

# PROFESSIONAL DEVELOPMENT WORKSHOP

Thursday, June 21 – Friday morning, June 22

\* Language of Presentation: (K)-Korean (E)-English  
 \*\* Conference Rooms: BA1160/ BA1210/ BA1220/ BA1230

PROFESSIONAL DEVELOPMENT WORKSHOP					
Thursday, June 21, 2018					
8:00 – 9:00	<b>REGISTRATION</b>				
9:00 – 9:30	<b>OPENING CEREMONY – BA1160**</b>  <b>Welcoming Remarks</b> <b>Sahie Kang</b> <i>President, AATK</i> <b>Hyeon Seon Choi</b> <i>Director, Korea Foundation LA Office</i> <b>Tae-in Chung</b> <i>Consul General, Consulate General of the Republic of Korea in Toronto</i>				
9:30 – 10:45	<b>Plenary Address 1 (E)* - BA1160</b>  <b>On Person over Variable in Language Assessment and Program Evaluation</b>  <b>Eunice Jang</b> <i>University of Toronto</i>				
10:45 –11:00	<b>Break</b>				
11:00 – 12:30	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Workshop Panel #1 (K) – BA1210</th> <th style="width: 50%; text-align: center;">Workshop Panel #2 (K) – BA1220</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">                     Chair: <b>Hee Ju</b>  <i>UCLA</i>                       한국과 미국의 한국어 교육 현장에서의 평가 방법 분석 및 개선점 모색   <b>Sang-Seok Yoon</b>  <i>University of Iowa</i>  <b>Min Suk Kang</b>  <i>Korea University/University of Iowa</i>  <b>Jekyoung Sim</b>  <i>Korea University/University of Iowa</i> </td> <td style="padding: 5px;">                     Chair: <b>Mina Lee</b>  <i>DLI</i>                       Cultivating Intercultural Competence Through a Pedagogy of Multiliteracies   <b>Ji-Young Jung</b>  <i>University of Pennsylvania</i>  <b>Jeeyoung Ahn Ha</b>  <i>University of Illinois at Urbana-Champaign</i>  <b>Young-mee Yu Cho</b>  <i>Rutgers University</i>  <b>Hee Chung Chun</b>  <i>Rutgers University</i> </td> </tr> </tbody> </table>	Workshop Panel #1 (K) – BA1210	Workshop Panel #2 (K) – BA1220	Chair: <b>Hee Ju</b> <i>UCLA</i>  한국과 미국의 한국어 교육 현장에서의 평가 방법 분석 및 개선점 모색  <b>Sang-Seok Yoon</b> <i>University of Iowa</i> <b>Min Suk Kang</b> <i>Korea University/University of Iowa</i> <b>Jekyoung Sim</b> <i>Korea University/University of Iowa</i>	Chair: <b>Mina Lee</b> <i>DLI</i>  Cultivating Intercultural Competence Through a Pedagogy of Multiliteracies  <b>Ji-Young Jung</b> <i>University of Pennsylvania</i> <b>Jeeyoung Ahn Ha</b> <i>University of Illinois at Urbana-Champaign</i> <b>Young-mee Yu Cho</b> <i>Rutgers University</i> <b>Hee Chung Chun</b> <i>Rutgers University</i>
Workshop Panel #1 (K) – BA1210	Workshop Panel #2 (K) – BA1220				
Chair: <b>Hee Ju</b> <i>UCLA</i>  한국과 미국의 한국어 교육 현장에서의 평가 방법 분석 및 개선점 모색  <b>Sang-Seok Yoon</b> <i>University of Iowa</i> <b>Min Suk Kang</b> <i>Korea University/University of Iowa</i> <b>Jekyoung Sim</b> <i>Korea University/University of Iowa</i>	Chair: <b>Mina Lee</b> <i>DLI</i>  Cultivating Intercultural Competence Through a Pedagogy of Multiliteracies  <b>Ji-Young Jung</b> <i>University of Pennsylvania</i> <b>Jeeyoung Ahn Ha</b> <i>University of Illinois at Urbana-Champaign</i> <b>Young-mee Yu Cho</b> <i>Rutgers University</i> <b>Hee Chung Chun</b> <i>Rutgers University</i>				
12:30 – 2:00	<b>Lunch</b>				

# PROFESSIONAL DEVELOPMENT WORKSHOP

Thursday, June 21, 2018

2:00 – 3:30	<p><b>Workshop Panel #3</b> (K) – BA1210</p> <p>Chair: <b>Kyae-Sung Park</b> <i>Mount Holyoke College</i></p> <p>Test Evaluation by the Item Analysis</p> <p><b>Insung Ko</b> <i>Washington University in St. Louis</i></p>	<p><b>Workshop Panel #4</b> (K) – BA1220</p> <p>Chair: <b>Sang Jong Kwak</b> <i>DLI</i></p> <p>Transition? Transformation!: How to Change Your Course to online</p> <p><b>Bumyong Choi</b> <i>Emory University</i> <b>Binna Kim</b> <i>Emory University</i></p>	<p><b>Workshop Panel #5</b> (K) – BA1230</p> <p>Chair: <b>Mijeong Kim</b> <i>Washington University in St. Louis</i></p> <p>How to Assess Writing and Provide Helpful feedback</p> <p><b>Angela Lee-Smith</b> <i>Yale University</i></p>
	<p><b>Break</b></p>		
3:30 – 3:45	<p><b>Teaching Materials Demonstration 1</b> BA1201</p> <p>Chair: <b>Hee Ju</b> <i>UCLA</i></p>	<p><b>Teaching Materials Demonstration 2</b> BA1220</p> <p>Chair: <b>Hye Young Shin</b> <i>American University</i></p>	<p><b>Teaching Materials Demonstration 3</b> BA1230</p> <p>Chair: <b>Dongsoo Bang</b> <i>University of North Carolina at Chapel Hill</i></p>
3:45 – 5:00	<p><b>#1</b> Teaching Intercultural Communicative Competence using Korean TV programs: Half-talk shift through identity Negotiation (K) <b>Mee-Jeong Park</b> <i>University of Hawaii at Manoa</i></p> <p><b>#2</b> Incorporating Cultural Contents into a New Third-Year Textbook (K) <b>Sumi Chang</b> <i>University of Hawaii at Manoa</i> <b>Hee-Jeong Jeong</b> <i>Massachusetts Institute of Technology</i></p>	<p><b>#4</b> Transcript Trainer 1.3: Implementing the Web-Based Transcription Tool as a Powerful Language Skills Enhancer (K) <b>Yunjung Kim</b> <i>DLIFLC</i> <b>Jeein Kim</b> <i>DLIFLC</i></p> <p><b>#5</b> The New Online Diagnostic Assessment for Grammar (K) <b>Ted Han</b> <i>DLIFLC</i></p>	<p><b>#7</b> A modern take on workbook exercises - using Wizer in 2nd semester Korean (K) <b>Junga Yoo</b> <i>Boston University</i> <b>Kangrim Ku</b> <i>Boston University</i></p> <p><b>#8</b> Improving business presentation skills modeling Dragon’s Den (K) <b>Yujeong Choi</b> <i>University of Toronto</i></p>

	<p><b>#3</b> 한국어 어휘의미분석 기반 다국어 어휘대역어 제공 앱을 활용한 한국 문화 및 한국 어휘 교육 방안 (K) <b>Hyun Ju Kang</b> <i>Busan University of Foreign Studies</i></p>	<p><b>#6</b> Hybridizing College-level Elementary Korean Courses (K) <b>Namseok Yong</b> <i>Graduate Center &amp; Queens College, CUNY</i> <b>Seongyeon Ko</b> <i>Queens College, CUNY</i></p> <p style="text-align: center;">15-minute breakout session for Q/A and follow-up discussion</p>	<p><b>#9</b> Something light to something heavy: Developing listening tasks for Elementary Korean (K) <b>Hae-Young Kim</b> <i>Duke University</i> <b>Eunyoung Kim</b> <i>Duke University</i> <b>Baroney Eun</b> <i>Duke University</i></p>
5:00 – 5:05	<b>Short Break</b>		
	<p style="text-align: center;"><b>Teaching Materials Demonstration 4</b> BA1210</p> <p>Chair: <b>Bumyong Choi</b> <i>Emory University</i></p>	<p style="text-align: center;"><b>Teaching Materials Demonstration 5</b> BA1220</p> <p>Chair: <b>Haewon Cho</b> <i>Univ. of Pennsylvania</i></p>	<p style="text-align: center;"><b>Teaching Materials Demonstration 6</b> BA1230</p> <p>Chair: <b>Ted Han</b> <i>DLI</i></p>
5:05 – 6:00	<p><b>#10</b> Design and Development of a Program for Teachers of Korean in North America (K) <b>Ahrong Lee</b> <i>York University</i> <b>Kyoungrok Ko</b> <i>University of Toronto</i> <b>Mihyong Jeon</b> <i>York University</i> <b>Yujeong Choi</b> <i>University of Toronto</i> <b>Byeongseung Lee</b> <i>The Korean Education Centre of Korean Consulate in Toronto</i></p>	<p><b>#12</b> Authentic Experience Through Creative and Informational Writing Projects (K) <b>Hyun-Ju Kim</b> <i>University of Michigan</i> <b>Hunjin Jung</b> <i>University of Michigan</i> <b>Ok-Sook Park</b> <i>Michigan State University</i></p>	<p><b>#14</b> 역사를 통한 고급 한국어반 교재 (K) <b>Chan Young Park</b> <i>University of Massachusetts</i> <b>Hyejoo Back</b> <i>Wesleyan University</i></p>
	<p><b>#11</b> Formative Assessment and Targeted Instruction (K) <b>Sang Jong Kwak</b> <i>DLI</i></p> <p style="text-align: center;">15-minute breakout session for Q/A and follow-up discussion</p>	<p><b>#13</b> Standards-Based Project for Enhancing Language Learning (K) <b>Myounghee Cho</b> <i>University of Rochester</i></p> <p style="text-align: center;">15-minute breakout session for Q/A and follow-up discussion</p>	<p><b>#15</b> “Why Language through History?” Gaining Linguistic Fluency Through critical thinking, debate and evaluate via historical cartoons, dramas, films, or lectures (K) <b>Loraine Kang</b> <i>DLIFLC</i></p> <p style="text-align: center;">15-minute breakout session for Q/A and follow-up discussion</p>

# PROFESSIONAL DEVELOPMENT WORKSHOP

**Friday, June 22, 2018**

9:00 – 10:30	Workshop Panel #6 (K) – BA1210	Workshop Panel #7 (K) – BA1220	Teaching Materials Demonstration 7 BA1230
	<p>Chair: <b>Hyunjoo Kwon</b> <i>nyslanguage RBE-RN at NYU</i></p> <p>비한국계 중고교생 한국어 몰입식 교육 사례를 바탕으로 한 형성평가의 개발 제안</p> <p><b>Hye Young Shin</b> <i>American University</i></p> <p><b>Jihye Moon</b> <i>George Mason University</i></p> <p><b>Ji-Sun Kwon</b> <i>Francis Lewis High School</i></p> <p><b>Woo Joo Kim</b> <i>University of Oregon</i></p>	<p>Chair: <b>Mi-Hyun Kim</b> <i>University of Pittsburgh</i></p> <p>What Do We Need to Prepare for Testing and Teaching? Integrating Assessment Standards into Language Instructions and Curricula</p> <p><b>Kyung-Eun Yoon</b> <i>UMBC</i></p> <p><b>Hei Sook Yoo</b> <i>George Mason University</i></p>	<p>Chair: <b>Jeeyoung Ahn Ha</b> <i>University of Illinois at Urbana-Champaign</i></p> <p><b>#16</b> Let your learners be on top of Google Translate: Machine Translation (MT) post-editing as an effective means in foreign language education (K) <b>Yuseon Yun</b> <i>Princeton University</i></p> <p><b>Eunjung Ji</b> <i>Princeton University</i></p> <p><b>Eunyoung Kim</b> <i>Duke University</i></p> <p><b>#17</b> Technology Tools for Quick Formative Assessment (K) <b>Hee Ju</b> <i>UCLA</i></p> <p><b>#18</b> 효과적인 말하기 능력 평가 및 피드백 방안: ‘TwistedWave’ 와 ‘Camtasia’를 활용한 오디오 및 비디오 피드백 (K) <b>Hannah Yoon</b> <i>Stanford University</i></p> <p><b>#19</b> Mobile-Based Listening Aid (MBLA) for Elementary Korean, Phase 2 (K) <b>Meejeong Song</b> <i>Cornell University</i></p>
10:30 – 10:45	<b>Break</b>		
10:45 – 12:00	<p><b>Plenary Address 2 (E) – BA1160</b></p> <p><b>The Gendered Anxieties of Women’s Speech in North Korea, 1953-1965</b></p> <p><b>Andre Schmid</b> <i>University of Toronto</i></p>		
12:00 – 1:30	<b>Lunch</b>		

# ANNUAL CONFERENCE

Friday afternoon, June 22, 2018 – Saturday, June 23, 2018

ANNUAL CONFERENCE			
Friday, June 22, 2018			
1:30 – 1:50	<b>Opening Ceremony – BA1160</b> <b>Welcoming Remarks:</b>  <b>Andrew Sangpil Byon</b> <i>Program Chair, 23rd AATK Annual Meeting</i> <b>Kyoungrok Ko</b> <i>Local Chair, 23rd AATK Annual Meeting</i> <b>Kidong Song</b> <i>President of National Institute for International Education</i>		
1:50 – 2:25	<b>Special Presentation (K) – BA1160</b>  학문 목적 학습자를 위한 한국어 능력 평가 도구 개발의 방향 <b>Jung Hee Lee</b> <i>Kyung Hee University</i> <i>President of International Association of Korean Language Education</i>		
2:25 – 2:30	<b>Short Break</b>		
	<b>Session 1A – BA1210</b> <b>Identifying assessment issues</b>  Chair: <b>Hye-Sook Wang</b> <i>Brown University</i>	<b>Session 1B – BA1220</b> <b>Exploring instructional approaches</b>  Chair: <b>Joowon Suh</b> <i>Columbia University</i>	<b>Session 1C – BA1230</b> <b>Teaching grammar</b>  Chair: <b>Bumyong Choi</b> <i>Emory University</i>
2:30- 3:00	<b>#1</b> 한국어 평가 관련 연구 동향 분석 –토픽 모델링 및 동시 출현 단어 분석을 중심으로 – (K)  <b>Seung Hae Kang</b> <i>Yonsei University</i>	<b>#4</b> 예비한국어학습자를 위한 담화 형태 대중문화의 활용 방향 연구 (K)  <b>Jung Sup Kim</b> <i>Kyung Hee University</i> <b>Geon Hwi Cho</b> <i>Kyung Hee University</i>	<b>#7</b> KFL learners' acquisition of scrambling and non-scrambling with give-type verbs (K)  <b>Kyae-Sung Park</b> <i>Mount Holyoke College</i>

<p><b>3:00-3:30</b></p>	<p><b>#2</b> 한국어 말하기 성취도 평가에 대한 경력 교사의 인식 연구 (K)</p> <p><b>Jeong Min Seo</b> <i>Korea University</i></p>	<p><b>#5</b> Comparing Self-Regulated Learning in Online and Hybrid Courses (E)</p> <p><b>Jihye Moon</b> <i>George Mason University</i> <b>Hye Young Shin</b> <i>American University</i></p>	<p><b>#8</b> Validating Grammatical Judgment Tests as Measures of Implicit Knowledge and Explicit Knowledge of Korean language learners (K)</p> <p><b>Ho-Jung Kim</b> <i>Seoul National University</i> <b>Hyunsik Min</b> <i>Seoul National University</i> <b>Wonki Lee</b> <i>Seoul National University</i> <b>Bitsol Kim</b> <i>Seoul National University</i></p>
<p><b>3:30-4:00</b></p>	<p><b>#3</b> L2 한국어 말하기 유창성 평가의 신뢰도 검증: 다국면 라쉬 모형 활용 (K)</p> <p><b>Nami Kim</b> <i>Kyung Hee University</i> <b>Youngjoo Kim</b> <i>Kyung Hee University</i></p>	<p><b>#6</b> 추론 기술의 연습 및 평가를 위한 듣기 활동 연구: 화용적 추론을 중심으로 (K)</p> <p><b>Min Suk Kang</b> <i>Korea University/ University of Iowa</i> <b>Jekyoung Sim</b> <i>Korea University/ University of Iowa</i></p>	<p><b>#9</b> '-줄 알다/모르다' 구문의 의미 연구 - 의미 통사 분석과 교수 방향 (K)</p> <p><b>Sooran Pak</b> <i>University of Hawaii at Manoa</i></p>
<p><b>4:00-4:15</b></p>	<p><b>Break</b></p>		
	<p style="text-align: center;"><b>Session 2A – BA1210</b> <b>Testing tools and teaching materials</b></p> <p>Chair: <b>Hei Sook Yoo</b> <i>George Mason University</i></p>	<p style="text-align: center;"><b>Session 2B – BA1220</b> <b>Heritage language learners</b></p> <p>Chair: <b>Hae-Young Kim</b> <i>Duke University</i></p>	<p style="text-align: center;"><b>Session 2C – BA1230</b> <b>Lexical &amp; Semantic development</b></p> <p>Chair: <b>Byung-Joon Lim</b> <i>DLI</i></p>
<p><b>4:15-4:45</b></p>	<p><b>#10</b> 고전검사이론과 문항반응이론을 통한 한국어능력시험 (TOPIK)의 문항 분석 (K)</p> <p><b>Hyunah Kim</b> <i>University of Toronto</i> <b>Minae Yu</b> <i>Seoul National University</i> <b>Bon Kwan Koo</b> <i>Seoul National University</i></p>	<p><b>#13</b> Korean Heritage Language Teaching &amp; Learning: Psycholinguistic Approach to Heritage Language Instruction (E)</p> <p><b>Hi-Sun Kim</b> <i>Harvard University</i></p>	<p><b>#16</b> 제 2 언어 학습자의 어휘 인지와 음운규칙 적용 (K)</p> <p><b>Mi-Hyun Kim</b> <i>University of Pittsburgh</i></p>

<p><b>4:45-5:15</b></p>	<p><b>#11</b> Validation of CEFR Can-Do statements as a self-assessment instrument of Korean proficiency: An IRT analysis (K)</p> <p><b>Jaesu Choi</b> <i>Indiana University</i></p>	<p><b>#14</b> How Korean Heritage Language Learners Build Literacy: An Activity Theory Approach (K)</p> <p><b>Ziyeun Yoo</b> <i>McGill University</i></p>	<p><b>#17</b> Expressing Agreement and/or Empathy Using the Evidential 'tela' (E)</p> <p><b>Meghan Delaney</b> <i>University of Hawaii at Manoa</i></p>
<p><b>5:15-5:45</b></p>	<p><b>#12</b> Analysis and Evaluation of Six Business Korean Textbooks: Current Status and Future Directions (K)</p> <p><b>Haewon Cho</b> <i>University of Pennsylvania</i></p>	<p><b>#15</b> Korean-Australians' ethnic identity in relation to Korean proficiency (K)</p> <p><b>Min Jung Jee</b> <i>The University of Queensland</i></p>	<p><b>#18</b> Analyzing the salient discursive-semantic characteristics of the intentional suffix "-(u)llay" and its pedagogical implications for educating Korean L2 learners (E)</p> <p><b>Tyler Miyashiro</b> <i>University of Hawaii at Manoa</i></p>

# ANNUAL CONFERENCE

**Saturday, June 23, 2018**

	<b>Session 3A – BA1210</b> <b>Voices from teachers and learners</b>  <b>Chair: Kyung-Eun Yoon</b> <i>UMBC</i>	<b>Session 3B – BA1220</b> <b>Korean for academic purposes</b>  <b>Chair: Ho Jung Choi</b> <i>Princeton University</i>	<b>Session 3C – BA1230</b> <b>Understanding discourse</b>  <b>Chair: Sang-Seok Yoon</b> <i>University of Iowa</i>
<b>9:00 – 9:30</b>	<b>#19</b> A survey of language learners’ cultural strategies and the perception of intercultural competence in Korean (K)  <b>Sang Yee Cheon</b> <i>University of Hawaii at Manoa</i> <b>Ihnhee Kim</b> <i>Northwestern University</i>	<b>#22</b> 학문 목적 한국어 말하기 평가 도구 개발 연구 (K)  <b>Byeonggon Min</b> <i>Seoul National University</i> <b>Sujin Cho</b> <i>Sogang university</i> <b>Eunsil Hong</b> <i>Sungkyunkwan University</i> <b>Sungjun Lee</b> <i>Seoul National University</i>	<b>#25</b> Hybrid Utterances: Sarcastic Use of Korean Honorifics in Text Messages (E)  <b>Hwan Hee Kim</b> <i>University of Hawaii at Manoa</i>
<b>9:30 – 10:00</b>	<b>#20</b> My car broke down Again/Too/More: A Comparative Analysis of KFLs’ Perceptions on the use of Korean adverbs (K)  <b>Jee Lee</b> <i>University of Hawaii at Manoa</i>	<b>#23</b> 학문 목적 한국어 말하기 평가에 나타난 영어권 학습자의 응답 특성 분석 (K)  <b>Sujin Cho</b> <i>Sogang University</i> <b>Seungwon Lee</b> <i>Seoul National University</i>	<b>#26</b> “Tell me” or “Let me tell you”: Two Korean discourse markers developed from the question words, ettehkey and way (K)  <b>Hyunsun Chung</b> <i>University of Hawaii at Manoa</i>
<b>10:00 – 10:30</b>	<b>#21</b> Effects of L1 transfer and L2 experience on perception of Korean vowels (K)  <b>Na-Young Ryu</b> <i>University of Toronto</i>	<b>#24</b> 외국인 유학생의 쓰기 자기평가와 동료평가 비교 연구 (K)  <b>Yeongeun Kim</b> <i>Kyung Hee University</i> <b>Myungsik Yoon</b> <i>Kyung Hee University</i> <b>Sangwoo Yoon</b> <i>Kyung Hee University</i>	<b>#27</b> The Roles of Age, Gender and Setting in Korean Half-talk Shift (K)  <b>Mee-Jeong Park</b> <i>University of Hawaii at Manoa</i> <b>Jieun Kiaer</b> <i>Oxford University</i> <b>Derek Driggs</b> <i>Oxford University</i> <b>Naya Choi</b> <i>Seoul National University</i>
<b>10:30 – 10:45</b>	<b>Break</b>		



<p>10:45 –12:00</p>	<p style="text-align: center;"><b>Keynote Address (E) – BA1160</b></p> <p style="text-align: center;"><b>Connecting writing assessments to teaching and learning: Distinguishing alternative purposes</b></p> <p style="text-align: center;"><b>Alister Cumming</b> <i>University of Toronto</i></p>		
<p>12:00 – 1:30</p>	<p style="text-align: center;"><b>Lunch</b></p>		
<p>1:30 – 2:45</p>	<p style="text-align: center;"><b>AATK Business Meeting – BA1160</b> Board Members (2018 - 2021) Election Future Conference Sites (2019 - 2021)</p>		
<p>2:45- 3:00</p>	<p style="text-align: center;"><b>Break</b></p>		
	<p style="text-align: center;"><b>Session 4A – BA1210</b> <b>Program &amp; curriculum evaluation</b></p> <p>Chair: <b>Hi-Sun Kim</b> <i>Harvard University</i></p>	<p style="text-align: center;"><b>Session 4B – BA1220</b> <b>Issues in Korean language education</b></p> <p>Chair: <b>Sumi Chang</b> <i>University of Hawaii at Manoa</i></p>	<p style="text-align: center;"><b>Session 4C – BA1230</b> <b>The use of technology</b></p> <p>Chair: <b>Hyo-Sang Lee</b> <i>Indiana University</i></p>
<p>3:00 – 3:30</p>	<p><b>#28</b> KFL Program Evaluation: Methodologies and Their Uses in Enhancing Program Cohesion (K)</p> <p><b>Young-mee Yu Cho</b> <i>Rutgers University</i> <b>Yeo-tak Yoon</b> <i>Seoul National University</i> <b>Joowon Suh</b> <i>Columbia University</i></p>	<p><b>#31</b> Developing a dialogue act annotation system for Korean language learners' spoken language corpus (K)</p> <p><b>Sang-Seok Yoon</b> <i>University of Iowa</i> <b>Dong-Eun Lee</b> <i>Kookmin University</i></p>	<p><b>#34</b> The Use of a Virtual Speaker in Online Language Courses as an Alternative to a Human Speaker (K)</p> <p><b>Sangbok Kim</b> <i>University of Colorado at Boulder</i> <b>Juno Baik</b> <i>Brigham Young University</i></p>

	<i>(continued)</i> <b>Session 4A – BA1210</b>	<i>(continued)</i> <b>Session 4B – BA1220</b>	<i>(continued)</i> <b>Session 4C – BA1230</b>
<b>3:30</b> – <b>4:00</b>	<p><b>#29</b> The State of Current Affairs: Korean Language Teachers in U.S. Higher Education (E)</p> <p><b>Hye-Sook Wang</b> <i>Brown University</i></p>	<p><b>#32</b> 영상 번역 오류를 활용한 한국어 수업 및 화용 능력 평가 제안 (K)</p> <p><b>Min-Young Kim</b> <i>Sungkyunkwan University</i></p>	<p><b>#35</b> The Development and Assessment of Literacy Through Digital Media (E)</p> <p><b>Eunae Kim</b> <i>University of Pennsylvania</i> <b>Ji-Young Jung</b> <i>University of Pennsylvania</i></p>
<b>4:00</b> – <b>4:30</b>	<p><b>#30</b> Impact of Rapport Building between KFL Instructors and Students in One-on-One Settings: Students' Learning Outcomes and KFL Program Evaluations (K)</p> <p><b>Ho Jung Choi</b> <i>Princeton University</i> <b>Taena Kim</b> <i>Sogang University</i> <b>Ok-Sook Park</b> <i>Michigan State University</i></p>	<p><b>#33</b> Assessing Korean heritage language learners: Perspectives from parents and teachers in Ontario (K)</p> <p><b>Wonhee Lee</b> <i>Korean Education Centre</i> <b>Hyunah Kim</b> <i>University of Toronto</i></p>	<p><b>#36</b> Multimodal Language Learning Environment of the Korean Digital Kitchen (K)</p> <p><b>Jaeuk Park</b> <i>Newcastle University</i></p>
<b>6:00-8:00</b>	<b><i>Dinner at Burwash Dining Hall</i></b>		