

Reform of the Teaching Model of Korean Intensive Reading Courses in Vocational High Schools in the Era of All-Media

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Abstract: The use of multimedia technology in the teaching process is the current mainstream trend in teaching development. The arrival of the all-media era is not only a huge challenge to the traditional teaching model, but also a huge opportunity for the reform of the teaching model. Combining traditional education models with modern scientific and technological means, and learning from each other's strengths can stimulate students' subjective initiative in learning. On the other hand, it is also an important way for teachers to improve their teaching abilities. This article analyzes the opportunities brought by the all-media era to the reform of education models based on the teaching status and teaching difficulties of Korean intensive reading courses in vocational high schools, and proposes a teaching model reform strategy for Korean intensive reading courses in vocational high schools in the all-media era.

Keywords: All-media era; Teaching model reform; Vocational high school teaching; Korean teaching

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1. Introduction

As a language, the ultimate goal of learning Korean is for practical application, and the Korean intensive reading course, as a basic course for Korean majors, requires students to have higher overall quality. Therefore, Korean teachers should not only focus on imparting knowledge during teaching, but should also cultivate students' practical application ability of Korean. It is difficult to cultivate students' practical application abilities using the traditional teaching model, and multimedia technology will become an important means to make up for the shortcomings of the traditional teaching model ^[1].

2. Current situation of teaching Korean intensive reading courses in vocational high schools

2.1. Rigid teaching time and process, and outdated teaching model

From a student's perspective, in the traditional teaching model of vocational high schools, the teaching plan

and arrangement of a certain subject are usually arranged according to the teaching syllabus and teaching materials issued by the school or relevant education authorities. The class hours and the workload of each class are all planned in advance, and students will be required to complete learning tasks with certain contents within a certain period of time and in accordance with relevant requirements ^[2]. The same is true for Korean language learning, but the learning content of language subjects is often more than other subjects, because the language needs to be applied. However, the class hours arranged by the school often cannot meet the length of Korean learning, which results in “cramming” teaching. In the classroom, the teacher teaches the large volume of content in a short time and the students cannot absorb it. The teacher’s teaching task is completed, but the students may not even grasp half of it. In addition, the evaluation standards and assessment methods are also rigid. In the traditional education model, teachers usually use uniform evaluation standards and assessment methods to comprehensively consider each student. However, this uniform standard does not take into account the individual differences of students, thus it is not conducive to students’ growth and development.

From a teacher’s perspective, under the traditional education model, teachers have a very heavy daily workload. Teachers need to review and prepare lessons, practices, and tests every day. The numerous tasks not only make teachers physically and mentally exhausted, but also cause students to be distracted from learning tasks. Knowledge cannot be absorbed better under stressful circumstances. Therefore, in order to solve the problem of insufficient teaching time and to relieve students’ learning pressure, the traditional education model will distribute some learning content in the form of homework, allowing students to complete it independently. However, this method has a drawback that cannot be ignored, that is, Korean is a language that requires practice and students lack teachers’ guidance during after-school homework and can only practise pronunciation independently. This situation makes it impossible for them to determine whether their pronunciation is accurate, thus resulting in mispronunciation, and they may even develop pronunciation habits that are difficult to correct ^[2].

2.2. Teacher-centered model and low teaching efficiency

In the traditional education model, classrooms are usually “educator-centered,” that is, teachers speak and students listen. This kind of classroom has the distinctive characteristics of concentration and dictatorship, whatever the teacher says is right is right, and whatever the teacher says is wrong is wrong. In most cases, students have no way to raise their own questions and opinions, and the teachers do not know whether the students understand the teaching content. This teacher-centered teaching model does not take into account the individual differences of students, and each student’s learning ability and acceptance ability. In addition, China’s national conditions determine that teaching in vocational high schools is usually based on large classes, with dozens of people in a class, and it often happens that one teacher teaches multiple classes at the same time. In this case, teachers face different students, but the teaching content and teaching methods are uniform. Some students can understand it, while some cannot. Those who cannot keep up with the learning progress will feel invisible pressure, which often causes students to become bored and give up on the subject. This traditional centralized thinking no longer meets the needs of the current development of education in our country, and has even become one of the main factors hindering the further development of Korean teaching in vocational high schools ^[3].

In addition, Korean intensive reading class, as a language course, requires students to not only be able to read and write, but also able to speak and communicate. However, in the traditional teaching model, teachers simply do not have the time and energy to teach reading and check the pronunciation one by one, often in one semester. At the end of the day, teachers think that they have covered all the knowledge, but they really mastered very little, and their teaching efficiency is half the result with twice the effort.

2.3. Weak foundation in students and lack of enthusiasm for learning

Firstly, most of the students in Korean intensive reading courses in vocational high schools are zero-level learners without any Korean learning experience. For these students, learning Korean is a process from scratch, which requires a lot of accumulation and continuous “listening, speaking, reading, and writing.” The effort required does not happen overnight, and very few students can persist.

Secondly, students’ learning abilities are also different, which also affect their acceptance of Korean. If students learn the same content at the same time, students with poor learning abilities will be compared with classmates with good learning abilities, which can easily cause the students to be over-stressed, give up on themselves, and treat the Korean intensive reading class with a negative attitude. In addition, due to the shortage of students in vocational high schools, most students in vocational high schools lack self-discipline and enthusiasm for learning, and only one out of ten students can take the initiative to learn. This is also a problem that cannot be ignored in the current teaching situation of Korean intensive reading courses in vocational high schools ^[4].

3. Teaching reform of Korean intensive reading courses in vocational high schools in the era of all-media

3.1. Improving teaching methods and teaching efficiency

The greatest impact of the arrival of the all-media era on education and teaching is reflected in the application of science and technology in teaching. With the help of multimedia technology, the teacher’s workload can be greatly reduced. For example, the teacher can distribute the practice content of the Korean intensive reading class to each student in the form of files, audios, or videos, and then ask the students to follow the instructions given. For the content that needs to be checked, if there is insufficient class time and the written assignment cannot be assessed in time, students can be asked to report the results in the form of audio or video. In this way, it does not occupy the class time and saves students’ personal time. Teachers can also see the learning status of students more intuitively and comprehensively, which greatly improves teaching efficiency. In addition, applying PowerPoint presentations, and related pictures and videos to the classroom can also attract students’ attention and learning interest, which can not only increase the vitality of the classroom, but also increase the vividness of teaching ^[5].

3.2. Providing personalized guidance and teaching students in accordance with their capability

In the era of all-media, teachers can make full use of scientific and technological means in education and teaching to have a comprehensive and in-depth understanding of students’ levels and abilities, and assign different homework and tasks according to students’ abilities and progress, so as to conduct students’ tasks in a way that suits their own needs. Characteristic personalized guidance can help to promptly solve the problems and difficulties encountered by the students in their studies. At the same time, students can also recognize their own shortcomings, and can appropriately arrange time to practise on their weak points according to their own circumstances, so as to effectively improve their Korean learning level. In addition, with the help of multimedia technology, classroom teaching content can be recorded into videos, making it easier for students to review and revise, thereby deepening students’ understanding and mastery of key and difficult points in the class, and improving students’ reviewing efficiency.

3.3. Improving students’ interests and exploring students’ potential

As a language course, “speaking” is a very important part of the Korean intensive reading course. It can even be said that students study this course in order to be able to use it in communication in real life. Korean learning also starts with Pinyin characters. Pinyin itself is not difficult. However, different students have different learning conditions. Some students are more introverted and find it difficult to “speak” in class or in front of crowds. Some students have poor pronunciation qualifications or have severe accents. “Speaking” is also a huge challenge for the Korean students. The crowd will increase their psychological burden and even reduce their interest in learning. In Korean intensive reading classes, teachers can use multimedia technology to combine text, pictures, sounds, and animations to make learning more interesting and reduce the difficulty of learning, so that students can experience the fun of Korean learning and stimulate their enthusiasm for learning Korean ^[7]. After class, teachers can also use multimedia technology to send the correct pronunciation to each student, allowing students to improve their pronunciation through independent practice after class. Teachers can assign pronunciation homework and then provide suggestions for different problems of different students. Individual tutoring can also be provided to students after class to avoid students’ negative learning attitude due to psychological burden. During independent practice after class, teachers can also provide targeted positive encouragement so that students can improve their Korean proficiency while cultivating their self-confidence and increasing their enthusiasm for learning. In addition, during independent practice after class, teachers can also have a deeper understanding of students’ Korean proficiency. For students who have room for learning, they can make targeted improvements and explore each student’s potential to a greater extent.

4. Difficulties in reforming the teaching model of Korean intensive reading courses in vocational high schools in the era of all-media

4.1. Insufficient application of multimedia tools and traditional teaching concepts of teachers

In the all-media era, applying multimedia technology to teaching practice is an unstoppable mainstream trend, which puts forward new requirements for teachers’ abilities, that is, their ability to accept and apply emerging technologies. Today’s science and technology are developing in a spurt, and new technologies are emerging one after another. Teachers, as practitioners in the education industry, as guides for students’ learning and promoters of students’ development, should consciously accept and actively learn new technologies. They should not rest on their laurels and stick to the traditional education model. They will be eliminated by the times if they do not adapt to the new era.

In the teaching of Korean intensive reading courses, one of the most important multimedia that can be widely used by Korean teachers is courseware. Courseware is an important method in teaching and learning for teachers and students in the all-media era. However, many teachers still fail to master the method of developing courseware and are even unwilling to learn. Especially some older teachers who have deep traditional teaching concepts and are not interested in the post-reform process. It is very difficult for some teachers to accept the new educational model ^[6]. Korean language teaching cannot only pursue high-tech methods, we must also combine the teacher’s personal teaching characteristics, the difficulty of the teaching content, the students’ acceptance ability, etc., and take comprehensive considerations to produce scientific and suitable courseware. However, teachers who cannot keep up with the trend of the times and master new skills will inevitably fall behind in their professional skills, and their development potential will continue to decline.

4.2. Students’ negative attitudes and lack of learning motivation

The so-called “teaching” means that teachers teach and students learn. If one party does not cooperate, then the

other party will get half the result with twice the effort, no matter how much energy they put in. In the reform of the teaching model of Korean intensive reading courses in vocational high schools, in addition to the reform of teachers' teaching, it is also necessary to include the reform of students' learning. Firstly, most vocational high school students lack a certain degree of initiative in learning, and some even have resistance to learning. Secondly, Korean language teaching lacks widespread recognition and teaching foundation in China. Many students and even some parents have a perfunctory attitude towards learning foreign languages, and believe that learning foreign languages is of little value. This is also a major factor in students' lack of motivation for learning Korean language. Lastly, due to the boring nature of the traditional teaching model, students find it difficult to concentrate on learning and thus have a lack of interest in learning.

5. Reform strategies for the teaching model of Korean intensive reading courses in vocational high schools in the era of all-media

5.1. Improving infrastructure and enhancing the level of teachers

In order to reform the teaching model of Korean intensive reading courses in vocational high schools, basic work must be done well to provide a basic guarantee for the reform of the teaching model.

First of all, certain information technology hardware facilities must be provided to reform the teaching model in the all-media era. If teachers want to enrich the teaching content, increase teaching interest, and strengthen teacher-student interaction, they cannot do without the application of multimedia technology. Whether they are playing course-related videos or self-produced PowerPoint presentations, they need the support of hardware facilities. Outdated teaching equipment is inadequate to support the development of multimedia teaching. Moreover, if the conditions permit, schools can establish a special information exchange platform to allow students to make full use of after-school time for independent learning, and to provide assistance to teachers in teaching.

Secondly, in order to realize the reform of the teaching model of Korean intensive reading courses in vocational high schools, it is also necessary to establish and train a professional teaching team. They must not only have a solid professional foundation and excellent teaching abilities, but also have a certain knowledge in applying multimedia technology. They must be able to combine multimedia technology with teaching practice, use multimedia technology to make up for the shortcomings of traditional Korean intensive reading classes, change the single and boring traditional Korean intensive reading classes, stimulate students' interest in Korean intensive reading classes, and increase students' initiative and motivation in learning. Korean teachers must continue to learn, progress from professional teachers to multi-functional teachers, conform to the development trend of the all-media era, constantly improve their personal abilities, and then promote the reform of the Korean intensive reading class teaching model^[7].

5.2. Changing the teaching ideas and putting students as the main body

The teaching thought in the traditional teaching model has a distinctive feature, which is the centralization of teaching thinking. The so-called centralization of teaching thinking is a way of thinking that understands and explains educational and teaching activities from the perspective of distributed thinking from a central point to the surrounding edges, which is the educator-centered teaching model mentioned earlier. In the traditional teaching process of Korean intensive reading courses in vocational high schools, this teacher-centered teaching model dominates the teaching process. However, in the all-media era, this kind of educational thinking is unscientific and unreasonable. In addition to it cannot adapt to the new era's requirements for education, the new requirements put forward by teaching will also have a certain hindering effect on the healthy development

of students.

In order to adapt to the new development of the times and the new stage of education in our country, new curriculum reforms have emerged. The concept of quality education guides the direction of educational reform. Under this circumstance, the implementation of the concept of quality education has become the top priority for teachers' professional development. This is also an important direction in the reform of the Korean intensive reading course teaching model.

Korean teachers should internalize the concept of quality education in their hearts and externalize it in their actions, recognize that students are the subject of learning in daily teaching activities, be "student-centered" and give full play to students' subjective initiative in teaching, transform traditional educational ideas, and use scientific educational concepts to guide teaching behaviors. At the same time, schools should not only encourage teachers to learn and practise new educational ideas, but should also create an open campus environment suitable for teachers and students to implement the concept of quality education, so that teachers and students have sufficient room for development.

5.3. Enriching the teaching methods and blending online and offline teaching

Contemporary students are a generation that grew up with the development of the Internet. They are not only familiar with various multimedia technologies, but also have a certain dependence on the Internet and electronic devices such as mobile phones and computers. The dependence of vocational high school students on the Internet and electronic devices determines that the reform of the teaching model cannot be separated from the use of network platforms. Online and offline hybrid teaching is currently the teaching model that best balances ideals and reality.

First of all, in order to strengthen interaction with classmates and understand students' learning situation, teachers should use social platforms such as WeChat and QQ to strengthen contact with students in the form of "class groups" or "small groups." They can be arranged in groups to check students' homework after class, and teachers can also use social platforms to communicate and tutor students individually in accordance with their capability.

Secondly, in the classroom, Korean intensive reading class teachers can use multimedia technology to produce courseware to assist classroom teaching. For example, making exquisite PowerPoint presentations can attract students' attention during class; audio and video can help students to learn Korean pronunciation and strengthen their understanding of related topics. Some important and complex knowledge is difficult for students to understand, and animations and other forms of multimedia can be used to reduce the difficulty of students' understanding.

Lastly, teachers of Korean intensive reading courses can use the Internet to establish a Korean digital resource library, which collects courseware, teaching videos, film and television works related to the course content, extracurricular supplementary readings, etc., to facilitate students' independent learning and check for learning gaps. In this way, online resources and offline classes complement each other to provide students with comprehensive teaching services ^[8].

6. Conclusion

The arrival of the all-media era is both a challenge and an opportunity for educators. The popularization of the Internet has promoted educational equity to a great extent, which is very beneficial to the development of Korean intensive reading classes in vocational high schools, since more teaching resources and teaching experience can be accessed during the teaching process. Schools and teachers should promptly seize the

development opportunities brought by the all-media era to Korean intensive reading courses in vocational high schools, meet the challenges brought by the development of the times with a positive attitude, steadily carry out the reform of the teaching model of Korean intensive reading courses in vocational high schools, and protect the healthy development of students.

Disclosure statement

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