ABSTRACTS

Keynote Address (E)

Images of multilingualism in the South Korean Popular Media

Adrienne Lo *University of Illinois at Urbana-Champaign*

Friday, June 29, 9:30-10:45 AM
SIEPR 130

This presentation examines ideologies of language and citizenship in the South Korean popular media. Historically, multilingual competency has been treated with suspicion in South Korea, as an emblem of Korea's subjugation and the weak status of the nation. Multilingualism was seen as necessary, and yet also as corrupting to the integrity and purity of the Korean language. In recent years, however, this ideology of one nation-one people-one language has been accompanied by one which frames multilingualism as modern, desirable, and as a marker of global citizenship (Park 2009).

We examine how these ideologies of multilingualism are understood through images of people, or linguistic personas (Agha 2007). We trace a shift in popular media portrayals of multilingualism. In earlier depictions, the parochial South Korean who was linguistically incompetent in English was contrasted against the worldly US-oriented *kyopho* 'overseas Korean' whose proficiency in English became an icon of their modernity and cosmopolitanism. In contemporary South Korean television serials, websites, comedy skits, movies, and newspaper articles, these two figures are joined by two new ones: 1) the elite transnational South Korean returnee (*saldaon saram)* who is depicted as speaking several languages well and 2) the inauthentic Korean American whose Korean and English are both laughably bad. The category of heritage language speaker is thus forged transnationally in relation to other kinds of multilinguals.

We argue that these understandings of who is linguistically competent and who is linguistically incompetent often bear little relationship to actual levels of competency, as highly competent speakers can get framed as incompetent and vice versa. Competency is also mediated through ideologies of gender when women's proficiency in English is associated with moral decay. By tracing the ways that portrayals of language competency are linked to ideas about who truly belongs to the Korean nation, we highlight the role of the media in shaping our images of multilingual speakers.

Adrienne Lo is Assistant Professor in the Department of Anthropology at the University of Illinois at Urbana-Champaign. She is the co-editor of a forthcoming edited volume on South Korean educational migration and a special issue of *the Journal of Sociolinguistics (2012)* on globalization, multilingualism and identity in transnational South Korea. She is also the co-editor of *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America* (Oxford University Press, 2009). She is currently working on a book manuscript about racialization, citizenship, and heritage language learning in a Korean American community in California.

Invited Workshop (E)

Helping Students Advance through Oral Presentational Language Use
Ali Miano, *Stanford University*

Friday, June 29, 1:30-3:00 PM
SIEPR 130

Presentational language (PL) is one of three key aspects of communication, along with the interpersonal and interpretive components, highlighted by the *National Standards* (1999), yet PL tends to receive little attention, especially *oral* PL, despite its significance for student advancement. This workshop will define PL and review efforts to cultivate oral PL in the Spanish Language Program at Stanford, including a rubric to help guide and assess it, examples of materials and teaching strategies, and data on student output. At the same time, participants will engage in hands-on activities to develop support materials for authentic resources provided in Korean, such as documentaries, debates, and news clips that employ PL. Participants should bring a laptop computer if available.

Alice "Ali" Miano is Lecturer in Spanish and the coordinator of Spanish Language Program at Stanford University. She received her Ph.D. in Education from University of California, Berkeley, in 2010. She is interested in the study of immigrants in the United States and their interactions with U.S. school systems. Related research interests include native Spanish language literacy in the U.S., adult literacy, bilingualism, biliteracy, and second language acquisition. Within the study of second language learning, Ali is particularly interested in heritage and non-native students' acquisition of presentational (academic and professional) language.
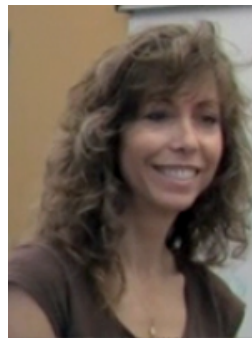
Special Presentation (K)

내용 지식 구성을 위한 한국어 읽기·쓰기 교육 방안
Jeong Sook Kim, *President of IAKLE, Korea University*

Saturday, June 30, 1:15-1:45 PM
SIEPR 130

근래 들어 학문 목적 학습자를 포함해 고급 수준의 한국어 학습자를 위한 읽기.쓰기 교육 내용 및 방안에 대한 연구가 활기를 띠고 있다. 이들 연구는 주로 과정 중심의 교육, 기술 통합 교육, 장르 및 텍스트 분석을 활용한 교육에 초점이 맞춰져 있다. 이러한 연구는 한국어 학습자로 하여금 내용 스키마와 형식 스키마를 활용해 주어진 한국어 텍스트를 이해하고 설득력 있는 글을 쓸 수 있는 능력을 기르는 방안 마련의 근거가 된다는 점에서 그 의의가 크다.

그런데 고급 수준의 텍스트 이해와 산출에는 논리성과 맥락적 적절성 이외에도 다루어지는 내용에 대한 지식이 필수적으로 요구된다. 학습자의 기존 지식과 인지를 바탕으로 이루어지는 읽기.쓰기 교육으로는 관련 내용을 통합적으로 이해하고 필요한 내용을 충분히 담은 논리적 텍스트를 산출하는 데 한계가 있기 때문이다. 아이디어 구상하기 및 고쳐 쓰기 단계에서 학습자간, 혹은 교사와 학습자 간의 상호활동을 통해 필요한 상호텍스트적 지식을 얻을 수 있으나 이는 매우 제한적이다.

따라서 고급 수준의 한국어 학습자들이 텍스트를 이해하고 산출할 수 있도록 하기 위해서는 필요한 내용 지식을 효과적으로 구성하고, 이를 글로 표현하는 능력을 길러 주어야 한다. 이를 위해서는 첫째, 하나의 과제를 해결하는 데 도움이 되는 여러 개의 유관 텍스트를 제시하고 한편으로는 학습자에게도 스스로 자료를 찾을 수 있는 기회를 부여하여, 내용을 이해하고 글을 쓰는 데 필요한 상호텍스트적 지식을 얻을 수 있도록 해야 한다. 둘째, 학습자들이 취득한 정보를 통합.구조화하고 이에 대해 비판적으로 검토하거나 이를 바탕으로 추론하는 과정 등을 거쳐 지식통합 지식을 갖출 수 있도록 읽기 활동을 구성하고, 이 지식통합 지식을 이용해 필자 자신만의 독창적 텍스트를 구성할 수 있도록 교육해야 한다. 셋째, 학습자 간, 혹은 학습자와 교사 간 구두 상호활동을 보다 활성화시켜 학습자들이 필요한 상호텍스트적 지식을 얻고 지식통합 지식을 구성하는 데 도움을 받을 수 있도록 해야 한다.

Keynote Address (K)

한류 작품들의 한국대중예술사에서의 위상

이영미 성공회 대학교

Sunday, July 1, 9:00-10:15 AM
SIEPR 130

1990년대 중후반 중국에서 시작된 한국 텔레비전드라마와 대중가요의 이른바 '한류' 바람이, 아시아를 넘어 미국과 유럽으로 확대되었다. 이러한 한류 현상을 단일한 원인으로만 설명하기는 힘들 것이다. 일차적으로는, 20세기 중반 식민지로부터 독립한 아시아의 후진국으로 출발하여, 초고속의 경제성장과 산업화를 이루고 현대사회의 여러 양상을 보이게 된 한국의 변화에 힘입은 바 크다고 할 수 있고, 초기의 한류가 현대화 수준에서 다소 뒤떨어진 아시아 국가를 중심으로 이루어진 것은 그것을 말해준다. 또한 한국의 대중예술을 받아들인 여러 나라의 상황도 중요한 요인일 터이다. 같은 작품이 여러 나라에서 인기를 모은다고 하지만, 그 인기 요인은 그 작품을 받아들인 여러 나라의 상황에 따라 매우 다를 수 있다는 것이 나의 생각이다. 이와 함께 다른 한편, 한류 현상을 설명함에 있어서 한국대중예술 내의 요인, 즉 1990년대 후반 이후의 한국 텔레비전드라마와 대중가요가 지닌 특성에서 기인하는 측면 역시 무시할 수 없는 것이다. 이 글이 설명하고자 하는 바는, 맨 마지막의 것과 관련 있다.

이 글은, 한류의 중심인 2000년대 이후 대중가요와 텔레비전드라마가 한국대중예술사 내에서 어떤 역사적 위상을 지니고 있는지를 살펴보고자 하는 글이다. 특히 현재 한류 현상의 중심을 이루고 있는 케이팝(K-pop)과 텔레비전드라마 <겨울연가> 부류의 작품들이 정작 한국 내에서는 그다지 높은 평가를 받고 있지 못하다는 점은, 주목해 볼 만한 지점이다. 한국 내에서 높은 인기를 얻었음에도 불구하고 평론가나 여론주도층으로부터 좋은 평가를 받지 못했던 작품들이, 왜 외국에서는 바람몰이를 하며 인기를 얻고 있는가에 대한 분석이 필요한 것이다.

한국의 대중가요사를 거시적으로 살펴보면, 젊은 세대가 새로운 양식에 대한 취향을 앞장세우며 구세대와 취향 대립을 선명하게 드러내는 시기와, 젊은 세대와 중장년 세대들과의 취향 차이가 존재함에도 불구하고 특정한 인기 경향 안에서 취향 대립을 봉합하고 있는 시기가 교차로 나타남을 알 수 있다. 1930년대, 1970년대, 1990년대에 유행했던 대중가요의 새로운 경향은 신세대와 구세대 간의 날카로운 취향 대립을 야기하며 과감한 양식상의 변화가 이루어졌던 시대임에 비해, 1960년대, 1980년대의 주류 인기 경향은 상대적으로 세대 간 취향의 대립이 그리 심각하게 유발하지 않은 상대적 안정기였다.

이러한 거시적 흐름으로 볼 때에 2000년대 이후의 케이팝은, 세대 간 취향 대립이 그리 심각하지 않은 시대이며, 이러한 기술적 발전과 안정감이 여러 나라에 보편적 호소력을 발휘하는 한 원인으로 작용하고 있다고 보인다.

한편 텔레비전드라마 분야에서는 1990년대 이후의 작품들이, 이전에 비해 두 가지 변화를 이룩한 것이 국경을 넘는 호소력을 발휘했다고 보인다. 1992년은 MBC의 <질투>로 이른바 트렌디드라마의 시대가 열린 해이며, 대중가요와 영화 등 대중예술사 전체 대대적 변화가 이루어진 해이기도 하다. 1990년대 이후의 텔레비전드라마는 두 가지 지점에서 이전의 경향과 결별하였다. 하나는 일일연속극으로 축적된 관행을 낡은 것으로 밀어내고, 야외 로케이션 증가 등으로 현격하게 향상된 시각성과, 응집력 있는 갈등으로 전개되는 사건 등을 지닌 미니시리즈가 새로운 경향을 이끌었다는 점이며, 다른 하나는 한국대중예술사의 초창기에서부터 오랫동안 축적된 이른바 '신파성'으로부터 현격하게 벗어나기 시작했다는 점이다. 지금까지도 일일연속극이 여전히 이전의 관행을 유지함으로써 시청자의 노령화가 초래되고 있는 것에 비해, 한류의 중심에 서 있는 미니시리즈와 특별기획 드라마들은 이러한 특성으로 보편적 호소력과 재미를 획득하는 데에 성공하고 있는 것으로 판단된다.

이영미 선생은 고려대학교 국어국문학과를 졸업하고 동 대학원에서 석사학위를 받았다. 부정기간행물 '노래' 동인, 민족극연구회 공동대표, 한국예술종합학교 한국예술연구소 책임연구원을 역임했으며 현재 성공회대 겸임교수다. 1980년대부터 전국을 발로 누비며 우리의 일상과 가장 가깝지만, 문학 연구의 중심 영역에서는 소외되어온 대중문화. 마당극과 민중가요를 찾아 들었고, 1990년대에는 주로 연극과 대중가요사에 대한 연구를, 2000년대 이후부터는 방송드라마에 대한 연구에 집중하고 있다. 1세대 대중문화평론가로 불리는 그는 12년간 한국종합예술학교 한국예술연구소에 있으면서 그동안의 연구를 책으로 펴냈다. 그 후로도 꾸준한 연구와 집필을 통해 한국 사회에 대한 날카로운 분석을 이어가고 있다. 저서로 인터뷰집《구술로 만나는 마당극 시리즈》총 5권 (2011), 공저《한국현대예술사대계》총 6권 (1999-2005)을 포함,《대학로 시대의 극작가들》(2009),《한국인의 자화상 드라마》(2008),《한국대중가요사》(1998),《마당극 리얼리즘 민족극》(1997),《마당극 양식의 원리와 특성》(1997) 등 다수가 있다

Workshops

#1 Integrating Korean New Wave into curriculum design and materials development

Bomi Oh & **Hyunmo Koo** *University of Oregon*

During the last six years, the Korean program at the University of Oregon has surveyed first year students regarding the reason for studying Korean. The most recent survey showed an increased number of students who would like to study Korean after experiencing Korean pop culture. Therefore, the curricula at UO has integrated 'Korean New Wave' to satisfy students' needs and to keep their motivation high enough to continue studying Korean. The panels of this workshop will present how 'Korean New Wave' is used in the curriculum in each course level and how they developed the materials using 'Korean New Wave' according to the course goals and objectives.

The panels will show examples of multi tasks using Korean pop culture for the novice learners to the advanced learners. In addition, the panels will introduce how to use this new cultural trend as student - focused tasks while they are learning grammar, speaking, listening, writing, and reading. The workshop will also present how to improve cultural and intercultural knowledge using the new cultural trend through speech level practice, individual projects and cultural events.

The genres the panels will present are Korean dramas, K-pop, TV commercials with pop stars. In addition, worldwide popular animation, 'Pororo' will be introduced as a genre of Korean popular kids' culture.

The workshop will be presented as follows:
1. Introduction: The panels will share the importance of weaving new cultural trend
   into the curriculum and show the brief description of how the Korean program at
   the University of Oregon is integrating Korean new wave.
2. Critical reviews in using multimedia in curriculum and benefits and importance of the use of Korean
   Mass Media in Korean Language Classrooms.

3. Examples of using Korean New Wave: the audience will be asked to participate at the end of every
   genre to brainstorm how to use some techniques.
   (1) K-pop: teaching grammar, individual project (translation, singing, making music videos, etc),
       writing skills, performance at a Korean cultural event
   (2) K –dramas: The panels will show the activities using three dramas, "High Kick", "Boys over
       flowers", "Secret garden" for teaching vocabulary and expressions, grammar
       practice, speech level, reading, writing, and speaking. Especially, "secret garden"
       is used as a critical view of sexism in Korean society, so the panels will also show
       how it can be used for class discussion.
   (3) TV commercials: grammar practice, writing skills and speaking skills.
   (4) Pororo: teaching grammar, listening, speaking and fluency tasks
4. Question and Answer
5. Wrap up: sharing the remaining issues.

As many of Korean learners' needs and goals for learning Korean these days are closely related to Korean pop culture, the curriculum developers and the instructors need to respond their needs as well as pursuing academic goals. The panels have integrated Korean pop culture into the curriculum for several years and will present examples aimed at both teachers and students. The participants will be able to adapt or adopt many activities based on their students' needs as well as institutes' goals.

#2 Introducing Interactive Virtual Conversation Partners to KFL learners on the Web

Sangbok Kim *University of Colorado at Boulder* & **Hoky Min** *Korea Institute for Curriculum and Evaluation*

Because classroom size continues to increase in the US, it has become hard for language instructors to manage learners' expose to conversations during class time. For example, each learner's pronunciation cannot be

individually corrected by the instructor (e.g., about 22 students plus limited class time). In-class peer practice is also limited. Turn-taking is a very basic mode of conversation (Schegloff, 2006; Stivers et al, 2009). In other words, when it comes to practicing conversation, a learner ideally needs a partner who can engage in talk with him or her by taking turns. However, turn-taking-based practice is limited outside the classroom. Even turn-taking among beginning learners does not guarantee appropriate correction of each other's mistakes. It is also difficult for learners to find native speakers of Korean either on campus or in their neighborhoods.

This presentation will concern a new pedagogical methodology, developed by the presenters (August 2011 - present), to address such a teaching environment. This presentation will begin by demonstrating the online multi-media material that their students (beginning learners of Korean) have been using to practice conversational skills online through three types of activities including sentence repetition, verbal interpretation, and finally memorization.

The online multi-media material, featuring a visual turn-taking system between a learner and a virtual native speaker of Korean, was redesigned from lesson conversations in KLEAR textbooks (Integrated Korean: Beginning 1, 2) for students' online homework assignments. The objectives of this online material are both to provide the learners with an interactive virtual conversation partner on the course management system (DesireToLearn) and to help KFL learners improve timely responses in conversation in terms of pronunciation, grammar, and vocabulary. Learners can get both aural and written feedback on their errors from the instructor online. Self-assessment and correction from learners' own recorded audio files, which contain both their voice and a native speaker's voice, are also available through this web-based program.

Second, the presenters will evaluate their project, present both the findings of a student survey and the results from pre-/post- oral interviews before/after instruction (August 2011- May 2012), and then show the modified version of the activities which the presenters are currently using in 2012 Spring Semester.

Third, the conference participants will learn how to design the online activities.

Lastly, the audience will be invited to contribute their feedback and personal experiences with conversational instruction.

#3 Goal-Orientation, Creativity, and Linguistic Sensitivity: Designing Materials to Target ACTFL's 5 Cs in Korean
Susan Strauss & Jhu Hyoung Youn *Penn State/CALPER*

The workshop is a step-by-step demonstration of how to design creative, multi-modal, and intellectually challenging teaching materials for all levels of Korean proficiency—all with the goal of targeting ACTFL's 5 Cs.

The National Standards for Korean Language Instruction now form an integral part of ACTFL's Standards-based approach to language instruction and assessment. The Standards center on the five basic concepts of: Communication, Cultures, Connections, Comparisons, and Communities (the 5 Cs).

The 5Cs of the Standards shift the focus away from the so-called four "skills" (reading, writing, listening, and speaking) and instead highlight elements of language that are linked to people and culture and discourse. At the same time, the Standards provide teachers and learners with specific, concrete sets of goals to strive for in learning and teaching Korean.

The focus of this workshop is multi-faceted, in that while it is intended as a "how-to" collaborative meeting, with guidance in the design of discourse-based pedagogical materials, it also raises important issues regarding discourse and genre, and their naturally robust relationship to the 5Cs. We define discourse here as language as it is used in various communicative contexts, and genre as the specific ways that particular features of language combine to create a certain type of discourse, e.g., conversation, expository writing, formal interview, recipes, weather reports, diary entries, and so forth.

We discuss and demonstrate ways to mine Korean discourse samples for instances of grammar, pragmatics, and cultural understanding.

In the first half of the workshop, the presenters demonstrate the process by which they have successfully developed authentic, media-based teaching materials for all levels of Korean language instruction—all are thematically organized and all maximally target the goals and sub-goals of ACTFL's 5Cs. (Penn State's CALPER Korean Project—Discourse, Genre, and The National Standards--calper.la.psu.edu)

The second half of the workshop will be dedicated to the development of materials based on the broad theme of The Korean Wave. We provide

samples of discourse data from multiple genres (song lyrics, drama/movie scripts, video clips, newspaper and magazine articles and ads). We will work in groups to select the actual samples of discourse to be used in a thematically coherent 5Cs-oriented unit (We will divide groups according to a preferred level of proficiency that members would like to focus on).

The goals of this half of the workshop include: 1) raising awareness of discursive features of the genres in question (we will guide these observations as well), 2) selecting samples of discourse for use in teaching materials development, and 3) creatively designing tasks that maximally and meaningfully target the goals and sub-goals of the 5Cs—including discussions of "cultures" and "linguistic comparisons" that push well beyond the superficial and stereotypical that often emerge in these sorts of discussions.

Participants will be allowed to take materials with them for use in their own classrooms.

#4 From Curriculum to Syllabus Design
Sahie Kang *Defense Language Institute Foreign Language Center*

The ideas of curriculum and syllabus are hardly new, but the way we understand and theorize them have altered over the years and there remains quite dispute as to meaning. The purpose of this workshop is first to define what curriculum and syllabus are and how they are connected. Then the workshop will describe and share the basic principles of a syllabus design and curriculum development for teaching Korean as a foreign language.

In designing foreign language syllabus, it is important to move away intentionally from the tradition of the last few decades that one finds embodied in most current textbooks available on the market. It is also apparent that any new approach in teaching involves a revision of thinking in the mind of the professional practitioner. With this understanding, some of the operating theories under which the syllabus and curriculum design have been processed in Korean language program at Defense Language Institute will be briefly expressed in the workshop. At the same time, prevailing principles in the fields of educational psychology and foreign language acquisition that the Korean syllabus design at DLI incorporates will be discussed. Also the different kinds of standards, content,

proficiency and performance standards, of the syllabus that are adopted in the curriculum development will be shared. As for the content standards, not only the components of National Standards but also linguistic, socio-linguistic, cultural, area study components as well as notional and functional aspects of language will be discussed by presenting the actual Scope and Sequence of the Korean Curriculum. During the entire workshop, the participants will be given chances to brainstorm the ideas of own school curriculum and syllabus design in comparison with the provided sample. And the participants will also come up with common ground which could be applied to the nationwide Korean syllabus and curriculum design.

Panel Discussion

#1-1. Framework of Curriculum Development in K-16 (E)
Sungdai Cho, *SUNY at Binghamton*, **Susan Strauss,** *Pennsylvania State University*, **Lucien Brown**, *University of Oregon*, **Yongjin Kang**, *Heidelberg University*, **Jounghye Rhi,** *East-West School of International*, **Eunice Lee**, *Rowland High School,* and **Lia Kim**, *LA Center for Enriched Studies*

This workshop, which is a part of the National Standards Projects (NSP), is intended to provide a guide for the development of K-16 Korean curriculum. In 2010, 'K-16 National Standards for Learning Korean' was completed as the first stage of the NSP. As a continuation, this workshop addresses the second stage of the NSP, namely a guide for Korean teachers to develop a Korean curriculum. It is not a state curriculum guide but a common yardstick for curriculum development. The work in the frameworks document is aligned with the National Standards for Learning Korean and the ACTFL Performance Guidelines for K-12 learner.

The Korean curriculum in K-16 can vary in the different schools. For instance, there are four different types of K-16 Korean language programs in the US: (i) K-5 elementary schools with a dual language program, especially in metropolitan cities like Los Angeles, and New York; (ii) 6-8 middle schools and 9-12 high schools in Los Angeles, Chicago, New York and New Jersey, and (iii) 13-16 college levels, and (iv) specialized language

programs such as in the University of Hawaii's National Flagship Program by the Department of Defense, and a Critical Language Scholarship Program as a National Security Education Program (NSEP) by the Department of State .

Although there are standards for foreign language teaching at the state level, because they are designed primarily for European languages, it is not easily applicable to the Korean programs. Hence, the national standards for Korean will set better guidelines that are more specific and relevant to Korean language teaching for K-16 students. The standards will be a good guide to reflect on and reform their curriculum in relation to K-16. Also, these standards will provide opportunities for parent education on language maintenance through explicitly articulated goals and standards. At the post secondary level, the standards will first prompt each program to reflect on how the 5 Cs are incorporated into their curriculum, their goals for each level, and assessment tools and methods. Based on such reflection, continuous efforts have been made to enhance the curriculum and the program as a whole and through finding innovative ways to integrate other fields like popular culture, literature, history, science, politics, etc.

This workshop consists of a panel of experts in K-16 Korean education who will present and demonstrate (1) grade-level appropriate curricular goals and content; (2) examples of curricular content, activity, and instructional strategies; (3) assessment tools and methods of the curriculum. The presentations are grouped into the following sub-sessions:

(1) Introduction and overview of the framework
(2) K-5 (Elementary school) framework
(3) 6-8 (Middle School) framework
(4) 9-12 (High School) framework
(5) College framework
(6) Conclusion and connection in K-16

This workshop will serve as an interactive platform for sharing a comprehensive picture of K-16 Korean curriculum and will have positive impact on the institutions, research of Korean language teaching, textbook development, teacher education & professional development, and standardized tests such as Advance Placement exams and SAT II-Korean.

#1-2. 국제 통용 한국어 교육 표준 교수요목 개발 (K)
Jung Sup Kim, *Kyung Hee University*

이 연구의 목적은 한국어 교육의 표준 교육과정(Curriculum)을 토대로 표준 교수요목(Syllabus)을 설계-제시하는 데에 있다. 한국어 교육의 표준 교육과정은 초급(1, 2 급), 중급(3, 4 급), 고급(5, 6 급), 최상급(7 급)의 7 등급 체계를 구축하였으며, '주제', '언어지식', '언어기술', '문화' 4 영역을 범주화하여 각 등급별 교육 목표와 교육 내용을 제시하고 있다. 그러나 표준 교육과정은 '표준'의 성격을 지니므로 내용 기술이 광범위하며 다소 추상적이다. 그렇기 때문에 실제 교육 현장에서 이를 적용-운용하는 데에 실효를 거두기가 어려운 점이 있다. 이에 이 연구에서는 표준 교육과정에서 제시하고 있는 등급별 교육 내용을 구체화하여 실제 교육 현장에서의 적용의 효율성을 높이고 실제 적용이 용이하도록 하고자 한다. 이를 통해 국내외 교육 기관에서 비체계적이고 상호 독립적으로 운영되고 있는 교육과정의 체계화, 통일성을 확보하고, 나아가 '표준 교육과정'의 범용화, 범세계화를 도모하고자 한다.

#2 Standards-based curriculum development for college Korean program (K)
Panel on College Korean Curriculum Development: Young-mee Yu Cho *Rutgers University*, **Hyo Sang Lee** *Indiana University,* **Hye-Sook Wang** *Brown University,* **Sahie Kang** *DLI,* **Hee Sun Kim** *Stanford University* **and others**

This panel is organized to publicize and solicit wider participation in an effort to tailor and apply the National Standards for Korean (2010, NSK hereafter) to college Korean programs. Korean is the 12th language added to National Standards for Foreign Language Education, and the 3rd Asian language after Japanese and Chinese. The NSK was an outcome of a collaborative project of a 17 member task-force and the AATK over three years. The final version was reached after vetting by 46 reviewers and the representatives of the Foreign Language Standards Project Collaborative. As a next step, the AATK would like to organize and provide forums for moving the project forward and implementing the NSK in curriculum

development and classroom teaching.

The focus of the panel is on adapting the NSK to a four-year college curriculum. Of particular interest is the current situation in the United States where a majority of Korean learners begin to take Korean in college and thus college Korean programs serve all levels of learners. We would need to reformulate the 5 C Standards and progress indicators organized by four grade levels (K-4, 5-8, 9-12, and 13-16) into a version appropriate for a four-year college curriculum.   Goals that are articulated according to the college-level learners' needs and experience will then be translated into specific and concrete instructional objectives, texts and materials, tasks and activities, and assessment plans. Articulating goals and implementing them into actions will proceed interactively in that the goals will continue to be revised in response to issues arising in actual teaching. We envision that final products of this project consist of list of content themes, sample texts, class activities and tasks, which are readily usable in classes at various levels.

With a view to involving AATK members in exploring and developing NSK-based curriculum and materials for college Korean, the panelists will (1) report on the rationale and the progress of the project, (2) present an articulation of the standards-based curricular framework for college level, and (3) provide examples of the implementation at 1st, 2nd, 3rd, 4-5th year, and heritage track classes. The framework assumes 150 class contact hours in each year, aiming specific proficiency levels by its end. It is hoped that the discussion will yield broader interest and participation in the endeavor.

Teaching materials exchange

#1 Innovative Use of Computer Lab as a Part of Korean Language Curriculum (E)

Mijeong Mimi Kim *Washington University in St. Louis*

The phrase "traditional language lab" evokes the image of students sitting in rows with headphones listening to pre-recorded drills or engaged in passive listen-repeat type of activities. However, modern college campuses have numerous sophisticated computer lab facilities that are available for classes. Well-planned and thoughtfully deployed computer lab sessions can be a valuable part of any Korean language curriculum.

Weekly computer lab classes will provide opportunities for instructors to create learning environments that encourage increased student interaction in the classroom. It also promotes various type of active communicative, task, and performance based activities using myriad of software and hardware as facilitating tools.

The presentation will demonstrate various ways of a computer lab can be utilized to promote meaningful language learning and practice. The powerful tools available in labs provide many possible learning situations: from simple vocabulary and grammar practice, carrying out task, creating and performing skits, finding and using authentic materials. The lab sessions also provide opportunities for instructor to create individualized activities for students and time to "teach" and interact individually with each student.

Weekly computer lab class appeals to the "digital native generation" of today's student body. It encourages the motivation of students to be engaged in their learning in a relaxed but engaging environment.

In this presentation, the presenter will share various examples of activities used in weekly computer lab sessions.

Computer Lab Usage in following areas will be discussed.
- Type of computer lab activities:
Pronunciation, grammar, vocabulary practices
Conversation, task activities
Writing activities
Testing activities

- Native speaker involvement: Teaching Assistants, volunteers, helpers
- Role of the instructor
- incorporating authentic cultural contents

2 Classroom Activities and Homework Assignments Developed by Using Web 2.0 Tools (K)

Youngju Hong *DLI*

Providing foreign-language instruction to students who are digitally astute requires a pedagogical paradigm shift in terms of integrating innovative ideas into classroom teaching and curriculum development. For this reason a web application called Web 2.0 has generated considerable interest among foreign-language education professionals. Web 2.0 consists of various Web applications that facilitate participatory information sharing, user-centered design, and collaboration on the internet. Besides, those web applications are user-friendly and available at little or no cost for educational purposes.

Web 2.0 tools are particularly useful in designing collaborative classroom activities and homework assignments. They may also be helpful for teacher/peer interaction, feedback, and much more. In addition, these Web 2.0 applications open more opportunities for language instructors to create a variety of real-life tasks situations.

In this presentation, sample activities developed by using Web 2.0 tools such as Linoit (an online sticky note/canvas), Voki (a recording tool), and Quizlet (a flashcard maker), etc. will be demonstrated. In addition, using PB Work, wiki as a gateway or a learning community for classroom activities and homework assignments will be presented. Then the teacher's and student's roles and pedagogical implication of the activities using Web 2.0 tools will be discussed.

#3 Online Learning Materials for Non-Heritage Students (K)

Carol Schulz, Beom Lee, Hyunkyu Yi & Sunhee Song *Columbia University*

This presentation introduces a project that was completed at Columbia University with support from the Language Resources Center. In this presentation the presenters will show online learning materials that have been developed to meet the needs of non-Korean-heritage students. The needs of non-Korean-heritage students are different from those of Korean-heritage students. Compared to Korean-heritage students, non-Korean-heritage students have highly limited exposure to the Korean language and culture. Due to their unfamiliarity with the language and culture, non-Korean-heritage students often face much greater challenge and difficulty in trying to learn Korean. The learning materials are intended to reinforce their course work and help them achieve a requisite level of language proficiency.

Based on the textbooks, Integrated Korean: Beginning & Intermediate, these instructional materials offer a great opportunity to become proficient through the following learning activities,

1) Conversations, Narrations, New Words and Expressions have text and audio. Conversations and Narrations are from the textbooks. New Words and Expressions are given in context.

2) Grammar Exercises have text, audio and animation components. With the given grammar pattern, students choose right answers by clicking a button.

3) Drills in expressions are given in forms of text and audio. Types of drills include substitution, pattern, level, integration, response and expansion.

4) Listening Activities have text and audio. It is a proficiency-based exercise in context that approximates real-life situations. The types of exercises are dialogue and narration. Question and answer practices are given in writing or speaking formats.

5) Extra Reading has text and audio components. Text is selected from authentic materials. Questions for Reading comprehension are given.

6) Culture has auditory and visual materials including pictures and video clips related to the topic for each lesson. The Q & A (true or false) is given.

All the materials are online and integrated into the curriculum. The materials lead students into multimedia learning with auditory and visual stimuli: text, photo, audio, video and computer-based animation with digital technology. All the materials were recorded by native speakers of Korean, with English instructions if necessary.

As a campus-based project at Columbia University, these online materials have been used in elementary and intermediate levels since Fall 2009. The overall performance of the students has been improved particularly through the use of the online project. In fact, the students expressed that the online materials were very helpful in learning Korean on their course evaluation. Accordingly, we strongly believe that these materials have played a significant role in enhancing listening and speaking skills of students who have difficulties in any specific area targeted in this project.

#4 Grammar Instruction through Schematic Images (K)

Mee-Jeong Park *University of Hawaii at Manoa*

This paper shows how some Korean grammatical patterns can be better grasped by its learners with help from images illustrating their cognitive phases. The rich inventory of Korean verb ending suffixes enable speakers to express their relation to the propositional contents of the sentences and toward the hearers. However, various modalities conveyed within these suffixes make learning too difficult for those whose native language does not have similar counterparts, even with detailed descriptions and explanations provided in the textbooks.

Schema theorists claim that abstract concepts are best understood after a foundation of concrete, relevant information has been established (Schallert, 1982). The general knowledge provides a framework into which the newly formed structure can be fitted. Some Korean verb ending suffixes are very challenging to teach in the classroom due to the abstract nature of the modality conveyed within them. Description of the suffixes in terms of their structural characteristics or even functional aspects may sound too vague from students' perspective. Therefore, this paper suggests the use of illustrations, of visual cues, that could activate learners' schemata in understanding the core aspects of Korean verb suffix endings.

For instance, in case of the circumstantial suffix ~(u)ntey/nuntey, the embedded clauses containing the suffix could be provided to students using images that provide background information. With each prompt, students could imagine what could possibly happen in each scenario. For instance, the image of a girl walking down the street, heading to her house, could be used as the background image as in example (1). With this additional visual information, students would be able to decipher what could happen to the girl while she is walking home. Instructors could probe students to provide additional events as in (1a), (1b), (1c) and many more.

Grammatical patterns could also simply be introduced to students as lexical items. For instance, the notion of the passive voice itself is too vague to students and the various passive suffixes i, hi, li, ki are rather too challenging to learners. In this case, the passivized verb forms must be introduced as lexical items, rather than grammatical structures, using illustrations that could activate a learner's schemata, which in turn would help them fill in the information gap. In this case, the two different perspectives of the agent as well as the patient must be visualized for a better illustration of the notion of the passive voice. The active form of the verb capta 'to catch,' as in example (2a), as well as the passive form caphita 'to be caught' (2b) should be presented to students using some forms of illustration. When these two perspectives are presented, students will be able to grasp the notion of the active and passive voice from a lexical level rather than from a grammatical one. Once students get familiarized with the lexical items, passive constructions could be introduced to show further differences in terms of sentence structure. An effective usage of illustrations could simplify the complex and overwhelming grammar instruction based on mere descriptions of linguistic phenomena.

#5 Teaching Korean complex syntax in context using an online tool (GLOSS) (K)

Dohee Koo *DLI*

In many existing Korean language curricula, grammar is taught with special emphasis on morpho-semantic features of a form, especially a verb ending. A typical grammar section of Korean textbooks may begin with explanations of the rules, meanings, function, and restrictions in usage if there are any. These explanations are followed by various exercises. This approach may be adequate for low-level students who need to build foundational knowledge in Korean grammar. However, in order for learners to build higher language proficiency and understand how different components of a sentence relate to each other in a complex sentence, they need to deal with authentic texts. Students who have learned

individual forms in the traditional way have trouble when they encounter complex or run-on sentences in authentic texts. It has been often observed in the classroom that students misinterpret a text or a portion of it due to insufficient knowledge of complex syntax.

In this presentation, Korean online GLOSS (Global Language Online Support System by DLI) lessons which are based on authentic texts and specifically target building students' knowledge of complex Korean syntax will be discussed.

The presenter will demonstrate the design of a lesson in which each activity imparts the knowledge and skills needed for the next part of the lesson. The audience will see how grammar explanations are contextualized and incorporated in a lesson with a meaning based objective: students' full comprehension of the given text. Suggestions on how these lessons could be used in other instructional environments will follow.

#6 Korean high frequency media vocabulary list development project (K)

Jungho Yoon *DLI*

The development of "high frequency media vocabulary list" is an unofficial supplementary material development project done at DLI Korean School a few years ago. The presenter, who was in charge of the project, will share his experience with planning and progression of the project as well as samples of the final product and some afterthoughts.

At the time of this project, DLI Korean program's graduation requirement was being considered to be increased from 2/2/1+ to 2+/2+/2. The vocabulary list was intended to help both teachers and students of DLI Korean School to meet this challenge.

With this goal in mind, the project team, using 12 FLO topic domains as the basic format, compiled hundreds of authentic materials of variety of genres. From thus collected materials, high frequency vocabulary words were identified with a frequency analyzer program. The vocabulary words were further sorted out to obtain most relevant lexical items for the target students.

In the vocabulary list, each entry is accompanied by English definition and two example sentences, which demonstrate typical usage of the given vocabulary words in context with authentic flavor.

The presenter will share information of what difficulties and problems were emerged during the project and how those issues were handled. Feedback received from teachers who have used the list and suggestions of how to utilize the vocabulary list will also be discussed.

#7 "Guided Story Construction" based on the expressions that appear in Korean movies and dramas (K)

JungHee Kim *University of Virginia* **& Eunkyoung Jeong** *Boston University*

While there are some aspects we need to consider in improving students' overall language proficiency, broadening vocabulary and using idiomatic expressions are crucial factors that help students produce rich and complex sentences. This material development project is motivated by the belief that methods for teaching vocabulary and idiomatic expressions need to be effective enough to convey not only their meanings but also their local contexts. This material can be used as a supplemental tool to get students' attention through Korean video clips.

In this presentation, the presenters will introduce "Guided Story Construction," which demonstrates how to lead students to learn vocabulary and idiomatic expressions within a context using authentic materials. There are three main steps in "Guided Story Construction." The first step is the stage of imagination where the instructor facilitates learners to learn expressions through a prepared story. Students will produce limited language use with guidance. The second step is the stage of development where students will be exposed to contextual input. The main purpose of this step is to reinforce students' use of target expressions. The last step is the stage of presentation where students produce language output successfully. In this final step, students will reach the goals of this activity by creating their own stories.

The effects of "Guided Story Construction" are as follows: 1) that it guides students from controlled instruction to their own production step by step; 2) that it maximizes the use of the target language in various

contexts such as in a controlled story, in a movie clip, and in their own stories.

#8 Useful Activities for Vocabulary Teaching and Learning (K)

Byung-Joon Lim *DLI*

Most teachers are aware of the importance of vocabulary in foreign language teaching and learning, especially at the advanced lavel. In order to help students learn and retain as many new vocabulary words as possible, teachers employ various innovative vocabulary teaching activities using computers and the Internet, such as Quizlet and Hot Potatoes.

The presenter will introduce some of the most effective activities and techniques to teach vocabulary in class, including several freeware and shareware programs available on the Internet. Such free programs are widely used in foreign language instructions, but comparing and selecting the best program can be extremely time-consuming. The presenter will first introduce several useful free tools for vocabulary teaching activities and then demonstrate step-by-step procedures to select, download, install and use these programs in daily classroom teaching.

A handout with a comprehensive list of the web sites and internet communities for vocabulary teaching will be distributed at the end of the presentation.

#9 Effective Teaching Method for Advance Level Korean with Korean Movies (K)

Loraine Kang *DLI/GLC*

What could you do to be a more effective teacher for the Audio Visual Generation students who are very familiar with all forms of media? What could you do not only teach Korean language but also Korean Culture and Korean History at the same time? The presenter will show in case of Korean School in Maryland, where 9th~11th grade Korean heritage students study Korean every Friday. Secondly, the presenter demonstrates examples of practices and techniques using YouTube, Study Korea (Teen Korea) and Web page (Bethel Korean School Web page) and so on. Thirdly, examples of activities for learner-centered, self-directed classes, lesson

plans and blended learning styles will be explained and be provided base on request. A question-and-answer session will follow.

#10 iPad kit 를 활용한 중급 한국어 수업 (K)

Ae Ree Nam *University of Wisconsin-Madison*

언어 학습에 활용할 수 있는 다양한 과학 기술의 발달은 전통적인 교실에서의 언어 수업 방식이나 언어 학습 활동 과제 고안 (task design) 등에 새로운 가능성을 제시하고 있다. 본 발표는 최근 점점 보편화되고 있는 iPad 와 같은 모바일 장치를 언어 수업 활동에 어떻게 효율적으로 활용할 수 있는지 소개하는 것을 그 목적으로 한다.

iPad kit 는 학습 목표와 언어 학습 과제에 따라 미리 셋팅해 놓을 수 있는 서로 연결된 여섯 개의 iPad 가 들어 있는 상자인데, 발표자의 대학교에서 언어 교사들에게 대여가 된다. iPad 를 활용한 언어 수업은 학생들의 동기와 관심을 높일 수 있고, 다양한 실제 (authentic) 언어 자료를 실시간으로 접하고 iCloud 등의 서비스를 통해 서로 공유할 수 있도록 하며, iPad 에 설치된 카메라, iMovie, GarageBand 등을 이용하여 한국어로 미디어 창작을 가능하게 함으로써 새로운 종류의 언어 산출 활동에 학습자들을 참여하도록 할 수 있다. 이러한 모바일 장치의 도입은 언어 교실에서 가능한 언어 학습 활동에 대한 제약을 줄여 줄 수 있을 뿐만 아니라, 특히 문화 관련 수업 등에서 교사가 일방적으로 준비해 온 학습 자료를 받아들이기만 하지 않고 학습자가 직접 수업 콘텐츠를 제공하고 공유하는데 참여하도록 함으로써 학습자들의 수업에의 기여도를 높일 수 있을 것이다. iPad 를 활용한 수업 활동이 학습자의 수준과 학습 목표에 적합하게 잘 고안되고 준비될 경우 학습자들의 자주적인 (autonomous) 선택과 참여를 높이고, 유목적적인 그룹 활동을 통해 학습자간 상호 작용을 북돋우며, 개별적 지도가 가능하고 불안 수준이 낮은 (low-anxiety) 수업 환경을 조성할 수 있을 것으로 기대된다.

중급 학습자들을 대상으로 2012 년 봄학기에 시행할 수업 활동 과제는 다음과 같다.

- Collaborative photo essay: 그룹별로 iMovie 를 이용해 사진을 이어 붙인 후 (직접 찍은 사진, 웹에서 찾은 사진, 교사가 제공한 사진 등 사용 가능) 사진에 대한 이야기나 느낌을 사진 위에 녹음해서 photo essay 를 만든다. 혹은 학습자들에게 theme 을 제공하고 (예: 한국하면 떠오르는 이미지) theme 에 맞는 사진들을 검색하고 모아 iMovie 로 간단한 설명을 덧붙인 영상을 제작하도록 한다

- Skit: 드라마나 만화의 컷을 학습자들에게 제공하여 대화를 만들도록 한 후 iMovie 를 이용해 직접 목소리를 녹음하여 짧은 동영상을 제작하도록 한다.

- Mobile Data collection: 정해진 주제(예: 여행지, 명절, 역사적 사건 등)에 대해 그룹별로 검색한 후 각 그룹마다 중요한 사이트들을 북마크한 후 나중에 모두 함께 북마크된 사이트들을 둘러 보며 그 사이트를 통해서 무엇을 배웠는지 공유한다. 혹은 각 그룹에게 주제와 관련된 서로 다른 중요한 어휘나 검색거리를 제공한 후 알아낸 것에 대해 구두로 혹은 즉석에서 간단한 파워포인트를 작성해 발표하도록 한다.

- Description of Korean paintings: 그룹별로 한국의 풍속화 여러 장을 iPad 를 통해 보고 마음에 드는 것을 골라 묘사하도록 한다. 그림에 대한 묘사를 녹음해서 파워포인트나 iMovie 로 만든 후 모든 그룹의 발표를 하나의 Movie 나 발표 파일로 만들어 함께 감상한다.

#11 영상 매체를 통해 배우는 고급 한국어와 한국 역사 통합 교육 (K)
Sunyoung Kim *University of Oregon*

미국 대학 내에, 한국어 고급 과정에 대한 수요가 점차 증가함에 따라, 한국어 수업의 문화 수업 접목에 대한 고려가 심화 되고, 올바른 문화 전달과 동시에 언어 수업을 병행할 수 있는 교과 과정의 개설이 시급한 것이 현실이다. 한국어 고급 수준 학생을 위한 좀 더 깊이있고 재밌는 한국 문화 이해를 위해 영화나 드라마와 같은 영상 매체를 통해 배우는 한국 역사 수업이 올 해 봄학기부터 매주 금요일 10 주간 10 과(Lesson 10)로 진행된다. 열 번에 걸친 한국 역사 수업은 한국의 역사를 배움으로써, 한국의 문화와 한국인의 정서를 좀 더 이해하고, 영상 매체 자료를 통해 한국어도 배울 수 있는 시간을 마련한다. 시대적 배경은 현대 한국의 예절 문화, 교육, 정치적 사상 등에 큰 영향을 미친 조선 시대를 배경으로 하며, 이를 배경으로 한 영상 매체 자료를 통해 한국어 언어 학습도 함께 병행한다. 조선 시대 역사에 얽힌 한국 속담에 대한 글도 소개함으로써, 속담의 유래를 이해하도록 돕는다. 현대 사회와 동떨어진 한국의 고대 역사 수업보다는 한국의 전통 역사가 현대 사회 문화 전반에 미치는 영향에 중점을 둠으로써 현대 한국 문화 이해를 돕는 과정으로 진행될 것이며, 재미있는 영상 자료를 사용함으로 즐거운 언어 문화 학습 경험을 제공하려고 한다.

십 주간에 걸친 교과 과정은 다음과 같다. 1 과 2 과에서는, 먼저 조선 개국의 역사적 배경을소개함과 동시에 주요 인물과 당파 문화에 대한 역사적 사실을 영상매체와 단편글로 소개하고, 조선의 당파 문화와 현대 한국의 정치 사회적 특성을 연결, 고찰해 보려한다. 3 과 4 과에서는, 한국의 대표적인 전통춤, 탈춤의 종류, 특징을 알아보고 탈춤이 가지는 풍자 및 해학적 의미외 사회 신분 제도의 배경도 함께 살펴본다. 사회 풍자적 내용을 담아 사회적 갈등을 해소한다는 탈춤의 기본적 요소를 가미해 학생들이 생활 난관을

풍자적으로 묘사하는 현대극을 직접 만들어 보는 시간을 갖는다. 이해를 돕기 위한 영상 자료로 영화 '왕과 나'를 사용한다. 5 과에서는 주말 문화 체험 학습으로 탈을 직접 만들어 보고 탈춤극을 발표하는 시간을 갖는다. 6 과에서는, 한국의 대표적인 문화 유산인 한글 창제와 세종 대왕의 업적에 대해 살펴본다. 드라마 '대왕 세종,' '뿌리 깊은 나무'를 통해 한글 제작 동기, 과정을 살펴보며, 한글 창제의 중요성을 깨닫고 한글 학습자로서의 자긍심 및 한국인으로서의 긍정적 자아 정체성을 갖도록 유도한다. 7 과 8 과에서는 여성이란 주제로, '조선 시대에는 남편도 육아 휴가를 받았다'라는 파격적인 세종대왕의 출산 휴가 정책을 소개함과 동시에 각 다른 나라의 출산 정책과 함께 최근 한국 사회의 출산 정책을 비교해 본다. 또한 조선 시대를 대표하는 여성 '신사임당'을 소개, 현재 한국을 대표하는 어머니의 이미지와의 연계성에 대해 살펴본다. 또한 '칠거지악'이란 글을 소개함으로써, 봉건 신문 사회에서의 여성 위치와 덕목을 알아보고, '간 큰 남자' 등의 관용어를 통해 현대 여성의 위치와 함께 비교해 본다. 9 과 10 과에서는 교육을 주제로 현대 한국 학생들의 학교 생활을 드라마 '겨울 연가'를 통해 잠시 소개하고 비교 토론하는 시간을 가지며, 한국 고교 생활 및 입시 관련 관용어도 함께 알아본다. 또한 한국의 '입시 제도'와 조선 시대 '과거 제도'를 비교하고 문제점을 지적, 참교육의 의미에 대한 자신의 입장을 글로 피력하는 시간을 갖는다. 또한 입시 관련 속담 및 풍습을 드라마를 포함, 재밌는 영상 매체를 통해 소개한다.

#12 Designing Effective Case-Based Instruction for Business Korean Course (K)
Haewon Cho *University of Pennsylvania*

Business cases have been employed as an important pedagogical tool in language instruction of business content. Multiple benefits of case-based instructions have been reported from observation and experience of both language instructors and students. According to them, case-based instruction not only enhances students' communication skills through practice of advanced vocabulary items and specific language functions, but it also promotes students' critical thinking and collaboration skills through problem solving activities and discussions (Daly 2002; Gonglewski and Helm, 2010). In addition, it has been reported that case-based instruction increases students' interests and thus promotes their motivation to learn the target language because they are placed in real-life business situations in which they are actively involved in decision making processes (Gonglewski and Helm, 2010).

This presentation will illustrate how the presenter has used business cases in Business Korean courses in a university setting to enhance students' linguistic and cultural competence in the area of business content. A number of authentic cases related to Korean business was used for instruction for the following purposes: 1) To improve students' language skills to the advanced level of proficiency through class discussions, research activities, writing assignments, and presentations and 2) to broaden students' knowledge and comprehension of current Korean business practices, culture, and environment.

Ideas on designing and conducting case-based instruction will be presented with actual examples as follows: 1) case selection: selection of cases appropriate for thematic unit topics that meet students' needs and instructional goals; 2) class preparation: adaptation and preparation of authentic business cases to classroom teaching; 3) implementation: organization and implementation of student tasks and activities in and out of class; and 4) assessment: evaluation of students' performances and outcomes. In addition, potential issues of case-based instruction as well as benefits and challenges in teaching Business Korean will be shared. Through this presentation, language instructors will glean insight and practical ideas regarding a framework for implementing case-based instruction that they may apply to their own teaching practices in the future.

#13 Form-Focused Audio Portfolios for L2 Korean in Elementary Level (K)

Angela Lee-Smith *Yale University*

The purpose of this presentation is to demonstrate how instructors can closely monitor students' progress in learning specific target forms/features and in using them in real-world communication by incorporating audio portfolios in your curricula. Each task in this audio portfolio project is designed to elicit the production of the target forms in the context of performing the assigned tasks. The term "form" in this presentation includes not only grammatical, but also lexical, phonological, social, and pragmatic aspects of Korean language. By implementing audio portfolios for teaching L2 Korean in elementary level, form-focused and

product-based language tasks can contribute to students' learning in a meaningful way.

A portfolio is a collection of evidence that demonstrates skills, achievements, learning or competencies (Cooper 1997,1999). It is known that a portfolio is wildly thought of as an 'assessment' tool for teachers to evaluate learning outcomes of individual students. However, a portfolio can be used not only to monitor each student's learning progress, but also to reflect the teacher's class instruction. This presentation claims that language portfolios can serve as more valuable and useful tools for monitoring learners' progress as well as reflecting teaching. Needless to say, a portfolio contains samples of a student's work collected throughout the term and clearly demonstrates changes over a period of time, and it makes the students feel rewarded.

This presentation includes motivation for keeping audio portfolio throughout a year-long course, goals of each assigned audio task, procedures of creating an audio portfolio, how to provide feedback/corrections, learner's CAN-DO statement rubric, grading criteria, sample audio portfolio products, and student's feedback/reflection. Some practical issues will be discussed as well.

#14 Voice Board 프로그램을 활용한 라디오 쇼 클립 만들기 수업 - 중급 교실에서- (K)

Eunyoung Kim *Duke University*

대부분의 언어 교사들은 언제나 학습자들의 목표 언어 발화 능력 향상을 위한 보다 효과적이고 효율적인 방안을 모색하고자 한다. 이러한 취지에서 본인 또한 학습자들의 흥미 유발, 수업 참여 고취, 목표 언어에 대한 노출 시간 확대 등의 다양한 언어 교육 목표에 부합하는 프로젝트를 구상하고자 하여 학생들과 함께 Voice Board 라는 프로그램을 이용해 라디오 쇼를 제작해 보기로 하였다. 이 프로젝트는 1) 라디오 쇼 소재가 된 한국 영화 보기(과속 스캔들 등), 2) 라디오 쇼 구성하기, 3) 구성에 따른 세부 계획 세우기, 4) 세부 계획에 따라 클립 제작하기 등의 순으로 진행될 것이다. 그리고 이러한 프로젝트 진행을 통해 얻을 수 있는 장단점을 분석한 결과에 대해 소개하고자 한다.

이 프로젝트에서 사용하고자 하는 Voice board 프로그램은 음성 파일을 올린 후 지정된 그룹의 사람들과 공유하고 그것에 대해 음성으로 코멘트를 제공해 줄 수 있는 프로그램이다. 본인은 편의에 의해 본인이 소속되어 있는

Duke University 의 포탈 사이트인 Sakai 에서 무료로 제공되는 프로그램을 사용하고자 하지만 이 프로그램은 일반 사이트에서도 다운 받아 사용할 수 있다.

이 프로젝트를 통해 학습자들은 수업 외의 시간에도 목표 언어에 노출 될 수 있는 기회를 가질 수 있으며 동료 학습자의 발화를 듣고, 그에 대한 자신의 의견을 구두 발화를 통해 전할 수 있는 기회를 가질 수 있다는 것과 라디오 쇼는 불특정 다수가 그 목표 청취자가 되는데 이러한 비교적 공식적 상황에서의 발화 학습을 통해 대부분이 한국계 학생으로 구성되어 있는 학급에서 사적 대화가 아닌 공적 발화 연습의 기회를 가질 수 있다는 것에 그 의의를 둘 수 있겠다. 또한 개인 작업이 아닌 협업 과정을 통해 자신의 의견을 조율하고 제련하여 다른 사람에게 전달하는 방법을 학습할 기회를 얻게 될 수 있을 것이다. 그리고 학습자들에게 다양한 매체를 통해 언어 수업에 대한 흥미를 유발 할 수 있는 기회를 부여하고 이에 따라 학습자들의 수업 참여 의식 고취에도 일조할 수 있다는 의미에서 이 Voice Board 를 이용한 라디오 쇼 클립 만들기 수업은 그 의의가 있을 것으로 본다.

#15 한국어 고급 듣기 수업에서의 라디오 '간추린 뉴스' 활용 방안 (K)
김지혜, 송금숙 *고려대학교*

성공적인 한국어 듣기 교육을 위해서는 한국어의 언어적인 정보 즉 발음, 어휘, 문법 등의 지식 이외에 한국 사회와 문화 이해를 바탕으로 한 배경지식(background knowledge)이 반드시 동반되어야 한다. 따라서 현재 대부분의 한국어교육 기관에서는 이러한 내용을 교육 과정에 포함시키고 있으며 교재에도 가능한 다양한 자료를 제공하여 배경지식을 확장하고 효과적인 한국어 듣기 학습이 이루어지도록 노력하고 있다. 그러한 노력의 하나가 텔레비전 뉴스 듣기이다. 뉴스는 한국 사회를 이해할 수 있는 최신의 정보를 제공하는 매력적인 교육 자료로서 오랫동안 사용되어 왔다. 그러나 실제 수업 현장에서 뉴스 수업을 진행하다 보면 뉴스를 본 후에 내용을 확인하는 것 이외에 해당 이슈를 가지고 자신의 의견을 표현한다든지 한국 사회의 다른 문제와 연결하거나 확장하여 생각한다든지 하는 본래의 교육 목적을 달성할 수 있는 활동을 하는 것은 쉽지 않았다. 이는 주로 객관적인 정보를 전달하는 텔레비전 뉴스 자체의 특징과 더불어 뉴스 하나를 제공하는 것으로 학습자들의 배경지식을 확장시키기 어려웠기 때문이다. 또한 현실적으로 학습자가 해당 뉴스를 이해하는 데까지도 적지 않은 시간과 노력이 필요했기 때문이다.

이에 본 발표는 한국어 고급 학습자들의 듣기 능력을 향상시킬 수 있는 방안의 하나로 라디오의 '간추린 뉴스'를 활용한 듣기 수업을 제안하려고 한다. 라디오의 '간추린 뉴스'는 주로 아침 시간에 그날의 주요 뉴스를 정리하면서

진행자의 질문을 통해 뉴스와 관련된 추가 정보를 제공하고 뉴스에 대한 찬성과 반대의 의견 등을 소개하기도 한다. 보통 3 분에서 5 분 동안 진행되는데 뉴스 전문 채널이 아닌 일반 방송에서 제공하는 뉴스이기 때문에 정보를 이해하는 데에 무리가 없으며 뉴스 이해에 도움이 되는 도움말들을 기자가 제공한다. 따라서 단순한 정보만을 얻을 수 있는 텔레비전 뉴스와는 달리 비평과 토론, 새로운 시각에 이르기까지 다양한 내용을 들을 수 있다는 장점이 있다. 또한 대부분의 '간추린 뉴스'는 주요 뉴스를 대상으로 하기 때문에 텔레비전 뉴스와 신문에 동시에 보도가 되어 수업 중 듣기 자료뿐만 아니라 동영상 자료, 문어 자료까지 확보해 같은 주제를 여러 채널(channel)을 통해 전달함으로써 학습자의 이해의 폭을 넓힐 수 있다. 또한 이는 상호텍스트성의 개념을 현실화시킬 수 있는 수업으로 의미가 있다.

본 발표에서는 실제 수업에서 사용된 '간추린 뉴스'자료와 텔레비전 동영상 뉴스 자료, 신문 자료 등을 어떻게 연계하여 수업을 진행하였는지 그 수업의 실제 모습과 이 수업을 통해 단기간 한국에 체류하면서 한국 사회의 최신 정보를 이해하고 이를 바탕으로 듣기 실력을 향상시키기 희망했던 학습자들의 피드백을 나눌 것이다. 이는 한국뿐만 아니라 국외 한국어 교육 현장에도 새로운 교육 방법으로 신선한 반응을 불러일으키리라 기대한다

#16 Web-Based Language Proficiency Exam (LPE) for Korean: Listening, Writing and Reading Featuring Authentic Audio and Video (K)
Hangtae Cho *University of Minnesota*

This presentation reports on the implementation of the Web-Based Language Proficiency Exam (LPE) for Korean: Writing, Reading and Listening Featuring Authentic Audio and Video. The LPE validates the work students have done in their four semesters of Korean language at the University of Minnesota and also serves as a gateway to advanced language study. Such an exam can apply not only to students in fourth-semester Korean, but also to students who have studied Korean elsewhere, validating their proficiency and admitting them to further study.

The most significant innovation of this Web-Based Korean LPE, compared to other previous Korean language proficiency exams, is the use of video clips in the listening test. With tests in other proficiency exams, students view still photos and they listen audio files after which they answer questions. For the new Korean LPE students will view authentic video segments instead of listening to audio files. Authentic video is more

appropriate to assess listening proficiency than audio alone, since it ties more closely to the construct of listening in a communicative context, where we negotiate meaning based on a variety of input sources. Use of video clips also conforms more closely to current trends in second language pedagogy with increased emphasis on culturally-rich contexts.

This presentation shows how to implement Authentic Audio and Video of Korean cultural products such as TV and Radio news, Drama and other audio/visual materials in the Web-Based Korean LPE. This study also attempts to answer the following two research questions: (1) How to augment and strengthen the integration of linguistic and cultural understanding in the language assessment. (2) How to revise language curriculum to cultivate students' translingual and transcultural competence.

#17 고급 학습자들을 위한 미디어 수업 자료 개발 (K)

강현주 고려대학교

한국어 고급 화자가 되기 위해서는 한국의 사회와 문화에 대한 심도 있는 이해가 필수이다. 이에 고려대학교 한국어문화교육센터에서는 고급 학습자들을 위해 시의적절한 미디어 수업 자료를 매학기 개발하여 사용하고 있다. 특히 최고급 학습자를 위한 과정에서는 한 학기 수업을 미디어 자료만을 사용하여 진행하고 있다. 이 워크숍을 통해 미디어 자료 선정과 편집, 교실에서의 활용 과정을 공유하고자 한다. 특히 교실에서의 사용 단계에서 학습자의 숙달도 별 교수 방법과 흐름을 구체적으로 제시할 것이다. 이 워크숍에서는 개발 자료를 제시할 것이며, 이를 이용한 수업 과정도 영상을 통해 보여주려고 한다. 이를 통해 미디어 자료를 이용한 효과적이고 재미있는 수업 방법을 보여줄 수 있을 것이라고 생각한다.

#18 Effective ways of incorporating cultural elements into language lessons for lower proficiency level students (K)

Chunghee Oh DLI

Learners at 1/1+level (ILR) in listening and reading struggle with their limited knowledge of vocabulary and culture when verbally communicating with native speakers. How can we enhance the proficiency of level 1/1+ students and motivate them to use culturally appropriate language?

This presentation is focused on the integration of cultural and linguistic elements in teaching/learning Korean on lower proficiency levels. It addresses the challenge of teaching students at level 1/1+ to understand the cultural implication reflected in the words they use on a daily basis. GLOSS online video lessons can help to enhance learners' listening comprehension skills and cultural awareness by familiarizing them with real-life situations.

GLOSS video lessons teach learners language features in the framework of understanding the cultural implications and customs that are presented in the lesson. Learners can also more easily grasp the various messages delivered in spoken language by understanding facial expressions, tone of voice, and the emotions typically expressed in specific language use.

This is an essential part of developing proficiency in a foreign language. These factors are difficult to teach in a classroom environment, especially to L1 students. This presentation will use a sample of Korean online GLOSS lesson that incorporates excerpts from a popular, televised Korean drama, "My name is Kim Sam Soon," to demonstrate how culture-specific and linguistic features can be dealt with in an effective way. The presenter will draw on her experiences as both a classroom teacher and an on-line lesson developer.

Papers

Session 1A (SIEPR 130)
Sociolinguistic awareness – speech style and speech acts

#1 Social functions of the intimate speech style, -e/a: The case of the Korean as a foreign language classroom (E)
Mi Yung Park *University of Hawaii at Manoa*

From a microanalytic, qualitative perspective, this paper examines the functions of the -e/a form in Korean as a Foreign Language (KFL) classroom discourse. Korean speech styles are traditionally viewed as markers of hierarchical social relationships between a speaker and an addressee. Previous studies discussed the prototypical usage of the speech styles (e.g. Lee & Ramsey, 2000; Sohn, 1999; Song, 2005). It is often asserted that the -e/a form, commonly known as panmal ("half talk"), is used between intimates who feel comfortable with one another (e.g. siblings, close friends, spouses) or when talking to someone younger (e.g. by an adult to a child). However, according to recent discourse analysis as well as my dissertation research, real usage exceeds those functions. This study analyzes the use of the -e/a form in KFL instruction, focusing specifically on the form's social functions.

The data collected for this study consist of six hours of video recordings of four advanced-level KFL classes. Each class was taught by a different teacher (two males and two females), and all of the teachers were in their 30s and had at least three years of experience teaching in KFL contexts. A microanalytic qualitative research approach is used for data analysis because it clearly shows the process of how teachers use the -e/a form to accomplish their instructional goals. By observing teacher-student interactions, I was able to analyze the extended function of the form, that is, to build solidarity within the classroom as well as deliver self-directed expressions.

The teachers utilize the form during discussions of informal or solidarity-building topics, such as when they are sharing personal feelings with their students. Using the form helps the teacher to involve students personally in informal conversations. The form also functions in other ways as well. For example, the teachers use the form to deliver self-directed expressions. While delivering a self-directed remark, they commune with themselves by revealing their private or internal thoughts to the audience.

The use of the -e/a form in the classroom has important pedagogical implications because it effectively helps to create a friendly and social environment for learning. The outcomes of this study may also introduce new ways for students and teachers to experience a deeper understanding of Korean speech styles. Furthermore, the various linguistic styles that students are exposed to in KFL classrooms provide a richer linguistic and cultural environment for Korean language learners.

#2 Honorifics Use and Identity Negotiation in Korean Study Abroad (E)
Lucien Brown *University of Oregon*

This paper uses mixed quantitative/qualitative methodology to assess the use of honorific language (*contaymal*) and non-honorific language (*panmal*) by four advanced-level male learners of Korean from Western countries on a study abroad program in Seoul. The learners' underlying competence in honorifics was assessed by means of a quantitative DCT questionnaire. The DCT results were then compared with qualitative analysis of real-world interactions.

The DCT data revealed that all four learners had strong underlying pragmatic competence regarding when to use (non)-honorific language, with all four scoring over 90%. The learners were thus well aware of the normative contexts in which contaymal and panmal could be appropriately used. However, the qualitative data showed a different picture. Despite knowing when contaymal and panmal should be used, the learners often strayed from these norms in real world interactions. Instead of using honorifics rigidly to mark hierarchy distinctions, a more egalitarian usage emerged, which included panmal being used according to patterns wider than those reported in native speaker talk. For some learners this usage represented a conscious attempt to depart from native speaker norms; for others, the usage patterns simply reflected the fact that the relationships they had with Korean speakers did not share the hierarchical dimensions found in native speaker interactions. The egalitarian patterns of honorifics use were not imposed by the L2 speakers, but were negotiated between the L2 speakers and their Korean interlocutors.

Since these learners possessed developed knowledge of honorifics usage, competencecannot be the main reason for these findings. Instead, I claim that the results are related to questions of L2 identity (Block 2007), with the relevant identities here including non-native speakers, foreigners, Westerners and exchange students. On one side of the coin, I show that native-like patterns of interaction might not be available to these learners in the subject positions they are able to negotiate as exchange students and foreigners, outsiders who are just passing through. On the other side of the coin, these learners may not always be willing to adopt native-like patterns of use when these clash with their identities as Westerners and the more egalitarian use of language that this entails. Ultimately, the learners found themselves engaged in a struggle to establish the extent to which categories of honorifics usage applied to them as foreigners. The resolution of this struggle depended on individual factors. Some learners saw their identity as being an advantage of sorts and were happy to exploit the leeway available to them in the use of honorifics. For others, the suggestion that native categories of honorifics use did not apply to them resulted in a determination to disprove such preconceptions.

The paper adds to the growing literature on study abroad as a context for second language learning, particularly in the fields of pragmatics and identity (Kinginger 2009, Kinginger forthcoming). Understanding the pragmatic and identity issues faced by Korean learners during study abroad is important in order for Korean educators to make sure that learners are provided with adequate preparation prior to studying abroad.

#3 Using drama/movie clips to notice on speech style shift and enhancing development of pragmatic competence (K)
Ihnhee Kim *University of Pennsylvania*

Learning speech styles is essential for KFL learners to develop their pragmatic competence. Accordingly, there has been a great deal of emphasis on teaching speech styles, explaining that speech styles are determined by sociolinguistic factors such as age, formality, and relationship. In real life conversation, however, speech styles frequently shift from plain to polite style and vice versa within the same discourse segment from the same speaker to the same interlocutor. In other words, the choice of a speech style is not limited to social factors; it is also related to the speaker's emotional, attitudinal, and psychological factors

(Maynard, 2007). Such a style shift, however, is very difficult for language learners to learn without an explicit instruction.

The present study views that noticing or consciousness raising is one of the first steps necessary in learning a style shift and adapts Schmidt's (1993a, 1993b) noticing hypothesis that states that awareness is necessary for L2 pragmatic learning to occur. The purpose of pragmatic consciousness-raising is to expose learners to pragmatic aspects of language and provide them with necessary analytical tools for understanding contextually appropriate language usage (Rose, 1999, 2000).

This study implements pragmatic consciousness-raising activities in choosing a speech style in dramas/movies. Such authentic materials in real-life situations are great resources for language learners to observe the speech shift and to gain cultural awareness. This study aims at achieving 5Cs in interpersonal, presentational, and interpretive communicationm, and culture.

This study examines the effect of pragmatic consciousness raising activities based on these research questions: (1) What is the students' perception in noticing the change in the speech style?, (2) Is there any difference of the perception and production in speech styles before and after the conscious-raising activity?, and (3) Are there any differences between the heritage and non-heritage students?

The participants are composed of 13 heritage learners and 6 non-heritage learners at the intermediate level. Consciousness awareness activities were given in a drama and a movie currently popular among college language learners for the class activity and for the assignment. Also, students' retrospective narratives, students' oral production in role-play, and students' survey were used.

Major findings are: (1) Majority of the students noticed the speech style shift, (2) The students' notice was various from sociolinguistic factors to speaker's epistemic stance in a varied way, (3) The difference was extensive in perception but not in production, and (4) There was a significant difference between the production of heritage and non-heritage student, implying that non-heritage learners should be provided with a more explicit teaching.

The present study suggests that the use of consciousness-raising activities by means of dramas/movies can be effectively implemented for appropriately using speech styles, particularly in metapragmatic

development. This explicit instruction method using dramas/movies may be applicable to teaching other Korean pragmatic features, such as speech acts.

#4 Can speech acts be taught?: Research on requests in Korean shown in Role Plays and its pedagogical implications (E)
Mina Lee & Jeongsun Kim *Defense Language Institute*

Research has shown that foreign language learners, including advanced level learners, often sound awkward, if not rude, to native speakers, even though they use grammatically correct language. So, it has been suggested in the literature (Byon 2004, among many others) that foreign language learners should be exposed not just to correct grammatical forms of speech but also to pragmatic aspects of it. In language proficiency testing, pragmatics is translated into sociolinguistic competence, which is one of the proficiency rating criteria described in the Interagency Language Roundtable (ILR) Skill Level Descriptions. It "refers to the extent to which the examinee's use of the language is appropriate to the social and cultural context and reflects an understanding of cross-cultural communication" (p.208, ESD-PSD 2010). Even though sociolinguistic competence is not considered crucial at intermediate or advanced levels (Levels 1 and 2 on the ILR), the speakers at these levels should also acquire cultural and pragmatic knowledge to function appropriately based on social norms in the target country.

This research identifies sociopragmatic features of intermediate and advanced Korean as foreign language (KFL) learners in request speech acts in Korean. Among various speech acts, request speech acts have received much attention from researchers since learners require considerable cultural awareness to make requests. For that reason, requests are called "face-threatening acts (FTAs)" (Brown and Levinson, 1987). Requests are also considered as one of the most essential speech acts for survival situations, which is relevant to lower-level learners. This research investigates what kinds of request strategies intermediate and advanced level KFL learners use and whether there are any differences in using the strategies between the two levels. In addition, the research also looks into whether there are any differences in using the strategies between learners who have been to the 4-6 week in-country immersion and those who have not.

For the research, 60 Korean Oral Proficiency Interviews conducted by certified DLI OPI testers, who rated according to the ILR, have been randomly selected. These interviews were selected based on two different criteria: (i) their proficiency levels (Intermediate-High (Level 1+ in ILR) and Advanced-Low/Mid (Level 2 in ILR)); and (ii) the absence or presence of their experience of in-country immersion. Among many tasks in the OPI, only role play is considered, where examinees make a request to a service provider. The data will be analyzed based on semantic formulae for the request supportive move (RSM) and for the request head act (RHA) in Korean as suggested by Byon (2004).

Findings from this study can help KFL teachers understand the needs of teaching pragmatics throughout the instructional program but especially at an early stage of the program. Furthermore, the research shares benefits of in-country immersion in terms of acquiring pragmatic aspects of language and suggests instructional approaches that can achieve similar benefits as the in-country immersion could provide.

Session 1B (SIEPR 120)
Teacher education and reference material development

#5 Korean Language Teachers in America: Profile, Status, and More (E)
Hye-Sook Wang *Brown University*

This is a follow-up study of Wang (2006), which was conducted six years ago. It was the first study that brought Korean language teachers in higher education in America to light as a group of professionals by looking into their personal profiles, their professional activities, and their perceptions of profession as the Korean language teachers. While the vast majority of studies in the field of Korean as a Foreign Language has been learner-focused, investigating issues associated with learners and learning process, teacher-focused studies are scarce as pointed out in Ko (2011), which is also reported in Wang (2011). Furthermore, among a handful of studies published to date focusing on teachers, virtually all of them are directly related to teaching issues such as the effects of using English or Korean as the language of instruction in Korean classes (e.g. Kang 2002), or the teachers' preference on providing feedback on student writing (e.g. Ko 2011).

Although Wang (2006) presented a wide array of information on Korean language teachers in higher education, which was never uncovered before, it had some limitations. One was that the analysis was based on a small data pool of 32 responses. In addition, six years of time gap would make one wonder whether or not any changes have been made in the profession in terms of teacher demographics. It appears that significantly more positions have been added to the field in response to increased interest in Korean (i.e. Hallyu phenomenon) and enrollment boost in many schools. Sixty-three new job postings were made on the AATK website between 2009 and 2011, which partly reflected this trend. Furthermore, Wang (2006) used only a survey data. In order to conduct a more in-depth analysis, both quantitative and qualitative data should be used.

The present study will report on and discuss the implications of the results of both survey and interview data, with respect to a) who the Korean language teachers are (i.e. their educational background, professional activities and development they are involved), b) how they perceive their working conditions, c) how satisfied they are with their profession, and d) what they see as challenges for working in this profession. By analyzing another set of data and by increasing the number of participants in the survey, the presenter hopes to bring a more comprehensive picture of Korean language teachers in America. As the field grows, it is important to have a clear sense of who we are and to identify issues and concerns that are common among Korean language teachers from a governance perspective. The results of this study will be useful for teacher training and guiding the organization for future direction.

#6 한국어 교사의 한국문화 이해 방법과 한국어 교실에서의 문화 숙달도와 언어 숙달도의 통합 수준의 상관성에 관한 연구 (K)
Young A Jung *George Mason University*

한국어 교육을 위한 한국문화론은 이제 한국어 교육 분야에서 하나의 하위분야로 발달될 만큼 그 중요성과 가치가 부각되었다. (박영순 2002; 임경순 2009; 이미혜, 강승혜, 조항록, 윤영 2010, 강승혜 2010) 언어 교육에 있어 문화교육의 중요성은 학습자의 동기 강화 측면 뿐만 아니라 (Gardner and Lambert 1985) 총체적인 언어습득을 위한 방편 (Genc and Bada 2005)으로도 강조되어야 한다. 문화적 이해를 촉진시키지 않는 언어 학습은 목표 언어의 사회맥락을 무시한 진공상태의 규칙만을 전달할 우려가 있다. 실제로 교실에서

이루어지고 있는 문화교육의 면모를 보더라도 교사의 문화에 대한 이해 방식에 따라 교과내용과 교수방식은 다양한 결과로 나타난다.

미국 대학에서 이루어지고 있는 한국문화 교육의 실태를 알아보기 위하여 연구자는 워싱턴 디시 인근 대학교의 초급, 중급, 상급반 한국어 수업을 담당하고 있는 한국어 교사 10 명과 심층 인터뷰를 실시하고 이들이 사용하고 있는 교과내용을 분석하였다. 인터뷰 결과, 한국어 교사의 한국 문화 이해 방식은 이들이 한국어 수업에 반영하는 교과 내용과 직접적인 연관이 있었다. 한국 문화를 한국어 교육의 하위 카테고리로 생각하는 한국어 교사는 문화교육의 내용을 언어 숙달도 성취와는 별도로 발달시켜야 하는 항목으로 이해하고 있는 반면, 한국문화를 문화간 소통과 이해의 한 방편으로 이해하는 한국어 교사는 한국문화 이해도와 한국어 이해도의 발달이 동시적으로 이루어진다고 믿고 있었다.

이러한 상이한 문화에 대한 인식 차이는 교과내용에서도 다르게 나타났다. 전자의 강의 계획은 언어교육이 주를 이루는 가운데 항목별 문화에 대한 지식 습득이 간헐적으로 이루어지도록 고안되어 있었다. 후자의 강의계획은 문화적 항목에 대한 지식 습득보다는 실제 문화적 생산물을 학생들로 하여금 감상토록 하여 목표 언어의 맥락에서 다른 문화를 이해하고 비교하는 문화간 의사소통의 방식으로 계획되어 있었다. 이같은 분석 결과는 한국어 교육을 담당하는 교사의 문화 이해 방식에 대한 재교육의 필요성과 문화 숙달도와 언어 숙달도를 통합한 교재 개발의 필요성을 제시한다.

#7 주제별 한국어 교육학 사전의 교육적 활용방법 연구 (K)
윤여탁, 이수미 *서울대학교*

이 연구는 주제별로 기술된 전문 용어 사전인 [한국어교육학 사전]의 교육적 활용 방안을 모색하는 데 있다. 일반적으로 사전은 용어에 대한 명확한 설명을 제공한다는 점에서 유용한 학습자료로 활용해 왔다. 본고에서는 이에 더 나아가 전문 용어 사전인 [한국어교육학 사전]이 교사와 연구자에게 활용될 수 있는 교육적 가치를 논의하고, 이를 바탕으로 실제적인 활용 방안을 제시하고자 한다.

이러한 연구 목적에 도달하기 위해서는 다음과 같은 문제 해결이 우선되어야 할 것이다. 주제별 전문 용어 사전인 [한국어교육학 사전]의 주제 영역에 대한 타당성 문제이다. 여기에서 주제(主題)란 연구에서 중심이 되는 문제로, '한국어교육학'에서 연구하는 또는 연구할 가치가 있는 것은 무엇인가와 관련된다. 이러한 문제의 해결은 한국어교육학의 학문적 정체성·독자성 및 인접 학문과의 관련성 정도를 결정짓는 근본적이고 핵심적인 연구로 다층적, 다각적 측면에서 접근해야 한다. 본고에서는 지금까지 한국어교육에서 연구된 연구 결과물은 물론, 한국어교육의 인접 학문에서 논의되어 온 연구 주제를 1 차 자료로 활용하여 주제 영역을

설정하고자 하였다. 따라서 본 연구는 최근 5 년간 게재된 한국어교육 논문의 핵심어 조사, 국내 한국어교육(학)과에 개설된 교과목에서 다루는 개론서의 색인 조사, 한국어교육학의 인접학문에서 연구·출판된 사전의 표제어를 조사하여 12,100 개의 용어를 추출하였다. 추출된 용어는 빈도, 유사어, 상위어로 구조화하여 주제 영역 및 표제어를 설정하였다 . 이는 다시, 단계별로 한국어교육학의 전문가 집단의 수정·보완 후, 사전 편찬 위원의 검수를 통해 21 개의 주제 영역과 1,300 여 개의 표제어를 설정하였다.

　　본고에서는 이러한 방법으로 축적된 자료를 바탕으로 각 주제 영역의 구조화를 진행하였다. 주제의 구조화는 한국어교육학이라는 학문의 영역별 개론서를 집약적으로 제시하는 것으로, 한국어교육학의 학문적 체계성을 보여주고자 하였다. 이는 한국어교육이라는 학문을 연구하는 연구자의 지평을 넓힐 것으로 판단된다.

　　본 연구의 핵심인 교육적 적용은 표제어의 기술에서 명확해진다. 사전의 일차적인 목표는 용어에 대한 명확한 설명, 즉 표제어의 정의를 정확하게 기술하는 것이다. 하트만(Hartmann, 서태길 외 역, 2008:130)은 사전 편찬자의 임무는 용어의 차이를 정착시키는 데 있는 것이 아니라 차이를 기록하는 데 있다고 했다. 이러한 맥락에서 본고는 한국어교육학에서 논의되는 전문용어의 정확한 용어를 기록하는데 충실할 것이다. 이는 전문 용어에 대한 통시적 관점 및 공시적 관점에서의 설명을 포함한다. 그럼에도 '교육학 사전'은 교육적 측면에서 가치를 탐색하는 것 또한 소홀할 수 없다. 따라서 표제어 기술은 '교육'이라는 측면에서 어떤 방법으로 교수할 수 있는지, 어떤 교육 내용을 포함할 수 있는지를 함께 논의할 것이다. 예를 들어, 모음 및 자음 지도의 방법 및 언어권별 발음 오류 현상 및 교수방법 등이 기술에 포함된다. 이는 가르치는 교사에게 풍부한 교육적 자료로서의 가치를 담보할 것으로 판단된다.

　　앞으로, 본고에서는 이러한 표제어 기술의 신뢰성 및 타당성을 확보하기 위해, 연구자와 교사를 대상으로 설문과 심층 면담을 실시할 것이다. 여기에서 논의된 결과를 반영하여 사전의 교육적 적용의 실제를 보여주고자 한다. [한국어교육학 사전]은 해당 용어의 명확한 설명의 답을 찾을 수 있는 사전으로서의 기본적인 활용뿐만 아니라 연구자에게는 개론서로, 교사에게는 교육 내용과 방법을 고안할 수 있는 교육자료로 활용할 수 있다는 점에서 본 연구의 의의를 두고자 한다.

#8 한국어 학습자 어절 사전의 미시구조 체계와 내용 (K)
홍종선 *고려대학교*

　　한국어 교육학과 사전편찬학 연구가 활발해지면서 한국어 학습자 사전의 편찬도 다양하게 발전하고 있다. 특히 최근에는 사전 사용의 환경이 바뀌어, 인터넷이나 각종 전자 매체의 활용이 일상화되고 있으므로 이를 활용하는 새로운 사전 편찬이 요구된다. 필자는 홍종선(2011)에서 어절 사전으로서의

한국어 학습자 사전(이하 '어절 사전')의 편찬을 제안하고 그 올림말에 관해 고찰하였다. 여기에서는 이러한 어절 사전의 미시구조 체계와 내용에 대해 논의한다.

　　어절 사전은 인터넷 사전이나 앱 사전 또는 전자 수첩 사전을 전제한다. 이들은 이전의 종이책 사전에 비할 수 없을 만큼 큰 용량을 수용할 수 있어, 올림말의 수 외에 뜻풀이 등의 형식이나 내용에서도 새로운 패러다임을 요구한다. 가령 음성 언어나 동영상을 동반함은 이미 영어 등 여러 언어권의 학습자 사전에서 활용하고 있지만, 이는 종이책 사전에서 불가능한 방식이었다. 물론 어절 사전에서도 음성 언어나 동영상 등을 적절하게 제공한다.

　　일반 사전과 같이 한국어 학습자 사전(이하 '학습자 사전')에서도 각 올림말의 미시구조는 '원어, 발음, 품사, 문법 정보, 뜻풀이, 용례, 관련어, 보충 정보' 등으로 되어 있는데, 이는 어절 사전에서도 비슷하다. 그러나 이들 각 항들은 그 형식과 내용 면에서 차이가 적지 않다. 그것은 크게 나누어, '기본 올림말'(단어의 기본형 또는 단어 이하의 형태들, 즉 기존 사전에 나오는 올림말: 이하 '기본')과 '임시 올림말'(체언과 조사 결합형 및 용언의 기본형 이외의 활용형으로 된 어절 단위의 올림말: 이하 '임시')에서 각기 특성을 보인다. 이 요약문에서는, 학습자 사전과 차이가 많은 경우만 언급하기로 한다. 기존 사전에 관하여 문제점을 말하거나 비교하는 논의를 할 때는「외국인을 위한 한국어 학습 사전」(2006)(이하 '학습 사전')을 주된 대상으로 한다.

　　'문법 정보'는 어절 사전에서 매우 중요하게 다루는 항목이다. 용언은 물론 체언이나 수식언들도 그가 쓰이는 용법을 문형으로써 보여준다. 이전의 사전들은 대개 용언의 문형 정보만 소략하게 메타 언어로 주었고, 학습 사전에서도 풀이말에서 공기 관계를 아주 간단히 보였을 뿐이다. 어절 사전의 기본에서는 해당 올림말의 초기 화면엔 문법 정보를 간략하게 주고, 터치나 클릭으로 연결해 전개되는 상세 화면에는 매우 자세한 문형 정보와 공기 관계, 연어 정보를 준다. 그러나 초기 화면에서도 필요에 따라 상세 정보를 좀더 많이 제공해 줄 수 있다. 이 때 기본과 임시에서 정보의 중복 제공이 생기지만, 그 정도는 전산 기기 사전에서 별 문제가 되지 않으며 많은 경우에 기본과 임시의 상세 정보는 하나로 연결된다.

　　'뜻풀이'에서는 기본과 임시에서 크게 다르다. 전자에선 이전의 학습자 사전과 비슷하지만, 후자에서는 관련되는 기본으로 가라는 풀이말을 넣는다. 다만 임시의 뜻에 기본이 투명하게 적용되지 않으면 직접 풀이말을 주면서 참고로 기본에도 갈 수 있도록 한다. 기본은 어느 경우든 직접 풀이를 한다. 의미 내항들은 품사별로 사용 빈도순에 따라 배열하되, 기본 의미에는 별도의 표지를 둔다. 풀이말은 사전학적 체계에 너무 억매이지 말고 현실성(실제성)이 높도록   한다.
'용례'에서는 어절 사전의 장점이 매우 드러난다. 용례는 내국인 초등용 코퍼스와 일반용 코퍼스에서 주로 찾는데, 한국어 학습자에게 알맞게 가공을

많이 하여 수록한다. 이전 사전에 비해 매우 많은 용례를 다양하게 넣는다. 그 올림말이 갖는 언어/사회 문화나 인식, 정서 등을 이해하는 데에 도움이 되는 내용을 가급적 많이 담아, 이해 언어를 넘어 표현에도 활용할 수 있도록 한다. 용례들은 출현 빈도와 표현의 일반성을 고려하여 배열하고, 터치나 클릭을 통해, 대조되는 용례와 용법을 확인할 수 있게 한다.

'원어'와 '품사' 및 '관련어'나 '보충 정보' 등도 적극적으로 매우 풍부하게 마련하여 학습자가 다양하게 활용할 수 있도록 설계한다.

Session 1C (SIEPR 320)

Articulation, phrasing, decoding and communicating

#9 The effects of the first language in the second language pronunciation of Korean coronal stops (K)
Insung Ko *Washington University in St. Louis*

The current study investigates whether the pronunciation of second language (L2) learners of Korean is influenced by the experiences in the first language (L1). It has been widely agreed that the outputs of L2 show the language transfer from L1. Thus it is assumed that heritage language learners are advantageous in L2 learning than non-heritage learners because they have head start in L2 classrooms. It is more noticeable for non-heritage language learners whose L1 features in the pronunciation tend to be one of the first indicators of foreign accents while, according to the ACTFL proficiency guidelines, it lasts until the very late developmental stage of L2 proficiency.

Most of these statements regarding the L1 transfer in pronunciation, however, are based on impressionistic observations. In fact, not many studies have shown how L2 learners of Korean articulate Korean phonemes in an empirical study. Moreover most empirical studies on Korean consonants as L2 are analyzing multiple acoustic cues such as voice onset time (VOT), H1-H2 (db) and fundamental frequency (F0) of the following vowel. In this sense, palatography is an alternative methodology to describe the actual movement of vocal tracts involved in the articulation. There are only a few articulatory phonetics studies of Korean using palatography, which is used to visualize the places of articulation of coronal consonants (Shin & Hayward, 1997; Kim, 1999; Anderson et al., 2004). It is evident that although these studies provides empirical accounts for understanding Korean phonetics, the application of these findings to the L2 acquisition is yet limited in that they examined the production data of Korean native speakers only.

Thus, in this study, the articulation of L2 Korean learners including both heritage learners and non-heritage learners is compared with that of Korean native speakers by taking advantage of the static palatography. The results show which parts of vocal organs such as the tongue and the palate are involved in the actual articulation when the pulmonic airstream moves through vocal tracts in order to articulate coronal stops in Korean and English. At the same time the results show whether the L1 transfer has any differences depending on the language backgrounds or language proficiency of L2 learners. The results of this comparative empirical study should add to linguists' understanding of basic questions about the articulation of Korean as both L1 and L2 in regards to the place of articulation based on the analyses of Korean coronal stops. It also provides useful information to language educators on the instruction of pronunciation to different groups of L2 learners of Korean.

#10 Reactive Tokens and the Prosodic Features of Turn Unit Boundaries in Korean Conversation (K)
Ok-sim Kim *University of Hawaii*

Reactive Tokens (hereafter RTs) are feedback offered by the non-primary speaker in the middle of the speaker's turn or right after the speaker finishes the turn in conversation. RTs are typically short utterances or brief comments such as umm, uh-huh, you are right and really? in English, and they are understood as ways in which the non-primary speaker indicates that s/he passes up the opportunity for full turn. RTs can be frequently found in interactive communication, so they have drawn the attention of many researchers. Especially the study of RTs in cross-linguistic fields shed light on possible cross-linguistic differences in communicative strategies (Clancy et al., 1996; Maynard, 1986, 1989, 1990; Kim, 1999, 2000, 2007; Tanaka, 2000; Young and Lee, 2004; Park, 2011).

Unlike English, languages with agglutinative word morphology like Korean and Japanese have different notions of syntactic completion points and different functions of RTs. According to Kim (1999), Korean unit boundaries are often formed before the point where the speaker's turn is complete, so they are called as Intra-Turn Unit (=ITU) boundaries. ITU boundaries are characterized as analytic syntactic units with the prosodic

features such as continuing intonation, rising pitch, or a prosodic pause at the end of a unit. Kim (1999) elucidated that these prosodic features are often used as a cue to elicit the non-primary speaker's RTs, and the RTs frequently occur while a turn is underway. The Kim's study (1999) indicates that ITU boundaries in Korean conversation are very sensitive in terms of interactional management and possibly impose an interactional burden on the non-primary speaker more than in English. It also implies that RTs used by the non-primary speaker are different according to the prosodic features at the point where RTs occur.

This study will focus on Korean RTs according to prosodic features at ITU boundaries where RTs occur, exploring naturally occurring dyadic conversation by young Korean native participants. The paper uses the conversation analytical approach to analyze the RTs occurred in the data and also uses K-ToBI (Korean Tones and Break Indices) to analyze the prosodic features of ITU boundaries. It explores the investigation based on the following research questions:
1. What types of RTs are found?
2. What prosodic features do these ITU boundaries have, where RTs occur?
3. Do the functions of RTs differ according to the prosodic features?

The study of RTs will also provide interactional resources for Korean language learners that differ from those available in a language like English, where syntactic elements in an utterance are strongly tied. The prosodic features of Korean conversation seem to have been neglected in the Korean language teaching field. Therefore, prosody teaching based on the ITU boundaries and their prosodic features for interactive management will lead the language learner to use RTs more frequently and to be more involved in Korean conversation.

#11 Teaching Hangul effectively to Korean-English bilingual children (K)

Myoyoung Kim *Defense Language Institute*

Research in reading two languages has showed a great progress in recent years. However, the primary focus was on the text comprehension and the code-to-sound stage of bilingual children got least attention.

While teaching at a weekend Korean School, I encountered some children who had difficulty in mastering Hangul. On the basis of informal assessment on their cognition and Korean language ability such as naming objects, and story telling, they all fell in above-normal range on both measures. Then, what made them have hard time to read Hangul? One common factor among those children was found: They knew how to read in English to some extent, from reading simple words to reading level 1 books. Is learning two different sets of alphabets related to their trouble mastering Hangul? Is there any way to help these children by modifying Hangul teaching methodology?

To answer the questions, and to build a more effective teaching method for Korean-English bilingual children, a pilot experiment was conducted with 7 Korean-English bilingual children age of 4 (3 girls and 4 boys), who were born in the U.S.A. and learned reading in English first.

Materials used for this experiment were Hangul cards intentionally re-organized in 2 ways. Firstly, Hangul was not presented in a traditional alphabetical order*. Instead, most clear case of characters in sound and written form were presented first such as ㄴ, ㅁ, ㅎ. These sounds are similar to English counterparts phonetically and the letter shapes are less confusing to learners. Secondly, Coda consonants were not presented separately. Instead, they were given right after the combination of Onset consonant + Nucleus vowel, and the letters were built up as follows: the first cards were ㄴ, 나, 난. The next set of cards were ㅁ, 무, 품, 마, 맘, 누, 눈, 만, 눔 along with meaningful word cards 나무, 문, 눈, 남, 나눔 and so forth.

The experiment was conducted for 3-4 weeks per child (5 days a week, and 10-15 minutes a day). Teaching writing Hangul was excluded to avoid additional work for children.

The result showed that this method accelerated subjects' Hangul acquisition. The children participated in this experiment mastered reading Hangul after one month without exception. By the end of this experiment, they read coda consonants smoothly even though there were no explicit rules were given, and they could write words in Hangul without structured instruction provided.

Based on the result, I argued that a facilitated methodology could enhance children's learning a code-to-sound process and the confusability from two different sound systems and the difficulties due to orthographical shapes may be reduced.Finally, pedagogical implication for adapting this methodology for adult English speaking learners, and suggestions for future research will be discussed.

*The order of Hangul consonants and vowels have been changed historically (훈민정음 vs. 현대 한글 어문 규칙), and are different between South Korea and North Korea. The Hangul order in recent days was decided mainly for an ease of search in dictionary.

#12 "Ask Me": Designing and Assessing Speaking Tasks in First Year Korean (K)

Jaemin Roh &   **Eunkyoung Jeong** *Boston University*

A communicative language class seeks to ensure that students gain both accuracy and fluency in the target language without compensating for one at the expense of the other. As Hunter (2012) points out, effective teachers employ eclectic combinations of methods which depend on the teaching context and student proficiency levels to resolve this conflict, rather than a systematic approach. The presenters have adapted Hunter's systemic instructional method titled as "Small Talk" to promote students' voluntary oral participation in first year Korean classes. Previously iterations of "Small Talk" (Harris, 1998) appointed student leaders who prepare for class discussion after announcing the topic a day before and lead a group discussion during the class hour without the teacher's intervention.

The Ask Me Project we designed for our first year Korean class, while based on previous research, followed a radically different format. In our project, we revamped the concept and repurposed the method to design student-driven voluntary classroom activities to be practically applicable to the first year Korean curriculum. The project was also informed by the revised ACTFL Proficiency Guidelines (2012), which measures language skills by how learners encounter real-world situations in spontaneous and non-rehearsed contexts. One of the motivations behind creating this project for Korean was a recent surge in non-heritage student enrollments. The non-heritage students strive to be fluent in speaking while simultaneously acquiring Korean cultural knowledge. In the project, the instructor partially participates in the beginning by inviting students to be in an authentic situation and leads the brainstorming session to remind students of question words. Brainstorming promotes the initial questioning and answering activities during the pair-work session. The teacher provides guidance through the planned activity session yet carefully functions only as a resource. During the oral activity, students need to solve certain problems provided in the context of the conversation. The continued exercises of asking and answering in pairs maximized each student's speaking opportunities in fifteen to twenty minutes of instructional time. Moreover, the increased curiosity to solve the mystery during the activity was an impetus for students to voluntarily cast more questions in order to find the answers.

While it is often the case that beginning level students typically do not initiate conversations or voluntarily ask questions in the target language, the students who participated in the project were eager to utilize all the linguistic resources at their disposal in order to be able to ask questions and make "small talk" with their partners. Students' ability to construct questions is evaluated in the chapter exams and the final exam in both the spoken and written forms. Positive student feedback indicated that they gained a sense of confidence in asking, which is one of the difficult goals to achieve in the beginning level. The method, implementation, and the outcomes of the project are introduced in the presentation and project samples follow.

Session 2A (SIEPR 130)
Acquisition of grammatical morphemes

#13 The Acquisition of the -ess/ass- Tense-Aspect Marker by Korean as a Foreign Language (KFL) Learners (K)
Sang-Seok Yoon & **Yunseong Cheon** *University of Minnesota*

The Korean suffix –ess/ass- is known as a past tense marker and is introduced early on in beginning level Korean classes. Although this past tense marker is regarded as a very basic grammar item, the acquisition of it has not yet received much attention in the field of Korean education. Surprisingly, in actual conversations, even advanced Korean learners often make mistakes using –ess/ass-. And yet, few empirical studies have investigated KFL learners' use of –ess/ass- in actual conversation.

This study attempts to investigate the use of past tense marker –ess/ass- by KFL learners in oral communication, especially in narrative oral tasks. Andersen & Shirai (1996) proposed the Aspect Hypothesis which predicts the acquisition order of past tense according to verb type: past tense forms emerge first with the achievement verbs and proceed to accomplishment, activity, and stative verbs. However, this study will show

that the acquisition of –ess/ass- cannot be simply explained by the Aspect Hypothesis. That is, even though the main function of Korean –ess/ass- is to name past relation, it also functions as a marker of perfective aspect (Shin, 1988). Our preliminary study shows that KFL students generally use –ess/ass- with few errors when it is used for denoting past tense. However, KLF students often make mistakes for using –ess/ass- with accomplishment verbs such as ipta 'to wear,' nata 'to break out,' and sayngkita 'to happen; to appear' when it denotes completion rather than past tense.

The purpose of this study is to investigate KFL students' actual uses of –ess/ass- and analyze their errors in relation with its function and the verb types categorized by Andersen & Shirai (1994). Ten KFL students who are currently enrolled in advanced Korean classes at the University of Minnesota will participate in this study. Two oral tasks will be given to the students: first, they will be asked to describe a story after watching a video clip and then they will be asked to talk about one of their past experiences related to the video. Their oral data will be transcribe and analyzed both qualitatively and quantitatively. This study will also propose that the various semantic features of –ess/ass- should be taught in the upper levels considering the verb types rather than simply explaining morphological rule of –ess/ass- just at the beginning level.

#14 Acquisition of Three Korean Conjecture Modal Patterns by American Learners (K)
Sang-suk Oh & **Mi-Hyun Kim** *Harvard University*

Acquiring conjecture modality can be problematic for learners of Korean. Among the major challenges are plurality of the conjecture modals and their ambiguous meanings and functions. Many previous studies are linguistic analyses, which focus on delineating similar or different functions of the conjecture patterns (Chang, K. 1985; Chang, W. 2000; Kim, K. 1988; Kim, T. 2000; Seo. 1978; Seng, K.1978; Shin, C. 1972; Yi. K. 1978; Yi, N. 1981; Yim. 1991), while some others have dealt with pedagogical issues around them (Cheon. 1999; Kim, S. 2011; Kuo. 2008; Yi, M. 2004; Yi, S. 2006; Yi, Y. & No, C. 2003; No. 2004; Seng, M. 2009; Shin, H. 2005). Several conflicting positions on the functions of the conjecture modals, not to mention to the inherent ambiguity of their meanings, attest to the complexity of some of the conjecture modal patterns and challenges of their pedagogy and acquisition. Though there are several studies on the

pedagogical issues of these patterns, most studies are concerned with analyzing textbook presentations of these modals and teaching methods on them. Analyses of actual learner's acquisition of these patterns are rare, Shin (2005) and Yi, H. (2011) being just a few examples.

This study focuses on the acquisition of three conjecture modals, -keyss, -ul-kes-i, and -ul-kes kath, together with some conjecture adverbs and proposes pedagogical implications. We first define functions of the three modals and analyze both learners' writing data and experiment results in order to examine learners' grammatical competence with these modals. The written data in the electronic format is collected from the intermediate to advanced level students' writing assignments and essay parts of the placement test in our program. The data will be analyzed with the tool of a concordance program for conjecture token frequencies and error patterns. The experiment will be conducted through surveys of two formats: writing responses and multiple choices. The students are to write their conjecture in response to given stimuli with verbal and visual cues for writing responses. For a multiple choice test, the subjects are to choose the most appropriate conjecture patterns to given questions. Analyzing this data, we will be focusing on answering the following questions: i) What are the frequencies of each conjecture modal in the learners' writing corpus?; ii) What are the error patterns, if any?; iii) Is there any correlation between the grammatical competence of the modals and students' language levels?; iv) How does the presentation of the conjecture modals in the textbook reflect the findings from our analyses?; and v) What are the pedagogical implications for teaching of these modal forms?

The actual analysis of the essay data and the survey results is in progress and the discussion on the final analysis and pedagogical implications are to follow.

#15 Study on the L2 Acquisition of Korean Serial Verb Construction (K)
박선희 *이화여자대학교*

The objectives of the research are to investigate how L2 learners of Korean process the meaning and syntactic features of the serial verb constructions which include verb compounds, auxiliary verb construction, and complex sentences and explain how the acquisition of these constructions vary according to the semantic features, morpho-syntactic

complexity and language proficiency. The serial verb constructions under the investigation have ending '-eo/a-' in all of them. For example, verb compound ar-a-juda(to recognize), auxiliary verb construction nanu-eo-juda(to share), complex sentence which has alda verb in former clause and juda verb in the following clause connected by ending '-eo(soe)/a(seo)-', they all have '-eo/a-' among their construction. However they have semantic and syntactic gradience from each other by taking differentiated semantic and syntactic properties.

The semantic features to be investigated are [±abstractness] and [±metaphoric]. [±abstractness] differentiate the auxiliary verb constructions and others. [±metaphoric] separate the verb compounds from the other constructions. The syntactic features of the research are '-soe' insertion, particle insertion, honorific '-(eu)si-' insertion, and substitution of V1(first verb of the construction). Two research questions were addressed: (1) How do learners process semantic and syntactic features of serial verb constructions differently? (2) does proficiency variation exist in learners' acquisition of semantic and syntactic features of the constructions?

The participants are forty L1 English speakers who are learning Korean language. There will be divided in to two levels (high and low). Two sets of tasks will be used to get the data. First one is the sentence processing task which learners are asked to choose right picture or rephrased sentence after reading the serial verb constructions. The other is grammatical judgment task which the learners are asked to check the correct sentences. Two-way ANOVA will be conducted to answer the RQ1. T-test will be conducted to answer the RQ 2.

The result of the research will have implication for teaching in providing the teachers which semantic and syntactic features in serial verb constructions are acquired early and which are left for further learning and teaching. In addition, the current study will be of help for the SLA researchers to see the construction in a broader view, which has not been yet achieved.

#16 The Development of Subject/Object Particle Use in L2 Korean: A Curriculum-based Longitudinal Case Study (E)
Ebru Turker *University of Pittsburgh* & **Katie Kim** *Georgetown University*

In the field of second language acquisition (SLA), one of the commonly held views is that language acquisition occurs along a developmental sequence in which the processing components are not autonomous, rather incremental. This approach, namely the Processability Theory, aims to determine the sequence in which procedural skills develop in the learner (Pienemann, 1998). The present study employed this framework to examine the second language (L2) development of Korean subject particle -i/-ga and object particle -(l)ul on a descriptive longitudinal investigation of the Korean-as-a-foreign-language (KFL) learners.

Particle use in general is known as one of the most problematic areas for KFL learners; even when these particles are introduced at the beginning stage of their language study, KFL learners often make mistakes in the correct use of the particles at their later learning stages at the intermediate and even advanced levels. While it is important to reveal underlying processing strategies of the KFL learners, some of the main factors of the learners' error can be attributed to morphosyntactic constraints and pragmatic uses specific to Korean language such as, i) L1 non-existence of particles; ii) particle allomorph alternations; iii) word order; iv) multiple uses; v) the possibility of subject/object omission; vi) the possibility of particle omission in spoken language.

Among them, the focus will be given particularly to two of these factors: first, the possibility of subject/object omission is considered. Second, multiple uses of the subject and object particles where -i/-ga and -(l)ul is used for marking other than subject and direct object will be observed. Some of these multiple uses (e.g. haksaeng-i anita) are explicitly taught classroom instruction whereas others (e.g. mwunbyeong-ul kassta) are expected to be learned implicitly.

It will be argued that subject and object particles emerge corresponding to development and their correct use may be attainable at different stages. In this case study, all longitudinal samples, produced by four non-heritage and four heritage learners, are collected during a four semester-long period, during the beginning and the intermediate levels. The effects on L2 subject/object particle use accuracy of engaging in both

written and spoken data is investigated.

Session 2B (SIEPR 120)
Developing speaking and listening proficiency

#17 한국어 교재 대화문의 전형성 연구- 중급 교재를 대상으로 (K)
장향실 *상지대학교*, **김서형** *경기대학교*

교재 대화문의 실제성(authenticity)을 중시하는 연구(Haines, 1995)에서는, 대화문의 실제성이 외국어 학습자에게 언어 습득을 촉진하는 역할을 한다고 주장한다. 언어 현실에 근거한 대화문은, 학습자가 교실 밖 언어 수행 상황에서 보다 자연스러운 언어 수행을 하는 데 도움이 된다는 것이다. 이에 본 연구에서는 1) 대화문의 실제성 정도를 판별할 수 있는 근거 요소들을 설정하고, 2) 이를 한국어 교재에 적용하여 그 성과와 문제점을 고찰하며, 3) 특정 주제를 선정하여 그 주제에 대한 전형적 대화문을 제시해 보고자 한다.

현재 한국어 교육은, 의사소통 중심 교수법을 수용하여 언어활동의 실제적 측면을 고려한 교재 구성을 지향하고 있다. 그런데 교재를 가지고 실제 수업을 실행하는 교수자들은 대화문의 실제성에 대해 의문을 제기하는 경우가 종종 발생한다. 가령, 모 대학 4급 교재에는 친구 간에 날씨와 생활에 대한 대화를 하면서 온대성 기후, 대륙성 기후, 고산 기후 등에 대한 이야기를 나누는 대화문이 제시되었다. 이 담화 내용은 실제 언어생활에서 흔히 일어나는 것은 아니기 때문에 대화문의 실제성에 의문을 제기하게 된다. 이와 같은 문제는 대화문의 전형성 연구가 부족한 데에서 기인하는 점이 많다.

이 외에도 교재의 실제성 문제는 교육과정 설계 시 주제의 중복 방지, 난이도 조정, 지면 활용도 등의 문제로 인해 발생하기도 한다. 따라서 대화문의 실제성 문제는 각 주제별 전형적 대화문 연구와 더불어, 전체 교재 구성의 측면에서도 논의되어야 할 것이다.

실제 대화는 동일한 주제라도 화자 계층, 연령, 성별, 대화 상황 등에 따라 다양하게 나타날 수 있다. 따라서 집필자의 개인적인 경험이나 직관만으로는 실제 언어생활에서 주로 나타나는 전형적인 대화 모형을 제대로 담아내기가 어렵다. 본고에서는 교재에서 실제성 있는 대화문을 제시하기 위한 기초 작업으로, 특정 주제에 대한 실제 한국어 화자의 대화문들을 수집하여 일반적인 담화 모형(전형성)을 추출하고자 한다.

우선 대표적인 한국어 교육 기관들의 중급 교재를 대상으로, 대화문들을 분석하여 그 성과와 문제점을 찾는다. 이어서 여러 교재에서 비교적 많이 택하고 있는 주제를 선택한 후, 이 주제에 대한 대량의 담화 자료를 구축한다. 이를 위해 본고에서는 많은 양의 자료를 얻을 수 있고, 응답자의 반응을 다양한 각도에서 비교할 수 있는 (개방형) 담화 완성 테스트(Discourse-Completion

Test)를 사용하고자 한다.

요구하는 담화의 구성이 너무 개방적인 경우 연구 목적에서 벗어나는 변인들이 발생할 수 있으므로 담화의 양이나 길이 등에 통제를 가할 것이다. 통제 시, 교재에서 제시된 대화문의 특성을 적극적으로 반영하고자 한다. 또한 실제성을 확보하기 위해 대화문 제보자들은, 교재에 등장하는 대화 구성원의 특성을 반영하여 선정할 것이다. 대화 구성원들의 연령, 친밀도 관계, 사회적 위치 등의 특성을 그대로 반영하여 적합한 대상자들을 다수 섭외하여, 그들이 생성하는 담화의 일반성을 확보하고자 한다.

수집한 자료를 대상으로, 한국어 화자가 특정 상황에서 자주 사용하는 담화 구조, 담화 표현 형식, 담화 내용 등을 통계적으로 처리하여 언어 현실의 실제성을 담보하는 전형 표현(또는 전형 표현 요인들)을 제시할 것이다.

초급 교재는 발행 기관이 달라도 주제, 상황, 사용 어휘 등에서 전형성을 설정하는 데에 공통적인 인식이 비교적 선명하게 형성될 수 있는 편이다. 그러나 중급 이상의 교재는 각 교육 기관이나 교육과정, 교재의 특성에 따라 주제 및 내용 구성에서 많은 차이를 보인다. 이런 점에 유의하여 본고에서는 중급 교재를 대상으로 고찰하였다.

교재 집필 시 실제적 담화 구성을 위한 기초 연구는, 그동안 많은 필요성에도 불구하고 연구 작업의 복잡성 등으로 인해 개별 상황 중심으로 몇몇 연구들이 진행된 정도이다. 따라서 교재에 나타나는 담화 유형의 차이를 실제성 측면에서 살펴보고 전형성을 제시하는 이 연구는 교재 개발 및 개편을 위한 기초 조사로서 그 의의가 있다고 본다.

#18 한국어 구어 듣기 교육에 관한 연구 (K)
정선화 *중앙대학교*

본 연구는 외국인 한국어 학습자를 위한 듣기 교육에 관한 연구이다. 듣기는 음성 언어를 매체로 하는 활동이므로 듣기 교육 내용에 구어의 특성을 반영해야 한다. 그러나 현재 한국어 듣기 교육은 문어를 중심으로 이루어져 있기 때문에 학습자들은 실제 듣기와 격차를 느끼게 되고 이는 학습 의욕과 동기를 떨어뜨리는 원인이 되고 있다.

그러므로 본고는 한국어 듣기 교육에서 구어 교육의 중요성과 필요성을 밝히고 나아가 구어 교육의 기본 원리와 내용을 고찰하려고 한다. 이를 위해 교육 현장의 3요소인 교사와 학습자 그리고 교재를 대상으로 한 실증적인 연구 방법으로 논의를 전개하였다.

먼저 교사와 학습자를 대상으로 광범위한 설문조사를 실시하여 구어와 구어 교육에 대한 인식을 살펴보았다. 그리고 다양한 실험들을 통하여 학습자들이 문어 듣기 능력에 비해 구어 듣기 능력이 부족하고 한국어 노출 정도, 듣기 전략, 학습 방법, 학습 유무 등이 구어 듣기 능력에 영향을 미치는 요인임을 알 수 있었다. 그리고 학습자들에게 인지도가 높은 구어의 특성이

무엇인지 항목별로 밝혀 보았다. 통사적 특성 중 도치는 학습자들의 듣기에 부정적 영향을 미치지 않는다는 것을 알 수 있었고, 중급 학습자들을 대상으로 한 구어 교육의 긍정적인 효과도 검증하였다.

들기 교육을 규범적 듣기 교육과 실제적 듣기 교육으로 나누어 제시하였고 효율적인 듣기 교육을 위해 실제적 듣기 교육이 필요함을 제안하였다. 실제적 듣기 교육은 구어의 음운적·통사적·어휘적 특성을 반영하여 한국인의 실제 발화에 가까운 자료를 교육내용으로 하는 듣기 교육을 말한다. 듣기 교육의 내용으로 제시한 구어의 특성별 구체적 내용들은 실제 구어 말뭉치에 나타난 빈도를 중심으로 제시하였다.

이 연구의 한계는 다양한 구어적 표현들과 화용적 차원에서 다루어야 할 많은 특성들에 대해 충분하게 다루지 못했다는 점이다. 그리고 국내외 다양한 기관에서 교수·학습하고 있는 교사와 학습자의 구어 듣기 교육에 관한 인식을 살펴보았다는 점과 학습자들의 구어 이해 양상과 듣기에 미치는 구어의 영향에 대한 실증적인 연구를 했다는 데에 본 연구의 의의가 있다.

#19 Pedagogical Scenarios for Teaching Topic/Nominative Marking in Discourse (E)
Young-mee Yu Cho, Ji-Young Jung *Rutgers University* & **Minyoung Park** *Hankuk Univ. of Foreign Studies*

Based on an error analysis of beginning learners' use of the topic marker (–은/는: TM) and the nominative marker (–이/가: NM), we identify sources of common errors, and we then propose a series of pedagogical scenarios that facilitate the acquisition of semantically accurate and pragmatically appropriate uses. Discourse markers are arguably one of the most challenging areas in acquisition, often causing significant confusion in their usage across different contexts. Linguistic analyses of TM/NM have often treated them as analogous to Japanese counterparts (Sohn, 1980) and only recently have there been attempts to clarify important differences between the two languages (Lee & Shimojo, 2010). Similarly, pedagogical grammar treats TM as a (1) topic marker, (2) contrast marker, and (3) marker of emphasis, and NM as a subject marker, in much more simplistic terms than in Japanese pedagogy (Noda, 1996). Although most KFL textbooks introduce them as the very first grammatical elements, the explanation is simply as TM marking the topic and NM marking the subject of a sentence, without mentioning the subtle interplay between the two. Only a few textbooks further specify their functions; TM is used "to emphasize a particular noun or refer to a noun known to both speakers

and listener" (Navigating Korean) and in "comparing two items" or "changing the topic" (Integrated Korean). Only Arirang Korean attempts to state the differences, but without much clarity that only TM can emphasize the topic and marks 'comparisons."

In the current state, then, it is no surprise that both teachers and learners are utterly confused by vague and inaccurate explanations involving notions like 'topic', 'emphasis' and 'focus' 'new/old information', etc., resulting in massive errors in elementary classes as well as egregiously fossilized errors found even in advanced learners. Every major textbook presents the canonical use of TM as the topic marker, but, ironically, the most frequent errors in our data involve the 'replacement' of TM by NM in introducing a new topic or in marking a contrastive relationship. We examined the incorrect and inappropriate uses in the student work of 27 first-semester students over a 15-week period. Most of the identified errors occurred in extended stretches of utterances or a narrative, rather than in isolated sentences, which strongly indicates that teaching discourse markers crucially needs pragmatic strategies that highlight target features, rather than a sentence-level syntactic approach. We propose that TM and NM (as well as bare nouns and zero pronouns) must be taught in more concrete contexts with clear explanations of their discourse characteristics through communicative activities explicitly designed to express the intended meanings and purposes. The scenarios we propose demonstrate a variety of contexts that show the use of TM as a 'framing strategy' in discourse (H. Lee, 2005). Finally, we propose that discourse marking should be introduced spirally along strategic points all the way up to the advanced level, in order to reinforce the appropriate use in complex structures and to expand the learner's pragmatic repertoire of more subtle and implicit interactional meanings.

#20 Appropriate uses of referents and verbs in narratives in Korean and pedagogical implications (K)
Jong Oh Eun & **Mina Lee** *DLIFLC*

As demands for speakers with higher speaking proficiency increase in global markets and government sectors, language instructors have used storytelling or narratives as a useful tool to help students become an advanced level speaker. In order to effectively tell a story or personal experience, a speaker needs to be able to appropriately describe the

participants in the story, the participant's actions and movements, and the sequence of events related to what s/he wants to talk about (Strauss, 2009). In other words, the speaker should be able to choose words appropriate to the context and the target culture's expectation in order to communicate with the addressee more effectively while s/he speaks. The speaker also needs to be equipped with a high level of sensitivity for semantic and pragmatic differences.

This presentation will share results of the study and the pedagogical implications. The study focused on how Korean as foreign language (KFL) learners use referents and action verbs when they narrate a story. The study is based on data collected from a well-established intensive public institution as a joint endeavor between the Center for Advanced Proficiency Education and Research (CALPER) at the Pennsylvania State University and the Korean Language Program at the Defense Language Institute (DLI). The narrative that was used in the data collection was a short 6 minute file, called The Pear Film (1980). The corpus consists of datasets from 16 non-heritage learners, 5 heritage learners, and 15 native speakers.

Using the teaching material published by Strauss (2009) as a starting reference point, presenters analyzed the collected data focusing on uses of referents by learners, heritage speakers, and native speakers (젊은 남자, 아저씨, 어린이, 청소년, etc.) and uses of verbs that are translated into various verbs in Korean depending on contexts (e.g. to bring = -데리고 가다, 가지고 가다, 끌고 가다, etc.). The data analysis shows how learners' uses of referents and verbs vary and how they are different from that of heritage speakers and native speakers in terms of semantic and pragmatic aspects of the language.

This study illustrates that it is challenging to acquire these expressions simply from textbooks. It also suggests that form-focused instruction or simple translation activities cannot fully help learners grasp semantic and pragmatic differences among word choices and may not be sufficient for learners to use expressions appropriate to a certain context. Finally, suggesting that teachers use authentic materials such as video clips and pictures to create meaningful activities, presenters introduce possible activities and pedagogical suggestions for useful activities to help teachers link the findings to classroom teaching.

Session 2C (SIEPR 320)
Vocabulary and reading

#21 Does knowledge of Chinese Characters make L2 learners improve their knowledge of sino-Korean words? (E)
Dongmin Kim *University of Hawaii at Manoa*

This study examines the efficacy of teaching Chinese characters for sino-Koreans. The utility of Chinese characters' instruction is frequently debated. In spite of the fact that greater than 60% of Korean vocabularies has Chinese roots, the subject of Chinese characters has become marginalized in Korean secondary schools. It is because of a policy encouraging the exclusive use of Hangeul. Thus, the present generation of students has little knowledge of Chinese Characters. While the practice of teaching Chinese characters is waning, the concerns for sino-Koreans lead scholars to research related pedagogical issues(Kang, 2001;Mun, 2007;Lee, 2008; Kim, 2010). Currently 35 non-Korean universities and 5 Korean universities are actively teaching the subject(Lee, 2007). Preliminary results from my research indicate that instruction of Chinese characters is an effective approach for teaching reading to L2 students of Korean.

20 students of KOR307(2011Fall) "Korean reader for Chinese Characters" participated in this study. The participants were mixed with 14 Korean heritage students and 6 non-heritage students. The students completed one semester and 14 students among them are currently enrolled in KOR308(2012Spring). The researcher executed the survey on the need and satisfaction and pre- and post-test(This process is ongoing and will be continued with KOR402 students for comparison). The instruction focused on teaching each Chinese character through a short story. For instance 醫 means 'a doctor picks out an arrow(矢) in the body with two hands(殳) and pours out alcohol(酉) for disinfection'. Pair activities, assignments and quizzies followed thereafter. The pre- and post-test items consist of multiple choice questions regarding sino-Korean vocabulary.

The students strongly agreed with the notion that the knowledge of Chinese characters can make understanding and memorizing sino-Korean words easier. However, the response concerning written knowledge of Chinese characters varied. The participants on the negative side

commented that reading knowledge is more essential because the process of writing is quite time-consuming. The analytical explanation on each character with a type of storytelling was effective in enhancing the understanding and memorization of Chinese characters.

Specific results and statistics will be shown, including instructional methods in which students learned with interest.

#22 한국어 문법 항목 표제어의 문제와 해결 방안 (K)
InJung Cho *Monash Unversity, Australia*

본 논문은 현행 한국어 문법 항목 표제어의 문제점을 밝히고 이의 해결 방안을 제시하고자 한다. 기존 한국어 교재와 사전을 대상으로 한 예비 조사에 따르면 문법 항목 표제어의 표기는 교재와 사전마다 조금씩 차이점을 보이기는 하지만 공통적으로 표제어가 무엇을 나타내는 지가 불분명할뿐만 아니라 표제어에 사용된 기호나 부호에 있어서도 일관성이 결여되어 있다. 예를 들어, '+아/어도 되다'나 '+(으)ㄴ/는 김에'라는 문법 항목에서 빗금(/)이 과연 무엇을 나타내기 위해 사용되었는가를 쉽게 이해할 수가 없다는 불명확성의 문제가 있다. 또한 '+(으)ㄴ데'와 '+다(가)'의 경우 각각 '으'와 '가'가 괄호 안에 들어가 있는데 괄호의 쓰임이 첫번째와 두 번째가 서로 다르다는 비일관성의 문제를 지니고 있다. 즉, 첫번째 괄호는 용언의 어간에 받침이 있느냐 없느냐에 따라 '으'를 사용한다는 것인 반면 두 번째 괄호는'가'가 생략가능한 요소라는 것을 나타내기 위해 사용되었다.

한국어 문법 항목 표제어는 이러한 불명확성과 비일관성의 문제뿐만 아니라 비격식체 문법을 제대로 반영하지 못하고 있다는 문제점도 있다. 예를 들어, 조사 '은/는'의 경우 비격식체에서는 'ㄴ'도 많이 사용된다는 점이 반영되어 있지 않다.

한국어 문법 항목 표제어의 이러한 표기는 문법 항목을 학습자들에게 좀더 쉽게 그리고 일반화해서 제시하는 데에 걸림돌이 되고 있다. 이에 본고에서는 이를 해결하기 위한 방안을 제시할 것이며 제시된 방안의 타당성을 학습자를 대상으로 설문조사와 인터뷰를 통해서 뒷받침하고자 한다.

#23 Effects of text modification on L2 Korean reading comprehension (K)
Dong-Kwan Kong *University of Hawaii at Manoa*

The study investigates the effects of input modification (i.e., simplification and elaboration) on KFL reading comprehension. A total of 160 participants were randomly assigned to one of five conditions: baseline, simplified, lexically elaborated, structurally elaborated, or lexically & structurally elaborated. Comprehension will be assessed by a 21-item multiple-choice test of seven passages with three question types in each: synthesis, replication, and inference questions. In addition, a questionnaire for background, prior learning experience, and perceptive comprehension were administered. The test data were analyzed by a multivariate analysis of variance and analysis of variance with a least significant difference (LSD) test used in post hoc analyses. The results were as follows: (a) simplified input promoted KSL students' reading comprehension, although the results were not statistically significant; (b) elaborated input enhanced the reading comprehension with degrees of difference among elaboration types; (c) the effects of simplification were not significantly different from those of elaboration; (d) different text modification types assisted students' degree of comprehension processing differently measured by the scores of reading comprehension on different item types; (e) students' perceived comprehension was well reflected on their total scores of reading comprehension. The perceived comprehension of all the modification type groups was significantly higher than those of the B version group.

#24 문화 스키마가 읽기 텍스트 이해에 미치는 영향 연구: 영어권 중·고급 학습자를 대상으로 (K)
Mikyung Chang *Korea University* & **Sang-Seok Yoon** *University of Minnesota*

최근 한국어 읽기 교육 연구에서는 읽기 과정 내 독자 역할에 대한 변화된 관점이 지배적이다. 즉, 읽기 과정에서 독자의 역할은 텍스트의 고정된 내용을 수동적으로 받아들이는 것이 아니라 자신의 다양한 배경 지식을 능동적으로 활용하여 텍스트의 내용을 스스로 구성해 내는 것이라고 본다. 따라서, 독자로서의 학습자들이 텍스트의 내용을 이해하기 위해서는 텍스트 내용뿐만 아니라 자신의 배경 지식에 근거하여 처리하는 과정이 모두 필요하다. 그러나, Carrell(1998:102-103)에서 지적했듯이 학습자들은 읽기 이해 과정에서 텍스트 편향성과 지식 편향성이라는 문제 현상을 보이는데, 특정 텍스트에 적합한 스키마가 부족할 경우 그 텍스트를 처리하는데 어려움을 겪고 이 때 학습자들은 전적으로 텍스트 입력을 통해 의미를 구성하려고 하거나 혹은 그들이 가지고 있는 가장 근접한 스키마로 대체하고자 노력하면서 읽기 이해에 어려움을 느낀다는 것이다.

텍스트 이해에 적합한 스키마가 필수적이라는 이러한 예측은 영어 교육 분야의 여러 연구 결과를 통해 확인되었다. Johnson(1982)에서는 고급 ESL 학습자들의 경우, 문화적 친숙도가 텍스트 내 어휘에 대한 지식보다 회상

수행에 있어 더 신뢰할만한 결정 요인이었음을 밝혔으며, Kang(1992)에서는 한국 대학원생들이 문화적으로 익숙하지 않은 이야기를 영어로 읽으며 사고 구술을 할 때, 모르는 단어나 표현의 의미를 추론하는 데 그들의 제1언어 문화 지식에 상당히 의존했다는 사실을 바탕으로 제2언어 텍스트 정보의 의미 해석은 제1언어 문화 지식이라는 필터를 통해 이루어진다는 결론을 내리기도 했다.

이러한 시각을 좀 더 발전시킨 Alptekin(2006:497)에서는 문화적으로 익숙한 배경 지식이 제2언어 읽기의 추론적 이해와 사실적 이해에 미치는 영향에 대해 연구하면서 '토착화(nativization)'라는 텍스트 변형 방식을 소개하였다. 이 때 '토착화'란 원래 이야기의 언어적·구조적 내용은 그대로 보존한 채, 텍스트적·맥락적 실마리들만을 학습자들의 문화에 맞게 화용적·의미적으로 바꿔 쓰는 것을 의미하는데, 토착화된 텍스트를 읽은 집단의 경우, 텍스트에 나와 있지 않은 정보들에 대해 묻는 추론적 이해에 있어서는 원래 텍스트를 읽은 집단에 비해 훨씬 성공적이었다는 결론을 얻기도 하였다.

한국어 교육 분야에서도 스키마 이론의 전반적 양상, 혹은 특정 스키마를 활용하기 위한 방안에 관한 연구는 많이 이루어졌다. (이강록·임명옥 2009, 황정인 2011) 그러나 '문화 스키마'라는 특수한 요인을 분리하여 그 요인과 학습자들의 텍스트 이해 과정의 상호작용을 구체적으로 다룬 연구는 그리 많지 않다.

이에 본 연구는 읽기 이해에 영향을 줄 수 있는 학습자의 여러 요인들 중에서도 학습자들의 배경 지식, 특히 목표 텍스트가 담고 있는 문화적 내용에 대한 스키마에 관심을 두었다. 문화 스키마의 존재 여부가 구체적으로 학습자들의 읽기 과정에 어떠한 영향을 미치는지를 살펴보기 위해, 특수한 한국의 문화적 내용을 담고 있는 수필 텍스트를 선정하여 1차적으로 최고급 수준의 학습자들과 한국어 교사들의 인식을 조사하여 문화적으로 이해가 어려울 것으로 판단되는 요소들을 파악하였다. 그리고 실험에 있어서는, 영어권 학습자들에게는 영어로 어휘와 문화에 대한 주석을 달아 준 텍스트를 제공하고 중국, 일본 학습자들에게는 언어적으로 단순화시킨 텍스트를 제공한 후, 학습자들의 이해 양상을 살피기 위해 텍스트 정보에 기반한 사실적 이해를 묻는 질문과 학습자의 지식에 기반한 추론적 이해를 묻는 질문을 활용하여 그 응답 결과를 분석하였다. 분석 결과, 한국 문화에 대한 배경 지식이 많을 것으로 예상되는 중국, 일본 학습자들이 영어권 학습자들에 비해 전반적으로 높은 이해도를 보였으나, 추론적 이해에서는 큰 차이를 나타내지 못하였다.

이 실험 결과를 바탕으로 추후 영어권 학습자들에 초점을 맞춰, 그들의 부족한 문화 스키마를 활성화시킬 수 있는 방안을 마련하기 위해, 미국 내에서 한국어를 배우고 있는 학습자들과 한국의 대학에 교환 학생으로 와 있는 학습자들을 추가적으로 선정하여 언어적 수준을 동일하게 한 후 상호 텍스트성을 활용한 관련 텍스트 제공 및 학습자 간 협력 활동을 통한 관련 정보 파악하기 등 상호 작용을 강조하는 새로운 방안을 시도해 보고 그 효과 및

한계에 대해 논의할 것이다.

Session 3A (SIEPR 130)
Film and culture

#25 상호 문화적 능력 향상을 위한 한국인의 '흥' 이해 교육 연구-
<흥부가>를 중심으로 – (K)
김종철, 김혜진 서울대학교

이 연구의 궁극적 목표는 한국어 학습자들이 한국인의 정서 혹은 정신문화의 한 요소인 흥을 이해하여 한국 문화에 대한 심층적인 이해를 도모함은 물론 이를 바탕으로 상호 문화적 능력을 향상시키는 데 있다.

상호 문화적 능력(intercultural competence)이란 다른 나라, 다른 문화의 사람들과 효과적으로 상호 작용할 수 있는 능력으로 한국어 교육에서는 상호 문화적 능력을 의사소통 능력의 향상에 기여할 수 있는 범위 내에서 논의해 오고 있다. 즉, 상호 문화적 능력을 의사소통 능력의 기저로 작용하는 중요한 요소로써 외국어 학습 혹은 외국 문화와의 교류 시, 목표 언어와 문화의 습득을 위해 필수적으로 획득해야 하는 능력으로 보고 있다.

본고에서는 한국어 학습자의 상호 문화적 능력 향상을 위해서 한국인 정신문화의 한 요소인 '흥'을 이해할 필요가 있다고 보고, 중심 텍스트로 한국의 고전 판소리 작품인 <흥부가>를 선정하였다. 또한 이밖에도 흥이 드러난 다양한 학습 자료들을 참고하여 흥의 교육 내용을 추출하고, 그 교육 방안을 제시해 보고자 한다.

'흥'은 마음이 삶의 밝은 측면으로 향했을 때 조성되는 미감으로 즐거움, 기쁨, 상쾌함과 같은 긍정적이고 즐거운 기분을 향유하는 데서 오는 양(陽)의 정서로 한국인의 역사·문화적 배경 아래 형성되어 한국인의 정신세계나 일상생활 속에 많이 내재되어 있다. 그러나 지금까지 한국어 교육 혹은 한국 문화 교육에서 본격적으로 다루어진 적은 없고 다만 일부 교재에서 어휘적 차원에서의 뜻풀이나 한국인 일상생활의 한 단면으로만 소개되고 있는데 이로써는 '흥'이라는 한국 정신문화의 중요한 부분을 심층적으로 이해하기에는 부족하다.

본고의 이론적 배경은 바이럼(Byram)의 문화 간 소통 능력을 기반으로 하였다. 바이럼은 상호 문화적 능력을 타인에 대한 지식을 쌓고, 다른 문화를 해석하고, 다른 문화의 가치와 믿음을 존중하면서 자신의 문화를 상대화시킬 수 있는 능력이라고 정의한다. 그리하여 상호 문화적 능력의 구성 요소를 태도(attitudes), 지식(Knowledge), 해석 기술(Skills of interpreting), 발견과 상호 작용 기술(skills of discovery and interaction), 비판적 문화 인식(critical cultural awareness)의 다섯 가지로 규정하였다.

본 연구의 연구 방법과 절차는 다음과 같다.

첫째, <흥부가>에 나타난 '흥'의 정서를 중심으로 작품 분석을 하였다. 그 결과 '흥'을 크게 '삶을 대하는 낙관적 자세로서의 흥'과 '집단적 개방성으로서의 흥'으로 유형화시킬 수 있었다.

둘째, 실험 집단을 <흥부가>의 교수·학습 유무에 따라 <흥부가>를 학습한 집단과 학습하지 않은 집단으로 나누어 '흥'의 이해 및 수용 양상을 살펴보았다. 이때 <흥부가>만이 아닌 흥에 대한 요소를 포함하고 있는 다른 여러 텍스트를 활용하였다. <흥부가>를 학습한 집단은 학습하지 않은 집단에 비해 흥에 대한 유연성을 지니면서 '흥'과 관련된 학습자 나라의 정서나 문화를 찾아서 비교·대조해 보려는 시도를 하였다.

셋째, 학습자가 이해한 '흥'의 양상을 유형화하고 '흥'교수·학습 방안을 '이해를 바탕으로 한 수용', '의사소통적 맥락에의 적용', '학습자 나라의 정신문화와의 비교·대조·평가'의 세 가지로 구체화시켜 제시하였다.

한국어 교육에서 문화 교육에 관한 논의는 꾸준히 지속되어 오고 있음에도 불구하고 현재까지 교육 내용과 방법론적 측면에서 주목할 만한 성과가 나오고 있지 못 하다. 이는 한국어 교육 내에서 문화 교육의 범주와 구성 요소에 대한 합의가 이루어지지 않고 있기 때문이다. 따라서 본 연구는 문화 교육의 한 내용 요소를 선정하고 그에 대한 구체적인 교육 방안을 제시하고자 하였다.

앞으로 본 연구의 과제는 흥뿐만 아니라 한국 정신문화-정, 한, 풍류, 해학, 골계 등-의 다양한 요소들을 한국어 학습자들에게 구체화·가시화시키는 교수·학습 방법을 설계하는 데 있다.

#26 The role of media in culture learning: CBI curriculum development (K)

Sang Yee Cheon *University of Hawaii at Manoa*

L2 learners at all levels should not only learn an L2, but also learn about social issues or the culture of the L2. In fact, the more that L2 learners wish to improve their proficiency level, the more they need to know about culture. L2 Cultural awareness is often called the fifth skill in language learning. Content and language mastery is essential in content-based instruction (CBI) courses. This presentation will be an introduction to the role of media in culture teaching by sharing media materials (e.g., K-pops, film, ads, TV show, news, documentary) in CBI courses; then, how to integrate cultural elements into the L2 teaching will be pedagogically considered.

The Korean wave since the 1990s reflects various aspects of Korean culture from music, drama, food, fashion, language, etc. Recently, K-pop has been spreading all over the world via social networking systems (SSN),

creating a sensation and increasing popularity. Thus, it is important to incorporate cultural elements into curriculum or course design, as it is also important to let our students be exposed to various aspects of recent Korean popular culture. In many ways, the use of visual and audio materials can stimulate the interest of target language learners, motivating them in their foreign language education. Media is one of the most effective and widely available information sources, such as visual and audio materials on current Korean social, political, economic and cultural events and issues. In particular, distinct media sources such as TV news and newspaper articles can be targeted to particular learning levels (i.e., advanced-level learners).

The aim of this presentation is to provide language educators or administrators with appropriate content and teaching methods for effective and meaningful communication to facilitate foreign or second language learning by implementing culture-oriented CBI courses through media. In this presentation, the CBI courses will be reviewed in terms of 1) instructional approach, 2) teaching format along pedagogical issues and 3) substantial examples of teaching materials using media at different levels. The teaching materials including unpublished two textbooks entitled 'Essentials of Korean Culture' and 'Language and Culture of Korea through Film' that are ready for publication, accompanying authentic visual media resources (e.g., film, ads, TV show, news, documentary, etc.) and teaching activities for teachers to use will be presented. The success of the content courses in terms of ILR oral proficiency interview results and the role of culture in language teaching and learning will be discussed.

#27 Incorporating Korean Wave into the Learning of Korean History and Culture: How to teach Korean Cinema and Culture Course (K)

Minju Kim *Claremont McKenna College*

In many North American colleges, one or two instructors are running Korean program. With shortage of man power, colleges often look for a Korean language instructor who can teach not only language courses but also one or two culture or history courses. My presentation will discuss how a Korean language instructor who did not major in cinema or history can successfully teach a Korean cinema and culture course. Based on my own experience, this presentation will offer detailed account on how to teach a Korean cinema and culture course including textbooks, readings for

films, and course format. The start of this course dates back ten years ago when I received a syllabus from Kim Kyung Hyun who teaches Korean cinema in UC Irvine. His course was too technical to address and attract broad audience and my school did not have many Korean students like UC Irvine. Over the years, I developed my own film course that incorporates Korean history and cultural theories.

The Korean cinema and culture course examines Korean history, politics, culture, and society through analysis of their representation in contemporary Korean cinema. A selection of films is employed as a showcase that tangibly presents Korean history and culture. Substantial readings are supplemented to deepen students' understanding of the topics related to these films. This course is divided into three parts: "New Korean Cinema," "Korea's Transformation," and "Post-Trauma & Korean New Wave."

Part 1: "New Korean Cinema" discusses representative films that led Korean film industry's recent commercial and aesthetic success at home and abroad. It also surveys changes in Korean film industry and society since late 1980s and examines the driving forces behind the current boom called "New Korean Cinema." With Shiri, Host, King and the Clown, this course discusses the characteristics that define "New Korean Cinema" and how it moved beyond simple "Koreanization of Hollywood Formula" and developed its own "genre-bending" and other characteristics.

Part 2: "Korea's Transformation" studies major events in modern Korean history through the examination of their filmic representations. This course follows the history of Korea chronologically from the last phase of the Yi Dynasty focusing on topics such as Confucianism, colonial period, nationalism, and Korean War. With Sopyonje, My Heart, and Joint Security Area, it will talk about Orientalism, New Women (신여성), post-colonial experience, and national division.

Part 3: "Post-Trauma and Korean New Wave" examines the film movement "Korean New Wave" in 1990s and Korea's fight against military government. With Peppermint Candy, this course investigates Korea's democratic movement and how Korea tried to recollect its silenced, traumatic memory. It also compares the striking parallelism between "Korean New Wave" and another post-traumatic film movement, Chinese Fifth Generation Films after China's Cultural Revolution (e.g., Raise the Red Lantern).

If taught in English, a Korean cinema and culture course does not require any prerequisite while it can fulfill general education requirement (e.g., foreign literature).

#28 Teaching Korean Politics through Cinema in an American Public University: Students' changing perception about South Korea and North Korea (E)
Yoonkyung Lee *State University of New York at Binghamton*

Teaching Korean politics to college students with little prior exposure to the complexities of the peninsula's modern history can be a pedagogically daunting task. As a scholar trained as a political scientist, not an education or language specialist, I taught an undergraduate course entitled "Korean Politics through Cinema" three times over the last six years at a state university in the United States. The class took advantage of the rising popularity of Korean cinematography and combined politics and cinema as a method of facilitating students' understanding of turbulent Korean politics in the post-1945 decades. The course covered both South Korea (about 2/3 of course materials) and North Korea (1/3 of course materials) and attracted diverse undergraduate students to the full capacity of the class size (forty seats) every time it was offered.

This paper examines the learning experience of students who enrolled in this Korean politics class based on interesting observations generated from student surveys (113 students in total) undertaken before and after class. Education intends to generate change, however diversely it is defined, among students, and expects this change to be eventually reflected in students' choices and decisions for their future career as well as their everyday lives. This Korean politics class was obviously designed to enhance students' understanding of contemporary politics in the two Koreas. With student survey results, this paper intends to analyze two aspects of teaching about Korea. First, the paper traces how students' perception about South Korea and North Korea respectively underwent change after taking the course. Second, the paper explores the effectiveness of incorporating audiovisual materials, especially featured and documentary films in this case, and identifies thought-provoking interventions the films made in the Korean politics course. Through this examination, the paper make suggestions for how Korean politics courses can better meet the intellectual needs of college students in the US and

ultimately achieve conveying both knowledge content and critical thinking in a college classroom.

Session 3B (SIEPR 120)
Assessment and evaluation

#29 An approach to teaching Korean irregular verbs based on Korean informatics (K)
JinHong Kim *Manhattan School*

The research objective of this paper is to introduce a different frame for irregular verbs from the popular rules, to explain a process for learning of Korean irregulars, and discuss on the simplicity of this approach based on computational morphology.

Verb stems are classed into two major classes on the phonological basis: "V-stems" and "C-Stems". The V-stems end in a vowel and C-stems in a consonant. And each of the major classes is further divided into 'Invariable' and 'variable' sub-classes depending on whether the morphemic forms of stems are invariable or variable when combining with various verbal suffixes or inflectional endings. (Hansol H. B. Lee 1989 Korean grammar p.78)

A number of Korean verbs are called "irregular" because they do not seem to follow the general phonological rules during conjugation. However, these are not random exceptions to the grammar, and many are explainable by assuming different forms as basic. Some of true exceptions are belong to the result of historical change. Furthermore, most of the "irregular" verbs belong to the basic, common vocabulary, and it is important to learn to which class a verb belong to from the beginning. (Young-Key Kim-Renaud 2009 Korean: an essential grammar p.124)
Various researchers explain the computational methods of handling verb conjugations including irregular cases in Korean informatics. These statements are very different from regular statements in educational textbooks.

This discussion will focus on a design of process to understanding of Korean irregular verbs, which is modified from [전산형태론 Computational morphology]이기용 K.Y. Lee(1999) chapter 4 and [한국어 형태소 분석과 정보검색] 강승식(2002) chapter 16, and [DECOP 한국어 학습자를 위한 한국어 동사 형용사 활용 마법사] 남지순(2007).
All of verbs are categorized easily into major 3 groups and 10 or more minor groups due to diversity of conjugations.

This paradigm will give a good device to teaching irregular verbs including even learner's error.

#30 Assessing Oral Proficiency and Grammatical Errors (K)
Sun-Kwang Bae & David Moon *DLIFLC*

In this presentation, we will report the results of data analysis that delineate typical grammar errors observed at each level of speaking proficiency scale, using the data from Korean oral proficiency interviews that were conducted to give formative feedbacks. We will also discuss ramifications of the observed patterns for teaching grammar at each level, and the role of grammatical errors in the assessment of speaking proficiency.

The data consist of the five to ten minutes long oral interviews that were conducted as a part of the face-to-face diagnostic assessment (DA) protocols. A total of fifty nine samples, which consisted of nineteen at Level 1, twenty nine at Level 1+, eleven at Level 2 of the ILR proficiency scale, were analyzed for this paper. Grammatical errors were tagged by the DA specialists using the recorded interviews. The tagging was done using twenty four prescribed grammatical categories that include verb conjugations, markers, numbers, pronouns, cohesive devices, and sentence types.

By delineating the typical error types at each level of proficiency, we will be able to suggest a learning path of grammatical features toward the specific level of proficiency. We will also be able to estimate the impact of grammatical errors on level assignment by looking at the distributions or variations of error patterns over the level assigned of reading and listening skills in the assessment protocol.

#31 Development of online Korean proficiency test (E)
Namhee Lee & Hyojoung Kim *California State University at Los Angeles*

A. Objectives of the project
With rapid expansion of the number of students learning Korean in

diverse educational institutions, it is of utmost importance to develop an efficient diagnostic tool to place a student at the right course that parallels to his/her proficiency level. This tool should be 1) valid and reliable in assessing his/her proficiency, 2) logistically efficient and cost-effective, 3)comprehensive enough to cover as diverse levels as possible, and 4)appropriate for diverse age groups of learners of Korean.

B. Development of the test

Realizing this needs, we developed an online Korean proficiency test, the characteristics of which are following.
 1. It is the internet-based, and therefore an instructor can direct a student to take it anytime and anywhere where the internet access is available.
 2. It evaluates vocabulary, grammar, reading, listening, and writing.
 3. It covers from Novice Low to Superior levels as defined by ACTFL proficiency guidelines.
 4. It takes 20 to 60 minutes for a student to finish the test based on his/her proficiency level.
 5. Language used for the test was carefully selected for it to be appropriate for typical age groups of Korean learners in college, high school, and junior high.
 6. Test items for each proficiency level were developed to best match the ACTFL guidelines.

C. Structure of the test

To be time-efficient, the test takes a strategy that is used in ACTFL OPI, i.e. finding the performance ceiling and performance floor. The actual structure of the test flow is very intricate and will be demonstrated in our presentation. Below are two examples.
 1. Starting with Intermediate Mid (pass)=> Advanced Mid (pass) => Superior (pass): this person's proficiency level is a Superior.
 2. Starting with Intermediate Mid (fail)=> Novice Mid (pass) => Intermediate Low fail) => Novice High (fail): this person's proficiency level is a Novice Mid.

D. Participants: We executed this test to 500 voluntary participants. They are selected as following.
 1. they are selected from all over the united states.
 2. they are selected from age groups of 12 to 20.

3. they are selected both from those who have taken Korean instructions from Sunday Korean schools, middle schools, high schools and colleges and also from those who have never taken any formal instruction in Korean but learned the language in informal settings.

E. Analysis and Theoretical Issues: Based on an analysis of the test results, we are going to present on the following issues.
 1. achievements and shortcomings of the test
 2. strategies to solve the shortcomings
 3. needs for developing assessment theories for online language proficiency tests
 4. still remaining challenges

F.Applicability: The developed test provides the Korean teaching community with a proficiency test model that can be conveniently adopted by and adapted to diverse institutions of Korean language teaching with minimal modifications. Presentation will discuss how this model can be utilized by Sunday Korean schools, middle schools, high schools, and colleges respectively according to their instructional needs, characteristics of student population, and diverse logistical situations.

#32 The Effects of the Study Abroad Program (K)
Jean S. Ryu *Defense Language Institute*

This research explores the effectiveness of the 6-week Study Abroad Program in the Asian School II (Korean Basic Program) at DLI. The Asian School II sends 50-60 students to the Korean Universities every year. During the program, students attend more than 30 hours per week of classroom language and culture study. Students also participate in daily out-of-class activities and weekly field trips.

Three instruments were used. Data were collected from 120 students from 2010 to 2012. The student survey data were analyzed both quantitatively and qualitatively. To investigate whether students' language skill improvement, Pre-post Diagnostic Assessment were analyzed; ANOVA was performed to check if language skill changes are significant before and after the participation. Students' writing samples are analyzed to find out if there are any changes in students' attitude and motivation.
    - Research Questions:

1. How do students rate the academic program and logistics?

2. To what extent do students' language skills change after the study-abroad immersion program?

3. To what extent do students' attitude, motivation, and confidence change during study-abroad immersion program?

   - Participants: 120 students (15 groups)

   - Instruments:

1. OCONUS Immersion Student Opinion Questionnaire (self-report): The researcher edited the original questionnaire developed by Immersion Language Office, DLI. The questionnaire consists of 99 items (5 point Likert scale) and 10 open-ended questions. Students participated in the survey within a week of students' return to the school from Korea.

2. Pre-Post Diagnostic Assessment: In order to compare changes in students' language skills (listening, reading, and speaking) between two Diagnostic Assessments.

3. Students' writings: Students wrote 2 entries per week during in-county immersion program. Writings were qualitatively analyzed to find what extent students' attitudes, motivation and confidence are changed.

   -Analysis

1. Descriptive analysis on Student Opinion Questionnaire

2. ANOVA (and t-test) to compare pre-post Diagnostic Assessment

3. Qualitative Analysis for students' writing

   -Findings

1. Relationship with Instructors, Living Arrangement, Host Family Program, and Affective Factor were rated highly favorable.

2. Students reported that Student Helper was most beneficial for their listening, speaking, and culture learning. They provided opportunities for interaction with native speakers of Korean, learning culturally appropriate behavior, confidence, and motivation.

3. In-class instruction helped students' reading, writing, and grammar.

4. Students' speaking, reading, and listening skill improvement were statistically significant, according to analysis on Diagnostic Assessment Data.

   -Implications

1. Communication with the instructors of the host program in Korea is utmost important to make the program successful.

2. Students want to have more informal learning experiences.

3. Students seem to worry about DLPT preparation because they felt behind in certain topics which they missed at DLI. Therefore, instructors at DLI should find ways to make up those topics.

Session 3C (SIEPR 320)
Learner motivation and attitude

#33 Korean Language Studies: Motivation and Attrition (E)

Julie Damron *Brigham Young University* **& Justin Forsyth** *University of British Columbia*

Korean is one of many Less Commonly Taught Languages (LCTLs), distinguishing it from Spanish, French, and German. Since the start of the Korean War and the related diaspora of Koreans to the United States and elsewhere, it has become less uncommon for major universities to offer Korean classes to their students. However, Korean is difficult for most native English speakers to learn—perhaps more so than Germanic or Romance languages. This is due in part to a very different sentence structure and a noncognate vocabulary base. The United States' Defense Language Institute, for example, puts Korean in the Category IV language class with Arabic and Chinese; at the Institute, 64 weeks of instruction are expected to bring a native English speaker to limited working proficiency in these languages, compared to the 26 weeks required for the same proficiency in Spanish, French, Portuguese, or Italian.

As such, the attrition rate for Korean language classes is very high, even among the over 80% of students who are heritage language learners in Korean programs throughout the United States (You, 2001, as cited by Lee and Han, 2007, p. 35). Between the years of 2005 and 2010 at Brigham Young University, for example, language attrition in the first four semesters of the Korean language course was 66% compared to attrition rates in languages such as Spanish and German, that range from about 12% to about 24% depending on the study. The purposes of this study are to determine the motivations of students learning Korean in university courses, why they drop out, and what educators can do to address and decrease such a high rate of attrition.

Specifically researchers surveyed 129 college students who were taking or who had taken Korean languages classes to find answers to the following questions:

1. Why do students take Korean?

2. Why do they stop taking Korean?

3. Is there a correlation between their initial motivation for taking Korean and how long they stay in the program?

4. What can we do to insure that students continue on in the study of Korean?

This research project not only shows the dramatic student attrition rate from beginning Korean classes to advanced classes but it also reveals student motivations for both taking and dropping out of Korean Language classes. The presentation will include a discussion of how to maintain students in Korean language classes.

#34 Foreign Language Anxiety and Its Relation to Korean Language Learning (E)

Hyekyung Sung-Frear *Defense Language institute Foreign Language Center*

Foreign language anxiety is a complex phenomenon that is the feeling of uneasiness, nervousness, worry, and apprehension experienced by non-native speakers when learning or using a foreign language. Language learning anxiety has been commonly mentioned to be a negative predictor of foreign language performance. However, review of the literature on foreign language anxiety shows mixed findings about the relationship between language learning anxiety and proficiency development (Dornyei, 2005; MacIntyre & Gardner, 1991; Scovel, 1978). Moyer (2008) found that some anxiety is associated with enhanced and proactive problem solving while other anxiety is associated with decreased performance. It is also found that foreign language anxiety increases among the advanced level language learners than among the beginners, especially when students are learning a language that is "truly foreign" in its nature (Saito and Samimy, 1996; Onwuegbuzie, Bailey and Daley, 1999).

This presentation will show how the students' foreign language anxiety relates to their performance based on the data collected in the Korean language classes. The students' anxiety was measured by the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Elaine Horwitz (1986). FLCAS consists of 33 questions on a 5-point Likert scale and measures the learner's communication apprehension, test-anxiety and fear of negative evaluation. Students' listening, reading, and speaking

scores of the graduation test and their average GPA scores during the course were examined based on the students' anxiety level. Pearson correlation and stepwise multiple regression analyses were conducted. Results show that students with lower anxiety scores performed better in speaking and it is consistent from other research results (Woodrow, 2006). Strategies to lower foreign language anxiety will be shared in this presentation as well as suggestions for teachers.

#35 Korean Language Maintenance in Canada: Societal, Contact, and Attitudinal Factors (E)

Mihyon Jeon *York University*

Applying the ecology of language approach, this presentation examines how societal, contact, and attitudinal factors link to the heritage language maintenance of Korean Canadians by exploring the relationship between these factors and the language proficiency for Korean as well as English. The analyses of a survey about by the practices of language use and education of 137 Korean Canadians demonstrate that although Koreans are one of the most recent immigrant groups to arrive in Canada, a pattern of language shift is evident in Koreans in terms of language use patterns, exposure to media, and literacy practices. The use of Korean appears to quickly diminish across generations, however. Even within the same generation, later-born Korean Canadians use less Korean than do earlier-born children. In other words, the intergenerational transmission of Korean across generations is failing. The domains of Korean language use are also limited to family and relatives. Outside these domains, second generation Korean Canadians mostly use English except in the domain of the church where the use of English is less exclusive. Both 1.5 and second generation Korean Canadian exposures to media and literacy practices also indicates the dominance of English. As Korean Canadian children progress through schooling, their exposure to Korean through the media quickly diminishes. The exposure to English in school-related literacy practices, such as textbooks and written homework, becomes the most predominant genres. In sum, "contact" factors, such as Korean language use within family and in different domains, and exposure to Korean media and literacy practices, clearly point to a language shift from Korean to English.

These findings are disappointing, since the pattern of language shift among Koreans in Canada appears to be very similar to that of their

counterparts in the United States (see Shin, 2005; Jeon, 2007, 2008), despite the Canada pro-active policies and initiatives to continue and support heritage language instruction and maintenance. This study, however, has demonstrated an overwhelmingly strong correlation between Korean language proficiency and Korean language use in the family and certain different domains, exposure to Korean media and literacy practices in Korean, and attendance at Korean language schools. Positive attitudes toward Korean are highly associated with Korean proficiency. In general, 1.5 and second generation Korean Canadians have positive attitudes toward both English and Korean, although their attitudes toward English is slightly higher than those toward Korean. The relationship between their attitudes toward English and English proficiency is weak, while the relationship between the attitudes toward Korean and Korean proficiency is particularly strong and convincing. This finding suggests that language attitudes do play a more significant role in the development and maintenance of heritage languages than do language attitudes in the development and maintenance of dominant languages. It also highlights the importance of attitudes toward a heritage language among its speakers when maintaining the heritage language. Korean language use between immigrant parents and children is highly linked to positive attitudes toward that language, which clearly demonstrates the intersection between the contact and the attitudinal factors.

#36 Globalization and Process of Transformation in Language of Korean students in America (E)
Hi-Sun Kim *University of Chicago*

With the new globalized economy in the 21st century, bilingualism and multilingualism has become a crucial asset, resource, and a commodity. In the discussion on language as a resource, Heller (2010) further states that "commodification of language in the globalized new economy has direct impact on the organization of the production, distribution and attribution of value to linguistic resources." (p.358) As a result, a new shift and transformation of language has taken place in Korean-Americans (KA) and especially in Korean-International (KI) students in American universities.

In order to investigate the extent and process of the construction of a new multilingual/bilingual identity in KI and KA students, a language background questionnaire was used. In particular, to understand how globalization is affecting the language acquisition and value of Korean students, this survey elicited the following six aspects: (1) their demographic information and the country where they are educated at for K-12 (e.g., Korea versus English-speaking country); (2) their L1 and the extent of the exposure in Korean and English language and culture growing up; (3) their current Korean language usage with family, peers, and relatives and its frequency; (4) their self evaluation and confidence level in their Korean and English language proficiency such as communication and translation text; (5) expectation on their future usage of Korean & English at home, with peers, and at work; and (6) their Korean language identity, value, and their motivation for Korean language advancement.

Based on the results of the survey, this paper will discuss the following: (1) the new language profiles and identities that are constructed by the forces of globalization in KI and KA students in American universities; (2) how such language identity constructions in turn influence their motivation in language practices and learning; and finally (3) the implications for Korean language teaching in the US and how this new generations of KA and KI students, who are the products of new globalized economy, impact the Korean studies programs.