



Different Methods in Teaching Korean Language to ESL Students

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Abstract: According to Innovative Language Learning, grammar and vocabulary are merely tools for communicating, which is the ultimate goal of language learning. The majority of our classes then starts with a dialogue and uses it as a focal point and launching point to talk about cultural concepts, vocabulary, and grammar topics.

Key words: Korean language, teaching, PPP approach, lesson, plan.

The courses emphasize conversational language, particularly at the beginner stage, and only begin to introduce difficult grammar in the later stages of the beginner sequence. To provide children the most exposure to the language, each word is split down into syllables and repeated numerous times. For practice, they are asked to speak back words and sentences. A quick oral test is given at the conclusion of each class to encourage speaking. Speaking and listening skills are nearly exclusively the emphasis of our audio lessons.

Introductory, Absolute Beginner, Beginner, Intermediate, and Advanced are the five levels into which our lectures are divided. Our lessons are divided into series, which have more focused levels, under these five categories (for example, lower Beginner, Beginner, and Upper Beginner). The different seasons, which are sets of 25 lessons, are located under each series.

On the Dashboard's left side, click "My Level" to set your learning level. The Dashboard will suggest a class based on your profile from Absolute Beginner to Advanced. To select a level that matches your skill level, you can also listen to level descriptions. You can still sample the various levels and series we provide even if you just have a free account because the first three lessons in any series are always free.

The review track is an audio track that you can use to review the vocabulary words from the lesson. After giving you the word in Korean, there will be a pause for you to say the meaning in English. You will later be given the meaning in English, after which you are prompted to come up with the word in Korean. Make sure to say them out loud!

The lesson's dialogue-only section can be heard on the dialogue track, an audio track. Without hearing the complete lesson, listening to the dialogue track is an excellent method to review the lesson's main points. The lesson's vocabulary words are included in Expansion with Audio, along with examples of phrases that use each word in context.

The dialogue from the lesson is divided into individual lines in line-by-line audio, allowing you to hear each line separately. For repetitive exercise and to enhance listening comprehension, try Line-by-Line.

Many Korean teachers who work abroad have spent a lot of time away from their native country and may not be up to speed on current terminology, culture, etc. Another important void that we fill is this one. Our classes are specifically designed to emphasize word usage, pop culture, celebrities, and

current Korean events. Although grammar may not alter, we are aware that linguistic nuances do, which is why we consistently provide fresh content.

There are numerous methods for learning Korean. You can enroll in classes, pay for textbooks, or hire a tutor. Yet, they are all rather expensive. Your budget is something you are aware of. Fortunately, you can study Korean on your own using tried-and-true techniques. For a fun language-learning experience, download a language-learning app, watch Korean dramas, and sing Kpop.

Every subject is memorized by rote in the Korean educational system, which has been in place for many years. The roughly 10 topics that a pupil must take in elementary and middle school are all taught through rote memory, including Arithmetic, Society, Korean, History, and Geography.

Although it is a challenging system, there are some benefits, such as the fact that South Korea has a nearly 100% literacy rate (a rate that North America as a whole is starting to envy) and that South Korean elementary school students graduate with more knowledge than do the majority of North American high school graduates.

You can teach Korean pupils using the communicative approach. It is done in an intriguing, enjoyable, and captivating way. Employ the PPP strategy in your classes. In order to expose the students to the English language in all of its many and intricate forms.

There are different types of teaching methods that can be categorized into four broad types.

1. Teacher-centered methods,
 2. Learner-centered methods,
 3. Content-focused methods;
 4. Interactive/participative methods.
- 1) In this instance, the teacher assumes the position of a subject-matter expert. The students view the teacher as an authority figure or an expert. On the other hand, learners are thought to be passive and willing recipients of information from the teacher. Expository or lecture approaches, which include little to no student participation in the teaching process, are examples of such techniques. Such methods are referred to as "closed-ended" due of the learners' lack of interest in what they are being taught.
 - 2) The teacher or instructor is both a teacher and a learner at the same time in learner-centered methodologies. According to Lawrence Stenhouse, the teacher also learns in order to "expand rather than limit his intellectual boundaries" in the classroom. Every day, the teacher picks up fresh knowledge that they did not have before to teaching. The instructor "becomes a resource rather than an authority". The conversation technique, the discovery or inquiry-based approach, and Hill's model of learning through discussion are a few examples of learner-centered instructional strategies.
 - 3) Both the teacher and the students must fit within the given material when using this type of method. This typically signifies that the knowledge and skills to be taught are viewed as sacred or extremely significant. Clarity and thorough content analysis are given a lot of attention. Nothing related to the content may be changed or critiqued by either the teacher or the students. The programmed learning strategy is an illustration of a technique that prioritizes the subject over the interests of the teacher and students.
 - 4) Without necessarily placing an excessive amount of focus on the student, the topic, or the teacher, this fourth category pulls a little from the other three techniques. The situational analysis of what is the best thing to learn/do right now given the circumstances of the students and the teacher informs these strategies. They call for an active comprehension of various factors and domains.

What factors lead to the lack of classroom motivation among Korean students? The projected excessive reliance on after-school private learning may be one factor. But this is also a product of subpar academic instruction. Hence, merely outlawing or otherwise restricting private study is not a

solution. Many people, including researchers, educators, and educational administrators, have identified three main causes of the general school crisis in Korea as follows: first, the limitations of schooling in not effectively coping with the new information technology era and a consumption-oriented culture; second, the conflict between generations and between youth culture and school culture; and third, recent unsuccessful educational initiatives (Kim, Y. H., 1999; Kim, W).

Few research or arguments, meanwhile, emphasize the ineffectiveness of classrooms and learning settings that teachers and students should jointly design. This essay, which focuses mostly on the educational process, makes the case that the creation of effective teaching and intense learning in classrooms is essential to overcoming classroom issues.

Three factors can be inferred from an examination of survey results in the literature as potential causes for a lack of classroom effectiveness and intensity. One is that the current educational system doesn't take students' preferences for particular topic areas very seriously. The second is inadequate educational materials and underprepared teachers. The instructional approach failing to encourage students' initiative for their own learning and a lack of meaningful interaction between students and teachers make up the final part.

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