WHY AUTHENTIC MATERIALS IN A FLIPPED CLASSROOM?

❑ It is not efficient to appreciate lengthy audiovisual materials during class hours.

❑ Learners need more time to process authentic materials due to the lack of language proficiency or background knowledge.

❑ Students can make use of abundant resources available online for interpretive activities.

❑ Students can participate in multiple gradable interpretive activities online.

❑ Students can receive more individualized feedback on interpretive activities.

❑ Students are prepared for more in-depth discussions and complex activities to take place in their F2F or synchronous session.

❑ It perfectly aligns with the Integrated Performance Assessment (IPA) based on the three modes of communication.

LANGUAGE SKILLS NEEDED BY COMMUNICATION MODES

Interpretive Mode

Interpersonal Mode

Presentational Mode

The ACTFL Performance Descriptors for Language Learners (2012)

1. Interpretive Mode (One-way)

Comprehend the key ideas from <u>authentic materials</u>

Use context clues to predict or guess the meaning

Listening & Reading (Asynchronous recommended)

2. Interpersonal Mode (Two-way)

Communicate messages <u>spontaneously</u> under the same topic

Negotiate meaning as following through ideas with partners

Speaking & Writing/Chat (Synchronous only)

3. Presentational Mode (One-way)

Deliver the spoken/written message to the target audience

Rehearse, practice, edit, and polish before presentation

Speaking & Writing
(Synchronous/Asynchronous)

FLIPPED CLASSROOM MODEL

Blended Hybrid Course

Online Asynchronous
+
Face-to-Face

Vs

Blended Online Course

Online Asynchronous
+
Online Synchronous
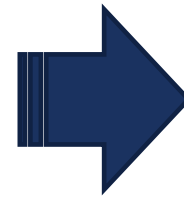
FLIPPED CLASSROOM MODEL (CONT'D)

Online Async

- Recorded Video Lecture
- Kaltura Video Quiz (Interpretive Activity)
- Discussion Board (Interpretive Activity)
- Reading Response Journal (Interpretive Activity)

F2F or Sync

- Review
- Pair Activity (Interpersonal Activity)
- Group Discussion (Interpersonal Activity)
- Presentation (Presentational Activity)

TWO SAMPLE COURSE DESIGN

- *KORE 321 Korean Proficiency through Visual Culture: Webtoon-based Korean Drama*

- *CHIN 485 China on Stage: Introduction to Chinese Theatrical Dramas*

KORE 321 WEBTOON-BASED KOREAN DRAMA

KORE 321 Korean Proficiency through Visual Culture is a course designed to expose learners to the target language in a meaningful context using authentic materials. The course aims to deepen their knowledge of Korean people and society through culturally rich authentic materials and learn Korean language through graphic narratives (i.e., webtoon) as well as audiovisual narratives (i.e., drama) of the same story.

1. INTERPRETIVE ACTIVITIES:

ONLINE **ASYNCHRONOUS**

Authentic Materials: Drama video, drama script, webtoons, news article, and Vlogs

Kaltura Quiz: Answer comprehension check questions embedded in the selected video

Script Completion: Fill in the blanks while watching the selected scenes and translate them.
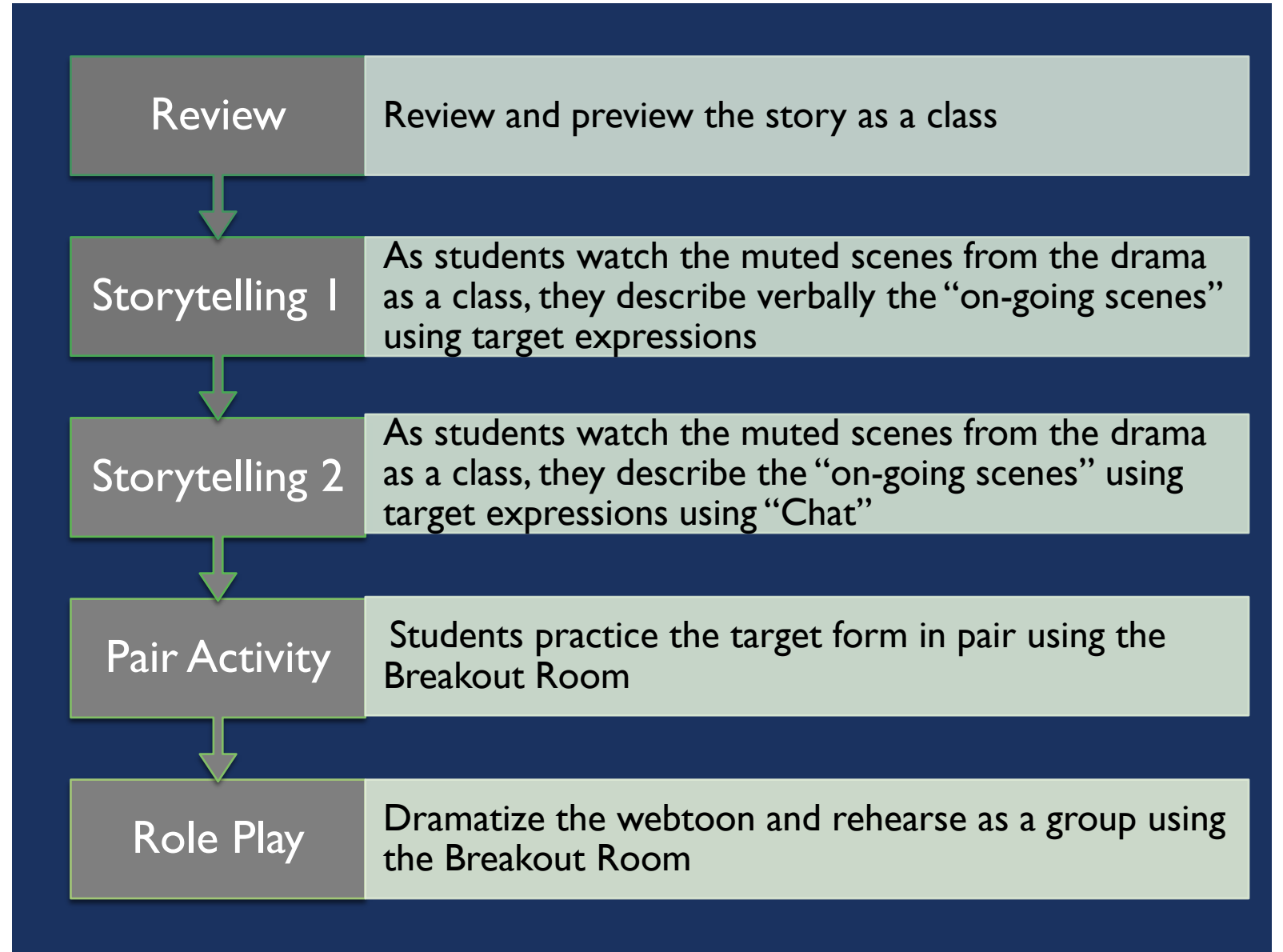
Discussion Board: Read the webtoon and answer the guided questions

Vocabulary Quiz: Learn the major expressions from authentic materials through interactive quizzes

II. INTERPERSONAL ACTIVITIES

ONLINE
SYNCHRONOUS

Review	Review and preview the story as a class
Storytelling 1	As students watch the muted scenes from the drama as a class, they describe verbally the "on-going scenes" using target expressions
Storytelling 2	As students watch the muted scenes from the drama as a class, they describe the "on-going scenes" using target expressions using "Chat"
Pair Activity	Students practice the target form in pair using the Breakout Room
Role Play	Dramatize the webtoon and rehearse as a group using the Breakout Room

II. PRESENTATIONAL ACTIVITIES

ONLINE
MIXED

Asynchronous

- Individual Script Reading: Submit the voice recording to receive feedback on their pronunciation and intonation

- Drawing Webtoon: Find the parts in the webtoon missing or changed from drama or predict the story to draw their own webtoons to present

- Film Project: Publish a video or audio storytelling of the dramatized webtoon and post it on the class blog

Synchronous

- Group Script Reading Test: Read scripts as a group using the Breakout Room

- Role Play: Dramatize the selected webtoon, rehearse, and present in class (Although better in F2F, it was as good with voice acting)

CHIN 485 CHINA ON STAGE: INTRODUCTION TO CHINESE THEATRICAL DRAMAS

- Content-based Advanced Chinese Language Course
- Teaching Content:

  Colloquial Chinese Language

  Chinese Historical and Social Contexts

- Teaching Objectives:

  Oral Proficiency and Pragmatics Competence

AUTHENTIC MATERIALS

- Modified Scripts of 5 Theatrical Plays

- Videos of the Movie or Theatre Version of play performances.

PREVIEW: ONLINE SYNCHRONOUS

Watch

Watch the video of the performance of the play

Comprehension Check

Understand

Understand & clarify the plot and the relationship among the characters
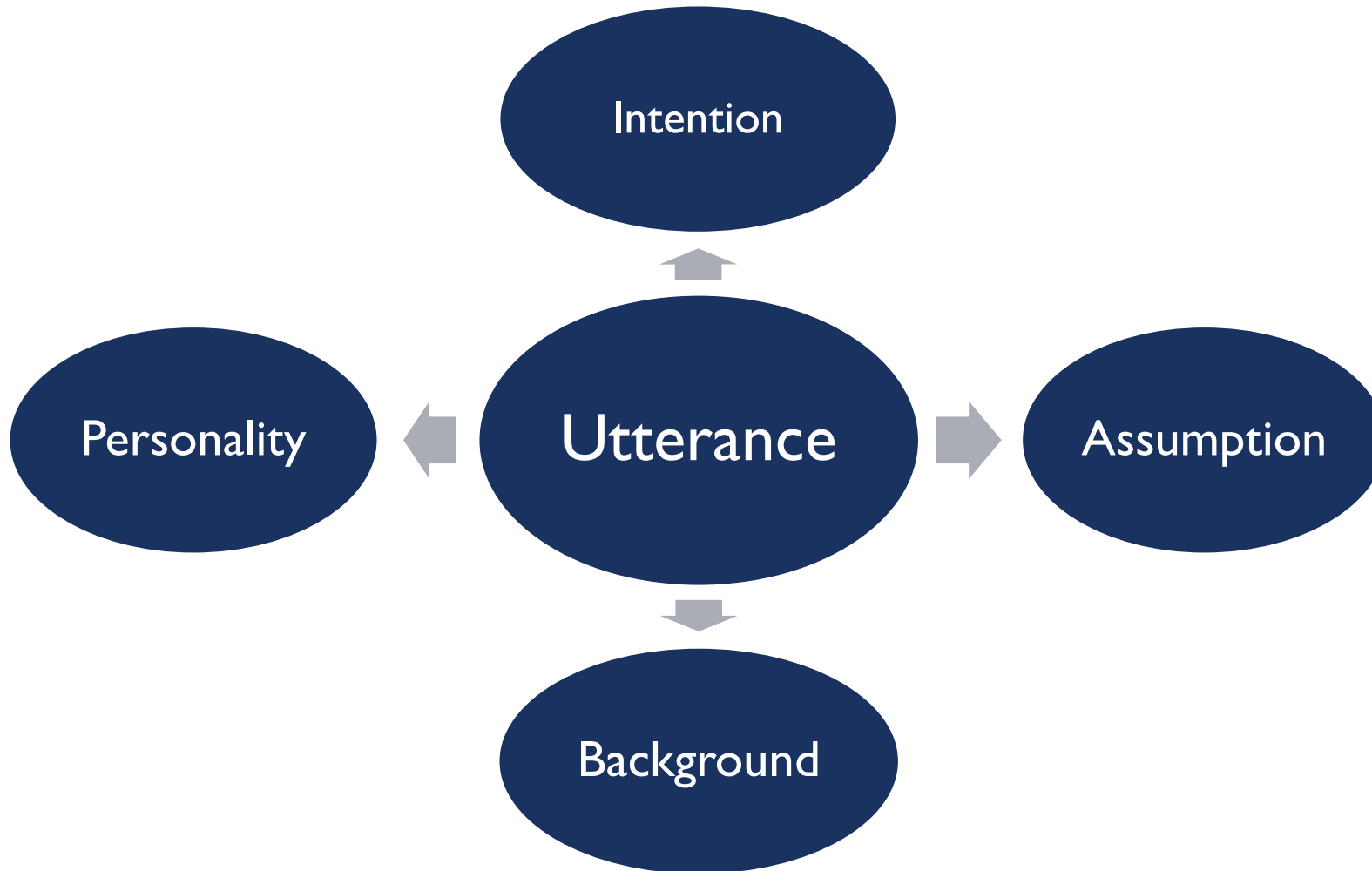
Graphic organizer of Character Relationship

Read

Read through the scripts of the play & locate them in the video.

Vocabulary Quiz

INTERPRETIVE COMMUNICATION: PAIR/GROUP ACTIVITY WHAT CAN YOU INFER FROM AN UTTERANCE?

Intention

Personality

Utterance

Assumption

Background

- Online: Synchronous

1. Divide students into four groups based on the 4 categories.

2. Around each category, encourage students to draw inferences from the utterance.

3. Rationalize the use of language in the utterance.

INTERPERSONAL COMMUNICATION: SHARING INTERPRETATIONS SYNCHRONOUSLY ONLINE

- Listening to different ideas and reflecting on one's own.

- Identifying various perspectives to construct a better understanding.

Agree   Disagree

Perspective one

Perspective Two

Multiple Perspectives
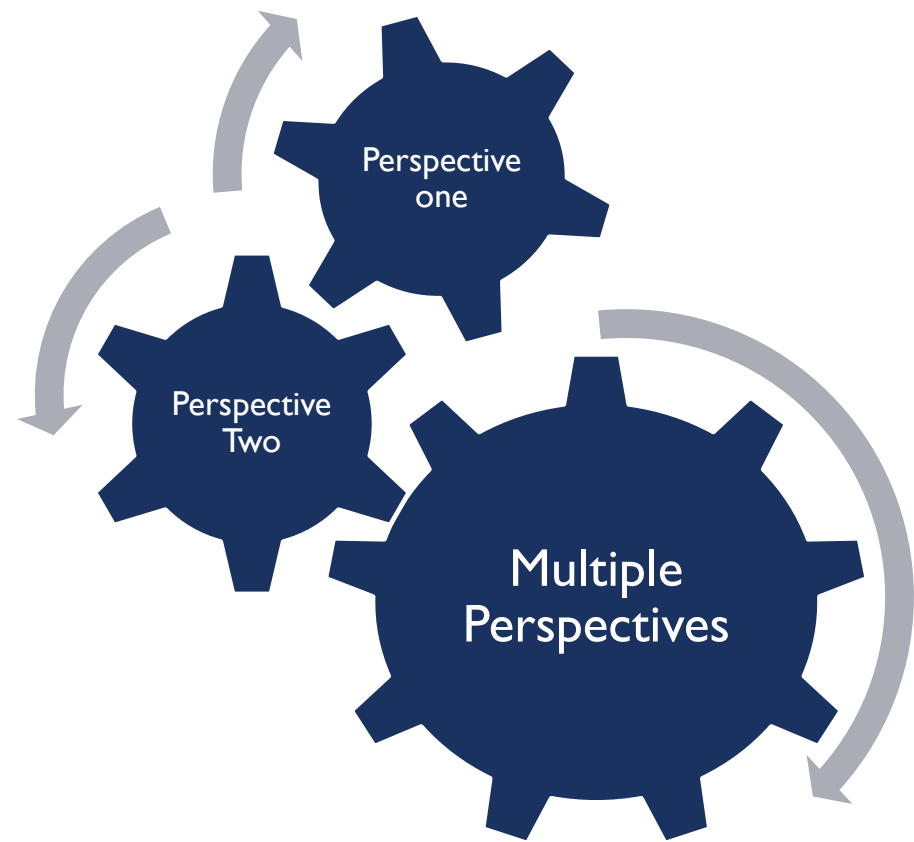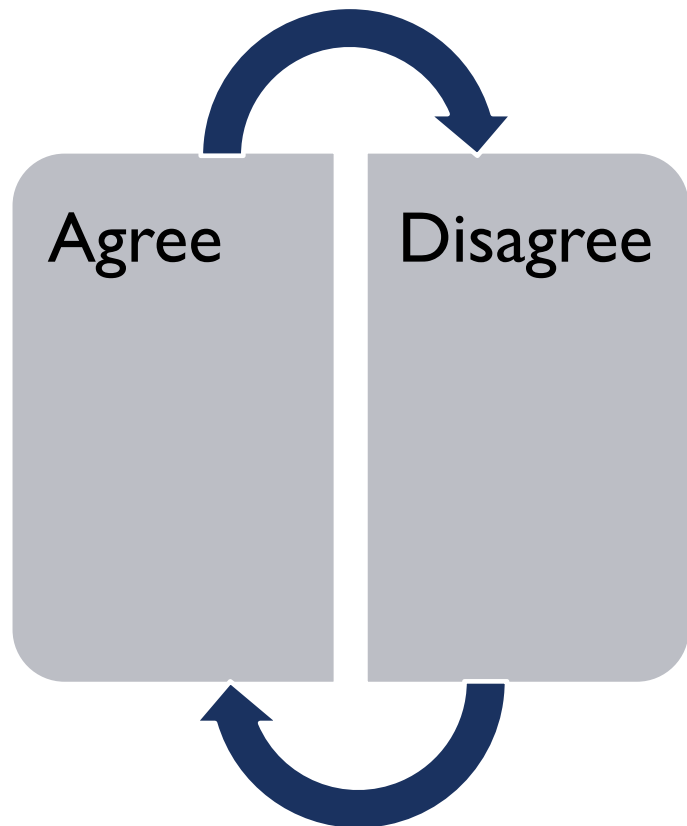
PRESENTATIONAL COMMUNICATION

- Audio/Visual Performance
- Role Play
- Film Project
- Script Reading in Pairs
- Writing a new ending for a selected play and publishing it on Padlet as a group project.

CONTACT INFORMATION

THANK YOU!

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