

**ORGANIZING ONLINE KOREAN LANGUAGE CLASSES BASED ON THE COMMUNICATIVE APPROACH****Ismatullayeva Iroda Khekmatullayevna**Lecturer, Tashkent Institute of Irrigation and  
Agricultural Mechanization Engineers

E-mail: ismatullaevai@mail.ru

Tel: +998 97 666 84 06

**Annotation:** This article explores the theoretical and practical foundations of organizing online Korean language classes based on the communicative approach. The study analyzes how communicative language teaching (CLT) principles can be adapted to digital environments, particularly in teaching Korean as a foreign language. The research examines instructional strategies, technological tools, learner interaction, and effectiveness in developing communicative competence. Findings indicate that integrating synchronous and asynchronous communication, task-based learning, and interactive digital tools significantly enhances language acquisition outcomes.

**Keywords:** Communicative approach, Korean language teaching, online education, communicative competence, digital learning, task-based learning, language pedagogy

**Introduction**

The rapid expansion of digital technologies has significantly transformed foreign language education. Online learning platforms have become increasingly important, especially in teaching less commonly taught languages such as Korean. The communicative approach, which emphasizes meaningful interaction and real-life communication, has been widely recognized as one of the most effective methodologies in language teaching [1].

Korean language education has experienced global growth due to cultural dissemination (e.g., Korean media and globalization). As a result, there is a growing demand for effective online teaching methods. However, transferring communicative teaching principles into virtual environments poses methodological challenges. This article aims to analyze how communicative approaches can be effectively implemented in online Korean language instruction.

**Methodology**

This study is based on qualitative analysis of pedagogical literature and existing models of communicative language teaching. The methodological framework includes:

- Analysis of communicative language teaching theory (CLT)
- Review of online learning strategies in foreign language education
- Comparative evaluation of traditional vs. online communicative practices
- Examination of digital tools used in Korean language teaching

The research draws on works by key scholars such as Michael Canale, Merrill Swain, and Jack C. Richards, whose contributions define communicative competence and pedagogical frameworks [2][3].

**Results**

The findings demonstrate that communicative approaches can be successfully adapted to online Korean language teaching when supported by appropriate technological tools and instructional design.

First, synchronous platforms (e.g., Zoom, Google Meet) enable real-time interaction, which is essential for developing speaking and listening skills. These tools support pair work, group discussions, and role-playing activities—core elements of CLT [4].

Second, asynchronous tools (discussion boards, recorded tasks) allow learners to reflect and produce language at their own pace. This is particularly useful for grammar consolidation and writing skills.

Third, task-based learning (TBLT), a key extension of CLT, is highly effective in online settings. Learners engage in real-life tasks such as ordering food in Korean, introducing themselves, or discussing cultural topics [5].

Fourth, multimedia resources—including videos, interactive quizzes, and language apps—enhance comprehension and engagement. Korean language platforms often integrate authentic materials such as K-dramas and news clips.

### **Analysis and Discussion**

The communicative approach to language teaching is grounded in the concept of communicative competence, which encompasses grammatical, sociolinguistic, discourse, and strategic components [2]. In the context of online Korean language instruction, each of these components must be carefully adapted to digital environments in order to maintain pedagogical effectiveness and ensure meaningful language acquisition. The transition from traditional classroom settings to virtual platforms does not diminish the importance of communicative interaction; rather, it requires a reconfiguration of teaching strategies, tools, and learner engagement techniques.

Grammatical competence, traditionally associated with the knowledge of linguistic forms such as syntax, morphology, and phonology, remains a foundational element of language learning. However, within the communicative approach, grammar is not treated as an isolated system but as a resource for meaning-making. In online Korean language classes, grammatical instruction must be embedded within communicative contexts. For example, instead of presenting verb conjugations as abstract rules, instructors can design tasks where learners use these forms in authentic situations, such as describing daily routines or making plans. Digital tools such as interactive quizzes, real-time polling, and collaborative documents enable instructors to integrate grammar instruction seamlessly into communicative activities. Research indicates that contextualized grammar teaching enhances retention and promotes deeper understanding compared to decontextualized drills [1].

Moreover, Korean grammar presents unique challenges for learners due to its agglutinative structure and extensive system of verb endings. Online platforms provide opportunities to visualize these structures through diagrams, color-coding, and multimedia explanations. Such visual aids support cognitive processing and help learners internalize complex grammatical patterns. At the same time, instructors must ensure that grammar instruction does not dominate the lesson at the expense of communication. The balance between form and meaning is critical, and online environments offer flexible ways to achieve this balance through blended instructional approaches.

Sociolinguistic competence is particularly significant in Korean language learning due to the language's intricate system of honorifics and speech levels. These linguistic features reflect social hierarchies, relationships, and cultural norms. In face-to-face classrooms, learners often acquire sociolinguistic competence through observation and interaction. In online settings, however, this process must be deliberately facilitated. Role-playing activities, simulated conversations, and scenario-based tasks can help learners practice appropriate language use in different social contexts. For instance, learners can engage in dialogues that require switching between formal and informal speech depending on the interlocutor's status.

Digital platforms also allow for the integration of authentic materials, such as video clips from Korean dramas, interviews, and real-life conversations. These materials expose learners to natural language use and provide insights into cultural nuances. Studies have shown that exposure to authentic input significantly enhances sociolinguistic awareness and pragmatic competence [6]. However, instructors must carefully select and scaffold these materials to ensure that they are comprehensible and pedagogically relevant.

Discourse competence, defined as the ability to produce coherent and cohesive spoken or written texts, is another essential component of communicative competence. In online Korean language classes, discourse competence can be improved through extended communication

tasks such as discussions, presentations, and collaborative writing projects. Discussion forums and chat-based platforms enable learners to engage in asynchronous communication, allowing them to reflect on their language use and construct more complex messages. This mode of interaction is particularly beneficial for learners who require additional time to process information and formulate responses.

Synchronous communication, on the other hand, promotes spontaneity and fluency. Video conferencing tools facilitate real-time interaction, enabling learners to practice turn-taking, negotiation of meaning, and conversational strategies. Breakout rooms can be used to create small-group discussions, where learners have more opportunities to speak and receive feedback. The combination of synchronous and asynchronous communication creates a comprehensive learning environment that supports the development of discourse competence.

Strategic competence involves the ability to compensate for gaps in language knowledge and to maintain communication despite difficulties. In online environments, learners have access to a wide range of tools, including dictionaries, translation software, and visual aids. While these resources can support communication, they also pose challenges. Overreliance on translation tools, for example, may hinder the development of independent language skills. Therefore, instructors must guide learners in using these tools effectively and encourage the development of strategies such as paraphrasing, asking for clarification, and using gestures or visual cues.

One of the defining characteristics of online communicative language teaching is the increased accessibility it offers. Learners from diverse geographical and cultural backgrounds can participate in Korean language classes without the constraints of physical location. This diversity enriches the learning environment by exposing students to different perspectives and communication styles. However, it also introduces challenges related to varying proficiency levels, learning styles, and technological access. Instructors must adopt inclusive teaching practices and provide differentiated instruction to address these differences.

Another significant advantage of online learning is the availability of multimedia resources. Korean language instruction can be enhanced through the use of audio recordings, video materials, interactive applications, and gamified learning platforms. These resources not only increase engagement but also support different learning modalities. For example, auditory learners benefit from listening exercises, while visual learners may prefer video-based content. The integration of multimedia aligns with the principles of the communicative approach by providing rich and varied input that facilitates language acquisition.

Despite these advantages, online communicative teaching also presents several challenges. One of the most notable is the limited availability of non-verbal cues, such as body language and facial expressions, which play a crucial role in communication. Although video conferencing tools partially address this issue, they cannot fully replicate the dynamics of face-to-face interaction. Technical issues, such as unstable internet connections and platform limitations, can further disrupt communication and reduce the effectiveness of lessons [7].

To mitigate these challenges, instructors must adopt proactive strategies. Clear instructions, well-structured activities, and effective time management are essential for maintaining the flow of online lessons. Additionally, establishing a supportive and interactive learning environment is crucial for encouraging student participation. Ice-breaking activities, regular feedback, and positive reinforcement can help build rapport and foster a sense of community among learners.

Teacher facilitation plays a central role in the success of online communicative language teaching. Instructors must act as facilitators rather than mere transmitters of knowledge. This involves designing tasks that promote interaction, guiding discussions, and providing timely feedback. The use of breakout rooms, collaborative tools, and interactive features such as polls and quizzes can enhance student engagement and participation. Research indicates that active learning strategies significantly improve language learning outcomes in online environments [4].

Learner autonomy is another important factor in online language education. The flexibility of online learning allows students to take greater responsibility for their learning. However, this

autonomy must be supported by clear guidance and structured activities. Self-directed learning tasks, such as independent research, reflective journals, and project-based assignments, encourage learners to actively engage with the language and develop critical thinking skills.

Motivation is a key determinant of language learning success. In the case of Korean language learners, motivation is often driven by interest in Korean culture, including music, television, and popular media. Incorporating cultural content into lessons not only increases engagement but also provides meaningful contexts for language use. For example, analyzing song lyrics, discussing cultural practices, or role-playing scenes from dramas can make learning more relevant and enjoyable. Studies have shown that culturally integrated instruction enhances both motivation and communicative competence [8].

Assessment in online communicative language teaching also requires careful consideration. Traditional testing methods may not adequately capture communicative ability. Instead, performance-based assessments, such as oral presentations, role-plays, and project work, are more aligned with the principles of CLT. Digital platforms facilitate the implementation of such assessments through video submissions, peer evaluations, and interactive tasks. Continuous assessment and feedback are essential for monitoring progress and supporting learner development.

Furthermore, the integration of task-based language teaching (TBLT) within the communicative framework provides additional benefits. TBLT emphasizes the use of language to complete meaningful tasks, thereby promoting authentic communication. In online Korean language classes, tasks can include activities such as planning a **여행**, conducting interviews, or solving real-life problems. These tasks encourage learners to use language creatively and collaboratively, enhancing both fluency and accuracy [5].

### Conclusion

The study concludes that the communicative approach can be effectively implemented in online Korean language teaching with appropriate pedagogical strategies and technological support. Key factors for success include:

- Integration of synchronous and asynchronous learning
- Use of task-based and interactive activities
- Emphasis on real-life communication
- Incorporation of cultural context
- Active teacher facilitation

While challenges exist, the benefits of online communicative teaching—such as flexibility, accessibility, and resource diversity—make it a viable and effective approach for Korean language education.

### References

1. Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, pp. 153–177.
2. Canale, M., & Swain, M. “Theoretical Bases of Communicative Approaches to Second Language Teaching.” *Applied Linguistics*, 1980, pp. 1–47.
3. Hymes, D. “On Communicative Competence.” *Sociolinguistics*, 1972, pp. 269–293.
4. Hampel, R., & Stickler, U. “New Skills for New Classrooms.” *Computer Assisted Language Learning*, 2005, pp. 311–326.
5. Ellis, R. *Task-Based Language Learning and Teaching*. Oxford University Press, 2003, pp. 1–30.
6. Brown, H. D. *Principles of Language Learning and Teaching*. Pearson Education, 2007, pp. 241–267.
7. Blake, R. *Brave New Digital Classroom*. Georgetown University Press, 2013, pp. 45–68.
8. Warschauer, M. *Computer-Mediated Collaborative Learning*. Cambridge University Press, 1997, pp. 470–481.

9. Littlewood, W. *Communicative Language Teaching*. Cambridge University Press, 1981, pp. 1–20.
10. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. Oxford University Press, 2000, pp. 121–145.
11. Lee, J. S. “The Role of Culture in Korean Language Education.” *Journal of Korean Studies*, 2015, pp. 55–72.
12. Kim, H. Y. “Online Korean Language Teaching Strategies.” *Korean Language Education Research*, 2020, pp. 88–105.