Promoting Global Competence for Diverse Learners in the 21st Century: Implementing World-readiness Standards in Language Curriculum, Instruction, and Assessment

June 29 – July 1, 2017
University of Southern California
Los Angeles, CA

Sponsored by
The Korea Foundation

Co-sponsored by
Korean Language Education & Research Center (KLEAR)
East Asian Studies Center, University of Southern California
Korean Studies Institute, University of Southern California
The School of Korean, Middlebury College
Keynote Speaker
Tatiana Akishina, University of Southern California

Plenary Speakers
Mary Ann Lyman-Hager, San Diego State University
Olga Kagan, University of California, Los Angeles

Program Chair
Mina Lee, Defense Language Institute Foreign Language Center

Local Chair
Hee Ju, University of Southern California

Reviewers of the 22nd AATK Annual Meeting

Andrew Byon, SUNY, University at Albany
Young-mee Yu Cho, Rutgers University
Haewon Cho, University of Pennsylvania
Bumyong Choi, Emory University
Jaesu Choi, Indiana University
Jong Oh Eun, Defense Language Institute
Jeeyoung Ha, University of Illinois at Urbana Champaign
Hee Ju, University of Southern California
Sahie Kang, Middlebury College
Hae-Young Kim, Duke University
Heesun Kim, Stanford University
Mary Shin Kim, University of Hawaii at Manoa
Mi-Hyun Kim, University of Pittsburgh
Minju Kim, Claremont McKenna College
Kyungrok Ko, University of Toronto
Hyunjoo Kwon, New York University
Eunice Lee, California Pacific Charter School
Hyo Sang Lee, Indiana University
Mina Lee, Defense Language Institute
Byung-Joon Lim, Defense Language Institute
Angela Lee-Smith, Yale University
Chan Young Park, University of Massachusetts Amherst
Danielle Pyun, Ohio State University
Joowon Suh, Princeton University
Ebru Turker, Arizona State University
Hye-Sook Wang, Brown University
Kyung-Eun Yoon, University of Maryland, Baltimore County

Special thanks to Professor Ho-min Sohn for generous KLEAR contribution
# PROFESSIONAL DEVELOPMENT WORKSHOP

**Thursday, June 29 – Friday morning, June 30**

* Language of Presentation: (K)-Korean  (E)-English
** Conference Rooms: THH301 (main)/ THH208/ THH210/ THH212

<table>
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<tr>
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<td>8:00 – 9:00</td>
<td><strong>REGISTRATION</strong></td>
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<td>9:00 – 9:30</td>
<td><strong>OPENING CEREMONY</strong> – THH301** Welcoming Remarks</td>
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<tr>
<td></td>
<td><strong>Sahie Kang</strong> President, AATK</td>
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<td><strong>Keycheol Lee</strong> Consul General, Consulate General of the Republic of Korea in Los Angeles, CA</td>
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<td><strong>David Kang</strong> Director, USC Korean Studies Institute &amp; Center for International Studies (*Video), USC</td>
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<tr>
<td>9:30 – 10:45</td>
<td><strong>Plenary Address 1 (E)</strong> - THH301</td>
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<tr>
<td></td>
<td><strong>Looking into the Future: A Model of Heritage Language Education</strong></td>
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<td><strong>Olga Kagan</strong> University of California, Los Angeles</td>
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<tr>
<td>10:45 – 11:00</td>
<td><strong>Break</strong></td>
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<tr>
<td>11:00 – 12:30</td>
<td><strong>Workshop Panel #1 (K)</strong> - THH208</td>
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<td><strong>Chair: Mijeong Mimi Kim</strong> Washington University in St. Louis</td>
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<td></td>
<td><strong>Revitalizing “Communities” of the 5C’s: Community-based Language Learning Projects (K)</strong></td>
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<td><strong>Angela Lee-Smith</strong> Yale University</td>
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<td><strong>Joowon Suh</strong> Princeton University</td>
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<td><strong>Bumyong Choi</strong> Emory University</td>
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<td>12:30 – 2:00</td>
<td><strong>Lunch</strong></td>
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<td><strong>Workshop Panel #2 (K)</strong> - THH210</td>
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<td><strong>Chair: Danielle Pyun</strong> Ohio State University</td>
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<td></td>
<td><strong>Importance of teaching Response Tokens to KFL students</strong></td>
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<td></td>
<td><strong>Hyo Sang Lee</strong> Indiana University</td>
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<td><strong>Sang-Seok Yoon</strong> University of Iowa</td>
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<td><strong>Kyung-Eun Yoon</strong> UMBC</td>
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<td>Time</td>
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<td>2:00 – 3:30</td>
<td><strong>Workshop Panel #3</strong> (K) – THH208</td>
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</table>
|              | Chair: Dongsoo Bang  
|              | University of North Carolina at Chapel Hill  
|              | 한국어 프로그램에서 역사 문화를 어떻게 가르칠 것인가? - 역사와 문화 내용을 접목한 21세기형 학습 능력 배양을 위한 프로그램 구성 제안  
|              | Hei Sook Yoo, Georgetown University/King Sejong Institute in D.C.  
|              | Sunmi Yoon, Detroit Saeng School  
|              | Keum-Sook Yang, King Sejong Institute in D.C.                           |
|              | **Workshop Panel #4** (K) – THH210                                      |
|              | Chair: Kyung-Eun Yoon  
|              | UMBC  
|              | Riding the “Korean” Wave: Incorporating Popular Culture in KFL Classrooms  
|              | Kyoungrok Ko, University of Toronto  
|              | Yujeong Choi, University of Toronto  
|              | Na-Young Ryu, University of Toronto  
|              | Jihae Chun, University of Toronto                                      |
| 3:30 – 3:45  | Break                                                                   |
| 3:45 – 5:00  | **Teaching Materials Demonstration 1** – THH208  
|              | Chair: Insung Ko  
|              | Washington University in St. Louis                                      |
|              | #1 Synergetic Interdependence between Korean Learning and Geographic Contexts via Mobile Technology (K)  
|              | Changyu Hong  
|              | KyungAh Yoon, Portland State University                                |
|              | #2 Integration: listening, speaking, and pronunciation using the online program Edpuzzle (K)  
|              | Sooyeon Lee, UW-Milwaukee                                              |
|              | **Teaching Materials Demonstration 2** – THH210  
|              | Chair: Yookyung Lee  
|              | Boise State University                                                 |
|              | #4 Promoting Intercultural Competence through Engaging Community-centered Project-Based Learning (K)  
|              | Ihnhee Kim, Northwestern University  
|              | Hyunjung Ahn, USC                                                      |
|              | #5 Building Intercultural Competence through TV Dramas, Movies, and Webtoons (K)  
|              | Si Yen Lee, DLIFLC                                                    |
|              | **Teaching Materials Demonstration 3** – THH212  
|              | Chair: Hae-Young Kim  
|              | Duke University                                                       |
|              | #7 Beyond the Classroom: Integrated Coursework Design with CALL and MALL in Third-year Korean (K)  
|              | Jaemin Roh, Boston University                                          |
|              | Taewoong Kim, The University of Oklahoma                               |
|              | #8 Enhanced first semester Korean course design with Padlet and Shadow Puppet (K)  
<p>|              | Jaemin Roh, Junga Yoo, Boston University                               |</p>
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<tr>
<th>#3</th>
<th>한국어교육에서의 21세기 핵심 역량 강화를 위한 온라인 교육용 어플리케이션 활용 방안 (K)</th>
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<tr>
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<td>Kyungmi Jang, Seyoung An</td>
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<td>Rainbow international school</td>
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15-minute breakout session for Q/A and follow-up discussion

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<th>#6</th>
<th>A curriculum development of ‘Business Korean’ for the advanced learners: Benefit and challenge (K)</th>
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<td>Hyunae Yun</td>
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<td>Emory University</td>
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15-minute breakout session for Q/A and follow-up discussion

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<th>#9</th>
<th>Blended Learning Language Classroom for Beginner-Level Heritage Learners (한국어 계승어 초급 학습자를 위한 혼합형 학습 모델) (K)</th>
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<tr>
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<td>Yuseon Yun, Eunjung Ji</td>
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<td>Princeton University</td>
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15-minute breakout session for Q/A and follow-up discussion

5:00 – 5:05  | Short Break

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<th>Teaching Materials Demonstration 4</th>
<th>Teaching Materials Demonstration 5</th>
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<td>Chair: Mihyun Kim</td>
<td>Chair: Sooyeon Lee</td>
<td>Chair: Eunyoung Kim</td>
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<tr>
<td>University of Pittsburgh</td>
<td>Univ. of Wisconsin-Milwaukee</td>
<td>Duke University</td>
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5:05 – 6:00

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<th>#10</th>
<th>Using Folktales to Engage Heritage Students in a Language Classroom (K)</th>
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<td>Jee In Kim</td>
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15-minute breakout session for Q/A and follow-up discussion

<table>
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<tr>
<th>#12</th>
<th>Meaningful Connection between Classroom Teaching and Assessment: What it takes to implement Standards-based Integrated Performance Assessment (K)</th>
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<td>Jeeyoung Ha</td>
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<td></td>
<td>University of Illinois at Urbana-Champaign</td>
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15-minute breakout session for Q/A and follow-up discussion

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<th>#11</th>
<th>Using book trailer for enhancing comprehension of Korean books (K)</th>
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<td>Yujeong Choi</td>
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<td>Kyoungrok Ko</td>
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<td>University of Toronto</td>
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15-minute breakout session for Q/A and follow-up discussion

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<th>Web-based Formative Assessment in Reading and Listening: The Online Diagnostic Assessment (ODA) System (K)</th>
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<td>Sun-Kwang Bae</td>
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<td>DLIFLC</td>
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15-minute breakout session for Q/A and follow-up discussion

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<th>#14</th>
<th>교과서 코퍼스 기반 한국어 학습 보조 자료 (K)</th>
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<td>Jae-Woong Choe</td>
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<td>Korea University</td>
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<td>Hye-Sook Kim</td>
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<td>Konyang University</td>
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15-minute breakout session for Q/A and follow-up discussion

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<tr>
<th>#15</th>
<th>Differentiated Instruction: Building Bridges between Learners and Learning (K)</th>
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<tr>
<td></td>
<td>Jaeduck Park</td>
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<td>DLIFLC</td>
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15-minute breakout session for Q/A and follow-up discussion
### PROFESSIONAL DEVELOPMENT WORKSHOP

**Friday, June 30, 2017**

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<td>9:00 – 10:30</td>
<td>Chair: Eunyeul Yeum Cheongju National University of Education</td>
<td>Chair: Hyo Sang Lee Indiana University</td>
<td>Chair: Yonghun Lee DLIFLC</td>
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<td></td>
<td>Planning and designing online Korean courses: Cases from five universities in North America</td>
<td>Maximizing the 5C's CONNECATION: Integrating Korean Studies into Korean Program &amp; Curriculum</td>
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<td></td>
<td>Sangbok Kim University of Colorado at Boulder</td>
<td>Hi-Sun Kim</td>
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<td>Haewon Cho University of Pennsylvania</td>
<td>Young Ahn</td>
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<td>Bumyong Choi Emory University</td>
<td>Heeyeong Jung</td>
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<td>Ahrong Lee York University</td>
<td>Joungmok Lee Harvard University</td>
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<td>Danielle Pyun Ohio State University</td>
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**Chanmee P. Jung Sidney Sawyer Elementary School/King Sejong Institute of Chicago**

**Kyoung Eun Moon Rutgers University**

**Seongmi Kim Lindbergh Elementary School**

**10:30 – 10:45**

**Break**

**10:45 – 12:00**

**Plenary Address 2 (E) – THH301**

**No Language Left Behind - Some Assembly Required**

**Mary Ann Lyman-Hager**

**San Diego State University**

**12:00 – 1:30**

**Lunch**
### ANNUAL CONFERENCE
**Friday afternoon, June 30, 2017 – Saturday, July 1, 2017**

#### ANNUAL CONFERENCE
**Friday, June 30, 2017**

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<td>1:30 – 1:50</td>
<td><strong>Opening Ceremony</strong> – THH301&lt;br&gt;<strong>Welcoming Remarks:</strong>&lt;br&gt;<strong>Mina Lee</strong> Program Chair, 22nd AATK Annual Meeting&lt;br&gt;<strong>Hee Ju</strong> Local Chair, 22nd AATK Annual Meeting&lt;br&gt;<strong>Kenneth Klein</strong> Head, East Asian Library, USC</td>
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<td>1:50 – 2:25</td>
<td><strong>Special Presentation (K)</strong> – THH301&lt;br&gt;한국어 학습자 구어 말뭉치의 대화 행위 주석을 위한 연구&lt;br&gt;-한국인과 한국어 학습자의 대화 행위 주석을 중심으로-&lt;br&gt;<strong>Dong-Eun Lee</strong> Kookmin University&lt;br&gt;President of International Association of Korean Language Education</td>
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<td>2:25 – 2:30</td>
<td>Short Break</td>
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<td><strong>Session 1A</strong> – THH208&lt;br&gt;Staff &amp; Curriculum Development&lt;br&gt;Chair: Andrew Byon&lt;br&gt;SUNY, Univ. of Albany</td>
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<td>2:30–3:00</td>
<td>#1 교수 일지를 활용한 교사 교육 방안 연구 (K)</td>
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<td><strong>Eun Kyu Choi</strong>&lt;br&gt;Seoul National University</td>
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<td><strong>Session 1B</strong> – THH210&lt;br&gt;Lexical &amp; Syntactic Development&lt;br&gt;Chair: Sang Hwan Seong&lt;br&gt;Seoul National University</td>
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<td>#4 L2 한국어 학습자의 언어 산출에 나타난 여취 다양성 발달 연구 (K)</td>
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<td><strong>Juyeon Nam</strong>, <strong>Youngjoo Kim</strong>, <strong>Yanghee Kim</strong>&lt;br&gt;Kyung Hee University</td>
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<td><strong>Session 1C</strong> – THH212&lt;br&gt;Discourse Strategies &amp; Discourse Coherence&lt;br&gt;Chair: Ji-Young Jung&lt;br&gt;University of Pennsylvania</td>
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<td>#7 Discourse strategies for requesting information in Korean and English: Linguistic and cultural differences and its teaching implication (K)</td>
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<td><strong>Hannah Yoon</strong>&lt;br&gt;Stanford University</td>
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<td>3:00–3:30</td>
<td><strong>#2 Applying Backward Design for a &quot;Modular Professional Korean&quot; Curriculum (K)</strong></td>
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<td><strong>Young-mee Yu Cho, Hee Chung Chun</strong>&lt;br&gt;Rutgers University</td>
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<td>#5 Regularities and variation on syntactic development of L2 learners of Korean (K)</td>
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<td><strong>Juno Baik</strong>&lt;br&gt;Brigham Young Univ.&lt;br&gt;<strong>Youngjoo Kim</strong>, <strong>Sun Jin Lee</strong>, <strong>Jin Hee Oh</strong>&lt;br&gt;Kyung Hee University</td>
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<td>#8 Conjunctions of the opposite relation: Contrastive and concessive use of -cimari and –ato (K)</td>
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<td><strong>Hyunjung An</strong>&lt;br&gt;University of Hawaii</td>
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### Session 1A – THH208

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<tr>
<td>3:30-4:00</td>
<td>#3 외국인을 위한 한국어 번역 교육과정 설계 기초연구 (K) (continued)</td>
<td>Jong Myung Hong &lt;br&gt; Hankuk University of Foreign Studies</td>
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<td>4:00-4:15</td>
<td>Break</td>
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<tr>
<td>4:15-4:45</td>
<td>#10 재미동포 학습자의 통사 복잡성 관련 문법항목 사용 양상 (K) (continued)</td>
<td>Hyunah Kim &lt;br&gt; University of Toronto</td>
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<tr>
<td>4:45-5:15</td>
<td>#11 단기 체류 한국어 학습자 대상 한국 문화 교육 내용 선정을 위한 요구 조사 분석 (K) (continued)</td>
<td>Jung Sup Kim &lt;br&gt; Kyung Hee University</td>
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<td>3:30-4:00</td>
<td>#6 Korean Comparative Adverbial Postpositional Particles, chelem, kathi, and mankhum: Focused on Collocational Analysis and Semantic Prosody (E) (continued)</td>
<td>Inho Jung &lt;br&gt; University of Hawaii</td>
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<tr>
<td>#9 Discourse Coherence and Task Completeness in Korean OPI’s As Demonstrated by the Intermediate and Advanced Learners (K) (continued)</td>
<td>Sumi Chang &lt;br&gt; Mary Shin Kim &lt;br&gt; University of Hawaii at Manoa</td>
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<td>4:00-4:15</td>
<td>Break</td>
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<td>4:15-4:45</td>
<td>#13 The importance of L2 learners’ auditory knowledge of Sino-Korean vocabulary in KFL listening comprehension (K) (continued)</td>
<td>Sang Young Jeong &lt;br&gt; Sunhyun Song &lt;br&gt; Dilfc</td>
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<td>4:45-5:15</td>
<td>#14 Perception of Korean stops and affricates by Mandarin learners of Korean: The role of the Korean language proficiency (K) (continued)</td>
<td>Na-Young Ryu &lt;br&gt; University of Toronto</td>
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<td>#17 Pairedness of ‘<del>(u)l swu iss</del>’ and ‘<del>(u)l swu eps</del>’ in Korean Corpora and their Implications (E) (continued)</td>
<td>Boo Kyung Jung &lt;br&gt; University of Hawaii</td>
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| 5:15- 5:45 | 2A      | #12 The relationship between KFL learners’ auditory vocabulary knowledge and their listening comprehension (K) | Jeongmin Ahn, Jae Wook Kim  
Hankuk University of Foreign Studies |
| 5:15- 5:45 | 2B      | #15 The uses of the Korean aspect marker –ko iss- and its pedagogical implications (K) | Sunghyun Song  
DLiFLC |
| 5:15- 5:45 | 2C      | #18 The uses of the Korean aspect marker –ko iss- and its pedagogical implications (K) | Jiyoung Kim  
Indiana University, Bloomington |
| 9:00- 9:30 | 3A      | #19 Teaching Approaches to the Formulaic Language in L2 Korean (E) | Ebru Turker  
Arizona State University |
| 9:00- 9:30 | 3B      | #22 Issues in Korean language placement testing (K) | Minjin Won  
Yonsei University  
Hyunjung Kim  
Sogang University  
Mi-Ok Kim  
Yonsei University |
| 9:00- 9:30 | 3C      | #25 Recognizing the discrete functions of two imperative forms of requesting in Korean conversations: Characteristics and pedagogical implications (E) | Mary Shin Kim  
University of Hawaii at Manoa  
Stephanie Kim  
California State University, Northridge |
| 9:30 - 10:00 | 3D      | #20 '좋다' – '좋아하다' 의미 차이 분석을 통한 감정형용사와 감정동사의 교수법 제시 (K) | Hee Jin Lee  
University of Hawaii at Manoa |
| 9:30 - 10:00 | 3E      | #23 A Comparative Analysis of KFL learners’ use of connectives (E) | Kyae-Sung Park  
University of Oregon  
Hye Young Smith  
University of Hawaii at Manoa  
Dongmin Kim  
New York University |
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<td>10:00 – 10:30</td>
<td>#21 물은 셀프. 반찬은 공짜: Incorporating Zero Copula Sentences in 은/는 and 이/가 Instruction (K)</td>
<td>#24 Oral proficiency &amp; phonological competence in SLA: heritage speakers vs. L2 learners (K)</td>
<td>#27 The Interactional Functions of the Sentence-ending Suffixes -Ney and -Ci in Korean Conversation and the Pedagogical Implications (E)</td>
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<td>Mee-Jeong Park</td>
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<td>University of Hawaii at Manoa</td>
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<td>Cyber Hankuk University of Foreign Studies</td>
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<td>10:30 – 10:45</td>
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**ANNUAL CONFERENCE**

**Saturday, July 1, 2017**

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<th>Time</th>
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<th>Session 3C – THH212</th>
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<td>10:45 – 12:00</td>
<td>Keynote Address (E) – THH301</td>
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<td>Strategies for Teaching Global Competence in 21st Century Foreign Language Instruction</td>
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<td>Tatiana Akishina</td>
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<td>University of Southern California</td>
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<td>AATK Business Meeting – THH301</td>
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<td>2:45-3:00</td>
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<td>Session 4A – THH208</td>
<td>Session 4B – THH210</td>
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<td><strong>Teaching Speaking &amp; Writing in Context</strong></td>
<td><strong>Language Learning Strategies</strong></td>
<td><strong>Phonetics and Phonology</strong></td>
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| Chair: Sumi Chang  
University of Hawaii at Manoa | Chair: Ho Jung Choi  
Princeton University | Chair: Eun-Hee Koo  
Adroit College |
| **3:00 – 3:30** | **3:30 – 4:00** | **4:00 – 4:30** |
| #28 KFL Learners’ Intercultural Communication with Peers in Different Contexts: Telecommunication with Tandem partners in home country and abroad (K)  
Inhye Lee  
University of Minnesota | #31 Language Learners as “Citizen Sociolinguists”: Development of Critical Thinking Abilities Using Participatory Media (E)  
Ji-Young Jung, Eunji Lee  
University of Pennsylvania | #34 Acquisition of Korean second language (L2) prosody and phonology: what makes L2 speakers’ talk sound foreign? (E)  
Hee Ju Lee  
University of California, Los Angeles |
| **3:30 – 4:00** | **3:30 – 4:00** | **4:00 – 4:30** |
| 학술적 글쓰기 교육: 저자 입지 (authorial stance)의 탐색과 표명 (K)  
Hae-Young Kim  
Jinyoung Seo  
Duke University | #32 Language Learning Stories of Advanced Learners of Korean (E)  
Hyunsoo Hur  
DLIFLC | #35 Visualized acoustic information of speech sounds for teaching pronunciation of L2 Korean (K)  
Insung Ko  
Washington University in St. Louis |
| **4:00 – 4:30** | **4:00 – 4:30** | **4:00 – 4:30** |
| #30 How do L1 writers in academic writing in Korean construct their authorial stance and engage with readers? (K)  
Seunghye Yu  
University of Hawaii | #33 대학생 한국어 학습자와 학습전략 분석과 효과적인 수업방안 모색 (K)  
Inhee Kim  
Northwestern University  
Yurim Lee  
Kyung Hee University | #36 The Pragmatic Functions of the Quotative Partice ‘-ko’ as Sentence Ending Suffix and Its Boundary Tones (E)  
Seunggon Jeong  
University of California, Los Angeles |
| **6:00-8:00** | **Dinner at YongGung** | **Dinner at YongGung** |
"Strategies for Teaching Global Competence in 21st Century Foreign Language Instruction"

Tatiana Akishina
University of Southern California
Saturday, July 1, 10:45 a.m. – THH301

The world is rapidly shifting towards globalization, with growing global corporations and developing new technologies that drastically change job requirements. The need for specialists with global competence, who speak languages and are proficient in professional intercultural communication is growing. These requirements change students' needs in foreign language learning and require reshaping language programs towards more pragmatic courses. Among others, two strategies in language program development are timely and important: attention to teaching intercultural communication and new approaches to teaching professional speech. Discussing these strategies, the presentation explores new approaches to teaching professional communication that change traditional philosophy in the methodology of teaching languages. These approaches involve gradual teaching professional communication starting at very early stages of learning languages. A system of additional materials and courses designed to teach communication in professional settings are more pragmatic and time-efficient than traditional programs.

The presentation gives a short description of existing approaches to incorporating intercultural communication in language programs and discusses possible perspectives and ways intercultural communication can be taught at language lessons: content courses; a multi-course system of language training connected to developmental models of intercultural proficiency; courses of language for profession comprising relevant intercultural communication; courses for heritage speakers. The author argues that one of the essential goals in creating a global specialist is the development of intercultural sensitivity and skills and that language instructors are at the forefront of teaching them.

Tatiana Akishina (Ph.D., Pushkin Institute of Russian Language, Moscow, Russia) is Professor (Teaching) of Russian, Department of Slavic Languages and Literatures, University of Southern California. Professor Akishina is a specialist in applied linguistics and second language acquisition. Having published more than 20 textbooks, she is the author of the first in US language textbook for Russian heritage speakers and 3 textbooks on business Russian. Prof. Akishina wrote a number of articles and spoke at numerous international conferences on teaching intercultural communication in language classrooms. She has been successfully teaching the course of intercultural communication in USC Russian Language Program for the past 10 years.
PLENARY ADDRESS

Looking into the Future: A Model of Heritage Language Education

Olga Kagan
University of California, Los Angeles
Thursday, June 30, 2017, 9:30 a.m. – THH301

My presentation will focus on heritage language education in the United States. I will argue for a need to institutionalize heritage language programs, i.e., to make them long term and viable, as well as dependent on steady funding.

To support my argument, I will discuss the results of a national survey of heritage language learners. The survey results combined with the data from several recent research projects will serve as a foundation for three proposals I will make. I will propose that language education of both heritage and non-heritage learners would improve if the school systems offered the languages of local communities for both heritage and foreign language learners. I will also suggest that language programs should set the goals of teaching heritage languages to high levels of proficiency, i.e., use proficiency standards when assessing both student achievement and program effectiveness. And finally, I will argue for making teacher preparation for HL instructors an integral part of language teacher training.

Olga Kagan (Ph.D., Pushkin Russian Language Institute, Moscow, Russia) is Professor in the UCLA Department of Slavic, East European and Eurasian Languages and Cultures, director of the Title VI National Heritage Language Resource Center and the Center for World languages, UCLA. Her main research interests are in the field of applied linguistics and include language loss and maintenance by heritage language learners. She is the co-author of twelve textbooks, both for heritage speakers of Russian and learners of Russian as a foreign language.

She is co-editor of Teaching and Learning of Slavic Languages and Cultures (Slavica Publishers, IN 2000) that received an award for the Best Contribution to Pedagogy from the American Association of Teachers of Slavic and East European Languages (AATSEEL). She has also co-edited two volumes of papers on heritage language education: Heritage language Education: A New Field Emerging (Routledge, 2008) and The Routledge Handbook of Heritage Language Education: From Innovation to Program Building (2017). Kagan is the founding editor of the Heritage Language Journal.

Since 2009, Professor Kagan has been conducting research on Russian heritage language learners in Israel, which is home to a very large Russian-speaking immigrant population. She is the co-author of Russkij bez granic (Russian Without Borders I and II) (2009 and 2011, Zlatoust Publishers, St. Petersburg, Russia). In 2015, she received an Award for Distinguished Service to the Profession from the Modern Language Association (MLA).
PLENARY ADDRESS

No Language Left Behind – However, Some Assembly IS Required

Mary Ann Lyman-Hager  
San Diego State University  
Friday, June 30, 2017, 10:45a.m. – THH301

This talk will examine the criticality of the alignment of rhetoric and action at the local, regional, and national level in support of multilingualism in America. It will examine successful, purpose-driven actions to foster a high level language-capable society.

Many studies have reinforced the need for language and culture instruction in America. Most recently a report was commissioned by a bipartisan request from four members of the Senate and four members of the House. The first part of this talk focuses on the findings of the Commission’s report. The second will feature some programs across the country that are making strides towards realizing the vision of a multilingual America. Finally, I will highlight some practical tools for teachers (assessment-and curriculum-related) that have helped teachers create sharable, standards-driven resources for all languages, with a focus on Korean.

Mary Ann Lyman-Hager (Ph.D., University of Idaho) is Director of the Language Acquisition Resource Center at San Diego State University and Professor of French in the Department of European Studies. She is Principal Investigator on a number of federally funded grants and contracts, including STARTALK, Project-GO, the Language Training Center Program, and SAILN (California World Language Project). She is recipient of the Most Influential Faculty Award in European Studies at San Diego State (2015), a San Diego State University Distinguished Faculty “Monty” Award (2016), and the Hal Wingard Lifetime Achievement Award (2017) from the California Language Teachers’ Association.
SPECIAL PRESENTATION

한국어 학습자 구어 말뭉치의 대화 행위 주석을 위한 연구
-한국인과 한국어 학습자의 대화 행위 주석을 중심으로-

A Research for Glossing the Dialogue Act of Korean Language Learner’s Spoken Language Corpus: Focusing on Glossing of Korean Natives’ and Foreigners’ Dialogue Act

Dong-Eun Lee
Kookmin University
Friday, June 30, 1:50 p.m. – THH301

이 연구는 한국어 학습자 구어 말뭉치에 적용하기 위한 대화 차원의 대화 행위 주석 체계에 대해 논의하는 것을 목적으로 한다. 이동은(2016)에서는 대화 행위 주석에 대한 연구사적 논의를 통해 한국어에 적용할 실험적 대화 행위 주석 체계를 수립하였고, 이동은·김지애(2016)에서는 한국어 구어 말뭉치를 위한 대화 행위 주석 체계를 수정, 보완하여 한국어 모어 화자 간의 일상 대화 말뭉치를 대상으로 모의 주석을 실시, 검증해 봉으로써 다양말뭉치 연구에 단회 차원에서의 주석을 구현할 가능성을 시사한 바 있다. 본고는 이에 대한 후속 연구로서, 한국어교육을 위한 학습자 구어 말뭉치의 활용을 위해서도 단화 차원의 대화 행위 주석이 현실화되는 것이 필요하며, 이를 위해 앞 연구에서 제시하였던 주석 체계가 학습자 말뭉치에도 역시 적용 가능할 것인지를 살펴보고자 한다.

Dong-Eun Lee (Ph.D., Seoul National University) is Associate Professor in the Department of Korean Language & Literature, Vice President for International Affairs at Kookmin University. Her teaching and research areas are Korean as a foreign/ second Language, discourse analysis, learner corpus, second language pragmatics, teaching speaking, sociolinguistics, and applied Korean linguistics. Her numerous publications include “A Discussion of Glossing and Transcription in Korean Oral Discourse” (2016) in Eoneohag, Sejong Korean 7, 8 (2013) published by The National Academy of Korean Language. She has presented in many parts of the world including USA, Mexico and Europe and Asian countries as an invited speaker. Her recent interest is in developing a Glossing System for Korean Learners’ Oral Corpus. Currently, she is President of The International Association for Korean Language Education (IAKLE), Trustee of Hangul Hakhoe, and committee member of Korean Language Policy Committee of Ministry of Culture, Sports and Tourism of Korea (MCST) and Associate Editor, Eoneohag, Journal of the Linguistic Society of Korea.
PROFESSIONAL DEVELOPMENT WORKSHOP

1 Revitalizing “Communities” of the 5C’s: Community-based Language Learning Projects
Angela Lee-Smith Yale University
Joonwon Suh Princeton University
Bumyong Choi Emory University

This workshop offers ways that Korean programs in K-12 and higher education can develop connections between community engagement and language instruction. Compared to the other 4 C’s—Communication, Culture, Comparisons, and Connections— “Communities” appears to be significantly underutilized, perhaps in particular in the field of language teaching and learning (ACTFL, 2011; Cutshall, 2012; Magnan et al., 2012; Bell, 2014).

The presenters will showcase three different types of collaborative community-based projects, which have successfully been incorporated into the existing language curriculum of the three college-level Korean programs and discuss the outcomes of the projects and their pedagogical implications. Specific attention will be given to the mechanics of designing such community-based student-driven projects and incorporating them into an ongoing language curriculum.

Participants will a) gain insight into different ways community-based projects can be implemented, b) discuss the outcomes of the projects and their pedagogical implications, and c) design a community-based project for their own language curriculum through step-by-step guidelines and modules provided by presenters.

*(1) Type 1: Telecommunication

The Senior and Youths (SAY) is a community-based language learning project, which enables learners of Korean to practice conversational Korean with Korean seniors through weekly one-on-one Skype calls. SAY not only enhances learners’ fluency and cultural competence but also allows participants to engage in enriching conversations by connecting people across cultural and generational divides.

*(2) Type 2: Campus Community

The Student-run Campus Tour in Korean is structured as a collaborative effort between the language class and the University community-Visitor Center to create a written brochure and guide for a campus tour in the target language. Each student in the course chose one of the most important or unique features of the campus and wrote an informative text about it. Finally, the students in the course presented this brochure and tour guide to potential incoming students and their families who visited the campus during late spring.

*(3) Type 3: Local Community

Linguistic Landscape Project in University Korean Language Class is designed to help students explore the usage of Korean in their local suburban areas where about 30 percent of residents are Koreans, and the city has fully embraced this growing community. Participants analyzed the complexity of linguistic landscape in this context, produced the digital storytelling with their analysis and shared their ideas with other students on Google Maps.

Step-by-step Workshop Procedure is stated in the following section:
1. Opening (5mins)
2. Introduction of the Projects (30mins)
   (1) Type 1: Telecommunication
   (2) Type 2: Campus Community
   (3) Type 3: Local Community
3. Discussion I (10mins)
   Strengths/effects and issues/challenges of each type of community-based project
4. Group Work (25mins)
   (1) The participants will work on a given worksheet that contains a set of checklist to help them determine what type of community-based activity or project they are interested in implementing and designing.
   (2) Based on the results of the checklist, the participants will be divided into three groups and engage in a discussion about what constitutes “community” within the framework of LCTL K-12/ higher education; b) guided showcases of different models for community-based learning projects; and c) sharing their specific situations and advice on how to develop concrete pedagogical project modules for their language classes.
5. Discussion II (10mins)
   Each group will briefly present their ideas of a community-based language learning project that they plan to or wish to design and implement.
6. Wrap-up (5mins)

2 Importance of teaching Response Tokens to KFL students
Hyosang Lee Indiana University
Sang-Seok Yoon University of Iowa
Kyung-Eun Yoon UMBC

Response Tokens (RTs) are brief responses used for listener activities in talk which show the equal status of listeners as co-participants in conversations (Gardner, 2001). This workshop introduces the importance of teaching RTs in Korean classes and discusses how to teach KFL learners RTs and thereby enable them to speak more naturally and appropriately in Korean.

Studies on interlanguage pragmatics advocate the
benefit of explicit teaching of pragmatics (Bardovi-Harlig, 2014) and uses of linguistic forms in talk-in-interaction (Yoon, 2007), but little research has been done accessing KFL students' pragmatic or interactional ability, or seeking effective methods of teaching pragmatics. In fact, whereas communicative competence has been emphasized in KFL classes, our pedagogy has not been effective on developing students' interactional competence. Yoon (2007), for example, shows that compared to the native speaker's dialogue, those of learners of Korean noticeably lack in negotiation of conversational exchange, an important aspect of interactional competence. Young & Lee (2004) argue that Korean RTs are often elicited by the current speaker and the listener is obligated to provide them. This implies that Korean RTs are essential elements in conversation. However, RTs have been given little focus in KFL classrooms, and textbook conversations hardly contain various RTs: therefore students do not have a chance to be exposed to the use of RTs. Consequently, learners cannot utilize RTs or their uses of RTs are very limited if at all, as demonstrated by Lee (2016).

In this workshop, we suggest that teaching RTs helps our students to communicate more naturally and appropriately. Yoon and Jeong (2015) suggest using authentic video materials for enhancing students' recognition and production of RTs, and we will further seek and share effective methods of teaching and learning RTs. First, we will present some important forms and functions of RTs in Korean. Prior research on RTs in Korean paid little attention to the sequential environments in which RTs occur or the specific functions which can be distinguished based on the particular environments. Hence, our workshop will attempt to help the Korean educators better understand the importance of RTs by presenting the forms and functions of RTs we analyzed in more detail. Among the numerous functions, we will focus on RTs used to display affiliative listener stance since they can be the most beneficial for the learners to be cooperative conversation participants. Those functions are continuers, acknowledgments, change-of-state tokens, newsmarkers, assessments, and agreements. In the next step of our workshop, the participants will be asked to create conversations on a given task. Then, the participants will be provided sample transcripts of our students' conversations and will be asked to analyze and compare their uses of RTs with those of KFL learners. The participants will also be asked to modify our textbook conversations using more RTs to make them more interactive and authentic. Finally, we will demonstrate sample tasks through which the use of RTs can be practiced in KFL classroom instruction.

3 한국어 프로그램에서 역사 문화를 어떻게 가르칠 것인가? - 역사와 문화 내용을

### 한국어 프로그램 구현

**Hei Sook Yoo** Georgeotown University  
**Sunmi Yoon** Detroit Saejong School  
**Keum Sook Yang** King Sejong Institute/Korean Cultural Center in DC

본 워크숍에서는 미국에서 운영되고 있는 여러 한국어 문화 역사 관련 프로그램들을 통해, 프로그램들이 제공하고 있는 한국어 및 한국 문화, 역사 수업에 대한 내용과 운영 방식을 소개하고 그 내용을 공유하여, 21세기에 맞는 글로벌 학습 능력을 갖추기 위한 학습자들을 위해 한국어 능력뿐만 아니라 역사 문화 능력을 함께 배양할 수 있는 프로그램 구현과 발전 방향을 제시해 보고자 한다. 특히, 이번 워크숍에서는 디트로이트 세종학교에서 여름 캠프의 일환으로 실시한 청소년 역사 문화 캠프의 프로그램 내용과 운영 사례를 소개하고, 그와 더불어 워싱턴 디시의 세종학당의 성인 대상 초급과 중급 한국어 문화 수업 내용에 대해 비교하고로서 앞으로 한국어 프로그램에서 역사와 문화 내용을 어떻게 정착해 나아갈지에 대한 방향을 모색해 보고자 한다.

먼저 워크숍 전반부에서는 디트로이트 세종학교 역사 문화 캠프 프로그램의 커리큘럼과 운영 사례들을 보고하고 실제 현장에서 일어나는 구체적인 수업 단계별 모델을 제시할 것이다. 프로그램의 전체 커리큘럼은 역사적 주제와 시대 상에 맞는 문화 활동이 주를 이루며 각기의 활동들이 현재까지 이어 오는 전통 문화와 현대 문화를 조화롭게 체험하는 내용으로 구성되어 있는데 활용 자료 등을 통해 수업 사례를 제시할 것이다. 프로그램 내용은 한국 역사의 큰 흐름을 따라 각 시대를 아우르는 중요한 인물이나 사건을 주제로 다루어 진행되었고, 선택한 주제에 대한 강의 와 그에 따른 활동, 그리고 학생들의 프로젝트 수행을 위해 탐구하고 준비 발표를 위한 부분으로 구성된다. 또한 워싱턴 디시의 세종학당에서 실시되고 있는 성인 대상 초급, 중급 한국어 문화 수업에서의 문화 역사 수업의 사례를 수준별로 함께 비교하여 제시할 것이다. 특히 이 프로그램들은 한국어 교수뿐만 아니라 한국 문화와 역사에 대한 포괄적인 내용을 한국어 교수 항목과 연계하여 운영되고 있는데 이에 대해 소개하고 앞으로 소개한 프로그램과 비교하여 상이점과 차이점 등을 파악하도록 할 것이다.

워크숍 중반부에서는 워크숍 참가자들을 대상으로 일정한 모둠으로 나누어 (4구룹으로 예상) 한국 역사 문화와 관련된 두 가지의 과제를 부여하여 수행하게 할 것이다. 두 가지 과제는 크게 역사와 문화를 중심으로 한 대표적인 한국 역사 인물과 문화 항목을 주제로 60분 분량의 1차시 분 수업을 구성해 보는 것이다. 주어진
4 Riding the “Korean” Wave: Incorporating Popular Culture in KFL Classrooms
Kyoungrok Ko, Yujeong Choi, Na-Young Ryu, Jihae Chun University of Toronto

Pervasive consumption of popular culture by students has drawn significant attention in many instructional settings. Many language educators and researchers have paid special attention to the facilitative role of popular culture in language learning (Banda, 2003; Bueno, 2009; Fukunaga, 2006; Kirby, 1976; Larson & March, 2005). Most educators in the field of Korean as a Foreign Language (KFL) also agree that proliferation of Korean pop culture (a.k.a. Hallyu) since the 1990s has motivated many young people worldwide to learn the Korean language. Thus many in-service KFL teachers try to integrate popular culture into their pedagogy and curriculum to motivate language learners. However, as some language educators point out, popular culture is not always educational or efficient for classroom learning (Harklau & Zuengler, 2004), and a few teachers choose to avoid using pop culture due to lack of knowledge either technologically or pedagogically.

In the workshop we will address the issues related to using Korean popular culture in language classroom and share some activities that have efficiently integrated popular culture into the classroom. Then, the entire audience will have a chance to create and share their own activities. The audience hands-on activity will be followed by a discussion on effective use of popular culture in Korean language classroom and how to resolve possible issues. The following are the details of the session with time allocation:

1. Introduction & Sharing Survey Findings (15 min.)
The first presenter introduces literature on popular culture and language learning and shares his research findings on KFL/KSL teacher perceptions on using popular culture in classroom settings. The research findings include how much, what kind, and in what ways KFL/KSL teachers utilize popular culture in their classroom, and also barriers they often face when using popular culture.

2. Demonstration of Successful Activities (40 min.)
The second presenter introduces a few classroom activities that utilized Korean film and TV commercials. The third presenter introduces K-pop and K-drama activities that lead learners to engage in learning vocabulary, phrases, pronunciation, as well as grammar effectively. The fourth presenter, the librarian of an institute, demonstrates how she utilizes the most popular Korean reality show as designated by students, Running Man, to orient incoming students to the library and campus while entertaining, engaging, and educating them in Korean modern culture and history.

3. Audience Participation in Sharing Ideas (20 min.)
The audience, in small groups divided based on the four skills of language learning, is encouraged to discuss and share their own successful classroom activities following the guidelines (handout). The teachers also discuss how they perceive using popular culture in their classrooms including advantages and difficulties.

4. Discussion (15 min.)
The first presenter leads the discussion with entire audience on how KFL teachers can resolve the difficulties and integrate popular culture into the classroom successfully. The workshop wraps up with the introduction of some useful online learning resources that utilize Korean pop culture.

5 한국문학과 문화, 역사를 활용한 K-12 프로젝트 수업 - 시인 유통주의 삶과 문학으로 배우는 한국어
Chanmee P. Jung Sidney Sawyer Elementary School/King Sejong Institute of Chicago
Kyoung Eun Moon Rutgers University
Seongmi Kim Lindeburgh Elementary School

글로벌 시대 언어교육의 목표인 문화 상호간 의사소통(intercultural communication) 능력의 배양은 한국어 수업이 보다 실태적이고 용합된 지식의 구축을 위한 수업으로 진화할 것을 요구하고 있다. 이러한 요구에 부응하기 위해 교사는 다양한 형태의 수업을 기획하고 개발한다. 이 워크숍에서 소개할 ‘문학, 문화 그리고 역사를 활용한 한국어 수업’은 용합된 지식을 구축하고 문학과 역사가 포함된 문화 대학 이해가 바탕이 되는 한국어 구사능력을 기르기 위한 시도이다. 발표자는 워크숍에서 교사들과 한국어 수업에서 활용할 수 있는 문학작품(문화와 역사가 내포하고 있는 통합적 구성체)을 중심으로 문학과 문화, 그리고 역사를 활용한 수업에
유용한 자료를 검토하고 학습자가 주도하는 프로젝트 기반 학습 방법(PBL: Project Based Learning)에 의지하여 이와 관련한 다양한 학습 활동을 개발해보고자 한다.

발표자가 문학과 문화, 그리고 역사와 활용한 수업의 예로 들고자 하는 ‘윤동주 프로젝트’는 한편 커뮤니티에서 열리는 윤동주 기념 음악회에 참여한다는 프로젝트로 시작하였다. 이를 위해 수업은 윤동주 시 입기와 시화전, 낭송대회 등의 독후 활동으로 이루어졌고 이후 개봉된 영화 <동주>로 윤동주 삶과 문학적 배경에 대한 탐구로 발전하였다. 윤동주 시 입기에서 윤동주 시의 핵심어인 “길”이라는 시어를 찾아낸 학생들은 한국의 대중가요에서 “길”의 상징성이 어떻게 변이해나가는지 살펴보았다. 그리고 현재는 영화에 나왔던 학생 강제징용과 장씨개명과 같은 역사적 사건들과 현재에도 계속되고 있는 위안부 문제에 대한 관심으로 이어지고 있다. 또한 이와 관련한 새로운 프로젝트가 커뮤니티 차원의 ‘사랑송회’라는 문화 행사로 준비되고 있다.

학습자 주도의 프로젝트 기반 학습방법(PBL: Project Based Learning)의 원리를 걷어내며 진행한 이 프로젝트는 방법론적으로 보장된 자유로운 과제 설정으로 학생들의 개인적인 관심사가 교실에서 발표될 때마다 서로의 연구가 윤동주의 새로운 정보를 더해주고 증점되어면서 윤동주의 삶과 문학을 다각적이고 임계적으로 보는 시야를 확보해주었다. 학생들의 다양한 체험들이 상호 교류하고 만나며 대화하는 사이 학생들은 윤동주와 그의 시를 20세기 초반 전쟁과 역암의 시대를 살다간 동시대 젊은이의 노래로 공감하였다.

워크숍을 통해 도출하고자 하는 결론은 윤동주의 시 입기에서 시작한 이 프로젝트가 한국의 문화와 역사로 학생들의 관심사가 확대되어 간에 비추어 문학과 문화, 그리고 역사를 활용한 한국어 수업이 21세기 외국어 교육의 목표로 삼고 있는 문학 상호간의 의사소통 능력을 배양하여 학생들이 글로벌 시민으로 육성하기 위한 의미 있는 모색의 하나라는 것이다. 워크숍 진행은 다음과 같다.

I. 서론
  1. 문학, 문화, 역사의 활용한 수업 형태 소개
  2. 문학, 문화, 역사의 활용한 수업의 목적과 의의
II. 프로젝트 기반 수업으로 하는 문학, 문화, 역사를 활용한 한국어 수업
   1. 프로젝트 기반 수업의 원리
   2. 문학, 문화, 역사를 활용한 수업에서 프로젝트 기반 수업의 장점
III. 시인 윤동주의 삶과 문학으로 배우는 한국어
    1. 윤동주 시를 활용한 수업
    2. 영화 <동주>와 한국 가요를 활용한 수업
    3. 윤동주와 동시대 역사 활용한 수업
IV. 워크숍 활동

1. 문학, 문화, 역사를 활용한 수업을 위한 문학작품 목록 검토와 급별 선정
2. 교사가 가르치고 있는 급에 따른 교구 구성 후, 프로젝트 기반 수업 방법을 적용한 수업계획안 만들고 활동 개발하기
3. 조별 발표
V. 토론과 결론
   1. 질의 응답
   2. 워크숍에서 도출된 결론

6 Planning and designing online Korean courses: Cases from five universities in North America

Sangbok Kim University of Colorado at Boulder
Haewon Cho University of Pennsylvania
Bumyong Choi Emory University
Ahrong Lee York University
Danielle Pyun Ohio State University

In recent years, online language learning has attracted great attention from the language profession and the field of computer-assisted language learning. Online language courses can take place in the formats of web-facilitated, hybrid, or fully virtual classes, and they can be delivered either asynchronously or synchronously. This workshop will introduce various formats of online courses for learners of beginning Korean from five universities in North America, including asynchronous/synchronous learning activities and types of assessments. I will provide the audience with hands-on activities featured in the online courses from each university, and discuss various issues surrounding teaching language online.

Asynchronous learning: The online asynchronous activities consist of lecture videos on grammar, conversation activities, and online projects, all of which are designed for learners to have mutual engagement with either the virtual native speaker(s) of Korean or other classmates. The audiences, as learners, will participate in completing a sample assignment of interactive lecture videos, practicing conversation with the virtual speaker(s), and doing collaborative writing with classmates. This workshop will also briefly introduce various editing tools which are used to create the lesson materials and the delivery methods to the course management system, as well as discuss technology-related issues on the practical application of teaching language asynchronously.

Synchronous learning: The online synchronous activities are designed to provide students with language learning experiences and classroom interactions that are similar to those found in a traditional classroom setting. In a synchronous learning environment, active participation and collaboration, instant feedback, well-planned learning activities, as well as effective class-
room management are some of the keys to promoting successful learning in these types of classrooms. This session will showcase how to deliver effective synchronous classes using Adobe Connect, a web conferencing tool that has been widely used for virtual classrooms. The audience will have the opportunity to experience its advanced features, such as customizing a meeting room, using a web camera, and screen-sharing features as well as recording and breakout rooms, in order to promote students’ active learning through collaboration and participation.

Assessment: The presentation will introduce types and tools of assessing students’ achievement in asynchronous and synchronous online courses from each university. Three assessment types will be discussed: written tests, oral performance tests, and written workbook assignments. Written tests (e.g., quizzes) will be demonstrated on Canvas, Proctor U, Moodle, and D2L where various delivery tools (e.g., VoiceThread, Camtasia) are embedded. Oral performance tests (e.g., oral exams, interviews) will be demonstrated using VoiceThread, Skype, or Adobe Connect. Lastly, there will be a demonstration on how written workbook assignments are assigned to the learners and how the instructors can grade and comment electronically. The audiences, as learners, will participate in each type of demonstration.

Overall, in order to help build online courses for instructors, this workshop will provide general overview of the structure of online Korean courses and practical strategies, featuring core learning activities with hands-on materials. The workshop will also discuss issues and challenges that arise from distance learning.

1. Introduction of online courses from five universities (5 mins)
2. Asynchronous learning (10 mins) + Hands on activity for asynchronous activities (15 mins)
3. Synchronous learning (10 mins) + Hands on activity for synchronous activities (15 mins)
4. Assessments (15 mins)
5. Discussions: Issues and Challenges (10 mins)
6. Q & A (10 mins)

7 Maximizing the 5C’s CONNECTION: Integrating Korean Studies into Korean Language Program & Curriculum
Hi-Sun Kim, Hee Young Ahn, Heeyeong Jung, Joungmok Lee Harvard University

According to the World-Readiness Standards for Learning Languages (2015), the goal of the 5C’s Connections is for language learners to “build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.” In other words, ‘Connection’ revolves around the development of global, translingsual, and transcultural competence in language learners, which is also emphatically emphasized in the 2007 MLA report. Thus, it calls for a curricular reform that “situates language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning.” (p 4) Consequently, many programs employ approaches such as Content Based Instruction (CBI) into their curriculum, which ‘provides authentic, meaningful academic contexts aiming at developing both the language skill and subject-knowledge of the learner’ (Karim, 2016:255). Therefore, various CBI models have been proposed, such as the Spiral Theme Model by Meiring & Norman (2002), Sheltered/Adjunct Model by Brinton et. al (2003), or Six-T’s approach (Theme, Text, Topic, Threads, Task, and Transition) by Stoller and Grabe’s (1997). Hence in the language programs, theme-based content courses are developed by language teachers based on general content in history, literature, culture, etc., and are sometimes linked to a content course in other disciplines which students must be enrolled concurrently.

Despite the various academic and cognitive advantages to language learning, one of the big challenges and limitations to CBI is often the lack of specialized content knowledge for language teachers. Thus, for advanced level courses, an additional substantial amount of self-study time and energy is needed for teachers in order to develop a curriculum that provides proper depth and breadth that would help expand learners’ subject-knowledge as well as critical thinking skills. To remedy this issue, the objective for the workshop is to discuss ways to develop a more practical and effective ‘connected’ courses for 3rd/4th/5th year courses through efficient collaboration with Korean (studies) scholars from other disciplines. That is, rather than starting with a theme to develop a CBI curriculum, we propose in first developing a language framework/template that is specifically designed to enable plugging in any specialized content available. Consequently, we will present three language templates that can be creatively applied in developing from a content-based unit module (which can be integrated into an existing language curriculum) to a linked bridge courses (which covers content that complements a linked Korean content course). In deciding which template(s) to use will depend on what is available in one’s institution. Hence, another crucial step is identifying the resources that exist in their program (e.g., Graduate TAs, Korean faculty, Korean studies courses offered). This workshop will include (i) a discussion on the challenges of incorporating content, (ii) a proposal of language templates and concrete examples of its application, and (iii) a small group session with the goal of guiding each participant in identifying a template(s) that fits their institution to begin drafting a curriculum that would effectively incorporate ‘Connection’ into their language program.
TEACHING MATERIALS DEMONSTRATION

1 Synergetic Interdependence between Korean Learning and Geographic Contexts via Mobile Technology
Changyu Hong, KyungAh Yoon  Portland State University

In terms of the World-Readiness Standards for Learning Languages, there is a wide range of attention and recognition that a thorough understanding of global competence is critical to our foreign language skills to promote cultural diversity, improve our economic competitiveness, and provide leadership in innovation and creativity in international relationships (Chavez, 2002 and National Education Association, 2016). In particular, the global competence refers to the acquisition of in-depth awareness and understanding of global issues, an appreciation of and ability to accept the diversity in practical language learning situations (Hunter et al., 2006, Deardorff, 2006, and Deardorff, 2011). According to Semaan and Yamazaki (2015), proficiency in foreign languages motivates to increase and promote the individual global competence (Moeller and Nugent, 2014 and Orozco-Domoe, 2016). Also, the authors (2015) find the students who hold highly evaluated global competence show a strong interest and an insight in foreign language learning. Gade (1983) and Cromley and Bilokur (1999) examine the contribution of one global competence factor, socio-cultural understanding, such as geographic materials, to efficiency in studying foreign languages. Thus, this research posits geographic information about Korea will inspire the students who take Korean language courses as a foreign language.

In the aspect of ‘Connection and Expansion to Content areas,’ we report on the potential for introducing alternative perspectives based on geographic information and knowledge that might improve and advance teaching and learning in Korean language courses. Learning with authentic materials in language courses has been paid attention to by many linguists (Dysart, 1995 and Schulz, 2007). Our class has adopted and applied this innovative way to learn Korean with the geographic materials on Korea. To be precise, this method by geographic materials can stimulate and motivate the students by requiring them to imagine the situations and scenes in specific places in Korea.

The instructors hold various Korean teaching experiences of more than three years in colleges. Under the supervision of the instructor who is in charge of linguistics, one instructor who has the specialty in cultural geography suggests and prepares appropriate cultural geographic themes of Korean places, such as Jeju Island, DMZ, or Busan. Another instructor with a pedagogical background develops and considers available and potential teaching methods for the culture and history of the region.

In the teaching material sharing session at this AATK conference, we will introduce our mobile device teaching materials based on cultural geographic resources which incorporate and reflect a variety of genres like maps, statistical census data, travel guides, photos, clips of famous movies, and so on. This ensures the students would be exposed to socio-cultural contexts other than linguistic texts and grammatical points in Korean. This enrichment of diverse linguistic and cultural backgrounds from the geographic materials can occur for the students who take Korean courses because the materials synergically raise their learning ability to a higher level. We believe our efforts can world-readiness standards in Korean language education.

2 Integration: listening, speaking, and pronunciation using the online program EdPuzzle
Sooyeon Lee  UW-Milwaukee

This presentation focuses on creating online tasks for students using a program called EdPuzzle. Using various features of the program, instructors can produce meaningful and engaging activities out of the classroom. The presenter emphasizes the controlled use of instructional media material and the importance of student engagement. Attendees will be shown how to:

1. Adapt YouTube content into sufficiently short timeframes for their classes.
2. Encourage students to engage in online media activities coinciding with their current class material.
3. Adapt YouTube videos for enhancing oral and listening proficiency.

Students are digitally literate now, having grown up in the digital era. They get information from and socialize on the Internet. Indeed, some students struggle with focusing on in-classroom activities without multi-media aids. This presentation shares experiences of developing an online aid for a Korean pronunciation class using a free web-based application, EdPuzzle. This application allows course material developers to implement YouTube videos more readily in class. There is a vast amount of content on YouTube, of course, but some videos are longer than students can concentrate on. Using the application, we can extract only the useful parts and add various activities for students, such as multiple choice or true/false questions, as well as re-
3 한국어교육에서의 21세기 핵심 역량 강화를 위한 온라인 교육용 어플리케이션 활용 방안

Kyungmi Jang, Seyoung An  
Rainbow International School

21세기 미래 사회의 창의적 인재가 갖추어야 할 역량에 대한 관심이 높아지는 가운데 특히 디지털 문해력(digital literacy skills)의 중요성이 대두되고 있다. 그리고 스마트폰 및 태블릿 PC의 급속한 사용 확대로 다양한 콘텐츠를 담은 어플리케이션의 복잡한 증가로 인해 새로운 교육 환경이 현실화되면서 그 중요성은 더욱 부각되고 있는 추세이다. 이러한 흐름에 따라 언어 교육 현장에 적용할 수 있는 온라인 어플리케이션 개발 및 사용에 대한 관심도 증가하고 있지만 넘쳐나는 정보의 홍수 속에서 어떤 것을 어떤 기준에 근거하여 선택하고 적용할 것인가의 문제가 그리 쉽지 않다. 외국어 교육 표준(World Readiness Standards)은 언어 학습에 있어 5C를 중심으로 다섯 개의 목표 영역 안에서 도달해야 할 17개의 외국어 능력 표준으로 언어 학습의 전제적인 방향을 제시해 준다. 인터넷 기반의 어플리케이션 활용은 언어 학습에서 다루고자 하는 콘텐츠를 외국어 교육 표준이 제시하는 방향에 맞춰 효율적으로 연계해 주는 역할을 수행한다. 또한 학습자의 다양한 학습 스타일에 맞춰 창의적인 방법으로 콘텐츠에 접근할 수 있게 하고, 학습의 개방화, 소통에 이루어지도록 도는 데 무엇보다 노보크, 스마트폰, 아이패드와 같은 다양한 스마트기기를 활용하는 능력을 향상시키고 디지털 시대의 아이들의 내재적 동기를 높여줄 수 있다.

이에 본 연구자는 Teaching materials exchange 시간을 통해 21세기 핵심 역량을 강화할 수 있고, 언어 교수 및 학습에 쉽고 효율적으로 활용될 수 있는 6개의 온라인 기반 교육용 사이트를 외국어 교육 표준과 연계하여 소개하고 현 국제학교에서 적용하고 있는 한국어 수업의 실제 사례를 함께 나누고자 한다. 중점적으로 다루는 교육용 사이트는 Kahoot(카풋), Quizlet(퀴즈렛), Cram(크램), Padlet(패들렛), Toondo(툰두), Storybird(스토리비드)이다. 샤이에 대한 간략한 설명은 다음과 같다.

Kahoot(카풋)는 교사가 모니터에 퀴즈 문제를 출제하고 학습자가 빠르게 답을 맞출수록 포인트가 많이 나는 게임적 요소를 통해 학습자의 몰입과 동기부여를 높여주고 있으며, 학습자의 학습 이해도를 인지할 수 있도록 도움을 주고 있다. 미국에서 굉장히 인기가 많은 어플리케이션이다. 이것을 한국어 교육에 적용하는 실제 사례 연구를 통하여 토론과 협업을 통한 한국어 학습 과정을 논의하도록 한다. 다음으로 Quizlet(퀴즈렛)와 Cram(크램)은 온라인 기반 플래쉬카드 웹사이트이다. 하지만 이 웹사이트는 플래쉬카드를 보여주는 것에서 끝나는 것이 아니라 기록이 기여, 시험보기, 게임으로까지 확장시켜 학습자가 그 단어를 자연스럽게 습득할 수 있도록 만든다. Padlet(패들렛)은 다양한 아이디어의 공유와 학생들의 성과 지식을 한 눈에 알아볼 수 있도록 만들어 준다. 이것은 한국어 교육에서는 단원 시작 전에 사용하여 학습자가 본 단원에 대한 학습자의 성과 지식을 확인할 수 있도록 도움을 주며 이와 동시에 영양란 소통이 일어나는 학습 중점의 수업으로 만들어 주고 있다. Toondo(툰두)는 만화를 학습자가 직접 제작하도록 하여 학습의 중심역할을 교육에 적용하도록 하는 것에 조점을 두고 있다. 한국어 교육 현장에서는 일상 대화 만들기, 단원에서 배운 문법 표현을 사용하여 대화 만들기와 같은 방법으로 활용이 가능하다. 마지막으로 StoryBird(스토리비드)는 온라인 책 제작이 가능한 사이트이며 학습자가 다양한 이미지를 통해 자신의 책을 만들 수 있다. 한국어 수업에서는 학습자 속담도에 따라 간단한 그림 일기에서부터 나만의 이야기 쓰기까지 다양한 구현이 가능하다. 이처럼 21세기 언어 교실에서의 테크놀로지의 활용은 필수적이며, 그 과정에서 학생들은 디지털 문해력의 높일 수 있어야 한다. 즉, 위에서 제시한 교육용 사이트를 활용한 한국어 교육 현장 사례 연구를 통해 어떻게 학습자가 언어와 문화를 이해하고, 분석하고, 적용하고, 평가하고, 재창조하는 활동을 하는지에 대해 함께 논의해 보고자 한다. 또한, 이러한 활용은 외국어 교육 표준의 지향적인 창의력,
4 Promoting Intercultural Competence through Engaging Community-centered Project-Based Learning
Ihnhee Kim  Northwestern University
Hyunjung Ahn  USC

This presentation describes a successful program that utilized community-involvement to provide learners real-world experiences to engage in meaningful communication. For the project, students took on the role of being TV news reporters. The presenters will provide tangible activities, evaluation rubrics, and an overview of the entire process of the project. The session will close with a discussion with participants on methods for promoting the empowerment and intercultural competence of language learners.

Recently, promoting a language learners’ ability of language use in real-life situations incorporating the 5Cs has become a central focus in language education. Despite the consensus on the importance of preparing language learners for real-world language use, and a noticeable progress in some aspects, it is still extremely rare to find tangible activities that provide learners with hands-on experiences in the community. It can be a great venue to utilize classroom language in the real-world by directing and scaffolding interaction with target language speakers.

This presentation shares the exciting outcomes of a project-based learning endeavor titled “We are TV news reporters”, implemented in a 3rd year Korean language class for 8 weeks. 7 intermediate high/advanced low heritage and non-heritage participants collaborated in teams of 2-3 people. Their work for this community-connected project involved them conducting research on their own chosen news topic, interviewing a community elder, making a video news presentation, and publicizing the video and article in the community. Along with all of the procedural data, the learners’ retrospective narratives, and can-do-statements on intercultural competence were analyzed. This experiential, authentic, contextualized, and learner-directed project based learning experience in the community resulted in enhanced language use, intercultural competence and autonomy for the language learners, all of which trigger their further study of the language.

This presentation intends to share important things we learned when implementing a system for project-based language learning in the community for language learning. Participants will be able to (1) design and plan appropriate projects according to the level and background of learners, (2) to provide clear-cut tasks and evaluation rubrics step by step, and (3) to better facilitate learners to apply their class-based learning to real life contexts.

5 Building Intercultural Competence through TV Dramas, Movies, and Web-toons
Si Yen Lee  DLFIC

In this interconnected world, global competence is vital to the experience of learning languages whether in face-to-face classrooms, online connections, or everyday interactions and experiences. To develop global competence, fostering intercultural competence is crucial to communicate with cultural understanding and awareness of cross-cultural differences. Then, how can we foster intercultural competence which is one element of wholistic foreign language competences?

Utilizing dramas, movies, and web-toons of the target language and culture is an effective and intrinsically motivating way to enhance the cross-cultural competence. Foreign language students can raise their awareness and appreciation of cultural differences and willingness to accept those differences by learning through dramas, movies, and web-toons of the target language. These authentic resources are also fundamental to learn the colloquial language of the current target society and culture.

In this session, the presenter will share teaching materials and examples using dramas, movies, and web-toons, which had been developed and implemented to build deeper understanding of the target language and culture, furthermore, intercultural competence. These materials developed based on open architecture curriculum that can be adjusted to students’ needs and proficiency levels. The audience can have clear ideas and teaching examples on how to enhance global competence entailing foreign language competence.

6 A curriculum development of ‘Business Korean’ for the advanced learners: Benefit and challenge
Hyunae Yun  Emory University


이러한 수업은 특수목적 외국어교육의 하위 분야로서 한국 기업에 취업한 상황을 가정하고 관련 대화문 및 표현문형 등을 학습하는 형태를 취한다(김진숙2003; 이미혜2008; 황티연2008). 이 같은 추세에 힘입어 미국 내 대학교에서
경제학 혹은 경영학을 전공한 한국인 교포 및 유학생들 역시 한국 기업으로의 취업을 고려하기도 한다. 미국 대학교 내 한국어 프로그램에서 고급 학습자군의 상당수인 한국인 교포 학습자들은 일상생활 속에서 의사소통할 문제가 없는 반면, 보다 공식적인 상황에서 적절히도 공손하게 발화 의도를 효과적으로 전달하는 데에는 어려움을 겪는다는 특징이 있다.

따라서 향후 이 학습자들이 한국 기업으로 취업하거나 취업을 준비하려 할 때, 그들의 한국어 수준이 장벽으로 작용할 수 있을 것이다. 이에 본 발표는 이 학습자들의 현실적인 한국어 학습 요구를 충족시킬 수 있는 ‘비즈니스 코리아’ 수업 개발 사례를 다루었다. 이 수업은 미국 대학교 내에서 경영학을 전공하는 3학년 한국어 교포 학습자 및 유학생들을 대상으로 개발되었다. 이 수업은 기존의 ‘비즈니스 코리아’ 수업들과는 달리, ‘주제기반 교수(Theme-based instruction)’ 방식을 채택하여 일반 경영학 전공에서 다루는 기존 주제 7가지(수요와 공급, 경영전략, 마케팅, 취업, 비즈니스 문서 작성, 경제 이슈, 토론, 재무와 회계)를 선정, 그 주제를 가장 잘 전달할 수 있는 학습자들에게 제공하는 방식을 취하였다. 즉 다시 말해 비즈니스 상황을 재현하고 고급 문법이나 표현문장을 학습하는 형태가 아니라, 선정된 7가지 주제에 대하여 학습자들이 이미 보유하고 있는 경영학 전공 지식을 한국어로 효과적으로 전달할 수 있는 전략과 단어들을 학습하는 형태로 이루어졌다. 따라서 학생이 각 주제를 공유하고 공식적인 발표나 쓰기, 토론 등의 과제를 수행하는 데 필요한 한국어 전략담화 전략, 공론 전략 등)를 습득할 수 있게 구성하였다. 또 주어진 과제를 완료하기 위해 학생마다 각 주제와 관련된 한국어 전문용어를 학습하였다.

본 수업의 가장 큰 강점은 고급 학습자에게 필요하게 요구되는 발표 전략 및 담화 전략, 공론 전략 등을 각 과목마다 적절히 배치하여 학습자들이 주어진 경영학 주제 안에서 전문용어 및 한국어 말하기가 기술을 동시에 습득할 수 있게 한 것이라고 할 수 있다. 본 발표에서는 2학기 기에 걸쳐 ‘비즈니스 코리아’ 수업을 개발하고 수정하면서 발생한 여러 실정적인 고민들을 청중과 집중적으로 공유할 수 있을 것이다. 먼저 경영학 주제들과 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키고 상호 연관시키며 경험을 공유할 수 있는 것을 다시, 그리고 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경험을 공유할 수 있는지를 위한 코리아, 그리고 고급 교육과정에서 요구되는 언어 전략을 어떻게 상호 연관시키며 경
checker regularly for writing assignments and reported that they would use it for future writing projects. Urimal 365 is a synchronous Korean-language counseling service via a mobile application (KakaoTalk), developed by the National Institute of the Korean Language. It turned out that the students did not use this service over the course because the ‘synchronous’ counseling was only usable in Korean local business hours. The unavailability in U.S. local time hindered the use of the tool. The students acknowledged that they would use the service when they visit Korea.

Students’ multimodal work samples archived in VoiceThread and Padlet, implications and limitations are presented.

8 Enhanced first semester Korean course design with Padlet and Shadow Puppet
Jaemin Roh, Jungkin Yoo Boston University

This presentation demonstrates an effective activity tailored to the first semester Korean using two online technology tools, Padlet and Shadow Puppet. Integrating Padlet into the Korean coursework was initiated after participating in the keynote presentation of the 2016 AATK conference. Padlet was perceived there as a viable and versatile tool for students in exchanging opinions and sharing creative work samples. Shadow Puppet is another online tool that students can create videos with substantial ease. Padlet activities were designed for more engaging pre-study activities by providing a series of short videos and asking associated simple questions that are appropriate for beginners. The participants were forty-one first semester Korean students in a university located in the Northeast region of the U.S. Students first participated in the sequenced activities on Padlet and created portfolios and shared them with each other. The purpose of integrating the two technology tools was to standardize all participating students’ Korean proficiency in understanding and using the target grammar and patterns. The videos on Padlet provided a context to the grammar and vocabulary that students would learn in class on the next day. The students watched short video clips and recorded voice answers to the questions before they came to class. Shadow Puppet was used to create short conversations for pair work, applying the textbook’s grammar lessons. Later, it aided students to create their own bio- graphic videos encompassing the entire learning content of the semester. The findings from the survey and interviews revealed that students not only enjoyed the Padlet activities but also felt better prepared for coursework because they have completed the pre-study assignments and therefore are at the same starting line for the instructor to further facilitate more conversations and communications. The use of the two tools enhanced students’ readiness to uptake the in-class lessons in the following day. The Padlet activity created a productive classroom environment where more time can be spent applying the language in situations instead of extending lessons on the basics of grammar and vocabulary. An additional benefit was found that the Padlet activities promoted a more active style of learning because multiple pronunciation practices were embedded in the design. When completing a Padlet assignment, students found an answer and practiced their lines typically 4-5 times before recording their responses, and the answers repeated several more times during the recording process, totaling repeating the sentence structure 6-8 times. This process granted students a chance to improve their own pronunciation and internalize the fundamental structure of basic Korean sentences. Another benefit of using Padlet was for the students who were introverted in nature had the opportunity to practice speaking outside of class with comfort. With Padlet students could also reference other students’ work through reviewing their speech samples. The presentation showcases Padlet instruction samples, student work portfolios and use of Shadow Puppet.

9 Blended Learning Language Classroom for Beginner-Level
Heritage Learners (한국어 계승어 초급 학습자를 위한 혼합형 학습 모델)
Yuseon Yun, Eunjung Ji Princeton University

Web 2.0으로 대표되는 인터넷 기술의 발달로 지난 십여년 동안 인터넷 사용 환경 및 생태계는 수많은 혁신을 이루어 왔다. 외국어 교육 분야 또한 인터넷을 기반으로 한 다양한 교수·학습 모델이 개발되어 전통적인 교실 환경이 약간된 환경을 극복하려는 많은 시도가 있었다. 최근에는 교육계 전반에 ‘거꾸로 학습’(flipped learning)에 대한 관심과 도입이 급증하고 있으나 이를 외국어 수업 교실에 그대로 도입하는 데에는 여러 문제점이 지적되고 있다. 특히 초급 학습자의 경우 전통적 면대면 수업이 아닌 온라인 사전 학습 과정에서 동기 저하되거나 학습 부진의 결과를 초래할 가능성이 높다. 따라서 본 발표에서는 이에 대한 대안으로 기존의 ‘거꾸로 학습’의 단점을 보완하고 면대면 학습 활동이 중요시되는 언어 수업의 교실에서의 학습 효과를 극대화할 수 있는 ‘혼합형 학습’(blended learning) 모델을 제시하고자 한다. ‘혼합형 학습’ 모델은 ‘거꾸로 학습’ 모델과 비교하여 온오프 교수 학습 운영이 비교적 유연하고 교실 상황에 따라 학습자 맞춤 설계가 가능하다는 장점이 있다. 이러한 장점은 한 교실 내의 다양한 언어 사용 배경 및 숙달도의 학습자가 모여 있는 초급 계승어 교실(heritage classroom)의 여러 문제점을 해소하는 데 효과적으로 활용될 수 있다.

계승어 교실의 가장 큰 문제점으로 지적되고 있는 언어
학습자의 다양성은 학습 효과와 성공적인 교실 운영을 저해하는 요인으로 꼽히고 있다. 학습자 개개인의 기준에 습득한 문법, 표현 및 어휘의 편차가 크기 때문에 학습 목표 어휘나 문법 등을 표준화하기 어렵기 때문이다. 실제로 한 교실 내에서 이미 잘 알고 있어도 불필요한 문법을 배운다고 느끼거나 모르는 어휘가 너무 많아 수업 내용을 쉽게 어렵다는 반응을 보이는 학습자가 공존하는 경우가 많다. 따라서 한정된 교실 내 수업 시간을 효과적으로 활용하기 위해서 각 학습자의 숙달도에 맞춘 ‘주합성 학습’ 자료를 개발하여 조금씩 예를 교실에 적용하였다. 본 발표에서는 10명 이내로 구성된 미국 내 한 사립대학교의 초급 교실에 교실 중심으로 개발된 모델을 제시하고자 한다.

해당 모델은 크게 사전 학습, 교실 내 활동, 수업 후 자기 평가로 구성되어 있다. 첫 번째 사전 학습 단계에서는 수업에서 체택한 교과서의 목표문법과 어휘를 학습 단위가 아닌 개별 항목별로 나누어 수업 자료를 제작하였다. 교사는 기존 수업 시간에 다루었던 각 항목별 문법적 기능, 활용 예문 등을 설명한 비디오를 제작하여 BlackBoard 등의 온라인 학습 플랫폼에 올린다. 학습자들은 수업 전에 해당 비디오를 필요한 경우 선택적으로 학습하고 수업에 오거나, 해당 비디오에서 다루고 있는 내용 등을 학습자가 이해 할 수 없어거나 앞서 생각하는 경우 따로 사전 학습을 하지 않아도 무방하다. 또한 사전 재학습을 통해 학습자의 세부 목표 학습 내용에 대한 이해도를 표시하여 교사가 교실 내 수업 시간에 집중할 내용을 결정할 수 있도록 한다. 두 번째 교실 내 활동에서는 목표 학습 내용을 교사가 간단한 활동을 통해 사전 학습 내용을 점검하고 학습자들 간의 편차가 낮은 문법이나 표현, 어휘 등을 집중해 수업을 진행한다. 또한 사전 학습을 통해 확보된 교실 내 수업 시간을 활용해 추가된 말하거나 쓰기 활동을 강화한다. 또한 사전 학습을 통해 확보된 교실 내 수업 시간을 활용해 추가된 말하거나 쓰기 활동을 강화한다. 교사는 사전 학습과 학습자의 사전 체크리스트를 바탕으로 목표 수업 내용을 조정하고 학습자의 필요와 수준에 맞는 학습 활동을 제시한다. 세 번째 수업 후 자기 평가에서는 사전 학습과 비교하여 수업 후 목표 수업 내용에 대한 이해도를 점검하고 학습자 개인의 개별 수업에 대한 성취도를 간단한 퀴즈와 자기 점검 체크리스트를 통해 확인한다.

Using Folktales to Engage Heritage Students in a Language Classroom
Jee In Kim

Using folktales in language classrooms has several benefits: the universal moral, predictable sequence, and repetitive simplicity of structure, which all facilitate language learning. It has further benefits for heritage students for the following reasons: folktales are based on oral traditions and most heritage students are closer to oral literacy; heritage students already have some cultural traditions contained in the folktales through their parents, and as a result using folktales allows to accommodate the discrepancy between their listening and reading proficiency level and thereby helps heritage students build their confidence to deal with the written texts more easily, and widen their vocabulary and expressions. With these benefits in mind, for a Korean class with heritage students composed of 4th ~ 6th grade at a Korean Weekend School, the presenter developed 9 modules of instructional materials using folktales. These materials were utilized for one semester to engage students’ class participation, and submitted to the 2nd Instructional Material Contest by Korean Schools Association of Northern California and awarded the first prize.

Attending this presentation, participants will have a better understanding of the benefits of using folktales in language classrooms with heritage students. They will gain practical knowledge about how to develop and utilize instructional materials using folktales through samples. They will also gain knowledge about i-book author, which they may also apply to their own practices to develop materials. This presentation session will be conducted in the format of presentation, demonstration, and Q & A. The session will start with the pedagogical background about the benefits of using folktales. The second part of the presentation will show the actual samples of materials. The session will conclude with a question-and-answer period.

Using book trailer for enhancing comprehension of Korean books
Yujeong Choi, Kyoungrok Ko  University of Toronto

With the advent of the digital era, many changes have been detected in the field of reading as typography. For instance, many offline bookstores have closed or are focusing more on the operation of their online bookstores. By the vitalization of the online market, the way of promoting books has also majorly changed. Most of the existing PR methods such as newspaper advertisements or book reviews are being replaced by viral advertising messages on the Internet. A book trailer is a way of introducing a book through a video rather than a print medium. In the same manner that a video trailer efficiently promotes a film, a book trailer is a powerful means for promoting books (Han, Choi & Oh, 2016). Since 2005, Youtube, MySpace, and Vimeo, all of which allow users to upload their own films, have included book trailers on their sites (Choi, & Cho, 2015; Han, Choi & Oh, 2016; Lee & Kwak, 2011). The use of book trailers for educational purposes is beginning to be included in some curriculum areas. However, its use as an educational tool is still very
limited. In this teaching material exchange presentation, we will introduce how student production of a book trailer can improve the students’ understanding of Korean books.

The book trailer activity has already been successfully used for an advanced-level Korean course in our institute. As a small group project, each group chooses a book from the library that fits their collective interest and proficiency level. As they read the book, the students brainstorm and sufficiently discuss how they will approach the task of making their book trailer. Then they create a planning table and a storyboard. In the planning table, students discuss sentences to be inserted into the trailer, the overall atmosphere, concept, background, sound effects, and images. In the storyboard, students grasp the core content of the storyline and also illustrate the development process. After hearing instructor’s feedback students make alterations to their plan then video tape their book trailer for class viewing. We will introduce the entire processes of designing a book trailer activity in detail with samples of student productions. In addition, we will share our experience with regard to how to keep a book trailer activity interesting as well as educational.

12 Meaningful Connection between Classroom Teaching and Assessment: What it takes to implement Standards-based Integrated Performance Assessment
Jeeyoung Ha  University of Illinois at Urbana-Champaign

With a surge of interest in the implementation of the World-Readiness Standards for Learning Languages in foreign language programs, foreign language educators started to give much needed attention to the ways in which classroom activities might promote communication across the three modes of Communication standards (interpretive, interpersonal, and presentation) as defined in the Standards. Furthermore, successful adoption of the World-Readiness Standards will depend greatly on establishing a clear and valid connection between classroom teaching and assessment. Although it is agreed that assessment tasks should require students to use language meaningfully to demonstrate what they learned about the content, there is still much to learn about how these three modes of communication may be assessed as such in classroom instruction.

In response to the aforementioned need, the Integrated Performance Assessment (IPA) framework proposes a standards-based assessment of students’ performance across the interpersonal, interpretive and presentational modes of communication. IPA is based on Backward Design and a cyclical approach to the development and assessment of units with continuous practice and feedback. Designed around a theme and composed of tasks that focus on three modes of Communication, IPA aims to connect instruction and assessment directly so that student performance and classroom instruction can influence each other and improve as a result.

This presentation aims to introduce the key concepts in IPA implementation and show how to materialize them in practice by sharing a sample IPA for an intermediate level class. First, a lesson overview on the topic of “Traditional and New Celebrations in Korea” will be presented with objectives, activities and assessment tasks with authentic texts. The overview will also show how the sample IPA, as a standards-based assessment, incorporates not only the three modes of communication but also four other goals stated in the World-Readiness Standards, i.e., Cultures, Comparisons, Connections, and Communities. In the sample IPA, students first complete interpretive tasks (reading and listening activities) with a short newspaper article and a clip of TV news. Using the information acquired in the interpretive tasks, students then engage in a face-to-face oral interpersonal task sharing their thoughts on the information obtained from the interpretive tasks, and finally use all the information and ideas from the first two tasks to complete a culminating presentational task. Q & A after each presentation serves as another interpersonal task. Each task with feedback is designed to elicit meaningful and authentic interactions and to engage learners in acquiring new information necessary to complete the subsequent task. The presentation will conclude with the challenges and benefits of implementing IPA with students’ feedback. It is hoped that this presentation will highlight how IPA can engage students more actively and guide them in consolidating content learning while using language in meaningful ways.

13 Web-based Formative Assessment in Reading and Listening: The Online Diagnostic Assessment (ODA) System
Sun-Kwang Bae  DLIFLC

This session will feature the Online Diagnostic Assessment (ODA) system, a web-based automated diagnostic assessment tool of foreign language proficiency, which has been developed at the Defense Language Institute, Monterey, California. ODA enables learners to evaluate and manage their foreign language learning by measuring their strengths and weaknesses in a given language (Korean is one of the languages included in the system). The ODA System aims to provide the learners with individualized feedback on their accomplishments and needs in the foreign language they are studying. This feedback will be based on a systematic sampling of their abilities across a variety of levels, topics, tasks, and specific linguistic features. All reading
and listening texts are taken or adapted from authentic sources compliant with Interagency Language Roundtable (ILR) level descriptions. ODA provides a formative, systematic and valid diagnostic approach for foreign language learners to maintain and improve their proficiency level. Currently, eighteen languages in reading and listening are available with assessment materials covering ILR levels 1 to 3.

The presenter will showcase the ODA system: briefly on the system design, assessment item types, and technological architecture. Actual sample tests and diagnostic profiles generated by the system will also be shown. Session attendees will have an opportunity to explore the ODA system and learn to use this comprehensive tool to enhance their teaching and curriculum design. In addition, the presenter will share experiences on diagnostic profile analysis and interpretation. ODA is publicly available at http://oda.dliifc.edu for anyone to use.

14 교과서 코퍼스 기반 한국어 학습
보조 자료
Jae-Woong Choe Korea University
Hye-Sook Kim Konyang University

본 발표의 목적은 한국어 교육 및 한국어 학습에 활용될 수 있는 보조 자료를 제공하기 위한 것으로, 4개 종류의 한국어 교과서 코퍼스를 제공하고 그것을 활용하는 방법을 소개합니다. (작작권을 감안하여 각 권 별로 모든 문장의 순서를 무작위로 뒤섞어 배포함.) 아울러 코퍼스에서 추출한 어휘(형태소) 목록을 포함한 몇 가지 목록도 제공합니다.

외국어 학습 및 교육에서 코퍼스가 활용되어야 할 필요성과 가능성을 충분히 입증하고 있고 본다(Aijmer 2009, Flowerdew 2012). 그러므로 실제 교육 현장에서 코퍼스가 활용될 수 있기에 위해서는 적어도 두 가지가 전체된다. 우선 적절한 코퍼스가 있어야 한다. 한국어 코퍼스가 여럿 구축되어 있으나 한국어 학습 현장에 적합하다고 보기는 어렵다. 대표적인 세종말뭉치의 경우, 규모가 상당하여 개인 연구자나 개인 학습자 차원에서 접근하거나 활용하기가 쉽지 않다. 또한 일반 코퍼스로 설정 원하는 자료를 추출하다 하더라도 특히 초·중급 수준에서는 감당하기 어려운 규모가 이뤄지기 때문에 그에 대한 별도의 대처 방안이 필요하다. 이런 면에서 교과서 코퍼스는 상당 수준 담당자 필수 문장과 어휘로 구성되어 있어서 상대적으로 더 적합하다. 또한 개인이 쉽게 다루기에 적절한 규모로 되어 있어 영어 등의 저출에 걸리는 시간도 많지 않다. 즉 학습자가 개인적으로 활용하기에 적합한 수준과 규모의 코퍼스라 할 수 있다.

외국어 교육에서 교사나 학습자가 코퍼스를 직접 활용하기 위해 전개되는 두 번째 조건은 코퍼스 활용

도구다. 이런 목적에서 활용할 수 있는 출품한 도구가 이미 무로 배포되고 있다. 현재 대표적인 코퍼스 활용 도구인 AntConc(Anthony 2014)를 한국어 교과서 코퍼스와 연계 사용할 수 있다. AntConc는 무료라는 장점 외에도 별도 설치 과정이 필요 없고 사용이 비교적 간단하다. 따라서 컴퓨터에 익숙하지 않은 한국어 교사나 학습자들이 사용하기에도 적합하다. 일반 코퍼스 및 활용 도구가 있으면 이제 교사나 학생이 그것을 어떻게 활용할 수 있다는 문제로 넘어간다. 실제 발표에서는 자료에 대한 구체적인 소개와 아울러 AntConc에 마련된 주요 기능 중 일부를 어떻게 사용할 수 있는지를 보인다. 예를 들어 ‘가장’의 concordance는 아래와 같다.

1. 동문은 아주 좋다. 그리고 한국에서 가장 유명합니다. 동문의 시대에는 가계가 많이 있습니다. AU_1.txt 0 1
2. ‘/박물/외국/종로서점/설악산/경주/모레/가장/특히/열다/쓰다/솔프다/기브다/어프다/AU_1.txt 0 2
3. 도봉산은 서울 북쪽에 있습니다. 서울 근처에서 가장 높은 산입니다. 지하철 도봉산역에서 가깝습니다. 도봉산에 AU_2.txt 1 1
4. title= 한국 문화’ 한국의 명절 한국에서 가장 중요한 명절은 설날과 추석입니다. 설날은 음력 1 AU_2.txt 1 2
5. 요코가 꽤 좋아했습니다. 그 사람은 요코가 가장 좋아하는 한국이 가수였습니다. 그래서 요코는 두 AU_2.txt 1 3

또한 ‘가장’으로 시작되는 cluster는 아래와 같다.

#Total No. of Cluster Types: 240
#Total No. of Cluster Tokens: 459
1 35 13 가장 큰
2 33 13 가장 중요한
3 21 11 가장 좋은
4 18 11 가장 많이
5 9 6 가장 기억에

이와 같이 AntConc에 마련된 여러 기능을 활용하여 다양하게 분석해 볼 수 있다.

배포된 어휘 목록 중 하나는 아래 형식으로 되어 있다. 각
품사별로 해당 어휘(형태소)를 코퍼스 전체에서 추출한
빈도의 역순으로 배열한 형태다.

Differentiated Instruction: Building Bridges between Learners and Learning
Jaeduck Park  DLIFLC

This presentation introduces a lesson to meet the needs of diverse language learners and help them to maximize their capacity in learning by designing a curriculum based on differentiated instruction (DI). While many language teachers have relied on a “one size fits all” curriculum, the main goal of this lesson lies in guiding teachers to learn the principles of DI and consider who, what, where, and how they teach in order that they can develop their own teaching methods. The lesson also aims to enhance learner proximity to specified knowledge and skills as well as their engagement in attention and curiosity. This enables teachers to help students learn in the way they learn best.

Topic: Stress and Diseases in Korea
Objectives: Students learn to make topic-relevant statements and expressions through learner-preferred ways, and construct their own standpoints about the topics using logical reasons with high accuracy.
Proficiency level: Intermediate in the 2nd semester (approximately 30 weeks exposure to Korean for 6-7 hours per day, five days per week).
Class: 15 students with varying socioeconomic backgrounds and learning styles.
Sources used: GLOSS, Linolt, smartphones, MacBooks/laptops, iPads, Naver/Google, YouTube.
Lesson length: 2 hours (two 50-minute sessions).
Lesson flow: Lesson consists of Content, Process, Product, and Affect/Assessment serving as principles of DI.

I. Content: As the whole class
1. Students explore topics/concepts and study about them by using materials.
2. The class shares information and ask questions for better understanding.

II. Process: Class divided into three groups based on their learning style preferences from VARK model does the tasks in the following:
Group A: Students read assigned texts about stress that Korean students experience, and share the information by posting summaries on Linolt which they explain to their classmates.
Group B: Watch videos about causes and types of stress experienced by Korean adults, and make a short chart. Read the stress-level test questions, and select a few to consolidate the select questions and make a score chart. Interview classmates.
Group C: Listen to short segments about good stress and summarize them on their notebooks. Then, make an interview questionnaire and ask classmates about their basic information and causes and solutions for stress, and make a poster.

III. Product:
Group A: Students advise the ministry of education or local school district offices in Korea on helping the students to relieve the stresses. Then, they post their suggestions and recommendations on Linolt.
Group B: Role play as a patient and a doctor. Advise the patients on how to conduct daily lives with less stress. Also, ask the doctor on how to reduce their stress level experienced at various settings.
Group C: Using the content of the segments, make an instructional video on how to reduce stress.

IV. Affect/Assessment:
Students will evaluate the effectiveness of their work using the criteria and identify activities and statements that went well and did not. Also, after reviewing key concepts, they write a reflection post on Linolt on their learning experience.
1 교수 일지를 활용한 교사 교육 방안 연구
Eun Kyu Choi Seoul National University


본 연구는 최근의 한국어 교육의 발전 속에서 교사 교육 연구는 상대적으로 부족하다는 문제 인식을 바탕으로 교사들이 자율적으로 교육 활동을 계획하고, 전문 교사로서 발전에 나가는 성장형 교육 방법 중 하나로서 교수 일지를 제안한다. 본 연구의 결과는 앞으로 한국어 교사 교육 프로그램이 아로네 근거와 실제 적용 과정에 기반하여 발전하고 다양화하는 데 유용한 사례 연구의 역할을 하게 될 것이다.

2 Applying Backward Design for a "Modular Professional Korean" Curriculum
Young-mee Yu Cho, Hee Chung Chun
Rutgers University

Despite the dramatic growth in KFL in the last two decades, there has been no systematic research on Korean for Specific Purposes (KSP) in the U.S., except for earlier attempts to suggest practical solutions (Kim 1999, Byon 2001, and Lim 2002). Recently, however, the publication of Developing Courses in Languages for Specific Purposes (2015) has renewed an interest in the field. It is high time to identify the areas of emerging needs beyond “Korean for a general academic purpose” and to address pedagogical concerns for promoting global competence in a transnational workplace. KSP is one area where the concept of “backward design” (Wiggins and McTighe 2005) has the potential to work best in curriculum design, because one can “determine acceptable evidence” of learning by assessment and finally design “learning events,” based on clearly definable goals.

In this paper we present a research-based and data-driven approach to building a college-level Professional Korean (PK) curriculum. The first survey shows that seven universities offer KSP in North America and only one connects general language acquisition to business goals. The second survey focuses on student needs: 63% responded that they expected to use Korean in a professional field after graduation and 89% were interested in taking PK. Their specific fields of interest were quite diverse: General Business (34 %), Entertainment (16%), Finance (11%), Teaching English (11 %), Healthcare (10%), Government (8%), etc.

Once the learning outcomes are determined, we implement the second stage of backward design—assessment. In addition to functional skills and content knowledge, we evaluate one of the core goals of higher education, namely, facilitating students’ critical thinking and global competence. We design a multi-faceted assessment that measures (1) general linguistic and cultural acquisition, (2) subject knowledge in professional fields and (3) research and critical thinking abilities. First, we plan to invite professionals as external reviewers for real-life feedback, which will alleviate some of the challenges instructors encounter when specific content knowledge/experiences are required. Second, real-life opportunities (e.g. internship inter-
외국인을 위한 한국어 번역 교육과정
설계 기초연구
Jong Myung Hong  Hankuk University of Foreign Studies

1. 연구 목적

최근 들어 한국어 교육 영역에서는 외국인 학생들의 증가와 글로벌 기업들의 성장 등으로 인해 고급 한국어 학습자수가 증가하고 있다. 이들로 인해 다양한 영역에서 자신이 속해 있는 고급 한국어능력을 활용하고 있는 사람들로 인해 많은 수요는 통역과 번역이다. 실제로 한국 내 통역,번역 대학원 입학생 중 상당 수가 외국인들이며 2014년 통계에 따르면 전체 15%에 달하고 있는 것으로 알려졌다(성조림, 2014). 또한 해외 헌신한 한국어교육에서도 외국인 대상 한국어 통·번역교육의 수요와 요구가 증가하고 있다.

이렇게 외국인 한국어를 대상 언어로 수행하는 통역과 번역은 앞으로도 많은 수요와 발전이 있을 것으로 전망되는 가운데 이에 대한 관심도 높아지고 있다. 실제로 국내에서 외국인 대상한국어 교육과를 학위과정으로 개설하여 운영하고 있는 학교도 나타나는 등 외국인 통·번역에 관한 교육적 접근도 활발해지고 있다.

2. 이론적 배경

2.1. 번역능력(translation competence)

언어인의 개념은 1960년대 이후 오랫동안 "변역능력(translation competence)"으로 알려져 왔다. 실제로 많은 사람들이 이러한 변역의 능력으로 목표언어를 학습하거나 해당 분야 전문가를 사람들을 향유하는 것은 이러한 맥락 때문인 것이다.

그러나 최근에 외서는 변역능력을 다양한 관점에서 논의하고 있다. 특히 언어능력 외에 필요한 다양한 요인들을 변역능력의 구성요소로 설정하여 실제로 변역능력 모델 개발이 이루어지고 있다. 이러한 변역능력 모델은 일반적으로 "다중성분능력 모델(competence as multi-componential model)" 또는 "변역능력 구성 모델(componential model)" 등으로 지정된다. 이들 모델은 주로 변역능력을 구성하는 하위 요소들이 어떠한 성격과 특성을 갖는지, 서로 어떻게 유기적으로 연결되는지에 대한 고찰을 바탕으로 변역능력 구성요소 간의 관계를 설정한 것이 특징이다.

2.2. Kelly(2012)의 변역능력과 교수학습 모형


본 연구에서는 Kelly(2012) 모형을 바탕으로 외국인을 위한 한국어 번역과정의 교수학습 모델을 설계하고자 한다.

3. 연구방법

(1) 국내 외국인 대상 한국어 번역과정 분석: 현재 운영 중인 외국인 대상 한국어 번역과정들을 조사하여 내용과 체계를 분석

(2) 선행연구 고찰을 통한 "변역능력(translation competence)" 개념의 재설정과 한국어 번역교육 역량에 적용을 위한 Kelly(2012) 모형의 수정 보완: 여러 학자들이...
L2 한국어 학습자의 언어 산출에 나타난 어휘 다양성 발달 연구

Juyeon Nam, Youngjoo Kim, Ybanghe Kim
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본 연구는 L2 한국어 학습자의 어휘 습득에 대한 심층적 관찰을 하기 위해 동일 집단의 학습자가 산출한 구어와 문어 자료를 수집한 후 어휘 구현 수, 어휘 유형 수, 품사별 분포, 어휘 다양성(D value)을 측정하여 비교하고, 나아가 숙달도에 따라 어떤 변화가 있는지 그리고 한국어 모어 화자의 결과와 어떤 차이가 있는지를 고찰하였다. 최근 한국어 교육 분야에서도 어휘 다양성에 대한 연구들이 이루어지고 있으나, 그 자료들이 구어 또는 문어이고 학습자의 언어권의 숙달도 제한적이며 그 방법 역시 TTR 산출을 통한 비교가 주를 이루고 있다. 본 연구는 이러한 단점을 보완하여 다양한 언어권, 다양한 숙달도의 L2 한국어 학습자의 구어와 문어 자료를 분석하여 좀 더 통합적이고 통찰적으로 어휘 다양성 발달을 검토하였다.

본 연구는 한국, 미국, 그리고 프랑스 등지의 대학교에서 중급 수준 이상의 한국어 수업에 참여하고 있는 55명의 학습자들을 대상으로 한국어 숙달도를 평가하였고 숙달 도중 점진적으로 기준언어 학습자 스테나인(stanine) 방식을 활용하여 9등급으로 구분하였다. 그리고 그 중에서 등급 간의 격차를 보이는 2, 3, 6, 8등급 학습자가 총 56명의 문어와 구어 산출 자료를 분석하였다. 참여자국은 미국인 20명, 프랑스인 9명, 중국인 22명, 일본인 14명으로 구성되었다. 문어와 구어 산출 자료는 두 편의 무성 영상(Mr. Bean)을 보고 이야기 다시 말하기 과제와 쓰기 과제를 각각 실시하여 수집하였다. 연구 결과는 다음과 같다.

먼저, D값을 보면 한국어 모어 화자의 문어 D값이 59.07, 구어 D값이 59.38이었음에 따라 본 실험에 참여한 학습자의 문어 다양성(31.38-34.42)과 구어 다양성(31.47-35.91)은 모어 화자에 상당히 가까운 수준으로 발달하고 있었으며, 문어보다는 구어의 어휘 다양성이 더 빠르게 모어 화자에 가깝게 발달함을 보여주었다(‘초급_상’에서 ‘고급_하’까지 기준). 구어 산출의 경우 초급에서 고급 수준으로 갈수록 D값이 2배 가까이 상승하였지만, 4등급(중급_하)과 6등급(중급_상) 사이에서는 발달이 거의 일어나지 않았다. 이에 반해, 문어 산출에서는 중급 내에서도 어휘 다양성이 지속적으로 발달하나 고급 수준(8등급)에서는 구어보다 더 적은 어휘 다양성을 보였다. 결과적으로 중급에서는 문어의 D값이, 고급에서는 구어의 D값이 더 높아 중급에서는 문어를 통해 어휘가 더 다양화되고, 고급에서는 구어를 통해 어휘가 더 다양화됨을 보았다. 즉, 중급에서 어휘 다양성을 견인해 주는 것은 문어이고, 고급에서 어휘 다양성을 견인해 주는 것은 구어라고 할 수 있다. 따라서 중급에서는 문어를 통한 어휘 교육, 고급에서는 구어를 통한 어휘 교육을 활발하게 유도할 필요가 있다.

다음으로, 중 어휘 구현 수에서는, 구어의 경우 초급과 중급이 유사했던 반면, 문어에서는 초급, 중급, 고급으로 갈수록 지속적으로 증가하는 양상을 보았다. 6등급(중급)까지는 구어 산출량이 큰 폭으로 증가하지 않으므로 문어를 통해 어휘 산출该游戏을 늘리고, 문어를 통한 구어 산출을 유도할 필요가 있다. 어휘 유형 분석 결과, 구어보다 문어에 나타난 어휘 유형 수가 더 적었다. 문어에서 초급부터 고급까지 급격한 증가 없이 서서히 발달하는 양상을 보인 반면 구어에서는 고급 수준에 이르러서도 여전히 모어 화자만큼 새로운 어휘 유형을 많이 산출하는 것은 못하였다. 본 연구의 L2 한국어 학습자들의 동일한 과제 유형으로 문어와 구어가 산출할 때 문어보다 구어에서 더 새롭고 다양한 어휘를 사용하고 있음을 보여준다.

이어서, 문어와 구어 산출에 나타난 전체 어휘 유형에 대한 품사별 비중을 살펴보면, 일반명사를 2, 4, 6, 8등급 한국어 모어화자 모두 문어보다 구어에서 새로운 어휘 유형을 사용하는 비중이 높았다. 반면, 동사는 학습자와 모어화자 모두 문어보다 구어에서 새로운 어휘 유형을 사용하는 비중이 작았다. 즉, 구어에서는 일반명사를 더 다양하게 사용하여 표현하는 경향이 있었고, 문어에서는 동사를 더 다양하게 사용하여 표현하는 경향이 있었다. 형용사와 관형사도 일부(8 등급, 구어 관련사)를 제외하고는 구어에서의 산출 비중이 문어에서의 산출 비중보다 낮았다. 형용사와 관형사는 숙달도에 관계없이 구어에서 더 적은 어휘 유형으로 산출하는 양상을 보였다.
5 Regularities and variation on syntactic development of L2 learners of Korean
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Youngjoo Kim, Sun Jin Lee, Jin Hee Oh  Kyung Hee University

복합적인 통사 구조를 사용하여 표현을 정교화 하는 능력은 언어 발달의 중요한 지표이다. 따라서 이를 연구하여 통사적 특성에 따라 특정 형태의 종속절 사용이 촉진되거나 억제되는 변이성이라는 의의를 갖는다. 그러한 변이성과 변이성이라는 상충되는 개념을 한 연구에서 다루기에는 그간 많은 한계점이 있었다. 이에 본 연구에서는 각 개념을 혼합하게 설계하여 주는 이론적 토대를 바탕으로 이를 측정할 수 있는 도구를 구현함으로써 2언어 속도의 통사적 발달을 평가적으로 보이고자 한다.


한국어 사용자 91명을 대상으로 연구가 진행되었다. 피험자들의 모국어는 영어(N=31)와 중국어(N=30). 한국어(N=30)이다. 학습자들은 한국에서 사회 활동과 유학을 한 경험이 있는 중-고급 학습자이며 한국어 모어 화자는 통제 집단이다. 한국어 발달도는 개발된 TOPIK 평가를 통해 측정하였으며, 구어 및 문언 산출 자료는 동영상을 촬영하기도 하여 통합하였다. 학습자의 인지적 특성은 학습지역 및 수행지역 평가를 통해 측정되었다. 학습지역은 단기지역에서의 정보처리 능력을 구조화한 개념(Baddeley, 2000)이며, 수행지역은 대뇌 전두엽을 중심으로 일어나는 인지 작용 전반을 지칭하는 개념(Linck et al., 2013)이다. 이는 종래의 연구에서 통사 측정 도구가 단편적인 학습 능력을 측정한다는 비판(Dörnyei, 2009)을 고려하여 대안적인 연구적 측정 방법으로 적용되었다. 이에 학습자들은 인지 능력 측정을 위해 문자기역력, 복합단어기역력, 시각기역력, 공간기역력, 연상기역력, 구현성 추론 능력 측정 과제를 수행하였다.

연구를 수행한 결과, 학습 기간이 누적될수록 복합문 생성 비율이 높아지는 구현성과 함께 학습자별 인지적 특성에 따라 특정 형태의 종속절 사용이 촉진되거나 억제되는 변이성들이 나타났다. 변이성의 주(주어)-목(목적어)-술(술어) 구조일 때 마다 든기 속도와 상관성(r=.304)을 보였고, 관행절은 여취-문법 속도와 상관성(r=.271) 및 음기 속도와 상관성(r=.285)을 보였으며, 부사절은 음기 속도와 상관성(r=.293)을 보였다. 인지 기능과 관련해서는 주술 구조 관행절과 연상기역(r=.301) 순서 구조 관행절과 구현추론능력(r=.325) 목술 구조 관행절과 연상기역(r=.258) 목술 구조 관행절과 음기역(r=.342) 간에 상관성을 나타냈다. 한편, 속속절을 제 발 번 이상 중점을 하며 사용하는 비율은 각기 존재극(r=.285) 및 단어쌍(r=.326) 시각기역(r=.256). 숫자도 점수(r=.418) 와 상관성을 보였다. 속속절의 복잡도가 늘어날수록 누적된 학습력과 인지 능력의 도움을 함께 필요한 것이다.

한편, 문장 중절부에서 주로 사용되는 복합용언은 발달이 고착화되는 현상이 나타났다. 이 때문에 복합용언의 전체 출현 빈도만이 구현성추론능력과 상관성(r>.324)을 보였고, 다른 관행성은 전혀 나타나지 않았다. 이는 학습자들과 모두는 화자 간에 가장 대비되는 병목 지점을 발견한 것으로서 복합용언 사용에 대한 교육적 개입의 필요성을 시사한다.

6 Korean Comparative Adverbia Postpositional Particles, chelem, kathi, and mankhum: Focused on Collocational Analysis and Semantic Prosody
Inho Jung  University of Hawaii

This paper explores Korean comparative adverbal postpositional particles chelem, kathi, and mankhum, based on collocational analysis and semantic prosody. Previous studies (Yim, 2002; Oh, 2004; Na, 2011; Go, 2013; Hwang, 2013) have mainly focused on revealing the differences and similarities of these Korean particles based on their syntactic and semantic analysis. As a result, many of the linguistic accounts on these three adverbal particles lack explanation concerning how they collocate with certain words and their pragmatic ambiguities. In particular, the particles chelem and kathi, which are similar to the preposition ‘like’ in English, are treated as near synonyms, which causes L2 learners to be puzzled when it comes to using them. This study, therefore, aims to re-examine the nature of these three Korean adverbal particles and try to more
Discourse strategies for requesting information in Korean and English: Linguistic and cultural differences and its teaching implication

Hannah Yoon  Stanford University

This study examines how Korean questioners design requests to elicit information from hearers and how these strategies are linguistically and culturally different with English. As requesting intrinsically threatens hearers’ faces especially when hearers are not willing to disclose the information, it often requires politeness strategies. Therefore, it is crucial for Korean language learners to understand the unique features of requesting strategies that are often displayed in Korean and use them appropriately.

In this study, I particularly examined discourse in a business setting using 20 conference calls (10 Korean and 10 American companies), as features of request should be shown in a more salient way in this setting. Calls were conducted between companies that have information and stock analysts who want the information. I found the three most commonly used strategies, but the specific tactics that Korean and English speakers used showed discrepancy.

First, questioners tried to create a kinship, as people disclose more when they feel intimacy. More English speakers tried to do so by opening a question with some compliment, greeting, sometimes calling hearers by their names, even first names. However, this occurred only once in Korean. On the other hand, when referring to a company, Korean speakers often used a particular person reference term, ‘we’ (ex. “Can we transfer increases in costs to our customers?”), although appropriate use would be ‘the company’. By grouping him/herself into the same group as the hearer, s/he allows the hearer know they are on the same side and feel closer to the questioner. This is a very unique feature that was shown in Korean very often, but never shown in English.

Another common strategy is to enlarge the significance of questions. By doing so, questioners coax hearers into feeling more obligated to respond to questions. English speakers tend to use more direct approaches by emphasizing the urgency of questions or addressing negative consequences when the information was not disclosed. However, rather than overtly stating that his/her question is important, Korean speakers use ‘we’ (ex. I think what’s worrying us about the company is …) slightly more, implying that her concern is also the concern of others. It is unlikely that she has direct knowledge of others’ concerns, but by expanding the group of people curious about this issue, she makes the question appear more significant.

Lastly, when speakers need to ask questions that are potentially offensive to the company, English speakers often lower themselves by positioning herself in a place where she is the one who cannot understand (ex. I’m still struggling with why margins were down. So can you help me understand…?). This strategy is used only two times in Korean. However, when Korean speakers need to use offensive questions, they skillfully switched questions to declarative forms. More specifically, more than 80% of the offensive questions were in a declarative form instead of an interrogative or imperative form.

These findings show distinctive characteristics in request strategies in Korean and suggest various pedagogical implications in a construction of requesting, questioning, eliciting, etc.

Conjunctions of the opposite relation: Contrastive and concessive use of -ciman and –ato

Hyun Jung An  University of Hawaii

Izutsu (2008) divided the conjunctions of opposite
relations (e.g., but, while, whereas, although) into three categories: contrastive, concessive, and corrective. She argued that the three categories are not pragmatic realizations that function divergently according to the contexts, but instead that they are semantically different with provisions of lexical, syntactic, and semantic evidence.

This paper examines the frequencies and differences in the usage of clause connectives -ciman and -ato, employing data from the Sejong Corpus. To examine differences in -ciman and -ato usage, spoken and written tokens for each of these two markers were extracted at random and categorized as contrastive or concessive (50 each) adopting Izutsu's classification. Contrast requires two different compared items (CIs) (e.g., water and fire) that form an opposite relation and which are reciprocally placed at the extreme ends in the shared domain of temperature as in the example (1a). Meanwhile, CIs in concession as in (1b) are two different tokens drawn from the identical entity, and concession involves an assumption evoked from the propositional content of the preceding clause (DNA might not be strong, since it is very thin), which shows an opposite relation with the proposition of the following clause (It is very strong).

With regard to contrastive use, both the spoken and written data show that -ciman frequently occurs with negations and antonyms as in (2). As for concessive use, -ciman and -ato are similar in that they also frequently occur with negations such as mos, ani, an, anh, and eps. The difference is that concessive -ciman is used to mitigate the speaker’s statement, assertion or speech actions, whereas concessive -ato is often employed as a device to emphasize or reinforce an interlocutor’s statement on the assumption of the extreme cases. Hence, concessive -ciman occurs with -keys, which denotes supposition or displays politeness, while concessive -ato often collocates with -amwuli, which suggests a hypothetical or extreme situation as in (3). One notable observation in the spoken data in the concessive use of -ciman is that speakers often employ this marker as a politeness strategy when asking a favor in daily conversation or mitigating the speaker’s authority in epistemic stance to show respect toward the audience in a formal speech setting.

The majority of Korean textbooks introduce the contrastive meaning of -ciman as its primary use, but the frequencies based on corpus data show that -ciman is primarily used to convey concessive meaning. -ato is rarely used to denote contrastive meaning, but it is often used with concessive and other meanings as shown in Table 1. With regard to teaching, focusing instruction more on the concessive use of -ciman appears to be necessary to encourage students’ authentic and practical use of this marker. It appears effective to teach -ciman and -ato constructions by combining negations or antonyms to enhance students’ application of these two connective markers. An increased awareness of differences in the usage of -ciman and -ato might enable advanced-level students to utilize these two conjunctions more appropriately in context.

9 Discourse Coherence and Task Completeness in Korean OPI’s As Demonstrated by the Intermediate and Advanced Learners
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A growing number of studies recognize the importance of examining the nature and practices of interaction in the assessment of oral language performance, in particular, oral proficiency interviews (OPI) (Kasper, 2006; Okada, 2010; Ross, 2007; Young & He, 1998). Despite its significance, there are only a few studies on Korean oral proficiency interview (Kim & Park, 1999; Kim & Suh, 1998; Lee, Park, & Sohn, 2011). Kim & Park (1999) examines the interviewees’ social and cultural characteristics; and Kim & Suh (1998), and Lee et al. (2011) investigate the linguistic strategy and resources interviewees deploy.

Building upon the prior research, this study aims to expand by examining in detail how interviewer and interviewee formulate and manage given tasks, in particular how the interviewer and interviewee work together to formulate coherent discourse and provide the expected target responses, and how this ultimately affects the interactional quality and the rating of the interview event. This study examines OPI data of 19 learners of Korean enrolled in an Advanced Korean course at a university in US. The learner proficiencies range between Intermediate Low to Advanced High.

In evaluating discourse coherence, the frequency rate of discourse markers alone is not a sufficient indicator. As a matter of a fact, in case of high frequency rates, continual inappropriate use can interfere with the comprehensibility at the hearer’s end. By analyzing learner’s OPI data based on discourse analysis methodology, the study addresses the following questions.

1) What types of discourse markers do Intermediate learners use? What types of discourse markers do Advanced learners use?
2) Does the completeness of the target task differ between the Intermediate and Advanced Levels in carrying out narration tasks?

In this study, the OPI’s are scrutinized by the task types of narration, a narration of the most memorable event (e.g., a trip, experience, news). The results indicate that (1) the Intermediate learner usages are limited to the high-frequency discourse markers, while the Advanced learners use include lower frequency discourse markers. (2) In the task completeness, learners display a disparity by the proficiency levels. The Intermediate interviewees carried out a narration; however,
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they failed to include the reason why the event is memorable, resulting in an unsatisfactory completion of the target task. The task incompleteness is evidenced in the tester’s immediate follow-up questions (e.g., what made the event memorable, what made it more fun, and to narrate more in detail, etc.). On the other hand, the Advanced interviewees not only successfully carried out the narration task, but presented the key point of what makes the event memorable.

The findings of the study will illuminate our understanding of learners of Korean use of discourse markers and provide pedagogical implications for teaching and learning appropriate use of discourse markers. Furthermore, the learners need to practice narration in a more systematic way to produce effectively target-focused and meaningful discourse. Overall, the study aims to contribute to developing native-quality speaking fluency for the learners aiming for Advanced Level or higher.

재미동포 학습자의 통사 복잡성 관련 문법항목 사용 양상

Hyunah Kim University of Toronto

재미동포 차녀들은 일정 수준 이상의 한국어 구문에 노출될 기회가 적기 때문에 통사적으로 정교하고 치밀한 구성의 문장수난 능력이 부족할 것으로 판단된다. 따라서, 계수어 학습자의 실제 언어 자료를 바탕으로 한 통사 복잡성 발달 연구는 이들이 한층 더 깊이 있는 언어를 산출하도록 돕는 것이 관련하여 중요한 시사점을 제시해 줄 수 있으리라고 본다. 따라서 본 연구는 재미동포 아동, 청소년 학습자의 작문 자료를 대상으로 한국어 숙달도에 따라 통사 복잡성 관련 문법항목의 사용 양상이 어떻게 달라지는지를 유사한민족 방법으로 연구하고 이를 통해 재미동포 대상 계수어 교육에 교육적 함의를 도출해 내는 것을 목적으로 한다. 본 연구에서는 미국 캘리포니아 지역 한글학교 재학생 작문 407 편과 한국 내 모여 화자 작문 40 편을 포함하여 총 447 편의 작문(42,738 어절)을 그 연구 대상으로 하여, 문장의 확장 기능을 담당하는 통사 복잡성 관련 문법항목의 사용 양상을 빈도 분석(Frequency Analysis) 방법 중심으로 살펴보았다. 연구 결과, 숙달도가 높아짐에 따라 문법항목별로 사용 빈도가 서로 다른 속도로 증가 혹은 감소하기도 하고, 숙달 단계별로 우세하게 사용하는 문법항목이 변화하기도 하면서 재미동포 학습자의 한국어는 역동적으로 발달해 가는 모습을 드러내었다. 그러나 재미동포 학습자들은 사용 맥락에 따라 다양한 문법항목을 활용하기보다는 일부 소수의 문법항목을 집중적으로 사용하는 경향이 강한 것으로 분석되었다. 특히, 문어적 성격이 강한 문법항목, ‘-년’ 관련 문법항목, 인용절을 이고는 문법항목들은 거의 사용되지 않거나 발달에 한계가 있는 것으로 나타났다. 마지막으로 본 연구 결과를 바탕으로 재미동포 학습자의 통사 복잡성 양상을 통해 교육 내용 측면, 교재 측면, 수업 방식 측면에서의 교육적 함의를 도출하였다.

11 단기 체류 한국어 학습자 대상
한국 문화 교육 내용 선정을 위한

요구 조사 분석

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본 논문은 단기 체류 한국어 학습자 대상으로 한 한국 문화 교육과정 설계에 앞서 학습자 요구를 살펴보는 대목적이다. 그동안 한국 문화 교육은 다양한 학습자 집단의 특성을 고려해서 설계되기는 하지만 일반적으로 일상생활 문화나 성취문화에 집중되어 이루어져 왔다. 또한, 재미 체류 기간이나 학습 기간 등의 차이에 따라 문화 항목 선정의 우선순위가 달라질 수 있는데 이에 대한 고려가 거의 이루어지지 않았다.

이에 본 논문에서는 단기 체류 한국어 학습자를 대상으로 한국 문화 교육 내용 선정을 위한 요구조사를 실시하였다. 요구조사는 2011년 문체부 보고서(강원도)에 제시된 설문지를 바탕으로 진행하였다. 연구 대상은 경희대학교 2016년 Global Collaborative summer program(GC)에서 한국어 수업을 진행했던 12개국 60명이었으며, 이 가운데 전체 항목에 응답한 54명의 설문지를 대상으로 요구를 분석하였다.

요구 분석 결과 배우고 싶은 한국 문화 항목에 대한 반도분석에서 상위 30%의 선호도를 나타낸 항목은 각각 성취문화 10개, 행동문화 17개, 정보문화 9개였다. 세부항목을 살펴보면 성취문화에는 대중문화, 식생활 등이 있었으며 행동문화에서는 식생활, 통신예절, 생활예취, 예절 등이 있었다. 또한 정보문화에서는 서울, 한국어의 특징, 한국의 문자 등에 대한 선호도가 높게 나타났다.

선호도를 반영한 한국 문화 교육과정 설계를 위해 순수 취미 목적의 학습자(24%)와 취미 외 목적 출학자(30%) 두 집단으로 나누어 각 문화 항목에 대한 선호도의 차이가 있는지를 확인해 보았다. 성취문화 선호도에서는 취미 목적 집단과 취미 외 집단들 모두 ‘예’에 응답한 비율이 높았고, 남이나 ‘더’ 선호하느냐의 차이가 나타났다. 세부 항목별로 보면 대중문화에서는 취미 집단(75%), 취미 외 집단(67.7%) 모두 높은 관심을 드러낸 반면 역사인물과 생활의 대중주에서는 두 집단의 응답에 큰 차이가 나타났다. 특히 ’정치(32.9%), 경제(25.5%), 노동(25%)’ 등에서 취미
목적 학습자들의 선호도가 매우 떨어지는 것을 볼 수 있었다.

행동문화에서는 거의 모든 대범주에서 양 집단의 차이가 있었는데, 주로 취미 집단의 선호 응답률이 낮았다. 세부항목 중 한국어에서는 비언, 호칭 등에서 양 집단의 차이가 컸고, 몽짓언어에서는 취미 외 집단의 선호도가 90%로 매우 높게 나타났다. 한국 생활이나 한국어 의사소통의 동기가 있는 경우 문화 학습에 대한 요구가 높은 것으로 판단된다. 식생활과 같이 일반적으로 접근하기 쉬운 항목에서는 취미 집단도 선호도가 79.2%로 나타났다. 관습, 상징, 종교, 정치에서는 차이가 매우 극명히 나타났는데 특히 관습과 정치서지의 하위문화 항목들의 경우 취미 집단의 비선호가 매우 강하고, 취미 외 집단은 상대적으로 매우 살짝 심어 보이는 비율이 높게 나타났다. 남북관계의 경우 취미 집단은 37.5%의 선호도를 보였지만 취미 외 집단은 76.7%로 높게 나타났다.

정보문화도 행동문화와 비슷한 양상을 보였는데 특히, 정치, 경제, 경제는 취미 집단의 경우 매우 강한 비선호를 보였으며, 취미 외 집단은 그에 비해 덜하거나 선호도 나타내는 경우도 있었다.

문화 항목에 대한 선호도가 교수 방식(체험, 시청과 강의) 어떤 관계가 있는지 분석하였다. 배우고 싶은 문화항목과 체험 방식이 매우 양적 상관관계 (r= .894)를 갖는 것으로 나타났으나 시청과 강의에는 별다른 상관성이 관절되지 않았다. (r= .360, r= .081) 즉, 학습자가 선호하는 문화항목을수록 체험에 대한 요구도 높은 경향성이 나타난다고 할 수 있다.

본 논문의 요구분석 결과는 한국에 단기 체류하는 한국어 학습자들 대상으로 한 문화 학습을 실시할 때 어떤 문화 항목을 우선적으로, 혹은 중점적으로 선택 배치해야 하는지에 대해 시사하는 바가 있다. 학습자들이 필요로 하고 선호하는 문화 항목이 무엇인지 구체적으로 파악하고 이를 교육과정에 반영할 수 있기 때문이다. 다만 연구 대상이 제한적이므로 왕후 좀 더 확대된 규모의 조사를 통해 본 논문의 연구 결과를 퍼텐셜 필요가 있다. 이를 통해 단기 체류 한국어 학습자 위한 효과적인 한국 문화 교육과정 및 모형 개발이 가능할 것으로 기대한다.

본 연구는 한국어 교사의 외국어 인식이 한국어 교수-학습에 어떠한 영향을 미치는지 알아보는 것이 그 목적이었다.


또한 안정민-김재욱 (2016)에서는 1년 동안 개설된 283건의 국내 외국어 교사 채용 공고에 분석했는데, 전체 채용 공고의 약 60.8% (국내 51%, 해외 82%)가 외국어 공인 성적을 요구하거나 외국어 능력을 요구한다고 명시적으로 언급하였다. 이 기관들 외에도 대부분의 경우 지원사례 이력서 외국어 능력에 대해 언급하도록 되어 있어 외국어에 대한 요구는 이 비율을 넘어설 것으로 추측할 수 있다.

즉, 이론적으로나 실제적으로 한국어 교사는 외국어 능력 또는 외국어 경험이 있는 것이 이상이라고 여겨진다. 그러나 국내 대부분 한국어 교육기관에서는 100% 한국어로만 수업하는 것을 원칙으로 밝히고 있고, 학습자의 모국어를 사용하는 것에 대해 긍정하는 경향이 있다. 또한 해외 한국어 교육기관의 경우, 학습자 모국어를 사용하는 경우가 대부분이다. 이에 대한 연구는 미흡한 실정이다. 한국어 교사 교육과정에서도 L2 다른 외국어 자체에 대한 논의가 차단되어 있고, 수업 시간에 외국어를 사용하는 교사들은 최적임을 느낄 만한 일로(추관진, 2009) 인식되어 왔기 때문에 한국어 교사와 외국어의 관계 등에 대한 연구를 찾기 어렵다.

또한 한국어 교사와 외국어에 대한 기존 논의는 국내 교육기관-원민은 교사만에 초점을 맞추고 있었다. 비판되어, 해외 교육 현장의 한국어 교사의 외국어 문제에 대해 고집이 필요하며 (Seong Cheol Shin, 2009), 이는 향후에도 지속적으로 연구가 이루어져야 할 주제이기도 한다.


12 한국어 교사 개발을 위한 교사 인지 연구 -외국어 인지로

중심으로-

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The importance of L2 learners’ auditory knowledge of Sino-Korean vocabulary in KFL listening comprehension

Sang Young Jeong, Sunghyun Song

Language learning is a very complex process where a variety of factors are involved. Among all the skills required for language learning success, listening comprehension is the key component in language acquisition (Vandergrift & Baker 2015) and fundamental foundation (Vandergrift 2007). Despite its significance in L2 learning, the listening skill may be the most difficult skill for language learners (Bang & Hiver 2016). And little is known about the listener characteristics that contribute to successful L2 listening comprehension (Vandergrift & Baker 2015).

In an effort to find out the influential factors in L2 listening comprehension, many researchers have investigated the relationship between lexical (vocabulary) knowledge and L2 listening. It has been already demonstrated by many researchers that learners’ vocabulary knowledge is a very important predictor of and highly contributing to L2 listening comprehension. Most of the research, however, focused on visual knowledge of vocabulary and its relationship with or its influence on L2 listening. According to my previous study, L2 learners’ auditory knowledge appeared to be more significantly related to L2 listening than their visual knowledge was.

As the KFL (Korean as a Foreign Language) text level goes up higher, the KFL learners encounter more Sino-Korean words in the texts. This means that without the knowledge of Sino-Korean vocabulary, the KFL learners will have problems in processing the higher-level texts. This study investigated how the relationship between L2 learners’ auditory knowledge of Sino-Korean vocabulary and their L2 listening proficiency changes as the study level goes up from the first semester to the second semester. The participants in this study are all American adult learners of Korean who were assigned to the Korean Basic Program, which is 64 weeks (3-semester-long) course, at a Foreign Language Education Institute in the United States.

In order to measure the learners’ knowledge of Sino-Korean vocabulary, 16 times of vocabulary tests (20-30 words for each time, a total of 369 words for this test) were administered. Each word, which was voice-recorded for this test, was played twice to the students. The students’ answer sheets were graded by the researchers in the office and the scores of 16 times were averaged into a final score for each student. And the two different-level proficiency tests (one for the first semester and the other for the second semester) were used to measure the learners’ L2 listening proficiency. Each test consists of Multiple Choice questions and Constructed-Response questions.

Correlational analyses showed that the L2 learners’ Sino-Korean vocabulary knowledge was significantly correlated with both of the listening proficiency tests. Interestingly, it was shown that the relationship between the two variables (vocabulary knowledge and listening proficiency) was different across the semesters: the correlation R was .636 (significant at p<.05) at the lower level of learning (first semester) and the R was .808 (significant at p<.01) at the higher level (second semester). The results suggest that L2 learners’ knowledge of Sino-Korean vocabulary becomes more important in the higher level than it does in the lower level. Discussion and implication will follow.
exaggeration: The Speech Learning Model (SLM, Flege, 1992, 1995, 2003) and the Perceptual Assimilation Model (PAM, Best 1993, 1994, Best et al 2001). As predicted by both models, existing research shows that non-native speakers exhibit difficulty distinguishing the Korean three-way stop contrast due to similarities and differences between the L1 and L2 phonologies. In this study, I investigate how L1 Mandarin Chinese adult learners perceive stop contrasts in their L2 Korean. The first goal of the study is to examine how and to what extent L1 transfer contributes to L2 learners’ sound perception. Mandarin speakers primarily use VOT to distinguish aspirated from unaspirated. Korean speakers, on the other hand, are sensitive to combination of VOT and f0, which are the primary perceptual cues in Korean stop and affricate contrasts (Lisker & Abramson 1964, Cho et al 2002, Silva 2006, Kang & Guion 2008, Kong et al 2014). The second goal of the study is to explore the role of Korean language proficiency when Mandarin learners of Korean perceive the Korean three-way contrast in stops and affricates.

Data Collection
44 adult Mandarin Chinese listeners who learn Korean as a foreign language and a control group of 13 native Korean speakers participate in two perceptual experiments. Experiment 1 investigates how Mandarin learners discriminate phonetic similarities and differences between pairs of sounds in Korean. Experiment 2 tests Mandarin learners’ ability to identify the Korean three-way contrast. They are divided into three groups based on their Korean language proficiency: 20 are in the beginner group, 14 are in the intermediate group, 10 are in the advanced group.

Discussion and Conclusions
Both experiments show that all Mandarin groups of learners do not attain Korean native levels of perception accuracy for the Korean three-way contrast; however, it is also observed that the Korean language proficiency influences the listeners’ perception of non-native contrasts. The advanced and intermediate Mandarin learners are better at distinguishing the Korean three categories than the beginner learners. That is, the higher the adult learners’ proficiency in the L2, the better their discrimination and identification accuracy is. In addition, both experiments provide empirical evidence of L1 influence on L2 perception with respect to cue-weighting strategies. More specifically, in Experiment 1, Mandarin listeners have difficulty discriminating [lenis-lenis] contrasts in the same pairs of sounds and [lenis-aspirated] contrasts in different pairs of sounds in word-initial position, suggesting that they rely preliminary on the VOT difference for discriminating the Korean contrast. In Experiment 2, lenis stops are the least likely to be correctly identified. Mandarin learners tend to misidentify lenis tokens as aspirated, while aspirated consonants are most likely to be correctly identified. On the basis of these findings, I suggest that Mandarin learners should pay more attention to the f0 difference in order to attain native-like perception patterns.

The relationship between KFL learners’ auditory vocabulary knowledge and their listening comprehension
Sunghyun Song

L2 vocabulary knowledge has been claimed by many researchers to be a significant contributor to L2 listening comprehension. Most of the research on the relationship between the vocabulary knowledge and L2 listening comprehension, however, only focused on learners’ visual vocabulary knowledge. This study explored to identify the two different types of L2 vocabulary knowledge, visual and auditory knowledge, and investigated their relative contribution to L2 listening comprehension in early Korean as a Foreign Language (KFL) learning for American students. The participants in this study are all American students who are learning KFL in a classroom setting at a language education institute in the United States. None of the students had previous experiences of learning Korean before they all started at the same time the Korean Basic Program which is a 64-week and 3-semester long course. It was in their 16th week of learning in the first semester when the data were collected for this study. Before they joined the Korean language program, the students all had graduated from high schools and some of them had attended or graduated from 2-year or 4-year colleges.

A vocabulary test sheet was developed for this study to measure the learners’ visual vocabulary knowledge. 7 key words were selected from the listening passage that the students were to listen to later for their listening comprehension and distributed to the students for them to write the meaning of each word on the test sheet. For the test of auditory vocabulary knowledge, a blank sheet of paper was distributed to the students for them to write the meaning of each word after they listen to each word in a recorded voice. A short listening passage was developed for this study and voice-recorded by a Korean native speaker. The two vocabulary knowledge tests were graded based on their meaning match and the recall protocols were graded wholistically by the researchers based on meaning delivery. The scores for the three tests (auditory and visual vocabulary knowledge tests and L2 listening comprehension as measured by listening recall) were plugged into the data file in SPSS and then the correlational analysis was conducted. L2 listening comprehension scores were highly reliable across the raters or within the rater, as was tested for inter-rater reliability (R=.899 at p>.01) and intra-rater reliability (R=.959 at p>.01).
Correlational analyses showed that the L2 learners’ auditory vocabulary knowledge had a significant (\(R=.642\) at \(p>.05\)) correlation with L2 listening, whereas the visual vocabulary knowledge, which was asserted by many researchers to be a strong contributor to L2 listening, had a very low non-significant (\(R=.074\)) correlation. The results of this study imply that the KFL learners, at their early stage of learning, would have to more focus on improving their auditory vocabulary knowledge for the success of their L2 listening. Further research, with larger sample size at different levels of L2 proficiency, is strongly recommended.

A corpus-based analysis of the Korean adverb tto in spoken discourse and contemporary Korean language textbooks

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The Korean adverb tto is one of the most common words in Korean conversation, but its pragmatic functions have not been investigated. This study illustrates the interactional uses of the adverb tto in natural discourse and investigates current practices related to tto in contemporary textbooks for Korean second language learners. The aim of this study is twofold. First, the study seeks to clarify the various meanings of the adverb tto and examine its linguistic manifestations as a discourse marker. Second, the study investigates the current presentations of the adverb tto in Korean language textbooks and compares the results with natural discourse. The research was conducted using the Linguistic Data Consortium (LDC) Korean Corpus and thirty-six mainstream textbooks that are currently being used in education institutes in the United States and Korea. For analytical purposes, two-way conversations in dialogues and listening texts were selected, and each textbook was examined page by page. In the LDC data, the adverb tto often does not contain its original meaning, but rather it displays the speaker’s negative stance and intensifies the legitimacy of the speaker’s claim. The adverb tto can also be used several times in a single utterance to amplify the speaker’s negative stance towards the utterance. In addition, the adverb tto displays the speaker’s negative assumption and marks the speaker’s change of stance. The use of tto not only shows a speaker-oriented characteristic, but also a hearer-oriented aspect which corresponds to intersubjectivity in the grammaticalization process. The results of the textbook analysis reveal several problems. Even though the adverb tto is a basic word and introduced at the beginning level in Korean textbooks, the interpretation of tto seems to vary by textbook authors. No previous studies have discussed tto as a discourse marker, so this study can be seen as a steppingstone for further research. Also, this study not only examines the gaps in textbooks, but also suggests the direction of the pedagogical applicability and evaluation of the adverb tto.

17 Pairedness of ‘~(u)l swu iss~’ and ‘~(u)l swu eps~’ in Korean Corpora and their Implications

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The majority of Korean textbooks introduce ‘~(u)l swu iss/eps~’ at an introductory level as a paired grammar unit meaning ‘ability (possibility)’ and ‘inability (impossibility)’ respectively. The most frequently shown drill pattern in major textbooks used in Korea and the U.S. is, as shown in example (1), to ask a question with ‘~(u)l swu iss~’ and to elicit answers using ‘~(u)l swu iss~’ and/or ‘~(u)l swu eps~’.

This paper examines why this pattern looks artificial to native Korean speakers. For that purpose, 381 ‘~(u)l swu iss/eps~’ tokens from scripts of three TV dramas aired in Korea from 1999 to 2016 were analyzed using Hanmaru 2.0. Three findings from the corpus analysis indicate those expressions are rarely used as a question and negative answer pair.

A. First, excluding rhetorical questions that do not expect the listener to answer, a total of 34 tokens were found to be interrogatives taking the second person agent of the preceding verb. Among them, 3 tokens asked about the listener’s ability directly but only under specific circumstances, and 11 tokens used a hedge, such as the benefactive ‘~cwul~’, to mitigate directness as in example (2). The remaining 20 tokens seek the listener’s confirmation, trust, promise, or belief, rather than inquiring after ability.

B. Second, ‘~(u)l swu eps~’ is rarely used to describe one’s lack of ability. The first-person agent phrase with ‘~(u)l swu eps~’ accounts for 63 tokens. More than 90 percent of the tokens express inability due to outer circumstances or to show speaker’s mental state, such as resignation, surprise, strong will, etc. Only 4 tokens express one’s inability, but still in an indirect way (e.g., soliloquy type question) or in a socially desirable way as in example (3) a and (3) b respectively.

C. Lastly, abstract verbs preceding ‘~(u)l swu iss/eps~’ comprise 70% of the total tokens. These verbs were used to form rhetorical questions or to convince either the speakers themselves or the listener. However, all the verbs in textbooks are action verbs, which is one of the reasons in which the textbook examples are not in accordance with the natural usage of the grammatical construction.

The results reveal that ‘~(u)l swu eps~’ is incompatible as a paired answer to ‘~(u)l swu iss~’. Pairing ‘~(u)l swu iss/eps~’ together becomes even more problematic when negating ‘~(u)l swu iss~’ phrase meaning ‘permission’ or ‘probability’. Only ‘~an/mos~’ is used to
The uses of the Korean aspect marker –ko iss- and its pedagogical implications
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The purpose of this study is threefold: (1) to examine the multiple functions of the Korean aspect marker –ko iss- depending on its combined verb types, (2) to compare its different distributions between naturally occurring L1 data and L2 textbook materials, and (3) to suggest effective methods of teaching the aspectual marker in KFL classroom based on the result of the study.

It is well-known that aspectual distinctions in languages are very subtle and the acquisition of aspectual semantics is extremely difficult for L2 learners. The aspectual meanings are basically determined by the interaction between the inherent verb semantic types and the grammatical marker (Smith, 1997). For example, the Korean aspect -ko iss- tends to denote the progressive meaning when combined with Activity verbs (e.g. talli- ‘to run’) and Accomplishment verbs, the resultative meaning with Achievement verbs (e.g., ip- ‘to wear’), and the stative meaning with States verbs (e.g., al- ‘to know’) (Vendler’s classification, 1967). This context-dependent nature of -ko iss- causes L2 learners difficulties in acquiring the aspectual system in Korean, which has been proven by many studies in L2 acquisition of the Korean aspect marker (Kim & Lee, 2007; Brown & Yeon, 2010; Jeon, 2011; J.Kim, 2013).

For data analysis, I collected two types of data: one is naturally occurring L1 data and the other is Korean textbook materials for L2 learners. 113 sets of authentic spoken data were collected from Sejong spoken corpus. For L2 textbook data, five kinds of KFL textbook series in all levels from beginning to (high) advanced were collected.

I analyzed the multiple functions of –ko iss- in naturally occurring L1 data depending on its combined verb types. Based on the explanations of traditional Korean grammar that the aspectual marker, –ko iss-, is generally known as "progressive" (H. Choe, 1977; K. Lee, 1978; E. Baek, 1986), I assumed that the progressive use of –ko iss- occurring with action or dynamic verbs would show much higher frequency than that of the non-progressive use which includes the resultative use and the stative use. Surprisingly, the result shows that there is no significant difference in the frequency of –ko iss- between the progressive use and the non-progressive use. Overall, the four verb types occurring with –ko iss- are almost evenly distributed (29% of Activity vs. 24% of Accomplishment vs. 25% of Achievement vs. 23% of States). In L2 textbooks, however, its distribution shows a great discrepancy among the four verb types so that the frequency of the progressive use is extremely higher than that of the non-progressive use. This indicates that L2 textbooks do not reflect the usage patterns of native speakers shown in naturally occurring L1 data. Based on the result of the study, I analyzed problems of the L2 textbooks and suggested more effective methods of teaching the aspectual marker in KFL classroom.
Teaching Approaches to the Formulaic Language in L2

Korean
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In order to attain native-like L2 fluency, L2 learners need to expand their knowledge of conventionalized expressions such as idioms, collocations, compounds, phrasal verbs, and other multi-word lexical items (Wray, 2000). However, learning formulaic sequences constitutes a special kind of challenge for L2 learners due to such sequences’ complex nature. L2 learners’ knowledge of formulaic language lags considerably behind their general vocabulary proficiency (Steinell, Hulstijn, & Steinell, 2007). Recent corpus approaches to Korean formulaic language (e.g., lexical bundles, proverbs, collocations, metaphorical expressions) reveal its richness as a lexical resource (Y. J. Kim, 2009; E. H. Lee, 2016; J. Y. Shin, 2005). However, despite growing interest, the L2 acquisition of Korean formulaic language is underresearched due to insufficient knowledge of how to teach formulaic language systematically. This paper aims to introduce to Korean language instructors and researchers pedagogical and empirical studies on formulaic language, which have the potential to assist them in developing new teaching materials and new classroom strategies for teaching formulaic language. The current study suggests to utilize a number of most commonly recognized factors which affect teaching the Korean formulaic language and the results of empirical research to propose instructional approaches that will foster learning. This study first presents works that offer inventory lists of Korean formulaic expressions based on a variety of factors, including L1 background, L2 frequency, transparency, and culture, that might influence their KFL learnability. While such lists can be useful in creating effective teaching materials, this study argues that relying on these factors alone is misleading, because their influence varies in different learning conditions and for learners at different proficiency levels. Therefore, more empirical research that explores the effectiveness of these factors is necessary. Second, the study also reviews empirical studies that demonstrate the variation in the influence of these factors in different learning conditions. In particular, the two most influential factors, the L1 effect and the transparency effect, will be discussed with respect to their relation with context and strategies of learners. The study argues that L2 learners utilize diverse strategies and knowledge sources, and therefore, to develop effective materials it is crucial to empirically investigate how the influence of the various factors changes depending on contexts. With respect to the L1 effect, the study demonstrates that the L1 influence in L2 idiom acquisition is neither stable nor independent of conditions. When formulaic expressions are presented or taught within context, L2 learners are less likely to rely on their L1 knowledge. As for the transparency effect, the study questions the view that transparent idioms are more easily understood than opaque idioms, and argues that it may not necessarily the case that L2 learners benefit from such idiom-inherent features whenever they encounter them in any condition. L2 learners typically find it difficult to recognize formulaic sequences due to their inconsistency in form. In relation to this perspective, the study introduces the concept of deceptive transparency, where L2 learners do not notice unknown idioms composed of familiar words irrespective of the idioms’ transparency (Lauffer, 1989).
물은 세프, 반찬은 공짜:
Incorporating Equative
Sentences with Omitted Copula in 은/는
and 이/가 Instruction
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In most popular Korean language textbooks published in Korea as well as in the US, particles 이/가 and 은/는 are introduced at an early stage of the beginning level. The meaning and function of these two types of particles are very complex in nature, and therefore, they are introduced at minimal level of their functionality. 이/가 is usually introduced as a subject marking particle, and 은/는 as a topic particle that carries a contrast meaning. A few textbooks provide more details in terms of how these two are different: 은/는 expresses ‘genericity’ but 이/가 marks ‘specificity’ depending on the context. It is reasonable to introduce the basic meaning and functions of these complex particles to beginning level students. However, no further meaning functions on these two particles are reintroduced at higher levels. As a result, learners with higher level of proficiency still have difficulty in using them appropriately, as there is no strategic step-by-step introduction of these challenging particles beyond beginning level. Yi (2013) suggests some strategies in teaching these two particles at beginning level of instruction: 이/가 as a particle marking specificity and new information, and 은/는 marking constrastive meaning and genericity, and marking old information. However, in order to introduce these notions, instructors need to fabricate adequate contexts where these meaning and function differences can be illustrated.

This paper proposes the use of authentic materials where these two particles are used in equative sentences with omitted copula; in other words, a complex nominal phrases (NP1+NP2) carrying these particles instead of full copular sentences as in 물은 세프(이다).

In Korean, these NP1+NP2 are commonly used in book and song titles, as well as in business and political slogans where short nominal phrases are preferred over full sentences. From roughly 500 Korean book and song titles and well-known slogans and catchphrases, 88 examples of these nominal phrases were found. Among them, only 9 were used with 이/가 and the
remaining 80 were used with 은/는. As shown in examples (1) and (2), NP2 of these phrases with 은/는 get the indefinite article ‘a/an’ in English translation, whereas the ones with 이/가 get the definite article ‘the’. This is not different from the full copular sentences; however, use of these NP1+NP2 has advantages when teaching these particles. Students will learn: (i) that Korean equative copular sentences can have their copula omitted and still maintain its original meaning, unlike English, as these particles connect the two nominals and contribute to the overall meaning even when the copula is not present; (ii) from authentic materials instead of fabricated examples; and (iii) the complexity of these two particles with ease as they are used within a confined context to better grasp the essential meaning difference between these two particles.

22 한국어능력시험 말하기 평가 개발을 위한 연구
Minjin Won Yonsei University
Hyunjung Kim Sogang University
Mi-Ok Kim Yonsei University

1. 발표의 주제와 목표

2. 발표 내용 구성
○ 문항 개발 및 프로그램 개발 절차

1) 문항 선정을 위한 전문가 설문 및 문항 유형 확정
2) 문항 선정 및 예비 시험 실시
3) 예비 시험 분석 및 최종 문항 선정
4) CBT/IBT 프로그램 개발 절차

○ 말하기 모의시험 실시 및 수험자 설문 분석

○ 체점자 훈련 및 말하기 시험 분석
1) 체점자 기준 마련 및 체점자 훈련
2) 기본 시험 분석 결과 : 고전 점수 이론에 근거한 문항 분석
3) 다국면 래시모형에 근거한 문항 분석
4) 시험 등급 재시 및 점수 제안

3. 논문 발표의 의의
토픽의 말하기 평가가 필요하다는 공감대에도 불구하고 현실적인 제한으로 인해 시험 실시가 마무리지고 있으므로 한국어교육에 종사하는 많은 교사들이 관심이 높은 영역이다. 실제 연구진의 발표를 통해 말하기 평가의 개발 절차와 평가 기준에 대한 이해가 가능하도록 하고, 체점자 영역의 신뢰성 검증의 방안 등에 대한 논의를 통해 한국어 교사들의 말하기 평가에 대한 관심과 이해를 높이고자 한다. 말하기 평가의 시행을 위해서는 문항의 타당성과 체계적 신뢰성, 그리고 그것을 수행할 때 필요한 실험성이 담보되어야 할 것이다. 본 연구에서는 문항 선정의 타당한 절차에 대해 논의하였고, 체계의 신뢰성에 대한 논의를 진행하였다. 무엇보다 CBT/IBT 시험을 개발하였을 때 학습자들이 느끼는 어려움에 대한 파악을 위한 조사 결과를 분석하여 이를 최대한 반영한 말하기 시험 모형을 제안하였다. 말하기 평가가 도입되기 위해서는 한국어 말하기 능력을 무엇으로 볼 것인가에 대한 평가 구인과 말하기의 능력의 실제성에 대한 논의가 필요하다. 또한 평가의 한계효과를 고려한다면 평가의 수방의 결과로서 한국어 말하기 능력과 말하기 교육이 무엇인가에 대해 자주 많은 논의를 촉발할 수 있을 것으로 기대한다.

23 Issues in Korean language placement testing
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Hye Young Smith University of Hawaii at Manoa

This study reviews Korean language placement examination policies, and investigates the development and implementation of Korean language placement tests, at American universities. As growing numbers of American university students choose to study Korean as a foreign language, Korean language programs face even more diverse student needs and language learning histories. Consequently, it is increasingly important to
make accurate placement decisions according to learners’ current level of skills and readiness. Yet many Korean language programs have not developed in-house placement test instruments due to lack of resources and expertise. In addition, in most language programs, the development and revision of placement tests at the program level is the responsibility of teachers (Brown, Hudson, & Clark, 2004), who typically have not received training in test development. To the best of our knowledge, there is very little research on Korean language placement testing, and this study will be the first comprehensive report on Korean placement testing based on a nationwide investigation. The study reports on the status quo of Korean language placement testing at American universities, addresses relevant concerns and challenges, and makes some useful suggestions for KFL educators and administrators who are planning to develop new placement tests or update existing placement tests.

We selected 70 Korean language programs at American universities that have more than three levels and collected data on their placement examination policies from their websites, including information about the programs, their language ability assessment approaches, placement test administration, test content, and scoring and scaling. We found that about half of the 70 Korean language programs have (either on-line or off-line) placement tests. Only about a third of them administer both (selected-response) written and (in-person) oral exams, and of these, some use the oral exams as a confirmation device. The written tests most often assess grammar and reading skills, and rarely assess listening skills. Very few programs administer essay tests. Only a few programs provide, in addition to the placement test, self-assessment guidelines to help learners judge their language abilities for themselves. Most of the programs use piloting as a means of setting cut-off scores. Only about a third of the 70 Korean language programs make the placement test mandatory. Most programs with a placement test administer it once per semester before the first day of instruction. Many of the programs use the same instrument as a proficiency test to decide on university language requirement exemptions.

Based on our findings, we will discuss the factors and issues that should be taken into consideration in the creation and revision of Korean placement tests. Our suggestions include, for example, providing more informative webpages on placement examination policies; utilizing a greater variety of test formats (e.g., for written tests: multiple-choice and short- and extended-answer questions); balancing between skills and modes of communication (e.g., interpersonal, interpretive, and presentational); assessing non-traditional skills; creating self-assessment guidelines as a supplementary device; piloting for cut-off score decisions and increasing test validity; making the placement test mandatory; and distinguishing between proficiency and placement.

24 Oral proficiency & phonological competence in SLA: heritage speakers vs. L2 learners
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This study investigates the relationship between oral proficiency and phonological competence in second language acquisition addressing the issue of heritage speakers’ advantage over L2 learners in the acquisition of phonology. Phonology is known to be one of the most difficult areas to master in L2 acquisition, in which even highly advanced learners fail to achieve native-like competence (Larsen-Freeman & Long, 1991). Recent studies suggest that early bilinguals of their heritage language are superior to L2 learners in phonology (e.g., Au, Knightly, Jun, & Oh, 2002). However, most of the previous studies are based on the data from learners of low proficiency. The present study investigates whether phonological knowledge develops as the oral proficiency increases, and whether the advantage of heritage speakers is found in more advanced levels of proficiency. 32 heritage speakers and 20 L2 learners of Korean and 14 native controls were tested in their perception of Korean stop sounds using three different tasks: Picture-Word Discrimination, AXB, and Phoneme Monitoring.

The results from the three different test show that advanced learners of Korean have little problem distinguishing different stop sounds in their listening, plain vs. tensed sounds, in particular. However, scores vary depending on the type of task. Phoneme monitoring and AXB were easier than PWD, with even learners at ILR 1+ achieving 76% and 84% accuracy, respectively, on those two tests. Statistically significant Spearman correlation coefficients were found between ILR proficiency level and individual scores on the tasks, AXB and PWD, but not on Phoneme Monitoring. The lower mean scores on the PWD task, ranging from .52 at ILR 1+ to .89 at ILR 4, probably indicate that participants’ ability to distinguish phonemes can be interfered with by top-down processing of sounds, as distinct from the processing employed by Korean native speakers. For example, when a subject is looking at a picture of tal ‘moon’ and hears tal ‘daughter,’ instead of tal, she or he can easily take tal with a tensed t, /t’/ as tal with a plain t, /t/, which could cause wrong responses, lowering the accuracy score. However, this type of negative effect of top-down processing was not found in native speakers’ responses. In particular, the steady development of ability is shown well with PWD. Notice, again, that the mean scores for learners at ILR 3 are higher than for those at ILR 3+ on PWD and AXB. This, again, may be related to the imbalance between heritage speakers and L2 learners at the two levels, as discussed in the previous sections. The results show better performance of heritage speakers than L2 learners on both
Recognizing the discrete functions of two imperative forms of requesting in Korean conversations: Characteristics and pedagogical implications

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Requesting is one of the most common actions through which speakers carry out their daily conduct. One frequent form through which request is implemented in Korean is imperatives. In this paper, we describe two imperative forms of request: the plain form -e/a (mek-e eat-IMPER) and the pwa form (mek-e pwa eat-CONN see;IMP). While both forms are in the imperative, the auxiliary verb -e/a pota in the pwa form has been described as expressing the attential aspect of the request. The -e/a pota construction has also been noted as a strategy used to soften assertions or requests. Thus, it is not surprising that most Korean-as-a-foreign-language textbooks explain the pwa form as a more ‘polite’ form of request.

However, such “impressionistic” descriptions do not always seem to work. We describe how the two request forms are used in conversation, focusing on the different actions and trajectories implemented by each form. Our analysis is based on 132 instances of request found in 53 different telephone calls.

To understand the differences between the two imperative forms, we examined requests made with the two different forms of the same verb. The findings show that when the request made is the ultimate end goal, the plain -e/a form is used, while when the request is made in preparation for the next action, the pwa form is used. In Excerpt (1), A asks B to talk to her son, while handing the phone over to the son. Speaking to her son is the goal of the overall request, and the plain imperative form is used for the request in line 2. In contrast, in Excerpt (2) line 5, the speaker’s request is formulated with pwa form of the same verb. B’s request ‘speak’ not only asks the recipient to provide the information, but also alerts the recipient that the speaker is ready to take the note. The action requested by the speaker is oriented to the next phase/course of action. Our data consistently shows that there is division of labor in these forms. The differences in the two imperative forms are consistently observed across various verbs (e.g., Excerpts (3) and (4), ‘remain still’, ‘to listen’, ‘to watch’, ‘to think’).

This study shows that the differences between the two forms have little to do with the degree of politeness of a requested action. Differences can be better explained by the fact that the pwa form represents two actions in sequence (a combination of kamaniss-ta ‘to remain still’ and pwa ‘look/see’) and the request formulated with the pwa form is oriented to the next phrase/course of action. The excerpts below can be used in the classroom so learners can recognize the discrete functions of the two request forms. The excerpts can teach learners some of the essential requests in social interaction, such as kamanisse pwa ‘hold on’, tule pwa ‘listen (to what I am about to say),’ and sayngkakhay pwa ‘(re)think’, which all serve to redirect the participants’ talk and action away from an earlier established trajectory of talk and action.

A Comparative Analysis of KFL learners’ use of connectives

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Dongmin Kim  UNew York University

As language learners’ proficiency increases, the importance of connectives use for coherent paragraphs and discourses gets emphasized (Cook 1989). Teachers are also well aware of the importance of connectives use in language education. However, they hardly emphasize the importance explicitly or make a specific pedagogical module to teach how to use connectives and how to compose coherent discourses, especially in KFL situations. This study investigated the characteristics in the use of connectives in writing samples, a learner corpus (47,465 words), created by college-level KFL (Korean as a Foreign Language) learners ranging from intermediate to advanced levels. Students were given writing tasks (summary and reflection) after watching video clips related to various Korea-related issues. The analysis was conducted using a concordance program, AntConc. 20 connectives were analyzed in terms of frequency, use, similarities and differences between proficiency levels (intermediate and advanced), between the data and other learner corpus data (Kim 2011), and between the data and native speakers’ data (Kim 2004). Frequency-wise, the order was -ko, -e/aे, -u/myen, -ciman, -nuntey, -mye, -myense, -ni/nikka, -e/ato, -kttaymyuey, etc. This was very similar with other learner corpus data except -mye was ranked higher. While learners of different levels show many similarities using connective expressions, some level differences were also observed in terms of variety and accuracy. Compared with native speakers’ data, the variety and usage of the connectives were different. Students in the data are inclined to use basic meaning of the connectives learned in the classroom while native speakers’ data show the use of various
subdivisions of the connectives. Through analysis of the data, pedagogical implication and appropriate teaching modules as well as characteristics in connectives use by the learners will be presented. When the coherence of production is the ultimate purpose in writing education, analytic top-down approach is better than synthetic bottom-up approach which is being conducted in most classrooms (Ellis 1993, Ellis et al. 2006, Hinkel 2006, Long and Robinson 1998). In the framework of top-down approach, in order to achieve higher acquisition and retention of connective use, a teaching module using collaboration and peer-feedback will be presented.

27 The Interactional Functions of the Sentence-ending Suffixes -ney and -ci in Korean Conversation and the Pedagogical Implications
Kyoungrmi Ha  UCLA

Korean sentence-ending suffixes are important tools for Korean speakers to express various interactional goals. However, second language learners of Korean tend to use the plain SE suffix -ci and do not utilize various other SE suffixes even though they are introduced in the beginning level of Korean textbooks. Among the many sentence-ending suffixes, my research examines the interactional functions of the SE suffixes -ney and -ci. Traditionally, the SE suffix -ney has been mainly discussed in terms of evidentiality and -ci has been discussed in terms of a speaker's attitude (H. Lee, 1985; H. Sohn, 1999; Stauss, 2005). Second language learners find it difficult to use the SE suffixes correctly when they rely only on traditional explanations. This study limits its discussion to the use of -ney and -ci in assessment activities in conversation. Assessments are defined as evaluations of states of affairs (Heritage & Raymond, 2005). -Ney and -ci predominantly occur when speakers produce assessments, which are their subjective opinions (e.g., thoughts, emotions, feelings, etc.) about various referents. Quantitative analysis (Corpus Method) and qualitative analysis (Conversation Analysis) are used in this study. Data comes from the CallFriend Korean telephone corpus, produced in the late 1990s by the Linguistic Data Consortium and video-recorded face-to-face ordinary conversation. I collect a total of 124 tokens of the ney-marked assessments and 150 tokens of ci-marked assessments. The following is an example of my analyses in which I identify the two types of actions (assessment and confirmation sequences) conveyed with -ney and -ci in (1).

(1) Here Min provides a ney-marked first assessment about Hee’s brother’s visit (line 1). In response, Hee gives a ci-marked second assessment in the form of agreement (line 2). I argue that different SE marked assessments present an epistemic asymmetry about the topic they evaluate (Hee’s brother’s visit), that is, -ney indicates a subordinate knowledge level while -ci indicates a dominant knowledge level regarding the matter at hand (Heritage & Raymond, 2005). Furthermore, the ney-marked assessment and the ci-marked assessment convey a confirmation request and confirmation respectively. From such evidence from a large corpus, I conclude the following: 1) Speakers using -ney and -ci present knowledge differences: 89% of the -ney marked opinions indicate a subordinate knowledge status and 72% of the ci-marked opinions indicate a dominant knowledge status, 2) The uses of -ney and -ci in different sequential positions correlate with certain actions. That is, -ney is frequently used by a speaker who requests confirmation (first position). -Ci is frequently used by a confirming speaker (second position). My data shows that the ney-marked assessments are used predominantly in the first position (99%) while the ci-marked assessments are used mainly in the second position (72%). This study sheds light on the role of sequential positions of grammatical resources in discourse. Furthermore, the study shows that ney and ci-marked utterances serve as specific means that Korean speakers use to implicitly convey their knowledge levels and actions. I suggest that these findings should be incorporated into Korean language pedagogy.

28 KFL Learners’ Intercultural Communication with Peers in Different Contexts: Telecommunication with Tandem partners in home country and abroad
Inhye Lee  University of Minnesota

The World-Readiness Standards for Learning Languages have significantly impacted the world language curriculum, instructional approaches, and assessments. In case of the Korean language education, the Standards for Learning Korean are also created. This study investigates the 4th level Korean Learners’ five Cs competence development via intercultural telecommunication with peers in different contexts such as tandem partners in home country (US) and Tandem partners abroad (Korea).

Telecollaboration between different cultures creates an intercultural space, so-called “contact zone” (Pratt, 1991) referring to “social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power (Choi, 2016). In the last decade, a number of studies on telecollaboration have been conducted (Basharina, 2009; Belz, 2003; Bower & Kawaguchi, 2011; O’Dowd, 2005; Ware, 2005). However, researches on Korean-English telecollaboration have rarely been done, except for two studies (Chung, et al., 2005; Choi, 2016). Chung, et al. (2005) investigated the social learning practice via online conversation between beginning-level and ad-
advanced-level Korean heritage learners in Canada. Choi (2016) studied intercultural communication and learning in online tandem exchanges between KFL learners in the US and ESL learners in Korea. While these studies focused solely on heritage learners, the present study observes Korean language learners from diverse backgrounds in the US, such as an Asian Language and Literatures major undergraduate student who is interested in Korean culture and history, an undergraduate student who is planning to study in Korean graduate school, a heritage Freshman, and ESL major graduate student who has two years English teaching experience in Korea and interests in contrastive linguistics research.

The aim of this study is to see the ways KFL learners’ intercultural communication and language learning are shaped by telecommunications with Korean native peers in two different contexts. One was a tandem partner at the University of Minnesota in the US and the other was a tandem partner at the Seoul National University in Korea. The students’ online conversations and interview data are analyzed according to discourse analysis (Gee, 2014; Herring, 2004) and grounded theory (Corbin & Strauss, 2008).

The analysis of qualitative data indicates the followings: 1) intercultural communication with peers promoted KFL learners’ development in Communication, Cultures, Connections, and Comparisons, and it also gave high chances of opportunity to interact and collaborate in diverse Community; 2) KFL learners tend to focus more on intercultural interaction when they communicate with Tandem partners abroad than they do when communicating with Tandem partners in homr country; 3) interactions with different peers facilitated intercultural communication on another. These findings about intercultural communication of KFL learners with peers in different contexts provide pedagogical implications for designing curriculum and for teaching via telecommunication.

29 학술적 글쓰기 교육: 저자 입지 (authorial stance)의 탐색과 표명
Hae-Young Kim, Jinyoung Seo · Duke University

학술적 글쓰기 교육에 대한 접근 방식은 크게 두 가지로 대별될 수 있다. 하나는 텍스트 중심 접근 (Text approaches)으로서 학습자가 학습 담론의 창작적 특성을 억하기 그에 부합하는 텍스트를 생산하는 것을 목표로 한다. 즉 텍스트의 파임새, 단락의 구성, 적절한 어휘와 맞춤법, 언용법과 각종 텍스트의 구성 요소의 형식과 기능을 의미하도록 하여 그 결과물에 초점을 두는 방식이다. 다른 하나는 사회적 실천으로서의 접근 (Writing as social practice)으로, 학습자가 학습 담론 공동체의 일원으로서 담론 맥락에 대한 이해를 바탕으로 자신의 견해나 주장을 보다 효과적으로 펼치도록 하는 글쓰기의 방식에 집중하는 것이다 (이선옥, 2008).

본 연구는 텍스트 형식과 글쓰기 맥락/실천을 통합하는 개념으로 저자 입지 (authorial stance)를 채택하여 학술적 글쓰기의 발전을 이해하고 추적하며 분석 도구로 사용하고자 한다. 저자 입지란 글쓰기 과정에서 저자에 대한 저자의 의전, 대로, 입장, 판단을 전개하고 조용해 나가는 동안으로, 텍스트 구성과 문법·이어지 선택에서 표출된다. 학술적 글쓰기와 학술적 담론 공동체의 성원으로서 ‘사회문화적 맥락, 독자 환경, 담론 공동체의 특성’ (이선옥, 2008)을 인지하고 저작 담론을 생산하는 것이라고 한다면, 저자가 내용 주제에 대해서뿐만 아니라 독자와 담론 공동체를 상대로 자신의 주장과 관점을 얼마나 설득력 있게 피력하는가가 중요하다. 이에 저자는 실천적 글쓰기를 텍스트의 구조적·형태적 특성에 긴밀하게 연관시켜 준다는 점에서 유용한 개념이다 (Martin & White, 2005; Hyland 2012; Aull and Lancaster 2014).

본 연구에서는 미국 대학에서 한국 유학생 대상 한국어 수업을 수강하는 학부 학생들의 학술적 글쓰기의 변화를 관찰하는 저자 입지의 표현을 주제로 택시 보고자 한다. 1900년대부터 1960년대까지의 한국 문학사 및 문학사를 근거사회와 국민가문을 주제로 구성한 내용 중심의 이 수업에서 학생들은 매주 2-3편 소논문 입기와 짧은 요약/평가 쓰기, 그리고 비평, 논증문, 논문 쓰기 과정을 수행한다. 이 때 입기의 과정은 단순히 주제에 관련된 정보의 습득이라는 차원에서 아닐 수, 저자의 담론을 해석하고 독자 자신의 견해와 관점을 확보하기 위한 ‘해석’의 과정이며 동시에 학술적 담론 공동체 안에서 ‘판계’를 수립하는 담론적 실천의 과정으로서 이해, 활용된다.

이 연구의 가설은 학술 담론 공동체 경험을 재현하고자 하는 이러한 수업 환경에서 내용 지식의 확장과 탐구의 일환으로써 이루어지는 입기와 쓰기 행위가 학술적 글쓰기에 요구되는 저자 입지의 탐색과 표현에 기여할 것이라고 설정한다. 그리고 저자 입지의 연명의 정도가 학술적 글쓰기자 사회적 실천으로서의 비판적 글쓰기의 수준과 관계에 조합함을 보여 줬 것으로 전망한다. 연구 방법은 7명의 수강학생이 매주 제출하는 짧은 비평문들과 중간 패널리와 기말패널리를 사용한 자료를 통합적으로 비교하는 것이다. 분석의 초점은 저자 입지를 드러내거나 함의하는 타자자 지정 (source author reference), 인용 (quotation), 회피 장치 (hedges), 인식 표현 (epistemic markers), 부연 설명 (reformulation) 또는 대조 (contrast)와 같은 텍스트 구성 표지를 이용한다. 이러한 표지들의 사용 반도와
How do L1 writers in academic writing in Korean construct their authorial stance and engage with readers?
Seunghye Yu  University of Hawaii

With the increase in the number of advanced-level students in Korean language, more second language (L2) learners of Korean confront challenges in academic discourse, such as presentations, essays and even research papers. As there has been a growing awareness of genre differences and the academic writing challenges for L2 learners, the genre of academic writing in Korean has attracted a great deal of research attention; however, not many studies have been carried out on a rhetorical device for authorial stance-taking and for a writer’s interaction with readers through texts. This study quantitatively and qualitatively analyzes ways in which the writers construct an authorial stance toward the disposition and the audience, and build engagement with readers, drawing on a corpus of published journal papers written by L1 writers of Korean. Adopting Hyland’s (2005) interactional model of academic discourse, 24 journal articles written in Korean by L1 writers from Korean linguistics and Korean language education were examined in terms of stance and engagement. Stance is defined as a speaker/writer’s self-positioning toward what is being talked about or being realized, whereas engagement describes the way a speaker/writer aligns and connects with a listener/reader (Hyland, 2005).

Analysis of research articles reveals that writers in Korean linguistics and Korean language education from the corpus used for this study prefer to position and express themselves in a discreet way and to engage readers implicitly, mostly through hedges, boosters and attitude markers. The results demonstrate that hedges (e.g., -ul/l swu iss ‘it is possible, might’, -un/n kes ‘would, it is said’, taso ‘somewhat’) were the device that occurred most frequently in all of the articles, over 60%. Over 20% of the interactional devices were boosters (e.g., -eya hata ‘should, must’, pwun-myenghata ‘clear’), which strengthen the writer’s argument by expressing the writer’s “certainty.” In addition, the writers sometimes express their affective—feeling and evaluation—by employing attitude markers (e.g., cwungyohata ‘important’, hungilopta ‘interesting’) in their research papers. The two subcategories of engagement—self-mention (e.g., na ‘I (plain form)’, wuli ‘you’) and reader pronouns (e.g., tangsin ‘you’) — turn out to be less favorable, in that not even a single example of pronouns can be found in the corpus used for this study. Further findings and details will be discussed in terms of linguistic features of Korean and its pedagogical implication.

Language Learners as “Citizen Sociolinguists”: Development of Critical Thinking Abilities Using Participatory Media
Ji-Young Jung, Eunji Lee  University of Pennsylvania

“If a teacher were running short on time, which of the Standards [Communication, Cultures, Connections, Comparisons & Communities] could be skipped over without jeopardizing his or her students’ success in acquiring the language skills they need?” (Cutshall, 2012, p. 32). As Cutshall aptly points out, most language educators would pick Connections. Indeed, Connections remains one of the marginalized Standards, and teachers often do not recognize that connecting to other disciplines is crucial in engaging students in language learning. The current study explores a link between language learning and Connections, specifically with respect to the Standard 3.2: Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.

To foster learners’ critical thinking abilities, we suggest a unique way of engaging students and utilizing open source media, which is readily available to students, digital natives who are already proficient in technology. In this study, being “citizen sociolinguists,” students engage in sociolinguistic exploration, using “their senses and intelligence to understand the world of language around them” (Rymes, 2014, p. 26). The data for this study come from final presentations of a fourth-year Korean class at a university in the northeastern United States. Students are asked to find interesting language uses in Korean in any type of media available on the internet such as blogs, UCCs, movies, and drama clips, advertisements, and popular songs, and share their own interpretation of the social meanings of the language use in question. The topics covered are a wide range of sociolinguistic issues such as dialects, slang, honorifics, neologism (word coinage), and gendered speech. The data are analyzed within the framework of Critical Discourse Analysis (CDA), maintaining that any language use is a social act and, further, that ‘language learning’ also should be viewed as a social act in which learners obtain and share information about how social identities and realities are modified or reproduced through language use. The study focuses on answering the following questions:

1. What aspects of language use in Korean do learners view as critical in (re)constructing their identity as a Korean speaker?
2. How do the learners perceive their sociolinguistic
status in relation to such language uses?

The results show that, while students provide no definite answers in regard to prescriptive uses of language (i.e., one should speak in X, Y or Z way to appear or not to appear X, Y or Z), they have acquired a better understanding of structural meanings of language used by Korean speakers of different varieties (i.e., language power and ideology). Furthermore, students’ critical thinking skills are manifested in their own analysis of language use, and their ways of speaking and looking at a particular variety are notably changed. The study concludes with the pedagogical implication that employing the method of “citizen sociolinguistics” not only incorporates Connections in language teaching, but provides a meaningful opportunity for students to transform themselves from ‘learners’ into ‘speakers’ of Korean.

32 Language Learning Stories of Advanced Learners of Korean
Hyunsoo Hur DULFLC

Narrative inquiry takes into account human experiences over time, and the relationship between individual experiences and surrounding sociocultural context. This approach grounds on data about people’s lives through people’s stories with the intent to make sense of the behavior of others. This presentation reports findings from an action research on higher level learners based on narrative inquiry approach (Bell, 2002; Pavlenko, 2002). Factors such as learner contribution, language input, learners’ interaction with environments, and learning outcome influence students’ learning and acquisition of a foreign language (Breen, 2001). The way learners make sense of their language learning experience influence learners’ overall approach to language learning and where they situate themselves in the process.

The presentation reports advanced level learner stories through in-depth study of learner narratives. The participating learners are all Americans and have learned Korean for specific purposes. They have already reached superior level in the ACTFL proficiency scale (2+ and/or 3 in the U.S. government Interagency Language Roundtable). These learners are continuing their language studies to fulfill their career requirement and to further enhance their language proficiency. Despite the common goal the learners have, their life stories of language learning tend to be unique.

The study explored life experiences of language learners, learners’ perceived challenges, strategies adopted, learning desires, and learners’ social interaction with the target speech community and how these experiences influence learners’ reactions to Korean society, its people, and eventually learning Korean. The findings reveal complex challenges and needs of learners as well as idiosyncratic strategies learners have adopted to maintain and enhance their language proficiency levels. The study also discloses how learning Korean has influenced these learners’ identities as Americans.

33 대학생 한국어 학습자의
학습전략 분석과 효과적인 수업
방안 모색
Inhee Kim Northwestern University
Yurim Lee Kyung Hee University

본 연구는 한국어 학습자의 학습전략을 다각적으로 분석하고 이를 바탕으로 학습효과를 높이기 위한 효과적인 교수 방안을 마련하는 것을 목적으로 미국, 한국, 태국의 대학 한국어를 학습하고 있는 대학생 315명을 대상으로 미네소타 대학의 “연수 학습 전략”을 설문 조사하였다. 이 학습 전략은 크게 한국어 노출, 발음, 읽기, 말하기, 읽기와 문법, 쓰기, 단어, 통/변역 전략으로 구성되어 있으며 총 90개의 문항을 포함하고 있다. 설문지의 영어, 한국어, 중국어로 제공되었으며 학습 전략 조사 도구 구축, 참여자 모집, 학습 전략 조사 실시, 결과 분석 순으로 자료를 수집했다. 쿼드바호 알파 값이 모두 0.6 이상으로 확인되어 설문지의 신뢰도가 검증되었다.


이어서 단변량 분산분석을 실시하여 학습전략에 주요한 변인 9가지 (성별, 외국/유학 경험이, 모국어, 해리티지 여부, 한국어 노출 여부, 공부한 장소, 출입 또는 재학 국가)를 검토한 결과 성별을 제외하고 다른 8가지는 변인으로 확인되었다: 1) 해외/유학 경험이 따라 쓰기, 읽기와 문법에 차이가 있었다. 2) 모국어에 따라 번역, 읽기와 문법에 차이가 있었다. 3) 영어와 한국어 학자에 따라 읽기, 말하기, 번역, 읽기와 문법과 전제에 차이가 있었다. 4) 해리티지 여부에 따라 읽기와 문법에 차이가 있었다. 5) 한국어 노출 여부에 따라 읽기와 문법에 차이가 있었다. 6) 공부한 장소, 한국과 다른 나라에 따라말하기, 쓰기, 번역, 읽기와 문법에 차이가 있었다. 7) 한국과 모국 혹은 제 3국에서 공부한 장소에
Acquisition of Korean second language (L2) prosody and phonology: what makes L2 speakers’ talk sound foreign?
Hee Ju Lee  UCLA

Increased research into the teaching of L2 prosody has informed recent L2 pedagogy. However, little attention has been paid to how L2 speakers actually produce prosody in spoken contexts and most researchers focus on prosody in ESL settings. This study examines types of errors made by native English speakers in the production of Korean L2 prosody in naturally occurring data and suggests an acquisition order in Korean L2 prosody.

Korean and English differ in consonant pronunciation. In Korean, there is a three-way distinction among consonant pronunciation (lenis, aspirated, and tense). These phonological features determine the tone of the consonant when the consonant comes at the initial position of the Accental Phrase (AP), the smallest prosodic unit in Korean. AP often consists of a lexical item and a postposition attached to the item (e.g., chaksang-ey desk-on ‘on the desk’). If the initial consonant segment is tense or aspirated, it gets a high tone. All other sounds (lenis consonants, sonorant consonants, vowels) receive a low tone. English has no such mapping between phonological features and tones in consonant production. Moreover, Korean and English differ in marking word prominence and indicating pragmatic meanings. Korean marks word prominence by the location of the word and pragmatic meaning by boundary tones, but English marks prominence by pitch accents or stress and pragmatic meanings by pitch accent types and boundary tones.

Data comes from twelve audio-recordings of interviews between native Korean speakers and Korean L2 speakers and, as a control, four interviews between native Korean speakers. Intonation patterns and prosodic phrasing were labeled following the ToBI transcription system (Beckman & Pierrehumbert, 1986; Jun 1993, 1998; Pierrehumbert 1980).

Findings showed that types of errors involved 1) incorrect tone assignments on the AP-initial segments (e.g., in kacok-i family-SBJ, the lenis ‘k’ gets a high tone), and 2) transfer of English L1 pitch accents to Korean, resulting in the mixture of L1 and L2 intonation (e.g., in tongyanghak-iy East.Asian.studies-be-POL ‘My major is East Asian studies’, ‘tong’ gets a high pitch accent while the remaining syllables follow Korean intonation patterns). These findings suggest that the L2 speakers need to acquire Korean-specific tone-segment mapping rules and need to learn how to use English-specific pitch accents. Moreover, analysis showed that the L2 speakers who made these phonological errors were fluent at manipulating boundary tones for pragmatic purposes, which suggests that phonological features not related to pragmatic meanings are acquired later.

The errors analyzed in this study were made by L2 speakers authentically engaged in meaning negotiation outside a laboratory experiment setting. Therefore, these examples reflect speakers’ interlanguage, making their error types and intonation patterns relevant to L2 curriculum development and classroom intonation practice. While this study focused on selected error types made by native English speakers, further analysis of other error types and errors made by speakers of different L1s would help researchers better understand Korean L2 pronunciation acquisition patterns.
Visualized acoustic information of speech sounds for teaching pronunciation of Korean as a second language

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While pronunciation continues to be instructed for second languages (L2), regardless of a variety of analytic-linguistic knowledge and pedagogical methodologies for second language teacher training, teaching pronunciation appears to be practiced on the basis of teacher’s intuitive instruction and rote imitation or mimicry after listening carefully to model speech sounds since more than a century ago. Thus the current study suggests a necessity of a new wave of teaching pronunciation methods to integrate previous waves using intuitive-imitative, analytic-linguistic, or communicative methods following the definition of Murphy & Baker (2014). In addition, the present study also investigates a way for L2 teachers to integrate contemporary technologies into pedagogical applications and for L2 learners to improve their pronunciation with the awareness of acoustic information of speech sounds. It turned out that the acoustic analysis of speech data is available to general computer users due to the distribution of various computer-based or web-based technologies.

In this study, L2 Korean learners were provided with simplified linguistic images of acoustic analysis containing wave form, spectrogram, and pitch along with the text annotation of the target utterances at their self-paced practice sessions. After participants pronounced given stimuli sentences, they were asked to check the acoustic information and then repeated the same sentences. The results show that participants made use of given basic linguistic information to correct their pronunciation. The visualized acoustic information provided L2 learners with positive feedback that enhanced the noticing process of L2 learners by comparing it with their own preceding speech. The results also show improvements in associating the acoustic features with the pronunciation of Korean consonants. In particular, as the three-way distinction of Korean obstruent consonants as lax, aspirated, and tense is significantly associated with the intonation structure of the accentual phrase (Jun, 2006; Jun & Oh, 2000), the visualized prosodic information also improved the pronunciation of these obstruent consonants. Thus the current study suggests that teaching L2 pronunciation should integrate the intuitive-imitative methods with the analytic-linguistic methods using the visualization of acoustic information.

The Pragmatic Functions of the Quotative Partice ‘-ko’ as Sentence Ending Suffix and Its Boundary Tones

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The grammaticalization process of clausal connective suffixes into sentence ending suffixes (SESs) (e.g. -nuntye, -ketun) and their newly established pragmatic functions as SESs have continued to be a subject of inquiry among scholars (Kim 2015, Park & Sohn 2003, Park 1998, 1999). Rhee (2008, 2014) points out that the indirect quotative particle -ko, which connects the quoted clause to the main predicate clause, is grammaticalized as an SES. However, we are still far from understanding the diverse pragmatic functions of -ko and the role intonation plays in its pragmatic usage. The present study contributes to this line of research by exploring the pragmatic functions of -ta-ko (i.e. nol ke-y manh-ta-ko? ‘Did you say that there are a lot of fun things to do?’) in conjunction with its prosodic features as one prevalent way that -ko is used.

The data for this study consists of 73 cases of -ta-ko from 30 sixteen to eighteen-minute telephone conversations from the Korean Linguistics Data Consortium. The telephone conversations were between close friends and/or family members. I have taken a Conversation Analytic approach and utilize Jun’s model (1998, 2007, 2011) of Korean prosody to examine the pragmatic functions and associated intonation features of SESs.

The findings of this study show that -ta-ko appears in three different sequential environments. First, -ta-ko is used to assert the speaker’s epistemic authority by highlighting knowledge in the speaker’s domain. In this sequential environment, a falling boundary tone (henceforth L%), which indexes the speaker’s assertive stance (Park 2003), is realized on the ender –ko. Secondly, -ta-ko occurs in the first pair part position (FPP) of other-initiated self-repair sequences with a rising (H%) or a rising and falling (HL%) boundary tone. Used in this sequential position, -ta-ko ending utterances function to confirm the speaker’s candidate understanding and/or hearing of information provided by another speaker. Interestingly, the choice between an H% and an HL% boundary tone is largely contingent on the degree of a speaker’s understanding of prior talk. More specifically, -ta-ko is often used with an HL% when the speaker has a good understanding of prior talk but is only confirming the information. In contrast, -ta-ko is frequently employed with an H% when the speaker’s understanding is not sufficient enough and results in a partial or full repetition of prior talk in the form of a hearing check (cf. Schegloff, Jefferson, & Sacks, 1977). Thirdly, -ta-ko occurs in the second pair part position (SPP) of other-initiated self-repair sequences with a L%. Occupying this sequential position, -ta-ko ending utterances provide a repair solution by
confirming the prior speaker’s candidate hearing or understanding.

This study has significant pedagogical value in that it provides fundamental knowledge for teaching the various pragmatic functions of -ta-ko with its associated boundary tones. It also aims to contribute to improving Korean learners’ pragmatic competence in using grammatical items such as –ta-ko in spoken discourse.
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