The Korean Language in America: The nuts and bolts of writing up your contributions to the journal

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Your voices and *The KLA*

Journal’s history: conference proceedings → refereed journal

NEW COVER, NEW PUBLISHER

Contents: written versions of presented papers → same, PLUS unsolicited research articles AND now: book reviews, interviews, and FORUM pieces
Our team

- Susan Strauss, Editor-in-chief
- BOOK REVIEWS,
  Ihnhee Kim (Manager)
  Seungja Choi
- FORUM, Hee Ju, (Manager)
  Mina Lee
  Soohee Kim
- INTERVIEWS, Ok-sook Park (Manager)
  Min Jung Jee
  So-Young Kim
Journal articles: The teaching and learning of Korean

Korean language pedagogy

- Language acquisition
- Phonetics/phonology, syntax, morphology, semantics, pragmatics AND language education/acquisition
- Language and culture / society / identity / media
- Heritage language issues
- L2 listening, speaking, reading, writing
- Vocabulary / lexicon
- National Standards / OPI
- Language policy / language ideology
Approaches / Theoretical underpinnings (including, but not limited to)

- Multiple theories/methodologies in L2 pedagogy
- Conversation Analysis (CA)
- Discourse Analysis (DA)
- Text Analysis
- Classroom discourse
- Cognitive linguistics
- Corpus
- Sociolinguistics
- Social psychology / Anthropology / Communications
- Sociology: footing, contextualization cues
- Indexicality
Research papers

- Developed from term projects
- Emerging from curiosity, challenges, fascinations
  - Teaching
  - Research
  - Linguistic Analysis
- Driven by desire to share common experiences and transform perspectives
Requirements

- Present a relevant and new perspective on an issue
- Be grounded in relevant theoretical/methodological literature
- Be written in a style that meets academic journal conventions (I can help out here any time)
- Research is original, not published elsewhere as is
3 Research Articles in 19.1

1. Kulenikka-prefaced Utterances (KPUs) in Other-Initiated Other Repair (OIOR), Seulki Park

2. Negative Polarity Items (NPIs) in Heritage Language Maintenance and Transfer, Sok-Ju Kim

3. Same Music, Same Genre, Same Stance, and Same Purpose?: A Cross-Linguistic Genre Analysis of Music Criticism in Korea and Britain, Sung Huh
3 Interviews in 19.1

Interview team:

– Ok-Sook Park (Manager)
– Min Jung Jee
– So-Young Kim

TEACHING THROUGH FILM AND LITERATURE: CREATING CONNECTIONS

Stacey Weber-Fève (Iowa State)
Sang Yee Cheon (U of Hawai’i at Manoa)
Youngju Ryu (U of Michigan)
The KLA: PSU PRESS

- TWO VOLUMES TO BE PUBLISHED PER YEAR

- Volume 19.2: to be guest-edited by Professor Young-mee Yu Cho on the Korean College Curriculum Project—Manuscripts are complete and we are on schedule for publication of 19.2

- NEED TO PLAN FOR 20.1: WE WELCOME (and strongly encourage) YOUR ARTICLE SUBMISSIONS, FORUM SUBMISSIONS, AND BOOK REVIEWS.
DEADLINE: Volume 20.1 ALL SUBMISSIONS

JOURNAL ARTICLES
INTERVIEW PIECES
FORUM PIECES
BOOK REVIEWS

**OCTOBER 1, 2015**

http://www.editorialmanager.com/kla
STYLE SHEET

- See current issue for overall style template (we are now following the MLA Style Guide)

- [http://www.psupress.org/journals/jnls_KLA.html](http://www.psupress.org/journals/jnls_KLA.html) (then, click on SUBMISSIONS; INSTRUCTIONS FOR AUTHORS)
Any questions or comments?

- 3 sample copies (need them back, please – these are for the AATK officers).

- We did take into account all of your input and comments from our workshop in Boston—so, please, share your ideas with us.
KLA Forum

1. The Overall Structure and Procedure (by Mina Lee)

2. The “Nuts and Bolts” of a Forum piece (by Hee Ju)
Forum

Part 1. The Overall Structure and Procedure
The Overall Structure of Forum

- What is Forum?
  - The Purpose
  - Two Categories of Forum: BPT & VFF
    - Content and Criteria

- How to submit a Forum piece?
  - Submission guidelines
The Purpose of Forum

The Result of 2014 AATK Panel Discussion:

• KLA readers are more interested in practical application than academic papers.
  - The readers would like to hear fellow practitioners’ opinion, e.g., their trial and error

-> To Meet the Needs of General Membership of AATK
-> To Expand the Readership
The Birth of Two Categories

- Best Practices for Teaching (BPT)
  - Curriculum design, exemplary teaching strategies, effective assessment practices, professional development/teacher training, etc.

- Voices from the Field (VFF)
  - Opinions on teaching trends and practices, dialogue or commentary on articles published in the KLA or elsewhere, etc.
Category #1.
Best Practices for Teaching (BPT)

- Content
  - Innovative curriculum design
  - Exemplary teaching strategies
  - Effective testing techniques
  - Successful professional development/ teacher training

- Criteria
  - Articles should be original
  - Articles should provide a rationale for their methods/approaches, preferably supported by previous studies.
  - Articles should provide evidence of effectiveness or success
Category #2.
Voices from the Field (VFF)

- Content
  - Opinion on current teaching trends and practices
  - Commentaries on articles published in the KLA & Responses by original authors
  - Brief discussion of pedagogical issues

- Criteria
  - Topics should be relevant to the general interests of the KLA readership
  - Articles should offer thought-provoking ideas and constructive critiques
  - Arguments should be supported by sound theories/research
Submission Guidelines

A. The Length
   – 3,000 words maximum for the Best Practices for Teaching
   – 1,500 words maximum for the Voices from The Field
   [including notes and references]

B. The Format/Style
   – The Format: Author’s name/affiliation, text, appendices, references, bio-statement (2 lines)
   – Forum samples are available on AATK website (‘www.aatk.org’)

C. The Procedures
   - [http://www.psupress.org/journals/jnls_KLA.html](http://www.psupress.org/journals/jnls_KLA.html) (then, click on SUBMISSIONS; INSTRUCTIONS FOR AUTHORS)
   - All Forum submissions will undergo both editorial and referee review.
Forum

Part 2. The “Nuts and Bolts” of a Forum piece
The “Nuts and Bolts”

• What to write about?
  - Sample topics & Discussion

• How to write up a piece?
  - Sample topics & Discussion
What to write about?

Suggested Content by KLA:

A. The *Best Practices for Teaching (BPT)*:
   - Innovative curriculum design
   - Exemplary teaching strategies
   - Effective testing techniques
   - Successful professional development/ teacher training

B. The *Voices from the Field (VFF)*:
   - Opinion on current teaching trends and practices
   - Commentaries on articles published in the KLA &
     Responses by original authors
   - Brief discussion of pedagogical issues
What to write about? (Sample Ideas)

A. The *Best Practices for Teaching (BPT)*:

*Sample #1:* ‘Student Conferences with Text-to Speech Software’ (from The Reading Teacher)

*Sample #2:* ‘Reading Literature in Japanese: Practical Strategies for Instructors’ (from JLL Forum)

*Sample #3:* ‘A Humor Competency Curriculum’ (from TESOL Quarterly)
What to write about? (Sample Ideas)

B. The Voices from the Field (VFF):

Sample #1: ‘Interested Theory and Theorising as Goal: A Reader Responds to “Symposium: Theory in TESOL”’ (from TESOL Quarterly)

Sample #2: ‘Why Protect Heritage Sign Language?’ (from International Journal of Applied Linguistics)

Sample #3: ‘The Practicum in L2 Teacher Education: A Hong Kong Case Study’ (from TESOL Quarterly)
Discussion: Please ask each other the following question. (3~4 minutes)

Question: “What would you like to know/share?”

A. The Best Practices for Teaching (BPT):

B. The Voices from the Field (VFF):
How to write up a piece?

KLA’s Criteria
A. The *Best Practices for Teaching (BPT)*:
- Articles should be *original*
- Articles should provide a *rationale* for their methods/approaches, preferably supported by previous studies.
- Articles should provide *evidences* of effectiveness or success

B. *The Voices from the Field (VFF)*:
- Topics should be *relevant to the general interests* of the KLA readership
- Articles should offer thought-provoking ideas and *constructive* critiques
- Arguments should be supported by sound theories/research
Discussion: In a group, select a topic and answer the following question. (4~5 minutes)

Question: How would you organize your article? (Identify Key Points that You would Include.)

A. The Best Practices for Teaching (BPT):
   - Effective Written Corrective Feedback
   - Formative Assessment Models
   -(your own)

B. The Voices from the Field (VFF):
   - Respond to Stuart Webb and John Macalister’s article, “Is Text Written for Children Useful for L2 Extensive Reading?”
   - Why should we … (your own question)
Book Reviews
Book Reviews

1. The Overall Structure and Procedure
   - What is a Book Review?
     - The Purposes
   - How to submit a Book Review?
     - Submission guidelines

2. The “Nuts and Bolts” of a Book Review
   - What to write
   - How to write
Purposes

- To share useful resources in various areas in teaching Korean language and cultures
- To introduce updated information on current topics, contents, subjects, genres, methods, pedagogy, assessments, cultures in the field
- To meet with the practical needs of AATK membership
- To expand Readership of KLA
Criteria of Book Reviews

- Provides a clear connection to Korean language education
- Critically links potential applications of book contents and approaches to classroom practice
- Incorporates with theories of second language acquisition and education
Books

- Korean specific books
- General books related to language education
- Published in Korea or the United States
- Written in Korean or English
Korean specific books

- Books in various aspects of Korea and Korean language education
  - Textbooks and Textbook supplements
  - Books on Korean linguistics and pedagogy
  - Books of literature, history, arts, media studies, anthropology, business, economics, inter-Korean relations, Korean popular culture, general culture, and so forth
General books

- Books in applied linguistics and second acquisition
  - Material development
  - Technology
  - Curriculum development
  - Methods
  - Pedagogy
  - Assessments
  - Media
  - Innovative teaching
  - Identities and Ideology
  - Teacher professional development
Submission Guidelines

The Length
No more than 800-1000 words
Format and Style

- The header
  - Title of book
  - Author’s or editor’s first and last name(s)
  - Place of publication
  - Publisher
  - Year of publication
  - Number of pages
  - Price (please indicate paperback or hard cover) if available
  - 13-digit ISBN
  - Reviewer information (50 words max.)

  - Follow the KLA Style (‘www.aatk.org’)
Procedures

- [http://www.psupress.org/journals/jnls_KLA.html](http://www.psupress.org/journals/jnls_KLA.html) (then, click on SUBMISSIONS; INSTRUCTIONS FOR AUTHORS)
- All submissions will be reviewed by both editorial and referee review.
What sort of pieces to write?

- A general description of the book: topic, organization, target audience(s)
- Information about the author/editor (e.g., professional background, affiliation)
- The main theme/objectives of the book and how successfully they are achieved
How to write?

- Critically review the methods and sources used
- Compare with other books on similar subjects, if applicable
- Constructively comment on strengths and weaknesses
- Suggest potentials for application of contents to Korean language teaching, learning, development, language assessment, and so forth.
What and how to write (Hands on Example)

Small group work for what and how to write

Korean Specific Books: handouts

- Sample 1: 외국인을 위한 한국근현대문학사, 배규범 (지은이)

- Sample 2: 한국 영화 역사, 김미현 (지은이)
What and how to write (Hands on Example)
Small group work for what and how to write

General applied linguistic books: handouts

– Sample 1: Applied Linguistics and Materials Development, *Editor(s):* Brian Tomlinson
– Sample 2: Task-Based Language Learning and Teaching with Technology, *Editor(s):* Michael Thomas, Hayo Reinders
Small group discussions (5-6 minutes):

- What would you like to share with readers?
- What would you like to comment on the book?
- What would you like to suggest to the authors?