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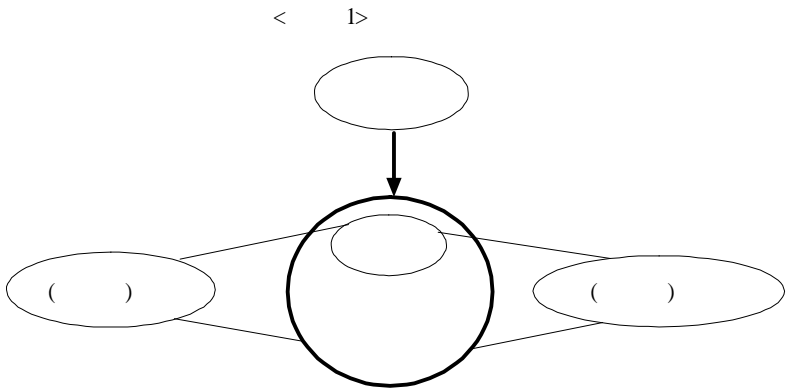
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(1998), 『 』(Heyd, G.:

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<Abstract>

**The standards for KFL textbook analysis:  
a research and its application**

**JIN, Dae-Yeon**

The history of teaching Korean as a foreign language must have begun at the time when the Korean started to communicate with other nations. Even if we regard only the proved documents as true, the teaching KFL carried out in official educational institutions has over 270-year-old tradition.

Teaching and learning foreign languages in official facilities is usually made through specific materials, including textbooks. In teaching KFL with long history, textbooks have been used as media between teaching and learning, and textbooks still play an important role in classes.

The researches into KFL textbooks started in the early 1970s. They became active both in quality and in quantity in the 90s through the gradual increase in the 80s. But there is no research into the overall principle and frame for textbook analysis yet, which is most important to evaluate and to improve textbooks. Therefore, researching textbook doesn't have clear perspectives of the whole shape of textbook, and producing textbook also depends on partial researches.

From this critical opinion, I've dealt with teaching materials and textbook, textbook analysis, and the standards for KFL textbook analysis in this article. Following the theoretical inquiry, textbooks which have been used in the official KFL institutes affiliated with

universities of Korea in the 1990s are analyzed in brief with the standards related actual classes. According to the analysis results, each textbook has its own strong points, but there is much to be improved.

To make the quality of KFL textbooks better is to heighten the level of teaching KFL. For the improvement of KFL textbooks, textbook researches that can give right directions to producing KFL textbooks must be steadily made and textbook analysis researches which make the present shape of textbooks shown must be continuously carried out.