

PCCU 2023 Best Lesson Plan Award Contest

Cross-cultural comparison between South Korea and the U.S.: Understanding and teaching culture through the arts

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PCCU 2023 Lesson Plan – Singing the Korean song (Focus on listening/speaking/reading/writing)


Lesson Title: 아리랑 Arirang

Lesson Context: High school students, 9-12 graders, studying world language in an urban school, 78-minute class periods

Learning Objectives:

- I can identify and reproduce the pronunciation to express meaning in Korean.
- I can recognize and speak Korean words/phrases in lyrics.
- I can confidently sing Korean song.

| Stage | Activity | Rationale |
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| Pre-listening (SPPS conventions– “Ignite”) Time: 15 minutes | 1.) Greeting and check in 2.) The teacher introduces 12 basic Korean words to help students become familiar with Korean pronunciation and words. <ul style="list-style-type: none"> ● Hello – 안녕하세요 (annyeonghaseyo) ● Please – 주세요 (juseyo) ● Sorry – 죄송합니다 (joesonghamnida) or 미안해요 (mianhaeyo) ● Yes – 네 (ne) or 예 (ye) ● No – 아니요 (aniyo) ● Maybe – 아마도 (amado) ● Help – 도와 주세요 (dowa juseyo) ● Okay – 예 (ye) or 괜찮다 (gwaenchanhda) | The most impactful listening practice combines both top-down and bottom-up processing (Nemtchinova 14). In steps 1-3, students focus on their bottom-up processing by identifying and reproducing specific Chinese tones. Focusing in on a very specific sub skill for listening can target and address weaknesses in the listening process (Nemtchinova 8). Then, in step 4, students switch to top-down processing by activating their prior knowledge about similar songs and what they might hear in those songs. A pre-listening activity such as this might also reduce learner anxiety, making them more receptive to language learning (Flowerdew and Miller 79). |

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| | <ul style="list-style-type: none"> • Thank you –감사합니다 (gamsahamnida) or 고마워요 (gomawoyo) • You're welcome –천만에요 (cheonmaneyo) • I don't know –몰라요 (mollayo) • Goodbye –안녕히 가세요 (annyeonghi gaseyo) or 안녕히 계세요 (annyeonghi gyeseyo) <p>3.) Choral reproduction of pronunciation and words of new vocabulary (“I say, you say”)</p> <p>4.) Pre-listening writing activity– “What songs do you know about mountains? What is the mood of the song? What songs do you know about lovers?”</p> | |
| <p>During listening</p> <p>(SPPS conventions– “Chunk”)</p> <p>Time: 25 minutes</p> | <p>1.) Play song without showing lyrics.</p> <p>Korean folk song “아리랑 Arirang” link in <i>YouTube</i>: https://www.youtube.com/watch?v=B3VE22ZbhSU</p> <p>2.) Think-pair-share: What is the story and theme of the Korean song "아리랑 Arirang"?</p> <p>3.) Teach key vocabulary in song lyrics:</p>  | <p>The song "아리랑 Arirang" is a realistic text because it is one of South Korea's most beloved folk songs, originating from Jeongseon, Gangwon Province, and has been popular in south Korea for 600 years. While it's very simple, it's also an authentic song, which is more likely to aid in developing real-life listening skills (Vandergrift 198). Students' first during- listening activity focuses on prediction, an important cognitive listening strategy that primes the students for gathering information while listening (Vandergrift 197). Additionally, they work cooperatively in pairs to collaborate on possible meanings of the song, especially with a mixed proficiency class (Vandergrift 197).</p> |

Arirang

5 A ri rang -- A ri rang -- A - ra - ri - yo

9 A ri rang -- go gae ro neom --- eo gan da

13 na reul beo ri go ga si nim - eun

sip ri do -- mot - ga - seo bal --- byeong nan da

아리랑, 아리랑, 아라리요... 아리랑 고개로 넘어간다.

Arirang, arirang, arariyo... Arirang gogaero neomeoganda.

나를 버리고 가시는님은 십리도 못가서 발병난다.

Nareul beorigo gasineun nimeun Simnido motgaseo balbyeongnanda.

청천하늘엔 잔별도 많고, 우리네 가슴엔 희망도 많다.

Cheongcheonhaneuren janbyeoldo manko, Urine gaseumen huimangdo manta.

저기 저 산이 백두산이라지, 동지 설달에도 꽃만 핀다.

Jeogi jeo sani baekdusaniraji, Dongji seotdaredo kkonman pinda.

4.) 4 different sets of worksheets (word search, vocabulary pictures, vocabulary match, and Venn diagram for definitions/characteristics) will be distributed, one set at a time, to differentiate and help students identify and say the Korean words/phrases in the lyrics.

5.) Listen again (no video) and encourage students to begin to hum or sing along.

Intensive listening

(SPPS

1.) Pass out transcript and brief history of song to students.

2.) Learn to sing the chorus part

a. Listen to the song again and hum it softly, pay attention to pitch and rhythm

Since some of the classes are novice Korean language learners, choral singing or call and response singing is an example of controlled practice that

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| <p>conventions– “Chew”)</p> <p>Time: 20 minutes</p> | <p>b. Follow the teacher to learn the melody, pay attention to the weak attack and the changing sound</p> <p>3.) Learn to sing in rounds</p> <p>a. Sing two rounds completely, requiring proficiency, fluency, feeling the emotion of the song, paying attention to the accurate beat and speed</p> <p>b. Teacher-student cooperation: The teacher sings one part, and the students sing another part together, requiring rhythm and intonation, and feeling the sound effect of singing in rounds.</p> <p>c. Student-student cooperation: Divide the students into two parts to cooperate, requiring rhythm and intonation, and sound balance.</p> | <p>guides them to focus entirely on form (Goodwin 271). While they focus on form before meaning, they will build on their skills for pronunciation and fluency, specifically with intonation (Goodwin 266). They’re also tapping into their socio-affective listening strategies by cooperating with both the teacher and their peers, developing a diversified approach to language learning (Flowerdew and Miller 79).</p> |
| <p>Post listening</p> <p>(SPPS conventions– “Review”)</p> <p>Time: 16 minutes</p> | <p>The teacher directs students to sing "아리랑 Arirang" again.</p> <p>a. Invite students to sing "Arirang" solo.</p> <p>b. The whole class is divided into two groups to sing in a round.</p> <p>Assign differentiated options for assessment:</p> <p>a. Don't use music, sing "Arirang" purely from memory, and record it.</p> <p>b. You can use headphones to listen to music while recording, but only record your own voice.</p> <p>c. You can record while listening to music, recording your own voice along with the music and the original singer's voice.</p> | <p>In the different opportunities for post listening, students have many options for the assessment that is the most appropriate for them. This will lower anxiety and help them to develop a positive attitude towards their listening abilities; they are more likely to feel successful with their chosen activity (Flowerdew and Miller 79).</p> |
| <p>Exit ticket</p> <p>Time: 2 minutes</p> | <p>Each student recites a line from the lyrics of their choice.</p> | <p>Students have different assessment options.</p> |