

Session 1: Grammar Instruction

**A Corpus-based Analysis and Teaching of Korean Causal Connectives, -
(u)nulako and -nun palamey**

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This paper has two objectives. The first is to conduct a corpus-based linguistic analysis to determine actual usage differences between two causal connective suffixes, *-nulako* and *-nun palamey*. The second is to develop materials to effectively teach these two causal connectives based on this linguistic analysis.

It has been noted that learning several Korean causal connectives is one of the most difficult areas for KFL/KSL learners due to their semantic and structural complexity. In particular, the syntactic and semantic idiosyncrasies of the two causal connective suffixes discussed in this paper present challenges for both KFL/KSL teachers and learners. The pedagogical grammar of these two causal connectives found in several textbooks tends to be too simplistic and does not sufficiently inform students of their idiosyncratic properties, thereby failing to keep learners from making errors. Furthermore, most existing linguistic descriptions regarding these two suffixes are based on introspection by using fabricated linguistic data, leading these descriptions to be incomplete. This paper seeks an alternative by using linguistic corpora as a tool for both a more thorough analysis and a more realistic account.

Analysis of several corpora (*Seyjong* Written Corpus; *Seyjong* Spoken Corpus; *SSOH* Corpus) reveals that the two causal suffixes are very different in terms of syntactic constraints and their semantic prosodies. Syntactically, *-nulako* has both the same subject constraint and the active verb constraint, while *-nun palamey* has neither of them. Therefore, the former is syntactically more constricted than the latter. In terms of semantic prosody for *-nulako*, its triggering event [=premise] is either a volitional action or a process, and its consequential event [=conclusion] is a cost-paying, negative event. Also, its two agents should be animate and identical, and its preceding verb should have [+duration] feature. On the other hand, *-nun palamey* has neither of these semantic constraints. Its premise is an involuntary, unexpected event, and its conclusion is an unexpected or undesirable consequential event. These differences are well illustrated by the token frequency: 99% of all the sentences with *-nulako* token collected from *Seyjong* written corpus, for example, have both same subjects and [+duration] verbs, whereas only 12% of the sentences with *-nun palamey* token have the same subjects and only 58% of the sentences have [+duration] verbs.

Pedagogical activities which address these findings are presented in the latter part of this paper. The activities consist of mainly two types: one is rule discovery, and the other is rule application. For rule discovery activities, a series of tasks is presented to help learners notice consistent structural and contextual patterns of the two causal suffixes in an inductive manner. All the sentence examples are carefully picked from corpus data to help learners find correct responses for each given different task, which will eventually

build up into a generalization in terms of syntactic constraints and semantic prosodies of the two causal suffixes. For rule application, in order to help learners practice the different usages of *-nulako* and *-nun palamey*, various activities are presented, including a correct-form identification exercise, an error identification exercise, a gap-filling exercise, and a role-play exercise. All the sample sentences and discourse data used in these activities are also drawn from the real corpus data.

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Can you play tennis today?
(the distinction between *-(u)l swu issta* and *-(u)l cwul alta*)

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This paper aims to distinguish the meanings of the two expressions ‘Verb stem + *-(u)l swu issta*’ and ‘Verb stem + *-(u)l cwul alta*.’ The meanings of both phrases are associated with a subject’s ability and both can be translated as English *can*. Cho et al. (2000:268) explains in the widely used textbook *Integrated Korean: Beginning 2* that the construction *-(u)l swu issta* “refers to a wide range of possibilities and abilities”, whereas *-(u)l cwul alta* “specifically refers to the ability or the way to do something” as in the following:

- (1) *-(u)l swu issta*: can/cannot; the possibility or ability of doing something
- (2) *-(u)l cwul alta*: know/ not know how to; specifically referring to the ability of doing something

This definition is problematic, however, because it does not provide enough information for students to be able to differentiate between these two expressions. Moreover, since the English *can* is lexicalized with two different forms in Korean, it is certain that Korean learners of English have difficulty in acquiring the correct usage of these two expressions. In support of the first claim, students of Korean make significantly more errors when they are asked to choose either *-(u)l swu issta* or *-(u)l cwul alta* to translate an English sentence which includes the modal verb *can*. For example, when students are asked to translate a sentence such as “Can you play tennis today? (directed at a regular tennis partner), they have difficulties in choosing the correct form of *-(u)l swu issta* as opposed to *-(u)l cwul alta*.

In this paper I claim that the distinction between these two expressions can be clearly explained by means of the concepts of ‘stage level’ and ‘individual level’ (Carlson 1977, 1995). The individual level can be understood as “perduring across time” while the stage level is viewed as “some temporal slice of an individual, a stage.” McCawley (1984:272) cites Carlson’s terms using the following two example sentences.

- (3) Her eyes were blue. Individual level property
- (4) Her eyes were red. Stage level property

McCawley (1984) explains that the ‘were blue’ predicate in (3) has an individual level property since the property of ‘being blue’ lasts across time whereas the ‘were red’ predicate in (4) is a stage level property because the property of ‘being red’ is restricted to a specific slice of time.

After introducing these terms I argue that *-(u)l swu issta* is a stage level predicate expressing one’s stage level ability while *-(u)l cwul alta* is an individual level predicate expressing one’s individual level ability. This allows us to elaborate the previous example with the temporal argument *today*. As a result, ‘*Can you play tennis today?*’ should only be translated as *-(u)l swu issta* because the speaker in this sentence is inquiring about the hearer’s stage level ability at a certain period of time, not his/her perduring individual level ability across time. Here my argument is strengthened by Kratzer (1995)’s proposal that stage-level predicates are Davidsonian in that they have an extra argument position for events or spatiotemporal locations (Davidson 1967).

Session 2: Incorporating Culture in Language Instruction

How to Integrate Culture in Korean Language Instruction

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The first aim of this paper is to examine the significant relationship between culture and motivation in the L2 class considering that cultural interest is found as a variable of motivation in L2 learning. Secondly, the inevitable relationship between language and culture should be also explained. Without cultural competence, true linguistic competence cannot be expected or acquired.

There are some misunderstandings about culture such as 1) that culture can be taught while language is taught; and 2) that culture cannot be estimated because of its affective nature. Here, we need to understand the characteristics of culture in depth: 1) there are culture-specific and culture-general features, i.e., there are visible aspects to culture and hidden aspects to culture; 2) culture should be understood as a process; 3) culture should be understood as a context rather than a product; 4) culture is a changing variable rather than a static entity.

At this point, we need to discuss how to integrate culture in the real setting of teaching/learning Korean. To do this, we have to adopt a method which enhances cultural awareness by comparing similarities and differences between C1 and C2. Cultural instruction also needs to begin with a text that could be (1) a written representation of speech, (2) an individual oral utterance in a communicative event, or (3) any sign or symbol. Culture can also be found in hidden contexts. After reviewing some resources of culture materials, a method of explicit training in culture will be introduced as (1) explanation, (2) exploration, and (3), expression.

Above all else, language study should have an appropriate curriculum of cultural education and be organized according to themes such as the family, shopping, food, school life, and professional life, taking into account the age and interest of the learners. Using this thematic approach, a framework flexible enough to allow authentic or virtual settings such as a web site or a language/culture lab should be provided so that students can continuously practice and test the linguistic and cultural content of what they learn every day.

Teaching Korean Culture Skills to Elementary KFL Students

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Teaching culture has been one of the key concerns of the KFL (Korean-as-Foreign-Language) curriculum. Although a substantial amount of progress has been made toward an understanding of what teaching culture entails, and how it can be integrated into KFL education, more studies are needed on teaching Korean culture effectively to American college students. Previous studies on teaching culture have addressed two dimensions:

information (content-driven) and skills (process-driven). Despite the increasing number of second language studies that address teaching culture from process-driven perspectives, the bulk of the previous KFL studies, related to teaching culture, largely have been content-driven rather than process-driven. The goal of this paper is twofold. First, the paper discusses the importance of process-driven teaching of culture in KFL classroom settings, reviewing what previous studies discuss regarding teaching cultural information and skills, the role of L1 culture in L2 culture learning, and the importance of openness toward L2 culture. The second goal is to discuss various teaching activities, designed to foster the development of openness toward Korean culture. Although the discussion and activities presented in this paper are for an American college-level elementary KFL course, it is hoped that its instructional model and pedagogical implications can be applied to other KFL curriculum.

Multimedia Korean Cultural Resources for KFL Learners in English Speaking Countries

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&
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In the past decade Korean has been introduced as part of formal degree courses not only in a number of tertiary institutions but also in many elementary, middle and high schools across English speaking countries. This trend and the growing public awareness of Korea as an important regional partner clearly support the view that Korean will be on a par in many respects with other established Asian languages.

Despite the substantial number of institutions producing many different kinds of Korean language materials, very few have included Korean cultural resources in their materials. The majority of the materials have focused mainly on the language itself or the linguistic matter, despite high demand for cultural resources. Given that the presence of cultural components in relation to language teaching is low in the existing Korean language materials, one way of satisfying the ongoing demand for Korean cultural resources is to develop multimedia resources for learners in English speaking countries. The nature of the target client groups, and the probable wide geographical spread of individual students, clearly dictates that the most effective learning method would be one based on a multimedia mode with a sufficient amount of well designed, self-controlled learning materials complemented by a language training programme.

In this presentation, the following will be demonstrated:

- Sample modules of cultural materials in multimedia format for 10-12th Graders in English speaking countries,
- A resource material repository on a CD-ROM which includes the basic classroom and instructional language, cultural notes, activity resources and student workbooks, all of which are tightly integrated with the basic core language materials (these materials can be used directly off the CD-ROM but can also be easily adapted for individual uses),
- A sample template program to be used for compiling automatic syllabi which satisfy personalized and individualized demands.

Session 3A: Instructional Use of Computer and Technology

The Role of Technology for Improving Learners' Discourse

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This paper proposes an approach to collect and assess Korean Language learners' speaking skill with the aid of technology. The area of Korean Language Testing is rapidly enlarging its territory methodologically as well as technologically. Unfortunately, research on the practical basis for both pursuing accurate evaluation and enhancing learners' speaking ability, however, has been limited.

This paper focuses on the imperatives of collecting learners' discourse with the state-of-the-art technology. Three steps are shown. First, advanced Korean language learners' discussion is recorded on Digital Audio Tapes for high speech quality. Secondly, the data is digitalized and transferred to the speech wave program 'Cool Edit 2000' that reveals learners' actual accomplishment. The final step is to analyze the learners' corpus and to provide proper feedback. The corpus is also transcribed to show the discrepancy between learners' speaking competence and performance through the rate of utterance, levels of informativeness, style variations, and logical development in terms of Grice's Maxims of Conversation. The analysis allows both teachers and learners to identify learners' discourse processes and strategies in ongoing interaction, albeit in controversial contexts.

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학습자말뭉치의 구축에 사용된 프로그램의 장단점과 한국어 학습자 말뭉치의 교육적 활용방안

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한국어교육의 목표와 교수법에 대한 지속적인 관심은 학습자들이 생성해 낸 언어자료를 통해 검토되고 개선이 되어야 한다. 한국어 학습자들이 학습과정에서 보이는 다양한 양상은 학습자들의 말뭉치(corpus)를 통해 간접적으로 확인할 수 있다. 학습자 말뭉치를 수집하고 관리함으로써 객관적인 자료의 확보와 통계적 분석을 통한 개선이 필요한 부분이 무엇인지 분석하고 아울러 한국어학습의 목표 설정을 좀더 객관적으로 행할 수 있는 근거를 마련할 수 있다.

이 글에서는 한국어 학습자들이 생성해 낸 학습과정의 부산물인 학습자 자료를 학습자 말뭉치(Learner's Corpus)로 만드는 과정에서 사용된 프로그램의 특징을 소개하고 학습자 말뭉치의 구성절차와 말뭉치에서 통계적인 정보를 이끌어내는 데 사용된 전산기술을 소개하며 향후 학습자 말뭉치의 활용이 어떤 방향으로 이루어지게 될지 전망적인 제언한다.

학습자 말뭉치를 구축하는 과정은 학습자 자료의 선정과 수집, 입력의 과정을 거쳐서 전산적인 가공인 주석(tagging)을 거쳐 통계적인 분석을 통해 말뭉치를 통한 비교적 객관적인 분석을 행하게 된다. 하지만 주석의 단계나 그 이전의 과정에서 이미 일정 수준 이상의 사용목적이 반영되게 되며 효율적인 자료 관리와 교정이 용이하도록 설계한 프로그램으로 문화관광부(2002) 보고서에서 사용된 연세대 언어정보개발연구원의 프로그램이 x m l 을 이용하고 온라인 입력방식을 사용함으로써 지니는 장점과 단점에 대하여 사용 경험을 밝히고, 비록 한국어학습자의 오류 유형 조사를 위해 사용된 프로그램이지만 앞으로 이 프로그램의 개선을 통해 새로운 학습자 말뭉치를 구축하는 방안을 소개하고 학습자 말뭉치를 전산적인 처리를 통해 교육적으로 적용하는 다양한 방법을 제안함으로써 컴퓨터를 이용한 학습자 말뭉치의 구축과 활용의 중요성을 강조하고자 한다.

On-site Study of Online Korean Courses: Current Analysis of Online Korean Courses

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As the use of computers and the Internet has become very common, many institutions have provided on-line classes as well as developed computer-mediated learning materials for language learners' autonomous learning outside of the class. Keeping pace with this tendency, many American institutions have launched online Korean language projects with the purpose of providing various language learning resources, language reference materials, educational language software, cultural information, etc. for those who want to learn Korean through self-study. However, these materials, which are intended to facilitate Korean language learning through their greater accessibility, often reveal limitations in terms of instructional content and component design. This may be due to the lack of technical support or to the different cultural codes embedded in the Korean language.

A questionnaire was designed to investigate the awareness of Korean language learners of online Korean courses, and study the frequency of learners using online Korean courses for referential purposes. Based on this evaluation of online Korean courses by Korean language learners at an American university, this research analyzes 20 online Korean courses presently available on the web with respect to learning content, the organization of content, the task variety, and technical supports for learners' accessibility to learning resources.

Through this investigation, it is hoped to contribute to the development of more advanced online Korean courses and to provide students with an awareness of the usefulness of online Korean courses for autonomous learning.

Session 3B: Teaching of Culture and Literature

Cross-Cultural Comparison of a Speech Act: Compliment Response by Korean Speakers

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Previous studies on the Compliment Response (CR hereafter) speech act (Daikuhara, 1986; Herbert, 1986; 1990; Han, 1992; Chen, 1993) show that English speakers tend to accept compliments, while Asian language speakers (E.g., Chinese, Japanese, and Korean) tend to reject compliments most of the time.

The present study has two purposes. One is to examine the rules of speaking in the Korean speech community by looking at native speakers' performance in the CR speech

act. The employed strategies, lexical choices, and functions of the CR speech act will be explored. The other is to investigate cross-cultural differences in terms of language use and cultural values based on a comparison between Korean and other language speakers in CR conduct. This will provide us with empirical evidence concerning similarities and discrepancies of norms and patterns of language use across speech communities.

The following research questions are formulated: 1) What are the distribution of CR strategies and pragmatic functions employed by Korean speakers?; 2) Are there any differences in terms of strategies and patterns of CRs across speech communities? If so, what is the underlying force behind the cross-cultural differences?

Naturally-occurring speech production is gathered, capturing the compliment exchanges in daily conversations. 50 tokens were collected from female graduate students in a US university, aged from their mid-20s to early 30s. They were tape-recorded and transcribed. Following Chen (1993), the data are categorized into three super strategies, and then into 11 subcategories as follows: 1) accept (thanking only, upgrade, request interpretation, and thanking and retuning); 2) deflect (disagreement and returning, questioning/ignoring and returning, comment history, reassignment, and no acknowledgement); and 3) reject (praise downgrade and disagreement).

The Korean speakers were found to use the Deflect strategy more often than the Accept and Reject strategies in responding to compliments. Within the frame of the Agreement and Modesty Maxims, a strategy which balanced the two conversational principles was preferred over strategies violating one of the principles. If a principle is violated, speakers minimize the violation degree by adopting a jocular key, using indirect lexical items, and rhetorical questions. Within Chen's (1993) cross-cultural framework, Korean culture values a compromising strategy, so-called Maxims in Conflict culture, as opposed to American English speakers and the Agreement Maxim culture, or Chinese speakers within a Modesty Maxim culture. These findings are discussed in terms of direct relevance for teaching Korean as a second language. The implications of cross-cultural variation in speech act realization are significant in enabling learners to interact effectively with target language speakers under different social constraints.

"Representing" Korea in American Universities: A Korean Graduate Student's Experience of Teaching Korean History to American Undergraduate Students

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What should be taught to American students in Korean history? How should a Korean instructor teach Korean history to American students? What advantages/disadvantages could his/her Korean background bring into classroom? In this presentation, I examine some issues concerning teaching Korean history in American universities, largely based on my personal experience of teaching at Duke University. I will mainly focus on three

issues including: general content and topics of the course, languages and authority in the classroom, and identity politics between instructors and students.

First, I will discuss problems of designing a course, selecting issues in Korean history, and explaining them to students whose historical knowledge is generally limited in Korean history. I will focus in particular on the sensitive question of dealing with the American-Korean relationship in the classroom. Second, I will discuss the ways in which students think about their Korean non-native instructor. Students assume that the instructor has a certain unique Korean perspective, seemingly more "primary information" than "universal/scholarly interpretation." At the same time, the background of a native Korean speaker contributes vastly to his/her authority of teaching Korean history, since students believe that a first hand witness should be respected. Based on these observations, I will examine the relationship of language and racial identity to authority in the classroom. Finally, I will talk about the relationship between the instructor and students in the classroom and, in particular, with students of Korean heritage. Korean American students easily assume that they have relatively strong backgrounds in Korean history, often take questions raised in classroom very personally, and want to be friendly with their Korean instructor. Their attitudes to the class as well as the instructor, however, can go the opposite way according to the situation: they may identify themselves more as American to differentiate themselves from their non-American instructor.

한국어 교육에서 문학교육 방법론 연구—미주권 한국어 교육을 중심으로 (A Study on Literature Education in Korean Language Education—Focus on the American Case)

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1. 연구개요

최근 국내외적으로 한국어 교육에 대한 요구가 증대되면서 한국어교육을 실천적 차원 뿐만 아니라 학문적 차원에서 정립하려는 노력들이 많이 이루어지고 있다. 이미 많은 대학에서 한국어교육 전공 대학원 과정을 설치하여 연구자와 교수자를 양성하고 있을 뿐만 아니라, 국내외의 관련 학회가 중심이 되어 한국어 교육 이론을 본격적으로 연구하고 교수-학습 방법의 실재를 활발하게 개발하는 데서 이를 확인할 수 있다.

먼저 한국어 또는 한국을 배우려는 요구가 늘어나는 현상은 한국의 국제적 위상이 높아지면서 한국어를 필요로 하는 외국인들이 늘어났고, 해외 이민자가 늘어나면서 재외 동포들에게 한국학 또는 한국어를 가르칠 필요성이 절실했던 까닭과 밀접한 관련이 있다고 생각된다. (참고로 한국의 재외 동포 수는 600만 명 정도로, 중국인, 유대인, 이탈리아인에 이어 세계에서 네 번째로 많으며, 이런 인적 자원은 한국의 경제, 정치에 중요한 역할을 할 수 있는 잠재적 자산이다.) 이 중 전자의 사람들을 주로 경제적, 정치적, 실용적 목적으로 한국어를 배우려고 하는 것에 비하여, 후자의 사람들은 한국인의 정체성 확인이나

대학 입시에서 외국어로 한국어를 선택하고 있는 등의 문화적, 교육적 목적으로 한국어를 배우고 있다.

그런데 본 연구자가 그동안 참여, 관찰하고 있는 미주권의 한국어 교육은 이상의 두 가지 목적이나 필요성이 동시에 나타나는 지역이다. 즉 연구자가 연구를 진행하고 있는 미국의 동부 지역은 40 만명의 재외 동포와 주재원들이 거주하는 지역이며, 미국의 정치, 경제, 문화의 심장부라고 할 수 있는 지역이다. 그래서 이 지역에는 200 여개의 한국어 학교에서 한국어와 한국문화를 가르치고 있으며, 8 개 고등학교에서는 한국어를 외국어로 채택하여 가르치고 있다.

또한 이 지역의 중요 대학인 콜롬비아 대학, 코넬 대학, 뉴욕 대학, 럿거스 대학, 프린스턴 대학, 펜실바니아 대학 등에서는 한국어를 외국어 과정, 학부 또는 대학원 전공으로 개설하여 가르치고 있는데, 연구자는 이같은 한국어교육의 실재를 관찰하고 분석하고 있다. 이 중에서 한국어교육 또는 한국학 차원에서 문학교육이 어떻게 이루어지고 있나를 살피기 위해서, 한국어 교육 및 한국 문학 교육 프로그램을 조사하고 이를 교수-학습에서 어떻게 실천하고 있나를 중점적으로 분석하고 있으며, 이 연구는 이같은 조사와 분석 결과를 중심으로 내용을 구성할 예정이다.

그동안 연구자는 각기 다른 목적으로 한국어를 교육함에 있어서, 문학교육이 어떻게 적용될 수 있나를 이론적으로 연구하고, 이를 바탕으로 하여 실질적인 교수-학습 방법을 구안하는 연구를 진행하였다. 이 연구도 그 연장선 상에 있다고 할 수 있다. 즉 완벽한 의사소통 능력 함양을 위해 학습자는 목표 언어가 사용되는 사회 문화에 대해 이해해야 할 뿐 아니라 문학 작품에 대해서도 알아야 하며, 이때 문학 작품은 이같은 여러 가지 능력을 함양하는 교수-학습의 제재가 될 수 있으며, 교수-학습의 대상도 될 수 있다고 연구자는 생각하고 있다.

실제로 미국 동부 지역의 한국어교육은 초보적인 단계는 물론 고급 단계의 한국학 전공의 수준까지 다양하게 진행되고 있다. 그렇게 때문에 한국어교육의 각기 다른 목적에 맞는 교수-학습 이론을 연구하고 교수-학습 방법을 개발하여 실제 한국어교육에 적용할 필요가 있는 것이다. 예를 들면 외국어교육에서 가장 중요한 능력으로 간주되고 있는 의사소통 함양을 목적으로 하는 한국어교육의 경우에는 실용적인 한국어 상황이나 어휘, 문법 등에 초점을 맞추어야 하며, 보다 높은 단계인 문화나 문학을 활용하는 한국어교육이나 한국학 수준의 문화나 문학 교육에서는 문학 작품에 대한 교수-학습 방법을 적용해야 한다.

이를 구체적으로 확인하기 위해서 연구자는 지난 9월부터 럿거스 대학에 1년 동안 연구를 위해 체류하면서 미주 지역의 한국어교육 현황을 참여, 관찰하고 있으며, 기초적인 미국내 28 개 대학의 한국어교육 프로그램을 조사한 상태다. 앞으로 이 자료를 보충하는 면담조사와 참여 관찰을 통하여 구체적인 실상을 확인할 것이며, 이를 통계적 차원에서 처리하여 각 학교에서 이루어지고 있는 프로그램을 비교 검토할 것이다. 아울러 이런 결과를 중심으로 한국어 교육에서 문학 교육을 활용하는 방안을 강구하고 이를 보다 효과적으로 실천할 수 있는 정책적 대안을 제시하고자 한다.

2. 연구 내용 (예상 목차)
 - I. 한국어 교육과 한국 문학
 - II. 미주권 한국어 교육의 변인
 - II-1. 학습자 변인
 - II-2. 학습 제도 변인
 - III. 미주권 한국 문학 교육의 현황
 - III-1. 양적 연구 결과
 - III-2. 질적 연구 결과
 - IV. 한국 문학 교육의 정책적 대안
 - IV-1. 문학 교육 과정
 - IV-2. 교재 및 교수법
 - IV-3. 교수 요원
 - V. 맺음말

Session 4: Program and curriculum evaluations

Comparison Shopping: Making the Most of Korean Language Programs in Korea

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It goes without saying that the goal of learning a foreign language is to be able to communicate in the culture in which the language is spoken. Therefore, it comes as no surprise that a majority of students who study Korean as a foreign language or as a heritage language wish to spend some time in Korea to improve their language skills, as well as to experience the culture firsthand. In fact, an increasing number of college students from the U.S. actually enroll in language courses located in Korea either during the summer or for a longer period. Educators are often asked to evaluate Korean language programs that are currently available in Korea for individual students, organizations that provide scholarships, and universities that aim to start or expand a Study Abroad Program in Korea. In addition, it is no easy task on the part of the teacher to convert credits earned in a Korean language program to the equivalent units of a home institution and to evaluate the returnees' proficiency levels unless some conventional guidelines such as the ACTFL guidelines are universally adopted.

This paper is a report on five well-established Korean language programs (Ewha Womans University, Korea University, Seoul National University, Sogang University, Yonsei University), along the following eleven criteria:

[1] Pedagogical Philosophy

- Is the focus on developing communicative skills?
- Is there a balance among the four skills (or five skills including culture)?

[2] The Organization of the Program

- Are the levels adequately divided? (Are they fine-tuned enough?)
- Are the goals of each level adequately met?

[3] Classroom Teaching

- Are the teachers responsive to the students' questions?
- Are grammar explanations adequate?

[4] Textbooks and other Resources

- Are the textbooks adequate?
- Does the curriculum include contemporary culture and news issues in addition to more traditional aspects?
- How much multi-media material is used as part of the curriculum?

[5] Language and Culture

- How much culture is incorporated in the classroom material?
- What are the cultural opportunities (trips, art and music classes, martial arts.) available to students outside of the classroom, and how meaningful are they?

[6] Evaluation and Testing

- Are there adequate evaluative measures? (How frequent are the tests and what aspects of learning are measured?)
- Are there placement tests, exit tests, and proficiency tests?

[7] Demographics of Students

- Is the student population varied enough?
- Are the separate needs of heritage/non-heritage students addressed properly?

[8] Students' Needs

- Is language learning tailored to the needs of the students, or is the emphasis on training students to pass an exam?
- Is adequate attention paid to students' needs outside the classroom?

[9] Scheduling Compatibility

[10] Cost Comparison

[11] Possibilities of Expansion

- Can the institution accommodate, or is it currently accommodating, a Study Aboard Program of a U.S. university?

The Oral Proficiency Interview: Pros and Cons

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It has been 20 years since the oral proficiency guideline was set up as a criterion for the assessment of communicative competence in speaking across languages (ACTFL, 1982, 1986; Breiner-Sanders et al., 2000). Oral proficiency interviews (OPIs), based on these ACTFL guidelines, have been used widely in foreign language programs in Indo-European languages as well as Asian languages (mostly Japanese and Chinese). Yet this has not been the case in Korean language programs.

In this presentation, we will look for ways that Korean can become a world language. One way to fulfill this mission is to set up a Korean oral proficiency guideline, so that the OPI can be used in education, government and business sectors. The aim of this presentation is threefold. First, we will review the current status of the Korean OPI with a brief history of the genesis of the guidelines and a summary of the criticisms leveled against them. Second, we will delve into the pros and cons of the OPI, considering its broad acceptance in foreign language education, as well as the way the ACTFL Proficiency Guidelines have been criticized on a variety of grounds (Brindley 1988, Liskin-Gasparro 2000, 2003). In order to show the appropriate uses of the OPI, we will introduce a case study conducted by the author of 12 Korean OPIs in 1998-2000. Third, we will show how the Korean OPI should be developed in the future, especially in teaching, testing and curriculum development

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Session 5: Interaction and Language Learning

The Role of Group Work in the Foreign Language Classroom

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Along with the growing interest in learner-centered activities, small group work has been recommended and supported for classroom activities in foreign and second language learning. This study evaluates the role of group/pair work in the foreign language classroom by investigating Korean language learners' attitudes toward collaborative work. The study focuses on: (1) What are the previous findings regarding group activities in the foreign language classroom?; (2) How do students perceive group/pair work?; and (3) How can foreign language teachers design group/pair activities and create better foreign and second language learning results? A survey will be administered to 37 Korean language learners in a Midwestern University regarding their attitude towards group/pair work. Based on the results of the data, this study will identify the potential advantages or disadvantages of group/pair work as well as features of individual learning styles. This study will also serve as a source for future classroom activities and Korean language learners' needs analysis.

Learning outside the Classroom: An Analysis of Conversations between Korean Language Learners and Native Conversation Partners

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In recent research on language education, the importance of learning in interaction has caught the attention of researchers and educators. The focus on classroom interaction has an important bearing on how students' classroom interaction works toward or against effective learning. Although there are numerous studies of the role of interaction in second/foreign language education, few are based on real interactions outside the classroom, and even fewer deal with interactions between learners and native speaking conversation partners.

The present study examined the way in which college students learning elementary-level Korean construct knowledge to meet their own needs and objectives. This is considered within the framework of pair interaction assignments given by the teacher that occur outside the classroom. The study's aims are as follows: to look at how bodies of knowledge are shaped (or not) by learners and conversation partners toward learning goals; to analyze the co-construction of meaning as learners engage in pair work activities with their conversation partners; and to examine the degree of participation in pairs, and how the activity design and structure influence the way in which students participate in dyads. By looking closely at the details of interaction outside an FL classroom, the study sheds light on significant areas of educational activity that have not yet been fully studied.

This study seeks to describe the pair interactions that occur outside an elementary Korean classroom at the post-secondary level in terms of the discourse features involved in the co-construction of meaning. Two elementary-level Korean language learners at the university level along with their native-Korean speaking conversation partners participated in the study. Audio-recordings of conversational interactions between the learners and their conversation partners as well as diaries kept by both learners and partners reacting to each conversation session were collected and analyzed. Each conversation pair's interaction was audio-recorded twice within a two-week time period, and each interaction lasted one hour. Recordings of conversational interactions were transcribed and coded. Coding schemes counted the conversational strategies involved in co-construction and negotiation. In addition, two different survey questionnaires were administered: the survey for learners included questions about the learners' biographical backgrounds and experiences with the language, while the questionnaire for conversation partners included only questions about their backgrounds. This research answers the following questions: can learning through interaction outside the classroom actually be observed?; what are the learners' and conversation partners' strategies that promote active participation?; and what are the discourse features used as they co-construct and negotiate meaning in conversation?

The results of this study include the following findings. Based on the interactions analyzed, the participants' written reactions to each interaction and the students' performance in class, an effective and positive learning in interaction situation with native conversation partners was actually observed. In fact, the students' diaries described the events and experiences of the conversation activity in a way that incorporated the students' initiative, collaborative efforts, innate curiosity and enthusiasm into interaction situations. This differed substantially from teacher-student classroom interactions, where the structure of discourse can be functionally described as a sequence of exchanges which consists of an I-R-A(F) and, as a rule, the teacher usually initiates an exchange and evaluates students' response. Conversation partner-learner interaction, however, can be learner-initiated or conversation partner initiating. The result shows that the target language is learned effectively in terms of communicative or interactional rules when students are actively participating in language exchanges with their conversation partners. The most commonly initiated interactions by conversation partners include questioning, praise, criticism and feedback to students' responses, and those by learners include requests for help. The features used in the co-construction of meaning include clarification requests, repetition of self and other, and rephrasing.

The conclusion is that since learner initiative is actively encouraged in conversation partner-learner interaction, this has implications for classroom practice, specifically teacher-learner interaction. Encouraging learner initiative requires the introduction of new patterns of communication in the classroom and a questioning of the traditional roles of teachers and learners. Stressing the importance of active students' participation in interaction outside the classroom as a resource for learning, this study also has implications for heritage and non-heritage students in a foreign language learning context.

Interaction-Driven L2 Lexical Learning: Learning Korean Nouns and Verbs through Task-Based Interaction

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In second language acquisition (SLA) research literature, conversational interaction has been claimed as a way of providing ample language learning opportunities to second or foreign language learners (Long, 1996; Pica, 1994). These learning opportunities include modified input through negotiation of meaning, opportunities for modified output, and implicit negative feedback known as ‘recasts.’ Conversational interaction has been shown to be effective especially in promoting lexical development (Ellis & He, 1997; Ellis & Heimbach, 1997; Ellis, Tanaka, & Yamazaki, 1994; Fuente, 2002).

In an experimental setting, the current study tests the effectiveness of task-based interaction in facilitating L2 lexical development in Korean. The study also explores the issue of the differential effects of interaction across different parts of speech in promoting vocabulary learning. It compares the learning of nouns and verbs through task-based interaction by foreign language learners of Korean. Forty-one beginning or intermediate L2 learners of Korean participated in this study (32 in the experimental and 9 in the control group). The study employed a pretest/posttest design. Ten nouns and 10 verbs were selected as the target items. Among the 32 learners in the experimental group, 18 learners performed on the pretests (oral production tasks) with less than 70 % accuracy in both targets and were then given an experimental treatment. This was to carry out a series of one-way and two-way communicative tasks with a native speaker of Korean for 40-45 minutes for each target item. Two posttests were administered, one immediately after the treatment and the other one two weeks afterward.

Overall, the results showed that task-based interaction was effective in facilitating short-term and long-term lexical development in the learners of Korean. Also, it was found that the interactional tasks facilitated Korean verbs more effectively than Korean nouns in the long term. The finding is interesting from a typological perspective, challenging the universalistic claim that nouns are acquired earlier than verbs (e.g., Elley, 1989; Gentner, 1982; Halliday, 1975; Markman, 1989; Nation, 1990; Nelson, 1973). Provided that the universalistic claim on the noun bias is based on the English data, the easier acquisition of Korean verbs than nouns might suggest that it is a language-specific developmental pattern. Features of input such as perceptual salience and frequency are proposed as possible explanations for the current finding.

Session 6A: Loan Words and Pronunciation

Role of Loan Words in Teaching Korean

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The purpose of this paper is to explore the possibilities of utilizing loan words in teaching Korean. One of the guiding principles for designing the curriculum of Korean textbooks for foreign learners is to keep in mind the schema theory: adult learners are different from children in that they have already accumulated much experience and knowledge. By taking advantage of this, the learning process can be facilitated. Since loan words originate from foreign languages, learners' familiarity with these words can serve as helping tools for learning Korean. In this paper, I will illustrate how loan words are used in some of the existing Korean teaching materials and I will discuss various aspects of loan words and how to teach Korean using them.

Spelling Variations of English Loan Words in KFL Textbooks and Their Pedagogical Problems

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This paper investigates pedagogical problems caused by inconsistent spellings of English loan words in Korean language textbooks. With the vast expansion of the Internet and wireless technologies in Korea, English loan words are rapidly entering the Korean lexicon. Words such as '이메일', '인터넷 카페', '홈페이지' and '메세지' are good examples. Not only are these words fast becoming part of mainstream Korean culture, but they are also introduced into Korean language classes.

From a pedagogical point of view, English loan words present great advantages for both English-speaking learners of Korean and their instructors. This group of vocabulary, for instance, provides useful material for pronunciation practice; it helps learners easily remember target words because of their phonetic closeness to the original English words. Since these words are frequently used, they should be spelled consistently in textbooks.

However, our survey of some of the most popular textbooks used overseas as well as in Korea shows that the way English loan words are spelled varies from one textbook to another. The problem with inconsistent spellings is two-fold. First of all, they result in confusion in both students and instructors. Secondly, this confusion, from a broad perspective, could have a negative impact on the students' attitudes as learners by leading them to question the overall quality of their learning materials.

Our study compares the spellings of English loan words in eight Korean textbooks published in the U.S. and in Korea in order to identify and analyze specific pedagogical problems caused by spelling variations. Based on our research results, we will present a few suggestions on how to handle these problems in the classroom.

Acoustic Measurements of Korean Approximants

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&

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In this paper, acoustic features of Korean approximants will be investigated. Korean has three approximant phonemes, /w, j, l/. The glides, /w, j/, always precede a vowel in modern Korean, while the lateral /l/ occurs in different phonetic contexts. In word-initial position, /l/ is either deleted when it is followed by [i, j] or changed to [n]. The intervocalic /l/ is produced as the flap [r] as in English words, little and rider. In word-final position, /l/ is always produced as the so-called ‘light’ [l].

The present study is designed to provide more precise phonetic descriptions of the Korean approximants in different phonetic contexts. Recordings will be obtained from twelve adult native speakers of Korean. Each participant will be asked to read a list of sentences that contains 20 tokens, three times. The tokens include 20 words containing /wi/, /yu/, intervocalic /l/, and word-final /l/. For the acoustic analyses, the frequencies of the first three formants (F1, F2, and F3) and the duration of each segment will be measured, totaling 2,880 measurements (20 tokens x 3 times x 4 acoustic feature x 12 subjects).

The findings from the Korean data will be compared to previous findings on English approximants. In English, [w, j] have lower F1 frequency than [l], [j] has a much higher F2 frequency than [w], and [r] has a very short duration comparing to other segments. These detailed comparisons of Korean and English will provide a better understanding of the difficulty English speakers encounter when they learn Korean as a foreign language.

Session 6B: Language Pedagogy and Assessing Learning

Writing Projects Integrating Cultural Aspects, Writing Skills, and Computer Technology

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Abstract

The presenter will report on writing projects in Korean classes at the University of Kansas and the Defense Language Institute. The effectiveness of the projects was assessed through administering student questionnaires. The writing samples were then analyzed by writing types. It was found that students improve their writing skills through creative and expressive writing. The final booklet produced through the writing project includes not only writings and but also images, such as cover design, comics, drawings, and pictures.

Method

The presenter will describe experiences relating to writing projects and engage the participants in sharing their ideas and expertise on writing projects. The presenter will provide writing samples and booklets.

Benefits

Participants will understand how writing projects help students to integrate cultural aspects and writing skills by using computer technology. These projects suggest examples of writing as a process and a product.

Research design

Pilot Study: Korean learners at University of Kansas (2000)

Main Study: Defense Language Institute (2002)

Instrumentation: Survey through questionnaire

Part I: Student Background Information

Part II: Writing Project (17 items, 5 point-Likert Scale)

Part III: Writing Skills (20 items, 5 point-Likert Scale)

Part IV: Reactions (3 items and 8 open-ended)

Findings

1. General Student Reactions: learned Korean typing; this project valuable, worth time; writing skills improved; attitude towards Korean culture and people improved; reading skills improved; desire to learn Korean increased
2. Writing Skills: absorbing teachers' feedback; typing Korean; gaining independence in Korean; writing for style, purpose, and audience; learned grammar rules for writing properly; reading others' writings
3. Timing was appropriate: second semester (63 week program); class work was not overwhelming; many students at the stage where work like this possible; just in time to be able to compose sufficiently for the project; we were given enough time for it, not to take up study time
4. Amount of work was appropriate: minimal effort for maximum study; depending on individual project; self-regulated
5. Freedom on Topics and Types: enjoyed freedom; pursued our interests; made speaking easier; nice change
6. Motivation: motivated; I did what I wanted to do instead of being forced into one predetermined topic
7. Learning about People and Culture: Korean dance and music; Korean alphabet; confirmed things they already learned from the previous classes; Americans can write things in Foreign languages.
8. Feeling about Yourself: positive; satisfied with writing my personal stories; I can write well in Korean, I CAN DO IT; booklet looks good; sense of accomplishment and enjoyment; feel confident

Implications

Can be easily implemented into European language programs (no typing instruction needed)

The more difficult the language is, the more excited students are

This writing project suggests an example for a DLI situation

Further Questions

How much time and energy is needed for the writing project?

What is the best way to incorporate writing skills into other language skills?

Suprasegmental Sounds in Korean Teaching

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This paper deals with the relationship between suprasegmental sounds and Korean teaching. Languages have sounds. Sounds can be divided into two types: segmental and suprasegmental. Segmental sounds can be perceived as divided elements, and consist of consonants and vowels. Suprasegmental sounds, which demonstrate prominence relationship, cannot be cut into separate or distinct sounds, but they function to differentiate meaning. They are composed of syllable, stress, intonation, pitch (tone), length and juncture (pause).

While English shows a very complicated syllable structure (C3VC4), Korean has a simple structure (CVC). English has various types of stress (primary, secondary and weak stress), and stress also has a phonemic function. Korean does not have stress or show stress patterns, nor does Korean clearly show intonation patterns. Unlike Chinese, Korean does not have pitch or tone. Korean originally had a distinction between long and short vowels (pa:m ‘chestnut’ vs. pam ‘night’), but this distinction has disappeared in modern Korean. Due to this lack of vowel length, there are many homonyms in modern Korean. The meaning of homonyms is usually determined by linguistic context or situation. Since suprasegmental sounds are not explicitly found in Korean, they are neglected in Korean teaching. When suprasegmental sounds are ignored in communication, however, we have a problem of miscommunication.

From the viewpoint of suprasegmental sounds, Korean is regarded as a static language, whereas English as a dynamic language. Although suprasegmental sounds are not present in Korean, juncture, meaning pause or stop of breath, plays an important role in deciding meaning. In English, the position of juncture is related to meaning difference:

- (1) a. ice cream [ays krim] vs. I scream [ay skrim]
- b. night rate [nayt reyɾt] vs. nitrate [naytreyt]

Similarly, juncture in Korean causes difference in meaning:

- (2) a. 아버지가 방에 들어 가신다. vs. 아버지 가방에 들어 가신다.

- b. 어머니가 서울가서 방을 얻으셨다. vs. 어머니가 서울가 서방을 얻으셨다.
c. 산책은 정신 건강에 좋다. vs. 산책은 정신 건강에 좋다.

The examples in (1) and (2) indicate that different place of juncture lead to meaning difference.

We have seen that compared to English, suprasegmental sounds do not have an important function in Korean. However, juncture is an important aspect of suprasegmental sound, and an understanding of its operation is needed to understand Korean well. So, in order to teach and learn Korean well, we have to consider juncture which is a kind of suprasegmental sounds.

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The Relationship between Motivation and Language Learning

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This session will present a study of the relationship between students' motivation and language learning through an analysis of a student survey. Three students with the highest GPA's and three students with the lowest GPA's in the Korean basic course at the Defense Language Institute were selected to take the survey. The survey used a 6 point scale (6 - Strongly agree, 5 - Agree, 4 - Slightly agree, 3 - Slightly disagree, 2 - Disagree, 1 - Strongly disagree). The surveyed items were Intrinsic motivation, Extrinsic motivation, Personal goals, Expectancy, and Anxiety.

The results of the survey revealed a general pattern in questionnaire scores. The high-grade students' scores were usually higher than the low-grade students', except in the area of anxiety. This presentation will explain the above result through an analysis of the students' answers and will show that motivation is one of the main determining factors in successful foreign language learning.

A major problem in foreign language teaching is that students often lose their motivation. A way of handling this problem is to build students' self-confidence little by little with small successes.

This session will make a contribution to teaching foreigners the Korean language by demonstrating that extrinsic and intrinsic motivations are interrelated with personal goals, expectancy of one's own performance, and anxiety, which have something to do with self-efficacy. Finally, this session will show that raising self-efficacy is the best way to stimulate foreign language learners.

Session 7: Issues of Heritage Language Learning

Processing Transfer and Strategies of Heritage and Non-Heritage Learners of Korean

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Heritage language (HL) learners have been in focus as a potential national resource for their already-acquired proficiency in areas of language such as listening and speaking ability, a wide knowledge of vocabulary and grammar, native-like pronunciation and fluency, and familiarity with cultural norms in the target language and culture. However, studies seem to suggest that HL learners also have L2 learner-like qualities that hinder them from being native speakers. In other words, what makes HL learners different from non-HL learners is the fact that HL learners possess both linguistic characteristics of a L2 learner and a native speaker. As a result, within KFL studies, identifying differences between HL and non-HL learners has been an ongoing and critical issue. Thus, this study attempts to identify syntactic processing features of an HL learner that are native-like (e.g. difference in L1 negative transfers) and learner-like (e.g. lack of reliance on case marker cues). By employing a listening comprehension (picture selection) task used in O'Grady et al. (to appear)¹, this research investigates the interpretation and language strategies applied by HL and non-HL learners of Korean when processing subject and direct object relative clauses. The following research questions are thus addressed:

1. To what extent do HL learners and non-HL learners use case marker cues when processing Korean subject and object-gap relative clauses? In other words, to what extent do HL learners process language like a native and to what extent do they process it like a L2 learner?
2. What kind of language transfer (e.g. English word order) would be found in heritage and non-heritage learners of Korean when processing Korean relative clauses?
3. Would L2 learners of Korean with different proficiency levels and different language backgrounds differ in their use of cues in processing Korean relative clauses?

Moreover, with a more systematic and thorough correlation between HL learners' language background and their Korean language processing, this research also endeavors to identify variables that will distinguish subgroups within HL learners. Such experimental findings will give a more fine-tuned approach to language instruction, teaching methodology, materials, and curricula design of HL as well as non-HL learners. More importantly, research in sentence processing, that compares and examines different populations, such as HL learners, non-HL learners, bilinguals, and monolinguals, can

¹ O'Grady, W., M. Lee, & M. Choo. (To appear). A subject-object asymmetry in the acquisition of relative clauses in Korean as a second language. *Studies in Second Language Acquisition*, 25, 433-448.

contribute in filling out the bigger picture of L1 and L2 acquisition, language processing, and second/ foreign language education.

Korean-English Bilinguals and Heritage Language Maintenance

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What language learners bring to our classrooms is one of the major issues that have been extensively discussed in the field of second and foreign language teaching: language backgrounds, age, motivation, and needs are just a few examples of learner variables to consider in classroom language instruction. When it comes to teaching Korean as a foreign language, understanding learner characteristics also becomes an important issue, particularly due to the fact that heritage learners, who grew up in Korean-speaking families, comprise a majority of students in language classes. As such, it is important to profile heritage learners' language backgrounds to give better insights into language teaching and curricula planning.

In this paper, the survey results obtained from 70 Korean-English bilinguals are discussed to provide a better picture for heritage learners' language backgrounds and language maintenance. They varied in their ages of exposure to English, ranging from birth to age 18. They were then categorized into 7 groups depending on their ages of arrival in the U.S. (0-2, marginal 0-2, 3-5, 6-8, 9-11, 12-14, 15-18) to examine whether their usage and maintenance of Korean differ depending on their ages at onset of exposure to English. At the time of conducting this survey, all the participants were undergraduate students at an American University, and had lived in the U.S. for over 5 years. Through survey questions primarily intended for gathering information about their experiences with learning Korean and English, this study attempts to profile heritage speakers of Korean on their declared native and dominant language, language maintenance, self-rated proficiency in Korean and in English, and manner of language acquisition. The results of this study will be discussed in relation to bilingualism and heritage language maintenance.

Heritage Language Loss and Maintenance in Graduate Korean Student Families

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In this qualitative study, we investigate heritage language loss and maintenance among children from Korean-student families in the United States. Two Korean-student families were selected for the study. Interview data for both parents and children and field observation notes were analyzed to assess heritage language attrition both in the home and out of the home, as well as the parents' role in heritage language maintenance. It was found that all the children from the families struggled with adjusting to the new language and culture, and the younger children in both families showed greater heritage language

loss than the elder ones. In contrast to the assumption that the parents tend to promote the children's exposure to the target language, English, and culture as much as possible because of their short period of time in the United States, their primary concern was towards a bilingual education in which their children kept their heritage language, Korean. Both sets of parents insisted their children attend Korean school once a week, which was expected to provide them with formal Korean lessons and a large language peer community.