Building M.A.T. in Korean Programs:
The Need for a Nationwide Coherent Korean Pedagogy Curriculum

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Rutgers University
I. INTRO

1. K-12 Korean classes in the U.S.
2. K-12 Korean classes in NJ-NY area
3. How to be a certified Korean teacher
   1. California
   2. The state of California
   3. The state of New Jersey
1. K-12 Korean classes in the U.S.

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Ohio, 1
Connecticut, 1
Nevada, 1
Illinois, 2
North Dakota, 1

Korean in the U.S.

The Modern Language Association Language Map

## 2. K-12 Korean classes at NJ-NY area

### New York (22 schools)
- PS 111X
- Stuyvesant HS (HS475)
- Democracy Prep Charter School
- Bayside HS (HS495)
- East West School of International Studies
- MS 8 New Preparatory MS
- X718 Bronx Charter School for Better Learning
- PS 32 State Street School
- Veritas Academy HS
- PS81 HS
- Mt. Vernon HS
- JHS189 Daniel Carter Beard HS
- International Leadership Charter HS
- HanAl HS
- Francis Lewis HS
- Fieldstone HS
- Democracy prep Harlem HS
- IS 25 Adrien Block MS
- Whispering Pines SDA School
- Pennington ES
- PS242 Q ES
- PS81 (The Robert J. Christen School ES)

### New Jersey (3 Schools)
- Palisades Park Junior & Senior HS
- Ridgefield Memorial HS
- Slocum Skewes ES
- Northern Valley Regional HS (2015 Fall)

3. How to be a certified Korean teacher

The state of California

• No Bachelors’ degrees offered in Education
• Requirement:
  • a bachelor’s degree
  • complete a Commission-approved teacher preparation program
  • Basic Skills Test [the CBEST (California Basic Educational Skills Test), the CSET Multiple Subject Plus Writing Skills Examination or the CSU Early Assessment Program]
  • Subject Area Competence [the CSET (California Subject Examinations for Teachers)], or complete a Commission-approved subject-matter program

No program offered for Korean subject-matter
3. How to be a certified Korean teacher

The state of New York

- No credential for Korean subject given yet
- One Case: Stony Brook University
  - Bachelor’s degree program
  - Satisfies New York State’s requirements for initial certification as a teacher of Korean at the secondary level

http://www.stonybrook.edu/commcms/korean/courses/kortcert.html
Course Requirements

A. Completion of content core (Korean) courses: 36 credits from

- Students can earn up to 9 credits towards this program per semester through Stony Brook University’s study abroad program combined with the TaLK (Teach and Learn in Korea) for SUNY program.

- You must complete 30 credit hours of Korean language courses or courses taught in Korean to be eligible for certification. Courses taught in English will not satisfy the language requirement for certification purposes.

B. Completion of professional educational requirements: 35 credits from

- Students are encouraged to take as many advanced language courses as possible and participate in a study abroad program such as the TaLK for SUNY program prior to student teaching.

- Prior to student teaching, students must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Intermediate High as defined in the ACTFL Proficiency Guidelines – Speaking (1999). Students must contact Language Testing International (LTI) and arrange for their interview: http://www.languagetesting.com/

- Students are required to take two 300-level language courses before beginning the sequence of Methods courses.

- Methods I must be taken prior to Methods II (Methods I & II may not be taken concurrently), and both must be successfully completed prior to enrolling in student teaching.

- Students wishing to prepare for dual certification (i.e., certification in two foreign languages) should consult the advisor for Foreign Language Teacher Education.
3. How to be a certified Korean teacher

The state of New Jersey

• Rutgers University (Alternative route)
  • CE (Certificate of Eligibility) with an alternative route.

• Requirements:
  • a bachelor’s degree
  • Subject Matter Preparation
  • Oral Proficiency Interview
  • Basic Skills Test Requirement
  • 24 Hour Requirement
  • Second Language Acquisition & Related Methodologies
  • Physiology and Hygiene Requirement

- minimum of 30 credits in a coherent sequence in the subject field of Korean
- at least 12 credits are completed at the advanced level
- Korean language and culture
  ➔ Rutgers Korean Studies Program + NYU 16-Point Proficiency Exam

- 3 credits in a state-approved course
  ➔ Rutgers World Language Institute (WLI)

http://wli.rutgers.edu/wlimain/wliregistrationpage
3. How to be a certified Korean teacher

Korean Language Association (한국어 정규과목 추진회)

• Scholarship opportunity to prospective K-12 Korean teachers
• Applicants took an alternative route at Rutgers
  • 2008: 5 prospective teachers ➔ 2 NJ certified K teachers
  • 2013: 3 prospective teachers ➔ 1 NJ certified K teacher
    & 1 in progress
• 2015: 6 prospective teachers
II. DEVELOPING M.A.T. IN KOREAN PROGRAM

1. Why M.A.T. in Korean?

2. Developing M.A.T. in Korean Program
   1. Need Analysis
   2. Objectives
   3. Curriculum Development
• Offered by the department of Asian Languages and Cultures (Not GSE)
  • The department will focus on Korean Studies (linguistics, translation, literature, culture, etc)
  • Cooperate with WLI (Second language pedagogy and methodology)
• Fulfills needs of two groups:
  • Korean teachers (K-12 and others) for teacher training purpose
  • Prospective teachers to obtain a NJ K-12 Certificate of Eligibility (CE) for Korean
• Easier to launch a new program upon the basis of M.A.T. in Chinese offered by the department

1. Why M.A.T. in Korean?
Designing and Maintaining Language Curriculum (Brown, 1995)

2. Developing M.A.T. in Korean Program
2.1. Need Analysis

“the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes (Brown, 1995, p.36)”

- Review similar program offered by the department / GSE / WLI
- Survey on student teachers (from Korean class)
- Survey on desired curriculum

Needs

What to teach? (Contents)
How to teach? (Online, Hybrid, Off-line)
When to teach? (Regular semester, Summer semester)
2.1. Need Analysis

Graduate School of Education (GSE)

• Five-Year Teacher Education Programs

The Graduate School of Education (GSE) offers several five-year joint bachelor's degree/master's degree/initial teacher certification programs. Rutgers undergraduates do preliminary coursework during their sophomore and junior years and are admitted to the program during the spring semester of their junior year. Their professional education sequence intensifies in the senior year. Students then qualify to have their baccalaureate degree awarded by one of the undergraduate liberal arts colleges. They continue with the professional sequence the summer after graduation. Students return in the fall to complete a student teaching internship with related coursework and continue with full-time graduate study, including a field-based research project, in the spring. The master of education degree is conferred upon the completion of all five-year program requirements. After the master's degree is awarded, the GSE will make a recommendation to the New Jersey State Department of Education on behalf of the student to receive a Certificate of Eligibility with Advanced Standing as a teacher.
2.1. Need Analysis

Graduate School of Education (GSE)

• Certificate & Endorsement Programs

The Graduate School of Education (GSE) offers certification programs for various professional licensures in the field of education. Broadly, our program prepares you to:

• acquire a grounding in the practical aspects of the discipline that you will be certified to practice;
• develop an understanding of the intellectual and research basis for effective practice in the field in which you will be certified; and
• to provide you with the knowledge and skills for integrating technology and assessment into your practice.

• NJ Certifications

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<thead>
<tr>
<th>Certification</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Bilingual / Bicultural</td>
<td>21 credits</td>
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<tr>
<td>ESL</td>
<td>18 credits</td>
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<tr>
<td>Preschool through Grade 3</td>
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<td>Principal</td>
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<tr>
<td>Reading Specialist</td>
<td>30 credits</td>
</tr>
<tr>
<td>Supervisor</td>
<td>12 credits</td>
</tr>
<tr>
<td>Teacher of Students with Disabilities</td>
<td>21 credits</td>
</tr>
</tbody>
</table>
2.1. Need Analysis

**World Language Institute (WLI)**

- **16:617:500 METHODS OF FOREIGN LANGUAGE TEACHING (K-12) / ONLINE**
  Three face-to-face meetings: SAT 10/4, 11/8, 12/6; 8:30am-12noon
  Methods of teaching world languages to English speakers in grades K-12. Emphasis on curriculum development, uses of technology, and software applications. Review of theoretical resources. Conducted in English with language-specific group sessions.

- **16:617:503 TECHNOLOGY IN THE WORLD LANGUAGE CLASS (K-12) / ONLINE**
  This course is designed to develop teachers’ abilities to use technology effectively to support world language education. Through a consideration of research, the National Educational Technology Standards for Students, and hands-on experiences with technology, teachers develop and design projects to be used in the world language class. They also look at the effective use of the Internet and critically evaluate its authentic cultural materials as a way to provide comprehensible input for students. In addition, teachers examine and learn to use various multi-media software available for the teaching of world languages. Conducted in English with language-specific assignments.

- **16:617:599 TEACHING PORTFOLIO PROJECT**
  A three-credit individual project that is to be completed and presented to the student's two-person committee following the completion of the twenty-seven credits of course work. The portfolio reflects the student's individual teaching situation as well as the application of theory and practice from course work taken at the WLI. It entails the preparation of four thematic units utilizing the communicative approach to language. Two units are to be based on the textbook and teaching situation of the candidate; the other two units are to be 'dream' units, in which the candidate develops age-appropriate materials that would be the ideal.
  Registration for TEACHING PORTFOLIO PROJECT is by special permission only.
2.1. Need Analysis

**M.A.T. in Chinese program at Rutgers**

- **M.A.T. in Chinese** is:
  - primarily designed for *practicing Chinese language teachers at American secondary schools* who wish to further develop their professional knowledge and skills.
  - also intended to serve those interested in pursuing a career related to Chinese language and culture teaching, especially at K-12 schools.
  - **partially fulfills** the New Jersey Department of Education (NJDOE) requirements to obtain a **Certificate of Eligibility (CE) to teach Chinese at K-12 schools in NJ**.
  - “…[M.A.T.] programs do not lead to certification in teaching nor are they degrees in education, which are offered by the Graduate School of Education.”

(Graduate School-New Brunswick Catalog 2008-2010)
2.1. Need Analysis

M.A.T. in Chinese program at Rutgers

- Requirements (30 credits):
  - 9 credits in language (e.g., linguistics, grammar, writing, translation, language across the curriculum)
  - 12 credits in literature and/or culture
  - 6 credits in methodology (taken through the Rutgers WLI).
  - after completing 27 credits, students sign up for the Teaching Portfolio Project (16:617:599). In this course candidates, under the supervision of two Rutgers faculty members, put together a teaching portfolio that consists of lesson plans, realia, and supplementary teaching materials.
2.1. Need Analysis

M.A.T. in Chinese program at Rutgers

Graduate Courses

- 504 Advanced Topics in Chinese Language and Linguistics
- 506 Chinese Across the Curriculum
- 510 Teaching Chinese through Modern Fiction
- 512 Chinese Contemporary Culture and Society
- 524 Advanced Topics in Chinese Civilization

Advanced Lv Undergraduate Courses

- 401, 402 Advanced Chinese Conversation and Composition (3,3)
- 410 The Chinese Novel
- 412 Chinese Poetry
- 419,420 Readings in Classical Chinese Literature (3,3)
- 424 The Origin and Development of Chinese Writing
- 425 Chinese Dialects
- 430 Advanced Chinese Grammar
- 451,452 Readings in Modern Chinese Literature (3,3)
- 0490 Seminar in Chinese Literature and Thought
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

- 이선우 (2013)
  - 교교교교 교교교 교교교 교교교 교교/교교
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  - 교교
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2.1. Need Analysis

K-12 Teacher (Applicant) Survey

- Teachers (9)
- Student teachers (2)
- Simplified E-mail interview (1)
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

Area

NJ/NY (5)

CA (2)

Others (4)

AZ (1), MD (1), Korea (1), MN (1)

NJ teaching credential received / in progress (2)
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

Grade

- K-12th (1)
- 9-12th (3)
- 7-12th (1)
- 8-12th (1)
- 9th (1)
- 5th (1)
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

Teaching Credential

Korean (4)

Korean & Others (5)

Other (1)
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

Private (2)

Public (8)
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

4. What kind of knowledge and skills do you think a K-12 teacher should possess?

- Foundation of Language
- Intro to World Language Elementary Method
- World Language Secondary School Teaching Method
- Language and Culture
- Classroom Organization
- The teaching professional
- Inclusive Teaching Education
- The Teaching Professional
- Teaching Internship Seminar
- Teaching practicum
- Pedagogy / Methodology
- Linguistics
- Phonetics and Syntax
- Literature
- Bilingualism
- Content-based Instruction
- Thematic Instruction
- Standard based instruction
- Project based learning
- Preliminary Field Experience in Foreign Language
- US Secondary Schools Intercultural Education
- Learning/Instructing Multicultural Setting
- Reading in Secondary School
- Methods Teaching in Foreign Language
- Health Science for Secondary Teachers
- Single Subject Internship
- Educational Psychology
- Classroom management
4. ?

- Comparative Linguistics: Korean & English
- Introduction to Teaching Korean as a Foreign Language
- Advanced Readings in Korean
- Readings in Korean Literature
- Advanced Korean for Business
- Korean Translation
K-12 Teacher (Applicant) Survey


• Intro to World Language: Elementary Method
• World Language Secondary School Teaching Method
• Literacy Instruction
• Content based instruction
• Teaching Practicum
• Methods Teaching in Foreign Language
• Reading in Secondary School
• Language and Culture
• Comparative Linguistics Korean & English
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

6. 4 内 규, 실제 현장외, 실제 현장 개발하는 것?

• “Demo Lesson”
• “Methodology and practicum”
• “Methodology 수업”
• “Regular/Differentiated/Modified lesson planning class develop hands-on class”
• “Korean Curriculum or Lesson plans”
• “Common Core State Standards…”
• “방법론”
• “hands-on 수업… Technology…”
• “실제 교육현장에서 수업을 직접 해 보는 것”
8. MAT in Korean

Yes (7)  No (3)
2.1. Need Analysis

K-12 Teacher (Applicant) Survey

9. 8 ⬜️ ⬜️ ⬜️ ‘Y’ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ,
    • ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ⬜️ ?

Justify the Standards to 고려해 doing something very important...

• “한국어에 관한 전체적인 맥락을 보여 준다

• “한국어 수업 현장에의 다양한 응용은 어려운 상황”

• “Communication과 Culture에 많은 비중”
2.1. Need Analysis

Student survey on prospective teachers

- **Explaining grammar points:**
  - “maybe prepared too much which left a lot of material **rushed**”
  - “should have spent a little more time on each section and do **more practice** in class”
  - “to go **in-depth more with grammar**”
  - “hard to understand the grammar points in class because she **mostly use Korean to explain**”
  - “**explaining grammar and conjugations** of verbs could be improved.”
  - “**answer questions in English** for students who can't speak Korean well.”
  - “It was **hard to understand at the speed she was speaking**”
  - “She worked a bit **fast** so learning grammar was a bit hard.”
  - “make lessons clearer and **more explanations**.”
2.1. Need Analysis

Students’ survey on Student teachers

• **Effort to engage students:**
  • “could have included **more group activities**”
  • “to make the power points **more lively**”
  • “**Incorporate more activities** instead of just reading off the power point”
  • “Away from traditional lectures to **more 재미있어 activities**”
  • “**Allow more time** for students to answer questions”
2.1. Need Analysis

In Conclusion:

- Offered by the department of Asian Languages and Cultures (Not GSE)
  - The department will focus on Korean Studies (linguistics, literature, culture, translation, etc)
  - Cooperate with WLI (Second language pedagogy and methodology classes)
- fulfills needs of two groups:
  - Korean teachers (K-12 and others) for teacher training purpose
  - Prospective teachers to obtain a Certificate of Eligibility (CE) to teach Korean at K-12 schools in NJ
- Based on the M.A.T. in Chinese program offered by the department
- Consider Summer courses and hybrid/online courses
• E.g. English Education:
  • The 34 point INSTEP Program in the Teaching of English is an Intensive Summer MA Program over three consecutive summers.
  • Classes offered to INSTEP students are intensive courses that meet a total of three consecutive weeks per summer. The professional Seminar is offered on-line to INSTEP students during their first spring semester together. A master's project is a final requirement of the program.
  • This M.A. program meets N.Y. State and national teacher preparation standards.

Columbia Teachers College Summer M.A. Intensive Program (INSTEP)

http://www.tc.columbia.edu/a&h/englished/index.asp?Id=Prospective+Students&Info=Summer+MA+Intensive+%28INSTEP%29
Rutgers M.A.T. in Korean

[Current] WLI Alternative Route to K-12 Korean teacher CE program

Start offering M.A.T. in Korean

Add M.A.T. in Korean Summer program
2.2. Objectives

M.A.T. in Korean is:

- primarily designed for **practicing Korean language teachers at American secondary schools** who wish to further develop their professional knowledge and skills.
- also intended to serve those interested in pursuing a career related to Korean language and culture teaching, especially at K-12 schools. which are offered by the Graduate School of Education.”
• Curriculum
  • 12 credits in language (e.g., linguistics, grammar, writing, translation, language across the curriculum)
  • 9 credits in literature and/or culture
  • 6 credits in methodology (taken through the Rutgers WLI).
  • after completing 27 credits, students sign up for the Teaching Portfolio Project (16:617:599). In this course candidates, under the supervision of two Rutgers faculty members, put together a teaching portfolio that consists of lesson plans, realia, and supplementary teaching materials.

2. Developing M.A.T. in Korean Program
2. Developing M.A.T. in Korean Program

Courses in English
- 01:574:350 North Korea in the Socialist and Post-Socialist Worlds
- 01:574:390 Topics in Korean
- 01:574:470 Seminar on Modern Korean History

Courses in Korean
- 01:574:301,302 Advanced Korean
- 01:574:303,304 Advanced Korean for Business
- 01:574:320 Korean Translation
- 01:574:401,402 Advanced Readings in Korean
- 01:574:410,411 Readings in Korean Literature
- 01:574:450,471 Korea in Translations: Modern Literature and Film
- 01:574:495,496 Independent Study in Korean

Not counted toward M.A.T. in Korean, however, students can take them to fulfill the New Jersey Department of Education (NJDOE) requirements.
• 김제열 (2004): □□□□□□□□□□□□□□□□□□□
• Required (12 credits)
  • Method of Teaching East Asian Languages (OR) Pedagogy of Teaching Korean as a Second Language
  • Bibliography and Research Methodology: Korea
  • Structure of Korean
  • Research Seminar in Korean Language

• 9 credits from:
  • Language and Culture of Korea
  • History & Dialects of the Korean Language
  • Korean Phonology & Morphology
  • Korean Syntax & Semantics
  • Korean Sociolinguistics
  • Korean Conversation Analysis

• Research in Korean Language Acquisition
• Practicum: Teaching Korean as a Second Language

• 3 credits from:
  • Introduction to Traditional Korean Literature (OR) Introduction to Modern Korean Literature
  • Korean Verse
  • Korean Narrative
  • Korean Drama
  • Literary Translation of Korean

• 6 credits from approved courses (OR) Thesis
• **Structure of Korean**: Discussion of major syntactic, semantic, and pragmatic characteristics of Korean in light of linguistic universals, with brief introduction to formation, typological features, and phonological structure of Korean.

• **Selected Topics in Korean Linguistics**: Critical reading and discussion of selected topics in Korean functional linguistics (grammaticalization, discourse, pragmatics, sociolinguistics, syntax, morphology) and pedagogy.

• **Korean Corpus Linguistics and Language Pedagogy**: Introduction to corpus-based discourse and grammatical analysis using Korean corpora and concordancing programs. Special emphasis on development of corpus-based activities for language teaching and curriculum design.

• **Contrastive Analysis of Japanese and Korean**: Critical reading and discussion of selected current research papers in syntax, pragmatics, discourse, and sociolinguistics from perspective of contrastive study of Japanese and Korean.
• Course work:

A. Required Core East Asian Linguistics Courses (4 courses)

- **Korean Focus**
  - EALL 540 Japanese and Korean Phonetics
  - EALL 510 Japanese and Korean Syntax
  - EALL 543 Chinese, Japanese and Korean Pedagogy
  - KRN 510 Korean Pedagogical Grammar

B. East Asian Linguistics Electives (at least 3 courses)

- EALL 542 SLA of Chinese, Japanese and Korean
- EALL 586 East Asian Sociopragmatics
- TBA Chinese, Japanese and Korean Sociophonetics
- TBA East Asian Conversation Analysis
- TBA Chinese, Japanese and Korean L2 Phonetics
- TBA East Asian Languages and Society
- TBA EALL Linguistics Bibliography and Research Methods

C. Open electives (5 courses)

- Language Requirement.
- Other Requirement (UO graduate program related)
- MA Comprehensive Exam, MA Project or MA Thesis (4-9 credit hours)

University of Oregon
(M.A. in East Asian Linguistics and Pedagogy)

http://eall.uoregon.edu/graduate-programs/eall-linguistics-and-pedagogy-masters-of-arts/
New Courses to develop:

- **Topics in KFL Methodology**
  - This is an advanced course in language pedagogy, which discusses issues related to teaching Korean. This course focuses on general methodologies for language teaching and their application to Korean. May be repeated with consent of instructor.

- **Topics in Pedagogical Grammar**
  - Select topics in Korean linguistics relevant to the teaching of Korean. The course will cover issues of how to teach individual points of Korean grammar. May be repeated with consent of instructor.

- **Teaching Practicum I, II (3,3)**
  - In this class, students will be required to observe and assist in classes and to keep a journal of their experiences. The course will also activity development, teaching practice and feedbacks on students teaching from instructor and their peers.
<table>
<thead>
<tr>
<th>번호</th>
<th>영역</th>
<th>과목 예시</th>
<th>대학의 영역별 필수이수학점</th>
<th>대학원의 영역별 필수이수학점</th>
<th>한국어교원 양성 과정 필수이수 시간</th>
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<tbody>
<tr>
<td>1</td>
<td>한국어학</td>
<td>국어학개론, 한국어문화론, 한국어법론, 한국어학개론, 한국어학개론</td>
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<td>3학점</td>
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<td>12시간</td>
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<td>합계</td>
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<td></td>
<td>45학점</td>
<td>21학점</td>
<td>120시간</td>
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</table>

**KFL teacher certificate program in Korea**

http://kteacher.korean.go.kr/sys/law_02.do
김재욱 (2010)

1. (교교교):  
Topics in Pedagogical Grammar

2. (교교/교교교):  

Topics in KFL Methodology

4. (교교):  

5. (교교교):  
Teaching Practicum
• Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

• **Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

• **Vision:** An education in world languages fosters a population that:
  • Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
  • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
  • Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

**Core Curriculum Content Standard for World Languages**

http://www.state.nj.us/education/cccs/2014/wl/
National Standards for Foreign Language Education

Develop Insight into the Nature of Language and Culture

Participate in Multilingual Communities at Home & Around the World

Gain Knowledge and Understanding of Other Cultures

Connect with Other Disciplines and Acquire Information

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
• Independent Study (Fall 2014)
  • National Standards for Foreign language learning in the 21st Century
  • Foreign Language Education Pedagogy
  • Curriculum in Korean as Foreign Language
  • Materials in Korean as Foreign Language
  • Korean Pedagogical Grammar
  • Assessment in Korean as Foreign Language
  • Teaching Practicum (Class Observation and Demo Teaching)
  • Guest Lecture on Korean Culture

Topics in KFL Methodology
III. CONCLUSION

1. Suggestions
2. Impact of M.A.T. in Korean
3. Conclusion: Suggestions

- E-school system
- CIC (Committee on Institutional Cooperation) Korean Studies e-School consortium

As part of the Korea Foundation’s global e-school initiative, the CIC e-School consortium, leveraging the existing distance learning framework of the CIC, establishes a program of high quality instruction in Korean Studies.

- A host campus (the course is being physically taught) + home campuses (the classroom exists virtually)

The CIC e-School features a variety of instructional assistance, administrative support, and grants.

- Summer Institute

Courses designed to fulfill the following needs:

- Transferrable to credits toward degree
- Fulfill requirements for K-12 teacher credentials
• When a KFL education curriculum covering acquisition, assessment, textbook design, and pedagogical grammar is fully developed, it will play a pivotal role in securing Korean instruction at primary and secondary levels, and address the two most serious challenges:
  1) the paucity of qualified Korean teachers, and
  2) the lack of communication and collaboration between university faculty and school teachers.

3. Conclusion: Impact of M.A.T. in Korean
Reference