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Alternative Certification: An idea whose time is long overdue



Nahm-Sheik Park
President

Well-qualified teachers of English are in short supply in Korea today. This shortage is close to critical when it comes to teachers with a sufficiently good command of the language. Which is largely to blame for the poor shape Korean English-language teaching is in today.

A way out may be afforded by a new path to teacher certification: one that complements the traditional approach. What I have in mind here is a telescoped process of certification for a rather abundant pool of unemployed English-proficient young Korean college grads. They are currently locked out of the ELT loop just because they lack formal certification, which is often nothing but a piece of paper.

A little bit of outside-the-box thinking can easily turn these people into excellent ELT professionals. A training program of a few weeks'/months' duration would be enough to fast-track their certification. By getting rid of all the hoops and hurdles, it can get the ELT doors wide open for these English-capable people. Given their command of English, they can not only help raise the standard of English taught in Korea. They can also replace lots of native English speakers currently on our ELT payrolls. The idea suggested here should thus make plenty of sense educationally and pragmatically as well.

A great success story stateside, alternative certification accounts for nearly one-third of America's newly minted teachers every year. *Teach for America*, one of the best-known alternative teacher-certifiers in the U.S.A, is an especially well regarded incubator of topflight American teachers. If they can do it in the United States, why can't we do it here in Korea?

It would be a crime to let the ever growing pool of English-fluent Koreans go down the drain. We are talking here about hundreds of superb potential teachers of English per year. Giving them ELT jobs via alternative certification kills two birds with one stone: it gets them gainfully employed and almost painlessly upgrades Korean ELT to where it should be. Besides, it obviates the risk of losing them to the ELT industry.

Alternative certification of this kind is not that difficult to do. It is eminently doable. It can be done on or off line or blended. With English-fluent teachers in soaring demand, ELT in Korea is screaming out for alternative certification of the sort under discussion here. To those who say that traditional certification is the only way to go, I say "Get real."

Times change, and we with them. A new broom sweeps clean. Right? And there is no time like the present. With that in mind, let's all wake up and roll out the welcome mat for alternatively certified teachers of English. Let them breathe new life into ELT in Korea.



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주소 / 134-847 서울시 강동구 성내3동 449-11 홈페이지 / www.igse.ac.kr 전화 / 02-6477-5114 이메일 / webmaster@igse.ac.kr
디자인 / 이안커뮤니케이션 02-850-3160

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Learning About Learning



Christopher Douloff

Dept. of ELT Materials Development
christopher@igse.ac.kr

In this period of communicative language teaching, understanding how learning and teaching styles influence student achievement has become increasingly important. As a result, identifying the modes in which students learn best becomes practical in two ways: 1) it helps students understand and become aware of how they themselves learn and study best, and 2) it helps instructors strike a more balanced, holistic approach to selecting and designing teaching activities that maximize L2 student learning.

Cognitive styles are the perceptual channels through which individuals give, receive, and store information. Most students will learn with all of their modalities, but they exhibit preferences for a particular one (Brown, 2000). Three avenues of preferred perception have been identified: visual, auditory, and kinesthetic/tactual (Reid & Byrd, 1998). Visual learners learn by seeing. They show, for example, a preference for reading. Auditory learners learn by talking through problems.

They respond well to discussions, preferring, for example, lectures and audiotapes. Kinesthetic/tactual learners like to be physically involved in learning, preferring to touch, feel, and manipulate things. The outcomes of a study conducted by Reid (as cited in Ellis, 1994) with ESL students in the U.S. showed that students' learning style preferences varied considerably not only by cultural background but also from those of the target group: native speakers of American English. Reid concluded that ESL/EFL teachers should be prepared to modify their instructional techniques to account for these differences.

Cognitive styles become *learning styles* when they are applied in instructional settings, where both affective and physiological factors are added to the mix. Seen thus, they are one step further removed from cognitive styles. Kolb (1984) identifies four learning modes, or approaches to grasping and transforming experience (i.e., Concrete Experience [CE], Abstract Conceptualization [AC], Reflective Observation [RO], and Active Experimentation [AE]) that manifest themselves in four types of styles: convergers, divergers, assimilators, and accommodators. Convergers are characterized by AC and AE. They are good at making practical applications of ideas and using deductive reasoning to solve problems. Divergers tend toward CE and RO. They are good at synthesizing information and seeing things from different perspectives. Assimilators are characterized by AC and RO. They are capable of creating theoretical models by means of inductive reasoning. Finally, accommodators use CE and AE. They are good at actively engaging with the world and are result orientated. The ideal learning process should engage all four of these modes in response to situational demands.

Gregoric's model is based on the way individuals perceive and make sense of the world around them. In this model, there are two perceptual qualities: 1) concrete and 2) abstract, and two ordering abilities: 1) random and 2) sequential ("Mind," n.d.). These perceptual and ordering abilities form the foundation of a person's specific learning style: Concrete Sequential (CS), Abstract Random (AR), Abstract Sequential (AS), and Concrete Random (CR). Individuals with different combinations learn in different ways; for example, CS learners like order and following directions; AS learners like analyzing and applying logic when solving or finding solutions to problems; CR learners like experimenting and solving problems independently; and AR learners like establishing relationships with others and focusing on the issues at hand. Importantly, learners are not solely dependent on one mode; each has a unique combination of natural strengths and abilities.

In successful second language classrooms, attention is paid to the personal learning needs of individual students, all of whom learn in different ways. Teachers, however, tend to teach how they were taught, or how they learned best (Reid & Byrd, 1998). As a result, the needs of those learners who happen not to share the learning style of their instructor are not met. A single approach to instruction, no matter how innovative, is insufficient to the task. Teachers, instead, need to develop an awareness of cognitive and learning styles. Learning-style based instruction would consist of organizing instruction around the different modalities, for example, those presented above. By using a variety of teaching techniques and strategies, a teacher will ensure that in each class the needs of her learners will be met at least part of the time.

According to Reid and Byrd (1998), planning, or revising, a syllabus to implement learning-style based instruction would likely involve a number of steps: 1) examining the scope of individual learning styles in the class by profiling the learners; 2) determining the group's strengths and weaknesses; 3) examining the subject content for areas that may create problems for learners with weak skills; 4) analyzing the students' prior achievement scores; 5) assessing the instructional methods to determine whether they are adequate or require more flexibility; and 6) modifying the learning environment to accommodate a full range of styles. They argue that with a better understanding of learning styles, both teachers and students will experience less frustration in the classroom. A knowledge of styles may also show teachers how some of their own behaviors can hinder student progress.

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Acting Isn't a Game of 'Pretend'



Moon, Yong
President Emeritus of IGSE

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One of the books I have recently read is Sidney Poitier's autobiography: *The Measure of a Man*. Born as the seventh child in a poverty-stricken family on a small island of the Bahamas, Poitier had to quit school at age twelve to go to work. At sixteen years of age, he headed for New York with 15 dollars in his pocket. He got a job as a dishwasher at a bar on the very day he arrived in New York. *The Measure of a Man* narrates touchingly how Poitier struggled his way through from a dishwasher to the first black actor to win the Academy Award for Best Actor.

I am not writing this article, however, just to recommend this book or his movies. What prompted me to write this article was two very short sentences which caught my eye while I was reading the book. These two sentences were: Acting isn't a game of 'pretend.' It's an exercise in being real.

Though Poitier made this remark as an actor and he meant it to be addressed to his readers and audience, my present intention is to reinterpret it for the benefit of language learners and teachers.

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As is familiar to English professionals, there is a set of exercises and practice, which has become routine and constitutes an integral part of the whole procedure, when you learn or teach to speak in the SL classroom. Let me call these exercises and practice 'communication activity' for convenience' sake.

In communication activities, learners are made to memorize model dialogues and to apply them to a variety of situations provided by their teachers or presented in textbooks. In a given situation, learners play a role such as a shop keeper or a customer, a doctor or a patient, a tourist or a taxi driver, and so on.

Now, it is fine if this learning/teaching strategy turns out successful. But in case learners still remain unable to speak English properly in a real situation, how do we account for it? That's actually what happens more often than not.

The primary aim of speaking is to communicate and the skill of speaking is, indubitably, acquired through speaking for communication. If a learner's skill of speaking fails to improve despite the memorization of dialogues and practice, the reason for the failure is, among other things, that the communication activities may look like communications but are simulations at best. Situations in which learners are placed are devised artificially and activities are performed in a closed space, ie, a classroom. Learners are led to play a role. But doesn't the phrase 'play a role' imply 'act a part of some others' or, in other words, 'pretend?' Actually, what learners do is ACTING.

I am not denying the merits of communication activities. They are very useful, especially in an environment where

learners do not have easy access to English in actual use. I'm just referring to their possible pitfalls. To learn to speak, learners must use English. But they live in the environment where English is not used for communication. That's why they turn to communication activities. But what if these communication activities are not real enough? How can we manage this strategy to its full potential?

Here I find room for the quote from Poitier to fit into. Replace *acting* in it with *communication activity*, and you will come up with: Communication activity isn't a game of 'pretend'. It's an exercise in being real.

Won't it upgrade the quality of a communication activity if we make this rephrased version a maxim to recite and remember when we engage in it? A successful language learner does not mechanically repeat memorized dialogues, nor just pretend when he engages in a role play. He intuitively knows how to empathize with a role he plays and turns game-like communication activities to real life-like communication.

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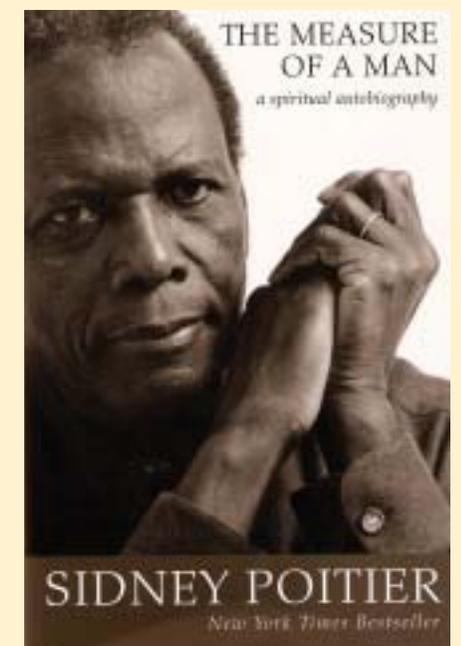
By the way, *The Measure of a Man* ends with the following: We're all imperfect, and life is simply a perpetual, unending struggle against those imperfections.

On reading my article, you might get tempted to have a try, as I did, at rephrasing this summing up of a life by Poitier from English learning/teaching perspectives. If you do, I am curious what your own version will be.

By the way again, have you seen any of Poitier's movies such as *A Patch of Blue*, *The Defiant Ones*, *In the Heat of the Night*, *To Sir, with Love*, *Guess Who's Coming to Dinner?* They

are not only full of charisma emanating from Poitier the person, but also interesting from sociological viewpoints in that they progressively reflect and reveal gradual and subtle changes of attitudes of whites towards African Americans in the last fifty years.

(For those who are interested in Sidney Poitier, I am happy, on this occasion, to donate a copy of *The Measure of a Man* to the IGSE library.)



From English Lighthouse to Korea's Lighthouse for Education



Interview with
Director **Lee, Chan-Seung**
ERICK(Educational Research &
Innovation Center of Korea)

In Korea's field of English education, the name Lee Chan-Seung is like a trademark. He is the author of many best selling teaching materials, and the 1st Generation CEO of the education industry. That is why throughout the interview I could not hide my nervousness and butterflies in my stomach. But his bright laughter made me comfortable and feel easy to talk to, and our one hour interview flew so fast. Planning a new business, he has added another title 'Better Schools Better Education' under his belt. We met at his office in Seogyodong and talked about several topics in English education.

Mo, Youn Ji: The phrase in your homepage 'The passion for English is my energy to life' was very impressive. I know

that it will be hard to talk about your life excluding English, but I believe that your major at university was Math Education. Please tell what your turning point was to start the English education business.

Lee, Chan-Seung: Maybe what people say, aptitude was the thing. Even though I was studying math, I liked English. When my math class was not interesting I would sit at the back of the class and read the Times. Even for my first job I got into an international business trading company which used English. During my work I got interested in English education and seeing the potential there. With no looking back I quit my job and started my English education business. To work for something the society needs and worth doing is what I feel is most important. I found the value in English education.

Mo, Youn Ji: I am curious about how you studied English in your school days. And how are you studying these days?

Lee, Chan-Seung: The teaching materials and the teaching environment were very poor in the old days. It might be a classic way, but I read the so called bible of English, grammar books and used dictionaries. From high school I also

attended a Times club for studying English. But my retentive power was less than others and I had to work several times harder than others to achieve what I wanted. Only repeating and repeating was the solution. But as I liked and enjoyed English the process was very pleasant.

These days there are so many information to absorb and it is hard to set separate times to study English therefore I try to merge my work and my studies. So I read related texts in English and participate in conferences to study the current trend. Especially as I do a lot of teacher training, I go to conferences to obtain ideas which are new and fun to deliver to the teachers.

Mo, Youn Ji: You have developed so many teaching materials so far, and especially *Neungyule VOCA* or *Lee Chan Seung's American English Hearing* which have distinct planning from the existing teaching materials, I am curious how you were able to get those ideas.

Lee, Chan-Seung: Even now and then, the successful product is which grasps the characteristics of the client's needs that we can see and those we cannot. In those days there was an etymology centered teaching material

called *Word Power*, and having the thought of 'why not make a material targeted for the high school students' led me to make the *Neungyule VOCA*, which I know has received much love. For *Lee Chan Seung's American English Hearing* it happened when I was asked to lecture for AP and many had difficulty in understanding. They said that it was too fast and they could not hear anything. That was why I subdivided the steps for repeated listening and this led to the material *Lee Chan Seung's American English Hearing*. You can eventually say that listening to the clients' needs and gaining idea from it led to making it.

Mo, Youn Ji: I have a question about the *Neungyule Longman English-Korean Dictionary* which was published last November. What made you plan this massive project?

Lee, Chan-Seung: There were tremendous effort and capital for the project of English-Korean dictionary. Of course it was the same for the previous Korean-English dictionary. The previous dictionary was written on intuition and retranslated from an English-Japanese dictionary. This is the reason why the *Neungyule* dictionary was made. There was no real dictionary-like dictionary in Korea. But to tell you the truth, dictionaries do not make money. But if I believed that it would help the English teaching and learners, I had a mission to make a really useful and excellent dictionary.

Mo, Youn Ji: What do you think is the most important virtue that a good English materials writers and editors should possess?

Lee, Chan-Seung: I think it is the 'soul of a crafts man'. Believing that it is your mission to write and develop teaching materials which may help other publishers and authors and eventually improve English education. If you make efforts to increase the quality of teaching materials, then the market will acknowledge the value.

Mo, Youn Ji: I am curious what you think is the main problem in our country's English education. What do you think might be a solution?

Lee, Chan-Seung: Compared to the past the notion of English has changed a lot. In the past English was a language of English and American people and the English we learnt was based on the English and American people. But in present days English is not learnt only to communicate with English or American people, but to communicate with the citizens of the world. Currently English is EIL (English as an International Language). To work with a Vietnamese and communicate with an Italian person we use English. When we do so, we do not have to use the idioms and accents the English and American people use. We just need to understand each other, but the public and educators have the imperialism of using English from England or America. We have to learn English focused for the new generation, but

we are still in the past. The distinguished scholars of England and America already knew this concept and claimed it in many conferences for over 10 years. If we educate English as EIL then there will be less private tuition fees and people will feel less burdened from learning English.



Mo, Youn Ji: Do you have any spell or request you want to tell to future developers and editors in IGSE?

Lee, Chan-Seung: To write a good English teaching material, you basically must have knowledge of the fields such as English teaching theories, analysis of learners' needs and so on. But the most important thing is the ethics. Having the right sense of values and ethical consciousness and continuously putting efforts, is the main virtue that a person pursuing a career in the English education should have.

The word 'value' came up several times during the interview with CEO Lee Chan-Seung. In the end of the interview he talked about 'ethics' and these two words I think will guide the hearts of many English teaching materials developers. We look forward to the new step CEO Lee Chan-Seung has taken to reform the English education in Korea.

Students' Writing Corner

Narrative Writing

What Goes Around Comes Around

Misoon Oh
1st Year
Dept. of ELT Materials Development

Excitedly, one evening in April, 2009, I arrived in New Castle, England. I was supposed to meet two former coworkers in the train station there. Looking around for them, my mind drifted back to 2007, when we had first met... I sighed as I took out the 6th request letter from Emma and Rachel. It meant another late night. For a month I had been struggling to write recommendation letters for the pair, so the news that my 6th recommendation letter had finally got them both good jobs brought me a sense of relief-and freedom! (I didn't expect to hear from them ever again.) In March, however, during my travels through Europe, they invited me to come to their hometown. Now, after almost two years had passed, there they were at the front gate of the station, waving and calling my name! I spent three lovely days with them, and their hospitality was beyond my expectation. On the first night, they bought me dinner at a fancy restaurant, and Rachel even offered me her bedroom. The next day, we went on a grand city tour. On the last day, they drove me to Hadrian's Wall, a site that I had longed to visit. People often say, "What goes around comes around." A small effort made earlier for my foreign coworkers paid off in spades.

Descriptive Writing

Autumn's Gift

Jihyun Lee
1st Year
Dept. of ELT Materials Development

Standing atop the amphitheater on the east side of Olympic Park, autumn nudges its way into winter. In the distance, a range of trees-peppered with yellow and red leaves-stretches away like a colorful backdrop. The horizontal silhouette of the range rises and falls many times, and above it, blue sky stands tall and far. In front of the heavy woods, a lonely, tall stone statue stands motionless. The statue fronts a narrow footpath which splits two ways like a diving rod. The two lanes whirl their tails around the statue and fade into the dense woods. To the right of the statue, a pointy-topped pagoda sits nestled into the hillside. It is painted in vivid colors, and it is perfectly harmonized with the autumnal tint of the trees. In front of the pavilion, a calm pond shows off its sleek, glossy surface. Like an old dim mirror, the pond faintly reflects the landscape constraining it, but even through the smeared reflection, you can see the fall colors falling on the trees. To the right of the pond, several windmills stand waiting for a breeze, looking like giant dragonflies tickling the water's surface. If you want to savor autumn's gift, come visit this place of magic.

Expository Writing

Weird Korean Superstitions about Tests

Sanghee Kim, Soyeon Kim, Eunji Kim
1st Year
Dept. of English Language Teaching

You might be surprised to find out that Korean students have a lot of weird superstitions about tests. To begin with, many students look very dirty right before exams. They have sticky hair, unkept nails, and they stink! They refuse to wash because they are afraid that their knowledge might slip down the drain along with their filth. Moreover, before a test, you will likely often hear students saying-completely at random: "Eat *yeot!*" to each other. The expression, normally a curse, is in this case meant to offer good luck. Since *yeot*, a traditional Korean desert, is sticky, they are telling each other to stick to the college they want to enter. You may also see students giving mirrors (and even toilet paper) to each other. However, giving someone a roll of toilet paper has nothing to do with going to the toilet; in fact, they give it to each other so that they will be able to undo problems, just like they undo the roll. Similarly, they swap mirrors so that they can see the answers just as easily as they see themselves. Finally, and perhaps most bizarrely of all, male students often get caught sneaking into girls' schools to steal seat cushions. This naughty behavior is probably due to the fact that many high schools in Korea are not co-ed, and there is an air of mystery between the sexes. These are only a few examples of weird superstitions in Korea; be prepared for more!

The Miniskirt Still Provokes

Veronika Ten, Minkyong Lee, Hyunjin Oh
1st Year
Dept. of English Language Teaching

The miniskirt is one of the most enduring fashion icons of the 20th century. It became a defining symbol in the fashion world when, in 1965, a British "street" fashion designer, Mary Quant, raised the hemline of her skirts above the knee. This breakaway from traditional fashion became a smash hit the day the popular model Jean Shrimpton wore one at the 1965 Melbourne Cup Carnival. In the late 1970s, after its popularity had declined somewhat, the miniskirt was revived with the punk movement. Punk designers Vivienne Westwood and Malcolm McLaren reincarnated the mini in black leather ("A History," 2009). Influenced by these designers, the mini took on slightly "trashy" overtones, reflecting the "whatever" attitude of the decade. In the '80s and early '90s, the fair sex wore the miniskirt ubiquitously. At that time, the mini was no longer considered appropriate only for teenagers, but it also became a power symbol for sophisticated career women. Popular characters in TV sitcoms such as Carrie in *Sex in the City* and Rachel in *Friends* helped make the miniskirt appear sexy. Nowadays, the miniskirt is variously known as the "micro-mini" or "bondage" skirt, and it is often seen worn over trousers or jeans, or with leggings. All in all, the miniskirt shows no sign of disappearing, and it occupies a solid place in the world of fashion.

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Just Do It!



Eunmi Yang
2nd Year
Dept. of ELT Materials Development
artfutura@igse.ac.kr

Luckily, I have only one semester left before graduating from IGSE. Like that of other students, my school life at IGSE has been full of survival games to prepare for a future job. My previous job experiences and majors did not relate to English education at all. They even seemed useless for my new future job. So, I have struggled to adapt myself to the new field. For this, the only thing I can do is just keep doing whatever I can in English education.

The first thing that I do is listen to other's opinions and watch their works. Fortunately, my classmates are wonderfully open-minded and very professional in the English education field. I have learned a lot of things from my classmates and I have not hesitated to ask questions because their advice is precious to me. So, if you face tricky hills to overcome, don't be stuck with the problems, just look for good friends who might help you. In addition, always be ready to help others and share ideas with your friends as well.

The second thing that I do is not be afraid of failure. While contacting some publishers, I did not easily expect to be accepted by them at all. However, I thought that I could learn how to publish my idea through a series of contact with publishers in spite of failure. Luckily, I received good news from the first company that I contacted. Since then, I have encouraged my friends to publish their ideas. I believe that they can do it because I can do it. Just knock on the door of publishers or other opportunities.

I have fully appreciated IGSE. Due to the school, although all the process of survival games was deadly difficult for me, I have overcome the survival games. Besides, all the results of the survival games successfully lead me forward in the field of English education. When we face troubles, let's just overcome them. When they are beyond our abilities, let's just help each other. These are only the way to win the survival games.



Let's Study Together

Welcome to Hanbeeyeon



Hangyol Lim
1st Year
Dept. of ELT Materials Development
gyol2@igse.ac.kr

Hanbeeyoen is an English-to-Korean translation club. We compare English and Korean texts, and focus on how to use Korean correctly and naturally when we translate English to Korean. Before coming to this school, I used to translate English and sometimes even though I knew the meaning of a word, it was hard to come up with suitable Korean translations for the context. So, when I entered this school, I was happy to find this club and joined it without hesitation. During the last semester, once a week, we gathered together and studied with a textbook recommended by Professor Young-kuk Jeong. We talked about the differences between the two languages and practiced translating English sentences seeking to find natural Korean equivalents. It was really helpful to study regularly together so that I learned the correct Korean structure, features of English and Korean that I would have easily overlooked before. While discussing how to translate, I also received some ideas from other team members, who gave suggestions and constructive criticism. During the semester, we covered most of the book, and the experience was rewarding for me. I hope more IGSE students join us and study together. The following are questions and answers for someone who might be interested in joining this club.

1. Should I prepare a translation every week? I'm so busy with my assignments.

If you can translate every day, it would be great. But as you know, here at IGSE, we are so busy doing lots of assignments. So, just come to the club once a week, and during the club activity, you will have time to translate sentences and

exchange ideas with group members including seniors. Each member will take a turn to make a presentation about a chapter from the book we will study. Don't worry about it too much. The atmosphere is so friendly and you are free to talk in Korean or English, whichever you are more comfortable using. I'm sure you can learn a lot by doing it.

2. My goal is to learn English. Why should I care about Korean?

Actually, it is also one of my goals and this is one of my reasons for study at IGSE. At school, every lecture is in English, and we are supposed to speak in English, and every assignment is done in English. Then, what about Korean? Do you think you have no problems with Korean? Before taking the Korean ability test from KBS, I was also quite confident about my Korean. However, after getting a lower score than I expected, I realized that I'd been habitually making so many mistakes in Korean. I think, to be a competent bilingual, we need not only to study English but also Korean.

3. Who can join? How can I join?

All IGSE students are welcome to join; previous translation experience is not required. At the beginning of a semester, I will send all IGSE students an application form by email. If you're interested in joining our club, just send a reply to me. Everyone is welcome in Hanbeeyoen.

Living as a Freelance Materials Writer

I have no office to go to work to. When the whole world was covered with heavy snow not long ago, I said to myself, "Thank god I don't have to go to work." I have no office, so I don't need to get up early in the morning. All I have to do is to get up whenever I want to, wash myself, have breakfast, return to my room with a cup of coffee, and turn on my computer. Every time I set the alarm I tell myself, "I'll get up early tomorrow morning." This is my daily routine. This is the life I've always dreamed of. I can work in an atmosphere of freedom working on projects I really want to work on. But in some ways, the lifestyle of a freelance writer might be different from what you expect. Physically comfortable, but I have no colleagues to talk to while on duty. I have no stress from the company hierarchy, but I have to enjoy working alone. And more importantly, my life can be a real roller coaster in terms of my earnings. At the end of a project, I can't help worrying about my next job.

I've been working as a freelance writer for three and a half years. When I was asked to write for Agora, I was at a loss as to what to fill the blank piece of paper with, it felt the same as when I started my career. At the time of my graduation, I got to take part in developing 'Common Mistakes Series,' which was the first book published under my name. I'd say that was just luck because I had no proven ability in the field. And luckily I could participate as a translator in publishing an English-Korean dictionary (by Neungyule and Longman). But if it hadn't been for IGSE, I couldn't have had such opportunities in my life. Little by little I'm establishing myself as a materials writer.

Talking about the typical process of my work, I have a planning meeting with the editor to set the direction of the material. And then I develop the table of contents and a sample of the book. After revising and several more meetings, I finally get to start writing the book. When I get down to work, I start blaming myself for my poor English, and my lack of patience. And after lots of hard work and effort, a book comes out and I feel a sense of satisfaction, but at the same time I wish I could have done better. Whenever I finish a project, I feel more enthusiasm for my work. And I try to make up for what I missed in a former project.



Hyeyoung Jung
3rd Wave
Dept. of ELT Materials Development
hyjung00@igse.ac.kr

The process I've experienced through the graduation project in IGSE has been a great help in developing materials. Without such an experience, I would have felt great difficulty. But there's one thing to remember. In reality, there are some limitations in having your book published. It could be the situation of English education, the editor's mind, or the publishing company's attitude. I have to harmonize my ideals with reality, but I try not to forget one thing, which is to remember 'What does this book mean for learners?' If I can keep the principles I've learned at IGSE in mind, I think I can do well in my job. If someone asks me what is most needed to work as a freelance writer, I'd say 'responsibility'. Sometimes I work alone, sometimes as a team. In any case, I have to know how much I can do, how much time I can spend, and I have to try to keep my promises. It is not that easy, but establishing trust is a great asset for me.

The Neungyule Longman English-Korean Dictionary has recently been published. It was a meaningful work for me because I did the work for such a long time. A few days ago I had dinner with the team manager and a few people engaged in the project, and it was then I realized all the work had been finished. We were chatting on and I found out he just bought an iPhone and said that the world is changing quickly. I agreed with what he said. It looked as if you can do whatever you want with the gizmo. It was a kind of small world in a hand. I think people tend to follow the leader of positive changes. And I guess IGSE can be a small world bringing positive changes in English education. At least I think we've seen lots of possibilities up to now. I've already graduated from IGSE, but it doesn't mean I've learned everything I need in my career. I feel the need to keep studying and learning.

Concluding this writing, I feel again I lack something and I need to say more, but I don't know exactly what it is. And I expect I can get another chance like this by the time I make another step forward in the future.

Home, Sweet Home

Mid pleasures and places though I may roam,
Be it ever so humble there's no place like home!
A charm from the sky seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.

Home! Home! Sweet home!
There's no place like home!
(J. H. Payne)

How often do you visit your hometown? Once a year? Every two or three months? Or more? Since my hometown is very far from Seoul, I can only visit there on holidays such as Lunar New Year's Day or Thanks Giving Day. However, even though I can't be there very often, my mom's delicious food and my good old friends' warm welcome make me happy and relaxed. I am also able to have time to recharge myself whenever I am there. I guess that's why everyone wants to visit their hometown for holidays no matter how tough it is to get tickets to their hometown, or how long time it takes to go to their parents' house.

We, IGSE graduates, also have "Home" where we want to visit no matter how far it is and how difficult it is to get there: our alma mater, International Graduate School of English! Then, what is the "Holidays" we can take time off to visit our alma mater? YES! Those are homecoming day on May and the year-end party on December. Sadly, however, only a few of us attended in those big days.

At 6:00 p.m on December 6, 2009, I rushed to go to the Seven Spring in Jong-no where the year-end party for IGSE alumni was held. I had eagerly looked forward to seeing mates in the third wave who I had overcome the arduous four semesters with and other alumni from other waves. However, for the next 30 minutes, I had been the only one from the third wave. All together, less than 40 members out of 227 were in attendance at the 2009 year-end party.



Eunkyong Haam
3rd Wave
Dept. of English Language Teaching
Full-time Instructor, Korean Aviation College
hsylvia@igse.ac.kr

I guess that it would be quite difficult to attend every gathering because most IGSE alumni, the hard workers and workaholics, have tons of work to do at their work places and their homes. But, please remember! IGSE Alumni Association is not a mere social gathering where you can have endless chats, but a network that consists of many experts in the field of English education. The Association, right now, is incomplete and not functioning properly, but it could be the most powerful network with your help. To make IGSE Alumni Association, though tiny, the shiniest English education experts' society, we need your participation and support. Please spare your time to meet your classmates who shared the good old school days with you, and who could be some of the most valuable references for your future career. We, the representatives from each wave, as well as faculty and staff of IGSE will do our best to make this association better, stronger, and a more pleasant network to be with.

I wish I can see all IGSE graduates swarm into the playground where we will hold the homecoming day event this coming May.



Share Our Similarities! Celebrate Our Differences!

On the way to Austin, all of us were a little bit nervous. My 15-year-old boy worried about his new life in an American middle school. 'Would new American friends be nice enough to this Korean new guy? Could I communicate with them without trouble? What about the American school curriculum?' My 10-year-old girl was brave enough to be positively curious about her new friends there. I was half worried, half excited. I myself would be okay with everything, but I was not sure about the situation with my kids. The flight was very, very long to us all.

When I visited my girl's new school for the first time, I saw a big, smiling sign at the entrance hall. The message was so powerful that as soon as I read it, I was quite sure that she would be happy with her Doss life, and it has never been forgotten until now. The sign embraced us, by saying "Share Our Similarities! Celebrate Our Differences!" My one-year stay there was all about proving the truth of this first, strong message.



Compared with my previous stays in America, with my family, everything felt different. In my early twenties, I was an innocent international student in an American university with no deep understanding of cultural differences. In my late twenties, I was a novice business person visiting American government agencies and companies, with no serious intention of appreciating cultural diversities. After the events, what I had remembered was mostly the places and buildings. This time, however, I was amazed to find myself perceiving and tasting everything differently, which had been intrinsically same, from a changed perspective. I was more interested in people, and people were what impressed me most: a Brazilian couple with a girl, who were free-spirited and



Inyoung Kym
1st Wave
Dept. of English Language Teaching
Full-time Instructor, Hanyang Women's University
helen@igse.ac.kr

thought Americans are too competitive; an Israelite mom with two kids, who was so proud of her country; an American music professor and his wife, who were so warm-hearted as to invite my family to their house and wanted to visit Korea in the near future; An African refugee who lost his wife on the way to America; many Korean 'wild geese families', who were refugees of sorts from the chaotic educational system of their home country; children who share the innocence of smiling beauty, regardless of who they are.

I remember a short note my girl brought to me from Doss one day, which taught me precious tips for making new friends: 1) smile, 2) say "Hi.", 3) introduce yourself, 4) invite a person to play, 5) offer to share, 6) ask to join in a game or group, 7) ask questions, 8) help someone or ask for help, 9) show interest in someone else, especially someone who is alone, and 10) lastly, but not the least, learn a sport. These tips sound very simple, but they seem to tell us the true value of open-mindedness and inter-cultural competence, which guides us to be mature beyond a functioning language user with communicative competence.



Online ELT Lectures from the University of Hawaii

Since 11 November 2009, IGSE has been on the receiving end of online lectures from the University of Hawaii at Manoa (UHM). As part of an MOU signed on 6 September 2006, IGSE also sends students to UHM for an intensive ELT seminar on a yearly basis. Additionally, UHM professors are invited to IGSE for an annual Distinguished Lecture Series in ELT.

As for the online lecture offerings for last semester, Dr. Sandra McKay made five lecture presentations centering around the theme "Fundamentals of English Language Teaching." IGSE students were able to enjoy interacting fully with Dr. McKay in the course of lively classroom exchanges. IGSE plans to take further advantage of such video-conferencing lectures in the years ahead so as to afford its students, faculty and staff dramatically expanded exposure to world-class ELT scholars.



2010 National Spelling Bee

Hosted by IGSE with support from Yoon's English Academy, the 2010 National Spelling Bee took place at Konkuk University's New Millenium Hall on 23 February. Over 90 elementary and secondary school students competed for a berth at the 83rd Scripps National Spelling Bee to be held in Washington, D.C. in June. Crowned Korean Spelling Bee champion, Hyunsoo Kim of Daewon Middle School will represent Korea in the Washington event.

IGSE President Nahm-Sheik Park delivered a pep talk cum welcoming speech. IGSE Professor Myong-Su Park served as a judge and presenter of awards.

Welcome to Spelling Bee 2010

Nahm-Sheik Park
President

* This text is taken from the President, Nahm-Sheik Park's welcoming speech at the Spelling Bee Contest.



On behalf of International Graduate School of English and myself, I extend my warmest welcome to Korea's master spellers of English gathered here today. From our previous Spelling bees, I know that master spellers are master spellbinders. I am sure that today's participants will be able to transfix us with performances just as captivating or even more so.

The spelling bee made landfall in Korea two Februaries ago. It is thus making its third appearance in the country today. The word "third" here is especially pregnant with meaning. They say "Third time lucky," don't they? THIRD TIME LUCKY. With this third-timer's luck on our side, this year's winner will hopefully get to make it all the way to the final round in Washington, D.C. On our previous two trips to D.C., we were out of luck and drew a blank, so to speak. This being our third shot, however, things could be and should be different this time around.

One of my favorite proverbs comes to mind here, which is: "If at first you don't succeed, try and try again." Another version of this proverb says "try and try and try again" instead of just "try and try again." In fact, that's exactly what was done by last year's Scripps National Spelling Bee champion Kavya Shivashankar. She had finished 10th, eighth and fourth over the previous three years. She got to the top on her fourth and final attempt. Perseverance kills the game, doesn't it?

With this in mind, I say to you all: Refuse to be shown the exit until you get to the finals in Washington, D.C. and win it all. If you do, you will get to be rich and famous, winning some 40,000 dollars in prizes in addition to becoming a global media personality almost overnight. That's not all. You will get to be the

instant darling of the entire Korean nation. You will be the national idol. You will be the pride and joy of the whole country just like Kim Yu-Na is today as the reigning queen of figure skating on the world stage.

Admittedly, no one gets lucky all the time. In fact, fortune may not necessarily be smiling upon you today. Don't you let that bother you too much, though. This is not the end of the world, is it? There are as good fish in the sea as ever came out of it. Tomorrow is another day. Next year is another year, isn't it?

Besides, you can take heart from the fact that many a personage did not quite make it to the top of the Scripps National Spelling Bee back in their teens or pre-teens. One of them, reportedly, is the current chairman of the Federal Reserve Board of the United States. Yet he has risen to be king of global finance. This clearly goes to show that he that falls today may rise tomorrow. The mere fact that you are here with us today may speak volumes about your potential as a future leader of the world. So, be proud and enjoy the moment. Don't worry. Be happy.



Before I conclude, I wish to salute and thank our judges and MC. It is our great pleasure and honor to have on our panel today Dr. Jaques Bailly, a professor of classics at the University of Vermont. The 1980 SNSB champion and an all-time Spelling Bee great, Professor Bailly brings to our proceedings today the distinct aura of classical dignity as well as the heft of SNSB authenticity. Shall we all stand up and welcome him with a round of applause?

I am done with my speech. Now the floor is all yours. Dive in and just do it. Churn out tons and tons of fun to share with the audience. I wish you the best of luck. Have a good time.

Thank you.

도서관 (Library)

◎ 2009 IGSE 학위 논문 및 작품 안내

본교에서 2004년부터 2009년까지 수여한 총 96편의 석사 학위 논문 및 작품을 소장하고 있으며, 이 중에서 62편은 원문 보기가 가능합니다. 2009학년도 석사 학위 논문 및 작품은 다음과 같습니다.

연번	저자	학위 논문/작품 제목
1	Lau, Sze Yong	Is L1 Beneficial or Detrimental in L2 Classrooms? (Thesis)
2	강상미	The Effect of Using Authentic Video Materials in English Grammar Classrooms (Thesis)
3	권지혜	The Effects of Topic Preparation and Vocabulary Instruction on L2 Listening Comprehension (Thesis)
4	김소원	The Effectiveness of Explicit Strategy Training on L2 Reading Comprehension (Thesis)
5	김정민	The Effect of Phonics, Storytelling and Phonics-Based Storytelling on Reading Skills and Motivation of Korean Elementary Students (Thesis)
6	김현우	The Perception Change Towards Teacher and Peer Feedback in L2 Writing: An Quantitative and Qualitative Analysis of Two Graduate Students' Writing Processes (Thesis)
7	박미혜	The Effectiveness of English Dictionary User Training for Korean EFL Secondary School Students (Thesis)
8	박선민	Effect of Participating in an English Camp in Ireland on Proficiency and Perception (Thesis)
9	박희경	Comparing the Effect of Extensive and Repeated Listening Activities on Korean High School Students' English Listening Comprehension (Thesis)
10	백지해	Curriculum Development for Mom's English (Project)
11	안선욱	Curriculum Development for Nursing English (Project)
12	오승희	Effect of Various English Accents on Korean High School Students' Comprehension and Attitude (Thesis)
13	이다솜	The Effects of Using English Language Intervention Software: Four Case Studies of Low-Performing Korean Secondary School Students with ADHD (Thesis)
14	임상애	The Effect of Two Advance Organizers on Korean Junior-high Students' L2 Listening Comprehension: Question Previewing and Vocabulary Preteaching (Thesis)
15	정다운	The Effect of Shadowing on English Listening and Speaking Skills (Thesis)
16	정세연	A Culture Course for Korean Adult English Learners Using WebQuest (Project)
17	차지은	The Effectiveness of Extensive Reading on Enhancing Korean Vocational High School Students' L2 Vocabulary and Reading Rate (Thesis)
18	홍희경	The Development of the Project-Based Language Learning Program for Primary Students Attending Private Language Institutes (Project)
19	김귀현	Developing a Dictionary of English Reporting Verbs for Academic Writing (Project)
20	김우중	Development of Sensational Stories with Imperative for EFL Learners (Project)
21	김지혜	Features of Teacher Talk for Meaningful interactions in an EFL Classroom (Thesis)
22	김현수	Developing a Korean-English Dictionary for Elementary School Students (Project)
23	양 현	Effects of an Overseas Language Program: A Case Study of an Integrated Program for Korean Elementary and Middle School Students in Singapore (Thesis)
24	유소정	Development of a Task-Based Curriculum for Business English (Project)
25	이선은	Development of Curriculum Integrating Extensive Reading and Writing (Project)
26	정수현	Analysis of children's online dictionaries and their use in practice: A case study (Thesis)
27	정유진	The Effect of Phonics, Storytelling and Phonics-Based Storytelling on Reading Skills and Motivation of Korean Elementary Students (Project)
28	최보년	Developing Resource Book of Dictionary Activities for Korean Primary School Students (Project)
29	최승용	Listening Tasks for Korean EFL Learners Preparing to Enter a Foreign Language High School (Project)
30	윤정인	Developing English Teaching Materials Utilizing Science Experiments for Development Activities in Elementary Schools (Project)
31	Vreugdenhil, Heleen	Developing a Poetry Reading Book for Advanced Adult ESL Learners (Project)

* 원문 보기 서비스는 본교 학생 혹은 교직원인 아닌 경우 일반인 회원으로 가입한 후에 이용할 수 있습니다.

가입 방법: 영어교육 관계자라는 증빙서류, 소정의 예치금, 도서관 가입 신청서 작성 (예치금은 회원 탈퇴 시 환급해 드립니다.)

◎ 2010년 구독 저널

본 도서관은 *Language Learning*, *Modern Language Journal* 등 38종의 해외 저널과 *영어교육*, *응용언어학* 등 21종의 국내 저널을 소장하고 있습니다. 2010년에 본 도서관에서 구독하는 저널은 다음과 같습니다.

〈해외 저널〉

NO	학술지명
*1	Annual Review of Applied Linguistics
*2	Applied Linguistics
*3	Applied Psycholinguistics
4	Asian Englishes
5	Asian Journal of English Language Teaching
*6	CALICO Journal
*7	Canadian Modern Language Review
*8	Computer Assisted Language Learning
*9	ELT Journal
10	English for Specific Purposes
*11	English Today
*12	TESOL Quarterly
13	Folio
14	Foreign Language Annals
15	International Journal of Applied Linguistics
*16	International Journal of Lexicography
*17	International Review of Applied Linguistics in Language Teaching (IRAL)
*18	JALT Journal
*19	Journal of Educational Computing Research
*20	Journal of Educational Psychology
*21	Journal of Educational Research
22	Journal of Second Language Writing
*23	Language Learning
*24	Language Teaching
*25	Language Testing
26	Modern English Teacher
27	Modern Language Journal
28	Reading Research Quarterly
*29	ReCALL
*30	RELC Journal
*31	Second Language Research
*32	Studies in Second Language Acquisition
33	System
*34	TESL Canada Journal
35	World Englishes

* 온라인 구독 저널 포함

〈국내 저널〉

NO	학술지명	학회명
1	담화와 인지	담화인지언어학회
2	멀티미디어언어교육	한국멀티미디어언어학회
3	어학연구	서울대어학연구소
4	영어교육	한국영어교육학회
5	영어교육연구	팬코리아영어교육학회
6	응용언어학	한국응용언어학회
7	이중언어학	이중언어학회
8	외국어교육	한국외국어교육학회
9	초등영어교육	초등영어교육학회
10	한국사전학	한국사전학회
11	The Korea TESOL Journal	대한영어교육학회
12	Stem Journal	영상영어교육학회
13	The Studies in English Education	글로벌영어교육학회

국제교사교육원 (TTI)

1.

영어교사 심화연수

1) 2009학년도 하반기 영어교사 심화연수

2009학년도 하반기 영어교사 심화연수가 2010년 1월 22일 종강식을 끝으로 종료되었습니다. 2009년 9월 1일 개강한 이번 연수에는 서울시 교육청 소속 교사 42명과 경기도 교육청 소속 교사 50명이 국내연수에 참가하였으며, 경기도 교육청 소속 교사 47명은 1월 25일부터 2월 19일까지 호주 Milton College에서 진행된 국외연수에 참가하였습니다.



2) 2009학년도 상반기 경기도 교육청 소속 영어교사 심화연수생 국외연수 참가

신종플루로 연기된 2009년 상반기 경기도 교육청 소속 영어교사의 국외연수가 2010년 1월 5일부터 30일까지 실시되었습니다. 24명의 중등교사가 University of Hawaii at Manoa에서 진행되는 국외연수에 참가하였으며 참가자 중 성적이 뛰어난 4명의 교사가 Merit Award를 받았습니다.



3) 2010학년도 상반기 영어교사 심화연수

2010학년도 상반기 영어교사 심화연수가 3월 2일 개강하였습니다. 올해부터 서울시 교육청 영어교사 심화연수는 기존 국내 5개월+국외 1개월 프로그램에서 국내 6개월 프로그램으로 진행됩니다. 경기도 교육청 영어교사 심화연수는 기존 형식(국내 5개월+국외 1개월)으로 진행됩니다.

2.

교사 직무연수

대학위탁연수(PDC)

중등교원을 위한 동계 대학위탁연수가 진행되었습니다.

연수기간: 2010년 1월 11일(월) ~ 29일(금)

연수인원: 서울시 교육청 소속 중등 교원 67명

연수시간: 90시간

2010학년도 여름방학에는 초등 교원을 대상으로 하는 대학위탁연수가 진행될 예정입니다.

서울초등영어교육연구회

서울초등영어교육연구회 소속 초등 교원을 대상으로 한 직무연수가 진행되었습니다.

연수기간: 2010년 1월 26일(화) ~ 28일(목)

연수인원: 55명

연수시간: 15시간

3.

교사를 위한 회화 과정

TTI에서는 교사를 위한 영어회화 과정을 운영하고 있습니다. 이 과정은 영어교사뿐 아니라 영어 활용 능력 증진에 관심 있는 교사라면 누구나 참가가 가능한 과정입니다. 2010년 과정이 운영 중이며 하반기에도 과정이 운영될 예정입니다. 자세한 프로그램 안내는 홈페이지(tti.igse.ac.kr)를 통해 확인하실 수 있습니다.

tti.igse.ac.kr
tti@igse.ac.kr
Tel: 02-6477-5177

한국원격교사교육원 (KOTTI)

1. KOTTI 사업 경과

- 2008년 4월 IGSE-Uway 산학협력 MOU 체결
- 2008년 6월 IGSE-Uway 본계약 체결
- 2008년 12월 홈페이지 공식 오픈
- 2008년 12월 능률교육 콘텐츠 도입
- 2009년 8월 원격교육연수원 신규인가 현장 실사
- 2009년 9월 교육과학기술부 기관 인가 승인
- 2009년 10월 스텝에듀 침식지도 과정 도입
- 2009년 11월 자체 제작 영어교수법 9개 과정 품질인증 통과
- 2009년 12월 자체 제작 영어교수법 2개 과정 품질인증 통과
- 2009년 12월 1기 직무연수 운영

2. KOTTI 교수법 과정 개발 현황

구 분	과정명	강 사
공 통	SLA(Second Language Acquisition)	박명수
	알고 보면 쉬운 교실영어	이지애
초 등	연극으로 업그레이드되는 영어수업	박수경
	팩! 잡아주는 기초문자지도	장효진
	눈과 귀가 즐거운 스토리텔링	김현아
	영어수업, 멀티미디어 100배 활용하기	김진
	수준별 영어수업, 나도 할 수 있다!	김정미
	Becky's Winning Writing Ways	Becky Rhee
	영어수업에 강해지는 Games & Activities	신미정
	Win-Win 원어민 협력수업	박유미
중 등	Fun Fun하게 가르치는 영문법	함은경
	영어 작문의 티칭 노하우를 잡아라	권혜경
	쑥쑥 익히는 영단어 학습 비법	이은미
	멀티미디어를 활용한 영어수업 비법공개	우은정
	Philip's Easy Way to Teach Reading	Philip Hiver
	ET를 위한 ESL Speaking Course 가르치기	김보희

3. KOTTI 과정 특징

- 국내 유일의 영어교육 전문대학원인 IGSE 교수들의 개발 기획을 통한 전문성 강화
- 10년 이상의 영어교사 연수 운영 노하우를 기반으로 한 개발된 영어교수법 콘텐츠 제공
- 현직 교사의 풍부한 경험과 검증을 통해 나온 영어교사를 위한 내용 구성
- 과정 및 강사의 특성에 따라 문제 해결 방식, 스토리텔링 방식, 튜토리얼 방식 등의 차별화된 설계 전략으로 학습 효과 극대화
- 현장감 넘치는 실제 수업 현장 동영상 및 다양한 멀티미디어 학습 자료 제공

4. 2010년 사업 계획

1) B2C 과정 강화 전략

- TEE Academy 과정 운영
- Co-teaching Academy 과정 운영

2) 직무연수 과정 확대

- Language Skills 과정 제휴를 통한 운영 과정 다양화 추구
- 수업 지도, 교과 지도 등의 학급 운영을 위한 과정 도입 추구

3) 일반인 대상 사이트 개설

- Certificate 과정 운영
- 학원 강사, 학부모 대상 과정 확대 운영

www.kotti.or.kr
 admin@kotti.or.kr
 Tel: 02-6477-5151



평생교육원 (SCE)

1. 원어민 영어회화 과정 운영

2009년 9월부터 강동구 인근 지역 주민들을 대상으로 원어민 영어회화 과정을 운영하였습니다. 초급, 중급 2개 레벨로 운영되어 오던 이 과정은 2010년부터는 고급반이 신설되고 다양한 Module Class를 제공하는 등 확대 운영됩니다. 또한 체계적인 평가 시스템을 도입하여 고품질 어학 과정으로 업그레이드 됩니다.

2010년 상반기 운영일정

개강시기: 3월, 5월, 7월 둘째 주 월요일(총 8주 과정)

교육시간: 오후 6:40-8:30(주 2회 월, 수 / 화, 목)

2. 영어랑 YL TESOL 과정 운영

'영어랑 YL TESOL'은 현대영어가 개발한 유아 영어교육 프로그램인 '윤선생 영어랑'을 유치원에서 강의할 신입교사에게 교육하는 과정입니다. 실력 있는 어린이 영어교육 전문가 배출을 목표로 '영어랑 YL TESOL' 과정은 2010년에도 연중 상시 기획, 운영됩니다.

3. Cambridge CELTA 과정 운영

세계적으로 인정받는 TESOL 자격증 과정으로 내외국인 영어강사 및 영어강사가 되고자 하는 분들을 대상으로 합니다. 2010년 1월 겨울 풀타임 과정이 완료되었고, 3월 말부터 6월 말까지 파트타임 과정 이, 여름에는 7월 한달간 풀타임 과정이 진행될 예정입니다. CELTA 과정에 대한 자세한 소개 및 안내는 평생교육원 홈페이지에서 확인할 수 있습니다.

4. 한국교육학술정보원 사서영어커뮤니케이션 능력 개발 과정 운영

2009년 11월 23일부터 5일간 한국교육학술정보원으로부터 위탁받아 사서를 위한 영어 연수 과정을 운영하였습니다. 대학에 근무하는 현직 사서들을 대상으로 실시한 영어교육 수요조사 결과를 바탕으로 현장 실무에 도움이 되는 영어연수 커리큘럼과 교육 자료를 기획 및 개발하고, 과정을 성공적으로 운영하였습니다.

5. 기업체 위탁 연수 과정 운영

강동구 인근 지역의 기업체와 공공기관을 대상으로 맞춤형 영어교육 과정을 기획하고, 교육을 진행하였습니다. 2009년 하반기에는 서울통신기술 직원을 대상으로 TOEIC 초급 및 중급 과정을 4개월 동안 진행하였습니다. 2010년에는 보다 다양한 기업체를 대상으로, 다양한 영어연수 과정을 기획하여 확대 운영할 계획입니다.

edulife.igse.ac.kr
webmaster@edulife.igse.ac.kr
Tel: 02-6477-5155

영어교육연구소 (RC)

1. 10년 현황

2008년 9월 개소한 영어교육연구소(RC)는 2009년에 본격적인 활동을 시작하여 2009년 하반기부터 2010년 2월에 이르기까지 여러 성과를 달성하였습니다. 이를 위해 본교 재학생 및 졸업생, 교직원들이 함께 참여하였으며 본교 산학협력단이 업무상 많은 지원을 해주었습니다. 앞으로 본 연구소는 연구원 제도를 적극 활용하고, 본교 교무처에서 진행하고 있는 IGSE 인재개발시스템 (HRD)과 연계하여 연구 역량을 강화할 예정입니다. 또한 IGSE 콘텐츠 (수업자료, 수업결과물, 전문 활동자료 등)를 적극 확보하여 연구 활동에 활용하고자 하며, 외부 기관과의 협력을 통해 영어교육과 관련한 다양한 사업을 진행하고자 합니다. 2010년에도 본 연구소는 안정적인 업무 시스템을 구축하고 확보된 예산의 적절한 운용을 통해 많은 성과를 올리하고자 노력할 것입니다.

2. 2009년 성과

- '사서 영어 커뮤니케이션 능력개발프로그램' 개발 연구 과제 완료 (교육과학기술부 및 한국교육학술정보원 수탁과제)
- 강남구립국제교육원 종합평가 연구 용역 사업 완료 (서울특별시 강남구청 수탁과제)
- 증강현실 콘텐츠 개발 및 적용을 위한 영어숲 현장 연구 과제 완료 (현대영어가 수탁과제)
- 만화 형식의 콘텐츠인 '우리들의 영어이야기'를 개편하여 소년한국일보에 연속 게재 (현대영어사와 협업)
- IGSE Academic Corpus (IAC) 프로젝트 1차 완료 (IGSE 영어 논문 데이터베이스 구축)

3. 2010년 사업계획

- 영어교육 콘텐츠 및 매체 연구
디지털교과서, 전자책, 스마트폰 등과 같은 변화된 디지털 매체에 활용할 수 있는 영어교육 콘텐츠를 연구함
- 영어교육 만화 콘텐츠 (우리들의 영어 이야기 등) 개발 및 활용 연구
소년한국일보 게재 콘텐츠인 '우리들의 영어 이야기' 등 영어교육 만화 콘텐츠를 지속적으로 개발하고, 이를 다양하게 활용할 수 있는 방안을 연구함
- IGSE Academic Corpus (IAC) 프로젝트 추가 진행 및 활용
1차 개발된 IAC를 보완하여 활용도를 높이고, IAC를 바탕으로 ESP 코퍼스를 구축할 수 있는 방안을 모색함
- 그 외 기존 사업의 지속적인 수행 및 신규 사업을 기획하여 진행함

research@igse.ac.kr
Tel: 02-6477-5135

산학협력단 (OUIC)

1. 사서영어커뮤니케이션 능력개발 프로그램 연구

2009년 6월부터 5개월 동안 한국교육학술정보원(KERIS)으로부터 연구비를 지원받아 '사서영어커뮤니케이션 능력개발' 프로그램에 관한 연구를 수행하였습니다. 본 연구는 대학 도서관 사서들을 대상으로 업무상 영어 사용 현황 및 영어 교육에 대한 요구를 조사하여 분석하고, 대학 도서관 현장에서 활용 가능한 영어연수 과정의 개발을 포함하고 있습니다.

2. 강남구립국제교육원(GNUCR) 종합평가 연구

2009년 7월부터 5개월간 강남구청으로부터 연구비를 지원받아, 강남구립국제교육원(GNUCR) 종합평가 연구를 수행하였습니다. 강남구립국제교육원은 미국 UCR의 영어연수과정 콘텐츠를 제공받아 강남구청이 운영하는 어학기관입니다. 본 연구에서는 강남구립국제교육원의 대표 어학과정인 아카데미 과정을 경제, 교육, 운영적 측면 및 영어교육 수요의 4가지 측면에서 종합적으로 분석, 평가하였고 향후 교육원이 나아가야 할 방향과 비전을 제시하였습니다.

3. 한국디지털대학교 동영상 콘텐츠 제공

본교 재학생 및 졸업생이 한국디지털대학교의 온라인 개설 과목인 '영어회화 및 발음지도'와 '영어교수법'의 교안을 개발하고 수업 실습 장면을 촬영하였습니다. 본 동영상 콘텐츠는 현재 한국디지털대학교의 아동영어학과와 실용외국어학과 재학생들에게 제공되고 있습니다.

4. 현대영어사 위탁 연구

현대영어사에서는 본교 교수진, 졸업생 및 재학생에게 다양한 영어교육 관련 연구를 위탁하고 연구비를 지원하고 있습니다. 2009년도 연구 완료 과제로는 교재 개정에 따른 학습 형태 변화 연구, 영어학력평가(Y'z SAT) 개발자로 검토, 실감형 콘텐츠 개발 및 적용을 위한 영어습 현장 연구 등이 있습니다.

5. 한국연구재단 신진교수연구 지원사업(인문사회분야)

한국연구재단에서 지원하는 신진교수연구지원사업 수혜자로 본교 박명수 교수가 선정되었습니다. 연구 과제명은 '영어교육 이해 관계자들의 저작권 인식에 대한 연구'로 2010년도 하반기에 연구 완료될 예정입니다.

ouic@igse.ac.kr
Tel: 02-6477-5170

재학생 해외 전공연수



본교 영어지도학과, 영어교재개발학과 2학년 22명은 2010년 2월 1일부터 17일까지 University of Hawaii at Manoa에서 진행된 2주간의 해외 전공연수에 참가하였습니다. 올해는 처음으로 영어교재개발학과 학생들도 하와이대학에서 함께 연수를 받았습니다.

2010 내셔널 스펠링비 대회 주최



본교가 주최하고 윤선생영어교실이 후원하는 '2010 내셔널 스펠링비' 대회가 2월 23일(화) 건국대학교 새천년관에서 열렸습니다. 전국 초, 중등 학교 대표로 출전한 90여 명의 결선 진출자들이 14라운드의 경합을 펼친 끝에 최종 우승은 대원중학교 김현수 학생이 차지했습니다. 김현수 학생은 장학금 200만 원과 금년 6월 미국 워싱턴 D.C.에서 열리는 본선대회에 참가 자격을 얻었습니다. 이날 본교의 박남식 총장은 환영사와 대상 상상을 하였고, 박명수 교수는 시상 및 심사위원으로 참여하였습니다.

한국사전학회 개최

2010년 2월 19일(금요일), 제16차 한국사전학회 학술대회가 본교에서 개최되었습니다. '동아시아권 두 언어 사전 편찬의 현황과 전망'이라는 주제로 열린 이번 학회에서 본교 김영우 교무처장이 축사를 하였고, 정영국 교수가 편역한 <옥스포드 영한사전> 80부를 기념품으로 제공하였습니다.

학교법인 'IGSE 영어교육' 설립

학교법인 학재학원에서 새로운 수익사업을 위해 'IGSE 영어교육'을 설립 하였습니다. 추진하는 사업은 최근 강화되어 온 교육 당국의 영어공교육 강화 방침에 맞춰 미국의 Eleutian Technology, LLC 사가 공급하는 원격 원어민 영어 화상수업 운영의 국내 독점공급과 이와 관련된 콘텐츠 제작, 패키지 소프트웨어 개발 공급을 포함하고 있습니다. 또한 영어교사에 대한 해외 연수 알선도 추진하고 있습니다.

본교 2009 정보공시제 우수대학으로 선정

본교가 2009 정보공시제 우수대학으로 선정되어 한국교육개발원장으로부터 표창을 받았습니다. 전국 450개 대학 중에 15개 대학이 선발되었으며 대학원대학교는 본교를 포함하여 2개 학교가 수상하였습니다. 또한 본교는 2010 정보공시제 시범대학으로 선정되었습니다.

본교 직원을 위한 영어 연수

본교 평생교육원 주최로 직원을 위한 영어 연수를 진행하였습니다. 2009년 11월, '발음 워크숍 과정'을 10회 진행하였고, 2010년 1월에는 '영어회화' 과정을 개설하였습니다. 직원 영어 연수는 영어 친화적 환경 조성을 위한 직원 능력 개발의 일환으로 기획, 운영되고 있습니다.

소방 행정 분야 공로상 수상



본교 행정실의 박강호 과장이 오세훈 서울시장으로부터 소방 행정 분야 공로상 표창장을 수상 하였습니다.

IGSE 특별 강연 개최

일자	연사	주제
2009. 09. 29(화)	박남식 총장	The Road to English Mastery
2009. 10. 13(화)	Dr. Richard Day	Busted Lessons
2009. 10. 22(목)	Dr. Dan Douglas	ESP Testing and Technology

교수 동정



정현숙 논문 · (2009). Do prior beliefs affect L2 listening comprehension and subsequent attitude change of college students? *English Teaching*, 64(4), 73-94.



박명수 논문 · (2009). The effect of blended English learning program of CDI on students' achievement, *English Teaching*, 64(4), 181-201.
발표 · 코퍼스를 활용한 중등영어교과서의 어휘수준 분석, 한국영어교육학회 SIG, 부산대학교 (2010. 1)
 · Discrimination against native speakers of English in Korea. AAAL 2010 Conference, Atlanta, GA., U.S.A. (2010. 3)
강연 · 조선대학교 인문대학 대학원 '실문연구 방법론' 특강 (2009. 10)
 · 부산교육청 영어교사 1정연수 강의 (2010. 1)
활동 · 서울신문 주말판 신문 'We랑 외국어랑 놀자' 영어회화 칼럼 연재
 · 강남구청 강남구립국제교육원 종합평가 연구 참여
 · 한국교육학술정보원 '사서 영어 커뮤니케이션 능력개발' 교육프로그램 개발 연구 참여
 · 제3회 National Spelling Bee 심사위원 (2010. 2)



정영국 논문 · (2009). 외국인을 위한 한국어 학습 사전의 전망. *한국사전학*, 14, 52-79.
 · (2009, 겨울호). 학습용 이중 언어 사전의 편찬 현황과 과제. *새국어생활*, 19(4), 49-68.
활동 · 국어심의회 위원으로 위촉됨 (문화체육관광부, 2009. 9 - 2011. 9)
 · 교과서 「초등학교 영어 4」 연구 위원 (교육과학기술부)



김영우 강연 · 도서관 이용자교육 해외 사례 (2009. 11, 사서 영어 커뮤니케이션 능력 개발 프로그램, 한국교육학술정보원)
활동 · 증강현실 콘텐츠 개발 및 적용을 위한 영어숲 현장 연구 (현대영어사)
 · 강남구청 강남구립국제교육원 종합평가 연구 참여
 · 한국교육학술정보원 '사서 영어 커뮤니케이션 능력개발' 교육프로그램 개발 연구 참여
 · IGSE Academic Corpus 구축사업 자문



박혜옥 국제교사교육원(TTI) 교수
발표 · Process drama in the Korean EFL classroom. MATSDA Conference, University of York, UK. (2010, 1)
강연 · Drama techniques for English language class (2009. 11, 원어민공교육교사 연수, 서울특별시학생교육원 가평영어체험교육관)

학생 학술 및 전문 활동

한국영어평가학회(KELTA) 국제학술대회에서
졸업생 논문 발표
 (2009. 8. 29)

• **김재범 (영어지도학과 6기)**
 Turning necessary evil into unnecessary virtue: Alternatives to national English tests

한국외국어교육학회(KAFLE) 학술대회에서
졸업생 논문 발표
 (2009. 9. 12)

• **박희경 (영어지도학과 6기)**
 Extensive vs. repeated listening: Which is more effective for Korean EFL high school students?

팬코리아 영어교육학회(PKETA) 학술대회에서
재학생 및 졸업생 논문 발표
 (2009. 10. 10)

• **김소원 (영어지도학과 6기)**
 Teaching reading in primary and secondary schools

• **박희경 (영어지도학과 6기)**
 Analysis of TOSEL listening

• **양혜연, 박현화 (영어지도학과 2학년)**
 The effect of extensive reading on graduate students' perception

• **양은미, 이혜진, 주은숙 (영어교재개발학과 2학년)**
 Developing reading materials for early young L2 readers in EFL

International Conference on Foreign Language Learning and Teaching에서
재학생 논문 발표
 (2009. 10. 16)

• **임수하 (영어교재개발학과 2학년)**
 The impact of EFL testing on EFL teaching practices in South Korea

한국멀티미디어언어교육학회(KAMALL) 학술대회에서
재학생 및 졸업생 논문 발표
 (2009. 10. 24)

• **김현창 (영어교재개발학과 2학년), 박강아(영어지도학과 2학년)**
 Developing materials to facilitate phonemic awareness teaching for primary teachers with nursery rhymes and children songs

• **송형호 (영어교재개발학과 1학년)**
 Workshop for the secondary classroom: Learners need involvement

• **정원근, 김현창, 이교준, 박지호 (영어교재개발학과 2학년), Heleen Vreugdenhil (영어교재개발학과 6기)**
 Developing a homeroom teacher-assisted online ELT program in a welfare center? Phonics program with story and nursery rhyme for young learners.

Second Language Research Forum에서
졸업생 논문 발표
 (2009. 10. 29)

• **양현 (영어교재개발학과 6기)**
 Korean parents' perspective of overseas language programs: What do they consider in the selection of the programs and what are their perceptions of local varieties of English?

글로벌영어교육학회(GETA) 학술대회에서
졸업생 논문 발표
 (2009. 11. 21)

• **이보경 (영어교재개발학과 3기)**
 A case study on the development of English vocabulary learning materials for young learners

학생 학술 및 전문 활동

한국응용언어학회(ALAK) 학술대회에서
재학생 및 졸업생 논문 발표 및 수상
(2009. 12. 5)

- 김재범 (영어지도학과 6기)
A balanced language policy and English education in Korea
- 〈Poster Session〉
- 신현경, 양혜연, 진명희 (영어지도학과 2학년), 이교준 (영어교재개발학과 2학년)
- 우수상 수상
Developing an NIE-based business English coursebook in Korean context
- 김은하, 고은영 (영어지도학과 2학년)
Restart English through reading
- 박강아 (영어지도학과 2학년)
An analysis of current state of English education for students with special needs in primary school
- 안중민, 이혜진, 송유진 (영어교재개발학과 2학년)
Learning English through cultures
- 임수하 (영어교재개발학과 2학년)
The disparity between policy makers and practitioners: TBLT in South Korea
- 이다솜 (영어지도학과 6기)
Exploring learners' experiences in English language intervention software:
Four case studies of low-performing Korean secondary school students with ADHD
- 박희경 (영어지도학과 6기) - 장려상 수상
Program for native instructors at Korean public schools
- 전미연 (영어지도학과 5기)
Developing subsidiary materials for speaking activities and classroom English

한국영어교육학회(KATE) 학술대회에서
졸업생 논문 발표
(2010. 1. 23)

- 정현 (영어지도학과 4기)
Corpus-based measurement of vocabulary size of Korean secondary school English textbooks

MATSDA 학술대회에서
졸업생 논문 발표
(2010. 1. 31)

- 박혜옥 (영어교재개발학과 3기)
Process drama in the Korean EFL classroom

도서 출간

본교 영어교재개발학과 2학년 양은미 학생이 영어 교재를 출간했습니다.
제목 잇 잉글리시 신드롬 | 저자 양은미 | 출판사 넥서스 | 출간일 2009년 11월 15일

본교의 Christopher Douloff 교수와 영어교재개발학과 3기 정혜영 동문이 토익 만점 전략 시리즈를 출간했습니다.

제목 How to TOEIC Voca 770, How to TOEIC Voca 880, How to TOEIC Voca 990
저자 Christopher Douloff, 정혜영 | 출판사 넥서스 | 출간일 2010년 1월 10일

논문 게재

〈영어교육〉 64권 3호에
김현우, 차지은(영어지도학과 6기) 동문
논문 게재

- Kim, Hyun Woo. (2009). The perception change toward teacher and peer feedback in L2 writing: An quantitative and qualitative analysis of graduate students' writing processes. *English Teaching* 64(3), 79-105.
- Cha, Ji Eun. (2009). The effectiveness of extensive reading on enhancing Korean vocational high school students' L2 vocabulary & reading rates. *English teaching*, 64(3), 3-30.

〈영어교육〉 64권 4호에
김지현(영어교재개발학과 3기) 동문
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- Kim, Ji Hyun. (2009). A corpus-based study on the frequency and usage of participial clauses in two science journals. *English Teaching*, 64(4), 25-42.

〈외국어교육〉 16권 2호에
박선민(영어지도학과 6기) 동문
논문 게재

- Park, Seon Min. (2009). The effects of participating in an English camp in Ireland on proficiency and anxiety. *Foreign Languages Education*, 16(2), 55-78.

〈응용언어학〉 25권 3호에
임상애(영어지도학과 6기) 동문
논문 게재

- Lim, Sang Ae. (2009). The effects of two types of pre-listening support on EFL learners' listening test performance: Question preview and vocabulary instruction. *Korean Journal of Applied Linguistics*, 25(3), 365-389.

〈한국사전학〉 14호에
정수현(영어교재개발학과 6기) 동문
논문 게재

- 정수현. (2009). 초등 인터넷 영어사전 비교 분석. *한국사전학*, 14, 224-260.