

The 8th Annual Conference of
the CANADIAN ASSOCIATION OF TEACHERS OF KOREAN
Cultural and Historical Dimensions in Korean Language Education

한국어 교실에서의 문화와 역사교육

August 11-12, 2026
Winnipeg, Manitoba
and ONLINE

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The 8th Annual Conference of CATK – Program

*All times listed are Central Daylight Time (CDT).

Monday, August 10, 2026			
19:00-21:00	Annual Meeting of CATK Officers and Board Members		
Tuesday, August 11, 2026			
Zoom participation: https://utoronto.zoom.us/j/84481956632			
On-site venue: 4C40, 515 Portage Ave, University of Winnipeg, Winnipeg, Manitoba, MB R3B 2E9			
7:00-8:30	Breakfast (호텔 숙박 회원에 한함) Venue: Holiday Inn & Suites Winnipeg Downtown 360 Colony Street, Winnipeg, MB, R3B 2P3, Canada		
8:30-9:00	Registration: 4C40, 515 Portage Ave, University of Winnipeg, Winnipeg, Manitoba, MB R3B 2E9		
9:00-9:20	On-site	Welcoming Remarks	Kyoungrok Ko CATK President (University of Toronto)
	On-site	Congratulatory Remarks	Dr. Jeffrey Newmark (East Asian Languages and Cultures Program, University of Winnipeg)
Keynote Address Presentation (50 minutes) + Q&A (10 minutes)			
9:20-10:20	On-site	From Heritage to the Classroom: Experiential Korean Culture and History Education	Eunjung Cho (Ottawa Catholic School Board)
10:20-10:30	Break		
Session I: Culture, History, and Film in KFL Presentation (20 minutes each) + Q & A (5 minutes each) Session Chair: Eun Ji Choi (Korea University)			
10:30-10:55	On-site	1. From Watching to Reflecting: Using Korean Films to Develop Cultural and Historical Awareness in Beginner KFL Classrooms	Hyoun Jeong Yoo (Carleton University)

10:55-11:20		2. Braiding the Power of Story with History Education in the Korean Language Classroom: A Proposal for Integration	Keum Tae Hwang (School District No. 43)
11:20-11:45		3. Developing a University-Level Korean Culture Course and Further Exploration of Potential Topics	Soyoung Kang (Carleton University)
11:45-12:45	Lunch		
Workshop Presentation (50 minutes) + Q&A (10 minutes) Session Chair: Yujeong Choi (University of Toronto)			
12:45-13:45	Zoom	4. Customizing ChatGPT as a Teaching Assistant for Korean Writing Feedback: A Hands-on Workshop	Arami Kang (Korea University)
13:45-13:55	Break		
Session II: Intercultural Awareness and Advanced Learner Engagement Presentation (20 minutes each) + Q&A (5 minutes each) Session Chair: Ho Jung Choi (University of British Columbia)			
13:55-14:20	On-site	5. Korean Language Education as a Site of Intercultural Communication: Focusing on Learner Development of Critical Cultural Awareness through Defamiliarization	Hye Jin Kim (University of Toronto Scarborough)
14:20-14:45		6. A Discussion Portfolio for Advanced Korean Learners: Supporting Student Engagement and Cultural Learning	Seunghye Chung (Graybridge Malkam)
14:45-15:10		7. Learning Korean Beyond K-pop: An Investment Perspective on Identity, Legitimacy, and Cultural Discourses	Jeonghye Son (University of British Columbia)
15:10-15:20	Break		

Session III: Advanced Curriculum and Instructional Materials Presentation (20 minutes each) + Q&A (5 minutes each) Session Chair: Sua Bae (Seneca Polytechnic)			
15:20-15:45	On-site	8. Developing and Implementing a Third-Year "Advanced Korean" Course: Student Experiences from a Pilot Cohort	Hyekyung Song (University of Manitoba)
15:45-16:10		9. How to Use Authentic Materials for Strategic Listening: Utilizing an OER Guidebook for Korean Language Instructors	Sunyoung Ahn (University of Toronto) Namseok Yong (Princeton University) Kyoung-eun J. Moon (Rutgers, The State University of New Jersey) Hee Chung Chun (Ewha Womans University)
16:10-16:20	Break		
Session IV: Technology, Assessment, and Skill-Focused Practice Presentation (20 minutes each) + Q&A (5 minutes each) Session Chair: Hyoun Jeong Yoo (Carleton University)			
16:20-16:45	On-site	10. AI-Based Evaluation of Korean Reading Materials	Hyeyoon Cho (University of Toronto)
16:45-17:10		11. Sentence-by-Sentence Practice in Read-aloud Tasks for Beginner KFL Learners: A Learner Perception Study	Eurie Shin (University of British Columbia)
17:10-18:00	Break		
18:00-21:00	Dinner Venue: First Floor Restaurant, Conference Hotel (Holiday Inn & Suites Winnipeg Downtown)		
Wednesday, August 12, 2026			
Zoom participation: https://utoronto.zoom.us/j/84481956632 On-site venue: 4C40, 515 Portage Ave, University of Winnipeg, Winnipeg, Manitoba, MB R3B 2E9			
8:30-9:00	Registration: 4C40, 515 Portage Ave, Winnipeg, MB, R3B 2E9, Canada		

Session V: New Models for Culture-Integrated Korean Language Education Presentation (20 minutes each) + Q & A (5 minutes each) Session Chair: Eurie Shin (University of British Columbia)			
9:00-9:25	On-site	12. CEFR 의사소통 매개 개념을 활용한 한국어 문화 교육 수업 설계 연구	Mihong Ahn (Korea university)
9:25-9:50		13. Developing a Scene-Making Model for Korean Language-and-Culture Education: Focusing on Autobiographical Memory and Performative Speaking	Seoyul Choi (Korea university)
9:50-10:00	Break		
Session VI: History and Materials of Korean Language Education Presentation (20 minutes each) + Q & A (5 minutes each) Session Chair: Sunyoung Ahn (University of Toronto)			
10:00-10:25	On-site	14. 다중문화 능력 관점에서의 영어권 『맞춤 한국어』 교재 분석 및 개선	Eunhye Moon (Korea University)
10:25-10:50		15. 한국어 교육기관과 교육과정의 통시적 변천: 시기 구분을 통한 재고찰	Ahreum Lee (Korea University)
10:50-11:00	Break		
Keynote Address Presentation (50 minutes) + Q&A (10 minutes)			
11:00-12:00	On-site	문화 교육에 관한 한국어 교사의 신념	Nicola Fraschini (University of Melbourne)
12:00-13:20	Lunch		
13:20-14:00	Annual General Meeting of CATK		

Session VII: Culture, Motivation, and Language Use Presentation (20 minutes each) + Q&A (5 minutes each) Session Chair: Hyeyoon Cho (University of Toronto)			
14:00-14:25	Zoom	16. Teaching L2 Korean Pragmatics in the Age of AI: A Comparison of Native Speaker and AI-Generated Speech Acts	Lan Kim (Penn State University)
14:25-14:50		17. 문화를 통한 동기 부여와 목표 중심 학습: 더람 카톨릭 한글학교 여름 캠프 프로그램 운영 사례	Mi Ji Lee (Durham Catholic District School Board Korean Language Program)
14:50-15:15		18. Beyond the Classroom: A Korean Literature Club as a Cultural Learning Model	Heeyeong Jung (Brown University) Youngmi Cho (Seoul Women's University)
15:15-15:25	Break		
Session VIII: Technology and Global Exchange Presentation (20 minutes each) + Q&A (5 minutes each) Session Chair: Hye Jin Kim (University of Toronto Scarborough)			
15:25-15:50	Zoom	19. Virtual Collaboration: A Report on Positive Emotions in Virtual Language Exchange Between Korean and English Language Learners	Cyril Reyes (KAIST) Yujeong Choi (University of Toronto) EunGyong Kim (KAIST)
15:50-16:15		20. 멀티모달 담화분석(MDA)을 활용한 한국어 통번역 교육 방안 연구—도착어의 시각적·비언어적 자원의 텍스트성 구현을 중심으로	Soyoung Yoo (Joongbu University)
16:15-16:25	On-site	Closing Remarks	Kyoungrok Ko CATK President (University of Toronto)
16:25-18:00	Break		

18:00- 21:00	Banquet Dinner Venue: Damecca Lounge (305 Madison St, Winnipeg, MB R3J 1H9)
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Keynote Address: Tuesday, August 11, 2026

From Heritage to the Classroom: Experiential Korean Culture and History Education

Eunjung Cho (Ottawa Catholic School Board)

This presentation introduces an experiential approach to teaching Korean culture and history for learners from diverse linguistic and cultural backgrounds. Drawing on more than thirty years of experience in museums, educational institutions, Korean Cultural Center, and overseas Korean organizations, it demonstrates how tangible cultural heritage, including historical artifacts, can make abstract historical and cultural concepts more accessible. Through hands-on activities, learners actively engage with Korean culture while developing curiosity and deeper understanding through direct experience. In an era increasingly shaped by digital technologies and artificial intelligence, such opportunities for experiential learning are especially valuable.

Building on the culture education session presented at the 2024 conference, this presentation offers practical models for classroom implementation. It addresses key considerations in lesson planning, including the selection of instructional materials and reliable sources, the design of experiential activities, and strategies for connecting Korean culture with learners' local cultural contexts. Practical lesson examples suitable for Korean language classrooms will also be shared.

The session concludes with a demonstration activity in which participants create an Evil-Repelling Dried Pollack (Good Luck Fish) using recycled coffee grounds. This hands-on project illustrates how Korean cultural heritage can be taught through creative, sustainable, and engaging classroom practices.



Eunjung Cho is Korean language educator with the Ottawa Catholic School Board and a cultural education specialist with academic backgrounds in history, education, and museum studies. For more than 30 years, she has taught history and culture through experiential learning in museums, educational institutions, Korean Culture Center, and community organizations in Korea and abroad. Her work focuses on designing culturally responsive educational programs for learners from diverse linguistic and cultural backgrounds by connecting Korean cultural heritage with learners' own cultural experiences. She continues to develop practical, adaptable hands-on learning activities that foster intercultural

understanding, creativity, and meaningful engagement in diverse educational settings.

Keynote Address: Wednesday, August 12, 2026

문화 교육에 관한 한국어 교사의 신념

Nicola Fraschini (University of Melbourne)

언어와 문화는 본질적으로 분리할 수 없으며, 이에 따라 문화 교육은 한국어 교육에서 핵심적인 요소로 자리한다. 한국어 교사라면 누구나 문화 교육의 중요성에 대해 공감하지만, 교사의 역할, 학생의 참여, 우선적으로 다루어야 할 문화적 내용, 그리고 효과적인 교수 방법에 대해서는 교사마다 다양한 관점이 존재한다. 이러한 차이는 바로 교사 신념(teacher beliefs)의 다양성을 나타내며, 교사의 신념은 수업 자료 선정과 교수법에 영향을 미치기 때문에 결과적으로 학생의 학습 성과와 직결된다. 따라서 교사 스스로 자신의 신념을 인식하는 과정은 교사 개인의 전문성/역량 강화에 필수적이다(Lundberg et al., in press).

본 발표는 다음 두 가지 목적을 가진다. 첫째, 캐나다 한국어 교사들의 문화 교육 신념을 심층적으로 탐색하는 것이며, 둘째, 교사들이 자신의 신념을 성찰하고 인지할 수 있는 기회를 제공하는 것이다. 이를 위해, 교사 신념의 개념을 소개하고 문화 교육 내에서 교사의 역할을 논의한 후, Q 방법론(Q methodology)을 활용하여 학술대회 현장에서 참가 교사들의 문화 교육 신념을 함께 확인하고 분석하고자 한다. Q 방법론은 개인의 주관적인 의견을 체계적으로 탐색하는 심리학적 자료 수집·분석 도구로, 교사의 심리적 요소인 신념과 감정을 연구하는 데 활발히 응용되어 왔다(Fraschini et al., 2024). 최근에는 교사의 자기 성찰과 자기 개발을 돕는 도구로서도 그 중요성이 커지고 있다(Lundberg, 2025). 본 분석을 토대로 학술대회 참가자들과 함께 문화 교육에 관한 다양한 신념을 공유하고, 교사 자신의 신념을 돌아볼 수 있는 실질적인 참여의 기회를 제공하고자 한다.

참고문헌

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Nicola Frascini is Senior Lecturer in Korean Studies and Director of the Global Korea Research Hub at the University of Melbourne. He is a past president of the Australian Association of Teachers of Korean and responsible of the University of Melbourne Korean Language Teacher Training Program. His research focuses on individual differences in Korean language teaching and learning and Q methodology. He is co-editor of the volumes *Advancing Language Research Through Q Methodology* (2024, Multilingual Matters), *Innovative Methods in Korean Language Teaching* (2025, Routledge) and *The Korean Case for Youth Language Learning* (2026, Routledge); and co-author of the forthcoming *Q Methodology in Plurilingualism Studies* (2027, Routledge) and of the Korean language textbook series *Annyeong? Korean!* (2025–26, Hello Korean). In 2024, he was awarded the Republic of Korea Prime Minister’s Commendation for his work supporting the Korean language.

Conference Presentations – Abstracts

1. From Watching to Reflecting: Using Korean Films to Develop Cultural and Historical Awareness in Beginner KFL Classrooms

Hyouon Jeong Yoo

(Carleton University)

Korean films are widely recognized as engaging classroom resources, yet limited empirical research has examined their integration into beginner-level Korean as a Foreign Language (KFL) instruction. While KFL textbooks tend to present a homogenized, Seoul-centric version of culture without addressing underlying perspectives (Brown & Park, 2020), film exposes learners to cultural practices, sociocultural values, and historical periods—from the Joseon dynasty to the 1980s pro-democracy movement—that textbooks at

this level cannot meaningfully treat. This action-research study investigates how film-based tasks and scaffolding support novice KFL learners’ cultural and historical awareness. The study was conducted in a second-year KFL course (KORE 1010) at Carleton University, Canada, with 14 consenting participants out of 28 enrolled. Students watched five Korean films across the semester—including *A Taxi Driver* (택시운전사, 2017, Gwangju Uprising)—and submitted written reflections after each viewing. Three films had open prompts (students chose any cultural aspect to discuss); two had targeted prompts (specific cultural or historical themes provided). A post-intervention survey collected learner perspectives at semester’s end. Cultural awareness is operationalized through Ingulsrud et al.’s (2002) framework, in which awareness requires both cultural recognition

and critical reflection. Reflections were thematically coded using Xiao's (2010) big "C" (institutional, observable culture, including history) and small "c" (values, norms, everyday practices) themes. This approach aligns with calls in KFL scholarship to move beyond "cultural competence" toward "intercultural competence," which emphasizes learners' ability to interpret and critically engage with culture themselves (Brown & Park, 2020). Findings show that cultural content constituted 56% of coded responses (n=456), with small "c" themes (41%) dominating over big "C" (15%, which included Korean historical periods). Reflections—comparisons and critical cultural comments—accounted for 16%, indicating that learners showed strong cultural noticing but required explicit prompts to reach the level of reflection. Specific-prompt tasks elicited deeper engagement than vague ones. These findings suggest novice KFL learners are capable of cultural and historical noticing through film but require explicit guided reflection to develop fuller awareness. Without structured guidance, even film-based instruction risks becoming a "fast-food approach" to culture teaching. This echoes Jung and Lee's (2018) finding that scaffolded inquiry is needed even for advanced heritage learners. Pedagogical implications—including culturally and historically targeted prompts, structured post-viewing discussion, and the extension of exploration through additional Korean media—will be shared.

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2. Braiding the Power of Story with History Education in the Korean Language Classroom: A Proposal for Integration

Keum Tae Hwang

(School District No. 43)

Over the past fifteen years, British Columbia has undertaken "a generational effort to overcome the legacy of colonial schooling practices" through a comprehensive redesign of its K-12 curriculum (Peterson, 2023, p. 3). Central to this transformation has been the integration of the First Peoples Principles of Learning (FPPL) across all curricular areas, including Korean. Under the new mandate, students are expected to develop a deeper understanding of Indigenous knowledge and perspectives, while K-12 educators across the province are called upon to align their pedagogy more closely with the FPPL. This presentation draws on the sixth principle, "Learning is embedded in memory, history, and story," which emphasizes stories as a means of preserving and transmitting worldviews across generations (Chrona, 2022). I argue that this Indigenous concept of the Power of Story offers a useful framework for history education in the Korean language classroom. Focusing on the folktale *Komt'ijae Horangi*, I examine competing perceptions of tigers to

demonstrate how the story can serve as a point of entry into broader explorations of Korean history and cultural heritage.

References

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3. Developing a University-Level Korean Culture Course and Further Exploration of Potential Topics

Soyoung Kang
(Carleton University)

Despite the global popularity of Korean cultural products, our Korean language program at a Canadian University has faced considerable decline in student enrollment in Korean language courses these past few years. Among other things, this trend likely stems from two factors: recent Canadian government policies restricting international student numbers—who previously formed a large portion of our cohort—and the emergence of AI tools. In an effort to address this, we developed a new English-medium course on Korean culture and society designed to spark interest in the Korean language and satisfy general curriculum requirements for a

broader student body. Creating this curriculum posed significant pedagogical challenges, as noted by Kim (2000), who highlighted the dual challenge of determining the "scope of cultural phenomena" and the "depth of coverage." Given the breadth of contemporary Korean society, selecting specific topics and sourcing appropriate materials for each topic was the most time-consuming phase of development. With guidance from previous educators, we selected ten core topics, which were intended to introduce students to Korean culture and contemporary Korean society. The first few of these topics were sequenced so that earlier topics provided the foundational knowledge necessary to understand subsequent ones. Since each core topic could easily justify an entire semester of study, we were highly selective and focused on phenomena most likely to resonate with students through their exposure to K-dramas or news outlets—such as gender conflicts and the 2022 presidential election. Additionally, we prioritized readings that were descriptive of major cultural and social events rather than those that were overly theory-driven, ensuring the material remained accessible yet reflective of contemporary phenomena. The resulting curriculum consists of a weekly three-hour class over the 13-week fall semester of 2025. Each session is divided into three distinct segments: instructor presentation (70 – 80 min.) provided a general overview of the week's topic. This was followed by presentations (40 – 60 min.) from two groups of two or three students on two assigned English-language articles. The final 20 - 30 minutes were spent on discussions and quizzes, and to ensure deep engagement with the texts, students were required to generate their own multiple-

choice quiz questions based on the readings, which were then supplemented by the instructor. While designed for non-language students, this course holds potential for advanced and heritage Korean learners. By engaging with academic content in English—a language in which they may have higher academic proficiency—these students can absorb deeper nuances before transitioning those ideas into Korean-language discussions or writing. Developing a curriculum of this nature can feel daunting to language instructors particularly in institutions that lack subject-matter experts in areas beyond language pedagogy. As this presentation aims to provide a roadmap for educators developing similar courses, we will offer practical tips for English-medium instruction, resource acquisition, and finally, depending on the interests of the participating instructors, we hope to use this opportunity to explore and develop other potential topics for courses on Korean culture.

References

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4. Customizing ChatGPT as a Teaching Assistant for Korean Writing Feedback: A Hands-on Workshop

Arami Kang
(Korea University)

Description Overview & Rationale The use of generative AI has been explored across language skills and pedagogical functions, including conversational practice, materials development, and lexical–grammatical

support (Zhu & Wang, 2025). In particular, the current evidence base is relatively more developed in L2 writing, especially around feedback, revision, and writing-process support, than in many other pedagogical applications (Wang & Dang, 2024; Yang et al., 2025). In Korean language education, interest in GenAI is growing, but many implementations rely on generic prompting or tool evaluation rather than equipping instructors to build teacher-informed, proficiency-aligned systems that fit classroom goals (Sim, 2024; Kang, 2025; Kwon & Choi, 2025). This hands-on workshop addresses that need by guiding participants to customize ChatGPT into a teacher-facing AI teaching assistant (AI-TA) for formative writing feedback.

Workshop Goals

Participants will learn to:

- 1) Identify where GenAI is most effective in Korean language teaching and where human oversight is essential (e.g., pragmatics/style).
- 2) Build a customized AI-TA using structured instructions, constraints, and optional course-specific knowledge resources (e.g., *course objectives*, *task rubrics*, *model texts*, *common error lists*).
- 3) Apply a workflow for feedback design and evaluation, adapted from a teacher-informed feedback system development process in Korean writing contexts.

Session Format & Timeline (50 minutes; hands-on required)

0-10 min | Interactive demo: High-impact GenAI use cases in Korean writing feedback + key limitations (generic feedback, occasional errors, pragmatics/style risks). Paired with an illustrative checklist distinguishing Core

feedback priorities (goal alignment, specificity/actionability) from Optional ones, grounded in formative feedback principles (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006; Shute, 2008), to frame the build-along that follows.

10-30 min | Activity 1 (build-along):

Participants select a task type (e.g., email, paragraph, narrative) and proficiency range, then use a fill-in template to write instructions for their AI-TA. The template scaffolds constraints (scope, number of comments, prioritization) and a fixed output format requiring (a) evidence from the learner text, (b) a revision-ready suggestion, and (c) a brief rationale; an uncertainty flag prompts the AI-TA to defer on pragmatics/style or other context-dependent usage. *No programming required, participants produce a usable AI-TA within the session.*

30-45 min | Guided demo + practice: Case-based walkthrough of a Korean writing feedback system development process (teacher examples feature coding, structured prompting expert rubric evaluation). Participants run their AI-TA on provided anonymized samples (or their own) and refine instructions based on output quality.

45-50 min | Discussion/Q&A: Sharing prompt choices, classroom policies, and safe teacher-facing workflows. A quality-check rubric (accuracy, level appropriateness, learner sensitivity, specificity/actionability, risk) (Sim, 2024; Kwon & Choi, 2025) is distributed as part of the Takeaways Kit for post-session use.

Takeaways

Participants leave with a Teacher AI-TA Kit: (a) reusable instruction template, (b) one task-specific Core/Optional checklist, (c) one-page quality-check rubric, and (d) a teacher-verification workflow to mitigate pragmatics/style risks.

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5. Korean Language Education as a Site of Intercultural Communication: Focusing on Learner Development of Critical Cultural Awareness through Defamiliarization

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Intercultural communication is the interaction between two parties “[making] use of and [negotiating] between different cultural resources and languages in interaction” through their intersecting identities, communities, references and meanings such as their nationality, ethnicity, gender, sexuality (Baker, 2024). Language education inevitably involves teaching linguistic and cultural practices, but intercultural communication (IC) perspectives in language education started to provide important insight in the context of globalization, where communication through an additional language and culture has become a critical skill set (Jenkins, 2015). The importance of developing intercultural communication skills in language education will likely become more prominent in our times where individual language learners have access to generative AI tools to assist them with simple linguistic communication. Furthermore, intercultural communicative instances are implicated in the larger global sociopolitical structures, and can be influenced by preconceptions (Arasaratnam in Alexander et al., 2014; R’boul, 2020)).

Korean language education offers a unique opportunity for developing intercultural communication skills, as it is a popular language from a newly emerging soft power, yet also a minority language in Anglophone academia. University Korean language classrooms typically involve a racialized minority instructor, domestic students fluent in the dominant language, and international students from countries with varying levels of global geopolitical standing, producing a more complex set of power relations than most other instructor-student interactions. During the 2025-26 academic year, I shared the notion of intercultural communication as a learning goal for the intermediate level Korean language course at York University, and used *defamiliarization* as a method to develop critical awareness of their intercultural communication practices. Defamiliarization is an anthropological methodology that involves the process of “making the familiar strange,” often used in contemporary anthropology to see the researcher’s own cultural biases and assumptions (Miner, 1956). I invited students to complete three small-scale classroom activities to foster intercultural understanding of new cultures and develop critical cultural awareness of their own. In this proposed presentation, I will outline the theoretical framework of critical intercultural communication, defamiliarization as a pedagogical method, and share the themes that arose from student reflection activities.

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6. A Discussion Portfolio for Advanced Korean Learners: Supporting Student Engagement and Cultural Learning

Seunghee Chung

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This presentation introduces a discussion portfolio project for advanced Korean language learners in a fourth-year university course. The project was designed to support continued language use, student engagement, and cultural learning through a structured yet flexible format. It addresses a challenge in advanced language instruction: how to guide students with diverse background and interests toward meaningful discussion and connection with contemporary Korean culture.

The project was organized around three topics: MBTI, overseas life, and Korean housing culture. For each topic, students watched a video, identified new expressions,

summarized the content, and prepared discussion questions before class. In class, they shared their preparation in small groups and responded to peers. After the discussion, they reported what they discussed and reflected on it. Students also submitted a final reflection on their overall learning experience. All work was documented through cuPortfolio, which allowed students to track their progress and provided the instructor with a record of learning for evaluation (Eynon et al., 2014).

One possible benefit of the project is the combination of structure and flexibility. The sequence of preparation, peer interaction, and reflection gave students clear guidance while leaving room for individual interpretation and creativity. The portfolio format also supported assessment of language use and reflection over time (Reynolds & Patton, 2014a). In addition, the use of contemporary cultural topics encouraged students to connect course content to their lived experience and to approach Korean culture as relevant and current (Reynolds & Patton, 2014b).

Assessment was based on a rubric that mainly evaluated the quality of content, organization, and reflective thinking. Rubric-based results from the 15 students suggested that most students produced strong and relevant content. Student feedback also indicated increased interest in Korean culture, appreciation for more spontaneous in-class discussion, and learning from materials outside class, though some students wanted longer in-class discussions and clearer instructions.

Overall, this project suggests one way to integrate discussion, reflection, and culture-focused tasks in advanced Korean language instruction.

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7. Learning Korean Beyond K-pop: An Investment Perspective on Identity, Legitimacy, and Cultural Discourses

Jeonghye Son

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Over the past decade, enrollment in university-level Korean language courses has grown rapidly. This expansion has, in turn, generated increasing scholarly interest in Korean language learners' motivations across diverse global contexts (e.g., Kim, 2024; Jung, 2024; Lee, 2023; Wang & Kelly, 2023). However, much of this research either lacks a clearly articulated theoretical framework or relies primarily on quantitative survey methods. Consequently, little is known about how learners' motivations develop over time in dynamic and nuanced ways and how these experiences can contribute to broader theoretical discussions of foreign language learning. Drawing on a sociocultural perspective and the concept of investment (Darvin & Norton, 2015; Norton, 2000), this

qualitative interview study examines how five Asian Studies majors specializing in Korea began studying Korean, how they positioned and negotiated their identities throughout their learning journeys, and how these processes shaped their investment in, or disinvestment from, Korean language learning. Preliminary findings suggest that participants' interest in Korean popular culture did not directly lead to Korean language learning; rather, it became consequential when linked to institutional and social affordances, desirable imagined identities (e.g., a reader of Korean literature), and economic and cultural forms of capital (Bourdieu, 1991). These intersections encouraged participants to study Korean and, in some cases, major in Asian Studies with a focus on Korea. At the same time, participants' investment was neither linear nor unproblematic. Their efforts to claim legitimacy as Korea-focused majors were often accompanied by struggles shaped by interactions with peers and Korean native speakers, as well as by discourses that stigmatized strong engagement with Korean popular culture through the label "Koreaboo." The findings move beyond fixed motivational categories by demonstrating how learners negotiate legitimacy, identity, and participation within the sociocultural landscape of Korean language learning, while offering pedagogical implications for creating culturally responsive classrooms that foster positive learner identities and meaningful engagement with Korean language and culture.

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8. Developing and Implementing a Third-Year "Advanced Korean" Course: Student Experiences from a Pilot Cohort

Hyekyung Song

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This presentation introduces the development and implementation of a third-year "Advanced Korean" language course at a Canadian university and explores advanced learners' experiences, diverse needs, effective pedagogical approaches, and the

sustainability of Korean language programs. Korean language programs in higher education have grown significantly over the past two decades alongside the global popularity of Korean popular culture and Korea's expanding soft power. In response to learners' diverse motivations, institutions have expanded Korean language offerings and sought to build sustainable programs. While research has examined learners' motivations and experiences and offered pedagogical recommendations (Lee-Smith, 2021; Wang & Kelly, 2024), sustaining Korean language programs remains challenging, particularly with respect to student retention, curriculum sequencing, and long-term program planning (Damron & Forsyth, 2012; Park et al., 2025; Suh, 2024). In this context, this presentation examines the development and implementation of an "Advanced Korean" course in a university setting designed to support students' continued linguistic development while addressing their evolving academic, professional, and personal interests in Korean language and culture. Drawing on survey responses from a pilot cohort, it explores students' experiences and the opportunities and challenges encountered during the course. Survey responses suggest that oral presentations and speaking fluently were the most challenging aspects. Despite this, participants reported overall satisfaction and identified speaking as the skill that improved the most over the course. They also highlighted a supportive classroom atmosphere and the value of low-stakes speaking activities and instructional support. The presentation concludes by reflecting on the course's role in promoting student retention and program sustainability, as well as the instructor's experiences.

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9. How to Use Authentic Materials for Strategic Listening: Utilizing an OER Guidebook for Korean Language Instructors

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As interest in incorporating Korean culture and history into Korean language education continues to grow, there is an increasing need for pedagogical resources that effectively integrate these dimensions into language instruction. This need is particularly relevant in the teaching of listening, a communicative skill that requires learners to interpret language within its social, cultural, and historical contexts spontaneously. Without sufficient background knowledge, understanding authentic spoken discourse can be challenging, especially for learners of Korean as a foreign language in North America who have limited opportunities for direct exposure to Korean society and culture. To address this challenge, Korean language educators have increasingly explored the use of authentic materials to enhance learners' cultural understanding and strategic listening abilities. One example is the workshop on strategic listening presented at the 2024 American Association of Teachers of Korean (AATK) conference. Building upon that initiative, this presentation introduces an Open Educational Resource (OER) guidebook (Yong et al., 2026) developed collaboratively by Korean language instructors teaching at North American universities. The guidebook features classroom-tested activities that have been successfully implemented in Korean language courses and shown to promote learner engagement and listening comprehension. Drawing on authentic materials that reflect contemporary Korean culture, society, and history, the guidebook aims to support the development of strategic listening skills by helping learners make meaningful connections between linguistic forms and contextual knowledge. Designed as a Teaching Materials Exchange session, this presentation will introduce the guidebook's pedagogical principles, OER

characteristics, organizational structure, and practical applications. Sample lessons and classroom implementation cases will be shared to demonstrate how authentic materials can be incorporated into Korean language instruction. It is hoped that this presentation will provide Korean language educators with accessible and adaptable resources for fostering strategic listening skills while deepening learners' understanding of Korean cultural and historical contexts.

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10. AI-Based Evaluation of Korean Reading Materials

Hyeyoon Cho

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As part of developing a Korean reading course for learners at various proficiency levels, I incorporate authentic materials such as news articles, recipes, and short stories. The course encourages students to explore diverse genres while analyzing their linguistic and cultural features. A key challenge in designing the course is identifying materials that are both authentic and appropriate for learners' proficiency levels, as appropriately levelled texts are essential for supporting reading development in foreign and second language education (Crossley et al., 2023; Mesmer, 2008). KReaD (<https://www.kread.ai/>) is an AI-based tool that evaluates the difficulty of Korean texts according to the Korean national curriculum for native speakers rather than Korean language learners. To explore its applicability

to Korean language education, this study investigates how KReaD's grade-level classifications can be aligned with TOPIK proficiency levels. For example, the study examines which Korean elementary grade level may correspond to TOPIK Level 1. Establishing such equivalencies is challenging because it requires relating first-language (L1) literacy development to second-language (L2) language learning. This study uses KReaD AI and other Generative AI (e.g., a customized ChatGPT, Claude) to analyze Korean children's storybooks from the university's East Asian Library used in the Korean Reading Club for several years. The books were previously classified by Korean language instructors into three proficiency levels: beginner, intermediate, and advanced. To explore the relationship between Korean school-grade reading levels and TOPIK, five storybooks from each category were analyzed. The difficulty of each text was assessed using KReaD AI and generative AI tools and compared with corresponding TOPIK levels. As a preliminary investigation, this study develops a framework that Korean language teachers can use to estimate text difficulty for language learners. The findings may help instructors select and adapt authentic reading materials aligned with learners' proficiency levels.

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11. Sentence-by-Sentence Practice in Read-aloud Tasks for Beginner KFL Learners: A Learner Perception Study

Eurie Shin

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Beginner learners of Korean as a Foreign Language (KFL) often have difficulty reading aloud smoothly, pronouncing words clearly, and pausing in appropriate places. This study examines a simple assignment designed to help students practice these skills without requiring extensive preparation from either instructors or learners. During one term, 70 beginner KFL learners completed four recorded speaking assignments using short dialogue passages. In the first and fourth assignments, students read the dialogue aloud without additional support. In the second and third assignments, students first recorded themselves reading the dialogue without a time limit to familiarize themselves with the content. They then practiced each sentence individually by shadowing an instructor recording. Pause locations were marked in the script using slash symbols (/), and pronunciation guides were provided for less familiar vocabulary. This sentence-by-sentence format was intended to provide a simplified form of shadowing practice, which previous studies have shown to support fluency and prosodic aspects of pronunciation (Whitworth & Rose, 2025). After this practice, students recorded the full dialogue again within a time limit. At the end of the term, 59 students completed an anonymous survey about their experience with the assignment. Overall, 90% of students responded positively to the sentence-by-sentence practice format, and 63% reported preferring it over recording the full dialogue without preparation.

Students were also asked to rate how helpful the sentence-by-sentence practice was for improving each skill area. The percentage of students who selected “slightly helpful,” “helpful,” or “very helpful” was highest for fluency (92%), followed by pausing (88%), pronunciation (80%), and intonation (73%). In the multiple-response items, pause marking and listening to the instructor recordings were tied as the most frequently selected features, with 40 responses each. This was followed by repetition practice (38 responses) and pronunciation guides (36 responses). In the open-ended responses, many students commented that the pause markings and instructor recordings were useful, and 35 students recommended the sentence-by-sentence practice method to future learners of Korean. These findings suggest that adding sentence-by-sentence shadowing practice with visual and auditory cues to existing oral assignments may provide a simple and manageable way to support oral reading practice for beginner KFL learners without creating substantial additional work for instructors or students. The presentation will also include additional survey findings on learners' self-assessments of their speaking skills and their attitudes toward oral practice, as well as a closer look at qualitative responses, including students' suggestions for improvement and their advice to future learners.

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12. CEFR 의사소통 매개 개념을 활용한 한국어 문화 교육 수업 설계 연구

Mihong Ahn
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본 연구는 CEFR의 의사소통 매개 개념을 활용하여 한국어 문화 교육 수업 설계 방안을 모색하는 데 목적이 있다. 한국어 교실에서 문화 교육은 단순한 문화 지식 전달을 넘어, 학습자가 한국 사회문화 현상을 자신의 문화 경험과 비교하고 낯선 문화에 대한 인식 변화를 한국어로 표현하는 과정으로 확장될 필요가 있다. 이를 위해 본 연구는 고려대학교 학부대학 한국어중급 2 '사회와 문화' 단원을 기반으로 교재 및 PPT 교수 자료, 학습자의 문장 쓰기 자료, 문화 관련 기말 인터뷰 음성 자료를 수집·분석하였다. 분석은 문화 차이 인식, 문화 경험의 언어화, 자문화와 한국 문화 비교, 경험 후 인식 변화 표현을 중심으로 이루어졌다. 분석 결과를 바탕으로 본 연구는 의사소통 매개 중심 문화 교육 수업을 '문화 자료 만나기-문화 차이 발견하기-경험 말하기-자문화와 비교하기-인식 변화 성찰하기'의 절차로 설계할 수 있음을 제안한다. 본 연구는 한국어 문화 교육을 학습자의 상호문화적 의미 구성 과정으로 확장할 수 있다는 점에서 의의가 있다.

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13. Developing a Scene-Making Model for Korean Language-and-Culture Education: Focusing on Autobiographical Memory and Performative Speaking

Seoyul Choi
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Scene-making has traditionally been used primarily in theatre education or playwriting education. However, the dialogic form of drama, in which conflict is organized through speech, can also be effective for writing education, particularly in helping learners construct vivid and focused episodes. This study aims to develop a scene-making model for Korean language-and-culture education based on autobiographical memory and performative speaking, and to examine its applicability. Korean language-and-culture education needs to move beyond the acquisition of linguistic skills and the transmission of cultural knowledge toward a process in which learners interpret their own lives and experiences in Korean and share them with others. For heritage-language learners and foreign-language learners in particular, Korean functions as more than a means of communication; it is closely connected to family, memory, identity, and a sense of cultural belonging. Accordingly, this study takes learners' autobiographical memories as the starting point of cultural

education and combines them with scene-making activities in order to explore an educational approach that fosters both self-narrative and intercultural understanding. To this end, the study designed a five-step program consisting of ① visualization of memory, ② autobiographical writing, ③ dramatic dialogue writing, ④ scene construction, and ⑤ reading and sharing. In this process, learners recall their memories through images and words, organize them into short pieces of writing, and then reconstruct them as dramatic scenes involving characters, situations, dialogue, and actions. Through the subsequent activities of reading and sharing their scenes, learners' speaking expands beyond simple utterance practice into performative speaking that includes voice, gaze, emotion, and relational interaction. The program was piloted with children who are native speakers of Korean in order to examine its educational potential. The pilot implementation showed that the visualization of memory helped reduce learners' burden in entering the writing process and enabled them to transform abstract memories into concrete objects of expression. It also showed that individual memories could be expanded into shared experiences through the processes of dramatic dialogue writing, scene construction, reading, and sharing. These findings suggest that scene-making can serve as an activity through which personal experience is reconstructed linguistically, culturally, and performatively. Based on these findings, this study discusses the possibility of extending a scene-making model grounded in autobiographical memory to intercultural Korean language-and-culture education for heritage-language learners and foreign-language learners. Furthermore, it proposes that Korean

language-and-culture education can be expanded beyond the acquisition of cultural knowledge into a creative educational space where learners' memories, identities, bodily performance, and communal sharing intersect.

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14. 다중문화 능력 관점에서의 영어권 『맞춤 한국어』 교재 분석 및 개설편

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(Korea University)

본 연구는 영어권 『맞춤 한국어』 교재의 '문화 배우기' 영역을 유럽공통참조기준(이하 CEFR)에서 제시하는 다중문화 능력(pluricultural competence)의 관점에서 비판적으로 분석 하고 교재의 개선 방안을 제시하는 데에 목적이 있다. 이를 위해 본 연구에서는 먼저 CEFR 과 선행연구를 검토하여 다중문화 능력을 '셋 이상의 문화권을 전제로 하여 특정 문화에 관한 실천적 지식을 갖고 있으며 이를 바탕으로 문화적 요 인에서 비롯되는 의사소통 문제를 예방하거나 해소하는 능력'으로 정의하였다. 이후 연구 대 상의 다중문화 능력 함양 적합성과 CEFR 등급과의 관련성을 검토하기 위해 '문화 다양성', '실천적 지식', '의사소통 활용', '관련 등급'의 네 가지 분석 기준을 설정하였다. 분석 대상은 아동을 대상으로 CEFR 의 적합성을 검토한 Goodier & Szabo(2018)를 참고하여 영어권 『맞춤 한국어』 교재 중 7~10 세를 대상으로 하는 2~6 권의 80 개 단원으로 한정하였다. 분석 결과, 교재의 각 단원은 대체로 '문화 다양성', '실천적 지식', '의사소통 활용' 기준을 충족하지 못하였다. '문화 다양성' 측면에서는 한국 문화 또는 한국 문화와 미국 문화의 비교 에 한정된 사례가 많이 나타났다. '실천적 지식' 측면에서는 깊이 있는 설명이나 면밀한 비교 없이 단편적인 정보만을 나열하는 경우가 많았다. '의사소통 활용' 측면에서는 실제 의사소통 맥락과의 연계가 부족하여 문화 지식을 제공하는 수준에 머물렀다. 이에 따라 본 연구는

다음과 같이 세 가지 교재 개선 방향을 제안하였다. 첫째, 보다 다양 한 문화권을 다루거나 다양한 문화의 존재를 암시하여 문화 다양성을 확보해야 한다. 둘째, 문화 현상의 발생 원인과 문화 현상에 내재된 의식, 문화 간의 구체적인 공통점과 차이점, 문 화권에 따른 해석의 차이 등을 통해 실천적 지식으로서의 문화 지식을 제공해야 한다. 셋째, 문화 지식을 의사소통 맥락에서 활용하도록 돕는 설명이나 활동을 제시해야 한다. 또한, 이러 한 개선 방향을 바탕으로 집안에서의 신발 착용 문제를 주제로 한 구체적인 개선 사례를 구성 하여 제시하였다.

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15. 한국어 교육기관과 교육과정의 통시적 변천: 시기 구분을 통한 재고찰

Ahreum Lee

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본 연구는 고조선 시대부터 현재에 이르기까지 외국어 및 계승어로서의 한국어 교육기관과 교육과정의 변천 양상을 통시적으로 고찰한다. 기존의 한국어 교육사 연구가 특정 시기나 개별 기관에 국한되어 논의되어 온 경향이 있었다면, 본고는 1877 년 『Corean Primer』(John Ross)의 출간을 근대적 한국어 교육의 기점으로 삼아 한국어 교육의 전체 역사를 총 6 개의 시기로

재구획하고, 각 시기의 사회·정치적 배경이 교육과정 및 교육기관의 성격 변화에 미친 영향을 분석한다.

1 기 전통적 한국어 학습기(~1877 년)는 근대적 외국어 교육으로서의 한국어 교육이 성립되기 이전 단계로 설정하였다. 2 기 근대적 교육기(1877 년~1944 년)는 강화도 조약(1876 년) 이후 서양 선교사를 중심으로 한 한국어 교육이 시작되고, 연세대학교 한국어학당의 전신인 KLS(1920 년) 설립 등 언어학에 기반한 교육이 본격화된 시기이자, 일제강점기 조선어 교육의 축소와 재외동포 한국어 교육의 출현이 동시에 일어난 시기다. 3 기 독자적 언어 정립기(1945 년~1976 년)는 광복 이후 선교사나 외부 열강이 아닌 실제 현장 수요에 의해 한국어 교육이 다양한 국가로 확산된 시기다. 4 기 확장기(1977 년~1994 년)는 '재외국민 교육에 관한 규정'(1977 년) 제정을 계기로 재외동포 교육정책이 체계화되고 국내 유학생 대상 교육기관도 설립된 시기이며, 5 기 팽창기(1995 년~2019 년)는 SAT II 한국어 채택, 한류 확산, 세종학당재단 설립(2012 년) 등 정책적 동력에 기반한 하향식(top-down) 양적 팽창이 두드러진 시기다. 마지막으로 6 기 혁신기(2020 년~)는 코로나 19 이후 비대면 교육과정의 신설과 메타버스 세종학당 등 기술 기반 혁신이 이루어진 시기로 규정하였다.

본 연구는 이러한 시기 구분을 통해 한국어 교육의 외연 확장이 단순한 양적 성장이 아니라, 근대화, 식민지 경험, 재외동포 이주, 국가 정책, 기술 발전이라는 상이한 동력에

의해 추동된 복합적 과정이었음을 보인다. 이는 향후 한국어 교육사 연구와 정책 설계에 통합적 시기 구분의 틀을 제공하는 데 기여할 것으로 기대된다.

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16. Teaching L2 Korean Pragmatics in the Age of AI: A Comparison of Native Speaker and AI-Generated Speech Acts

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As Korean language learners increasingly use AI as a source of linguistic and pragmatic input, it is important to examine whether AI-generated language provides an appropriate model for learning L2 Korean speech acts (Kasneci et al., 2023). While AI-generated language is grammatically accurate, its pragmatic quality remains underexplored. Building on research in speech act and interlanguage pragmatics (Blum-Kulka et al., 1989; Kasper & Rose, 2002), this pilot study compares how requests and refusals are realized by native speakers of Korean and AI systems to evaluate the suitability of AI-generated language as a source of pragmatic input for L2 Korean learners. The study further aims to identify the pedagogical potential and limitations of AI-generated input for L2 Korean pragmatics instruction,

focusing on the use of mitigation strategies. Data were collected from fifteen native speakers of Korean through scenario-based written tasks using a Discourse Completion Test, a widely used instrument in pragmatics (Blum-Kulka et al., 1989; Kasper & Dahl, 1991). The scenarios involved requests and refusals directed toward higher-status interlocutors, including professors, allowing for the examination of pragmatic choices under conditions of increased power asymmetry and social distance. Their responses were compared with responses generated by multiple AI systems under the same conditions. The analysis adopts a coding framework distinguishing between head acts, internal modifications (e.g., downgraders), and external supportive moves (e.g., grounders, disarmers, and apologies). The findings reveal systematic differences between human and AI-generated pragmatics. Native speakers consistently employ context-sensitive strategies, including the use of disarmers (e.g., acknowledging responsibility) and situationally appropriate grounders. In contrast, AI-generated responses rely heavily on internal modifications and generalized politeness strategies that are less sensitive to contextual variables. Particularly, AI responses show an overreliance on apologies and formulaic expressions while underrepresenting responsibility-based mitigation strategies such as disarmers. Consequently, AI-generated responses tend to be structurally well formed but pragmatically less nuanced and less responsive to variations in power, social distance, and degree of imposition. These findings suggest that L2 Korean learners who rely on AI-generated input may develop pragmatically safe but less context-sensitive interactional patterns. The study highlights the need for explicit instruction in context-

sensitive language use and suggests that L2 pragmatic competence cannot be fully acquired through exposure to AI-generated language alone. Pedagogical implications include raising learners' awareness of pragmatic variation, explicitly teaching responsibility-based mitigation strategies, and incorporating critical evaluation of AI-generated language into Korean language classrooms. The findings also underscore the continuing role of Korean language instructors in helping learners develop sociopragmatic competence that may not be adequately represented in AI-generated language.

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17. 문화를 통한 동기 부여와 목표 중심 학습:

**더람 카톨릭 한글학교 여름 캠프
프로그램 운영 사례**

Mi Ji Lee

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Korean Language Program)*

본 발표는 캐나다 온타리오주 더람 카톨릭 한글학교에서 운영한 여름 캠프 프로그램 사례를 바탕으로, 문화 중심 활동과 목표

중심 학습이 학습자의 동기와 참여도에 어떠한 영향을 미칠 수 있는지 공유하고자 한다. 발표자는 2024 년 캐나다 한국어교육학회(CATK) 콜로퀴움을 참석하면서 두 가지 중요한 교육적 시사점을 얻었다. 첫째, 문화는 학습 지속성을 이끄는 강력한 동기 요인이 될 수 있다는 점이다. 둘째, 학습자들이 명확한 목표를 가질 때 반복 연습과 적극적인 참여가 자연스럽게 이루어진다는 점이다. 이에 본 여름 캠프에서는 이러한 두 가지 원칙을 실제 교육 현장에 적용해 보고자 하였다. 프로그램은 월요일부터 금요일까지 진행되었으며, 학생들이 한국어와 한국 문화를 지속적으로 접할 수 있는 환경을 조성하였다. 특히 학부모 초청 발표회를 최종 목표로 설정하여 학생들이 공연과 발표를 준비하도록 하였다. 학생들은 한국 동요인 「학교 종이 땡땡」과 「숲속을 걸어요」를 배우고 연습하였으며, 당시 학생들 사이에서 큰 인기를 얻고 있던 「Golden」을 비롯한 현대 한국 대중문화 콘텐츠도 공연 프로그램에 포함하였다. 또한 태권도를 배우고 있던 학생들은 자발적으로 시범 공연을 준비하였고, 일부 학생들은 직접 안무를 구성하거나 듀엣을 결성하여 무대에 올랐다. 특히 교사가 일방적으로 활동을 정하기보다는 학생들이 선호하는 콘텐츠를 적극적으로 반영하였다. 당시 큰 인기를 얻고 있던 K-pop 과 한국 문화 콘텐츠는 학생들의 흥미를 높이는 데 긍정적인 역할을 하였으며, 전통 동요와 현대 대중문화를 함께 활용함으로써 다양한 연령대의 학생들이 한국 문화를 보다 친숙하게 경험할 수 있도록 하였다. 학생들은 발표회를 목표로 매일

노래, 춤, 태권도 등을 연습하였고, 이 과정에서 자연스럽게 한국어를 반복적으로 사용하며 학습할 수 있었다. 프로그램 운영 결과, 문화 활동은 단순한 부가 요소가 아니라 학생들의 지속적인 참여를 이끄는 핵심 동력으로 작용하였다. 과거 여름 캠프의 경우 등록 학생 수가 20~30 명 수준이었음에도 마지막 날 참석 학생 수는 보통 10~15 명 정도에 그치는 경우가 많았다. 반면 2025 년 프로그램에서는 33 명이 등록하였고, 마지막 발표회에는 32 명의 학생이 참석하였다. 이는 문화 기반 활동과 명확한 목표 설정이 학생들의 책임감과 참여 의식을 높이는 데 긍정적인 영향을 미쳤음을 보여준다. 또한 2026 년 여름 캠프는 초록 제출일 기준 이미 41 명 이상의 학생이 등록하였으며 추가 등록도 예상되고 있다. 이는 한국 문화에 대한 관심과 더불어 전년도 프로그램의 긍정적인 경험이 지속적인 참여와 신규 등록으로 이어졌을 가능성을 시사한다. 본 발표에서는 더람 카톨릭 한글학교 여름 캠프 운영 사례를 통해 문화가 한국어 교육의 부가적 요소가 아닌 학습 동기와 지속성을 이끄는 핵심 교육 자원이 될 수 있음을 논의하고, 목표 중심 학습과 결합한 문화 교육의 실천적 적용 방안을 제안하고자 한다.

18. Beyond the Classroom: A Korean Literature Club as a Cultural Learning Model

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A Korean Literature Club as a Cultural Learning Model Culture has long been recognized as an essential component of Korean language education. However, cultural instruction is often limited to the presentation of cultural facts or the integration of cultural topics within classroom-based language activities. As a result, learners may have limited opportunities to engage deeply with cultural perspectives and collaboratively construct meaning through sustained interaction. This presentation introduces an extracurricular Korean literature club designed as a cultural learning space beyond the language classroom and proposes a literature-based model for promoting cultural engagement in Korean learning education. The Korean literature reading club was implemented at a U.S. university during the Spring 2026 semester. Participants read the contemporary Korean novel *Just Start Shining* (지금 바로 샤이닝) by Youngmi Cho over the course of the semester. The program consisted of four interconnected components: 1) individual reading of the novel, 2) three discussion sessions conducted in Korean, 3) reflective writing activities completed at the end of each meeting, and 4) an online conversation with the author. Together, these activities were designed to encourage learners to engage with literary narratives, explore cultural themes represented in the text, and connect those themes to their own experiences. Drawing on discussion recordings, reflective writings, and data from the author interaction session, this presentation examines how the literature club functioned as a site of cultural learning. Through collaborative discussions, participants compared interpretations of characters and events, negotiated diverse

viewpoints, and reflected on similarities and differences between their own experiences and those portrayed in contemporary Korean society. The opportunity to interact directly with the author further deepened learners' understanding of the social and cultural contexts surrounding the text and allowed them to explore questions that emerged during the reading process. Based on this case study, the presentation proposes a four-stage cultural learning model consisting of literary reading, collaborative discussion, reflective engagement, and author interaction. The model illustrates how literature can serve not only as a language-learning resource but also as a catalyst for sustained cultural exploration and community building beyond the classroom. The presentation concludes by discussing practical considerations for implementing literature clubs in Korean language programs. Findings suggest that literature-based learning can promote meaningful cultural engagement beyond the classroom and complement classroom-based cultural instruction.

19. Virtual Collaboration: A Report on Positive Emotions in Virtual Language Exchange Between Korean and English Language Learners

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Inspired by Korean arts and culture, a growing number of students worldwide want to communicate in Korean. This surge of international Korean language learners has created demand for innovative approaches to language instruction and practice.

Because these learners are eager for authentic communication with native Korean speakers, educators have been motivated to establish virtual language exchange programs that connect the two groups. This paper reports on the implementation of one such program and on the collaborative experiences of two cohorts: English-language students at a Korean STEM university and Korean-language learners at two Canadian universities. In a post-program survey, participants reported a strong willingness to take part in future virtual exchanges. The English learners experienced reduced anxiety and greater communicative confidence during their interactions with Canadian students, while Korean language learners showed a deeper appreciation of Korean culture. These results suggest a positive feedback loop: increased participation builds confidence, which in turn fosters willingness to join future exchanges. As language programs continue to move toward student-centered learning, this paper offers promising evidence that educators can use virtual technology to give students a more active role in their learning. The capacity of virtual collaboration to foster positive emotions has clear implications for program design in second language education.

20. 멀티모달 담화분석(MDA)을 활용한

한국어 통번역 교육 방안 연구 -도착어의
시각적·비언어적 자원의 텍스트성
구현을 중심으로

Soyoung Yoo

(Joongbu University)

이 연구는 체계기능언어학(SFL)의 멀티모달
담화 분석(MDA) 이론을 바탕으로 한국어
통번역 교육 모델을 제안하는 데 목적이

있다. 최근의 통번역 환경은 단순한 언어적
등가성 확보를 넘어 이미지, 도표, 화자의
제스처 등 다양한 기호적 자원이 결합된
멀티모달 텍스트에 대한 해석 능력을
요구하고 있다. 한국어와 도착어 사이의
통번역 단계에서 각 언어 공동체가 선호하는
담화 구성 방식과 비언어적 자원의 활용
층위에서 미묘한 차이를 보인다. 이에 본고는
한국어와 도착어 전문 담화에 나타난
멀티모달 자원의 결합 양상을 분석하고,
한국어 텍스트를 재구성할 때 발생하는
'기호적 불일치(Semiotic Mismatch)' 현상을
고찰하여 두 언어 사이의 정보 전달 방식
간의 충돌 양상을 분석한다. 이를 바탕으로
언어적 자원과 비언어적 자원의 상관관계를
명시적으로 교수하는 '멀티모달
문해력(Multimodal Literacy)' 중심의 통번역
교수 학습 모델을 설계한다. 본 연구는
기존의 언어 중심적 통번역 교육에서
탈피하여, 한국의 사회기호학적 맥락을
통합적으로 이해하고 통번역 수행 능력을
갖추도록 돕는 구체적인 교육적 가이드
라인을 제공한다는 점에서 의의가 있다.

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MEMO

MEMO

A series of horizontal dotted lines for writing.

