KOREAN 318: INTRODUCTION TO APPLIED KOREAN LINGUISTICS
(Fall 2017)

Credits: 3.0
Class Hour | Classroom: Saturday 1:00 AM – 2:50 PM | Queens Hall 365C
Course Website: Blackboard
Instructor:
- Seongyeon Ko (Seongyeon.Ko@qc.cuny.edu), QH 345D, 718-997-5562
- Office hours: Saturday 12:00 – 1:00 PM or by appointment
Course Materials:
2. Additional readings will be available on the course web site.
Other Readings (Optional):
Course Description and Requirements:
This course is designed to help students to teach Korean as a foreign language to non-native speakers of Korean. We will discuss a wide range of issues related to the teaching of Korean including (i) goals and objectives of a Korean language program, (ii) various language teaching methods and techniques, and their application to the Korean teaching, (iii) different approaches in teaching heritage and non-heritage students, (iv) aspects of the Korean language that are difficult for foreigners including English, Chinese, and Spanish speakers, (v) textbooks and supplementary teaching materials, (vi) designing curricula and syllabi, (vii) making daily lesson plans, (viii) testing and evaluation, (ix) technology in language instruction, and (x) incorporating Korean culture in language classes, etc. Students will have to (i) read and discuss selected research articles, (ii) develop their lesson plans, class activities, and exams, (iii) give teaching demonstrations (which will be videotaped and peer-reviewed), and (iv) write a term paper. The reading materials are either in English or in Korean. Classroom teaching is conducted solely in Korean.
Final Grading:

1. Class participation 20%
2. Reading and discussion leading 20%
3. Activity presentation 20%
4. Teaching demonstration 20%
5. Term paper 20%

Course Grade: Final grade will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<td>B</td>
<td>83-86</td>
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<td>C</td>
<td>73-76</td>
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<td>D</td>
<td>60-66</td>
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<td>C-</td>
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<td>B-</td>
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<td>D-</td>
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Course Schedule (Go to Blackboard > Course Schedule for further details):

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course overview; Teaching Korean as a Second Language Discussion</td>
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<tr>
<td></td>
<td>• Your teaching experience</td>
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<td></td>
<td>• Your foreign language class experience</td>
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<td>Week 2</td>
<td>Goals and objectives of language teaching Discussion</td>
<td>HW #1</td>
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<td></td>
<td>• Teaching goals</td>
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<td></td>
<td>• Teaching objectives</td>
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<td>Week 3</td>
<td>Korean textbooks</td>
<td>HW #2</td>
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<td></td>
<td>Heritage and non-heritage learners of Korean</td>
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<td>Week 4</td>
<td>Teaching Methodology</td>
<td>HW #3</td>
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<td>Week 5</td>
<td>Teaching Korean sounds, alphabet, and basic vocabulary</td>
<td>HW #4</td>
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<tr>
<td>Week 6</td>
<td>Teaching Korean grammar I</td>
<td>HW #5</td>
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<td>Week 7</td>
<td>Teaching Korean grammar II</td>
<td>HW #6</td>
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<td>Week 8</td>
<td>Teaching demonstration and feedback I</td>
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<td>Week 9</td>
<td>Teaching listening and speaking in Korean</td>
<td>HW #7</td>
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<td>Week 10</td>
<td>Teaching reading and writing in Korean</td>
<td>HW #8</td>
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<td>Week 11</td>
<td>Testing and assessment</td>
<td>HW #9</td>
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<td>Week 12</td>
<td>Thanksgiving weekend: No class</td>
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<td>Week 13</td>
<td>Incorporating culture in Korean classes</td>
<td>HW #10</td>
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<td>Week 14</td>
<td>Teaching demonstration and feedback II</td>
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<td>Week 15</td>
<td>Term paper presentation</td>
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Homework Assignments:

Students are required to read the assigned chapters and articles. Students will take turns for presentation of the reading and material adaptation/creation.
1. HW 1
   • Read ACTFL guidelines for language proficiency and examine whether the
description of each level can also apply to Korean. Make a list of objectives for
beginning, intermediate, and advanced Korean classes in order to achieve the
proficiency goal of each level.
   • Check out the website of American Association of Teachers of Korean
(www.aatk.org) and find out the types of Korean language programs in the U.S.
   • Read Hadley (2001) Ch. 1

2. HW 2
   o Choose a chapter from KLEAR or any other textbook and evaluate the material and
activities in terms of how well they promote communication skills or increase actual
proficiency.
   o Read Hadley (2001) Ch. 2

3. HW 3
   o The current trend is to incorporate form-focused activities and explicit grammar
instruction. Think about the rationale for such a move. Refer to Input Processing and
Grammar Instruction in Second Language Acquisition (1996), VanPatten, B. Ablex
Publishing Corp, for ideas.
   o Read Hadley (2001) Ch. 3
   o Read “Incorporating intonation in Korean language instruction” (2000), Mee-Jeong
Park, Proceedings of AATK. pp. 373 – 384, and critically examine the author’s
suggested classroom activities.

4. HW 4
   o Make a lesson plan to teach sound/alphabet of Korean. Refer to The Sounds of
of Hawaii Press.
   o Evaluate the vocabulary selection and treatment of a textbook.
   o Read “A corpus-based analysis and teaching of Korean causal connectives: -nulako
and –nun palamey” (2004), Sangsuk Oh, AATK, and critically examine the author’s
suggested classroom activities.

5. HW 5
   o Choose a grammar pattern from textbooks and adapt to improve the presentation and
practice exercises.
   o Read “연결 어미의 의미 확장과 한국어 교육” (2003), 정 연희, <한국어 교육을
위한 한국어 문법론>, 한국 문화사, pp. 399 - 482.
6. HW 6
   o Choose a pair of grammar patterns and make a grammar lesson. Use it to teach students and report the result.
   o Read Hadley, Ch. 5 & 6
   o Read “The role of corrective recast in L2 Korean: Object relatives and the honorific morpheme –si –“ (2002), Mijung Lee, AATK.

7. HW 7
   o Choose a topic (e.g., at a market, at the post office, calling a friend, asking for direction, etc) and make a listening comprehension/speaking activity.
   o Read Hadley, Ch. 4 & 7

8. HW 8
   o Choose a reading from the designated textbook (to be announced later) and make a reading lesson. Evaluate writing activities of the textbook.
   o Read Hadley, Ch. 9.
   o Read “Assessing levels of proficiency in Korean” (2000), Sahie Kang and Michael Kim, AATK, pp. 211 – 222.

9. HW 9
   o Make an exam of a lesson from KLEAR textbook. Try to incorporate different skill areas as much as possible when you write test items.
   o Read Hadley, Ch. 8.

10. HW 10
    o Choose a cultural topic related to one of the lessons of KLEAR textbook and make a plan for a lesson incorporating the cultural topic. Use it to teach students and report the result.

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Use of Student Work: All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of student work are occasionally made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Thanks for your cooperation.

Accommodations for Students with Disabilities: Students with disabilities needing academic accommodation should register with and provide documentation to the Office of Special Services, Frese Hall, room 111. The Office of Special Services will provide a letter for you to bring to your instructor indicating the need for accommodation and the nature of it. This should be done during the first week of class. For more information about services available to Queens College students, contact the Office of Special Services (718-997-5870, www.queens.cuny.edu/spsv/).

Course Evaluations: During the final four weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please remember to participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution, since your responses will be pooled with those of other students and made available online, in the Queens College Course Information System (http://courses.qc.cuny.edu). Please also note that all responses are completely anonymous; identifying information is erased once the evaluation has been submitted.