

2017 LEARN Conference

Theme: Beyond Basics: Language Learning
at Higher Levels

Universities at Shady Grove
Rockville, MD

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Defense Language Institute
September 26

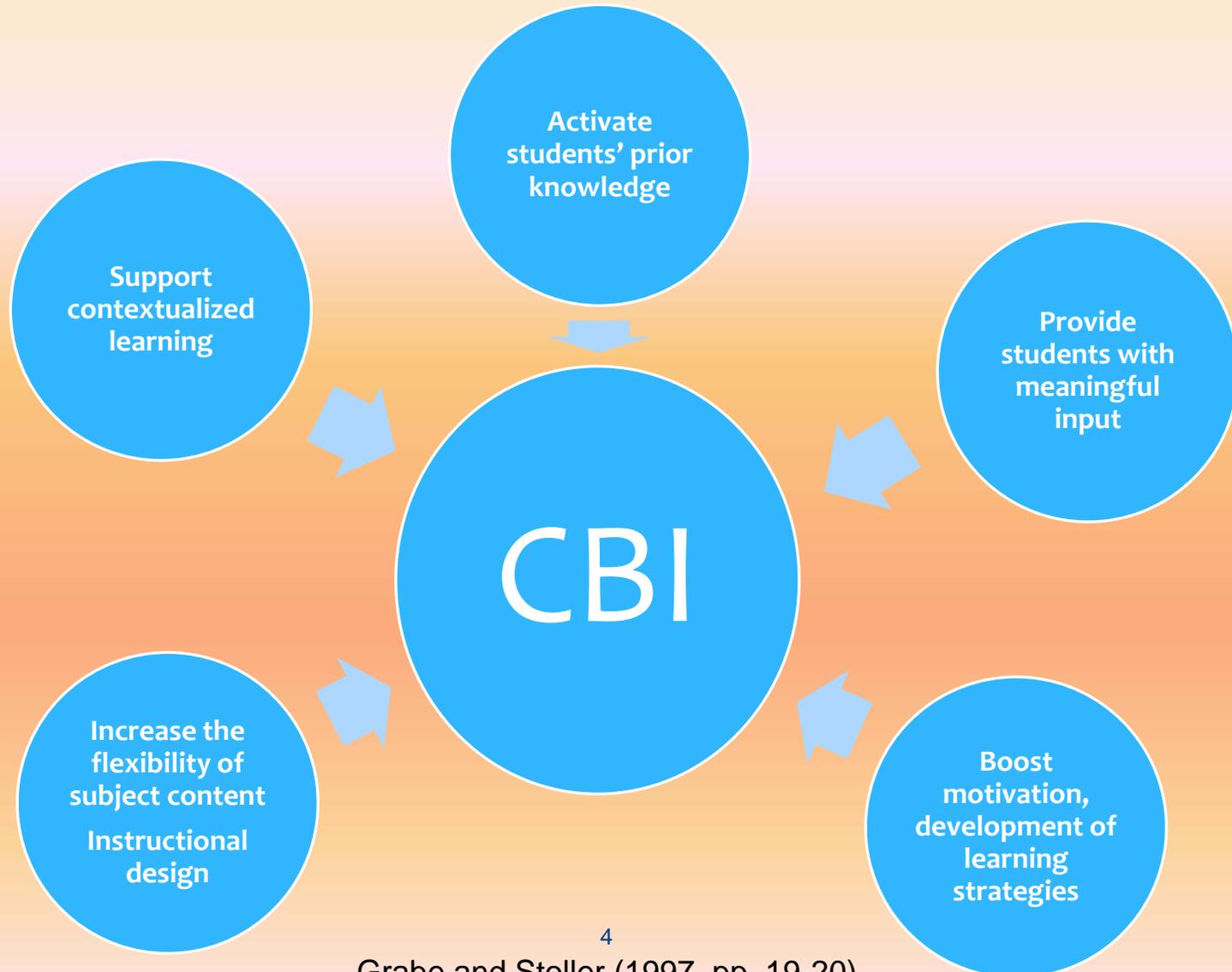
Integrating Content-Based Instruction into a Korean Advanced Curriculum



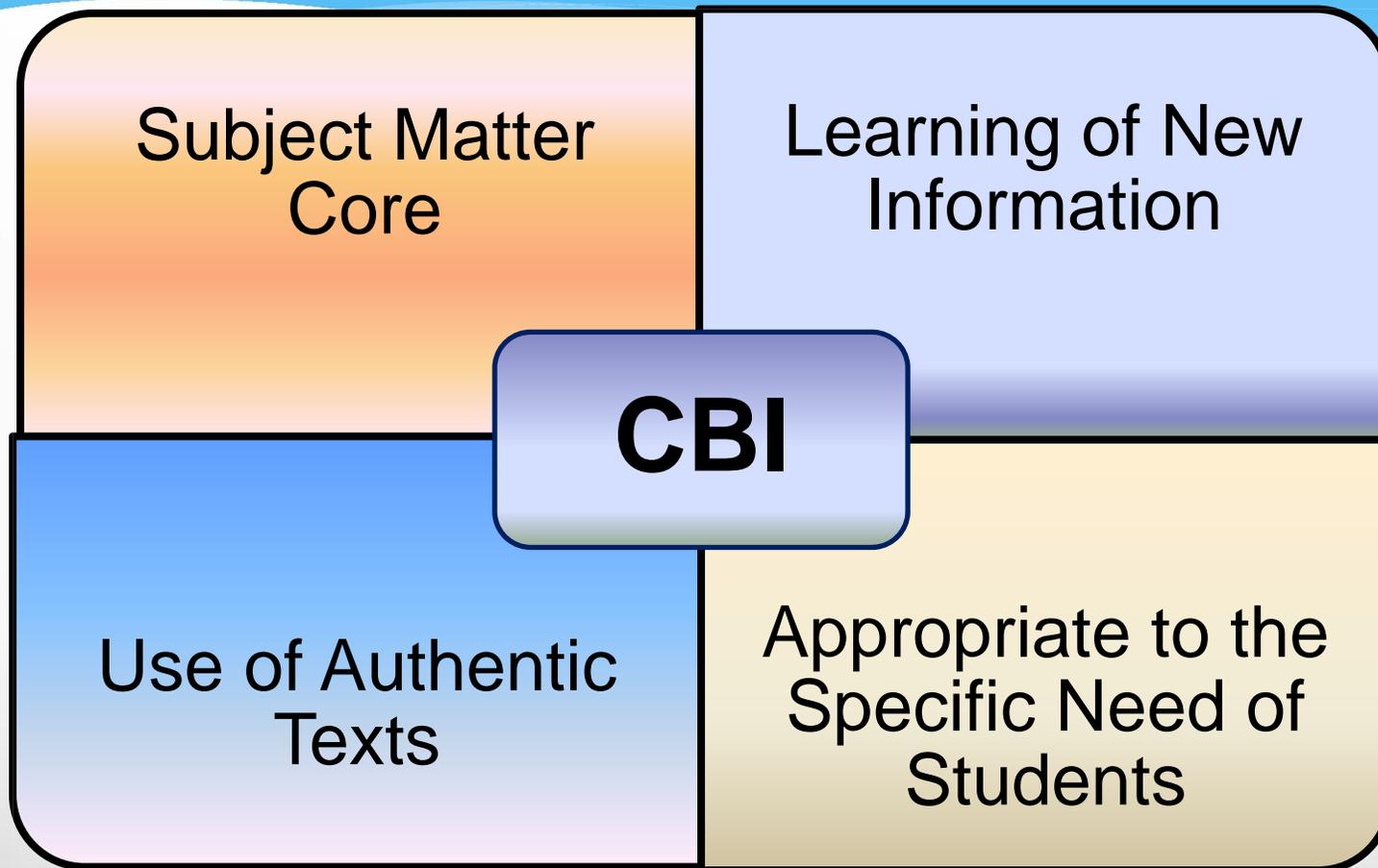
Background

- Challenges from the target student population: diverse professional interests, widespread backgrounds, varied language proficiency levels
- Scarcity of materials and pedagogy related to advanced level of Korean language learning and teaching

Rationales of Content-Based Instruction (CBI)



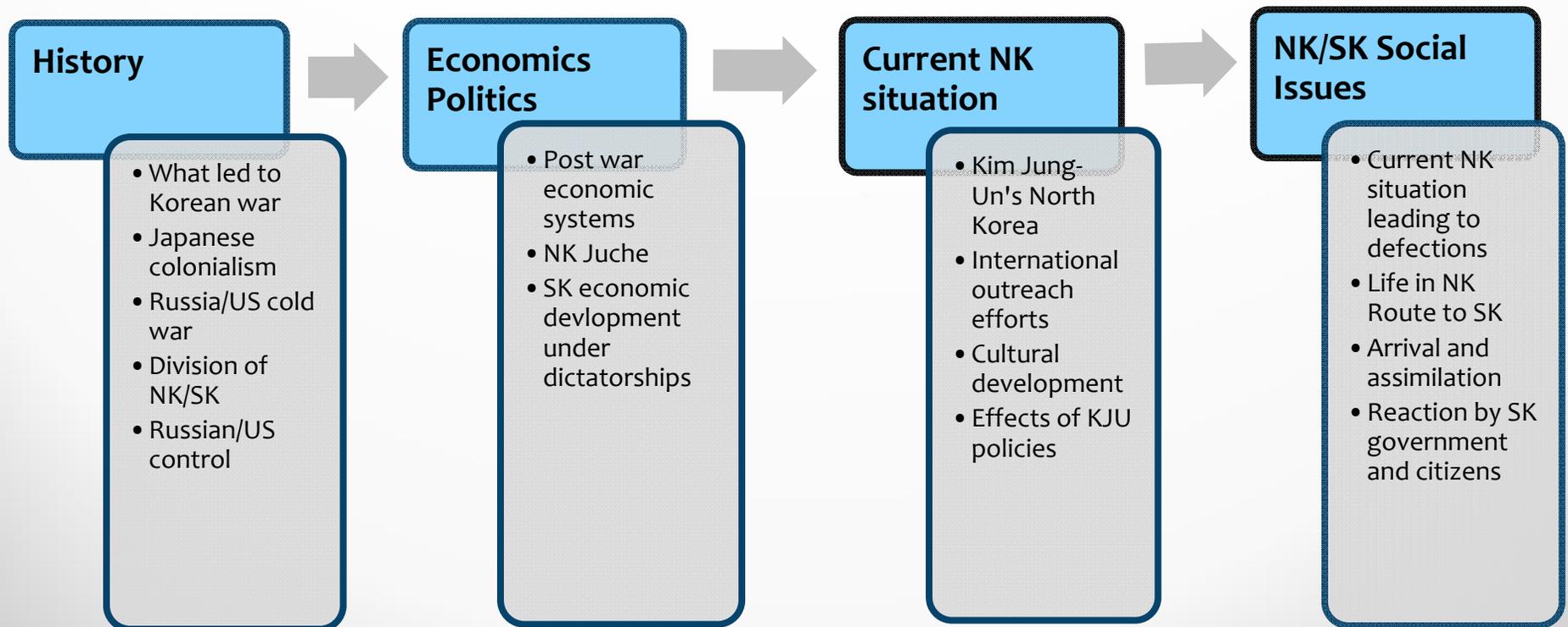
Course Characteristics



Stryker & Leaver₅(1997:3)

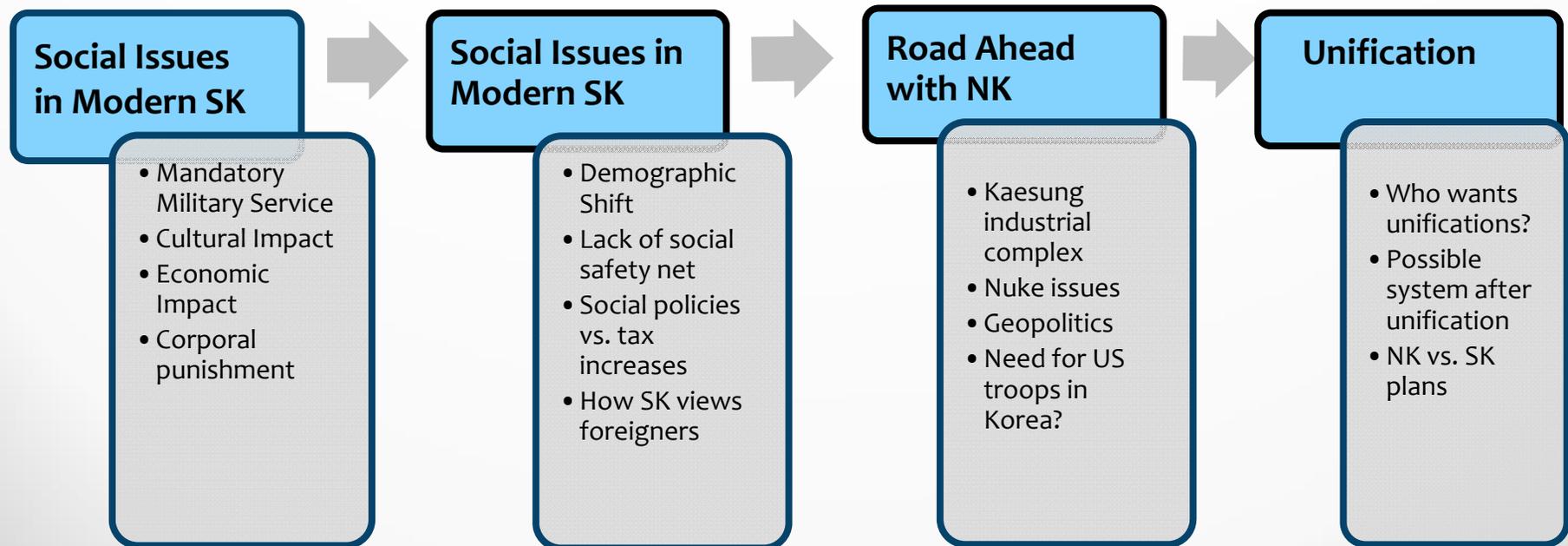
Advanced Korean Course Outline

Course Unit 1 (weeks 1 and 2)



Advanced Korean Course Outline

Course Unit 2 (weeks 3 and 4)



Sample Lesson Plan

Topic 1: History – Korean-Japanese Relations
Liancourt Rocks Dispute

Pre-Task

- Ss analyze the contextual meaning of two different texts (Lyrics vs. Blog).
- Ss use their acquired knowledge about Dokdo from the song and the blog text to form opinions.

Main Task

- 1) Ss read and listen to both the written and spoken texts on the territorial dispute.
- 2) Ss work in pairs to discuss the main ideas of each text and evaluate the author's tone, intent and analyze the linguistic features (e.g., rhetorical devices, cultural references).

Production Task

- Debate

Debate Lesson

Japan-South Korea Territorial Dispute

Description: Students will learn the basics of debate through an informal debate during which they will present and defend their points to an opposing team.

Time: 2 hrs.

Materials: Summary of each students' opinion from the previous lesson. Korean TV talk show video clip.

Class Layout and grouping of students:

The students will work at their desks with a partner for the first 20 mins. The second portion of the lesson involves half of the class standing at the front of the room on two opposing sides. The final portion involves everyone at his or her desks in a discussion.

Procedure Cont'd

- The class watch the Korean TV show debating on the same topic and discuss about the strategies of each Korean panels (e.g., speech styles and social non-verbal).



Debate Lesson

Japan-South Korea Territorial Dispute Procedure

- In pairs, students prepare the debate on the following resolutions:

“Dokdo is an integral part of Korean territory historically, geographically and under international law.”

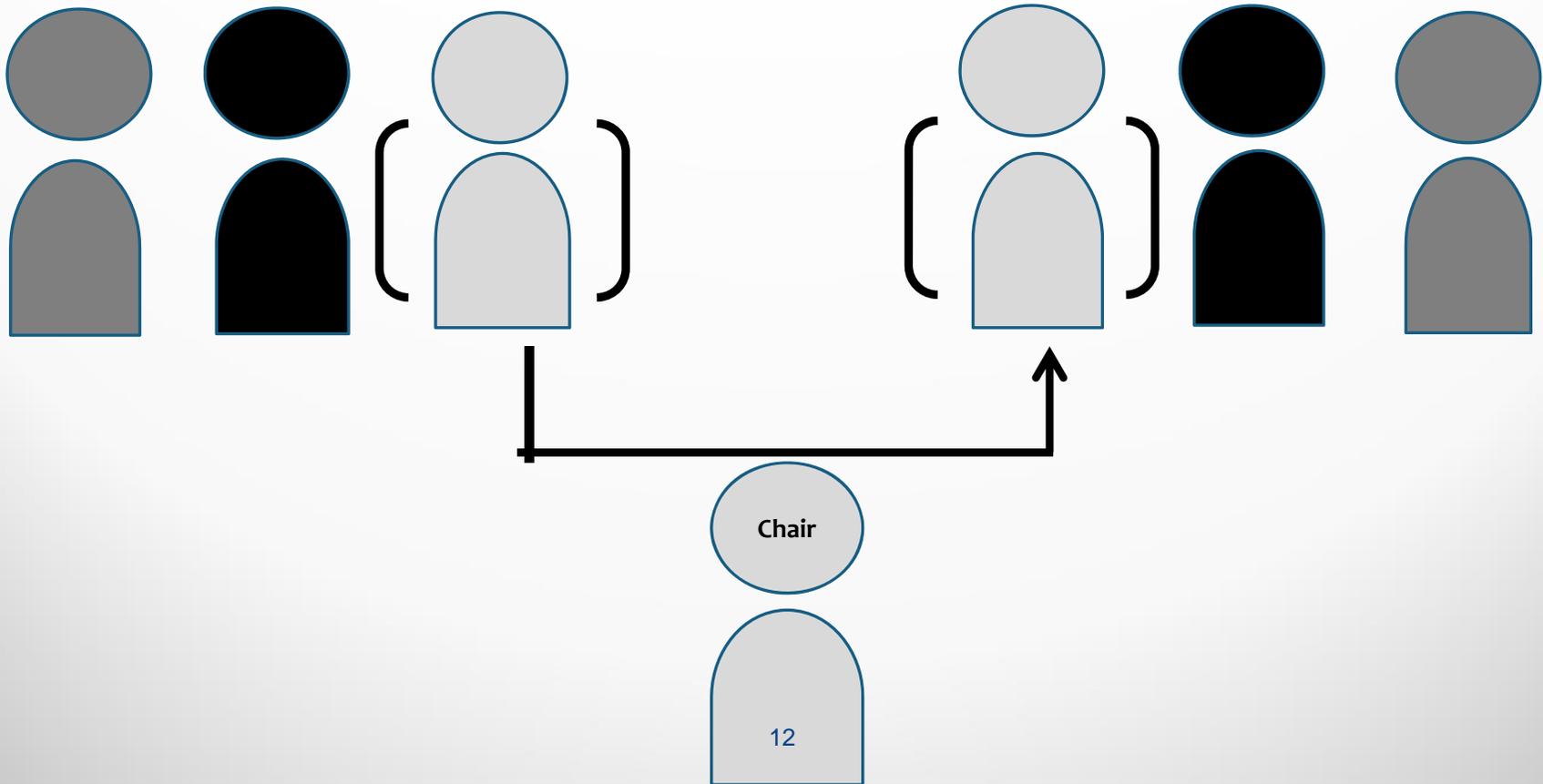
“The occupation of Takeshima by the ROK (South Korea) is an illegal occupation undertaken on no basis of international law.”

- Students will be debating one side of the resolution but prepare both sides.

Structure of Debate

Affirmative Group

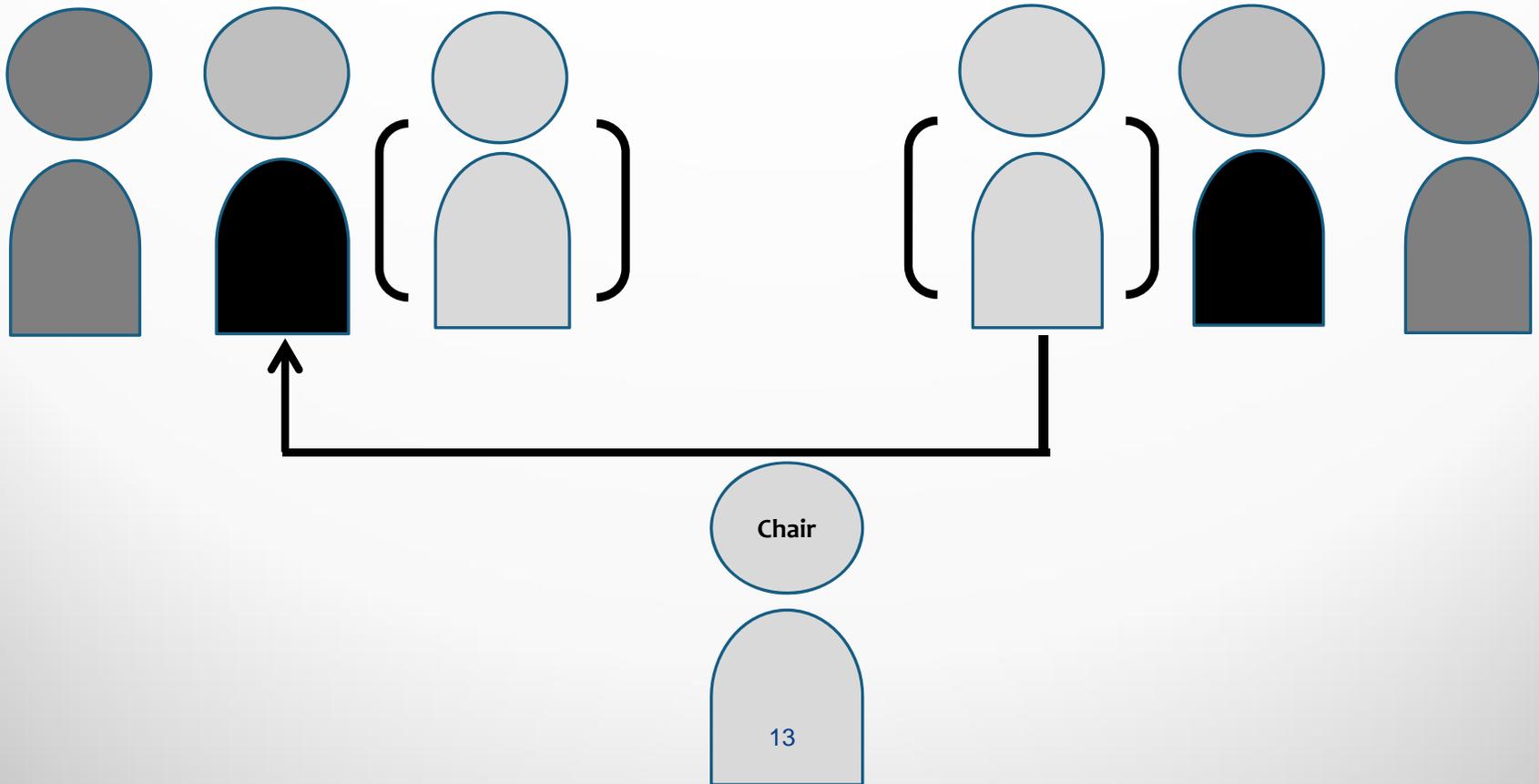
Negative Group



Structure of Debate

Affirmative Group

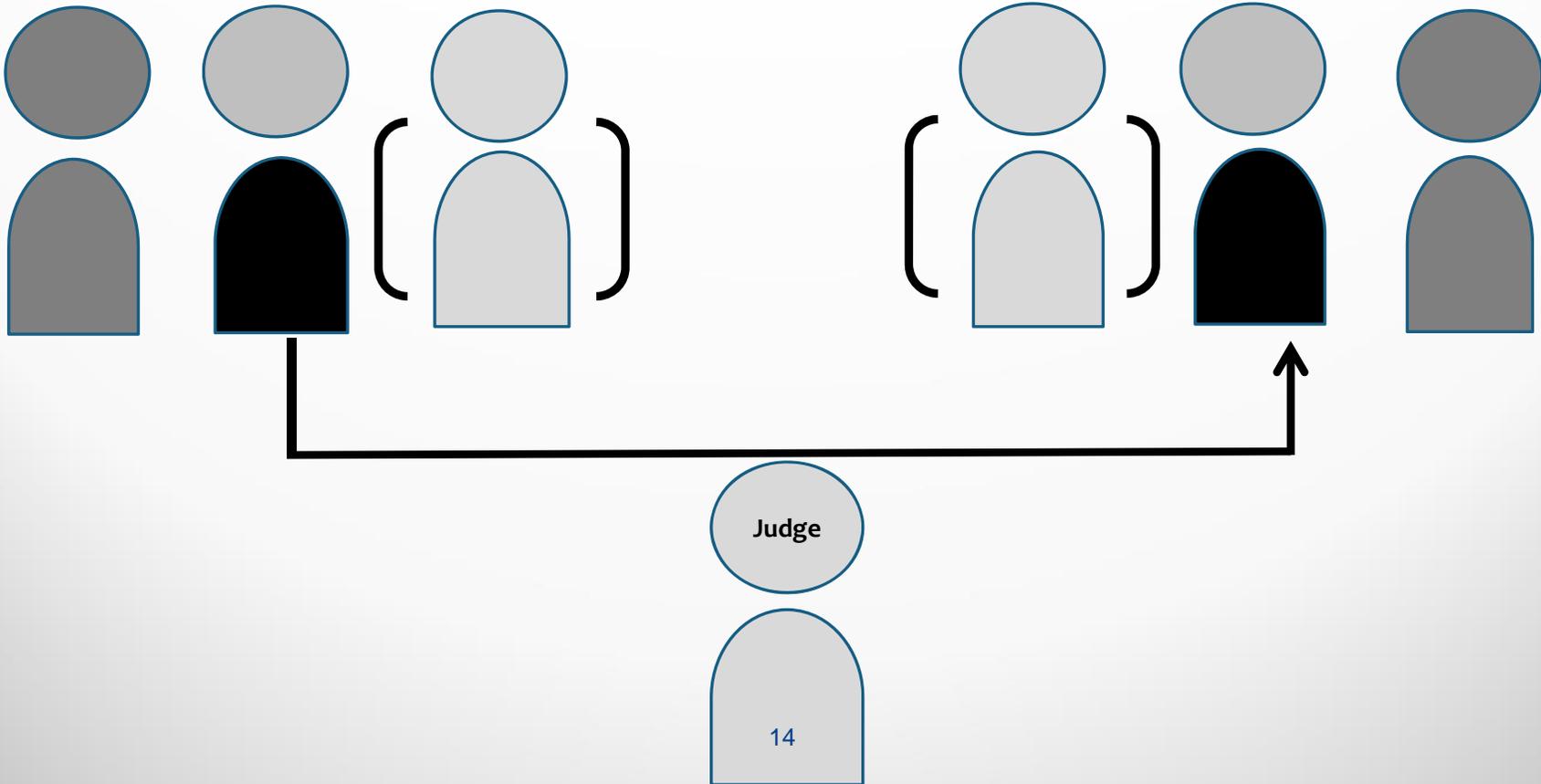
Negative Group



Structure of Debate

Affirmative Group

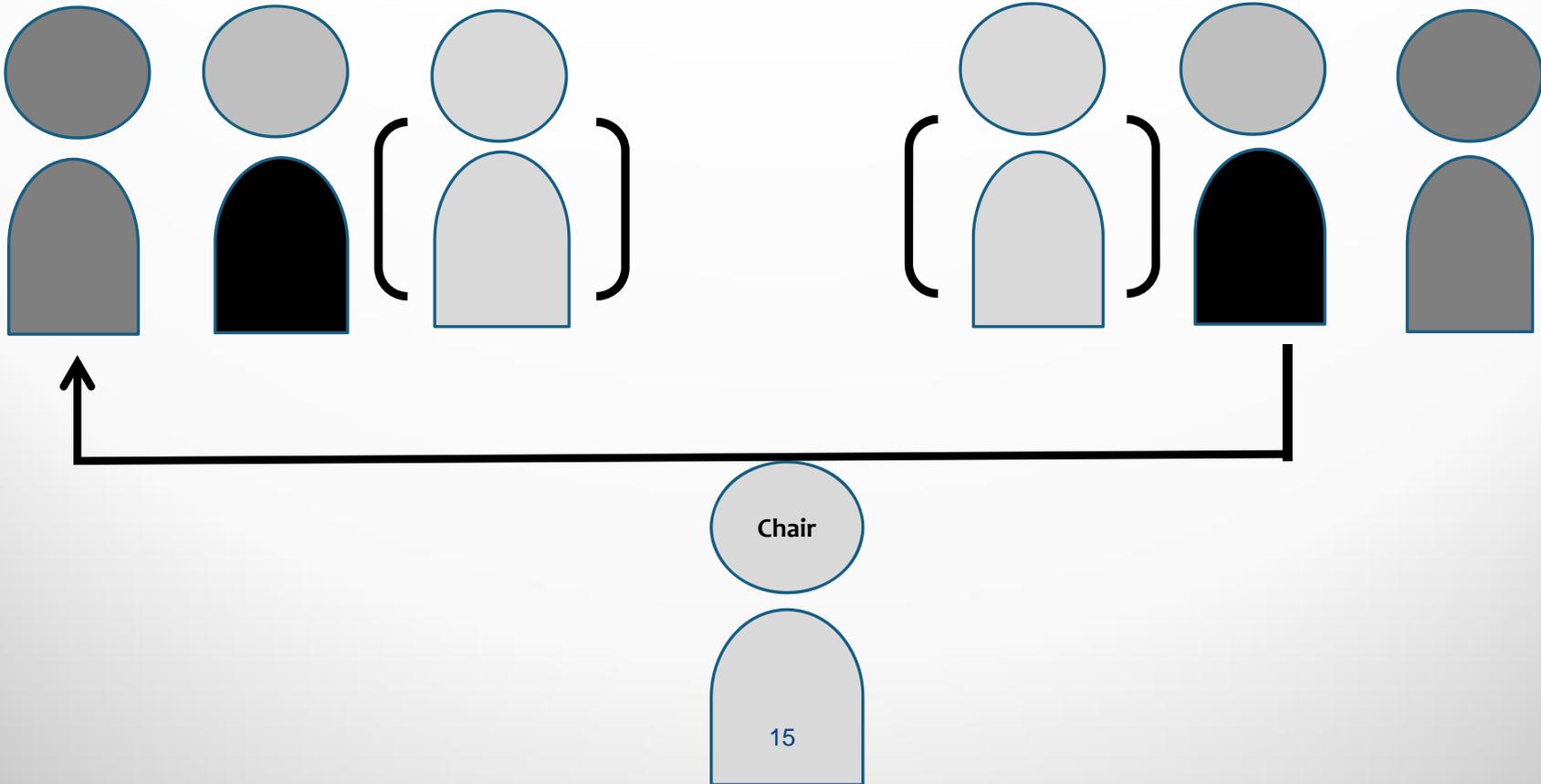
Negative Group



Structure of Debate

Affirmative Group

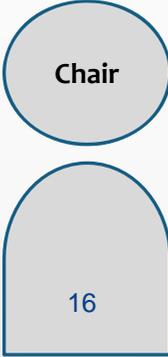
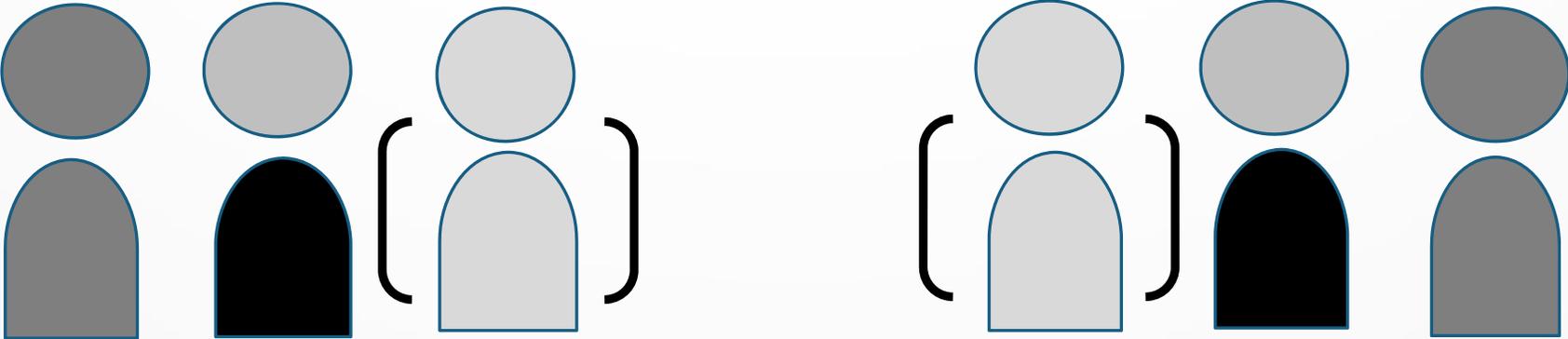
Negative Group



Structure of Debate

Affirmative Group

Negative Group



Debate Lesson

Procedure Cont'd

- Give a 5-10 minute break for each team to prepare their rebuttal speech.
- The negative team states the rebuttals for the affirmative team's arguments and summarizes their own reasons.
- The affirmative team states the rebuttals for the negative team's arguments and summarizes their own reasons.

Pre- and Post- Tests on Korean Listening and Reading Proficiency

Table 1: The Mean Scores of the Pre- and Post Test

N = 24	Pre-Test	Post-Test	Improvement
Listening Comprehension	10.25	12.82	2.57
Reading Comprehension	11.33	12.98	1.65

Survey of Students' Views on CBI

Factors:

- (1) Support contextualized learning
- (2) Awareness of learning strategies
- (3) Interesting and engaging materials
- (4) Activate prior knowledge

Survey of Students' Views on CBI

Table 2: Items Descriptive Statistics

Factor	1	2	3	4
Items	1, 6, 12, 15	2, 8, 10, 14	3, 5, 9, 16	4, 7, 11, 13
N of items	4	4	4	4
Mean (SD)	5.21 (0.23)	5.12 (0.21)	4.98 (0.23)	5.07 (0.22)

* N = 24

End of Course Evaluation

- “The interaction between the entire class.”
- “Conversation on topics and subjects concerning the language and its country.”
- “Really enjoyed it - wish there were similar classes at this language level.”
- “The level of the material and analyzing it rather than just trying to get a basic understanding of it.”
- “Not focused on DLPT and vocab learning. More about actually studying Korean culture and history.”
- “Learning the subject of the high level.”



Questions?
Comments?