Making cartoons in Korean: Using “Comic Life” tool

It is widely known that while teaching a foreign language it is useful to make students participate in skits. A skit provides students the necessary support to begin production of a language. Students could be encouraged to write their own skits and this would provide them contextual practice in writing, reading, listening and speaking. And In the area of language instruction, teachers are constantly searching for new and innovative materials to enhance learning in the formal classroom environment. For these reasons, I decided to let students make skit in different way which is making comics through using software for their project work in Korean class.

In this presentation, I will introduce a project work using comic life tool which will be done in KOR002, elementary 2 class, in Duke University during 2010 spring semester. And it addresses:
(1) Skill area: Writing (Reading, Speaking and Listening also included)
(2) Instructional type: Student activity
(3) Material: Computer software

The project will all be produced in the comic book production software called “Comic Life” which is produced by a company named, “plasq.” The program is easy to use, cross-platform, and comes with a 30 day free trial that is usually sufficient for students to complete their projects. We have two different types of projects using Comic life. The first project title what I gave to student is “Introducing whatever you want” and it is an individual project work. And the second project is “Making dialogue using what you learned” as a group project. For this second project, students will make their cartoon with Comic Life tool, will record their dialogues and will have a presentation in the class.

Creating comics requires students to focus on how and why information and ideas are presented, rather than simply what is presented. The tool also allows students to develop high cognitive skills, given that they must accurately and concisely represent words visually. In order to compose even a one-page comic, students must understand concepts on a deeper level, requiring them to organize, analyze, and synthesize information. Thus, Comic Life can engage students both cognitively and creatively.
GLOSS: Implementing Online Lessons as a Language Teaching Tool

What could you do to be a more effective Korean teacher for the Net Generation or digital native students who are very familiar with all forms of media and information technology? The presenters will briefly introduce the organization and content of the Global Language Online Support System (GLOSS), which is designed to improve your students’ proficiency. GLOSS reading, listening, and video lessons are based on a pedagogically sound series of activities, extensive step-by-step feedback, and numerous authentic materials in Korean with the added benefit of free global access on the internet. First, the presenter will showcase a video lesson derived from a popular Korean soap opera that received the most positive reactions from students. Secondly, examples of activities for learner-centered, self-directed classes and blended learning styles will be provided. A question-and-answer session will follow.

(1) Skill area: Listening and Reading
(2) Instructional type: Assignment
(3) Material: incorporation of text, audio, and video

Method: PowerPoint slides.
Duration: 20 minutes including time for questions-and-answers.
Presentation language: English with Korean samples
Technology: Laptop computer
Teaching Materials Exchange Abstract #3

Useful Web 2.0 Tools for Korean Teachers

1) Skill Area: Reading / Writing / Listening
2) Instructional Type: Student Activity / Assignment
3) Material: Internet and software

The goal of this presentation is to introduce some of the most innovative ways to incorporate Web 2.0 technologies into daily Korean classroom activities, homework assignments, and eventually, the acquisition of the Korean language. Since most of our students are “Digital Natives”, Web 2.0 technologies can effectively provide cultural and linguistic contents that can actively engage these new-generation students in Korean courses. Moreover, Korean instructors can communicate with their students more effectively through these latest technologies.

This presentation will be able to help Korean instructors who are interested in incorporating some of the newest Web 2.0 technologies into their curriculum but who, for a variety of reasons, have not had an opportunity yet to do so. The audience will be able to learn to use Wikis, blogs, twitter®, voice threads, clickers, social networking sites and other cutting-edge web tools to enhance and enrich their classroom teaching and learning experience.

A comprehensive list of useful Web 2.0 tools including free online resources, teacher templates and web applications will be distributed to the participants at the end of the presentation.
Introducing a multimedia instructional module for teaching Korean pronunciation rules

(1) Pronunciation rules
(2) Comprehensive module (instruction, student activity, drill, and test)
(3) Software

Pronunciation is one of the most critical elements for learning L2. Therefore, it is not surprising that there are several books dedicated to teaching Korean pronunciation. These books are usually accompanied with supplemental CDs that provide audio clips of correct pronunciation. However, these supplemental materials are too often mundane and do not provide the motivation needed for students to improve their pronunciation. As one can see, the overriding problem for students is that there is a limited amount of tools available for teaching pronunciation rules that provide both meaningful and motivating learning opportunities to speed up the automatization process.

This presentation will showcase an instructional module to teach Korean pronunciation rules. This multimedia module provides not only instruction, but also a fluency development tool to automatize the application of Korean pronunciation rules. This module, developed using Adobe Captivate III, integrates video, audio, and graphic presentations and provides intensive practice sessions as well as useful evaluation tools. The module also utilizes both South and North Korean words and sentences as examples. With many fun activities in the module, students are engaged in applying pronunciation rules in a highly motivated manner. The presentation will describe the design and development principles of the module and provide a pedagogical method to teach the rules quickly and effectively. It will also describe the result of pilot testing of the module and feedback from the users such as students (K-16) and teachers.
Moodle for Korean Language Classrooms

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a free open-source CMS (Content Management System) specifically designed for online education. I would like to talk about how this software might be utilized for Korean language education.

I have worked in the language learning center at my university managing Moodle courseware development and maintenance for nearly two years. The recent budgetary crisis in the United States has placed additional burdens on university language classrooms. Moodle has been successfully deployed on our campus to help alleviate much of the burden on instructors brought on by larger class sizes and/or limited materials.

My talk would focus on how Moodle can, as well as cannot, be used for language education and some strategies for implementation for various departments, depending on size. The following talking points will include examples for real implementations for language courses done by our center.

1. Introduction to Moodle
2. Benefits of Moodle: Randomization, Security, and ease of reproduction
3. Success stories and problems, demo courses, and brief two year report on implementation.
4. Incremental implementation vs. complete launch
5. General course management, roles, and TAs
6. Question bank design: long-term, multi-course, and limitations
7. Techniques for preventing cheating
8. Preventing hardware and software issues: Language fonts, sounds, etc.
9. Third party plug-in suited for language work: Sound recording, collaborative suites, etc.
10. Moodle 2.0: The future of Moodle – Should I wait for the upgrade?

The information above will be presented for a novice to intermediate internet user with clear examples, practical examples and real demonstrations.