

The 4th Annual Conference of the
CANADIAN ASSOCIATION OF TEACHERS OF KOREAN

Implementing Standard-based Teaching, Learning, and Assessment in Korean Education

**August 22-24, 2022
Ottawa, Ontario
and ONLINE**

Sponsored by

The Academy of Korean Studies

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President of CATK

Mihyon Jeon York University

Keynote Speaker

Hae-Young Kim Duke University

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Mihyon Jeon York University

Ahrong Lee York University

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Hyunah Kim University of Toronto, Student Board Member

The 4th Annual Conference of CATK

August 22, 2022			
18:00-20:00	Annual Meeting of CATK Officers and Board Members		
August 23, 2022			
Zoom participation: https://yorku.zoom.us/j/6455453433 On-site venue: Chaudiere (Convention level on the 3 rd floor)			
7:20-	Breakfast		Venue: Chaudiere
9:00-9:15	Registration		Venue: Chaudiere
9:15-9:20	Zoom	Opening Remarks	Mihyon Jeon, CATK President (York University)
9:20-9:30	On-site	Congratulatory Remarks	Keung Ryong Chang, Ambassador (Embassy of the Republic of Korea in Canada)
9:30-9:40	Break		
9:40-10:55	Paper presentations Presentation (20 minutes) + Q&A (5 minutes) Session Chair: Christine Kim (TCDSB)		
	Zoom	1. Teachers' views on diversity in Korean language education	Mihyon Jeon (York University)
	Zoom	2. 한국문화교재 개발을 위한 문화 요소 선정 연구 -해외 한국어 학습자들을 대상으로-	조영미 (대만 국립가오슝대학교 한국연구센터)
Zoom	3. 한국어 성취도 평가의 문항 유형 분석 -읽기 영역을 중심으로-	유소영 (단국대학교)	
10:55-11:10	Break		
11:10-12:00	Teaching Material Exchange Presentation (20 minutes) + Q&A (5 minutes) Session Chair: Hyounjeong Yoo (Carleton University)		
	Zoom	3. 고전 읽기 자료를 활용한 중고급 한국어 문화 교육 사례	HoJung Choi (Princeton University)
Zoom	4. Empowering students to develop as self-directed learners	Eurie Shin (University of British Columbia)	
12:00-13:00	Lunch		Venue: Chaudiere

13:00-13:30	Annual General Meeting of CATK		New Board Members Election Financial Report By-law revision Announcement of New President
13:30-14:30	Zoom	Keynote Address Standards for Korean Language Learning: concepts and implementation	Hae-Young Kim (Duke University)
14:30-14:45	Break		
14:45-15:35	Paper presentations Presentation (20 minutes) + Q&A (5 minutes) Session Chair: TBA		
	On-site	5. 캐나다 고등학생 대상의 한국어 능력 평가	Hyechin Jun (Seven Oaks School Division)
	On-site	6. "What do students learn about Korea?": Education on Korea and Korean language in Manitoba	Hyekyung Song (University of Manitoba)
15:35-15:45	Break		
15:45-17:00	Teaching Material Exchange Presentation (20 minutes) + Q&A (5 minutes) Session Chair: Anna Yoon (TCDSB)		
	On-site	7. Fostering online peer interaction using "Gather Town"	Ahrong Lee & Hyeyoon Cho (York University, University of Toronto)
	On-site	8. Creating asynchronous assignments on Korean history using H5P branching scenario task	Seunghee Chung (Carleton University)
	On-site	9. Learning to write a Zine-making project	Yujeong Choi & Jihae Chun (University of Toronto)
17:00-17:10	Break		
17:10-18:00	Teaching Material Exchange Presentation (20 minutes) + Q&A (5 minutes) Session Chair: TBA		
	On-site	10. Using K-dramas for non-advanced-level learners of Korean	Soyoung Kang (Carleton University)
	On-site	11. Standardized Learning in Current High School Curriculum	Niae Yu (Toronto District School Board)
18:00-18:10	Zoom	Closing remarks	Kyoungrok Ko, CATK Executive Secretary (University of Toronto)
19:00-20:30	Banquet dinner		
August 24, 2022			
9:00-10:00	Annual Meeting of CATK Executive Board Members		

Keynote Address

Standards for Korean Language Learning: concepts and implementation

Hae-Young Kim

Duke University

This talk introduces the history, conceptual grounds, and application of the Standards for Korean Language Learning ("Standards" henceforth) with a view to sharing a frame of reference for innovating instructional materials, developing curricular models and building programs for teaching Korean around the globe. The Standards were the outcome of a collaboration supported by the organizations including ACTFL (American Council on Teaching Foreign Language) and AATK (American Association of Teachers of Korean). The Standards reflect the current scholarship on language, culture, education and the contemporary world as well as the consolidated knowledge and practices of the accomplished practitioners. They also resonate with the recommendations of MLA (Modern Language Association) concerning the role of foreign languages in higher education. The talk zooms in on Cultures as a focal point to effectively address and achieve a range of language learning goals laid out in the Standards (i.e. Communication, Cultures, Connections, Comparisons and Communities).



Hae-Young Kim is professor of the practice of Asian and Middle Eastern Studies at Duke University. Her research and teaching interests include bilingualism and translanguaging, second and heritage Korean language development, and content-based language instruction with focus on history, literature, and cultural studies. She was a co-convenor of the collaborative project, *College Korean Curriculum Inspired by National Standards for Korean*, published in the special issue of *the Korean Language in America*, Vol. 19 No. 2 (2015). She was the third author of Level 3 curriculum and the lead author of the Level 4 curriculum. She has been serving as the editor-in-chief of the AATK journal, *the Korean Language in America*, since 2017. She earned her Ph.D. in Second Language Acquisition from the University of Hawaii, Manoa in 2000.

Conference presentations – Abstracts

1. Teachers' view on diversity in Korean language education

Mihyon Jeon (York University)

This presentation focuses on teachers' perspectives toward and experiences with diversity in Korean language classrooms in Canada and how their beliefs are reflected in their practices. As more culturally diverse students constitute the mainstream school populations in Canada, finding Korean language classrooms with culturally diverse students is expected. However, in the literature, there has been a lack of attention to teachers' understanding of diversity in the field of Korean language education and their relationship with teaching practices. Through semi-structured interviews with four language teachers of Koreans in various educational settings, the study elicited how teachers' definitions and perspectives of diversity in their Korean language classrooms influenced explicitly and implicitly their instructional strategies and assessments. The results demonstrated that in recent years all interviewees had witnessed an increase in diversity in their Korean language classrooms. In general, the teachers perceived the increased diversity in their classroom positively while posing a significant challenge in meeting diverse student needs. They perceived that a primary reason for the increase in diversity was linked to the growing popularity of the Korean language due to the Korean Wave and the elevated status of Korea. The results highlighted that teachers' understanding of their students' ethnic and cultural backgrounds helped provide a positive and safe learning environment where student needs were accommodated. This presentation demonstrates the importance of teachers' attitudes toward student diversity and the need for cultivating effective learning experiences for their students.

2. 한국문화교재 개발을 위한 문화 요소 선정 연구 - 해외 한국어 학습자들을 대상으로 -

조영미 (대만 국립가오슝대학교 한국연구센터)

본 연구는 해외 한국어 학습자들을 대상으로 한 한국 문화 교재 개발의 필요성을 탐색하고 이를 위한 기초 작업의 일환으로 한국 문화 요소를 선정하는 데에 그 목적이 있다. 교재 내용 구성에 있어서는 학습자들이 한국문화 중에서도 특히 일상 및 대중문화를 통하여 현대 사회와 문화를 이해할 수 있도록 하는 데에 초점을 둘 것이다.

해외 한국어 학습자들을 대상으로 한 한국문화 교육에서는 다음 사항을 염두에 두어 내용을 구성할 필요가 있다. 첫째, 한류 콘텐츠가 한국학 전공자들의 한국어문화에 대한 관심을 촉발시켰다고 해서 그들을 한류 소비자만으로 국한할 수는 없다. 이들도 다른 미디어 사용자들처럼 이미 다양한 방식으로 미디어 생산자로서의 역할을 수행하고 있기 때문이다. 둘째, 학습자들이 한류 콘텐츠를 소비하며 이해해 온 한국문화에 대한 비판적 점검이 필요하다. 셋째, 기존의 한국문화 교육 내용 및 방안이 현지학습자들의 특성에 맞는지 비판적으로 점검해야 한다. 문화교육은 현지 상황 및 학습자 특성을 고려해야 하므로 기존의 정형화된 틀에 따른 한국문화교육이 대만 한국어 전공자들에게 과연 알맞은 내용인지를 파악해야 한다. 마지막으로, 기존의 정형화된 틀에 따른 문화교육은 대만 한국학 전공자들에게 과연 알맞은 내용인지를 파악해야 한다.

이와 같은 목표를 기준으로 한국문화 교재를 구성할 문화 요소 선정을 위한 선행 작업을 하고자 한다. 이를 위해서는 국제통용한국어표준모형 2 단계 개발보고서(2011)를 참고하며 이를 비판적으로 검토할 것이다. 해당 보고서 '문화' 부분의 목표와 내용을 살펴보면, 문화항목은 대중소 3 개 층위의 55 개 분류, 각 분류별 항목의 예시로 이루어져 있는데 한국어교육 전문가들이 오랜 기간 작업한 내용이니만큼 참고해야 할 기준이 될 것이라고 본다. 반면에 이 기준이 해외 한국어교육 현장에서도 동일하게 적용할 수 있는지의 여부는 살펴보아야 할 것이다. 등급별로 문화 항목을 구분한 위의 모형은

등급별로 배타적으로 문화항목을 구분했다는 점(김진량, 2019)과 문화교육에서 중요한 문제인 상호문화적 능력에 대한 고려가 5급의 목표 중 일부에만 나타나고 있다는 점(황인교, 2016)에서 비판을 받아온 바 있다.

아울러 해외(대만) 한국어 학습자들의 요구조사를 통한 한국문화 요소를 검토해 보며 해외의 한국어 학습자들을 대상으로 한 한국문화 교재를 위한 초석을 다지고자 한다.

3. 한국어 성취도 평가의 문항 유형 분석 -읽기 영역을 중심으로-

유소영 (단국대학교)

이 연구는 한국어 읽기 영역의 성취도 평가 문항 유형을 분석하여 효과적인 읽기 평가 문항 개발 방안을 제안하는 것을 목적으로 한다. 이를 위하여 대학에서 학문 목적 한국어 읽기 수업의 성취도 평가 문항과 대학부설 한국어 교육기관의 한국어 읽기 성취도 평가의 문항 유형을 분석하여 문제점을 파악하고 개선 방향을 제안하도록 할 것이다.

한국어 평가라고 하면 보통 한국어능력시험(TOPIK)을 생각하게 되는데 실제로 학습자들이 가장 많이 접하게 되는 평가는 교실에서 이루어지는 중간고사와 기말고사, 수시 평가 등의 성취도 평가이다. 그러므로 학부를 비롯한 실제 한국어 교육 현장에서 실행되는 성취도 평가가 제대로 이루어지지 않으면 교육 목표의 달성 여부를 확인하기 어렵고, 이는 교육 과정의 적절성 여부나 개선 방향 설정하는 근거를 마련하기 어려워진다. 여러가지 면에서 성취도 평가는 평가 중에서 큰 비중을 차지하며, 성취도 평가 결과는 다음 단계의 학습이 가능 여부를 결정하는 근거가 되므로 이 논의에서 성취도 평가에 대해 점검해 보고자 한다.

한국어 교육 기관에서 사용하는 성취도 평가 도구는 숙달도 평가 도구인 한국어능력시험(TOPIK)에 비해 체계적으로 표준화된 평가 도구로서의 모습을 아직 갖추었다고 보기 어렵다. 따라서 한국어 교육 기관의 성취도 평가에 대해 점검해 보는 것은 의미가 있을 것이다.

본 연구에서는 한국 대학의 학부에 개설된 한국어 읽기 교과목의 성취도 평가와 대학 부설 한국어 교육 기관에서 사용하는 한국어 읽기 성취도 평가 문항을 분석하여 그 현황과 문제점을 살펴보고 적절한 한국어 읽기 성취도 평가 문항 유형을 제안해 보도록 할 것이다.

4. 고전 읽기 자료를 활용한 중고급 한국어 문화 교육 사례

Hojung Choi (Princeton University)

다문화 시대에 외국어 교육의 목표는 의사소통 능력을 신장하는 것에 그치지 않고 목표 언어 사회의 문화 이해를 촉진하고 세계 시민으로서 학습자의 세계관을 확장시키는 것으로 확대되고 있다. 이러한 외국어 교육의 목표와 변화는 북미 '외국어 학습을 위한 표준 교육 과정'의 명칭에도 반영되어 있다(ACTFL, 1996, 1998, 2006, 2015). 외국어 교육의 목표가 확대되고 재규정 되는 과정에서 지속적인 성장을 이어온 한국어 교육에서도 한국어 표준 교육과정을 개발하고 적극적으로 수용하면서 한국어 학습자의 변화된 요구에 부합한 교과 과정을 마련하고 있다 (AATK, 2015). 지속적으로 발전하고 있는 교수 환경 속에서 한국어 교육의 두드러진 변화는 중고급 한국어 학습자의 증가에서 발견된다. 과거에는 계승어 학습자 중심의 중고급 과정에 비계승어 학습자가 많아지면서 계승어 학습자의 특징을 반영한 커리큘럼에 비계승어 학습자의 필요와 요구를 반영하여 재검토할 필요성이 제기되었다. 또한 2 세대로 구분되는 새로운 학습자의 등장으로 학습자의 관심, 흥미, 경험 등 다양한 학습자 변인을 수업 설계에 반영할 필요가 있다. 중고급 학습자의 필요와 요구를 확인하여 의사소통 능력과 숙달도 뿐만 아니라 문학, 역사, 사회 등 여러 분야에 대한 이해를 높이기 위해 사회·문화교육, 문학작품, 고전 자료 활용 등 다양한 시도가 이루어지고 있다 (김민라, 2015; 김서형, 2013; 유경애 외, 2018, 2020; 최지현, 2004; 윤여탁 외, 2014). 실제 한국어 교수 현장에서 중고급 학습자들은 수업에서 다룰 수 있는 다양한 주제의 읽기 자료나 교실 밖에서 스스로 읽을 수 있는 중고급 숙달도에 적합한 도서 추천을 요청하는 경우가 많았다. 본 발표에서는 중고급 학습자의 읽기 자료에 대한 필요를 확인하고 중고급

수업을 위해 개발된 교수 자료를 중심으로 한국 고전 작품을 활용한 중고급 한국어 문화 교육 사례를 소개하고자 한다. 수업에서 사용된 고전 작품은 학습자가 의사소통 능력 뿐만 아니라 상호문화적 의사소통 능력을 향상할 수 있는 문학교육, 사회·문화교육을 포함하는 것으로 구성하였다. 자료는 시대적으로는 삼국시대에서부터 조선시대까지 다양한 시기에 기록된 작품들이며 내용적으로는 정치, 인물, 종교에 관한 작품들을 포함하고 있다. 교수 자료 교환을 위한 발표에서 해당 수업에 사용된 고전 자료 및 학습 주제 선정, 읽기 자료의 구성 등을 소개하고 학습자의 피드백과 교사의 교수 경험을 공유하면서 중고급 한국어 수업을 위한 다양한 교수-학습 자료에 대한 논의를 진행하고자 한다.

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5. Empowering students to develop as self-directed learners

Eurie Shin (University of British Columbia)

In this presentation, I will present a student-centered project designed to meet diverse students' needs. By completing this project, students were expected to be able to find effective learning strategies for them so that they can continue learning as a lifelong learner beyond the class. There were three stages in the project: designing, learning & reflecting, and assessing. Students had some guidance and supports from the teacher, but they were responsible for all three stages. Students first wrote a proposal explaining their learning goals and why the goals are important to them, the rationale why and how their project would help them achieve the goals, what materials and resources they will use, their weekly study plans, and what their final products will be. Throughout the term, they conducted their choice of learning activities, and they submitted their weekly reports with self-reflection, which were posted on online class platform to be shared. At the end of the term, students submitted a short video with their project summary, reflection and evaluation. Students also submitted self-assessment and a portfolio. Students' feedback on the project was strongly positive. Students' self-assessments revealed that 100% students (79 students) recommended the same project to be used in the coming years. 99% of the students

found the project helpful for them to learn Korean, and reported there was a noticeable improvement in their learning activities between the beginning of the term and the end of the term. Qualitative analysis showed that students found effective language learning strategies which worked for them, they were motivated to work more than initially planned, and they “learned how to learn independently.” Knowles (1975) defines self-directed learning as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (p. 18).” The outcome of this project suggests that the self-directed project is highly effective for students’ learning and help them grow as a lifelong learner.

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6. 캐나다 고등학생 대상의 한국어 능력 평가

Hyechin Jun (Seven Oaks School Division)

본 연구는 캐나다 내의 고등학생을 대상으로 한 한국어 능력 평가를 분석하여 이를 바탕으로 고등학생 대상의 한국어 능력 평가 개발을 위한 기초 자료를 제시하는 것을 목적으로 한다.

캐나다 내의 교육청에는 일반 고등학생들이 학점을 따기 위한 특별 외국어 시험이 마련되어 있다. 그 시험에는 한국어 시험도 포함되어 있다. 이 한국어 시험은 숙달도 평가로서 의사소통을 평가하기 위한 통합적인 평가방식이다. 지금까지 한국어교육에서 평가에 대한 논의는 성인 학습자를 위한 내용이 대부분이다. 몇몇의 청소년 학습자를 위한 연구가 있지만 다문화 가정이나 교포 자녀를 위한 한국어 교육이나 청소년을 위한 교재 개발을 위한 논의가 그 대부분이었다. 따라서 청소년을 위한 한국어 능력 평가에 대한 연구가 부족한 실정에서 본 연구는 캐나다 내의 고등학생을 대상으로 한국어 능력

평가를 어떤 기준으로 할 것인지에 대한 연구의 기초를 마련하는데 의의를 둔다고 할 수 있다.

본 연구에서는 청소년 대상의 한국어 능력 평가라는 주제에 대해, 첫째, 어떤 목적으로 평가할 것인가, 둘째, 무엇을 평가할 것인가, 셋째, 어떻게 평가할 것인가의 내용으로 접근하고자 한다. 이를 위해 현재의 캐나다 교육청의 한국어 능력 평가 시험의 평가 기준이 어떻게 제시되어 있는지 고찰해 보고자 한다. 또한 캐나다와 미국, 호주에서 시행되고 있는 한국어 숙달도 평가를 분석하여 추후의 캐나다 내의 고등학생을 대상으로 하는 한국어 능력 평가 개발의 필요성을 제안하고자 한다.

7. “What do students learn about Korea?": Education on Korea and Korean language in Manitoba

Hyekyung Song (University of Manitoba)

This study aims to investigate the current status of education on Korea and Korean language in Manitoba and discuss future directions on implementing and expanding education on Korea and Korean language. Korea has been one of the top ten immigrant source countries contributing to Canadian society since the late 1990s and the global popularity of K-pop has been influencing young generations in Canada (Yoon, 2017), creating an upsurge of Korean language programs. Each province has a different curriculum on Korea and Korean language programs, and there has been no study yet on this topic in the Manitoba curriculum.

Thus, this study explored how Korea is portrayed in Manitoba, teachers’ perspectives of education on Korea, challenges, and successful experiences in teaching about Korea and Korean language in Manitoba in K-12. This study firstly reviewed and analyzed Manitoba Social Studies curriculum documents (Bowen, 2009) and then analyzed interview data collected from five teachers in K-12 schools in Manitoba who had taught about Korea and/or the Korean language. The findings show that Manitoba has not yet implemented Korean language high school credit courses, and the content on Korea is very limited, mainly focusing on the Korean War, although there are

some units in the curricula such as multiculturalism, trade in globalization, and entertainment where content about Korea can be implemented in the future. Teachers also felt reluctant to teach Korea due to their limited knowledge of Korea. Despite the limitations in the curriculum, students interested in Korean pop culture played an active role by bringing up topics on Korea in classrooms. This study suggests the critical roles of Korean language educators as a bridge for education on Korean culture and society. This study further suggests various strategies for implementing and educating on Korea and the Korean language.

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8. Fostering online peer interaction using “Gather Town”

Ahrong Lee (York University)

Hyeyoon Cho (University of Toronto)

This presentation will introduce the use of the website *Gather Town* as a space for group activities as well as for a student community. In response to the ongoing COVID-19 measures, our courses have been remotely delivered primarily via Zoom for synchronous lectures, group work and office hours. Although online learning is well established and shows advantages (Paulsen & McCormick, 2020; Jeon & Lee, 2022) during the pandemic, educators have encountered several challenges, one of which includes noticeably reduced peer-to-peer interactions within and beyond the classroom (Trespacios et al., 2021; Veletsianos, 2020).

In order to foster “a sense of connectedness,” which is one of Lizzio’s five senses of student success (2006), we have built an online space in

the webpage called *Gather Town* to help students build a sense of social presence, albeit virtually. In *Gather Town*, instructors can choose a pre-set space (e.g., workspace, event space, social space) or start from scratch. Since the website allows private gatherings and free (virtual) mobility for users, we introduce it on the first day of class with icebreakers, as students meet with each other without instructor intervention. During the semester, in-class activities in small groups, mini oral tests in pairs, and brainstorming for group projects are conducted in the virtual space. This enables students to focus on their own group discussion, at which time they can reach out to the instructor as well as to other group members at their discretion. Furthermore, instructors can use the space as an office hour, a drop-in session, and/or virtual study lounge. Based on our interviews with students, this virtual space provides opportunities for them to become part of an engaged learning community where they build positive working relationships with other students and faculty members. In the presentation, we will demonstrate how the space is used with examples conducted in our courses and discuss how it can be used in post-pandemic classrooms.

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9. Creating asynchronous assignments on Korean history using H5P branching scenario task

Seunghye Chung (Carleton University)

Language learning crucially involves learning the culture of the target language but due to the limited resources or class time, incorporating culture education into language classes is not easy. This presentation will discuss a way to create asynchronous assignments that help to introduce Korean language learners to some aspects of the Korean culture using *Branching scenario task* developed by H5P (html5 packages). More specifically, these assignments focus on Korean history education that is considered as an important cultural topic to be recognized in Korean language learning. However, it is also true that it is often neglected, especially for learners in lower levels of proficiency, whose language skills are not strong enough to understand the comprehensive contents in Korea's long history (Lee, 2014). Because of the popularity of Korea's pop-culture, K-dramas or K-movies can be great tools to eliminate such barrier. Including multimedia resource in assignments can contribute to gaining learners' attention and assist learners to understand the contents (Wicaksono et al., 2020). Researchers also found the H5P tasks provide "flexible and versatile" tool that enables educators to use multimedia in more interactive way that promotes students' motivation to learn at all school levels (Homanova and Havlaskoa, 2019). Branching scenario task not only allows teachers to include various images and videos to introduce different eras of Korean history but also lets students explore and develop further interests in Korean history at their own pace.

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10. Learning to write through a Zine-making project

Yujeong Choi & Jihae Chun
(University of Toronto)

This presentation introduces a zine project and zine collection from advanced Korean language class. Duncombe (2008) defines zine as "noncommercial, nonprofessional, small-circulation magazines which their creators produce, publish, and distribute by themselves" (p.11). The zine project was a faculty-librarian collaboration that started during the pandemic with a shared concern for students' limited capacity to interact in a virtual class. We developed the project to (1) foster student engagement and collaboration, teach research skills and composition through a creative zine-making process, and (2) create a unique Korean language collection that will strengthen diversity of the broader university library collections by archiving them in TSpace, an open access research repository established by University of Toronto Libraries. The Korean language instructor developed guidelines and procedures for creating the zines; the Korean Studies librarian provided library resources and instructions on research skills and APA citation for the project. Students participated in the collaborative writing process, which allows

students to share and structure ideas with others, develop systematic integration skills, and negotiate meaning (Lowry et al., 2004, Storch, 2019). Through this collaborative process, students take ownership of their writing and achieve a sense of accomplishment. We envisioned zines as the perfect medium for advanced level students to practice writing in Korean. Students worked in groups and chose a social issue they felt passionate about. Then they conducted research, presented their positions regarding an issue, and suggested what action society should take. The course instructor provided weekly feedback on students' writing and prepared the zines before publishing them in TSpace as a group project. Archiving zines in the institutional repository ensures digital preservation, barrier-free access, and enhanced discoverability of its content. Overall, students positively evaluated the zine project and expressed that it helped them feel more comfortable with formal composition in Korean.

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11. Using K-dramas for non-advanced-level learners of Korean

Soyoung Kang (Carleton University)

K-dramas have been mostly used for advanced-level Korean learners; this talk presents how a K-drama was used for intermediate-level Korean learners, focusing on cultural elements and

linguistic structures (addressing terms and speech styles). For these, carefully prepared questions were presented to students in advance so that students could actively search and analyze target structures while watching the target drama. The selected drama, *검색어를 입력하세요*, involves two Korean web portals that have two different workplace cultures and three female lead characters working there. The differences in workplace culture are reflected in their language, notably addressing terms and speech styles. The prepared questions asked students to note these differences and think about how the differences in addressing terms and speech styles can affect the workplace environment and personal relationships. Students were asked to watch two episodes weekly and answer the questions prepared by the instructor. Each question set for two episodes had about four questions, half of which were about addressing terms and speech styles. The others included slang words such as *밀당* or *어장관리* or social phenomena that reflect the current lifestyle of Koreans such as *탕수육 부먹 짝 먹 논쟁*. For these kinds of questions, students were asked to research them on their own. Students enjoyed doing this assignment as the theme was interesting enough and the questions they had to answer made them pay attention to target structures that otherwise would have been passed without thinking. Many of them also commented that they were able to learn more about Korean culture. Overall, these results showed that K-dramas can be effective teaching materials for linguistic structures and cultural aspects even for non-advanced level learners of Korean with carefully designed guiding questions.

References: *검색어를 입력하세요*. 2019. TVN

Examples of prepared questions:

1. In the first reflection, you saw how people address each other at *유니콘*. Now at *바로*, people use English names instead of job positions and polite endings regardless of job positions.

- A: Find out what English names each of the following people use. B: Why do you think people at 바로 use English names and polite endings for everybody?
- In Episode 6 (27:00), in discussing 이모티콘, the TF team had a fierce debate on two different ways of eating 탕수육 (fried pork or beef with sauce), 부먹 (pourers) and 짭떡 (dippers, pronounced as 쫄떡). Research where the forms, 부먹 and 짭떡, came from (they are shortened forms) and describe how 부먹 and 짭떡 are different from each other. Does your culture have a similar debate on eating a certain food? If so, describe it as well.
 - Focus on two different contexts where 배타미 uses 반말; once to 송가경 (around 36:00 ep 9) and the other to 조아라 (around 1:04:00 ep 10). Provide background on why she did that and what do you think 송가경 and 조아라 would feel when 배타미 used 반말 toward them?

12. Standardized Learning in Current High School Curriculum

Niae Yu (Toronto District School Board)

Korean High school classes have significantly increased over the past few years. We now offer Korean classes for students on three levels and in many school boards. The need for a standardized curriculum has also increased with the growing interest. As part of publicly funded schools, educators must provide a standardized curriculum over different boards and language levels. This presentation will compare the current curriculum outline used by different teachers across school boards and levels. This presentation aims to provide a bigger picture of the Korean courses' current standardized teaching and learning program. This presentation also wishes to provide an opportunity for teachers to further reflect on their curriculum outline, and to work towards standardized learning at the high school level. Lastly, this presentation will allow university professors to design the course as a continued curriculum.

