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“The Foreign Language Framework for California’s Public Schools states that “Communicating in another language is no longer a luxury but a necessity.” It is a necessity because studying foreign languages enables students to develop positive attitudes towards others who speak different languages and become better adjusted to living in this multicultural society of ours. Also, more importantly, it is a necessity because our students must compete in the global economy and take the leadership in the twenty-first century. America cannot afford to be “blind, deaf, and dumb” in this increasingly interdependent competitive world.”

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- 1) Goals and Objectives: aligned with the State Framework for Foreign Language education, the clearly defined Goals and Objectives with a description of competencies expected at each level will initially enable accurate and appropriate placement of students. Secondly, the delineation of Goals and Objectives will provide the teacher with a guide for content and a time frame for instruction.
- 2) Activities: this component is designed to offer hands-on classroom activities for students. Various teaching strategies that are explained in the Teaching Approaches have been incorporated into model lessons for practical use in class in order to develop students' language skills more effectively and efficiently. These samples can easily be modified to fit individual situations. The more variety of activities, the better. Some of these include pantomime, TPR, singing, skits, role playing, poetry recitation, games, recipes, food, telephoning, culture, customs, history, literature, music, sports, dance, maps, proverbs, calligraphy, arts, advertisements, letter writing, writing projects, interviews, community service, field trips, global issues and world affairs related to Korea. Instructional Activities will be expanded in the future as teachers

exchange creative ideas and network among the schools and districts that offer Korean programs.

- 3) Teaching Approaches: To make a teacher's work easier and more interesting, current research and methodologies are reflected here for a handy reference: James Asher's TPR, Jim Cummins' Comprehensible Input theory, Tracy Terrel's Natural Approach, Stephen Krashen's Monitor theory with low affective filter, and Lazarnoff's Counseling Learning Method, among others. But we must remember our learners come in all sizes, shapes, colors, habits, talents, interests, inclinations, and dispositions. Therefore, there cannot be one approach that is always the best or correct in all situations. Thus, the focus is on "how well does the teacher capture the students' curiosity and maintain interest?" The more variety in the menu, the more appetizing is the course. Remember, too, "if you hear it, you forget; if you see it, you may remember; but if you do it, you will understand." Language cannot be acquired alone in isolation. Language comes alive only in communication. The key is the students' interaction with peers or native speakers as often as possible. In other words, instruction should be communication-based.
- 4) Assessment: Teaching and learning are two sides of the same coin. It is interaction between the students and the teacher. Assessment is an evaluation of what students know and can do with the target language and culture in unrehearsed authentic situations. Through assessment the teacher will be able to self-assess the effectiveness of her own teaching. In this section, portfolio assessment is recommended for a more comprehensive evaluation of students' multiple intelligences and a variety of performance-based instruction. Also explained are other forms of possible evaluation, including proficiency guidelines and competency levels of other languages for a reference. Incorporating a variety of authentic situations, The First Year Korean Language Assessment has been developed to be pilot-tested this summer in the High School Korean Program at the Korean Center. The Second Year Korean Language Assessment will be expected by August.
- 5) Scope and Sequence: This section is for a user-friendly quick referencer review for teachers to survey and assess course progress regarding

content and its time-frame. At a glance charts will describe linguistic competency levels students must acquire at each level. The charts can also provide a diagnostic basis for a developmental Korean language program and that they can be used as an informal tool to evaluate strengths and weaknesses of individual progress and the program.

- 6) Resources: This section includes textbooks, resource books, audio/video tapes, and relevant reference materials. In addition, listings of educational, cultural and public agencies and business organizations will enable and encourage teachers and students to communicate directly with rich resources “outside-of-classroom” to make learning the Korean language truly an exciting experience. It is hoped that this guide will become the conduit for net-working among the high schools that the Korean Language program in the United States.

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11) A new frontier in Korean as a foreign language(1995), the Korean Language Education & Research Center and The Korea Foundation pp. 57- 129 Reviews of selected textbooks .

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