UHM Korean Language Flagship Center (Spring 2025)
Weekly Lesson Plan

Level: Novice to intermediate
Time: 45 minutes

Description & Justification: This lesson plan utilizes Task-Based Language Teaching (TBLT) to help novice-high to intermediate-mid learners of Korean practice describing weather and cities in Korean. TBLT is a popular language teaching method in which students must work together in the target language on some sort of task in order to reach a relevant, meaningful goal (Long, 2014). This lesson features an information-gap task, which may be an especially beneficial task type for low and intermediate level students, as it requires less cognitive resources and abstract world knowledge to complete (Namaziandost et al., 2019). It also follows a three-step "weak" TBLT style by including a pre- and post-task alongside the main task; this is to give the students the proper amount of scaffolding needed to succeed in this new type of activity (Ellis, 2009). The pre-task provides students with limited scaffolding to lower cognitive load and raise awareness of useful linguistic forms; the main task encourages two-way processing through an information-gap task to improve fluency; and the post-task of speaking in front of peers increases the stakes to ideally improve accuracy (Skehan, 2009). A handout, which I designed myself, also accompanies this activity, and can be accessed here to download.

Learning Objectives 학습 목표	정보 격차 문제: 거기는 날씨가 어때요?

	Materials: The Korean Language Fundamental 2 (orange); printed or digital copies of weather handout; paper and pen/pencil to take notes.
	
	Goals:
	  1. To solve an information-gap task about weather with a partner;
	  2. To develop skills in asking and answering polite questions;
	  3. To learn common words and phrases used to describe weather in Korean.
	  4. To gain familiarity with major cities and provinces on a map of Korea.
	
	Students **W**ill **B**e **A**ble **T**o…
	  1. **Read, listen to**, and **comprehend** simple written hangul words related to weather.
	  2. **Talk about** common weather phenomena in Korean.
	  3. **Apply** knowledge of simple present tense conjugation.
	  4. **Ask** simple questions to solve an information gap task with a partner.
	  5. **Recognize** South Korean cities and provinces on a map.
	  6. **Compare** and **contrast** weather phenomena in Korea vs Hawai'i.

This Week's Lesson
금주의 학습 내용
	Teacher prep (15 minutes): Tutor should prepare before the session by printing an appropriate number of weather handouts for the class–make sure there is enough for half the class to get HANDOUT 1, and the other half to get HANDOUT 2.
	
	Activity description: The tutor will guide the student(s) through an information gap activity designed to practice weather concepts and learn the locations of towns and provinces in South Korea. This activity can be adapted for use between tutor and student, or between student pairs in a larger classroom setting.
	
	  1. **[Pre-task; 5-10 min]** (In Korean or English) Tutor can begin by asking the student about what cities they have heard of in Korea, and where they have heard them from.
	      a. Popular answers may be 서울, 부산, 광주, 대구, 대전, and 제주. The tutor can then ask what the students know about each of these

place's weather. For example, Jeju may be known as stereotypically warm and sunny, while some might say that they've seen it snow in Seoul in a drama they watched.

b. Weather words provided by students should be picked up by the tutor and translated/written down in Korean, so that students can build a visual bank of words related to weather.

1. **[Main task; 20 min]**
   a. Tutor should provide partner 1 with <u>Handout 1</u> (see top left corner), while partner 2 receives <u>handout 2</u> (see top left corner).
   b. Instruct students that <u>THEIR PARTNER SHOULD NOT SEE THEIR PAPER</u>! Tutor should explain the instructions, such as "일기도에는 일부 정보가 빠져 있습니다. 각 도시와 도의 날씨를 알아내기 위해 파트너에게 질문하세요."
   c. Tutor should also briefly highlight the useful phrases provided, along with the words in the key. Check for questions or confusion related to the concepts provided.

   d. The tutor may demonstrate the activity by choosing a particularly talkative/higher level student and asking them an example question, then wait to receive the student's answer. Any errors should be treated immediately (but kindly) so that the class can see a successful interaction:
      i. "예를 들어… 카엘라니 씨, 지도를 보면, 대구에는 비가 와요?"
      "아, 네, 비가 와요."

   e. Students can then be instructed to partner up (or partners can be assigned, or the tutor and student can work as partners) to fill in all of the missing weather information on both papers.
      i. Remind students that they cannot look at each other's paper, and should only use questions and answers to find the correct answer.

   f. The tutor should roam the room and monitor for any recurring mistakes or instances of communication breakdowns; they can take notes to address these issues later, or they can be corrected immediately (though it is best to avoid interrupting students while they are in the middle of their communication task).

2. **[Post task; 10 min]** When all groups have finished filling in their charts, the tutor should draw attention back to the front of the class.
   a. The teacher may ask one student at a time about the weather in (CITY), and have the student answer out loud. This time can also be used to treat any common errors noticed during the activity, or address any glaring questions related to the concepts covered (for example, students may have a hard time understanding that 맑다 means "clear" and not "sunny," or how to properly conjugate "흐리다")

	b. If this activity is occurring between a single student and tutor, you can each other your papers and compare answers. 3. **[Wrap-up; 5 min]** Tutor should end this lesson by asking the student to reflect on the weather concepts AND locations they've learned about today; ask questions like "How would you describe the weather in Hawai'i? How is the weather compared to your hometown? What is your favorite kind of weather?" AND "Which of these cities do you want to visit? Why?"
Vocabulary & Expressions 단어와 표현	- 날씨 - 맑다 - 흐리다 - 덥다 - 춥다 - 비가 오다 - 눈이 오다 - 바람이 (많이) 불다 - 서울, 인천, 대전, 광주, 부산, 울산, 대구 - 제주도, 전라남도, 전라북도, 강원도

Caveats & Options: Students may need additional scaffolding/examples in the pre-task; understanding checks should be conducted before the main task (and throughout), and if students show signs of significant struggling (especially if they are having a hard time grasping the concept of the task itself), the tutor can provide a few more examples of target-like sentences that could be produced during the activity. Some groups may finish faster than others; in that case, the teacher can engage finished groups by asking them to describe the differences they found between each other, or have them discuss in Korean what cities they have been to or are interested in visiting, and why.

Further reading:

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International journal of applied linguistics, 19*(3), 221-246. Blackwell Publishing.

Long, M. H. (2014). *Second language acquisition and task-based language teaching.* John Wiley & Sons.

Namaziandost, E., Hashemifardnia, A., & Shafiee, S. (2019). The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL learners' speaking fluency. *Cogent Social Sciences, 5*(1), 1630150.

Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied linguistics, 30*(4), 510-532. Oxford University Press.

Appendix:

The weather handout for this activity can be accessed and downloaded through this public link:
https://drive.google.com/file/d/1TotHMDoRKsLHpo6Crg0PXqoW8yI6_Z3l/view?usp=drive_link.