Applying the National Standards to Advanced Korean Courses: Teaching Language and Culture Through Soap Operas

Hee-Sun Kim
Stanford University

National Standards

- Communication
  - 1.1: Interpersonal Communication
  - 1.2: Interpretive Communication
  - 1.3: Presentational Communication
- Cultures
  - 2.1: Practices of Culture
  - 2.2: Products of Culture
- Connections
  - 3.1: Making Connections
  - 3.2: Acquiring Information
- Comparisons
  - 4.1: Language Comparisons
  - 4.2: Cultural Comparisons
- Communities
  - 5.1: School and community
  - 5.2: Lifelong Learning

National Standards

- Korean National Standards: “The standards reflect a philosophy of foreign language education that privileges the integration of the traditionally viewed four skills (listening, speaking, reading and writing) as a coherent whole, with culture woven seamlessly into the fabric of foreign language study.”

One of the fundamental goals of foreign language education is to raise students’ ability to use language in real situations and to respond meaningfully in culturally appropriate manner.

Soap Operas & Culture

- Challenges
  Students often get frustrated by watching a video/soap opera in an imperfectly understood language.

  Teachers lack knowledge about where they can make best use of video in their teaching and how to integrate into their curriculum.

  Due to its authentic nature, some scenes in soap opera often exceed student’s comprehension ability.

  Language and Culture are inextricably linked. The knowledge of culture holds a key to the understanding of a language.

Soap Operas & Culture

- Soap Opera is an excellent source that provides natural, content-rich information of the target language and culture.

  Soap opera is an effective tool to help students develop both cultural and linguistic competence.

  Advantages:
  - genuine language samples are highly effective in elevating students’ communicative proficiency.
  - they could offer the glimpses of the target language in action in a relatively natural context.

Curriculum Design

- Language Level: ACTFL proficiency-based

Table 8: ASSESSMENT Criteria—Speaking

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Global Tasks and Functions</th>
<th>Context / Context</th>
<th>Accuracy</th>
<th>Text Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Discuss topics related to soap operas and interpret views with a comprehensible vocabulary</td>
<td>Discourse with some non-native speakers and some native speakers (e.g., a classmate and a teacher)</td>
<td>No pattern of errors in basic structures</td>
<td>15-20 sentences</td>
</tr>
<tr>
<td>Advanced</td>
<td>Discuss topics related to soap operas and interpret views with a comprehensible vocabulary</td>
<td>Open-ended discussions and some non-native speakers</td>
<td>No pattern of errors in basic structures, errors virtually nonexistent</td>
<td>20-30 sentences</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Discuss topics related to soap operas and interpret views with a comprehensible vocabulary</td>
<td>Some open-ended questions and a limited number of contextual structures (e.g., produce, familiar topics related to daily activities)</td>
<td>Some errors in basic structures, errors nonexistent</td>
<td>15-20 sentences</td>
</tr>
<tr>
<td>Novice</td>
<td>Discuss topics related to soap operas and interpret views with a comprehensible vocabulary</td>
<td>Some open-ended questions and a limited number of contextual structures (e.g., produce, familiar topics related to daily activities)</td>
<td>Many errors in basic structures, errors nonexistent</td>
<td>Individual words and phrases</td>
</tr>
</tbody>
</table>

http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/tables/contents.htm
3-P Culture Paradigm

Little "c" the total way of life of a group of people

Big "C" a refinement or sophistication within a society

Means, attitudes, values, ideas

Selection of Videos

Inspiration/Motivation

Language: 준대법, 사자성어, 속담

Cultures: 전통 결혼, 체사, 맞선, 한옥, 한복, 노래방, 씨집방...

Syllabus Design

Baseline: Intermediate High/Advanced Low

Target Level: Advanced Mid/High

Narration, Description, Comparison with paragraph-length connected discourse

Structure of the Course

Pre-viewing Activity: Vocabulary Building & Reading

Viewing Activity: Watching each episode

Post-viewing Activity:
- Comprehension Exercises, Free Writing (지속 감상문)
- Idioms & Four-Syllable Chinese Oriented words
- Role-play & Information Gap Activity
- Expressions & Grammar
- Composition

Group Project: Collaborated work (Wiki)

Previewing Activity 1

Introduce key words in context

Viewing Activity: who said what

Previewing Activity 2

Background Text Reading: Culture Focus

Standard 1.2: Interpretive Communication

Standard 2.1/2.2: Product/Practice of Culture

Standard 3.1: Making Connections

Standard 3.2: Acquiring Information

Standard 4.2: Cultural differences
Post-Viewing Activity 1

• Personal Response - Presentation & Discussion

Standard 1.1: Interpersonal Communication
Standard 1.3: Presentational Communication
Standard 2.1/2.2: Product/Practice of Culture
Standard 4.2: Cultural Comparisons

Post-Viewing Activity 2

• Comprehension Exercises: Narration, Description, Comparison

Standard 1.1: Interpersonal Communication
Standard 1.3: Presentational Communication
Standard 2.1/2.2: Product/Practice of Culture
Standard 4.2: Cultural Comparisons

Post-Viewing Activity 3

• Idioms & Four-syllable proverbs
  - etymology, sample sentences
• Practices:
  - role play with scripts, information gap activity, video dubbing (video clips)
  - fill-in-the blanks, creation of dialogues using idioms/proverbs

Standard 1.1: Interpersonal Communication
Standard 1.2: Interpretive Communication
Standard 1.3: Presentational Communication
Standard 3.2: Acquiring Information
Standard 4.1/4.2: Language/Cultural Comparisons

Post-Viewing Activity 4

• Grammar & Expressions
  Speech levels, Honorifics, Humble Expressions, Indirect quotations
  Discourse markers, Connectives

Standard 1.2: Interpretive Communication
Standard 1.3: Presentational Communication
Standard 3.2: Acquiring Information
Standard 4.1/4.2: Language/Cultural Comparisons

Post-Viewing Activity 5

• Composition: Narration, Description, Comparison

Standard 1.1: Interpersonal Communication
Standard 1.3: Presentational Communication
Standard 2.1/2.2: Product/Practice of Culture
Standard 3.2: Acquiring Information

Final Project

• Collaborated Work
  - Discussion board
  - Wiki

• Producing a short film
• Visiting cultural events (samulnori, movie festival)

Standard 1.3: Presentational Communication
Standard 2.1/2.2: Product/Practice of Culture
Standard 4.2: Cultural Comparisons
Standard 5.1: School and Community
Standard 5.2: Lifelong Learning