

**Volume 7, Number 1, 2010**

**[From the Editor-in-Chief]**

**A Special Issue on Korean Language and Culture**

Pages: 1–6

*Chung-Sok Suh*

**[Articles]**

**Defining Effective Roles for Non-Native Speaker Teachers of Korean as a Second Language**

Pages: 7–26

*Robert J. Fouser*

Abstract: This paper focuses on the role of non-native-speaker teachers of Korean from the following perspectives: approaches to teaching, learner awareness, and role modeling within social learning theory. The paper begins with a discussion of the history of native and non-native teachers in second language education and then discusses relevant issues for KSL through an extensive review of the literature, mostly in ESL, but also in KSL and JSL.

**Korean Language Education and Computer-Assisted Language Learning: Research, Practice and Resources**

Pages: 27–46

*Jeong-Bae Son*

Abstract: This article looks into trends and issues in the use of computer-assisted language learning (CALL) for Korean language education and explores current developments of research and practice in online Korean language education. It points out that there is a significant lack of studies investigating the learning and teaching of Korean as a second/foreign language (KSL/KFL) in CALL environments and suggests that a number of approaches to CALL should be adopted and implemented in KSL/KFL classrooms. It also presents some online resources, including a resource Website developed for Korean language and studies education in Australia through the National Asian Languages and Studies in Schools Program (NALSSP) funded by the Australian Government.

**Cinematic Hooks for Korean Studies: Using the ‘Apache’ Framework for Inspiring Students about Korea in and through Film**

Pages: 47–72

*Brian Yecies and Ben Goldsmith*

Abstract: Developing awareness of and maintaining interest in Korea and Korean culture for non-language secondary and tertiary students continues to challenge educators in Australia. A lack of appropriate and accessible creative and cultural materials is a key factor contributing to this challenge. In light of changes made to 'fair use' guidelines for the Digital Millennium Copyright Act in the United States in July 2010, and in order to prepare for a time in the near future when Australian copyright regulations might follow suit, this article offers a framework for utilizing film and digital media contents in the classroom. Case studies of the short digital animation film 'Birthday Boy' (2004) and the feature film *The Divine Weapon* (2008) are presented in order to illustrate new educational approaches to popular Korean films – the cinematic component of the 'Korean Wave' ('Hanryu' or 'Hallyu' in Korean). It is hoped that this work-in-progress will enable teachers to inspire students with limited language skills to learn more about Korean popular culture, history, and tradition as well as media, politics, and genre studies in dynamic ways through the use of films as cultural texts in the classroom.

### **Advanced Korean Language Education: Needs and Suggestions from a Translation and Interpreting Studies Perspective**

Pages: 73–94

*Mira Kim*

Abstract: *This paper introduces Translation and Interpreting (T&I) as a potentially attractive field for graduates with Korean language and studies and argues for the need for Korean language education at the advanced level. It also puts forward a combination of socially and educationally oriented theories, one from linguistics and the other from psychology, as a viable theoretical framework from which a number of practical applications including development of teaching materials and curriculum design can be drawn and calls for active collaborative research efforts across closely related disciplines such as T&I studies and Korean language studies.*

### **Spelling and Pronunciation of Korean Language: Focusing on the Spelling of Tense Consonants**

Pages: 95–116

*Jung-nam Kim*

Abstract: Hangeul is a well developed character system. However, its principles of notation are not strictly phonological and given the fact that it is morpho-phonological, a gap exists between the spelling and pronunciation. In particular, in

the case of many words, certain consonants are considered to be standardized pronunciation only when pronounced as tense consonants although tense consonants are not visible in the spelling. This phenomenon is seen also in other phoneme processes and rules but tensification is differentiated by the fact that it is not an automatic replacement and depending on the internal composition of the word, an inter ‘ㄴ’ may or may not exist. As a result, difficulty in pronunciation arises for coresponding spelling forms, which may or may not result in tensification. It is not an issue when tense consonants are spelled out and pronounced as seen but when no notice is given in the spelling and tensification is required, pronunciation becomes problematic for not only learners of Korean as a foreign language but also for Korean children. Moreover, this is a serious problem in a reality where Korean dictionaries are not actively put into use. Therefore, this study argues that by inserting an inter ‘ㄴ’ in instances where tensification occurs it will narrow the gap between Korean spelling and pronunciation.

### **[Korean Studies Update]**

#### **Scope and Sequence for Korean Language Teaching in High Schools**

Pages: 117–130

*Janette Ra*

Abstract: In many cases, the teachers are creators of ideas, and they also fulfil the needs of students. Language teachers have an even greater opportunity to model and shape the young minds. A clear overview of a teaching programme would lead to successful language teaching. The Scope and Sequence in Korean Language Teaching is an opportunity to give a variety of ideas to help present and future teachers of Korean. The explicit guidelines of how to design such an overview would help the teachers in their journey of teaching and learning. Some models will be provided for the teachers to guide and follow in their future programming.

### **[Book Review]**

#### **Review of Yonsei Korean 3&4 by Yonsei University Language Research and Education Center**

Pages: 131–133

*Yong-Ju Rue and Sungbae Ko*