Dear members of AATK,

Warm greetings and wishes to everyone! As getting closer and closer to the end of this challenging situation, we are now cautiously expecting the safest return to “normal.”

This year, we continue to gather virtually at our 2021 Annual Meeting for the full three days from June 24th through 26th. However disappointed and saddened we may be that we cannot greet all members in person two years in a row, we are encouraged to refine our virtual mode and further explore different technological resources and advances. To maximize our collective experience during this virtual instructional reality, we organize our 2021 meeting around the theme “Advancing Korean Language Education through Digital Practices.” Following the huge success of the last year’s first-ever virtual meeting organized by the Columbia University team, I have a high expectation that we will continue our stimulating intellectual exchanges and accomplish another success at our annual gathering this year. The registration for the conference will continue through June 25th with no registration fee for the members. More than 200 people already registered, we expect our membership to grow further in a more diversifying way via these new ways to connect to and interact with one another.

This year’s workshops and conferences owe greatly to the organizing committee, consisting of Drs. Hi-Sun Kim, Insung Ko, Danielle Pyun, Meejeong Park (Executive Secretary), Bumyong Choi (Treasurer), as well as myself. Dr. Kyung-Eun Yoon, the AATK Webmaster & Newsletter Editor, has served as this year’s Program Chair, who has put an incredible amount of work and energy into making this meeting possible. I also would like to thank the Executive Board, particularly the four outgoing members, Drs. Ihnhee Kim and Byung-jin Lim, Ms. Eunice Lee, and Mr. Hwanhee Kim, for their dedicated services for the organization and its membership. We sincerely hope to meet everyone, in person, at Cornell University in 2022 (June 16-18) and Georgia State University in 2023 (June 15-17).

On behalf of all AATK members, I want to express my sincere gratitude to the Korea Foundation for its continued generous funds, which have made our annual meetings financially possible and stabilized over the many years. I especially thank Director Chungmin Lee at Los Angeles Office for his sincere interest in the AATK activities and projects in his first year in the office. Our very special thanks go to Professor Emeritus Ho-min Sohn at the Korean Language Education & Research Center (KLEAR) for the generous contribution to the AATK. Lastly, I am grateful to the Korean Language Foundation in New York for their continued financial support.

Continued...
At the opportune time of fast-developing instructional technology that we are becoming more proficient at, we have started a new virtual venue, the AATK Colloquium. The AATK Colloquium, which is to offer twice a year, aims to provide the opportunity to explore various types of research in the field of Korean language education and beyond. The inaugural colloquium was held on November 6, 2020, under the theme of “Beyond the Scene: Analyses and explorations of the BTS phenomenon.” Moderate by me, three papers were presented by Dal Yong Jin, Kyeong-Hee Choi, Mi-young Kim, and Huai-Rhim Kim. The second colloquium, “KOREAN DIASPORA: Language and Identity,” was held on March 19, 2021, organized by Hi-Sun Kim with three presentations by David Chung, Jiyeon Jo, and Joseph Juhn. Both events were very well attended with more than 150 members. Through these new opportunities, we can focus more on the research topics that we do not usually examine at our annual meetings in the summer. The colloquium will continue to be offered twice a year without separate fees and registration for AATK members. If you have any ideas or requests for future colloquia, please feel free to contact the AATK Officers.

Following the launch made on June 1st, 2020, the AATK website has continually been updated and refined with new ideas and technological setups in order to better serve our expanding membership. For instance, we have streamlined the board member election to make the nomination process easier and more accessible to general members. Without Dr. Kyung-Eun Yoon’s continued effort and unrelenting attention to detail every step of the way, this large-scale project would not have come to completion. Also, at the initiative of Dr. Young-mee Yu Cho and with the support from the Korea Foundation, the Directory of Schools has finally been updated with more detailed information, including a number of high schools. I would like to express my gratitude to Dr. Yu Cho for her tireless and persistent work for the last ten months to complete this project.

Despite the ongoing pandemic situation for more than a year, the three main AATK projects and activities have continued with successes: the Korean Language in America, the Korean Honor Society, and the Korean Special Interest Group at the American Council on the Teaching of Foreign Languages. The Korean Language in America, the official journal of the AATK, continues to expand and thrive under the commanding editorship of Dr. Hae-Young Kim. Since our last meeting in 2020, Volumes 23.2 and 24.1 were published, and Volume 24.2 is also on its way to be published. As the number of submissions has increased, the KLA has become the even stronger intellectual core of the AATK with constructive and significant research articles, forum pieces, and book reviews. I urge all members to strive for more submissions to the future KLA issues.

The Korean Honor Society continues to grow in various regions in the U.S. thanks to the dedication of the KHS committee, led by Dr. Byung-jin Lim and Ms. Eunice Lee. As much of the managing process is automated via the AATK website, we look forward to steadier and more substantial growth in the very near future. Although the 2020 ACTFL Convention was held virtually, the AATK representation at the ACTFL and collaboration with the Korean-SIG in the field of foreign language education remained. With the constant efforts from the SIG Committee, consisting of Dr. Angela Lee-Smith, Ms. Sandra Song, and Ms. Jeeyoung Ha, I anticipate that many more AATK members will actively participate in the virtual 2021 ACTFL World Language Convention & Expo on November 19 through 21. Please refer to more detailed reports of these projects and activities in this newsletter.

My three-year term as President of the AATK is ending this summer. It has been my great privilege to represent and serve members of the AATK during the very challenging but rewarding years. On behalf of all the outgoing Executive Officers for the 2018-2021 term, I would like to express my deepest gratitude to all members for your enthusiastic support and constant guidance. I can now say with utmost confidence and pride that the AATK has established itself as a de facto organization that represents Korean language educators in North America, and beyond. With more creative ideas and forwarding visions, we, as a group, will continue our collaboration to grow into an even stronger organization that can stand out in the foreign language education field. I promise you that we, the departing Executive Officers, will continue on this endeavor.

I wish the new executive officers for the 2021-2024 term an exciting and productive term! Please join me at the Business Meeting scheduled on June 26 (Sat) at 4:15 (EDT) and 1:15 (PDT) to welcome the new Executive Officers for 2021-2024 as well as new board members.

Thank you again for this great honor. I hope to see everyone in person very soon!

Best wishes,
Joowon Suh
The 26th Annual Conference and Professional Development Workshop of AATK continues to be held online following last year’s virtual mode. The 2021 annual meeting is focused around the theme, “Advancing Korean Language Education through Digital Practices.” With the goal of expanding collaborative efforts to share best practices and most relevant theories, this year’s annual meeting seeks to promote innovative digital practices of teaching and learning Korean.

While we had to cancel the keynote and plenary sessions due to the circumstances surrounding the unforeseen pandemic last year, we are excited to present very special keynote and plenary speakers this year:

- Plenary Speaker: Julio Rodriquez, Director of the Center for Language & Technology (University of Hawaii at Manoa)
- Keynote Speaker: Lourdes Ortega, Professor of Linguistics (Georgetown University)

Drs. Rodriguez and Ortega are distinguished scholars in the field and we look forward to their insightful, inspirational, and engaging presentations.

Due to this year’s conference theme and the accelerated demand for digital transformation of language teaching and learning during the pandemic, the abstracts and proposal submissions had higher proportions in the categories of workshop and teaching methods and materials than usual. Therefore, this year’s program includes more sessions in the two categories than the previous years. However, we still have a fairly large number of conference paper presentations as well, and presentations in all three categories are well distributed over the three-day period, June 24th - 26th. We received a total of 96 abstracts and proposal submissions, out of which a total of 56 were selected, with an acceptance rate of 58%. We thank you very much for your continued participation and interest in AATK. We look forward to your continued participation with presentations in the future.

Best wishes,
Kyung-Eun Yoon

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THE KOREAN LANGUAGE IN AMERICA, EDITOR’S NOTE

A message from Dr. Hae-Young Kim

As the 25th AATK annual virtual conference in the middle of the pandemic broke the record of numbers of abstract submission and of the registration. The KLA received just as a large number of manuscripts, and was fortunate to enlist a great pool of scholars, i.e. twenty-six reviewers, for evaluating the submissions. We acknowledge the critical role and contributions of those reviewers by including their names in the front matter of the journal.

The review resulted in including three research articles and one forum article, shown below, in the upcoming issue, KLA 24.2. Please look out for KLA 24.2 to go live on JSTOR in a few weeks and print copies in the mail.

- Bryan Johnson, Positive and Negative Emotions During Study Abroad in South Korea: A Mixed-Methods Study of the Relationship Between Emotional Experiences and Language Proficiency Development
- Hye-Sook Wang and Danielle O. Pyun, “Hallyu” and Korean Language Learning: Gender and Ethnicity Factors
- Hyein Amber Kim, The Role of Korean Immigrant Churches in the Identity Development and Heritage Language Learning among Biracial Korean American University Students
- Seung-Eun Chang, Exploring Media Curation and Sociocultural Competence in Asynchronous Language Courses

Major news for the journal this year concerns a new KLA editorial board. Before introducing them, let me extend volumes of thanks to the outgoing editorial board who served in 2018-2020. The KLA owes a debt of graduate to their wisdom, expertise and dedication to the field for its success as the flagship journal of the AATK and as a leading publication in the field of Korean education. Their contributions were especially valuable for consolidating the KLA as a bi-annual publication and broadening of the base of contributing authors and the readership.

The new editorial board for 2021-2023 was formed with the advice of the AATK executive board and officers as well as the former editorial board members. The board is aimed to encompass the range of areas of KLA submissions, including (i) L2 morpho-syntax, (ii) L2 phonology and phonetics, (iii) text, discourse, corpus analysis, (iv) bilingualism and heritage language, (v) curriculum and program development and teacher education, (vi) media and technology for L2 learning, (vii) testing and assessment, quantitative research methods, and

Continued...
Dear AATK and ACTFL K-SIG members,

Thank you for being part of our community and making this year another successful one. Without your cooperation and dedication, it would have been impossible. We look forward to working with you.

These are noteworthy activities of the K-SIG this year (July 2020-June 2021):

1. ACTFL 2020 Virtual Convention-Spotlight for K-SIG members

“Developing Students’ 21st Century Skills in 9-12 Korean Language Classrooms” - Haewon Cho (University of Pennsylvania), Jae Hong Lee (Bayside High School), and Hye Young Shin (American University)

“Improving Speaking and Writing Proficiency Through Language Exchange” - Bomi Oh (Arizona State University)

“Exploring a Translanguaging Pedagogy in Foreign Language Classrooms” - Sung-Shim Choi (George Mason University) and Sujin Kim (George Mason University)

“Developing Strategies to Build Intercultural Communication Competence” - Sang Yee Cheon (University of Hawaii at Manoa), and Ihnhee Kim (Northern Arizona University)

“Learning by Doing: Partnership Between Learners of the Same Language” - Minsoon Kim (UC Berkeley), Ina Choi (UC Berkeley), and Junghye Park (UC Berkeley)

“Effective Language Teaching and Learning Through Engaging the Community” - Shu-Chen Chen (The University of Virginia), Yoon Hwa Choi (University of Virginia), Tomoko Shimomura (Arizona State University), and Xia Zhang (Arizona State University)

“Implementing Blended Learning to Maximize Student Learning” - Namju Cha (Defense Language Institute)

“Designing with Wizer - Fun and Engaging Activities for Intermediate Korean” - Kang Rim Ku (Boston University) and Jaemin Roh (Boston University)

2. K-SIG Webinar with Dr. Suzie Oh & Mrs. Jung Hae Kim

“Successes and Challenges of the Korean Dual Language Program (Korean Immersion)” November 4, 2020.

This webinar provided practical information on how they have implemented the Korean/English Dual Language Program successfully in K-5 and shared their ongoing challenges and successes as administrators. In addition, the session included underpinning research, program goals and benefits, successful implementation elements, and strategies for K-16 articulation.

3. K-SIG Officers

Our K-SIG Secretary, Haewon Cho, finished her service (December 2020), and Jeeyoung Ahn Ha was elected as new secretary (Jan. 2021~Dec. 2022). We are fortunate to have them as our SIG officers and owe Haewon our deepest gratitude for her dedication to our community.

Secretary: Jeeyoung Ahn Ha (2021-2022) jahn3@illinois.edu
Director of the Korean Language Program and Director of Undergraduate Studies in the Department of East Asian Languages and Cultures at University of Illinois, Urbana-Champaign. Certified ACTFL OPI Tester and Rater and WPT Rater.

Continued...
4. K-SIG Representation in ACTFL

At the end of October 2020, ACTFL held SIG Showcases. Our K-SIG has submitted a promotional video and held a 30-min Meet & Greet Zoom session. Also, our SIG published Newsletters in October 2020 and March 2021.

We encourage you to become a member of Korean SIG to contribute to future conversations with colleagues interested in Korean language education. The American Council on the Teaching of Foreign Languages (ACTFL) encourages members with a shared interest to network and share information within the larger structure of ACTFL. To facilitate these activities, ACTFL has established Special Interest Groups (SIGs) to provide continuous networking and information sharing on a specific topic or area of interest to a subset of ACTFL’s overall membership. SIGs operated under the aegis of ACTFL and are a vital component of ACTFL’s member-service activities. The ACTFL Basic membership level includes one free SIG, membership levels of Plus and above include two free SIGs. Each SIG after the allotted free amount is $5 per year. To add this SIG to your existing ACTFL membership, contact membership@actfl.org.

5. Upcoming Inaugural K-SIG Tea Forum!

Due to the Pandemic, K-SIG has lost the opportunity to host our signature KF luncheon during the annual convention. However, we are delighted to host our first Tea Forum on Wednesday, June 16 from 7:30 - 8:30 pm ET via Zoom.

Voices from the field: Building more sustainable and inclusive community of language educators and professional development opportunities

The Korean SIG ACTFL strives to provide continuous networking and information sharing on specific topics or areas of interest to a subset of our overall membership. As a part of this collective effort, the SIG is pleased to call for participation in our upcoming webinar forum, Voices from the Field: Building a more sustainable and inclusive community of language educators and professional development opportunities.

We plan to have two 20-minute sessions so members can choose to join more than one discussion group. Invited panelists will join and KSIG officers will act as facilitators for a small group discussion in each zoom breakout room. We will have raffles for the participants in this SIG Forum (Starbucks gift cards).

All members of SIGs are welcome to join and add your voices!

Possible topics include but are not limited to:

Peer mentoring and networking; Teacher training; Collaborations and Connections; Community engagements; Affordability and inclusiveness of professional development opportunities; Sharing current challenges, requests, and suggestions

1. Please briefly describe about your paper that you presented at the 24th AATK conference.

I presented my paper titled “Pedagogical and Acquisitional Implications of the Intonational Map Provided by Korean Textbook Example Conversations” which focused on analyzing the global prosodic features which contribute to a specific type of slow and clear speech used with lower level KFL learners. The analysis of a corpus of 170 sentences taken from the sample conversations of the beginning 1 textbook in the KlearText series edition 2 revealed that 1) there is unusual lengthening on Accentual Phrases (or a word plus particles), 2) breaks are disjointed with more pausing, 3) there is frequent pitch reset or use of focus in small syntactic frames, and 4) there was more use of flatter and disaffected boundary tones such as L%.

These features can lead to unnatural intonation patterns being repeated by students, so I therefore recommended that instructors maintain intonational accuracy and variety through conscious intonation use, utilizing native speech samples, and through explicit intonation instruction and feedback. Understanding how SCS affects instructor speech can help instructors mitigate their effects and help students acquire more comprehensive intonational patterns at earlier stages in the L2 acquisition process.

2. Please report if there are any changes or updates of the research project after you present at the 25th conference.

I have been developing this project over the last year by increasing the sample size of the corpus to higher levels of sample conversations. The main findings of the paper have not changed significantly, however the larger sample size and inclusion of more levels presents a clearer picture of

Continued...
how slow, clear speech affects instructor intonation as students move up through the lower levels.

3. How did your experience at the AATK conference influence your research and teaching?

Presenting at AATK encouraged me to continue to work on developing a more comprehensive program for intonation instruction in my research and teaching practices. Intonation is still not very well integrated into especially lower level curricula, but having a natural intonation can greatly improve a student’s perceived level of Korean, so I see a greater need to find simple ways to integrate explicit intonation instruction into my classroom. Aside from intonation, listening to other presentations from other Korean language instructors gave me more ideas for how to run my own classroom as well as an idea of how Korean pedagogy is practiced at a wider variety of institutions.

4. Do you have any suggestions to the AATK conference?

I do wish there were more ways to learn about other Korean programs across the USA and to meet instructors from those institutions. I would also be interested in learning more about lecture series or workshops etc. offered at other institutions throughout the year, especially with more events being offered online these days.

The recipient: Jaehyun Jo (Rutgers University)

1. Please briefly describe about your paper that you presented at the 25th AATK conference.

My paper discussed the role-based model to illustrate various ‘atypical’ functions of Korean honorifics in actual use that are relevant to playing with the ever-changing interactional identities and listenership in both spoken and written discourse.

2. Please report if there are any changes or updates of the research project after you present at the 25th conference.

The insights I gained from the conference into the dynamic pragmatic import of Korean honorifics helped me develop possible pedagogic practices to encompass recent discove-

ries into classroom teaching.

3. How did your experience at the AATK conference influence your research and teaching?

It influenced my research and teaching on many levels. Particularly, it gave me opportunities to reflect upon the practical linkage between the two.

4. Do you have any suggestions to the AATK conference?

I was glad I joined the meeting and am looking forward to meeting others in person once Covid-19 is finally over.

The recipient: Hwanhee Kim (University of Hawaii at Manoa)

1. Please briefly describe about your paper that you presented at the 25th AATK conference.

In my presentation entitled “Multilingual Linguistic Landscapes: Focusing on Translanguaging Practices,” I presented how online users of different backgrounds effectively overcame various restrictions from spatial, temporal, cultural and linguistic differences to successfully communicate with each other. An analysis of online gaming interactions between Korean YouTubers and other players from different countries revealed three distinctive features of online gaming interaction. First, the players vicariously carried out tasks given in the game through the use of avatars that can perform human-like actions in a virtual world. Second, it was found that online game users utilize a variety of strategies integrating individual named languages with other semiotic resources that are exclusively available in online platforms. As a result, their interactions tend to display higher hybridity and creativity in comparison to face-to-face or offline interactions. Lastly, while playing the game and cooperating with each other as a team, frequently online game players actively engaged in teaching and learning language(s) and cultures of others, which played a key role in co-constructing more entertaining, and thereby enjoyable, environments of interaction.

2. Please report if there are any changes or updates of the research project after you present at the 25th conference.

To better understand the interaction that occurs in online (gaming) platforms, I have expanded the focus of my research and analyzed the discourse developed by viewers of the online gaming videos uploaded on YouTube. Also, I have been designing and developing a teaching method based on online gaming platforms, in which learners can improve their skills to combine various linguistic resources from different languages with other semiotic resources that are exclusively available in an online space. This novel teaching method is expected to complement a traditional classroom-based curriculum by offering students an online space that is more accessible and lower pressure. 

Continued...
It has been eight years since the Korean Honor Society (KHS) was launched in 2013, and the KHS continues to grow in the number of chapters and members. During the 2020–2021 academic year, KHS welcomed three additional chapters, increasing the total number of chapters to twenty-five. (Chapter 23 was nullified due to disagreements in the school board approval process for the KHS program. Therefore, Chapter 23 will be re-assigned and re-issued to a new chapter for 2021–22.) The following is the list of the newest KHS chapters that joined during 2020–2021.

The complete list of 25 Korean Honor Society chapters and faculty sponsors can be found on the KHS website (http://www.aatk.org/web/KHS).

The total of 250 applications were received and 241 were approved. Of these 241 approved inductees, 12 students were also identified as recipients of the Certificate of Excellence, which is awarded to outstanding KHS student inductees for their excellent leadership and distinguished service.

We are very excited about each chapter’s achievements in this unprecedented academic year and would like to extend a special appreciation to all of the faculty sponsors involved for their dedication and hard work during the COVID-19 pandemic. Additionally, we’d thank Dr. Joowon Suh, the AATK president, Ms. Jennifer Cho, the KLTA-USA president, as well as the AATK officers and board members for their continued support for the KHS. We’d also like to express our sincere gratitude towards the KLTA-USA members of the KHS Committees—Ms. Eunice Lee, Ms. EunJung Kim, Ms. Heather Yoo, and Ms. Patricia Yu—for their hard work towards reviewing all of the inductee and chapter applications. Finally, we are grateful to Dr. Bumyong Choi for his meticulous work of financial and certificate-related matters for the KHS.

New Developments

- The KHS sent each chapter certificates and souvenirs with congratulatory remarks from the presidents of AATK and KLTA for each chapter’s induction ceremony.
- This year 12 students were identified and awarded the Certificate of Excellence at each chapter’s respective induction ceremony for their excellent leadership and distinguished service.
- KHS chapter application has successfully switched to a web format, and thus new applications were completely processed online for the 2020-2021 academic year. The implementation of this new web solution enabled the KHS committee members and members to effectively use and track the progress of all applications. Furthermore, online payment features are also added such that financial management for the KHS is automated and enhanced with overall efficiency. Additional user-friendly features will be expected on the KHS website in the near future.

<table>
<thead>
<tr>
<th>Chapter #</th>
<th>Chapter Name</th>
<th>Location</th>
<th>Faculty Sponsor</th>
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<tbody>
<tr>
<td>24</td>
<td>The Irvine (얼바인)</td>
<td>Irvine High School, Irvine, CA</td>
<td>Jennifer Yu</td>
</tr>
<tr>
<td>25</td>
<td>Gaonsori (가온소리)</td>
<td>Chantilly High School, Chantilly, VA</td>
<td>Youngju Lee</td>
</tr>
<tr>
<td>26</td>
<td>Sunny Hills Korean (서니힐스 코리안)</td>
<td>Sunny Hills High School, Fullerton, CA</td>
<td>Esther Lee</td>
</tr>
</tbody>
</table>

KOREAN HONOR SOCIETY

A Message from Drs. Byung-jin Lim, Mina Lee, and Ho Jung Choi

3. How did your experience at the AATK conference influence your research and teaching?

It was an inspiring experience for me to present my research, discuss with, and receive valuable feedback from teachers and researchers from different backgrounds. Especially, thanks to the feedback given, I found my data more multi-layered than expected, which led me to examine it from a wider variety of perspectives. In addition, I was able to attend various presentations from different fields of linguistics, which not only deepened my knowledge of the Korean linguistics but also provide me with practical ideas that I, as an instructor of Korean, can apply in my classroom.

4. Do you have any suggestions to the AATK conference?

As the AATK conference of last year was held online, I had opportunities to meet and talk with researchers and teachers who were not able to attend the previous conferences for distance issues. I found the discussion with people from diverse backgrounds beneficial for establishing global-level community in which members share and develop ideas and initiate various projects. To make it more official and consistent, I suggest that beside the conference, AATK offer more online-based meetings, just like the last two colloquiums, so that educators and researchers from various areas build a more consistent relationship and continue a series of productive academic discussions.

Continued...
Information regarding the KHS Induction program and all forms can be found on the official KHS website: [http://www.aatk.org/web/KHS](http://www.aatk.org/web/KHS). Any schools and teachers who may be interested in initiating or installing KHS chapters can access all of the necessary information and online application forms on the KHS website.

**KHS Committee**

As of June 2021, Dr. Byung-jin Lim and Ms. Eunice Lee ended their terms as AATK-KHS and KLTA-KHS Committee member, respectively. The KHS committee is grateful to both for their enormous contribution and exceptional dedication for the KHS program. We also welcomed Dr. Ho Jung Choi, who was elected as an incoming AATK board member in 2020, as a new liaison between the KHS Committee and the AATK (2020-2023).

**Chapter Highlights**

Here are some of the highlights from a few KHS chapters’ accomplishments and activities during the 2020–2021 academic year.

**Moo Goong Hwa (무궁화) Chapter** (Chapter #002. Faculty Sponsor: Ms. Anna Georgiou) at Ridgefield Memorial High School, Ridgefield, NJ

- The Korean Honor Society members and Korean class students at Ridgefield Memorial High School made some Korean artifacts (folding screen paintings) and posters in Korean. On January 2021, KHS members and Korean class students celebrated the Lunar New Year’s Day. As part of their Lunar New Year project, the students made class group picture and wrote “Happy New Year” in Korean.

**The Deep Rooted (뿌리 깊은 나무) Chapter** (Chapter #012. Faculty Sponsor: Ms. Soo Park) at Milpitas High School in Milpitas, CA

- KHS Induction Ceremony, June 2, 2021: A virtual induction ceremony with 11 inductees was held via Zoom.
- KHS inductees made a virtual yearbook and signs with farewell messages for the last class picture. In addition, they worked as a virtual tutor to help lower classmen who struggled with reading fluency and needed some help with their homework. KHS inductees have also contributed to making interactive cultural presentations and making online bingo games for the class.

*Continued.*
Taegeukki (태극기) Chapter (Chapter #017. Faculty Sponsor: Ms. Sera Yoon) at Brea Olinda High School, Brea, CA

- The Brea Olinda High School hosted an induction ceremony virtually this year due to the COVID-19 pandemic and students have picked up their certificates before the ceremony. They have prepared speeches of resolution as inductees of Korean Honor Society and presented themselves nicely during the virtual ceremony. Many parents were present to congratulate inductees for their excellent achievements made during the time of uncertainty students had to face last year.

Best of the Best (짱) Chapter (Chapter #022. Faculty Sponsor: Mr. Bob Huh) at Eleanor Roosevelt High School, Greenbelt, MD

- KHS Induction Ceremony, May 22, 2021: Eleanor Roosevelt’s Chapter of the Korean Honor Society held their very first official Korean induction ceremony.
- Hanbowl 2021 Award Ceremony, April 17, 2021: The Korean Language Teachers’ Association of the Washington D.C. area and the Korean Education Center in D.C. sponsored the Hanbowl Korean language competition. At the award ceremony participants in the competition were awarded with money for their submissions in the video, speech, and essay writing categories.

Continued...
American Association of Teachers of Korean

NO. 29, June 11th, 2021

Virtual ERKR, January 21, 2021: The Korean Honor Society and the Korean club collaborated to host the very first virtual ERKR. Dance, singing, language, fashion, and art relating to Korean culture were presented online and awarded by audience choice.

ERHS x Gimhae Foreign Language High School Saturday Exchange: From December 2020 KHS students virtually met with Korean students from Gimhae Foreign Language High School via Zoom every Saturday and discussed certain topics in Korean and English.

Greenbelt Middle School Tutoring in the Korean studies from September 2020

Timeline for KHS Chapter and Membership Application

If interested in establishing a new KHS chapter or continuing with KHS activities during the next academic year, please refer to the 2020-2021 timeline for KHS applications below.

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>New Chapters</th>
<th>Existing Chapters</th>
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<tbody>
<tr>
<td>February 1</td>
<td>Submit completed chapter application for a new KHS chapter. The expected date for new chapter approval will be February 5. To complete the process, submit a new chapter fee via PayPal upon approval. Payment must be made to submit a KHS student application.</td>
<td>Review and revise the previously submitted application. Update the induction information annually.</td>
</tr>
<tr>
<td>February 15</td>
<td>Submit completed KHS student application.</td>
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<tr>
<td>March 15</td>
<td>Check the results online.</td>
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</tr>
<tr>
<td>April 10</td>
<td>Submit certificate/merchandise fees via PayPal.</td>
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<tr>
<td>April 30</td>
<td>Receive certificates for a new chapter and students/induction materials via mail.</td>
<td></td>
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<tr>
<td>May 15</td>
<td>Upload your chapter annual report.</td>
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</table>

The KHS chapter application forms and information about the Korean Honor Society are on the KHS website (http://www.aatk.org/web/KHS). If there are any questions regarding the KHS, please send an email to khs.klta@aatk.org.

KOREAN PROGRAM UPDATES

Thomas Jefferson Elementary School, Anaheim Elementary School District

For the 2021-2022 school year, Thomas Jefferson Elementary School in Anaheim, California will be launching its third cohort of students for its Korean Dual Language Immersion (DLI) Academy. It is the first and only Korean DLI academy in Orange County. Students begin the program in Kindergarten with an 80-20 language model within a two-way immersion format. All classes have a fully credentialed classroom teacher with BCLAD-Korean, and a bilingual instructional assistant.

Continued...
Pennsylvania State University

- The Department of Asian Studies at Penn State will start offering a newly established Korean Major effective Summer 2021.
- With the generous support of the Academy of Korean Studies in South Korea and the Asian Studies Department at Penn State, the Institute for Korean Studies (PSIKS) was established in January 2021 with the aim to strengthen Korea-focused research and teaching programs. During the AY 2020-2021, the Institute has hosted lectures on Korean history, society and culture by high profile researchers in North America and multiple cultural events.

Northwestern University

We are pleased to share the exciting news that two tenure track faculty members have recently joined the department of Asian Languages and Culture at Northwestern University. Dr. Dahye Kim and Dr. Annabel We will be working in Korean literature, film, or media for Korean Studies.

Midwest Association of Teachers of Korean (MATK)

Drs. Hyo Sang Lee (Indiana University) and Inhhee Kim (Northwestern University)

The 2nd speech Midwest Korean Speech Contest was held on April 17, 2021 via online, hosted at the Ohio State University. The speech contest was organized by The Midwest Association of Teachers of Korean (MATK) and sponsored by Chicago Korean Education Center and Consulate General of the Republic of Korea in Chicago to raise the motivation for the learning of the Korean language and cultures and to promote collaborations among colleges and universities of 14 states in the Midwest. The event became like a community of practice thanks to the collaborations of students, administrators, community leaders, K-12 teachers, Korean language educators for adult language learners as well as in higher education.

The virtual event was remarkably productive, as more contestants and schools participated than the first event held in 2019. 19 schools in the Midwest area participated in the event: College of DuPage, Indiana State University, Indiana University, Michigan State University, Northwestern University, Oakton Community College, Purdue University, University of Chicago, University of Illinois at Chicago, University of Illinois, Urbana-Champaign, University of Iowa, University of Iowa University, University of Kansas, University of Kentucky, University of Michigan, University of Minnesota, University of Wisconsin-Madison, University Wisconsin-Milwaukee and Washington University in St. Louis. Altogether, 121 people took part in the event, including 9 judges, 3 administrates, students and teachers and 48 contestants (19 beginner, 17 intermediate, 12 advanced) participated in the competition.

The recipients of the awards in the beginning, intermediate, and advanced level are as follows:

- **Monet Menard** (Northwestern University), **Afra Kamal** (University of Michigan), **Franchesca Ulloa** (Ohio State University) for the Highest Standing Awards with $1000 cash prize and the scholarship certificate provided by the Korean Language Education Center at Sogang University, the Korean Language Center at Sungkyunkwan University, and the Institute of International Education at Kyunghee University, respectively.

- **Sanjana Molleti** (University of Minnesota, Twin Cities), **Shelby Gogal** (Ohio State University), **Sydney Smith** (Northwestern University) for the Excellence Awards with $800 cash award

- **Stephie Choe** (Ohio State University), **Maddie Kahl** (University of Chicago), and **Kaila Ryan** (College of DuPage), **Christina Byun** (University of Chicago), **Leandra Djomo** (Washington University in St. Louis), **Allison Garbacz** (University of Wisconsin – Madison), **Kanjana Chea** (University of Iowa), for the Honorable Mentions with $500 cash award
**BOOK ANNOUNCEMENTS**

**Teaching Korean as a Foreign Language: Theories and Practices.**
Edited by Young-mee Yu Cho

With contributions from leading experts in the field, readers will gain an understanding of the theoretical framework and practical applications of KFL education in the context of Second Language Acquisition (SLA). The eight chapters explore the history of and current issues in language education, the practicalities of being a classroom teacher, and teaching and evaluation techniques for developing language and cultural proficiency: (1) Second language acquisition and its implications for teaching Korean, (2) Pedagogical approaches and practices in teaching Korean, (3) Language in use, (4) Culture in language learning and teaching, (5) Korean heritage language teaching and learning, (6) Literacy and multiliteracies in Korean language learning, (7) Korean language assessment, and (8) KFL program building and professional development. This comprehensive volume also includes an annotated bibliography which lists over 500 of the most recent and pertinent research articles and doctoral dissertations in the area. This bibliography will be of great service to students, teachers, and any researchers in applied linguistics and second language acquisition interested in Korean language education.

**Integrated Korean: High Intermediate Workbook**
by Sumi Chang, Hee-Jeong Jeong, Jiyoung Kim, & Sang-seok Yoon

This book accompanies Integrated Korean: High Intermediate 1, the fifth volume of the best-selling series developed collaboratively by leading classroom teachers and linguists of Korean. As the number of advanced learners studying Korean for academic and professional purposes increases, it becomes critical to provide these students with extensive skill-using exercises and activities.

In response to the overwhelming demand for a workbook for High Intermediate from learners and instructors alike, the workbook authors have endeavored to provide a variety of types of activities in which students intensively practice and internalize the skills they have learned in the main text. Within each lesson, comprehensive activities are provided for vocabulary and grammar, reading and listening, and speaking and writing.

**Integrated Korean: Advanced 1, Second Edition**
by Hee-Jeong Jeong, Duk-Soo Park, & Jaehoon Yeon

This is a thoroughly revised edition of Integrated Korean: Advanced 1, the seventh volume of the best-selling series developed collaboratively by leading classroom teachers and linguists of Korean. All the series’ volumes have been developed in accordance with performance-based principles and methodology—contextualization, learner-centeredness, use of authentic materials, usage-orientedness, balance between skill getting and skill using, and integration of speaking, listening, reading, writing, and culture. Grammar points are systematically introduced in simple but adequate explanations and abundant examples and exercises.


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**MEMBER HIGHLIGHTS**

**Defense Language Institute Foreign Language Center (DLIFLC)**
Dr. Mina Lee, Professor, has been promoted to Associate Provost for Educational Technology and Development. She was the Dean of Asian School II (Korean School), from August 2018 until May 2021.

**Pennsylvania State University**
Dr. Jayoung Song has been appointed as tenure track Assistant Professor of Korean at the Department of Asian Studies, Pennsylvania State University, as of fall 2020.

**University of Iowa**
Dr. Sang-Seok Yoon has been appointed as tenure track Assistant Professor of Korean at the Department of Asian and Slavic Languages and Literatures, University of Iowa, starting August, 2021.
Learning Korean Through Tasks: High Beginner to Low Intermediate
by YouJin Kim, Bumyong Choi, Hyunae Yun, Binna Kim, & Sanghee Kang

Task-based language teaching (TBLT) has become one of the major approaches to teaching foreign and second languages in use today. Research within the fields of second language acquisition (SLA) and TBLT has provided evidence supporting the benefits of tasks in promoting language learning.

The textbook presents pedagogic and real-world speaking and writing tasks as the basis of its organization. The target audience of the textbook includes high beginner to low intermediate Korean language learners in both Korean as a foreign language (KFL) and Korean as a second language (KSL) contexts. A defining characteristic of the textbook is that all tasks were designed, tested, and revised based on their use in actual Korean language classes. The in-class task performance process offers invaluable opportunities for using the Korean language in meaningful communicative contexts and drives Korean language learners to become Korean language users.

Elementary Korean I Activity Book by Jiyoung Kim

It features a variety of task- and usage-based activities designed to help students improve their communicative skills in Korean.

The introduction reviews the Korean alphabet, ensuring students are able to read and write Korean consonants and vowels, recognize them when heard, form a syllable block in Korean, and write their own name. Additional chapters help students practice everyday topics of conversation in Korean, including personal introductions, talking about their belongings, describing how they feel about their classes, and identifying the location of a place. Students learn how to talk about their daily activities, ask about the price of items, introduce their family members, talk about their past, and more. Closing chapters help students master the necessary vocabulary to set up a meeting place and make plans for vacation.

Featuring a highly practical focus, Elementary Korean I Activity Book is an ideal supplementary text for foundational courses in Korean.

Anytime Korean: Intermediate 1
by Sangbok Kim, Sang-seok Yoon, and Jieun Kim
Publisher: KONG & PARK, Inc.
www.AnytimeKorean.com
Published date: January 2021

Anytime Korean: Intermediate 2
by Sangbok Kim, Sang-seok Yoon, and Jieun Kim
Publisher: KONG & PARK, Inc.
www.AnytimeKorean.com
Published date: January 2021
The Foundation for Korean Language and Culture in the USA (FKLAC) proudly introduces its newest publication, Epic Korean. This textbook series is designed for middle and high school students and is aligned to the ACTFL World Readiness Standards. Epic Korean offers four different levels to meet the needs of novice to advanced learners of Korean. Each textbook also has a companion workbook and corresponding Teacher Edition. All components include a digital companion e-book. Epic Korean uses a real-world, authentic language approach to instruction. Check it out on the klacusa.org website for more information!

Epic Korean Level 1 (Jae Hong Lee, Haewon Cho, and Hye Young Shin) consists of 12 chapters that cover the Korean orthographic and phonetic systems of Hangul and essential everyday conversation topics for beginning learners of Korean. Topics include introductions, school life, neighborhood, family, professions, favorite activities, and daily routines.

Epic Korean Level 2 (Haewon Cho, Jae Hong Lee, and Hye Young Shin) consists of 12 chapters that cover essential topics for everyday conversation, such as past and upcoming weekend activities, Korean food, weather, shopping, fashion, directions, housing, classes, and school clubs.

Epic Korean Level 3 (Hye Young Shin, Haewon Cho, and Jae Hong Lee) consists of 10 chapters that contain a variety of topics for uncomplicated conversations in straightforward social situations, such as family celebrations, traditional holidays, health and fitness, hobbies, traveling, school events, and festivals.

Epic Korean Level 4 (Hye Young Shin, Jae Hong Lee, and Haewon Cho) consists of 10 chapters that contain a variety of topics for informal and formal conversations on personal and public interests, such as school volunteer clubs, community services, academic and career plans, internet and technology, regional special products, Korean immigration, Korean folk tales, and environmental conservation.

Flyer: https://ebook.klacusa.org/leaflet/
eBook samples: https://klacusa.org/klac2021/book/

Advanced Korean by Jaemin Roh & Mijeong Kim

Advanced Korean provides a wide range of topical reading texts and practice material for students making the transition to advanced level proficiency in Korean. Sequenced to address a one-year university program, each chapter comprises:

- The main reading passage
- New words and expressions with practice sets
- Grammar lessons and practice sets
- Speaking and writing activities
- Project activities for applying linguistic knowledge
- Self-evaluation rubrics

With a range of online resources including an answer key, vocabulary lists, and downloadable activity sheets, this is an ideal text for students reaching Advanced level on the ACTFL proficiency scale and CEFR levels B2-C1. The wide range of vocabulary and abundant examples make this the perfect preparation for the Test of Proficiency in Korean (TOPIK).
Complaining as a Sociocultural Activity: Examining How and Why in Korean Interaction by Kyung-Eun Yoon

This book examines the role of complaining in conversation and online interaction in Korean society. It first examines patterns of formulating complainability, linguistic resources for complaints, organizational features of complaining discourse, and the ways in which the participants construct social identities and cultural norms through complaining. Yoon analyzes real language use in various contexts, including everyday face-to-face and phone conversations with family members and friends, social media posts, online customer reviews, news articles, and formal complaints posted on the websites of local governments in Korea. The analysis in this book ties together the relationship among language, interaction, and social organization as well as the relationships between participants and sociocultural norms, using Korea as a case study.

2021 AATK SCHOOL SURVEY PROJECT REPORT
A message from Drs. Young-mee Yu Cho, Hee Chung Chun, & Kyoung Moon (Rutgers University)

On behalf of the AATK, we conducted the first nation-wide school survey in 10 years in order to update the existing KFL program information for colleges/universities and to create a new database for growing K-12 programs. In order to track the scope of our field, it is imperative to plan "a periodic census" as well as to continually implement individual updates. For collegiate KFL programs, we were able to collect in-depth information from 105 institutions on the history and the current state of each program. However, the survey was only answered by 64 primary and secondary schools from the list of 148 schools we were able to gather from The Foundation for Korean Language and Culture in USA (한국어진흥재단) and seven regional Korean Education Centers (교육원). We need to find more effective ways to reach out to K-12 teachers. Once they are made available on the AATK website, we believe the survey results will constitute a valuable reference and a future resource for KFL research.

AATK WEBSITE AND LISTSERV
A message from Dr. Kyung-Eun Yoon

We launched a new AATK website in June last year and the 2020 conference was successfully held utilizing virtual interface. We have been making continuing efforts to improve website features, and the features are now significantly upgraded. Some examples of the features updated in the past year include (1) adding a new tab “Colloquia” which displays information on the important biannual academic event initiated in 2020 by AATK; (2) going entirely online for the annual board member election, (3) updating a function for membership renewal reminder; (4) upgrading the program chair’s management system; and (5) adding a management system for local chairs of annual conferences, so they will not have to create annual conference websites from scratch every year. In addition, we launched a new function of processing the applications of the Korean Honor Society (KHS) members and chapters on our website. For this, our special thanks go to Ms. Eun-Jung Kim at Bronx High School who provided tremendous help as a KHS committee member.

We will continue our efforts to improve the AATK website. The next task will be to update the “Schools” tab based on the database from the 2021 AATK the School Survey Project led by Dr. Young-mee Yu Cho. The updated information will include K-12 programs as well as universities and colleges.

As in the past years, job openings and useful announcements for Korean teachers will be emailed directly to our members. As new members join AATK and pay the membership fees, they will be added to our email list and will receive the posted announcements.

Any members wishing to post news or circulate information related to Korean language, pedagogy, linguistics, culture, and so forth should send a message to the Webmaster at aatk@aatk.org.
MEMBERSHIP UPDATE

Membership applications for new members are accepted year-round and should be annually renewed. To join AATK, please go to: *http://www.aatk.org/registration/sign_in.php*

<table>
<thead>
<tr>
<th>Membership Level</th>
<th>Category</th>
<th>Fee</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular members</td>
<td>Faculty or non-students</td>
<td>$50.00</td>
<td>203 members</td>
</tr>
<tr>
<td>Associate members</td>
<td>K-12 Teachers</td>
<td>$30.00</td>
<td>48 members</td>
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<td>Students</td>
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<tr>
<td>Lifetime members</td>
<td></td>
<td>$500.00</td>
<td>71 members</td>
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</tbody>
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Total 375 active members (as of June 10, 2021)
- This number increased tremendously from 254 members on June 1, 2020

*(1) Log in.
(2) For membership due payment, click “Membership History” on the upper-right corner. Once in the page, click “Membership/Renewal Application” on the lower-right corner. Choose Type of membership in the lower box to pay, and click “submit.”

AATK OFFICERS AND BOARD MEMBERS

Officers (3-year term, 2018-2021)

- President: Joowon Suh (Columbia University)
- Executive Mee-Jeong Park (University of Hawaii at Manoa)
- Secretary: Bumyong Choi (Emory University)
- Treasurer: Kyung-Eun Yoon (University of MD, Baltimore County)
- Webmaster & Newsletter Editor: HwanHee Kim (University of Hawaii at Manoa)

Ex-Officio Officers (Past Presidents)

- Ho-min Sohn: 1st President: 1994-1997
- Yoo-Sang Rhee: 2nd President: 1997-2000
- Joe JungnoRee: 3rd President: 2000-2003
- Young-mee Yu Cho: 5th President: 2006-2009
- Hae-Young Kim: 7th President: 2012-2015
- Sahie Kang: 8th President: 2015-2018

Members of Board of Directors (3-year term)

- 2020-2023
  - Ho Jung Choi: Princeton University
  - Hi-Sun Kim: Harvard University
  - Danielle O.Pyun: The Ohio State University

- 2019-2022
  - Insung Ko: George Washington University
  - Mina Lee: DLIFLC
  - Meejeong Song: Cornell University

- 2018-2021
  - Ihnhee Kim: Northwestern University
  - Eunice Lee: California Pacific Charter School, Excel Academy
  - Byung-jin Lim: University of Wisconsin-Madison

Graduate Student Representative
- HwanHee Kim: University of Hawaii at Manoa