Integrating Student Learning Profiles into Curriculum

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The Purpose of this Workshop

To explore some ways to integrate Connection into Korean language (and culture) curriculum.
World Readiness Standards (refreshed N/Ss):

**Connection**: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

**Making Connections**: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

**Acquiring Information and Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its culture.
The Purpose of this Workshop

To explore some ways to integrate Connection into Korean language (and culture) curriculum.

- Student learning profile (personal interest/expertise)
- Backward planning & Differentiated instruction
- Authentic materials/ performance tasks
Background: ACTFL (2011)

A. ACTFL national survey was conducted to find out how national standards have impacted on foreign language teaching.

A. Background of 2,134 respondents:
   a. Demographics: Spanish- 69%, French-21%, German/ESL/Latin/Chinese – 8%, Italian– 4%, Russian – 3%, Arabic-2% (No Korean)  
   b. Pre-dominantly from K~12 educators

C. Questions on ‘standards’
   a. 89 %: familiar with standards
   b. 80 %: programs are based on standards
Background: ACTFL (2011)

D. Emphasis on 5C Goal Areas
[in Teaching & Professional Development]

Communication (79%)
Cultures (22%)
Comparisons (12%)
Connection (11%)
Communities (8%)
Discussion Question

Why do you think the respondents found the three 5C goal areas the most difficult to implement? [e.g., Comparisons (12%), Connection (11%), Communities (8%)]

Background: ACTFL (2011)

Reasons That **Communities** is the Most Difficult Goal Area:

**Analysis:** The overwhelming majority of respondents interpret the Communities goal area as one that requires teachers to take students into the local community or abroad.

Reasons That **Comparisons** is the Most Difficult Goal Area
1. “Students are not familiar with their own native language.”
2. “Difficult to teach in the Target language/difficult to plan this.”
3. “This goal area is not clear/should change it.”
Background: ACTFL (2011)

Reasons That Connections is the Most Difficult Goal Area
1. “Not enough time”  2. “It’s difficult to connect to other disciplines/other departments”  3. “Lack of resources”  4. “Lack of knowledge of how to address this goal area”

“Interesting” responses in this section:
“Connections—I have to create and translate nearly everything I do, which is ‘sooo’ time-consuming.” (p. 29)
E. Implication: ‘CONNECTION’

“Foreign language teachers are not using the Connections Standards to talk or work with colleagues in other disciplines. Teachers could place foreign languages more strongly in the total school curriculum by linking communication with content in a synergistic manner.” (p. 7)
Discussion Question

• What is your reaction to the survey results, particularly regarding ‘implementing Connection’?
Two common questions regarding implementing ‘Connection’
Question 1. “Do we have enough time?”

1. **Common Practice**: mainly matching their textbook and classroom activities?
   - Busy covering textbook materials
   - Focusing on ‘activities’ without a bigger picture

2. **Backward Design** (Wiggins and McTighe 2005)
   a. To identify ‘Big Ideas’ and ‘Essential Questions’
   b. To design performance-based tasks/assessments
   c. To teach/activate necessary skills and knowledge
Sample: Backward Design

**Topic** – Food

**Essential Questions:** (1) What is healthy eating? (2) Why are there so many health problems caused by poor nutrition

**(Required) knowledge/skills:** (1) Students will know general health problems caused by poor nutrition; (2) students will be able to analyze diets for nutritional values

**Assessments (includes quizzes and tests):**
(ex) Performance Task [Novice Mid~ Novice High]: Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. Offer younger students ideas for breaking bad eating habits.

**Connection standard:** Students will access and evaluate information and perspectives on HEALTH AND NUTRITION
Food & Nutrition:  
(authentic materials for instruction/assessment)

Understanding Food Labels:  
http://pbskids.org/itsmylife/body/foodsmarts/article4.html

Finding recipes/menus in Korean:  
https://www.menupan.com/cook/recipe_search.asp
Question 2. “Shouldn’t Content be academic?”

- “...need not be academic; it can include any topic, theme, or non-language issue of interest or importance to the learners” (Genesee 1994, p. 3)
- "... 'content’ ... represents material that is cognitively engaging and demanding for the learner ..." (Met 1991, p. 150).
- "...what we teach .... is not the content itself but some form of the discourse of that content—not, for example, 'literature' itself (which can only be experienced) but how to analyze literature...” (Eskey, 1997, pp. 139-140).
Connection through Student Interest

- Student Learning Profile
- Differentiated Instruction
- Authentic Materials
Finding ‘Student Interest’

1. **Student Background Survey** (commonly conducted at the beginning of course)
   - Major
   - Language background
   - Learning Goals for taking the class

2. **Student Personal Interest Survey** (depending on units/themes)
Sample: Personal Interest Survey

What Do you want to learn about Sports? (Blaz 2006, p. 51)

Sports I enjoy participating in: ____________________________________________
Sports I enjoy watching: ___________________________________________________
Sports I’d like to try: _______________________________________________________
Sports I’d like to learn more about: _________________________________________

Things I like to know about a sport (check all that apply):
  _____ Its history          _____ Its rules
  _____ Famous players       _____ Equipment needed
  _____ Records/bests        _____ Other: (specify) _______

What can you tell me about the following sports/events?
Pelote
Canyoning
Pétangque
Fencing
Tour de France
Strategies for Differentiated Instruction
Sample: Web-Quest (a strategy for D.I.)

**Questions**
- Who can do this?
- Opponent?
- Where? (what sort of environment?)
- Equipment necessary
- Optional Gear
- Price of Equipment
- Basic Clothes
- Price of Clothes
- Extra Products sold
- Hazards or dangers
- Possible injuries
- Nutritional Needs
- Training time
- Cost per session
- Action Verbs used in this sport
- Useful adjectives to describe this sport

Select one sports and find information from websites

(Blaz 2006)
Sample: Performance Task (a strategy for D.I.)
(RAFT: Role, Audience, Format, Topic)

<Tasks>

1. Become an authority on this sport, and be interviewed by classmates about it.

2. Make a poster (how the sport is done and its necessary equipment) and present this to your classmates.

3. Develop a tour: Type up a brochure to hand out to recruit participants (include a destination and costs).

3. Make a booklet of handy words and phrases for the trip: (Don’t forget emergency situations; this is an extreme sport!)
Sample: **Authentic Materials**

(info-graphics, menus, maps, songs, etc.)
Unit – Hobbies
Language – hobbies (nouns and verbs), numbers

Essential Question – How can ‘a hobby’ lead to happiness in life?
[relevant issues: addiction to games, Korean teenagers’ high suicidal rate, stress]

Assessment – Identify a problem related to the hobbies of Korean teenagers and suggest a solution.

Connection - Students will access and evaluate information and perspectives on Health and Well-being
챌린지 게임, 인터넷검색 등
사교관계
기타

대조적 취미
자기계발
봉사활동
중교활동
가사일
휴식
사교관계
기타

TV 및 DVD시청
여행
문화예술관람
스포츠관람
스포츠활동
 컴퓨터게임, 인터넷검색 등

월 하고 싶어요? - 그런데 보통 뭐 해요?

청소년의 여가 활용

단위: %

통계청, 사회조사 (2011)

2015 AATK Annual Conference, June 25~27,
2015, Monterey, CA
뭘 진짜 하고 싶어요? - 그런데 왜 못하고 있을까요?
(Non-heritage) Students’ work:
[identifying a problem – making a suggestion – supporting the opinion]

Student #1: 여행이 하고 싶어요. 돈이와 시간이 없어요. 인터넷으로 다른 나라쯤 배우세요. 왜냐하면 인터넷 이미 자주 쓰고 여행하고 싶어서 인터넷으로 다른 나라쯤 배울 수 있어요. 청소년은 이미 인터넷 샀어요. 그래서 돈이 더 안 내야 돼요.

Student #2: 여행 정말 하고 싶어요. 시간과 돈이 부족해요. 한국 안에서는 더 여행해요. 학생 많이 여행하고 싶는데 돈과 시간이 없어요. 한국에는 예쁘고 가까운 곳이 많이 있어요.
Sample Activities
Unit: 나의 사춘기 (Advanced Level)

Essential Question: What is the main difference between the author’s teen years and current teen years?

Knowledge/Skills: (1) Students will know about a piece of literature, art, music, or movie related to the main text and compare it with their interest area; (2) Students will understand the general idea and details of the main text and an article about a social issue called ‘sophomore disease’

Assessments: Students will deliver an evaluation on the author’s teen years and provide a rationale for their evaluation based on the news article.
Personal Interest Survey

사춘기 시기: ____________ ~ ________________

사춘기에 하고 싶었던 일: ________________________________________________

사춘기에 관심이 있었던 분야

______ 음악   ________ 미술
______ 스포츠   ________ 문학
______ 사회/정치   ________ 기타 (분야를 쓰십시오)

‘사춘기/청소년’라는 주제와 관련하여 더 알아보고 싶은 것

______ 청소년의 심리   ________ 청소년과 사회 문제
______ 청소년의 교육   ________ 청소년과 소셜 미디어
______ 청소년의 의학적 이해 ________ 기타 (분야를 쓰십시오)
Connection using students’ personal interests

• Connection: How were students’ personal interests incorporated into activities?
  – Subject areas that students were interested in during their teen years

  → Students will make connections with other disciplines while participating in a group research on art, music, literature or movie.

  → Students will access and evaluate information on past and current teenagers
In-Class Activity

1. Students form interest groups based on what they were interested in during their own teen years. Students research a piece of literature, art, music, or movie that the author introduced in the textbook passage, using electronic devices. Then, students report their research to the class.
   
   e.g.) 흰, 감자 먹는 사람들, 알레그로 마 녀 트로포, 러브 스토리

2. Students compare the author’s teen years and their own, focusing on the subject areas that they were interested in.
3. Students read a news article about current teenager issues, ‘중 2병’ and evaluate the author of the textbook passage. Students focus on the author’s favorite subject areas or items, reasons for his favoritism, and evaluate the author's teen years from the news' current perspective:

“작가는 사춘기 시절 현대의 중2병을 핍은 것 같습니까? 무엇을 근거로 그런 판단을 내렸습니까?”

4. Students share their opinions about the author’s teen years in a group.
Unit: 춘향전 (Advanced Level)

Essential Question: How do the characters in ‘춘향전’ reflect the Joseon period?

Knowledge/Skills: (1) Students will know the background of ‘춘향전’ and understand traditional Korean morals and values; (2) Students will read a short novel and understand the general ideas and some details.

Assessments: Students will write an introduction of a character including his/her job description and social status from the Joseon period.
Personal Interest Survey

‘춘향전’에 대해서 알고 싶은 것

작가 ________ 쓰여진 때 ________ 지리적 배경

정치적 배경 ________ 줄거리 ________ 기타

‘춘향전’에서 제일 관심이 있는 등장 인물

춘향 ________ 이도령 ________ 사또 ________ 춘향 모친

‘춘향전’의 배경이 된 조선 시대에 대해 더 알고 싶은 것

가족 제도 ________ 여성상/지위 ________ 신분 제도

정치 제도 ________ 과거 제도 ________ 기타

‘춘향전’을 더 연구한다면 무엇을 연구하고 싶습니까?

등장 인물 연구 ________ 다른 나라 문학과 비교

한국의 다른 전래 소설 비교 ________ 언어 연구

춘향전 공연 ________ 기타

2015 AATK Annual Conference, June 25~27, 2015, Monterey, CA
Connection using students’ personal interest

• Connection: How were students’ personal interests incorporated into activities?
  – Students’ interests in the background of ‘춘향전’ and characters
  – Students’ interests in the Joseon dynasty.

→ Students will build, reinforce, and expand their knowledge of the Joseon period and its culture while analyzing characters in ‘춘향전’.
In-Class Activity

1. Students watch a video clip about ‘춘향전’ and collect three pieces of information that they have newly discovered. Students focus on the information that they want to know about ‘춘향전’. Then, students share their information in a group.
2. Students will form a group with peers who have the same/similar interest in the Joseon dynasty. They will research the Joseon dynasty (e.g., politics, society, religion, etc) to gather more information, and report their findings in class.

3. Students choose a character from ‘춘향전’ and write an introduction, including the character’s social status, job description and students’ evaluation on the character, based on the text and the information they obtained through the video clip and their research.
• Student’s sample 1:
안녕하세요, 제 이름은 월배이고 저는 아름다운 쾌락의 모친입니다.

제 직업은 기생이고 저는 나이 48세의 맛있었데 성씨라는

양반을이상 사이가 있었습니다. 그 사이에서 쾌락을 발견했습니다.

저는 잘 잡고 있는 독특한 전자도 남편이가 거기서 평생 살았습니다.

제 달은 훌륭하고 효녀이고 언제 털 만 해 삽니다. 그래서 좋은 꿈과

이 두경님 만났을 때 정말 행복했습니다. 외따면 제 달은 좋은 안생

살것 같어서 걱정이 풀었습니다.
Advanced Level - Interpersonal

• Level Description: Express self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.

• Function: Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Connection Activities

• How to create Connection activities in Advanced Level
  – Individualized/differentiated task and project, based on students’ personal and academic interest
  – Various genres (news article, columns, readers’ comments, editor’s comments, literature, songs, essay, novel, etc.)
  – Higher-order thinking skills (evaluation, analysis, etc.)
  – Scenario-based mega-task/project for assessment
Student Profile

• Background:
  – Education: high school graduates, 1, 2, 4 years of college, graduate school
  – Major: GE, language, politics, economy, history
  – Language background: English native speaker, some foreign language education or exposure (Spanish, French, Korean, Chinese, Japanese, etc.)
  – Ethnic Background: American, South American, Korean, Chinese, Vietnamese
  – Learning goals: job requirement, dating a Korean, going to Korea

• Personal interest:
  – Watching movies and dramas, reading books, listening to music, traveling, running, hiking, working-out at the gym, playing sports
Korean Wave (Advanced Level)

• Essential Question: What is the current trend of Korean Wave in various countries and what are impacts on that society and the Korean society (culture, society, economy, politics, tourism, and media, etc.)?

• Knowledge/Skills:
  – Students know/learn/understand the current trend of Korean wave in various countries and its impacts on that society and the Korean society
  – Students know how to conduct interviews, make an oral presentation, and participate in a debate
Korean Wave (Advanced Level)

• **Connections**: Students will build, reinforce, and expand their knowledge of other disciplines (culture, social issues, economy, politics, religion, tourism, media, etc.) while using Korean in the context of Korean Wave, by:
  – Reading/listening and understanding texts of Korean Wave related to other disciplines;
  – Interpreting the text based on self’s previous knowledge and/or newly acquired knowledge in other disciplines;
  – Understanding presentations of texts in other disciplines;
  – Developing critical thinking skills through text analysis, questions, and answers
Korean Wave (Advanced Level)

• Assessments:
  – Students will understand facts and implications related to Korean wave in the context of other disciplines, make a presentation and participate in discussion
Scenario-Based Mega-Task

• Purpose of scenario-based mega-task
  – Help students internalize and reinforce what they have learned on each topic and develop higher order thinking strategies by connecting the unit topic and their interests/majors
  – Help the teacher see development of each student’s thought – how their knowledge and reflections have been deepened by class activities/research as well as their receptive and productive skills in the topic area

• Methods/criteria
  – One mega-task/scenario after each unit, which can incorporate and reinforce what students have learned in that unit
  – Teacher’s individual observation and support as needed
  – Use of authentic materials, production skills, and higher order thinking skills
  – Introduction of the topic and the scenario on the first day of the unit
  – Final presentation on the last day of the unit, which reflect what they have learned during the unit
Final Task Scenario

• Korean government (representatives from Ministry of Economy, Ministry of Tourism, and Ministry of Foreign Policies) invites a representative from Japan, China, Vietnam, Malaysia, and America and hold a meeting to learn the current trend of Korean Wave in each country and discuss impacts of Korean Wave on their societies and relations between Korea and their countries. They further discuss possible ramifications of bidirectional flow of culture, goods, and ideas.
Selection of Roles and Research Focus Area

• Representatives from Korea (e.g., Ministry of Economy, Tourism, Foreign Policies, and/or Education, etc.)

• Representatives from a country where Korean popular culture is widely accepted (e.g., Japan, China, Vietnam, Malaysia, and/or America, etc.)
Authentic materials related to 한류 1

• 문화 체육관광부 – 한류마당
  (http://www.mcst.go.kr/usr/kwave/index.jsp)
  – 한류 발전 전략
  – 한류 뉴스
  – 한류 활동
  – 한류 자료실 (한류 동향, 조사자료, 관련 서적, 포토 갤러리)
  – 관련 사이트
Authentic materials related to 한류 2

- 한류의 매력과 동아시아 네트워크, 세계 정치 7
  (http://www.sangkim.net/korean-wave.pdf)
- 한류 문화와 관광 (http://www.sangkim.net/korean-wave.pdf)
- 한류와 사회 문제 (아이돌에 미친 걱정스러운 사회 현상 – 베트남 공산당 기관지 <Nhân Dân>, 글로벌 한류동향 86호)
- 한류와 현지 문화/종교와의 갈등 (http://zpissue.com/m/post/8)

- 아하, 경제 (http://ahaeconomy.com): 초등학교-고등학교 경제, 과학과 경제, 신나는 교실
Preliminary Task Step 1: Reading - Building Knowledge

• Korean Wave in various countries and its impacts on those countries and the Korean society

  – Find an article on Korean Wave related to other disciplines (economy, tourism, media, social issues, etc.) based on internet search and teacher’s guideline
  – Read the article and identify main ideas and details (facts and opinions)
  – Write and upload a report onto the class Sakai, and exchange questions and answers on the discussion board
Preliminary Task Step 2: Interview

• Korean wave from the perspective of US college/high school students and professionals
  – Having the previous assignment in mind, create interview questions to identify their understanding of its impacts on the Korean society and other countries
  – Select interviewees from the same focus area (e.g. majors, ethnic backgrounds) that the you are interested in
  – Conduct interviews in English or Korean
  – Write a report with interview results and their implications (Consider their majors and interests - possible economical implication, general social implication, educational implication, etc.)
Final Task Scenario: Discussion

• Discussion of the current trend of Korean Wave in each country and its impacts on the society and the relation between Korea and the country
  – In a roundtable setting, pretend that you are a representative from a government and report briefly what you have found out on your focus area
  – Ask questions, focusing on impacts of Korean Wave on your government and society and the relationship between your country and Korea
  – Discuss possible ramifications of bidirectional flow of culture, goods, and ideas
# Assessment Rubrics

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Connections</strong></td>
<td>There is sufficient evidence that the student built, reinforced,</td>
<td>There is adequate evidence that the student built, reinforced,</td>
<td>There is some evidence that the student built, reinforced,</td>
<td>The student did not show an adequate understanding of the connection of the topic and the other discipline.</td>
</tr>
<tr>
<td></td>
<td>and expanded his/her knowledge of the other discipline in the context of the topic.</td>
<td>and expanded his/her knowledge of the other discipline in the context of the topic.</td>
<td>and expanded his/her knowledge of the other discipline in the context of the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Facts/Statistics</strong></td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.</td>
<td>Arguments were not clearly tied to an idea (premise).</td>
</tr>
<tr>
<td><strong>Understanding of Topic</strong></td>
<td>The student clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The student clearly understood the topic in-depth and presented their information with ease.</td>
<td>The student seemed to understand the main points of the topic and presented those with ease.</td>
<td>The student did not show an adequate understanding of the topic.</td>
</tr>
<tr>
<td><strong>Respect for Other Students</strong></td>
<td>All statements, body language, and responses were respectful and were in appropriate language.</td>
<td>Statements and responses were respectful and used appropriate language, but once or twice body language was not.</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.</td>
<td>Statements, responses and/or body language were consistently not respectful.</td>
</tr>
<tr>
<td><strong>Presentation Style</strong></td>
<td>Student consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Student usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Student sometimes used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Student had a presentation style that did not keep the attention of the audience.</td>
</tr>
</tbody>
</table>

한류 - Novice/Intermediate Levels

• Scenario: You are a CEO of an advertisement company, a trading company, or an entertainment management company. Select your role.

• Step 1: Google Image of 한류 and find graphs that represent Korean Wave in your focus area and write a short report about the graphs

• Step 2: Write 5-7 interview questions to understand customers’ needs based on the facts learned at Step 1
  – Former exposure to Korean music, drama, and movie, etc.
  – Favorite songs, drama, movie, etc.? Favorite Korean celebrity? Reasons?

• Step 3: Based on the lessoned learned from Step 1 and Step 2, make a plan for your company for the next 5 years and presentation
  – Genre and a specific celebrity you will be focusing on? Reasons?
  – Strategies to promote an item (goods, songs, drama, movie, etc.), a person, or a group
  – Create 2-3 presentation slides or short videos and make presentation based on the results
Connection using student profile

• Connection: How student profiles were incorporated into tasks?
  – Students’ interest and/or educational background (economy, tourism, media, religion, travel, etc.)
  – Students’ ethnic background (Korean, Chinese, Japanese, American, Vietnamese, etc.)

→ Making connections with other disciplines
→ Acquiring information and diverse perspectives
Check list for teachers

• What is the students’ profile?
• Which authentic materials are related to the students’ profile?
• What is the essential question?
• What are the skills and knowledge that they have and they need to learn?
• What should I focus on when assessing students’ performance?
Workshop
Participants’ Workshop

1. Determine the topic and target level.
2. Find the essential question.
3. Determine the assessment.
4. Determine the skills and knowledge that students need to learn.
5. Create sample questions for a personal interest survey.
6. Design activities.
Conversation 1. 취미가 뭐예요?
(Mark and Minji meet at a party.)

마크: 민지 씨, 취미가 뭐예요?
민지: 저는 그림 그리는 걸 좋아해요. 마크 씨는요?
마크: 저는 음악을 좋아해요.
민지: 무슨 음악을 좋아하세요?
마크: 클래식을 자주 듣는데 그 중에서 바이올린 음악을 제일 좋아해요. 바이올린 연주를 듣으면 기본이 좋아요. 그래서 매일밤 잠자기 전에 바이올린 음악을 들어요. 민지 씨도 음악 좋아하세요?
민지: 저는 클래식 보다 록이나 재즈를 많이 들어요.
마크: 록 음악은 좀 시끄럽지 않아요?
민지: 네, 좀 그렇죠. 제가 음악을 크게 틀면 룸메이트가 아주 싫어해요. 그래서 지난 주에 새로 헤드폰을 샀어요.
스티브: 소연 씨는 추석에 보통 뭘 해요?
소연: 아침에는 차례를 지내고 오후에는 친구들을 만나거나 가족들과 송편을 만들어 먹어요.
스티브: 차례요? 차례가 뭐예요?
소연: 음식을 차려 놓고 조상들에게 추수를 감사드리라는 거예요. 그런데 요즘엔 차례를 안 지내는 집이 많대요.
스티브: 아, 네.
소연: 스티브 씨, 송편 먹어 봤어요?
스티브: 한 번 먹어 본 적이 있는 것 같아요. 반달처럼 생긴 떡 맛이죠?
소연: 네, 맞아요. 참, 스티브 씨, 추석 연휴 동안 민속촌에서 행사가 많은데 내일 구경하러 갈래요?
스티브: 민속촌이요? 그거 재미있겠네요. 근데 아침에는 일이 있고 오후라면 괜찮아요.
소연: 그럼, 몇 시쯤이 좋으세요?
스티브: 오후라면 아무 때나 좋아요.
Participants’ Presentation
Q & A