

Innovation of Oral Korean Teaching Mode from the Perspective of Cross-cultural Communication

Meixiang Zhao

Shandong Vocational College of Science and Technology, Weifang, 261053, Shandong, China

112211560@qq.com

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Abstract: Under the background of deepening globalization, the traditional Korean oral teaching has been unable to meet the needs of the times. This study develops a novel theoretical framework for teaching modes based on cross-cultural communication theory, combining constructivism learning theory and second language acquisition theory. Firstly, this article analyzes the core concepts of cross-cultural communication theory and the present situation of Korean oral teaching, and points out the problems and shortcomings in current teaching. Then, the specific strategies of innovative teaching mode are put forward, including deeply integrating Korean cultural elements into teaching content, adopting interactive teaching methods such as task-based teaching and project-based learning, and making full use of modern information technology and network resources. Reforming the oral Korean teaching approach through the lens of cross-cultural communication proves to be effective, which can improve students' cross-cultural communication ability and language application ability. Therefore, it is suggested that teachers should pay attention to improving their cross-cultural communication ability and teaching quality in teaching practice, schools should strengthen investment and support for oral Korean teaching, and education departments and schools should strengthen cooperation and exchanges with Korean educational institutions and cultural institutions.

1. Introduction

As globalization continues to progress, interactions and collaborations among various countries and regions are increasing, making intercultural communication skills a key criterion for assessing individuals' overall quality [1]. As one of the four little dragons in Asia, South Korea's economic and cultural influence is constantly improving on a global scale, and learning Korean and understanding Korean culture has become the demand of many people [2]. Nevertheless, conventional Korean oral instruction tends to emphasize language knowledge while overlooking cultural context and the development of cross-cultural communication skills, resulting in challenges for learners during real-life interactions[3-4]. Thus, investigating innovative approaches to oral Korean teaching from a cross-cultural communication standpoint can enhance learners' language proficiency, but also promote their awareness of cross-cultural awareness and build a bridge for international exchanges and cooperation.

The significance of this study is to provide new ideas and methods for Korean education through in-depth analysis of the combination of cross-cultural communication theory and Korean oral teaching, to help learners master language skills, enhance their understanding and respect for Korean culture, and cultivate compound talents to meet the needs of the globalization era.

The main purpose of this study is to explore how to innovate oral Korean teaching mode under the framework of cross-cultural communication, so as to improve learners' cross-cultural communication ability. Specific research questions include:

How to effectively integrate cross-cultural communication theory into oral Korean teaching to enhance students' cultural sensitivity and adaptability?

What are the shortcomings of oral Korean teaching at present, especially in cultivating students'

intercultural communicative competence?

What targeted teaching strategies and activities can enhance students' skills in oral Korean expression and intercultural communication?

How can we assess the impact of innovative teaching methods and ensure their effectiveness in enhancing students' intercultural communication skills?

2. Cross-cultural communication theory and oral Korean teaching

2.1. Cross-cultural communication theory and the present situation of oral Korean teaching

Cross-cultural communication theory primarily examines how individuals from diverse cultural backgrounds comprehend, interpret, and address cultural differences during communication, aiming for effective interaction [5]. This theory involves many aspects such as cultural identity, cultural adaptation, cultural conflict and resolution, and emphasizes that the uniqueness of different cultures should be respected and understood in communication [6].

At present, oral Korean teaching shows a rapid growth trend in the world, but there are still some problems in teaching methods and contents [7]. On the one hand, traditional teaching often focuses on the instillation of language knowledge such as grammar and vocabulary, ignoring the cultivation of oral expression and practical communication ability; On the other hand, even when it comes to cultural teaching, it is mostly superficial knowledge introduction, which lacks depth and systematicness, and it is difficult to help students truly understand and integrate into Korean culture [8-9]. In addition, the uneven distribution of teaching resources and uneven teaching staff also restrict the improvement of oral Korean teaching quality.

2.2. The demand of oral Korean teaching from the perspective of cross-cultural communication

From the perspective of cross-cultural communication, oral Korean teaching should pay more attention to cultivating students' cultural awareness, cross-cultural communication skills and global vision. Specifically, the teaching needs include: enhancing cultural sensitivity, improving cross-cultural communication ability, and cultivating a global perspective (see Figure 1).

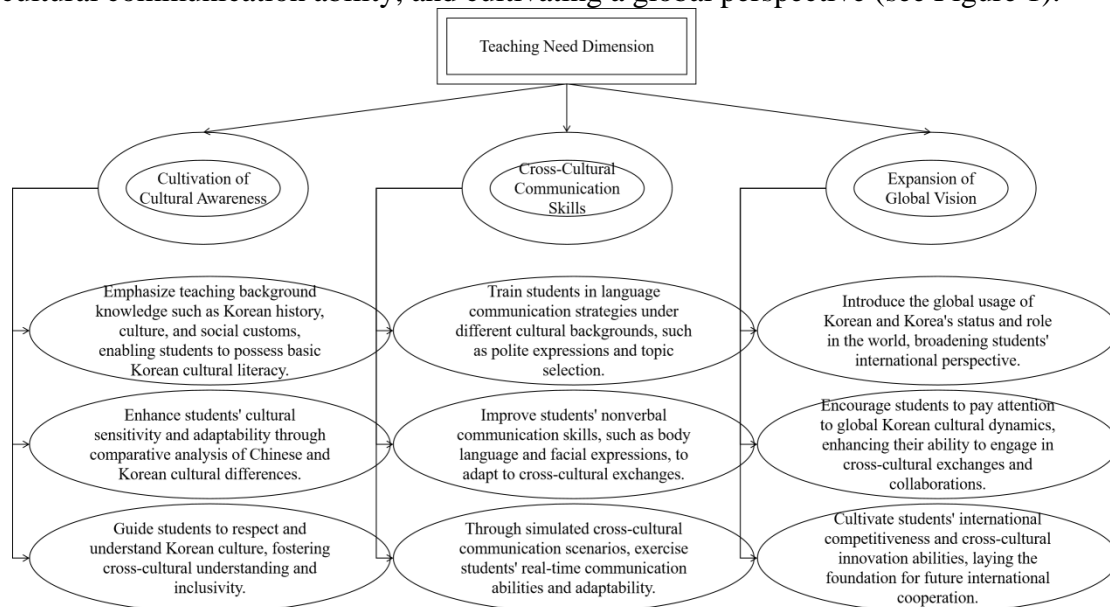


Figure 1 Demand for Korean oral teaching from the perspective of cross-cultural communication

A detailed analysis of the three dimensions reveals that teaching should focus on enhancing students' cultural literacy, developing their cross-cultural communication skills, and broadening their global perspective. This approach will help cultivate students' abilities in cross-cultural communication, enabling them to engage more confidently and appropriately in Korean during future international interactions.

3. Oral Korean teaching mode from the perspective of cross-cultural communication

3.1. Theoretical framework of innovative teaching mode

Innovating the oral Korean teaching approach from a cross-cultural communication viewpoint requires a strong theoretical foundation. The theoretical framework put forward in this study combines cross-cultural communication theory, constructivist learning theory and second language acquisition theory, aiming at building a student-centered teaching model that pays attention to cultural experience and practical communication ability training. The framework emphasizes that teaching should focus on students' actual needs and learning interests, and guide students to learn and use Korean in practice by creating real or simulated cross-cultural communication situations, while deepening their understanding and respect for Korean culture.

3.2. Teaching content and method innovation

In terms of teaching content, this article suggests that Korean cultural elements should be deeply integrated into Korean oral teaching, not only to teach language knowledge, but also to introduce Korean history, society, culture and customs, so that students can gain a comprehensive cultural experience in language learning. At the same time, we should select topics that are close to students' lives and have a sense of the times as teaching materials to stimulate students' interest and participation in learning.

In terms of teaching methods, this article advocates the use of task-based teaching, project-based learning, cooperative learning and other teaching methods with strong interaction and high student participation. For example, cross-cultural communication tasks can be designed, and students can be grouped to simulate communication scenes in different cultural backgrounds. Engaging in role-playing, discussions, and debates can enhance students' oral expression skills and their ability to communicate across cultures. In addition, multimedia resources such as Korean movies, music and variety shows can be used to enrich teaching methods and enhance the interest and effectiveness of teaching.

3.3. Technical assistance and resource utilization

As information technology advances, the use of modern educational tools offers new opportunities for oral Korean instruction. This article suggests making full use of modern information technology, such as virtual reality (VR) technology, online communication platform and intelligent speech recognition software, to establish a more authentic and dynamic language learning environment for students. As shown in Table 1:

Table 1: Examples of Modern Information Technology Applications in Korean Oral Language Teaching

Modern Information Technology Means	Application Examples	Expected Effects
VR Technology	Utilize VR technology to create Korean cultural scenes, such as traditional markets, schools, and homes. Students engage in role-playing within virtual environments, simulating real-life communication situations.	Provide immersive learning experiences, enhancing students' direct perception of Korean culture. Improve students' oral expression skills and boost their confidence in communication.
Online Communication Platforms	Use online video call tools like Skype, Zoom, etc., for real-time exchanges with native Korean teachers or students. Join Korean language learning communities to participate in online discussions and interactions.	Offer authentic language exchange opportunities, exercising students' listening comprehension and responsiveness. Promote cross-cultural communication and friendships among students.
Intelligent Speech Recognition Software	Utilize speech recognition software for oral practice, providing real-time feedback on pronunciation accuracy and intonation.	Precisely identify students' pronunciation issues, offering personalized oral training plans.

	Combine with Korean learning apps for oral assessment and correction.	Enhance students' pronunciation accuracy and fluency.
Multimedia Teaching Resources	Watch Korean movies, TV dramas, documentaries, and other multimedia materials to learn authentic Korean expressions. Utilize online Korean learning platforms to access abundant teaching resources and exercises.	Broaden students' language input channels, improving their Korean language sense and application ability. Stimulate students' interest and enthusiasm for learning.
Interactive Learning Software/Platforms	Use Korean learning apps or online platforms for interactive learning, such as language games and level-up exercises. Participate in online Korean oral courses, interacting in real-time with teachers and classmates.	Provide fun learning methods, increasing interaction and enjoyment in learning. Help students reinforce learned knowledge and enhance their oral expression skills.

Utilizing these modern information technologies allows us to establish a more authentic and engaging language learning environment for students, enhancing their oral expression skills and cross-cultural communication abilities. At the same time, these technical means can also stimulate students' interest and enthusiasm in learning, so that they can master oral Korean skills in a relaxed and pleasant atmosphere.

In addition, teachers should make full use of network resources, such as Korean learning websites, online courses, e-books, etc., to provide students with rich and diverse learning resources. Teachers can publish teaching tasks, share learning resources and organize online discussions through the network platform to improve the flexibility and convenience of teaching.

3.4. Innovative teaching mode promotes students' cross-cultural communication ability

Through the implementation of the above innovative teaching mode, students' intercultural communication ability will be significantly improved. First of all, when students learn and use Korean in real or simulated cross-cultural communication situations, they will pay more attention to the practical application and communication effect of the language, thus improving their oral expression ability and language application ability. Secondly, through in-depth understanding of Korean culture and social customs, students will respect and understand the uniqueness of different cultures and reduce misunderstandings and conflicts caused by cultural differences. Finally, by participating in cross-cultural communication activities and project-based learning, students will cultivate cross-cultural communication skills such as teamwork, communication and coordination, and lay a solid foundation for future international exchanges and cooperation.

4. Suggestions on teaching practice

Based on the research results, this study puts forward the following teaching practice suggestions:

(1) Teachers should actively participate in cross-cultural communication training, constantly broaden their international horizons through reading, traveling, attending academic conferences and other ways, and enhance their cross-cultural sensitivity and adaptability. At the same time, teachers should keep up with the pace of the times and continue to learn the latest educational concepts and teaching methods, such as adopting modern teaching methods such as task-based teaching and situational teaching, to stimulate students' interest in learning and improve their learning efficiency and effectiveness.

(2) Schools should fully realize the importance of oral Korean teaching, increase investment in this field, and provide sufficient teaching resources and facilities for teachers and students. The school can also invite Korean teachers or experts to give lectures and organize extracurricular activities such as Korean corner and Korean speech contest to create a strong Korean learning atmosphere for students. Through these measures, the school can create more favorable conditions for oral Korean teaching and promote the steady improvement of teaching quality.

(3) Education departments and schools should actively seek cooperation opportunities with

Korean educational institutions and cultural institutions, and jointly hold cultural exchange activities and academic seminars to build a bridge for students to communicate directly with Koreans.

5. Conclusions

From the perspective of cross-cultural communication, this study discusses the innovative design of Korean oral teaching mode. By constructing a theoretical framework that integrates cross-cultural communication theory, constructivist learning theory and second language acquisition theory, this article puts forward innovative strategies in teaching content, teaching methods, technical assistance and resource utilization. The research results show that the implementation of innovative teaching mode can significantly improve students' intercultural communication ability and provide new ideas and methods for oral Korean teaching.

Although some achievements have been made in this study, there are still some limitations and shortcomings. Future research can further explore the following aspects: First, we can expand the research sample and scope, and verify the applicability and effectiveness of innovative teaching mode in different regions and different types of schools. Secondly, we can deeply study the relationship between cross-cultural communicative competence and oral Korean level, and provide more accurate guidance and support for teaching. Finally, we can pay attention to the application and prospect of emerging technologies in oral Korean teaching, and provide new impetus and direction for teaching innovation.

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