

Lesson Two: School

I. Description

This is the second lesson for the miniseries. In this lesson, students will visit terminology associated with school while having to apply the grammar, reading and writing tools that they learned in the first lesson.

II. Demographic

This lesson is made for Korean heritage language learners who have never been formally taught Korean before, but are capable of conversing in the language. The lesson is intended for a class of 12 students and one instructor. This lesson should be primarily taught in Korean and utilize limited English when discussing grammar theory that is complicated and require advanced vocabulary to fully understand.

III. Duration

This lesson will take approximately 90 minutes, but it may end up being longer. Specific times for each activity have not been included because instructors should feel free to spend time ensuring all material is covered well.

IV. Learning objectives

Each student will be able to:

- Recall, Read and Write terms that relate to school environments.
- Properly utilize standard polite elevation, ie. End all sentences with **요** and use the correct syllable before it (아, 어, 예, etc)
- Utilize the college terms learned to accurately translate and write short passages in Korean.
- Accurately write a dictated passage about school with a teammate after hearing it two times in Korean to indicate an ability to speak with one's peers and correctly listen and write Korean.

V. Rationale

Students in this course will be currently attending school and so school and college terms are very relevant to them. To leverage this commonality between the students, this lesson will focus on school and college. This way, these students will find vocabulary and sentences that are both relevant to them and immediately applicable to their current lives.

Since these students are heritage students, it can be assumed that they will be highly motivated and interested in learning more Korean. Since these students are currently attending school, they will be more likely to utilize these words immediately and will be able to retain the knowledge better because it

is relevant to their current situation. They will also know some Korean, so in one part of this lesson, I ask students to recall their own prior vocabulary for school/college related terms.

The dictogloss at the end of the lesson is also really important because students will get the opportunity to work with their peers to recall a passage. They will have to work together and will be able to leverage each others' understands to produce one artifact.

VI. Procedures / Lesson content

1. Review

Hello everybody. Has everyone been practicing their Korean? Is everyone ready to present the skit that you finalized for homework?

Before we present, I would like to review a little from last lesson, so I will show you words in Korean and will ask that each of you read them. <go around one by one and show different students different words from the appendix from the last lesson>.

Now that we have our minds working in Korean, who would like to present first? Please give me a copy of your skit so that I can follow along as you act it out.

Comment [RK1]: Make sure to note down both pronunciation errors that the students have and the spelling/grammar errors that were written into the skit write up.

2. Introduction

Today we will be covering the rules on verb conjugation in the standard polite form. After that, we will be exploring school related vocabulary and applying the pronunciation/spelling/grammar tips that we have learned on a few short passages so that you can practice applying your knowledge. Again, today's lesson will be about accuracy but today's focus will be on application and proper application of what you have been learning.

3. Verb conjugation

As we discussed previously, the most common form of elevation that people use when speaking is the standard polite and at a very basic level the standard polite requires that the ㅁ ending of a verb is replaced with ㅂ. There is a little bit of rules that come with this conjugation that we have attempted to do before. <Go through the three bullet points by stating the underlined rule and giving the examples below it.>

Comment [RK2]: A little bit of spiral learning

1. 아, 오 ~아요
 좋다= 좋아요
 앉다= 앉아요
2. All other stems ~어요
 먹다=먹어요 – to eat
 있다=있어요 – to be
3. Exceptions

- a. ~하다 = 해요
 일하다 = 일해요 – to work
 말하다 = 말해요 – to speak
- b. Contractions:
 가다 = 가+아요=가요 – to go
 싸다 = 싸+아요=싸요 –is cheap

Now, let's try to conjugate the following verbs. <Use the words in the Appendix B and ask students to conjugate them properly>.

4. School/College terms

1. What they already know

I know that you guys have already used some vocabulary to describe college and school situations before, so I would like for everyone to find a partner and brainstorm a list of words that are relevant to school or college in Korean. Please write them down and put your names on the top.

You will turn in your list and we will use the lists in 5 minutes so that we can grow a master list.

<Compile the list by reading off words from the list, ask the students to shout out the translation and write them on the board >.

2. New words

Now that we have all of these great words, I also wanted to add a few more words that I thought that you would find useful in speaking about this topic.

<Write and translate the words in Appendix A. This should be done on the white board together as a group. Alternatively, this can be done via PowerPoint flashcards>

Comment [RK3]: Since these students are heritage speakers, they are very likely to have some vocabulary understanding of college/school terms. By asking the students to start brainstorming themselves, I am hoping to break up the lecture based nature of the class and allow them to base their learnings on things they already know.

Comment [RK4]: By turning their lists in, the instructor can attempt to review each group's spelling and see if there are any key points that they need to discuss with the class or a specific student about their pronunciation/spelling understandings.

5. Translation practice

1. English Translation – Story 1

In this part of the lesson, I will read you a short passage in English. This will be so that you can practice the vocabulary that you have just learned and some of the verb conjugations that you have learned. I will read all of it for you three times and give you an opportunity to write, in Korean, as much as you can. After that, I will put up the proper spelling of the terms so that you can double check this and so that you can write in any words that you have not written correctly. You will get a quarter of a point taken off for each word that you referred to the list for. I trust you because of the honor code to note if you used the vocabulary list to correct the words. <read Appendix C Story 1 English a few times and then put up the word list that was associated with it after the 3rd read through and then read it one more time in English >.

Comment [RK5]: This portion, though mundane sounding, is intended to challenge students to hear English and translate it into Korean. Since these students are more proficient in English, they will most likely think in English and will always think a thought and then have to translate it in order to utilize Korean.

6. Listening practice

1. Dictogloss – Story 2

<take down the word list that was put up for the English translation>

Comment [RK6]: An interesting way to challenge students to do a dictation. It will force students to work in groups which will help students to reinforce the knowledge that the students already have.

In this part of the lesson, I will read another short passage, this time in Korean. I will do this three times. The first time I will just ask that you listen very carefully to the words that I am saying. Don't write anything on your paper don't worry about the spelling, just listen carefully.

<Read Appendix C Story 2 Korean quickly the first time>

Now that we have heard this story once, I will read the passage again, at the same speed, but this time, I ask that you take notes in Korean. Notes in English will not be permitted. I will pause briefly in between sentences so that you can differentiate the sentences

<Read Appendix C Story 2 Korean a second time. Pause after each sentence for 3-5 seconds>.

Now that you have heard the passage twice and have taken notes, I will assign you to groups of 3 and you will work on writing out the full passage together as a group. You may only use Korean while discussing the passage with your group and everyone needs to participate equally in writing the passage. For the next 15 minutes of class, you must work with your team to write one version of the passage that everyone agrees to, written by your team scribe. You will turn that in as a team grade.

<Assign groups of three where weaker students are paired with stronger students. Designate the weakest language student in each group as the scribe.>

<If the teams seem to be struggling, read the text for them, as a group, one more time towards the last few minutes of class.

Then, please turn in your dictogloss as a group>

VII. Assignment

For homework this lesson, please write a journal entry about your day in school today. You should describe your classes and the places around campus that you have visited. Please use a variety of the vocabulary that we have learned in today's lesson and please be conscientious about conjugating your verbs correctly.

This journal entry should be at least 12 sentences long and should be accompanied by an English translation. Please do not use any online translating service and if you do look up the spelling of any word in a dictionary, please note that on your paper when you turn it in.

VIII. Assessment

This lesson is intended to be a part of a miniseries of lessons to teach heritage students about Korean language. This is the second lesson of three in this miniseries. For this lesson, there is a dictogloss assignment that occurs at the end of the lesson that will be used to grade and assess the students. Since the students will be writing the same story twice, they should have seen the same information several times and also should be better prepared to utilize the skills that they learned in the previous lesson to be able to correctly write the dictation.

Students and the instructor should keep in mind is that the learning experience is more important than the grade that is given due to the assessment, especially in the introductory lesson. It is crucial for the learning ability of each student that they participate actively in the lesson and attempt to improve from

all feedback given. Therefore, it is important to emphasize with the students that they should actively participate and the incorporation of feedback given is equally important, if not more important, than perfection. For that reason, instructors are encouraged to immediately attempt to correct any issues that they find with their students' mappings. This is also why students will have a portion of their grade for the day is accounted for by their class participation and improvement.

Please refer to Appendix D for a suggested rubric on how to grade a student on this lesson.

IX. Appendices

For the final deliverable, this will have all prompts and worksheets and grading tools and materials that a teacher may use in their class.

Appendix A - Word List

선생님 - teacher	식당 - cafeteria	사전 - dictionary
학생 - student	서점 - bookstore	읽기책 - reader
지도 - map	역사학 - business	교과서 - textbook
칠판 - blackboard	공학 - engineering	신분증 - id card
책상 - desk	법학 - law	연필 - pencil
의자 - chair	의학 - pre-med	지우개 - eraser
교실 - classroom	생물학 - biology	볼펜 - ballpoint pen
화장실 - bathroom	경제학 - economics	공책 - notebook

Appendix B - Verb List

가다 - to go	받다 - to receive	쓰다 - to write
일어나다 - to wake	가르치다 - to teach	보다 - to see
연습하다 - to practice	마시다 - to drink	자다 - to sleep
숙제하다 - to do hw	앉다 - to sit	오다 - to come
먹다 - to eat	기다리다 - to wait	타다 - to ride
있다 - to be	배 dn 다 - to learn	
읽다 - to read	쉬다 - to rest	

Appendix C - Short Paragraph

Story 1

English

Today, there is Chinese class. The Chinese class is on the 2nd floor of the Union Building. The class is not interesting. However, I like the teacher. Yesterday, I went to the Chinese classroom with a friend. She forgot her pencil. But, I had a lot of pencils.

Korean

오늘 중국어 수업이 있어요. 교실이 유니온 빌딩 이층에 있어요. 중국어 수업은 재미없어요. 그런데, 선생님이 아주 좋으세요. 어제, 친구와 함께 중국어 교실로 걸어갔어요. 그녀는 연필을 잊어버렸어요. 하지만, 저는 연필이 많았어요.

Word List

중국어	유니온 빌딩	선생님
수업이	층에	좋다
교실	재미있다	그녀는

Story 2

English

I am going to the Union Building. The book store and the cafeteria are in the Union Building. The cafeteria is on the second floor. I eat lunch with a friend in the cafeteria. The cafeteria is cheap. I also go to the bookstore. I borrow a text book and buy a pencil. I do not need to buy a notebook.

Korean

유니온 빌딩에 가요. 유니온 빌딩 안에는 서점하고 식당이 있어요. 이층에 식당이 있어요. 식당에서 친구하고 점심을 먹어요. 점심이 싸요. 서점에도 가요. 교과서를 빌리고 연필을 사요. 공책을 살 필요는 없어요.

Word List

유니온 빌딩에	점심	연필
서점	먹다	사다
식당	싸다	공책
층	교과서	필요
친구	빌리다	없다

Appendix D – Rubric

Topic	Qualifications		Score
Review – Play recitation	Pronunciation	Pronounces the words as they were written in the write up they submit	(1-10)
	Practice	Well executed as though there was some practice. No stumbling for lines.	(1-5)
College Terms	Peer group prior knowledge lists	Communicates well with partner and attempts to properly spell and remember words that are relevant	(1-20)
Translation/dictation	participation	Corrects any errors and actively tries to listen/participate in the activity	(1-15)
Dictogloss	Team Write Up	Accuracy of words, grammar, and spelling in the turned in product	(1-20)
	Team Collaboration	Worked and contributed to the turned in product	(1-15)
	Use of Korean	Used Korean to convey their opinions on the correct dictogloss and did not speak any English	(1-5)
Overall	Improvement	Attempts to correct mistakes that they initially had and asks questions to improve themselves	(1-10)