Practice of Multiliteracy Education for Advanced Korean Language Learners

: Focused on Foreign University Students in Korea

Jeong, Ha-ra Seoul National University
Department of Korean Language Education
Doctor course completion (1st author)

Yoon, Yeo-tak Seoul National University
Department of Korean Language Education
Professor (Corresponding Author)

I. Introduction

The objective of this study is to determine the learning experience of advanced Korean language learners through media contents, and implement a Korean language class aimed at improving multiliteracy. The majority of advanced Korean language learners are part of the digital generation that use mobile devices like smartphones, and encounter media contents[1] in everyday life.

The digital media generation routinely demands fundamental changes in the conventional methods and contents of education. However, language learners still need to learn to communicate in a physical communication context using the target language, and the classroom is still the place in which international learners can maintain stable face-to-face communication. Therefore, it is necessary to create contents and methods of Korean language education in which learning through media contents and learning in class interact developmentally with each other; activating in class the learning experiences of the language learners outside class, where digital media

---

[1] In this study, 'Korean media contents' include not only media contents produced in Korea based on the Korean language but also contents introducing Korea such as the language and culture.

has become a central part of their lives. In this study, I assume that multiliteracy education is effective in seeking and implementing such educational contents and methods, and thus will use it as the theoretical premise. I will examine the media content usage patterns among advanced Korean language learners and based on this, implement a class to cultivate multiliteracy.

II. Background

1. Direction of Korean language education for advanced Korean language learners

The learning goals of foreign language learning (the 5C's) presented by the Standards for Foreign Language Education Project (2015) set five goal areas that must be achieved by foreign language learners: Communication, Cultures, Connections, Comparisons and Communities. The actual communication is a performance of complex interactions that include not only interpersonal communication through the target language but also the understanding and interpretation of various materials including media contents.

Foreign language education has come to emphasize the integrated skills of language and culture beyond functional education because the development of physical mobility and information and communications technology (ICT) has accelerated globalization; routinizing the assimilation of linguistic culture and rapidly expanding the multilingual society. Discussing the possible directions for Korean language education, Yoon (2013, 2018a, 2018b) argues that Korean language education must focus on integrated education of language and culture with a parallel focus on media. This integrated form of education focuses on cultural differences and diversity from the intercultural perspective so that learners respect and coexist in both their own culture and other cultures. Moreover, since media is a cultural

product as well as a means of communication that produces, conveys and consumes those products, there is a need for an educational approach that addresses the effective use of media through literacy education.

Thus far, studies on media and media-related literacy in Korean language education have mostly focused on developing Korean language learning programs using multimedia or utilizing media contents as supporting materials for functional classes. There are a few studies that set media-related literacy as a key question, including the studies presenting Korean language teaching-learning design plans, education methods using public service advertising or Korean drama to cultivate multiliteracy (Lee-Smith, 2016; Lee-Smith & Roh, 2016), contents of presentational education to develop multimodal literacy (Lee, 2016) methods to improve media literacy for learners using problem-based learning (Lee, 2018), and teaching-learning model using public service advertising (Kim & Kim, 2019). The goal of this study is to cultivate multiliteracy of advanced Korean language learners in line with these studies, beginning with an examination of learners' abundant media use and learning experiences to understand the educational implications. Based on the experiences of the learners, I tried to find ways to reflectively utilize digital media contents in class that are familiar to learners. And I sought to implement classes that help learners who use digital media contents to become more proficient and efficient by becoming familiar with the multimodal elements of digital media contents.

2. Multiliteracy and language education

The meaning of literacy, which traditionally indicated the ability to read, write and handle text, has expanded its scope from literal text to the ability to acquire and understand information and knowledge in various fields. Today, it is described as the ability to handle multimodal text introduced by modern technology, as well as the ability

to adapt to the changing society. Among various concepts of literacy created in this changing modern society, multiliteracy is based on linguistic and cultural differences and changes as well as interconnectivity. Multiliteracy refers to the ability to read comprehensive concepts that combine social and cultural factors, moving beyond texts based on a single medium, language or culture; the ability to communicate by embracing diverse languages and cultures; and the ability to plan and design a new meaning. This has an educational meaning in terms of diversifying communication media and patterns as well as increasing the diversity of culture and language (Cope & Kalantzis, 2000, pp. 9-38).

Multiliteracy[2] is a concept advocated by the researchers of the New London Group (NLG, 1996) with a focus on the two predominant features of the modern society: "multiplicity of communications channels and media" and "salience of cultural and linguistic diversity" (Cope & Kalantzis, 2000, p. 5). According to them, in modern society, there is a rapid increase in interactions that cross the boundaries of culture and language both inside and outside the society, and various patterns—speech, writing, vision and sound— increase and combine with one another to express meaning. As cultural hybridity increases and multimodal texts become routinized, understanding various forms of multimodal texts is a social action of communicating experiences and knowledge built on various aspects according to a specific context and purpose (Son, 2014, p. 172). Communication as a practice of multiliteracy is a comprehensive, practical act in which one reads the texts, images, sounds and gestures and determines the belief or

---

2   For more detailed discussions about the acceptance and development of multiliteracy in terms of language education, see Kong and Kim (2017). Moreover, the term 'new literacy' is used as an integrated and holistic concept of literacy such as multiliteracy, and these two are explained as almost the same concepts (Yoon, 2018b, pp. 238-239). Scholars that focused on the sociality of literacy such as David Barton, James Paul Gee and Brian Street are generally referred to as the 'New Literacy Studies'. (Son, 2014; Gee, 2012; Lanksher & Knobel, 2003).

value system that is either revealed or not revealed.

Language education aimed at cultivating multiliteracy emphasizes practical communication skills in daily life that overcome linguistic and cultural differences. It is necessary to develop the ability to utilize the linguistic culture of others as a creative resource, casting away the prejudice against other cultures, and creatively respond to social changes by learning not a specific, standardized language or culture but various languages and cultures as well as media languages. As discussed by Choi (2002) and Yoon (2018b), this is a useful perspective in educating language learners; in this modern multilingual culture and society where the communicative features of media are maximized, learners must compare, contrast and reconstruct various languages and cultures and express them creatively. Based on this context of language education in which the ultimate purpose is to acquire "the principles and basic methods of future communication for learners" (Zo & Sim, 2018, p. 123), I presume that the goal of multiliteracy education is to improve practical communication skills by objectively, multilaterally and critically understanding various aspects of Korean language and culture that are directly and indirectly experienced in real life and through digital media by advanced Korean language learners who actively use digital media in the multilingual culture and society of Korea. In search of a suitable educational method, I first examined the media content usage patterns as meaningful out-of-class activities of advanced Korean language learners, organized and implemented classroom classes based on them.

III. Methods

This section discusses selection of research participants including seven students and data collection.

1. Selection of research participants

The participants were applicants attending M University in Seoul who taking Advanced Korean II, a general education course of this university. Before proceeding with the research, I explained an overview of the research to the students of Advanced Korean II, and recruited applicants who could devote their time to interview and classes. As a result, seven learners applied among 50 students. There were four male and three female participants from five different countries. All participants are advanced-level Korean language learners and have learning experience through digital media contents, so they are considered suitable for participation in research. The general information of the participants is as follows.

Table 1. Participant information

No.	Nationality (Gender)	Korean learning period (Length of stay in Korea / months)	Korean language level[3]
1	Vietnam(F)	18(14)	TOPIK Level 5
2	Mongolia(F)	24(24)	TOPIK Level 4
3	Vietnam(M)	17(14)	TOPIK Level 5
4	China(F)	30(3)	majoring in Korean at a university in China
5	Vietnam(M)	29(24)	TOPIK Level 6
6	Uzbekistan(M)	27(24)	Language Institute Level 5
7	Yemen(M)	18(18)	Language Institute Level 5

Except for Participant No. 4 who is majoring in Korean language

---

3   For students who took the TOPIK test and acquired a level, the relevant TOPIK level is indicated; for those who have no experience taking the test or did not acquire a level, the final level of completed course at the language institute is indicated (for exchange students, their year in school).

at a university in China and came to Korea as an exchange student, all the interview participants had attended a language institute in Korea from Levels 4 to 6. They began using the internet between elementary and high school. Except for Participant No. 7 who came to Korea suddenly with the invitation of his elder brother and settled down in Korea, all the participants had encountered Korean media contents from their native country. Back home, they used Korean contents on TV or through the internet and smartphones from 1 to 6 years. After coming to Korea, they all began using smartphones to enjoy media contents. The students from Vietnam and Mongolia, strongly influenced by the Korean Wave, naturally began to encounter Korean contents through their surroundings or acquaintances; while for others it began as a personal hobby, by chance, or for learning purposes (Participant No. 4 who came as an exchange student).

2. Data collection

I collected data from multiple sources in two aspect. To understand the learning experience of participants through media contents, I interviewed each participant for 40 minutes to an hour for two days, April 4 and April 10 at the time that participants wanted on the campus of M University. The interviews were recorded with the consent of the participants and each interview was transcribed with in one or two days. Individual interview questions were as follows.

- Experience using Korean digital media contents (before and after entering Korea)
- Learning from Korean digital media contents
- Frequently used digital media contents and why
- How and when to utilize Korean digital media contents

Based on the findings from interviews, I designed and implemented Korean class to promote understanding about Korean linguis-

tic culture encountered through digital media contents and develop metacognition and critical thinking skills. I conducted three 90-minute classes, for three weeks, from May 3 to May 17. The data sources included audio-recordings of interviews with 7 participants, field notes, video-recordings of the classroom, and 6 videos produced and submitted by participants as an assignment.

IV. Findings

1. The Korean learning experience of participants through media contents

1) Reviewing what is learned in class and learning new things through various contents

The participants all claimed that various online contents helped them learn Korean. With assistive tools like subtitles as well as all kinds of information provided in the videos, they could choose the contents that seemed interesting to them regardless of their Korean language level. This is the attribute and benefit of media contents as multimodal text that can be understood "through expressions and actions without understanding (of the language)." Even if they encounter something they do not know about, they can infer its meaning by using other information or focus only on the important contents. If necessary, they used a dictionary, Google, or YouTube search.

> I can hear exact pronunciation and learn many new words I didn't know before. (Participant No. 1)

> If there's a word I don't know, I can look it up in the dictionary and understand it by about 50-60 percent. If I listen to a lot of Korean, my pronunciation gets better, and even learn new words by repeating what they say. (Participant No. 2)

The participants seemed to be satisfied with the fact that they can naturally understand words and grammar through media contents and practice pronunciation and listening. After they came to Korea, the participants tended to choose the media contents with the clear purpose of studying Korean, beyond just consuming media contents for interest. They all had different ways of using the subtitles, time spent, or learning methods to increase efficiency; they each chose methods suitable for their learning.

> I tend to focus on what the actor is saying, not the subtitles. If I can't understand what he's saying, then I turn on the subtitles. (Participant No. 5)

> I intentionally don't see the subtitles in Korea, because I must practice listening. (Participant No. 6)

The type and scope of contents used increased after they came to Korea, partially due to their improved Korean language skills, but also because they gained experience of using media contents in various formats through the digital media or smartphones. Learners who did not have enough leisure time due to studies and part-time jobs strongly tended to choose contents that helped their studies the most in limited time and use them in a constructive way.

> A few of my friends watch useless stuff on Instagram or videos about celebrities or watch mukbang and just say they want to eat something. Instead of doing that, I think it's better to choose something that's worth it, something that you really need. (Participant No. 2)

Meanwhile, the fact that the media contents used by the 7 participants are all different indicates that they are different from the generation that watched a popular entertainment on mass media. Only one participant claimed to watch the dramas well-known on mass media such as Secret Forest or Sky Castle in Korea. Others enjoyed a variety

of contents: they continued to watch the programs they had liked from their native country in Korea, chose a decade-old drama (High Kick!) because they liked the title, enjoyed web dramas consumed by a relatively few people, or watched a web animation (Jangbbijju) famous for its unique dubbing.

It is significant that most of them watched short videos around 10-15 minutes long. This preference for short media contents is faced by most digital media users today who have no time to watch the overflowing media contents. Thus, the participants use a 2 or 3-minute streaming service unless they are interested in the content or topic, often only choosing the parts that feature their favorite celebrities or the core parts of the contents.

I get sleepy watching long videos. (Participant No. 7)

Long videos show boring and dull things. I also don't have enough time. (Participant No. 5)

The participants choose contents according to the time they have or their taste, or chance upon them through YouTube commercials. Their choices are affected by recommendations from their friends or comments left by other users. In Korea, there is a greater variety and amount of contents than they could encounter back home, as well as more diverse ways to utilize them. The participants can use subtitles in their own language or in Korean, along with online dictionaries and translation aids or channels that explain different topics in their native language. Learners who could search different keywords in multiple languages depending on the purpose could make better use of data.

2) Freely learning real-life Korean

The participants claimed that through media contents they can learn more of the Korean used in real-life situations than from text-

books made for language studies. Some of them stated that Korean in media contents is much more effective for practicing pronunciation and listening, because there is a huge gap between real-life Korean and the Korean in textbooks for language studies written only with clear pronunciation using standard language.

> It's different from real-life Korean. It's too slow. (omitted) Many instructors just explain what's in the book, but not what's actually used in everyday life. (Participant No. 1)

> (Language institute classes are) No fun. Boring. It's because there's no speaking, no conversations. We just study grammar. Dramas show so many abbreviations and dialects that are not in the books, so they really helped me in everyday life. (Participant No. 3)

These two participants began to show interest in Korean language through Korean dramas in Vietnam. They think that the sentences they learn from textbooks are far from the ones used in real life, and claim that classes that focus on grammar without conversations are neither fun nor meaningful compared to the media contents, which they can freely choose. This reaction is also related to their motivation to study Korean in the first place. Having worked part-time for a long time, they had a strong desire to learn "Korean used in everyday life," which they can immediately apply to their part-time jobs. Most participants perceived that the basic level of Korean language studies is essential, but they also perceived a gap between "Korean in class" and "Korean in everyday life". Regarding the utility of advanced Korean language classes and courses taken in the university, Participants No. 1 and 3 responded that they "help take TOPIK."

The participants also perceived the importance of the contextual aspect of conversations, and the multimodal characteristics of digital media contents presented clearly through images met the needs of the learners. In the interview, the participants said they liked learn-

ing about "buzzwords or everyday and spoken language" expressions during Korean language classes and that it was helpful to learn about "when to use or when not to use" certain words or expressions. They also claimed that the media contents in the language classes allowed them to learn about the "actual feel and effect of Koreans using certain words or expressions". Therefore, media contents in Korean language classes should include activities to understand various practical contexts associated with conversations and study them in depth.

3) Using media contents as a window to see the life and culture of Koreans

The participants claimed that Korean media contents have served as a window into life in Korea, revealing lifestyles, etiquettes at work, importance of hierarchy, and cultural traits.

> I barely use any Korean. I have no friends. (omitted) (Through media contents) I can learn about the culture. What you do in daily life, how to say certain things, and so on. (Participant No. 1)

> I've always liked the news. I want to know what important things happening in Korea, and how Koreans live. (Participant No. 7)

As shown in the interview, despite living in Korea, the participants did not have much interaction with Koreans. Most of them lived within the limited boundaries of life such as school, part-time job or family, with few opportunities to communicate with Koreans. Participant No. 2 claimed that she searches for part-time jobs where there are only Koreans so that she can have a chance to communicate with Koreans, and Participant No. 7 said he talks to his brother's Korean wife, but both of them also did not have a broad range of direct interaction with Koreans. Even with a strong motivation to learn Korean, like Participant No.2, it is not easy for advanced learners living in Korea, to directly communicate with Koreans daily. The participants

realizing the benefits of media contents actively requested that these contents be covered in Korean language classes.

> The advanced level teaches many technical or specialized words, so I think it would be fun to show related news, videos or newspapers about social problems to students. (Participant No. 5)

The limitation of the use of media contents was that depictions in media quickly assumed the position of real facts. For example, Participant No. 6 who watched Sky Castle said that he came to strongly believe that the drama shows the reality of Korean education based on comments which described the show as "real." This indicates the risk of participants prejudging the highly complicated and multilayered reality based on media contents or a few reactions and comments. Moreover, Participant No. 4 often watched an individual creator's channel who posts video clips around 15 seconds long, and the mode of communication and some contents in these videos were not acceptable for Koreans in general.[4] Some participants use only the information provided in the media contents as the criterion for understanding and coping with the complexity of real-life communication contexts. Therefore it is necessary to establish an education method to connect, expand and intensify in class what learners indirectly experience through media contents and directly experience through life in Korea.

---

4   For example, a Chinese daughter-in-law says to her Korean father-in-law, "Daddy, I wanna have meat," to which the father-in-law briefly replies, "OK, let's go have meat," followed by scenes introducing a Korean buffet-style meat restaurant in Chinese. In other episodes, the daughter-in-law keeps using informal, casual speech to her parents-in-law. For media contents with communication contexts that are not generally acceptable, it is necessary to examine whether they are staged for attention, or if they are real, which context made the situation possible.

2. Implementation of class

1) Instructional design principles and planning

Based on the results of the interview, to design an advanced Korean language class to cultivate multiliteracy, I applied the framework of multiliteracy education. According to Cope and Kalantzis (2015), multiliteracy education emphasizes the use of technology in culture, language and communication, direct experience of learners, critical thinking, and inquiry. The key element of education is to develop a critical understanding and interpretation of multimodal texts as producer and distributor. They presented a framework for instructional design in terms of "how" to implement multiliteracy education through processes of experiencing, conceptualizing, analyzing and applying (Cope & Kalantzis, 2015, pp. 4-5).

In this study, I designed and implemented a class according to this framework as shown below. The objective of this class is to promote understanding about Korean linguistic culture encountered through digital media contents and develop metacognition and critical thinking skills. I conducted three 90-minute classes. In Sessions 1 and 2, the participants were to select one media content around 5 minutes long that well displays Korean language and culture, among the digital media contents they usually enjoy,[5] and give presentations and have discussions with others. This is to activate learners' experience of using digital media contents. In class, they compared and contrasted the contents of the selected videos with objective and multilateral reality. In Session 3, I selected a 5-minute video that displays the linguistic features and multimodal characteristics of digital media and conducted a class focusing on the video. Through an assignment, the participants studied the linguistic features of digital media shown in the video in the form of flipped learning, after which they did a

---

5   The digital media contents used in class and the contents made by learners and uploaded on social media are hereinafter referred to as videos.

group activity in the classroom. After Session 3, they made a video of their thoughts or experiences about Korean language or culture and shared the video on social media.

Table 2. Instructional design principles and activities

Framework of multiliteracy education	Activity	Sessions 1, 2 (90 minutes each)	Session 3 (90 minutes)
Experiencing	Before class	Preparing the presentation	watching the video presented by the instructor
Experiencing Conceptualizing Analyzing	In class	Presentation, comparing the contents of the video with personal experiences and discussing	watching the video again and finding features of Korean language and expressions
Analyzing Applying	After class	Making a video about personal experience living in Korea and sharing it on social media.	

Table 3. Instructional planning of multiliteracy education using digital media con tents

	Sessions 1, 2 (May 3 and 10, 2019)	Session 3 (May 17, 2019)
Goals	1. Rethink the contents of the video in light of their real-life experience. 2. Critically understand the digital media contents rather than unilaterally accepting them.	1. Understand the characteristics of Korean language frequently used online through the video. 2. Understand the various forms of expressions such as images, sounds and graphics as well as their effects.
Details	• 7 participants give presentations about the video contents they usually enjoy and how the video helped them learn Korean. • Q&A and discussions about the videos	• Groups of 3-4 members watch the video ("Cat Romeow Calls Me From Outside The Window" on SBS's YouTube channel "Animal Bwa") to discover and analyze the linguistic features and expressions used in the video
Methods	-Individual presentation -Discussion	- Individual pre-assignments - Group learning

2) Analysis of class

Sessions 1 and 2 consisted of video watching, presentations, Q&A and discussions. 5 out of 7 participants introduced a video from an individual creator's channel on YouTube—all by foreigners living in Korea for a long time, introducing their daily life or experience. Multiple participants showed videos about similar contents possibly because they found significance in the contents introduced in fluent Korean by Korean language learners like themselves with experience of living in Korea, or because they could relate to and were motivated by the creators' success in learning Korean.

For example, the video introduced by Participant No. 3 and the instructional process are as follows. The video showed a person from Thailand with wide experience of living in Korea introducing "cultural shocks experienced as a Thai while living in Korea." The video was about high school students staying at school until late at night to study and receiving private education until early next morning, experience of cheering for College Scholastic Ability Test during the high school exchange program, knocking on the doors of restroom stalls, women wearing a hair roller for bangs outside, habit of brushing teeth three times a day, drinking culture, and picking up women in the streets. About the video, the participant said some parts were equivalent to his experiences, and claimed it was helpful since it also taught him about things he did not know. During Q&A, there were questions about the selection criteria for the video and Korean words that appeared in the video ("yaja," "hunting," etc.). This was followed by a discussion about things that other participants found disagreeable based on their own experiences. For example, the video presented that "My friends all have the habit of brushing their teeth three times a day" or "Koreans spend all night drinking in different places," but the participants argued against these statements based on what they knew and experienced, such as "My Korean friends are not like that," or "Many Koreans hate drinking." Since the videos chosen by the participants had the topic of providing information about life in

Korea introduced by an individual creator, many of the videos conclusively expressed the personal and fragmentary experiences of the creator who posted the video. The presenters also tended to identify the contents of the videos with their own experiences, but the discussions repeatedly proved that people have different experiences and the interpretations may vary depending on their perspectives.

I highlight below the discussion about Participant No. 1's presentation talking about "Koreans being impatient, based on the experience of seeing a clothing store lady losing temper to customers who just browsed but did not buy".

Participant No. 2: You talked about a clothing store, and I disagree. Koreans don't get mad about just browsing. But it's not so in Mongolia. The sellers get really mad. I was surprised that Koreans don't get made.

Instructor: Right. So, what do you think about this? Can we say that Koreans are all like this?

Participant No. 2: No. I think each person has a different personality. Koreans are not all good or all bad. It's the same with other countries.

Instructor: Yes, so I think we shouldn't say things like "Koreans are like this," or "A=B" like we saw in the video.

Next, is the discussion about Participant No. 7's presentation talking about "priority seating for senior citizens, travelers with disabilities and pregnant women in the subways."

Participant No. 6: Why don't Koreans offer their seats for the elderly in the subway?

Instructor: Really? Do you have that kind of experience?

Participant No. 6: Yeah, I saw it a lot. Even if there's an old person standing in front, but they all just… (gesture of looking into a smartphone)

Participant No. 5: But I don't think that's always the case. Once I saw someone offering the seat for an old lady, but she claimed not to sit. Maybe because she thinks she isn't old enough.

Instructor: Hmmm. That makes sense. Some people might not offer their

seats, but there are also some people who don't prefer to sit or feel un-comfortable about being offered at all.

Participant No. 6: Why is that?

Instructor: Some senior citizens think that younger people are tired too and deserve to sit. People may have different thoughts about this issue. Some senior citizens think it's natural for younger people to offer their seats to the elderly, but some feel uncomfortable and apologetic. And some think they're not old enough to be offered a seat.

It was proved by the class that what one person accepts as real facts may be perceived differently by individuals, depending on the circumstances. The participants whose goal is to successfully communicate with many Koreans in various contexts outside the class must not easily prejudge fragmentary and personal experiences as facts or jump to conclusions about complicated issues. This class enables the participants to rethink and reflect on their experiences from a distance, so that the experiences they have gained directly and indirectly through media contents and life in Korea can become valuable, thereby preventing misunderstandings.

Next, Session 3 was focused on the features of Korean language and multimodal characteristics in the video we selected. It was a video that is 4 minutes and 57 seconds long, uploaded by YouTube channel "Animal Bwa" run by SBS's signature program "TV Animal Farm." The original show was an 18-minute video accompanied by narration, but for YouTube it was compressed and edited down to 5 minutes and used various subtitles[6] for speedy flow. The narrative

---

6   According to Yoon (2018), subtitles can be classified according to the linguistic standard into intralingual subtitles and interlingual subtitles. Moreover, subtitles are classified diversely depending on form, content and purpose of use. By purpose of use, subtitles are classified into subtitles summarizing, supplementing, introducing scenes and inducing interest. In this study, subtitles to introduce or carry on with scenes aside from narrative subtitles with which learners are familiar are referred to as supplementary subtitles for convenience. We referred to Yi (2011) for more detailed discussions about types of subtitles.

subtitles, which show the main speech by the characters in the video, and supplementary subtitles, which effectively convey the behaviors and psychological states of the characters or the cat, are used effectively and diversely in combination with sound effects and graphics. Considering the influence of subtitles on language learning, Session 3 focused on examining the use of supplementary subtitles and multi-modal expressions as well as their effects.

The participants watched the video before class and identified its characteristics such as frequent use of abbreviations as well as onomatopoeic and mimetic words. They also wrote down all the words they could not understand because they were not in the dictionary. In the group activity, they watched the video again, checked what they had found before, and exchanged opinions about what they cannot understand. As they watched the video again, they discovered the multimodal expressions such as "there are many cute sounds" or "there is an image next to the subtitles." In this process, the participants with a relatively higher proficiency in Korean taught others about what they knew, or the Chinese and Vietnamese participants who were relatively familiar with multimodal expressions of digital media contents took the lead in finding related features. After that, with the instructor, the participants checked what they found individually or in groups and also checked the details they did not understand. They mostly examined sentence endings that imitated the sound of the cat (-nyang, -ong), nominalized adjectives or adverbs (meosseuk-hada, kkojil-kkojil), compounds or abbreviations that are not used in daily life (gilnyangyi, nyangttalraemi, geunseonggap, nyangyi, nyangmom), and words transliterated as they sound (shiki, samsooni). Then they examined why this kind of language and multimodal expressions are used as well as their effects.

Finally, the participants individually made a video related to Korean language and culture with a focus on their experience of living in Korea. None of them had experience of filming and sharing this kind of video before, but they did not show any resistance or hostility

toward the assignment. They completed their individual assignment without trouble by exchanging information about various video editing programs. Through this assignment, they were able to not only consume media contents unilaterally but also develop the ability to organize contents, utilize technology to produce content, and also improve metacognition about them. Except for Participant No. 7 who could not participate in the assignment for personal reasons, the other 6 participants all made videos that are 3 to 8 minutes long and shared them on the KakaoTalk group chatroom. The topics, contents and multimodal expressions are as shown in the table below.

Table 4. Videos submitted as an assignment

No.	Topic	Content	Multimodal expressions
1	Cultural differences experienced in Korea	- Excellent public order and security in Korea - Convenient public transportation - Young generation open to display of affection - 10s and 20s wearing short outfits in winter	Narrative subtitles
2	Interviews with Koreans in the streets	- What they know about Mongolia - Why they are learning Mongolian language - How they learn Mongolian language	Korean speech bubbles, sound effects
3	Fun facts about Korea	- Meeting someone after a while and saying, "Let's have a meal together sometime" - Scenes of tattoos and smoking are banned from TV - Koreans' love for pork belly - Habit of separate garbage collection and recycling	Vietnamese supplementary subtitles, Korean narrative subtitles, background music, graphics
4	Daily life of Koreans different from my hometown	- Korea's high consumption of instant noodles - Korean's love for coffee - Students wearing socks with sandals	Narrative subtitles placed in various locations
5	Interesting things I learned about Korea	- Korean age - Delivery service available anywhere - Chauffeur service to prevent drunk driving - The world's No.1 instant noodle consumer	Background music, narrative subtitles

6	Drinking culture in various countries	- Perception about alcoholic drinks - Favorite dishes to accompany drinks - How to relieve a hangover	Background music, graphics, supplementary subtitles

The participants tended to organize the contents using their own perspectives, while trying not to make fragmentary decisions about investigations regarding their experiences and the topic. For example, Participant No. 1 talked about people wearing short skirts or pants in winter and added, "Not all Korean women wear them, but mostly women in their teens or early 20s do that. It's pretty but cold, so I don't know why they do it." And Participant No. 4 claimed that "four out of ten students I saw at school" wore socks with sandals and that it looked weird when she first saw it and very different from the style back home. Then she added, "We need more direct experience because we can't find out everything about the changing lives of people only on the internet."

Moreover, the participants made videos using various multimodal expressions such as narrative subtitles, supplementary subtitles, graphics, photos, sound effects, background music, etc. Even though I did not request or instruct them to do so, the participants found their own ways by exchanging information among themselves and searching online, which indicates that they do not have a high psychological barrier against this activity. This kind of activity is expected to achieve the goal of multiliteracy education so that, beyond just consuming media contents, learners can use and reinterpret their own experience and knowledge to organize the materials and actively produce contents through various modes of expression.

V. Discussion and Conclusion

I derived the following educational implications based on the in-

terviews with the participants. First, it is necessary in class to engage more actively with the learners' experiences of using various media contents. For learners, media contents motivate them, provide methods and information for learning, and allow them to actively choose contents most suitable for them. Increasing learners' subjectivity and activeness is the focus of multiliteracy education, and this begins with acknowledging and respecting the world of massive texts in which students are living (Mackey, 2003, p. 408). It is necessary to allow learners not to find the fixed meaning of limited and normative texts, but to rediscover the meaning of the texts they are familiar with. Eventually, the critical view must be developed by applying the familiar media contents to different places of discourse, such as the classroom, finding new meanings through active face-to-face interactions.

Next, there is a need for educational measures to address the learners' complete identification of media contents with objective reality. Learner's must develop metacognition about the fact that media contents show a truth that is specific to a certain point, place, and perspective of the content provider. Education is the best way to reduce misunderstanding as the data conveyed via all kinds of media safely reaches the recipients through the process of deliberation, discussion and interpretation (Zo & Sim, 2018, p. 126). Thus, in class, learners must develop critical skills about what they accept through media as well as the ability to read and understand both the surface and the hidden context of communication. Further, educational contents should cultivate understanding of information flowing in through various channels as not a fixed substance or static concept, but as perceived and interpreted—a dynamic process (Kim, 2008, p. 154).

Finally, advanced Korean language learners must understand the characteristics of language and multimodal expressions in media contents beyond just checking their learning. The participants in this study were aware that language in the media contents is the real-life Korean that is not organized for language studies, and that abbreviations are actively used. It is thus, necessary to promote an

understanding about the linguistic features and expressions of digital media contents with heavily combined multimodal elements that affect meaning construction of texts, such as images, sounds, music, sound effects, and subtitles.

In conclusion, I would like to point out the direction for improvement of the class implemented in this study. First, the class was conducted with a limited number of sessions and participants in a short time, so it was difficult to interpret the complex texts of digital media contents and actual experiences in depth through multiple aspects. The topics were also not very different from the ones covered in ordinary classes or subject matters in daily life. While applying this class to real educational settings, the redundancies in topics of contents of videos chosen by the participants can be avoided by consulting with the instructor in advance. Moreover, it is necessary to carry out repeated teaching and learning with more diverse contents regarding the characteristics of language and expressions used in digital media contents. Finally, follow-up activities such as reviewing the assignments after completion, highlighting the linguistic and contextual aspects of the videos, will further enrich the experience of the participants

REFERENCES

Choi, I. J. (2002). Multiliteracy and Korean language culture education. *Korean Language Education*, *109*, 195-216.

Cope B., & Kalantzis M. (Ed.). (2000). *Multiliteracies: Literacy learning and the design of social futures. Routledge.*

Cope, B., & Kalantzis, M. (2015). *A Pedagogy of multiliteracies: Learning by design.* Palgrave Macmillan.

Gee, J. P. (2012). Social linguistics and literacies: Ideology in discourses (4th ed.). Routledge.

Kim, H. J., & Kim, J. H. (2019). A Study on the education of multiliteracies of Korean intermediate learners by utilizing public advertisements. *Teaching Korean as a Foreign Language*, *52*, 45-74.

Kim, J. H. (2008), *Understanding digital media*. Thinking Tree.

Kong, S. S., & Kim, K. S. (2017). Objectives and instructional model of the writing education for improving multiliteracy. *Korean Journal of Literacy Research*, *22*, 11-49.

Lankshear, C., & Knobel, M. (2003). *New literacies: Changing knowledge and classroom learning*. Open University Press.

Lee, H. K. (2016). *A study on presentation education contents to develop multimodal literacy of international students* [Unpublished doctoral thesis]. Inha University.

Lee, Y. J. (2018). A study on educational method for the improvement of the media literacy of KAP learners. *Culture and Convergence*, *40*(3), 633-674.

Lee-Smith, A., & Roh, J. M. (2016). Promoting socio-linguacultural competence in advanced Korean curriculum: Using drama [Misaeng]. *Language and Culture*, *12*(2), 113-142.

Lee-Smith, A. (2016). A pedagogy of multiliteracies for Korean language learners: Developing standards-based (the 5Cs) teaching-Learning materials using TV public service announcements. *Journal of Korean Language Education*, *27*(2), 143-192.

Mackey, Margaret. (2003). Television and teenage literate: Discourses of "Felicity". *College English*, *65*(4), 389-410.

New London Group. (1996). A Pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, *66*(1), 60-93.

Son, H. S. (2014). Literacy education as a social practice: multiliteracies, multimodality and text. *Journal of British & American Literary Education*, *18*(1), 167-190.

Yi, J. H. (2011). A study on the feature and related factors of the language that used subtitle of broadcasting. *Korean Language & Literary Research*, *39*(1), 33-61.

Yoon, S. D. (2018). Learners' prior learning experience of subtitles and its effect on reading competence and listening competence. *STEM Journal*, *19*(3), 65-82.

Yoon, Y. T. (2013). The strategies of Korean language Education as a foreign language for increasing literacy in multicultural society. *Korean Education*, *94*, 7-29.

Yoon, Y. T. (2018a). The changing global language ecology and the future of Korean language education. *Korean Language Education*, *163*, 1-21.

Yoon, Y. T. (2018b). Literacy education of multilingual and multicultural Korean language learners. *Journal of Korean Language and Literature Education*, *42*, 231-256.

Zo, H. I., & Sim, S. M. (2018). A study on the paradigm of media-based Korean education in the 21st century. *Korean Education*, *117*, 119-141.

ABSTRACT

Practice of Multiliteracy Education for Advanced Korean Language Learners
: Focused on Foreign University Students in Korea

Jeong, Ha-ra · Yoon, Yeo-tak

This study aims to examine the Korean language learning experience and perception about digital media among advanced Korean language learners attending a Korean university, and based on this, explore methods of multiliteracy education. Language education aimed at cultivating multiliteracy emphasizes the ability to utilize the linguistic culture of others as a creative resource by casting away the prejudice against other cultures; and the ability to creatively respond to social changes by learning not one, but various languages, cultures and media languages. This study is based on determining the usage pattern of digital media contents for advanced Korean language learners to increase multiliteracy and designing and implementing a class in which learners interpret digital media contents and communicate in multiple aspects in class.

KEYWORDS   Advanced korean language learners, Multiliteracy, Korean digital media, Learning experience, Multimodality