

## **ANU EXTENSION**



## **BEGINNING KOREAN – ANU**

**2015 - 2020**

**H COURSE**



## Table of Contents

Course Name.....	4
Course Classification .....	4
Course Developers.....	4
Course Length and Composition.....	4
Implementation Guidelines .....	4
Subject Rationale .....	5
Goals .....	6
Content .....	6
Assessment .....	7
Moderation .....	8
Bibliography .....	8
Culture of Korean Language 1B .....	10
Culture of Korean Language 2B .....	12

	<h2>H Course Supporting Statement</h2>
<p>University: The Australian National University Extension</p>	
<p>Course Title: Beginning Korean - ANU</p>	

### Detail Reasons

As outlined in the *Australia in the Asian Century White Paper*, Asia's rise is changing the world and will be a defining feature of the 21st century with profound implications for people everywhere. The Asian Century is seen by the Australian Government as a prime opportunity for Australia to further strengthen its relationships with countries such as the Republic of Korea (South Korea) through closer educational, cultural and people-to-people links (*White Paper 2012*, 1-3).

As Australia's fourth-largest export partner, South Korea and Australia share strong economic, political and strategic ties. In addition to the growing tourism market from Korea, education has seen the number of Korean students in Australia become the third largest group behind Chinese and Indian students. The *Current State of Korean Language Education in Australian Schools* report stressed the importance of learning the Korean language to continue to develop the current relationship between Australia and the Korean peninsula for future economic, cultural and social benefit. To achieve this, it will be essential to have Australians with the ability to communicate at an appropriate level in Korean and possess an in-depth understanding of Korean culture and society. However, 2008 data suggests that only 0.1 per cent of Australian school students studied Korean, of which more than 97 per cent were Korean L1 background or Heritage speakers with less than 5 per cent having learned Korean as a second language (Shin 2010, 5). To build the number of advanced speakers of Korean in Australia it is clearly important to attract greater student numbers and to encourage their retention. This H Course is intended to build the number of students studying Korean language and culture, and improve the quality and depth of students' learning. It provides links between school-based education and tertiary studies, inviting new generations of Korean language learners into a community of Korean language and culture experts at The Australian National University.

The students taking this unit are likely to come from diverse linguistic and cultural backgrounds. The specific content and language covered in the units of this course are designed to be challenging for students who are currently enrolled in Korean Beginning T course at their home school.

This H Course will complement the existing ACT Beginning Korean language course with an emphasis on contemporary and popular Korean culture. The course will focus on not only developing essential communication skills and intercultural capabilities, but also a broader understanding of the role of language and culture in human communication. Topics include the transformation of the Korean language and communication strategy through technology, the emergence of K-Pop, and Korean in business. The course draws on the significant research into and success of Content and Language Integrated Learning (CLIL) - both in Europe and Australia to engage students creatively through performance-based activities, guided research into student-directed projects, and high-order content delivered in a prestigious university setting.

## Course Name

Beginning Korean - ANU

## Course Classification

H Course

## Course Developers

Name	College
Roald Maliangkay	College of Asia and the Pacific, ANU
Younghye Whitney	College of Asia and the Pacific, ANU

This group gratefully acknowledges the contributions of Dr Merrilyn Fitzpatrick, Dr Carol Hayes and John K See in developing this H course.

## Course Length and Composition

Unit Title	Unit Value
Culture of Korean Language 1B	1.0
Culture of Korean Language 2B	1.0

## Available course patterns

Course	Minimum number of hours per course	Number of standard 1.0 value units to meet course requirements
Minor	110 hours	2 units of 55 hours

## Implementation Guidelines

### Compulsory units

The units in this course are designed as parallel, discrete units that will enhance the learning of beginning students of the Korean language at senior secondary level. Studying both units will increase the depth of students' learning and understanding of the content covered and is necessary in order to complete a minor under the ACT Senior Secondary Curriculum.

### Prerequisites for the course or units within the course

Students must be granted entry to ANU Extension. The BSSS requires that where an H course can also include students who are not concurrently studying an BSSS Accredited course in the same subject at their home college the H course provider must inform students in writing that the assessment will be the same for all students.

They also must be enrolled in an English language rich course such as English, History or Legal Studies leading to the award of at least a minor in at least one of these courses.

## Relationship with other courses

This course is designed to complement and support Korean language courses offered to Year 11 and 12 students in ACT schools and can be taken as a minor or an individual unit for this purpose. The use of role-play-based language learning and integrated content will provide students already studying Korean with an opportunity to deepen their understanding of the language within authentic contexts and understand more about the role that language plays in Korea. The course will also provide students with an opportunity to create social and academic networks amongst a community of Korean language learners and academics studying Korea.

This course may be taught together with the parallel H course *Korean Continuing – ANU*, distinguished from it by the assessment tasks and depth of content which will reflect two levels of language proficiency.

## Contribution towards ATAR

Students can count up to two H courses to a maximum weight of 1.2 (equivalent to 2 minors) out of the required 3.6 in the calculation of the ATAR.

A maximum of 4 standard units from H courses can contribute to the minimum requirements for a Year 12 Certificate and Tertiary Entrance Statement.

## Reporting of H courses on the ACT Year 12 Certificate

Home college and H courses are reported separately, each with its own course type.

A 'T' classified major minor and H minor in the same subject are equivalent to a double major course type.

## Subject Rationale

As outlined in the *Languages Course Framework 2007*, learning languages:

- enriches our learners intellectually, educationally and culturally
- enables our learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in our community
- contributes to our strategic, economic and international development
- enhances employment and career prospects for the individual.

In addition, building language capabilities and expertise with a view towards Asia has been identified as key to Australia's future. The following publications have recognised the importance of studying Asian languages and societies in schools, and the particular needs of Asian languages in the curriculum:

- *Australia in the Asian Century White Paper* (2012) Retrieved from <http://asiancentury.dpmc.gov.au/white-paper>
- Seong-Chul Shin, *The Current State of Korean Language Education in Australian Schools* (2010), UNSW, Asia Education Foundation. Retrieved from <http://foi.deewr.gov.au/documents/current-state-korean-language-education-australian-schools> on 9 April 2011
- David T. Hill, *Indonesian Language in Australian Universities: Strategies for a stronger future*, second edition (with corrections), Australian Learning and Teaching Council National Teaching Fellowship Final Report, Murdoch University, Perth, April 2012
- *Shape of the Australian Curriculum: Languages* (2011). Australian Curriculum, Assessment and Reporting Authority. Retrieved from [http://www.acara.edu.au/verve/resources/Languages - Shape of the Australian Curriculum.pdf](http://www.acara.edu.au/verve/resources/Languages_-_Shape_of_the_Australian_Curriculum.pdf)

- Draft Australian Curriculum for Chinese 7-10 Accessed by log-in through <http://www.acara.edu.au/languages.html>

## Goals

ANU aims to complement the in-school Korean language programs at college level by inviting students to explore language rich aspects of Korean culture and history. Although Year 11 and 12 students of Korean will be developing a foundational understanding of Korean culture, there is not always room to explore this in more depth within the school curriculum. It will be conducted at a level equivalent to a first year course in Korean language and culture at ANU.

This course has been designed to be accessible to ab-initio learners of the language. The Korean Continuing-ANU H course for intermediate learners has a parallel course structure and approach, but will be assessed at an intermediate level of language learning.

## Student Group

The Korean Beginning - ANU H course is intended for Year 11 and Year 12 students with beginning knowledge of Korean language who are enrolled in Korean Beginning at their home college. Students apply to The Australian National University for entry to the course and suitable applicants are selected. This process may include: a selection test, evidence provided of past academic successes, and school/college recommendation.

## Content

This course contains two units: Culture of Korean Language 1B and Culture of Korean Language 2B.

### Culture of Korean Language 1B

This unit will consider how the Korean language has developed since the start of the twentieth century. Situational role playing and other activities based on a range of topics outlined below will assist the students to consolidate their language skills and develop their cultural and communication skills in Korean. Students will also be given opportunities to choose an area of interest related to Korea and to prepare a presentation (in Korean) and a final essay (in English). This unit will allow students to explore areas of their own interest in relation to Korea and will also focus on the many changes in the Korean written and spoken language, including those that have taken place during the age of the mobile phone and Internet. Students will also have the opportunity to develop interpersonal skills further and better understand polite forms within the context of the Korean language.

### Culture of Korean Language 2B

This unit will discuss particular aspects of Korean culture, and related vocabulary. This unit will focus on contemporary life, modern culture, politics and the economy, and will introduce useful words, phrases and idioms. Students will further develop their knowledge of the contemporary Korean language and culture to enhance their ability to interact with speakers of the Korean language.

Both units will follow a similar structure. Students will work on assignments using both English and Korean language sources. Each assignment will include practical tasks such as conducting surveys, interviewing and debating. The students will be asked to conduct a presentation based on their chosen assignment, which will form the basis of a group discussion. They will also be asked to prepare and submit a final essay. Students will be asked to present their progress report in English, but will be encouraged to use Korean where appropriate. All presentations will be judged on the basis of the quality of the presentation and the quality of the research.

## Assessment

Assessment tasks will consist of 4 to 6 summative items for a 1.0 value unit. Assessment tasks will integrate the Speaking/Performance, Writing and Responding task types into combined assessment items. These integrated tasks will allow content and skills to be learnt in more authentic and co-related ways.

### Assessment Task Types

Task Type	Speaking	Writing	Responding
<b>Mandatory</b>	Oral presentation of Guided Research Project, together with a written rationale and journal log – (see Integrated Task Types)	Sustained writing task based on the Guided Research Topic	Listening/reading comprehension with questions and answers in English and/or the target language AND/OR response to an unseen content
<b>Minimum for Mandatory</b>	<b>20% of unit total mark</b>	<b>25% of unit total mark</b>	<b>25% of unit total mark</b>
<b>Optional</b>	<ul style="list-style-type: none"> <li>• Prepared/unprepared class talk</li> <li>• Role-play</li> <li>• Debate</li> <li>• Interview</li> <li>• Conversation</li> <li>• Discussion</li> <li>• Questionnaire</li> <li>• Interpreting</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Discrete language testing within a larger task</li> <li>• Sustained writing pieces in a variety of genres</li> <li>• Assignment</li> <li>• Creative written production</li> <li>• In-class written production</li> <li>• Translation</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Reading comprehension</li> <li>• Web quest in target language</li> <li>• Critical commentary</li> <li>• Written/oral/visual response to a variety of text types</li> <li>• Creative response and written rationale</li> <li>• Multiple choice response</li> <li>• Summary</li> <li>• Review, interpreting and translation</li> <li>• Report in response to stimulus</li> <li>• Cultural assignment using target language sources</li> </ul>
<b>Weightings in A/T 1.0 Units</b>	<b>25 - 40%</b>	<b>25 - 40%</b>	<b>25 - 40%</b>

## Moderation

### **9.2.2 Moderation of H courses (2019 BSSS Policy and Procedures Manual)**

*Teachers of H courses will be required to present portfolios of student work for verification that units are taught and assessed as documented. The Quality Assurance Officer should report any concerns to the Board.*

A Year 11 review portfolio will be prepared in December, after the end of the first 1.0 value unit for BSSS Moderation Day 1 in the following year.

A Year 12 review portfolio will be prepared by the end of Week 3, Term 4 following the completion of the Year 12 unit at the end of Term 3.

Review portfolios will present the work of two students at different grade levels.

Grades in H courses are not subject to moderation.

## Bibliography

All materials specific to the assignments will be provided online. Students will be expected to possess a paper or electronic Korean-English/English-Korean dictionary.

### Reports

- Australia in the Asian Century White Paper (2012)
- The Current State of Korean Language Education in Australian Schools (2010)

### Korean Language Resources

- Cho, Young-Mee, Hyo Sang Lee, and Carol Schulz. *Integrated Korean: Beginning 2*. University of Hawaii Press, 2010.
- Kim, Migyong. *Annyonghaseyo*. Hanguko. 2008.
- Songgyungwan University. *Malhagiswiun Hanguko*. 12 vols., 2005.

### Recommended readings on Korean Culture, Politics and the Economy

- Cumings, Bruce. *Korea's Place in the Sun: A Modern History*, Updated Edition. Updated. W. W. Norton, 2005.
- Ha Ji Soo and Judy Park. *Significance of Changing Korean Youth Subculture Styles*, *Asian Culture and History* 3:1 (January 2011): 23–30.
- Howard, Keith (ed). *Korean Pop Music: Riding the Korean Wave*. Folkestone, Kent: Global Oriental: 2006.
- Kihl, Young Whan. *Transforming Korean Politics: Democracy, Reform, and Culture*. M.E. Sharpe, 2004.
- Kil, Sŭng-hŭm, and Chung-In Moon. *Understanding Korean Politics: An Introduction*. SUNY Press, 2001.
- Kim, Myung Oak, and Sam Jaffe. *The New Korea: An Inside Look at South Korea's Economic Rise*. First. AMACOM, 2010.
- Kim, Susie Jie Young. *What (Not) to Wear: Refashioning Civilization in Print Media in Turn-of-the-Century Korea*, *Positions: East Asia Cultures Critique*, 15:3 (Winter 2007): 609–36.
- Lee, Namhee. *The Making of Minjung: Democracy and the Politics of Representation in South Korea*. Cornell University Press, 2009.
- Maliangkay, Roald. *The Popularity of Individualism: The Phenomenon of Seo Taiji in the 1990s*, in Kyung Hyun Kim and Youngmin Choe (eds.), *The Korean Popular Culture Reader* (Duke University Press, 2013, forthcoming).

- Mitsui, Tōru and Shūhei Hosokawa (eds.). *Karaoke Around The World: Global Technology, Local Singing*. London: Routledge, 1998.
- Blog posts by James Turnbull: <http://thegrandnarrative.com/category/body-image/korean-fashion/>

### Websites

- Ministry of Foreign Affairs and Trade, Republic of Korea  
<http://www.mofat.go.kr/english/main/index.jsp>
- The Korean Herald Newspaper  
<http://www.koreaherald.com/>
- Donga Newspaper  
<http://donga.com/>
- Hankyore Newspaper  
<http://www.hani.co.kr/>
- The Official Website of the Republic of Korea  
<http://www.korea.net/>
- Language resource website  
<http://www.teenkorean.com>
- Australian Government Department of Foreign Affairs and Trade (DFAT) Republic of Korea country brief  
[http://www.dfat.gov.au/geo/rok/brief\\_index.html](http://www.dfat.gov.au/geo/rok/brief_index.html)

These were accurate at the time of publication.

## Culture of Korean Language 1B

### Specific Unit Goals

This unit should enable students to:

- Consolidate the foundation of their Korean language skills, and demonstrate a solid understanding of the key words and phrases needed to communicate at a beginning level of Korean.
- Demonstrate their understanding of major changes in the Korean language since the beginning of the twentieth century.
- Conduct an investigation into Korean culture using Korean language on-line resources, appropriate to their beginning level.
- Demonstrate understanding of ways in which language shapes and embodies culture and identity in Korea.
- Demonstrate capacity in accessing Korean language sources, extending their engagement beyond materials available in English.
- Demonstrate enhanced communicative abilities in pair and group work.

### Content

All lectures will be given in English, but throughout the course simple Korean will also be regularly used in order to allow students to further familiarize themselves with Korean sounds and phrases. Students will also be given simple Korean language role-playing tasks each week based on the topic of the day.

Situational role play will be used to introduce and consolidate the topics and concepts each week.

The following topics will include:

- Overview of major changes in the Korean language since the start of the twentieth century.
- The historical impact of Japanese and Chinese on the Korean Language.
- Gender and Korean language in the contemporary context.
- An introduction to contemporary Korean – loanwords and Konglish.
- The impact of technology on the Korean Language
  - The Smartphone and abbreviated texting
  - Chat rooms
  - The Internet.

### Teaching and Learning Strategies

#### Mode of delivery

This course will have a flexible mode of delivery including face-to-face classes, online interaction and intensive full day workshops.

#### Integrated content

Students will study the meaning of performances and language in Korea within the broader linguistic, cultural, political and religious setting. In doing so they will:

- be exposed to many examples of language and performance within authentic contexts
- deal with unfamiliar language eg. decoding, guessing, analysing.

## **Guided research**

Using computer labs and web-quest style teaching, guided research sessions will encourage students to work together and draw on teacher expertise as well as experiment with their own language and research techniques. Relevant teaching and learning strategies include:

- communicative activities: pair work, group work
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- authentic learning tasks and texts
- dealing with unfamiliar language eg. decoding, guessing, analysing
- subject specific internet resources
- developing proficiency in accessing subject-specific internet resources.

## **Set readings and Guest Lectures**

Set readings and formal presentations during full-day workshops will provide background and deeper insight into the content being studied. In doing so students will be exposed to:

- authentic learning tasks and texts
- guest speakers
- discussion and debate
- deal with unfamiliar language eg. decoding, guessing, analysing.

## **Assessment**

There will be 4 to 6 summative items for this unit. Assessment in this unit will integrate the speaking task type with the written task type. These integrated tasks will allow content and skills to be learnt in more authentic and co-related ways.

### **Assessment Task Types**

Refer to page 7.

### **Resources**

Refer to pages 8-9.

## Culture of Korean Language 2B

### Specific Unit Goals

This unit will build on Culture of Korean Language 1B and enable students to:

- Further consolidate the foundation of their Korean language skills, and demonstrate a solid understanding of the key words and phrases needed to communicate at a beginning level of Korean.
- Demonstrate their understanding of key words and phrases in contemporary Korean political and popular culture.
- Conduct an investigation into Korean culture using Korean language on-line resources, extending their engagement beyond materials available in English.
- Demonstrate understanding of the ways in which language shapes and embodies culture and identity in Korea.
- Demonstrate pair and group work skills to enhance communicative abilities.

### Content

Each session of the unit includes a variety of activities in order to (i) consolidate the foundation of Korean grammar, (ii) increase vocabulary and fixed phrases, and as a result, (iii) develop communication skills in Korean, and (iv) deepen knowledge of Korean culture, society and people. Students will also be given opportunities to choose an area of interest related to Korea to prepare a presentation (in Korean) and a final essay (in English).

Situational role play will be used to introduce and consolidate the topics and concepts each week.

The following topics will be covered through the unit, the focus of which is on individual interests, and popular art and culture.

- K-Pop and its influence on contemporary Korean
- Korean Popular Culture:
  - Comics
  - Entertainers
  - Idols
  - Magazines
  - Television Dramas.

### Teaching and Learning Strategies

#### Mode of delivery

This course will have a flexible mode of delivery including face-to-face classes, online interaction and intensive full day workshops.

#### Integrated content

Students will study the meaning of performances and language in Korea within the broader linguistic, cultural, political and religious setting. In doing so they will:

- be exposed to many examples of language and performance within authentic contexts
- deal with unfamiliar language eg. decoding, guessing, analysing.

## **Guided research**

Using computer labs and web-quest style teaching, guided research sessions will encourage students to work together and draw on teacher expertise as well as experiment with their own language and research techniques. Relevant teaching and learning strategies include:

- communicative activities: pair work, group work
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- authentic learning tasks and texts
- dealing with unfamiliar language eg. decoding, guessing, analysing
- subject specific internet resources
- developing proficiency in accessing subject-specific internet resources.

## **Set readings and Guest Lectures**

Set readings and formal presentations during full-day workshops will provide background and deeper insight into the content being studied. In doing so students will be exposed to:

- authentic learning tasks and texts
- guest speakers
- discussion and debate
- deal with unfamiliar language eg. decoding, guessing, analysing.

## **Assessment**

There will be 4 to 6 summative items for this unit. Assessment in this unit will integrate the speaking task type with the written task type. These integrated tasks will allow content and skills to be learnt in more authentic and co-related ways.

### **Assessment Task Types**

Refer to page 7.

### **Resources**

Refer to pages 8-9.