

韓國漢文課設計領域統合課程

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I. Foreword

Concerning the categories and contents of the curriculum for the Chinese classics course as revised in 2007, the category comprised the Chinese classics and knowledge related to them, while the content comprised mid categories and content elements. Overall, the revised course came to comprise two large categories, six mid categories, and 16~17 content elements. Despite the need for categorization, questions have been raised as to whether the characteristics of the Chinese classics course can be divided into Chinese classics and related knowledge whether the knowledge, skills and attitudes related to the Chinese classics course can be checked independently and statistically and whether such a new effort does not conflict with the whole language. These questions led to the commencement of this study.

II. Integration of categories of the Chinese classics course

"Integration" refers to the work of organizing the separate parts with the aim of making them into a whole or linking and integrating them into a system. As for the Chinese classics course, integration can be divided into extracurricular and intracurricular integration, depending on the layer and scope. Extracurricular integration means integration between the Chinese classics-related curriculum and other curricula. As for intracurricular integration, examples of the intracurricular integration of the Chinese classics course include integration between categories of Chinese classics and those of knowledge related to the Chinese classics integration between categories and skills; integration of teaching contents and integration of texts, etc.

In terms of class design or classes given in the classroom, the teaching/learning content of the Chinese classics course is comprehensive and general in its nature. Taking reading, understanding, culture, Chinese characters, vocabulary

and syntax individually, for example, none is separable from the others. Individual categories, contents and skills are interactive and inter-complementary. The same is true of the process of comprehending the Chinese classics: Reading and understanding are not separable from each other. Indeed, one helps the other. The model for processing students' understanding of the Chinese classics and whole language also supports the integration of Chinese classics course categories.

III. Class design for integration of the categories of the Chinese classics course

The ultimate aim of class design for the integration of the categories of the Chinese classics course is to enhance the effects of teaching and learning the Chinese classics through such integration, rather than integrating the categories or contents. The following [examples of category integration] show the characteristics of class design for integration of the various categories:

[Examples of category integration]

Learning content

- (A) [1-Chinese characters-(4)] Reading and writing Chinese characters correctly
- (B) [1-Sentence-(1)] Understanding the content of a sentence
- (C) [1-Sentence-(2)] Understanding the structure of a sentence
- (D) [1-Understanding-(1)] Understanding the content and subject of short sentences taken from the Chinese classics

The foregoing (A), (B) and (C) concern learning content in the Chinese classics-related knowledge category, while (D) concerns learning content in the categories of Chinese classics. In the foregoing examples, a sub-part presents learning contents belonging to two categories. The presentation of several learning contents together does not mean integration. The substance of integration lies not in the parallel display of learning contents, but in how learning contents are embodied in teaching and learning activities. Teaching/learning activities are the essence of class design.

[Example of a short sentence] O-bi-i-rak (烏飛梨落) (literally meaning, "A pear drops as a crow flies from the tree.")

[Teaching/learning activity]

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1) A student wrote down the pronunciation of the phrase in Chinese characters as follows in a test. Please correct the errors.

- O-bi-i-nak

2) Please write down the following Chinese characters in the blank spaces.

飛 (pronounced: "bi") (meaning: "to fly")			
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3) Please mark the subject and the predicate of the following phrase.

鳥飛，梨落

The subject-predicate structure of a sentence

4) Please connect the given phrase in Chinese characters on the left with those on the middle and right that are closest to it in meaning.

(Given phrase in Chinese characters) 鳥飛梨落		(Literal meaning) "A pear drops as a crow flies from the tree."		(Hidden meaning) A strange coincidence in which one is unjustly suspected as having caused something to happen.
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The foregoing activities 1) and 2) are designed to embody a given learning content (A) in the textbook. The same applies to 3) and learning contents (B) and (C) and to 4) and (D). They are arranged in such a way that the result of learning in a situation can supplement or complement other learning content. Also, teaching/learning activities are organized so as to link with the learning content. Attempts were made to link and integrate the following: reading and writing Chinese characters understanding the content and structure of a sentence; and understanding the content and subject of a short phrase, using the short phrase o-bi-i-rak and several teaching/learning activities.

IV. On-going study

Small paragraphs can be composed independently by focusing on: 1) reading and writing Chinese characters 2) understanding the content and structure of a sentence; and 3) understanding the content and subject of a short phrase. The text was

presented, and learners were made to learn by heart Chinese characters associated with the text and the grammar knowledge proposed in the curricula, using the Chinese characters. No particular class design was required. The learners felt bored, which suggests a low learning effect. Mental switchover is necessary. The following efforts are essential: the integration of categories; linkage and inter-connectivity between different contents of learning the realization of integration through teaching/learning activities and assistance designed to help students of the Chinese classics enhance their ability.

The composition of a text is a channel of integration between categories, skills and the text itself. The composition of the main part, how it develops, and the composition of the sub-parts are the core elements in the composition of a text: As such, how to link between categories, contents, skills, and the text is a problem that remains to be solved.