

The 6th Annual Conference of
the CANADIAN ASSOCIATION OF TEACHERS OF KOREAN

**Innovation and Collaboration in Korean Language Education
for Equity, Diversity, and Inclusion**

평등성, 다양성, 포용성을 위한 한국어 교육의 혁신과 협력

**August 13, 2024
Montréal, Québec
and ONLINE**

Sponsored by

The Academy of the Korean Studies

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Education Affairs Section, Consulate General of the Republic of Korea in Toronto

and

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Bumyong Choi Emory University

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The 6th Annual Conference of CATK – Program

*All times listed are Eastern Daylight Time (EDT).

Monday, August 12, 2024			
18:00- 20:00	Annual Meeting of CATK Officers and Board Members		
Tuesday, August 13, 2024			
Zoom participation: https://utoronto.zoom.us/j/84481956632 On-site venue: 680 Sherbrooke West Room #1041			
7:30- 8:30	Breakfast (호텔 숙박 회원에 한함) Venue: Le Cantile Suites - Le Mezz Bistro Bar 1110 Sherbrooke St. West, Montréal, Québec H3A 1G8		
8:30- 9:00	Registration Venue: Sherbrook 680 Building - McGill University 680 Sherbrooke St. West, Room #1041, Montréal, Québec H3A 2M7		
9:00- 9:20	On-site	Welcoming Remarks	<i>Kyoungrok Ko</i> CATK President (University of Toronto)
	On-site	Congratulatory Remarks	<i>Mijoo Hyun</i> Vice Consul General (Consulate General of the Republic of Korea in Montréal)
9:20- 10:30	Session I Presentation (20 minutes each) + Combined Q&A (10 minutes) Session Chair: Niae Yu (Toronto District School Board)		
	Zoom	1. Technology Use and its Impact on Youth for Advanced Level	<i>Patricia Yu</i> (Fairfax County Public Schools)
	On-site	2. Latest Trends in Extended Reality and Artificial Intelligence in Language Learning: Challenges in Achieving Equity, Diversity, and Inclusion	<i>Miji Lee</i> (Durham Catholic District School Board International Language Korean Program, Kore Meta Inc.)
	On-site	3. Bridging Communities: The K- langlink Event Connecting High School and University Korean Learners	<i>Vivienne Kang</i> (Dufferin Peel Catholic District School Board) <i>Yujeong Choi</i> (University of Toronto)

10:30-10:40	Break	
10:40-11:40	Keynote Address Presentation (50 minutes) + Q&A (10 minutes)	
	Zoom	“Incorporating Critical Race Pedagogy (CRP) into Korean Language Education” <i>Bumyong Choi</i> (Emory University)
11:40-12:40	Lunch	
12:40-13:00	Annual General Meeting of CATK	
13:00-14:00	Workshop Presentation (50 minutes) + Q&A (10 minutes)	
	On-site	4. The Name Project: Embracing Identity, Diversity, and Multiculturalism in the Korean Language Classroom <i>Mijeong Kim</i> (University of Washington - St. Louis) <i>Haewon Cho</i> (University of Pennsylvania)
14:00-14:10	Break	
14:10-15:20	Session II Presentation (20 minutes each) + Combined Q&A (10 minutes) Session Chair: Sua Bae (Seneca College)	
	On-site	5. Let’s Learn Jejueo: Raising Awareness of a Minority Variant of Korean <i>Hyeyoon Cho</i> (University of Toronto)
	On-site	6. Second Language Teaching Methodologies for Adult Learners from Diverse Backgrounds in Korean Language Education <i>Soonae Bac</i> (University of Toronto School of Continuing Studies, Ontario Institute for Studies in Education)
	On-site	7. 다문화에서의 역사, 문화, 언어교육의 사례와 접근 방법 <i>Eunjeong Cho</i> (The Ottawa Korean School, Ottawa Catholic School Board)
15:20-15:30	Break	

15:30-16:40	Session III Presentation (20 minutes each) + Combined Q&A (10 minutes) Session Chair: Soonae Bac (University of Toronto School of Continuing Studies)		
	On-site	8. 외국인 대학생 학습자 대상 한국어 수업에서의 품사 개념	<i>Myunghee Kim</i> (McGill University)
	On-site	9. Building a Learning Community	<i>Eurie Shin</i> (University of British Columbia)
	Online	10. Diversity and Social Justice in K-12 Korean Community Education: A Textbook Review	<i>Eunjeong Ahn</i> (Georgia State University) <i>Hakyoon Lee</i> (Georgia State University)
16:40-16:50	Break		
16:50-18:00	Session IV Presentation (20 minutes each) + Combined Q&A (10 minutes) Session Chair: Eurie Shin (University of British Columbia)		
	On-site	11. 협력학습 기반의 장르 중심 쓰기 교수 연구: KAP 학습자의 학위논문 작성을 중심으로	<i>Seung-yeon Lee</i> (Kyunghee University)
	On-site	12. 한국어교육에서의 비형식 언어 학습 적용 방안 연구 - 교환학생을 대상으로 -	<i>Young Mi Cho</i> (Hongik University)
	On-site	13. Unveiling the Dynamics of Language Anxiety and Willingness to Communicate in Korean as a Foreign Language Education	<i>Hyouon Jeong Yoo</i> (Carleton University)
18:00-18:10	On-site	Closing Remarks	<i>Kyoungrok Ko</i> CATK President (University of Toronto)
19:30-21:00	Banquet Dinner Venue: Atti restaurant cuisine Coréenne 505 Blvd. De Maisonneuve Ouest, Montréal, Québec H3A 3C2		

Keynote Address

Incorporating Critical Race Pedagogy (CRP) into Korean Language Education

Bumyong Choi

Emory University



Critical Race Pedagogy (CRP) is a teaching approach rooted in the principles of Critical Race Theory (CRT) (Anyia, 2021). CRT posits that racism is a systemic bias that negatively impacts people of color in various aspects of life, including education. Recently, the promotion of Diversity, Equity, and Inclusion (DEI) in higher education has garnered increased attention, and there is a growing body of research on applying CRT in language education. However, there is a notable lack of literature focused on DEI or CRT in

Korean language education, particularly in introductory Korean language classes. These classes are crucial as they introduce a new language and culture to learners with limited or no prior knowledge of the target culture. Therefore, ensuring that these classes are inclusive and culturally responsive is essential to mitigate biased and prejudiced perceptions and promote equity-minded teaching practices.

To address this gap, a group of six Korean teachers from a U.S. college's Korean 101 classes collaborated to integrate CRP into their curriculum. This involved studying CRP principles and revising their teaching materials to enhance diversity and inclusion. Changes included incorporating diverse races and genders, modifying stereotypical names and images, and adding diverse family types and gender identity options. These revised materials and teaching practices were implemented in the existing Korean classes, and a feedback channel was established to gather student input on DEI. In this presentation, I will share our experiences and the comprehensive process of incorporating CRP into the lower-level Korean language curriculum, along with insights gained from student feedback.

Dr. Bumyong Choi is a Teaching Professor and the Coordinator of the Korean Language Program in the Department of Russian and East Asian Languages and Cultures at Emory University. Before joining Emory, he taught at the Korean Language Flagship Center at the University of Hawaii and the Department of African and Asian Languages and Literature at Northwestern University. His teaching and research interests include Korean corpus linguistics, a cognitive linguistic approach to language teaching, and the use of technology in Korean language instruction. Currently, Dr. Choi is involved in several projects, including the development of an Integrated Performance Assessment (IPA) textbook, a task-based language teaching curriculum, the integration of Critical Race Pedagogy in the Korean language curriculum, and linguistic landscape projects in the Korean language classroom. He is also the co-author of the "Integrated Korean Beginning 1 and 2 Workbooks" and a task-based textbook: "Learning Korean through Tasks."

Conference Presentations – Abstracts

1. Technology Use and Its Impact on Youth for Advanced Level

Patricia Yu

(Fairfax County Public Schools)

The learning scenario presentation title is "Technology Use and its Impact on Youth for Advanced Level," which can be used to teach upper-level students taking Korean as a world language in K-16. The learning objectives for the learning scenario is for students to be able to understand, create, and convey a well-structured message on the impact of technology use on young people in the form of a public announcement advertisement (PSA). The series of four learning activities will guide students to understand and discuss their use of technology through a variety of authentic and diverse texts, including images, online content, and videos. This will help them critically examine the impact of technology on their lives and create a PSA video or digital story to communicate a clear message to their intended audience. During the learning scenario leading up to the final project of creating PSA videos, students will have the opportunity to promote three modes of communication - interpersonal, interpretive, and presentational (Communication). Additionally, they will be able to foster literacy, cultural understanding (Culture), and engagement with media creation (Connection), as well as students' interest and involvement in societal and community issues (Community). This learning scenario is student-centered, involving multiple activities for experience sharing and understanding various information, and it is critical to getting to expressing their voice through creation. To

make student-centered learning successful, teachers play a crucial role in effectively engaging students in student-centered activities by selecting authentic materials (online articles and videos) aligning with the topic, designing appropriate tasks, and scaffolding each activity by guiding individual and group work to ensure meaningful learning experiences.

2. Latest Trends in Extended Reality and Artificial Intelligence in Language Learning: Challenges in Achieving Equity, Diversity, and Inclusion

Miji Lee

(Durham Catholic District School Board International Language Korean Program, Kore Meta Inc.)

In the realm of language learning, Extended Reality (XR) technologies are emerging as powerful tools, though their presence is still limited compared to traditional mobile applications. Notable XR applications include Mondly, which utilizes conversational chatbots; Immerse, which offers VR-based language tutoring; and Noun Town, which focuses on vocabulary building. Despite the current scarcity, development momentum is increasing, evidenced by smaller companies like Kore Meta actively contributing to this space. Additionally, prominent Korean universities, including Seoul National University, Yonsei University, and Sogang University, are developing XR applications to enhance their language programs. Artificial Intelligence (AI) also plays a significant role in enhancing language learning experiences. Applications like Duolingo, Babbel, and Sejong Language Institute's AI Teacher use AI for conversational practice. AI integration in

language learning facilitates conversation practice, analyzes pronunciation, and tracks progress to provide personalized feedback. As computing transitions from 2D to 3D, the adoption of XR and AI technologies is expected to increase, offering more immersive and effective learning experiences to meet future language learning needs. However, several challenges remain for the widespread adoption of these technologies. General public access to these mediums is still limited, and training is needed for educators to effectively use XR headsets and controllers. Meta's efforts, such as reducing the Meta Quest 2 headset price and sharing their XR development software, aim to encourage other hardware companies to develop more affordable and accessible XR headsets. The introduction of hand-tracking technology aims to simplify interactions, but broader exposure and training are necessary, particularly for teachers less familiar with XR technology. To fully realize the potential of XR and AI technologies in education, comprehensive and systematic efforts are required to address these barriers. This includes training programs supported by governments and educational institutions, as well as developing adaptable learning content to utilize the benefits of XR. Extensive training programs for educators and initiatives to make the technology more accessible to diverse learner populations are essential for better understanding the benefits of XR technologies and eventually achieve diversity and inclusion in the future language learning space.

3. Bridging Communities: The K-langlink Event Connecting High School and University Korean Learners

Vivienne Kang

(Dufferin Peel Catholic District School Board)

Yujeong Choi

(University of Toronto)

Inspired by the workshop "Fostering Synergistic and Collaborative Educational Programs for K-12 and University Outreach: Enriching Experiential Learning Opportunities for Korean Language Learners," held at the 2023 CATK conference, this event represents a groundbreaking collaboration in Ontario, uniting high schools and universities to foster a cohesive Korean language learning community. Outreach programs between high school students and colleges have been well-documented, particularly in STEM fields and library collaborations (Anthony et al., 2016; Buchansky, 2021; Hendrickson et al., 2020). However, there is a lack of studies focusing on language programs that connect students studying the same subject at both the high school and college levels. By sharing the same interests, it is easier to build mentorship between college students and high school students, fostering a sense of self-efficacy. The K-langlink initiative aims to connect high school students enrolled in Korean language courses with their counterparts at the University of Toronto, creating a bridge between educational levels and enhancing community engagement. By designating university students as one-day mentors, this program provides high school students with motivation and practical guidance, contributing to the sustainability of Korean language courses at the tertiary level. High school students from Mississauga visited the University of Toronto, where they engaged with university students to deepen

their understanding of Korean language and culture. This interaction provided high school students with firsthand insight into university life and East Asian Studies, along with actionable advice on academic planning. Concurrently, university students were able to reflect on their educational journeys and develop leadership and communication skills through their mentoring roles. This presentation will explore the educational and communal impacts of the K-langlink program. Key areas of focus include the activation of regional learning communities, the motivational effects of peer mentoring, and the program's role in ensuring the sustainability of Korean language education. Furthermore, the discussion will address the role of educators in facilitating such initiatives, examining observed outcomes and considerations for future directions. By providing immersive cultural experiences alongside language instruction, the K-langlink initiative offers a comprehensive and impactful learning experience, fostering a deeper appreciation for Korean language and culture among participants.

References

- Anthony, A. B., Greene, H., Post, P. E., Parkhurst, A., & Zhan, X. (2016). Preparing university students to lead K-12 engineering outreach programmes: A design experiment. *European Journal of Engineering Education*, 41(6), 623–637.
- Buchansky, H. (2021). Connections beyond campus: Ontario university library outreach programs for high schools. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 16, 1-24.
- Choi, H. J., Yoon, K. E., Kim, E., & Huh, B. (2023, August 17). Fostering synergistic and collaborative educational programs for K-12 and university outreach: Enriching

experiential learning opportunities for Korean language learners. Paper presented at the Canadian Association of Teachers of Korean, Vancouver, BC.

- Hendrickson, J., Bye, T., Cockfield, B., & Carter, K., & Elmer, S. (2020). Developing a science outreach program and promoting "PhUn" all year with rural K-12 students. *Advances in Physiology Education*, 44, 212-216.

4. The Name Project: Embracing Identity, Diversity, and Multiculturalism in the Korean Language Classroom

Mijeong Kim

(University of Washington - St. Louis)

Haewon Cho

(University of Pennsylvania)

Today's language education focuses on teaching language and culture and guiding students to become resilient, open-minded, and culturally competent members of the diverse world. This presentation demonstrates the effective implementation of the "My Name Project" modules into a Diversity, Equity, and Inclusion (DEI) curriculum for Korean language classes. Inspired by the award-winning 2005 American documentary "The Grace Lee Project," which explores the experiences of individuals named "Grace Lee" living across the country, the "My Name Project" highlights how names are created and used in each culture and how they carry different connotations in one's own and the target culture. The project's goals are twofold: 1) to encourage students to critically reflect on issues of identity and diversity in both their own culture and the target culture and 2) to provide inclusive materials that respect their diverse backgrounds, perspectives, and viewpoints. The presentation will showcase the Name Project's successful

implementation in beginning-level to advanced-level language classes at two universities and its positive impact on students. The following topics will be covered in the presentation:

- Introduction and rationale of the Name Project and its purpose
- Benefits of incorporating the Name Project into language classes
- Demonstration of the integration of the Name Project into the Korean language curricula with a step-by-step guide, activities, and discussion prompts
- Examples of student work and feedback
- Presenters' reflection and Q&A with the audience

The students' feedback on the name project modules was overwhelmingly positive; they found a unit dedicated to diversity "refreshing" and relevant while appreciating the opportunity to examine it from various perspectives. Additionally, students' performance shows that these well-timed modules enhanced their sensitivity to diversity and ability to navigate cultural differences with understanding and empathy.

References

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- Lee, G (Director). (2005). *The Grace Lee Project* [Documentary].
- Grace Lee Boggs: The Amazing Grace of the Movement [Television series episode]. (2013) PBS.
- Muchransyah, A. (2019). Review of "American Revolutionary: The Evolution of Grace Lee Boggs," directed by Grace Lee. 2019. DVD, *Journal of Asian American Studies*, 22 (2), 268-269.

5. Let's Learn Jejueo: Raising Awareness of a Minority Variant of Korean

Hyeyoon Cho

(University of Toronto)

Discussions about raising awareness of indigenous languages and cultures have become increasingly prevalent worldwide. As a language instructor teaching in Canada where students come from diverse national, racial, religious, and cultural backgrounds, I aim to broaden students' perspectives by holding workshops for Jejueo language/dialect, a variant of Korean spoken on Jeju Island. Based on the language awareness approach which "encourages the acquisition of linguistic sensitivity to other languages and dialects with a view to making sense of them" (Tulasiewicz, 1997, p. 394), this study reports on a workshop designed for university-level advanced Korean learners to raise awareness of minority languages and cultures in Korea. In the workshop, students engaged in various learning activities utilizing multimedia resources, including videos and images featuring the Jejueo language/dialect to help them learn the language and history of Jeju Island. The workshop began with an overview of Korean dialects using a YouTube video, followed by a brief history of Jeju Island to highlight the distinctiveness of the Jejueo language/dialect. Students learned about the linguistic features of Jejueo language/dialect through various pedagogical activities such as listening and dictation activities using Korean drama clips, and composing sentences using the vocabulary and grammar learned in the workshop. Additionally, students were informed about the endangered status of the Jejueo language/dialect and the preservation efforts by Jeju people. The workshop concluded by expanding the discussion of minority languages to the context of the

students' home countries, relating the topics to their own experiences. Following the workshop, students completed a survey questionnaire to provide feedback. In this presentation, I will share the learning activities conducted with the students, my reflection on the workshop, and the results of the student survey.

Reference

Tulasiewicz, W. (1997). Language Awareness: a new literacy dimension in school language education. *Teacher Development*, 1(3), 393-405.

6. Second Language Teaching Methodologies for Adult Learners from Diverse Backgrounds in Korean Language Education

Soonae Bac

(University of Toronto School of Continuing Studies & Ontario Institute for Studies in Education)

As the number of adult learners from diverse backgrounds studying Korean as a foreign language grows, it is essential to adopt teaching methodologies to meet those students' needs. In my role at the University of Toronto School of Continuing Studies, I customize teaching methods by blending personal and professional theories. Specifically, I apply the Audio-Lingual Method, Communicative Language Teaching, Desuggestopedia, and Multilingual approaches to accommodate the diverse needs of individual adult learners instead of following a one-size-fits-all approach. Many continuing education students come from diverse backgrounds and have varying motivations for learning Korean. These students are post-secondary students, elderly individuals interested in continued

learning, or professionals attending classes after work. Some students are motivated to enhance their daily communication skills to engage in meaningful conversations with their spouses and in-laws' family members, and others aspire to refine their listening skills to derive enjoyment from Korean dramas and movies and comprehend the lyrics of K-pop music. By focusing on students' needs and characteristics and creating an inclusive learning environment valuing diversity, language instructors can develop effective teaching methodologies to help students achieve their language learning goals by identifying their strengths, weaknesses, interests, and preferred learning styles. This presentation demonstrates suitable teaching methodologies for adult learners and provides some examples of class activities.

References

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching* (Third edition.). Oxford University Press.
- Nation, I.S.P. & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.

7. 다문화에서의 역사, 문화, 언어교육의 사례와 접근 방법

Eunjeong Cho

(*The Ottawa Korean School, Ottawa Catholic School Board*)

25년이 넘게 이집트와 캐나다에서 다양한 연령, 인종, 종교와 문화를 가진 사람들을 위한 한국어와 한국문화 프로그램을 개발하면서 다양성, 평등성, 포용성, 세계화, 다문화주의는

항상 핵심이 되는 교육 이념이었습니다. 다문화가 그저 섞인 “Melting Pot”이 아니라 개개의 문화(정신)가 뿌리가 되어 인간의 보편성이라는 나무(Diverse Tree)로 자라 꽃필 수 있게 하고자 노력했습니다. AI 와 정보의 홍수시대에 사는 지금, 학교와 교사의 존재가치와 역할은 학생들에게 어떻게 물을 지, 그리고 어떻게 해석해야 할 지에 대한 바른 시각을 길러 주는 것이라 믿습니다. 그렇기에 문화수업은 학생들의 자아발견과 동기부여에도 크게 동기부여에도 크게 도움이 된다고 생각합니다. 이번 학회에서는 다양한 학생층의 문화교육 사례들을 통해서 학생들과의 문화적 공감대 형성방법, 역사교육의 접근방법, 온라인 문화교육자료의 활용, 그리고 현지에서 쉽게 대체할 수 있는 한국문화수업 재료 등도 공유하고자 합니다.

8. 외국인 대학생 학습자 대상 한국어 수업에서의 품사 개념

Myunghye Kim
(McGill University)

디지털 기술의 발전은 한국어 교육을 목적으로 하는 여러 컴퓨터 프로그램을 만들었다. 하지만 아직은 이러한 컴퓨터 프로그램들이 보충 연습에 도움이 되는 정도일 뿐 학생들에게 한국어를 구사할 수 있는 능력을 주기 위해 한국어 문장과 글의 구조를 이해시켜야 하는 교사의 중심 업무에는 변화가 없다.

본 발표는 한국어의 구조 이해에 꼭 필요한 한국어의 품사 개념에 대해 토론하고자 한다. 국어 문법의 5 언 9 품사의 개념이 외국인 대학생 대상 한국어 수업에서 왜 중요한지 또 어떤 문장 구조를 설명할 때 어떤 품사 개념이 필요한지 토론할 것이다.

가장 먼저 명사, 대명사, 수사, 동사, 형용사, 관형사, 부사, 조사, 감탄사로 분류된 9 품사의 개념을 먼저 간단히 훑어 보고 의존 명사, 자동사, 타동사 등의 좀더 구체적인 품사 분류가 필요한 경우도 살펴 볼 것이다. 5 언,

즉, 체언, 용언, 수식언, 관계언, 독립언의 개념도 함께 토론할 것이며 이러한 5 언의 개념이 한국어 문장 이해에 어떻게 이용될 수 있는지 살펴 볼 것이다. 끝으로 AI 의 자연어 처리 분야에서는 이러한 품사의 분류가 단어 기준이 아닌 형태소나 어절 기준으로 이루어진다고 한다. 한국어 수업의 경우에도 과연 형태소 기준의 품사의 분류와 같이 좀더 세분화된 품사 분류가 필요한지도 간단히 토론하려고 한다.

한국어의 품사 이야기는 얼핏 컴퓨터 프로그램 발달 시대에, 또 다양해지는 학생들의 모국어/문화 배경에 연결하기 어려워 보이는 주제일 수 있겠다. 하지만 학생들의 모국어가 다양해질수록 여러 모국어에 공통적으로 존재하는 개념을 최대한 이용하여 접근하는 것이 가장 좋은 방법이라 생각한다. 품사 개념은 모든 언어 학습에서 기본 되는 개념이며 한번 익히면 다른 언어 학습에서도 유용하게 쓸 수 있는 것이다. 품사 용어를 그대로 사용하지 않더라도 그 개념만큼은 어떤 방법으로든지 이해되어야 하는 것이다. 한국어 번역이나 텍스트 생성, 또는 한국어 교육을 목적으로 한 인공지능 컴퓨터 프로그램들 또한 한국어 문법의 기본 개념을 중요시 하지 않으면 원하는 효과를 이룰 수 없을 것이다.

9. Building a Learning Community

Eurie Shin
(University of British Columbia)

In this presentation, I will explore the effectiveness and benefits of Community-Based Learning (CBL) through a program launched in 2020 that has been successfully running since then. While the importance of CBL is widely recognized, with many institutions incorporating it into their curriculum, initiating a CBL program can feel challenging due to limitations on time, space

and human resources. The Korean Speaking Practice Forum, a volunteer-led program in the Korean Language and Culture Program at University of British Columbia, can demonstrate a manageable approach to CBL implementation that minimizes facilitator burden while achieving positive outcomes. The presentation will provide a comprehensive program overview, practical implementation tips, outcome analysis based on participants (including Korean learners and volunteers) feedback, pedagogical implications and suggestions for adaptation and further implementation.

10. Diversity and Social Justice in K-12 Korean Community Education: A Textbook Review

Eunjeong Ahn

(Georgia State University)

Hakyoon Lee

(Georgia State University)

This study aims to evaluate the textbooks 'Korean for Overseas Koreans (2020),' designed for overseas Koreans, and distributed to Hangeul schools across various linguistic regions. Following the growing recognition of the importance of inclusive language learning (Johnson & Randolph, 2015; Leeman, 2005; Norton & Toohey, 2010; Osborn, 2006), this study employed a critical discourse analysis framework through the lenses of Critical Race Pedagogy (CRP) and the Diversity, Equity, and Inclusiveness (DEI) approach. The analysis focuses on the representation of images, language, and culture within these textbooks, examining how these representations align with or diverge from the principles of DEI. The findings suggest that the images within the textbooks may not fully embrace multiculturalism. Primarily, the textbooks feature images from Korea and Western

countries, with no inclusion of other cultures. Furthermore, there seems to be a tendency towards portraying stereotypical gender bias. Regarding language, the textbooks could benefit from a more nuanced approach to diversity. In textbooks for younger grades, character descriptions oversimplify and reinforce stereotypical notions. Texts for older students tend to focus on the differences between Eastern and Western cultures, which may overlook the opportunity to delve into diverse cultures. Concerning the representation of culture, even activities designed to highlight Korean culture seem to reflect certain biased values, which might not fully align with contemporary DEI standards or the current societal values in Korea. The findings of this study indicate that textbooks designed for overseas Korean students need to be more nuanced and sophisticated, given that the learner population comes from a wide range of diverse cultural and linguistic backgrounds. The analysis implies the importance of diversity and intercultural competence as qualities that should be embraced in educational materials (ACTFL, 2016). Moreover, these findings could have implications for foreign language education in other contexts, suggesting the need for inclusivity and diversity in teaching materials.

11. 협력학습 기반의 장르 중심 쓰기 교수 연구: KAP 학습자의 학위논문 작성을 중심으로

Seung-yeon Lee

(Kyunghee University)

일반적으로 글은 그 종류에 따라 관습적인 구조를 갖추고 있는 경우가 많다. 가령 논설문은 '서론-본론-결론'의 구조를 따른다. 학문 목적 과정의 외국인 유학생들이 수없이 마주하게 되는 학문 텍스트 또한 관습적인

구조와 특징적으로 사용되는 언어 표현들이 있다. 그러나 외국인 유학생들은 이러한 장르 지식에 대한 형식적, 내용적 스키마가 없기 때문에 학문 텍스트 작성에 어려움을 느끼게 된다. 특히 성공적인 유학 생활을 마치기 위해서는 최종적으로 학위 취득을 해야 하는데 학위 취득을 위해서는 학위논문 작성 과정이 필수적이다. 이런 점에 착안하여 본 연구는 외국인 유학생을 위한 장르 기반 쓰기 접근에 주목하여 요구조사를 바탕으로 교육 내용을 선정하고, 실제 교수·학습 과정을 통해 그 효과를 제시하는 것에 목적을 두었다. 그 과정에서 본고는 두 가지의 연구 문제를 설정하였다. 첫째, 한국어학 전공분야 학위논문의 서론은 어떤 내용 체계로 구성되어 있는가. 둘째, 장르 지식의 부족으로 학위논문 작성에 어려움을 겪고 있는 학문 목적 과정의 외국인 유학생들에게 학습자 간 협력 학습 기반의 장르 중심 쓰기 교수는 유의미한 효과가 있는가. 이상의 연구 문제를 밝히기 위해 먼저 대학(원)에 재학 중인 외국인 유학생 70 명을 대상으로 대학(원) 차원에서 어떠한 학문 목적 쓰기 교육 프로그램이 어떤 방식으로 행해지고 있는지를 알고자 했다. 그러나 그들이 요구하고 또 필요로 하는 강의 내용이 분명하게 드러난 요구 조사 내용과는 달리 현재까지 이렇다 할 프로그램은 제시되지 않았다. 본 연구에서는 학습자 요구 조사를 실시 및 분석하여 외국인 유학생들이 원하고, 실제로 효과가 있다고 여길 만한 학문 목적 쓰기 교육 프로그램의 방식을 살펴보았다. 이 결과를 토대로 하여 실제 외국인 유학생 8 명으로 이루어진 소집단을 대상으로 교수·학습을 실행하였고 그 효과를 검증하였다. 그 효과로 협력 학습 기반의 장르 중심 쓰기 교육의 필요성에 대하여 전원이 긍정적인 응답을 하였다. 물론 적절한 학습 시기에는 응답자 간 차이가 있었으나 교육의 필요성에 대한 이유로는 한국의 한국어학 분야 학문 담화공동체가 원하는 학위 논문의 구조와 표현이 정해져 있으며 이러한 장르 지식의 부족으로 인하여 학위 논문 작성에 어려움을 겪기 때문이라는 공통점을 이루고 있었다. 그러므로 한국어 학위 논문에 사용되는 정형적인 표현들은 학습하지 않으면 학습할

기회가 없기에 수업을 통해 따로 배울 필요가 있다는 견해가 있었다. 이러한 요구 조사 및 교수·학습을 실행 결과를 바탕으로 본 연구에서는 실제 대학(원) 차원에서 사용할 수 있는 프로그램을 전공 진입 전, 중, 후로 나누어 예비대학, 온라인 교육, 정규 강의 형태로 제안하였다.

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12. 한국어교육에서의 비형식 언어 학습 적용 방안 연구 - 교환학생을 대상으로 -

Young Mi Cho
(Hongik University)

본 연구는 한국어교육에서의 비형식 언어 학습(informal language learning) 활용 방안을 연구하는 데에 그 목적이 있으며, 국내 대학에서 수학 중인 외국인 교환학생을 그 연구 대상으로 삼는다. 교환학생은 국내 한국어교육기관 및 학문목적 학습자와 성격이 상이하다. 따라서 이들을 대상으로 한 한국어 문화교육은 그 접근 방법이 달라져야 한다. 무엇보다도 이들의 언어적, 문화적 다양성을 이해하고, 이들이 비형식 언어 학습을 통해 배운 한국어가 형식 학습의 규범 내에 자연스럽게 편입될 수 있게 도와야 한다. 이를 위해 학습자들의 국가, 문화별 이해뿐만 아니라 형식 학습 내 비형식 학습의 활용 방안에도 대해서도 모색할 필요가 있다. 이들의 한국어 학습 목표는 한국 생활 경험이라는 논의가 주로 있었지만 보다 진지하게 한국어 학습을 지속하려는 목표도 내재해 있기 때문이다. 이에 본고는 언어적, 문화적 배경이 상이하며 한국어 학습 배경 및 수준이 다양한 학습자들로 구성된 교환학생들을 대상으로 한 한국어교육을 위해 비형식 언어 학습을 활용하고자 한다. 이를 위한 교수-학습 방안 개발을 위해 다음과 같은 목표를 설정하고자 한다. 첫째, 학습자들의 학습 배경 및 경험이 점차 다양해지고 있다는 현실을 인지해, 한국어교육에서의 비형식 언어 학습(informal language learning)의 방향을 제시한다. 기존의 한국어 교육계에서는 학습자들의 비형식 언어 학습에 충분히 주목해 오지 않았다. 그러나 최근 SNS의 발달에 이어 LLSNS(Language learning social network sites)의 발달로 다양한

온라인 플랫폼을 통해 자신의 상황에 맞게 한국어 학습을 지속해온 학습자들이 한국 내 한국어교육 기관 및 대학 과정에 편입해 형식 학습 환경에서 한국어 학습을 이어가고 있으므로 교실 밖 언어 학습에 주목해야 할 필요성이 제기됐다. 학습자들의 한국어 학습 배경 및 수준을 이해하는 과정에서도 이들의 비형식 학습 패턴에 주목하지 않을 수 없기 때문이다. 둘째, 교환학생들의 한국어 학습 목적을 파악하고 이들의 요구사항을 반영하는 한국어문화교육의 방향을 제시한다. 이들의 한국어 학습의 주된 목표는 한국인과의 교류, 한국 생활 적응, 한국 생활 경험으로 축약된다. 이에 한국어문화의 직접적인 경험이 이들의 한국어문화 능력 향상으로 이어질 수 있다는 사실을 간과하기 어렵다. 셋째, 교환학생들의 지속적인 한국어, 한국문화 학습을 이끄는 방안을 모색한다. 해외 거주 학습자들이 시간적, 공간적 한계를 극복하여 학습자들이 자발적이고 지속적으로 한국어 학습을 이어갈 수 있는 방안을 모색, 설계한다. 위와 같은 연구 방향 및 목표를 통해 교환학생의 한국어, 한국문화 학습 동기를 보다 더 명확히 파악해 이들의 한국어문화 학습의 지속을 이끌 수 있을 것으로 기대한다.

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13. Unveiling the Dynamics of Language Anxiety and Willingness to Communicate in Korean as a Foreign Language Education

Hyouon Jeong Yoo

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This research outlines a plan for a study that investigates the correlation between willingness to communicate (WTC) and speaking anxiety along with their effect on students, with a specific focus on Korean as a Foreign Language (KFL) classrooms in North America. Despite the growing interest in learning KFL in North America, research in the area remains extremely scarce. Previous research on WTC and anxiety in language learning has predominantly focused on the cognitive aspect, often assuming fixed individual dispositions across different learning contexts in L2 classrooms (Cao, 2011;

Gregersen, 2020). However, this study adopts a context-sensitive approach by resorting to the complex dynamic system theory (CDST) to achieve a deeper understanding of the social, environmental, and individual factors within the KFL context (Larsen, 1997; Papi & Hiver, 2020). To obtain more robust data, this study adopts a mixed-method approach, with a quantitative phase, consisting of three surveys on speaking anxiety, WTC, and demographic information, and a qualitative phase, involving journal entries and semi-structured interviews with focal participants over the course of one semester. This endeavor aims to yield valuable insights that can assist teachers in catering to the diverse needs of learners in KFL settings, especially as they relate to anxiety and WTC.

