

KOREAN DISCOURSE AND GENRE

Materials for Intermediate/Advanced Korean
Based on the National Standards

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The Korean Wave — 한류 (한류): K-POP 버즈 (“Buzz”)



THE KOREAN WAVE 한류 (韓流)

INTRODUCTION

The Standards for Korean Language Teaching have recently been developed and published through ACTFL (American Council on the Teaching of Foreign Languages). They center on five basic concepts, referred to as the 5Cs: *Communication, Cultures, Connections, Comparisons, and Communities* and are intended to replace the more mechanical and artificial categories of proficiency, commonly known as the “4 skills” of listening, speaking, reading, and writing. The 5Cs of the Standards shift the focus away from the “skill” of language and instead highlight elements of language that are linked to *people* and *culture* and *discourse*. At the same time, the Standards provide teachers and learners with specific, concrete sets of goals to strive for in learning and teaching Korean.

The units developed in this series, *Korean Discourse and Genre*, are designed to complement existing pedagogical materials for Korean. They contain authentic, media-based samples of actual language used in Korea by Koreans for specific interactional purposes: television programs (e.g., talk shows, reality shows, news, weather reports), radio programs, films, internet-based discourse (interviews, reviews, blogs, news items, recipes), and the like.

The focus of our units is on *Discourse* and *Genre*. *Discourse* relates generally to language and how language is used in these various communicative contexts. *Genre* refers to the specific ways in which particular features of language combine to create a certain *type* of discourse, e.g., conversation, expository writing, formal interview, recipes, weather reports, diary entries, and so forth.

We provide instances of actual Korean *discourse* within various *genres* of language use. Each language segment is followed by a vocabulary list that provides definitions or approximate English equivalencies of potentially unfamiliar words, all listed in the same order that the words appear in the text.

The goals of the units are to raise teachers’ and students’ awareness of and sensitivity to specific language patterns in oral, written, and technology mediated communication as they occur within particular types of discourse genres. More importantly, the materials provide activities for teachers to use in their classrooms—activities that are designed to match the goals and standards as set forth in the Standards for Korean Language Learning:

GOAL 1 COMMUNICATION

Communicate in Korean:

- *Provide and obtain information, express feelings, exchange opinions. (INTERPERSONAL)*
- *Understand and interpret written and spoken Korean on variety of topics. (INTERPRETIVE)*
- *Present information, concepts, and ideas to an audience of listeners on a variety of topics. (PRESENTATIONAL)*

GOAL 2 CULTURES

Gain Knowledge and Understanding of Korean Culture:

- *Demonstrate understanding of the relationship between practices and perspectives of Korean culture.*
- *Demonstrate understanding of the relationship between products and perspectives of Korean culture.*

GOAL 3 CONNECTIONS

Connect with Other Disciplines and Acquire Information:

- *Reinforce and deepen knowledge of other disciplines through the Korean language.*

- *Acquire information and recognize distinctive viewpoints that are only available through the Korean language and culture.*

GOAL 4 COMPARISONS

Develop insight into the Nature of Language and Culture:

- *Demonstrate understanding of the nature of language by comparing Korean with other languages that students know.*
- *Demonstrate understanding of the concept of culture by comparing Korean culture with other cultures that students know.*

GOAL 5 COMMUNITIES

Participate in Multilingual Communities at Home and Around the World.

- *Use Korean both within and beyond the school setting.*
- *Show interest in becoming life-long learners by using Korean for personal enjoyment and enrichment.*

This shift in foreign and second language education, from the four skills to the 5Cs, will allow for greater flexibility in learning tasks. It will also encourage more authentic and robust uses of language, both in the classroom and beyond. *Students will be exposed to a greater variety of discourse samples in the target language and consequently will also be asked to produce a greater variety of discourse.*

Our materials represent early steps toward these goals, by providing authentic Korean language samples and a wide variety of activities that can be used in the classroom (and outside). These activities are designed to help students achieve a multiplicity of goals as noted above, with a natural integration of Korean grammar and culture within the 5Cs. The activities are also designed to help teachers become more sensitive to language-related issues as they pertain to *discourse* and *genre*.

The units on 한류 (한류), THE KOREAN WAVE, center on dramas and K-Pop. Following our format and methodological goals, each unit is designed to both *provide* a variety of discourse genres, e.g., expository writing, narrative, e-mail, interviews, chats, blog, and so forth, and *have students interact within* these various genres. The final section of each unit discusses the specific types of *discourse genres* used as text in the unit, and isolates particular features of each genre for further study.

We hope you find these materials useful. Please direct questions, comments, and other feedback to: Center for Advanced Language Proficiency Education and Research (CALPER), Korean Project, c/o Professor Susan Strauss, The Pennsylvania State University, 305 Sparks Building, State College, PA 16802, email: sgs9@psu.edu

NOTE TO INSTRUCTORS: Our units are designed to stimulate students' thinking about the Korean language and Korean people and culture. Each activity is centered on multiple goals and sub-goals within the 5Cs noted above. The units provide ideas for students to use Korean in various genres of discourse (e.g., expository writing, interviews, conversation, e-mail) and to interact at various levels (e.g., with other individuals, in small groups, and in full class contexts). Please feel free to supplement these assignments with your own goal-specific tasks so that they best fit the needs of your classes. We provide a blank box at the end of each segment for you to create your own assignments based on these or related issues.

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The Korean Wave — 한류 (한류): K-POP 버즈 (“Buzz”)

This unit continues our work on K-pop, by focusing on one popular Korean idol group, Buzz. Buzz is a K-pop band that was popular in the early 2000s. As you will read in Section 1, the group disbanded in 2007 and has just recently re-united. This unit provides a very brief historical background on the group, sample song lyrics and links to watch videos of Buzz performing that song, and a blog post from a Buzz fan who recounts her first experience of attending a national tour concert. The concert was a Buzz concert from July of 2004. The blogger, now a 25-year old adult, writes about her memory of 10 years ago as a 15-year old middle school student, intent on seeing Buzz in concert—at all costs.

The unit is divided into three sections: Section 1 is a news article about the recent reunion of the group. Section 2 provides the song lyrics and links to Buzz’s performance of 겁쟁이 “Coward.” Section 3 is the extended blog post from the former teenage Buzz fan.

Section 1: Buzz – News Article

- 버즈 재결합, 브라운아이드소울과 한솔밥
‘Buzz Reunion, Buzz and Brown-Eyed Soul, Same Entertainment Managers’
- Activities
- Further Assignments

Section 2: Buzz – Performance and lyrics of 겁쟁이 “Coward”

- 겁쟁이 “Coward”
- Activities
- Further Assignments

Section 3: Blog post: Buzz concert review

- Buzz Concert Review – Blog post and narrative of past personal experience
- Activities
- Further Assignments

SECTION 1: BUZZ – NEWS ARTICLE

“Buzz Reunion, Brown Eyed Soul, Same Entertainment Managers Buzz, Epitome of the Band Idol, Suddenly Declares Its Reunion”

http://news.heraldcorp.com/view.php?ud=20140411000150&md=20140414004323_BK
(accessed 6/24/2014)

In this article you’ll find a brief history about Buzz. You’ll also learn a few facts about its members. The article also discusses other bands and the current management company that Buzz recently signed with. And it lists some of Buzz’s most popular songs.

You’ll find the article translated in Appendix A.

버즈 재결합, 브라운아이드소울과 한솔밥

밴드 아이돌의 대명사 버즈가 전격 재결합을 선언했다.

버즈의 리더 김예준은 10일 버즈의 팬카페를 통해 버즈의 재결합을 공식화하며 새로운 소속사 산타뮤직과 계약했다고 밝혔다.

버즈의 재결합설은 지난 6일 버즈의 베이시스트 신준기의 결혼식에 즈음하여 불거져 나왔다. 민경훈은 2일 자신의 팬카페인 ‘노래하는 경훈이’ 게시판에 신준기의 결혼 소식과 더불어 ‘ㄱㅇㅎ’이라는 의미심장한 이니셜을 적었고, 7일엔 결혼식장에서 과거 멤버들이 모두 모여 축하를 부른 사진까지 공개되면서 팬들은 이들의 재결합을 점쳤다.

버즈 멤버들은 지난 12월 민경훈의 체대 이후 자주 만나 많은 이야기를 나누었고, 모두 모여 다시 밴드를 시작해보자는 데 뜻을 모은 것으로 알려졌다.

버즈 멤버들은 새롭게 시작할 소속사를 물색했고, 데뷔 때부터 인연을 이어왔고 브라운아이드소울, 에코브릿지 등이 소속된 산타뮤직과 계약을 체결했다.

버즈의 활동에 대한 구체적인 계획은 잡히지 않은 상태. 이들이 ‘버즈’라는 이름으로 활동할지 새로운 이름으로 활동할지, 음악 색은 과거와 어떻게 차별화 될지, 새 음원이 언제 나올지 등 구체적인 사안들은 멤버들과의 협의를 통해 결정될 예정이라고 소속사측은 밝혔다.

버즈의 새 출발을 함께 하게 된 산타뮤직 측은 “누구보다 버즈를 오래 보아왔고 이들의 음악적 고민에 대해서도 잘 알고 있다. 이들의 색깔을 살려줄 수 있도록 노력하겠다.”라는 뜻을 밝혔고, 버즈 멤버들 역시 “너무 좋아하는 사람들과 함께 할 수 있어 기쁘다. 좋은 음악으로 빨리 찾아 뵈 수 있도록

하겠다.” 라며 의지를 다졌다.

버즈는 지난 2003년 아이돌 밴드로 혜성같이 데뷔하여, ‘어쩌면’, ‘모놀로그’, ‘겹쟁이’, ‘가시’, ‘나에게로 떠나는 여행’, ‘남자를 몰라’, ‘사랑은 가슴이 시킨다’, ‘레츠고 투게더’ 등 2007년까지 3장의 앨범을 내며 각종 차트를 휩쓸었으나 2007년 멤버들이 팀을 탈퇴하며 기타 윤우현과 새 멤버 민대홍으로 2인 밴드로 활동했다가 두멤버 마저 지난해 소속사와 계약이 종료돼 사실상 해체됐다.

VOCABULARY

한솥밥	idiom, lit. ‘the same rice cooker/bowl,’ under the same roof, together
대명사	lit. ‘pronoun,’ the epitome, the image that comes to mind when hearing the name of someone or something
재결합	reunion
선언하다	to declare
팬카페	fan café
공식화	to publicize
소속사	agency, company
계약하다	to contract (with)
밝혔다	to disclose, clarify
재결합설	rumor about reunion
베이스스트	bassist
즈음	about the time when....
불거지다	lit. ‘to stick out, bulge,’ emerge, come out
게시판	bulletin board
더불어	in company with
의미심장한	lit. ‘profound in meaning,’ cryptic
이니셜	initials (here, the first letters of each word)
모이다	gather
축가	a song of congratulations
부르다	to sing (a song)
공개	open
짐쳤다	to foretell the future
제대	military discharge
이후	afterward
뜻을 모으다	to gather one’s thoughts, minds
물색하다	to look for, search for

데뷔, 데뷔하다	n. debut, v. to debut
인연	relation
체결하다	to contract
구체적인	specific
음악 색	music tone
차별화	differentiation
사안	issue
협의	consultation, discussion
예정이다	to be scheduled, planned, expected
노력하다	to make an effort
찾아 뵙다	to have an audience with
의지	n. one's will, internal spirit, resolve
다지다	to harden
혜성같이	lit. 'like a comet,' swiftly (very positive connotation)
휩쓸다	to sweep
탈퇴하다	to leave
해체됐다	to be dismissed, to disband

ACTIVITIES

1. Conduct an internet search in Korean on the entertainment management company 산타뮤직.
 - (a) Try to answer these questions:
 - Which other bands and/or performers do they manage?
 - What is the history of the company? When did it begin?
 - How did it grow into a major management company?
 - Is it affiliated with any other large corporations?
 - Who are their main competitors? What other entertainment management companies represent and work with other big name idol groups?
 - (b) Research the other bands (or individuals) that work under 산타뮤직 and see whether you can identify a common thread running through all, e.g., style, promotional activities, buzz words, etc. that serve to “brand” the performers as identifiably related to and/or managed by 산타뮤직.
 - (c) Do any of the articles or postings that you find draw comparisons between 산타뮤직 and U.S. agencies? If so, which U.S. agency names come up in the discussions?

Use the space below to record new Korean vocabulary words and their meanings in English.

Add your own vocabulary words here:

2. Conduct an internet search in English on management agencies for comparable U.S. bands. You'd first have to identify which group or groups could be best compared to Buzz (on the basis of their sound, popularity, style, member composition, etc.). Which companies appear to be most closely comparable to 산타뮤직? What are the roles of the U.S. management companies? What are the roles of the South Korean management companies? What sorts of influences do the respective countries' agencies have on the profiles of the bands/individuals that they represent?

Prepare a power point slide presentation to the class and share your findings. Do this in Korean. Use dictionaries, other internet sources, and other speakers of Korean for vocabulary items and grammatical constructions that you might need to complete this work.

Then, write an essay in Korean on how popular music groups are managed in the U.S. and Korea, making sure that you have substantial information for each side to help you support your comparisons and contrasts. Include in your essay a position statement that expresses which type of management style you prefer (taking the perspective of the audience/consumer).

3. The title of this news article includes the expression 한솥밥. In the vocabulary list above, we have provided the literal meaning and the intended idiomatic meaning, but as we well know, translating idioms is not at all easy. We can't typically find the right expression in another language that truly captures the meaning of the idiom in its original language.

(a) In groups, discuss this idiom in Korean and try to find similar idioms or other expressions in English that point to the type of "sharedness of experience" expressed by the expression 한솥밥. For example, you might come up with:

- to be in the same boat
- to be under one roof
- to be in the same mess

Other English expressions: _____

In what ways do the meanings of the English expressions overlap with the Korean expression? In what ways do the English meanings differ?

(b) Also in groups, share your opinions with regard to the following question:

Why the food/cooking metaphor and, more specifically, why the rice metaphor in 한술밥?
What are some of the specific cultural implications here?

Discuss with your group how idioms in language are also rooted in the culture. Work together to find other food-related idioms in Korean that may or may not have anything to do with actual cooking or eating. Then, try to find corresponding meanings of the Korean idioms in English.

Each group should be prepared to share their results with the class in Korean. What types of patterns do you notice about the English idioms? What patterns do you notice in the Korean idioms?

4. Read the following excerpt in Korean that explains the meaning of 한술밥 and its typical usages. Does your understanding of the expression change as a result of reading this Korean explanation? In what way?

한술밥

1 같은 술에서 나온 밥

2 의미의 확장

사전적 의미는 같은 술으로 만들어 나온 밥을 의미하는 것으로 관용적으로는 가족을 의미하는 단어였지만 의미가 확장되어 같은 커뮤니티나 팀, 조직에서 같이 일하는 동료까지 표현하는 말이 되었다. 물론 어원은 1에서 유래

3 스포츠 기자들이 쓰는 낚시성 제목에 쓰이는 경우에 쓰는 단어

특히 해외 리그에서 활약하고 있는 국내 유명 스포츠 선수(박지성, 추신수등등)들이 타 팀으로 이적하거나 혹은 다른 팀의 유명 선수가 국내 선수가 뛰는 팀으로 이적하는 경우 종종 사람들에게 관심받기 위해서 쓰는 제목들이다.

여기에 더 나아가 아예 같은 리그에서만 뛰어도 한술밥이라고 적는 기자들도 있다.

대표적인 예로 "구드윤슨, 박주영과 한술밥"이 있다. 그 이외에도 예는 수도 없이 많아 더 이상의 자세한 설명은 생략한다.

비슷한 낚시성 제목으로 연예계에서는 숨막히는이 있다.

Source: <https://namu.wiki/w/%ED%95%9C%EC%86%A5%EB%B0%A5> (accessed 2/29/16)

5. The link below will take you to a personal story that relates to the expression 한솔밥. It is a diary entry, essentially an opinion piece that compares a true story to the Korean fairy tale 개구리 한솔밥. Consider the meaning of the expression in both the fairy tale as well in this opinion entry.

http://www.chamhope.com/news/bbs/board.php?bo_table=opinion&wr_id=241&page=11
(accessed 8/11/14)

“개구리 한솔밥”과 우리의 한솔밥 이야기



Keep a log of difficult vocabulary items and grammar constructions.

Add your own vocabulary words here:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (a) Who is the author of the text? Why was the piece written? What is the author’s opinion being expressed here? What sorts of grammatical devices are used to express a personal opinion in Korean?

Opinion markers from the text:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (b) Of these opinion markers, are there any that are used predominantly (if not exclusively) for first-person (i.e., ‘I,’ ‘we’) expressions of opinion? Which can be used for first-person AND third-person expressions (‘he,’ ‘she,’ ‘the author’)?
- (c) Write a summary of this entry, making sure to paraphrase well using your own vocabulary words and your own sentence structures. At some point in your essay, be sure to express your own stance vis à vis the author’s opinion(s). Do you empathize with the author’s position? Why or why not?

FURTHER ASSIGNMENTS

SECTION 2: SONG LYRICS -- 겁쟁이 “COWARD”

In this section, we'll analyze the lyrics and meaning of a few Buzz songs, focusing first on 겁쟁이 “Coward.” You'll find the translation of the lyrics in Appendix B.

겁쟁이

미안합니다 고작 나란 사람이 당신을 미친 듯 사랑합니다
기다립니다 잘난것 하나 없는데 염치없이 당신을 원합니다
세상을 더 헤매어 봐도 눈을 더 크게 뜨고 찾아도
당신은 단 하나란 걸 알아서 내가 꼭 갖고 싶지만
날 사랑해주세요 날 울리지마요
숨 쉬는 것보다 더 잦은 이 말 하나도
자신 있게 못하는 늘 숨어만 있는 나는 겁쟁이랍니다
미안합니다 미련한 미련 때문에 내 손으로 당신을 못 놓니다
내 눈에 당신이 박혀서 다른 무엇도 볼 수 없어서
가슴에 옮겨와 달라는 말도 이젠 해보고 싶지만
날 사랑해주세요 날 울리지마요
숨 쉬는 것보다 더 잦은 이 말 하나도
자신 있게 못하는 늘 숨어만 있는 나는 겁쟁이랍니다
조금씩 커져가는 사랑은 한 번씩 나도 몰래 새어 나와서
길을 잃은 아이처럼 울고 보채도 터진 내 맘은 모르겠죠
눈을 감지 마요 나를 바라봐요
당신의 귓가에 다가가 말하려 해도
당신 앞에 설 때면 뒷걸음만 치는 그저 난 겁쟁이랍니다
그대만 나는 기다립니다

You can watch a performance of this song by Buzz from a March 27, 2005 concert here:
<https://www.youtube.com/watch?v=6agfR8-Bchc> (accessed 8/14/14)

ACTIVITIES

1. In pair work, analyze the lyrics of the song from the point of view of its title, 겁쟁이 “Coward.” How would you characterize the singer’s predominant portrayal of himself in these lyrics? e.g., confident, proud, madly in love, heartbroken, self-effacing, self-deprecating. Why does the singer frame himself as a 겁쟁이?

Underline the Korean expressions that construct the singer as a 겁쟁이 and list them below. Be sure to include multiple-word expressions in addition to single words.

Opinion markers from the text:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Who is the song being sung to? That is, how is the notion of ‘you’ expressed? What is the pronoun used here for ‘you?’

What types of speech endings do you find in the lyrics? That is, do you feel the singer is using a “polite” and “more formal” style of grammar and address terms or a more intimate style? The more formal styles of speech levels in Korean are typically expressed using the following two verbal endings:

DEFERENTIAL: -ㅂ니다/-습니다

POLITE: -요

(Note: See Unit 2 of our series *Korean Grammar in Discourse and Interaction*, “Honorific Speech Levels”).

Does the singer alternate between the -ㅂ니다/-습니다 or deferential form and the -요 or polite form? Is the alternation systematic? That is, are there discernible patterns where one form is used and the other is not? What stance or feeling seems to be expressed in the lyrics that contain the -요 or polite form that could actually not be expressed using the ㅂ니다/-습니다 or deferential form?

2. Now, compare the lyrics and Buzz performance of 겁쟁이 “Coward” with another performance 어쩌면 “Maybe.” You’ll find the lyrics of 어쩌면 below. We’ve also provided a vocabulary list as well as a link to one of the Buzz performances of this song.

어쩌면

어쩌면 오늘이 마지막이 될지도 몰라 나의 사랑이 떠날지 몰라 불안한 나의 마음 니가 알아챌 것만 같아서 너와 눈도 마주 치지 못했어 너의 그 사람 다시 돌아왔을때 많이 힘들어하던 너 깊은 고민에 빠진 너 제발 아니길 don't say good bye	떠나지마 사랑하잖아 내가 있잖아 너를 버렸던 그 사람에게 가지마 지난 눈물 기억해줘 끝이 아니야 잠시뿐이야 나의 사랑을 확인할 시간이 너에게 필요할뿐야 I believe 우리의 사랑 you ' remy
떠나지마 사랑하잖아 내가 있잖아 너를 버렸던 그 사람에게 가지마 지난 눈물 기억해줘 돌아간다면 떠나간다면 니가 겪었던 똑같은 이유로 내삶이 무너질텐데	내가 너무 사랑해 너만을 내가 사랑해 여기 있을게 널 위해 never say good bye
너 원한다면 보내야 하겠지 끝내 잡을 수 없겠지 아픈 나날들을 준비해야 하겠지 시간이 지나면 모두 잊혀질거란 얘기 너를 미워해 달라는 얘기 그렇게 하지 못할 나의 마음을 알고 있잖아 너무 그 사람만 생각 하지마 왜 하필이면 다시 그 사람이니 한번 버렸던 사랑은 두 번 버리기 쉬운데 다시 생각해 don't say good bye	떠나지마 사랑하잖아 내가 있잖아 너를 버렸던 그 사람에게 가지마 지난 눈물 기억해줘 돌아간다면 떠나간다면 니가 겪었던 똑같은 이유로 내삶이 무너 질텐데 끝이 아니야 잠시뿐이야 나의 사랑엔 이별은 없는걸 You are mine. Never say good bye

Here is one link to Buzz’s performance of 어쩌면
<https://www.youtube.com/watch?v=QZZOCdxcPK4>

VOCABULARY

마지막	maybe, perhaps
떠나다	the last
불안한	to leave
알아채다	to be anxious
마주치다	to sense, to notice
돌아오다	to meet
고민	to come back, return
떠나지마	worry, trouble
눈물	Don't leave
기억하다	tear (n.)
겪다	to remember
무너지다	to undergo, to experience
원하다	to collapse, fall apart
보내다	to want
끝내	to send, to let someone go
나날들	in the end
잊혀지다	days
하필이면	to be forgotten
	of all (places, occasion, people)
	It is an idiom or discourse marker that questions or isolates a choice:
	Why did you choose him, <u>of all people</u> ?
	Why apple pie, <u>of all the desserts</u> ?
이별	separation, farewell (n.)

What are the personal pronouns used in this song? How does the singer refer to himself? To the person being sung to? To the two of them together? What pronouns are used here? Do you note a contrast with the overall tone and messages from 겁쟁이 “Coward?” What about the speech levels used in this song? Do you find a preponderance of deferential and polite forms, i.e., 버니다/-습니다 [deferential] and -요 [polite]?

Because of pronouns and speech styles in Korean, the tone in love songs can change significantly in ways that might not be possible in other languages, due in large part to the grammatical constraints of that language.

3. Conduct an internet search of other Buzz performances and lyrics and note in particular the use of pronouns and speech styles as they relate to the general meanings of these songs. Would you characterize the majority of the Buzz songs as “love songs?” as “ballads?” What other

categories of songs do you find in their repertoire? Then, expand your search to include pop music boy bands from other countries, e.g., U.S. (N' Sync, Hanson, 98 Degrees), Britain (One Direction) Japan (Arashi, NEWS), Taiwan (Fahrenheit), China (Top Combine), Germany, France, Spain, Italy, etc.

Project Work: Prepare a study with 2 classmates in which you first provide a historical overview of the “boy band phenomenon” in general. Where did it begin? Which bands might be considered the “original” boy bands? You will likely need to go back several decades in the history of pop music to trace the emergence of boy bands and their extreme popularity worldwide. Then, provide an overview of 10 very popular boy bands worldwide. How does the Korean boy band phenomenon fit into the picture? And, specifically, how does Buzz fit into the Korean boy band phenomenon? Do you find connections between Buzz and current bands in other countries, between Buzz and bands from earlier decades in other countries? Where do you see the boy band phenomenon going in the future in terms of musical style, dance, lyrics, and so forth?

Note: You might also incorporate some of the information that you found in Section 1 concerning the involvement of particular management agencies with designated pop groups and the potential influence by those companies in the overall success and popularity of the groups in question.

Your project should be delivered in a 30-minute Powerpoint presentation (10 minutes per student) in Korean, including short video clips/photos of your selected groups. The presentation should be followed by a 10 minute discussion session (also in Korean) in which your classmates share ideas and opinions about your selections and the comparisons and contrasts that you draw. In order to facilitate this discussion, you might want to conclude your slide presentation with 5 questions that you pose to your audience as a means of generating discussion and class participation.

FURTHER ASSIGNMENTS

SECTION 3: 생애 처음이던 버즈 콘서트 “BUZZ CONCERT FOR THE FIRST TIME IN MY LIFE”

Here is an extended blog posting by a now 25-year old woman who looks back on her first national concert experience, the Buzz concert of July 24, 2004, with painful memories. She explains why this concert was so important to her and goes into much detail about her mother and her mother’s resistance to her attending the concert. She was a 15-year old middle school student at the time (See Appendix C for an English translation of the text).

The genre of text here is an extended narrative of past experience. The author provides **background information** to situate the story for her readers. She provides **details of tension and frustration and pain** that she felt as the day of the concert approached. She explains **the main event** of attending the concert and how she behaved and reacted in spite of her mother’s opposition. She concludes the narrative with a sort of **resolution**, as she looks back on this Buzz concert and the struggles surrounding it. The author comes to terms with her own feelings of freedom and independence and demonstrates an understanding of her mother’s position, now viewed through the eyes of a more mature young woman. The experience and the struggles and the lessons learned from this first concert experience are just like “life.”

Read through the narrative once or twice to get a sense of the entire story and of the author’s perspectives. Then, highlight all of the expressions of positive affect (feelings, emotions, perspectives) in one color and highlight those of negative affect in another color.

생애 처음이던 버즈 콘서트
[출처] 생애 처음이던 버즈 콘서트 | 작성자 광선
<http://buzzty.blog.me/140168921943>

버즈 콘서트는 내가 처음으로 콘서트란 문화를 접해본 의미도 있지만, 가기까지의 과정이 엄청나게 힘이 들었고, 다녀 와서도 힘이 들었어서 유난히 기억에 남는다.

지방팬이던 나한테 전국투어는 엄청난 희망이었는데, 버스로 한 시간이면 가는 거리인데도 엄마가 엄청난 반대를 했던 게 시작..... 근데 같이 가기로 한 친구들은 다 부모님이 흔쾌히 허락하고 심지어 티켓값도 대준다는데 나는 내 용돈 모아 가겠다고 불구하고 엄마가 극구 반대를 하는 바람에 얼마나 억울하고 야속하던지.

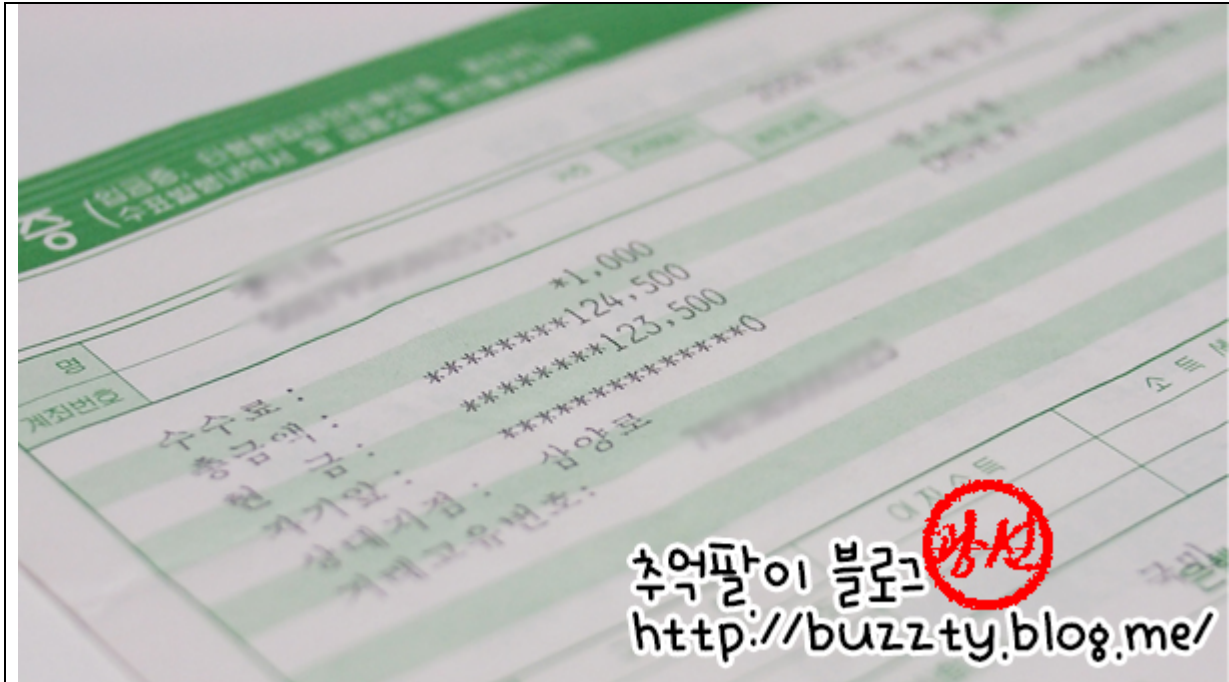
하지만 그래도 나는 버즈를 봐야겠다, 버즈 콘서트에 가 봐야겠다는 일념 하나로

엄마가 반대를 하건말건 우선 친구들이랑 같이 티켓팅을 했다 ㅋㅋㅋㅋ
그리고 정 안되면 거짓말이라도 하고 가야지, 하는 생각이었는데
진짜 정 안됐다 -.-

엄마를 설득해보고자, 보내주면 공부 열심히 할게요, 말 잘 들을게요 등등
온갖 입발린 말을 학교에서 쉬는 시간마다 엄마한테 문자로 보냈는데,
엄마는 시도때도 없이 문자가 그렇게 오니 더 짜증나서 못가게 하고-.-

근데 지금도 그렇지만 엄마는 꼭 보내 줄거면 침부터 곱게 보내주지 반대를
해가지고
나중에 언니한테 들은 말로는, 내가 그렇게 귀찮게만 안했으면 그냥 보내줬을걸 왜
일을 크게 만드냐고.....

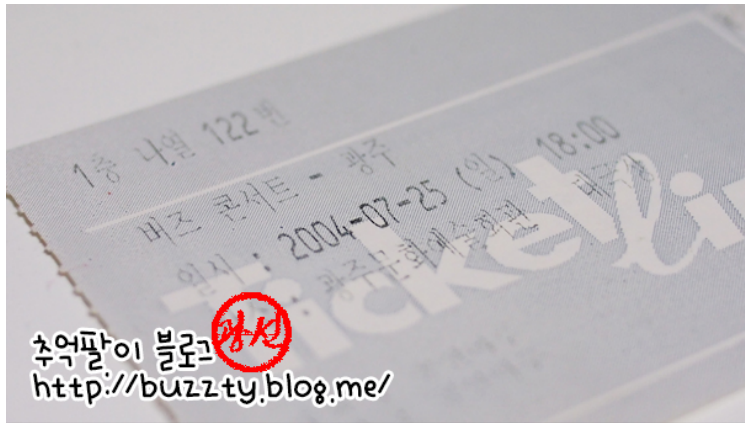
암튼 그래서 나는 결국 안되겠다, 그냥 뺑치고 다녀 와야겠다 하는 생각으로
입금까지 마치고,
버스를 본다는 생각에 디테이를 세며 두근두근 하고 있는데.
입금한 그 주 주말에 ㅋㅋㅋㅋㅋ 아침에 실컷 늦잠을 자고 있는데 엄마가 나를
깨웁니다.
그리고 교복 치마에서 나왔다면, 이게 뭐냐며 나를 추궁하는데,
그게 바로 입금증 ㅋㅋㅋㅋㅋ 중딩이 10 만원 넘는 돈을 입금을 했으니, 아무리
그게 내 이름으로 입금한 게 아니라도
이게 대체 뭔지 의심이 갈 상황이 아니던가.



이게 바로 그 문제의 입금증ㅋㅋㅋㅋ
 이런 거 하나 가지고 있는 걸 보면 참 소중한 거 같고, 엄청난 추억일 거란 걸 이미 알고 있었던 지도 모르겠다
 반면에 티켓도 아닌 입금증 하나까지 다 가지고 있는 걸 보면 뭐 하나 잘 버리지도 못했던 게 분명한데,
 왜 온라인에 있던 자료들은 그렇게 쉽게 다 지워버린 건지 ㅋㅋ 온라인이라 다 가볍게만 느껴졌나 ;

암튼 이 입금증때문에 저 애는 누구냐며, 이걸 왜 니가 갖고 있냐며 일요일아침부터 친구 집 전화번호까지 대가며 한바탕 난리가 났다.
 그러나 잔뜩 흥분한 우리 엄마와 달리 쿨한 친구 어머니는 애들끼리 콘서트 간다고 입금한 거라며 대수롭지 않게 말했고,
 나는 가지 말랬더니 기어이 말 안듣고 일 저지른다고 혼나는 건 물론이고,
 입금까지 했고, 친구들과랑 같이 한 거라 취소를 못한다고 해도 콘서트에 갔다간 그 날로 쫓겨날 줄 알라는 엄포를 받았다.
 지금 생각해도 너무하네..... 〇<<

하지만 나는 열다섯 사춘기. 하지 말라면 더 하고 싶고, 내 유일한 희망 전국투어를 쉽게 포기할 수 없었음.
 친구랑 그냥 시내에서 만나 노는 척, 엄마가 없을 때 언니들 앞에서도 아주 태연하게 내 플랜카드를 가방에 숨기고 집을 나섰다.



시간이 지나니 잉크도 바래는 구나 ㅠ ㅠ

친구 부모님이 공연장까지 태워다 주셔서 별 무리 없이 공연장까지 갔고,
나는 이 때 처음으로 진짜 사람이 떨리면 가슴이 아플 정도로 심장이 뛰는 걸
알았다 ㅠ ㅠ

공연 시작 전에 얼마나 긴장되고 설레던지. 진짜 가슴이 아플 정도였음 ㅠ ㅠ

그리고 공연 시작 하고 나서는 그냥 뭐 황홀했다. 미치기 일보 직전이라고나
할까 ㅠ ㅠ

진짜 목에서 피맛이 날 정도로 미친듯이 소리지르고 놀았었지....



이건 그 때 산 버즈 슬로건? 수건? 뭐라고 하기가 애매한 암튼 물건 ㅋㅋ
사실 1 집때 자켓사진은 별로 좋아하지 않는데, 그래도 나의 가수이니, 그리고 내가
콘서트를 왔으니

콘서트에서만 살 수있는 물건을 사야 했다 ㅋㅋㅋㅋ 5 천원정도 했던가??
 공연장에서 사용도 안 할 거지만 소장용 ㅎㅎㅎ



그리고 이걸 공연장에서 팔던 책자... 라고 해야하나?
 첨에 공연장 입구에 있어서, 공짜인 줄 알고 가져가려다가 파는 거라고 해서 내려왔다.

한 3천원쯤 했던 것 같은데, 그 돈을 선뜻 주고 사기엔 너무 허접했으므로 --;;
 아무리 내 가수가 딱 하니 있다지만 사고 싶지 않았다.

하지만 이걸 내가 갖고 있는 이유는 ㅋㅋ
 나만 돈아깝다고 생각한 게 아니었는지, 결국 공연 시간 다가와서 무료로 강 뿌려서
 ㅋㅋㅋㅋ
 그 근처에 있던 나랑 친구는 바로 갯! ㅋㅋㅋㅋㅋㅋ



그 책자 안에 있는 버즈 소개.



버즈 멤버 프로필



버즈 전국투어 공연 소개



버즈 팬들 메시지



그리고 1집 타이틀과 후속곡이었던 어찌면이랑 모놀로그 악보.

이게 이 책자 내용의 전부 ㅋㅋㅋ 그리고 나머진 광고 ㅋㅋㅋ
이런 걸 팔아먹으려 했다니 진짜 도둑놈 심보.

휴,

어찌됐건 이런 걸 남기고 꿈만 같던 콘서트를 끝내고 와서

ㅋㅋㅋㅋㅋㅋㅋㅋ 엄마는 어딜 갔었냐며 화내고, 콘서트 간 걸 들킨 나는 엄마한테
맞기도 많이 맞았고
용돈은 없 ㅋ 엉 ㅋ

콘서트 한 번 갔다고 너무 혹독한 대가를 치뤄야했음.

하지만 그 때 당시에 나도 너무너무 신났으므로 맞은 것 째미야,
콘서트 하나 갔다고 그렇게 혼난 게 억울해서 울기는 했지만,
그래도 금방 잊고 신나서 버즈 공카에 후기 남기고 그러고 있었던 것 같다.
후회따윈 하지 않아 ㅋㅋㅋ

그리고 지금 생각해도 그 때 그렇게 반항적으로 엄마한테 맞서며 버즈 콘서트를 간
데에 후회는 없다.

그 때 이후로 나는 혼자서 광주든 서울이든, 타지역에 나가는 데에 있어 자유로워
졌고,
공연이 이렇게 재밌구나 깨달았으며, 지금 내 진로에 대해서도 아주 큰 영향을
받았으니깐.

또 혼나도 좋으니, 다시 그 때로 돌아가고 싶다 ㅠㅈㅠㅈ

[출처] 생애 처음이던 버즈 콘서트 | 작성자 광선

VOCABULARY

접하다	to come in contact (with)
다녀 오다	to go and get back
유난히	particularly, unusually, exceptionally
전국투어	national tour
극구	with every word, with every effort
~하는 바람에	because...

억울하다	to feel victimized
야속하다	to feel mistreated
일념	determination, resolve
~ 하건 말건	regardless of whether someone does something or not
티케팅	ticketing
설득하다	to persuade
온갖	every
입 발린 말	lip service
시도 때도 없이	in and out of season, always
디데이	D-day
의심이 갈 상황	situation that raises one's suspicion
입금증	receipt of money (or deposit)
소중하다	to be precious, valuable
대다	to tell, speak, inform
한바탕 난리가 났다	to occur (especially an uproar, a commotion)
쿨한	to be cool
대수롭지 않다	to be trivial (trifling), to not make a big deal out of something
기어이	by all means
저지르다	to commit
쫓겨나다	to be kicked out, expelled
엄포를 받다	to be threatened, intimidated
유일한	only, sole
~ 척	to pretend to be or to do something
태연하게	with composure
바래다	to be discolored
별 무리 없이	without particular strain (problem)
떨리다	to quiver, tremble, shake
설레다	to flutter
황홀하다	to be enraptured
애매한	uncertain, indefinite
소장용	collection
허접하다	to be indecent and/or cheap-looking (slang)
떡하니	as if to attract one's attention
뿌리다	to scatter, spread
악보	music, score
도둑놈 심보	lit. robbery-mind, highway robbery
어찌됐건	better or not, anyhow
들키다	to be caught, found out
혹독한	to be severe, harsh

대가를 치르다	to pay the penalty
그때 당시에	at that time (or moment)
공카	abbreviation of 공개카페 -- official café site
후회	regret
반항적으로	rebelliously
맞서다	to stand against, oppose
진로	one's path in life

ACTIVITIES

1. How do you know that the writer of this blog is a female? List all of the indicators (linguistic, contextual, etc.) that point to the gender of the author of this writing. Are these indicators explicit markers of gender? Which indicators are explicit? And which are implicit?

2. Why do you think the author wrote this narrative? Simply to tell her story? To complain about her mother and her mother's parenting style? To share her experiences so that others may learn and grow from them?

What is the overall tone of the narrative? Does that tone remain consistent throughout or does it change as the author's perspectives of these events also change?

Make your list of expressions of **positive feelings** here:

Make your list of expressions of **negative feelings** here:

The author presents a number of **contrasts** in the narrative, e.g., her desires and hopes vs. her mother's opposition, her mother's reactions vs. her friends' parents' reactions, the excitement

of attending the concert vs. some of the concert promotional items that she brought back.

Make a list of all of the rhetorical devices the author uses to express these contrasts:

-지만, 하지만, -는데, 근데, _____

How does the use of these contrast markers help the author develop her narrative and express her ideas and perspectives? How does the author establish the underlying tensions in her narrative and build them up throughout? She ultimately does come to terms with these struggles and tensions and she expresses this shift in the narrative as well.

Within the narrative, do you notice any instances of colloquial speech that does not typically occur in written Korean discourse?

Examples: 정, 암튼, _____

As you read through the text, how did you feel about the author's experiences and her perspectives? Did you empathize with her? With her mother? Why? Discuss your reactions to the piece with a classmate and then be prepared to open the discussion up with the entire class.

3. This blog post, like many other technology-based entries in Korean, is replete with other stance marking devices that are not words *per se*. One of those devices is the use of imitative language that sounds like a reaction, as in laughter (ㅋㅋㅋㅋㅋㅋ and ㅎㅎㅎ) and crying (ㅠㅠㅠㅠ).

Read the narrative again and highlight each token of imitative language in a different color. Go back and see what types of comments or statements these tokens follow? How are these tokens similar to each other? How are they different? Try to identify patterns in which one type of imitative language token is used in a particular context and why. Be specific as you discuss each author's use of this rhetorical device.

4. Outline a skeleton of this narrative by identifying the various components of narrative that we mention at the beginning of this section:

- Background information
- Details of tension leading up to the main event
- The main event (and feelings surrounding what happened)
- Resolution of the tension, conclusion of the narrative.

Write a personal narrative (3 pages) in Korean as a blog post in which you describe the memory of a similar struggle or a similar conflict that you had to deal with many years ago. Be sure to provide background information for the reader, as well as sufficient details that describe the challenges and conflicts that you underwent. Don't forget about the contrastive devices we discussed in Activity 2 above. Describe the main event in as much detail as possible, and then conclude your narrative with a resolution: What did you learn from the situation? Is there a clear lesson? How did you and/or others grow as a result of the experience, etc. Since the genre of writing is a blog post narrative, you may use some instances of colloquial speech to add color and personality to your writing.

After you've written the first draft, exchange draft with a partner for a peer review. Your peer review focus will be on: clarity, organization of events and ideas, and level of detail. Did you present enough background information to set the foundation for the upcoming tension that you describe? Did you express the sources of tension and challenge in sufficient detail for it to make sense to your reader? Can your peer relate to your experiences? Can your peer empathize with your position (even if s/he does not necessarily agree)? Does the draft feel "finished" with your resolution section?

What areas of your essay do you need to revise for a second draft?

Keep working on your essay and do a second peer review at the end of the second draft. Revise accordingly.

Turn in draft 3 to your instructor.

FURTHER ASSIGNMENTS

Appendix A

“Buzz Reunion, Brown Eyed Soul, Same Entertainment Managers Buzz, Epitome of the Band Idol, Suddenly Declares Its Reunion”

On April 10, 김예준, the leader of Buzz, made their reunion public and announced through the fan café (internet website) that they are now under contract with a new entertainment company, 산타뮤직.

The rumor about the reunion emerged around April 6 at the wedding ceremony of 신준기, Buzz’s bass player.

Four days before that, on April 2, 민경훈 posted the cryptic message ‘즈그ㅎ’ on his personal fan café bulletin board, “Singing 경훈” (노래하는 경훈이). Also, fans began to sense the reunion following the April 7 public photo of the band members together and singing a wedding song.

After 민경훈 was discharged from the military last December, Buzz members frequently met and chatted about many things. It then became known that they collectively and unanimously decided to restart the band. Buzz members searched for a new management company and contracted with 산타뮤직, with whom they had remained in contact since their debut. Such bands as Brown Eyed Soul (브라운아이드소울) and Echo Bridge (에코브릿지) are also managed by that agency.

They haven’t made specific plans for upcoming activities (e.g. recording, concerts). The agency announced that it will, in collaboration with the band members, decide such specific issues as: whether Buzz will retain its name or use a new name, how Buzz’s new sound will distinguish itself from its past, and when a new album will be released.

산타뮤직, who will be part of Buzz’s new start, announced “We have known Buzz longer than anyone else and we are well familiar with their musical concerns. We will try to revive their color.” Buzz members also expressed their commitment to the relationship (lit. hardened their resolve), saying “We are happy because we can work with people we like very much.”

Buzz debuted “like a comet” as an idol band in 2003, releasing three albums through 2007, such as: ‘어쩌면’ (“Maybe”), ‘모놀로그’ (“Monologue”), ‘겁쟁이’ (“Coward”), ‘가시’ (“Thorn”), ‘나에게로 떠나는 여행’ (“Leaving on a Journey to Me”), ‘남자를 몰라’ (“Don’t Know a Man”), ‘사랑은 가슴이 시킨다’ (“The Mind Leads Love] or [The Mind Makes Love (do something)]”) ‘레즈고 투게더’ (“Let’s Go Together”). They swept the charts, but in 2007 most members left the group. Guitarist, 윤우현, and a new member, 민대홍 kept the band going, but the group actually disbanded because the contract of the two members also ended.

Appendix B

“Coward”

I'm sorry; a person as worthless as I am is crazily in love with you
I'm waiting; though I have nothing to be proud of, I relentlessly want you
Even though I wander around the world, even though I open my eyes wider
I know only you so I have to have you

Please love me... Please don't make me cry...
Even these words are spoken more frequently than breathing,
I can't confidently say them, I constantly hide because I am a coward

I'm sorry; because of my desperate lingering
I can't let you go from my hands
Because your image is etched in my eyes, I can't see anything else
I want to ask you to move your heart

Please love me... Please don't make me cry...
Even these words are spoken more frequently than breathing,
I can't confidently say them, I constantly hide because I am a coward

Because my slowly growing love slips out unexpectedly,
like a child who's lost their way, I cry, begging; you won't know my feelings

Don't close your eyes... Look at me...
Even though I try to go to whisper in your ear
I take steps backwards when I'm face-to-face with you because I am a coward

I'm waiting only for you

Source: translation adapted from <http://forums.soompi.com/discussion/195735/req-buzz-coward> posted by Rootless, February 2008 (accessed 8/10/14)

Appendix C

Buzz Concert Review – Blog post and narrative of past personal experience

The Buzz Concert was meaningful. I experienced a concert for the first time, but it remains as a difficult memory because the process of getting there was very hard, and it was hard even after I came back home from the concert.

As a fan living in rural Korea, I had always wished to attend a national tour concert, despite the one-hour distance by bus from my home. The hard times started with my mother's resistance. My friends' parents happily let them go; they even paid for the tickets. But I felt victimized and

mistreated because of my mother’s resistance, even though I said I would use my own money.

But, in spite of that, I first bought the tickets with my friends, regardless of whether my mom opposed or not, determined to see Buzz at any cost. And I thought I would have to lie if the situation truly got worse, and it really turned out to be bad.

To try to convince my mother, I sent her lip-service messages during every break time at school. I sent messages like “I will study hard” and “I will obey you,” but my mom felt annoyed because there were too many messages and then she stood her ground, continuing to say “no.”

But, even now I feel the same, and my mom should have just let me go gracefully, if she was going to let me go at all. Later, I heard from my sister that my mom would have let me go if I had not annoyed her – ‘why did you make such a big deal out of it?’

Anyway, so with the thought that I should lie and eventually go to the concert, I sent my money and was anxiously counting the days until D-Day. But, on the weekend of the week that I sent the money, my mom woke me up; I was sleeping late. She started questioning me: “This (the receipt) was in your school uniform skirt (pocket). What is this?” It was the receipt (for the ticket). ha ha ha ha ha ha It was a suspicious situation because a middle school student sent over 100,000 won—even though I didn’t do it under my name.

This is the problematic receipt (photo).

Given that I still have this receipt, I felt it was very precious, and maybe I knew even then that it would become a very precious memory. If I see myself still keeping this single receipt, it’s true that I don’t throw things away. But on the other hand, I don’t know why I easily delete online materials... Maybe I feel that online stuff is not important.

Anyway, because of this receipt there was a big commotion on that Sunday morning, with my mom asking “What is this? Why do you have this?” But, unlike my agitated mom, my friend’s mother didn’t make a big deal of it (i.e.. the receipt) and said that kids send money to go to concerts. And, of course, I got scolded for committing a wrongdoing without listening to my mom.

Even though I said that I couldn’t cancel it because I had already sent the money and was determined to go with my friends, I was threatened that I would be kicked out of the house if I went to the concert. Even now, I think it was too much.

But, I was a 15-year old teenager. I felt like I wanted to do more things that I was told not to do and I couldn’t easily give up my only hope – a national tour concert. (On the day of the concert), when my mom was not there, and keeping my composure in the presence of my sisters, I left the house, with my cheering card (plan card) hidden in my bag and pretending to hang out with a friend downtown.

As time went by, the ink faded. he he he

We made it to the concert without any difficulties, because my friend's parents gave us a ride to the place. Then, learned for the first time that one's heart can beat painfully when one is anticipating something so wonderful. Before the concert started, my heart fluttered so much that it hurt.

After the concert began, I was enraptured. I was nearly crazy. I shouted like crazy, and so much so that I could taste blood in my throat.

Is this a towel? A slogan? Anyway, it's an ambiguous thing that I can hardly define. In fact, I didn't like the front cover of their (Buzz's) first album (The drawing on the towel may be the same as what is on the front cover of Buzz's first album), but since they are my favorite singers, and I came to the concert, I needed to buy something that could only be purchased at the concert. Maybe it cost me 5000 won? I didn't buy it to use for the conference, but just to have as a souvenir.

And, should I say this is a brochure that was sold at the concert? At first, the brochures were at the entrance, so I thought they were free. I was about to take one, but then I put it down, because I was told that they were for sale. I think it cost about 3000 won, but the quality was not high enough to pay that much. Even though my favorite singer was on it, I didn't want to buy it. But, there is a reason I have it now. Maybe because I wasn't the only one who complained about buying it, they gave the brochures out for free. My friend and I who were near the place got some right away.

Introduction of Buzz in the brochure (photo caption)

Buzz members profiles (photo caption)

Introduction of Buzz's national tour (photo caption)

Buzz's fans' messages (photo caption)

And the sheet music for the title song “어찌면” and for “모놀로그” (photo caption)

These are all about the brochure. The rest of them are all ads.

It is highway robbery to sell these brochures.

Anyway, I came back from the dream-like concert with these souvenirs. Then, my mom got angry. She asked where I went and then I was slapped (beaten) for getting caught going to the concert. There was more allowance for me.

I had to pay dearly just for going to the concert.

But, because I was so excited at the time, getting slapped was fine for me. I cried a lot because I was so scolded just for going to one concert. But I was soon excited again and forget it (the scolding) and posted a review on Buzz's public café (i.e., their internet website). I didn't regret going to the concert at all.

Even now, I don't regret having gone to the concert or resisting my mother's opposition. After that, I felt freer to travel to other districts in Korea like 광주 or 서울 and I realized how much fun concerts are. And, it also had a great influence on my path in life.

It is fine for me to be scolded again by my mom (for going to the concert). (In some way) I hope to go back to that time (i.e., my adolescence, when my passions were so strong and when I loved Buzz so much).