Developing a Hybrid Intermediate Korean Language Course: Goals, Models, Results

Junghee Park
Korean program, Dept of EALC
Timeline of the project: One year joint project with Dr. Minsook Kim, Korean program

**Fundamental work**

- **Fall 2018: Minsook Kim**
  - Initiative work for the course (literature review & syllabus design)
  - Survey on former students
  - Completing 3/8 lessons

- **Spring 2019: Junghee Park**
  - Completing 5/8 lessons
  - Literature review on multimodal literacy
  - Survey on online class format

**Completing & Researching**

- **Spring 2019: Junghee Park**
  - Completing 5/8 lessons
  - Literature review on multimodal literacy
  - Survey on online class format

**Pilot class & curricular development**

- Minsook Kim (teaching K10B and implementing "lab classes" as an online class format)

**Summer 2019 & beyond**

- More trial lessons incorporating "hybrid" elements of the course
- Discussion on curricular development for promoting multimodal literacy
Goals of the project

To increase enrollment
To teach students in the digital age
To enhance multimodal literacy
To implement blended learning
Literature review

Benefits of Hybrid course

- Minsook Kim, BLC fellowship presentation, Fall 2018

Importance of Multimodal literacy

- Kress, G. (2003). Literacy in the New Media Age
- Walsh, M. (2010). Multimodal Literacy: What does it mean for classroom practices?
Design of the hybrid course

2-day online classes (Tu/Th)
- Vocab/expressions/grammar point practice (with an image that shows the use of language)
- Media materials to show cultural aspects/topic of the lesson and multimodal literacy
- Discussion (speaking/writing activities)
- Watching a TV series for deeper understanding of contextualized Korean language and culture

3-day face-to-face classes (M/W/F)
- Explanation of grammar points
- Teaching textbook contents
- Sharing students’ discussion/activities done in online class and speaking
- Discussing Korean culture and other cultures
- Vocab tests and lesson exams

Continuous curriculum with focus on communication, (inter)cultural competence, community building & multimodal literacy
Example of online class
Example of online class

Culture

- Korean superstitions
- Importance of eating together for relationships in Korea

Usage

- Talking about differences between American and Korean cultures
- Talking about Korean superstitions
Example of F2F classroom activities

**online classes (Tu)**
- Grammar point practice (with an image that shows the use of language)
- Youtube video to show Korean superstitions and multimodal literacy
- Discussion (on Korean superstitions)
  - (on non-Korean superstitions)

**face-to-face classes (Wed)**
- Q&A on grammar points with an image that shows multimodal literacy
- Review of the Korean superstitions
- Sharing students’ discussion
- Explicit instruction on multimodal literacy
- Exercises using the conversation of the lesson
Grammar Q&A
Review of Korean superstitions
In Japan, they eat *Tonkatsu* on the (previous) day of test as "katsu" also means "to win".
Talking about meaning-making resources

- What kinds of meaning-making resources Whitney used in her youtube video?
- For what purposes?
- What about in the US and other countries?

OMG vs -_-
Exercise

Where and what kind of emoticons/hangul characters would you use in the conversation 1? You can make your own emotion, too!  

스티브: 아주머니, 밥 잘 먹었습니다. ^^
아주머니: 스티브는 그동안 한국어 실력이 많이 늘어 보이는 것 같네. ^^
스티브: 글쎄요, 저는 한국어가 생각만큼 안 늘어서 걱정인데요. 특히 한국 문화는 아직도 잘 모르겠어요. 한국에서 일 년이나 살았는데도 아직 실수가 많아요. ￫￫
아주머니: 어떤 실수?
스티브: 처음 한국 친구 집에 놀러 갔을 때 저 혼자 신발을 신고 들어갔어요. --;;;
   (after talking about using F instead of 4 in an elevator in Korea)
스티브: 한국 문화는 알면 알수록 재미있는 것 같아요.ㅎㅎ
Example of a pilot online class

One “lab” class per lesson
(one class time out of 6-8 classes)
(1) Online exercise of grammar points
(2) Watching one episode of TV series
(“Cheese in the trap”) and discussion questions about the episode
Example of a pilot online class

Lesson 12 online class discussion: Relay storytelling.
Lesson 13 online class discussion: Discover an aspect of Korean culture in the TV show. Capture the screen that shows it and write a descriptive sentence in Korean.
Survey on online class (K10B, 20/22)

(1) How long did it usually take to complete each lab class?

(2) How much more/less work did it require compared to a normal hour-long non-lab class?

(3) Did you have any technical difficulties or get confused by the user interface or technology during the lab class?

(4) Among the things you saw and/or did during the lab class, what was the most helpful to you in terms of learning the language?

(5) What about in terms of learning Korean culture?

(6) How effective do you think the lab class was for learning the language and culture?

(7) What activities/assignment did you enjoy the most/least?

(8) You watched 6 episodes of “Cheese in the Trap” during the lab classes. What did you learn through watching the drama? What did you like or not like about the experience and exercises?

(9) If a hybrid course were offered, what would you like to see or do during the online sessions?

(10) If the Korean program offered two formats, which class would you take, a 5-day face-to-face course, a hybrid course (three days in class and two “lab” days), and current form (1 ‘lab’ class per lesson)?
What was the most helpful in online classes?

Learning the language:
- Grammar practice
- Watching drama & youtube video
- Participation activity (Discussion)

Learning Korean culture:
- Watching drama & youtube video
- In the classroom
- Discussion

“I thought it was helpful consistently watching the drama and hearing how native Korean people speak (speed/tone/grammar wise) while also presenting daily life as a college student.”

“I feel that the videos were helpful in that we get to visually see the real world culture that we only read or talk about in class.”
Results of the survey

6. How effective do you think the lab class was for learning the language and culture? (1 being not effective and 5 being extremely effective)

<table>
<thead>
<tr>
<th>Not effective at all</th>
<th>Extremely effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (5%)</td>
<td>6 (30%)</td>
</tr>
<tr>
<td>2 (10%)</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>3 (15%)</td>
<td>1 (5%)</td>
</tr>
</tbody>
</table>

Implications

- Need to integrate online class materials for more effective learning for students
- Need to search for useful way to connect online class to f2f classroom
Conclusion

• Effective way of teaching the digital generation
• Particularly effective for promoting cultural competence and multimodal literacy
• Hybrid course as a possible solution for high attrition in the Korean program
• Need to pilot, revise and incorporate multimodal literacy in the future
감사합니다... ^^

“Thank you!”