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# AGORA

IGSE MAGAZINE

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Nahm-Sheik Park  
President

# IGSE, an ELT Salad Bowl

IGSE's open-door admissions policy is outside the box. By Korean standards at least. Its doors are wide open to all comers. It takes in students of all stripes. An undergraduate degree is just about the only prerequisite.

This diversity-friendly admissions policy was what I liked most about the school back when the offer of its presidency came my way in 2006. I thought I could build on this policy and ‘ferment’ the school into a major global ELT player. Which is already beginning to happen, albeit bit by little bit.

A case in point: IGSE grads doing doctoral work in the United States. Eight of them. Not on their own money, mind you, but on full scholarships from their respective host institutions. And they are already beginning to make their presence felt on the global ELT stage, mostly through their conference presentations.

Let me now share with you what was confided to me by an American professor on her recent visit to IGSE. She had helped two IGSEans get accepted into the Ph.D. program at her school. She said she was so impressed with their academic fundamentals. Grabbing her attention were their extra-ELT credentials. Of the two students here, one was an undergraduate engineering major while the other holds three bachelor's degrees, two of which are in fields other than ELT.

As is well known, American graduate programs are open to all applicants regardless of their undergraduate specialization. If anything, they welcome with open arms applicants from outside the fields they propose to specialize in. The rationale here: the benefit of potential cross-fertilization between different fields. This liberal admissions policy may be at the root of America being perennially on top of the global post-graduate education pile in most fields of study, ELT included.

BTW, of some ten IGSE grads I personally consider to be truly outstanding, 30% come from undergraduate engineering backgrounds. What makes this so amazing is that just around 2% of all IGSEans are from engineering proper. Also thriving are quite a few IGSEans from other non-ELT fields. What more convincing case could there be for diversifying a student population for programs like IGSE's? That said, hybridization, not inbreeding, has naturally become the route of choice for IGSE. Diversity may indeed be key to prosperity in any field, not just ELT.

It is also to be noted that IGSE has been embracing a diverse array of national origins. It has had students as well as faculty and staff from Korea, the U.S.A., the U.K., Canada, New Zealand, Australia, South Africa, China, Malaysia, and Uzbekistan. This polychromatic mix has helped to foster an English-friendly environment at the very least.

IGSE fosters an ELT comprising multiple ingredients. The resulting pluralistic milieu is what apparently makes for the climate which tomorrow's ELT leaders can thrive in. Symbiosis is what seems to fertilize IGSE-style ELT. Can't we render the rest of Korean ELT just as fertile by turning on the same symbiotic magic?



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## TTI (Teacher Training Institute) Program

# Why TTI?

**Hyeok Park**  
Director

TTI (Teacher Training Institute)  
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Looking back on the past 18 years of TTI history, I, as a teacher trainer and current TTI director, cannot help but feel a great pride of the significant contribution which TTI has made in training Korean teachers of English. Serving loyally as a teacher training institute for Korean in-service teachers of English, TTI has confirmed its authentic existence by training more than 17,000 teachers for the past 18 years. With an on-going and harmonious collaboration with IGSE, TTI has provided research-proven and state-of-the-art teaching techniques to not only Korean teachers of English but also native English speaking teachers in Korea. This has been proven by conducting more than 30 workshops for native English speaking teachers since 2010. As a result of this, more than 900 English native speaking teachers from 11 district offices of education in Seoul have attended the TTI training program over the last four years. This remarkable achievement couldn't be possible without the trainees' recognition of TTI's workshop as one of the most practical and useful ones they attended in Korea. With an extensive experience in training teachers of English, TTI could customize native English speaking teachers' workshop effectively and successfully. However, this success would not have happened without the well-experienced teaching staff and well-developed programs that TTI provides.

At the outset of the establishment of TTI, though, the needs and wants of Korean teachers of English were rather simpler than those of current teachers'. Now, with the rapidly changing ELT environment, the number of areas where teachers need training has increased substantially, and the variety of professional knowledge they require has expanded considerably in its scope. Customizing programs according to teachers' needs and wants, therefore, has recently become a more crucial issue in teacher training arena than ever before. In that sense, the recent

intensive teacher training program for Gyeonggi secondary teachers was a good example of successful customizing. Even though the content of a five-month training program was adapted into that of three months, the teacher's satisfaction level greatly increased. Now, TTI, collaborating with IGSE, prepares another quantum leap in training teachers of English in Korea. It will include not only innovative teaching techniques which teachers need for their professional development but also a range of workshops which help teachers become reflective practitioners. Being an English teacher as a non-native speaker requires continuous commitment in learning both English and teaching techniques. On behalf of the TTI faculty, I promise you that TTI will do its best to support your teaching and your teaching career, and eventually help you to become a successful reflective practitioner. Thank you.



# Insightful Guidance and Healing from TTI

**Sunhee Kim**  
Teacher  
Suji High School



As an English teacher I thought I had always done a great job. I was so happy and confident in the classroom because my students sincerely participated in my classes and willingly gave me their full attention. However, the dream-like relationship with my students did not last long and gradually I fell into futile nostalgia for the good old days whenever I thought things were going in a direction that was different from what I knew or expected. Confronting the rapid change in students' needs and in social expectations was very challenging. However, I was sensible enough to change the crisis into a decisive moment to develop myself into a more adaptable person. I started to analyze my weaknesses and set specific goals to compensate for them: improving integrated communication ability by being exposed to continuous authentic English use; acquiring knowledge and teaching-learning skills appropriate for the development of students' ability to use English in their real life; and learning how to adapt and apply teaching-learning materials to be used in such meaningful ways that students get fully motivated and interested. With this resolution firmly in my mind, I chose TTI, which was absolutely RIGHT and TIMELY because I found myself completely relieved, fully recharged, and so confident and happy when I went back to school after going through the teacher training course at TTI.

First of all, I felt very comfortable with its warm-hearted support and cozy atmosphere. I was also attracted with a variety of subjects and the brilliant instructors who were qualified experts in their specific fields. While their passionate guidance and interesting contents made me keep attentive in the classes, by far the most beneficial effect came from one common characteristic of all the instructors, the capacity to balance theory and practice. Specifically, James awakened my dormant

intuition for grammar teaching with his genuine expertise and helped me comprehend how to present grammar rules effectively by using context and appropriate CCQs; Teresa inspired me to take a different approach to utilizing textbooks using Process Drama. Reader's Theater, which needs only students' voice and script, was a good source of interesting activities because it is easily exploitable and fosters students' participation by getting them emotionally motivated. Chris is unique to me for his precise criticism to my teaching presentation. When he said, "Why don't you teach students what you said is important?" I realized the necessity of being thoroughly prepared. Philip was respectable in that he exactly understood trainees' needs and tried to help them gain access to the resources that can be used to satisfy their needs. Actually, the various authentic materials he provided and the efforts to adapt them into proper teaching materials greatly broadened my perspectives on learner-centered teaching strategies; Becky showed me how I could organize large, multi-leveled classes effectively.; and I greatly appreciate Kyungbin's clear perspectives on evaluating writing; Thanks to Rachel, I gained insight into the benefits of reading a lot of easy English materials of students' own choice independently; Theme-based teaching by Joan showed how different subjects in the school curriculum could be taught in an integrated way using English, which was great.

Many people argue that English education in Korea should be drastically changed. I think the revolution in English classroom should arise from teachers who are aware of the necessity of change and have willingness to take initiatives. I wanted to be one of them, and now I am sure I can be. Between "before me" and "after me" there was TTI's affection for the development of English education in Korea.

# Workshop Report in Hawaii

## 1. CAPE Program

In the overseas program, one of many features that I was amazed at were a series of lectures by prestigious professors, including Sandra McKay and Richard Schmidt. The other one was the overwhelmingly interesting lecture by Mr. Monte, the former principal. First, I was so honored to listen to world famous professor's lecture in person. Even though some of the contents from the lectures were slightly familiar, these lectures which included interesting and suitable examples made me decide to use those materials for my students when I go back to school. I would like to talk about one lesson, Using Games to Teach English to Young Learners by Professor Sandra McKay. When I think about doing games in class, I usually use it to fill up the spare time in class like after a final exam. Through her lecture, I realized that games have their own rationale: they involve structured play, that is usually competitive, rule-governed and decided by skill, strength or luck. Doing games provide a chance for learners to learn language, gives them a change of pace in class, and boosts learners' motivation. To make my class more fun and interesting, I will think of how, when, and where to use games in my lesson. Second, Mr. Monte was so energetic and humorous, and I believe he still has enormous passion as an educator because he grabbed our attention all through the lecture. For example, he let us predict the answers of four questions about himself such as his weight, age, ethnic background etc. He even turned around to help us guess his weight easily. I was so surprised at his behavior because I usually tried to avoid talking about myself in class. However, he was willing to be a good model of teaching resource itself without being shy in public. He is an excellent role-model for every teacher in Korea.



Group picture with Professor Sandra McKay



Mr. Monte playing ukulele

## 2. School Visit (Washington Middle School)

Seven teachers including me visited Washington Middle School, located near our dorm, Pagoda Terrace. It took around 10 minutes to get there on foot. Most of all, the principal, Mr. Harano, welcomed us on all five days with a hospitable greeting and feast-like breakfast for us. On the first day, he guided us everywhere in school and explained the school system, the various ethnical background of students, and their needs. One of the things that I really appreciated was that he asked some Korean students to escort us to each class for these five days. I could talk with them about their school life, their future jobs and their families. I observed many different classes such as core

classes, elective classes, and special classes. I was interested in the school curriculum and class schedule of the school, and below I talk about it in brief.

After a two-month summer vacation, the new school year starts on August 5. Unlike the normal schedule, they have extended advisory schedule for 7 days in the beginning of the new school year. In the advisory session, homeroom teachers prepare some activities to create a friendly atmosphere or build up a strong bond between a teacher and students. After this period, they go back to their normal schedule, with only a 5-minute advisory session. In week 1, class starts from Period 1, and then next week class starts from Period 2. Classes take turns starting the first period unlike the Korean class schedule. Each class period has 41 minutes. They have seven class periods a day, which students attend every day. Classes are made up of 4 cores and 3 uncores (elective classes). All students are required to attend 4 main classes such as language arts, math, science and social studies. They choose their 3 elective classes just before the summer vacation and if they want to change their electives, they have an opportunity to do it for the first several days of the new school year. Their elective classes are from fine arts, Japanese, computer, band, chorus (intro to advanced) to special programs (AVID, chess, math counts, student body government, school service). This school has GT classes, where gifted and talented students study together with further learning content. All four cores have a GT program and to be a member of this GT class, the students must get A's in that subject. The number of students who are in the GT class in each core subject consists of 10 percent out of the whole student body. Washington Middle School also has after-school programs. One major after-school is Boys and Girls Club. It is daily program and

some tutors who are university students help students do their homework or teach some subjects like math or science. After the tutorial, tutors and students do a lot of activities together to build a rapport between them like playing field hockey or cooking.

On the last day of our school visit, we presented our lesson, how to write my name in the Korean Alphabet. One teacher, Julia taught the lesson and the other three including me helped the students write their names in Korean. Some of the students are mentally challenged, but they enjoyed the lesson and were happy to practice asking and answering their name in Korean. We exchanged presents with Mr. Harano and one thing that all Korean teachers really liked was the school uniform.



With Mr. Harano, the principal



Special class

**Seonghee Kim**  
Teacher  
Yongho High School





# Lesson from the Land of Aloha

**Youngju Song**  
Teacher  
Tejang High School



## 1. Lessons from Mother Nature

While spending one month in Hawaii, I tried to make the most of it. Everyday right after school, I tried to visit different places and do different activities, mainly things that were only possible in Hawaii. The 4 best activities were dolphin snorkeling, surfing, watching lava flow into the ocean, and watching the sunrise from Halea Kala. I liked these activities not only they were beautiful but also because I could jump into nature and be a part of it. The most memorable one was dolphin snorkeling, though it was rather short. I will never forget the moment that I first looked into the water. A group of dolphins was swimming right under me and the water was so clear that I could see a little baby dolphin next to its mom. After encountering nature's magnificent works, I realized that I was just tiny part of Mother Nature and I learned how to truly appreciate nature.



## 2. Lessons from Class Observation

What I saw during the school visit was quite inspiring and I came to think that I can adopt some of lessons from the observations when I return to school.

### 1) Student-centered activity

The most noticeable thing in classes was that students actively participated in classroom activities. At first, they seemed to be a little bit noisy and unfocused on the class, but right after the teacher's instruction they quickly made groups

and jumped into the group activities. Also, they were very curious, and not reluctant to ask questions to the teacher if they didn't understand what the teacher said.

In addition to that, activities themselves were complicated and needed high cognitive ability. For example, in PID (Participation in Democracy) class, students were asked to build their own ideal government, which needed a lot of discussion and decision making. In other classes like ELA (English Language Arts), students had to write down their own thoughts and opinions. For about 20 minutes, they all concentrated on their work and nobody fell asleep or made noise. Most teachers respected student's ideas and expected them to be active in the classroom. These student-centered activities encouraged students to have a chance to analyze data and to build their own thoughts.

Another interesting thing that I noticed was that most of writing activities and homework were very closely related to students' lives. In ELA class, they were asked to write about a change in their lives and explain how it affected them. Also, the teacher asked students to interview their parents about the origin of their names, which gave them a further opportunity to think about themselves. In IB English class, students shared their goals in the class and were told to relate a specific line in a movie to their own life. Each activity was personalized and appropriate to their current condition, considering that they are teenagers trying to find their own identity. I was impressed by the cognitive level of the assignments. I know they are not easy because I have done similar writing activities back in G1FLE. It took me a lot of time not because of the language but because of the content. Koreans teachers as well as students are not familiar with that kind of activity. We usually want students simply to understand the given information and choose the

wrong or correct answer, or fill in the gaps, but not to form their own opinion or create something new. I think I should give them more chances to develop their own ideas and making those tasks relevant to their lives will be helpful.



### 2) Teacher as a facilitator

In social science classes such as PID (Participation in Democracy) or World History, the teacher didn't explain the information in detail. She taught students how to access the information and asked them find the main idea by themselves. For instance, the teacher made students number paragraphs and then circle key words. After that, students were told to underline the author's opinions and other information relevant to the reading purpose. This whole process of finding information and analyzing it was totally new to me.

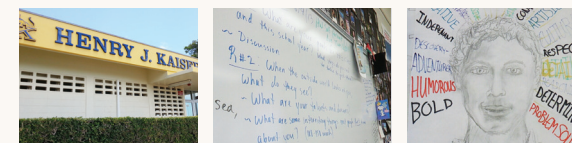
In Korea, the teacher, especially in the case of history teachers, explains everything about the given topic and students are expected to memorize all of it. There is no meaningful communication in classroom and students rarely learn how to apply the information that they are taught. After watching students in PID class build their own government as groups, I realized that I might have underestimated my students back in Korea. If they had the right instruction and time to practice, they could do it just like American seniors in high school did. They are 19 years old and capable of critical thinking and decision making. It's just that they are not familiar with the type of task. We always say that we should employ various types of classroom

activities, but the truth is that we are highly dependent on the lecture-type class. It will take some time for teachers and students to get used to alternative ways, but it should be done.

### 3) Respectful atmosphere

Most students came from different ethnic backgrounds. Some were Caucasian and others were Asian and the others were native Hawaiian. Even though they were from different backgrounds, they seemed to get along with each other quite well. Students raised their hand and waited until the teacher recognized it and said their names. And they listened to what other students and teachers said. I think this was possible because they respect each other. Also there seem to be continuous and systematic efforts in educating teenagers to respect others and have the right attitude, which we need desperately in Korea.

In addition, there were some disabled students but they seemed to have no problem in taking classes. Other students helped them voluntarily and treated them with respect. The whole system supporting disabled students left us impressed. I met a boy in Chinese class. At first I didn't notice he had some difficulty hearing what the teacher was saying, but then I saw a little computer screen in front of him. All of the teacher's instructions were being typed on the screen, and later I found out that an adult helper followed him from class to class and did the typing for him. It was really impressive and I thought we should adopt this kind of system in Korea, too.



# It's English, but not as you know it!

## Guised English in the Linguistic Landscape of Seoul (1)

**James Forrest**  
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Any visitor to Seoul, even on the briefest of stays, will not fail to be aware that visually, at least, Korea is awash with English in its various guises. The bilingual notices at the airport and on the subway notwithstanding, western words on billboards, magazine titles, T-shirts, retail products, shop signs crowd into the awareness. Indeed, few conversations can be conducted in Korean nowadays without the inclusion of some English-derived lexis, recast to conform to the phonotactic constraints of the native language.

My wife and I, for example, live in a *billa*\*while my sister-in-law lives in an *ap'atū*. The two girls often go *syop'ing* together, perhaps after visiting the heō saron to have a *p'ama* or maybe just a *k'ōt*. If my niece goes with them, she may well want some *haillait'ū* too. They will then hit the *but'ik'ū*. They'll probably cast their eyes over the *būllausū*, *dūresū* either in *ul* or *silkü*, or perhaps a *jin* with a *beltū* or matching *haendūbaek*. A *wai syassū* for the husband in *būllu k'allō* or *redū* might also catch their attention. Feeling peckish now, a *p'ija* or *ch'ik'in haembōgō* with *hūrench'i hūrai* and a helping of *p'ikūl* washed down with *k'olla* will do nicely. They may even finish off with a *k'ōp'i* and *k'eik'ū* at the nearest Starbuck's and then take a *bōsū* or *t'aekshi* home. There the *terebi* is generally on in the background, the type of *p'ūrogūraem*, as usual, depending on who has control of the *rimo-k'ōn*. Stereotypically, the husband and son would be watching the *nyusū* or *sūp'o'chū*, but the arrival of the wife signals a change in *ch'aenōl* to enable her to keep abreast of the *ibentū* unfolding on her daily *dūrama*.

\*modified McCune-Reischauer transcription

Like the spoken language, written texts in the public spaces of Korea contain a great number of imported items from English and other tongues which complement the native stock, but here displayed in a dazzling array of multilingualistic and polygraphic configurations.

### Polygraphia in Korea

The polygraphic nature of the scriptal representations in the Korean urban landscape is neatly captured by this signage on this typical high-rise apartment block in south central Seoul. Each of the three companies owns some of the apartments in this complex, hence the multiple banner display. All are major Korean conglomerates, though each has decided to present its corporate face to the (local) world through a different script: variously, Korean written in the native 'hangül', Korean written in Chinese characters or 'hanja' and roman letters. Thus at the top of the stack we have 쌍용 *Ssang-Yong*, then 현대 *Hyōndae* commonly romanized as 'Hyundai', propped up by GS (originally Goldstar) at the bottom. This trigraphic design is a rather uncomplicated arrangement, but as we will see, there are many possible combinations of both language and script visible in Korea's public spaces. So before we have a closer look at English let's first take a brief canter through the linguistic landscape of Seoul to remind ourselves of the diversity of signage on display.



We'll use scripts as our reference point, and couple them with number and type of language. Hangül, of course, is the most common scriptually, but it will be seen that this is used to render other languages as well as Korean. We'll also note in passing whether multilingual signs are 'univocal' or speaking with one voice *ie* complete mutual translations or 'multivocal' *ie* the different languages are conveying different messages.

### 1. Monographic – Unilingual

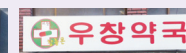
Hangül is by far the most ubiquitous signage script, of course, with hanja restricted to specific uses (more on this in the next article.). The Sino-Korean on the right, for example, is the name-plate of an attorney-at-law – the weighty, gold-blocked Chinese characters bespeak quality service and gravitas. The two misspelt shop signs below proclaim a manicure parlour and a pâtisserie. Nail shops and hairdressers in particular commonly use English signage, but misspellings are common, perhaps indexing a more decorative usage rather than an informative function of the sign itself.



Monographic – English



Monographic – French



Monographic – Korean

### 2. Monographic – Bilingual

Roman script -> Japanese & English: Japanese restaurant

It is not uncommon to see Japanese restaurants use English as a display language instead of Korean, kanji or kana – perhaps to attract a younger clientèle. There's even a playful Japanese - English hybrid at the foot of the sign. (More on ludic uses of language in the next article.) Note that the independent elements we see do not translate each other and convey different messages; this sign can thus also be regarded



as 'multivocal'.

### 3. Digraphic – Unilingual

i) Hangül + hanja ->Korean: Apartment block in Southern Seoul.

The Sino-Korean characters 來美安 are glossed underneath in the native script 래미안 *rae mi an* or 'future, beauty and rest'. The writing as it stands makes no real sense in Korean and the meaning is only recoverable through scrutiny of the individual sinographs. The effect is apparently to create a vaguely western-sounding word built up from auspicious Sinitic elements.



ii) Hangül + roman script -> Korean & English: Bar: 'Feel' p'il



A common sight is the alternation of English and transliterated English in terms of preferred placement within adjacent frames. To the extent that script selection indexes socio-cultural processes in terms of language dominance, conclusions can be drawn from the fairly equilibrated treatment of both varieties here.

### 4. Digraphic - Bilingual

Hangül + roman script -> Korean & English



The Korean at the top of this restaurant sign translates the English as 'Hanoi Morning', while the Korean footer advertises Vietnam rice noodles. The signs in 3 are 'univocal' *ie* complete mutual translation or transliteration, while 4 is an example of multivocal signage.



5. Trigraphic – Bilingual

Hanja + hangŭl + roman script  
-> Korean & English: A rice-cake shop

Here the Sino-Korean 米丹 is glossed in English as 'MIDAN' (literally 'rice + sincere care) with the Korean word for rice-cake *ttŏk* added in hangŭl 떡. This is a native Korean word and can only be written in hangŭl. The Sino-Korean syllable combination *mi-dan*, although relating semantically to rice, has a mainly euphuistic function and is thus just *transliterated* into English, while the pure Korean has been *translated* into English. So trigraphic, bilingual but still univocal.



6. Heterographic / Varilingual Code Mixing (ie mixed scripts / mixed languages)

i) Language: English + Korean  
-> (digraphic bilingual code-mixing).

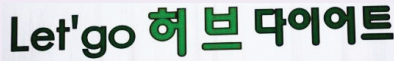


The Korean obsession with a 'V-line' facial contour is illustrated by these signs on adjoining doors of a Seoul underground train advertising cheekbone reduction. The respondent code-switching ad on the right reiterates the desired 'small face' in Korean, *chagŭn ŏlgul*.

ii) Script: Roman (English) + hangŭl (guised English)  
-> (digraphic unilingual code-mixing):

Despite the grammatical infelicity in (a) these signs are essentially English written in two different scripts:

a) Banner outside a health food shop: Let' go *hŏbŭ daiŏtŭ* = herb diet



b) Lego shop sign: Toy *ailaendŭ* = Island



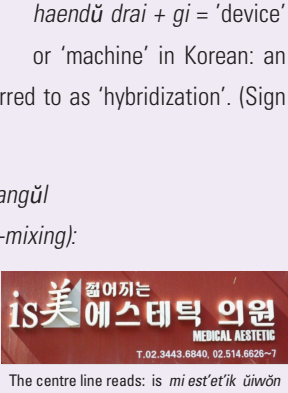
iii) Language & Script:

a) Guised English + Korean  
-> (monographic bilingual code-mixing):

핸드 드라이기 *haendŭ drai + gi* = 'device' or 'machine' in Korean: an example of what is often referred to as 'hybridization'. (Sign over a hand-dryer.)

b) Roman (English) + hanja + hangŭl  
-> (trigraphic bilingual code-mixing):

Here the sinograph 美 *mi* for 'beauty(ful)', commonly used iconically in beauty parlour signage, now also does service for the ubiquitous plastic surgery clinics in Seoul. The central text, reflecting the Korean (= 'become youthful') in small font above, translates to 'is beautiful aesthetic clinic', with the English 'to be' verb fronted as 'is' instead of the expected 'be(come)'. The misspelling 'AESTETIC' mirrors the Korean pronunciation.



c) French + guised English + Sino-Korean (trigraphic, trilingual code-mixing).



The sign over this boutique has fused French (= 'with me') plus the Konglish 'one -piece' (= 'dress') – in guised English 원피스 *wŏnpisŭ*, plus the hanja 天國 *ch'ŏnguk* or 'heavenly kingdom'. So, a trilingual promise of a 'one-piece' paradise!

7. Guised English

What at first glance to the casual foreign observer appears to be a sign in Korean is often in fact one or more English loan-words written entirely in hangŭl. This can vary from nativized Konglish to entirely new lexical imports.

The meaning is irrecoverable without some knowledge of the underlying source language, and for many older Koreans the latest borrowings couched in guised English remain simply a string of meaningless sounds.

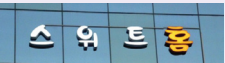
This phenomenon can apply to extensive samples of language, egs

a) Restaurant: *welbing sŭshi bwip'e & saellŏdŭ ba* :



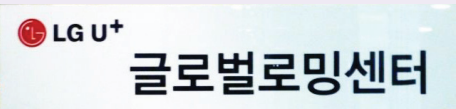
The 'helpful' English gloss provided in this particular ad is only sometimes used, however. Its presence here is anyway more emblematic than informative and is not intended to assist non-Koreans.

More usual is guised English in its unglossed form. Some illustrative examples:



b) Home interior store: *sŭwit'ŭ hom* = 'Sweet Home'

c) LG phone centre: *globŏl lomng sent'ŏ* = 'Global Roaming Centre'



d) Sign at a Plastic Surgery Clinic: *p'eis sŭlliming* = 'face slimming'



e) Clothes brand: *ol p'o yu* = 'all for you'



f) Hangover tonic: *moning keŏ* = 'morning care'.



g) Delivery Service: *aeni maen* = 'any man'



h) Sponge cake ad: *K'ast'adŭ orijinal*

i) Pub: *haep'i dei* 'Happy Day'

So, a 'happy hof' with the German loan-word 'HOF' emblematic of a bar, pub or just beer – often also written in hangŭl as *hop'ŭ*.



j) Bar: *lak hŭi* 'Lucky'

Incredibly, this sinographic compound is also an instance of guised English. The name of the bar 'Lucky' is mirrored in the pronunciation of the two Chinese characters 樂 and 喜 (*lak* and *hŭi*) which together would be pronounced as [lak'hi] – a close approximation of the English. Naturally these particular characters have also been chosen for their fortuitous semantic connotations: 'pleasure' and 'joy'. This has been just the briefest of introductions to guised English and the linguistic landscape of Seoul. I hope the journey has been an interesting one. In the next article we'll be taking a closer look at examples of Korean creativity in this area.



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# Shiny Discovery Starts from Tiny Curiosity

## Interview with Soon Park, 6<sup>th</sup> Wave

*"Although it is said that people would rather be a fool satisfied, I was cautious not to satisfy people by deceiving them."*—Soon Park

—Seeking a better way of language learning through the application of the definiteness of "Neuroscience."



<Michelangelo Buonarroti: **The Creation of Adam**. Fresco (480 × 230 cm) , dated 1508-1512>

Most of you probably have seen this masterpiece at least once in high school art class or on the internet or somewhere, and some may have visited the Vatican. Imagine you are in the Cappella Sistina, looking up at the ceiling and being astonished by the greatness of this. What would come to your mind first? Yes. It is great artwork, one of the finest paintings in the world. What else would you think of? While many people just admire its quality and size or stare at Adam's toned body and think 'Oh, Adam was a handsome guy', Soon Park saw "Brain" in this painting.

Soon Park, the author of *"Neuroscience and English Language Learning,"* has been teaching English in high schools in Daejeon and seeking to find innovative ways of language learning based on principles of neuroscience and their fantastic application in English language learning.

In this edition, we will hear his story about how he became interested in Neuroscience and his great achievements in IGSE and after IGSE.

**Lee:** Could you tell us what stimulated your brain to become interested in Neuroscience?

**Park:** The first reason was that I had reproached my own bad memory too many times. Learning a new language including others is mostly a memorization competition. I felt like this during my high school days. The moment I learned new words the forgetting process immediately starts, doesn't it? That's why I was keenly interested in figuring out the memory mechanism of human brains.

**Lee:** That's right. I am always frustrated whenever I try to memorize vocabulary words. It doesn't seem to stay in my brain even for a second. Memory mechanism of human brains... that sounds interesting. So, that brings you into the big world of Neuroscience.

**Park:** As an American poet said, "Brain is Wider than Sky," every bit of the human cognitive system is processed by the brain itself. The fact that if we study the brain we can find out about memory, emotion, even consciousness gave me sheer excitement. This is the second reason why I turned to the brain research of eminent scholars.

**Lee:** I like that quote. But then how could you think of relating it to English education?

**Park:** I also keenly realized that ELT specialists need highly advanced and accurate tests done to verify English learning and teaching theories and strategies, and sure enough Neuroscience is one of the best tools for this.

**Lee:** I see. But I guess you must have had a lot of difficulties until you finally published your first book, Neuroscience and

English Language Learning? Because you are an English teacher and I guess you couldn't learn about Neuroscience here in IGSE.

**Park:** Yes, I had tons of difficulties. Firstly, I could not trust myself whether I can complete the manuscript or not because I've never written more than 100 pages before. I had to read hundreds of journal articles, gather and categorize meaningful data, and examine the validity and reliability. I heard a Korean writer had been losing one tooth whenever he published one book. In my case, I didn't have one missing tooth, though. However, most of my right hemisphere hair turned gray.

**Lee:** What? Your left brain must've worked too hard. Haha. Anyway, let's talk about your book. I read it recently and I like your saying "Although it is said that people would rather be a fool satisfied, I was cautious not to satisfy people by deceiving them." I assume the underlying meaning behind it is that science never lies. Is that right?

**Park:** Basically, the sentence has the meaning that I took great care not to lure people into believing sort of sweet fiction. As we all know, to sell products some peddlers easily lie about their goods. There still exists those kind of knowledge sellers who try to deceive people even in scientific fields and outside. I was careful to introduce the seminal and fully verified theories and facts only. So to speak, even science sometimes lies; I tried my best to use the science that is fully developed and proved.

**Lee:** Now I understand your devoted effort to bring good scientific ideas to readers. Anyway, how did you spend your time in IGSE, other than studying?

**Park:** I would say, just like other diligent fellow students mostly. One thing that kept me alive was lifting weights and

running about 8 kilometers in the IGSE Gym at 6:00 every morning.

**Lee:** Wow. Then what was the most rewarding moment while studying at IGSE?

**Park:** Every moment while in IGSE was precious, but if you want me to pick one I would like to say the moments with those hard-working fellow students.

**Lee:** I have no doubt about it. So, how did studying at IGSE fulfill your thirst for learning, change your career, or deepen your knowledge?

**Park :** Teachers have to take a two-year temporary leave to attend IGSE. Thanks to this I could delve into the area that I've been highly interested in. So I can call IGSE the thirst-quencher.

**Lee:** I think many IGSEans like the metaphor. Any comments for current and future IGSEans?

**Park :** I'd rather quote: "Start by doing what is necessary, then what is possible, and suddenly you're doing the impossible." [St. Francis of Assisi]



**Soon Park**

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# Welcome to the IGSE Grinder



**Nahm-Sheik Park**  
President

Welcome to IGSE, the home of Korean ELT's cream of the crop. As you may already know, IGSE is the stomping ground of the Korean ELT elite. Being groomed inside the walls of IGSE is a rare century of next-generation ELT charioteers for Korea. And hopefully for the rest of the world as well. In the IGSE pipeline are up-and-coming ELT warriors, who will help put Korea on the map of global ELT.

IGSE grads are already making a difference for ELT both at home and abroad. In the process, IGSE has become a school of dreams for ambitious Korean teachers of English. Huge numbers of top-tier ELT aspirants wish to make it into IGSE's inner sanctum every year. Understandably enough, only a few of them end up making the cut. The gate is so very narrow. It has especially been the case this year. Which is why you deserve an exceptional congratulations. That you are here with us today says a whole lot about the stuff you are made of.

Each and every one of you has the potential to become a go-to point guard for Korean ELT somewhere down the road. And IGSE's job is to give this metamorphosis of yours a jump-start. Rest assured that you are in good hands. IGSE has all the tools to do this job well. It has super faculty, super staff and super facilities. And super passion to boot. Its track record over the years bears this out. Lest we forget, let me point out that all this would be out of the question if not for the generosity of Chairman Yoon Kyoong of Yoons English School.

Over my seven years as IGSE skipper, our grads have earned full-package scholarships to American doctoral programs in applied linguistics, to the tune of at least one a year. A whop-

ping total of eight at last count. What is most impressive about this is that all these doctoral grants have originated from the U.S.-based host institutions. Without parallel in recent Korean memory, this feat would be next to impossible for Korea's other ELT programs to replicate.

While we are on the topic of IGSE being a Korean ELT standout, let me point out that one of our alums, Professor 박혜옥 of IGSE, has recently been setting an outstanding example for us all. She is one of the fastest rising stars in the ELT firmament of the country today. The hope is that IGSE continues to turn out super grads in the mold of Professor 박혜옥 for years and years to come.

Each and every one of you has the potential to turn out like Professor 박혜옥 somewhere down the pike. Admittedly, you may not amount to too much right now, either professionally or academically. Going through the IGSE grinder over the coming two years of your IGSE apprenticeship will very likely alchemize you into pure ELT gold, however. The way I see it, you are all ELT stars in the making.

Now then, are we all ready to link arms together and hold up the IGSE motto of "Tiny but shiny"? Nothing is impossible to a willing heart. Besides, we can get it done as long as we stay in this together and play the long game. Weak things united become strong, as they say. Thank you for getting on board IGSE.

\* This is the text of President Nahm-Sheik Park's speech at the 2013 entrance ceremony.

# A Fortunate Opportunity



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Thank you for the honour of representing the new entrants of IGSE. As I was still on holiday at home in England when I got the invitation to speak, I decided to leave what I would say until I got back to Korea. This was probably not good idea though, as it's around 4am for my body clock.

However, before leaving England I was given a few ideas. Initially, I considered why I chose IGSE and how a qualification from here and in English would be beneficial but these topics I decided against because I'm sure we all have different reasons and equally I'm sure we all understand the benefits of having qualifications we will gain here. So what I've decided to tell you about is how I heard about IGSE and came to apply here. For the last 2 years I have worked at the Catholic University of Korea, a job I have been lucky to get through experience and decent qualifications, albeit not related qualifications. So it was in this awareness of my position that I have been considering gaining qualifications in the field of English education. So picture, just over a week before the deadline for IGSE applications are due, a friend and colleague of mine tells me about a great specialist school in Gangdong, that if you are accepted will give you a full scholarship for a 2 year Masters in TESOL. Having drawn my interest I asked him how he had heard about the school. I became surprised when he told me another colleague of ours, a former student of the school, had told him.

This guy, the former student, is someone I respect a huge amount. His professionalism is the highest I've worked with and he is the kind of guy we not only go to for advice but who also actively shares his ideas. So understanding my interest

in the school he began to tell me about the program, courses, professors, basically giving me the low down on the school. Without repeating all those details about how qualified the professors and staff at this school are. You can go on the school's website, there are literally too many to list. The point that came from him and I want to repeat today is how lucky and appreciative he is for enrolling and qualifying from IGSE. This is a guy who is respected throughout our school, telling me, IGSE made him the teacher he is today. So within a week I had applied for the school and here I stand with you today sharing this point. Firstly, congratulations to us all for making it into the school, thank you to the staff and the school for giving us this opportunity, but lastly, let's appreciate how lucky we are to be here. For my fellow first year students, as the work begins to mount (I've been assured it will) and the stress seeps in, remember how lucky you are to be here. Remember your own personal reasons for joining the school. And to the second year students, as your papers and dissertation deadlines and defence looms, remember just how you will benefit from this qualification and your experiences here at the school.

I know these thoughts will help me through the next 2 years. So my message to you today, is just reflect on your own reasons for joining this school, the benefits you will reap when you qualify from here, and all the while appreciate just what a great an opportunity this is for all of us. Thank you.

\* This is the text of Stephen Jones's speech at the 2013 entrance ceremony.

# Reflections on Making “The Writers”



(From the top left: Christopher Douloff, Lee Hyo-jin, Kim Na-sol, Song Eun-ha, Yun Seul-ki, Shin Na-ri (Riya), and Oh Bit-na)

It was in the beginning of my second semester. “I’m thinking about making a book with the writings you wrote last semester and will write this semester.” said Chris, our instructor of writing. Someone asked “What for?” and he said, “People outside are wondering how well IGSEans are writing and you could use it as your portfolio as well. To do this, I think one chief editor and four sub-editors and two book editors will be needed. Anyone interested?” I said, “I’m in.” Now it’s October and I have two sample printed copies in my hand. And I’d like to share my thoughts on the process of making “The Writers.” There are several aspects I would like to share: on collaboration, on changing plans, and on what we really earned.

Before talking about the experience, the overall process was as below:

- Recruiting volunteer members.
- Collecting consent to publish and allocating genres.
- Collecting writings and profile photos.

- Proofreading.
- Deciding on the internal layout.
- Applying the internal layout to all the writings with InDesign.
- Revising.
- Cover designing.
- Printing.

## Benefits of Working Together Offline

It was a day in July when it rained heavily. Two book designers and sub-editors gathered at my place. The goal of that day was to finalize the internal layout and apply it to all the pages. Finalizing the internal layout was not a simple task at all since we had to consider both the PDF and the printed version. Two book designers were working with InDesign and when issues arose we quickly gathered and voted on each point, and the book designers were able to continue their work. Imagine if every decision had to be made through a meeting from time to time or through Kakao Talk; I think the quality wouldn’t have reached its current state within the limited time. I believe the twelve hours of that day, which included enjoying pasta with salad, getting external advice from a professional designer, chatting on the roof top, and having pizza, eased and quickened the process of making “The Writers.” And the mood of that day, a sense of confidence, led us to choose the audacious title.

## A Useful Tool for Collaboration

We used Google Docs, a tool for collaboration for sub tasks; without using it, it would have cost much more time. Not everybody on the team has to be a super expert on using such a tool

but one person at least has to fully understand how it works and integrate its functions with the workflow; it will greatly reduce the time that members need to devote to the project.

## Necessarily InDesign?

Two book designers said they spent much more time than they expected. That’s why I seriously asked myself if I would choose InDesign again. InDesign is a great tool for a professional book editor to make a book. But, for collaborative work I saw some difficulties: it’s not installed everywhere; not everybody can use it or learn to use it easily; it’s not easy to combine work done by several members.

In the course of making the book, I had two principles in mind: to achieve a good reading experience, especially visually, and to require as little of the editors’ time as possible. I do not have the definite answer to this question but I would consider using Microsoft Word, for example, as an alternative. I think a normal document editing program could do a good enough job, achieving a more distributed workload among the members.

## PDF? or Paper?

While making this book, I realized that plans always change, even basic ones. I remember our initial meeting at Café Heim with six editors and Chris. We all agreed that we should make a PDF file, so that we could easily distribute it at no cost. We also agreed that we needed to consider the case that we would print a small amount. But the priority was set on the PDF version.

When we worked on finalizing the internal layout, there were so many points to make a decision on and conflicts arose con-

cerning in what context readers would read the book. Option (A) would look good in a PDF file but not in a printed version and Option (B) - the other way round.

Even though the PDF version was our higher priority, we tried not to forget about the printed version. And with time, as the book began to materialize, we had to admit that we wanted to print it, and in color! Fortunately, we got some support from the school and are going to print several copies.

I don’t want to think about the case that we ignored the printed version and only focused on the PDF version and when we really wanted to print it, we would have had to do all the work again and chosen not to.

## We have something tangible

After having a look at a sample copy, one of our peers asked, “Do you get paid for this work?” I found the question thrilling, it sounded like the work looked too good to be unpaid. After saying, “No, we don’t,” I asked one of the subeditors, “What do you think you earned from making this?” She said, “I’m very happy to have it in my hand because it’s something tangible. I mean, we spend two years here, taking lectures, doing presentations, making materials but they all pass and somehow disappear. They are good memories but you don’t have them in your hand. But this book is something I can always open and it will bring back the moments here.”



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# Enjoy!

## Enjoy Reading English Books Program



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As the effects of extensive reading have been unveiled not only in the areas of reading and vocabulary, but also in productive skills, reading English books is receiving widespread support throughout our society. Many English books are selling like hot cakes, and students and parents desire to know what and how to read. Many extensive reading courses are springing up in private schools and several public schools. The key to these programs is how to administer them systematically and effectively according to learners' needs and levels in a fun way. In this light, the Enjoy! Enjoy Reading English Books program was opened to provide effective extensive reading ways through successful reading experience, to reach the ultimate goal of extensive reading—enjoying the pleasure of reading. It also aimed to promote students' further self-directed reading.

This program was a collaboration between the IGSE School of Continuing Education and the Gangdong-gu Self-directed Learning Center. The latter planned to open an extensive reading program with its budget, and the former provided the concrete program on commission along with the human resources. The framework of this program was designed by Soo-Hyun Kim, an English reading specialist and IGSE 9th waver. This extensive reading program was opened to anyone who was a first or second grader in high school, via the Gangdong-gu Self-directed Learning Center website and by paying the entry fee of 20,000 won. Fifteen participants applied, and they had classes twice a week, three hours each, in the IGSE Language Center. This program was carried out over three weeks.

On the first day, students shared their reading experiences with each other and had a lecture about extensive reading and how to do it based on their levels. They took a level test and a

pre-survey. Even though we expected they might have had diverse English learning experiences and gaps among them, the real proficiency gaps were much larger than we expected: from beginner to native-like. Even though we wanted to divide them into more homogeneous groups to deal with this problem, having more teachers was not possible because of the limited budget. Therefore, students were divided into two groups according to the test results. Yun-Mi Kim, an 11th wave IGSEan, managed seven students from the level of beginners to low-intermediate. I managed eight students from high-intermediate to native-like. We qualified for this program by completing an English reading specialist course.

From the second to fifth day, both classes had a similar flow. We had concluded that reading three graded readers would provide a comfortable and successful reading experience and boost further self-directed reading. Because the first class reader had to be distributed to students on the very first day, without clear information about students' real English abilities and interests we carefully selected the graded reader *Moondial*. For the second and third class readers, teachers prepared three books each time based on their student's levels and interests to introduce more books from different genres. Students had reading work at home and each class's readers were dealt with for one week. For this program, all students received three books which were different from others for free. There were three activities treated in common every day in both classes: extensive listening, storytelling, and Sustained Silent Reading. Extensive listening was an opening activity. Students in each class listened to a part of an easy graded reader and did related simple activities like

ordering pictures or comprehension checks. Every four days, they finished a book. Storytelling for high school students might sound awkward. However, when I read a story of a girl who fought against racial discrimination in 1950, they were absorbed in the story, with eyes shining and their upper bodies leaned forward. I was convinced of the power of storytelling regardless of the age of students. Sustained Silent Reading was performed for at least ten minutes each day to foster a natural reading habit. Furthermore, many activities were deliberately chosen and adapted for each group, such as *Reading Circles*, *Genre and Titles*, and Making Predictions to facilitate communicative language learning and introduce various authentic books. To help lower level students, Korean was used at some points and individual tutoring was conducted, especially for beginner students.

The closing day of the program, we had an open performance. Two groups of students acted scenes from *Moondial*. and one group did *Reader's Theater* with a creatively revised version of a second class reader. At the end of the program, all the students had their own portfolio filled with worksheets, their working pictures, and teacher's comments. Students delighted to recall what they had learned. Post-survey results showed they were satisfied with the activities in this program and wanted to read more English books in the near future.

As a teacher in the *Enjoy! Enjoy Reading English Books* program, it was not easy to choose appropriate books and adapt activities according to students' levels. However, cooperation with my team was a great help. During the one hour preparation sessions before class and the two hours of feedback after class each day, I was able to

gain energy and brainstorm ideas for lesson planning and management. It was a wonderful experience putting principles and theories into practice. I realized students are ready to produce some remarkable output if there are appropriate guides and a patient observer.

# Hands-on English or Bust

**Nahm-Sheik Park**  
President



Today you are leaving IGSE, where theory-steeped ELT may have been king. You are now about to be released into an ELT wild, where you will find yourselves in a rough environs rife with thorns and vermin. Making this leap requires de-sugar-coating much of what you have been used to within the walls of IGSE.

Here is a suggestion for you to ponder at this juncture of your young career. Which is that ELT had best be hands-on in all its phases if it is to get to where it needs to. Which means that English should always be used as the working tool of real-life communication in all your classes.

Never ever seek shelter in the snug refuge of ELT theory. Don't ever allow your classroom to be a mere lab for linguistics, applied or otherwise. Rather, let English in action reign as king. Let the language be experienced first hand in the thick and thin of 'live-wire' communication. That is what hands-on-English (HOE) should be all about.

For HOE to happen and thrive in the classroom, students must be made to constantly use the language in doing real-life stuff. Bearing this in mind, make your charges employ English in doing things like yoga, calisthenics, sing-alongs, arithmetic, or simple cooking even. By doing so, you can make your ELT classroom come alive with HOE. Handicrafts such as sewing and knitting can also make your classroom blossom with HOE. So can Internet searches or karaoke sessions.

Incidentally, textbooks, grammars or dictionaries have one thing in common with ELT theory. They all have a way of lulling us into a false sense of security. They are no match, much

less a substitute, for actual encounters with English in action. So design and frame all classroom activities as to make your students max out their experience of real English. Only by doing so can we ever hope to be good stewards of our students.

Having said that, my rallying cry for you guys today is: *HOE or bust*. Living and breathing English through HOE is the high road to taking ownership of the language. As long as we stay true to this rallying cry, we and our students should both be A-okay.

And for the ultimate in HOE for yourselves, I recommend doctoral studies in an English-speaking country like the United States. For your degree work there to be a success, your life has to be immersed in 100% HOE 24/7 both on campus and off. With the resulting doctoral credentials and English-language skills, you will be able to outmatch most other teachers of English, including those for whom English is a native language. In other words, you will be king in the sphere of ELT anywhere in the world, including in Korea.

Now go forth and set Korean ELT on fire. Good luck and bon voyage. Oh, and one last thing. Always remember your debt to Chairman Yoon Kyoan and Yoon's English School for your unique IGSE experience.

\* This is the text of President Nahm-Sheik Park's speech at the 2013 commencement.

# IGSE Graduation Speech

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Thank you for letting me speak on behalf of you all, professors, 10<sup>th</sup> wavers, and families. Take time to look at yourself. Can you see a different person from who you were two years ago? Have you changed? What about your friends? Look at your friends sitting next to you. Is she or he the same person you met two years ago? Or has she improved and changed thanks to IGSE? No doubt. This "Tiny but Shiny" school has changed all of us so much, I think. But it's not that IGSE has only changed us. You are also the ones who have changed this school. And you are the ones who have made what IGSE is today.

Each of us might have come to this school, expecting different things when we entered. In 2011, I quit my job and came to IGSE to get an education in a semi-immersion setting. I learned about IGSE while I was in the TESOL program. It meant IGSE holds a high reputation in the ELT field. Although many graduates described this school as 'mountain climbing' or a 'tough life', I can't forget how happy I was when I was accepted for admission to this school.

Today is a wonderful day, a day to celebrate our graduation. So, I want us to think more about the excellent things we did, improvements we have made. In my case, thanks to IGSE skill courses and module classes, discovering and developing my presenting skills, both in speaking and writing, were made possible. What I have learned here is the joy of sharing what I have, such as my knowledge, experience, and newly learned skills, however small they are.

Like me, do you have anything that you are proud of? If you

can't think of any, I'll remind you.

I know the amusing people, who managed to be full-time parents and full-time IGSEANS, who not unrealistically, should be called "Superman or Superwoman".

I know the hardworking people who spent most of their time at school until our security guards reminded them of the closing time.

I know the meticulous people who have been taking care of their peers, willingly sacrificing their time and energy.

Also, I know the industrious people who have succeeded in enduring more than 4 hours of commuting every single day for 2 years.

Isn't it amazing?

You all deserve compliments, and I am not hesitant at all to say you are the true stars of IGSE. But stars don't shine by themselves. It is said that they shine when the density and pressure in the cores are extremely high. I'm not talking about science. Let's just think who did the work of adding density and applying pressure. You must have someone who encouraged you and forced you to heat up. I am sure a lot of gratitude should be directed to your advisors. Without them, we would never have been able to shine. We may have ended up being just "tiny" but not "shiny". So I am very thankful for the faculty members' endless support. And I'd like to mention Mr. Park and Mr. Yoon who have been sparing no efforts, costs, or pains to help us get through this long journey as IGSEANS. Thank you.



# Comparison of Task-Based and Storytelling-Based English Classroom Interaction in Korean Elementary Schools

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The purpose of this study was to examine differences between Task-based learning and teaching (TBLT) and Storytelling-based learning and teaching (SBLT) classrooms at the primary school level. This study investigated interactions in SBLT and TBLT classrooms to identify which aspects of each are recommendable for young language learners’ classrooms, through real classroom observation. Eight SBLT English classrooms and eight TBLT English classrooms in public Korean elementary schools were observed, and specific interaction patterns were extracted from each. Furthermore, teachers’ views were investigated to underpin and to counterbalance indiscernible factors. The findings resulted in the following responses to the three research questions posed in the study.

(1) Is there a difference of frequency of interaction between TBLT and SBLT classrooms?

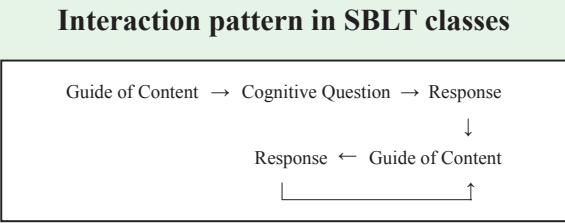
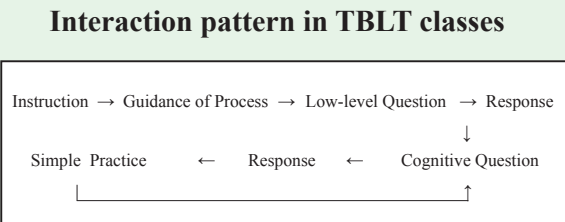
The results from the statistical data analyses support the claim that the frequency of interaction types are affected depending upon which method is applied, TBLT or SBLT. Chi-square tests showed that overall interaction in TBLT and SBLT classrooms was significantly different.

	Value	df	Asymp. Sig.
Pearson Chi-Square	1880.186	37	.000

<Crosstabs Chi-square test of frequency>

(2) What interaction patterns arise in TBLT and SBLT classrooms?

The findings from discourse analysis indicate that interaction patterns in both TBLT and SBLT have specific characteristics.



I-GP-LQ-R-(CQ-R-SP) in the TBLT classes was identified as being similar to the general teacher-students interaction. On the other hand, the finding of the GC-CQ-R-GC-R flow in the SBLT classes demonstrated that GC can be substituted for CQ. GC provided a variety of exposures to target language elements as well as repetition of target language forms, because it tended to form CQ type teacher talk in the case of children’s stories. Furthermore, this flow indicated that telling stories promotes cognitively meaningful interaction through the exchange diversity of GC and CQ. In other words, the benefits of SBLT classes are not only the fostering of ample language elements, expressions, and the repetition of forms, but also the fostering of meaningful interaction. Consequently, students in the SBLT classes used the target

language with correct forms and showed a greater diversity of responses in comparison with those in the TBLT classes.

(3) What characteristics are observed through language teachers’ views in TBLT and SBLT classrooms?

One of the findings from the teachers in the TBLT classes was that they felt a competitive atmosphere when they led students to perform tasks. In consideration of the learners’ age, a competitive atmosphere could be a danger because motivation for further learning might diminish if students failed to achieve their goals, or children might lose their natural curiosity and interest about language itself, and choose rather to focus only on the skills of language—speaking, listening, reading and writing. Another finding was that the teachers felt it was difficult to apply TBLT, and they consistently endeavored to develop their teaching skills.

On the other hand, teachers who performed SBLT stated that the students and they enjoyed the learning process, and that it resulted in voluntarily self study after class.

The results of this study showed that the overall process of SBLT provided dynamic interactions in the classroom that were absent from the TBLT classes, and that the benefits of SBLT went beyond just learning vocabulary, background knowledge, or skills. In particular, the SBLT classes used significantly less L1 and made more use of cognitive questions and additional statements, all in an enjoyable atmosphere. Furthermore, SBLT contributed to further learning efforts, as students studied English by themselves after the class. This characteristic is of great merit

for Korean learners because Korea is an EFL context; there are few opportunities to connect the learning process with the world beyond the classroom.



# Sharing is Magic

**Chorong Kwak**

10<sup>th</sup> Wave

Dept. of English Language Teaching  
morninggirl@igse.ac.kr



"Thank you, God. I can't believe I finished the semester strong!" I shouted just after my final exam in the first semester. There were countless moments of frustration, and every class was a challenge for me. It was obviously humble beginnings. It is, therefore, a great honor for me to share my experience about my thesis and life in IGSE.

I can't forget the club activity when talking about my school life. I was a representative and teacher in the IVY club (IGSE volunteers for young learners). I went to a social welfare center to teach students once a week, and it was one of my joys in IGSE life. The time refreshed me after tough school classes. The benefit I gained from the club was so much more than I gave to the students.

Above all, the multicultural students in the welfare center became my participants, and I was able to conduct my research with the students I taught. Now, let me briefly explain about the process and the conclusion of my study.

The qualitative study aimed to determine the characteristics of Korean multicultural primary school students' English learning and factors which influence their learning. The research had been conducted over an eight month period. In addition, data I collected when teaching them before the research period was included in the study in order to understand the overall circumstances of the participants. In all, more than a year's worth of data was collected.

To gather a variety of data for triangulation, multiple sources were collected through observing, interviewing, and participating. I had to constantly try to get to know the students: four Korean-Chinese. Two of them were really friendly and talka-

tive to me, but the other two did not like to be interviewed and observed. I tried hard to build rapport with them. I visited their home, talked to their mothers, and kept trying to get in touch with them even when they showed some hostility. The students and their mothers gradually opened their minds and finally understood me. The process of progressively realizing not only their English learning characteristics but also their life was so impressive and meaningful. The process that I used to conduct the qualitative study was not just for the study, it was about the story. It brought me an insight of one's life and growth.

It was, of course, necessary for me to do non-biased observations and to be nonjudgmental regarding what was heard and seen. To achieve the goal, I tried to record as much data as possible in a descriptive way, data which might at that time seem trivial and unnecessary, but could be important later.

Collected data was interactively analyzed from the beginning. The analysis took place in a constant cycle for further planning and subsequent action. I listened to the audio or watched the video files at least two times to understand the narratives and catch the core meaning of the data for the consideration of validity. Through comparison of many kinds of data, findings were concluded when different types of data were matched for triangulation. In addition, all available data were analyzed through transcription when necessary. In the process of analyzing the field notes, I tried to focus on repeated patterns.

A brief conclusion of the study is as follows. First, the Korean-Chinese students' English learning in their early years tends to be inconsistent due to the influence of their mothers' educational view points and inclinations toward English. Korean-Chinese

students were exposed to English in kindergarten, but they soon quit and an additional learning environment was not provided to compensate for this. The different cultural education philosophy crucially affected the inconsistency of learning English while most underprivileged children's loss of learning English mainly caused by their economic situation. The participants' parents believed playing is more important than studying in their children's childhood, and that pre-learning English does not make a big difference in elementary school. Second, the Korean-Chinese students and their mothers prioritized English above their mother tongue (Chinese), and this was probably due to the influence of English enthusiasm in Korea. Korean-Chinese students showed higher interest in learning English than learning Chinese. They experienced discrimination as a multicultural child in Korea, and it seemed to have negatively affected their perceptions towards Chinese. Multicultural students barely knew about Chinese, and in some instances even hid their language ability. Multicultural mothers wanted their children to learn Chinese, but they did not expend much effort in teaching Chinese to their children. Third, the Korean-Chinese students had some difficulties that required them to receive help with their English homework at home. Multicultural mothers appeared to pay more attention towards their children's learning than the fathers do, and the mothers were willing to support their learning. The fathers were much less involved in their children's English learning even though they had passable English ability, and the mothers could not provide the needed help with their children's English homework due to the lack of English ability. Multicultural mothers had little knowledge of English but still did not intend to learn English, which

seemed to hinder their children's English learning opportunities. Last, the Korean-Chinese students were sensitive to the learning context. Their attitude towards English class changed depending on many factors: the authority of the teachers, their affection for the teachers, their individual learning styles, and rewards given for learning. One noticeable factor that exerted an effect was the existence of a hidden hierarchy within multicultural countries.

I have achieved more than I planned in IGSE thanks to IVY activities. I took a chance to present a paper at a conference, was awarded for service in the graduation session, and my research was published in Primary English Education Vol.19(3) in winter, 2013.

The most valuable thing I've learned from IVY and IGSE is the spirit of sharing. There are so many people to be thanked: my advisor, Professor Kim Young-woo, who always shared his intelligence and was generous with encouragement; my roommate, Jung-min, who always shared her energy; and all my classmates and professors, who always shared their knowledge and love.

Last, I would like to take this opportunity to express my appreciation to all the people who gave me this wonderful opportunity. I believe I, too, should share my talents and love with people who need it, as I learned in IGSE.

I should like to end by saying this. Sharing is magic!



# 2013 IGSE Graduates

## Department of English Language Teaching

	Name	Thesis   Project   Book	Type
1	Juhee Kim	A Study on Korean Secondary School English Teachers' Perception toward Extensive Reading	Thesis
2	Jeongwon Lee	Developing an Instructional Guide of Extensive Reading Incorporated with Intensive Reading for English Teachers	Project
3	Chorong Kwak	A Qualitative Case Study of Multicultural Primary School Students' English Learning in Korea	Thesis
4	Nayoung Kim	English Learning Anxiety and English Preference Tendency of Secondary School Students in Korea	Thesis
5	Mikyung Kim	The Effect of Semantic Mapping Techniques on Korean Young Learners' English Vocabulary Acquisition	Thesis
6	Sunkyung Kim	Comparison of Task-Based and Storytelling-Based English Classroom Interaction in Korean Elementary Schools	Thesis
7	Surin Kim	An Extensive English Reading Curriculum for Korean Middle Students	Project
8	Eunmi Kim	An Investigation of L2 Vocabulary Learning Strategies in Korean High School Students	Thesis
9	Hyejin Na	A Genre-based Newspaper Writing Curriculum for Korean High School Students	Project
10	Jihye Ryu	Lampi's Story – 스토리북 애플리케이션 개발 (Developing ELT Contents)	Substitution
11	Sujin Bang	Investigating the Structural Relationships of Self-determined Motivation; L2 Listening Strategy; L2 Linguistic Knowledge; L2 Listening Anxiety and L2 Listening Proficiency of Korean High School Students	Thesis
12	Jungmin Lee	A Preliminary Study on the List of Productive Vocabulary for Korean EFL Learners	Thesis
13	Junghwa Lee	Developing an English Presentation Training Program for Biology Researchers	Project
14	Seunghyun Lim	The Effects of Vocabulary Learning Strategies Use and Language Self-Efficacy on Vocabulary Size of EFL Teachers in Korea	Thesis
15	Geunduk Jeon	The Effects of Shadowing and Dictation on English Listening Comprehension of Korean Middle School Students	Thesis
16	Hyosu Jung	The Effects of Transactional Strategies Instruction on Students' Reading Motivation in Korean High School	Thesis
17	Sora Ju	Developing English Audiovisual Material for Two-Year College Students in Korea	Project
18	Jungmin Joo	Developing Materials for English Collocation Study	Project
19	Yuna Chae	Conference Presentation- 학회발표 (Presenting at ELT Conferences) 1. A corpus-based English Language Teaching Program for Regulatory Affairs in the Pharmaceutical Field: 2013 한국코퍼스언어학회 창립국제학술대회 2. 웹 콘코던스를 활용한 한영번역 및 자기주도적 영어학습: 한국번역학회-한국동서비교문학학회 2013 봄 공동 학술대회	Substitution
20	Jiheha Choi	스토리가 있는 카툰 영단어-영어교재출간 (Developing ELT Materials)	Substitution

## Department of ELT Materials Development

	Name	Thesis   Project   Book	Type
1	Bansuk Kim	English Profilers- 영어교재출간 (Developing ELT Materials)	Substitution
2	Bora Shin	Developing a Reading Book for Young Learners Based on Folktales	Project
3	Donald Stuart Munro	A Semantics Based Text For Teaching English Phrasal Verbs to Korean Learners	Project
4	Scott Wear	Developing a Multipurpose Reader for Elementary Age English Language Learners	Project
5	Seoul Kang	니트(2급; 3급) 듣기 평가 교재 개발 연구; NEAT BOX Listening (Basic)	Project
6	Sunhui Kim	Business English E-mail Writing Material; A Genre-based Approach	Project
7	Yusun Kim	Designing English Cooking Class Materials for Young Learners	Project
8	Nahee Bok	모질게 니트 2급 Listening/Speaking+Writing-영어교재출간 (Developing ELT Materials)	Substitution
9	Chankyung Park	모질게 니트 2급 Listening/Speaking+Writing-영어교재출간 (Developing ELT Materials)	Substitution
10	Sunyoung Yang	Developing Business English Vocabulary Materials for Adult EFL Learners - Based on the Productive Use of Collocations	Project
11	Kyungmi Lee	Developing an ELT Storytelling Program for Young Learners Based on Nuri Curriculum	Project
12	Jihye Lee	Developing English Dictionary User Training Materials for Elementary School Students	Project
13	Youminsol Im	Developing a Self-Instruction English Speaking Book for Korean Au Pairs	Project
14	Suhyun Cho	Monster 중학영단어-영어교재출간 (Developing ELT Materials)	Substitution
15	Hyekyoung Joe	Structural Relationship of Self-determined Motivation with Classroom Social Climate for Achievement and Willingness to Communicate in English	Thesis
16	Hwayoung Cho	Developing Task-based Material for English Job Interviews Through Authentic Materials	Project
17	Sungwon Choi	A Teacher-Training Curriculum for Korean Secondary School English Teachers; Process-Genre Based Writing Instruction	Project
18	Inhuck Hong	모질게 니트 2급 Listening/Speaking+Writing-영어교재출간 (Developing ELT Materials)	Substitution

# Introduction to IGSE Outreach Program

**IGSE student clubs also participate in English social service activities through the IGSE Outreach Program.**

## IVY

(IGSE Volunteering for Young Learners)

**Hyejin Kim**  
2<sup>nd</sup> Year

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Hello!! I am Kim Hye-jin, the representative of club IVY (IGSE Volunteering for Young learners). It is an honor to introduce club IVY in AGORA. As the club name "IVY" indicates, this club is for teaching elementary students from grade one to grade six. IVY has been running for seven years. We have taught students in Sung-nae welfare center in Sung-nae dong.

The reason we are teaching students in the welfare center is they are the students who need help learning English. Most of them are from low-income families. We have found a vicious circle in learning English: low parents' knowledge and interests in English education, low parents' support, low English level. We are trying to give experiences of enjoyment and success in learning English to students. We teach phonics, vocabulary, conversation and grammar. Sometimes we do storytelling with picture books and share the pleasure and excitement of storyland. One great news is we have more teachers from this semester as 11th and 12th waves are participating in volunteering together. We have classes in smaller groups, and it will be very helpful for low-level students.

We, all IVY members, are expecting that our volunteering to be very precious experience not only to us but also to students. It would be great if they remember us later and say, "I remember the encouragement from the IGSE teachers, which was a big support for me".

## ELFE

(Enjoy Library with Fun English)

**Juok Jhang**  
2<sup>nd</sup> Year

Dept. of ELT Materials Development  
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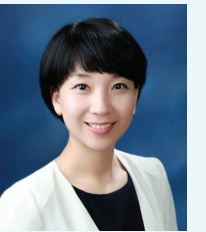
ELFE stands for Enjoy Library with Fun English. Since 2009, all of the members of ELFE from the 8th wave to the 12th wave have happily taken part in providing ELT social services for young learners who are in need of English language learning at libraries as a part of talent donations. We, the members of 11th wave and 12th wave, go to Chun-il Children's Library once a week on Wednesdays. The social service activities of ELFE mainly consist of two parts: storytelling and regarding activities. Each teacher takes care of one or two children and reads a storybook in English with them. And then, considering the young learners' interest, the teacher provides fun activities connected to the content of the book to help them feel interested in English. We also provide whole class activities three times per semester like Halloween, an indoor sports day, and Christmas. We still remember the children's faces when they were enjoying themselves with a variety of the activities to celebrate Christmas last year, so all of us are preparing the whole class activities hard to make the children feel happy and smile again. While doing activities with children, we are also excited and learn something important from them. If you become an ELFEr, you will not only become a flexible lesson designer and experience valuable volunteer work but also have a great chance to meet good people, ELFErs, and lovely children.

# Introduction to "Teaching English to Young Learners through Storytelling"

(스토리텔링으로 가르치는 어린이 영어)

**Joungjoo Ahn**  
9<sup>th</sup> Wave

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Using storytelling in English is not a new phenomenon. It has been an effective and enjoyable teaching tool for young learners for years. Teachers show a picture book while telling the story with gestures, mime, facial expressions, and various voices to convey the meaning of the story naturally. Therefore, learners are able to understand the context and gradually acquire the language, and they come to recognize the connection of sounds and letters and meanings. Finally, they start to participate in the storytelling by reading words, chunks, and sentences which enrich their language skills and thinking skills. For this reason, many teachers bring a picture book to class as a springboard for meaningful language lessons.

"Teaching English to Young Learners through Storytelling" (스토리텔링으로 가르치는 어린이 영어) attempts to offer practical teaching knowledge and information for both pre-service English teachers and in-service English teachers who want to learn teaching skills for utilizing storytelling to young learners aged between five and twelve. This book is divided into 15 units including contents such as 1) definition of storytelling in relation to teaching methods of young learners, 2) explanation of ways to choose appropriate stories for language lessons, 3) utilization of teaching activities, songs, chants, drama, arts and crafts to storytelling class, 4) definition of teaching principles: multiple intelligences, TPR, cross-curricular, 5) utilization of teaching reading, phonemic awareness, phonics, and sight words to storytelling class to improve literacy skills 5) developing lesson plans, syllabus and curriculum of storytelling classes. Each unit is thematically based on chronological order. Most of the theoretical background is organized following the sequence

of children's development. Others are structured as general to specific. For example, theories of storytelling come before choosing picture books and planning lessons integrated with songs, chants, drama, arts, and crafts for improving readers' understanding to apply the ideas, techniques to the teaching of young learners in their own situations.

In order to provide background knowledge and practical concepts of how to use storytelling techniques, Unit 1~12 consists of two parts: theory and practice. In the theory part, readers are given chances to reflect on key issues facing teachers of young learners and establish the theoretical knowledge of storytelling as well as teaching English. The part of practice presents information of over 150 picture books including 24 photocopiable handouts which are thematically organized. Practical suggestions for managing storytelling classes such as classroom English, games, and songs are given for direct application to in-class lessons. Various tasks are provided to check readers understanding of the content and offer a chance to internalize or personalize what they've learned. Units 13~15 provide 25 sample lesson plans as guidance and tasks for designing a lesson plan and curriculum are given for readers to demonstrate knowledge of what they have learned through the previous units. From this book, readers will not only find out how beneficial it is to utilize storytelling in English class to help young learners acquire the language, but also obtain practical teaching resources. This book would be useful for English teachers to increase knowledge of teaching theories and practical techniques of storytelling in English Lessons.

# News & Events

## IGSE News

### 2013 Commencement Ceremony

The Commencement Ceremony was held in the Auditorium of the Hyuckjae Building on August 14.



### 2013 Entrance Ceremony

The Entrance Ceremony was held in the Seminar room of the Language Center on September 2.



### 2013 Homecoming Party

The Homecoming Party took place in the Auditorium of the Hyuckjae Building on October 19. 10<sup>th</sup> wave IGSEans donated 3,020,000 won to IGSE on the Homecoming Party.

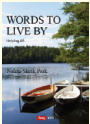


## Office of the President



Nahm-Sheik Park

- Publication of *WORDS TO LIVE BY* #6 (IGSE Press)



## Faculty



Hyunsook Chung

- Presentation
- Chung, H. (2013, June). *Second and foreign language pedagogy: Phoneme identification & suprasegmental feature recognition*. Annual conference of the Canadian Association of Applied Linguistics, Victoria, Canada.



Youngkuk Jeong

- Presentation
- 정영국 (공동). *An analysis of the smart phone dictionary app market*. The 8<sup>th</sup> ASIALEX International Conference, Dynasty Hotel, Bali, Indonesia. (August 2013)

# News & Events



Youngwoo Kim

- Presentation
- Professional Activity
- *Designing a Small Corpus Workshop*. The ALAK International Conference (October 2013)
- Management of the IGSE Outreach Program



Hyeok Park

- Lectures
- Extensive Reading, 인천광역시중등기간제교사, 인천외국어연수원(April 2013)
- Cambridge TKT CLIL, First TKT Conference, 서강대학교(June 2013)
- Process Drama for the Secondary Classroom, 광주광역시중등일정연수, 광주교육연수원 (Aug. 2013)
- Readers' Theater, TaLK Scholar 원어민장학생 프로그램, 고려대학교 서창캠퍼스(Aug. 2013)
- Readers' Theater, 강동교육지원청 원어민보조교사연수, TTI (Sept. 2013)
- Readers' Theater, 초등학교원능력개발 영어 TEE 심화과정(1-2기) 직무연수(Sept. & Dec. 2013)
- Readers' Theater, 인천광역시초등심화연수, 인천외국어연수원(Oct. 2013)
- Park H (2013). 'Developing Materials Using Text-driven Approach'. MATSDA 2013. University of Liverpool, UK. (July 2013).
- 해외연수인솔: 경기중등심화연수교사, University of Hawaii at Manoa (July-Aug. 2013)
- Presentation
- Professional Activity



James Forrest

- Lectures
- Certification of Cambridge Speaking Examiners:
  - ICFE & ILEC Examinations at AIFA, Seoul (May)
  - Young Learners and Main Suite Examinations at the Lycée Français, Seoul (May)
  - BEC Preliminary and Vantage Examinations at Sungshin University, Seoul (October)
- Workshop for Cambridge Team Leaders in Japan, Tokyo (May)
- Guest Lecture at the TTI on 'Context & Concept in the Classroom' (May)
- Professional Activities

### For Cambridge University

- Represented Korea at the East Asia Inspectors meeting in Sydney, Australia (May 17-18)
- Presided over the Meeting of the Centre Exam Managers in Japan, Tokyo, (May)
- Presided over the Meeting of the Centre Exam Managers in Korea, Seoul (June)
- Conducted CELTA assessments in Seoul (June), Casablanca, Morocco (July), Beijing, China (October)
- Conducted DELTA assessments in Ulaan Baator, Mongolia (June), at the British Council and at Hansung University, Seoul, (November)
- Carried out inspections of TKT, YLE and Main Suite Examination Centres in Seoul (August, September and November)



# News & Events

## Other Professional Activities:

- Attended the Florian Coulmas Invited Lecture on ‘Writing Systems & Language Contact’ at Birkbeck College, University of London, (May 1)
- Participated in the ‘Phonetics Teaching & Learning Conference’, University College, London, (Aug. 8 -10)



Philip Hiver

### • Lecture

- ELT Pedagogy Lecture for Secondary Teachers’ Level 1 Certification, Gyeonggi-Do Institute for Foreign Language Education (July ~ Aug. 2013)

## Students

- IGSE students presented their work at the KATE Conference July 5-6, 2013.
  1. A practical English Debate Curriculum: Debate as an L2 Learning Device in an EFL Context
    - Hyojin Lee (2<sup>nd</sup> Year, English Language Teaching)
  2. The Effects of Reading Assistant Program on Reading Fluency and Learners’ Perception Changes for Korean Elementary School Students
    - Hyangmi Lee (2<sup>nd</sup> Year, English Language Teaching)
- IGSE students presented their work at the Applied Linguistics Association of Korea (ALAK) Conference October 4-5, 2013.
 

### <Poster Sessions>

  1. Developing a Guidebook to Run an English UCC Club
    - Heekyoung Nam (2<sup>nd</sup> Year, ELT Materials Development)
  2. Study of Teacher-in-Role in an L2 Process Drama for Korean Elementary School Students
    - Yunmi Kim (2<sup>nd</sup> Year, ELT Materials Development)
  3. Developing a Storytelling-Based Teacher Training Material for YL-CLIL
    - Nari Shin (Bella) (2<sup>nd</sup> Year, ELT Materials Development)
  4. Developing a TBLT Teachers’ Resources Book Based on Textbooks for Middle School English Teachers
    - Ilho Kim (2<sup>nd</sup> Year, ELT Materials Development)
  5. Developing an ELT Lecture-Included Mentoring Program for Middle and High School Students
    - Hyojin Lee (2<sup>nd</sup> Year, English Language Teaching)
  6. Developing a Material about Polite Speaking Strategy
    - Nari Shin (Riya) (2<sup>nd</sup> Year, ELT Materials Development)
  7. Developing a CLIL-Based ELT Materials: Grammar, Vocabulary & Discourse
    - Dongin Kwak (2<sup>nd</sup> Year, ELT Materials Development)
  8. The Effectiveness of Creative Writing Instruction through the Use of English Poetry for Korean Elementary School Students
    - Kyungmin Kim (2<sup>nd</sup> Year, English Language Teaching)

# News & Events

## Alumni

- IGSE graduates presented at the Applied Linguistics Association of Korea (ALAK) Conference on October 4-5, 2013.

### <Poster Sessions>

- Designing a Small Corpus Training Program
  - Hyun Jung (4<sup>th</sup> Wave, English Language Teaching), Eunsook Jeong (5<sup>th</sup> Wave, English Language Teaching), Dongin Kwak (2<sup>nd</sup> Year, ELT Materials Development)

### <Paper Presentations>

- A Study of Analyzing Scientific Abstract through Corpus and Social Network Analysis
  - Hyejin Park (9<sup>th</sup> Wave, ELT Materials Development)

### <Publications: Articles>

- Yeonkyung Bae (5<sup>th</sup> Wave, ELT Materials Development) had a paper published in the Journal of KOREALEX:
  - Bae, Yeonkyung (2013). 사전사용 연구의 현황과 의의: 영어교육에서의 사전 사용을 중심으로. *한국사전학*, 21, 108-134.

- Seonkyung Kim (10<sup>th</sup> Wave, English Language Teaching) had a paper published in the Journal of English Teaching:
  - Kim, Sunkyung (2013). A Comparison of Task-based and Storytelling-based English Classroom Interaction in Korean Elementary Schools. *English Teaching*, 68(3), 51-83.

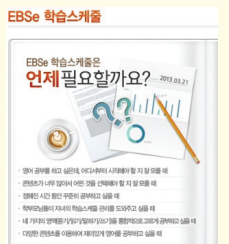
- Sujin Bang (10<sup>th</sup> Wave, English Language Teaching) had a paper published in the Journal of ALAK:
  - Bang, Sujin (2013). Investigating the Structural Relationships Among Factors Affecting L2 Listening Proficiency of Korean High School Learners of English. *ALAK*, 29(3), 1-32.

- Chorong Kwak (10<sup>th</sup> Wave, English Language Teaching) had a paper published in the Jomal of Primary English Education. Kwak, C. (2013). Characteristics and factors of Korean-Chinese primary school students’ English learning in Korea. *Primary English Education*, 19(3), 57-86.

### < Publications: Books >

- Jihye Ryu (10<sup>th</sup> Wave, ELT Materials Development) has authored the app book 램피 시리즈: 전치사 뽀개는 영어동화 – Up과 Down

- IGSE graduate Kanga Park (7<sup>th</sup> Wave, English Language Teaching) lectured on the Online course *EBSe 학습 스케줄*



- Bansuk Kim (9<sup>th</sup> Wave, ELT Materials Development) has authored the book *English Profilers: Sentence Writing*



- Suhyun Cho (10<sup>th</sup> Wave, ELT Materials Development) has authored the books *Monster 중학영단어*, and *토익보다 쉬운 토익 스타트*



- Jounjoo Ahn (9<sup>th</sup> Wave, English Language Teaching) has authored the book *스토리북으로 가르치는 어린이 영어*



- Jihea Choi (10<sup>th</sup> Wave, English Language Teaching) has authored the book *(스토리가 있는) 카툰 영단어*

