Intercultural communication using Facebook

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TLC Workshop
September 28, 2013
# Korean classes at UT

<table>
<thead>
<tr>
<th></th>
<th>Fall semester</th>
<th>Spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower division</strong></td>
<td>First-Year Korean I (KOR506)</td>
<td>First-Year Korean II (KOR507)</td>
</tr>
<tr>
<td></td>
<td>Accelerated First Year Korean (KOR 604)</td>
<td>Accelerated Second Year Korean (KOR612)</td>
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<tr>
<td></td>
<td>Second-Year Korean I (KOR412K)</td>
<td>Second-Year Korean II (KOR412L)</td>
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<tr>
<td><strong>Upper division</strong></td>
<td>Third-Year Korean I (KOR 320K)</td>
<td>Third-Year Korean II (KOR320L)</td>
</tr>
<tr>
<td></td>
<td>Advanced Readings in Korean (KOR330)</td>
<td>Advanced Conversation in Korean (KOR330)</td>
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</table>
2. Give the polite ending for each adjective.

1. 양의 (고마)  
2. 시계의 (예쁘시)  
3. 아저씨의 (다니시)

CULTURE

1. Korean collectivism: 우리 집, 우리 가족, 우리 맏, 우리 애

Certain objects, people, or concepts do not necessarily belong to one individual, but to a group of people, such as a nation, school, family, house, classes, etc. In Korean, the possession of these items frequently reflects this "group possession" in speech, referring to them with a plural possessive pronoun 우리 (or its humble form 네이) opposed to the singular form 이/이. This is frequently the case even when the speaker may be speaking of only one person or themselves, as in 우리 애 (my wife). Compare English and Korean:

<table>
<thead>
<tr>
<th>English</th>
<th>Korean</th>
</tr>
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<tbody>
<tr>
<td>my own country</td>
<td>우리의 나라</td>
</tr>
<tr>
<td>my own home</td>
<td>우리의 집</td>
</tr>
<tr>
<td>my own family</td>
<td>우리의 가족</td>
</tr>
<tr>
<td>my own father/ mother</td>
<td>우리의 아버지/어머니</td>
</tr>
<tr>
<td>my own class</td>
<td>우리의 학교</td>
</tr>
<tr>
<td>my own school</td>
<td>우리의 학교</td>
</tr>
</tbody>
</table>
Backgrounds

- Three classes (KOR506/507, KOR604/612, KOR330)
- Various backgrounds in terms of Korean language & culture
- Requirements, K-pops, K-drama, Korean friends, Parents’ recommendation/push, and what else?
- Korean culture to American students, to heritage Korean students, to Korean students who study in the U.S.
Design the activity

- No time to meet other students in other classes
- Fun/Easy
- Limited time to talk about CULTURE
- Technology
- Facebook
- CULTURA
Facebook

- “a social utility that helps people share information and communicate more efficiently with their friends, family and coworkers” (Facebook.com).
- 1.15 billion users (Facebook Reports 2013 Results)
- By Mark Zuckerberg in February 2004 with his college roommates
- Social Network Service
- Easy access, free
Statistics

- Facebook statistics
- College students
  http://geniusrecruiter.com/2012/06/22/how-college-students-use-instagram-facebook-and-twitter/
- Teens
Facebook in education

- easy communication, collaboration, and resource sharing (Mazman & Usluel, 2010)
- facilitating informal learning (Ajjan & Hartshorne, 2008; Lockyer & Patterson, 2008)
- increasing teacher-student and student-student interaction (Mazer, Murphy, & Simonds, 2007)
- benefiting teachers for better instruction (Voithofer, 2007)
Cultura

▶ http://cultura.mit.edu

▶ “Cultura is a Web-based, intercultural project situated in a language class, that connects American students with other students in different countries. Designed and created in 1997 by a team from the French Section at MIT (Gilberte Furstenberg, Sabine Levet and Shoggy Waryn), it was originally created as an exchange between American and French students. Cultura has since been adapted to other schools and languages, connecting students in the US with students in Germany, Italy, Mexico, Russia and Spain.”
Contents of Cultura

- **Word Associations**
  - Freedom, power, family...

- **Sentence Completions**
  - A good parent is someone who..., I can’t stand it when people...

- **Reactions to Situations**
  - You see a student next to you cheating at an exam, Your parents criticize you in front of your friends.
The activity (Spring 2013) I

- **Students:**
  - KOR507 First-Year Korean II (18)
  - KOR612 Accelerated Second Year Korean (25)
  - KOR330 Advanced Conversation in Korean (11)

- **Facebook group:** 13-14 students from the three classes

- **6 questions** in every two weeks
  - 2 word associations, 2 sentence completions, 2 reactions to situations
  - Responses, comments

- **Language:** students’ native language (Korean or English)

- **Evaluation:** Participation (10%)

- **Review/comment** during the class
Questions

- Introduction: self-introduction
- Word Association I: 학교/School
- Word Association II: 대한민국/Korea, 미국/U.S.A.
- Sentence Completion I: 좋은 학생이란… /A good student is someone…
- Sentence Completion II: 한국이 가장 필요한 것은…/What Korea needs most…, 미국이 가장 필요한 것은…/What the US needs most…
- Reactions to Situation I: 여러분이 큰 도시에서 길을 걸어가고 있습니다. 낯선 사람이 크게 미소지으면서 여러분에게 다가옵니다./You are walking down the street in a big city. A stranger approaches you with a big smile.
- Reactions to Situation II: 슈퍼마켓에서 (자신의) 아이를 때리는 엄마를 본다./You see a mother in a supermarket slap her child.
- Wrap-up: What was your favorite topic? And Why?