

Korean teachers' perceptions of embedding pop culture into classrooms

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Abstract

This study examines the perceptions of Korean language teachers on the classroom practice of embedding contemporary Korean pop culture into classrooms for effective world language instruction. While integrating culture in language classrooms has been practiced for decades, Korean teachers in this study expressed a lack of confidence in designing activities with a wide array of samples of Korean culture in their instruction. In this article, we explore how 14 pre- and in-service Korean teachers who attended a 2019 professional development summer program engaged in a learner-centered classroom that utilized various forms of Korean culture, such as K-pop, as an instructional tool. Data were gathered during this teacher training program using online surveys, small group interviews, daily reflections, online discussion, and final projects based on a mixed-methods research design. The results of the study highlight the importance of thoughtful use of Korean culture and the appropriate use of technology to support and enhance culture-integrated language instruction. Finally, implications for future research and practice with world language teachers and teacher educators are discussed.

Introduction

Since Korean singer, Psy, hit YouTube with Gangnam Style, Korean popular music (K-pop) has become more popular than ever and has contributed to the now-global Korean Wave. Recently, a Korean boy band, BTS: Bangtan Boys or Bulletproof Boy Scouts [*Bang-tan-so-nyeon-dan* in Korean] has gained worldwide attention among teenagers (Cruz, 2019). This recent trend has spread beyond Asian countries (Jin, 2016) and especially, this Korean Wave has inspired many students to enroll in Korean classes in colleges and universities whereas many

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other world languages are experiencing enrollment decreases (Looney & Lusin, 2019). Accordingly, many schools and institutions are seeking high-quality Korean language teachers to accommodate students who want to learn Korean. In addition, the United States federal government has referred to Korean as one of the critical need languages which are crucial for economic growth and national security (National Security Education Program, 2019).

Considering the national standards for world language education (The National Standards Collaborative Board, 2015) and the popularity of Korean media, Korean world language teachers are seeking ways to incorporate Korean popular music and culture into their classroom activities (Lee, 2018). However, it should be noted that there have been limited teacher-training opportunities for Korean teachers to improve their instructional repertoire (Kim & Kim, 2016). In addition, many Korean language teachers were educated outside of the United States and were not familiar with American school systems or classroom activities. Therefore, teachers wanted to adapt themselves to American classrooms (Kim & Kim, 2016; Lee & Bang, 2011). Shin and Wong (2017) reported that professional development opportunities offered by national and regional associations of Korean teachers do not satisfy the needs of many Korean language teachers. To fill this gap, the federal government provided StarTalk grants for professional development programs for critical need languages teachers and world language learning programs (Koning, 2009; StarTalk, 2021).

This article addresses how one public four-year university met the challenges to enhance the professional development needs of Korean teachers. This university offered a carefully designed three-week sequence of synchronous face-to-face workshops and asynchronous online learning modules (two weeks in June and one week in July 2019). The teacher participants are mostly first-generation Korean immigrants educated in Korea and reported that they grew up and had been trained in teacher-centered instructional styles. Throughout these workshops, the teacher participants were required to shift their traditional ways of teaching from a teacher-centered to a student-centered approach. At the same time, we instructed teachers to align their instruction with the World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015) while incorporating Korean pop culture as an instructional tool effectively.

The current study focuses on how teachers learned and applied planning and instructional practices using Korean culture, including children's songs and K-pop, in their instruction. By reporting on how Korean language teachers engaged in this professional training and implemented this learning into their microteaching and lesson plan design, this article highlights how world language teachers incorporated Korean culture into their language instruction as an innovative approach for learner-centered and standards-based lessons. The two main research questions are: (1) What are teacher participants' perspectives on incorporating cultural artifacts into their teaching? and (2) How do teacher participants incorporate cultural artifacts as a means of learner-centered instruction?

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Culture and World Language Classrooms

The American Council on the Teaching of Foreign Languages/ Council for the Accreditation of Educator Preparation (ACTFL/CAEP) program standards for foreign

EMBEDDING POP CULTURE INTO CLASSROOMS

language teachers suggests that the ‘Five Cs’—Communication, Cultures, Connections, Comparisons, and Communities—should be incorporated in the training of world language teachers and the implementation of their instruction (ACTFL/CAEP, 2013). Accordingly, world language teachers need to consider diverse factors in their instruction such as the amount of the target language use, standards-based lesson planning, learner-centered instruction, and appropriate assessments bridging oral and written discourse (Grahn & McAlpine, 2017; Haley & Austin, 2014). World language teachers encourage students to interact with other cultures while learning the target language. Learners use the target language to investigate the relationship between the practices, products, and perspectives of the cultures studied and develop insights about those cultures (The National Standards Collaborative Board, 2015, p. 68). Approaches to teaching culture in world language classes have been developed from a knowledge-based approach to an intercultural communicative competence approach (Piątkowska, 2015; Skopinskaja, 2005). The current trend of teaching intercultural competence in a foreign language classroom focuses on developing cross-cultural comparison, communicative tasks, and experiential learning with effective use of technologies (Meyer 1990; Perry & Southwell, 2011; Penz 2001).

As a way to build cultural competence, many language teachers draw contemporary culture into their language classrooms in addition to the traditional. Popular music is one of the most prevalent aspects of modern culture from which language learners can benefit while learning their target language.

The influence of Korean pop culture on language learning

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Korean popular music (K-pop), a new genre of music that has gained international popularity since the 1990s, originated in South Korea. K-pop has developed as a mainstream subculture on a worldwide level. Many American students enjoy listening to K-pop and engaging with other popular cultural productions such as Korean TV dramas, films, and webtoons. Even if students never travel to Korea, they may be interested in these shows and musical productions and experience them through social media such as YouTube (Oh & Park, 2012; Ono & Kwon, 2013). Similarly, Lee (2018) argues that the growing interest in Korean pop culture is positively correlated with the intent to learn the Korean language. This phenomenon parallels the increase in Japanese language courses in the US when Japanese culture became popular around the world in the 1980s and 1990s (Fukunaga, 2006; Matsumoto, 2007).

Interest in Korean culture is broadening from specialized media markets to the mainstream media market (Gibson, 2018; Ryoo, 2009)

Additionally, there is evidence that some US college students intend to seek jobs or attend graduate schools based on their Korean language skills and cultural knowledge. The number of study-abroad students in Korea is also increasing every year (prior to the COVID-19 period). Finally, the competition for the Korean government-supported English teacher programs such as Teach and Learn in Korea (TALK) and English Program in Korea (EPIK) is quite high (Jeon, 2020). The recent increase in Korean studies majors and minors at US universities reflects this increase in demand (American Association of Teachers of Korean, 2021). As a result of these trends, the number of candidates hoping to teach the Korean language is increasing, and current teachers at heritage Korean schools are also eager to participate in workshops or acquire certifications to further their careers.

The US college Korean teachers also recently started to adopt a cross-cultural approach rather than to deliver stereotypical and essential images (Byon, 2007). For instance, diverse learner-centered projects such as a culture portfolio project or a short film-making project, increase students' interest in learning a target language and understanding the distinctiveness of a target culture. However, according to Shin and Wong (2017), many of those teachers at heritage Korean schools were unsure of how to make the transition to American education standards and teaching styles. They reported that when their Korean teacher participants were introduced to learner-centered teaching methods during the professional workshops, teachers were confused with the concept and the application of the learner-centered approach in language instruction (p.134).

Learner-centered Instruction

Learner-centered approaches to meet various learners' needs have been widely adopted in general K-16 contexts (e.g., social studies, math, science, and language education) (Phyllis, 2009; Nunan, 2012; Terry, 2008, 2011; Trigwell, 2010; Weimer, 2013). Weimer (2013) also stated the importance of differentiated instruction by emphasizing that students' developmental issues influence effective learner-centered teaching. He suggested a transformative experience that learner-centered teaching not only transforms students' learning experiences but also teachers' perceptions and attitudes about ways of teaching and their role as teachers (Weimer, 2013, p. 26). According to Terry (2011), teachers experience a transformative role change from a lecturer delivering knowledge to a facilitator helping students become independent learners in learner-centered class settings (p. 52). Arguing that learner-centered education can be linked to teachers' perceptions and practices, Badjadi (2020) considers the learner-centered approach as a globally applicable method to second language education settings. However, many studies have focused on theoretical assumptions and practices for English language education (i.e., English as a Second/Foreign Language), but not in world language contexts (Nunan, 2012; Stockwell, 2011). Few research findings show if the learner-centered approach can be similarly adopted for world language education (Haley et al., 2013).

Not only in the world language field in general but the context of Korean language instruction a learner-centered approach has also been introduced very recently (Kim et al., 2017; Yoon & Choe, 2011). Yoon and Choe (2011) note that the field of Korean language education as a foreign language was introduced in the late 1990s and established as an academic field in South Korea in the early 2000s and inevitably, foreign language teaching methods including a learner-centered approach were introduced later. Further, historically, there is a preference for a teacher-centered approach that is related to Confucius' beliefs; with this teaching philosophy, the teacher should be a role model for students and lead students along the right path (Bhang & Kwak, 2019). Teachers are expected to guide students to find educational value according to Confucian learning (Park, 2016). Confucian culture emphasizes teachers' authority in the classroom, and teaching courses in public schools in Korea is generally centered on teachers across all subject matters (Feng, 2002).

To introduce the learner-centered approach to Korean language teachers, we planned to provide multiple opportunities for teachers to be immersed themselves as students throughout the three-week summer StarTalk professional development program. In addition, throughout two different microteaching sessions at the end of the second week, they were encouraged to consider diverse students' backgrounds, learning styles, interests, and proficiency levels in Korean as they begin to design their lesson plans. As program providers, we believe that knowing and learning about their students can inform teacher

EMBEDDING POP CULTURE INTO CLASSROOMS

participants as they plan learner-centered instruction, which will finally lead them to successful teaching.

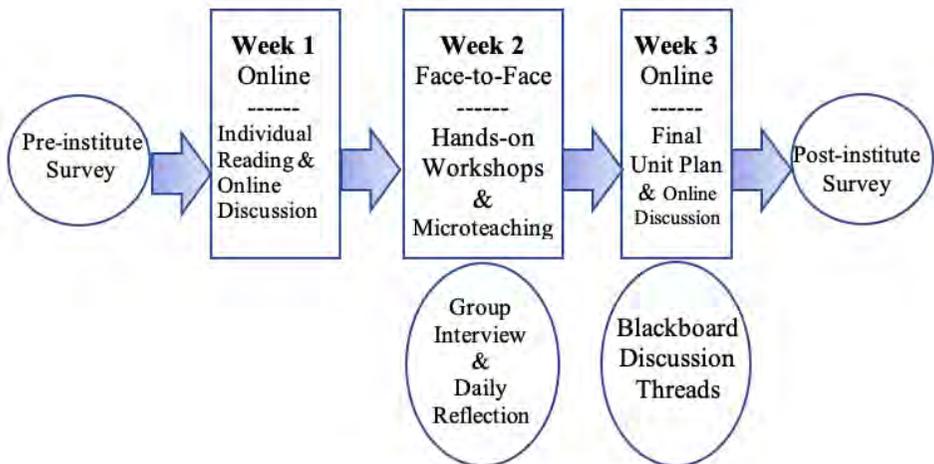
Methods

This study took place in the context of a professional development program composed of three weeks of a carefully designed sequence of online and face-to-face workshops for Korean teachers in need of transitioning from traditional teacher-centered to student-centered teaching. The Institutional Review Board (IRB) application was approved in May 2019 to study teacher participants' learning experiences from the planned professional development program. This program provided Korean teacher participants with multiple opportunities to explore and examine learner-centered instruction and national standards for foreign language education while incorporating Korean culture as an instructional tool.

Figure 1 illustrates how we collected data based on the program schedule. Teacher participants completed individual readings, online discussions, and a pre-survey in the first week of the program, and in the second week, they participated in hands-on workshops and microteaching demonstrations based on information they learned during the first two weeks. During the microteaching demonstrations, teacher participants conducted two different hour-long classes for elementary and middle-school students in a heritage Korean language summer camp. The four teams of three or four teachers collaboratively prepared lesson plans for differentiated instruction in a co-teaching setting, created teaching materials, and practiced their teaching. During the third week, teacher participants synthesized what they had learned about using culture for effective differentiated planning during the previous two weeks of the program. Week three was entirely online, and teacher participants were asked to create final lesson plans that cumulatively reflected their new knowledge and experiences through online discussion threads and to complete a post-survey on their learning experiences.

Figure 1.

Data Collection Sequence with Program Contents



Fourteen teacher participants completed the program and agreed to take part in this research. Teacher participants were recruited from five different states and varied in age (30s to 50s), years of teaching experience (zero to ten years), and teaching contexts (eight heritage schools, four public middle or high schools, one community college, and one

university). At the time of this study, two teachers were teaching at public high schools with provisional licensure. Among eight heritage schoolteachers, three held teaching licenses issued by the Korean government.

Our research framework relied on the analysis of diverse data including online surveys, participants' reflections, participants' work products, online discussion over the three-week workshops, and focus group interviews with teacher participants (Appendix). The authors, who served as the program instructors and research coordinators, collected data and engaged in data analysis with constant comparison methods (Glaser & Strauss, 2017). The authors conducted semi-structured interviews with three focus groups of teacher participants on the fifth day of the second week of the workshop when they returned from their microteaching demonstrations to debrief their experiences. All interviews were conducted in Korean and audio-recorded with participants' written consent according to the IRB protocol. Subsequently, researchers reviewed the audio recordings and selectively transcribed and translated relevant portions into English. All participant-identifiable data sources were marked with pseudonyms.

Researchers analyzed the interviews, the online discussions, and the participants' projects to identify participants' views and the incorporation of these views in the form of their final lesson plans. Using a constant comparative approach (Glaser & Strauss, 2017; Merriam, 2009; Strauss & Corbin, 1998), authors examined all data for emergent themes and patterns. We analyzed changes in perspectives throughout the program by answering the first question (What are teacher participants' perspectives on incorporating cultural artifacts into their teaching?) to determine teachers' evolving views on incorporating cultural dimensions into their teaching. Responding to the second question (How do teacher participants incorporate cultural artifacts as a means of learner-centered instruction?) involved analysis of how teachers conducted learner-centered instruction in their microteaching demonstrations and their final online lesson plans.

Findings and Discussions

Most of the teacher participants indicated that the summer program was an innovative educational experience because they were able to overcome misunderstandings they had previously held about language teaching. For example, teachers had previously believed that in classrooms, they should be the sole source of instruction to learners. Another example of a misconception was that only adults listened to K-pop music and that popular culture should not be used in K-12 classrooms. These ideas changed through interactions with other teacher participants and the program instructors. One of the most significant transformations that the teacher participants reported was their perception of the teacher-student relationship. As illustrated below from the interviews, many teacher participants used to believe that teachers need to have authority over students and give all directions to control and manage effective learning. They were even surprised to discover that the teacher-student relationship does not have to be vertical or one-way (i.e., a teacher imparts knowledge down to students) but rather can be horizontal and two-way (i.e., a teacher shares knowledge, and students share concerns/questions) during their microteaching demonstrations.

Three teacher participants were former public-school teachers in South Korea, and four teachers were teaching in local middle schools and high schools in the US. All other teacher participants did not have any teaching experience before they immigrated to the United States. In the pre-institute survey, many teachers answered that they were not familiar with teaching methods in American schools. When teacher participants shared

EMBEDDING POP CULTURE INTO CLASSROOMS

their experiential backgrounds and professional training program experiences after microteaching demonstrations, they described their perceptual changes about teaching, students, and their new views on teaching world languages with embedded culture. This shift was particularly noteworthy as evidenced by the teachers' daily reflections and interviews. The following statements highlight two teacher participants' perceptual transformation during the in-depth interviews after the microteaching demonstrations.

I think I am the only one who can teach my students in my classroom. I even didn't try to get to know my students. I was the only one who prepared a lot for the class and taught hard. However, I had wondered why the students were not concentrating in my class, and there were no learning effects. The contents of the workshop were shocking that the subject of the classroom should be students, not a teacher. (Teacher KM)

I realized the need for a shift from teacher-oriented classes to student-oriented classes is an urgent and important issue. I did not know that children can learn while they play games. What an amazing fact that kids can learn with lots of fun! Why should learning experiences be painful? Shouldn't it be fun to learn? (Teacher PK)

As the teacher participants reported in interviews, the professional development program offered an opportunity to reflect on their traditional teaching styles and their preconceived beliefs that an authoritarian (Terry, 2011, p.4) class design and practices would benefit learners. Many participants expressed that they could understand the importance of being aware of their students' interests and needs. They even mentioned that the one-way authoritarian approach would not work as they expected. While sharing and comparing their ideas and thoughts, the teachers added that they could reorient their instruction toward a more learner-centered model, modify their teaching practices, and, finally, transform their instruction from teacher-centered class into learner-centered.

Korean Cultural Artifacts for Learner-centered Instruction

Understanding culture or incorporating cultural artifacts in language instruction is one of the best ways to immerse students in the world language classrooms

Understanding culture or incorporating cultural artifacts in language instruction is one of the best ways to immerse students in the world language classrooms (Grahn & McAlpine, 2017; Haley & Austin, 2014). Although many participants continued to believe that incorporating culture into their language teaching would be very challenging, data analysis indicated that the teacher participants' transformative perceptual experience was positive about how to approach learner-centered instruction with Korean cultural artifacts. In addressing the question, "How do teacher participants incorporate cultural artifacts as a means of learner-centered instruction?," most teacher participants looked back on their past teaching. The teachers responded that lessons on culture are usually introduced after linguistic components such as grammar or dictation and only if time allows. One teacher responded. Understanding culture or incorporating cultural artifacts in language instruction is one of the best ways to immerse students in the world language classrooms

Teachers must follow the school curriculum and cover all contents of given textbooks each year. In many cases, the content of cultural classes is far from the theme of that given chapter. For instance, when we learn about family, the cultural content of that chapter is *King Sejong* [the inventor of the Korean alphabet]. (Teacher SN)

As teacher SN described, many Korean language textbooks mainly focus on grammatical forms according to a chapter sequence without relevant cultural lessons. In addition, these textbooks rarely mention how to differentiate or accommodate a variety of learners, such as different ages, grades, or language proficiency levels. Notably, teachers felt some degree of trepidation when asked about learner-centered instruction in the survey before the program started. By the end of the program, teachers started to understand learner-centered instruction although this concept was new to them. While the teacher participants began to realize that cultural learning is a crucial part of language acquisition, they also realized that Korean cultural artifacts could be used as effective tools for learner-centered instruction. In the second week of the program, all teacher participants conducted microteaching demonstrations in a local heritage Korean school where teacher participants actively used Korean songs and K-pop as effective learner-centered teaching tools. One participant shared her new experience of incorporating this tool:

I only used to use children's songs before this teacher workshop, but it was really good to learn how to use K-pop for a Korean language class. I had a preconceived notion that K-pop is only for adults, but it was surprising that there were many ways to use K-pop for younger learners. (...) I realized that culture goes together with language through this teacher training workshop. (Teacher CH)

Although teacher CH shared that she started to change her perspective on using K-pop in her classroom, it was still challenging for teachers of primary school students to adopt K-pop. This is because most heritage Korean schools do not include contemporary pop culture content in their curricula. While teacher participants were planning their learning activities during the second-week teaching demonstrations, they spent a considerable amount of time realigning course content with K-pop by analyzing their target students' profiles, selecting the appropriate K-pop, and adapting it to their lessons. One teacher commented that during the teaching demonstrations, they could observe even young students also liked the rhythm of K-pop and learned the target words with a song. This attempt was difficult, but worth it. This team changed the lyrics of the original song and replaced them with the target grammatical structure. The melody was easy to follow, so young students liked to sing without realizing they were studying grammar; they even sang the song after the class.

Throughout the three-week summer program, teacher participants worked step-by-step toward the preparation of a lesson plan that used learner-centered instruction while incorporating cultural artifacts into classroom instruction based on students' needs and curricular standards. For the third week's final project, participants first explored students' cultural and linguistic knowledge, learning styles, and motivation as factors impacting the approaches that they should take toward developing learning activities. After describing learners and their interests and needs, teachers made initial selections of cultural artifacts and activities that they thought would be most appropriate for their students.

Teachers were grouped by level—primary, secondary, and post-secondary—and they collaborated in analyzing learner needs and developing appropriate connections to learning activities and materials. Among primary school teachers, the most popular activity choice was singing Korean children's songs and nursery rhymes in the classroom, followed closely by hands-on activities such as traditional musical instruments and playing Korean traditional games (*Jeki Chagi* or *Konggi Nori*) or Korean board games (*Yutnori*). Among secondary and post-secondary teachers, K-pop, Korean TV dramas, and food were the leading topics. Interestingly, food was a crossover category—the only selection present

EMBEDDING POP CULTURE INTO CLASSROOMS

across all educational levels. The most common types of cultural artifacts and activities are summarized in Table 1 (next page).

It is also interesting that five primary teachers suggested using Korean musical instruments in their lesson plans. These teachers considered that Korean musical instruments would work better for engaging primary school students, especially visual and auditory learners, and help fit for short a sentence structure like a chant. Teachers learned ways of using the Korean cultural products and the benefits of using the musical instruments as authentic artifacts for various learning activities. Finally, the teachers agreed that music can fit into language classrooms.

Table 1.
Cultural Artifacts Identified in Discussions

Cultural Artifact / Activities	Primary	Secondary	Post-Secondary
Korean songs	7	-	-
Korean musical instruments	5	-	-
Korean games	5	-	-
Poems	3	-	-
Books /stories	3	-	-
Food	3	3	4
K-Pop	-	5	4
K-Drama	-	5	3
Other TV and commercials	-	3	-
Other: Crafts, cartoons, clothing (traditional)	4	-	-
Other: K-Fashion, K-Bauty, Video games	-	3	2

However, there was also a return to more traditional topics, particularly among primary-level teachers. While some primary level teachers incorporated food and others incorporated K-pop, the majority of primary level teachers still focused on the common themes of family, hobbies, travel, and everyday objects. The teachers who worked with young students may have felt that Korean pop culture was not always appropriate for young learners. Among secondary teachers, a similar pattern was reflected, with two participants focusing on popular music, and others shifting to the traditional cultural topics involving jobs, holidays, and basic informational exchanges. Whereas primary/secondary teachers made versatile choices, postsecondary teachers made somewhat narrow, but consistent choices. Their choices converge into K-pop, food, cultural norms, TV commercials, and K-dramas. For instance, this choice was driven by teachers' perception that K-pop is more age-appropriate and attractive to their post-secondary students rather than songs and poems. Overall, we observed slight changes, but teachers—regardless of level—tended to stick to the topics with which they were familiar when designing lesson plans for their final project of the third week of the workshop. As evidenced in their topic choices for lesson plans, it will take time for Korean teachers to become confident in incorporating diverse Korean cultural artifacts in their language instruction.

Technology for Culture Education

Although there was limited time for teachers to navigate thoroughly through every aspect of culture in language instruction, this professional development learning experience also contributed to teacher participants' understanding of culture instruction using technology. For example, teachers linked technology and culture to learner-centered instruction based on students' interests, learning styles, ages, and proficiency levels in Korean. The statement below illustrates how a teacher participant's perception of using technology changed throughout the workshop:

I came to like technology, Quizlet, and Kahoot [online games]. Children love bringing iPads. Korean schoolteachers need a workshop for educational technology tools. To accommodate students' needs who are educated in American schools, teacher educators must train their teachers, and principals must attend those workshops first. (Teacher participant BG)

Understanding that their students were experienced at using technology and media platforms led teachers to attempt to use diverse educational technology applications as a strategy for learner-centered instruction in the classroom environment. When Kahoot was played, most students expressed excitement, saying "I used to play that in my school!" Similarly, the literature suggests that small group competitions using online applications such as Kahoot or Quizlet were shown to be very effective in engaging students' attention as well as providing formative assessments (Ryder & Machajewski, 2017; Wolff, 2016). Teacher participants also learned to utilize diverse Quizlet games and Padlet boards to help individualized instruction during the workshop.

As their motivation for incorporating technology into culture-related instruction increased, many teacher participants mentioned the need to shift to more learner-centered instruction in Korean classrooms. During the program, teacher participants realized that young learners participated more actively in classes with various activities such as listening to music, singing, playing games, and using technology. Teacher participants who are currently teaching at local heritage Korean schools shared their experiences that the level of young learners' concentration and motivation increased more when they used technology such as YouTube and diverse educational applications than when they used worksheets and textbook materials. They admitted that even elementary-school-age learners with beginner proficiency levels preferred visual and sensory materials offered by teachers' careful selection of numerous Internet resources.

Incorporating technology into culture-related instruction would be a good way for enriching world language instruction while fostering students' collaborative skills. For example, various projects such as online blog making, mock online K-pop singing contests, Instagram postings for favorite K-pop stars for various learner levels could be utilized based on ACTFL Can-Do statements (ACTFL, 2017). This would allow teachers to incorporate project-based classroom activities based on K-pop into their classes, enabling them to switch to learner-centered classes, and would promote students' twenty-first-century skills such as technology, collaboration, and creativity.

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In summary, the teachers found that introducing K-pop or Korean culture is enhanced via technology, which is helpful in learner-centered world language classrooms. The teachers learned how to use authentic Korean cultural products and practices in differentiated ways that incorporated photos, interviews, and advertisements of K-pop singers, depending

EMBEDDING POP CULTURE INTO CLASSROOMS

on the proficiency level and/or age of learners in their classes. Teachers often sang K-pop by themselves, but mostly they relied on YouTube, blogs, or Instagram, and searched the Internet for the lyrics and melodies. Due to the concurrent use of other instructional technology tools such as Quizlet, Kahoot, or Padlet, teachers were able to incorporate culture into learner-centered instruction in Korean language classes.

Conclusions and Implications

While many world language teachers are well-versed in the *World-Readiness Standards for Learning Languages* (The National Standards Collaborative Board, 2015), the Korean language teachers in this study, for incorporating culture into language instruction represent a significant shift in instructional practices. The program participants all agreed that Korean cultural artifacts can be teaching tools and sources for learner-centered instruction in Korean classrooms and that diverse technological tools can be useful instruments for incorporating K-pop and culture in Korean classrooms. Teacher participants showed that Korean cultural artifacts, especially K-pop, can be implemented according to different topics, themes, and proficiency levels.

During the microteaching demonstrations in a local heritage Korean school, teacher participants implemented effective instruction while incorporating diverse cultural artifacts. Teachers used authentic materials such as songs and K-pop, adapted cross-cultural (US/Korean) teaching approaches, and used technological resources. The teacher participants, however, seemed unsure as to whether these activities would be well-suited to their given curriculum, learning goals, and whether they would improve student performance. Even though teacher participants expressed that this training helped them improve their teaching repertoire, they also hoped to have more professional development opportunities to improve their teaching competence. They were also concerned that it would be time-consuming to identify, select, and tailor Korean cultural artifacts or authentic materials for classroom use even though many of these resources could be easily accessed through social media or online sources.

During the program, teachers created a unified virtual storage site (Google Drive) for sharing their teaching materials. Teacher participants shared their videos, photos, and website lists by students' grades and language levels. We realized that this effort was timely and helpful for those teachers given the current shift to online teaching and learning because of COVID-19. We hope this also can be expanded and shared with other Korean language teachers.

This effort is not only propitious given the current prevalent online teaching circumstances, but it is also useful for other Korean language teachers. Along with the shared virtual collection of materials and resources, it would be beneficial if the government or teacher-educators provide funding and more professional development workshops designed to address and meet the needs of world language teachers who are committed to learner-centered instruction. In addition, as evidenced by our data, using technology is one of the challenges these teacher participants encountered during the summer program and at their teaching sites. The teachers readily acknowledged that their students were true millennial learners and therefore responded favorably as visual learners (i.e., digital natives). However, the teachers felt they were lacking knowledge and skills to utilize educational

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technology to maximize the effectiveness of learning activities, to incorporate technology into language-culture education, and to differentiate (their teaching styles and classroom activities) appropriately. In their daily written reflections, the teachers expressed the desire to incorporate Korean cultural content and technology in long-term (semester-long) group projects. They indicated that learning culture could not be simply done in one unit or one class.

Incorporating cultural artifacts into world language teaching as a tool for learner-centered instruction has been introduced to many other world language teachers. However, many teacher participants in this study needed time to accept, adjust, and apply these new ideas to their instruction. During this process, teacher participants learned that world language classrooms should be learner-centered based on learners' interests, motivation, ages, and proficiency levels. We are keenly aware of the need for integrating culture in world language classrooms, and we hope the current research encourages other world language teachers to find diverse ways of incorporating culture into their classes. Integrating culture in world language instruction to respond to diverse students' needs has been a research focus for a long time but remains a valid and urgent task (Haley & Austin, 2014; Weimer, 2013). Our work with 14 Korean teachers demonstrates that teacher participants can incorporate Korean culture, including K-pop, in their teaching practice for effective learner-centered instruction despite challenges that may arise. Further professional development or workshops on how to implement culture-integrated language instruction should be monitored across various settings and languages.

Even though we proudly report that Korean language teacher participants in this study started to transition to learner-centered world language instruction while incorporating culture into language instruction, there are a few notable limitations when considering the results and implications of this study. While Korean language teachers and students are growing in number, our data is based only on 14 teachers. The small sample size may not be representative of the larger population of Korean language teachers. Further investigation with larger groups of Korean language teachers may clarify and extend our understanding of the relationships that emerged from the data in this small-scale study.

Further, whereas eight of fourteen participants are Korean heritage schoolteachers, four are public school and the remaining two are post-secondary school teachers. Even in this small participant group, teacher participants' teaching experiences, current teaching levels, their students' ages, and proficiency levels in Korean are diverse, which indicated mixed results (i.e., some teachers were still hesitant to fully adopt more student-centered activities or topics whereas others enjoy integrating diverse cultural aspects into language instruction). These results suggest that further study to compare heritage schoolteachers to public-school teachers or post-secondary school teachers may show differences in perception of using Korean cultural artifacts more clearly.

We also would like to extend our research by collecting more data such as teachers' syllabi and course materials along with conducting further classroom observations to examine how heritage schoolteachers apply and implement the learner-centered approach to their instruction and how much the current teacher training workshop influences Korean language teachers. Further research on teachers' needs and practices from diverse teaching contexts will suggest new agendas for the development of teacher training programs and related studies.

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EMBEDDING POP CULTURE INTO CLASSROOMS

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Appendix

Focus Groups Interview Protocol (Korean and English)

1. 스타톡 연수를 통해 무엇을 배우셨습니까? 혹은 경험하셨습니까? What have you learned or experienced from the Star Talk summer institute?
2. 스타톡 연수를 통해 배운 교육활동 중에 어떤 것들을 수업 현장에서 쓰고 싶으십니까? 이유는 무엇입니까? What are some teaching activities/ strategies you learned from the summer institute that you would like to use for your class and why?

3. 스타톡 연수를 통해 배운 교육활동 중에 수업 현장에서 쓰기 어려운 것이 있다면 무엇입니까? 왜 그럴습니까? What are some teaching activities/strategies you learned from the summer institute you think might be hard to implement in your class and why?
4. (평소 또는 이번 마이크로 티칭에서) 어떤 방식으로 수업을 계획하고 이끌어 나가셨는지요? Can you tell me about how you plan for and structure your class?
5. 효과적인 한국어 개별화, 학생 중심의 맞춤형 수업을 계획하실 때 어떤 것을 주로 고려하십니까? 그 이유는 무엇입니까? What are your considerations used when planning instruction for effective differentiated teaching and why?
6. 교육안을 토대로 실제 수업을 했을 때 수업은 어땠습니까? 잘 되었거나 되지 않았다면 왜 그렇다고 생각하는지 이유를 말씀해 주십시오. How did the learning plan (lesson plan) you prepared work in your micro-teaching? Did it work well? If so or not, how and why?
7. 선생님의 전반적인 수업방법이나 티칭전략(기술) 혹은 수업에 관해 신경을 쓰거나, 걱정되는 사항에 대해 말해주십시오. Could you describe your teaching tactics, strategies or concerns?
8. 한국어 가르치시기 어떠신지요? 어떤 방식이나 방향으로 한국어를 가르치시는지요? 한국어 교육에 대한 선생님만의 접근법/철학이 있으시면 말씀해 주십시오. How do you like to teach Korean? What is your approach?
9. 한국어 교실에서 무엇을 하시나요? 선생님 교실은 대강 어떠한가요? (겉모습 뿐 아니라, 감정적인 분위기 포함)
What do you do in your classroom? Or what does your class look like, including physical circumstances and emotional atmosphere?
10. 어떤 방식으로 문화(음악, 음식 외에 가치관, 전통, 관습 등 모두 포함)와 관련한 수업을 하시나요? How do you incorporate Korean culture (music, food, ways of thinking, opinions, teen culture, holidays, customs, greetings, TV/Drama) in your classroom?
11. 그 밖에 더 하고 싶으신 말씀, 학교나 교육, 학부모, 학생 등등에 대해 말해주십시오. Is there anything else you would like to share with me about STSI, schools, students/parents, other teachers and/or teaching related persons?
12. 앞으로 스타톡 연수같은 교사연수 기회가 또 온다면 어떤 내용을 더 배우고 싶으십니까? What else (topics or themes) would you like to learn in the future if you could attend a workshop like StarTalk to strengthen your teaching? (e.g. new concepts or terminology or strategies or activities)
13. 다른 한국어 선생님들에게 스타톡 프로그램을 추천하시겠습니까? 왜 그런가요? Do you recommend this STSI to other Korean teachers? Please describe the reasons.

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