

Teaching Korean language and culture using folk-tales of Korea and Sri Lanka

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INTRODUCTION

The objective of this study is to suggest a suitable method and didactics to introduce Korean language and culture education through folk-tales of Korea and Sri Lanka. This objective is derived from the perspective that imparting a sound knowledge of culture to the students is an effective method to improve their capability of communication in Korean.

PURPOSE

One of the main aims of Korean language education is to improve communication competency of student which comprise not only the knowledge of Korean language but an insight into Korean culture to achieve better language skills. Therefore, the interrelated education of language and culture is pivotal in the field of Foreign Language Teaching. In this study we aim to develop a method of language education using cultural contents.

BACKGROUND

Folk-tales are stories of universal themes such as love, wisdom, courage, faithfulness and morality. These emotions and qualities are only too familiar to all human beings. The stories are interesting and easy to understand and this very effective in terms of motivating the students. Furthermore, folk-tales reflect the unique emotions, values and way of thinking of the native speakers. . Thus, they provide invaluable basis for cross-cultural studies. Students can improve their Korean language skills by learning the texts of folk-tales widely known to Korean native speakers and enhance their cultural awareness by familiarizing themselves with the lifestyle and emotions of Korean people embodied in the stories.

METHODOLOGY

In this study, “The tale about Kim Hyeon and tiger girl’s love story (김현감호)” from *Samgukukyusa*, a history book of Korea and “The story of a princess and her lion son: a tale of foundation of a country” from *Mahavamsa* are selected as the material for the course module relevant to Korean culture. The episodes and characters of these two tales corresponded each other to a certain extent. Sri Lankan folk-tales are formed under the influence of **Jataka stories**. *Jataka* has been introduced to China around the 6th century and translated five times. Korea seems to have had the influence of *Jataka* stories through China. In the period of Three Kingdoms, India’s folk-tales may have been transmitted through China or a sea route and had an effect on Korea’s folk tales (Kim Yong-Deouk. 2002). At first, the motifs of the both stories are compared and analyzed to verify its educational effectiveness. There are lots of similarity and few differences in the motifs of both stories. Second, the culture education components appeared in the Korean tales is extracted considering the differences of emotions, values, world views and morals shown in stories. Finally, based on those components extracted, specific education measures and lesson plans that can be utilized in the actual Korean culture class are proposed.

ANTICIPATED OUTCOMES

Through this research the following is anticipated: Under the view point of the culture study, a possibility of a comparative research on folk-tales of both Korea and Sri Lanka could be explored. In the perspective of the language education, a lesson plan that can be utilized in the actual Korean language class will be developed. The method of extracting culture education components from narrative texts also will be a remarkable outcome of this research.

CONCLUSION

Developing teaching methods is one of important areas in the foreign language education. Korean language teaching method based on the context of culture education is also largely studied topic in the discipline. Using folk-tales in the Korean language class has many advantages due to the simplicity of the story itself, the abundance of culture components that help students understanding native speakers, and the probability to improve flexible intercultural attitude that is an important virtue of students learning Korean as a Foreign Language.

KEYWORDS

Korean as a Foreign Language, Korean culture education, Korean folk-tales, Sri Lankan folk-tales, culture education components

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