**Programming Example 1**

**Korean F-2**

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**Me and My World**

The following materials are from a two-term (20 week) program with aims to teach Korean language in the context of students’ everyday lived experiences and interactions. It introduces students to the language of familiar concepts and situations, including their name and basic greetings, the school environment, their home and family relationships and their hobbies, likes and dislikes. A recurrent theme throughout their learning will be that of Korean Honorifics, or learning to use different words and expression according to audience.

As part of their learning, students will also understand the cultural differences and similarities that exist between different class members and within different parts of the world. That is, by examining features of their own ‘world’ they will also be exposed to the worlds of different students, including both classmates and students in Korea, thereby appreciating the social context of learners while developing essential intercultural and intra-cultural knowledge.

Class context and considerations

The program is designed for a Foundation -Year 2 class consisting of 14 students from diverse linguistic and cultural backgrounds, including six background Korean speakers who have competent verbal skills but little to no written skills. While there are no diagnosed additional learning needs among the group, there is a diverse range of language learning and behavioural needs which have been considered in the planning of the unit.

The program is intended for the middle of the year (Term 3). At this stage, the students have been exposed to Korean language for only five one-hour lessons. Those five lessons have focused on phonemic awareness in relation to Hangeul (the Korean alphabet).

Students will undertake one hour of Korean language learning per week throughout the 20 week program, which is made up of five interrelated sequences. Each sequence should encompass approximately four weeks of learning; however adopting a flexible short-to-medium-term planning approach will enable the focus and timing to shift according to need.

Program outline and objectives

Students will learn to:

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| **Sequence 1: *My name*** | **Sequence 2: *My classroom*** |
| * Introduce themselves and to write their own name using Hangeul (Korean script) * Understand the different ways of saying things depending on who they are speaking to (Korean honorifics) * Recognise different naming conventions in different cultures | * Identify themselves as students and use key school terminology, such as teacher, classroom, class etc. * Further understand that speech changes according to audience (for example when addressing teachers or classmates) * Name common classroom items * Discuss the differences and similarities between classrooms in Korea and Australia * Describe objects using Korean terminology for colours |
| **Sequence 3: *My family*** | **Sequence 4: *My home*** |
| * Name family members and how to address different members of their family * Discuss the differences and similarities between families and family practices in Korea and Australia * Describe their family using Korean number terminology (for example, there are four people in my family) | * Identify terminology used to describe home, as well as different types of homes (including house, apartment, etc.) * Name common household items * Discuss the differences and similarities between homes in Korea and Australia |
| **Sequence 5: *My hobbies, likes and dislikes*** | |
| * Describe their likes/dislikes using simple structures such as ...좋아해요 and싫어해요 * Name popular sporting and leisure activities * Understand differences in lifestyles and hobbies in Korea and Australia |  |

Program Outline in terms of the strands, substrands, content descriptions and elaborations based onBased on *Australian Curriculum: Languages Korean revised draft, validation version for public viewing* Foundation-Year 2 (ACARA, 2014) <http://www.acara.edu.au/verve/_resources/20141015_Languages_-_Korean_-_Validation_for_public_viewing_September_2014.pdf>

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| **STRAND** | **SUBSTRAND** | **CONTENT DESCRIPTIONS** | **ELABORATIONS (PROGRAM GOALS)** | **IN PROGRAM** |
| **Communicating** | ***Socialising*** | Interact and socialise with peers and teacher, to greet, introduce themselves and provide basic personal information.  [Key concepts: self, family; Key processes: greeting, playing, imitating] | * introducing themselves using 저는 …이에요/예요 as a set phrase * greeting the teacher and peers using appropriate expressions and body language, for example, 안녕하세요 ? 안녕? 만나서 반가워요 | **Sequence 1** |
| Engage in guided group activities and simple exchanges, such as playing games, group singing or dancing, contributing ideas through key words, images, mimes. [Key concepts: play, group; Key processes: singing, chanting, observing, drawing] | * participating in group singing and chanting by singing and performing actions, for example, 가나다 노래, 안녕 노래 | **Sequence 1**  **Sequence 2**  **Sequence 3**  **Sequence 4** |
| ***Informing*** | Locate specific words and expressions in simple texts such as signs, titles and captions, using early literacy skills, and use information to complete guided oral and written tasks.  [Key concepts: text, meaning; Key processes: locating, noticing, matching] | * demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions * locating and using information to describe, name, draw and trace, for example, 머리, 손. 발 * using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading big books or digital books | **Sequence 2**  **Sequence 3**  **Sequence 4**  **Sequence 5** |
| Share simple information about themselves, known people, everyday objects and places of interest.  [Key concepts: self, preference; Key processes: describing, showing] | * reporting on information gathered from friends using simple structures such as ... 좋아해요 and ... 있어요 | **Sequence 5** |
| ***Creating*** | Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements.  [Key concepts: character, story; Key processes: playing, choral reading] | * participating in shared reading, sharing opinions and responding to questions about imaginative texts * responding to imaginative texts including digital texts such as stories, rhymes and songs through play-acting, illustrating or movement * making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, … 좋아해요/싫어해요 * re-creating stories, rhymes and songs through mime, dance or drawing with simple captions | **Sequence 2**  **Sequence 3**  **Sequence 4**  **Sequence 5** |
| ***Translating*** | Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images. [Key concepts: counterpart; Key processes: naming, labelling, matching] | * creating a bilingual picture dictionary for their classroom use | **Sequence 2**  **Sequence 3**  **Sequence 4**  **Sequence 5** |
| ***Reflecting*** | Recognise themselves as members of different groups, including the Korean class, the school, their family and community, considering their roles within these different groups.  [Key concepts: self, role; Key processes: noticing] | * making simple statements about themselves, including who they are and their personal preferences, for example*,* 저는 …이에요/예요, 저는… 좋아해요/싫어해요 * noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or talking that may not be familiar to other people | **Sequence 2**  **Sequence 3**  **Sequence 4**  **Sequence 5** |
| Notice aspects of Korean language and culture that are ‘new’, sharing how interacting in Korean feels different to interacting in own languages.  [Key concepts: respect, acceptance; Key processes: noticing, comparing] | * noticing that there are different ways to greet people in Korean, recognising their similarities and differences to those in their own language and culture * familiarising themselves with simple spoken exchanges in Korean, including how to use appropriate gestures, for example, how to bow and make hand gestures when saying 안녕하세요? | **Sequence 1** |

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| **STRAND** | **SUBSTRAND** | **CONTENT DESCRIPTIONS** | **ELABORATIONS (PROGRAM GOALS)** | **IN PROGRAM** |
| **Understanding** | ***Systems of language*** | Recognise the sounds of the Korean language and the forms of *Hangeul* syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations.  [Key concepts: phonic awareness, meaningfulness, unit of writing; Key processes: recognising, discriminating, mimicking] | * differentiating Korean and English sounds, for example, by comparing names in Korean and English (for example, 로버트 versus Robert) * discriminating between simple vowel and consonant letters in a syllable block | **Sequence 1** |
| Recognise some basic features of the Korean grammatical system, such as the verb-final rule, the sentence-final -요 , and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence.  [Key concepts: word order, politeness; Key processes: noticing, selecting] | * noticing that the Korean copula alternates between two forms (-이에요 and -예요) and using it with own names, for example, 마이클이에요/매튜예요 * understanding that 저 is used to refer to the self * identifying a structure where a noun or a pronoun is followed by a basic case marker such as -은/는, -이/가 and -을/를 (for example, 저는) as a chunk which has a syntactic function in a sentence | **Sequence 1 Sequence 2**  **Sequence 3**  **Sequence 4**  **Sequence 5** |
| Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts.  [Key concepts: word, meaning, name; Key processes: noticing, selecting] | * using basic words for familiar objects, for example, body parts, pets and days of the week in speech, and identifying them as Korean words while listening to and viewing texts where such words are used | **Sequence 2**  **Sequence 4**  **Sequence 5** |
| * using basic verbs with the -어/아요 ending in familiar contexts, for example, 있어요, 없어요, 좋아해요 | **Sequence 2** |
| ***Language variability and change*** | Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations.  [Key concepts: appropriateness, respect; Key processes: noticing, comparing] | * noticing differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved | **Sequence 1**  **Sequence 2**  **Sequence 3** |
| ***Role of language and culture*** | Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating.  [Key concepts: language, culture, meaning; Key processes: noticing, making connections] | * comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean, and pressing noses (that is, doing *Hongi*) and saying ‘*Kia ora*’ when greeting in Maori | **Sequence 1**  **Sequence 3** |

**Sample lesson plans from Sequence 1**

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| **Sequence 1:** Lesson 1: My Name : Part 1 Duration: 1 Hour | | | |
| *Communicating Content Descriptions (as outlined in program overview):*  Socialising: Interact and socialise with peers and teacher, to greet, introduce themselves and provide basic personal information. | *Understanding Content Descriptions (as outlined in program overview):*  Systems of language: Recognise the sounds of the Korean language and the forms of *Hangeul* syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations. | | |
| *Focus language goals:*   * Participating in group activities such as language games * Differentiating Korean and English sounds, such as by comparing names expressed in Korean and English (for example, 로버트 versus Robert) * Discriminating between simple vowel and consonant letters in a syllable block | *Focus inter and intra cultural goals:*   * Understanding the difference between the structure of a Korean name and an English name (surname first in Korea) * Discussing different naming conventions in different families and cultures | | |
| *Teaching and Learning Activities*  Greet students in Korean as they walk into the class  **Settling Task :**   * Immediately direct students to their seats to complete the ‘settling task’, linked to last lesson (Hangeul). * Settling task: Students play a memory game with Korean alphabet, saying the sounds of the characters as they turn them over.   **Introduction:**   * Review learning from last lesson and reflect on today’s settling activity. Ask questions with seven second wait time and echo student responses. * Make lesson learning outcomes explicit to students “Today we are learning about names in Korea and how to read, write and say our names using Hangeul”.   **Group Activity:**   * Place a few cards around the room, each with a number of Hangeul sounds on them. * Ask students to find a group with a card that contains the beginning sound of their name.   **Regroup/Plenary:**   * Regroup and revisit sounds of Hangeul (consonant and vowel sounds). Ask students to share what they found in their groups, and repeat (out loud) he beginning sounds of their names. Use seven second wait time and echo student responses.   **Modelled teaching:**   * Discuss names in Korea, including that the order of names is different in Korea to Australia (surname first) * Read the story *The Name Jar* by Yansook Choi, telling the story of a newly arrived Korean girl wanting to change her name. * Invite students to share personal stories about names and naming conventions in their families and cultures. Do students have two names (e.g. a “Chinese name” and an “English name”)? Do they have a special story about their name (named after someone or something)? * Display a row of large boxes on the Interactive Whiteboard (IWB). Write own name in Hangeul inside the boxes, writing the consonant sounds in blue and the vowel sounds in green. * Students take it in turns to come to the IWB and, with scaffolding, write their names using the consonant sounds in blue and the vowel sounds in green.   **Independent activity:**   * Students receive a worksheet with rows of boxes suitable for writing Hangeul script. * Students write their names in the boxes using blue for the consonant sounds and green for the vowel sounds   *Scaffolding:*   * Provide students with a sheet of the consonants and vowels and the corresponding sounds, colour coded in blue and green. * Students use on-task talking with their classmates to trouble-shoot and discuss/check their ideas   **Review and Reflect:**   * Students complete self-assessment of their writing of their name in Korean by using thumbs up or thumbs down. * Students discuss what they need to do in order to improve. | | *Assessment*  **For learning**– observe as students recall sounds.  **For learning** – observe as students identify beginning sound of their name.  **For Learning**– completed worksheet and observations allows teacher to determine who is able to differentiate English and Korean sounds and discriminate between vowel and consonant letters in a syllable block.  **As Learning** – students reflect on their learning and determine areas for improvement. | |
| *Texts and Resources* | | | |
| * Settling task materials – Hangeul memory game * Cards featuring with a series of consonant and/or vowel sounds for group activity * IWB notebook file with a row of large boxes suitable | * Worksheet with rows of boxes suitable for writing Hangeul script. * Printed sheet of the consonants and vowels and the corresponding sounds, colour coded in blue and green * Book *The Name Jar* by Yansook Choi | | |
| **Sequence 1:** Lesson 1: My Name : Part 2 Duration: 1 Hour | | | |
| *Communicating Content Descriptions (as outlined in program overview):*  Socialising: Interact and socialise with peers and teacher, to greet, introduce themselves and provide basic personal information.  Reflecting: Notice aspects of Korean language and culture that are ‘new’, sharing how interacting in Korean feels different to interacting in own languages. | *Understanding Content Descriptions (as outlined in program overview):*  Systems of language: Locate specific words and expressions in simple texts such as signs, titles and captions, using early literacy skills, and use information to complete guided oral and written tasks.  Language variability and change: Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations.  Role of language and culture: Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating. | | |
| *Focus language goals:*   * Introducing themselves using 저는 …이에요/예요 * Engaging in role-plays, greeting each other using 안녕? Or 안녕하세요? As appropriate * Noticing that (이에요 and 예요) alternates, using it with own name. * Understanding that 저 is used to refer to self * Identifying a structure where a noun or a pronoun is followed by a marker 은/는 as a chunk having a syntactic function in a sentence * Viewing Korean texts such as video clips | *Focus inter and intra cultural goals:*   * Learning that there are different ways to greet between Korean language and culture and their own * Familiarising themselves with simple spoken exchanges in Korean and appropriate gestures, for example, bowing and placing hands together when saying 안녕하세요? * Noticing differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved | | |
| *Teaching and Learning Activities*  Greet students in Korean as they walk into the class  **Settling Task:**   * Direct students to their seats to complete the ‘settling task’ (**linked to last lesson** - names). * Students pluck cards out of a pile that contain the individual characters/sounds of their names on them (consonants and vowels). * Additional settling task: Students find and highlight their Korean name on a class list.   **Introduction:**   * Review learning from last lesson and reflect on today’s settling task. Ask questions with seven second wait time and echo student responses. * Make lesson learning outcomes explicit to students “Today we are learning to say our name and introduce ourselves in Korean”.   **Modelled teaching:**   * Watch video showing students introducing themselves to each other. Notice body language and gestures used. * Point out that the students were using informal language “안녕?” rather than “안녕하세요?” . * Watch another video showing a student introducing themselves to a teacher. Discuss body language changes, and invite students to share thoughts. * Display the phrase저는 …이에요/ and 저는… 예요 on the board or IWB. Explicitly teach pronunciation of these terms. * Explain to students that the word ‘저’ means ‘me’ and that ‘는’ is a marker used when talking about a person (including ourselves). * Show clips again, asking students to listen out for the phrase. * Choose some students and model their names written on the board as part of the phrase. Ask them to introduce themselves to the class.   **Pair Activity:**   * Students work with teacher designated ‘talk partner’ (mixed ability) to introduce themselves to each other as students. They then take it in turns to be teacher and student, and introduce themselves accordingly. * Students swap partners and complete the activity again. Depending on time, further swaps can be completed.   **Regroup/Plenary:**   * Regroup and discuss successes and difficulties with the task. Ask questions with seven second wait time and echo student responses. * Introduce SACs.   **Self-Access Centres (SACs)**   * Students choose from a variety of activities for appropriate level of individual challenge, including Hangeul memory game (from last lesson), Korean readers (with pictures), worksheets with matching activities (안녕 matched to students, children, good friends and 안녕하세요 matched to pictures of parents, teachers, grandparents etc.), and worksheets to write name or introduction phrase in Hangeul.   **Review and Reflect:**   * Students complete a verbal self-assessment of their introductions with their ‘talk partners’ using ‘two stars and a wish’ assessment framework. | | | *Assessment*  **For learning**–  Observe as students introduce themselves, taking note of formality and punctuation.  **For learning** – teacher observes student choice of SAC, and examines strengths/gaps in learning.  **As Learning** – students reflect on their own learning and determine areas for improvement. |
| *Texts and Resources* | | | |
| * A pile of cards with Hangeul consonant and vowels printed on them * A class list with names written in Hangeul. | * Video of students introducing themselves to each other in Korean and a video of a student introducing themselves to a teacher. * SAC activities (described above) | | |