

A study on teaching Korean culture using movies - focusing on the movie <Sikgaek>

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INTRODUCTION

This paper provides a brief introduction to several plans proposed for Korean culture education with reference to the film *Le Grand Chef* (RR: *Sikgaek*). Korean language education should be accompanied by Korean culture education because, in general, an enhancement in real communication skills requires an understanding of the culture. As mentioned earlier, communication in its true sense cannot be made without a sufficient understanding of the culture. This is because an understanding of literal meanings that excludes the cultural context does not lead to any profound communication.

PURPOSE

No decisive definition can be made of the concept of culture because the concept is very broad. This is why culture presents several challenges to objects for teaching and learning. Nevertheless, it is believed that the educator could achieve partial results in culture education if the educator makes use of diverse materials such as films and dramas in accordance with the educator's own teaching goals and systemic classification. In particular, in the case of using films as materials for culture education, the education must consider the criteria for selecting particular texts, which are provided in Section 2. The criteria are also provided below.

APPROACH

First, the material should be a work that induces motivation and arouses an interest from the learner. Second, it should be a work that well reflects the realities of Korea in modern backgrounds. Third, it should be a work that aids a comprehensive education that covers speaking – listening – reading –

writing. Fourth, the main characters of the drama should accurately speak standard language. Fifth, the vocabulary level of the drama should be proper for educating the learner of the Korean language. Sixth, a work where casual conversations are spoken more often should be preferred to the one where there are too many technical terms. Seventh, a provocative or violent film should be avoided. Eighth, the work should allow no room for disputes regarding the conflict of interests among countries. Ninth, the work should be based on the universal values shared by modern Koreans.

However, one of the criteria provided in Section 2, namely, “it should be a work that well reflects the realities of Korea in modern backgrounds,” may limit the scope of film selection too much in that the criterion should be considered together with Korean culture education. This is because culture cannot exclude both traditional and historical aspects. Besides, another criterion, namely, “the work should be based on the universal values shared by modern Koreans,” may also lack specificity. This is because no specific standard can be given regarding what may be described as a universal value.

DISCUSSION

When language education is provided based on the use of films, the learner can improve his natural communication skills in real situations because he can learn through a secondhand experience of watching and listening to the film the way that the characters speak, how fast they speak, and what differences they make in their tone. However, it must be taught to the learner that obscene words, slangs, jargons, or dialects that may be spoken in the film do not belong in the standard language. If the education fails to provide sufficient distinctions in that regard, the learner may afterwards mix both accurate and inaccurate expressions when speaking. In addition, culture education class must be planned in consideration of the learner’s level. Culture education will fail to achieve its aim when the learner lacks

language skills. An advanced learner having a TOPIK (Test Of Proficiency In Korean) certificate of a five to six level or higher is an ideal target for achieving the intended effect of culture education. This is because culture education requires that the learner should go through the process of expressing in writing what he learned and thought, delivering a presentation on it, and debating it; in other words, culture education is more than simply watching and enjoying a film. A beginner of level one or two should receive language education that is focused on speaking and listening; this is believed to be a more effective stage for such a learner. Therefore, in the case of using a film for Korean language or culture education, the educator must establish learning goals and plans based on the learner's level.

In addition, the learning plans should attract attention from the learner by employing a method of association before the stage of watching a film. In the stage of watching the film, the plot or background knowledge related to the film may be introduced to help the learner search the meaning of the film on his own. In addition, after the stage of watching the film, time must be given for the learner for a Q&A session and writing activities so that he can deliver a presentation on his own piece of writing; this will lead to natural debate activities among the learners.

CONCLUSION

Culture education is more than a simple a portion of language education; to be more precise, it is an essential element of it. This is because language inevitably reflects the history and culture of the people speaking the language. Language education is complete only when accompanied by culture education. A consensus may be reached on the aforementioned idea, but there are still no substantial research results regarding culture education in Korea. This is because researchers have varying recognitions of culture and different subclassifications of the concept; besides, there is

no active research on methods of culture education. Therefore, it is important that more effective methods of culture education should be researched through conducting various field studies for culture education.

KEYWORDS

Culture education, language education, Teaching Korean as a Foreign Language, Korean culture, Korea historical movies

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