

UHM Korean Language Flagship Center (Spring 2025)

Weekly Lesson Plan

Level: Complete beginner to novice-high

Time: 30 to 45 minutes

Description & Justification: This is a simple communicative task designed for tutors who are teaching complete beginners in Korean. Its purpose is to *introduce* the concept of plain, aspirated, and tense consonants in Korean, *describe* their differences and demonstrate their importance in minimal pairs, and *improve* listening discrimination and pronunciation skills through controlled practice. This lesson focuses on the first two steps of Celce-Muria et al.'s (2010) five-step method of teaching pronunciation: description and analysis, listening discrimination, controlled practice, guided practice, and communicative practice.

This lesson plan begins with a diagnostic activity that helps the tutor decide what level the student is at (as some may come in already knowing the difference between the consonant types, and some may be completely clueless). It then moves into an analysis phase that utilizes physical/tactile sensations to reinforce connections and understanding, while also raising the student's metalinguistic awareness of how the consonant types differ and why it is important to distinguish them to achieve intelligibility. Listening discrimination is then addressed in Activity 1, while controlled practice is achieved through a simple information-gap task in Activity 2. By the end of this activity, students should have a stronger grasp of the purpose and differences between the three consonant types in Korean, be able to discriminate them when reading and listening simple words, and be able to produce them in an intelligible, target-like manner in isolated words/syllables.

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| <p>Learning Objectives 학습 목표</p> | <p style="text-align: center;">Consonant discrimination: Phone Number</p> <p>Material: The Korean Language Fundamental 1 (green)</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. To reinforce hangul reading skills and word recognition, both visually and aurally; 2. To raise awareness of the features of the three types of Korean consonants (plain, aspirated, tense) through description and analysis; 3. To improve listening discrimination and target-like production skills of these three consonant types through controlled practice; 4. To practice asking simple questions politely. <p>Students Will Be Able To...</p> <ol style="list-style-type: none"> 1. Read, listen to, and comprehend simple written hangul words based on previous lessons. 2. Identify and distinguish between plain, aspirated, and tense consonant sounds by listening to minimal pairs. 3. Produce the consonant differences between minimal pairs in an intelligible, target-like manner. 4. Ask and answer basic questions about phone numbers. 5. Explain the difference between the three consonant types and articulate how they can affect meaning. |
| <p>This Week's Lesson 금주의 학습 내용</p> | <p>Teacher prep (15 minutes): Tutor may prepare before the session by choosing target minimal pairs/groups and writing them out in large print on pieces of paper; alternatively, they could be printed. The phone graphic on page 4 may be printed or drawn out (copy and paste the graphic and double click it to edit the text and create multiple versions with different target consonants).</p> |

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Activity description: The tutor will guide the student(s) in listening discrimination and guided practice activities *focusing on raising perceptual awareness of the different forms of consonants in Korean*. This activity can be adapted to focus primarily on listening, speaking, writing, reading, or any combination above to suit the needs of the student.

1. **[Check in]** Tutor can begin by checking in with the student with how much they know about normal, aspirated, and tense consonants in Korean. They can write/display the following words and ask the student to say them out loud one at a time:

- a. 이 불. 불. 풀. 뽕.

- b. (How did the student do? Were they able to produce initial consonants that sufficiently demonstrated the contrasts between each sound in a target-like way? How was their pitch? Did it rise higher when pronouncing 풀 and 뽕?)

- c. If the student did well, move on to activity 2.

- d. If the student struggled, move on to analysis then activity 1.

1. **[Analysis]** Tutor should introduce the below minimal pairs to the student, which contain some familiar words and some new words. State their meanings in English, and ask the student to slowly repeat each word back to the tutor to get used to the sounds.

- a. To help demonstrate the differences between the sounds, the tutor should instruct the student to hold a tissue or their hand in front of their mouth. The tutor will explain that when saying a normal consonant (like **ㄱ**), only a small amount of air will come out of the mouth. When pronouncing aspirated sounds, a large rush of air should come out (like **ㅋ**). When saying a tense sound, zero air should come out of the mouth, and there should be a tiny gap of time before pronouncing the word so that the mouth can build tenseness (like **ㄱ͡**).

- b. Tutor should demonstrate this contrast one at a time, then have the student repeat and pay attention to the air they feel on their hand and how their mouth feels. ALSO, the tutor should emphasize that the PITCH of the voice is higher when pronouncing **카** and **까**, while the pitch of **ㄱ** stays low. This is an important difference between normal and aspirated/tense consonants.

- c. Try this again with other consonants, like

방 / 팡 / 뽕

도 / 토 / 또

자 / 차 / 짜

- d. ㅅ/ㅆ is likely to cause confusion for the student. One way to explain this difference is that for the regular 시읏, which can sound like a 'sssss' or 'shhhh,' the tongue is relaxed and the tip is loosely placed on the top of the mouth—air very easily flows through. But with 쌍시읏, the tongue tip is very tense and pressed hard against the top of the mouth; the tongue tip may also be moved slightly closer to the teeth—this doesn't allow air to flow as easily, resulting in a tenser, higher frequency 's' or 'sh' sound. Tutor should demonstrate using many examples, and ask the student to repeat after them to practice.

- i. 살 / 쌍

- ii. 스 / 쌍

- iii. 시 / 씨

- iv. 상 / 쌍

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v. 사다 / 싸다

2. **[Activity 1]** Identifying consonant contrasts (Depending on level, student or tutor can practice writing out each pair in large print on a piece of paper, like what is shown on page 3.)

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|---|---|---|
| 1 | 2 | 3 |
| 방 | 팡 | 뽕 |

Tutor can conduct as ABCX listening activity for the student:

- a. Tutor will pick and write down a minimal triplet on page 3/4 and read the words one at a time. Then, the tutor will choose one of the three words and articulate it clearly, then ask the student to choose if the last word they said matched word 1, 2, or 3:
 - i. “Listen to this group: 방, 팡, 뽕. Can you hear the difference? 방, 팡, 뽕. 방, 팡, 뽕. Now I will say one of those three words, and you should tell if it matches with the 1st word, 2nd word, or 3rd word. (Give an example if confused). Ready? 방, 팡, 뽕... 뽕! Was that word 1, 2, or 3? (Student should say/point to 3, 뽕). 잘했어요, nice job!”
 - ii. Other examples: “거, 커, 꺼... 커! Was that word 1, 2, or 3?”; “산, 싹... 산! Did that last one match 1, or 2?”
 - b. When the student can reliably distinguish the different consonants, begin controlled practice using activity 2.
3. **[Activity 2]** 전화번호가 어떻게 되나요? (see activity card on page 4; this can be printed out, or quickly drawn out and customized on a piece of paper by tutor)
- a. The tutor should print or display the phone number card so both can see.
 - b. In this activity, the tutor can focus on listening or speaking, depending on who is saying their phone number.
 - c. Person A will ask Person B, ‘전화번호가 어떻게 되나요?’ (practice a few times with student to make sure they can comfortably say this phrase).
 - d. Person B will respond by saying the sounds that correspond with the digits on the phone card, with whatever number they want to say. Person B should say each sound quite slowly, allowing time for Person A to take notes. Do not repeat until you reach the end of the sequence.
 - e. Person A should write down each sound (or number), then say back the entire number to Person B (in Korean or English) to check if they are correct. If they are incorrect, repeat the activity, or if they are correct, try another phone number or switch roles (to practice speaking, student tries saying their phone number and tutor guesses).
 - f. Example:

“전화번호가 어떻게 되나요?”
 “제 전화번호는 토.싼.꼬.파.파.빠.파.산.크.꼬. 예요.”
 “Oh, is your number 605-771-7825?”
 “맞아요, 잘했어요!”
 - g. if the student struggles to heard the differences, the tutor should remind them that the pitch rises on aspirated and tense sounds — this can be especially helpful for distinguishing 산 and 싹.

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| | <p>4. [Reflection] Tutor should end this lesson by asking the student to reflect on the pairs they've gone over today; ask questions like <i>"Which sounds that we learned today are similar to English? Which sounds are completely different from English? Which consonants were hardest for you to distinguish or pronounce? How can incorrectly pronouncing a consonant change the meaning of your words, and why is that important?"</i></p> |
| <p>Vocabulary & Expressions 단어와 표현</p> | <ul style="list-style-type: none"> - 발 / 팔 / 빨 - 배 / 패 / 빼 - 밤 / 팜 / 뺨 - 벌 / 펴 / 뵤 - 비다 / 피다 / 빼다 - 달 / 탈 / 딸 - 데다 / 테다 / 떼다 - 돌 / 톨 / 톨 - 도 / 토 / 또 - 두다 / 투다 / 두다 - 기 / 키 / 끼 - 가다 / 카다 / 까다 - 감 / 캄 / 꺄 - 골 / 콜 / 꼴 - 개다 / 캐다 / 깨다 - 자 / 차 / 짜 - 종 / 총 / 쫑 - 절 / 철 / 찰 - 줄 / 출 / 쫑 - 점 / 첨 / 쫑 - 살 / 쌀 - 사다 / 싸다 - 시 / 씨 - 상 / 쌍 |

Caveats and Options: As this lesson is designed for complete beginners, students who are already relatively familiar with the consonant system in Korean may move through this activity very quickly. If the activity does not fill the allotted tutoring time, the tutor can move on to guided practice activities such as [this one](#).

Further reading:

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.

See page below for printable/editable phone graphic for activity 2:

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(double click the image to edit the content of the buttons)

