A Study on the Effect of Creative Chinese Characters Learning on the Ability to Learn Chinese Old Sayings and Idioms Using K-Pop Music Video

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Music is an extraordinary bridge between people all over the world so much as to be called a universal language. Idols and B-boys stages are fun, touching, and fantastic. Today, South Korean students are excited and enthusiastic about their colorful dance moves. The study is about creative educational methods that use K-pop music videos to learn the proverbs and old words that our ancestors learned to keep in mind and teach. K-pop lyrics are a rich reflection of the experiences of life and the world in which people are living today. Accordingly, this study can present new teaching and learning method examples that are used in class related to the old language associated with K-pop lyrics and can also introduce interesting class materials.

Keywords: K-pop music video, Chinese characters, creativity, high school learning methods, Chinese old sayings, Chinese idioms, modernization of Chinese characters

Introduction

“You have to change before you can overcome the crisis, change until you understand, and keep your original mind¹”. The researcher looks into the words of the wise. How much do Chinese teachers teach the classics today to keep up with the changes of the times?

As we enter the 21st century, human beings are facing a wave of globalization and the rapid progress in knowledge and information. The characteristics of society in the 21st century can be explained by information technology, globalization, and a lifelong learning society. The social changes are not only calling for a shift in the educational paradigm as well as daily life (Song, 2017). Moreover, education has been a passive and information-oriented education.

However, the education of the future society requires the students to be self-initiated and develop creative knowledge, thus making it necessary for teachers to change the educational paradigm through class innovation (Lee, 2018). Amid drastic changes in the educational paradigm, the Chinese language curriculum is a character discipline that develops the correct character and sensibility in students, such as literature and artistic performance.

The purpose of the Chinese language curriculum is to cultivate the correct character. This study aims to find a way for these Chinese characters to coexist and prosper with the various competing classes. For this purpose, we should not label the Chinese characters as a special subject. It must accommodate and integrate

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¹ 《周易》〈繫辭傳 (Gyesajeon)〉: “窮則變, 變則通, 通則久。”

various classes associated with Chinese characters (Lee, 2015). In other words, it combines the classics of Chinese with modern music and art.

In this study, it is defined as “Modernization of Chinese characters (MCC, 現前化)²” when a person returns to the past and learns by restructuring what is past at this point in time. This is the past which has moved in the field of seeing now, not losing people to go back and has become the modernization (Na, 2009). K-pop music videos are very useful in MCC. It is because students can learn idiom originated in an ancient event (i.e., old saying) by combining them with K-pop music videos, and can trace them back to the past to explore the origin of the old saying.

“Old saying” means (1) a matter of great antiquity, (2) a phrase referring to a long time ago, (3) a rule that came from a long time ago, and (4) a Chinese word originating from an old story (Lee, 2018). The origin of old saying is derived from historical events that took place in the past. It also comes from the sage’s words, proverbs, myths, legends, and folk tales. The number of letters in an old saying consists of at least two to a maximum of six characters. It should be used in clear distinctions from the idiom made with combinations of letters, which has no history.

K-Pop Music Video as Educational Media

Hallyu (Korean Wave) culture represents Korean contents. K-pop, which represents Korean popular music, is gaining attention all over the world. K-pop is making tangible and sophisticated strides. K-pop is a self-improving, entertaining, and moving tool that stimulates the eyes, ears, and other senses of the public. K-pop is breathing with the daily lives of Koreans. These days, people all over the world, including Koreans, are feeling sympathy and sharing. Starting with Psy’s Gangnam style, countless Korean singers and idol groups, including Big Bang, Beast, BTS, Wanna One and Twice, are receiving much acclaim and love from people around the world.

Such attractive and great artistic content can also be actively used by teachers at school sites. In particular, if teachers use K-pop, it is likely that students will learn old sayings and idiom easily and interestingly that students find difficult. This is because students can naturally learn both old sayings and idiom and continue to be interested in them through their familiar content called K-pop. We are living in an era in which the age emphasizes and places emphasis on EQ (Emotional Quotient). K-pop can not only stimulate EQ, but also change the paradigm of education and give students creative wings by integrating popular culture into Chinese characters education. If this educational modernization is the driving force behind the development and establishment of the innovation in Chinese character classes, the education of Chinese characters will be more prosperous and the foundation will be expanded.

The Appropriateness of Learning Chinese Characters Using K-Pop Music Video

The appropriateness of learning creative Chinese characters including old sayings using K-pop music video can be found in two examples. First, according to the 2015 Ministry of Education’s Notice Chinese characters and the revised curriculum, the methods for teaching and learning at middle and high schools are described as shown in Table 1. Item 6 of the curriculum explains the appropriateness of learning Chinese characters using K-pop music video (Department of Education, 2015).

² “The present (現)” → In accordance with the present times, “previous (前)” → The classics of the past, “turn into~(化)” → Recombing and utilizing in education.

Table 1

2015 Revision Curriculum in Korean Education Law

Teaching and learning methods for middle and high schools
Article 6. Make learning easy and interesting for learners to learn, but present methods for teaching and learning with the following note.
<ul style="list-style-type: none"> • Using various media sources, the learning effects are enhanced, but teachers and learners can communicate bilaterally. • The study-learning data is organized so that the student-oriented study is carried out by motivating the learners. • Make sure that the study in the areas of “Understanding Chinese characters” and “Application of Chinese characters” is carried out systematically and collectively.

Second, according to a prior study (Back, 2014), K-pop music video is highly suitable for field teachers to use K-pop music videos in Chinese character classes. K-pop is not only able to excite students, but it is also capable of gaining a variety of classroom reactions by adding freshness to the class. Back (2014) describes the usefulness of K-pop in Chinese characters classes by citing the following examples.

Case Study on the Old Sayings and the Short Message Study of Chinese Characters³

Lee Eun-min’s “A Chinese Character Class Using K-pop” is a class where students learn to find the old sayings related to the lyrics of songs. It focuses on making students listen to popular songs and learn the related Chinese characters so that they can improve their vocabulary and use them in their language lives. The teacher is constantly making public the class practices through several songs. Students often think of only classical languages when they think of the old sayings, so only when explanations are given about what the old sayings are, then will they learn them associated with the K-pop lyrics. This class is significant in that it has created interest among students by using their favorite K-pop as a learning tool and has applied the language they will learn in their daily lives. The examples are even more relevant, especially when Chinese character textbooks contain some of the more difficult essays that may be interesting to students after the 2007 revision and curriculum. While creating interest for learners through the popular K-pop lyrics each year, we hope to continue introducing classroom examples that demonstrate the exact origin and meaning of the term.

The above two examples demonstrate that K-pop music video can be a novel and creative way to learn old saying of Chinese characters.

A Study on the Practical Use of Chinese Old Sayings and Idioms Lecture Using K-Pop Music Video

When the class begins, it shows the students K-pop music video that will be used to learn old sayings and idioms of Chinese characters, and generates maximum interest and interest from the students. In the class development section, old sayings and idioms of Chinese characters related to K-pop lyrics are introduced along with their respective origins. It makes it easy to explain the outer and inner meanings of Chinese characters and encourages students to focus on them in a fun and meaningful way. At the end of the class, they read old sayings and idioms of Chinese characters learned using K-pop aloud to overcome the unfamiliarity of Chinese characters. Afterwards, students watches K-pop once again, and then finishes by internalizing the Chinese characters they studied. Figure 1 is a flowchart of Chinese old sayings and idioms lecture using K-pop music video.

³ On November 2, 2013, the 20th Anniversary Conference of the Association of Korean Chinese Characters and Chinese Language Education Studies was held at SUNGSHIN Women’s University under the theme “Retrospection and Exploration of the Theory and Practice of Chinese Language Education in Korea” and this paper was published on 27 April 2014 by modifying and supplementing the paper which was introduced at the conference.

Figure 1. Flowchart of Chinese old sayings and idioms learning lecture.

Based on the flowchart of the adult language learning class using K-pop music video, the guidelines are organized as shown in Table 2.

Table 2

Direction of Chinese Old Sayings and Idioms Learning Class Using K-pop Music Video

Learning process	Teaching and learning activities	Notes
Introduction (5 min.)	Checking out K-pop handouts for today's study Watching K-pop music video	Students' checking the handouts the teacher prepared
Deployment (30 min.)	Asking students to read one line at a time the lyrics they would like to study among the K-pop handouts After reading the lyrics of the song, explain the relevant contents and present the related words. Explaining in detail the origin of Chinese old saying that has the origin and guide the students Giving a detailed description of the outer and the underlying meaning of the related Chinese old sayings and idioms The students listen to the teacher's explanation and write the words in the blank space on the handout.	(1) Making the presentation evenly (2) PPT and VIDEO explaining the relevant old sayings and idioms
Finish (10 min.)	Reading and organizing together all of the old sayings and idioms the students studied Internalizing the Chinese old sayings and idioms learned while watching K-pop music video again Performing the task of writing the learned Chinese old sayings and idioms twice in their notebook, if time is available	If time permits, guide the students to carry out the task immediately

The researcher has been continuously learning Chinese old sayings and idioms using K-pop music video for about 10 years since 2007. Concretely, each year, the researcher selects popular K-pop that contains educational meaningful lyrics for the study. The K-pop list is organized as shown in Table 3.

Table 3

*List of K-pop Songs*⁴

Year of issue	Semester	Singers	Song title
2007	1	Cult-Three Musketeers	I'm Your Friend
	2	Si-nae Yoon	Let's Study
2008	1	Yong-pil Cho	Let's Go on a Trip
		Soo Ra Jung	Republic of Korea
	2	Wonder Girls	Nobody
		Yoon Do-Hyun Band	National Anthem
2009	1	Tae-woo Kim	Love Rain
		In Soon Yi	Goose's Dream
	2	PSY	Champion
		Hani Kang	Just You
2010	1	2NE1	Clap It
	2	Hwi Sung	I Even Thought About Getting Married
2011	1	Tae-woo Kim	Echo
		Hwi Sung	A Poignant Story
	2	Super Junior	Mr. Simple
		Seung-chul Lee	Marley Flower
2012	1	PSY	Gangnam Style
		Taitiser	Twinkle
	2	Primary, Baboon, Zion-T	See Through
		Big Bang	I Need a Girl
2013	1	Tae-woo Kim	Cosmic Girl
		Jong Shin Yoon	By Instinct
	2	Hyolyn	Let It Go
2014	1	Zion-T	Yanghwa Bridge
		Hyo-shin Park	Field Flowers
	2	Three Men	Toy
		Spring, Summer, Autumn, Winter	Bravo My Life
2015	1	Ye Eun Ahn	Mr. Mystery
	2	Lee juck	Run in the Air
		Cho PD, In Soon Yi	My Friend
2016	1	Na Eol	Wind Memory
		Carnival	Well, Then.
	2	Hyun Woo Ha	Lazenca, Save Us
		Bong-Gu	Where You Should Be
2017	1	PSY	I LUV IT
		Twice	Signal
	2	Jong Shin Yoon	Do You Like it?
		Red-cheek puberty	We'll Be in Love.
		BTOB	Miss

The examples of learning materials using Psy's "I LUV IT" are as follows.

⁴ The K-pop music video is available on YouTube (<http://www.youtube.com>).

(1) At the age of 40 Babe: Lyrics of PSY's song

不惑之年⁵: Don't be carried away, the meaning of calling 40 years of age different, "Confucius"—為政篇: It is an old saying, dating back to the days when Confucius was 40 years old and he was not tempted by worldly affairs.

(2) My mother's precious child: Lyrics of PSY's song

金枝玉葉: The meaning of precious offspring

(3) Art rather than technology I LUV IT: Lyrics of PSY's song

技術不如藝術⁶: The meaning of loving art more

(4) Care kept me awake: Lyrics of PSY's song

輾轉反側⁷: The meaning of care is making me uncomfortable to sleep.

Figure 2 is an example of a handout actually used in the class.

⁵ 不惑之年: 《論語》〈為政篇 (The Confucian Analects)〉: This Chinese old saying stems from a description of Confucius' life by age on the side of the Confucian Analects.

⁶ 技術不如藝術: The Chinese old saying is based on the Sentence structure of "百聞不如一見". The meaning of the word "不如" is not as good as "B", which is a sentence that is expressed in the form of a comparison. This old saying is used to emphasize the importance of experience and is a phrase derived from the historical book, 《後漢書》.

⁷ 輾轉反側: The Chinese old saying stems from 〈關關雎鳩〉 in 《詩經》 (The Book of Odes). The meaning of this term is to miss beautiful women and use it when you can't sleep.

학습 목표 :

I luv it 노래 : 싸이(PSY)

㉠ ① 내 나이 사십 babe

㉡ ① 미혼되지 아니할. 또는 다른 삶을 달리 이르는 말. 《논어》〈위정편(爲政篇)〉에서, 공자가 다른 살부 때 세상일에 미혼되지 않았다고 한 데서 나온 말이다.

㉢ ② 을 엄마 귀한 자식 babe

㉣ ②-1 「을」 가지에 속 일사귀, 한 뜻으로, ①일금의 자손(子孫)이나 집안을 이르는 성어 ②귀한 자손(子孫)을 이르는 성어

㉤ ②-2 자식을 매우 사랑하고 소중히 여김을 뜻하는 성어

㉥ ③ 직업은 힙스 가수 babe 15년째 만파라 A yeah~

㉦ ③ 기술보다는 예술이 I LUV IT

㉧ ③ 기술이 예술만 못하다. 예술이 더 뛰어나다. '만 못하다'라는 부정 비교형을 한문 문장으로 만들어보기~!!

㉨ ④ 실력보다는 매력 이 I LUV IT

㉩ ④ 실력이 매력만 못하다. 매력이 더 뛰어나다. '만 못하다'라는 부정 비교형을 한문 문장으로 만들어보기~!!

학습 목표 :

I luv it 노래 : 싸이(PSY)

㉪ ⑤ 품격보다는 파격이 I LUV IT

㉫ ⑤ 품격이 파격만 못하다. 파격이 더 뛰어나다. '만 못하다'라는 부정 비교형을 한문 문장으로 만들어보기~!!

㉬ ⑥ 사치보다는 가치가 좋아 I LUV IT

㉭ ⑥ 사치가 가치만 못하다. 가치가 더 뛰어나다. '만 못하다'라는 부정 비교형을 한문 문장으로 만들어보기~!!

㉮ ⑦ 자신을 LUV IT 여러번도 LUV IT

㉯ ⑦ 앞뒤 양옆 사람들 I LUV IT so much

㉺ ⑦ 앞과 뒤, 왼쪽과 오른쪽, 곧, 사랑(四角)을 뜻하는 성어

㉻ ⑧ 남 걱정에 잠은 자셨나 니 시방 밥은 자셨나

㉼ ⑧ 걱정거리로 마음이 괴로워 잠을 이루지 못함을 이르는 성어

㉽ ⑨ 생선을 먹을 땐 가지 발라먹어 수박을 먹을 때는 씨 발라먹어

㉾ ⑨ 취할 것은 취(醺)하고, 비할 것은 비해서 고르는 성어

㊀ ⑩ 날 좋아하는 분들 내 사랑 먹어 속하고 모속하고 그랬다 카더라 카는 분들 모여 이저나 먹어
I LUV IT I LUV IT I LUV IT (Oh yes~) I LUV IT I LUV IT I LUV IT (유후~~)

㊁ ⑩ 만사가 다 오케이야 어쩔찌구 응해야~

㊂ ⑩ 모든 일이 뜻한 바대로 곧 이루어짐

1 K-pop으로 學(學)하는 한문 學(學)이

2 K-pop으로 學(學)하는 한문 學(學)이

Figure 2. A case of the K-Pop handout.

Figure 3 is a handout used by the actual student.

Figure 3. A case of the handout written by the students.

After learning Chinese old sayings and idioms using K-pop, a performance assessment was performed, and examples of performance evaluations are shown in Figure 4.

Draw old sayings and idioms, make a video

Other students may view great work on video and may expect to see it on video and increase learning effectiveness

Figure 4. Example of Chinese old sayings and idioms learning performance using K-pop.

The performance evaluation consists of the following procedures. First, choose the old sayings and idioms that the students like themselves. The corresponding old sayings and idioms are then illustrated. They understand the origin, the outer meaning, and the inner meaning of old sayings and idioms as they expressed them in the picture. Finally, the students must explain why they chose to old sayings and idioms and what they wanted to express in the picture.

From this performance assessment, the following meanings can be found: First, it is self-initiated assessment of practice. Second, they are personality assessments that reveal artistic and creative characteristics. Third, it is a procedurable process assessment closely related to real life and may maximize the effectiveness of performance evaluations.

The Educational Effect of Creative Old Sayings and Idioms Learning Using K-Pop Music Video

The educational effects of learning Chinese old sayings and idioms using K-pop music video are as follows.

First, it can increase the “flow rate”. By incorporating Chinese characters into K-pop, the teacher was able to enhance the novelty of its classes and evaluations and enhance understanding of its contents. By increasing the flow of students, they were able to remember the Chinese old sayings and idioms for a long time. As a result, the correct answer rate in a written assessment was higher when students studied after using K-pop. Second, it can increase creativity. Creative thinking can be shown in the process of identifying the outer and inner meanings of Chinese characters and applying them to students’ daily lives. The creativity of these students was reflected in drawings for Chinese characters. Third, linguistic playfulness was improved. When integrating Chinese characters into K-pop music videos, students naturally enjoyed playing the language. As a result, the students’ interest in Chinese characters increased. Fourth, there is humanity. Learning Chinese characters using K-pop helped students build their character.

Table 4 shows the answer rate for the written test, which was increased after students studied Chinese characters using K-pop.

Table 4

Answer Rate of the Midterm Exam and Final Exam of Spring Semester in 2017

Answer rate comparison (%)																			
Test question	Class 1	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8		Average	
		midterm	final	midterm	final	midterm	final	midterm	final	midterm	final	midterm	final	midterm	final	midterm	final	midterm	final
13		90.3	84.3	90.6	90.3	86.6	93.5	83.8	83.8	96.7	93.5	93.5	93.5	90.3	90.3	83.3	80.6	89.4	90.0
14		87.1	87.5	87.5	90.3	86.6	80.6	93.5	93.5	87.1	83.8	90.3	83.8	87.1	83.8	80.0	77.4	87.4	83.1
15		90.3	87.5	75.0	93.5	73.3	93.5	87.1	77.4	83.8	96.7	83.8	93.5	87.1	83.8	80.0	90.3	82.6	90.8
16		87.1	93.5	87.5	93.5	90.0	93.5	87.1	87.1	90.3	90.3	90.3	93.5	93.5	93.5	80.0	90.3	88.2	92.0
17		80.6	83.8	84.3	83.8	80.0	83.8	90.3	87.1	80.6	83.8	96.7	87.1	83.8	87.1	80.0	80.6	84.6	84.8
18		90.3	87.1	96.8	87.1	83.3	77.4	87.1	80.6	87.1	83.8	87.1	87.1	87.1	87.1	76.6	80.6	87.0	83.5
19		90.3	96.7	90.6	96.7	90.0	93.5	87.1	87.1	93.5	93.5	96.7	93.5	96.7	93.5	90.0	83.8	91.9	91.2
20		80.6	83.8	90.6	83.8	80.0	67.7	83.8	67.7	87.1	80.6	87.1	83.8	83.8	83.8	83.3	64.5	84.6	77.1
21		93.5	83.8	96.8	83.8	90.0	74.1	90.3	74.1	96.7	83.8	96.7	77.4	90.3	77.4	86.6	74.1	92.7	79.1
22		83.8	96.7	90.6	96.7	86.6	90.3	93.5	87.1	90.3	96.7	90.3	96.7	83.8	96.7	80.0	77.4	87.4	90.8

According to Table 4, the answers for the final and mid-terminal achievements of the Chinese characters test questions that used K-pop music video are generally more than 80 percent. We can see that the students have a very high understanding of Chinese characters.

A survey was conducted on 224 third-year students from MunSeong Middle School in South Korea who had attended the actual class on Chinese characters using K-pop music videos. The survey was composed of students' interests, motivation, educational content, evaluations, and classroom satisfaction with Chinese characters learning. Table 5 shows the results of the survey.

Table 5

The Satisfaction of Chinese Characters Learning Using K-pop Music Video

Interest and motivation				
It is very fresh and interesting.	It is fresh and interesting.	Average	It is not fresh and uninteresting.	It is not fresh and uninteresting at all.
<i>N</i> = 215	<i>N</i> = 5	<i>N</i> = 4	0	0
Adequacy of the training contents				
Be very significant	Be significant	Average	Be not significant	Be not significant at all
<i>N</i> = 210	<i>N</i> = 8	<i>N</i> = 6	0	0
Adequacy of the study assessments				
It is very precise and fair.	It is precise and fair.	Average	It is not precise and not fair.	It is not very precise and not fair at all.
<i>N</i> = 200	<i>N</i> = 20	<i>N</i> = 4	0	0
Learning satisfaction				
Be very satisfied	Be satisfied	Average	Be unsatisfactory	I am not satisfied at all
<i>N</i> = 208	<i>N</i> = 14	<i>N</i> = 2	0	0

As we can see in Table 5, the satisfaction level of learning Chinese characters using K-pop has been very high across the list. It is therefore found that the classes are very effective in improving the quality of the classes. However, these methods and effects are still limited in their establishment as a generally structured theory. Despite the limitations of this research, the researcher has posted administrative materials on the "National Association of Chinese Language Teachers", a website for sharing Chinese language education, and shared a teaching method's study using K-pop music videos. Also, as a lecturer in Chinese characters, it is possible to promote the quality improvement of Chinese Language education by promoting the appropriateness of teaching method using K-pop music videos and demonstrating the actual classes. In addition, it is published in the *Journal of Chinese Language Education* to formulate a systematic theory on the teaching method's guidelines using K-pop music videos. Through these efforts, it is expected that the teaching method using K-pop music videos will be widely used and ultimately established as a theory.

Discussions

The purpose of this paper is to verify that when constructing Chinese character classes using K-pop music videos, it can be used to create interest and encourage active participation among students to enhance their learning effectiveness. To achieve this research purpose, the paper reviewed the teaching methods and learning methods offered by the current Chinese language curriculum, and checked the compliance of Chinese character

classes using K-pop music videos with the current curriculum. It also demonstrated that this innovative teaching method is effective in enhancing the learners' interest, interest in, and creativity in Chinese characters, using the actual examples of Chinese character education classes using K-pop music videos.

The main conclusions of this study are as follows: First, K-pop music video was an effective media that could stimulate the students' senses in terms of Chinese characters' learning, and the result helped them to overcome the negative perception of classical Chinese characters. This led to positive results, as students actively participated in the classes. The efficiency of the combination of K-pop music video and Chinese characters classes has been proven to be the result of high performance evaluations and a rise in the student's written test answers. The effectiveness and satisfaction of Chinese characters classes using K-pop videos were also supported by the results of the survey. Second, through Chinese language classes based on K-pop music video, students can gain an opportunity to appreciate the beauty and deep meaning of classical Chinese characters. Students were able to get rid of negative stereotypes about Chinese characters and find a sincere attitude towards the class. The modernization of Chinese characters was able to confirm that it was an essential choice for teaching and learning effectiveness. Third, in order to build a consensus with the students, the teacher of Chinese characters must continuously discover and develop content that is relevant to the current times. In other words, the deep Chinese language classes should be re-framed to fit the current trends, making it easier for students to see, understand, and enjoy. Above all, Chinese characters are a character subject that deals with the mental and natural characteristics of humans.

Through the conclusion of this study, it was found that the class using the medium of K-pop music video has a positive effect on learning Chinese characters in a very effective way. In addition, when applied to Chinese classes, the learners also found that the comprehension of Chinese characters and performance appraisals were very high.

By learning Chinese characters using K-pop music video and Chinese vocabulary and short language learning, we can broaden the base of learning Chinese characters and enhance the quality of Chinese language education.

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- 論語 (The Analects of Confucius): A book that collects the words and deeds of Confucius (孔子: B.C.551~B.C.479) and his disciples.
- 漢書 (The Literature of Han Dynasty): A historical book written by 班固 (B.C.32~92) in Han Dynasty.