[Panel 1]

Title: Pedagogical Approaches to Grammar through the Multiple Lenses of Corpus, Discourse Analysis, and Cognitive Linguistics

Susan Strauss, Kyungja Ahn, Hyewon Lee, and Kwanghyun Park
         The Pennsylvania State University and CALPER

This workshop will present an alternative approach to grammatical analysis and pedagogy referred to as "Conceptual Grammar" (Strauss to appear, Strauss, Lee, and Ahn to appear). The approach was originally designed as a non-traditional pedagogical tool for advanced level language teachers and learners of Korean and draws on a combination of three analytic/methodological paradigms: corpus, discourse analysis, and cognitive linguistics. The value of such an approach is twofold: 1) it supplements traditional explanations of grammar that are based largely on sentence level, decontextualized snippets of language intended to illustrate "grammatical meaning," and 2) all pedagogical materials designed using the approach are based on the use of actual, naturally occurring discourse. **While it has its roots in linguistic theory and traditions, the approach is designed for use by anyone, and neither assumes nor requires any previous training in linguistics or discourse analysis.**

Traditional illustrations of "grammatical meaning" (even if determined through the use of actual discourse) are often both vague and easily confused with other, seemingly similar forms or constructions (e.g., V-아/어 버리다 versus V-고 말다 versus V-아/어 버리고 말다, 나오다 versus 보이다, the two honorific forms –요 (polite) versus –습니다 (deferential), the sentence enders -군 versus – 네, and clause connectors such as   -는데 vs. –지만 and/or –거든, -거든 vs. –니까, etc.). Because "Conceptual Grammar" is grounded in the three paradigms, all analyses are derived from discursive patterns of the target forms as they emerge in situated contexts. As such, "meaning" uncovered through this approach centers squarely on *conceptualization patterns* discerned through careful analysis of: occurrence of the target form itself and of the relevant surrounding discourse. *Conceptual meaning* is inextricably linked to pragmatic meaning, including interactional import, speaker/writer stance, and so forth.

Through this tripartite perspective on linguistic analysis (corpus, discourse analysis, cognitive linguistics) the traditional, static notions of "grammatical rule" is systematically replaced by the dynamic discovery of "conceptual rules" through close observation of discourse. The ultimate goal is to have both teachers and learners of advanced Korean learn how to discover those new rules, while gaining a heightened awareness of grammar as a powerfully dynamic, choice-driven, and meaning imbued property of language. A

pedagogical approach to grammar that centers on *conceptual meaning* is especially useful at advanced levels of language study, since "grammatical correctness" and /or well-formedness involves not only morphosyntactic knowledge, but also pragmatic and conceptual sensitivity (Strauss, Lee, and Ahn to appear).

The workshop will be conducted by a team of four applied linguists, each of whom brings a different area of experience and expertise to the panel: a discourse-functional/cognitive linguist who designed the Conceptual Grammar approach for advanced level Korean, a research assistant with two years of experience in all facets of the approach, and two research assistants with some experience in the approach as well as in Korean language teaching.

In the first half of the workshop, we will introduce a selection of 3 to 4 grammatical constructions, query participants' intuitions (and/or traditional understandings) of those forms, and then present our approach using selected excerpts from our 200,000 word corpus of authentic, naturally occurring spoken, written, and hybrid (i.e., computer-mediated) discourse. We also include in our database internet-based excerpts and DVDs from movies and television broadcasts.

In presenting the target forms in longer stretches of discourse, we will demonstrate precisely how teachers would begin to tackle the specific grammatical problem and how they could systematically solve grammatical puzzles through uncovering discursive patterns of not only the target constructions but those of the relevant surrounding constructions as well.

For each target form, we provide hands-on opportunities for participants to: search the corpus/database for tokens of that form, make "excerpt collections" of target form occurrences, and attend to the patterned features of language that point to *conceptual meaning*. We then provide opportunities for participants to graphically represent such conceptual meaning as a generalizable representation with a view to better understand the patterns themselves and to more accurately and more articulately teach them to students.

In the second half of the workshop, we demonstrate how to design teaching materials and project-based activities using the analyses and the data excerpts included in our presentation. We then invite participants to design their own materials/activities drawing from this perspective. We will then ask participants to share their ideas with the rest of the group and to collaboratively suggest additional ideas for student-based activities and projects.

We conclude the workshop with a discussion of assessment strategies to: evaluate the usefulness of the materials by instructors, evaluate the usefulness of materials by students, and assess students' understanding and acquisition of the target forms.

Participants will be given CDs with selections of our data excerpts and sample pedagogical materials.

Strauss, Susan (to appear) Learning and teaching grammar through patterns of conceptualization: The case of (advanced) Korean. In H. Byrnes (ed.) *Proceedings of the Georgetown University RoundTable.*

Strauss, Susan, Jihye Lee, and Kyungja Ahn. (to appear). Applying Conceptual Grammar to Advanced-Level Language Teaching: The Case of Two Completive Constructions in Korean. *Modern Language Journal.*

[Panel 2]
Developing Multi-Media Materials Based on Discourse Functions:
The Case of Giving Directions

Jong Oh Eun, DLI; Hae-Young Kim, Duke; Young-mee Yu Cho, Rutgers

In this workshop, we will demonstrate how to develop materials and classroom activities based on language such as giving directions. Our approach primarily focuses on how to present and teach language to perform communicative functions in a particular situation, while at the same time providing focused practice with grammatical features typically associated with the given functions. In doing this, we espouse a functional approach to linguistic systems which analyzes grammatical forms within the context of use rather than in isolation from it (Brown and Yule, 1983, Hatch 1992).

The workshop will present materials designed for intermediate/advanced level Korean learners as a springboard to hands-on practice and discussion for participants. The materials aim to expose the students to Korean-specific discourse patterns in giving directions, such as asking them to elaborate on 'Ground' rather than 'Figure' (Strauss, Katayama, and Eun 2002). During the presentation, we will focus on discourse organization and salient linguistic features relevant to route directions including the use of landmarks and visual perception verbs such as '*naota*,' '*poita*,' and '*issta*.'' This is particularly important for English-speaking learners because they tend to resort to more speaker-centered patterns of English (e.g., *you'll see a signal*).

The materials we will present contain a variety of useful audio-visual sources such as video clips, audio-recordings, maps, and text materials so that learners can participate in skill-integrated activities using these authentic sources. These are accompanied by guided listening, writing and speaking tasks, moving from comprehension to production (Van Patten, 1996) and from meaning to form (Willis, 1996). In a comprehension task focused on meaning, learners will mark landmarks, routes, or final destinations on maps as they listen to native speakers of Korean giving and getting directions. In a form-focused activity, learners will practice recurrent lexical and grammatical forms typically employed in the discourse of giving directions. In an oral production task using maps, learners will perform communicative functions and get feedback on their performances.

After the presentation of these tasks, workshop participants will be divided into small groups for hands-on activities. We will provide them with speech samples of learners 'giving directions.' Each group will analyze learner errors and brainstorm lesson plans and strategies for helping students to improve their performances. They will be encouraged to integrate different skills (i.e., speaking, listening, reading, and writing) when they construct

their instructional plans. Each group will share their ideas with the other groups and exchange feedback that will help them fine-tune and improve their plans.

References

Brown, G. and Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.

Hatch, E. M. (1992). *Discourse and language education*. Cambridge: Cambridge University Press.

Strauss, S., Katayama, H., and Eun, J. O. (2002). Grammar, cognition, and procedure as reflected in route directions in Japanese, Korean, and American English. In N. Akatsuka and S. Strauss (Eds.) *Japanese/Korean Linguistics, volume 10*. CSLI, Stanford: Stanford University.

VanPatten, B. (1996). *Input processing and grammar instruction in second language acquisition.* Norwood, NJ: Ablex Publishing Company.

Willis, J. (1996). *A framework for task-based learning*. Oxford: Longman.

[Panel 3]

Grammar Clinic, Vocabulary Activities and Reading Strategies

Haesook Chung, DLI; Hana Kang, Jeongsoo Pyo, Eun Hye Son,
Ohio State University

Proposal summary:

1. Grammar Clinic: Auctioning Off Points for Internalizing Grammar (Haesook Han onelovehan@hotmail.com)

My purpose in presenting a particular grammar structure is not to fill students with syntactic rules, but to help students develop their understanding of the grammatical facts. By teaching grammar inductively and deductively, I strive to have students cultivate their linguistic performance. To enhance students' output, I usually give students a writing task based on the grammar feature(s) they acquired.   Getting student feedbacks is one way for me to diagnose whether they have clearly internalized the grammar points.   While reading their writings, I noted that students tend to make the same errors without heeding my red-colored comments on their sentences.   Hence, I challenged myself to take an approach that would lead students to become more successfully involved in the internalizing process.

1) As a preface, the teacher should review the writings of the students, and organize the sentences with the most commonly appearing grammatical errors.   2) Cut each sentence into a separate strip, and put the strips in an envelope. The activity is set up for the teacher to auction off the sentences; there should be a 2 to 1 ratio of students' ungrammatical sentences to correct ones.   3) After pairing up the students, the teacher explains the rules, including how much students can bid per sentence.   4) The teacher takes a sentence out of the envelope, reads it aloud or shows it to the class, and begins to auction off the sentence.   4) Having discussed the sentence and decided if it is right or wrong, each pair bids on the sentence if they think it is grammatical; the teacher sells it to the highest bidder.   5) The teacher announces whether or not the sentence is correct.   If the sentence is correct, the highest bidders win the amount that they bought it for.   If it is incorrect, the pair loses the amount they paid for it.   However, the pair may still get their lost money back by correcting the incorrect sentence.   If a sentence is correct and no one bids on it, all pairs must pay a fine.   After all the sentences have been read, the pair with the most money wins.

2. Task-Based Vocabulary and Reading Instruction Using Online Materials (Hana Kang, Jeongsoo Pyo, and Eun Hye Son, The Ohio State University)

Despite the prevalent trend of using the communicative approach in language

teaching, the current Korean teaching does not seem to incorporate this approach into vocabulary acquisition and reading practice. Moreover, vocabulary and reading instruction does not integrate Internet materials and online activities. Unlike traditional ways of communication, however, online communication allows language learners to perform reading and writing in an interactive manner (Bolter, 2001, and Warschauer, 2000). It also provides meaningful and authentic contexts for learners to use the target language (Warschauer, 2000). In this workshop, we will demonstrate authentic tasks using Internet (e.g. websites and emails) that can promote Korean language learners' vocabulary acquisition and reading skills.

This workshop consists of two parts: vocabulary instruction and reading instruction. We choose Lesson 5, *하숙집* (Boardinghouses) in *Integrate Korean Intermediate 1* that contains a role play between boardinghouse seekers and landlords. Each participant of this workshop will be assigned as a boardinghouse seeker. In the first part of this workshop, we will demonstrate vocabulary instruction using word mapping with semantic association. The participants will be asked to brainstorm words which are needed when searching for the boardinghouse. The presenters will write down the words while organizing them according to semantic association. Next, we will introduce vocabulary learning strategies of identifying two compound morpheme words (i.e., *전기+세*). After getting familiar with those words, the participants will have a chance to practice them by performing the activity of introducing their dormitory or apartment to a partner. In the second part of this workshop, we will present effective reading strategies by helping participants complete a task of finding the boardinghouse information from online search engines (e.g. *엠파스*, Empas). The participants will be assigned to different groups to seek boardinghouses that fit their needs (i.e., rent, location, and meal etc). They will be encouraged to apply bottom-up, top-down, and interactive reading strategies as well as L1 reading strategies (e.g. utilizing the search function in Internet browsers). As a wrap-up activity, participants will be asked to write emails to landlords, asking further questions about boardinghouse. This workshop will show how task-based instructions using online materials can effectively help students enrich their vocabulary, and enhance their reading and writing skills in Korean language classrooms.

[Panel 4]

Classroom Adaptation of Online Language Learning Materials

Sun-Kwang Bae, Si Yen Lee, Janie Lee, Chung Hee Oh, DLI

Abstract

First of all, we will introduce the Global Language Online Support System (GLOSS) developed by the Curriculum Development Division at the Defense Language Institute. GLOSS content includes: lessons based on a pedagogically sound series of activities, extensive step-by-step feedback, various-levels of materials for Korean with the added benefit of free global access on the Worldwide Web. We will showcase the reading and the listening comprehension lesson at the advanced level (ILR 2+) that received the most positive reactions from the students.

Secondly, we will demonstrate the adaptation process of the GLOSS materials into a 4 hour integrated learning unit that combines all 4 language sub-skills. We will show how we utilize listening and reading activities from the GLOSS to build up the learning unit. We will present the purpose of this self-study learning unit along with its effectiveness, especially in targeting the advanced level.

Finally, we will walk through the workshop participants to create a one-hour four-skill-integrated lesson by adapting the GLOSS materials, which include about 20 reading and 40 listening online lessons. The CD-Rom version of the GLOSS materials will be provided to each group. This hands-on experience may benefit the participants in exploiting the existing online teaching/learning materials into their own classrooms.

Workshop Procedure Description

1. GLOSS Presentation – 5 minutes
    a. Structure of GLOSS
    b. How to search the ready-made online material

2. GLOSS Showcase – 20 minutes
   a. One Reading Comprehension sample lesson
   b. One Listening Comprehension sample lesson

3. Demonstration of Adapted Lesson Unit – 15 minutes
   a. Demonstrate 4 skill integrated lesson for advanced level

4. Questions & Answers Session – 5 minutes

5. Hands-on of Classroom Adaptation – 40 minutes
   a. Participants will make a lesson for classroom-use utilizing GLOSS materials on CD-Rom.
   b. Participants will be divided into 7 groups and a different topic area will be assigned to each group.

6. Participants' Presentation – 30 minutes
   a. Each group will present the developed lessons.

[Panel 5]
Korean Flagship Program for advanced–level Korean for Specific Purposes

Workshop Organizer: Seok-Hoon You, Korean Language & Culture Center, Korea University

Workshop Participants: Seok-Hoon You

       Jinhwa Lee, Korean Flagship Program, University of Hawaii at Manoa

       Dong-Kwan Kong, Korean Flagship Program, University of Hawaii at Manoa

       Sun Hee Park, Korean Flagship Program, University of Hawaii at Manoa

       Nam Hee Lee, Korean Flagship Program, University of California at Los Angeles

       Jong-Myung Hong, Korean Flagship Program, University of California at Los Angeles

       Chung-Sook Kim, Korean Language & Culture Center, Korea University

       Dong-Eun Lee, Korean Flagship Program, Korea University

       Mikyung Chang, Korean Flagship Program, Korea University

This workshop is intended to introduce how content-based approach and task-based approach to Korean language teaching has been successfully implemented in three main Flagship Programs, which are UHM KFP, UCLA KFP, and KFOP-KU. The primary focus of the workshop is to highlight how the two domestic programs (for the first year) and the overseas program (for the second year) are moving toward the goal of achieving "professional working proficiency (3 on the ILR scale) through close cooperation**.**

Firstly, UCLA KFP emphasizes the strengths of content-based approaches to language instruction, which is the concurrent learning of a specific content and related language use skills. As learners concentrate on the meaning being communicated in a given text, two things are happening simultaneously: 1) new content knowledge is being internalized and 2) students are developing the language skills needed to express themselves on the issues at hand. The UCLA KFP showcases how this principle is implemented through its innovative curriculum and instructors' practice.

Consecutively, UHM and KU holds up how ten SLA-motivated methodological principles are being implemented in classroom teaching, with an emphasis on material development. Especially, unique example of complementary curriculum development bridging the gap between the domestic/overseas programs is demonstrated. A hands-on session on how to

develop a task-based language teaching module is included.

Topics	Presenter(s)	Description	Time	Equipment
Introduction to Korean Flagship Program	Seok-Hoon You Chung-Sook Kim	Introducing NFLI Korean Flagship Program	10 min.	Windows XP PC w/MS PowerPoint, LCD projector
Demonstration of CBT in the UCLA KFP	Nam-Hee Lee	The principle of CBT and their application in actual classes will be demonstrated.	20 min.	
Demonstration of TBLT in the UHM & KU KFP	Jinhwa Lee Dong-Eun Lee	With concrete example from the UHM KFP & KFOP-KU, this part demonstrates how TBLT can be implemented in actual class in terms of curriculum and instruction.	30 min.	Windows XP PC w/MS PowerPoint, LCD projector
Hands on experience of developing a TBLT or CBT module	Jong-Myung Hong Dongkwan Kong Sun Hee Park Mikyung Chang	Participants will have a hands-on opportunity to develop a CBT or TBLT module in teams.	30 min.	
Presentation of team projects	Seok-Hoon You Chung-Sook Kim Nam-Hee Lee Jong-Myung Hong Jinhwa Lee Dong-Eun Lee	Each team presents their TBLT or CBT in general, UHM KFP & KFOP-KU TBLT or UCLA KFP CBT curriculum and material development.	20min.	OHP

	Dongkwan Kong Sun Hee Park Mikyung Chang			
Q & A and Wrap-up	Nam-Hee Lee Jinhwa Lee Dong-Eun Lee	Questions about CBT and TBLT in general, UCLA KFP, UHM KFP, and KFOP-KU curriculum and materials development, and instruction will be answered.	10min .	