

CHAPTER 14

Curriculum Development of Korean Language for Diplomacy

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1 Introduction

Diplomats who reside in Korea regularly must deal with issues on domestic and international politics, international relations, economics and trade, North Korea, history, environment, and other areas. In order to perform their duties effectively, they need to be able to use Korean for purposes such as negotiating, meeting with Korean government officials, reading and comprehending diplomatic documents, translating, interpreting, and other specific tasks requiring a very specific knowledge of the language. While there have been studies on Korean instruction for academic purposes based on disciplines such as Korean for Humanities, Theology, Social Studies, or Management, there are very few studies on Korean for Diplomacy purposes. To that end, this proposal specifically aims to develop the curriculum of a Korean language for Diplomacy Purposes (KDP) course.

From a Language for Specific Purposes (LSP) perspective, the KDP course focuses on helping diplomats to improve their Korean language proficiency in order to perform their formal

duties effectively, as well as to build rapport and relationships with their Korean counterparts in informal situations. In short, the purpose of Korean for diplomacy is differentiated from that of other LSP courses, as well from general Korean. For example, the curriculum of Korean language for diplomacy should include the content of international relations and international politics and economics, reflecting the tasks diplomats commonly face.

The curriculum of the KDP course is differentiated from that of general Korean language instruction since it is catered to specific disciplines, meets particular needs of the learners, and adopts appropriate methodologies and syllabuses for its specific purpose. Korean belongs to the Group IV of the most difficult languages for English speaking learners to learn, meaning that it takes about 720 hours of instruction to reach Intermediate High level on the ACFTL scale, which is roughly equivalent to three years in most U.S. universities (Sohn, 2014, p. 648). Moreover, it is necessary to teach specific terminology and fixed forms of expressions that are used in a formal setting and culture, since Korean and English are different in terms of syntactic features, as well as pragmatic features, and such errors might cause intercultural breakdowns in communication. Thus, developing learners' linguistic and pragmatic skills in diplomacy is extremely important in the area of KDP. In particular, the curriculum for this course should focus on improving students' oral communication competence in formal settings as well as comprehension skills in listening and reading media materials such as newspaper articles and TV news.

Korean language for diplomacy purposes is needed in academic settings as well as in foreign diplomatic missions. Based on the 2013 International Monetary Fund (IMF) report,

Korea is the ninth largest world trade country, and has the 14th highest GDP in the world. Moreover, with the recent increase in the number of foreign companies in Korea, there has been a similar increase in the number of foreign embassies and consulates, as well as diplomats, so as to promote good relations between Korea and other countries (“MOFA”, n.d.).

Furthermore, Korea-US (hereafter, KOR-US) relations are increasingly important, because the U.S. is Korea’s third largest trading partner and Korea is the U.S.’s sixth largest trading partner (“USTR”, n.d.). With the change in North Korea’s status to a nuclear power, Korea’s security is also extremely strategically significant. Korea is likewise geopolitically important because of its geographical location between China, the world’s second largest economic power, and Japan, the world’s third largest power. Not only is there a greater need for Korean speakers engaging in foreign affairs, these affairs increasingly are very specific matters with specialized vocabulary and customs.

1.1 Institutional Background

The Korean Language course for Diplomacy is a proposal to be implemented in the future at the University of Notre Dame. The target audiences for this course are Language Designated Position (LDP) diplomats or students who want to pursue their career in Korean-related government positions or who specialize in international relations. If this course were offered, it would take place as the seventh semester in a series of Korean language courses offered at the University of Notre Dame. It is designed for students who have successfully completed the third year of Korean II or whose proficiency is above Intermediate High level after taking a placement test offered by the language department.

2 Needs Analysis

I plan to conduct a needs analysis in order to gather information from Korean language learners in multiple contexts. Primarily, I intend to gather information from existing programs offering Korean outside of Notre Dame, such as U.C. Berkeley, Columbia University, Harvard University, Stanford University, UCLA, and University of Washington. To gather information related to diplomatic content, the Foreign Service Institute (FSI) might also be a valuable resource. The FSI is the Federal Government's primary training institution for officers and support personnel in the U.S. foreign affairs community, preparing American diplomats and other professionals to advance U.S. foreign affairs interests overseas and in Washington. Lastly, the Korean Language Flagship Center at the University of Hawai'i at Manoa is the first and only Korean language center in the U.S. dedicated to the cultivation of Korean specialists with professional-level proficiency in Korean, so this may also be a useful resource for language related data.

One additional source of information for the needs analysis will be the results of previous studies related to KDP projects. Kim (2007, pp. 60–63) conducted a survey on learner needs regarding Korean for diplomats with a total number of 43 diplomats from the U.S., the U.K., Australia, and New Zealand. The level of their Korean proficiency was 55% intermediate level (19 participants), 21% advanced level (7 participants), 15% superior level (5 participants), and 9% novice level (3 participants). Of note, 71% of participants were higher than intermediate level in their reading skills. This reveals that the level of diplomats' reading skills is remarkable. The motivations for learning the Korean language among the participants included the need of the

Korean language in their tasks, the understanding of Koreans and Korean culture, duties related to learning a foreign language, and the evaluation and incentives for a LDP. This result showed that the diplomats' motivations for learning Korean language are mostly related to their tasks in their divisions.

According to Kim's survey (2007, p.146), regarding the question of whether or not Korean is necessary for diplomats residing in Korea to perform their duties in foreign affairs, 67% (23 participants) replied that Korean was "very helpful", and 24% (8 participants) said that the language was "generally helpful." No participants characterized their language knowledge as "not helpful at all." Kim also surveyed the diplomats of English-speaking countries who had acquired Korean regarding which language skills were most useful for their performance in foreign affairs. More than 50% of diplomats replied that the most useful skills were "speaking and listening skills" followed by reading skills (p. 62).

Kim's (2007) study further indicated that the foreign language proficiency test of the U.S. State Department focuses only on speaking and reading skills, while the British Foreign and Commonwealth Office focuses on five areas including speaking, listening, reading, translation, and writing. Alternatively, the Australian department of Foreign Affairs and Trade focuses on only speaking skills (Lee 2009, pp.136-137). Lee suggested that the development of a Korean language curriculum and textbook for diplomats should include specific speaking skills such as formal addresses, negotiation, discussion, and interpretation in Korean. For example, discussion in Korean might include current affairs topics such as a free trade agreement (FTA) between U.S. and Korea or the Six Party Talks regarding the North Korean nuclear program. Interpretation in

Korean likewise might include problem solving between Koreans and international citizens living in Korea through simultaneous interpretation.

Kim (2007) also found that foreign diplomats are interested in various topics including economy, trade, international relations, Korean politics, security, issues of South Korea and North Korea, Korean society and culture, and science. Furthermore, the results revealed that speaking, listening, and reading skills are needed most by diplomats in order to perform their duties effectively. However, the participants expressed difficulty in improving reading skills, and thus it is necessary for curriculum developers to devise effective methodologies to help the learners to improve their reading skills effectively. The types of texts that diplomats read the most include information available on the Internet, memorandums/emails/text messages, public documents, newspaper articles, foreign affairs documents, academic articles, and academic books. The themes of these texts include economy, trade, international relations, Korean politics, security on South Korea and North Korea, Korean society and culture, science and technology, and other topics. In general, the main purpose of reading instruction for diplomats was identified as gathering and analyzing information and comprehending main ideas.

In addition, the results of the survey (Kim, 2007) revealed that diplomats used Korean in spoken discourse more in informal situations to build a rapport with their Korean counterparts or colleagues than in formal situations. Since participants' level of Korean is not as high as that of their native language, they don't tend to use Korean in formal situations such as diplomatic negotiations, public speech, or discussions.

3 Student Learning Outcomes

Although needs analysis of the curriculum of Korean for diplomacy in this project has not yet been completed, initial student learning outcomes (SLOs) were adopted using the Korean Language Flagship Center (KLFC) at the University of Hawai‘i at Manoa. This was done because the KLFC programs are professionally oriented to develop students’ superior-level proficiency in Korean in all four communicative skills and culture (Sohn, 2014). Superior-level proficiency is equivalent to the Interagency Language Roundtable (ILR) level 4 in reading and listening and level 3 in speaking where the student is competent in professional Korean in students’ major areas and occupational culture.

The curriculum of the KDP course will be designed to improve learners’ Korean language skills for the duties required of diplomats. In particular, the curriculum of Korean for diplomacy focuses on developing the learners’ reading competence as well as their oral communication competence in both formal settings (e.g., formal presentations, meetings, and negotiations) and informal settings (e.g., everyday interaction with their Korean counterparts). Based on the ILR language proficiency skill level and scale, Table 1 shows the projected SLOs for learners in the class.

Table 1

Projected SLOs for the KDP Class

Skill area	ILR Level	Student Learning Outcome
Listening	L4 (<i>Advanced Professional Proficiency</i>)	<ul style="list-style-type: none"> • Able to comprehend, analyze and critique listening materials • Able to learn to gather information more quickly and disseminate and share that information more effectively with others.
Speaking	S3 (<i>General Professional Proficiency</i>)	<ul style="list-style-type: none"> • Able to speak Korean with structural accuracy and fluency to participate effectively in formal and informal conversations in professional and social topics. • Able to express their opinions and ideas by using advanced level vocabulary and formal expressions • Able to develop their vocabulary focusing on diplomatic language and strategic politeness to enhance their understanding of the nuances of formal speaking
Reading	R4 (<i>Advanced Professional Proficiency</i>)	<ul style="list-style-type: none"> • Able to read and comprehend advanced-level Korean authentic reading materials in various topics relating to diplomats' tasks • Able to comprehend the meaning of advanced level vocabulary from the context, and analyze and critique reading materials • Able to understand professional terminology on international relations, Korean politics, security and South and North Korean relations.

4 Materials and Curriculum

The curriculum of KDP course has been developed based on content-based language teaching (CBLT) and task-based language teaching (TBLT) models. A textbook sample has been developed with the collaboration of a professor in International Relations and International Politics and Economy department. The main courses consist of (a) Media Research on Current Issues for listening and speaking skills and (b) Information Search and Sharing for reading skills.

4.1 Media Research on Current Issues

This part of the course is designed for students to further improve their listening and speaking skills in advanced Korean. Furthermore, this will enable them to better comprehend not only the language, but also current events and social issues related to Korea. Students will improve their listening skills through solving guided listening comprehension questions and analyzing issues implicit in media materials. They will discuss the issues in small groups and present their opinions. Tasks include an individual presentation, group discussion, survey, and other tasks. Table 2 displays the projected unit structure for this part of the course.

Table 2

Sample Unit Structure for Media Research in Current Issues

U2 US Armed Forces in Korea	주한 미군
U3 North Korean Nuclear Issues	북핵 쟁점
U4 Six Party Talks ¹¹	6자 회담
U5 KOR-US Trade	한미 무역
U6 KOR-US Free Trade Agreement	자유 무역 협정
U7 South Korean Foreign Policy	한국의 외교 정책
U8 US Foreign Policy	미국의 외교 정책
U9 KOR-US Relations	한미 국제 관계
U10 Northeast Asia and US Relations	동북아 국제 관계

4.2 Information Search and Sharing

This section of the course offers methods to help improve the speed of students' reading skills in order to achieve higher proficiency in researching Korean articles. Not only will students learn to gather information more quickly, but they will also learn to disseminate and share that information more effectively with others. This will require the ability to express oneself while thinking critically in advanced Korean. Upon completion of this section, students will be able to (a) know how to find the most appropriate information using newspapers, books,

and/or articles within the shortest amount of time, (b) improve their ability to read with speed and comprehend materials as quickly as possible through reading activities during class hours, (c) analyze materials critically in advance and prepare relevant questions to lead and encourage active involvement in the discussion from other participants, and (d) to articulate their thoughts and opinions to their audience with a clear and confident manner while keeping track of time.

Sample reading materials are provided in Table 2.

Table 2

Pre-Reading Material Sample

Pre-Reading material: This task elicits students to predict the content and brainstorm using students' prior knowledge.

1. 사진과 만화를 본 다음에 한미 자유 무역 협정에 대한 찬성과 반대의 논리에 대해서 생각해 봅시다. Think about the argument about pros and cons of KOR-US FTA after you look at the picture and editorial cartoon.
2. 다음의 도표를 보고 모르는 어휘를 표시하고 의미를 추측해 보시오. Circle the words or terms you don't understand and guess the meaning after you look at the chart and table.

A two-page reading text created by a consulting professor will be used in regards to content about the KOR-US Free Trade Agreement (FTA), including KOR-US FTA background, issues, strategies, and results is provided, followed by new grammar and expressions. Exercises in this text will include grammar, vocabulary, and reading/listening comprehension activities to help students to improve their reading skills. In addition, research questions for assignments will

be given, such that students can choose one question and present their opinion in the following class (see Appendix A for samples from the text).

5 Assessment and Evaluation

Placement assessment for the course will consist of standardized tests called the Test of Proficiency in Korean (TOPIK) and the Oral Proficiency Interview (OPI) in order to assess the students' level of proficiency at entry level. This will be done so that the program can place learners into the right class and the instructor can understand the current state of their proficiency. The same placement assessment will be conducted after the completion of the course for comparison purposes. Achievement assessments will include chapter tests and evaluations from both the instructor and peers on individual presentations, discussion leading, interviews, and other activities. See Appendix B for a sample achievement assessment on linguistic and content knowledge. In addition to assessment, it will be necessary to develop reliable and valid exit exams to monitor students' progression at the end of each unit of instruction. Furthermore, I will conduct the mid-term and final survey from the program coordinators as well as from the learners in order to evaluate the effectiveness of the course at the end of the course.

6 Conclusion

This project is meaningful in suggesting the need for the curriculum development of Korean language for diplomats and methodology in light of the increase of the number of diplomats residing in Korea and the importance of Korean diplomacy. In addition, this project attempts to compare and synthesize the separate needs analysis of speaking skills and reading

skills, which has led to the development of sample teaching materials in collaboration with an expert on international relations and diplomacy.

The major limitation of this project is that there are not enough local student participants for the needs analysis at this time. Therefore, it is necessary to conduct needs analysis for diplomats and other stakeholders such as the Foreign Service Institute (FSI), curriculum developers, and university Korean program coordinators. Furthermore, it is indispensable for instructors to have near-professional knowledge of international relations, international economy and trade, and politics. A clear and thorough analysis of the degree to which instructors possess this knowledge has not been done yet in this project. Lastly, a more complete understanding of the curriculum can only be gained once a full needs analysis is finished, which requires time and other resources.

This project has helped me to learn about the theoretical framework of how to design curriculum for LSP courses. I have found that the goal of speaking skills and that of reading skills in the curriculum of Korean for Diplomacy should be differentiated based on the needs analysis of the previous studies. For example, negotiation for diplomatic issues does not require reading skills, whereas reading skills are necessary to find information, comprehend main ideas, and analyze diplomatic issues. The reason for the differences between speaking skills and reading skills' necessity is that the public responsibility of reading is limited to the personal-internal level and the objectives of reading skills could expand to the formal areas, while the objectives of speaking could be limited to unofficial activities since the public responsibility of speaking skills can expand from personal level to state level. Therefore, I suggest that it is necessary to differentiate

the level of reading instruction and that of speaking instruction when we develop the Korean language instruction and textbook for Diplomacy.

Appendix A

Sample Reading Textbook Materials

Grammar

◎ N 때문에, A/V 기 때문에

- 날씨 때문에 비행기 운항이 중단되었다.
- 바람이 차기 때문에 겉옷을 하나 더 준비했다.
- 서로 자신의 이익만을 주장하기 때문에 결론을 내리기 어렵다.

◎ N 을/를 위해, V-기 위해

- 행복한 노년을 위해 일찍부터 연금을 준비하는 사람이 늘고 있다.
- 그 회사는 신제품의 단점을 보완하기 위해 사용자들의 의견을 묻고 있다.

◎ V-(으)므로써

- 인수인계를 모두 함으로써 나의 일은 모두 끝났다.

협상을 극적으로 타결지음으로써 국민의 신뢰를 얻게 되었다.

[Sample] Exercises

※ 다음에서 가장알맞은 어휘를 골라 위의 표현을 사용해 문장을 완성하십시오.

Complete the sentences with the most appropriate vocabularies from the context in the box.

▣
 매다 미치다 밝히다 겪다

1) 가: 전쟁은 어떻게 끝난 겁니까?

나: 두 나라가 상호불가침 조약을 _____고 나서야 일단락되었지요.

2) 가: 버스 정류장에서도 흡연을 못하게 하다니 너무 심한 거 아닙니까?

나: 간접흡연이 주위 사람들에게도 영향을 _____기 때문이에요.

3) 가: 아직도 범인을 못 잡았습니까?

나: 진범을 형사들이 _____려고 동분서주하고 있습니다.

4) 가: 우리 아이도 조기 유학을 보낼까 봐요.

나: 너무 어린 나이에 유학을 가면 아이들이 혼란을 _____기 때문에 신중하게

결정하는 게 좋아요.

[Sample] Reading Comprehension Qs

1. 한국이 미국과 FTA 협상을 시작하게 된 동기는 무엇입니까?
2. 한미 FTA 협상의 주요 쟁점 분야는 무엇이었습니까?
3. 한미 FTA 협상에서 한국 측과 미국 측이 각각 사용한 전략은 무엇이었습니까?
4. 한미 FTA 협상에서 합의 된 조항과 각 조항에 대해 간략히 설명하십시오.

Appendix B
Sample Achievement Assessment Structure

Achievement Assessment area	Instruction	Examples
Advanced Vocabulary Assessment	Assessment on new vocabularies from reading and listening materials through completing the sentence with the appropriate vocabulary from the context.	<p>Fill in the blank with the most appropriate vocabulary from the examples. Example: 출범, 쟁점, 이의, 전략, 배상, 침해, 발효</p> <ol style="list-style-type: none"> 1. 새 정부 (출범) 1 년을 앞두고 평가와 전망이 한창이다. 2. 그녀는 물질적인 것뿐만 아니라 정신적인 (배상)도 요구했다. 3. 경쟁 업체를 앞지르기 위해 고도의 (전략)이/가 필요할 것 같다. 4. 반대 의견이 있으신 분들은 (이의)을/를 제기해 주시기 바랍니다.
New Grammar Points Assessment	Assessment on new grammar points from reading and listening materials through completing the sentence with the appropriate grammar from the context.	<p>Complete the sentence with the most appropriate grammar.</p> <p>가: 전쟁은 어떻게 끝난 것입니까? 나: 두 나라가 상호불가침 조약을 (맺다) 일단락되었습니다.</p>

Appendix B (Continued)

Reading Comprehension Assessment	Assessment on the content of reading materials	<p>Select the right statement about what the two countries pursue through the FTA.</p> <ol style="list-style-type: none"> 1. 미국은 FTA 를 통해 국내 고용 증가를 노리고 있었다. The U.S. expected to promote an increase in domestic employment. 2. 한국은 FTA 를 통해 값싼 농산물을 수출할 수 있기를 고대했다. Korea expected to export more agricultural products. 3. 한국은 FTA 를 통해 값싼 농산물을 수입할 수 있기를 고대했다. Korea expected to import more inexpensive agricultural products. 4. 미국은 FTA 를 통해 무역의존도가 낮아질 것이라고 예상하고 있었다. 5. The U.S expected to decrease the degree of dependence upon foreign trade <p>Select the best title of the news clip that you hear.</p> <ol style="list-style-type: none"> 1. 한미 FTA 연내 타결 지을 듯 KOR-US FTA might reach a settlement within one year. 2. 한미 FTA 1 년 득보다 실이 많아 KOR-US FTA one year, more losses than gains 3. 한미 FTA 미국 경제 회복에 큰 도움 줘 KOR-US FTA benefited the US' enormous economic recovery 4. 한미 FTA 발효 1 년-불황 속 ‘수출 버팀돌’ 5. KOR-US FTA one year in effect- a fulcrum during export recession
Listening Comprehension Assessment	Assessment on the content of listening materials	
Speaking Assessment	Assessment on individual presentation	<p>Each student is required to research a topic of her/his choice that is related to the topic from the course, and present their findings to the class. Grades will be based on the quality of work, effective integration of reading materials and discussion materials, creativity, thoughtfulness, presentation documents, and contribution to a deeper understanding of the topic of their own choice.</p>