2022/2023

Foreign language C for Translators and Interpreters 1 (Korean)

Code: 104661
ECTS Credits: 9

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

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

The course has no specific prerequisites.

Objectives and Contextualisation

This course's objective is to initiate the student into the knowledge of basic and essential aspects of phonetic, morphological, lexical, syntactic, semantical and pragmatic structures of Korean language, and work the four basic communication skills necessary for effective communication. At the end of the course, the student will be able to:

- Understand basic phonetic, morphological, lexical, syntactic and pragmatic structures of Korean language.

- Apply linguistic, cultural and thematic knowledge to understand and communicate in Korean on questions related to their specific environment.

- Speak and write in Korean about their concrete and immediate environment.

- Employ different strategies in order to solve communication problems about issues regarding their particular and immediate environment.

- Build independent learning skills.

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

The course's contents are the following:

1. Phonological and morphological contents:

- Korean alphabet and its special features: learning basic 19 consonants and 12 vocals
- Acquisition and mastering phonetic mechanisms.
- Syllables combination and transcription system.
- Word order.

2. Grammatical contents:

- Personal and demonstrative pronouns.
- Basic grammatical particles placing (nominal suffixes)
- Verbs - declarative and interrogative termination
- Negating verbs
- Interrogative pronouns
- Different styles of talking-colloquial style
- Verbal tense-the past·
- Numbers and measures

- Use of honorific verb
- Use of specific grammatical particles
- verbal tense - future expressions
- Adjectives and adverbs
- Comparative sentences
- Periphrastic and auxiliary verbs
- Connectors: coordinate and subordinate conjunctions

3. Communicative and sociocultural contents:

- Greetings
- Talking about one's studies
- Who, How, When and Why questions
- Suggesting, inviting or asking for information
- Counting
- Expressing completed or in progress actions
- Expressing present or future actions
- Expressing things we like or preferences
- Expressing cause-consequence connections
- Expressing different types of comparisons

Methodology

Educational activities are divided into led activities, supervised activities, independent work and assessment activities.

- During led activities , the teacher will explain the most important contents of each unit and also will do oral and written comprehension exercises, as well as new vocabulary practice. The class will be exposed to different kinds of activities (oral and written, individual and in group).

- Supervised activities will be focused on oral comprehension and expression activities.

- Independent work will be writing and vocabulary practice, and solving and self-evaluation exercise.

- Assessment activity will be divided into diferent tests and teaching folder.

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			
Assessment activities	10	0.4	
Grammar	20	0.8	2, 1, 21, 15, 5, 24
Oral and reading comprehension activities	20	0.8	1, 21
Oral and written expression activities	20	0.8	1, 15, 24
Type: Supervised			
Example and Exercises	9	0.36	1, 21, 15, 5, 24
Teaching Folder	20	0.8	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22, 28
Type: Autonomous			
Preparation of tests	110	4.4	1, 21, 15, 5, 24

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 the each exam 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.

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
Writing Assessment	15%	3	0.12	1, 3, 4, 19, 16, 11, 15, 5, 9, 7, 6, 24, 25, 28
Assessment of Grammatical Knowledge and Ability	25%	4	0.16	2, 3, 1, 4, 21, 18, 19, 16, 20, 5, 9, 8
Assessment of Lexical Knowledge	25%	4	0.16	1, 2, 3, 4, 21, 16, 10, 6
Oral production test	10%	2	0.08	1, 5, 9, 8, 28
Teaching Folder	25%	3	0.12	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 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 1-1 (Audios MP3), 2018, Editorial: Yonsei University Press

Those books can be bought in the website of the bookstore specialized in Korean:
http://www.aprendecoreanohoy.com

2. Reference books

1) Bae, Ju-che, (2003), La pronunciación del coreano (Hangukôei balem), Samgyung, Seoul, Korea (disponible en la Biblioteca d'Humanitats).

2) The National institute of the Korean language (2005), Korean Grammar for Foreigners 1, Communication Books, Seoul, Korea. (disponible en la Biblioteca d'Humanitats).

3) VV.AA. (2000), Aprender el coreano en español (Spain ôro beunen hangukô), Munyerim, Seoul, Korea (disponible en la Biblioteca d'Humanitats).

4) VV.AA. (2016), Uso de la Gramática Coreana (Nivel Inicial), Darakwon, Seoul, Korea

5) Yeon, Jaehoon. & Lucien Brown (2011), Korean: A Comprehensive Grammar, Routledge, London.

3. Dictionaries

For this course, students do not have to have their own dictionary.

Online dictionaries:

- The National Institute of Korean Language's dictionary:

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

- Korean-Chinese-Japanese-English dictionary

http://dic.naver.com/?frm=nt

Software

For this level, it is not needed.