

# Andragogical Experiences of Filipino Graduate Students in a Korean Language Class

**Inero V. Ancho**

College of Graduate Studies and Teacher Education Research  
Philippine Normal University, Manila, Philippines  
Correspondence: ancho.iv@pnu.edu.ph

## Abstract

Teaching a foreign language entails strategies that require preparation and effective implementation at the classroom level. The approaches employed by the teacher significantly impact students' achievement in terms of language proficiency and cultural understanding of the subject being studied. Moreover, andragogy as a concept plays a vital role in the teaching and learning process as captured in this study. Using a qualitative design, this research employed content analysis to fulfill the established research inquiries. Data suggest to revisit strategies and elements that make up the overall instructional functions concerning foreign language teaching and learning. Classroom practices must be subjected to analysis and scrutiny to come up with research-based and theory-anchored curriculum decisions. This study highlighted how the teacher could maximize the experiences of the adult learners to establish a clear connection with the students in the quest for the desired learning outcomes. It also recognized the contribution of adult learners in the planning, development, and implementation of academic activities in the classroom. The experience of Filipino adult learners in studying Korean as a foreign language presents significant narratives that impact teaching and learning as the experience encompasses the students' culture, study habits, beliefs, and skills. It is recommended that researchers in the field of foreign language teaching to highlight learner roles and contribution towards the success of the learning experiences.

**Keywords:** *Andragogy, Curriculum Research, Foreign Language, Graduate Students*

## Introduction

Research plays a crucial role in curriculum development. Research in the curriculum, as an organized and systematic approach, is promoted by experts who are “knowledgeable and conversant” in the field (Simmonds & Le Grange, 2019). According to Ade-Ojo and Booth-Martins (2018), there is a need for teachers to enhance their research skills to be able to attend to emerging issues related to their craft. Relative to temporal aspects, Davenport and colleagues (2020) noted that it takes decades to grasp the impact of research on curriculum design, instruction, and assessment. While training of pre-service teachers along with experience and teaching styles are crucial factors that shape curriculum development at the classroom level (Shawer, 2017), Steiner (2017) strongly argued that “strong research should make the curriculum a top priority.”

Young (2014) recognized that while what curriculum intends to do has been a widely researched

endeavor, there exists a need to fully capture the essence of the curriculum as a concept. Consequently, research in the field has yet to reveal its impact on the design and implementation of school attendance as reflected in the curriculum, instruction, and assessment (Goldman & Pellegrino, 2015). Curriculum as the “heart and soul” of learning institutions (Khan & Law, 2015) is characterized by critical elements that contribute to responsive and crucial philosophy and practice of teaching and learning.

The design of foreign language teaching and learning curriculum is an integral part of the education sciences as it provides directions for planning, development, and implementation, all geared towards the goal of students' achievement in the targeted language. As educational research is anchored on teachers' professional development (Goode *et al.*, 2014), curriculum research in foreign language teaching and learning provides directions towards concrete inputs to curriculum development and implementation. Curriculum research could serve as a niche towards elevating the discourse

related to the curriculum by employing appropriate approaches and discipline-specific inquiries, which in this case is foreign language.

Andragogy refers to teaching adult learners (Loeng, 2017) and Ferreira and colleagues (2017) concluded that in the context of online modalities, effective instructional approaches must be given attention to realize the students' "sense of responsibility" for their learning. It has been noted that the concept differs in terms of connotation and actual practice but it generally points to adult education and training (Note, *et al.*, 2020). Similarly, a study by Youde (2018) focused on how an Andragogical Model has been seen as appropriate to capture what influences "learner perceptions of quality" in the context of adult learners who are also part-time students.

In the United States of America, Mews (2020) noted that the increase in the academic enrolment of students aged 25 – 34 have contributed to the growing interest and attention given to andragogy. Andragogy as a concept in sports education has also been studied by Callary and colleagues (2017) who found out that coaches who exhibit andragogical concepts in the practice of their professions have yielded a positive impact on the athletes. In the field of entrepreneurship education, Jones and colleagues (2019) noted the following aspects of knowledge base in advocating academagogical process knowledge (APK): "knowledge of self, knowledge of entrepreneurship theories, knowledge of transformational learning approaches, knowledge of authentic assessment processes, knowledge of student engagement and knowledge of how to scholarly lead."

Many universities in the Philippines require graduate students to take foreign language as a graduation requirement (Ancho, 2020) and Korean is gradually gaining attention and interest because of Korean music, drama and media. Ancho (2019) in a similar study suggested that for Filipino adult learners, Korean pop culture can be utilized as a vehicle in teaching Korean as a foreign language. It is interesting to note that for Filipino learners, learning Korean language is an opportunity to foster "self-discipline, cultural appreciation, and new learning." With the popularity of Korean pop culture in the Philippines, academic research on Korean language learning involving Filipino students is still in its infancy.

As Filipino graduate students take foreign languages classes as a requirement for the completion of the degree, it is high time to revisit practices regarding their experiences in the said setting. How do graduate students describe their experiences in a Korean language class

using an andragogical lens? How do they relate their academic experience to the principles of andragogy vis-à-vis their inputs to further enhance the andragogical experience in a foreign language class? What particular mechanisms did the instructor employ when handling Korean language class in a graduate school set-up? This paper establishes its focus on these crucial inquiries as research problems.

While Ozdemir (2017) noted that researches in the context of foreign language teaching cover students' cultural competence, Gong and colleagues (2020) have particularly stated that the background of the learners serves as 'crucial pedagogical implications' to those teaching the class. Currently, streams of literature involving foreign language teaching and learning focus on commonly explored aspects related to grammar, culture, and teaching strategies despite the fact that the foreign language experience should put premium on 'multifaceted personal and professional development' (Kostikova *et al.*, 2018). The contribution of the present study responds to the limited available literature that looks into the students' personal and professional setting, beyond grammar and traditional approaches to language teaching. The researcher deemed it necessary to advance studies related to andragogical approaches in foreign language classes since there has been no studies related to foreign language teaching and andragogy in the Philippine context.

As preferred andragogical conditions for learning are varied among culture, gender, and demographics (Roessger *et al.*, 2020), this study highlights andragogy in the context of Korean language, it presents narratives of Filipino learners as inputs to enhancing classroom strategies and research. To advance foreign language teaching and learning as a discipline, it requires academic and scientific inquiries anchored on theories and evidence. Consequently, the present study contributes its merit in this context.

This study is significant as inputs towards the enhancement of practices in Korean language classes are scrutinized. Teaching a foreign language entails strategies that require preparation and effective implementation at the classroom level. The approaches employed by the teacher significantly impact students' achievement in terms of language proficiency and cultural understanding of the subject being studied. Moreover, andragogy as a concept plays a vital role in the teaching and learning process as captured in this study. As designs and approaches in the K-12 spectrum are available, the adult learners in the workplace present a different approach

(Wozniak, 2020). The interplay of andragogical elements in this research also serves as a major contribution of this study since typical foreign language discourse typically discusses learning styles, motivation, and strategies.

## Materials and Methods

This qualitative research case study employed content analysis to fulfill the established inquiries. The research design serves as an appropriate measure to capture the andragogical experiences of the participants. The researcher deemed to use case study as a method since the nature of the inquiry deals with the descriptive narrative of a group in relation to their experiences in Korean language learning.

Table 1 presents the demographic information of the participants. The two criteria set by the researcher for this study include: (1) has completed both Korean 1 and 2 classes and (2) has explicitly experienced andragogical approaches of the courses. Ten (10) graduate students, who have finished both Korean 1 and Korean 2 courses answered the survey facilitated through Google forms. For the 3rd Term of School year 2019 – 2020, there were 18 students enrolled in the Korean 2 class, while 10 participated in the survey, equivalent to 55.5%. While there were 18 students who fit the criteria to participate in the study, only 10 expressed interest and answered the survey. The entire data gathering procedure was done online.

The research instrument was sent to three experts for validation. Validators are specialists in the field of foreign language, education research, and andragogy. In the final phase of the survey development, all suggestions, inputs, and comments of the validators were tabulated and integrated into the instrument which was finalized in form of open-ended items. The revisions were anchored on the overall aims of the study. It is crucial to note that the data-gathering period was done through online modality during the height of the community quarantine protocols. The online link of the finalized survey instrument was sent to the participants through the Korean 1 and 2 Facebook messenger group chat. It typically took 15 – 20 min to accomplish the survey written in English language.

For the data analysis, the responses from each graduate student were flagged with a response number, sorted into category, and listed accordingly. The categorization was done following the four andragogical principles with consideration for response overlaps and

repetitions. Analyzed responses were then presented into paragraphs for discussion to allow direct quotations from the participants. The study is anchored on the following four andragogical principles:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

As these principles were listed, each participant was asked to write down a particular experience in the Korean 1 or Korean 2 class that may directly / indirectly reflect the principle. A space was also provided on how each principle could be observed in an online Korean class set up. According to Blaschke (2019), supporting students to be lifelong learners can be done through enhancing knowledge core through “online personal learning environments (PLEs)”.

Before the data gathering, permission was sought from the students regarding their voluntary participation in the study. As an ethical protocol, it was made clear that the data generated from the study were treated with the utmost confidentiality and no personal information of the participants was identified in the analysis and manuscript preparation.

## Results and Discussion

### *Adult learners as vital in instructional planning and evaluation*

The first andragogical principle states that “*adults need to be involved in the planning and evaluation of their instruction,*” and the Korean language set-up has been an avenue towards highlighting the contribution of the students in terms of class preparation, monitoring, and evaluation. Table 2 shows the roles adult learners play in a Korean language class.

*“Maybe this [principle] was [practiced] during class orientation on the first day of classes when the Professor presented his course syllabus. During this time, an agreement between the Professor and the students was*

**Table 1.** Profile of the participants

Demographics	Gender		Program				
	M	F	Curriculum & Instruction	Educ Leadership & Management	Counselling	English Language Education	Applied Linguistics
Frequency	4	6	3	3	1	2	1
Percentage	40%	60%	30%	30%	10%	20%	10%
Total	100%		100%				

Legend: M = Male; F = Female.

*made, meaning, even though the course content was already made, the Professor stills asked the students if the content is okay with them. If the students made some appeals or reconsiderations, then the Professor made some adjustments.” (P7F)*

Class orientation serves a distinct purpose in setting how the class would progress. It is considered as a venue for discussion and agreement before actual classes begin. As the syllabus is discussed, both the teacher and students are allowed to refine their learning contracts to express what is expected in terms of deliverable outputs and performance.

The orientation in the Korean language class signals the start of the negotiation between the teacher and the students. As PF8 shared; *“I was asked during the orientation day on the expectations about the course and what kind of assessment we would comfortably have,”* allowing the students to participate in planning recognizes how the contribution of collaborative efforts to establish mechanisms for planning and evaluation class procedures leads to effective instructional processes. According to Wang and Storey (2015), involving students is evidence of “Western democratic approaches” together with the presence of learning contracts and teacher-student agreement on curricular significance.

The teacher could not only provide avenues for joint efforts for planning and evaluation, but the actual activities in class could also be utilized for this purpose. According to P3F, the first principle of andragogy was observed when their *“group is planning to have a perfect execution of Arirang [song] in front of our Professor.”* This further shows how each class session opens opportunities to address the needs of adult learners to take part in their learning, how it could progress, and how learning can be assessed. With this, the teacher must be open to dialog and advocate consensus in deciding various pathways to learn. One evident response from P4M stated that; *“we were engaged in curriculum planning.”*

**Table 2.** Roles adult learners play in a Korean language class

<b>Implementation partner</b>	Adult learners contribute in the teaching-learning process by actively contributing in the learning contract and transaction process.
<b>Academic experience planner</b>	Adult learners contribute in shaping their own academic experiences by sharing activities they think could help realize learning goals.
<b>Collaborator</b>	Adult learners work hand in hand with the teacher in terms of planning and implementation of the learning experiences.
<b>Input provider, feedback receiver</b>	Adult learners are aware that they are also responsible to give inputs regarding their learning experiences and they expect to receive feedback about their performance.

*“The prof would ask how well we understood a topic, a song, an activity and adjusted the lesson/ activity for the day accordingly.” (P10F)*

Muduli and colleagues (2018) concluded that andragogy promotes the students' proper education that leads them to become “independent and confident thinkers”. While learning evaluation appears to be a challenging and complicated process, especially when it comes to adult learners in a foreign language class, constant checking of the students' understanding means establishing the connection between the teacher and the students, as the latter are treated as individuals who require affirmation about their progress and the task

of involving them with how each activity impacts their learning evaluation critically matters. Putting a premium on how adult learners could influence their process of learning and content yields beneficial gains as the first principle of andragogy is applied and practiced.

Similarly, the participants also shared how the practice of giving freedom to adult learners to choose their learning path could further be enhanced. Regarding their foreign language experience, the participants of the study captured various ways, particularly on parties involved in advocating this principle: *“the leader and members of the group,”* said P3F through *“strengthening collaboration,”* according to P1F. Mohammed and colleagues (2018) in a study even recommended that staff members of education institutions possess knowledge on andragogy as they also contribute to student achievement.

For P2F, recognizing the adult learner’s share in planning and evaluation of the instructional process could simply be done by *“hearing out and considering students’ inputs,”* which P6M goes back to the essence of a first-day practice, saying this could be done during *“synchronous presentation of course orientation.”*

*“It’s important that there would be dialogues between the prof and the students on the first day during course orientation on how the learning will be. They should meet halfway considering a lot of factors that may affect the class because of this pandemic.”* (P7F)

While the foreign language class characterizes elements that are somehow distinct to the course as compared to other theoretical fields because of its developmental nature, some opportunities could be utilized to advance adult learners’ involvement in the learning contents and processes. For P9M, this could be further enhanced by *“asking learners for their preferred ways of showcasing what they have learned”* while *“constant feedback and assessment”* has been a promising mechanism as shared by P10F. Teachers’ correspondence, excellent instructional materials, access to study materials, and feedback are the elements that inform student satisfaction (Ekoto & Gaikwad, 2015).

In terms of actual activities in a foreign language class, P4M suggested *“relevant activities must be ensured,”* and these tasks should *“let the adult learners be assessed on learning needs and provide them alternatives for evaluation,”* according to P8F.

As the foreign language teacher puts a premium on instructional materials and approaches deemed appropriate for adult learners, the involvement of the

students must be of great significance to contribute to the success of the instructional process. The teacher-student connection in the context of andragogy should explicitly showcase “equal partnership” instead of a “subordinate and superordinate” tandem (Purwanti, 2017). Curriculum implementation at the classroom level requires that adult learners be vital agents in shaping the progression of the class. Course intended learning outcomes must be aligned with the learner goals and this could only be determined once they are involved in the instructional planning, design, and implementation processes.

### ***Experience as a springboard for adult learning***

The second principle of andragogy highlights that *“experience (including mistakes) provides the basis for the learning activities.”* A foreign language class features class interaction not only limited to students passively learning but also situations where adult learners commit mistakes as part of the process. A study by Rismiyanto (2016) has recognized how experience as a concept is at the core of the teaching-learning dimension, especially on the part of the teacher since it is utilized as the standard for planning and design of learning activities. Table 3 describes the experiences that positively contribute to adult learning.

As adult learners commit mistakes in a foreign language classroom, it signals significant input to future approaches and strategies in class. The entire spectrum of adult experiences in class shapes how teaching techniques and learning styles could be proven effective and efficient.

P2F looked at mistakes as a strengthening situation that leads to better class performance, saying *“I found out that my mistakes paved the way to being even more productive,”* and for P6M the opportunity took place as *“the professor conducted oral recitation every meeting”*.

*“Korean is a foreign language; therefore, it’s really difficult to perfect it. Students will learn through mistakes.”* (P7F)

As adults realize the nature of the language learning process, the significance together with the challenges of the experience become a solid foundation to successfully achieve learning outcomes. One key to take away from the teacher is to guarantee how the experiences of the adult learners inform class activities for learning. Particular scenarios could be considered as a significant moment for the learners and these need to be maximized as a basis for future class interaction. To be specific, P3F shared how certain activity becomes an experience of learning; *“I am answering the Korean exercises in our book and also when we were asked to write our names in Korean.”*

**Table 3.** Experiences that positively contribute to adult learning

<b>Committing mistakes</b>	As adult learners commit mistakes during the entire experience, they consider these as constructive inputs towards improvement.
<b>Accomplishing class tasks</b>	With the eagerness to comply with class requirements, adult learners see this experience as contributory to learning success.
<b>Speaking the foreign language</b>	It is imperative that speaking is incorporated in a foreign language class. It provides the adult learners the opportunity to see that what they have learned is being actualized.
<b>Receiving feedback</b>	Adult learners expect to receive feedback as part of their learning as basis for improvement initiatives.

P9M recalled, *“our teacher allowed us to try and speak the Korean language in class,”* and with it, the class would surely encounter barriers to smooth learning and this should be at the core of the planning for learning activities. Constant practice should be a standard in a foreign language class, as P9M stated; *“our teacher allowed us to try and speak the Korean language in class.”* P8F also added; *“we have random oral recitation.”*

*“The class would constantly make mistakes on the number system and the prof would adjust our games and quizzes accordingly.”* (P10F)

The teacher should be able to devise approaches so adult learners can also reflect on the learning process. It is also significant to involve them in the entire teaching-learning quality schemes, as P4M stated that; *“we evaluated how the teacher taught”*.

Through experience in general and mistakes as a specific lens, class activities can be planned, designed, implemented, and evaluated. For adult learners, the

experience springs useful opportunities to effectively engage oneself in learning. Mistakes committed by adults in the classroom create an impact on realizing how learning challenges could be channeled into learning prospects.

It is also worthy to discuss how experience inform class activities could further be advocated in a foreign language classroom. According to P2F, *“giving students feedback”* and *“peer review”* (P4M) are two strategies to do it, while P1F supported *“pair work or team learning.”*

Other suggested strategies to highlight experience as the main driver of learning activities include; *“having varied alternative activities based on observed collective mistakes”* (P10F), and *“letting the adult learners have opportunities to converse virtually with other learners”* (P8F).

For P9M and P6M, technology and the internet could be maximized so the experience becomes central in the planning and implementation of learning tasks, suggesting the use of *“video recorded oral and written exercise,”* and *“providing experiential activities to the students (i.e. actual conversation using Google Meet or Zoom),”* respectively.

Lastly, the participants of the study highlighted the role of the teacher in advancing experience as the source of learning tasks in the classroom by having *“Synchronous classes so that the prof can explain the rules and correct the students or give feedback right away in the performance of the students,”* P7F and making sure that *“all the students with clear virtual instructions from the professor”* P3F. P4M also shared that *“reviewing prior experience and knowledge of learners”* could also be done in this particular context.

It is indeed worthy for the foreign language teacher to reflect on the students’ experiences as an agent towards an effective instructional process. These experiences, including mistakes, are central to the learning and life situation as these impact the students’ learning styles and knowledge demonstration (application). On the same note, the experiences that adult learners carry with them as they venture into foreign language learning can be considered as substantial inputs so the teacher gains a clear perspective of how lessons and activities can be implemented.

### **Relevance and impact at the core of the foreign language experience**

*“I studied Korean because it's timely. Almost everyone loves everything about Korean especially the young people that we are currently teaching. One way of getting*

*their interest in learning is to find out what they are interested in, in this way, I can connect to them and make our learning inside the classroom more enjoyable.” (P7F)*

The third principle of andragogy states that “adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.” Highlighting the advantages of learning Korean as a foreign language provides a deep connection between adult learners and the subject matter (Table 4).

**Table 4.** What makes Korean language learning relevant and impactful?

<b>Popularity of Korean language</b>	Adult learners consider attention given to Korean language and popular culture as contributory to its being relevant and impactful.
<b>Opportunity to apply learning</b>	Adult learners do not just see learning Korean as a mere academic activity but it also leads them to looking for avenues to actually apply what they have learned in class.
<b>Stimulating personal and professional interests</b>	Learning Korean language is not just an activity but it allows adult learners to fuel various things that they enjoy.

Syamsuddin and Jimi (2018) noted that the challenge to encourage students to be active in class can be attributed to the repetitive and dull teaching strategies. Engaging students in the teaching-learning process in the context of those that matter to their professional and personal life brings a new perspective that interests the adult learners.

As the subject being studied is considered by adult learners to be relevant, it bridges the reason and motivation for studying as “adults are assessed on language learning needs and allow them to apply the learning in simulated learning activities” (P8F). To P2F, the impact is huge when deciding “to choose those which are helpful to my development.”

*“I realized that it’s good to be a linguist. Foreign Language is important not only in education but also in work.” (P6M)*

The participants shared how this andragogical

principle is concretely applied in the foreign language classroom. According to P4M, the impact of the foreign language class is given emphasis when “our professor relates the lessons to how it is used in real life.” Similarly, P10F shared that “the professor would relate topics to experiences living and studying in Korea; using Korean pop culture to maintain our interest.” Another specific instance according to P9M is when “our teacher introduced to us key phrases and words in Korea.”

With relevance and impact being crucial aspects of the learning process in an andragogical context, there are also appropriate ways and means in which these could be further be integrated and given prime attention. According to P2F, “Identifying what is needed and helpful” could be a strategy to mainstream the connection of learning a foreign language to personal and professional concerns, while for P4M, this could be done by “promoting the use of Korean language for international use.”

Similarly, the participants also answered specific classroom strategies that correspond to the stimulating personal and job interests, namely “PLC or professional learning community,” (P1F), “Korean Language Fluency Test” (P6M), and “using K-pop culture and K-drama references” (P10F). It has been found out by Bocianu and Radler (2018) that media have been utilized to facilitate foreign language learning, especially in blended modalities.

According to Jaturongkachoke and Chanseawrassamee (2017), the process of andragogy becomes valuable and fruitful once class topics are embedded in the students’ anticipation and profession. When conducted on an online/distance modality, the foreign language class can still appeal to the students’ interest personally and professionally by; “conducting real-life simulation virtually” (P8F) and “providing online activities (i.e. interviews/dialogues)” (P9M), provided that “the examples, the content, the activities should be real-life situations” (P7F). Bondareva and colleagues (2017) also concluded that this platform (online) is considered to be the most viable owing to evident benefits as compared to the traditional face-to-face modality.

Learning a foreign language will always be anchored on the previous experiences of adult learners. Bridging approaches to foreign language and the adult learners’ past experiences signals the possible linking to the “new material” (Chametzky, 2018). As these experiences serve as their frame of reference when it comes to the usual foreign language class, the relevance and impact need to be situated at the core of the process.

### Problem-focused adult learning

The last andragogical principle involved in this study states that “*adult learning is problem-centered rather than content-oriented.*” This particular statement provides clear directions as the teacher is given with concrete approach on how to go about the class scenario: focus not on the actual content, but rich in problems related to the subject being studied.

“*When the professor gives real-life situations in the discussions, the students learn to think critically and at the same time learning the concepts of the lessons.*” (P7F)

The adult learner can characterize if the teaching approach prompts them to deal with mere content, or challenges them to be involved in an activity that requires attention and application of learning since “*sometimes, we realize we're learning from problem-based technique*” (P2F).

There are various ways in which the principle is advocated in the Korean language classroom, particularly when; “*I was given the task to solve rather than to follow*” (P8F) and “*we were prompted to see the value of the course to life*” (P4M).

According to P6M, “*conversation with the professor using the language*” highlighted problem-focused learning, while for P9M, this happened when “*our teacher taught us phrases and words in Korean which have uses in daily interactions,*” which P10F shared that “*the prof provided situations and experiences where topics were related to,*” to actualize the classroom practice.

In terms of going deeper into the problem-based approach in a Korean language class, “*hands-on works*” (P4M) and “*giving adult learners performance tasks to do*” (P8F) are possible approaches.

“*The professor should give real-life situations in discussing the content of the lessons. Maybe inquiry-based approach can be adopted.*” (P7F)

The Korean language classroom presents promising opportunities as a niche for problem-focused strategies, especially when adult learners are involved. By “*providing realistic scenarios for language use,*” (P10F) and “*providing situations to students and then allowing them to come up with plans/ways to solve a given problem using the Korean language along the way*” (P9M), the shift from content-based to problem-based strategy becomes possible. Similarly, P6M shared that a “*Korean trip/conversation with a Korean / tutor-Korean student*” scheme could also be done. To achieve the most efficient learning results, new

knowledge must be integrated with the students’ field of experience (Birsanu, 2020).

The problem-oriented approach in a Korean language class serves as an opportunity for adult learners to gain deeper and more meaningful knowledge. In the long run, the process contributes to successful learning since the technique does not only revolve around what is supposed to be learned, but rather how the content is to be applied and tested in real-life situations.

Table 5 shows the problem-focus points in a Korean language class.

**Table 5.** The problem-focus points in a Korean language class.

<b>Real-life situations</b>	Adult learners appreciate linking lessons with actual situations as these give them the idea that learning goes beyond the classroom, but can also be contextualized.
<b>Tasks for solving not following</b>	Providing opportunities to adult learners to navigate particular task rather than letting them just follow instruction creates positive gains in a Korean language class.

### Conclusion and Recommendations

The findings of the study serve as significant inputs to the enhancement of strategies in a Korean language class, particular in an andragogical context (graduate education). This study highlighted how the teacher could maximize the experiences of the adult learners to establish a clear connection with the students in the quest for the desired learning outcomes. It also recognized the contribution of adult learners in the planning, development, and implementation of academic activities in the classroom.

Data suggest to revisit strategies and elements that make up the overall instructional functions concerning foreign language teaching and learning. There is a need to put premium on the experiences and background of the learners. Classroom practices must be subjected to analysis and scrutiny to come up with research-based and theory-anchored curriculum decisions. Research and development are at the backbone of successful curriculum implementation as teachers and students



(adult learners or not) both work hand in hand towards academic achievement. The findings further suggest that Korean language classes must be planned accordingly to further stimulate and meet the needs of adult learners' interest and motivation.

The experience of Filipino adult learners in studying Korean as a foreign language presents significant narratives that impact teaching and learning as the experience encompasses the students' culture, study habits, beliefs, and skills. It is recommended that researchers in the field of foreign language teaching to highlight learner roles and contribution towards the success of the learning experiences.

While this study places its significance as a crucial contribution to the growing literature of foreign language learning and andragogy in the Philippine context, it also has some limitations. One limitation is the number of participants, the sample size, and characteristics. Another limitation is the online data gathering procedure since the time frame was bounded by the quarantine protocols which restrict physical interaction due to the health crisis. Future research could look at students' interests in their decision to take a Korean class as a foreign language. It is also promising to look at the actual application of student learning in the context of the Korean language.

## References

- Ade-Ojo, G., & Booth-Martins, H. (2018). Promoting effective curriculum research: Linking the theoretic to the practical in FE teacher education programmes.
- Ancho, I. V. (2020). Teaching Korean as a Foreign Language. *Journal of Creative Practices in Language Learning and Teaching*, 8 (2), 1 – 25.
- Ancho, I. V. (2019). Learning Korean as a Foreign Language: The Case of a Teacher Education Institution in the Philippines. *Human Behavior, Development, and Society*. 20 (2), 74 – 81.
- Ancho, I. V. Meaning and Value of Learning Korean Language in the Graduate School. *International Journal of East Asian Studies*, 23 (1), 12 – 25.
- Birsanu, R. S. (2020). Andragogy and FLT in the E-learning Context. *Journal of Information Systems & Operations Management*, 7-21.
- Blaschke, L. M. (2019). The pedagogy–andragogy–heutagogy continuum and technology-supported personal learning environments. In *Open and distance education theory revisited* (pp. 75-84). Springer, Singapore.
- Bocianu, I., & Radler, D. (2018). Andragogy and esp: from a survey in higher education to employment perspectives. *Euromentor Journal*, 9(4), 56-71.
- Bondareva, E., Chistyakova, G., Kleshevskiy, Y., Sergeev, S., & Stepanov, A. (2017). Andragogical Model in Language Training of Mining Specialists. In *E3S Web of Conferences* (Vol. 21, p. 04019). EDP Sciences.
- Callary, B., Rathwell, S., & Young, B. W. (2017). Alignment of masters swim coaches' approaches with the andragogy in practice model. *International Sport Coaching Journal*, 4(2), 177-190.
- Chametzky, B. (2018). The Interconnectedness of Learning: How Andragogy Can Improve the Online Learning Experience. *American Journal of Educational Science*, 4(4), 93-99.
- Davenport, J. L., Kao, Y. S., Matlen, B. J., & Schneider, S. A. (2020). Cognition research in practice: engineering and evaluating a middle school math curriculum. *The Journal of Experimental Education*, 88(4), 516-535.
- Ekoto, C. E., & Gaikwad, P. (2015). The impact of andragogy on learning satisfaction of graduate students. *American Journal of Educational Research*, 3(11), 1378-1386.
- Ferreira, D., MacLean, G., & Center, G. E. (2018). Andragogy in the 21st century: Applying the assumptions of adult learning online. *Language Research Bulletin*, 32(11).
- Goldman, S. R., & Pellegrino, J. W. (2015). Research on learning and instruction: Implications for curriculum, instruction, and assessment. *Policy Insights from the Behavioral and Brain Sciences*, 2(1), 33-41.
- Gong, Y. F., Gao, X. A., & Lyu, B. (2020). Teaching Chinese as a second or foreign language to non-Chinese learners in mainland China (2014–2018). *Language Teaching*, 53(1), 44-62.
- Jaturongkachoke, K., & Chanseawrassamee, S. (2017). Andragogy: A Workplace Business English Course. *NIDA Journal of Language and Communication*, 22(31), 1-12.
- Jones, C., Penaluna, K., & Penaluna, A. (2019). The promise of andragogy, heutagogy and academagogy to enterprise and entrepreneurship education pedagogy. *Education+ Training*.
- Khan, M. A., & Law, L. S. (2015). An Integrative Approach to Curriculum Development in Higher Education in the USA: A Theoretical Framework. *International Education Studies*, 8(3), 66-76.
- Kostikova, L., Prishvina, V., Ilyushina, A., Fedotova, O., & Belogurov, A. (2018, March). Culture in teaching English as a foreign language. In *2nd International Conference on Culture, Education and Economic Development of*

- Modern Society (ICCESE 2018) (pp. 13-17). Atlantis Press.
- Loeng, S. (2017). Alexander Kapp—the first known user of the andragogy concept. *International Journal of Lifelong Education*, 36(6), 629-643.
- Mews, J. (2020). Leading through andragogy. *College and University*, 95(1), 65-68.
- Mohammed, K., Mohammed, A., Yahaya, J. A., Layi, A. M., Tanko, A., Mohammed, S. B., & Ibrahim, A. (2018). Andragogy and effective teacher education in colleges of education in North Central Nigeria: An overview. *Journal of Education, Society and Behavioural Science*, 1-12.
- Muduli, A., Kaura, V., & Quazi, A. (2018). Pedagogy or andragogy? Views of Indian postgraduate business students. *IIMB management review*, 30(2), 168-178.
- Note, N., De Backer, F., & Donder, L. D. (2020). A Novel Viewpoint on Andragogy: Enabling Moments of Community. *Adult Education Quarterly*, 0741713620921361.
- Özdemir, E. (2017). Promoting EFL learners' intercultural communication effectiveness: a focus on Facebook. *Computer Assisted Language Learning*, 30(6), 510-528.
- Rismiyanto, R. (2016). Andragogy and pedagogy: Learning method orientations for EFL adult learners. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 256-265.
- Roessger, K. M., Roumell, E. A., & Weese, J. (2020). Rethinking andragogical assumptions in the global age: how preferences for andragogical learning vary across people and cultures. *Studies in Continuing Education*, 1-25.
- Shawer, S. F. (2017). Teacher-driven curriculum development at the classroom level: Implications for curriculum, pedagogy and teacher training. *Teaching and Teacher Education*, 63, 296-313.
- Simmonds, S., & Le Grange, L. (2019). Research in curriculum studies: Reflections on nomadic thought for advancing the field. *Transformation in Higher Education*, 4, 76.
- Steiner, D. (2017). Curriculum research: What we know and where we need to go. *Standards Work*, 1-13.
- Syamsuddin, S., & Jimi, A. A. (2018). Implementing the Principles of Andragogy in ELT to Enhance the students' English Competence. *EDUVELOP*, 2(1), 57-63.
- Wang, V. C., & Storey, V. A. (2015). Andragogy and teaching English as a foreign language in China. *The Reference Librarian*, 56(4), 295-314.
- Wozniak, K. (2020). Personalized learning for adults: An emerging andragogy. *Emerging technologies and pedagogies in the curriculum*, 185-198.
- Youde, A. (2018). Andragogy in blended learning contexts: Effective tutoring of adult learners studying part-time, vocationally relevant degrees at a distance. *International Journal of Lifelong Education*, 37(2), 255-272.
- Young, M. (2014). What is a curriculum and what can it do?. *Curriculum Journal*, 25(1), 7-13.