

## **The Nature of Approaches, Methods and Techniques in Teaching Korean: A Case Study**

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### **Abstract**

The rapid growth of approaches and methods is an important characteristic of contemporary second and foreign language teaching. As a result, some language teachers have a wider variety of methodological options, materials and techniques according to the needs of the learners, the individual preferences of the teachers and constraints set by the school, institute or curriculum designer. For other teachers, wide variety of methods and approaches currently available confuses them rather than it put them in a comfortable zone. This study is an attempt to provide an account of the nature of approaches, methods and techniques (Edward Anthony 1963) in second language teaching especially Korean, in the Centre for Korean Studies, Jawaharlal Nehru University. The study also explores four basic aims of languages teaching courses namely speaking, listening, reading and writing, and how these basic objectives are achieved through language teaching methods: approach, design, procedure (Richards & Rodgers 1986) in CKS, JNU.<sup>1</sup>

**Keywords:** *Applied Linguistics, Second/Foreign language teaching, approach, method, techniques, Korean, language learning*

### **1. Introduction**

It is one of the challenges for language teachers how to teach foreign language effectively. We had seen changes in language teaching methods and approaches throughout history and there is a move toward oral proficiency, rather than translation and reading comprehension. Today people not only talking about linguistic competence (Chomsky 1957, 1965) but also communicative competence (Dell Hymes 1966, 1974) a learner must have while learning a particular language. Throughout history foreign language learning has always been an important practical concern. Today English is the World's most widely studied foreign language, five hundred years ago it was Latin, dominant language of education, commerce, religion and government in Europe. As a result of political change in the Western World, Latin became displaced and French, Italian and English gained importance in the 16<sup>th</sup> century. Though Latin diminished as a living language, it was introduced in the school curriculum, the study of Latin took on a different function in the 16<sup>th</sup> to 18<sup>th</sup> century. Latin was taught to the students through the rote learning of grammar rules, study of declensions and conjugations,

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<sup>1</sup> CKS= Centre for Korean Studies, JNU= Jawaharlal Nehru University

translation, and practice in writing sample sentences, reading of classical text. When modern European languages started to enter the school curriculum, they were taught using the same basic procedures that were used for teaching Latin. Speaking the foreign language was not the goal. Reading, writing and to understand the literature and translations of sentences, grammatical rules are taught deductively, the native language of the students is the medium of instruction; all these were given emphasis in this method of language teaching which is known as Grammar Translation Method. GTM<sup>2</sup> dominated European and foreign language teaching institute elsewhere in the 19<sup>th</sup> and 20<sup>th</sup> century and in modified form it continues to be widely used in some parts of the world today. However, in GTM the relationship between language and mind or language and society is not considered to be a point of reference for teaching. Phonetician Henry Sweet, a leading opponent of grammar translation language teaching, described GTM, “a bag into which grammar and vocabulary are crammed without regard to meaning”. The learners could hardly negotiate a normal communicative encounter in the language learnt. Toward the mid-nineteenth century increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. There were renovations in language teaching methods; Situational Language Teaching, Total Physical Response, Direct Method, Audio-Lingual Method and Communicative approaches were proposed to teach foreign languages in Europe, America, Asia and rest of the world.

The study of teaching methods and procedures in language teaching assumed a more central role within Applied linguistics from the 1940s. It started in the Europe and the United States and rapidly flourished, gained popularity in the international arena. In USA, Applied Linguistics began narrowly as the application of insights from structural linguistics. Leonard Bloomfield developed the foundation for the *Army specialized Training Program*. Charles C. Fries established *English Language Institute* at the University of Michigan in 1941. In 1948, research club at Michigan established *Language Learning: A Journal of Applied Linguistics*. Charles F. Ferguson set up the Centre for Applied Linguistics in Washington D.C. in 1959. It was taken for granted in the 1940s and 1970s that Applied linguistics was all about language teaching. From late 1960s Applied Linguistics began to establish its own identity as an interdisciplinary field of Linguistics concerned with real world language issues. The new identity was solidified by the creation of *American Association for Applied Linguistics* in 1977. In Britain, a centre for Applied Linguistics was established by J. C. Catford at the University of Edinburgh in 1956. In 1970s Applied Linguistics became a problem driven field rather than a theoretical linguistics. The main concern was the solution of the language related problems in the real world. By 1990s AL<sup>3</sup> had broadened including critical studies and multilingualism. Research in AL was shifted to the theoretical and empirical investigation of real world problems in which language is a central issue.

Various attempts have been made to conceptualize the nature of methods, approaches and techniques and to explore more systematically the relationship between theory and practice

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<sup>2</sup> GTM= Grammar Translation Method

<sup>3</sup> AL= Applied Linguistics

within a method. According to Edward Anthony (1963: 63-67), there are three levels of conceptualization and organization which he termed *approach*, *method* and *technique*;

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach.

*An approach* is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...

*Method* is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods..

. . . A *technique* is implementational - that which actually takes place in a classroom.

It is a particular trick, strategem, or contrivance to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Richards and Rogers (1986: 14-30) expect methods to be most obviously idiosyncratic at the level of procedure, though classroom observation often reveal that teachers do not necessarily follow the procedures a method prescribes. The elements and sub-elements that constitute a method are described under the rubrics of approach, design and procedure are summarized below:

<b>Method</b>		
<b>Approach</b>	<b>Design</b>	<b>Procedure</b>
<b>a.</b> A theory of the nature of language <b>b.</b> A theory of the structure of language learning	<b>a.</b> The general and specific objectives of the method <b>b.</b> A syllabus model <b>c.</b> Types of learning and teaching activities <b>d.</b> Learner roles <b>e.</b> Teacher roles <b>f.</b> The role of instructional materials	<b>a.</b> Classroom techniques, practices, and behaviors observed when the method is used

**Table 1. Summary of elements and subelements that constitute a method**

We would be looking at nature of approaches, methods and techniques (Edward Anthony 1963) in second language teaching especially Korean and will explore four basic aims of languages teaching courses namely speaking, listening, reading and writing, and how these

basic objectives are achieved through language teaching methods: approach, design, procedure (Richards & Rodgers 1986) in CKS, JNU.

The details about Korean Language Courses in India<sup>4</sup> can be found in various Institutes and Universities. Given below few places where Korean languages are taught;<sup>5</sup>

1. Centre for Korean Studies, Jawaharlal Nehru University, New Delhi-110067.	2. Few affiliated colleges in Delhi University	3. Faculty of Humanities and Languages, Jamia Milia Islamia, Delhi
4. Korean Education in Manipur University	5. Centre for Global Studies, Bengaluru Central University	6. Arts Faculty, Banaras Hindu University, Uttar Pradesh
7. English and Foreign Language University, Hyderabad	8. School of Languages and Literature, Nalanda University, Bihar	9. Centre for Far East Languages, Central University of Jharkhand, Ranchi
10. School of Foreign Languages, Indira Gandhi National Open University, Delhi	11. Department of Languages, Christ University, Bengaluru	12. Dr. BR Ambedkar University, Srikakulam, Vizag
13. Magadh University, Bodh Gaya	14. Department of Languages, University of Calcutta, West Bengal	15. School of Languages and Linguistics, Jadavpur University, W.B
16. Symbiosis Institute (SIFIL), Pune	17. Ramkrishna Mission Institute of Culture, Kolkata	18. Cucchiaio d'Argento (CDA), Kolkata
19. Arirang Korean Academy, Delhi	20. Indian Institute of Chinese and Korean Language, Delhi	21. Korean classes at King Sejong Institutes, in 57 countries; India has the following branches; Delhi, Chennai and Patna
22. Korean Culture Centre, new Delhi	23. Inko Centre, Chennai	24. King Sejong Korean Language Institute, Patna

The Centre for Korean Studies (CKS) is a unit of School of Language, Literature and Culture Studies (SLL&CS) at JNU. The Centre is one of the biggest academic centres of Korean Language, Literature and Culture Studies in Indian Subcontinent. It offers B.A., M.A., M. Phil and Ph.D. programmes in Korean Language, Literature and Culture Studies. Korean Language was first introduced in the Centre in 1976 as a Pre-Degree Diploma course. It was upgraded into a full-time B.A.(Hons) programme in 1995 and M.A. in 1998. The nomenclature

<sup>4</sup> <https://www.studyfrenchspanish.com/korean-courses/>

<sup>5</sup> Credit to Vikash Gupta, the information collected from his blog; [languagenext.com/blog](http://languagenext.com/blog) | [studyfrenchspanish.com](http://studyfrenchspanish.com)

of the Centre was changed from 'Centre for Japanese, and North East Asian Studies' (CJNEAS) to 'Centre for Japanese, Korean and North East Asian Studies' (CJKNEAS) in 2005. The Centre started its M.Phil./Ph.D. Programme in July 2013. It became an independent centre "Centre for Korean Studies (CKS)" in August 2013. Over the years it has grown into one of the largest Centres of the SLL&CS in JNU. The Centre also offers a part-time certificate and diploma courses in Mongolian Language.<sup>6</sup> At present the Centre has seven permanent faculty and four visiting faculty (one visiting professor and three guest faculty). The intake capacity for 1<sup>st</sup> year BA programme is 30 (for more information see [www.jnu.ac.in](http://www.jnu.ac.in)).

## 2. The Aims of Language Teaching Courses: Four Skills

The objectives of language learning could be whether someone learn the target language for need-filling reasons or for reasons of prestige. It would help someone getting a better job or enable to travel abroad or become a translator, interpreter or a teacher. It could be factor for social upgradation and mobility towards the prestige group. Rivers suggested six categories for learning a new language; (a) Develop intellectual powers (b) Read classical literature and philosophy for personal growth (c) Understand how languages function (d) Engage in reading comprehension, essay type competition (e) To understand people abroad/foreign countries better (f) Develop oral and writing skills. For different people the aims and objectives of learning language are different. It has been observed that the aim of language teaching courses is defined in terms of four skills: (1) Speaking (2) Understanding speech (listening) (3) Reading and (4) writing. Speaking and listening are said to relate to language expressed through aural medium whereas writing and reading are said to relate to language expressed through visual medium. Another way, speaking and writing are said to be active, or productive skills whereas listening and reading are said to be passive, or receptive skills. We can express these traditional notions in a simple table as follows:

Medium	Productive/Active	Receptive/Passive
Aural	Speaking	Listening
Visual	Writing	Reading

**Table 2. Aural and Visual medium, Widdowson (1978)**

According to Widdowson (1978:58), the terms aural/visual and productive/receptive refer to the way language is manifested rather than to the way it is realized in communication. These terms might be convenient to represent languages skills when considering usage but are positively misleading and ambiguous when considering language use as for example *The President's speech was clear*—it could either mean his delivery of speech is clear or content of his speech is easy to understand. We will have to make a distinction between language usage and use in a communicative context. With reference to usage speaking is active, or productive and makes use of the aural medium but speaking as an instance of use, is part of a reciprocal exchange in which both reception and production both play a part. In another words, the skill of speaking involves both receptive and productive participation. The act of speaking involves

<sup>6</sup> From JNU website, <http://www.jnu.ac.in/sllcs/cks>

not only the production of sounds but also the use of gesture, facial expression and other paralinguistic phenomena which are transmitted through the visual medium. This is summarized in the table below:

	Productive	Receptive	
Aural/Visual	Talking		Use
	Saying	listening	
Aural	Speaking	hearing	usage

**Table 3. Paralinguistic phenomena through the visual medium**

The aim of the language teaching course is to develop an ability to handle spoken language i.e. learners need to acquire an awareness of how the language being learned is used for talking. It is good that one would expect to spend some time on the teaching of speaking and hearing first before moving on to the higher level of communicative ability of talking.

Reading and writing are distinct activities. These are not typically reciprocal activities in the same way as are saying and listening. Writing as a physical activity is productive, the movements of the arms and fingers produce marks which are perceived by the eye. These marks are letters/symbols which are arranged into groups to form words in accordance with graphological system of the language. In another words, we can say writing is the visual medium to manifest the graphological and grammatical system of the language. Writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper. Reading is the ability to recognize words, sentences and their meanings as linguistic elements or how they function as parts of a discourse. This can be summarized in the following table:

Productive	receptive	
Writing	(Interpreting)	Use
Composing	Reading	
Comprehending		Usage

**Table 4. Interpreting is a psychological phenomenon**

The ultimate aim of language learning is to acquire communicative competence, to interpret, ability to say, listen, write and read. Traditionally the focus of attention has been on the linguistic skills and it was widely believed that once the linguistic skills are acquired in a reasonable measure the communicative abilities will follow as a more or less automatic consequence. But the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in a language. The emphasis on drills and grammatical exercises for the production and reception of sentences tends to inhibit the development of communicative abilities. The communicative abilities of saying and listening operate on both

the verbal and the nonverbal features of discourse. The interpreting of written discourse involves the processing of nonverbal elements as for example drawings, flow-charts, tables, graphs, charts and so on; and a recognition of their relationship to the verbal text. The linguistic skills operate on what is verbally manifested, on the other hand communicative abilities operate on everything that is communicative in the discourse as a whole. The language teaching has traditionally concentrated on the linguistic skills and the nonverbal aspects of discourse have tended to be neglected. We will see in the following section how these skills are designed in the course content, curriculum in CKS and how are these abilities are achieved through methods, approaches and techniques employed by the teachers.

### 3. The Nature of Approaches, Methods and Techniques

If we look at the course content of BA 1<sup>st</sup> year we would be able to see that speaking, writing (Hangul) basic grammar and advanced grammar rules are introduced to the students. Besides these compulsory courses, students will have to do tool courses which are related to geography and culture of Korea and its modern history. The teachers use variety of methods and techniques in the class; Audio Visual Aids, Picture Cards, Audio CDs and multimedia labs help students practice phonetic drills. Textbooks from Korean Universities, National Institute of Korean Language are used as course materials. For tool courses extracts from various Handbooks including 'Facts About Korea', tourism booklets, books on Korean culture and heritage, Korean culture related websites are used to provide various kinds of socio-cultural, geographic and historical information about Korea. Students are evaluated in two Sessional Tests out of three (25%), class performance (25%) and End Semester examination (50%).

Course No & Credit	Course Title	Course No & Credit	Course Title
KR-101 (2)	Oral Expression-I	KR 107 (2)	Oral Expression-III
KR-102 (2)	Oral Expression-II	KR 108 (2)	Oral Expression-IV
KR-103 (2)	Hangul	KR 109 (2)	Texts in Hangul
KR-104 (2)	Basic Structure	KR 110 (2)	Applied Grammar
KR-105 (2)	Comprehension	KR 112 (2)	Comprehensions and Compositions
KR -106 (2) Tool	Geography and Culture of India	KR 113 (2) Tool	Modern History

**Table. 5 BA 1<sup>st</sup> year Korean (1<sup>st</sup> semester and 2<sup>nd</sup> semester)<sup>7</sup>**

In BA 2<sup>nd</sup> year it is not mere oral expression students are taught. Conversation ability is introduced in order to participate in a natural communication. The aim is to develop communicative competence of the learners. Reading ability based on characters and symbols introduced through Hanja and mixed script are given emphasis along with translation, composition. Comprehension of spoken discourse as well as written texts are introduced.

<sup>7</sup> See <http://www.jnu.ac.in/sllcs/cks-ba-courses>

Famous Korean short stories and passages related to Indian customs and society in Korean are also introduced to help the students understand and interpret their own culture through Korean language. Students learn to converse and communicate on a wide range of themes based on selected texts. Students are given lesson based conversation to practice and they are also given certain topics to create their own free conversation based on those topics. More time is devoted to Student-Student & Teacher and Student Interactions. Students develop a higher level of understanding and ability to express through comprehension drills. Students are given articles based on simple social factors and are asked to interpret it in their own language and express their views about certain problems focused in the articles. Students get to know about contemporary Korea; its socioeconomic and political dimensions, Indo-Korean relations, various phases of contemporary Korea dealing with colonial legacy, anti-colonial movements, social, political and economic agenda; liberation and division; emerging political, economic and administrative structures; Korean war and aftermath; pace, pattern and processes of socio-economic transformation in the peninsula, Government (s) and politics in the peninsula; the students are also given introductory lectures on Korea's relations with its neighbours like China, Russia and Japan. For Advanced conversation skills various materials are used as for examples Handouts: Newspapers, Flight boarding Passes, Paragraphs related to various students' activities inside the campus and also Text Books from Korean Universities, National Institute of Korean Language. Students are evaluated for their Performance in two Sessional Tests out of three (25%), class performance (25%), End Semester examination (50%).

Course No & Credit	Course Title	Course No & Credit	Course Title
KR 201(3)	Conversation ability	KR 207 (3)	Advanced Conversation
KR 202 (3)	Reading ability	KR 208 (3)	Text and Grammar
KR 204 (3)	Translation and Composition	KR 209 (3)	HANJA-III
KR 205 (3)	Hanja (II) and Mixed Script	KR 210 (3)	Comprehension
KR 206 (3)	Contemporary Korea: Social Economic and Political Dimension	KR 211 (3) Tool	Indo-Korean Relations

**Table. 6 BA 2nd year Korean (1<sup>st</sup> semester and 2<sup>nd</sup> semester)**

In 3<sup>rd</sup> year Literature, texts and grammar, Hanja, interpretation, translation: specialized terminology, fundamentals and theories are introduced to the students. Students are expected to learn the characteristics of Korean literature, its genres and forms. To understand translation techniques vocabulary oriented texts from wide range of fields like culture, trade, commerce, economics, science and technology and politics are selected that helps the students in building rich vocabulary. Text and Grammar course aims at equipping the students with the skills to read texts such as, short stories, articles etc. Emphasis is laid on advanced sentence patterns, grammatical structures and idiomatic phrases that are essential for the comprehending of any



Korean text. Audio-Video aids, newspapers, magazines, internet, books on relevant topics and prescribed textbooks are also used. Students are graded based on their performance in two Sessional Tests out of three (25%), class performance (25%), End Semester examination (50%).

Course No & Credit	Course Title	Course No & Credit	Course Title
KR 301 (3)	Themes in Korean Literature-I	KR 305 (3)	Interpretation
KR 302 (3)	Texts and Grammar	KR 306 (3)	Texts and Grammar
KR 303 (3)	Hanja	KR 307 (3)	Themes in Korean Literature-II
KR 304 (3)	Specialised Terminology and Translation	KR 308 (3)	Translation: Fundamentals and Theories

**Table 7. BA 3rd year Korean (1<sup>st</sup> semester and 2<sup>nd</sup> semester)**

Besides additional resources are put in JNU website and on notice board for different language and culture related activities happening in the campus, in Delhi and in the country or outside the country; scholarship, seminar/conference related information are also disseminated to the learners. Students are encouraged to take part in various competition, Hangul day celebration, essay competition, in Kallol programme etc. Attached here two screenshots from <http://www.jnu.ac.in/sllcs/cks;>

## CKS Resources

Item	Source	Remark
KOREA SCHOLARSHIP INFORMATION	Study in Korea	Scholarships
1. KOREA - Magazine (Click here)	Korean Culture and Information Service (KOCIS)	Monthly Magazine
2. K-Pop to K-Culture (Click here)	Korean Culture and Information Service (KOCIS)	Culture
3. K-Literature :The Writing World's New Voice (Click here)	Korean Culture and Information Service (KOCIS)	Literature
4. Guide to Korean Culture - Ebook (Click here)	Korean Culture and Information Service (KOCIS)	Culture
5. Facts About Korea 2013 - Ebook (Click here)	Korean Culture and Information Service (KOCIS)	General Knowledge
6. KOREAN WAVE (Click Here)	Korean Culture and Information Service (KOCIS)	Culture
7. TOPIK - Previous Papers (Click here to Download)	<a href="http://www.topik.go.kr">www.topik.go.kr</a> <a href="http://www.topikguide.com">www.topikguide.com</a>	TOPIK
8. Want to Know about Hangeul? Click Here	The National Institute of Korean Language <a href="http://www.korean.go.kr">www.korean.go.kr</a>	Hangeul
9. M.A. Dissertation Format Click Here	JNU Research Manual	
10. CKS Orientation (PPT) 2014-15 Click Here	CKS	CKS Orientation



Source: <http://www.jnu.ac.in/sllcs/cks>

## CKS Notice Board

Date	Information	Category
22/2/2018	Public Notice on 'Korean Government Scholarship Program (KGSP) for Graduate Degrees -2018-2019 <a href="#">Click Here</a>	CKS Notice

<u>Date</u>	<u>Information</u>	<u>Category</u>
02/10/10	<b>Hangeul Day Celebration 2016 Event Application Forms/Details</b> Essay Competition / More Details Singing Competition Quiz Contest	CKS Notice
31/08/2016	HUFS Student Exchange program for 2017 Spring Regular Semester <a href="#">Click Here</a>	CKS Notice
10/02/2016	I Sessional Timetable (Winter 2016) <a href="#">Click Here</a>	CKS Notice
9/02/2016	Theatre Competition, Amity Youth Festival 2016 Details / Poster	CKS Notice
9/02/2016	KDI GKS-KGSP Scholarship Guidelines Application	Scholarship Info
19/01/2016	24th AKS Summer Program for International Students Details Application Form	CKS Notice
14/01/2016	46th TOPIK <a href="#">Click here</a>	CKS Notice
11/01/2016	CKS Time Table for Winter 2016 <a href="#">Click Here</a>	CKS Notice
17/08/2015	[KDI School] Full Scholarship for Masters/PhD KDIS Leaflet_Spring2016 <a href="#">Application Guideline</a>	Scholarship Info

Source: <http://www.jnu.ac.in/sllcs/cks>

It has to be noted that BA 3 year programme in Korean in CKS is an exuberant and exhaustive in nature. In addition to core and tool courses, the students will have to do eight optional courses offered from different centres of the university. They opt for courses from many disciplines as for example Linguistics, English, History, Philosophy, International relations, social sciences or they may pursue another language as an optional course.

#### 4. Summary and Conclusion

To sum up, we can say that no single method could guarantee successful results. The language teacher has to combine different methods and approaches to get the desired results. Earlier, the goal of trying to teach conversational skills was considered impractical in view of the restricted time available for foreign language teaching in schools, the limited skills of teachers but in CKS it is achieved because of the quality time and resource materials made available to the learners. The quality of native Korean teachers<sup>8</sup> and competence of non-native teachers/faculty contributed to the overall development of the conversation and grammatical skills of the learners. The gradual progression of the course content from oral expressions along with grammatical skills, socio-cultural historical information about Korean language and community, culture has a positive effect in achieving conversational skills. The online translation and interpretation introduced in the courses made the learners more equipped to tackle daily language activities and positively usher to the growth of communicative competence. The goal for language course would be a reading knowledge of a foreign language, achieved through gradual introduction of words and grammatical structures in simple reading texts. This goal is also achieved because of introduction of Korean writing system Hangul and also Hanja from the basic to the complex writing system, through reading and writing exercises from classical and contemporary literature, realia, newspaper, short stories, poems, novels etc. In addition to class exercises there are different online and offline materials are provided to the students in order to attain their reading and writing abilities.

It is commonly believed that some people can pick up languages easily or they have a *knack* for learning languages. They learn the target language faster and achieve higher levels of proficiency much before others. But every human being given the right kind of motivation and inputs will learn the target language sooner or later. The Learner variables i.e. Aptitude, attitude, motivation, styles and strategies significantly influence the language learning outcomes and other variables i.e. age, gender, socioeconomic background, language being used in the family of the learner i.e. comprehensible input (Krashen 1981) may also play some role in language learning. The positive attitude and motivation of the learners, support from Korean Foundation and Indian Government make the language learning more effective. The goal of this study is to enable students and teachers to become better informed about the nature, strengths, and weaknesses of methods and approaches so they better arrive at their own

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<sup>8</sup> At present CKS has four native Korean teachers; Visiting professor: Myung E Lee and Guest faculty: Aana Yang, Yeong Min Kim, Chang chang Hun and seven non-native competent teachers; Dr. Neerja Samajdar, Dr. Satyanshu Srivastava and Dr. Ravikesh Kumat and Prof. Vaijanti Raghavan, Mr. Santosh Kumar Ranjan, Mr. Rahul Raj and Mr. Manish Kumar Barnwal.

judgements and decisions. I hope that analysis of approaches and methods presented here will elevate the level of discussion among the students and language teachers.

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