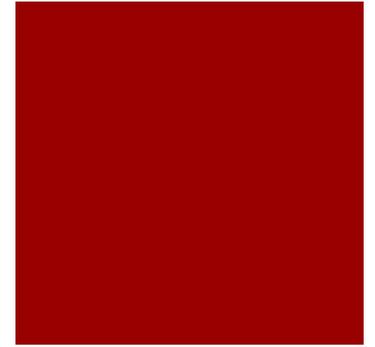


Grinnell College Alternate Language Study Option

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

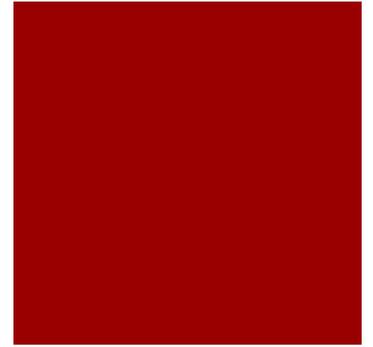
What is ALSO

- 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)

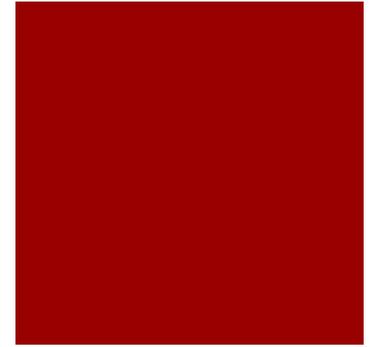


The “Problems”

- 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

Front page of Korean with course organization and objectives



GRINNELL COLLEGE

My Grinnell Course Areas & Acad Info Community Ombuds gSpace Calendar Services Library

(Course is unavailable to students) > ALSO Korean Edit Mode is: OFF

ALSO Korean

- ALSO Korean
- L1: Greetings & Hangeul
- L2: People & Family
- L3: Numbers
- L4: Around the House
- L5: Describing Things
- L6: Everyday Life
- L7: At Work
- L8: At a Restaurant
- L9: Around Town
- L10: Entertainment
- Additional Resources
- Technical Help

COURSE MANAGEMENT

- Control Panel
- gSpace
- Course Tools
- Evaluation
- Grade Center



KEEP CALM AND LEARN KOREAN

KeepCalmAndPosters

Welcome to Korean!

Organization of course

- The goal of this course is to help you to achieve a mid to high Novice level of oral proficiency, meaning that 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.

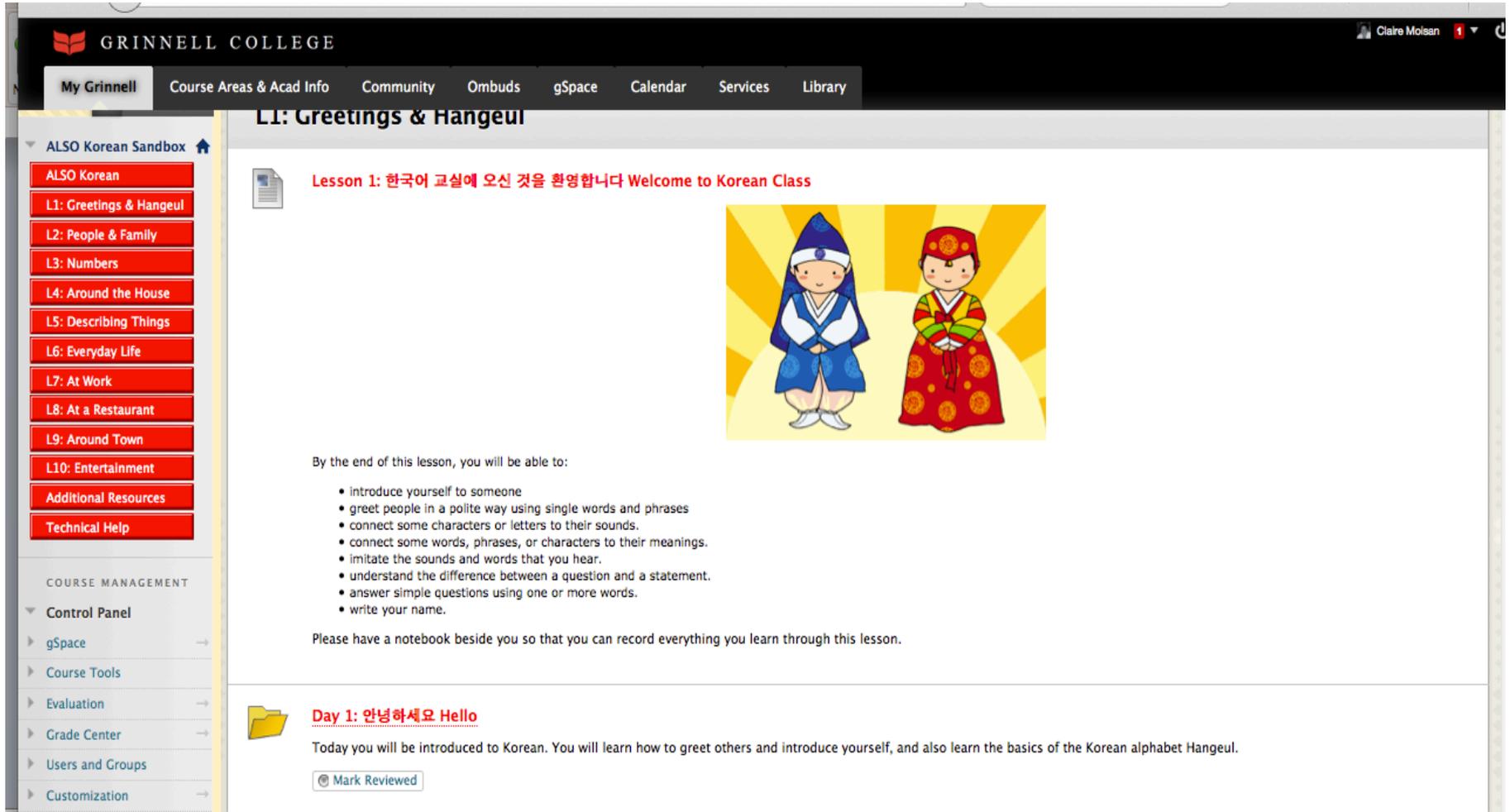
The offline component

- 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/week: **you are expected to have completed two day's worth of activities before each**

Lesson 1 Objectives



The screenshot shows a web browser window displaying the Grinnell College Learning Management System (LMS) interface. The top navigation bar includes 'My Grinnell', 'Course Areas & Acad Info', 'Community', 'Ombuds', 'gSpace', 'Calendar', 'Services', and 'Library'. The user's name 'Claire Moisan' is visible in the top right corner. The main content area is titled 'L1: Greetings & Hangeul' and features a document icon next to the lesson title 'Lesson 1: 한국어 교실에 오신 것을 환영합니다 Welcome to Korean Class'. Below the title is an illustration of two cartoon figures in traditional Korean attire (hanbok) standing against a yellow sunburst background. The text below the illustration states: 'By the end of this lesson, you will be able to:' followed by a bulleted list of objectives. A note below the list says 'Please have a notebook beside you so that you can record everything you learn through this lesson.' At the bottom of the page, there is a folder icon next to the heading 'Day 1: 안녕하세요 Hello' and a paragraph of introductory text. A 'Mark Reviewed' button is located at the bottom left of the content area. On the left side of the interface, there is a sidebar menu with a red header 'ALSO Korean Sandbox' and a list of lesson topics from 'L1: Greetings & Hangeul' to 'L10: Entertainment', along with 'Additional Resources' and 'Technical Help'. Below this is a 'COURSE MANAGEMENT' section with a 'Control Panel' and various tools like 'gSpace', 'Course Tools', 'Evaluation', 'Grade Center', 'Users and Groups', and 'Customization'.

GRINNELL COLLEGE

My Grinnell Course Areas & Acad Info Community Ombuds gSpace Calendar Services Library

ALSO Korean Sandbox

ALSO Korean

L1: Greetings & Hangeul

L2: People & Family

L3: Numbers

L4: Around the House

L5: Describing Things

L6: Everyday Life

L7: At Work

L8: At a Restaurant

L9: Around Town

L10: Entertainment

Additional Resources

Technical Help

COURSE MANAGEMENT

Control Panel

gSpace

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

L1: Greetings & Hangeul

Lesson 1: 한국어 교실에 오신 것을 환영합니다 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 single 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

The screenshot displays the Grinnell College course management system. The top navigation bar includes 'My Grinnell', 'Course Areas & Acad Info', 'Community', 'Ombuds', 'gSpace', 'Calendar', 'Services', and 'Library'. The user 'Claire Molsan' is logged in. The left sidebar lists course units from L1 to L10, along with 'Additional Resources', 'Technical Help', 'Tutor resources', and 'UNITS & LESSONS'. Below this is a 'COURSE MANAGEMENT' section with options like 'Control Panel', 'gSpace', 'Course Tools', 'Evaluation', 'Grade Center', 'Users and Groups', 'Customization', 'Packages and Utilities', and 'Help'. The main content area is divided into four sections: A. Listening and Writing, B. Speaking, C. Vocabulary Quiz, and D. Dialogue. Section A includes instructions to listen to audio and complete writing practice. Section B directs the user to a speaking website and to write vocabulary on a notebook. Section C notes that a quiz is unavailable. Section D introduces a video dialogue with instructions to take notes and use captions.

GRINNELL COLLEGE Claire Molsan

My Grinnell Course Areas & Acad Info Community Ombuds gSpace Calendar Services Library

L1: Greetings & Hangeul
L2: People & Family
L3: Numbers
L4: Around the House
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UNITS & LESSONS

COURSE MANAGEMENT
Control Panel
gSpace
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Users and Groups
Customization
Packages and Utilities
Help

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 새미 (Sammy) and 다형 (Da Hyeong)

Take notes and listen carefully to finish the quiz below.

Click the triangle next to "CC" to choose Korean captions.

CC On



E-portfolio instruction page –at the end of each lesson

The screenshot shows a web browser interface for Grinnell College. At the top, the college's name and logo are visible. A navigation bar includes links for 'My Grinnell', 'Course Areas & Acad Info', 'Community', 'Ombuds', 'gSpace', 'Calendar', 'Services', and 'Library'. The user's name, 'Claire Molean', is displayed in the top right corner. The main content area contains instructions for an e-portfolio program, including a list of skills to be demonstrated, a list of steps for uploading evidence, and specific tasks for interpersonal communication, interpretive listening, presentational speaking, and presentational writing.

GRINNELL COLLEGE

My Grinnell Course Areas & Acad Info Community Ombuds gSpace Calendar Services Library

Claire Molean

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 Hangeul
- write many letters in Hangeul
- 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 [Linguafolio](#) (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 Linguafolio
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 linguafolio (also upload written text)

presentational writing (mandatory)

- write your name in Hangeul 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.

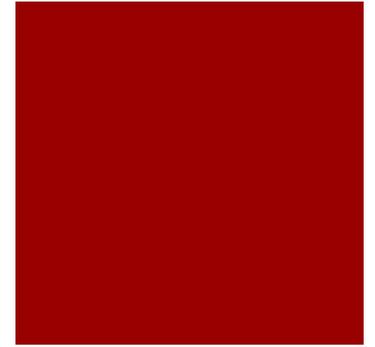
Writing time (15 minutes)

- 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