

KOREAN DISCOURSE AND GENRE

Materials for Intermediate/Advanced Korean
Based on the National Standards

Susan Strauss with assistance from Jhu Hyoung Youn
The Pennsylvania State University

The Korean Wave — 한류 (韓流): Korean Dramas 겨울연가 (“Winter Sonata”)



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 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.

Note: Copyright 2015 by CALPER and The Pennsylvania State University. All rights reserved. No part of the data or content of this unit may be reproduced without explicit permission from the Center for Advanced Language Proficiency Education and Research and the authors and no secondary materials may be developed from this data or content. **Funding:** This project is funded by the U.S. Department of Education (P229A100012).

The Korean Wave — 한류 (韓流): Korean Dramas 겨울연가 (“Winter Sonata”)¹

This unit centers on 한류 (韓流) and focuses on the popular 2002 TV drama 겨울연가 “**Winter Sonata.**” It is divided into four sections.

Section 1: 겨울연가 Introduction to “Winter Sonata”

- Introduction to the drama and very brief synopsis of its plot (See Appendix A for translation)
- Ideas to Think About and Develop Further- Other work by 윤석호 (Comparing and Contrasting)
- Assignment

Section 2: Introduction of main characters in 겨울연가

- Mini plot and 3 main characters of 겨울연가 (See Appendix B)
- Ideas to Think About and Develop Further Describing people in the spotlight, write your own trilogy
- Assignment

Section 3: Video clip and transcript of one segment of 겨울연가

- Viewing the video clip and reading the transcript (See Appendix C)
- Ideas to Think About and Develop Further: Similar themes in U.S. TV dramas and films
The effect of media on popular culture: fashion, hair, language, travel
- Assignment

Section 4: Genres and their discursive features

- Viewer’s blog about 겨울연가
- Discussion of the various genres included in this lesson
- Identification of features of each genre and grammar discussion
- Ideas to Think About and Develop Further
- Assignment

¹ Susan Strauss and Jhu Hyoung Youn would like to extend their sincere thanks to the attendees of our session at the 17th annual AATK Professional Development Workshop, held at Stanford on June 30, 2012. We greatly enjoyed the discussion and the input provided by the workshop participants. We have included some of the observations and comments in these materials.

한류 겨울연가 “Winter Sonata”

As we read in CALPER’s first unit on 한류, the first stage of this cultural and artistic boom involved both pop music and the TV drama, beginning in 1997 and lasting through 2000. We learned that the second stage (early 2000s – mid 2000s) was marked by the spread of TV dramas, music, movies, and video games to Japan and Southeast Asia. Among these is the drama, 겨울연가 “Winter Sonata,” which first aired in 2002. In spite of its decade-long existence, it is still among the most popular Korean TV dramas in Japan. As we will read later in this unit, the drama still evokes nostalgia among viewers for the characters, plotline, and the actors.

SECTION 1: 겨울연가 INTRODUCTION TO “WINTER SONATA”

Below you will find a brief summary about 겨울연가 “Winter Sonata.”



VOCABULARY

감독	director
사계	four seasons
시리즈	series
두번째	the second
주연을 맡다	to star; to play the lead
통해서	through
중요한	important; crucial
역할	role
촬영되다	to be filmed
만화	animation
이끌어 내다	to draw
널리	wide; extensively
알리다	to let somebody know; to introduce
향상시키다	to improve
영향을 미치다	to influence
주인공	main character
인기	popularity; public interest
얻다	to gain; to get
사이에서	between; among
불리다	to be called; to be named
방영하다	to be on air
배경	background
관광코스	a tourist route
자리잡다	to settle into
줄거리	synopsis
가슴 떨리다	to make one's heart flutter
잊지 못하다	not to forget
첫사랑	first love
세월	time
지나다	to pass; to go by
공식	official
꼭	exactly
답다	to resemble
앞두다	to have something ahead
둘러싸다	to surround
펼치다	to open; to spread; to unfold

ACTIVITIES

1. According to the sources, 겨울연가 is the second of a four-part drama series by Director 윤석호 centering on the four seasons (사계). The four dramas are:

가을동화 (2000)

겨울연가 (2002)



(source: http://en.wikipedia.org/wiki/Autumn_in_My_Heart)



(source: http://en.wikipedia.org/wiki/Winter_Sonata)

여름향기 (2003)

봄의 왈츠 (2006)



(source: http://en.wikipedia.org/wiki/Summer_Scent)



(source: http://en.wikipedia.org/wiki/Spring_Waltz)

- (a) Conduct an internet-based research project on the “Endless Love” tetralogy (4-part series) in Korean. Find out information relating to:
- the director’s reasons for choosing the four seasons as his central theme
 - any commentary/rationale expressed by the director concerning the writing, directing, or filming of the various installments (with 가을동화 being the first installment (2000) and 봄의 왈츠 the last (2006). As to the order of the installments, why did the Summer installment directly follow the Winter one and Spring follow the Summer one?
 - the basic synopsis or story line for each installment. Who are the characters? What is the basic theme that is developed in the installment? Do you note any common threads in the plotlines? Even if not identical, what similarities do you find?
- (b) As you conduct your research, keep a running list of vocabulary items that you’ll need in order to be able to report your findings back to your class:

KOREAN	ENGLISH
로맨틱 드라마	romantic drama
감독	director
줄거리	synopsis
등장인물	main character
배경	setting
구성	plot
전개; 반전	twist (in the plot)
복잡한 문제	complicating issue
관계	relationship (e.g., with lover, parents, etc.)
기억	memory (of a childhood love or prior love)
사건	episode
배경음악	background music / soundtrack
갈등	conflict
긴장감	tension
부모와의 갈등	parental conflict

ADD YOUR OWN VOCABULARY WORDS HERE:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (c) Think about the tetralogy title “Endless Love.” Now that you have done research and discovered similarities within the plotline, why do you think that 윤석호 used this theme for a complex series of successful TV dramas?
- (d) In a full class discussion, share your findings (in Korean) with your classmates. Which features of the dramas did the majority of you note in your findings? What other observations and/or discoveries emerged? Develop these ideas further in the form of an individual PowerPoint, in which you:
- introduce the tetralogy
 - provide a brief synopsis of each season-based installment
 - compare and contrast the four installments
 - share reviews and other reactions from Korean viewers that you locate on Korean websites
 - indicate which of the four installments most interests you to watch in its entirety and why

FURTHER ASSIGNMENTS

SECTION 2: INTRODUCTION OF MAIN CHARACTERS IN 겨울연가

Here we present details to construct a mini plot of the drama and introduce three of the main characters: 강준상, 이민형, and 정유진:

겨울연가 주요 인물 소개

배용준-강준상 役: 피아니스트인 강미희의 아들. 조용하고 내성적인 성격을 가진 훌륭한 학생. 어느 날 준상의 반 친구 유진과 사랑에 빠지게 된다.

배용준-이민형 役: 10 년후 유진 앞에 나타난 준상과 외모가 똑같은 남자. "화이트"스키장의 대표로 유진과 운명적인 만남을 갖게 된다.

최지우-정유진 役: 고등학교 때는 밝고 명랑한 성격에 정의로움까지 갖춘 여자아이로 10 년후 "플라리스"라는 인테리어 회사를 운영한다.

(출처: <http://ko.wikipedia.org/wiki/%EA%B2%A8%EC%9A%B8%EC%97%B0%EA%B0%80>)

VOCABULARY

피아니스트	pianist
아들	son
조용한	calm; quiet
내성적인	introverted
성격	personality
훌륭한	good; talented
어느 날	one day
반 친구	classmate
사랑에 빠지다	to fall in love
나타나다	to show up
외모	appearance
똑같은	exactly same
스키장	ski resort
대표	representative
운명적인	fateful
만남	meeting
가지다	to have
고등학교	high school
밝은	bright
명랑한	cheerful

정의로움	justice
갖추다	to prepare; to get ready
인테리어	interior
회사	company
운영하다	to run

ACTIVITIES

1. Use information from the first excerpt in combination with the character descriptions here and create a list of Korean words that refer to characteristics, facial features, physiques, and personality traits of exceptionally attractive individuals in the public spotlight.

(a) Share your words with the class. Here are some public figures to consider:

actors, pop singers, dancers, sports figures, other celebrities

Are they male or female?

Are they Korean, Japanese, American, European...?

To keep your lists neat, it is a good idea to generate separate lists for males and females. This will enable you to more easily compare linguistic descriptors and how such descriptors may be gender sensitive in certain interpretations.

(b) Each student should select one partner to work with. Each pair should come up with the names of at least 20 individuals, e.g., Korean male pop singer, U.S. female pop singer, Japanese soap star, Korean B-boy, U.S. female tennis star.

From there, generate lists of descriptors that characterize each—first in English, and then search for corresponding expressions in Korean. If you need help, consult with your instructor.

(For a variation on this theme, include celebrities from other countries/continents beyond those mentioned, e.g., China, Taiwan, Vietnam, Philippines, India, Iran, Mexico).

(c) What types of descriptors did you list? Which are used more commonly for males? Which are used more commonly for females?

(d) Compare and contrast public figures from Korea and from the U.S. How do images of beauty, attractiveness, masculinity, and femininity pattern in each socio-cultural group (i.e., Korea, U.S.)?

Are the physical and personality traits that typically characterize a Korean celebrity as attractive similar or different from those that typically characterize a U.S. celebrity?

Students may choose to compare celebrities from Korea and Japan or Korea and China. Respond to the same questions as above concerning physical traits and personality characteristics that render public figures attractive (or not) in the two cultural groups.

Share your results with the class and prepare to enter into a full class discussion regarding traits of attractiveness in public figures from a cross-cultural perspective. Be sure to have your lists of Korean and English descriptors ready for this discussion.

2. For this activity, you should work in groups of 3 students. Be sure that the work is evenly divided among you.

(a) Now that you have a good sense of plotline developments for the Korean tetralogy “Endless Love,” write a scenario for a new Korean drama. Make this drama a trilogy. This means that there needs to be a natural patterning of three elements (just like the four seasons encapsulates a natural patterning of four). Describe each of the three installments. Who are the characters? What is the basic plot of each installment? What are the individual tensions involved in each installment? What are the common threads that run through all three installments to make your trilogy a coherent collection?

(b) Describe your characters in detail. You’ll have plenty of vocabulary for describing individuals and their relationships based on the activity above. Use the Korean texts in the “Summary of ‘Winter Sonata’” and the “Mini Plot” from above.

(c) Write up your projects in Korean and be prepared to share your work with your classmates as an informal presentation that is open to questions, answers, and suggestions.

FURTHER ASSIGNMENTS

SECTION 3. VIDEO CLIP AND TRANSCRIPT OF ONE SEGMENT OF 겨울연가

In this section, you'll be able to view a part of one episode from 겨울연가.

http://www.youtube.com/watch?v=EP_LwrWK3A0

You should watch the video at least twice before you read the transcript below. After your second viewing, read the transcript and underline the vocabulary items and grammatical constructions that are unfamiliar to you. As you do this, be sure to check the vocabulary list that follows the transcript. The list may provide some of the answers for you.

Consult with your classmates – did you have similar questions about issues of language use? Resolve any differences in your understanding. Once you have reduced your list of questions to those that are still challenging, ask your instructor for his/her input.

Now, watch the clip once more, while reading through the transcript.

VIDEO CLIPS

Video clip of 겨울연가

0:45 ((학교 음악교실에서))

1. 유진: 에이 까먹었네. 그 다음이 뭐더라? 야 너 피아노 못 친다고 했잖아

2. 준상: 못 친다는 말은 안 했어.

((피아노를 친다))

2:52

3. 유진:우 와 너 피아노 정말 잘 친다. 근데 이 곡이 지금 뭐야?

4. 준상: 처음

5. 유진: 처음

3:32

6. 준상: 정유진? 너 다른 걸로 빗 값지 않을래?

3:59 ((버스안에서))

7. 유진: 어디 가는 건데?

((유진과 준상 버스 타고 어디론가 같이 간다))

5:55 ((남이섬에서 같이 걸으면서))

8. 준상: 옛날에 어떤 사람이 그림자 나라에 간 얘기 알아?

9. 유진: 아니, 뭔데?

10. 준상: 한 남자가 그림자 나라에 갔는데, 다들 그림자들이어서 아무도 말을

시키지 않더라.

11. 유진: 그래서?
 12. 준상: 그래서, 그 남자는 혼자 외로웠대. 그게 끝이야.
 13. 유진: 쳇. 허허 ((웃는다))
 14. 준상: 왜?
 15. 유진: 그냥 재미있어서.
 16. 준상: 그래?
 17. 유진: 나 처음에 너 무지 이상한 아이인 줄 알았다. 잘 웃지도 않고 맨날 혼자다니고 사회 불만이 되게 많은 아이인줄 알았어.
 18. 준상: ((웃는다))
 19. 유진: 내가 볼땐 친구가 필요해. 애들하고 친하게 지내서 나쁠 꺼 없잖아, 안 그래?
 20. 준상: 그런거 필요없어.
 21. 유진: 내가 친구만드는 법 알려줄까? 되게 쉬워.
 22. 유진: 서로에게 한발자국씩만 다가서면 되는거야. 그렇다고 한 사람만 다가서면 안 되고 봐봐. 오른발, 왼발, 오른발, 왼발. 차곡차곡 쌓여야 친구가 되는거지. ((웃으면서))히히. 오른발, 왼발 오른발, 와아아.
 23. 준상: 잡아. 한 발자국씩 다가서는 거라며.
- 8:36
24. 유진: 너 꿈이 뭐야?
 25. 준상: 글썄. 나도 잠이나 잘까? 너처럼 꿈 좀 꾸게..
 26. 유진: 체, 아참 찾으려는 사람은 찾았어?
 27. 준상: 어.
 28. 유진: 누군데?
 29. 준상: 아버지.
 30. 유진: 돌아가신 거 아니었어? 만나 보니까 어때?
 31. 준상: 모르겠어. 처음엔 그냥 아무런 감정도 없었어, 어떤 사람인지 내가 그 사람의 뭘 답았는지 그냥 궁금했을 뿐인데.
 32. 유진: 그런데?
 33. 준상: 글썄. 날 전혀 기억 못 하는 것처럼 보이니까, 기억해 줬더라면 좋았을 텐데. 하아..역시 난 그 사람이 미운건가?

출처: http://www.youtube.com/watch?v=EP_LwrWK3A0

VOCABULARY

까먹다	to forget (lit. to peel and eat up)
다음	next
못 치다	not to play (an instrument)

곡	a piece of music; song
빚 갚다	to pay one's debt
어떤	some; certain
어떤 사람	somebody
그림자	shadow
다들	everyone (cf. noun+ plural 들)
외롭다	to feel lonely
그게	that
무지	very; so; extremely (cf. 아주)
~ㄴ 줄 알다	to have thought that; to know that
맨날	daily; every day (cf. 매일)
다니다	to go around with; to hang around with
사회	society
불만	dissatisfaction; resentment
되게	very; really (cf. 아주)
친하다	to be close
법	way (cf. 방법)
쉽다	to be easy
서로	each other; one another
다가가다	to approach; to reach out
오른발	right foot
왼발	left foot
차곡차곡	in a neat pile; neatly
쌓이다	to pile up
친구가 되다	to be a friend
잡다	to hold on
발자국	footprint; step
좀	any
찾다	to find out
~으려는	willing to
어때	how about ~ing?
감정	feeling; emotion
닮다	to resemble; to look like
궁금하다	to wonder; to be curious
~ㄴ 뿐	only
~라면 ~텐데	if~, ~would~
역시	as usual [always]; still
밉다	to be hateful

ACTIVITIES

1. As you watched the video for the first few times without the transcript, what were your initial impressions?

(a) Write them down in detail (in English or Korean) so that you are prepared to discuss them with a partner in your class. What struck you in particular with regard to:

- timing
- quality and quantity of dialogue
- background music
- stretches of no dialogue (with or without background music)
- scenery depictions
- non-verbal elements (posture, eye gaze, touching, near touching, smiles, head movements, hair swishing)
- sub-text symbolisms:
 - a) the bandages that each character removed from their necks (try and find out *why* they had bandages there in the first place) and where/how they placed them on the seat in front of them. b) the reference to “one step at a time” – with the crossover between the literal and symbolic meanings, c) other such references that you noted.
- other issues that stand out to you

(b) Now, watch the following video, which is an excerpt from the U.S. TV drama “Dawson’s Creek.”

<http://www.youtube.com/watch?v=HvlzuNVsrT4>

Using the above list as a departure point, compare and contrast the Dawson’s Creek clip to the Korean 겨울연가 clip.

In what ways do these two video clips reflect the cultural practices and products of each society? Be sure to look beyond the immediately visible elements of culture (e.g., food and clothing) as you investigate the answers to this question.

(c) In pairs, write a 3-page script to continue the story line for each TV drama. One person should write the Dawson’s Creek continuation in English and the other, the 겨울연가 continuation in Korean. Be sure to capture the speech styles in English and Korean that match the dialogue styles for each video. Then, switch scripts and provide input to your partner to revise and develop further.

As a class, discuss your results.

- (d) Vote on the three best continuation scripts for each drama (i.e., to yield a total of 6 scripts). Assign acting roles to classmates for each, making sure that everyone in the class has a speaking part.
- (e) Make a video of each continuation script (6 in all) and play for the class.
- (f) Conclude this activity by thinking about how to adapt the Korean version so that it would attract a U.S. viewing audience, and conversely, to adapt the U.S. version so that it would attract a Korean viewing audience. What are some of the implications of the similarities and differences that you note? For example, how might your findings be applied in other fields of study, e.g., family relationships, cultural psychology, business and marketing?

2. We know from the introductory paragraphs about *겨울연가* that it caused fashion trends and that the filming locales became popular tourist spots. Thus, there is an effect of media on popular culture: fashion, hair, language, travel.

These, clearly, are “fads,” or “trends,” or “crazes.” We discussed the phenomenon of fads in our first CALPER unit on the Korean Wave, where we explored whether the terms *붐*, *바람*, and *열풍* aptly capture a phenomenon as widespread and long lasting as the Korean Wave.

In contrast, we do find a number of “trends” associated with individual TV programs, e.g., how clothing styles, hairstyles, and makeup are affected by these broadcasts.

- (a) By searching the internet, interviewing friends and key pals, locating Korean fashion magazines and Korean travel brochures, find out the extent to which society at large is affected by media broadcasts. In what specific ways do we see media influence in fashion, travel, language, behaviors, even eyeglass styles? Evidence abounds with respect to even just this one TV drama, *겨울연가*. Establish a rich list of areas of influence of *겨울연가* on Korean (and Japanese) society.
- (b) Expand your inquiry to other areas. For example, if you focus on the area of *how language in the media influences language in everyday life*, think about U.S.-based broadcasts, e.g., “Seinfeld,” “Friends,” “Glee,” “Big Bang Theory,” “The Wire,” “Grey’s Anatomy” and how bits of language from these programs find their way into our own use of speech and language.
- (c) Another area of inquiry might involve travel to places either mentioned in the media or filming locations. Just as we read about the popularity of the locales of *겨울연가*, can you find other geographic locations that have become popular because of a film or TV program? For example: Amity Island (Martha’s Vineyard, Massachusetts—from *Jaws*), Downtown Los Angeles (*Italian Job*), London (*The DaVinci Code*). This website may provide some additional ideas for you to pursue along these lines.

<http://www.thedailybeast.com/newsweek/2009/12/02/the-places-i-ve-seen.html>

In what ways do we find evidence of this media influence on travel and tourism in Korea?

(d) What other areas of media influence can you find in everyday life in the U.S. and Korea?

Prepare an individual research project in which you investigate this question—find instances of media influence in everyday life (e.g., interaction, fashion, travel).

Keep your area of inquiry focused (e.g., language—as illustrated above, fashion, leisure activities) to allow for a more in-depth study and analysis. You might want to focus solely on Korean media and Korean culture or conduct a cross-national study.

(e) Write a 5-page essay in Korean that presents your findings on the relationship between the media and its influence on our daily lives and/or personal interests.

(f) Prepare a 15-minute PowerPoint presentation (in Korean) that encapsulates your findings and your analyses.

FURTHER ASSIGNMENTS

SECTION 4: GENRES AND THEIR DISCURSIVE FEATURES

Here, we will have a chance to look closely at *genres* of discourse to see how language is used in different genres.

If you examine the language in the four sections of this unit, you will find that each is actually a sample of a different type of genre. These distinctions are very basic, but you will definitely notice differences in language style and lexical (word) choice:

- Section 1: Expository writing (introductory paragraphs about 겨울연가)
- Section 2: Expository writing (character description; synopsis)

- Section 3: Scripted interaction from the drama
- Section 4: Personal blog by a dedicated viewer of 겨울연가.

Here are the viewer's blog and vocabulary list:

시청 소감 **Viewers' opinion (blog)**

겨울이 되면...January 8, 2012

겨울이 되면 겨울연가 드라마를 다시보게 되네요. ㅠ ㅠ

참 슬퍼요.

마지막 부분이 너무 아쉽지만...

마지막부분을 급하게 마무리한게 옥에 티지만..

전반적으로 눈물을 pingping 쏟게 하네요. ㅠ ㅠ

음악 연기 모두다 정말 각자 배역에 맞게 진심된 연기력 볼때 마다 놀랍습니다.

배용준님이 준상이 처럼 그림자 나라에 아직도 갇혀 있는게 아닌가 싶네요.

빨리 방송에서 나와주셨으면 좋겠어요.

배용준님 새로운 드라마 영화 ...나와 주세요

http://www.kbs.co.kr/end_program/drama/winter/bbs/bbs.html

VOCABULARY

시청하다	to watch
시청자	viewer
소감	opinion
참	truly, really
슬프다	to be sad
아쉽다	to be too bad (b/c s.t. is missing)
급하게	quickly
마무리하다	to finish, to complete, to end
옥	jade
티	dust, dirt
옥에 티	a flaw in the crystal
전반적으로	generally
눈물	tear
pingping	a lot cf. pingping 울다 cry a lot; shed a flood of tears
쏟다	lit. to spill; pour
눈물을 pingping 쏟다	to cry one's eyes out
연기	performance, acting
각자	each
배역	role, part

맞다	to fit
진심된	heartfelt
연기력	acting ability
볼때 마다	every time I watch...
놀랍다	to be surprised, to be amazed
그림자	shadow
감히다	to be shut up, to be confined
아닌가 싶다	perhaps...V, probably..V, may V (maybe)
나오다	to come out, to appear

ACTIVITIES

1. As you read through this text, what is your sense of the author's feelings about the drama? While she mentions some feelings explicitly, she implies others.

- (a) What are the explicit feelings that the author mentions? What are the implied feelings? What are the clues in the blogger's language use that point to those implicit feelings?
- (b) Why do you think this author posted the blog in the first place? What was her purpose? Who is her intended audience? Is it possible that part of her motivation to write was to elicit empathy/sympathy from her readers? If so, how? If not, why not?

2. As noted at the opening of this Section, we have essentially 4 basic types of genres represented here in this unit, with two types of expository writing, a scripted drama of interaction between friends, and a short blog post. Look closely at the language in the Korean texts and try to get a sense of the relationships between:

Word choice and sentence structure (length, sentence ending forms, word order)

AND

Tone, author's stance/position, purpose of writing (speaking, in the case of the script)

- (a) To get started, focus first on the written, expository texts (Sections 1 and 2). Make a list of the features related to word choice and structure.

WORD CHOICE (Section 1)

STRUCTURAL PATTERNS (Section 1)

WORD CHOICE (Section 2)

STRUCTURAL PATTERNS (Section 2)

You'll find that the language used in Sections 1 and 2 is very similar. Certainly, though, there are differences. The text in Section 2 is presented in a significantly abridged format. What is the necessary information conveyed there? Do you find any differences in grammatical patterns (including sentence-ending forms?). How do such differences in language use affect the overall tone and delivery of the text?

- (b) Now, you'll find stark contrasts with the texts in Sections 3 and 4. Text 3 is intended as an oral script between interactants who are close to each other. Do the same word choice / grammar analysis (structure, sentence ending forms [and their absence]) for the text in Section 3. In addition to distinctions between spoken language and written language, you may also uncover language use that is influenced by the gender of each speaker.

WORD CHOICE (Section 3)

STRUCTURAL PATTERNS (Section 3)

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

By looking at language this closely, what do you notice about each speaker's tone, attitude, feelings that you might not have noticed otherwise?

- (c) Finally, have a look at the blogger's text. Our initial questions asked you to note explicit and implicit feelings expressed in this blog entry. Do the same type of analysis for this text as well.

WORD CHOICE (Section 4)

STRUCTURAL PATTERNS (Section 4)

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

- (d) Now, compare and contrast your findings among all 4 Sections of text. How does language reflect the various positions and attitudes of the speaker or writer? Compare and contrast your findings as a class.

- (e) Write your own blog post about on one of the dramas of the “Endless Love” tetralogy, or any other Korean drama that has moved you to respond. Share your work with the class.

Appendix A

Winter Sonata

겨울연가 “Winter Sonata” is a South Korean television drama series broadcast by KBS in 2002. It is the second part of the “Endless Love” installment directed by Yoon Seok-Ho. It stars Choi Ji-woo and Bae Yong Joon.

It was broadcast on Japan's NHK and has been a major part of the Korean Wave, both in Japan and throughout Asia. Filming also took place on the resort island of Namiseom. It has also been adapted into an anime series which aired in October 2009 (source :http://en.wikipedia.org/wiki/Winter_Sonata)

Winter Sonata is credited with causing the second wave (stage) of the Korean Wave and extending it to Japan. It improved the image of South Korea among the Japanese and set fashion trends throughout Eastern Asia. The two main actors in this drama, 배용준 and 최지우, became popular in Japan and Japanese fans call the male actor 배용준 *yonsama*. 남이섬 in 춘천 and 외도 in 거제도, where the filming took place, became famous places to tour for Japanese fans since *Winter Sonata* was first aired. (출처: http://en.wikipedia.org/wiki/Winter_Sonata).

Synopsis

The two main characters remember their respective first loves. Thinking about each of them still makes their hearts flutter. Ten years later, 유진 meets 민형 who resembles 준상, her first boyfriend. 유진 is supposed to be married soon—to 상혁. But since 민형 looks so much like 준상, she actually falls in love with 민형. *Winter Sonata* is the love story about 준상, 유진, 상혁, and 민형.

The synopsis of each episode can be found in an official homepage of KBS 겨울연가 below:

http://www.kbs.co.kr/end_program/drama/winter/view/preview/preview.html

Appendix B

Introduction of three main characters in *Winter Sonata*

배용준 as 강준상: son of 강미희 who is a pianist. As a talented student, 준상 is a quiet and introverted teenager. One day, he falls in love with a classmate, 유진.

배용준 as 이민형: Ten years later, he is back in 유진's life. He is a man who resembles 준상. 민형 is the head of a ski resort called “화이트” and he happened to meet 유진 as she showed up for her new interior design project at that resort.

최지우 as 정유진: a bright, cheerful, and fair-minded girl during her high school days; now, as a young woman, ten years later, runs an interior design company called, “플라리스”.

Appendix C

Transcript of clip from *Winter Sonata*

0:45 ((in the music classroom))

1. Yujin: Ah I forgot the tune. What’s next? You said you didn’t play the piano.
2. Joonsang: I didn’t say that.

2:52

3. Yujin: Wow! You are such a good player (I’m impressed). By the way, what song was that?
4. Joonsang: “The First Time.”
5. Yujin: “The First Time.”

3:32

6. Joonsang: Jung Yujin? Do you want a chance to pay me back?

3:59 ((in a city bus))

7. Yujin: Where are we going?

((Yujin and Joonsang goes to somewhere by bus.))

5:55 ((walking together in 남이섬))

8. Joonsang: Do you know the story about when somebody went to Shadowland?
9. Yoojin: No, what is it?
10. Joonsang: A guy went to Shadowland and no one talked to him because everybody was a shadow.
11. Yujin: And?
12. Joonsang: So he was very lonely. That’s the end of story.
13. Yujin: Tch!, hehe. ((laughing))
14. Joonsang: Why?
15. Yujin: Because it’s funny.
16. Joonsang: Really?
17. Yujin: At first I thought you were very strange. You were not smiling very much and you were always alone so I thought you were full of resentment toward society.
18. Joonsang: ((Smiling))
19. Yujin: I think you need some friends. It won’t do any harm to have some. Don’t you think so?
20. Joonsang: I don’t need them.
21. Yujin: Do you want to know how to make a friend? It’s so easy.

22. Yujin: Just reach out one step at a time to the other person, But it's not that only one person reaches out to the other. Like this: right foot, left foot, right foot, left foot. One step at a time makes a friend. ((laughing)) hihi. Right foot, left foot and right foot waaaah..
23. Joonsang: Hold on. You said one step at a time.
8:36
24. Yujin: What is your dream? (What do you want to do in the future?)
25. Joonsang: Well, I dunno. Can I sleep to have a dream, just like you?
26. Yujin: Tch!, ah did you find who you were looking for?
27. Joonsang: Uh
28. Yujin: Who was it?
29. Joonsang: My father
30. Yujin: Isn't he dead? How did you feel to meet him?
31. Joonsang: I don't know. In the beginning, I didn't have any feeling. I just wonder who he is and what he was like.
32. Yujin: And?
33. Joonsang: Well. Since it seemed that he didn't recognize me at all, it would have been nice if he remembered me. I think I still hate him.

Appendix D

Blog – viewers' comments

When it becomes winter...

When it becomes winter, I watch the drama *Winter Sonata* again.

I feel that something great is missing in the last part (i.e., episode).

It is a flaw in the crystal (lit. 'dust in the jade') because they ended the episode abruptly.

Generally the drama makes me cry my eyes out.

Whenever I watch it, I am amazed (moved) by their heartfelt acting ability, fitting each role; the music, the acting (all fit together to tell the story.)

Perhaps 배용준 is still confined in his Shadowland like 준상.

I hope he will come out again in the media soon.

배용준님, please appear in a new drama or movie.