

The 5th Annual Conference of the
CANADIAN ASSOCIATION OF TEACHERS OF KOREAN

**Digitalization of Korean Language Education:
New Possibilities and Challenges**

**August 17, 2023
Vancouver, British Columbia (University of British Columbia)
and ONLINE**

Sponsored by

The Academy of Korean Studies

Co-sponsored by

Korean Education Centre in Canada



President of CATK

Kyoungrok Ko University of Toronto

Keynote Speaker

Ross King University of British Columbia

Conveners

Yujeong Choi University of Toronto

Soyoung Kang Carleton University

Kyoungrok Ko University of Toronto

Ahrong Lee York University

Organizing Committee

Yujeong Choi University of Toronto

Soyoung Kang Carleton University

Ahrong Lee York University

Eurie Shin University of British Columbia

Jeonghye Son University of British Columbia

Executive Board Members

Soonae Bac University of Toronto, Continuing Studies

Hyeyoon Cho University of Toronto

Keum Tae Hwang University of Toronto (OISE), Graduate Student

Vivienne Kang Dufferin Peel Catholic District School Board

Christine Kim Toronto Catholic District School Board

HyeKyung Song University of Manitoba

Anna Yoon Toronto Catholic District School Board

Niae Yu Toronto District School Board

Abstract Reviewers

Hyeyoon Cho University of Toronto

Kyoungrok Ko University of Toronto

Ahrong Lee York University

Eurie Shin University of British Columbia

HyeKyung Song University of Manitoba

The 5th Annual Conference of CATK

PROGRAM

| | | |
|---|--|---|
| August 16, 2023 | | |
| 18:00-20:00 | Annual Meeting of CATK Officers and Board Members | |
| August 17, 2023 | | |
| Zoom participation: https://utoronto.zoom.us/j/84481956632 On-site venue: Room 120 @ C.K. Choi Building UBC (1855 West Mall, Vancouver, BC V6T 1Z2) | | |
| 7:30- | Breakfast Venue: Great Dane Coffee (only for paid attendees) | |
| 8:45-9:00 | Registration Venue: Room 120, C.K. Choi Building | |
| 9:00-9:20 | On-site | Welcoming Remarks Kyoungrok Ko, CATK President (University of Toronto) |
| | On-site | Congratulatory Remarks Jongho Kyun, Consul General (Consulate General of the Republic of Korea in Vancouver) |
| | On-site | Congratulatory Remarks Jihoon Jang (Head of the Education Affairs Section, Consulate General of the Republic of Korea in Toronto) |
| 9:20-10:20 | Keynote Address “Unhobbling our learners: Bringing back a sinographic dimension to Korean Language Education (KLE)” Ross King (University of British Columbia) | |
| 10:20-10:30 | Break | |

| | | |
|-------------|---|--|
| 10:30-12:00 | <p align="center">Teaching Material Exchange Presentation (20 minutes) + Q&A (10 minutes) Session Chair: Soonae Bac (University of Toronto, Continuing Studies)</p> | |
| | On-site | <p>1. 미디어 제작을 통한 한국어와 한국 문화 교육</p> <p>Vivienne Kang (Dufferin-Peel Catholic District School Board) Siyeon Pyo (Limestone District School Board)</p> |
| | On-site | <p>2. Implementing a Creative Group Video Project in an Intermediate Korean Course</p> <p>Hyekyung Song (University of Manitoba)</p> |
| | On-site | <p>3. Exploring the Potential of AI-Powered Voice Recognition Technology in Korean Language Teaching and Learning</p> <p>Yujeong Choi and Kyoungrok Ko (University of Toronto)</p> |
| 12:00-13:00 | Lunch | |
| 13:00-13:30 | <p align="center">Annual General Meeting of CATK Board Member Election</p> | |
| 13:30-14:30 | <p align="center">Workshop Presentation (50 minutes) + Q&A (10 minutes)</p> <p>4. Fostering Synergistic and Collaborative Educational Programs for K-12 and University Outreach: Enriching Experiential Learning Opportunities for Korean Language Learners</p> <p align="center">Ho Jung Choi (Princeton University) Kyung-Eun Yoon (University of Maryland, Baltimore County) EunJung Kim (Democracy Prep Bronx High School) Bob Huh (Eleanor Roosevelt High School)</p> | |
| 14:30-14:35 | Break | |

| | | |
|-------------|--|--|
| 14:35-15:35 | <p style="text-align: center;">Paper Presentations Presentation (20 minutes) + Q&A (10 minutes) Session Chair: Niae Yu (Toronto District School Board)</p> | |
| | On-site | <p>5. Factors Influencing Discontinuation of Korean Language Learning: Insights and Recommendations</p> <p style="text-align: right;">Mihyon Jeon (York University) Daehee Kim (Wonkwang University)</p> |
| | On-site | <p>6. 음악 요소를 통한 한국어 경음 발음 교육 방안</p> <p style="text-align: right;">Hyechin Jun (Winnipeg School Division)</p> |
| 15:35-15:45 | Break | |
| 15:45-17:15 | <p style="text-align: center;">Paper + Teaching Material Exchange Presentations Presentation (20 minutes) + Q&A (10 minutes) Session Chair: Jeonghye Son (University of British Columbia)</p> | |
| | Zoom | <p>7. Fostering Literacy Skills Through a Reading Club for Korean Language Learners</p> <p style="text-align: right;">Hyeyoon Cho (University of Toronto)</p> |
| | Zoom | <p>8. Speak Korean in the Digital World: Development and Implementation of Learner-centered Interactive Tasks in the Multi-User Virtual Environment (MUVE)</p> <p style="text-align: right;">Namseok Yong (Princeton University)</p> |

| | | | |
|-----------------|----------------|--|---|
| | Zoom | 9. 초급 한국어 교재의 개발과 활용 방안 연구 | Sooyoung Kim Misuk Kim Seungjoo Baek So-Won Chang (Seoul National University) |
| 17:15- 17:20 | Break | | |
| 17:20- 18:20 | Zoom | <p style="text-align: center;">Special Presentation</p> <p style="text-align: center;">10. 국외 한국어교육의 현황과 대안: 국가 정책과 K 티처 사업을 중심으로</p> <p style="text-align: center;">So-Won Chang (National Institute of Korean Language)</p> | |
| 18:20- 18:25 | On-site | Closing remarks | Kyoungrok Ko, CATK President (University of Toronto) |
| 19:00- 20:30 | Banquet dinner | | |

Keynote Address

Unhobbling our learners: Bringing back a sinographic dimension to Korean Language Education (KLE)

Ross King

University of British Columbia



Ever since the advent of the new millennium, and more or less simultaneously with the rise of hallyu, Korean Language Education for North American anglophone learners has been hobbled by what I call “KLE’s Dirty Little Secret”: few KLE programs – whether at universities in North America or at any of the now legion *ohaktang*-type programs catering to foreigners in Korea – provide systematic training in sinographs (한자) and sinographic vocabulary (한자어). Why is this? And is it not limiting the horizons of our students? Moreover, an increasing and alarming number of our younger colleagues in KLE candidly question the value of a sinographic component to KLE. In this paper, I explore some of the reasons for this neglect of sinograph education since the advent of hallyu, and advocate strongly for the (re-)inclusion of a robust sinographic component in all KLE, but especially for university programs offering a major in Korean language or Korean Studies.

I review some of the few resources currently available for sinograph education, and discuss my own experience over the past fifteen years designing a year-long intermediate/advanced course focusing on the basics of sinographs and sinographic vocabulary in Korean. Building on King et al.’s *Advanced Korean and Advanced Korean: Sino-Korean Companion* (2015), our UBC team has developed a robust web-based self-study tool to supplement the *Sino-Korean Companion*. Currently in its beta version and being tested in the classroom for the second time, the UBC *InterlineReader* focuses not on cramming as many different sinographs as possible, but on giving students the tools to continue with sinographic literacy on their own after the course, and on internalizing the vast lexical networks in which different sinographs participate. Needless to say, the approach to sinographs in Korea needs to be different from that in Japanese and Chinese language education.

In my presentation, I will demonstrate the UBC *InterlineReader* website alongside some of the key pedagogical assumptions underlying its design. As it turns out, our approach aligns nicely with the suggestions made in Jung and Yu-Cho (2006).

Conference Presentations – Abstracts

1. 미디어 제작을 통한 한국어와 한국 문화 교육

Vivienne Kang (Dufferin-Peel Catholic District School Board)

Siyeon Pyo (Limestone District School Board)

본 프로그램은 디지털 기술을 활용한 교육 방법에 대한 연구 수요의 증가와 코로나 팬데믹 이후 급속도로 보편화된 온라인 교육에 발맞추어 한국어와 한국 문화 수업에 있어 적극적인 디지털 미디어 활용 방안을 제시하는데 목적을 두었다. 따라서 한국어 학습자들이 흥미를 가지고 보다 쉽게 언어와 문화를 습득할 수 있도록 하는 디지털을 활용한 두 가지 한국어 수업 방안을 제시하고자 한다.

첫번째로는 한복을 테마로 한 수업을 구성하였다. 한복은 한국 문화의 대표적인 예라 할 수 있다. 한복 수업에서 한복의 역사와 명칭뿐만 아니라, 학생이 직접 한복을 입어보는 체험을 떠올릴 수 있는데, 대량의 한복을 준비하기가 쉽지 않다. 그러므로 본 프로그램에서는 온라인 플랫폼을 통한 색다른 한복 체험 방안을 소개하고자 한다. 이 방안은 교육 장소나 시간에 국한되지 않으며, 학생들이 주도적으로 한복의 고유 문화를 습득할 수 있는 교육 활동이다. 다음으로는 한국 미디어 콘텐츠의 대사 더빙을 통한 한국어 교육이다. 한국 드라마와 영화 같은 미디어 콘텐츠는 학습자들이 한국어에 관심을 가지게 된 계기가 됨과 동시에 지속적인 흥미를 끌 수 있는

교육자료로서 활용되고 있다. 하지만 실제 교육현장에서는 시청위주나 대사 발체를 통한 한국어 연습에 국한되어 있는 것을 볼 수 있다. 장면의 상황과 배경을 깊게 이해하고 사용되는 언어를 자연스럽게 습득하기 위해 드라마 대사의 톤과 말투 그리고 억양을 그대로 흉내 내어 연습하는 과정을 연결시킨다면 보다 효과적인 학습을 기대할 수 있을 것이다. 또한 자신의 콘텐츠를 편집·제작하는 과정은 학습자의 흥미를 증폭시키고 보다 적극적인 수업 참여를 유도할 수 있을 것이라 기대한다. 위 방안들은 기존 교과서 위주 수업과 다르게 학생과 교사 모두에게 새로운 도전으로 다가올 수 있다. 하지만, 발전하는 디지털 기술의 활용을 통해 학생들은 간접적인 한복 체험과 한국 드라마·영화 속 배우가 되어 볼 수 있는 기회를 얻고 교사들 또한 신선한 배움을 찾을 수 있을 것이다. 온라인 플랫폼을 필요로 하는 교육이 보편화된 현 시대에, 디지털 자료들의 장점을 담아 개발한 본 프로그램이 한국어와 한국 문화 교육에 효과적으로 쓰일 수 있기를 희망한다.

2. Implementing a Creative Group Video Project in an Intermediate Korean Course

Hyekyung Song (University of Manitoba)

This presentation introduces a group video project for an intermediate level Korean university course, aiming to share an implementation frame and a pedagogy in which learners practice their target language, develop their learning skills, and realize self-directed learning while maximizing their

creativity. Underpinned by the educational philosophy of John Dewey's 'learning by doing' and project based learning (e.g., Fragoulis & Tsiplakides, 2009; Roessingh & Chamber, 2011), video projects in language classes are regarded as an active and authentic pedagogy where learners develop their language skills and produce personally meaningful multimodal artifacts integrating multimedia technology (Hafner & Miller, 2011; Nikitina, 2009). This presentation shows the outline of a video project and discusses the students' responses to a short survey regarding their experiences of the video project. Students in groups of 3 to 4 choose a topic, which can be beyond the curriculum, and write a script, integrating their personal interests, Korean cultural aspects, and the language forms and expressions from the curriculum. After filming and editing their project, students share their work with the class at the end of the course and appreciate other groups' projects. The survey results showed that through this project, the students felt they improved on speaking, writing, listening, reading, from most improved skill to the least. Most students reported that they enjoyed the creative liberty to explore the human arts and language repertoire and the student-centered process, while they found the memorization of the script most challenging. Overall, the video project provides a meaningful and fun space where learners can be creative and construct their own multimodal artifacts, reinforce their language skills in an interactive way, and practice their abilities as autonomous learners.

References

- Fragoulis, I., & Tsiplakides, I. (2009). Project-based learning in the teaching of English as a foreign language in Greek primary schools: From theory to practice. *English Language Teaching*, 2(3), 113- 119. <https://doi.org/10.5539/elt.v2n3p113>
- Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3), 68-86. <http://dx.doi.org/10125/44263>
- Nikitina, L. (2009). Student video project as a means to practice constructivist pedagogy in the foreign language classroom. *Jurnal Pendidik dan Pendidikan*, Jil.(24), 165-176.
- Roessingh, H., & Chamber, W. (2011). Project-based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground. *International Journal of Teaching and Learning in Higher Education*, 23(1), 60-71. <https://doi.org/10.1016/j.sbspro.2015.07.182>

3. Exploring the Potential of AI-Powered Voice Recognition Technology in Korean Language Teaching and Learning

Yujeong Choi (University of Toronto)
Kyoungrok Ko (University of Toronto)

The advancements in deep learning technology have propelled artificial intelligence (AI) to new heights, leading to significant improvements in various fields. However, the integration of these cutting-edge technologies into Korean language education remains largely unexplored, with limited research conducted in this specific context. This presentation aims to shed light on the potential of AI integration in Korean language teaching and learning. Specifically, it focuses on the utilization of AI-powered voice recognition technology, including Text to Speech (TTS) and Speech to Text (STT) functions. These advanced technologies offer valuable benefits to both language instructors and students. From the instructor's perspective, AI-powered TTS enables the creation of customized conversations tailored to specific pedagogical

objectives. By utilizing tools like Naver CLOVA Dubbing and H5P, instructors can design interactive and engaging learning materials that cater to the diverse needs of students. Additionally, AI-based STT, including platforms like such as Google Doc and/or CLOVA Note, facilitates the development of pronunciation and speaking skills by providing real-time feedback (Moon, 2012; Cardoso et al., 2015; Eski and Yeşilçınar, 2016; Kwon, 2023). This presentation aims to showcase the practical teaching materials and innovative techniques that utilize AI-powered voice recognition technology, while also fostering collaboration to shape the future of Korean language instruction. By harnessing the power of AI-powered TTS and STT technology, educators can transform the teaching and learning experience, empowering students to enhance their pronunciation and speaking abilities. Through exploration and innovation, the field of Korean language education can tap into the vast potential of AI technologies to meet the evolving needs of learners in a rapidly changing digital landscape.

References

- Moon, D. (2012). Web-Based Text-to-Speech Technologies in Foreign Language Learning: Opportunities and Challenges. In: Kim, Th., Ma, J., Fang, Wc., Zhang, Y., Cuzzocrea, A. (eds) *Computer Applications for Database, Education, and Ubiquitous Computing*. EL DTA 2012 2012. Communications in Computer and Information Science, vol 352. Springer, Berlin, Heidelberg. https://doi.org/myaccess.library.utoronto.ca/10.1007/978-3-642-35603-2_19
- Cardoso, W., Smith, G., & Garcia Fuentes, C. (2015). Evaluating text-to-speech synthesis. In F. Helm, L. Bradley, M. Guarda, & S. Thouésny (Eds), *Critical CALL – Proceedings of the 2015 EUROCALL Conference*, Padova, Italy (pp. 108-113).

Dublin Ireland:

Researchpublishing.net. <https://doi.org/10.14705/rpnet.2015.000318>

- Eksi, G. Y., & Yeşilçınar, S. (2016). An investigation of the effectiveness of online text-to-speech tools in improving EFL teacher trainees' pronunciation. *English Language Teaching*, 9(2), 205. <https://doi.org/10.5539/elt.v9n2p205>

권민지. (2023). 음성인식 프로그램 '네이버 클로바노트'를 활용한 한국어 학습자의 자가 발음평가 사례 연구. *외국어로서의 한국어 교육*, 1-35.

4. Fostering Synergistic and Collaborative Educational Programs for K-12 and University Outreach: Enriching Experiential Learning Opportunities for Korean Language Learners

Ho Jung Choi (Princeton University)

Kyung-Eun Yoon (University of Maryland, Baltimore County)

EunJung Kim (Democracy Prep Bronx High School)

Bob Huh (Eleanor Roosevelt High school)

Korean language education at the K-12 and college levels in North America has gained popularity and experienced significant growth in enrollment and program expansion. Collaboration between K-12 teachers and college instructors is vital for preparing Korean as a foreign language (KFL) learners for higher education and real-world contexts, while also ensuring a smooth transition between educational levels and understanding the needs of Generation Z learners. This presentation is designed for K-12 and college-level Korean language instructors seeking to engage students in the community and collaborate with other Korean programs. During the presentation, participants will explore various collaborative models, including joint

curricula, hands-on activities, and cultural events, through presentations, hands-on activities, and group discussions. The benefits of community engagement and collaboration for language learning, such as increased motivation, real-world language use, and experiential learning opportunities (Maggin, Pendergast, & Praud, 2021; Roberts, Mason, & Marler, 1999; Silber, 1990; Tarantino, 2017), will be discussed based on previous research. Korean language instructors who have successfully implemented university outreach and collaboration strategies will share their insights, while participants will have the opportunity to contribute their ideas and action plans. Interactive activities and discussions will focus on strategies for community engagement, university outreach, and experiential learning. Examples of these strategies include college students interacting with K-12 learners, implementing Virtual Reality (VR) and Hanbok experiences, organizing cultural events, and partnering with local Korean businesses for language practice and cultural immersion. The workshop will conclude with small groups developing collaborative program proposals, which will receive feedback. Best practices, resources, and strategies for overcoming common collaboration barriers will also be shared. By the end of the workshop, participants will have gained a comprehensive understanding of the potential and limitations of collaboration between K-12 and college-level Korean language programs, along with practical ideas for establishing and sustaining these partnerships.

References

Hertzler, M. (2012). Service learning as a pedagogical tool for language teachers. In *Touch the world: 2012 report of the Central States Conference on the Teaching of Foreign Languages* (pp. 21-46).

- Karasik, R. J. (2020). Community partners' perspectives and the faculty role in community-based learning. *Journal of Experiential Education*, 43(2), 113-135.
- Maggin, S. A., Pendergast, J. M., & Praud, J. M. (2021). Enhancing the foreign language classroom through experiential learning: Connecting and reflecting. In *Teaching and Learning the West Point Way* (pp. 172-178). Routledge.
- Nyikos, M., & Dimitrieska, V. (2015). A Model for Community-Based Language Teaching to Young Learners: The Impact of University Outreach. *Journal of the National Council of Less Commonly Taught Languages*, 17, 83-102.
- Roberts, R. W., Mason, W., & Marler, P. L. (1999). A true specialist: Teaching sociology through a service-learning project involving the construction of a pit latrine. *Teaching Sociology*, 27(4), 407-416.
- Silber, E. S. (1990). Academic Alliances in Foreign Languages and Literatures: A Collaborative Vision for Our Future. *The French Review*, 63(6), 987-995.
- Tarantino, K. (2017). Undergraduate learning through engaged scholarship and university-community partnerships. *Journal of Higher Education Outreach and Engagement*, 21(2), 103-130.

5. Factors Influencing Discontinuation of Korean Language Learning: Insights and Recommendations

Mihyon Jeon (York University)
Daehee Kim (Wonkwang University)

This presentation highlights the main findings of a study conducted among 97 university students enrolled in beginner, intermediate, and advanced-level Korean language courses at a Canadian university. The study aimed to identify factors contributing to long-term language learning by understanding why students discontinued Korean language studies.

Understanding students' perspectives can provide insights into areas that need improvement to encourage students to continue Korean language studies. The findings indicate that students discontinue Korean language learning for multiple reasons. One prominent factor is the loss of motivation. Over time, some students experience a decline in their initial enthusiasm and drive to learn Korean. This loss of motivation can stem from various sources, such as a lack of perceived progress or a disconnect between their language goals and their learning experience. When students no longer feel motivated to continue, they may choose to discontinue their Korean language studies. Difficulty is another significant factor leading to discontinuation. The intrinsic difficulty of language learning often results in frustration or feelings of inadequacy, which can ultimately discourage students from continuing their Korean language studies. Time constraints due to their busy schedule and other personal circumstances (e.g., graduation, health issues, and unexpected life events) also influence students' decision to discontinue Korean language learning. By examining the reasons behind discontinuation, the study sought to help educators create supportive environments and address the challenges that students face. These insights provide valuable guidance for educators and other stakeholders involved in Korean language education as a second or foreign language, enabling them to foster students' long-term engagement and success in Korean language education.

6. 음악 요소를 통한 한국어 경음 발음 교육 방안

Hyechin Jun (Winnipeg School Division)

발음의 유창성과 정확성이라는 부분은 학습자들이 고급 단계가 되어서도 가장 어려워하는 부분이다. 학습자들의 개별 음소나 음운에서의 오류도 발생하지만 음절이 연쇄될 때 오류도 빈번하게 발생한다. 그 이유는 한국어의 교착어적인 특성 때문이다. 또 다른 이유로는 발음은 학습자의 모국어로부터 가장 많은 영향을 받는 분야이고, 발음은 가장 일찍 굳어지고, 학습 대상언어의 겉모습이기 때문이다(허용, 2005:100).

한국어의 경음은 영어에 없는 음가이다. 그 이유는 한국어와 영어에서 자음의 음가를 분류하는 방법이 다르기 때문이다. 한국어는 자음의 분류방법이 조음위치, 조음방법, 발성유형(기의 세기)으로 분류되지만 영어에서는 자음이 조음위치, 조음방법, 성대 진동의 유무로 분류된다. 즉 다시 말하면, 한국어는 발성유형에 따라 자음을 평음, 격음, 경음으로 분류하고 영어는 성대 진동의 유무에 따라 자음을 유성음과 무성음으로 나눈다. 예를 들어, 한국어는 ‘ㄱ, ㅋ, ㆁ’ 이렇게 평음, 격음, 경음으로 분류하지만 영어는 ‘g, k’로 유성음과 무성음으로 분류한다. 따라서 영어권 학습자들은 한국어의 ‘ㄱ’와 ‘ㆁ’를 같다고 인식한다. 즉, 학습자들은 모국어와 한국어의 발음이 정확하게 일치하지 않는 경우 한국어 음운을 모국어의 발음으로 발음하게 되어 오류를 만들어 낼 수 있는 단점을 가진다(김미경 2003).

본고에서는 음악 요소를 통한 한국어 경음 발음 교육 방안을 제시하고자 한다. 음악의 사용은 발음과 읽기 능력을 향상시키고 언어 능력을 향상시키는데 도움을 준다. 언어의 기초적인

부분인 초분절의 적절한 표현, 기억능력, 제 2 언어 습득을 위한 심리적 부담감의 해소(송상희, 2001; 이윤희, 2003)에 음악이 효과적으로 사용될 수 있다(Cohen, 1994; Dibbie, 1996; Hansen, et., al, 2002; Hoskins, 1988; Lathom, et., al, 1982; Nargo 외, 1989; Rogister 외, 2007; Smith, 2000; Tucker, 1981; 김은아, 2008; 노혜선, 1999; 이난복, 2000). 언어 능력을 향상시키기 위해 음악을 적용할 수 있는 과학적 근거는 음성음향적 특성이다. 음성음향학은 소리가 어떻게 만들어지는가를 스펙트럼을 통해 보여준다. 언어의 물리적인 특성인 기본주파수, 지속시간, 강도, 공명주파수 등에 대한 자료를 스펙트럼을 통해 과학적으로 제시하는데, 이러한 물리적인 특성은 음악 요소와 유사하다. 예를 들어, 기본 주파수는 성대의 진동수로 높낮이를 의미하는데 음악의 멜로디인 높낮이와 유사한 특성을 갖는다(Butler, 1992). 또한 지속시간은 자음과 모음이 합해진 음절을 발음하는데 소요되는 시간을 의미하며 이는 음악에서 시간의 흐름인 리듬 요소와 공통점을 갖는다. 따라서 본고에서는 한국인 원어민 화자와 학습자들의 발음을 Praat 분석을 통해 비교하고, 음악 요소를 통한 한국어 경음 발음 교육의 전과 후의 학습자들의 발음을 비교해 보고자 한다.

7. Fostering Literacy Skills Through a Reading Club for Korean Language Learners

Hyeyoon Cho (University of Toronto)

This presentation will introduce how a reading club assisted Korean language learners to develop their literacy skills at the university level. The pedagogical foundation of the book club was based on the extensive

reading approach found in Day and Bamford (1998), which entails providing students with large quantities of easy-to-read material in the target language. The research argues that extensive reading helps students to enjoy the process of learning while they enhance their reading proficiency. The members of the reading club – students enrolled in second-, third-, and fourth-year Korean language classes – gathered every other week for an hour to explore children's picture books in Korean. The book selection was left to each student's discretion, giving them the freedom to choose reading material that was of interest to them. After finishing each book, the students were required to fill out a review worksheet in which they rated the book and provided a summary along with their personal opinions; they were encouraged to write this report in Korean to the best of their ability. Additionally, students were encouraged to illustrate an important scene from the book. Following the completion of the worksheet, the book club organizer gave students instant oral feedback on the content and language form of their reviews. During the final meeting of the reading club, the participants filled out a questionnaire designed to solicit feedback on their experiences with the club over the course of the academic year; these results and future directions will be discussed during this presentation.

Reference

Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge, England: Cambridge University Press.

8. Development and Implementation of Learner-centered Interactive Tasks in the Multi-User Virtual Environment (MUVE)

Namseok Yong (Princeton University)

During the COVID pandemic, video-conferencing platforms such as Zoom were widely used as a primary instructional medium due to their characteristics to facilitate communication and collaboration (Morris, 2020). However, despite their usefulness, they still impose some restrictions on foreign language teaching/learning due to the lack of co-presence and active interactions, limited content delivery options, feeling of isolation, Zoom fatigue, and so forth. To provide learners with better language learning opportunities, a new learning environment needs to be adopted that (i) can offer learners more direct, authentic, and situational language learning experience and that (ii) can effectively generate a sense of co-presence and community (which can alleviate feelings of isolation and frustration, leading to increased interaction, engagement, and motivation) (Dede, 2004; Lan, Lyu, & Chin, 2019; Peterson, 2011; Scarborough & Bailenson, 2014; Wang, Lan, Tseng, Lin, & Gupta, 2020).

In this presentation, I will showcase three-dimensional multi-user virtual environments (3D MUVES such as Mozilla Hubs and Spatial), which were created as a supplementary learning platform for advanced-level (online) Korean language courses in a US university, and demonstrate some tasks (e.g., presenting in a conference hall; visiting a virtual gallery/museum; describing scenes and objects) developed to improve learners' speaking proficiency. The presentation will conclude with a discussion on advantages and disadvantages of integrating 3D MUVE into pre-existing KFL curriculums.

References

- Dede, C. (2005). Planning for neomillennial learning styles. *EDUCAUSE Quarterly*, 28(1), 7-12.
- Lan, Y.J., Lyu, B.N., & Chin, C.K. (2019). Does 3D immersive experience enhance

Mandarin writing by CSL students? *Language Learning & Technology*, 20(3), 60-79.

Morris, B. (2020) *Why does Zoom exhaust you? Science has an answer.* <https://www.wsj.com/articles/why-does-zoom-exhaustyou-science-has-an-answer-11590600269>.

Mozilla Hubs. <https://hubs.mozilla.com/>

Spatial. <https://www.spatial.io/>

Peterson, M. (2011). Towards a Research Agenda for the Use of Three-Dimensional Virtual Worlds in Language Learning. *CALICO Journal*, 29(1), 67-80.

Scarborough, J. K., & Bailenson, J. N. (2014). Avatar psychology. In M. Grimshaw (Ed.), *The Oxford handbook of virtuality* (pp. 129-144). New York: Oxford University Press, p.131.

Wang, C-P., Lan, Y-J., Tseng, W-T., Lin, Y-T R., & Gupta, K C-L. (2020). On the effects of 3D virtual worlds in language learning - a meta-analysis. *Computer Assisted Language Learning*. 33(8), 891-915.

9. 초급 한국어 교재의 개발과 활용 방안 연구

Sooyoung Kim
Misuk Kim
Seungjoo Baek
So-Won Chang
(Seoul National University)

국내 대학의 한국어 교육 기관들이 개발하여 정규과정 수업에 활용하는 교재는 통상적으로 개발 이후 10년이 지나면 개정판 개발의 필요성이 대두된다. 본 논문에서는 2022년 9월부터 전면 개편된 내용으로 1급부터 6급까지 순차적으로 개발되고 있는 서울대학교 언어교육원의 정규과정 교재, 「서울대 한국어+」 1~6급 Student book 과

Workbook 시리즈 총 24 권 가운데, 2022 년 12 월부터 활용되고 있는 1 급 교재를 대상으로 기존의 교재와 차별화한 측면을 개발 단계별로 나누어 제시한다. 또한 한국어는 물론, 다른 외국어 교재들을 검토한 결과가 이 교재에 반영된 양상을 살펴보고 동시에, 팬데믹 이후 새롭게 자리 잡은, 오프라인과 온라인을 넘나드는 병행 수업에서 마주치는 다양한 문제점들에 대해 이 교재가 어떻게 대응하고 있는지를 중점적으로 논의한다. 2023 년 현시점에서 볼 때 「서울대 한국어+」가 한국 대학에서 개발한 모든 정규과정 한국어 교재들 가운데 가장 최근의 결과물이라는 점에서 이 연구는 국내 대학에서 사용하고 있는 한국어 교재의 최근 실상을 더듬어 보는 기회가 될 것이다. 또 이 논문은 향후 언젠가 대비되어 있어야 하는 전적인 온라인 수업 상황, 또는 온라인 수업과 오프라인 수업의 병행 상황에 대비하여 교재의 측면에서 고려해야 할 주안점이 무엇인지 탐색하고 그에 대한 해결 방안을 제안한다는 점에서 의의를 지닌다.

참고문헌

- 강남옥·김호정(2012). 한국어 교재 평가론의 통시적 고찰, <국어교육연구> 제 29 호.
- 원미진 외(2020). '2020 국내외 한국어 교재 사용 현황 조사'. 서울: 국립국어원.
- 장소원 외(2020). '서울대학교 언어교육원 정규과정 한국어 교재 개발을 위한 기초 연구'. 서울: 서울대학교 교내지원사업.
- Brown, H. D.(2014). Principles of Language Learning and Teaching(6th Edition), NY: Pearson.

