

KOREAN DISCOURSE AND GENRE

Materials for Intermediate/Advanced Korean
Based on the National Standards

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The Korean Wave — 한류 (韓流): Korean Dramas 드라마



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 a 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 (韓流), THE KOREAN WAVE, center on dramas, K-Pop, online games, and film. 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 (韓流): Korean Dramas 드라마 Korean Dramas

This unit centers on 한류 (韓流) and specifically focuses on TV dramas. We provide an overview of 한류 (韓流) and then introduce the genre of the TV drama through which to study the phenomenon.

Section 1: Overview of 한류 (韓流)

- Brief essay on 한류 (韓流)
(See Appendix A for translation)
- Table illustrating the three stages of development of 한류
(See Appendix B for translation)
- Ideas to Think About and Develop Further
- Assignment

Section 2: What is a Fad or Craze? / The TV Drama and the Soap Opera

- Brief definitions of *붐*, *바람*, and *열풍* (Appendix C)
- Essay on 연속극 (“TV serial dramas/soap operas”)
(See Appendix D for translation)
- Ideas to Think About and Develop Further
- Assignment

Section 3: TV Dramas in Korea (and Their Worldwide Spread)

- List of the top 10 Korean dramas in Japan
- Ideas to Think About and Develop Further
- Assignment

Section 4: Features of Discourse

- Nouns that refer to people as *agents* (nouns with suffixes -자, -가, and -사)
- Adverbs, formed with -히, (-하)게, and (-으)로
- Ideas to Think About and Develop Further
- Assignment

드라마 Korean Dramas

SECTION 1: OVERVIEW OF 한류 (韓流)

The units for this series in our Discourse and Genre workbooks will be designed to address the phenomenon known as “The Korean Wave.” As you will read, “The Korean Wave” refers to the widespread influence of Korean popular culture throughout East Asia and well beyond—now extending worldwide to include North America, the Middle East, Africa, South America, Europe, and Australia.

We provide an overview of what the Korean Wave is and its various “stages” of development. We then go into detail about how and why this phenomenon has spread as broadly as it has. We will ask you to think about similar media- and pop culture-based trends and to analyze aspects of such trends from a various perspectives.

한류 (韓流) ‘The Korean Wave’

한류는 한국의 대중문화가 아시아를 중심으로 대중적인 인기를 얻고 해외 사람들이 한국의 문화를 좋아하는 현상을 의미한다. 한류는 사실상 여러 의미로 정의되고 있는데, 예를 들면 ‘한국 문화에 대한 열풍’, ‘한국대중 문화 바람’, ‘한국 대중 문화 열기’ 또는 ‘한국 대중 문화 붐’등 다양한 의미로 해석되고 있다.

‘한류’라는 용어는 1999년 중국내에서의 한국 대중 문화의 열풍을 표현하기 위해서 중국의 한 언론에서 사용한 이후 지금까지 널리 알려져 왔다. 1996년 한국의 텔레비전 드라마가 중국에 수출되는 것을 시작으로 1990년대 말에는 한국의 대중가요 또한 중국, 대만, 일본 등지에서 그 인기를 이어오고 있다. 당시 중국사회에서는 한국 드라마의 자유로운 생활배경과 표현 방식이 시청자들의 열렬한 호응을 얻었고 한국 댄스음악 또한 청소년들 사이에서 큰 인기를 얻어 한류를 생성하고 그 열풍이 지속되고 있다. 2000년도 부터 한국 드라마와 대중가요 뿐만 아니라 영화와 온라인 게임도 중국, 일본, 대만, 동남 아시아에서 큰 인기를 얻었고 특히 한국 드라마 열풍은 다양한 한국 문화를 알리는 데 긍정적인 영향을 미쳤다. 한류는 아시아에 그치지 않고 중앙아시아, 아프리카, 미국 등지로 확산 되어 2000년 대 중반 이후 현재까지 K-pop을 중심으로 유럽과 남아메리카에까지 그 영향이 미치고 있다. 이제는 한류의 영향으로 한국의 드라마나 대중가요에 뿐만 아니라 한국음식, 한국의류, 게임, 한글 등 한스타일과 같은 한국문화가 세계로 확대되고 있다.

(출처: 2011 국정정책 감사 자료집_한류의 동향과 발전 방향_총괄 <http://ko.wikipedia.org/wiki/%ED%95%9C%EB%A5%98> (%EB%AC%B8%ED%99%94) http://www.benhur.kr/board/cl_viewbody.php?code=bbs_work&number=95&view-mode=clipcopy

고정민 외 (2009), *한류, 아시아를 넘어 세계로*, 한류문화산업교류재단

VOCABULARY

대중문화	popular culture
중심	center; the middle
대중적인	popular
인기	popularity
얻다	to gain; to get
해외	foreign country
현상	phenomenon
의미하다	to mean
사실상	actually
정의되다	to be defined as
열풍	craze
열기	heat, excitement
해석되다	to be interpreted
용어	term
내	within
표현하다	to represent
언론	the press; the media
사용하다	to use
이후	after
널리	extensively; widely
알려지다	to be known
수출되다	to be exported
가요	song
대만	Taiwan
등지	and the like; other area
이어오다	to continue
당시	at that time
사회	society
자유로운	free
생활배경	lifestyle
표현방식	ways of expression
시청자	viewer
열렬한	fervent
호응	response
청소년	youth; teenager
사이	among
생성하다	to create; to emerge; to produce
지속되다	to last; to continue
동남아시아	Southeast Asia
긍정적인	positive

영향을 미치다	to influence
그치다	to stop; to cease
그치지 않고	without stopping
확산되다	to spread; to diffuse
중반	the middle of
현재	current
이제	now
한국의류	Korean clothes
한스타일	Korean style
세계	world
확대되다	to expand; to spread



<http://koreanwavetimes.blogspot.com/2011/07/korean-wave-fever-hits-egypt-k-pop-and.html>

The Korean Wave is said to have expanded and spread in three seemingly distinct stages, as noted in the Table of the Stages of Development below:

한류의 발전 단계

	한류 1기	한류 2기	한류 3기
키워드	한류 생성	한류 심화	한류 다양화
기간	1997~2000년대 초	2000년대 초 ~ 2000년대 중반	2000년대 중반 이후
주요 분야	드라마, 음악	드라마, 음악, 영화, 게임	드라마, 음악, 게임, 영화, 만화, 캐릭터, 한식, 한글
주요 지역	중국, 대만, 베트남	중국, 일본, 대만 동남아시아	중국, 일본, 대만 동남아시아, 중앙아시아 아프리카, 미국
대표콘텐츠	사랑이 뭐길래 H.O.T.	겨울연가 대장금	K-pop

고정민 외 (2009). *한류, 아시아를 넘어 세계로*. 한국문화산업교류재단

VOCABULARY

발전	development
단계	stage
1기	1 st stage
키워드	key words
생성	creation; emergence
심화	intensification
다양화	diversification
기간	period
초	beginning
중반	the middle (of a period)
주요	major; primary; main
분야	area; field
지역	area; region
대만	Taiwan
동남아시아	Southeast Asia

중앙아시아	Central Asia
대표	representative
외	etc.; and so forth
넘어	across
산업	industry
교류	exchange; interchange
재단	foundation

ACTIVITIES

1. Conduct project-based research (including interview)—outsider views (outside of Korea), insider views (Korean perspectives), personal views (your own experiences—if any, with 한류), and then report your findings to the class—Try to accomplish as much of this as possible in Korean.

According to the introductory paragraph on 한류 (韓流), we can see that the Korean Wave began in the mid-90s and is still thriving today.

(a) Using the table of the Stages of Development as a guide, conduct more research into 한류 with a view to gain a clearer, more complete picture of what, precisely, the Korean Wave is and why/how it has been able to spread in the way that it has.

You will need to work in pairs or groups of 3 to complete this task and you will need to do your work primarily, if not exclusively, using Korean. One pair or group should concentrate on 한류 1기, one pair or group should concentrate on 한류 2기, and the last pair or group should concentrate on 한류 3기.

The focus of your research should be *dialogic* in nature. That is, you will want to investigate at least *two* sides of the issues.

For example, if the first stage of the Korean Wave began with 드라마, 음악 between 1997 and 2000, what was it about the specific types of media that helped to promote this growth (*Why* dramas? *Why* music? *Which particular instances of the medium,--specifically which dramas, which music (and/or artists)?* What was it about these instances that made them become so popular? **AND** what was it about the particular geographic/sociocultural areas where the trend spread that made the place(s) in question so ripe to receive these elements of Korean culture?

The following video clips may help to generate more ideas for your project:

Video clip 1: Hallyu (Window on Korean Culture #7 한류)

<http://www.youtube.com/watch?v=3Ac5kRdInhI&feature=related>

Video clip 2: The Korean Wave in Colombia (South America)

<http://www.youtube.com/watch?v=nkzXLXfNh9o>

In video 1, note especially the progression of genres that were involved in the development and spread of the Korean Wave (drama, K-pop, movies), in addition to the overall propagation of Korean culture and culinary traditions.



source: <http://rendezvous-inmyblog.blogspot.com/2010/08/south-korean-waves.html>

- (b) After you have compiled a much richer set of detailed materials for the developmental stage that you have selected, 한류 1기, 한류 2기, or 한류 3기, interview your Korean key pals (or classmates in Korea) for their insider views on these specific aspects of 한류. Are they familiar with the dramas, music, artists? What did they think of them at the time they were so popular? Particularly with respect to 한류 1기 : How old were they when these elements of pop culture were circulating the air waves? What are their early memories of these instances of culture becoming so popular? What sort of nostalgia do they feel at hearing music, watching TV dramas from that “era?” Discuss your findings with the class.
- (c) Prepare a PowerPoint presentation on the major features of each developmental stage of the Korean Wave that you discovered in your research. Add your own personal commentary that touches on why you feel that this has spread so widely over the past 1.5 decades.

FURTHER ASSIGNMENTS

SECTION 2: “CRAZES AND FADS” – TV SERIAL DRAMAS AND SOAP OPERAS

In our introductory paragraph on 한류 (韓流), we find definitions of the phenomenon that include the words “boom,” “wind,” and “craze.”

Below are definitions of each term in Korean. Read through them and think about whether they actually do capture the phenomenon of this phase of the Korean Wave. Try to articulate, at this very preliminary stage in your investigation, whether or not such characterizations fit the Drama-based initial stage of the Korean Wave.

See Appendix C for translation.

붐

어떤 사회 현상이 갑작스레 유행하거나 번성하는 일. ‘대성황’, ‘대유행’, ‘성황’으로 순화.

출처: <http://krdic.naver.com/detail.nhn?docid=18210800>

바람

무슨 일에 더불어 일어나는 기세

출처:

<http://krdic.naver.com/search.nhn?kind=&scBtn=true&query=%EB%B0%94%EB%9E%8C>

열풍

매우 세차게 일어나는 기운이나 기세를 비유적으로 이르는 말.

출처:

<http://krdic.naver.com/search.nhn?kind=all&scBtn=true&query=%EC%97%B4%ED%92%8D>

In order to gain a stronger grasp of the issues of “crazes and fads” and the applicability of these terms to the TV drama phase of the Korean Wave, let’s read a bit about the TV Serial Drama and think about the genre in specific details.

The TV Serial Drama/ Soap Opera



연속극

매체를 통해 연속적으로 방송되는 드라마를 말한다. 연속극은 특히 TV 방송이나 라디오에서 매주 또는 매일 일정한 시간대에 방송하는 드라마를 일컫는다. 전날 방송된 분량에서 시청자와 청취자들의 긴장과 궁금증을 불러일으켰던 내용이 다음날 이어서 방송된다. 드라마의 줄거리가 꾸준히 전개·발전하면서 새로운 상황들이나 내용들이 이어진다. 일일연속극은 매일 동일한 시간대에 방송되고, 주말연속극은 매 주말 동일한 시간대에 방송된다. 연속극은 TV 시청자나 라디오 청취자들의 지속적인 관심을 요구한다. 현대 자본주의 사회에서는 대부분 광고 수익률 및 방송 프로그램 편성 계획에 따라 연속극의 방송 여부가 결정된다. 결국 TV 연속극의 시청률이나 라디오 방송극의 청취율을 수시로 조사해, 그 결과에 따라 작품의 방영 계획을 쉽게 바꾸는 경향이 있다. 이와 반대로 공공의 이익을 목적으로 제작된 다큐멘터리나, 특정 목적을 홍보하는 성격을 띤 연속극은 시청률과 상관없이 방송된다. <http://terms.naver.com/entry.nhn?docId=390278&mobile&categoryId=673>

VOCABULARY

연속극	soap opera
매체	media
통해	through
연속적으로	continually; in succession
방송되다	to be aired; to (b) broadcast
매주	every week
일정한	regular
시간대	time slot
일컫다	to call; to name; to refer
전날	previous day
분량	quantity; amount
내용	content (n.)
이어서	subsequently; following
줄거리	synopsis
꾸준히	constantly
전개하다	to develop
발전하다	to develop
상황	situation
일일연속극	a daily soap opera
동일한	same
주말연속극	a weekend soap opera
지속적인	continuous
관심	interest
요구하다	to require
현대	modern
자본주의	capitalism
사회	society
광고	advertisement
수익률	rate of return
편성	organization; formation
계획	plan
여부	...or not
결정되다	to decide
결국	finally
방송극	broadcast play
청취율	(listener) ratings
수시로	frequently; often
조사하다	to investigate; to survey
결과	result
~에 따라	according to

작품	work
방영하다	to air; to broadcast
쉽게	easily
바꾸다	to change
경향이 있다	to tend
반대로	in contrast
공공	public; common
이익	benefit; interest
목적	purpose
제작되다	to be made
특정	particular
홍보하다	to promote
성격	personality; character
성격을 띠다	to have character
시청률	(viewer) ratings
상관없이	regardless of

ACTIVITIES

1. We have listed some essential vocabulary items that you will need in discussing the genre of the TV drama in Korean:

줄거리	synopsis
등장인물	main character
배우	actor
배경	setting
대사	script
(드라마) 작가	script writer
구성	plot
사랑 이야기/러브 스토리	love story
로맨틱 드라마	romantic drama
역사 드라마	historical drama

(a) Based on the above reading, add more items to your list of features that characterize the TV serial drama:

Features of the TV Serial Drama

KOREAN

ENGLISH

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

(b) How do the features of the TV serial drama compare to features of a typical soap opera in the U.S.?

2. In English, conduct research about the history of U.S. soap operas.

- Why are they called “soap operas?”
- When did the soap opera become popular in the U.S.?
- Who were the primary viewers?
- How has the genre of the soap opera changed since it first appeared on U.S. television?
- What is the longest running U.S. soap opera that you could locate?

3. In Korean, conduct research about the history of the TV Serial Drama. What are the major categories (e.g., historical, romantic, romantic comedy)? Do you also find instances of the “soap opera” genre in Korea?

4. Interview your classmates and instructor (in Korean) about their favorite TV drama in Korea. Which drama seems to be the most popular and why? Compile a complete inventory of the class results. Discuss in Korean why these dramas have had such an impact on you, your instructor, and your classmates.

5. As a class, return to the issue of **붐**, **바람**, and **열풍**. Now do you feel that these descriptors accurately describe this phase of the Korean Wave? Why or why not?

FURTHER ASSIGNMENTS

SECTION 3: TOP 10 KOREAN DRAMAS IN JAPAN KOREAN DRAMAS WORLDWIDE

As we know, Korean dramas have become popular around the world—not only in Taiwan, China, and Japan, but also in the U.S., Egypt, Iran, as well as many countries in Europe and South America.

Below you'll find a list of the top 10 Korean dramas in Japan. You'll note that some of them (e.g., 겨울연가 and 대장금) are rather old (2002 – 2004), yet still very popular.

1 위 겨울연가	“Winter Sonata” (2002)
2 위 미남이시네요	“You’re beautiful” (2009)
3 위 대장금	“Dea Jang Geum (‘Jewel in the Palace’)” (2003~2004)
4 위 내 이름은 김삼순	“My name is Kim Samsoon” (2005)
5 위 천국의 계단	“Stairway to Heaven” (2003~2004)
6 위 찬란한 유산	“Brilliant Legacy” (2009)
7 위 궁	“The Palace” (2006)
8 위 커피 프린스	“Coffee Prince” (2007)
9 위 아름다운 날들	“Beautiful Days”(2001)
10 위 메리는 외박중	“Mary staying out overnight” (2010)

(출처: http://article.joinsmsn.com/news/article/article.asp?ctg=15&total_id=5980365)

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ACTIVITIES

1. Conduct an internet-based research project on the mutual influences that Korea and Japan have had on their respective popular cultures—music, comics, video games, fashion, and the like. Do as much of this research as possible in Korean.
 - (a) Try to uncover instances of actual imitations (with respective linguistic/cultural adaptations), using as an example the drama *꽃보다 남자*, which actually originated in Japan.
 - (b) Watch at least three early episodes of the Japanese version to get a sense of its major thematic elements (e.g., characters, plot, setting, complicating events). How has the Korean version changed? As you watched the video for the first few times without the transcript, what were your initial impressions?



2. The top three Korean dramas in Japan are 겨울연가 “Winter Sonata,” 미남이시네요 “You’re beautiful,” and 대장금 “Dea Jang Geum (‘Jewel in the Palace).” These (and others) are also popular in the Middle East, especially Iran. Why do you think this is so?
 - (a) Conduct an internet-based research project to try and find out. If possible, interview residents in Iran to investigate this phenomenon more deeply.
 - Which of the Korean dramas do they like the best?
 - Why do they find these dramas so compelling?

- What do they seem to relate to culturally in these dramas?

Report your findings to the class, in Korean.

The top three Korean dramas in Japan “Winter Sonata”



“You Are Beautiful”

“Jewel in the Palace”

3. Compare and contrast the Korean (and Japanese, if possible) TV drama (as a genre) with: Telenovelas in Spanish speaking countries, U.S. soap operas, and U.S. TV serial dramas.

(a) Prepare a comparative and contrastive study in Korean that focuses on the topic of *culture*. What elements of culture (beyond the superficial ones of food and clothing, for example) are captured and portrayed in these serials? That is, how could a student of language and culture use the genre of the TV serial as a means of learning more about one’s own culture vis à vis other cultures? Some issues to address include:

- the use of verbal language (e.g., volume, explicitness, directness/indirectness, politeness, formulaic expressions, word choice)
- the use of non-verbal communication (e.g., personal distance and space, gestures, eye gaze), cultural symbolism, etc.)

Research this topic on the internet and at the library, using a combination of digital and print sources. Compare your notes with your classmates.

(b) Conduct a full class discussion in Korean about culture, in general, and about cultural preferences and practices, in particular, especially when viewed through the reciprocal lenses of “native culture vis à vis other cultures” and “other cultures vis à vis native culture.”

FURTHER ASSIGNMENTS

SECTION 4: FEATURES OF DISCOURSE

I. Nouns with suffixes -자, -가, and -사

In the essay on 연속극, we encountered references to people involved in TV dramas, especially 시청자 viewers and 청취자 listeners.

In English, to express the “do-er” of some action, we typically add the suffix -er to a verb and we derive a noun from it, where the noun means, “the do-er of that verb.”

For example:	<u>verb</u>	<u>noun</u>
	drive	driver
	observe	observer
	read	reader
	view	viewer
	listen	listener

And, while there are variations and exceptions to this, as in:

watch	watchman/watchperson
chair	chairman/chairperson

it works quite productively in English to simply add an -er suffix to a verb to turn that verb into a related noun, meaning “the person who does VERB.”

In Korean, the process of designating the “doer of an action” is not as mechanically simple as it may appear in English.

In fact, there are at least 3 different suffixes that can be used to designate the “doer” of an action: -자, -가, and -사

Below, you will find a list of *agent*-like nouns, some of which take the -자 suffix, some of which take the -가 suffix, and some of which take the -사 suffix.

1. -자 字 (person)

시청자	viewer	청취자	listener
도망자	fugitive	추격자	chaser
범죄자	criminal	목격자	witness
독자	reader		
(대)화자	speaker		
언어학자	linguist		
물리학자	physicist		
수학자	mathematician		
교육자	educator		
배우자	spouse		

2. -가 家 (house)

작가	writer
정치가	politician
전략가/전술가/책략가	tactician/strategist
비평가	an art critic
건축가	architect /builder
예술가	artist

3. -사 士 (classical scholar)

약사	pharmacist
의사	doctor
변호사	attorney
요리사	chef
간호사	nurse
교사	teacher
정원사	gardener
정비사	mechanic

ACTIVITIES

1. Have a look at each suffix, together with the meaning of the Chinese character. Expand this list on your own, by generating more exemplars for each category. Do you note a pattern with regard to *meaning* and *why* the “doer” is designated with a suffix of **자**, **-가**, or **-사**?

II. Adverbs

In the same essay on 연속극, we also note a robust list of adverbial expressions.

Read through the essay again in Korean. Underline every expression that you recognize as an adverb (i.e., a word or expressions that modifies the verb—especially **how** something is done, *how often*, *how completely*, *how frequently*, etc.

As we observed above with the noun “doer” suffixes, we also note below a set of adverbial suffixes, a handful of which occur in the essay:

1. -히

열심히	hard
부지런히	diligently
천천히	slowly
간신히	barely
흔히	often

2. -(하)게

아름답게	beautifully
부지런하게	diligently
지독하게	violently; fiercely
끔찍하게	awfully; terribly
과감하게	resolutely; drastically
은밀하게	confidentially; sneakingly
바람직하게	desirably
신중하게	carefully
드물게	rarely

3. -(적)으로

연속적으로	continually; in succession; sequentially
수시로	often
기계적으로	automatically

순차적으로	gradually; in (serial/onsecutive) order
가까스로	barely
일반적으로	generally
전적으로	absolutely

ACTIVITIES

1. How many adverbs did you find in the essay? Did you find other adverbs in the essay that were constructed with forms *other* than what we have listed above?

OTHER ADVERBS:

When you compose your own essays in Korean, do you often find yourself using adverbial expressions such as the ones listed above? Try to imitate Korean writing by appealing to the same types of adverbial constructions that we have noted above.

2. Pay attention to other similar expressions as you come across them. Make a list and use them to make your own writing more descriptive and more precise.

FURTHER ASSIGNMENTS

Appendix A

The Korean Wave

The Korean Wave refers to the phenomenon through which Korean popular culture has gained popularity, especially with regard to other Asian nations. Actually, The Korean Wave has taken on several meanings, such as ‘the craze for popular Korean culture’, ‘the wind of popular Korean culture’, ‘the excitement of popular Korean culture’, and ‘the popular Korean cultural boom.’

The term, ‘Korean Wave’ was coined in China in 1999 by Chinese journalists to represent the early craze for popular Korean culture and its widespread following. This wave began with the first airing of Korean TV dramas in China in 1996. Korean pop music also spread to China, Taiwan and Japan in the late 1990s. Against a backdrop of a freer lifestyle and means of expression, the Korean drama received a fervent response by Chinese TV viewers. The word (and cultural impact) of 한류 (韓流) was created in China and continued to spread. Over time, it was not only the Korean drama and K-pop that propagated Korean culture, Korean movies and online games also gained popularity throughout China, Japan, Taiwan, and Southeast Asia. In particular, the Korean drama boom has had a positive effect on spreading Korean culture. The Korean Wave did not stop in East Asia. It also spread throughout Central Asia, the Middle East, Africa and America. Notably, the influence of K-pop has been felt in Europe and even South America since the mid-2000s. Now, the Korean Wave also reflects the spread of other aspects of Korean culture, including food, clothing, video games, and the Korean language.

Appendix B

The stages of development in the Korean Wave

	1 st stage	2 nd stage	3 rd stage
Keyword	Emergence of the Korean Wave	Intensification of the Korean Wave	Diversification of the Korean Wave
Period	1997 to early 2000s	Early to mid 2000s	The late 2000s
Primary area (of entertainment)	dramas, music	dramas, music, movies, games	dramas, music, movies, games, cartoons, cartoon characters, Korean food, Korean language
Area of geographic influence	China, Taiwan, Vietnam	China, Japan, Taiwan, Southeast Asia	China, Japan, Taiwan, Southeast Asia, Central Asia, Africa, the United States
Representative content	What is Love? H.O.T.	“Winter Sonata” “Jewel in the Palace”	K-pop

Ko, Jungmin et al. (2009). *The Korean Wave Across Asia and Throughout the World*. KOFICE, Korea Foundation for International Culture Exchange.

Appendix C

“Craze”

Boom

Something in which a certain societal phenomenon is popular or flourishes. It is purified as ‘prosperity’, ‘craze’, or ‘success’.

Wind

A force which occurs in conjunction with something else.

Craze

A word which figuratively refers to energy or force which occurs very furiously.

Appendix D

Soap Opera

Soap opera refers to a drama continuously aired through the media. Soap opera refers to a drama broadcast particularly through TV or radio, during a regular time slot, such as every week or every day.

The content which piques viewers’/listeners’ tension and curiosity in the previous episode is typically aired at the beginning of the next episode. A daily soap opera is aired every day in the same time slot and a weekend soap opera is aired every weekend in the same time slot. Soap operas require consistent interest from TV viewers or radio listeners. In a modern, capitalistic society, the decision to run a serial piece mostly depends on advertising revenue and viewer/listener ratings. As a result, frequent ratings of TV soap operas and radio dramas are sought, and according to results, plans for airing and/or topics can easily change. In contrast to this, documentaries made for public benefit or soap operas written to promote a particular purpose are aired regardless of ratings.