

# **Korean language program, Narrabundah College, ACT**

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## **1. Introducing Korean program into the school.**

The Korean program at Narrabundah College was first offered in 1996. According to the course accreditation document, there are expressed needs for the development of a Beginning Korean T course in the ACT College system. Firstly, Korean is one of 4 Asian Languages which have been targeted by the National Asian Languages/Studies Strategy for Australian Schools(NALSAS) as being priority languages in Australian schools. Secondly, there is a particular need for the introduction of script languages at an early level if Australian University graduates are to develop true functional proficiency by the end of their undergraduate courses. Canberra's position as the national capital with a significant international and public service oriented population indicated the need for a Korean course. Many students express an interest in travel and service in Foreign Affairs and Trade. For the Advanced Korean course, the college has a growing number of background Korean speakers. They come as migrants, international private students, or with diplomatic family backgrounds. Students from all three groups have chosen to study Korean.

## **2. Course**

### **2.1 Course developing**

Korean Courses have been developed by Alice Buckley, Head of Languages, Chun-Ja Han, the first Korean teacher, Hye-Kyung Kwon and Sue Bessell. The Korean Program was initially funded by NALSAS, the ACT Department of Education and especially the Australia-Korea Foundation.

## **2.2 Course presentation**

Korean courses are presented under the Languages Other Than English (LOTE) Framework and the current requirements of the Board of Senior Secondary Studies (BSSS). Three levels of Korean, which are Beginning 1-6, Continuing 1-6 and Advanced 1-6, for the T course are offered in the ACT college system. Each course consists of six units and it requires 2 years study to complete a course. A minor consists of at least three units and a major consists of at least five units. Students at beginning level normally are students with no previous background in Korean. Continuing students should have completed a course of study of Korean elsewhere. Students entering Advanced level are normally native speakers, have been educated through the language or have lived for an extensive period in Korea.

## **3. Korean Class**

One line of Korean has four teaching hours per week and includes all levels within the one class. The enrolment in the Korean class has been around 11 to 13 students from Beginning level to Advanced level. Students have culturally and linguistically diverse backgrounds such as Australian, Tai, Korean, Chinese and Japanese. Many students in this class study two or three Asian Languages, including Korean, and many have shown a high standard of language learning skills. A high percentage of these students also want to study Asian Studies at tertiary level. The Faculty of Asian Studies at the ANU give a credit to students who have studied the Asian language at college and this also encourages students to continue with Asian languages.

### **3.1. Teaching resources for year 11, 12**

The school is in the process of extending its original small collection of Korean course books, texts, maps and videos. The National Library have holdings on Korea and the Korean community in the ACT has been providing cultural materials to support the course.

The teaching materials for this class are selected from various Korean Language books and audio-visual materials, which have been published in Australia and Korea. Particularly " Sugohaseyo" (Curriculum Corporation) and " Choayo" ( NSW Department of Education) are frequently used text books by Beginning class. Korean news papers, which have been providing by Korean Embassy, 20<sup>th</sup> C poems, short stories and novels are studied by the Advanced class.

Teaching this class is more like individual teaching and in order to maintain students' motivation to continue with Korean, their interests and abilities are carefully reflected on in class teaching. Even with such a small class, teaching 3-4 levels has presented difficulties. Using various technologies, eg. audio, video and computer programs, is a way to manage this complex situation, so that no learner is disadvantaged. Students enjoy learning Hangul using the "NDS Korean Language" computer program and producing documents using the Korean wordprocessor HWP. Audio tapes, "Korean through Active Listening " and conversation dialogue from "Choayo" are effective listening tasks for Beginning level. Dialogues from "Korean through Active Listening" are at normal native speaker speed and are very fast for beginners, so it is suitable as quick revision tasks for consolidating sentence structure by repetition. On the other hand, conversations from "Choayo" are used at the beginning of the topic.

These expressions have too many variations for beginner level but the expressions are so live in everyday life that students like listening to the dialogue.

### **3.2 Assessment in multi-level class**

Each student is assessed at his/her level by following guidelines set out in the course and then ranked it in the class. LOTE moderation and other school assessing procedures are followed.

Every student has a fair opportunity to get a good result that reflects his/her effort at his/her level of language. A background student does not have any particular advantages.

### **3.3 Problems**

The current concern of Korean class is number of students. Until an enrolment of up to 25 students which is expected by school, is achieved it will be hard to solve the multi-level teaching situation. The other way is to seek funding for sources other than school, similar to some other languages which are funded by embassies and therefore have no set class numbers.

In Canberra, no other school offers Korean and students who don't take Korean have little or no knowledge about Korea. Most other languages are introduced in primary and junior high schools, whereas Korean is only introduced in Years 11 and 12 at Narrabundah College. Therefore it is difficult to expand the number of Beginning Korean students moving up from high schools.

### **4. Conclusion**

The Korean Program has been at Narrabundah College since 1996. Courses are presented under the Languages Other Than English (LOTE) Framework and the current requirements of the Board of Senior Secondary Studies (BSSS). The School offers three levels of Korean on one line. Program has been growing gradually in respect of student numbers and resources. There is a need for greater funding in order to be able to offer more classes to encourage greater student interest.

### **References**

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