

DISCIPLINARY RESEARCH MAKES MEANING IN TEACHING PRACTICE

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Agenda

- Background
- Research Design
- Make meaning of the findings in teaching
- Possible Pedagogical Implication
- Useful educational models to look at

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Research area and Teaching aim

Nature of my lecture

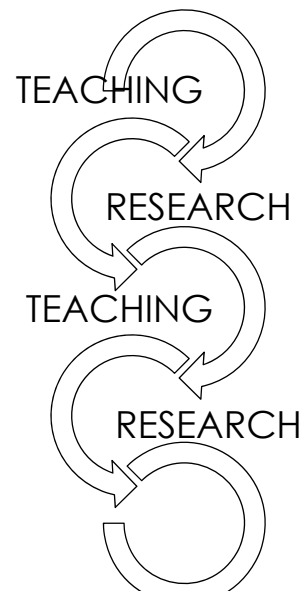
- Korean 1 to Korean 6 (1000 – 4000 modules)
- are designed to support LANGUAGE learning
- aim to enhance language COMPETENCE, NOT linguistic KNOWLEDGE

Nature of Research

- Applied linguistics
- Experimental or Narrative studies
- Seeks influential factors on learner behaviour, psychological process, or multilingual status



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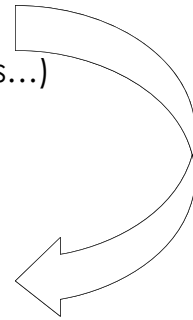
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Research questions from observation

- Observe students' behaviour in class (e.g. questions, attitude, interest..)
- and Performance (e.g. in essays, misunderstanding, errors...)



RESEARCH QUESTIONS



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Research Questions

- To address my observation, BUT still can be disciplinary research

e.g.

- Multilingualism in processing linguistic information (psycholinguistics)
- Social factors (e.g. home language or SES) in the variation patterns of a third language (sociolinguistics)

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Do your research as usual!

- Data collection from my classroom
(and from different condition, e.g. different countries, age group, educational background...)
- Do a research
- Publish or present

→ And make a pedagogical use out of it!

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Bridge between R and T

Research

Disciplinary research informs:

Ethnological understanding
Implication on Curriculum (re)design
Create Authentic learning environment

Teaching

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Possible Pedagogical Implication

- Ethnological understanding
e.g. Multilingualism → Ethnological implication of local students
- Implication on Curriculum (re)design
e.g. Change the order of information presentation, Change the way of information presentation
- Create Authentic learning environment
e.g. fieldwork, experiential learning, connecting the textbook information with experiences
- Explanation of theoretical frameworks in contemporary issue
e.g. How does the *** model explains the recent news?

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Example: Research

Beneficial effect of multilingualism to resolve structural complexity in third language learning: Attention shift from familiar cue to critical cue (2018)

Abstract: The results from an untimed grammaticality judgement task showed that word order scrambling increased a complexity. Animacy was attributed to the complexity: inanimate NP1 triggers grammatical violation regardless sentences' true grammaticality, while participants judged the sentences with animate NP1 correct or wrong according to case-marker/animacy cue coalition or conflict. In other words, a newly-acquired cue (i.e. explicit case-marker) was not interpreted accordingly when animacy is displaced from perceived canonical order from L1.

On the other hand, L2 learning experiences was positively influential in the performance on ungrammatical scrambled sentences, meaning that L2 learning experience enhances ability to perceive and interpret case-marker cue correctly regardless of the violation of word order or NP animacy order due to their enhanced control ability (Bialystok, 2011). Enhanced control ability allowed them to shift attention from familiar cue to critical cue in a target language rather than their familiar cue from L1, word order.

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Example: to Teaching

Pedagogical Implication

- Explicit instruction to enhance attention shift at early stage of learning
- Comparative languages approach
- Metacognitive discussion in the class to raise awareness

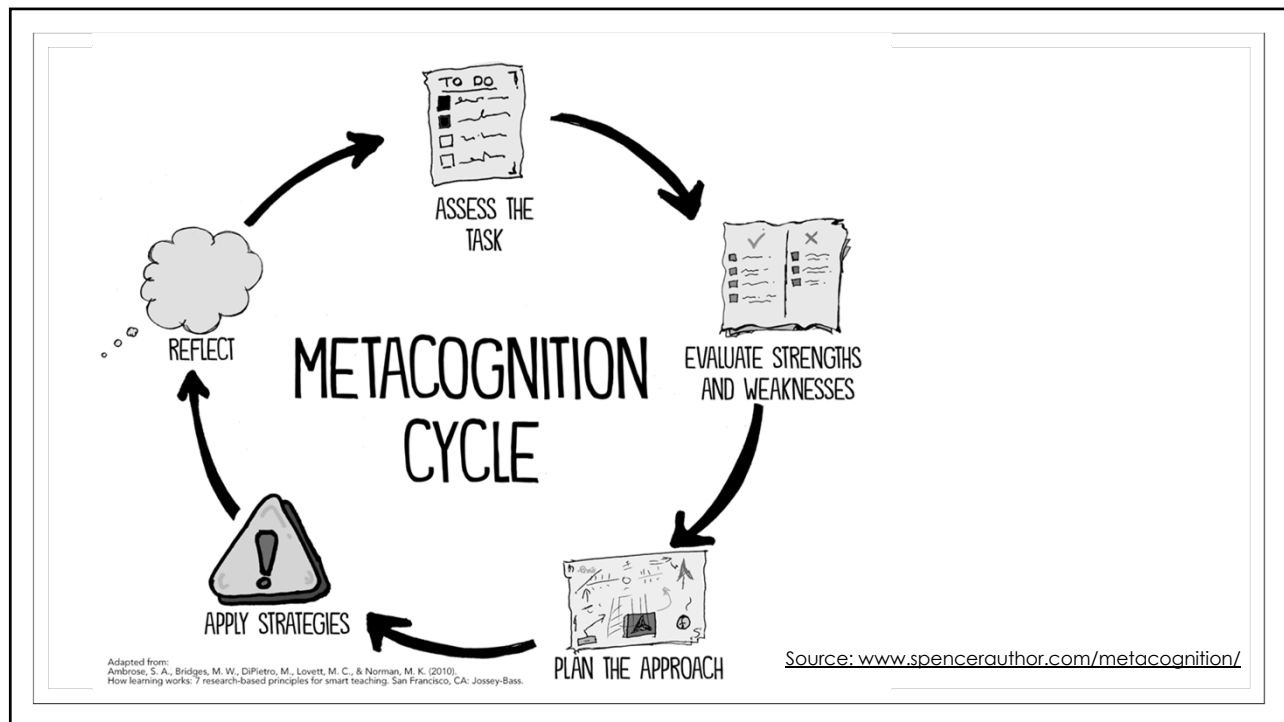
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Example: Reflection

My teaching approach in Korean language modules emphasizes inductive learning, with hope that learners will ultimately be able to draw their own connections and continue to build their language skills after the course has ended. Eventually, students will acquire learning strategies through these training, which will become general life-long skill. For example.....

Bilingualism is a proven enhancer of cognitive skills (Park & Starr, 2017; 2019), which benefit our learners to develop analytical skills. In other words, Korean learning experiences at NUS will primarily serve our students to be a foreign language speaker, and eventually an independent learner who is equipped with enhanced cognitive skills. I put this aim as a goal to achieve when designing a module, lectures, and activities.

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Reflection Writing

- Document what motivated you to implement such a curriculum design/approach/activity.
- Clarify the aim of such implementation.
- Note down some observation in the classroom.
- Monitor the students' feedback.
- Reflect what you did and think of achievement and any room of improvement.

→ **Annual Review**

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Useful Educational Models/Approaches

- Constructivism
- Cognitive Constructivism
- Connectivism
- The Cognitive model of Multimedia learning
- Inductive learning
- Explicit/Implicit way of information presentation
- Authentic Learning Environments

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Discussion

- How to evaluate it?
- How to prove your approach worked?
- What kind of forms to share the practice?
 - Not necessarily formal publication. Just write your reflection, classroom observation, or plan and share it locally or internationally.
- Do we have to change the direction/field of study?

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