Grinnell College Alternate Language Study Option

Using a “blended learning” approach to increase autonomy and accountability in a self-instructional language program
What is ALSO

- A self-instructional/peer tutoring program in less commonly taught languages
- Learners earn two credits
- Peer tutors are paid for 6 hours/week (3 contact hours/3 prep hours)
- Curriculum = driven by traditional textbook
- Assessment = examinations twice/semester by language speakers (mostly Grinnell faculty)
The “Problems”

- No consistent accountability: students have to be self-motivated to work with textbook
- Peer tutors end up teaching grammar points that students are meant to learn on their own
- Peer tutors do not make complete use of paid prep time
- Traditional textbooks = expensive for two credit course and not scaled to course objectives
- Assessment = inconsistent across languages
The Blended Learning Solution

- Use College’s learning management system – BlackBoard to create learning modules

- Each module includes mandatory listening, speaking, and culture exercises + self-assessments, aligned to ACTFL proficiency standards

- Students required to upload evidence of learning to lingua folio – online eportfolio program

- Reduce assessments to one final ACTFL oral proficiency test
Welcome to Korean!

Organisation of the course

- The goal of this course is to help you achieve a mid to high Novice level of oral proficiency, meaning you will be able to understand spoken and written Korean and to engage in some simple conversations.
- This course consists of an online component, two weekly tutoring sessions, an electronic portfolio, and one final proficiency assessment.

You will be graded as follows:

- Completion of daily online activities (25%)
- Attendance and active participation at tutoring sessions (25%)
- Completion of weekly e-portfolio + reflection on growth (20%)
- Mid-term assessment of e-portfolio (10%)
- Score on final oral proficiency exam (20%)

The online component

- The material here in pweb is organized into weekly lessons, which are in turn broken down into 5 days.
- You are expected to log in daily, preferably Sunday-Thursday to complete your homework (both online and off).
- Daily activities include watching instructional videos, memorizing vocabulary through online sites with flashcards, taking quick quizzes, recording oral practice activities, and the occasional longer assignment.
- Each day’s activities should take about 40-60 minutes to complete. After completing a day’s activities, you must mark it as reviewed to let your tutor know that you have finished and in order to go on to the next day.

The offline component

- In addition to doing your work in pweb, you will be instructed to use a basic self-instructional manual called Living Language. Because this book is quite basic, it is essential to do the supplementary online work as well and/or to use your tutor’s office hours.

Tutoring sessions

- In addition to these daily self-guided activities, you will work with your tutor and other students twice a week. You are expected to have completed two day’s worth of activities before each session.
Lesson 1 Objectives

L1: Greetings & Hangeul

Welcome to Korean Class

By the end of this lesson, you will be able to:

- introduce yourself to someone
- greet people in a polite way using simple words and phrases
- connect some characters or letters to their sounds.
- connect some words, phrases, or characters to their meanings.
- imitate the sounds and words that you hear.
- understand the difference between a question and a statement.
- answer simple questions using one or more words.
- write your name.

Please have a notebook beside you so that you can record everything you learn through this lesson.

Day 1: 안녕하세요 Hello

Today you will be introduced to Korean. You will learn how to greet others and introduce yourself, and also learn the basics of the Korean alphabet Hangeul.

@ Mark Reviewed
Sample day’s work with listening and speaking activities + self-corrected quiz

A. Listening and Writing

- Please listen to the audio of Vocabulary Builder 1 & 2 in pg 34 and 39. Click this headphone icon to listen.

- Please complete Vocabulary Practice 1 & 2 to practice writing.

B. Speaking

Go to Speak Everywhere website to learn and practice speaking the vocabulary that you should focus on, and will be used in the dialogue.

Please take a moment before the next slide to write the vocabulary on your notebook.

C. Vocabulary Quiz

Availability: Item is not available.
Click 'Vocabulary Quiz' and then press 'Begin'.

D. Dialogue

Here is a video of a dialogue between Sammy and Da Hyeong.

Take notes and listen carefully to finish the quiz below.

Click the triangle next to “CC” to choose Korean captions.
E-portfoliio instruction page – at the end of each lesson

In addition to the vocabulary from the past few days (greetings, and useful phrases), you should be able to:

- recognize and sound out letters in Hangul
- write many letters in Hangul
- greet someone formally and informally
- introduce yourself and ask someone else his/her name
- answer yes/no to questions
- use please and thank you

At the end of each week in this ALSO class, you will be asked to upload evidence of your learning to an online portfolio designed especially for language learners. As ALSO is a self-instructional program, this portfolio constitutes a major part of your grade and also provides you with a record of your communicative achievements.

To do this, follow the steps below:

1. Login to LinguaJollio (you will be given a password and login during orientation).
2. Click on “Can Do” on your Dashboard.
3. Select the level or proficiency (Novice Low to start) and the type of activity for which you have evidence by clicking on the grid
4. Select a “Can-do” statement and change status to can do
5. Click on “manage” under Evidence to get started uploading
6. Video evidence must be uploaded to YouTube or Vimeo before being uploaded to LinguaJollio
7. You can make an easy MP3 audio file by using this voice recording site http://vocaroo.com
8. You can also upload multiple types of evidence for a single proficiency

Here are tasks for this week, some of which you may have already completed in your tutoring session. Please upload the following pieces of evidence (please do all four tasks this week -- some weeks there will be fewer):

**Interpersonal communication** (mandatory)

- make two short (1-3 min) videos of you and a your tutor greeting each other in both a formal way and an informal way; in the first, pretend that your tutor is an older person; in the second, greet each other informally.

**Interpretive listening** (mandatory)

- listen to the audio recording of two people speaking (provided by your tutor) and answer the following questions about what you heard: a) was this a formal dialogue? b) what was the name of the first speaker? c) is that person (the first speaker) feeling well?

**Presentational speaking** (mandatory)

- make an audio recording of a self-introduction (hello, my name is + any other information you’ve mastered), using one of the methods on LinguaJollio (also upload written text)

**Presentational writing** (mandatory)

- write your name in Hangul and upload as a PDF
Directions to peer tutors

- Each week you will meet twice/week (preferably on Tuesdays and Thursdays, after the students have finished two modules. The meetings should last around a class period (50 minutes).

- In addition, you will each hold an “office hour” where students can get extra one-on-one practice, or make up a missed lesson, or get help with creating a portfolio item.

- What follows are highly structured scripts for your interactions with students during the conversation partner meetings.

- The scripts are in English and generally cover items that students will have (should have) done in the online module. Scripts should be considered as guidelines for your interactions, guidelines that you should of course translate into your native/target language in order to prepare for conversation sessions and to keep the entire tutoring session in the target language.

- As you get more familiar with the format, you will be able to gauge which types of exercises will be most helpful to students.
Sample tutoring script for first lesson Korean

**Name warm-up** (keep going around the group for several repetitions, using gestures to enhance comprehension) =5 minutes
- Hello, my name is __________
- What’s your name?
- What’s his/her name? (point to another student)
- Is his/her name_________? (this question gets them to answer with Yes/No, which you can model for them to learn)
- Ask him/her what his/her name is? (ask student to ask another their name -use gestures to elicit this question-)

**Greetings warm-up formal** (keep going around the group several times and then film each other) =15 minutes for both types of greeting with filming for eportfolio
- Hello ___insert student name___ how are you? (pretend you are a professor by putting on a graduation cap)
- What are you doing? Are you studying (use gestures -this elicits yes/no answer -try to get student to say “yes, I am studying”)
- Goodbye, young lady; they are to answer good-bye sir or madam

**Greetings warm-up informal** (keep going around the room several times)
- How is _______? Is s/he well? (point to another student)
- How about you? Are you well?
- Ask him how s/he is (point to another student…make sure that student answers; repeat)
- get students to do a hello how are you dialogue and then film it.

**Writing time** (15 minutes)
- Have students practice writing script on board;

**One step further** (15 minutes)
- Tutor writes the following on board
  - My name is ______
  - I am _______ years old
  - I am from _______
  - I study ______
  - I speak ______ and _______
- Then reads sentences and has students repeat several times with their own information (work on pronunciation)
- Once student has a good presentation, possibly film for eportfolio.
Goals of blended approach

- Increase student accountability by requiring online work
- Decrease peer tutor self-perception as “teacher”/increase their role as “conversation partner”
- Target oral proficiency scores of at least “Novice High” by the end of first semester and “Intermediate High” by the end of second
- Make modules flexible in order to update as needed with emerging opportunities in LCTLs