

# **My Korean 1**

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## Preface

This textbook began its life as a personal collection of language activities which complemented the textbook *Learning Korean: New Directions I*, (Pilot Edition 1) used in some Australian universities including Monash University where we started teaching Korean in 1992. In 1995, this meagre collection grew into a textbook of its own entitled *Let's Speak Korean*. The following year the book went through a major change when Douglas Ling, a former student of ours and a lecturer in Film Studies at RMIT University (as a matter of fact, he is happily retired now), started helping us to rephrase the grammar explanations to be more suitable for Australian learners. The book title also changed to *Talking to Koreans* and we started to build a Korean language learning web site based on the book and kept all the materials on the site open to the public.

This open access policy was part of our efforts to promote Korean language in Australia as well as around the world and to help other Korean language educators who strove to provide a better learning environment because of a dearth of Korean language learning materials. During the following years we kept modifying the book based on students' feedback and needs, added more learning materials to the web, as well as making another title change into the current *My Korean* in 1998. However, in late 2006, we lost a significant amount of our on-line materials when our university introduced a new university-wide content management system. Only the small amount but most important materials, have been migrated into the new system with generous assistance from the Faculty of Arts. This situation was somewhat disastrous, however, it gave us a chance to rethink not only the whole project but also about our approach to teaching, resulting in another major rewrite for the book.

We have changed all the situation dialogues to make them more authentic. In particular, we have broken away from the conventional method of using mainly polite styles of speech throughout the entire book, because this method tends to create highly unauthentic situations. For example, this method created a very unlikely situation where two close friends used the polite style of speech to each other. Therefore, we have used different styles of speech which are appropriate to each situation, resulting in the use of close friend style of speech in most cases. This style of speech is also more appropriate for our students because they can immediately use it when they talk to one another or when they talk to their Korean friends.

Another major change is the use of comics for every situation dialogue to provide more extra-linguistic cues. When we communicate, we use all kind of extra-linguistic cues available to make sense out of each other's speech. However, text-only dialogues lack those extra-linguistic cues and make a student's job of making sense out of an already foreign language a lot harder. In order to solve this problem, we have used comics alongside the recording of each situation dialogue, turning the dialogue multimodal and as close as to that of a real situation. This multimodal dialogue allows learners make meaning by using a crucial combination of words, graphics and sound.

Now, we should like to thank all those who have contributed in different ways to this book:

- To the Korea Foundation for the 2008 grant which made it possible to include the comics for the situation dialogues and gave us the last push into finishing this book;
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