



Korean American Teachers Association of New York
(KATANY)

Presents

Korean Language Teacher Workshop Series #8

New vision for Korean Language Teaching and Learning

한국어 교육의 새로운 방향

January 7, 2017

Bayside High School

Supported by

The Korean Education Center of the Korean Consulate General in NY

NYCDOEBayside High School

NYSED Language RBE-RN at NYU

Korean Language Foundation

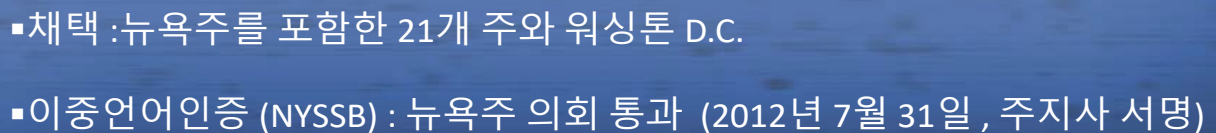


Series #8

Resource Specialist

At New York University

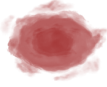
January 7, 2017



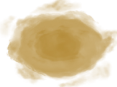


이중언어 인증의 목적

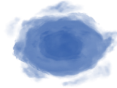
(The NYS Seal of Biliteracy)



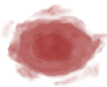
언어 학습 장려,



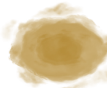
고용주에게 이중 언어 능력을 가진 고등학교 졸업생임을 증명,



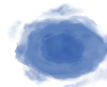
대학 진학 자격 요건의 하나의 정보가 되고,



21세기 학생들에게 필요한 기술을 습득시키며,



외국어와 모국어 수업의 중요성을 알려주고



다언어 사회에서의 다양성의 중요성을 인식시키기 위함.



(Slentz, 2012)*

*The New York State Seal of Biliteracy Handbook, NYS Education Department, June, 2016



뉴욕시 이중언어 인증 채택 과정

뉴욕주
의회 통과

- 뉴욕 주 의회에서 통과; 2012년 7월 31일 뉴욕 주지사가 법으로 서명
- 언어 이외의 하나 이상의 언어 듣기, 말하기, 읽기, 쓰기에 높은 구사 능력을 가진 고등학교 졸업생을 인정하게 되었음



교육법
제정

- 교육법 section 815로 이중 언어 인증(NYSSB)이 제정됨
- 인증 조건을 만족시키는 학생의 졸업장과 성적표에 이중언어 인증(NYSSB)이 부착됨



이중언어 인증 지침

2014년
1월

- 뉴욕주 리전트 의회에서 시험적 프로그램 (Pilot program) 실시를 승인함

2016년
1월

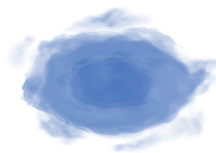
- 뉴욕주 이중 언어와 세계 언어국(OBEWL)에서 뉴욕주 리전트 의회에 건의안을 제출하여 승인됨

2016년
5월

- 이중 언어 인증 프로그램 내용을 각 학군에 통보함



이중언어 인증 지침



Appendix 1 and 2 참조



이중언어 인증 지침 Appendix 1

이중언어 인증을
받을 수 있는 조건

학생은 ;

- 뉴욕주 리전트 졸업장을 받을 수 있는 조건을 갖추어야 한다.
- 다음 영어 기준과 세계 언어 기준에 각각 3점 이상 받아야 한다.



이중언어 인증 지침 Appendix 1

영어 능숙도 기준	Point Value	세계언어 능숙도 기준	Point Value
영어학 과목 리전트시험 75점 이상 (공통 기준*); 또는 영어학습자는 영어 학과목 외에 두 과목 리전트 시험을 번역 도움 없이 75점 이상 받음	1	세계 언어 체크포인트 c급 학습 과정을 85점 이상, 또는 학군에서 정하여 뉴욕주 교육부 장관의 인가를 받은 체크포인트 c 학습 과정 과 학기 말 시험에서 85점 이상을 받음	1
영어 학습자 영어 능력 고사 (NYSESLAT) 에서 듣기, 말하기, 읽기, 쓰기 중 2 항목에 최고급 등급 (Commanding Level) 을 받아야 함.	1	외국에서 8학년 이상의 학습을 최소한 3년 이상, 학생의 가정 언어/모국어로 받고 B학점을 이수하였음을 증명하는 성적표가 있는 학생	1



이중언어 인증 지침 Appendix 1

(계속)

영어 능숙도 기준	Point Value	세계언어 능숙도 기준	Point Value
11, 12 학년 영어 교과목을 85 점 이상을 받거나, 또는 학군에서 정하여 뉴욕주 교육부 장관의 승인을 받은 영어 평가 시험에서 85점 이상을 받아야 함.	1	가정언어 필수 과목을 이수하고 학군에서 정한 가정 언어 과목 시험을 85점 이상 얻은 학생, 또는 학군에서 정하여 교육부 장관의 인가를 얻은 평가 시험에서 동등한 성적을 얻은 학생	1
-영어나 영문학 AP 시험에서 3 이상 받거나, TOEFL 시험에서 80 이상을 받아야 함.	1	세계언어 체크포인트 c 로 인정 받은 평가 기준에 능숙도 점수를 얻은 학생 (참조: 체크포인트 c와 커트라인 점수: 다음 장)	1



이중언어 인증 지침 Appendix 1

(계속)

영어 능숙도 기준	Point Value	세계언어 능숙도 기준	Point Value
-이중언어인증 학군 규정에 따르는 듣기, 말하기, 읽기,쓰기 등을 포함한 종합적인 프로젝트, 학문적인 에세이나 포트폴리오 등을 영어가 능숙한 채점관들에게 제시함	1	뉴욕주 체크 포인트 c 에 의거한 이중언어인증 학군 규정에 따르는 듣기, 말하기, 읽기, 쓰기 등을 포함한 종합적인 프로젝트, 학문적인 에세이나 포트폴리오 등을 목표 언어 (target Language) 에 능숙한 채점관들에게 제시한다.	1



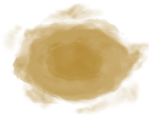
수험 편의 도움: 개별 교육 프로그램 또는 Section 504, 뉴욕 주와 학군 규정에 따라 장애 학생들에게 수험 편의를 제공해야 한다. 장애 학생들에게도 가능한 한 세계언어 체크 포인트 C 급 평가를 제공해야 한다.



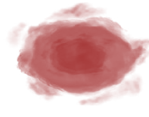
* 뉴욕주 교육부 장관이 승인한 대체 졸업 코스를 택하고 있는 학생들도 학교의 기준을 따라야 한다.



이중언어 인증 지침



Appendix 2



세계언어 평가 기준 체크 포인트 c 와 커트라인 점수

Checkpoint C World Language Assessments and Minimum Scores

(ACTFL 중상급 기준)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature	4
IB - International Baccalaureate	5
STAMP4S - Standard Based Measurement of Proficiency Arabic, Chinese (Traditional and Simplified), English, French, Hebrew, Japanese, Spanish, German, and Italian	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC	B1
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages Arabic, Chinese, French, German, Portuguese, Russian, Spanish, and ESL	I-5



세계언어 평가 기준 체크 포인트 C 와 커트라인 점수 (계속)

Checkpoint C World Language Assessments and Minimum Scores

ASSESSMENT	MIN SCORE
<p>OPI – The ACTFL Oral Proficiency Interview</p> <p>Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian, Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian- Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba</p> <p>OPIc - The ACTFL Oral Proficiency Interview by Computer</p> <p>Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply)</p>	<p>Intermediate High</p> <p>In this section, Students must take exams in all four modalities (speaking, listening, reading and writing) to qualify for Checkpoint C credit (When applicable)</p>



세계언어 평가 기준 체크 포인트 C 와 커트라인 점수 (계속)

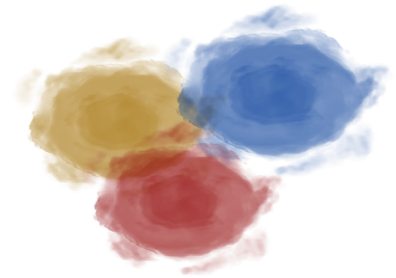
Checkpoint C World Language Assessments and Minimum Scores

ASSESSMENT	MIN SCORE
<p>WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test</p> <p>Paper & Pen: Albanian, Arabic, Chinese-Cantonese, Chinese-Mandarin, English, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian/Croatian, Spanish, Turkish, Urdu, and Vietnamese</p> <p>Internet: Arabic, Chinese-Cantonese, Chinese-Mandarin, Danish, English, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese</p> <p>RPT – The ACTFL Reading Proficiency Test</p> <p>English, French, German, Italian, Portuguese, Russian, and Spanish</p> <p>LPT – The ACTFL Listening Proficiency Test</p> <p>English, French, Italian, Portuguese, Russian, Spanish, and German.</p>	<p>Intermediate High</p> <p>In this section, Students must take exams in all four modalities (speaking, listening, reading and writing) to qualify for Checkpoint C credit (When applicable)</p>
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-4
SLPI: ASL – American Sign Language Proficiency Interview	Intermediate Plus



세계언어 평가 기준 체크 포인트 c 와 커트라인 점수 (계속)

- **NOTE:** Some exams do not give results until after June, so students/advisors may need to plan accordingly.
- **Other nationally recognized examinations may be used if approved by the district's NYS Seal of Biliteracy**



How Teachers and Parents can Assist Korean Children's Language Development Through Mathematics and Science

Korean American Teachers Association of New York
January 7, 2017

Okhee Lee
New York University

**New York State P-12
Science Learning Standards**

were adopted at the

**New York State Board of Regents
December 2016**

Topics

- Topic 1: English language proficiency (ELP) standards are aligned with content standards (including math and science)
- Topic 2: Science standards and ELP standards: Light box investigation
- Topic 3: Case study of English learners

Topic 1: English Language Proficiency (ELP) Standards

ELP Standards at National Level

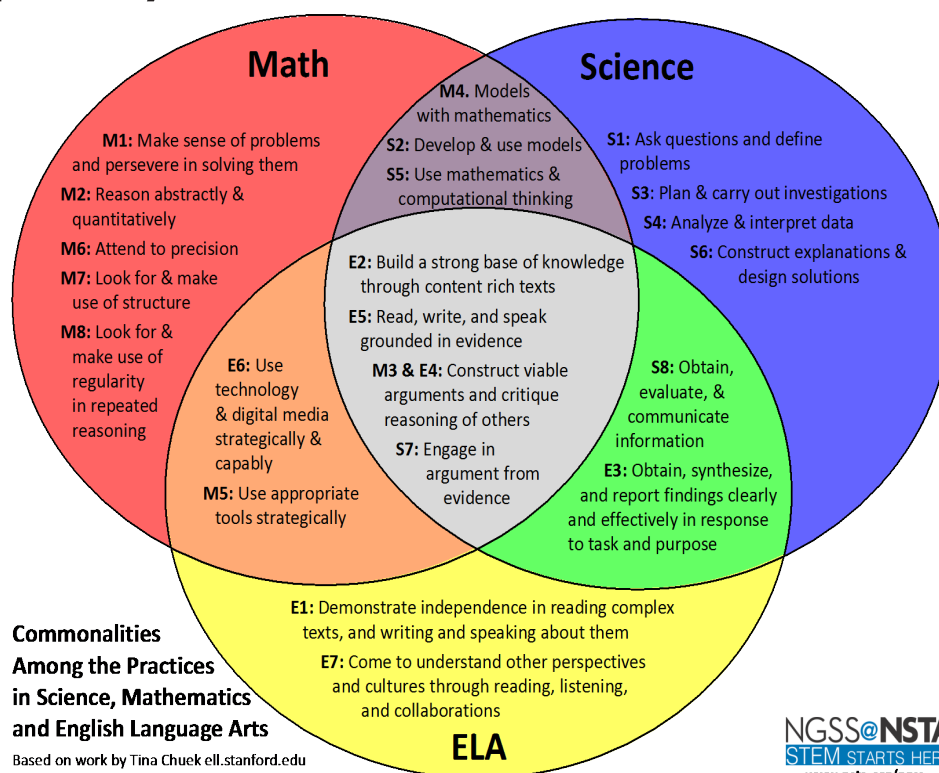
Every Student Succeeds Act (ESSA) of 2015

Each State plan shall demonstrate that the State has adopted English language proficiency standards that—(i) are derived from the 4 recognized domains of speaking, listening, reading, and writing; (ii) address the different proficiency levels of English learners; and (iii) are aligned with the challenging State academic standards (1111(b)(1)(F)).

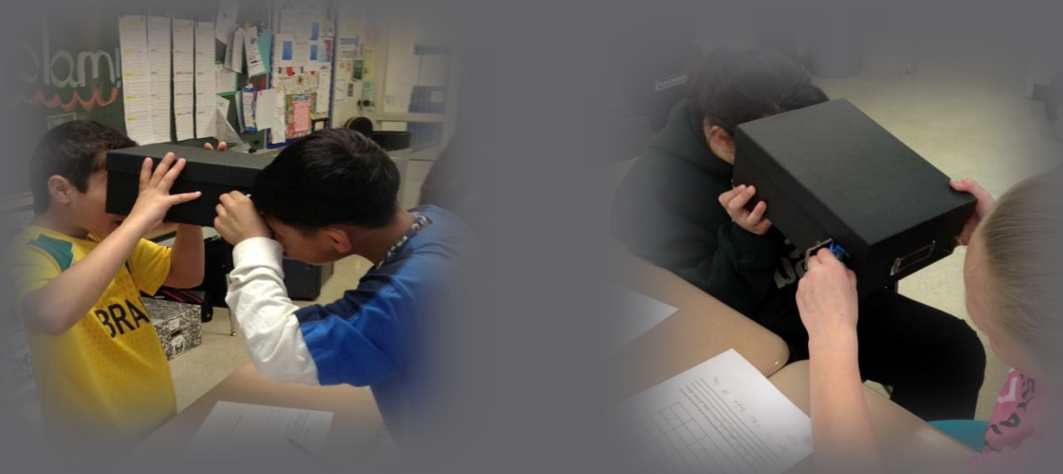
ELP Standards & Content Standards

- ELP standards are aligned with content standards
- The focus for alignment centers on ***disciplinary practices*** and ***language use***
- Students use language while engaging in disciplinary practices in ELA, math, and science, for example, “using language while doing science”

Disciplinary Practices in ELA, Math, & Science



Topic 2: Science Standards & ELP Standards: Light Box Investigation



Developed in Collaboration with Rita Januszyk
Former Elementary School Teacher
NGSS Writer and NGSS Diversity and Equity Team Member

Science Instructional Shifts

4th Grade, Physical Science

4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

NGSS Instructional Shift #1: Phenomenon and Question

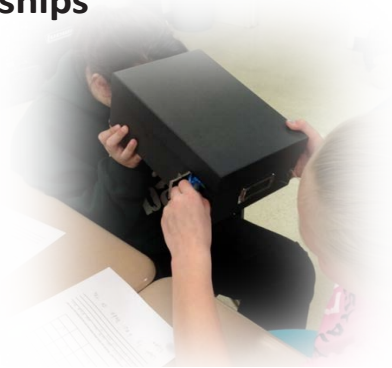
Phenomenon: When you go to your bedroom at night, it is dark and you cannot see anything.

Question: How do you see an object?



NGSS Instructional Shift #2: 3-Dimensional Learning

- **Develop a model** that “shows” (i.e., explains) how you see an object
 - Models include **components**
 - Models show **relationships**
 - Models specify **cause and effect relationships**
- Components in the model include:
 - Object
 - Eye
 - Light
 - Open space



NGSS Instructional Shift #2: 3-Dimensional Learning

Group Investigation

- Develop a model that shows (i.e., explains) how you see an object

Step 1: Look into the box with the flap closed

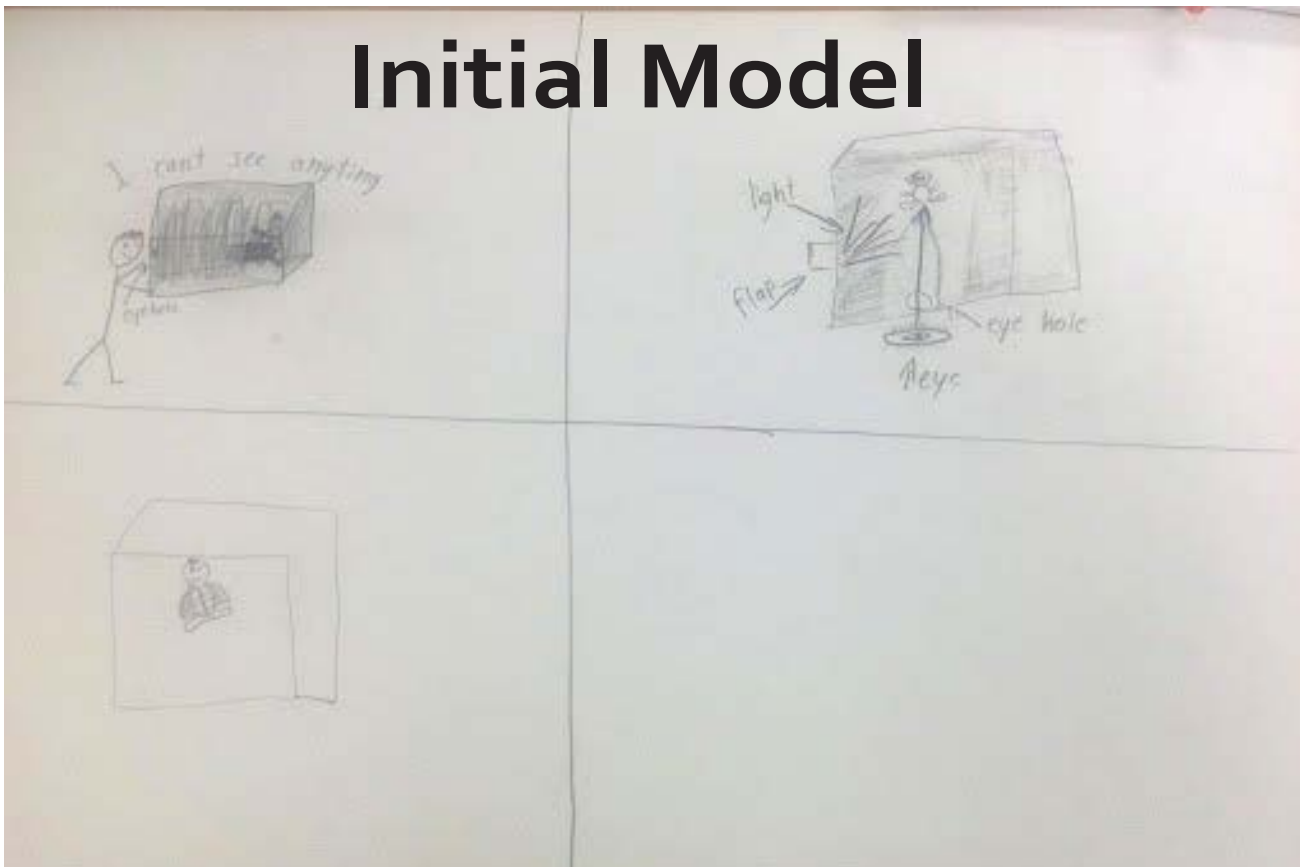
Step 2: Look into the box with the flap open

Step 3: Look into the box with flashlight shining through the flap

- Make sure your group's model shows relationships between (1) object, (2) eye, (3) light, and open space



Initial Model

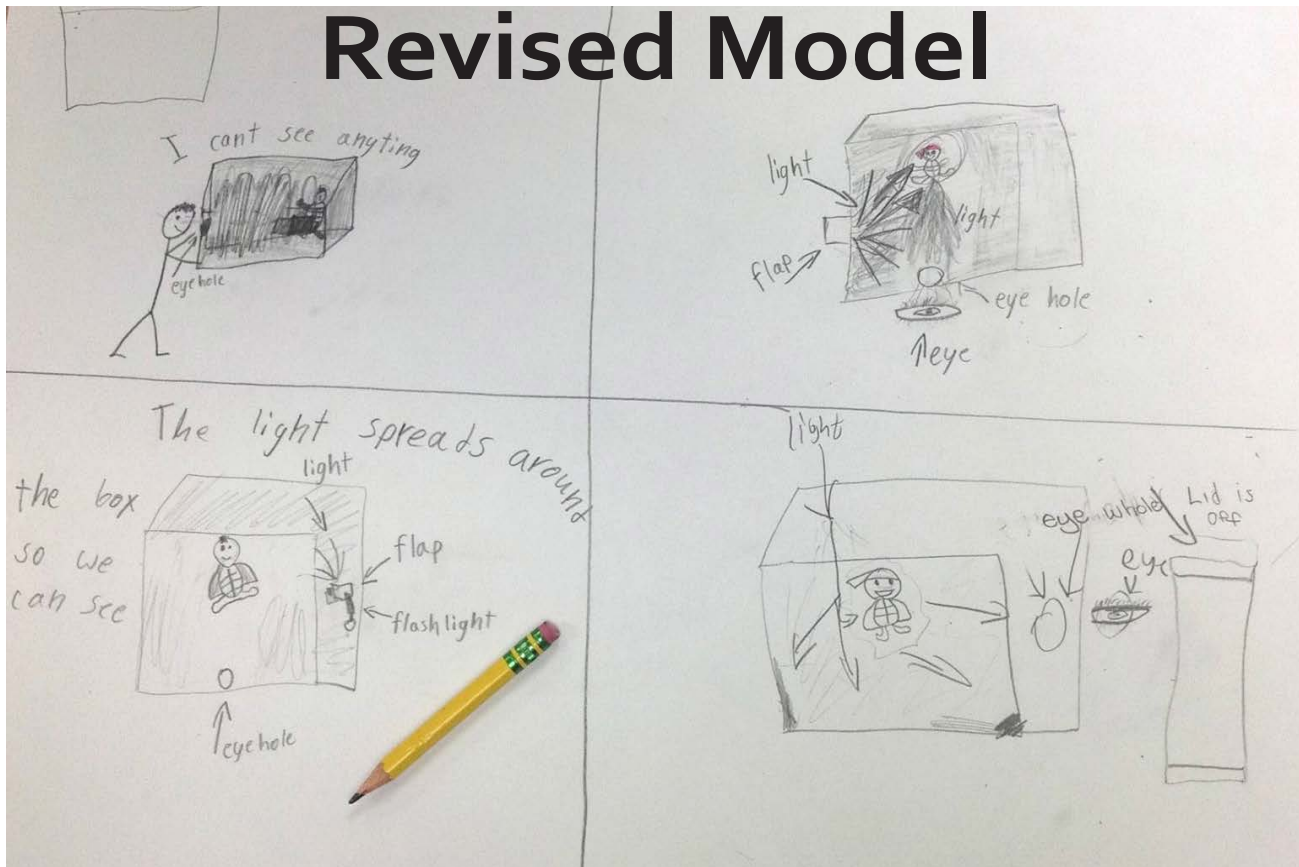


NGSS Instructional Shift #3: Learning Progression

Instruction helps students develop an
understanding . . .
(learning progression)



Revised Model



Language Instructional Shifts



- Shift #1: English learners use language for purposeful communication (*do things with language*).
- Shift #2: English learners can participate meaningfully with less than perfect English.
- Shift #3: Language use in the science classroom involves modalities and registers.



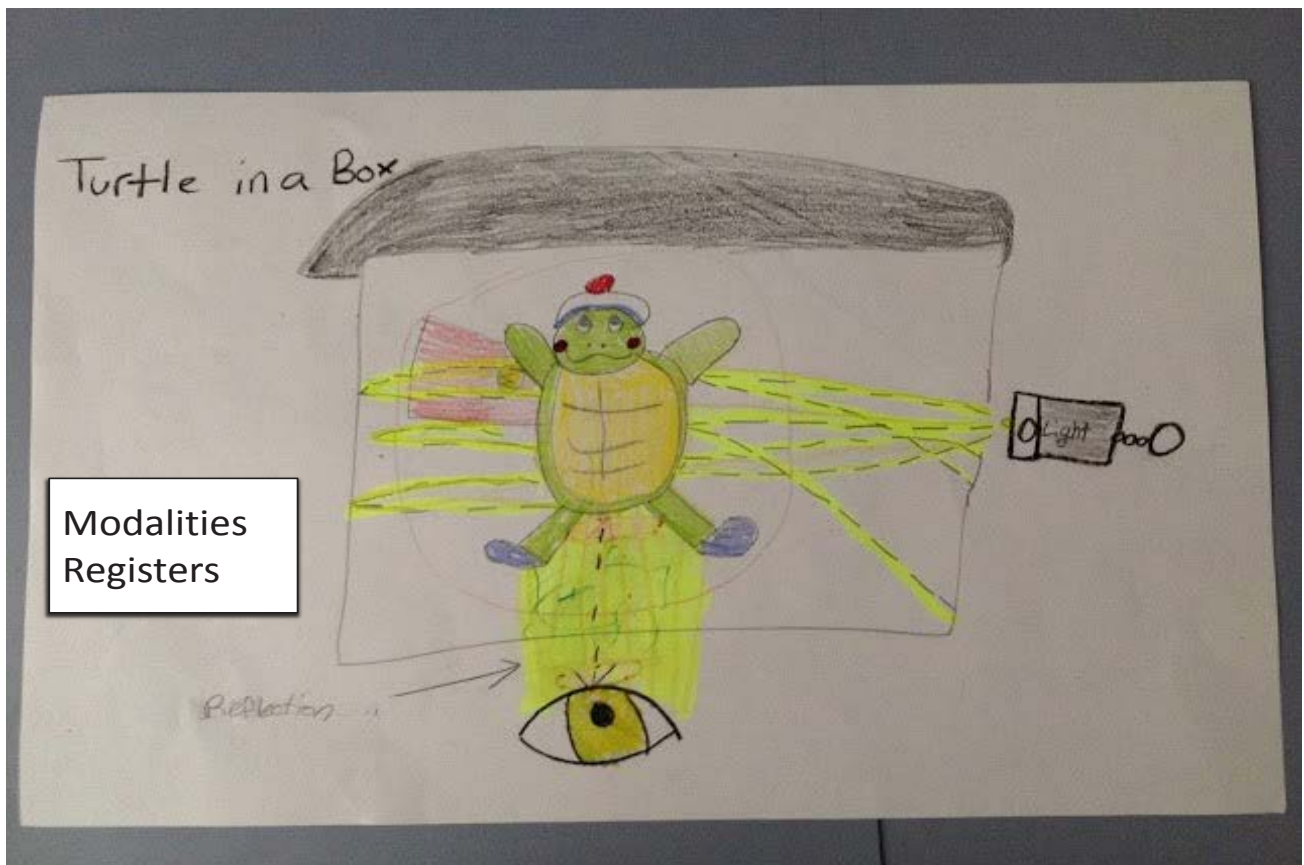
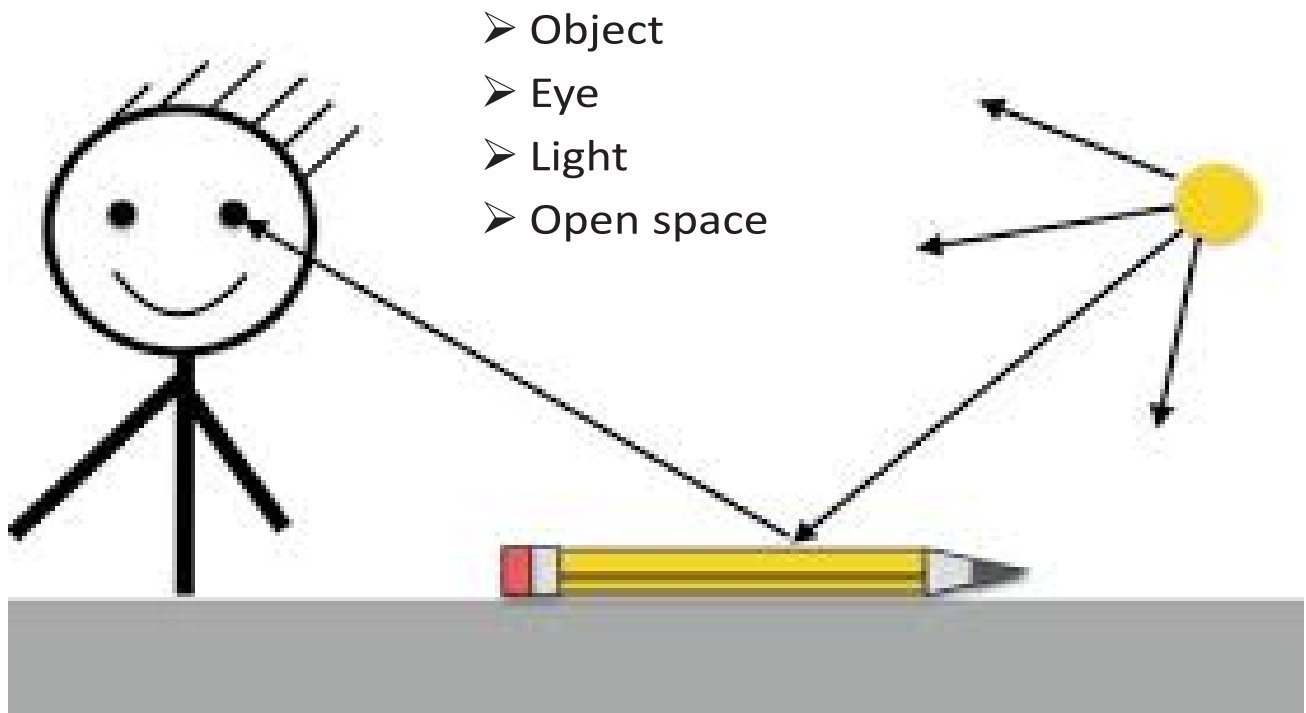
Modalities and Registers

Modalities	<ul style="list-style-type: none"> • Drawings of physical objects • Symbols (arrows, equations, etc.) • Text (labels, sentences, discourse)
Registers	<ul style="list-style-type: none"> • Precise • Explicit

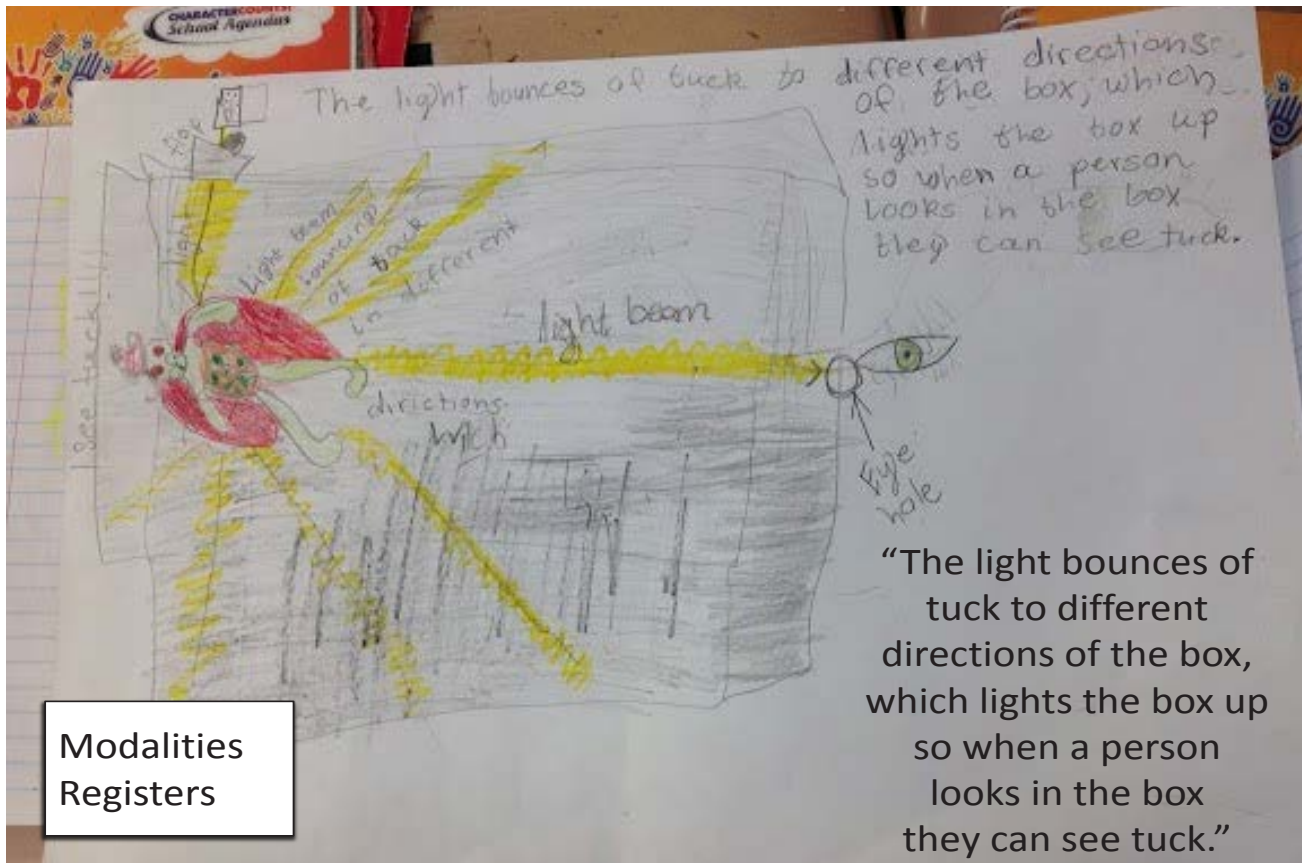
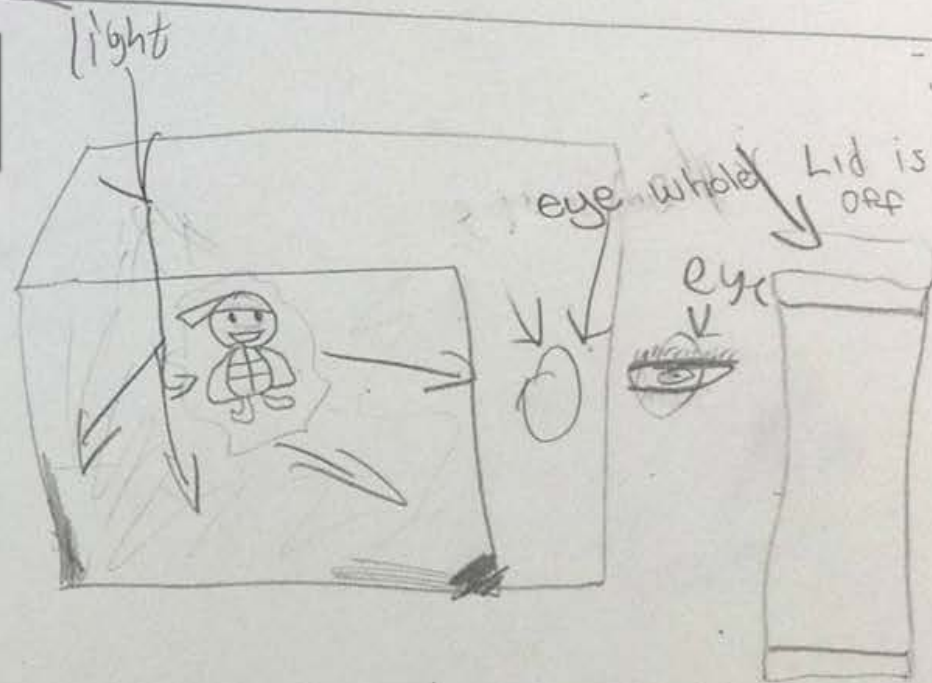
Modalities and Registers Across Proficiency Levels

	Level 1	Level 2	Level 3	Level 4
Modalities	Increasingly strategic use of multiple modalities specific to the discipline (e.g., science) 			
Registers	Increasingly precise and explicit use of registers specific to the discipline (e.g., science) 			

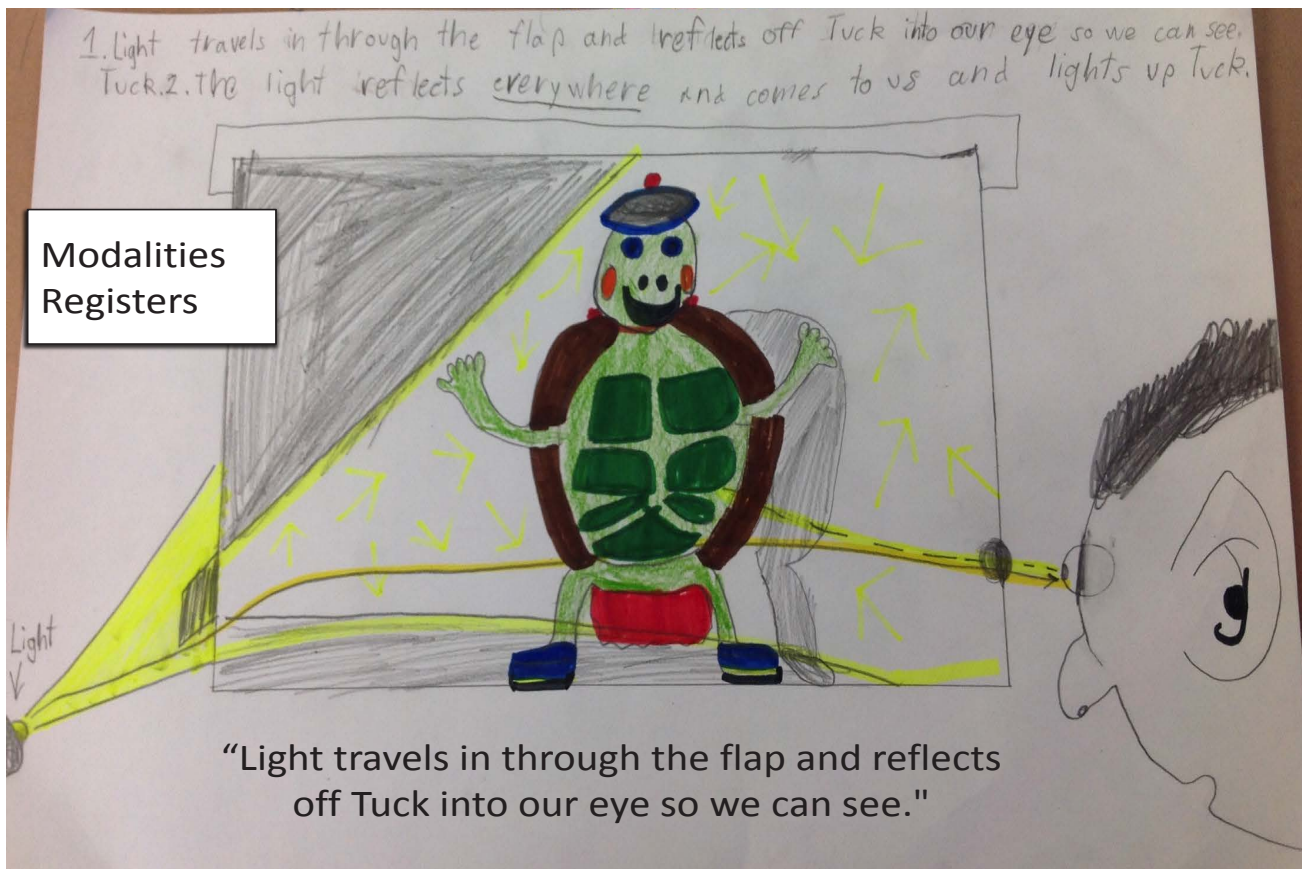
4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.



Modalities
Registers



Modalities
Registers



Assessment of Language Use

- **Modalities**

Does your group's model use multiple modalities strategically?

- **Registers**

Does your group's model use precise and explicit registers?




Science Learning Progressions Over K-12

1-PS4-2 (Grade 1)	<ul style="list-style-type: none"> Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
1-PS4-3 (Grade 1)	<ul style="list-style-type: none"> Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
4-PS4-2 (Grade 4)	<ul style="list-style-type: none"> Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
MS-PS4-2 (Middle School)	<ul style="list-style-type: none"> Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
HS-PS4-3 (High School)	<ul style="list-style-type: none"> Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

Language Learning Progressions Over K-12

	Over K-12
Modalities	Increasingly strategic use of multiple modalities specific to the discipline (e.g., science) <hr/>
Registers	Increasingly precise and explicit use of registers specific to the discipline (e.g., science) <hr/>

Topic 3: Case Study of English Learners



English Language
Learners:
Grade 2 Earth Science

Developing and Using Models to
Represent Earth's Surface Systems

Emily Miller, NGSS Diversity and Equity Team Member

Small Group Discussion

- Form a group of 2-4 participants
- Discuss the following ideas in the case study
 - 1) Science
 - 2) Language arts
 - 3) Mathematics
 - 4) Science and language integration with English learners
- Share your group's discussion with the whole group

ELL Case Study: Is All Soil the Same?

The investigation is carried out by a class of 2nd grade students with 80% English learners.

While observing the soil in the school yard, they ask if all soil is the same. They discuss how they would be able to find out.



Observing the Soil
in the School Yard

ELL Case Study: Is All Soil the Same?

- 2) The students ask their families the driving question in an interview for a homework assignment. They share the answers with their peers. They discuss the soil in different parts of the country and home countries where students come from.

A grandmother from Laos visits the class and, through a school translator, describes the rich soil in the rice field and wonders how corn grows in the sandy soil in Wisconsin.

Making Home Language and Culture Connections



Lus Nug txog Av:

Nug Koj li Niamtxiv

Tag nrho av puas zoo ib yam (Is all soil the same)?

They are different.

*Some are rocky, some are dry
some are sandy.*

Koj yuav paub tau li cas (How do you know)?

*We went to dig and
saw different types.*

Peb yuav nrhiav tau li cas (How can we find out)?

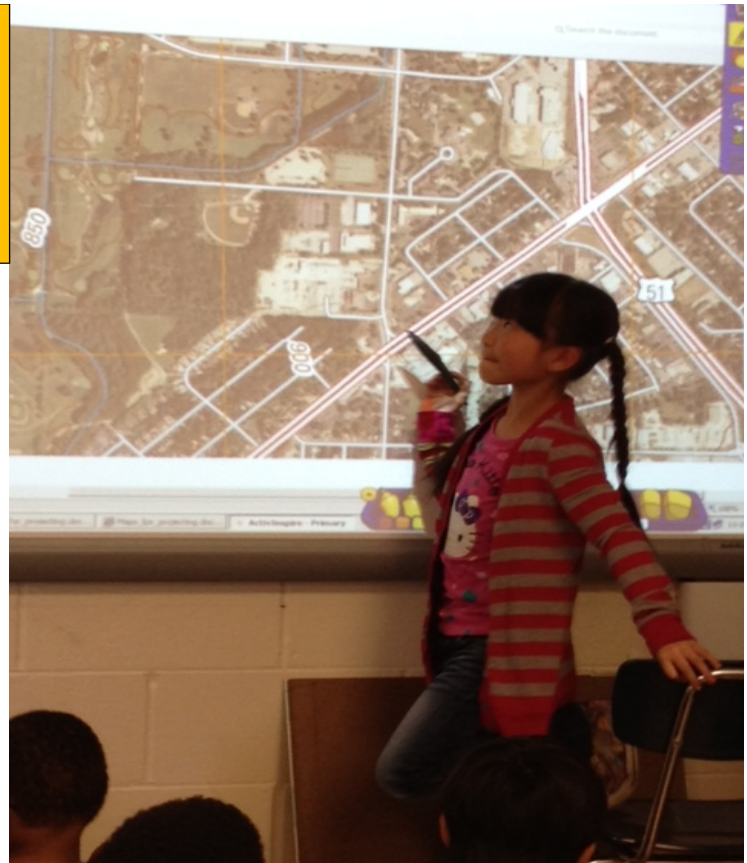
*you can go look at the different lands.
you can even go and dig and feel them.*

ELL Case Study: Is All Soil the Same?

- 3) Based on the evidence that soil is different around the world, the students wonder if it is different in the neighborhood.

After choosing three different locations using an aerial map and a topographic map, they investigate whether soil within walking distance of the school is the same.

Using an Aerial Map and a Topographical Map in the Community





Field Notes

PLACE	School Yard	Hill	Urban Marsh
Worms	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
How many roots?	12 3 1 700+	Thick 1 Thin 1	3 inches Down light Thick 1 Thin 1
How far down?	12 in	6 1/2 9 1/2	6 inches Down
garbage	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
water	1	DO NOT have water	6 inches Down
Fungi	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
How many Colors Do you see? What colors?	BROWN WHITE white	Dark (Black) light Brown	Dark Brown light Brown

12 in Rock Clay

ELL Case Study: Is All Soil the Same?

- 4) The students develop “expert groups,” and each group works on a soil profile model of one area in the neighborhood.

Each group investigates (a) what makes up the soil (sand, silt, clay, and organic materials) in the area and (b) how quickly the soil filters water.

The groups present their models to the whole class. They talk about patterns they observe across maps.

Modeling Soil Profiles to Explain Patterns



ELL Case Study: Is All Soil the Same?

- 5) The students are given three unidentified soil samples that came from sites within walking distance of the school.


They use the models to develop claims, based on evidence, as to where the soil came from.


Reasoning to Identify Soil Types




Using Evidence to Support Claims

Do you think the soil came from the

urban marsh 

the coniferous hill, 

or the school yard field ,

Use evidence to support your claim:

Claim:
I think the soil is from the Coniferous Hill

Why do you think that?

Evidence:

I think it is because it has pine needles and it has a black color and light brown color and a dark brown color too and I look at the model of the coniferous hill that I know.

Writing Claims and Evidence on the White board

soil A is from Urban Marsh

evidence It is wet and I have a worm

soil B is from School

my evidence

Librarian

Clutter Bug

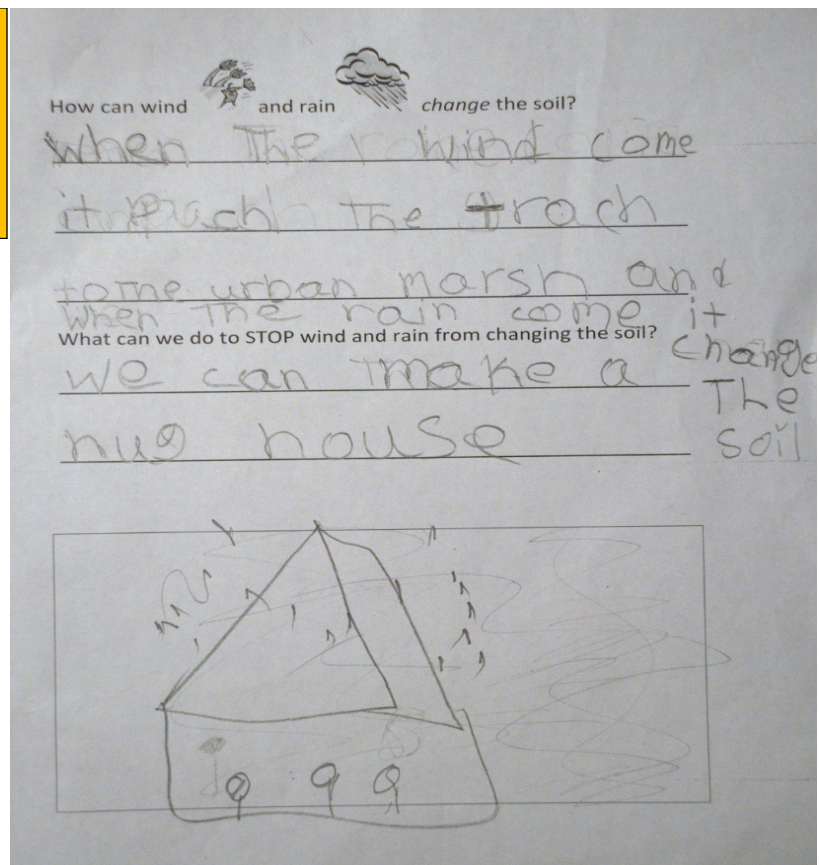
ELL Case Study: Is All Soil the Same?

- 6) One of the locations the students investigate is the mucky and smelly soil under a highway (urban marsh). It has a lot of trash and sand in it. They argue that the trash ends up in the soil because of the wind blowing the trash there and the sand is washed into the soil from the highways.

The students care about this soil because it is right next to the apartments where many students live.

This finding leads the students to consider solutions to this problem, which is engineering.

Engineering Solutions to Trash Problem



Sharing with the Whole Group

Share your group's discussion with the whole group

1) Science

2) Language arts

3) Mathematics

4) Science and language integration with English learners

Thank you!

Korean Teacher Education Program

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Department of Asian and Asian American Studies

Sony Brook University

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Why become a Korean Language Teacher?

- Korean as a world language
- A sign of the growing influence of the immigrant community
- Globalization of Korean culture
- Geopolitical importance of Korean peninsula
- A huge gap between K-12 and college-level offerings; high demand for online courses

Korean Teacher Certification - Program Overview



- Undergraduate degree (B.A.) program in Asian and Asian American Studies (Adolescent Education in Korean, 7-12 Grades)
- The first official BA program to satisfy the New York State's requirements for initial certification for teaching Korean at the secondary level (grades 7-12)
- Established with a grant from the Korean Education Center in New York; approved by NYS in May, 2014
- Collaboration between **PEP** and **Korean Studies**

Professional Education Program (PEP) @ Stony Brook University

- Nationally accredited by the National Council of Teacher Education (NCATE)
- Coordinates six Teacher Education Programs: **Foreign Languages**, Mathematics, TESOL) and the Educational Leadership Program for school administrators
Foreign Languages: (French, Chinese, Japanese, Korean)
- All programs (except TESOL) lead to initial teacher education (grades 7-12)



Admission to Stony Brook University

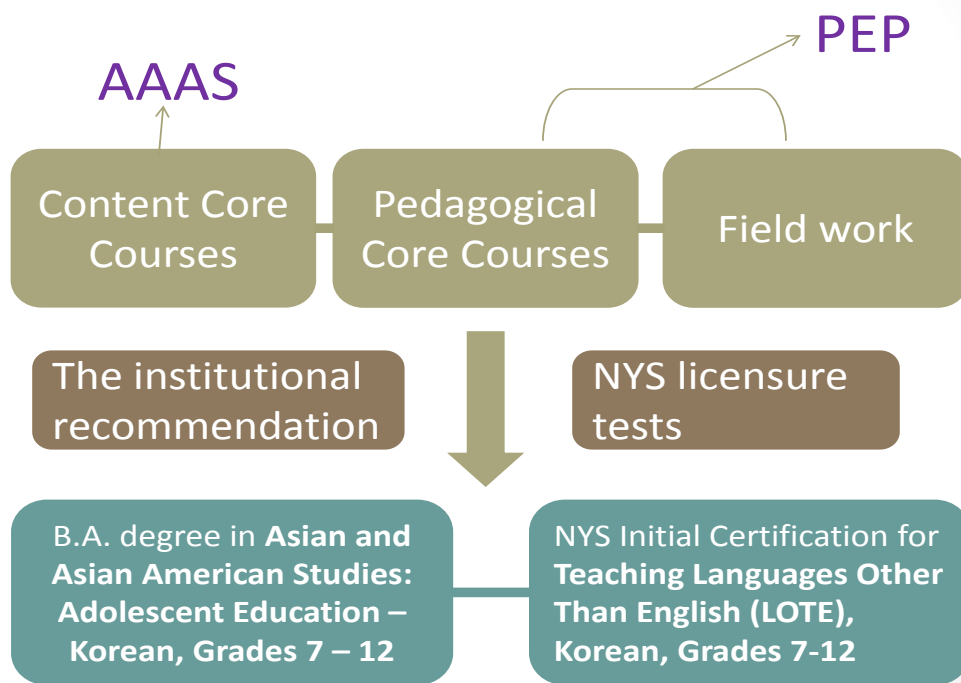
- Freshman
- Transfer
- International
- Second Degree

<http://www.stonybrook.edu/undergraduate-admissions/apply/>

Admission to the TE program

- To be admitted to the program, applicants must meet the Professional Education Program (PEP) Admission Requirements, including:
 - Application form
<https://www.stonybrook.edu/pep/docs/UnderAppForm.pdf>
 - A major declaration form
 - A minimum overall grade point average of 3.0
 - Transcript (with a minimum grade)
 - An Application Essay (500-750 words)

Overview of the Program



Course Requirements

1. Completion of a B.A. in Asian and Asian American Studies (39 credits)

- Completion of Content Core (Korean lang & content courses: (36 credits, which count for the required 39 credits for the BA)

2. Completion of Professional Educational Requirements (35 credits)

Course Requirements - #1

- **Completion of a B.A. in Asian and Asian American Studies (39 credits)**

- Korean Language Courses
- Core Courses in Korean Studies
- Independent study courses/Tutoring courses
- Three courses in Korean Studies, Religious Studies, Asian American Studies, Chinese Studies or Japanese Studies.

30 credits
In KOR courses

9 credits
in other AAS courses

You might wonder..

I am a Korean native speaker. Do I need to take all required Korean language courses?

→ Challenge Exam

http://www.stonybrook.edu/commcms/llrc/placement_challenge_exams/challenge_exam.html

- Up to 21 credits can be earned through Challenge Exam.

Program Requirements - #2

- **Completion of professional educational requirements (35 credits)**

PSY 327 Human Growth and Development in the Educational Context
SSE 350 Foundations of American Education
CEF 347 Introduction to Special Education
LIN 344 Language Acquisition and Literacy Development

**Core
Education
courses**

FLA 339 Methods and Materials in the Teaching of Foreign Languages and Field Experience I
FLA 340 Curriculum Development and Micro-Teaching and Field Experience I
FLA 449 Field Experience I
FLA 450 Field Experience II

**Methods
Courses**

FLA 451 Supervised Teaching--Foreign Language, Grades 7-9
FLA 452 Supervised Teaching--Foreign Language, Grades 10-12
FLA 454 Student Teaching Seminar

**Student
Teaching**

Contact Prof. Sarah Jourdain for more information
(sarah.jourdain@stonybrook.edu)

Pathways to NYS Teacher Licensure

- The Academic Literacy Skills Test (ALST)
- Educating All Students (EAS)
- Content Specialty Test (CST) – Korean
- edTPA (multiple measure assessment of teaching)

<http://www.nystce.nesinc.com/>

Pathways to NYS Teacher Licensure

- **Certification and Licensing Workshops**
 - NCE600 Training in Identifying and Reporting Suspected Cases of Child Abuses & Maltreatment
 - NCE601 Identification and Referral of Substance Abuse
 - NCE602 Prevention & Identification of School Violence
 - NCE604 Training in Harassment, Bullying and Discrimination Prevention and Intervention
 - **Fingerprinting**

<http://www.stonybrook.edu/spd/career/tworkshops.html>



I will be certified in Korean. Can I be certified in another subject additionally?

Additional Classroom Teaching Certificate (Individual path)

- Hold a valid NYS Teaching Certificate
- First Methods course and field experience (4 credits) if the grade levels for the two certifications are different
- Content Core – Subject courses 30 credits
(If it is another language such as Chinese or Japanese, you can take OPI/WPT by ACTFL for 24 credits)
- New York State the Content Specialty Test (CST-Subject)

<http://www.highered.nysed.gov/tcert/certificate/rightpathway.html#seven>

I am certified in another subject. How can I be certified in Korean additionally?

Additional Classroom Teaching Certificate (Individual path)

- Hold a valid NYS Teaching Certificate
- FLA 339/449 (4 credits)
- Content Core – Korean 30 credits
- New York State the Content Specialty Test (CST-Korean)

<http://www.highered.nysed.gov/tcert/certificate/rightpathway.html#seven>

Useful links

- Program Description
http://www.stonybrook.edu/commcms/asianamerican/programs/asianlang/Program_AsianLang_and_TeacherEduc.html
- Challenge Exam
http://www.stonybrook.edu/commcms/llrc/placement_challenge_exams/challenge_exam.html
- AAAS Major checklist
<http://www.stonybrook.edu/commcms/asianamerican/programs/2015%20AAAS%20Majors%20checklist.pdf>
- PEP
[http://www.stonybrook.edu/pep/docs/Pathways%20to%20Certification%20\(UG&Grad\)%20April%202015.pdf](http://www.stonybrook.edu/pep/docs/Pathways%20to%20Certification%20(UG&Grad)%20April%202015.pdf)
- Contact for more information:
Heejeong Sohn (heejeong.sohn@stonybrook.edu)
Jiwon Hwang (jiwon.hwang@stonybrook.edu)
Sarah Jourdain (sarah.jourdain@stonybrook.edu)

Fun Activities in Korean Language Class with Technology Tools That Transform Language Learning

테크놀로지 도구를 이용한 재미있는 한국어 수업활동

조(황)정숙 (Jane Cho)

Palisades Park High School 한국어 교사, 사랑한국학교 교감

I. 변화를 시도하는 한국어 교실

변화하는 시대의 흐름에 맞추어 한국어 학습현장인 교실도 바뀌어야 한다. 한국어 교사들이 효과적이고 다양한 접근 방법을 시도하며 재미있는 수업을 이끌어 나가야 한다. 그러므로 학습자의 상태를 올바르게 파악하여 한국어 수업 (언어교육)에 능동적으로 대처하는 교사의 역할은 매우 중요하다 하겠다. 본 고에서는 28년간의 한국어 교사 경험을 바탕으로, 재미있고 효과적인 수업을 이끌어 나갈 몇 가지 방법을 제안하고자 한다. (*강의 시간에 PPT와 worksheet 자료 제공 예정)

II. 테크놀로지 도구를 이용한 재미있는 한국어 수업

1) <https://quizlet.com>

- Korean 1, 2, 3 단어카드와 게임과 퀴즈 학습
- 컴퓨터, 휴대전화, 태블릿, 아이패드에서도 게임형식 단어공부 가능
- 본인의 발음을 녹음하거나 각 단어 관련 그림을 덧붙일 수 있음.

2) <http://www.toondoo.com>

- Toondoo Digital Story Book 만들기
- 한글과 그림으로 재미있는 온라인 이야기 책 만들기

3) <http://prezi.com>

- 학생들이 조별 발표를 할 때 유용하게 사용 가능
- 시각적인 효과와 함께 학생들의 흥미를 유발할 수 있음.

4) <http://www.kahoot.com> (<https://getkahoot.com>)

- Kahoot 배운 단어 중심 개인별, 팀별 퀴즈 가능, 게임 가능

- 단어장을 만들어 한국어 반 수업 활용, K-Pop, 한국 드라마 관련 게임 등
- 5) <http://www.voki.com> and <https://voicethread.com>
 - Voki (Voice recording). Voice thread. 음성메시지를 이용한 말하기 듣기
- 6) <http://www.wikispaces.com>
 - <https://www.blogger.com> (Blogspot.com)
 - 한국어반 블로그 운영 (Example- <http://pphskorean.wikispaces.com>)
 - Sharing class materials using Korean Class Blog
- 7) <https://www.edmodo.com>
 - 한국어반 사이트 운영 (자료 공유 및 PPT 및 Research paper 등의 한국어반 숙제물 모으기, 한국반 사진 공유, 매일의 숙제 공지 및 특별 공고 공지)
- 8) <https://docs.google.com> - Google doc. Google classroom
 - 공동 수업활동, 표 작성, 숙제 제출 (예: PPHS)
- 9) <https://edpuzzle.com> 비디오를 통한 수업 가능 Edpuzzle
- 10) <https://www.branah.com/korean> and <http://gate2home.com/Korean-Keyboard>
 - Korean Keyboard 연습:
- 11) <http://kleartextbook.com> - Using PowerPoint to teach grammar
 - Using authentic materials and technology to enhance learning of grammar
 - 한국어 수업 관련 PPT 자료 공유 가능, 한국어 수업에서 사용
- 12) <http://www.ikeneducate.org>
 - IKEN 온라인 한국어 교육 사이트 이용, 본문과 worksheet 사용
- 13) <http://study.korean.net>
 - 속담, 쉬운 한자, 관용표현, 고유어, 사자성어, 신조어, 시사 용어 등
- 14) <http://www.korean.go.kr> - 국립국어원 두근두근 한국어 사이트 이용
- 15) 한국어 수업에 활용 가능한 유용한 웹 도구 소개
 - ✓ Tagcrowd (<http://tagcrowd.com>)
 - ✓ Newsela (<https://newsela.com>)
 - ✓ Instagrok (www.instagrok.com)

- ✓ Canva (www.canva.com)
- ✓ Annotate.co (<http://annotate.co>)
- ✓ Capzles (<http://www.capzles.com>)
- ✓ Popplet (<http://papplet.com>)
- ✓ Coggle (<https://coggle.it>)
- ✓ Vibby (<https://www.vibby.com>)
- ✓ Speek (www.speek.com)
- ✓ Jitsi (<https://jitsi.org>)
- ✓ Join.me (<https://join.me>)
- ✓ Freeconference (<http://www.freeconference.com>)
- ✓ Realtimeboard (<http://realtimeboard.com>)

16) 알아 두면 도움되는 추가 웹 도구 소개 Bonus! – additional useful tools

1. Store, organize and share scholarly papers/links with others
 - <http://www.citeulike.org/>
 - <http://saworl.com/>
2. Collection of Rubrics
 - <http://www.uwstout.edu/soe/profdev/rubrics.cfm>
 - <http://www.quickrubric.com>
3. Fancy Presentation
 - <https://slides.com/>
 - <http://bunkrapp.com/>
4. Monitor noise levels
 - <http://bouncyballs.org>
5. Real-time assessment data (w/d student devices)
 - <https://www.plickers.com>
6. Word sift (<https://wordsift.org>)

III. 기타 재미있는 한국어 수업 활동 방법 제시

- 1) My childhood mini book – 본인 자서전 미니북, 실제 자신의 사진들과 글로 만들기
- 2) 재미있는 단편소설을 번역하며 한국어 공부하기 (고급반) – Mini book 만들기
- 3) 교정(revision)과 피드백(feedback) - Correction paper 숙제로 추가 점수 주기
- 4) 내 용례사전 만들기 – 단어를 쉬운 말로 풀이해서 용례사전(수첩)에 적어 두기

- 5) 속담과 한자 공부하기 - 재미있는 속담, 쉬운 한자로 접근 (<http://study.korean.net>)
- 6) Newspaper, Research paper and brochure - 가족/학급 신문, 개별/팀별 주제 발표
- 7) 연극을 통한 수업(skits) - 협력학습 활동 (대본을 직접 써서 연습하고 녹화하기)
- 8) OHP 를 통한 문법 교정 - 반복적 오류 교정 (OHP 를 통해 시간 절약 가능)
- 9) 학습자들을 개별적으로 파악하기 및 문제아 받아주기 (협력학습 및 개별학습 도입)
- 10) '있어요/없어요' 공부를 위한 'My house' 를 그려 자기 집과 가구들 소개하기
- '있어요, 없어요, 한 개, 두 마리, 옆에, 아래, 위에, etc. (Position words 와 함께)
- 11) 숫자 공부를 위한 차트, 숫자 공부를 위한 콩 줍기 게임 등 - 숫자 차트
- 12) 학기말 "내 친구를 칭찬해요" 종이를 돌리며 상대의 장점을 찾아내서 적어 주기
- 13) 팝콘 읽기(popcorn reading)을 통한 읽기 수업 지도 - 순서 없이 일어나 크게 읽기
- 14) 추석이나 설날에 전통 한국놀이 하기 - 윷놀이, 공기, 투호, 다도, 부채 만들기 등
- 15) 한국음식 페스티벌 - 친구 초대해 한국어반 한국음식 잔치 (음식 만드는 법 소개)
- 16) My monster 그리기 - Numbers and Counting units 공부하기
- 17) 한국 신문을 이용한 읽기와 쓰기 수업 - 신문 스크랩북 만들고 요약하기
- 18) 개인 쓰기 공책, 개인 일기 공책 관리를 통한 쓰기 지도 - "다독, 다작, 다상량"
- 19) 말하기 지도 - Oral Exam I, II, III (학기별 구두시험 실시) - 예: ACTFL OPI 시험
- 20) 읽기 지도 - 교과 본문을 읽다가 아무 때나 학생을 시켜 다음을 연결해 읽게 하기
- 21) 한국어반 현장 체험 수업(Korean class trip)을 통한 현장 학습
- 22) 단어카드 게임: 가) Flash card game, Jeopardy game, word puzzle
- 23) 흥미 위주 게임 응용: 예) 끝말잇기, 가위 바위 보, 묵찌빠, 단어 빙고 게임 등
- 24) 최신 유행 한국 가요로 듣기, 말하기, 쓰기 수업 - 노래 듣고, 부르고, 가사 써 보기
- 25) 한국 영화나 드라마를 이용한 듣기와 말하기 수업 - 엄선한 영화와 드라마 보기
- 26) 텔레비전/라디오 프로그램 도입, 슬라이드 사용 (예: 올림픽 경기 등 관련내용 녹화)
- 27) 매해 Korean Speech contest, Writing Contest 실시

IV. 기타 다양한 수업 활동(게임)의 응용 및 개발

학습자 활동 중심의 수업을 지향하는 Curtain 과 Dahlberg 공저 "*Language & Children Making the Match (Grade K-8)*"의 책에서 소개한 몇 가지 수업 활동을 아래에 제시해 본다.¹⁾ (현재 미국 학교의 외국어 수업 시간에서 많이 사용되는 게임들인데

1) Curtain and Dahlberg(2004), *Language & Children Making the Match(Grade K-8)*, Pearson
5 C's : Communication, Culture, Connections, Comparisons, Communities 중
본고에서는 Communication (oral/ aural/ visual/written)에 초점을 맞추어 설명한다.

한국어 수업의 활동과 게임으로 전환해 사용이 가능함)

1) Teaching for **Interpretive Communication** - demo

TPR / Origami / Simon says / Magic box / Bingo game / Living statues/
Flyswatter / Pictionary / Draw on command / Gouin series

2) Teaching for Meaningful **Interpersonal Communication** - pair activities

Human lottery / Information gap / Interviewing / Group activities/ Jigsaw game/
Role playing / Emailing / Letter writing / Telephone conversations/ Jigsaw
Playing games / / Role playing / Debates / Go fish / Battle ship/ Guessing games

3) Teaching for **Presentational Communication** – presentation / Reading Action Chain

Storytelling / Playing / Skits / Songs / Small groups / Puppet show / PPT

V. 외국어로서의 한국어 교사

미국에서의 한국어 교육은 외국어 교육이다. 그러므로 외국어로서의 한국어를 가르치는 한국어 교사는 우선 학습자를 잘 이해하고, 한국어를 보다 쉽고 재미있게 가르칠 수 있어야 한다. 그러므로 한국어 교사는 다양한 교수법과 새로운 기술을 배우고 익히고 연구하며 새로운 시청각 자료들과 교육용 웹사이트도 다양하게 사용해야 한다고 생각한다. 본 고에서는 한국어 수업에 적용할 수 있는 다양한 테크놀로지 도구와 수업활동들을 대략 소개해 보았다. 각자의 수업현장에 맞추어 선별해 사용하면서 재미있고 신나는 한국어 교육현장을 구축해 나가는 한국어 교사들이 되시기를 바란다.

<참조 부록>

Youtube 동영상 다운로드 받아 수업에 사용하기

- <http://www.keepvid.com/>, RealPlayer cloud, etc.

1) Youtube 동영상 다운 받는 방법 1 – keepvid.com

-Youtube 사이트에서 받고자 하는 동영상의 주소(link)를 복사

-Keepvid.com 에서 복사한 주소를 붙이고 다운로드(download)

2) Youtube 동영상 다운 받는 방법 2 – (Google Chrome 사용 경우)

-Youtube 주소창에 ss 를 넣으면 유튜브 동영상 다운로드 가능

-‘[https://www.ss](https://www.ss.....)’ 와 같이 ss 를 주소 앞에 넣은 후 enter 치면 화면에 download 나오고 그것을 누르면 동영상이 컴퓨터 downloads 폴더에 저장됨. 새 폴더를 만들어 저장한 후 사용함.

How to apply Workshop model in Korean class

By Ji Eun Lee I.S. 25 Adrien Block

Learning target 학습목표

I can write simple sentences using subject particles/be-verbs like 은, 는/이에요, 예요 to introduce a person including his/her name, job, gender and nationality.

Opening 흥미 유발

Video Clip: How to introduce yourself.

Watch a video and then talk to your partner what you saw/learned in the video. (Turn and Talk)

Do Now 주요 학습 내용 소개 또는 복습

Each person in your group will translate one of the following sentences in the notebook. Then, write the sentences on the group board.

This person is Jane(제인).

Jane is a teacher.

Jane is female.

Jane is Chinese American.

Work Time 학습활동

Choose a person in the magazine and write the following information on a post-it. (You may use a dictionary.)

Name:

Gender:

Job:

Nationality:

work time 학습활동

Make a presentation board to introduce the person you chose from the magazine. Write four complete sentences on your presentation paper.

이 사람은 (이름)이에요/예요.

(이름) 은/는 남자/여자예요.

(이름)은/는 (직업) 이예요/예요.

(이름)은/는 (Nationality) 이예요/예요.

closing: 질문하기 또는 복습

Option 1:

Do you have any questions about today's lesson?

What is still lingering in your mind?

Option 2:

What is different between 은 and 는?

What is different between 이에요 and 예요?

plickers : assessment Tool 이해 도 평가하기

Let's Try!

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Memo.



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