

Research on Writing Tasks for International Students

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Abstract: As the number of international students increased, liberal arts classes at local universities for their own people were reorganized. In particular, the role and importance of liberal arts Korean language has been expanded as a foundation for students to improve their Korean language skills and acquire knowledge of their majors. In order to come up with a level-based education plan that considers learners' academic abilities in various ways, the professor in charge of liberal arts first worked to list reading materials that can stimulate learners' interest and to step up the writing process so that students could complete their writing. Most important of all, it is that students find the topic of writing on their own and solve the problem of writing on their own. For this purpose, he noted finding various writing topics related to the multinational experience of overseas Korean students. It also created and provided various notices to help students carry out their assignments. These guides were used as reference books for students to easily understand the theory of writing. This writing assignment was completed with team speaking activities (comrade correction) and professors' correction. The professor was a guide to learning, and had the students perform complete and convergent tasks. In doing this task, students can develop a sense of cooperation in solving writing problems, along with an active attitude in selecting topics on their own.

Keywords: International Students, Liberal Arts, Activism, Writing Tasks, Topics, Feedback

1. Introduction

Could there be a time when interest in Korean language education was high like these days? Almost all universities are preparing liberal arts and major classes for overseas students or preparing new materials. Under these circumstances, the existing liberal arts language classes that were created to enhance the writing ability of their own students escaped the crisis of existence, and are considered the future of current university education as a customized language class for overseas Korean students [2].

Most of the overseas students have either received university education in their home country or learned Korean at a private educational institution in Korea, but have difficulty in reading and writing in Korean in general university classes. Therefore, each university is preparing a class plan suitable for liberal arts classes for overseas Korean students. Sogang University prepared its own test system to verify Korean language proficiency in consideration of the learning deviation of overseas Korean students, and taught classes separately in upper, middle, and lower classes.

Apart from this, the instructor collected a variety of information from overseas students. To this end, the student's

learning period, age, nationality, and motivation to study abroad were used as speaking activities or writing subjects in class. The student's personal problems and tendencies may cause learning problems, so national or regional colors and language skills should be considered. The instructor has prepared two types of writing assignments in order to establish multinational awareness and active and autonomous learning attitudes of overseas students. This includes the fact that students from overseas must adapt to Korean education methods and systems different from their own countries, and the practical concerns of teachers who need to select reading texts or topics suitable for writing and speaking tasks for multinational students.

In liberal arts, most tasks and tests are evaluated as writing, and there are activities to read and discuss text. This method is a psychological burden for overseas Korean students who are not proficient in Korean. To solve this problem, several people have prepared a writing task to complete one writing.

This writing task consists of three steps: First, in class, students read articles on various topics and share them. The instructor explains the content of the text by answering the student's questions. Second, students summarize the central content of the text they read or write their own thoughts about the text. At this time, to reduce the student's learning burden,

reading materials of reading feelings, which are activities outside of class, are mainly used. Write a total of 2 times for the dormitory feeling and receive a separate explanation and corrective guidance from the assistant dictator. So, using the dictation text, students were asked to identify the writing problem, easily grasp the structural problem of the writing, and then ask the professor a question. Finally, select the subject of the article and share the necessary information through speaking activities such as presentation and discussion and feedback. Feedback allows students to share a wide understanding of text and a variety of interpretation points before selecting a topic for writing as a speaking activity.

In general, there is a perception that writing is the basis of university education, the most basic and core subject of liberal arts education, and an important subject that must be learned. [7] Therefore, each university systematizes writing education. Also, the contents of college writing classes are gradually being standardized. Perhaps it is for this reason that the common learning goal of the writing class is to create a program to improve the writing ability of learners step by step. Therefore, the unification of the writing materials development and evaluation method is more important than the faculty's individual abilities and qualities in class operation. [8] However, the importance of feedback is being emphasized in that process-oriented writing can achieve content reinforcement suitable for learners in education, which draws attention to the change in the relationship between instructor and learner through feedback.

Above all, the instructor spends the most time on feedback. This is because the impact is so great. The feedback left by the teacher after evaluating the student's writing is deeply engraved in the mind and cannot be easily erased. Therefore, most researchers emphasize the utility and necessity of feedback. As such, the teacher's response and the feedback at the center play a significant role in writing education. [9]

In this aspect, the researcher focuses on the "group activities" related to the writing tasks of overseas Korean students. Students' complete tasks by working on reading, writing, and speaking areas in groups. Group activities make it easy for foreign students to adapt to unfamiliar environments, the biggest obstacle to learning Korean. In other words, from the psychological pressure and fear that students experience mistakes with colleagues, learn new knowledge, and publish their content in foreign languages, overseas students have difficulty communicating with not only professors, but also students, due to various nationalities, cultures, and experiences. Therefore, the success or failure of the class is decided to make the students form a learning community that shares an understanding base with each other. To this end, students were able to use their native language during the discussion and presentations were made in Korean. In order to strengthen the bond and fellowship among international students, they exchanged their appreciation after each presentation and experienced a group communication process through discussion activities. Therefore, the purpose of this thesis is to establish a writing thinking strategy that learners can internalize. In particular, it aims to enhance the Korean writing ability that learners of various nationalities can use in their major classes. And by reading

and correcting their own writing, they understand what information students acquire in the process of learning to write. As an educational method, it is intended to check the results of the changed thinking while the learner writes, and to recognize the expanded thinking differently than before as a writing strategy. [5] This becomes a learner-centred education that allows you to revise your text to a better level.

Students solve the problem of writing together and learn to have difficulty learning new knowledge and speak a language other than their native language. [1]

The purpose of this article is to make the role of the liberal arts class a knowledge base for multicultural awareness and the formation of a learning community. Instructors should educate multinational students so they can communicate smoothly with learners of their own country or other nationalities and actively participate in task performance when taking major or liberal arts classes. To this end, we intend to grasp the diverse needs and interests of learners and prepare tasks that can stimulate their academic curiosity.

2. Characteristics of Liberal Arts Classes by Level: Examples of Basic Classes

The liberal arts class by level was conducted as follows. First, the characteristics of the upper, middle, and lower classes divided according to Korean proficiency were identified. As a result, the upper half prepared the reading area, the middle class the writing area, and the lower half the lesson area, which focused on the discussion area. These three areas were set as learning goals to be achieved by Korean level. The class goal for each level has become a reference point for preparing class content and tasks suitable for the skills of overseas Korean students.

Therefore, the instructor frequently informs students of the criteria for task evaluation and understands the purpose and necessity of the task. In addition, students were asked to decide on the type of assignment or to investigate the necessary information, and then they were asked to comment on the assignment and reflected the content to stimulate students' learning motivation.

Until now, writing education has been conducted for various purposes, but writing education in universities has generally been conducted in the direction of cultivating academic writing ability. Therefore, university writing is educating learners to write as the main means of exploring and reflecting on themselves. In a writing class, topic search is related to the learner's background knowledge. [4] Therefore, the instructor should have a productive conversation with the learner so that he or she can utilize the background knowledge. And gradually, the learners talk with each other and try to contribute their background knowledge and writing ability to the learning community to which they belong. Systematization of knowledge in a class where students of various nationalities study together greatly helps to improve writing ability. The learner writes and reads various texts. And in order to understand the text, he

'interprets' the content by mobilizing all his background knowledge and his own experience. As a result, new information is created. Through this process, writing thinking is created. Therefore, by practicing writing, the learner strengthens the ability as a rational thinker to understand in depth the numerous premises and implications contained in the text, that is, the claims of others. [3]

Eventually, the instructor set the goal of this class as follows. First, it becomes the basis of basic academic studies that are linked to other classes, and second, grasps the teaching plan for each level and the academic achievement accordingly. To this end, the instructor surveys students' preferences for assignments before class, or through individual counseling, students' practical problems. In the case of the lower class, <Reading and Writing>, the main subjects of this study, most of them were Chinese students, but they came from all over the country. The age variation was also large. Therefore, unlike the instructor's expectations, most of the topics shared by students were more realistic, such as Korean pop culture and difficulties in studying abroad.

Most of the subjects preferred by learners belong to the realm of popular culture. Using this, instructors encourage learners to find interesting topics to increase their autonomy. Collect the topics and have other students use them in their writing. This shows that finding interesting topics plays an important role in stimulating learners' 'writing motivation'.

So, sometimes the instructor asks the learner to write an essay using a subject related to the major, to share the process with other students, and to make the learner realize the necessity and usefulness of his/her major knowledge. [6] To make learners recognize and accept the writing activity as a problem in their real life. This is the reason why writing assignments related to majors are considered important in recent writing education.

The survey was presented with two questions that identified the student's interests and preferred task types during the cyber campus and in class.

Table 1. Interests of Subject.

1. Select the field of interest i	2. Select an assignment
1) Korean literature	1) Writing
2) Korean pop culture	2) Presentation
3) International Politics	3) Discuss
4) Economy	4) Read text

In the lower half of <Reading and Writing>, the main subjects of this study, although they were mostly Chinese students, they came from all over the country, and their majors and ages differed greatly. Therefore, unlike the instructor's expectations, most of the topics shared by students were more realistic, such as Korean pop culture and difficulties in studying abroad. The following is the result of the survey.

Table 2. Interests of foreign students.

Year	Person	Nationality	Age	Interests	Type
2017 Term1	16	China Taiwan	19~27	1. Korean pop culture 2. Korean literature 3. International Politics	1. Reading 2. Speaking 3. Writing
2017 Term2	11	China Hong Kong	19~24	1. Korean pop culture 2. International Politics 3. Korean literature	1. Speaking 2. Reading 3. Writing

Through this, students grasped what tasks they prefer and what they need most. Based on this, the basis for the upper, middle, and lower classes was prepared, and discussions on the areas of learning that should be most focused on each class were materialized. In other words, the student's learning needs were used as useful materials for setting the goal of

each class. As a result, class objectives for each level were divided into reading, writing, and discussion, and the results were examined through the students' responses and task performance results in the lower class.

The table below summarizes the tasks and evaluation factors of the basic class.

Table 3. Activities & Evaluation.

Type	Assignment	Train	Evaluation factors
Reading	1) Reading literature materials 2) Read non-literary materials 3) Reading social science data 4) Self-read	8	a) Reading time b) Find topics c) Understanding thesis d) Key summary
Writing	1) Summary 2) Understanding others 3) Describe the target 4) Describing the situation	4	a) Completeness of the structure b) The specificity of the argument c) Vocabulary Selection d) Sentence composition
Speaking	1) Me and you (interview) 2) Identifying tastes 3) Difference between description and description 4) Find interesting videos	4	a) Sentence expression b) Claims and grounds c) Listen d) Ask a question

Writing tasks with team activities will vary depending on students' reactions. In particular, discussions before writing

made students' interests, interests, and experiences the subject. Among them, the tasks that received the highest response from

students were 'speaking', which introduces the most 'interesting videos' that they think to their friends, and 'writing' about the 'taste' of other people. This task naturally revealed the individual's point of view and made him find his own original writing. Even students who were passive in the presentation did not feel much rejected in their speaking activities, such as their own experiences or friends. So, through these tasks, the instructor wanted to meet a learning community that stimulated the diverse learning needs of students with multinational experiences. It is a completed task that completes a single article together and a converged task that shares various perspectives.

2.1. Professor's Role: Friendly Guide

The lower class consisted of students who had some difficulties in daily communication in Korean or lacked academic abilities. So, when explaining a class goal or assignment, the instructor had to repeat the word as many times as easy as possible or use English. In addition, careful consideration is needed to check the information outside the

class, for example, whether students know the date of submission or public holiday. In other words, the instructor is a friendly guide, providing students with information to remember and sharing them with each other. This was the main function of teaching correction. Kim Shin-jung (2020) argued that teaching correction greatly influences students' self-directed learning. So, all of the team activities in this class were linked to teaching correction.

The instructor provides the student with two instructions for class schedule and assignments. The first notice is given in the first week. This guide contains information on class schedules, deadlines for assignments to be submitted for each parking lot, and timing of evaluation. Read the information with students and ask questions, which allow students to know in advance the purpose and class objectives of their activities. In addition, the instructor can look at students' reactions, adjust the difficulty or order of the assignments, or add or remove new assignments.

The table below is the first class guide.

Table 4. The Class Activity Guideline.

Date	Event	Class activities	Book report
<input type="checkbox"/> 1st. class		Instruction in class	Orientation
<input type="checkbox"/> 1-2 class		Interview, Introducing my Friend	
<input type="checkbox"/> 2nd. class		1. Vocabulary · Sentence · Paragraph: Good writing.	
<input type="checkbox"/> 2-2 class		2. Writing and thinking: Write a valid sentence	Text reading
<input type="checkbox"/> 3th. class		To summarize and expand: a topic sentence and a keyword	
<input type="checkbox"/> 3-2 class		Summary] type of paragraph	
<input type="checkbox"/> 4th. class		Expand] description, narrative, explanation, argument	1) feedback
<input type="checkbox"/> 4-2 class		description] webtoon	Counseling
<input type="checkbox"/> 5th. class		narrative] Movie	2) submit
<input type="checkbox"/> 5-2 class		Library education: information retrieval	
<input type="checkbox"/> 6th. class		Explanation] notice and expository prose	
<input type="checkbox"/> 6-2 class		Argument] newspaper and article	
<input type="checkbox"/> 7th. class	N	No class	
<input type="checkbox"/> 7-2 class		Test preparation	
<input type="checkbox"/> 8th class	Test	Midterm examination	<input type="checkbox"/> / <input type="checkbox"/> days
<input type="checkbox"/> 9th class		3. Structure of writing: Start of team activities	
<input type="checkbox"/> 9-2 class		introduction] literature: novel	3 submit
<input type="checkbox"/> 10th class		introduction] inscription: newspaper	
<input type="checkbox"/> 10-2 class		N class	
<input type="checkbox"/> 11th class	N	Step-by step type, Setting a topic	Counseling
<input type="checkbox"/> 11-2 class		Step-by step type, speak freely	3) feedback
<input type="checkbox"/> 12th class		Step-by step type, organizing content	
<input type="checkbox"/> 12-2 class	Festival	No class	
<input type="checkbox"/> 13th class		Find your own text, Go to library	4) submit
<input type="checkbox"/> 13-2 class		Logicity, Judgment	4) feedback
<input type="checkbox"/> 14th class		Convergent type, background knowledge	
<input type="checkbox"/> 14-2 class		Convergent type, international politics: refugee	5) submit
<input type="checkbox"/> 15th class		Convergent type, education: free-semester system	
<input type="checkbox"/> 15-2 class		Writing] topic selection	
<input type="checkbox"/> 16th class		Writing] a general outline (reciprocal feedback)	
<input type="checkbox"/> 16-2 class		Writing] Practice	5) feedback
<input type="checkbox"/> 17th class	Test	Final examination	<input type="checkbox"/> / <input type="checkbox"/> days

If the first guideline is intended to help the overall understanding of the class, the second guideline is related to teaching corrections to help students do their homework. Below is the student's <Consultation Schedule> to receive the professor's feedback.

Table 5. Feedback Progress 1.

1	Thursday	Watch video <Man and woman>	9] 6 people 9: 30] 6 people
2	Tuesday	Book report	Online consultation
3	Thursday	Discuss the topic	Online consultation
4	Tuesday	feedback	9: 00] 5 people 9: 30] 6 people
5	Thursday	Setting a topic	Online consultation
6	Tuesday	summary	9] 6 people 9: 30] 5 people

After completing this consultation, students receive the <End Examination Notice>. This guide contains assignments and activities to be performed step by step. Students perform assignments according to the instructions. In other words, the instructional text is a learning guide that shows students what to do in the pre-, post-, and post-writing process. For students, information about assignments and tests is very important. So, the student who received the guidance letter trusts the instructor, and the instructor can easily identify the individual characteristics of the student and provide customized education in the process of exchanging information with the student. So, in order to inform the importance of mutual feedback, the instructor can adjust the difficulty level of the task assigned to the student after feedback or provide supplementary materials. The instructor provides feedback from time to time. Most of the time, questions about lectures or after watching a video are freely discussed. Through this, the learner gives his/her opinion to the instructor's feedback and actively participates in the class. [10]

Table 6. Feedback schedule table.

Date	Assignment
<input type="checkbox"/> 1st week	1) introduction] cases (amount: 500 ~ 600)
<input type="checkbox"/> 3rd week	2) feedback] correct sentence
<input type="checkbox"/> 5th week	3) Find topic] Movie, drama, CF
<input type="checkbox"/> 7th week	4) Explaining the video content (speaking/Writing)
<input type="checkbox"/> 9th week	5) list of topics/category segmentation
<input type="checkbox"/> 11th week	6) Feedback
<input type="checkbox"/> 13th week	7) Announcement: Face-to face
<input type="checkbox"/> 15th week	8) submission: online

This part can be found in the <Final Notice>.

The student gets his or her correction and completes his writing step by step according to his wife's statement.

2.2. Step-by-step Type Analysis: Learning Community

To complete a single article, students change the topic or structure of the article several times and explain the reason to the professor. At this time, the instructor tells you how to select a topic or what you should pay attention to. Also, encourage students who are passive or refrain from talking too much. Students gradually use other people's thoughts as a tool

to clarify their point of view. In other words, the discussion activity logically criticizes self-interest, analyzes information, and creates the texture of the text appropriate to the subject. Until now, writing education has been conducted for various purposes, but writing education in universities has generally been conducted in the direction of cultivating academic writing ability. Therefore, university writing is educating learners to write as the main means of exploring and reflecting on themselves. In a writing class, topic search is related to the learner's background knowledge. As a result, the instructor should have a productive conversation with the learner so that he or she can utilize the background knowledge. And gradually, the learners talk with each other and try to contribute their background knowledge and writing ability to the learning community to which they belong.

The following is a guide on <Writing about others' taste>.

☒ About the taste of others []

Think about someone's taste.

Read someone else's taste that is the same as your own, or write your own thoughts about it. Recommend what suits your taste and why.

◁ Discussion activities ▷

- If you are a favorite genre, please explain why.
- If you are a genre you don't like, please tell me why.
- ※ Find social and personal factors that influence your taste.

- amount: 600~800
- time: 30minutes(±10)

Figure 1. The Progressive Writing.

The above writing task is connected with the speaking activity that provides an opportunity to reflect on oneself and grasps the negative and positive stereotypes of others. Students first write a text that explains their taste, and that text becomes text to someone. Secondly, write a text that logically analyzes the tastes of others. Students analyze social, political, and cultural factors in the writer's taste. Then, the professor analyzes other people's tastes, reveals stereotypes or prejudices that he has learned, and shares the information among students. Through this, students establish

the concept of the boundary separating me from others. This boundary consciousness connects the status of outsiders with the philosophical notion of the recognition of the other, and identifies the need for open thinking to accept the other. Classes related to writing in universities are usually focused on writing. However, recently, classes focused on 'speaking' are attracting attention. Of course, there are still practical difficulties with speaking-centered education. However, the 'speaking' of presentations and discussions along with frequent feedback between the instructor and the learner during class helps to stimulate the motivation to write. In other words, speaking is what makes writing the previous stage of 'written speech'. In addition, the emotions and various contexts contained in words transcend the boundaries of standardized content and form, allowing us to express our thoughts, and that speaking makes writing possible. Classes related to writing in universities are usually focused on writing. However, recently, classes focused on 'speaking' are attracting attention. Of course, there are still practical difficulties with speaking-centered education. However, the 'speaking' of presentations and discussions along with frequent feedback between the instructor and the learner during class helps to stimulate the motivation to write. In other words, speaking is what makes writing the previous stage of 'written speech'. In addition, the emotions and various contexts contained in words transcend the boundaries of standardized content and form, allowing us to express our thoughts, and that speaking makes writing possible. [11]

The evaluation of this article is made by the author (student) of the primary text, not the professor. Fellow sympathy allows students to experience three roles: author, reader, and evaluator, and to have an objective view of text. It also helps you learn logical thinking. Me, you, and other people's perception expands on the subject of self-reflection and reflection, and defines the concepts and characteristics of various sub-genres, such as music, art, film, and drama, belonging to the category of popular culture, from your own perspective. In other words, one subject is used colorfully as another subject of writing or activity.

2.3. Convergence Writing Type Analysis: Awareness of Mulyure

The lower half of the study subjects were all Chinese students. However, I came from all over China, including Harbin, Shanghai, and Tianjin, and had different levels of education, interests, and majors, so I had a hard time finding a topic that would appeal to all of them. Because of the wide academic gap and disagreement about the culture and traditions of the home country, various issues were offered at the beginning of the class, and the most popular topics were selected and cataloged.

In the first half of the class, students conducted learning activities to learn the theory of writing, and in the middle, they tried to form a learning community based on their overall understanding of Korean culture and Chinese culture. After selecting a few common topics, we invited them to conduct group discussions, and the results were discussed

and evaluated among students. In the meantime, classes in the form of cultural writing proceeded naturally. In the second half, I chose one of the many topics I had done in class and completed it with personal assignments (presentation and writing). At this time, writing step by step through the feedback of professors and colleagues.

Let's experience the process: Selecting the subject (discussion)-Feedback-Making an outline-Individual presentation-Feedback-Drafting-Feedback-Completing the article.

Most overseas Korean students show high interest in Korean culture. And this interest naturally compares and contrasts with the culture of your own country, and allows you to explore the possibility of 'cultural writing'. The table below lists discussion topics with cultural factors prepared after discussion with real students.

Table 7. Culture discussion.

Korean culture	1. Compare character characteristics and plots of popular dramas
	2. Explain famous tourist spots or special traditions or events
China culture	3. Experience as an international student, Korean life experience
	4. Introducing Korean university culture or campus information

In addition, as a task for students to express their thoughts freely, they prepared 'Writing a Paragraph' that defines a concept and narrating statements that explain their interests or factors that stimulate interest.

It is very important for students to discover the elements of in order to continue writing, you must first have something you want to write. So, the instructor should continue to encourage students to find interesting topics.

Table 8. Motivative Writing Materials.

"love"concept definition	1. Writing: claims and ground
Find video	2. Announcement: comparison and contrast.

The two tasks were evaluated differently according to the amount of writing theory and feedback provided by the professor during class. In addition, an additional point was given when the contents of the student's own investigation were attached separately from the lessons learned. The feedback provided by the instructor is a major factor that stimulates learning motivation in that it is a reference to communication skills that must be achieved for Korean students studying abroad. The effectiveness of the two tasks can be assessed in that it allows the learner to recognize this and explore the solution. Therefore, writing and speaking activities by teams and individuals were conducted to help overseas Korean students understand the basic theory of writing, 'justice' and 'comparative and contrast'.

3. Conclusion

The preparation of a new educational plan for overseas Korean students can now be seen as a fatal task that Korean

universities can hardly avoid. Above all, it is necessary for the faculty's human interests and efforts to prepare students for overseas students, while maintaining the characteristics of the university's liberal arts with a history and tradition, and to prepare new textbooks that can attract the interests and interests of overseas students. Professors in class for overseas Koreans should list the texts of reading, writing, and speaking that can stimulate their learning needs based on real-world problems or situations facing foreign students. In addition, efforts should be made to select additional texts and topics in consideration of the individual and collective characteristics of students taking classes every semester.

However, it is pointless for only professors to independently select texts or subjects for reading. Because, based on the field of education that is changing from time to time, for example, popular video texts or a way to inform the concept of new words that are popular in Korea can be subjects and texts that can stimulate the interest of overseas Korean students. Because.

The risk that these classes can deviate from the universal education system is too great. Therefore, in order to develop a liberal arts class for overseas Korean students, it is necessary to collaborate with existing professors and young researchers who have been teaching the subject for a long time. The outcome of the collaboration will certainly help to reduce the gap between the liberal arts language for overseas students and the development of the liberal arts language for general students. It will be able to prepare new ways to maintain and preserve the education system of Korean universities.

Therefore, the significance of this study is to explore a wider variety of learning activities and subject areas, as the subjects of the liberal arts are diversified rather than preparing tasks for overseas Korean students. If so, starting with this study, the meaningful value of the curriculum and method inherent in Korean universities can be delivered to students at home and abroad in the future.

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