AGORA

IGSE MAGAZINE

IGSE 국제영어대학원대학교
INTERNATIONAL GRADUATE SCHOOL OF ENGLISH

The IGSE Model for English-Medium ELT

Ever since its founding in 2002, IGSE has been on a mission to set a quality benchmark for English-only ELT in Korea. Still very much a work in progress, this gold standard of IGSE's has only been shaping up stage by incremental stage. Having picked up a bit of speed recently, however, it is now fairly well established as the bedrock of IGSE's vaunted master's degree program.

English as *the* medium of instruction is what underpins the IGSE MA program in ELT. This is to say that all IGSE courses are offered basically via English. The language initially accounted for under 50% of the instruction media used. The percentage must by now have touched or topped 90%, however.

Classroom presentations and discussions are also done in English. As a matter of policy, course exams, term papers and other assignments are all English-only too. Which more or less erases the boundary between content and skills courses.

Plus, plenty of English-medium material is assigned as required reading. A great-books course may come into the picture someday to augment the IGSE master's portfolio. This may further be supplemented by fair amounts of listening practice. Thus "No English, no IGSE MA degree" may best sum up the IGSE model.

That said, English-language lectures constitute just the tip of the iceberg in IGSE's English-immersion course work. BTW, IGSE's administrative *staff* also chips in by interacting with students and faculty through English. Expected to bring all four English-language skills to bear on the entirety of their IGSE program, both teachers and students are made to practically inhale and exhale English.

The average IGSE student also gets to write well over a hundred pages of English before they graduate. Along the way, quite a few journal-quality papers get to be produced. As if this were not enough, tens of IGSE students end up making presentations at ELT-related conferences both at home and abroad every year.

As a result, IGSE grads wind up with a level of English fluency favorably comparable to that of the average international ELT practitioner. They should thus be professionally competitive anywhere in the world. And they should afford us a precious resource with which Korean ELT can wean itself off of its chronic dependence on English-native teachers. IGSE grads should (in theory at least) be able to beat out most native-speakers of English on the English-language teaching scene in Korea. In their favor are a solid grounding in ELT theory, superb English communication skills, and native roots in Korean society and culture.

If only all Korean schools bought into IGSE-style English-immersion ELT. We all know better than to hide behind the fig leaf of our native language, don't we? We have no right not to respect our charges' right to English-mediated ELT. We must stop choking our classes on Korean-language fumes. Saying no to English-exclusive ELT under any pretext is the height of hypocrisy cum fatuity. We must make honest teachers of ourselves. Oh, and let's stop digging our graves with our teeth. NOW. PERIOD. END OF STORY.

Nahm-Sheik Park
President

AGORA, IGSE Magazine VOL.10, NO.2 (WINTER 2012)

Contents

Program Design and Development

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Language teaching professionals not only need a sound theoretical background in second language teaching and materials design but also need to know how theory translates into successful classroom practice. In essence, Program Design and Development (PDD), attempts to bridge the link between theory and practice; it focuses on the principles of effective program design and gives participants hands on practice. Here are just a few of the many reasons why a foundation in PDD is useful in terms of professional development:

If you are in the position of having to create a second language course, you will need to understand the issues that inform the process of drawing up a blueprint.

If you teach from a textbook, your understanding of the principles underlying its organization will make you more than just a "blind" follower.

If you have an understanding of the principles upon which particular textbooks or syllabuses are organized, you are in a better position to modify your classroom activities to suit your learners better.

In order to produce a second language program, one needs to be familiar with the current thinking in curriculum and syllabus design and materials writing. PDD attempts to provide participants with competency in this area. It also provides participants with the knowledge required to make informed judgments about courses written by other people. Ultimately this awareness should make future practitioners and materials developers more discerning and critical classroom teachers.

PDD has four modules. The first module introduces participants to some of the current issues in curriculum and syllabus design. The module focuses on the importance of reflecting on the key beliefs that underpin any curriculum and syllabus design: the designer's beliefs about language, language learning, and the roles teachers and learners play in the learning process. It also touches upon communicative language teaching, which is covered in greater depth in other courses at IGSE.

Module 2 examines the actual process of curriculum and syllabus design and suggests key practical factors a syllabus developer needs to consider. These factors include developing an awareness of the needs of learners and the goals of second language programs, establishing a course rationale, determining entry and exit levels, choosing course content, and sequencing course content. Module 3 looks at evaluation pertaining to curriculum and syllabus design and materials writing. Finally, module 4 concludes the course with a look at two frameworks for curriculum development that have been developed in Australia and Europe.

Participants are required to complete a substantial written assignment and contribute weekly to course discussions and in class tasks. Where the latter is intended to further provoke interest in the subject and help clarify points of confusion, the purpose of the former is to deepen participants' knowledge and understanding of key principles. Finally, in the capstone assignment, students are tasked with taking on the role of a professional designer. Through thoughtful use of focused classroom tasks, participants emerge equipped to face the challenges of a career in the demanding field of professional language teaching.

PDD: The Fundamental Class for ELT & EMD Specialists

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At the start of each semester, IGSEans are faced with one of their most difficult decisions-which classes to take. Indeed, the number of high-quality courses offered at IGSE makes our decision even harder. Today, a first-year student is interviewing four second-year students who took the ELT *Program Design and Development* (PDD) class.

Interviewer: What motivated you to take this class?
Surin: At the beginning of each year, teachers are very busy making all sorts of plans. Among them, creating syllabuses for extra classes and English camps have always been challenging. I felt ignorant just copying the curriculum outlines of others. I wanted to learn how to design my own curricula and programs.
Hyejin: I must confess I hesitated to take this class because it was on Friday afternoons-a perfect time to skip classes! However, I had faith in Prof. Douloff, and I just loved his teaching style. Simply put, his class, as usual, never disappointed me.
Sunhui: Actually I was not sure if I should take this class or not because it seemed more appropriate for ELT students, rather than EMD students. But I knew Prof. Douloff would bring out the best in the students.

Interviewer: Could you explain how the class went and what you learned from it?
Sunhui, Surin: This class covered the whole process of designing and developing a language course from needs analysis to course assessment. Prof. Douloff gave us a lot of additional class materials on different theories and views so that we could form a balanced perspective and make informed judgments in both teaching and material development.
Sungwon, Hyejin: Each class was generally composed of three sessions: presentations, discussions, and sharing project ideas. The first session dealt with the theoretical knowledge required in program design. The second session gave us chances to put theories into practice through classroom discussions. The third session took a more practical approach. The class was divided into several groups with similar interests, for example, young learners, writing, vocabulary, and integrated skills, and then group members shared ideas and discussed plans for their own projects.

Interviewer: What did you like the most about the class?
All: We were able to get inspiring feedback from Prof. Douloff and other peers. Based on that, we were able to start visualizing and mapping out our own projects step by step.

Interviewer: How did this class help develop your own projects?
Sungwon, Hyejin: We are expanding our final class assignments into our graduation projects, and this has saved us a lot of time.

Interviewer: Who would you recommend this course to?
Sungwon, Surin: If anyone is planning to develop an ELT program, this course is the very one they should enroll in.
Sunhui: For would-be ELT material developers as well. A well-written ELT coursebook is a product based on a wide range of knowledge in teaching and curriculum design.

Interviewer: Any last comments?
Sungwon: Working on a graduation project is like a long journey. I recommend that you take advantage of this class for your own sake.

To Reject the Null Hypothesis or To Fail to Reject the Null Hypothesis, That is the Question: Pivotal Considerations in Hypothesis Testing

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A hypothesis is an educated guess or an informed supposition. We guess that something seems to be the case and state something may be like that is supposed to be the case. A null hypothesis is the one that contains the equality relation. That is, a null hypothesis states that the specified value of a sample is equal to some parameters (e.g., mean, percentage, variance) of the population that we are interested in. A null hypothesis predicts that there is no difference in distributions, whereas a research hypothesis or an alternative hypothesis predicts a difference in them. If the details of the two distributions are known, they may simply be compared. But as the details of the two distributions are not usually available at the same time, we come to encounter difficulties. However, as long as one of the distributions is known, we can still conduct the analysis with the knowledge about the normal distributions.

Before we conduct the data analysis, we initially select a significance level, which is traditionally set at alpha (α) = 0.05 (5 out of 100 times it will be due to chance) or 0.01 (1 out of 100 times the sample statistic fall will be due to chance), which is a probability level that reflects the maximum risk we are willing to take that any observed differences are due to chance alone. One thing to note here is that essentially both α and p refer to the same thing, but α is initially determined before the data analysis is conducted and p is used when the results of the data analysis is reported. The other thing to note here is that the word "significance" in a phrase "significance level" has nothing to do with the concept of statistical importance. It is just a mere indication of statistical probability. As noted above, we initially set the significance level before we conduct the data analysis, after which we check the probability of our obtained test statistic

based on the known distributions to decide whether to reject or fail to reject the null hypothesis. If the probability from our test statistic is lower than the initially determined significance level, we reject the null hypothesis. If the probability is not lower than the pre-set significance level, we fail to reject the null hypothesis.

There are three possible scenarios of the two distributions: First, the known distribution is the same as the unknown distribution. We test the null hypothesis that the distributions are the same but our research hypothesis or alternative hypothesis could predict the following two cases when the known distribution will be different from the unknown distribution, either higher or lower; the second, the known distribution is lower than the unknown distribution on the scale; and the third is that the known distribution is higher than the unknown distribution on the scale. These two cases are those of one-tailed tests. If the obtained test statistic has a probability lower than the pre-determined significance level in a one-tailed test, it indicates that the score is less likely to be based on the same distribution as the known distribution. If the test statistic turns out to be anywhere outside of the cut-point by the pre-determined significance level, we *fail to reject the null hypothesis*. I highlighted the phrase *fail to reject the null hypothesis* in italics to arouse your awareness in statistical logic. Some of the statistics textbooks in the market tend to use the phrases *accept the null hypothesis* and *fail to reject the null hypothesis* interchangeably. However, they are not the same things as there is a subtle difference between these two expressions. The first phrase, which is *accept the null hypothesis,* is a totally inappropriate usage both from the perspective of

logical positivism and also from the perspective of semantics. In brief, using the expression *accept the null hypothesis* in statistics is not recommended at all as it quite deviates from the statistical logic. A potential readership of this article is strongly recommended to choose to use the expression that "we have failed to reject the null hypothesis" in such a case as this is a more proper account of the situation when we have not found enough evidence to allow us to reject the null hypothesis.

There are also many instances where we are unable to make specific directional, one-tailed predictions. For example, in a study on motivation and academic achievement we might predict that a certain types of subscales of motivation (e.g., amotivation, belief about failure) negatively influence academic achievement. However, some of the subscales of motivation (e.g., determination, learning orientation) could also influence the achievement as they result in interest in the study. Where there is not enough base to decide which type of hypothesis to follow, we might be led to do a two-tailed test, to see whether certain types of subscales of motivation have any effect at all, be it positive or negative. In this case any difference in the distributions would support the hypothesis. However, if our significance level is to take 5% at either end of the distribution, the rate of making an error is increased, coming down to a 10% chance of our making an error altogether. To control for the risk of making an error down to 5% overall as ever, this 5% chance of making an error is divided by 2 for the two tails of the known distribution, setting the significance level at 2.5% at each end of the distribution. In hypothesis testing, we do not want to make a Type I error (denoted by alpha), which is an error that claims that we have found a significant difference between the population

distributions when there is none. To put it differently, Type I error is a rejection of a true null hypothesis, an erroneous attempt to obtain a statistically significant result when in fact the research hypothesis is not true. It is just like saying to a male patient in a hospital "You are pregnant." There are cases when we commit a Type II error (denoted by beta), which is a claim that we have not found a difference in the distributions by our test when there was a noticeable difference to be found. It is a failure to reject a false null hypothesis. It is just like saying to a pregnant woman "You are not pregnant." It is a case when we do not see things that are there.

In the paragraphs above, I have addressed some pivotal considerations in hypothesis testing in terms of its procedures and underlying logic. Now we can see that hypothesis testing is another name of significance testing and significance testing is an attempt to seek an answer to the question: what does our sample information tell us about the population values and what can we retrieve from it? Whether we conduct a one-tailed or a two-tailed test, the decision to reject or to fail to reject the null hypothesis is dependent on which side our obtained test statistic is placed in comparison to the pre-determined significance level.

A Brief Introduction to Autoethnography

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Life at IGSE is full of challenges, not the least of which is regularly engaging with the current research in our field. I recall the sense of intimidation that I felt when I first faced shelf after shelf of academic journals in our library and began to timidly flip through them. Pages of graphs, charts, and tables full of raw data whizzed past my eyes. These looked nothing like the journals I had grown accustomed to reading as a student of English literature. A closer reading of the articles only heightened my anxiety. Learning to decipher this brand of "hard" quantitative research was a slow process and drove me to consider the merits of "softer" qualitative research. As it turned out, qualitative research was no easier to digest. Historically, the dullness of much qualitative writing has presented "a serious problem; research topics were riveting and research valuable, but qualitative books were underread" (Richardson and St. Pierre, 2005, p. 959). It was easy to see why, they were boring. Still, in time I grew not only to understand but also to appreciate both "hard" and "soft" research. Notice, I didn't say *like*, though.

Imagine my surprise when, a few months ago, I suddenly found myself engrossed in a text in an academic journal in a way that is usually reserved for novels and other works of creative fiction. It was the story of a Sri Lankan man's journey to become an ELT professional and of the difficulties he faced as a non-native speaker trying to find a place in the mainstream of a profession that favors native speakers and adopts a decidedly western orthodoxy. It was well written, fascinating account that unfolded as a narrative story. You would be forgiven for assuming the article in question appeared in an obscure journal starved for submissions and was written by a novice scholar who didn't know any better. But you would be wrong. This was the lead article in *TESOL Quarterly* and the author was former editor of that prestigious journal, A. Suresh Canagarajah. What I had read was an autoethnography, and I decided it was something worth learning more about.

An autoethnograpy works like a combination of an autobiography and an ethnography. That is, it is generally written in the first person and has a dual aim of "studying one's own culture and oneself as part of that culture" (Patton, 2002, p. 85). The resulting work often seems to have more in common with works of literature than with traditional social science research. Autoethnographies call on their subjects to exercise high levels of self-awareness and reflexivity. Writers must maintain an ongoing balance of sensitivity to both their internal states and the social world external to them. It is in the considered interplay of those two realms, and the questions and convictions that arise from it, that much of the value of autoethnography is found. This is a far different thing from the quantitative tradition of null hypothesis testing and even from other forms of qualitative inquiry. We typically contrast the quantitative goal of objectively describing reality with the qualitative acceptance of the inescapability of subjectivity and its importance. These "hard/soft" poles exist within the discipline of qualitative inquiry as well. At the "hard" end of the qualitative continuum we find traditional ethnographies in which an outsider attempts to describe a culture from the perspective of an objective observer with as much accuracy as possible. At the "soft" end are a host of what Richardson calls "creative analytic processes ethnographies," including autoethnographies, which emphasize writing and often incorporate the subjective self into the text in ways formerly taboo (Richardson and St. Pierre, 2005).

Within autoethnography a similar continuum is emerging with some researchers championing the "harder" form of analytic autoethnography and others favoring the "softer" evocative autoethnography which, as its name implies, generally seeks to evoke emotional responses in readers, much as literature and poetry do. Anderson has put forward three essential criteria for analytic autoethnography. For Anderson, an analytic autoethnographic researcher must be, "(1) a full member in the research group or setting, (2) visible as such a member in the researcher's published texts, and (3) committed to an analytic research agenda focused on improving theoretical understandings of broader social phenomena" (Anderson, 2006). Canagarajah fits this description and takes an analytical autoethnographic approach to his storytelling "in order to ease readers into this genre" (Canagarajah, 2012). But how can we evaluate evocative autoethnographic writing? Richardson argues that "mere novelty does not suffice" when evaluating creative works, and she offers four possible criteria:

1. *Substantive contribution*. Does this piece contribute to our *understanding* of social life? Does the writer demonstrate a deeply grounded (if embedded) social scientific perspective? Does this piece seem "true" –a credible account of a cultural, social, individual, or communal sense of the "real"?

2. *Aesthetic merit*. Rather than reducing standards, another standard is added. Does this piece succeed aesthetically? Does the use of creative analytical practices open up the text and invite interpretive responses? Is the text artistically shaped, satisfying, complex, and not boring?

3. *Reflexivity*. How has the author's subjectivity been both a producer and a product of this text? Is there adequate self-awareness and self-exposure for the reader to make judgments about the point of view? Does the author hold himself or herself accountable to the standards of knowing and telling of the people he or she has studied?

4. *Impact*. Does this piece affect me emotionally or intellectually? Does it generate new questions or move me to write? Does it move me to try new research practices or move me to action? (Richardson and St. Pierre, 2005).

These criteria provide us not only with the means to evaluate evocative autoethnographic works, but serve as guidelines to follow when crafting our own. Autoethnographic writing has been gaining traction in the social sciences for years, but is just now beginning to appear in mainstream ELT literature. This may be a good time to experiment with a little bit of your own.

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Motivation, Don't We All Need It?

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Becoming a professor is a long, tortuous journey. Despite one's dedication, chances are slim. Less than 20% of professors at Korean universities gained their doctoral degrees in the country. And it was reported that three fourths of English literature/language graduates at the Ph.D. level couldn't get even get part-time jobs at school last year. In these tough times, Kym, Inyoung, a 1st waver, and the first Ph.D. recipient among IGSE graduates, is a good person to turn to and ask for advice for those who wish to further their studies in the field of English education. She entered Seoul National University to do her Ph.D. after graduating from IGSE. She now works at Hanyang Women's university in Seoul. One fine day in October we met at an Italian restaurant near the school.

★

Mikyung (MK): How are you doing these days? Is this a mid-term exam period?

Inyoung (IY): No, it was two weeks ago. My students handed in a portfolio of their writing, and I'm still reviewing them. There are 160 in total, so it takes a lot of time. I can give grades by simply checking the criteria, but I don't want to. Reading their stories one by one … is just … a lot of fun. I'm getting to know my students better this way.

MK: You seem to put a lot of effort into engaging your students. Is that the secret? I remember having read an email from the school president after you were crowned best teacher of the year.

IY: (Smile) Well, I try to reach out to every student as much as I can. Even though the class size is big, I talk to everyone in the class. It is because I believe the strongest motivation comes from the thought that "My teacher knows me and cares about me." With this trust, students make progress and can undertake enormous jobs.

MK: Oh, tell me about the English play your students held last year. I heard it was great.

IY: Yes. They impressed many people that day. I was amazed by their abilities to memorize the lines written in English and be fully immersed in their characters. What I learned from that experience, leading the English theatrical team, was that they needed someone to recognize their potential and give them a chance to express themselves. They were greatly motivated and did an amazing job.

MK: Motivation plays a big role.

IY: Absolutely.

MK: Okay, now, let's switch gears to before and after your IGSE days. You are an IGSE graduate and the 1st Ph.D. recipient among IGSE alumni. Both decisions were courageous. Didn't you have any fear of taking a path that was totally new?

IY: I quit my job long before entering the school for some reasons, including the issue of raising my kids. By the time IGSE opened, in 2004, I was looking for a place to improve my English proficiency and skills. One day, I saw an ad in the newspaper. It seemed like a good program, and I'd decided to go for it. I didn't hesitate. Well, while deciding to apply to the Ph.D. program at Seoul National, it took longer. Most of my friends said it was not a good idea, and I agreed with them. I had to think about my kids.

MK: So What was the drive for that decision? Were you sure that you would become a professor someday?

IY: No. I didn't think much about the future. There are people who plan everything ahead and do things according to that plan. I'm not one of them. How can we be sure of something that hasn't come? Instead, I looked inward. "What's my desire? What do I long for?" After giving it much thought, I concluded to do the Ph.D. because that was the thing my heart was leaning toward. It felt like I was without light when I considered quitting my studies. And that was the end of agonizing. I had to do it.

MK: Were there any particular reasons that you decided to do your Ph.D. in Korea, not in an English-speaking country?

IY: In fact, I wished to go abroad. But I couldn't because of practical concerns. Later, I spent a year doing a post-doctoral program at the University of Texas. I think domestic programs and overseas ones can offer you different things. It's not like one is superior, but they are beneficial in different ways.

MK: All right. Now, how did you first start teaching?

IY: I started teaching at KyungHee Cyber University in 2005. I've taught at the University of Seoul, Yonsei, IGSE, Seoul National, Korea Cyber University, and Hanyang Women's University.

MK: There are some IGSE students who are interested in teaching at university-level schools. Many of them don't know where to start. What's your advice to them?

IY: I didn't plan to teach at the schools I have taught. I didn't know whether I could get a regular job at a university or not. I just did what I could do at the moment, wishing for a chance to come to me one day. Sometimes, it's come unexpectedly, and at other times, I had to make one myself. I think what is important in taking the chances that come your way is how well you are prepared. Don't slack off in your efforts. Surely they'll come to you.

MK: Thank you. Do you have any more comments for the IGSE students before we finish?

IY: At times, you may feel impatient because things don't move as fast as you wish. Split your goals so that they are achievable and observable. You'll be able to have more motivation by observing your progress and lead a more successful and happier IGSE life.

Welcoming the IGSE Class of 2014*

Nahm-Sheik Park
President

Welcome to International Graduate School of English. Congratulations to you all. You have just been accepted into the IGSE-brand ELT master's degree program, which arguably is the best program of its kind on the Pacific rim, let alone in Korea.

Be forewarned here of one thing about IGSE, however. Which is that it is one whale of an ELT boot camp. It is not for the weak of heart. Like all things of value, an IGSE education comes at a price. And a steep price at that. The best things are indeed hard to come by. And things that are hard to come by are much set by. Right?

On a mission to redraw the ELT map for Korea. IGSE is nothing so much as it is an incubator for aspiring ELT professionals. IGSE is a crucible designed to forge you all into top-of-the-line ELT warriors. That said, the *G* in *IGSE* may very well stand for *grueling,* rather than *graduate. Grueling* with an uppercase *G*, mind you.

Indeed, your two years with us will be defined by patch after rough patch. You will be struggling just to keep up with the high-octane IGSE curriculum. You are expected to not just sharpen your theoretical acumen. IGSE also demands that your English be ratcheted up to native-speaker levels or at least close thereto.

IGSE has already established itself as the most reliable blazer of the trail to promising careers in Korean ELT. IGSE grads are already recognized as the cream of the crop in publishing, public-school teaching and research in the field of ELT.

IGSE is also a state-of-the-art pipeline to many competitive international doctoral programs in ELT or applied linguistics. That said, our hope is that your IGSE credentials will land many of you full scholarships to top-tier American doctoral programs in ELT or applied linguistics.

Not a few IGSE grads have already done that. There is no reason why you can't do the same yourself should you put your mind to it. This will hopefully happen within a year or two of your IGSE graduation. Incidentally, I specifically recommend American programs here with good reason. As far as I know, they are about the only world-class ELT programs offering full financial aid for international students based purely on merit regardless of their origins.

IGSE is not content with being No. 1 just in Korea. It is dreaming to climb on to the very top of the global ELT pile. With all of you throwing in your lot with us, we can make it happen and emerge as a true transnational game changer in ELT in the not too distant future .

That said, ours is not just another school. You really lucked out getting on board IGSE. Congratulations once again and good luck.

* This is the text of President Nahm-Sheik Park's speech at the 2012 entrance ceremony.

A Journey to IGSE*

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Thank you. I'm honored to be here with you all at the entrance ceremony of one of the finest universities in the world. When I was first told that I'd gotten a chance to speak on behalf of every freshman, I was at a loss to know what to do. So I looked up some of the greatest and most inspiring speeches given by famous people in order to learn and imitate their skills. Two important characteristics stood out: they all seemed to have personal keywords for their lives and they shared their visions honestly and sincerely. So I decided to follow in their footsteps. I've tried to make my own keywords about my life starting the letters with IGSE and I'm going to share them with you.

My first keyword is **Innovative.** I was an elementary school teacher for six years before I joined IGSE. I worked hard because I love kids and I loved what I was doing. But sometimes I felt like I was missing something very big. I'd been trying to figure out what that was for years. One day, I got to hear about IGSE. This school was so fresh and new, and I was suddenly inspired with a new dream. Developing materials and just studying for two whole years sounded just perfect to me. I really wanted to create something, write something and develop something new and valuable. I believe IGSE is a very innovative school, and I hope to become innovative and creative in the same way.

My second keyword is **Goal** - your life goal. When I turned 29, just last year, I began to get feelings of anxiety. I felt like I was really running short of time. Everyone seemed as if they had their own long-term life goals except me. I had lots of dreams but these were not really 'goals'. I needed a true goal to work on for the rest of my life because I knew I wasn't getting any younger. And happily this year I've realized one of my ambitions to become a student again. A lot of new doors now are open to me. I now am able to dream once more and take time to think about my real aim in life - all due to IGSE.

My third keyword is **Self-confidence.** I believe that learning and experiencing new things can also build confidence. With a superb staff and great fellow students from many different backgrounds, I am going to see a brave new world. And that will make me stronger because what I'm going to learn over the next two years will also empower me with greater self-confidence.

My final keyword is **Embracing.** At IGSE, we are a team. We all know that at IGSE, cooperation is more important than competition. So I'm going to learn how to embrace others as well as myself. I was always running towards distant goals; I was always so strict with myself. I didn't take time to truly understand other people - I was so busy with my own stuff, my eyes closed, regardless. So here as an IGSEan, I promise I'm going to open my eyes, look into myself, embrace you all and be truly happy. Let's do it together!

Thank you for listening.

* This is the text of Heejin Jang's speech at the 2012 entrance ceremony.

The Project Completed, The Product Emerged

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It is a great honor for me to share my experience during the project of *EBS 대표 영문법* development with you. The project aimed to develop the standard grammar book for Korean learners of English based on the three dimensions of form, meaning and use. I had to wear two hats as the project manager and the leading author. The process took our team approximately one year to complete the project from the humble beginning in September 2011. In the end, I realized that the work was challenging and demanding for everyone involved. However, the process was exciting and enjoyable. Based on the valuable experience I have gained throughout the project, I would like to inform you about project management and the role of project managers. These could provide basic understandings to any IGSEan who wants to be a Project Manager someday.

A project by definition is a temporary endeavor with a defined deadline that is usually constrained by time, funding, and other deliverables. It is undertaken to meet unique goals and specific objectives. Project management can be defined as the discipline of planning, organizing, securing, managing, leading, and controlling resources to achieve specific goals. It is done under the direction of a project manager who recruits and builds an effective team to achieve the common goal. The primary concern for the manager at this process is to consider efficient and effective team work through right chemistry and communication among the members.

A successful project team has mainly three separate components: Project Manager, Core Team and Contracted Team. Once the project team is created, the project manager's key responsibilities include creating clear and attainable project objectives, building the project requirements, and managing the constraints of the project management, which include cost, time, scope, and quality. The project manager is accountable for ensuring everyone understands and executes their roles with full support and empowerment.

To achieve the stated goals and objectives, a successful project manager should know all the processes of project management that are basically used in many projects. Such processes consist of initiating, planning, executing and closing. It also includes the critical element of monitoring and controlling throughout the project management.

The first process of initiating determines the nature and scope of the project. If this stage is not performed well, the outcome of the project will not meet the business' needs that are the primary concern of the manager. The next process of planning involves an appropriate level of details that consist of time, cost and resources to complete the work and effectively manage risks during the project execution. Consequently, the process of executing involves the proper management of risks that mainly arises from uncertainty. This execution process requires the art of team work and science of professionalism among all the members involved. The final process of closing takes the manager to another level of satisfaction and self-actualization that worth was created and the job was well done.

As I mentioned above, successful project management demands the effective monitoring and controlling of risks that are mainly caused by changes. Such changes are normal and expected part of a project management. Therefore, a successful project manager should anticipate and prepare for solutions to deal with such changes and uncertainties. Based on my experience on this EBS project, I encourage all the readers of this article to embrace the challenge of project management with passion and professionalism expected.

In closing, it has been a long journey for me and my family who endured all the challenges and demands of the project. Personally, I have learned a lot and gained much more about being a successful project manager. Professionally, it has been a satisfying experience for future projects to manage and all the knowledge and experience I nurtured in the field of English grammar throughout my professional endeavor. Especially, whenever I look at the very proud product of the three books our team developed, I feel fully satisfied with the realization that I was able to master the entire of successful project management. For that, I would like to express my appreciation to my co-authors Soon Park and Mijeong Im. Also, my special thanks go to prof. Youngwoo Kim and EBS for their active support. My sincere hope for future project managers can be summarized by Helen Keller's words of wisdom: "Hope sees the invisible, feels the intangible, and achieves the impossible."

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Thanks to this co-writing opportunity, I learned many things. 'By teaching we learn, by writing we excel,' so I gained refined grammatical knowledge. I can now tell others with a little more confidence that I graduated from EMD Department, IGSE.

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Many books just list English grammar and its usage asking learners to memorize the rules. However, this has discouraged students. So, we wrote a friendly book to show underlying principles of every grammar rule or how each rule begins. Our grammar book will become an efficient resource, helping learners acquire the correct English usage naturally.

Being an IGSE Student: a Self-evaluation
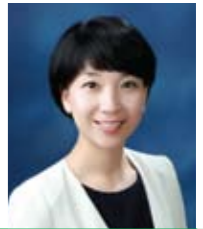
Joungjoo Ahn
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Over the two years I spent at IGSE I must confess it was a real challenge to complete all the course requirements. There were times when I was overwhelmed by the sheer number of seemingly impossible tasks confronting me; and at others when I was worried that I would not even be able to graduate. And sometimes dealing with people actually seemed more difficult than completing a heavy assignment. IGSE students have, above all, a deep-driving desire for self-improvement. This shared goal forged a close bond between us and we experienced a great deal together, encouraging each other and enjoying each little moment of achievement.

All of these memories led me to look back at myself as an IGSE student. Was I a *good* student? Was I friendly and approachable? To answer these and other questions, in a spirit of fun, I constructed a self-evaluation questionnaire based on my memories of those classmates who influenced me most. (Please see the next page.)

As I evaluated myself, I realized that my score was pretty low – lower than my speaking score in the first semester! But even though I was a poor student I must say I accrued invaluable benefits from being at IGSE. The whole school process made it possible for me to awaken never-used-before parts of my brain and actively work towards overcoming my limitations. The various group tasks enabled me to collaborate on novel ideas and adapt them to new situations. The warm-hearted professors rescued me whenever I got stuck behind one particular tree trunk instead raising my perspective and seeing the whole forest. The parade of presentations in English trained me to be confident under all circumstances. I was therefore able to accomplish much more than my abilities warranted and jump to the next level. Even though I have now left IGSE my feeling of indebtedness remains unchanged. I am, and will continue to be, eternally grateful, and will do my best to continue uphold the noble principles espoused by all IGSEans.

	Questions	Strongly disagree 1	Disagree 2	So-so 3	Agree 4	Strongly agree 5
Study	1. Did I set goals and plan my learning for every semester?					
	2. Did I sign up for a demanding course if it was necessary for my development?					
	3. Did I take many courses as possible?					
	4. Did I prepare for classes by reading about the lesson content?					
	5. Did I review the lesson to reinforce my learning?					
	6. Did I read articles and journals again and again until I fully understood the thoughts and opinions of the authors?					
	7. Did I make efforts to track down necessary references at the library?					
	8. Did I try to develop a wide repertoire of teaching / developing material skills?					
	9. Did I research information to keep up with the latest English teaching methods and trends?					
Relationships	10. Did I practise collaborative skills through various types of group work?					
	11. Did I have an attitude toward learning as collaboration rather than competition?					
	12. Did I listen carefully to classmates and offer constructive suggestions?					
	13. Was I open-minded and fair to my classmates?					
	14. Did I lend my ears to classmates to help them deal with stress and anxiety?					
	15. Did I seriously listen to the wishes and opinions of my classmates?					
	16. Did I make good friends (mentors) for the rest of my life?					
	17. Did I appreciate IGSE for all the support made available to me?					
Participation	18. Did I come to class early, so that I was ready to start on time?					
	19. Did I go to classes with enthusiasm and a passion for learning?					
	20. Did I participate actively in school events?					
Total						

The 10ᵗʰ Homecoming Party with IGSEyonces

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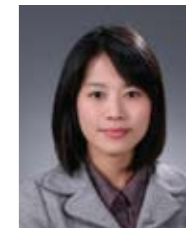
Professor Chung once advised us to, "Visit IGSE on Homecoming day after graduation as if you were visiting your mother's house." I think everybody who is married will understand what she means. Since my marriage, whenever I have visited my mom's place I have felt so good, relaxed, and comfortable. On November 3ʳᵈ, I saw blissful smiles of all the graduates who visited IGSE for the 10ᵗʰ Homecoming party and they made the party much brighter with their presence.

One day in September, when it was announced that the 10ᵗʰ Homecoming party would be held in November, I thought I had to contribute something for the party. I knew it would be the last chance I could actively join a school event so I discussed it with my peers and they really liked my idea. That was the moment our journey started.

What should we do?

This was the first question that came to our minds, and it took quite a long time to come up with a good idea. We thought of many things such as singing together, making a video clip about IGSE life, and doing a gag show, but our final decision was to dance to the song *Crazy in Love*. Thanks to Jung-min Joo, whose nickname is "Juyonce", all eight of us girls were transformed into "IGSEyonces."

How did we practice the dance?

Whoever came to the 10ᵗʰ Homecoming party would remember the video clip, "IGSE Style" made by class three of the 1ˢᵗ year students. It was so funny that everyone couldn't help laughing. As the video clip shows, IGSEans are all busy dealing with never-ending assignments and presentations. Plus, since we

2ⁿᵈ year students can rarely be free from the thesis or project we are working on now, we are even busier. Because of this, we had to manage to squeeze dancing practice into our tight schedules. The whole process might look stressful, but, reflecting on our journey, we actually had a lot of fun while practicing the dance together. Whenever there were more than two members anywhere, we practiced. We were supposed to look sexy because it is Beyonce's, but sadly we, looked rather funny at first. We realized that we needed more practice. Three out of us eight were fast learners but the other four including me were desperate, and Juyonce, the director of our performance, was the only hope. She tutored each one of us and videotaped her dancing, which helped us to practice even at home. With the improvement we were making every day, we were able to gain confidence.

What was Homecoming day like?

The big day finally came. When we arrived at the venue, all the student union members were working hard to give a warm welcome to the guests. The Homecoming party started with the opening performance of the Ukulele. Thanks to the five lovely girls' beautiful voices and music, all became so happy and cheerful. After the welcoming and congratulatory messages, the real performance started. IGSE Life, Sunny, IGSE Night, and IGSE style which the 1ˢᵗ year students prepared were all great performances executed with joy, humor, and passion. While watching them, we could see how creative and smart the 1ˢᵗ year students are. Youngjin Roh's *Loving You* was sweeter than any other chocolate, and *Officially Missing You* that was sung by three attractive girls pleased our ears. After the songs, we had a lot of fun with Jeopardy even though some questions required cognitive pain. Finally, *Crazy in Love* was played and the spotlights were lit on the stage. The 8 girls who used to study hard were transformed into IGSEyonces. During our performance, everyone in the hall cheered us with happy smiles and claps, which made us enjoy the dancing more than ever. Five minutes passed like a second, but I knew that I would never forget that moment.

How did I feel after the Homecoming party?

One of my favorite parts of the Homecoming party is the time alumni spend on the stage because I can listen to precious messages from graduates. So many touching words gave me some time to reflect on my life in IGSE as well as looking ahead into my IGSE life. I really appreciated all the graduates who made sacrificed their time to visit IGSE.

Lastly, I'd like to give special thanks to the student union members who dedicated themselves to preparing the 10ᵗʰ Homecoming party, all the students who came and prepared a performance, and the graduates and the professors who honored us with their presence.

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

WELCOME HOME

I love you guys. I love IGSE. Truth to tell, "My love is like a red, red rose that's newly sprung in June." To me, each and everyone of you is that precious and beautiful.

IGSE is where your heart is, and you are where IGSE's heart is. We keep sending care and prayer each other's way, don't we always? If not for this fountain of mutual love and concern, neither of us would be where we are today on the Korean ELT landscape.

I am particularly pleased to report to you today that IGSE is beginning to secure a foothold, if not a beachhead, atop the global ELT pile. At least one paper by an IGSE grad is currently on the reading list for highly regarded ELT programs in North America and Southeast Asia. A steady output of papers like this will eventually earn IGSE pride of place at the global ELT table. With you guys behind me, I pledge to give my all to help make this happen over the next several years.

Together, we can get this done, can't we? We aren't gathered together here for nothing. At this homecoming, you are voting with your feet and you heart to make IGSE the best school of its kind anywhere in the world. We are here today paving a road of unity and solidarity to the greatness of IGSE as a one of a kind ELT icon here in Korea and elsewhere on our planet as well.

Thank you. I wish you all a happy reunion. Have lots and lots of fun.

Testing in Language Programs
: A Comprehensive Guide to English Language Assessment

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Since its first edition in 1996, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment* has been widely used in the field of language testing and assessment. This book greatly assists students of applied linguistics at the undergraduate and graduate levels, as well as language teachers and practitioners of language testing. As Brown states in his preface, he has "tried to provide a balance between the technical and practical aspects of language testing that is neither too complex nor too simplistic" (p. x). This volume consists of 11 chapters in total and each chapter ends by providing review questions and application exercises. Through these activities, readers can confirm their understanding while also deepening their knowledge by undertaking the specific exercises. Below are the descriptions of each chapter in detail.

The book begins with the first two chapters explaining the conceptual base and practical issues in language testing. The first chapter provides an overview of two families of language testing: norm-referenced tests (NRT) and criterion-referenced tests (CRT). Here, Brown emphasizes the importance of knowing the characteristics of these tests so that a language teacher or a language program administrator can match tests to their purposes. In chapter 2, Brown explains both theoretical and practical issues related to testing in language programs. Considering their specific situation, teachers and administrators may want to 'adopt, adapt, or develop language tests'. The test evaluation checklist, on page 32, and the testing program checklist, on page 35, act as a reference for teachers or administrators and ultimately allows them to administer a test with greater success.

Chapters 3 and 4 focus on items in language tests. Chapter 3 presents the elements of a good test. Brown provides guidelines for item format analysis depending on various types of test items to ensure that a test-taker chooses the correct answers for the right reasons. Not only language teachers but all teachers should read this chapter since a good format is an essential prerequisite of any test. Chapter 4 explains test statistics by using *Excel*™ spreadsheets. Through item analysis techniques such as item facility and item discrimination, an administrator can analyze and select items to be kept and those to be discarded.

Chapters 5 and 6 deal with descriptive statistics and how to interpret test scores respectively. Chapter 5 is about how to visualize the results of the test. Displaying test results is very important because it helps to understand the test taker's current state more clearly. Brown gives detailed descriptions of reporting descriptive statistics and explains why descriptions of the results should be altered depending on a test's purpose. Chapter 6 is concerned primarily with how a language teacher or an administrator can interpret a tester's score under the circumstances of CRT and NRT. Brown explains probability distribution, normal distribution, and how to calculate standardized scores, so that they can understand a test taker's complex behavior. As I read through the book, I was amazed how he arranged all this information in such an organized way.

The next 4 chapters, I believe, are the core of this book for their uniqueness. Chapter 7 discusses correlation, which means 'go-togetherness'. Correlation analysis in language testing is "how the scores on two tests compare with regard to dispersing, or spreading out the students" (p. 139). At the end of this chapter, Brown explains how to calculate the Pearson product-moment correlation coefficient and how to interpret the data and check the significance. Chapter 8 deals with reliability issues in testing: getting the same results consistently. He summarizes some potential sources of error variance and provides a checklist. At the end, Brown explains how to calculate split-half, Cronbach's alpha, K-R20, K-R21, and the standard error of measurement both manually and using *Excel* program. Chapter 9 reports language test dependability and calculates the agreement, kappa, phi (lambda), and phi estimates, as well as the confidence interval. In relation to last three chapters, language test validity is discussed in chapter 10. As Brown mentioned in the introduction, 'a test can be reliable without being valid'. That is reliability is a precondition for validity. So, in Chapter 10, Brown explains three basic types of validity and its characteristics for NRTs and CRTs. Even though these chapters seem not to be of immediate use to language teachers, these chapters will be an excellent reference not only for language administrators but language teachers.

The concluding chapter, with a practical focus, gives detailed description of the author's personal experience as a director of the English Language Institute (ELI) at the University of Hawaii at Manoa. Throughout the book, Brown emphasizes the importance of looking at tests within real language programs. In this chapter, Brown starts describing the ELI itself, its language testing program and purpose, and how each test affects testers.

This book has three commendable features. First, Brown explains it in language that is easy to understand. He explains important concepts and how they are related. Also, this book contains many tables, graphs, and checklists which assist readers understand more clearly and put the ideas into practice. Secondly, where statistics are involved, they are explained in a straightforward 'recipe book' style, a step by step procedure. Also, by using the *Excel* program, Brown clearly guides the readers from entering test scores to getting the results. Even if you are hopeless at mathematics, you won't get lost. Finally, an answer key for review questions and application exercises, a glossary, and an index are all provided at the end of the book. One area for improvement, however, would be providing a list of further reading at the end of each chapter. Furthermore, even though this book provides reasonable explanations, it would be difficult to read if one has no solid foundation in the basic concepts of the field of language testing. In that case, one may refer to H. D. Brown's book or A. Hughes's book for building this background knowledge. Also, for more information on statistics for testing, J. D. Brown's other valuable volume, *Understanding Research in Second Language Learning,* is recommended. Nonetheless, in spite of these caveats, this book can be a cornerstone in your success as a responsible language professional.

References

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- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press.

IGSE Research Center

Let Your Passion Make a Difference

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After the second semester of IGSE was done, lots of thoughts were flying around me such as choosing a thesis topic and getting a job in the future. I almost spent half of my vacation trying to solve those problems.

At that moment, one quote boomed in to my head, "the best way to find yourself, is to lose yourself in the service of others". Luckily, at the same time I learned about Pung-do volunteer work from an e-mail, so I decided to go to Pung-do to find myself and donate my modest talent to others. Before going there, there were two training session about extensive reading and storytelling with 9th wave seniors. Through the training sessions, we received plenty of teaching ideas that we could apply to our classes on the island. Furthermore, many of the 9th wave seniors donated many useful picture books for students. From July 23rd to July 27th, our small exciting journey began. On the first day of camp, there was an orientation session to build a rapport between teachers and students by using games and activities. From July 24th to July 26th, there were five main activities with 3 elementary school students and 6 kindergarten students. Professor Kim, Researcher Jeong, and 9th wave seniors, Sang-mi, Sue-Hyun, and Stuart were teachers for the elementary school kids, while, Sung-won and I mainly taught the kindergarten students. We had three lessons with the

children: self-introduction, animals and birthday party, and numbers. One of the most successful storytelling sessions with the kids was reading the book *Dear Zoo*. For a post reading activity, we made animals masks using animal characters from the storybook. Many of the kids loved their masks and wore them all day long. For elementary school students, their main session was having a reading time with 1 to 1 coaching. There were 3 students from grades three, four and six: Su-Yun, Hyun-min, and Young-chun.

From the books we selected for the students to read, the students chose a book depending on their interest, and then we guided them to read and do a comprehension activity. Students found Stuart's outdoor activity is the most enjoyable along with the last day of camp, in which they went fishing following Stuart's explanations. We prepared special meals for lunch including spaghetti, sandwiches, Korean sushi and New Zealand pancakes (pikelets) with the teachers. The students first learned the instructions for cooking, and then followed the steps to prepare the food. They also learned "How to use a Saeng-Saeng elementary school English" from the main author of that exemplary book, 5th waver, Eun-suk. Most of the last day of camp, the students and Prof. Kim had a book making activity about Pung-do. In this book, what they had read for camp and Polaroid pictures which they had been taken were included. As we all know, the important thing of learning English is persistency, for that purpose, we are still keeping in contact with the students through Skype and Naver café. I thought the principal and the other islanders were good to us too, which helped make everything work. What I've learned through this volunteer camp is that there are not more or less valuable experiences, but that every experience is precious in our lives, someday, somehow.

IGSE Library

Turning New Pages in Old Books

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Doctor Lee Jae-ho, former professor of English Department at Korea Military Academy, and his wife Doctor Kang Jeong-son donated approximately 500 books from their lifetime collection in English language teaching and applied linguistic to IGSE library this past June. Dr. Lee is a long-time acquaintance of President Park Nahm-Sheik, and has long been admiring the motto and the founding philosophy of IGSE. In a telephone interview, the scholar in his eighties asserted that he feels confident that the IGSE Library is a perfect match for the collection because he has been acknowledging the noble and honest endeavor President Park has been pursuing to establish IGSE as a top-notch institution in ELT since his first inauguration.

The majority of the materials from the collection were published during the 1960's and the 1970's, and the topics encompass almost every field of linguistics, applied linguistics, and ELT including linguistic and teaching theories, coursebooks, teaching resources, and self study materials. The most noticeable titles are materials for syntactic theory. Eighteen of the 29 titles are about transformational grammar showing us how significant and influential Noam Chomsky's notion of grammar and his publication *Syntactic Structures* had been.

The donated materials are classified based on IGSE library classification scheme, yet an additional class category and a book code were needed, and a class category "D" and book code "LK" have been created. "D" stands for "donated materials," and "LK" was borrowed from each of the first letters in the couple's family names: Lee and Kang.

It was an invaluable experience to be involved in acquiring, reviewing, classifying, and displaying the special collection as an ELT subject specialist. Yet, it has also provided me with sentimental feelings because I could reckon that in letting go of their lifetime collection, they were in effect acknowledging that their long and productive careers in academic scholarship is now over. However, it is surely consolidating and rewarding for them because they have put more value in passing their academic scholarship to younger generations like IGSEans than keeping it in their old reading room.

Books are one of the most tangible heritages that perish over time, and the donated books will have the same destiny no matter how delicately they are taken care of, but as long as the philosophy and good will of the donors lie and breathe in the books, there is no way that the books will perish. They will transform into intangible heritages that will last forever while we open and turn new pages in the old books.

Bidding Farewell to the
IGSE Class of 2012*

Nahm-Sheik Park
President

Congratulations on getting to graduate from IGSE today. Your draining two years at IGSE will surely set you apart from most other ELT practitioners in the country. The way I see it, you almost have it made for the rest of your career in Korean ELT. With plenty of tailwind from IGSE.

With the IGSE degree/pedigree on your resume, you can now walk tall on the Korean ELT stage. You can show the country what you are made of. You can spread your talent far and wide and make Korean ELT soil so much more fertile and fruitful.

Never let your pride lock you into a trap of complacency, however. Pride often goes before a fall. With that in mind, keep your wagon hitched to a star. One of the things I wish to specifically recommend on this occasion is this: Be an uncompromising ELT professional and make English the sole tool of communication in your classroom. Always keep in mind that only by interacting with your students through English can you ever get them to be truly functional users of the language.

You might also consider pursuing doctoral studies in the United States. Preferably, on a full-package financial grant from host institutions. That will be a big step toward adding significant heft to your voice on the ELT stage here and elsewhere. An American doctorate in ELT is a globally recognized badge of honor for whoever holds that degree.

A fully funded American Ph.D. program is easier to qualify for than you might think. You can find it out for yourself by applying to American doctoral programs. Should you have the right bona fides, chances are that you will earn a free ride to an American doctoral program of the first water. That's because American graduate programs cannot survive, much less thrive, without plenty of superior graduate students to assist them in research, teaching and administration.

For pointers of relevance, you might refer back to some of the e-mails I sent out to you guys over the last couple of years. No fewer than seven IGSE grads are already beneficiaries of full scholarships to American doctoral programs. Which should be broadcasting to you all loud and clear that grants of the sort under discussion here are clearly within your grasp too. They are really not that big of a deal.

You can dream big in other ways too. Whatever your big dream may be, I know you already have sufficient resources to build it on and make it a reality. If you can dream it, you can do it. Believe me. Just go ahead and do it. Think big and take the long view. Thank you.

* This is the text of President Nahm-Sheik Park's speech at the 2012 commencement.
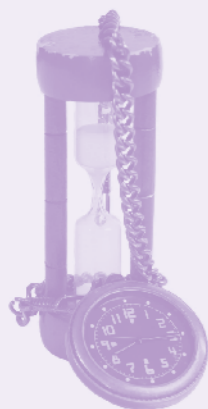
News & Events

IGSE News

Donation by 9th wave graduates
9th wave IGSEans donated 5,500,000won to IGSE on the Homecoming day. The IGSE development fund raised by IGSEans will be used for the advancement and development of IGSE.

Office of the President

Nahm-Sheik Park

- Publication of *WORDS TO LIVE BY #5* (IGSE Press)

- President Park is on the list of 60 outstanding graduates of Chonnam National Univesity. The list was made public in the latest issue of Chonnam National University Magazine *YES* to mark the 60th anniversary of the school.

Faculty

Hyunsook Chung

- Presentation

- Chung, H., & Ahn, H. (2012). *Interrelationships among phoneme identification, suprasegmental feature recognition, and L2 listening proficiency.* Paper presented at Australian Council of TESOL Associations International Conference, Cairns, Australia.

Youngkuk Jeong

- Professional Activity

- NHN 쥬니버 영어스쿨 개편을 위한 연구 (2012. 10. 1 ~ 12. 31)

Youngwoo Kim

- Publication

- Presentations

- 김영우. (2012). 스마트러닝과 스마트워크의 관련성에 대한 탐색적 연구. 디지털정책연구, 10(5). 27-35.

- Kim, Y. et al. (2012). A study of primary school students taking ELT programs at social welfare centers. KATE International Conference.

- 김영우 외. (2012). 공학 전공 전문대학 학부생들을 위한 특수목적영어 학습 및 교수에 대한 연구. 현대영어교육학회 학술대회.

News & Events

Hyeong-Jong Lee

- Publication
  - Lee, H-J. (Under Final Review). *Introduction to Phonics: Theory and Practice.* Seoul, Korea: IGSE Press.

- Professional Activities
  - Test Item Review Committee Member for National English Ability Test (NEAT), National Institute for International Educ ation (NIIED), Ministry of Educational Science and Technology, Seoul, Korea.
  - Editorial Board, The Journal of Asia TEFL: The Asian Association of Teachers of English as a Foreign Language
  - Manuscript Reviewer, The Journal of Asia TEFL: The Asian Association of Teachers of English as a Foreign Language
  - Planning Committee Member, The Applied Linguistics Association of Korea (ALAK)
  - Manuscript Reviewer, The Applied Linguistics Association of Korea (ALAK)
  - Education/Training Managerial Committee Member, Studies in Foreign Language Education, Institute of Foreign Language Education, Hankuk University of Foreign Studies (HUFS), Seoul, Korea.
  - IGSE Research Center Managerial Committee Member, Seoul, Korea.

Hyeok Park

- Lectures
  - Process Drama for Secondary Teachers, 광주광역시 중등 일정연수, 광주교육연수원 (August 2012)
  - Materials Adaptation & Curriculum Development, TaLK Scholar 원어민 장학생 프로그램, 고려대학교 서창캠퍼스 (August 2012)
  - Reader's Theatre for Primary Teachers, 인천광역시 초등심화연수, 인천외국어연수원 (October 2012)
  - How to Teach Reading, 인천광역시 초등영어과 주제별 맞춤형 직무연수, 인천정각초등학교 (October 2012)

- Professional Activity
  - Committee Member for 강동구교육발전협의회
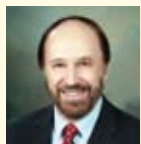
James Forrest

- Lectures

  Lectures & Training Sessions for Cambridge University Examinations:
  - Certification of Speaking Examiners for Business English Certificates, Sungshin University, Seoul, (October 2012)
  - Certification of Speaking Examiners for Young Learners and Main Suite Examinations, Okayama, Japan (November 2012)
  - Training of Speaking Examiners for Young Learners Examinations, Hiroshima, Japan (November 2012)
  - Certification of Speaking Examiners for Main Suite Examinations, Lycée Français, Seoul (December 2012)

- Professional Activities

  Professional Activities for Cambridge University Examinations & Awards:
  - Professional Support Leaders Regional Conference in Taipei, Taiwan (September 2012)
  - CELTA course assessment, Beijing, China (October 2012)
  - Examination market development meets Seoul & Tokyo (October 2012)
  - Monitoring of Speaking Examiner Training, Nagoya, Japan (October 2012)
  - Monitoring of Speaking Examiner Training, Oita and Shin-Kobe, Japan (November 2012)

News & Events

Students

- Mikyung Kim (10th Wave, English Language Teaching) presented her work 'Pilot study: How to present words to adult students in an EFL immersion setting and their strategy use' at KAFLE Conference on September 15, 2012.

Alumni

- IGSE graduates presented their work at 한국영어교과교육학회 on August 1, 2012.
  1. The Effects of L2 Vocabulary Learning Through Contextual and Non-contextual Presentation for Young Learners
     - Myunglai Cho (9th Wave, English Language Teaching)
  2. Vocabulary Training Materials for Korean Middle School Students at the Beginner Level
     - Youngjiin Roh (9th Wave, ELT Materials Development)

- Minhee Yoon (9th Wave, ELT Materials Development) presented her work 'Developing a Project-Based Material for Culture-focused Literature Reading Classes' at KAFLE Conference on September 15, 2012.

- Hyejin Park (9th Wave, ELT Materials Development) had a paper published in the *Multimedia Assisted Language Learning*.
  Park, Hye-Jin. (2012). Analyzing Article Citation Patterns in CALL Journals. *Multimedia-Assisted Language Learning, 15*(2), 143-166.

- Shinyoung Bak (9th Wave, English Language Teaching) had a paper published in the Journal *English Teaching*.
  Bak, Shinyoung. (2012). Effects of Semantic Relationedness on EFL Vocabulary Recall and Retention. *English Teaching, 67*(3), 281-305.

- Hyejeong Bae (9th Wave, English Language Teaching) had a paper published in the Journal *English Teaching*.
  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 9th wave graduates had a paper published in the Korean Journal of Applied Linguistics.
  1. Kim, Kyoung-Min. (2012). L1 influence on L2 collocational knowledge: By level of receptive vocabulary knowledge and general language proficiency. *Korean Journal of Applied Linguistics, 28*(3), 1-38

  2. Kim, Taehyung. (2012). The effects of three forms of listening support on listening comprehension of Korean high school students. *Korean Journal of Applied Linguistics, 28*(3), 65-89.
  3. Lee, Yun-hee. (2012). The effects of pre-reading activities on Korean high school student' English reading comprehension. *Korean Journal of Applied Linguistics, 28*(3), 197-230.

- Mijung Im (3rd Wave, ELT Materials Development), Eunsook Jeong (5th Wave, English Language Teaching), Soon Park (6th Wave, ELT Materials Development) co-authored the book *EBS 대표영문법*.

- Yoonseok Seo (5th Wave, ELT Materials Development) co-authored the high school textbook *High School Basic English*. It will be used from 2013.

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| Dept. of ELT Materials Development

Application Information

| Application Period : 17 April ~ 30 April, 2013

Contact Information

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