

Descriptions of Target Student Abilities: Second-Year Korean

Korean Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	KORLANG 21 (Second-Year Korean, 1st quarter)	KORLANG 22 (Second-Year Korean, 2nd quarter)	KORLANG 23 (Second-Year Korean, 3rd quarter)
<p>In Second-Year Korean, students continue to develop the ability to interact with their peers and speakers of Korean on a variety of topics with growing complexity.</p> <p>They can create and adapt the language they know to their immediate needs and are understood by Korean speakers accustomed to dealing with language learners.</p> <p>By the end of the second year, students are typically able to produce full sentence-length utterances and strings of sentences more spontaneously.</p>	<p>Students use appropriate speech levels in conversation (polite vs. deferential, intimate vs. plain) and kinship terms and titles with increasing socio-cultural appropriateness.</p> <p>They can handle simple interactions and familiar topics related to both traditional and contemporary Korean cultural products and practices. They begin to discuss the significance of the products and practices of Korean culture that reflect daily life.</p>	<p>During the first quarter, students continue to interact with members of their class and instructors, in a wider range of contexts related to their immediate surroundings.</p> <p>They can create with the language by combining and recombining learned elements and begin to handle uncomplicated tasks in limited contexts.</p> <p>Students are able to engage in simple conversations with the same age or younger people using intimate speech.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks learned in First-Year Korean with greater sophistication, confidence and ease. • Exchange information with peers and younger people using the intimate speech form, on a variety of familiar topics. 	<p>During the second quarter, students handle a variety of uncomplicated communicative tasks with greater confidence and ease. Students continue to expand their vocabulary and sentence structure, and demonstrate an awareness of degrees of politeness and formality presented in the four speech levels (e.g., deferential vs. polite, intimate vs. plain).</p> <p>Students learn the plain speech form and are able to use it for conveying second-hand information (i.e. reported speech).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks learned in the previous quarter with greater sophistication, confidence and ease. • Engage in simple conversations with peers and younger people using the plain speech form in a wider variety of familiar contexts. 	<p>During the third quarter, students handle successfully most uncomplicated communicative tasks. They begin to expand their ability to narrate stories and make comparisons. They are typically able to produce multiple sentences and occasionally short paragraphs.</p> <p>Students exhibit growing confidence in carrying out interactions with peers, as well as younger and older people in a culturally appropriate manner.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks learned in the previous quarter with greater sophistication, complexity and accuracy. • Practice and gain greater control over all speech forms used in communicative tasks according to the interpersonal relationship and specific social situation.

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<i>continued</i>		<ul style="list-style-type: none"> • Describe people, events, activities related to their immediate environment such as: <ul style="list-style-type: none"> ◦ Appearance and clothing. ◦ Emotions and desires/wishes. ◦ Travel plans, time schedules, and past events. ◦ Information on classes, part time jobs, vacation plans. ◦ Weather and seasons. ◦ Houses and interiors • Make requests, and grant and deny permission in a socio-culturally appropriate manner. • Initiate, sustain minimally and close conversations related to uncomplicated basic tasks, e.g.: <ul style="list-style-type: none"> ◦ Greet, take leave and ask about well-being. ◦ Make inquiries and purchase items at service establishments (post office, department store, apartment rental office, etc.). ◦ Make and cancel appointments and hotel reservations. ◦ Share personal stories and memorable experiences (e.g. shopping, summer vacation). 	<ul style="list-style-type: none"> • Describe and comment with greater elaboration on people, events, activities and immediate surroundings, such as: <ul style="list-style-type: none"> ◦ Physical appearance, including hairstyles, facial features. ◦ Parties and school events. ◦ Ingredients and flavors of food. ◦ Simple recipes. ◦ Birthday celebrations. • Extend and accept invitations and requests in a socio-culturally appropriate manner. • Initiate, sustain and close conversations related to a wider variety of uncomplicated contexts, e.g.: <ul style="list-style-type: none"> ◦ Ask for and give more complex directions. ◦ Talk about dining and shopping experiences. ◦ Organize party and community-related events. ◦ Discuss pastimes and ways to alleviate stress. • Begin to narrate personal stories and memorable occasions (e.g. a specific trip, lifestyles, leisure activities). 	<ul style="list-style-type: none"> • Describe and exchange information on personal, academic and social issues such as: <ul style="list-style-type: none"> ◦ Majors and careers. ◦ Physical conditions or illnesses. ◦ Personality and impressions about others. ◦ Accidents and injuries. ◦ Dating/wedding culture. ◦ Holiday customs. ◦ Korean popular culture (K-pop, films, sports). • Ask for and give advice, and react to suggestions in a socio-culturally appropriate manner. • Initiate, sustain and close more elaborate conversations related to uncomplicated and some complicated situations, e.g.: <ul style="list-style-type: none"> ◦ Arrange or reschedule appointments. ◦ Describe accidents, illnesses, injuries. ◦ Discuss majors, occupations, and career plans. ◦ Participate in a simplified mock job interview. • Narrate simple stories about unexpected events using the passive and causative verb constructions (e.g. a car accident, illness, robbery, etc.).

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<i>continued</i>		<ul style="list-style-type: none"> • Begin to negotiate simple exchanges and ask for clarification and restate information when they did not understand or succeed in delivering the intended message. • Make simple comparisons between Korean and their own cultures (e.g. taking off shoes in the house, heating system, appropriate hand gestures, etc.). 	<ul style="list-style-type: none"> • Negotiate straightforward situations, and deliver news or hearsay related to student life and interests, using reported speech (i.e. plain speech form). • Begin to discuss cultural similarities and differences and exchange information with peers (e.g. birthday celebrations, bargaining or haggling). 	<ul style="list-style-type: none"> • Exchange information and opinions, and negotiate some complex situations with peers from the Korean language community, either face-to-face or online, using various communicative strategies. • Make more detailed comparisons and share opinions about Korean culture and practices (e.g. marriage customs, holiday celebrations, housewarmings, superstitions, K-pop).

Descriptions of Target Student Abilities: Second-Year Korean

Korean Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	KORLANG 21 (Second-Year Korean, 1st quarter)	KORLANG 22 (Second-Year Korean, 2nd quarter)	KORLANG 23 (Second-Year Korean, 3rd quarter)
<p>Students in Second-Year Korean are able to understand and interpret written and oral texts from a number of content areas related to their immediate environment as well as that of the Korean-speaking community.</p> <p>By the end of the second year, students can demonstrate understanding of simple connected texts and authentic materials featuring description and narration. They begin to analyze and summarize the main idea of texts comprised of multiple sentences or short paragraphs.</p>	<p>Students continue to develop a more culturally authentic frame of reference and use Korean with increasing frequency and sophistication to demonstrate their understanding.</p> <p>Students demonstrate an understanding of common social customs in the Korean community and unique features of Korean culture that are recognized worldwide.</p>	<p>During the first quarter, students increase in ability to interpret a variety of oral and written texts relating to personal background and needs, social conventions, and routine tasks.</p> <p>Students read and listen to progressively longer texts (of approximately 200 words) in a limited number of content areas.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the First-Year Korean with greater competence and ease. • Identify main ideas and significant details of oral and written texts created for intermediate-level language learners, on concrete topics (e.g. appearances, weather, itineraries). • Answer factual questions about the text based on their comprehension. • Restate the key points and main ideas of oral and written texts, using loosely connected sentences. 	<p>During the second quarter, students continue to develop ability to understand a broader range of oral and written texts comprised of longer and more complex sentences.</p> <p>Students begin to understand longer stretches of text (of approximately 250 words) on a number of topics, including short audio-visual materials such as news broadcasts and newspaper advertisements.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater depth and complexity. • Identify main ideas and supporting details of oral and written texts on a broader range of personal and social needs (e.g. complex instructions and directions, personal experiences, local events, advertisements). • Answer factual questions and simple analytical questions about the text. • Summarize main ideas and supporting information of longer oral and written texts, using loosely connected sentences or a short paragraph. 	<p>During the third quarter, students demonstrate the ability to interpret more extensive texts, both literary and expository, in broader contexts.</p> <p>Students are able to work with longer and more complex oral and written texts (of approximately 300 words) and media such as news broadcasts, podcasts and TV commercials.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater sophistication, depth, and complexity. • Develop a more complete understanding of oral and written texts beyond main ideas and supporting details, and recognize differences in content organization, author's perspective presented in some authentic materials (e.g. excerpts on current events, art, folklore, traditions, popular culture). • Answer all factual questions and develop critical thinking questions about the text. • Summarize more fully oral and written texts as well as authentic materials, using short paragraphs, occasionally with follow-up commentary and opinion.

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<i>continued</i>		<ul style="list-style-type: none"> Identify genres and different types of simple authentic texts (e.g. informative reports, maps, online product reviews, train or flight schedules). Understand the concept and practice of formality and speech levels, presented in the polite, deferential and intimate forms of speech. Begin to recognize unique features of Korean culture manifested in oral and written texts (e.g. songs, simple short stories, video excerpts from cartoons, movies, etc.). Identify and interpret gestures, intonation, and other nonverbal cultural practices in order to understand texts related to personal and academic experiences. 	<ul style="list-style-type: none"> Recognize and identify key features and format of various types of authentic texts (e.g. travel ads, traffic reports, online shopping sites, journals, restaurant websites). Demonstrate full awareness and compare the ways of expressing respect in Korean depending on age and social status differences (e.g. speech styles, honorifics vs. humble expressions, terms of address). Begin to connect information from classroom materials with a broader range of authentic texts dealing with current events and globalized popular culture. Understand the implication and significance of Korean culture and social conventions through proverbs and idiomatic expressions. 	<ul style="list-style-type: none"> Demonstrate increasing understanding of tone and nuance and begin to analyze key details in a wider variety of authentic texts (e.g. comparative essays, commercials, prescriptions, statistics). Strengthen awareness of subtle nuances of speech level/form and its implications for the relationship between speakers in specific social and professional settings. Connect oral and written texts reflecting cultural knowledge and traditions (e.g. Korean folklore or superstitions) with their own. Cultivate a deeper understanding of cultural products and practices and compare life styles and beliefs of Korean people to their own.

Descriptions of Target Student Abilities: Second-Year Korean Korean Language Objectives, 2017

PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	KORLANG 21 (Second-Year Korean, 1st quarter)	KORLANG 22 (Second-Year Korean, 2nd quarter)	KORLANG 23 (Second-Year Korean, 3rd quarter)
<p>Students in Second-Year Korean present information, concepts and ideas in both oral and written forms to an audience of Korean-speaking communities on a variety of familiar topics and content areas of focus.</p> <p>Oral and written presentations broaden in length and scope throughout the sequence. Students present their work using various speech styles appropriate to the context and genre.</p>	<p>Students explore and analyze tangible and intangible Korean cultural products and practices related to art, sports and popular culture, and make presentations on the topic of interests to share their experiences and promote others' understanding.</p> <p>They begin to compare and describe Korean people's lifestyles, behaviors, beliefs, and values with their own using a series of sentences.</p>	<p>During the first quarter, students are able to create and present simple messages and notes, orally and in writing, by combining and recombining of learned vocabulary and sentence structures.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the First-Year Korean with greater confidence and ease. • Give rehearsed oral skits with a classmate (5-7 minutes) or individual presentations (3 minutes), using short notes and visual aids (e.g., personal experience, work, and school). • Prepare content questions on presentation topics (their own and those of their peers) for purposes of class discussion. • Write compositions or reports (approximately 200 words) about topics studied in the course material (e.g. brief synopsis, summary of biographical data, detailed description of people and places). • Use online dictionaries to begin to expand their word choices. 	<p>During the second quarter, students continue to increase in confidence in presenting information about their topics of personal and academic interest, orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, depth, and complexity. • Present jointly with a classmate rehearsed and structured skits (7-10 minutes) or individually prepared narration (5 minutes), using notes and visual aids (e.g. simple recipe, shopping, current events, popular culture). • Ask and answer questions on their presentation topics in a more spontaneous fashion. • Write descriptive compositions or reports (approximately 250 words) about a wider range of topics, incorporating simple transitional words and various connectives (e.g. personal letters, academic or professional inquiries, recipes, journal entries). 	<p>During the third quarter, students continue to increase in sophistication in presenting information orally and in writing. They further develop spontaneous presentation skills in description and narration.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, depth, and complexity. • Present jointly with a classmate well-structured and less rehearsed skits (10-12 minutes), or individually prepared descriptions or stories with greater elaboration (7 minutes), using notes and audiovisual aids (e.g. cultural differences, Korean superstitions, holiday customs). • Ask and respond to more detailed questions on their presentation topics, and begin to participate in more spontaneous commentary and discussion with peers.

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<p>By the end of the second year, the ability to describe and narrate in paragraphs begins to emerge. Students are also able to monitor and evaluate their speech and composition.</p>		<ul style="list-style-type: none"> • Post short reports or ads on the class Canvas discussion board or blogs, and leave questions on peer's work. • Begin to restate information when discussing oral and written presentations, for the purposes of clarification. • Begin to show evidence of good control of tense, inflectional morphology, and conjugation of verbs. • Become aware of and begin to employ culturally appropriate (oral and written) presentational language depending on the degree of formality. • Begin to monitor their own speech and compositions for high-frequency errors. 	<ul style="list-style-type: none"> • Become familiar with Korean websites and media in order to present information on current events, culture, etc. to their peers. • Begin to work with peers on group composition and leave short online comments on each other's work. • Demonstrate the ability to paraphrase when discussing oral and written presentations. • Show growing confidence and accuracy in control of tense, aspect, and inflectional morphology and conjugation. • Demonstrate good control of basic elements of presentational language appropriate to social settings/contexts. • Monitor their own speech and compositions and begin to peer-edit for content. 	<ul style="list-style-type: none"> • Write expository compositions or reports (approximately 300 words) about personal and academic interests, incorporating appropriate cohesive and rhetorical devices (e.g. a comparison of cultural differences, a simple personal statement as part of an internship application). • Begin to research online resources related to personal and academic areas of interest in preparation for writing. • Make a simple website or wiki page with peers and edit for each other's errors and content. • Use circumlocution strategies in the course of presenting material orally or in writing. • Show a more complete control of tense, aspect, and inflectional morphology and conjugation. • Demonstrate greater control of presentational language with increasing accuracy and sophistication in a variety of social contexts. • Monitor speech and compositions (their own and that of others) for content and structure.