The 26th Annual Meeting of the
AMERICAN ASSOCIATION OF TEACHERS OF
KOREAN
CONFERENCE & WORKSHOP

Advancing Korean Language Education
Through Digital Practices

June 24 – June 26, 2021

Sponsored by
The Korea Foundation
KLEAR Textbooks
Korean Language Foundation
Keynote Speaker
Lourdes Ortega  Georgetown University

Plenary Speaker
Julio C. Rodriguez  University of Hawai‘i at Mānoa

Program Chair
Kyung-Eun Yoon  University of Maryland, Baltimore County

Reviewers of the 26th AATK Annual Meeting

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<td>Andrew Byon</td>
<td>SUNY, University at Albany</td>
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<td>Young-mee Yu Cho</td>
<td>Rutgers University</td>
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<td>Bumyong Choi</td>
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<td>Ho Jung Choi</td>
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<td>Yujeong Choi</td>
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<td>Jongoh Eun</td>
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<td>Sorin Huh</td>
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<td>Hee Ju</td>
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<td>Ji-Young Jung</td>
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<td>Young A Jung</td>
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<td>Hae-Young Kim</td>
<td>Duke University</td>
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<td>Hi-Sun Kim</td>
<td>Harvard University</td>
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<td>Ihnhee Kim</td>
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<td>Mi-Hyun Kim</td>
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<td>Kijoo Ko</td>
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<td>Kyoungrok Ko</td>
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<td>Ahrong Lee</td>
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<td>Eunice Lee</td>
<td>California Pacific Charter School</td>
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<td>Hakyoon Lee</td>
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<td>Hyo Sang Lee</td>
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<td>Mina Lee</td>
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<td>Angela Lee-Smith</td>
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<td>Byung-jin Lim</td>
<td>Yale University</td>
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<td>Byung-Joon Lim</td>
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<td>Mee-Jeong Park</td>
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<td>Danielle Pyun</td>
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<td>Sung-Ock Sohn</td>
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<td>Jayoung Song</td>
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<td>Meejeong Song</td>
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<td>Susan Strauss</td>
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<td>Joowon Suh</td>
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<td>Ebru Turker</td>
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<td>Hye-Sook Wang</td>
<td>Arizona State University</td>
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<td>Sang Seok Yoon</td>
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<td>University of Iowa</td>
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<td><em><em>9:00 - 9:20</em> (PDT)</em>*</td>
<td>Opening Ceremony &amp; Welcoming Remark</td>
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<td>12:00 - 12:20 (EDT)</td>
<td>Joowon Suh  President, AATK</td>
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<td>Chungmin Lee  Director, Los Angeles Office, Korea Foundation</td>
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<td><strong>Break</strong></td>
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<td>Workshop Panel 1A</td>
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<td><strong>Chair YouJin Kim</strong></td>
<td>Teaching Culture</td>
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<td>Georgia State University</td>
<td>CHAIR Meejeong Song</td>
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<td>Cornell University</td>
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<tr>
<td>9:30 - 10:00 (PDT)</td>
<td>From Theory to Classroom-Based Practice: Implementing a Localized, Task-Supported Language Teaching Curriculum in a Beginner-Level Korean Language Class (K)</td>
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<td>12:30 - 1:00 (EDT)</td>
<td>YouJin Kim  Georgia State University</td>
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<td>Bumyong Choi  Emory University</td>
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<td>Eunbin Park  Seoul National University</td>
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<td>Hayne Ahn  Seoul National University</td>
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| 10:00 - 10:30 (PDT) | **Workshop Panel 2A**                                                 | Binna Kim  
*Emory University*  
Sanghee Kang  
*Georgia State University*  
Hyunae Yun  
*Yonsei University*                                                                 |
| 2             | Politeness Strategies and Gender in Korean Kakao Talk Messages: Implications for Teaching (K) | Hye-Sook Wang  
*Brown University*                                                                 |
| 5             | Promoting Korean Learners' Conceptual Development of Honorifics through Concept-Based Instruction (E) | Eunhye Kim Hess  
*Oklahoma State University*  
Michael Amory  
*Oklahoma State University*                                                                 |
| 10:30 - 11:00 (PDT) | **Workshop Panel 2B**                                                 | Ji-Young Jung  
*Columbia University*  
Hei Sook Yoo  
*George Mason University*                                                                 |
| 3             | Exploring Non-Verbal Communication by Beginning-Level Learners of Korean in Digital Settings (K) |                                                                 |
| 6             | Teaching Plural-Marking and Non-Marking in Korean and Japanese (E) | Young-mee Cho  
*Rutgers University*  
Kiri Lee  
*Lehigh University*                                                                 |
| 11:00 - 11:15 (PDT) | **Break**                                                            |                                                                                                                                 |
| Day 1         | **Workshop Panel 2A**                                                 | Sun-Hee Lee  
*Wellesley College*                                                                 |
|               | **Conference Paper 2C**                                               | Angela Lee-Smith  
*Yale University*                                                                 |
|               | **Assessment & Language Learners**                                   | Sang-Seok Yoon  
*University of Iowa*                                                                 |
| 11:15 - 11:45 (PDT) | **Conference Paper 2C**                                               | Sun-Hee Lee  
*Wellesley College*  
Jae Young Song  
*Wellesley College*  
Jayoung Shin  
*Yonsei University*  
Jin Kyoung Lee  
*Konyang Cyber University*                                                                 |
| 2             | Creating Online Communities of Learners through Global Partnership (K) |                                                                 |
| 3             | Building a Customized Speaking Chatbot for Interactive Oral Communication (K) | In sung Ko  
*George Washington University*                                                                 |
| 7             | Effects of Technology-Enhanced Language Learning (TELL) Strategies on Proficiency Improvement in Korean (K) | Soo Yeon Lee  
*University of Hawaii*  
Sang Yee Cheon  
*University of Hawaii*  
Dianne Juhn  
*University of Hawaii*  
Lydia Chung  
*University of Hawaii*
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| 11:45 - 12:15 (PDT) | **Panel 8** Collaborative Writing Assessment in Beginning Level Korean Language Courses: An Investigation of Interaction Patterns and Learner Perceptions (K)  
*Yunjung Nam*  
*Georgia State University*  
*Hakyoon Lee*  
*Georgia State University* |
| 12:15 - 12:45 (PDT) | **Panel 9** A Preliminary Study on Korean Heritage Speakers’ Language Use and Maintenance: Asia-Pacific Region (Australia, New Zealand, and Hawaii) (K)  
*Min Jung Jee*  
*University of Queensland*  
*Mi Yung Park*  
*University of Auckland*  
*Sang Yee Cheon*  
*University of Hawaii* |
| 12:45 - 1:15 (PDT) | **Lunch Break**                                                                  |
| 1:15 - 2:30 (PDT) | **Plenary Address**  
*Designing Interaction for Online Learning* (E)  
*Julio Rodriguez*  
*University of Hawai‘i at Mānoa* |
| 2:30 - 2:45 (PDT) | **Break**                                                                        |

**Day 1**

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<td>Yuseon Yun</td>
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<td>1</td>
<td>2:45 - 3:05 (PDT) 5:45 - 6:05 (EDT) Designing Online and Remote Language Instruction with Focus on Student Engagement and Feedback: Pedagogical and Practical Considerations (K)</td>
<td>Jeeyoung Ahn&lt;br&gt;University of Illinois at Urbana-Champaign</td>
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<td>2</td>
<td>3:05 - 3:25 (PDT) 6:05 - 6:25 (EDT) Making Digital Textbook Platform with “WebQuest” Online Tool in BookWidgets for Smart Education (K)</td>
<td>Jisoo Lee&lt;br&gt;DLIFLC&lt;br&gt;Gilyun An&lt;br&gt;DLIFLC</td>
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<td>3</td>
<td>3:25 - 3:45 (PDT) 6:25 - 6:45 (EDT) Redirecting the Lower Level KFL Classroom Towards Multiliteracies and Translanguaging (K)</td>
<td>Hee Chung Chun&lt;br&gt;Rutgers University&lt;br&gt;Jaehyun Jo&lt;br&gt;Rutgers University&lt;br&gt;Su Jin Jung&lt;br&gt;Rutgers University&lt;br&gt;Grace Kim&lt;br&gt;Rutgers University&lt;br&gt;Sun-mi Lim&lt;br&gt;Rutgers University&lt;br&gt;Kyoung Eun Moon&lt;br&gt;Rutgers University</td>
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<td>4</td>
<td>3:45 - 4:00 (PDT) 6:45 - 7:00 (EDT) Beyond Zoom: Integrating 3D Desktop VR into Advanced-level KFL Curriculum (K)</td>
<td>Namseok Yong&lt;br&gt;Princeton University</td>
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<td>5</td>
<td>4:00 - 5:00 (PDT) 7:00 - 8:00 (EDT) Using Google Sites as a Collaborative Tool in KFL Online Classrooms (K)</td>
<td>Jiyoung Kim&lt;br&gt;Indiana University, Bloomington</td>
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<td>6</td>
<td>Science and Technology Content and Language Integrated Learning (CLIL) through Writing Project in Korean Language Classrooms (K)</td>
<td>Changhwan Kim&lt;br&gt;DLIFLC&lt;br&gt;Young Ae Kim&lt;br&gt;DLIFLC</td>
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<td>7</td>
<td>Interacting Asynchronously through A National Virtual Language Lab (ANVILL): A New Set of Tools for Building Rich Interactive Lessons (K)</td>
<td>Jayoung Song&lt;br&gt;Penn State University&lt;br&gt;Ho Jung Choi&lt;br&gt;Princeton University&lt;br&gt;Ok-Sook Park&lt;br&gt;Michigan State University</td>
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<td>8</td>
<td>Virtual Reality (VR) for Accessibility and Diversity in the Korean Classroom: Cases from College-Level Korean Language Programs (K)</td>
<td>Woojoo Kim&lt;br&gt;University of Southern California</td>
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**Q&A and Follow-Up Discussion** (15 minutes)

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|       | **CHAIR** Jayoung Song  
Pennsylvania State University | **CHAIR** Kyoungrok Ko  
University of Toronto | **CHAIR** Mina Lee  
Defense Language Institute |
| 4 | Facilitating Deeper Learning in Online Language Courses within the Community of Inquiry Framework (K)  
Jayoung Song  
Pennsylvania State University  
Myounghee Cho  
University of Rochester  
Lan Kim  
Pennsylvania State University  
Sangbok Kim  
University of Colorado at Boulder  
Eunji Lee  
University of North Carolina at Chapel Hill  
Jeongyi Lee  
Kennesaw State University  
Hyunsoo Julie Cho-Min  
Pennsylvania State University  
Chanyoung Park  
University of Massachusetts  
Meejeong Song  
Cornell University | 5 | Developing Community of Inquiry: what are the best practices of digital learning? (K)  
Yujeong Choi  
University of Toronto  
Kyoungrok Ko  
University of Toronto  
Soyoung Kang  
Carleton University  
Soonae Bac  
University of Toronto | 10 | 성인 한국어 학습자의 온라인 고등교육 참여 사례연구: 결혼이주여성의 방송통신대학교 재학 경험을 중심으로 (K)  
Hara Jeong  
Seoul National University  
Yeotak Yoon  
Seoul National University  
Yang Hee Joo  
Seoul National University | 11 | KFL Learners’ Investments and Imagined Communities (K)  
Eun Jung Ko  
Ohio State University | 12 | 온라인 환경의 피드백에 대한 한국어 중급 학습자의 인식 조사 및 선호도 연구 (K)  
Sangeun Lim  
Emory University |
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| 10:45 - 11:15 (PDT) | **6** The Kubo Project: Content-Language-Technology Integration through Literature (K)**
| 2:45 - 2:15 (EDT)  | Yongtaek Kim  
|                    | *Georgia Institute of Technology*  
|                    | Seung-Hwan Shin  
|                    | *University of Pittsburgh*  
|                    | Mina Lee  
|                    | *DLIFLC*  
|                    | Hyunkyu Yi  
|                    | *Columbia University*  |
| 11:15 - 11:45 (PDT) | **13** 現代韓国人の感嘆表現と感嘆表現の使用実態及び教育的意義 (K)**
| 2:15 - 2:45 (EDT)  | Hye Lee  
|                    | *University of Hawaii*  
|                    | Sujin Kang  
|                    | *University of Hawaii*  |
| 11:45 - 12:15 (PDT) | **14** “I Would Rather Say Fighting 😂😂”: Korean as a Foreign Language Learners’ Translanguaging Practice in Digital Space (K)**
| 2:45 - 3:15 (EDT)  | Hakyoon Lee  
|                    | *Georgia State University*  
|                    | Gyewon Jang  
|                    | *Georgia State University*  |
| 12:15 - 1:00 (PDT)  | **15** KFL Teacher and Multilingual Learners’ Code-Switching in Livestream of Online Communication (K)**
|                    | Sujin Kang  
|                    | *University of Hawaii*  |
| 1:00 - 2:15 (PDT)  | **16** Translanguaging in Korean Language Classrooms – Focusing on Peer Interaction While Performing Online, Collaborative Writing Tasks (K)**
| 4:00 - 5:15 (EDT)  | Sorin Huh  
|                    | *Emory University*  |
| 2:15 - 2:30 (PDT)  | **17** The Effects of Dynamic Written Corrective Feedback in a KFL context (K)**
|                    | Hyeong An  
|                    | *University of Hawaii*  |
| 12:15 - 1:00 (PDT)  | **18** KSL Learners’ Proficiency Level and Syntactic Complexity in L2 Korean Writing: Focusing on Types of Subordinate Clauses and Students’ L1 (K)**
|                    | Eunsun You  
|                    | *University of Hawaii*  |
| 2:15 - 2:30 (PDT)  | **KEYNOTE ADDRESS**  
|                    | Teaching World Languages in the 21st Century: Reciprocal Insights from SLA and Korean Language Education (E)**
|                    | Lourdes Ortega  
|                    | *Georgetown University*  |
| 2:15 - 2:30 (PDT)  | **Break**  
|                    | **Day 2**  
|                    | **TEACHING METHODS AND MATERIALS 6A**  
|                    | CHAIR: Jeeyoung Ahn  
|                    | *University of Illinois at Urbana-Champaign*  
|                    | **TEACHING METHODS AND MATERIALS 6B**  
|                    | CHAIR: Inhhee Kim  
|                    | *Northwestern University*  
|                    | **TEACHING METHODS AND MATERIALS 6C**  
|                    | CHAIR: Ho Jung Choi  
<p>|                    | <em>Princeton University</em>  |</p>
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| 2:30 - 2:50  | Let's Gather: Novice/Intermediate-Level KFL Learning in the 2D Multi-User Virtual Environment (K) | Hwichan Oh  
Princeton University  
Susie Kim  
Princeton University  
Namseok Yong  
Princeton University |                                                                                                                             |
| 2:50 - 3:10  | eLearning Authoring Tools for Interactive Korean Courses (K) | Eunju Na  
New York University |                                                                                                                             |
| 3:10 - 3:30  | Incorporating Apple Pencil and iPad into a digital curriculum and virtual learning (K) | Mina Lee  
DLIFLC  
Sung-Ae Park  
DLIFLC  
Hehyoung Choi  
DLIFLC |                                                                                                                             |
| 3:30 - 3:45  | Guided Use of Machine Translation in Korean Language Classrooms (K) | Seojin Park  
University of Arizona  
Jieun Ryu  
University of Arizona  
Sojung Chun  
University of Arizona |                                                                                                                             |
| 3:45 - 4:45  | Maximizing Peer-Review through FeedbackFruits (K) | Meejeong Song  
Cornell University |                                                                                                                             |

Q&A and Follow-Up Discussion (15 minutes)

Graduate Students Reception
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| 9:00 - 9:15 (PDT) | **Announcement**  
**Kyung-Eun Yoon**  
Program Chair | | |
| 9:15 - 9:45 (PDT) | **Workshop Panel 7A**  
Chair: Sun-Kwang Bae  
DLIFLC | **Workshop Panel 7B**  
Chair: Sooran Pak  
University of Southern California | **Conference Paper 7C**  
Teaching Reading & Speaking  
Chair: Hakyoong Lee  
Georgia State University |
| 9:45 - 10:15 (PDT) | Sun-Kwang Bae  
DLIFLC  
Si Yen Lee  
DLIFLC at Hawaii | Sooran Pak  
University of Southern California  
Woojoo Kim  
University of Southern California  
Hyunjung Ahn  
University of Southern California | Sunyoung Ahn  
Kyung Hee University  
Youngjoo Kim  
Kyung Hee University |
| 10:15 - 10:45 (PDT) | | | **Facilitating L2 Korean Learners' Pragmatic Competence:**  
A Study of Making Requests in Korean (K)  
Lan Kim  
Penn State University  
Sang-Seok Yoon  
University of Iowa |
| 10:45 - 11:00 (PDT) | | | **Korean Ingressive Hiss 'sss' as a Turn-Initial Vocalization of Uncertainty: Functions and Pedagogical Implications (E)**  
Heejum Lee  
Boston University  
Don Lee  
UC San Diego |

**Break**
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<td>11:00 - 11:30 (PDT)</td>
<td>8A</td>
<td>Media Literacy in The Language and Culture Classroom: Students’ Engagement and Practice (K)</td>
<td>Seung-Eun Chang, Claire Lin, Rachel Hudson</td>
<td>Kijoo Ko, UC Berkeley</td>
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<tr>
<td>11:30 - 12:00 (PDT)</td>
<td>8B</td>
<td>Teaching Korean (Non)honorifics with a Critical Pedagogy (K)</td>
<td>Jeonghye Son, University of British Columbia, Eunseon Kim, Australian National University</td>
<td>Kyoungrok Ko, University of Toronto</td>
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<tr>
<td>12:00 - 12:30 (PDT)</td>
<td>8C</td>
<td>Speech Production Analysis of the IPA (Integrated Performance Assessment) Implemented in Korean Immersion Courses (E)</td>
<td>Heeyeong Jung, Massachusetts Institute of Technology, Sahie Kang, Middlebury College</td>
<td>Mi-Hyun Kim, University of Pittsburgh</td>
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<td>12:30 - 1:15 (PDT)</td>
<td>Break</td>
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<tr>
<td>1:15 - 2:00 (PDT)</td>
<td>9A</td>
<td>Revisiting Digital Tools in Korean Classrooms: Digital 도구를 활용한 한국어 수업에 대한 재고찰 (K)</td>
<td>SungShim Choi, George Mason University</td>
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<td>2:00 - 2:30 (PDT)</td>
<td>9B</td>
<td>Promoting “Learner Autonomy” through Virtual Immersion During the Pandemic (K)</td>
<td>Yonsoo Kang-Parker, Ohio State University</td>
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<td>2:30 - 3:00 (PDT)</td>
<td>9C</td>
<td>Transcending the Limitations of Study Abroad during the COVID-19 Pandemic: Fostering Interculturality in Remote Learning (E)</td>
<td>Angela Lee-Smith, Yale University</td>
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<tr>
<td>3:00 - 3:30 (PDT)</td>
<td>10A</td>
<td>Connecting Self-Assessments to Can-Dos: A Case Study to Improve Teaching and Learning in Virtual Classroom Environment (E)</td>
<td>Ok-Sook Park, Michigan State University, Ho Jung Choi, Princeton University</td>
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<td>3:30 - 4:15 (PDT)</td>
<td>10B</td>
<td>Effects of Lexicon, Syntax, and Discourse Knowledge on Reading and Listening Comprehension (K)</td>
<td>Sun-Kwang Bae, DLIFLC</td>
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<tr>
<td>4:15 - 5:00 (PDT)</td>
<td>10C</td>
<td>Technology-Based Feedback and Its Efficacy in Enhancing Perceptual Learning of Korean Sounds (K)</td>
<td>Na-Young Ryu, Penn State University, Hyoung Seok Kwon, Seoul National University</td>
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| 1:15 – 2:15 (PDT) | **Business Meeting** *(All Members Welcome!)*  
- President election result  
- Executive board member election result  
- Officer reports  
- Outstanding graduate student presentation awards |
| 2:15 – 4:00 (PDT) | **Post-Conference Happy Hour** *(BYOB)*  
5:15 - 7:00 (EDT) |
The pre- and post-pandemic world realities of the 21st century are transforming disciplinary understandings of “good” language teaching and “successful” language learning. They are also complicating the work of world language teachers, who often must defend the value of multilingualism in an English-dominant country like the United States. In this talk I consider key contemporary challenges in the teaching and learning of world languages, examining for each how second language acquisition (SLA) insights have enriched the field of Korean language education and, in turn, how Korean language educators have contributed unique insights for SLA with their cutting-edge work in the teaching and learning of Korean. The themes are: the balance between form and meaning in traditional and digital modes of teaching, the ambivalent role of authentic materials and native speaker models, new understandings of multilingual outcomes, and strategies that boost student motivation and linguistic confidence. Across the four areas, I select examples from the two fields of Korean education and SLA in order to show that we must understand not only the how’s of language teaching but also the why’s. I also pose some questions for the future which I believe AATK members are well positioned to address as they continue to promote Korean learning and multilingualism in the U.S.

Lourdes Ortega (Ph.D., Georgetown University). Lourdes Ortega is a Professor in the Department of Linguistics at Georgetown University. She is best known for an award-winning meta-analysis of second language instruction published in 2000, a best-seller graduate-level textbook Understanding Second Language Acquisition (Routledge 2009, translated into Mandarin in 2016), and since 2010 for championing a bilingual and social justice turn in her field of second language acquisition. Recent articles have appeared in CALICO Journal (2017), World Englishes (2018), Modern Language Journal (2019), and Language Learning (2020). Her latest book is The Cambridge Handbook of Bilingualism (co-edited in 2019 with Annick De Houwer). She is the General Editor of Language Learning. Originally from southern Spain, Lourdes lived and worked as a language teacher in Greece for most of her 20s. She has lived in the United States since 1993 and has mentored teachers and researchers in Hawai‘i, Arizona, Georgia, and currently in Washington DC.
PLENARY ADDRESS

Designing Interaction for Online Learning

Julio C. Rodriguez
University of Hawai‘i at Mānoa
Thursday, June 24, 1:15 – 2:30 p.m. (PDT)

The design of interaction is one of the greatest challenges in the creation of quality online courses, and is arguably one of the aspects of online learning that can best inform, enrich, and enhance the design of language learning experiences. The importance of interaction design became more evident and gained much deserved attention when instruction moved online. In a post-pandemic world, the hope is that the richness and variety of interaction that digital learning environments afford will not be simply discontinued or simplified, but rather leveraged to maximize opportunities for language learning. Guided by research in distance learning, I will approach the design of interaction in online courses from a macro (course) level perspective and examine distinct interaction types that place the learner at the center of the activity, namely learner-instructor, learner-materials, learner-learner, and learner–community-of-practice interaction. In the examination of those interaction types, I will consider the relevant research and best practices in the field to provide recommendations for implementation.

JULIO C. RODRIGUEZ (Ph.D., University of Hawai‘i at Mānoa) is director of the Center for Language & Technology at the University of Hawai‘i at Mānoa and two sponsored programs: the Hawai‘i National Foreign Language Resource Center (U.S. Department of Education) and the Language Flagship Technology Innovation Center (Defense Language & National Security Education Office, U.S. Department of Defense). He has over 25 years of experience in instructional design and technology integration into teaching and learning. Within the broad area of instructional technology, he is primarily focused on faculty development programs, project-based learning, materials development, and online course design. Dr. Rodriguez has led and participated in over 20 grant-funded projects to develop online materials including an award-winning online course. He is currently leading the implementation of professional learning programs for language instructors, such as a national project to create professional development for online foreign language teachers, the creation of interactive materials for student and faculty orientation to online instruction, the implementation of quality improvement activities for online courses, as well as the incorporation of electronic instructional tools that enable project-based learning into online learning and faculty development contexts. He has published and presented extensively on instructional technology. Prior to his position at the University of Hawai‘i, Dr. Rodriguez was curriculum development director for online courses at Iowa State University, where he supervised a team of instructional and graphic designers and was responsible for a portfolio of over 100 online courses, including a TESL Certificate Program.
PROFESSIONAL DEVELOPMENT WORKSHOP

1 From Theory to Classroom-Based Practice: Implementing a Localized, Task-Supported Language Teaching Curriculum in a Beginner-Level Korean Language Class

Youjin Kim  Georgia State University
Bumyoung Choi  Emory University
Binna Kim  Emory University
Sanghee Kang  Georgia State University
Hyunae Yun  Yonsei University

Tasks have been proposed by leading experts as the basic unit of instruction in second and foreign language classrooms (Long, 2015; Van den Branden, Bygate, & Norris, 2009). Task-based language teaching (TBLT) provides opportunities for learners to experiment with both spoken and written language through tasks that are designed to engage learners in authentic, practical, and functional uses of the target language for meaningful purposes (Ellis, 2003). Previous classroom-based studies have suggested possible modified forms of TBLT, taking different instructional contexts into consideration (i.e., task-based language teaching vs. task-supported language teaching, Samuda & Bygate, 2008). Although the benefits of TBLT for promoting second language learning have been acknowledged, an ongoing debate focuses on two issues: (1) What are learners’ language needs in foreign language settings where the target language use is not necessary outside of classroom contexts? and (2) Can beginner-level learners benefit from TBLT? This workshop addresses both issues by presenting a curriculum that focuses on a beginner foreign language context that implements a modified form of TBLT (i.e., localized task-supported syllabus, Author, 2017). During the multi-year project presented in this workshop, the presenters developed a localized, task-supported curriculum for high-beginner-level Korean courses in the US. Over the course of five years, the presenters developed 32 authentic tasks and conducted several classroom-based pilot studies to examine the effectiveness of the task-supported curriculum (e.g., Authors, 2020; in press a; in press b).

This workshop consists of two parts. In the first part, the presenters will start by briefly discussing the theoretical underpinnings of localized, task-supported curriculum development for high-beginner Korean language learners in the US and review relevant classroom-based research. Second, they will share a sample task-supported syllabus. Third, they will discuss developing tasks for a Korean task-supported syllabus and demonstrate a task-based lesson, including its stages and assessment plan. The second part of the workshop will focus on hands-on activities that encourage audience participation. The audience will be invited to develop a task-based lesson as part of a task-supported curriculum for high-beginner Korean learners, including pre-task, during task, and post-task stages. Also, they will practice assessing students’ task performance with examples of student task production. The workshop will end with reviewing the task-based lessons that were created by the audience and sharing their assessment of the tasks. The following is the structure of the proposed workshop:

1. Theoretical underpinnings of task-based and task-supported syllabus design [10 minutes]
2. Designing a task-supported curriculum in a beginner-level Korean class [10 minutes]
3. Developing and implementing tasks in a beginning Korean class [25 minutes]
   a. Developing tasks in the beginning Korean course
   b. Task-based lessons in class: pre-task, during task, and post-task stages
   c. Assessing task performance
4. Hands-on activities [40 minutes]
   a. Designing a task-based lesson: pre-task, during task, and post-task stages
   b. Assessing task performance with examples of student task production
5. Conclusion [5 minutes]

2 Creating Online Communities of Learners through Global Partnership

Sun-Hee Lee  Wellesley College
Jae Young Song  Wellesley College
Jayoung Shin  Yonsei University
Jin Kyoung Lee  Konyang Cyber University

In the wake of the COVID-19 pandemic, the transition to online teaching brought a paradigm shift demanding significant digital transformation in higher education. One especially challenging task is to maintain solid, coherent communities of language learners in online platforms. In this workshop, we introduce two online community programs developed by Korean Program at Wellesley College in partnership with Yonsei University and Konyang Cyber University: one, a language exchange program, the other a mentor-mentee program. These programs foster dynamic online interactions through project-based learning and student autonomy; the design of each program has distinct learning goals and structures.

The Wellesley-Yonsei (W-Y) Buddy program aims to broaden learners’ interests in learning Korean language and culture by connecting them with a peer group of native speakers. The program adopts the module structure of Culture, an intercultural project created at MIT for an online exchange between American and French students.
Building a Customized Speaking Chatbot for Interactive Oral Communication

Insung Ko  
George Washington University

In order to make language development successful, it is recommended that a second language learner should be provided with appropriate input, interaction, and output in its quality and quantity (Long, 1996; Gass and Mackey, 2007). As teachers and students are meeting for classes in the online space, it has been pointed out that the lack of face-to-face interaction with instructors and peers should be compensated for successful language learning. In addition, considering that virtual classroom environment is relatively vulnerable to technical problems that may hinder students from taking synchronous instructions, it is necessary to provide additional opportunities for students to participate in learning tasks asynchronously.

As devices used in everyday life are getting smarter with the use of artificial intelligence (AI), a chatbot is recognized as a program that can simulate human conversation. Many types of business have employed chatbots for customer services when they are not very complicated and frequently repeated. Chatbots operate based on the communication in the text format, but as speech recognition and speech synthesis has improved, relevant technologies to convert the human speech to text (STT) and the text to speech signal (TTS) have been applicable to many devices. Accordingly, chatbots are integrated with smart speakers and can simulate a virtually interactive communication by responding orally to user’s oral requests on mobile devices or computers. While AI chatbots can employ deep learning to make them perform a conversation on various topics, a rule-based chatbot will rely on the script that the designer has provided and focus on the target task that the designer sets.

The current workshop is going to introduce a plain chatbot to Korean instructors who are seeking for a virtual assistant that can interact with students in order for them to practice on particular tasks in language learning. The workshop will be composed of three parts: demonstration by the presenter, hands-on activities of participants building a chatbot, and follow-up discussions in regard to issues and suggestions. At the beginning, the presenter will demonstrate how a plain chatbot was built to be operated in the oral communication mode. As for the hands-on workshop, teachers will be guided step by step to design and build a chatbot to assist students to perform oral communicative skills to complete the selected target task. Participants will learn how to design a chatbot to have some flexibility to perform for the task. Finally, participants will integrate the chatbot with a smart speaker app and test whether the chatbot is working in the oral communication mode. Based on the hands-on experience in building a simple chatbot, participants will discuss relevant issues and seek for ways to facilitate the interactive language learning with available resources such as a chatbot.

3 Building a Customized Speaking Chatbot for Interactive Oral Communication

4 Facilitating Deeper Learning in Online Language Courses within the Community of Inquiry Framework

Jayoung Song  
Pennsylvania State University

Myounghee Cho  
University of Rochester

Lan Kim  
Pennsylvania State University

Sangbok Kim  
University of Colorado at Boulder

Eunjee Lee  
University of North Carolina at Chapel Hill

Jeongyi Lee  
Kennesaw State University

Hyunsook Julie  
Pennsylvania State University

Cho-Min

Chanyoung Park  
University of Massachusetts
Due to the global outbreak of COVID-19, many teachers and students had to, voluntarily or involuntarily, resort to online education to sustain teaching and learning. Online education, however, was widely implemented before the pandemic, and many studies suggested that the number of online courses will increase (Kim & Bonk, 2006). Therefore, it is timely to look into the instructional mechanisms that facilitate deeper and more meaningful learning in online Korean language courses.

Community of Inquiry (COI) (Garrison, Anderson, & Archer, 2000) provides a conceptual framework for the online learning community. COI assumes that learning occurs within the community through the interaction of three core elements – cognitive presence, social presence, and teaching presence. Cognitive presence focuses on engaging students with content and encouraging them to construct meaning and understanding through critical reflection and discourse. Social presence focuses on developing relationships between the students by creating an open trusting environment. Lastly, teaching presence is the idea of developing rapport between a teacher and students and realizing personally meaningful and educationally worthwhile learning outcomes. These three elements are distinguished but often overlapping, and the full education experience relies on the development of all three aspects (Garrison et al., 2000). Different formats of online courses may rely heavily on one area over another, but all three aspects need to be addressed in online courses.

This workshop aims to provide participants with insights, practical strategies, and useful online tools for designing and implementing meaningful online learning experiences for their students in different formats of online courses. The presenters from seven universities taught different formats of online courses: fully online (synchronous, asynchronous, hybrid with the two elements) and hybrid (synchronous with in-person, asynchronous with in-person), using activities that they designed mindful of COI and its core elements (cognitive presence, social presence, teaching presence). They also used diverse online tools (e.g., Zoom, VoiceThread, Yellowdig, etc.) to enhance COI which led to increased student satisfaction with both the process and the medium of learning. The presenters will briefly introduce the COI model followed by specific examples of how the three core elements could be enhanced in different formats of online courses. They will then share their COI-based activities, online tools they used to enhance COI, and their own and students’ reflection on those activities. Participants will engage in group work for developing COI-based activities and share their ideas for enhancing COI in online courses. The workshop will be presented as follows:

1. Introduction [10 minutes]
   a. COI and its three elements
   b. Diverse formats of online courses

2. Presentation of COI-mindful practical activities [25 minutes]
   Participants will present by the online course format
   a. COI-based activities and projects
   b. Useful online tools for enhancing COI

3. Group work (Participants’ hands-on activity) [25 minutes]
   a. Participants engage in group work by the online course format and develop COI-enhanced teaching activities

4. Presentation to share and discuss [90 minutes]
   a. Each group will briefly present the COI-based activities they designed or plan to design and implement

5. Wrap-up and Q & A [10 minutes]

5 Developing Community of Inquiry: What are the Best Practices of Digital Learning?

Yujeong Choi University of Toronto
Kyoungrok Ko University of Toronto
Soyoung Kang Carleton University
Soonae Bac University of Toronto

While unexpected sudden transition to remote learning due to the pandemic was challenging, it provided an opportunity for language educators to taste some positive aspects of distance learning in a short period of time. As a result, many language teachers now consider adapting or transforming their experience of digital learning into their post-pandemic classrooms. While the remote teaching was a patch-up response to the pandemic emergency, digital learning in the post-pandemic era should provide intentionally designed high-quality learning experiences.

Community of Inquiry (CoI) model (Garrison et al., 2000) defines social presence, cognitive presence, and teacher presence as essential features to develop successful online learning. Four presenters will share their remote learning experiences and introduce how their practices could contribute to developing social, cognitive, and teaching presence to establish a successful digital learning community. The workshop will be organized around the following themes:

Digital learning practices to develop Community of Inquiry [60 minutes]

- Creating a sense of belonging:
  Creating social presence—defined as “a sense of being in and belonging to a group”—for students is critical in improving instructional effectiveness (Picciano, 2002). The presentation will demonstrate how to increase interactions and communications among students as well as between instructor and students. The presenter will share materials and formats that can be used in and out of the online classroom, including ice-breaking activities, various group class activities, and interactive games.

- Supporting learner engagement in synchronous classes:
  With the switch to online instruction, teachers are concerned about students’ participation and subject matter understanding. The presenter will discuss how various apps and activities can be
used to enhance cognitive presence, such as interactive peer-to-peer brainstorming activities and student-to-teacher interactions in Zoom Breakout rooms and ways to use Kahoot, Socratic and Mentimeter to promote and enhance student participation.

- Interactive tools as asynchronous learning materials:
  In digital learning, developing effective asynchronous materials that complement synchronous instruction is critical. H5P (h5p.org) is a web-based educational platform that has recently gained widespread attention due to a great potential for creating various asynchronous materials. The presenter will introduce two key contents of H5P: Interactive Video and Course Presentation and discuss how to make them more engaging for students by embedding questions and instant feedback.

- Responding to learner needs:
  The key features of teaching presence in online learning include monitoring learning progress, understanding learner needs, and responding timely to learners. Focusing on online discussion activities, the presenter will introduce various types of feedback methods, including Piazza online discussion platform (piazza.com), that help teachers respond to learner inquiries in a timely manner.

Small Group Activities & Discussion [30 minutes]
Hands-on Activities:
- Group 1: Activities fostering a sense of belonging in the learning community
- Group 2: Synchronous learning activities (Socratic, Mentimeter, etc.)
- Group 3: Asynchronous learning materials (H5P)
- Group 4: Activities fostering teaching presence (Piazza)

Group Discussion
- Sharing activities that promote collaboration, interactions, and engagement
- Sharing challenges and best practices of digital learning
- Adaptation of online learning experience into post-pandemic classrooms

The Kubo Project: Content-Language-Technology Integration Through Literature

6 The Kubo Project: Content-Language-Technology Integration Through Literature

Yongtaek Kim  Georgia Institute of Technology
Seung-Hwan Shin  University of Pittsburgh
Mina Lee  DLIFLC
Hyunkyu Yi  Columbia University

The Kubo project aims to provide new pedagogical ideas for advanced Korean language education in response to the growing demand of upper-level courses as a consequence of the steady growth of student registration in Korean language programs. The goal of this Kubo project is twofold: integration of both content and technology into language learning. This project understands content and new educational technologies to be not simply supplementary but intrinsic to language education, and seeks to develop a holistic pedagogy where language, content, and technology are all coordinated into an organic relationship. For content, this project turns to literature—more specifically, texts all built on an urban flâneur writer named Kubo and his observations of Seoul’s social and cultural landscapes from the colonial period to the present. Kubo was first invented by Pak Taewon in “A Day in the Life of Mr. Kubo, the Novelist” (1934) and has repeatedly been summoned to different eras and cultural junctures by later-generation writers, such as Choi In-hoon (1976), Joo In-seok (1995), and Yoo Sin (2013). In line with studies like the Substitution Augmentation Modification Redefinition (SAMR) model (Puentedura 2006), this project also argues that new educational technologies are essential to the learning experience, especially for young learners, and experiments with new forms and platforms of presentation and publication. In doing so, this project aspires to contribute to the ongoing endeavors to readjust language pedagogies for the present environment that becomes ever more multicultural, multilingual, and technologically mediated.

In this workshop, the presenters propose a model of the Kubo project through modules built on the tapang (teahouse; 茶房) culture as a sample topic from the four Kubo texts. In so doing, the presenters also seek to show how the Kubo project can be creatively reconfigured for various different instructional settings and thereby answer larger questions such as how literature, or more broadly, content can be properly integrated into language class and how interdisciplinary approach can benefit both language and content courses, enhancing the synergy across the Korean Studies.

On the other hand, this workshop also illustrates the importance of the integration of technology into language education. To that end, this workshop includes a hands-on activity, where participants will be guided to create a task with sample topics and sources from the Kubo texts and new educational technology tools such as Sutori and Artsteps. At the end of the workshop, the participants will be able to design research projects using literary texts and guide students to publish their final research outcomes through these new tools of presentation.

The workshop will proceed as follows:
1. Purpose and theoretical background of the Kubo project [10 minutes]
2. Sample topics and research projects [15 minutes]
3. Introduction of a technology tool with a sample project [15 minutes]
4. Hands-on activity with selected topics (e.g. movies, music) [25 minutes]
5. Sharing tasks and products; discussion and conclusion [25 minutes]
Creating Standards-based Diagnostic Assessments: a Formative Assessment Model

Sun-Kwang Bae  DLIFLC
Si Yen Lee  DLIFLC at Hawaii

For a class with returning students, teachers, in order to bring the class up to speed quickly in their language skills, may need an assessment tool that helps to gather information on the ability of each student. In the middle of a course, teachers may also need information on individual student’s performance to put the class back on track in their courses of proficiency development. These needs may call for a formative assessment that identifies strengths and weaknesses of the students to achieve the standards set by the courses. Such formative assessment may provide opportunities for teachers and learners to form a partnership to increase the effectiveness of teaching and learning.

This workshop will introduce a foreign language assessment model that provides formative feedback on the diverse needs of learners to attain their proficiency goals. It will first review the benefits of formative assessment and then provide a sound rationale for integrating “assessment for learning” into the foreign language classroom. Participants will have an opportunity to share their trials and triumphs in using various assessment tools.

The presenters will briefly demonstrate the components of a web-based formative assessment tool, the Online Diagnostic Assessment (ODA), developed by the Defense Language Institute. ODA measures reading and listening proficiency, based on the ability to process authentic materials. The presenters will illustrate that top-down and bottom-up approaches to language processing are applicable and adaptable to different instructional settings, especially for virtual-only or blended learning environments.

Following the discussion and demonstration, the presenters will provide a link that automatically rates authentic passages based on the Interagency Language Roundtable (ILR) scale and discuss the comparable ACTFL scale to ILR (and TOPIK standards). Each of the participants will then select a passage to work on using the auto-ILR site (in addition to their own rating) from any source on the web, and share their ratings with the whole group.

After that, the participants will work individually to create one assessment unit modeled after the ODA framework and submit these created materials to the presenters to share with the whole group. This guided practice will enable teachers to provide an opportunity for their learners to interact with authentic materials and to demonstrate their strengths and weaknesses in comprehending core content, key vocabulary, grammatical structures, and text organizational features.

After attending the workshop, attendees will be better equipped to create their own formative assessment tools (which can be used in their classrooms) and to adapt the top-down and bottom-up models to fit the needs of their language programs.

Miro, a Virtual Collaboration Tool

Sooran Pak  University of Southern California
Woojoo Kim  University of Southern California
Hyunjung Ahn  University of Southern California

Technology has played an important role in second language teaching environments, and it facilitates more effective language learning (Ahmadi 2018, Tomlison 2009, Gençler 2015). Recently, especially during the worldwide pandemic, online learning tools have developed to prove efficacy in language learning by engaging students, incorporating a variety of technology, supporting teaching, and connecting the learners to one another. Computer-based activities have also been proven to provide learners with rapid information, great motivation and appropriate materials (Tomlison 2009, Gençler 2015). In addition, technology can provide more diverse teaching resources (Larsen-Freeman and Anderson 2011). Online whiteboard tools have gained more popularity for conducting online collaboration.

In this talk we will introduce an online whiteboard tool ‘Miro’. ‘Miro is a collaborative online whiteboard platform designed for remote and distributed teams’ (Miro), and “it helps in the stages of brainstorming, and ideation, as well as mapping and designing.” (Yildiz 2020: 32). Among the many online whiteboards, we found Miro to be the most intuitive, effective, and easy to execute; basically any in-person collaborative activity can be transformed into an online activity. We will demonstrate the features of Miro, share tips, and present the activities we used for our beginning, intermediate, and advanced Korean classes.

1. **Beginning**
   - Grouping vowels: Students are given cards of vowels (or consonants) and group them.
   - Syllables: Students hear a syllable or word the teacher says and bring it to the places designated for each group. This can be done as a competition.
   - Vocabulary: Students are given picture cards and word cards. Teacher calls the words, and students take the word card to the corresponding picture.
   - Position nouns: there is a picture of a room, and students are given a set of pictures. Upon the call of ‘X 가 Y Z(position word)에 있어요’, students move item X to Z relative to Y.
   - Grammar: Students in pairs write a business plan together using ‘-고 싶어요’. Another example is to write a thank you card using the ‘-서 감사합니다’ pattern.
   - Discourse: Students are given sentences in a randomized order and reconstruct the passage.

2. **Intermediate**
   - Causative: Teacher calls causative sentences, and the students find the corresponding picture.
• New Year’s wish – Teacher makes a board where each student can post their own card with wishes.

3. Advanced

• Proverbs: students are given two sets of cards (proverbs or four-character idioms, and explanation) to match them.
• Debate: Students are given two boards of pros and cons of plastic surgery. They freely post their ideas on each board.

Miro can be used in many fun and efficient ways. From students' feedback we have found that Miro activities not only promote learning and learner autonomy, but also engage and connect learners in an innovative way. It also expanded teacher preparedness; the tool itself is well-designed, and does not demand much time for preparation. In the workshop, we are looking forward to sharing more details and having time for discussion.
1 Designing Online and Remote Language Instruction with Focus on Student Engagement and Feedback: Pedagogical and Practical Considerations

Aaffordances of technology-enhanced foreign language instruction have been described for many years now but with the COVID-19 pandemic having forced a significant transformation in how class material is presented and taught, the role of technology has become more invaluable than ever to our teaching. As Blake (2013) puts it, technology itself is neutral as a tool and it is up to language educators to use it so that it can truly facilitate language learning effectively and meaningfully, which compels instructors to weigh advantages as well as potential disadvantages of using technology in foreign language classroom. Then what kind of questions should we, as language teachers, ask and what should we consider in choosing the right tool to ensure the quality and equality of our instruction and assessment as part of an engaging and active learning environment? Many factors contribute to students disengaging from an online course and while we may have limited control over some, we can certainly help make sure that our students remain engaged and learn with the help of a few carefully selected technology and appropriate strategies.

In this presentation, I will introduce the modalities of remote and online learning (Goodell & Kessler, 2020) and principles of student engagement (Cavanagh 2019), and demonstrate how they can help us to design online learning activities and assessments with the effective and judicious use of technology. I will then present practical tips and sample activities from Intermediate and Advanced Korean courses with online tools such as Lingt, Extempore, Padlet, Flipgrid and Eduflow to demonstrate 1) how one can create technology-enhanced activities in various modalities to maximize students' engagement as active learners and critical thinkers and 2) how one can improve communication and course feedback, i.e., in more effective, more engaging and more timely manners. Lastly, I will share takeaways from my remote and online teaching experience. It is hoped that attendees will be encouraged to explore language pedagogy in the "new normal" age so that synchronous and asynchronous learning can be synergized in face-to-face and online environments with a clear understanding of ways to implement the sound use of technology in their own courses.

2 Making Digital Textbook Platform with “WebQuest” Online Tool in BookWidgets for Smart Education 스마트 교육을 위한 디지털 교과서 플랫폼 구축 사례 및 교수 방법 - 웹퀘스트 온라인 툴을 중심으로

전체 없는 코비드 사태 속에서 교육계에도 '교육의 디지털 전환'이라는 큰 변화가 요구되고 있다. 기존에 교실에서 실행했던 교사 중심 수업 방식은 이제 온라인 교육 또는 원격 교육이라는 허두 아래 현재 어디서든 누구나 쉽게 접근할 수 있는 개방 교육으로, 또 학습자 중심 교육으로 그 무게 중심이 이동하였다. 하지만 교육 페리다임의 전환점을 맞고 있는 이 시기에 현실 속의 디지털 교육 환경은 매우 미비하여, 온라인 수업 및 원격 수업을 효율적으로 운영하기 위한 디지털 교육 플랫폼이나 디지털 플랫폼 구축이 시급한 상황이다. 이에 필자는 교육자 및 학습자 모두에게 디지털 플랫폼을 일반한 몇몇 디지털 교과서 사례와 교수방법을 선보이기로 한다.

본 위크숍에서 소개할 디지털 교과서는 북위젯(BookWidgets)에서 제공하는 '웹퀘스트' 온라인 툴을 기반으로 한다. 북위젯은 웹 퀘스트, 게임, 동영상, 설문지 등 온라인 수업 지원을 위해 디자인된 온라인 교육 솔루션 플랫폼이이다. 이 ‘웹퀘스트’들을 디지털 교과서의 플랫폼으로 채택한 이유는 북위젯은 웹퀘스트 형식이기 때문에 다른 다양한 플랫폼과의 통합 가능 때문이다. 교사는 이 교과서 플랫폼을 통해서 자신의 교과과정에 맞는 디지털 교과서를 다양하게 설계할 수 있으며 교수 전략을 극대화 시킬 수 있다.

디지털 교과서는 교사 및 학생 양 측면을 고려하여 디자인 되었다. 먼저, 교사의 측면에서는 학습자가 주어진 시간 안에 효과적으로 학습을 마칠 수 있도록 교육 내용을 학습목표 - 동기유발 - 지식정보제공 - 학습활동제시 - 심화학습 - 평가 및 피드백 등으로 나누어 단계별 템에 분산배치하는 형식으로 구성되었다. 그리고 각 단계마다 학습자에게 명확한 설명과 지침을 제시함으로서 교사가 학습자의 길잡이 역할을 하도록 디자인하였다. 이러한 구성이 학습자의 측면에서는 자기주도학습에서 느껴지는 학습자의 부담감 및 혼란을 최소화하기 위한 것으로, 학습자는 템 간 이동을 통해 한 단계씩 심화되는 학습과정을 거치면서 자신이 무엇을 배웠는지 알고 스스로를 점검, 평가 할 수 있으며 자신감을 키울 수 있다. 학생들은 교사가 제공한 정보와
Redirecting the Lower Level KFL Classroom Towards Multiliteracies and Translanguaging

3. Communicative Language Teaching (CLT) that emerged in the 1970s as a radical departure from traditional approaches (Grammar-Translation Method, Audio-Lingual Method) was hailed as the most scientific approach based on "the spoken language" championed by the then new field of linguistics. When the National Standards Project was launched in the mid 1990s, CLT was still THE dominant ideology in FL education. It was not until the second decade of the 21st century did the iron-clad structuralist ideology begin to be seriously challenged by more critical poststructuralist approaches (second language identities (Block 2007), symbolic competence (Kramsch, 2009), multiliteracies (Allen and Paesani, 2010), and translanguaging (García and Wei, 2014)). They reconceptualize FL education as fostering dynamic critical thinking skills and deeper comprehension of the world, shifting away from CLT's emphasis on the learner's step-by-step development towards the pre-defined goal of communicative proficiency.

KFL programs in American higher education are currently experiencing quantitative expansion. The development of KFL as an academic discipline has resulted in increasing professionalization, as witnessed in proliferating publications [References]. However, current CLT-based teaching has not readily embraced post-structuralist theories because the curriculum and evaluative system still remain rigidly prescriptive. In fact, KFL practitioners find it challenging to incorporate fluid and uniquely individualistic language practices of multilingual speakers into the practicalities of the classroom. This is due to the blind insistence on the target-language-only policy in the classroom (especially in student production), perhaps with the exception of grammar instruction. While it is advisable to maximize target language use, such a binary policy stunts the development of critical thinking abilities when the college learner's cognitive/intellectual capabilities are not adequately accommodated.

The present workshop proposes an integrated approach in the lower-level college classroom that reconciles the two seemingly opposing pursuits of proficiency development and multiliteracies enhancement. We argue that building linguistic/cultural proficiencies is not a separate endeavor from developing content knowledge/competence in multiliteracies. Therefore, we reject the usual practice of adding discrete cultural components and multiliteracies activities to a linearly-organized, teacher-directed CLT curriculum as these activities not contextually grounded are often treated as a redundant appendix to core instruction and ignored in a tightly scheduled syllabus.

We propose the following organically-linked components that do not unduly burden the lower-level curriculum but instead, through easy-to-use free technological tools (Google Maps, Sutori, Padlet, Perusall), redirect CLT-oriented teaching towards learner-centered interactive multiliteracies/translanguaging practices couched within existing teaching materials. (1) Semester-long "fan-fiction" writing on textbook characters, (2) Map-building of major places in the textbook (with photos/annotations/#keywords), (3) Constructing chronology (utilizing histories of family, immigration, idol-members, pet-adoptions), (4) Bilingual wiki-projects on Korean holidays and history (사랑절/광복절/개천절/한글날). These proposals, once clearly defined within the multiliteracies perimeters and translanguaging rubrics, not only rely on "real-life" skills college students are already engaged in (blogging/editing/media-creation/research) but offer truly interactive opportunities and student-initiated modes of learning in pursuing their personal/academic interests.

The workshop is organized as follows:
1. Beyond CLT: why implement multiliteracies and translanguaging [15 minutes]
2. Four proposals [40 minutes]
3. Small group activities [25 minutes]
4. Group presentations/conclusion [10 minutes]

Beyond Zoom: Integrating 3D Desktop VR into Advanced-level KFL Curriculum

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Since the outbreak of the pandemic, Zoom (a video-conferencing platform) has been widely used as a primary instructional medium due to its characteristics to facilitate communication and collaboration (Morris, 2020). However, despite its usefulness, it does not constitute an optimal environment for language teaching/learning activities because of its design nature (e.g., lack of co-presence; limited content delivery options; speaking-oriented). Moreover, learner factors (e.g., feeling of isolation, motivation, etc.), along with Zoom fatigue, also act as obstacles to effective online learning. Thus, as an effort to address these challenges, the present work showcases a three-dimensional multi-user virtual environment (3D MUVF) and its implementation in an advanced-level KFL course.
The use of 3D MUVE platform for KFL education is promising. First, it allows action/task-based activities to be implemented from the first-person perspective in more authentic circumstances (e.g., giving an oral presentation in the conference hall), which provides learners with more direct, realistic, and situational learning experience (Dede, 2004; Lan, Lyu, & Chin, 2019). Moreover, linguistic expressions hardly used in Zoom can be naturally introduced to learners (e.g., indexical deixis). Importantly, it can also generate a sense of (co-)presence effectively because learners (more precisely, their avatars) are present and interact in the “same” real-life-like space. This sense of presence can alleviate online learners’ feelings of isolation, alienation, and frustration, which in turn can increase interaction, engagement, and motivation (Peterson, 2011; Scarborough & Bailenson, 2014; Wang, Lan, Tseng, Lin, & Gupta, 2020).

Bearing these in mind, a fourth-year advanced-level KFL course (Fall 2020) was redesigned such that students can build/practice their language skills on Zoom and MUVE. The platform choice was based on learning contents, objectives, and task types. To construct and implement MUVEs, Mozilla Hubs – a Virtual Reality (VR) chatroom – was adopted because it can be easily accessed via PC/mobile web browsers without a VR headset and software installation. Before joining MUVE sessions, students had to complete pre-session assignments (e.g., reading an article, watching movies/online lecture videos). In the main MUVE sessions, they engaged in various learning activities. A brief summary of selected sessions is given below:

a. Describing scenes and objects: Students in the session practiced describing scenes (2D images), objects (3D objects), and appearances of people (3D objects and 2D images).
b. Korean War: The MUVE space (designed as a virtual history museum) contained multiple rooms (arranged following the chronological sequence of the event) where 2D images and videos were displayed. Group discussions and activities were conducted.
c. Photojournalism and refugees: A virtual gallery was created that exhibited photojournalistic images and a 3D video. After a brief lecture and small group discussions, students were asked to browse the gallery. A whole-group discussion session followed.

Given the feedback from the course evaluation survey, it seems evident that MUVE integration into curriculum (for an advanced-level KFL course) provides benefits to students. However, further efforts need to be made to improve learner experience and to develop various tasks/projects for promoting “KFL learning” in MUVE, along with systematic KFL research of its educational effectiveness.

The twenty-first century has seen remarkable increases in the use of virtual reality (VR), which continues to be incorporated into almost every conceivable intellectual and academic domain. The fields of computer science, education, sports simulation, architectural design and anthropology have long since embraced its use, and its potential in language education has become a topic of recent discussion as well. For Korean language education in particular a number of scholars have noted the possibilities of VR. E. Kim (2018), for example, has supported VR as a tool in raising intercultural competence among novice Korean learners, while H. Kim (2018) has advocated for the use of VR in addition to new media materials like YouTube and movie clips. Sim (2019) has detailed sample lesson plans for the use of VR in the instruction of daily functional Korean to immigrant women in Korea. However, most studies have centered on VR in general, and have not explored how to create a VR experience to tailor learners needs. By using the program ThingLink, this presentation focuses on how to create 360-degree interactive video (VR), using the material effectively for the pre-, during, and after stages of a Korean class. ThingLink is a platform that allows for the augmentation of images, video and VR tours with additional information in order to provide an immersive environment for learners, who through virtual exploration are able to complete given tasks in collaboration with their peers; this can be further coupled with other platforms like Google Classroom or Microsoft Teams or apps like Kahoot! or Edpuzzle to assess users’ learning. The use of 360-degree interactive video (VR) allow for the simulation of essential components of a Korean language program such as an immersion in Korea or a field trip to a local Koreatown that have become impractical (if not impossible) during the COVID-19 pandemic. This virtual learning both makes first-hand experience possible while improving language competency through interaction and the completion of tasks (Shin et al., 2008) and offers the additional benefit of the reduction of learner anxiety through repetition (Noh, Lee, Park and Kim, 2020:89).

Using ThingLink, in conjunction with 360-degree video easily found on YouTube, this presentation will demonstrate how to create a virtual field trip to Korea, discussing how to structure a class around the material with relevant pre-, during, and after class activities. While engaged in the virtual tour of Korea, learners will be able to conduct individual and group work using interactive visual and aural aids embedded in the tour, and the instructor can check learners’ progress on the platform, turning the interactive video into an assessment and project for learners.

**Virtual Reality (VR) for Accessibility and Diversity in the Korean Classroom: Cases from College-Level Korean Language Programs**

Jayoung Song, Pennsylvania State University
Ho Jung Choi, Princeton University
Ok-Sook Park, Michigan State University

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5 Creating Virtual Reality Trip to Korea Using ThingLink

Kyoungwon Oh, DLFIC
The global outbreak of COVID-19 has greatly changed our lives including teaching and learning foreign languages. Although the integration of technology into language education has been advancing for years, it is the first time that thousands of language teachers and learners have to rely on the internet as the only medium for teaching and learning. The presentation will describe how virtual reality (VR) can be integrated in the language classroom for accessibility and diversity in this unprecedented time.

Virtual reality (VR) allows learners to experience immersive environments through the use of VR devices. The use of VR could increase the authenticity of the situation, motivation towards learning, and deeper engagement, which are all critical to successful language learning. Although there is a growing body of research on the pedagogical advantages of VR and AR applications (Bonner & Reinders, 2018; Lin & Lan, 2015), there is very little specific example on the pedagogical approaches to VR for the teaching and learning of foreign languages (Chen & Choi, 2020; Kim, 2018; Mills, Courtney, Dede, Dressen, & Gant, 2021; Saltan, 2017; Sim & Yoo, 2019). More research and curriculum development are needed to assist educators in developing VR learning environments with theoretical guidelines and instructional principles.

In light of this, this presentation will share curriculum initiative from three universities which incorporate 360 VR videos for immersive Korean language learning and cultural competency. The presentation will introduce benefits of VR technologies, highlight relevant learning theories, and provide specific classroom examples including the development of VR materials, equipment used to create VR classroom, etc. Considering various instructional environments for each Korean language program in this presentation, different adoptions and implementations of VR technology in Korean language programs will be introduced (e.g., biweekly VR individual sessions, a part of co-curricular activities, etc.). As VR has become more popular and applicable in foreign language education (e.g., communicative and cultural competence), this presentation will provide some practical design process and development of Virtual Reality learning environments (VRLEs) and various hands-on activities in and outside of language classroom for Korean language instructors.

The results from a brief survey and interview regarding students’ perceptions toward the use of VR technology in the Korean classroom will also be discussed. The talk will conclude with pedagogical implications and suggestions for the future curriculum design on VRLEs will also be discussed. The talk will also raise the issue of accessibility and diversity during the pandemic and how VR could provide various types of solutions.

Using Google Sites as a Collaborative Tool in KFL Online Classrooms

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The aim of this presentation is to demonstrate how students can collaborate and interact effectively with each other and their teacher in a synchronous online language learning environment. At first glance, assigning a group project to students and monitoring their performance and progress all at once seem incommensurable with online teaching. However, with the use of Google Sites, students are still able to work together and simultaneously get feedbacks from their teacher as well as from their peers.

Google Sites is a great tool which allows you to easily create a website by adding pages and elements within the page. You can embed all of the Google services such as Google Docs, Google Slides, YouTube, Albums, and much more. It also allows you to create and edit files online while collaborating with other users in real-time. Web-based research has reported that students reacted positively to lessons in which the Google Sites was used (Boonsong & Meesup, 2020), and suggested different ways and practical ideas on how to use it with students in the classroom (Carley, 2014). The session presents three different cases of using Google sites as a collaborative tool in the KFL online classroom context: i) group projects, ii) digital portfolios, and iii) book reports. Each case targeted different level of proficiency: intermediate, advanced, and high-advanced. Google Sites was used as a collaborative platform to co-construct group projects in the intermediate level class, to showcase digital portfolios in the advanced level class, and to write book reports in the high-advanced level class.

While the detailed mechanics of the three cases differ, the basic mechanics for all of them followed four stages: (i) selecting, (ii) adding and editing, (iii) showcasing, and (iv) reflecting. First, students selected a Google site as a template for their project individually or in groups. Second, they uploaded information and materials according to timeline. They constantly edited and updated the materials based on feedbacks from their teacher and their peers. Third, they gave two oral presentations: interim presentation and final presentation. Finally, they reflected on their online collaborating experience by writing a reflection paper or completing a survey questionnaire at the Google sites. All of the procedures were done by using the Google Sites exclusively.

The session presents the details of the three different cases of using the Google Sites. During the session I will demonstrate how to collaborate with peers and how to give feedbacks to students, and show students’ end projects, and share students’ reflections. Based on the students’ reflections and the results of surveys, I will discuss outcomes and pedagogical implications that it can improve students’ digital literacy skills and make a collaborative learning environment possible in online language classroom contexts. Finally, I will discuss challenges in implementation and assessment in each case.

Science and Technology Content and Language Integrated Learning (CLIL) through Writing Project in Korean Language Classrooms

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This study investigates the effect of a science content-based project for Korean as a foreign language (KFL) students’ writing practices. There has been a growing interest in content and language integrated learning (CLIL) approaches in foreign language (FL) education in which specific content can be taught while learning a foreign language (Morton, 2017; Dearden, 2015). Although the benefits of the CLIL have been recognized, materials that are well designed, particularly with CLIL approaches related to science and technology, are still rare in the FL learning. As widely accepted, science and technology permeate our daily life and science-related topics can be an effective and practical subject matter for writing. We developed science and technology-related writing activities, particularly a writing project centered around ‘Socio-Scientific Issues (SSI)’ to improve the writing skills of KFL students. In this presentation, we share our approaches and materials in the context of Korean curricula through examining seven undergraduate KFL learners’ experiences with the SSI Writing Project. The project was implemented in a heavy writing-based advanced Korean language and culture course during a semester at a southeastern university in the U.S.

The SSI project was designed to encourage students to learn and practice writing and composition strategies. This project consisted of six phases; topic selection and related research, writing first draft, in-class presentation, full-length essay draft, peer-feedback, and writing final draft. At the beginning of the semester, the students were exposed to an environmental issue through a story-telling about sea turtles and light pollution in marine ecosystems for the introduction of SSI. Students selected their own topic among SSI, researched on the topics and wrote a draft. Then they gave a presentation with draft summaries and had an in-class Q&A session through which students could develop and refine more logical and informative ideas on their topics from peer feedback. Final product of this project was an essay on their own SSI topics. In the writing process, the instructor participated as an editor, a reviewer, and a facilitator for student discussions.

Analyses of students’ writings, observations and post-interviews indicated that students perceived the SSI project positively in learning Korean and its culture. Writing on SSI seems an effective way of learning socio-cultural aspects of science and technology and its expressions in the target language. In addition, students could practice writing skills with more confidence by receiving both peer and instructor’s feedback on their writing.

We present how to incorporate SSI in KFL curricula with concrete examples. This presentation can shed light on how to effectively design CLIL in KFL courses for the improvement of KFL learning and contents related to science and technology that have a great influence on Korean society and culture. In addition, this presentation demonstrates the important role that Korean instructors can play in helping students understand the Connections and Cultures (ACTFL, 2015) for effective Korean learning with more diversified and extended topics (Dalton-Puffer et al., 2014) to foster KFL learning.
11 eLearning Authoring Tools for Interactive Korean Courses

Eunjoo Na New York University

The rapid changes in education due to the ongoing pandemic crisis pressure instructors to adopt digital tools for redesigning their existing courses. Korean language instructors are being asked to update or produce teaching materials with immediate learning effects for online or hybrid courses faster than ever before. Although some open resources for Korean language learning are available online, there is still the challenge of knowing which technology tools are suitable for creating language learning content and how to best use them to meet current demands. Thus, this proposed presentation is designed to briefly inform Korean instructors about eLearning creation tools, show examples of teaching materials created in popular authoring software, and introduce alternative tools to quickly and efficiently build an engaged and interactive course.

Instructors using materials that are produced by eLearning authoring tools can provide students with real-life scenarios, instant feedback, and immersive learning experiences. Currently, Adobe Captivate and Articulate Storyline are the most-used software applications to create eLearning modules. The tools enable instructors to integrate interactive video and virtual reality, as well as text, image, and audio in course materials. The presenter will demonstrate what and how instructional media can be adopted and integrated into tools for teaching Korean. The presenter will then share several examples using "Integrated Korean" textbook contents with participants and will discuss the challenges and potential design ideas for Korean language classes. At the end of the presentation, for novice users, the presenter will provide other simple and alternative educational technology tools using multimedia and PowerPoint presentations, instead of the advanced authoring applications. This is expected to help Korean language instructors with only basic-level tech skills to offer students real-time communication, immediate feedback, and interactive classroom practices.

12 Incorporating Apple Pencil and iPad Into a Digital Curriculum and Virtual Learning

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Hehyoung Choi DLIFLC

In recent several years, both teachers and students have gradually adopted educational technology for their teaching and learning and many schools have been transitioning to a digital curriculum. According to the 2019 NewSchools-Gallup Survey on Educator & Students Perceptions of Ed Tech, 65% of K-12 teachers in the United States public school system had been using digital learning tools to teach every day and 87% of K-12 students in the same system had been using a digital learning tool at least a few days a week. Due to the pandemic in 2020, most schools around the
world had to move to online classes and thus digital learning tools and a digital curriculum became essential for everyday classrooms in all subjects.

Even with many benefits of using digital tools and a digital curriculum in education, there are some challenges, especially in 100% online foreign language classes. One of the biggest challenges that teachers and students face in an online foreign language class, especially at a beginner level class, may be teaching and learning alphabets. The challenge becomes bigger for English speakers when the language does not use the Latin alphabet. The current generation may easily learn how to type foreign language characters but benefits of handwriting over typing cannot be ignored, as discussed in the literature. One of the most recent studies on the efficacy of handwriting (Ose, van der Weel and van der Meer, 2020) has shown that handwriting and typing are connected to different electrical brain activities and handwriting should be considered as an important discipline in the process of learning in order to strengthen cognitive development and learning efficacy.

Understanding the challenges in the virtual learning environment and benefits of handwriting discussed in the literature, the presenters have conducted four pilot classes with 53 students, where Apple Pencil and iPad were incorporated to a digital curriculum. Presenters will introduce educational technology tools that they used for collaborative and fun class activities in order to maximize the effectiveness of Apple Pencil. They will also share class activities, sample lessons, and sample products for a Novice-intermediate level Korean class and an Advanced level Korean class, respectively. The presentation will demonstrate how powerful Apple Pencil is for students’ learning and how effective it is for teachers in providing feedback and communicating with students. After showcasing various teaching materials and ideas, the presentation will be concluded with survey and interview results from students and teachers of the pilot classes, focusing on the impacts of the tools on face-to-face classes before the pandemic and on virtual classes during the pandemic. Students’ comments on the digital curriculum with Apple Pencil and iPad, in comparison to paper textbooks and the digital curriculum without Apple Pencil, will be interesting to programs that are considering making a transition to a digital curriculum.

13 Alone Together: 학생 주도 학습을 위한 과제 활용 방안

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COVID-19로 인한 2020년 3월 이후의 온라인 수업은 다양한 온라인 플랫폼과 영상 콘텐츠 활용 및 새로운 학습 커뮤니티를 구축하여 자리를 잡았다. 지난학기 수업은 교사-학생 협업 중심이었다. 이번 학기는 프로젝트 기반의 인어 학습과 학생 자율성을 강조하는 수업을 목표로 하며, 이에 조중급 수업의 과제물을 활용한 몇 가지 학습 방법을 소개한다.

과제 활용 1: 교육용 온라인 앱을 이용한 수업 및 과제 활용

1. 선형 학습 중심의 수업이며, 학생들은 Quizlet과 Kahoot을 이용하여 이휘과 표현을 익힌다.
2. 교내 PLUS(Peer-led Undergraduate Study-ing)를 통해 다양한 학습 정보를 구할 수 있는데 최근 Poll Everywhere라는 새로운 교육용 앱을 소개받아 사용한다. 교사의 수업자료와 엑스 연동할 수 있고 수업 중 학습상황을 실시간으로 확인할 수 있다.
3. 이휘 및 문법 다자이: 교체 문법과 수업 자료를 참고 녹음하는 과제 수행 중, 학생들이 엑스 연동한 자신의 학습 자료를 만들어 사용함으로써 단선 녹음을 아닌 웹전 활동적인 과제를 수행할 수 있다.

과제 활용 2: 글자 없는 그림책과 한국 어린이 창작 동화책을 이용한 글쓰기 활동

1. 초급반의 경우 비교적 이해하기 쉽고 익숙하며 교재에서 다른 내용을 충분히 활용할 수 있는 수준의 번역 책을 이용한다. 성인에게도 학습적인 주제와 감각적 스타일의 동화책을 선정하고 한국 및 해외의 적절한 가장 가능하다. 책 소개 후 일부를 발췌하여 번역하도록 하고, 글자 없는 그림책을 이용하여 학생들의 자유 글쓰기를 연장했다.
2. 중급반은 미디어를 이용한 과제로 <한국 믹스 박물관 특별전 온라인 투어 감상문>을 다룬 예제이다.
3. 한국어 글쓰기: 이것은 번역보다는 글쓰기 능력 향상을 위한 연습 활동에 초점을 두고 있으며, 문맥과 글의 성격 및 형식에 맞는 적절한 이휘과 표현을 익히는 언어적 요소에 중점을 둔다.

과제 활용 3: 타학교 한국어과 학생들과의 협업을 통한 한국 문화 고찰 (Group project through collaboration with Univ. of Vienna, Austria)

1. 한국 문화 및 한국어를 학생들이 스스로가 좀 더 다양하게 살펴보고 새로운 방법은 아니지만, 교사 주도가 아닌 수업 밖의 학생 간 새로운 커뮤니티 형성을 통해 학습 목표를 제고하며, 새로운 방법과 정보를 통해 학생들이 좀 더 열린 시각을 가질 수 있도록 적극 참여하는 학습 공동체 형성을 목표로 한다.
2. 타 학교의 Intercultural Blog & Vlog project로 온라인 팬핑 캐질의 그룹 활동으로 태양 교사가 지도하고, 학사일정을 고려해서 3~5일 간 진행한다. 공동 주제를 선별하고 학생들이 소그룹을 만들어 공동 홈페이지를 제작, 코멘트 달기를 통해 그룹 간 Peer feedback의 장점을 살리고 단점을 보완한다.
3. 쓰기 및 말하기: 기반과제로 홈페이지에서 다룬 주제로 비디오를 제작한다.미리 skit을
Creating Asynchronous Materials Using H5P

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The transition to on-line classes due to the pandemic makes it necessary to explore different types of class structure. A flipped classroom approach may have a greater potential in the on-line classroom especially when providing real-life practices is limited due to insufficient class time such as in university-level Korean classes. Instruction on grammar and vocabulary can be provided asynchronously and class hours can be used solely for class interaction and practices. For this type of model to be effective, developing functional and engaging materials for self-study may be more critical to learning than off-line classes were accessible. This presentation introduces H5P (h5p.org), a web-based educational tool that can create various types of self-study materials, and how some of those materials were used in beginner level Korean courses. Currently, H5P provides 46 content types including simple quiz type, drag the words, memory game, dictation, flash cards, and interactive video, among others. This wide range of different content types provides the instructor with plenty of options to choose from and makes it possible to create materials serving various purposes within one platform. Among those, we discuss 3 H5P content types, which were specifically developed for previews, reviews and pronunciation practices.

Interactive Video: Although video is one of the most widely used material types by on-line learners (Seaton et. al, 2013), for its effectiveness, it is very important to make it interactive with watchers through embedded questions and instant feedback (Vural, 2013). H5P Interactive Video can provide this functionality. While watching videos, students had to answer embedded questions with instant feedback, and go back to previous parts if they gave wrong answers, which made learners more engaged in this otherwise passive activity. Through these preview activities that had to be completed before the class, students were introduced to class content in advance. Preview activities are an integral part in a flipped classroom approach and overall, students’ participation rate was high with the average of 79.3% for all students in our first-year Korean class.

Course Presentation: This multi-purpose content type can be used for practices, self-checking, simple previews, and reviews as it has embedded quiz, true/false, drag the words, fill in the blanks, among others. This activity was provided as a weekly homework where students practiced skills such as listening, grammar, vocabulary learning and dictation. Students’ participation rate was 86.4%.

Speak the words: Based on speech recognition technology, this activity allowed students to practice pronunciation of individual words on their own. The participation rate was rather low with 17.1%.

Among these 3 activities, preview videos with Interactive Video and weekly homework with Course Presentation were gradable items whereas the Speak the words activity was provided as a non-gradable item. The wide difference in participation rate between gradable and non-gradable items suggests that more research should be done to encourage more participation even in non-gradable items.

Overall, H5P has a great potential as a multi-purpose platform for creating asynchronous self-study materials either in on-line or even in off-line classroom as additional resources.

Guided Use of Machine Translation in Korean Language Classrooms

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Sojung Chun  University of Arizona

This study investigates the effect of guided use of machine translation (GUMT) for Korean as a foreign language (KFL) students’ writing practices. The recent innovations in various machine translation (MT) programs enable foreign language (FL) learners to actively utilize them in their daily lives (Niño, 2020). Indeed, many FL students use MT to complete different language classroom tasks successfully,
including writing assignments (Clifford et al., 2013; Jolley and Maimone, 2015; O'Neil, 2019a). Given these circumstances, instead of prohibiting students from using MT, in-depth discussions on how to guide students on using translators to improve their FL skills are needed. Therefore, we developed GUMT activities and materials, which were adapted and modified from O'Neil (2016, 2019b), in order to improve KFL students’ writing skills and foster their Korean learning.

The GUMT activities were implemented in upper-elementary KFL classrooms at a large southwestern U.S. university for one academic year. At the beginning of each semester, teachers gave instructional sessions on how to use MT effectively as a self-assessment tool, especially for their writing assignments. The sessions included lessons on 1) the potential strengths and weaknesses of two online Korean MT platforms, Google Translate and Papago, 2) using additional online resources, such as Google image search and news search, which can inform the pragmatic usage of expressions, 3) comparing translated versions of both English and Korean drafts to enhance effective decision-making. Concrete examples were also provided to help students understand different steps they needed for GUMT. Throughout the semesters, students were asked to apply GUMT to their writing assignments and complete the GUMT worksheet that guided them through the process of application, which also included reflection questions regarding the students’ GUMT practices and their perceptions towards them. There were eight writing assignments in total, and each time, detailed feedback from instructors on the students’ writing as well as their MT use were given. Pre- and post-surveys were also conducted to understand the students’ MT use and perceptions towards them.

Analyses of pre-and post-surveys and students’ writings and reflections indicated that students’ perceptions of GUMT activities were positive, and they thought it helped their writing at various levels, from spelling to conveying meanings to grammar. Moreover, they could practice their writing skills with more confidence by utilizing MT as a self-assessment tool and receiving teachers’ detailed feedback. We will present how language courses can incorporate MT in KFL curricula with concrete examples. This study can shed light on how KFL courses can respond to rapidly developing technologies that influence students’ Korean learning rather than focusing on their negative impacts since our students will most likely use these technologies anyway. This study will identify important roles Korean instructors can play in helping students use new technologies for effective learning. Based on the findings, we argue that GUMT can be used as an important tool in KFL classes, improving students’ confidence and fluency in writing and developing skills to critically analyze the use of Korean, which can foster students’ KFL learning processes.

Peer assessment, including various types of practices such as peer evaluation, peer review, and peer feedback, has been considered instrumental in students’ academic development (Adachi et al. 2018; Carnell, 2016). Challenges for implementing peer assessment may include extensive training and preparation required to develop students’ skills to produce quality feedback (Min, 2006; Sánchez-Naranjo, 2019). In contrast, peer assessment activities provide students with opportunities to develop better understanding of assessment criteria, reflect on their own work, and improve their own performance (Lundstrom & Baker, 2009). In second language education, peer assessment is often adopted in advanced-level L2 writing as part of revision process (Bhowmik et al. 2019; Jung, 2013; Sánchez-Naranjo, 2019; Tigchelaar & Polio, 2017), but not uncommon in L2 speaking (Rodríguez-González & Castañeda, 2018) and in lower-level language class (Nikolova, 2019). In terms of the use of technology, studies report that peer feedback using online tools may add efficacy and values (Chen, 2012; Liu & Sadler, 2005; Ma, 2020; Mothiaka, 2020; Yeh et al., 2019). The use of online discussion forums, in particular, was found instrumental to advancing language learners’ collaboration and autonomy in asynchronous online group discussions (Zhong & Norton, 2018).

In Korean language education, previous studies have documented how peer feedback is incorporated as part of peer editing and/or tools to accomplish collaborative tasks. Focusing on peer-editing in advanced-level writing, Byon (2005) showed that students were able to provide feedback on content and language helpful for peer editing. The study suggested that peer feedback might be a useful instructional technique in bridging the gap between students with different proficiency skills. Other studies showed how students contributed to the production of the ongoing collaborative tasks through interactive feedback. In particular, experimental studies of repeated tasks showed how peer interaction during repeated tasks facilitated the completion of collaborative writing and dialogues among beginning and intermediate to advanced-level learners (Kim & McDonough, 2008; Kim et al., 2020). So far, it is not clear how peer feedback may be operationalized in low-level language class. Based on a study on teacher feedback, it was found that KFL teachers were more concerned about localized language issues compared to ESL counterparts (Ko, 2011). The implication might be that lower proficiency level students may not have sufficient language skills to engage in peer feedback, which needs further exploration.

This presentation aims to show how to stimulate meaningful communication through online discussion forum, focusing on peer feedback activities with video-recorded presentations posted on beginning and intermediate level class websites. Student interaction in discussion forums indicates that students display communicative strategies in commenting on the content and exchanging questions and responses. This presentation will showcase how students achieve collaborative meaning-making through peer feedback activities with the proper use of target language. In addition, specific procedural guidelines to elicit students’ quality feedback will be introduced. Finally, this presentation will conclude with some pedagogical suggestions for applications across different levels and recommendation of other technology tools to generate interactive peer feedback in Korean language classroom.

16 Stimulating Communication through Peer Feedback with Online Presentations

Hee Ju  University of California, Los Angeles
Improving heritage students' writing skills are challenging. No matter how many corrections the teachers provide, students keep making the same errors on their writing. Peer-review may help students pay more attention to one's own errors while reading carefully and giving productive feedback to others' compositions.

To maximize my Intermediate Heritage Korean Students' peer-review, I used the Canvas extension app, FeedbackFruits in Fall 2020 as a pilot program. It consists of a few convenient steps: students submit one's writing, give feedback, read the given feedback, and write one's own reflection. Instructors can easily design the sequences to satisfy their needs by utilizing the pre-made models of the materials. They can choose which steps to include, set a due date, create a rubric or criteria adapted from a variety of pre-made ones, and assign proportion/points to each step of the work. Then the autograded compiled points are published on Canvas Grades, so instructors don't need to input each student's grade on Canvas. This app definitely saves teachers' time.

As the semester went by, I noticed that students' spelling/spacing/grammar errors decreased, content development improved, and text type became more complex. Students responded with, "Peer review made me read more Korean and think critically about how it could be improved", "made you reflect on what you have written and see the mistakes you have made over and over again", "reading other peer's writing helped me to improve my own writing", and "having a lot of perspectives weigh into my writing really helped, as a lot of people provided good ideas." 100% of students responded that FeedbackFruits was very helpful for peer-review. They commented, "I liked that it was consistently anonymous, and that it gave space to think about each criteria.", "I liked that I could see the deadlines for each assignment and leave comments on specific parts of the writing by highlighting it.", and "No cons I can think of - it is well organized and easy to figure out what to do and when to do them by."

Students enjoyed reading other students' compositions 9 times throughout the semester, gave feedback to two peers anonymously assigned for each composition, and reflected on their own writing based on the feedback that they received. Through these procedures of constant correcting and reflecting, students could refine their writing skills, clearly demonstrated in their semester-end e-portfolio. I'd like to further discuss the effectiveness of peer-review and the practicality of FeedbackFruits to improve students' writing skills.

This project was designed to help students to grow critical perspectives toward contemporary Korean society and culture through multimodality. The increase of online language courses and the continued cancellation of Study Abroad programs have raised concerns about productive and interactive students' participation and the less opportunity for students to experience immersed language learning in Korean culture and language. The Digital Ethnography project aims to help students develop cultural knowledge about rapidly changing Korean people's lifestyles and culture. By scrutinizing selective images, students will compare and contrast images and photos and discuss what these represent and mean. With the guiding questions, students will have opportunities to think critically about their assumptions and prescribed cultural descriptions of Korean textbooks. This project will suggest instructors and students alternative learning strategies about the target culture and society in the "non-contact" era due to concerns about health risks.

This project is adapted from Berti's (2020) using digital ethnography for culture teaching. Digital Ethnography projects using images and photos of online spaces can be a practical substitute for students to explore and experience contemporary Korean people's culture, ideas, and lifestyles. This project was designed for students who are in the online advanced Korean course.

There are three procedures to complete this project: 1) collection of images and photos, 2) report, and 3) comments on classmates' presentation. Students will search for images or photos relevant to the topics of a Korean language textbook. The topics include college students' life, moving, public transportation, grocery shopping, dress code, free time activities, and college students' work experiences. Once students collect images and photos, they will report and present their findings while contrasting their assumptions toward cultural representations of the Korean language, society, and culture. The several guiding questions include:

1. Think about your prior understanding of the chosen topic; how does it compare to what you have found online?
2. How is this topic similar or different when comparing with the representations of this topic in our Korean textbook/workbook or in other settings?
3. Discuss if your previous thoughts about Korean culture and society have been changed or not after this project.

Finally, students will comment on classmates' presentations and share their new learnings.

I will show you students' works, project guidelines, rubric, and their reflections on this project during the presentation. My feedback about how to cultivate students' understanding of Korean culture and society in online courses will be discussed.
Media Literacy in The Language and Culture Classroom: Students’ Engagement and Practice

Seung-Eun Chang  Georgia Institute of Technology
Claire Lin  Georgia Institute of Technology
Rachel Hudson  Georgia Institute of Technology

Today, media contents are closely intertwined with several aspects of modern society, prompting various academic disciplines to recognize the significance of media literacy and their competencies. In this regard, a growing body of research has recently examined the effects of pedagogical methods, such as curating media content, on the enhancement of learners’ media literacy and engagement in the language classroom (Mathieu et al., 2019). However, for Korean language learning, this approach is relatively new; thus, empirical study and practice of media curation in higher Korean language education in the U.S. remain to be explored. This presentation session introduces the primary concept of curation as a student- and creation-oriented pedagogical tool and explores the instructive implications and benefits of media curation in within language and culture classrooms. Discussion also includes how this method can be both practically and effectively integrated with the existing curriculum of the language course to enhance students’ media engagement and competence within academic curricula.

Media literacy touches upon the ability to not only analyze and evaluate media productions but to also create media in a variety of forms including audiovisual format, writing, and speaking (Thoman et al., 2008). By curating, students organize, analyze, evaluate, and present the ideas spawned from their understanding of a story in a coherent and clear manner (Hobbs, 2010).

Based on this pedagogical goal, I experimented by incorporating media content curation in my advanced-level university Korean courses (i.e., 3rd and 4th year Korean). Through regular homework assignments and a final project, students practiced and engaged in media curation regularly. Students were expected to read, listen, and watch given media contents and answer questions according to the media contents in speaking format for their regular homework. For the final project, which began with a mid-term oral presentation about the contents of their choosing, students were vigorously involved in curating media contents: from the selection of their digital format (i.e., creating a website, podcast, poster, or video dubbing) to the choosing of cultural topics covered in class, they created a product aligning with their interests, preferences, and demands.

Through this presentation, the session audience will learn the benefits of language learners’ engagement in curating media content, not only in linguistic and transcultural competency but also in digital literacy and engagement development, traits particularly beneficial within today’s pandemic circumstances. Furthermore, the audience will obtain hands-on strategies and practical ideas for adapting this approach into existing curriculums and student populations.

Lastly, the session provides student testimonies for their experience with this project and their own tangible outcomes.

Overall, this presentation offers feasible guidance on how students can gain exposure to real and authentic media resources in Korean and how learners’ media literacies and competencies can be strengthened within language learning settings.

Revisiting Digital Tools in Korean Classrooms: 디지털 도구를 활용한 한국어 수업에 대한 재고찰

SungShim Choi  George Mason University

코비드-19에 의한 세계적인 팬더믹 현상은 한국어 수업뿐 아니라 다양한 수업의 형태를 온라인 수업으로 급격히 전환하고 있다. 학습자 간의 다양한 의사소통 측면 (interpersonal communication) 을 도모해야 하는 언어(외국어) 수업에서는 특히 현장 교실 수업 (in-person lesson) 을 대체할 다양한 디지털 도구에 대한 적극적인 활용이 요구되고 있다. 본 교수 방법 및 자료 발표 (teaching methods and materials)에서는 실제 미국 동부지역 초등 5 학년부터 8 학년 학생들 대상으로 한 온라인 한글학교 수업에서 사용했던 다양한 디지털 도구 (예시: 니어파드 Nearpod, 렛트 Lingt, 젤보드 Jamboard, 페이지 데크 Page deck 등) 및 활용 예시를 소개하고, 한국어 수업에서의 그 가치를 평가하고자 한다.

본 교수 방법 및 자료 발표의 특성은 단순히 디지털 도구를 다양하게 활용한 한국어 수업을 소개하는 데 발표의 목적이 있는 것이 아니라, 해당 디지털 도구를 어떠한 방식으로 학생들에게 제시하며 어떠한 과정을 거쳐 학생들의 한국어 능력에 도움이 되는 21세기 글로벌 인재의 핵심 역량인 창의적이고 비판적인 사고 능력 (creative and critical thinking) 을 증진하게 하고, 수업 과정 중 상호 연대 (intercultural competence) 함양의 수업까지 전개할 수 있는지 소개한다. 나아가 수업 시간에 활용했던 학습 자료 (교사와 학생 및 학생들의 결과물을 공유하고, 향후 K-16 선생님들이 각 한국어 교실 및 학생들 수준에 맞추어 활용할 수 있도록 안내하는데 발표의 목적이 있다.

온라인 수업은 자치 교사-학생 간 한방향 (one-way) 으로 호를 수 있다. 디지털 도구를 적극적 사용함으로써 학생 중심 (learner-centered) 의 양방향 (two-way) 수업을 도모해야 한다. 사실, 온라인 수업이 불가피한 현재 상황 이전에 온라인 수업은 대면 수업 (personal face-to-face guidance) 의 효과를 대신할 수 없다고 주장한 학자들이 있었다 (Means, Toyama, Murphy, Bakia, & Jones, 2009; Nielson, 2011). 그러나 세계적인 팬더믹 상황을 거치면서 이론 온라인을 통한 교수학습은 모든 학습자 연령을 아우르며 전 세계적으로 새로운 기준이 되고 있고, 다양한 디지털 도구를 활용한 학습 경험은 우리 삶에
Secondly, drawing on a critical pedagogy (Canagarajah, 2017), the Communication and the Cultures Standards (NSCB, 2015).

In the session, the ten most suggested intercultural reflection themes, collected from the study-abroad student focus group discussion on their pre-and post-study abroad experiences and goals, will be presented. The intercultural reflection task modules contain a total of twenty tasks under these ten themes. Each task module has a pinpointed title under the specific topic of the related reflection theme.

Students can monitor their intercultural learning experiences and reach their goals by using reflection tasks and self-assessment tools presented in this session. Further, language instructors can refer to these tasks and integrate them into their everyday lessons to help students raise their awareness of cultural products, practices, and perspectives on their own and other cultures.

22 Teaching Korean (Non) Honorifics with a Critical Pedagogy

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Eunseon Kim    Australian National University

The honorifics system in the Korean language has been regarded as a distinct linguistic characteristic compared to other languages. Therefore, many scholars have been drawn to exploring effective ways to teach the concept to Korean learners in KSL classrooms (e.g., Brown, 2011, 2013; Byon, 2000, 2007; Choo, 1999; Lee, 2013; Wang, 1999, 2019, etc.). Recent studies, in particular, have emphasized that we should go beyond the form-focused instruction of Korean honorifics and place more importance on pragmatic features with a variety of authentic materials and learning environments.

This presentation aims to report on a practical attempt carried out at universities in Canada and Australia in order to integrate the recent research trends into KSL classrooms. The experimental lessons were held in beginner level Korean classes over a span of four synchronous online sessions (50 minutes each). Through activities including group discussions, group presentations, and role-plays with multimedia materials, such as clips from Korean TV dramas, the lessons paid special attention to two points.

The first was to introduce students to various contexts where both honorific and non-honorific styles are used and shifted in a single speech event. In previous studies that explored pedagogic practices for Korean (non)honorifics, little attention was paid to ‘speech style shifting’ between speakers that frequently occurs in natural conversations (e.g., upgrading from non-honorific to honorific styles and vice versa). Therefore, we brought a variety of speech style use to the focus and led students to discover various contextual factors that affect speakers’ choice of speech styles and the indexical properties, moving beyond the normative meanings of Korean (non)honorifics.

Secondly, drawing on a critical pedagogy (Canagarajah, 2005; Kubota, 2016; Pennycook, 1990), the lessons aimed to
encourage students to reflect critically on their own experience and the lesson materials in terms of Korean (non)honorific use and understand the dynamic power relations embedded in them. Students’ evaluation of these experimental lessons provides us with insights into the pedagogical implications, including whether the approach of this study can contribute to developing students’ critical view toward Korean society and culture and their communicative competence to respond to a variety of contexts with their agency, rather than merely following the socio-pragmatic norms of Korean society.

23 Promoting “Learner Autonomy” through Virtual Immersion During the Pandemic

Yonsoo Kang-Parker  Ohio State University

The concept of learner autonomy has been widely discussed by many scholars (e.g., Benson, 1997, Morrison, 2002) and implemented in foreign language teaching to help students be more responsible in their own learning. Riley (1987) discusses autonomy as the learner’s ability and willingness to identify learning needs, to plan their learning, to monitor learning progress, and to evaluate progress. During summer 2020, most study abroad programs were canceled due to the pandemic which led students be disappointed and demotivated. Under this circumstance, a virtual immersion program called “Korean Summer Challenge” as an alternative of study abroad was created at a U.S. public university to help students stay motivated, use resources available online to maintain their Korean abilities, and ultimately foster learner autonomy. This program was entirely voluntary and was not for university credit or grade. As Oliva and Pollastrini (1995) state that “Computer network resources help students improve their language skills in a manner similar to full immersion or study abroad” (p.552), students were encouraged to use Internet resources. The term “challenge” was used to promote the program to students to do on their own without working towards course grades. In that sense, students were challenged as a form of motivation to continue their learning autonomously.

For the program, 10 weekly and 3 monthly learning tasks that could promote autonomous learning were created. The students were “challenged” to complete these weekly and monthly tasks that could be done independently using online sources, but also would be enjoyable and different from normal course work. To keep the challenges enjoyable and get students motivated to study Korean independently, many pop culture online resources were encouraged as material. The examples of weekly challenges are as follow: 1) Watch 1 episode of a Korean Entertainment show; write new words; 2) Listen and learn a Korean song; 3) Text or call Korean classmates in Korean.; 4) Practice typing in Korean, etc. The examples of monthly challenges are 1) Make a Korean Vlog; 2) Make Korean foods and a Mukbang Video, etc.

This program targeted students in all levels enrolled in Korean language courses in Spring of 2020 and would potentially continue to take Korean in Autumn of 2020. In the beginning, 49 students showed interests to participate, but at the end of summer total 21 students were still actively participating. To help students keep motivated, all participants were asked to participate in weekly and monthly zoom meetings to create a learning community. At the end of the program, students were asked to fill out the exit survey. The result showed that the majority of participants felt it was very helpful for them to keep up with Korean.

In this presentation, the motivation and the overall organization of the program will be presented. Next, the result of exit survey by participants (i.e., the effectiveness of each challenge, self-assessment on their Korean learning, impact on motivations, etc.) will be discussed. Finally, the potential for future implementation of the program to increase autonomous learning will also be discussed.

24 Connecting Self-Assessments to Can-Do Statements: A Case Study to Improve Teaching and Learning in Virtual Classroom Environment

Ok-Sook Park  Michigan State University
Ho Jung Choi  Princeton University

Regardless of the delivery formats of a class, all language teachers need to be aware of students’ progress, language ability in real-time, and effectiveness of their teaching. In the virtual environment, this has become more important than ever. It is also important to know which parts of lessons may need to be revised, reinforced, or repeated to meet student’s needs. However, it has been challenging for language instructors to provide effective in-person feedback to students since classroom management in virtual instructions is different from in-person teaching environment.

To this end, the presenters show how self-assessments with can-do statements (can-dos) are used to improve teaching and learning in virtual classroom environments as well as in-person settings that are conducive for the learning of Korean.

First, there is a plethora of can-dos that are linked to language proficiencies such as the Common European Framework (CEF) and the NCSSFL-ACTFL Can-Do Statements. However, it is rarely discussed that the basic idea of can-dos can be applied broadly at various stages of foreign language teaching. There are only a few case studies that aim to show the application of can-dos in lesson plans or materials (Lenkaitis, 2020; Moeller & Yu, 2015). The presenters will provide a collection of can-dos that are directly linked to the goals of a particular lesson and tips on how to write can-dos within the basic tenets of backward design.

Second, the presenters will show how the aforementioned can-dos are integrated into self-assessments at two different learning environments of Korean as an L2 (a private university and a public university) to gather information regarding student’s progress, language ability, and effectiveness of teaching. For example, at one university, students completed a self-assessment with can-dos after every lesson as part of their class participation.
Third, based on the data collected from two different learning environments of Korean as an L2, the presenters discuss the effect of self-assessments with can-dos and share how they used the results from self-assessments with can-dos to improve their teaching and dynamics in learning environments. Data from self-assessments with can-dos indicate that self-assessments with can-dos are valuable tools for students to create learner autonomy, set concrete achievable goals, and reflect on their language learning. For teachers, they are useful tools for observing and visualizing student’s language learning progress, finding discussion topics of office hours that are directly relevant to student’s language learning, and modifying their lesson plans in real-time.

Finally, presenters will provide experience-based tips on how to implement self-assessments with can-dos that audiences can employ in their own teaching. The results from a brief survey and interview from L2 learners will also be discussed to better understand learners’ perspectives on the adoption and implementation of self-assessments with can-do statements.
1. *어부사시사* 교육을 위한 가상현실 앱 개발 컨텐츠 연구 - 영어권 고급학습자 대상으로

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COVID-19 팬데믹 상황으로 인해 언어 교수 학습 환경의 디지털화가 가속되고 있다. 그 결과로, 최근 디지털 방식을 활용한 문화교육 방안에 대한 연구들이 이루어지고 있다. 그러나 한국문학의 대표성과 고유성에서 특수한 위상을 차지하는 시조(영창권, 2019; 김영민, 2020)를 교육하기 위해 디지털 방식의 유효성을 필요하다는 문제의식은 아직까지 없다. 고전 시조는 학습자가 살고 있는 현실이 아닌 다른 현실공간을 배경으로 하기에 무엇보다 가상현실이라는 매개가 있으면 그 교육적 효과를 도모하기에 적합하다. 따라서 본고는 온산도의 *어부사시사*를 제대로 살펴, 한국어 고전문학 교육을 위한 가상현실 컨텐츠의 여가리개인(이하 앱) 개발을 전개하고, 앱에 필요한 구성요소와 내용을 시각적으로 연구하고자 한다. 앱의 컨텐츠는 영어권 고급학습자 대상으로 디지털화한 간단한 영어시조를 기반으로 제안하고자 한다.

*어부사시사*는 빗놀이의 신체 활동을 통한 유의의 산물이며, 빗놀이라는 특정한 유의 장면에서 불리고 있겠다(고정희, 2017). 그러나 학습자는 빗놀이의 공간이라는 타자의 구체적 공간을 경험해 본 적이 없기에 가상현실은 주요한 매개체가 될 수 있다. *어부사시사*의 흥미 작품 속에서 구현되는 시각, 청각, 촉각, 맡은 맡감각, 근간감 등의 다차원적 감각에서 활동한다. 사전과 같은 기존의 평면적 매체들은 학습자가 된 위에서 타자로서 바라볼 수 없는 것과 달리, 가상현실에서는 학습자가 '상호작용'을 통해 직접 타자가 되어 새로운 장소에서 '현존'해볼 수 있게 된다. 이 연구는 이러한 논의를 바탕으로 *어부사시사* 교육을 위한 가상현실 앱의 개발에 필요한 구성요소를 상호작용, 현존, 몰입감으로 제안하고자 한다. 또한 이에 따라 앱 컨텐츠의 내용을 빗놀이의 유희적 측면을 위한 다양한 상호작용, 가상현실 공간과 조화되는 시각-청각생성 매체를 위한 스토리텔링으로 구현하였다. 이러한 컨텐츠를 통해 한국어 학습자가 시조 이해에 보다 쉽게 접근하여 작품을 주체적으로 감상하고 작품에 공감할 것을 기대할 수 있다.

새로운 디지털 기술이 교육에 적용되기 위해서는, 그 기술의 구현에 대한 논의도 중요하지만, 어떤 내용을 디지털화하는가가 우선 중요하다. 작품의 평생과 도구의 교육적 가능성이 상호작용할 때 비로소 디지털 방식을 활용한 교육의 효과를 기대할 수 있다. 본고는 *어부사시사* 제본 자체가 가상현실을 구현하는 것이란 점에서 교육의 내용은 디지털 기술의 유효성을 도모하였다는 점에서 의미가 있다. 앞으로도 교육과 디지털 기술의 유효성이 1회적인 혁명으로부터 거치지 않고 학습자 작품의 분필에 융합하여 가기 위해서는 본고와 같은 연구가 더욱 필요하다.

2. Politeness Strategies and Gender in Korean Kakao Talk Messages: Implications for Teaching

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Politeness has long been a point of research interest in the field of sociolinguistics, pragmatics and language education. With the heavy reliance on the internet and online communication in recent years, there has been increased attention in examining how politeness strategy use has evolved into the virtual world. Reflecting increased interest,
Given the difficulty that learners of Korean face as to how to be polite in various communication contexts by way of using various politeness strategies, this study will provide a useful reference with Korean language learners especially in the absence of similar studies.

3 Exploring Non-Verbal Communications by Beginning-Level Learners of Korean in Digital Settings

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The modes of communication have rapidly evolved toward the digital medium due to the advancement and increasing affordance of technology. Accordingly, there has been an urgent call for a renewed approach to communication practice tailored to learners' personal needs and long-term success. In recent years, written communication through electronic media such as social media, text messaging, instant messaging, internet forum, and chat, has emerged as, by far, the most prevalent means of communication for younger generations. In particular, in the absence of vocal articulations and facial/gestural signals, more L2 learners utilize non-verbal means such as visual representations (e.g., emoticons, emojis, bitmojis, avatars, filters, etc.) and linguistic manipulations (e.g., abbreviation, acronyms, punctuations, etc.) to convey their feelings, tones, and intentions in daily life. Many researchers have argued that these non-verbal tools serve as useful resources for learners in expressing themselves with limited linguistic proficiency. For example, Alshenqeeti (2016) analyzed socio-semiotic uses of emojis and found that they served not only to convey personal emotions and sentiments but to signify deeper cultural meanings and to reduce cross-cultural misunderstandings resulting from a lack of linguistic resources. In fact, emojis have been discussed extensively from various analytic perspectives during the last decade. Dresner and Herberg (2010) treated emojis as having illocutionary forces (functional meanings) within the theoretical framework of Speech Acts. Also treating emojis as pragmatic devices, Kavanagh (2016) viewed them as politeness strategies. Lim (2015) observed that emojis and other forms of visual representations like stickers enhanced "communicative fluidity" and "learner agency" as strategic means to express one's opinions.

This study sets out to explore the multi-layered uses of non-verbal cues utilized by 55 beginning-level learners in online, first-year Korean classes offered at three institutions. Data was collected through in-class, digital communication activities using SMSS such as KakaoTalk, Text Messaging, and Chatbox on Zoom. Data analysis was conducted based on Jones and Hafner's (2012) model of dimensions of digital literacies in which non-verbal devices are identified on five dimensions: doing (actions), meaning (forms of representations), relating (patterns of interaction), thinking (thinking about reality), and being (social identity). The study attempts to answer the following research questions: What types of non-verbal communicative devices are used by beginning-level learners of Korean?

What communicative effects do such devices achieve? Results show that, despite their limited structural and lexical control as beginners, the learners were able to draw on multimodal resources available in the given online space in strategic, dynamic and creative ways to convey textual, pragmatic, interactional, affective and social meanings. It is hoped that these findings shed light on a possible connection between in-class activities and learners' out-of-class, literacy practice, which further promotes the use of Korean beyond the classroom. More importantly, the study provides an important pedagogical implication that multimodality and multiculturality must be incorporated into the literacy curriculum, starting at the very beginning level, in order to cater to the real-world needs of digital natives living in the digitally-connected global community.
이 연구는 중교급 한국어 학습자(50명)를 대상으로 대치 오류가 반복되게 발생하는 조사에서, 예제서(한태서, 오로부터)의 습득과 처리 양상을 살피고, 교육적 시사점을 찾는 것을 목적으로 한다. 이를 위하여 '예제서', '예제서/한태서', '오로부터'의 의미-기능을 도출하고, 이를 바탕으로 듣기 문법성 판단 테스트(GJT)와 자가 속도 조절 읽기 테스트(SPRT)를 개발하여 실험을 진행하였다. 실험연구에서 도출한 세 조사의 10 가지 의미-기능을 바탕으로 하여, 이들 조사 간 대치 가능 여부를 고려하여 '예제서만 사용할 수 있는 경우(유형 1)', '예제서와 오로부터가 사용될 수 있는 경우(유형 2)', '예제서/한태서와 오로부터가 사용될 수 있는 경우(유형 3)'로 유형을 나누었다. 정확성 측면에서의 습득 양상을 확인하기 위해서는 GJT 테스트진, 임모난 측면에서의 습득과 처리 양성을 확인하기 위한 과정으로는 SPRT를 사용하였다. 두 과정의 문법은 질문과 비문 각 20개로 구성하였다. 학습자들이 목표 문법을 걷게 하는 걸을 막기 위해 문법, 비문 각 40개씩 포함한 가시로 40문장 도착하려고, 가시로는 문법에 포함하지 않았다. GJT에서는 정답을 빠르게 처리할 수 있도록 장착하여 해당 표준에서의 GJT 테스트는 처리 현상을 확인할 수 있는 구역별 처리 시간을 분석 대상으로 삼았고, 목표 문법에 민감한 학습자들이 비문에 빠르게 받는다는 점에서 정문과 비문의 처리 시간을 비교하여 그 민감도를 확인하였다(Suzuki, 2017; Marsden, Thompson & Plonsky, 2018).

그 결과, 그 결과를 보면, 고급학습자 집단은 중급학생자 집단보다 정확도가 높고(t(46)=3.57, p<.00) 처리 속도가 더 빠르다(t(46)=2.44, p=.02). 유형을 개체 내, 집단에 개체 간 변인으로 문 반복성 분석결과, 유형에 따라 정확도와(F(2,29)=23.06, p=.02), 처리 시간이 다를 것이다(F(3,42,157.43)=15.15, p<.00). 사후분석 결과, 두 집단 모두 유형 1의 정답률이 가장 높았으며 처리 시간 역시 유형 1에서 빠졌다. 또한 두 집단 모두 유형 1의 정답률보다 비문 처리하는 데 더 많은 시간을 들게 비문에 민감하게 반응할 수 있었다. 유형 2와 유형 3은 유형 1에 비해 정확도가 떨어지고 처리 시간도 더 길었다. 특히 정문과 비문 간 반응시간의 유의미한 차이를 확인하기 어려웠는데 있어서, 유형 1과 달리 유형 2나 3은 학습자들에게 증분히 나타내고 단계적으로 이해할 수 있는 것으로 보였다. 특히, 구역은 개체 내 변인으로, 집단을 개체 간 변인으로 문 반복성 분석결과, 중급학생자 집단은 고급학습자 집단에 비해 목표 대상인 조사가 포함된 구역의 처리 시간은 상대적으로 더 길었다(F(1,12,51.35)=5.07). 그러나 중급학생자 집단이 고급학습자 집단보다 정확도가 높다는 점에서 이러한 처리의 지연은 오히려 습득의 정확도가 낮아 해당 조사를 이해하는 데 더 많은 시간을 소요한 것으로 해석하였다. 셋째, 세부 유형별 정확도와 민감도를 확인하였다. 유형 1 중에는 '장소(동적)', '해당의 의미에 비해 주격조사'로의 스램에 대한 정확도와 민감도가 떨어졌다. 유형 2에서는 '이유'의 정확도에서 정확도가 낮았으며, 유형 3에서는 '위치(출발점)'의 의미에 대한 민감도가 떨어졌다. 학습자들이 '주격조사'의 의미보다 '장소(동적)'와 '해당의 의미'에 더 잘 숙지하고 있음을 알 수 있다. 다만 집단 간 교호작용이 유의미하지 않았다는 점에서, 학습자들이 반드시 배경과 '장소(동적)'의 의미를 완전히 숙달한 이후, '주격조사'의 의미를 숙달한다고 보기는 어려웠다. '예제서의 장소와 관련된 의미를 숙득하였더라도, 이것이 반드시 '주격조사'의 의미-기능에 대한 습득으로 이어지는 것은 아닐 것이다. 위의 결과를 바탕으로, 첫째, '예제서와 (으)로부터, 예제서와 같이 의미-기능이 유사한 조사 교육을 강화할 필요가 있다. 유형 1 보다 유형 2, 3의 정문에서 처리 시간이 길다는 점에서, 학습자들이 '예제서와 (으)로부터, 오로부터의 처리에 더 어려움을 겪고 있다고 할 수 있기 때문이다.

또한, '위치(출발점), 비교, '이유, '출처, '절서는 비문 및 '예제서와 (으)로부터, 예제서와 (으)로부터가 대체될 수 있는 상황-맥락에서, 선택할 수 있는 조사의 의미-기능 교육을 강화할 필요가 있다. 학습자들은 유형 1과 유형 2, 3과 그 세부적인 의미-기능에 그에 따른 조사 선택의 양상을 충분히 숙지하지 못한 것으로 나타났기 때문이다. 마지막으로, '예제서의 쓰임에 대해서는 전반적인 습득도가 높다고 하더라도, '주격조사의 기능에 대해서는 추가적인 교육이 필요할 것으로 보인다. 즉, '예제서와 같이 쓰임이 다양한 조사의 경우 다양한 의미-기능을 독립적으로 교수학습할 필요성이 제기된다.

5 Promoting Korean Learners’ Conceptual Development of Honorifics through Concept-Based Instruction

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Speakers whose native language does not have an honorific system tend to have difficulty in the acquisition and usage of honorifics (Byon, 2006). As such, researchers have suggested various teaching methods to examine and enhance Korean learners’ acquisition of honorifics (Byon, 2000; Brown, 2011; Kim, Lee, & Kim, 2018). However, studies have mainly examined learner’s performance of using honorifics rather than their development of the holistic concept of honorifics. This study examines learners’ conceptual development of Korean honorifics grounded in Sociocultural Theory (Vygotsky, 1986) and Concept-Based Instruction (CBI)
It is well-known that countable nouns in Korean and Japanese do not have to be obligatorily marked for plurality despite the existence of the plural suffix, -tul/-tachi. Studies in the past two decades revealed that plural marked nouns in classifier languages not only mark plurality but also denote discourse-related meanings of definiteness and specificity (Kim 2011, Nakani & Tomioka 2004). In particular, when "specificity" ("a unique individual denoted by the NP referred by the speaker") (Ioni et al. 2004, Lee et al. 2018) is involved, marking plurality/non-plurality is obligatory, contrary to the common assumption about optionality. Strong evidence comes from three sources: (1) obligatory plural marking in personal pronouns (a clear singular/plural distinction in the 1st/2nd-person pronouns as well as the 3rd-person pronouns/adnominal-demonstratives), (2) absence of plural marking in the generic/kind-taking reading (nonspecific by nature) as in "The whales are mammals" and (3) absence of plural-marking in interrogative pronouns.

Two interpretations of plurality are (1) unmarked plurality (much like English plurals) and (2) marked-reading with [+specificity]. In addition, the "event-plural" reading only available in Korean and the Japanese "associative-plural" contribute to language-specific distributions of marked/unmarked readings. There are cases where plurality is ambiguous for both readings ([many unspecified friends] vs. 'friends [shown in this photo]'!). Moreover, there is a strong correlation between the grammaticalization of the plural suffix and the universal animacy hierarchy (human>animal>other animate nouns>inanimate countable nouns>abstract nouns), so that the marker is interpreted as a neutral grammatical marker if the noun is higher in the animacy hierarchy, excepting certain abstract nouns (의견/문론/조각/생각). The unmarked plural reading has arisen due to a century-long process of grammaticalization that is more active in Korean than in Japanese, as illustrated by J-K newspaper translation data where Japanese prefer singular forms for corresponding Korean plurals (people/students/reporters/collaborators). The contemporary phenomenon contrasts with the Late-Middle Korean "quasi-plural suffixes" that did not mark plural number but a group membership (Lee & Ramsey 2011).

However, in the field of FL instruction no attempt has been made to incorporate the new linguistic understanding of plurality. Grammar books occasionally mention that plurality is obligatory when the demonstrative is employed (e.g. Sohn 1999, Lee, Madigan, & Park 2016, Makino 2007), but there is not a single textbook that informs the learner that plural-marking is not optional, but rule-governed. Based on a thorough examination of major Korean/Japanese textbooks, we identify seven categories of its usage and propose a pedagogically motivated learning sequence of plural-marking/non-marking: (1) as (optional) unmarked plural, often with human nouns (많은 학생들이/한국 사람들은), (2) as obligatory marked [+specific] plural (나/우리/들), 너/너희/들, 그/그들, 이런 학생들은, 여기에 있는 광고들은), (3) preferred non-marking in classifier contexts (책/책들 열 권), (4) event-plural with a plural subject (밥을 빨아들 먹고 학교들 가라들) Japanese associative plural-marking (hanako-tachi 'Hanako and her associates'), (5) animacy hierarchy (애들에게>고양이들한테>2화분들에>*자유들에). (6)

Teaching Plural-Marking and Non-Marking in Korean and Japanese

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generic noun, and (7) new usage of Japanese inanimate plurals marked with "noteworthiness" (kaybetsu-tachi/"cabbage", guzzu-tachi/"goods"). In addition, we investigate English learners' interlanguage data to understand L1 effects in the pattern of overgeneralizations (e.g., 나는 책*을 좋아한다/가이지*들은 묵득한 동물*들이다).

7 Effects of Technology-Enhanced Language Learning (TELL) Strategies on Proficiency Improvement in Korean

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The purpose of this study is to analyze how the Technology-Enhanced Language Learning (TELL) strategies change participants' competency, confidence, and learning ownership levels in digital vocabulary learning intervention when hierarchical learning activities in which objectives are delivered from lower to upper cognitive levels asynchronously, iteratively, and regularly. Many online learning strategies have been introduced to improve students' learning experiences; however, their learning satisfaction and achievement rate remain lower compared to in-person learning, especially asynchronous learning was least preferred. In this study, five sets of asynchronous Korean vocabulary activities have been developed for learners to promote proficiency levels and learning autonomy asynchronously; the TELL strategies based on the revised Bloom's learning taxonomy will be implemented through a web-based asynchronous setting that focuses on repetitive practice on a regular basis.

Quantitative and qualitative analyses will be conducted to answer the following research questions: 1) Will the repetitive asynchronous vocabulary activities help learners to improve their proficiency in speaking, listening, reading? 2) Will the asynchronous learning vocabulary activities help learners increase their confidence level in preparing for standardized tests? 3) Will the self-paced asynchronous activities help learners improve their learning ownership?

Approximately 75 participants will be recruited to evaluate the effects of TELL strategies through an asynchronous vocabulary set per week for five weeks. Each vocabulary set has a variety of automatic feedback activities designed with hierarchical cognitive learning steps: word-to-picture matchings, dictations, idiom expressions, reading, listening, and free-talking. Quantitative data will be collected through surveys and assessments such as OPI, TOPIK, vocabulary, and vocabulary tests will be given to measure proficiency improvements, their attitudes toward asynchronous activities, while qualitative data will be collected through one-on-one interviews to interpret their autonomous learning experiences and confidence levels.

The presentation will cover statistical results and findings based on the preliminary data collected from 14 participants, which includes their perspectives, learning confidence levels, and activity participation rates through pre-and post-surveys, pre- and post-tests (i.e., OPI, TOPIK, vocabulary), and activity participation logs. According to the data results from pre-survey, most of the participants (71%) preferred in-person learning, while asynchronous learning was least preferred. As their online learning experiences were mostly with synchronous conferencing meetings (66.7%), participants' perspectives toward asynchronous learning may be changed positively when they are exposed to TELL strategies-based asynchronous activities. The participation rate from the vocabulary activities indicated that participation on a regular basis increased up to 71% while the late-participation rate decreased from 36% to 14%. These findings imply that the majority of participants improve their learning autonomy through asynchronous learning.

Based on the pilot study, it is expected that participants will continue their learning ownership even post-pandemic and develop their own TELL strategy on proficiency improvement. This project is ongoing. Based on the findings, we expect that TELL strategies are effective in helping Korean language learners improve their proficiency levels in preparing for assessments and building their learning ownership at the completion of the study.

8 Collaborative Writing Assessment in Beginning Level Korean Language Courses: An Investigation of Interaction Patterns and Learner Perceptions

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With the emergence of online tools, the use of online collaborative writing (OCW) tasks has been gaining popularity among L2 educators because of enhanced audience awareness (Storch, 2002) and improved quality of writing (Shehadeh, 2011). An increasing number of empirical studies have been conducted to explore how OCW influences writing qualities, interaction patterns, and learner perceptions (Li & Zhu, 2013; Li, 2018). Despite an increasing interest in OCW tasks, the primary focus has mostly been on ESL/EFL learners while a few other languages have been explored, such as German (Strobl, 2014) or Spanish (Lee, 2010). As for proficiency level of target population, most of the previous studies examined a rather proficient level of L2 learners. However, SLA research has shown that writing in L2 provides meaningful opportunities for linguistic output, which is critical for L2 development (Van Patten, 2003). As discussed so far, there seems to be a need to explore OCW tasks with a focus on languages other than English as well as diverse levels of learners. To fill this gap, the current study utilizes OCW tasks as summative assessment tools in Korean as a foreign language (KFL) beginner-level courses to investigate interaction patterns and learner perceptions of the writing process. This study seeks to answer the following research questions: 1) What patterns of group interaction are found in KFL students' participation in the OCW assessment? What are the
characteristics of these patterns? 2) What are students’ perceptions of their OCW experiences? How do different interactional patterns influence their perceptions?

The data were collected from pre- and post-task surveys, recordings of OCW tasks, final writing outcomes, and individual interviews with 50 beginning-level students in a Korean program. The pre- and post-task surveys included a set of five-point likert scale questions and open-ended questions adapted from Chen and Yu (2019). Over a period of 14 weeks, learners participated in three OCW assessment tasks using Google Doc and Zoom. The processes of OCW tasks were video recorded. Individual interviews were conducted online using Zoom.

Preliminary data analysis of the survey responses and video recordings suggest that learners overall demonstrated favorable attitudes towards OCW as reported in previous research studies (Dobao & Blum, 2013; Shemah, 2011). Learners reported that peer assistance was helpful for completion of the assessment tasks and language learning. As for interaction patterns during the OCW tasks, it was found that the overall interactional patterns persisted over time. The study also demonstrated the potential of using OCW in beginner level KFL courses, which motivates learners to actively engage in self-regulatory language tasks and successfully accomplish the given writing assessment tasks. Based on the analysis, we argue that OCW assessment tasks can offer diverse learning opportunities and peer collaboration experiences to beginner KFL learners. The findings of this study also imply practical pedagogical considerations. Factors such as pairing and learners’ familiarity with the online environment should be carefully deliberated and managed to maximize the learning opportunities from OCW assessment.

9 A Preliminary Study on Korean Heritage Speakers’ Language Use and Maintenance: Asia-Pacific Region (Australia, New Zealand, and Hawaii)

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Heritage language (HL) stands for “the languages spoken by immigrants and their children” (Montrul, 2012) and heritage speakers are individuals who have an ethnonlinguistic affiliation with the HL at varying levels of language proficiency (Valdés, 2001). The maintenance of HL has been an important issue in immigrant groups and there have been many studies that have assured the benefits of preserving HL such as stronger sense of linguistic and cultural identity and more opportunities to get a job (e.g., Yang, 2017). However, ethnic minority groups tend to encounter various difficulties and challenges in maintaining and developing their HLs.

This study investigates and compares the issues of HL use and maintenance among Korean heritage speakers in Asia-Pacific region, specifically Australia, New Zealand, and Hawaii, where a large number of Korean immigrants reside but are considered an understudied population in the field. It aims to address the following research questions: 1) What are the frequency and patterns in Korean heritage speakers’ HL and dominant language use in their daily lives? 2) How do their demographics and language background affect their language use? 3) To what extent are participants’ HL and dominant language use related to their ethnic identity?

The study will have approximately 150 heritage Korean speakers, all living in Australia (N=50), New Zealand (N=50), and Hawaii (N=50). The participants are limited to those born to Korean immigrant parents; either born in Australia, New Zealand, and Hawaii; or immigrated before the age of 15. A mix-methods research design is used: for the quantitative data, online survey will be conducted to collect information on each participant’s demographic background, frequency of their language use in their daily life contexts, perceptions of their ethnic identity, and self-rated English/Korean proficiency. SPSS 27 will be used for statistical analysis of the survey data: Pearson Correlations will examine any relationships between frequencies of participants’ language use and their ethnic identity. A multiple linear regression analysis will test the extent to which factors (e.g., self-rated proficiency, frequency of language use) account for ethnic identity. For the qualitative data, semi-structured interviews will be conducted to obtain information on the participants’ experience and challenges related to HL use and maintenance. The transcribed interview data will be analysed thematically. The presentation will focus on preliminary findings collected by May 2021.

It is expected that there will be strong positive correlations among the frequency of Korean use, ethnic identity as Korean, and self-rated Korean proficiency. Interview data will reveal diverse experiences and perspectives on keeping Korean as HL and ethnic identity. The study will provide a deeper understanding of HL use and maintenance among Korean immigrants in the Asia-Pacific region. While Australia, New Zealand, and Hawaii share many similarities, including having a large number of Korean immigrants, well-established Korean communities, and lack of institutional support for the teaching of minority HLs, no comparative research has been conducted to examine HL-related experiences of Korean immigrants across the three places. The findings will offer pedagogical implications for teaching Korean to HL learners in English-dominant contexts.

10 성인 한국어 학습자의 온라인 고등교육 참여 사례연구: 결혼이주여성의 방송통신대학교 재학 경험을 중심으로

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이 연구는 디지털 공간에서 이루어지는 성인 한국어 학습자의 학업 수행 경험을 살펴보고 이들을 위한 한국어교육의 시사점을 도출하는 데 목적이 있다. 이를 위해 온라인 고등교육기관인 방송통신대학교에 재학한 경험이 있는 결혼이주여성의 학업 수행 사례를 탐구하였다. 그간 결혼이주여성에 관한 연구는 집단적-조기 정착지원에 집중되어 있었고, 초기 정착에 중점을 둔 지원책은 소위의 성과를 거두었다. 그러나 정착 주기가 장기화하면서 점차 결혼이주여성이 사회경제적 활동에 보다 적극적으로 참여하는 데 필요한 역량 제고에 관해 논의가 늘고 있다. 결혼이주여성이 한국 사회에서 차리기 위해 선택하는 학업 지원은 고등교육과 훈련(post-secondary education and training) 차원에서 다루어질 필요가 있는데, 코로나 19 이후 더욱 주목받는 온라인 고등교육에 참여한 경험이 관한 탐구가 이루어진다면, 향후 온라인 고등교육의 내실화와 활성화에 도움이 될 것이다. 방송통신대학은 결혼이주여성이 직업, 가정생활과 학업 등을 병행할 수 있도록 다양한 지원을 제공하고 있다. 이곳에 재학하는 결혼이주여성은 고급 수준의 한국어 학습자가 다양한 개개인으로 온라인 고등교육에 참여하기를 선택하고 실행하는 평생학습자이기도 하다. 따라서 이 연구에서는 결혼이주여성의 방송통신대학 입학 동기와 학업 수행 과정을 살펴보고 한국어교육 지원의 지원 방안이 무엇인지 탐구하고자 하였다.

연구 방법은 절적 사례연구로서 심층 면담을 중심으로 자료를 수집하고 분석하였다. 절적 연구는 어느 특정 시기의 사건이 나 현상에 관해 깊이 이해하고 정상 이면에 있는 목소리를 듣고자 할 때 적합하다. 이 가운데 사례연구는 개인의 생애주기, 소규모 그룹 행동, 교육의 성과, 지역 공동체의 변화 등과 같은 현실 세계 사건을 구체적 '사례'를 통해 들여다보면서 전체적이고 의미 있는 특성을 포착하기에 적합한 연구 방법이다. 또한 현실에서 일어나는 사건에 관해 통제하기 어렵거나, ‘이렇게 혹은 ‘왜’의 문제를 제기하고 그 해답을 찾고자 할 때 활용한다(Yin, 2016). 이 연구는 5명의 연구참여자와 1:1 심층 면담을 통하여 자료를 수집하였으므로 사례연구 가운데 복수사례연구에 해당한다. 연구 자료는 2021년 1월부터 2월까지 1차 수집, 분석하였다. 추가적인 인터뷰 자료, 문헌 자료를 수집하면서 분석 내용을 보완한 예정이다.

현재까지 수집된 자료에 근거하여 결혼이주여성이 방송통신대학에서 학업을 수행하는 데 필요한 지원 방안을 정리하면 다음과 같다. 첫째, 학업 진입 시기인 첫 학년, 특히 첫 학기 한국어에 관한 부담감과 전공별 학업 부담을 덜어주기 위한 정책적 지지 차원에서 집중적 교육이 요구된다. 둘째, 과제를 피드백을 중심으로 쓰기 영역에서의 한국어교육 지원이 개별 맞춤식으로 이루어질 필요가 있다. 마지막으로 결혼이주여성을 비롯한 다문화배경 학습자를 듣는 학내 전담 인력과 조치가 미비한데 이를 확충할 필요가 있다. 또한 중도 탈락을 방지하고 성공적인 학업을 지원하기 위해 다문화배경 학습자를 연계하고 커뮤니티를 활성화하는 방안이 필요하다.
본 연구는 한국어 비대면 수업에서 학습자에게 제공되는 피드백에 대한 학습자 인식 및 선호도를 조사하여 온라인 환경에서 피드백이 나아가야 할 방향성에 대해 모색하고자 한다.

본 연구는 다음과 같은 점에서 의미를 갖는다. 첫째, 조사 내용은 즉시적인 피드백이 아닌, 비대면 수업에서 이루어지는 모든 피드백을 대상으로 학습자의 인식 조사를 한다는 점에서 의미를 갖는다. 둘째, 기존의 연구에서 살펴본 대처되지 않은 미국 대학생을 대상으로 한다는 점에서 의미가 있다. 그 동안 국내 한국어 교육에 관한 연구는 국내 학습자를 대상으로 이루어졌기 때문에 학습자의 피드백 수용에 대한 태도를 살펴 볼 수 있다. 셋째, 기존의 유형과 선호하는 피드백을 살펴보면서 온라인 환경에서 학습자가 만족할 수 있는 피드백을 제공할 수 있다.

12 온라인 환경의 피드백에 대한 한국어 중급 학습자의 인식 조사 및 선호도 연구
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본 연구는 한국어 비대면 수업에서 학습자에게 제공되는 피드백에 대한 학습자 인식 및 선호도를 조사하여 온라인 환경에서 피드백이 나아가야 할 방향성에 대해 모색하고자 한다.

 최근 대면 수업이 비대면 수업으로 전환되면서 교사가 학습자에게 제공하는 피드백은 다음과 같은 양상을 이게 되었다. 첫째, 온라인 플랫폼에서 학습자에게 동영상, 텍스트, 그림을 활용한 형태의 피드백이 가능해졌고, 1:1로 온라인 매체를 통해 피드백을 제공되기 때문에 피드백의 양이 증가하게 되었다. 둘째, 온라인 환경에서 직접 대면하지 않은 상태로 학습자와 소통하면서 오류를 피드백하게 되었다. 쟁점, 교사가 교실에서 즉시 제공하는 피드백이 아닌 일정 기간이 지난 후 학습자가 수행한 과제에 제공하는 피드백의 다수를 차지하게 되었다. 이와 같이 새로운 온라인 학습 환경에서 제공되는 새로운 유형의 피드백을 학습자의 인식을 수용하기 위해서, 학습자가 온라인 환경에서 제공되는 피드백에 대해 어떠한 인식을 가지고 있는지를 살펴보는 것이 중요하다.

피드백은 학습자에게 자신이 모르고 있던 것을 인식하게 해 줌으로써 중간에 애로가 없도록 도움을 준다. 피드백에 대한 연구는 교사의 피드백과 이에 따른 학습자의 반응에 대한 연구(한상미, 2001; 진혜화, 2005; 이석란, 2009; 최순정·김영주, 2011; 이선진, 2019)의 피드백에 대한 연구가 동기와 동기와 어떠한 영향을 주는지에 대한 연구(김성주, 2008; 김연희·임주영, 2018; 김성주, 2018; 김연희·임주영, 2018; 김성주, 2018; 김연희·임주영, 2018; 김성주, 2018; 김연희·임주영, 2018; 김성주, 2018; 김연희·임주영, 2018; 김성주, 2018; 김연희·임주영, 2018; 김성주, 2018; 김연희·임주영, 2018)를 나누어 있다. 그간의 피드백 연구는 주로 초급 학습자의 쓰기를 중심으로 피드백에 대해 논의되어 한국어 중급 학습자의 말하기 피드백에 대한 연구는 크게 이루어지지 않았기 때문에, 본 연구에서는 중급 학습자를 대상으로 말하기 쓰기 과제에 대한 교사 피드백을 살펴보고자 한다.

13 현대 한국인의 감사 표현과 사과 표현의 사용 실태 및 교육적 함의
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한국어에는 ‘감사하다’와 ‘고맙다’를 사용하는 다양한 감사 표현이 있다. 이들은 비슷한 뜻을 지니었음에도 현대 한국인들은 각기 다른 상황과 목적에 적절히 다른 표현을 사용한다. 또한 다양한 스피치 레벨과 활용하여 사용한다. 한국어 학습자들에게 이러한 다양한 표현을 학습하는 것이 큰 과제이다. 본 연구의 목적은 두 가지이다. 첫째, 현대 한국인의 실제 사용하는 감사와 사과 표현의 실태를 알아보는 것이다. 둘째, 이 조사 결과를 바탕으로 한국어 학습자가 감사와 사과 표현을 실제에 맞게 사용할 수 있게 하는 교육법을 제시하고자 한다.

미국 내 한국어 교육 과정에서 감사와 사과 표현은 초급에서 등장한다. 하지만 400대 이상 학습자들 대상으로 다양한 감사와 사과 표현의 사용을 조사한 결과 동급자의 상당 수가 각 표현의 차이를 이해하지 못했다.
또한 상황 별로 적당한 표현을 선택하는 것에 어려움을 느끼는 것으로 드러났다. 이것은 한국어 교육과정에서 감사 및 사과의 화행을 제대로 교육하지 못하고 있다는 것을 입증한다.

현 교육 과정에 적절한 감사 및 사과의 화행을 실제 한국인들이 사용하는 상황을 반영하고자 설문조사를 시행했다. 대상은 10만 명의 한국어 모국어 화자였다. 설문조사는 D(친소관계), P(상하관계), F(가족관계), S(상황의 심각성)를 변수로, D±, P±, F±, S± 이 모두 반영된 상황을 만들었다. 그 다음 모국어 화자에게 각 주어진 상황에서 어떤 감사 및 사과 표현을 사용할 것인지를 물었다. 동일조건에서 감사 및 사과 표현의 각 평균과 표준편차 그리고 P-value 를 조사한 결과는 다음과 같다. 각 범주, 감사 표현 분석결과 모든 요인이 산입된 통계량에서 감사하다와 미안하다의 사용 비율은 비슷했고 그 차이는 유의했다(\( P <0.000 \)). 하지만 D+, P+, F+S+의 상황에서 감사하다라든가 표현을 암도적으로 많이 사용했다(감사, \( M=59.8, S=32.1 \) 고 말, \( M=14.2, S=5.88 \)). 설문 연구 역시 청자와 화자의 상하관계가 감사하다와 고맙다사이의 발화를 선택하게 하는 가장 큰 요인으로 소급하셨지만(박기는, 2014), 본 설문 결과를 통해 현대 한국어에서는 화가 선택한 여부에는 의미 이상의 다양한 동기가 있음을 알 수 있었다. 예를 들어 청자가 위주에 있어서도 심리적 거리가 가까운 변수(-D, +P)가 혹은 사적이며 주로는 상황(-D, -F, -S)에서 고맙다의 선택 비율이 더 높았다.

두 번째 사례 표현 분석결과는 좀 더 틀림없는 양상을 보였다. 같은 한자어인 미안(未安)과 '죄송(罪悚)' 역시 화자의 감정에 따라 조금 달리 쓰인다. 두 말의 차이를 묻는 국립국어원의 답변으로 '죄송하다'와 미안하다의 두 말의 차이는 크게 다르지 않고 현실에서 쓰이는 상황이 크게 구별되지 않는다는 뜻이었다. 하지만 본고의 설문 조사는 많았다. 한국어인 사죄화행에서 죄송하다를 절대로 많이 사용하고 있었던(죄송 \( M=86, SD=24.2 \), 미안 \( M=2.66, SD=4.6 \)). 특히 청자가 상위에 있을 때 발화 상황과 상관없이 죄송하다는 표현이 일반적으로 사용이 됐다. 또한 청자가 부모님(-D, +P)일 경우에는 미안하다는 표현이 다른 어말과 접합하여 더 많이 사용 됐다. 결과적으로 한국어는 다양한 상황에서 죄송하다를 선호하며 담화 자이 어휘 선택에 큰 영향을 주지 않는 것으로 드러났다.

본고의 교육적 함의는 감사 및 사과 표현의 중요성에 대한 교육과정의 적절한 조언이 아닌 현대 한국인의 사용 실상을 반영한 자료를 토대로 가장 적당한 표현과 적절한 교수법을 제공할 수 있다는 점이다. 현재의 교육방식의 단점을 보완하기 위해 본고가 지정한 \( D±, P±, F±, S± \)의 요소를 동적으로 수치화하여 각 상황 별 공식화된 감사 및 사과 표현을 학습자들에게 제공할 수 있다. 또한 \( D±, P±, F±, S± \)의 요소를 다양하게 활용하여 학습자들에게 교육할 수 있다. 이 연구를 초석으로 앞으로 더 다양한 분야에서 감사 및 사죄 화행의 활발한 연구를 기대한다.

14 "I Would Rather Say Fighting 咤 咤"; Korean as a Foreign Language Learners' Translanguaging Practice in Digital Space

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This study explores how two Korean as foreign language (KFL) learners use digital media to construct, perform, and negotiate their transnational identities. Due to the COVID-19 pandemic, the digital transformation in language learning and teaching environments has received increasing attention in foreign language education. Given that there are few opportunities to use a foreign language outside of the classroom (Richards, 2015), language learners' participation in technology should be encouraged to enhance exposure to the target language and language learning for real purposes. Nevertheless, learners' autonomous language learning and use beyond the classroom has not been widely explored. Issues of how language learners create and engage in communities for language use and practice are crucial for understanding their autonomous language learning in diverse contexts.

This longitudinal ethnographic case study focuses on the participating learners' language use, learning, and exchange in social media out of an institutional context. Drawing on translanguaging (Garcia & Wei, 2014) and digital literacies (Meyers et al., 2013) as primary frameworks, we investigated how the participants negotiate the selection of their languages, semiotics, and audiences, as well as how digital technology promotes their agentive participation in online spaces. The participants' text messages with native Korean-speaking friends, social media postings, and casual chats in digital spaces were collected over two years and discursively analyzed to demonstrate their construction of multilingual repertoires and identities. The individual interviews were collected and analyzed to demonstrate the impacts of digital space on the learners' language learning and use.

Findings present that social media is a translanguaging space where the learners collaboratively construct their linguistic and cultural repertoires with transnational living and learning experiences across the borders. Texting, in particular, creates a flexible and safe space for translanguaging where the learner constructs their linguistic repertoires so as to be engaged with a variety of semiotic resources and social discourses. The participants use translanguaging to present their multilingual self, express emotions, and build solidarity in their social groups. Moreover, it is found that learners' educational trajectories and Korean learning experiences in diverse contexts serve as significant factors that influence how they perform their multifaceted identities in digital space. The learners' social and language practices in digital spaces are deeply influenced by accessible resources, language ideologies, and interactional histories with their peers.
This study urges an in-depth understanding of the complex interplay of literacy and identities in digital space. It concludes with practical implications for KFL practitioners who work with language learners with diverse educational trajectories, increasing mobility and accessibility, and digital literacy. New forms of information and the development of communication technologies have required us to reconsider the meaning of foreign language learning and use outside language classrooms, crossing the boards, and the virtual space. Furthermore, this consideration reaches our apprehension of what effective foreign language learning is in this digital era.

**15** KFL Teacher and Multilingual Learners’ Code-Switching in Livestream of Online Communication

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The purpose of this research is to investigate unaddressed social function of Code-Switching (CS) between a KFL teacher and learners in an interactive online communication platform, YouTube. This study investigates how online platforms influence learner motivation in learning a target language, while building up their new identities. The data collected from YouTube channel named Prof. Yoon’s Korean classroom— a total time of 10 hours, explores how YouTube, an online platform has many insightful points about participant’s dynamic communication in multimodal context of online livestreaming.

Pedagogical functions of CS research (Levine, 2011) and the sociolinguistic perspective (Auer, 1988) especially for the past few decades focused on bilingualism and second language acquisition (SLA) as distinct. Most studies in bilingualism relating to CS found that participants selectively do CS to communicate easily and to strengthen relationships with whom they are talking (Adendorff, 1995). However, there are relatively few studies on which include teacher and learner perspectives of CS in online classroom, especially that of Korean language as a foreign language (KFL).

This paper does not limit the motives of a participant’s CS to simply a learning or communicative strategy. Rather the premise is that CS pertains to the diverse pragmatic functions beyond the current discourse. Through discourse analysis (DA) studies, the social functions of CS in an online KFL classroom are unfurled by clarifying participant’s footing and alignment. In addition, analyzing multimodal features may highlight digitally mediated participant’s interpersonal, textual and logical meanings (Baldry, 2000a).

Many contrasting points are found in the online classroom. Compared to face-to-face classrooms, a KFL teacher interacts with multiple multilingual learners whose level is varied and their motivation to learn the Korean is also varied. Thus, internet-based technology and its mediascape necessitate the language teacher to be cognizant of the learner needs and the status of Korean as a second language. After all, participants in online communication redefine the role of Korean and English in relation to their interest and jointly co-construct of communication by creating a new identity.

From the perspective of a viewer, it is clear that social worlds in the internet mediated space influence the user’s language. They freely use hybrid forms of linguistic resources like CS, emojis and music, etc to express their own desired identity. After all, using language and identity are a joy in this mediascape world, attracting KFL learners to gather in online communication. There are various roles the participants take, and CS is a cue to understand what they are doing in a conversation. Further the instances of CS are clear cut. Basically, participants switch codes from English to Korean when they address more interpersonal purpose such as speaker’s stance, identity construction and new L2 social group formation. On the other hand, English is used for managing online streaming and addressing Korean instruction contents.

This preliminary analysis will significantly widen the spectrum of understanding among participants in dynamic online communication and become a steppingstone for the wider socio-cultural implications of multimedia in a KFL language classroom.

**16** Translanguaging in Korean Language Classrooms – Focusing on Peer Interaction While Performing Online, Collaborative Writing Tasks

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Translanguaging is ‘the ability of multilingual speakers to shuffle between languages, treating the diverse languages that form their repertoire as an integrated system’ (Canagarajah, 2011, p411).

Translanguaging is the discursive norm in bilingual families and communities, and it enhances deeper-processing, cross-linguistic transfer, creativity, and criticality (García & Li, 2014). Researchers have advocated translanguaging approach in education, including all the languages students bring to the classroom, however, it has been rarely adopted or examined in Korean language classrooms. In addition, peer interaction has recently received extensive attention in SLA and L2 pedagogy. In light of its beneficial effects on language learning, researchers and educators have integrated peer interaction into collaborative tasks and analyzed what the learners discuss during the interaction. However, most of the studies have focused on oral tasks than writing tasks. (McDonough et al., 2018). Thus, the current study aims to examine translanguaging that occur in Korean language classrooms during peer interaction while performing online, collaborative writing tasks. More specifically, the study will investigate: (a) whether and to what extent translanguaging practices occurs, (b) the nature of the translanguaging practices, and (c) the effects of translanguaging on students’ attention to language features during oral interaction as well in actual writings, examining both the process and product of task performance.
To increase the ecological validity, the study will be conducted in two intact KFL classes (2nd semester, BEG-high, N = 29) at a private, U.S. college this spring. A task-supported curriculum is adopted in both classes, where a series of tasks are repeated (either exact or procedural repetition) for each lesson, adopting the tasks developed by Kim et al. (2021). The classes are offered online (half as asynchronously and the other half as synchronously), and the collaborative writing task will be carried out during synchronous sessions through Zoom. While performing the task, students will be engaged in peer interaction at two different phases: the pre-task phase (while performing a 2-way information gap task) and the main-task phase (actual writing process). Students will be instructed to use any language they feel comfortable in both phases to promote translanguaging practices. Since students’ L1 is diverse, it will be counterbalanced throughout the study.

A total of 14 peer interaction (each lasting about 35–40 min.) will be collected and transcribed. The translanguaging practices identified in the data will be categorized according to the focus of interaction (i.e., content- vs. language-related episodes), linguistic focus (morphosyntax, spelling, pronunciation, & vocabulary), and resolution of the problem (resolved or not). Besides, students’ negotiation of meaning strategies, such as clarification requests, confirmation and comprehension checks, self & other repetitions, will be identified and analyzed. Lastly, students’ writings will be examined to gauge to what extent and how accurately the grammar features addressed during peer interaction are incorporated. The findings of the study will illuminate not only the characteristics of translanguaging practices in Korean language classrooms but also the effects of translanguaging in drawing students’ attention to form.

17 The Effects of Dynamic Written Corrective Feedback in a KFL Context

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This study aims to investigate the effectiveness of written corrective feedback (WCF) in a Korean as a foreign language (KFL) context. In a KFL context where direct feedback (DF) is the most dominant type of WCF, this study implemented dynamic written corrective feedback (DWCF) that provided two types of feedback (DF and IF) depending on error types and explored its effect when compared to DF. As for the DWCF group, IF was provided for treatable errors, while DF was provided for untreatable errors.

Students (N = 77) enrolled in intermediate, high-intermediate, and advanced Korean classes at a university in the United States were asked to write nine short texts according to different writing topics during one semester. DF (n = 28) and DWCF (n = 38) were provided for the two treatment groups respectively, while only encouraging comments were provided for the control group (n = 11). To examine the relative effectiveness of WCF, accuracy, complexity, and fluency scores measured in the pretest (My Day - week 3) were compared to those in the posttest (My Weekend - week 14).

Although the differences among the three groups did not reach levels of statistical significance (p > .05), the results of a two-way repeated measures analysis of variance (ANOVA) revealed that the two treatment groups outperformed the control group in terms of mean accuracy scores over time. No significant difference in either complexity or fluency scores among the three groups was observed. As opposed to Truscott’s (2004, 2007) contention that error correction has a potentially detrimental effect on fluency and complexity, no tradeoff between accuracy and the other constructs of L2 writing development was identified.

The findings of this study revealed statistically no significant difference between the treatment groups and the control group, which contradicts the results of some previous WCF studies conducted in either an English as a second language (ESL) context or a KFL context. It is worth to note that the degree of preparation for writing instruction at the university level greatly differed between ESL learners (7–10 years, Reichelt et al., 2012) and KFL learners (0.57 years). This suggests that the results of WCF studies conducted within an ESL context should not be blindly applied to determine more effective instructional methods for KFL learners’ writing development. Another reason for such conflicting results can be explained by the fact that some WCF studies in a KSL or a KFL context measured accuracy via quizzes or revisions required within a short period of time. Empirical evidence from well-designed studies on the longitudinal effects of WCF on KFL learners’ writing can provide significant implications for how to best use WCF in a KFL context.

18 KSL Learners’ Proficiency Level and Syntactic Complexity in L2 Korean Writing: Focusing on Types of Subordinate Clauses and Students’ L1

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Ortega (2003) argued that measurement of syntactic complexity could play an essential role in L2 acquisition, particularly in studying the written language. In order to investigate L2 development, there have been various discussions about the complexity and language proficiency (Wolfe-Quintero et al. 1999; Norris & Ortega, 2009; Pallotti, 2009; Benevento & Storch, 2011). Moreover, a few studies have been conducted to examine the complexity of L2 Korean learners. However, there has not been a fundamental discussion about which linguistic units would be appropriate to measure L2 Korean writing complexity and show a relationship with KSL learners’ language development. Therefore, this research aims to address which syntactic complexity measure shows a strong correlation with Korean L2 proficiency focusing on the types of subordinate clauses to investigate an appropriate language index for measuring syntactic complexity in Korean writing. Moreover, the differences between two different L1 (Japanese and English) was also examined. The Essay samples for the
Facilitating L2 Korean Learners’ Pragmatic Competence: A Study of Making Requests in Korean

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Developing second language (L2) learners’ pragmatic competence is essential for successful communication (e.g., Blum-Kulka et al. 1989). Although there has been considerable research on the acquisition of speech acts, only marginal attention (e.g., Byon 2002, 2004, Yoon 2011, Kim 2013) has thus far been paid to pragmatic development of the request in L2 Korean. The present study attempts to fill this gap by revisiting beginner- to intermediate-level L2 Korean learners’ pragmatic development of requests as compared to Korean native speakers (L1). We focus on power-asymmetrical situations because these situations can be pragmatically challenging and complex, and aim to answer the following questions: (i) What types of strategies and modification devices are employed by the L2 and the L1 groups as a way to mitigate the requests? (ii) Based on the findings from the L2s’ requests that deviate from the L1 speakers, which features can be viewed as distinctly interlanguage-specific pragmatic features in Korean? (iii) What are pedagogical implications of the current study to develop L2s’ pragmatic awareness and competence in intercultural pragmatics/Korean as a foreign language? A discourse completion task was administered to 28 L2 (20 beginner and 8 intermediate) and 12 L1 speakers in order to elicit three different situations of request which power rests on the addressee. The L2 learners are enrolled in Korean language courses at large universities in the United States, and their interlanguage requests are compared with the L1 speakers on the same task. Their responses were analyzed based on our revised version of the cross-cultural speech act realization project (Blum-Kulka et al., 1989). We also identified pragmalinguistic features that are unique to Korean to figure out what constitutes pragmatically appropriate behavior.

First, as shown in Table 1, the L2’s overall responses do not diverge considerably from the L1s’ in an important way such that conventional indirectness was the most preferred strategy for both L2 and L1. The intermediate learners stood out more native-like regarding their lengthy production. Nonetheless, the intermediate learners’ productions exhibit qualitative deviations from native usage regarding numerous pragmalinguistic aspects. Specifically, most of the L2 speakers failed to use the clausal connective -nunkey which was invariably used by all of the L1 speakers to provide background information to justify requests. Next, they showed an inappropriate use of various internal modification devices (e.g., downgrader com ‘a bit’, kanunghasimyen ‘if possible’). Additionally, they systematically misused the expressions marking politeness that are frequently employed by the L1 speakers, such as the benefactive expression of -a/ a cwuta ‘to do something for someone’ and the subject honorific -(u)si and humble expressions. They also showed consistent misunderstanding of the modal verbs for asking permission -(u) suw ista and -(u)/ eto toyta. In our presentation, we suggest Korean-language specific pragmalinguistic features that can be instructed to L2 learners in the classroom and emphasize that pragmatic components need to be included in designing curriculum and activities, as mastery of the practical usage of language is highly important to be a proficient speaker.

21 Korean Ingressive Hiss ‘sss’ as a Turn-Initial Vocalization of Uncertainty: Functions and Pedagogical Implications

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The ingressive hiss sss is a frequently occurring vocalization in Korean conversation that preface utterances. Phonetically, this sound involves a lateral place of articulation, where a airstream flows past both sides of the tongue. It is produced with a frequency of up to 20 kHz and is said to be associated with politeness (Winter and Grawunder, 2012). Although past studies have brought to attention the importance of turn-initial fillers (e.g., uh and um: Clark and Fox Tree, 2002; oh: Heritage, 1998; etc: Morita and Takagi, 2018), non-lexical vocalizations have largely been an understudied topic. This study examines sss as it occurs in turn-initial responses to polar questions and its usefulness for signalling an upcoming epistemically “non-committal” stance.

Data comes from 10 hours of natural face-to-face conversation of native Korean speakers collected from conversation between college students and from YouTube, an online video-sharing platform.

Our analysis shows that turn-initial sss in response to a polar question is a “forward-looking” signal that informs the hearer that he or she will not commit to the following utterance as the information needed to answer is inaccessible. At the same time, a sss-prefix resists the presumption of a prior polar question as (dis)confirmable, allowing a speaker to evade accountability for his or her answer. In excerpt 1, M tells a story about his father suddenly changing his name when he was three. In line 2, W’s ‘just without any reason?’ presupposes that there must have been something meaningful about the change. Prefaced with sss, M provides an account for why the presupposition of the question is neither confirmable or disconfirmable (line 3). Furthermore, M does not provide additional information to directly engage the question and thus demonstrates his current stance as “non-committal” (‘I don’t know’).

One implication of this study is to teach the importance of turn-initial vocalization for L2 learners as early signals for managing stance and/or perspectives. Current pedagogical focus on lexical (e.g., lexical fillers such as cham, ce, kunty, or kulem) and morpho-syntactic (turn-final suffixes) elements of language can be strengthened with the introduction of non-lexical turn-initial items. It would offer learners access to another set of resources for engaging in a more natural, culturally-attuned, and interactively appropriate manner.

Teaching strategies and activities for L2 learners at different proficiency levels relevant to this study will be discussed in the presentation. For example, it would be useful to introduce sss by pairing it with lexical and grammatical collocations of uncertainty. L2 learners can be also encouraged to utilize sss with suffixes that mark uncertainty such as -(u)like (Lee, 2017) or -na to signal their lack of a clear
stance or perspective in response to polar questions. Teaching activities include exercises with transcripts and creating spontaneous conversations incorporating turn-initial ss. Further studies on the use of turn-initial vocalizations by both native speakers and L2 speakers would provide a broader understanding of the significance of vocalizations as used in Korean conversation.

Speech Production Analysis of the IPA (Integrated Performance Assessment) Implemented in Korean Immersion Courses

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Integrated Performance Assessment (IPA) provides a new paradigm of relating classroom instruction to learner assessment, where learners perform a series of interconnected tasks (interpretive, interpersonal, and presentational) under one theme. By linking instruction and assessment through a modeling and feedback loop between each task, the IPA promotes learners’ progress to meet communication goal of the Standards for Foreign Language Learning in the 21st Century (National Standards, 1999, 2006). Previous studies report that learners improve performances through the IPA, showing positive attitude toward the assessment. The IPA also creates ‘washback effect’ on classroom instruction, leading to teachers’ proactive employment of authentic materials and application of real-world situations in class in order to help students’ achievement (Adair-Hauck & Troyan, 2013; Adair-Hauck, 2013; Glisan et al., 2007; Huh, 2020; Kang, 2016; Kissau & Adams, 2016). Even with the pedagogical effectiveness of implementing the IPA in second/foreign language settings, the body of research on the IPA in Korean language is limited and provide few observations on speech production analysis of the IPA in Korean. This study fills the gap in the IPA research field.

In order to obtain insight into how the IPA promotes students’ language performance in terms of complexity, accuracy, and fluency (CAF) (Kim et al., 2020; Mora & Valls-Ferrer, 2012), the study analyzes speech production data of the IPA conducted at a post-secondary Korean language immersive setting in 2020. The data collection includes language background information about participants, observation of participants’ interpersonal and presentational tasks performances, and a focus group exit interview. This paper focuses on quantitative data analysis of the speech production from three rounds of the Intermediate-high level IPA and the two rounds of Advanced level IPA. Students’ performances of interpersonal and presentational tasks were transcribed in the CLAN program in order to find frequency counts for type, token, and TTR (type/token ratio) as a lexical complexity measure (See Table 1). Speech rate is also calculated as a fluency measure. The values of Error-free AS-units and Errors per AS-unit will be added later. The IPA is a type of procedural repetition task that is carried out in the same procedure but with different content, so students’ performance is expected to improve over time. The preliminary results in Table 1 indicates that speech rate in interpersonal tasks increased by 15%. Meanwhile, the speech rate in presentational tasks increased on the second round but slightly decreased on the third round. As for a complexity measure, mean values of TTR in interpersonal tasks decreased on the third round (0.59), whereas those in presentational tasks most decreased on the second round (0.59). The steady increase of speech rate in interpersonal performance support Adair-Hauck & Troyan (2013) and Kang (2016)’s argument that interpersonal performance shows more correlation to students’ final proficiency outcome than presentational performance does. In conclusion, unlike the traditional testing procedures often detached from instruction and learning outcome, the IPA highlights interconnection between instruction and assessment.

Effects of Lexicon, Syntax, and Discourse Knowledge on Reading and Listening Comprehension

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This study examines the effects of linguistic correlates on reading and listening comprehension of learners of Korean. Test scores on vocabulary, syntax, and discourse knowledge are used as linguistic correlates that predict comprehension scores. The results show that discourse knowledge exerts the most significant impact on advanced/superior learners.

Although prominence of vocabulary knowledge on reading and listening comprehension is well-known, recent research findings on L2 reading comprehension point out that grammar knowledge is more significant than vocabulary, especially in higher proficiency group (Kim & Joe 2015; Shiotsu 2010). This study examines the effects of vocabulary, syntax, and discourse knowledge on reading and listening comprehension using the Online Diagnostic Assessment (https://oda.dliflc.edu) user data of Korean. The data consists of comprehension item scores with the accompanying linguistic correlates item scores.

Multiple regression analysis results on different proficiency subgroups show that vocabulary exerts the most significant effects on lower proficiency groups both in reading and listening, whereas discourse exerts the most significant effects on advanced learner group in reading, and additional effects in listening after vocabulary. In short, this empirical study reveals that what is lacking for the “abnormally fluent, inaccurate” learners may be their control over grammatical features.

The attendees of this presentation:

- Appreciate the fact that grammatical knowledge is also important both for reading and listening comprehension
- Comprehend the notion that the importance of grammar knowledge is not uniform across proficiency levels
Apply differentiated teaching of the linguistic correlates of vocabulary, structure, and discourse, while considering different impacts at different proficiency scales.

Technology-Based Feedback and Its Efficacy in Enhancing Perceptual Learning of Korean Sounds

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Introduction: Many research studies in the field of second language (L2) acquisition have demonstrated the effects of corrective feedback with respect to L2 grammar, vocabulary, and writing (see Brown 2016 for a meta-analysis of feedback). However, there are only a handful of previous studies that have investigated the benefits of corrective feedback on L2 speech perception (Lee and Lyster 2016). In this regard, this study aims to examine the effects of different types of corrective feedback on the perception of the Korean three-way stop contrast (e.g., aspirated /ph/, fortis /p/, lenis /p/) by L2 learners of Korean.

Methods: Eighty university-level learners of Korean participated in the study. They were assigned to one of five groups and participated in a pre-test, three training sessions and a post-test, identifying the Korean three-way contrast stops using their mobile phones. Each group received a specific type of corrective feedback when they made perceptual errors during the training sessions. Group 1 received only an “incorrect” message on the mobile screen; Group 2 received an “incorrect” message and the correct answer in written form; Group 3 received an “incorrect” message and had to keep trying until they got the correct answer; Group 4 received an “incorrect” message and the correct answer was provided both visually and auditorily. Group 5 received no feedback about whether their answers were right or wrong during training. All groups were provided with their final score at the end of each training session.

Results: The results revealed that Groups 1, 2, 3 and 4 which received different types of corrective feedback during mobile-assisted phonetic training gained significant improvement in the perception of the Korean contrast at post-test, whereas Group 5 which received no feedback during training did not show any significant improvement. This finding suggests that learners’ attention to target sounds with any type of feedback leads to improvement in L2 sound perception. In contrast, simply listening to target sounds without feedback does not help learners improve their identification of L2 sounds. Most importantly, between the four feedback trained groups, post-hoc tests show that there was a statistically significant difference between Group 1 and Group 4 with respect to perceptual accuracy of the contrast at post-test. Group 1, which received a simple “correct-or-incorrect” message as feedback, showed higher perceptual accuracy than Group 4, which received a “correct-or-incorrect” message as well as the correct answer in visual and audio signal. This outcome indicates that for promoting L2 perceptual learning, simple feedback is more effective than complex feedback that contains both visual and audio information.

Conclusion: To summarize, the present study underlines the importance of corrective feedback in L2 perceptual learning. It also shows that simple ‘correct-or-incorrect’ feedback is more beneficial for learners than audiovisual feedback in mobile-assisted sound training.
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