

## AATK 2004 WORKSHOP PROPOSALS

### **Workshop 1: Enhancing Teaching Strategies based on Multiple Intelligences**

*Hyekyung Sung  
Stanford University / Intercultural Institute of California*

In 1983, Howard Gardner, the creator of the Multiple Intelligences (MI) Theory, suggested that all individuals have personal intelligence profiles that consist of combinations of seven different intelligence types. These intelligences were verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal (Gardner, 1983 & 1993). Gardner added an eighth intelligence type to the list, naturalist intelligence (Gardner 1999), followed by a ninth type, existentialist intelligence (Gardner 1999). Since 1983, when Howard Gardner published *Frames of Mind*, multiple intelligences theory has been embraced by educators as a tool for understanding and effectively meeting the learning needs of their students (Armstrong, 1993 & 1994). Gardner's MI Theory has also been applied to foreign-language teaching and learning by many scholars including Michael Berman (1998) and Rosie Tanner (2001).

This workshop will present instructional strategies that can be used to enhance Korean teaching and learning based on the MI theory. All teachers must be better equipped to widen their pedagogical repertoire to accommodate linguistically, culturally, and cognitively diverse students. In addition, teachers should know how to cater optimally to learners with different intelligence profiles and how to create a learning environment in which learners feel secure and relaxed. This workshop will provide Korean language instructors with a chance to understand the MI theory and to practice applying this theory to Korean teaching in the classroom setting.

Participants will first take a survey questionnaire in order to identify their own intelligence profiles based on the Walter McKenzie's survey (McKenzie, 1999). This survey can be used later with students in the participants' classrooms. Other types of surveys to identify personal intelligence profiles will also be introduced.

Gardner's original MI theory and his two recent additions to human intelligences will be introduced. This will be followed by the brief history of how the MI theory has been applied to education in general, and to foreign language education, specifically.

Participants will study the list of activities (methods of work, type of practices, and classroom techniques) that Berman (1998) presented in his book, and will be asked to categorize these activities according to the intelligence they cater for. They will identify which activities are most suitable for foreign language teaching in general and which are best for their learners in particular. Participants will study the language-skills activities

chart suggested by Tanner (2001) and select one of the four language skills (e.g. reading) and cut out the list of suggestions made for that particular language skill for each of the eight different intelligences contained in the chart. They will then prepare a similar list of activities for each intelligence, but this time concentrating on another language skill (e.g. listening). When participants have finished, they will compare their list of activities with Tanner's list of suggested activities.

Participants will examine one of the Korean language workbooks and identify a number of typical exercises or activities for each of the nine intelligences. They will examine how many activities cater for several intelligences at the same time. They will also be asked to reflect on their most recent lesson and how differently they would do the same lesson if they have to do it again.

A topic of one lesson will be identified and participants will have a chance to come up with various tasks, texts, exercises, methods of work, teaching aids, activities, songs, etc. that relate to the given topic. These ideas will be arranged according to the intelligence that they cater for the best.

Participants will be given the following nine questions (Nicholson-Nelson, 1998) to review and will then make adjustments in their lesson plans in order to maximize the use of the learners' multiple intelligences:

- (a) Have you provided the learners with opportunities to speak, listen, read and write?
- (b) Have you included numbers, calculations and/or activities requiring critical thinking?
- (c) Have you included pictures, graphs and/or art?
- (d) Have you included activities involving movement?
- (e) Have you included music and/or rhythms?
- (f) Have you included pair work and/or group work?
- (g) Have you provided the learners with private learning time and/or time for reflection?
- (h) Have you included categorization tasks and/or arranging exercises?
- (i) Have you helped the learners consider the topic/theme/grammar point(s) of today's lesson in relation to a larger context?

This workshop will be beneficial for Korean language instructors because they will understand their own and their students' intelligence profiles and learn how to incorporate and apply them into their classroom teaching, which will enhance teaching and student learning.

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## **Workshop 2: Use of TV Materials in Korean Language Instruction**

*Mee-Jeong Park*  
UCLA

### ***Objective***

The main objective of this workshop is to present and share methods in using multimedia materials collected from television programs such as dramas, entertainment programs, news, talk shows, commercials, etc. produced by major Korean broadcast companies. Based on pilot (instructions) [lessons?], students find these materials extremely helpful in learning and practicing the actual language in an interactive mode. These materials contain real-life situations where the linguistic expressions are embedded within socio-culturally encoded contexts and situations (e.g., participants of different age ranges using different speech styles).

Students learning Korean in the United States have very limited or no access to authentic Korean language use. Based on pilot (instructions) [lessons?] conducted in elementary and intermediate level Korean classrooms (both heritage and non-heritage students), the proposed use of multimedia materials can help improve the basic four skills in language learning: listening, speaking, reading, and writing. Furthermore, instructors will be able to provide a technology-based activity through which students with limited language skills can describe the story, generate ideas, learn to use adequate patterns or speech styles in a given situation, and improve communication skills by gaining access to authentic speech samples.

I selected some excerpts from a variety of TV materials, which contain the target grammatical patterns and/or expressions. I digitized 2-3 minute-long short video clips containing the relevant expressions to be shown to our students taking beginning and intermediate levels of Korean (for both heritage and non-heritage students). These materials can be used for different activities with different lesson plans, as shown in the activities described below.

During the workshop, I would like to demonstrate the use of multimedia to teach diverse patterns and expressions of Korean language covered at elementary and/or intermediate level. During the workshop, participants will have a chance to experience a simulated classroom situation using these materials. Furthermore, participants will have a chance to discuss and elaborate further uses of these materials in classroom settings.

### Sample classroom activities using the video clips

- A. Collection of several short video clips illustrating a specific expression (suitable for non-heritage students)

This is a collection of several short video clips, which includes a specific expression such as 안녕히 가세요 vs 안녕히 계세요\*. The collection includes 5-6 short clips where diverse participants (e.g., 2 adults; a teacher and a student; 2 colleagues, etc.) use the target expressions in various contexts/situations. By watching the collection of these short clips, students will understand the difference between the two types of leave-takings. In addition, students will not only learn the vocabulary but also the socio-culturally driven language use (e.g., proper gesture between two parties of different ages or social status). Students can practice the target expression shown in the sample video clip (e.g., role play) or as assigned by the instructor.

\* additional clips: 안녕하세요, 저기요 vs 여기요, 감사합니다, telephone conversation, etc

- B. Short video clips with storyline (suitable for heritage students)

1. 3-4 minute-long audio/video clips with a describable storyline. Students listen to the conversation from the audio/video clips, and retell the story to his/her classmate as a narrative. This can be assigned as a writing exercise as well.
2. Usually, even the heritage students have difficulty in understanding and using the appropriate speech styles of different interlocutors in different situations. Several 1-2 minute-long video clips containing speakers using different speech styles can be of great help to students to understand the use of ~버니다/습니다, ~어/아요, ~어/아 etc.

After viewing the sample video clips, students can practice the use of different speech styles in the form of a pair role-play.

Example clips:

- (i) Conversation between two men in their 50's. For instance, speaker A who is 4-5 years senior to speaker B, uses the intimate speech style ~어/아. On the other hand, B uses the deferential ~습니다/습시다 all the time.
  - (ii) Conversation between a couple using the polite style ~어/아요 to each other, and another couple using ~어/아 to each other.
  - (iii) A married son using ~어/아요 to his parents, versus a married daughter using ~어/아 to her mother.
  - (iv) Conversation between a professor and a student, a boss and a secretary, etc.
3. 2-3 minute-long video clips with recognizable actions (e.g., making a phone call to order Chinese food followed by the delivery, etc.). Play the video clip without the sound. After watching the clip, students break into groups according to the number of participants in the video clip. Once divided into groups, they collaboratively write the script for the clip, and dub the sound while the clip is playing with the sound off. After each and every group presents their script, play the clip one more time with the sound on (subtitle on, if available). Now, students have to get the original script (e.g., fill in the blanks) as they watch the clip one more time with the sound on. This can be followed by the activity in 1 above.

The presentation of these video clips can be followed by comprehension, practice, and follow-up exercises. In this way, students will be able to practice writing (guess the script), speaking (dubbing), listening and reading (sound and subtitle), and finally writing (composition).

**Workshop 3:  
Teaching Korean as a Foreign Language  
with Music and Songs; Theory and Practice**

*Eun-Hee Koo  
Intercultural Institute of California*

Background

Using music and songs is a very popular way of teaching foreign languages, including teaching English as a Second Language (ESL). There is much research that shows the effectiveness of using music and songs for teaching foreign or second languages (Medina, 1990; Maxwell, 1999; Kramer, 2001). However, music and songs barely have been used in the Teaching Korean as a Foreign Language (TKFL) classrooms.

I have composed many songs for the TKFL classes including the Korean alphabet song, greeting song, and number song. I have used them for a variety of Korean language classes, including Korean weekend school classes, college-level foreign language classes, and working adult classes in the U.S.

#### Purposes of the Workshop

The purposes of this workshop are to show the significance of using music and songs and to demonstrate how to use music and songs for teaching Korean as a foreign language.

#### Processes of the Workshop

1. The participants will be engaged into the discussion to find out the possibilities of using music and songs for TKFL.
2. The presenter will present some cases of foreign language classrooms where music and songs were used and the effectiveness of music and songs as classroom materials was found.
3. The presenter will demonstrate how the music and songs have been used for her classes by playing a video.
4. The presenter will teach the songs created by herself for TKFL.
5. The participants will have a chance to sing the songs.
6. The participants will discuss what the benefits of using music and songs and how they will use them for their classes.

#### Benefits of the Conference Audiences

At the conference, the audiences will be given several songs composed by myself, and they will have a chance to sing the songs to experience the effectiveness of using music and songs for teaching Korean.

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### **Workshop 4: How to Integrate Culture Into the Korean Language Classroom: Designing Video Material for Classroom Use**

*Young-mee Yu Cho & Hae-Young Kim  
Rutgers University      Duke University*

Learning a language necessarily entails learning the culture in which the language is embedded since even a single utterance constitutes an act to be interpreted according to the cultural norms and expectations. Furthermore, it has now been widely accepted that cultural knowledge is the fifth skill that needs to be acquired along with the traditional

four language skills. In a real classroom setting, however, cultural content is often treated as an afterthought or as a fossilized museum experience; the so-called ‘culture’ is introduced separately by a few written culture notes in the textbook or by unstructured and uncritical showings of video clips on the topic at hand. The video resources are even misused as a babysitting device lacking learning activities or guidance in some cases.

Inasmuch as foreign language teachers agree that it is necessary to incorporate cultural information into existing textbooks and to provide rich, varied and authentic input in class, the curriculum would need to include contemporary popular culture and media coverage of current issues as well as canonized high culture. Faced with these imperatives, however, language teachers are inadequately prepared to present culture in the classroom, and are often at a loss as to how to engage students in activities to learn culture with the use of multi-media resources.

In this workshop, we will demonstrate approaches and techniques to introduce culture into the first two years of Korean language instruction. The emphasis will be on organized and guided exposure to media representations of Korean culture without special attention to students’ language proficiency. The first part of the workshop presents five sample units: (1) two problematic examples, one on introducing han’gul and another on tourist sites of Seoul, where the involvement of the teacher and the students are minimal; and (2) three alternative examples, which demonstrate a more organized and systematic way to present culture through authentic material. We adopt H.Yi (1999)’s modified scheme of Ramirez and Hall (1990) that proposes five categories of cultural themes: (1) Personal sphere, (2) Social sphere, (3) Religion and Arts, (4) Political systems, and (5) Environmental sphere, in order to characterize and organize the cultural content of the source materials. The three units are based on:

[1] An episode from “웬만해서는 그들을 막을 수 없다” on the mother’s taking English conversation class and the conflict between the mother and the son with regard to the son’s grades;

Personal sphere (family life, friendship)  
Political systems (education)

[2] Three segments from television news on the presidential inaugurations;

Social sphere (vertical relationships, greetings)  
Political systems (government, mass media)

[3] A composite from three educational TV programs which introduce the historical sites of Kyongju;

Religion & Arts (history, art)  
Environmental sphere (geography, weather, transportation).

In the second part of the workshop, the participants will be engaged in selecting appropriate source materials and designing a pedagogic unit. The organizers will provide a range of materials for the participants to choose from: movies, current events programs, soap operas, sit-coms, TV commercials, documentaries, and educational programs. The

design of classroom activities will be organized around pre-viewing activities, presentation techniques, and post-viewing activities.

In the final phase of the workshop, the participants will evaluate each other's choice of materials and activity designs with regard to their effectiveness as classroom teaching tools. Strategies for promoting student involvement will be discussed, and the differing needs of heritage and non-heritage learners of Korean in the area of cultural instruction will be addressed.

**Workshop 5:**  
**Implications of ILR/ACTFL Proficiency Guidelines and Text Typology  
in Teaching and Testing College Level Korean**

*Sahie Kang & Byung-Joon Lim*  
*Defense Language Institute Foreign Language Center*

The purpose of this workshop is to explain and promote ILR/ACTFL level descriptions, a set of descriptions of abilities to communicate in a language, and to explore its application to the Korean language teaching and testing of reading and listening. Although this process includes all four areas of language skills, the workshop will focus mainly on reading and listening.

The presenters will first introduce the five functional levels of the proficiency scale along with text typology while showing comparisons between ILR and ACTFL guidelines. Then, various Korean authentic listening and reading texts will be analyzed according to the text typology based on the ILR/ACTFL scale. Participants will have hands-on experience in analyzing various authentic Korean reading and listening material.

The second half of the workshop will introduce instructional material development with selected texts based on text typology. The presenters will discuss the principles of curriculum design including proficiency-driven and task-based material development, and relate experiences of implementing these materials by sharing on-line as well as off-line material development processes. In addition, assessment of proficiency levels will be discussed. Participants will brainstorm their own ideas of designing such materials, create materials in groups based on these design principles, and share their products with other participants.

As a conclusion, the presenters will propose the need for a standardized Korean curricular design in different US colleges based on Proficiency Level Descriptions.

**Workshop 6:**  
**Constructing Lesson Tests for Korean Language Classes**

*Eun Joo Kim*  
*The Ohio State University*

Although test writing is an unavoidable must for language teachers, not all of us teachers are testing specialists. This workshop session will be held as an open forum to discuss some of the practical issues and concerns in writing language tests, more precisely lesson tests, for college-level Korean classes. It intends to engage the workshop participants in discussions to share their experiences of writing lesson tests for their classes. The first part of the workshop session will be devoted to discussing major theoretical issues concerning language testing: types of language testing, validity, reliability, and the relationship between language teaching and testing. The workshop leader will then show the participants some actual samples of Korean language tests used for evaluating students' performance and discuss the strengths and weaknesses of those tests, along with some practicalities concerning lesson test writing for language classes. The second part of the workshop session will be spent as a test-writing workshop. The participants will be divided into five small groups to work on writing a section of a lesson test composed of vocabulary, grammar, listening, speaking, and reading and writing. For this small group project, Lesson 13 of *Integrated Korean: Beginning 2*, published by University of Hawai'i Press will be used for writing the tests. This workshop session will conclude by sharing and discussing the lesson test that the participants work on and produce.

**Workshop 7:**  
**Teaching Language and Culture through Reading Short Stories**

*Clare You*  
*UC Berkeley*

Cultural behavior can be best learned through stories – real stories, documentaries, fictional short stories or even simple fairy tales. However, using short stories in a language classroom can be equally valuable, as Claire Kramsch has noted by commenting on “... literature’s ability to represent the particular voice of a writer among the many voices of his or her community and thus to appeal to the particular in the reader.”

Reading short stories benefits language learners in multiple ways; they are exposed to all styles of language from street slang to the sophisticated, from the dialectal to the standard, from old expressions to the new, from simple dialogues to complex narratives, and from factual to fantasy. Through reading fiction, they will experience the way of life of others, their thoughts, their social interactions, their customs – the old and new, traditions, modern historical/political issues, and more. The stories generate spontaneous

discussions among the students because of the endless possibilities of ‘what ifs’ and/or ‘why not.’ They provide a fertile ground for speaking, listening, reading, writing and, most importantly, thinking in the target language.

Incorporating multimedia materials – film, audiotapes, authors’ interviews, songs or music – brings another dimension to a student’s experience in the milieu of literature and language; these all enhance a student’s interest in Korean language and literature.

It is not an easy task for a student, let alone a non-heritage student, to leap into taking a literature course in Korean after only three years of Korean language courses at Berkeley or at any other college. To ease the transition from a purely language curriculum to literature courses, this short story reading course has been offered as a bridge to make the transition easier. Reading short stories has two goals in mind - to provide the means for enhancing language skills in Korean beyond the advanced level, and to introduce the broader and deeper cultural elements that play a vital role in achieving higher communicative competence.

The workshop will present:

1. **On Discovering Elements of a Short Story**
2. **Lesson Plans for Short Stories with a demo for reading one or two short stories (“Encyclopedia” and/or “The Wings”)**
3. **Suggestions for students’ semester projects**