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# AGORA



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# Wake up and Smell the Coffee (and the Roses)



Nahm-Sheik Park  
President

Don't be surprised if I tell you up front that deceit may well be a malignant tumor growing on Korean ELT today. A case in point: completely unsubstantiated claims about English for young learners (or EYL). EYL has long been touted as a magic bullet guaranteed to make every student fluent in English. With EYL in the middle of its second decade, is this promised miracle becoming a reality? Far from it. EYL is anything but a silver bullet. It is just another bullet and a highly cumbersome one at that. It is the height of deceit to speak of EYL as an ELT cure-all. A reality check is long past due.

Also, we have long been brainwashed into thinking that English is best taught and learned through Korean, not through English. However, over half a century of this practice has proved beyond the shadow of a doubt that the Korean-language bridge to English is a bridge to nowhere. It is about time we got real and put behind us the disingenuousness of dodging behind the Korean-language shield.

Still another inconvenient truth: An article of faith widely accepted in Korea today is that production is the only thing that really matters, reception deserving barely any shrift. We have thus sort of been in denial about reception being a prerequisite to production. This is deceit, pure and simple. Only in the soil of reception can any production take root. No reception, no production. *Period.*

Also at issue is the structural focus of current Korean ELT. The snail's-pace parsing involved here is out of synch with what actually happens in real-life communication. So is the concomitant shortchanging of phrasal idioms. Aren't we missing out on the forest for the trees? We must put an end to the duplicity rife in our ELT today that this practice is a necessary evil. It's just a whole lot of hocus-pocus. What it is, in fact, is a slow-motion train wreck waiting to happen.

What also gravely mars Korean ELT is the strong hand of governance. From materials development to teacher certification to curricular administration, it is tied up in, and often chokes on, a daunting laundry list of governance strictures. There is little room left for creativity. This kind of efficiency-averse governance is not in the best interest of Korean ELT. The falsehood of the position that it is must be laid bare for all to see. Least governance may in fact be best governance.

Lastly, private-sector ELT often gets the shaft from public-sector ELT for much of what is wrong with our ELT. If public-sector ELT had done its job well, would there be any margin left for private-sector ELT? Rather than play this silly blame game, public-sector ELT should issue a mea culpa and begin mending its ways. There may even be some scope for the two sectors to flourish symbiotically.

No more (shell) games, please. Plain dealing is best. Let's be honest to ourselves and to the country. Although it hurts, the truth is what our ELT sorely needs if it is to get back on track. The truth shall make us free (to rise and shine). Our time has come. All hands on deck. If not us, who? If not now, when?



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## Introduction of an IGSE Course

## Development and Use of English Dictionaries

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The course on dictionary study is quite rare in Korea. As far as I know there are only two universities in Korea which offer the course: IGSE and Yonsei University. The reason why the course is opened only at limited institutions is, I presume, not because the contents of the course are unimportant, but because the academics have not paid due attention to the roles of the dictionary in ELT yet.

The study of dictionary, or lexicography, is comprised of two sister branches: the study of theoretical aspects of dictionary, and that of the practical aspects of dictionary. The former is called metalexicography and the latter practical lexicography. The main research areas of metalexicography include the history of the dictionary, the typology of the dictionary, the information structure of the dictionary, the use of dictionary, and so on. On the other hand, practical lexicography is related to the processes of compiling dictionaries, such as collecting data, selecting headwords, and writing definitions.

At IGSE, the course on dictionary study was opened with the establishment of the school in 2002. As shown above, the study of lexicography intends to delve into both sides of one coin: metalexicography and practical lexicography. Accordingly, this course, *Development and Use of English Dictionaries*, focuses on both aspects of the study, but mainly on the metalexicography, especially on the effective use of diverse types of dictionaries for ELT, and partly on the understanding of dictionary developing processes. The objectives of the course are as follows:

- to understand types and uses of ELT learner's dictionaries
- to understand types of information in learner's dictionaries
- to make a comparative study of learner's dictionaries
- to be able to carry out a survey on the use of dictionaries
- to understand the process of dictionary compilation
- to understand the importance of teaching effective use of dictionaries

Not surprisingly many of the students who enroll for this course suppose that they are already quite knowledgeable about English dictionary uses. They even wonder whether there would be enough topics in the course to be covered during a whole semester. As the semester progresses, however, they come to realize that there are many more issues in the world of dictionaries than they think they know.

While teaching the dictionary course at IGSE, I am happy to hear many students confide that they are thrilled to have their eyes opened widely to the value of English dictionaries in ELT. In addition, the other fruit of the course is that, until now, as many as 6 students have published their papers on dictionary use in refereed academic journals, and were entitled to receive an MA thesis waiver at IGSE. I hope more and more students will be able to enjoy the happiness of having their papers on dictionaries published.

## Don't You Want to Study Developing and Using Dictionaries?

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Before entering IGSE, I had never thought of a dictionary as an object of study-I merely thought of it as a tool for study. When I happened on the title "Developing and Using Dictionaries" on the course lists, I found it unique and became curious about the course. A lot of other students were also interested in this course, but the rumor that it's a very tough course to take kept them from registering. Ultimately, I became one of the four students who took the course.

Not much later, the rumor turned out to be true. The main textbook, *A Handbook of Lexicography* written by Svensén, had vast amounts of information. Moreover, I could rarely understand the book because it contained lots of new terms and concepts.

In the class, Professor Jeong encouraged students to ask questions and have a conversation on the topics, rather giving a lecture. The major topics were the structure and components of a dictionary including headwords, meaning descriptions, examples, idioms, and so on. It took a great deal of time to become familiar with analyzing what a dictionary consists of. I hadn't focused on the elements of a dictionary, but had just thought that the differences between dictionaries were in shallow aspects such as the number of headwords and the layout. The fact is that each dictionary carries contents in different ways according the lexicographer's belief about what benefits its target users. Not only the way of offering contents but also the content itself differentiates dictionaries. They provide different definitions, examples, and idioms for the same word.

I was given ample opportunities to investigate various dictionaries throughout the semester. As an expert in lexicography, Professor Jeong had a huge collection of

dictionaries, from ones for English language learning such as collocation dictionaries and American-culture dictionaries, to ones for other purposes. He even showed us a dictionary published in North Korea. It was also good to be introduced to major articles in lexicography by the Professor. All the students appreciated his effort to help us experience as many dictionaries as possible and to deliver his knowledge to us. Thanks to the small size of the class, students could learn in a mellow atmosphere.

The course was very interesting and useful, but I regretted that I didn't fully absorb what I learned in the course. If I had mastered the lexicographical terms, I would have understood more. I recommend that you refer to the dictionary of lexicography and keep a note for new terms as you take the course.

At the end of the semester, every student wrote a paper on dictionaries. Students selected their own topic such as collocation dictionaries and children's dictionaries. I wrote about English-English-Korean dictionaries. It was a good chance to review the course.

As a language learner, I realized that a dictionary is more than a tool for looking up vocabulary; it is a combination of necessary information for language learning. As a student studying English teaching, I realized that it was necessary to teach English learners how to select appropriate dictionaries and how to make full use of them. In Korea, the importance of teaching dictionary use has been ignored. Why don't you take the course next semester and make better use of dictionaries for both your learning and teaching?

# 2011 IGSE Distinguished Lecture Series

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On June 1 and 2, another Distinguished Lecture Series for the 2011 Spring semester attracted an eager audience. I would like share my reflection on the four lectures given by the two guest speakers: Professor Hilary Nesi of Coventry University and Professor Simon Borg of the University of Leeds.

In her lecture *Using Dictionaries for Teaching and Learning*, Dr. Nesi noted that since the advent of CD-ROMs, cellular phones, and personal electronic device (PED) type dictionaries, dichotomies have been merging between the varieties of dictionaries. She then introduced results from surveys of student and teacher preferred dictionary type Teachers recommend monolingual print dictionaries; however, students prefer bilingual electronic dictionaries. Moreover, ESL teachers opt for monolingual dictionaries to help learners with different first languages work together, particularly when the teachers do not know the learners' first languages. Dr. Nesi continued by describing how dictionary types possibly influence a learner's deep cognitive process. She noted that "if material is more difficult to process, learners will become more cognitively engaged, and this will lead to better long-term learning and

retrieval. Speed and ease of e-dictionary consultation might impact negatively on the retention of information." Print dictionaries require learners to make more effort than e-dictionaries. While using print dictionaries, learners can be exposed to many entries on one or two pages. Another point was that in many popular e-dictionaries, such as Daum, Yahoo, and Naver, are becoming much better than in the past. Furthermore, Dr. Nesi introduced that users of e-dictionaries can be actively involved in their improvement. Errors in information can be easily corrected, through the use of wikis, blogs, and other forms of on-line bulletin boards. Consequently, in theory of bottom up lexicography, the indigenous users should collaborate or correct dictionary misinformation.

In her second lecture, *Corpus Design and Development*, Dr. Nesi presented a list of currently available corpus and e-dictionaries as well as a few exclusive online corpora. One of the impressive factors in Dr. Nesi's lecture was her fair understanding of the Korean context. To conclude her lectures, she remarked that in the era of dictionary users as contributors/critiquers, language teachers can keep pace by referring to e-dictionaries and corpora in the classroom; eroding concepts of e-dictionary consultation as a secret activity; inviting learners and colleague teachers to share and compare PEDs and e-dictionary websites. In sum, Dr. Nesi stated one should investigate ways to integrate corpora and dictionary websites into their research and teaching. One may also contribute to corpus and e-dictionary development.

Dr. Simon Borg's lecture on *Doing good quality research* was

a timely presentation as it represents a hot topic at IGSE. Therefore, Dr. Borg's short depiction of U. K. universities was relevant to IGSEans' academic lives. In the U.K., students who pursue a master's degree have to complete their theses within one year.

I was happy to listen to the familiar topic of Dr. Borg's second lecture: *Teachers' beliefs and practices in teaching grammar* - IGSE students should be well aware of pedagogical approaches in ELT-. After providing examples of presentation-practice-produce (PPP), task based learning (TBL), focus on form, inductive vs. deductive activities, input enhancement, explicit vs. implicit corrective feedback, and output vs. input practice, he claimed that teachers should be eclectic in their pedagogical approaches choosing and synthesizing the best elements, principles, and activities of different approaches to grammar teaching. Then moving on to the topic of the teacher development, his remark, "Ten years' experience is not equal to ten times repetition of one year," was a catchy phrase for me for I am likely to have many more coming years of teaching. Speaking of becoming an experienced and reflective teaching expert, he suggested that teachers should reflect on their teaching sessions; recording processes of class thinking of alternative teaching methods for different types of learners and emphasizing objective assessment of students. For learners who are good at receptive skills, but are not proficient in specific grammatical features, being exposed to different contexts containing the same target grammar would help.

I learned a lot from listening to not only the two professors, but also to a few of the audience questions and the subsequent answers from the lecturers. At the time of the distinguished lecture, a few of my classmates and I were in the middle of designing a grammatical syllabus which included sample lessons for teaching young North Korean refugee adults. One of my teammates for the syllabus design asked Dr. Borg about

teaching grammar to low level learners. For the low level learners, Dr. Borg suggested not to start language instruction with grammar. I was slightly discouraged due to my concern that my team's syllabus design was under the influence of the target learners' urgent needs rather than fundamental, theoretical background. Still, it was constructive to receive a second opinion for improving the syllabus design.

IGSE provides us students the opportunity to stay in tune with what is going on in the realm of practice research in ELT, including the U.K., where the guest speakers were from. I now realized the privilege I had by talking face-to-face to writers of academic works. During the summer break, and now in the 2011 Fall semester, while I currently take ELT and Vocabulary Learning, I occasionally come across Dr. Nesi's name as an author of academic journal articles on vocabulary learning and teaching. As a reader, I use my imagination as if I were listening to her, a person full of laughter and down-to-earthness, read her works aloud to me.

I would like to express my gratitude to my fellow student, Jiny Hyejin Park (9<sup>th</sup> Wave, Dept. of ELT Materials Development), who kindly shared lecture-related information with me. My essay could be completed with her contribution.

# One-, Two-, Three- and Four- Parameter Models: Item Response Theory Made Easy?

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Item response theory (IRT) is a statistical modeling approach to explain what led an individual to respond in a certain way to an item on a measurement instrument. This IRT model is based on the theory that an individual's expected performance on a particular test item is a function of both the level of difficulty of the item and the individual's level of ability. That is, in IRT, a person's trait level is estimated from a pattern of responses to test items, and any person's responses on a test are seen as some indication of the person's ability on the latent variable. This is congruent with a notion that psychological constructs, such as language ability can be conceptualized as latent variables underlying behavior. Item responses can be discrete or continuous and can be dichotomously or polytomously scored. Item score categories can be ordered or unordered and there can be a single ability or multiple abilities underlying test performance. Typically, two crucial assumptions are made in specifying IRT models: One relates to the dimensional structure of the test data, and the other relates to the mathematical forms of the item characteristic function or curve denoted item characteristic curve (ICC). To clarify the first assumption in IRT, the concept of local independence may also need to be clarified. In short, local independence means that the probability of a correct response of an examinee to an item should not be affected by responses to other items in the test. In reality, this assumption is violated if, for instance, the content of an early item in a test provides clues as to the correct response for a later item; in that case, the two items will be correlated more highly than they should just based on the trait that they have in common. Unidimensionality, one of the two IRT assumptions, denotes that a single latent trait underlies each person's

performance on each test item. Under this assumption, the observed score on a test is a function of this latent trait, and the error in an observed test score is also a function of this latent trait. This means that the impact of error on observed test score may vary with different levels of ability. Based on this assumption, IRT is applied in measuring the construct of interest with any set of test items which measure that unidimensional trait. This allows for the possibility of measuring the construct by administering different items to different people. These characteristics of IRT make possible several applications, which include calibration of item banking, computerized adaptive testing, minimizing misclassification errors in mastery testing, assessing change in ability over time, test equating, scaling and linking.

The second assumption of IRT has to do with the item response function (IRF). The population graph that plots the probability of a correct response at varying levels of the latent psychological trait for a single item is posited at the center of IRT. The IRF is fitted to the empirical response function in the process of estimating the parameters of each test item. Some of the IRT models are based on the form of the normal ogive. This function is approximated by the logistic ogive, which is known to be mathematically easier to work with. In general, with the common IRT models, the number of parameters in the mathematical function used to describe the item dictates the form of the IRT, resulting in what has been generally referred to as the one-, two-, and three- parameter models. In a three-parameter IRT model, the parameters that describe different aspects of an IRF include the difficulty and the discrimination of the test item, together with the pseudo- guessing parameters.

These three parameters are usually referred to as the "b" (=difficulty), "a" (=discrimination), and "c" (=guessing)" parameter of the items respectively, and applications of IRT rest on the estimation of these item parameter values (i.e., b, a, and c) of the IRF.

The item difficulty parameter "b" is defined at the center of the IRF. That is, on the center of the fitted IRF that matches down to the standard score scale of the horizontal axis, the difficulty of the item is identified as the location on the trait scale of the center of the IRF. The center point of the IRF is also the point at which the acceleration of the function changes from a positive acceleration to a negative acceleration. It is at this point that the slope of the curve is maximum. The item discrimination parameter "a" in IRT is proportional to this maximum slope. That is, item discrimination parameters in IRT influence the steepness of the slope of the IRF curves. Hence, items with higher a parameter values are more strongly related to the latent variable  $\theta$  and have steeper IRF curves. Item parameters are analogous to factor loadings in confirmatory factor analysis because they represent the relationship between the latent trait and the item responses.

The third parameter "c" shows the probability associated with the lower end of the IRF. This guessing parameter represents the probability of a correct response for examinees with very low latent trait levels. In a three- parameter model, a test item is described in terms of all three parameters, whereas in a two- parameter model, only the a and b parameters are used to describe the IRF, assuming that the c parameter is 0. In a one- parameter or Rasch model, the items are described only in terms of their item difficulties b, assuming that all the discriminations are the same or equal and that the c parameters are all 0. To estimate parameters of any of the three models, BILOG-(MG) program, which requires that some assumptions be made about population distributions, uses marginal maximum likelihood estimation method. Just like the other item parameter estimation programs, such as LOGIST, BICAL, ASCAL, and

RASCAL, BILOG-(MG) also arbitrarily defines the zero point (i.e., the center point value) of the  $\theta/b$  continuum. In the two- and three- parameter models, the zero point of the scale is typically defined as the mean of the abilities of the sample whose data are used in the item parameter estimation. In the one-parameter model, sometimes the center point of the scale is defined as the mean of the item difficulties of a set of items.

A four-parameter logistic IRT model is based on the assumption that even high-ability examinees do not always answer test items correctly, even though the given items are considered to be easy ones. This phenomenon may be detected when high-ability examinees are careless or they might have more information than test items are intended for the test. The difference between a three-parameter model and a four-parameter model is that the ICC may have an upper asymptote less than 1. The following model specification may make this issue clear:

$$P_{ij} = c + (1 - c) \frac{e^{a_j(\theta_i - b_j)}}{1 + e^{a_j(\theta_i - b_j)}}$$

where D is a scaling constant equal to 1.702. However, as we may not have any practical gains from this four-parameter model, this model may need to remain to be of theoretical value.

In this column, I have given a cursory look at two crucial assumptions of IRT, four different parameter models, and several possible applications of IRT models. In the next issue of AGORA, I hope I will be able to address IRT with the specificity of language assessment and second/foreign language research with easier (?) words.

# The Telling of a Story: Part 1

Andrew Wright, in the introduction to his book *Storytelling With Children* (1995), eloquently presents the importance of storytelling in the classroom:

We all need stories for our minds as much as we need food for our bodies: we watch television, go to the cinema and theatre, read books, and exchange stories with our friends. Stories are particularly important in the lives of children: stories help children to understand their world and to share it with others. Children's hunger for stories is constant. Every time they enter your classroom they enter with a need for stories. (p.3)

I would add to Wright's words by saying that it is not only children who hunger for stories, but adults as well. Stories are part of our lives; it is through stories that we communicate with one another. As a means of communication, stories in the EFL class contribute to the building of necessary skills. First, however, what storytelling is not and what it is.

Storytelling is not simply a tool to be used as a filler, to be used during those classes following final exams, to be used for classroom management. Storytelling is not meant to be solely used in writing and reading classes (as one respected teacher told me it should). Storytelling is not an activity to merely entertain students. Nor, is storytelling only to be done by the teacher.

Storytelling is not a passive instructional activity; it is, however, a vital instructional tool for all occasions. It is a tool that can be used during any period of instruction or lesson: class opener or ice breaker; introduction to new concepts or

vocabulary; review of target language. Storytelling can be used to inspire, involve, and engage students in their learning. Rather than teachers telling stories, students create and tell their stories. Stories can be created individually, in small groups, even by the whole class. Once created, stories become a source of interaction, role play, discussion, and learning. When storytelling is used in the classroom, "essential concepts, ideas and instructional goals" are weaved into the story and the storytelling process (Armstrong, 1994: p. 66).

Storytelling "is a creative art form that has entertained and informed across centuries and cultures" (Tsou, Weng, & Tzeng, 2006: p.17). While this truism represents how learning in the past relied on the exchange of stories, for the EFL class, this assertion as a rationale is not enough.

Consider Lerstrom's view that "professional and personal success is related to a person's ability to speak, listen, read, and write effectively" (Lerstrom, 1990: p.3). For EFL learners in Korea this belief is intensified by the societal need for success, and English is one of the keys to that success. To help achieve this success, Pesola (1991) suggested that storytelling is "one of the most powerful tools for surrounding the young learner with language" (p. 340). When trying to understand the process through which young children learn a language, we are often inundated with the truism that much of the language children learn reflects the language and behavior of the adult models they interact with and listen to (Strickland & Morrow, 1989). This truism should not be relegated only to children, but to adult language learners as well. Isbell (2002) pointed out that "listening to stories draws attention to the sounds of language and helps develop a sensitivity to the way language

works" (p. 27). Research has shown that many stories that work well include repetitive phrases, unique words, and enticing description (Isbell, 2002). These characteristics encourage learners to actively join in to repeat, chant, sing, or even retell the story. This kind of voluntary oral classroom participation is believed to correlate positively with students' academic achievement (Ellis, 1988). Furthermore, this oral practice in the language classroom is important to the language learner's overall oral language development, especially for the EFL learners whose language practice only occurs in the language classroom (Tsou, 2005).

Although the benefits of storytelling are transparent, and research shows that it is a powerful and practical teaching tool for both teachers and learners, there is reluctance to integrate it into the language classroom. Informal surveys over the past few years have indicated that teachers at all levels have difficulty integrating storytelling, particularly at the higher grade levels. Some of the common reasons for this difficulty are lack of skill or experience integrating stories into the curriculum, lack of appropriate follow-up material, and, in many cases, the perceived lack of personal skill in telling stories. These findings are very similar to those of Tsou et al. (2006), who also noted that teachers in Taiwan struggled with having to contextualize cultural differences found in story material, which were mainly from English speaking countries.

These common reasons, however, should not be viewed as walls preventing storytelling from being incorporated into EFL classrooms. They should be viewed as minor hindrances. Storytelling is not a complex myriad of activities, actions, and words; it is the simple deliverance of thoughts and ideas-

created or learned. Practical and doable activities for storytelling in the EFL classroom will be provided in *The Telling of a Story: Part 2* in the spring edition of *Agora*.

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# It's the Scope and Sequence!

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Interview with **Yeonkyung Bae**  
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Ph. D. in progress at Coventry University, UK.

Every time I hear stories of my IGSE seniors who are studying abroad, as I am struggling to keep up with my classmates' activities, I really want to know about their lives. Yeonkyung Bae, a 5th wave senior, published a book with Prof. Jeong Young-kuk in 2009 and went to study abroad with her family for her Ph. D. coursework at Coventry University in the UK. She has been active in conferences in the field of ELT and lexicography. On a fine fall day, I invited her to this interview while she was studying in the IGSE library.



**Hyunjin Lee:** I feel really honored to meet you and introduce your experiences to my school friends. Have you completed your Ph. D. course yet?

**Yeonkyung Bae:** I am also greatly honored to talk to you on such a special occasion like this! No, I have not yet completed my research. It has been two years since I took up my studies, and now I have returned home to write my thesis.

**Hyunjin Lee:** I have heard about some seniors studying in

the U.S. but never about one studying in the UK. What made you decide to choose the university?

**Yeonkyung Bae:** I had no particular preference as to where to study. It happened quite naturally. Since the UK is the leading country in dictionary production, and my research interest was related to lexicography, I did not need to think long. If you decide to continue your study, the first thing you should do is to choose the right supervisor. In my case, my supervisor, Professor Hilary Nesi, is a renowned researcher in lexicography, so I was already familiar with her work. I was so deeply impressed with her lucidity and rigor whenever I read her articles. So I was more than happy to be accepted as her research student at Coventry University.

Another reason for choosing a British university was that it has a relatively flexible academic system. You do not need to spend too much time taking mandatory coursework when you study at a British university. Researchers' autonomy, communication with their supervisors, and the quality of these—these are what are most important in the British Ph. D. program. I thought I could make the most of this system because I had to get back as soon as possible once I completed the necessary coursework. It took me about one and a half years—quite a short stay, indeed.

**Hyunjin Lee:** English skills are considered crucial for studying abroad. How can we achieve English competence to manage school life abroad? Did your experience at IGSE help you study in the UK?

**Yeonkyung Bae:** The experience during IGSE must be your most valuable asset for doing a Ph. D. I am more than certain that IGSE's master's program in ELT is better than any other universities in the world in terms of coverage and depth. If you

succeed at IGSE, you cannot be too confident. You will not find that studying abroad is much different than studying at IGSE.

As to your English proficiency, I do not think you should worry too much. Actually, the English literacy required for further education is not different from what you have to learn in Korean. It might take a little more time when you communicate in English. But imagine writing in Korean; you also need the same amount of time and concentration as in English when you want to deliver your ideas clearly and coherently. It is about how well you are trained to read and write—so you do not need to be too self-conscious about your current level of English proficiency. I always stammer; and my English is full of errors, too. But anyhow, this does not keep me from studying. Keep calm and carry on.

**Hyunjin Lee:** Studying a foreign language in a foreign country seems very challenging. During your coursework, did you experience any culture shock or have any other difficulties?

**Yeonkyung Bae:** Well, we might have a kind of culture shock when we first settle in a different place. However, since the UK is a multi-cultural, multi-ethnic society, and British universities are even more so, I did not experience very much difficulty there. Especially, in the Department of English as a Foreign Language, most of the students come from other countries—actually there was only one English girl—and the academic staff are all experts in communicating with learners of English.

**Hyunjin Lee:** I heard that you worked actively as an editor in the field of publishing. What kind of books did you edit? Please let me know about your career before entering IGSE.

**Yeonkyung Bae:** I worked as an editor for about ten years at Design House Inc. English self-learning material for adult readers was one of various kinds of books I produced. Among those, I remember *꼬리에 꼬리를 무는 영어* by Mr. Han Ho-rim, *50 English* by Mr. Park Sam, and *박경림 영어 성공기*, by Korean entertainer, Ms. Park Kyeong-rhim, were particularly successful.

**Hyunjin Lee:** Writing the thesis is the biggest challenge for second year students. Could you provide any useful tips?

**Yeonkyung Bae:** Now perhaps you all understand very well

what the term "scope and sequence" means in English learning materials development. In my case, what turned out to be especially useful was constructing the scope and sequence of my thesis before setting out with writing. Once you have done enough reading on your topic and generated the main points, organize them into a structure in the format of a table of contents and put down everything that needs to be included. In other words, it was like organizing a table of content in as much detail as possible (sequentially), and while doing so, think of what to put, as well as what not to put (bearing in mind the scope), into your thesis. Of course you do not have to stick to your first map of content—it is just provisional, and it can be revised and redrafted several times in the course of writing, but I found that it helped to focus my thoughts and maintain a pace.

**Hyunjin Lee:** Some students give up their dreams of studying abroad because of financial problems. How did you cover expenses during your coursework?

**Yeonkyung Bae:** Yes, I totally agree that studying abroad is extremely financially draining! In my case, I was lucky enough to receive a substantial grant from IGSE. I also received a grant from Coventry University. Those amounted to the equivalent of the tuition fee for an academic year. But other than that, I self-financed my studies, using up all the savings my husband and I had made. Actually, the disadvantage of studying in the UK might be that they do not offer sufficient scholarships for overseas students. You can save time, but you cannot save your money. However, if you make plans early on, you surely can grab more chances to get a scholarship from a university, or from somewhere else. The old saying, "the early bird catches the worm," justly applies to preparing for a Ph. D. program.

**Hyunjin Lee:** Thank you very much for sharing your experience with us.

Following this interview, Susanna (Yeonkyung Bae) left in a hurry to go to the UK that afternoon for her presentation at the progress review panel. We are lucky to have this enthusiastic, promising researcher as one of our seniors. I am sure that her experiences and advice will be very valuable and helpful for all IGSEans.

# Greetings to the IGSE Class of 2013\*



**Nahm-Sheik Park**  
President

Good morning, everyone. Allow me to begin by bluntly asking you a simple question. Do you know what you are getting into? What you are entering today is far and away the best ELT master's program in Korea. For IGSE and myself, I welcome each and every one of you into the elite fold of this exclusive ELT club.

And please accept my congratulations on earning a berth in the ELT heaven of IGSE. Make no mistake here, however. Truth to tell, "ELT hell or purgatory" may be a more fitting moniker for IGSE than is "ELT heaven." For IGSE is a crucible, where tough ELT professionals for the country are forged and hardened. The road to heaven normally goes through purgatory, anyway, doesn't it?

Your two years at IGSE will be full of challenges. What with crushingly demanding course work and what with fiendishly draining thesis research, your IGSE life will be as stressful as it can possibly get. As if this were not enough, you will be expected to hone your English-language skills to native or near-native levels of proficiency. That said, IGSE may very well be called hell on earth.

Note that all IGSE courses are conducted in English for a reason. You are required to use English not just for classroom discussions and presentations but also for course exams and assignments. Designed to max out your immersion in English, this policy sets the IGSE program apart from all other Korean programs of its kind. In fact, it is your right and IGSE's duty to do the entire IGSE curriculum exclusively through the medium

of English.

Going through this one-of-a-kind grinder of IGSE over the next two years will shape you all into truly worthy ELT warriors for Korea. You will all get to be highly proficient in not just ELT theory but English-language communication skills as well. IGSE promises to make it happen for you. We are in this business together, and together we will get it done and get it done right and well. Let today mark the beginning of the greatest chapter in your ELT career.

Before I conclude, I wish to call your attention to the fact that, get this, six IGSE grads have so far been awarded full-scholarship doctoral grants from major American universities. Three other IGSE grads also are in varying stages of their doctoral studies at prestigious British universities. A yearly average of more than ten IGSE students and alums make paper presentations at various international conferences.

Indeed, IGSE is in the process of steadily earning its stripes as a world-class ELT player worthy of your wholehearted allegiance. And today you are very much in luck to be joining IGSE's voyage of discovery and exploration to preeminence in the ELT universe of the world. Thank you for lending me your ears.

\* This is the text of President, Nahm-Sheik Park's speech at the 2011 entrance ceremony.

# My Second Life in IGSE



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Before arriving here I thought I might be the only student who neither majored in English, nor worked in the field of English education. When I handed in my resignation, everyone was surprised, and many co-workers drudged the time I spent in my job because this field is totally different from where I worked previously, and I will start new life. Honestly, though, my heart overflowed with joy when I saw my name among the list of successful candidates admitted to IGSE.

My major was food biotechnology in university, and I worked in a pharmaceutical company for about 9 years. I made documents to register our medicines in foreign countries such as China, Vietnam, the Philippines, and Thailand. At first, I entered the overseas marketing department in the pharmaceutical company just after graduating from university because I like English, and because that company has many branches and factories overseas. While working there, I went to an English institute early every morning before working. I love English, and I have liked speaking with foreigners since I was young. So at the time, when I talked with foreigners, and they understood what I said, I was personally ecstatic about that. Unfortunately, I can see that many Koreans hate English and even fear English. Most Koreans have studied English for a long time, but they have studied it based on grammar, and they have no chance to speak English. They are too busy thinking about the order of the sentence such as the subject, verb, and object when they met a foreigner. This situation makes them feel embarrassed, so they often run away when they meet

foreigners. I would like to let them know how English can be easy, and exciting. And I would like to show them a different world of English. In this age of globalization, we have to study foreign languages, especially English which is the universal language of the world. As the first step in accomplishing my dream, I completed a TESOL program at HUFU (Hankuk University of Foreign Studies), and acquired a TEE (Teaching English in English) certificate via a two-week English seminar held in Korea. The program was very good, but I was not able to utilize what I learned, because I was not working in the English education field. I was constantly faced with inadequacies for my goal. That was one of my reasons for coming here. The other reason is to study English education formally. I have a little brother who has studied English since he was 5 or 6 years old. His English is fluent, because of listening, repeating, and singing a song according to the tape every early morning. He also studied Chinese in a Chinese elementary school in Korea, and middle school in China. Because of this he can speak Chinese like a native speaker. I learned a lot watching him, and I want to study more about second language acquisition. I attended IGSE's open house day, and I decided to apply for IGSE. I prepared my SOP with eagerness. I finally became a 10th wave IGSEan. Now I have taken classes for several weeks, and I felt I have to make greater efforts over 10 times more than the other students. Now I am tiny, and I have too many things that I have to learn, but I will strive for my dreams, and I can finally shine like our graduate school slogan "Tiny but Shiny".

## Pre-teen Athletic Training: At What Cost?

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Most Koreans still remember the breath-taking moment when Kim Yu-na won Korea's first-ever gold medal in 2010. Soon after, "Yu-na fever" swept the nation, and many wannabes could be found haunting local ice rinks, just as Park Tae-hwan, the triple gold medalist in the 2010 Asian Games, resulted in parents lining up to enroll their kids in swimming classes. This is perhaps not surprising given Korea's infamous competitive environment. However, and despite the successes of a few well-known cases, Korean parents should stop blindly pushing their children into intensive athletic training from a very early age, because it is unfair, and possibly even detrimental.

Some may claim that successful athletes have to spend their pre-teen years training and that the potential rewards more than compensate for the sacrifice. And it's true: many topnotch competitors do owe their success to early childhood training, but they account for only a small portion of all athletes. Clearly, not all children become successful, world-famous sportspersons through early training. According to Ha Il-sung, the former KBO secretary general, the probability of young baseball players making it to the major leagues is no more than 4%—a pitifully low number!

Moreover, pre-teen year training is not fair to children. A recent survey by the National Human Rights Commission found that young athletes attend class on average only two hours a day during sports seasons, resulting in low academic achievement, and that eight out of every ten young athletes

had experienced some form of extreme "initiation" bullying. These findings show that young athletes involved in early training often have to endure harsh experiences that rob them of a normal childhood. It's not uncommon for successful athletes to end up unhappy in retirement due largely to their unbalanced lifestyles since childhood.

Most worryingly, however, long, strenuous training can be harmful to young athletes because they might suffer from any number of overuse injuries, hampering their physical growth. Some athletes begin strength training as young as five or six years old without knowing its potential danger, led by well-meaning, but overzealous parents and coaches. U.S. Little League, a baseball organization for children in the United States, established pitch count limits for young pitchers aged nine to eighteen to circumvent this problem.

As pre-teen training does not benefit all children and involves many potential dangers, parents should try to uncover children's genuine talent and support their balanced growth rather than force them to exercise dogmatically at the cost of what might be more valuable in their lives. Children's happiness and well-being should always be the priority.

## Travel Abroad

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Preparing to travel abroad will surely fill your mind with questions: where to go, how long to stay, how much to pack. But first things first—are you going to travel alone or with company? This not-so-small decision can turn your dream holiday into a nightmare. So ask yourself: What kind of person you are? It'll help you decide which type of travel—group or solo—will be more pleasurable.

Compared to solo travel, group travel is relatively safer. Worried that you'll get lost and end up in a dark, dead-end alley? Worried that you might be stalked and harassed by a determined local? If your mind is full of these worrying thoughts, find a travel buddy; it will be nice having someone watch your back in times of need. However, you may have travel-abroad experience, in which case you've come to realize that travel can be safe as long as you follow a few common-sense rules: don't show off expensive jewelry, don't walk alone late at night, don't tell strangers where you're staying. "Traveling alone can be safe as long as you don't do things you wouldn't do back home," notes one seasoned traveller who has traveled extensively throughout Europe.

What differentiates group travel from independent travel is the degree of compromise involved. Obviously, compromise is inevitable in group travel because everyone has a different agenda. Even so, if you are open-minded to others' suggestions, it can actually make your trip more diversified. Two of my acquaintances, who have been traveling together for years, said, "When we first started traveling, I didn't like

trekking, and he didn't like spas. But now, we both love it all." In contrast, if you have to decide everything from A to Z in advance—no debate, no compromise—travel alone. Always wanted to try watching a movie in a language you don't understand? Buy a ticket and go for it; there'll be no one sitting next to you bored to death while you enjoy every bit of it.

Group and solo travelers may differ in their willingness to break out of their comfort zones. Are you shy and uncomfortable talking with total strangers? Are you concerned about having to share a table with them? If so, the answer is simple—travel with your friends. Traveling with people you already know and having someone to share experiences with will give you the sense of security you need. Conversely, if you're open to new experiences, you're definitely up for solo travel. Traveling alone allows you to meet more people because you're more approachable. And according to my friend who has traveled to five different countries alone, "The real fun of travel comes from meeting people from diverse backgrounds, not from people you already know inside out."

Either traveling alone or with friends, the common denominator is love of travel. But if you're a shy and safety-conscious person who is open to compromise, group travel might be the better choice for you. On the other hand, you may find solo travel more tasteful if you're more of a person who acts on whim, likes to meet new people, and has a "bring it on" attitude when it comes to safety. Make a judicious decision based on your personality, and don't let a wrong decision ruin the trip of a lifetime!

# Paper Presentation for ASIA TEFL; Can I Do It?

## Don't be a worrywart. Be a warrior!



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"Can I do it?" was the first question that came to my mind when I was toying with the idea of applying to ASIA TEFL. I found myself terrified to know that the

conference was such a big conference in the field of English education. ASIA TEFL ([www.asiatefl.org](http://www.asiatefl.org)) holds an annual conference, international in its scope. At different locations each year, numerous professionals and practitioners interested in sharing their research results and experiences participate in the annual conference. July 27th was the day I participated in the conference in Seoul. Among the second-year (8gi) IGSEans participating in the conference with their graduate theses, I was the only first-year (9gi) IGSEan. At first glance it was rather more burdensome than a joy.

### The beginning of the BIG thing

Aspiring to study abroad immediately after my graduation next year, I wanted to build a shining academic career for myself. I carefully looked into my seniors' career paths and came to the realization that I should do something academic. I was also assured by IGSE professors - Prof. Myongsu Park and Prof. Hyunsook Chung - through counseling sessions that making poster presentations or paper presentations at academic conferences would definitely give me a competitive edge in furthering my studies in and outside of Korea. That's why I initiated my own research during my first winter vacation right

after my first academic year was finished.

### Fearless start for a fearful journey

Being a novice researcher, I fearlessly embarked on a fearful journey of delving into a research project. Designing my own research from scratch was not an easy task. Writing up a questionnaire turned out to be a daunting task! Reading a book or two on such tasks, however, gave me useful insight into developing my own research design.

### Thou shall not fear; they are there

With limited knowledge of doing academic research as a first-year student who had not been taught any research methods and statistics, one of the most challenging aspects of doing the research was to do the literature review because there is extremely limited literature available. Since the literature review was out of my reach, I had to literally design my research on my own. But there was a ray of hope. Prof. Chung's help was a great resource for me along the way. I sent her email after email asking her guidance. She is the person you can lean on if you are ready to contact her in times of the trials and tribulations at IGSE. She promptly answers any students' questions with her keenest interest of IGSE students. We are lucky to have such an enthusiastic supporter! To my pleasant surprise, IGSE's current president Nahm-Sheik Park invited the participants for a lunch in July, which boosted my spirit to go on with the paper presentation at ASIA TEFL.

### On the Day of the Presentation

Making preparations for the presentation during the summer vacation, I was doubtful again whether or not I was qualified for the presentation with my first-ever research. Setting all of such intimidating doubts aside, thanks to Prof. Chung's gung ho spirit, I was able to pick up my courage and made it to the presentation in the end.

On the very day of my presentation, woe to me! I had to rush through the record-high heavy rainfalls and floods. But I strongly felt it was good for me, come rain or shine, to stick to it till the very end, looking at my fully-filled conference room.

At the end of my presentation, some female audience members from Indonesia and Bangladesh wanted to take some pictures with me, saying that I looked like one of the Korean Wave movie stars. Basking in their attention, I was bombarded with questions and comments as well. Furthermore, I was also welcomed by Chinese English teachers, Indonesian professors, and an American English teacher from Japan who was inspired to do his own research on the same topic. Their comments and questions shed some light on other avenues for my further research. I found myself happier than ever.

This is not the end of the story. Unexpected opportunities have unfolded. After the presentation was over an audience member, who was an agent from a Samsung-based company called Credo supervising OPIc tests in Korea, gave me a job offer for developing a writing course and delivering a public speech on how to improve one's speaking proficiency in relation to OPIc tests.

Giving a formal conference presentation to a large

international audience of strangers definitely will give you a competitive edge in pursuing your goals of being a professional in the field of English education. Don't be a worrywart. Be a warrior! Be a daredevil! Nothing dared, nothing gained!

### About the research: the effects study groups for speaking Proficiency

With the fierce competition for getting jobs in Korea, and English being one of the most important factors for getting better jobs, the number of people in their twenties and thirties who are interested in improving their English speaking proficiency through "study groups" has been on the rise in the 2000s. The research was conducted to see whether or not English speaking skills of the learners in a study group could be improved in a period of five weeks. The participants showed some improvement in their speaking skills - vocabulary being the number one contributing factor in its improvement and became more positive towards improving their speaking skills through study groups.

### How can you get information on conference calls?

When it comes to keeping abreast with up-to-date information on certain domestic and international conference calls, you have access to the Agora bulletin board. Constantly checking the bulletin board will help you get your foot in the door of involving yourself in our academic field of English education. Should you visit my blog ([blog.naver.com/victoryjsp](http://blog.naver.com/victoryjsp)), you can read more and listen to what my presentation was about.

# One for All and All for One



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Since I was away from Korea for quite awhile, I haven't experienced what normal Korean college students do every day, like playing billiards with friends during lunch time. People might laugh at me but that is what I had in mind when I first got into IGSE. What I saw from IGSE was something completely different, people studying from 7 a.m. to 11 p.m. and preparing for and reviewing their classes. I am certainly not saying these acts are wrong, but it simply wasn't something I pictured. Until I formed the student club call FITS, I had to spend most of my time alone in "B2" where I thought I belong. As many IGSEans might know, I was an athlete before I came to IGSE. I swam most of my life, and also played baseball in high school. Not working out and not staying healthy wasn't my motto. That is why I put together the FITS club and IGSE's first spring sports day.

There were so many things that I had to do before the event such as getting permission from professors, students and the academic office, setting up the location, and making uniforms. I knew I couldn't do all this alone. That's when the student union came forward and helped out. Without their help... well I don't even want to think about that.... Finally IGSE came through and reunited!



## May 4<sup>th</sup> Wednesday

It was the same ol' Wednesday morning, not too sunny, breezing air, but with different things in our mind. IGSE was ready for our first spring sports day. Everyone was wearing black tee-shirts with the IGSE logo on it, with a little bit of their fashion taste. We IGSEans all gathered in front of the library at 9:30 and headed to Olympic park. We were lucky, Olympic park welcomed us with a perfect day, perfect temperature, and perfect humidity for a sports day. Sports day activities were organized by 8<sup>th</sup> and 9<sup>th</sup> wave student union members to reward all the hardworking IGSEans. Maybe because of that it was the most participated-in event of IGSE history; Over 90% of IGSEans came to the fiesta. Too bad the activities didn't start right on time, but it didn't matter! At that point, ain't nothing could've held us back. As matter of fact, we were too ready to be held back.

President Park was kind enough to cancel our morning module classes. And the school office hooked us up with rice cake and water. Now let's begin! The sports days started up with Prof. Chung's opening speech and after that, 5 minutes of stretching time with me, Won Jeon. Everyone needs warm up, right? Then it was true or false time. The student union prepared more than 30 true or false questions, but it only took 7 questions to get our first winner, Rachel Kim. I guess Angelina Jolie and Brad Pitt's adopted kids were not something IGSE students really care about. There were 4 more prizes for other winners; then it was time for the next round. I never thought those questions were easy, but IGSEans kept



answering and answering. "Controlled" question had to pop out now. The question was "Can our colleague, Park, Donghwa pull off 20 push-ups within a minute?" Many people doubted but Park betrayed their expectations. After the T&F quiz the real show began. An obstacle relay was next, 3 legged race, couple jump rope, balloon bursting hug and reach for the cookie (I made up all the names). Cheesy but fun games were prepared. I wasn't part of the games, but it was fun just to watch them. The student union wasn't too sure whether people would enjoy the event or not, I guess the worries weren't needed. From what I saw they enjoyed it and loved it. People were starving after the relay and ready to eat. It was only a roll of kimbap and a piece of rice cake, but the feeling of deviation made us full. IGSEans re-charged after the lunch time under the shade and were ready for the afternoon program, Dodge ball. Since IGSE's population is formed of around 90% females, a special rule had to be applied. IGSE's dodge ball was "Sacrificing dodge ball." Men had to sacrifice themselves by getting all the

hits and protect the ladies. Only hits to the ladies were counted. Calvary from male students shined in this program.

I even saw some ladies' eyes turning into "Hearts" when Prof. Park and Kim stood up for them. I've never seen the Professors move that fast since I first got into IGSE. All the events were done after the dodge ball, and thankfully all the students came forward to help out the student union with cleaning up. From the start to the end, there was nothing to pick on, every single event went perfect and succeed. With all the IGSEan's help, we accomplished our first spring sports day. I didn't and never will say I did all this alone. Like saying, "There is no I in team," everyone helped each other. I really hope these kinds of events do not end with just a one time event, and go on year after year. IGSE, we did.



# Commencement Speech



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First of all, I am very honored to represent the class of 2011. Thank you.

When I was first asked to deliver this commencement speech for and on behalf of the class of 2011, I wondered, "Why me?". At the same time, the proud faces of my fellow classmates flashed before me. It, however, didn't take long to figure out why. It's because I am the one who has the most to be thankful for; that is being entitled to be an IGSEan today.

Looking back at myself two years ago, I realize that I, thanks to IGSE, have truly grown into a new person. Still unforgettable class of Materials Development I taught by Professor Park. It was the very first class at IGSE where all the 8th wavers gathered together and were given the chance to introduce themselves. When two thirds of my fellow 8th wavers finished introducing themselves with beautiful native-like English pronunciation, finally my turn arrived. Wishing to look as good as possible, I introduced myself "a Professional Housewife". But, ironically, the one who introduced herself as a professional housewife didn't even know how to make Kimchi. She was the one who couldn't find any further words to embellish herself, and instead, replaced her introduction with her hopes after becoming an IGSE graduate. She added that her hope was to be a proud mother of a ten year old girl at that time, a proud wife, a proud daughter-in-law, and a proud daughter, which brought her to IGSE. Now, when another chance for self-introduction is given to me, my introduction will beautifully start with the proud name of IGSE.

The two years at IGSE was not only a time to build theoretical backgrounds on English language teaching and learning, but also a time to cultivate myself into a warm-hearted person. Invaluable lectures and talks given by great IGSE professors, caring group work among beloved fellow classmates, IGSE seniors and juniors, and most of all, invisible helping hands of IGSE staff members were all with me in those years.

I respect each of the IGSE professors as a giant-star-like role model. They've shown the great balance between what great scholars are and what warm-hearted individuals are. Under the great consideration of each IGSE professor, I could dream of becoming an English professional with a warm heart.

I would like to express my special thanks to my fellow 8th wavers for invariably sharing the *Buya* spirit, which was first proposed by Joseph Haid at a welcoming party at Hongchon Ranch.

Again, what I would like to emphasize today, in recalling the two years with IGSE, is that life at

IGSE was not all about studying but learning. I truly learnt what the feeling of accomplishment was through the tsunami of assignments. I truly learnt what collaborative learning was through group work. I also learnt what I can do as an English professional through the IGSE student club activity, ELFE (Enjoy Library with Fun English). It may sound like a cliché, but as a Hawaiian story of a little boy who attempted to throw back all the starfish that washed up onto the beach explains, making a difference doesn't have to be as grand as achieving world peace or solving global warming; it can be done every day through the smallest acts of kindness. That's what I've learnt over two years at IGSE.

I believe, we, the class of 2011, are now all ready to move out to sea, leaving the safe harbor named IGSE behind. Over two years, IGSE has taught us we can still dream on a stormy voyage, partake in an adventure and enjoy it.

For, and on behalf of the graduating class of 2011, I deliver many thanks to President Park Nahm-Sheik, professors, and all the staff members at IGSE. Hoping that the *Buya* spirit will last forever; binding the class of 2011. Let me propose to we all shout "BUYA" together. Thank you.



# Jungle Adventure at IGSE

Looking back on my life at IGSE, I was in a jungle not a school. Jungle life was hectic, adventurous, and worthwhile I went through all kinds of assignments, helpful lectures, and participation in seminars, and I didn't realize I was increasing my potential and challenging myself to do more.

For example, I dared to apply for the EBS English Pre-Test for Korean SAT with two other 8-gi students, Jongjik Lee and Sujin Park. Even we didn't expect we would be accepted, because we were novices and inexperienced graduate students. However, we became new members of developing The EBS English Pre-test and worked among very experienced teachers. After being selected, we had to stay awake many nights to search for suitable information and create and organize questions. This job was not easy to manage and for one semester at IGSE, almost 5 months, we struggled to finish our tremendous assignments. However, we had passion, courage, and a responsibility to finish this job and project the good name of the IGSE. Our Pre-test was finally published which was one of the proudest moments of my life.

Additionally, I was hired by The Eleutian Company and developed almost 100 lesson plans for their on-line school program. They introduced me to how interesting, effective and promising on-line programs are. Moreover, I participated in the EPIK orientation (It is a government program belonging to National Institute for International Education) as a homeroom teacher. I was responsible for native speakers who will become English teachers in public schools. As a homeroom teacher, I had to give feedback about their lesson plans and teach elementary Korean to help them. Before coming to IGSE, I was not very confident speaking English in front of native speakers. Thanks to experiencing the harsh jungle, IGSE, I knew how to survive and did a good job.

Above all, my most important and unforgettable accomplishment at IGSE was publishing my own book. This is the story of how I started to dream about publishing my own book, even though I never thought it would be possible.

I was fortunate enough to visit Ireland for three weeks with elementary and middle school students hosted by the priest of Ireland, Brendan. This new adventure allowed me to breathe some fresh air apart from my hectic life at IGSE. Usually I was stuck in the school building and couldn't even go on a five minute walk from our library building to Olympic Park. This valuable and real experience gave me a bigger picture of Korean English education. I realized that I should try to



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improve my English proficiency to meet the expectations of parents and my students. I also realized that I wanted to publish a vocabulary book for these kinds of students to take advantage more of an emersion program.

If I had applied for that position before coming to IGSE, I would have been there without consideration for what I could give back. I would have just enjoyed myself and visited tourist attractions. However, I thought differently thanks to the lectures that I took 1st semester, such as Introduction to ELT materials and Fundamentals of English Language Teaching. I was truly inspired and motivated to do something helpful for the English education field and was filled with creative thinking. I didn't know exactly what I would be able to do with my pictures, but I kept taking real and lively photos. Through four program visits to Ireland, I took almost 1,000 pictures targeting things worthy of being in a vocabulary book. Lectures, such as Analysis and Development of ELT Materials 1 by Professor Youngkuk Jeong and Desktop Publishing and Computer Graphics by Professor Youngwoo Kim, were good resources on how to organize and develop my materials for future publishing. The lectures provided by IGSE inspired me a lot so I started organizing pictures and making stories trying to provide authentic situations for students to study. Thanks to advice from my colleagues and professors, my work was good enough to show the publishing company. After visiting them three times, I made a contract in February and it took four more months to finish preparation before publishing. We discussed the book design, font size and type, arrangement of materials and cartoon style and so on. To make a better book, I got help from Professor Philip Hiver and my friend Joseph Haid for proofreading. My book was published on June 17th the day I have decided is my second birthday.

Throughout the course of my MA degree in the jungle of IGSE, numerous opportunities regarding English Language Teaching provided me a lot of background knowledge. I learned social communication cooperation skills and improved my relationships through communication and negotiation with colleagues during the preparation of presentations for the past two years. The IGSE jungle taught me how to endure, concentrate and achieve a goal through informative and valuable lessons. The IGSE made me grow intellectually and emotionally resulting in a positive turning point in my life.

# I'm an English Teacher!

It was a Korean word, '*kkang(강)*' that came up in my mind when I was asked to write an article for alumni. As one on a panel of graduates, I introduced this word at a school (IGSE) promotional event held in this spring. '*kkang(강)*' means that one has such a brave attitude that he or she can do anything without fear even in times of burden. Koreans sometimes say, "I'll do this with *kkang*." Even though I may not be the best example of all of the graduates, I hope to share my '*kkang(강)*' experience with you.

It is amazing how time flies. It feels like yesterday when I presented a paper on ELT musicals at the Asia TEFL. Definitely it was a tough moment but it was also an invaluable time for me. After graduation, the most unforgettable moment is the time when I produced an ELT musical and did a musical performance with my pupils at Kyungmin IT high school.

Kyungmin IT high school was selected as an "English leading technology high school" by The Gyeonggi Provincial Education Office of Education in 2010. As a result, we are able to do a lot of large scale performances. Moreover, with the help of college students who major in Musical Acting at Kyungmin University, we have a unique chance to learn more about musicals than most other schools. During the summer vacation, about 20 students were chosen through audition and interview. The title of the musical is 'I Witness News: Live from Bethlehem' which has lots of Christmas carols. It was quite an unusual experience to sing these songs on hot and humid summer days. Thankfully, the CAST showed their special talents and earnest attitudes in the process of practicing. Their concentration and passion was totally different from what is found in a normal classroom. A musical is very demanding because it is a synthesized art in which the harmony of acting, singing, lighting, and dancing all come together, so that students can show their true potential and talents on the stage.

Of course, it was not always smooth. I struggled to deal with many tasks for this program, putting aside my everyday duties, such as lots of classes, my responsibilities in school, etc. Aside from that, there are some invisible conflicts between students and teachers because of pressure on doing the perfect performance. In spite of these problems, students could learn how to compromise when faced with a new situation and could acquire a desirable social skill in their community.

After A successful performance on December 20<sup>th</sup>, 2010, I confirmed some positive results of



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ELT musicals through post-test and interview. Most of all, 'confidence' in all aspects was the best harvest. Through expressing themselves on stage, students gained the self-esteem which influenced their active school life. The next big harvest was their English skills. They showed outstanding achievement in their listening and speaking ability. This was not a short-term result. This is not an overstatement because I've been teaching them up until now. Sometimes, the musical members email me. It usually goes like this, 'I want to have more opportunity to do an English musical, I have a confidence in listening and speaking English, I really appreciate that kind of experience.....' One of the members has entered a related college. I'm so proud of them.

All the work I did at the IGSE was worth it. The first step after graduation on the English education field was successful. Now, I hope to develop musical-related English learning materials and give many students this chance. It is our great pride and gratitude to have the sole department in Korea - English Materials Development - in IGSE. I'm pleased and honored to have graduated from this school but sometimes I feel fear. I'd like to call it 'a holy burden'. Recently, I published my first English-Language learning materials, A series of *English Conversation Books for Office Workers(직장인 일상회화 완전정복)*. That's the first step as a material developer. I'm currently in the process of developing high school English textbooks which will be used in 2013. It will be burdensome and hard just like the work at the IGSE, but I hope to share my experiences with many young students. That's because I got many valuable experiences and favors from IGSE.

Watching a famous reality TV program called 'I'm A Singer', I came to learn that the way to the top of a given field is very tough. IGSE is producing many excellent graduates who have various majors and special talents. They are in the middle of English education field as an English teacher or a material developer. I believe they are trying to be the best specialists on their own fields. The choice for the best is on their community members. Likewise, I also try to be the best in my school community, but the right to choose the best is on fellow teachers, students, and parents. I would be honored and humbled to be chosen the best English teacher, but for now, I dare to shout and hope to proclaim with *kkang*, "I'm an English teacher!"

# Communicative Ideas: An Approach with Classroom Activities



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D. Norman, U. Levihn and J. Anders Hedenquist  
Thomson Heinle, 2002, 125 pp., \$43.95  
ISBN 0 906717 38 8

For a book that has seen print runs in three decades (1986, 1991, 2002), it would be reasonable to assume that *Communicative Ideas* has adequately and repeatedly demonstrated its value to teachers. I was surprised then to find, not a litany of accolades on the back cover, but only two brief and rather bland comments. Absent is any mention of how successfully the authors accomplish their stated aim of providing 82 communicative activities for all language teachers. A close look at the book reveals why this is the case. *Communicative Ideas* suffers from a critical misstating of both what it is and whom it is for.

The book is divided into two parts, "Techniques" and "Activities." The short section called "Techniques" presents an approach to language teaching intended for use with the activities that follow. The "Techniques" section is an explication of the Presentation-Practice-Production approach to language teaching, here introduced as an Input-Practice-Follow-up model, and though it may contain some useful reminders for experienced teachers, it is basically filler for those purchasers already familiar with general ELT methodologies. It is a different story for new teachers, for whom this section contains a great deal of practical, theoretically sound, and clearly articulated information in a concise and appealing way, and it is a shame that the book does not target this audience explicitly, as they stand to benefit most from it and are clearly the *de facto* intended audience. Supplementing the description of the Input-Practice-

Follow-up model are questions and tasks addressed to the individual reader to make the experience more interactive, useful illustrations of concepts and diagrams of different types of learner interactions and group arrangements, and additional notes on related issues such as error correction, fluency vs. accuracy, and the importance of learner choice in language usage. All these details are presented simply and coherently and serve to support what the authors claim are "the most important ideas" suggested by the approach and activities in the book, namely, the importance of 1) student activity and cooperation, 2) stress and anxiety reduction, 3) use of pair and group work, 4) student/teacher cooperation, and 5) learner involvement and creativity (p. 20). It is worth pausing here to reflect briefly on these five ideas, as they are important aspects of communicative *classes*, yet decidedly neither the only criteria for, nor aspects of, communicative *activities*. One obvious omission is any mention of the importance of "real language in real situations" (Morrow, 1981, p. 61), or to phrase it another way, "functional use of language for meaningful purposes" (Brown, 2007, p. 241) a hallmark of communicative activities and, along with the notion of communicative competence (Larsen-Freeman, 2000, p. 121), central to the theory of communicative language teaching. This is important, as it turns out the book fails to distinguish between a broadly communicative classroom capable of importing and utilizing a variety of language activities, not all necessarily communicative, and actual communicative activities themselves, and all that they entail, of which it purports to provide 82 examples.

Part 2, "Activities," is divided into eight sub-sections. Space constraints will not allow me to treat each section in detail, so I will focus here only on the most consistently problematic area, Vocabulary and Structure. The authors first argue that teachers should not be too concerned with accuracy and correcting mistakes that do not interfere with communication, as "Grammatical competence will normally develop as learning progresses" (p. 19), yet they then go on to devote nearly twenty percent of their activities to what are largely structural exercises divorced from context and larger communicative purpose. 'Oral cues' for example, is a simple slot substitution drill lifted wholesale from the Audio-Lingual Method (Larsen-Freeman, 2000, p. 48). What is it doing in a self-described book of communicative activities? The authors offer a variation whereby once the students are familiar with the activity they could do it in pairs. While this might be an appropriate way of working with a non-communicative activity in a communicative classroom, it still does not make it any more of a communicative activity itself. Later, we come to 'Sentence telepathy,' essentially hangman at the sentence level. Intended to give students practice in identifying grammatical categories, it is solely concerned with the level of the sentence, where communicative activities should emphasize "the use of language above the level of the sentence" (Scott in Johnson & Morrow, 1981, p. 70). These are but two examples of many that could be cited and are emblematic of a deep flaw in *Communicative Ideas*, the discrepancy between what the book claims to be, and what it actually is.

*Communicative Ideas* is not without merit, however, the back cover makes the explicit claim that the book "offers

teachers 82 communicative activities," which it does not. This is a book of various language learning activities and techniques suitable for use in communicative classrooms, for new or inexperienced teachers. As such, it succeeds and would be a welcome resource on any new teacher's bookshelf. For veterans, there is little here of note, and although a handful of activities may surprise or inspire you, there are hardly enough to justify the price.

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# 2011 IGSE Graduates

## Department of English Language Teaching

	Name	Thesis   Project
	1 Jinho Lee	Developing a Product-based Writing Curriculum for Afterschool Activity in Middle School
	2 Soomin Kang	Development of an Effective Team Teaching Guide for Korean Public Elementary School
	3 Mijung Kim	Metadiscourse in L1 and L2 Research Articles: Comparative Analysis of Hedges in Korean and English
	4 Sanghee Kim	The Effect of Authentic Multimedia Input on Middle School Students Motivation
	5 Soyeon Kim	The Effect of Extensive Reading on L2 Reading Proficiency and L2 Reading Attitude
	6 Eunji Kim	Critical Review of Equivalents in English-Korean Dictionaries
	7 Hyowon Kim	A Study of the Effects of Singing Accompanied by Movement on L2 Learning
	8 Yoonyoung Park	A Case Study on Intensive English Camps: Barriers of English Speaking
	9 Youngjae Lee	Curriculum Development of Tourism English for Speaking Competence
	10 Inhee Bae	Willingness to Communicate in a Second Language: Contextual Variables in a Classroom Situation
	11 Songyi Son	The Relationship of Different Corrective Feedback Types and Learner Uptake to Different Error Types in the Korean Adult Elementary Level EFL Classroom
	12 Eunju Shin	An In-depth study on Korean Elementary English Teacher's Perspective on TEE Policy
	13 Hyunjin Oh	Break the Code: The Effects of Phonics with Stories on Korean Elementary Students' L2 Reading and Listening Skills
	14 Achan Og	The Effects of L1 and L2 Subtitles on Elementary School Students' English Listening Comprehension
	15 Minkyoung Lee	Analyzing Trends of Call-based Research in L2/FL Education from 2005 to 2010
	16 Youngeun Lee	Differences in Reading Strategy Use by Korean High School Students
	17 Jongjik Lee	Korean Secondary Students' Perceptions toward the ELT Online Contents in the Cyber Home Learning System
	18 Veronika Ten	The Effects of Inductive and Deductive Classification on L2 Learners' Collocation Learning
	19 Jooyoun Jeon	An Analysis of Current YL- TESOL Certificate Programs in Korea
	20 Minseok Choi	An Examination of the Effects of Shadowing on English Listening and Speaking Proficiency of Korean Middle School Students
	21 Jungsun Hong	Promoting Learner Autonomy in the Korean Secondary EFL Classroom: A Qualitative Case Stud
	22 Sookyung Hwang	"Intrrelationships among Study Habits, L2 Language learning Strategies and English Proficiency"

## Department of ELT Materials Development

	Name	Thesis   Project
	1 Juhyeon Park	Developing Materials and Parental Guidebook for Teaching English Onomatopoeia to Young Learners
	2 Sunmi Lee	Developing a Middle School Textbook-Based English Placement Assessment System for Private English Language Teaching Institutes in Korea
	3 Myounghee Koh	The Effects of Narrow versus Wide Reading on Elementary School Students' L2 Reading Proficiency and L2 Vocabulary Acquisition
	4 Jinmi Kim	초등학생을 위한 사회·도덕 과목 중심의 내용통합 영어 교재 개발
	5 Myeongju Park	EFL 환경의 성인 학습자를 위한 영어 문화 읽기 교재 개발
	6 Sujin Park	Developing Speaking Materials for Adult Learner Using Problem-based Learning (PBL) Approach
	7 Jihyun Seo	영어 속담을 활용한 영어 문법 교재 개발
	8 Yunhee Yang	Developing an Authentic Task-based Coursebook for English Job Interviews
	9 Misoon Oh	초등 고학년용을 위한 영어 쓰기교재 개발연구
	10 Hyunjin Ryu	Developing English Essay Writing Materials for Elementary School Students at the Advanced Level
	11 Ryunkeong Lee	The Use of Definite Article in Academic Writings of Korean Advanced EFL Learners
	12 Sooyeon Lee	Task-Based English Learning with Korean Folk Tales (thesis/project substitution)
	13 Seunghyun Lee	Development of a Chapter Book Based English Language Learning Program
	14 Seunghui Lee	Developing Korean Culture-Based English Song Materials for EFL Young Learners
	15 Jihyun Lee	Developing a Video Resource Book for Teachers: Techniques and Strategies to Promote All Four Language Skills
	16 Hangyol Lim	An Analysis of Verb+Noun Collocations Produced by Intermediate Korean Learners of English
	17 Joseph Haid	Developing an English+Korean Dictionary of Military Terminology
	18 Byunghwa Cho	초중학생을 위한 단 한권으로 어학연수 준비 끝내기(thesis/project substitution)
	19 Sohee Choi	Developing English Reading Materials for Vocabulary Learning Through Short Mysteries
	20 Soonju Choi	중학교 영어과 1학년 교사용 자료집 개발-말하기를 중심으로
	21 Seohyun Hwang	드라마 기법 활용 영어 교수를 위한 교사용 지도서 개발

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## IGSE News

### 2011 IGSE Commencement

The commencement ceremony took place in the auditorium of Hyuck-Jae building on August 17.

This year, 43 students graduated with a Master of Arts degree.



### 2011 Entrance Ceremony

The entrance ceremony took place at the Seminar room of the Language Center on August 29<sup>th</sup>.



### Distinguished Lecture Series

On June 1 and 2, IGSE hosted a lecture series with Professor Hilary Nesi (Department of English and Language, Coventry University) and Professor Simon Borg (School of Education, University of Leeds). The lectures on the 2<sup>nd</sup> were broadcast online.

Date	Speaker	Title
6/1	Professor Hilary Nesi	Corpus Design and Development
6/1	Professor Simon Borg	Doing Good Quality Research
6/2	Professor Hilary Nesi	Using Dictionaries for Teaching and Learning
6/2	Professor Simon Borg	Teachers' Beliefs and Practices in Teaching Grammar

### IGSE Mobile Homepage

IGSE launched its Mobile Homepage for Smartphone users.

You can get information about IGSE and daily 'Words to live by'.

IGSE also opened a Twitter account. You can be a follower of IGSE and leave a message here.



### Development Fund

IGSE's alumni association donated a Development Fund of 1,000,000 won to Hyuck-je Foundation.



## Department News

### Library

#### Newly Launched Reference Guide

A reference guide for three selected topics - 1. materials development,

2. task-based teaching and learning, 3. English for Academic Purposes - has been created. The reference guide includes a list of articles that have been published over the last five years on each topic and the 300-word-long digest of the selected 75 articles. The comprehensive article reviewing and summarization for the guide accomplished with the help of 3 IGSEans - Ahn Joungjoo (9<sup>th</sup> Wave, ELT Materials Development), Yoo Soohyun (9<sup>th</sup> Wave, English Language Teaching), and Yun Seungmi (9<sup>th</sup> Wave, ELT Materials Development).

### Press

IGSE Press recently published 'Words to live by' Helping #4. Written by Nahm-Sheik Park, the President of IGSE, it contains 132 proverbs selected from those sent out to IGSE students on a daily basis.



### TTI (Teacher Training Institute)

The 2011 Fall NIETTP, conducted by TTI is held from September 1st 2011 to February 23th 2012. 13 in-service elementary teachers from SMOE take 750 hours of intensive teacher training courses at TTI.

The 2011 Spring NIETTP has finished on August 31<sup>st</sup> 2011.

22 in-service elementary teachers from SMOE took 750 hours of intensive teacher training courses at TTI. 26 in-service secondary teachers from Gyeonggi Provincial office of Education took intensive teacher training courses both at TTI and CAPE in Hawaii. 3 teachers got Merit awards from CAPE.

### SCE (School of Continuing Education)

#### ESP-Librarian English Communication Course

SCE ran a 1-week ESP course for librarians supervised by KERIS. The twenty-five librarians who participated in this program also benefited from the opportunity to develop their English skills.

#### IGSE-Hanuri English Reading Specialist

SCE ran a 12-week English Reading Specialist course in conjunction with Hanuri Campus which is a well-known organization for reading specialists for over 10 years. The course provided both theoretical and practical knowledge for anyone who wants to teach English through reading books. The 2nd wave course will open in November.

#### Cambridge CELTA

The Cambridge ESOL Teaching Awards Certificate in English Language Teaching to Adults (CELTA) is an internationally recognized a introductory

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course to the Teaching of English to Speakers of Other Languages (TESOL).

It is taken by instructors who do wish to refresh their technical skills and contribute to their personal and professional development.

SCE ran the Spring part time course from March 21<sup>st</sup> to June 22<sup>nd</sup>, and the Summer full time course from July 4<sup>th</sup> to July 29<sup>th</sup>. SCE is currently enrolling for the 2012 January full-time course which will start January 2<sup>nd</sup> 2012.

### KOTTI (Korea Online Teaching Training Institute)

April	Jeollabukdo office of Education's TEE On-line courses
May	Contents affiliation with Edubox
June	Gyeongnam educational training Institute's On-line courses
September	Contents affiliation with Nexus

### Student News

- Joonsang Park (9<sup>th</sup> wave, English Language Teaching) presented his work 'English Study Groups for Improving Speaking Proficiency' at the Asia TEFL Conference on July 27-29 2011.

### Alumni News

- Eunjung Kim (5<sup>th</sup> wave, English Language Teaching) presented her work 'Is Oral-English Ability Related to Young Latinos' English-Reading Trajectory?' at the AERA Conference on April 12<sup>th</sup> 2011.
- IGSE graduates presented their work at KATE Conference on July 1-2, 2011.
  - An Analysis of Collocations Produced by Intermediate Korean Learners of English  
Hangyol Lim (8<sup>th</sup> Wave, ELT Materials Development)
  - Development of a Teacher's Book for English Teaching by Using Drama Techniques  
Seohyun Hwang (8<sup>th</sup> Wave, ELT Materials Development)
  - The Effects of Shadowing on English Reading Ability of Korean Middle School Students  
Minseok Choi (8<sup>th</sup> Wave, English Language Teaching)
  - The Effects of Inductive and Deductive Instruction on L2 Learners' Collocation Learning  
Ten Veronika (8<sup>th</sup> Wave, English Language Teaching)
- IGSE graduates presented their work at Asia TEFL Conference on July 27-29, 2011.
  - Getting Learners Involved in Role-play  
Sowon Kim (6<sup>th</sup> Wave, English Language Teaching)

- Literacy Coaching in EFL Classrooms: Limitations and Prospects of Literacy Coaching in a Public Secondary School in Korea  
Seonmin Park (6<sup>th</sup> Wave, English Language Teaching)
- Beginning to Read in a Non-native Language: The Effects of Phonics Embedded in Stories  
Hyunjin Oh (8<sup>th</sup> Wave, English Language Teaching)
- A Study of Interactive Teaching-learning Strategies of E-learning English Conversation Courses  
Songyi Son (8<sup>th</sup> Wave, English Language Teaching)
- Promoting Learner Autonomy in the Korea Secondary EFL Classroom: A Qualitative Case Study  
Jungsun Hong (8<sup>th</sup> Wave, English Language Teaching)
- The Effects of Shadowing on English Listening Ability of Korean Middle School Students  
Minseok Choi (8<sup>th</sup> Wave, English Language Teaching)
- The Patterns of Self-corrections on Speech by Korean English Learners  
Miyeon Jun (5<sup>th</sup> Wave, English Language Teaching), Hangyol Lim (8<sup>th</sup> Wave, ELT Material Development)
- Korean Secondary Students' Perceptions toward the ELT Online Contents  
Jongjik Lee (8<sup>th</sup> Wave, English Language Teaching)

- IGSE graduates presented their work at KAFLE Conference on September 17, 2011.
  - Effectiveness of Applying Role-play in EFL Classroom  
Sowon Kim (6<sup>th</sup> Wave, English Language Teaching)
  - What is Problematic for EFL Learners to Use Collocations in Their Speech?  
Hangyol Lim (8<sup>th</sup> Wave, ELT Material Development)
  - The Effect of L1 and L2 Subtitles on Elementary School Students' English Listening Comprehension  
Achan Og (8<sup>th</sup> Wave, English Language Teaching)
- Seokhwan Kim has had a paper published in the journal *English Language Teaching*.  
Park, Myongsu, & Kim, Seokhwan. (2011). How to Extract Domain-specific Vocabulary in ESP. *English Language Teaching*, 23(1), 183-201.
- IGSE graduates have had a paper published in the journal *English Teaching*.
  - Oh Seunghee.(2011). Effect of Three English Accents on Korean High School Students' Listening Comprehension and Attitude. *English Teaching*, 66(1), 41-63.
  - Park Jiho.(2011). A Frequency Analysis of English Suffixes based on Corpora. *English Teaching*, 66(1), 203-224.

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## Alumni News

- Hyecheon Yang (7<sup>th</sup> Wave, English Language Teaching) authored the book *초등 영어말하기대회 가뿐하게 입상하기*.



- Byunghwa Cho (8<sup>th</sup> Wave, ELT Materials Development) authored the book *초, 중학생을 위한 단 한권으로 어학연수 준비 끝내기*.



- Yoonsuk Seo (5<sup>th</sup> Wave, ELT Materials Development) authored the book *직장인 일상회화 완전정복 1, 2, 3 단계*



- Younji Mo, Mijung Im, Hyeoung Jeong (3<sup>rd</sup> Wave, ELT Materials Development) co-authored the book *Bricks Reading 300*.



- Eunsook Jeong (5<sup>th</sup> Wave, English Language Teaching), Soohyun Kim (5<sup>th</sup> Wave, ELT Materials Development), Jungihn Yoon (6<sup>th</sup> Wave, ELT Materials Development) have published a book entitled *미국에서 통하는 생생 초등영어*.



- Mijung Im (3<sup>rd</sup> Wave, ELT Materials Development) authored the book *독해를 위한 핵심기술 구문패턴 100*.



- Jungmin Ahn (7<sup>th</sup> Wave, ELT Materials Development), Yungmin Kwon (7<sup>th</sup> Wave, ELT Materials Development) co-authored the book *Story of English Conversation*.



- IGSE graduates have recently been appointed to the English faculty.  
Eunyoung Haam - Chongju University  
Bokyung Lee - Chongju University  
Jungsun Hong - University of Seoul

## Faculty News



Hyunsook Chung

- **Presentation**
  - Chung H & Park M (2011). Improving EFL teachers' English communication skills through a 20-week intensive in-service training: A case study from Korea. Paper presented at AILA 2011 -The 16th World Congress of Applied Linguistics Conference hosted by China English Language Education Association, Beijing, China (August 2011).



Youngkuk Jeong

- **Professional Activity**
  - Vice President (2011-2012), The Korean Association for Lexicography (KOREALEX).

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## Faculty News



Youngwoo Kim

- **Publication**
  - Kim Y & Kim J (2011). An analysis of the Cyber Home Learning System's English test sections and their application. *English Language Teaching*, 23(3).
- **Professional Activities**
  - Managing IGSE Staff Research Project.
  - Workshop: Time management, IGSE Research Center (July-August, 2011).



Hyeong-Jong Lee

- **Publications**
  - Lee H-J (2011) Addressing the explanatory power of correlates of language learning motivational orientations through a two-stage least squares approach. *Journal of British and American Studies*, 24, 97-143.
  - Lee H-J (In Progress). *Introduction to Phonics: Grasping Its Substance*. Seoul, Korea: IGSE Press.
- **Professional Activities**
  - Standard Setting Committee Member for National English Ability Test (NEAT), Korea Institute for Curriculum and Instruction (KICE)
  - Planning Committee Member, The Applied Linguistics Association of Korea (ALAK)
  - Education/Training Managerial Committee Member, Institute of Foreign Language Education, Hankuk University of Foreign Studies (HUFS)
  - IGSE Research Center Managerial Committee Member
  - Consultant to the K-12 Commercial English Test Refinement Project
- Professor Hyeong-Jong Lee was selected as a recipient of the 2011 IGSE Internal Research Grant.



Hyeok Park

- **Lectures**
  - Introduction to Materials Development & Readers' Theatre, *중등 & 초등영어심화연수*, Incheon Education Training Institute, Foreign Language Training Centre (June, September 2011)
  - Process Drama & Readers' Theatre, *중등일정연수*, Kwangju Metropolitan Office of Education (August 2011)
  - Drama Activities & TBLT for Primary Classroom, Native English Speaking Teachers, Talk Program (August 2011)
  - Process Drama, *중등일정연수*, Gyeonggi Provincial Office of Education (August 2011)
  - Task-based Language Teaching, Native English Speaking Teachers, EPIK (September, October 2011)
  - Consulting for the Government Funded Writing Project, Dogok Middle School (September 2011)
- **Professional Activity**



Youngae Chung

- **Lectures**
  - 'Reading Instruction for Elementary School Students', Talk Program, at Korea University in Jochiwon (August 2011).
  - 'Design Your Own Course: Curriculum Design', Talk Program, at Korea University in Jochiwon (August 2011).



Glenn Allies

- **Lectures**
  - 'Multiple Intelligences in the Language Classroom', EPIK Orientation (September, October 2011)