

Language Learning as Social and Cultural Practice: Yale Bulldog Day Campus Tour in Korean

Yale Campus where they live for four years in their renaissance period of their lives; what it is/what it means from the community members' perspectives.

- KREN142 Spring 2017: Intermediate Korean for Heritage Learners
- Project Summary: Students experience language learning through Community/Genre/Placed-based project activities to meet the well-rounded language learning goals in the 21st century: Communication, Culture, Connection, Comparisons, and Community.
- Timeline: 2 ~ (3) week

A Community-based Teaching-Learning Project Model with the Standards-based Learning Goals and Activities:

Pedagogical Approach and Goals	Contents	Tasks	the Standard Goals: 5Cs	Activities	Materials
Genre-based literacy: Place-based learning, Community-based service learning	Places with personal/historical/traditional significance in the community Brochure-formal style, informative text type, description and narration, Lexico-grammar, vocabulary.	Brochure Production	Standard 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.	-Read Brochure texts -Explore unique genre-specific characteristics	-National Museum of Korea brochure - Kyungbok Palace brochure
			Standard 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	-Talk about the places on one's daily campus life, favorite place, facts or significance of the campus places, etc. -Brainstorm and select brochure items	-Campus virtual tour website
			Standard 3.1: Making Connections Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Acquiring Information	- Research and write brochure texts - Revise and edit the texts - Peers and the instructor provide feedback	-Campus websites/ Google search for information and research

			<p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>		
			<p>Standard 5.1: School and Community Students use the language both within and beyond the school setting</p>	- Collaboration: Create a brochure	MS Word Brochure template, Google doc,
			<p>Standard 5.1: School and Community</p> <p>Standard 2.2: Products of Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	- Collaboration: Create 'Storymap' site	Storymap app. video camera, voice recording, iMovie app
		<p>Oral Tour Guide Presentation</p> <p>Standard 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Practices of Culture Students demonstrate an understanding of the relationship</p>	In class presentation: students present their oral production of the project		

			between the practices and perspectives of the culture studied.		
		Bulldog Day Campus Tour Guide	Standard 1.3: Presentational Communication Standard 2.1: Practices of Culture Standard 5.1: School and Community	- Community partner (Yale Visitors Center) organizes tour scheduling, gathering a group of visitors, and advertisement -Students give one/two campus tour performance(s) to the incoming freshmen and family visitors	
Performance Assessment, Self-assessment	15% of the final grade for participation and completion of the project: -Brochure written production 5% -Oral presentation 5% -Preparation and reflection 5%			Feedback will be collected from the visitors, partner community center, and students' reflections on the project by a set of questionnaire	Rubrics for writing, oral presentation, and project site creation, Project questionnaire (Qualtrics)
Reflection on Teaching and Learning, Experience-based Learning			Standard 1.1: Interpersonal Communication	-Students share their reflections on this project together	