

AMERICAN ASSOCIATION OF TEACHERS OF KOREAN



NEWSLETTER

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PRESIDENT'S MESSAGE

Greetings.

As I look back at the past year's accomplishments of our organization, I cannot thank the AATK members enough for their continued devotion to our common goal of improving Korean language education in North America. Our 13th Annual Conference was held at SUNY at Binghamton, from June 27-29, 2008. The Pre-Conference Workshop focused on "The Big Picture of the Korean Language Curriculum." The main Conference centered on "Genre and Cultural Literacy in Korean Language Programs." There were 95 attendees, a substantial number of participants, in spite of the relative inaccessibility of the conference venue and the competing conference that was held concurrently at nearby Cornell University (ICKL--The International Conference on Korean Linguistics).

The Workshop had five panels that dealt with a wide range of curricular issues, including the development of special curricula for non-heritage students, the integration of culture into the language curriculum, the application of National Standards to oral proficiency tasks, assessment issues, and the design of complex communication tasks. The assessment panel was a development from the previous years' panels on evaluation and assessment. We continued our ties with the International Association of Korean

Language Education (IAKLE) by mutually inviting officers and members to our respective conferences. The Vice President of IAKLE, Professor Hyoun Hwa Kang of Yonsei University, delivered a talk entitled "A Study on the Correlation between Pattern Expressions and Communication Functions."

The theme of the Workshop was "The Big Picture of the Korean Language Curriculum." Our guest speaker, Professor Yasu-Hiko Tohsaku (UC San Diego), a key figure in National Standards development for Japanese, delivered a detailed and informative talk entitled "From Master Plan to Lesson Plan: The National Standards for Foreign Language Teaching and Learning." Greatly inspired by the presentation and with Professor Tohsaku's practical help, the AATK officers successfully formed a task force in order to develop a full set of Korean Standards by the 2010 Annual Meeting of AATK. The National Standards and Guidelines for Korean will be vital in providing a blueprint for a long sequence of Korean language studies encompassing K-16 education. Through these efforts and the implementation of the Korean National Standards, we anticipate advancements in teacher education, professional development, curriculum design, and pedagogical research. More importantly, the National

Standards will provide a common vision and common goals for Korean language educators, researchers, administrators, and parents to produce students with high levels of language and cultural competency. [See Newsletter entry, Plans for Developing Standards for Korean Language].

The main Conference opened with the plenary address by Professor Heidi Byrnes of Georgetown University—the leading educator and scholar in the area of our Conference theme. Professor Byrnes' presentation, "Genre, Cultural Literacy, and Curriculum Building: Some Reflections," laid the groundwork for further discussion of teaching language across genres. The Conference included 34 individual papers on such diverse themes as immersion and language acquisition, teaching culture through various media, learner cognitive abilities, error treatment, analysis of oral presentations, and the investigation of the use of Korean honorifics. A new feature of the Conference was the initiation of a special session devoted to the exchange of teaching materials. The Teaching Materials Exchange was held in the evening. It included 10 short presentations, followed by an active comment-and-discussion session. With the Workshop beginning at 8:00 a.m. and the evening sessions ending at 10:00 p.m., the scheduling was quite strenuous, but the participants felt that the exchanges were very useful and that there were many new presenters who would not have otherwise participated in a more formal paper format. According to the post-conference evaluations, the keynote speeches were very helpful to the participants and the participants appreciated the more visual and hands-on presentations.

Preparation for this year's Conference at the University of Washington in Seattle is well underway. The co-chairs of the conference are Professors Hyo Sang Lee and Soohee Kim. We received 57 abstracts for Conference papers, 13 Professional Development Workshop proposals, and 11 proposals for the Teaching Materials Exchange. As always, we have applied a rigorous and anonymous review process and the acceptance rate for the workshop and main session was 61%, which is even more competitive than the previous year. For the first time, we will be offering concurrent workshop sessions to promote hands-on activities with a smaller audience in each session. The Teaching Materials Exchange sessions will be fully integrated into the workshop. We will also institute a special panel. This year's special

panel will feature the Korean Flagship Program at the University of Hawai'i. The overall program looks impressive, with a full array of topics that are well integrated with the conference theme, "Curriculum Development—Linking Theory with Practice." Professor Amy Ohta of the University of Washington will deliver the plenary address entitled "The Zone of Proximal Development: From Theory to Practice." We will also have the opportunity to learn from our second keynote speaker, the University of Washington's Professor Klaus Brand, with his expertise in innovative instructional design.

We thank Professor Hye-Sook Wang for her continued dedication in serving as the Editor of *The Korean Language in America*. Its status has changed, first from a pre-conference compilation of papers, to a peer-reviewed post-conference volume, and finally to its current format as a rigorously peer-reviewed journal under the editorship of Professor Wang. We witness that its role as the only major venue of publication for Korean language education in the English-speaking world has been firmly established, and its demands have grown steadily. Some of our past issues are now in high demand and we are planning for reprints, as many institutions and individuals wish to collect a complete series for their collections.

As for the third cycle of the Korea Foundation-AATK Graduate Teaching Assistant Fellowship Grants, Professor Hyo Sang Lee will provide an update in a separate section of this Newsletter. I am quite confident that the goal of expanding and enhancing Korean language education in America comes closer to its realization with each cycle.

Another of our continuing projects is the AATK-ACTFL connection. Under the leadership of Dean Sahie Kang of the Defense Language Institute, the Korean SIG hosted its panels at the ACTFL convention held in Orlando, Florida in November of 2008. Thanks to the generous support of the Korea Foundation, many AATK members and K-12 teachers were able to attend the ACTFL conference for presentation of their papers. We thank Ms. Ah-Jeong Suh, Director General of the Korea Foundation in the Washington DC office, and Mr. Jae-Ho Han, Director of the Korea Foundation, Washington DC, for the success of the multiple activities at the Korea Foundation and the AATK booths at the ACTFL convention.

As for the changes in our organization, I would like to note that the term for Professor Hangtae Cho (Minnesota) and Professor Mark Peterson (BYU) expired in 2008 and their replacements, Professor Ok-Sook Park (MSU) and Professor Ooyoung Pyun (OSU) were elected to serve until 2011. We are grateful for the service of the two outgoing board members and welcome the new ones.

In summary, I can confidently conclude that the past year has been noteworthy with new and continuing projects for our organization. We have achieved a steady increase in our membership (now reaching 348), and our goal to reach out to K-12 educators will be realized by engaging them in the Korean National Standards project. I thank Professor Hae-Young Kim, our Treasurer, for her apt advice in all aspects of running our organization, for painstakingly attending

to the budget matters, and for her dedication as as the 2007 Conference Co-Chair; Professor Hyo Sang Lee, the Executive Secretary for his impressive leadership in the KF-AATK Teaching Assistant Fellowship Grant and organizing the 2009 Conference as the Co-Chair; and Professor Susan Strauss, for her most effective role as 2008 Conference Co-Chair and her never-ending work as our Newsletter Editor/Webmaster. We could not be here without their devotion and without the active participation by all AATK members, and I humbly thank all for allowing me to serve for the past three years.

With best wishes,

Young-mee Yu Cho

yucho@rci.rutgers.edu

TABLE OF CONTENTS

PRESIDENT'S MESSAGE.....	1
AATK OFFICERS AND BOARD MEMBERS.....	5
PARTING WORDS.....	6
AATK WEBSITE AND LISTSERV.....	6
MEMBERSHIP UPDATE.....	7
THE 14 TH AATK CONFERENCE, UNIVERSITY OF WASHINGTON.....	7
KOREA FOUNDATION-AATK FELLOWSHIPS.....	7
PLANS FOR DEVELOPING STANDARDS FOR KOREAN LANGUAGE LEARNING.....	7
THE KOREAN SPECIAL INTEREST GROUP (SIG) AT ACTFL.....	9
NEW FOR THE ANNUAL CONFERENCE: TEACHING MATERIALS EXCHANGE.....	10
2008 AATK CLASSROOM PHOTO CONTEST.....	11
THE KOREAN LANGUAGE IN AMERICA, EDITOR'S NOTE.....	11
MEMBER HIGHLIGHTS.....	11
UPDATE FROM OUR 2 ND AATK PRESIDENT.....	12
KOREAN LANGUAGE PROGRAM UPDATES.....	13
BOOK ANNOUNCEMENTS.....	15
JOB OPPORTUNITIES.....	16
KOREAN PROGRAMS IN THE U.S.	
COLLEGES AND UNIVERSITIES.....	SEE WEBSITE
MEMBERSHIP DIRECTORY.....	SEE WEBSITE
K-12 TEACHERS.....	SEE WEBSITE
MEMBERSHIP APPLICATION.....	SEE WEBSITE

AATK OFFICES AND BOARD MEMBERS

Officers

(3-year term, 2006-2009)

President	Young-mee Yu Cho (Rutgers University)
Executive Secretary	Hyo Sang Lee (Indiana University)
Treasurer	Hae-Young Kim (Duke University)
Webmaster & Newsletter Editor	Susan Strauss (Penn State University)

Ex-Officio Officers

(Past Presidents)

Ho-min Sohn	1 st President	1994-1997
Yoo-Sang Rhee	2 nd President	1997-2000
Joe Jungno Ree	3 rd President	2000-2003
Hye-Sook Wang	4 th President	2003-2006

Members of Board of Directors

(3-year term)

2006-2009	2007-2010	2008-2011
Andrew Byon (University at Albany, SUNY)	Hee-Sun Kim (Stanford University)	Ok-Sook Park (Michigan State University)
Byong-Joon Lim (Defense Lang. Inst.—FL Center)		Ooyoung Pyun (Ohio State University)
Mijeong Mimi Kim (Washington University)		Jiyoung Daniel, Graduate Student Rep. (University of Georgia)

PARTING WORDS

FROM THE AATK OFFICERS UNDER PRESIDENT
YOUNG-MEE YU CHO

Professor Hyo Sang Lee (Indiana), Executive Secretary: It has been a pleasure working with Dr. Young-mee Yu Cho, Dr. Hae-Young Kim and Dr. Susan Strauss during the past three years. The term was a busy, yet rewarding one. We created the KF-AATK Graduate Teaching Assistant Fellowship Grant; formed the Korean SIG, fostering the presence of Korean language education at ACTFL and broadening AATK activities; laid the foundation for Korean National Standards; built and strengthened ties with IAKLE; and upgraded our Annual Meetings. This would have been impossible without President Yu Cho's energetic, enthusiastic, and visionary leadership; the great teamwork and coordination among the officers; and the effective decisions and unsparing sacrifices of our board members. Special credit is also due to Drs. Sahie Kang and Sungdai Cho and to the local hosts of the Conferences at Princeton/Rutgers, University of Chicago, SUNY at Binghamton, and University of Washington. My enthusiastic thumbs-up to President Yu Cho and the rest of us who helped make AATK such a wonderful organization.

Professor Hae-Young Kim (Duke), Treasurer: It was a rewarding and stimulating experience to be part of these endeavors of planning and organizing the AATK events and activities, and to be able to interact with AATK members, board members and officers. I will particularly cherish the memory of working closely with Dr. Young-mee Yu Cho, Dr. Hyo-Sang Lee, and Dr. Susan Strauss, who are inspiring colleagues and exceptional individuals. Among other initiatives, President Young-mee Yu Cho introduced a co-chair system for the Annual Meetings, such that a local chair (the host) would work in conjunction with a program chair (an AATK officer). This has created greater efficiency and collaboration for smoother organization of the meetings. The system, of course, depends on the dedication and commitment of the local hosts. I would like to recognize and applaud the immense role played by the hosts of the last three AATK meetings. Many heartfelt thanks go to Dr. Jung-Hyuck Lee, University of Chicago (now at University of Notre Dame); Dr. Sungdai Cho, SUNY at Binghamton; and Dr. Soohie Kim, University of Washington at Seattle.

Professor Susan Strauss (Penn State), Newsletter Editor and Web Master: Congratulations to Dr. Young-mee Yu Cho for having such visions for AATK and for accomplishing her goals so completely. When an idea came to Dr. Yu Cho, she made sure that it happened. Not only is Dr. Yu Cho a visionary, she is also a risk taker, and these two qualities make for excellent and exciting leadership. It has been an absolute pleasure working as part of this team with Dr. Young-mee Yu Cho, Dr. Hae-Young Kim, and Dr. Hyo Sang Lee, and all of the members of the Executive Board. In addition, as Newsletter Editor, I had the unique opportunity of corresponding personally with so many of the AATK members, and of receiving all sorts of wonderful news about our colleagues before anyone else. As officers, we all came into our positions with different experiences, ideas, and areas of expertise and we complemented each other so perfectly during this three-year term. I too will cherish these memories. I also thank my assistant, Mr. Myongsoo Kim, for his wonderful behind the scenes technical help and support.

AATK WEBSITE AND LISTSERV

The AATK has been maintaining its permanent website (<http://www.aatk.org>) since December, 2003. The membership directory is continuously updated on the website. Job openings, Korean language programs in U.S. institutions, and useful resources for Korean teachers and learners are also regularly posted. You will find the most recent information about our field through this website. Please send any updates or modifications to the Webmaster, Dr. Susan Strauss, at sgs9@psu.edu. Be sure to indicate "AATK item" in the subject line.

AATK also manages a listserv through which useful information and news are disseminated to our members. As new members join AATK and pay the membership fees, they will be immediately added to our listserv and will automatically receive posted announcements. Anyone wishing to post news or circulate information related to Korean language, pedagogy, linguistics, culture, and so forth should send a message directly to the Webmaster. Listserv entries must first come through the Webmaster, who will then post them on the listserv.

MEMBERSHIP UPDATE

AATK membership fees are \$50.00 for Regular members (i.e., faculty or non-student), \$30.00 for Student membership, and \$350.00 for Lifetime membership. Membership applications for new members are accepted year-round (visit the website at www.aatk.org). Memberships are renewed at the Annual Conference and Workshop. If you are unable to attend the Annual Meeting, be sure to remit your renewal dues to the AATK Treasurer, Dr. Hae-Young Kim. The membership application/ renewal form is attached to this newsletter and is also available on our website.

THE 14TH CONFERENCE AND WORKSHOP

Our 14th Annual Conference and Professional Development Workshop will be held from June 25 ~ June 27 and hosted by the University of Washington in Seattle. The Professional Development Workshop will precede the main conference. The theme of this year's Workshop is "Exploring Innovative Instructional Design." Our plenary speaker for the Workshop is Dr. Klaus Brandl, of the University of Washington. The theme of the Conference is "Curriculum and Development—Linking Theory and Practice." Our plenary speaker for the Conference is Professor Amy Ohta, also of the University of Washington. Professor Ohta's talk is entitled "The Zone of Proximal Development: From Theory to Practice." The conference program and workshop schedule are available on our website. An abstract of both plenary talks, together with a bio statement for each speaker, will be made available shortly via hyperlink to the Conference Program.

KOREA FOUNDATION-AATK FELLOWSHIPS

A MESSAGE FROM DR. HYO SANG LEE

The KF-AATK Fellowship provides a maximum of \$10,000.00 per university. Each year the KF-AATK program supports approximately five programs. The purpose and goals of the KF-AATK Fellowship in addition to relevant application instructions can be found on the AATK website

Thanks to the generous support of the Korea Foundation (KF), AATK is able to offer, for a third year, the KF-AATK Graduate Teaching Assistant Fellowship Grants to institutions seeking to create or expand their Korean language program or provide new course offerings.

This year, we received a total of nine applications, including three applications for renewal from last year's awardees for a second year of TA funding.

The selection criteria were, as in the previous years: 1) need for the grant, 2) commitment of the institution, and 3) promise of the program.

Given the current budget of the grant program (\$50,000), the six-member selection committee voted to fund two new institutions: Penn State University and University of Iowa, and to renew the grant for three institutions: University of North Carolina, University of Virginia, and Purdue University. For Penn State University, the grant will enable the Korean program to offer a stabilized full second year of Korean language instruction. For the University of Iowa, the grant will ease the teaching overload of the faculty who will be offering two new courses in advanced Korean and Korean pop culture. We are hoping to increase the budget to \$60,000 next year so that three new institutions may be funded each year.

PLANS FOR DEVELOPING STANDARDS FOR KOREAN LANGUAGE LEARNING

DR. YOUNG-MEE YU CHO AND DR. SUNGDAI CHO, CO-CHAIRS, NATIONAL STANDARDS TASK FORCE

Greatly inspired by the invited presentation "From Master Plan to Lesson Plan: The National Standards for Foreign Language Learning and Teaching" by Professor Y. Tohsaku during the 13th Annual Conference of the Association of American Association of Teachers of Korean in June 2008, AATK formed a task force to develop a full set of Korean Standards within the next year and a half. We will seek appropriate funding and support from the Korea Foundation, the Standards Collaborative (of ACTFL), Rutgers University, and the Korean Flagship Center (University of Hawai'i) to successfully complete the project. The National Standards are based on five goal areas, commonly referred to as "The 5 Cs" (Communications, Cultures, Comparisons, Connect-

ions, and Communities) and are based on the entire range of K-16 education.

With U.S-Korea economic and political ties as well as a Korean immigration history, the Korean language is considered as one of the critical languages in the United States, not only on a political level, but also on a personal and community level. As we approach the beginning of the 21st Century, American students recognize the importance and value of acquiring another language and of pursuing a high level of linguistic and cultural proficiency. This is apparent in Korean language programs in which students of all ages and backgrounds enroll for various reasons, such as early career plans, ties to their heritage, or personal interest and curiosity. Over the past few decades, there has been a strong institutional presence of Korean language studies, especially at the tertiary level. Currently, there has been an increase in interest and demand for Korean language and immersion programs at the primary and secondary levels. Hence, the National Standards and Guidelines for the Korean Language will be vital in providing a blueprint to implement a long sequence of language studies in K-16 education. The establishment of guidelines will also ensure an effective transition between primary, secondary, and post-secondary programs. Furthermore, it will prompt constructive development in areas such as teacher education, professional development, curricular design, and pedagogical research. More importantly, the National Standards will give a common vision and goal for Korean language educators, researchers, administrators, and parents to produce students with high levels of language and cultural competency.

The Korean National Standards will set well-articulated, high-level expectations for the improvement of existing Korean programs and institutions. Currently, there are three types of K-12 Korean language programs: 1) high schools, especially in metropolitan areas like Los Angeles, Chicago, and New York, 2) primary schools (very few programs), and 3) Korean bilingual schools in the Los Angeles Unified School District. Although standards do exist for foreign language teaching at the state levels, they are not easily applicable to Korean programs, since they are designed primarily for European languages. Hence, the National Standards for Korean will set better guidelines that are more specific and relevant to Korean language teaching for high school students. For instance, with a set of

common goals, K-12 teachers will find creative ways to integrate the 5 Cs into their curriculum. Also, sample Progress Indicators in the National Standards for 4th, 8th, 12th, and 16th grades will initiate and encourage a long sequence of Korean language studies, provide multiple entry points, and help Korean language educators set goals for better transitions between levels.

In addition to the three types of programs mentioned above, there are Korean community weekend schools for the maintenance of heritage language and culture. The Standards will serve as a useful guide for community school teachers and administrators to reflect on and reform their curriculum in relation to K-16 education. The well-articulated goals and standards will also prove useful to the education of parents on issues of language maintenance.

At the post secondary level, the Standards will first prompt each program to reflect on how the 5 Cs can be incorporated into their curriculum, their goals for each level, and assessment tools and methods. Based on such reflection, there will be an effort to enhance language curricula and programs as a whole, including the development of innovative ways to integrate other fields like popular culture, literature, history, science, business, and politics into the language classroom.

Finally, the Standards will further develop the Flagship program (University of Hawai'i at Manoa), which focuses on cultivating Korean specialists with Superior proficiency in Korean. With increasing numbers of students at the superior level, the Flagship program will find creative opportunities to help these students pursue professional careers in various fields involving Korean.

The five goal areas (Communications, Cultures, Comparisons, Connections, and Communities) and the proficiency and performance guidelines will be employed to first identify linguistic needs unique to Korean heritage language (HL) learners and non-heritage language learners of different levels and ages in order to develop curricula that will accommodate those needs. For instance, when looking at the three modes of Communication: Interpersonal, Interpretive, and Presentational, the goals of the heritage learners will be different from those of the non-Heritage learners. For the two track/separate track curriculum for HL learners, the national

standards will guide curriculum designers to first set specific goals for HL and non-HL learners, but ultimately set common goals for both groups. In other words, there is a need to find ways to merge the two groups in the upper level and the National Standards, which set general goals for all learners will be an important tool.

In the past five years, there has been an increase in the number of Korean international students who come to the U.S. to study English as early as primary school. Additionally, more and more heritage learners are becoming proficient in Korean due to the increase of popularity of Korean films, TV, and music. As a result, new curricula will be developed for advanced level study that incorporate the five Cs, especially using content-based instruction that includes sociolinguistic topics such as gender and language, politeness and honorifics, speech level, gesture, dialect, and so forth.

Lastly, the National Standards will first produce high quality language teachers and researchers, who, in turn, will bring in a new generation of Korean language educators with more diverse backgrounds. Furthermore, with high quality language teachers, there will be very proficient speakers of Korean who will become professionals in other fields.

In conclusion, the National Standards and Guidelines for Korean will have a positive impact on: language pedagogy in existing programs and institutions, Korean linguistics research and Korean language pedagogy, curriculum and textbook development, teacher education and professional development, and standardized tests such as advanced placement exams and SAT II-Korean.

The following is the list of Task Force Members for the Korean National Standards.

Co-Chairs

- Young-mee Yu Cho (President of AATK, Rutgers Univ.)
- Sungdai Cho (Chair of SAT Subject-Korean, SUNY-Binghamton)

Members

- Bruce Ballard (Bronx School, NY)
- Ah-mi Cho (SF Lowell High School, CA)
- Mikyong Cho (M.S. 142, Bronx, NY)
- Sun Choe (La Canada High School, CA)

- Yongchul Chung (The National Association of Korean Schools, NC A&T State Univ.)
- Seonhwa Eun (Chicago School District, IL)
- Sahie Kang (Defense Language Institute)
- Eunjung Kim (New Hope Academy, MD)
- Hae-Young Kim (Duke Univ.)
- Hi-Sun Kim (Univ. of Chicago)
- Dong Kwan Kong (The Korean Flagship Center, U. of Hawai'i)
- Eunice Lee (Rowland High School, CA)
- Hyo-Sang Lee (Indiana Univ.)
- Susan Strauss (Penn State Univ.)
- Joowon Suh (Princeton Univ.)
- Naehi Wong (Korean Dual Language Coordinator, Glendale Unified School District, CA)

We will finalize a Board of Reviewers by the end of 2009.

The following is our timeline for the Korean National Standards Project:

- a. First meeting with Christine Brown, Joint National Committee for Languages: Two-day meeting from February 26-27, 2009 at Rutgers University.
- b. Second meeting, just prior to the American Association of Teachers of Korean (AATK) Annual Conference at the University of Washington (Seattle), June 23-24, 2009.
- c. Third meeting, just prior to ACTFL 2009 (San Diego), November 19-20, 2009.
- d. Finished product to be presented at the AATK Annual Conference at Washington University (St. Louis), June, 2010.

THE KOREAN SPECIAL INTEREST GROUP (SIG) AT ACTFL DR. SAHIE KANG

The Korean Special Interest Group (SIG) of ACTFL sponsored its second year of sessions with several outstanding presentations on Korean language teaching at the ACTFL meeting in Orlando, Florida, from November 19-21 2008. Overall ACTFL attendance last year was noticeably low, due to the worldwide economic crisis. However, the Korean SIG meetings and sessions were attended by approximately 60 participants, which was about the same number as the previous year.

This year's ACTFL presence was meaningful to the history and future of Korean Language Education due to the two sessions that addressed the issue of National Standards for Korean Language Education. These led to a series of discussions on the formation of a committee to work on the development of National Standards for Korean Language Education. Under the dedicated leadership of Dr. Young-mee Yu Cho and Dr. Sungdai Cho, the committee has already begun the project and the final product is on its way.

The Korea Foundation also sponsored two exhibition booths at the ACTFL 2008 convention. These became the central gathering places for all Korean language educators and other interested professionals. One of the booths was run by AATK to share information regarding Korean language education in the United States. As a continued tradition, the Korea Foundation also hosted a luncheon. At this year's luncheon, Dr. Homin Sohn, from the University of Hawai'i delivered a keynote speech. Dr. Sohn encouraged the members to enhance and maintain Korean language education through their ACTFL presence. Dr. Sohn mentioned that having a Korean presence at ACTFL through the Korean SIG is one of the critical landmarks in the history of Korean language education in the United States.

As of April 2009, membership in the Korean SIG was 48, which is slightly less than the required number to maintain its SIG status at ACTFL. Since this is the last year of our provisional status, I urge all former ACTFL SIG members and those of you who support the existence of Korean at ACTFL to sign up for membership as soon as possible. Although ACTFL membership and conference participation may be relatively costly, I believe it is our responsibility as Korean educators to maintain the Korean presence at ACTFL--not only because ACTFL is the largest foreign language educators' association in the United States, but also because it is one of the most prominent organizations that influences policy making decisions concerning foreign language education in the United States.

We have already scheduled several interesting sessions sponsored by the Korean SIG as well as the ACTFL and Korea Foundation luncheon for the ACTFL 2009 meeting in San Diego California, 20-22 November 2009. Please visit the ACTFL website at www.actfl.org for the detailed schedule. Looking forward to meeting many of you there.

NEW FOR THE ANNUAL CONFERENCE: TEACHING MATERIALS EXCHANGE (2008- 2009)

DR. MIJEONG MIMI KIM

The teaching material demonstration sessions were added to the Annual Workshop and Conference in 2008 to promote active teaching materials and the exchange of ideas among Korean language educators in various institutions.

The Teaching Material Exchange sessions during the 2008 conference at the State University of New York at Binghamton featured 10 presenters from six institutions. The presenters shared and demonstrated practical and innovative teaching materials that other instructors can easily adapt and modify for their own teaching in classrooms. Various teaching materials on teaching grammar, vocabulary, listening, and speaking were introduced by the presenters. Few innovative web-based teaching materials were introduced. The teaching-material presentation sessions were well attended by the conference participants, even though they were scheduled during the late evening sessions.

The materials presented in the 2008 AATK TME sessions include:

- ✓ Recorded Assignments and Voice Feedback
- ✓ Guide to Dictogloss
- ✓ Web-based Formative Assessment Tool: Reading and Listening Diagnostic Assessment Online
- ✓ Teaching Listening of Minimal-Trio Consonants in Korean: By Technology-driven Ear-training Modules
- ✓ Activities for a Negotiated Syllabus
- ✓ Web-based Advanced Korean Course
- ✓ How to Teach Korean Honorific Expressions
- ✓ Developing Formal Speaking and Debating Skills
- ✓ Korean GLOSS (Global Language Online Support System) Lessons
- ✓ Computer-based Class for Advanced Korean

For the 2009 AATK Annual Conference, six Teaching Materials Exchange presentations are scheduled for demonstration. The demonstrations are mostly on multimedia or web-based materials, reflecting the current trend of technology-based language teaching.

2008 AATK CLASSROOM PHOTO CONTEST

DR. ANDREW BYON

As announced during the 2008 AATK Annual Conference at Binghamton, we had our first "KFL Classroom Photo Contest" to display on our AATK website. The deadline was set for October 1, 2008. A total of 19 photographs from six different institutions were submitted. The institutions that participated are: Cornell University, Ohio State University, UC Irvine, University of Hawai'i at Manoa, University of Kansas, and University of Oregon. The submitted photos were reviewed by AATK board members, and the winner was announced at the end of November. The winner, Ms. Sumi Chang, from the University of Hawai'i at Manoa, was awarded \$100.00. All photos can be viewed on the AATK website.

THE KOREAN LANGUAGE IN AMERICA

A MESSAGE FROM THE EDITOR, DR. HYE-SOOK WANG

Since our Annual Meeting of 2008 at SUNY-Binghamton, *The Korean Language in America: Journal of the American Association of Teachers of Korean* has undergone yet another monumental change. *KLA* is now published as the full-fledged official peer-reviewed journal of the AATK, beginning with Volume 13 (2008). This status shift entails significant changes in publication logistics. Papers may now be submitted at any time, whether or not they were presented at the AATK Annual Meeting. We also welcome book reviews. This new procedure will not only increase the flexibility of the submission process in general, it will also ensure that we reach a much wider audience and readership. *KLA* has been and continues to be the center for the discussion and sharing of research on Korean language education in America.

I cannot emphasize enough the importance of your participation in making *KLA* the best journal in the field of Korean education in America, from language to literature to culture. I strongly encourage you to consider making contributions to *KLA*. We welcome papers, both theoretical and practical in nature, but encourage studies on the application of theory to practice rather than papers that are purely theoretical or purely practical. We particularly

welcome data-driven, empirical studies as well as more papers on literature and culture.

The following provides information on submission procedures:

- ✓ The submission deadline is August 31 of each year, for the manuscript to be considered for publication that year.
NOTE: Papers submitted after the deadline will be considered for the following year's volume.
- ✓ Papers not conforming to AATK style requirements will be returned.
- ✓ AATK style requirements can be found on our homepage (www.aatk.org-> publication).
- ✓ Only electronic submissions will be accepted.
- ✓ All inquiries should be directed to the journal editor, Professor Hye-Sook Wang at Hye-Sook_Wang@brown.edu.

MEMBER HIGHLIGHTS

1. Dr. Angela Lee-Smith (Yale University) has a new title (as of last year), which is Senior Lecturer, Korean Language Program Coordinator, Department of East Asian Languages and Literatures, Yale University.
2. Dr. Kyung-Nyun (Kay) Kim Richards (UC Berkeley) retired from UC Berkeley in July, 2008. Subsequently, she spent two months in Korea as a Resident Translator at the Korea Literature Translation Institute in Seoul. Beginning with an Award of Appreciation from the Korean Program at UC Berkeley in May, 2008, she received a string of honors including the Alumnae Achievement Award (Young-Mae Sang) from Kyung-Gi Girls' High School at its Centennial Celebration in Seoul; the National Medal of Merit (Dong-Baik-Jang) from the Republic of Korea in December, 2008; and a commendation from the Department of East Asian Languages and Cultures, UC Berkeley, for her lifetime of dedication to the teaching and promotion of Korean Studies, in April, 2009.

3. From Dr. Kijoo Ko (UC Berkeley):

After having taught Korean for thirty-two years at UC Berkeley, Dr. Kay Richards has announced her retirement in Spring, 2008 and a big farewell party was given by the Department of East Asian Languages and Cultures, her family, colleagues, and students on May 5, 2008. Ms. Clare You, who led the Korean language program with Kay Richards for a long time, has been working as the director of the Center for Korean Studies. With five other full-time lecturers (including Dr. Minsook Kim, who joined in Fall 2007 and Dr. Seung-Eun Chang, who joined in Fall 2008), Dr. Kijoo Ko is now serving as a coordinator.

4. From Dr. Mijeong Mimi Kim (Washington University in St. Louis):

- a. Dr. Ji-Eun Lee was hired as an assistant professor of Korean Language and Literature in the Department of Asian and Near Eastern Languages and Literatures.
- b. Dr. Mijeong Mimi Kim was promoted to Senior Lecturer in Korean. She is currently the coordinator of the Korean program at Washington University in St. Louis.
- c. A minor in Korean Language and Literature was established in the Department of Asian and Near Eastern Languages and Literatures during the academic year 2008-2009.

5. Dr. Andrew Byon (University at Albany/SUNY):

- a. Published a book: Byon, A. (2009). *Basic Korean: A Grammar and Workbook*. London and New York: Routledge (Taylor & Francis) [ISBN-10: 041577487X] 246 pages. (<http://www.routledge.com/books/Basic-Korean-isbn9780415774871>)
- b. Published a referred journal article: Byon, A. (2008). The Korean as a foreign language education in the USA: The instructional settings. *Language, Culture and Curriculum* 21 (3) 244-255. Routledge (Taylor & Francis). [ISSN: 0790-8318].
- c. Has served as a consultant/examiner for the Korean language program, at Williams College, MA, from September 2008 to present.
- d. Will serve as a consultant/examiner for the Korean language program, at Vassar College, NY, starting September 2009.

6. Dr. Minju Kim (Claremont McKenna College) has been promoted to Associate Professor of Korean in the Department of Modern Languages at Claremont McKenna College.

7. Dr. Ebru Türker has developed a new course entitled "Aspects of the Korean Language," which she will be teaching in Fall, 2009. The course is also cross-listed with the Department of Linguistics.

UPDATE FROM OUR 2ND AATK PRESIDENT

DR. YOO-SANG RHEE (1997-2000)

Dr. Yoo-Sang Rhee served as the 2nd President of AATK, from 1997-2000.

A short bio statement about Dr. Rhee:

Professor Rhee earned his BA in English Language and Literature from Chonnam National University in 1961, his MA and Ph.D. in Educational Administration from the University of Missouri (1964 and 1967), and his MA in Foreign Language Teaching from the Monterey Institute of International Studies in 1998. He taught and served in administrative roles for 40 years (1965-2005) at the University of Missouri, Yonsei University, the American-Korean Foundation in Seoul-New York, and retired from his position as Professor and Chair of the Korean Department at the Defense Language Institute Foreign Language Center in 2005.

Some post-retirement news from Dr. Rhee:

I am happy to share some observations with our AATK members from Atlanta, Georgia. Greetings to you all!

1. I have had a temporary job since 2008, working approximately 15 hours per week. I do phone interviewing/testing of recruits for a major company, primarily in the areas of Competency, Character, Commitment. So far, I have tested over 100 prospective employees.
2. Weekends are our mandatory baby-sitting days for our two grandchildren, ages six and three. They are fun, exciting, rejuvenating/reinventing as they grow so fast. The six-year old won 3rd place in the Atlanta/Georgia Kids (K-1 graders) Chess Tournament (last year at the age of five) and further competed in a national championship this year, placing 15th out of the 6,000 kids who participated.
3. We planted 14 fruit trees (4 persimmon, 2 fig, 1 pear, 1 peach, 1 apple, 1 oriental plum, 1 pomegranate, 1 apricot, and 2 blueberry) plus 20 or

more different seasonal veggies in our backyard. We've spread more than 200 bags of topsoil and compost over the garden so far. It is like a Walden nature-grown forest. Our children enjoy picking the fruits and berries and red cherry tomatoes. They begin to appreciate the soil and spade work, and offer their help to grandpa in tilling the garden. I spend about one to two hours daily weeding and fertilizing. Then I walk for two miles, every day.

4. I give monthly talks on current issues in the news to a seniors' group of about 200 in a "silver college" class and a major Korean women's university alumni organization in Atlanta. I get to meet many retired people from all walks of life.

5. Here we enjoy over 200 Korean restaurants, six major Korean-oriented grocery stores of about the size of COSTCO, and Korean/Asian food courts. The daily Atlanta Journal features Koreans making their homes here at breakneck speed, with major businesses moving to Atlanta from New York and Los Angeles. The megamart Nongsim is opening its first overseas branch store right here in Atlanta. This has all been happening in the last five years. Atlanta has become a new town, and it will soon become known for its phenomenal cultural diversity.

I hope that you may consider Atlanta (Gwinnin County) as your future retirement home some day.

KOREAN LANGUAGE PROGRAM UPDATES

1. Von Steuben High School, Chicago Public Schools:

a. International travel to Korea and sister school activities.

Seven students and two teachers from Von Steuben High School in Chicago Public Schools (CPS) visited Korea during spring break (4/3/2009 - 4/11/2009). All students were currently enrolled in Korean I, II, or III at Von Steuben High School. This international travel, funded by a grant from the Chicago Board of Education, provided students the opportunity to experience Korean language and culture (both traditional and modern). During their travels, students visited one of their sister schools (Hae Gang High School) in Busan and participated in student activities together.

The international sister school program is part of the International Sister Cities Program, sponsored by the City of Chicago. The Mayors of the two cities (Busan and Chicago) signed an agreement to become sister cities last year. Von Steuben High School is one of two CPS sister schools of Busan.

- Learn Korean traditional painting
- Tae Kwon Do performance of Hae Gang High
- With hosting friends

b. Pod-casting event

A special Pod-casting event of three CPS high schools (Northside College Prep, Von Steuben High, and Roosevelt High School) was held on May 21, 2009. Students who are enrolled in the Korean World Language Programs in the Chicago Public Schools participated in the event. This year, the interschool collaboration event was funded by the Oppenheimer Teacher Incentive Grant.

Students from each school produced videos about Korean culture (e.g., folktales, dances, songs, language, food, dramas, and so forth). Selected videos from each school were uploaded on youtube, and students presented their projects in the event. The event was followed by one teacher's demonstration on how to upload and download videos to webs, computers, and I-Pods. At the end of the event, all participants voted for the best project of each school, and the winners received prizes. The students' video projects are located in [cpskoreanwave on youtube.com](http://cpskoreanwave.onyoutube.com).

2. The University of Minnesota has been offering summer intensive Korean for 1st year and 2nd year Korean since 2008.

3. Korean Studies Program at Binghamton:

The Korean Studies program at Binghamton University (SUNY) is housed in the Department of Asian and Asian American Studies (DAAAS). The program is based on the principles of providing a solid grounding for our students in Korean language (through the fourth year) and at the same time giving them thorough knowledge in aspects of Korean history, culture, society, linguistics, literature, politics, and other relevant fields. The program has been rapidly growing over the past decade and we now offer a minor in Korean Studies (2006) and are preparing to offer a major in Korean Studies in the next academic year. Also upcoming is an MA in

Korean Studies, being prepared in conjunction with the launching of a graduate program in DAAAS.

Core faculty of the program include specialists in Korean and East Asian linguistics (Sungdai Cho), premodern Korean literature and culture (Michael Pettid), Korean American diaspora (Robert Ku), contemporary politics and sociology (Yoonkyung Lee), and Korean and East Asian economics (Bong Joon Yoon). Additionally, we have hired two new faculty members joining us in fall 2009: Sonja Kim (Modern Korean history, Ph. D. from UCLA 2008) as an assistant professor and Kil Cha (Korean language, MA from University of Hawai'i 1997) as a lecturer. The continued growth of the Korean Studies program at Binghamton will provide students in the Northeastern U.S. an excellent option for an excellent undergraduate and graduate education.

Korean Studies website:

<http://www2.binghamton.edu/aaasp/area-programs/korean-home.html>

4. University of Hawai'i at Manoa: Three New Korean Flagship Programs

FLAGSHIP: NEW BA PROGRAM

In Fall 2008, the Korean Language Flagship Center at the University of Hawai'i at Manoa launched its BA Program. The BA Program aims to prepare American students to function in Korean as professionals in their chosen academic or professional fields. Through the Department of East Asian Languages & Literatures (EALL), a Bachelor of Arts degree in Korean for Professionals is awarded upon successful completion of the program and demonstration of the ability to use Korean at professional levels (ILR 3, ACTFL Superior).

Like the MA Program launched one year earlier, the BA Program includes both a domestic and overseas component. In the domestic component, students take 36 credit hours of 400-level Korean courses. The one-year overseas component at Korea University includes language courses, content courses, and a professional internship.

Our first cohort includes ten students, all of whom are double majoring in Korean and another discipline. The students' second majors include various fields such as biology, business, Japanese, and journalism.

Four of these students will embark on the overseas component in 2009-2010.

FLAGSHIP: PRE-COLLEGE SUMMER PROGRAM

In June 2009, the Korean Language Flagship Center at the University of Hawai'i at Manoa is launching its Pre-College Summer Program for young learners. The junior track is for students who have completed the sixth, seventh, eighth, or ninth grade; the senior track is for students who have completed the tenth, eleventh, or twelfth grade. In addition, the senior track allows students to earn up to six college credits and fulfill the two-year Hawaiian/Second Language requirement at the UHM.

In this program, students will develop advanced Korean language skills as well as an in-depth understanding of Korean culture. Following an innovative and age-appropriate curriculum, the Pre-College Summer Program will engage students in real-life tasks and projects closely related to subjects they learn at school such as social studies and language arts. In addition, specialists in various areas of Korean Studies will give guest lectures and hands-on demonstrations on relevant topics.

Our inaugural year has already exceeded our expectations. We had planned two junior track classes and two senior track classes of six students each. However, we received over 40 applications, nearly double our targeted 24. We hope to expand this program in the coming years.

FLAGSHIP: NEW CERTIFICATE PROGRAM

In summer 2010, the Korean Language Flagship Center at the University of Hawai'i at Manoa will launch its Certificate in Korean for Professionals Program. This non-degree program fills a void for students who attend schools that do not offer Korean language courses yet want to complement their studies with Korean language training at the professional level. This one-year program includes an eight-week summer session at the UHM (15 credit hours), followed by nine months at Korea University where students engage in academic coursework as well as a professional internship. The Certificate is awarded after successful completion of both the domestic and overseas components. Both undergraduate and graduate students of all majors are eligible to apply for the Certificate Program.

For more information, please contact us at korean-flagship@hawaii.edu.

5. The Pennsylvania State University has completed the first year of its new program in Asian Studies, bringing together faculty from eight departments from the arts, humanities, and social sciences. The program will include a dual-degree PhD in Applied Linguistics (in addition to other disciplines). The university's Korean language program, which now offers four semesters of language instruction, is expected to grow as a result of this change, under the guidance of Susan Strauss (Applied Linguistics) and Program Director, Eric Hayot (Comparative Literature).

Having been awarded the KF-AATK TA Fellowship for 2009-2010, Penn State will now be able to offer a full two-year program in Korean language instruction, with consistency in textbook selection, curriculum design, and the compilation of creative teaching materials for use by all Penn State instructors at all levels. Professors Strauss and Hayot are overseeing the Korean language program during these early stages of its growth and development. The Fellowship recipients of the KF-AATK TA Fellowship are Ms. So-Eun Cho and Ms Jiyun Kim, both of the Department of Applied Linguistics. Ms. Cho has significant experience in teaching multiple levels of Korean at Penn State. We are delighted with this current team of teachers and scholars who are committed to Korean language education at Penn State.

6. CALPER (The Center for Advanced Language Proficiency Education and Research—at Penn State):

CULTURE AND MEDIA SERIES: The fundamental goal of this series is to present language and culture as an integral whole—to enhance students' awareness of language *through* culture and to deepen students' understanding of culture *through* language. All materials designed in this series are intended to incorporate the 5 Cs, the goals of the National Standards: Communication, Culture, Comparisons, Connections, and Communities. The following two units are currently available on the CALPER website (<http://la.calper.psu.edu>).

- Unit 1: TV Commercials and Korean Culture
- Unit 2: A Comparative Approach to Culture Through Television Commercials: The Case of Korea and the U.S.

Units 3, 4, and 5 are now in progress and all center on Korean films. These units will be available in Fall, 2009.

THE PEAR FILM: A PEDAGOGICAL TOOL FOR INTERMEDIATE TO ADVANCED LEARNERS OF KOREAN:

WHAT THIS INSTRUCTIONAL RESOURCE PROVIDES:

- A CD-Rom package containing:
- A short six-minute film (*The Pear Film*, Chafe (1980))
 - 3 Native Speaker audio files
 - 1 Heritage Speaker audio file
 - 8 Intermediate-Advanced learner audio files
 - 1 full transcript of a native speaker narrative
 - 3 full transcripts of intermediate-advanced student narratives
 - A resource guide with ideas on how to use the film, the audio files, and transcripts

PLEASE VISIT THE CALPER WEBSITE AT <http://calper.la.psu.edu> (>Korean)

Questions, comments, and/or requests for the development of materials on specific topics of grammar, pragmatics, and/or culture should be sent directly to Professor Susan Strauss at sgs9@psu.edu.

BOOK ANNOUNCEMENTS

From Eun Kyu Choi (Seoul National University):
The Korean language Education Center of Seoul National University has published new books, “외국인을 위한 한국어 발음 47 I, II”(47 Korean Pronunciation for Foreigners). Ms. Eun Kyu Choi (Researcher, Language Education Institute, Seoul National University) has co-authored the books with Ms. Eun Ae Kim (Researcher, Language Education Institute, Seoul National University), Ms. Hue Zinn Park (Researcher, Language Education Institute, Seoul National University), Ms. Moon E Jin (Researcher, Language Education Institute, Seoul National University), and Dr. Keeyoung Park (Lecturer, Faculty of Liberal Education, Seoul National University). The books are designed to be used not only as a textbook in the classroom but also as a self-study book for the effective practice of Korean pronunciation. They are composed of 47 units covering a broad spectrum of Korean pronunciation, including individual cases of phonemes, phonetic rules and reading-aloud practice. Each unit provides

pronunciation practice that follows a sequence of the recognition of phonetic sounds, then words, then sentences, and then dialogues. Step-by-step practice helps students improve their communicative skills.



JOB OPPORTUNITIES

1. CONTACT KOREA was launched in September, 2008 by the Korea Investment Trade Promotion Agency (KOTRA). KOTRA is a non-profit agency of the Korean government in charge of facilitating global business opportunities by networking through the more than 100 KOTRA offices in 75 different countries. (www.kotra.or.kr)

Contact KOREA was developed to attract foreign professionals to international business opportunities and to help them gain international work experience. Contact KOREA has designated 40 Korea Business Centers (KBCs) in 29 countries as overseas centers. Contact KOREA utilizes these 40 KOTRA business centers worldwide to recruit foreign professionals with expertise in management, marketing, life sciences, technology, finance, education, and other fields. Contact Korea's objectives are to: 1) identify talented individuals and professionals that match employers' demands in Korea, and 2) facilitate matchmaking process between job seekers and employers.

For more information about Contact KOREA go to:
<http://www.contactkorea.go.kr>

2. Job Opportunities for English Teachers in Public Schools in Korea—EPIK KOTRA, CONTACT KOREA
The English Program in Korea (EPIK) invites enthusiastic and responsible English native speakers who are willing to teach English conversation courses at public schools in Korea. EPIK aims to improve the English communication and language abilities of students and teachers and encourage cultural awareness and exchange. Successful candidates may enrich their lives and build professional teaching careers while sharing knowledge and culture with students and teachers in Korea. The position requires a minimum of a Bachelor's Degree in any field, citizenship of a country in which English is the primary L1 language, and native proficiency in English. A TESOL/TEFL certificate is a plus, but not mandatory. For more information, please e-mail CONTACT KOREA at contactkoreany@gmail.com.