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A Retrospective, Quantitative Review of the ETAK Journals

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This is a retrospective, quantitative review of the English Teachers Association in Korea, namely the ETAK and its journals during the period of 18 years ever since the establishment in August 1994. It examines the history of the association, its domestic and international conferences, and most importantly, its articles. The purpose was to learn how it has emerged into a full-fledged organization, what the preferred language of the article has been, how the volume size has changed, and how many foreign scholars' articles have been contributed. It also looked into the number of authors each article was written by to examine the trend of cooperative work in the field of English education. Classification of the research topic was focused on the 4 skills of the language, grammar and vocabulary, literature, linguistics and all the rest areas were categorized into others. From the results of the study, suggestions for the future ETAK in the Korean English teaching were to be given.

[ETAK journals/history/mode of language/volume size/research topic/authors]

I. INTRODUCTION

Recognizing the English language as an important subject for learners to acquire in Korean academic institutions, there have been a large number of associations involved in English education. The oldest and the largest English-teaching-related organization in Korea is the Korea Association of Teachers of English(KATE), about a half century old that formerly started as the University Language Laboratory Association of Korea(ULLA). The very first journal was published in 1965 under the name of *Proceedings of the First*

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Annual Conference of ULLA of Korea.

As a result of the economic prosperity in the 80's and 90's and the age of globalization, acquisition of English language has been an aspect of Korean zeal. More geographical demand for English-education-related organizations was evident from English teachers and professors all across the nation; thereby, a number of associations have flourished in different regions of the country. Such phenomenon persisted from the middle of 1990's and decentralized organizations abounded.

To fulfill such a demand in the middle region of the nation, namely Chungcheong province and Daejeon area, the English Teachers Association in Korea(ETAK) has been established and become one of the active foundations that meet the needs of the researchers, professors, and scholars in the district. Among the numerous English-education-related foundations, the Korea Association of Multimedia-Assisted Language Learning (KAMALL) and the Modern English Education Society(MEESO) have been established by the scholars in the region and further developed into centralized associations.

The idea of the current study has sprung up as the term of the year 2012 board came to an end and about to be ready for the ETAK's 20th anniversary in two years. Similar to the fact that a person is considered as an independent adult upon becoming 18 years of age, it can be assumed to be fully established when reaching an 18th anniversary of the association. Therefore, to commemorate the ETAK's development being one of the largest-member–enrolled associations in Korea, this study is to examine how the ETAK has emerged into full-fledged status in Korean English education.

The purpose of the study is to look into 1) the history of the foundation, 2) the preferred language most articles written at the beginning and the recent years, 3) areas of the research since 2005 when the English edition was implemented and the number of publication in a volume rose to 4 times annually, 4) the number of authors each article is written, 5) the number of foreign scholars' articles and finally draw, 6) some suggestions for the future ETAK in Korean English education.

II. HISTORY OF THE ETAK

The ETAK was founded in August 1994 by Dr. Byung-bin Im with an intention of cooperating with scholars in Chungcheong province and Daejeon area and further contributing to English education in Korea; however, it was not really active for the following six or seven years until Dr. Kyung-ja Park (current emeritus professor at Korea University) became the president.

Since her inauguration, the ETAK has started to contribute to English education in Korea by publishing quarterly journals a year from 2004. Two journals were published in a

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year prior to 2003 and a special edition was added in 2003 thus making it three journals in that particular year. It nation-widely invited domestic and international articles though it started as a regional foundation. The members of the ETAK comprise university professors, elementary, middle and high school teachers, researchers and scholars both in Korea and abroad. Its board members exceed 120 for the current term (September 1, 2010 to August 31, 2012) and the total members are about 600 although such crowd has never been gathered at any of the conferences throughout the 18 years of history.

The ETAK holds a domestic and international conference alternately each year. The first international event was held as a joint conference with the Pan-Pacific Association of Applied Linguistics(PAAL) at Jeju National University from June 30 to July 1, 2001 while Dr. Kyung-ja Park was the president of the ETAK. The year 2001 was then the steppingstone of the foundation as the ETAK has further expanded with more domestic and foreign members. Prior to the president Kyung-ja Park, Dr. Sang-yoon Lee, the former president of Hannam University, took the position.

The founder, Dr. Byung-bin Im at Kongju National University, became the next president for the terms from September 2004 to August 2008. During this term, the ETAK became one of the acclaimed research organizations by the National Research Foundation(NRF) in January 2005. The second international conference was organized and held on September 8, 2007 with the 1st Korea English Teachers Associations Joint Conference at Kongju National University. The invited keynote speaker was Dr. Richard R. Day from University of Hawaii and the theme of the conference was Emerging Issues and Challenges in English Education.

The fourth president was served by Dr. Chan-kyoo Min at the Korea National University of Education from September 2008 to August 2010. Toward the end of his term, the 3rd international conference was held again at Kongju National University under the theme of Creativity and Diversity in the Implementation of a New English Education Paradigm in the EFL Context on June 12, 2010. Dr. Yasukata Yano at Waseda University was invited for the keynote speech titled English as an international language and its cultural aspect.

The ETAK welcomed more foreigners as well as domestic scholars when the next president, Dr. Eunpyo Lee at Eulji University, took the position and vowed to make it an international foundation with some changes in holding an international conference every two years and publishing two English editions each year. Five foreign scholars were added to the board members. It collaboratively worked with two other associations and thus held a joint international conference on June 16, 2012 at the world famous North London Collegiate School, Jeju branch under the theme of Expanding Horizons of World Englishes. For the keynote speech, Dr. Andrew Finch at Kyungbuk National University spoke on the topic of expanding the horizons of EFL teaching.

In the aspect of articles, the ETAK constitution stipulates that the content of the

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manuscript to be submitted should concern theories and/or practices in the field of learning and teaching English. The manuscript may be on an experimental analysis, a new proposal, or a critique of theories in the field. The manuscript may also deal with linguistics, or interdisciplinary areas related to English learning and teaching (cited from Information for contributors of English manuscripts #1 of the ETAK constitution).

III. LITERATURE REVIEW

In the year of 1995, to celebrate the 30th anniversary of *English Teaching*, five researchers (Choong-bae Kim, Du-bon Bae, Im-deuk Kim, Oh-Ryang Kwon, and Yong-jae Choi) studied on the development of English education in Korea and published each article in the journal of *English Teaching,* thus became pioneers in the field. Their topics were all related to the development of English education, research methods on English education, English acquisition and language learning theory, English teaching methodologies, and evaluation of English competence in Korea.

Further studies that dealt with journals in Korea include Jin Wan Kim (2004) and Cha et al. (2005)'s research studies that focused on the research methodology and changes in research contents by comparing *English Teaching* and *Foreign Languages Education* and the researches that were dealt with listening comprehension by analyzing forty years of *English Teaching* journals during the era of 1995 through 2004, respectively.

Also there was Kyung-seok Kim's (2006) research that examined references in the journals such as *English Teaching* and *Foreign Languages*. Ji-young Kim (2007) looked into computer-assisted language learning(CALL) by examining 63 articles in the *Foreign Languages Education, English Teaching* and *Multimedia Language Education*. Hyun-jung Yu (2006) examined *English Teaching, Foreign Languages Education* and *Applied Linguistics* from 1996 to 2005 to do research on the research topic, methods, and research trends in these journals. Seong and Nam (2010) also did a research on *Modern English Education* for the past 10 years since 2000 to look into the research area, research topic, research subject and research methodology. Their results showed that English education articles were the most examined(76.4%), and remotely following two were English language(21.6%) and English literature(1.2%). As for research subject, university students were the most prominent and quantitative methods were mostly used for the research.

The study was done by reviewing the articles published between 2005, the year the English edition started and 2011 to understand the preferred language the articles were written, number of authors by which each article was written, number of literature articles and part of language skills (characterized as listening, speaking, reading, writing, grammar) the researches were most interested in rather than classifying them such as teaching

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methodology, language acquisition, evaluation, etc. From the results of the study, some suggestions for the ETAK in the future were to be given.

IV. METHOD

1. Data

The study examined 18 years of the ETAK history and its journals. The first journal was published in 1995 and biannual journal was published until 2002. Then in 2003, a special edition was added to publish 3 issues and starting from 2004, a quarterly journal was published as Spring, Summer, Autumn, and Winter edition each year. The English edition, called International Issue started in 2005 for the second volume of the year. In September 2010, the decision was made for the English edition to be doubled, thus the Spring and Autumn edition were to be published in English starting from the Spring of 2011. This study was mainly focused on the volumes published since the spring of 2005 up to the winter edition of 2011.

TABLE 1

Number of Articles Published

2005	49
2006	48
2007	47
2008	53
2009	62
2010	55
2011	59
Reviewed in total	373

The research inquiries were examined based on the examination of the 373 articles that were published during the years from 2005 to 2011. It was evident that the number of published articles was on the rise especially starting from 2009. It was assumed that there is a certain number of articles be published due to the professors' evaluation policy in their institutions. Also Ph.D. candidates are under mandatory publication requirement of two articles prior to obtaining their degree. These reasons may have attributed to the increase in the number of articles published in recent years. The average articles during this period were 53 a year, about 13 articles for each edition.

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2. Data Analysis Procedure

As the ETAK holds an international conference every other year and expands to be more open to the world, the study examined volumes of which the English edition was added. Since 2005, a total of 384 articles were published up to the point of the current study including the Spring edition of 2012. However, the 11 English articles were excluded as they were in the process of distribution by the publishing company, thus leaving 373 for the analysis of the study. They were reviewed in terms of language, number of researchers, and the number of foreign articles for 7 years and the percentage was calculated for each research question. The data were reviewed and recorded on a master sheet. And further analysis was done on individual article in terms of research topic (or area) to obtain the data to fulfill the research inquiries.

3. Classification Criteria

In Seong and Nam's (2010) study of an analysis of article trends published in the journal of *Modern English Education* over the past 10 years, they referred to the classifications set by the National Research Foundation. That is, the primary 4 classifications of English and Literature are "English Linguistics," "English Literature," "English Education," and "English Interpretation & Translation." They then referred to Choi et al's (1993) 7 classifications of English Education into English education theory, English acquisition, English learning, English teaching methodology, English education evaluation, English textbook materials and textbook analysis and foreign language policy. As for linguistics, further classifications of phonology, pragmatics, syntax, semantics, applied linguistics, and comparative analysis were adopted for their study.

However, unlike the previous studies of journal reviews, the present study did not adopt such classifications. With an intention to learn which skills of the language are most researched in the journal of *English Language and Literature Teaching* throughout the years, the criteria for research topics were rather classified as listening, speaking, reading, writing, grammar and vocabulary, literature, linguistics, and others. Therefore, when a research was about pronunciation that was related to acquiring speaking skills, then it was classified under speaking. However, when it was about theory based phonology, then it was classified as linguistics. All the researches that were related to literature (novel, drama, Bible, poetry, etc.) were classified as literature. When an article was about learner's motivation for example, then it was classified as others. Therefore, others included all the areas of teaching the language acquisition, learning and teaching methodology, curriculum, learners' motivation, web-based instruction, TETE, students' evaluation, instructional intervention, etc.

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V. RESULTS

The ETAK was founded by Dr. Byung-bin Im of Kongju National University in August 1994. The constitution of the ETAK was first formatted when it was founded and later revised numerous times with the 1st revision on September 1, 2000 and the 8th revision on June 14, 2008. As compared with the KATE's much longer history of 47 years, 8 revisions of which the first revision made on August 11, 1973 and the 8th on June 24, 2006, it seemed 8 times of constitution revisions indicated many changes have been made throughout the 18 years of history.

The first volume was published in 1995 and Volume 7 was out in 2001 with 2 editions in summer and winter and it was the year that this foundation was officially acclaimed by the National Research Foundation. The *English Language and Literature Teaching* gradually added more editions of the volume to the current 4 issues a year each named Spring, Summer, Autumn, and Winter edition since 2004 (Volume 10) with a special edition published in 2003. From 2005, the English edition, the so-called International Issue was implemented for the second issue of each volume (Volume 11 No. 2). All other editions were mixed of both English and Korean languages.

The ETAK became internationally active with influx of an increasing number of new members into the foundation as Dr. Kyung-ja Park became the president during the terms of August 2000 to July 2004, each term, 2 years. By having the first joint international conference with Pan-Pacific Association of Applied Linguistics(PAAL) at Jeju National University from June 30 to July 1, 2001, it was a turning point for the foundation to be full-fledged thereby attracting more researchers.

TABLE 2

Number of Articles Published at Each Volume

Year / 4 quarters	1 (E/K)	2 E/K	3 E/K	4 E/K	Total(E/K)
2005	3/10	11/0	5/3	6/11	49(25/24)
2006	5/7	11/0	4/9	4/8	48(24/24)
2007	5/7	9/0	7/6	9/4	47(30/17)
2008	5/4	10/0	13/4	9/8	53(37/16)
2009	7/7	13/0	11/5	12/7	62(43/19)
2010	9/4	9/0	7/11	5/10	55(31/24)
2011	10/0	6/7	16/0	14/6	59(46/13)
Average	6/6	10/1	9/5	9/8	54(34 /20)

E/K: English/Korean

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As shown above, the English language has been dominant in terms of the research publication. When the English edition was first implemented in 2005, the total numbers of English and Korean articles were about the same until the following year 2006. However, the English articles gradually increased to be 78%(46 out of 59) of the total articles in 2011. It is interpreted that the demand for English education that English be taught in English, the so-called TETE and more emphasis on communication of the language using 4 skills played the key role for such an increase.

The following table shows whether the studies were conducted by a single researcher or cooperatively with 2 or more researchers.

TABLE 3

Results on the Number of Authors

	1	2	3 or more
2005	38(78%)	10(20%)	1(2%)
2006	42(88%)	4(8%)	2(4%)
2007	40(85%)	3(6%)	4(9%)
2008	44(83%)	7(13%)	2(4%)
2009	50(81%)	11(18%)	1(1%)
2010	38(69%)	14(25%)	3(6%)
2011	38(64%)	19(32%)	2(4%)
Average	290(78%)	68(18%)	15(4%)

It shows that more studies were done by 2 or more researchers in recent years starting from 2010 and especially in 2011 revealing 36% were performed by multiple researchers. Cooperative research seems to be in trend. Since graduate students' articles are usually done with their supervisors, this trend of multiple authors will probably persist.

The next table shows how many literature-related articles have been published since 2005.

TABLE 4

Results on the Number of Literature Articles

2005	5(10%)
2006	6(13%)
2007	7(15%)
2008	4(13%)
2009	5(8%)
2010	3(5%)
2011	1(2%)
Average	4(13%)

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As shown in the table, the number of literature related articles reduced in the recent years. Since there are other organizations that are more focused on the English literature, such articles may have been diverted to those journals. Also the decrease in the number of literature majors may be the culprit of the phenomenon. English-teaching-related papers seem to be dominant in recent years.

Table 5 shows the number of foreign articles published from the year 2005 through 2011.

TABLE 5

Results on the Number of Foreign Articles

2005	3(6%)
2006	1(2%)
2007	0(0%)
2008	0(0%)
2009	1(2%)
2010	1(2%)
2011	6(10%)
Average	2.3(14%)

Relatively more number of foreign articles was printed in 2011 and this can be interpreted as an endeavor on the part of the president and board members to be more open to international articles and to embrace foreign scholars into the ETAK.

TABLE 6

Results on the Classified Topics

Year /Areas(%)								
	L	S	R	W	G	O	Lit	Ling
2005	0%	4.1%	6.1%	12.2%	10.2%	49.1%	12.2%	6.1%
2006	4.2%	6.3%	6.3%	8.3%	4.2%	49.9%	12.5%	8.3%
2007	2.1%	12.8%	8.5%	14.9%	6.4%	36.2%	14.9%	4.2%
2008	5.7%	3.8%	0%	7.5%	17.0%	49.1%	7.5%	9.4%
2009	6.5%	6.5%	9.7%	6.5%	3.2%	48.2%	8.1%	11.3%
2010	5.5%	1.8%	12.7%	12.7%	1.8%	50.9%	7.3%	7.3%
2011	4.8%	5.6%	7.5%	10.7%	6.7%	50.8%	8.8%	5.1%
Average	4.1%	5.8%	7.3%	10.4%	7.1%	47.7%	10.2%	7.4%

(Classified as listening(L), speaking(S), reading(R), writing(W), grammar and vocabulary(G), all others that focused on English teaching and education not specified otherwise(O), literature(Lit), and linguistic theory(Ling))

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The following table shows the results on the classified topics. Unlike the previous studies on the journals, the current study hoped to see how many research studies were involved in 4 skills of the language when there was a national emphasis on communicative competence. Moreover, speaking and writing tests are to be included in the standardized English tests, one of which is the National English Ability Test that is to be implemented in two years.

Contrary to the hypothesis that the research studies on listening, speaking, reading, and writing would increase due to the national demand, the results showed not much difference in the study area of the journal. Various topics in English education were dealt with in the journal of *English Language and Literature Teaching* throughout the years. However, extensive reading and writing related topics have gained more popularity in recent years.

VI. CONCLUSION AND IMPLICATIONS

This study reviewed the history of the ETAK and its journal, the *English Language and Literature Teaching* at a point of 18th anniversary in which it has become a fully-established foundation similarly compared to becoming a legally independent adult as a person. Although the ETAK was established in 1994, the journals that were reviewed for the study were mainly from the spring edition of 2005 through the winter edition of 2011 with research purposes such as examining the language most articles were written, number of researchers for each article, number of foreign articles published, and areas of the research done by classifying into 4 skills (listening, speaking, reading, writing), grammar and vocabulary, literature, linguistics and all the rest topics into others.

It looked into the activity of the foundation, especially international conferences from the first event on July 30 to August 1, 2001 that was held at Jeju National University when Dr. Kyung-ja Park was the president. This year was a leaping point for the ETAK as many new domestic and foreign scholars, teachers, and professors were drawn to the foundation and thereafter became participants of the ETAK conferences.

The ETAK was acclaimed by the National Research Foundation in January 2005 and then developed into one of the largest English education foundations in Korea attracting more members and manuscripts for each edition. Starting from 2004, quarterly issues were published each year and from 2005, the English edition, the so-called International Issue was added to be published in the second edition of each volume. In the year 2010, the ETAK has embraced more foreign scholars to its committee members, five from Japan, Thailand, India, Singapore and Canada, and the International Issue has since been doubled, the Spring and Autumn editions.

As for the language of the research articles, English has become the dominant language as 78% of the total articles were written in English in the year 2011, and the average of

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throughout the 7 years was 63%. This phenomenon was attributed by the national policy for teaching English through English and for early education of the language emphasizing communicative competence from the level of elementary school students.

The number of researchers for each article was also examined to see if most research studies were done by a single or multiple researchers. It showed the average of 2 or more researchers involved was 22% throughout the 7 years and 36% of the studies were done by 2 or more researchers in 2011. It is evident that cooperative study is in trend as graduate students do the research with their supervisors. Also there seems to be more inter-institutional cooperative work among researchers.

The study further reviewed the number of literature related research papers and noted that only 13% of the total articles were on the topic of literature. As for the research areas, this study classified them differently from the previous studies with an intention of examining how many research studies were done on the four skills of the language when there was a great emphasis on communicative competence of the English language. However, it revealed that there was no increase in such research areas in the journal of *English Language and Literature Teaching* other than slight increase of extensive reading- and writing-related topics. Perhaps it has to do with writing that will be added in the standardized tests, especially the National English Ability Test(NEAT) in 2014 as the media hype attracts students and their parents to institutes and study materials in the market to get ready for the test.

As for the foreign articles published, the average for the period of 7 years was 14% of the total. If the ETAK vows to be more open to the world and become one of the internationally influential foundations, it should invite more foreign articles by adding some foreign members to the editing committee board and ask its members to use more references from the journal of *English Language and Literature Teaching*. It may help the members to actively participate if it provides conducive lectures and seminars in a specific area that most scholars feel essential. Also as the National Research Foundation vows to decrease the number of academic foundations in Korea, joining other district-based organizations and working cooperatively with them for conferences and seminars, and sharing journals for further citation may be imperative.

Although the ETAK was founded by the scholar in Chungcheong province, it is advised that opportunities to lead the association be given to more geographically diversified candidate rather than restricting them to the scholars in the region with apparent emphasis on the regional cooperation. Having such an open minded idea may invite more competent, energetic and innovative individual with great potential who can lead the ETAK as an internationally acclaimed association.

The world has changed so dramatically and turned into a global village that we live in the era of individual's huge success is possible as the Korean-born scholars were elected as

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the president of the World Bank and the president of prominent universities in the United States. Where the person is from is not as necessarily crucial as to what the person can do. Therefore, selecting the right person to lead the association may be a good start with a majority of the board members' consent for further development of the foundation.

More cooperation in utilizing the journal is equally important for extensive growth of the ETAK as more citation of the journals is one of the criteria to be remained as a main stream. Members of the ETAK need to keep up with the types of the articles in the journal and cite them when they conduct similar or relevant studies or revise their own research in the future.

Reviewing the 373 articles for the period of seven years from 2005 to 2011 may be a limitation as the comparison might have been more noticeable if done from the beginning of the journal. And classification of the research might have made comparison of the study with the previous studies somewhat infeasible. Future studies with more data may provide extensive results. Furthermore, since the current study is the first journal review of the ETAK with an intention for it to become an internationally acclaimed organization, more relevant studies are invited and better academically renowned future for all the members of the ETAK is expected.

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All journals of the *English Language and Literature Teaching* from 2005 to 2011.

*The papers were written in Korean and there were no English titles, thereby translated into English by the author.

APPENDIX

Number of Authors and Articles of Each Volume

Year - no. authors/		4 quarters				
		1	2	3	4	Total
2005	1	10	11	7	10	38
	2	3	0	1	6	10
	3+	0	0	0	1	1
2006	1	10	11	13	8	42
	2	1	0	0	3	4
	3+	1	0	0	1	2
2007	1	10	8	11	11	40
	2	1	1	0	1	3
	3+	1	0	2	1	4
2008	1	5	10	13	14	42
	2	3	0	2	2	9
	3+	1	0	0	1	2
2009	1	10	13	13	14	50
	2	3	0	3	5	11
	3+	1	0	0	0	1
2010	1	11	6	10	11	38
	2	2	3	5	4	14
	3+	0	0	3	0	3
2011	1	8	8	11	11	38
	2	2	4	4	9	19
	3+	0	1	1	0	2
Total		1(290.78%),	2(68.18%), 3 or more (15.4%)			373

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Applicable Language: English
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