

**Foreign language C for Translators and Interpreters
2 (Korean)**

Code: 104662
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	2
2500249 Translation and Interpreting	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Errata

For 2021-2022, this course will only be available as a fourth-year elective.

Contact

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Use of Languages

Principal working language: (kor)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Hyun Joon Rhee

Prerequisites

There is no prerequisite to enroll in this subject, although it is important for the student to have assimilated the contents of Korean Language 1.

Objectives and Contextualisation

This subject is made to extend the knowledge of basic aspects of the phonetic, morphological, lexical, syntactic, semantic and pragmatic structure of the Korean language, and develop the student's communicative skills in areas of everyday life. At the end of the course the student must be able to:

- Understand information on short and simple written texts about issues related to areas of most immediate relevance. (MCRE-A1.2.)
- Produce short and simple written texts about issues related to the areas of everyday life. (MCRE-A1.2.)
- Understand basic sentences and oral expressions related to areas of most immediate relevance (MCRE-FTI A1.2.)
- Use the phonological and lexical system and produce basic oral expressions related to the specific and immediate environment. (MCRE-FTI A1.2.)

Competences

Translation and Interpreting

- Producing written texts in a foreign language in order to translate.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending information of short and simple written texts about subjects related to the immediate environment.
6. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
7. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
8. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
9. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the essential information of written texts about general topics.
10. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
12. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
13. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.

19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
20. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
21. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
22. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
24. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
25. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
26. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
27. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
28. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

- Deepen the knowledge and understanding of the Korean phonetic, morphological, lexical and semantic structure. Introduce pragmatic aspects of the language.

1. Linguistic contents

- Palatalization and phono-syntactic alterations
- Copulative and adversative conjunctions.
- Imperative negation and expressions of cause.
- Verbal termination of reaffirmation.
- Particles; honorific, possessive, locative, temporal, and instrumental.
- Conditional, final and causal conjunctions.
- Verbal tenses; past imperfect and future.
- Phrasal verbs; duration, obligation, intention and imminence
- Expressions of comparison.

2. Communicative contents

- Some other simple formal and informal greetings.
- Talk about hobbies and preferences.
- Explain everyday life (food, public transport, etc.)
- Ask and give directions and location information

- Talk on the phone
- The family
- Present the homeland and customs
- Talk about travel and health
- Organize anniversary parties
- Talk about feelings and moods
- Talk about the future

Methodology

The work in the class will be articulated around the text book.

The main emphasis will be on the presentation and explanation of grammatical contents and on the practice of communication skills. Supervised tasks can be done individually or in group.

It is expected that students not only acquire a mechanical domain of the language contents, but also be able to use them when it comes to communicating effectively. The development of a positive attitude in the communicative field will be valued and allow the student to try to understand oral and written texts in Korean.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Grammar	26	1.04	4, 21, 15, 5, 24, 28
Listening and reading comprehension	28	1.12	2, 1, 3, 4, 21, 18, 19, 17, 16, 20, 5, 9, 8, 7, 6
Oral and written expressions	28	1.12	3, 4, 1, 2, 14, 10, 11, 12, 13, 15, 24, 27, 23, 25, 26, 22, 28
Type: Supervised			
Teaching folder	24	0.96	4, 1, 21, 18, 11, 15, 5, 9, 24, 25, 22, 28
Type: Autonomous			
Preparing tests and exams	50	2	2, 4, 1, 3, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 5, 9, 8, 7, 6, 24, 23, 22, 28
Speaking activities	10	0.4	4, 5, 9, 8, 7, 6
Writing activities	50	2	4, 1, 21, 18, 11, 15, 5, 9, 24, 25, 28

Assessment

Written and oral exams.

During the course, the students will take three exams. Different competences will be evaluated depending on the students' learning stage and each test result will account for a 25% of the final note.

Teaching folder.

That includes delivering a selection of tasks proposed by the teachers. For every unit, some tasks will be delivered depending on the case. The tasks will include vocabulary, written expression, and grammar exercises. This part will account for a 25% of the final note.

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar activities	25%	2	0.08	2, 4, 1, 3, 21, 18, 19, 17, 16, 11, 15, 5, 9, 24, 25, 28
Lexicon	25%	2	0.08	3, 4, 1, 2, 10, 11, 15, 5, 9, 8, 7, 24, 27, 23, 25, 26, 22, 28
Teaching folder	25%	3	0.12	4, 21, 20, 15, 5, 24, 28
Writing and speaking	25%	2	0.08	4, 14, 10, 11, 12, 13, 15, 6, 24, 27, 23, 25, 26, 22, 28

Bibliography

1. Reference textbooks

The textbook that will be usually employed in class is the following:

A. New Yonsei Korean - Vocabulary and Grammar 1-2 (Audios MP3), 2018, Editorial: Yonsei University Press

Those books can be bought in the website of the bookstore specialized in Korean:

<http://www.aprendecoreanoahoy.com>

2. Reference books

1) Yeon, Jaehoon & Lucien Brown (2011), Korean: A Comprehensive Grammar, Routledge, London and New York.

2) Bae, Ju-che (2003), La pronunciación del coreano (Hangukôei balem), Samgyung Publishers, Seoul, Korea (disponible a la biblioteca d'humanitats).

3) The National institute of the Korean language (2005), Korean Grammar for Foreigners 1, Communication Books, Seoul, Korea. (disponible a la biblioteca d'humanitats).

5) Ahn, J-M. (ed.) (2016), Uso de la gramática coreana-nivel inicial, Darakwon, Seoul, Korea.

6) Min, J-Young, Ahn, J-Myung (2011), Korean Grammar in Use (intermediate), Darakwon, Seoul, Korea.

7) Byon, Sangpil Andrew (2017), Modern Korean Grammar-A practical guide, Routledge, London & New York.

3. Dictionaries

A. Online dictionaries:

- The National Institute of Korean Language's dictionary:

http://www.korean.go.kr/09_new/index.jsp

- NAVER Dictionary

<http://spdic.naver.com/>

Software

No special software required.