



CLE Associate Professor  
**JUNG Jonghee**

- **Research Field:**  
Linguistics, Foreign Language Education
- **Subjects:**  
AP Language (Korean I~IV )  
Korean Immersion Program  
FIRST Program, MCW

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## Tips

1. Achieve flexible lessons that students can customize
2. Nurture “Learning Experts”
3. Nurture “Thinkers”

**Q: What kind of measures are you taking in your classes to improve the quality of students’ learning?**

**A:** I implement classes based on the “Universal Design for Learning (UDL).” UDL is a “framework for optimizing learning for all,” devised based on the insights of brain science. Naturally, each person is different. There are things that we are good at and things that we are not good at in learning. Taking a language class as an example, students have different mother tongues and various cultural backgrounds. Learning history, goals, and areas of interest will also differ. There are various nationalities, ethnicities, religions, ideologies, and genders, and there are so-called “people without disabilities” and students with physical and mental disabilities. I think that education so far has been uniform and one-way, without fully recognizing

such diversity. Everyone’s various characteristics may interfere with learning and cause trouble and anxiety. UDL is more flexible, and it encourages active learning from the students, “people who can utilize knowledge to lead to new learning,” “people who can monitor the progress of self-confidence learning and learn strategically,” and “people who can learn sustainably and systematically.” In other words, the purpose is to develop “learning experts.” I do not think there is a “perfect lesson” for everyone, but I am improving my lessons based on UDL so that as many people as possible can become “learning experts.”

UDL is also a way to make learning easier for people who have difficulty learning due to various reasons such as physical disabilities or developmental disabilities. Disability should not interfere with learning, but rather should be

recognized as a characteristic of the person, as long as they can learn what they want to learn in the way they are good at. I think that what teachers can do is to think together about the best learning method for students, use that method to ensure sufficient learning, and enable students to demonstrate their full abilities. “Education that leaves no one behind” does not mean helping “inferior” students more and getting closer to the “excellent” side. It is important for each student to be able to achieve their goals in their own way. I believe that such inclusive lessons will enable us to learn from each other and grow together. Therefore, lessons and learning methods must always be flexible. In my class, I create an environment where students can choose the content of their learning and use the four skills of listening, reading, speaking, and writing broadly and approach tasks in their own style. I also want to create an environment where students can learn

with peace of mind by using “easy Japanese and easy English” and simplifying and unifying the presentation of information.

**Q: In your classes, what do you do to increase students’ motivation for learning?**

**A:** In my class, I establish “My Learning Goals” at the beginning of each semester. Of course, there are common goals for the entire course, but in addition to that, I make time for students to think together with the professor about their own goals and strategies to achieve them. “My Learning Goals” are often related to personal interests, which naturally increases motivation for learning. In the Korean 4 class, I offer classes to improve language skills using various subjects in various fields handled by APS and APM. I pick out the contents



related to Korean society and culture from the fields APU students usually study as specialized subjects such as environment, innovation, tourism, marketing, or international affairs, and link them to learning Korean. I improve the quality of learning by combining professor lectures with active learning centered around the students. Learning Korean in Japan is a little different from learning Korean in Korea as everyday life does not take place in Korea. The words used and heard when shopping, chatting, and going to public offices are not Korean. There are only a limited number of situations where you can actually use the language you have learned. I don't think language education is very effective if it is distanced from everyday life. I hope that the Korean language proficiency acquired in class will be useful for what students do normally, so I conduct activities to learn language using specialized knowledge.

Another activity in my class is called "look it up in my mother tongue." For example, let's say the news is about a problem between South Korea and North Korea. Vietnamese students will look it up in Vietnamese, Chinese students in Chinese, and Russian students in Russian. Then, I will change the content that was researched into Korean and share it in class. This activity is a language practice, but it also aims to help people from around the world understand and interpret certain events. The words and contexts used change depending on the understanding and interpretation, and the culture and history of the country or region often influences the words and contexts. Of course, since it is a language class, the main focus is on language study, but **since language and culture are two sides of the same coin, understanding the cultural and social aspects is very important in language learning as well.**

**Q:** *Classes have been held online from the 2020 Spring Semester. What sorts of changes have you made for your online classes?*

**A:** In my class, I use what I call "class notes." "Class notes" are customizable supplementary materials that describe what the student learned during class or from homework. Students can change the font size or font, organize the content, add to it, and then links to references and sites for reference. The "class notes" are uploaded to manaba. Since the switch to online classes, students can no longer have regular conversations with peers such as, "What is the homework today?" and "How much was covered last time?" In fact, through such casual interactions we know we're getting, organizing, and reconfirming the information we need. The "class notes" activity is a tool to convey

such information reliably and accurately. As with peers, it has also become difficult for faculty members and students to talk to each other. I have realized how important it was to have brief casual conversations during the breaks and after class ends. On the other hand, Zoom is a very useful application with less time and space constraints. I think it has become easier to freely ask questions about lessons and have small consultations. I make sure to regularly talk to all my students on Zoom.

**Q:** *When improving the contents of your classes, what kinds of steps do you take towards improvement?*

**A:** First of all, I make sure to read everyone's class evaluation questionnaire. In particular, I will carefully read the comment section and try to improve on those points. As with UDL, I may



sometimes seek advice from experts. In addition, there are situations in which language classes require team play within the same language. In my case, I regularly talk with Korean teachers to learn from one another about points for improvement in each other's lessons.

**Q:** *What do you think is important in the process of education?*

**A:** Universities are considered to be an institution that nurtures “thinkers.” A “thinker” is a person who is aware of issues, studies well, uses multiple approaches, and can provide answers by themselves. It may be a society-scale issue or something surrounding the persons themselves. In any case, I think it is important to nurture people who can think and act for themselves. To be able to think and act for oneself, it is necessary to practice

I think it is okay for the answers to vary. I also think it is okay to answer, “Ultimately, to get a good job.” However, I think it's a bad idea to push forward without knowing why you are learning. You may lose direction or not receive the expected results, and you may get depressed or frustrated as a result. It is a natural phenomenon that once you experience the “joy of learning,” you will want to learn more. There is “joy,” so you will want to experience that fun again. We, the faculty members, will do our best to provide such experiences, but I hope that everyone will take on various challenges and gain experiences anticipating the “joy of learning.”

looking at things critically and have abundant and extensive knowledge. Looking at something critically does not mean “criticizing” someone. I think it's the ability to think about the background, history, and relationships of things and grasp the full picture. What can be seen from that, these relationships, can reveal the “truth.” Pursuing the “truth” is scholarship, and I believe that it is the background of the “thinker.”

**Q:** *What do you expect from the students who take your classes?*

**A:** I would like students to separate themselves from the sense that they are studying and working hard to get a ‘good job’ in the future, and think carefully about the question, “For what purpose am I learning?”

# Interviewer Impressions

Through this interview with Professor Jung Jonghee, I learned that he has devised many ways to understand and be considerate of students with various cultural backgrounds. Among these efforts, the one that left the greatest impression on me was the professor's consideration to make it easy for the students to ask questions. The professor organizes the lessons so that students can acquire vocabulary and knowledge in various fields, and he organizes the contents of each lesson into Word and enables students to make their own notes. Thanks to this consideration, I think that the students can continue studying without losing their interest in language learning.

## Interviewer



Name: CHOI Eunkyong

College: APS, ED

Country: Korea

Message: Annyong (greeting in Korea)! I'm Eunkyong, an APS third year student majoring in Environment and Development Studies. I love to communicate with people from various countries and make new friends. I wish to make those people happy with my positive energy. In APU, I will strive to start new things, and I will never stop challenging myself.

Translator: LORENNIJ Kelly

# What is [Q]?

At APU there are many professors who put together wonderful classes, and if we could get to know how these classes are planned, it would contribute to the improvement of other professors' classes. For that purpose, we have begun doing interviews in order to learn about class planning. These articles have been entitled [Q], comprising a variety of meanings such as: increasing the [Q]uality of classes, answering [Q]uestions to increase quality, and forming a [Q]ueue, or line, of class improvements. We would be very happy if these articles could contribute to the [Q]uest of APU professors' class quality improvement.

