



An analysis of Korean honorifics in Korean language Education among foreign workers

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ABSTRACT

This paper addresses the challenges and proposes solutions for Korean language education among foreign workers, focusing on Indonesian workers in the Jeju region. From a sociolinguistic perspective, the study examines the inadequacies of current language education programs, which often marginalize foreign workers compared to other groups like marriage migrants. Through an extensive literature review and interviews with Indonesian workers, the study identifies significant issues within the current educational framework, particularly the difficulties foreign workers face with Korean honorifics—a critical aspect of the language that is deeply rooted in Korea's cultural and social norms. These challenges are linked to inadequate instruction in honorifics and a broader deficiency in the quality and accessibility of Korean language education for this demographic. The research also reveals various factors contributing to these educational shortcomings, such as the lack of specialized teaching personnel, limited instructional time due to the workers' demanding schedules, and the absence of culturally sensitive educational materials that reflect the unique context of the Jeju region. This paper ultimately calls for a more nuanced and contextually appropriate approach to Korean language education, particularly in regions like Jeju, where cultural and linguistic differences are significant.

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1. INTRODUCTION

In South Korea, national policies targeting migrant populations have often marginalized migrant workers compared to marriage migrants (Gong Nah-hyung et al., 2013). Among these policies is the Social Integration Program, introduced in 2009, which offers education on the Korean language and culture specifically for immigrants. However, this program has not fully realized the South Korean government's policy goals—namely, implementing appropriate educational programs for immigrants to enhance their Korean language proficiency and understanding of Korean society, thereby fostering their qualities and capabilities as members of society and pursuing integration by eliminating factors of social alienation. According to Cho Hang-rok (2012: 238), an analysis of the outcomes of Korean language education under the Social Integration Program reveals various limitations and issues in its implementation. This study aims to examine the problems and improvement measures related to Korean language education for foreign workers.

Gong, et al. (2013) reported that, as of 2012, approximately 3,500 migrant workers were residing in Yeongam and Mokpo in the Jeolla Province, yet there were only five Korean language education institutions implementing the Social Integration Program in these areas. Additionally, Jeong Hoon et al. (2021) found that according to the 2019 Survey on the Status of Stay and Employment of Immigrants, 19.5% of foreign workers had no experience learning Korean, and among those who did, only 2% had continued studying Korean for more than 36 months, with a mere 5% participating in the Social Integration Program. However, the Third National Action Plan for Human Rights (2018-2022) emphasizes expanding the target population of social integration policies and increasing language and counselling support for foreign workers (E-9 visa holders).

2. METHOD

This study investigates the sociolinguistic aspects of Korean language education for foreign workers, with a specific focus on Indonesian workers residing in Jeju Island. The research subjects include a group of 30 Indonesian workers employed in various industries across Jeju. The selection of participants was made to ensure a diverse representation of age, gender, and occupation, allowing for a comprehensive understanding of the language education challenges they face.

The instruments used for data collection comprised semi-structured interviews and a detailed review of existing theses and academic papers related to Korean language education for foreign workers. The semi-structured interviews were conducted in both Korean and Indonesian, depending on the participant's language proficiency, to gather in-depth qualitative data regarding their experiences with Korean language learning. Additionally, a literature review was performed to contextualize the interview findings within the broader framework of existing research.

Data collection procedures involved scheduling and conducting interviews with participants over a period of three months. The interviews were recorded and transcribed for analysis. The literature review was conducted concurrently, with relevant sources being systematically analyzed to extract key themes and findings that could inform the study.

For data analysis, a thematic analysis approach was employed. The interview transcripts were coded to identify recurring themes related to language learning challenges, such as difficulties with honorifics, access to educational resources, and cultural barriers. These themes were then cross-referenced with the findings from the literature review to identify common patterns and discrepancies. The analysis aimed to provide a nuanced understanding of the gaps in current Korean language education programs and to propose targeted solutions to address these gaps.

3. FINDINGS AND DISCUSSION

3.1. Results/Finding

According to [Ryu \(2020\)](#), the number of foreign workers in South Korea as of 2019 reached 583,805, nearly 600,000. This figure is more than three times the number of international students in Korea, which is around 190,000. [Park \(2018\)](#) pointed out that despite the rapid increase in the number of foreign workers, far surpassing that of international students, Korean language education for foreign workers has been significantly neglected in policy-making. There is indeed a significant disparity in the number of institutions offering Korean language education to international students compared to those available for foreign workers. This indicates that, although the proportion of foreign workers residing in Korea is relatively higher than that of international students, their opportunities to access Korean language education are notably limited ([Ryu, 2020](#)). Some argue that since foreign workers come to Korea not to learn the language but to work for short periods ranging from three to ten years before returning to their home countries, there is no need to establish educational institutions for them. However, in reality, many workers end up staying in Korea for over ten years. During their stay, they experience difficulties adapting to the language and culture, making education an essential factor. Consequently, [Ryu \(2020\)](#) emphasizes the necessity of guaranteed Korean language education to help them adapt to the unfamiliar culture. Ryu's research focuses particularly on honorifics, which are closely tied to Korean culture. In Korea, there is a strong emphasis on correctly using honorifics according to the context, reflecting the societal importance of hierarchy and seniority. This cultural expectation influences communication, where honorifics are normatively used to express the degree of respect based on the relationship, age, or social status of the interlocutor. However, foreign workers, unfamiliar with these cultural norms, often find it challenging to adapt to the use of honorifics in Korea.

Based on [Ryu \(2020\)](#), study is divided into three stages. The first stage involves observing foreign workers residing in Korea to understand their current situation. This stage also includes an examination of the state of Korean language education for these workers. Since the study focuses on the use of honorifics, it organizes the grammar of subject honorifics, object honorifics, and relative honorifics, proposing an appropriate teaching system for foreign workers regarding the use of relative honorifics. The second stage involves a survey to examine foreign workers' awareness and usage patterns of honorifics. This stage explores how they actually use Korean honorifics and what features characterize their usage. The third stage reviews how honorifics are presented and organized within Korean language textbooks for foreign workers. Based on this review, the study identifies the problems within these textbooks. The study concludes with suggestions for teaching honorifics to foreign workers. The textbooks analyzed include *Aja Aja Korean* Volumes 1 and 2, developed by the National Institute of the Korean Language, and the *EPS-TOPIK Standard Korean Textbook* developed by the Human Resources Development Service of Korea (2015).

According to the findings of [Ryu \(2020\)](#), the situation of foreign workers (unskilled employment, E-9 visa) residing in Korea can be summarized into four main points. First, their primary purpose for staying in Korea is economic activity. Second, the Korean language learning environment is poor, with few opportunities for them to learn the language. Third, they acquire Korean language skills naturally in their daily lives. Fourth, they adopt an active attitude toward learning Korean to facilitate smooth communication. Despite the high demand for Korean language education, they often do not have the time to attend formal classes after starting work. As previously mentioned, while it is essential to develop the ability to use honorifics for effective communication, the survey results indicate that foreign workers' awareness of honorifics is low. Although they may possess

some knowledge of honorifics, they frequently make mistakes when using them in actual situations. The analysis identifies three main factors contributing to these errors. First, the lack of education on various honorific vocabulary results in inadequate proficiency in using honorifics. Second, there is a tendency to overuse the honorific marker "-ㅓ|-si-". Third, there is a common failure to distinguish between the subject marker "-께서(-kkeseo)" and "-께(-kke)". The textbook analysis revealed that, although both textbooks included sections on honorifics, these sections were minimal compared to the overall content. Moreover, without additional explanations from instructors, it was challenging for learners to acquire the grammatical and situational use of honorifics presented in the textbooks. From a sociolinguistic perspective, since context influences the use of honorifics, it is necessary to teach strategies for their appropriate use.

According to Song et al. (2011), foreign resident centers were established with the aim of providing support to foreign residents, protecting and promoting their rights, aiding their adaptation and settlement in local communities, and supporting the formation of multicultural communities and the enhancement of multicultural understanding. For instance, in Ansan City, the "Ansan Foreign Workers' House" was established to offer labor counseling, medical consultations, lifestyle counseling, cultural exchanges, shelter services, and Korean language education. In Ansan City, although there are four such institutions, they can be summarized as follows.

Table 1.

Division	Ansan-si Foreign Community Center	Ansan Foreign Workers' House	Ansan Migrants Center	Borderless Village
Program Development	Self-develop	Government Plans	Self-develop	Self-develop
Major Program	Korean Language Education, Physical activities	Counselling, Multicultural Language School	Migrant woman, worker labor counselling	Education, Research, Publishing, content development
Program Evaluation	Yes (Education team)	Yes (Korean Class)	Yes	Yes (Multicultural Experience class)
Program Difficulties	Lack of space, such as auditorium, library, etc	Lack of finances	Lack of manpower and finances	Lack of manpower and finances
Participation Cost	Free (copying fee not included)	Free counselling, language school fees	Free	Experience participation fee, lecture fee
Publicity Method	Pamphlets, homepages, lifestyle magazine	Word of mouth, pamphlets, homepage	Word of mouth, homepage, banner	Pamphlets, homepages

As shown in Table 1., Korean language education or *Hangul* education was conducted by three institutions. However, due to a lack of space, financial resources, and manpower, these programs were not able to run smoothly. Additionally, there was low participation in the main programs of the Ansan foreign workers' institution, such as Korean language education, Korean culture, and multicultural classes. The primary reason for this low participation was that most foreign workers came to Korea to earn money and therefore did not place a high value on these programs. Unlike workers, immigrant women tend to visit multicultural institutions more often due to concerns about their children's education and to seek counseling. Therefore, policies on Korean language and culture education for workers need to be established to ensure that they receive appropriate Korean language education.

According to [Joh Hang-rok \(2008\)](#), who conducted a study on Korean language education for migrant workers, the problems with Korean language education for workers are as follows: First, most private support organizations do not have dedicated educational facilities for foreign workers, so education is conducted in places like restaurants and multipurpose rooms. Second, there are only a few specialized textbooks that foreign workers can easily understand and learn from, so there is an urgent need to develop and distribute textbooks tailored to their level. Third, most of the teachers responsible for Korean language education are volunteers and non-professionals, making it difficult to provide systematic language education. Fourth, a more fundamental problem is the lack of study time for foreign workers. The 2-3 hours of study available on weekends, which is their only day off, is insufficient to achieve the expected learning outcomes.

Given the special circumstances of migrant workers (such as their very limited study time) and their Korean language learning objectives (the integrated application of workplace Korean and general-purpose Korean education), there is a clear gap. Therefore, Korean language education for migrant workers calls for a new challenge to the existing Korean language education field to develop curricula, educational materials, and teaching methods tailored to the characteristics of migrant worker education. Specifically, in a situation where it is difficult to find comprehensive national plans or inter-institutional cooperation for Korean language education for foreign workers, most of the work, including curriculum development, educational material development, and actual teaching, is handled by private support organizations. Ultimately, for the development of Korean language education for migrant workers, cooperation between the various actors in the existing Korean language education field and private support organizations is essential ([Cho, 2008: 310](#)).

3.1.1. Issues with Korean Language Use Among Indonesian Workers in Jeju

According to [Jeong and Jeong\(2016: 46\)](#), Jeju has a unique "*Gwendaeng* culture" that tightly connects local communities, unlike other regions. The term "*Gwendaeng*" refers to close and distant relatives and is a Jeju dialect form of the word "*Gwendang*" (眷黨), meaning "a group that takes care of each other" (refer to Go Jae-hwan, *Jeju Proverbs Dictionary*, Seoul: Minsokwon, 2002). This culture represents the communal ties and social networks in Jeju society. Due to the isolated island environment and barren soil, Jeju residents did not have fertile land, and marriages within the village became common in the limited area, connecting residents as kin and fostering a strong sense of solidarity (refer to Han Guk-il, "Jeju *Gwendaeng* Culture and Jeju Mission: From an Ecumenical Mission Perspective," *Jangshin Non Dan*, 2007, Vol. 30, pp. 375-413). As a result, Jeju residents formed a self-sufficient living community, and in addition to *Gwendaeng* culture, they established a unique regional society by intertwining networks such as academic and regional ties. Those who do not belong to this tightly-knit community, such as outsiders or migrants, are more likely to be exposed to greater discrimination. In particular, migrants face challenges related to communication issues, cultural differences, discriminatory attitudes, and difficulties in educating their children.

To understand the issues foreign workers face with the Korean language, interviews were conducted with seven Indonesian workers residing in Jeju. Although these interviews do not reflect all the difficulties that foreign workers face regarding the Korean language, they provide insight into the current situation of foreign laborers living in Jeju. The interview results first highlighted the participants' length of residence and employment fields. Since their living conditions, Korean language learning experiences, interactions in Korean, and communication activities vary, it is

difficult to uniformly describe their Korean language proficiency. The interview participants are summarized as follows.

Table 2.

Length of stay in Korea	Gender	Employment sector	Place of residence	EPS-TOPIK score
7 months	M	Fishery	Geonip-dong	130
7 months	M	Fishery	Ildo 1 dong	175
3 years	M	Fishery	Geonip-dong	170
10 months	M	Manufacture	Hamdeok-ri	184
4 years	M	Manufacture	Jocheon-eup	172
4 months	F	Manufacture	Aewol-eup	185
4 months	F	Manufacture	Aewol-eup	190

3.1.2. Korean Language Challenges Among Indonesian Workers in Jeju

Interviews with Indonesian workers residing in Jeju revealed that, in general, their Korean language skills are sufficient for daily communication. However, the level of Korean proficiency varied depending on the field of employment. According to Lee Jeong-eun (2016), analyzing interviews from a sociolinguistic perspective requires considering three factors: communication within the community, Korean language interaction partners, and social networks.

To make the interview content easier to understand, I will analyze it based on employment sectors. The first group consists of fishing industry workers, including two workers who have been in Korea for seven months and one who has been here for over three years. While working in the fishing industry, the three workers had different experiences: the two who have been in Korea for seven months worked alone on their vessels without other foreign workers, while the worker who has been here for over three years worked alongside Vietnamese and Pakistani colleagues. In terms of EPS-TOPIK scores, one of the workers who has been in Korea for seven months scored 130/200, while the other scored 170/200. Due to this difference in Korean language proficiency, the worker with the 130 score struggled more with detailed communication in Korean than the one with the 170 score. The worker who has been here for three years reported no difficulties with communication.

A commonality among the fishing industry workers is the frequent use of informal language (*banmal*) at work, leading to minimal use of honorifics. Additionally, the Jeju dialect caused some words to sound different. Although educational materials for workers do explain informal language, they do not cover the mixed use of informal language and dialect, which the workers found problematic. Since fishing industry workers often work night shifts in the summer and have more days off in the winter due to weather conditions, they suggested offering special Korean language programs during the winter. One worker, despite living in Korea for three years, emphasized that continuing to study Korean is still essential.

The next group of interviewees worked in the manufacturing sector, with one exception being a female worker. One male worker, who has been in Korea for ten months, mentioned that his initial EPS-TOPIK score of 184/190 meant he had few concerns about the Korean language from the start. Unlike those in the fishing industry, workers in factories reported hearing little of the Jeju dialect but frequently encountered informal language. From a social network perspective, a worker at a factory in Hamdeok-ri, who worked with other foreigners, mentioned using more

Korean due to the comfort of practicing with non-Koreans. Another interviewee, who had worked in Korea for four years and had experience working in other regions besides Jeju, initially found it challenging to adapt to Korean but reported no significant communication issues after four years. However, he still occasionally encountered unfamiliar terms at work. Since there were no additional Korean classes after starting work, he found it difficult to improve his Korean and suggested offering classes for workers.

The final group consisted of female workers employed in a factory located in Aewol-eup. Both workers scored 185/200 and 190/200 on the EPS-TOPIK, respectively, and reported good communication skills in daily life. Working alongside other foreign workers, they communicated in Korean, which made them feel less pressured and allowed for the use of informal language. However, they still faced challenges when addressing superiors, such as the boss or manager, and needed to use honorific language. The presence of Korean superiors in the workplace added to their anxiety. Although they had learned about honorifics in Korean during their studies in Indonesia, they found it difficult to produce grammatically correct sentences. As a result, they requested Korean language classes to improve their language production skills.

The commonality among manufacturing workers was their limited exposure to the Jeju dialect. Unlike workers in the fishing industry, who frequently encountered the dialect, those in factories reported that standard Korean was more commonly used. Given the differences in work environments and demands across employment sectors, the workers suggested that online or remote Korean language classes would be ideal for improving their language skills.

3.2. Discussion

3.2.1. Korean Language Textbooks for Foreign Workers

[Kwon \(2014\)](#) highlighted that support is needed for Korean as a multilingual language across various educational dimensions. For example, with the increasing number of foreign workers, institutions like lifelong education centers for Korean as a foreign language need to provide support. In addition to teaching basic conversational Korean, there should also be a focus on lifelong education that includes vocational and cultural Korean language training. To this end, there is a need to establish educational institutions and develop teacher training systems to support these efforts. As previously mentioned, the terminology used by workers varies depending on their field of employment, so textbooks tailored to specific industries are also necessary.

According to [Lee \(2008\)](#), most introductory Korean language textbooks provide explanations of vocabulary and grammar in foreign languages such as English, Japanese, and Chinese. However, in reality, there are not many foreign workers from English-speaking, Japanese-speaking, or Chinese-speaking countries. With the introduction of the Employment Permit System (EPS) and the Industrial Trainee System running concurrently, the latter was abolished on January 1, 2007, leaving the EPS as the sole system. The countries permitted under the EPS are the following 10 nations (with their respective native languages in parentheses): the Philippines (Tagalog, English), Thailand (Thai), Indonesia (Indonesian), Sri Lanka (Sinhala, Tamil), Vietnam (Vietnamese), Mongolia (Mongolian), Uzbekistan (Uzbek, Russian), Pakistan (Urdu), Cambodia (Khmer), and China (Chinese). Therefore, Lee argued that there is a need for textbooks that foreign workers can easily access, even without translations in English, Japanese, or Chinese.

In 2008, the textbook development method proposed by Lee, first suggested presenting grammar sequences and vocabulary based on an extensive review of available materials. The approach to presenting vocabulary and grammar was somewhat different—eliminating

explanations entirely and relying solely on images and photographs, allowing students to complete tasks under teacher guidance. To avoid foreign language explanations, lessons 1 to 10 used as many images as possible to facilitate comprehension, while lessons 11 to 20 utilized graphs and tables to encourage learners to deduce meanings independently. According to An's research, the motivation for foreign workers to learn Korean often prioritized cultural enrichment and personal development over job-related reasons. This shows that while they came to Korea as workers, they wanted to be accepted as members of Korean society and were highly interested in self-improvement. If they are only taught workplace-specific terminology, they are likely to feel more isolated within Korean society.

The following outlines the Korean language learning needs of foreign workers.

Table 3.

Rank	Essential communication related to work	Essential communication for daily life	Optional communication for daily life
	Protesting against unfair labour practices	At the hospital	Watching TV, movies
	Searching for job information	Asking for a favor	Receiving education at an educational institution
	In case of an industrial accident	Understanding Korean culture	Getting information about educational institutions
	Attending a job interview	Talking with friends	Reading newspapers, books, magazines
	Talking with colleagues at work	Handling transactions at the bank	Using the internet and computers
	Getting information on migrant labor policies	At the pharmacy	Listening to the radio

According to Lee (2008), one of the regrettable points is that the needs of foreign workers were not fully reflected in the development of the teaching materials. She pointed out that there were not enough exercises, and due to the limited time and pages allocated for the creation of new textbooks, it was difficult to fully address this. However, she believed that the structured presentation of grammar and the organization of vocabulary would be somewhat satisfactory. She also suggested that if future textbooks for foreign workers could be developed by incorporating their specific needs, more effective materials could be produced.

There are additional considerations in creating or teaching materials for workers. Since workers frequently use specialized terms, vocabulary education needs to be handled differently than for general Korean language learners. According to Myungkang Kim (2017: 21), the following are the educational requirements for foreign workers under the Employment Permit System (EPS):

EPS TOPIK preparatory education → Pre-departure job training → Post-arrival job training

EPS TOPIK preparatory education lasts about three months in the home country, pre-departure job training lasts for two weeks, and post-arrival job training lasts for three days. This adds up to about 150 hours (three and a half months), which is a very limited amount of time for Korean language education related to the Employment Permit System. However, as can be seen below, the content that needs to be learned is very diverse.

a. Basic daily life b. General work (workplace culture, workplace, daily life, laws and systems, general industrial safety) c. Job-specific work (job-specific industrial safety, etc.) d. Specialized work (industrial safety in the specific workplace, etc.)

According to Lee (2008: 22), the education for foreign workers should follow the order of a, b, c, and d as mentioned earlier. Unlike foreign students, foreign workers begin working immediately upon arriving in Korea, meaning that education must be condensed into the 150-hour window. The following is the educational procedure method proposed by Lee (2008).

The pre-departure education for those who have passed the first phase should adjust the general work Korean education to an intermediate level, assuming that the learners have passed the beginner level. It should also shift to vocabulary-focused education. For industrial safety, the focus should be on understanding the terminology, based on the theoretical foundation that there is a close correlation between vocabulary coverage and comprehension. During the post-arrival job training phase, prospective workers, whose job sectors such as manufacturing, construction, or agriculture have already been determined, should receive job-specific work education tailored to their sector.

3.2.2. The Importance of Expertise in Korean Language Education

Cho (2008) pointed out that it is difficult to find examples of national-level comprehensive plans or cross-institutional collaboration for Korean language education for foreign workers. Most aspects such as curriculum development, educational material development, teaching methods, and actual teaching are being handled by private support organizations. Therefore, to develop Korean language education for migrant workers, collaboration between existing actors in Korean language education and private support organizations is essential. Active cooperation from the Korean language education sector is needed to enhance professionalism. The alternatives for improving Korean language education for migrant workers, as presented by Cho (2008), are as follows:

First, a consensus on the importance of Korean language education must be formed, and a master plan must be established at a government-wide level. To systematize the policy of Korean language education for migrant workers, it is impossible to find comprehensive solutions within a single department, institution, or organization. Since there are few experts on Korean language education within the government, a method for private expert groups to actively participate in policy development must be explored.

Second, solutions to improve the professionalism of the Korean language education field for migrant workers should be sought through cooperation with the existing Korean language education community. The professionalism of the Korean language education community must play a key role in solving the issues faced by migrant worker Korean language education, such as curriculum, educational materials, teaching methods, and teacher competency enhancement. Specific solutions can be divided into four models. The first model is “entrusted education through

voluntary participation of educational institutions.” Here, space (provided by local governments, religious facilities, or industrial welfare facilities), financial support (from relevant departments or affiliated organizations), and educational support (from educational institutions) would be divided, with the overall cost being shared by each party (which could potentially offer a profit to educational institutions). The second model is “entrusted education by educational institutions,” which would require an agreement regarding the cost of education. Here again, private support organizations would need to share the responsibility for actual teaching. The third model is the “hiring and utilization of Korean language education experts.” In educational sites where a certain number of learners have been secured, professional Korean language educators would be responsible for overseeing the education process to gradually increase professionalism. The final model is the “effort to secure self-sufficiency in Korean language education for migrant workers.” Although the department/organization responsible for Korean language education for migrant workers would establish the foundation, private volunteers would continue to play a key role, and their self-sufficiency would need to be supported with new forms of motivation. This could involve collaboration with academic organizations for discussions on key issues, recruitment and employment of Korean language education experts, and the execution of joint projects to enhance professionalism.

Third, a solution must be sought to increase migrant workers' access to Korean language learning. One way to solve the Korean language problem for migrant workers is to seriously consider ways to increase their access to Korean language education. From the perspective of migrant workers, who are the demand for education, their unique working conditions and the attitudes of employers restrict their opportunities to learn Korean. To address this, alternatives such as distance learning at the workplace, online education, or broadcasting-based education must be actively considered. As mentioned earlier in the interview analysis, foreign workers' participation in Korean language classes could increase if Korean language lectures or remote classes were offered through the internet, given that their working hours and workloads vary.

4. CONCLUSION

This study has examined the sociolinguistic considerations regarding Korean language education for foreign workers. It was found that foreign workers must receive Korean language education and pass the EPS TOPIK exam before coming to Korea. However, despite passing the EPS TOPIK exam, they still lack sufficient knowledge of the Korean language used in the workplace. Therefore, it would be desirable to establish separate Korean language classes or special courses for them. Looking at the social networks of foreign workers, their proficiency in Korean may vary depending on their employment field and colleagues. Workers feel a significant burden due to the frequent use of informal speech from supervisors while they are expected to use honorifics, leading to difficulties in producing Korean effectively. The vocabulary used varies depending on the employment sector, so when improving Korean language classes, it is necessary to provide vocabulary-centered education tailored to each employment sector.

Foreign workers residing in Jeju, unlike those in the capital region, may need to use Jeju dialect, so regional differences should be considered to prevent communication issues. It is necessary to diversify essential Korean language education based on the region. Specialized teaching materials for foreign workers should be developed so they can learn the technical vocabulary frequently used in the field. Additionally, when creating materials, it would be effective to incorporate the specific

requirements of foreign workers. Since foreign workers have time constraints, improvements to the Korean language curriculum should focus on vocabulary related to employment (fisheries, manufacturing, agriculture, etc.) for workers who have passed the beginner level.

Finally, there is still a lack of national-level comprehensive plans or cases of institutional collaboration for Korean language education for foreign workers, so models that utilize Korean language education experts must be considered to continue educational efforts and policies for foreign workers.

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