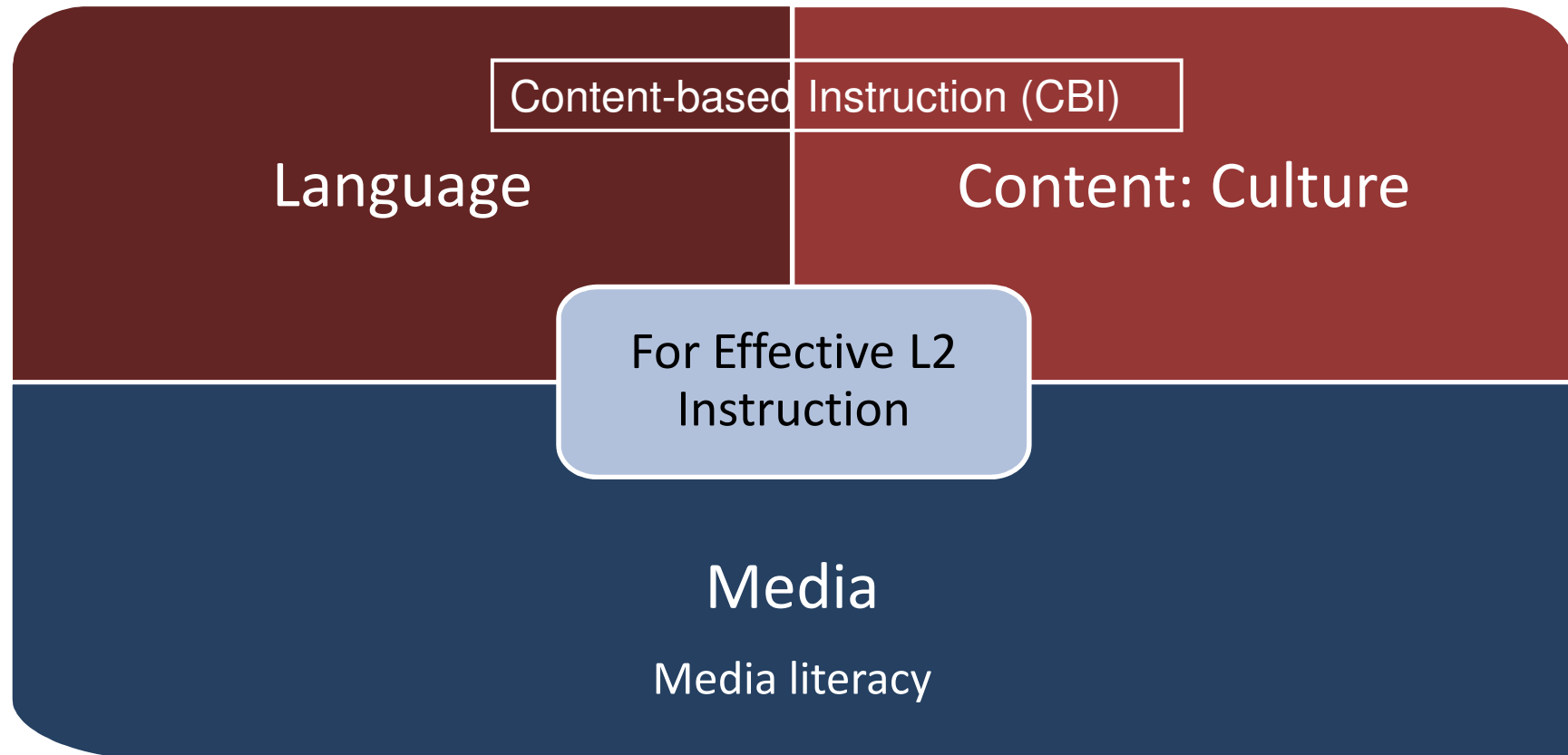


# **Role of Media in Culture Learning: CBI Curriculum Development**

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# Introduction: CBI, Language, Culture & Media



## Introduction: CBI, Culture, & Media

- **Content-based instruction (CBI)** is a holistic approach to the integration of language and content learning.

Content ⇨ Culture (*Big-C* and *little-c*)

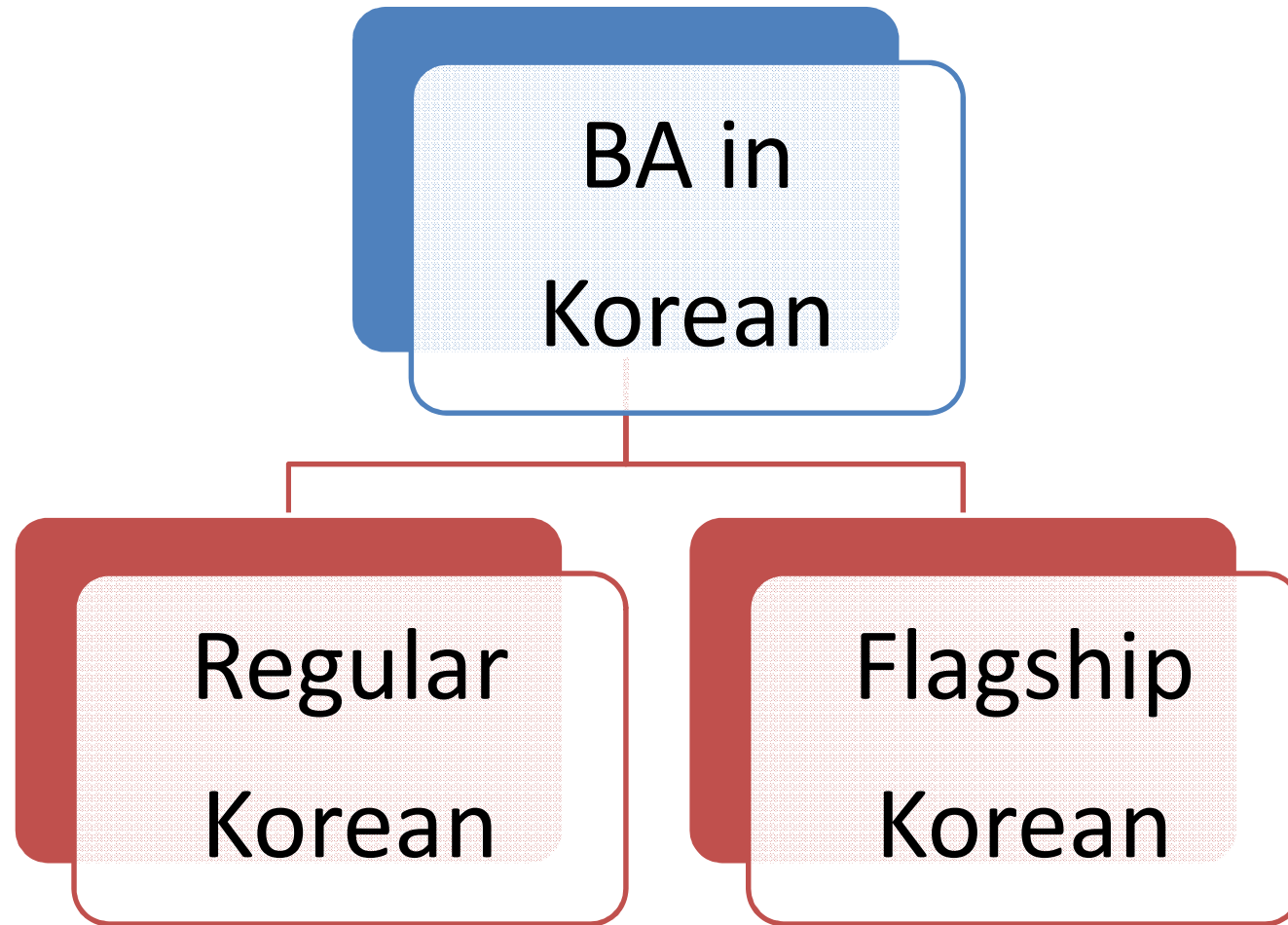
The *Big-C* and *little-c* Cultures are integrated in the National Standards for Foreign Language Learning.

- **Media** refers to the physical manifestation, form or instrument used to convey message. (e.g., TV news, ads, film)
- **Media literacy** refers to the ability of accessing, analyzing, evaluating, and communicating media content or messages in a variety of forms. ⇨ **Media Content**

# Language Teaching & Media

- The ultimate goal of target language learners is to reach a proficiency level as high as possible, a goal that takes time and effort to reach.
- Media is one of the most widely available information sources, using visual and audio materials on current Korean social, political, economic and cultural events and issues.
- Distinct media sources can be targeted to particular learning levels (e.g., film, ads, TV news and newspaper articles for advanced learners).

# University of Hawaii at Manoa Undergraduate Korean Degree Program



# BA in Korean for Professionals “Korean Flagship”

## Requirements (36 credits)

KOR 401-402 Advanced Korean I, II

KOR 403-404 High Advanced Korean I, II

KOR 421-422 Media Analysis in Korean I, II

KOR 425-425 Selected Readings in Korean I, II

KOR 470 Language & Culture of Korea

KOR 480 KOR Proficiency through Film

KOR 485 KOR for Career Professionals

KOR 486 KOR for Academic Purposes

# Film as a Teaching Resource

- KOR 480 (Korean Proficiency through Film: Korean history after 1945)
- Students who finish KOR 402
- Film as a thoughtful medium for teaching contemporary history :
  - 1) Are widely available and easily accessible.
  - 2) Make students more engaged and attentive.
  - 3) Offer both cognitive and affective experiences.
- Disadvantages
  - 1) Films are either fiction or non-fiction.
  - 2) Students have different film preferences.
  - 3) Using film scenes in class takes time away from other classroom activities.

# Film as a Teaching Resource

## Language and Culture of Korea through Film

Song Yoo Cheon



## 과제 2 한국영화 100년

위의 글을 읽고 한국영화사에 관련된 다음 질문에 대해 보세요. Read the passage above and answer the following questions regarding the history of Korean movies.

- (1) 해방전 한국 영화사에서 가장 많은 기여를 한 “춘사”라는 호를 가진 영화배우이자 감독은 누구입니까? Which actor/director with the penname “ch'unsa” made the biggest contribution to the history of the Korean film industry before liberation?
- (2) 한국영화사에서 국민영화로 불릴만큼 지속적으로 제작된 영화로 지금까지 10여편의 영화가 만들어졌으며 한국인의 정서를 대변하고 관객의 사랑을 받아온 영화는 무엇입니까? Which movie has received continuous popularity and love, reproduced about ten times, and portrays the emotions of Koreans?
- (3) 한국영화사에서 1950~1960년대에 많이 제작된 한국적 영화장르의 대표적인 것은 무엇입니까? Which Korean genre was widely produced during the 1950s~1960s?
- (4) 1950년대 한국영화는 전쟁영화와 멜로드라마가 주류를 이루었습니다. 이강천감독이 빨치산을 소재로 만든 반공영화는 무엇입니까? In the 1950s Korean movies were based on war or melodrama. What kind of movie was the anti-communism movie Director Kang-ch'ôn Yi produced based on



# Content & its components: Example

## *Peppermint Candy (2000)*

The content of the films serves as basic texts as well as the starting point for all other classroom activities.

### *A Close Look at Contemporary Korean History Since 1979*

- Assassination of President Park Chung Hee in 1979
- Kwangju uprising in 1980
- Spring of 1987: Chong-ch'ol Park, Han-yeol Yi, & Roh's June 29 declaration
- IMF economic crisis in 1997~1999
- The role and importance of the song  
*Na Öttökhæ "What shall I do"* in the film
- National Security Law, Democracy, Human rights

# CBI Courses: KOR 485 & KOR 486

- KOR 485-486 (Korean for Career Professionals & Korean for Academic Purposes)
- Students who finish KOR 402
- The students' proficiency level differs from semester to semester. (from Int. Mid to Adv. High)
- Throughout the course, students will be broadly exposed to the diversity of Korean culture, and oral presentations, vocabulary quizzes, and their active participation during the discussion session is expected.

# CBI Courses: KOR 485 & KOR 486

KOR 485 & KOR 486 cover various topics (16 chapters), in addition to the history of Korea from prehistory to present; its religion, philosophy, politics, government, economy, society, family, gender, literature, education, art, science, technology, music, dance, food and sports.

# CBI: Textbook development

## ESSENTIALS OF KOREAN CULTURE

### 한국 문화의



### CONTENTS

1	역사 1: 선사시대에서 통일신라까지 History I: Prehistory to Unified Silla ( <i>Ho-min Sohn</i> ).....	1
2	역사 2: 고려왕조 History II: Koryŏ Dynasty ( <i>Ho-min Sohn</i> ).....	21
3	역사 3: 조선시대와 일제강점기 History III: Chosŏn Dynasty to 1945 ( <i>Dong-Kwan Kong</i> ).....	41
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6	교육 제도 Education System ( <i>Sunmi Ch</i> )	11
7	언어 Language ( <i>Ho-min Sohn</i> ).....	12
8	문학	13
	정치와 정부 Politics and Government ( <i>Hyeonju Son</i> ).....	185
	경제 Economy ( <i>Sun Woo Lee</i> ).....	207
	사회 Society ( <i>Yeon-Hee Yoon</i> ).....	227
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# Examples: News Media

- The media courses are designed to help students elevate their Korean language proficiency level and to improve their knowledge of Korean culture, society and history through media and to strengthen critical and analytic thinking.
- [6과 교육제도](#): (TV 뉴스) [오바마와 한국교육](#)
- [11과 한국사회](#): (TV 뉴스) [한국사회 지표](#)
- ([받아쓰기+뉴스따라하기](#))

# Magazine Cover Page

What was intended to be conveyed in the picture images?



양극화



빈부격차



# News Media as a Teaching Resource

KOR 403-404 & KOR 421-422: Media Analysis In Korean

- News Media:
  - 1) tend to attract and hold the attention of students
  - 2) provide a useful way of exposing students to **excitement of learning** by introducing them to subject knowledge that stimulate interest and attention of students

# News Media as a Teaching Resource

- News items (in L2 setting) are a little beyond students' current level of content knowledge and understanding in respect of the words or phrases used or a topic.
- This also provides an opportunity to introduce new or advanced (or subject specific) vocabulary in a context that demonstrates their importance in everyday situations.
- Learning from **reading** (**print media** such as newspapers, internet articles) & from **listening** (**broadcast media** such as documentary, TV talk shows, TV news)



# Teaching format for media literacy class

## Reading

- 1) Reading: read media texts (such as newspaper article) related to a specific topic or theme.
- 2) Q&A for reading comprehension: Try to answer questions based on the [media analysis checklist](#).
- 3) [English translation](#)

## Listening

- 1) To understand clearly TV shows or news related to the same/similar topic above.
- 2) To exchange ideas clearly and precisely with peers by writing a [summary in Korean](#).
- 3) To distinguish fact from opinion and to make inferences and draw conclusion
- 4) [Wrap-up](#)

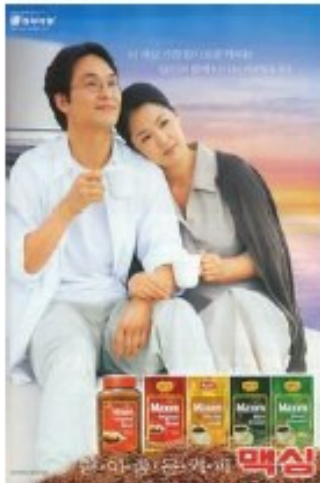
# Ads as a Teaching Resource

- 1) Ads, language and culture are deeply connected to one another (Strauss 2006).
- 2) Messages tend to be stereotypical and relate easily to the most common values in the society.
- 3) Are widely available and easily accessible.
- 4) Make students more interested & engaged.
- 5) TV commercials are very short (15 to 30 seconds).

# Ads as a Teaching Resource (Changing gender roles)

## 광고에 나타난 성역할 I

- 다음은 맥심커피의 인쇄 광고입니다. 두 광고를 보고 각 광고의 특징을 아래서 쓰세요.



(1999 맥심광고)



(2007년 맥심광고)

1999년 맥심광고	2007년 맥심광고

- 동일한 제품을 광고하지만 8년이란 시간은 전혀 다른 느낌의 내용을 전달하고 있습니다. 자신의 생각을 정리하여 발표하여 보세요.

## Picture 1 (Maxim Coffee 1999)

남성	여성
능동적	수동적
주도적	종속적
계획적	무계획적
이성적, 지적	감성적
문명적(개척적임)	자연적(개척대상적)
어깨를 빌려주는 사람, 보호자	어깨에 기대는 사람, 피보호자

## Picture 2 (Maxim Coffee 2006)

여자 커피잔의 위치가 바뀌었다.  
 남자 왼쪽/여자 오른쪽 → 여자 왼쪽/남자 왼쪽  
 남자의 어깨에 더 이상 기대지 않는 여자  
 광고속에서 나타난 남녀의 성역할에 변화

# Ads as a Teaching Resource



# Role & Benefit of Media

- To introduce students to subject knowledge or (informative) content
- To attract students' attention or to make students more interested (sometimes, excitement of learning)
- To offer cognitive experiences
- Benefit of CBI through media: Self-directed learner; More motivated/engaged learner; Critical and analytic thinking

# Conclusion:

## Culture teaching through media

- Integrating **media content** and **language** (CBI).
- Understanding the orally and visually authentic character of Korean media (e.g., documentary, TV news, etc.) not only gives students a rich and varied context in learning Korean language and culture, but also provides a chance to be exposed to the advanced vocabulary which is beyond the students' current proficiency level.
- Teaching format should be different depending on the type of media. (e.g., film, TV news, Ads, etc.)

감사합니다