Students Finding Their Voices

31 March 2012
Sookmyung Women's University, Seoul

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iBooks Author

# P R O G R A M M E

	B121	B142
10am	Registration	
10:45	Opening Ceremony	
11:00	**Colin Walker** - The learner-centered classroom Mod – John Steele	**Michael Jones** - Making writing communicative … Mod – Bruce Wakefield
12:00	**Michael Jones** - QR codes … Mod – John Steele	**Jennifer Young** - Making communicative activities … Mod – Bharati Belmore
1:00	Lunch	
2:00	**Stafford Lumsden** - Learner difference Mod – Bruce Wakefield	**David Shaffer** - The voice of language … Mod – Grace Wang
3:00	**Peader Callaghan** - Total participation techniques Mod – Melissa Shaffer	**Julien McNulty** – Using emotion, tone, and NVC … Mod – Daniel Craig
4:00	**Grace Wang** - Task-based teaching Mod – Kirsten Kelley	**Aaron Jolly (EnglishCentral)** – Video for language learning Mod – John Steele
5:00	Pecha Kucha Session Shaffer – Myths Cahall McNulty – The letter 'E' Mod – Stafford Lumsden	
5:30	Election Results Raffle draw Closing words	

SOOKMYUNG CAMPUS

KOTESOL Seoul Chapter Conference
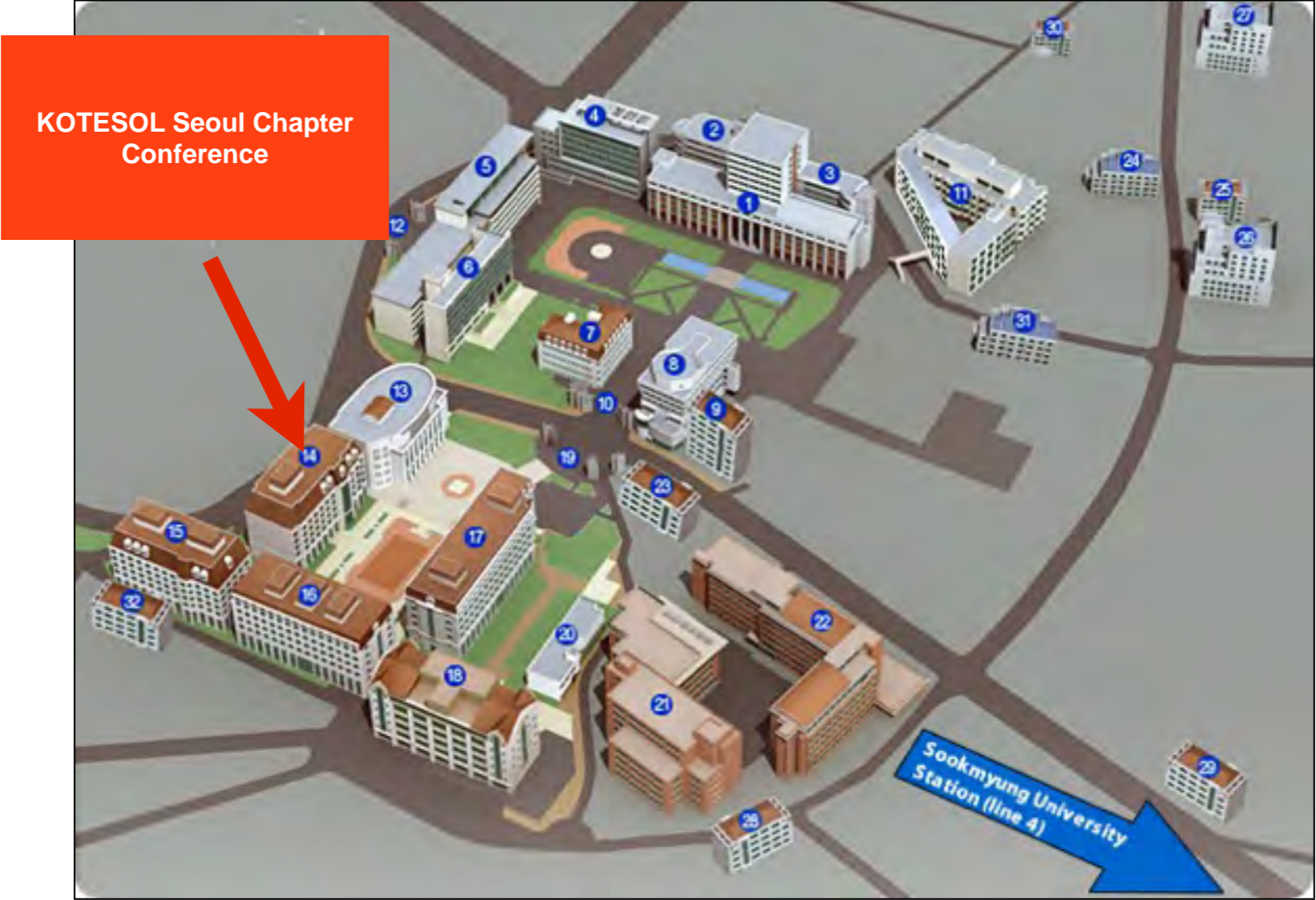
FLOOR PLAN
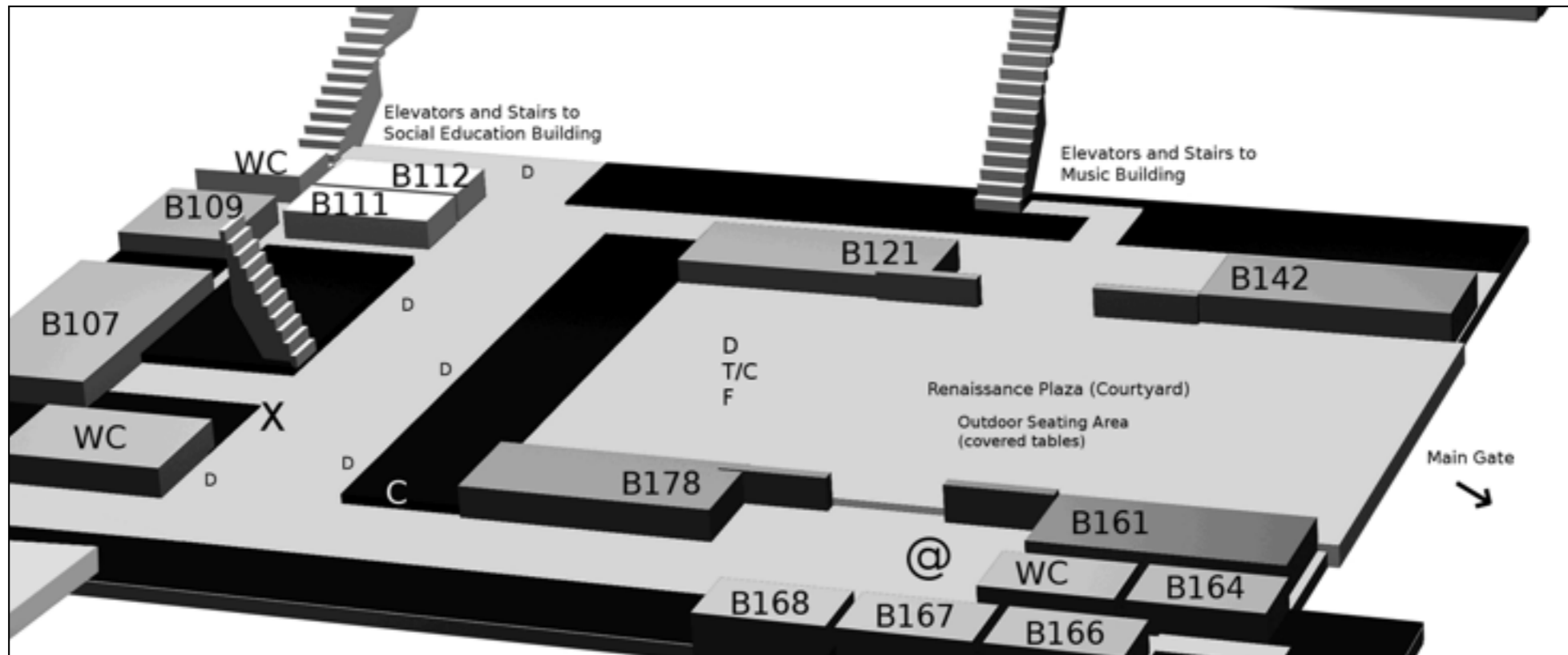
Presentations occur in B121 and 142
Registration will be in the area between these two rooms.

PRESIDENT'S MESSAGE

A warm welcome to the 2012 Seoul KOTESOL Chapter Conference.

Each year the Seoul Chapter aims to provide quality In-service workshops and presentations to cater for the varied needs of teachers involved in teaching English in Seoul. This conference is one part of that program.

Our In-service program is open to teachers from through-out South Korea. We recognize that some teachers have been in South Korea for a long time. While others may have been here for only a few weeks, or even days. The chapter also tries to offer presentations that meet the needs of teachers at a variety of levels. Whether teaching Korean students in a kindergarten or teaching adult students learning English.

In particular we welcome the participation of Korean teachers of English in our In-service programs. KOTESOL is an organization that is open to anyone involved in the teaching of English in Seoul, or South Korea.

We have organized this conference to assist all teachers in their role of developing confidence and skill in using English, with their students.

Seoul Chapter members are also encouraged to participate and vote in the chapter elections been held in conjunction with this conference. We need to elect people to the following positions - President, First and Second Vice-Presidents, Treasurer and Secretary. As per the KOTESOL Constitution and By-laws.

After the conference the chapter will continue to run workshops on the third Saturday of most months - April 21, May 21, June 16, July 21, Sept 22, Nov 17 and Dec 8. We are also always on the lookout for new presenters, and new ideas, for presentations. Please contact John Steele steele@cau.ac.kr or Bharati Belmore bharati.belmore08@gmail.com if you would like to present a workshop. Plus, we are always appreciative of new people and ideas on the Chapter Executive. The Chapter Executive has the authority to appoint people to a number of portfolios.

All the Best! For the Conference! And the Future!

Bruce Wakefield

Seoul Chapter President 2009 - 2012

Join KOTESOL

KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad through KOTESOL publications, conferences and symposia, and chapter meetings and workshops.

www.koreatesol.org

SEOUL CHAPTER EXECUTIVE 2011 - 2012

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PRESENTER BIOGRAPHIES

JULIEN McNULTY

Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years and has also worked as a corporate trainer. Teaching English in Korea since 2008, Julien is currently a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011.
julienmcnulty@gmail.com

COLIN WALKER

Colin Walker has been working in the public school system Korea since 2008. He has a bachelor's degree in economics and is currently completing the Master of TEFL programme at the University of Birmingham. He specializes in career development and resume writing for non-native speakers of English. His research interests include EFL motivation and student-centered language learning. For more information on Colin, please visit
www.chosenresume.com.

DAVID E. SHAFFER

David Shaffer (PhD Linguistics) has been an educator in Korea for over three decades and is a long-time KOTESOL member. He is a professor at Chosun University teaching linguistics, teaching methodology, and skills courses in the graduate and undergraduate programs. In addition, he is a teacher trainer, materials designer, and program developer. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from professional development, include loanwords and cognitive linguistic constructs for 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 JONES

Michael Jones is a lecturer at Woosong University in Daejeon, ROK. He has completed the Cambridge CELTA and is a master's degree candidate in the Woosong University TESOL-MALL program. His current areas of interest are the use of media in the classroom, content delivery methods, and the utilization of smart phones for m-learning. He has been living and teaching in South Korea for sixteen years and has taught in a wide variety of educational contexts.
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JENNIFER YOUNG

I have an MEd. TESOL from the University of Southern Queensland and have been teaching English in Korea for over a dozen years. I am currently teaching fourth grade at an immersion elementary school in Seoul. I have served on KOTESOL's Seoul Chapter executive in a variety of roles from 2003-2009 and served two terms as National Secretary.
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STAFFORD LUMSDEN

Stafford Lumsden is a Teacher Trainer at Gyeongin National University of Education, Incheon, Korea. Originally from New Zealand he has an undergraduate degree in Political Science from The University of Auckland and completed an MA TESOL at Victoria University Wellington in 2010. In 2012 he will begin an Ed.D at The University of Southern Queensland. Stafford completed the Cambridge University CELTA in 2007.

An active member of KOTESOL, Stafford has been involved with The Seoul Chapter Executive and the International Conference Committee for a number of years. This year he will stand for President of Seoul Chapter in the chapter's annual elections.

When not teaching and KOTESOLing Stafford is the Technology writer for 10 Magazine and appears fortnightly on Seoul's TBS eFM 101.3 talking about Technology in Korea. An avid gamer, he spends far too much time playing Playstation.

stafford.lumsden@gmail.com

GRACE WANG

Grace Wang is a professor of college English at Yonsei University, where she designs task-based curricula and materials for English for Academic Purpose (EAP) courses. She is the primary author of iEnglish® task-based textbooks and grammar workbooks, and the founder of the iEnglish® Language and Research Center

www.ienglishR.org

PEADAR CALLAGHAN

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 moved from a stand and deliver style of teaching to a student centered approach. Peadar is best known for his presentation on the use of comic books in the classroom. This presentation brings the same sort of practical and imaginative approach to making the classroom a more active environment.

KENNETH CAHALL

After a successful career performing monologs with Monolog Cabin in Tucson, USA and highly-rated insightful quips in Post-It Comedy in Daejeon, Korea, Kenneth Cahall is now a regular in the cast of "Foreign Lecturers" now showing on the campus of Woosong University in Daejeon. He graduated SQM (Somewhat Quite Mildly) from the University of Phoenix with an MA in Education while training for the Jinju marathon which taught him that with the Internet it is possible to be in two places at once. A relentless overachiever, Kenneth brews his own coffee and pours his own cereal.

AARON D. JOLLY

Aaron D. Jolly is Director of EnglishCentral in Korea and one of the authors for the new Pearson Education series for Young Learners called Our Discovery Island. He is an English teacher, a curriculum designer and a teacher trainer. He has taught students of all ages in Korea, including work at private institutes for kindergarten, elementary and teenage children. He has also been a middle school teacher as well as a university lecturer and program coordinator. He was recently the National 2nd Vice President of Korea TESOL, and is an official KOTESOL teacher trainer. He is also the co-Founder and co-Facilitator of the KOTESOL Extensive Reading Special Interest Group.

PRESENTATION ABSTRACTS

I like apples? Using emotion, tone, and NVC in effective sentence writing

Julien McNulty, Room B142, 3:00pm

According to many sources (mostly attributed to Mehrabian's 1968 study), about 90% of what we say is non-verbal. In other words, we say more in the HOW, than the WHAT. At the intermediate level of ELT, we don't capitalize on the student's growing lexicon; we could help develop better descriptive and narrative writing by exploring the use of tone in language. This workshop will focus on unlocking the learner's flair for the dramatic, internalizing emotion, then using those feelings to write tone into sentences.

Other forms of tone in writing will be explored and discussed, keeping a light-hearted, humorous outlook when citing examples. The target audience for these exercises is the intermediate/upper-intermediate language learner, teenager to adult. If you are trying to find ways to explore drama, or creative writing in class, participation in this workshop will emotivate you.

Making Writing Communicative, Collaborative and Fun

Michael Jones, Room B142, 11:00am

Note: A detailed explanation of this activity was published in the fall 2011 issue of The English Connection. This workshop will compliment that article nicely.

One challenge that faces English conversation teachers is how to integrate writing into a conversational English class. Many feel that that there should be more going on in a conversation class than a room full of learners silently working on a writing assignment. This workshop will be a hands-on demonstration of how to set up a writing activity in such a way as to transform it into a meaningful communicative task utilizing live listening and collaboration.

The activity requires very little preparation. You will need fifteen strips of paper or so per learner, several blank sheets of A4 paper, and some tape, magnets or yellow tack. The instructor begins with a story. During the story-telling, the instructor involves the learners by eliciting the lesson's target language using verbal hints, contextual clues, or miming. Each student writes down as much of the story as they can remember on the strips of paper. The learners work in small groups to put their pooled strips of paper together in such a way as to reconstruct the story. Once complete, they write the story out in full on a blank sheet of A4 paper. The instructor then conducts the feedback session for the activity.

Smart Use of Smart Phones –

QR Codes in the Classroom

Michael Jones, Room B121, 12:00pm

(Presented previously at: KOTESOL DCC Thanksgiving Symposium) The use of smartphones in the classroom has become a controversial topic among teachers. Some teachers embrace the phones and the pedagogical opportunities they provide, while others ban the devices due to decidedly non-educational use by students. As smartphones explode in popularity, a steadily increasing number of students will be using the devices in the classroom. This is something that teachers are going to have to deal with whether they like smartphones or not.

Anyone who has been in a classroom can tell you that students of all ages are enamored with the use of their smartphones. In this hands-on workshop, we will examine how to harness that interest in technology to increase motivation in the L2 classroom. Instead of reducing the phones to nothing more than glorified electronic dictionaries, we will explore using QR codes to deliver content, set up paperless tasks, create easily accessible multimedia projects, and attend to administrative tasks.

Multiple Intelligences -

NOT Multiple Personalities!

Stafford Lumsden, Room B121, 2:00pm

We can all accept that different learners have different learning styles.

This presentation looks at Gardner's (1983) theory of multiple intelligences, that there are dominant cognitive abilities in learners and that teacher's knowledge of these and the ability to identify them in the learners they teach, will help meet the needs of the learners.

It is this author's contention that Gardner's Multiple Intelligences are not static and that in the classroom teachers can choose to execute a number of different activities that play to learner's cognitive strengths and foster learning.

Finally a number of ideas for activities will be presented so that people attending the presentation can take ideas away to their own classrooms.

The leaner-centered classroom: Strategies to promote speaking and writing in class

Colin Walker, Room B121, 11:00am

What are public school teachers doing to include more speaking and writing into their lessons?

Encouraging students to speak and write in class can be a challenging task. Often the (public school) teacher must cope with large class sizes and a multitude of student proficiencies. In addition, Korean culture is socially organized by tenets of Confucianism – a system that emphasizes traditional study and respect to people of authority. In this kind of learning environment, it can be a challenge for the teacher to create a learner-centered classroom focusing on writing and speaking tasks.

From every challenge, there is an opportunity for achievement – that sweet feeling of success. Therefore, this presentation will review strategies that the teacher can use to create a more learner-centered classroom. Specifically, this presentation will demonstrate speaking and writing activities which have been effective in increasing student participation and motivation to learn English. The presentation concludes by promoting the benefits to learner-centered education and will briefly outline the teacher's role in the learner-centered classroom.

Making Communicative Activities for the Elementary Classroom
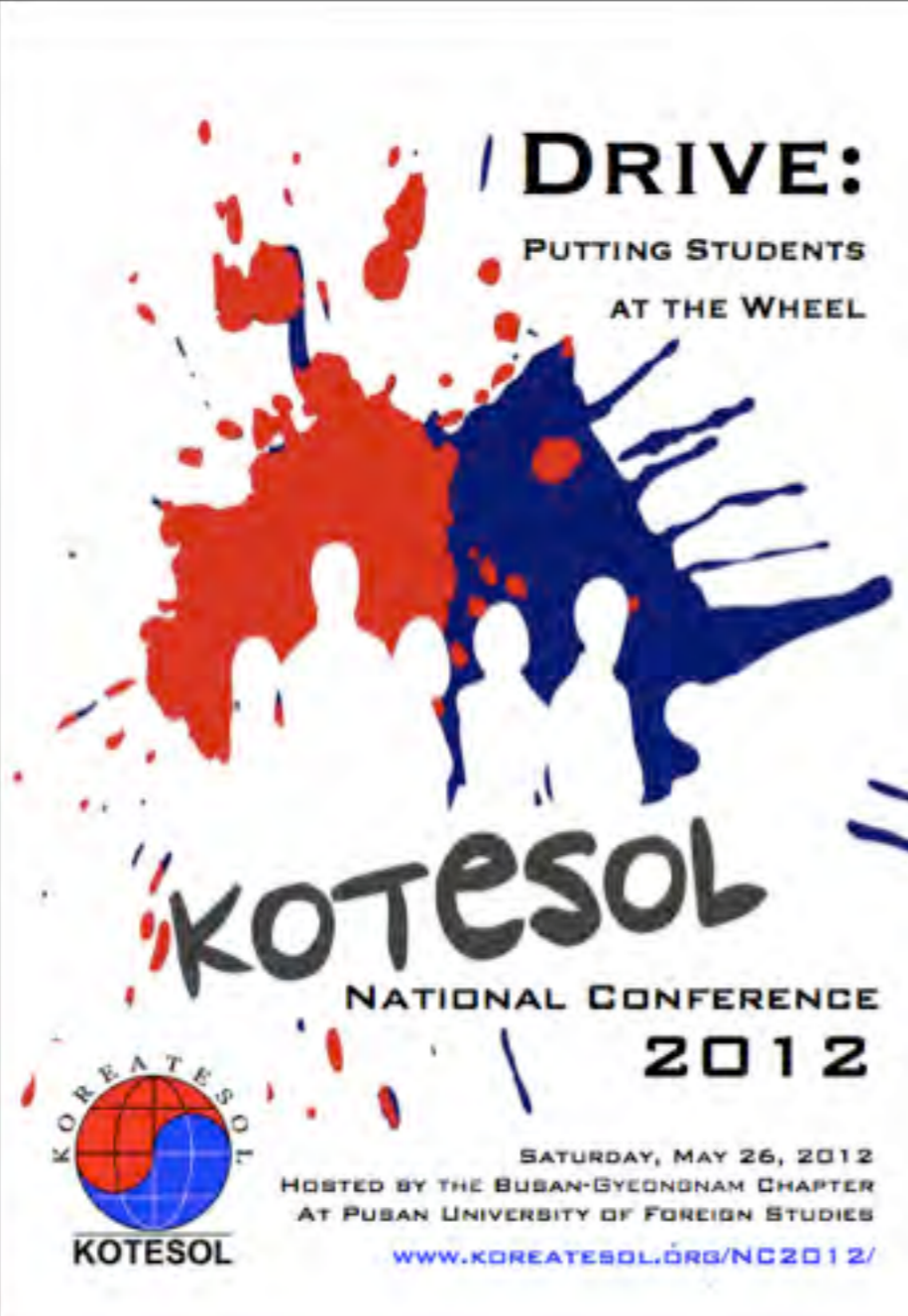
Jennifer Young, Room B142, 12:00pm

In this presentation I'll demonstrate a variety of communicative games using internet resources. I'll show where to find images for free online, how to make several activities, and we will play several games, time allowing. Examples of activities include homemade UNO using categories of vocabulary and modifications to the rules to make it more verbal, according to the class/ group level. This will require internet access

Brought to You by the Letter "E"

Julien McNulty, B121, 5:00pm

This entertaining Pecha Kucha features the live characters of Sesame Street to show the power of the letter E in Education.   Join Bert, Ernie, Grover, Elmo, Cookie Monster and others as they explore how the letter E impacts English Language Education – in just 6 minutes and 40 seconds!

Video for Language Learning: Personalized Immersion on EnglishCentral

Aaron Jolly (EnglishCentral Korea), Room B142, 4:00pm

Would you like to build your own course syllabus around awesome video content but don't know where to start? Would you like to combine elements of extensive watching (and listening) with intensive listening, speaking and vocabulary practice, in an online-offline blended learning program? At EnglishCentral students can dive into our ocean of videos and enjoy them in an online platform with unique functionality. Our learning system allows language learners to study the language they are exposed to in detail, at their own level and pace. Teachers can choose topics and videos, track progress, and create learning paths for their students. The EnglishCentral platform uses a research proven, graded, spaced-repetition approach to vocabulary, as well as state-of-the-art speech recognition technology: This allows students to watch great content, learn vocabulary and practice fluent speech while receiving detailed feedback and progress tracking. After demonstrating EnglishCentral's video based language learning platform; curriculum designed around video-based learning paths with blended resources will be shown. EnglishCentral is leading the way forward – creating an innovative way to learn and teach English through exciting, authentic video.

Task-Based Teaching, What Is It, Exactly?

Grace H. Wang, Room B121, 4:00pm

There seems to be not an insignificant amount of confusion about task-based teaching among English language teachers. A part of the reason for this is that the literature itself does not present a very unified picture of what task-based teaching is and what it is not. Fundamental to the understanding of this approach to teaching is an understanding of what constitutes a "task." Some may mistake it to be any classroom activity that engages the learner in some sort of interaction with the language, hence, the confusion about an approach to teaching that is based on "tasks." The purpose of this workshop is to help clarify what task-based teaching is and what it is not. It will present the characterizations of task that are offered by Van den Branden (2006): the task as a language learning goal, a unity of educational activity, and a means of assessment. It will present an example of a textbook that is based on Van den Branden's description of task, iEnglish® College: Reading and Writing, Level 3 (Intermediate), which is available as a free .pdf download at the iEnglish® Language and Research Center (www.ienglishR.org). Workshop participants will then be given an opportunity to apply the understanding they have gained to create one task for their learners. By the end of the workshop, participants will have gained an understanding of task-based teaching that they will be able to apply to their own teaching contexts.

The 20th Korea TESOL International Conference

Perfect Score: *Methodologies, Technologies,
and Communities of Practice*

October 20-21, 2012
Sookmyung Women's University, Seoul, Korea

Call for Proposals

The KOTESOL 2012 International Conference is a forum for educators to share their ideas, innovations, experience, action research, and major research findings. This year, we are exploring a more out-of-the-box approach to the conference and to TESOL in general, with particular emphases on technology and the teaching community. This is reflected in the Conference theme:

Perfect Score: Methodologies, Technologies, and

Communities of Practice

Under this theme we are planning a conference which will have people going away with practical applications, useful experiences, and fresh ideas. We invite proposals for workshops, colloquia, research reports, and poster presentations.

As begun last year, we again invite presentations for the 101 Series. These presentations will be designed specifically for new teachers. Each presentation will cover the basics of best teaching practices in one area of ELT.

Proposals may come from KOTESOL members and non-members alike. However, all presenters must be members of KOTESOL at the time of the Conference.

Presenters are encouraged to submit several proposals. However, no more than two proposals will be accepted from any one person. All presenters will be expected to pre-register for the conference and pay all relevant fees at the time of pre-registration.

Closing date for the receipt of proposals: May 31, 2012.

All proposals must be submitted via this online form: http://goo.gl/SpVgw

Please direct any Conference Program related inquiries to the Program Committee: kotesol.program@gmail.com

SEOUL CHAPTER ELECTIONS

KOTESOL Seoul Chapter Election Procedures

I. Overview for Chapter Election Guidelines and Requirement

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 immediately preceding the election.

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.

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 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 4: Current members of Seoul Chapter may nominate only one different candidate for each elective office, including themselves. 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 5: Candidates for President and Vice-President(s) must be current members in KOTESOL and have been a member of SeoulChapter 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 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 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.

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

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

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

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 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 available to members at the election table on the election day.

Justification: This gives members an opportunity to read about the candidates before voting.

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.

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.

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

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.

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

Justification: The Elections Officer will need assistance regarding the 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 the recommendations of the Elections Officer.

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

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.

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

Justification: One person may possibly win two or more offices, which creates complications and possibleconflicts of interest if he/she concurrently assumes more than one. If by chance a write-in candidate is nominated for more than one elective position, the Elections Officer and/or Executive Council must consult with him/her regarding his/her preference for one office only, beforevotes are counted and results announced.

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: 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.

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. 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 table.

Justification: Election boxes need to be 'visible' to the electorate, in part to prevent false accusations of ballot box tampering. Furthermore, eligible conference attendees can quickly learn of its location and vote accordingly.

Item 20:   No previously nominated or 'write-in' applicants may use individual rooms at the conference site to describe their suitability. Furthermore, none may verbally describe their suitability to others within a cordoned area of 10 meters surrounding the registration site, election site or ballot box, or within restricted areas outside the building where the conference is held.

Justification: The Elections Officer must ensure that registration flow is not impeded, and that candidates not have physical and/or verbal access near the registration site and/or ballot box. This is not an attempt to quash freedom of speech, but to recognize that attendees at the conference are there mainly to attend presentations, with elections being only part of the conference itself. This is standard practice at elections.

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: 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, providing they follow the same procedures as those earlier nominees whose names are pre-printed on the ballots. No nominees whatsoever, whether listed on pre-printed ballots or as write-in candidates, may independently distribute leaflets or any other written materials describing their suitability for any position.

Item 22:   The Elections Officer, upon seeing or hearing of violations of the restrictions above, has the authority to speak to the suspected violator(s), to provide one warning to cease and desist, or to decide

that a nominee's activity has resulted in immediate disqualification for the position that he/she is seeking. His/her decision is final and cannot be appealed at a later time.

Justification: Election rules must be enforced, vigorously yet fairly, to ensure overall equity in the voting process. Every effort will be made to ensure that candidates follow all rules completely, but obvious and determined violation of them will result in immediate disqualification.

Item 23:   The period of election shall be from the opening of 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.

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: To ensure accuracy, counters must not be distracted by noise, etc.

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 held. The new winner will be determined only by a majority vote of the membership present at the monthly meeting following the 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 from the chapter before the next scheduled election cycle, the chapter president--after consultation with the chapter executive--may choose to appoint a qualified person to fulfill the remaining 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 eligible 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.

N O T E S

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From the Editor:

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