The 25th Annual Meeting of the
AMERICAN ASSOCIATION OF TEACHERS OF KOREAN
CONFERENCE & WORKSHOP

REDEFINING THE FIELD:
ENVISIONING FUTURE DIRECTIONS
FOR KOREAN LANGUAGE EDUCATORS

~ Virtual Only ~

June 19-20, 2020

Columbia University
New York, NY

Sponsored by
The Korea Foundation
Columbia University

Co-sponsored by
Korean Language Education & Research Center (KLEAR)
Granter

KOREA FOUNDATION

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COLUMBIA UNIVERSITY
Department of East Asian Languages and Cultures
Center for Korean Research

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Korean Language Education & Research Center
(KLEAR)
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Kyong-Hee Choi  The University of Chicago
Sonja M. Kim  Binghamton University
Sung-Ock Sohn  UCLA

Program Chair
Mee-Jeong Park  University of Hawaii at Manoa

Local Chair
Joowon Suh  Columbia University

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Hangtae Cho  University of Minnesota
Bumyong Choi  Emory University
Jongoh Eun  DLIFLC
Sorin Huh  Emory University
Hee Ju  UCLA
Ji-Young Jung  Columbia University
Sahie Kang  Middlebury College
Hae-Young Kim  Duke University
Hi-Sun Kim  Harvard University
Mary Shin Kim  University of Hawaii at Manoa
Heesun Kim  Stanford University
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Ahrong Lee  York University
Eunice Lee  California Pacific Charter School Excel Academy
Hakyooin Lee  Georgia State University
Hyo Sang Lee  Indiana University
Mina Lee  DLIFLC
Angela Lee-Smith  Yale University
Byung-jin Lim  University of Wisconsin-Madison
Byung-Joon Lim  DLIFLC
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Mi Yung Park  University of Auckland
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Ebru Turker  Arizona State University
Hye-Sook Wang  Brown University
Kyung-Eun Yoon  University Maryland, Baltimore County
Sang Seok Yoon  University of Iowa
Yeonhee Yoon  University of Notre Dame
Young-mee Yu Cho  Rutgers University
# 25th AATK Annual Meeting

**ONLINE**

Friday, June 19 – Saturday, June 20, 2020

* Schedule based on EST (Eastern Standard Time)
** Language of Presentation: (K) Korean; (E) English

## Day 1  Friday, June 19, 2020

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<td>Opening Ceremony &amp; Welcoming Remarks</td>
<td>Opening Ceremony &amp; Welcoming Remarks</td>
<td><strong>Language of Presentation: (K) Korean; (E) English</strong></td>
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<td></td>
<td>Joowon Suh, President, AATK</td>
<td>Theodore Hughes, Director, Center for Korean Research, Columbia University</td>
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<td>10:00 - 10:30</td>
<td><strong>Workshop Panel 1A</strong></td>
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<td>Chair, Ihnhee Kim, Northwestern University</td>
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<td>Young-mee Yu Cho, Rutgers University</td>
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<td>Hee Chung Chun, Rutgers University</td>
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<td>Kyoungrok Ko, University of Toronto</td>
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<td>Hakyoon Lee, Georgia State University</td>
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<td>10:30 - 11:00</td>
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<td>1 북미 대학 한국어 수업에서 교수언어에 대한 교사의 인식 연구 (K)</td>
<td>4 Ani ‘No’-Prefaced Turns Used by L2 Korean Speakers in Debates: Findings from Picengsang Hoytam ‘Abnormal Summit’ (E)</td>
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<td>2 Teachers as Researchers: Understanding Teachers’ Use of Technology in Korean Language Classrooms through Exploratory Practice (K)</td>
<td>5 Multilingual Linguistic Landscapes: Focusing on Translanguaging Practices in Online Gaming Interactions (K)</td>
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<td>3 한국어 교사의 문화적 인식 평가도구 개발을 위한 실험연구 (K)</td>
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<td>6 Korean Mwusun ‘What Kind of’ as a Discourse Marker: Pragmatic and Prosodic Analyses, and Pedagogical Implications (K)</td>
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<td><strong>Teaching Materials Demonstration 2B</strong>&lt;br&gt;Chair: Bumyong Choi&lt;br&gt;Emory University&lt;br&gt;4. Using Internet Memes in College-Level Korean Courses (K)</td>
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<td>2. From Weaving Stories to Making a Book on the Web: A Multiliteracies Approach (K)&lt;br&gt;Hea Young Chun&lt;br&gt;Washington University in St. Louis</td>
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<td>5. The Integration of Media Archive in Language and Culture Courses: From Face to Face (F2F) to Online (K)&lt;br&gt;Jae-Su Choi&lt;br&gt;Indiana University&lt;br&gt;Byung Joon Lim</td>
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<td>8. 신조어 교육을 위한 방향 모색 (K)&lt;br&gt;Eunyoung Kim&lt;br&gt;Duke University</td>
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<td>6. 20 Creative Activities Using QR Codes (E)&lt;br&gt;Pyong Gag Ahn&lt;br&gt;DLIFLC</td>
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<td>9. Music as a Pedagogical Tool in the KFL Classroom (K)&lt;br&gt;Danielle Pyun&lt;br&gt;Ohio State University&lt;br&gt;Yeonhee Yoon&lt;br&gt;University of Notre Dame&lt;br&gt;Hei Sook Yoo&lt;br&gt;George Mason University</td>
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<td>Hyunkyu Yi</td>
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<td>Columbia University</td>
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<td>9. Understanding KFL Learners’ and Teachers’ Perceptions on Machine Translation (MT): A New Learning and Teaching Tool for Generation Z FL Learners (K)</td>
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<td>Hyang Jin Sohn</td>
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<td>3:00 - 3:15</td>
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<td>3: Blended-Learning Modules for Intermediate-Level Business Korean (K)</td>
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<td>Sun-Hee Lee, Jae Young Song, Wellesley College</td>
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<td>Hee-Jeong Jeong, MIT</td>
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<td>14: 한국어교육 전공 외국인 대학원생의 학습 경험과 직업적 정체성에 관한 연구 (K)</td>
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<td>Hara Jeong, Yeotak Yoon, Seoul National University</td>
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<td>4:15 - 4:45</td>
<td>15: Developing a Classification of Korean Language Teachers for Teacher Training Program: Using Cluster Analysis (E)</td>
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<td>Wonki Lee, Purdue University, Hojung Kim, Seoul National University</td>
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<td>4:45 - 5:15</td>
<td>19: Pedagogical and Acquisitional Implications of the Intonational Map Provided by Korean Textbook Example Conversations (E)</td>
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<td>Bonnie J. Fox, University of Hawaii at Manoa</td>
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<td><strong>4</strong> Designing and Implementing a Summer Korean Study Abroad Program: Cases from Seven Universities in the U.S. (K)</td>
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<td><strong>Myounghee Cho</strong> University of Rochester</td>
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<td><strong>Meejeong Song</strong> Cornell University</td>
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<td><strong>Jeongyi Lee</strong> Kennesaw State University</td>
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<td><strong>Bumyong Choi</strong> Emory University</td>
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<td><strong>Hi-Sun Kim</strong> Harvard University</td>
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<td><strong>Insung Ko</strong> George Washington University</td>
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<td><strong>Jayoung Song</strong> Rice University</td>
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<td>10:30 - 11:00</td>
<td><strong>21</strong> 한국어 과거시제 선어말어미 결합 용언 처리에 대한 정화 실험 연구: 모어 화자와 고급 학습자의 예 (K)</td>
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<td><strong>Sunjin Lee</strong> Academy of Korean Studies</td>
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<td><strong>Youngjoo Kim</strong> Kyunghee University</td>
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<td><strong>Wooyeol Lim</strong> Kyunghee University</td>
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<td>11:45 - 12:05</td>
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<td>11:45 - 12:05</td>
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<td>11:45 - 12:05</td>
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<td>Chair</td>
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<td>11:45 - 12:05</td>
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<td><strong>11</strong> 다층적 글쓰기 - 자기소개서 쓰기를</td>
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<td>중심으로 (K)</td>
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<td><strong>12</strong> Academic Writing Project (K)</td>
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<td>12:45 - 1:00</td>
<td><strong>Q&amp;A and Follow-Up Discussion</strong> (15</td>
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<td>1:30 – 3:00</td>
<td><strong>PLENARY PANEL</strong>&lt;br&gt;Creating Language-Content Connections in Korean Studies Programs (K)&lt;br&gt;<strong>ORGANIZER</strong> Young-mee Yu Cho&lt;br&gt;<strong>Rutgers University</strong>&lt;br&gt;<strong>DISCUSSANT</strong> Hae-Young Kim&lt;br&gt;<strong>Duke University</strong>&lt;br&gt;Autobiographical Lyrics in <em>Map of the Soul: 7</em> (2020) by BTS&lt;br&gt;Kyeong-Hee Choi&lt;br&gt;<strong>The University of Chicago</strong>&lt;br&gt;Language Under Construction in Programs and in the Classroom&lt;br&gt;Sonja M. Kim&lt;br&gt;Binghamton University&lt;br&gt;Integration of Korean Language Instruction and Korean Studies&lt;br&gt;Sung-Ock Sohn&lt;br&gt;<strong>UCLA</strong>&lt;br&gt;3:00 - 3:15 Break</td>
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<td>Time</td>
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<td>3:15 - 3:45</td>
<td>5 Building Interdisciplinary Korean Studies: Integrating Language and Content in Advanced Korean Curriculum (K)</td>
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|         | Angela Lee-Smith  
Yale University  
Haewon Cho  
University Pennsylvania  
Mijeong Kim  
Washington University in St. Louis | Hee Chung Chun  
Rutgers University | Jaehyun Jo  
UCLA |
| 3:45 - 4:15 |                                                                     | 27 Community-Centered Practice: a Case of a Korean Teachers’ Professional Development Experience (E) | 30 Non-heritage Language Learners’ Identity: Negotiation of Difference during the Semester Study Abroad in South Korea and Its Pedagogical Implications for Teachers (K) |
|         |                                                                     | Sung Choi  
Marjorie Haley  
George Mason University | Inhye Lee  
Chonnam National University |
| 4:15 - 4:45 | 28 외국군을 위한 군사 한국어 교관의 한국어 능력 검증 방안 연구 (K) | Yoon Kyung Bae  
KDLI | Eun Ha Hwang  
Yonsei University |
| 4:45 - 5:00 | Break | | |
| 5:00 - 6:00 | Post-Conference Happy Hour (BYOB) | | |
PLENARY PANEL

Creating Language-Content Connections in Korean Studies Programs

Organizer: Young-mee Yu Cho
Rutgers University

Discussant: Hae-Young Kim
Duke University

Saturday, June 20, 1:30 p.m.

Autobiographical Lyrics in Map of the Soul: 7 (2020) by BTS
Kyeong-Hee Choi, The University of Chicago

Language Under Construction in Programs and in the Classroom
Sonja M. Kim, Binghamton University

Integration of Korean Language Instruction and Korean Studies
Sung-Ock Sohn, UCLA

1. Autobiographical Lyrics in Map of the Soul: 7 (2020) by BTS (Kyeong-Hee Choi)

When placed amidst prevailing narratives written about lived experiences from the first-person perspective, autobiographical lyric as a concept appears to be either awkward or self-evident—awkward, given that the form privileged for both the genre of autobiography and fictional renditions of life-writings is prose, not poetry; and self-evident, in the sense that all lyric in the Western sense is arguably autobiographical in essence. As is seen in cases of Korean poems carrying the title “Self-portrait” (Chahwasang), prominent practitioners of Korean sŏjangsŏ (lyric poetry) from Yoon Tong-ju to Sŏ Chŏng-ju have also self-consciously tinkered with verse as a poetic form to depict or capture their life as a whole. It is within this tradition of modern Korean autobiographical verse that my presentation situates contemporary K-pop lyric’s self-reflective search for meanings about one’s life and art.

James Olney, an influential scholar of autobiography, distinguishes “poetic autobiography” from other modes of lyric, highlighting its “formal devices of recapitulation and its call, rather than just its content of autobiographical nature.” Drawing upon Olney’s notion of autobiographical lyric and his formalistic insights in particular, my presentation offers a close reading of a selection of self-exploratory K-pop song lyrics, integrating their linguistic and formal registers into a thematic reading of first-person poetic narratives. As a case study, the presentation examines the text of three autobiographical lyrics by BTS. In their most recent album, Map of the Soul: 7 (2020), in continuation of Map of the Soul: Persona (2019), this globally popular group self-reflectively investigates their identity and meanings of art and
life with recourse to the tripartite map of the “soul,” a conceptual scheme developed by Carl Gustav Jung in his analytical psychological work. My focus is placed on three solo songs performed by the rapper line of the group—“Persona” by RM, “Shadow” by Suga, and “Ego” by J-Hope—that are designated as the album’s intro, interlude, and outro on the tracklist.

The main objective of my presentation resides in explicating their creative language use that brilliantly plays with the sound and visual images of the Korean language that operates with both vernacular and Sino-Korean components while espousing and experimenting with possibilities of blending English vocabulary and phrases into the song lyrics that remain to be Korean in the main. By examining the inventive ways in which each chosen lyric capitalizes on the concepts and sound images of ‘persona,’ ‘shadow,’ and ‘ego’ respectively and as a holistic progression, I maintain that the autobiographical script of each member’s soul-searching is made possible significantly because of poetic wordplay that at once juxtaposes and interweaves meanings and images of the chosen Korean and English verbal expressions, both spoken and written, ultimately creating a rhythmic continuum of sonic registers.

Underlying my examination are two broader goals. One is to explore inter-generic analytic possibilities that I believe are richly embedded at the intersection between two largely underrated and understudied textual conventions: popular song lyrics and autobiographical accounts, each of which are worthy of and await robust literary and cultural analysis. If this objective remains within the pale of a textually-oriented and interpretive study, my analysis has another objective: paving a path to conducting a branch of reception studies in which learners of Korean respond to autobiographical lyrics that are written by K-pop performers, who are either of their own generation or their juniors, and are mediated by characteristically sonic aspects of Korean and English. Articulating the innovation and nuances of BTS’s bilingually-marked autobiographical lyrics for pedagogical purposes in particular hopefully opens up a productive dialogue among instructors of Korean, sociocultural linguists, scholars of contemporary Korean literature and popular culture.

2. Language Under Construction in Programs and in the Classroom (Sonja M. Kim)

Kevin Gannon’s commitment to student-centered praxis in his Radical Hope: a Teaching Manifesto reflects a growing movement among educators who urge dynamic and inclusive approaches to student learning. From the STEM field to the humanities, initiatives such as SENCER (Science Education for New Civic Engagements and Responsibilities) and HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory) promote evidence-based practices in the classroom to foster critical thinking and problem solving, connect courses to civic issues, and improve skill-building and retention among our students. Implementing active learning activities and creating course content relevant to students personally not only engage their interest but also enhance their mastery and fluency. This is certainly the case in Korean language learning.

This presentation shares my personal experiences as an administrator and educator in various Korean, Asian, and diaspora studies programs. I begin by addressing various institutional and pedagogical challenges facing the humanities in general and Korean studies
in particular that exacerbate vulnerabilities already existing in our language and Korean studies programs. I share strategies my colleagues have taken in Korean language courses and provide examples from my own Korean history courses to address these limitations and promote connections-based curriculum. Taking into account the responses of my students, I end by offering other possibilities. It is my hope that a reconceptualization of student learning opens discussion for further collaboration and models for creative interventions we may make in our respective locations.

3. Integration of Korean Language Instruction and Korean Studies (Sung-Ock Sohn)

Connecting Korean language education with Korean Studies relates to a key component of the National Standards for Foreign Language Learning in America, as stated by the goal area of Connections: “Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.” In spite of the inseparable link between Korean language and Korean studies, the integration of Korean language education into the disciplines of Korean studies faces serious challenges in the university setting. In this panel, I address this challenge by incorporating language instruction into Korean academic disciplines, such as history, culture, film and/or in the broad context of Asian language pedagogy, and (East) Asian studies. Specifically, I discuss the Content-Based Second Language Instruction (Kasper et al. 2000; Brinton & Snow 2017). The key concept of content-based second language instruction (CBI) is the integration of language and content. CBI has emerged as one of the primary approaches used in teaching Second Language Instructions in N. America at all educational levels. The success of CBI is illustrated by dual language programs in which a variety of subjects (e.g. math, science) are taught in two languages. Research findings show that students in dual-language programs generally outperform their peers in academic performance—regardless of their ethnicity or socioeconomic status (Sohn & Merrill 2007). Among the benefits of CBI is that it provides meaningful and relevant academic content. Its focus on building opportunities for purposeful communication provides motivation to the second language learners (Brinton & Snow 2017). Some of the most frequently used models of CBI at a college-level include theme-based instruction, sheltered instruction, and adjunct instruction. While theme-based instruction is possible at any level of instruction, it is most suitable for intermediate and advanced levels of language proficiency. Theme-based Korean instruction can focus on academic language preparation for students enrolled in advanced Korean courses. Sheltered content instruction advocates the simultaneous learning of language and content with “sheltering” of the instructional delivery to allow learners to access challenging content in a meaningful authentic context. For example, students might enroll a course in Korean history which comprises both a lecture and a discussion section. The course can be taught by two instructors. A content specialist (e.g. history) may conduct the class in English, whereas a language specialist conducts a discussion section in the target language (Korean). In this manner, the language faculty assist students with their academic Korean skill and help them to access academically challenging content material. Content-based approach allows the Korean language education to connect with other academic disciplines such as (East) Asian language pedagogy and East Asian
Languages/Linguistics within the department. Specifically, a language faculty may offer an adjunct language program in conjunction with content courses such as “Languages and Cultures of East Asia” and “(East) Asian Language Pedagogy”. For example, UCLA offers an upper-division course in Asian language pedagogy for undergraduate students majoring in Asian languages and linguistics. This course aims to provide basic pedagogical training for teaching Asian languages as second/foreign language. It involves critical reading and discussion of major pedagogical principles and issues in teaching Asian languages as second languages, with emphasis on the development of lesson plans and micro-teachings in one of the East Asian languages. By adding an adjunct language section, students can focus on language specific issues in pedagogy. There are highly qualified linguists and pedagogy specialists in East Asian programs who have expertise in three major East Asian languages, and who can provide in-depth comparison of these languages by creating an innovative curriculum.

Another example of content-based approach with an adjunct language instruction is a course in “Languages and Cultures of East Asia” at UCLA. Most of the East Asian Language and Cultures departments in N. America offer three major languages of East Asia, Chinese, Japanese and Korean. While traditionally these three languages are usually taught and studied separately, there is an emerging awareness among scholars that these languages share important features despite their genetic and/or typological differences, and that there are increasing needs to provide a panoramic view on these major East Asian languages and cultures as a whole. The integration of language instruction into content courses addresses such need. The aforementioned course at UCLA consists of lecture (3 hours per week) and discussion sections (one hour per week, recommended prerequisite with one-year language background). By adding an adjunct language section in Chinese, Japanese or Korean, students earn extra credits as well as acquire academic proficiency in the target language.
PROFESSIONAL DEVELOPMENT WORKSHOP

1 Meeting Local Challenges in KFL Program Building in the Era of Expansion
Hangtae Cho, *University of Minnesota*
Young-mee Yu Cho / Hee Chung Chun, *Rutgers University*
Kyoungrok Ko, *University of Toronto*
Hakyoon Lee, *Georgia State University*

KFL programs in higher education in North America are experiencing unprecedented growth, placing Korean as the 11th highest in the midst of steady decrease of overall FL enrollments. Korean enrollments show the highest increase of 95% from 2006 to 2016, compared to the 2–5% increase of Chinese and Japanese.

We compare the program-building experiences of four large state universities in the U.S. and Canada. Each institution has a unique KFL program history of 10 to 25 years, with its own geographic/demographic/academic characteristics. We evaluate our KFL programs against top-down measures such as goals in foreign language learning, liberal arts education, and National Standards. In addition, we share the experiences of fine-tuning each program based on locally relevant bottom-up concerns.

All four programs offer at least a three-year language sequence and are currently seeking expansion towards either a full Korean studies program within an East Asian department or a better articulated KFL program in the Department of World Languages. All programs passed the first phase of development of practical language training and already offer a curriculum with a major/minor degree in Korean language and/or Korean Studies (KS) (as a separate BA degree program or as part of East Asian Studies). All have more than two language faculty and offer KS content courses, and two institutions also offer a graduate degree (MA/PhD).

To focus on identifying institution-dependent, program-specific, local challenges the audience will bring for discussion and seeking practical strategies for individual concerns, the workshop will be organized around the following themes:

(1) Sharing of past and current challenges of each institution:

- Strategies for stabilizing student enrollment [a. diversification of course offerings with Korean for Specific Purposes (KSP) courses and development of cultural content for general education (calligraphy and minhwa courses); b. inaugurating a translation certificate program; c. implementing flexible scheduling (providing 101/102 in every semester & online curriculum for summer); d. offering an accelerated curriculum for heritage students]
- Strategies for diversifying student population and encouraging motivation [a. creating a porous learning echo-system; b. integrating North and South Korea in curriculum development, c. designing Elementary Korean exclusively for non-heritage students; d. employing non-heritage instructors]
- Strategies for improving lower level language instruction and improving the attrition rate across levels [a. offering different types of elementary Korean—traditional and flipped; b. developing Accelerated Korean for non-heritage students, esp. Chinese students; c. designing KSP courses (Academic/Professional Korean); d. community engagements (speech-contest, extra-curricular activities)]
- Strategies for strengthening the program in the World Languages Department [a. diversifying course offerings beyond the three-year sequence; b. developing courses linking language and content (Korean Proficiency Through Korean Drama and Current Issues in Korea); c. encouraging community-engagement (K-12 Teacher Certificate Program, professional training workshops)]

(2) Small Group Activities (groups of 3 or 4 with similar institutional backgrounds)

- Provide information such as the academic structure of each program, curricula characteristics, current course offerings, number of instructors, student enrollment trends...
- Share current challenges of each program and brainstorm for solutions
- Present the findings of each group to the entire workshop participants
- Discussion

2 Implementing Task-Based Language Teaching in Lower-Level KFL Classrooms
Ji-Young Jung / Joowon Suh / Eunice Chung / Beom Lee / Hyunkyu Yi, *Columbia University*

In this workshop, we hope to provide KFL teachers with an opportunity to gain a better understanding of the benefits of task-based language teaching (TBLT) and ideas for designing effective tasks for
Novice and Intermediate Low learners. The workshop was motivated by the recent awareness among KFL teachers that truly communicative and collaborative learning rarely occurs in lower-level classrooms. In order to equip learners to handle real-life tasks, the ultimate goal of any language teaching, it is crucial for language teachers to help learners acquire real-world knowledge and skills by exposing them to authentic situations early on. As Erlam and Ellis (2018) point out, however, foreign language teachers “often express doubts about the viability of such an approach with beginning-level learners” (p. 2). It is true that teachers tend to delay TBLT until their students reach a solid intermediate level of proficiency or above. This very assumption makes teachers shun away from TBLT despite the fact that most novice teachers begin their career with teaching lower-level courses.

For lower-level curricula, most post-secondary institutions adopt old-fashioned, structural syllabi consisting of lists of grammar structures and vocabulary, mainly due to its pedagogical convenience. At the presenters’ institution, there has been an effort to cope with this “syllabus designers’ dilemma” (Nunan, 2004, p. 8). However, with the end-of-semester objectives corresponding with the grammar and vocabulary that are tested on the midterm and final examinations, tremendous time and efforts are required to design and carry out TBLT in lower-level classes. Yet, there exist a few studies that demonstrate the viability and effectiveness of TBLT in lower-level classrooms. Erlam and Ellis (2018, 2019), for example, advocate TBLT in a beginning-level class that input-based tasks, as opposed to production-based tasks, help beginners identify and convey “contextual clues” and topic lexis, and “facilitate the incidental acquisition of productive knowledge of the target words even though the tasks did not actually require production of the words” (2019, p.507).

We will conduct the workshop as follows:

1. introduce TBLT and discuss the criteria for a ‘task’
2. discuss issues and challenges in implementing TBLT for lower-level learners
3. showcase samples of lower-level tasks designed and implemented by the presenters
4. lead small-group, hands-on activities by designing tasks in different proficiency levels
5. share concerns and ideas regarding the implementation of TBLT for lower-level learners
6. share a list of candidate tasks designed by the presenters based on Integrated Korean Beginning (Cho et al., 2019) and Integrated Korean Intermediate (Cho et al., 2020).

Upon completion of the workshop, the participants will be able to: (1) identify lower-level learners’ real-world needs, (2) better understand what constitutes TBLT and tasks, and their pedagogical values, (3) overcome the common misbeliefs that TBLT is not viable for lower-level learners and that TBLT requires a highly experienced teacher, (4) incorporate communicative and effective tasks in lower-level classes, by making meaningful connections between grammar and real-world tasks, and (5) evaluate the effectiveness of the given task.

3 Blended-Learning Modules for Intermediate-Level Business Korean

Sun-Hee Lee / Jae Young Song, Wellesley College
Hee-Jeong Jeong, MIT

The Blended Business Korean (BBK) course has been designed by the Korean Program at MIT and Wellesley College for students who aim at internships and work experiences in Korea or Korean speaking environment. The course: (i) developed by students’ demand and cooperatively builds topics and activities based on a needs analysis, (ii) is focused on Business Korean to prepare students to succeed in Korea’s business environment, and (iii) is targeted at the Intermediate level. The course concentrates on interactional communication practice and takes into account the following factors: (i) multimodality and flexibility, (ii) enhancement of learner agency and efficiency, (iii) individualized/personalized feedback, and (iv) a significant time commitment by the instructor.

The BBK course is tailored specifically for the needs of Intermediate-level students and is designed to provide them with survival proficiency in business settings such as business trips and self-introductions in their own fields. The course instructions and materials have been designed for a 4-week intensive course. While providing the comprehensive design and structure of the course, the workshop will be a forum to share empirical resources including teaching materials and specific pedagogical skills for Business Korean.

In the workshop, one sample module will be explored to highlight teaching strategies and lesson plans in line with technological tools and human interactions in classroom. Practical teaching strategies have been developed under the premises of accommodating students’ needs, creating a student-centered and self-motivated learning environment, and attaining autonomous learning. The goal of BBK is to improve proper language use
in business settings, increase intercultural communication competence, and introduce the Korean business culture. The pedagogical innovation utilizing the blended learning modules is expected to enhance the capacities of flexible learning, facilitation of dynamic interactions, learner autonomy, and collaboratively customized learning.

The course is content- and task-based, and each lesson includes a sequence of four steps: In-classroom, Online activity, In-classroom, and Individual feedback. In the first In-classroom session, students learn culture, vocabulary, and useful expressions. Warm-up activities provide opportunities to practice grammatical patterns and useful expressions in business contexts. The online activities expand and enrich students’ knowledge of vocabulary and expressions and provide opportunities for listening and speaking practice. Thus, the online portion includes tasks with interactive content and role-play activities to optimize the learning process. The component has been implemented flexibly so as to adapt activities to match students’ majors and interests. In the second In-classroom session, students demonstrate their ability through consolidation of role-plays, discussions, debates, and sharing peer feedback. In the final Online session, the instructor will give personalized feedback to each student.

The 90-minute workshop session will be held as follows:
- 20 min.: Presentation of BBK course design and lesson plans
- 20 min.: Introducing online BBK materials developed
- 10 min.: Q&A
- 10 min.: Demonstrating online feedback with detailed structure & Participating in the select online activities
- 10 min.: Working with offline materials and activities
- 10 min.: Evaluating the difficulty and effectiveness of activities.
- 10 min.: Discussion and feedback

4 Designing and Implementing a Summer Korean Study Abroad Program: Cases from Seven Universities in the U.S.
Meejeong Song, Cornell University
Jeongyi Lee, Kennesaw State University
Bumyong Choi, Emory University
Hi-Sun Kim, Harvard University
Insung Ko, George Washington University
Jayoung Song, Rice University

With the increased awareness of globalization, one of the major objectives of higher education is to prepare globally competitive students with international skills and the ability to communicate with speakers of different cultures effectively and appropriately (Root & Ngampornchai, 2013). The development of intercultural communicative competence (ICC) is essential not only for students who would like to pursue careers in international workplaces but also for those who need to work effectively in the contemporary world (Walinski, 2013). Given that study abroad programs (SAPs) help learners to develop intercultural proficiency by allowing learners to interact with native speakers in everyday life, facilitating ICC through study-abroad has become mainstream in L2 curriculum as well as in higher education in many countries (Lee & Song, 2019).

While the numbers of SAPs and the numbers of SAP participants in the U.S. have increased noticeably over the past decades (IIE, 2009 as cited in Cubillos & Ilvento, 2013), short-term SAPs have shown the fastest growth in the field (Engle & Engle, 2003). The process of learning a second language through on-site experiences in short-term SAPs can provide a significant advantage in terms of social and cultural awareness and openness to diversity of thinking, acting, and learning. These programs, however, need to be properly designed and implemented with the level of academic expectations. Although guidelines for students and professionals (Hoff & Paige, 2008) exist for SAPs in non-Asian countries, relatively little information is available on how specifically to design and implement summer Korean SAPs.

This workshop will thus aim to provide participants with insights, practical strategies, and useful resources for designing and implementing an effective summer Korean SAP that meets their program’s purposes and goals. In the workshop, presenters from seven universities in the United States will showcase their summer SAPs - all of which are faculty-led SAPs but are different in terms of the program length (ranging from 2 to 6 weeks), purposes, contents (e.g., cultural activities, housing, community service, etc.), student assessment, and the outcomes of the program completion.

Presenters will briefly introduce SAPs in general and the connections between SAPs and ICC, after which the presenters will share details about their summer SAPs including information and resources. The presenters will conclude with the issues and challenges that they had in the process of planning, implementing, and leading the programs based on
their own and their students’ reflections on the programs.

The workshop will be presented as follows.
1. Introduction of SAPs (5 mins)
   - Overview of SAPs
   - Connections between SAPs and ICC
2. Introduction of seven summer Korean SAPs (25 mins)
   The presenters will introduce their summer SAP with a focus on:
   - Purpose, content, and structure of the program
   - Resources used to design the program
3. Small group work (25 mins)
   Participants will:
   - Identify the situation and resources for their program from among the seven SAP models
   - Draft study abroad programs of their interests
   - Receive feedback from the presenters
4. Discussions: Issues and Challenges (10 mins)
5. Wrap-up (10 mins)

Building Interdisciplinary Korean Studies: Integrating Language and Content in Advanced Korean Curriculum

Angela Lee-Smith, Yale University
Haewon Cho, University Pennsylvania
Mijeong Kim, Washington University in St. Louis

Enrollment in Korean language programs at US colleges are experiencing considerable and continuous growth (MLA report, 2018). While student interest in Korean may initially be driven by Korean popular culture, Korean language educators need to expose students to advanced language study and content related to other facets of Korean studies, such as history, literature, religion, film, sociology, politics and economics to sustain and solidify the student interests in the field. In many cases, Korean educators and area-study scholars focus on language teaching and the cultural humanities/social sciences, without much collaboration. In the context of this phenomenon, building a diverse and integrated advanced language and cultural content curriculum is a foundational necessity for the development of Korean area studies.

The purpose of this workshop is to provide an opportunity to share and discuss ways of devising curricula that integrate both academic content and language learning to establish and promote Korean studies within current interdisciplinary academic trends. In particular, this workshop will explore curriculum designs that enable language learners to engage with other disciplines and acquire information as well as a diversity of perspectives in order to use their language skills to function in a variety of academic and career-related contexts.

To meet the goal, this workshop will bring relevant colleagues from different institutions to examine advanced curricula that bridge both language and content by implementing approaches, such as Content-Based Language (CBI) and Language Across the Curriculum (LxC) which view language as a medium for learning content, and likewise view content as a rich resource for language learning. Additionally, successful and feasible course development cases will be presented. The workshop participants will discuss and attain practical ideas for facilitating meaningful connections between different disciplines, subject areas and language learning. Ultimately, the workshop participants will gain insights for some of the strategic steps they can take to establish an effective interdisciplinary Korean Studies curriculum.

This workshop will be organized as follows:
1. Opening and Pre-work (5 mins)
   - The participants will share their current practice of how language curricula are structured in their respective institutions in relation to the Korean studies, i.e., whether they offer a major, minor, or language certificates.
2. Group Work and Discussion I (15 mins)
   - i) How are Korean studies content and language curricula integrated?
   - ii) What are the benefits and challenges of the current practices found in Advanced-level language courses, which often serve as students’ primary introduction to content/culture courses.
3. Presentation of the various types of successful and feasible advanced-level course curricula (30 mins)
   - i) Curricular examples from three institutions: (20 mins)
   - ii) Strategic planning: Course proposal, faculty collaboration, and innovation (10 mins)
4. Group Work and Discussion II (30 mins)
   - i) How to design Advanced-level language courses to compensate for the lack of Korean content courses, or to further integrate and strengthen Korean Studies curricula? (20 mins)
   - ii) Participants will briefly present their ideas and reflections. (10 mins)
5. Wrap-up and Q & A (10 mins)
CONFERENCE PAPERS

1

Northwestern University

Sang-Seok Yoon, University of Iowa
Jeong Min Seo, University of Minnesota

The research is a comparative study of the teaching environment in Korean language courses and Korean foreign language courses. The study examines the differences in the teaching environment and classroom practices between the two settings. The findings suggest that the teaching environment in Korean language courses is more student-centered and collaborative, while the teaching environment in Korean foreign language courses is more teacher-directed and focused on language proficiency.

2

Northwestern University

Jaerin Ahn, University of Wisconsin-Madison

While the potential of technology towards educational uses has been widely discussed, and despite more classrooms being equipped with various high-tech devices, the use of technology in classrooms still remains rather inactive and limited. In attempting to account for the limited use of technology, studies have looked towards addressing the issue from external or contextual factors; however, given that the teachers are the key decision-makers and facilitators of knowledge in the classroom (Borg, 2003; Liu, & Kleinsasser, 2015; Palak, & Walls, 2009), the understanding of teachers in terms of how they believe and act, should be stressed when looking at the implementation of technology.

Exploratory practice is an approach that stems from practitioner research, and it highlights the understanding of language education and enhancing the quality of life in the classroom by engaging everyone within the learning community (Allwright & Hanks, 2009). Exploratory practice asserts that teachers can develop deeper understandings about their teaching environment when they research their own...
question areas by using ordinary pedagogical activities as a research tool. Indeed, this method has been proposed as a way of looking towards professional development without burdening the teachers with the extra workload to conduct research.

This research adopts exploratory practice (EP) as a way to investigate Korean language teachers in their process of having a deeper understanding of their technology uses in classrooms. In the research process, the study invites teachers to participate in an individual research project guided by exploratory practice and seeks to understand how teachers have formed their existing beliefs on classroom technology integration from their earlier experiences, and how they explore their beliefs and practices in their specific instructional contexts. The main questions of this research are a) how are teacher’s beliefs about technology presented/affected in their teaching practices? and b) based on exploratory practices, how do teachers understand their beliefs about technology and how do their beliefs and practices evolve by integrating research into their pedagogy?

The participants of this study are three Korean language teachers who teach in the 4-week summer immersion program. Before the program commences, teacher participants form their own questions related to technology use and investigate their puzzles. The data are collected from various modes: in-depth interviews, classroom observations, weekly video conferences, and group meetings.

The results indicate that individual teachers’ deeper understanding of their beliefs in teaching are highly interconnected to their practices and the experience of exploratory practice can offer teacher participants a transformative opportunity to reflect on themselves from a local perspective, and this would eventually result in sophisticated understanding of the existing quality of life in the classroom and a clearer conception of themselves as teachers.

3 한국어 교사의 문화적 인식 평가도구 개발을 위한 실험연구
Young A Jung, George Mason University

한국어교육에 종사하고 있는 교육자의 대부분은 언어와 문화가 별개이며 잘 수 없는 분야의 관계라는 점 잘 알고 있다. 그러나 언어교육과 문화교육을 수업현장에서 어떻게 통합시키고 느낄 수 있는 질문을 받으면 대답이 좀 궁해지기 마련이다. 언어적인 체계와 문화적 체계는 모든 인간관계의 커뮤니케이션에 관여하지만, 이 두 시스템은 각각의 운영 법칙을 가지고 있기 때문에 이 두 시스템을 한국어 수업 시간에 조화롭게 통합시키는 데에는 많은 어려움이 따른다. 단순히 교육자마다 이해하고 있는 한 국문화 이해도의 내용과 양상이 제각기 달라 실제 한국어 교육현장에서, 특히 외국인들에게 전달하고 있는 한국문화의 수용과정에 심한 편차를 보여주고 있는 현실이다.

외국어 교육 협의회는 ACTFL과 협력하여 21세기에 요구되는 외국어 교육의 표준을 수립하고자 외국어 교육에 있어 표준으로 삼을 만한 다섯가지 C, 즉, Communication 커뮤니케이션, Cultures 문화, Connections 연결, Comparisons 비교, Communities 공동체를 제안한 바 있다. 이 세 가지 표준은 다시 해석적, 상호관계적, 제시적 의사소통 모드로 표현된다. 다시어 외국어 교육은 언어 능력에 국한된 기술을 습득하게 하는 데에 목적이 있지 않다. 21세기가 요구하는 인재상은 문화능력과 커뮤니케이션 능력, 문화간 비교 능력을 갖춘 장조적인 인재가 자신이 습득한 외국어로 자신의 분야와 자신의 공동체에 기여하는 모습이어야 할 것이다.

이에 본 연구는 한국어 교사의 문화적 인식을 평가할 수 있는 평가 도구 개발을 위한 실험연구를 진행하였다. 1) 한국어 교사가 자신들의 교실에서 전달하고 있는 한국문화의 어떻게 인식하는가? 2) 한국어 교사가 이해하고 있는 한국문화의 양태가 커뮤니케이션 구성과 언어능력과 문화능력의 통합 수준에 어떤 영향을 미치는가? 3) 한국어 교사들은 문화적 인식에 대한 중요성을 어떻게 이해할 수 있는가? 이 세 가지 연구 질문에 답하기 위해 버지니아, 메릴랜드, 워싱턴 다시 근교에 한국어 교육을 담당하고 있는 교사 및 강사 30명을 대상으로 인터뷰와 설문조사, 커뮤니케이션 및 수업 관찰을 진행하였다. 인터뷰 시간은 평균적으로 한 시간에서 두 시간 가량 소요되었으며 이들은 지역사회 기반 한국학교나 공립학교, 대학교나 커뮤니티 칼리지에서 최소한 3년 이상 한국어 교육 경력을 쌓아온 한국어 교육 전문가들이다. 교실 수업 관찰은 각 선생님이 담당한 최근 수업 중 한 세션을 방문하여 교수 내용, 교수 방법, 학생들의 반응 및 학생들간의 상호작용 등을 관찰하는 내용으로 이루어졌다. 교과내용 분석은 각 선생님이 제공해준 학기별 강의 계획서를 언어 능력과 문화 능력의 통합 수준에 초점을 맞추어 분석했다.

이 실험연구의 결과는 한국어 교사 문화 인식 평가 도구 개발의 기본적인 틀과 방향성을, 즉 한국문화 교육에 관한 일반적인 개념들 마련과 한국 문화 이해도 제고와 문화능력 통합을 목적으로 하는 수업 자료 사용을 위한 자기평가 도구의 필요성을 강조한다.
Ani ‘No’-Prefaced Turns Used by L2 Korean Speakers in Debates: Findings from Picengsang Hoytam ‘Abnormal Summit’
Eunhye Kim Hess, Oklahoma State University

Debates have been known as a useful genre to develop learners’ pragmatic competence and more (Brown, 2004). Indeed, the National Institute of Korean Language (2016) list debates as recommended listening texts for advanced Korean learners. Also, studies in Korean as Foreign Language (KFL) have shown the importance of learning discourse markers in the debate context (Han, 2012; Lee, 2010). However, there is a lack of research in examining a specific discourse marker in the debate context, such as ani ‘no’.

Previous studies of ani ‘no’ as a discourse marker have shown that it has numerous functions (S.H.Kim, 2013, 2015, 2017; Yang, 2002). Yang (2002) found that functions of the discourse marker ani include: expressing politeness, uncertainty, sarcasm, and commitment avoidance, as well as correcting, shifting a topic, and monitoring or initiating a turn. Although Yang (2002) does provide a comprehensive view of the functions of ani, the data in the study were limited to movie scripts and books. Using a Conversation Analysis approach to spoken data, S.H. Kim (2013, 2015, 2017) found the main function of ani-preface responses is to resist the assumptions of a prior turn, while ani-prefaced questions express surprise about or disbelief of the content of the prior turn. Her studies provide insightful information about the sequences and actions in two participant telephone conversations. However, it is unclear whether the same sequences and actions would be found with multiple participants in other genres.

This study uses a Conversation Analysis framework to examine ani-prefaced turns in a multiple party interaction within a different discourse genre, debate. It also examines the use of ani by both native Korean speakers and advanced L2 speakers. The data is collected from a Korean TV talk show picengsang hoytam ‘Abnormal Summit.’ In each episode, an agenda of a debatable topic is given to a panel of ten to eleven foreign L2 Korean speakers and one to two Korean guest speakers. Three Korean moderators oversee the debate. Before they begin the debate, the panel votes either pro or con. Then the panel members discuss subtopics related to the agenda. For this paper, the researcher selected one episode of the program and identified all turns in which ani was used as a turn beginning.

The results show that in the debate context ani-prefaced turns primarily expressed disbelief or challenge. However, such challenges were not exclusively related to the immediately prior turn, often returning to an earlier turn that posed a question to which several participants had responded. In this context, ani could either orient to the main question under discussion or respond to another participants’ position. The uses of ani modeled in this program provide a useful framework for teaching learners of Korean constructions that express disagreement.

Furthermore, the data and results can be used in class to raise learners’ awareness of discourse markers and further enhance their language competency.

Multilingual Linguistic Landscapes: Focusing on Translanguaging Practices in Online Gaming Interactions
HwanHee Kim, University of Hawaii at Manoa

Internet-based Multilingual Linguistic Landscape: focusing on the translanguaging communication in an online game As a preliminary research of the potential of online space where L2 learners can voluntarily maximize the effectiveness of learning language(s) and culture, this study highlights digital social interactions by analyzing discourse between one Korean online game Youtuber and other players from different countries. The rapid development of internet technology has been expanding its boundary of communication in which multilingual speakers transcend language barriers originated from different native languages and communicate to accomplish a common goal. Drawing on Li’s concept of “translanguaging” (Li, 2011), by which multilingual users convey information and display flexible identities, this qualitative study analyzes a series of Youtube videos uploaded by a game player of an online game, PlayerUnknown’s Battlegrounds. This online game provides translanguaging space where you can play with other gamers worldwide and communicate with your team members through text/voice chat and various emotes of characters. Analyzing the video data revealed that to be a last surviving team and thereby winners, a variety of translanguaging repertoires and performances are spontaneously chosen and employed by multilingual users, regardless of their nationality and first language, depending on volatile situations. In the data, the multilingual speakers not only use various linguistic resources by the alternation between L1 and L2/L3 but also deploy semiotic and cultural resources that show their moment-by-moment constructing identities. In one of the sequences of the data, for example, two players (one Korean and one Korean Chinese) ask and teach each other how to say the proverb “A kiss and a punch” in their own native language in order to best describe the situation in which they are located (see the excerpt 1 attached). In addition, even though their lingua franca is English,
especially in urgent situations where the most accurate and quickest communication is required, they creatively produce heterogeneous utterances by intermixing various phono-morpho-syntactic resources from different languages.

This discourse analysis of spontaneous interactions and its findings require us to 1) redefine the definition of communicative competence of multilinguals (Cook, 2007), 2) reevaluate each individual speaker’s ability and motivation to learn other languages and culture, and 3) discuss the potential of online settings, e.g., online game, where multilingual learners can maximize their learning efficiency in the process of achieving a common goal or mission given, and of deploying their own semiotic tools. The discussion of multilinguals and their re-defined competence will contribute to inspiring and encouraging L2 researchers and educators to develop new perspectives and teaching methods for L2 learners from diverse backgrounds. Also, the development of the new platform based on internet-based communication will provide diverse learners with numerous opportunities to actively participate in the learning process as both teacher/evaluator and learner simultaneously.

Korean *Mwusun* ‘What Kind of’ as a Discourse Marker: Pragmatic and Prosodic Analyses, and Pedagogical Implications

Hye Seung Lee / Sujin Kang, *University of Hawaii at Manoa*

Korean *mwusun* ‘what kind of’ as an interrogative appears early in Korean as a foreign language (KFL) textbooks, reflecting its importance as a basic question word. However, *mwusun* has other functions, which are barely addressed in KFL textbooks or classrooms. This study offers analyses of its pragmatic and phonological characteristics, tracing *mwusun*’s development into a discourse marker (DM). Language is always evolving; hence, for learners to achieve communicative competence, language instructors must be able to note changes and introduce them to learners. Toward that end, this research shows the new pragmatic functions of *mwusun* as a DM along with a prosodic analysis. It thus will provide information that instructors need to add this new feature of *mwusun* to the curriculum.

The Standard Korean Language Dictionary (National Institute of the Korean Language, 2008) classifies contemporary *mwusun* as a prenou. The dictionary defines *mwusun* as follows: (i) a word used to ask about unknown matters, objects, things, etc.; (ii) a word used to refer to an unspecified object; (iii) a word used to emphasize something unexpected and unsatisfactory; (iv) a word that emphasizes adversative meaning.

Definitions (iii) and (iv) seem to reflect the functions of a DM, showing more subjective meanings and expanded pragmatic functions.

While most grammar books introduce *mwusun* as a demonstrative prenoun or an interrogative, Lee (2015) suggested the new category of ‘interrogative-indefinite-prenoun’ to cover the form’s expanded functions in contemporary usage. In analyses mostly limited to *mwusun*’s functions as a prenou, Kim (2006) suggested two categories for its discourse functions, ‘approximation’ and ‘underestimation’, and Kim (2017) proposed a more detailed subcategorization.

The current study’s discourse data reveal more functions of *mwusun* as a DM. *Mwusun* as a DM is syntactically free, and can even stand alone with the politeness marker -yo attached to it. It is used (i) when a speaker wants to express humility (excerpt 1); (ii) to deny (excerpt 2); (3) to express contempt (excerpt 3); and (4) as a filler, when searching for words, or as a filled pause that has no meaning at all (excerpt 4).

The study’s prosodic analysis of *mwusun* as a DM shows two striking differences from *mwusun* as an interrogative. First, the intonational phrasing when *mwusun* functions as an interrogative marks *mwusun* as part of a larger phrase, which is an AP with LHa marking. In contrast, when *mwusun* functions as a DM, the intonational phrasing separates it from the AP; thus, DM *mwusun* has its own intonational structure. As a result, DM *mwusun* can occur with different boundary tones (H%, LH%, or HL%), depending on its specific pragmatic functions in discourse. Second, *mwusun* as a DM in our data is prosodically attached to the preceding unit; that is, there is no disjuncture between the preceding clause and *mwusun*. These two findings confirm that *mwusun* has become a new grammatical construction as a DM, and show the close correlation of prosody and social interaction (Mulder & Thompson, 2008).

“1 had so much trouble before, but now it’s easier”: Students’ Perceptions and Learner Autonomy through Asynchronous KFL Online Course

Taewoong Kim, *Washington University in St. Louis*

Sangbok Kim, *University of Colorado*

This qualitative case study (n=7) explored college students’ perceptions of asynchronous online KFL courses conducted in a university in the U.S. and ways in which instructional interventions affected the students’ learning autonomy (Holec, 1979) and self-efficacy (Bandura, 1994) towards learning the language. 63 students in total have taken the online courses (5-week intensive) in summers (2016 ~ 2020). The
Synchronous Online Conversation to Enhance Linguistic and Intercultural Competence

Yoon Hwa Choi, University of Virginia
Jee Hyun Lee, Harvard University

This presentation discusses how one-on-one immersive online communication with native speakers affects the linguistic proficiency and cultural competence for global leadership of Korean as a foreign language (KFL) learners. The presentation addresses how Korean language instructors can implement similar programs in their own curricula.

The Language Forward Initiative of the Institute of World Languages (IWL) at the University of Virginia (UVA), funded by the Jefferson Trust, features one-on-one real-time online communication between students and native speakers of nine languages, including Korean. The program aims to develop existing curricula, encourage authentic communication, and accommodate students’ individual needs through cutting-edge teleconferencing technology.

Since Fall 2018, UVA students in Advanced Readings in Modern Korean I and II are required to interact with native speakers currently teaching Korean as a foreign language at the college level in Korea and the United States. They have eight meetings per semester, in which they are expected to converse for a minimum of 30 minutes and complete a task.

All participants first receive instruction in online communication. Before each meeting, students and teachers read the same materials, provided by the instructor. All of the materials are closely related to textbook topics. Students read the textbook’s reading passages and supplemental materials, and prepare interview questions in and out of the classroom. On the meeting day, conversation begins with small talk and moves to discussion of the topic and the reading materials. Students ask their prepared interview questions, and the teachers respond, as well as correcting errors made by the students and suggesting more appropriate forms of speech. After each meeting, students submit recorded Zoom videos, a completed checklist, and a written reflection. They also prepare for an in-class discussion on the topic of the week, when they are expected to use vocabulary, expressions, and ideas from their conversations.

To date, 33 KFL students at UVA have participated in the program and completed assessments. The program assessments are evidence-based and wide-ranging. Qualitative and quantitative analyses have been conducted on data collected through both formative and summative assessments at the program’s onset, during the program, and at its conclusion. Four types of assessments measure changes in students’ proficiency and cultural competence: the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) Test; the students’ weekly checklists; the students’ weekly self-reflection papers, and a survey. Preliminary results of the AAPPL Tests administered at each semester’s beginning and end show that 84% of students maintained and 16% of students improved their Korean language proficiency. The analysis of the reflection papers and survey data shows the student participants’ perception that synchronous online conversation improves their language proficiency and
increases their intercultural competence.

The presentation will focus on how to create a curricular and instructional framework for such programs, providing specific recommendations for program design, assessment, and the collection of student feedback. It will also reflect on the presenters’ experience with the program and address challenges for program development and implementation.

9 Understanding KFL learners’ and Teachers’ Perceptions on Machine Translation (MT): A New Learning and Teaching Tool for Generation Z FL Learners
Hyang Jin Sohn / Jeehwan Yun / Minsung Kim, DLIFLC

Free AI-enhanced MT has been ubiquitous in L2 education over the past decades but it has not had much educational attention from L2 educators as a learning tool. (Ducar & Schocket, 2018; Nico, 2009; Hara & Iqbal, 2015; Case, 2015; Briggs, 2018; Williams, 2006) In the meantime, MT, Google Translate, Microsoft Translator and Papago has been even more sophisticated than ever in a smartphone era. (Garcia & Pena, 2011) For example, the most popular MT, Google Translate, is able to translate more than 40 languages in grammatically accurate and culturally appropriate ways, even with one click on a smartphone. So, many people have become interested in using it for understanding foreign languages and cultures. With regard to L2 learning, it is very true that MT is regarded as a “must-have tool” for L2 learners, especially for foreign language (FL) learners who need more “scaffolding” with real-time feedback anytime and from anywhere. That is, MT has become an undeniable reality for L2 learners. However, MT studies showed less promised results with some of the advantages and disadvantages, regarding technology innovation and teachers’ perspectives. Some studies indicated that MT is a beneficial tool for FL learners (Hara & Iqbal, 2015; Garcia & Pena, 2011); others showed some critical concern about MT usage for FL learners to “cheat” their language assignments (Ducar & Schocket, 2018).

However, there are few empirical research studies conducted, especially in the Korean language learning and teaching environment. Thus, this study aims to explore how KFL learners and teachers perceive the use of MT and how MT is practically used in reality, regarding Korean language skills at DLI where multiple foreign languages are being taught, especially in the full immersion environment, and FL students are mostly generation Z learners who tend to use a wide range of technology. For research methods, a mixed method was conducted to triangulate the results of quantitative and qualitative data collected from students & teachers’ surveys, and classroom observation and interviews were followed. The results indicated that 93% of KFL learners used MT and preferred Papago (60%), Google Translate (40%), Naver (20%) and Line in order while they were studying Korean. The result of Pearson Correlations indicated that KFL learners who have more positive attitudes on MT tend to use more frequently (r = .52). More interestingly, KFL learners who have higher self-efficacy tend to use MT more selectively than those who have lower self-efficacy (r = -.46). The result of the Korean faculty survey indicated that teachers who taught longer at DLI tend to show more negative opinions on MT (r = -.46). On the other hand, teachers who taught longer outside DLI tend to show more positive opinions on MT (r = .38). More qualitative results and pedagogical implications are discussed in detail.

10 Does Early Exposure Matter? Korean Heritage Learners’ Acquisition of the Korean Honorifics
Sorin Huh, Emory University
Hyoun-A Joo, Furman University

Korean is well known for its systematic and strategic use of honorifics among all known languages (Sohn, 1999). The honorific forms appear in address terms, nouns and verbs, pronouns, case particles, and verbal suffixes. The complexity of its system and a multitude of factors involved in the real-time processing of the Korean honorifics have been a great source of difficulties for L2 learners, often hindering them from developing native-like linguistic knowledge or pragmatic competence. The subject honorific ~(u)si, among the various features marking the Korean honorifics, has received extensive attention from syntax, pragmatics, and sociolinguistics. Recently, employing experimental methods which allow systematic manipulation of the relative status of the speaker, the hearer, and the referent of the subject, Lee, Huh, and O’Grady (2017) have shown that Korean native speakers take into account the status of both speaker and hearer relative to the referent in online processing of the subject honorific ~(u)si. In contrast, according to Mueller and Jiang (2013), English-speaking learners of Korean, even at the advanced level, failed to manifest native-like sensitivity to honorific errors, indicating their incapability to use explicit morphosyntactic knowledge in real-time processing.

The current study aims to shed light on the acquisition of the Korean subject honorific ~(u)si by advanced-level, heritage learners of Korean, through identifying the factors they attend to during online processing. Thirty-one English-speaking, heritage
learners of Korean were recruited, and multiple proficiency measures, including the Korean C-Test (Lee-Ellis, 2009) and the Korean Elicited Imitation Test (Kim, Jung, & Tracy-Ventura, 2016) were employed. A total of 12 critical sentences were tested in addition to 12 filler sentences in two different conditions (i.e., the classic and split conditions adapted from Lee et al., 2017), and debriefing interviews were carried out individually inquiring into the learners’ exposure and usage of the Korean honorifics.

The findings revealed that the heritage learners participated in this study did not take into account the relative status of the speaker and the hearer in relation to the referent in their decision, unlike the native speakers (reported in Lee et al., 2017), despite early exposure to Korean at home or in communities. Both acceptability ratings and reaction times showed that the learners were quite uncertain as to whether -(u)si should be used or not in both conditions, suggesting their lack of native-like sensitivity. Further analysis of the debriefing sessions revealed that the amount and types of Korean input, context, and cross-linguistic differences between English and Korean were the factors influencing their decisions. The findings of the current study will equip Korean language educators with a clear and in-depth understanding of Korean heritage learners’ acquisition of the Korean honorifics and also enable them to provide more find-tuned instruction and error treatment at the classroom level.

11 Substitution Errors of Case Makers in Korea Learner’S Corpus
Han-byul Chung, University of Hawai‘i at Manoa

The use of case markers i/ka and ul/lul is one of the earliest grammars you learn in a Korean language class. However, researchers have observed that errors in the use of the case markers persist into the highest level of proficiency (Ko 2002, Zhu 2018, among others). This study examines whether Korean proficiency level has effect on the frequency of substitution errors, the erroneous use of i/ka in place of ul/lul and vice versa, as in (1).

Zhu (2018) compares the raw number of substitution errors produced for each proficiency level in the Korean learners’ corpus by the National Institute of Korean Language and reports that the frequency of substitution errors is the highest at the intermediate level and decrease at the advanced level. However, comparing the raw frequency of errors is not enough to evaluate the effect of proficiency level on the frequency of substitution errors, as raw frequency does not consider the total number of productions collected for each proficiency level in the corpus.

In this study, instead of raw frequency, we compared the frequency rate of substitution errors (Error Frequency). The Error Frequency were calculated by having the total number of case position that occurs as the denominator, and the total number of substitution errors in the case position as the numerator, as in (2). (2) reflects how often the i/ka is erroneously used in the object position. Using the same corpus as Zhu, we found that the Error Frequency at the i/ka position declines continuously as proficiency level increases, while the Error Frequency at the ul/lul position is the highest in the intermediate level, as in (3).

Upon further examination, we found that the majority of substitution error at the ul/lul position occur when the thematic subject is covert, as in (4). In short, when the object is marked by i/ka, it is highly likely that the thematic subject is not present. We also found that the highest percentage of substitution errors appeared with covert subjects at the intermediate level, as shown in (5). Assuming that covert subjects are one of the main causes of substitution errors, (5) seemed to suggest that the unexpected spike in the Error Frequency in (3) may be caused by the increased production of covert subjects at the intermediate level. If so, the Error Frequency will decline continuously if we only calculated substitution errors with overt subjects. As expected, the Error Frequency showed continuous decrease when only substitution errors that occur with overt subjects were calculated, as in (6).

To conclude, we found that the majority of substitution errors arise when the thematic subject is not produced and that the spike in the Error Frequency at the intermediate level is tied to the increased production of sentences with covert subjects at the level. We also found that the Error Frequencies at all case positions decline continuously when we exclude errors with covert subjects. This suggests that guiding learners to produce thematic subjects overtly would help reduce substitution errors at all levels.

12 영어권 한국어 학습자의 오류 양상 분석: 한국어 학습자 말뭉치 분석을 중심으로
Jong Won Yoon / Hangeun Kim / Changbong Lee / Seungkyu Han, Yonsei University

이 연구는 영어권 한국어 학습자의 언어습득 양상을 학습자 말뭉치를 통해 살펴보는 것을 목적으로 한다. 구체적으로 학습자 말뭉치에서 학습자가 생산한 오류를 살펴보고 한다. Coder(1967)의 논의에서와 같이 학습자의 오류는 학습자가 학습한 것과 학습하지 못한 것을 교사가 인지하게 함으로써 교육학적인 목적(pedagogic purpose)에 기여한다. 또한
This study seeks to investigate beginning teachers’ transition from the teacher training/education program to life in a real classroom, which is often described as reality shock for many language teachers. While literature on the experiences of novice teachers (NTs) in general education research has been well documented, in the field of second/foreign language education research studies are recently established (Curry, Webb, & Latham, 2016; Kim & Roth, 2011; Moir, 1999). The study examined the experiences of NTs face during the initial stage of their KFL teacher career in new educational contexts. For the purposes of this research, the term novice teacher (NT) is defined as an early career teacher with less than five years of teaching experience in the profession (Barrett et al., 2002; Farrell, 2008; Kim & Roth, 2011; Sherin & Drake, 2000). Despite the fact that research about novice second/foreign language teachers can provide significant insights, bridging the gap between pre-service education and in-service education (Farrell, 2012), little attention has been given to novice Korean teachers due in part to the small portion of novice teachers, about 20% in the higher education in the States (Wang, 2013, 2014). However, new instructors with less teaching experience have been hired in Korean language programs over the last few years as the Korean language programs experience significant growth. Hardly any research has fully addressed in-service novice KFL teachers’ experiences in a university setting. In order to build an in-depth understanding of a novice teacher’s pedagogical challenges, we need to explore the reality shock for many language teachers for a better understanding of the depth understanding of a novice teacher’s perspectives and early practice in KFL teaching, two research questions were examined: 1) What pedagogical challenges do novice KFL instructors hold...
in the first few years in career? and 2) What supports do they request to grow into the profession? This research used a qualitative case study for thick description of unique context (Yin, 2014). This study was conducted in a small, private university on the East Coast. Research data was collected through a combination of a survey, interviews, and reflective journal. Experienced teachers were asked to reflect on pedagogical concerns such as classroom management and teaching material development during their first few years in KFL education and data was compared with novice teachers’ experiences. The findings were revealed three major themes: a) concerns about student’s achievement and education quality, b) adaptation challenges in Korean language program curriculum, c) professional development. Results indicate that novice teachers have experienced overwhelmed and struggling and requested regular developmental meetings in the language program and meaningful instructive feedback from peers and experienced teachers. Understanding the experiences and development of NTs in their initial entry into Korean language teaching is significant because it may not only determine NTs’ teaching philosophy and attitude toward language instruction for the rest of their career but also provides new opportunities for professional development. This present study contributes to our understanding of novice teachers’ experiences for appropriate and opportune responses to the needs of NTs and the better preparation of both pre-service and in-service KFL teachers.

본 연구 참여자의 학습 경험에는 한국어 능력을 향상하고자 하는 이상적인 제 2 언어 자아의 고양과 교사로서 정체성을 형성해 가는 과정이 많이 알려 있고 학습자로서의 학습 불안과 비어보임 교사로서의 교수 불안(Horwitz, 1996)이 혼재되어 있다고 가정할 수 있다. 대학원 학습 과정은 한국어 학습자와 예비 교사로서 복합적 정체성을 지난 외국인 학생의 제 2 언어 자아 변화와 작업 전문성에 대한 인식에 긍정적인 영향을 미칠 수 있어야 한다. 이 연구에서는 외국인 대학원생의 한국어 학습 경험과 교사로서의 정체성 형성을 밀접하게 관련되어 있다는 점에서 그 양상을 다각적으로 파악하고자 질적 연구 방법을 적용하고자 한다.


Developing a Classification of Korean Language Teachers for Teacher Training Program: Using Cluster Analysis

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The purpose of this study is to provide an alternative typology of the features of Korean language teachers in the context of Korean language teacher training. The methodology used is clustering teacher training participants based on the teachers’ needs: challenges teachers are confronting in a real classroom setting. After having established the distinct groups through K-means cluster analysis, we figured out whether there were significant group differences (e.g., motivation, socio-demographic variables, and previous experiences of teacher training) between the clusters.

In Korea, the Korean language teacher training programs are offered by various governmental institutions. Despite the needs-analysis of Korean teachers toward meaningful collaborative teacher training (Park & Park, 2013; Cho & Jang, 2018), no real effort has been made to organize the cohort group systematically. Using a top-down method, teachers’ personal preference and teaching experience (years of service) were selectively used as a criterion for the cohort in the Korean teacher-training program (Kim et al., 2017).

For the cohort experience to be effective, teacher training programs should be cognizant of the characteristics of the participants, especially their program needs (Barnett & Caffarella, 1992). In this vein, this study clustered Korean language teachers (N=183) in a Korean teaching program based on the needs of the teachers. Challenges in a real classroom setting were investigated using a 24-item instrument developed by the research team. Subscales of the challenges are (1) teaching methods and strategies, (2) teaching resources, (3) assessments, (4) student counseling, (5) culturally responsive teaching.

The three-cluster solution emerged, including (1) Intermediate challenge (Cluster 1, N=91), (2) Low challenge (Cluster 2, N=39), (3) High challenge (Cluster 3, N=52). This solution showed that teachers’ perceptions of challenges exist across the board, rather than domain-specific.

A set of scales designed to measure the motivation for teacher training program: (1) understanding cultural diversity, (2) developing pedagogical content knowledge, (3) acquiring various teaching methods, (4) socializing with teachers from other states, (5) Building teacher network (6) recommendation from other teachers, (7) understanding educational policy.

Teachers from Cluster 1 showed the lowest motivation, but they still had a high motivation for acquiring pedagogical content knowledge and various teaching methodologies. Teachers of Cluster 2 revealed significantly high motivations, especially in socializing and building teacher networks, in all domains of teacher training. Cluster 3 had the highest motivations throughout the scales.

Group differences analysis of socio-demographic background showed that Cluster 1, experienced teachers (M=6.26), was the richest in prior teacher training experiences (M=3.27) and mostly teach in an urban area. Cluster 2, the most experienced teacher group (M=6.68) rarely had teacher training opportunity (M=0.61) mainly instructing in a rural area. Cluster 3, the least experienced group (M=3.66) living in a rural area, also hardly ever participated in teacher training (M=0.28).

Closer scrutiny of the clustering and their characteristics underscore the specific needs of teachers in the field. In future studies, it would be illuminating to design teacher training programs based on the actual needs of the teachers.

외국어 음운 규칙 습득은 단계적이며 예측 가능하다

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한국어의 음운화 현상은 음절 경계에서 벌어지는 필수적인 음운현상이다. 기존 연구에 따르면 한국어의 이 음운현상은 외국어로 한국어를 학습하는 이들에게 가장 어려운 발음규칙이며 한국어의 음운법을 예측할 적도가 높아야 이들의 음운규칙의 습득이 관찰된다 (김&백, 2015; 안미애, 2016; 윤영숙, 2014). 그렇다면 언어 습득 수준만이 음운규칙 습득을 예측할 적도가 높을까? 이전 연구에서 밝혀진 대로 음절 경계에서 벌어지는 이 필수 음운현상은 음절을 자음의 불파가 근본 원인이며 여기에 음절 경계의 음절접촉법칙(Syllable Contact Law)이 적용되는 것이다 (Kim, 2011). 그렇다면 학습자의 한국어 개별 음소 발음에서 음운규칙 습득의 단서를 찾을 수 있는 없을까?

본 연구는 한국어 학습자의 개별 음소의 발음이 비음화에 미치는 영향을 고찰하기 위해 다음과 같은 가설을 세우고 실험을 하였다.
1. 한국어 수준이 높아질수록 어말 장애음 /ㄱ, 쪽, 봉/의 불파율과 비음화율이 높아질 것이다.(예: ‘어배’ ‘어-bre’) 

2. 어말 장애음의 불파율과 음절 경계 /ㄱ, 쪽, 봉/의 경음화율과 상관관계가 있을 것이다.

이 연구는 필독한 학교 대학에서 한국어를 배우고 있는 학생 54명, 2학년 수준 41명과 4학년 수준 13명이 참여하였다. 실험 참가자는 12개의 어휘를 단독 형과 문장 속에 포함된 형태로 한 번씩 읽었다. 이렇게 해서 편성상 1명 당 30개씩, 1,620개의 자료를 얻어 정확 분석하였다.

실험 분석 결과 어말 장애음은 2학년 학습자의 66.4%, 4학년 학습자의 71.4%가 불파시켰다. 그리고 장애음의 비율도 각각 34.2%와 74.3%로 4학년 학습자가 높았다. 이는 가설 (1)을 증명하였다. 조응 위치별로 결과를 보면, 모든 학습자들이 /ㄱ/를 92.3%로 가장 많이 불파시켰으며 다음으로는 /ㄷ/ 88.5%와 //?/ 59.1% 순서였다. 이러한 불파율은 비음화와 상관관계가 있어서 비음화도 /ㄱ>/ /=/?/ > /?</의 순서로 많이 보일 것으로 예측되었으나 결과는 개별 자음의 불파율과 비음화의 관련이 없는 것으로 나타나 가설 (2)는 증명되지 않았다. 즉,박성희 발음의 52.4%, /ㄷ/는 50.5%, /?</는 26.6%의 비율을 보였다.

이 연구는 대상에서 나타나는 어음 일반적인 현상은 외국어로서 습득될 때도 발생된다는 가설을 증명해 보았고 하였다. 즉 개별 음소의 음성형을 제대로 습득하면 그 소리에 적용되는 음운규칙을 따라서 습득이 될 것이며 개별 음소의 발음을 근거로 음운규칙의 습득도 예측 가능하다는 것이었다. 그러나 현재 단계에서는 이 가설을 증명하지 못하였다. 이를 한국어 교육이 적응할 결과 개별 음소와 음운현상은 개별적으로 가르쳐야 한다는 결론을 도출할 수 있다. 그러나 실험에서 고찰한 각 장애음의 영향대가 고려할 때 학습자들의 어말 불파율은 어음 일반적인 원칙을 따르다. 이 점은 이 연구의 작은 성과로 받아들이고 비음화 환경, 특히 어휘 구조 등을 더욱 면밀히 분석하여 지금까지 발견하지 못한 장애음의 어말 불파율과 비음화의 상관관계를 찾아 볼 것이다.

한국어에는 음운과 음운이 만나 소리가 바뀌는 음운 규칙 현상들이 있으며, 오아소기와 형태주의 표기를 취함으로써 표기와 발음의 불일치가 커 학습자가 혼란을 겪기 때문에 체계적인 음운 규칙의 교육은 반드시 필요하다고 하였다(장상실, 2008). 그러나 한국어 교육에서 음운규칙을 포함한 발음 교육은 어휘나 문법 교육에 비해 상대적으로 그 중요성이 약간에 인식되어 왔다. 또한 발음 교육은 주로 의사소통 중심의 교육(말하기, 듣기, 읽기, 쓰기)의 한 부분으로 구성되어 있으며, 교재가 있다고 하더라도 한국어 학습자가 스스로 발음을 억회하고 학습하기에는 어려움이 있다(박성희, 2016).

본 연구에서는 이러한 문제 의식을 바탕으로 한국어 학습자 말뭉치를 이용하여 일본인 학습자의 음운규칙 오류 양상을 분석하려고 하였다. 일본어의 자음을 영어, 프랑스어와 마찬가지로 성대의 뜨림의 유무에 따라 유용성과 무용성으로 나누기 때문에 한국어의 경우, 음절, 경음, 경음 차라리 인식하는 것은 쉽지 않다. 한편 한국어의 경음화는 다양한 조건에 의해 일어난다 기본적으로 음운론적, 형태론적 조건으로 실험되며 구 단위 구성으로 넓혀지게 되면 형태론적 조건으로 설명이 어려운 현상들이 나타난다. 즉 한국어 경음화 현상은 매우 복잡한 음운 규칙이라고 할 수 있다.

본 연구의 자료는 2017년부터 2019년 5월까지 구축된 국립국어원 한국어 학습자 말뭉치를 대상으로 한다. 이 연구에서 한국어 학습자의 구어 말뭉치 표본은 175개이며 일반 목적 학습자 표본은 119개이다. 표본의 숫자는 초급(1-2급)이 54개(45%)로 가장 많고 이어서 중급(3-4급) 48개(40%), 고급(5-6급)이 17개(14%)이다. 표본의 어질 수는 50,853여어이며 음성 제공 말뭉치로 연구자가 다시 등급 분류하였다. 모든 표본을 검토한 결과, 경음화 현상과 관련되어 나타난 전체 단어는 총 1,535개였으며 적용, 미적용, 오직음의 세 가지 오류 양상으로 분류하였다. 미적용은 경음화 실험 조건에서 경음화가 되지 않은 경우이며 오직음은 경음화 실험 조건이 아닌 상황에서 경음화가 실현된 경우이다. 또한 여러 실험 연구를 종합하여 경음화 실험 조건을 총 여섯 가지로 분류하고 연구를 진행하였다(장애음 없 경음화, 비음적 경음화, 비음적 경음화, 경음화, 경음화, 경음화, 비음적 경음화, 경음화).

연구 결과는 다음과 같다. 먼저 경음화 규칙 미적용 오류에서 가장 높은 비율을 나타낸 것은 ‘장애음 없 경음화’였지만(61), 전체 비도(849)를 봐도 오류율은 7.18%로 제일 낮게 나타났다. ‘장애음 없 경음화’는 음운론적 경음화이기 때문에 자연스럽게 발음을 할 수 있어 오류율이 낮게 나온 것으로 보인다. 한편 ‘합성 학습자 경음화’ 오류는 전체 비도 50개 중 40개가 미적용되어 80%의 높은 오류율을 보였다(54).
This study investigates the effects of pronunciation and spelling tutorials on dictation errors of non-heritage Korean language learners. Previous studies of spelling errors in Korean identify the types and frequencies of spelling errors from writing tasks of Korean language learners. In dictation, however, language learners visualize spellings of words by listening. It is possible to deduce that spelling errors in dictation may differ from spelling errors in writing. By a quantitative analysis of spelling errors in pre-and post-dictation, this study examines the following research questions: 1) what are the types and frequencies of dictation errors made by non-heritage Korean language learners? 2) are the spelling errors on dictation in this study different than the spelling errors found in the writing tasks of the previous studies? 3) what are the effects of Korean pronunciation and spelling tutorials in dictation tasks of non-heritage Korean language learners?

Thirty-four learners of Korean in an intermediate-level Korean language course were divided into control and experimental groups. They participated in a pre- and post-test of dictation tasks. A total of ten short sentences in Korean for the pre-and post-test of dictation was composed of vocabulary and grammatical features from the intermediate-level Korean language textbook. After the pre-test, a total of ten 10-minute tutorials on Korean pronunciation rules and spelling were implemented in the experimental group four days a week. In each tutorial session, participants in the experimental group were provided with a list of vocabulary reflecting the pronunciation rules. The post-test of dictation was administered to the control and experimental groups after the ten tutorials.

The statistical analysis showed that the experimental group showed higher number of spelling corrections (59 out of 257 errors) on the post-test of dictation than the control group (18 out of 272 errors). Errors in the sound perception of consonants and vowels were prominent on dictation. The majority of spelling errors on the pre-test of dictation in this study are similar to the spelling errors in writing tasks that are identified in the previous studies of Korean spelling errors.

On the post-test of dictation, the frequency of error corrections was most prominent in filling in the missing words (5 out of 18 errors), followed by corrections in resyllabification (3 out of 18 errors). In the experimental group, filling in the missing words (13 out of 59 errors) was prominent on the post-test of dictation, followed by corrections in final consonant n (8 out of 59 errors), sound perception between k and p (7 out of 59 errors) and vowel perception between ae and e (6 out of 59 errors). The results indicate that tutorials on Korean pronunciation rules and spelling can improve the spelling accuracy of Korean language learners in dictation. This study will benefit non-heritage Korean language learners in terms of improvement in listening proficiency and spelling accuracy and will benefit instructors in terms of utilization of dictation as an assessment after the implementation of Korean pronunciation rules and spelling tutorials in class.
stemming from the development of the K-ToBI system (Jun, 2000; Jun, 2005; Jun, 2011); however, in the classroom and in for-textbook recorded speech, instructors rarely speak in this manner (Kuder, 2017). Work has been done to look into the effects of increased speech rate and poor enunciation on Korean speech (Jun, 2003), however, the question remains what attributes SCS will have. In addition, there has been growing renewed interest in the pedagogical importance of pronunciation, specifically revolving around intelligibility. In Korean, thanks to ambiguous syntax such as in-situ wh-questions, intonation plays a key role in the pursuit of L2 Korean intelligibility.

In the analysis of features that make Korean SCS distinct, a few common themes emerged. First, there is unusual lengthening on Accental Phrases (APs). Second, breaks are more disjointed than normal speech, adding unnatural pauses or breaks between words and APs. Third, there is much more pitch reset and use of focus in smaller syntactic frames than in standard speech. And fourth, boundary tones are typically flatter and use more disaffected speech, such as the over-use of 1% and the distinct lack of longer tones such as HLH%, LHL%, LHLH%, and HLHL%. This leads to a mismatch between the expected boundary tone complexity and the actual one used. Somewhat unexpectedly, gender plays a role in the overall perceived naturalness, with male speech being much more likely to be unnatural sounding in SCS styles. This is likely due to the extra effort it requires to produce a higher pitch and a wider pitch range for male speakers as compared to female speakers.

Looking past the attributes of SCS, the intonational map being shown to beginning Korean students is guided largely by these intonational attributes of SCS. This is the kind of speech that instructors are using when trying to slow down their speech rates for students to understand clearly. In addition, instructor intonational accuracy and variety are often sacrificed for segmental or lexical clarity especially at the beginning levels, but with the knowledge of how SCS effects prosody, instructors can more effectively produce more intonationally-accurate speech examples without sacrificing the articulation of phonemes or new phrases to create a more balanced intonational map. This corpus work will ultimately will lead to the development of a curriculum to inform instructors on how to effectively include intonational variety and accuracy into their classroom routines to help students acquire more comprehensive intonational patterns at earlier stages in the L2 acquisition process.

20 역번역(Back Translation)을 활용한 한국시조 이해 교육 연구 - 영어권 한국어 고급 학습자를 대상으로
Ying Jin / Jeonghee Ko, Seoul National University

본 논문은 역번역(Back Translation)을 활용한 영어권 한국어 고급 학습자의 한국시조 이해 양상에 근거하여 외국어로서의 한국 고전시가 교육에서 역번역 학습 방법의 활용 가능성과 시사점을 제시하는 데 목적을 두고 있다.

외국어로서의 한국 고전시가 교육은 고어 해독의 난해성, 시어의 히포자음성 비문여적 특성으로 인해 가르치기 어려운 대상으로 인식되면서 주로 교사 전달식 교육으로 진행되고 있다. 외국인 학습자가 한국 고전시가를 이해하는 데 학습자의 언어 지식보다 그들이 갖고 있는 배경 지식이 더 큰 영향을 끼친다. 그러므로 외국어로서의 한국 고전시가 교육에서 배제되고 간과되어온 학습자를 문학 주제의 자리에서 턱없이 수동적인 대사 능동적인 역할을 수행하게 해야 한다.

역번역(Back Translation)은 번역된 텍스트를 원래의 언어로 번역하는 것이 주로 번역 품질 평가 도구로서 문학 학문적인 조사 연구에서 사용되었다. 또한, 역번역은 역사적으로 최초로 이종(異種)문화 연구에 도입된 언어 품질 관리 기법이었으며 오랫동안 표준 번역 결정대로 여겨졌다. 본 연구에서는 역번역을 ‘경유어인 모국어에서 목표어로 전환하는 과정’으로 보고, 외국어 문학 교육에서 역번역은 목표어 쓰기 능력의 신장을 위한 아니라 목표 언어어의 문화에 대한 이해 능력도 향상시게 될 것이라 가정하였다.

본 연구는 황진의의 경유어인 영어로 번역한 텍스트를 원본 한국어 고급 학습자 2명을 대상으로 사례연구를 진행하였다. 실험 대상자는 한국 고전시가 학문적 해독으로 한국에서 대학원을 다니는 유학생이고 모두 한국 고전시가를 접한 경험이 없는 학습자들로 선정하였다. 본 실험은 2020년 1월 6일부터 8일까지 3일에 걸쳐 진행되었으며 학습자 인당 소요시간은 60분 내외이고 그중에 인터뷰 소요시간은 30분을 차지한다. 본 연구의 실험 과정을 요약하면 다음과 같다. 우선 학습자가번역된 텍스트(Translated Text) 3편을 읽고 한국 시조 장르 및 작품에 대해 따오르는 느낌이나 생각을 자유롭게 구술하도록 하였다. 이 단계는 영어로 번역된 시조 작품에 대한 학습자의 일차적인 반응 양상에 속한다. 그 다음 번역 텍스트를 경유어인 모국어에서 목표어인 한국어로 역번역하도록 하였다. 이 과정은 학습자가 한국어로 작품의 의미를 이해하고 해석하는 단계에 속한다. 마지막으로 학습자가 역번역한 텍스트(Back Translation Text) 와 원본 텍스트(Source Text)를 비교하도록 하였다. 이 과정은
한국어 과거시체 선어말어미 결합 용언 처리에 대한 정화 실험 연구: 모어 화자와 고급 학습자의 예

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본 연구는 한국어 고급 학습자의 과거시체선어말어미 결합 용언 처리기제가 전체목록가설을 지지하는지, 완전분해가설을 지지하는지, 혹은 혼합가설을 지지하는지 실험하는 데 목적이 있다. 한국어의 용언은 어간과 어미의 결합으로 이루어져며, 어미를 통해 활용이 이루어진다. 특히 선어말어미는 그 자체로는 하나의 활용형을 완성하지 못하며, 뒤에 어말어미가 결합되어야 하는 경우에만 활용할 수 있다. 한국어 용언 처리에 대한 심리언어학적 연구는 상성어휘집과 활용형 어절이 어떻게 포함되는 가에 관심을 두며, 활용형 자체가 심성어휘집에 등록되어야 하며, 이것이 상성어휘집에 서로 다른 항목으로 존재하여 어간과 어미의 결합 상태에 따라 활용형으로 처리된다는 전제목록가설(full-list model)을 지지하는 결과(김윤정·정재범·남기훈, 2001; 박희진·구민모·남기훈, 2012) 여결의 기본 형태소들이 심성어휘집에 등재되어 여결의 구성 형태소로 분해되어 접속한다는 완전분해가설(decomposition model)을 지지하는 결과(안희동 외 5인, 2011) 그리고 활용형이 의미 투명성, 반도, 활용 규칙, 과제의 유형과 따라 분해 과정을 통해 접속하는 경우로 직접 접속하는 경우가 혼합한다는 혼합가설(hybrid model)을 지지하는 결과(송원용, 2009; 황유미, 2008; 이선진 외 3인, 2018)가 존재한다. 이와 같이 모어 화자들의 대상으로 형태소 처리에 대한 연구가 부족하기 때문에, 본 연구에서는 어간의 도착 점에서 암묵적 기제와 작업에 대한 전체점을 마련해 봄은 점에서 의미가 있다.

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Clahsen 과 Felser(2006a, 2006b) 에서 모여 화자에 비해 형태 및 통사 구조에 비해 미약한 처리를 보여주었다고 하며 이는 제 2 언어 학습자의 불완전한 언어 지식에 기인한다고 한 것과 상통한다. 또한 6급 학습자가 교차양상경과의 고빈도 표적어 연관 환경과 어휘가 분화하여 처리되는 것을 올리만(2005)에서 모여 화자는 단어 혹은 명사의 입력이 절차적 기억을 거쳐 자연적으로 분화되어 기억되는 반면, 성인 제 2 언어 학습자는 어휘나 지식이 아니라 복잡한 형태와 규칙을 기억하는 데 있어서 선언적 기억에 강하게 의존한다고 하며 제 2 언어 학습자는 그 언어에 대한 충분한 경험으로 절차적 기억이 활성화되어 모어 화자와 같은 처리가 가능하게 한다고 주장한 내용과 맥락을 같이 한다.

### 22. 평가자로서의 경험을 통한 한국어 쓰기 능력 향상 방안 연구 - 고급 한국어 학습자를 대상으로

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최근 외국어 교육 현장에서 평가의 기능은 단순한 학습 결과의 측정(assessment of learning)을 넘어 학습을 위한 평가(assessment for learning), 학습자로서의 평가(assessment as learning)로 확장되고 있다(Earl, 2013). 기존의 학습자들은 평가를 통해 자신들의 학습 결과만을 측정 받았다. 그러나 현대 외국어 교실에서 학습자는 평가 과정에 적극적으로 참여하며 이를 학습으로 연결시키는 능동적 역할을 담당한다.

본 연구는 한국어 교실에서 ‘학생로서의 평가’(assessment as learning)의 구체적인 방안을 제시하고자 하였다. 이를 통해 학습자가 직접 평가자가 되어 보도록 하고, 그 경험이 쓰기 학습에 어떤 영향을 미치는지 살펴보았다. 평가자로서의 경험은 평가의 목표와 기존에 대한 이해를 높여 준다. 이는 학습자에게 본명한 학습 방향을 제시해 주며, 스스로의 수행을 점검하고 개선하기 위한 기준을 마련해 줄 것이다. 이에 연구자는 평가자로서의 경험이 학습자의 쓰기 능력 향상에 기여할 것이라 보았다.

연구를 위한 사전 과제로 미국 중등부 지역 대학에서 한국어 고급반을 수강 중인 학습자들에게 자신이 살고 있는 도시에 대한 설명문을 한국어로 작성하게 하였다. 이들은 모두 영어를 모국어로 하는 학습자였다. 아울러, 미국 대학에서 유학하고 있는 ESL 학생들을 대상으로 동일한 주제의 영어 설명문을 작성하도록 했다. 이외 한국어 학습자들에게 ESL 학생들이 쓴 설명문을 평가해 보게 하였다.

학습자들은 먼저 자기의 기준대로 작품들을 평가해 본 후 각자의 평가 결과 및 기준에 대해 토의하는 시간을 가졌다. 이어 교사가 제공한 평가 기준표를 갖고 다시 한 번 같은 작품들을 평가하였다. 마지막으로, 서로의 평가 결과를 비교하여 자신의 생각과 평가 기준표의 차이에 대해 토론하였다. 약 2주 후 사후 과정을 위해 학습자들에게 다시 한 번 동일한 주제로 설명문을 쓰게 하였다.

연구자는 학습자들에게 제공한 평가 기준표를 바탕으로 학습자들의 사전 과제와 사후 과제를 비교하여 학습자의 쓰기 수행에 어떠한 변화가 생겼는지 분석하였다. 추가로 설문을 통해 평가자로서의 경험에 대한 인식에 어떤 영향을 미쳤는지에 대한 학습 인식을 조사하였었다.

분석 결과, 학습자들은 내용의 풍부함, 정부의 정확성, 문의 구성 및 문의 격식 차원 등에서 전체적으로 향상된 수행을 보였다. 또한 다수의 학습자들은 자신들의 모국어로 쓰기 적응을 평가한 경험에서 한국어 쓰기 수행 시 자신이 미치 고려하지 못했던 기준들을 살아보게 하는 기회가 되었다고 대답했다.

본 연구는 학습으로 연결될 수 있는 평가의 모색이라는 목표 하에 ‘평가자로서의 경험’이라는 구체적 방안을 제시했다는 데 그 의의가 있다. 이는 다양한 장르의 쓰기, 나라가 말하기 기능의 학습 향상을 위해서도 활용될 수 있을 것으로 기대된다.

### 23. IPA(Importance-Performance Analysis)를 활용한 해외 한국어 교수 교육 프로그램 내용 탐색 연구

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한국에서 한국어를 가르치는 것과 해외에서 한국어를 가르치는 것은 교수 상황뿐만 아니라 교수 내용과 방법에서도 큰 차이가 있다. 그러므로 한국어 교사 교육이라는 표준화된 교사 교육이 아닌 교사자들의 요구에 ‘맞춤’이 요구되는 교육 내용이어야 하기 때문에 가르칠 수 있는 교육 내용이어야 한다고 생각한다. 이를 위해 본 연구에서는 IPA 방식을 활용하여 해외에서 한국어를 가르치고 있는 교수자들이 자체적으로 방법을 개발하고자 할 교사 교육의 내용을 탐색해 보고자 한다. IPA(중요도-일정도 분석법, Importance-Performance Analysis)는 연구자가 조사하고자 하는 항목에 대해 연구대상자들이 인식하는 중요도와 실행도를 동시에
분석하도록 함으로써, 조사하고자 하는 항목 중 우선적으로 해결할 영역을 정하거나, 정기간을 할애해서라도 해결해야 할 과제를 정하는 등, 분석 결과를 토대로 새로운 가설이나 모형을 정립하는데 기초자료를 제공하는 방법이다. 연구를 위한 문헌 조사(민현식, 2005; 강승혜, 2011; 정다운, 이승미, 2017; 임수연, 임재연, 2017; 이미해, 2019 Ballantyne, Sanderman, Levy, 2008)를 통해 추출한 항목에 대해 한국어 교사 교육 전문가의 내용 타당도에 대한 검증을 실시하여 내용지식(6 문항), 교수이론지식(6 문항), 교수방법지식(7 문항), 교수 맥락에 대한 지식(7 문항), 교수 설계와 실행(10 문항), 교실평가 (8 문항)의 중요도를 묻는 문항 44 개와 수행 정도를 묻는 문항 44 개로 총 88 문항으로 구성된 설문을 개발하였다. 개발된 설문은 리커트 6 척도로 구글(Google) 품로 통해 2020년 2월 3일부터 10일까지 실시하였으며 설문을 응답한 한국어 교수자는 미국 41 명, 베트남 41 명, 일본 17 명, 태국 13 명 등 총 77개국 222명이다. 전체 질문 항목 88개에 대한 내적 신뢰성을 확보하기 위해 신뢰성 계수(Cronbach's alpha)를 도출하였다(α=.88). 본실 성과응답자 7명을 제외한 215명의 응답결과가 분석에 활용되었다. 표본의 성별은 남자 37명(17.2%), 여자 117명(82.3%), 무응답 1명이다. 근무기간 유형은 대학교 근무자가 146명 (67.9%), 세종대학 근무자가 34명(15.8%), 초등학교 근무자가 17명(7.9%)의 순으로 응답하였으며 응답자 연령대는 30대가 74명(34.4%), 40대가 73명(34.4%)으로 전체의 68.4%였다. 응답자들은 각 영역별 문항에 대하여 6 척도 리커트 척도로 외국어로서의 한국어 교육에서 중요하다고 생각하고 있다, 각 지식의 수준의 수행 정도를 응답하였다. 각 영역별 문항의 수행 정도와 중요도의 평균치를 분석한 결과는 합계를 표 2와 같다. 한국어 교원이 자성한 지식의 수행 정도 평균이 가장 낮은 항목은 교수이론지식 영역 하위의 “학습과정이론” 이었으며, 가장 높은 평균을 보인 항목은 교수학습지식 영역 하위의 “동료교사와 원활한 관계 유지(M=5.59)”이었다. 한국어 교육에서의 중요도를 평가한 결과에서 가장 낮은 평균을 보인 항목은 교수이론지식 영역 하위의 “학습과정이론” 이었으며, 가장 높은 평균을 보인 항목은 교수설계실행 영역의 “수학-수학자간 상호작용 방법(M=5.62)”이었다. 또한 교수학습지식 영역의 “학습관리를 위한 영역”이 중요성(t=3.550, p<.000)을 제외한 모든 항목에서 교원이 지정한 수행 정도가 중요도보다 유의미하게 낮은 평균값이 나타났다. 또한 IPA 방법을 활용하여 중요도와 수행정도가 모두 높은 내용(2 사분면_과정), 중요도와 수행정도가 모두 낮은 역량(3 사분면_저 우선)을 도출하였다. 분석 결과 전체 항목에서는 ‘과정’이나 ‘개선’의 구역에 있는 범주는 없었으나 하위 범주별로 살펴본 결과 교실 수행 방법의 숙련의 범주는 대한다. 대한 지식, 현지 교육 환경에 대한 지식, 현지 교육 여건에 대해서는 개선할 필요가 있다고 응답하였다. 또한 ’교수설계 실행’과 관련하여 학습자 간 상호작용을 향상시키는 방법과 필요한 교육 자료를 만드는 방법에 대한 교육이 필요하다고 응답하였으며, ‘교실 평가’ 범주와 관련하여 목표에 도달하지 못하는 경우 어떻게 처리해야 하는지에 대한 교육이 필요하다고 지각하고 있는 것으로 나타났다. 또한 각 범주별로 교수이론에서는 외국어습득방법 이론, 교수방법에서는 응의, 교수학력에서는 학사학위, 교육과정에서는 교육과정, 평가에서는 응의평가 방법이 과정으로 나타났고, 지속적인 유지가 필요하다고 생각하는 것으로는 교과 내용에서는, 어휘, 문법 교육, 교수이론에서는 외국어교과, 문화간의소통능력, 교수방법에서는 말하기와 문법, 교수설계에서는 교수 수업과정 개발, 수업설계방법, 교수학습지식 상호작용, 등급도달목표에 대한 이해 등이 유지해야 할 항목으로 나타났다.

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한국어 학습자 발화 중 자기발화수정에 대한 반성적 교육 모형 연구

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통해 메타적 인식이 재정립되고 이어질 수행에 적용할 수 있다는 논리를 가정하고, 학습자에게 자기발화수정에 대한 자기인지와 수행을 돌아볼 수 있는 기회를 제공하는 반성적 교육 모형을 개발하였다. 그러나 교사 중심 교육 환경에서 공부에 온 학습자가 스스로 주체가 되어 주도적으로 반성할 수 있는지, 반성을 통해 학습자의 메타적 인식을 재정립시키고 수행 능력을 향상시키는지의 문제가 제기될 수 있는데 본 연구에서는 이를 실험연구로 검증하고자 한다.

본 연구에서 설정한 반성적 교육 모형은 Korthagen(1985)의 AALT 모형을 참고하여 ‘사전, 자기인지 평가, 말하기 수행, 자기 관찰 및 기록, 자기반성, 개선 방안 세우기’의 6단계에서 5단계에 이르는 순환단계를 구성하였다. 실험연구는 고급 한국어 학습자 30명을 대상으로 진행하고자 한다. 이들은 이론 지식 교육만 실시하는 제 1 실험집단과 반성적 교육 모형을 적용하는 제 2 실험집단이 있으며, 모두 10명씩 무선 배정된 뒤 네 차례의 실험을 진행한다. 1차 실험이에서는 사전 측정을 목적으로 제 집단에 동일하게 ‘사전학습기’가 ‘말하기 수행’을 실시한다. 2차, 3차 실험이에서는 사후 즉시 측정을 목적으로 제 1 실험집단에는 ‘0단계 사전교육(이론 지식 교육만)-1 단계 자기반성, 2 단계 말하기 수행’ 순으로 진행하고, 제 2 실험집단에는 ‘0단계 사전교육-3 단계 자기 관찰 및 기록-4단계 자기반성-5단계 개선 방안 세우기-1 단계 자기인지 평가, 2 단계 말하기 수행’ 순차적으로 실시한다. 4차 실험이에서는 사후 사전 측정을 목적으로 제 집단에 각각 자기인지 평가와 말하기 수행을 동일하게 진행한다. 이렇게 네 차례의 실험에 걸쳐 수집된 설문지, 관찰기록지, 성찰 및 담화 자료에 대한 질적 내용 분석과 분석분석을 통해 수행에 대한 인식 변화, 자기인지와 실제 수행 간의 일치도 변화, 수행 전략 사용의 변화를 분석하고자 한다.

학습자 6명(제 집단 각 2명씩)을 대상으로 본 실험의 3차까지 예비실험을 한 결과를 요약하면 다음과 같다. 1차 실험 결과 학습자는 자기발화수정에 대한 인식이 상대적으로 부족하고 자기인지와 실제 수행 간에 나타난 불일치 정도가 크며, 간 휴지, 무의미한 편집어, 음절 내 반복과 상임 등 전략의 부적절한 사용이 반복적으로 나타났다. 2차 실험이에서는 제 1, 2 실험집단 모두 통계적 검정보다 자기발화수정에 대한 인식’ 정도가 높아졌으나 자기인지와 실제 수행 간의 일치도가 수정 전략 사용에서 유의미한 차이가 보이지 않았다. 3차 실험이 후, 통제집단은 학습자의 인식 및 수행에서 모두 유의미한 변화가 보이지 않았고, 제 1 실험집단은 자기인지 평가 중 ‘ 자기발화수정에 대한 인식’ 부분만 유의미한 변화가 보였고 수정 전략 사용에서 변화가 보이지 않았다. 제 2 실험집단은 자기인지와 실제 수행 간의 불일치 정도를 줄였고 학습자의 인식 및 수행에서 모두 유의미한 변화가 보였으며, 제 2 실험집단과 유의미한 차이가 보였다. 향후 본 실험을 통하여 이러한 양상의 일반화 가능성을 탐색하고자 한다. 본 연구는 학습자가 주체가 된 반성적 교육 모형을 탐색함으로써 말하기 교육의 다각성을 모색하는 데 일조할 것으로 기대된다.

25 한국어 전공의 안정적 발전을 위한 자가 점검: 웰슬리 대학 한국어 전공을 사례로  
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Jin Young Lee, Konyang Cyber University

매사추세츠 주의 웰슬리 대학 한국어 프로그램은 학생들의 열정적 캠퍼스와 국제 교류 자원의 지원을 통해 2005년을 열었고, 2017년 동아시아 언어 문화학과에서 한국어 전공이 개설되었다. 이 전공은 한국어 과목들을 교양 언어, 역사, 정치, 국제 관계학 등을 포함하는 동아시아학 전공자의 언어 능력 배양을 지원한다. 소규모 한국학 지원 분야로 시작한 학생들은 한국어 전공으로 자리를 잡았었다. 전공 계획 한반가가 성립한 한국어 전공의 경쟁적 사례라고 볼 수 있다. 현 시점에서 가장 중점을 두어야 할 사항은 ‘한국어 전공 활성화’이다. 이를 위해서는 커리큘럼의 혁신을 평가기반과 실질적 문제점들을 파악함으로써 교육의 질적 강화를 도모하는 작업들이 지속되어야 한다. 본 연구에서는 웰슬리 대학을 사례로 한국어 전공의 현황과 문제점을 파악하고 전공의 안정화와 발전을 위한 실질적 방안을 모색하고자 한다.

전공 개설 현황의 정밀한 진단을 위해서 본 연구에서는 두 가지 평가 방법론을 도입하였다. 먼저 대적 평가로 과과 과정에 대한 학습자의 만족도와 요구도를 살펴보기 위해 설문 조사와 개별 인터뷰를 진행하였다. 그에 따르면 한국어 교육 기관들은 초빙, 전공 과정에 대한 평가를 수행 후, SWOT 분석을 통한 해결방안을 제시할 것이다. 

내적 평가로 학습자 설문 분석과 심층 인터뷰는 한국어 수업을 수행한 52명의 학습자들을 대상으로 실시하였다. 교과목에 대한 만족도는 86~89%로 교수법과 태스크리지의 적극 활용, 다양한 문화 행사, 교사와의 소통 면에서 학생들의 평가를 받았었다. 반면, 고급 한국어 수업과 역사 문화 관련 수업에 대한 평가는 저으로, 한국어 문학의 교육에 대한 요구가 접근된 것으로 나타났다. 

외부 전문가를 통한 평가는 기관의 특성, 교육과정, 목표, 교육법, 비교과 프로그램, 학생 관리, 교사 관리 등의 항목으로 모색하고자 한다.
제26장  한국어 교사의 자질에 대한 미국 대학
한국어 학습자의 인식 연구
Hee Chung Chun, Rutgers University


따라서,본고에서는미국대학의한국어학습자가갖는교사의자질에대한인식과태도를분석하고,그분석결과한국어교사의입장에서본좋은교사의자질 및특성과어떻게다른지비교한다.먼저,본고에서한국어수업을수강하고있거나수강했던학습자100여명을대상으로설문조사를실시하여한국어학습자들이갖는 교사의자질에대한인식과태도에대해분석한다.설문조사는두부분으로구성되어있으며,첫번째부분은서술형 문답으로어려워져있다.학습자들이생각하는‘좋은한국어교사’의자질인뿐만한교사의자질이나특성이학습자들의 한국어수업경험에미치는영향에대한의견을수집한다. 두
Community-Centered Practice: A Case of A Korean Teachers’ Professional Development Experience
Sung Choi / Marjorie Haley, George Mason University

Researchers in many fields are now interested in studying the ways teachers are prepared, reflect on their teaching, and continued their learning (Cochran-Smith, Villegas, Abrams, Chavez-Moreno, Mills, & Stern, 2015). Further, the new image of knowledgeable and reflective professionals who made reasoned decisions in the service of their students became a norm for teachers across the subjects (Cochran-Smith & Lytle, 2009). Therefore, it is vital to ask how Korean language teachers learn and develop their teaching repertoires throughout professional development programs by evaluating the curriculum of the program and teachers’ learning experience. In this presentation, presenters will share Korean language teachers’ community-centered learning experiences and reflections from their StarTalk Workshop on classroom management, lesson planning, and teaching materials as part of the large research.

The federal government has provided funding for professional development programs or institutes for World/Foreign language teachers. One such professional development program is a “StarTalk Summer Institute” (STSI) funded by a federal StarTalk grant. Our institution has offered three-week online and face-to-face learning procedures for Korean language teachers, and we interviewed 35 teacher-participants and conducted pre-and post-survey. We employed a multiple case study design (Stake, 2006) and constant comparison method from grounded theory (Corbin & Strauss, 1990; Glaser, 1998). We analyzed teachers’ reflections, their learning experiences, and our professional development programs, which has been offered since 2015 for Korean teachers (and 2008 to 2014 for Arabic teachers), based on Desimone’s (2009) conceptual framework for studying the effect of professional development on teachers and students.

Presenters are going to focus on the most recent two years (2018 and 2019) and aim to share: (1) teachers’ perspectives towards professional learning experiences which have a direct or indirect effect on their own teaching practices; (2) the main challenges or helpful activities for the teacher-participants; (3) relations to their previous educational or teacher training experience; (4) insights into effective teaching methodology and practices as they relate to classroom management in foreign language classrooms in US; and (5) the successful conditions for professional development program for foreign language teachers.

As for the result of the study, teacher-participants reported that the entire professional development program helped teachers reflect on and improve their practices, and this professional community-centered learning experience encouraged them to continue to work in the context of communities of professional educators. Many teacher-participants pointed out usefulness and urgency of the programs for Korean teachers and acknowledged the value and benefits of this StarTalk workshop, which would influence more Korean teachers as well as future students. Audience will gain new insights about how they can apply other teachers’ experiences in order to improve their own teaching practice. In addition, administrators or teacher educators will get useful ideas on how to offer effective and successful professional development programs in order to enhance teachers’ community-centered learning experiences.
Identity in the Use of Korean Honorifics

29 “What the Heck Are You Up To, Mr. Candidate?”: Playing with Interactional Identity in the Use of Korean Honorifics
Jaehyun Jo, UCLA

Korean has a sophisticated morphologically marked honorific system (Suh 1984, Sung 1985, and Nam and Ko 1993). As many previous studies have shown, the use of various morphosyntactic tools are strongly associated with the interactional motives such as to be polite and/or respectful toward the interlocutor (addressee-honorifics) and/or what the speakers talks about (referent-honorifics). More recently there have been a notable number of studies on the actual use and functions of Korean honorifics in different speech settings (Brown 2013 and 2015, Yoon 2015, Lee and Yu 2015, and Jo 2018).

My study focuses on the less explored aspect of the honorifics, namely speaker’s manipulation of interactional identity and negative attitudinal stance encoding through the very same linguistic tools. By examining the interactional examples of addressee-honorifics which are used not to encode politeness or respectfulness, but to convey speaker’s allusive criticism, sarcasm, or negative attitude to the addressee, this study will contribute to our understanding of the ways in which Korean speakers (re)shape and adeptly play with interactional identity of the interlocutor using honorific expressions in debates. This ‘unconventional’ facet of the honorifics will help Korean educators become better aware of the diverse dimensions and functions of Korean honorifics when teaching them. Consider the short example at the bottom of the abstract from a naturally occurring conversation between two friends.

In the example, the female and male speakers use non-honorific endings while exchanging and asking for information in lines 1 and 2. The female speaker, however, temporarily shifts to using the honorific suffix in line 3. Since there is no change in their social relationship or hierarchy between them at this moment of the conversation, we must seek a different motivation for the use of the honorific form by the female speaker. I will show in this paper that a motive behind such a shift using various types of honorific forms in different speech settings is due to speaker’s attempt to reveal his/her evaluative stance toward the addressee through changing the very moment-by-moment identity (i.e. ‘identity status’ in Raymond 2016a and 2016b) of the interlocutor in the progress of interaction.

This study examines two sets of naturally occurring conversational data to see how Korean honorifics are mobilized in an unconventional way in real-time interaction. The first set consists of 11 casual and spontaneous conversations in Korean (each conversation lasts about 10 mins) between close friends or classmates in their early 20s. The second set comprises about 6 hours of institutional conversation to examine the pragmatic usage of the honorifics in political discourse. This set includes parliamentary hearings and presidential TV debates broadcasted in 2017 in South Korea. My study will give insights into the precise ways in which Korean speakers maneuver through the shift of interactional identity using various addressee-honorifics in conflictive situations, which cause intricate consideration among interlocutors. Also, based on the findings, I will discuss specific pedagogic practices for Korean educators to teach different practical functions of Korean honorifics in the classroom.

30 Non-heritage Language Learners’ Identity: Negotiation of Difference during the Semester Study Abroad in South Korea and Its Pedagogical Implications for Teachers
Inhye Lee, Chonnam National University

This study qualitatively examines the identity development of three non-heritage Korean language learners participating in a semester study abroad

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program in South Korea from the perspective of the Theory of Communities of Practice (Wenger, 1998) and Self-Categorization Theory (Turner et al., 1987). Research shows (1) that social structures affect social interaction between second language learners and target language speakers (Block, 2007; Norton, 2000; Peirce, 1995), (2) that study abroad can have a positive impact on language learning, and (3) that it is particularly helpful for the development of abilities pertaining to sociocultural interaction (Block, 2007; Norton, 2000; Peirce, 1995). Although many of these studies highlight the relationship between language and identity, the voice of learners studying abroad in South Korea still has not been heard except in Ahn’s (2018) study. Unlike the present study, Ahn’s (2018) was a single-case study of a heritage learner; also, it conducted interviews only twice, before and after the participant’s study abroad. The data in the present study were collected mainly through weekly journals (a total of 34 journals submitted by 3 students) and pre-, mid-, and post-study abroad interviews. The students’ qualitative data are analyzed via a thematic analysis (Braun & Clarke, 2006).

The analysis indicates that the non-heritage American students developed their identity through negotiation of differences as follows: (i) the participants experienced significant difficulties due to the difference in the education systems; (ii) the participants gained confidence through the experience of successful communication with native speakers; (iii) first-hand experience of target language community help reifying the participants’ second language identities; (iv) intercultural communication with Koreans and other international students afforded a reflective awareness of the participants’ L1 culture and society as a result of negotiating with diverse perspectives; and (v) some participants found that it bears on their interactions with native speakers how foreigner-like they look to the eyes of target language community. These findings highlight the importance of identity development in the long-term study abroad context not only for American learners of Korean language but also for teachers in the US institutions to improve their programs.
고급 학습자에 대한 문학 작품 교육

Hea Young Chun, Washington University in St. Louis

한 시대의 문학작품은 역사적으로 뿐만 아니라 당시 사람들의 삶의 모습, 인식, 언어의 변화 등을 총체적으로 보여주는 좋은 언어 학습 자료이기도. 특히 유명한 문학작품들은 일상 대화 속에서도 공용연하게 인급되는 문화적 텍스트이지만, 한국에서 고등교육을 받지 못한 학생들의 경우 이를 이해하지 못하여 대화 속에서 배제되거나 당황함을 느꼈던 경험들을 토로하고 한다. 이 발표는 한국 현대 문학 작품을 통해 불기회가 적었던 학생들이 실제 작품을 읽어보면서 문학 작품을 언어 교육의 텍스트로서 뿐만 아니라 문화와 역사 이해를 위한 자료로 활용하여 언어교육과 한국학 콘텐츠의 연결점을 찾는 것을 목표로 한다. 수업은 한국에서 중등 교육을 받지 못한 Heritage 학생들과 한국어 교육 기관에서 중급 과정의 수업을 맡은 12 학생들을 대상으로 한다. 각 문학작품은 2차시 수업으로 구성되며 (총 3시간) 크게 네 단계로 과정을 나누어 보았다.

1단계 – 작품 인기와 여취 공부

우선 수업 전에 학생들이 작품을 미리 읽고 작품 속에 나타난 여취 정리를 해 오게 한다. 학생들은 이번 학기에 읽은 작품들을 바탕으로 <나만의 문학 사전>이라는 노트를 만든다. 각 작품을 읽은 후 자신이 모르는 여취 10개를 찾은 다음 <국립교원 표준국어대사전>을 바탕으로

1. 여취의 뜻
2. 같은 의미의 영어 단어
3. 사전에 나와 있는 예문
4. 자신이 만든 예문
5. 이 단어와 함께 쓸 수 있는 다른 단어들

위의 단어장을 작성하게 된다. 수업은 작품의 주제와 연결되는 <나의 운수 좋았던 날>에 대해 이야기하면서 시작한다. 작품과 개인의 연결 고리를 찾아보면 후 준비해 온 여취 사전을 공유하는 시간을 갖는다. 한 학생이 자신에게 가장 어려웠던 단어를 이야기하면 다른 학생이 그 단어에 대해 설명하고 본인이 만든 문장 예문을 제시하여 이해를 돕는다. 여취 연습이 끝나면 선생님이 제시한 짧은 여취 시험을 통해서 자신의 여취를 제대로 이해하고 있는지 체크하는 시간을 갖는다.

2단계 – 작품 분석 및 학생 그룹 활동

학생들은 두 명씩 짝을 지어 작품의 시대적 배경, 인물 연구, 이야기 구성에 대해 팀을 나누고 그룹 활동에 들어간다. 이 과정에서 학생들은 교사가 제시한 핸디어웃을 바탕으로 본문 속에서 배경이나 인물의 성격을 나타내는 문장들을 모두 찾아보고 이를 기반으로 한 해석을 2-3분의 미니 프리젠테이션을 통해 제시한다. 작품에 대한 이해와 분석은 철저하게 작품 속의 문장이 바탕이 되어야 한다.

3단계 – 작품 이해의 확장

작품 전체에 나타난 주제와 그와 관련된 타 작품과의 연계, 문학과 일상 생활의 연결점을 찾아가는 시간이다. <운수좋은 날>의 경우 김영랑에게 읽어준 가정 빌이가 좋은 하루가 실제적으로는 아내를 잃은 가정 형편이 날로 전환되는 반어적 상황이 돋보이는 작품이다. 한국어는 일상 생활에서도 많은 반어와 역설법이 쓰이기 때문에 학생들이 일상의 대화 속에서 어떻게 반어로 이야기 할 수 있는지 만나며 공부를 통해 연습해 본다. 동시에 문학 작품 속에 나타난 반어와 역설을 김영랑의<오라인 피기까>와 <홍부전>의 일부를 통해서 한국인들의 언어 표현의 요미를 살펴본다.

4단계 – 정리 및 평가

수업을 정리하면서 학생들에게 <나가기>카드를 작성하게 하여 수업 내용을 정리하고 평가해 보는 시간을 갖는다. 학생 평가는 단어장 정리(30%)와 작품 분석 활동(40%), 나가기 카드(10%) 작성에 대한 합산 점수가 기본이 된다. 작품에 따라서 연관된 주제에 따른 쓰기 숙제(20%)가 부과되기도 한다. 이 수업에서는 조선 CSI – 김정치의 진술서가 쓰기 숙제로 제시된다.

이 수업을 통해서 한국어 고급 학습자들이 문학 작품을 통해서 문학작품이 가지고 있는 보편적 정서를 공감함과 동시에 한국과 한국인의 특수한 형식의 방식을 이해하는 과정을 통해 한국의 문화와 의식 그리고 그와 연결된 시간을 살아가고 있는 우리의 모습 이야기해 볼으려 쓰기 길이었고 폭넓은 언어 학습의 효과를
Foreign language (FL) education in the U.S. has undergone some major paradigm shifts and transformations over the past several decades. Communicative language teaching has been the predominant FL teaching framework, especially at lower levels in U.S. colleges and universities, focusing on effective communication, connections between form and meaning, and the learner. Some scholars, however, have raised concerns about its inherent limitations including its primary focus on oral language use in standard contexts and its shallow handling of cultural and textual content. These limitations of communicative language teaching have prompted many scholars to call for FL curricular reform, and a multiliteracies-based pedagogy (New London Group, 1996) has been proposed.

A multiliteracies pedagogy is a curricular framework and pedagogical format through the teaching of target language texts (oral, written, visual, audiovisual, digital documents) in cultural contexts, and it comprises interpretation, collaboration, problem-solving, and reflection (Allen & Paesani, 2010; Kern, 2000, 2008). This coherent pedagogical framework is grounded in understanding and participating in a variety of genres across a range of modes (Paesani, Allen, & Dupuy, 2016). This approach to FL teaching and learning cultivates a multimodal view of language development and use; critical thinking and interpretation of discourse are mediated through varied texts, contexts, and modes. Furthermore, the increase in the availability of new technologies and communication channels has led to an explosion of interest in its use in the language classroom and language programs, and it is contributing to a FL instruction paradigm shift from earlier notions of literacy, traditionally defined as the ability to read and write, to new literacies embodied in new social practices (New London Group, 1996). Research has shown that teaching that employs digital technologies supports student-centered learning environments where autonomous learning takes place and contributes to language development (Erben, Ban, & Castaceda, 2009).

In this presentation, we will briefly address key tenets of the multiliteracies approach to allow participants to broaden their understanding of a multiliteracies approach to FL teaching and learning. We will then draw on our own experiences with a multiliteracies pedagogy, and showcase the instructional modules that we created based on a multiliteracies framework and piloted in our own courses at two U.S. institutions to facilitate students’ FL literacy development by publishing their literary work with the help of a web-based tool. We will provide a setting for participants to weave the website named StoryWeaver (https://storyweaver.org.in/), a digital repository of multilingual stories for children and a platform that provides not only reading resources, but also tools to create and translate new stories in more than 100 different languages. We will collaboratively and systematically proceed through a digital book publication process and share our multiliteracies products across the broad professional audience for adaptation to their own teaching.

Participants in this presentation will gain familiarity with the national multiliteracies approach movement, including hands-on experience in applying a multiliteracies framework to original instructional modules. This presentation will endorse broadly-based dissemination of the students’ literacy products in the interest of bolstering student engagement in multiliteracies.
FL professionals for the very changes called for in the 2007 MLA report with informed projections and strategic reflections about their professional development.

Based on the premise that the mentoring and training of these future foreign language professionals must be based on a comprehensive view of their work, this presentation aims to introduce a framework of training graduate student teachers who teach Korean language classes at a public university. The goals of the training are (1) to broaden graduate student teachers’ understanding about FL teaching and their role as KFL teachers, (2) to provide practical tips and advice based on the standards-based and proficiency-guided approach that could help their instructional role in the classroom, and (3) to encourage them to participate at various levels of support and professional communities of FL teachers. The presenter will first introduce key components of the training, i.e., a pre-service orientation, ongoing professional development opportunities such as annual language pedagogy workshops, class observations, review of formal and informal student feedback, regular TA meetings, peer mentoring, and participation in programmatic service and community events to build a learning community and be part of it. Then, some guidelines and best practices will be presented with specific examples. The presentation will conclude with the feedback from former and current KFL graduate student teachers regarding the benefits and efficacy of the training they have received and discuss the challenges and future directions. It is hoped that this presentation will underline proper education of future language professionals requires constant communication, reflection, evaluation, and modification, all of which should be integral to building a true “community of practice.”

4  Using Internet Memes in College-Level Korean Courses
Jae-Su Choi, Indiana University
Byung Joon Lim

This presentation explores the use of Internet memes in teaching and learning Korean; in addition, the sharing of experiences using memes in two different higher-level institutions in the US will also be discussed.

The use of humor in foreign language classrooms has the potential of creating a more relaxed classroom atmosphere which in turn could help students lower their anxiety and increase their motivation (Harshavardhan, Wilson, & Kumar, 2019; Purnama, Desiarti, Alfahah, & Ekaningrum, 2018). It is reasonable to expect that this approach could help students feel more comfortable in the classroom, and learn more efficiently from a teacher who incorporates humor into his/her teaching.

Internet memes are very popular with young students, both in Korea and the US, making them a relatable and engaging medium. Since memes are fun, students may actually enjoy the process of learning a foreign language. The multimodal nature of memes supports students to engage in complex tasks despite of their linguistic deficiency (Purnama, 2017). In addition, while creating their own memes, students use both creative and critical-thinking skills in the target language (Han, 2019). Memes can also spark complex conversations since they often deal with current events or popular social issues.

The presenters will introduce several useful ways of using Internet memes that can readily be replicated in daily classroom activities and homework assignments. First, the memes will be divided into three categories according to the proficiency levels of the students: beginning, intermediate and advanced. Their templates will then be introduced to the audience. Second, several types of memes will be explained: memes that can break the ice; memes that can introduce new vocabulary words; and memes that can reinforce complex grammar patterns, etc. For instance, students can create a meme related to the topic of the chapter. They can also create memes to define or use new vocabulary by putting the word at the top of the image, and then write a sentence using the word below. Third, actual memes that college-level Korean language students created will be presented. Participants will be able to learn what their students are interested in so that they can learn how to engage their students more effectively. Finally, the location of useful resources and internet tools to generate creative memes will be shared with the audience.

Now that Internet memes are highly popular and can be found in all forms of social media, using memes in Korean language courses will be a creative and divergent way to increase student engagement and motivation to learn the Korean language and culture.

5  The Integration of Media Archive in Language and Culture Courses: From Face to Face (F2F) to Online
Samuel Weiss-Cowie / Seung-Eun Chang, Georgia Institute of Technology
Television, newspaper, film, advertising, and other forms of media are closely entwined with societies’ language and culture. Thus, the use of media is greatly beneficial for language learners, especially for today’s college students who are digital natives. Media use makes content personalized and vivid, while maximizing learning by connecting students to authentic visual and audio materials. This session presents the media archive project funded by our school’s digital center along with a model of curriculum development for advanced Korean language courses centered around media and culture, including sample class structures and lessons, media-based class materials, class activities, cultural topics, and a final project.

The project titled as “Digital Archive of Korean Culture and Media” has been developed by our team (presenters) with the support of the Digital Integrative Liberal Arts Center at our university. Our school’s Korean program has begun to offer new content-based language courses targeting advanced level learners in response to the growing interest in Korean studies and to satisfy the requirements for the Korean major recently established at the school. However, given that the field of Korean studies is a relatively new initiative at the school, the necessary resources are extremely limited. Therefore, this project was developed to provide meaningful and practical materials to researchers, students, and instructors of Korean studies. Various online media resources with assorted cultural topics are introduced in this session.

Along with this project, a new content-based language course focused on media and culture was offered in a traditional teaching setting (i.e., Face to Face classroom). A corresponding asynchronous online course was subsequently developed and offered during the summer semester to take advantage of media’s unencumbered nature. The course was designed to help students enhance their professional language skills and to deepen their knowledge and understanding of contemporary Korean society and culture through the analysis of authentic Korean media. Students can strengthen their critical and analytic thinking abilities as well as rhetoric proficiency by studying documentaries, drama clips, commercials, TV variety shows, music, film, TV news programs, and internet news articles. Class activities include group or pair discussions, a series of mini-oral reports, and readings as well as classic lectures. Through such efforts, students can practice formulating and expressing their thoughts and opinions into an organized report and gain exposure to different perspectives on various topics, including historical backgrounds and current social issues in Korea.

Through this session, the audience learns the benefits of using media in language education and obtains hands-on strategies for designing advanced-level language courses that utilize audiovisual media in both F2F and online class settings. Overall, the session offers feasible guidance regarding how to integrate traditional and online language courses with media resources and how to provide students with exposure to different points of view and cultures, thereby reinforcing their critical and logical thinking as well as improving all four essential language skills (speaking, listening, reading, and writing).

6 20 Creative Activities Using QR Codes
Pyong Gag Ahn, DLIFLC

It is true that learners that are currently receiving foreign language education are mostly tech savvy or tech natives, including millennials, Generation Z, even maybe Generation Alpha. It is also true that educators have devised a lot of teaching methods to adopt students’ skills, knowledge, and abilities, and integrated a lot of educational technology tools into the classrooms. A Quick Response Code (QR) code is one of them.

As smartphones and tablet computers are becoming more ubiquitous, the presenter used QR codes among many other tools in the education field; to share files, create assignments, and communicate with learners synchronously and asynchronously.

This presentation will present and share with the audience 20 listening, reading, and speaking activities that have been developed using video, text, audio, and website links, which are believed to enhance their critical thinking skills, cultural research, and collaboration through tailored instruction, differentiated instruction, self-education, jigsaw, project, etc. It will also demonstrate how to link up with other websites in a paperless way, such as Google Maps, 360 degree maps, Office 365, Bookwidgets, etc.

7 Redesigning the Use of Advertisement in “KOR 101” Class
Eunyoung Kim, Duke University

지금까지 한국어 교육에서 “광고”는 듣기 자료로
현상되어 수업에 활용되는 경우가 많았다. 게다가 중급
이상의 학습자를 대상으로 공익 광고를 이용해 수업을 진행하는 경우가 많았는데 이 발표에서는 조금 한국어 학습자인 “한국어 101” 수강자를 대상으로 조금 수준에서 프로젝트 수업으로 어떻게 쉽게 강과 제작을 했는지에 대해 실제 진행한 수업의 예를 들어 논고하고자 한다.

대부분의 언어 교사들은 이제나 수업에서 학습자들의 목표 언어 발화 능력을 위해 보다 효과적이고 효율적인 방안을 모색하고자 한다. 이러한 취지에서 학습자들의 흥미 유발, 수업 참여 고취, 목표 언어에 대한 노출 시간 확대 등의 다양한 언어 교육 목표에 부합하는 프로그램을 꾸밀없이 새로 개발하고자 하는 현실적으로 초급 학습자를 위해 적당한 실제 도구 및 프로젝트 수업 아이디어를 찾는 것은 쉬운 일이 아니다. 대한민국에서 “광고를 활용한 한국어 수업”을 “프로젝트 수업”으로 진행하는 것은 이미 이어진 새로운 방식은 아니나 기존의 연구에서 이미 그 고찰된 바가 있어야 하며 수업 시간에 그 한계점을 극복하여 새롭게 재구성하기가 용이하다는 장점이 있다. 즉, 광고는 비교적 짧은 문장으로 구성되어 있으며, 대중에게 협업을 알게 될 수 있는 요소를 많이 가지고 있어 학습자들의 언어 학습 흥미 유발의 도구가 될 수 있다는 가능성이 높으므로, 프로젝트 수업은 학습자 스스로의 자기주도성, 협업, 창의적 사고력 증진을 피할 수 있고, 자식의 흥미를 통해 학습 효과와 극대화를 가져올 수 있다는 장점이 있다. 따라서 이러한 장점과 실리 한국어 101 수업에서 “프로젝트 수업으로 광고 만들기”를 실시해 보았다. 이미 언급한 바대로 지금까지 한국어 수업에서 “광고”는 듣기 자료로 많이 사용되면서 주로 이해와 분석의 대상이 되어 왔으나 한국어 101 수업에서는 실제 한국어 광고를 그렇게 활용하는 것이 학습자들의 언어 능력을 한계점에 별도로 접근이 되었다. 그러므로 본 수업에서는 한국어로 된 실제 광고를 수업 시간에 이해와 분석의 대상으로 활용하는 것을 최소화 하고 학습자 스스로 약 8주간의 수업 시간을 통해 생성한 한국어 능력을 최대한 발휘하여 본인들에 의숙한 주변을 소개하는 “광고 만들기”를 통해 어떻게 하는 의문소통 할 수 있는 실습물로 만들 수 있을지에 초점을 맞춰 수업을 진행하고자 했다. 이 수업을 위해 한국어 101 학습자에 의해 가능할 만한 수준의 언어로 구성되어 있는 광고(예: 트립닷컴) 그리고 학습자들에게도 비교적 친숙하여 언어 수준이 조금 높아도 이해가 용이한 광고(예: 한국 맥도날드)를 선정하여 제작에 주목하였다. 이 과정을 통해 학습자들은 이미 형성되어 있던 “광고”라는 매체에 대한 기준 체계에 ‘한국어’를 접목 시켜 목표어 노출의 기회를 가질 수 있었다. 그리고 프로젝트 수업을 위해 조를 나누고 구체적인 계획 및 일정에 대한 회의와 광고 제작을 진행하였다. 광고의 주제에 대해서는 강하게 제작하지 않았으나 광고를 보는 대상을 정하고 그 대상을 목표로 자신의 주변에서 쉽게 찾을 수 있는 항목을 선정하여 광고 제작하도록 했으며, 간단한 언어적 유형에 대한 설명도 부가하였다. 또한 한국어 101 수업에 부합할 수 있도록 이 수업의 목표 중 하나를 자연스러운 발음 연습에 두고 광고 제작에 앞서 교수자가 학습자들이 창작한 대본으로 녹음 파일을 만들어 학습자 스스로 연습할 수 있도록 하였다. 학습자들은 약 8주간의 시간 동안 습득한 목표어로 자신들 스스로 무엇인가를 해냈다는 성취감이 이 수업의 장점으로 간주한다. 또한 프로젝트 수업을 통해 개인 작업이 아닌 협업 과정을 경험하며 자신의 의식을 조율하고 재현한 다양한 사람들에게 전달하는 방법을 학습할 기회를 얻게 되었으며 다양한 매체를 통해 언어 수업에 대한 흥미와 동기를 두들 수 있는 기회를 가질 수 있었고 이는 학습자들의 수업 참여 의식 고취에도 일조할 수 있다는 의미에서 이 수업은 그 의의가 있을 것으로 본다.

8 신조어 교육을 위한 방향 모색

Jeyseon Lee / NanHee Yim, UC San Diego

최근 미디어 매체 등장하는 한국어에는 다수의 신조어들이 포함되어 있으며 그 사용 빈도는 점점 증가하고 있다. 따라서 한국어를 가르치는 교육자의 입장에서 이들 수업시간에 포함해야 할지 고민스러울 수밖에 없을 것이다. 아직 표준어로 정립되지 않은 신조어들을 수업에 포함하는 것이 시간상 글로벌 생각의 대부분이지만 신조어들이 이미 실제 언어생활에 널리 사용되고 있는 만큼 이를 무시하게 되면 학생들은 미디어 프로그램의 내용을 이해하는데 어려움을 겪게 되기 때문이다.

따라서 우리는 언어인 프로그램들을 사용한 신조어 개발학습에 대한 몇가지 제안을 하고자 한다. 여기서 개발학습이라 함은 신조어를 정규 수업시간에 가르치지 않는 것을 의미한다. 그 대신 학생들에게 제공되는 액티비티들의 정보를 제공하고 스스로 학습하도록 하는 것으로, UCSD에서는 이를 위해 유튜브 제공하고 귀로시리어 콘텐츠들을 준비하고 있다. 참고로 본 프로젝트의 자료로 사용된 신조어들은 주로 월키피디아에 '대한민국의 인터넷 신조어 목록'에서, 일상에서 널리 사용되는 신조어들과 신조어 관련 논문들에 제시된 예문들 중 실재로
Music as a Pedagogical Tool in the KFL Classroom
Danielle Pyun, Ohio State University
Yeonhee Yoon, University of Notre Dame
Hei Sook Yoo, George Mason University

I. Objectives

The use of authentic materials is strongly encouraged in foreign/second language teaching and learning as they are intrinsically more interesting, making learners more motivated and engaged while learning. One kind of accessible authentic materials is music and songs. Music and songs are believed to have positive effects on L2 learning such as facilitating intake in learning processes, increasing learners’ attention to certain forms, and inducing positive emotions (Spicher & Sweeney, 2007; Ting, 2002). In addition, sociolinguistic/sociocultural components can be integrated into L2 lesson plans using music and songs, which can foster learners’ understanding of target language and culture. Especially, since the Korean Wave (Hallyu) has had a significant impact on the recent increase in the enrollment of KFL learners in U.S. universities, the use of authentic K-pop music in the KFL classroom will be instrumental for creating a positive learning environment. This presentation is intended to offer and share materials developed from Korean music along with the demonstration of recommended pedagogical techniques and procedures.

II. Procedures

The materials to share in this session were created and accumulated by three Korean instructors. The materials are based on Korean music from various genres including contemporary K-pop, Minyo,
Chang, and Pansori. First, the project-based ePortfolio/Wordpress including “Korean Grammar/Expressions through K-pop” and analysis of contemporary Korean music videos will be introduced as a way to promote learners’ autonomy and self-instructed learning. Second, the presenters will show materials created for different levels (beginning, intermediate, and advanced) and exemplify how music and songs can be incorporated into Korean classes of different levels. Third, the presenters will share the compiled workbook materials that can be used as homework. Each unit of this compiled workbook contains the lyrics of a Korean song, English translation of the song, vocabulary and grammar explanations, and exercise questions. Finally, the presenters will also show how Korean music can be converted to digital content using technologies and tools such as digital storyboard, edited video channel or podcast created by students.

III. Pedagogical Implications
There are several benefits of using authentic Korean music in the KFL instruction: (1) enhancing KFL learners’ motivation and autonomy in learning KFL, (2) helping KFL learners to develop competence in fluency, grammatical accuracy and sociolinguistic/cultural appropriateness, (3) improving learners’ comprehension skills through authentic Korean texts of different genres of Korean music. The compiled materials and resources will be shared with all participants. The materials can be modified and adapted by individual teachers to suit his/her instructional setting and needs. This will greatly save the teachers’ time and effort looking for songs, creating in-class materials or designing project-based assignments.

10 How to Use Perusall for Reading Comprehension and Discussion in Advanced-Level Korean Classes
Won Kyung Na, The University of Chicago

In advanced-level Korean classes, the textbook is not the only text that students use. They engage in a variety of authentic reading materials related to the content they study. Extended reading has an advantage of exposing students to authentic use of language and helps students better understand the beliefs, values, and perspectives shared by target language speakers. It can also expand students’ knowledge of other disciplines while developing their critical thinking skills in analyzing issues and solving problems.

In my Fourth-Year Modern Korean class at the University of Chicago, I have been using Perusall for extended reading assignments. Perusall is an online tool which allows instructors to digitally assign reading materials to students. Students then read the assigned text, answer the comprehension questions created by the instructor, share their thoughts using annotation and commentary, and create their own discussion questions for post-reading class discussions. Perusall fosters students’ collaborative engagement and meaningful contribution in class because it provides a space for students to share questions, confusion, and knowledge with each other and with the instructor. It also enhances students’ active participation in class discussions and their collaborative learning in analyzing issues and solving problems.

In this teaching materials demonstration, I would like to share my experience of using the first two chapters of the Korean novel, ‘Kim Ji-Young Born in 1982’ on Perusall for the extended reading assignment. This book was selected because of its detailed and honest depiction of an ordinary woman’s life and her struggle in today’s Korean society, which allowed students to deepen their understanding of current social issues and cultural practices in Korea. After answering the comprehension questions created by the instructor and posting their own discussion questions on Perusall, students actively participated in class discussions to answer each other’s questions. They also analyzed social issues and customs portrayed in the text (such as women on a career break due to childcare responsibilities, mental health issues, holiday stress, and gender discrimination), shared their thoughts and experience, and worked together to come up with the solutions using their critical thinking skills. This has shown that Perusall enhanced students’ personal involvement and collaborative enjoyment in reading and class discussions.

11 다층적 글쓰기 - 자기소개서 쓰기를 중심으로
Changbong Lee, Emory University

1. 개요 및 목적
비즈니스 한국어는 Emory 대학교에서 개설한 특수 목적 한국어 고급 과정 수업이다. 학교의 비즈니스 환경에서 사용하는 경제, 경영 전문 용어와 실제 한국 기업 업무 상황에서 사용하는 표현과 한국어 학습자가 가장 힘들어하는 농림업의 적절한 사용에 대한 교수를
목적으로 한다.

자기소개서 쓰기의 기본적인 언어 표현을 배운 7주차의 수업 주제이다. 실제적인 글쓰기를 지향하여 연구자가 과거 기업 인사팀에 있었던 경험을 바탕으로 기존의 학습 주제를 재구성하였다. 기존의 자기소개서 쓰기에 ‘이야기하기(기술)’, ‘그리기(도사)’, ‘광고하기(인상적인 제목 및 문구 선정)’를 적용하여 수정, 보완하였다. 본 연구의 자기소개서 쓰기는 ‘자기소개서 소개 – 인터뷰 및 개요 작성 – 이야기하기(기술) – 그리기(도사) – 광고하기’로 구성된다.

2. 내용 및 구성
   (1) 자기소개서 소개 -10초 롤
   한국의 취업 문화를 소개한 뒤 자기소개서(이하 자소서)의 목적과 중요성에 대해 안내한다. 인사담당자가 하나의 자기소개서에 합참하는 시간은 10초이다. 10초 안에 자신이 누구인지 광고해야 한다. 그래서 인상적인 글쓰기가 필요하다. 눈에 띄도록 참신하게 포장하는 기술이 필요하기를 설명한 후 실제로 취업에 합력한 자소서와 불합격한 자소서를 분석시키고 발표를 통해 차이를 공유하게 하여 앞으로 작성할 자소서에 참고하도록 한다.

   (2) 인터뷰 및 개요 작성
   자기소개서는 곧 짧은 자서진이다. 자소서의 첫 단계는 자신이 누구인지 파악하는 것이다. 자신의 성격, 장점과 단점에 대해 객관적으로 말하기 위해 주변 친구들 5인을 선정하여 인터뷰를 진행한다. 중요한 점은 가족을 제외한 주변인으로 인터뷰 대상을 선정해야 한다는 것이다. 자기소개서의 지원 등기 및 임사 포부 작성하기 위해서는 기재에 대한 조차가 필요하다. 이 부분은 기업 전략과 마케팅 주제에서 이이 과제로 수행했기 때문에 수행 과제를 활용하도록 한다.

   (3) 이야기하기 – 토론
   이야기하기에서는 자기소개서의 개요와 인터뷰를 바탕으로 자신에 대해 기술하게 한다. 개요에는 성장배경(가정이, 가정에 영향을 준 사람, 직무 연관성), 성격(장점, 장점에 관한 에피소드, 직무 연관성, 단점, 단점을 보완하기 위한 노력), 특기(연어, 자격증, 입학심, 기타 경력, 직무 연관성)가 포함된다. 각 분야별 자주 사용되는 정형 표현을 가르친 후 작성시킨다.
   이야기하기에서는 자세에 대해 이야기하기는 있다. 있는 그대로 내려놓을 수 있도록 지도한다. 단순 기술하기 때문에 관련된 내용을 자세하게 기술하도록 한다.

(4) 그리기 - 描寫

이야기하기가 기술의 글쓰기라 하면 그리기는 묘사의 글쓰기이다. 이 단계에서는 눈에 보이듯이 묘사하여 글쓰기를 하도록 한다. 학생들은 자신이 본 자소서(이야기하기)를 읽고 어느 부분을 묘사할 것인지 선정하게 된다. 10초 롤을 상기시켜 가장 인상 깊게 표현할 수 있는 방법을 고민하게 만든다. 이 부분에서 설정하였기에 글쓰기에 따른 문법의 STAR를 제시한다. 구체적인 상황 제시(Situation), 수행한 과제(Task), 내가 한 구체적인 행동(Action), 구체적인 성과(Result)를 기술이 아니라 묘사시킨다. 한 순간의 장면을 그리고 그때 나섰던 대화를 생각하게 한다. 이 부분에서는 교사의 지도가 필요하다. 우선 상황을 선택하게 한 후 그 상황에서 어떤 역할이었는지 물어본다. 학생의 대답을 토대로 장면을 같이 그려간다. 주의의 분위기, 가장 힘들었던 점, 여러분을 어떻게 극복했는지 그리고 그 후의 성취감을 자연스럽게 터울릴 수 있도록 도와준다.

(5) 광고하기 – 제목 선정
   광고의 생명은 인상적인 문구이다. Copy는 자소서 내용을 압축하여 인상적이게 표현한 문구다. 인사담당자는 자소서의 모든 내용을 읽지 않는다. 10초 동안 제목과 짧은 축소 행보로 눈에 띄는 자소서를 찾으면 그게부터 자세히 읽는다. 따라서 분야별 소개를 선정하고 첫 부분을 두괄식으로 다듬을 필요가 있다. 소개는 각 장면의 짧은 대화를 넣으면 효과적이다.

3. 연구 의의
   기존의 자기소개서 쓰기에 기술하기와 묘사하기 그리고 묘사 문구 선정하기를 접목시켜 한국어 고급 수준 학습자의 다각적 글쓰기에 초점을 두었다. 글쓰기 주제와 내용을 다른 방식으로 쓰는 것이 본 연구의 장점이다. 수업에서 작성한 자소서로 취업에 성공한 학생도 있다.

12 Academic Writing Project

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대학교 학부생 및 대학원생을 위한 학문목적 글쓰기로 ‘보고서 쓰기 프로젝트 수업’을 진행하는 교수 자료를 교환한다. 중고급 수준의 한국어 능력을 갖춘 학습자들도 실제로 한국어로 보고서(또는 논문)를 작성하는 데에 어려움을 겪는 경우가 많다. 학문목적 글쓰기는 한국어 실력을 갖추는 것 외에도 보고서가 형식에 맞게 작성해야 하므로 별도의 교수학습과정이 필요하다. 이에 실제
The presenter is going to share the teaching materials that she developed using the TV talk show series Hello Counselor (“안녕하세요”) produced by Korean Broadcasting Station (KBS). In this 25-minute show of which many episodes can be found in YouTube, a person writes a letter to the program hosts to explain his or her concerns about their loved one. After a program host or hostess reads the letter, the person appears with those who are directly involved or affected, and they present the concern in greater detail. Then, the loved one shows up and is interviewed by the hosts. Sometimes other people who are well aware of the situation appear (e.g., friends, coworkers) and provide their perspectives. Then, all show participants including the show hosts and the celebrity guests share their thoughts and opinions on the matter.

Each set of materials was developed for a 50-minute class time based on an episode of the show to enhance learners’ listening skills, and to build their knowledge in colloquialism and cultural aspects. Activities are composed of three phases: pre-listening/viewing activities, while-listening/viewing activities, and post-listening/viewing activities. Pre-listening/viewing activities include brainstorming and vocabulary preview; while-listening/viewing activities include comprehension-checking questions, organizing the information, guessing unknown words/phrases, and partial transcription/translation. As this is a 25-minute clip, it is recommended that teachers play a segment and pause to ensure that students complete the activities. Post-listening/viewing activities include practicing newly learned words/expressions (many of them are colloquialism), discussing cultural aspects, and production in speaking and/or writing.

The materials are suitable for adult learners who are at Advanced High or above by the ACTFL Proficiency Guidelines – Listening. They are easily adaptable according to learners’ levels and interests.
This presentation explores the use of Webtoon as a method for improving writing skills through back-translation from English to Korean and presents the research results from implementation as a pilot study in a university course. Besides simple translation between languages, this activity adds an understanding of nonverbal cultural messages delivered by pictures. Back-translation, in which students interpret a translated version of text then retranslate it back into the original language without access to the original text (Crystal, 2004:5-6), allows learners to focus on meaningful translation through the entertaining elements of webtoons. This method lightens the drudgery of writing and provides understandable and valuable feedback about the text to peers. A step by step explanation of a pilot study using Webtoon that was implemented in a course in a Canadian university is included in the presentation. Briefly, 1) Choose the webtoon that fits to students’ proficiency level. In the pilot study, only four episodes of “Smile Brush” from Naver were selected and each made into a PPT episode. 2) Send each episode in English to students and provide an empty sheet with callouts. In the study, each student read an episode in English and translated it into Korean with only the assistance of a Korean online dictionary. 3) Form groups of two or three students who read each other’s translations and give feedback. At this point the instructor also provides feedback. 4) Based on feedback, each student writes a second draft and submits it to the instructor. The results of the pilot study showed that learners paid careful attention to all types of context-based expressions, in particular onomatopoeic expressions, interjections, and adverbs. Throughout this projects, positive feedback and comments were obtained by the learners.

15 웹 드라마 ‘연애플레리스트’를 활용한 한국어 듣기 교육
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본 수업 안은 국외한국어고급학습자를 대상으로 국외에서 한국어의사소통능력 향상과 한국문화 숙득에 목적을 두었다. 수업지로는 웹 드라마 ‘연애플레리스트’를 중심으로 듣기 위주로 진행하고 웹 드라마의 소설책과 대본을 이용하여 읽기,쓰기,말하기 능력을 키울 수 있도록 구성하였다.

웹 드라마는 짧은 런닝타임(10분~15분)으로 스낵컬처의 대명사로 주목 받고 있으며 뮤직비디오 방식으로 학습자가 원하는 시간과 공간에서 언제든지 볼 수 있다는 장점이 있다. 또한 웹 특성상 댓글과 평점을 통해 시청자 간의 커뮤니케이션 활동도 가능하다. 웹 드라마 중 플레이리스트에서 제작한 ‘연애플레리스트’는 시즌 4까지 제작되었고 글로벌 구독자수 약 1,000만명, 조회수는 평균 400만뷰를 기록했으며 다양한 언어로 자막을 볼 수 있도록 되어 있다. 연애플레리스트에는 한국대학교생들의 일상 이야기를 다루어 시청자에게 천진한 소재와 쉽게 공감할 수 있는 인물들이 등장한다. 이를 바탕으로 소설책이 나왔고, 실제 촬영할 때 쓰였던 대본을 볼 수 있으며 최근에는 영어로도 볼 수 있다.

수업 안은 ‘듣기 전 단계-듣기 단계-듣기 후 단계’로 구성하였다. ‘듣기 전 단계’에서는 웹 드라마의 제목과 그림을보고 내용을 예측하고 관련 경험을 이야기하며 듣기를 준비한다. ‘듣기 단계’에서는 영상을 보며 들은 단어를 체크하고 반복 시청하면서 내용을 파악하고 주요 어휘와 표현을 학습한다. ‘듣기 후 단계’는 내용을 요약해 보고 토론하고 웹 드라마를 바탕으로 한 소설을 읽은 후 비교, 정리한다. 마지막으로 대본을 각각하여 역할극을 하면서 생각을 남기도록 한다.

이 수업을 통해 국외한국어학습자는 흥미를 지속시키며 한국담화상황과 한국문화를 자연스럽게 배움으로써 의사소통능력이 향상되고 자국문화와도 비교해 볼 수 있을 것이라 기대된다.

16 Teaching Irregular Conjugation of Korean Predicates using Authentic Data
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Korean is categorized as an agglutinative language, represented by plenteous inflectional suffixes attached to the stems of predicates that contain distinctive functions including tense, aspect, honorific, speech level, sentence type, and so forth (Sohn, 1999). In an instructional setting, teaching conjugation of predicates comprises a large proportion of grammar instruction in general.

Further, the conjugation of certain predicates shows cases of irregular conjugating patterns that differ from general regulations of each inflection. This poses challenges to learners in that it is difficult to delegate adequate instruction time to each irregular conjugation in light of current curriculum and instructional resource limitations. In addition, most Korean textbooks present the inflectional irregularities as exceptions; they do not explain why
each irregularity happens nor do they explore temporal and regional changes. In the classroom, it is common for the instructor to present the general rule of conjugation for a particular predicate followed by a consideration of its irregular inflecting cases. This leads students to view irregular conjugations as exceptional items that cannot be properly approached in class but are regarded as a learner-individual domain. Among the sparse literature on the subject, Suk (2002) focuses on numerous errors made by students while learning irregular conjugations in the traditional way, suggesting the new way to introduce two different stems (p-stem in front of consonant syllable and wu-stem for vowel syllable) for the /p/ irregular predicates to two groups of elementary level students. The group learning this way made errors in only 10% of the conjugation whereas the others taught with the traditional way (i.e., memorization) made errors in almost 50% of the conjugation. Suk (2002)’s idea, while effective, does not explain why the two particular stems can be used to approach this irregular conjugation.

Hence, our present study suggests an alternative way in instructing irregular inflectional phenomena of Korean through historical data, dialects, and contemporary conversation resources which display historical and regional change of forms in certain predicates’ conjugation. Using this bottom-up approach students are guided toward discovering general rules from examples and predicting “regularity” from irregular inflecting cases of verbs and adjectives. For example, for the irregular conjugation of “p” ending stems of predicates, historic data that shows the existence of light bilabial as a previous variant of phoneme /p/ can be used as a linguistic explanation of the process by which the irregular conjugation has developed. Using the inductive steps, authentic data, rule-inference, practice, and sentence creation we have developed, students explore the process and aspect of variation by which a particular irregular conjugation has been changed so that they are able to grasp the inflection easily and meaningfully. Based on the results of a pilot class done with 18 novice students, we will argue that this model is effective in enabling learners to understand the development where these alternations have proceeded so as to promote their grammar learning through a broader perspective on language change.

Since the rise of communicative language teaching approach, explicit grammar instruction becomes shunned away as mere memorization of grammar rules brings little impact on advancing learners’ communicative skills (Larsen-Freeman, 1989). In contrast, it was argued that grammar plays a central role in mediating the use of language, and grammar instruction can facilitate learners to further develop communicative competence when taken a proper approach (Larsen-Freeman, 2014; Widdowson, 1988). Whether through implicit or explicit instruction, it is essential that learners can deploy grammar to negotiate meanings in personally meaningful and authentic ways. To that effect, ACTFL Guiding Principles suggest that grammar be taught as concepts in meaningful contexts both implicitly—through the use of target language—and explicitly—by exploring grammar forms and functions through meaningful examples. In line with the eclectic approach, this presentation aims to demonstrate how to engage students in grammar instruction through meaningful contexts and increased communication.

This presentation demonstrates how to introduce grammar through rich and meaningful contexts and engage students in the information processing. First, we will introduce story-based approaches to grammar instruction as ways to introduce grammar in meaningful contexts, i.e., the PACE model (Presentation, Attention, Construction, Extension) and TPRS (Teaching Proficiency through Reading and Storytelling) (Adair-Hauck et al., 2010; VanPatten, 2004). In addition, we will discuss how to maximize the use of the target language in providing comprehensible input in keeping with ‘high-leverage teaching practices’ (Glisan & Donato, 2016; Shrum & Glisan, 2010). For example, ways to incorporate level and age-appropriate authentic materials and integrate content and culture into language learning will be considered. Second, adopting the gradual release of responsibility model (Fisher & Frey, 2008), this presentation will show how to move from initial modeling to final independent tasks by gradually increasing student responsibility over tasks to ensure learners’ active engagement in the learning process and ultimately promote their proficiency, e.g., through focus on form, information processing through guided instruction, and task-supported instruction (Ellis, 2016; Long, 2016). Finally, this presentation will introduce various techniques of formative assessment to provide students with opportunities to demonstrate their understanding of grammar concepts. Considering the time limit, this presentation will briefly demonstrate grammar
Instruction for beginning-level and discuss key issues mentioned above through an interactive presentation.

Service Learning and Community Engagement in Korean Class
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In the context of a school-wide academic initiative called “Serve-Learn-Sustain” and the growing attention to service learning in language teaching as a vehicle for student empowerment and leadership as well as students’ career development, a content-based Korean language course, “Korean Community Service Learning”, has been offered in our university. This presentation session discusses the curriculum development of the service learning course, including sample class structure and lessons, class activities, and projects, as well as the pedagogical implications of language learners’ community engagement within academic curricula, and the benefits and challenges of such a course.

Service learning as an instructional tool in higher education has been acknowledged for the past two decades but as of yet has not been extensively applied to the Korean classroom setting. Bringle & Hatcher (1995) define academic “service learning” as “a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity to gain further understanding of course content”. Service learning differs from community service, internships, and field study experiences in that the service activity is connected to the course learning goals through reflection and critical analysis and seeks to balance the benefits to the students with benefits to the community partners. Therefore, community engagement projects not only address a community need, but are also integrated with the knowledge and skills taught in the classroom. The community could be on- or off-campus depending on the operational context of each language program, and thus the lack or absence of an established Koreatown or Korean community near the campus would not be an obstacle.

Based on this pedagogical notion, I have developed a dual component service learning course for advanced Korean learners, involving: (i) in-class activities, including lectures, discussions, oral reports, written reflections, and project evaluations with a survey; and (ii) a 10-week community service project outside the classroom. When it was first offered, the class consisted of students with various linguistic and cultural backgrounds, including Korean heritage students (Korean-Americans), non-heritage Korean learners, and native Korean students. Two different projects fitting with the course’s goals were designed and assigned to the students according to the students’ interests, needs, and language backgrounds, as well as communities’ need.

The session audience learns the benefits of service learning for language learners, not only for their linguistic and cultural proficiency development but also their social and intellectual connections with the target communities that could not have been accomplished in the classroom alone. Additionally, the audience obtains hands-on strategies and practical ideas on curriculum design for a service learning course so they can initiate a service learning class based on their own unique Korean program environment. Overall, the session offers feasible guidance on how language courses can be integrated with campus communities and how to expose students to authentic and real Korean communities and society, thereby providing them with cross-cultural insights that extend beyond mere language acquisition.