

2011학년도 가을학기

대학원 전액 장학생 모집

모집 학과 및 인원 (일반전형)

계열	학과	모집인원	비고
인문 사회 계열	영어지도학과 영어교재개발학과	석사과정 50명	전 학기 전원 장학생

특전 및 학위과정 특징

- (1) 전원에게 4학기 동안 전액 장학금 지급
- (2) 재학 기간 중 해외 전공연수 지원
- (3) 재학 시 성적이 우수한 학생은 졸업 후 해외 유명 대학에 박사과정 유학 시 적극 지원
- (4) 매 학기 주당 10시간의 영어회화(3학점)와 영어작문(3학점) 수강

지원자격

- (1) 국내외 4년제 대학에서 학사학위를 취득한 자 또는 2011년 8월 취득 예정자
- (2) 법령에 의하여 위와 동등 이상의 학력이 있다고 인정을 받은 자

전형일정

- (1) 원서 접수 : 2011년 4월 21일(목) ~ 5월 2일(월)
- (2) 영어 시험 : 2011년 5월 7일(토)
- (3) 2차 전형 : 2011년 5월 28일(토) ~ 5월 29일(일) (1차 서류전형 합격자에 한함)

· 인터넷 문의 www.igse.ac.kr / IGSE 광장 Q & A · 입학 상담전화 080-804-0505(수신자 부담) · 대표전화 (02) 6477-5114



IGSE

MAGAZINE

Vol.9, No.1 (Spring 2011)

www.igse.ac.kr

AGORA



English by Osmosis Is English the Fail-safe Way



Nahm-Sheik Park
President

There is ample evidence that the best way to learn a language is by osmosis. Exhibit A: Child language acquisition. Acquiring most of their native language at their mothers' knee, children are indeed master language learners. Should they get simultaneously exposed to another language, they also get to master that language *apparently without much effort and in spite of themselves*.

Another case in point is afforded by international marriages, which have recently been on a steady rise in Korea and elsewhere. More often than not, people in such marriages learn to use their "dominant" spouses' languages in a matter of years or months even. Osmosis again being the apparent magic bullet, *no deliberate teaching or learning whatsoever* is required here, either.

Picking up a language through workplace interaction provides still another piece of evidence that osmosis indeed is a natural, fail-safe way to master a language. Take, for example, camp followers or those going abroad on extended working holidays. All that is needed here is live interaction in the target language on a daily basis. No formal instruction at all is called for here, either.

Immersion in the target language is a common thread in all the examples of osmotic language acquisition cited thus far. BTW, it is in order at this point to note that content gets focal attention with form being subliminal in the whole absorptive process involved here. This sublimation of form to content may very well be the hinge on which swings all osmotic language learning. It is no coincidence then that formal immersion programs of all stripes focus on content, the target language being used as a mere delivery tool. It is also to be noted in this context that *the language in question is absorbed in (naturally connected) phrasal chunks here, not in (artificially parsed) lexico-grammatical increments*.

If osmosis is anything to go by, which it apparently is, then letting form lord it over content defeats the very purpose of sound language teaching and learning. Blocking osmotic language percolation from working its magic, the tenet of form over content represents the greatest sin of commission perpetrated by generation upon generation of ELT practitioners in Korea and elsewhere.

So as to absolve ourselves of this "mortal" sin, let's all open ourselves up and let English in unperturbed. We must not let any barrier stand between us and the language. That is Imperative #1 of language learning by osmosis. "Sink or swim (in a sea of English)" should arguably be our slogan of the moment if we are ever to climb out of the dark abyss into which our ELT has descended.

For launching formal English-immersion in Korea, parenthetically, one starter idea worth pursuing is to seed every classroom with a few English-speaking students who speak next to no Korean. Should regular English-immersion prove to be somehow infeasible for the time being, seasonal English-immersion camps deserve a serious look as a makeshift option.



AGORA, IGSE Magazine Vol.9, No.1 (Spring 2011)

Date of Issue: March 25th, 2011 Publisher: Nahm-Sheik Park Editor: Jungmin Choi Address: 449-11, Seongnae-dong, Gangdong-gu, Seoul 134-847 Homepage: www.igse.ac.kr Phone: 02-6477-5114 Mail: webmaster@igse.ac.kr Design: Iaan Communication 02-850-3160

Contents

A Message from the President		Filling me Up, Visiting Hawaii Achan Og	17
English by Osmosis Is English the Fail-safe Way Nahm-Sheik Park	02	Valuable Lesson at Chichester University in England Seunghui Lee	18
Sportlight		A Lovely English Homestay Hanyot Lim	19
Fundamentals of English Language Teaching Myongsu Park	04	Go for It! Minkyung Lee	20
My Reflection on the Fundamentals of ELT Class Soohyun Yoo	05	What I Gained from Poster Session Sujin Park	21
Extensive Listening vs. Repeated Listening Huikyung Park	06	IGSEans in Focus	
Faculty Column		A Rolling Stone Gathers No Moss Eunmi Yang	22
The Place of Correlation Matrix		Contributing a Chapter to My Supervisors' Book Hyeok Park	24
in Language Assessment Hyeong-Jong Lee	08	What IGSE Gave to Me Kwangsu Uh	26
Pronunciation: Let's do it right Shawn Hupka	10	Focus	
In the Eye of the Beholder		Immersion Programs for the New English Divide Wonkeun Jeong	28
Let's Be the First! Euna Kim	12	Bring Only Your Passion for Learning SCE	30
Inside IGSE		Library Reading Organization (LIB.R.O.) Library	31
Students' Writing Corner IGSE Students	14	Welcome to the 2011 Korea Spelling Bee Nahm-Sheik Park	32
Unforgettable Aloha Experience Inhee Bae	16	News & Events	33

Introduction of IGSE Class

Fundamentals of English Language Teaching

Myongsu Park
Professor
Dept. of English Language Teaching
myongsu@igse.ac.kr



This course is one of the first required courses offered to new IGSE M.A. students. A majority of the students who have ever taken the course often complained of the amount of reading and writing assignments required of them to complete on a weekly basis as well as the term paper assignment. As the title of the course reveals, the course deals with fundamental issues related to English as a foreign language (EFL) teaching, covering a practical and theoretical introduction to teaching second or foreign languages. The theoretical component of the course incorporates historical and contemporary theories of second language acquisition (SLA) and instruction, including major contemporary notions about SLA, communicative language teaching, and individual differences in language learning. Brown stated in the preface of his book of *Principles of Language Learning and Teaching* “the field of SLA has a mind-boggling number of branches and subfields and specializations,” I have witnessed many of the students overwhelmed by the virtually impossible amount of theories and issues of SLA and struggling to manage them in just a semester.

Sympathizing with my students in the course, I've tried to make the course a clear and practical introduction to the fundamental issues around EFL teaching and SLA. The topics offered in the course included fundamental concepts – such as EFL learning and teaching from educational, linguistic, psychological, and social perspectives – and seven teaching methods ranging from the Grammar – Translation method to Communicative Language Teaching. Designed to help my students to take their first theoretical but practically fundamental steps in the future teaching profession, I expect

them to be able to at the end of the course:

- discusses the nature and issues of SLA, the findings of SLA and possible implications in teaching English in Korea
- familiarize themselves with theories and empirical research on SLA
- describe a wide range of approaches to second language research
- gain extended knowledge about many different teaching methods
- analyze and evaluate the appropriateness of specific second language instructional practices
- outline issues in Korea's L2 teaching and offer perspectives into such issues.
- learn to read original research articles on SLA

Dear my students, did you achieve these goals from the course? I wish your answer were “YES!” Thank you dear my students! I've really enjoyed having you in the course and also learned a lot from your reflection, questions, and comments. Thank you for all your hard work last semester. Enjoy the rest of the IGSE school life.

My Reflection on the Fundamentals of ELT Class

Soo Hyun Yoo
9th Wave
Dept. of English Language Teaching
shyiny@igse.ac.kr



As a major core class, Fundamentals of English Language Teaching (a.k.a. FELT) is a class all first year students must take in their first semester. Now that I have completed my first semester, I understand why. For example, as time went by, I began to notice that there are whole books which have titles identical to some of the titles of sections and/or chapters in our textbooks. Yes, I have learned the basics or fundamentals of ELT. In short, I would recommend FELT if it were not already mandatory.

I would like to introduce some of the most unforgettable tasks I had to tackle and have ultimately benefitted from:

Every week, I had to write summaries of sections of the textbook *Principles of Language Learning and Teaching* by D. H. Brown. I also had to write reflections on the various teaching methods discussed in *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman. Upon uploading each week's assignment to the IGSE Moodle website, I would see my classmates' submissions and was forever motivated to do better next time and strived to be as articulate and organized as they were.

For me, the IGSE Moodle is one of the powerful learning tools in the FELT class. For many first year students, Moodle sites for IGSE classes became the most frequently visited places on internet. Most first year students seem to agree that reading the summaries and reflections of other IGSE freshman on the FELT bulletin board has been incredibly interesting beneficial and intellectually stimulating, too. Interacting with other students has helped me become a more autonomous learner.

Speaking of being part of group dynamics, I also learnt the meaning of the expression, “doing your share” through our long-distance lectures with Dr. Sandra McKay from the University of Hawaii. Due to the distinctive features of long-

distance learning, the freshman FELT students took turns contributing to the classes by answering Professor McKay's questions, giving comments on her lectures, and asking questions either during the class or on the class Moodle site. And I can gladly and proudly say that as a class, we were never quiet or boring. One good thing about having a blended learning experience was that we had two professors in the same class, Professor Park and Professor McKay, both are full of new ideas, enormously knowledgeable, and wholeheartedly care for their students. As for Dr. McKay's lecture, I was particularly surprised by her energetic teaching style. A classmate who had been to Hawaii to attend one of her classes a few years ago testified that she looks as if she is getting younger!

Finally, I appreciated being given the opportunity to accomplish a final term paper: my first experience with a literature review. “Learning by doing” became my motto while I worked on the final term paper. I delighted in learning how many academic journals on ELT there are in the world; in touching and reading articles for the first time in my life; the exhilarating feeling of achievement upon reading through and understanding more than ten articles related to my topic on ELT.

The above three are not all for talking about the FELT. How could I forget my first group presentation or my classmates' impressive presentations? I wish that I could have made video clips of some of them. And how could I neglect the fear and thrill of taking in-class exams and quizzes? The excitement of learning and coming back to school still lingers in the air. That is what an I.G.S.E.an's life is all about.

The set books for FELT are : Brown, H. D. (2006). Principles of Language Learning and Teaching (5th ed.). Prentice Hall, Inc. and Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching (2nd ed.). Oxford University Press.

Extensive Listening vs. Repeated Listening: Which is More Effective for Korean EFL High School Students?¹



Huikyung Park
6th Wave
Dept. of English Language Teaching
hk_ella@igse.ac.kr

Many language researchers have reported that more exposure to the target language is essential to achieve a high proficiency in a foreign language (e.g. Freed, 1995; Hulstijn, 2003; Jung-Hee Kim, 2004; Nord, 1980; Kyungjin Yu, 2007). In the Korean context, however, it is not easy to be fully exposed to the target language (English) because English is practiced primarily in the classroom not in daily life. Considering this, how can Korean learners improve their L2 listening skills effectively? In this study, the effect of repeated and extensive listening activities is compared. Specifically, it aims to 1) investigate which listening activities, either extensive or repeated listening, is more effective at improving L2 listening comprehension for Korean high school students, and 2) see if those listening activities will affect the listening strategy used by the students.

There appears to be no universally accepted definition of extensive or repeated listening. In terms of extensive listening, some research suggests that as learners are exposed to more English, they can improve their listening ability, however, it is important to keep students' motivation and interest high (Rixon, 1986; Rost 1990). Extensive listening activities develop top-down processing skills and aid in the comprehension of the overall gist of a text (Brown, 2004). On the other hand, Rost (2002) studied direct repetition, which refers to the repetition of oral texts by replaying audio files or repeating orally, as a way to achieve greater comprehension. In this study, this type of listening performance is called *repeated listening*, which shares common features with the intensive, selective, and narrow listening types.

Listening strategies refer to conscious plans to manage and compensate for incomplete input (Rost, 2002). Oxford (1990) divided learning strategies into six: 1) memory, 2) cognitive, 3)

compensation, 4) metacognitive, 5) affective and 6) social strategies. The first three strategies are direct strategies for dealing with the language itself for the purpose of a variety of specific tasks, whereas metacognitive, affective and social strategies are indirect strategies for general management of learning.

In this study, 120 high school students participated for nine weeks in 2008. They were tested before and after the study. The students were divided into two groups, 63 in the repeated group and 57 in the extensive group. Both groups were provided with listening instruction for five minutes, four days a week besides the regular English classes. The extensive listening group listened to different listening materials every class in order to be exposed to a variety of messages, whereas the repeated listening group listened to the same material for 8 classes repeatedly in order to fully understand in detail. After nine weeks, test scores were examined by an analysis of variance (ANOVA) with repeated measures. As a result, the repeated group yielded a significant difference between their pre-test and post test scores while the extensive group did not show any statistical difference between those two tests. That is, the students in the repeated group outperformed the students in the extensive group.

Krashen claimed that an acquired system can be built up through comprehensible input (as cited in Vanpatten & Cadierno, 1993). In that sense, repeated listening may help students discriminate random sounds as they begin to decode the meaning and understand the content. Previous research, however, has shown different results. Kim (2004) reported that extensive listening practice was more effective with only lower level middle school students. Yu (2007) found that extensive

listening practice was more effective for elementary school students than repeated listening practice. The age and level differences may lead to different results.

Because high school students have studied English for 7 years at elementary and middle school, most students have already acquired a certain amount of vocabulary and grammatical knowledge. Repeated listening is different from simple repetition because the input students receive should be decoded using their background knowledge. As Dunkel (1986) noted, a primary goal of a second language listening class is "listen to understand" rather than "listen to repeat." That is, the important lesson of repeated listening is not the number of repetitions but the degree of comprehension in order to extract meaning from the listening input. Therefore, other activities and teachers' assistance should accompany listening activities (Vanpatten & Cadierno, 1993). Since learners usually confront similar problems at certain points of the text, teacher's scaffolding may be necessary.

In terms of strategy-use, both groups of students' affective strategy were significantly raised after the treatment. Although no strategy-related training was performed and the duration of the study was relatively short, extra listening activities may help to improve their affective strategies, but not other strategies such as cognitive, compensation and metacognitive strategies. Oxford (1990) noted that affective strategies for regulating emotions are included in the indirect strategies unlike the direct strategies such as cognitive and compensation strategies. This result seems to show that regular extra listening would help students to be more familiar with the target language and to alleviate listening anxiety.

References

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. NY, U.S.A.: Pearson Education.
- Dunkel, P. (1986). Developing listening fluency in L2: Theoretical principles and pedagogical considerations. *The Modern Language Journal*, 70(2), 99-106.
- Freed, B. F. (1995). Language learning and study abroad. In B. F. Freed (Ed.), *Second Language Acquisition in a Study Abroad Context* (pp. 3-33). Amsterdam: John Benjamins.
- Hulstijn, J. H. (2003). Connectionist models of language processing and the training of listening skills with the aid of multimedia software. *Computer Assisted Language Learning*, 16(5), 413-425.
- Kim, Jung-Hee (2004). Repeated or extensive listening for L2 beginners? *English Teaching*, 59(3), 93-114.
- Nord, J. R. (1980). Developing listening fluency before speaking: An alternative paradigm. *System*, 8(1), 1-22.
- Oxford, R. (1990). *Language Learning Strategies: What every teacher should know*. Boston, U.S.A.: Heinle & Heinle Publishers.
- Rixon, S. (1986). *Developing listening skills*. London, England: Modern English Publications.
- Rost, M. (1990). *Listening in language learning*. Harlow, England: Longman Group UK Limited.
- Rost, M. (2002). *Teaching and researching listening*. Harlow, England: Pearson Education Limited.
- VanPatten, B., & Cadierno, T. (1993). Input processing and second language acquisition: A role of instruction. *Modern Language Journal*, 77(1), 45-57.
- Yu, Kyungjin (2007). Extensive vs. repeated listening: Which is more effective for L2 young learners in an elementary school? Unpublished master's thesis, the International Graduate School of English, Seoul.

¹ Park, Huikyung (2010). Extensive vs. Repeated Listening: Which is More Effective for Korean EFL High School Students? *Foreign Languages Education*, 17(1), 139-162

The Place of Correlation Matrix in Language Assessment



Hyeong-Jong Lee
Professor
Dept. of ELT Materials Development
hjtesol@igse.ac.kr

Language assessment has become an area of increased interest and of growing importance for language teaching professionals and applied linguists, but the subject is broad and may be quite technical for those with limited statistical backgrounds and/or systematic training of the topic. To effectively acquire the tools and techniques that they need in language assessment, practicing teachers and/or applied linguists may typically need a minimum of statistical detail, clear explanations of statistical procedures, and a wide range of exercises with examples to help clarify and contextualize the overall practical specifications of the measurement model. Through its careful definition of concepts, terms and its view of current issues, one may be able to have theoretical underpinnings before addressing the statistical properties of a set of test scores through which grouping and variability are checked on the measurement scale of the scores and the shapes of the test score distributions. Then, what are a set of useful test analysis tools in addressing the discourse topics in language assessment? I should say that those are correlation and its related analyses as regression. These are further fine-tuned by path analysis, factor analysis and structural equation modeling. Such a family of statistical analyses, which can basically be viewed as operations of correlation matrices, is useful to aid the understanding of the degree of relationship among two or more than two sets of numerical values and/or significance of the statistical relationships. These statistical processes can guide researchers to formulate theoretical construct, assess the reliability of their measurement, hypothesize and test a theory about their relationship, consider

measurement errors, and take into account both direct and indirect effects of variables on one another. To examine both theoretical and applied aspects of *reliability* issues for norm-referenced tests (NRT), *dependability* in criterion-referenced tests (CRT) and *fit* in item response theory (IRT), the correlation matrix works as an original hierarchical clustering, facilitating the perceptions of the sample relations.

Computerized adaptive testing (CAT) is known to have a statistical advantage over classical test theory (CTT) for calibrating new questions in constructing equivalent forms and for item banking. CAT has an adaptive nature of the test itself and as such capability to branch from question to question, selecting from a collection of items-either easier items or more difficult items-depending on the item responses of the test-takers to match the estimated ability level. As a general practice in CAT administration, the test-takers have initially been given a middle difficulty item, but such a practice has nowadays been challenged and has become a controversial issue since an item selection method, which is called *a*-stratified CAT design, has been proposed. Such a newer item selection procedure that administers the easier items in the beginning of the test and more difficult items later has proved to be advantageous as it yields much better estimation stability and efficiency by obtaining maximum information at an examinee's estimated trait level. Even though the probability of success on an item depends on item difficulty and person ability, what if there are other factors, such as raters that will also affect the outcome of an item response in performance settings? As a way of answering this recurrent question, many-

facet Rasch measurement (MFRM) model, in which multiple aspects, such as items, persons, raters, assessment mode, gender, candidate background, school, province, country, and/or time, and so on, can be calibrated as possible facets of the assessment context on the same scale. Then what would be the carefully couched crux that underlies in the above-mentioned assessment methods? It is a correlation matrix, without which any measurement model cannot form the framework into which the pieces of information from the corresponding parameters of the model must fit.

Together with the standard errors of measurement, estimates of relevant reliabilities for each assessment framework are crucial indices when the users of test scores need to judge whether the assessments are reliable enough for their intended use(s). One thing to note here is that as reliability is a prerequisite for test validity but not a sufficient condition for judging overall test quality, validity must also be carefully addressed to argue for the quality of any assessment scheme. Since the fact that reliability is a measure of whether a measuring device measures a construct in the same way on parallel tests or on successive trials suggests that any valid measure must first be reliable, and if measures are not reliable, they obscure the construct they measure and may obstruct validity of the intended measurement. Defining validity as the extent to which a test measures what it purports to measure, the renewed explication of a theoretical framework of validity as a unitary concept is useful for understanding the paradigm shift in the contemporary view of test validity, which shows the departure from the static perspective of validity. To articulate the process of

investigating the validity of test use, *test validation* should nowadays be based on building an interpretive argument and collecting relevant evidence in support of the interpretation of test scores in the measurement. To address the assessment topics in a theoretical and practical manner, and/or to evaluate and improve the qualities of the intended uses of tests, one may take correlational approaches to test validation, one of which is the multitrait-multimethod (MTMM) design. The MTMM design, an operational methodology for assessing both convergent and discriminant validity simultaneously, is simply based on a correlation matrix arranged to facilitate the interpretation of the assessment of construct validity. In reporting and interpreting results of criterion-related test validation, a statistic, which is called the *validity coefficient*, can be computed. How do we calculate the validity coefficient when we have a test score and criterion score, then? We may find the answer from the correlation matrix. To put it in a nutshell, it is a correlation between the two scores being compared.

In the previous paragraphs, I have reviewed the pivotal roles of correlation matrix in addressing the quintessential topics in language assessment. Yes! To evaluate and improve the qualities of the intended uses of tests hinges on a solid understanding of the conceptual bases of correlation matrix. To formulate informed hypotheses, to make statistical inferences, to test statistical significance, to facilitate the understanding of either compensating or competing measurement applications, such as generalizability theory (G-Theory) and cognitive diagnostic assessment, and to investigate test validity, correlation matrix is the thing that we cannot go further without.

Pronunciation: Let's do it right



Shawn Hupka
Professor
Dept. of English Language Teaching
shawnhupka@igse.ac.kr

Ask most ESL students, especially in Korea, what they need or want help with, and you will likely hear, 'speaking' or 'pronunciation' rather, than 'grammar' or 'reading'. Perhaps it's ironic then that pronunciation instruction is often overlooked by educators and materials developers alike. Worse, if it is dealt with, it is often in the form of de-contextualized minimal pair drills that seem only to frustrate most students. As my first year communications students should remember, sometimes it's really hard to tell if someone is saying 'heat' or 'hit' when all you really want to know is their phone number.

Research of speech perception has shown that intelligibility is most affected by suprasegmental factors such as stress, rhythm and intonation and is less affected by the segmental features that are isolated in minimal pair drills (Fraser, 2004). Let's look at some ways to ensure our students, and the materials we develop for them, get the most out of pronunciation in the classroom and beyond.

First, we should practice pronunciation in meaningful contexts. One of the tenets of the communicative approach to language teaching is that language IS communication (Widdowson, 1978). It may sound simple enough, but think back to your middle school English classes. If you are like most Koreans, they probably resembled my elementary school French classes in Ontario. Repetition removed from anything meaningful. I truly don't remember how long it took me to realize that we were all saying "I am; you are; she/he/it is," in French, or that that could be used in real life situations. When I was ten, I traveled to Quebec and was shocked to see real people speaking French in real time.

Had I learnt strategies for real communication, I would

have been more invested in my own development as a speaker of French. More importantly, I would have been able to hear and practice the language in more meaningful 'chunks' of speech and I would have learnt more of the rhythm and intonations that are necessary to grow as a speaker of a new language.

Second, we need to use a variety of strategies to help our students improve their pronunciation. This means that we should allow for guided conversations in which students are deliberately made to focus on the prosodic features of English. Activities that could help with this include: listening with scripts, reading aloud, chants and recording real-life conversations. These are just a few examples of the many strategies we can use to help students to hear and use real and meaningful speech in a more controlled and hopefully less stressful way.

Third, as Helen Fraser suggests, "(D)on't tell them, show them. (Demonstrate proper pronunciation in the context of a full utterance, not just a single word)" (Fraser, 2001). Similarly, she recommends, "(D)on't tell them, ask them. (Ask them about their own pronunciation, they may provide insight)" (Fraser, 2001). These ideas can and should extend beyond the classroom where students can interact with audio and visual materials and report back on how they feel they are progressing. Their own pronunciation problems may be revealed when they point out what they *think* is happening in a conversation. The prevalence of 'tag' questions in English and the prosodic features of them is a good example. Why and how English speakers use 'tag' questions, and why your students *think* they use them could be different. Maintaining

the focus on the learner and their needs will help them develop the tools that they will need to become better communicators.

Fourth, don't ignore the segmental features of pronunciation; focus an appropriate amount of time and attention on them. Students can still benefit from exercises that look at individual speech sounds but we have to make sure these are rooted in the aforementioned tenet: speech as communication (Widdowson, 1978). Helen Fraser's advice to ESL teachers: "Whenever you are discussing sublexical units such as phonemes or syllables, try to make sure the learners hear them in the context of real words that they occur in" (Fraser, 2001). Perhaps just as importantly, convince your students that their pronunciation concerns should shift from an exclusive focus on segmental features to a more global focus on speech.

Lastly, we should not discourage mistakes nor should we encourage perfection. *Native-speaker perfection* is an impossible goal, so let's not set our students up for failure. Students and their classmates can grow and learn from an examination of their own mistakes. This is true for all elements of foreign language study.

If you're not convinced that perfection is an impossible goal, consider one of many studies on perception: Flege (1987b) found that native English listeners were not only able to detect foreign accents (Chinese ESL speakers) in phrases and sentences but even when he played speech samples that were less than half a second in length. In other words, eliminating 'foreign' accents or striving for 'perfection' is not how we should spend our time in the ESL classroom.

Spoken language is an unbroken stream of sound

(Ladefoged, 2005). If you study phonetics long enough, you may become convinced that it's a miracle that you can understand anything anyone says, be it Korean, English or otherwise. It's not a miracle, but as Ladefoged (2005) explained, "We do not passively absorb this stream, rather we construct plausible messages based on our assumptions, expectations, context and linguistic concepts and prejudices." By using a variety of strategies we can help our students develop the tools they will need to construct meaning in their new language and ultimately become more fluent users of English.

References

- Derwing, T. & Rossiter, M. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, 23(4), 245-259.
- Flege, J. E. (1987b). The production and perception of speech sounds in a foreign language. *Human Communication and Its Disorders*. Vol. 11.
- Fraser, H. (2004). *Teaching Pronunciation: A Guide for Teachers of English as a Second Language, CD-ROM*. Armidale, Australia: University of New England ANTA Adult Literacy National Project.
- Fraser, H. (2001). *Teaching Pronunciation: A handbook for teachers and trainers*. Sydney: TAFE-NSW Access Division.
- Hahn, L.D. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly*, 38(2) 201-223.
- Ladefoged, P. (2005). *Vowels and Consonants: An Introduction to the Sounds of Languages 2nd Edition*. Oxford: Blackwell Publishing.
- Munro, M. J., Derwing, T. M., & Burgess, C.S. (2003). The detection of foreign accent in backwards speech. In M-J. Sole, D. Recasens, & J. Romero (Eds.), *Proceedings of the 15th International Congress of Phonetic Sciences*. Barcelona, Spain: Universitat Autònoma de Barcelona. 73-97.
- Reid, N. (1999). *Phonetics: An Interactive Introduction, CD-ROM*. Armidale, Australia: University of New England Press.
- Schmid, P. & Yeni-Komshian, G. (1999). The effects of speaker accent and target predictability on perception of mispronunciations. *Journal of Speech, Language, and Hearing Research*. 42(1), 56-64.
- Widdowson, H. G. (1978). *Teaching Language as Communication*, Oxford, UK: Oxford University Press.

Let's Be the First!

Euna Kim
9th Wave,
Dept. of ELT Materials Development
beingme018@igse.ac.kr



Interview with **Manager Hyesoo Chung**
(1st Wave, Dept. of ELT Materials Development)
Contents Development Team
Hyundai Yong-O-Sa Co., Ltd / Yoon's English School

Several well-known people in the English education field have been interviewed and introduced in this section of "In the Eye of Beholder." However, from this year, it has been modified into a format where an IGSE student meets an IGSE graduate for an interview. Being the first is always meaningful. And this time, I am the "lucky" first to have an interview with the "real" first, who was chosen from the 1st wave of IGSE graduates.



Euna Kim : In 2002 when you entered IGSE as the 1st wave, I think you might have felt anxious, uneasy and uncertain about an unknown future. What led you to enter this school?

Hyesoo Chung : It seems that worries or concerns about the future never end. In the case of applying to IGSE, the newly opened graduate school, it could have been tough to readily choose the school. But there was no hesitation for me.

I majored in English language and literature in university, and over a period of six years after graduation, I had engaged in supporting public education and developing teacher knowledge and expertise. Such duties brought me a desire for further study in English education and development of English teaching materials. I saw an announcement for graduate student recruiting at IGSE at that time; so I applied right away.

Euna Kim : I heard that you had a baby at the time of graduation, but graduated at the top of your class. It's incredible that you studied that hard when you were pregnant. I am curious about what kind of student you were, and how you studied.

Hyesoo Chung : I gave birth to a baby at the time of graduation, so it doesn't mean that I managed both studies and child-caring. But I got physically tired during the last semester when I had to finish my graduation thesis. The last semester was the hardest time for me. I could bear the time thinking only that graduation was coming.

Normally, I took classes and studied in the library between or after classes with some of my schoolmates. Friends who studied together with the same vision were a great help and they remain precious friends.

Euna Kim : Please tell us about the kind of work you have done since graduation.

Hyesoo Chung : After I graduated, I started to work in the Planning and Development Team of the Research of Hyundai Yong-O-Sa. My main duties were planning English materials and doing research in this regard. After that, I was transferred to the Content Development Team where I have been developing '윤선생 영어랑', a premium pre-school English

program to be used only in preschool education agencies. Also, I have been in charge of training teachers.

Euna Kim : How do you usually spend your day in the company?

Hyesoo Chung : I used to start with planning meetings about each development project, and to finish the day with several other meetings to confirm progress with the people concerned. But currently the '영어랑' program is in its final stage, so I currently provide teacher training and visit kindergartens to observe and measure the effectiveness of the program.

Euna Kim : What skills or qualifications do you think are needed for research or materials development in the English education field?

Hyesoo Chung : As IGSE has pursued, English ability and expertise in English education should be first and foremost. In addition, since developing materials doesn't mean only writing manuscripts, excellent communication skills are essential to elicit understanding and sympathy from others such as illustrators, editors, teachers, sellers. A program can be successful only when all the processes in each part are conducted smoothly. And also a high level of ability to analyze the English education field, and for planning programs from the perspectives of learners and teachers based on results of research are also required.

Euna Kim : Among the classes that you took at IGSE, if you need to choose some that have been much help for your work, what classes would you choose?

Hyesoo Chung : I cannot choose specific lessons since they have all been useful. All my textbooks that I studied with at IGSE are still on my company desk, and whenever I need to refer to them, I just pick them up for information. I believe many IGSE graduates who are engaged in the field of English education do the same thing. Courses that IGSE provides are all vital to English education professionals. They serve as a guideline for me when I work.

Euna Kim : Which one would be more beneficial, taking less demanding courses and managing grades well or taking as

many courses as possible and taking risks?

Hyesoo Chung : Are there less demanding courses at IGSE? (laughs) They were all demanding classes when I was at IGSE. As long as one's health and capacity permit, wouldn't it be better to study fiercely?

Euna Kim : What benefits can people enjoy when they work in your company?

Hyesoo Chung : My company is making efforts to develop and extend each member's potential by providing relevant roles and tasks. And they are evaluated objectively and rewarded according to their achievements and contributions. And there are many IGSE graduates there, and other colleagues are all nice, so we can work comfortably and pleasantly, which is one of the strong points of working in the company.

Euna Kim : Lastly, do you have anything to share with us, all IGSE students?

Hyesoo Chung : It is said that the time when we study is the best time. Thinking back to the past, when I was in university and in graduate school, it seemed that we felt the moments that we were in were the toughest. But once the moments passed, they seem to turn into the most beautiful and pleasant times. So please enjoy the present time and stay awake by continuously communicating with schoolmates and graduated seniors who are now working in the English education field. And please continue to build up your dreams as an English education expert.



I was impressed with two things that I heard about her before this interview – her rapid promotions and good character. It's not easy to be evaluated as an excellent worker in the company but it's far much more difficult to be recognized as a good person by people in the company. That's why I called her the real first in the beginning. I feel so proud of having her as my senior, and I want us all to learn from her the way of treating others and passion toward a job.

The Reunion of the Separated

Hyunjin Lee
1st Year

Dept. of ELT Materials Development

Reunions for South and North Korean families are bittersweet for the separated. Several months before the event, two hundred lucky people are selected from thousands of applicants. First, the applicants check whether their northern family members are alive or not, because the applicants consist mainly of the aged. Then they wait. For those luckily enough to have been selected – full of excitement and expectation – meticulously prepare gifts and photos. Just a few days before the event, relatives and friends arrive at their houses to leave messages. On the special day, Mount Kumgang, a scenic and symbolic mountain in North Korea, is awakened by the crying, sighing, and laughing of those embraced. At the beginning of the meeting, the participants feel somewhat awkward due to the inevitable changes that have occurred, but soon they hug each other and cry openly. After a while, families share their memories of the past sixty years. Shortly thereafter they busy themselves exchanging gifts and photos to introduce their new family members. A few of them make deep bows to their parents while others burst into tears at the news of family deaths. Finally, the next day, the reunited families spend the waning hours having lunch together before they part again – emotions frayed and hoping to meet again soon.

My Dream Patio

Youngjin Roh
1st Year

Dept. of ELT Materials Development

Our patio will be a romantic place. A traditional, natural-looking granite floor awaits my husband stepping out from the kitchen door. The surface feels soothing beneath his feet. In the near left corner, he is stopped short by my Christmas gift for him – a lovely lightweight field easel made of first-class beech wood. Next to this artistic space on the right are two large brownish wooden flower pots: one brimming with red tulips and the other with yellow tulips, which mean “declaration of love” and “there’s sunshine in your smile,” respectively. The pot of red tulips is adjacent to the other as if they were an adorable couple in love. On the right-hand side of the patio lies a ceramic fireplace we sit around on cool, crisp nights. And right in the center of the patio sits an elegant square mocha-colored table crafted of 100% Brazilian cherry hardwood. It brandishes four ergonomically designed benches with plush papaya colored cushions. Its surface is adorned with my favorite candles fanning out from the center: twelve off-white aroma torches delicately scented with fresh grapefruit in tiny heart-shaped glass holders. Here we savor scrumptious desserts: savory blueberry muffins, a cup of creamy hot cocoa, or a glass of sweet-smelling red wine as we enjoy a leisurely chat. I whisper to my soul mate that life is good, as I gaze up at the starry night sky from this one-of-a-kind patio.

Don't Worry: You're on the Right Track!

Geunsook Yoon, Yunhee Lee, Jeonghaeng Heo
1st Year

Dept. of English Language Teaching

An international student from India was embarrassed when his female American classmate blushed – to the roots of her hair – when asked if he could borrow a “rubber.” She glared at him, but he couldn’t figure out why (rubber refers simply to an innocuous device for correcting a mistake, doesn’t it!) Only later did he realize his mistake. In another example, a tourist visiting Wangfujing night market in China was dazzled at first by the brightly-lit shopping street full of exotic ornaments. Stepping into a snack alley, however, he suddenly felt queasy. The odors wafting this way and that from the stalls of deep fried starfish, scorpions, and cockroaches, were overpowering. What made him even queasier were the local people drooling over heaps of food, patiently waiting their turn. These two anecdotes illustrate what is commonly called “culture shock.” This happens when people enter a culture very different from their own. It is often associated with feelings of anger, frustration, estrangement, and sometimes even physical illness. Even though the extent to which people suffer from culture shock varies, it is a very natural phenomenon that most people go through when in contact with another culture. According to Dr. Peter Adler from the Keystone center, “Culture shock should be viewed positively as a profound cross-cultural learning experience.” So don’t fear it; embrace it!

Extensive Reading – No pain and Lots of Gain!

Hyungjin Kwon, Hyejeong Bae
1st Year

Dept. of English Language Teaching

Extensive reading (ER) – a large amount of reading for pleasure – benefits students in EFL context in several ways. To begin with, it motivates students to read. We Koreans tend not to read a lot because we haven’t been given freedom to read for pleasure. An important part of ER is that students decide what to read and when to start and stop. As students aren’t under pressure or any particular time constraints, unlike in most school settings, they get to read voluntarily. Another benefit of ER is that students develop knowledge of the world, including cultural knowledge. As you may know, Korean students are studying English as a foreign language, so they don’t always learn about the target culture. But ER gives many chances not only to understand what is going on outside but also to experience other cultures; they come to know more about foreign countries’ art, history, and literature. In that sense, ER plays the role of window to the world. Finally, ER helps students improve their language ability. According to Shin Kyu-cheol, the head of the Korea Association of English Reading Education, through ER, learners can develop all four language skills – reading, writing, speaking and listening – in an integrated way. He discovered that many students who have improved their English skills have one thing in common: lots of extensive reading.

Unforgettable Aloha Experience



Inhee Bae
2nd Year
Dept. of English Language Teaching
skyla1214@igse.ac.kr



IGSE offers an overseas study program to all students, and the ELT department gets to go to one of the most tropical groups of islands in the world. This is a place which attracts about 7 million tourists annually which is well known for its volcanoes, beaches, wonderful climate, and the Hula dance. Can you guess where the ELT department students went to study and take a relaxing vacation? It was Oahu, Hawaii.

Although Oahu is a beautiful island, offering a range of attractions, the most memorable places I visited were Pearl Harbor, and Hanauma Bay. Pearl Harbor is a top tourist destination in Oahu, and lets visitors re-live the moment in history that propelled America into World War II. The movie *Pearl Harbor* is my favorite movie, and the main actor in the movie, Josh Hartnett is my favorite actor. Certainly, I was happy to visit a historical site, but I was even happier to visit the place because of the movie. At the USS Arizona memorial located in Pearl Harbor, I got to see artifacts from the attack at the visitor center, plus a film of the 1941 Pearl Harbor attack. The film made me experience a day of history, and stamped

the Pearl Harbor attack on my memory as a heart-breaking historical event, rather than a romantic movie. The memorial was a breathtaking structure that rested above the sunken battleship, and there we saw the "Black Tears of the Arizona", as we cherished the memory of 1,177 men still resting with the battleship. After this visit, I remembered Pearl Harbor as a piece of history, not as a Hollywood movie with handsome actors.

Another unforgettable place I visited was snorkelers' paradise, Hanauma Bay. When the IGSEans got to the bay, we rented snorkeling equipment and the non-swimmers rented life vests. The beauty of the wild sea life was wonderful, but it was even greater because the gently-sloping beach was not intimidating. Swimming just above the coral rocks and spotting amazing sea creatures was like watching a sea-life documentary channel. This experience made me appreciate the beauties of nature, and also helped me to remember the importance of sunscreen. Everybody was so captivated by the marine life they forgot to re-apply the sunscreen. So the beauty of Hanauma Bay not only left us with unforgettable memories, but also with the pain of terrible sunburn.

The ELT Seminar Abroad offered more than anyone could ask for. It gave us a great opportunity to study at the University of Hawaii, allowed us to travel to many tourist attractions, and mostly let us learn from our experiences. I will never forget every special moment I had with my best friends, the IGSE 8th Gi in Hawaii.

Filling Me Up, Visiting Hawaii



AchanOg
2nd Year
Dept. of English Language Teaching
safaier70@igse.ac.kr



If there is a time that is most painful for IGSEans, I guess it is the winter vacation before the start of the final semester: preparing the thesis/project for graduation. Before departing for Hawaii, I was so worried about completing my thesis since I was not gaining the results I wanted to see from my experimental research. This winter was particularly cold, as I was grasped by the fear that I might not succeed in completing my thesis.

Leaving all those worries behind, I left Seoul for Honolulu on February 7th. The weather suddenly became very mild, and everyone there seemed so at ease. Dr. Yoo told us about the geography and showed us the bus stops near our hotel as soon as we arrived. I really appreciate his efforts to make us feel comfortable in every detail.

On second day of our arrival, still jet lagged, classes began. What I most liked at the *University of Hawaii* at Manoa was that IGSEans could listen to famous scholars in ELT, discuss with them, ask questions, and have immediate feedback. Even though some classes delivered very basic content, which were already very familiar, I felt most of the time was really exciting to face those famous professors. I could see the lessons were very organized, and what I found in the class was not only the content the professors delivered, but also the bright beauty of well-planned lessons. It reminded me of the first mindset that I had when I entered IGSE.

In addition to the academic lectures, I really liked Hawaii. Actually, Hawaii was the first place that I thought that I might

move and live, among the places that I have visited. What I was surprised with, and also liked, was that there were more Asians than I expected. Also I enjoyed mild warm weather very much, which rose up to 26 Celsius in the daytime but a cool breeze lowered the temperature in the shade.

Overall, I was glad to receive encouragement from the course, making me realize that "teaching is a very touching process between students and a teacher." From my experience in Hawaii for two weeks, I recharged myself fully. If it is OK, I would like to borrow Dr. Yoo's saying from a dinner party. He said, "Coming to Hawaii is like filling up the fuel tank of a person." He was so right. My fuel tank was close to empty before I went to Hawaii, however, I was refreshed to find interest in ELT field again by being in Hawaii. I hope visiting Hawaii continues providing this role to IGSEans for a long time.

Valuable Lesson at Chichester University in England



Seunghui Lee
2nd Year
Dept. of ELT Materials Development
cherypinkle@igse.ac.kr



Life and study at Bogner campus of Chichester University for two weeks gave me composure of life and new cognition about developing teaching materials through the class there. Bogner campus was smaller than we expected, it is similar in size to IGSE, because it has only an education department. However, the school is located near downtown, and it is surrounded by grass and trees, so we could take advantage of both city and country life. The class was divided in 2 sessions: morning and afternoon. The morning class was led by Wendy Superfine, who is a professional primary teaching material developer, and the afternoon class was led by Anne Laws, who focused on secondary school. Both teachers had different topics and teaching styles, so we didn't feel bored during class. As Chichester University had surveyed our interests before this program, they tried to satisfy our needs through two different classes and guest speaker's lectures from Viv Lambert and Freda Mishen. I had more interest in the morning session by Wendy Superfine because she focused on material development at the primary

level. We also had the helpful experience of visiting English schools and observing their classes for a day. We chose a school between secondary school and primary school. I visited Downview primary school with Wendy Superfine. We had a chance to talk to the principal and ask about their curriculum. We observed classes which we had interest in. One thing that I was surprised at was the huge difference with Korea's primary school system in that they don't use a textbook, even if they follow the national curriculum. Every weekday, we had classes from 9 o'clock to 3:30, but we also had time to go on field trips every weekend for pleasure. Especially, the field trip to Bath was a great memory for everyone. We went to Bath, the historic Roman and Georgian spa city, and it is often used as a background of English nobles. Bath is famous for its Roman period baths, medieval inheritance and majestic Georgian architecture. Arriving at Bath, we were touched by the beautiful medieval architectures and the city's mood itself. There were more things to see, such as Bath Abbey, The Royal Crescent, Victoria Park and the Jane Austin center. The field trip during the weekend gave us pleasure to have a new cultural experience, and it seemed a reward for studying at IGSE for 3 semesters. We went to more places like Cotswold, Oxford Press until we finished our seminar abroad program. Now, we are back to Korea and it's time to step up the study again. However, as long as I have a beautiful memory of England, I will keep up my study.

A Lovely English Homestay



Hangyol Lim
2nd Year
Dept. of ELT Materials Development
gyol2@igse.ac.kr

The most memorable thing that I experienced in England was a homestay. This was my first time to stay at a homestay and I had no idea how it would be. I still remember the moment when I was restless, waiting for my homestay host at the school lounge, wondering who would be my homestay host. Suddenly, a grandmother in a red jacket opened the door of the lounge and called Jennifer and me. She was my homestay host, Pam. Luckily, Jennifer and I shared her house. The homestay mom welcomed us warmly and treated us as family. She always tried to make us as comfortable as possible.

Pam is a wonderful person. She helped us learn about English history and culture. The first day, she drove us to Arundel Castle. Unfortunately, the castle was closed for winter, but it was nice to see the 1000-year-old castle from the outside. It looked like the one I saw in one of the fairy tale stories. Pam also introduced St Nicholas Parish Church and Fox Pub where poet William Blake enjoyed going. It was exciting to look around the historical places. During the weekend, Pam, and her friend David, brought Jennifer and me to Portsmouth to see HMS Ark Royal (R07). It was a ship built in 1978 loved by English people. After a three-hour wait, we finally got on the ship and appreciated how magnificent it was. We also visited a museum for the Mary Rose, Henry VIII's favorite ship. David explained the history of the Tudor dynasty and it was exciting to see what I had learned from the text book.

Pam also gave us lots of opportunities to learn about British life. She always joined us at the dinner table, talked about British culture, and asked about Korean culture. Also, whenever she went out, she invited us. We went to see a movie together,

visited her son's house, and watched a pantomime. One of the special nights was when we joined the Willows folk club. There were so many people in the local community center, and surprisingly, their average age was over 60. Pam's close friend played the accordion. Everyone sang a song while he played. It was very impressive to see how people were completely absorbed in the atmosphere, even though the place was not fancy, and the singers were not professionals. Through this experience, I can understand the meaning of "happiness lies in your heart."

I also learned a lot from Pam's lifestyle. She was always happy and positive. Even though she was in her 70s, she kept learning and undertaking something new. She was taking computer lessons and she arranged flowers for her friends' funeral. She also joined the "life boat" program, helping students learn it. Her life was like a teenager's: always energetic and passionate. Whenever I was with her, I hoped I could enjoy my later years like her with passion. Thanks to Pam's consideration and kindness, we were able to enjoy time in Bogner Regis. Thanks IGSE for giving us a chance to broaden our horizons.



Go for It!



Minkyung Lee
8th Wave
Dept. of English Language Teaching
lmk0820@igse.ac.kr

December 4, 2010. It was one of the most memorable days in my life. Thanks to IGSE, I attended the Applied Linguistics Association of Korea (ALAK) conference held at Korea University and presented my topic, "Developing an Online Activity Guide for English Teachers." At the end of the conference, surprisingly, I won a prize for the CALL session. Now, let me tell you more about my presentation.

Before studying at IGSE, I taught English for years at a public school and a private ELT institute. At both educational institutions, I realized that teachers rarely used computers or software programs even though we are swimming in a flood of technology. So, I often taught useful functions of certain software programs to these individuals, and showed them how to adjust functions for making activities because I thought the use of software programs such as Word, PowerPoint, or Photoshop is becoming more highly demanded in modern classrooms. That's why I thought of the integration of English education and technology.

In the presentation, I introduced guidelines in practical ways about how to use software programs, such as PowerPoint, for developing multimedia materials because the very few books that are on building applications are written extensively through texts with no images or pictures for clearer guidance. Therefore, to help to easily get the instruction, I illustrated a sample chapter on computer skills with combination of clear instructions and visual representations.

I made three sample activities for the presentation. The first activity is a "Slow Reveal" game: a box disappears when students call a number and they have to guess the picture

behind the number. The second one is a "Darts" game which can be used in a post-activity stage. Whenever students are ready, click the "Ready" button, and the dart board will turn on its axis. After that, shoot the arrow by clicking "Start" button. If a student gets number 1, click "1" on the right side of the dart board, then the page will move to questions through a hyperlink. The last one is about guessing today's topic which can be used in a pre-activity stage. Several images related to today's topic are first covered with a blank page with a hole. When this is clicked, the hole will move to another image by animation in PowerPoint. Then students will have to guess what the images are and guess today's topic. From this activity, teachers can easily move to introduce the topic, and by predicting content, students also get higher motivation than previous lessons.



At the conference, many teachers enjoyed these activities and wanted to have these samples that I made. And even after finishing the conference, I got several e-mails from teachers who attended the conference because they wanted to share the ideas or activities. I think it was a good chance that I could know teachers really need a guidebook for multimedia-based materials in their classrooms. Without IGSE classes such as CALL, Designing Instructional Multimedia, and Materials Development, I wouldn't have even started to make any progress. However, to my great joy, I could accomplish this fruitfully, and I'm sure that you other IGSEans are ready to start as well. Therefore, stop worrying and just try to do it!

What I Gained from Poster Session



Sujin Park
8th Wave
Dept. of ELT Materials Development
sjpark@igse.ac.kr

Now, I look back upon what I've done for the last three semesters at IGSE. Like other IGSEans, I've been having a tough time and everything has been new and challenging for me. However, I learned a lot from everything at IGSE and I've gained a lot of great opportunities that I might not have had anywhere else. One of them is participating in the poster session at the 2010 ALAK conference.

To be honest, I hadn't ever attended an ELT conference until I entered IGSE. When I attended ELT conferences and saw our seniors' work and projects, I was so impressed by their great work in such a professional conference. At the same time, I always doubted if I could do it like my seniors. Even when Professor Kim suggested that we take part in the poster session at the ALAK conference, I kept asking the same question to myself "Can I? Can I?" Luckily, my proposal to the session was accepted by the conference organizer and all I had to do was make a great effort to prepare for the presentation.

The title of my presentation was "Developing speaking materials for EFL adult learners using a problem-based learning approach." That was the topic of my graduation project as well, but I didn't have confidence in the conference. I hadn't yet completed the work and I thought I had nothing to show to visitors. But, the professor and my colleagues encouraged me to give it a try. Just showing what I've done so far to people would be meaningful and the most valuable thing in the participation would be to get feedback from visitors and share more ideas. Indeed, I think that's the key reason why people participate in conferences.

Before the conference, I had hectic days preparing for the presentation. It seemed to me that the preparation for the poster session was more demanding than that for paper presentation because the displays had to be done very neatly and had to be well-organized. I prepared some materials such as the theoretical background, my findings and a sample chapter to explain my project in detail. Along with this, I made memo cards as an explanation for the sample chapter and it actually worked at the conference.

Finally, the ALAK conference started. Compared to paper presentations, the great advantage of poster sessions is to immediately give and receive valuable feedback with visitors in person. In general, visitors look around the displayed posters and appreciate the works; they can ask questions about the works to the presenter or give some advice. While I explained my project to visitors, I carefully bounced ideas off them about my work. It would be great if I could get positive comments from the audience, however, in fact negative ones were also valuable because I was able to do further study and come up with better ideas while exchanging ideas or opinions.

As a result of my participation in the conference, I gained a lot. Very luckily, I won the third prize from the poster session and I got constructive feedback for a further project. But most of all, I was able to build up confidence about myself and my project through this participation. Although I remained doubtful about my ability and performance before the conference, I finally gained an affirmative answer, "Yes, I can make it". And 'IGSE' helped me to get this simple answer.

A Rolling Stone Gathers No Moss

“A rolling stone gathers no moss” is a famous proverb. Even children know this proverb. But I’m still confused about its intended meaning. The proverb seems to have both a negative and a positive meaning. The first is that people who chase after brand new ideas in uncharted areas may have difficulty in becoming specialized in any one area. The second is that those kinds of people steadily improve themselves and do not stagnate. I want to weigh the latter meaning.

I have been a rolling stone. I love to use new technologies and explore new life styles. Because of this, my resume is full of various job experiences: a computer programmer, a media artist, a graphic designer, a video producer, a children’s storybook writer, a picture book illustrator, an educational material’s developer and so on. Some of my friends have wondered aloud what my main job is. Even I feel difficulty in deciding which my main job is. Luckily I can say that my most recent job is as a very young learners’ English educational material’s developer. Like synthetic art, this job needs artistic insight to choose appropriate illustrators for the story, a firm grounding in education philosophy to create the contents, and even an understanding of new media to effectively package all the contents such as songs, stories, pictures, and activities. Due to these characteristics of the job, my various job experiences are proving useful for me as I work on this project. Maybe, if I had gotten another job, my previous job experiences might have been useless. I am a lucky rolling stone.

Not all rolling stones can be so lucky. I often witness many successful people who have steadily exerted effort in one specific area. One of my mentors gave me the following advice: if you want to succeed in media art, you must keep working on the artwork. Then, someday you’ll see yourself a successful artist. However, I cannot follow his advice and have floated among various areas accumulating new knowledge and technological know-how. I admit that I am not a successful artist, and at times I feel amiss about my relative lack of success in the fine arts. But I have been satisfied with my life because I keep creating new artworks in various forms even though they cannot be considered ‘pure’ artworks. Fortunately, I got an opportunity to hold an exhibition with my drawings for a picture book. Nobody would think that the picture book is a work of art. But the content of the picture book could be artwork. Although I have worked in totally



Eunmi Yang
7th Wave
Dept. of ELT Materials Development
artfutura@igse.ac.kr

different fields with my art, I can still work on artworks with different media. My working ability has gradually evolved with the previous working experiences.

I have run a blog that provides useful English educational information. Two year ago, I wrote some information about IGSE. Since then, I have gotten many letters and questions about the IGSE admissions process. Through the texts on the blog, some people discovered my eccentric career. Then, they have asked me if there was any problem in applying to study at IGSE and if there was any difficulty working in the English education field without any teaching experience. Until now, I have had no problems and no special difficulty. Because of this, I have strongly encouraged them to apply and change their future careers. The most important thing when looking for a new job is if the job is good to nurture your aptitude. If you switch to a new job which fits you, you are more likely to work happily, and the possibility of success will be high. Another important thing is not to throw out previous job experiences. Most experiences have been accumulated as your ability. So, find a way to make your previous experiences useful for the next job.

A rolling stone may be a wanderer or a pioneer in life, but being a wanderer or a pioneer depends on your effort to find your aptitude and to utilize your experiences. Are you hesitating in applying to IGSE because your job or major is not related to education? Like me, you don’t need to hesitate. Many successful graduates of IGSE were brave rolling stones.

Contributing a Chapter to My Supervisors' Book



It has been a great honor for me to contribute an article to the book of my admirable PhD supervisors, Dr. Brian Tomlinson and Dr. Hitomi Masuhara. Four years ago, when I first heard about their plan to write a book on research-based materials development, I could not believe that my article would really be a part of the book; however, when I received an email from 'Continuum', the publishing company of the book, asking for the contribution of an article, I remembered the suggestion and happily accepted it.

Regarding the writing of the article, I had some constraints. First, there was a word limit for each chapter, around 5000-5500 words including references. At first, I thought that it was too many words for me; however, once I started writing, I soon realized that I needed a greater word limit in order to complete the article. Hence, controlling the number of words was challenging for me.

Second, meeting the due date was another challenging factor. When I was asked to write the article, I was given four months to complete it and the time passed quickly. In addition,



whenever I thought about the possible influence of the book, I became anxious. Under this ongoing pressure, I struggled to concentrate on writing. In fact, as a material development major, I could not help thinking of my MA course at IGSE without remembering Dr. Tomlinson's books



Hyeok Park
3rd Wave
Dept. of ELT Materials Development
parkgeo1@igse.ac.kr

which were considered EMD bibles. It was his book that gave me continuous inspiration to continue studying towards my PhD. Accordingly, writing the article seemed more stressful to me than writing my PhD thesis. It was not until I received positive feedback from Dr. Tomlinson that I felt relieved of that burden.

The third constraint was writing style. Dr. Tomlinson pointed out that a book chapter should be written in a reader-friendly manner, and it should be less formal than writing a thesis. Likewise, his general feedback of my first draft was that the writing style should be changed into a more reader-friendly style. Since I was not aware of the difference between writing a book chapter and writing a thesis, it was a good lesson for me. Consequently, I changed the whole structure into a more reader-friendly style by starting the article with a description of an improv drama scene. This narrative style beginning attracted a compliment from Dr. Tomlinson.

Now, the book has been published and is out on the market waiting to be read. Though my chapter occupies only a small part of the book, it is my first book chapter and it is a contribution to a book of my supervisors who I greatly respect. For these reasons, I feel at once proud and honored to have been a part of this project.

Park, H. O. (2010). Process drama in the Korean EFL secondary classroom: A case study of Korean middle school classrooms. In B. Tomlinson, & H. Masuhara (Eds.), *Research for materials development in language learning: Evidence for good practice* (pp. 155-171). London: Continuum.

What IGSE Gave to Me

Recently I came to enjoy hiking. The view from the top of a mountain, beautiful nature along the trails, and refreshing greetings from other hikers are what I like about hiking. But more satisfactory is when I return to where I started: exhausted in body from the long walk, but with a vivid sense of achievement.

Looking back on the days at IGSE, it seems that each semester was like hiking in the mountains. From the beginning to the end, hiking always gives me mixed feelings: overwhelmed at the majestic appearance of the mountains and the countless panting steps that I have to take, yet amazed at the beauty of harmonious living things – the comfort of green leaves and the warmth of the soil hiding under its outer magnificence. Likewise, the courses at IGSE overwhelmed me with the backbreaking steps of homework, books and presentations, but simultaneously satisfied me with the discovery of both new perspectives and knowledge, that I had not appreciated until then, and the skills that resided in me. That is why, when I completed each semester, I felt a sense of achievement, and was thankful for the support of other students as well as the best guidance from the native and foreign professors. Still, honestly, I thought of quitting several times. I could have been a dropout if I had forgotten why I wanted to go to the mountain named IGSE in the first place.

I started my teaching career at a middle school in 1998. As a novice teacher I made lots of shameful but understandable mistakes. However, the worst one was an idea that if my students were not good, it was their stupidity to blame, not me. Expectedly, I failed my first two years as a teacher, but I did not admit that my idea was wrong until I transferred to another school. The school had a home-visit week. All the homeroom teachers were supposed to visit each and every student of their homeroom class. The principal thought that the teachers should know their students well in order to teach them better. During the visits, I found that many of my students were living in harsh conditions. One student said, "I like to go to school because school lunch is the only rice I can eat." Another student lived with his little sister and grandmother in one small room. The window had been broken, but without money it was a hardboard paper that blocked the wind during the whole winter. Struck by the suffering of the students from poor family, I realized that I was not working hard enough. From then I changed. Repenting of my past recklessness, I thought about what I could do for them as an English teacher. Afterwards I tried my best to make my class effective. Later I decided to develop English materials that they could study after school



Kwangsu Uh
4th Wave
Dept. of ELT Materials Development
petalby@igse.ac.kr

because the classes at school were not enough for them, considering the private education students in the city areas were receiving. I continued developing English materials for self-study, but I was not sure whether they were effective or not. I needed an expert guide for my purpose. Later I found myself in the mountain of IGSE, and I could complete the hike two years later.

The two-year study in IGSE has been a great help to achieve my goal and more. First, it has provided me with many different perspectives about English learning. Every class at IGSE opened my eyes. Also I learned a lot from other students while talking about a variety of topics related to English teaching and learning. This knowledge and second-hand experience made me deeply understand what goes through a students' mind. The knowledge and experience were what I could not attain at other in-service training courses for English teachers. Secondly, the courses at IGSE made me a better skilled and more informed teacher. I not only became better at providing input, managing my class, and using tools for teaching, but I also gained many resources to use when faced with problems. Books, websites, and my previous experience are the ones that I frequently rely on, but the most precious resource is the IGSE network: the same hikers then, experts at present in the English educational field. Thanks to them, I can make informed decisions with confidence when faced with problems in my English teaching. Lastly, the outstanding courses at IGSE provided me more opportunities to work outside my school. After graduating, the expertise I learned at IGSE brought me many opportunities to develop English materials for preschoolers to middle school students. Fortunately I could publish a book as an author last year. The experiences as a teacher and the studious days at IGSE made it possible to have such precious opportunities to exert influences on students outside my school.

To enter IGSE I made a personal sacrifice. Whenever I asked myself if it was worth it, I was not hesitant to answer yes. Now, my answer is more than yes. As more experience in hiking better equips you, so did and does the study at IGSE to my teaching career. My challenge to achieve my goal is still in progress. With gratitude I hope that I can stand by my students as a helpful and understanding teacher as long as I can.



Immersion Programs for the New English Divide



Wonkeun Jeong
7th Wave
Dept. of ELT Materials Development
jwkeun@igse.ac.kr

Of the following opinions, how many do you agree with?

- The business of teaching English at Hagwons – especially for young learners – will continue to decline.
- Many parents regret, or will soon regret, the money and time they have wasted on early English education for their children.
- Public school education of English will keep improving and its future is bright.
- In ten to fifteen years' time, most educated Koreans will be able to communicate confidently in English as an International Language, but they will derive little benefit or privilege therefrom.
- Korea is currently, and will continue to be, short of bilingual experts in many areas due to the current English Divide being wrongly driven by money and vogue status.
- A new English Divide based upon learners' linguistic aptitude or talent should be promoted.
- Public schools should focus on lowering expectations for, and obsession with, so-called 'native-like' English, and instead concentrate on fostering motivation and confidence in communicating in English as an International Language.
- Through right choice and timely focus, private institutions could best raise bilingual students in Korea.
- Immersion programs, if properly developed and adapted, will be very useful for both the public and private teaching of English in Korea.

Last September the IGSE Research Center decided to study immersion issues in Korea and hosted a related seminar on the 4th of November. The idea was to bring together and share a

number of issues related to English immersion education in Korea and tease out ideas for designing immersion programs best adapted to the current Korean context.

The seven speakers' presentations were consistent and linked to the topic well. The seminar room was packed with more than the expected number of participants. Among them were IGSE students and graduates, many public school teachers, and people from the ELT business world. A number of newspapers also showed interest in the event. The immersion seminar proved to be a success, and the points set out above resonated throughout the seminar.

In the course of preparing the seminar, I talked to people from major players of business English teaching such as Chungdahm, Avalon, JS, Topia and ChildU to invite them to our event. They all agreed that their programs were based on CBI (Content Based Instruction) or immersion and their business environment was getting tougher and tougher. I also talked to a few mums. One of them said that she recently had her 12-year-old son, who had begun to learn English from 5 years-old, take a diagnostic test of English proficiency. She was shocked that her son's test result showed no difference from that of her friend's son who had learned English just for 2 years. She said she felt she'd been deceived by both the Hagwon and the media. I agreed.

Have you heard of the Google Translate app for the smart phone? This application allows you to use the microphone and say what you want to be translated. This permits convenient conversation especially for those people who need translation right away. The languages that accept voice input are English, Arabic, Spanish, Portuguese, Russian, Latin, Swedish, Japanese, Chinese, Korean, Hebrew, Italian, Malay, Ukrainian,

and many more. I downloaded the app to my phone and have tried it out several times. It's fun and it'll obviously be quite useful when traveling to other countries.

For me, the most impressive part of this seminar was that I was able to confirm the rosy future of English teaching in our public schools. The teachers' English proficiency as well as their teaching skills have shown a rapid improvement, and I found their obvious passion and devotion to English education simply amazing. In Busan, teachers have developed English immersion science textbooks for grades three to six. There are full sets of immersion textbooks for language arts, maths, science and social studies developed by teachers for EBS (Educational Broadcasting Service). In Kyonggi-Do, there is an Immersion Study Club where more than one hundred elementary public school teachers study English immersion programs and practice teaching English through a variety of immersion approaches. With these qualified and devoted public school teachers and ever-improving machine translation devices, do we still need to worry about our children's general English communication competence in the future? I think the only hurdles we would have to overcome are such mental things as exorbitant expectations, obsession with 'native-like' English, and a groundless lack of confidence in our learners' ability.

There is yet another dimension to English education, that is raising English 'experts' or 'professionals'. It is true that we still have many English teachers who do not really speak English, ambassadors who misinterpret messages of their English speaking counterparts, and international businessmen who resort to interpreters and translators. But, we should not expect our public schools to produce these kinds of English

professionals. This is the province of the private sector.

From this perspective, we can say we need to draw up a proper English Divide: that between 'hard-trained professionals' and 'amateurs' enjoying communication via an international language. However, the current English Divide in Korea is somewhat unwholesome, because it has been driven to a large extent by money rather than by the learners' talent or aptitude. As we all know, the mere ability to chat in fluent English is not enough to serve for professional purposes.

Interestingly, the immersion approach can represent the best fit, if properly designed, for both teaching amateurs and for training professionals. This is because of two key features of the immersion concept. The first is that the contents be suited to the cognitive level of the target learners to keep class activities interesting and fun. The second is an intensive feeding system that can bring about the greatest efficiency in learning the language under study.

It's time to think of how to develop a good English immersion programsuited to Korean context and make it help correct the distorted English Divide in Korea.

Two final questions:

- Who can, and should, initiate development of the wonderful immersion curriculum and materials properly designed and adapted to the Korean context?
- Who can best teach Korean learners of English with these immersion programs?

I can think of only one possible answer. Wanna hint? A four-letter word beginning with I and ending with E. Come on!!

Bring Only Your Passion for Learning

-English Education Program of IGSE School of Continuing Education (SCE)

"IGSE School of Continuing Education provides high quality of education service to anyone in the local community meeting their educational needs; thus, make a contribution to the improvement of national competitiveness."

This is the mission statement of IGSE School of Continuing Education (SCE), one of the affiliates of IGSE established to educate local residents. In order to achieve its mission, the SCE has been developing and operating diverse, specialized English education programs.

As a program to improve learners' English communication skills, the evening English communication course is operated throughout the year. Launched in September 2009 with two classes for elementary and intermediate level of learners, the evening English communication course has been steadily expanded with classes for a wider range of learners: an English communication course for beginners and advanced learners, CNN Listening class, and an OPIC preparation class. Additionally, an intensive speaking course designed to improve English speaking skills in a short time is run during the summer and winter seasons aimed at university students. With instructors' expert knowledge and teaching experience, SCE's English communication courses are growing both qualitatively and quantitatively with a continuous increase in reenrollment.

While the evening English communication course is designed for general English learners, an English for specific purposes (ESP) course is a communication program customizable for specific groups. The ESP course for librarians, a representative ESP program the SCE is running, is thoroughly designed based on research that librarians want and need to learn for their occupational purposes. About thirty librarians from nationwide university libraries annually attend this course and learn English actually required for their work places.

In addition to the English communication course, the SCE provides specialized programs dealing with English teaching methods utilizing academic and practical knowledge IGSE has accumulated. The IGSE YL-TESOL program, a five week training course for current and prospective teachers of English to young learners, operated from October to November in 2010. A total 102 trainees who successfully completed this program are now ready to work as English teachers at several kindergartens in Seoul and Gyeonggi province from March, 2011. The IGSE YL-TESOL program will be continuously run in 2011 with an upgraded curriculum which enables trainees to apply their knowledge immediately to real classes.

IGSE SCE is open to anyone who has a passion for learning. In 2011, IGSE SCE will continue to develop and operate education programs for learners from local community, corporations or public organizations. With more diverse and dynamic programs derived from a close needs analysis and customer oriented administrative services, IGSE SCE will actively help learners realize the joy of learning and achieve their lifetime goals, and thus, enrich their lives.

Library Reading Organization (LIB.R.O.): The Venue for All IGSEans

Just before the start of last semester, the *IGSE Library Recommended List* – a list of 20 books (conventional books and audio books) and 15 DVD titles, as well as a 150-page long annotated guide was compiled. The list was compiled to boost the efficacy of the collected authentic materials in the IGSE Library. After the list was completed, the guides were exhibited at the Main Circulation Desk and in the Independent Shelf. Also the titles uploaded on the school website to advertise it. Yet, it did not seem the most effective way of promotion.

A more direct and immediate method to advertise the list and the importance of authentic materials to busy IGSEans was needed, and organizing a "club that utilizes the list" was proposed as the solution.

With the help of two dedicated people who are interested in authentic materials – Professor Philip Hiver and 7th wave Jihyun Lee – LIB. R.O., the newest student club was born. LIB.R.O. is an acronym for LIBrary Reading Organization. Although it has "reading" in its title, we do not limit our activities to reading. The club aims to cultivate the potential of authentic materials as language learning aids. To fulfill the objective, the members select authentic materials based on the *IGSE Library Recommended List* and get together on a weekly basis to discuss plots, favorite lines, or possible discussion topics. There are 11 enrolled members (including two enthusiastic alumni) and about 7 members attend each meeting.

There are two main achievements of LIB. R.O. First one is the sharp increase in check-out rates of some of the recommended books. In March of 2010, there were no authentic books for adults in the top 30 checked-out books, yet in December of 2010, 5 books of the top 30 were from the *IGSE Library Recommended List*. Second one is that the LIB. R.O. has created a venue for all IGSEans – the current students, alumni, professors, and staffs. The members include not only the students but also 2 alumni, 1 IGSE staff, and 1 professor. While the other clubs invite only students to be members, we welcome all IGSEans, and this has ensured a better experience for all IGSEans.

Not being satisfied with our current achievements, LIB. R.O. is seeking ways to broaden its horizon further. One way is to expand its activities to the online community. In cyber space, the members can more freely express themselves and their feedback can be effectively accumulated for future activities, such as updating the recommended list. Furthermore, even future IGSEans will be able to get a glimpse of what LIB.R.O. is about.

As the librarian of the English education specialized library, I am proud of our accomplishments. LIB.R.O. will evolve to be the best possible IGSE club and I will continue to contribute to that end.

Welcome to the 2011 Korea Spelling Bee

Nahm-Sheik Park
President



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

Good afternoon and welcome to National Spelling Bee 2011.

My sense is that you are all very deep into spelling. All of you are spelling aces, right? And I know you have a bee in your bonnet about becoming spelling bee champion today. All that's on your mind right now is becoming the last person standing this afternoon. Isn't that right? I don't blame you. Not one bit. Who wouldn't want to be the champion today? However, it should be more about participation than just winning. At least, that's what I think. While winning would certainly be enjoyable, mere participation should also be quite a bunch of fun.

Your being here today means that you are something special already. Let me remind you at this point that today's spelling bee is more than a mere contest of orthographic skill. It is just as much a celebration of your overall English competency. You are already able to communicate in English pretty well, aren't you? That's something we should all take great pride and delight in.

They say that good things are theirs that enjoy them. So, enjoy your command of English in today's spelling bee and be happy. Let the chips fall where they may. Don't you worry too much

about how things will play out this afternoon. May the best speller win and go on to the SNSB in D.C. come June. At the same time, though, remember that those who fall today may rise tomorrow. This is not going to be the end of the line. This is not the end of the world. Tomorrow is another day. Next year is another year. Besides, many of the greatest people have not necessarily been the best of spellers.

Anyway, today is your day to shine in the sun. The stage is now all yours. May this spelling bee spell loads of fun for yourselves and your audience as well. This spelling bee is all yours for the enjoying. This is your party, your ball. Have a whale of a time.

Thank you for your attention. Above all, thank you all for being here with us today for the fun of it or for the thrill of it, if you will. God bless you.

I have one final order of business before I leave the podium. On today's panel of judges is a very special guest from the United States. He is currently a distinguished professor of the classics at the University of Vermont and an equally distinguished SNSB champion of the early 1980s vintage. Shall we all stand up and salute Dr. Bailey with a round of applause? Thank you.

News & Events

IGSE News

2010 Seminar on ELT Immersion

On November 4th, the IGSE Research Center hosted the '2010 ELT Immersion Seminar'. Seven invited guest speakers, including Professor Maeran Park from Pukyong National University, gave lectures on the topic of 'ELT Immersion'. Around 80 primary teachers, secondary teachers, IGSE graduates and students were in attendance.

Special Lecture

On November 23rd, IGSE hosted a special lecture by Dr. Richard Day

(University of Hawaii at Manoa) entitled 'Comprehension & Fluency in EFL Reading Instruction'.

2011 National Spelling Bee

The 2011 'National Spelling Bee', which was hosted by IGSE and sponsored by Yoon's English Academy, took place at Konkuk University on February 23rd. IGSE President Nahm-Sheik Park made a welcoming speech. Professor Myongsu Park of IGSE was on the panel of judges.

Student News

- IGSE students made presentations at the Korea Association of Multimedia-Assisted Language Learning (KAMALL) conference at the Hankuk University of Foreign Studies on 23 October 2010.

1. Using QR Codes for ELT Activities

Ryunkyeong Lee, Sunmi Lee, Myeongju Park, Sujin Park, Hyunjin Ryu (8th Wave, ELT Materials Development) and Sungshim Yang (9th Wave, ELT Materials Development)

2. Academic Writing Using an Academic Corpus

Minkyong Lee, Minseok Choi, Jungsun Hong (8th Wave, English Language Teaching), and Byunghwa Cho (8th Wave, ELT Materials Development)

- IGSE students made presentations at the Applied Linguistics Association of Korea (ALAK) Conference held at Korea National University on 4 December 2010.

Poster Sessions

1. Developing an ELT Curriculum for Young Learners in Child Welfare Centers

Youngeun Lee, Jooyoun Jeon, Minseok Choi (8th Wave, English Language Teaching), Sooyeon Lee (8th Wave, ELT Materials Development)

2. Developing Speaking Materials for Adult Learners Using Problem-based Learning (PBL) Approach - Encouragement Prize

Sujin Park (8th Wave, ELT Materials Development)

3. Developing an ELT Library Program with Series Books

Seunghyun Lee (8th Wave, ELT Materials Development)

4. Developing a Task-based Essay Writing Material Based on Process - and Product-oriented Approaches for High - Advanced Level Elementary School Students

Hyunjin Ryu (8th Wave, ELT Materials Development)

5. Analysis of Definite Article Use in Writings of Advanced Korean EFL learners in Korea

Ryunkyeong Lee (8th Wave, ELT Materials Development)

6. Developing a Textbook-Based English Diagnostic Assessment System for Korean Middle School Students

Sunmi Lee (8th Wave, ELT Materials Development)

CALL Session

1. Developing Online Activity Guide for English Teachers - Encouragement Prize

Minkyong Lee (8th Wave, English Language Teaching)

Alumni News

- Eunmi Yang (7th Wave, ELT Materials Development) has been elected exhibition manager for the '동화데이' event and exhibited her children's story books. The exhibition ran from 12 to 21 November at the Gallery 'I'M in Paju'.

- Hyeok Park's (3rd Wave, ELT Materials Development) thesis has been published in *Research for Materials Development in Language Learning: Evidence for Best Practice* compiled by Professors Brian Tomlinson and

Hitomi Masuhara, distinguished scholars of materials development, and published by Continuum in the UK.

- Hyun Jung (4th Wave, English Language Teaching) presented his work 'Small Corpus Build & Use' at the 2011 KATE SIG Conference at Konkuk University (8 Jan 2011).

News & Events

Faculty News



Myongsu Park

- **Publication**
 - Park M & Kim S H (2011). 'How to extract domain-specific vocabulary in ESP for librarians and aviators'. *English Language Teaching*, 23(1).
- **Professional Activities**
 - 'Practical Issues of EFL Listening and Speaking for Korean Teachers of English'. Lecture at Busan Education Training Institute (Dec 2010).
 - Supervision of government-endorsed Business English Textbooks (Dec 2010).
 - Introduction to Early English Education. Lecture. YL-TESOL of IGSE-TTI (Nov 2010).
- **Presentations**
 - Park M (2011). 'Using Corpus Internet Resources in the Classroom'. KATE SIG 2011. Konkuk University, Seoul. (Jan 2011).
 - Park M (2010). 'Hard Truths on Teaching English in English (TEE)'. Plenary talk at the colloquium of The 2010 International Conference of the Global English Teachers Association, Gwangju University of Education, Gwangju, Korea (Dec 2010).
 - Park M (2010). 'Computer-based analysis of interlanguage'. Invited talk at the 25th SIG Conference of the Korean Society at Ewha Women's University, Seoul, Korea (Dec 2010).
 - Park M & Kim S H (2010). 'Extracting Domain Specific Vocabulary in ESP for Librarians and Aviators'. Paper presentation at the 2010 International Conference of the Global English Teachers Association, Gwangju University of Education, Gwangju, Korea (Dec 2010).



Youngkuk Jeong

- **Publication**
 - Jeong Y K (2010). 'Exploring Key Features of the Oxford Advanced Learner's English-Korean Dictionary', *Journal of Korealex*, 16, 269-295.
- **Presentation**
 - Jeong Y K (2011). 'Understanding and Using English Dictionaries'. KATE SIG 2011, Konkuk University, Seoul (Jan 2011).
- **Professional Activity**
 - Leader, Workshop Abroad (EMD), University of Chichester, UK, 16 ~ 31 Jan 2011.



Youngwoo Kim

- **Professional Activities**
 - Managing IGSE Immersion Research Project.
 - Managing IGSE Staff Research Project.

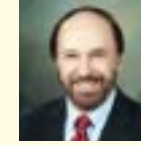


Hyeong-Jong Lee

- Newly appointed in 2011.

News & Events

Faculty News



James Forrest

- **Lectures**
 - Gave a presentation on IGSE's CELTA course at the KOTESOL PAC International Conference held at Sookmyung Women's University (Oct 2010).
 - Presenting on 'Cambridge English Exams for higher education - recruiting international students with the right level of English', to Korean Education Agents at the Credu Institute (March, 2011).



Philip Hiver

- **Lecture**
 - 'Improving Elementary Teachers' Writing Skills' (총무초등학교) jointly organized by the Seoul Metropolitan Office of Education and KOTTI (Jan 2011).



Hyeok Park

- **Publication**
 - *Process Drama in the Korean EFL Secondary Classroom: A case study of Korean Middle School Classrooms*. In B.Tomlinson & H. Masuhara (eds.) (2010). *Research for Materials Development in Language Learning: Evidence For Best Practice*, London: Continuum.
- **Professional Activities**
 - 'Drama in Class'. A workshop for Native English Speaking Teachers in the Kangdong District, IGSE Language Centre (Dec 2010).
 - 'Classroom Observation for English Native Speaking Teachers', at the Seoul English Education Center (SEEC) in Gapyung (Dec 2010).



Youngae Jung

- **Lectures**
 - 'Classroom Observation for English Native Speaking Teachers', at the Seoul English Education Center (SEEC) in Gapyung (Dec 2010).
 - 'Extensive Reading for Elementary School Teachers', 영어직무연수, at Seoul National University of Education (Jan 2011).