Authentic Materials in the Korean Language Classroom: The Case of Korean and US American English Online Food Recipes

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Abstract

This paper analyzes the discourse present in online recipes on websites popular in Korea and America, focusing on the description of food, its taste, and how to prepare it. In doing so, we look at language choice and how the recipe author interacts with the reader. This offers a wealth of insight on how food is regarded, described, and the implications it makes about the respective country's cultural perception of food. Furthermore, the language choices made in recipes can serve as an excellent material for language learners, offering accurate looks into real-life use coming straight from authentic material. Alongside our analysis, we also consider how these findings could benefit students in the classroom.

1. Introduction

From the many facets of culture, we often pick food to be the most representative one. Food offers insight into a country's geography and culture; preparation methods can be representative of strong values and beliefs, shown through rituals such as tea ceremonies. Social norms surrounding appropriate times to prepare and consume the food, like eating seaweed soup on birthdays and eggs and bacon for breakfast, also come with cultural superstition and history. When talking about food, how to make it, how it looks and tastes, there is an innate representation of such value.

In this paper, we analyze this discussion of food through the genre of online recipes. In focusing on and talking about food and food preparation, there is a sizable amount of discourse related to preparation and presentation which provide sufficient material to work with. Korean recipes and food discourse are more so the main focus but can also serve as a representation of East Asian culture with its large wealth of popular representative foods both domestically and internationally. American recipes and food discourse come to serve as a sort of "control group," offering itself as a means for comparison. In these comparisons, we see both overt and covert discourse that can highlight cultural differences between the two countries which is represented in their language. In discussing the use of authentic Korean materials in teaching, we specify the language learners being English speakers and so using American recipes for comparison can better represent the cultural norms in talking about food preparation as American people, and better highlight differences that could be hard to teach otherwise.

In these analyses, we find unique forms of discourse that allow us to better understand a cultural understanding of food. The particular look into descriptors and taste and preparation terms show the minute differences and the overarching cultural differences that they are a part of. In these differences, we find demonstrations of these cultural views that can make an excellent learning resource for a language learner, the comparisons allowing us to put a spotlight on these concepts.

2. Literature Review

2.1 Korean Cuisine

Rice, vegetables, and fermented foods are key ingredients in modern Korean cuisine. In Kwon et al. 's (2016) "Seoul Declaration on the Korea diet," a Korean diet consists of "high consumption of vegetables, moderate to high consumptions of legumes and fish and low consumption of red meat." popular vegetables within Korean cuisine are garlic, green onion, red pepper, and ginger. Common aspects of the Korean meal include kimchi, soup, and various side dishes. According to the Seoul Declaration and listed into brief characteristics, Korean cuisine includes the likes of: (1) various recipes based on rice and grains; (2) more fermented foods; (3) more vegetables from wild landscapes and the seas; (4) more legumes and fish and less red meat; (5) more medicinal herbs; (6) more sesame and perilla oil; (7) limited deep-fat fried cooking; (8) more meals based on seasonal produce; (9) various local cuisines; and (10) more home-cooked meals.

Kim et al. (2016) further expands on the Korean diet, offering representative foods for each category while further expanding on the aforementioned set of characteristics. Rice-and-grain-based recipes are represented by 국밥 *kwukpap* 'hot soup with rice' and 비빔밥 *pipimpap* 'mixed rice dish.' Vegetables commonly present in Korean cuisine are carrots, cabbage, spinach, lettuce, cucumbers, and peppers, while mung beans, soybeans, cowpeas, and peanuts are common legumes. Both vegetables and legumes are seasoned or paired with fermented sauces such as 고추장 *kochwucang* 'fermented red chili paste' and 된장 *toyncang* 'fermented soybean paste.' The meat, most likely chicken or fish due to the rarity of beef, pork, or lamb in their environment are commonly seasoned or garnished with garlic, green onion, red pepper, or ginger.

As Korean cuisine began to take form and become an established palate in its own right, an aesthetic began to form. "What looks good tastes good" says an old Korean proverb provided by Chung et. al (2016). One aspect of this aesthetic is harmonization, portrayed by foods that show mixing such as pipimpap, a mixed rice dish with marinated meat and a colorful array of vegetables and legumes such as carrots, cucumbers, seaweed, and beansprouts. "Bibimbap, before mixing, looks like a well-maintained garden," says Chung et al. "Bibimbap is characterized by the fact that it's flowery beauty fades by mixing, giving birth to an even greater taste. Not only does mixing enhance its taste, bibimbap beauty is also typi-fied by each ingredient giving its distinct and exquisite taste upon the harmonization (mixing) of the ingredients." Other aspects can include patience, characterized by kimchi, kochwucang, and other fermented foods, and care, characterized by 죽 *cwuk* 'rice porridge' and 섭산적 *sep sancek* 'beef skewers' a porridge and a traditional beef dish respectively prepared in a way that made it easier for the elderly to eat.

2.2 American Cuisine

American cuisine is marked by change, notably in the 20th century, notes Dyson (2000). Early on in the 1900s, the key ingredient was meat. Beef was the most popular option, and it was often eaten with potatoes (baked, fried, mashed) and other filling foods such cakes or pies with little attention to vegetables. This was a reflection of the health and beauty standard, where good health was shown through bigger bodies, and bigger bodies were attained through heavy, meat-centric meals.

A shift occurred in the 1920s as more and more nutritionists and food scientists began promoting vitamins and minerals. "The breakfasts that in earlier years were heavy on meat and breads became citrus fruit, dry cereal and milk, or eggs and toast. Lunches were light: sandwich, salad, soup. Dinners changed the least, but portions became smaller: roast or broiled meat, potatoes, vegetables, and dessert, with the latter often omitted," Dyson says. A decade later, yet another shift occurred when the Great Depression struck, which influenced portion sizes as rationing became common, and the subsequent Second World War had helped fix a spot for vegetables on the American plate, which then turned into a tray that one could heat up in a microwave for an easy TV dinner consisting of a meat, starch, and vegetable. As frozen, quick-to-prepare foods were slowly becoming commonplace in the American household, this gave way to the rise in mainstream popularity of fast-food restaurants.

2.3 Recipe Discourse

As recipes begin to be shared through mediums other than spoken word, it forms a new genre in which linguistic choices are made for a variety of reasons when describing food and how to prepare it. A rather basic and common format for the English written recipe is the title, the ingredients, and the instructions. However, rarely is any aspect of language ever that simply explained. Tomlinson (1986) expands on this, stating how titles in written English recipes often set an expectation, and are mainly maintained through marks of authenticity. There is the method of personalizing it to the author, giving titles such as "Grandma's cookies" or "Lucy's Casserole" in order to show that this recipe is dear to the author due to the personal connection between the author, the recipe, and the loved one who shared it with them, and the reader should expect to read a credible recipe that makes for a wonderful dish due to the author's personal connection to the food itself. There is also the act of linking a dish to its region of origin by stating the name of that region in the tile, e.g., "New York Pizza" or "Philly Cheese Steak," which adds authenticity. This personal touch, or touch of authenticity by linking foods to places or people, is a means to establish a relationship between the author and the reader.

Within the recipe genre, there are various ways to establish this relationship. The one that the reader might see first is the title. The recipe design might also come into play, which Fisher (2013) discusses, which can be altered to fit the desired audience. This can be shown through register, level of formality, word choice, the dish itself that the recipe is for, use of "you," etc. and in online recipes, the intended audience can even interact with the author and the recipe, and offer feedback on the design of the recipe. The readers' background knowledge is also taken into consideration, which can influence the presence of a recipe's instruction and description. The author cannot assume that everyone who reads their recipe will have experience and knowledge in things such as tempering chocolate or performing a julienne cut, or they might but simply not know the formal language describing it. This plays into the vague, open-to-all word choice that

might be used to attract a larger audience of all levels of expertise. Some assumptions about the audience are made regardless. Fisher (2013) points out those made in a cookbook for girls in order to define and cater to the intended audience, such as the suggestions to tie one's hair back and put on an apron, with pink ribbons decorating the page. In a cookbook for those with health issues, the relationship between certain foods and certain illnesses is highlighted.

Despite different audiences, common features were present in cookbooks in order to establish such a relationship with the reader. "Very common are introductory texts that provide background information on the recipes, procedures, customs, ingredients and the physical and chemical processes involved in food preparation," says Fischer (2013), but added features such as purposeful design, elaboration on the scientific processes behind food and its relation to health can be added and adjusted according to the intended audience.

Shifting into primarily online written recipes, the discourse alters itself a bit. Diemer & Frobenius (2013) analyze this, looking into the features of food blogs. The lexicon of food blogs is quite similar to written recipes, replete with food jargon and vocabulary specifying measurements, tools, ingredients, and preparation methods, but there is the added vocabulary specific to the blogging and the online space, such as "comment," and "post." This added, blog-specific vocabulary is key in establishing this genre. There is also the prominence of verbs of perception and emotion, such as "look," "feel", "want," or "find," and auxiliary verbs such as "should," "might," "may," "must," and "need," which emphasize and strengthen a personal connection and take small but noticeable steps away from conventional instruction present in older written recipes. There is also the deviation from the spelling standard or inclusion of topics surrounding lifestyle outside of food but still closely related, which all helped distinguish and establish the online recipe, specifically the food blog, as a genre of its own.

Within the genre of online recipes, Strauss et al. (2018) English recipes still tend to show high amounts of specificity when detailing preparation and measurements, and mainly focus on the food and preparation. Engagement is still present and encouraged, and commentary focuses on the preparation of the dish, the success or failure of the commenter in making the dish and detailing any changes that were made to suit their taste.

In Korean recipes, engagement and specificity go hand-in-hand, and online recipes can be equal parts instruction and personal narrative. Strauss et al. describe it as "a generic amalgam of graphics (photographs, emoticons, affective symbols), highly personal narratives, poetic musings, and instances of seemingly direct-address conversation."

2.4 Food, taste terms in English

In English, taste terms can be rather scarce. The standard four taste terms of English are "sweet," "sour," "salty," and "bitter" are often used to describe the flavor of food without incorporating texture. Ankerstein & Pereira (2013) best elaborate on this as such: "An apple has a specific flavor, but the description of that flavor in ordinary English vocabulary is "sweet" or "sour", depending on the type of apple. These terms do not describe the whole taste profile of an apple. Other descriptions for the flavor of an apple could be given, such as "crunchy" or "fruity", but these terms are texture related and attributive, respectively, rather than a gustatory description." Of course, there are many ways to describe an apple (or any food for that matter) in English but when it comes to focusing exclusively on taste, there is not much outside of "sweet," "sour," "salty," and bitter." This is not to say that these are the only taste terms. Outside of the four, there are several other taste terms, a significant amount of which derive from the name of

other foods or ingredients, e.g., "buttery," "sugary," "vinegary," etc. Many taste terms in English seem to be derivatives or terms describing quality, appearance, attributes of the food in order to describe its flavor.

2.5 Taste terms in Korean

Taste terms in Korean have some depth as they describe not just the flavor or texture, but other aspects of flavor such as "intensity, depth, purity and duration," Rhee & Hyun (2017) state. Aside from five terms "sweet," "salty," "sour," "bitter," and "umami," in Korean there are the additional three "pungent," "fishy," and "bland." An aspect of the "overwhelmingly large in size" paradigm of Korean taste terms comes from vowel symbolism. With Korean having negative, positive, and neutral vowels, the harmony, and polarity that comes from the use of these vowels in describing foods and their textures add a subtle yet telling layer through the use of onomatopoeic words. An example from Rhee & Hyun that illustrates this is the difference in tense vs non-tense when describing something boiling, here being 보글보글 *pokulpokul* which best describes plain water boiling in a pot, compared to 뽀글뽀글 *ppokulppokul*, which best describes a thick stew boiling and suggests friction among ingredients.

Taste terms can range from simply describing taste, to describing taste in conjunction with sensations in the mouth, describing events such as "burning," refreshing," or indicating that a food is lacking in purity or stimulation.

These words, which might seem to be describing sensations and not necessarily taste, do carry connotations of taste when being used. Jang et al. (2015) explore this with "refreshing" especially, which is 시원한 맛 *siwonhan-mat* in Korean. After having participants rate levels of *siwonhan-mat* and deliciousness with two common *siwonhan-mat* foods: 콩나물 국 *khongnamwul kwuk* 'bean sprout soup' and 황태북어 국 *hwangthaypwuke kwuk* 'pollock soup.' In the study, Jang et al. find the close relationship between food being delicious and refreshing, so close that both words are practically interchangeable when describing taste. "Ratings of deliciousness were correlated with ratings of *siwonhan-mat,* suggesting that *siwonhan-mat* may be a core element of pleasant taste in *kwuk* and 탕 *thang* 'stew.'"

2.6 Taste Terms in English, a Cross Comparison

Strauss' (2005) comparison between Japanese, Korean, and American recipes analyze the linguistic terms used to describe taste and texture of advertised foods. Strauss distinguishes the use of taste descriptors and their varying levels of intensity, with Japanese advertisements being rather generic while both Korean and American advertisements tend to use more hyperbolic terms.

2.7 Use of Authentic Learning Materials/Discourse in L2 Pedagogy

Within the discipline of second language teaching, there are many methods and factors of consideration that determine effective ways to teach second language learners. The method of using authentic learning materials in L2 teaching is rather popular and comes with mixed results, prompting the use and analyses of multiple methods in incorporating authentic materials.

Badger & MacDonald (2010) state that when using authentic materials, "the principle of authenticity for language samples is that we should use texts which are not designed for the purposes of language teaching." This is a break away from carefully curated textbooks and teaching materials and presents "a better representation of language use outside the classroom." While the principle is not necessarily problematic, it does come with its limits. The material itself might be authentic, but not completely suitable for teaching. What if one or both speakers and non-native speakers? If we step away from the usability of the material, how can we be sure that students will be more inclined to learn and retain the material better? "Authentic texts which are motivating for some users will be boring for others; authentic texts which are easy for some language learners will be difficult for others," Badger & MacDonald explain, "Authenticity says nothing about the motivational properties or the level of difficulty of a language sample."

There is also the factor of being able to successfully implement these materials into the classroom. Given that these materials were not constructed for classroom learning, it can be hard to collect if not be an incredibly time-consuming process for teachers, and even when collected, the ability to be able to best utilize these materials would take a sort of knowledge and familiarity that teachers might have the resources or time to obtain (Gilmore 2007). If teachers did have the time and expertise to collect and utilize these materials, there is not even the guarantee that it could prove effective in the classroom. Huang et al. (2011) discusses a survey study of authentic-material-based activities used in the classroom that teachers deemed to be successful. Activities included incorporating a range of authentic materials such as job listings, menus, maps, and schedules. Huang et al. found that the authentic materials themselves do not "necessarily result in appropriate, meaningful, and successful instruction," but nonetheless such activity ideas can still hold value in the classroom and can serve as a resource or a "springboard for generating new ideas."

However, it is worth noting that use of authentic learning materials is not entirely burdensome. In a study by Keshmirshekan (2019) looking at the effectiveness of authentic material use in teaching English learners in Iran, the results strongly favored using authentic materials as an effective method for "language learners to interact and improve their learning and the communicative aspects of language outside/inside classrooms whenever and wherever they desire." There is also Sundana (2017), where authentic materials were successfully implemented when teaching descriptive writing, but a part of its success came from student motivation and initiative. "They felt that the materials assist them in writing, they get many ideas to write, and it enhances their vocabulary as well, as a result, they were more interested in writing. In addition, the students were likely to utilize visual and interpersonal styles in learning since they were fond of learning to write descriptive paragraphs by using the visual materials, such as articles from magazines, newspapers as well as articles from the internet with their friends in the groups." While authentic materials can be hard to source and implement in some classrooms, it can definitely be a driving force in others, and is a matter of skillful and considerate collection and use, given the opportunity to be able to know how to properly utilize them.

Strauss and Eun (to appear) establish a foundation for the use of authentic discourse by Korean language instructors and learners of high-intermediate to advanced Korean. The study is based on a systematic analysis of a mini corpus of Trip Advisor and Mango Plate reviews, collectively yielding a robust set of context-specific lexical items, expressions, and grammatical constructions that commonly emerge in hotel and restaurant reviews--linguistic exemplars that are both natural and high frequency and that are conspicuously missing from traditional commercial textbook content.

3. Data and Methodology

The primary source of data for Korean recipes was 10000recipe.com. It attracts 5.1 million monthly visitors and hosts around 141,000 recipes. The primary source of data for American recipes was allrecipes.com. It consistently ranks as the top recipe website in the United States and garners approximately 1.5 billion annual visits across their 19 global sites. The high engagement numbers from both websites ensure accuracy in localizing popular and common dishes given the number of visitors that partake in creating, sharing and engaging with these recipes, which reflect in the number of recipes published and the number of views, ratings, and comments that they receive.

For this research project, we focused on recipes for popular dishes and recipes for common, traditional dishes. Of each website, we collected recipes for 15 different dishes, with two recipes per dish, equaling in 30 recipes per site and 60 recipes overall.

After deciding on the sources for recipes, further refining was done to ensure systematicity in collecting recipes. This involved setting up a set of criteria that each recipe must meet in order to be selected. We looked exclusively at dinner dishes, excluding any side dishes. We also set a minimum amount of engagement that each recipe must have in order to ensure that it is a popular or common dish.

For 10000recipe.com, views, comments and reviews were the only visible gauges of engagement. For this specific website, we decided to focus on views as the main determiner by setting a minimum of 100,000 views in order to be selected after meeting other criteria. Both recipes for one dish had to have garnered at least 100,000 views in order for the dish to be included in the database.

For allrecipes.com, recipe views were not visible. Instead, comments and ratings were the way to gauge engagement, so we decided to make ratings the main determiner and set a minimum of 1,000 ratings for a recipe to be included. Like for 10000recipe.com, both recipes for a dish had to have at least 1,000 ratings for the dish to be included in the database.

When looking for popular foods within the main dish dinner category on allrecipes.com, it showcases four recipes under the title "Most Made Today," alongside recommended and other popular recipes that vary in popularity and engagement. In collecting recipes for popular foods, we looked at the top four recipes made that day as stated by the website and further down the page of popular and recommended recipes to see which ones met the criteria and finding a second recipe for the dishes that also met the criteria in order to include them in the database.

As for 10000recipe.com, there is a page that ranks recipes based on popularity on a daily, weekly, and monthly basis. With the site filters set in place to show only main dishes and dinner recipes, it was a matter of looking through each dish recipe to see if it met the criteria and finding a second recipe for the dish that also met the criteria to ensure it could be included in the database.

The Korean recipes appear in Figure 1.

Popular Dishes
- 오징어 볶음 *ocinge pokkum* 'stir-fried squid'
- 닭볶음탕 *talkpokkumthang* 'braised spicy chicken'
- 부대찌개 *pwutay ccikay* 'spicy sausage stew'

- 제육볶음 *ceyyuk pokkum* 'pork stir fry'
- 콩나물국 *khongnamwulkwuk* 'bean sprout soup'
- 간장갈비 *kancang kalpi* 'soy sauce ribs'
- 비빔국수 *pipim kwukswu* 'cold spicy noodles'
- 참치마요덮밥 *chamchimayotephpap* 'tuna mayo rice bowl'

Common Cuisine
- 삼겹살 *samkyepsal* 'grilled pork belly'
- 잡채 *capchay* 'stir-fried glass noodles'
- 김치찌개 *kimchi ccikay* 'kimchi stew'
- 불고기 *pwulkoki* 'marinated beef'
- 비빔밥 *pipimpap* 'mixed rice'
- 김치볶음밥 *kimchi pokkumpap* 'kimchi fried rice'
- 수제비 *swuceypi* 'korean style pasta soup'

Figure 1. Korean recipes from 10000recipe.com

The American recipes appear in Figure 2.

Popular Dishes
- Lasagna
- Chicken Parmesan
- Meatloaf
- Stuffed Peppers
- Pot Roast
- Chicken Cordon Bleu
- Cajun Chicken Pasta
- Prime Rib

Common Cuisine
- Salisbury Steak
- Macaroni and Cheese
- Barbecue Ribs
- Roast Chicken
- Chicken Noodle Soup
- Pulled Pork
- Fried Chicken

Figure 2. American recipes from allrecipes.com

4. Analysis

4.1 Titles

4.1.2 Korean

The titles below show common yet dynamic use of adjectives, names, and other means of description to catch the reader's attention to describe not just the quality of the dish, but also the

quality of the recipe. Authors don't shy away from using "I" to establish themselves as a presence in the recipe, and almost simulate a conversation with titles including phrases such as "I like the spicy taste!" or "I'll tell you the real golden recipe…."

There is also the presence of this "golden recipe" that shows up throughout recipe titles. When a recipe is deemed "golden," it conveys the idea of the being of high, or "gold," quality or standard. Recipes being touted as "golden recipes" come with the idea that the recipe that "never fails" and is the best for its coordinating dish, sure to taste good every time to anyone that tries it. Other ways to try and describe the recipe in appealing matter include saying the kind of occasion the recipe fits ("perfect for eating alone!", "perfect for a rainy day!"), using choice adjectives like "tempting" or "refreshing," the latter of which holds its own presence in the list of Korean taste terms as its own distinct term.

A lot of the dynamic title usage tends to be used for the more novel recipes that are trending, and while the recipes are a part of Korean cuisine and its common ingredients and cooking methods, they are not necessarily staple or representative meals like 비빔밥 *pipimpap* 'mixed rice,' 삼겹살 *samkyepsal* 'grilled pork belly,' or 김치찌개 *kimchi ccikay* 'kimchi stew.' Titles for trending recipes tend to be slightly longer as they include more adjectives and/or utterances, most likely in an attempt to use language that attracts website visitors, thus clicking on it and ensuring a "trending recipe" status through high but steady levels of views, comments, and likes. Recipes for more established dishes do not need such a description, given that the dishes are already well-known by the Korean general public and any exaggerated expression in reference to these dishes might be marked. So *"the golden recipe for spicy stir-fried pork that never fails. I like the spicy taste!"* is fitting for the recipe author sharing a recipe for a popular dish that many visitors are looking to try and make most likely for the first time, while *"Making pipimpap~"* or *"Grilled pork belly with stir-fried mung bean sprout and green onion, more delicious"* is the recipe author's choice in titling a recipe for a common, representative dish that the reader has probably both made and eaten before.

4.1.3 American

The American online recipe title is succinct and to the point. For both trending and common dishes, oftentimes the recipe titles are simply the name of the dish. Some added descriptors include the method or style that the dish is cooked in (*Slow Cooker Barbecue Ribs*), choice adjectives such as "awesome" and "perfect," or "quick" and "easy" to highlight either the delicious flavor or the convenience of the recipe, both of which are common factors in selecting and recreating a recipe. Any further elaboration on the recipe quality or any mention of the recipe author is usually relegated to the brief description written in rather plain language before sharing succinct recipe instructions.

4.1.4 Korean and American

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Korean recipe titles are vastly more dynamic in language use than American recipe titles. With more instances of adjectives, utterances, and novel language concepts to describe food and recipe quality, Korean online recipes tend to offer a bit more insight on the dish, its recipe, and even the author, while American recipe titles are usually concise and to the point with adjectives coming in conservative amounts to describe the flavor or preparation method and quality. Both Korean and American recipes tend to invoke the names of people, such as Korean chef Baek Jung Won or American chef John Mitzewich in their recipes to specify a certain style or technique employed by each chef when making the meal. However, it seems that while Korean online recipes tend to include Chef Baek Jung Won almost exclusively, American recipes utilize all sorts of names ranging from Chef John to Chuck or Grandma to invoke a personable quality in the recipe that makes it seem like it's a recipe made by family just for you.

4.2 Taste Terms

4.2.2 Degrees of Taste

Alongside--or incorporated into--most taste terms in recipes are terms meant to distinguish the degree to which the dish tastes good, or how present certain ingredients or flavors are within the dish as a whole. These instances are more common and quite varied within Korean recipes, but still common within American recipes. Throughout American recipes, common taste terms include delicious, tasty, or good, but it is worth noting that they can be often preceded by terms such as "quiet," "very," or "so," e.g., "quite good," "very good" or "so tasty." It can even be taken further to create descriptors such as *fall-off-the-bone good* (used within the context of ribs).
 If such terms are not used, it is also common for adjectives to jump from moderate to high in terms of describing degrees of taste. This is exemplified by the use of taste terms such as exceptional. This is also present within titles ("Awesome Slow Cooker Pot Roast," "World's Best Lasagna") as a way to describe and highlight the dish and the recipe used to make the dish. Delicious is often left alone, but it is worth noting how saying something is delicious with no added adverbs can already signify a high degree of taste. Within American recipes, very rarely is flavor downplayed. It can be neutral at best and simply be savory or yummy, but it seems that terms like exceptional and the addition of terms like "very," "quiet," and "so" help in describing the high degree of taste.
In Korean recipes, 너무 *nemwu* 'very' and 진짜 *cincca* 'really' serve to raise the degree of taste described in recipes, but 맛있다 *masissta* 'delicious' is the standard, common way of describing a generally delicious dish or flavor.
Alongside neutral or high degrees of flavor described through appropriate terms, Korean online recipes also tend to use infixes to lessen the degree of taste present in the dish. This can be often used for describing specific tastes within the recipe or of a certain ingredient but is also commonly used to describe dishes that are slightly spicy by use of the term 매콤하다 *maykhomhata* 'to be slightly spicy.'. Another popular use of this infix is in 달콤하다 *talkhomhata* 'to be slightly sweet.' There is also the practice of duplication for emphasis, e.g., 칼칼하다 *khalkhalhata* 'to be sharp, spicy."

4.2.3 Terms Within and Outside the Universally Accepted Tastes

Across languages and cultures, the widely accepted five basic tastes are sweet, spicy, bitter, salty, and umami. When describing foods, utilizing these basic flavors can offer a more precise flavor profile that goes beyond the standard "delicious" or "tasty." Within American recipes, using basic flavors when describing foods is not so common aside from using terms like savory. Interestingly, terms that fall outside of the basic five used in order are also used for an accurate description that draws upon expectation and assumption, for example a Salisbury steak that tastes like it took hours to make. It doesn't emphasize savoriness or saltiness, but rather draw upon the flavor of something that was cooked for a long time, ultimately sketching the expectation of richness and a generally delicious, well-made dish while still going outside the convention of "delicious" or "savory." This is present in "fall-off-the-bone good" as well.

In Korean online recipes, universal taste terms are commonly present. Four out of the five (salty, sweet, spicy, and umami) make frequent appearances, and are further specified in degree of saltiness, sweetness, etc. through the use of adverbs and infixes. Alongside the use of universally accepted, basic taste terms, Korean recipes also tend to describe flavor by richness. Two terms that exemplify this are 진하다 *cinhata* 'thick, strong, heavy' and 깊은 맛 *kipun mas* 'deep flavor.' Both describe flavor in terms of richness and is usually used for dishes such as stews and particularly spicy and savory foods.

There is also the presence of taste terms that relate to bodily experiences or emotions. For example, 홀릭되는 *holliktoynun mas* 'tempting taste,' and 개운하다 *kaywunhata* 'to feel refreshed.' It describes nothing specifically about the flavor of the dish, but rather how it makes the eater feel, and can oftentimes be synonymous with "delicious."

4.3 Appearance Terms

4.3.2 The Role of Color

When talking about how the food looks (or is supposed to look), color is often used in both Korean and American recipes as markers of doneness or at least as an indicator of when to continue onto the next step of the recipe. In American recipes, a common example of this is cooking until chicken is no longer pink in the center and when juices run clear. Here, pink signifies incompletion. In these recipes, the color of completion is brown. Cooking until your meat is well-browned, evenly browned, browned on all sides, or golden brown means it has been cooked long enough and is most likely done. Brown also tends to signify doneness in Korean recipes, even the color yellow in specific recipes that include bean sprouts, but pink or any other colors indicating rawness or something that is not yet cooked is rarely mentioned.

4.4 Cutting Terms

More present in Korean recipes are terms that specify the way that meat or vegetables are cut. The terms aren't used exclusively in the context of describing preparation methods but provide a description of how it contributes in terms of flavor. Specifically, specific meats that are cut too thinly are said to upset the overall flavor of the dish, as shown in excerpt (1:)

(1)   스팸은 반드시 얇게 잘라주세요. 두꺼우면 국물 맛이 제대로 안 배고 맛이 따로 놀아요.
"Be sure to cut spam thinly. If it's thick, the soup doesn't taste well."

캔햄은 너무 얇으면 아쉬우니 도톰하게!
"It'd be a shame if the canned ham were thin, so make it thick!"

4.5 Making the Food Pretty

Almost exclusively within Korean recipes is the notion that food be prepared neatly and prettily. Yeyppukey 'prettily, neatly' is a common appearance term used in recipes, and it appears towards the end when the author instructs the reader to plate and serve the dish neatly.

There is also the notion of beauty coming from the various colors of the dish, and even the idea of not having the right amount of variety--whether too little or too much--possibly compromising the beauty of the dish. Excerpt (2) shows how this approached:

(2) 제육볶음에는 야채를 여러가지 넣으면 지저분해 보여서 양파 고추 파 이렇게 간단하게만 넣어주시는게 좋답니다~!!
"For stir-fried spicy pork, it looks messy if you add various kinds of vegetables, so it's good to put in onions, peppers, and green onions~!!"

5. Using Authentic Materials to Teach Korean

Reviewing the analysis of the data collected from these recipes, there is a lot of material that can be worked with and become a valuable resource for classroom use. Alongside vocabulary, examples of the "Korean" way of discussing food can be taken from the recipes to provide something above simple vocabulary and grammar. Through these recipes, we see what is emphasized, what is not, and what is valued about food in a manner that best subscribes to Korean norms, both societal and cultural. It might be difficult to introduce and explain how food looking good can be just as important as tasting good, or the Korean taste terms that are rich in describing texture, flavor, and preparation method unless it is exemplified through discourse. In providing this unregulated, authentic language use there is a sense of legitimacy. This is how those born and raised in Korea and well-socialized into the culture discuss food, and so there is the added layer of not just being grammatically correct, but culturally competent.
There is more than enough benefit to outweigh any possible complications when it comes to using authentic materials, such as what was analyzed today, in the classroom for better understanding of the Korean language. Alongside the legitimacy of the material, it offers accurate language replete with subtle but noticeable language use that better fits the genre of food discussion in Korean. This might help with achieving "native-like" fluency that might be hard to capture within manufactured examples and conversations. Of course, these slightly awkward albeit correct textbook readings might forgo authenticity in order to really emphasize

certain grammar points and construction and focus more on the teaching of correct grammatical use before looking into how "authentic" it sounds (Gilmore 2004). The aim might seem considerate; focusing on establishing a certain level of comprehension and literacy before moving onto using authentic materials if the teacher chooses, but it might serve students better to work with authentic materials more often.

In using these materials, not only is there introduction to material that is presented in a way that textbooks might have a hard time exemplifying, but in their use, there is an opportunity to critically engage with the material in figuring out their meaning(s) and use within context (Strauss and Eun to appear). In working with the material, students parse grammaticality and the sociocultural implications of such language use. Aside from being grammatically correct, it can provide insight on how to be correct both technically and socially. Different areas of language and language use come into play within the teaching of authentic materials, providing a richer learning experience if used correctly.

6. Conclusion

In exploring the genre of online food recipes, a rich source of food discourse was found through the discussion and description of popular and common foods on commonly visited recipe websites of their respective country. Alongside food descriptions, we analyzed the choices that the recipe authors make in discussing the food. This includes their way of establishing a connection to the reader, seeming personable, or adding a sense of personality or authority to the dish akin to how a close friend or relative would. While arguably a bit distant from food or recipes, it still holds its own suggestions on not just how food is talked about, but how we talk to each other about it. Exploring this rich concept, we also looked into the benefit of using authentic materials, whether it be online recipes or not, in the classroom and their possible added benefit to the Korean language learning experience.

Through the analysis of about 60 recipes total, we have gotten a closer look at how food is described and how the food preparation process is viewed in both Korea and America. Looking at both popular dishes and common cuisine, their recipes demonstrated different perspectives and values concerning food. Concepts such as visuals, efficiency, variety, and harmony on the plate, as well as giving an accurate flavor profile of the food were prevalent throughout numerous recipes and showed what the importance and value, or lack thereof, of these concepts in preparing food. As language and language teaching continues to evolve, it is key to acknowledge that further analysis and discussion is a must. Not only within the genre of food discussion, but within the discussion of how to implicate authentic materials in the classroom learning experience. This can make for better understanding of subtle but significant language use in discussing something as universal, yet personal, as food.

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