

# **“Why Language through History?” Gaining Linguistic Fluency through critical thinking, debate and evaluate via historical cartoons, dramas, films, or lectures.**

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# DLIFLC

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER



# Overview

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2. Learning Outcomes
3. The Grading Scale
4. Class Structure
5. Course Materials
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# Overview

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# KORN4390 Advanced Korean History

## ➤ Course Scope:

This Advanced Korean History trains students' reading, listening, speaking and writing through Korean History.

The primary goal for this course is to enhance students' speaking and writing skills from ILR level 2+ to ILR level 3 and above.

While maintaining or improving their proficiency level from ILR level 3 in Listening and Reading skill to level 3+, students will improve their speaking ability by conducting a seminar/forum and discussing/debating opinions and improve their writing ability by preparing research homework, a presentation and final project.



# KORN4390 Advanced Korean History

## ➤ Course Length:

Two days a week for five weeks  
(Monday & Thursday)

Four hours for seminar in class

Four **plus** hours for research at home



# Course Topics

- **Main Topic:**
  - a) The late Choson Dynasty Period (1592~1897)
  - b) Great Korean Empire (1897~1901)/ Japanese Colonization (1910~1945)
  - c) Liberation Korea/ Post-Liberation /Establishment of independent government (1945~1948)
  - d) History of Republic of Korean Government (1948~Present)



# Course Topics

- Sub-Topic:
  - a) History of Religion and Philosophy
  - b) History of ROK Economy
  - c) History of NK Economy and Government



# *Learning Outcomes: Ss will*

- a) Solve future situations by applying acquired knowledge, facts, techniques and rules in a different way.
- b) Examine and analyze information by identifying motives or causes of historical incidents.
- c) Make inferences and find evidence to support generalizations.





## *Learning Outcomes: Ss will*

- d) Comprehend many sociolinguistic and cultural references.
  
- e) Produce and communicate (debate and discuss) speaking in a professional and well-educated manner at level 3 and higher in Korean.



## *Learning Outcomes: Ss will*

- f) Produce Korean summaries of level 3+ or higher authentic Korean history textbook, Korean history discourse, research papers, lectures, video clips, and internet articles.
- g) Produce Korean and English translations of level 3+ or higher authentic Korean history textbook, Korean history discourse, research papers, lectures, video clips, and internet articles.



# *Learning Outcomes: Ss will*

- h) Produce a Korean research paper on eight different thematic units.
  
- i) Produce Korean Oral presentations in a professional and well-educated manner at level 3 or higher in Korean via forum event.



# The grading scale

A	93-100 %
B	85-92 %
C	77-84 %
D	70-76 %
F	0-69



# Breakdown of how final scores are determined

Research Homework	20 %
Presentation	20%
Daily Review	20%
Attendance	10%
Class Participation	10%
Final Presentation	20%
Pass or Fail	77%



# Class Structure: (1<sup>st</sup> Day)

- 08:00-09:50 Pre-Test/Research in class
- 10:00-10:50 Presentation/  
Discussion
- 12:00-12:50 Main Topic Introductions & Assign  
Research HW
- + 4 hours Online Learning via Black Board/  
Research HW, DA



# Class Structure:

- 10:00-10:50 Seminar/Research HW  
Review and Q & A
- 12:00-12:50 Seminar/Research HW  
Review and Q & A
- 13:00-13:50 Discussion
- 14:00-14:50 Main Topic Introductions &  
Assign Research HW
- + 4 hours Online Learning via Black Board/  
Research HW



# Class Structure: (Last Day)

- 08:00-08:30 Preparation of Forum
- 08:30-09:00 Presentation 1, Q & A
- 09:00-09:30 Presentation 2, Q & A
- 09:30-09:40 <Break>
- 09:40-10:10 Presentation 3, Q & A
- 10:10-10:40 Presentation 4, Q & A
- 10:40-10:50 Self & Peer's Evaluation
- 11:00-12:00 Post-Test





# e-Campus

**Grade Center : Full Grade Center**

When screen reader mode is on, the Grade Center data appears in a simplified grid. You cannot freeze columns or edit inline, making it easier to navigate using the keyboard. To enter a grade, access a cell's contextual menu and click **View Grade Details**. When screen reader mode is off, you can type a grade directly in a cell on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Grade Information Bar: Last Saved: May 10, 2018 12:19 PM

Username	First Name	Weighted Tc	Pre Test	Diagnostic /	D1 Review	D1 Rearch /	D1 Participa	D2 Review	D2 Presenta	D2 Participa
<input type="checkbox"/> 115855	Lucia	96.41821%(A)	40.00	100.00	20.00	20.00	9.00	20.00	19.00	9.00
<input type="checkbox"/> 38789	Douglas	86.34414%(B)	35.00	100.00	20.00	20.00	8.00	20.00	18.00	8.00
<input type="checkbox"/> 6226	Thomas	..	..	..	..	..	..	..	..	..
<input type="checkbox"/> 896382	Man	93.60958%(A)	40.00	100.00	20.00	20.00	8.00	20.00	17.00	8.00
<input type="checkbox"/> 900935	GRACE	97.05864%(A)	60.00	100.00	20.00	20.00	..	20.00	20.00	9.00

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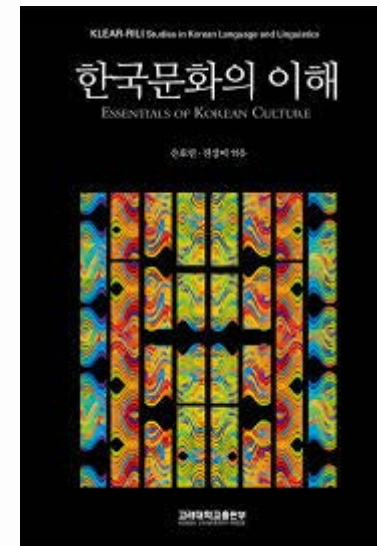
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# Course Materials:

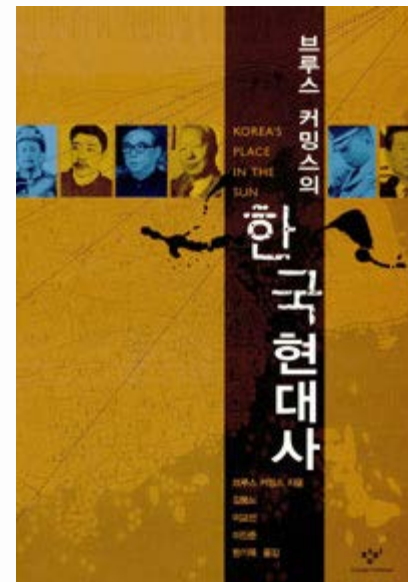
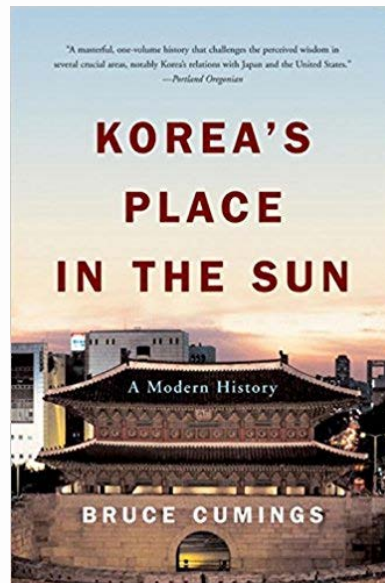
- 손호민. 전상이. 2013. <<한국문화의 이해>> *Essentials of Korean Culture*. 고려대학교출판부.





# Course Materials:

- 브루스 커밍스외 저. 김동노외 역. 2001.  
<<브루스 커밍스의 한국현대사 >> 창작과 비평사.





# Weekly Schedule & Appendix

- Research Homework
- English Instruction
- Appendix



# Teacher's Role 1

- Review and check students' Opinionated Essay with the rubric and give feedback.
- Lead students' presentation and give comments.
- Give a lecture about the historical terminologies and specific words related to the historic facts and era.



# Teacher's Role 2

- Wrap up the class discussion.
- Lead in the next topic for research.
- Give a Daily Review score based on student's review notes with the rubric and feedback.



# Students' Role 1

- Write their Opinionated Essay and upload to e-Campus.
- Give a presentation about their research to the class.
- Take notes while they are listening to other students' presentations.
- Grade their peers' presentation score with the given rubric.



# Students' Role 2

- Discuss the related presentation or extended discussion topics.
- Evaluate their Discussion and Participation score with the rubric.
- Choose one research topic and research it.
- Upload the opinionated essay on eCampus.





# Teacher's Rubric

- Rubric for Opinionated Essays
- Rubric for Review
- Attendance

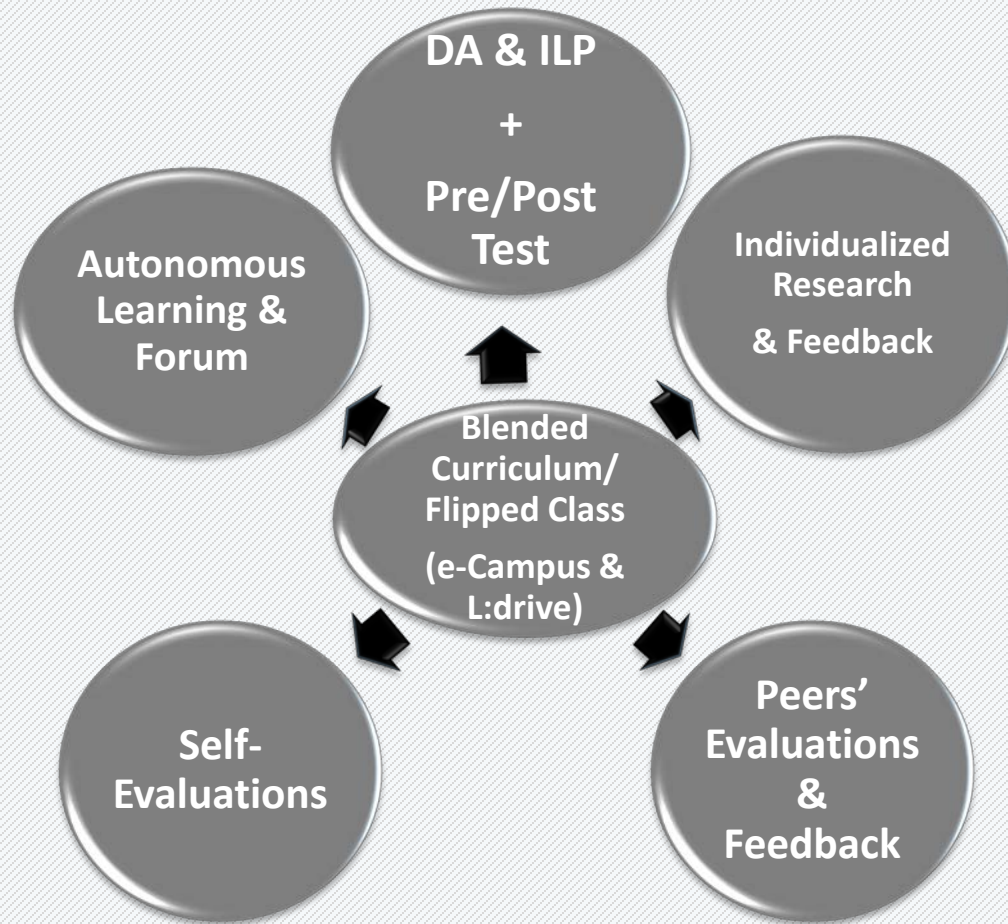


# Students' Rubric

- Rubric for Class Presentations
- Rubric for Discussion and Participation
- Rubric for Final Forum (20%)



# Flipped class + Blended Curriculum + Higher Level Learning



- ✓ Building background knowledge in class
- ✓ Authentic material selection based on ILR + Various genres (web toon, film, lectures, reports, thesis, articles)
- ✓ Content/Project based instruction
- ✓ Self-Evaluation, Peer Evaluation & Mentor's Individual Feedback
- ✓ Flexible, tailored & individualized research based on learning style & personality



# *Language Contract*

- 1) What are you going to learn?  
(Goal/Objectives)
- 2) How are you going to know that you learned it? (Evidence): Review Note, Essays
- 3) How are you going to learn it? (Resources and Strategies): Webtoon, movies, reports, Lectures
- 4) How are you going to prove that you learned it? (Verification): Presentation, Debate
- 5) Target date for completion (Until 12 am)
- 6) Advising faculty member, peer & self feedback



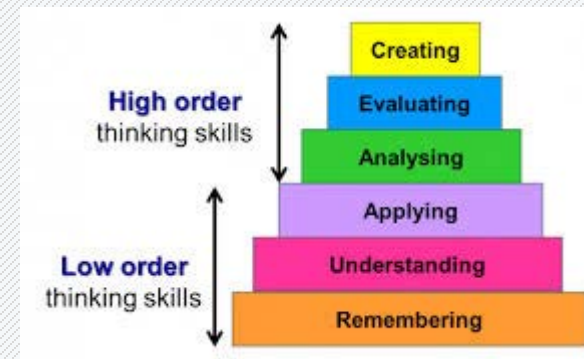
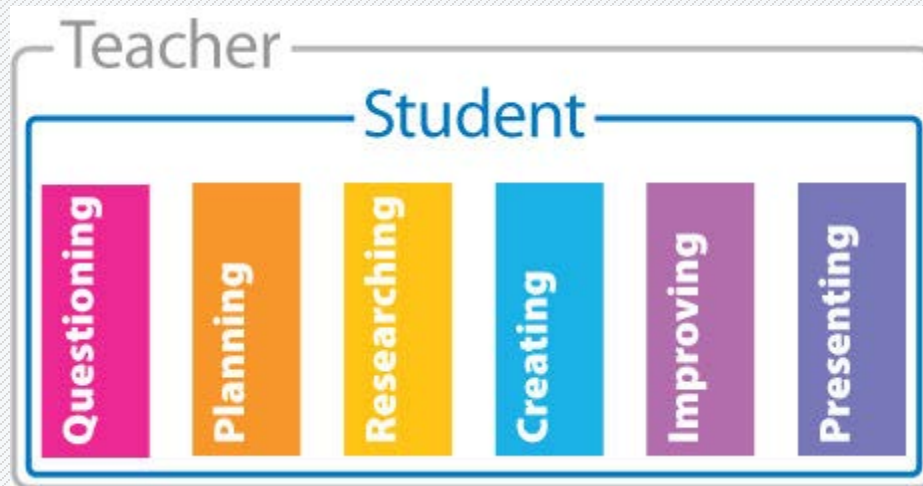
# Humanistic Learning / Transformation

	Transmission	Transaction	Transformation
<i>Theory</i>	Mastery Learning (Bloom)	Experiential Learning (Dewey, Freire)	<u>Humanistic Learning</u> (Rogers)
<i>Class Work</i>	Exercises Memorization	Tasks Projects	Self-directed study Contracts
<i>Homework</i>	Written work	Projects	Research
<i>Teacher</i>	Knower	Facilitator	Advisor
<i>Tests</i>	Achievement	Proficiency	Formative
<i>Syllabus</i>	Form-based Theme-based	Task-based Content-based	Contracts Open Architecture



# Research/ Project-Based Learning

- It is one of the guiding instructional approaches in teaching at higher level proficiency in CE-EP-LTD-Ft. Meade (GLC/ILC)

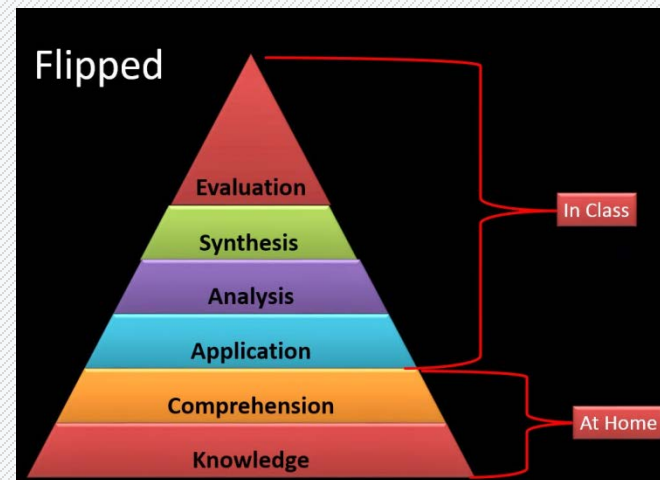




## Research/

# Project-Based Learning & Flipped Classroom

- Research/PBL is one of the manifestations for Flipped-Classroom. Students developing research skills in preparation for whole class presentation/class discussion is a critical stepping-stone to fulfilling the goal for the Flipped Classroom.





# *Research/ Project-Based Learning & Content Based Learning*

- Key components and benefit of PBL include “theme (content, Korean History) and task-centered mode of teaching and learning (Research/Presentation)” and “ a joint process of negotiation between all participants (Discussion, Debate)” (Turnbull, 1999).





# *Research/Project-Based Learning and High Level Info-Gap (1)*

- Any given project for learners to accomplish lends itself to the need to learn both linguistic and cultural aspects of the target language; at the same time, it creates the need for team members to communicate thus to foster positive group interdependence and individual accountability to get the project completed.



## *Research/ Project-Based Learning and High Level Info-Gap (2)*

- Naturally, if learners are involved in different higher-level projects, high-level information gap is created among different project teams of different project researchers.



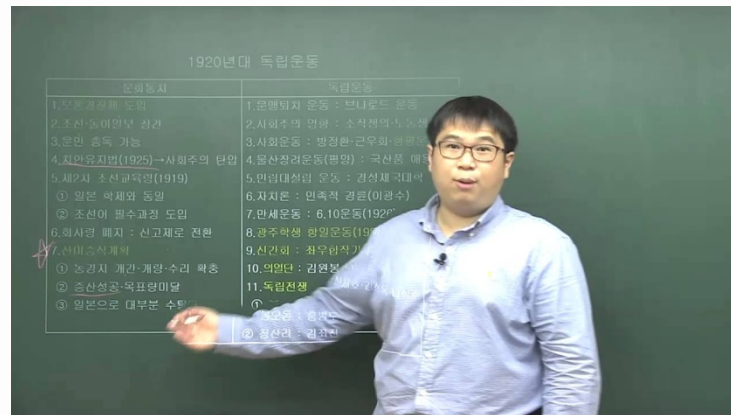
## *Research/ Project-Based Learning and High Level Info-Gap (3)*

- In closing the gap, a whole-class summary can be generated, and a debate on the topic at hand can be initiated, along with other communicative activities; all these can generate high level language use which in turns requires learners 'higher-order thinking' skills.



# Using Web Toon, Lectures, Debates and Movies as references

- 설민석
- 허동현
- 김영준





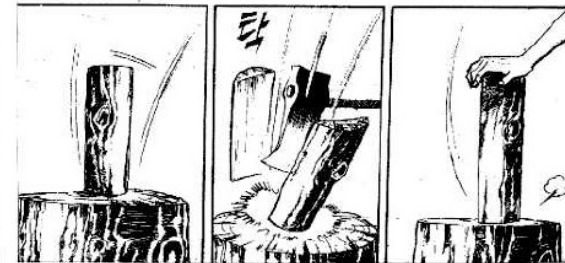
# Web Toon

은 국민의 민족운동으로 삼천리 방방곡곡을  
만세 소리로 뒤흔들었던 3.1 운동은  
일본의 아만적인 총칼아래 실패하고 말았다.

그러나 삼천리 겨레의 가슴속에는  
독립의 의지가 깊이 숨쉬고 있었다.

그 아픔해 일본 황족의 가장 대표적인

가또 이메야스는 시위와 강압을 목적으로  
친선방문이란 구실아래 조선을 방문할 계획이다.





# Web Toon



이것이 마지막으로 잡힌  
최후의 한국산 호랑이.

## 마지막 그날

글 그림 이현세



# Debates

- 토론주제





# Sample of Discussion Topic

1. 미국 백인 정착민은 1622년에서 1890년까지 미국대륙을 정복하고자 미국 원주민인 아메리칸 인디언과 전쟁을 치루었습니다. 초기부터 아메리칸 인디언과 이주민의 다툼은 계속되고 있었지만, 이민자의 증가와 함께 열강의 식민지 전쟁과 맞물리면서 대규모화되어 갔으며, 북미 식민지 전쟁, 인종 청소, 학살 등으로 표출되었습니다.





- From 1622 to 1980, white American settlers conquered the American continent whereupon they waged a war with Native American Indians. From the beginning, the quarrel between the American Indians and migrants continued; but along with the increase of immigrants and as they engaged in the war for colonial power, it became larger in scale and eventually expressed as the North American Colonial War, ethnic cleansing and massacre.



# Sample

- 일본제국도 메이지 유신으로 부국강병이란 기치이래 한국을 식민지화하면서 조선인 차별 정책, 탄압, 수탈, 억압통치, 창씨개명과 일본어 강요 등으로 만행을 저질렀습니다.
- 이러한 상황이 일어나도록 한 가치나 철학은 무엇이었겠습니까?



- As the Japanese Empire via the Meiji Restoration colonized Korea under the banner of national prosperity and military power, they committed brutalities such as a discrimination policy toward Chosun people, suppression, exploitation, ruling by oppression, name change program and compulsory Japanese.
- What kind of values or philosophy would give cause to this type of situation?



# Sample

2. 미국 독립 혁명은 1773년 보스턴 차 사건 이후 영국이 군대를 파견했지만 미국인들이 민병대를 조직하여 대항하여 1776년 영국 왕국으로부터 독립을 선언하고 1781년 전쟁에 승리하면서 1783년 파리조약에서 미국의 독립을 인정하게 되었습니다. 한국도 일본제국의 강제 병합이 후 독립운동가들은 해외에서 민족해방운동의 근거지를 마련하여 끊임없이 저항하였습니다.



- The American Revolution started with the Boston Tea Party in 1773. In response, England dispatched troops but the Americans organized a militia and countervailed. In 1776 independence from England was declared and when they won the war in 1781, the United States independence was recognized in a Treaty of Paris. Korea too, after their amalgamation into the Japanese Empire, independence activists established a base for the emancipation of the people overseas and relentlessly resisted.



# Sample

- 이러한 미국의 독립혁명이나 한국의 민족해방운동의 근간이나 원동력이 되어온 철학이나 종교의 발현이 어떻게 나타났다고 생각합니까?



- How do you think the manifestation of philosophy or religion became the basis or driving force of United States' Independence Revolution or the Korean National Liberation movement?



# Movies

- 암살
- 밀정
- 지슬
- 1987
- 국제시장







# *Student's Example 1*

- [DAY 5](#)
- [DAY 8](#)
- [Forum](#)



# *Student's Example 2*

- [Day 6](#)
- [Forum1](#)
- [Forum2](#)
- [Forum3](#)
- [PPP](#)



# Q & A

