



# Standards for Korean Language Learning

*A collaborative project of the Korean National  
Standards Task Force and the American  
Association of Teachers of Korean (AATK)*

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# Standards for Korean Language Learning

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\*Korean expressions that appear in this document, if not also written in Han'gŭl, are written using the McCune-Reischauer (M-R) system of Romanization, rather than the South Korean or the North Korean systems. The McCune-Reischauer system is widely used in the field of Korean Studies and by the United States Library of Congress. The Yale Romanization system is more commonly used by linguists. References on the M-R system can be found in the following websites:

*<http://en.wikipedia.org/wiki/McCune-Reischauer>*

*<http://www.romanization.org/main.php>*

*<http://www.loc.gov/catdir/cpsol/romanization/korean.pdf>*

# Standards for Korean Language Learning

## COMMUNICATION Goal 1

### Communicate in Korean

**Standard 1.1:** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken Korean on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## CULTURES Goal 2

### Gain Knowledge and Understanding of Korean Culture

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of Korean culture.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of Korean culture.

## CONNECTIONS Goal 3

### Connect with Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the Korean language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the Korean language and culture.

## COMPARISONS Goal 4

### Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language by comparing the Korean language and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture by comparing Korean culture with their own.

## COMMUNITIES Goal 5

### Participate in Multilingual Communities at Home and Around the World

**Standard 5.1:** Students use Korean both within and beyond the school setting.

**Standard 5.2:** Students show interest in becoming life-long learners by using Korean for personal enjoyment and enrichment.



# Introduction

## **IMPLICATIONS OF USING NATIONAL STANDARDS & GUIDELINES FOR KOREAN LANGUAGE EDUCATION**

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Since the initial contact between the U.S.A. and Korea toward the end of the 19th century, the relationship between the two nations has been dynamic, particularly in over the past half century. With the end of the Korean Conflict, U.S. relationships with Korea have been rendered all the more complex due to close socio-political and economic ties to South Korea and diplomatic tensions with North Korea. Adding a further dimension to the U.S.-Korea relationship is migration: the number of immigrants from South Korea to the U.S. has increased nearly thirty-fold in the last forty years, with South Koreans now representing the seventh largest immigrant group in the United States. Given this rich and complex history, with its multiple political, strategic, economic, and sociological intricacies, the Korean language has been deemed a critical language of the United States.

As a result of 21st century globalization, there has been an increasing awareness among people in the United States—and particularly in the context of American educational institutions—of both the importance and value of our citizens acquiring other languages and achieving high levels of linguistic and cultural proficiency. Such a realization has grown more and more apparent in the burgeoning of Korean language programs throughout the country. Students of all ages and backgrounds are now enrolling in these programs for a variety of purposes: achieving career goals; strengthening personal ties to heritage language and culture; pursuing interests in Korean history, literature, and religion; responding to the recent boom in Korean popular culture and Korean media (the so-called “Korean Wave”); complementing studies with other East Asian fields; and satisfying personal interest or curiosity.

Over the past twenty years, programs in Korean Studies (language, literature, culture, history, religion) have exhibited a strong (but geographically limited) institutional presence, especially at the tertiary level, with recognized programs found primarily on the west coast (including Hawaii) and the northeast. Recently, the nation has also witnessed a marked increase in Korean language and immersion programs at the K-12 level. In response to this increased presence of Korean in the educational system, the National Standards and Guidelines for Korean language learning and teaching were developed as a blueprint for the implementation of this extended sequence of study for the full K-16 range. The Standards are designed to ensure the effective transition from primary to secondary and secondary to post-secondary levels of instruction. In addition, the Standards establish well-articulated and uniformly high expectations for new curriculum development and for the improvement of existing Korean programs and institutions. For the heritage language community and their schools, the Standards are offered as a guide for reflection upon language maintenance and for the reform of their own curricula in relation to institutional K-16 programs.

Furthermore, this document seeks to initiate and maintain constructive progress in several related areas, including teacher education, professional development, curricular design, and pedagogical research. One particular challenge facing Korean and Korean language studies concerns complex pedagogical and curricular issues of heritage and non-heritage learners. The Standards provide methods for the initial identification of the specific goals and needs surrounding these diverse language learners and ultimately for the establishment of common goals for Korean language learners of all backgrounds.

To these ends, the National Standards have been designed to achieve three goals:

1. to provide a unified set of visions, aims, and expectations for language educators, researchers, administrators, and parents;
2. to help students achieve and maintain high levels of competency in areas of Korean language and culture; and
3. to deepen their understandings and appreciation of Korean vis à vis other languages and cultures of the world.

## **NATURE OF THE DOCUMENT**

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The National Standards for Korean represent a set of clearly articulated content and performance standards for an idealized Korean language program, spanning levels K-16, delineating concrete expectations and learning outcomes for each of the various stages. These stages are grouped according to the following grade levels: K-4, 5-8, 9-12, 13-16. The standards provide both the guidelines and assessment tools for the incremental advancement of language proficiency throughout this entire span of education.

Parallel to standards developed for the other foreign languages, the National Standards for Korean are divided into five main sections, corresponding to each of the goals of the so-called “5 Cs”: Communication, Cultures, Connections, Comparisons, and Communities. Each section provides sample progress indicators with language-specific outcomes of what learners are expected to accomplish and master for that particular target level. The progress indicators center on the observable linguistic behaviors that, at each level, benchmark learners’ abilities in the areas of content and proficiency.

Following the introduction of the 5 Cs and the sample progress indicators are examples of language/culture-specific learning scenarios that illustrate activities and tasks designed to address a combination of targeted standards at various levels of language study. These learning scenarios serve as models for educators to design their own activities that incorporate specific combinations of targeted standards.

The Standards reflect a philosophy of foreign language education that privileges the integration of the traditionally-viewed four skills (i.e., listening, speaking, reading, and writing) reconfigured to incorporate the contexts or modes of communication (Interpersonal, Interpretive, and Presentational). Culture is woven seamlessly into the fabric of foreign language study. From this philosophical and methodological perspective, students learn language as both a means of social practice as well as a rule-governed cognitive system. As such, all instances of foreign language instruction are best situated within a perspective of context, genre, and interaction, the whole of which is inextricably linked to culture. Although the 5 Cs of the standards clearly require mastery of the same skills of listening, speaking, reading, and writing at various levels of instruction, these linguistic skills are no longer discrete but skills are seen in terms of their usefulness in communication: they are merged to enhance a socially and culturally integrated view of foreign language instruction.

## IMPORTANCE OF KOREAN

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Until the 1980s, Korean language study in the U.S. had been primarily undertaken by a small number of academic and diplomatic specialists. However, with current trends in globalization and worldwide travel and immigration, interest in Korean-related disciplines has grown rapidly. More recently, students who currently specialize in Korean Studies (as well as those majoring in other fields) have come to realize that knowledge of the Korean language and culture has the potential to enhance their lives with respect to pursuing future business opportunities, acquiring the latest information technology skills, and exploring the rich cultural heritage of Korea as an integral part of East Asia. Moreover, the eventual reunification of the two Koreas is expected to be a major political event that will profoundly affect the balance of power in East Asia and around the Pacific, as well as the North American continent. Although Korea is small, its influence on the rest of the world will likely increase on a disproportionately large scale because of its geopolitical location, its economic strength, its current role in international development, and its growing influence as a leader in both technology and the arts worldwide.

South Korea's rapid economic growth within the last half century has often been referred to as "the Miracle on the Han River," thereby earning Korea the distinctive reputation of being one of the international community's "Asian Tigers." It has a highly developed trillion dollar free-market economy, which is the fourth largest in Asia and the 13th largest in the world. Today, South Korea is classified as a "high income economy" by the World Bank and an "advanced economy" by both the International Monetary Fund (IMF) and the U.S. Central Intelligence Agency (CIA). Its capital, Seoul, is a major global city and a leading international financial center in Asia. Korea is home to many well known global conglomerates, such as Samsung, Hyundai, Kia, LG, and SK. In 2007, the Hyundai Kia Automotive Group became Asia's second largest car company and one of the top five automakers in the world.

South Korea has developed an extremely competitive education system and a highly skilled and motivated workforce. These are the two key factors that led to its stunning success in achieving the world's highest scientific literacy rate and the second highest mathematical literacy rate. South Korea is also one of the strongest IT countries in existence. It boasts the world's highest broadband internet access per capita and is the most "wired" country on the planet. In 2007, the Economist Intelligence Unit ranked South Korea's IT Industry Competitiveness among the top three in the world. Given the strength of the South Korean economy, its education system, and its advances in technology, it has become abundantly clear that for students to participate and succeed in the modern global world, learning the Korean language and studying Korean culture can be crucial.

Additionally, Korean was designated as one of the strategically critical languages to the United States government. On January 5, 2006, President George W. Bush launched the National Security Language Initiative (NSLI) to strengthen the nation's security and prosperity in the 21st century through strategic language learning. The NSLI initiative has provided increased opportunities to learn such critical languages from kindergarten through university level study, and well into the workforce. Korean is one of those languages for which additional trained speakers will be needed, especially in the light of North Korea's tenuous diplomacy and the strong alliance between South Korea and the U.S. Expertise in Korean and Korean Studies will also provide many opportunities for work within the U.S. federal government.



In addition to its role in technology, international relations, and the global economy, Korea has also had significant impact in the realm of media. South Korea's entertainment industry blossomed over the past decade and has now gained international popularity. Korean cinema, television, and popular music and dance have been receiving attention and recognition the world over. In 1999, Beijing journalists coined the term *Hallyu*, or "Korean Wave", to denote the fast growing popularity of the South Korean entertainment industry in China. *Hallyu* has now evolved into a blanket term describing the expansive influence of the Korean media culture throughout Asia and much of the rest of the world. In fact, enrollments in Korean language courses have increased dramatically in many Asian countries, including Japan and China, specifically because of the far-reaching influence of the Korean media. *Hallyu* is also gradually gaining recognition among young American consumers throughout the Western media, as exemplified by the presence of Korean entertainers in American television, films, and music. As in Asia, these American students are expressing increasing interest in Korean culture and language, and it is important that these resources be made available to them.

It may be argued that Korean should be taught in the U.S. for the good of the global economy, for the advancement of science and technology, for progress in international diplomacy and security, and for full participation in the global media culture. There is an additional, and more important, reason: 1.5 million people who reside in this country are of Korean descent. From an international perspective, Korean is not only the language of roughly 78 million speakers on the Korean peninsula, but is also spoken by more than seven million Koreans living in the U.S., Canada, China, Russia, and Japan. Nearly one third of this Korean diaspora resides within the U.S. alone. Given the large volume of Koreans emigrating to these countries, it is not surprising to find Korean speakers in all corners of the world. Hence, a Westerner will very likely encounter a person of Korean descent somewhere on the globe, so to receive an education in Korean culture and language would help foster transnational understanding and relationships.

In the end, residents of the United States have many reasons for wanting (or needing) to acquire a better familiarity with Korean culture and proficiency in the Korean language: the increasing global importance of Korea, as well as the rest of Asia and the Pacific Rim; the economic and strategic significance of the current and past U.S.-Korea relations; and the rich and complex cultural heritage and contemporary popular cultures of Korea. In doing so, Americans will gain access to more information about Korea, better understand the Korean language and culture, and, most importantly, establish greater communication and solidify relationships with members of the global community.

## **KOREAN LANGUAGE EDUCATION IN THE UNITED STATES**

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### **The Korean-American Context**

According to the 2000 U.S. Census, Koreans are the fifth largest group of Asians in the U.S., after Chinese, Filipino, South Asian Indian, and Vietnamese immigrants, constituting 0.4% of the total U.S. population and equaling just over one million residents. A majority of these Koreans are immigrants or descendants of those who came to the U.S. in the 1970s and 1980s after passage of the 1965 Immigration and Nationality Act. This act, which abolished discrimination based on national origin, led to a dramatic increase in Asian immigration to the U.S., and Koreans were no exception. By 1979, more than 250,000 Koreans had immigrated to the U.S., and in the 1980s Korean immigrants main-



tained an annual flow of 30,000 people per year (Min, 2006). This increase was due not only to the U.S. immigration policy but also because of political turmoil and the rapid industrialization that developed under military rule in South Korea. Earlier immigrants included young working-class males who, in 1903, entered Hawaii to work in Hawaii's sugar plantations; refugees, war orphans, and the wives of American servicemen; and professionals who were admitted to the U.S. during the aftermath of the Korean War (1950-1953). The immigrant settlement pattern shows an initial wave of self-employed workers, followed by a second generation of workers who moved into the mainstream economy and rarely remained in the labor-intensive enterprises established by their immigrant parents (Min, 2006).

The Korean constituency in the U.S. has been expanded not only by immigrants and their descendents but also by transnational Koreans. An upsurge of short-term visitors and Korean international students entering the U.S. educational system is explained by Korea's increased involvement in the global marketplace and the diminishing restrictions on the movement of Korean capital and people. In addition to the increased number of Korean international students overall, more and more young Koreans have been coming to the U.S. to attend secondary schools and colleges. In 2007, over 60,000 Korean post-secondary students studied in the U.S., 45% of which were undergraduate students. This makes South Korea the third leading country of origin for international students in American universities, after India and China (Institute of International Education, 2007). In 2006, more than 14,000 K-12 students arrived in the U.S. from Korea (Korean-American Education Commission, 2007). This means that cultural and linguistic contact zones between Koreans and Americans have become widened and far more diversified.

### **Korean Teaching in the United States**

As is true in many (if not most) immigrant communities in the United States, Korean has been used less and less in individual households, and English has become the dominant language among second-generation Korean-Americans. In order to address this trend, Korean parents and communities have established weekend Korean programs all over the country. As of 2007, there are about 1,000 community weekend schools throughout the U.S. (Overseas Koreans Foundation, 2007), many of which are affiliated with Korean ethnic churches.

In the formal school system, Korean instruction at the elementary and lower secondary levels is available only in a handful of schools in Southern California and New York (Center for Applied Linguistics, 2007). In upper secondary education, over sixty high schools offer Korean language classes at various levels, most of which are in California, New York and New Jersey (Foundation for Korean Language and Culture in the U.S.A., 2007). Geographic concentration of the programs in these areas is not surprising, given that Los Angeles and its vicinity represents the largest cluster of Korean population in the U.S., followed by New York and New Jersey as the second largest.

On the other hand, Korean instruction at the university level is geographically more widespread. Most major universities throughout the country offer Korean from elementary to advanced levels. In 2007, eighty-two U.S. universities taught Korean (American Association of Teachers of Korean, 2007). Similar to other less commonly taught language courses at American colleges, in which heritage language learners comprise a growing proportion of enrollees (Gambhir, 2001), a large number of students in Korean language courses are Korean Americans for whom such courses are their first formal Korean lan-

guage instruction. Many of these students wish to connect or reconnect to their family and roots, and view learning Korean as expressing their cultural and ethnic identity and pride (Lee and Kim, 2008).

At the initial stage of Korean language education in the United States, students were predominantly heritage learners. This trend has been changing more recently, however, as the number of non-heritage learners of Korean has been increasing substantially in many schools. In some cases, heritage learners are no longer the majority of the class, particularly at the introductory level.

Heritage speakers, who primarily use the target language for interactions with family members, have not developed sensitivity to the social meanings of certain language forms. The most salient issue is the unawareness of the use of honorifics elements (e.g., hierarchal addressee/referent terms, speech levels, verb suffixes) to indicate various social meanings (e.g., power and familiarity) involved in an interaction. Prior language experience with a narrow circle of interaction means that the topics of conversation are restricted to routines and the basics of everyday life. This results in a limited development of vocabulary which can be a deterrent to literacy development. Opportunities for formal instruction in Korean do not exist for most young children in the U.S. They barely manage to learn to read Han'gŭl in weekend community schools. When Korean heritage speakers enroll in Korean classes in high school or college, their vocabulary size and reading ability are insufficient for comprehending the types of age-appropriate materials of interest to them. To remedy this problem, the secondary and post-secondary curricula should be able to provide materials that are interesting but not too complex or too difficult for students, together with appropriate pedagogic aids. At the same time, sustained reading in heritage language should be promoted and encouraged as early as possible, both at home and in community schools.

From a curricular perspective, the addition of Korean to the menu of foreign language options offers a unique learning opportunity for all American students, not only for those with a particular interest in Korean culture, history and society, but also more broadly for students of modern history and the contemporary world. The development and co-existence of and conflict between communist North and capitalist South in the Korean peninsula, triggered and conditioned by the Cold War, continue to implicate Japan, China, Russia and the United States in complex geo-political dynamics. Korean and Korean Studies curricula at the K-16 education levels thus provide multiple opportunities to address linguistic, cultural and academic issues, ranging from identity politics to geo-politics.

## **CHARACTERISTICS OF THE KOREAN LANGUAGE**

The study of Korean opens windows into East Asian languages and cultures, without requiring students to learn to read and write Chinese characters at the initial stage of study. This is in sharp contrast with Mandarin, Cantonese, and Japanese. The Korean alphabet, Han'gŭl, consists of 24 basic letters (14 consonants and 10 vowels) and 16 complex letters that are derived from the basic letters. It is a simple and extremely systematic writing system. In the mid-15th century, King Sejong commissioned the development of this writing system for the purpose of bringing literacy (both reading and writing) to the masses. Han'gŭl is and has often been acknowledged as one of the most linguistically sophisticated and rational systems in the world. Koreans and students of Korean celebrate October 9 as Han'gŭl Day to commemorate this great cultural inheritance.

While the writing system provides a perfect fit for the Korean language, other features of the language are intricate and quite complex, including its sound system (phonology) and grammar. Korean grammar involves word order (structure) and word classes (nouns, case marking particles, verbs, adjectives, and adverbs), in addition to concepts such as negation, tense (past, present and future) and social structure (politeness, formality, indirectness).

The basic structure of Korean is different from that of English. In particular, while English has a typical word order of Subject-Verb-Object ('Jean **EATS** bananas'), the Korean word order is, similar to Japanese, Subject-Object-Verb (진이 바나나를 먹어요 *Jean-i banana-rül MÖGÖYO*). Verbs come at the end of Korean sentences.

The Korean particle system indicates whether a noun is a subject or an object. Korean also has particles that designate locations of people and things, directions of movement, destinations, and so forth. These typically attach right to the noun and come after the noun, in contrast with English prepositions that come before the noun. For example 'in New York' in Korean is 뉴욕에서 *New York-esö* (locative particle).

As mentioned above, predicates (often classified as verbs and adjectives) in Korean come at the end of sentences. Korean verbs can be marked with a large inventory of possible suffixes, such as tense markers (past, present), markers of certainty and uncertainty, and indicators of social equality, politeness, or deference. For example, the Korean expression for 'It seems they were not tired' would be 피곤하-지 않-았-나 봐-요 *p'igonha* ('tired')-*chi an* (negation)-*at* (past-tense)-*na pwa* (conjecture)-*yo* (politeness).' Korean verbs may be action verbs like 'walk' (걷다 *kötta*) and 'run' (달리다 *tallida*) or stative verbs like 'be' (이다 *ida*) and 'exist' (있다 *itta*). Korean also has a rich inventory of what is known as *hada*-verb constructions. Many verbs can be made by combining a noun denoting an action or state with the verb 하다 *hada*, which means 'to do.' This word-formation mechanism can create many verbs and adjectives with words of a foreign origin (e.g., 프린트하다 *p'ürint'ühada* 'to print,' 카피하다 *k'ap'ihada* 'to copy,' 비즈니스하다 *pijünisühada* 'to do business,' 로맨틱하다 *romaent'ikhada* 'to be romantic,' etc.). These expressions are formed with a noun and the verb 하다 *hada* 'to do' as in: 공부하다 *kongbuhada* 'to study—literally, to do study,' or 대화하다 *taehwahada* 'to chat—literally 'to do talk.' While English adjectives require the copula 'be' to be used in predication, adjectives in Korean behave like verbs, subject to the same conjugation: 'to be red' (빨갳다 *ppalgat'a*), 'to be big' (크다 *k'üda*), 'to be small' (작다 *chakta*). It is also possible to have *hada*-verbs as adjectives, like: 'to be tired' (피곤하다 *p'igonhada*)—literally, 'to do tiredness,' or (복잡하다 *pokchaphada*) 'to be crowded'—literally 'to do complexity.'

Thus, verbs are an important category of word class in Korean. Not only do they express actions and states, but they can also describe them—unlike verbs in English. The endings that attach to verbs play a very crucial role within Korean grammar. That is, these endings can indicate the tense or time related to the utterance (i.e., whether something happened in the past, whether it's happening now, or whether it will happen). They can also indicate a speaker's attitude toward a particular topic, toward an addressee (e.g., who you are talking to) or toward a referent (e.g., who you are talking about). They can indicate the speaker's absolute certainty about something or the speaker's doubts and uncertainties about certain issues. They can indicate whether the speaker has personally experienced an event or has direct knowledge of something or whether the speaker only has indirect knowledge or indirect experience with regard to an event or a fact. In English, one can

state how another feels, using emotion or sense-related adjectives, such as ‘sad,’ ‘happy,’ and ‘cold.’ For instance, it is grammatically correct to say a sentence like ‘Lisa is sad’ or ‘Peter is cold.’ However, in Korean, one cannot use adjectives to express how a third person feels or thinks. Since Korean emotive and/or sensory adjectives denote unobservable internal feelings, a speaker cannot state how other people feel or think. Consequently, a sentence such as 수미는 지금 아주 기뻐요 *Suminŭn chigŭmaju kippöyo* (‘Sumi is very happy now’) is grammatically wrong. In order to state a third person’s or people’s feelings or emotions, one has to change an emotive or sensory adjective into a verb form, using the auxiliary verb construction -어하다/아하다 *-öhadal/-ahada* (e.g., 수미는 지금 아주 기뻐해요. *Suminŭn chigŭmaju kippöhaeyo.*) Notice that *hada* as a regular verb means ‘do.’ However, as an auxiliary verb, it denotes ‘be in the state of/cause/think/show signs of.’

Verb endings also indicate relationships between the speaker and the listener. In other words, based on certain verb endings like 어 -*ö*, 어요 -*öyo*, or 습니다 -*sŭmnida*, we can tell whether or not there is a status difference between the speaker and the listener. Verb endings tell us whether speakers consider each other as equal or whether one party considers him/herself of higher or lower rank. Differentials in social rank can pertain to age, profession, socioeconomic status, education level, and so forth. In fact, Korean has as many as six different speech levels that speakers use (typically as verb endings) to designate these various distinctions in status. These endings also indicate the formality of situations under which a conversation takes place.

Relationships between the speaker and the listener and the formality of relevant situations are also important in determining how to address each other and how to refer to other people. The use of first names is strictly limited to intimate relationships among equals or address from a higher to a lower ranking individual. Job titles and ranks are typically used to address or refer to a higher ranking individual. Kinship terms, such as uncle, aunt, older sister or older brother are used to address or refer to a superior who is socially close.

The field of pragmatics concerns language use in different contexts. It is virtually impossible to study the Korean language and culture without some discussion of pragmatics. The study of pragmatics can involve such issues as politeness values, degree of directness of a request (‘close the door’ *vs.* ‘it’s cold in here’), topics that are considered taboo by a certain socio-cultural group, the ways in which speakers provide compliments and how compliments are responded to, the ways in which we express thanks and gratitude, and so forth. In any language, cultural values are reflected in the very words we choose and the very grammatical categories we select in expressing our ideas, thoughts, compliments, requests, and so forth. The Korean language and culture has its own set of linguistic and pragmatic preferences that speakers use in everyday interaction—in speech and in writing.

In addition to the rich array of linguistic features noted above, Modern Korean has also been influenced by the division into South Korea and North Korea at the end of World War II. The languages of the two Koreas are considerably different. This is due primarily to policy issues: North Korea enforces what is known as the P’yöngyang-based *Munhwaö* (Cultured Speech) in contrast with the traditional Seoul-based *P’yojunmal* (Standard Speech). Thus, Cultured Speech in the North and Standard Speech in the South have evolved separately, resulting in differences in orthography, lexicon, phonology, grammar, and usage. The most significant difference is seen in the lexicon. Furthermore, different policies in the North and South have been instituted regarding the use of Chinese

characters. The South Korean government now requires that 1,800 Chinese characters be taught in secondary schools for reading and writing. In contrast, the North Korean government, due to its ideology of *chuch'e* (self-reliance, rejecting “foreign elements”), first banned the use of Chinese characters (1945-1964) and now only permits the teaching of Chinese characters for the purpose of reading primarily South Korean publications.

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# Communication

## Communicate in Korean

# Goal One

Communication is a social act through which various social actions are carried out, language being the primary tool. Learning a language, therefore, must be more than gaining knowledge of its linguistic structure: the successful language learner is also communicatively competent. In this section, we identify grade level-appropriate communicative social actions as well as the linguistic structures required to carry them out.

The basic social actions one engages in everyday include greetings, giving and following basic classroom and other instructions, and describing or reporting things, events, and situations in immediate needs and surroundings, such as family, personal preferences, and daily routines. More advanced social actions include telling stories and personal experiences, and expressing one's opinions, attitudes, or feelings and emotions—social acts that extend beyond one's immediate needs and environment. At the highest level, the language learner would engage in analyzing, discussing, and debating abstract ideas and social issues as well as comprehending various literary and non-literary genres, such as prose, novels, newspaper articles, movies, and public forums.

In carrying out these social actions at any level, all three modes of communication are involved: interpersonal, interpretive, and presentational. For each of these communicative modes, Sample Progress Indicators will be specified, with regard to what social actions and linguistic features should be manifested in each grade level. Of particular note are the 'honorific forms' and its context-sensitive "speech styles" of the Korean language. Because the language attends to the speaker's relationships to the addressee and to the referent, student at all levels must develop an understanding of how to encode these socio-cultural relationship in linguistically appropriate ways, e.g., by determines which 'honorific' markers need to be utilized in a given context. To this end, the Sample Progress Indicators also make explicit reference to critical differentiation with regard to the communication setting of a linguistic act: formal vs. informal, written vs. spoken, etc. Because the linguistic structures of Korean are so intertwined with social actions and situations, students must learn how to map particular social actions or situations onto the appropriate linguistic forms, especially honorific forms and sentence-final markers that convey information about speech style.

### **STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

#### **Sample Progress Indicators, Grade 4**

- Students use and respond to simple speech acts such as greetings, leave takings, and giving thanks in culturally acceptable ways using age-appropriate speech levels and styles.

Example: 안녕/안녕하세요? 잘 가/안녕히 가세요. 고마워/감사합니다.  
그 동안 어떻게 지내셨어요? 아주 잘 지냈어요.



- Students ask for clarification and/or express confusion in culturally appropriate ways.

Example: 잘 모르겠어요. 다시 한번 말씀해 주세요. 알겠습니다. 선생님 질문이 있는데요.

- Students give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities, such as performing simple Korean dances, singing songs, and making Korean crafts like paper folding or making the Korean flag.

Example: 책을 펴세요. 종이를 접으세요. 가위로 자르세요. 부채춤을 출 때는 부채를 펴서 네 손가락으로 잡습니다.

- Students introduce themselves by giving and/or asking for basic personal information, such as name, birthday, phone number, school year, and ethnicity/nationality.

Example: 제 이름은 \_\_\_입니다. 저는 \_\_\_ 초등학교 \_\_\_입니다. 저는 \_\_\_에 삽니다. 제 생일은 \_\_\_월 \_\_\_일입니다.

- Students ask and answer questions concerning their daily routines, family, school events, and celebrations.

Example: 집이 어디예요? 생일이 언제예요? 동생 있어요? 추석은 재미있게 보냈어요? 교실에서 율놀이를 했어요.

- Students express their likes and dislikes regarding various objects, topics, people and events in their daily environment.

Example: 나는 김치를 좋아해요/싫어해요.

- Students identify and describe orally and in writing age-appropriate Korean cultural products, tangible and intangible, and practices (e.g., Korean candy, *hanbok*, *kimch'i*, rice cake, macramé (매듭), *t'aekwōndo*, Korean fan dance and Korean bowing).

Example: 설날, 세배, 세뱃돈, 떡국, 율놀이, 한복, 저고리, 치마, 바지, 마고자, 추석, 한가위, 송편, 태권도, 부채춤, 탈춤, 무궁화, 보름달, 연

### Sample Progress Indicators, Grade 8

- Students follow and give directions in age-appropriate classroom activities, such as making greeting cards and engaging in map reading activities and cultural games.

Example: 율놀이, 가위바위보, 공기놀이, 연날리기, 사물놀이

- Students share their personal stories and memorable experiences (e.g., school talent show, family trips, summer vacations, and holiday gathering) with their peers/Korean native speakers.

Example: 한국연수프로그램, 수학여행, 가족여행, 다문화의 밤, 추석파티, 설날

- Students express opinions and preferences about people, events, and everyday activities through simple contrast and comparison, on topics such as favorite celebrities, foods, movies and sports.



- Students use Korean to ask for goods, services or information on personal interests through oral communication, writing or the Internet.
- Students work as a class or in small groups to discuss, propose and develop school or community-related activities, such as planning a Korean booth for a school event.
- Students use a variety of culturally appropriate non-verbal communication strategies, such as making hand gestures and maintaining respectable gaze when interacting with elders.
- Students use communication strategies, such as paraphrasing when they cannot express their intended message adequately.

### **Sample Progress Indicators, Grade 12**

- Students describe and discuss with peers their personal and academic lives, such as making friends with people of different backgrounds, going to college, and choosing majors.
- Students use multiple modes of communication, conventional or digital, such as letters, text messaging and social network websites, about topics of interests with peers and teachers.
- Students express and respond to opinions on personal and social issues, such as body image, fashion, family relations, peer pressure and multiculturalism.
- Students share opinions, preferences, and critiques about popular culture, competitive sports, and arts including Korean TV dramas, K-pop music, and soccer.
- Students develop and propose solutions to issues and problems that are of concern to members of their own or Korean communities.
- Students gather and compare and contrast information through a variety of sources on topics of interest to support their opinions and perspectives.

### **Sample Progress Indicators, Grade 16**

- Students discuss orally and/or in writing significant events and issues on Korea, such as political and economic relationships, division of the Korean peninsula, and modernization of Korea.
- Students discuss orally and/or in writing world issues that are being studied in disciplines, such as social sciences business, law, medicine, and literature.
- Students share substantiated understanding, personal interpretation, and reaction to literary and non-literary texts including best-selling novels and newspaper articles.
- Students work individually or in groups to develop and propose solutions to issues and problems that are of concern to members of society, such as educational system, urban planning, environmental issues, and Korea emerging as a multi-cultural society.
- Students debate and exchange individual perspectives and opinions on a variety of contemporary and historical issues, such as immigration, healthcare, social welfare, and territorial disputes among Asian countries.

- Students prepare and share information appropriate for professional contexts, such as job interviews, internship and scholarship applications and running for an office of a student organization.

## **STANDARD 1.2 Students understand and interpret written and spoken Korean on a variety of topics.**

### **Sample Progress Indicators, Grade 4**

- Students identify main characters and storyline in spoken and written children narratives, such as recognizing animals in a folktale and describing characters of a familiar story.

Example: 소가 된 게으름뱅이, 콩쥐팥쥐, 흥부놀부, 심청전, 해와 달, 의좋은 형제

- Students react appropriately to information in brief announcements, written messages, calendars, or lists of school activities (e.g., daily class schedules, morning announcements, memo from the teacher on upcoming school events).
- Students identify main themes in various age-appropriate visual media (e.g., animation, picture illustrated books, magazines, posters and advertisements).
- Students interpret gestures, intonation, and other visual or auditory cues to understand spoken language, such as understanding hand gestures of calling people, and identifying intonations in statements, questions, and commands.

### **Sample Progress Indicators, Grade 8**

- Students identify main ideas and list key information in conversations and stories in audiovisual and print media on age-appropriate topics of interest.
- Students react appropriately to announcements and messages connected to their daily life (e.g., classroom announcements, electronic messages and bulletin postings).
- Students recognize Korean historical figures, events, and inventions presented in various materials.

Example: 세종대왕, 이순신 장군, 온돌

- Students show some awareness of differences between native Korean words, Sino-Korean words, and loan words through context and linguistic component.

### **Sample Progress Indicators, Grade 12**

- Students demonstrate comprehension of significant details of spoken and written Korean such as media postings related to popular culture.
- Students chart information on plots, characters, themes, and underlying perspectives of cultural texts, such as folktales, songs, proverbs, and short stories.

Example: 흥부와 놀부, 효녀 심청, 장화홍련전

- Students read and outline key elements from accounts of historical events and biographies of key Korean historical figures.

Example: 삼국통일, 장보고, 세종대왕, 한글창제, 장영실, 이순신, 임진왜란, 신사임당, 유관순

#### Sample Progress Indicators, Grade 16

- Students demonstrate ability to identify main ideas, significant details and implications of the views presented in live or recorded discussions and lectures on Korea (e.g., Confucianism in Korea, the Korea-U.S. relationship, growing ethnic diversity).
- Students analyze in detail the main plots, subplots, the roles, and significance of characters in selected literary texts.
- Students demonstrate an understanding of nuances in various expressions of refusal, apology, and gratitude in both formal and informal settings.
- Students show an increasing understanding of cultural meanings embedded in products of Korean culture.

Example: 시조, 산수화, 풍속화, 판소리, 탈춤

- Students interpret and evaluate the theoretical and/or political perspectives in non-fiction writing in print and digital media on contemporary topics of significance to Korean speaking populations.
- Students conduct research and analyze information from library and electronic resources (e.g., online databases in Korean).

### **STANDARD 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

#### Sample Progress Indicators, Grade 4

- Students give simple oral presentations (e.g., show-and-tell, report) about people, activities, or events in their daily lives (e.g., school field trips, family vacation, and birthday parties).
- Students make illustrated stories (e.g., big books, posters, dioramas, cartoons) to share with the class about people, activities, or events in their environment.
- Students perform or recite age-appropriate songs, short plays, and poems commonly known in Korean communities.

Example: 흥부놀부, 청개구리, 소가 된 게으름뱅이, 해와 달, 의좋은 형제

- Students create greeting cards or letters for special holidays and occasions such as Teacher Appreciation Day, Parents' Day, Lunar New Year's Day.

### **Sample Progress Indicators, Grade 8**

- Students present skits, recite selected poems, tell anecdotes, and perform songs in Korean at school events.
- Students write stories or reports about personal experiences, events, or other school subjects for journals, school newsletters or blogs to share with peers or Korean speakers.
- Students summarize the plot and describe the characters in age-appropriate literary works, such as poems, short stories, folk tales, and anecdotes.
- Students write or report about products and/or practices of their own culture or Korean culture (e.g., birthdays, New Year celebration, Korean Harvest Celebration).

### **Sample Progress Indicators, Grade 12**

- Students describe procedures for activities, such as Korean cooking or rules for games.
- Students create and perform a skit adapted from Korean traditional folktales and stories as a live performance or in video production.
- Students produce narratives, short stories, or poetry based on historical events or current affairs of Korean-speaking communities.
- Students summarize orally or in writing the content of articles or documentary films intended for native speakers of Korean, to discuss historical or contemporary issues (e.g., Korea's rapid economic growth, separation of family members in North and South Korea, Korean athletes' successes in international stages).
- Students write essays, reviews, or newspaper articles for student publication expressing opinions on school-related issues (e.g., home-coming dance, spirit week events, dress codes, students' misconduct such as bullying and harassment, etc).

### **Sample Progress Indicators, Grade 16**

- Students perform plays based on Korean classics or recite poems from traditional and modern literary works.
- Students present orally or in writing a critical review on expressive products of Korean culture, such as various literary genres, fine arts, or popular culture.
- Students interpret and synthesize information (e.g., research articles, documentary films, interviews, field notes) and give a presentation on Korea-related political and social issues (e.g., trade disputes and issues, the presence of U.S. forces in Korean peninsula, Korean education system).
- Students write a research-based paper in which they provide a detailed theoretical basis that supports their thesis.

## Gain Knowledge and Understanding of Korean Culture

The Cultures Goal emphasizes that learning a language fundamentally entails (a) acquiring the language as a means of coming to understand the culture in which the target language is used and (b) developing an authentic understanding of the target culture as an essential part of the language learning process. Given how vastly different Korean culture is compared to those in the Western world, it is becoming more urgent within the Korean language curriculum to help students understand the often unique perspectives of Korean culture through learning about practices and products in traditional and contemporary Korean society. As such, students can work toward true proficiency in Korean by understanding, appreciating, and applying the ideas, meanings, and values manifested in both tangible and intangible Korean cultural products and practices.

### **STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Korean culture.**

#### **Sample Progress Indicators, Grade 4**

- Students use appropriate expressions and gestures for greetings, leave taking, and common classroom interactions (e.g., bowing, politely asking for permission).
- Students demonstrate an awareness of the use of age-appropriate speech styles of the Korean language.

Example: 안녕하세요 vs. 안녕, 가세요 vs. 가

- Students participate in age-appropriate cultural activities (e.g., holiday celebrations, school field trips, games) and show an understanding of the cultural practices and products used in each activity.

Example: 세배, 세뱃돈, 한복, 설빔, 차례, 떡국, 소풍, 김밥, 윷놀이, 제기차기

- Students recognize and understand Korean daily practices (e.g., removing shoes before entering homes, sitting and sleeping on the floor, bowing to elders).
- Students demonstrate patterns of behaviors or interactions in various settings, such as school, family, and community (e.g., using sibling terms instead of names to address or refer to older peers, using two hands for giving to and receiving from elders).

#### **Sample Progress Indicators, Grade 8**

- Students show an understanding of the meanings and symbols of Korean holiday customs.

Example: 덕담, 제사, 성묘

- Students understand and demonstrate culturally appropriate Korean table manners (e.g., appropriately using spoons and chopsticks, waiting until elders begin eating).

- Students show an understanding of the cultural usage of kinship terms and titles to address and refer to people.

Example: 할머니, 할아버지, 아줌마, 아저씨, 선생님, 사모님

- Students use and understand Korean proverbs and idiomatic expressions commonly appearing in everyday interactions, and demonstrate an awareness of the basic significance of such proverbs and expressions.

Example: 누워서 떡 먹기, 손꼽아 기다리다, 하늘의 별 따기

### Sample Progress Indicators, Grade 12

- Students demonstrate an understanding of Korean cultural practices related to birthday milestones and different ways to count age.

Example: 돌, 환갑, 띠, 음력, 학번

- Students show an understanding of traditional and contemporary marriage customs in Korea, and are able to articulate differences, similarities, and meanings contained in each set of customs.

Example: 맞선, 소개팅, 중매결혼, 연애결혼

- Students discuss unique aspects of the Korean language, such as idiomatic expressions (e.g., four-syllable proverbs), by analyzing the socio-historical origin, modern-day usage, and meanings of such expressions.

Example: 사자성어-상부상조, 일석이조, 새옹지마, 관용표현-코가 높다, 발이 넓다

- Students observe and discuss Korean superstitions and their manifestation in the lives of Korean people (e.g., eating traditional taffy on college examination day, avoiding writing one's name in red), with an emphasis on the meanings behind these superstitions.

- Students identify, examine, and discuss the experiences and elements of the social life of high school students in Korea (e.g., school trips, Korean's zealous emphasis on education manifested in private academic institutes and college entrance examinations).

### Sample Progress Indicators, Grade 16

- Students identify and analyze Korean cultural perspectives reflected in historical, political, and religious events and national holidays.

Example: 한글날, 삼일절, 광복절, 석가탄신일, 성탄절

- Students analyze, discuss, and evaluate Korean traditional cultural practices and their influences on contemporary social interactions (e.g., weddings, funerals, business culture).

- Students analyze, discuss, and demonstrate an understanding of connections between cultural perspectives and socially approved behavioral patterns within Korean cultural contexts (e.g., accepting and declining compliments, filial piety, business etiquette).

**STANDARD 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Korean culture.**

**Sample Progress Indicators, Grade 4**

- Students identify tangible products of Korean culture (e.g., toys, clothing, household items, food)

Example: 공기, 한복, 숟가락, 젓가락, 김치, 불고기, 떡볶이

- Students identify and familiarize themselves with products of Korean culture, such as children's stories, songs, and dances.

Example: 청개구리 이야기, 산토끼, 부채춤

- Students participate in making age-appropriate Korean artwork, crafts, and simple food.

Example: 종이탈, 연, 한복접기, 송편, 김밥

- Students participate in age-appropriate Korean traditional games and sports.

Example: 윷놀이, 제기차기, 무궁화 꽃이 피었습니다, 태권도

**Sample Progress Indicators, Grade 8**

- Students experience genres of Korean music and performances, from modern and traditional perspectives.

Example: 민요, 사물놀이, K-pop

- Students participate in Korean traditional games and sports.

Example: 닭싸움, 말타기, 고무줄 놀이, 숫자나 말로 하는 놀이 (삼육구, 쥐를 잡자)

- Students explore cultural perspectives through Korean traditional and contemporary arts and crafts.

Example: 풍속화, 매듭, 붓글씨

- Students work with materials about internationally known Korean athletes, musicians, and artists, identify their specific talents, and discuss the types of influences of Korean culture that these celebrities bring to their fields.

Example: 김연아, 박찬호, 비, 백남준

- Students identify tangible and intangible products of Korean culture, such as historical monuments and social and religious institutions.

Example: 해인사, 명동성당, 경복궁, 남대문, 국회의사당



### Sample Progress Indicators, Grade 12

- Students analyze Korean arts including pottery and traditional paintings and identify and analyze the various symbolic components in these products.

Example: 백자, 청자, 산수화, 민화

- Students experience and explore concrete products of Korean culture that reflect daily life, such as food, dwelling, and leisure activities, and discuss the elements of Korean culture that are represented in daily life.

Example: 한국의 발효 음식 (간장, 된장, 김치), 한옥과 온돌, 노래방, 짬질방, 등산

- Students experience and discuss expressive products of Korean culture including Korean film, literature, and performance and explore ways in which these products reflect Korean people's lifestyles, beliefs, and values.

Example: 판소리, 비보이 (B-boy), 난타

- Students identify and understand themes, ideas, and perspectives related to the products of Korean culture.

Example: 충효사상, 무속신앙, 정(情), 한(恨), 눈치, 체면

- Students identify and understand the uniqueness of Korean culture that receives worldwide recognition.

Example: 한글, 팔만대장경, 거북선, 종묘, 석굴암, 불국사, 창덕궁

### Sample Progress Indicators, Grade 16

- Students identify, discuss, and analyze intangible products of Korean culture, such as social, religious, economic, and political institutions, and explore relationships among these institutions and perspectives of Korean culture (e.g., temples, churches, palaces, National Assembly, universities).

- Students experience, analyze, and critique expressive products of Korean culture, including Korean film, literature, arts and performance and identify the elements of Korean culture that are reflected in these products.

Example: 시조, 국악, 임권택 임권택 감독 영화 (서편제, 춘향전), 공동경비구역 JSA

- Students become familiar with social, political, and cultural issues discussed at various media (e.g., commercials, documentaries, newspaper articles, TV programs, and websites).

- Students analyze instances of public media in Korea (e.g., news broadcasts, morning talk shows, television commercials, Blue Dragon Awards, political speeches) and identify the elements of culture that are reflected within them, including gender/social roles, speech styles, rhetorical organization (e.g., directness vs. indirectness), and value systems (e.g., collectivism vs. individualism).

## *Connections*

## *Goal Three*

### **Connect with Other Disciplines and Acquire Information**

The Connections Goal encourages students to use their Korean communication skills (developed under the Communication Goal) and their cultural understanding of the world (developed under the Cultures Goal) as a way of extending their knowledge into new domains. To this end, the Connections Goal has been established to provide students with opportunities for interdisciplinary experiences in areas of the curriculum that lie beyond the traditional language-learning classroom. The broad range of activities related to this goal help students identify and use information available to them in Korean, thereby encouraging them to appreciate the utility of the language in more and more contexts. In addition to obtaining information from human resources (e.g., instructors, peers, family members), students are encouraged to pursue their interests by consulting Korean-language print resources, such as books, magazines and newspapers, as well as multimedia materials such as CD-ROMs and online resources available through the Internet.

This sort of conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to new information and experiences that enrich the students' academic and personal lives. Just as these connections flow from other academic and personal domains into the foreign language classroom, they also originate in the foreign language classroom and spill into the rest of the curriculum, thereby adding unique insights to students' broader educational experience.

The Connections Goal includes two standards. The first encourages the building of connections between Korean and other disciplines. The second focuses on using Korean to acquire information pertinent to students' particular interests and needs.

#### **STANDARD 3.1 Students reinforce and further their knowledge of other disciplines through the use of the Korean language.**

##### **Sample Progress Indicator, Grade 4**

- Students demonstrate in Korean an understanding of basic concepts learned in other subject areas, such as mathematics (e.g., measurement in metric system), social studies (e.g., community resources such as police officers, fire fighters, and medical professionals), geography (e.g., mountains, bays, rivers, oceans), and science (e.g., weather, animals, plants).
- Students comprehend children's illustrated storybooks or age-appropriate visual media in Korean on topics they are studying in other subject areas.

Example: 신데렐라/콩쥐팥쥐

- Students use Korean vocabulary to share or present simple facts learned from other disciplines such as history, science, and music.

### **Sample Progress Indicators, Grade 8**

- Students demonstrate ability to discuss topics and concepts from other subject areas, including geographical features (e.g., precipitation cycle and volcanic activities), historical facts (e.g., state history and world wars), mathematical problems (e.g., averages and word problems), and scientific information (e.g., photosynthesis and blood types).
- Students comprehend age-appropriate written and visual materials in Korean on topics they are studying in other subject areas.
- Students report in Korean, orally and/or in writing, on topics they are studying in other classes.

### **Sample Progress Indicators, Grade 12**

- Students discuss in Korean the connections and relationships between Korean and world history (e.g., the Korean War and Korean immigration to the U.S).
- Students obtain information in Korean through various sources (e.g., Internet, news media, library materials) on topics of other disciplines such as current events, art and music, and popular culture.
- Students exchange information and opinions in Korean orally and/or in writing about topics being studied in other school subject areas, such as political, economic, and social issues (e.g., climate change, government structure, public health).

### **Sample Progress Indicators, Grade 16**

- Students obtain and use information available in Korean related to their fields of study and topics of interest for research purposes.
- Students use a variety of Korean language resources to gather information related to their career of interest (e.g., medicine, law, journalism, education, engineering, entertainment).
- Students use primary materials in Korean, English, and other languages to expand and enhance their research.
- Students synthesize and evaluate information gathered in other disciplines in Korean to enhance theoretical concepts on topics on socio-cultural and historical issues (e.g., a study of gender roles in a sociology course through a discussion of changing gender roles in Korea).

**STANDARD 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through Korean language and cultures.**

**Sample Progress Indicators, Grade 4**

- Students read, listen to, and talk about works of children’s literature, such as folktales, poems, contemporary children’s stories created for native speakers of Korean.

Example: 토끼전, 효자 호랑이, 몽실언니

- Students listen, sing, and dance to Korean folksongs and children’s songs for native speakers of Korean.

Example: 아리랑, 산토끼, 고향의 봄

**Sample Progress Indicators, Grade 8**

- Students discuss and understand unique aspects of Korean language and culture such as Sino-Korean words and their historical and cultural background.

- Students read, listen to, and talk about works of Korean folktales, short stories, and historical novels written for young people.

Example: 선녀와 나무꾼, 금도끼 은도끼, 위인전 (이순신 장군, 세종대왕)

- Students understand Korean perspectives as they are related to history, arts, science and technology.

Example: 거북선, 첨성대, 해시계, 풍속화

**Sample Progress Indicators, Grade 12**

- Students acquire information through authentic materials, such as books, newspapers, or the Internet, pertaining to Korean practices in politics and social and environmental issues (e.g., Korean recycling regulations, compulsory military service, air-raid drill).

- Students expand their understanding of young adulthood by learning about the characteristics of Korean and Korean-American youths and the issues and challenges they face.

**Sample Progress Indicators, Grade 16**

- Students evaluate and synthesize information from a variety of authentic Korean sources to identify and analyze distinct Korean perspectives on social and political issues in relation to other cultural perspectives.

- Students develop and support a point of view on topics of personal interest incorporating information acquired from a variety of Korean-language sources to prepare reports in oral and/or written format.

## Comparisons

## Goal Four

### Develop Insight into the Nature of Language and Culture

The Comparisons Goal is intended to help students achieve greater cross-linguistic and cross-cultural awareness by explicitly utilizing the precious opportunity for comparison-based learning that comes with studying a foreign language. While exploring many similarities and differences between Korean and their language(s), they will develop a critical awareness of the distinguishing characteristics of the sound, writing, vocabulary, syntactic and pragmatic aspects of the languages involved. Their journey will cover topics such as the sound pattern of Korean and the way it is reflected in the *Han'gŭl* alphabet, contrasting it with more familiar writing systems; the stratified lexicon that consists of native Korean, Chinese-derived as well as recent loan words, and how this system might be compared to the lexicon of English (with its distinction between words of Anglo-Saxon origin and those of derived from Greco-Romance sources); word order freedoms and word order constraints, which typically vary from one language to the next; and finally Korean's elaborate system of case particles and verb endings, which in many cases have no clearly identifiable counterparts in other languages. In addition, students will develop an awareness of language-culture interfaces as represented by differences in the subtle nuances of speech level choices and its implications for the relationships between speakers in different social situations. In the realm of culture, they will gain a comparative and critical perspective by examining historical and contemporary Korean products, concepts, patterns of behavior, and social trends in the context of millennia-old East Asia, as well as in world history.

#### **STANDARD 4.1 Students demonstrate an understanding of the nature of language through the comparisons of the Korean language and their own.**

##### Sample Progress Indicators, Grade 4

- Students demonstrate an awareness of similarities and differences in the pronunciation of vowels and consonants of their own language and the Korean language.

Example: 초성과 종성 (받침)의 다른 발음, ㄹ vs. ㄹ/ㄴ

- Students recognize the similarities and differences in word orders between Korean and their own language.

Example: 피자를 먹어요 vs. I eat pizza.

- Students recognize similarities and differences between Korean writing system, *Han'gŭl*, and their own writing system.

- Students understand the two number systems—native Korean and Sino-Korean—and proper usage of numeral counters.

Example: 한 사람, 두 마리, 세 개, 일 월, 열 시 오십 분

- Students recognize loan words borrowed from English and other foreign languages.  
Example: 바나나, 햄버거, 피자, 아르바이트, 빵
- Students demonstrate awareness of honorific forms in greetings and other situations, and compare expressions of politeness in Korean and their own language.  
Example: 드세요 / 먹어, 감사합니다 / 고마워
- Students are aware of collocations, idiomatic expressions and onomatopoeia in the Korean language as well as in their own.  
Example: 농구를 하다, 친구를 사귀다, 꿀꿀, 깡충깡충

### Sample Progress Indicators, Grade 8

- Students compare the organizational principle in the Korean language of general-to-specific, and macro-to-micro with that of their own language (e.g., dates, mailing address, surname-given name).
- Students demonstrate awareness and compare the ways of expressing respect and communicating age and status differences in Korean (e.g., speech styles, honorific words, terms of address) to those of their own language.
- Students recognize clause connectors in Korean and compare their meanings and usages to English clause connectors.  
Example: -어서, -고 vs. 'and' 'so'; -는데, -지만 vs. 'but'
- Students demonstrate understanding of the use and functions of case particles as compared to English word order and prepositions.  
Example: -이/가, -을/를, -에 vs. 에서, -한테/에게/께
- Students understand that contextually recoverable elements can be omitted in Korean.  
Example: (나는 너를) 사랑해, (그거 나한테) 줘

### Sample Progress Indicators, Grade 12

- Students understand different use of politeness strategies in Korean using various indirect forms and compare them with those of their own language.  
Example: 핸드폰 좀 빌려 주세요 vs. 핸드폰 좀 빌려 주실 수 있으시겠어요?  
vs. 전화 한 통화할 수 있으면 좋겠는데요
- Students demonstrate awareness of various written styles and degrees of formality using appropriate speech levels and forms for reporting speeches and marking speaker stance.  
Example: -습니다 vs. -다, -다고 하다, -다고 생각하다, -는 것이다
- Students recognize the more pronounced distinction between written and colloquial registers in the use of grammatical markers.

Example: -이랑 vs. -과; 그렇지만 vs. 그러나, -어 가지고 vs. -어서

- Students analyze elements of the Korean language, such as time, tense, and aspects, and comparable linguistic element in English to understand various representations of events.

Example: -었- vs. -었었-, -겠, -어 두다 vs. -어 놓다, -고 있다 vs. -어 있다

- Students analyze elements of complex sentence structure of the Korean language and comparable elements in English, and recognize different ways of indicating main and subordinate events

#### **Sample Progress Indicators, Grade 16**

- Students demonstrate awareness of the subtle nuances of speech level choices and its implications for the relationship between speakers in different social situations (e.g., switching from polite to intimate speech level or vice versa).
- Students demonstrate their understanding and awareness of language variation and style differences based on regions, gender, age and status differences (e.g., dialects, net lingo).
- Students recognize and understand conventions of written genres in Korean. (e.g., terms referring to the author, the reader, and other subjects, vocabulary and structural choices, rhetorical organization).
- Students demonstrate the knowledge of the ways in which the Korean language has been influenced by the historical contact with Chinese, Japanese, and English (e.g., Sino-Korean vocabulary, loan words).

### **STANDARD 4.2 Students demonstrate understanding of the concepts of culture through comparisons of Korean culture and their own.**

#### **Sample Progress Indicators, Grade 4**

- Students identify interests and practices that they have in common with their Korean and Korean-American peers (e.g., video games, fast food, animation, popular culture, sports).
- Students point out similarities and differences between Korean and their own cultures in regards to manners and daily routines in various situations (e.g., greetings, table manners, use of indoor space such as sitting on the floor vs. using chair, respect for elders).
- Students demonstrate awareness of how gestures and expression through physical contacts differ in Korean culture and their own cultures (e.g., bowing vs. waving/hugging, girls' walking arm-in-arm with each other).
- Students compare and contrast products of the Korean culture and their own (e.g., children's songs, games, folktales, holiday celebrations, food).



### Sample Progress Indicators, Grade 8

- Students compare and contrast patterns of behavior and social trends of Korean adolescents and their own manifested in school and recreational activities (e.g., interaction with teachers, school schedule, use of recess time, fashion, after-school curricular activities, social gatherings).
- Students understand and compare significant seasonal holidays, celebrations and rituals and their underlying beliefs in Korean culture and their own cultures.

Example: 추석, 설날, 백일, 환갑, 어린이날, 스승의 날

- Students examine why certain products are significant in Korean culture and how different products have gained prominence in other cultures. (e.g., royal burial site, *kimch'i*, refrigerator, metal chopsticks).

### Sample Progress Indicators, Grade 12

- Students explore and demonstrate how proverbs, sayings, and idiomatic expressions reflect one's culture through examples from the Korean language and their own.
- Students understand Korean cultural perspectives regarding familial and generational relationships manifested in respect for elders, importance of birth order, family responsibilities and duties, parental sacrifice for children and filial obligations.
- Students compare and contrast the importance of national holidays and cultural treasures of Korea with their own culture.

Example: 광복절/ Independence Day, 한글날, Martin Luther King Day, 현충일/Memorial Day

- Students compare and contrast the uses and functions of public facilities and services in Korea with their own culture (e.g., public transportation, market, hospitals, postal and delivery services).

### Sample Progress Indicators, Grade 16

- Students analyze and discuss the roles and functions of major social institutions and infrastructure in Korea and contrast these with their own (e.g., education systems, religious institutions, types of retail shopping, and types of housing).
- Students compare ways of networking in social groups and institutions such as schools and work places and understand the internal dynamics among the members.

Example: 학연, 지연, 혈연

- Students compare and contrast the characteristics of mass media (e.g., film, TV, magazines, newspapers) in Korea and their own culture.
- Students analyze and compare cultural perspectives as reflected in a variety of literary genres.

Example: 시조, 시, 판소리, 단편 소설, 장편 소설

- Students are aware of the Korean mimetic vocabulary that consists of sound-imitating and manner-symbolic words.

Example: 멍멍, 캄캄, 소곤소곤, 반짝반짝, 주렁주렁, 빙글빙글

## Participate in Multilingual Communities at Home and Around the World

Learning Korean becomes more meaningful and motivating when students have opportunities to use, demonstrate, and further expand their language skills and cultural knowledge outside the classroom. In many parts of the United States, opportunities to interact with Korean speakers abound, thanks to an increased number of Koreans who have arrived in the country, as immigrants or shorter-term visitors, to pursue interests in a variety of societal sectors including business and education. Furthermore, given recent development in communication technology, print and electronic media resources in the Korean language are being made ever more accessible. Taking advantage of these opportunities and resources, students should be encouraged to use their communication skills to broaden and maintain their participation in activities carried out in the language as well as to enrich their personal lives, as well as the lives of those around them. They can do so by reaching out to those who are not familiar with the Korean language and culture to share their interest and knowledge through prepared performances and presentations as well as more spontaneous interpersonal interactions.

### **STANDARD 5.1 Students use Korean both within the school setting and beyond.**

#### **Sample Progress Indicators, Grade 4**

- Students communicate with peers from the Korean language community in person, via letters, e-mail, or Internet written/audiovisual chatting on such topics as family, hobbies, and daily routines.
- Students identify professions that require proficiency in Korean (e.g., travel agent, tour guide, teacher of Korean, interpreter, diplomat, doctor for Korean community, immigration official).
- Students participate in age-appropriate role playing in Korean with peers that demonstrate understanding of Korean community (e.g., shopping, ordering in restaurants, making phone calls, playing house).
- Students do show-and-tell about the Korean language and culture to their peers, parents, or community groups in English or Korean.
- Students perform for a school or community celebration (e.g., Lunar New Year songs, fan dance, *t'aekwōndo* demonstration).

#### **Sample Progress Indicators, Grade 8**

- Students can discuss with members of the Korean language community their preferences and opinions on leisure activities and local events (e.g., vacation, Korea town festival).
- Students can conduct interviews with members of the local community about how they use Korean in their professional and personal lives.

- Students share information about the Korean language and culture with others in the community through presentations and performances in public (e.g., culture shows, storyboard-making, exhibits).
- Students participate in activities that benefit the school or community, such as translating school announcements and activities for the Korean community.

#### **Sample Progress Indicators, Grade 12**

- Students meet and have discussions with members of the Korean language community about their intercultural experiences (e.g., student life in the U.S. vs. in Korea, cultural differences).
- Students interview Korean visitors and members of the local Korean community about various aspects of family and society (e.g., roles in the family, youth culture, education).
- Students enroll in summer camps and language programs in Korea or in Korean communities.
- Students investigate the history of the local Korean community.
- Students do internships or volunteer work at U.S.-based Korean businesses.

#### **Sample Progress Indicators, Grade 16**

- Students communicate orally or in writing with members of the Korean language community on topics such as social, economic, political, or historical issues at the local and global levels.
- Students explore careers (e.g., internships, positions in local companies) that require proficiency in the Korean language and culture.
- Students give a presentation in Korean on issues relevant to the local community (e.g., internship, study abroad programs, local elections, Korean language maintenance).
- Students participate in community activities such as tutoring, translating and interpreting for social agencies, and acting as mentors for younger members of the Korean community.
- Students participate in study abroad programs or explore job opportunities in Korea.

### **STANDARD 5.2 Students show evidence of becoming lifelong learners by using Korean for personal enjoyment and enrichment.**

#### **Sample Progress Indicators, Grade 4**

- Students use Korean audio and visual materials for enjoyment (e.g., children’s TV shows and movies, cartoons, drama, K- pop).
- Students plan real or imaginary trips to places that represent Korean culture (e.g., trips to Seoul or Korea towns in the U.S.A.).
- Students attend or view via media Korean cultural events and social activities (dance concerts, festivals, parades, and plays).

- Students enjoy Korean music, dance, sports and simple games.

Example: 태권도, 공기, 윷놀이, 가위바위보, 목찌빠, 팽이 돌리기, 연 날리기, 씨름

- Students will have opportunities to make Korean-speaking friends through language instructional activities.

### **Sample Progress Indicators, Grade 8**

- Students organize Korean cultural events and social activities.
- Students engage in Korean activities for pleasure (e.g., reading age appropriate stories and cartoons on/off-line, listening to music, singing songs, playing musical instruments, and learning dances).
- Students establish and/or maintain relationships with speakers of Korean through various means of communication (e.g., letters, e-mail, social networking websites).

### **Sample Progress Indicators, Grade 12**

- Students use Korean to obtain information on topics of personal interest and to advance knowledge of their Korean language, culture, and history.
- Students engage in activities for personal enjoyment and growth (e.g., martial arts, calligraphy, playing traditional instruments, watching Korean film).
- Students continue to utilize Korean websites to get news on current events and information pertaining to their personal interests.
- Students participate in school and community projects which require proficiency in Korean.

### **Sample Progress Indicators, Grade 16**

- Students do research using the Korean language resources to enhance their academic and professional interest (e.g., thesis research, preparing a portfolio for job applications, internship opportunities).
- Students establish and maintain personal and professional relationships with speakers of Korean both in speech and writing (e.g., the Internet, letters, telephone).
- Students can participate in social, cultural, and intellectual activities related to Korea (e.g., film festivals, Korean studies conferences, lectures).
- Students travel to Korea for leisure, education, and career purposes (e.g., study abroad, internships).

# Learning Scenarios Level K-4

## TARGETED STANDARD

- 1.2 Interpretive Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

## A KOREAN FOLKTALE THAT EXTENDS A LANGUAGE LESSON ON HOW TO COUNT ANIMALS

Kindergarten students at the Bronx Charter School for Better Learning have been learning the names of animals in Korean (호랑이 *horangi*, ‘tiger’; 새 *sae*, ‘bird’; 개구리 *kaeguri*, ‘frog’; 소 *so*, ‘cow’; etc.)

and how to count animals (호랑이 세 마리 *horangi se mari*, ‘three tigers’; 소 세 마리하고 개구리 한 마리 *so se marihago kaeguri han mari*, ‘three cows and one frog’). One day the teacher reads them a Korean folktale first in Korean and then in English, called “The Woodcutter and Tiger Brother” (retold and illustrated by Nami Rhee). The students listen to the story and identify the tiger and tiger cubs in the pictures using Korean words and count how many of each there are. Afterward they discuss how they felt about the story, and what they noticed, pointing out what was especially interesting. The students mention how the woodcutter tricked the tiger into thinking they were brothers. The students and teacher also look again at the pictures of the Korean funeral in the mountains, and of the baby tigers and woodcutter bowing before the grandmother’s tomb. In a subsequent class the students speak in English about how the story stayed with them over the week, making them think about their own experiences when family members die.

### Reflections

- 1.2 Students hear a teacher read the story, follow along as he/she explicates the story, and react to the visual resources and the meaning of the story. They begin to learn how to interpret stories and learn language from them.
- 2.1 Students observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as school, family, and the community (*in this case, bowing before a grandparent’s tomb in the mountains; filial piety in general, as shown by the tiger brother who brings a freshly killed deer or wild boar to the mother’s house twice a month when she is sick*).
- 2.1 Students demonstrate an understanding of typical daily routines of their Korean peers after observing their peers through media, pictures and accounts in translation (*bowing before grandparent’s tomb*).
- 2.2 Students experience, identify or read (in English) about products of Korean culture, such as selections from children’s literature, dances, and types of artwork (*in this case, a traditional tiger folktale*).
- 3.2 Students discuss unique aspects of Korean culture and language: 제사 *chesa*, or ancestor worship, and filial piety in general.
- 4.2 Students demonstrate an understanding of the differences in the grieving process in Korean and American culture.

This was the first time the students heard Korean spoken in a long story. In this lesson, listening to the Korean version of the folktale was facilitated by the students' familiarity with the words 호랑이 *horangi*, 'tiger' and 다섯 마리 *tasöt mari*, 'five + the counter for animals,' which they already knew well. Although they did not know most of the words in the story, they paid attention to the intonation of the language. They heard, for example, the teacher aspirate her vowels for emphasis, which caused them to giggle. After the story was over, the students talked about what they noticed, including how the tiger left presents for the mother twice a month while she was still alive, and how the baby tigers and the woodcutter bowed before the table of food in front of the mother's tomb. In the subsequent class, the students talked at length about how the story had affected them, especially because two main characters died: the mother/grandmother, and the tiger brother. The children spoke about their own experiences with death and how they went through the grieving process (including American wakes and funerals).

### SÖLLAL (KOREAN LUNAR NEW YEAR)

설날 *Söllal* is an annual tradition at Mark Keppel Elementary School's 50/50 Model Korean Dual Language Immersion Program in Glendale, CA. Students prepare to celebrate the Korean Lunar New Year by learning about traditional Korean customs. On the day of the event, 80 kindergarten and second grade students are mixed and divided into five group rotational "centers" as listed below. This cross-grade level grouping allows the older children to model for the younger children.

#### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

All centers are facilitated in the Korean language and parents are encouraged to participate.

1. 절 *Chöl* (bowing to elders): Students learn how to say the *Söllal* greeting 새해 복 많이 받으세요 *saehae pok mani padüseyo*, 'wishing you many blessings in the new year,' while practicing the *chöl* specific to their gender: Girls *chöl* with their hands holding their skirt on the side. Boys *chöl* with their hands in front of their forehead. Students do the *chöl* in front of grandparents of one of the students who have brought each of them a brand new bill in an envelope. This symbolizes the blessing the students are getting in return for their *chöl*.
2. 윷놀이 *Yunnori* (Korean board game): *Yunnori* consists of throwing four sticks to make combinations: 도 *to* (1 space), 개 *kae* (2 spaces), 걸 *köl* (3 spaces), 윷 *yut* (4 spaces) and 모 *mo* (5 spaces). Each team has four game pieces for the game board. Students learn that *mo* helps their team move all the pieces to the finish line faster, which makes them the winning team.
3. 떡국 *Ttökkuk* (Korean soup-based dish): Each student makes one 만두 *mandu* (Korean dumplings) to cook in the soup. Each student receives a bowl of *ttökkuk* with *mandu*. They may add the 지단 *chidan*, 'egg trimming,' 김 *kim* (seaweed), and 고기 *kogi*, 'meat' according to their own taste. 김치 *kimch'i* (spicy Korean lettuce dish) is also optional.
4. 아리랑 *Arirang* (name of a Korean folk song): By the time of *Söllal*, usually in late

January or early February, students would have learned a variety of songs they can practice with 무용 *muyong* (dance or movement that goes with a song). Students are also practicing songs they will perform for a school assembly.

5. 앵두꽃 *Aengdukkot* (cherry blossom) Art: Students begin by blowing into a straw to spread a small amount of black ink on white paper to create the three branches. Then pink tissue paper is glued to the ends of the branches. Each student's work is mounted on black paper for display.

### Reflections

- 1.1 Students use phrases for *Söllal* greeting, communicating their New Year's wishes to others, thanking their elders, and expressing what type of gifts they would like to receive for the New Year.
- 1.2 Second grade students learn from a video or from a reading that *chöl* and *ttökkuk* are customs associated with *Söllal*.
- 1.3 Students will perform songs to their parents and peers at a school assembly.
- 2.1 Students participate in activities reflecting Korean customs including Korean games and songs.
- 2.2 Students eat Korean food.
- 3.1 After the event, all students check their local newspapers and their corresponding web pages for coverage of the school assembly and New Year celebration.
- 3.2 Before the event, second grade students research *Söllal* using the Internet.
- 4.1 Second grade students compare, contrast, and analyze the words and meaning of "*sae-hae pok mani padüseyo*" with "Happy New Year."
- 4.2 After the event, second grade students compare and contrast how the New Year is celebrated according to American and Korean customs.
- 5.1 Students will demonstrate their gender-specific *chöl* to volunteer grandparents at the day of the event.
- 5.2 Students bow when greeting in Korean when they come in contact with native speakers.

#### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

#### FOLKTALES

First grade students in Mrs. Choi's and Miss Hwang's classes read the story of Cinderella and 콩쥐 팥쥐 *K'ongjwi P'atchwi*. Every year students in the Korean Dual Language Immersion Program at Mark Keppel Elementary School in Glendale, CA perform a play based on literature to have a deeper

understanding of the Korean language and culture. Students begin the unit study by viewing animated clips of the two stories. After each text is read aloud, students discuss the elements of literature in small groups including their opinions about the characters they liked and disliked. In addition, there will be project-based differentiated instructions to accommodate different learning styles and engage all learners. As a culminating activity, students will perform a play at a school assembly.



## Reflections

- 1.1 Students engage in conversation about the main characters in each story, expressing their opinions as to why they like or dislike their chosen characters.
- 1.2 Students read the story of Cinderella and *K'ongjwi P'atchwi* and share their reactions to characters.
- 1.3 Students present the play and songs to their parents and peers at a school assembly.
- 2.1 Students understand the morals and values of two different cultures as expressed in children's stories.
- 3.2 Students write a letter to a character from the stories, focusing on the unique situation in which the character finds himself/herself.
- 4.2 Students use a Venn diagram to compare and contrast elements of the two stories.

## MAPPING SKILLS

Third grade students at Mark Keppel Elementary are learning about geographical landforms using maps, legends, photographs, and charts. Students begin this unit on map skills by interviewing a geographer in Korean to broaden their understanding of maps. Students receive instruction on mapping skills. Based on the knowledge gained through the interview and lessons, students will construct a three-dimensional model of the Korean peninsula. As a culminating activity, they will present their models and an oral report on their assigned geographical landform.

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections
- 4.2 Cultural Comparisons
- 5.2 Lifelong Learning

## Reflections

- 1.1 Students interview a geographer to obtain information on mapping skills.
- 1.2 Students demonstrate their understanding of information gathered from the interview and lessons.
- 1.3 Students present a three-dimensional model of the Korean peninsula and an oral report on their assigned landform.
- 2.2 Students build a three-dimensional model of the Korean peninsula.
- 3.1 Students use the agricultural map to expand their knowledge of Korea's regional characteristics.
- 4.2 Students compare and contrast the similarities and differences between American and Korean maps.
- 5.2 Students write friendly letters to students in different regions of South Korea.

# Learning Scenarios Level 5-8

## TARGETED STANDARD

- 2.1 Practices of Culture
- 4.1 Language Comparisons

## SINGING SONGS, LEARNING LANGUAGE

At a middle school, students have been attending a 45-minute Korean class three times a week. They converse in Korean using simple sentences in Korean. The students have been exposed to various strategies and modes of learning. Upon entering the classroom, students and the teacher bow 90 degrees and greet each other with “*annyŏnghaseyo?*” Then the 6th graders bow to the 7th and 8th graders; “*형 (Hyŏng)*—or *누나 (Nuna)*- *annyŏnghaseyo?*” The 7th and 8th graders, in contrast, respond with an informal greeting and using their younger classmates’ first name, “*Nathaniel, annyŏng.*” Through this practice students acquire honorific and non-honorific terms and learn about deferential conduct toward their elders.

To facilitate the lesson, students use individual words placed on 2” X 4” laminated sheets made by the teacher, with magnets affixed on the back. Students form sentences using these word sheets and a magnetic board. Lessons are often delivered in the form of games. Students are asked to divide into groups to compete against each other. The only rule is that the group members must be different each time.

Students will have learned five different songs during this school year. Through these, they learned the names of seasons, body parts, numbers, adjectives, nouns, etc. Pop quizzes are administered by the teacher who calls out a phrase from a song, which is then acted out in a charade by the students. Then one student becomes the “teacher” and articulates a phrase in Korean and the other students continue the charade game. The rule is for the “teacher” to state the title of the song for the audience.

Students had learned the postposition word *에는 enŭn* which means “at” or “in.” Upon introduction to the song *파란 마음 하얀 마음 P’aran maŭm hayan maŭm*, ‘Green heart white heart,’ they also had to be introduced to the contractions commonly utilized in the Korean language. There appear to be more contracted words in Korean than in English. The teacher wrote the following words on the board, *여름에는 yŏrŭmenŭn* and *여름엔 yŏrŭmen*, and asked the students to identify the difference(s). The first thing the students pointed out was the number of syllables. The teacher led the class to see for themselves how and why they can have the same meaning. Students understood the concept more easily when it was compared to the idea of contracting two words into one in English.

## Reflections

- 2.1 Students understand that age, which is correlated to one’s wisdom in general, is valued in the Korean culture. Furthermore, they are taught that decorum is highly emphasized and observed. Also, students see for themselves that speaking formally and deferentially result in respect for themselves and a civilized society. Students are fascinated by the fact that there are separate terms to address an older brother or older sister and that there is also a difference when one is a female younger sibling and a male younger sibling. However, both the male and female siblings address their younger siblings with *동생 tongsaeng*, ‘younger siblings.’ To distinguish between the two genders—the young sister

from the little brother, 남 *nam*, ‘male’ or 여 *yŏ*, ‘female’ is affixed in front of the word *tongsaeng*. Students also learn that adding 해요 *haeyo*, 하세요 *haseyo*, or 하십니까 *hasimnikka* to the root word 인사 *insa* shows different levels of respect and formality.

- 4.1 Students understand the difference between preposition (word that expresses some relation to a noun, pronoun, phrase, or clause which follows it) and postpositions (markers that follow the word they modify). They also learn that Korean has postpositions while English uses prepositions for the equivalent functions. The students demonstrate their understanding by practicing with their classmates under the supervision of the teacher.

**PAPER FOLDING: 한복 HANBOK 종이접기 CHONGIJŎPKI**

The students in the 7th and 8th grade Korean classes at New Hope Academy in Maryland learn about the traditional Korean costume, the 한복 *hanbok*. Students participate in group research projects about the *hanbok*, and they make miniature paper *hanbok*. Before the students begin, the teacher provides a worksheet which is written in Korean about how to make a *hanbok*. The students read and follow the directions. The students then use various colored papers to make *hanbok* for boys and *hanbok* for girls. Also, students make a poster about the *hanbok* they made and write a report in English. Finally, they will compare their own traditional costumes and costumes of other countries with the *hanbok*, and discuss the differences and similarities between the two.

TARGETED STANDARD
1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.2 Products of Culture
3.2 Acquiring Information
4.2 Cultural Comparisons
5.2 Lifelong Learning

**Reflections**

- 1.1 Students use Korean to give directions and respond to simple commands.
- 1.2 Students read materials in Korean and understand them. Then, they follow the directions and accomplish the given assignments.
- 1.3 Students present their posters of *hanbok* they make.
- 2.2 Students read and learn about the *hanbok* and distinguish them from other costumes.
- 3.2 Students acquire information about the *hanbok* through various resources.
- 4.2 Students compare and discuss what they found in the two different cultures.
- 5.2 Students reproduce the paper *hanbok* at home and teach their families how to make the *hanbok chongijŏpki*.

In this activity, the students not only identify the *hanbok*, but also learn and use the verbs associated with constructing *hanbok*. For example, when the students fold the papers, one student reads the direction using imperative sentences in Korean and the rest of the students repeat them (e.g., ‘접으세요’ *chŏbŭseyo*, which means ‘Please fold it.’ etc.). For additional activities, teachers may introduce the traditional Korean holidays such as 설날 *Sŏllal* (Korean New Year’s Day) and 추석 *Ch’usŏk* (Thanksgiving Day) with reading materials either in Korean or English. Then, the students discuss when and why people wear the *hanbok* after reading the materials. This activity also helps the students understand this special tradition of Korea.

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 4.2 Cultural Comparisons
- 5.1 School and Community

### DAILY SCHEDULES

The students in an 8th grade Korean class have been learning to describe their daily routines. In their math class, they have been working with percentages, collecting and organizing data, graphing the data, and interpreting the data provided by the graph. They have also been corresponding with students in Korea through Facebook. The teacher asks students

to determine the amount of time they spend each day eating, sleeping, watching TV, and studying (in school or at home). Students determine what percentage of the school day they spend on each of these activities and display the information on a circle graph, labeling the graph in Korean as appropriate. Students then work in groups of four comparing data on their graphs. Students take turns interpreting the graph of the person on their right and comparing the data on their own graph with that of their classmate. At the end of the activity, each student provides a statement that summarizes what the group found and dictates this information to the group recorder. On a subsequent day, students use information they have received through correspondence with users of Facebook in Korea to reflect upon their daily schedules and allotment of time compared with those of their peers in Korea.

### Reflections

- 1.1 Students work collaboratively in groups to share information.
- 1.2 Students acquire information from their e-mail message from Korea.
- 1.3 Students present information about themselves to their group.
- 2.1 Students learn about the daily routine practices of their peers in Korea.
- 3.1 Students make connections between the skills they are learning in their math class and their Korean class.
- 4.2 Students compare and contrast the time management by students in Korea with their own.
- 5.1 Students use the language beyond their own community through social networking.

This activity exemplifies how skills learned in one class can be reinforced in the language class by developing meaningful activities with practical applications for students. Middle school students are focused on their lives and the lives of their peers. This activity takes the students' real-life interest and channels them into a learning activity. This might also be an opportunity for the students to focus on the language structures involved in making comparisons in Korean.

## KOREAN B-BOY PERFORMANCES AND P'UNGMULLORI

Eighth grade students at a middle school learn about 풍물놀이 *P'ungmullori* or 사물놀이 *Samullori* and Korean B-boy performances. The class first watches video clips of a *P'ungmul* performance and a Korean B-boy performance on YouTube. Then they talk to each other what the performances look like, what their similarities and differences are, what kinds of instruments are used, if any, and what kinds of movements are involved.

In a small group of three or four, students do online research on *P'ungmul* and B-boy performances (i.e., their history, purposes, roles in Korean community, background information). The teacher can also arrange a visit to meet a *P'ungmul* group in a local Korean center or a college, so that students may interview *P'ungmul* performers about their experiences of *P'ungmul* (i.e., where and when they perform, what kinds of instruments they play, why they perform it, etc). The students can also learn simple movements of *P'ungmul* from the performers. Then, they compare *P'ungmul* instruments with the American percussive instruments. They also compare Korean B-boy performance with Western counterparts. Once they collect all the information, students present their findings as a PowerPoint presentation to the class. The students can perform simple movements at the end of the semester or for a culture night.

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

### Reflections

- 1.1. Students discuss *P'ungmullori* and Korean B-boy performances.
- 1.2. Students chart basic information the teacher presented and the videos presented.
- 1.3. Students give a PowerPoint presentation on different topics of *P'ungmul* and B-boy performances, such as history, background, social roles/status, etc.
- 2.1. Students view *P'ungmullori* and B-boy performances and learn their simple movements.
- 2.2. Students perform those simple movements at the end of the lesson.
- 3.1. Students discuss other subjects such as music, physical education, and social studies in connection with *P'ungmul*, farmers' dances, and B-boy.
- 3.2. Students acquire specific terms for the percussion instruments used in *P'ungmul* and the movements used in *P'ungmul* and B-boy performances.
- 4.2. Students compare the characteristics of *P'ungmul* and B-boy with those of American dances such as Hip Hop dances to understand why they are popular in America and why Americans participate in such activities.
- 5.1. Students interact with and interview *P'ungmul* performers to learn how and why they are involved in the Korean traditional and cultural activities and how their participation in such activities has influenced their lives.
- 5.2. Students may participate in a local *P'ungmul* team or create a *P'ungmul* club in their schools.

# Learning Scenarios Level 9-12

## TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 5.1 School and Community
- 5.2 Lifelong Learning

## ADVERTISEMENT POSTER

High school students are asked to create posters and product manuals to illustrate a creative product of their own invention using Korean. First, they develop a new product according to their interests and needs, and then make an advertisement poster. They also make a basic product manual. They are asked to discuss the concept behind their invention as well as the merits of such a product. This project

involves market research through student survey and class evaluation through monitored discussions. Students make a poster presentation and give feedback on each other's work, particularly regarding the quality, price, and application of the products they promote.

### Reflections

- 1.1 Students use Korean to investigate, discuss and create a poster for their proposed product.
- 1.2 Students read a model poster and the accompanying manual in Korean before attempting to create one of their own.
- 1.3 Students present and give comments on the poster in Korean.
- 2.1 Students learn about inventing a product to satisfy a need in popular culture.
- 2.2 Students demonstrate an understanding of the relationship between their product and how it would be used.
- 3.1 Students gain knowledge of production and marketing through planning, research and discussion.
- 5.1 Students learn to read and interpret advertisements in Korean.
- 5.2 Students learn how to critically analyze advertisements and products.

## TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

## VISIT TO KOREAN STORES

High school students learning Korean language and culture have an assignment to visit Korean stores. In class, the students already learned and practiced basic conversation skills including frequently used expressions in Korean. In groups of 2-3 students, they visit one or two Korean stores near their school or home. Students videotape or record their conversation with Korean native

speakers in the stores. They also take pictures of the Korean products that they find in the stores. Students make presentations about their experiences in Korean stores using videos, pictures, and dialogues. During the presentations, the students report on the name and location of the store(s) they visited, the names and types of the Korean products they found at the store, including their ingredients and usages. They also describe their cultural experiences of visiting Korean stores, pointing out the cultural issues that are distinctive to Korea as compared to American cultural issues from similar contexts.

## Reflections

- 1.1 Students talk with native Korean speakers in stores.
- 1.3 Students make presentations about their visits to Korean stores.
- 2.1 Students practice how to interact with native speakers of Korean in stores, including initiating conversation, asking questions, and responding as culturally appropriate.
- 2.2 Students shop for and buy Korean products.
- 3.2 Students acquire information about Korean products that they buy.
- 4.2 Students compare and contrast customs and products between Korea and America.
- 5.1 Students visit Korean stores in/around their neighborhoods.
- 5.2 Students learn how to interact in Korean stores and purchase Korean products that cater to their interests.

This learning scenario provides students opportunities to practice their basic conversational skills they learned in Korean class. Students are also asked to explore Korean culture and its products. Students deepen their understanding of Korean culture by making presentations about their experiences and findings concerning Korean products and customs in Korean stores. This learning activity further encourages students to use Korean in their daily lives and broaden their experiences with Korean culture and consumable products.

## KOREAN PROVERBS

Students at Lowell High School are provided with lists of Korean proverbs one day in advance of the lesson. Some of these proverbs are: 등잔 밑이 어둡다 *tŭngjan mich'i ōdup̄ta*, 'Underneath the lamp is dark'; 낮말은 새가 듣고 밤말은 쥐가 듣는다 *nanmarŭn saega tŭtko pammarŭn chwiga tannŭnda*, 'The words you speak during the day are heard by birds and the words you speak at night are heard by mice.' The next day, students watch videos that dramatize the situations these proverbs illustrate. Then they are asked to guess the meanings of each proverb on the list. While explaining proverbs, students discuss certain aspects that are unique to Korean culture. At the end of the class, students find similar proverbs in English or in their respective home culture. In the next class, students share their lists of proverbs with the class and discuss differences and similarities of the proverbs that they thought of with those from the rest of the class. The class is first divided into small groups of three to four students and then each group is assigned to work on a different thematic category of proverbs. Students read the proverbs in their group and identify Korean cultural inferences. Students then write a brief dialogue containing these proverbs and create skits that include situations representing the proverbs. Students perform skits at the end of lesson.

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 2.1 Practices of Culture
- 3.2 Acquiring Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons

## Reflections

- 1.1 While working on this activity students speak in Korean, ask and give information, and discuss their ideas for the skit.
- 2.1 Students learn situations in which Korean proverbs are included and the practices referenced in the proverbs.



- 3.2 Learning Korean proverbs provides students an opportunity to learn more about traditional values, customs and family life of Korea.
- 4.1 Students compare and contrast the language choices and structures of similar proverbs in Korean and English.
- 4.2 Students compare and contrast cultural differences between Korea and their home culture through proverbs.

This activity provides students an opportunity to closely look into Korean culture. Because of the similarities between Korean culture and some students' home culture (especially for students with Asian backgrounds), students seem to feel a deeper connection between their home culture and Korean culture and also recognize the relevance of learning Korean. Students usually create humorous skits from the everyday life situations that reflect generational gaps as well as relationships between parents and children, between teachers and students and between friends. The activity also provides an opportunity to reinforce students' knowledge of Korean culture.

#### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

#### HOLIDAYS: CH'USÖK AND THANKSGIVING—TELEVISION COMMERCIALS AND CULTURES

High school students watch the commercial for KTF (Korea Telecom Freetel), a major telecommunications firm, providing cell phone and wireless service in addition to selling cell phones and other telecommunications products. Here is the link to the commercial: [http://calper.la.psu.edu/korean/video/unit\\_1/clip\\_1\\_KTF\\_Chusok.mov](http://calper.la.psu.edu/korean/video/unit_1/clip_1_KTF_Chusok.mov).

As students watch the clip, they are asked to identify elements of Korean traditional culture, especially 한복 *hanbok* and the architecture and layout of the traditional Korean house. After watching the clip, students are asked to discuss the elements that stand out to them. Most obviously, the family is celebrating 추석 *Ch'usök*. The teacher prepares a short introduction about *Ch'usök*. The teacher also locates an article in Korean that talks about *Ch'usök* and includes illustrations and photographs of some of the key concepts. Students read the article and learn how *Ch'usök* is celebrated by families in Korea today.

Students interview native Koreans in their community or online (through Facebook or other computer-mediated social sites) to find out how *Ch'usök* is celebrated in their families. In groups of 3 or 4, students compare notes about *Ch'usök* and its importance to Korean culture. They then compare the celebration of *Ch'usök* with other holidays in cultures that they are familiar with, especially Thanksgiving. Students would need to draw from their readings and from their interviews with native Koreans in order to fully understand the Korean holiday and its importance in Korean culture.

Students prepare a holiday newsletter in Korean that reports on Korean and U.S. holidays taking place during that particular school term. What is the significance of the holiday? How



did students celebrate and with whom? What kinds of foods, costumes, and other cultural products were a part of their celebrations?

### Reflections

- 1.1. Students discuss Korean culture and other culture systems and interview Korean people about Korean traditional holidays (in Korean). Students report their findings back to small groups and the class.
- 1.2. Students read an article on the Korean culture, especially traditional holidays.
- 1.3. Students present their findings from their interview which also synthesizes their findings from the article that they read.
- 2.1. Students learn about how holidays are celebrated in Korea and the U.S. This includes issues of family, foods, dress, traditional artifacts and practices, and changes in tradition from generation to generation.
- 2.2. Students learn about the Korean cultural values expressed in advertising.
- 3.1. Students make connections to the discipline of art, history, philosophy and religion.
- 3.2. Students acquire information about holidays, advertising, and cultural values from Korean people.
- 4.2. Students compare *Ch'usŏk* and Thanksgiving in the commercial, sharing any points in common that make such a comparison possible.
- 5.1. Students interview Korean people and distribute their newsletter or pamphlet to the local community.

### KARAOKE ROOM OR NORAEBANG

High school students first learn and read about the general history of a singing culture in Korea and then have a discussion comparing the role of singing culture in contemporary Korea with that of other cultures. Following the discussion, they view video clips from Korean TV dramas and movies about ‘노래방 *noraebang*’ in Korea. Students (individually or in pairs) are given a list of contemporary music genres and titles that are popular and are asked to choose one to learn. They research the chosen song through the Internet to find the lyrics and visual/audio files (e.g., YouTube) of the performances to begin learning the song. The students first study the lyrics to reflect on the language and content of the song and give a short presentation summarizing the content of the lyrics to the class. After practicing and becoming familiar with the songs, the class goes to a *noraebang* in the Korean community to perform the song that they have practiced. At the *noraebang*, they search for the title from the song folder, input the corresponding number, and perform by fluently reading the lyrics on the screen. Students also engage with the employees of the *noraebang* to inquire about the hourly rate of the room, and to make requests (e.g., drinks, food, a tambourine, etc.).

#### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

## Reflections

- 1.1 Students use Korean to share opinions about songs they prefer and say why. They work in groups to prepare their presentation and discuss their findings. They answer questions from their peers after the presentations.
- 1.2 Students read and study the lyrics of the song and provide a personal interpretation on the content of the song.
- 1.3 Students present a summary of the lyrics and explain why they chose the song. They do a singing presentation for the class at the *noraebang*.
- 2.1 Students learn about the practices and the significance of the singing culture of Korea and the particular social role of the *noraebang* culture.
- 2.2 Students learn about various genres in popular music as well as famous music groups and solo artists.
- 2.2 Students learn about the equipment (e.g., tambourines, karaoke machines, etc.) in the *noraebang*.
- 3.1 Students make connections and acquire information from a variety of sources about the genres of contemporary and popular music of Korea.
- 3.2 Students recognize the distinctive viewpoints and practices of singing in Korean society.
- 4.2 Students compare the role of popular music and singing cultures in various regions of the world.
- 5.1 Students participate in the Korean community by performing a Korean song at *noraebang*.
- 5.2 Students continue to listen and enjoy Korean popular music through CDs, mp-3, and the Internet. They also go to *noraebangs* with their peers.

Korean singing culture and songs as a central theme introduce various aspects of Korean culture and offer an understanding of the role of music and singing in Korean society. By giving them the hands-on experience of the *noraebang*, the students get an insight into how Korean people enjoy music and how it is embedded within the social and business context.

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

### INTERVIEW ABOUT 'THE KOREAN WAVE'

High school students do group research projects to study a recent phenomenon called, "The Korean Wave," a surge of interest in Korean popular culture throughout Asia and America for the past ten years or so. They will find relevant newspaper and magazine articles both in English and in Korean and write up a summary. Based on their findings, they identify one particular theme and make up a list of interview questions. They will interview stu-

dents on campus and the community outside of school. They then present the results to the class as a PowerPoint presentation, and answer questions and engage in discussions. Students compile their written reports into a booklet.

## Reflections

- 1.1 Students use Korean to interview. They work in groups to prepare their presentation, and discuss their findings. They answer questions after the presentations.
- 1.2 Students read materials in Korean to do research.
- 1.3 Students present their findings orally and in writing.
- 2.1 Students learn about why certain popular cultural products cross national borders.
- 2.2 Students learn about popular culture, such as music, dramas and film of contemporary Korea.
- 3.1 Students make connections to the various genres of popular culture and to the various cultures where ‘the Korean Wave’ is highly visible.
- 3.2 Students use various sources of information available in Korean to do research.
- 4.2 Students compare popular cultures in various regions of the world.
- 5.1 Students communicate orally and in writing with Korean people on campus.

Similar activities can be designed using topics such as Korean wedding customs, US-Korea relationships, Korean immigration to the U.S., and other social issues. Depending on the location, various interview methods could be employed (e.g., in person, by phone, via e-mail).

## INTERVIEW WITH LOCAL KOREAN SCHOOL DIRECTORS/PRINCIPALS

High school students conduct a mini action research project on Korean school(s) in their respective community. Students develop interview questions (in Korean or in English) to identify various issues with teaching Korean language and culture to the local Korean community. The interview questions can range from general background questions such as ‘How long has the school been operating?’ or ‘Who was the founder of the school?’ to more specific ones targeting organizational (e.g., the number of board members, staff members and teachers, non-profit status), financial (e.g., funding sources, operating budget), and curricular (e.g., textbook, teaching materials) issues. After the interview, the students will summarize and present the current status and challenges of the local Korean school(s) and discuss these issues with the stakeholders. During this consultation, both parties will create ways to enhance the quality of Korean school(s) in one or more specific areas. For example, if they agree on how to improve their funding structure, the students may decide to organize a fundraising event. If the school is lacking a concrete curriculum appropriate for the K-12 students, they can search other educational websites (e.g., American Association of Teachers of Korean) and/or connect with Korean universities, foundations, and governmental agencies to make inquiries and find relevant resources.

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 5.1 School and Community

## Reflections

- 1.1 Students conduct an interview using Korean/English. From this interview with the directors and principals of local Korean schools, the students can obtain information

- on Korean schools in the U.S. After the identification stage, students and principals exchange ideas about how to improve the quality of education in Korean schools.
- 1.2 Students understand the information obtained via interviews as well as various on-line resources.
  - 1.3 Students present their findings orally to the stakeholders.
  - 2.2 Students identify and analyze intangible products of Korean culture (e.g., Korean schools, Korean churches, Korean Education Center in the Consulate, Korean universities) and explore the relationship between these institutions and Korean culture.
  - 3.1 Students make connections to the various disciplines (e.g., economics, political science, social science, and social work) using Korean schools as a vehicle.
  - 3.2 Students recognize and compare distinctive cultural practices between Korean schools and American public schools.
  - 5.1 Students communicate orally with Korean people in their community.

Similar activities can be designed with similar target individuals such as leaders of Korean Association (한인회) or leaders of Korean churches (한인교회).

## Learning Scenarios Level 13-16

### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

### MARRIAGE CUSTOMS IN KOREA

University students interview at least ten Korean couples in a Korean community with regard to their marriage (e.g., whether it was a marriage by romance or through matchmaking, how the two people met, how old they were when they met, how old they were when they got married, where the wedding ceremony took place, who conducted the ceremony, where the couple went for their honeymoon and for how long). They will study traditional marriage customs in Korea and do research on traditional rituals that have survived and those rituals that have died out. They will analyze the interview results to get a current picture of marriage culture in Korea and present their findings both orally and as a report paper.

### Reflections

- 1.1 Students interview in Korean to find out facts on the topic of marriage. They are engaged in an extended conversation via reacting to responses and asking follow-up questions.
- 1.2 Students read about traditional Korean marriage customs and watch videos on the related topics
- 1.3 Students present their findings orally and in writing as a report.
- 2.1 Students learn about cultural motivations on old and new marriage customs and understand why some traditional practices in relation to marriage are still remaining.
- 2.2 Students learn about cultural motivations on old and new marriage customs and understand why some traditional products in relation to marriage are still remaining.

- 3.2 Students use various sources to find out about traditional Korean marriage customs and the traditional values that underlie in the marriage customs.
- 4.2 Students compare the marriage customs of Korea with those of their own cultures.
- 5.1 Students meet people in a Korean community out-of-classroom setting.

**ANALYSIS OF NEWSPAPER CARTOON,  
“AN EDITORIAL WITHOUT TEXT”**

Korean language students at the University of Hawai'i at Mānoa conduct research on and analyze newspaper cartoons. The project is done in a group of 2-3 students, researching cartoons on current issues covered in major newspapers or magazines. They first choose a topic or issue of interest and then they collect cartoons related to that topic. Following that, they analyze different perspectives (e.g., conservative vs. progressive newspapers or Korean vs. U.S. newspapers) from various newspapers and magazines on the same issue. Based on their analyses, they prepare presentations and share their findings with their classmates and participate in open discussions with Q&A on the issues covered and the methodologies used by each group. Students learn how to analyze the various aspects of the cartoons (i.e., title, commentary, thought balloon, speech balloon, satire, metaphor, and criticism), and how to systematically conduct research on a specific topic or issue.

TARGETED STANDARD	
1.1	Interpersonal Communication
1.2	Interpretive Communication
1.3	Presentational Communication
2.1	Practices of Culture
2.2	Products of Culture
3.1	Making Connections
3.2	Acquiring Information
4.1	Language Comparisons
4.2	Cultural Comparisons
5.2	Lifelong Learning

**Reflections**

- 1.1 Students engage in interaction through preparation and discussion occurring within and outside of the classroom.
- 1.2 Students read and interpret authentic newspaper cartoons in Korean to do research.
- 1.3 Students prepare a slide show and present different perspectives and conclusions on the chosen topics.
- 2.1 Students understand the uniqueness of the perspectives and practices regarding Koreans' interpretation of cartoons.
- 2.2 Students become familiar with how Koreans use satire, metaphor, and criticism in newspaper cartoons.
- 3.1 Students expand their knowledge and understanding of various issues they are interested in.
- 3.2 Students search various Korean newspapers to acquire information regarding their topics.
- 4.1 Students learn how Korean and American newspaper cartoons are both different from and similar to each other in terms of language.
- 4.2 Students compare cartoon cultures between Korea and U.S.
- 5.2 Students learn how to interpret Korean newspaper cartoons.

This activity can be supported by various pre-activity sessions regarding how to analyze cartoons, what the current issues are in Korea, what kind of sources students can utilize for their research and analysis as well as how to make a PowerPoint presentation.

#### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.2 Lifelong Learning

### ADVERTISEMENT, MEDIA, AND CONSUMERISM

University students (3rd or 4th year Korean) first watch several Korean (and/or American) TV commercials selling consumer products (e.g., food, drinks, clothing, cars). They then discuss (1) what messages these commercials try to convey, (2) how these commercials achieve their goals, (3) what types of advertisement other than TV commercials

exist, and (4) their own personal reflections on the topic(s). Following the discussion, students read about the advertisement and consumerism in Korea and discuss consumerism in modern society by comparing Korea and the U.S. and its relationship with various types of media. Students then view, observe, and compare advertisements in different types of media (e.g., TV, newspapers, magazines, the Internet) in Korea (i.e., language used, visual and sound aspects). They then choose the two or three advertisements they find interesting and present them in class. It is optional for students to read more about advertisements or consumption patterns in Korea. At the end of the lesson, students are given two different assignments: (1) a group project producing a TV commercial and (2) a semi-research paper on the role of advertisement, media in consumption and consumerism in Korea and/or American society. Students upload their group projects and papers on the class web and comment in 2-3 sentences on other classmates' projects and papers.

#### Reflections

- 1.1 Students use Korean to discuss TV commercials, other types of advertisement, and consumerism in Korea and the U.S.
- 1.2 Students read about advertisement and consumerism in Korea in class and the other supplementary materials in Korean to write a paper.
- 1.3 Students present their favorite advertisements in class.
- 2.1 Students learn about the practice of advertising and purchasing products in Korea.
- 2.2 Students learn about popular consumer products in Korea.
- 3.2 Students acquire information about the culture of consumption and consumerism in Korea.
- 4.2 Students compare advertisements in various regions of the world.
- 5.2 Students continue to view and observe advertisements through TV, newspapers, magazines, and the Internet.

#### TARGETED STANDARD

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 3.1 Making Connections
- 3.2 Acquiring Information
- 5.1 School and Community

### KOREANS' PERSPECTIVES ON REUNIFICATION

University students in an advanced Korean class (3rd or 4th year level), i.e., a content-based course focusing on Modern Korean History, have read about and discussed the division of Korea, i.e., the establishment of North and South Korea in con-

junction with the U.S and the Soviet involvement after the defeat of Japan in the Second World War, the Korean War, different strategies of economic development, reunification policies of the two governments and the North Korean attempt to develop nuclear weaponry.

Part of the final class project includes writing an essay on the prospect of reunification of both Korea. In preparation for the assignment, students interview Koreans who are more or less knowledgeable and informed about the issue. This interview task includes several sub-tasks: (1) preparation of interview questions, (2) contacting interviewees and scheduling an appointment for the interview, (3) conducting and audio-recording interviews, (4) selecting the most important and interesting details that fairly and accurately represent the interviews, (5) preparing PowerPoint slides for class presentation, and (6) presenting their work orally to the class.

Because the topic and the task are rather complex and challenging, students are paired up to work together, and a pool of interviewees (visiting scholars and graduate students from Korea) are recruited by the instructor. Two interviewees, one visiting scholar and one graduate student, are assigned to each pair.

- (1) *Preparation of questions:* In class, students work in pairs to brainstorm a few broad questions and more detailed follow-up questions to ask, and then share their questions with other class members. Common questions that students come up with include: what the interviewee thinks of the current situation concerning North and South Korea, whether the reunification is desirable or possible, and what the challenges and difficulties are. More specific questions are concerned with changes in the South Korean government policy under different presidents, the influence of North Korean nuclear development, the role of other foreign powers such as China and the United States, and generational and ideological differences among the South Korean population.
- (2) *Contacting and making appointments:* Students e-mail the assigned interviewees to arrange for a time and place to meet and conduct the interviews.
- (3) *Conducting and audio-recording interviews:* Students are given instructions for interview protocols and consent forms for audio-recording. The interview should start with expression of thanks to the interviewee, introduction of the student interviewer, and the interviewer's request to the interviewee for relevant personal information. Students then request permission to audio-record and present a release form for the interviewee to sign. Students should be attentive to the interviewee's statement and respectful of their knowledge and opinions, trying not to argue even if there are points of disagreement. Students should ask for repetition and clarification if they cannot follow the interviewee.
- (4) *Selecting the main points and important details of the two interviews and comparing them:* Based on their memory, notes that were taken and the audio-recording, students make a list of the main points and important and relevant details of each interview. The goal is to represent the interviewees' statement and comments fairly and accurately and to compare the two to highlight their points of view.



- (5) *Preparing PowerPoint slides for class presentation:* Students revise and edit the lists of main points and details and format them in PowerPoint slides for their classmates. Also, if necessary, students prepare further descriptions and comments to help make the points clearer for their classmates.
- (6) *Oral presentation in class:* Each student pair decides on how to divide the presentation between them, and gives his or her position of the class presentation. The instructor encourages other students to pay full attention to the presentations by requiring them to include information from interviews other than their own in their final essay, and by giving participation credit for students' questions posed following the presentations.

### **Reflections**

- 1.1 Students use Korean to brainstorm interview questions with each other and conduct interviews with Korean speakers.
- 1.2 Students listen to interviewees' extended answers, statements and comments about the topic and make summary reports of them.
- 1.3 Students present to the class a summary report of their interviews and their reactions to them.
- 3.1 Students make connections to history, current affairs and foreign policies.
- 3.2 Students acquire information from educated speakers who have more actual experience with the particular issues.
- 5.1 Students interact with members of expatriate Korean-speaking community in the area.