

2016 CLS Instructional Innovation Workshop Project

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Title:

*Language Learning as Social and Cultural Practice:
Yale Bulldog Day Campus Tour in Korean*

Project Summary and Rationale:

(1) Current/existing project

“Yale Bulldog Day Campus Tour in Korean” is a course project being designed for Intermediate Korean for Advanced Learners II (KREN142), which is a spring term intermediate Korean language course for heritage learners.

This project is a group effort to create a written brochure for Yale campus tour. Each student in the course chooses one of the most important or unique features of Yale and writes a guide/informative text. As a group, they produce and publish a comprehensive campus tour guide brochure in Korean. Featured information includes residential colleges, libraries, the Women’s Table, dining halls and food, Yale history, students communities (extracurricular clubs), diversity and cultural centers, and opportunities and resources. The students would like to present this brochure to potential incoming students and their families who visit the campus during Bulldog Days event in late April.

Through this project, students experience practicing “multiliteracies” (New London Group 1996), which is the variability of meanings across different sociocultural or genre-specific contexts in today’s communications environment. This kind of learning activity plays an essential role, especially in the language curriculum for heritage learners, by enhancing their literacy skills and at the same time connecting language learning to real-world language use.

(2) Expanding the existing project

Yale is a multinational, multicultural, and multilingual community, where diversity has flourished. This is a great resource. This project is trying to utilize this valuable resource more effectively and efficiently to benefit our students and community.

The students’ questionnaire results for this course (KREN142) clearly demonstrate that the majority of the students’ learning goals lie in improving their literacy skills and speaking fluently in formal settings in order to engage with Korean people, “Community”. I would like to expand this project to become a part of the Yale

community by linking this language course project with the University Visitor Center in order to foster community engagement that complements the learning outcomes in the course. The students in this course will provide the community with 1) *Campus tour guide brochures* and 2) *Campus tour guide performance in Korean*, as an outcome of this community service project.

By involving community resources in this project, the outcomes will be mutually beneficial for the students and the community (Community-based language learning initiatives, Duke Univ.). This collaborative faculty-student effort (Zlotkowski, E. (Ed.), 2002) can be considered part of “interactive” and “learner-centered” teaching. As demonstrated in O’Connor 2012, community-based language learning cannot only foster positive attitudes toward language learning, but also can close the gap between the university and community. In addition, this community service opportunity meets three of the five Cs outlined in the standard-based foreign language learning goals. They are: *Communication* (presentational speaking and writing), *Connections* (“Learners access and evaluate information and diverse perspectives that are available through the language and its cultures”), and *Communities* (“learners use the language both within and beyond the school setting”) (The *World Readiness Standards* for Learning Languages, 2015).

Moreover, this community-based language learning course project will benefit students in very positive ways: Students build interest in learning the target language; they become more engaged with learning; they are encouraged to take ownership in learning; they experience teamwork with peers and people in the community. From a language educator’s perspective, this project can make the Korean language, an LCTL (less commonly taught language), more visible in the community and provide students with a practical opportunity—language learning as social and cultural practice—to enhance their transferable skills. Lastly, this project is very feasible and can be implemented in all other language programs in the Yale community.

From this year’s IIW, I would like to work on establishing and building on a partnership with the community site. Creating the project vision statement, contacting the appropriate personnel (already started), and negotiating and establishing this partnership may present challenges at times; therefore, step-by-step feedback and guidance from experts and colleagues will be greatly helpful.

Table 1: Project timeline and tasks

May 2016 IIW	Finding personnel	Hands on tips, guidelines, and institutional supporting letter to the community partner from IIW and CLS will be greatly helpful to do this part. Create modules incorporating the Standards-based 5Cs language learning goals.
	Developing a vision	
	Establishing partnership with community center	
	Creating three components of questionnaires for project feedback: one for community partner, one for tour visitors, and one for students’ reflections on the	

	project.	
Spring 2017	Students brainstorm and assign brochure items	
Two weeks	Research and write brochure texts	Genre-based writing for heritage learners: formal style informative text, brochure production
	Revise and edit the texts	Peers and the instructor provide feedback
	Students create brochure in a group.	Using MS Word brochure program, Google doc for collaboration
	In class presentation: students present their oral production of the project	PPT slides Q &A
	Bulldog Day	Students give one/two campus tour performance(s) to the incoming freshmen and visitors
Assessment		5% of the final grade for participation and completion of the project
Reflection	Students will share their reflections on this project together.	Feedback will be collected from the visitors, partner community center, and students' reflections on the project.

Language learning experiences through Community-based/Genre-based/ Placed-based project activities to meet the well-rounded language learning goals in the 21st century: Communication, Culture, Connection, Comparisons, and Community.

References

- Duke University Community-Based Language Initiatives <http://servicelearning.duke.edu/initiatives/cbli>
- Mullaney, J. (1999). Service-learning and language-acquisition theory and practice. In E. Zlotkowski (Series Ed.) and J. Hellebrandt & L.T.Varona (Vol. Eds.), *Constuyendo puentes (Building bridges): Concepts and models for service-learning in Spanish* (pp. 49-60). Washington, D.C: AAHE.
- NEW LONDON GROUP (1996). "A Pedagogy of Multiliteracies: Designing Social Futures," *Harvard Educational Review*, 66.60-92.
- O'Connor, A. (2012). "Beyond the four walls: community-based learning and languages," *The Language Learning Journal* 40-3:pp 307-320.
- Zlotkowski, E. (Ed.). (2002). *Service-Learning and the First-Year Experience: Preparing Students for*

Personal Success and Civic Responsibility (Monograph No. 34). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. <http://files.eric.ed.gov/fulltext/ED471259.pdf>

During the workshop, I will work on drafting the *Project Module*, which will be

- reflecting perspectives on language teaching and learning,
- conceptualizing and visualizing the project as a whole by implementing the 5C's, and
- guiding both teachers and students through each step of the project with detailed goals and activities