

비한자권 한국어 학습자를 위한 한자 교육 연구 -터키인 학습자들 위한 한자 교육 방안- (HANJA TEACHING FOR LEARNERS FROM NON- CHINESE RELATED CULTURES -A New Strategy for Turkish Learners of Korean Language)

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In modern Korean Hanja (Chinese characters) has almost disappeared from the written language, but the knowledge of hanja is necessary especially in Korean language education as a foreign language for foreign learners. Even though today the use of hanja as a written text is much more/very limited, over 70% of the modern Korean vocabulary is derived from Chinese origin. This fact shows that hanja study should be integrated into the Korean language teaching to enlarge the learners' vocabulary and to make Korean language study much more faster and easier.

Traditional teaching method for Hanja is to categorize the Hanja characters which do not make sense for learners especially who come from non-Chinese related cultures. And also traditional methods do not take the student's own background and language competences into account. In particular, students that come from non-Chinese related cultures have difficulties with Korean vocabulary based on Hanja (Chinese characters). This study firstly focuses on teaching hanja to non-Chinese cultural students (especially for Turkish learners) through raising the interest in Chinese characters and teaching Sino-Korean words derived from hanja.

For an effective and long lasting teaching (and also learning), it is needed to take a different method when teaching learners from non-Chinese cultures as they find hanja difficult to learn. In order to integrate the hanja into teaching of Korean language teaching, the problems with the existing materials and teaching methods should be revised. For this purpose, it has been developed new Hanja teaching material especially for Turkish learners which have taken the students' background and language competencies into account. In this study in order to find out the difficulties that Turkish students experience while learning hanja, two questionnaires will be conducted to the students about hanja learning. First questionnaire will be conducted before taking the Hanja courses to reveal the prejudices and difficulties of the students' regarding hanja characters. Second questionnaire will be conducted after taking the Hanja courses in order to observe changes about Hanja and Hanja learning. This is also an efficient way of evaluating of the new teaching material and the strategy.

After comparing and analyzing the results of the questionnaires, new suggestions will be made for an effective Hanja teaching which is integrated with Korean language teaching.

Key words: Hanja, Chinese characters, Korean language teaching, vocabulary teaching