

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE  
FACULTY OF HUMANITIES AND EDUCATION  
CENTRE FOR LANGUAGE LEARNING**

**COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 2B KOREAN**

**SEMESTER: II**

**LEVEL: 1**

**PREREQUISITES: LEVEL 2A KOREAN**

**COURSE DESCRIPTION:**

Level 2B Korean is a further study of the Korean language and some aspects of Korean culture and daily life as the fourth phase of an elementary Korean language course. Through synchronous online sessions, the integrated development of language skills (listening, speaking, reading, and writing) will be promoted. To further develop basic communicative competence, these four language skills will be combined and presented in real-life scenarios to convey basic grammar and vocabulary. To ensure maximum exposure to the new language, classes will be conducted as much as possible in Korean. Multimedia will be used to enhance language teaching/learning and cultural awareness through task-based practice.

Upon successful completion of this course, students will be able to demonstrate and use the knowledge, skills, and proficiency expected at Level A2 of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> and Level 2 of the Test of Proficiency in Korean (TOPIK) in general.

Students are required to attend four hours of class per week over the course of the semester. They are expected to spend time on self-study to prepare for the sessions and to review and consolidate work, after the session. Also given the online mode of delivery, it is especially important that students develop a repertoire of strategies to promote their autonomy as active language learners.

**COURSE RATIONALE:**

Foreign or second language learning at all levels and in all languages is normally intensive, requiring regular and frequent contact with the language both inside and outside the classroom. This is even more so for Korean, which is classified as a Category IV language by the Defense Language Institute (DLI). In recent times however, many students seem to be familiar with Korean pop culture, or Korean Wave (Hallyu) and therefore, seem more intrinsically motivated and demonstrate greater interest, which should contribute to their learning.

The aim of this course, as every other language course offered by the CLL, is to enable students to participate in the target language at the particular level. It is designed for people who are interested in interacting with Korean people in a way that will permit them to pursue social and

professional goals in the Korean society. Thus, attention is paid to the way students behave as much as to their use of the language. Students are expected to perform and their performance is the focus of this course.

While this is a four-skill, integrated course, the initial focus is on listening and speaking. Still, students will be exposed to the reading and writing system of the Korean language. Whether they are listening, speaking, reading, or writing, students' daily performance will be the crucial factor in determining their success in this course. Level 2B Korean aims to continue building on the basic foundation established in the previous levels allowing students to continue their studies in Korean.

### **INSTRUCTOR INFORMATION:**

**Name:** Dr. Soo Jin Shim

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**Office hours:** By appointment

### **LETTER TO THE STUDENT**

Dear Student,

I warmly welcome you to Level 2B Korean. This is an elementary language course for persons who have completed two semesters or approximately 100 contact hours of Korean. I am delighted that you are enthusiastic and have taken advantage of the opportunity to learn Korean. We are going to have a busy and productive semester filled with exciting and challenging learning activities and collaboration. Throughout the semester, we will use a variety of resources to help you learn new vocabulary and grammar. We will focus on improving your skills in understanding, listening, speaking, reading, and writing Korean. We will also discuss many Korean culture-related topics that will help you to understand Korea and its diverse culture. I look forward to working with you this semester!

I hope you enjoy your Korean language adventure and have an invaluable learning experience!

Warm regards,  
Your tutor

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## **CONTENT:**

The course focuses on situations, activities, and tasks that students would most likely encounter in the language learning process. Below is a list of some of the communicative functions, topics, and grammar the course will cover.

*The course calendar presents information on all aspects of the course in greater detail.*

### Communicative functions and topics

- Topics: food, symptoms, appearance, living, etiquette, etc.
- Functions: ordering food, explaining symptoms, recommending, etc.

### Grammar and expressions

- Banmal (informal speech), verb forms, adjectives, complex sentences, etc.

## **GOALS/AIMS:**

This course aims to help students:

- Develop basic communicative competence in the four skills (listening, speaking, reading and writing) in an integrated way;
- Acquire basic grammatical competence;
- Further develop their ability to communicate in Korean;
- Gain insight into aspects of Korean life and culture.

## **GENERAL OBJECTIVES:**

This course intends to help students to perform at the level of the CEFR Basic User A2

(<https://bit.ly/1SrYDpO>) and the level of the TOPIK I Level 2

(<https://www.topik.go.kr/usr/cmm/subLocation.do?menuSeq=2210101#none> Test details).

The A2 user can:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

The Level 2 student will be able to:

- Carry out simple conversations related to daily routines such as making phone calls and asking a favor, as well as using public facilities in daily life.
- Use about 1,500 to 2000 vocabulary (1A~2B) and understand personal and familiar subjects in certain order, such as paragraphing.
- Use formal and informal expressions appropriately, relative to the situation.

## LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Understand and use sentences/frequently used expressions related to areas of most immediate relevance;
- Communicate in routine tasks requiring a direct exchange of information on familiar and routine matters;
- Ask and answer questions related to the topics covered in the course;
- Show appropriate understanding of written text by answering simple questions in Korean;
- Write short texts in Korean on topics introduced in the course;
- Demonstrate an awareness and understanding of some aspects of Korean culture.

## COURSE ASSESSMENT:

Assessment for this course consists of 100% Course Work (CW), which is divided into 50% continuous assessment (CA) based on students' performance throughout the course and a final test (FT- 50%) focusing on the four skills: listening, speaking, reading and writing.

ALL STUDENTS (100% course work)	
<b>Continuous Assessment (50%)</b>	Attendance and participation (20%)
	Quiz (10%)
	Assignments (10%)
	Presentation (10%) – Cultural Differences
<b>Final Test (50%)</b>	Listening (15%) – 15 questions
	Speaking (15%) - 2 speaking tasks
	Reading (10%) - 10 questions
	Writing (10%) - 2 writing tasks

ATTENDANCE AND PARTICIPATION RUBRIC			
CRITERIA	EXCELLENT	GOOD	POOR
<b>Preparation for session (5 points)</b>	Student's questions and comments during class sessions (written/oral) demonstrate excellent preparation. Student seems to be very familiar with the class topics. (5 pts)	Student's questions and comments during class sessions (written/oral) often demonstrate good preparation. Student is familiar with the class topics. (4-3 pts)	Student's lack of questions or comments demonstrate a lack of preparation for the session. Student seems to lack knowledge on the topic being covered. (2-1 pts)
<b>Contribution during session (5 points)</b>	Student makes a great effort to contribute when called upon in class and takes the initiative to contribute actively to any discussions or activities. Student does not	Student contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during	Student does not contribute often to class and is generally unwilling to contribute. (2-1 pts)

	interrupt others during discussions. (5 pts)	discussions. (4-3 pts)	
<b>Attendance (10 points)</b>	Student attends (almost) all sessions and is punctual. (10-8 pts)	Student attends most sessions and is occasionally punctual. (7-4 pts)	Student rarely attends class. (3-1 pts)

## ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete all tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

## COURSE EVALUATION

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid- and end-of-semester student feedback questionnaire.

## TEACHING/LEARNING STRATEGIES:

Interactive sessions: While some of the sessions will involve direct teaching, language classes are not lecture-type classes, but require the active participation of all learners. Classes will therefore be highly interactive with the instructor and between students using and encouraging the use of the target language.

Use of target language: A defining characteristic of a modern communicative language programme is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Students will be expected to recognise and use Korean in a way which is consistent with the competence of an A2 learner.

Development of learner autonomy: An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence. This autonomy will be guided and developed alongside their synchronous sessions. At this level, for example, students are encouraged to develop and apply appropriate language-learning strategies to support communication in Korean. Students' learning experience will usually involve exposure to various forms of language learning technology, both in and out of class.

Collaborative work: Finally, students will be expected to work in cooperative and collaborative ways with an attitude of mutual consideration and respect towards their peers.

## RESOURCES:

**Texts: Required (Not available at the CLL)**

Language Education Institute, Seoul National University. (2013).

**Seoul National University Korean Language 2B Student's**

**Book.** Seoul: Two ponds.

ISBN: 9788953934314



## Useful online resources:

The main text listening materials are available on-line <http://www.twoponds.co.kr/en/snu#>

Useful websites for learning Korean:

<https://lei.snu.ac.kr/mobile/kr/klec/click-korean/index.jsp>

<http://www.sejonghagdang.org/sjcu/home/main.do>

<http://www.indiana.edu/~korean/resources.shtml>

<http://korean.sogang.ac.kr/>

<https://talktomeinkorean.com/>

<http://www.ilovekorean.net/>

<http://www.mct.go.kr/koreanthroughenglish/index.htm>

Mobile apps: Hangeul by SNU LEI

Sejong Korean

## COURSE CALENDAR\*:

Week	Content	CA Task
1	<b>Course Orientation</b> <b>Lesson 10 뭐 먹을래?</b> Vocabulary: food, taste, restaurant review Grammar/Expression: •N 중에(서), •반말, •V-(으)래요, •A-(으)ㄴ 데 Speaking: Recommending a restaurant Listening: Listening to a conversation about choosing a menu item	Assignment 1: Self-introduction recording & sharing in the group chat room
2	Reading: Reading a passage about a restaurant review Task: Creating a video clip about “Sharing Korean Culture” 1 Pronunciation: Intonation of questions Culture Note: Banmal <b>Lesson 11 운동을 좀 해 보는 게 어때요?</b> Vocabulary: symptom, hospital, medication Grammar/Expression: •‘ㅅ’ 불규칙, •N 마다, •V-는 게 어때요?, •V-기로 하다	Assignment 2: Preparing for the script of the video Feedback on the script
3	Speaking: Explaining symptoms Listening: Listening to a conversation between a doctor and a patient Reading & Writing: Reading a passage about healthy lifestyles Task: Creating a video clip about “Sharing Korean Culture” 2 Pronunciation: Liaison Rule	Assignment 3: Role-play of doctor and patient

	Culture Note: Korean ginseng	
4	<b>Lesson 12 저는 좀 조용한 편이에요</b> Vocabulary: appearance, personality Grammar/Expression: •A-아/어 보인다, •N-처럼[같이], •A-(으)ㄴ 편이다, •V-는 편이다 Speaking: Expressing personalities Listening: Listening to a conversation about hairstyle	Presentation (Presentation day is subject to change.)
5	Reading: Reading personality tests Task: Presenting a video clip about “Sharing Korean Culture” - Peer/instructor feedback Pronunciation: Final consonants ‘ㄹ’ Culture Note: Fish-shaped bread	Presentation
	<b>Lesson 13 주변이 조용해서 살기 좋아요</b> Vocabulary: living, living expenses Grammar/Expression: •A/V-(으)ㄹ지 모르겠다, •A/V-기는 하지만, •A/V-기 때문에, •V-기(가) A	
6	Speaking: Explaining living conditions Listening: Listening to a conversation about living conditions Reading: Reading a passage about the place you now live Pronunciation: Aspiration 2 Culture Note: Traditional Korean-style houses	Quiz: Lesson 11 & 12
7	<b>Lesson 14 여기서 사진을 찍어도 돼요?</b> Vocabulary: etiquette, public etiquette Grammar/Expression: •V-(으)ㄴ 적(이) 없다[없다], •A/V-았을/었을 때, •V-아도/어도 되다, •V-(으)면 안 되다 Speaking: Talking about mistakes in the past Listening: Listening to an announcement in a concert hall	
8	Reading & Writing: a passage about cultural differences Task: Presenting interesting experiences Pronunciation: Glottalization 3 Culture Note: Respect for senior citizen	Assignment 4: Writing a passage about cultural differences
	<b>Lesson 15 한국 생활에 익숙해졌어요</b> Vocabulary: life, change Grammar/Expression: •V-아/어 놓다, •N-대신, •V-(으)ㄹ까 하다, •A/V-(으)ㄹ 테니까	
9	Speaking: Asking a favor Listening: Listening to conversations about one’s dream Reading: Reading about changes in Seoul Task: Presenting graph of life	

	Pronunciation: Silent ‘ㅎ’ Culture Note: Changes in Seoul	
10	<b>Lesson 16 설날에는 밥 대신 떡국을 먹어요</b> Vocabulary: Traditional holidays, Homework Grammar/Expression: •A/V-(으)니까요?, •A/V-(으)니까, •A/V-(으)니까, N(이)니까, •V-고 나서 Speaking: Introducing a traditional holiday Listening: Listening to the radio news about a holiday	Assignment 5: Dialogue recording
11	Reading & Writing: Reading and writing about a holiday Task: Playing Yut Pronunciation: Lateralization 1 Culture Note: Traditional Korean circle dance	
	<b>Lesson 17 비행기를 놓칠 뻔했어요</b> Vocabulary: Accident, Colors and patterns Grammar/Expression: •V-아다/어다 주다, •V-(으)니까 뻔하다, •‘ㅎ’ 불규칙, •V-아/어 있다	
12	Speaking: Explaining problems Listening: Listening to an announcement about lost items Reading: Reading a lost-and-found poster Task: Creating a story using pictures Pronunciation: Lateralization 2 Culture Note: Multicolored sleeve fabric for Hanbok	
13	<b>Final Test</b> Listening, Speaking, Reading & Writing	

*\*The course calendar is subject to change.*

## ADDITIONAL INFORMATION

Attendance policy:

Students must attend 75% of classes in order to be eligible for the final test.

## HOW TO STUDY FOR THIS COURSE

Attendance is compulsory, not only because students may be debarred from the final test if they are present for fewer than 75% of the classes, but also because language learning is incremental. Students need to work at their language learning regularly, both during the synchronous sessions and outside in order to consolidate what they have learnt. Korean pronunciation and writing systems can be a real challenge to most English speakers.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teacher and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.



- Remember to spend some time on all the skills, giving preference to listening, speaking, and reading aloud, and then taking time to practise your writing.
- Watch Korean YouTube clips and K-dramas to immerse yourself in the culture and to be more exposed to the target language.

### GRADING SYSTEM:

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
<b>A+</b>	<b>4.3</b>	<b>90 and over</b>	<b>C+</b>	<b>2.3</b>	<b>55-59</b>
<b>A</b>	<b>4.0</b>	<b>80-89</b>	<b>C</b>	<b>2.0</b>	<b>50-54</b>
<b>A-</b>	<b>3.7</b>	<b>75-79</b>	<b>F1</b>	<b>1.7</b>	<b>40-49</b>
<b>B+</b>	<b>3.3</b>	<b>70-74</b>	<b>F2</b>	<b>1.3</b>	<b>30-39</b>
<b>B</b>	<b>3.0</b>	<b>65-69</b>	<b>F3</b>	<b>0.0</b>	<b>0-29</b>
<b>B-</b>	<b>2.7</b>	<b>60-64</b>			

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- As a result of any changes imposed by national laws, legislation or governmental regulations or orders made from time to time;
- In response to the occurrence of a force majeure event, including but not limited to, war (whether declared or not), riots, civil disorder, epidemics, pandemics, quarantines, earthquakes, fire, explosions, storms, floods or other adverse weather conditions, strikes, lockouts or other industrial action, confiscation or any other action or authority by governmental or regulatory agencies or acts of God;
- In the event of an emergency where there is risk to life and property;
- Where the exigencies of the circumstances require such action to be taken by the University.

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