

DEPARTMENT OF ENGLISH EDUCATION

Academic Goals

The Department aims to :

1. Promote the development and role of English education in primary, secondary, and higher education in terms of theories, practice, issues, and research.
2. Study and develop innovative teaching materials and methods in affiliation with government education-research institutes.
3. Educate competent researchers and faculties who are able to fulfill the academics and practical research necessary for enhancing the quality of English education.
4. Contribute to national and social development by leading the overall development of English education.

Degree Requirements

1. Each course is offered biennially.
2. Graduate students are required to complete 24 or more credits of course work in the M.A. program, 36 or more credits of course work in the Ph.D. program, and 54 or more credits in the M.A. and Ph.D. coordination program prior to submitting the thesis or the dissertation for the degree.
3. Since the curriculum for the M.A., Ph.D., and M.A. and Ph.D. coordination programs overlap, students may select courses required for the degree among the courses open for either the M.A. or the Ph.D. program.
4. Students in the M.A. program are required to take at least 18 credits of the 24 credits necessary for the degree from the courses of their own major, while the students in the Ph.D. program must take at least 27 credits of the 36 credits (excluding credits taken during the M.A. program), and those in the M.A. and Ph.D. coordination program, at least 48 credits from the courses of their own major.
5. Students may take courses for graduate credit in other departments or universities within 6 credits for the M.A. program or within 9 credits for the Ph.D. program, but must get permission in advance from their advisor.
6. All programs require students to give a public presentation of a thesis or dissertation prospectus prior to their graduation. Students whose prospectus are approved are eligible to write their thesis or dissertation for the degree. The timetable for the prospectus is not prescribed in the regulations, and therefore, it is subject to the student's discretion.

7. Prior to the submission of a dissertation for the Master's or Doctoral degree programs, candidates should fulfil the language requirement by submitting an official transcript of the TOEFL iBT scoring above 90 to the supervisor of the committee. Or an equivalent score from other tests is specified in the bylaws of English Education as follows: IELTS 6.0 or above in Academics; TEPS 710 (Speaking 2 grade, Writing 2 grade). These scores are valid for 5 years after the test date, but this rule is not applied to the students who were admitted into the Department before the year of 2008. International students should also fulfil the language requirement as specified in the bylaws of English Education.
8. If students want to transfer credits they have earned from a TESOL program at an accredited university, they may be eligible to receive prerequisite course transfer credits. To be considered for transfer credit, they must provide supporting materials to their advisory faculty, which include an official transcript, course syllabi, and catalog descriptions for each class. Their advisory faculty may grant some credit for study at other universities, and the director of the Department coordinates the transfer credit process. But no credit can be transferred for regular courses.
9. One director and three supervisors of the committee (including the director) are appointed for two years and are responsible for the cooperative administration of the Department. The director is appointed by the Dean of the College of Education and is to hold office for 2 years.
10. Temporary Advisory Faculty: New students are assigned to a temporary advisor for their first semester, and will be required to select their own advisor in their area of interest at the beginning of the second semester. The temporary advisor will be the supervising faculty member from one of the three specializations: English teaching and learning theory, applied English linguistics, and British & American literature education.

Advisor's Designated Courses

1. Students in the M.A., Ph.D. and the M.A./Ph.D. integrated program with a degree from areas other than English Education or its affiliated areas are assigned the advisor's designated courses. Their advisor decides the number of the designated courses that students should take. But the number should not exceed 5 courses. The advisor also decides whether students are exempted from the requirements of taking the designated courses.
2. Other rules regarding the designated courses are specified in the bylaws of Graduate School.
3. This rule is applied to all the students who are admitted into the program beginning on March 2010.

Comprehensive Examination

1. The English Education department consists of three specialized areas of English teaching and learning theory, applied English linguistics, and British & American literature education. Students should take and pass either a written or oral Comprehensive Examination. Students should submit the application to the Director of the Department for permission to sit for the written exam. Students are expected to designate the courses from the M.A. and Ph.D. programs in their own department.
2. To sit for the written Comprehensive Examination, students in the M.A. program are required to designate 3 courses, and the students in the Ph.D. and M.A. and Ph.D. coordination programs should designate 4 courses. As indicated above, there are three specialty areas in the Department. For the M.A. program, two courses taken for the test should be from the student's area of specialization as designated by the student. One course taken for the test should be from other areas. For the Ph.D. program, three courses taken for the test should be from the student's area of specialization as designated by the student and one course from other areas. But no seminar course is eligible for the Comprehensive Examination.
3. (1) M.A. students with 1 article, Ph.D. students with 2 articles published in their area of specialization as the sole author by an academic association/institute indexed by the National Research Foundation will take an oral exam instead of the comprehensive exam. Ph.D. students with 1 article published will take the comprehensive exam in one subject outside of their specialization in addition to the oral exam.
(2) M.A. or Ph.D. students who have an article published as the sole author by an academic association/institute that is indexed by A&HCI, SSCI, or SCI, will take an oral exam instead of the comprehensive exam. Ph.D. students who meet the prior requirement will also be exempt from the article required for graduation.
4. Students are not allowed to take more than two courses for the exam at each written Comprehensive Examination. However, re-admitted students may take three courses at a time. Students who do not pass the Comprehensive Exam on the first attempt may sit for the exam again during the subsequent semester.
5. These rules are effective from Spring 2013 and applied to all students. Those who are admitted into the program prior to Spring 2013 are allowed to choose either the rules as applied to them when they were admitted or the ones currently designated.

Addendum

Since 2003, these bylaws have applied retrospectively to all the students enrolled in the graduate programs (M.A., Ph.D., and M.A. and Ph.D.) in the Department.

■ Courses and Syllabuses ■

Major Courses

ENE 751 Teaching British & American Children's Literature [3]

The aim of this course is to improve reading comprehension through British and American children's literature of various genres. The course focuses on becoming effective readers with some understanding of western culture in EFL classrooms.

ENE 752 Teaching British & American Young Adult Literature [3]

The course is designed to improve reading comprehension and explore the world of young adulthood through reading American and/or British young adult literary works; it aims at a better understanding of child/youth development in EFL classrooms.

ENE 753 Teaching Multiculturalism through Multicultural Literature [3]

The course is designed to provide various ideas and issues for integrating multicultural education into EFL. It emphasizes both the ~~understanding~~ theories and practices of teaching English with multicultural perspectives in EFL contexts. With a wide range of readings in multicultural literature for youth, it also offers practical ideas for designing and fostering multicultural EFL classrooms. It focuses on issues such as race and ethnicity, socio-economic status, gender, linguistic diversity, and religious beliefs and suggests ways to synthesize these issues into EFL classrooms.

ENE 754 Learning English through British and American Children's Drama [3]

This course is concerned with ESL/EFL teacher education through an effective use of oral/dramatic activities in the performance form of British and American Children's theatre to promote English language proficiency.

ENE 756 Studies in Teaching English through English Literature [3]

This course focuses on issues and methods involved in incorporating English literature into the EFL classroom. With an in-depth exploration of the uses and values of literature in the EFL classroom, this course will provide a wide range of practical ideas and activities for using English literature with EFL learners at all levels.

ENE 757 Teaching English through Films and English Language Learner's Literature [3]

The aim of this course is to analyze the use of film adaptations of novels for English education in the EFL classrooms in order to help students better appreciate the efficacy of stories.

ENE 759 Culture-Bound Language Learning in EFL [3]

The aim of this course is to investigate issues, methods, and theories as related culture in the EFL context.

- ENE 760 English Phonetics and Phonology [3]
 This course is designed to give a detailed explanation of the sound properties and patterns of the English language. Specifically, it examines some basic concepts of English phonetics and phonology such as the articulatory apparatus, segmentals, suprasegmentals and phonological processes, along with their characteristic acoustic properties. This course also applies the basic concepts to production and perception data and goes over problems with English pronunciation and listening that Korean EFL students face.
- ENE 761 Structure of Modern English [3]
 The aim of this course is to deepen students' understanding of English grammar and to develop competence in grammatical and syntactic analysis and explanation in the context of teaching English as a foreign/second language.
- ENE 762 Topics in English Grammar for EFL Learners [3]
 This course addresses theories and research in the acquisition and teaching of English grammar. It will explore various advanced issues in those areas to provide insights into English grammar for EFL/ESL researchers and teachers.
- ENE 763 Pedagogical English Grammar [3]
 This course examines current issues related to the teaching and acquisition of grammar in EFL/ESL contexts, with a particular emphasis on the description of English grammar systems.
- ENE 765 Linguistic Foundations of Second Language Studies [3]
 This course examines the fundamental concepts of linguistics (phonology, syntax, semantics, and pragmatics) with a special focus on their relation to the second language studies and considers practical issues in L2 English studies. Specifically, it examines problems that EFL learners face with reference to speech perception, pronunciation, grammar, semantics and pragmatics and further explores some practical techniques for L2 English teaching.
- ENE 766 Teaching English Pronunciation and Listening Skills [3]
 This course offers a brief overview of L2 phonological acquisition. It also examines both common and specific pronunciation and comprehension problems experienced by EFL learners. Importantly, this course explores diverse practical techniques for pronunciation teaching and listening comprehension.
- ENE 767 Acquisition and Teaching of English Vocabulary [3]
 This course aims to help students acquire knowledge on the origins and the internal structure of English words as well as the nature of word-formation processes. It also purports to develop some skills in vocabulary teaching for teachers of English as a second language.
- ENE 768 English Linguistics and Meaning in EFL Education [3]
 This course is a non-technical introduction to meaning--linguistic meaning and speaker meaning--in English and how it functions in communication and thinking relevant to EFL education: implications for teaching English.
- ENE 769 Discourse Analysis [3]
 The primary goal of the course is to provide students with a basic theoretical and methodological foundation for the study of naturally occurring language within the context of second language acquisition/education through discourse analysis.
- ENE 772 Second Language Writing [3]
 The course is designed to provide insights into the theory of teaching second language writing from

both a process and a product perspective, with particular emphasis on complex tasks faced by teachers in correcting and evaluating second language writing.

ENE 773 Second Language Acquisition [3]

This course examines a wide range of issues in second language acquisition with some attention to related work in first language acquisition and explores relationships between SLA theory and research and classroom language learning.

ENE 774 CLT-Based Holistic Approach to TEFL [3]

The course is designed to have an overview of the theoretical framework and practical aspects of CLT-based holistic approach to TEFL by investigating the interface between language skills and components based on corpus analysis, and to enhance English communicative competence based on CLT-oriented integration of language skills and components (including grammar, vocabulary, pronunciation, implicature, and culture).

ENE 775 Second Language Reading Comprehension [3]

This course is designed to help students become familiar with the major issues central to first and second language reading comprehension and learn both to critique and to integrate the findings from research literature, so as to be able to conceptualize improved instruction and design a research study focused on comprehension.

ENE 776 Second Language Learning & Teaching [3]

This course aims to foster an understanding of major theories of second language acquisition and their value as the foundation for the practice of teaching ESL/EFL, and to promote the use of applied linguistics, sociolinguistics, psychology, pedagogy, and linguistics in teaching ESL/EFL, particularly instructional practices based on generally accepted findings in the field.

ENE 777 Teaching Second Language Conversation & Listening Comprehension [3]

The aim of this course is to survey the theories and practices necessary to teach ESL/EFL listening comprehension and speaking skills.

ENE 778 Multimedia-based English Education [3]

This course is intended to survey computer-based teaching materials and learning activities in connection with various multimedia-based learning theories, and to explore ways to incorporate sophisticated computer technology and corpus-based techniques in the framework of web-based English teaching and e-learning.

ENE 779 Language Assessment [3]

This course is designed to survey the theory and practices related to the assessment and evaluation of foreign language proficiency. The course also discusses the current issues of language testing such as validation, performance testing, computer adaptive testing based on item response theory, and assessment of language through computer technology (e.g. automatic speech recognition and corpus linguistics).

ENE 780 Second Language Quantitative Research [3]

This course deals with quantitative research methods for English education, focusing on fundamental concepts of quantitative research (including reliability and validity of measurements). The course also covers conducting empirical research, analyzing quantitative data, interpreting statistical results, and writing a research paper.

ENE 781 English Education Policy [3]

This course is designed to survey past and current English education policy, including the areas of national curriculum, assessment, teacher training, teaching methods, and textbooks (on-line and off-line).

ENE 790 Teaching English Through Creative Activities and Materials [3]

This course is designed to cover a wealth of issues, ideas, and methods for using creative activities as an educational tool in the EFL classrooms. It explores creative approaches to teaching reading, using various genres of English literary works for EFL learners at all levels, suggesting methods of using creative activities and materials for EFL classroom use. Its primary concern is with pedagogic implications and applications in using creative activities in EFL contexts.

ENE 791 Teaching English Through Picture Books in EFL [3]

This course is designed to provide a wealth of issues, theories, and methods for using English picture books in the EFL classroom. It explores various and creative approaches to using picture books of various genres at all levels, and suggests methods of evaluating and assessing picture book materials for integrated EFL classroom use. Its primary concern is with pedagogic implications and applications in using picture books in EFL contexts.

ENE 793 Experimental Phonetics [3]

This course studies the acoustic properties of speech production, perceptual properties of speech sounds, and the instrumental analysis of speech. It also covers how to design experiments, how to analyze and evaluate experimental results, and how to use some speech analysis programs such as praat and audacity. The course further examines topics such as phonological representation, acoustic transformation, auditory processing, neural representation, and spoken word recognition.

ENE 794 Pragmatics and Modern Linguistic Theories [3]

This course explores the relationship between semantic, syntactic and pragmatic theories for a variety of English constructions, explaining how and why grammar and pragmatics combine together in natural contexts.

ENE 796 Critical Pedagogy and Second Language Teaching [3]

This course will center on the close readings of selected stories and theories with particular attention to how to read stories in terms of critical pedagogy. Primary focus will be on how to enhance students' ability to think and read critically, applying critical analysis, and logical reasoning.

ENE 798 Applied English Semantics and Pragmatics [3]

This course familiarizes students with principles and issues in English semantics and pragmatics. Students will learn to analyze spoken and written data, and discuss the application of semantics and pragmatics to second language acquisition and teaching.

ENE 799 Elementary English Teaching Materials and Literacy Education [3]

This course will survey a wide range of materials that are of interests of elementary school students and discuss ways to effectively use those materials to develop literacy skills in the EFL classrooms.

ENE 836 Teaching Reading Comprehension in College [3]

This course will survey a wide range of reading materials that are of interests of college students and focus on how to effectively use those materials to improve reading comprehension skills in the EFL classrooms.

ENE 861 Seminar: Teaching British and American Drama [3]

This course aims to broaden its participants' scope of dramatic literature and allows them to explore

how plays can be related to teaching, as materials to teach and philosophize.

ENE 862 Seminar in English Language Education I [3]

This course covers contemporary theories and issues relating to teaching English as a second or foreign language. As a seminar, this course provides opportunities to investigate specific questions in depth, addressing narrower questions than is the case for a 700-level course.

ENE 863 Seminar in English Semantics for EFL [3]

This course explores how meaning is constructed from words to sentences, sentences to texts and conversations, and eventually how properly EFL learners manage their conversations in English environments.

ENE 864 Linguistic Theories and Second Language Acquisition [3]

The aim of this course is to investigate theory and research in modern English linguistics and their applications in the second language studies. This seminar will cover various current issues such as Universal Grammar and their implications for second language acquisition.

ENE 865 Second Language Qualitative Research [3]

This course deals with qualitative research methods in the field of second language education, focusing on participant and non-participant observation, case study, ethnographic research and ethno-methodology. The course also discusses the reliability and validity of qualitative research.

ENE 866 Seminar in Applied English Linguistics [3]

A task- or project- oriented course which gives graduates, usually with subsequent experience as a teacher or in some other profession, a broad training in a number of theoretical and practical disciplines, of which linguistics is the essential core.

ENE 867 Seminar in Second Language Pragmatics [3]

For a full familiarity with the concepts of pragmatics (as well as semantics), students will be arranged to conduct a hands-on investigation into the following core subjects in ESL/EFL contexts: semantics and pragmatics interface, deixis, speech acts, the co-operative principle and relevance theory, conversational implicature, presupposition, and politeness.

ENE 869 Seminar in English Language Education II [3]

This course covers contemporary theories and issues relating to teaching English as a second or foreign language. As a seminar, this course provides opportunities to investigate specific questions in depth, addressing narrower questions than is the case for a 700-level course.

ENE 871 Special Topics in English Language Education II [3]

The aim of this course is to investigate selected topics and issues in second/foreign language learning and teaching. Course content will vary from year to year based on current topics in the field and the interests of the faculty and students.

ENE 872 Special Topics in English Language Education I [3]

The aim of this course is to investigate selected topics and issues in second/foreign language learning and teaching. Course content will vary from year to year based on current topics in the field and the interests of the faculty and students.

ENE 873 Topics in English Linguistics [3]

This seminar examines selected recent and current issues in English linguistics.

ENE 876 Reading British and American Stories Critically [3]

This course focuses on the critical reading of selected stories with particular attention to how to read stories in terms of critical pedagogy. Particular attention will be paid to how to enhance the student's ability to think and read critically, applying critical analysis and logical reasoning.

ENE 880 Seminar in SLA research [3]

This course will support students' academic development through dissemination and discussion of seminal research on L2 acquisition and instruction. A focus is also given on developing students' own research skills. The specific topic of investigation may vary year to year.

ENE 881 Seminar in Grammatical Theories and Modern English [3]

This course studies modern grammatical theories and describes and analyzes Modern English grammar. It will examine important issues in theory and research to explain how the English language is structured and acquired. The topics may change each time.

ENE 882 Seminar in the Acquisition of Phonology and Vocabulary [3]

This course explores two important topics: L2 learners' acquisition of phonology and vocabulary and how learners' L2 acquisition is different from their L1 acquisition. More specifically, it will address issues such as the relationship between perception and production, factors in the acquisition of L1 and L2 phonology and vocabulary, L1 and L2 learners' phonological/lexical representations, and lexical access, etc. This course will consist of reading and discussion of weekly papers on these topics.

ENE 884 Seminar in L2 English Grammar [3]

This seminar is designed to explore the nature and aspects of L2 English grammar and to examine its acquisition and teaching theories.

ENE 885 Special Topics in English Literature [3]

In this course, class participants will read and discuss a certain number of thematically grouped texts from various genres and periods in English literature. Its objective is to give students an opportunity to explore literature without any generic or periodic boundary. Topics could vary depending on the semester when the course is available.

ENE 886 Topics in Phonological and vocabulary Acquisition [3]

This course studies L1 and L2 phonological and vocabulary acquisition and explores the application of current phonological and vocabulary theories to L1 and L2 phonological and vocabulary acquisition. The course further investigates the relationship between phonological skills and vocabulary learning.

ENE 887 Special Topics in British & American Fiction [3]

This course is designed to enable students to learn how to read and analyze a wide range of British and American short stories or novels. This course will center on the close reading of selected stories or novels with particular attention to their use in English Education.

ENE 888 Reading Masterpieces in English Drama [3]

Reading some of the greatest plays written by Irish, British, and American playwrights, this course aims at expanding the student's knowledge of English drama and literature.