

Communication in Korean language classrooms: Analysis of classroom discourse patterns through code-switching

Gysoon Bae & Eunju Kim, Defense Language Institute Foreign Language Center

This longitudinal qualitative study is an attempt to analyze teachers' language use and patterns of code-switching in relation to students' level of Korean language proficiency, and how teachers' language choices (Korean or English) influences students' verbal reactions and classroom dynamics in different stages of foreign language acquisition.

In the area of second or foreign language acquisition, it has always been a matter of controversy as to how often teachers need to use the target language in the classroom. (e.g.; Asher, 1993; Chaudron, 1988; Cook, 2001; Moore, 2002; Swain & Lapkin, 2000; Turnbull, 2001; van Lier, 1995). Even though nobody would question the importance of using the target language in the second/foreign language learning process (Liu, et al., 2004), few studies has investigated how teachers' choices of language in the lassroom relates to students' language learning process.

The main participants of the study are two Korean teachers and 30 students who learn Korean as a foreign language in a government sponsored foreign language institute. The data are collected for 6 months through classroom observations, interviews, and a survey. Verbal interactions between teachers and students in the classroom are recorded and transcribed for analysis. A survey is administered for teachers and students in an attempt to identify their opinions or perceptions of using the target language in the classroom. In addition, in-depth interviews are conducted with two Korean teachers and five students in order to get additional information which was hard to acquire through the survey.

So far, a number of studies relating to code-switching and language use in the second or foreign language classroom were mainly concerned with teachers' language use and the patterns/functions of code-switching at specific moments of classroom interaction. Those studies, which excluded the students, provided only limited insights into the actual learning process on the part of the students and into classroom dynamics between the teacher and students. By looking at students' as well as teachers' language use for extended periods of time, this study provides more comprehensive insights into the role of language in the foreign language learning process. In this regard, the results of this study will provide more realistic instructional suggestions as to how immersion methods can be applied more flexibly for students in different stages of foreign language acquisition.

Understanding listening comprehension strategies of American KFL learners

Andrew Sangpil Byon, University at Albany, State University of New York

The goal of this paper is to investigate the listening comprehension strategies of American KFL (Korean-as-Foreign-Language) learners. Using a type of recall protocol called "retrospective verbalizations" (Ericsson and Simon, 1993; Goh, 2002), the paper aims to examine what kind of listening comprehension strategies the learners use during listening tasks. Retrospective verbalization is a qualitative data-gathering tool, where the investigator asks participants to verbalize everything that goes on in their minds immediately after they perform a listening task. This protocol provides the investigator with a window into the participants' minds during the target activity. Sixteen American KFL students of EAK 301 'Advanced Intermediate Korean 1' (the first half of the third year Korean class offered at the University at Albany, SUNY) participate in this study. The rationale of this study is twofold. First, the number of studies that concern teaching listening skills in KFL classroom settings is limited. For example, there has been no previous attempt to investigate listening comprehension strategies or to document American KFL learners' listening experiences using the recall protocol. The qualitative data of the protocol can help KFL educators and researchers better understand how the learners employ diverse listening strategies, express various emotional stances, and make constant self-evaluating remarks regarding their own listening paces and difficulties. Second, understanding what goes on in students' cognitive realms during listening tasks can assist us in better understanding what may hinder or facilitate the listening comprehension process and in bringing forth relevant pedagogical implications.

Implications of a successful failure of dual track systems

Hangtae Cho
University of Minnesota

The issue of mono-track vs. dual track systems has been a chronic dilemma in Korean Language Education in US colleges. There has been a general consensus that a dual track system can serve both heritage and non-heritage students better than a mono track system. The dual track system has been successful in several big programs such as UCLA and UC Berkeley. However, it is believed that establishing a dual track approach in small Korean programs is difficult because of issues such as limited resources, low enrollments and administrative complications.

According to You (2001), about 85% of total enrollments in college level Korean classes in the US are Korean heritage speakers. In other words, most Korean programs in US universities have been established to serve ethnic Korean descendants such as second or third generation Korean Americans. In an attempt to better serve the heritage students and to expand their programs to reach out to other American students who are true beginners, these programs are currently initiating dual track systems.

In the case of the Korean program at the University of Minnesota, we offered accelerated classes for heritage speakers in the fall of 2002 and 2003. But, because of low enrollments, we were unable to offer these courses two years in a row. As a consequence of this situation, and for resource and geographical reasons, the program has mainly focused on serving true beginners. As a result of this focus, combined with unsuccessful attempts to initiate a dual track system, the program has been growing very successfully in terms of both heritage and non-heritage speakers.

In this paper, I argue that installation of a dual track system would benefit both heritage and non-heritage learners regardless of the program size. I also argue that an emphasis on non-heritage students in the wake of failed dual track attempts can actually make a Korean program as a Foreign Language (KFL) more accessible to other non-heritage American students.

Interpersonal relationships, investment and Korean identity in online space

Sunah Cho, Univ. of British Columbia

Korean-Canadian children's online communication with the heritage community in Korea has increased considerably. Has it enabled Korean-Canadian kids to practice Korean language and culture? Does it lead to their socialization into their heritage and to personal investment in Korean identity? Does this unprecedented technological breakthrough transform the remoteness of the home country to a connectedness with the imagined heritage community despite the physical distance? Little research has examined these questions.

This study provides a detailed systemic functional linguistic analysis of online exchanges through email and MSN chat carried out by Korean-Canadian children. In particular, interpersonal meanings were examined to provide a clearer understanding of how Korean heritage learners develop their interpersonal relationships through online communications. Furthermore, I investigated how their interpersonal meanings were realized in different online communication modes. The following questions were examined: 1) How do Korean-Canadian children use interpersonal meanings (Appraisal, Involvement, and Humor [see Eggins & Slade 1997] in their online interactions? 2) How do two online communication modes (MSN chat and Email) function differently in interpersonal communications?

Preliminary findings suggest that participants' use of interpersonal meanings provide evidence of their personal attitudes and linguistic identities; that participants' use of interpersonal meanings changes over time; and that the participants represent their interpersonal relationships differently in MSN chat and Email. Implications for heritage investment and identity will be discussed.

Korean As a World Language

Sungdai Cho, SUNY; Insook Chung, Educational Testing Service & Mark Peterson, Brigham Young University

In this paper, we will explore the ways in which Korean becomes a world language from three different perspectives, (1) the Heritage-learner's perspective, (2) the Heritage-learner's perspective, (3) the K-12 perspective. As there are three major populations of Korean learners, the actual struggle in teaching Korean is to accommodate these three populations. We will offer suggestions that will enlighten the future direction for Korean to become a world language with respect to the teaching and learning of foreign languages.

First is the need to set up national standards for Korean learning, based on the National Standards for Foreign Language Learning (1993) showing what students should know and be able to do as a result of studying Korean language and culture. During the development of these standards, extensive input from the field as well as from business and government leaders are to be solicited nationally. That process will result in standards that are universally accepted in the United States as the definitive description of what students should know and be able to do in a second language as a result of K-16 classroom instruction. These are general guidelines intended to be used with state and local standards and curriculum frameworks to make them useable for the classroom teacher.

Second, we also need to establish performance guidelines, based on the ACTFL Performance guidelines showing how well students should be able to use the Korean language and demonstrate their knowledge of the language and culture. These guidelines have to be developed in response to the demand from the profession for guidelines designed specifically to describe K-16 students whose language learning has taken place in a classroom.

Third, a national standard for assessment in Korean needs to be established to allow us to know how our students are progressing towards achieving the standards. There are increasing numbers of assessment packages available nationally to help teachers design proficiency-based, standards-based assessment, but not in Korean. The inseparable relationship between Korean language learning and Korean language testing is well recognized. For successful Korean language learning to occur, we cannot ignore the washback effect of Korean language testing on Korean language learning. Language testing can be a powerful tool that encourages and reinforces language learning. One example of a standardized Korean language test administered in the U.S.A. is the College Board's SAT Subject Test in Korean. The test questions are developed through rigorous content and statistical review processes and the number of SAT Korean test takers has been increasing steadily, from 2539 in 1997 when it was first administered, to 4687 in 2005. The SAT Subject Test in Korean is a good indication that Korean has started its journey to becoming a world language, and we need continued support and effort to increase its popularity. In addition, creating different kinds of standardized Korean tests for populations beyond high school would be desirable.

Finally, we suggest that a national organization accommodate teachers of these three populations; teachers of college, high school and community school, irrespective of heritage or non-heritage learners.

Case Study: Effective Korean Proficiency Enhancement through Student Streaming

Amanda Covell, Byung-Joon Lim, Jieli Zhao (Dean of Asian School), Defense Language Institute Foreign Language Center

This paper reports a case study of streaming in two Korean Basic Course classes at the Defense Language Institute (DLI). Studies in Second Language Acquisition (SLA) show that streaming has both positive and negative effects on students' proficiency enhancement. It seems that, by clustering students into homogeneous groups, teachers find instruction easier. Some students, however, may be exposed to only lower-level content and skills while others are exposed to a more enriched curriculum. While proponents of streaming argue that separating students into ability groups allows teachers to target curriculum more effectively, others find that streaming has little impact on the students' proficiency enhancement.

This study investigates (i) the efficacy of streaming associated with higher performance levels, (ii) the efficacy of streaming associated with lower performance levels, and (iii) students' attitudes and motivational orientations toward studying Korean during the streaming process.

American students learning Korean as a foreign language at DLI are the participants. One Basic Course class with 26 students was divided into three groups in the first semester: one advanced class and two regular classes. Another class was divided into four groups: three regular classes and one weaker class.

The students' progress was closely monitored each week through classroom observations, monthly sensing sessions with the students, and weekly meetings with the instructors. After the sixty-three week instruction was completed, the students took a standardized exit test, the Defense Language Proficiency Test (DLPT). The students also completed two formal evaluations of the program: the Interim Student Questionnaire (ISQ) and the End of Class Student Questionnaire (ESQ).

The findings suggest that streaming associated with the higher level students had a positive impact on their learning of Korean. The first class achieved a record-high success rate in DLPT. Their motivation level was also extremely high. The second class is still in progress, so their result is inconclusive at the point.

It is expected that the results can guide Korean educators as to which type of streaming should be implemented for diverse learner types. Although the current research is focused on adult learners, its application extends to K-12 and other levels of Korean instruction. Furthermore, the research findings may also provide useful guidelines for the curriculum developers of heritage and non-heritage learners' classes.

Does L2 proficiency make a difference in choosing between WDCT and ODCT?

Sang Kyung Han, Univ. of Pennsylvania

Among the various data collection methods available for assessing pragmatic ability, the Discourse Completion Task (DCT) has been widely used (despite its lack of closeness to the natural data). Within the category of DCT, Written Discourse Completion Task (WDCT) and Oral Discourse Completion Task (ODCT) are the main data collection methods which evince a subject's production skills. Although some studies have examined and compared the effectiveness of one data collection method over another for a given L2 proficiency level, few studies have compared the effectiveness of WDCT to that of ODCT across different L2 levels.

This study proposes to examine whether there exists a clear and universal advantage to one data collection method over the other, regardless of subjects' L2 proficiency levels. The results of this study should give researchers in the field of L2 pragmatics empirical evidence to support the choice of a data collection method for closely and accurately assessing subjects' L2 pragmatic skills.

Two groups of college students learning Korean as a foreign language in an American college will participate in this study: students from an elementary class and those from an advanced class. Each group will consist of 6 students, and each group will be subdivided into two groups, a WDCT group and an ODCT group. Data from these groups will be compared within the same proficiency level to see if there exists a clear advantage for one method over the other. For data collection, nine request situations will be given to each subject. The nine requests will incorporate three different social power relations and three different social distance variations. In analyzing the data, the researcher will examine which request strategy each subject produces in a given request situation. The framework of the CCSARP (Cross Cultural Speech Acts Realization Project) will be used for analyzing each subject's choice of request strategy.

It is expected that this study will contribute to the growing field of assessment of pragmatics in learning Korean as a foreign language by (a) adding an understudied group (college students learning Korean as a foreign language), and (b) examining whether researchers need to choose a different DCT depending on students' Korean L2 proficiency level.

The Role of Culture as a Social Construct Student in Students' Learning Korean as a Heritage Language

Young Wha Hong University of California, Riverside

Subject: This study explores the perception of the role of culture from 141 U.S. college students who are learning the Korean language as their heritage language (KHL). To the students, the following questions are posed: (1) "How do Korean students perceive the role of culture as it relates to motivation?"; (2) "How do Korean students perceive their cultural motivation/interests as it relates to their KHL proficiency?"; (3) "What types of cultural activities or media are effective to motivate students to learn Korean and to enhance their KHL proficiency?"

Methodology: A quantitative research along with a questionnaire was administered to obtain the students' perceptions of culture or culture learning. The data were analyzed through descriptive statistics, factor analysis, and correlation coefficients addressed in the research question.

Selected Findings: Results showed that students regard culture as very important and they believe positively that culture learning in the classroom contributed to motivate their Korean learning. It was also found that students positively believe that culture learning in the classroom helps them attain Korean language proficiency. Data indicated that the major media and activities for cultural incorporation into language instruction are epitomized as music, movies, culture projects, and web activities. Among them, the textbook should be reconsidered as the main resource through which students learn culture with a thematic approach. Findings revealed that the role of teachers in teaching culture is very important and influential when they are correlated with the cultural medium/activity; students felt more effective and satisfied with culture learning under the teachers' guidance.

Implications: Teachers and administrators may use the findings of the study to develop curricula or instructional designs to motivate HL learners and to enhance their HL proficiency.

L2 development of Korean head-internal and head-external relative clauses

K. Seon Jeon, Columbus State Univ. & Hae-Young Kim, Duke Univ.

Korean has two types of relative clause construction: head-external and head-internal. The head-external relative clause is characterized by an adnominal verbal suffix without a relative pronoun, whereas the head-internal relative clause has its lexical head in the relative clause and is marked by an adnominal verbal suffix and the complementizer *kes*. It has been observed that the head-internal type emerges earlier than the head-external type in L1 Korean development. The current study explores the developmental pattern of the two types of relative clauses by learners of Korean as a Foreign Language (KFL). Oral production data were collected from 40 KFL learners. The current study reports the results of the analysis of the data from pretest and posttest which was administered two weeks after the instructional treatment. It was found that there was an advantage for subject gap over object gap in the head-external relative clause, but it was mediated by headless and head-internal relative clause construction. The results suggest that a head-external relative clause in Korean does involve syntactic mechanism of linking the head and the gap relation. This may not be the case for a head-internal relative clause which does not involve an observable gap. Moreover, the developmental sequence of headless to head-internal to head-external relative clauses was found to interact with Noun Phrase Accessibility Hierarchy in that the earlier forms were more frequently used for object gap than subject gap while head-external forms were more frequent in the subject gap condition.

Chinese Character Education in Teaching Korean as a Foreign Language: A New Paradigm of Cognitive Expansion

Min Jung, Hanyang/Rutgers Univ. & Young-mee Yu Cho, Rutgers Univ.

Given the fact that the Sino-Korean vocabulary takes up as much as 70 % of the entire word list in most Korean dictionaries, incorporating Chinese characters ('*hanja*') into Korean language education is worth exploring as an essential pedagogical tool, particularly for the purposes of facilitating textual comprehension and ultimately enhancing the language learning experience, especially at and beyond the intermediate level. On the other hand, prescribing a rigid regimen of Chinese character study as part of Korean language learning has proved to be too demanding to foreign learners as well as heritage learners outside the Sino-cultural sphere. It also looms large as a potentially negative factor and may seriously undermine the motivation of the students in some cases. From this standpoint, Chinese character study in KFL should be approached with caution and in an innovative spirit, unlike in the fields of Chinese and Japanese language education where character study cannot be separated from language study per se.

We will start by evaluating four existing *hanja* textbooks designed for English speakers that are published by Yonsei Univ. Korean Language Institute, Seoul National University, Univ. of Hawaii Press, and Hollym International. In addition, we will review two textbooks (*College Korean* by Univ. of California Press and *Modern Korean: An Intermediate Reader* published by Hawaii) that incorporate *hanja* training as an essential part of Korean language teaching. The existing materials heavily concentrate on individual characters with the emphasis on writing and stroke order. In addition, the *hanja* words are grouped by their uses in the Korean text that often describe scenes and situations encountered in Korea. The problem with this approach is that explanations for individual characters are not systematic, nor do they suggest logical possibilities to categorize the relevant vocabulary and expand the learner's lexicon. Furthermore, there is very little attempt to relate the actual uses to the understanding of the meaning of each character. No principles are employed to account for characters embedded in Korean sentences. Rather, the learner is expected to rely on rote memory to acquire individual vocabulary items that are loosely grouped together due to their accidental uses in particular texts.

In this paper, we suggest a new paradigm in *hanja* study. The purpose of character study is not to acquire Chinese characters for their own sake, but to enlarge the Korean language vocabulary by understanding the unique logographic characteristics of Chinese characters; i.e., each character is associated with a meaning and a sound, and understanding the principles of word formation is the first step in integrating *hanja* into Korean language education. As has been painfully observed by numerous KFL teachers, one of the biggest stumbling blocks to raising the learner's proficiency beyond the intermediate level is the sheer effort and time devoted for the study of vocabulary. Once the principles of association and derivation in *hanja* are laid out and understood by the learner, we submit that the acquisition of Sino-Korean vocabulary could be dramatically facilitated.

Our new methodology is partially based on Tasan Chong Yagyong's revolutionary ideas laid out in his book, *Ahakpyon (On Educating Children)*. Arguing against the universal textbook, *Chonjamun (One Thousand Character Classic)*, Tasan proposed a new way of cognitive expansion by categorizing characters by natural classes as well as by their grammatical functions. We propose six principles that, we believe, will yield concrete linguistic activities for practical applications: 1) deriving multiple vocabulary items using a single character, 2) vocabulary expansion through semantic groupings, 3) utilizing radicals for natural classifications, 4) creating

vocabulary clusters using thematic affiliations, 5) expansion through the use of antonyms, and 6) acquisition through associative leaps and sequential methods. In sum, the above principles will be a radical departure from the traditional vocabulary acquisition via fragmentary exemplifications, and will prove to be an effective way of dealing with massive Sino-Korean vocabulary in KFL.

The Affect of Teaching Poetry in Korean Language Education

Sunny Jung, University of California Santa Barbara

Presently, the use of Korean poetry in education is a neglected field of theory and practice for the advanced student. Therefore, in this study I will explore 1) the effectiveness of poetry in terms of foreign language acquisition, 2) various techniques and practices useful to teaching foreign language poetry in an advanced Korean language class, as well as addressing the difficulties that most certainly will arise. Lastly, a survey will be taken to concentrate on the important information offered in the student reaction.

Poetry possesses an articulate energy that empowers students' confidence towards expanding the four language skills of speaking, listening, writing, and reading, as well as the cultural understanding of the target language. Students can improve their options for articulation by exploring the complex syntactical structures found in poetry. Furthermore, such literature is enriched with themes and philosophies that are expressed stylistically, showing the artistic side of the Korean language. More importantly, for the purposes of foreign language education, deduction of poetry requires deeper comprehension of words, which leads to vocabulary expansion. Reading and reciting poetry aloud can confirm grammar and enunciation for the student. For example, in order to recite poems accurately, the student must try to remember correct consonant and vowel assimilation, palatalization, liaison, and sound. The challenge of composing their own poetry at the end of the study will help the students reaffirm their improved vocabulary and understanding of complex syntax in Korean, including special forms of Korean rhetoric - conversational and narrative - unique in its poetry. The goal in reading, imitating, and then creating poetry in the Korean language is for the advanced student to attain a higher level of comprehension that accesses the language culturally.

In conclusion, through a survey I would like to show the results of the study from the point of view of the students concerning their confidence in attempting the poetry from the start of the course to the end of it. The effect of this class on advanced Korean language students may show what is lacking from Korean language studies as a whole. The study of poetry in a foreign language is a great educational necessity, for it calls on creativity and inventiveness in order to attain comprehension at the higher levels of culture and art. This translates into a student's ability to immerse himself/herself in the context of the language through practice and not merely to study in a detached manner.

Active Learning: A New Approach to Improving Students' Fluency in a Foreign Language

Insook Kang, Univ. of Pennsylvania

"Is it necessary for us to take examinations?" This question, which was raised by a student, gave me the opportunity to reconsider if formal written tests actually reinforce what students learn in class. In the past, I have administered written examinations to gauge a student's improvement in writing, grammar, and reading comprehension. While written examinations can assess a student's performance, they can also limit the depth in which a student understands a new language.

Written exams tend to place an emphasis on simply memorizing vocabulary and grammar rules, then regurgitating that information during an exam. I found that students were not able to retain what they learned throughout the semester or greatly improve their fluency. In effect, I implemented an innovative approach called "Active Learning" for elementary and intermediate level language students at the University of Pennsylvania.

Active Learning stands apart from conventional curriculum because there is less emphasis on written exams. This is not to say, however, that there are no exams in this class. Each class is thought of as an oral exam. Through Active Learning students improve their language skills primarily through their class contributions. By endorsing a mutually agreed upon contract, students set their own goals for the class and make a personal investment in the course.

Through Active Learning, more emphasis is placed on the student's ability to process the information and put it into practice. I have found that student led discussions and problem solving have a greater impact than the professor "giving answers" to students. Students are aware that they are being observed and that they must show that they understand the information during class. Thus, everyone comes to class prepared, knowing the material, and willing to participate in class activities. A student will be given a grade depending on his or her improvement throughout the semester and eagerness to learn the language. In addition, students comment that Active Learning removes the unnecessary stress of written exams and fosters a relationship between the students and professor.

In comparison to the former learning style once used, this innovative approach actually requires a much more intensive amount of preparation, participation in class activities, written work, oral exams, and out of class group projects. To investigate the improvement of the class after this approach was taken, student interviews, journal entries, and video-tapings were collected throughout the semester. This research shows a vast improvement in fluency, grammar, and writing.

Streaming Students: An Option for Higher Proficiency?

Sahie Kang, Defense Language Institute, Foreign Language Center

This paper will report the empirical study of streaming students based on their academic performances, proficiency levels and abilities in DLI's Foreign Language classrooms in order to improve students' proficiency and to reduce academic attrition. Research findings told us that students' ability groups often resulted in lower performances for certain groups of students. This paper will explicate that some ability groups resulted in higher proficiency results and low attrition rates with carefully tailored approaches. Different kinds of data such as individual students' and groups' performances and progress will indicate that streaming students enhanced students' learning, especially for high performers. On the other hand, the collected data and analysis will support the common research findings of the inefficiency of streaming students for low performers. The data including results of final exit exams, students' and teachers' attitudes, motivation and morale, and their own evaluations and feedback will be analyzed and discussed. The paper will also discuss lessons learned, i.e. students' positive opinions and feedback for ability groups do not necessarily coincide with their performances and low performers tend to stay in their comfort zone and do not put in extra efforts. Based on research findings and lessons learned, the paper will propose future directions for streaming students, i.e. forming an honors class and mixing low performers with average performers, to maximize learning in language classrooms and increase the retention rate. At the same time, different kinds of unexpected variables such as students' anxiety with uncertain outcomes, personal issues other than academic issues, changes of administrative structure, and change of teachers and the chairperson are discussed as interfering factors for students' performances.

Teaching Korean Idioms through Contemporary Visual Media

Hee-Sun Kim, Stanford University

One of the most challenging tasks for foreign language learners is to understand idiomatic expressions frequently used by native speakers. Since idioms are expressions whose meanings are not composed by the individual words, learning idioms has always been very difficult for learners. And yet learners must be prepared to meet the challenge because idioms are found in all forms of discourse: in conversations, lectures, movies, broadcasts, and soap operas. Thus, how to help students acquire idioms has long been a challenge to Korean educators.

Recently, Korean educators have recognized the importance of teaching idioms and have provided sections for idioms in intermediate or higher level textbooks. However, most of the Korean textbooks present idioms as part of vocabulary lists or appendices, resulting in narrowing down the learning process to memorization or drilling tasks. Given that idioms are figurative in meaning and often involve social and cultural knowledge of the target language, learners often fail to retain the knowledge learned in such highly limited or absent context. To increase the efficacy of learning and teaching, idioms should be taught in meaningful contexts, which facilitate learners' understanding and enhance their learning.

This paper introduces an effective instructional design for teaching idioms in a content-based instruction—tested in Korean class—which utilizes authentic Korean video clips and visual materials. Adopting contemporary visual materials for teaching idioms was found to be very efficient in that they provide not only meaningful contexts but also cultural knowledge. Further speaking activities are also described which help students understand and produce idiomatic Korean in a natural context. Pedagogical suggestions are summarized as follows.

- i. Prepare three or four idioms and discuss the literal meaning of individual words with students.
- ii. Present short contextualized sentences to students, and give students five minutes to guess the meanings. The context should be concrete and easy to understand.
- iii. Show video clips containing the idioms.
- iv. Give students three more minutes to work out possible meanings. Give feedback and teach the meanings of idioms.
- v. Put students into pairs and perform speaking activities to solidify their understanding.
- vi. Provide related idioms as their further study or assignment.

Sentence processing differences of Heritage and non-Heritage learners of Korean

Hi-Sun Helen Kim, University of Chicago

This empirical research reports on L2 processing of Korean relative clauses (RC) to investigate the transfer and strategies used by heritage language (HL) and non-HL learners of Korean (N=128). HL learners can generally be described as those who are English dominant speakers with significant exposure to the heritage language and culture. Studies on L1 and L2 sentence processing (e.g. Kim, 1999; MacWhinney, 2002) suggest that speakers of head-final languages (e.g. Korean and Japanese) heavily rely on case marker cues, while English speakers rely on word order cues to determine the grammatical role of argument NPs. If so, to what extent do HL learners process like native speakers and to what extent do they process like L2 learners? Also, what type of processing transfers do HL learners have that differ from those of non-HL learners?

Similar to O'Grady, et.al. (2003), the present study assessed learners' listening comprehension of Korean RC structures using a picture-selection task. Consider the following examples:

- | | | |
|-----|------------------------------------|----------------------------------|
| (1) | a. Subject-gap RC | b. Direct object-gap RC |
| | [_ namca- <i>lul</i> po-nun] yeca | [namca- <i>ka</i> _ po-nun] yeca |
| | man-ACC see-RL woman | man-NOM see-RL woman |
| | 'the woman who sees the man' | 'the woman who the man sees' |

To distinguish between the two types of RCs, the listener is required to rely on the case marker cues. Hence, this experiment tested how well the L2 learners use case-marker cues when processing Korean RC structures. Error analysis was also conducted to identify the processing transfers and strategies employed by the learners. If HL learners are more like native speakers of Korean, they should have good command of case-marker cues and exhibit no English transfer when interpreting Korean sentences. On the other hand, if HL learners are more like English speaking L2 learners, their difficulty in utilizing case markers and/or their use of English word order strategy should be observed in their processing.

With varying language environments, HL learners have diverse experiences and exhibit heterogeneous linguistic characteristics. The results revealed that the L1 during the ages of 0-5 variable was crucial in determining the variability of both HL and non-HL learners. Thus, based on the background information, the HL learner participants were classified into one of the three sub-groups: those who reported their L1 as (i) Korean, (ii) both Korean and English, and (iii) English. For non-HL learners, two sub-groups were also identified. The first sub-group included those whose L1 is English, and since Japanese and Korean share similar basic syntactic properties, the learners who reported Japanese as their L1 were the second sub-group. The findings showed each sub-group to be employing different processing transfer and strategies, which in turn has direct implications in the domains of pedagogy, bilingualism, language acquisition and fossilization.

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Korean Word Prosody Produced by Non-heritage Learners

Mi-Ran Cho Kim, Andrew J. Lotto, and Jin-Kyu Kim, Univ. of Georgia Univ. of Texas-Austin, Kyongju National University

Suprasegmental features refer to the properties of speech sound which extend to the units larger than the segment. These often include tone, stress, length, pitch-accent, and intonation. These features can be described in terms of several acoustic features, such as frequency, duration, and/or amplitude.

In Korean, up until the Middle Korean period, tone was used as a phoneme. Partly due to the Chinese influence, Korean also had high, rising, and low tones. In modern standard Korean, however, tone difference has been replaced by a length difference. That is, long vowels occur in the places where rising tones occurred in Middle Korean (Sohn, 1999). Tone differences are preserved only in several dialects, such as Kyongsang dialect and Hamkyeng dialect. In contrast, English is a stress-timed language in which a stressed syllable is produced with higher pitch, longer duration, and louder amplitude than an unstressed syllable.

The present study is designed to provide a precise phonetic description of the Korean word prosody produced by non-heritage learners of Korean. For the data collection, recordings will be obtained from 12 non-heritage learners of Korean who enrolled in the intermediate Korean class at the University of Georgia. Each participant will be asked to read a list of sentences that contains 18 tokens. The tokens include 6 monosyllabic words, 6 two-syllable words, and 6 three-syllable words. The recordings will be made three times by each participant. For the acoustic analysis, frequency (f_0), duration, and amplitude of each syllable will be measured.

Findings from this study will be compared to previous research findings from the productions of native Korean speakers. The findings are expected to help KFL learners to better understand Korean word prosody so that they can reduce the foreign accent in Korean production.

Frequency effects in processing the neutralized codas by English-speaking learners of Korean

Min Sook Kim, University of Wisconsin-Milwaukee

The purpose of this paper is to report on an empirical study testing the claim that the relative frequency of target-language structures in the input of second-language (L2) learners effects the acquisition of those structures. The present study investigates the ability of English-speaking learners of Korean to recover the underlying representations (URs) of neutralized codas in Korean. Seven Korean obstruents (i.e. /t, t^h, s, s', h, c, c^h/) are phonetically neutralized to [t] word-finally, as in [kit] 'feather' for /kis/ and [nat] 'day' for /nac/ (Kim & Jongman 1996). This neutralization in Korean is phonetically complete in that even Korean native speakers can recover the Urs only through listening to words pronounced in isolation (Jongman 2003).

Therefore, the present study tests the following hypothesis: When listening to pronunciations of Korean words in which codas have been neutralized, the URs recovered by L2 learners will be those that occur most frequently in the learner's input. A total of 16 subjects, 8 females and 8 males, were asked to write down 31 orally-presented Korean words: 20 were unfamiliar words containing a neutralized coda and 11 were distracters. The URs of Korean obstruents are distinct orthographically as in /ㄷ, ㅌ, ㅅ, ㅆ, ㅎ, ㅈ, ㅊ/. The subjects had to choose one UR among the seven possibilities. Since this was a foreign-language learning environment, the frequency of the neutralized codas was measured based on the subjects' textbooks and workbooks.

One possibility would be for the subjects to choose [t] as the UR; another, the one predicted by the above hypothesis, would be for them to choose the most frequently-occurring UR in their input.

The results confirm the hypothesis. Twelve of the subjects chose /s/ as the UR in more than half of the test words. This supports the hypothesis because /s/ is the most frequent coda obstruent in the input, occurring 55 % of the time. The remaining four subjects chose /t/ as the UR in the majority of test words; /t/ is the third most frequently occurring coda obstruent in the input, occurring 10.1 % of the time. A correlation between the input frequency and the results from the L2 learners of Korean appears to be .89, which is a very high correlation.

This study suggests that language instructors need to be aware of the importance of frequency effects in the learners' input.

Characteristics of Korean spoken by Korean-English bilingual speakers

Myoyoung Kim, University at Buffalo, the State University of New York

The purpose of this study is to see to what extent fluent Korean-English bilingual speakers' Korean is similar to that of Korean monolingual native speakers. As Cook (2002, 2003) proposed in her characteristics of L2 users, L2 users' L1 (English speakers of Korean) should be treated in different ways. In order to establish assessment criteria for fluency in Korean produced by Korean-English bilingual speakers, a more realistic goal needs to be set up based on balanced Korean-English bilingual speakers' Korean.

For this study, 10 Korean-English bilingual speakers' narrations were recorded and transcribed for analysis. All subjects were asked to narrate two 3-minute long film clips: one in Korean, one in English. The reason for adopting this methodology is to allow for fair comparison of results: Since all the subjects were shown the same film clip during the same period of time, it would be fair to compare characteristics of their Korean; narration in English was used to decide whether the subjects were balanced bilinguals. Their narration in English was judged by three English native speakers and graded using 10 grade scales. The lower the number is, the less fluent the English of the subject was. Subjects participated in this experiment received an average of 9-10 for both their English and Korean narrations. Thus they can be classified as balanced bilinguals.

Upon completing transcription, three aspects of Korean will be examined: Phonological aspect, lexical aspect, and morpho-syntactic aspect. After the differences between Korean monolingual speakers' Korean and Korean-English bilingual speakers' Korean have been reported, the factors which caused the differences will be discussed. It will also be suggested that the differences found in Korean-English bilingual speakers are not a deviation of Korean, but unique characteristics of Korean speakers who speak English as fluently as Korean. Finally, implications for teaching Korean to English native speakers will be discussed.

Teaching Second Language Intonation of Korean **Insung Ko**

Insung Ko, University of Hawai'i at Manoa Kapiolani Community College

Teaching pronunciation has been ignored in second language acquisition (L2A) or communication in L2 for some obvious reasons; most phonetic mistakes are usually recoverable by the interlocutors unless the misplacement of distinctive features critically hinders participants' interpretations of the utterances in the given contexts. In L2 environments, any lack of target prosody easily leads to the characterization of the speech as one with foreign accent, which may provide an unnecessary dysfluency marker to the interlocutors. However, it should be recognized that a foreign accent may depreciate the high achievement of fluency in various dimensions of language competence from the beginner level to the advanced level.

The present study begins with the acoustic analysis of Korean production of second language learners adopting the prosodic (K-ToBI) model of Jun (1998; 2000), which defines the default pattern of Korean accentual phrases (AP) as LHLH. The results in general agree with the study of Jun and Oh (2000) in that it is more salient and therefore easier for L2 learners of Korean to acquire the phrase final H tone of APs than the phrase medial H tone, and show that a variety of foreign accents in L2 Korean are attributed to the incorrect realization of the AP pattern.

Additionally, this study sheds light on the application of acoustic analysis to teaching L2 prosody. Even in the L2A field focusing on communication, it is also required to teach pronunciation in class because there are still some needs of L2 learners at every level who want to make themselves sound fluent with a better command of target pronunciation. This study shows that teaching intonation in the L2 classroom of Korean helps L2 learners notice the contrastive differences of prosodic structure of their interlanguage from the target language so that they can monitor their production for the sake of L2 prosody. In particular, this study provides a potential tool for remedial classes by visualizing the prosodic structure of L2 learners.

**How can I see 'Rain' on line?:
Learner needs for technological supports in KFL classrooms**

Kyoungrok Ko & Kwang Hee Hong, The Ohio State University

Due to the rapid development of digital technologies, last two decades has seen a new paradigm in teaching methods as well as materials in foreign language education (Chapelle, 2003; Derewianka, 2003; Salaberry, 2001). With the introduction of computer-mediated communication tools and computer-assisted language learning (CALL), traditional foreign language classrooms relying solely on textbooks, blackboards, and workbooks not only seem out of date, but are unlikely to appeal to students who are well-accustomed to state-of-the-art technologies. As the language of a leading informational technology country, Korean is becoming a more attractive foreign language to learn among younger generations in the world. In addition, many people agree that "the Korean Wave," a recent cultural phenomenon sweeping the world as well as Asia, owes largely to abundant digitalized pop cultures available on line. Therefore, it is the right time for Korean as a foreign language (KFL) educators to take advantage of these increased interests in digital materials by bringing technologies into classrooms.

Despite increased KFL students' needs of learning how to utilize digitalized materials in Korean, current KFL educators are still inclined to rely on students' willingness to surf on line by themselves without necessary supports in their classrooms. As a result, while a few students succeed in using electronic materials, a considerable number of students feel frustrated, and often abandon using them. Even though they, by some means or other, succeed in typing in Korean, many of them still suffer from difficulties in finding reliable resources in the flood of online information. Moreover, many in-class technical supports provided from KFL teachers' perspectives could be invalid as their technical environments are often different from students'.

Current study explores KFL learners' use of electronic materials in Korean, and investigates their needs for in-class supports. A twenty-item questionnaire was administered to forty learners enrolled in beginning-level college Korean courses in two Midwestern universities to investigate their usage of Korean as an input language, frequency of visiting Korean web sites, and degree and needs for in-class supports. Subsequently, two subjects who are successfully navigating and communicating on line in Korean and another two subjects who abandoned using Korean as an input system were interviewed. The study discusses how they succeeded or failed in terms of their motivation, knowledge of technology, and environments - internal and external supports. Finally, some suggestions are made to resolve some technical problems with which KFL learners frequently suffer.

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Teaching Korean as a Heritage Language: The Lexical Approach

Angela Lee-Smith, Yale University

This study aims to find how to implement M. Lewis' Lexical Approach to Korean language teaching primarily for heritage learners. As D. Wilkins pointed out: "Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed," and this clearly reflects the important role of lexis in language learning. Basically, the communication of meaning is placed at the center of language and language learning.

Korean language teachers often face heritage learners who, in general, lack a wide range of vocabulary and expressions, whereas they have already internalized their basic syntactic structures. This naturally leads the instructor to place a much stronger emphasis on the main carrier of meaning, 'lexis' (not only just words but also multi-word chunks) in the teaching and learning process. Therefore, the concept of a vocabulary should be extended from words to lexis.

This paper proposes a different methodology which comprises the steps Observe-Hypothesize-Experiment (O-H-E) as a substitute to the traditional Present-Practice-Produce (P-P-P) paradigm. PPP is designed primarily for non-heritage learners (so called foreigners), and it is not as powerful or effective for heritage learners as it is for non-heritage learners. Moreover, PPP encourages language instructors and learners to focus on grammar leaving much less attention to teaching-learning vocabulary in depth. OHE in this paper reflects a language learning theory, 'Noticing and Awareness' and most importantly, it is suitable for learner-centered, top-down approached, task-based, usage-based, and lexically focused language curricular. It can be applied to the structure, planning, and implementation of lexically-focused language courses.

In addition, this paper demonstrates instructional sequences and teaching-learning materials exemplifying how this procedure might operate in actual language classrooms. The changes of mind-set in both content and methodology involved in implementing the Lexical Approach do not mean a radical shift. Rather, they can be easily adopted in day-to-day heritage language classes.

Assessment of Student Metacognitive Awareness in the Language Classroom

Bokyung Murray, Defense Language Institute Foreign Language Center

Studies in second language acquisition have indicated that student metacognitive awareness can be a significant factor in enhancing learning ability in the language classroom, and, in fact, can separate the good learner from the novice (Butler, 2004; Gunning, 2005; Oxford, 1990; Rivers, 2001). There are two distinct aspects to this process: the ability of a learner to monitor progress as learning takes place, and the ability to adapt and make appropriate changes, as required, to improve performance.

This paper focuses on the importance of student metacognitive awareness in enhancing learning ability in the foreign language classroom, and demonstrates the use of several instruments to measure this awareness and develop a meaningful language learning profile.

After evaluating the basic proficiency skill levels of a native-English speaker learning Korean as a foreign language, two survey instruments, the Beliefs About Language Learning Inventory (BALLI) and the Strategy Inventory for Language Learning (SILL) were administered to determine this student's beliefs about language learning and her awareness of strategies employed for such learning.

As a result of these assessments, this learner achieved a greater understanding of her language learning profile, and her strengths and weaknesses. Also as a result of these findings, pedagogical suggestions for further enhancing her learning ability were prescribed, suggesting that teachers may also use these types of assessments as guidelines to help students improve their learning strategies.

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Integrating Culture in the Context of Korean Language Instruction to U.S. University Students

Kyung-Ah Nam, Univ. of Minnesota

Culture is inseparable from language. The strongly intertwined relationship between language and culture is becoming a significant issue in language education. The nature of the Korean language is deeply rooted in its high-context culture and it is essential to integrate cultural elements into curriculum for the most effective Korean language education. The overall goal of this study is to draw upon cross-cultural communication styles as an analytical lens for enhancing teaching effectiveness for Korean language instruction.

The purpose of this paper is 1) to explore different communication styles that lead to misunderstandings between Korean-native instructors and U.S. American students, and 2) to examine how to apply cultural integration in Korean language instruction.

Qualitative methodology utilizing focus group studies as well as in-depth interviews are used to analyze the intercultural interaction between Korean-native instructors and American students in an U.S. University classroom environment.

The high and low-context concept plays an important role in Korean language education. Due to its high-context culture, the Korean language heavily relies on context for meaning. Difficulty is often encountered when an American student from a low-context culture communicates with a Korean-native instructor from a high-context culture. Interactions between teachers and students are rooted in culture (Hofstede, 1986). This topic is chosen because there is an increasing need for cultural integration in Korean language instruction.

American students in Korean language classrooms come from predominantly low-context culture (often heterogeneous and individualistic) and accordingly have evolved a more direct communication style. They cannot depend on context or nonverbal communication, and must rely on words and on those words being interpreted literally. In contrast, Korean-native instructors are from high-context culture (homogeneous and collectivistic) and carry highly refined notions of how most interactions unfold in a particular situation. In regards to language discourse, they have less need to be explicit. They rely less on words and more on nonverbal communication. The use of euphemism or indirect discourse in Korean language comes from its high-context culture. For example, a sense of 'we (우리)' originates from its collectivism culture.

By discussing the primary differences between high and low-context cultures and their implications for language, this study analyzes 1) how American students perceive Korean instructors' teaching and communication styles; 2) why the lack of cross-cultural communication is an obstacle between Korean-native instructors and American students; and 3) how to apply these cultural difference to Korean language teaching for the most effective language instruction.

Teacher's Corpora for KFL Instruction: Their Creation and Application

Sang-suk Oh, Harvard University

In recent years, the use of linguistic corpora in language teaching has been attracting increased attention due to the rapid progress of technology and computer tools. (Tognini-Bonelli 2001; Partington 1998; 2001; Aston 2001) The fundamental rationale behind this trend is a data-driven approach to language pedagogy through which extracted real, authentic linguistic text data is presented to language learners to facilitate their learning of a language. Some key features of this approach are discovery learning, the importance of collocational knowledge in vocabulary acquisition, a bottom-up approach, and inductive language learning. This paper deals with the creation of teacher's corpora and their application to KFL instruction for college students of different levels. The term, teacher's corpora (as opposed to learner's corpora) is used in this study to refer to special corpora which are used by language teachers as a tool for language instruction. Teacher's corpora are created to accommodate students' learning needs in accordance with their levels in their learning of Korean. It has been observed that pre-existing corpora such as *21C Sejong corpora* has a limitation for pedagogical application simply because most concordance data in these corpora are too difficult – the lexical information are vast and confusing – for the beginning and intermediate students learning Korean. To provide these students with manageable text data, three different levels of teacher's corpora have been created: Harvie Teacher's Corpus I (HTC I), Harvie Teacher's Corpus II (HTC II), Harvie Teacher's Corpus III (HTC III). They have been created for the beginning/ intermediate levels, high intermediate/ pre-advanced level, and advanced level of Korean students respectively. HTC I compiled material mainly from children's fairytales and Korean elementary schools' textbooks and consists of 800,000 words. For HTC II (2,500,000 words), upper level fairytales, intermediate level essays and Korean middle-school textbooks, and selected articles from teenagers' were added to HTC I. As for HTC III (4,000,000 words) Korean high-school textbooks, selected imaginative works and essays drawn from various genres and newspaper and magazine articles were added to HTC II. In the second part of this paper, application of these three corpora will be demonstrated. This includes vocabulary teaching such as synonym, polysemy, collocational patterns, and different registers (formal vs. informal use) of a word; teaching of grammatical structures such as morphological patterns (particles and suffixes) as well as various structural patterns; and teaching of reading and writing. All of these teaching activities will be based on concordance data extracted from the two types of concordance software, MonoConcPro and *Kulchapi*.

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Interactional functions of contrastive markers *kuntey* and *-nuntey* of college language learners of Korean

Ihnhee Park, Temple University

Problem statement: Discourse markers (DMs) play important roles in talk-in-interaction. Use of discourse markers in dispreferred situations is associated with speech acts functions and politeness functions (Andersen, 2001; Holtgraves, 2000). Likewise, Korean contrastive discourse markers *kuntey* and *-nuntey* perform various speech acts and, in particular, *-nuntey* in the sentence-final position is closely related to politeness functions especially in face-threatening speech acts (Park, 1999; Yuen, 2001). Despite the important interactional functions in face-threatening situations where speakers may have to seek politeness or solidarity, the functions of those particles seem to be insufficiently paid attention to in classroom teaching and thus language learners of Korean struggle to use them in their actual conversations.

Purpose: By learning the interactional functions of the contrastive markers in both dispreferred responses and face-threatening situations, language learners will be able to convey their meanings in a more indirect way so that they may convey their polite functions in social interaction and eventually enhance their interactional competence in Korean.

Theoretical framework: I adopt speech acts theory to discover the speech act functions of the DMs and politeness theory to discover the functions of DMs in dispreferred responses and FTA situations.

Research questions:

- What are the interactional functions of the DMs?
- What are the difficulties of using those particles?

Participants: 6 Korean-heritage and 4 foreign language learners of 3rd semester in a university class.

Data resources:

- 31 situational conversations created by individual or pair works
- 17 narrations created by individuals
- Transcripts of the audio-taped conversations from two rounds of oral interviews

Analytical approach:

With conversation analysis, I interpret the functions of DMs in connection with adjacency pairs and interactional sequences. With descriptive statistics, I compare functions according to sentence positions and language background.

Research findings

- Overall, the frequency and interactional functions of the DMs are very limited.
- The functions of DMs in dispreferred and face-threatening speech acts are not varied.
- There is a significant difference in using the DMs between heritage language and foreign language learners.
- It is very difficult for foreign language learners to use them in their actual conversation, especially *-nuntey* in the sentence ending position.
- Sentence-initial DM in conversation occurred very rarely.

Teaching implication

- Explicit teaching of the occurrence and functions of the markers
- Situated conversation activities to practice the markers
- Implicit teaching from movies or dramas to foster exposure to the usage of the markers

A Corpus-based Analysis of Learner Input and Output: The Use of Korean Locative Case Particles

Ooyoung Pyun & Ho Jung Choi, The Ohio State University

With the growing attention to the corpus-based approach in the studies of second language acquisition (SLA), computer learner corpora have emerged as a valuable resource which provides information about common patterns or characteristics of learner language. The present study investigated the error patterns of Korean locative case particles, *ey* and *eyse* based on the learner corpora compiled from forty-two intermediate learners of Korean. The learner corpora were first compared with the target language corpora produced by native Koreans, with regards to the frequency distribution of the five major semantic components that *ey* and *eyse* involve (i.e, static location, dynamic location, time, goal, and source). Comparisons were made in order to examine if there was any overuse or underuse of each semantic component by the L2 learners involved in this study. In addition, the errors on *ey* and *eyse* in the learner corpus were quantified and examined according to the five semantic components, with the aid of a Concordance program. Following the results and findings of this study, some pedagogical implications are provided with respect to the use of corpora (of both native texts and learner texts) in second language teaching and learning.

Intercultural Sensitivity: Tracking and Assessing Student Growth in Korean Language Classrooms

Jean Sook Ryu & Randy Haney, Defense Language Institute

In recent years, college-level foreign language educators have shown an increased interest in the development of intercultural sensitivity in their students. Past theories of intercultural sensitivity tended to emphasize communication competence and skills, with inadequate attention paid to structured developmental sequences in which these skills are attained. In light of this, further questions have been raised focusing on processes of learning, flexible thinking and the shift, according to Bennett (1993), which occurs between the ethnocentric and ethno-relative orientations of intercultural sensitivity. Bennett's model is one of the few theories that bridges the areas of intercultural communication and human development, and for that reason, served as the framework in the present study for examining strategies both to challenge and support learners as they increase their openness to cultural difference. In terms of the organization of his model, Bennett presented his observations about this shift, using concepts from cognitive psychology and constructivism, in terms of six stages of increasing sensitivity to cultural difference. The underlying assumption of Bennett's approach is that as one's experience of cultural difference becomes more complex and sophisticated, one's competence in intercultural relationships increases. Each of Bennett's six stages indicates a particular cognitive structure that is expressed in certain kinds of attitudes and behavior related to cultural difference. By recognizing the underlying cognitive orientation toward cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development into the next stage.

The present research, which will be longitudinal by design, sets out to examine the development of intercultural sensitivity among a student population of Korean language students (n=130) at the Defense Language Institute who took measures of intercultural development (Cultural Learning Strategies), personal values (Schwartz Value Survey), and mental self-government (Thinking Styles Inventory). The resulting data were analyzed quantitatively. The hypothesis of the study was that the students would progress to more ethno-relative stages through simple exposure to culturally different Korean language professors and academic administrators. Preliminary results indicated that students' attitudes shifted on several dimensions of intercultural sensitivity in the predicted direction of greater openness to Korean culture as it is mediated by the students' professors and administrators. Implications for foreign language education in the development of intercultural sensitivity and samples of integrated intercultural teaching lessons are discussed.

Equipment Needed:

LCD projector; flip chart ---- We will show a power point presentation.

Diagnostic Assessment of Student Progress in Korean Proficiency

Nami Thompson & Seoyoung Krabbe, Defense Language Institute

Most tests assess a learner's skill but do not provide clear feedback on each learner's weaknesses and strengths, let alone a learning plan for each individual. Diagnostic Assessment (DA), however, is a unique tool that is used to identify a language learner's strengths and weaknesses through a three- or four-skills interview with an individual student. DA provides not only the learner's profile; it also offers a tailored learning plan that will help the learner reach a higher-level proficiency.

DA is a tailored assessment tool that can be used for any learner at any stage of the language-learning endeavor. Through a 2-3 hour assessment session with two diagnostic assessment specialists, an individual learner's proficiency level will be identified as well as the weaknesses that hinder the learner from advancing further.

In Korean School in DLI, the DA team is formed and is conducting DA interviews for students facing difficulty in learning Korean. Upon completion of assessment, the DA team provides a thorough learner profile where specific patterns of mistakes / deficiencies are identified. Often, the mistakes are common among students of the same range of proficiency. A thorough learning plan is also provided to each individual student. Recommendations are made to guide students on how to improve their skills. Specific chapters and page numbers in the textbook, useful web-sites, grammar books, etc. are used to help students focus on their weaknesses.

There are so many findings from conducting the interviews, and from collecting materials and preparing DA packages, that we can share with teachers who are interested in tailored assessment. It is not a well-known, or widely used assessment tool, but it is a very powerful tool that is designed to assess individual learners.

Korean Locative Expressions and Their Pedagogical Implications in L2 Korean: A Cognitive Grammar Approach

Ebru Türker, University of Pittsburgh

American KFL (Korean-as-a-foreign-language) students often have problems in learning the correct usages of the Korean locative expressions. One of the main reasons is that English prepositions and Korean locative particles *-ey* and *-eyse* differ in their spatial meanings. Most English speakers acquire the Korean locative particles based on their present knowledge of English prepositions. Thus, their attempt to match one-on-one correspondence results in the incorrect use of these particles. When students encounter varying spatial uses of these particles, they either make an over-generalization by simply using the same concept of English prepositions or make an unconscious random choice between *-ey* and *-eyse*, which makes L2 Korean learners think that various uses of these particles are arbitrary. The present study aims to identify KFL learners' learning acquisition process and major obstacles in acquiring the two Korean locative particles. The purpose of this study is threefold: 1) to present a systematic, conceptually motivated account of the range of spatial meanings associated with each Korean locative particle by utilizing the Cognitive Grammar Account; 2) to identify major learning problems of American KFL students and to illustrate how this understanding of the particles *-ey* and *-eyse* can be presented to L2 Korean learners with a minimum of grammar explanation; 3) to suggest pedagogical implications that might be applied in the KFL classroom. This study is mainly motivated by the conceptual knowledge of the basic spatial concepts, particularly goal, location and source and the correct use of these locative particles.

New Directions for the KFL as a Scholarly Discipline

Yeo-Tak Yoon, Seoul National Univ.

With the Korean national status steadily rising in the world, and with the regular admission of foreign students each year in Korean universities, there is a greater need to establish Teaching Korean As a Foreign Language as a scholarly discipline. The past few years have seen the inauguration of undergraduate and graduate programs to produce Korean language education majors. In addition to regular programs as well as short-term training courses, there have sprouted a number of region-specific or thematically oriented associations such as the Korean Language Education Institute of Seoul National University, the International Association of Korean Language Education, the Association of Bilingual Education, the International Association of Korean Language and Culture, the Association of American Teachers of Korean, and the Chinese Association of Korean Education Research, to name a few.

At this crucial juncture, there are several pressing issues concerning teaching Korean. The first, and perhaps the most important, issue is the lack of variety in pedagogical resources. At present, most of the publications are geared toward English speaking learners and do not reflect current research findings in foreign language education. To rectify this situation, there is an urgent need to diversify the teaching aids according to the regions and special situations (such as Survival Korean and Business Korean) that have to be finely tuned to various proficiency levels as well as their specialized objectives. A few good examples would be the textbooks published by U. of Hawaii and U. of Beijing. Second is the need to shift the focus on grammar to communicative strategies. Although grammar has its importance in language teaching, especially for those who plan to major in Korean language, the emphasis should be placed on the use of the language rather than teaching grammatical patterns per se. Third, in addition to developing systematic teaching materials that consider both the usage and grammar, there is also a need to develop the cultural awareness that is intricately interwoven with language usage.

Next to the diversification of teaching materials, the increasing interest and need for Korean language teaching naturally call for rigorous training of teachers of Korean language. It is time to go beyond the traditional model of relying on native speakers whose specialty may not be in Korean language education, and to train non-native teachers who have experienced the KFL as a learner. In this effort, various schools and institutions are in the process of standardizing the competence of the instructors they produce through linguistic training and certification. In addition to the importance of the Korean language specialists, it is also of note to emphasize the importance of language specialists who understand the relevant culture that is, in part, constructed through the Korean language and the Korean culture. With this kind of diversified specialization in development for language and culture, we can obviate the burden of Korean teaching from non-specialists as well as elevate the quality of Korean language and culture studies to a new level of advancement.

'TASK' in Korean Language Learning: task / Task / TASK

You, Seok-Hoon, Korea Univ.

The concept of 'TASK' (in its primitive definition) is essential in language classrooms, especially in the second/foreign language learning settings. And the language learning curriculum is sometimes understood as a systematic sequencing of tasks. The teacher's choice of tasks determines learning goals, how learning is to take place, and how the results of learning will be demonstrated. In second/foreign language teaching, the use of a variety of different kinds of tasks is said to make teaching more communicative and productive since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards and Schmidt, 2002) The significance and usefulness of 'TASKs' in the success of second/foreign language learning can never be overemphasized in this context.

The goals of the present study are as follows:

1. to survey the status of 'TASK' being adopted in major Korean language textbooks
2. to check the properties and validity of various 'TASKs'
3. to list up parameters and factors involved in the design and development of 'TASKs'
4. to list up a new set of criteria for the reclassification of 'TASKs'
5. to subclassify existing 'TASKs' according to a new set of criteria.

As a result, the present study will reveal and propose the following:

First, an initial survey will show that there is an array of definitions and adaptation schemes for 'TASK' observed not just in textbooks but also among teachers. A number of parameters or factors that directly or indirectly influence and even confuse developers and teachers who design, develop, adapt, and use 'TASKs' in the classroom settings will be discussed. Second, a new set of criteria for the reclassification of 'TASK' will be proposed. Third, 'TASK' will be sub-classified into three distinctive groups: task (also known as Micro task), Task (also known as Mini task), and TASK (also known as Macro task). Specific guidelines for subclassification will be provided. Fourth, the distribution of 'TASKs' in selected textbooks will be neatly analyzed and proposed. Finally, a new TASK-based language teaching (TBLT) model will be introduced and described with appropriate examples and cases.

Rater variation in assessing pragmatics of KFL learners using FACETS analysis

Soo Jung Youn, University of Hawai'i at Manoa

As interest in research on second language pragmatics increases, some pragmatics research has been done on Korean as a foreign language (KFL) learners. This research has focused on pedagogical aspects of Korean pragmatics and interlanguage pragmatics. However, very little research has been done on the pragmatics assessment of KFL learners, in terms of discussing appropriate test types and whether certain speech acts and test types affect raters' assessment of KFL learners' pragmatics performances. The focus of this study is on investigating (a) whether factors such as test types and speech acts affect raters' assessments of the pragmatics of KFL learners and (b) which test types are most appropriate for assessing pragmatics of KFL learners. For these purposes, this study analyzes three interactions from the test results using the computer program FACETS (Linacre, 1996): the interactions between rater bias and test types, rater bias and speech acts, and examinees and test types. This study uses three different pragmatics tests adapted from Hudson, Detmer, and Brown's (1995) pragmatics prototype tests: Open-written Discourse Completion Task (DCT), Language Lab (LL), and Role-play (RP). Within each of these three test types are three speech acts: refusal, apology, and request. The results of this research indicate that all three raters showed different degrees of severity in their ratings, depending on the type of speech act. Additionally, each examinee showed different degrees of proficiency depending on the test type. I will discuss which test types are most appropriate for assessing KFL learners' pragmatics performances, how certain speech acts and test types affect raters' assessments, and what these research findings mean for KFL classrooms.

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Korean Language Teachers in Higher Education: Profiles, Status and More

Hye-Sook Wang, Brown University

The main objective of this paper is to report on the status quo of Korean language teachers in higher education in America from a governance perspective, based on the findings of a survey questionnaire. The related issues will be discussed and suggestions will be made.

The field of Korean language education in America has seen a number of noticeable changes over the past decade or so. It is now a well-known fact that more than 100 colleges and universities offer Korean language and culture courses, although the specifics differ from school to school. Not only did the number of schools with Korean programs increase, but also more active and vigorous research has been conducted on Korean as a Foreign Language (KFL) than before, which is encouraging. However, the research on KFL since the publication of *Korean Language in America* clearly indicates that it has been lopsided on the learners' side while the teachers' side was relatively ignored. There are only a few studies (e.g. Kang 2002) that investigated teacher related issues. Furthermore, studies on governance issues of the teachers are extremely scarce. A pioneering study conducted by Kim-Renaud in 1988 appears to be the only full-scale study on this issue, although a few other studies (e.g. Sohn 1997) touched upon the issue in a small section of their papers.

Kim-Renaud's study was very informative because it provided an overall picture of Korean language teachers for the first time, but it is now almost twenty years old. Considering the rapid and substantial changes that had taken place in the field since 1988, it would be only timely and sensible to revisit this issue and reconstruct an accurate profile of Korean language teachers in higher education. To this end, a survey questionnaire will be distributed to all members of AATK. A variety of questions pertinent to teaching responsibilities (e.g. each teacher's course load per semester and year), research and publication requirement or expectations, supervision/coordination commitment, contract renewal terms, and possibly information on salary ranges will be included in the survey.

Development of a Multimedia-based Textbook: Crucial Issues and Pitfalls

Jielu Zhao, Samuel Lee, Jewel Lee, Kyung-Mee Rim, Saekyun Lee
Defense Language Institute

A team of five presenters from the Defense Language Institute will discuss in detail how it has developed an advanced-level multimedia-based textbook series for the Proficiency-Enhanced Program (PEP) since August, 2005.

The current textbooks, developed in the mid 1990s, aimed to produce intermediate-level proficiency students. However, the heightened importance of foreign languages in this post 9-11 world has resulted in a higher graduation requirement for PEP students. The new textbooks need to address the need to produce advanced-level proficiency students.

This presentation will address the planning, design, and implementation of an unprecedented multimedia-based textbook series that incorporate more materials requiring a variety of text modes and higher level of cognitive processes. The new textbook series is comprised of six units, with two chapters per unit. The six units under development include *Welfare, Well Being, Science, Politics, Economy, and Education*, respectively.

Each chapter is organized in six sections: *Introduction; Multimedia; Public Opinion, On the Scene; The Talk of the Town; Communication; Script for Audio and Video Clips; Word Glossary Introduced in Concordance*. Some of the other crucial issues to be explored include rationales for new textbooks (institutional requirements, technological advances), planning (needs analysis, topic selection, content coverage, copyrights, pedagogical concerns), implementation (design, development of materials, technical challenges, pilot teaching, feedback from faculty and students), and assessment (test development and validation).

The presenters will share their hands-on experiences and insights, and a demo will feature two sample chapters from the textbooks *Welfare of the Disabled* and *Welfare In General*.

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