

# Descriptions of Target Student Abilities: First-Year Korean

## Korean Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	KORLANG 1 (First-Year Korean, 1st quarter)	KORLANG 2 (First-Year Korean, 2nd quarter)	KORLANG 3 (First-Year Korean, 3rd quarter)
<p>Students in First-Year Korean are able to engage in simple conversations and exchange information on a variety of daily life topics using basic grammatical structures.</p>	<p>Students can function and interact at a survival level in an authentic cultural context using memorized language and very basic cultural knowledge.</p> <p>They begin to participate in simple cultural activities by observing and imitating Korean people's behaviors and practices.</p> <p>They demonstrate an initial awareness of different levels of speech (e.g. polite vs. deferential), and are able to use appropriate forms according to age and interpersonal relationship.</p>	<p>During the first quarter, students interact with members of their class on the most basic aspects of daily activities. They learn the Korean alphabet and syllable blocking and become familiar with rules for pronouncing words and phrases. Students are able to use and respond to simple speech acts and converse on daily activities using lists and simple sentences in the present and past tenses.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Exchange greetings, leave-takings and introduce themselves and friends using rehearsed utterances and memorized formulae.</li> <li>• Ask and answer personal information using the polite speech form (e.g. name, major, telephone numbers, nationality, age, etc.).</li> <li>• Give basic information about one's immediate environment and everyday life in the present and past tenses (e.g. hometown / residence, school life, weekend activities, location, time, etc.).</li> <li>• Make questions and requests politely using the honorific verb suffix <i>-si</i>.</li> </ul>	<p>During the second quarter, students gain greater control over skills acquired in the previous level. Students are also able to expand sentence structures using simple conjunctions and connectives at the basic level, and converse in the present, past, and future.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all communicative tasks learned in the previous quarter with greater sophistication and complexity.</li> <li>• Engage in simple conversations using both polite and deferential speech forms appropriate to the context (e.g. self-introduction to friends vs. in public).</li> <li>• Exchange basic information about one's immediate environment and familiar topics in the present, past, and future tenses. (e.g. daily routines, past activities, weekend plans).</li> <li>• Interact with elders using a wider variety of honorific forms, e.g. plain noun (<i>irum</i>, 'name') vs. honorific noun (<i>seongham</i>, 'name').</li> </ul>	<p>During the third quarter, students continue to expand their vocabulary and interact with peers and their instructors, as well as with members of the Korean-speaking community who are accustomed to dealing with learners, in limited settings. They further develop communicative skills through multiple modes, both face-to-face and digital. They are able to handle uncomplicated tasks with greater confidence and ease.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all communicative tasks learned in the previous quarter with greater sophistication, complexity and accuracy.</li> <li>• Ask and answer about self and their immediate surroundings with greater elaboration (e.g. clothing, parts of body, illnesses, hobbies, living environment, family and relatives).</li> <li>• Begin to narrate simple stories in all major time frames (e.g. a trip in the past, travel plans, habitual activities).</li> <li>• Make suggestions and respond to others' requests politely using humble forms of speech.</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>• Address people using socially acceptable reference terms (e.g. the gender-neutral suffix –<i>ssi</i> vs. the gender-neutral honorific suffix –<i>nim</i>, positional titles and relational terms).</li> <li>• Describe quantity of items using appropriate number systems and noun counters, e.g. Native Korean (<i>han gae</i>, 'one item') vs. Sino-Korean (<i>il il</i>, 'day one').</li> <li>• Participate in short rehearsed dialogues using simple sentence structures with culturally appropriate non-verbal communication strategies (e.g., bowing when greeting and leave-taking, maintaining respectable eye-gaze when interacting with elders).</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in basic simulated situations in which they:               <ul style="list-style-type: none"> <li>◦ Ask and give simple directions.</li> <li>◦ Make suggestions and invitations.</li> <li>◦ Accept and decline offers.</li> <li>◦ Express reservations</li> <li>◦ Make apologies and give reasons.</li> </ul> </li> <li>• Express likes and dislikes, feelings, and opinions in culturally appropriate manner.</li> <li>• Participate in highly structured conversations using more complex sentence structures (e.g. conjoined sentences, relative clause constructions in the present tense) with rehearsed social behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate more effectively in a range of simulated uncomplicated situations, e.g.:               <ul style="list-style-type: none"> <li>◦ Ask prices and buy goods.</li> <li>◦ Order food at a Korean restaurant.</li> <li>◦ Engage in simple conversation in a taxi.</li> <li>◦ Make excuses and ask for favors.</li> <li>◦ Initiate and sustain simple phone conversations.</li> <li>◦ Leave voice messages.</li> </ul> </li> <li>• Make simple comparisons and conjectures.</li> <li>• Carry out simulated conversations using more complex sentence structures (e.g. subordinate clauses, relative constructions in all major time frames) with appropriate social practices.</li> </ul>

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## Korean Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	KORLANG 1 (First-Year Korean, 1st quarter)	KORLANG 2 (First-Year Korean, 2nd quarter)	KORLANG 3 (First-Year Korean, 3rd quarter)
<p>Students in First-Year Korean are able to understand and interpret written and spoken language on a variety of daily life topics in highly predictable and survival contexts.</p> <p>Students work primarily with materials created for classroom learners but are able to understand simple authentic materials on a limited range of familiar topics.</p>	<p>Students demonstrate growing awareness of socially appropriate behaviors and cultural norms as well as some typical products of Korean culture.</p> <p>They are able to recognize a limited range of cultural products and daily practices.</p>	<p>During the first quarter, students learn to read and write the Korean alphabet and form syllables and letters. They identify basic pronunciation rules of Korean words and phrases, by utilizing audio-visual aids and internet resources. Students demonstrate understanding of different levels of speech, focusing on the use of polite speech.</p> <p>Students begin to become familiar with basic sentence structure (SOV) and the differences between native Korean words, Sino-Korean words, and loanwords, through context and linguistic components.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize differences in the orthography and phonology of Korean.</li> <li>Identify intonation patterns of statements, questions, and requests that are presented in the same word order.</li> <li>Identify main ideas in both dialogues and narratives created especially for novice language learners (e.g. greetings/leave-taking, self-introductions, short descriptions of people, places, school life, daily activities, family, etc.).</li> </ul>	<p>During the second quarter, students listen to and read simple but longer conversations and narratives on familiar topics such as personal interests and their immediate needs. They demonstrate comprehension of both oral and written texts (roughly 1.5 minutes; or approximately 100 words in length) in both polite and deferential speech.</p> <p>Students demonstrate their understanding of similarities and differences in common daily behaviors between Korean culture and their own, using English for a more detailed account.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Gain better control and understanding of phonological rules and intonation.</li> <li>Identify main ideas and key details of specially prepared, short conversations and narratives on familiar topics (e.g. daily routine, habitual and past activities, weekend plans, etc.).</li> <li>Identify and appreciate levels of formality between polite and deferential speech styles.</li> </ul>	<p>During the third quarter, students listen to and read more extensive conversations and narratives and expand their interests to include their immediate community and the Korean-speaking world. They demonstrate their comprehension of both oral and written texts (roughly 2 to 3 minutes; or approximately 150 words in length) on familiar topics.</p> <p>Students manifest their understanding of Korean cultural practices and products, using simple Korean or English less frequently to demonstrate their understanding.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate good control of most phonological rules and intonation patterns.</li> <li>Identify main ideas and key details of longer conversations and narratives on familiar topics (e.g. service encounters, shopping, travel, etc.).</li> <li>Understand differences in usage between honorific and humble expressions within the polite and deferential styles of speech.</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>• Understand age-appropriate formality and speech levels, and demonstrate comprehension of the polite style of speech.</li> <li>• Begin to become acquainted with authentic speech samples from songs, cartoon clips, TV program excerpts</li> <li>• Understand culturally appropriate behaviors and concepts such as greeting with a bow, Korean collectivism, and family terms.</li> <li>• Demonstrate an awareness of names and titles of products of Korean culture (e.g., K-pop, food, drama, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand simple and short conversations by picking out key information in authentic video clips, as well as those created for classroom learners.</li> <li>• Read and pick out key information in written materials resembling authentic texts such as maps, event calendars, emails, letters, public transportation schedules, etc.</li> <li>• Increase understanding of cultural practices and other visual cues such as memorial services for ancestors, hand gestures of calling people, family and kinship structures, etc.</li> <li>• Identify and appreciate both tangible and intangible products of entertainment and holiday celebrations (e.g. birthday or holiday foods, crafts, games, dances, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some familiar words or phrases and pick out main ideas and key details in authentic speech samples such as songs, cartoon clips, TV program excerpts and commercials.</li> <li>• Read and restate key information in a wider variety of authentic texts or simplified authentic texts such as menus, itineraries, ads, letters, blog entries, media postings on local events, etc.</li> <li>• Demonstrate understanding of cultural practices and related linguistic usage involved in, e.g. table manners, using two hands for giving to and receiving from elders, holiday celebrations, telephone manners, etc.</li> <li>• Demonstrate growing awareness of Korean cultural products and practices related to entertainment, social media, and people's attitudes toward them (e.g. K-drama, artwork, sports, clothing, etc.)</li> </ul>

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## Korean Language Objectives, 2017

PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	KORLANG 1 (First-Year Korean, 1st quarter)	KORLANG 2 (First-Year Korean, 2nd quarter)	KORLANG 3 (First-Year Korean, 3rd quarter)
<p>Students in First-Year Korean present information in both oral and written forms to an audience of listeners or readers on topics of personal interest related to course materials.</p>	<p>Students present basic information on cultural products and practices in their oral and written presentation in a culturally appropriate manner.</p>	<p>During the first quarter, students present rehearsed information about themselves, peers and family, orally and in writing. Presentations are highly rehearsed and consist of simple phrases and sentences.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Give simple oral skits (roughly 2-3 minutes in length) or individual presentations about people, activities and daily lives, in highly rehearsed speech</li> <li>• Write short compositions or reports (of approximately 10-15 sentences) about themselves, friends, family and daily lives, using simple discrete sentences.</li> <li>• Use appropriate expressions and gestures for greetings, leave-taking and common classroom interactions.</li> <li>• Create and experience some cultural products and activities (e.g., traditional games, paper crafts).</li> </ul>	<p>During the second quarter, students increase in sophistication in presenting information on themselves and on familiar topics, orally and in writing. Presentations are primarily rehearsed and consist of simple sentences and some conjoined sentences.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present jointly with a classmate structured and rehearsed skits (roughly 3-5 minutes), or individually prepared narratives in both the polite and deferential speech forms.</li> <li>• Write short compositions or reports (approximately 15-20 sentences in length) about themselves and their immediate surroundings.</li> <li>• Create greeting cards or simple letters for special occasions such as birthdays, Parents' Day, New Year's Day, etc.</li> <li>• Demonstrate appropriate behaviors while participating in cultural activities and experiences with peers (e.g. traditional holiday celebrations, games and entertainment).</li> </ul>	<p>During the third quarter, students continue to increase in sophistication in presenting information orally and in writing. They begin to develop spontaneous presentation skills as well as rehearsed. Presentations increase in length and complexity, using structures such as simple relative clauses and some subordination.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present jointly with a classmate structured and rehearsed skits (roughly 5-7 minutes), or individually prepared narratives using greater elaboration.</li> <li>• Write longer and more detailed reports or stories (approximately 20-25 sentences in length) about themselves, their daily lives, and personal experiences.</li> <li>• Begin to write emails to instructors, family and friends for real-life purposes in a socially appropriate manner according to age and relationship.</li> <li>• Prepare and present some expressive products by participating in cultural activities (e.g. cooking, games, music videos, dances).</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>Learn to type in Korean, and post simple questions and answers on the class website about themselves and their class.</li> <li>Answer simple questions about their prepared presentation topics.</li> </ul>	<ul style="list-style-type: none"> <li>Post short entries on the class discussion board, on topics such as personal interests or a description of their hometown.</li> <li>Ask and answer simple questions about their prepared presentation topics.</li> </ul>	<ul style="list-style-type: none"> <li>Post short compositions on the class blogs, or social networking sites, on topics such as holiday celebrations, travel experiences, and vacation plans.</li> <li>Ask and answer spontaneously specific questions about their prepared presentation topics or on topics related to course materials.</li> </ul>