A top-down view of a wooden desk with various objects: a typewriter, a camera, glasses, a coffee cup, roses, and a keyboard.

Information
Processing for the
(R)-Generations



Hello!

I am Yun Joon “Jason” Lee

Faculty member at Daegu National University of Education

Loves video games and nerdy stuff!

What I will talk about today!



- ◆ Language Learning
- ◆ Information processing of (R)-Generation
- ◆ Star Wars

My Students



Hwang

Junior at DNUE

Likes to travel

Hobbies include watching U.S TV shows, superhero movies and Japanese anime

Never watched Star Wars series



My Students



Jung

Junior at DNU

Likes Volleyball

Hobbies include watching superhero movies and Japanese anime

Only watched “The Force Awakens”



The process



- Both wanted to improve their English
- Was curious about Star Wars but not particularly interested
- Both were interested in U.S culture



The original material



Marvel: Star Wars Darth Vader

Both enjoyed Japanese anime and manga but **never read graphic novels** before.

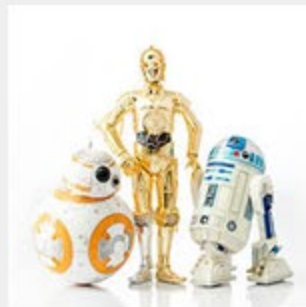
However without any back ground knowledge, the content was too difficult to understand and didn't really progress through couple of months.



Students especially had difficulties of understanding the concepts:



- Droids
- Planets
- Rebellion
- Empire
- Why Han Solo is so popular
- Light sabers





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*I can't read the comic
book because I have no
idea what they are saying!
Too much to learn too
much know*



A movie poster for Star Wars Rogue One. The central image shows the main cast members in a dark, industrial setting. From left to right: Jyn Erso (Felicity Jones) in the center, Cassian Andor (Diego Luna) to her right, Kassa (Alison Doody) in the background, Baze Malbus (Diego Bonaventura) to the left, and Saw Gerrera (Forest Whitaker) in the foreground. The text "Star Wars" is written in a white serif font above "Rogue one" which is in a white sans-serif font. The entire scene is framed by a white border.

Star Wars
Rogue one

Reasons with change of material



- ◆ Both students had an issue with understanding the concept of Star Wars
- ◆ Too many movie references were introduced in the comic book
- ◆ Motion visuals were necessary for the students to understand the storyline, Star Wars vocabulary and language.

The Pilot

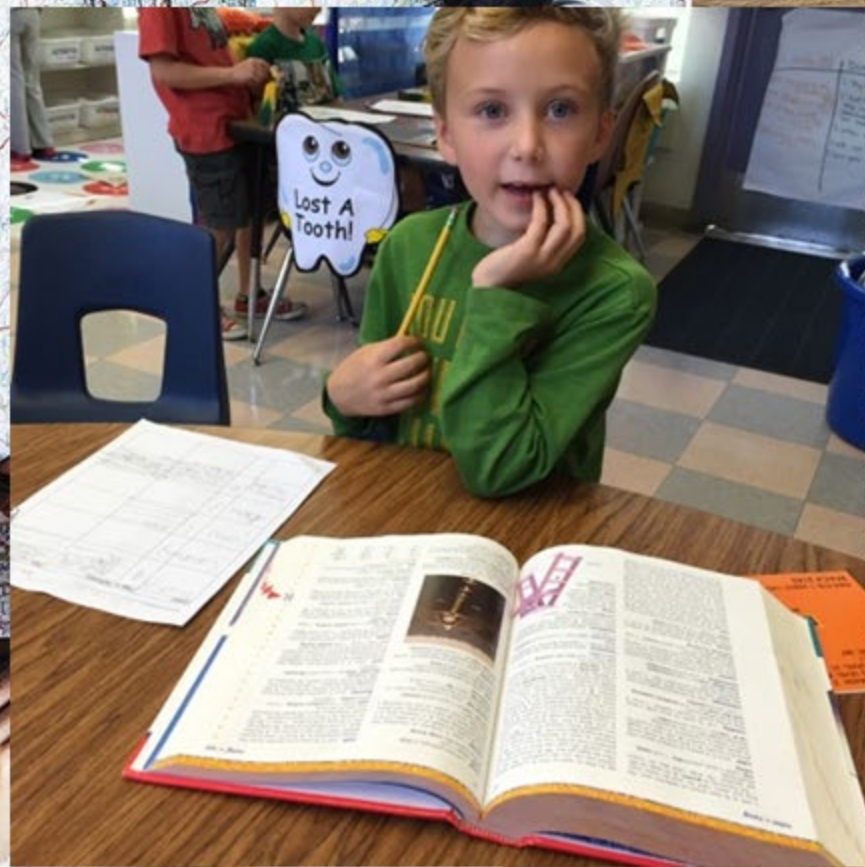


- ◆ Met once a week, for two hours.
- ◆ Each week, students read several pages of the comic book, Searched for technological vocabularies, words they did not understand, also observe changes of their views toward Star Wars.

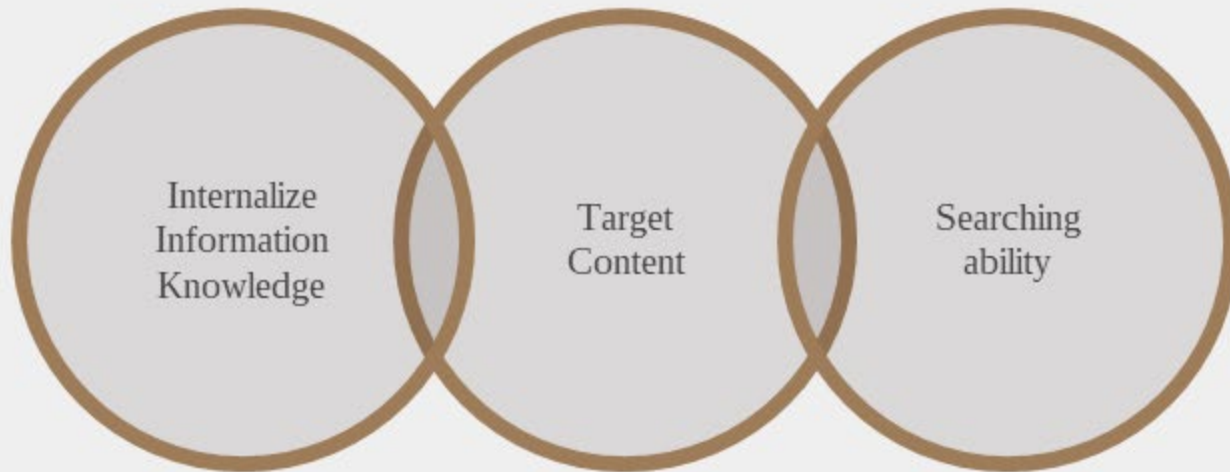
Language Learning



- During the process students will read/listen and SEARCH Star Wars content in English.
- Searching for Technical vocabularies involves process of exposure to target language



Information Processing of (R)-Generations



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Jung's interest in Star Wars triggered his motivation to watch movies, search for more Star Wars related words and use different photos off the internet



Jung's information processing



- ◆ Search for words: Palpatine, Tagge, Crymorah.
 - ◆ Found out mostly the words I didn't know were names, also signature characters from the original movie
 - ◆ Decided to watch the original trilogy

Jung's information processing 2



- ◆ Feedback after watching the original trilogy
 - ◆ Han Solo scenes were the best! Especially when Han Solo, Luke and Leia were trying to escape from the death star. Hans chances the stormtroopers and runs into more stormtroopers.
 - ◆ I want to know more about Han Solo and Obi-Wan.

Jung's information processing 3



- ◆ I started to use Star Wars themes for my class presentations
- ◆ Changed my ringtone with Darth Vader's entrance theme



Data

Hwang's information processing



- ◆ After reading the comic book I thought the Empire were the good guys. Something was wrong so I decided to watch the original trilogy series.
- ◆ The movie scene reminded me of Dr. Who series and kept me going!
- ◆ I really liked all the scenes of R2D2 and 3PO. I finally get how the Star Wars universe come up with droid names.

Hwang's information processing 2



- ◆ I enjoyed the movie more, because it really illustrates the characters individually compared to the comic book.
- ◆ Even though I saw it coming, when Obi-Wan died I was crying, I could feel that if I saw this movie at that time, it would've been more difficult to swallow my feelings.
- ◆ I also googled why the lightsaber scenes looked so fake. It turns out back then rather than using computer graphics they inserted glowing ingredients in the swords.

Hwang's information processing 3



- ◆ I thought Leia's leadership was well portrayed in the "Return of the Jedi"
- ◆ After watching the movie, I finally get what "force" "Storm trooper" and "Bounty hunter" really meant and why it was a big deal.

Hwang's information processing 4

- ◆ I found the “making” photos of Star Wars movie.
- ◆ I bought a Star Wars tumbler and R2D2 pen!



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Hwang's interest in Star Wars brought her to the next level, she began to search youtubers, blogs, and wiki pages to find more information about the universe



Student's information process



Discussions about (R)-Generation



- ◆ Motion visuals are preferred than printed visuals
- ◆ Once they decided to ‘research’ the interested subject, they were language was not an issue
- ◆ Technical vocabulary triggered the intrinsic motivation of each student to search the subject.
- ◆ The motivation lasts long enough even after the pilot study. Both watched all Star Wars series, and are looking forward toward the new movie this fall!



Thank you!

jlee@dnue.ac.kr

@phdbuffed