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AGORA

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Time for a Reality Check



Nahm-Sheik Park
President

The Korean ELT landscape is home to some notorious 'snake oil salesmen'. Who apparently are in the business of conning us into believing that everybody can learn to command perfect English like nobody's business. These "peddlers" say that all we have to do is buy into their recipe. It would be no stretch to say that their shticks are practically all over cyber space. The airwaves also blare them out almost on a daily basis. Some even stare down from roadside billboards.

Just after our money, these bogus ELT miracle workers promise to do in a short while what honest Korean teachers haven't been able to get done in generations. If only there were even an iota of truth to their claims. I would not hesitate to urge their wares on the entire ELT establishment of the country.

The sad irony here is that apparently decent ELT practitioners are sometimes along for the ride. A few of them may even be in it for the money. Exhibit A: ELT-related professional societies endorsing commercial ELT packages of dubious quality. If the alleged trade of the soul for a fee here is for real, it has the potential to seriously bleed our profession of a great deal of public confidence.

Needless to say, we must all take care not to fall for any such purported ELT elixir. If we are to be true masters of English (or, for that matter, any other subject), the dues that normally need paying must be paid. No way around it. Keep in mind the timeless Euclidean maxim: There is no royal road to learning.

BTW, some advocates of English for young learners (EYL) arguably are in this snake oil trade too. They have been saying all along that EYL will turn all Korean learners of English into fluent speakers of the language. This pitch has already been proved wrong beyond any reasonable doubt, however. Close to two decades on from EYL's launch in the mid-'90s, the average Korean student is still struggling mightily with the language. That said, EYL advocacy of this ilk may be nothing but charlatany. If not charlatany first degree, charlatany second degree at least.

Also, a very inconvenient truth of relevance here relates to most of us refusing to teach English through English. Our lame excuse: We wouldn't even be able to get through to our students via English, never mind teach them well. My four-plus decades in the profession, however, tells me otherwise. In the few courses I taught in English, my students did just fine. And not a peep of complaint from them. Let's put an end to this shameless blame game of ours. Which in my opinion is nothing but a shell game. Let's stop kidding ourselves.

Giving English a wide berth in the ELT classroom may be well-meaning, but think of the world of harm it would do to our innocent students. Aren't we just trying to airbrush our lame command of English and hide behind the security of the Korean language? Should this be the case, which I suspect it is, we would all be just another bunch of arrant con artists ourselves. Perhaps we would do well to offer our public mea culpas now. Let's all get real. It's about time we beat our breasts and mended our ways. Deceiving those who trust us is more than a sin.



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Introduction of an IGSE Course

ELT & Social Service Classes

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As ELT professionals, we feel we have to do something good for our society and our people. If you are of the same mind, the ELT & Social Service classes at IGSE, one set of special classes at IGSE, are the very thing to consider.

There have been many ELT professionals at IGSE who have been interested in social service. Student clubs such as IVY and ELFE are organizations which have done such activities. Individual IGSE graduates have done their own social service activities for years. Though such activities will continue through IGSEans' volunteer efforts, we IGSEans have felt the need for a systematic approach to social service in the ELT field. So IGSE opened the ELT & Social Service classes (1, 2, 3, and 4) throughout the four semesters to support IGSEans' spontaneous social service and to plan new social services in the ELT field.

The ELT & Social Service classes run as follows. At the beginning of the semester, IGSE Sandan (산학협력단), which is in charge of the classes and class activities, receives requests for social services from IGSE departments and from outside as well. IGSE Sandan also surveys IGSEans' needs in social service. Based on the requests (demand) and the results of the survey (supply), IGSE Sandan matches both needs to produce the best ELT social services. After the matching process is completed, each IGSEan carries out his or her activity during each semester. While the activities are in progress, IGSE Sandan checks whether the activities run as well as planned. At the end of the semester, the IGSE students present their activities, and a feedback session is provided to improve our social services. Then, the students submit a social service report and time log.

Last semester (fall, 2012), through the class, IGSEans provided several social services:

- Taught primary students in Seongnae Welfare Center in Gangdong-gu, Seoul (IVY Club)
- Led a storytelling class at Chunil Library in Gangdong-gu (ELFE Club)
- Taught primary, middle, and high school students in Seoul Joongshim Child Care Center in Gangdong-gu (ELT Caption Club)
- Provided information on ELT & IGSE (Invitation to IGSE Club)
- Taught primary school students on Poongdo island through videoconferencing
- Taught English to elderly people in Seongnae Welfare Center
- Volunteer work at IGSE Library
- ELT research service of IGSE Sandan
- Individual social services through NGOs

In addition, during the winter vacation (February, 2013) many IGSEans worked together to run a camp, the 2013 Spring IGSE Action Storybook Camp, with primary students from Sungnae Welfare Center and Seoul Joongshim Child Care Center. In the camp the students had a chance to read storybooks made by IGSEans and had diverse experiences in learning English.

With the results of such precious activities, IGSE was selected as an official social service provider (교육기부인증기관) by the Ministry of Education last year.

In the spring semester, ELT & Social Service 2 will run with the 11th wavers, and in the fall semester, two ELT & Social Service classes (1 for 12th wavers and 3 for 11th wavers) will be open. Through the classes, we hope to deepen and widen our social services for our people and our society this year.

ELT & Social Service Classes

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Sorting mail in the post office, tidying up the rooms in the senior welfare center, re-shelving books in the library are the activities that spring to mind when it comes to social service. The only idea that I had about social service was quite simple: doing activities in the public sector without getting paid.

Especially in Korea, students are required to do a certain amount of social service in their middle school and high school for them to graduate and should even take a mandatory course in their colleges too. As one of the students who had to use their vacation time to get 20-hour-service done every semester with no chance to think of the true meaning of doing it, I could not help feeling exhausted when I heard about doing social service activities at IGSE.

This time, the social activities that I had to do as an IGSEan were not like sorting mail or re-shelving books. It was all about teaching English: what I had been doing as my career for more than 3 years, which I enjoyed passionately. As I was deeply concerned about the ELT field and the true worth of teaching, I could see some similarities between social service and teaching – both of them provide an opportunity for me to do what I already did, for those who are in need and get the feeling of making a personal contribution of something valuable.

I got to meet a high school girl in Seoul Joongshim Child Care Center for my social service activity at IGSE. She was 17 years old when I first met her. She never had a chance to get an extra English lesson except her regular English class in her school. She always wanted to have one because of her difficulties in learning English. Later I learned that she had never taken an English test seriously but ended up guessing over most of the

questions for several years. I was aware of what I could bring to her more than any others as I had been studying and teaching English and also I'm extremely interested in the ELT field. My enthusiasm for the field stems from the public sector, where the true meaning of social service could be understood. This led me to do the social service activity beyond just taking the credit of the Social Service class during my first semester at IGSE, coming to teach her English all through the winter vacation.

As I had taught English in a high school, it was always great to see my students improve and become more interested in learning a language. Teaching English as a social service activity has actually made me be grateful for something more than that. I and my students appreciate every single minute we meet for studying English. I can see her being very thoroughly improved in her English. I can feel that she sincerely needs me, and I am glad to be the one to help her, it is not difficult at all. It's more than just teaching English.

It seems that social service represents much that is important to the ELT field. Understanding the simple fact that many parts of our society are interested in learning English, we can make a significant contribution by teaching English to people in need who can't easily find other opportunities to learn English. IGSE is definitely providing a good link for us to experience this valuable contribution to our society.

Teaching is an Art

As a teacher trainer, I have been involved in a number of teacher professional development programs both for Korean in-service teachers and English native speaking teachers in Korea. Regardless of the length or the content of the program, the first question I ask is always the same: What is teaching to you? Then, the teachers talk in pairs and create a short definition based on their own experience. I normally give them for about two minutes to create a short sentence. There have been various definitions about teaching such as *teaching is learning, teaching is sharing, teaching is empowering, teaching is transferring knowledge, teaching is making people change, teaching is everything....* The next stage is sharing each other's idea, and finally I introduce my favorite idea about teaching which I borrowed from Alan Maley's short article Art and Artistry in ELT (2008). That is "*teaching is an art*", therefore, teachers should be artists. Well, so far, the teachers who have taken my course seem to agree with my idea on teaching after listening to my argument.

According to Spratt, Pulverness, and Williams, (2011), teachers should behave in different ways at different stages of a lesson in order to manage the classroom and to successfully lead students throughout the lesson. In fact, teachers are required to adopt various roles during the lesson. For instance, when they prepare and reflect on a lesson before teaching, their role would be planners, and when they organize the learning space and activities, they could be working as managers; likewise, they sometimes should be monitors, facilitators, diagnosticians, language resources, assessors, rapport builders, and even parents or friends as the lesson unfolds. In other words, teachers should perform all the above-mentioned roles

in the classroom exactly as actors or actresses perform on a stage. Furthermore, in one innovative teaching approaches, process drama, teachers should take on a role during a lesson and act out with their students. A drama convention called 'teacher-in-role' (TIR) requires teachers to start or lead the drama not as a conventional teacher role such as a director or facilitator, but as a real role in drama. Wagner (1999) states that Dorothy Heathcote, a pioneer of drama-in-education, used to go into role when she needed to develop and heighten emotion and came out of role when she needed to achieve distance and to reflect on the situation objectively (Park, 2012, pg. 61). This way, a teacher continuously goes in and out of a role and provides a wide range of interaction scope to the students. When it comes to L2 process drama, TIR can play a more efficient role in promoting L2 learning. According to Park (2012), when a teacher takes on a role in L2 process drama, incidental focus-on-form (Ellis, 2001; Loewen, 2007) may be actively utilized by controlling the teacher's and students' status. For instance, when TIR is an authority role (Neelands, 1984), recasting could be done naturally in context, and when the students' role is non-native speaker and the teacher's role is native speaker, recast could be conducted more conveniently. Teachers, therefore, create dramatic elsewhere for the students to experience in class, transform the classroom into a stage, and become artists who perform with their students in classroom.

To become an artist, however, we need to have professional skills through which the art can be represented. Maley (2008) described the art and artistry which ELT practitioners should acquire to articulate such an aesthetic approach and provided useful ideas and suggestions by categorizing them into three

sections: matter (what its content might be), the methods, and the manner. The matter includes visual arts, music of all kind, a wide range of imaginative texts, theatre and drama, moving images, and student-made inputs. The methods he suggested are project work, ensemble work, autonomous engagement, multi-dimensional activities, problem solving, and playfulness. In the manner section, he included atmosphere and flow experience, openness, experiment and risk, choice, and mutual trust and support. He also introduced some suggestions to clarify the vagueness of the terms such as art and artistry and listed a range of key words relating to his ascetic notions of education. The preliminary listed key words are *flow, balance, playfulness, creativity, elegance, harmony, joy, co-creation, choice, sensuality, risk, deep-processing, discovery, openness, humour, space, physicality, curiosity, relaxed energy, economy, cooperation, independence, visualization, personal commitment, story, mutual esteem, non-judgmental*.

The idea that teaching is an art or teaching as an art tells us that we, as ELT practitioners, should be ready to perform in harmony with our students in the classroom and change the classroom into a public performance stage where students interact, experience, and develop their thinking and speaking skills through negotiation and reflection of each other's opinions and viewpoints (Park, 2012, pg. 12). There, from the performed dialogue a new understanding which is cognitive and embodied, personal and social, emotional and sensory, and kinesthetic (O'Tool, 2008, pg. 14) emerges and we call this new understanding *learning*. The vision on teaching as an art widely opens our scope towards teaching, and we become not only a language teacher, but also a life mentor or a contemporary

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fellow who our students really want to share and walk with.

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Every Teacher is a Materials Developer

That is, at least they should be. Practicing teachers are the best materials developers, and what’s more, materials developers should never be far from the classroom (Tomlinson, 2003). Even when they believe they do not have the technical expertise they think is required to publish a coursebook, teachers regularly select texts and think about potential lesson content, identify learning goals and design classroom tasks and activities to provide the learners with opportunities for language development. Teachers often find that the existing materials they are using are not optimal and so they adapt them by taking things out, adding things, or reordering them. They also simplify, personalize and change the focus of materials. All of these behaviors are part of materials development, and so without being aware of it teachers are developing materials (Tomlinson, 2011).

There is, of course, one minor issue that demands attention. Materials development as a field has reached an intermediate level of maturity to where there is no longer a place for random and slapdash design in classroom materials. Materials development is very much informed by theory and classroom research (McDonough et al., 2013). And, because materials development is a fully-fledged sub-area of study within applied linguistics it now has its very own terminology, publications, and organizations. Although intuition and spontaneity do have a role to play in this process, developing principled materials requires us to think explicitly about target users needs, set development goals based on the contextual restraints and possibilities, and, most importantly, to match what SLA research tells us about language development to the practice of materials development.

The field of SLA is a dynamic one, with many diverse, and sometimes competing, theories and models about language

acquisition (Ellis, 2008). While materials developers should not expect definitive, black-and-white answers from SLA research or expect one model of SLA to trump all others, this should not stop us from applying what we do know about SLA to language materials development (Tomlinson, 2013). What we know, for instance, about readiness and developmental stages, the input-output circle, and about the impact of affective factors on learning should all inform what we do once we get down to the nitty-gritty of materials development.

One of the things you quickly notice when spending time with someone who is so immersed in their area of specialty is that they practically eat, sleep and breathe that topic. Spending several days in the UK during the EMD seminar with Freda Mishan (professor of ELT at the University of Limerick) showed me that she is exactly like this. One of a handful of real materials development specialists in the world, she took the time to share with the IGSE students and me some important developments in EMD that will need to be considered carefully in the coming years. Here is just one of them.

Learners and teachers have come to expect coursebooks that are built around conventional design principles and they may question the validity of those that are not. But if we take one commonly found feature of coursebooks and examine it with a critical eye we may start to feel less comfortable with it. The lowly comprehension check question, often found immediately after reading or listening texts, places importance only on the lower-order thinking skills of remembering and understanding, and as a result skews the reader’s response by focusing attention on details at the expense of the whole. It also often kills any affective response or engagement gained from the text.

Instead of closed-ended questions that test memory or knowledge we should think about using questions that elicit a realistic response and that involve the more complex thinking domains. This kind of response will require learners to apply, analyze, evaluate, and create based on the input they received.

It is only in the fields of sales or commerce that ‘best-selling’ is equated with ‘highest-quality’ or paradigmatic. But, ironically, it is those best-selling coursebooks that are held up as paradigms of excellent material that should be benchmarked. Why is this? In a word, washback. In language teaching, the term ‘washback’ refers to the influence of language testing on language teaching and learning. In the field of materials development though, it is used to refer to the process in which language coursebooks are by default based on previous, ‘successful’ models (Tomlinson, 2003). This perpetuates a closed circle where textbooks merely imitate other textbooks and are not informed by change from research, methodological experimentation, or classroom feedback.

Coursebooks are a central element in teaching-learning encounters, and for better or worse they tend to dictate *what is taught, in what order*, and to some extent, *how* as well as *what* learners learn (McGrath, 2013). Because coursebooks determine what the majority of teachers teach and how they teach we must be incredibly careful about what goes into them, continue to ask tough questions, and constantly think outside the box. We faculty members at IGSE are also taking these developments to heart and have begun asking ourselves why we are the only graduate school in the world to offer an EMD major, and yet we do not develop our own materials. In the coming semesters we will begin piloting new materials for the skills courses that, we

hope, further sets us apart from the pack and extends the limits of what has been done before.

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Endless Challenges

Interview with Joonsang Park, 9th Waver

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Most people in IGSE may know Park, Joon-Sang. He majored in German language and literature in his undergraduate. He used to be an EBS broadcast writer, and he published the book *How to Study English Well* even before

he came to IGSE. He was a 9th waver at IGSE. Currently, he runs an English group study space called 'English Battery' in Suwon. He also teaches students English online, based on the community called 'English battery'. We selected him as our interviewee because he brands himself as a unique English teacher in the ELT field, walking on an original and interesting career path from everyone else in this field.

Lee: You have already published two books. Could you tell us their titles and what they are about?

Park: The first book I published was *The Power of Hope*. I wrote it when I was 25 years old. It is a book that contains 15 interviews from people who overcame obstacles in their lives with the power of hope. Some of the interviewees in the book are successful and famous people in society, while others are ordinary people like you and I. Whether they are very successful or not, they all have one thing in common. They believe that the power of hope makes people rise from failure and frustration. I have personally been in frustrating and desperate situations in my life. By experiencing these situations, I now believe that once you have hope to overcome your difficulties, you can make your current situation better. The second book is called *How to Study English Well*. It's a practical self-help book for readers who want to study English. It includes pragmatic information on English learning and real examples from my experience as an

English teacher as well as English learner.

Kim: You have done many things in the ELT field before IGSE. Why did you decide to study at IGSE?

Park: The primary reason I chose IGSE was that I needed to hone my English skill, in order to develop my academic career, as I initially majored in German language and literature in college.

Lee: What do you mean? Did your college major interfere with your career activities in ELT?

Park: Partly yes. People tend to consider that ELT degree holders are better than other major degree holders in the field of English language education. Although I had a long-standing career in ELT, people considered my academic background as weak. I wanted to work more professionally in this field, so I decided to study at IGSE. Before I came to IGSE, I had two ideas in mind. The first one was going abroad to achieve my master's degree and the second one was studying in Korea. I chose IGSE, because I liked the curriculum and professors at IGSE. I still think that choosing IGSE was one of the best decisions in my life.

Lee: How was your time at IGSE? How did you study?

Park: I tried to follow the lectures as recommended by the professors. As I was teaching students while studying at IGSE, for me time management was crucial to being successful in my coursework and research. Unfortunately, I was so busy that I didn't have enough time to milk every moment of furthering my command of English at IGSE.

Lee: That is ironic. I guess you also expected a dramatic improvement in your English competence. But you didn't have

enough time for that.

Park: Yes. But I was serious about my coursework and research. I think there was a dramatic change in my view on ELT, and fortunately I now have more time to practice English (smile). I really enjoy it.

Kim: Which lectures at IGSE do you remember the most?

Park: Many content courses have been helpful after graduation. Take lexicology, for example. When I was taking the course, I sometimes doubted if I really needed to learn all this theoretical stuff. After graduation however, while teaching English, things I learned from this course suddenly became useful and helped me to develop learning materials. Ideas for those materials totally came from the courses I took at IGSE.

Lee: Was there a moment when you wanted to give up studying?

Park: Honestly, there was. My inner self was constantly telling me to focus my efforts on practical solutions, rather than attending lectures to learn theories. However, I remembered that I had always lacked a firm theoretical foundation. Also advice and encouragement from the professor Hyunsook Chung--she called the consultation time as time to take medicine--led me to think I needed to complete my study. When thinking back the decision to stay at IGSE was the best decision I made in my life. I really want to encourage current students not to never, ever give up.

Kim: Did your future career plans change while studying at IGSE?

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Park: Yes. Before studying at IGSE, I was longing for a theoretical foundation to come up with good solutions for teaching English. While studying at IGSE, I became much more ambitious. I came to dream a bigger dream. My new goal was to establish a company, an education company. Now I am running a small study space, but it is just a beginning of my future vision.

Lee : What kind of lessons are you giving? Do you also give a lecture to many students?

Park : Various types, online and offline, individually and in a group. I try to keep groups rather small.

Lee : Why is that?

Park : I believe I can pay enough attention to each student when the groups are not too big. And I believe such attention is important in students' English learning. And I think learners also prefer small groups. Also, I find it important to have a good harmony with the students and with a big group it is hard to establish a good one.

Kim: How do you want to be called in this field?

Park: English Teacher.

Kim: If you put some description?

Park: An English teacher who helps students to realize their dream.

Second Language Education: Early or Delay?

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As Korean parents anticipate that bilingualism from infancy offers the widest set of benefits and opportunities, some Korean mothers wish to introduce English during infancy through a nanny whose mother tongue is English. Others spend large amounts of money for prenatal English education. However, not everyone shares such enthusiasm for teaching a second language before the first is mastered because of the fear that children will experience confusion. However, learning a second language at a young age should be encouraged because it benefits children greatly.

Children who have knowledge of a second language have better and more advanced reading skills. A study undertaken by York University in Canada suggests that children learning to read two languages show accelerated progress in learning to read. They can have deeper insight and wider experience in learning to read two languages, thereby being able to apply the insights and experiences of one language to the other. Better reading skills give them an advantage in problem solving, which promotes long-term academic achievement.

Children who are taught a second language at an early age may attain a natural sounding and native-like accent. They are always mimicking what they hear and they are very sensitive to slight differences in tone and sound. This sensitivity helps them notice and duplicate the tricky sounds that adults often stumble over. The Critical Period Hypothesis suggests that there is an ideal time to acquire a language after which further language acquisition becomes much more difficult and effortful; most older learners never reach native-like proficiency. Therefore, significant exposure to a second language in childhood makes it possible for the young to speak smoothly and confidently from an early age.

Furthermore, learning a second language in childhood encourages greater grasp of children's first language. Learning a new language helps children gain a better understanding of their first language enriching grammar and vocabulary. Nancy Rhodes, Director of Foreign Language Education at the Center for Applied Linguistics in Washington, DC says, "The more children learn about a foreign language, the more they understand about their own language." Knowledge of a second language helps children examine their own language and understand better their native tongue.

Although it has turned out that starting a second language early offers greater benefits, there is fear that early second language education makes children lag behind their monolingual peers. Due to such apprehension, many parents and teachers avoid teaching a second language to their children until they acquire their mother tongue. However, there is no empirical evidence that links bilingualism to language delay. In their article, "Evaluating attributions of delay and confusion in young bilinguals" published in *Sign Language Studies*, Petitto and Holowka argue that very early simultaneous language exposure does not cause a young child to fall behind with respect to the semantic and conceptual underpinnings at the heart of all natural language, and this is true regarding each of the young bilingual's two native languages.

Early second language education can bring advantages to children. It encourages children to have better reading skills, native-like accent, and wider understanding of their mother tongue. Instead of being concerned about the disadvantages of early second language education, parents and teachers need to find effective materials and approaches that can promote children's second language learning.

High School v.s. Middle School Teaching

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I'm a high school teacher. A few months ago, I had lunch with a friend who teaches in middle school. We very nearly lost track of time groaning about workloads and troublesome students. We even started to envy each other; she wishing she were at a high school and I wishing to be transferred to a middle school. We finally had to accept that "the grass is always greener." Although both Korean middle and high schools are classified secondary schools, teaching roles differ in terms of workload, disciplinary measures, and—perhaps most markedly—teaching styles.

During work hours, high school teachers are often busy, but middle school teachers are crazy-busy. Teachers in middle school typically grab a cup of coffee on their way to work in the morning, but after being rushed off their feet, they find their coffee cold not long after. Meanwhile, high school teachers are often spotted having a nice chat, holding hot mugs in their hands. Why? According to Gyeonggi Office of Education, middle school teachers, on average, have four more classes to teach per week than high school teachers. Also, middle schools finish before five p.m., so teachers rush to finish all the work quickly before the bell sounds. However, high school teachers stay at school late at night with students, procrastinating knowing that they'll have enough time to do their work later. As a result, some teachers with families would rather choose to work at a middle school so they can leave earlier and take care of their children.

Moreover, middle school teachers need to tame "cheeky monkeys," while high school teachers teach "brand-new adults." Middle school teachers sometimes look like fussy parents—they keep their eyes on the pupils all the time, telling them what to do and not to do, and circulating around the classrooms as often as

they can, even during lunch. They recognize that students are in adolescence, sometimes called "a period of storm and stress," and need special attention to prevent further problems. It makes sense considering recent news of serious school bullies, who mostly stalk middle schools. In contrast, high school teachers seem like blunt parents—they believe the students are on the threshold of adulthood; they try to minimize nagging, allow independence, and promote autonomy. In fact, high school students try not to get themselves into trouble anymore because they are concerned about their grades.

Lastly, during classes, middle school teachers often become experimenters, whereas high school teachers are often transmitters of knowledge. The degree of complexity in learning content is not the only distinctive feature between two, but the teachers' teaching styles are also different. Since middle school students are not yet worrying about university, teachers can afford to implement diverse activities and experimental teaching methods. This can help young students become motivated and enjoy learning. However, soon after entering high school, they become pre-occupied with exams and grades. High school teachers, in turn, can hardly conduct classroom activities that seem not relevant to the exam. Instead, they tend to get straight to the point, summarize the content, and teach skills to get good scores on the exam.

I'm not saying there are pros and cons of being a middle or high school teacher, but rather, each has its own characteristics. Keeping these characteristics in mind, different teaching methods should be implemented, and appropriate disciplinary styles should be considered. Just as middle and high school students are different, so too are teachers' roles.

Yoons Internship Program



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Yoon's English Academy provided several students from IGSE some work experience through an internship program last winter vacation. The internship for IGSE students was recommended by Prof. Young Woo Kim, and the department of human resources at Yoon's readily accepted his suggestion, although interns were usually university students in the past. Applicants to the program were encouraged to reply to the email sent by Prof. Kim, officially announcing the program to all existing students in IGSE to show their interest and previous work experience. There are many different teams and departments in the company, yet the internship for IGSE students was partnered with only two teams: Product Research and Assessment. I was pleased to apply to the Product Research team since I am interested in the business of the team, which relates to designing customized services, developing curricula, and analyzing learning efficiency and market demand. As soon as I found the notice of the internship program, I wrote an e-mail to take the opportunity without hesitating.

My first day at Yoon's was a slight flurry of excitement. I attended the orientation session and watched a short television commercial of Yoon's, and they seemed very familiar. As an intern, I learned a lot about Yoon's in the session such as its history, its system, and its benefits to employees. Our own diaries, laptops, and employee cards were distributed. Then we interns briefly introduced ourselves to other interns. There were four IGSEans and six university students, but only one or two people were assigned to the same team. Sun Mi (11th

wave) and I worked for the Product Research team. The workers in the team greeted us very warmly when we arrived in their office on the second floor. As a matter of fact, most of them were graduates of IGSE, and I met two people I knew. That made me much more relaxed and comfortable. I hoped to stay there with them, but the space in the office where they were working was too small for two additional desks. Hence, they offered us desks in a meeting room on the third floor. The other two interns, Mikyung and Dong Jae, assigned to the Assessment team, were apparently in a similar situation, so all four of us stayed in the same room.

Work formally starts at 8:30 and ends 17:30, but I went to the cafeteria around 7:45 to have free breakfast and left for home around 17:45. Incidentally, because we were in different rooms, we communicated with employees through Nate-on Messenger or in personal meetings. We were also assigned to different tasks. My work was simple but challenging since I had to look up all the learning material along with Yoon's BEFL curriculum. I built a database of the learning material including table of contents and activities contained in each book. It would be used for designing or applying to a new program. To do my task, I was able to access a special program designed for administrators and teachers at Yoon's. Basically, it was great opportunity for me to learn and analyze Yoon's curriculum and all learning material they have been using. Sun Mi designed classroom activities based on existing material for a new launch program, and Mikyung and Dong Jae made

up questions for vocabulary tests. We put effort into finishing our own tasks within the time limits. The busy and enjoyable internship lasted for a month, 20 business days.

As I was saying, the workers in Yoon's had good manners. They always greeted or exchanged nods with one another, so I naturally followed their etiquette. Our team members often invited us to join lunch or coffee breaks to chat and take extra care in our working process, our conditions, and offer help. Due to the warm atmosphere, I enjoyed working there. The members in the department of human resources also arranged a couple of meetings to get feedback about the internship program for improvement and for us to exchange information or experience with other interns. We received a book as a gift from the department. All in all, I was thankful for their careful attention and kind consideration.

On the last day of the internship, IGSE students had a short meeting with Prof. Kim to talk about what we did and to discuss a better system for an internship in the near future. I hope that future IGSE interns at Yoon's could work in the same office with their team members. Besides, Prof. Kim mentioned that the internship should be a win-win program for both Yoon's and IGSE. That is to say, students may use the internship to gain working experience and determine whether they have interest in working for the company, and the company has benefits to find well-qualified candidates or get some help to increase work efficiency. It means our dedication to the

valuable internship chance was very important.

It has been a month since I finished the internship. I still visit Yoon's cafeteria at lunch as an IGSE student, but I feel totally different at the moment compared to the time when I much cared about my formal dress, etiquette, and hard work as an intern. In any case, I really appreciate Yoon's and Prof. Kim. For me, the internship was unforgettable.



Color Your School Life with Professional Activities



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My partner Jungmin Lee and I were waiting for the outcome of the winners to be announced for the poster session at the 2012 ALAK (The Applied Linguistic Association of Korea) International Conference on a fine Saturday afternoon at Hankuk University of Foreign Studies. The 3rd winner and 2nd winners were being addressed, and at the moment I had no idea that we would end up in winning first prize. So, when our names were called, I was very surprised because I didn't think that we could get this far from participating in the poster session. At the same time, of course, I was very pleased since that was the moment our whole summer vacation devoted to preparing for the poster session was rewarded.

Much Support Made Our Journey Possible



as a small stepping stone, or just to experience something aca-

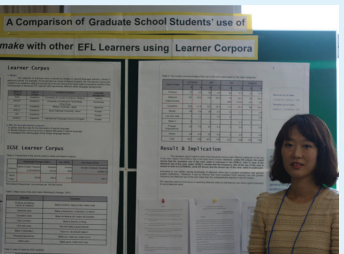
demic. I was involved in IAC (IGSE Corpus Club) and wanted to keep building the academic tradition of the corpus club, which was participating in the poster session through corpus studies. So I looked for someone who would study with me, and when I asked Jungmin to work with me as a team, she accepted it willingly and gladly without hesitation. That was the start of our journey of the participation in the 2012 ALAK poster session. Even though we started with a gung-ho spirit, we didn't know where to start at first because our knowledge of corpus was limited, while topics of corpus study were unlimited. ESP (English for specific purposes) got our attention. Considering time and our resources, however, we wanted to start with something small, but important enough that we could base it on a general corpus study. It took several months to choose a topic for our study, and we finally chose to study learner corpus for the poster session. During this long process, we had much support, which actually made our journey possible. One of them was Jung, Hyun (4th wave), who voluntarily supported us with full enthusiasm for corpus study. Also three professors were always there to help us. Professor Christopher Douloff gave us about 100 essays that he had saved from his writing classes, from which we could successfully build and analyze our IGSE learner corpus (IGSELC). Also Professor Youngwoo Kim, who always encouraged us to keep going and Professor Kwanghyun Park, who is an expert in corpus study; they all shared their time to advise us on our study. With these supports, we could narrow down our topic to a more specific one and be confident enough to go further.

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IGSE, Providing the Best Environment for Professional Activities



So don't be afraid to try and reach out there to get help as much as you can since this atmosphere is the true sense of IGSE. Actually, there are a lot of activities that we can involve ourselves in while studying: participating in various club activities, volunteering in teaching, contributing to society through various events, like TED and so on. But most of all, I would not hesitate to say that one of the best ways to experience school life is to take part in professional activities in the field of English education. From my own experience, I could definitely say that IGSE is the perfect place to prepare for professional activities, knowing that everything is available—such good professors that you can always lean on, good students that you can share your interests with, and most of all, the academic mood that you cannot look away from but help following by researching what you are interested in. In this regard, we, Jung Min and I, were lucky, and you, as a member of IGSE, are lucky, too! I'm sure that you will learn so many things in the process of preparing your own professional activities like we did. So if you haven't participated in any of the professional activities yet, why don't you try and feel the same sense of achievement?



* Before I wrap up this writing, I would like to take this writing opportunity to thank Professor Young Woo Kim, Professor Kwanghyun Park, Professor

Christopher Douloff, and Jung, Hyun for supporting, encouraging, and providing us with resources that made our research possible.

* 2013 Major conferences in the field of English Education

Name	Time	
	Proposal Deadline	Conference
KATE (The Korea Association of Teachers of English)	March 11	July 5-6
ALAK (The Applied Linguistics Association of Korea)	March 31	October 5
AsiaTEFL	March 30	October 26-28
KAPEE (The Korea Association of Elementary Education)	Jan 19	Sep 15

Mahalo to Hawaii~



Do you know any Hawaiian? I guess we all know what “Aloha” means. Its meaning varies widely from “hello” to “fare-well.” Anyway, it is true that “Aloha” is a general good feeling. “Mahalo” is the Hawaiian word for “thank you.” In Hawaiian, “w” is pronounced “v,” so Hawaii is Havaii. Waikiki is also pronounced as Vaikiki. That is what I learned from Myron Monte, the former principal of Dole Middle School. As well, I learned about Hawaiian culture such as traditional dances and songs accompanied by a Ukulele from him. It was such an amazing lesson that it will remain in my heart for life.

I’m sorry for the long opening; let me start my exciting story! ^^

When I arrived at the airport, I was very pleased about the kind atmosphere. The CAPE coordinator led us to the Pagoda hotel right after we landed at the airport. It didn’t take long to get there. I was very satisfied with the hotel for its good location. We met Dr. Yoo, who is the president of CAPE, in the lobby, and we were given an orientation of the program. I must say CAPE was such a wonderful program and well-organized.

University of Hawaii

On the second day, we went to the University of Hawaii. The beautiful campus and high tech educational facilities are wor-

thy of its reputation. One more thing I was amazed at was the faculty members. If you study SLA, you may hear the names Richard Schmidt, Graham Crooks, or Richard Day. They are professors at the University of Hawaii. I still can’t believe I was being taught by them. It was such a big honor to meet them! I had lessons on motivation and second language writing pedagogy, which were useful to review what I had already learned in IGSE. Furthermore, I learned new things such as language program administration. It was very interesting as I haven’t had any chances to learn those kinds of things. All the lectures were great and satisfying, and I felt like my status was elevated by being in the same class with these eminent scholars.

Maryknoll Grade School

We were given a big chance to observe students at Maryknoll School for two days. The first day was a “Neon” day in which all the students were required to wear neon-colored clothes. That day, I observed third graders, and I found the class was mixed with students who come from multiracial backgrounds. The students as well as teachers were all nice to us. What I was surprised at was there seemed not to be any racial discrimination in the school (Hawaii has a mostly heterogeneous population). When I got into the class, student-oriented lessons and class arrangement overwhelmed me. The students looked very free and animated in class. The other day was a “Twin” day, and the students had to wear the same clothes. So my co-teacher, Cho-long, and I wore the same-styled t-shirts with different colors, and we taught the students some Korean words and cheering chants, “Dae han min kook”. As a main activity, we explained how to play Ddakji and played it with the class. We were very

satisfied with our teaching and the students seemed very excited and happy like us. I will never forget the happy faces they showed me. A young boy in the class told me this game was the best ever. The teacher also mentioned that IGSE teachers always provide the students with more interesting experiences than many other Japanese and Korean teachers. In addition, I had a chance to folk dance with middle school students by holding hands and changing partners in the playground. Also, I especially remember a very naughty girl whose name was Showbi. She had a great time with me and asked me to be her teacher. When I heard that, I felt my eyes were brimming with tears. I deeply expressed my gratitude to the director of Maryknoll School, Nagami, for giving us the great opportunity.

Leisure Time

Some of my classmates and I, including SNU students, enjoyed our spare time together. Even though we were given a lot of assignments, we didn’t want to stay at the hotel all day long. After school with Chris we took pleasure in various field works. We went to Bishop Museum, Perl Harbor, Kualoa Ranch, Wakiki

beach, Diamond Head and so on and on. I want to share the story when we went to Kaneohe Bay to enjoy ocean sports such as jet skiing and snorkeling. We expected the weather would be very nice and warm. Since Kaneohe is located in the northern part of Ohau, we went north by bus. Unfortunately, however, the wind blowing from Alaska was really strong and hit the northern part of Hawaii. We were shivering with cold, but we enjoyed every minute. Can you believe that it was the coldest day ever in my life even in Hawaii? ^^ One more enjoyable experience was at the Kualoa Ranch. It is widely known as being the set of the movie *Jurassic Park*. There, we went back to nature and were surrounded by the greenness of Mother Nature. I can’t express more how amazing it was. ^^

I don’t know how to extend my heartfelt gratitude to President Park, the professors, and other staff members at IGSE for giving us this golden opportunity. I strongly believe that the varying experiences from Hawaii will affect my educational philosophy. I learned a lot, I saw a lot, and I experience a lot. Above all things, I built a closer relationship with my classmates and Chris, so I will never forget Hawaii. *Maholo to Havaii!!*



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Oh to be in England, Now that Spring is There



"What will survive of us is love": Philip Larkin ...

Olympics still tempering the quiet desperation of Londoners struggling to make ends meet under the inauspicious rule of the Cameron government.

Fifteen strong we flew, led by Yusun, with Prof. Philip Hiver struggling to keep us out of trouble, into King's Cross, where London lay before us wholly unsuspecting. From here the virtuous toured the museums and the sights, pillaged the Portobello markets and attended the theatre, while others explored the British Library, various non-descript bookshops, and existential questions touching upon the nature of Jaffa Cakes.

On Sunday we headed south for Bognor Regis, a small sea-side town with a stony beach like Brighton. The area is full of flints and cherts which are used to decorate traditional brick buildings and must have been a significant resource in Paleolithic times. Bognor consistently enjoys the best weather in England. For some days this did not speak well of the rest of the country, it was as cold and wet as London, and several IGSEans caught colds. At the campus of Chichester University we were divided among a score of households for a full immersion cultural experience characterized by small misunderstandings and a certain amount of humor.

Dispersed among a series of historic buildings across from Hotham Park, the Chichester campus at Bognor has a brand new

library and technology center with good access to electronic resources, and also many teaching resources, particularly for younger learners. Puppets and storybooks, and kits for teaching about religions like Hinduism or Islam are part of everyday L1 schooling in Britain. Chichester's background is as a teacher training university, which is reflected in its library and in the inclusion of school visits in our course; not quite ELT, but nevertheless very interesting.

Wendy Superfine, a well-established author who has published predominantly lower level textbooks for a number of countries ran most of the course. This concentrated on the review of materials and on the process of adapting a book for different markets. Storybooks like Winnie the Witch were particularly popular. Wendy also accompanied our visit to Cengage, a large publisher that recently absorbed Heinle, who gave us so many free books some of us had to post them separately back to Korea.

Those of us with literary or historical tastes were pleased to visit Chichester Cathedral, where we could see the graves memorialized in the Larkin poem together with grave stones and memorials dating back to almost to Anglosaxon times, together with evidence of considerably older Roman buildings.

Another evening saw us visiting the pub once frequented by William Blake, the reclusive print maker unknown to all except of



course Coleridge, and a poet of such courage he rhymed eye with symmetry in *The Tyger*, his response to the French revolution. The beer was good too.



Another section of the course was an App workshop run by Caroline Moore of Learnahead, and perhaps more pertinently, one of the designers of Word Carrot, an app that has become popular among young office workers in China. Her experiences with development, pricing regimes and search engine optimization illustrated the potential and the teething problems with developing apps, which are a field wide open for resourceful IGSEans.

Freda Mishan's introduction to authentic materials use was probably the most comprehensive part of the course, very principled and quite detailed. Perhaps the best short feature was the use of reaction texts, which don't need to be adapted because they are the prompt rather than the language focus of the lesson. Mishan's lessons treat language as an emergent phenomena, one that we explore more with our students, than for students. This is a good fit with a descriptive linguistics.

After Freda's course we left Bognor in the company of Lemmy, a cockney busdriver and former airman, who drove us to Stratford on Avon, Warwick Castle—seat of the notorious Richard Neville—and



later Oxford.

OUP is the biggest publisher in England, and has been for centuries, growing out of the lucrative bible trade to produce the eponymous dictionary, which has become so large that it is unlikely to be printed ever again.

OUP is crisp and professional, the lair of Prof. Michael Swan, whose weighty grammar reposes like a bible on most ELT teachers' shelves. It is A S Hornby however that is the financial engine behind OUP now, insofar as any individual may be said to be, his *Advanced Learners Dictionary* is far and away OUP's top seller, and OUP is the largest publisher in England.

Hornby was teaching in Japan when World War two broke out, and was lucky to escape with his manuscript. He didn't think traditional dictionaries were helpful enough, and he wanted to make learning easier for his students. The *Advanced Learner's Dictionary* is a product of his commonsense simplifications. Hornby's estate offers teaching scholarships to this day, and Larkin's rather reluctant realization is true of him, and I think of IGSEans too.

What did we learn in England? *What will survive of us is love.*



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Open Your Arms and Embrace the Adventure!



Do you think language learning only happens in a classroom, repeating after the teacher? My answer is a definite 'No!' Back in my school days, I used to study English by watching the news, movies and soap operas, trying to follow the actors' intonation and accents when they spoke their lines. I also loved singing pop songs. I don't know when and why I started studying like that, but for me it was a lot of fun. I found I could memorize scripts and lyrics quite easily and the retention went on for some time. After my unique approach to language learning, I guess my move to teaching musical theatre was not an accident but my destiny. After graduating from university I started work in a school. I already liked teaching song and dance, and I think this paved the way to my starting to teach musical theatre in 2005. Since then I have taught pre- and in-service teachers and kids musical theatre at camps and on teacher training courses. In 2010 I joined the 'tiny but shiny IGSE' and majored in materials development, and I'm happy to say that my first book was published last May, just before graduation. Of course, it is about musical theatre. And then last July the school suggested running an English Musical Theatre Course for teachers. I hadn't taught a 12 week-long training course before, but I have courage and I like adventure, so I decided to give it a go. That's how I came to teach the first

musical theatre course at IGSE.

1 December 2012 – I'll never forget that day. It was the day my first IGSE musical theatre students brought to the stage what they had been learning over the previous 12 weeks. As soon as the performance had finished, they all looked so excited and full of confidence – obviously feeling they had just done something wonderful. Compared to my impressions of them on the first day of the course, it was apparent they had changed a great deal. But the question for me was: what had brought about this change?

Well, doing musical theatre is very different from following a regular language program. If you sign up for this course, you'll be expected to move around a lot, sing and express your feelings, which I know is not easy for everyone. But you'll also have the opportunity to find out who you really are and what kind of talents you have. You may even improve your language proficiency, increase your confidence and build your team skills throughout the course. These would be the benefits of rehearsing a musical, especially in terms of language acquisition. I imagine the participants in my course must have experienced these benefits just as I did in the past. That's why they all smiled and hugged me at the end and wrote positive comments on the course, saying that they wanted to learn even more about musical theatre.

So what made them choose to take this course in the first

place? My students were all teachers who worked in a hagwon, kindergarten or public school, and on the first day, I asked them why they had decided to sign up for the course. They all said they wanted to get away from the norm of teaching English and try out a new and fun way of introducing language to their students.

To learn about this new and fun way of teaching English the students came along every Saturday. At first, they tired easily, because they found it difficult to act, sing and dance at the same time, but they gradually got accustomed to the demanding routine. To get the first IGSE musical production to the finish line I had to become a Jacqueline-of-all-trades – I was variously teacher, director, prop designer and stage manager. With every day of rehearsal the performance day was getting closer, and then I heard a 150-seat theatre had been rented especially for the show. I told the students where they would be performing and how big it was. They seemed very nervous but excited at the same time. To fill the 150 seats I invited parents with children and those who were interested in learning English.

On the day of the performance, we put on make-up, practiced all the scenes covered in class and had a technical dress rehearsal right before the show. The time quickly flew by and soon the clock showed it was almost six. I saw a lot of people had turned up to watch despite the cold weather. Right before the begin we cheered for each other – though I was really wor-

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ried in case they made mistakes and forgot their lines because they'd looked so nervous in rehearsal. But once they got on stage they were totally transformed. They were very confident and made the audience smile and laugh. Plus after the show I got some text messages from the parents saying, 'Thank you for a great show and please invite us again if you put on another one.' I was very proud and grateful for everything.

I've since learnt that some of my students have started to incorporate musical theatre into their classes, and some even teach musical theatre as different way of teaching a language. And now, as I write this, I'm waiting for the second musical theatre course to open on March 16. So what about the second time around? Will it be easier than the first time? It'll be interesting to see how I actually cope. Whatever happens, I'm sure it will be an adventure. I'll try to open the students' minds and help them become better teachers. Thanks to IGSE, I have again been given this valuable opportunity. I will do my best to make 'tiny but shiny IGSE' shine once more.



PBL is 3D (Different, Difficult, but Delicious)?



I'm a great believer in the value of Project-based learning (PBL). Although PBL is one of the most popular terms in education innovation today, under the current CSAT-based admission system it's hard to know how well PBL would work at a high school; we are too busy keeping up with the Korean national curriculum and simply don't have the time to devote to other projects. There is, however, an exciting opportunity here to make the most of the enormous potential PBL has to offer English education.

This January, 24 outstanding students from Kangdong-Gu, who had all been recommended by their schools, took part in an effective and meaningful project ("We can make it: English Materials Development") - a joint program between the IGSE School of Continuing Education and the Self-directed Learning Center in Kangdong-Gu. This project presented me with a big challenge since all the participants were excellent and highly-motivated learners; many had lived abroad for several years and a few had better SAT or TOEFL scores than my own.

As project manager I tried to analyze the students' needs: why, for example, they had opted to do this project rather than signing up to a private English school or going on a family trip during the winter vacation. The project was intended to help students develop English vocabulary materials and also get them published if possible. But in fact, most students were just aiming to get the program certificate from the Self-directed Learning Centre in Kangdong-Gu. The nature of the admissions system means that a teacher's activities and abilities in other fields are regarded as highly significant. At least they could claim to have experienced self-directed learning through this project.

Date	Project Schedule
Day 1 Jan. 3. (Thur.)	Program introduction & Ice Breaking Lectures on the process of developing English materials the real story of getting an English book published effective vocabulary learning Visit to the IGSE Library
Day 2 Jan. 8. (Tue.)	Grouping & Analyzing materials & Planning - Needs Analysis / Scope & Sequence
Day 3 Jan. 10. (Thur.)	Vocabulary Material Development 1 - gathering data & drafting & feedback session
Day 4 Jan. 15. (Tue.)	Vocabulary Material Development 2 - modifying / editing & designing & feedback session
Day 5 Jan. 17. (Thur.)	Presenting the end product & Awards Ceremony - presentations

<Table 1-Project Schedule>

This project work took place over five days for a total of 15 hours <Table 1>. The first day was given over to lectures designed to help students' understanding of the concept and the process of developing English materials, as well as effective ways of learning vocabulary. While students demonstrated an excellent level of English proficiency, to my surprise, none of them seemed to know anything about supplementary teaching materials. To round off the day they visited the IGSE library, one of the biggest English education academic libraries in Korea, and each participant took out a book to analyze for the first assignment.

The next day, each student chose a team divided according to the different types of end-product. There were five teams, three

for developing paper-based materials, one for developing applications, and another dedicated to developing a multimedia dictionary. Roles were assigned within each group (*eg* team leader, researcher, writer, designer, presenter, etc.). As expected, having a specific role made students more active learners and better negotiators by giving & taking feedback from each other. Emotional support and their desire to create an end-product helped them overcome the obstacles encountered, such as lack of time and the difficulties of working together. And even though each team showed great enthusiasm, they were often overwhelmed by the sheer amount of work.

This project needed lots of concentrated time, and most students took their responsibilities seriously, consistently preferring to work on their project rather than playing computer games at home; some changed their shifts for school cleaning duties and others even stayed up all night from time to time. On the last day, full of confidence, each group gave their 'drop-dead gorgeous' presentations. And now when I asked the students about supplementary teaching materials, all of them knew how a CD or even a performance could be utilized for teaching.

PBL is 3D (Different, Difficult, but Delicious). The first D is for "Different". From the perspective of PBL students have to get involved in different activities over the course of the project. They never have a chance to get bored. But when they realized the sheer amount of decisions about their products that had to be made – such as topic, audience, medium, design and layout – they seemed somewhat lost at first. The five coaches (including me) had to anticipate the whole process of developing applica-

tions, video-dictionary, multimedia dictionary, etc. ready to guide the students in case they got stuck. We coaches were constantly being bombarded with questions, and were really kept on our toes – just like being in wartime. That's why the second D of PBL is "Difficult". Nevertheless, once students have savoured the deep taste of PBL, they become addicted. Over the course of the project, students were also involved in a great many discussions and learnt to present their own opinions and ideas in a clear and logical manner through group-work. Although discussion is an ideal activity for second language learners – incorporating speaking, listening, and critical thinking skills – under the test-oriented college entrance process, high school students rarely have discussion time but have to chase the current curriculum at school. They learnt to handle disappointment and exercise self-control while working with fellow group members. Furthermore, they listened carefully and critically to others' opinions and evaluated those opinions. They even tried to empathize with others' feelings, passion for life, and dreams. That's the beauty of PBL. In a word, PBL is also "Delicious" (the third D).

On behalf of the coaches (김은아, 유수현, 김일호, 김은영) who helped on the project, I would like to thank the guests who came and saw the participants' presentations and offered kind words of encouragement. I believe these students can have an influence on living styles, educational practice and even the publishing market in the near future. I can still see their eyes shining with enthusiasm and feel the energy and excitement that surrounded them. I'm sure this particular 3D experience will serve to ignite their interest in the field of English materials development – or even in IGSE itself (^^)!

The Effectiveness of Genre-based L2 Writing Instruction on Korean Middle School Students' Writing Proficiency

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This study aimed to examine the effectiveness of genre-based L2 writing instruction on Korean middle school students' writing proficiency and their changes of perception towards L2 writing. The research was conducted with 595 third-grade middle school students at two co-educational schools in Gwangju Metropolitan City, Korea. The experimental group was given genre-based writing instruction, while the control group followed their usual English lessons with no dedicated writing activity. Background information on all the students was collected via a pre-questionnaire: previous English writing experience was limited to writing for translation or grammar practice, with only 29 of the total having experienced writing passages longer than one paragraph in English at a private language school; personal time spent on writing practice, excluding regular English class writing, was not more than one hour a week on average; with respect to living experience in an English speaking country, 18 students (five from the experimental group and 13 from the control group) had resided abroad for no more than six months.

Diary entry was used as the instruction medium for this study since this genre was considered likely to be the most familiar to the participants based on their prior educational experience. Over the course of five instructional writing sessions, the participants in the experimental group were exposed to 13 writing sample diary texts. The first session was used to outline the context, with the teacher delivering a lecture on the purpose, the generic structure, and the linguistic features of the diary genre. In the second and third sessions, the teacher and the students analyzed sample diary texts and identified the characteristics of the target genre. In the joint construction of the text stage, the

participants wrote a diary entry in collaboration with the teacher and their peers, following the steps of process writing and engaging in peer feedback.

The control group, on the other hand, received no explicit writing instruction. Instead they took their regular, four-times-a-week English classes in which all four skills are integrated. Here, any focus on writing was conducted at the end of each unit; the participants were asked, for example, to complete sentences for a grammar review or write a short passage related to the unit topic without any specific guidelines.

The paper-based writing task on the pre- and post-tests was to compose a diary entry. On the pre-test, participants were required to write about the most memorable (happy, sad, terrifying, or embarrassing) day they had had during the summer vacation. The minimum length of the text was set at 30 words. Following the five-week treatment, the participants all took the post-test. For the experimental group, the post-test was conducted in the final stage of writing instruction. They were given 40 minutes to compose a new diary entry using a recount text type. The post-questionnaire was administered to examine changes in perception toward writing. Interviews with the participants, and later the teacher, followed the post-test.

Students' compositions were rated on content, organization, and language use, features that were all addressed during the writing instruction. The scoring rubric for this study used a five-point scale, assigning a score from one (not intelligible due to less than 30 words) to five (very explicit and clear) for each category. However, for lengths of zero words, a zero point was given in each category. Scores from two independent raters

were compared and the inter-rater reliability (the Pearson Product Moment Correlation) was 0.91. The intra-rater reliability calculations showed 97% agreement.

In order to test the effect of the treatment on the participants writing proficiency, an analysis of variance with repeated measures (Repeated Measures ANOVA) was performed. The within-subject variable was Time (pre vs post), and the between-subjects variable was Group (control vs experimental). In addition, for comparing the self-confidence level in L2 writing between both groups, a one-way analysis of variance (ANOVA) was conducted. The dependent variable was Self-confidence Scores, and the independent variable was Group. The alpha level was set at 0.05 for both repeated measures ANOVA and one-way ANOVA.

The results showed that only the experimental group, provided with genre-based L2 writing instruction, showed a statistically significant improvement in each category on the post-test. Additionally, the questionnaire and interview data revealed that genre-based writing instruction had a positive influence not only on increasing students' self-confidence in L2 writing, but also on their perceptions towards writing. Before the treatment, all students regarded composing grammatically correct sentences as the most important factor in their writing. Post-treatment, however, those participants who had been taught genre-based writing now thought that introducing content relevant to the topic was more important.

These findings provide insights into the teaching of English writing in Korean middle-school classrooms. Firstly, the results suggest that explicit L2 writing instruction should be introduced.

As the results of the present study show, explicit in-class genre-based writing instruction can be effective at improving learners' writing proficiency. Simply having students write at length does not guarantee language development or improvement in their writing proficiency. Rather, systematic and explicit teaching on how to construct texts to address different purposes, audiences, and contexts is necessary. Secondly, the results from the questionnaires and interviews with the participants and teacher suggest that perceptions of L2 writing impact learning. Students' perceptions that L2 writing is difficult, fearful, and unnecessary, and that writing grammatically perfect sentences is central to producing texts, hindered them from developing their writing proficiency. Providing purposeful and systematic instruction via a genre approach, however, notably changed their perceptions; writing was now seen as more enjoyable and no longer as overly difficult. Students' self-confidence in L2 writing is also expected to increase as they continue to practice writing in a variety of genres.

The original version:

Bae, Hye Jeong. (2012). The effectiveness of genre-based L2 writing instruction on Korean middle school students' writing ability. *English Teaching*, 67(3), 147-180.

IGSE Information Session for 2013 Admission

The IGSE Information Session for 2013 Admission was held on March 16, Saturday at 3:00 pm. About 150 people, not only from Seoul and Gyeonggi but from all around Korea, attended the information session. About 40% of them were public school teachers, and 18% were instructors from private English institutions. Those from non-English related sectors accounted for 15%. According to a survey, the attendees learned about IGSE primarily through acquaintances (40%) and the internet (25%).

Ten panel members, consisting of IGSE professors, graduates and students participated in the event to offer information about IGSE and the application process. The information session started with a video showing that introduced IGSE. Following this, professors from the English Language Teaching and English Material Development departments introduced the curriculum, present careers of IGSE graduates, and information about admissions for 2013. In addition, most importantly, there was a Q&A session between the ten panel members and attendees.

In the Q&A session, the participants asked a variety of questions regarding IGSE life and potential careers after graduation. The panel members received a lot of questions, especially those working in publishing, and one in particular who successfully graduated from IGSE while raising a child and publishing a book.

Among the participants, there were mothers who brought their little children and parents in their 50s who wanted to suggest IGSE to their sons and daughters. The participants' passion and enthusiasm for IGSE was clear as a lot of participants were asking questions to the panel members individu-

ally even after the information session had ended.

The IGSE Information Session for 2013 Admission lasted for 2 hours and for those who were not able to attend the event, IGSE homepage provides a recorded video of the event. The major questions and answers are summarized as follows.

1. What should we consider in order to choose the right department between the Dept. of English Language Teaching and the Dept. of ELT Material Development?

In the English Language Teaching department, the class contents and activities are focused on English teaching, and it is very likely that you will be teaching adults or young learners after graduation. So you should be able to speak in front of people, and being able to communicate with children can be important as well. On the other hand, ELT Material Development department focuses on developing and publishing English materials. Applicants should consider these factors and their aptitudes before making a decision.

2. What are the conditions which allow students to substitute the thesis or project?

There are two paths. The first one is publishing a paper in an ELT journal published nationwide. The second is publishing a book. You must list your affiliation with IGSE. If these are co-authored there can be a maximum of 2 co-authors.

3. What are the conditions which allow teachers to receive a leave of absence from their school?

In the case of the Seoul Metropolitan Office of Education, teachers need to have been teaching for more than 3 years at school to receive a leave of absence from school. However, 16

offices of education in each province and city have different policies, so it would be best to ask the supervisors in your office of education.

4. Is it possible to study at IGSE while raising children?

It is possible and many IGSE students have completed their course work while raising children. However, it is true that students' firm commitment and support from their family are needed.

5. What are the criteria for passing the entrance exam?

Usually, competition on the IGSE entrance exam is about 5:1 and about 50% of applicants are from English related majors and the rest are from non-English related majors. As all classes are conducted in English, IGSE students shouldn't have difficulty in speaking and writing in English. The statement of purpose should have detailed and concrete information about yourself and express yourself clearly rather than being abstract. It is also helpful to describe what you plan to study at IGSE in detail.

6. After entering IGSE, do students show visible improvements in their English skills?

Through skills courses in the morning, students show improvements in English skills, and as all classes are conducted in English, including presentation, report, and assignments, students' English skills improve despite students not noticing it. In addition, through various opportunities of teamwork, and presentation, English teaching skills are developed as well.

7. Is it possible to have a job while studying at IGSE?

As IGSE classes are from 9:00 a.m. to 5:00 p.m. Monday through Friday, it's almost impossible to both work and study at IGSE due to a lack of time. One reason that IGSE provides

a full-tuition waiver to students is to support students so they are able to focus fully on studying. Additionally, because of the heavy load of team projects if a student tries to juggle a job on top of their personal schedule, this can cause trouble for other team members.

8. What is IGSE's vacation like?

IGSE has summer and winter vacations after 15 weeks of study, and after the 8th week, we also have 1 week break called spring and fall break. Because of the tight class schedules and heavy workload, IGSE has built in a short mid-term break for students to catch up and take a break.

9. Is it really necessary to finish graduate courses to be a textbook-author?

If you plan to work as a textbook-writer for just about 2~3 years, it's not really necessary. However, if your dream is to be a textbook author in the long term, finishing graduate courses is recommended from a career perspective.

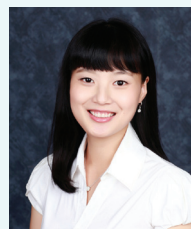
10. When secondary English teachers go back to schools after graduating from IGSE, is it possible to apply what they've learned at IGSE?

At IGSE, students have many of opportunities to do presentations, and receive ample comments and feedback from professors, so you can feel that your teaching skills are improving. Personally, I have always tried to apply what I've learned at IGSE to my teaching in the field. I always read the notes that I made over the 2 years I spent at IGSE. I can see a definite change in my teaching, and I'm experiencing the fact that when a teacher changes, the class changes and eventually, students' reactions change.

Introduction to Childhood English Literacy Teaching

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The social concern with childhood English literacy teaching has been growing for the last several years. As many now know, literacy's simplest definition is the ability to read and write. The concept itself is quite straightforward; however, it is not an 'easy-peasy' issue when it comes to teaching literacy in practice.

First of all, teachers for young learners require special preparation. Focusing on teaching English language itself is inadequate for teaching children. The knowledge of young learners should serve as the foundation of teaching with love and affection. Therefore, teaching young children requires an appropriate curriculum and pedagogy that is suitable for children's developmental stages.

Second, successful language teachers combine theoretical and practical knowledge. In order to teach literacy effectively, teachers must accumulate a wide ranging base of professional knowledge including literacy development, classroom approaches, and various teaching methods. Teachers also build practical use of knowledge so as to link theory and practice.

Lastly, teachers should have competency in the target language. This component is solidly formed in a great part of the teacher education because it is directly related to professional confidence of non-native English teachers. Moreover, young children are profoundly influenced by their teachers; thus, the importance of teachers' language proficiency cannot be overemphasized.

Childhood English Literacy Teaching program, a fifteen week training course attempts to link the theoretical background knowledge of literacy with practical teaching in the classroom.

The course is divided into two parts. The first part gives a basic overview of literacy teaching, more precisely, based on the five critical components of reading instruction in a balanced approach (National Reading Panel, 2000). This part puts emphasis on enhancing teachers' professional growth through practice using a variety of materials and teaching tips.

The second part is designed to develop teachers' language proficiency, considering the teachers needs. Many teachers and parents have felt a lack of skills for language production like pronunciation, accent, and other oral skills. The goal of this part is to establish knowledge and overall awareness of pronunciation to develop confident teachers or parents.

This course would probably be the most useful either as a practical teaching for teachers or for parents who are interested in teaching their own children at home.

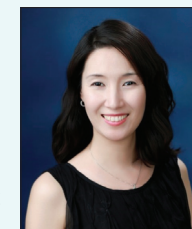
Topics to be discussed include:

Week	Literacy	Physical Phonics
1	Theoretical Background about Literacy	
2	Early Literacy	Organs of Speech
3	Phonological Awareness	The Phonetic Alphabet
4	Alphabet Knowledge	Consonants 1
5	Introduction to Phonics	Consonants 2
6	Phonics 1-Consonants	Consonants 3
7	Phonics 2-Short Vowels	Vowels 1
8	Phonics 3-Long Vowels	Vowels 2
9	Phonics 4 -Consonant teams	Vowels 3
10	Phonics 5-Vowel teams	Stress 1-Word Stress
11	Vocabulary	Stress 2-Sentence Stress
12	Comprehension	Fluency 1- Intonation
13	Fluency	Fluency 2-Linking
14	Lesson Planning	
15	Teaching Practice & Feedback	

Reshaping the English School of Juniver

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It is a great honor for me to introduce the Naver Junior (Juniver) project to you on behalf of Juniver project team (J-team). Juniver project lasted for a total of 5 months, from early September, 2012 to early February, 2013. There were four members of the project team along with a supervisor, Professor Young-kuk Jeong. J-team was comprised of the 9th wave alumni of IGSE, Na-young Kim, Min-na Cho, Eun-a Kim, and Soo-hyun Kim. The main purpose of this project was to reshape the English School of Juniver for users' convenience.

Before introducing the process of the project, I will briefly explain the present state of the English School section. The existing structure of Juniver's English School is rather disorderly. When you access this site you can see about 20 icons with names such as English song, English game, English word, YBM English, EBS English song, and so on. Did you recognize the minor problem of this site? Yes, its classification standard lacks consistency. Some parts are classified according to learning areas such as songs, stories and words, and some of it is organized based on the production company like YBM English and EBS English song. Users are apt to get lost in the jungle of numerous contents and might not know what and where they should begin. So extensive repairs in aspect of its structure were needed.

J-team's task was to organize 750 scattered and unorganized contents more systematically. We had two main concerns: how we could make young users use Juniver English contents conveniently, and how we could execute the project effectively. After careful consideration we decided to categorize its contents according to age, level, type and topic. This decision is for the convenience of young users. A well-organized structure of Juniver web is likely to enable the young learners who use Juniver's English School do so more easily. The next issue to resolve was how we could materialize this plan. After arguing back and

forth, we decided to assign a code name to each web content according to its characteristic as an English learning material. If its content, for example, is a song (type) suitable for Level 2 (level) students aged eight (age) and is about the weather (topic), its code is named E1.L2.S.M3. Each code in slots divided by a period stands for the characteristics of content in aspect of age, level, type and topic.

Before we could proceed with code assigning, however, we had to first go through the process of code defining. To do this we divided the work. Each member of the J-team took one area out of the four areas (age, level, type and topic), studied each area and defined code names. After this individual work we gathered together on-line or off-line to discuss the relevance of the defined codes in each area and repeatedly modified the code definitions together if errors were found. This process took over one month. After finishing code defining, we started to assign a code name to each web content. This assigning work was also allotted to each member according to their own area. It also took an entire month.

Once the code defining and assigning work was completed we began to make a guide to the English School of Juniver for parents and young learners. The next thing was to make a level test for the first-time users. These steps took about two months.

It took over five months, but finally the entire project was completed. It was quite a long and winding journey. There were sometimes arguments, quarrels and disharmony among us. Through mediating differences of opinions, however, we all learned how to work in collaboration with others and how to overcome hardship in our friendship. I'd like to take this opportunity to thank Professor Jung and all of the J-team members who contributed to our accomplishments and also are still my friends and counselors.

News & Events

IGSE News

The Successful Hosting of IGSE Open House

IGSE hosted an Open House at 3 pm on Saturday, March 16th. About 150 guests who were interested in IGSE attended. The program consisted of an introduction to IGSE and its curriculum. The professors, alumni, and students took part in the introductory session and the open Q&A session that followed.



IGSE Office of University-Industry Cooperation and Myungil Girls High School Sign MOU

The director of IGSE OUIIC, Dr. Kim Youngwoo and the principal of Myungil Girls High School, Moon Myosoon signed a memorandum of understanding on Monday, March 25th to cooperate with each other faithfully and sincerely for the benefit of both organizations and for the improvement of English education in Korea. For successful English education, Myungil Girls High School has been implementing the Creative School project funded by the Ministry of Education since 2011.



Office of the President



Nahm-Sheik Park

- President Park made a welcoming speech and presented awards at the 2013 'National Spelling Bee'.

Faculty



Youngkuk Jeong

- Publication
 - 영어 사전 사용 연구, 한국문화사(조미옥과 공동).
- Professional Activity
 - NHN 줌니버 영어스쿨 개편을 위한 연구(2012. 10~12)



Youngwoo Kim

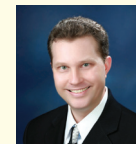
- Publications
 - 김영우 외. (2012). 영어과 사이버가정학습 콘텐츠 개발 사례연구: 초등 5학년을 중심으로 *영어어문교육*, 18(4), 305-337.
 - 김영우. (2013). 초등학교 교사의 디지털 교과서에 대한 인식과 정보기술수용모델에 기반한 디지털 교과서 수용에 관한 연구. *디지털정책연구*, 11(2), 9-18.

News & Events



Hyeok Park

- Lectures
 - How to Teach in English (영어강의구성법), 해양대학교, 부산해양대학교 (November 2012)
 - Process Drama in Primary Classroom, 제주교육대학교 (January 2013)
 - Materials Adaptation, TaLK Scholar 원어민장학생 프로그램, 고려대 서창캠퍼스 (February 2013)
 - Process Drama for Secondary Classroom, 인천광역시 중등교사심화연수, 인천외국어연수원 (March 2013)
- Professional Activities
 - Judge for Essay writing, 국립국제교육원 (November 2012)
 - Judge for 2013 Cambridge Young Learners Competition, British Embassy (January 2013)
 - Judge for 2013 Spelling Bee, 건국대학교 새천년관 (February 2013)
 - Judge for Cambridge Teacher Competition, Teacherplus (February 2013)



Steven Smith

- Professional Activity
 - Completed the CELTA Course at International House in Bangkok. (February 2013)



James Forrest


- Professional Activities
 - Inspection of TKT Examination Centers in Seoul (February & April 2013)
 - Assessment of CELTA Courses in Tripoli, Libya (February 2013) and Beijing, China (April 2013)

News & Events

Students

- Mikyung Kim (10th Wave, English Language Teaching) was awarded the top prize at the Cambridge TKT (Teaching Knowledge Test) competition for Korea.
- IGSE students presented their work at the Applied Linguistics Association of Korea (ALAK) Conference on October 13, 2012.
 1. Process-Genre Based Pedagogy: A Teacher Training Curriculum
- Sungwon Choi (10th Wave, ELT Materials Development)
 2. Development of an Extensive Reading Program as a Module in Middle School
- Surin Kim (10th Wave, English Language Teaching)
 3. Developing an ELT Program of English News Article Writing for High School Students
- Hyejin Na (10th Wave, English Language Teaching)
 4. A Comparison of Graduate School Students' Use of 'Make' with other EFL Learners Using Learner Corpora
- Sujin Bang & Jungmin Lee (10th Wave, English Language Teaching)
*Top Award
 5. A Study of an English Weekend Program
- Suhyun Cho (10th Wave, ELT Materials Development)
 6. English Presentation Skills for Biology Researchers: From Needs Analysis to Curriculum Development
- Jeonghwa Lee (10th Wave, English Language Teaching)

Alumni

- Jooyoun Jeon (8th Wave, English Language Teaching) was awarded the excellence prize at the Cambridge TKT (Teaching Knowledge Test) competition for Korea.
 3. Developing Self-study Materials for English Dictation to Improve Communication Skills of Korean EFL Learners
- Heesun Hwang (9th Wave, ELT Materials Development)
- Myounghee Koh (8th Wave, ELT Materials Development) authored the book **하루두 템스 베이직 리스닝**.
- IGSE graduates presented their work at the Applied Linguistics Association of Korea (ALAK) Conference on October 13, 2012.
 1. Developing a Project-Based Coursebook for Literature Reading Classes Based on a Literary Language Corpus
- Minhee Yoon (9th Wave, ELT Materials Development)
*Excellence Award
 2. Developing Task-Based Speaking Materials for English Conversation Study Groups
- Yeonkyung Kim (9th Wave, ELT Materials Development)

Welcome to the 2013 Spelling Bee*



Nahm-Sheik Park
President

Hello, everyone. And welcome to Spelling Bee 2013. First of all, thank you for being with us today at this year's bee. Your participation means a lot to all Korean lovers of English, myself included. This event is helping take English-language teaching in Korea to the next level.

And don't forget this. Today's bee is not a mere contest of spelling skills. It is just as much a party, a celebration of your English-language prowess. In fact, we can have tons of fun here with our shared familiarity with English. For good measure, we will be enjoying each other's company. Squaring off with each other is not really all there is to today's get-together. It's just one small part of the story.

And before you guys get to take the stage, let's not forget to salute our panel of judges. Dr. Jaques Bailly is a globally recognized scholar of the classical languages currently with the University of Vermont in the United States. Dr. Teresa Hyeok Park is a nationally renowned professor of ELT currently with International Graduate School of English here in Seoul. How about a round of applause for these two distinguished judges.

Last, but far from least, Ms. 배유정, our MC today, is not just another MC. She is a prominent translation-and-interpretation studies specialist and a very highly regarded media personality. Let's welcome Ms. 배 with a big hand.

Now the stage is all yours. Join in and have fun. Thank you very much.

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

