email: jmfoley@hotmail.com, foley\_jerry@yahoo.com

**Todd Vercoe, Secretary.** Inje University, Institute of Foreign Language Education, 607 Obang-dong, Kimhae, Gyeongsangnam-do 621-749. (W) 055-320-3529, (H) 055-320-3567, Email: koreakatz@hotmail.com

**Maurice Lineman, Treasurer.** Inje University. (W) 055-329-2217, (C) 016-500-2217, Email: winterrider@hotmail.com

**Dr. Joseph Taik Jin Jung, International Affairs.** Dong Seo University. (C) 011-556-7693, Email: jojung@hotmail.com

**Mark Schroeder, Member-at-Large.** (C) 011-9506-0608.

**Paul Mead, Member-at-Large.** Experimental School, Hadian Teachers Training College, Beijing. (W) +86 10-8813-6068, Email: mead98410@hotmail.com, kotinga@fastmail.fm

## Cheongju Chapter Officers

**Nicole Kim, Vice-President.** (C) 019-9324-0818, Email: knowital@edunet4u.net

**Hye-young Pam Lee, Treasurer.** Kwak's English School, Cheongju. (C) 010-3470-7749, Email: pampower@hotmail.com

**Eva Szakall, Secretary and Membership Promotion.** (C) 016-862-3882, (H) 043-272-3883, Email: eszakall@hotmail.com

**Jean Paquette, Webmaster.** Cheongju National College of Science and Technology, Dept. of English, (C) 019-803-3477, Email: jeanpaquette@yahoo.com

## Daegu-Gyeongnam Chapter Officers

**Dr. Steve Garrigues, President.** Kyungpook National University, Dept. of English Language & Literature, Sangyeok-dong, Buk-gu, Daegu 702-701. (H) 053-952-3613, (W) 053-950-5129, Email: sgarrigues@asia.umuc.edu

**Fredrik Stark, Vice-President.** Kyungnam University. (W) 055-249-2138, Email: frstark@mail.kyungnam.ac.kr

**Dr. Joon-Kee Chae, Treasurer.**

Kyungpook National University. (W) 053-950-5279.

**Amy Kroesche, Secretary.** Email: amkroe@yahoo.com

**Jae-young Jo, Library.** Jung-Dong High School. Email: jjyoung7@hotmail.com

**Yungho Park, Webmaster.** Daegu Exhibition & Convention

Center. (C) 016-521-8006, Email: yunghop@hotmail.com

### **Daejeon-Chungnam Chapter Officers**

- Aaron Jolly, President.** Dongseong Middle School, Cheonan. (C) 010-3115-6354, Email: jollyaaron7@yahoo.com.au
- Mira Kim, 1st Vice President.** Woosong University Language Institute, Daejeon. (C) 011-9422-9253, Email: woosong30@yahoo.com
- Tony Hyunchul Joo, Treasurer.** (H) 042-536-3769, Email: tonyhj@kornet.net, tonyhcj@hanmail.net
- Enrique Francia, Secretary.** Woosong Language Institute. 196-5 Jayang-dong, Dong-gu, Daejeon 300-831. (W) 042-625-6922, Email: enriquefrancia2020@yahoo.com
- Orysia M. Kiryk, Member-at-Large.** Woosong University Language Institute, Daejeon. (C) 011-9428-1947, Email: orysiakiryk@yahoo.com.au

### **Gangwon Chapter Officers**

- Chris Grayson, President.** (C) 019-405-1393, Email: chrisgrayson\_99@yahoo.com, gangwonkotesol@hotmail.com
- Younnam Lee, Vice-President of Finance.** Email: younnami@hotmail.com
- Lance Kelly, Vice-President of Webpage Maintenance.** Email: hojusaram@hotmail.com
- Chantal Martel, Vice-President of Publications.** Email: cgmartel@hotmail.com, gangwonkotesol\_news@hotmail.com
- Graham Specht, Vice-President of Chapter Events & Membership Services.** Email: graham@tyndallhouse.org

### **Gwangju-Jeonnam Chapter Officers**

- Maria Lisak, President.** Kunsan National University. Dept. of English Language & Literature, 68 Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4334, (C) 010-3144-4334, Email: kotesolmaria@yahoo.com
- Sean Coutts, Vice-President.** Chonnam National University, Language Education Center, Gwangju. (W) 062-530-3636, (C) 019-828-7326, Email: scoutts@chonnam.ac.kr
- Perry B. Perry, Treasurer.** Christian College of Nursing, Gwangju. (W) 062-676-8157, (C) 011-9441-2588, Email: pbperry@ccn.ac.kr
- Scott Jackson, Secretary.** Honam University, English Lang. & Lit. Dept., Gwangju. (W) 062-940-5528, (C) 010-2602-7720, Email: sjackson46@lycos.com
- Eun-Jeong "Sarah" Jee, Membership & Publicity Director.** Jeonnam Middle School, Gwangju. (C) 019-9228-0822, Email: faith-sarah@hanmail.net
- Kasia Auer, Hospitality Director.** Seokang College, Dept. of English, Gwangju, (C)018-540-5221, Email: kasiason@hotmail.com
- Sheilagh Hagens, Member-at-Large.** Haeryong High School, Yeonggwang, Jeollanam-do. (H) 061-351-0274, (C) 010-4661-0287, Email: sahagens@gmail.com
- Dr. Yeon-seong Park, Advisor.** Chonnam National University, Gwangju. (W) 062-530-3645, (H) 062-261-9804, (C) 016-9601-9804, Email: pypark@yahoo.com
- Dr. David E. Shaffer, Advisor.** Chosun University, English Language Dept., Gwangju. (W) 062-230-6917, (WF) 0505-502-0596, (C) 017-274-9181, Email: disin@chosun.ac.kr
- Dr. Gyeonggu Shin, Advisor.** Chonnam National University, Dept. of English Language & Literature, Gwangju. (W) 062-530-3158, (WF) 062-530-3159, (H) 062-234-8040, Email: ggshin@chonnam.ac.kr

### **North Jeolla Chapter Officers**

- Allison Bill, President.** Jeonju University, Dept. of Liberal

Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2575, (C) 010-6332-5191, Email: allison\_bill1@hotmail.com

- Ingrid Zwaal, Vice-President.** Jeonju National University of Education, English Dept. (W) 063-281-7198 (H) 063-284-2954 (WF) 063-281-0102, Email: ingrid@jnue.ac.kr (message line in English only).
- Tammy V. Fisher-Heldenbrand, Secretary.** (H) 063-225-2378, (C) 010-3190-6855, (HF) call first, Email: tvmicah@yahoo.com
- Phil Owen, Treasurer.** Kunsan National University, Dept. of English Language & Literature. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: phil\_owen\_99@yahoo.com
- Yong Woo (Kimmie) Kim, Membership Coordinator.** Jeonju University, International Education Center. (W) 063-220-2319, (C) 011-9453-5679, Email: ddalki1029@nate.com
- Todd Terhune, Webmaster.** Hannam University. (W) 042-629-7335, (H) 042-628-9850, Email: todd@taterhune.net
- Nick Ziegler, Special Events Coordinator** (Drama Festival). Jeonju University, Dept. of Liberal Arts. (W) 063-220-2673, Email: northjeolla@yahoo.com

### **Seoul Chapter Officers**

- Tory Thorkelson, President.** Hanyang University. (W) 02-2290-1713, (C) 018-850-0778, Email: thorkor@canada.com, thorkor@hotmail.com
- Jack Large, Vice President.** (H) 031-949-2887, (HF) 031-949-2887 [notify first], Email: larjak2@chollian.net
- AeKyoung Large, Treasurer.** (H) 031-949-2887, (C) 011-290-2887, Email: laraeky1@chollian.net
- Mary-Jane Scott, Secretary.** Soongsil University Language Center. (W) 02-820-0774, (C) 011-9539-0098, Email: mjssu@yahoo.com.au
- Yong-Il Hong, Webmaster.** (C) 019-476-0158, Email: Hong01@hanmir.net
- Ksan Rubadeau, Membership Coordinator.** (W) 031-680-3641, Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca
- Alex Pole, Ask Editor.** (W) 031-467-0835, (C) 016-823-2071, Email: alexpole@hotmail.com
- Hyo-Jung Han, Workshop Coordinator.** (W) 02-710-7700
- Dr. Kyungsook Yeum, Immediate Past President.** Sookmyung Women's University, SMU-TESOL. (W) 02-710-7707, (C) 016-239-2181, Email: yeum@sookmyung.ac.kr
- Jennifer Young, Member-at-Large.** (C) 016-892-5991, Email: waegoogin@yahoo.com, jenniferteacher@gmail.com

### **Suwon-Gyeonggi Chapter Officers**

- Dr. Mijae Lee, President.** University of Suwon, Dept. of English Lang. & Lit., San 2-2, Wayu-ri, Bongdam-eup, Hwasung, Gyeonggi-do. 445-743, (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (C) 010-9915-2007, Email: mjlee@mailsuwon.ac.kr
- Scott Miles, Vice President.** Seogang University, (C) 011-470-7209, Email: scottmiles67@yahoo.com
- Jang-suk Kim, Treasurer and Reporter.** Yeongil Middle School, (H) 031-203-4705, Email: kcjk1@hanmail.net
- Hye-ri Lee, Secretary.** Sukji Middle School, (C) 017-321-3385, Email: heriqueen@yahoo.co.kr
- Seung-wook Park, Outreach Coordinator.** (C) 019-392-3863, Email: alexpsw@hanmir.com
- Shin-hyeong Lee, Membership Coordinator.** Bibong High School, (C) 018-272-5979, Email: dream8686@hanmail.net
- Young-gi Kim, Member-at-Large.** Jeok Seong High School, (C) 019-267-8793, Email: ko-mat@hanmail.net
- Sang-ho Lee, Webmaster.** Gojan High School, (C) 019-259-687, Email: nahmuh@chollian.net

Continued on page 35.



# KOTESOL 2005 National Budget

Approved Dec. 12, 2004

Monetary Unit: 1,000KRW

010. **Opening Balance** as of January 1, 2005 (est.) **125,000**

## Income

110. Dues: Individual Memberships	20,000	
120. Dues: Organizational Partners	32,000	
150. Advertising and Interest	3,000	
180. Conference Net Revenues (excluding memberships)	1,000	
181. International Conference Advance Reimbursement	38,000	
190. Regional Event Advance Reimbursement	3,000	
<b>Total Income</b>		<b>97,500</b>

## Expenses

310. Chapter Support	27,250	
320. Officers' Discretionary Fund Allocations	2,800	
340. Department Allocations	51,350	
341. National Program Committee	9,200	
344. Research Committee	4,500	
345. Publications Committee	23,300	
347. International Affairs Committee	6,800	
349. Publicity Committee	3,000	
370. All Other Committees	4,550	
440. Council Meetings (3)	2,700	
445. Leadership Retreat	5,000	
450. Chapter Leaders' Meetings (2)	2,000	
460. Officers' Domestic Travel	2,000	
500. Office Matters	2,500	
710. Equipment Purchases	2,880	
810. International Conference Advance	38,000	
<b>Total Expenses</b>		<b>136,480</b>
Gain / (Loss)		(38,980)
<b>Year-End Balance</b>		<b>86,020</b>

## What's Your Special Interest?

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

**Research, CALL, Young Learners, Teacher Development,  
Writing, Global Issues, Christian Teachers, English for the Deaf**

You can:

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

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

# 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](mailto: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](mailto:kotesol@asia.com)  
 Anyone can join KOTESOL by attending a local chapter meeting.

**[www.kotesol.org](http://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.