

The Australian Curriculum

Subjects	Korean
Year levels	Year 9

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas

[Key concepts: youth, diversity, perspectives; Key processes: developing relationships, proposing, discussing]

([ACLKOC191 - Scootle](#))



Elaborations

asking for and providing specific information in sustained interactions, for example, 언제 한국에 가 봤어요? 작년 여름에 갔다 왔어요, 그 때 한국은 여름이 아니고 겨울이었어요, ...; 크리스마스 안 보이는데요? 아마 크리켓을 하고 있을 거예요 ...

following up own and others' responses by elaborating on and extending the topic, for example, 누구하고 같이 갔어요? 가족하고 함께 갔어요; 거기에서 뭐 했어요?; 왜 저 가수를 좋아해요? 노래도 잘 하고 멋있잖아요 ...

sharing ideas and making suggestions relating to own and others' experiences, for example, 한강에서 축제를 한다고 해요. 여러분도 한번 축제에 가 보세요

participating in exchanges, using communication strategies such as showing empathy, down-toning or indirectly expressing disagreement, for example, 그렇지요?; 좋았겠어요; 아마; 글썄요; 그런가요?; 아닌 것 같은데요

corresponding with peers by using telephone/video calls, text messages or computer-mediated communication tools to build relationships and share views on aspects of teenage life, such as friends, responsibilities, interests, aspirations and topical issues, for example, 함께 한국에 가면 재미있을 것 같아요; 왜 숙제를 못 했어요?; 축구를 하느라고 숙제를 못 했어요; 공부하느라고 바쁜 척했어요; 주말에 음악을 들으면서 책을 읽었어요; 비행기를 기다리는 동안에 인터넷을 했어요

Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives

[Key concepts: roles, perspectives, shared responsibility; Key processes: persuading, commenting, evaluating]

([ACLKOC192 - Scootle](#))



Elaborations

solving problems by explaining discoveries and results, discussing ideas, suggesting a range of options with specific information such as roles of participants, locations, time, methods and reasons, for example, 한국에 갔더니 아름다운 산이 아주 많았어요. 다음에 갈 때 같이 갑시다; 언제 ...-겠어요?; 누가 ...-(으)래요?; 어떻게 ...-(으)계획이에요?; 왜 그렇게생각해요? 어디에서 ...-(으)면 좋을까요?; 선생님께 여쭙 봅시다

planning and negotiating collaboratively in scenarios or events related to travelling or living in Korea, such as living with a host family, seeking medical treatment, or using transport, for example, 안녕히 주무세요/잘 자; 팔을 다쳤는데 병원에 가야 할까요?; 지하철을 타면 5시까지 도착할수 있을 거예요

comparing the quality of goods and taking action, for example, 이것이 저것보다 훨씬 더 신선해요. 그러니까 이것을 사요; 기차가 버스보다 더 편리하니까 기차로 가요

making complaints and recommendations, for example, 그 식당은 서비스가 친절하지 않으니까 가지 맙시다

sharing experiences and transactions, for example, 주말에 영화를 같이 보러 갈래요?; 무슨 영화가 좋아요?; 영화가 몇 시에 시작해요?; 입장권이 얼마 정도 해요?;비행기표를 겨우 샀어요; 하마터면 부산에 가지 못할 뻔했어요

planning shared events or activities, using online and digital forms of communication such as emails, chat forums and community websites, for example, intercultural components of 호주 한국 국제 영화제, 한국 문화원, 관광명소, 자매학교

presenting views and perspectives at real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues such as쓰레기 분리수거, 청소년 실업 문제, 환경보호 캠페인, 절약, 낭비, 지구 온난화, using language, for example, 쓰레기 분리수거에 대해서 ...; 청소년실업 문제가 심각하다고 합니다 ...; 호주에는 여름에 비가 자주 오지 않기 때문에 물을 아껴야 해요; 물을 절약하는 방법은...; 에너지를 낭비하면...; 깨끗한 환경 ...

transacting for goods and services, considering concepts such as value, availability, competition and ethics, forexample, 세 시 전에 출발하는 버스가 있어요?; 환경보호 캠페인에 참가하고 싶은데 누구한테 연락해야 해요?

Use interactional **language** to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas

[Key concepts: opinions, reflection, **metalinguage**; Key processes: justifying, elaborating, reflecting]

([ACLKOC193 - Scootle](#))



Elaborations

participating in class discussion by:

- expressing own opinion such as agreement or disagreement with others, for example, 저는 민수가 맞다고 생각해요; 저는 정답이4번이라고 생각했어요
- eliciting and reflecting on others' opinions, for example, 왜 그렇게 생각해요?; 어떻게 그렇게 되었어요?; 정말 그럴까요?; 아,그렇군요

interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement, giving encouragement/praise or critique, for example, 내차례예요; 누가 먼저 하는 거예요?; 그건 아닌 것 같아요; 잘 할 수 있을 거예요

discussing language and language learning using metalanguage, for example, 단어, 명사, 동사, 줄임말, 높임말/경어, 문장

Informing

Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other's experience and with other learning areas

[Key concepts: representation, cultural literacy; Key processes: analysing, synthesising, evaluating]

([ACLKOC194 - Scootle](#))



Elaborations

understanding gist and identifying keywords to extract specific information, by scanning through texts from various sources in conventional, digital or multimodal formats such as articles, reports or podcasts on topics such as pop culture, youth employment, the environment and world sports, or those related to other learning areas

distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text

analysing and interpreting collected information by summarising, sequencing and prioritising, considering audience, purposes and context, for example, 한국에는 태풍이 오고, 호주에는 사이클론이 와요/옵니다. 태풍은 ..., 사이클론은 ...

obtaining information in order to debate issues of interest such as the environment, expectations of

teenagers, and the generation gap, using persuasive or evaluative language, for example, 나는 ... 믿어요/확신해요; 이것은 분명히...-이에요/예요; 그렇지만 ...; 정말 ...-(으)니까요?

investigating aspects of Korean culture to determine a particular course of action, for example, providing a Korean exchange student with a suitable placement, or a group of Korean visitors with a suitable menu, or selecting an appropriate time of the year for a visit to Korea

AA

Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose

[Key concepts: society, environment, media; Key processes: constructing, persuading, interconnecting, using computer-mediated [communication](#) tools]

([ACLKOC195 - Scootle](#))



Elaborations

producing texts for different types of audience (for example, classmates, parents, peers on social-networking websites, possible future employers) and for different purposes and in different contexts (for example, school, community, social clubs, part-time jobs) to convey own ideas and interpretation of particular texts, using oral, print, multimodal and digital media such as blogs, letters, instructions, articles, podcasts and speeches

creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, a web page reviewing new music releases

writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, on global warming (지구온난화), attending to the audience and context, for example, 우리 모두 생각해 봅시다. 지구온난화를 막지 못하면 지구가 죽습니다. 북극과 남극의 빙하가 녹고, 자연이 파괴됩니다. 그러므로 ... 우리가 먼저 지구 온난화를 막아야 합니다 ...

combining modes of presentation such as displays, videos or music to explore social and cultural themes, for example, 다문화사회

Creating

Review and respond to different types of creative texts in different modes, identifying aspects of the [language](#) and [culture](#) that help to [create](#) effects such as emotion

[Key concepts: emotions, moral, values; Key processes: interpreting, reflecting, discussing]

([ACLKOC196 - Scootle](#))



Elaborations

listening to, reading and viewing imaginative texts such as short stories, films, poetry, raps and songs, and:

- identifying emotional aspects of the texts that are specific to Korean language and culture, for example, the use of expressive language and the description of animals
- critically reflecting on and sharing own responses with others

reading texts including those in digital and online modes such as extracts from a biography or diary for enjoyment and to gain insights into other people's experiences and perspectives

modifying existing texts, for example, creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in lyrics

creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip or advertisement

identifying and responding to key messages and values in traditional texts such as 민요, (for example, 아리랑, 강강술래), 설화 (for example, 심청전, 흥부전) or dialogues in 탈춤, and considering their relevance in modern times

discussing how texts such as films, plays and songs portray social issues (such as conflict in relationships or poverty) and values (such as honesty and humility)

Create and present imaginative texts that express ideas through **characters**, events or settings, making connections between past, present and future, and between reality and imagination

[Key concepts: creativity, entertainment; Key processes: expressing, projecting, entertaining]

([ACLKOC197 - Scootle](#))



Elaborations

creating various types of texts including those in digital and online forms such as stories, songs, chants, or scripts for role-plays or skits, considering main characters, themes, settings and/or plots, for different types of audience, for example, young learners of Korean or parents of peers

creating and presenting texts in various forms, such as digital stories or performances that reflect significant Korean or Australian events or histories (for example, 한글날, 개천절, Australia Day, Anzac Day, National Sorry Day)



creating and acting out imaginary characters in contexts that involve possible intercultural circumstances, drawing on resources such as news reports or feature articles

critiquing own and others' presentations, taking the perspectives of authors and performers (for example, 내가 애나라면 더 큰 소리로 말하겠어요)

Translating

Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages

[Key concepts: equivalence, values, representation; Key processes: reflecting, interpreting, comparing]

([ACLKOC198 - Scootle](#))



Elaborations

translating short texts and excerpts from a range of informative and literary texts, identifying cultural elements and reflecting on how they are encoded in common words or expressions, for example, the use of family terms, titles and terms of address, and the way of answering negative questions and of using 가다/오다 from a perspective different from that involved in using 'go/come' (나하고 같이 갈래요? 쌤하고 같이올래요? 지금 가요! 제니가 지금 와요!), and providing additional explanation, information or exemplification

translating texts that contain cultural elements, for example, old sayings or proverbs, considering how differently cultural values or culture-specific concepts are embedded in texts in different languages to represent same/similar ideas or practices, for example, 호랑이도 제 말하면 온다 ('speak of the devil'), 소 잃고 외양간 고친다 ('to shut the barn door after the horse has bolted')

translating texts such as advertisements, songs or film extracts, including those in online or digital form, examining the appropriateness of translation for specified audiences and contexts

comparing own translation with others, noticing similarities and differences, and reflecting on why interpretations may vary

Create bilingual texts that reflect aspects of Australian **culture** (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively

[Key concepts: representation, critical and cultural literacy; Key processes: adjusting, referencing, reflecting]

([ACLKOC199 - Scootle](#))



Elaborations

creating captions or commentaries using Korean or English to accompany texts produced in English or Korean such as lyrics, video clips and film extracts, exchanging and comparing own bilingual texts with peers, discussing which version better fits the original version and why

producing public texts for different contexts in both Korean and English such as brochures, advertisements or leaflets, for example, for Korean exchange students to Australia or for student visitors to Korea on a study tour, and reflecting on the process of working in both languages

creating bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations, the Melbourne Cup

AA

Reflecting

Examine and modify own cultural assumptions and practices, taking responsibility for [language](#) use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural [communication](#)

[Key concepts: reciprocity, reflective literacy; Key processes: reflecting, adapting, taking responsibility]

([ACLKOC200 - Scootle](#))



Elaborations

reflecting on own engagement in communication with Koreans and how their language use was perceived by self, and making adjustments to own Korean language use, for example, to feel comfortable with some silence during conversation; to be indirect when making refusals (saying 잘 모르겠는데요, 글썄요); to speak in a rather monotone without being negative; to use address terms infrequently during conversation

reflecting on aspects of own experiences of intercultural communication, such as possible causes of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions

considering ways to improve intercultural understanding and acting on them, for example, by keeping a record (for example, journal, log, posting on forum) of memorable incidents involving intercultural interactions

recounting own experiences of intercultural language use in oral or written forms, for example, speeches or essays, reflecting on concepts such as 'culture', 'attitudes', 'assumptions' and 'values'

comparing understandings of the relationship between language, culture and identity, using symbols, graphic representations, images and metaphors to represent how the relationship works

discussing how intercultural communication involves being flexible, responsive and open to alternative ways of communicating, for example, responding to different levels of emotionality or confrontation in debate, or different levels of respect in casual exchanges or service encounters

Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have (or have not) changed own sense of identity, views or attitudes

[Key concepts: identity, values, attitudes; Key processes: analysing, evaluating, reflecting]

([ACLKOC201 - Scootle](#))



Elaborations

producing an autobiography in various formats such as articles, photo stories with captions, digital stories or short films, including important episodes related to the experience of learning Korean language and culture that have impacted on their identity and attitudes

composing a 'cultural ID profile' to exchange with Korean-speaking friends, making decisions about what information will be of most interest

sharing with others, views and opinions on the ongoing influence of Korean language learning, relating it to own aspirations and ambitions, for example, composing a self-portrait with reference to Korean language and culture after 10 years

reflecting on own cultural identity in terms of family background, community relationships and contact with languages (including contact with Korean and other languages and cultures), tracking changes over time or context

Understanding

Systems of language

Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes

[Key concepts: phonological rules, fluency, accuracy; Key processes: applying, analysing, synthesising]

([ACLKOU202 - Scootle](#))



Elaborations

using Korean pronunciation and spelling rules for listening to and reading authentic texts and producing own written and oral texts

knowing when to pause in complex sentences with embedded clauses

understanding that there are variations in Korean pronunciation across people from different regions of Korea but that spelling follows standardised rules

writing in Hangeul independently, observing writing conventions and rules

Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire [text](#)

[Key concepts: complex structures, modality, irregularity, topicality; Key processes: applying rules, analysing, manipulating]

([ACLKOU203 - Scootle](#) )



Elaborations

understanding and using the dictionary forms of action and descriptive verbs, for example, to identify the meaningful part or to look up unknown verbs in a dictionary (가다, 오다, 하다, 먹다, 들다, 듣다, 읽다, 답다, 예쁘다, ...)

using a range of case markers and particles, including honorific forms as applicable, for appropriate grammatical functions, for example, -한테/에게, -한테서/에게서, -께, -께서, -께서는, -(으)로, -보다, -만, -마다

understanding various functions/meanings of a topic marker -은/는, using it for functions other than marking the subject as the topic of the sentence (저는 마이클이에요) such as highlighting, emphasising or making contrast, for example, 저는 오렌지를 좋아하지 않아요. 그런데 사과를 좋아해요; 한국에는 태풍이 오고 호주에는 사이클론이 와요. 태풍은 ..., 사이클론은 ...

making a relative clause, that is, a noun-modifying clause, by replacing the verb ending of the clause-final verb with -(으)ㄴ, -는, or -(으)ㄹ appropriately, for example, 거기에서 노래하는 사람이 누구예요?; 제가 어제 본 영화는 정말 슬펐어요; 언제 갈 계획이에요?; 날씨가 좋은 날에 바비큐를 해요; 재미있을 것 같아요

using long negative forms of verbs, such as -지 않다, -지 못하다

using negative questions and answering appropriately, for example, 그 영화를 안 봤어요/보지 않았어요? 아니요, 봤어요 / 네, 안 봤어요/보지 않았어요; 김치를 못먹어요/먹지 못해요? 아니요, 먹어요/ 네, 못 먹어요/먹지 못해요; 숙제가 없어요? 아니요, 있어요 / 네, 없어요)

understanding the concept of different speech levels and styles in Korean, and using sentence-final verb endings in three speech styles appropriately for the audience: -ㅁ/습니다, -ㅁ/습니까, -ㅁ/읍시다, -(으)십시오 (the formal polite style); -어/아요(the informal polite style); and -어/아 (the intimate style)

analysing the structure of complex verb phrases and expanding their use, understanding how meanings are added to the main verb, such as desire, likelihood, shift of actions, designation, habits, pretence (as if ...) and verge (almost ...), for example, 알고 싶어요, 비가 올 것 같아요, 갔다 왔어요, 보러 가요, 조깅을 하곤 했어요, 바쁜 척했어요, 가지 못할 뻔했어요

reporting speech or thought using -다고/-(이)라고, for example, 맞다고 생각해요, 4 번이라고 생각해요; 한국에서 가장 큰 축제라고 해요

connecting ideas in different relationships using a range of conjunctive suffixes, noting the different tense expressions in the two connected clauses, for example:

- -다가: 학교에 가다가 친구를 만났어요: 학교에 갔다가 친구를 만났어요
 - -(으)니까: 비가 올 것 같으니까 우산을 가지고 가세요
 - -(으)ㄴ/는데: 생각을 많이 해 봤는데 아직 잘 모르겠어
 - -느라고: 축구를 하느라고 숙제를 못 했어요
 - -더니: 한국에 갔더니 아름다운 산이 아주 많았어요
 - -(으)면서: 소리가 음악을 들으면서 책을 읽고 있어요
- -다면: 한국에 간다면 제주도에 가 보고 싶어요

using the structures: a verb stem + -기 때문에 and a noun + 에 대해서 appropriately, for example, 비가 자주 오지 않기 때문에 물을 아껴야 해요; 쓰레기 분리수거에 대해서 이야기해 봅시다

understanding the function and meaning of a range of defective nouns (불완전 명사, for example, 동안, 때, 뻔, 것/거, 척, ...) used in complex structures, and using them appropriately: ...노래하는 동안 (에) ...; 한국에 갈 때(에) ...; 비행기를 못 탈 뻔했어요; 학교에 갔을 거예요; 바쁜 척 했어요

using a range of sentence enders and understanding their differences in meaning and appropriateness to the context, for example, -잖아요, -(으)래요, -(으)까요, -(으)습니다, -(으)니/는데요, -지요

Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences

[Key concepts: vocabulary choice, register, style; Key processes: predicting, applying, inferring]

([ACLKOU204 - Scootle](#))



Elaborations

using a range of common nouns and verbs to describe activities and phenomena taking place in home, school and the wider context, such as transport, networking, festivals, weather, seasons, nature, transactions, for example, 여행, 기차, 비행기, ..., 축제, 축제, 음악, 산, 강, 호수, ..., 여름, 겨울, ..., 영화, 입장권, 표, ..., 차례, 소리, 바쁘다, 아끼다, 춥다, 덥다, ..., 많다, 적다, ..., 연락하다, 편리하다, 친절하다, 다치다, 시작하다, 출발하다, 도착하다, 참가하다, 기다리다

using abstract nouns and verbs associated with abstract or complex concepts, processes, attitudes, for example, 방법, 문제, 계획(하다), 신선하다, 생각하다, 심각하다, 생기다, 되다, 그렇다, 믿다, 확신하다

using a range of descriptive verbs to express qualities of people, animals or nature, such as character, appearance or scenery, including some complex personal attributes, for example, 착하다, 부지런하다, 게으르다, 참을성이 있다, 정직하다, 깨끗하다

using specialised vocabulary drawn from other learning areas or broader topics of interest such as social or environmental issues, including some highly abstract words, special terminology, some loan words from English and some figurative use of common words (for example, '지구가 죽는다'): 지구, 북극, 남극, 빙하, 환경, 자연, 태풍, 사이클론, 캠페인, 에너지, 청소년, 실업, 녹다, 보호(하다), 절약(하다), 낭비(하다), 파괴되다, '쓰레기 분리수거', '환경보호', '지구 온난화', '다문화 사회'

using/recognising some well-known Korean geographical names (for example, 부산, 제주도)

identifying Korean names of some folk genres such as 민요, 설화 or 탈춤, and some titles of Korean folk songs or folktales such as 아리랑, 강강술래, 심청전 or 흥부전

using/recognising some procedural vocabulary relating to some aspects of everyday life such as operating appliances or cooking instant food, for example, 국수, 국물, 정도 (for example, 4분 정도) 냄비, 끓이다, 넣다, 붓다, 젓다

using reflective/sympathetic words or phrases to signal empathy, down-toning or indirect disagreement, or just as a pause filler, for example, 그렇지요?; 좋았겠어요;아마; 글썄요; 그런가요?; 아닌 것 같은데요

expanding and using honorific or humble vocabulary, for example, 주무시다, 여쭙 보다

expanding the range and use of adverbs, for example, 훨씬, 함께, 겨우, 아마, 한번, 모두, 분명히, 하마터면

expanding the use of temporal vocabulary, including 작년, 올해, 내년, ...전/후

using elements of metalanguage appropriately, for example, 단어, 명사, 동사, 줄임말, 높임말/존대말, 문장

inferring meanings of unknown words or expressions from information available from the text or context

Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements

[Key concepts: style, register, perspectives; Key processes: analysing, correlating, composing]
([ACLKOU205 - Scootle](#))



Elaborations

identifying register used in Korean texts, for example in recipes, such as the formal polite style used for statements (–ㅁ/습니다) and commands (–(으)십시오) or vocabulary used to determine audience, purposes and context

examining cohesive devices used in Korean texts such as consistency in speech levels and honorific elements, conjunctors (–지만, –(으)니까, –어/아서, ...), conjunctive adverbs (그러니까, 하지만, 그러므로, ...) and ellipsis, and their appropriateness for Korean discourse

creating own texts in Korean including those in digital or online forms for particular audiences and purposes in particular contexts, for example, to introduce Korean food culture to parents invited to the Korean evening, using a range of appropriate discourse devices for coherence and cohesion including appropriate vocabulary

comparing and contrasting the structures of a variety of authentic texts in Korean and English,

exploring how the audience, purpose and context are considered differently in each language

AA

Language variation and change

Examine variations and expectations reflected in Korean [language](#) that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom

[Key concepts: cultural expectations, intercultural literacy; Key processes: examining, reflecting, explaining]

([ACLKOU206 - Scootle](#))



Elaborations

using language, body language and gestures in culturally appropriate ways, identifying and reflecting on expected roles in contexts specific to Korean or Australian culture

AA

discussing possible consequences resulting from language use related to different cultures, reflecting on how Korean ways of thinking and world views are reflected in Korean language by analysing texts such as old sayings, axioms, idioms and lyrics, for example, 호랑이도 제 말하면 온다, 김치국부터 마신다, 빈 수레가요란하다, 아리랑

reflecting on English old sayings, axioms, idioms and lyrics that could be possible equivalents to Korean examples, and discussing how ways of thinking and world views are reflected in different ways around the same ideas/phenomena in different cultures and languages

Reflect on the dynamic and ecological nature of [language](#) that interacts with constantly changing environments such as contact with different languages and cultures and changing sociocultural circumstances in local and global contexts, identifying and illustrating examples from Korean [language](#) forms and uses

[Key concepts: exchange, change, variation, integration; Key processes: comparing, analysing, reflecting]

([ACLKOU207 - Scootle](#))



Elaborations

exploring how Korean language has changed over time, for example, by viewing Korean dramas in historical settings and those in contemporary settings and comparing the language used between people in comparable relationships such as between family members

examining possible influences on language change in Korean, such as exposure to other languages,

contexts of use and the development of digital technology

AA

comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how mode relates to linguistic structures and features, and how this affects meaning

understanding that languages incorporate other languages into their systems and examining how this takes place in Korean, for example, **조깅해요, 온라인으로**

Explore how **language** shapes thoughts and world views and mobilises action

[Key concepts: world views, thoughts, conceptualisation, perspectives; Key processes: analysing, reflecting, explaining]

([ACLKOU208 - Scootle](#))



Elaborations

collecting examples that show the reciprocal relationship between language and culture, drawing on areas of interest including other learning areas

comparing and discussing the examples collected and relating them to Korean language and culture, for example, how the creation of Hangeul in the 15th century has continued to impact on Korean language and culture up until now

reflecting on how world views of a culture are reflected in and shaped by the way people use everyday language, for example, different ways to answer negative questions between Korean and English (숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요), or different perspectives involved in the use of 가다 / 오다 and 'go/come' (파티에갈 거예요. 나하고 같이 가겠어요?; 빨리 올래요? 지금 가요!)

understanding how language influences people's actions and beliefs, for example, by analysing language used in community appeals in response to natural disasters

Role of language and culture

Understand that **language** and **culture** are interrelated and reflect on how they shape and are shaped by each other

[Key concepts: intercultural understanding, reciprocity, intercultural literacy; Key processes: critiquing, evaluating, reflecting]

([ACLKOU209 - Scootle](#))



Elaborations

recognising that language and culture are intertwined in texts and together convey cultural perspectives, concepts and values

analysing how the Korean language may reflect cultural perspectives and values such as collectivism, harmony, humility and the importance of ties between family members, for example, a range of kinship terms extending to remote relations, using kinship terms rather than first names to address members of the family and norms such as showing deference and saving face, for example, 네, 괜찮아요

investigating the origins of particular expressions or words, developing awareness of the origins of meanings and how these may or may not change over time

reflecting on own experiences of moving between cultures in the school, local and virtual communities and on their different roles played in different intercultural exchanges as a learner and user of Korean

recognising the historical, political and cultural functions and values of language, researching how the Korean language played a role in maintaining the Korean people's culture and everyday life under the cultural and linguistic oppression during the early 19th century colonial period and how Korean culture and language lived it out, flourish and are recognised in the contemporary world

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others' responses

[Key concepts: youth, relationship; Key processes: communicating, explaining, using [communication strategies](#)]

([ACLKOC020 - Scootle](#))



Elaborations

initiating a conversation by using expressions appropriate to the context and the audience such as **지금 뭐해요? 어디 가요? 어제 ...봤어요?** and **developing the conversation on topics of mutual interest, for example, 주말에 시간 있어요? 네, 시간 있어요. 그런데 토요일 오후와 일요일에 괜찮아요. 토요일 아침에 뭐 해요? 아홉시부터 열 두시까지 운동해요**

exchanging and describing opinions and ideas, expressing hopes and feelings, and giving reasons for plans, for example, **왜 한국어를 배워요? 소라가 좋아서 한국어를 배웠어요. 어느 선생님한테서 배웠어요? 방학 때 뭐 할 거예요? 한국에 갈거예요. 시험이 끝나서 기분이 좋아요**

using communication strategies such as asking for clarification/repetition and indicating concession, for example, **...이/가/은/는 무슨 뜻이에요? 다시 말해 주세요. 괜찮아요**

Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options

[Key concepts: contribution, prioritisation, alternatives; Key processes: discussing, negotiating, comparing]

([ACLKOC021 - Scootle](#))



Elaborations

participating in planning and decision-making with others, such as arranging a class excursion or a birthday party, for example, **소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 아리랑을 할 줄 알아요. 그러면 한 번 해 보세요**

making transactions in either authentic or simulated situations such as shopping in a Korean shop, purchasing goods such as fashion items, food or a mobile phone and checking the receipt to confirm the price and information relating to the purchase, for example, **이 모자가 얼마예요? 모자가 예쁘지만**

너무 작아요. 더 큰 모자를 보여 주세요. 써 보세요, 영수증 좀 보여 주세요

planning collaboratively for an event by participating in scenarios related to travelling or living in Korea, for example, living with a host family, seeking medical treatment, or using transport, for example, 지하철을 타면 빨리 갈수 있어요; 맛이 어때요? 김치가 매워요. 하지만 맛있어요; 머리와 목이 아파요

applying for services or opportunities such as student exchange programs, scholarships or fundraising, explaining reasons for the application, for example, 일 년 후에 한국으로 여행 갈거예요. 그래서 한국어를 열심히 공부해요 ...

Use classroom **language** to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions

[Key concepts: mutual respect, **task**, participation; Key processes: discussing, clarifying]

([ACLKOC022 - Scootle](#))



Elaborations

participating in reflective activities and evaluations of classroom experiences using language such as 어떻게 생각해요? 제생각에는 ..., 아마 ..., 글썄요, -(으)ㄴ/는 것 같아요

checking understanding and indicating understanding or not understanding (알겠어요? 네, 알겠어요/ 아니요, 모르겠어요)

giving and following instructions such as 책을 책상 위에 놓으세요; 쓰지마세요 and requesting clarification, for example, 다시 설명해 주세요; 무슨 뜻이에요?

asking for and making suggestions relating to shared activities, for example, 무엇을 먼저 이야기할까요? ...한테 물어 보세요

Informing

Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences

[Key concepts: perspective, representation, concepts from other learning areas; Key processes: extracting, analysing, summarising, using computer-mediated **communication** tools]

([ACLKOC023 - Scootle](#))



Elaborations

recording and synthesising information from media texts, including television programs, reports, interviews, video clips, documentaries and social networks

organising and categorising information, selecting modes of presentation such as tables, concept maps, web postings and charts to inform particular audiences

summarising information from various texts that reflect different aspects of Korean culture, art, history and geography relating to social or environmental issues, for example, 태풍은 한국에 보통 여름에 와요. 그렇지만 가을에도 가끔 와요

reporting information in print and digital forms, for example, Korean cultural elements represented in sites such as web pages

deducing from context and explaining to others the meaning and cultural references of unfamiliar words or expressions such as words used in idioms or old sayings encountered in different types of text, such as 그림의 떡

Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation

[Key concepts: [content](#), [audience](#), [mode](#); Key processes: selecting, constructing, presenting]

([ACLKOC024 - Scootle](#))



Elaborations

describing aspects of Australian culture for a particular audience, for example, the physical environment, specific celebrations or features of cuisine, including explanations of expressions such as ‘the bush’ or ‘fair go’

creating texts such as brochures, cartoons, notices, blogs or video clips to introduce Korean culture or lifestyle to Australian friends, parents or peers on social networking websites or to the general public, for example, 한국은 7월과 8월에 아주 더워요. 그래서 여름에 ...

presenting information on different elements or perspectives on ideas such as seasons, festival food, costumes, entertainment (games, sports, dances, music ...), specific cultural practices associated with festival days, for example, on 설날, 추석, in various modes (for example, concept maps, flow charts and tabulations, graphics or captioned photographs)

explaining to others a procedure or practice, for example, a recipe, the rules of a sport or a board game, instructions on caring for a pet/animal, or fashion tips, for example, by giving priority to classified information using 첫 번째, ..., 두 번째, ...

conveying information about different viewpoints on topics of interest such as sustainability, health or environmental issues, for example, 호주의 강과 호수는 깨끗해요

Creating

Respond to imaginative texts such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences

[Key concepts: themes, relationship, imagination; Key processes: comparing, interpreting, explaining]

([ACLKOC025 - Scootle](#))



Elaborations

listening to, reading and viewing imaginative texts in various modes, such as stories (print, digital or multimodal), films, paintings, songs or video clips, and responding by expressing views, 제 생각에는 ..., -(으)ㄴ/는 것 같아요

identifying key ideas, messages, main events and characters and creating a new scene, story development or video clip using parody

exchanging views on imaginative texts such as songs, stories, television programs and films, making connections with own experiences

reading stories such as Korean folktales, discussing associated ideas and values (for example, attitudes towards greed, jealousy or loyalty), considering how these relate to contemporary society and own cultural experience, for example, 소가 된 게으름뱅이

Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others

[Key concepts: culture, narrative, creativity, imagination; Key processes: creating, performing, entertaining]

([ACLKOC026 - Scootle](#))



Elaborations

composing own texts such as films, posters, comics or short stories about imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, a new planet, space travel, or virtual reality

illustrating and captioning imaginative stories in various formats such as cartoons, graphic stories or photo stories, using descriptive and expressive language, for example, 호랑이는 아름다운 날개가 필

요했어요; 날개가 생겼어요; '와, 대단해요!'; '아니, 이럴 수가!'

creating and presenting performances such as role-plays or skits based on imaginative stories and scenarios that involve language related to time (for example, 옛날에, 처음에, 다음에, 마지막에, 끝) and emotional expression (for example, 신났어요, 무서웠어요, 슬펐어요, 기뻐어요)

creating a range of texts to entertain particular audiences, for example, songs and video clips, skits, graphic stories for peers, children's books and cartoons suitable for younger learners of Korean

Translating

Translate and [interpret](#) informative and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining [culture](#)- specific aspects

[Key concepts: equivalence, representation, perspectives; Key processes: translating, interpreting, comparing, evaluating]

([ACLKOC027 - Scootle](#) )



Elaborations

translating short texts such as announcements, notices, songs, advertisements, or extracts from stories and films, considering audiences and contexts and reflecting on how cultural elements are encoded in common words or expressions, for example, the use of family terms, titles and terms of address, and the way of answering negative questions (안 했어요? 네, 안 했어요 / 아니요, 했어요) and of using 가다/오다 from a perspective different from that involved in 'go/come' (언제 우리 집에 와요? 지금 가요!)

comparing translations of familiar texts such as instructions or children's stories to determine the ages of intended audiences and any differences in contexts (such as relationships and the degree of formality), noticing how these are taken into account differently in the translated and original versions

using print dictionaries and electronic translators to support the translation process, including doing 'back translations', considering why a word or expression does or does not translate readily and reflecting on possible ways to translate words and expressions without losing their original meaning, for example, 세배, 새해 복 많이 받으세요, 쌀밥/보리밥

analysing a familiar text in its translated form (for example, a nursery rhyme, children's story, advertisement or web page translated into Korean), noticing what has or has not been effectively translated, considering the challenges of the translation and how the text could be improved

[Create](#) bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each [language](#)

[Key concepts: interpretation, [bilingualism](#); Key processes: interpreting, [composing](#), explaining]
[\(ACLKOC028 - Scootle !\[\]\(5eb1325dfdc3f1cad8426726c0db51cd_img.jpg\)\)](#)



Elaborations

providing bilingual captions for images of Korean or Australian scenes to explain cultural references, for example, bush, beach or city images

producing bilingual texts in different formats including digital texts such as captioned photos, notices, signs and instructions, for particular audiences in familiar contexts, for example, for intending international students to Korean or Australian schools, highlighting key terms and expressions associated with the context, such as 과목 (수학, 과학, 사회, 역사, ...), 수업 시간, 과외 활동

conveying information and providing instructions to others in a range of bilingual texts including those in digital or online form, for example, a car park ticket, a health brochure/announcement, or instructions for a computer game

creating bilingual texts to inform others in the local community, for example, a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club or flea market, for example, 힙합 동아리에 오세요!; 청바지를 팝니다; 이메일로 연락하세요

Reflecting

Interact with Korean speakers and resources, recognising that intercultural [communication](#) involves shared responsibility for meaning-making

[Key concepts: norms, commitment, reciprocity; Key processes: questioning assumptions, adjusting, reflecting]

[\(ACLKOC029 - Scootle !\[\]\(ab4e2b3fc7e7887b7a72f548aa6f5e60_img.jpg\)\)](#)



Elaborations

interacting with Koreans, noticing social norms and practices such as the use of personal space, gender roles, respect for older people, boyfriend or girlfriend relationships, same-sex hand-holding, and acceptable topics of conversation (for example, 몇 살이에요?), and considering own reactions

describing their experience of authentic or virtual interaction involving Korean language and culture, for example, face-to-face interaction with community members through excursions or at Korean festivals, web-chatting, or other forms of social networking

monitoring, recording and reflecting on intercultural experiences, examining aspects that were

unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for such feelings of comfort/discomfort

recognising that social values such as politeness can be expressed differently indifferent cultures, and understanding features of Korean etiquette such as avoiding direct refusal, aiming to please by answering a question even if they don't know the answer, expressing gratitude through actions and not necessarily language (for example, limited use of 고맙습니다, 감사합니다) and waiting to be invited to eat or drink

Reflect on own [identity](#) and on how it is affected by the experience of Korean [language](#) learning

[Key concepts: [identity](#), values, judgement; Key processes: observing, reflecting, explaining]

([ACLKOC030 - Scootle](#))



Elaborations

gathering examples of language/s used by various people indifferent contexts, including the Korean language spoken by Koreans in different social/age groups and in different places, and discussing how the examples reveal aspects of identity

discussing challenges and rewards they feel during intercultural interactions and how the experience of learning and using Korean challenges preconceptions or stereotypes and helps them to revise own attitudes

recounting personal stories, in oral, written or digital forms, about significant encounters, explaining why they consider them significant

monitoring own language use and sense of identity across a range of intercultural interactions, such as by using a blog or journal, and considering personal experience, perspectives and values about being a learner and user of Korean

sharing with others the ongoing influence of Korean language learning on the shaping of their identity

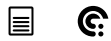
Understanding

Systems of language

Understand and use key features of Korean sound and writing systems, including [pronunciation](#), [intonation](#) and print conventions, applying this understanding to own speech and writing

[Key concepts: [pronunciation](#), spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, experimenting]

([ACLKOU031 - Scootle](#))



Elaborations

recognising and reproducing sounds of Korean in sentences consisting of multiple clauses, attending to pauses and intonation to identify clause sequences and types of sentences

pronouncing syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사합니다, 먹꼬 and 어떠케

experimenting with pronunciation rules and intonation collaboratively with peers

using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences

using spacing and spelling rules in reading and writing, recognising their differences to English, for example, 소라가 방에 있어요 versus 소라 가방에 있어요

Extend grammatical knowledge of Korean **language**, including the range of forms and functions of particles, suffixes, **verb** endings and irregular **verb** forms

[Key concepts: grammatical structures, modality, irregularity; Key processes: analysing, classifying, applying, explaining]

([ACLKOU032 - Scootle](#))



Elaborations

modifying nouns using an adjectival form of a descriptive verb suffixed by -(으)ㄴ, for example, 예쁜 꽃, 맑은 물

using particles such as -한테/에게, -한테서/에게서, -(으)로 (instrumental and directional), -보다, -와/과, -만, -도, -부터 and -까지, including honorific case markers -께, -께서, -께서는

recognising the meaningful parts of a verb, for example, 먹+어요

expressing ideas or events relating to the future, suggestions, plans and hopes using forms such as -(으)ㄹ 거예요 and -(으)ㄹ까요?

learning how to ask and answer negative questions, for example, 숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요)

connecting clauses using basic conjunctive suffixes (clausal connectives) –어/아서, –고, –(으)면, –지만

using basic complex-verb structures such as –어/아 주다, –어/아 보다, –지 말다 with an –어/아 요 ending to express provision, trial and prohibition (읽어 주세요, 입어 보세요, 쓰지 마세요)

expressing time using structures such as: a noun + 때/동안; a noun + 전/후에, for example, 방학 때; 일년 동안; 한 달 전/후에

using some basic irregular verbs, such as 들어요 (듣다), 불러요 (부르다), 더워요 (덥다), 추워요 (춥다), 아름다워요 (아름답다)

expressing relative location using a structure: a noun + a location word + 에, for example, 식탁 위에 상자가 있어요

expanding metalinguistic knowledge by receptive use of:

- intimate copula verb ending (a noun + (이)야)
- expressions of intentions and likelihood: –겠어요, –(으)ㄹ 것 같아요
- conjunctors connecting clauses (–(으)니까, –(으)러)
- complex structures such as –어/아야 하다, –어/아도 되다, with the informal polite ending –아/어요 (가야 해요, 먹어도 돼요), recognising that they are in the same structure as –어/아 주다, –어/아 보다 and –지 말다 (verb stem + suffix + auxiliary verb) and that the auxiliary verbs add meanings such as obligation, permission and attempt
- complex structures connecting verbs with various functions (to be introduced as a set phrase, for example, –기 때문에, –기 위해(서))
- levels of politeness in speech, for example, formal polite, informal polite, intimate, for example, 해, 해요, 합니다
- honorific suffix –시–, for example, 하십니다, 가르치십니다

Understand and use a range of vocabulary associated with different aspects of everyday life, such as basic honorific or humble words, and identify culture-embedded words and expressions

[Key concepts: honorification, idioms, terminology, culture; Key processes: specifying, predicting, applying]

([ACLKOU033 - Scootle](#))



Elaborations

using a range of common nouns and verbs for everyday interactions at home and school on familiar and broader topics (for example, 방학, 시험, 춤, 노래, 여행, 추다, 부르다, 배우다, 하다, 말하다, 끝나다, 만나다, 놓다, 사다, 팔다, 생기다), including words for clothing (for example, 모자, 바지, 쓰다, 입다) and transportation (for example, 버스, 기차, 자동차, 지하철, 타다) and loan words from English (for example, 파티, 이메일, 인터넷)

recognising and using some abstract vocabulary in the school context (for example, 과목, 수업, 과외 활동, and names of school subjects such as 수학, 과학, ...)

using descriptive vocabulary to describe emotions (for example, 무섭다, 슬프다, 기쁘다, 신나다), senses (기분, 맛, 맵다, 짜다, 아프다, 덥다, 춥다) and appearance (아름답다, 깨끗하다)

using abstract vocabulary relating to cognitive activity (for example, 뜻, 생각(하다), 필요하다)

recognising the difference between 나 and 저 referring to self and using them appropriately according to the audience, for example, peers or adults

indicating comparative quality using 더, for example, 더 커요

expressing relative frequency of events (for example, 가끔, 보통, 자주, 언제나)

using common adverbs such as 다시, 먼저, 한번, 열심히

indicating time/seasons using 오전, 오후, 주말, 아침, 점심, 저녁, 봄, 여름, 가을, 겨울

using Korean cardinal and ordinal numbers appropriately with counters, for example, 스무 잔, 백 장, 천 송이, 첫 번째

using honorific or humble words such as 분, 주무시다, 계시다, 말씀, 드리다

identifying culture-embedded Korean words and expressions in context, for example, 추석, 새해 복 많이 받으세요, 쌀밥/보리밥, 아리랑

using vocabulary related to youth culture such as 동아리, 힙합, including some hybrid words (for

example, K-팝)

using reflective vocabulary such as 아마, 글썸요

using location words, for example, 앞, 뒤, 위, 아래, 옆

inferring meaning of unfamiliar words or expressions from context, for example, 게으름뱅이 (소가 된 게으름뱅이), 연락하다 (이메일로 연락하세요), 그림의 떡

using idiomatic expressions as communication strategies or to enhance the interest of audiences, for example, 제 생각에는 ..., -ㄴ/은/는 것 같아요, 괜찮아요

using some special vocabulary in Korean to express ideas drawn from other learning areas, for example, 태풍, 강, 호수

using exclamatory vocabulary and expressions (for example, 와, 대단해요! 아니, 이럴 수가!)

Analyse and compose different types of texts, considering issues such as coherence, [cohesion](#), and the relationship between textual conventions and audiences and contexts

[Key concepts: coherence, [cohesion](#), textual conventions; Key processes: analysing, explaining, [composing](#)]

([ACLKOU034 - Scootle](#) )



Elaborations

identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects (for example, using 나 instead of 저 in an advertisement to make the target audience identify with the social group that would use the goods being advertised)

exploring and identifying basic cohesive devices in texts such as:

- consistent use of the informal polite-style ending -어/아요 throughout texts of multiple sentences
- agreement of honorific elements such as particles, words and suffixes in a sentence (for example, 선생님께꽃을 드려요; 할머니께서 주무세요; 저에게 말씀해 주세요; 그분은 누구세요?) and throughout the text
- use of conjunctive adverbs, for example, 그런데, 그래서, 그러면, 그렇지만, 하지만 and conjunctive suffixes (clausal connectives) such as -고, -어/아서, -(으)면

creating short texts, (print or digital), with a focus on textual coherence and cohesion

Language variation and change

Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes

[Key concepts: formality, [register](#), [language](#) modes; Key processes: observing, analysing, relating, comparing]

([ACLKOU035 - Scootle](#))



Elaborations

identifying differences in language use in different social and cultural contexts and relating them to differences in the roles and relationships of participants in the interaction, for example, noticing the use of 반말 (안녕히 가세요 versus 잘 가)

examining variations in language used in face- to-face and written and digital communication, particularly noticing colloquial language and how it differs from standard forms, for example, more frequent use of contractions, acronyms, omission of case markers/particles and informal style

identifying levels of formality or register of language used in texts and explaining reasons for this, for example, the use of formal language when communicating with people in authority to show respect, the use of informal language in commercials to create a sense of familiarity

Explore and reflect on the nature of [language](#) change in response to changing cultural and social conditions

[Key concepts: globalisation, social conditions, intercultural contact, popular [culture](#); Key processes: reflecting, discussing, explaining]

([ACLKOU036 - Scootle](#))



Elaborations

understanding how Hangeul was created in response to the need for a writing system that would reflect the sound system of spoken Korean in 15th-century Korea; reflecting on how its creation has impacted on the Korean language and culture and people's lives up until now, discussing the role of script in aspects of culture in everyday life

discussing possible reasons for changes in Korean language use, such as exposure to other languages, changing contexts of use and the development of digital technology

exploring how globalisation has accelerated the use of English words and expressions in Korean language use, discussing advantages and disadvantages in the blending of languages

examining how acronyms or short forms of words are used in Korean and in English, discussing how these forms reflect people's changing lifestyles

Understand the symbolic nature and power of language in local and global contexts

[Key concepts: culture, power, symbolism; Key processes: exploring issues, analysing, discussing]

([ACLKOU037 - Scootle](#))



Elaborations

understanding the nature of language that reflects and may effect changes in peoples' way of thinking and in aspects of society, finding examples from Korean, English and other known languages (for example, discouraging the use of language that implies social discrimination or replacing it with alternatives or newly created vocabulary)

identifying the function and power of cultural expressions such as stories, symbols, icons and anthems, for example, 단군신화, 애국가, 아리랑, 태극기, the Dreamtime, Aboriginal and Australian flags

exploring and discussing how and why new products and practices from other cultures are adopted, typically with terminology in the language/s associated

collecting and discussing examples of language impacting on society and culture, drawing on other learning areas such as history, social studies and the arts

Role of language and culture

Analyse and comment on cultural and linguistic practices indifferent contexts and reflect on own and others' communicative practices

[Key concepts: norm, value system, intercultural understanding; Key processes: analysing, reflecting, critical thinking]

([ACLKOU038 - Scootle](#))



Elaborations

examining cultural backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages

reflecting on diverse interpretations of everyday language use in Korean, including body language and gestures, and identifying Korean cultural elements, making comparisons with own language, for example, possible interpretations of such expressions as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions, depending on the context

recognising that cultural values, customs and practices are constantly changing and are evident in language use, for example, the use of kinship terms to refer to people who are not blood relations, such as 오빠/형, 언니/누나, 이모, 삼촌

recognising that language use can reflect and express cultural identity; that multiple languages exist in both Korea and Australia, including indigenous languages; and that many people are multilingual and value this capability as an integral part of their identity