Learning and teaching Korean with cultural video resources: An empirical study

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Use of Authentic Material

- The post-9/11 era of language instruction, the goal of language instruction is to nurture “translingual and transcultural competence” in students (p. 2). The MLA encourages teachers to use literature, film, and other media in their curricula so that they can challenge students’ imaginations and help students consider “alternative ways of seeing, feeling, and understanding new information (p. 4).”
- The MLA recommends a curriculum that “consists of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level” (p. 5).
Heritage Vs. Non-heritage students

• The study emphasizes the development of instructional methods for a mixed class of heritage and non-heritage students learning Korean language.

• **Korean heritage students** need diverse language examples; they need examples of diverse stylistic variations that are presented in specific social contexts relevant to their day-to-day lives.

• **Practical and communicative exercises** are equally important to **non-Korean heritage students** because they will eventually need to be proficient and to become interactive speakers in order to successfully complete a course.
Cultural Video Project (CVP)

- The CVP is a series of short authentic Korean video clips and matching worksheets that the researcher created.
- The videos were adapted from contemporary Korean broadcasting programs and Korean films.
- The CVP videos were used during the face-to-face setting classroom meeting sessions as a lesson and after the classroom lesson was over, the videos were available on the school’s Internet courseware for students to use for their individual practice and review.
- Each of the CVP video segments displayed linguistic structures, vocabulary, idiomatic expressions and cultural conventions that were partly addressed in the course’s Elementary Korean course materials.
Criteria in Developing Cultural Video Project (CVP)

(1) Highly interactive learning experiences can come from viewing linear video technologies (Dockterman, 1989). The CVP’s primary instructional materials are video resources and all accompanying worksheets promote further interaction with the material in the videos.

(2) The researcher selected videos containing language common to native Korean speakers for the CVP. Conversations between native speakers in the videos included some of the grammar, vocabulary and colloquial expressions also introduced in the textbook.
Criteria in Developing Cultural Video Project (CVP)

(3) While the regular classroom lessons are based on chapters in the textbook, the video segments do not contain all the expressions, grammar, and/or vocabulary addressed in the textbook because the videos are not artificially created to correlate with the textbook lessons.

(4) All video resources used in the CVP are edited to approximately 1-2 minute long segments. The segments do not exceed 2 minutes in length because the short duration of the segments would promote multiple viewings. Segments need to be short partly because students would be working on the CVP assignments in addition to the main textbook lessons and other daily assignments. Using short video segments grants the teacher more flexibility in planning lessons and allow her to incorporate video lessons with the lessons in the textbook.
Criteria in Developing Cultural Video Project (CVP)

(5) The researcher restricted the access to the courseware’s content to the enrolled students. This prevented other students, including those in the non-CVP group, from seeing the CVP.

(6) Educational technology should seek simple, straightforward applications. The CVP segments are screened directly from the homepage of the Korean 1 class’ courseware screen. Each link to a worksheet is placed adjacent to the embedded video clip with which it corresponds.
Criteria in Developing Cultural Video Project (CVP)

(7) Students generally have approximately one week to complete each worksheet.

(8) Implementing professor and the researcher decided to use six CVP assignments in a semester because the Korean 1 curriculum covers six textbook chapters in a semester. One CVP assignment was assigned at the end of each chapter and each CVP assignment was relevant to the previously covered chapter’s lessons.
Criteria in Developing Cultural Video Project (CVP)

(9) As for the actual implementation of the CVP during classroom lessons in the study, the method followed Weber’s (1930) methodology for instructional film use. The introduction of, presentation of and feedback on the CVP aligned with his six *Instructional Steps for Film Use*. 
## Implementation Steps

<table>
<thead>
<tr>
<th>Weber’s (1930) Instructional Steps for Film Use (taken from Seattler, 1990, p. 114)</th>
<th>CVP Implementation Lesson Plans</th>
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<tbody>
<tr>
<td>1. Preparation, or discussing the synopsis of the film in light of the teacher’s previous experience.</td>
<td>1. Brainstorm on the main topic, distribute and explain vocabulary list, and review the relevant grammar from the textbook chapter.</td>
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<td>2. Presentation, or presenting the film when learners’ curiosities are at a high pitch and their minds are sharpened for the central message of the film.</td>
<td>2. Presentation of the CVP video in class.</td>
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<td>3. Informal discussion and assignments consisting of readings, problems, or projects.</td>
<td>3. Informal discussion about the video followed by assigning the accompanying worksheet.</td>
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<td>4. Supplementary showings, either running the film again without interruption, or preferably, showing it in parts, followed by more informal discussion.</td>
<td>4. Students schedule supplementary showings independently, using the CVP video available on the school’s courseware to review outside of class. If necessary, students ask relevant questions in the classroom sessions that follow initial introduction of the CVP before they complete the worksheet.</td>
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<td>5. Formal recitation, or assimilating the film’s concepts through generalization and application, with the teacher having a carefully prepared lesson plan.</td>
<td>5. Upon the completion and collection of the CVP worksheets, the teacher provides the students with the complete video script and gives appropriate remedial lessons.</td>
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<td>6. Check-up or oral or written review quizzes, or a list of test items in the form of an essay, report, or project.</td>
<td>6. Chapter exams involve elements of the CVP content, including expressions, vocabulary, cultural elements and grammar.</td>
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Data Collection

• Students’ language background survey on the first day of class
• Two in-classroom observers’ 18 observation reports
• Six video recording sessions and their video-logs
• Sixteen, one-hour personal interviews with heritage and non-heritage students about the CVP
• Three, two-hour interviews with the implementing professor
• Two classes’ students’ performance records
• Two classes’ course evaluation forms
Data Analysis

• All collected sources of data, such as implementing professor’s statements, students’ statements, observer’s field notes, students’ performance records and two sets of course evaluations were used for triangulation for more accurate description and analysis. The researcher used qualitative research software NVIVO 8 for transcribing, coding, aggregating, reducing and analyzing the data.

• Focus of Analysis: Students’ listening skills, motivation, word recognition, connection making between the textbook learning and the use of spoken language, demonstration of cultural understanding

• Differences in Korean heritage students and non-heritage students’ responses with the CVP are also analyzed.
Worksheets

• Cultural Questions

(ex1) Did you recognize location, objects, or any other Korean background from the scene? What were they?

(ex2) Did you find any gestures or facial expressions that are different from typical American speakers’ in the situation in this video? Can you briefly explain what they were?
Worksheets

• Language Questions:

(ex1) Did you recognize any Korean words from the scene? Make a list of Korean words or expressions that you recognized, and write the meaning you guessed. Come up with at least 5 words or grammar forms in your list.

<table>
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<tr>
<th>List of Korean Words</th>
<th>Guessed Meaning</th>
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Worksheets

• Language Questions

(ex2) What are the numbers that the woman did not introduce in this clip?

(a) 10 (b) 11 (c) 12 (d) 13
Worksheets

• **Performance Questions**

(ex1) How much time did you spend to complete this assignment?

    Total time: _____ minutes

(ex2) How did you approach this assignment? Describe what you did. (Describe your actions.)
Research Questions and Results

Q1: How did the worksheets affect students’ interactions with video resources?

A: Students logged-on to the website, reviewed videos, reviewed worksheet problems, and repeated the process until they found out the answers to the problems. Students reviewed the video multiple times at their convenience, averaging 15 times. Within the 15 times, portions of the video were repeated further as many as 35 times.
Q2: Did the worksheets affect students’ performances on tests, quizzes, oral exams, in-class participation, or any other Korean language learning activities?

A: The CVP class demonstrated increased listening comprehension skills. Students’ vocabulary test scores were 9.8% higher than the non-CVP class.
Research Questions and Results

Q3: Did the CVP add value to the teaching and learning of Korean?

A: Implementing professor experienced her own evolution in her teaching while developing and implementing the project. The professor willingly adapted both her pedagogy in the course and her teaching philosophy as a result of using the CVP. Students reported that CVP helped learning Korean. They learned lessons outside of the textbook, and improved their motivation and enthusiasm. Students paid close attention to the native speech and demonstrated learning of patterns of native Korean speech including interjections, speed, and tones from the scenes of the video. Students appreciated Korean culture while learning interaction patterns of the native speakers.
Research Questions and Results

Q4: Was there a difference in performance between the heritage and non-heritage students in all measures described in questions 1-3?

A: No difference in grades.
Research Questions and Results

Q5: Is the experience of heritage students’ Korean learning with the CVP different from that of the non-heritage students?

A: Heritage students did not transfer the CVP learning into their Korean community life after six instances of CVP practice during one semester. Non-heritage students voluntarily reviewed entire movies that were used to create CVP videos of their own free time. They invited more opportunities for further exposure to the Korean culture.
Emerging Theme 1: Difficulties

- *The implementing professor* experienced difficulties in the change of her teaching philosophy, using technology, and time management in selecting authentic video resources.

- *Students* experienced difficulties in deciphering the Korean speech embedded in the video, spelling out the content in Korean, and limited ability to express themselves to given worksheet questions.
Emerging Theme 2: Impact of Integrating Technology

- Integrating technology increased student involvement, excitement, and enthusiasm in the coursework.
- Integrating CVP increased awareness of Korean culture and naturally occurring conversations at the beginning level.
Implications

- **Students**: increased (1) self-awareness about their Korean language use, (2) motivation in learning Korean, (3) interest in Korean culture and realized the relevance between culture and the "language in use" (e.g. realization found in students’ use of Korean polite-ending)

- **Technology**: Short length, authentic video material may benefit university students’ learning of a foreign language if the video is guided by steps of inquiry-based in-class work combined with follow-up worksheet practice
Comments:

What was most interesting about the content of the course and the instructor's way of presenting it?

I loved the cultural video projects we were assigned throughout the semester. They group projects/four minutes helped me grasp everything I learned in class.
Comments:

What was most interesting about the content of the course and the instructor’s way of presenting it?

The teacher presented material in a way that made it fun, natural & easy to learn. Different in class assignments, projects, & video clips made class fun and creative.
Students’ Evaluation Statements

If there were readings in this course, which were most valuable? Why? Are there any readings you would suggest be eliminated? (May be left blank for language courses lacking significant reading assignments.)

The cultural video projects were the most effective learning tool for me. The readings in the textbook were helpful, but not as engaging.
Students’ Evaluation Statements

Comments:

What was most interesting about the content of the course and the instructor’s way of presenting it?

Learning new material and the cultural video projects.

The instructor does an excellent job of teaching the new material by giving sufficient examples and practice.
Comments:

What was most interesting about the content of the course and the instructor's way of presenting it?

The CVPs were my favorite part.
Comments:

What was most interesting about the content of the course and the instructor’s way of presenting it?

CVPs were a fun way to expose us to the language.
Students’ Evaluation Statements

Comments:

What was most interesting about the content of the course and the instructor’s way of presenting it? The use of CVP was pretty interesting.
Questions and Discussions