

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.

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.

the case of many words, certain consonants are considered to be standardized pronunciation only when pronounced as tense consonants although tense