

Degree	Type	Year
2500244 East Asian Studies	OT	4

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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.
- Use linguistic and cultural knowledge to communicate orally or by written in Korean about issues regarding their particular and immediate environment.
- Oral and written communication about issues regarding their particular 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

- Apply knowledge of East Asian culture in order to be able to communicate.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Respecting the diversity and plurality of ideas, people and situations.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Write texts in one of the languages of East Asia.

## Learning Outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.
4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Apply strategies towards acquiring knowledge of East Asian culture in order to be able to communicate.
7. Deal with interferences between the working languages.
8. Developing self-learning strategies.
9. Ensuring the quality of one's own work.
10. Identify the need to activate knowledge of East Asian culture in order to be able to communicate.
11. Integrate cultural knowledge to solve problems in communication.
12. Possess knowledge of East Asian culture in order to be able to communicate.
13. Produce oral texts for different contexts and for specific communicative purposes.
14. Produce oral texts that are appropriate to the context and linguistically correct.
15. Produce written texts for different contexts and for specific communicative purposes.
16. Produce written texts that are appropriate to the context and linguistically correct.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Solving problems of intercultural communication.
19. Understand the communicative intent and the meaning of oral texts from various different contexts.
20. Understand the communicative intent and the meaning of written texts from various different contexts.

## 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

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises	20	0.8	
Lectures	30	1.2	8
Review	20	0.8	9
Speaking and writing activities	20	0.8	8
Speaking and written understanding activities	20	0.8	8
Type: Supervised			
Exercise	30	1.2	9
Preparing oral and written comprehension activities	15	0.6	
Writing activities preparation	6	0.24	9
Type: Autonomous			
Preparing new grammar topics	14	0.56	8
Reading activities	20	0.8	
Vocabulary and grammar exercises	70	2.8	8, 9
Writing activities	20	0.8	8

Educational activities are divided into directed activities, supervised activities, and autonomous activities.

Directed 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: it will be focused on oral comprehension and expression activities.

Autonomous activities: it will be writing and vocabulary practice, new grammatical aspects preparation and review, and solving and self-evaluation exercise.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation of writing and speaking exercises	25%	4	0.16	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20
Grammatical knowledge	25%	4	0.16	1, 2, 3, 5, 6, 7, 8, 9, 10, 15, 16, 17, 18, 20
Teaching folder	25%	3	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Vocabulary skills evaluation	25%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20

### Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

#### 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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

#### Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

#### Single assessment activities

The final grade for the subject will be calculated according to the following percentages:

- Grammatical knowledge 25%
- Vocabulary skills evaluation 25%
- Evaluation of writing and speaking exercises 25%
- Teaching folder 25%

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

## **Bibliography**

### 1. Textbooks

New Yonsei Korean - Vocabulary and Grammar 1-1(Audios MP3), 2018, Editorial: Yonsei University Press  
Llibreria especialitzada: <http://www.aprendecoreano hoy.com>

### 2. Reference books

Bae, Ju-che, (2003), La pronunciación del coreano (Hangukôei balem), Samgyung, Seoul, Korea (Biblioteca UAB).

The National institute of the Korean language (2005), Korean Grammar for Foreigners 1, Communication Books, Seoul, Korea. (Biblioteca UAB).

VV.AA. (2000), Aprender el coreano en español (Spain ôro beunen hangukô), Munyerim, Seoul, Korea (Biblioteca UAB).

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

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

### 3. Dictionaries

Diccionario Didáctico Coreano-Español del Instituto Nacional de la Lengua Coreana

<https://krdict.korean.go.kr/spa>

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

## Software

No special software is required for this level.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Korean	first semester	morning-mixed