

Curriculum of Korean Language Program: Proficiency and Standards

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Outline

- 1. Curricular Structure of the Korean Language Program**
- 2. What Language Teachers Need to Know**
 - **ACTFL Proficiency Guidelines**
 - **National Standards for Foreign Language Teaching**
 - **Creating Teaching Materials**
- 3. Moving Forward**

Korean Language Courses at UIUC

- 1970-1971: First Year Korean Language courses
 - ✓ 201,202 Beginning Korean I, II
 - ✓ 330 Introduction to Far Eastern Languages
- 1984-1986: Rebirth of Language Courses
 - ✓ 101,102 Beginning Korean I, II
 - ✓ 203, 204 Intermediate Korean I, II
 - ✓ 305, 306 Advanced Korean I, II
- 2002: Beginning of Heritage Korean language courses
 - ✓ KOR121,122, 141, 142: Korean Reading and Writing I, II, III, & IV (Korean for students with background in spoken Korean)

Major & Minor in East Asian Languages and Cultures

- Undergraduate minor and major in EALC
- 3 years of EA languages required for EALC major (2 years for minor)
- 3 to 4 semesters of foreign language requirement in most departments
- 4 levels (8 semesters) of Korean language courses offered at UIUC

Korean Language Program Structure

Non-Heritage Track

1st year: KOR 201 & 202
(5 hrs/wk)

2nd year: KOR 203 & 204
(5 hrs/wk)

3rd year: KOR 305 & 306
(5 hrs/wk)

4th year: KOR 440 & 441
(3 hrs/wk)

Heritage Track

1st year: KOR 221 & 222
(4 hrs/wk)

2nd year: KOR 241 & 242
(4 hrs/wk)

4th year: KOR 440 & 441
(3 hrs/wk)

Korean Placement and Proficiency test

- Administered before the 1st day of instruction in August and in January
- 2 hour Semi-adaptive Computerized Test through Canvas <https://illinois.instructure.com/courses/45>
 - ✓ Required to work through the Parts in order and **must achieve a minimum score (65-70%)** to unlock the next Part
 - Background Questionnaire
 - Part 1 ~ Part 6: **Vocabulary, Grammar, Reading, Listening and Writing** (part 2a, part 5a & part 6a)
 - **Speaking** Part: Students will record their answers to the questions asked in Korean

Speaking Part

- Four levels of speaking questions

- Questions shuffled

전공, 이름, 학년 등 간단하게 자기 소개를 해 보세요.

- 1) Q 1: Mandatory self-

가장 좋아하는 음식이 뭐예요? 그 음식에 대해서 간단히 이야기해 보세요.

- 2) Q 2: Intermediate

한국의 문화와 미국 문화에 대해서 비교해 보세요. 어떤 점은 다르고 어떤 점은 비슷하다고 생각합니까?

- 3) Q 3: Advanced

- 4) Q 4: Sp

요즘 현대인들이 성형 수술을 예전보다 쉽게 생각하고 또 많이 하고 있다는 통계자료가 있습니다. 이런 성형수술의 보편화가 사회에 어떤 영향을 끼치고 있는지 간략하게 이야기하고 성형수술의 보편화가 가져 온 득과 실에 대해서 본인의 의견을 말해 보세요.

Curricular Overview

- Integration of **4 language skills in every day class**
- In-class tasks and assignments that mirror **real-life language use**
 - ✓ answering questions and asking opinions of classmates about familiar topics (e.g., campus town, school life, hobbies, etc. at Novice level)
 - ✓ giving a summary of an article on current topics
- (Intermediate-low to Advanced level) **Authentic texts** taken (based on the given theme) from online resources

Moodle

Online Course Management site

<https://learn.illinois.edu/login/index.php>

- **Important announcements**
- **Useful links for students (e.g., Korean program home page, EALC home page, 문법철자 검사기, etc.)**
- **Supplementary resources for each lesson**
- **Online discussions**
- **Writing assignments**

Training and Professional Development of Graduate Student Teachers

- **Annual Orientation and Teaching Workshop for Korean Teaching Assistants**
- **Bi-weekly TA meetings**
- **Peer class observation and reflections (Fall semesters)**

What Language Teachers Need to Know



- **As a (new) language teacher,**
 - ✓ **What are the things you believe a language teacher should know?**
 - ✓ **What are your most important concerns?**



What You Need to Know as Language Teachers

- **How language in general is put together (e.g., Grammar, Basic linguistic knowledge, etc.)**

- ACTFL Language Proficiency Guidelines
- National Standards for Korean (5 Cs)
- Real-life Tasks and Communicative Language Teaching
- Creating Teaching Materials (e.g., using Authentic Materials)

- **Pedagogy**

- ✓ Teaching vs. Learning: Your students as learners and teachers
- ✓ Teaching methods
- ✓ Types of Learners (i.e., adult learners who are college students)

What is Language Proficiency?

- The ability to use a language to [redacted] information in a **spontaneous** interaction, and in a manner [redacted] to [redacted] of the language

ACTFL Proficiency Guidelines



- **What learners can do with the language at each stage of the proficiency**

Novice, Intermediate, Advanced & Superior

Contexts for Each Level

Novice: Self



Intermediate: Daily life



Advanced: Community
(e.g., topics of current interest)



Superior: The World

Text Types for Each Level

- **Novice**
 - ✓ Individual words and phrases
- **Intermediate**
 - ✓ Discrete sentences, strings of sentences
- **Advanced**
 - ✓ Paragraphs
- **Superior**
 - ✓ Extended discourse (multiple paragraphs, each of which makes sense on its own)

Learning Objectives For Each Level

Novice Korean

Sentence level production & comprehension

Personal and familiar topics

Intermediate Korean

Simple paragraph production & comprehension (Use of sentence connectives)

Familiar but broader topic (e.g., 미국 아파트 생활 vs. 한국의 하숙 생활)

Giving opinion followed by supporting details (e.g., -아/어/여서 좋아요. 그리고 ..)

Writing in Korean on a computer

Advanced Korean

Use of Advanced vocabulary and paragraphs

Giving opinions with arguments on abstract topic (e.g., 한국과 미국이 당면한 교육 문제)

Making Interdisciplinary connection (e.g. KOR 242 기말 프로젝트)

Student-led Lesson: 학생이 선택한 주제에 대해 읽고 학습주도(KOR 440, 441)

National Standards for Korean

- **Goals of Language Learning**
- **What comprises language ability (i.e., functional ability)**
 - 1) **Communications** (Interpersonal, Interpretive, & Presentational): **Communicate in Korean**
 - 2) **Cultures**: Gain knowledge and understanding of Korean culture
 - 3) **Connections**: Connect with Other Disciplines and Acquire Information
 - 4) **Comparisons**: Develop Insight into the Nature of Language and Culture
 - 5) **Communities**: Participate in Multilingual Communities at Home and Around the World

Emergence of the National Standards

- The 2007 Modern Language Association report, “Foreign Languages and Higher Education: New Structures for a Changed World”
 - ✓ Curricular modifications of foreign language teaching
 - ✓ “Need to understand other cultures and languages ..by being open to the world” (p 1)
 - ✓ Language “..linking an individual to other individuals, to communities, and to national cultures” (p 2)

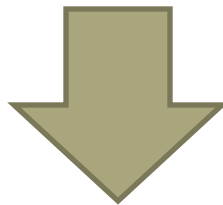
Where the Standards Guide Us

- Definition of what the ultimate goals for our students should be
- Redefined and newly developed understanding of what **communication** is and the consequent implementation in connection with
 - ✓ **Communities**
 - ✓ **Developing view of learners**
 - ✓ **Social and cognitive aspects of language learning**

Communication

Connections and Communities

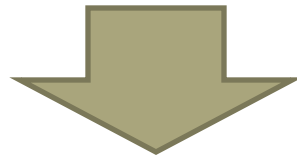
- Make the best of the distinctive points only available through the foreign language in connecting themselves with **other disciplines** and culture
- **Content** of what we teach but also at **Context** within which learners come to experience the language



- ▶ Reinforce and further their knowledge of other disciplines and cultures through the *interpretive and productive* use of the Korean language

Developing View of Learners

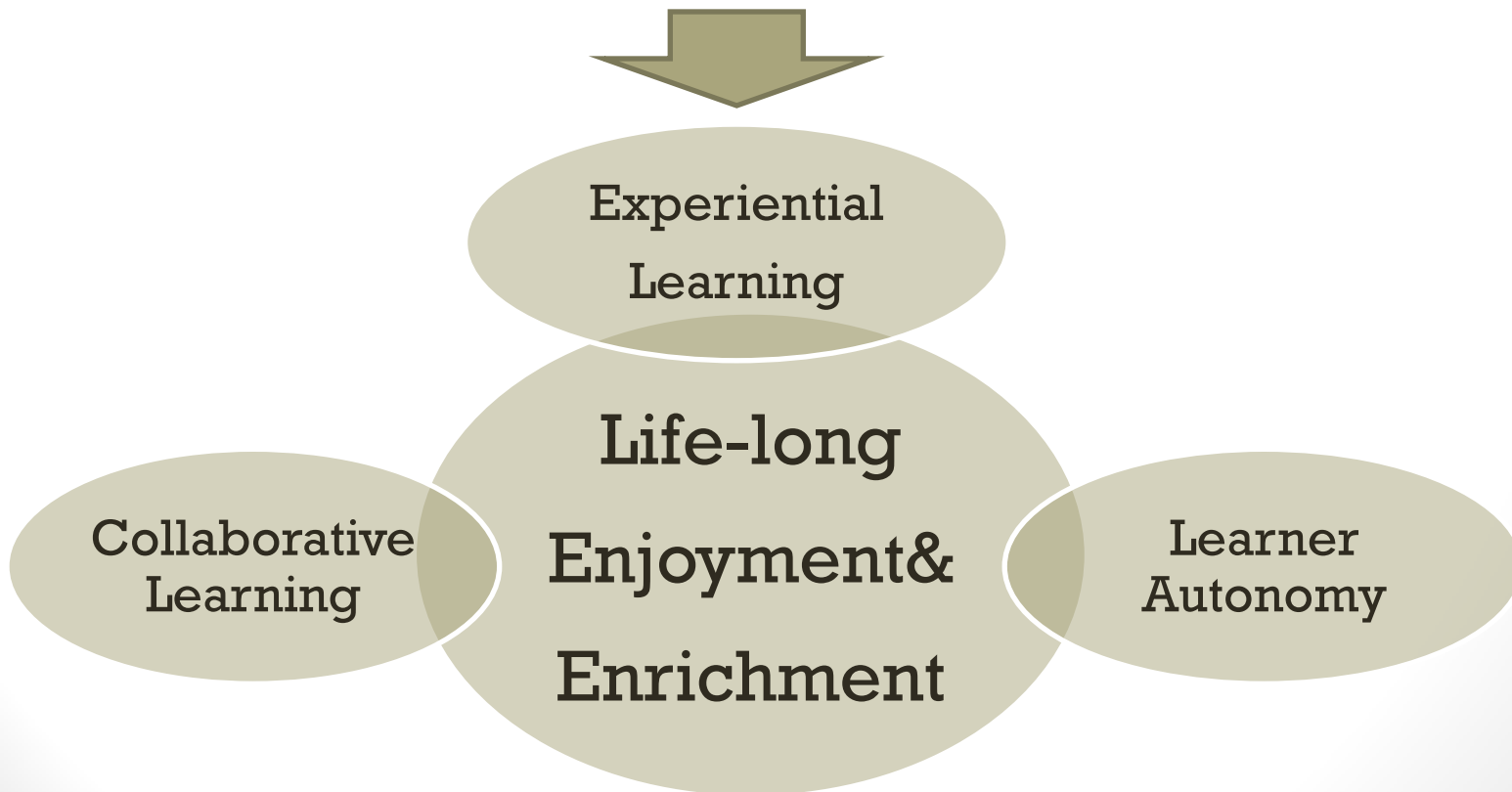
- New understanding of what language learners are
 - ✓ Learners with comparative and critical perspectives (**Comparisons, Connections**)
 - ✓ Active and autonomous learners in life-long enrichment (**Communities**)



- Learners can develop their own understandings of the language, culture, communities and beyond

Social and Cognitive Aspects of Language Learning

- “..students learn language as both a means of social practice as well as a rule-governed cognitive system.”



Implementation of the Standards (1)

□ Supplement the latter three C's

• **Connections & Comparisons**

• Add components of **other disciplines**

- 'Languaging': Language as action and practice, not a simple system of structure and discreet skills
- Understanding of statistics in social studies & economics
- Learning through Fine Arts, performance arts, etc.

• **Communities**

• Add **experiential learning & service components**

- Learning how to raise consciousness for social justice, disaster relief, environment preservation, etc.
- Learning how to be an educated and active citizen in the global era
- Giving performances at local organizations

Organization of Unit. 세계 속의 한국인

외국인이 본 한국인
(읽고 나누기, 단어와 구문 학습 등)

Reflection paper

해외에서의 한국인의 인상
(읽고 나누기, 단어와 구문 학습 등)

생자료: 대중매체를 통해서
보는 한국(인)의 인상

'My name is Yoon'
Linguistic Autobiography

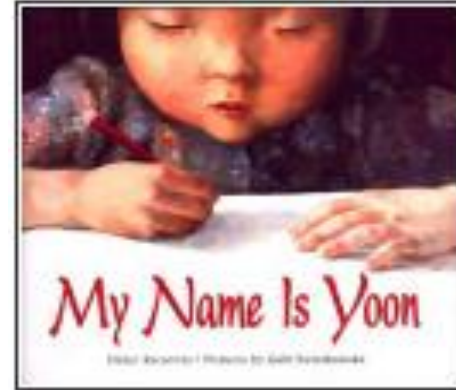
영화 '완득이'
(짧은 글 쓰기, 소그룹 토론)

'Girl in Translation'
(읽고 나누기, 짧은 글 쓰기)

Literature and Film Used

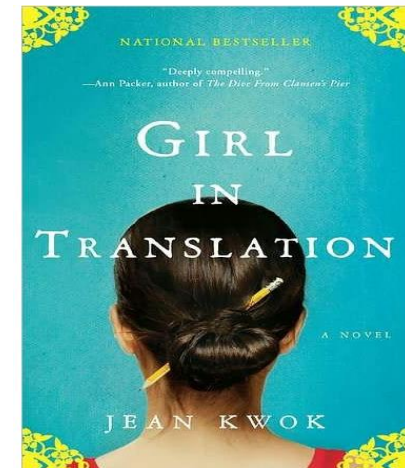
- Heritage language Learners' practices surrounding HL and HC

- My name is Yoon
- Linguistic autobiography



- The value of these practices and of their intercultural communication competence

- Girl in Translation
- 완득이



Implementation of the Standards (2)

- Form **Learning Communities**
 - ✓ Implicitly used in various activities of language learning (e.g., group or class projects, discussion boards, blogs, conversation group with Korean students, etc.)
 - ✓ Encourage students to form a learning community and let them feel comfortable about sharing and contribution

Campus & Community Events

- Korean Conversation Table with international students from Korea as voluntary participants



Campus & Community Events

• Korean Movie Night

웰컴투 동막골을 통해서 보는
한국의 문화와 정서

- 한국 문화에서는 “뭐 좀 먹었어요?” & “뭘 좀 먹어야지요”라는 인사가 어떤 의미를 가집니까?

(0:20:00 ~0:20:10)

<http://www.youtube.com/watch?v=yePoRoYm8gQ>

- ✓ 과거에(in the past) 어려웠던 시절, 끼니(meal)를 제때 먹는 것이 쉽지 않았던 때에는 밥을 먹었냐고 묻는 것이 안부인사(=' how are you?')였던 것.

웰컴투 동막골



영화 속에서 본
한국의 역사와
문화, 한국인의
정서에 대해서
이야기해 봅시다.

웰컴투 동막골을 통해서 보는 한국 역사 (0:54:15~)



서택기:
리수화:
서택기:

리수화
서택기:
문상상:
서택기:

이면 종로에서 *꽃밭 날리고 있
... 저것들이 *쳐들어 와 가지고.
...야?이게....

들어 갔다고? 아, 미군 *앞세워* 밀고



.... 우리가 쳐 내려갔소.
아... 우리가.. 쳐 내려갔소?...
거 봐, 이 새끼야.
나는.. 그냥 내려갔소. *가라니 갔지 뭐....

감독은 이 대화를
통해서 무엇을
말하고 싶었을까요?

단치고 있어.



Campus & Community Events

- Korean Speaking Contest

KOREAN
SPEAKING
CONTEST

APRIL 9TH | 7PM
English Building 160

가나다라마바사
아자차카타파하



ILLINOIS
UNIVERSITY OF URBANA-CHAMPAIGN

EALC
East Asian Language Acquisition Center



Campus & Community Events

- Cultural events and Korea-related seminars in collaboration with KSA and CEAPS



Campus & Community Events

• Community Service Learning

12 Reasons Community Service Should Be Required in Schools



Volunteering Statistics

About 64.3 million people volunteered through or for an organization at least once between 9/2010 and 9/2011.

Since 2007, 26% of the population volunteers each year.

Women volunteer at a higher rate than men.

Category	Value
Total Volunteers (2010-2011)	64.3 million
Annual Volunteering Rate (since 2007)	26%
Gender Difference	Women volunteer at a higher rate than men.

COMMUNITY & CAMPUS DAY OF SERVICE



Join Us
for the Third Annual
Community & Campus
DAY OF SERVICE



148 Years Of
Public Engagement
**Saturday,
April 11, 2015**

About the Community & Campus Day of Service

Last year's Day of Service was a great success! In the course of 4 1/2 hours, we packaged 147,162 meals, which were delivered to [Eastern Illinois Foodbank](#). Additionally, hundreds of dozens of other Urbana. This year, Community and University students will join National Volunteer Week from April 12-14, 2015. We will package 148,000 meals - a year of public

Hundreds of volunteers are needed for the food packaging project as well as a number of other projects being planned to benefit the local community. Several volunteer shifts will be available during the day.

Sign up for the Food Packaging Project now!

Or plan your own community service project and [let us know about it!](#)

If you have questions about the Food Packaging Project, you can [contact us](#).

project for [it!](#)



Implementation of the Standards (3)

- **Involve Students**

- ✓ Brainstorm about Five C's at the beginning of a semester
- ✓ Leave room in the planned units for students' contribution

Advanced-Low Level: KOR 305, 306, 242

(예:3과. 한가위)

Communication & Connection: 한국 유학생들과 1.5세 교포들을 대상으로 새로 생긴 기념일에 대해 설문 조사 혹은 인터뷰를 실시, 그 결과를 소그룹으로 발표

Cultures & Comparison: 한국에 새로 생긴 여러 기념일들 (신세대 문화)

Community: 지역 사회의 한국어 화자들을 대상으로 한국어 질문 & 대답

Communicative Language Teaching

- What is your own definition?

<http://coerll.utexas.edu/methods/modules/teacher/03/>

- ✓ **Real-life language use**
- ✓ **Plausible speech event** (i.e., something that students will be able to recreate when encountering similar situations)

**Communication, Culture,
Comparison, Connection,
Community**

Authentic Materials and Integration

- Using **authentic materials** in foreign language classrooms

<http://coerll.utexas.edu/methods/modules/teacher/03/>

- ✓ We should “manipulate and massage” authentic materials to make them appropriate for our classroom.

Intermediate-low

Level: KOR 203, 204 & 241

5과. 한국 생활 II



- Describe (preferred) housing types, roommates, and neighborhood
- Understand information related to housing
- Identify unique housing types of Korean college students and compare them with those of American college students

Intermediate Level: KOR 203, 204 & 241

(예: 5과. 한국생활 II)

Communication:

Cultures, Connections & Comparison:

Community:

Intermediate Level: KOR 203, 204 & 241

(예: 5과. 한국생활 II)

Communication: 이사갈 아파트나 기숙사에 대해 알아 보기 (e.g., **indirect quotation**, **indirect question**, -는 중이다, -지 얼마나 됐어요?)

Cultures, Connections & Comparison: 한국의 하숙과 원룸문화 (네이버 뉴스) 조사, 미국의 기숙사 및 아파트 생활 과 비교하기

Community: KCT 에 가서 유학생들의 홈스테이 경험에 대해서 이야기해 보기

Culture & Comparison: 하숙과 자취

1. 하숙과 자취의 뜻을 찾아 보세요. 어떻게 다르니까?
2. '하숙'의 좋은 점은 무엇입니까?
 - ✓ 하숙집 주인이 아침과 저녁 식사를 만들어 주는 것이 좋아요.
3. '자취'의 좋은 점은 무엇입니까?
 - ✓ 혼자 편하게 사는 것이요.

Culture & Comparison: 하숙과 자취

- [네이버 뉴스]

‘대학가(college town) 하숙집, 다문화(multi-culture)와
원룸(studio)형 변신(transformation)’

1. 요즘 한국 대학가 하숙집이 어떻게 변하고 있다고
합니까?
2. 여러분은 하숙을 하고 싶습니까, 자취를 하고 싶습니까?
아니면 대학 기숙사가 가장 좋다고 생각합니까?

Moodle 작문 게시판에 자신의 생각과 이유를 써
보세요.

Create a Real-Life Task in relation to Function of Indirect Quotation

□ 5과. 한국 생활 II 중에서

1. Learning objective

2. Function of indirect quotation

3. Authentic text for learning and practicing
its function

4. Task related to the function of the target
structure

- - (는/ㄴ)다고/(이)라고
- - (느/으)냐고
- - 자고
- - (으)라고

Create a Real-Life Task in relation to Function of Indirect Quotation

□ 5과. 한국 생활 II 중에서

1. Learning objective

- Understand information related to description of housing and neighborhood
- Relay the information to others, using the target structure

- - (는/ㄴ)다고/(이)라고
- - (는/은)냐고
- - 자고
- - (은)라고

Create a Real-Life Task in relation to Function of Indirect Quotation

□ 5과. 한국 생활 II 중에서

- - (는/ㄴ)다고/(이)라고
- - (느/으)냐고
- - 자고
- - (으)라고

2. Function of indirect quotation

- ✓ Quoting what somebody else said
- ✓ Passing the speaker's or someone else's thought to the listener

Create a Real-Life Task in relation to Function of Indirect Quotation

- - (는/ㄴ)다고/(이)라고
- - (는/은)냐고
- - 자고
- - (으)라고

□ 5과. 한국 생활 II 중에서

3. Authentic text for learning and practicing its function

- Advertisements with descriptions about various campus housings
- Drama clips to show the first function (repeating what the speaker said) of indirect discourse

Create a Real-Life Task in relation to Function of Indirect Quotation

□ 5과. 한국 생활 II 중에서

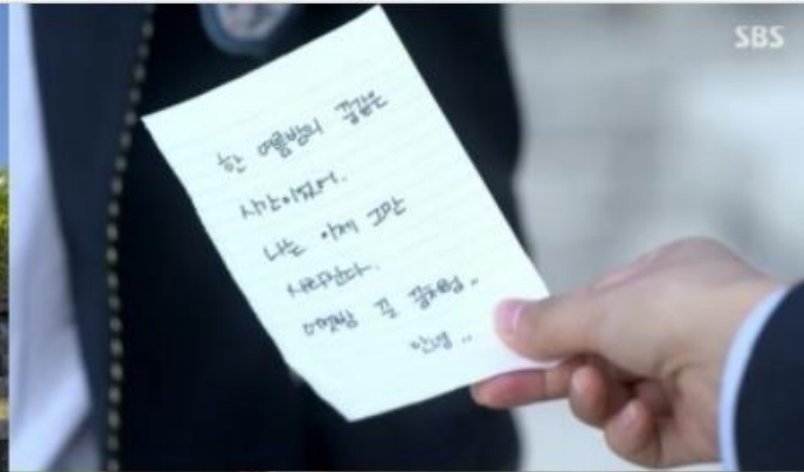
- - (는/ㄴ)다고/(이)라고
- - (느/으)냐고
- - 자고
- - (으)라고

4. Task related to the function of the target structure **(HO)**

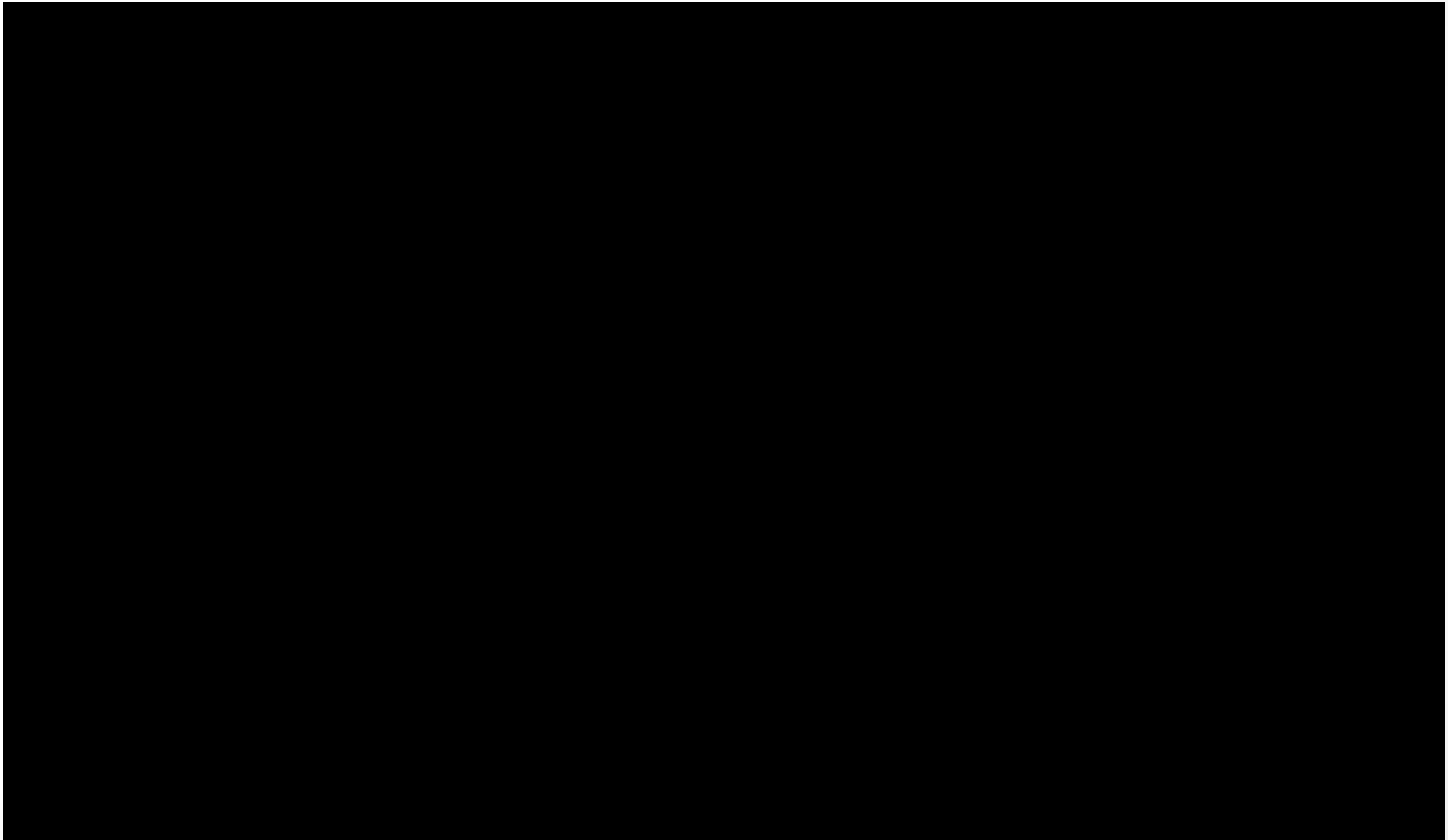
- ✓ Report to classmates what your partner told you about his/her housing or other campus housings
- ✓ Read advertisements about various campus housings, choose the one you would live if you were to live in Korea and explain your reason to classmates

Sample Task: Indirect Quotation

- - (는/ㄴ)다고/(이)라고
- - (느/으)냐고
- - 자고
- - (으)라고



상속자 8회 중에서: 유인물



Moving Forward



- Standards-based Curriculum with real-life tasks and variety of authentic resources
- Education and professional development of language teachers (including graduate student instructors)



- A key to successful and interesting language teaching and (*social* and *autonomous*) learning experiences

With

independent but **mutually supportive**
learners

Creativity, Critical thinking, Collaboration & Communication

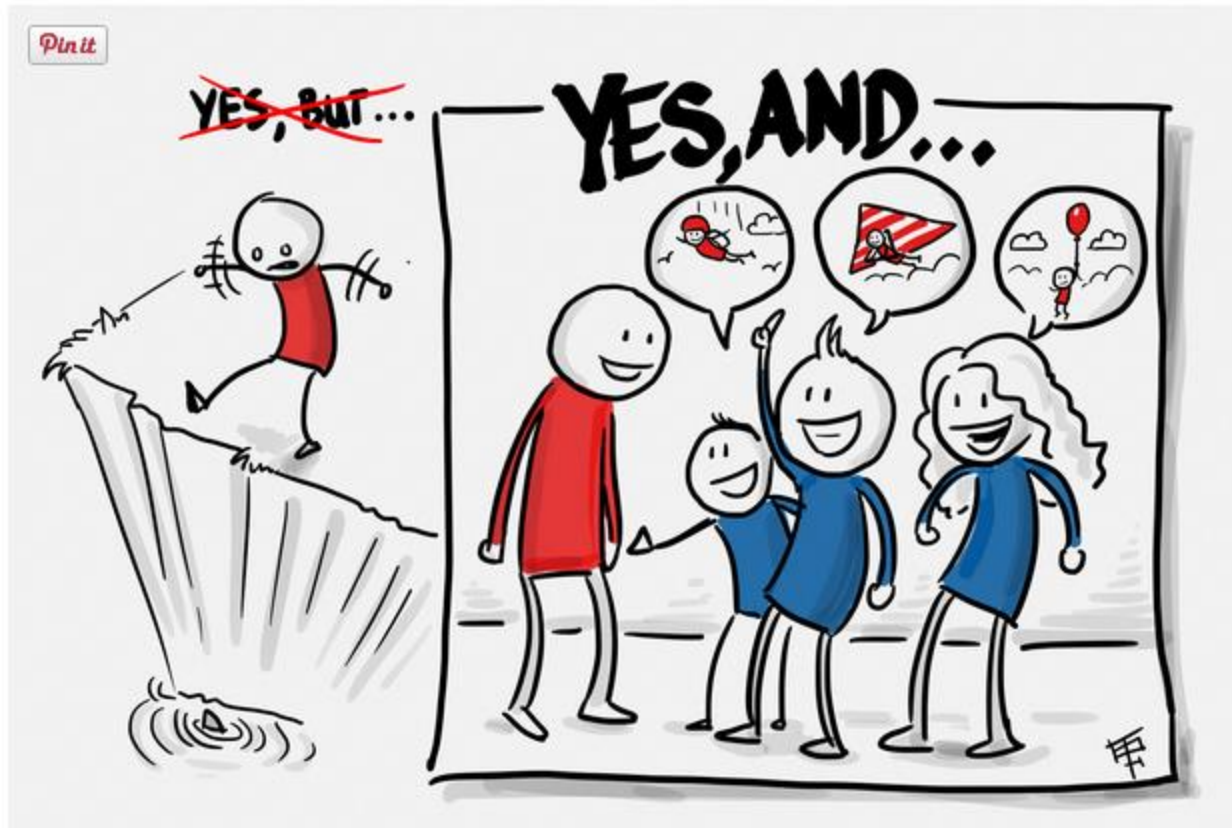


Illustration by Bauke Schildt

감사합니다
Thank you!