Analysis of Teaching Methods in Korean Language Education

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Abstract: With the global spread of Korean culture, Korean language education has received unprecedented attention. However, there are still some teaching loopholes and methodological challenges in the teaching practice of the Korean language, and the innovation and optimisation of Korean language teaching methods are particularly important, which is not only related to the efficiency of language knowledge transfer, but also to the cultivation of intercultural communication skills. In this paper, we will take the Korean language teaching methods as the research object, analyse the deficiencies in university Korean language teaching, and meticulously analyse the teaching methods inside and outside the classroom, with the aim of providing feasible suggestions for teaching practice.

Keywords: Teaching Korean; Teaching Strategies; Classroom Interaction; Hierarchical Teaching

Introduction

Language is a bridge of culture and communication, and the exploration of its education and teaching methods reflects the pace of progress and modernisation of education in a society. The Korean language, as a carrier of a specific culture, has seen a rapid increase in its learning worldwide in recent years, especially in the university education system, where Korean language courses are becoming more and more common. However, with the evolution of educational models and the diversification of student needs, traditional teaching methods are no longer able to meet the demands of modern education, and there is an urgent need to develop teaching strategies that keep pace with the times.

1. Gaps in the teaching of Korean at university

1.1 Disconnect between curriculum content and student needs

In the current university Korean language teaching, the curriculum often focuses on the teaching of traditional language knowledge such as grammar and vocabulary, while neglecting the students' urgent need for practical communication skills. Insufficient introduction of cultural connotations in language teaching makes students unable to fully understand the cultural differences in the context while learning the language, which in turn affects the actual effect of language use. In addition, the content of some courses fails to take into account the individual differences of students with different learning backgrounds, and it is difficult to meet the individual needs of students with different levels of proficiency with a uniform teaching schedule and content.

1.2 Traditional and single teaching methods

Many colleges and universities still use traditional teaching methods in Korean language teaching, such as teacher-centred lecture method and mechanical memorisation exercises, which to a certain extent ignore the students' subjectivity and lack sufficient interaction and discussion sessions, which are not conducive to the cultivation of students' critical thinking skills and creative thinking skills. What's more, single teaching methods are difficult to adapt to students with different learning styles, resulting in poor learning efficiency and teaching effectiveness.

1.3 Inadequate teaching evaluation system

In terms of teaching assessment, the existing assessment system tends to focus on written examinations and the assessment of language knowledge, neglecting the assessment of language use ability and communicative competence, etc. Such an assessment system cannot fully reflect students' language mastery, nor can it improve students' language use ability. In addition, the lack of formative assessment mechanism leads to the fact that students cannot get timely and effective feedback and cannot adjust their learning strategies in the learning process,

which affects the continuity and depth of learning.

2. Analysis of Korean Language Teaching Methods

2.1 Korean Language Classroom Teaching

2.1.1 Interactive teaching

By applying the interactive teaching mode, the classroom is no longer a place for teachers to instil knowledge in a one-way direction, but becomes a space for students to actively participate and explore on their own initiative. Specifically, the teacher can let students improve their listening, speaking, reading and writing skills through group discussions, debates and role-plays. For example, by simulating the interactive dialogue of shopping in a Korean market, students need to bargain with "shopkeepers" in Korean, which not only enlivens the classroom atmosphere, but also exercises students' speaking and listening skills. In addition, teachers should give timely feedback to encourage students to find and correct mistakes, so as to improve language accuracy and fluency in the interaction.

2.1.2 Teaching at different levels

When implementing a layered teaching strategy, it is first necessary to accurately assess students' Korean language abilities and place them into appropriate learning tiers. Teaching programmes and contents of different levels of difficulty are designed for students at different levels. For example, for students at the basic level, more visual materials such as images and videos can be used in conjunction with simple language structures, while for students at the advanced level, in-depth language and culture teaching can be carried out through the reading of Korean literature and newspaper articles. During the teaching process, teachers should adjust the content and difficulty of the teaching according to the progress of the students in order to ensure that each student can realise his/her own maximum progress with appropriate challenges.

2.1.3 Contextualised teaching

The contextual teaching strategy emphasises the creation of authentic or near-authentic language use situations in the teaching process to enhance the practical application value of language learning. When implementing contextual teaching, multimedia and modern teaching technologies, such as VR virtual reality technology, can be used to simulate scenes of daily life in Korea, such as ordering food in a restaurant, shopping in a mall, etc., so that students can role-play in the simulated situations. Teachers can guide students to prepare dialogues, make up scenes, or even create short skits. Through these activities, students can not only learn standard language expressions, but also understand the cultural practices behind the language.

2.2 Learning strategies outside the classroom

2.2.1 Language Partnership Programme

The Language Partnership Programme aims to build a platform for mutual learning by pairing native Korean speakers with students who are learning Korean. Participants can teach each other their native language and learn each other's language at the same time, enhancing language and cross-cultural communication skills through two-way communication. University teachers can organise one-to-one matches between Korean students and students studying Korean to ensure that each partner is relatively matched in terms of language level and learning needs. Afterwards, regular exchange meetings are arranged to monitor the progress of both partners and ensure that the learning activities run smoothly. Language partners can participate in language practice, cultural exchanges, academic discussions, and other activities together, constantly correcting voice intonation and learning authentic expressions.

2.2.2 Cultural experience activities

Teachers can organise students to participate in a variety of cultural activities such as traditional Korean festival celebrations, Korean cooking classes, and Korean film appreciation sessions, so as to feel more intuitively the close connection between language and culture and to increase the emotional investment in learning. The activities should be designed to ensure the authenticity and educational nature of the content and to encourage students to take the initiative to explore, ask questions, and engage in in-depth discussions. Cultural experience activities should also include direct interaction with Koreans, such as inviting Korean scholars and artists to the school for exchanges, so that students can learn authentic language expressions and cultural practices from first-hand interactions.

2.2.3 Self-directed learning guidance

In order to effectively implement independent learning guidance, teachers can provide appropriate resources and tools, such as self-study centres and online learning platforms, and regularly update learning materials to suit students' needs. At the same time, teachers should help students formulate personalised learning plans and provide guidance on how to make effective use of resources for independent learning. In addition, teachers should teach students how to set reasonable learning objectives, how to self-monitor their learning progress and how to self-evaluate their learning outcomes. Regular demonstrations of learning results can be used as an incentive mechanism for students to learn independently and promote communication and sharing among students.

2.3 Teaching assessment and feedback

2.3.1 Formative evaluation

Formative assessment can take many forms, such as homework, quizzes, oral reports, classroom participation, etc. These assessments focus not only on the correct answers, but also on the students' thinking process and use of strategies. In this mode of assessment, teachers need to conduct continuous observation and evaluation, emphasising the process rather than just the results. When implementing formative assessment, teachers need to provide clear evaluation criteria and feedback instructions to ensure that students can grow from each assessment. At the same time, the feedback of formative assessment should be timely and specific, able to point out students' specific mistakes and provide directions for improvement, encouraging students to actively explore and try, and cultivating students' self-reflection and self-regulation abilities.

2.3.2 Summative evaluation

Summative assessment is usually carried out at the end of a learning stage, such as the final examination at the end of a semester, and this kind of assessment determines whether students have achieved the established learning objectives and standards through systematic evaluation of learning outcomes. When implementing summative assessment, the fairness and objectivity of the assessment criteria should be ensured, and students' knowledge mastery, skills application and other dimensions should be comprehensively considered. Summative evaluation can be in the form of closed-book exams, open-book exams, essays, project works, etc. These evaluations can promote the integration and deepening of what students have learnt. Through summative assessment, teachers can obtain overall information on students' learning outcomes, provide a basis for adjusting teaching content and methods, and also provide important feedback on students' academic progress.

3. Conclusion

In conclusion, Korean language teaching not only needs to impart language knowledge, but also needs to cultivate students' cultural literacy, ways of thinking and communication skills. By adopting diversified teaching strategies in Korean language teaching, teachers can not only stimulate students' interest in learning, but also improve the teaching effect so that students can better use Korean in a globalised context and understand and adapt to different cultural environments. In the future Korean language teaching, we should also continue to explore more efficient and personalised teaching methods, so as to cultivate talents with both linguistic and cross-cultural communication skills, in order to meet the needs of society and personal development.

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