

**Korean language educators' perceptions on the  
language of instruction in Korean as a Foreign  
Language classes in North America**

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**Abstract**

This study explores the perceptions of Korean educators in North American universities regarding the language of instruction in Korean classes. Its objectives are to understand how they utilize both Korean and English in their teaching, the disparities between ideal and actual language use, and to provide inspiration to Korean as a Foreign Language (KFL) educators by sharing insights from their peers. A survey was conducted with 33 experienced KFL educators from 21 North American universities to gather data on their language use in the classroom. The survey inquired about their language use in the classroom and their beliefs regarding language use in their classes. The results indicate that while the participants in this study make efforts to incorporate

more Korean into their classes, they tend to use more English than they perceive as ideal. The participants suggested various methods to use English and Korean effectively to create a communicative learning environment. Their suggestions highlight the importance of creating meaningful opportunities for students to engage with the language both inside and outside the classroom.

**Keywords:** Language of instruction; Medium of instruction; Teaching Korean as a Foreign Language; Students' L1 use in foreign language class; Target language use in foreign language class, Korean language instruction

## **1. Introduction**

As communicative competence (Hymes, 1972) has emerged as a pivotal concept in the field of second language acquisition, it is widely accepted that the primary objective of second language education is to enhance L2 learners' oral proficiency. Historically, foreign language education primarily focused on learning grammar rules and vocabulary; however, the contemporary focus has shifted towards student-centered activities that deliver target language input in a meaningful and authentic manner. Consequently, it is generally acknowledged that the target language (TL) should predominantly be used in foreign language classes. In a study that reviewed research on language of instruction for L2, Turnbull & Arnett (2002: 211) noted that "there is a near consensus that teachers should aim to maximize the use of the TL." Utilizing the TL is believed to facilitate comprehensible input (Krashen, 1981) and comprehensible output (Swain, 1985), both crucial elements for language acquisition. Furthermore, it is assumed that authentic,

meaningful communication (Nunan, 1987) and the negotiation of meaning (Skehan, 1996) occur more frequently in TL-only classrooms. The American Council on the Teaching of Foreign Languages (ACTFL) also recommends using the target language as exclusively as possible, exceeding 90%, at all levels of instruction during instructional time whenever feasible (American Council on the Teaching of Foreign Languages, 2010).

In recent times, however, there has been a growing body of research advocating for the incorporation of students' native language (L1) in foreign language classrooms, which has the advantage of enhancing students' communicative competence. This argument holds particular significance when it comes to learning Korean. Korean and English are linguistically and culturally very distant, and learners must start by acquiring its unique writing system, hangul, from scratch. According to the U.S. Department of State (n.d.), Korean is classified as a Category IV language, meaning it is one of the most difficult languages to learn for

native English speakers. Adding to the linguistic complexity of Korean, despite the recent surge in global popularity of Korean pop culture, the Korean language and culture remain unfamiliar to many learners in North America.

As will be discussed below, the majority of Korean educators aim to create communicative classrooms where students exchange meanings in Korean. Accordingly, most KFL teachers make every effort to use Korean as extensively as possible in their classes, but they encounter challenges in managing classes entirely in Korean. Therefore, the reality is that English is frequently utilized in KFL classes for various reasons. Managing the language of instruction in a foreign language class is both practical and essential. Nevertheless, there have been limited studies discussing how to appropriately utilize Korean and students' L1. Additionally, there is a lack of understanding regarding KFL teachers' perspectives on the language of instruction.

To address this gap, the purpose of this study is to examine how KFL educators perceive and utilize the language

of instruction across various phases of a class. Considering the limited discussions on teachers' language use in Korean classes, KFL educators may have restricted resources about how peer Korean educators manage their classes. By analyzing responses from highly experienced KFL educators regarding their language of instruction, this study aims to provide inspiration to Korean teachers in North America for more effective classroom management. Specifically, this study focuses on how they incorporate English, which is the native language of the majority of students. Furthermore, this study will delve into their perspective on using English to enhance students' communicative competence in Korean, providing valuable resources for KFL educators.

For our analysis, we conducted a survey among Korean educators in North America, which inquired about their language use in the classroom and their beliefs regarding language use in their classes. The survey was designed to examine the following research questions:

1. What are Korean educators' beliefs regarding the ideal instructional language in KFL classes?
2. In what areas do they feel more difficulties in managing language use? What are the disparities between the ideal language use and the actual language use in terms of English and Korean?
3. What are the challenges in regard to the language of instruction, and what are the suggestions to strike a balance between Korean and English in KFL classes in North America?

Through this survey, this study aims to assess the current state of language of instruction in Korean classes in North America and explore the thoughts of Korean educators regarding their language use. This survey's primary focus is on examining KFL teachers' perceptions of their

language use for instruction rather than scrutinizing their actual language use. Therefore, the survey results provide insight into the general tendencies related to educators' language use in their classes. Additionally, this study seeks to share participants' insights on increasing the use of Korean and utilizing English effectively to create a favorable learning environment for students. Given that the participants in this study prioritize communicative competence as the primary goal of their classes, the study's objective is to disseminate KFL educators' ideas to enhance students' ability to communicate in Korean while incorporating English into their classes.

## **2. Advantages of using students' L1 in the foreign language classroom**

In this section of the review, we will focus on studies that highlight the advantages of using students' L1 in foreign language classes designed for adult learners. This can address challenges that may arise in classes conducted exclusively in the TL. One argument is that the appropriate use of the L1 can help reduce learners' anxiety in the classroom. According



to Hopkins (1988), when the use of L1 is prohibited, students might feel that their identities are being threatened and may experience a decrease in their learning abilities, particularly in beginner-level classes where they struggle to freely express themselves. Similarly, Cummins (2007) asserts that language teachers should respect learners' L1 and avoid actions that imply the superiority of the TL over the L1. Furthermore, Rezvani & Eslami (2011) argue that the use of L1 contributes to a more accessible and enjoyable learning environment, thereby enhancing the teacher-student relationship. These studies suggest that incorporating students' L1 can alleviate anxiety and foster a more positive learning environment.

As mentioned earlier, the use of translation between the TL and students' L1 has been considered outdated and avoided in language classes. However, recent studies have emerged discussing the advantages of incorporating translation in language education. Koletnik and Frøeliger (2019) present research on the use of translation in foreign language education. They propose that translation can serve

as a pre-reading or post-reading activity, allowing students to translate a summary of the reading material to enhance their understanding. Additionally, they suggest that students can engage in collaborative translation tasks in pairs or small groups, fostering communication skills and mutual learning. Gutiérrez (2018) emphasizes that “pedagogical translation” should not be confused with the general concept of using translation in the language classroom. She further argues that pedagogical translation is a beneficial practice that is increasingly recognized and accepted.

There are studies that argue that incorporating switches between the learners’ L1 and TL can facilitate the learning process. Dassanayake (2021) conducted a comparison of Chinese language classes among Sri Lankan students, one utilizing a translanguaging approach and the other employing a total immersion approach. The study revealed that the students in the class with the translanguaging approach performed better in a post-test assessment. Similarly, Shin (2009) discovered that language

learners in his study perceived code-switching between the TL (Korean) and their L1 to be more effective for their learning. Considering English-based words becoming a significant part of the Korean vocabulary (Kiaer, 2010), incorporating English expressions or “Konglish” commonly used by Korean people in the classroom might provide learners with a better understanding and enhance comprehension and familiarity with real-life language usage.

There are also scholars who believe that judicious and tactful use of the learners' L1 can facilitate more comprehensible inputs and outputs. Cook (2001) and Tang (2002) argue that occasional use of the learners' L1, by both students and teachers, enhances comprehension and promotes L2 learning. In terms of comprehensive outputs, Cho (2010, 2017) conducted studies that revealed interesting findings. She observed that the amount of students' utterances increased when the teacher incorporated the students' L1 (Chinese) alongside Korean, as opposed to using Korean exclusively. Furthermore, she found that classes

where teachers used the students' L1 achieved greater success in terms of students' outputs and overall impact of the class. Similarly, Son (2019) argues that L1 use among learners can facilitate their cognitive engagement in group activities, enabling them to effectively convey their thoughts and opinions in the TL. These findings suggest that strategic use of the learners' L1 can have positive effects on their language production and the overall effectiveness of the learning experience.

Lastly, it has been argued that providing instructions on metalinguistic and metapragmatic information in students' L1 offers various advantages that may not be sufficiently achieved through the use of the TL alone. Metalinguistic awareness entails understanding the systems and structures of language, such as word structure, sentence structure, and sound system (Gass & Selinker, 2008). On the other hand, pragmatic competence refers to the ability to use language appropriately in different social contexts. Metapragmatic information encompasses conversational rules (e.g.,

turn-taking, backchanneling, and repair), norms of politeness (e.g., addressing/referencing others, making requests, and refusing), as well as the utilization of language to express various social roles and identities (e.g., sounding authoritative, friendly, or humble). Scholars specializing in pragmatics argue that explicit instruction on pragmatics is necessary and effective for enhancing communicative competence (Kasper, 1997; Bardovi-Harlig, 2001). Since the pragmatic features of Korean significantly differ from those of English, it may be limited to discuss such features solely in Korean. Therefore, incorporating English instructions may enhance students' comprehension and facilitate their understanding of these aspects.

The studies reviewed in this section imply that leveraging adult learners' linguistic foundation facilitates connections between L1 and the TL, reducing anxiety and aiding comprehension. Adult learners' cognitive abilities and metalinguistic awareness also make them capable of understanding complex concepts more readily when

explained in their L1. Therefore, deliberate and strategic use of English in KFL classes may effectively facilitate students' learning and acquisition.

These findings further underscore the importance of considering the practical challenges associated with maintaining consistent use of TL in the classroom. In a study that reviewed foreign language educators' use of the TL and students' L1, Littlewood & Yu (2011) mention that advocates of L1 use caution against excessive L1 in the classroom, emphasizing that use of L1 should be limited to maintaining a conducive learning environment. This implies that while the ultimate goal in KFL class is to create a communicative classroom environment using as much Korean as possible, it is essential to recognize that incorporating the efficient use of English can also greatly benefit students' communicative competence.

### **3. The Research**

### **3.1. Participants**

A survey was conducted with thirty-three Korean educators (24 females and 9 males) who were currently teaching Korean in North America. They represented twenty-one major universities across different regions of the United States, with six from the Midwest, seven from the West Coast, and nine from the East Coast, along with one participant from a Canadian university. These educators had experience teaching both Beginning (i.e., first-year) and Intermediate/Advanced classes (i.e., second year or higher), with the exception of one educator who exclusively taught Intermediate/Advanced classes.

The surveyed educators possessed extensive teaching experience in various North American institutions. Out of the participants, 22 had taught Korean for more than ten years, six had taught for 5-10 years, and five had taught for less than five years. When asked about their English proficiency, the majority of respondents (26 or 79%) expressed confidence in their ability to communicate in English. Six participants

mentioned some difficulty in communicating in English, while one respondent reported encountering problems when communicating with students in English. Initially, we hypothesized that the participants' English proficiency might influence their use of English in class. However, the use of English by the participants who claimed low English proficiency did not appear to use significantly more Korean or less English compared with other participants.

Most of the participants had taught exclusively in North America throughout their careers. However, there were four educators who had prior teaching experience at Korean institutions, and one participant who had taught in Japan.

### **3.2 Procedure**

Each participant was requested to complete an online survey using Google Forms. The survey consisted of several sections. Initially, the participants were asked basic questions regarding their teaching experiences and self-assessment of their English proficiency. Subsequently, they were presented



with questions pertaining to their perceptions of the ideal and actual use of English in different areas of teaching.

The areas of teaching were divided into seven categories:

- G-Introduction: Pre-activities for discussing the contexts where a target grammar item can be used.
- G-Function: Linguistic explanations of grammar concepts and their functions.
- G-Practice: Activities designed to practice and reinforce the patterns of grammar items.
- Vocabulary: Explanation of word meanings and expressions.
- Culture: Explanation and discussion of Korean culture.
- Activity: Class activities that focus on practicing oral communication.

- Other: Communication related to class management or post-class interactions with students.

We divided teaching practices that may commonly occur in a class into these categories, considering the structures that can be found in commonly used Korean textbooks<sup>1</sup>.

For each teaching area, the Korean educators were asked to provide their opinions on the ideal percentage of English usage, followed by their estimation of the actual percentage of English they currently employ. The same set of questions was posed for both Beginning level and Intermediate/Advanced level classes. Furthermore, participants were given the opportunity to provide additional comments and share their thoughts on the language of instruction for both Beginning and Intermediate/Advanced levels. The survey is included in the appendix.

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<sup>1</sup> As one anonymous reviewer commented, this classification may not reflect various teaching practices by each teacher. However, we tried to identify the most common areas that may be occurring in classes to examine the overall trends.

In addition to the survey, a follow-up interview was conducted on a voluntary basis. Twelve participants agreed to participate in the interview, which was conducted through telephone or email. The purpose of the interview was to obtain more detailed information about their thoughts regarding the language of instruction. Participants were encouraged to share their opinions on methods for effectively incorporating both languages to maximize students' learning experiences.

### **3.3 Analysis**

We conducted both quantitative and qualitative analyses of the data. Initially, we examined the proportions of English and Korean usage in various teaching areas. We compared the ideal percentages provided by the participants with the actual percentages reported, examining the differences for each area. Areas with larger discrepancies were identified as areas that need to pay more attention. Additionally, we conducted a comparative analysis between the Beginning and Intermediate/Advanced levels. This examination focused on

how the expectations and language usage of participants evolved as students progressed to higher-level classes.

Furthermore, we qualitatively analyzed and summarized the participants' comments and insights provided by the participants through survey responses and follow-up interviews. The purpose of collecting these comments was to gain a deeper understanding of the participants' perspectives and ideas concerning the language of instruction. These comments and interview responses were grouped with similar perspectives.

The analysis of the survey yields a comprehensive overview of language usage patterns, instructional challenges, and the perspectives of Korean educators in North American classrooms. We believe that these responses offer valuable insights for Korean educators in North America.

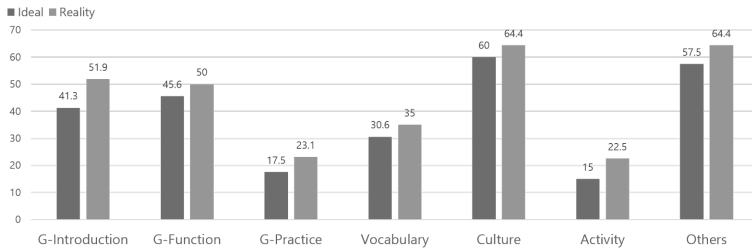
## **4. Survey Results and Discussions**

### **4.1. The Use of English in KFL Classes**

The survey results reveal that, in all areas of the class, participants use more English than they consider ideal. For Beginning level classes, English usage is highest in the areas of Culture and Other (64.4% for both), followed by G-Introduction (51.9%) and G-Function (50%). Vocabulary stands at 35%, while G-Practice and Activity are the areas with the least English usage, at 23.1% and 22.5%, respectively.

In terms of differences between the ideal and the reality, the largest gap is observed in G-Introduction with a 10.6% difference, followed by Activity (7.5%), Other (6.9%), G-Practice (5.6%), and G-Function and Vocabulary (both at 4.4%).

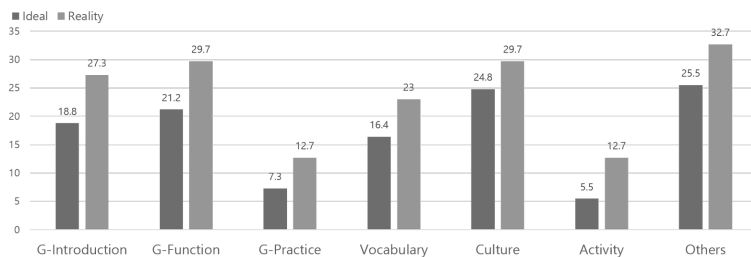
Figure 1. Use of English in the Beginning Level Classes



For the Intermediate/Advanced level, Other (32.7%) appears to be the area where English is used the most, followed by Culture (29.7%), G-Function (29.7%), G-Introduction (27.3%), and Vocabulary (23%). Activity and G-Practice are the areas where English is used the least, both at 12.7%.

In terms of differences between the ideal and the reality, both G-Introduction and G-Function show the largest gap, at 8.5%. Activity and Other follow closely, with gaps of 7.2%. Vocabulary (6.6%), G-Practice (5.4%), and Culture (4.9%) come next in the rankings.

Figure 2. Use of English in Intermediate/Advanced Level Classes



The overall English usage patterns show similar trends in Beginning and Intermediate/Advanced classes: G-Introduction, G-Function, Culture, and Others are the areas where English is used more, while G-Practice and Activities are the areas where English is used less. Vocabulary falls in between these groups. When considering the amount of English usage, the proportion of English usage in the Intermediate/Advanced classes decreases to about half of that in the Beginning level across most areas.

In terms of the differences between the ideal and the reality, there isn't much disparity between the two levels. For

instance, participants reported using a little over 10% of English in Activities and G-Practice in the Intermediate/Advanced classes, while they believe the ideal amount should be 5.5% and 7.3%, respectively. This indicates that even though they use approximately 90% Korean in these areas, they still believe the ideal amount should be closer to 95%. Therefore, despite the overall decrease in English usage in the Intermediate/Advanced classes, participants still perceive that they are using more English than they consider ideal.

The findings indicate that while the participants in this study make efforts to incorporate more Korean into their classes, they tend to use more English than they perceive as ideal. This is particularly evident in Beginning level classes, where English usage is higher across various areas. However, as students progress to the Intermediate/Advanced level, the proportion of English usage decreases, while the gap between actual and ideal usage remains consistent. These results highlight the ongoing challenge of finding a balanced



language use approach in Korean language instruction. In the following section, we will delve into more detailed discussions on the participants' responses and explore how to achieve this balance and maximize students' learning experiences.

#### **4.2 Comments and Further Interview**

The participants' comments and subsequent interviews focused on their perspectives on using English and Korean in the classroom. Most participants expressed their desire to use more Korean in their classes and highlighted the challenges they encountered when attempting to increase the use of Korean. They also shared their strategies for encouraging students to use more Korean. In the follow-up interviews, participants were further questioned to provide additional insights into their opinions on the effective utilization of English and Korean in the instructional setting.

##### **4.2.1. How and When to Use English in KFL Classes**

One of the key challenges identified was the difficulty of discussing culture in detail solely in Korean. One of the participants mentioned that while basic cultural facts and practices could be introduced in Korean, abstract concepts

and socio-linguistic aspects were found to be more effectively explained in English, even at the advanced level. For example, simple facts like “eating seaweed soup on one’s birthday” or “resting at *ccimcilpang* (hot dry sauna)” could be introduced in Korean. However, abstract topics such as collectivism or hierarchism in Korean society were deemed more efficiently explained in English.

Additionally, participants indicated a tendency to use more English when addressing academic affairs and engaging in individual student consultations. Academic affairs encompass topics such as discussing the syllabus, explaining class policies, and announcing assignments. In a college setting in North America, it appears necessary to deliver public announcements in English to ensure students do not miss or misunderstand important information. Some participants mentioned that they predominantly used Korean to convey such information during class, but switched to English for individual questions after class or during office hours. They explained that while they did not allow students

to use English during class time, they permitted them to ask questions about unclear concepts or seek career advice in English after class or during office hours.

Grammar instruction emerged as a notable area of concern among the participants. Some mentioned that the linguistic terms used to explain grammar are too challenging to be effectively used in KFL classes, particularly for beginning and intermediate level learners. Some of them mentioned that they try to teach grammar using as much Korean as possible while using English for specific linguistic terms (such as nouns, verbs, past tense). Many participants mentioned that they opt to deliver grammar lectures in English to save time, allowing for more focus on communicative activities. In fact, some institutions have separate lecture times that are designated specifically for explaining linguistic features, predominantly in English. Furthermore, participants suggested that incorporating discussions on English grammar, drawing on students' meta-linguistic knowledge and employing a comparative

linguistic approach, could enhance their understanding of linguistic features.

Participants recognized the occasional need for English explanations when they perceived that students were facing difficulties in understanding instruction delivered exclusively in Korean. However, they cautioned against excessive reliance on this strategy to prevent students from becoming overly dependent on English. To mitigate this potential issue, participants emphasized the significance of introducing a brief pause before providing English explanations. This pause allows students time to independently process the information and attempt to comprehend it before resorting to English clarification.

Some participants raised concerns about the authenticity of their Korean language use in the classroom. One participant highlighted Korean educators' practice of avoiding the use of words and grammar that have not been introduced to students while opting instead for simplified Korean to facilitate better understanding. She also mentioned

that many Korean educators make efforts to refrain from using English words and expressions, but such a strategy sometimes results in using unnatural expressions. She expressed concerns that students might become accustomed to these unnatural usages of Korean and potentially use them in communication with native Korean speakers. As a result, some participants suggested that instead of strictly adhering to Korean-only instruction, incorporating some English could be an effective approach to provide language input.

Overall, the participants' answers provide valuable insights into the difficulties faced by Korean educators in achieving a balanced language use approach in Korean language instruction. These findings will fuel further discussions on how to optimize language instruction strategies and enhance students' language learning experiences.

#### **4.2.2 How to Use Korean More Effectively**

To enhance the effective use of Korean, many participants mentioned a strategy of providing English explanations on presentation slides or handouts while delivering the content in Korean. The aim of this approach is to allow students to refer to the supplementary materials and fill in any gaps in their understanding while following the teacher's explanations. Additionally, since most textbooks used in North American universities include English explanations, some participants mentioned encouraging students to consult the textbook for clarification on unclear concepts. However, one participant cautioned against excessive reliance on this strategy, as it may lead some students to be overly dependent on English explanations in their textbooks and learning materials.

Participants also emphasized the use of inductive methods combined with visual materials when teaching grammar and vocabulary. They emphasized providing simple and easy-to-understand Korean examples to help students

grasp the structure inductively. To enhance comprehension of the meaning conveyed by example sentences, participants suggested incorporating illustrations or pictures. However, one participant noted that this approach may have limitations when dealing with words that have abstract meanings, as visualizing such concepts can be challenging.

Regarding class management and talking about academic affairs, participants highlighted the importance of using Korean for frequently used expressions. They suggested that expressions such as “discuss with your group members” or “fill in the blanks with appropriate words” could initially be explained in English during the early stages of a beginning-level class, but subsequently used consistently in Korean. This gradual transition allows students to familiarize themselves with the expressions and promotes their understanding and usage of Korean in practical classroom situations. By integrating such expressions into their everyday instruction in Korean, educators can create a more immersive

language learning environment and encourage students to actively engage in classroom activities using Korean.

Several participants suggested that implementing a clear and strict language policy is necessary to establish guidelines for when English is allowed and when only Korean should be employed. One participant mentioned that the Korean program at her institution has a language policy that promotes the use of only Korean during class time. This policy has proven beneficial in facilitating students' comprehension and encouraging them to communicate in Korean as much as possible.

Furthermore, participants stressed the importance of using Korean for genuine communication with students. They emphasized the value of engaging in small talk with students before or after class, as it can serve as a motivational tool. Incorporating jokes or personal stories in Korean during class time was also mentioned as a valuable strategy, as it creates a low-pressure environment for students to be exposed to the language without feeling the need to



understand them perfectly. Additionally, one participant highlighted the importance of conducting email communications exclusively in Korean, providing students with valuable opportunities to be engaged in real communication in Korean. By incorporating these strategies, educators can foster an immersive and communicative learning environment, allowing students to actively engage with the language and enhance their proficiency.

In conclusion, the participants in this study provided a range of valuable strategies and insights aimed at promoting students' active processing of thoughts and effective communication in Korean. Their suggestions highlight the importance of creating meaningful opportunities for students to engage with the language both inside and outside the classroom. It goes beyond using Korean solely for instructional purposes and emphasizes the need for students to be exposed to and actively produce Korean in authentic contexts. By implementing these suggestions, educators can facilitate a holistic language learning experience that nurtures

students' linguistic development, cultural understanding, and communicative competence in Korean. As language learners engage with Korean in diverse and meaningful ways, their ability to navigate and express themselves in the language will be further enhanced.

### **5. Summary and Pedagogical Implications**

The discussion in this study implies that KFL educators place importance on using Korean in KFL classes, while also recognizing the inevitable presence of English. Even though it is generally agreed that the TL should be used as much as possible in all levels of foreign language classes, the participants of this study acknowledge the practical challenges and compromises that arise in the classroom. This finding implies that learning a foreign language within the constraints of a college setting poses challenges due to limited time available for instruction. Consequently, solely conducting classes in the TL may not always be the most effective approach, especially when dealing with a language that differs significantly from students' L1.

This study highlighted the value of a flexible and adaptive teaching approach, tailored to students' aptitude, in creating a more effective learning environment for KFL students. This approach allows for the incorporation of both TL and L1 resources and strategies, empowering students to engage in meaningful language use while providing the necessary support for comprehension and communication. Discussions in students' L1 may ease their frustration of not being able to express themselves with curiosities and confusions about linguistic features and culture. By striking this balance, educators can foster an inclusive and dynamic learning environment that promotes linguistic growth and proficiency.

The survey results also show that using English in specific areas of teaching, such as discussing cultural content and grammar, helps manage a class effectively and benefit students positively. Especially, as the importance of teaching culture is more emphasized, it is required for Korean educators to consider appropriate ways of teaching culture

effectively in class. It also seems to be necessary to use English as a tool to enhance KFL students' comprehensive input and output. In particular, the area of culture is too broad, and we did not examine what each participant deals with regarding culture in their classes. Therefore, the use of Korean or English may depend on what is being addressed. It would be ideal if students tried their best to communicate in Korean as much as possible, and use English only when it is necessary. For this, educators should plan carefully for the language of education in class.

Further, the survey results show that participants use more English than they perceive as ideal in all areas. This gap between the ideal and reality remains consistent as students' levels increase, even though there is an overall decrease in the use of English. This finding suggests that participants are not completely satisfied with their language use in the classroom. Most participants mentioned the challenge of covering a significant amount of content within limited time constraints, leading them to resort to English to save time, despite their

desire to use more Korean. Additionally, some participants noted that the textbooks they use contain detailed grammatical explanations that are difficult to address in Korean when responding to student questions. These responses indicate that the choice of instructional language is not solely dependent on educators' preferences but is also influenced by institutional curriculum and textbook requirements. To promote the increased use of Korean, it would be important to consider whether the amount of information delivered to students is appropriate, allowing them to engage with the content predominantly in Korean.

In conclusion, the survey results and participants' comments imply that the effective teaching of KFL involves a thoughtful integration of Korean and English, acknowledging the advantages of both languages and adapting instruction to maximize language learning outcomes. By combining the strengths of the TL and the students' L1, educators can provide students with comprehensive language input, foster

meaningful communication, and facilitate their journey towards language proficiency and cultural understanding.

### **6. Limitations and Suggestions for Further Research**

While the discussions in this study have provided valuable insights and suggestions regarding the use of Korean and English in KFL classes, there are a few limitations to consider. Firstly, it is important to acknowledge that the findings of this study are based on the participants' perceptions and self-reported practices, which may not always accurately reflect their actual language usage in the classroom. To obtain a more comprehensive understanding of KFL teachers' instructional language, future research could incorporate direct class observations or recordings to capture their actual language choices and interactions with students.

Additionally, it is important to acknowledge that the survey questions in this study were designed to capture general teaching practices and speculations, which may not have fully captured the diverse teaching approaches and philosophies of each participant. Further research is needed

to delve into these areas in greater detail. For instance, exploring participants' perspectives on teaching specific aspects of Korean culture would provide a more comprehensive understanding, as culture encompasses a wide range of topics. Similarly, breaking down the area of grammar into more specific subcategories would allow for more nuanced investigations into effective instructional strategies. By conducting more detailed studies focusing on each area, we can gain deeper insights into the complexities of teaching culture and grammar in KFL classes and develop targeted pedagogical approaches to address these challenges.

Despite these limitations, the discussions in this study have yielded valuable insights and raised significant considerations for KFL educators. They serve as a starting point for further research and exploration in the field, inviting future studies to delve deeper into these topics and examine their impact on language teaching and learning in KFL classrooms. By building upon the findings of this study, researchers and practitioners can continue to advance our

understanding of effective instructional approaches, address the challenges faced by KFL teachers, and enhance the language learning experiences of KFL students.



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## Appendix

<기초 정보 : 본 설문은 미국 내 대학교에 근무하는 한국어 교사들이 수업 시간에 학생의 L1(영어)를 어느 정도 사용하는지를 파악하기 위해 준비했습니다. 경우에 따른 다양한 변수가 있겠지만, 평균적으로 본인이 생각하시는 L1(영어) 사용 정도를 편하게 답변 주시기를 부탁드립니다. 본 설문은 연구 목적으로만 사용될 것을 약속드립니다.>

미국 소재 대학교에서의 한국어 교육 경력 :	_____
기타 국가 소재 대학교에서의 한국어 교육 경력 :	_____
미국 소재 대학교에서의 LEVEL 별 교육 경력 *초급 (1학년, Beginning), 중급 (2학년, Intermediate), 고급 (3학년, 4학년, Advanced)	<ul style="list-style-type: none"> <li>● 초급 : 1년 이하 , 1~3년 이하 , 3~5년 이하, 5년 이상, 없음</li> <li>● 중고급 : 1년 이하 , 1~3년 이하 , 3~5년 이하, 5년 이상, 없음</li> </ul>
본인이 생각하는 자신의 영어 능숙도(proficiency)	<ul style="list-style-type: none"> <li>● 의사소통에 항상 어려움이 있다</li> <li>● 의사소통에 자주 어려움을 느끼는 편이다</li> <li>● 의사소통에 가끔 어려움을 느끼는 편이다</li> <li>● 의사소통에 크게 어려움을 느끼지 않는다</li> <li>● 의사소통에 전혀 어려움이 없다</li> </ul>

미국 소재 대학교에서의 한국어 교육 경력 : \_\_\_\_\_  
 기타 국가 소재 대학교에서의 한국어 교육 경력 : \_\_\_\_\_

미국 소재 대학교에서의 LEVEL 별 교육 경력  
 \*초급 (1학년, Beginning, KOR101), 중급 (2학년, Intermediate, KOR202), 고급 (3학년, 4학년, Advanced, KOR303, KOR404)

- 초급 : 1년 이하 , 1~3년 이하 , 3~5년 이하, 5년 이상, 없음

- 중고급 : 1년 이하 , 1~3년 이하 , 3~5년 이하, 5년 이상 , 없음

본인이 생각하는 자신의 영어 능숙도(proficiency)

- 의사소통에 항상 어려움이 있다
- 의사소통에 자주 어려움을 느끼는 편이다
- 의사소통에 가끔 어려움을 느끼는 편이다
- 의사소통에 크게 어려움을 느끼지 않는다
- 의사소통에 전혀 어려움이 없다

< 초급 (1학년, Beginning, KOR101) 수업 관련 설문입니다. 설문은 수업 내용 별로 구성되어 있습니다. 그리고 각 내용 별로 본인이 이상적(ideal, hopefully)으로 생각하는 L1(영어) 사용의 비율과, 실제로 사용하는 비율을 여쭙고 있습니다. 초급 경험이 없는 선생님께서는 다음 Section(중고급)으로 넘어가 주시기 바랍니다.>

<p>문법 '도입'</p>	<p>1-1. 초급의 &lt;문법 '도입'&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?                  * 평소 교사의 철학에 있어서 해당 부분을 교수할 때 이상적이라고 생각하는 영어 사용 비율을 답변해 주십시오. 보다 나은 이해를 위해 평균점에 해당하는 숫자 %를 괄호 ( ) 안에 기입하였습니다.</p> <ul style="list-style-type: none"> <li>● 전혀사용하지 않는다 (0% = 한국어만 사용한다)</li> <li>● 가끔 사용한다 (20%)</li> <li>● 종종 사용한다 (40%)</li> <li>● 자주 사용한다 (60%)</li> <li>● 대부분 사용한다 (80%)</li> <li>● 항상 사용한다 (100% = 한국어를 사용하지 않는다)</li> </ul>
	<p>1-2. 초급의 &lt;문법 '도입'&gt; 부분에서 실제로 사용하는 영어 비율은?                  * 위에서 답변한 '이상적인 L1 사용 비율'과 관계없이, 실제로 평소에 영어를 사용한다고 생각하는 비율을 답변해 주시면 됩니다.</p>

	<ul style="list-style-type: none"> <li>● 전혀 사용하지 않는다 (0% = 한국어만 사용한다)</li> <li>● 가끔 사용한다 (20%)</li> <li>● 종종 사용한다 (40%)</li> <li>● 자주 사용한다 (60%)</li> <li>● 대부분 사용한다 (80%)</li> <li>● 항상 사용한다 (100% = 한국어를 사용하지 않는다)</li> </ul>
문법 '화용/기능 설명'	<p>2-1. 초급의 &lt;문법 '화용/기능 설명'&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?</p> <p>2-2. 초급의 &lt;문법 '화용/기능 설명'&gt; 부분에서 실제로 사용하는 영어 비율은?</p>
문법 '연습'	<p>3-1. 초급의 &lt;문법 '연습'&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?</p> <p>3-2. 초급의 &lt;문법 '연습'&gt; 부분에서 실제로 사용하는 영어 비율은?</p>
어휘	<p>4-1. 초급의 &lt;어휘&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?</p> <p>4-2. 초급의 &lt;어휘&gt; 부분에서 실제로 사용하는 영어 비율은?</p>
문화	<p>5-1. 초급의 &lt;문화&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?</p> <p>5-2. 초급의 &lt;문화&gt; 부분에서 실제로 사용하는 영어 비율은?</p>
활동	<p>6-1. 초급의 &lt;활동&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?</p> <p>6-2. 초급의 &lt;활동&gt; 부분에서 실제로 사용하는 영어 비율은?</p>



<p>교과 내용 외</p>	<p>7-1. 초급의 &lt;교과 내용 외&gt; 부분에서 이상적으로 생각하는 영어 사용 비율은?</p> <p>7-2. 초급의 &lt;교과 내용 외&gt; 부분에서 실제로 사용하는 영어 비율은?</p>
<p>위의 &lt;초급&gt; 1~7번 중에서 ‘이상’과 ‘실제’에 차이가 있다고 답변한 문항이 있다면, 그 이유는 무엇입니까?</p> <ul style="list-style-type: none"> <li>● 영어를 더 쓰고 싶지만 영어 실력이 부족해서</li> <li>● 한국어를 더 쓰고 싶지만 학생의 이해가 부족해서</li> <li>● 기타 : _____</li> </ul>	
<p>초급 수업에서 교사의 언어 사용에 대해 전반적인 의견을 기술해 주시기 바랍니다.</p>	

