

Conference Session #1
Annual Conference Abstract

Establishing Standards for Korean Vocabulary Teaching and Learning

Vocabulary learning may be the most important and time-consuming part of learning a foreign language, after one learns orthography, pronunciation, and basic grammar. However, Korean vocabulary teaching and learning has been a secondary area in terms of developing learning materials and pedagogical guidelines. In contrast, many grammar books have been developed for Korean learners, and the selection of grammar items in those books are fairly standardized today. So, grammar is fairly standardized and vocabulary is not?

This lead me to raise number of questions:

- What vocabulary words do you teach in your institute/program?
- Why do students in the same level know much more/less vocabulary than in the other program?
- Why students in one institute are often placed into significantly different levels in the other institute?
- Employment Permit System-Korean Language Test (EPS-KLT), and Test of Proficiency in Korean (TOPIK) are standardized tests for Korean proficiency, then what are the students expected to know?
- How can we guide our students to be prepared for these tests?
- What vocabulary words do we have to teach to our students?
- Are there vocabulary-learning books besides simple glossaries provided in textbooks and dictionaries?
- Do Korean learning books provide sufficient lexical information?

This paper attempts to establish both Content Standard and Performance Standard for teaching-learning Korean vocabulary. It presents lists of essential vocabulary for Korean language learners, and based on this selection, it proposes developing teaching-learning materials and reference books specifically targeting vocabulary learning.

In this paper, the 6,000 words list of basic vocabulary established by the National Institute of the Korean Language (NIKL) in 2003 was classified according to the function and meaning of each word to serve as a self-study reference for students. Any words deemed essential were added. Comprehensive lexical information for each word, such as pronunciation, meaning,

particle collocation, and usage has been included. This also provides syntactic (word grammar), pragmatic, and cultural information for each word. Sample learning materials implementing the 5Cs (particularly reflecting Comparison in language and culture) are presented as well.

Effect of Concept Mapping as a Pre-Writing Strategy

This study aimed to examine the effect of concept mapping as a pre-writing strategy on the second language learners' writing performance in a college-level Korean language program context. The study assumed that concept mapping as a pre-writing strategy can be used to reduce the cognitive demands for the second language writers. It was also expected that collaborative concept mapping tasks engage the language learners in communicative interaction to promote their writing.

For the main study, 123 participants were undergraduates from Korean Language courses in a state university in the Northeastern United States. In both treatment and comparison groups, the three different proficiency level classes (beginning, intermediate, and advanced classes) participated in three writing sessions: (1) pre-test of writing, (2) individual planning, and (3) collaborative planning. The treatment groups were encouraged to develop concept maps to plan their compositions in the second and third writing sessions. To analyze the findings, the study used a repeated measure, analysis of covariance (ANCOVA) and multivariate analysis of covariance (MANCOVA) on composition scores. Correlation coefficients between concept map scores and composition scores, and analysis of variance (ANOVA) of survey responses were also used to address research findings.

The results indicated that the treatment groups who used concept maps scored significantly higher than did the comparison group on the composition profile. But, the student compositions were not improved by collaborative concept mapping. The effect of collaborative concept mapping on composition subscales significantly differed across the three classes. The correlation analysis revealed that the number of proposition of concept maps was significantly correlated with composition scores at the individual writing session, while the collaborative map scores were not significantly correlated with composition scores. Findings from the survey on the students' perception of concept mapping activities were analyzed.

The study provided experimental evidences of benefits in the use of concept mapping as a pre-writing strategy in a foreign language learning context. It was concluded that the concept mapping strategy has the potential to promote the writing process. Further research should consider the practical limitations challenging the use of collaborative mapping tasks in second language writing classes.

A Study on the distribution and semantics of Sino-Korean suffixes denoting “person, people” in the Korean vocabulary and its pedagogical implications

In the Korean lexicon, Sino-Korean vocabulary comprises a huge amount of the total stock. Most of the Sino-Korean compounds are transparent and compositional, which means that they are relatively easy to decipher through the meanings of the component Sino-Korean morphemes. Furthermore, some of the frequently used SK morphemes used at the end of the words probably are experiencing a grammaticalization process into a suffix-like usage denoting a specialized meaning to the lexical items in question and being more productive in new word coinage.

In line with this spirit, the paper first investigates the distribution and semantics of some of the most frequently used Sino-Korean suffix-like morphemes denoting “person, people, personnel, etc.” These include -ca(者) “person, fellow”, -in(人) “person”, -ka(家) “professional”, -min(民) “people, subjects, citizens” -wen(員) “clerk, member, employee”, -swu(手) “hand, technician”, -sa(士/師) “scholar, person, master, professional”, and -kwan(官) “government official”, -sayng(生) “student”, -han(漢) “person, guy”, -kayk(客) “guest, passenger, person”, -pu(夫) “menial, workman”, -pay(輩) “people, group (pejorative)”, -cang(長) “head, chief”, -cok(族) “tribe, group, people, nationality”, -nye(女) “female, woman, daughter), -nam(男) “male, man, son), -a(兒) “child”, and -kong(工) “artisan”.

Utilizing electronic corpora to isolate and scrutinize a large number of occurrences involving these components in the Korean vocabulary, the paper tries to find out the kind of implicit knowledge and information on their distribution and semantics in word formation gained by native speakers over a long period of time.

Incorporating the current researches on the vocabulary growth of native speakers, i.e., one of the three main ways in which a learner’s vocabulary increases is through recognizing and building new words by gaining control of prefixes, suffixes and other word building devices, the paper finally explores pedagogical implementation on when and how to introduce and analyze the words containing these components in an actual curriculum of Korean Foreign Language courses in order to enhance the learner’s in-depth vocabulary awareness.

**Material Design for Foreign Graduate Students:
Developing Academic Korean Writing Textbook in Practical Context**

University education in Korea is facing a difficult situation caused by the reduction of the school age population and the pressures of globalization. In many cases, universities in Korea have implemented a 'two-sided' policy - opening their door more widely to the foreign world, stimulating their faculty and student members to be more attentive to international standards. The former is directly connected to advertising for foreign students, which has important implications on how to serve such students successfully in life and education in Korea.

According to KEDI (2008), the number of foreign students in Korea has increased rapidly in the last 10 years. In the year 2009, the total amount of foreign students in Korea was 75,850. This was 74.7 times more than in 1980(1,015), and 3.4 times the number in 2005(22,526). Among them, 50,591 students enrolled in a degree course, and approximately 20% of them enrolled in an undergraduate course. Except such fields such as natural sciences and engineering, foreign students are expected to express their academic competence in Korean language, not only in ordinary research reports and discussions, but also in degree dissertations.

The purpose of this study is to present the development process of an Academic Korean Writing Textbook for graduate students majoring in social science and humanities. Based on the needs analysis of writing classes and individual essay consulting, learners confessed to having difficulties in adapting to Korean essays. Initially, learners were confused as to the appropriate usage of transitions, sentence endings and literary styles. Due to such morphological and syntactical errors, learners wanted to write a good Korean paragraph and organize these paragraphs into smooth flowing pieces of writing, keeping not writer-responsibility but reader-responsibility.

After Kaplan (1966)'s address, many researchers tried to sum up the characteristic of language and culture correlation. In the process of designing and developing the textbook, meticulous considerations were taken to reflect the special features of academic writings of Korean. For example, in such methodological chapters as 'Writing Paragraph' or 'Making Outline', developers tried to suggest steps following simple instances and explanations on the basis of Korean cultural phenomena. The final part of the textbook illustrates how to make Korean conventional style '*TORONMUN* (a short discussion passage written within Korean academic circles)' maintaining Korean scholarly context.

Effects of Multimedia Learning on Vocabulary Acquisition

The purpose of this study is to provide empirically proven effective and practical vocabulary learning strategy for Korean L2 learners. Although vocabulary learning is described as the best predictor or the most important aspect of second language learning (Laufer & Benseoussan 1982; Coady 1993; Knight 1994;), vocabulary instruction is neglected in classroom teaching, which results in learners teaching themselves new words without any aids. As Jeon (2007) pointed out in her article, many students just rely on rote rehearsal method. Jeon's finding implies that effective vocabulary strategies such as mnemonic strategy and semantic mappings are not implemented at all. The researcher expects that the finding of this study will provide the basis of the vocabulary learning aid materials that students can actually use. Secondly, this study contributes to the understanding of vocabulary acquisition in second language in relation with theories such as the cognitive theory of multimedia learning and the dual code theory.

This study investigates the effects of multimedia input on vocabulary learning for second language learners of Korean. Mayer (2001) defines multimedia as "the presentation of material using both words and pictures". The cognitive theory of multimedia learning stated that human acquires new information through two channels, verbal and non-verbal which complement each other to facilitate learning. Based on this theory, numerous studies (Chun and Plass 1996; Salem 2001; Yeh and Wang 2003; Chen 2006,) have investigated the effects of multimedia input including auditory and video clips in vocabulary acquisitions. All studies showed positive effects of text plus pictorial input over text only input, however the results regarding auditory input were mixed.

In the study, 35 participants from the first semester course of beginning level were randomly assigned to three groups and the performance of each group was compared. 1)The first group was exposed to **textual plus pictorial** input and 2)the second group was exposed to **textual plus auditory plus pictorial** input. Lastly, 3)the third group received *enhanced* **textual plus auditory plus pictorial** input. The **TP**¹ group was set as the control group whereas the other two groups, the **TAP**² group and the *eTAP*³ group were the treatment groups. The decision of setting the TP group as the control group was made because pictorial input is

¹ TP: the **textual plus pictorial** group

² TAP: the **textual plus auditory plus pictorial** group

³ *eTAP*: the *enhanced* **textual plus auditory plus pictorial** group.

already proven effective in previous literatures. The researcher used enhanced text to facilitate spelling acquisition. Lee (2007) stated that the most frequently occurring spelling error is made when learners have to choose between *ey* and *ay* for the word such as in *swukcey* 'homework'. The researcher hypothesized that the *e*TAP group will receive the highest score on spelling acquisition test. The data was collected through two tests, pretest and immediate posttest, and short questionnaires for background information of participants. The pretest was given in short answer format to minimize testing effects from taking multiple choice test and the subjects were not told which words will be tested for meaning or spelling. The result showed that all participants except two who missed one question scored perfect on meaning recognition test. On spelling acquisition test, the TAP group scored higher than any other groups. The average score of the TAP group was 9.46 points whereas the TP group received 5.73 points and the *e*TAP group received 8.64 points. The total possible score was 20 points. This result confirms Salem's (2001) finding that the **TAP** input, **T**ext, **A**udio and **P**icture was particularly effective with production of newly learned words and contradicts the findings of Yeh and Wang (2003) and Chun and Plass (1996) that auditory input was a distracting factor. Regarding enhanced text input which resulted in interfering spelling acquisition may be explained by that subjects were not given enough time to process all information.

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Second Language Writing Strategies: A Case Study of Three L2 Korean Learners

Writing strategies of L2 learners have been one of the main concerns of second language teachers and researchers. In the last few decades, a great deal of research has been published in this area in an effort to discover the actions and behaviors L2 learners engage in while generating written texts. Some of the previous studies were cognitively-oriented (Cumming, 1989; Cumming, Rebuffot, and Ledwell, 1989; Boshier, 1998) while some others focused more on the socio-cognitive aspects of L2 writing (Leki, 1995; Riazi, 1997; Spack, 1997; Yang, Baba, and Cumming, 2004). With the recent rise of socio-cultural theory in SLA (Second Language Acquisition), attempts have been made to understand L2 writers' uses of different resources in writing, based on their cultural, historical, and institutional contexts (Block, 2003; Lantolf & Thorne, 2006; Prior, 2006). In line with L2 writing research within the sociocultural paradigm, this study investigates the writing strategies deployed by L2 Korean learners, focusing on the mediated actions involved in their writing process. The basic assumption of this study was that individual learners' employment of writing strategies would vary depending on their sociocultural backgrounds such as their home environment, learning experiences, investment, and motivation. The research questions posed in this study are:

- (1) What writing strategies do L2 Korean learners employ and how are their strategies related to their sociocultural backgrounds?
- (2) How do mediated actions help L2 learners to process and produce their writings?

Two non-heritage learners and one heritage learner of Korean in a Midwestern university participated in this study. The three learners possessed an advanced-level (or Level Three) proficiency in Korean based on in-house assessments. After obtaining IRB approval, learner data were collected from multiple sources: interviews, think aloud, observations, and stimulated recall. The data collection proceeded in the following steps: (1) Prior to engaging learners in writing activities, semi-structured individual interviews were conducted to discuss their learning backgrounds, writing experiences in L1 and L2, writing strategies, and handling of writing assignments given from their Korean classes. Interviews were carried out in either English or Korean (or a mix of both) based on their preferences. Individual interviews were tape-recorded and then later transcribed. (2) To examine one's L1 reliance in L2 writing, the think-aloud protocol was administered. Participants were given a topic and then asked to write a text for an hour. They were asked to bring their own resources such as dictionaries,

reference books, and a computer that they usually use while composing. While composing, learners were asked to think aloud any thoughts running through their heads. (3) The think-aloud session was followed by a stimulated recall session in which learners were asked to talk about the pauses and certain actions taken in their writing process. This discussion was based on the observational notes made by the researchers. (4) Participants were asked to revise their drafts at home. And then individual meetings were arranged to have them recall their processes of revision. All recalls were recorded and transcribed.

Through an analysis of data, emerging themes and trends in learner strategy use were identified for each participant. The findings are discussed case by case in relation to each individual's sociocultural backgrounds. The data revealed that a learner's situated sociocultural context was closely related to the kinds of writing strategies he or she used or preferred. Based on the findings, this study further provides its pedagogical implications for KFL (Korean as a foreign language) classrooms.

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Conference Session #7
Annual Conference Abstract

**Maintaining Korean heritage language in a Midwest
public elementary school**

This study examines the role of L1 program of an elementary school in heritage language (HL) maintenance, especially in the case of recent migrant Korean young students living in a small Midwest university town. Because English proficiency is highly valued in South Korea as a key qualification for entry into the fiercely competitive and well-paying job market, Korean parents are eager to give their young children the benefit of early English immersion through long terms stays in the U.S. However, while Korean parents are concentrated on how the children rapidly develop native-like proficiency in English during their stays in the U.S., little attention has been paid to the linguistic costs of the children's native language proficiency and literacy. In this dominant discourse of English-only context this study has been conducted. Since out of 17 elementary schools of two local school districts only this school provides ten heritage language maintaining classes to students, this study is worthwhile to focus on how the politics of multiculturalism and HL teaching impact the linguistic minority students' HL learning motivation. This study also documents pedagogical application of interdependence between L1 and L2 among Korean ELL students. Data were collected through four months observation of Korean HL class and ESL class focusing on three Korean students of first grade. Interviews were conducted with those focal students, Korean teacher and ESL teacher. By linking the students' HL classroom practices to their interactions in L2 learning environment, this study broadens the understanding of psychological and social negotiation on languages maintaining and learning process beyond linguistic level. Also, through in-depth analyses of HL and L2 learning practices of Korean students, this study increases understanding the intra-group differences among migrant Korean populations in the U.S. and documents their social and educational practices in the public school context.

Basic and Advanced North Korean Course Development: Pedagogical Approaches and Practical Issues

This presentation reports the Intermediate/Advanced North Korean Course Development Project of the Directorate of Continuing Education in DLIFLC, which aims for enhancement of higher level proficiency, at ILR proficiency levels 3 and 4, for Korean students by acquiring linguistic and sociolinguistic features of the critical non-standard dialect.

Not surprisingly, North Korea's political ideology, namely *juche* (self-reliance) ideology, has even influenced the Stalinist country's language policy. Since the dialect used in Pyongyang area was pronounced as its official standard language, namely Cultured Language, in 1963, the country has consistently and intentionally differentiated the dialect from its South Korean counterpart, purging various loanwords and many sino-Korean words. Besides, as the two Koreas have been divided more than 50 years, cultural references found in North Korean texts sometimes aren't automatically comprehensible even to South Korean native speakers. Therefore, in order to achieve near-native proficiency in the Korean language, it is deemed imperative to acquire not only the linguistic features of the North Korean dialect but also historical, socio-cultural references being used in the country.

In the presentation, designing principles of incorporating dialectal components into the main curriculum utilizing Evaluative and Projective mode texts (ILR levels 3 and 4) and of balancing linguistic, sociolinguistic, and cultural features in each lesson will be discussed with a sample learning object. Also practical issues of dealing with copyright and of working with North Korean informants will be shared.

The second part of the presentation reports the Korean Basic Program's North Korean Course Development Project at DLIFLC. To enhance students' proficiency in North Korean dialect, three projects are currently under development: teaching material development; listening material development and North Korean glossary development. Since this project is designed to produce materials to be used by Korean Basic Program students, all three projects cover ILR proficiency levels 1+ to 3 on the topics related to ten Final Learning Objectives.

The Role of Parental Influence and Social Environment on Half Koreans' Korean Language and Culture Learning

A recent survey (Wang 2008) on student composition in Korean language classes in the U.S. colleges and universities demonstrates that the number of non-heritage learners is constantly on the rise in many schools. Moreover, the ethnic backgrounds of the non-heritage learners have become far more diverse than before and those from Asian backgrounds have notably increased. Among this diverse group of learners, half-Koreans from mixed marriages are still relatively small in number in some schools while they appear to be gradually increasing in other schools.

Half-Korean learners are interesting because they are partly Korean and partly non-Korean ethnically. Some of them are better connected with their Korean parent while others are with their non-Korean parent. It seems that the ethnicity of their parents – be it Korean mother or non-Korean father or vice versa- has a significant impact on how they perceive themselves (i.e. Korean, non-Korean) and/or whether or not they actively pursue the opportunity to learn the Korean language and culture in college, where they have better chances to do so if they wish.

Despite the fact that the challenges that the Korean language teachers are faced with in recent years partly due to the diversification of our learners' backgrounds are growing, our understanding of each group of learners is still very limited. Virtually no studies have been conducted specifically looking into different groups of learners. Previous studies on half-Koreans are extremely scarce and even a few existing ones almost exclusively focus on their identity issues, without taking language into any consideration.

The present paper aims to examine half-Koreans' Korean language and culture learning experience. More specifically, the study will investigate the parental influence and social environment on the learners' perspectives on their identity, their views on Korea and Korean culture, and their learning and non-learning of the Korean language in college. The role of Korean language in their perception of who they are will also be investigated. The data set includes 16 survey questionnaires and 6 in-depth personal interviews. Both quantitative and qualitative analysis will be done. In the absence of any research conducted on half-Koreans in terms of their language learning, it is hoped that this study will shed some light on our understanding of this unique group of learners in Korean language and culture education in the United States.

Applying the National Standards to Advanced Korean Courses: Teaching Language and Culture through Soap Operas

One of the fundamental goals of foreign language education is to raise students' ability to use language in real situations and to respond meaningfully in culturally appropriate manner. The National Standards (NS) strongly emphasizes the teaching of culture in the context where the target language occurs. Therefore, incorporating culture into foreign language curriculum is essential to meet the five C goals (communication, cultures, comparisons, connections, and communities) of the NS.

Soap opera appears to be an excellent source that provides natural, content-rich information of the target language and culture. Past research has shown that unstructured linguistic samples are more effective than commercially prepared video programs in elevating students' communicative proficiency through genuine language samples (Weyers, 1998, 1999). High-context practice activities using video clips increase better comprehension and retention of lexical items (Sildus, 2006; Snyder & Colon, 1988). Considering that our students live in the digital era and are more visually oriented and motivated, soap opera is an effective tool to help students develop both cultural and linguistic competence as it is filled with valuable cultural elements in addition to authentic language samples.

This paper proposes an instructional design of teaching language and culture to advanced Korean learners using Korean soap operas. We will begin with discussing the relevant background about syllabus design, materials selection, tasks and activities development, and course management and strategies for the effective use of soap operas in classroom setting. The proposed model demonstrates samples of pre-view activities, post-view activities, and assessment methodologies developed in accordance with the NS and the ACTFL proficiency guideline for advanced learners. The pre-view activities contain cultural and historical information and presentation of key words/expressions to facilitate understanding of the content beforehand. The post-view activities consist of five parts: (1) basic comprehension exercises, (2) explanations of idiomatic and Chinese-oriented words (Gosaseongeo), (3) usages of advanced grammar, (4) role-plays and information gap activities, and (5) wiki-based composition exercises. Those activities focus on developing learners' interpersonal, interpretive, and presentational skills in balance while promoting their cross-cultural awareness. Last, we will address assessment criteria and methodologies to evaluate students' performance and progress.

This study concludes by discussing significance and outcome of the instructional design along with student feedback. It will also make suggestions about directions and pedagogical implications for applying the NS and ACTFL guidelines to Korean language courses.

Perceived and actual competence and cultural identity in the learning of Korean as a heritage language

A growing body of literature has explored issues surrounding the maintenance and development of a minority heritage language among immigrants and their children in relation to their self-identification and ethnic/cultural identities in the U.S., the U.K. and beyond (e.g., Jeon, 2007; Lee, 2002; Mills, 2003; Li, 1994). However, most of the studies either have alluded to heritage learners' language competence by way of their attitudes and ideologies towards their heritage and language maintenance, or have addressed their competence by way of self assessment measures.

This poster presentation reports on a study on the interrelationship between the perceived competence (i.e., self-assessment) and actual competence of Korean American university students' heritage language, Korean. They were born in or moved to the U.S. at an early stage of their lives (i.e., before age seven). Further, the Korean heritage learners' ethnic/cultural identities on the landscape of Americanness and Koreanness will be explored in relation to their perceived and actual competence in their heritage language.

Korean American university students were recruited through personal contacts. After agreeing to participate in the study, they completed a questionnaire on their language background and use which was then followed by questionnaire items on their self-assessment of their Korean competence in fluency, vocabulary, grammar, and pronunciation (Padilla, Sung, & Aninao, 1997). Their spontaneous oral speech and writing samples in Korean were elicited with picture stimuli and relevant prompts, and coded and analyzed in terms of fluency, vocabulary, grammar, and pronunciation. Their self-identification and cultural identities were measured with twenty-nine statements about American and Korean cultures (Lee, 2002). Results suggest some evidence that there is a gap between the Korean American youths' perceived competence and actual competence in some domains of their heritage language. Their self-assessment results serve as a better predictor of their bicultural orientation than their actual competence.

Innovation to Culture Studies: Enhancing Cross-Cultural Awareness

Scholars have agreed on the importance of teaching culture in a second language classroom but how to teach a target language culture (C2) remain unclear. Many curricular activities have failed to enhance cross-cultural awareness of foreign language learners seemingly due to heavy-loaded instructional agenda of universities. This on-going quasi-experimental project on Korean culture proposes a reconsideration of curricular aspects regarding teaching C2 in a foreign language classroom by developing an innovative method of instruction based on Kramersch's "thirdness" in language education (1993, 2009) and integrating specific social issues and topics into one of the two weekly sessions on Korean culture. The subject groups, Third Culture (n=11) and Regular (n=12), compose of two beginning level classes learning Korean as a foreign language in the Defense Language Institute-Monterey, California. In aid of L1, discussions after reading, and student presentations and movie watching constitute the major focus on Third Culture class whereas student presentations and watching movies constitute Regular culture class. The fifty-minute cultural sessions last 24-28 weeks. With an ILR level of 1+ or lower in all language skills, the cultural awareness have been periodically evaluated by a test model adapted from Peterson's Cultural Awareness and cultural intelligence test (CQ), and surveys. Despite relatively small sample size, the periodic test results show significant enhancement in Third Culture's C2 awareness compared to that of Regular. Based on these findings, this presentation argues for the necessity of re-examining the following aspects of the theme in the teaching of C2: the goals of current programs, the relationship between language study and institution structure, L1 usage and critical thinking methods, and the nature of instructional personnel.

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Second Language Learning and Cultural Representations: Beyond Competence and Identity.

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**Uncovering complexities of correcting learner errors: A case study of two Korean
Instructors**

This case study explores the key issues emerged from two Korean language teachers' error correction practices in different instructional contexts – regular classes and one-on-one speaking sessions. In particular, the study focuses on the teachers' beliefs on error correction in general, their choice of particular error correction strategies via learner utterances, and the factors that may influence the teachers' decision making process in correcting learner errors.

The data were collected for a year through the interviews with two Korean language teachers and the observations of their classes (including regular classes and one-on-one speaking sessions) in a government sponsored language institute in the U.S., which were recorded and transcribed. These interview data and classroom interaction data were analyzed in terms of the following four thematic categories: 1. Teachers' perceptions/beliefs on error correction as to 'whether, when, how, and who to correct errors?' 2. Types/patterns of error correction in classroom settings. 3. Types/patterns of error correction in one-on-one speaking sessions. 4. Types/patterns of learners' subsequent verbal responses/performance after error correction.

The results of the study revealed that the teachers' decision on 'when, how, and who to correct errors' did not always coincide with their beliefs on error correction but rather, depended on contextual and learner factors such as instructional focus/topics, gravity of learner errors, comprehensibility of learner utterances, and learners' level of proficiency in the Korean language at the time of instruction. It was also found that the teachers' choice of particular error correction strategies was, to a large extent, determined by learners' verbal behavior during the interaction. For example, the students who were able to notice their own errors, while speaking, actively solicited teachers' corrective feedback using a variety of verbal cues (e.g., rising intonation, emphasis, repetition), which generated immediate error correction from the teacher in the form of recast.

Based on the findings from the study, the authors conclude that error correction is a reciprocal action between teacher and students as they work collaboratively to construct correct linguistic forms through solicitation, negotiation, and clarification of meanings. In order to facilitate this process, the authors provide a variety of 'input-providing' and 'output-prompting' error correction strategies that teachers can employ for their students that would generate successful learner uptake and ultimately help students reach the higher level of proficiency in Korean.

**Perception and Production of Korean Stops and Non-Front Vowels
by English Learners of Korean**

This study investigated the perception and production of Korean stops and non-front vowel sounds by English learners of Korean (ELK). It is commonly observed that ELK have difficulty in discriminating the three-way Korean stop contrast (lenis, fortis and aspirated) and two vowel pairs of /o/ - /ʌ/ and /u/ and /ɯ/. Few studies have systematically investigated these difficult Korean sounds for ELK despite the importance of correct perception and production of these sounds for intelligible communication.

Twenty five ELK (including 9 beginning, 9 intermediate, and 7 advanced level students) participated in perception and production experiments. In the perception experiment, the subjects were presented with Korean stops followed by /a/ (i.e. /pa/, /p*a/, /p^ha/, /ta/, /t*a/, /t^ha/, /ka/, /k*a/ and /k^ha/) and non-front vowels (i.e. /a/, /o/, /ʌ/, /u/, /ɯ/) one at a time via computer and identified them as one of the response options on an answer sheet. In the production experiment, the same subjects recorded the target syllables in an anechoic chamber. The ELK's productions were evaluated by two native speakers of Korean who are not familiar with English speakers' production of Korean sounds.

The results showed that, among the three kinds of stop consonants, the lenis stop sounds (/pa, ta, ka/) are the most difficult sounds for ELK to perceive (61% correct response rate), and the lenis stops were misperceived as aspirated stops in 30% of the responses. Among the five non-front vowels, /o/ is the most difficult sound to perceive (76% correct response rate), and this vowel was mostly misperceived as either /ʌ/ or /u/. The production results indicated that the lenis stops were the most difficult sounds to produce (identified only 17% as intended) and they were misperceived as fortis stops (50%) or aspirated stops (33%). Unlike the perception, the vowel /ʌ/ was the most difficult sound to produce and it was mostly misperceived as /o/ (53 %). The results also showed that ELK's perception and production of vowel sounds improved according to their levels. Detailed information on the subjects' production from the acoustic measurements will be reported. The results will be discussed in terms of second language acquisition of phonetics, and specific pedagogical implications will be presented.

Interactional feedback, modified output, and error resistance

This study is a descriptive study of the effectiveness of prompts as a particular type of interactional feedback for beginning-level learners of Korean. Prompts “provide signals that prompt learners to self-repair rather than providing them with a correct reformulation of their nontarget utterance, as do recasts” (Lyster & Izquierdo, 2009, p. 455). In recent SLA studies, prompts have been upheld as an effective type of corrective feedback, shown to trigger noticing and, thereby, hypothesized to facilitate acquisition (Ammar & Spada, 2006; Lyster & Mori, 2006). Participants in this study are 47 undergraduate students in two intact Korean classes offered at a large research university in the Northern New Jersey area. The target grammatical structures, which can also be pragmatic features on occasion, were the topic marker 은/는 and the subject particle 이/가. Both classes were taught the target items through form-focused instruction and received interactional feedback from the instructor in the form of prompts over an eight-week period. Individual students were then assessed their acquisition of these items through two oral examinations: one-on-one interviews with the instructor, conducted with a four-week interval. All interviews were video-recorded and transcribed by the researcher. Subsequently, a comparative analysis of learner uptake in the two oral examinations was conducted. Results show that prompts may indeed lead learners to notice and, further, self-repair their error, but may not lead to much acquisition. For example, in the first oral examination, learners noticed and repaired their error on their own when prompted by the instructor. However, they did not retain the target form as shown in the second examination 4 weeks later. In conclusion, possible factors are discussed for this surprising finding.

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Tone Sensitivity and the Identification of Stop Laryngeal Features

The three-way laryngeal contrast in the Korean stop consonants has been a challenge to learners of Korean. K.H. Kim et al. (2006) found that English learners of Korean find the lenis stops hardest to identify, the aspirated stops second hardest and the fortis stops least hard. Such perceptual difficulty is heavily related to the small difference in VOT between the lenis and aspirated stops. Silva (2006) argued that the lenis stops and aspirated stops are neutralized phrase-initially in terms of VOT and that the distinction between the two stop series is realized mostly by the phrase-initial tone. M.R. Kim (2001) also suggested the importance of Fundamental Frequency (F0) in the identification of the stop laryngeal features. In her same- and cross-spliced data, appropriate F0 plays a significant role in the perception of the lenis stops, although other acoustic properties such as VOT are also important for the perception of the aspirated and fortis stops. Despite the recent awareness of the importance of prosody, prosody has been neglected in the KFL settings. In this regard, this paper examines how the sensitivity to phrase-initial tone affects the identification of stop laryngeal features of KFL learners. This paper also explores whether weekly intonation training can improve the laryngeal feature identification of KFL students.

The stimuli for the perception experiments were first collected from three native Korean speakers, and then the phrase-initial tone (F0) of each token was manipulated such that High initial tone was lowered and Low initial tone was raised with all the other acoustic properties intact. The first and second year Korean students in the University of Chicago listened to each token, either original or manipulated, and picked what they thought they heard. Besides, the same test was conducted twice as a pre-test and a post-test in order to explore the effect of intonation training. The pre-test and post-test were conducted on the second and last week of the curricular period, respectively, and individual weekly treatments were provided to the same Korean students in the University of Chicago in between those two tests. During the weekly training, students were given an explicit description of the interaction between consonant types and tones and they practiced producing intonation, following a native speaker's guidance.

The pre-test results show that the correct identification ratios are high in heritage students but low in non-heritage students. Moreover, a tone effect is observed only in the heritage students. For instance, the average correct identification ratios of all the aspirated and all the lenis stops were around 82% and 74%, respectively, when the original tone was kept unchanged, whereas the average correct ratios of the two stop series plunge to 34% and 21%, respectively, when the original tone was reversed. In contrast, the fortis stops do not show a similar alternation, which is attributable to its VOT, clearly distinct from those of the lenis and aspirated stops.

Based on the results from the pre-test and post-test, this paper will discuss how the explicit intonation training affects students' identification of stop laryngeal features as well as their overall development of L2 perception. Moreover, further implications such as the importance of prosody in the second language acquisition are also discussed in the paper.

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The development of Korean relative clauses in L2 learners' written essays

Korean relative clauses (RCs) display unique features that are distinguished from other East Asian RCs. Korean RCs can be divided into head-internal and head-external constructions depending on whether the head noun remains inside the RC or not. In addition, Korean RCs employ a set of adnominal verbal suffixes which not only mark relativization but also carry the tense of the RC. These unique features can make acquiring Korean RCs difficult even for the learners with other East Asian L1 backgrounds such as Japanese and Chinese.

Previous studies on first language (L1) acquisition found that Korean RCs develop in the order of headless to head-internal and to head-external construction (Kim, 1987; Lee, 1991; Cho, 1999). In addition, in accordance with the prediction of the Noun Phrase Accessibility Hierarchy (Keenan & Comrie, 1977), Korean RCs develop in the order of: subject > object > oblique (Cho, 1999). Such development patterns were also observed in second language (L2) acquisition of Korean RCs. Jeon and Kim (2007) reported that English speaking learners of Korean produced head-internal RCs before head-external RCs. In addition, studies (Jeon & Kim, 2007; O'Grady, Lee, & Choo, 2003; O'Grady, Yamashita, Lee, Choo, & Cho, 2000) have shown that subject RC is acquired earlier than direct object RC by L2 learners of Korean. Nevertheless, the previous studies have been limited to oral production or comprehension of Korean RCs by mostly English speaking learners of Korean in experimental settings. In order to obtain a complete picture of Korean RC acquisition, however, we need to examine the RC development by learners with various L1 backgrounds particularly other East Asian languages and not only in the experimental settings but also at the descriptive level.

Therefore this study aimed to examine the development of Korean RCs by L2 learners with Japanese and Chinese L1 backgrounds by analyzing their written essays for natural production of Korean RCs. In total, 409 essays written by 207 Korean as a second language (KSL) learners were collected from the Korean Language and Culture Center (KLCC) corpus and analyzed using CHILDES (MacWhinney, 2000). The learners from beginning to high advanced level were included in this study to clearly capture the RC developmental sequence. The findings showed that the KSL learners started to produce head-external RCs from the beginning without the headless or head-internal RC stages unlike the findings of the previous studies and subject RC was developed earlier than direct object and oblique RC.

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Covarying collexeme analysis of Korean auxiliary verbs, *-e twu* and *-e noh*

In previous studies on Korean Auxiliary Verb Constructions (AVCs), it is often assumed that the suffix does not interact with the auxiliary verb since the suffixes are the most abstract and the most functional categories and are believed to be freely connected to the main verb (Ho, 2003; Oh, 1998; Rhee, 1996; S. Sohn, 1996). Accordingly, most studies focus on the main verbs in AVCs. However, considering that many constructions of Korean verbs and suffixes are actually grammaticalized into various grammatical categories such as particles (e.g., *twu-ko* ‘for’, *ha-ko* ‘and’, *kaci-ko* ‘with’), comparative (e.g., *po-ta* ‘than’), suffix (e.g., *tak-a* ‘and’), and past tense marker (e.g., *ess < is-e*), the role of the suffix in AVCs should be reconsidered and more importantly, the interaction between the main verbs and the suffixes should be carefully analyzed in order to identify constraints between them and to predict the direction of grammaticalization of AVCs.

Therefore, this study focuses on the interaction between the elements that preferably occur in the main verbs’ position and the suffixes’ position in the two targeted AVCs, *-e twu-* and *-e noh-* on the Sejong POS corpus, by using the covarying collexeme analysis (Stefanowitsch and Gries 2005). Instead of investigating the association strengths between lexical items occurring in main verbs slot and the AVCs, this analysis measures the degree of attraction of lemmas in the main verb slot to lemmas in the auxiliary verb suffixes slot of the same construction. For example, from the distribution of *ceychi-* “clear away” and conjunctive suffix “-ko” in the *-e twu-* construction, this study measures whether a potential collexeme *ceychi-* ‘clear away’ in the main verb slot co-occurs with a potential collexeme *-ko* in the suffix slot significantly more often than expected. The result ($p= 1.80E-08$) shows the association between *ceychi* “clear away” and the conjunctive suffix *-ko* “and” is very strong. This study attempts to identify the covarying collexemes in the Korean AVC *-e twu* and *-e noh* constructions. Based on the list of covarying collexemes, this study identifies grammaticalized units or idomatized units in each AVC and also provides a practical application in language instruction on the targeted AVCs.

Sample Data

- (1) emeni-nun mansa **ceych-e-twu-ko** tosilak-ul cwunpi-ha-ye hakkyo-ey chac-a-wass-ta
mother-TC everything clear.away-INF-put-and lunch-AC prepare-do-and school-at find-
INF-come-DC

My mother came to the school with lunch before doing anything else.

Table 1. The distribution of *ceyche* and *-ko* in the *-e/a twuta* construction

	<i>ceychi</i> “clear away”	other verbs	Row total
<i>-ko</i> “and”	15 (3)	333 (345)	348
<i>other suffix</i>	5 (17)	1667 (1665)	1672
Column total	20	2000	2020

Fisher Exact test: $p = 1.80E-08$

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Perception and production of Korean discourse marker *com* of KFL students

In the field of KFL education, discourse markers have been ignored even though communicative competence is treated as one of the most important factors for successful communication. Even if learners of Korean language don't reach a native-like competence, they need to be able to use and understand at least a certain number of Korean discourse markers in order to perform socially acceptable communication.

Among the many other Korean discourse markers, I would like to suggest that *com* is one of the most necessary discourse markers for KFL students to acquire at the beginning and intermediate level because the use of *com* is closely related to communication strategies in Korean society. According to Koo (2004), the hedging function of *com* is one of the three most frequent politeness strategies native Koreans apply in discourse. Native speakers of Korean especially use *com* in requesting sentences very frequently (Ceng, 2006; Cwu, 2000; Kim, 2006; Lee, 2004; Mok, 2001; Se, 2006; Son, 1988). However, only a few studies have been done from the perspective of second language education (Ceng, 2006; Se, 2006).

Com even appears often in Korean textbooks as a reflection of its frequent usage in the real life discourse of native speakers of Korean. For example, in the most widely used Korean language textbooks in the United States, KLEAR beginning 1 and 2, *com* occurs ninety-three times. It is almost mandatory to use *com* collocated with the benefactive (auxiliary) verb in requesting situations as a politeness marker.

In order to provide empirical evidence to validate the importance of formal instruction on discourse markers, especially *com*, I started out with a picture of the current situation in the classroom by identifying the overall competence of Korean discourse marker *com* among KFL students. I divided the KFL students into two groups, heritage learners (HLs) and non-heritage learners (NHLs). In order to identify any differences between them in the perception and production of the Korean discourse marker *com*, I raised the following research questions.

- (1) Do KFL students perceive *com* as a politeness marker in terms of its use and location?
- (2) Do KFL students produce *com* in requesting sentences?
- (3) Is there a difference between HLs and NHLs in their perception and production?

The participants for the test were 62 KFL students enrolled in four classes of KOR201 at the University of Hawai'i at Manoa (UHM) over three semesters (one class in fall 2008, one class in spring 2009, and two classes in fall 2009). There were 31 HLs and 31 NHLs. Ten native speakers of Korean (NS) participated in the same test for the baseline data.

Two tests were designed to identify KFL students' production and perception. First,

the production test is composed of a series of cartoons with two customers (one man and one woman) sitting in a restaurant as main characters. In the story line, they need to request certain things or certain actions of the waiter or other customers sitting next to them. Other lines are given in speech bubbles but some bubbles are left blank where the customers need to make requests. The test participants are to fill in the blank bubbles with utterances that they think are the most appropriate. Second, the perception test consisted of multiple-choice questions asking which is more polite between two options in the given situation. I wanted to see if KFL students are able to recognize (1) the use of *com* and (2) the location of *com* through the perception test.

The result was both HLs and NHLs were able to perceive the functions of *com* in the proper location as a politeness marker in requesting utterances. However, KFL students tend not to use *com* as often when they make requests, compared to NSs. Even HLs who have received a certain amount of input at home produced *com* within the limits of chunk expressions.

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〈원인, 이유〉의 접속 어미 ‘-니까’와 ‘-아서’의 용법 차이

- 주절 서법과의 호응 관계를 중심으로 -

본고는 소위 <원인> 또는 <이유>라는 문법적 의미를 가진 ‘-니까’와 ‘-아서’의 차이를 규명하는데 그 목적이 있다. 기존의 연구들은 이 두 접속 어미가 가지는 기본 의미를 밝힘으로서 이들의 용법 차이를 규명하고자 하였지만 (i.e., ‘-니까’는 화자의 주관적인 판단에 근거한 <이유>이며, ‘-아서’는 필연적 결과를 야기하는 <원인>이다), 본고는 이들의 용법과 주절의 서법(‘서법’의 정의는 노마 히데키 (2002)에 의거함)과의 관련성에 주목하여 이들의 차이점을 검토하였다. 따라서, 본고는 (1) 주절이 어떤 서법을 가질 때 ‘-니까’를 취하고, ‘-아서’를 취하는지, 또 (2) 주절의 서법 외에 어떤 문법적 요소가 <원인> 또는 <이유>의 ‘-니까’와 ‘-아서’의 용법을 제약하는지를 고찰하였다.

자료 수집을 위해 본고는 2000년대 이후 한국 TV에서 방영된 드라마의 시나리오를 검토하였다. 4편의 각 드라마 시나리오(i.e., 웨딩, 커피프린스 1호점, 인순이는 예쁘다, 못된 사랑)에서 사용된 ‘-니까’와 ‘-아서’의 용례를 모두 수집한 후, 그 중 <원인/이유>의 의미를 지닌 ‘-니까’와 ‘-아서’의 용례를 따로 분류하였다. 그 용례 중에는 주절이 존재하지 않거나 ‘-니까’와 ‘-아서’가 관형절 또는 다른 접속어절에 포함된 예들도 있었으나, 이번 연구에서는 그러한 용례들은 분석 대상에서 제외시키고 <‘-니까’절 ~ 주절>, <‘-아서’절 ~ 주절>의 구조를 가진 문장만을 연구 대상으로 삼았다. 이렇게 분류된 예문들은 또다시 주절에 동일한 서법이 사용된 용례별로 구분하고 각 용례의 하나씩을 해서로, 해서가 하나씩으로 교체 가능한지를 검토하였다. 그 결과, 이미 많은 선행연구에서도 밝혀진 바와 같이, 본고에서는 주절이 명령법(예문 (1)), 청유법(예문 (2)), 의도법(화자가 자신의 행위에 대한 의지를 표명하는 서법: 예문 (3))을 가질 때에는 ‘-니까’만이 <원인/이유>의 의미를 나타낼 수 있다는 것을 확인할 수 있었다. 하지만, 화자가 자신의 의도 표명(의도법)과 함께 청자에게 양해 또는 허락을 구할 필요가 있는 상황일 경우에는 ‘-아서’가 사용 가능하며, 더 공손한 표현이 될 수 있다는 것을 알 수 있었다. 한편, 추정법(어떤 사태에 대한 화자의 주관적인 추량을 드러내는 서법: 예문 (4))과 판단법(어떤 사태를 장연(將然)적인 것으로 판단하는 태도: ‘-겠-’ 등)의 경우에는 ‘-니까’와 ‘-아서’가 둘 다 <원인/이유>의 접속 어미로 사용될 수 있었다. 그러나 주절이 ‘...면 좋겠다’의 문형으로 나타날 경우에는 ‘-니까’만을 사용할 수 있었고, 주절에 화자의 처지를 호소하는 ‘-겠-’이 사용되었을 경우에는 ‘-아서’만이 <원인/이유>를 나타낼 수 있었다. 마지막으로, 사태를 단정적으로 진술하는 서술법(사태를 단정적으로 진술하는 화자의 태도: 예문 (6))의 경우에는 대부분의 용례가 ‘-아/어서’로만 그 <원인/이유>를 표시할 수 있어 서술법과 ‘-아서’의 공기(共起) 관계가 강하다는 것을 알 수 있었다.

- (1) 상우: 4시 반 맞아! 추우니까 따뜻하게 입고 와라. [명령법]
- (2) 진희: 그냥 오늘은 너 처음 보는 날이니까 오בות하게 마시자. [청유법]
- (3) 세나: 승우씨가 싫어하는 거니까 꼭 부를 거예요! [의도법]

(4) 은찬: 남성용이라서 쓰기 편하실 거예요. **【추정법】**

(5) 기자1: 엄마랑 다시 만나서 좋으시겠어요. **【판단법】**

(6) 은찬: 아, 아니에요. 원래 이게...(다시 시동 걸어보는) 늙어서 부실해요. **【서술법】**

또한, 본고에서는 한국어 종결 어미들은 상호승접(相互承接) 순서가 정해져 있다는 사실을 바탕으로 (南, 1993: 노마 히데키 2002), ‘-니까’의 주관성과 ‘-아서’의 객관성을 주절의 서법과 관련시켜 제시하였다. 즉, 명령법, 청유법, 의도법 등과 같이 문말 끝에 위치하는, 다시 말해서 주관성이 강한 서법 형태들은 ‘-니까’와 공기하는 경향이 강하고, 서술법과 같이 용언에 가까운, 즉 객관성이 높은 서법 형태는 ‘-아/어서’와 공기하는 경향이 강하다는 것을 밝혔다. 따라서, 주절의 주관성이 강할 때 ‘-니까’가 사용되며 주절의 객관성이 강할 때 ‘-아서’가 사용되는 것이다.

**Third-person reference in L2 Korean oral narrative discourse:
Use of pronominal forms and demonstratives by L1 English learners**

Zero anaphora is frequent in discourse reference in Korean, a “discourse-prominent” language without fully developed pronominal forms (H. Kim, 1989; 1997). Without an article system, full NP forms instead employ demonstratives – proximal *i*, medial *ku*, and distal *ce* – for a variety of discourse meanings such as psychological distance, foregrounding and referent disambiguation (H.-Y. Kim, 2000; Yang, 2006; Park, 2007; Oh, In press). This paper examines how Korean referential forms are used in extended spoken discourse by L2 learners of Korean, particularly those learners with a typologically different L1 of “subject-prominent” language which requires use of overt referential forms and marking of definiteness with articles.

Research on use of zero anaphora in L2 Chinese has demonstrated that L2 learners acquire zero-anaphora slowly and gradually (Jin, 1994; Polio, 1995). Far short of L1 norms of zero anaphora use, the learners over-produced nouns and pronouns. While under-use of zero anaphora might be attributed to sentence level processing and disfluency, it does reflect lack of knowledge of distribution and discourse function of zero pronouns in the L2. Meanwhile, research on L2 Korean has shown that learners frequently fail to use demonstratives, *i*, *ku*, and *ce*, required by the contexts or select wrong ones (Yang, 2003), and have difficulty understanding discourse meanings of the demonstratives beyond the basic physical spatial distinctions (Park, 2007). These studies used written data; a corpus of learner errors in tests and compositions (Yang, 2003) or paper-and-pencil discourse completion tests (Park, 2007).

Our paper describes use of referential forms in spontaneous oral narrative discourse. Data were collected from five L2 Korean learners of L1 English background at intermediate levels. In order to observe referential forms in target-like situations of use, the learners were given a task of recounting an abridged version the Charlie Chaplin’s silent film, ‘Modern Times,’ to an interlocutor (following the procedure established by Klein & Purdue, 1988); the main and supporting characters appearing in the film provide diverse contexts for third person reference. In analysis, we look at types of referential forms in relation to the status of the referents. The forms are coded in terms of zero pronouns, overt pronominal forms and full NP’s, and choices of *i*, *ku*, *ce* or none in full NP’s. The statuses of the referents are coded in terms of their cognitive or information status (i.e. salience, activation, and identifiability), thematic importance (i.e. foregrounding) and affective status (e.g. speaker’s attitude toward the referent).

The learner data is compared to a commensurate L1 Korean data in order to identify interlanguage characteristics and developmental features. The observations will shed light on understanding of acquisition of nominal reference in L2 Korean and will inform developing of instructional materials for increasing the learner's awareness of Korean referential forms and their uses.

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How and why do Korean and Japanese exploit style shifts from honorific to plain forms? In a spoken discourse genre of TV cooking programs

Korean and Japanese are the languages with the highly developed honorific systems. One of the features of honorification in both languages is that the honorific forms are linguistically encoded in speech styles, mainly reflected in predicates. The traditional view on the usage of honorific forms versus plain forms was dichotomous in that honorific forms are employed for older referents or addressees of higher status in a formal setting while plain forms for the opposite. However, recent studies (Ikuta, 1983; Maynard, 1991; Cook, 1998, 2008; Kim, 2004; Noh, 2008) in both languages have noted and analyzed the intermixed usage of different speech styles without any changes of the aforementioned variables in real spoken discourse data. Although Kim(2004) and Noh(2008) pointed out the pragmatic functions of the plain form *-ta* as a stance marker (Kim) and a reactive token, attention getter, or self-repair (Noh), no research has been done in the style shift to plain forms in Korean data. The purpose of this study is to examine similarities and differences in functions of style shift from the polite form *-a/eyo* to the plain form *-ta* in Korean and the shift from *-desu/masu* to the naked plain form in Japanese in the same spoken discourse genre of TV cooking programs, so that the paper can fill the gap of researching style shifts in Korean data and of comparing two similar but different languages.

The cooking shows in Korean and Japanese were carefully selected to minimize variables for comparative analysis, having almost the same dyadic conversation format between chef and host. The data in the paper consist of 10 episodes, equivalent to 250 minutes of naturally occurring conversation. The analysis reveals that the style shift to plain forms in both languages has similar functions as 1) co-constructions of an utterance, 2) abrupt internal expressions, and 3) echoing responses. However, different functions were also shown in the data. The shift to plain forms only occurred in Korean data to function as 1) content-focused detachment in objective perspective, 2) assessment on tastes, techniques, or knowledge (See examples), and 3) quoted speech. In particular, assessment comments on techniques or knowledge was realized with the subject (or referent) honorific suffix *-(u)si* inserted as in *ppwuli-si-n-ta* 'sprinkle-SH-PLN', *ttokttokha-si-ta* 'smart-SH-PLN' probably in order to mitigate the assessment utterance marked with plain forms on the interlocutor's knowledge or techniques, not to sound rude. Contrastingly, the functioning as host's summary on chef's comments marked with naked plain forms, was shown only in Japanese data (See examples). The assessment comments on taste, techniques, or knowledge encoded with naked plain forms were not shown in Japanese data, and the summarizing comments were not marked with plain but polite forms in Korean data.

The analysis on the style shifts to plain forms using naturally occurring Korean and Japanese data supports the idea that the marking with plain forms does not signify the loss of politeness, rudeness or

casualness, but rather plays specific functions in a given context, and that style shifts in both languages performs similar but different functions.

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Discourse Markers by learners of Korean as a Foreign Language

This study investigates the use of discourse markers by learners and native speakers of Korean, within the framework of a discourse-pragmatic perspective. Discourse markers play an important role in face-to-face interaction. The markers project the procedural meanings, the relationships between speaker, hearer, and message, and the relationship between preceding and following utterances (Halliday & Hasan, 1976). A total of 56 participants are comprised of 28 native speakers of Korean and 28 learners enrolled in Korean 101 classes at a large university in the Midwestern United States. The data are based on 10 to 15 minute interviews with native speakers of Korean conducted by the learners. The interviews are videotaped and transcribed. The data are analyzed for four categories (Fung & Carter, 2007) that include interpersonal (e.g., *canha*), referential (e.g., *kulayse*), structural (e.g., *ca*), and cognitive levels (e.g., *uh*). The preliminary results show that the beginning learners frequently use fillers (e.g., *uh*) and conjunctions (e.g., *kulayse* and *kuliko*). However, the learners' use of conjunctions is often pragmatically infelicitous. The learners display a limited use of discourse connectives such as *-nuntey* and *-(e)se*. Whereas native speakers employ a wide range of discourse markers across interpersonal, referential, structural, and cognitive levels, the learners tend to use a small range of discourse markers, and often overgeneralize a single discourse marker (e.g., *ah*, *kulayyo?*) to various contexts. The learners' incorrect use of discourse connectives prevents the learners to establish sequential relations among the utterances. The learners' utterances are rather direct and abrupt due to the absence or the limited use of discourse markers; thus, they fail to establish co-membership with the native speakers during the course of the interviews. The findings from this study underline the fundamental role of discourse markers in spoken interaction, and suggest explicit metapragmatic instruction, awareness-raising activities, and activities involving cross-language comparison between learners' first language and Korean.

A sociopragmatic analysis of selected Korean hedges in spoken discourse

The term 'hedge' is used in a complex research area within the fields of pragmatics and discourse analysis, semantics, logics and philosophy. In each of these research areas, 'hedge' is referred to in a different way. In pragmatics, the concept of 'hedge' is linked to a certain context for specific communicative purposes, such as politeness, vagueness, and mitigation (Markkanen & Zimmer 1997). Although the concept of 'hedge' originates in logic and semantics I mainly view the term 'hedge' as a communicative strategy for mitigation and politeness in the spoken discourse in terms of sociopragmatic perspective in this paper. Hedge is an important interactional strategy in Korean spoken discourse. In an intercultural communication situation, thus, cultural difference may cause communicational breakdown (Thomas, 1983) and misunderstanding in a real discourse situation between native speakers and non-native speakers.

This empirical study investigates the Korean hedges in contemporary spoken discourse. Although hedges as a conventionalized illocution-mitigating device (Sohn, 1999) in terms of politeness in Korean spoken discourse are prevalent and crucial communicative resources there is no systematic and comprehensive analysis of Korean hedges as a whole. Hence, first of all, I categorize Korean hedges and analyze how sociolinguistic factors such as age, gender, power, distance, region, and occupation affect the use of selected hedges (for example, interactional sentence ender such as *-canha(yo)*) in Korean spoken discourse. Also, I discuss the pedagogical implications of the analysis of Korean hedges in spoken discourse. I hope that my study, as an empirical analysis of Korean hedges in spoken discourse, will add to the research done in the areas of Korean linguistics, intercultural pragmatics, and comparative studies. Furthermore, findings of this study might assist learners of Korean language as a second/ foreign language (KSL/ KFL) in acquiring the sociolinguistic and pragmatic competence for further interaction with native speakers outside the classrooms since the challenges in the appropriate use of hedges may partly be due to the lack of teaching of the appropriate language use.

I collected authentic conversation within natural speech settings in daily life since hedges are more likely occur in spoken contexts than in written contexts. Hence, all data for this study are unplanned, spontaneous, and face to face naturally occurring conversations. There were 219 participants, all native Korean who speak either the standard Korean or dialect. They are from metropolitan area such as *Sewul* city and cities in *Kyengki* Province, or non-metropolitan area such as several different Korean provinces such as *Kangwen*, *Cella*, *Kyengsang*, *Chwungcheng*, and so on. A total of 100 sets of conversation (approximately 1000 minutes) naturally occurring discourse in this study are all informal, face to face and multiparty (two, three or four) conversations. In order to classify hedges in Korean spoken discourse I adopted Hyland (1998)'s categorization. Some of the non-lexical devices such as phonological and prosodic hedges are not included since they are beyond the scope in this paper. In

order to analyze the frequency of hedges in my data I adopted the program called 'hanmalu' provided by Seycong Korean corpus, which is completed in 2007. The purpose of using 'hanmalu' is to search the individual hedge from the vast data simultaneously and precisely. After that, the frequency of each hedge used by each interlocutor was counted and the statistical method such as a t-test and an ANOVA (Analysis of variance) were implemented in order to analyze the correlation of sociopragmatic variables such as age, gender, region, occupation, power, and distance as well as correlation of multi variables.

The study shows that there is no significant difference between gender and age in using *-canha(yo)* as a hedge. However, as the study indicates that Korean interlocutors use more *-canha(yo)* as a hedge in one-one conversation than multi-party conversation.

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**Language Transfer in Third Language Acquisition: A Study of Japanese Influence on
The Acquisition of Korean for L1 English Speakers**

Second language studies on Korean language have noticeably increased over the last decade due to the development of Korean education in the U.S. Despite the fact that the majority of Korean classes are enrolled by Korean heritage learners, the growth of non-heritage learners is also a noticeable fact.

Most of the studies available have focused on the acquisition of either Korean heritage learners or on the acquisition of Korean as a second language. Apart from earlier studies, the purpose of this study is to examine prior language knowledge influence in the case of English L1 speakers with Japanese L2 when acquiring Korean as L3. The study aims to investigate the crosslinguistic influence on L3 Korean language acquisition, particularly for case and postposition production in intermediate level.

Languages such as Korean and Japanese are considered among the most difficult languages for English L1 speakers due to the vast differences in their grammar structure, writing systems, pragmatic use of language, etc. On the other hand, Korean and Japanese display close similarities in their features as they are known as typologically and genetically related languages. One aspect of similarity can be observed in the use of case markers and postpositions in regard to their existences, usages and meanings. The acquisition of case markers and postpositions takes longer to acquire for English L1 speakers when learning Korean or Japanese due to their non-existence in English.

Three types of crosslinguistic transfer can be observed: The first type, the traditional approach, indicates the influence between the source and target language, and is viewed between an L1 and an L2, and an L2 and an L3, or an L2 and an L1 and so forth; whereas the second type, the simultaneous approach, considers that the possibility of the source of the influences may depend on more than one language upon a target language. The third type can be the combination of both approaches (De Angelis, 2007). Clearly, it is methodologically challenging to be able to identify and separate multiple sources of knowledge in production.

The proposed study will look into five Korean particles; nominative *-i/ka*, accusative *-(l)ul*, locative particles *-ey* and *-eyse*, and directional particle *-lo*. In addition, the corresponding Japanese particles, nominative *-ga*, accusative *-o*, locative particles *-ni* and *-de*, and directional particles *-ni* and *-e*, will also be examined. In both languages, nominative and accusative cases are treated as syntactic markers and the rest of the particles are considered semantic markers or postpositions (Sohn, 1999). The crosslinguistic language transfer will be examined both for their syntactic functions for the former ones and semantic meanings for the latter ones depending on their prototypical functions as well as

meanings. For instance, the Korean nominative case primarily marks the subject of the sentence but also signifies the object of adjective and the complement of verb (Sohn, 1999). Likewise, due to their polysemous nature, the Korean locative particles *-ey* and *-eyse* have goal and location senses as prototypical meanings: and a number of peripheral meanings such as temporal and purpose senses (Türker, 2005).

Two types of samples will be collected for this study. The experimental group will consist of L3 learners of Korean whose L1 is English with Japanese L2, and the control group will be L2 learners of Korean whose L1 is English. Samples in the experimental group will be tested both for Korean and Japanese particles whereas the control group will be tested only for the Korean particles. In order to stabilize the teaching methods and the textbook use for both Korean and Japanese, all samples will be collected from the same institution and tested in the second half of their second year of Korean language training.

With the results of the empirical evidence, I expect crosslinguistic transfer from Japanese to Korean due to their similarities in employing particles; however, examining the particles in terms of both prototypical and peripheral functions and/or meanings will enable us to observe whether such transfer is an 'item transfer' or 'system transfer' (Ringbom, 2001, 2002).

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**Teaching and Learning Methodologies for improving Speaking skills of Korean
Learners : Based on ESI Methods**

The purpose of this paper is to provide foreign language learners with a system for enhancing their abilities of speaking Korean language and hereby to develop a teaching-learning method proposal for non-native Korean speaking environment.

Especially, in America in a non-native Korean language environment, teaching and learning methods inside the classroom play crucial roles in the development of speaking skills of the learners. Also the teaching methods need to have consideration of learner's bilingual or multi-lingual behavior, where they speak more than two languages such a English(L1), Mother tongue(L2), any other Foreign language (L3) etc. It leads us to think about the urgent need for developing a teaching and learning method for spoken Korean language, appropriate for American learning styles and foreign language learning environment in America.

This paper proposes a model of teaching and learning of spoken Korean keeping all the parameters in mind. ESI is a suggestive method and it presents a model for teaching and learning of Korean Language. ESI is based on the foundations of 'Evaluative', 'Strategic' & 'Interactive' aspects of language learning. Evaluative aspect deals with the student's self initiated methods of peers and self evaluations, along with an effective teacher's feedback in the classroom. Strategic learning methods are based on 'Strategy-Plus-Control Training or Completely Informed Training' aiming at advancement of multilingual competence of American students. A student centered lesson plan is proposed focusing on 'Teacher-Student' and 'Student-Student' interactions in the classroom. Also Drill activities, Low Interactive Activities and High Interactive Activities are proposed based on the classification of class activities for Beginners, Intermediate and Advance level students learning Korean language.

This paper finishes with a suggestion of using 'ESI Method' of language teaching and learning in a multi-lingual and non-native environment of Korean classrooms. This will result into enhancement and development of speaking skills of the learners.

Socio-cultural Transfer in the Use of Honorific Speech Styles

Despite the difficulties of learning honorific speech styles of Korean (Byun, 2000; Strauss, 2006), previous literature has little paid attention to the concept of sociocultural transfer. Sociocultural transfer, however, deserves recognition because it may influence the development of sociocultural competence in the target language.

Sociocultural transfer informs that language learners must learn a new set of social and cultural constraints that determine choice of words, the use of grammatical expressions, and how to refer to oneself (Jarvis and Pavlenko, 2008). The transfer may occur bidirectionally both L1 to L2 and L2 to L1 (Jarvis and Pavlenko, 2008), and both dominant languages to minority languages and minority languages to dominant languages (Montrul, 2008).

Honorific speech styles have been referred to polite level –yo and deferential level -pnita/supnita (Sohn, 1999; Strauss, 2006). The present study investigates the use of honorifics in heritage and non-heritage language learners by comparing the linguistic elements of polite styles (PS) and deferential styles (DS).

The data consists of both spoken and written texts to the interlocutors of different ages and different social roles in different social contexts. The participants include 20 heritage language learners (HLL) and 20 non-heritage language learners (NHLL) in intermediate level. Both unit analysis and error analysis focus on the five linguistic components: speaker's personal pronoun, addressee-referent terms, particles, lexical choice, and honorific suffix –si (Sohn, 1999). In doing so, this study aims to discover the extent of L1 and L2 learners' socio-cultural knowledge of English affects the use of honorifics in Korean. This study further explores the factors that affect the use of honorific speech styles. In answering these questions, a statistical analysis is employed to compare three research variables of the learners: language background (HLL or NHLL), gender (female or male), and context.

The research findings of both quantitative and qualitative analyses indicate the relationships between honorific speech styles and five aspects: language background; gender; context; the choice of PS and DS, and linguistic features. In addition, the findings signify both an overuse and underuse of certain sociolinguistic features, which is socio-culturally inappropriate. Overall, this study explicates cross-linguistic influence in lexical, morphological, grammatical, and social aspects. In conclusion, those results can be attributed to socio-cultural transfer from both L1 and L2 in the course of learning the Korean language.

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Portfolio Projects of the In-country (OCONUS) Immersion Program

Korean Basic Program at Defense Language Institute sends 30-40 students to Korea University for 4-6 week-long In-country (OCONUS) Immersion program. The program provides participants with enormous opportunity as well as responsibility. Natural immersion environment will be Rich, Real, and Self-regulated. In order to maximize the effectiveness of the program, Asian School II (UAB) implements the portfolio projects which consists of three projects, (1) portfolio (binder and collections), (2) student log (journal writing), and (3) oral presentations. These projects will be used as a flexible tool that allows for frequent opportunities to practice and demonstrate authentic language use in relevant contexts and for specific purposes (Delett et. al., 2008).

The presenter has been supervising this In-Country Immersion programs for about three years during which the school sent more than 100 students. It has been observed that some students were not really ready for the program due to their lack of experiences and maturity. Without student's readiness and clear aims how to improve their language skills, students may not improve just because staying in Korea for 4 weeks. Therefore, we want to help students be ready for the program by providing opportunity to be more autonomous and responsible learner. The purposes of this project are (1) to encourage students self-reflection autonomous learning, and organization, (2) to share their experience with their fellow students who don't participate in the program, (3) to collect data for future program. Planning, determining portfolio outcomes, establishing criteria for assessment, organization are important framework for portfolio assessment. The presenter provides orientation sessions to explain the purposes and instructions. Students receive a binder which includes instructions, schedules, notepad, etc.

Within a week of returning to School, students will give a presentation. Instructors, administrators, and fellow students will attend the presentation sessions. After coming back there will be EXPO and oral presentations in an auditorium. Teachers and fellow students will attend the events. Teachers will evaluate student's binder (and portfolio and collections), student's learning log (journal writing entries), and oral presentations. At the EXPO, portfolio binder will be displayed for each student will have opportunity to discuss about their project after the presentations. The sessions will be videotaped for keeping record at the school website which can be used in the future.

Instructors at UAB (DLI) will evaluate oral presentations by using rubric (confidence, fluency, sentence structure, vocabulary, grammar, organization, and preparation). Portfolio is to

evaluate for creativity and originality. Learner Logs will be analyzed qualitatively to find more details on student's perceptions and progress in language learning during the immersion program. To specify activities, situations, events, sub-events, speech acts, and topics will be coded. For more details, refer to 2nd page, excerpts from instructions.

The presenter will report the findings of the portfolio projects. Students' portfolio samples and video clips will be self explanatory. The audience will be strongly encouraged to discuss on the topic how to utilize the ideas in their classroom situations. Although portfolios become important as alternate assessment tools, there is some reluctance to implement in our classroom situations for many reasons. If we can prepare thoroughly and provide clear instructions, portfolios can be useful tools. The presenters will share hands-on experiences with audiences. Most importantly, audiences will have opportunity to learn one way to help students become autonomous and responsible learners.

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Excerpts from Instructions

- Auditorium is reserved from **11:00 AM** for preparation.
 - You may display your portfolio and collections and/or practice during lunch hour if you wish.
 - Please make sure that bring CD or DVD (thumb drive cannot be used)
 - Check tech support.
- **1:00 - 2:20 PM: Oral Presentations**
- **2:20 – 3:00 PM: Portfolio Expo (Q & A):**
 - Each student will have display space.
 - Students will show their portfolio to visitors (teachers and students) to share information and experience.

1. Portfolio: Binder and/or Collections: 30%

- Display and Q/A: 23 MAR 2010, 14:30 – 15:30, Auditorium
- Auditorium is reserved from 11:00 for preparation. You may display or practice during lunch hour if you wish
- Flexible, Creativity & Originality
- Sharing Useful information

2. Student Log (Journal Writing): 20%

- 2 entries per week (10 entries – minimum): the more the better
- Language: Korean (but English is allowed when you express complicate concept or technical component)
- Read carefully instructions which you will find inside the binder.

3. Oral Presentations: 50%

- Oral presentation: 23 MAR 2010, 13:00-14:30 Auditorium
- **Important:** Bring CD or DVD for your presentation (thumb drive doesn't work).
- Group presentations will be allowed up to 2 people in a group.
- Presenters will be evaluated on use of the language and presentation skills.

Research on the use of cohesive devices by Korean learners of different proficiency levels and its pedagogical implications

One of the most important elements in story-telling is the efficient and effective use of “cohesive devices” which permit logical sequencing of a story and create structures of meaning in thematic and chronological order. Understanding and implementing of “cohesive devices” can increase speaking proficiency and are essential for the Korean learners to reach a higher speaking proficiency level. In order to provide supporting evidence, an empirical research has done with the oral texts (collected through the official Oral Proficiency Interview (OPI) based on the Interagency Language Roundtable Skill Level Descriptions, which are used in many government agencies and academia).

The hypotheses of the research are (i) the higher the proficiency level of a learner is, the more the types of cohesive devices used are; (ii) the higher the proficiency level of a learner is, the larger the number of cohesive devices used is; and (iii) the higher the proficiency level of a learner is, the more accurate the usage of the cohesive devices is. For the research, speech samples from three different levels are compared, which are Level 1 (Intermediate-Low/Mid in ACTFL Proficiency Guideline), Level 1+ (Intermediate-High in Proficiency ACTFL Guideline), and Level 2 (Advance-Low/Mid in ACTFL Proficiency Guideline). 20 responses to Past Narration task per proficiency level are analyzed in terms of variety, frequency, and correct usage of cohesive devices.

It has been shown in the research that higher proficiency level students tend to use various cohesive devices such as causal connectors, sequential connectors, and other devices indicating temporal sequence of events, whereas low proficiency level students tend to use simple cohesive devices such as additive connectors. The research supports the importance of cohesive devices in a higher level, which, in turn, provides implications for classroom instructions and curriculum developments in KFL programs.

The Effects of Computer-Assisted Reading Instruction on Reading Comprehension and Vocabulary Learning

Computer and other interactive technology have gained increasing popularity in the field of language education for its potential of enhancing the effectiveness of language teaching and learning. In recent years, the increasing availability and affordability of computer equipment in Korea has facilitated the automation of foreign language education. Many language teachers are interested in making their own teaching or supplementary materials which ideally suit the needs of their own students.

As a result, the current study examines whether computer-assisted reading instruction improves KFL(Korean as a Foreign Language) students' reading comprehension and vocabulary learning. The purpose of the paper is to examine: 1) whether computer-assisted reading instruction shows significant difference in reading comprehension, compared to paper-based reading instruction; 2) whether computer-assisted reading instruction is helpful to learn vocabulary than paper-based reading instruction; 3) how students' attitudes change towards on-screen reading after the experiment.

Thirty subjects are selected from the Intensive Korean Language program at the Chungbuk National University, S. Korea. In addition, their Korean language proficiency is estimated to be at low-intermediate from the institutional TOPIK(Test of Proficiency in Korean) score. The subjects are divided into two groups, one control and one experimental group for nine weeks (six hours reading instruction each week).

The Hot Potatoes suite, a set of Computer-assisted language learning tools is used to devise computer-based reading materials as it is easily create interactive web-based exercises. Furthermore, the pedagogical advantages of this combination of tools are clear. Adding a lexical resource to a Hot Potatoes computer-based exercise motivates the student to learn, to try, to make mistakes, to explore and try again. The interactivity of the exercises motivates learners to act independently and provides them a feeling of control.

Considering the results of reading comprehension and vocabulary learning, this paper will provide insights on how KFL reading on the computer can be effectively embedded in language classrooms.

Using Facebook for Learning Korean Honorifics

The use of social networking websites such as Facebook and My Space has increased significantly over the last few years. Among these social networking communities, Facebook is the most widely used site, reaching over 100 million members (<http://siteanalytics.compete.com/facebook.com/>).

Facebook can be a great medium for language teaching and learning because it provides students with the opportunity to model and produce the target language in an authentic social context.

Learning Korean honorific usage involves many factors such as age, social status, distance among interlocutors, and regional or generational differences in attitude. Due to their complicated nature, Korean honorifics present serious challenges to learners. Facebook is believed to give students the opportunity to observe and practice the concept of honorific use effectively while promoting the standards of foreign language learning through community, communication, connection, culture, and comparisons.

This study presents findings on improvement in students' ability to produce and recognize the Korean honorific usages through communication with the native speakers and the peers on Facebook. Language production and recognition regarding Korean honorific usage will be examined for both beginning II and advanced II classes. Examples of tasks and activities and of students' actual communicational exchanges will be presented. The presenters will also share their observations and students' reaction in using Facebook and discuss benefits and challenges in using Facebook for language teaching and learning.

The Study on Selecting Folktales Subjects for Korean Language Learners

Korean literature is currently used, at this time, as a listening and reading tool rather than regarding it as an independent medium in Korean language education. This is an actual present condition even though researchers have made a series of efforts to consider literature education as important subjects in Korean language education. Folktales have been extensively used as essential material since the beginning of Korean language education and continue through our current state of intellectual learning; however, there are still no discussions on choosing appropriate materials for Korean language learners. Therefore, for the purpose of this thesis, I chose folktales materials, considering linguistic factors as well as cultural and literacy value. I also itemized and ranked folktales materials according to the learners' levels and the goals of the lessons.

Research methods and procedures are as follows:

First, I examined folktales subjects based on folktales in Korean university texts. I used these texts as my basic and foundation material to select appropriate folktales subjects to learners.

Second, I carried out surveys and in-depth interviews which targeted Korean literature researchers and teachers. Based on their recommendations, I chose folktales subjects which are suitable for Korean language learners.

Third, I sorted folktales which are considered as classic and culturally rich as well as folktales that represent the four main language areas; speaking, listening, reading and writing.

Fifth, I investigated folktales which are helpful or intriguing to Korean language learners. This was based off of questionnaires and extensive interviews of both intermediate and advanced students who have had experience in classrooms that taught folktales.

Lastly, I utilized the results of these steps as a means to rank and prioritize the different types of Korean folktales. This information will be beneficial to teachers as they choose which lessons are most effective for their language learners.

The folktales used in classes these days are selected arbitrarily without any concrete standards or considerations for what the results and effectiveness would be if taught even though the folktales are 'famous'. The ultimate purpose of this study is to bring clarification to teachers on how to select and facilitate appropriate Korean folktales; bringing the utmost successful results to the classroom.

Intercultural and Linguistic Exchange in a Video-Conferencing Study

Much of the research in computer-mediated communication (CMC) has shown that CMC helps the development of second/foreign language linguistic competence (Abrams, 2003; Belz, 2003; Warschauer, 1997; Warschauer & Kern, 2000). However, it cannot be the sole goal of language education to acquire linguistic competence in the target language. Rather, language is a culturally constructed artifact, and it affects people's thoughts, behaviors, and identities over a long period of time (Vygotsky, 1997). Therefore, more desirable goals of second and foreign language education are to build and maintain meaningful relationships between language learners and their target language interlocutors.

Furthermore, many researchers have supported the perspective that language and culture are inseparable, and mutually constructive phenomena (Agar, 1994; Kramsch, 1998; Scollon and Scollon, 2001). In describing intercultural competence, Byram (1997) specifically refers to foreign language education as the capacity to mediate multiple cultural identities and situations.

With a recent advancement in network-based language teaching and learning, telecollaborative second/foreign language teaching & learning has become important in language education. "Telecollaboration refers to the use of online communication tools to connect language learners in different countries for the development of collaborative project work and intercultural exchange" (O'Dowd, 2007). In this vein, Internet-based video-conferencing is a desirable way to provide language learners with the authenticity of the target language and culture through online interactions with the native speakers of the target language.

The current paper reports findings of a qualitative study in which the Internet-based video-conferencing was carried out between the two students groups, 1) non-native learners of Korean at a US university and 2) non-native learners of English at a South Korean university, by using a computer-mediated communication (CMC) tool for synchronous online video chat.

The study will show, through telecollaboration with native speakers of the target language and culture, language learners can have authentic intercultural experiences, which promote intercultural communicative competence as well as linguistic competence. It will discuss a positive impact of telecollaboration on intercultural second/foreign (L2) language learning. In addition, it will re-define L2 language learners as active explorers in inter- and intra-cultures, and language teachers not only as

facilitators but also as “intercultural partners” (O’Dowd, 2007). It will also address implications for teacher training.

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Doing Business in Korean

With the recent trend of *Hallyu* and the current development of FTA between U.S. and Korea, interest toward Korean culture and business opportunities are expanding. However, most of the universities and colleges in the United States do not offer courses in Business Korean. Every term, instructors encounter students majoring in Business or working on an MBA who are interested in learning Korean for business reasons, but they have to sit in the classrooms where most of their classmates have different goals and expectations. Therefore the purpose of this study is twofold: first, to conduct a need analysis survey among white-collar working people in Korea as well as in the U.S. to find the socio-cultural differences in terms of expressing politeness in business settings; second, to develop multimedia activities to be incorporated into the online module so that interested students could have access to situations that resemble real-life interactions in Korean business settings.

The basis of this study are interviews of personnel manager in five top-tier companies in Korea and of American students working in companies in Korea as interns; and a pilot survey of two groups of students: 20 English-speaking American students taking advanced-level language classes and 20 Korean-speaking Korean students attending college in Korea. According to the results of this pilot test, students from the two different groups did not show much difference in situations where they were to consider their “positive face” (Brown & Levinson, 1987), such as greeting strategies or meeting people for the first time. On the other hand, when it comes to the “negative face,” students living in the U.S. preferred to use different strategies related to the following situations: (a) rejection of an invitation or request (e.g., verbal output vs. body gesture); (b) socio-culturally driven reaction outside the office (e.g., to give compliments to their superiors or seniors); and (c) the building of business relationships based on such interactions as making requests, providing supports, using certain names or titles when calling or referring to others, chatting outside the office, and socializing with others for business purpose.

In order to enhance students’ strategies on politeness appropriate in Korean culture, this study collected and edited video clips from authentic Korean TV programs containing possible-to-encounter real life situations where judgment based on politeness is required in the interaction. English speaking students will be watching video clips of Korean employees interacting with different people from their workplace, either inside the office or outside the office (e.g., restaurants, bars). These clips will serve as stimuli to students who need to make some decisions in how to react to their superiors or colleagues based on the Korean way of politeness. First, students will be given only the beginning part of the video clips, up until

the part where the politeness strategies must be within the interaction. Students are then asked to guess what is going to happen next. The use of these video stimuli will be able to provide authentic situations that students would encounter in real life. The video will be followed by discussion so that students can have an opportunity to go over each topic in detail, which in turn will be followed by the remaining unwatched part of the video clips for further discussion.

A Cross-National Collaborative Wikipedia Project by US and Korean College Students

Emergence of digital technologies enabling the read/write Web—namely, Web 2.0 applications—has made a huge impact on educational environments, challenging traditional definitions of learning and teaching. For today’s students—often referred to as “Digital Natives” (Prensky, 2001)—who have grown up immersed in computers, cell phones, and digital cameras, Web technology has become an indispensable tool in learning processes (Richardson, 2008). As Axel Bruns (2008) argues, the education of Digital Natives requires a new pedagogy based on “the five Cs”, calling for teachers and learners to be more creative, collaborative, critical, combinatory, and communicative. One notable example of experimentation with new ways of learning and teaching to implement the five Cs is Wikis, including Wikipedia and its sister projects.

Wikipedia is one of the five most visited websites in the world, with 31 million articles worldwide (3 million in English, 262 language editions) and more than 330 million contributors every month. Wikis are increasingly being used by the academic community, including faculty and students, not only as a source of background information for research but also as an educational platform where students learn to develop their knowledge and publish their own research. Many studies demonstrate that Wikis facilitate students’ active involvement in class and promote their collaborative skills, imbuing them with a democratic process of knowledge production (Bruns, 2008; Kidd et al., 2009; Richardson, 2008). In particular, it is notable that the use of wiki applications in language courses effectively engages students in critical thinking and active construction of their own knowledge (Montgomery, 2008).

By adapting innovative wiki-applications to classroom teaching this project, based on interactive and collaborative research with Korean students across the globe, is designed to enhance American students’ understanding of Korean language and culture. Students enrolled in a large state American university and a private university in Seoul are required to work in small groups. In this project, the students determine their research topics, collect data, and publish their research on Wikis. Such topics as the Korean naming convention, Korean rap lyrics and a comparison of American and S. Korean citizenship examinations were enthusiastically taken up by students in the past. More specifically, the project involves three stages of learning: (1) the pre-production stage during which students collect data and perform research for their articles, (2) the actual production of their articles on Wikispaces (www.wikispaces.com) through interactive peer reviews, discussions and revisions, and (3) the post-

production stage in which students publish their final manuscripts on Wikipedia and observe the public feedback to their posts. Two wiki applications, Wikispaces and Wikipedia, are employed for the project: Wikispaces, to which instructors can control access, is used in the pre-production and production stages; and, Wikipedia, which everyone can access, is used in the final publication and post production stage.

The examination of the pedagogical effects of this project will adopt focus group interviews and survey. While the survey will focus more on how students evaluate this collaborative project, its advantages and disadvantages, focus group interviews are designed to uncover what kinds of issues emerge during the implementation of the project as well as what kinds of rewards are earned and challenges faced in international collaboration. The results of data analysis will answer the following questions: (1) How much does the project fulfill the educational and pedagogical goals of college courses, especially Korean studies courses in the U.S. college environment?; (2) To what extent does the project encourage students' engagement with the learning process?; and, (3) In what ways can it aid students' understanding of intercultural communication and collaboration? More importantly, it will show how students engage and develop their skills for critical thinking and reading, creative writing, and interactive learning in a situation in which they need to gather information and produce a reliable source open to the public. In the long-term, this project expects to contribute to the production of English text entries on topics of Korean culture and language, which both educators and students can utilize as supplementary materials for K-12 education. It will also promote Korea-related courses at the college level in the U.S., providing a useful reference frame for the development of cross-credit courses in the U.S. and South Korea.

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