

<LK5006 Course Content>

Academic Year	2023-24	Semester	1
Course Coordinator	Ryoo Hye Jin Agnes		
Course Code	LK5006		
Course Title	Korean Language Level 6		
Pre-requisites	LK5005 or Placement Test		
No of AUs	3		
Contact Hours	48 (4 tutorial hours per week, conducted over 12 teaching weeks)		
Proposal Date			

Course Aims

This course aims to equip students with adequate skills and strategies to live with relative ease in Korea and achieve an upper intermediate level of proficiency. It helps students to use grammar and vocabulary for personal interaction and communication in authentic situations. Classroom tasks in this course demand a higher level of participation which includes group discussions in various social, historical and cultural contexts and prose compositions that are relatively long and diverse in content. By the end of the course, students should be able to understand conversations with relatively more complex contexts on varied topics and express their ideas through assigned tasks. This course gives students practice in the skills required for TOPIK (Test Of Proficiency In Korean), a standardized Korean language test.

Intended Learning Outcomes (ILO)

After completing LK5006 you will be able to:

1. **Communicate** at an upper intermediate level, equipping you to converse effectively in a range of situations as well as express, explain and discuss complex or abstract concepts confidently. This will be done bearing in mind the nuances of a Korean context.
2. **Comprehend** Korean content, including contemporary social issues and literary works, regardless of medium (written, spoken or multimedia)
3. **Write** more sophisticated texts, (e.g. complaints, reviews and comments on performance / movie, and cover letter for job application) by expanding your grammatical and rhetorical repertoire.
4. **Critically engage** with both contemporary societal issues and traditional Korean values through exposure to Korean culture, history and customs.

Course Content

List of Topics Covered:

- Personality
- Daily manners
- Admirable people and their achievement
- Places by regional characteristics
- Good and bad habits
- Job preparation
- Short passive and long passive
- Past perfect
- Incomplete past
- Indirect quotations
- Polite complaints

- Facts learned from past experiences
- Job interviews
- Speaking with admiration
- Presentation of survey results
- Proverbs

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. CA 1: Written Test	LO 2, 3, 4	Cognitive Agility Character Competence	25%	Individual	NA
2. CA 2: Listening Test	LO 2	Cognitive Agility Character Competence	15%	Individual	NA
3. CA 3: Oral I	LO 1, 2, 4	Cognitive Agility Character Competence	10%	Individual	Appendix 1: Oral I
4. CA 4: Oral II	LO 1, 4	Cognitive Agility Character Competence	20%	Individual	Appendix 2: Oral II
5. CA 5: Writing portfolio	LO 3, 4	Cognitive Agility Character Competence	15%	Individual	Appendix 3: Writing portfolio
6. CA 6: Quiz	LO 2, 3	Cognitive Agility Character Competence	5%	Individual	NA
7. CA 7: Homework and Participation	LO 1, 2, 3, 4	Character Competence	10%	Individual	Appendix 4: Homework and Participation
Total			100%		

Description of Assessment Components

- **Written Test:** The test will include a variety of tasks such as multiple-choice questions, short answer questions, and essay writing to evaluate student's knowledge and understanding of vocabulary, grammar and reading comprehension skills.
- **Listening Test:** The test is to evaluate student's ability to understand spoken Korean -both conversation and narrative - in various context.
- **Oral I:** This is designed to assess student's ability to communicate effectively in spoken language. During the interview, a student will be asked a series of question related to the course material, as well as personal experiences or opinion. The student will receive feedback and comments on the spot after the interview.
- **Oral II:** An oral presentation to evaluates a student's ability to deliver a prepared speech or presentation in front of an audience. Individual oral feedback on the fluency, pronunciation, contents, structure, communication skills will be given to each student.
- **Writing portfolio:** A writing portfolio is a collection of written work that a student has produced over the course of the semester. Individual written feedback and comments regarding the student's ability to communicate effectively in written language, to

organize and structure their ideas, and to use language effectively will be given to each student.

- **Quiz:** Quiz comprising vocabulary and expressions are given during the midterm, and corrections are given along with the score.
- **Homework and Participation:** This is to evaluate the participation of students in short in-class learning oral/writing activity, such as summarising group discussions; taking notes; and giving oral report and completing homework assignments.

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Communicative & Action-Oriented Approach	This active learning student-centred approach aims to increase your engagement in learning Korean. You are encouraged to participate in role-plays and meaningful engaging in-class activities to develop the necessary receptive and productive skills in the Korean language. You will be using documents or audio-visual materials posted on NTULearn to get ready for the interactive activities in class. Grammatical concepts are further enforced through post-class review exercises in the homework book that encourage self-learning.
Collaborative Learning	Students are expected to capitalize on each other's resources, evaluate each other's work and consolidate findings which are presented and discussed. This approach will give individuals many opportunities to both learn from and teach others. Throughout semester, students will work in a team of 3-6 members (depend on class size) to engage in discussion and consolidation of assigned topics.

Reading and References

- Sejong Korean Conversation 4, King Sejong Institute Foundation (2020)
- LK5006 Workbook

Course Instructor

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Planned Weekly Schedule

Teaching Week	Topic	Course LO	Readings/Activities
Week 2	<ul style="list-style-type: none"> • Session 1: <ul style="list-style-type: none"> ◦ Introduction and Revision • Session 2 <ul style="list-style-type: none"> ◦ Vocabulary: Personalities ◦ Grammar: -아/어 보이다 -았었/었었/했었- ◦ Speaking: First impression, Jobs that suits one's characteristic 	1, 2, 3, 4	<ul style="list-style-type: none"> • Vocabulary Quizlet 1 • Grammar Video Quiz 1
Week 3	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar: -더니 ◦ Vocabulary: Personalities ◦ Speaking: Pros and cons of one's characteristic • Session 2 <ul style="list-style-type: none"> ◦ Listening Task ◦ Speaking Task: Characteristics of friends, wanted for a team project or not wanted for a team project 	1, 2, 3, 4	<ul style="list-style-type: none"> • Portfolio 1 • Practice Paper 1 • Reading: 기쁨과 슬픔을 함께하는 친구 • MBTI test • Proverb
Week 4	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar: -(으)니까 봐서 ◦ Vocabulary: Examples of impolite manner ◦ Speaking: Public manners • Session 2 <ul style="list-style-type: none"> ◦ Grammar: -도록, short passive ◦ Vocabulary: Uncomfortable situation ◦ Speaking: Idioms using '-도록' 	1, 2, 3, 4	<ul style="list-style-type: none"> • Vocabulary Quizlet 2 • Grammar Video Quiz 2
Week 5	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Listening Task ◦ Speaking Task: Proper manners in several contexts, including wedding and funeral • Session 2 <ul style="list-style-type: none"> ◦ Speaking task: Communicate the inconvenience 	1, 2, 3, 4	<ul style="list-style-type: none"> • Portfolio 2 • Practice Paper 2 • Reading: 펫티켓, 층간소음 • Proverb
Week 6	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar: 얼마나 -는지 모르다 ◦ Vocabulary: Jobs ◦ Speaking: Great people in various fields and their contributions 	1, 2, 3, 4	<ul style="list-style-type: none"> • Vocabulary Quizlet 3 • Grammar Video Quiz 3

	<ul style="list-style-type: none"> • Session 2 <ul style="list-style-type: none"> ◦ Grammar: -왔던/있던/했던 ◦ Speaking: Action or situation that has been totally completed 		
Week 7	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar : -(으)ㄴ 끝에 ◦ Listening Task ◦ Speaking Task: My admirable person and its reason • Session 2 <ul style="list-style-type: none"> ◦ Oral Test 	1, 2, 3, 4	<ul style="list-style-type: none"> • Portfolio 3 • Practice Paper 3 • Reading: 신사임당 일화, 존경하는 인물 • Proverb
NO LESSONS – RECESS WEEK			
Week 9	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar: - 잤어요, -는 바람에 ◦ Vocabulary: daily habit 1 ◦ Speaking: One's habit and the reason why one get used to it • Session 2 <ul style="list-style-type: none"> ◦ Grammar: -왔더니 ◦ Vocabulary: daily habit 2 ◦ Speaking: Bad habit and good habit 	1, 2, 3, 4	<ul style="list-style-type: none"> • Vocabulary Quizlet 4 • Grammar Video Quiz 4
Week 10	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Listening Task ◦ Speaking Task: The habit that you want to break • Session 2 <ul style="list-style-type: none"> ◦ Grammar: 간접인용 축약형, -을 만하다 ◦ Vocabulary: Locations and attractions ◦ Speaking: Talk about different countries on the map 	1, 2, 3, 4	<ul style="list-style-type: none"> • Portfolio 4 • Practice Paper 4 • Reading: 고치고 싶은 습관 • Proverb
Week 11	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar: Long passive, -아/어해 있다 ◦ Vocabulary: Places in Korea ◦ Speaking: Famous places and things you can do • Session 2: <ul style="list-style-type: none"> ◦ Listening Task ◦ Speaking Task: Places you want to visit and why 	1, 2, 3, 4	<ul style="list-style-type: none"> • Vocabulary Quizlet 5 • Grammar Video Quiz 5 • Practice Paper 5 • Reading: 한국의 전통집, 내 마음의 고향, 속초 • Proverb
Week 12	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ◦ Grammar: -던데요 ◦ Vocabulary: Job notice ◦ Speaking: Preparation for a job search 	1, 2, 3, 4	<ul style="list-style-type: none"> • Vocabulary Quizlet 6 • Grammar Video Quiz 6

	<ul style="list-style-type: none"> • Session 2 <ul style="list-style-type: none"> ○ Grammar: -아/어/해 하다, -아/어/해 두다 ○ Listening Test 		
Week 13	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ○ Vocabulary: Document preparation for a job application ○ Speaking: Job interviews ○ Listening Task • Session 2 <ul style="list-style-type: none"> ○ Written test 	1, 2, 3, 4	<ul style="list-style-type: none"> • Practice Paper 6 • Reading: 채용공고 • Proverb
Week 14	<ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ○ Cultural Session (Making Kimbap) • Session 2 <ul style="list-style-type: none"> ○ Oral presentation 	2, 4	

Appendix 1: Assessment Criteria for Oral I

	Required Elements	Use of Language	Accuracy	Fluency
Excellent (A- to A+)	Complete – The student provides higher quality information than required in the description of the activity.	The student uses all appropriate language to convey the main idea clearly.	Structures and vocabulary are used correctly. The student speaks clearly and without hesitation.	Pronunciation and intonation sound natural.
Good (B- to B+)	Generally complete – The student provides all information required in the description of the activity.	The student conveys ideas using appropriate language with only minor errors.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. The student speaks with some hesitation.	Problems with pronunciation and intonation do not prevent effective communication.
Satisfactory (D+ to C+)	Partially complete – The student provides some information required in the description of the activity.	The student uses inappropriate language with major errors and the main idea is unclear.	Mistakes in usage are frequent and may distort meaning or inhibit communication. The student speaks haltingly, with long pauses.	Pronunciation and intonation errors impede communication.
Poor (F to D)	Incomplete – The student provides little of the information required or fails to complete the assignment.	The student language is basically incomprehensible.	Mistakes in usage are pervasive, distort meaning and prevent effective communication.	Constant hesitations and extreme problems with pronunciation cause communication to break down.

Appendix 2: Assessment Criteria for Oral II

	Topic	Engagement	Organization	Preparation	Language use	Delivery
Excellent (A- to A+)	The presentation is focused on a clear and relevant topic and demonstrates the student's understanding of the material	The student actively engages the audience through eye contact, body language and clear delivery.	The presentation is well organized and follows a clear structure that supports the main points.	Complete – The student provides higher quality information than required in the description of the activity.	The student uses all appropriate language to convey the main idea clearly.	The student speaks clearly and without hesitation. Pronunciation and intonation sound natural.
Good (B- to B+)	The presentation is focused on a relevant topic and mostly demonstrates the student's understanding of the material	The student mostly engages the audience but could improve eye contact, body language or delivery.	The presentation is mostly well organized and follows a clear structure, but may lack coherence or supporting details	Generally complete – The student provides all information required in the description of the activity.	The student conveys main ideas using appropriate language with only minor errors.	The student speaks with some hesitation. Problems with pronunciation and intonation do not prevent effective communication
Satisfactory (D+ to C+)	The presentation is somewhat focused on a relevant topic but lacks coherence or demonstrates limited understanding of the material	The student has some engagement with the audience but lacks eye contact, body language or clear delivery.	The presentation is somewhat organized but lacks coherence of a clear structure to support the main points	Partially complete – The student provides some information required in the description of the activity.	The student uses inappropriate language with major errors and the main idea is unclear.	The student speaks haltingly, with long pauses. Pronunciation and intonation errors impede communication
Poor (F to D)	The presentation is not focused on a relevant topic and demonstrates a lack of understanding of the material	The student does not engage the audience and demonstrates a lack of effort or preparation	The presentation is not organized and lacks coherence or supporting details	Incomplete – The student provides little of the information required or fails to complete the assignment.	The student language is basically incomprehensible.	Constant hesitations and extreme problems with pronunciation cause communication to break down.

Appendix 3: Assessment Criteria for Writing Portfolios

	Organization and Presentation	Accuracy	Comprehensibility	Creativity	Language Production
Excellent (A- to A+)	Complete – The student's writing is well-organized and in appropriate format. Sequencing words are used appropriately and consistently.	Structures and vocabulary are used correctly. Spelling, capitalization and punctuation mistakes are rare.	Totally comprehensible – The student uses complex language to convey the idea clearly.	The student's writing exhibits thoughtful input.	Language produced exceeds the minimum requirements of the assignment.
Good (B- to B+)	Generally complete – The student's writing is organized and in appropriate format. Use of sequencing words is evident.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are infrequent.	Comprehensible – The language used adequately expresses the message.	The student's writing has some evidence of thoughtful input.	Language produced fulfills the minimum requirements of the assignment.
Satisfactory (D+ to C+)	Partially complete – The student's writing shows some organization and some use of appropriate format. Use of sequencing words is minimal.	Mistakes in usage are frequent and may distort meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are frequent.	Somewhat comprehensible – The message is unclear in places.	The student's writing has little evidence of thoughtful input.	Language produced shows some evidence of the minimum requirements of the assignment.
Poor (F to D)	Incomplete – The student's writing shows little or no organization and use of appropriate format. There is little or no evidence of sequencing words.	Mistakes in usage are pervasive, distort meaning and prevent effective communication. Spelling, capitalization and punctuation mistakes are pervasive. The student has failed to complete the assignment.	Incomprehensible.	The student's writing shows no evidence of thoughtful input.	Language produced shows little or no evidence of the minimum requirements of the assignment. Score

Appendix 4: Assessment Criteria for Homework and Participation

Students ought to participate actively in all classroom activities. Students who are absent from class are unable to participate, thus unexcused absence does affect the participation marks.

Classroom participation

Students need to participate actively in all classroom activities.

	A- to A+	B- to B+	D+ to C+	F to D
Extent of Participation	Extremely active participation in almost every class (Team tasks, activities, asking and answering questions). Always comes prepared to class.	Regular participation, active in team tasks and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.	Adequate participation, moderately active in team tasks, yet only offers answers on being called upon. Is sometimes unprepared.	Little or no active participation, who do not participate in team tasks, are not prepared.