

Content-Based Learning through Students Multiple Disciplines

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HELLO!

I AM Ji-Young Seo

I teach General ed ESL to college students
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I'm also a director of a TOEIC program for freshmen at KMU.

I am writing a *Movie English* column for the school newspaper.



Orphan

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이런 질문을 자주 받는다. "영화로 공부하고 싶은데, 저는 공포영화를 좋아해요, 영어공부하기에는 별로죠?" 사실 그렇지 않다. 영어공부 측면에서는 인물간의 오해와 갈등, 변명, 해결 등이 잘 나타나 있는 훌륭한 교재다. 얼마 전 레오나르도 디카프리오(Leonardo DiCaprio)가 제작진 명단에 있길래 보게 된 스릴러 Orphan(2009)을 소개한다.

For 16 days, I carried my dead baby. It was the cruelest torture I could imagine. (16일 동안 죽은 아이를 뱃속에 데리고 있었다. 정말 끔찍한 고통이었다.) Kate는 third-trimester miscarriage(임신 후기의 유산)를 경험하고 심리적 충격이 크다. third-trimester는 임신 8개월부터 출산까지의 시기를 말하는 것이니 출산을 코앞에 두고 아이를 유산한 상실감을 이

a mistake! (우연히 Esther가 피아노로 차이크프스키를 연주하는 것을 봤어. 실수하나 오타라니깐!) 9살의 실력이라고는 믿을 수가 없었다. 게다가 Esther와 놀던 Branda가 다친 것도 우연이라고 하기에는 이상하다. Branda broke her ankle and had six stitches(브랜다는 발목이 부러지고 여섯 바늘이나 꿰맸대). 또한 경사로에서 딸 Max와 Esther가 타고 있던 차에 브레이크가 풀려 큰 사고를 당할 뻔한 적도 있다. I remember I put it in park and I set the brake!(내 기억에 주차로 해놔고 브레이크를 재웠었다고!) Esther가 고의로 저

리는 거야(She did this on purpose)라며 Kate가 아무리 변명해도 남편 John의 눈에는 Esther는 9살의 천진무구한 어린아일 뿐이다. 이후로도 Esther는 살인과 방화(arson)를 저지른다는



▲Source: whisper.net-genie.co.uk

Who and What do I teach?

My students

- Engineering major
- Fashion Design major
- Language major
- Education major
- Economics major

My material



Class size and level of English

Size

From 100 and up to 150 students.

- Not enough for everyone to learn and practice English
- Not everyone can learn on a similar pace
- Purpose of each student coming to class is different

Level of English

- Vary from beginner to advanced level students
- Good at reading text books, but that's pretty much it

Movie Trailer



Expected benefits

1. Provide fun and entertainment
2. Realistic conversation observation
3. Accurate pronunciation input
4. Content will play a key role in English language learning



Reality

1. Students began to give critical feedback toward the movie based on their major
2. It became a trend throughout the semester
3. Students were focused on the knowledge provided by peers and language was rather “used as a tool”
4. Students started to analyze the movie dialogues more carefully and specifically.



“

Wait? What? How did this all happen?

What triggered students participation?

Did Students take something home at the end?

”

Key features of Content based learning in Second language acquisition

- the **target language becomes the medium** in which important information can be learned.
- When the students are studying a content area of interest (i.e. snakes, the Holocaust, immigration, etc.), they are more **intrinsically motivated** to learn both the content and the language simultaneously.
- language teachers have such responsibility as to keep context and comprehensibility foremost in their instruction, to select and **adapt authentic materials** for use in class, to provide scaffolding for students' linguistic content learning, and **to create learner-centered classrooms** (Stryker & Leaver, 1993)

Multiple interest

Multiple discipline created
different and various
approaches to the movie

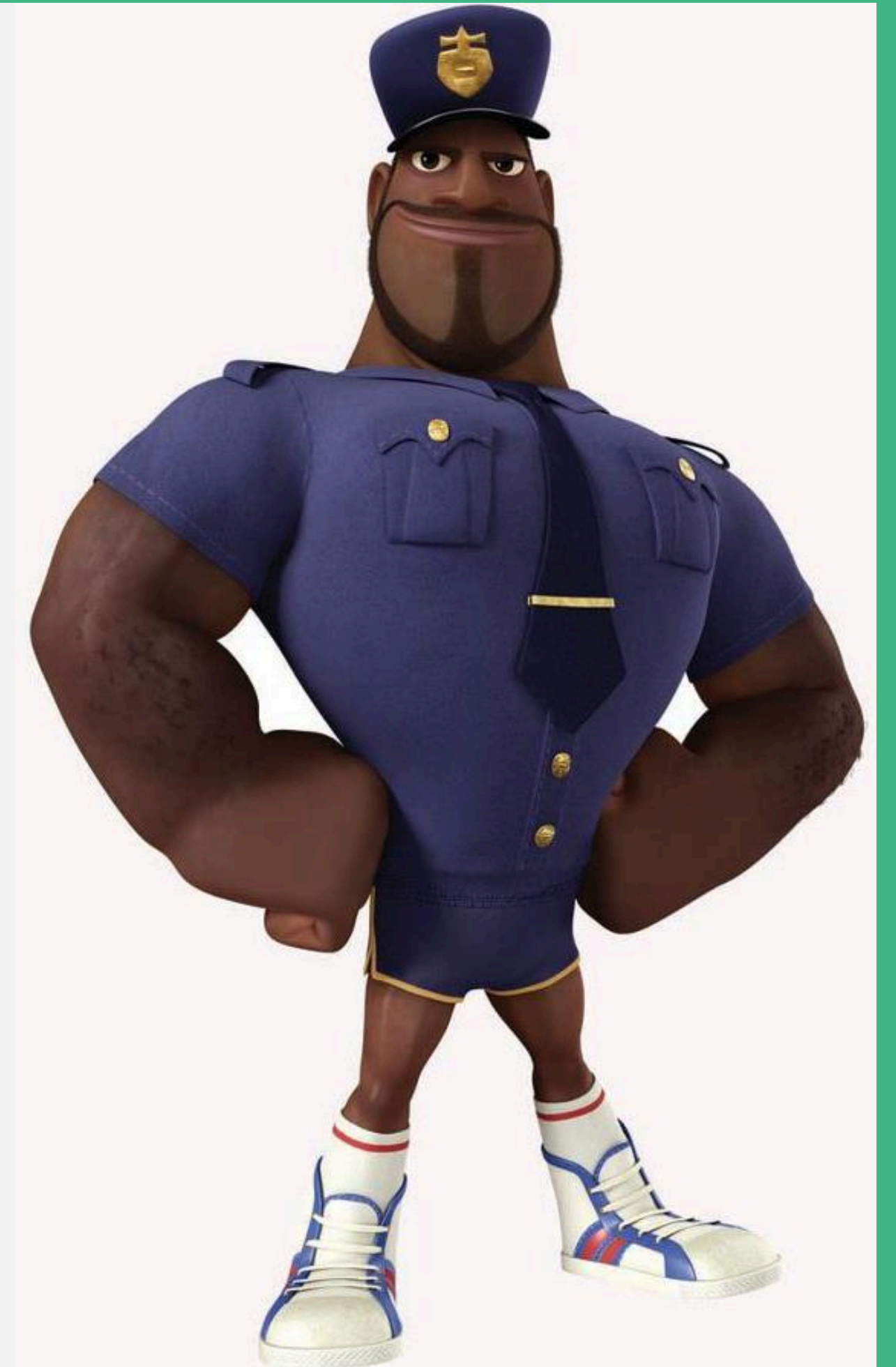


Examples!

Department of Visual Design student's contribution

Flint, Flint's Dad and Earl are all designed through basic concepts.

1. Flint: Characters with kind looking images normally have round corners.
2. Flint's Dad: Characters with blunt image has sharp corners with pointy nose.
3. Earl: characters who are athletic, overreacting personalities emphasizes on big chests, wide shoulders and a strong looking jaw, like superman.



Department of Visual Design student's contribution

Another fact is that Flint uses his brain more than his body while his father is the opposite. That is why Flint has a bigger head and the father has a bigger body!



Department of Media student's contribution

Sam: Leftovers? Not a problem with Flint Lockwood's latest invention, the Outtasighster.. So named because it catapults uneaten food out of sight, and therefore, out of mind.

Catapult was originally used during the medieval times. That's why it was used as verb to "throw" food out of the sight. In the Lord of the Rings movie series (probably the third one: Return of the King) Minas Tirith Battle catapult could be seen in the war scene.



Department of English language and literature student's contribution

In the beginning of the Movie Sam Sparks was merely an intern and if you see during the movie she's been promoted as "Senior" Food-weather correspondent. The Senior has the meaning of being in a higher position in a company.



Department of Electrical Engineering student's contribution

In the beginning of the scene, you can see Flint getting electrocuted when touching the electrical cord, however this is wrong. The part he is touching is the insulator, which prevents the electric to flow through it. So, it wouldn't matter if he touched that place with a spanner, no matter what he won't be electrocuted.



Department of Advanced Materials Engineering student's contribution

Matrix means a 'place' where chemical reaction appears. For example, if a battery needs to react to electronic, it needs a 'space'. Eventually, in this scene, the matrix is recalled as a space where radioactive mutation phenomenon



Dubbing Activity



The contributions led to motivating the students

1. The sentence "here is the cheese", would this mean that one should decide either to eat the cheese or not?
2. When Sam says, amuse bouche I heard in the background other people saying in a small voice "what's amuse bouche?" Thought it was funny!
3. Flint's tuxedo was actually a t-shirt that 'looks' like a tuxedo. I searched online, and found websites that actually sells these shirts!!



Content based? Or Student based?

- Students contributed to the movie depending on their own major, not in English.
- Each major or discipline brings different facts to the classroom table. Not everyone will be interested in every single detail in the movie, but it brought the different students together.
- In Content-based learning, the content doesn't necessarily need to be “English language” of the movie, it could be the facts of different aspects of each specific parts of the movie.

**Student's
discipline**

**Student's
discipline**

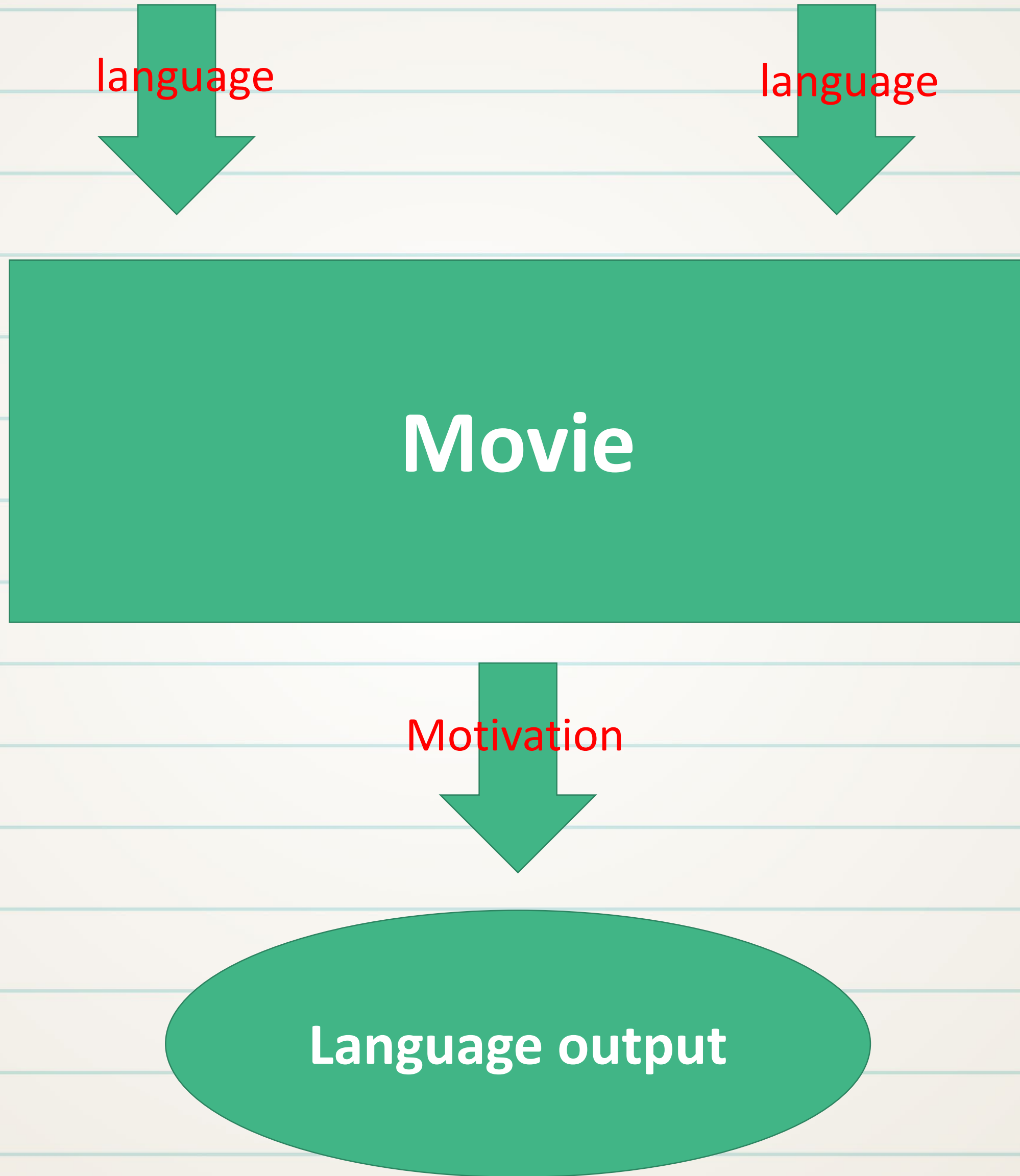
language

language

Movie

Motivation

Language output



Conclusion

- Students-centered class was constructed through different discipline's contributions
- Language became the medium to search and present information to peers
- Yes, movie was fun to the students, but it triggered more curiosity and intrinsic motivation to learn about the content itself!

Thank you!
Any Questions?

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