

# **E-Korean Language and Culture Learning: *A Virtual Tour***



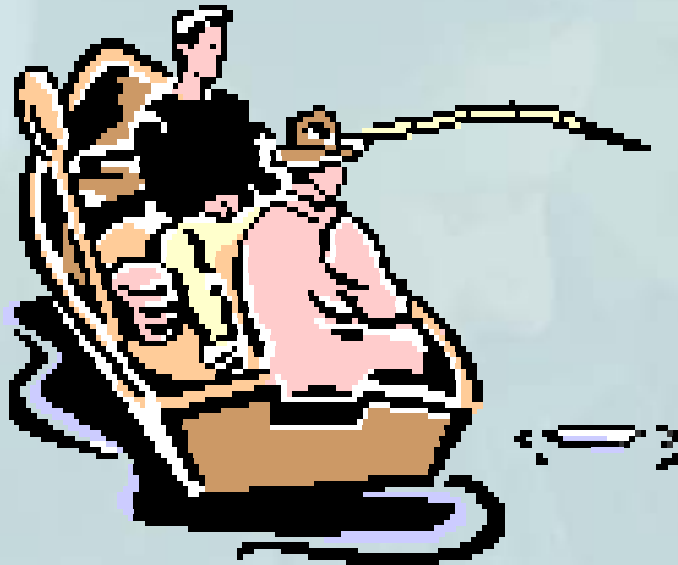
Jeehwan Yun, The University of Kansas

# Relevant SLA Theories

- **Dual-Coding Theory** (Paivio, 1981, 2006)  
– images or visuals and text help retain learners' memory longer through hypertext-based glossary.
- **Interactionist** (Pica, 1993) - learning occurs when learners interact with each other, sharing ideas, thoughts, and stories in natural settings.
- **Comprehensible Input and Output** (Krashen, 1994 & Swain, 1985)

# Advantages of Web-Based Instruction (WBI) in KFL: Why this?

- **Interactivity**
- **Project-based learning (PBL; Jonassen et al, 1994)**
- **Learner-centered individuality**
- **Authenticity**
- **Cost-effectiveness** - 40-60% less expensive than face-to-face instruction



***TEACHING HOW TO FISH IS BETTER THAN GIVING FISH A DAY.***

# Courseware: A Virtual Tour

- 한식
- 단오
- 추석
- 설날



- Hypertext-based Glossary

# Instructional Goals

- Introduce the KFL learners to Korean four main seasonal festivals.
- Engage in listening, vocabulary, and reading learning.
- Increase cultural awareness and exposure to a variety of structures of the target language.

# Language and Contexts

- The third semester high-intermediate or advanced KFL learners who plan to visit Korea.
- A self-study supplementary with textbook-based instructions.
- A collaborative group work.

# Overview of Interaction

- Reading comprehension with multiple-choice and fill-in-the-blank quizzes.
- Vocabulary with a crossword puzzle.
- Making a special dinning table with an ObjectMover activity.
- Making a handy fan with a drag-and-drop activity.



# Contents

- Histories of Korean holidays and festivals.
- Regional activities, plays and rituals.
- Foods, costumes and songs.
- Parades.
- Family celebrations and greetings.

# Instructional Activities

- Quiz/ Matching/ Cloze/ Crossword.
- Listening comprehension.
- Making a Song-Pun.
- A special dining table for ancestors.
- Making a handy fan.
- A Danoje cyber field-trip plan.

# Modules and Software

- [Hot Potatoes](#) - Quiz/ Matching/ Cloze/ Crossword.
- [Object-Mover](#) – Song-pun and a special dining table.
- [WS FTP Pro.](#)
- A web server.
- MS FrontPage.

# Pedagogical Implications

- Minimizing the gap between KFL and KSL.
- Access to authentic resources.
- Learner-centered learning environments.
- Collaborative group work.
- Non-linear and multi-facetedness.
- L2 learners' use and motivation.
- More comprehensible Input and Output.
- Follow-up research needed.

# References

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- **Jonassen, D. H., Campbell, J., & Davidson, M.(1994).** Learning with media; restructuring the debate. *Educational Technology Research and Development*, 42(2), 31-39.
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- **Pica, T. (1994).** Research on negotiation: What does it reveal about second language learning conditions, processes and outcomes? *Language Learning*, 44(3), p.493-527.
- **Swain, M. (1985).** Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Gass, S. and Madden, C. (Eds.), *Input in Second Language Acquisition*, pp. 235-256. New York: Newbury House.

# Useful Websites

- <http://www.heritage.go.kr/>
- <http://my.netian.com/~yenji/>
- <http://hanok.jeonju.go.kr/Hanok/HanokMain.aspx>
- [http://www.nfm.go.kr/folk/f2\\_4mon.jsp](http://www.nfm.go.kr/folk/f2_4mon.jsp)
- <http://hanok.jeonju.go.kr/OverKids/OverKidsContent.aspx?menuID=167&tabID=3>
- <http://danoje.themetour.com/>
- <http://user.chollian.net/~kjg0520/frame-all.htm>

# Questions and suggestions!

- Email me at [ybigun@ku.edu](mailto:ybigun@ku.edu) or [hanmail.net](mailto:hanmail.net)
- <http://myweb.uiowa.edu/jyun/>

