영어어문교육, 14권 3호 2008년 가을

Korean College students' Perceptions of Language and Culture in a Video-supported English Listening Class

Namhee Kim*
(Hanyang Cyber University)
Yunyoung Park**
(Woosong University)

Kim, Namhee & Park, Yunyoung. (2008). Korean college students' perceptions of language and culture in a video-supported English listening class. *English Language & Literature Teaching, 14*(3), 115-132.

This study explored Korean college students' perceptions of target language and culture while learning English as a second language in a video-supported EFL listening class. Qualitative methodology was used in this study, and data were collected for two semesters through a questionnaire, interviews, and observations. The video-supported language class played an important role to facilitate the culture learning and motivated the students to learn language. The study revealed that the students recognized cultural differences and gained cultural awareness through the contents in the listening class. In terms of language development, the students developed their listening using and speaking skills. In addition, they learned more authentic expressions and gained confidence in communicating with native speakers. Through collaborative group work and mini drama in the class, they had critical thinking concerning the cultural practice of both target language culture and their native culture. The present study shows that integrating authentic cultural knowledge into listening class is an effective method for EFL learners to have correct interpretation of language.

[listening/culture/second language classroom interaction]

I. INTRODUCTION

Language is commonly viewed by many learners as a communication tool which is a method people use to indicate objects and ideas of their physical and social world. However, language is much more than a simple communication tool (Bennett, 1997) and

---

* the first author ** the second author

we need to link it to communicators' sociocultural environment and to how language affects their way of thinking. Savignon (1997) indicates that the goal of the language study is to promote learners' sociocultural competence with a view to preparing students for a dialogue of cultures. In language learning, proficiency in language does not only depend on grammar, pronunciation, vocabulary, and meaning, but also on being able to make use of this knowledge for communication in culturally and socially appropriate situations. Therefore, in the long run, students need to learn the sociocultural norms to be able to communicate. It is important that the ESL/EFL students know the different cultural context embedded in English conversations. Therefore, students need to know the cultural context that has actually been said and practiced.

This study investigated how college EFL students perceive language and culture through video-supported English listening classes and classroom interaction. Also, the study will show how EFL learners have confidence and motivation in learning language expressions in culture embedded context in video materials.

II. LITERATURE REVIEW

Language and culture are intertwined and cannot be separated. Culture is a key factor in learning English as a second language because it has a strong influence on language acquisition. Nieto (2002) states that culture is not merely understood as the rituals, holidays, foods of particular groups or communities of people, but also embedded in contexts that distinguish the groups from others. That is, culture is socially constructed, understood as dynamic and changing, and influenced by social, economic and political factors in the environments.

Culture is important if second language learners are to understand and correctly use the target language. As Valdes (1986) states that "it is virtually impossible to teach a language without teaching cultural content" (p.121), culture is an essential part in teaching language because ways of life is embedded in language. Different cultures have different degrees of formality within their various cultural relationships. Culture also influences communication, because communication cannot exist without culture: culture cannot be known without communication, and teaching and learning cannot occur without communication or culture. It is crucial that culture is considered as the 5th skill following the 4th skills in language learning. In this sense, culture is the key factor in language learning and acquisition (Kramch, 1993). When students have a certain sense of how to speak the language, and a basic understanding of cultural attitudes of the people, they are able to understand more fully the evolving relationship between the "formal culture" and

aspects of contemporary society, and the relationship and interaction between this formal culture and the deep culture of everyday living (Rivers, 1993).

Language acquisition is hypothesized as a product of meaningful interaction, which is made possible by both learners and native speakers negotiating the understanding of the message. The way in which learners process and internalize linguistic input has been an important topic of discussion in the second language acquisition literature (Krashen, 1985; Larsen-Freeman & Long, 1991). Rivers (1993) maintains that students in a single cultural environment can learn the culture of the target language through videos in the classroom setting. In Korean classroom setting, the opportunities for students to engage in classroom talk are minimal. This would generate the reticence of the students. Therefore, the exchange of ideas among peers and with instructor can be beneficial to students in the process of learning English as a second language (DeVillar, 1991). Peer interaction in small groups need to be applied in college English classroom to promote second language acquisition. Krashen (1985) also acknowledges that social interactions help learners to refine their ideas and manage conversations better.

Kramsh (1993) pointed out the importance of teaching context by saying that "language use has its own social grammar of roles, settings, rules of speaking, and norms of interpretation (p.10)." Meaningful context is crucial in language learning because it provides language learners with culturally defined aspects of communicative events. In this context, language learners are considered not as passive recipients of cultural knowledge but as active participants who are able to interpret negotiation of meanings and be critical when they encounter differences in cultural and social norms. Pica (1987) has noted the advantage of giving language learners the opportunity to negotiate meaning with native speakers so that both understand the intended message. Language learners can make meaning of language and culture through situated activities with the concepts represented in them. The purpose of language learning is to understand language and culture together. Roh (2005) demonstrates the importance of multi-cultural perspectives based on cultural understanding. He found that knowledge about cultural backgrounds strongly influences Korean EFL students' interpretations of linguistic and cultural meaning of English. He also insists that integration of culture in EFL class and teaching cultural awareness in a native cultural framework through comparing and contrasting is significant.

Ross (2004) states the necessity of careful selection of materials and tasks that contain cross-cultural exchange to develop L2 learners' intercultural communication skills. As it is clearly mentioned in his work, it is evident that we must include authentic materials as a tool to improve students' intercultural communicative competence along with the language development. It is necessary to implement such materials to enhance students' language and communicative ability. Park (2006) mentioned that, in her research on ESL students' cultural adaptation in Australia, watching TV or video was one of the frequently used ways

that ESL learners use in learning English language and culture in ESL context. Shim and Baik (1997) state that using films in language class is an effective medium that allows students to see and hear authentic language use. Video material can be used as an important text that includes various cultural issues. By watching video, the students can grasp the sense of cross-cultural understanding. Moreover, it enables students to practice four language skills. Instructors, who had knowledge of target language culture, helped the students to look at hidden meanings in the video.

III. METHODS

1. Research Purpose

The purpose of this research is to investigate cultural awareness that Korean college students have when they are studying the target language and culture, and to examine how the video–supported English class helped students' language proficiency. The overarching research question is how the Korean college students perceive target language culture and develop their language skills in a video-supported English class. The researchers taught and observed the listening classes, and then collected and analyzed the data.

2. Subjects and Setting

The research was conducted in two college listening classes of a Korean University. The researchers collected the data for this research from March, 2006 to November, 2006 for two semesters. The subjects were college sophomores majoring in English language. They were in low-intermediate level and the majority of the students were exposed to the target language culture. 80 students were observed and 18 students were randomly selected for interviews. The students took two hour classes twice a week. The class was a regular listening class in the English department. The purpose of the course is to provide English language learners with the opportunity to practice listening to American colloquial English and to learn second language culture in video episodes of *Connect with English*. The curriculum of the course is composed of 12 episodes that show an American woman's life experience, and each episode presents important issues of life: leaving home, family values, education, work, human relationship, and so on.

The video material contains meaningful and natural language that has dialogues with paraphrased idioms in events. The primary skill emphasized in the video material is listening, along with recognition skills related to facial expressions, body language, and cultural nuances. In addition, each episode includes visual clues and non-verbal language

that assist students with language and cultural acquisition. In the class, the students watched the episode without the script and then shared their findings and exchanged feedback on each others' opinions about culture and language in group discussions. After that, the researcher reviewed the script with them and explained certain idiomatic expressions and cultural issues that were embedded in particular context.

3. Data Collection and Analysis

During the class session, the researchers collected data through observations, questionnaires and interviews. The researchers observed and taught 80 students in two classes for two semesters, and conducted open-ended interviews with 18 students. Interviews were conducted in classrooms, audio-recorded, and transcribed. Each interview lasted about 40 minutes. Before interviews, the researchers used questionnaire to find the students' general concerns regarding English and American culture. The questions in questionnaires were created based on the language and cultural issues that were raised from the video episodes and from observations of students' interaction in individual and group activities. For instance, they include family life, women's role in the society, workplace relationships, hospital, college life, consideration on privacy and their opinion on the video. The students were encouraged to answer the questions in a non-threatening and relaxed atmosphere.

The interview questions were given to students according to the themes the researcher collected from questionnaire and observation; culture shock, language development and class activities. The three major themes were selected among issues and opinions from data collection: cultural awareness in EFL class, authentic vocabulary learning environment and class activities. For data verification, the researchers used triangulation of data source to improve the accuracy of findings and quality of data and to guard against errors. For example, they used member checking in which the informants examine drafts of data and documents to establish the credibility of findings and interpretation.

IV. RESULTS

1. Cultural Awareness in EFL Class

The content of the class helped students interact in cross-cultural encounters. McKay (2002) argues that if language learners have mere knowledge about a target language culture, they will not gain insight into how to interact when they encounter cultural differences. Thus, language learners need to have reflection on how the linguistic and

cultural information affect their interaction in learning a second language. Since second culture acquisition requires learners' reflection on their own culture, the researchers in this study encouraged the students to have group discussions in the class. By doing so, the students recognized the diversity of cultures and accepted differences.

In the video-supported English class, the students were motivated to learn English when language was presented in contexts where ethnic and social diversity were provided through different life of immigrants in America. In addition, both talking about cross-cultural encounters and sharing insights about students' own culture was helpful to establish the students' identity as Korean. In this sense, this class provided the students with an opportunity to learn about their own culture and English as well.

1) Cultural Awareness

The EFL students had primary contact with American culture through movies, TV, Internet and through direct contact with native speakers. Therefore, the students obtained basic knowledge of American culture. Yet, there were some parts that were difficult for them to accept. They felt American culture is more open than Korean culture. Also, to Korean students who are expected to respect older person, which is an ideology of Confucianism, using non-honorific forms in English made them consider American culture as more open to elders. In the interview, the students perceived American culture as well-organized individualism which allows people to express themselves as clear as they can. In this study the students mentioned individualism is likely to prevail in the American society.

> From the video I felt that many Americans tend to keep their boundary. They do not want their boundary to be disturbed by anyone else. For example, in a buffet, where people get what they want in their own dish, they do not take the food from other people's plate. (Jungmin, interview, 06/Aug. 06)

This shows Korean college students, although they are exposed to American culture through media, are not familiar with American way of individualism. However, some students perceived the individual differences exist among Americans. Overall, in the video-supported class, the students learned to have cultural awareness and found out the class content will reduce the possible culture shock. Also, their cultural experience using this video made them to consider cultural shock not as problem but an explicit learning experience.

> I learned the real American life style indirectly. At least, I got the sense of how the American life is, and if I were to go abroad and live there, I will be confident

> enough to get along with the people in the target culture. In this episode, I saw more of individualism than collectivism. Rebecca chose to leave her family behind and moved to the west to pursue her study in Music. In Korea, we tend to be more family oriented, but in America, individual comes before family. (Sunyoung, interview, 06/Aug. 06)

> Through the script I learned that it will be helpful for us Koreans to say what we want to say and say no what we do not believe in. The target culture's directness of opinions awakens us to become a globalized person in the 21st century. I respect that the Americans deliver their thoughts straightforwardly. (Juhyun, interview, 11/Jan. 06)

The students learned daily life experience in the target language culture from the video episodes. The video focuses on facets in the life of mid-low class Americans who are immigrants from different cultural and ethnic background. The students felt that Americans tend to use a variety of expression with body gestures more than Koreans do. This is why Korean students, at first, perceive American culture as a culture that uses much exaggeration. However, after watching the videos, they could understand and accept the way Americans describe their feelings or opinions.

> When I first watched communication of Americans in the video, I assumed that they exaggerate too much what they would like to say using expressions and body language. But later on, I found that it was their way of speech and culture. Now I understand it. We are not able to learn it only from textbook, So it is a really good idea to learn English using this video and other multimedia. (Hyungkyu, interview, 06/Aug. 06)

2) Authentic Material

The authentic texts that were presented in the class created a different learning environment. The content of the class facilitated students' language use when they communicated with native speakers in other EFL classes. Therefore, the cultural exposure in the class made the students felt comfortable in communication in English though some students still had anxiety of future encounter with native speakers.

The video-supported authentic material enabled students to understand culture and language. The students began to perceive and vicariously experience the deeper levels of the second language culture through the video. The content of the videos provided students with authentic language learning environment because it was not only focusing on

particular language skills, but it was composed of everyday life of Americans. The students enjoyed watching the video and felt comfortable with visualized materials.

Some parts of the video presents cultural differences. For instance, American's directness in conversation surprised Korean students. Americans directly expressed their own opinion in some situations that Koreans hesitate to say yes. Also, the students who already had an exposure to American culture could have more in-depth understanding of American Culture through watching the video.

> I stayed in America last summer vacation. At that time, I went there with no preparation. Of course, I felt cultural differences. After I came back to Korea and attend the Media English class, I began to realize and understand the American culture better with visualized materials. I think that it would then help a lot taking this type of English class before you go abroad. (Kyunghee, interview, 11/Jan. 06)

In general, the language classes that put emphasis only on language cannot provide students with opportunities to apply their own experience and knowledge to language using context. In this sense, class contents that contain cultural information or context should be introduced in the language class. Therefore, desirable language learning or teaching should include the learners' sociocultural use of the target language in communication.

Language is a reflection of culture, and when students face unfamiliar concepts or culture-specific elements, they need background knowledge that provided them with more authentic language learning environment. The texts and the video materials in the video-supported English class is a good example that supports the language learners with sociocultural knowledge. When students learn English and culture for specific purposes, they need to acquire culturally influenced discourses. In this study, students watched a series of episodes that were focused on culture based discourse which students were mostly interested in and thus motivated to learn the target language culture. In cultural perspective, students could understand the cultural norms and patterns of those people in the second language culture. They were able to acquire certain language expressions in different contexts. The students were exposed to useful expressions and learned easier way of approaching the culture and language. This helped them reduce language learning anxiety.

> I realized that we need to accept other people's culture and their customs. We should not have prejudice or bias towards others who are different from us. I learned that we should respect and tolerate other culture without having any stereotype. (Meejung, interview, 11/Jan. 06)

> Now in the coming years, I think every society in the world are not going to persist with their culture, but will have a multicultural background within their own culture. Therefore, we must change our cultural identity towards 21st century. The most important part is that I feel confident and my anxiety has decreased after taking video supported English class. (Sunho, interview, 11/Jan. 06)

When compared to other types of video material in language classes that focused on language rather than content or culture, the video series showed authenticity of language learning in that it showed facets of multicultural background of Americans. In addition, instructors' explanation on the target culture helped the students improve cross-cultural awareness. Thus, students are ready to cope with people from different cultural background in cross-cultural communication.

2. Authentic Vocabulary Learning Environment

The students in this research learned how to express their opinion using chunk and phrases in English that they learned from dialogues and texts. They could have confidence by expressing in English with simple manner when they explain difficult and abstract notion in Korean. Corpus-based language learning worked as a major role in EFL learners' language improvement and in their motivation towards language development (McCarthy, 2006). EFL students' improvement on using paired words as integrated chunks also reduced students' language learning anxiety. Most of the students in the interviews mentioned that they could figure out differences in mentality between Americans and Koreans after learning English expressions in each episode that contains vocabulary in chunks in the course.

> In this class, I learned a lot of English figurative expressions and spoken language. Before taking this class, when I studied English, I tired to analyze structure and vocabulary, but now, after taking this class, I don't do that because I can freely use the American way of thinking. The more I get involved with learning English, the more interesting it is to me. During the class, I got to know that English is no longer a difficult language. Instead, it is fun and interesting language. (Jiyeon, interview, 11/Jan. 06)

Since each episode of the video provided students with context, the students could naturally learn language in chunks. Students can find ways to speak in short sentences and expressions such as collocations or idiomatic expressions in the video script. Many

students realized that there were effective ways to learn the target language. They were able to use those expressions in other class activities such as presentations, small dramas, writings and conversations with native-speaking teachers.

As Weinert (1994) mentioned in his study that EFL students who learned formulaic phrases or chunks used those expressions to make new sentences, the students in this video-supported class also applied the formulaic expressions and vocabulary in writing and speaking classes.

> Learning vocabulary in chunk in a sentence or in a story helps a lot for students to learn quickly and tend not to forget easily. When I learned English before, I just had direct translation of text and try to find out a subject and a verb. However, in this Media English class, I learned the English usage in the context. I could know that some expressions are used in particular situations and context. I just got to know those expressions in chunks and understand as they are. So learning English was rather easy in this class. And what I really like is that I could use what I learned from the video in other class activities like presentations, writings and small dramas. When I think about storyline of the video episodes, I could remember the content and English expression clearly and easily. This is a lot easier than learning and memorizing vocabulary one by one. (Minseok, interview, 06/Aug. 06)

In Khuwaileh's study (1999), the use of chunks and phrases proved to be an important factor in successful language learning. In the past, many interests have increased in using corpora and computer in language education in EFL classroom. In terms of language learning, the researchers in this study have found that using chunk phrases encouraged students to gain confidence in learning English and to be able to use them in a more simple way. To improve students' language proficiency in EFL setting, teachers not only need to emphasize structural information but also need to provide them with expressions using collocation and phrases in their speech.

The video contains natural conversations of Americans which sometimes contain ungrammatical colloquial expressions that can be acceptable among native speakers. In this case, the students felt confident in creating those expressions after watching native speakers' conversations. In terms of language, students learned more colloquial expressions that are used in the target language culture and improved listening skill as well.

> My listening skill has really improved a lot. Sometimes when the colloquial expressions were not grammatically correct, I was actually able to understand them better. For example, you have to change the verb and the subject position.

In conversations, you don't have to care about that. You can use simple intonations and not follow the strict rules of English grammar. (Taehyun, interview, 11/Jan. 06)

Because we learned colloquial expressions in the sentence, I think that we can use them in language easily and often. I also think that listening and my speaking skill has improved very much. I got to have the chance to tell about interesting themes from the video. We learned how we should interact with native speakers of English. I was happy to learn the expressions and words that the native speakers use in their conversation. (Sunyoung, interview06/Aug. 06)

3. Class Activities

1) Group Discussion: Cooperative Learning

In this media-assisted class, students had indirect opportunities to experience authentic contexts. The instructors divided the class into groups and had them discuss and debate about the language and culture issues they found in the video. All the students participated in the activity took a role: leader, presenter, writer, and time-keeper. The presenter of each group shared the result from the discussion. In the group discussion, the students understood other members' opinions and experiences on the culture issues. Furthermore, they could change stereotypes of American culture through group discussions, and learned facets of American culture that they didn't realized while watching the video. Students learned collaborative and social skill so that they work together more effectively and increase academic achievement (Jabob, 1998 Kagan, 1986). In this media-assisted class students were able to collaborate in group discussions; therefore, discussion enhanced their communicative competence as well as cultural knowledge. Group discussion assisted the students to become critical thinkers.

Because we have our roles, we were able to participate well in the group discussion. I learned what I did not realize from other students' opinions and thoughts on differences between American culture and Korean culture. I was more motivated to learn the culture when I got involved in group discussions. (Minseok, interview, 06/Aug. 06)

This group activity is really interesting and fun because it gives us more chance to talk and exchange opinions freely in the group. Also, my friends could help

> me understand the cultural differences better when I did not understand them clearly. (Kyunghee, interview, 11/Jan. 06)

Reid (1987) maintains that Asian learners usually disfavored group work. However, this research shows that, once the Korean EFL learners are exposed to new types of learning, for example, using collaborative group activity, they will favor the style of learning that promotes social interaction between learners as well as between learner and teachers. The students in the research cooperated well in the group activity where they have discussion and exchanged opinions because the discussion issues draw their interests. This clearly shows that Asian EFL students are not always avoiding social interaction in groups. The Asian EFL learners do not depend only on learning style, bur rather on the content and teaching methods.

2) Small Drama

Since the students learned colloquial English from video episodes, skit or short drama using contents of episodes in the class improved students' communicative competence. From the interviews, students said having a short skit using English expressions they learned in the class motivated them and enhance their language ability, emphasizing that the content include everyday life expressions. After the activities, students learned an easier way to express particular idioms that are appropriate in the context. By using the role-play and skit, the teacher could make the class more student-centered and facilitated social interaction which is an important factor in language development. As a result, the students could have the ownership of learning.

> Group activities made me participate actively in the class. I think it is important that you actually say the words instead of simply thinking in your mind. When I compared America to Korea, there were some parts I could not understand well, but by having discussions, I came to know a lot. I wish there were more skits. Likewise, I wish that there were more opportunities to do the skits because you can actually practice your conversation through skits. I really liked it. (Meehyun, interview, 11/Jan. 06)

In this study, the students had critical thinking concerning the cultural practices of both target language culture and their native culture through collaborative group work and mini drama. Therefore, they could learn English not aimed for grade but for real use in authentic environment. In addition, this brought positive students-teacher interaction, which affected their language acquisition as well as the social interaction in the class.

V. DISCUSSION

The purpose of this research is to examine Korean EFL students' cultural awareness when they are studying the target language culture and language, and to explore how the video-supported EFL listening class helped students' language proficiency and communication skills. The study revealed that, although EFL students were already exposed to the target language culture, they recognized the cultural differences and gradually obtained in-depth cultural awareness. The present study shows that integrating authentic cultural knowledge into listening class is an effective method for EFL learners to have correct interpretation of language. Through the culture-embedded authentic teaching and learning material, EFL language learners are able to gain cultural awareness and competence (Hinkel, 2001; Savignon, 1983).

Culture education in college foreign language class should enable students to know the culture in depth so that students are ready to communicate in the second language learning environment. The video-supported language class played an important role to facilitate the culture learning and motivated the students to learn language as well. In the video-supported class, the students got accustomed to the second language culture through comparison and analysis of first language culture and second language culture. As a result, they could be aware of the multicultural knowledge and sensitivity. In addition, because the students learned and had indirect cultural encounter through video episodes, they had self-pride on their own culture and decreased the degree of culture shock that might take place when they are exposed to the authentic environment. In contrast to the previous culture education which focused on giving information and knowledge (Rivers, 1993), this type of class can be a platform for EFL students to establish their identity and to be able to have communications in culture- embedded context.

It is important to note that in terms of language development, the students developed their listening and speaking skills using colloquial expressions. Through the class, students learned more authentic expressions and gained confidence in interactions with native speakers. By introducing culture-embedded text into other EFL classes, the students could improve spoken language. As a whole, this learning strategy had influence on students' language development and their thought. The results altogether suggests that the eventual goal of language learning using collocations is to help students use the target language through interactions and communications. After learning a variety of collocation, the students could reduce language learning anxiety and had confidence in English communication. Through active interaction in classroom activities the students had critical thinking concerning the cultural practice of both target language culture and their native

culture from group discussion and skits in which the students presented and shared their personal opinions related to episode. As a result, the class created authentic culture education environment that enhanced communicative competence and social skills.

VI. CONCLUSION

The video-supported language class played an important role to facilitate the culture learning and motivated the students to learn language as well. In addition, through the class, students learned more authentic expressions and gained confidence in communication with native speakers. As Kramsch (1993) has stated, meaningful context is necessary in language learning because it provides culture-related themes and issues that stimulates students to speak in class. This research shows that students' motivation has increased more when cultural issues were presented in the language classroom. Considering the importance of teaching and learning culture in EFL class, it is essential for students to learn culture-embedded content. More importantly, language classes needs to be combined with the cultural themes so that students who are not fluent in English and not accustomed to the culture can achieve language proficiency and intercultural communication skills.

The study will provide an opportunity for educators and researchers to understand the importance of using culture-embedded and context-based materials in EFL class. It is suggested that language teachers use culture-embedded curriculum to promote students' motivation and multicultural awareness. Furthermore, there is a need for classroom-based research on language learning using corpus in EFL setting. There is a limitation to this study, which need to be considered for the future research on this topic. Because the material in the class was confined to American English and culture, and the students were not exposed to different varieties of English such as British English, Australian English, and so on, the result of this study does not represent EFL students' attitudes towards varieties of English and culture. Further studies needs to investigate EFL students' perception on the varieties of English and culture in EFL setting.

REFERENCES

Bennett, M. (1997). How not to be a fluent fool: Understanding the cultural dimensions of language. In A. E. Fantini (Eds.), *New ways in teaching culture* (pp. 54-76). Alexandria: TESOL.

Bibler, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use.* Cambridge: Cambridge University Press.

Brown, H. D. (2000). *Principles of language learning and teaching*. NJ: Prentice Hall.

DeVillar, R. A., & Faltis, C. (1991). *Computers and cultural diversity: Restructuring for school success*. New York: SUNY press.

Kim, HaeJung., & Kim, HaeDong. (2006). A study of teachers' opinions on cultural elements in university-level English textbooks. *English Teaching, 18*(2), 271-299.

Kagan, S. (1986). Cooperative learning and sociocultural factors in schooling. In California State Dept. of Education (Eds.), *Beyond language: Social and cultural factor in schooling language minority students* (pp. 231-298). Los Angeles: Evaluation, Dissemination, and Assessment Center.

Khuwaileh, A. A. (1999). The role of chunks, phrases and body language in understanding co-ordinated academic lecture. *System, 27*, 249-260.

Kramsch, C. (2001). *Context and culture in language teaching*. Oxford: Oxford University Press.

Krashen, S. D. (1985). *Principles and practices in second language acquisition*. New York: Pergamon.

Lasen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. New York: Longman.

McCarthy, M. (2006). *Explorations in corpus linguistics*. Cambridge: Cambridge University Press.

McKay, S. L. (2002). *Teaching English as an international language*. New York: Oxford University Press.

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. NJ: Lawrence Erlbaum.

Park, Joo-Kyung. (2007). Korean children's perception of English language acquisition and cultural adaptation in Australia. *English Language & Literature Teaching, 13*(4), 127-152.

Pica, T. (1987). Second language acquisition, social interaction, and the classroom. *Applied Linguistics, 8*(1), 3-21.

Reid, J. M. (1987). The learning style preferences of ESL students. *TESOL Quarterly, 21*(1), 87-111.

Reppen, R., & Simpson, R. (2002). Corpus linguistics. In N. Schmitt, (Ed.), *Introduction to applied linguistics* (pp. 92-111). London: Arnold.

Rivers, W. M. (1993). *Teaching foreign-language skills*. Chicago: The University of Chicago press.

Roh, Seungbin. (2005). Research on four variables toward the effective integration of culture in the EFL class of Korea. *English Language & Literature Teaching, 11*(2), 91-110.

Ross, R. (2004). Cultural awareness in EFL instruction: rationale and suggestions for implementation. *English Language Teaching, 16*(4), 161-179.

Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice: Texts and contexts in second language learning.* MA: McGraw-Hill.

Shim, R. J., & Baik, M. J. (1997). Using movies in language classroom: rational and methods. *English Teaching, 52*(1), 59-88.

Schmitt, N. (2002). *Introduction to applied linguistics.* London: Arnold.

Valdes, J. M. (1986). *Culture bound: Bridging the cultural gap in language teaching.* Cambridge: Cambridge University Press.

Weinert, R. (1994). Some effects of a foreign language classroom on the development of German negation. *Applied Linguistics, 15*(2), 76-101.

APPENDIX

Interview Questions

This is to examine how you thought of learning culture from this course as well as your beliefs, attitudes, and perception on language.

1. Did you experience any cultural shock from the textbook?
2. When you go to abroad and meet native speakers, would you feel more confident to talk to them?
3. In what ways do you think this class helped you to talk more comfortably with the foreigners?
4. From what you learned, what are the ways that actually helped you reduce the possible cultural shock?
5. What are the changes in understanding culture, awareness, through instructor's lecture and the materials in the class?
6. How did you get to know American culture before taking this course?
7. What are the differences between your previous thoughts of American people's life and now?
8. If there are then what part? Why do you think that?
9. What are the characteristics of American culture from the video? In what aspect do they show us?
10. Were there any exaggerations or underestimation in the video? If so, then what was it?

11. Please tell us about your opinions about the group discussions and presentations in the class. Did they help you understand cultural differences?
12. Do group discussions help you in improving language skills and culture?
13. What are your suggestions to improve the class?
14. What are the differences between the previous videos you have seen and the one you learned in the class?
15. What are the differences between Rebecca and Alberto who are the second generation of early immigrants, and Sandy and Matt who are Caucasians?
16. What types of expressions in the video-episode were hard to understand as EFL learners?
17. What are the changes in your attitudes towards English after taking this class?
18. Did you find any differences in terms of speech pattern between Koreans and Americans?
19. If so, then could you explain to us? For example, Koreans tend to think a lot rather than answering right away. Americans tend to answer directly and quickly.
20. How did your attitude change after you watched the episodes from the video in the class?
21. While you were learning English in Media English class, what type of cultural differences did you have so far for two semesters? How much has your thinking about both American and Korean culture changed?
22. What part (What types of cultural facets have you learned in the class? Now, how do you perceive American culture?)
23. Is there any part that you still cannot accept from target language culture as second language learners?
24. What did you learn from group discussions and skits in the class?
25. Did you feel any identity change from learning culture and language in the class?
26. In terms of language learning, which part did you learn most?
27. What are the differences did you feel in the video from other materials of language classes?
28. As a second language learner, what are the major change you have in terms of language and culture?

Examples in: English

Applicable Languages: English

Applicable levels: Secondary

Namhee Kim
Dept. of Practical English, Hanyang Cyber University
HIT Bd. Hangdang-dong 17 Sungdong-Gu
Seoul, Korea.
Tel: (02) 2290-2857
Fax: (02) 2290-2828
Email: nkimpsu@hycu.ac.kr

Yunyoung Park
Dept. of English Language Communication, Woosong University
17-2 Jayang-Dong, Dong-Gu
Daejeon, Korea.
Tel: (042) 630-9891
Fax: (043) 630-9780
Email: yunyoungpark@yahoo.com

Received in July, 2008
Reviewed in August, 2008
Revised version received in September, 2008