

Technology as a Core Part of a Teacher's Knowledge Base in the Digital Age

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INTRODUCTION

Foreign language teachers need a knowledge base related to the information their students must know. The other part of their knowledge will be the ways in which that knowledge is delivered to those students. Educators who experienced remote instruction prior to or during the COVID-19 pandemic by now likely all agree that technology has become an integral part of teacher knowledge as a way to channel information to students. Teachers must understand how the affordances and constraints of specific technologies influence student learning. However, teaching with technology in the 21st century is becoming more complicated when one considers the challenges that newer technologies present to teachers. Therefore, developing creative ways to incorporate specific technologies that engage students and facilitate student learning has become paramount in the current teaching context.

INTEGRATING VARIOUS TECHNOLOGIES IN A KOREAN COURSE

My teaching knowledge and practices have been shaped largely by the local contextual factors in which my teaching occurs. For example, UC Berkeley is one of the few US universities that offer separate heritage and non-heritage tracks of Korean. Thus, teaching Korean at UC Berkeley has required me to build a knowledge base about heritage language learning, which is very distinct from foreign language learning. The second factor is integrating Korean popular media into my teaching practices to reflect students' enormous interest in learning Korean because of the Hallyu phenomenon, or the global popularity growth of South Korean culture, which started in 1999 (Lee, 2018). This global popularity of South Korean media has brought not only an increase in Korean enrollments but also demands for a pedagogy shift to reflect learners' interests. Additionally, the global pandemic forced me to develop a technological knowledge base so I could employ best practices to teach students of the digital generation. To gain this knowledge base, I developed ways to integrate technology that accommodated my local contextual factors.

During my earlier days of teaching, I sporadically used segmental YouTube clips in class; later, I assigned movie clips from the Berkeley Language Center as listening and cultural homework. However, popular media has now become the core of my curriculum due to Hallyu. Specifically, since 2016, I have experimented with using a whole TV show series throughout the semester, which provides consistent story-based input, to exemplify authentic

circumstances of linguistic usage. The use of clips from a single show helped students understand highly contextualized situational Korean language and how interpersonal relationships affect grammar and usage of the language (Hall, 1973; Merkin, 2009). Having a shared, story-based input that evolves throughout the semester provides ample instances of naturalistic usage, contrary to the textbook, which provides fragmental explanations. I assigned each episode to watch as homework and used references from the show's content to have students apply their linguistic knowledge as the lesson wrap-up. Figure 1 exhibits various activities used in the non-heritage intermediate course, from listening and using grammar and expressions from the lesson to predicting the outcomes of the following episode. These activities can be completed only when students understand the plot of that week's episode and the content of the lesson, which ultimately makes this activity fun and meaningful.

KsoB
<치즈인디트립> 오르 배우기

3회

1. [Dictation] 3회 첫 홍설의 독백 (monologue)를 듣고 빈 칸을 채우세요.

선배, 정말 화가 _____ 내가 _____
없이 아영이 소개시켜 줬서?
그게 그렇게까지 _____ 날 _____? 모르겠다.
뭐가 이렇게 _____?

2. [문법] 다음 문법을 써서 대답해 보세요.

-AS (으)ㄴ 가요? /VS -니요? -(으)ㄴ 걸 그랬어요. -(으)러다가,
뭐든지, 누구든지, 언제든지, 어디든지

3. 홍설은 사귀었나요? 2. 아영이는 어떤 생각을 할까요? 3. 홍설은 무슨 생각을 해요?

4. 유정 선배는 홍설을 어떻게 도와주나요?

3. 3-1 회의 줄거리를 써 볼까요?

홍설은 왜 유정 선배가 화가 _____ 궁금해한다. 어제 소개팅에서 핸드폰까지 _____ 스트레스를 받는다. 근데 아영이는 유정 선배가 설을 _____
_____ 같다고 말한다. 반면, 보라는 홍설이 핸드폰을 _____
_____ 홍설이 자기한테 화가 나서 전화를 안 받는 줄 안다. 보라의 전화로 전화를 했는데 백인호가 전화를 받는다. 전화를 찾으러 _____ 백인호의 저녁 값을 내고 전화를 찾는다. 강마녀 수업에서 조 프로젝트를 해야 되는데 홍설의 조원들은 하나도 도와주지 않는다. 조원들은 거짓말을 _____ 핑계를 댄다 (came up with excuses). 홍설은 상철 선배를 찾으러 갔다가 화가 나서 술을 _____ 술집에서 나쁜 선배때문에 위험에 빠지지만 (fall into danger) 갑자기 나타난 유정 선배가 _____
_____ 집에 안전하게 돌아온다. 다음날 홍설은 엘리베이터를 _____ 유정을 보고 타지 않는다. 오랜만에 백인호, 백인하는 유정 집에 와서 저녁을 먹는다. 인호는 유정 아버지의 도움을 거절한다 (decline). 그리고 백인호와 유정은 말싸움을 하고 백인호는 유정 차의 백미러를 밟로 _____

[GUESSING 추측하기: 3-2의 이야기는?] 3-2 회에는 어떤 이야기가 나올까요? 추측해 보세요.

조 프로젝트는?
백인호와 백인하는?
유정과 홍설은?

Figure 1. Using TV shows for a wrap-up activity of the lesson

Based on the recent emergence of Korean web-dramas, which are typically 10–20 minutes long and circulated through a web-based platform (often watched by Korean viewers during their commute), I dedicated one class period a week as web-drama day in Spring 2020. Students watched the show together in class and applied their linguistic knowledge meaningfully to the storyline. Figure 2 demonstrates activities used in the non-heritage beginning class. I screen-captured relevant scenes from the episode which either questions or answers involve grammatical or cultural information of the lesson.

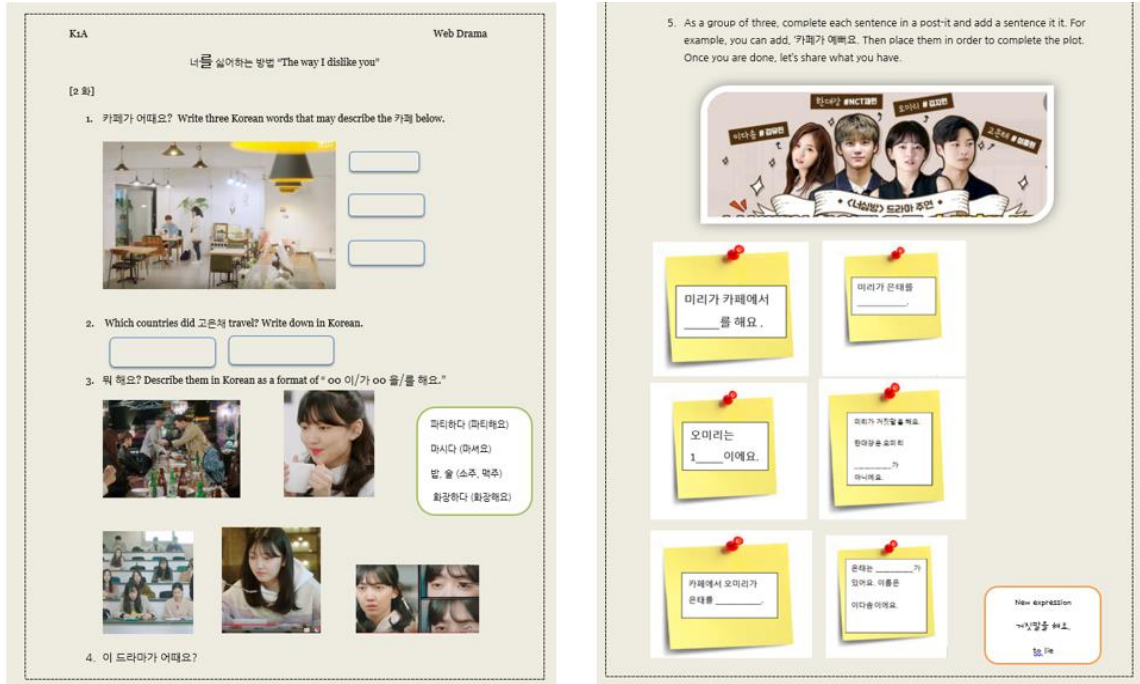


Figure 2. Using web-drama in the beginning class

Despite the limitations of students' linguistic knowledge in an introductory Korean class, the web-drama provided interesting and authentic content that students enjoyed discussing and applying to gain supplementary cultural and linguistic knowledge. Using a web-drama instead of a 60-minute TV show enabled opportunities to enhance multiliteracies because web-dramas often include text or images on the screen to convey the storyline during their short running time. Moreover, students could view web-dramas together in class, lessening the burden of watching the show alone at home.

When remote instruction became necessary due to the pandemic, I transitioned web-drama day asynchronously to ease students' zoom fatigue. Converting handouts to a quiz format in bCourses (Berkeley's learning management system) provided the convenience of prompt answers in an online space, as exemplified in Figure 3.

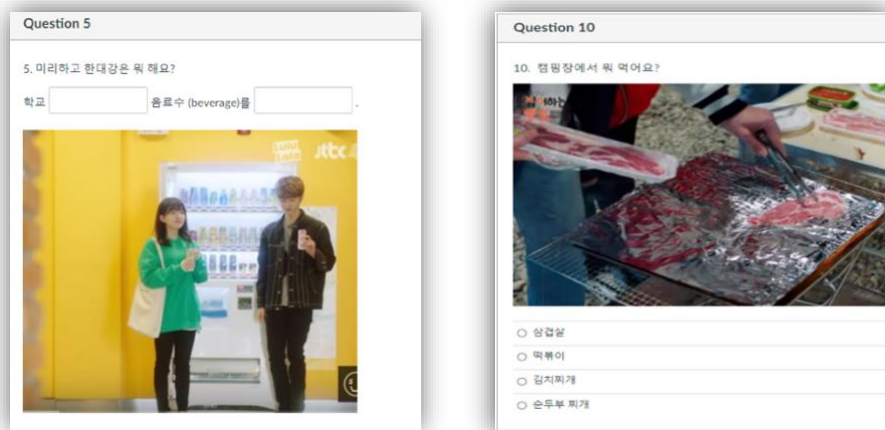


Figure 3. The transition of a web-drama activity from handout to online quiz format

In Fall 2020, when remote learning was no longer an emergency requirement, but rather a planned approach, I tried to build a curriculum that would maximize the benefit of the online setting to satisfy heritage students' needs and also foster community building. In general, heritage students need reinforcement in the form of the language and sufficient authentic input for reading and writing (Kondo-Brown, 2005). Considering the needs of heritage students and the remote setting, I adopted several pedagogical practices to maximize the benefits of technology.

First, when students previewed grammar on an asynchronous day, I allowed multiple attempts in the grammar preview quiz. Meticulous computer-generated grading for grammar practice worked well to implicitly prompt students to check their errors more carefully to receive full credit on their next attempt. The average number of attempts for this quiz to achieve full credit was three times. After studying the grammar lesson, students texted with their classmates using at least three grammatical features in a meaningful conversation. This gave students the opportunity to test their linguistic knowledge in an authentic situation while building a relationship with their classmates. In the text in Figure 4, students on the left discuss Halloween customs and L.A.'s hot weather, while students on the right talk about back pain and buying a standing desk due to the pandemic.

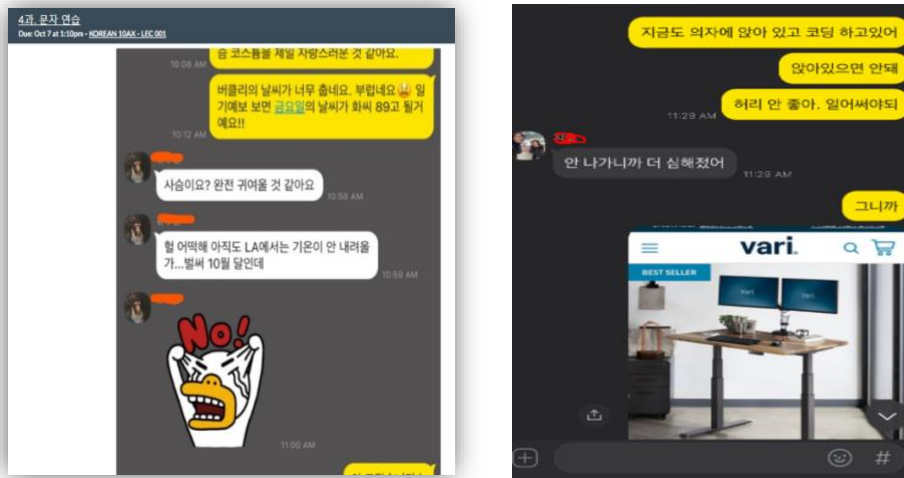


Figure 4. Using text messaging to apply linguistic knowledge beyond the classroom

To provide sufficient authentic reading and writing materials for heritage learners, I incorporated web-dramas, web-toon, and blog writing. Due to space constraints, I will only introduce the first two here. Unlike other TV shows, web-drama has embedded Korean subtitles for Korean viewers who watch the show on public transportation during their commute. This readily available Korean subtitle function and English subtitles thanks to the Hallyu made the web-dramas perfect teaching material, especially for heritage learners who need explicit literate input. To provide an effective learning experience, it was necessary to complete a time-consuming search for an optimal online tool to deliver web-drama activity. This is what I believe we, as 21st-century language educators, are faced with and must build as a knowledge base to develop best practices.

Although the bCourse quiz format was used as an urgent method in Spring 2020, separating watching the show from the activity did not seem to use the online space optimally.

Therefore, I chose Edupuzzle, which can be integrated with the bCourse and adds the convenience of on-demand rewatch and pop-up quizzes embedded in the same screen, as shown in Figure 5.

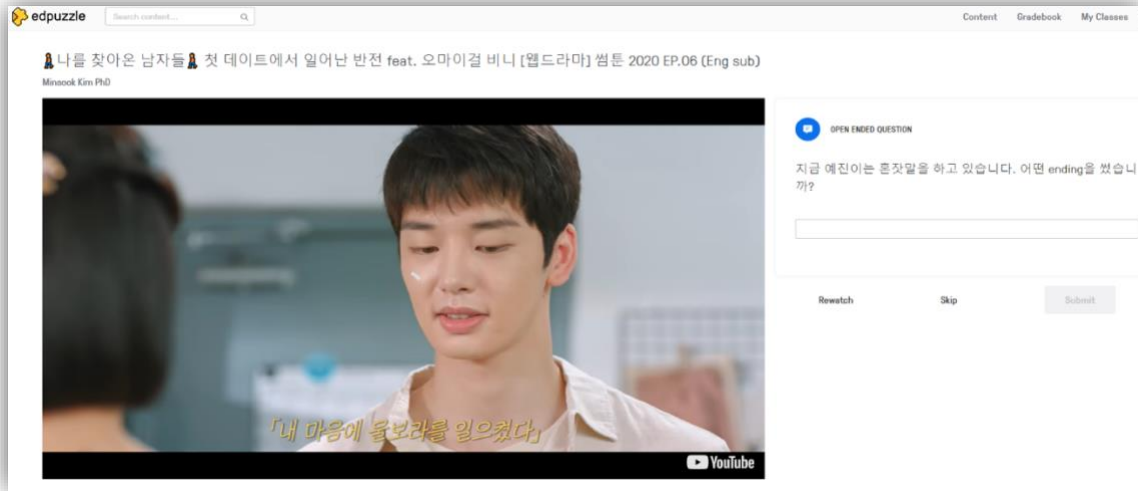


Figure 5. *Edupuzzle for web-drama activity*

Students watched the web-drama twice, first with embedded Korean subtitles for the quiz and then with English subtitles for learning new expressions and confirming their understanding, followed by a sharing activity.

The second material that I employed for the heritage course was webtoon. Webtoon provides a written style of storytelling that requires greater attention to the text, while illustrations help students understand and interpret the story and provide extra cultural information. The webtoon design, which necessitates scrolling down to read the next scene, makes students pay more attention to the text in each scene, which ultimately enhances literacy for heritage learners. Reflection activities invited students to personalize the stories. For example, Figure 6 shows how students interpreted the illustration beyond the text to making meanings and understand the story, which is the merit of a webtoon that utilizes still images and symbolic input.

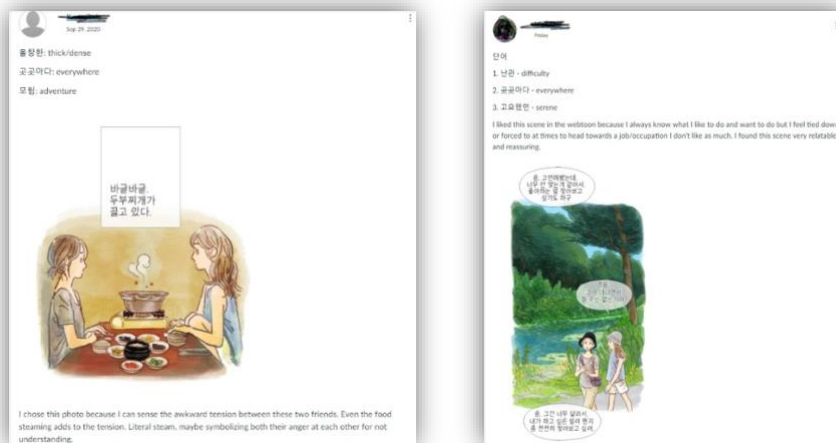


Figure 6. *Sharing reflections on webtoon reading while learning vocabulary*

The student on the left interpreted the steam over the food as a symbolic depiction of two characters' recent quarrel, while the student on the right related the story to her situation in following a dream. By sharing students' reflections with the entire class through the discussion board and discussing them on lesson wrap-up day, I aimed to facilitate a sense of belonging and community in a remote setting, as is advocated in the literature (Bender, 2012; Pavlina, 2005).

CLOSING REMARKS

We language educators are constant learners of teaching, not only of up-to-date pedagogy and technology, but also the social context of target and native culture within which teaching occurs. Beyond my formal education, integral to my knowledge base are the diverse student populations I have served and the variety of language teaching contexts I have encountered, such as heritage learners at UC Berkeley, the global popularity of Korean pop culture since the late 90s, and the pandemic since 2020. These are the local contextual factors that have affected the development of my knowledge base. As we have experienced with the abrupt shift to remote instruction due to COVID-19, the knowledge base of language educators is not straightforward anymore, but ever-changing, which requires rethinking and relearning our pedagogy to provide best practices.

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