

SeoulCon 2013

Preparing for Tomorrow

Real Ideas for Real Classrooms



March 30, 2013

9:30 AM – 5 PM

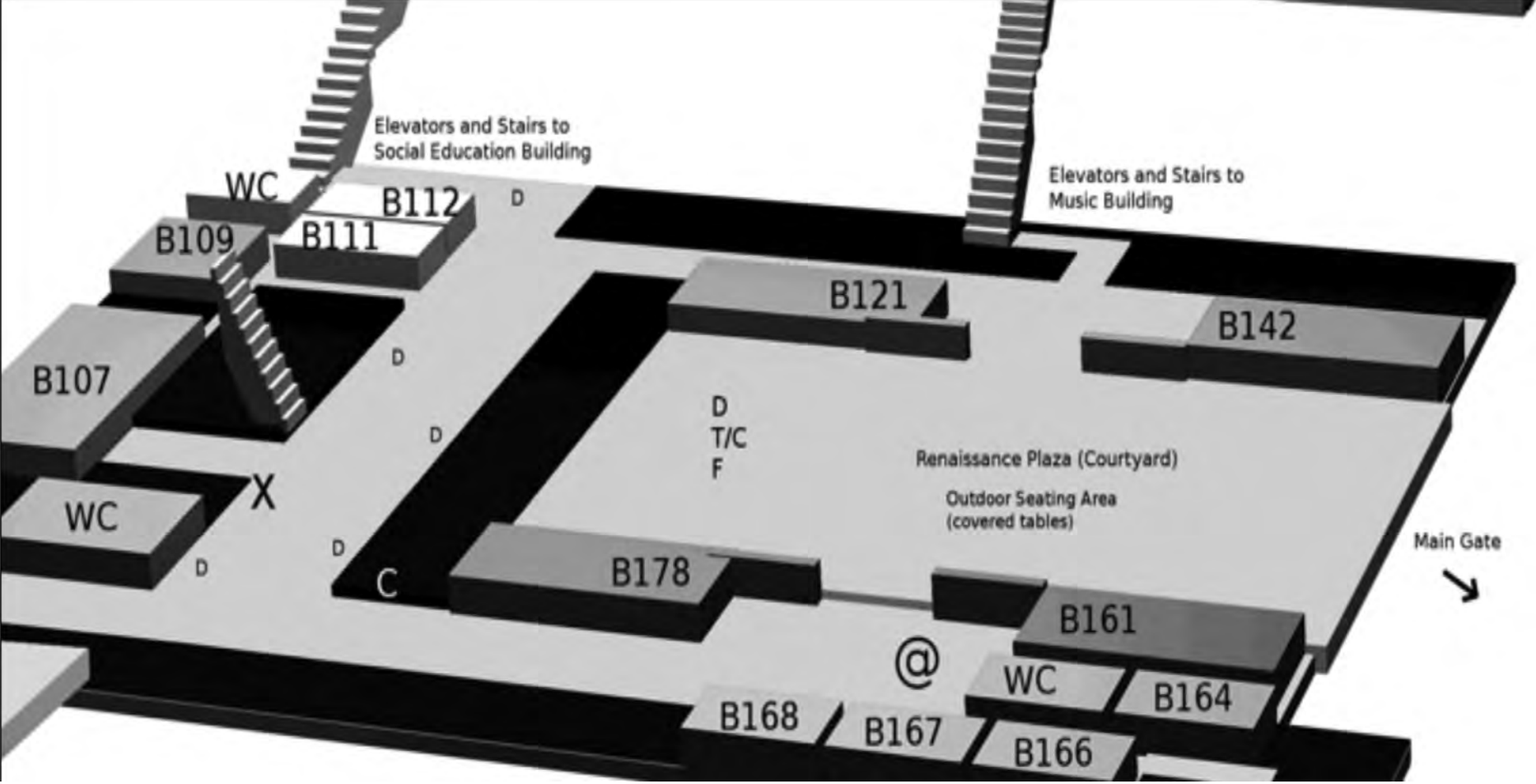
Sookmyung Women's University



9:30:AM	Registration
10:00 AM until 11:00 AM	Keynote - Ksan Rubadeau B107 - Gemma Hall This Wasn't in my Job Description

Time	B121	B142	161	B178
11:15 AM until 12:00PM	<i>Gerald de la Salle</i> Thoughts, Ideas, and Activities For Writing Classes	<i>Brian Carlstrom, Nathan Price</i> Building Learner Corpora Made Easy	<i>John Pfordresher, Alex Walsh</i> Bringing the world to our students	<i>James Hanson</i> Teaching Prosody: Stress, Stretching, Pausing and
12:00 PM until 1:00 PM	LUNCH			
1:00 PM until 1:45 PM	<i>Tory Thorkelson</i> Leadership IQ: The Missing Link for Training Leaders	<i>Casey Barnes</i> Say it, Show it, Act it...Tell Me a Story! Using Storytelling	<i>Michael Griffin</i> How to do a bad reading lesson	<i>Gunther Breaux</i> The Solution: A classroom test that measures and improves
2:00 PM until 2:45 PM	<i>Charles Fullerton</i> What Korean Students Think About Errors	<i>SIG Information Session</i> Professional Development SIG	<i>Stafford Lumsden</i> Task Based Learning	<i>Colin Walker</i> Teaching Performance and Student Tasks
3:00 PM until 3:45 pm	<i>Joe Vitta</i> A Workable TTT Approach for the Korean University	<i>SIG Information Session</i> Research SIG	<i>Casey Barnes, Jessica Warren</i> Organize It, Teach It, Write it, Present it: The iPad puts all your	<i>Peadar Callaghan</i> Using Graphic Organizers in Speaking Classes
4:00 PM until 5:00 PM	Pecha Kuchas Prize Raffle		David Shaffer Shin, Hyon Phil Julien McNulty	

Map of the Venue



President's Message

Welcome to the 10th Annual Seoul KOTESOL conference!

This year's theme "Preparing for tomorrow: Real ideas for real classrooms" should be taken literally. It is our hope that the presentations you see today and the ideas you take away from them will have practical use for you, in your classroom come Monday morning. Too often conferences, symposia and even workshops for teachers have the most esoteric and frankly impractical themes. Seoul KOTESOL is made up of real teachers in real classrooms and while scholarship is of great importance (it's promotion is one of the central tenants of KOTESOL's mission statement), we also see our job as giving practical ideas, actual concrete things, teachers can use in their classrooms.

Today's conference is a watershed for Seoul KOTESOL with the majority of speakers being Seoul KOTESOL members and this being the 10th year the chapter has staged its own conference. The chapter executive is painfully aware that members should be receiving tangible benefits from belonging to an organization like KOTESOL and it is the Seoul Executive's hope that our conference, and ongoing workshop program, go some way in providing the kinds of benefits members should expect.

This event would not be possible without the hard work and time dedicated to it by the members of the Seoul KOTESOL executive. In particular I would like to offer a huge thanks to past President Mary-Jane Scott who has taken on the role of registration as well as acting treasurer. The newest member of the Seoul Executive, Trevina Jefferson has been a

driving force behind the conference and the chapter's quest for membership over the last couple of months. Workshop coordinator John Steele has done a fantastic job of the unenviable task of putting the program together while First Vice President Nathan Rice has created the very organ you have in your hands, bringing together the extended summaries, and related documents into a package that we are all very proud of. Member-at-large, Grace Wang was kind enough to offer the use of her students as conference volunteers, their contribution is invaluable, and I would like to thank them and Grace. The members of the executive not mentioned here should not be far from your thoughts either, their hard work and belief in Seoul KOTESOL and English teaching in general has culminated in this conference. My thanks probably doesn't even scratch the surface, but they are greatly appreciated.

Finally let me take this opportunity to invite members to vote in the chapter elections that run concurrent with the conference. Another past President, Tory Thorkleson, is our Returning Officer, and I have every faith in his ability to conduct our chapter elections with the kind of integrity and transparency that is required. Exercise your vote in the elections area.

Enjoy the conference!

Stafford Lumsden, MA TESOL, CELTA
President, Seoul KOTESOL

Chapter Executives

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Presenter Biographies

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching in the graduate and undergraduate programs. Dr. Shaffer is the author of books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, young learner and extensive reading research, as well as loanwords and effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and an International Conference Committee member. disin@chosun.ac.kr

Michael Griffin has been involved in the ELT industry in Northeast Asia for nearly 13 years and has been working on and off in teacher-training and development since 2008. He completed his MA-TESOL with a concentration in curriculum design from the New School in 2009, where he currently teaches the Curriculum Development course. Mike is a proud member of the World Learning/SIT TESOL training community, as well as #KELTchat and ITDI. His main professional interests include materials-light teaching, classroom communication and reflective practice. He blogs at: <http://eltrantsreviewsreflections.wordpress.com/> and you can find him on Twitter: @michaelegriffin.

John Pfordresher arrived in South Korea in February of 2011. In 2009 he completed his TESOL certification followed by nine months of volunteer teaching at the University of Maine's Intensive English Institute. He is currently working for Inji Middle School in Busan. Earlier this year he co-founded the Busan Reflective Practice SIG and has co-founded a new website with Alex Walsh devoted to bridging the gap from the classroom to the world.

Alex Walsh has been teaching in Korea since October 2009. One year of that time was spent teaching elementary and middle school aged children in Jeonju. For the past two years, he has been teaching high school students in Gangnam, Seoul. In 2010 Alex earned his CELTA certification and in 2011 he began working on his MA TESOL with Nottingham University. He recently co-founded the ESL Learners Output Library with John Pfordresher.

Brian Carlstrom is an EFL lecturer at Gachon University in Seongnam. He has been an EFL instructor in Korea for over six years and is currently writing his master's degree dissertation at The University of Birmingham in Applied Linguistics on error analysis using a learner corpus project he coordinates at Gachon University.

Nathan Price has a B.S. in English / Education and an M.A. in English, Professional and Technical Writing, both from Northern Arizona University. He has taught elementary school, middle school, and university level students. He currently teaches conversational English and essay writing at Gachon University.

Gunther Breaux is an associate professor at Hankuk University of Foreign Studies and he has taught English conversation to Korean university freshmen for 16 years. He has a BA in Advertising Design, an MA in American History and an MA in TESOL. He is the author of four ELT books and his main areas of research interest are teaching and testing speaking, and developing materials for both. plangbro@gmail.com

Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over six years. During this time he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. Peadar is currently the 1st vice president of KOTESOL and teaches at Daegu University.

Casey Barnes has spent several years teaching middle and high school in the United States and Seoul. He holds a Master's degree in English Education and ESL. He has recently taken a position teaching at Kyunghee University in Seoul.

Jessica Warren taught in an American middle school before finishing her Master's degree in English Education and ESL. She moved to Korea in 2010 and taught for two years in a public high school in Seoul. She is currently teaching at Hanyang University's Seoul campus.

James Hanson has taught EFL for over six years in four countries across the globe. From the humble beginnings of teaching Tibetan refugees in North India, large class sizes in Thailand and the vibrant, loquacious students in Ecuador, he has settled in Korea. In his fourth year in Korea, he is currently working at Hongik University. Whilst researching empirical papers for his MA in Applied Linguistics from the University of Birmingham, UK, his interest in the spoken element of the English language developed.

Charles Fullerton has been teaching at Hongik University in Seoul for 8 years. He has lived and taught abroad in both Korea and Costa Rica for over 10 years. He graduated from Framingham State College with a Masters in Education in 2009. His research interests include student errors and error correction.

Ksan Rubadeau (MA - Applied Linguistics) has delighted in working in TESOL for the past sixteen years in Mexico, Japan, Canada, and Korea. A former teacher trainer for Gyeonggi Province, she now lectures at Korea University and teaches TESOL International's online "Training of Trainers" course. She is currently pursuing her Doctorate of Education through Durham University in the U.K. Ksan's research interests include teacher cognitions, teacher training, 21st century technology, and pedagogical grammar. ksanrubadeau@korea.ac.kr.

Rob Dickey is the new facilitator of the KOTESOL Professional Development SIG, a past-president of KOTESOL (2001-2002), and led a previous edition of this Special Interest Group, then known as the Teacher Development and Education SIG. He is at Keimyung University in Daegu. Email: rjdickey@content-english.org

Gerald de la Salle is a school teacher, lawyer and English instructor. He has taught English in New Zealand and Korea for over 10 years. He has taught for twenty years, including law in Canada, English in Japan, and for the last thirteen consecutive years, English in Korea. He has taught a vast array of English classes to students of all ages and levels. He has a B.A. and B.Ed. from the University of Alberta, an LL.B. (law) from the University of New Brunswick and an M.A. in Community College Education from Central Michigan University.

Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He has taught French, Spanish, History, and Special Education in British Columbia, Canada. He has also worked as a corporate trainer, then as a bilingual training consultant in Toronto, developing an accent optimisation program in India. Teaching English in Korea since 2008, Julien is a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011. Most recently, he is the co-founder of EFL ProDev, a consulting company specialising in teacher training, camp creation, and executive presentation skills. Email: julien@eflprd.com

Joanne McCuaig is the newest co-facilitator of the R-SIG and is excited to join her experienced colleagues, David Kim and Eric Reynolds. Having recently completed her MA in Applied Linguistics, from the University of Birmingham, Joanne is keen to further her own research skills and to assist others along the way. She currently works at Hongik University in Seoul and can be reached at: jmccuaig2@gmail.com

Stafford Lumsden (MA TESOL (Hons), CELTA) is the outgoing president of Seoul KOTESOL and Academic Director at YBM Premier, Dongseungro in Daegu. Previously he has been Head Teacher Trainer at GyeongIn National University of Education and a teacher trainer at Seoul National University of Education. Originally from New Zealand, Stafford has

Casey Barnes started teaching EFL in Seoul in 2005. After two years in a middle school, he returned to the USA to pursue a Master's degree in English and ESL. During his stay, he taught English and Creative Writing in an American high school, before returning to Seoul to teach for an additional two years in a public high school. He has recently been teaching full time at Kyung Hee University in Seoul.

Joe Vitta has been an ESL/EFL teacher since 2004. He has taught at the primary, secondary and university levels in Tokyo, New York and Seoul. His chief interest is how neurology, psychology and teaching practices can interface and work together to provide the best language learning and teaching experience possible. He is also an active CALL and authentic assessment practitioner and researcher. He has earned his MA in TESOL from Sookmyung Women's University in August, 2012 and is currently pursuing an Ed.D. in TESOL from Queens University – Belfast. He is a EFL instructor at Sookmyung Women's University.

Colin Walker was raised in the Canadian prairies, and spent much of his time playing and coaching ice hockey. After graduating with a BA in economics from the University of Regina, Colin worked as a middle school English teacher in Korea for 3.5 years. He now works as an English professor at Hoseo University, and is currently completing his MA in TEFL from the University of Birmingham. His research interests include social semiotics, educational leadership, and resume writing for non-native English speakers. View Colin's list of publications at www.walkercolin.com/publications. Email: cwalker@hoseo.edu

Tory S. Thorkelson, Doctoral Candidate(Middlesex University)

Keynote Presentation

This Wasn't in My Job Description: Helping Emotionally Distressed Students at Your School

Ksan Rubadeau

You care about your students and worry about students suffering from stress, personal difficulties, depression, or even suicidal thoughts. Sometimes your students even come to you for help. But you're a teacher and not a counselor, and are not sure of how to respond. This wasn't in your teacher training, let alone part of your job description. So what is your role? This workshop 1) presents findings from research on how educators can help emotionally distressed students and why they should be prepared to do so; 2) describes the activities of "The Essential Bridge," a faculty learning community at Korea University (KU), and the creation of the KU Peer Helpers student-run helping group, with details on some of the trials and tribulations in building the program; 3) provides important resources and information about where to get more help; and 4) invites participants to share successful strategies from their schools.

11:15-12:00 PM Presentations

Gerald de la Salle

THOUGHTS, IDEAS, and ACTIVITIES FOR WRITING CLASSES

B121

Of the four major English skills, writing is perhaps, the most difficult to teach and the most neglected. EFL learners in Korea receive little or no formal instruction in writing. Their English writing skills typically lag in comparison to their other English skills. Furthermore, TESOL training programs usually devote little or no time to training teachers on how to teach writing. This workshop is designed for both new and experienced writing instructors. The emphasis will be on paragraph writing for high school (possibly middle school) and university students in an effort to prepare them for academic writing. The intention is to discuss a variety of ideas/activities for writing classes, both old and new. In addition to process writing, this presentation will address other issues: editing, grammar mistakes, motivation, feedback techniques (for both students and teachers), grading, the accuracy-fluency paradigm, creativity, card games for writing class, and keeping track of writing progress. A case will also be made for "deemphasizing" process writing. Rather than continually being caught in the process writing trap, students can do more fluency activities, including "speed writing" a quick but excellent way to double or even triple their

writing output! The issue of accuracy in speed writing will also be addressed. Suggestions for designing such a speed writing program will also be made.

Brian Carlstrom and Nathan Price
Building Learner Corpora Made Easy: A step-by-step tutorial for building and using learner corpora
B142

Learner corpora offer numerous opportunities for research, but they also offer opportunities for instructors to tailor their classroom approaches directly to the needs of learners. Research often cites labor intensity and lack of resources or funds as the main reason why corpus based approaches are avoided by instructors. (Meunier, 2002) (Pravec, 2002) However, through free and easy to use resources available on the internet combined with common spreadsheet software, these problems have been mitigated considerably.

For more information, please visit: <http://koreanlearnercorpusblog.blogspot.com/>

John Pfordresher, Alex Walsh
Bringing the world to our students
B161

The majority of daily English language communication in the world is now between non-native speakers. It is estimated that there are more English language students in China than people living in the United States. This reality leads us to an important question. How will our students be using English once they leave our classrooms, and who will they most likely be communicating with?

James Hanson
Teaching Prosody: Stress, Stretching, Pausing and Linking; Why is it important, how can we teach it?
B178

Whilst teaching oral skills through presentation, debate and conversation (amongst others) over the past seven years, I wondered why no matter how high the level of the students became in terms of grammar production ability, I still had to listen attentively to comprehend them. It was not the minor grammatical errors that made the students difficult to understand, nor was it the various accents that were different to mine (British). Therefore, something else was needed to ensure these students could be understood by native speakers. In connection with this, an American colleague's mother visited his classroom one day and when the upper-intermediate to advanced students spoke to her, she looked at her son for translation; not Korean to English translation, but English to English translation which involved merely restating the same sentences. This initiated my consideration for the reasons why it was often difficult to comprehend my Korean students of English regardless of their level.

1:00-1:45 PM Presentations

Tory S. Thorkelson

Leadership IQ: Program to Develop and Improve Your Leadership Ability: A Personal Development Process Based On A Scientific Study of A New Generation of Leaders

B121

So much literature and advice on the subject of leadership is largely anecdotal. Anyone eager to succeed in the new world of work will benefit from the scientific research and practical advice Emmett Murphy offers in *Leadership IQ*. The book not only breaks new ground, it gives readers the practical tools they can use to increase their leadership effectiveness."--Craig Hickman, Author of *Mind of a Manager*, *Soul of a Leader* and *The Fourth Dimension*

Casey Barnes

Say it, Show it, Act it...Tell Me a Story! Using Storytelling in the Classroom to Improve Speaking, Writing, and Cultural Understanding

B142

Anyone who can speak can tell stories. We tell them informally as we relate the mishaps and wonders of our day-to-day lives. We gesture, exaggerate our voices, and pause for effect. When story telling is used in the classroom, students have the opportunity to share ideas, organize information, and generate interesting, relevant language in peer to peer contexts. Students are able to listen to their classmates and develop a familiarity with language patterns. When used as a culminating activity, students can easily develop more advanced presentation skills like intonation, gesticulation, and use of dramatic pauses.

Michael Griffin

How to do a bad reading lesson

B161

Many of us have heard a lot about what is needed in a "good" reading lesson for EFL students. We have heard about pre-reading, questions, activities, objectives, and possibly even frameworks. We have heard about what we *should do in order to help our students improve their reading skills. In this interactive workshop, participants will have a chance to experience a reading lesson the presenter considers a "bad" reading lesson. Through experiencing and reflecting on the experience participants will be able to more clearly articulate what they think makes a good reading lesson and perhaps think about their reasons for doing reading the lessons the way they do and their plans for conducting reading lessons in the future. Misconceptions about reading lessons will be considered and dealt with.

Gunther Breaux

The solution: a test that both measures and improves speaking ability

B178

Korea ranks number 1 in the world in money spent on English language education and 121st in English speaking ability. Communicative speaking ability will improve only when there is widespread testing of communicative ability. The problem of course, is that testing communicative speaking ability is a cumbersome, difficult, time-consuming and indirect process. Simply put, what gets tested gets done, and communicative speaking ability is not tested. This paper will describe a classroom speaking test that is available for all teachers, Koreans and natives speakers, novice and expert. The goal was not to create a more accurate MRI for a few rich folk (elite teachers and students), but to find a cure for malaria, affordable and available to all. The resulting test is real-world communication, easy to give and grade, and provides individual feedback. It both measures and improves speaking ability.

2:00 – 2:45 PM Presentations

Charles Fullerton

What Korean students think about their Errors and what you can do about them

B121

Student errors are an unavoidable and expected part of every language learning classroom. Research on errors and their treatment by teachers has changed dramatically over the years. Errors are now (generally) seen as 'windows' into a student's interlanguage. They give teachers a glimpse of where the student is in their language learning relative to the target language and provide the opportunity to tailor classes and lessons directly to their student's needs. This presentation is divided into three separate, but related parts. First, the results of a small study of three TOEIC Speaking classes will be presented. Students were asked their opinions on how error correction should be handled in class. The results will be compared and contrasted with what the latest research tells us. Answers will be discussed along with their implications for the classroom. Second, two forms of error correction (called the 'silent' and 'parroting' methods here) I have used extensively, and which students generally respond positively to, are introduced. Silent correction will be expanded upon with techniques that can be used in any classroom, for any level and with any topic. Finally, the idea of 'pre-correction' will be introduced along with how students feel about it and whether or not it is an effective means of decreasing the number of errors they make.

Professional Development SIG (PD-SIG) with Robert Dickey

B142

What is Professional Development, and Why should you care? The KOTESOL Professional Development Special Interest Group (SIG) is back with a new name and new (and old) activities aiming to help you enhance both your skills and your resume. This session will feature a brief “Pecha-Kucha” presentation with a followup Question/Answer Time, followed by SIG planning and individual consulting.

Stafford Lumsden
Task Based Learning
B161

Task Based Learning (TBL) is often eschewed in favour of more traditional approaches in the classroom. This is also the case here in Korea, where time constraints, and class numbers, too often also factor into teachers’ choice of language teaching methodology. This paper presents a simple look at Task Based Learning and offers practical ideas for implementing TBL in the classroom to motivate students.

Colin Walker
Teaching Performance and speaking tasks
B178

Teaching English in South Korea can be a daunting task for native and non-native instructors alike. Students, regardless of proficiency, are confronted with a variety of factors that inhibit their motivation to participate in class: low self-confidence, social pressures, and a lack of interest in learning English. In spite of these factors, teachers have been able to implement strategies to encourage student participation in class. This presentation will review such strategies by focusing on two speaking tasks that can be adapted for a variety of learning contexts. However before that can be done, let me begin by providing background the importance of educational leadership or what I often refer to as ‘teaching performance’.

3:00 – 3:45 PM Presentations

Joe Vitta
A Workable TTT Approach for the Korean University EFL Setting
B121

The key concepts of my presentation at the 2013 KOTESOL Seoul Conference on March 30, 2013 are presented here and this summary is acts a ‘mini’ literature review. The literature is extensively covered here because what we will do on the 30th only mentions these points in passing yet they are vital

to know to effectively implement TTT. It is hoped that the reference list provided at the end of this brief missive is used to guide further reading. This summary does, however, end with a brief description of how the reviewed literature is operated in my presentation.

Research SIG (R-SIG)
B142

The Research SIG has been quiet for a while but the three co-facilitators, David Kim, Joanne McCuaig, and Eric Reynolds, are motivated and looking forward to the revitalization of this SIG.

Casey Barnes, Jessica Warren
Organize It, Teach It, Write it, Present it: The iPad puts all your tools in one belt
B161

In this two part presentation, participants will be shown several ways that teachers can use iPads in the classroom as both a teacher tool and as a student learning tool. For the teacher, an iPad can keep attendance records; present slideshows; access the Internet; and manage grades, schedules, and much, much more. Jessica Warren has been successfully incorporating her iPad as a teaching, planning, and organization tool in the classroom. She has experimented with various apps that are specially designed for teachers, and will introduce those that are truly the most useful with the smallest learning curves.

Peadar Callaghan
Using graphic organizers in speaking classes
B178

Students often have problems with moving from tightly scripted or scaffold answers to specific questions to a more free form conversation. They struggle with this due to the difficulties of holding vocabulary, grammar and semantics in processing memory at the same time. This linguistic load often leads to students suffering from the tip of the tongue phenomena and affective filter issues related to their ability to communicate in an organized way. What can we as teachers do to help improve our students ability to communicate while reducing issues with affective filter and linguistic load?

KOTESOL Seoul Chapter Election Procedures

I. Overview for Chapter Election Guidelines and Requirements

The current constitution and by-laws of KOTESOL's National Executive do not give requirements, guidelines or even protocol suggestions for local chapter elections. Consequently, each chapter has developed its own standards, which vary substantially according to chapter membership numbers, chapter history, attendance at meetings, dominant personalities, members' commitment, policy considerations and other criteria.

Given this situation plus the size of the Seoul Chapter, and because we hold our elections at major annual events, not monthly meetings, the Seoul Executive felt we needed a more comprehensive foundation to orient upcoming elections and plan for future ones. To do so, the executive first asked Dr. Peter Nelson, a long time local member, former chapter and national officer, to survey the many questions associated with chapter elections, and to report to us using criteria that we could discuss and vote upon. In this request he examined election procedures of different chapters, elicited opinions from long-term members of the National Executive, and added his own ideas. It was understood at the outset that while he was to identify individual items as suggestions, and provide justification for them, it was our collective responsibility to consider each in light of our assessment of the chapter's current standing and anticipated changes and challenges as it grows.

The initial report was thoroughly discussed and its amended version will be available to chapter members at meetings and via the chapter website after 15th December 2006. In essence it considers the election process to consist of nomination information before the election, protocol and procedures during the election, and appeals following it. The items were considered as recommendations (preferences), guidelines (procedural advice), and requirements (standards). The executive is aware that time for chapter elections and other constraints helped shaped our decisions, yet we felt the items below are equitable to all members while ensuring an effective executive council.

Mary-Jane Scott, President
(On behalf of the Seoul Chapter Executive)
7th December 2006

II. Pre-Election Procedures

Item 1: The election procedure will begin at the chapter meeting
Item 4: Current members of Seoul Chapter may nominate only one immediately preceding the election. different candidate for each elective office, including themselves.

Justification: A suitable time period is necessary to permit members to nominate candidates, and for candidates to advertise their suitability regarding their nominations. As chapter meetings are (generally) held on a monthly basis, this is a suitable period in which to inform and nominate members in person and, for members not in attendance, via the chapter website and/or through *About Seoul KOTESOL* (ASK), the chapter newsletter.

This may be done at a chapter meeting that includes a nomination procedure, by a postal mail-in to chapter officers, or by email, using forms pre-submitted or otherwise available from the chapter executive for this purpose.

Justification: One candidate per office avoids a nominee's overlap with different offices; self-nomination is standard procedure if one chooses to become a candidate, and standardized nomination forms reduce confusion.

Item 2: Elective positions will include chapter President, Vice-President(s), Secretary and Treasurer.

Justification: Individuals in these roles must have sufficient maturity and commitment to fulfill them, while the chapter membership needs to endorse them via an elective process. These are standard elective offices in most voluntary organizations, including local KOTESOL Chapters.

Item 5: Candidates for President and Vice-President(s) must be current members in KOTESOL and have been a member of Seoul Chapter for at least six continuous months prior to nomination.

Justification: These positions require considerable familiarity with chapter events, challenges, and procedures, and nominees should be known to the chapter membership for voting purposes.

Item 3: Seoul Chapter are eligible to nominate and vote for candidates.

Justification: This is standard procedure for national, dues-paying organizations with regional chapters. The assumption is that chapter membership has privileges, including the restricted right to nominate candidates who will run their chapter. Moreover, they are more likely to know candidates' qualities and suitability for office.

Item 6: Candidates for President must have held an elective or appointed position within Seoul Chapter for at least six continuous months prior to their nomination.

Justification: Given the importance, responsibility, and visibility of these positions within the chapter and as representatives to many regional and

national KOTESOL events and meetings, candidates must have a proven 'track record' of responsible behavior, commitment and maturity within the chapter.

Item 10: Nominated candidates are to be given the opportunity to briefly describe (no more than one A4 page) their suitability in a personal statement. These statements should be forwarded to the Elections Officer one week before the election day, and will be made

Item 7: In the event that no candidate for President comes forward from the pre-election executive when nominations are called, the pre-election executive will appoint a suitable nominee from chapter membership as acting president for a period of two months following the election, when a new election for the position of President will be held.

available to members at the election table on the election day.
Justification: This gives members an opportunity to read about the candidates before voting.

Justification: The two month period will allow sufficient time for eligible candidates to come forward. Should this not occur, the new executive will have to enact necessary procedures regarding this important position.

Item 11: Candidates can be nominated at the chapter meeting prior to elections, by email, or in writing, and all nominations must be submitted to the Elections Officer one week prior to the election.

Item 8: Candidates for Secretary and Treasurer must have been members of Seoul Chapter for at least three continuous months prior to nomination.

Justification: Candidates should make every effort to attend the meeting at which nominations are held. However, this is not always possible, so it is necessary to include those members who cannot attend but wish to be a candidate or nominate one/them, provided time and other procedures/requirements are followed.

Justification: The chapter membership must have an opportunity to know the candidates' strengths, abilities and commitment for these important offices.

Item 12: Appointed positions will be decided in all respects by the chapter president after consultation with the chapter executive.

Item 9: Candidates for Secretary and Treasurer, where possible, should indicate their suitability for their nominations.

Justification: These positions are so diverse (e.g. webmaster, events coordinator), ad hoc and specific, that no generalized standards can fit all situations. Consultation with the chapter executive is an important way for the chapter president to decide someone's suitability, but the final decision should remain with the president.

Justification: Both positions require time, commitment and skill, and nominees should have had some prior experience--within KOTESOL or other organizations--to show their ability and diligence.

Item 13: The chapter president appoints an Elections Officer to supervise chapter elections.

Justification: This gives legitimacy to the entire elections process and reduces confusion.

Item 16: No eligible member may be nominated for more than one elective position on the ballot.

Item 14: The chapter president appoints qualified volunteers to assist the Elections Officer.

Justification: One person may possibly win two or more offices, which creates complications and possible conflicts of interest if he/she concurrently assumes more than one. If by

Justification: The Elections Officer will need assistance regarding the chance a write-in candidate is nominated for more than one elective nominations process, voting and counting procedures on the day of the election, and for post-election disputes or appeals. The chapter president may appoint qualified volunteers independently of or upon recommendations of the Elections Officer.

position, the Elections Officer and/or Executive Council must consult with him/her regarding his/her preference for one office only, before votes are counted and results announced.

Item 15: Ballots will contain not only nominated candidates' names for each position, but also a provision for write-in candidates.

Item 17: The Elections Officer will be given the opportunity to explain the elections procedures to the chapter membership at the meeting preceding the election, on the chapter website, and/or ASK or another suitable forum/medium/venue.

Justification: This procedure is standard in voluntary organizations and is practiced by the National Executive at its annual elections. It also allows a "last-minute" candidate for a position, provided he/she meets all eligibility requirements stated previously.

Justification: All chapter members, whether present at monthly meetings or not, need to know about the elections process in order to make the best informed decisions regarding candidates' eligibility and suitability.

III. Election Day Procedures (at the conference)

Item 18: Pre-printed ballots will be given to eligible chapter members when they register at the conference, or at the election table. Absentee ballots, proxies and Internet-based voting are disallowed.

Absentee ballots and Internet-based voting blur transparency and complicate on-site vote counting and announcement of winners.

Item 19: An election table will be provided within sight of the registration site, and will be attended at all times by the Elections Officer or his/her nominee. Candidates may not sit at the election

Justification: The Elections Officer and/or appointed assistants can quickly determine an attendee's current membership status from chapter membership rolls. This is also fast, reliable and efficient.

Justification: Election boxes need to be 'visible' to the electorate, in part whether listed on pre-printed ballots or as write-in candidates, may to prevent false accusations of ballot box tampering. Furthermore, independently distribute leaflets or any other written materials eligible conference attendees can quickly learn of its location and vote describing their suitability for any position. accordingly.

Item 20: No previously nominated or 'write-in' applicants may use of the restrictions above, has the authority to speak to the individual rooms at the conference site to describe their suitability. suspected violator(s), to provide one warning to cease and desist, or Furthermore, none may verbally describe their suitability to othersto decide that a nominee's activity has resulted in immediate within a cordoned area of 10 meters surrounding the registrationdisqualification for the position that he/she is seeking. His/her site, election site or ballot box, or within restricted areas outside the decision is final and cannot be appealed at a later time. building where the conference is held.

Justification: The Elections Officer must ensure that registration flow is ensure overall equity in the voting process. Every effort will be made to not impeded, and that candidates not have physical and/or verbal access ensure that candidates follow all rules completely, but obvious and near the registration site and/or ballot box. This is not an attempt to determined violation of them will result in immediate disqualification. quash freedom of speech, but to recognize that attendees at the

conference are there mainly to attend presentations, with elections **Item 23: The period of election shall be from the opening of being only part of the conference itself. This is standard practice at registration to one hour before official closure of the conference. (e.g. 11 AM to 5 PM if the conference officially opens at 11 AM and closes at 6 PM.**

Item 21: Candidates may NOT hand out any leaflets or place posters inside or outside the building. 'Write-in' applicants may bring copies of a personal statement and hand these to the Elections Officer, to be made available to voters along with previously submitted personal statements.

Justification: The closure time ensures there is a sufficient period to count votes accurately.

Item 24: The Elections Officer plus two appointed volunteers will count the ballots in a separate room where available, or in a quiet area, after the closure period.

Justification: This is a conference site, not a platform for electioneering. Last-minute write-in candidates will have the same, albeit limited, opportunity to describe their eligibility and suitability in writing, Justification: To ensure accuracy, counters must not be distracted by providing they follow the same procedures as those earlier nominees noise, etc. whose names are pre-printed on the ballots. No nominees whatsoever,

Item 25: One 'representative' for any candidate may witness the counting of ballots, provided they do not verbally or physically interfere with the counting process.

Justification: This is standard procedure at democratic elections and ensures transparency. In general, it is not expected there will be many, or possibly even one, 'representative' present at the counting of ballots.

Item 26: A 'write-in' candidate for an office must receive a minimum of 20 votes in order to be elected.

Justification: A required minimum number of votes ensures that the candidate is known to members, and is an endorsement by some of the candidate's strengths and abilities.

Item 27: When there are more than two candidates for an elective office, the 'winner' is determined by a plurality vote, not a majority vote.

Justification: There is no meaningful opportunity to hold a run-off election at the conference itself. Plurality votes are used quite frequently in elections of this type.

Item 28: When two or more winning candidates for an elective office are tied in ballot votes, the final determination will be made at a run-off election held at the next chapter meeting.

Justification: There is insufficient time at the conference to hold an immediate run-off election. By deferring to the next chapter meeting, all members present (and only those) get to vote again in the run-off election.

Item 29: After the ballots are counted, they will be placed in a sealed box or envelope, with the affixed signature of the Elections Officer or an appointed deputy. If possible and suitable / appropriate, a verbal announcement of results will be made at the close of the conference by the Elections Officer or a member of the chapter executive. They also will be posted on the chapter website soon after, including notification of tied votes and the subsequent need for a run-off election between top contenders for an elective position. The ballots will be destroyed two months after the election.

Justification: This procedure ensures speed, transparency and fairness where appropriate. It also permits sufficient time for both appeals and closure regarding election results.

IV. Post Election Procedures and Issues

Item 30: In elective office positions with tied votes at the conference election, no new nominations may be submitted. Written ballots will be used.

Justification: Provided two or more candidates in a tied vote remain eligible, the run-off election should be solely between those who were nominated or listed as write-in candidates at the election, not new entrants.

Item 31: If no winner has been determined for an office (i.e. no names were entered on the pre-printed ballot or as a write-in candidate on the day of the election), or if a winning candidate is

later found to be ineligible, a new election for the position will be from the chapter before the next scheduled election cycle, the held. The new winner will be determined only by a majority vote of chapter president--after consultation with the chapter executive--the membership present at the monthly meeting following they may choose to appoint a qualified person to fulfill the remaining conference. Written ballots will be used.

Justification: Eligibility mistakes can and do occur (e.g. a winning candidate may be found not to have current KOTESOL membership at the time of the election). When these occur, they must be addressed. In addition, if no candidate is chosen at the election, or if a write-in candidate does not meet all qualifications (such as a minimum of 20 votes), procedures need to be included that allow new elections to occur.

Item 32: Appeals may be lodged to the Elections Officer up to a week before the first chapter meeting immediately following the conference. They must be in writing, and indicate who has lodged the complaint as well as its nature (e.g. a miscount at the conference).

Justification: Most democratic elections have appeal procedures.

Item 33: Upon receiving a complaint in the appropriate manner from a chapter member, the Elections Officer will discuss the complaint with the Chapter President, making recommendations where appropriate. However, the final decision will be made by the Chapter President, in consultation with the chapter executive.

Justification: The Elections Officer serves at the pleasure of the chapter president, and holds an appointed position. In contested cases, a decision must be made, which ultimately is the responsibility of the chapter president.

Item 34: In the event of an elected officer's resignation or departure

period of elective office, or may choose to hold an election at a monthly meeting. If the latter is selected, all members must be

notified beforehand via the chapter website and/or ASK. Furthermore, the chapter president must inform members who is ineligible to vote and under what conditions (e.g. by current members attending the chapter meeting, whether to include Internet-based or proxy voting and so on.)

Justification: Vacancies occur for a variety of reasons, and the chapter president may need to act quickly when one occurs and the next scheduled election is several months away. This option permits the president to respond regarding what s/he feels is appropriate to the vacancy created and the situation facing the chapter.

Item 35: After final decisions have been reached regarding these election procedures, an electronic and/or print copy should be made available to other KOTESOL chapters and the National Executive.

Justification: The decisions made by Seoul Chapter may be useful to the above entities.

Jeonju-North Jeolla KOTESOL Regional Conference 2013

PUTTING IT ALL TOGETHER

making the pieces

fit

SATURDAY **April 20th**
Geunyoung Girls' High School
JEONJU

Registration: 12:30
Opening Ceremony: 13:00
Sessions start: 13:30



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