
Korean Speaking Activation Course

Course Design, Design Philosophy and Detailed 16-Week Curriculum

16 weeks • 40 scheduled hours

Passive knowledge to usable speech

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Version: 1.0

Course length: 16 weeks

Scheduled contact time: 40 hours

Weekly structure: One 60-minute teacher-led lesson and one 90-minute guided student practice session

Practice-session break: 10 minutes near the midpoint, included within the 90 minutes

Register: Contemporary informal polite Korean (해요체)

Curriculum status: Complete production prototype; not yet classroom-validated

0.1 1. Course at a Glance

The Korean Speaking Activation Course is a 16-week course for adult learners who have studied Korean before but cannot yet use what they know quickly, naturally and reliably in conversation.

These learners often recognise vocabulary, understand familiar grammar and can complete written exercises. Their difficulty appears when they must speak without preparation. They pause for too long, translate from English, produce isolated words instead of sentences, or abandon Korean as soon as retrieval becomes uncomfortable.

The course addresses that specific gap:

It moves learners from “I know this” to “I can say this.”

It is not a conventional beginner course and it is not a survey of Korean grammar. It is a structured speaking-activation course built around retrieval, substitution, transformation, personal response, listening, follow-up questions and progressively longer exchanges.

Across the course, learners work with approximately 500 distinct practical Korean targets. The course contains 509 target placements representing approximately 503 distinct Korean labels, with a small number of deliberate repeated labels for different senses. Numbers and similar expandable systems are not used to manufacture an inflated vocabulary claim.

Week 16 introduces no new target vocabulary. It tests whether learners can combine and retrieve what has already been activated.

0.2 2. Who the Course Is For

0.2.1 Primary learner

The course is designed for adults who:

- have already spent substantial time studying Korean;
- can read Hangul;
- recognise common particles, verb endings and everyday vocabulary;
- understand more Korean than they can spontaneously produce;

- hesitate, freeze or retrieve language too slowly in conversation;
- want practical speaking ability rather than another grammar-heavy course;
- can tolerate productive repetition when the repetition has a clear speaking purpose; and
- are willing to speak imperfectly, notice breakdowns and try again.

The likely learner is not starting from zero. They may have completed a beginner course, studied independently, used apps, watched Korean media, attended casual classes or accumulated disconnected knowledge over several years.

0.2.2 Mixed-experience participation

The guided practice session is designed to accommodate occasional participants who have some Korean experience but did not attend the teacher-led lesson. Each practice session begins with:

- the week's speaking purpose;
- a compact language reference;
- the essential target vocabulary;
- two or three model exchanges; and
- instructions that do not require teacher explanation.

More-experienced learners receive extension tasks rather than a different curriculum. They may add reasons, details, contrasts and follow-up questions, but they may not dominate, introduce unrelated grammar or become unofficial teachers.

0.2.3 The course is not designed for

The course is not the right starting point for:

- a true beginner who cannot yet read Hangeul;
- a learner with almost no exposure to basic Korean sentence structure;
- someone seeking a comprehensive grammar sequence;
- someone whose primary goal is TOPIK preparation, academic writing or translation;
- someone expecting cultural lectures, K-drama analysis or travel entertainment to substitute for speaking practice; or
- someone unwilling to speak until every sentence feels certain.

A true beginner would need a short foundation course before entering. An advanced learner may still benefit from the retrieval design, but the current vocabulary and situations would probably be too elementary.

0.3 3. Entry Assumptions and Recommended Placement

Before starting, a learner should normally be able to:

- read ordinary Hangeul words without romanisation;
- recognise 해요체 present-tense forms;
- understand the basic purpose of particles such as 은/는, 이/가, 을/를, 에 and 에서;
- recognise common question words such as 뭐, 어디, 언제, 누구 and 왜;
- understand familiar everyday sentences when spoken slowly and clearly; and
- produce at least a few memorised sentences about themselves.

The course does not require fluent conjugation or fast speech at entry. Those weaknesses are part of the reason the course exists.

0.3.1 Recommended placement check

A short placement conversation should ask the learner to:

1. introduce themselves for 30-60 seconds;
2. describe a normal day;
3. state a preference and a reason;
4. describe a recent plan or past event; and
5. use a repair expression when they do not understand.

The assessor should look for a passive-active gap, not grammatical perfection. A learner who understands

the prompts but retrieves slowly is a strong candidate. A learner who does not understand the core language needs foundation work first.

0.4 4. Course Outcomes

By the end of the course, a successful learner should be able to:

- introduce themselves and continue an ordinary first conversation;
- describe routines, preferences, plans, invitations, food choices, people, clothing, homes and locations;
- ask for and give simple directions;
- explain a practical problem and request help;
- describe physical states, feelings and degrees of intensity;
- recount a short event and discuss previous experiences;
- compare options, state a choice and explain a trade-off;
- explain intentions, obligations and priorities;
- give a core answer, add a relevant detail and ask a follow-up question;
- use conversational repair instead of immediately switching to English;
- sustain a guided mixed-topic conversation with decreasing dependence on written prompts; and
- identify vocabulary and patterns that remain unstable and require further recycling.

The course does not promise native-like fluency or mastery of every listed word. Its realistic claim is narrower and more useful: learners should gain faster, more dependable access to a substantial body of practical Korean.

0.5 5. Design Philosophy

0.5.1 5.1 Activation before expansion

Many continuing learners respond to speaking difficulty by collecting more vocabulary or studying more grammar. That often enlarges passive knowledge without solving the retrieval problem.

This course therefore begins with a different assumption:

A learner who cannot retrieve 500 useful words does not first need 3,000 more words.

The curriculum activates a controlled practical bank before expanding it. New support language is added only when a speaking situation genuinely requires it.

0.5.2 5.2 Speaking situations organise the curriculum

The course is not divided into sixteen vocabulary categories. Each week has one practical communicative job: make a plan, decline an invitation, locate an object, explain a problem, compare options or recount what happened.

Vocabulary is selected because it helps learners complete that job. This prevents the course from becoming a themed word list with conversation added as decoration.

0.5.3 5.3 Retrieval is trained progressively

Each weekly unit follows a speaking progression:

1. **Model** - encounter a short natural example.
2. **Notice** - identify the reusable pattern or chunk.
3. **Substitute** - change one meaningful element.
4. **Transform** - change time, polarity, intention, ability or question form.
5. **Personalise** - answer using real or chosen information.
6. **Respond** - produce Korean from a meaning or situation cue.
7. **Exchange** - complete a two-way interaction.
8. **Extend** - sustain a longer guided conversation with less support.

This sequence reduces support deliberately. Learners are not thrown into shapeless “free conversation,” but they are also not allowed to remain inside comfortable repetition.

0.5.4 5.4 The teacher prepares; the learners accumulate mileage

The 60-minute teacher-led lesson is for:

- accurate modelling;
- brief explanation;
- pronunciation and form correction;
- controlled production;
- preparing learners to practise without the teacher.

The 90-minute student session is for:

- retrieval volume;
- repeated production with different partners or prompts;
- listening and follow-up questions;
- role-play and information gaps;
- longer speaking turns; and
- noticing what remains difficult.

The additional time belongs to student practice because speaking improves through speaking mileage, not through extending the teacher's explanation.

0.5.5 5.5 The midpoint break protects the second half

The practice session contains a genuine 10-minute break after approximately 40 minutes of work. No task is assigned during it.

The first half emphasises controlled retrieval and substitution. The second half requires more flexible use through situations and longer conversations. The break separates those cognitive demands and helps prevent the final 40 minutes from deteriorating into tired English conversation.

0.5.6 5.6 Natural Korean is more important than literal coverage

The course uses contemporary **해요체** and favours natural Korean phrasing over word-for-word translation. It deliberately:

- avoids excessive pronouns and unnecessary plural markers;
- teaches when particles can be naturally omitted;
- distinguishes context-sensitive translations;
- uses normal spoken contractions where appropriate;
- rejects sentences created only to "use" a vocabulary item; and
- treats correct spacing and conjugation as part of usable language.

The English source list is an ingredient bank, not linguistic authority. Ambiguous English words such as "get," "wear," "hard" or "light" require lesson-level sense selection.

0.5.7 5.7 Repair is speaking competence

Conversation does not fail merely because a learner misses a word or sentence. The course teaches expressions such as:

- 다시 말해 주세요 - Please say it again.
- 천천히 말해 주세요 - Please speak slowly.
- 무슨 뜻이에요? - What does it mean?
- 잘 모르겠어요 - I am not sure.
- 그러니까 ... 맞아요? - So you mean ... right?

Using repair language keeps the interaction in Korean. That is a success, not an admission of defeat.

0.5.8 5.8 Mixed levels use core and extension

Every major activity should provide:

- a **core response**: one complete sentence using the week's target; and
- an **extension**: a reason, time, place, contrast, additional detail or follow-up question.

This allows stronger learners to stretch without forcing less-experienced learners into a separate curriculum.

0.5.9 5.9 Correction is selective

During the teacher lesson, errors are corrected when they:

- block meaning;
- concern the week's target language; or
- recur often enough to justify brief attention.

During student practice, fluency takes priority. Participants may offer a brief natural alternative, but they may not turn the session into an improvised grammar class.

0.5.10 5.10 Depth is more valuable than decorative coverage

A word is not "active" because it appeared once in a table. For this course, active control means that the learner can retrieve and use the item in a meaningful sentence without being shown the Korean form.

The curriculum therefore distinguishes:

- new targets;
- immediate recycling;
- short-interval recycling;
- spaced recycling;
- active items;
- unstable items; and
- items temporarily held back.

This makes the course auditable. It also prevents a large vocabulary total from impersonating a learning outcome.

0.6 6. Weekly Delivery Model

0.6.1 Lesson 1 - Teacher-led speaking lesson: 60 minutes

The teacher session normally contains:

- a brief baseline response;
- rapid vocabulary retrieval in useful chunks;
- compact modelling of two to four core patterns;
- controlled substitutions;
- personal questions;
- short pair exchanges;
- a final guided speaking task; and
- a record of questions that should be handled later.

No explanation block should exceed five minutes. At least 65% of the session should require learner production.

The teacher's role is to model, elicit, correct and return learners to speech. Cultural digressions, personal stories, extra grammar and topic-adjacent vocabulary are excluded unless they directly support the week's speaking outcome.

0.6.2 Lesson 2 - Guided student practice: 90 minutes

The practice session normally contains:

- 2-3 minutes of orientation;
- a compact review of the week's language;
- rapid retrieval;
- substitutions and transformations;
- personal question rounds;
- a 10-minute genuine break near the midpoint;
- guided situations or role-plays;
- longer guided conversation;
- a reflection on difficult retrieval; and
- a record of recurring uncertainties for the teacher.

No new curriculum is introduced. The second half must increase retrieval pressure and conversational range rather than simply repeat the first half.

0.6.3 Scheduled course time

Each week contains 150 scheduled minutes. Across 16 weeks this produces:

- 16 hours of teacher-led lessons;
- 24 hours of scheduled guided practice, including breaks; and
- 40 total scheduled contact hours.

With a 10-minute break in each practice session, the course contains approximately 37 hours and 20 minutes of active lesson and practice time.

0.7 7. Vocabulary and Language Architecture

0.7.1 Active vocabulary target

The course contains 509 target placements representing approximately 503 distinct Korean labels. Weeks 1-15 introduce the active targets; Week 16 introduces none.

Most development weeks contain 32-35 new target items. This is intentionally demanding because the intended learners have prior exposure. The course is activating partially known language, not teaching 500 completely unfamiliar words from zero.

0.7.2 What is counted

The active target includes practical:

- nouns;
- verbs;
- descriptive verbs;
- adverbs;
- relationship and role terms;
- place and object vocabulary;
- conversational feelings;
- intensity expressions; and
- useful multiword chunks.

Numbers, ordinals, dates and similar expandable systems are taught functionally but are not counted as dozens of independent achievements.

0.7.3 Support expressions

Some natural situations require language outside the main bank. These items are labelled as required support expressions. They are not silently added to inflate the target total.

Examples include:

- ordinary connectors;
- repair phrases;
- personally necessary place or occupation nouns;
- situation-specific expressions; and
- a small number of natural conversational chunks.

Support language should be reviewed after the pilot. Frequently recurring support items may deserve formal promotion into the active bank.

0.7.4 Core grammatical engine

The course repeatedly activates a compact speaking engine:

- statement;
- information question;
- negative statement;
- past event;
- plan or future;
- desire;
- obligation;
- ability or inability;

- reason and result;
- sequence;
- comparison; and
- conversational repair.

Grammar is taught as a reusable speaking tool. The course does not attempt to march every verb through every possible form.

0.8 8. Detailed 16-Week Curriculum

0.8.1 Week 1 - Meeting Someone and Keeping the Conversation Going

Practical outcome: Learners introduce themselves, answer ordinary personal questions and sustain a first conversation through relevant follow-ups.

Active target load: 32 items covering relationships, occupations, common places and high-utility actions.

Core language:

- N이에요/예요 and N이/가 아니예요;
- Place에서 왔어요 and Place에 살아요;
- Place에서 일해요/공부해요;
- N을/를 V-아요/어요; and
- 뭐, 어디, 누구 and 몇 명 questions.

Practice focus: A 60-90 second introduction, profile-card interviews, the “answer + detail + return question” shape, partner reporting and a four- to five-minute guided conversation.

Why it comes first: Self-introduction language is familiar enough to expose the real issue immediately: retrieval speed. Learners cannot hide behind not knowing the topic. The week also establishes repair language and the expectation that answers should open the next turn.

Recycling established: Identity, people, work, study, home and question words recur throughout the course.

0.8.2 Week 2 - Describing a Normal Day

Practical outcome: Learners describe a normal weekday in sequence, say when and how often activities occur, and ask about another person’s routine.

Active target load: 34 items covering daily actions, times of day, days of the week and frequency.

Core language:

- Time에 V-아요/어요;
- 보통, 매일 and 자주 with present actions;
- V-고 V-아요/어요 for simple sequence; and
- 몇 시에 and 언제 questions.

Practice focus: Building a routine timeline, ordering activities, comparing weekday and weekend routines, finding similarities and reporting a partner’s day.

Why it comes here: Routine talk provides a stable context for present tense, time expressions and sequencing. It also recycles Week 1 actions while increasing turn length.

Recycling established: Routine verbs later support plans, health, past events, experiences and obligations.

0.8.3 Week 3 - Likes, Dislikes and Preferences

Practical outcome: Learners express likes and dislikes, compare options, give a reason and ask follow-up questions.

Active target load: 34 items covering entertainment, drinks, food, animals, nature, seasons and basic evaluative language.

Core language:

- N을/를 좋아해요 and 싫어해요;
- N보다 N이/가 더 좋아요;
- 안 V-아요/어요; and
- A-아서/어서 좋아해요.

Practice focus: Preference lines, forced choices, finding shared tastes, giving one short reason and asking a related question.

Why it comes here: Preferences are personally meaningful but structurally manageable. They introduce comparison and reasons without requiring long narratives.

Recycling established: Preference and comparison language returns in food, invitations, clothing, experiences and Week 14 decision-making.

0.8.4 Week 4 - Making Simple Plans

Practical outcome: Learners state a plan, ask when and where it will happen, identify who is involved and change one detail.

Active target load: 34 items covering public places, travel actions, plan vocabulary and time references.

Core language:

- V-(으)ㄴ 거예요;
- 언제, 어디에서 and 누구하고 plan questions;
- Time부터/까지; and
- N으로/로 갈 거예요.

Practice focus: Completing partial plans, checking missing details, resolving scheduling conflicts and producing a clear final arrangement.

Why it comes here: The course moves from describing existing life to creating future action. Learners must now listen for gaps and negotiate details.

Recycling established: Plan language becomes the base for invitations, travel, intentions and obligations.

0.8.5 Week 5 - Inviting, Accepting and Declining

Practical outcome: Learners invite someone, accept naturally, decline without ending the exchange and suggest an alternative.

Active target load: 34 items covering activities, events, availability and leisure locations.

Core language:

- 같이 V-(으)ㄴ까요?;
- 네, 좋아요 and 그래요;
- 미안하지만 못 V-아요/어요; and
- 그러면 Time에 V-(으)ㄴ까요?

Practice focus: Invitation chains, calendar conflicts, polite refusal, alternative proposals and reaching a workable agreement.

Why it comes here: Week 5 converts the future-plan structure into genuine two-way negotiation. A refusal must create a next move rather than terminate the conversation.

Recycling established: Plans, preferences, time, places and inability are combined in one interaction.

0.8.6 Week 6 - Food Choices and Ordering

Practical outcome: Learners state what they want, ask for an item politely, express a preference or restriction and complete a simple order.

Active target load: 34 items covering common food, utensils, meals, ordering and basic taste descriptions.

Core language:

- N을/를 먹고/마시고 싶어요;
- N 주세요;
- N은/는 빼 주세요; and
- N보다 N이/가 더 좋아요.

Practice focus: Menu choices, simple ordering, substitutions, preferences, restrictions and checking an order.

Why it comes here: Food creates immediate transactional speaking. It recycles desire and preference while adding polite requests and object marking.

Recycling established: Request language returns in directions, technical problems and health-related responses.

0.8.7 Week 7 - Describing People and Clothing

Practical outcome: Learners describe a person's appearance and clothing clearly enough for another learner to identify them.

Active target load: 34 items covering people, appearance, clothing and core colours.

Core language:

- N이/가 A-아요/어요;
- A-(으)ㄴ N;
- N을/를 입어요, 써요 or 신어요; and
- possession or identification with N의 N and N이/가 있는 사람.

Practice focus: Identification tasks, missing-person style descriptions, clothing substitutions, comparison and correction of misunderstood details.

Why it comes here: Learners move from opinions to observable detail. Korean descriptive verbs are used to accomplish an identification task rather than studied in isolation.

Recycling established: Description language supports home, health, events and comparisons.

0.8.8 Week 8 - Home and Where Things Are

Practical outcome: Learners describe a home, state where objects are and help another person find an item.

Active target load: 34 items covering rooms, structural features, furniture, common objects and positional language.

Core language:

- Place에 N이/가 있어요/없어요;
- N은/는 Place에 있어요;
- 어디에 있어요?; and
- N 안, 밖, 앞, 뒤, 위, 아래 and 옆.

Practice focus: Object-location information gaps, room descriptions, lost-item searches and correcting a wrong location.

Why it comes here: The week makes particles and location words serve a concrete information-gap task. Learners must be precise enough for a partner to act on the description.

Recycling established: Location language is reused immediately in transport, directions and event narratives.

0.8.9 Week 9 - Transport and Directions

Practical outcome: Learners state how they travel, ask for and give a short route, and check destination and travel time.

Active target load: 34 items covering transport, road features, direction, movement and distance.

Core language:

- N으로/로 가요;
- Place에서 타고 Place에서 내려요;
- Direction으로 V-아/어 주세요; and
- 얼마나 걸려요?

Practice focus: Route reconstruction, transport choices, asking for clarification, destination checks and guided map conversations.

Why it comes here: It extends static location into movement through space. Learners combine place, sequence, requests and confirmation under practical pressure.

Recycling established: Direction and transport vocabulary later supports past events, experiences and comparison.

0.8.10 Week 10 - Explaining a Problem and Asking for Help

Practical outcome: Learners state what is wrong, explain what cannot be done, request an action and check that the problem was understood.

Active target load: 34 items covering common devices, malfunctions, actions, tools and practical problems.

Core language:

- N이/가 안 V-아요/어요;
- N을/를 못 V-아요/어요;
- V-아/어 주세요; and
- A/V-아서/어서 to connect a cause and problem.

Practice focus: Device and access problems, troubleshooting sequences, lost or broken objects, help requests and confirmation.

Why it comes here: By Week 10, learners should be able to do more than describe a noun or action. They must organise a problem so another person can understand and respond.

Recycling established: Negation, inability, requests, reasons, objects and location converge in a functional interaction.

0.8.11 Week 11 - Health, Feelings and Intensity

Practical outcome: Learners describe a physical state or feeling, indicate intensity, give a short reason and respond appropriately.

Active target load: 34 items, including 15 common feelings, nine intensity expressions and practical body and health vocabulary.

Core language:

- Body가 아파요;
- intensity expression + feeling;
- A/V-아서/어서 to give a reason; and
- 괜찮아요? and appropriate short responses.

Practice focus: Symptom descriptions, intensity scales, explaining why one feels a certain way, empathetic responses and choosing an appropriate action.

Why it comes here: The original thematic vocabulary bank was weak in ordinary emotional language. This week deliberately corrects that gap and gives learners a graded range from “slightly” to “extremely” and “not at all.”

Recycling established: Reasons, problems, health locations and responses are combined with more personally nuanced language.

0.8.12 Week 12 - Explaining What Happened

Practical outcome: Learners recount a short event in sequence, identify the main problem or result and answer follow-up questions.

Active target load: 34 items covering physical actions, accidents, change-of-state events and event nouns.

Core language:

- V-았/었어요;
- V-고 V-았/었어요;
- A/V-아서/어서 for cause and result; and
- 처음에, 그다음에, 그런데 and 결국 as event links.

Practice focus: Reconstructing an incident, ordering event cards, explaining an accident, asking what happened next and correcting a misunderstood sequence.

Why it comes here: Past tense is introduced as narrative control rather than a conjugation table. Learners already have enough vocabulary and interaction experience to sustain a short event account.

Recycling established: Places, objects, movement, problems, health and feelings become material for past narratives.

0.8.13 Week 13 - Talking About Previous Experiences

Practical outcome: Learners say whether they have had an experience, add when and where it happened, and ask useful follow-up questions.

Active target load: 35 items covering nature, travel, outdoor activities and experience-frequency expressions.

Core language:

- V-아/어 본 적이 있어요/없어요;
- 언제/어디에서 V-아/어 봤어요?;
- 한 번, 여러 번 and 한 번도; and
- 가장 기억에 남는 N.

Practice focus: Experience surveys, memorable-event interviews, follow-up question ladders and comparing first-time and repeated experiences.

Why it comes here: Week 13 extends past-event control into life experience. Learners must listen to an answer and decide which detail is worth pursuing.

Recycling established: Travel, nature, transport, past tense, feelings and preference language combine naturally.

0.8.14 Week 14 - Comparing Options and Choosing

Practical outcome: Learners compare practical options, state a choice and explain a trade-off.

Active target load: 34 items covering size, speed, temperature, condition, weight, brightness, materials and practical measures.

Core language:

- N보다 N이/가 더 A-아요/어요;
- N은/는 A-지만 B-아요/어요;
- 둘 중에서 N을/를 고를 거예요; and
- 덜 A-아요/어요.

Practice focus: Choosing between objects, routes, rooms or travel options; ranking features; defending a choice; and revising a decision when priorities change.

Why it comes here: Comparison was introduced simply in Week 3. Week 14 requires multi-feature judgment and trade-offs, which demands longer and more connected speech.

Recycling established: Earlier preferences, transport, home, clothing, food and planning contexts become decision scenarios.

0.8.15 Week 15 - Intentions, Obligations and Priorities

Practical outcome: Learners explain what they intend to do, what must be done, what can wait and how competing priorities affect a plan.

Active target load: 34 items covering work, administration, relationships, public life, schedules and priorities.

Core language:

- V-(으)려고 해요;
- V-아/어야 해요;
- 먼저 ... 그다음에 ...; and
- V-(으)면 V-(으)ㄹ 수 있어요.

Practice focus: Prioritising a task list, explaining deadlines, negotiating responsibilities, stating constraints and revising a schedule.

Why it comes here: This is the most cognitively demanding functional week. Learners must distinguish intention from obligation and explain relationships between actions.

Recycling established: Plans, time, sequence, ability, inability, reasons, requests and decisions are integrated before the final week.

0.8.16 Week 16 - Sustaining a Mixed-Topic Conversation

Practical outcome: Learners integrate course language in longer conversations, follow a partner's answers, clarify breakdowns and recover without immediately switching to English.

Active target load: No new vocabulary.

Core language:

- core answer + detail + follow-up;
- repair and clarification;
- 그러니까 ... 맞아요? for confirmation; and
- a controlled topic bridge based on something the partner has said.

Practice focus: Mixed-topic conversation missions, clarification, topic transitions, partner summaries and final retrieval assessment.

Why it comes last: The course must demonstrate integration rather than finish with another vocabulary category. Introducing nothing new creates space to measure usable access to the language accumulated across Weeks 1-15.

Final evidence: Learners should be able to sustain a guided conversation, respond to follow-ups, recover from a breakdown and show reduced dependence on full written prompts.

0.9 9. Recycling and Progression

The sequence is cumulative:

- Weeks 1-3 establish personal response, ordinary present speech, questions, preference and reasons.
- Weeks 4-6 add future action, negotiation, desire and practical requests.
- Weeks 7-9 develop description, location and movement.
- Weeks 10-12 move into problems, internal states and past events.
- Weeks 13-15 require experience, evaluation, trade-offs, intentions and obligations.
- Week 16 integrates the system.

Vocabulary and patterns should be tracked using:

- **N** - first targeted use;
- **R1** - immediate recycling later in the same week;
- **R2** - recycling within two weeks;
- **R3** - spaced recycling three to five weeks later;
- **A** - accurate and flexible guided production;
- **U** - recognised but slow or unstable; and

- **H** - held back and returned later.

The full course documents identify new and recycled vocabulary in each unit. Classroom delivery should add learner-specific records, because a course-level recycling plan cannot prove that an individual learner has activated an item.

0.10 10. Assessment Philosophy

Assessment should measure usable retrieval, not worksheet recognition or perfect recall of a list.

0.10.1 Baseline assessment

At the beginning of Week 1, learners produce a short introduction and respond to ordinary follow-ups. The teacher records:

- response latency;
- dependence on English;
- sentence completion;
- ability to add one detail;
- follow-up question use; and
- repair behaviour.

0.10.2 Weekly evidence

Each week ends with a speaking task and a short retrieval reflection. Teachers and learners identify:

- what was retrieved promptly;
- what remained slow;
- which errors blocked meaning;
- which target forms remained unstable; and
- what should be recycled.

0.10.3 Mid-course review

After Week 8, a brief review should sample:

- personal information;
- routine;
- preference and reason;
- a plan or invitation;
- description; and
- location.

The purpose is to adjust recycling, not award a decorative score.

0.10.4 Final assessment

Week 16 should sample multiple course functions through guided conversation. A practical rubric should rate:

1. **Retrieval** - produces core language without being shown the Korean.
2. **Comprehensibility** - communicates the intended meaning.
3. **Range** - combines vocabulary and patterns from several weeks.
4. **Interaction** - listens, responds and asks follow-up questions.
5. **Extension** - adds a relevant detail, reason, contrast, time or place.
6. **Repair** - clarifies or requests help while staying in Korean.
7. **Independence** - relies less on complete written scripts.

Accuracy matters, but a learner should not fail an activation course merely because unrelated minor grammar errors remain.

0.11 11. Teacher and Facilitator Principles

The teacher-led lesson requires a teacher who can:

- model natural contemporary Korean;
- distinguish a target error from an unrelated minor error;
- keep explanations short;
- elicit frequent learner turns;
- notice English-shaped Korean;
- record recurring problems; and
- protect the lesson from digression.

The student practice session requires a clear facilitator process, but not a second teacher. Participants should:

- share speaking time;
- remain within the week's target;
- use Korean as the working language as far as possible;
- avoid prolonged peer correction;
- record uncertainties; and
- resume the activity promptly after a breakdown.

The course's subtle anti-drift design is deliberate. Exact timings, defined speaking outcomes and a "Questions for later" record protect speaking time without requiring the teacher to become abrupt.

0.12 12. Materials Included in Each Weekly Unit

Each weekly PDF contains:

- a weekly overview;
- new and recycled vocabulary;
- target sentence patterns;
- required support expressions;
- anticipated Korean usage issues;
- a 60-minute teacher-led plan;
- a 90-minute guided practice plan;
- model sentences and exchanges;
- substitution material;
- personal questions;
- guided situations;
- core and extension responses;
- participant-facing handouts;
- session rules;
- curriculum records; and
- timing and quality checks.

The complete course is accompanied by:

- the controlled materials pack;
- the complete vocabulary-bank PDF;
- the master production prompt;
- the 16-week curriculum overview; and
- sixteen weekly course PDFs.

0.13 13. Why the Course Is Designed This Way

The design choices follow directly from the learner problem:

- **Recognises Korean but cannot retrieve it:** Use meaning cues, substitutions and repeated production because recognition and production are different skills.
- **Freezes in conversation:** Use guided progression and repair language so the learner has a route through breakdown without waiting for perfect certainty.
- **Accumulates more passive vocabulary:** Use a controlled active bank because more input does not automatically create access.
- **Translates English sentences literally:** Use natural Korean models and contextual word choice

because repeated unnatural output trains the wrong habit.

- **Depends on the teacher:** Provide a self-contained 90-minute practice session because learners need speaking mileage beyond classroom explanation.
 - **Stronger students dominate:** Use core and extension responses so mixed levels can stretch without splitting the curriculum.
 - **Teacher digressions consume time:** Use exact pacing and a “Questions for later” record so speaking time is protected structurally.
 - **Repeats drills but cannot converse:** Reduce support across each session so retrieval becomes flexible and interactive.
 - **Appears fluent only with a script:** Replace full text with meaning and situation cues because the course measures access, not reading performance.
 - **Treats misunderstanding as failure:** Train repair and confirmation because real conversation includes clarification.
-

0.14 14. Development Status and Honest Limits

The curriculum, materials architecture and all sixteen weekly units have been generated. The PDFs have passed structural, timing and visual checks.

They have not yet been classroom-tested.

Therefore, the following remain hypotheses rather than established facts:

- that 32-35 new active targets per development week is sustainable for the intended learners;
- that each timed activity takes the allocated time with a real group;
- that the 90-minute student session can reliably operate without a teacher;
- that visiting participants can enter without slowing regular participants;
- that vocabulary recycling is sufficient across the full sequence;
- that the support-expression load remains controlled; and
- that learners finish with approximately 500 genuinely active items.

The current course should be treated as a complete production prototype, not a validated final edition.

0.15 15. Recommended Pilot and Revision Process

0.15.1 First pilot

Run Week 1 with a representative group and collect:

- actual timing by activity;
- learner speaking-time estimates;
- vocabulary items that were genuinely new;
- retrieval speed at the start and end of the week;
- recurring Korean errors;
- moments when instructions were unclear;
- English drift during student practice;
- visiting-participant usability; and
- learner fatigue before and after the break.

0.15.2 Early-course gate

Run Weeks 2-4 before revising the entire course. These weeks test:

- whether the vocabulary load remains realistic;
- whether recycling is visible to learners;
- whether the student session remains varied;
- whether the course progresses beyond rehearsed self-introduction; and
- whether stronger participants extend rather than dominate.

0.15.3 Mid-course gate

After Week 8, revise:

- target loads;

- timing;
- support expressions;
- recycling intervals;
- facilitator instructions; and
- any unnatural or misleading Korean.

0.15.4 Final validation

After one complete cohort, compare the Week 1 baseline with the Week 16 performance. Revise the course based on observed retrieval and interaction, not learner satisfaction alone.

0.16 16. Decisions Still Needed Before Commercial or Repeated Delivery

No additional information is needed to describe the course or begin a pilot. Before treating it as a repeatable commercial product, the course owner should decide:

- the course's final public name;
- minimum and maximum class size;
- exact entry or placement standard;
- whether attendance at the teacher lesson is required;
- whether practice groups are fixed or rotating;
- whether there is optional homework or spaced-retrieval support;
- what completion or certificate standard, if any, will be used;
- whether the materials are teacher-facing, student-facing or sold as a combined pack;
- how learner privacy will be handled in personal conversation tasks; and
- whether the final promise is framed as speaking confidence, retrieval speed, practical conversation ability or a combination of these.

These decisions affect delivery and positioning. They do not require rebuilding the curriculum's core.

0.17 17. Course Positioning in One Sentence

A 16-week speaking course for adults who already know some Korean but need structured practice turning passive knowledge into language they can retrieve, combine and use in real conversation.