

필리핀 한국어 학습자의 한국문화교육 인식 조사 (Integrated or detached?: Korean Culture Education for Filipino KFL Learners)

Kyung Min Bae (University of the Philippines)

Abstract:

It is clearly noted that culture is an inevitable part of language learning and teaching. Numerous empirical studies have claimed that many students' motivation to start learning a foreign language is rooted on understanding a target culture. Cultural elements are not always explicitly learned as a part of curriculum but rather embedded throughout the course. As Brown (2007) put, culture is "a way of life" which reflects how certain people "think, feel, and relate to others" expressed by distinctive ideas, customs, skills, and so on. In this sense, it is important to look into the classroom practice how culture is actually comprehended, learned, or questioned.

Considering Intercultural communicative competence (Byram, 1989; Byram and Grundy, 2003) framework, this study will analyze what Korean culture is needed to be introduced and critically considered for Filipino teachers and learners in tertiary level institutions. The study will primarily utilize questionnaire and semi-structured interview of Filipino KFL teachers and students using Kang's (2011) 40 culture education items for KFL learners in order to find out 1) how existing theory matches with culture education needs of teachers and students in the Philippine context, 2) if there are any conflicting cultural knowledge or values between Korean and Philippine culture, and 3) any pedagogical implications for Korean culture education in the Philippine classrooms.

Keywords: intercultural communicative competence, foreign language classroom, Philippine KFL

References:

- Brown, H. D. (2007). Principles of language learning and teaching. New York, NY: Pearson Education.
- Byram, M. (1989). Cultural studies in foreign language education. Clevedon, England: Multilingual Matters.
- Byram, M., & Esarte-Sarries, V. (1991). Investigating cultural studies in foreign language teaching: A book for teachers. Clevedon, England: Multilingual Matters.

Byram, M., & Grundy, P. (2003). *Context and culture in language teaching and learning*. Tonawanda, NY: Multilingual Matters.