

## **A Study on the Textbook Designed to Teach Korean as a Foreign Language**

**Sun-Min Lee**  
*Namseoul University*

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It is the reality of Korean language education that the development of teaching materials for Korean language for academic purposes are not so brisk, compared to that of the materials for general purpose, as the education of Korean language as a foreign language has just begun to proceed. The focuses of this study are to survey the brief history of teaching Korean as a foreign language and the development of the textbooks to teach KFL, and to compare the textbooks designed to teach English as a Foreign Language(EFL) and Korean as a Foreign Language(KFL) in order to find more desirable ways to develop the academic area of teaching Korean as a foreign language. Therefore, this study aims to suggest a more desirable way for the development of teaching materials for KFL for academic purpose, by comparing the composition of a Korean language textbook for academic purposes with the composition of an EFL textbook that has already achieved excellent outcomes.

**Key Words:** foreign language, textbooks, Korean as a foreign language, English as a foreign language

### **1 Introduction**

It is the reality of Korean language education that the development of teaching materials of Korean for academic purposes are not so brisk, compared to that of the materials for general purposes, as the education of Korean as a foreign language has just begun to proceed<sup>1</sup>. Therefore, this

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1 Even if many kinds of textbooks for academic goal were not published, the academic interest over the Korean language education for academic purpose is ever increasing. The followings are the recent theses on Korean language education for academic purpose, related to the 4 language skills.

Yoon, S-A. (2008). *Study on the analysis of needs for listening and speaking for academic purpose: targeting at foreign students and Korean language teachers.*

Lee, E-J. (2008). *Analysis of the type of reading activities, in advanced Korean textbooks: focused on the reading activities for academic purpose.*

study aims to suggest a more desirable way for development of teaching materials for KFL(Korean as a Foreign Language) for academic purposes, by comparing the composition of Korean textbook for academic purpose with the composition of an EFL(English as a Foreign Language) textbook for academic purpose that has already achieved excellent outcomes.

The textbook series of 『College Korean for foreign students』 by Ewha Womans University Language Center, is distinguished as they have drawn a line between the colloquial language literacy and written language literacy, classifying language skills only into the two section namely 'Speaking and Listening' and 'Reading and Writing'. This series of books is considered to be more efficient and effective than other textbooks where the four language skills are divided individually or combined together because the learners who are weak in colloquial language literacy can select one of the textbook for 'Speaking and Listening' and the learners who are weak in written language literacy can select one of the textbook for 'Reading and Writing'.

Regarding English textbooks, the series of 『Northstar』, ESL textbooks for academic goal(divided by 'Listening and Speaking' and 'Reading and Writing'), was noticed to have the same way of classification. Thus, the researcher intends to analyze the strong points and weak points of the textbook series of 『College Korean for foreign students』 by Ewha Womans University, comparing its composition with that of 『Northstar』 textbook series. The 『Northstar』 series offers book 1 to book 5 and the series of 『College Korean for foreign students』 offers book 1 to book 2. So the book 3 of 『Northstar』 and book 2 of 『College Korean for foreign students』 which both fall under the category of intermediate level, were selected to be compared. The reason why book 2 of 『College Korean for foreign students』 was selected out of book 1 and book 2, is that the researcher considered the first book of series is normally less definite in terms of systematic regularity and unity. Consequently, 4 books, 『Northstar: Listening and Speaking 3』, 『Northstar: Reading and Writing 3』,

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- Park, S-A. (2009). *Research on the training of Korean writing for academic purpose.*
- Sohn, J-R. (2009). *The Effect of Training Note-taking Strategies on Lecture Comprehension for Learners of Korean for Academic Purposes.*
- Oh, Y-J. (2009). *Effects of a Genre-based Instruction on Chinese KAP Learners' Writing in Korean.*
- Chung, H-Y. (2009). *A Study on the development of listening textbook for academic purpose learners: focusing on the strategy of writing down the lectures.*
- Park, G-J. (2010). *A Study on Class Speaking Assessment Method for Korean Learners for Academic purpose.*
- Lee, B. (2011). *A study on korean language of listening textbook content selection for the Chinese academic purposes learners.*
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『College Korean for foreign students 2-Speaking and Listening-』 and 『College Korean for foreign students 2-Reading and Writing-』 are compared in this article.

### **2 Theoretical Background**

#### **2.1 The role of textbook in the foreign language education**

The role of the textbook is considered to be really important in an educational situation. In order to make a textbook be in line with the learner's quality and objective, it is necessary to accurately define the role of a textbook also in the situation of foreign language education. To compare and analyze the textbook of KFL and EFL, the researcher decided to adopt the textbook theory in the English education field as a theoretical basis, because the research history of English as a foreign language is comparatively longer than others.

According to the theory of Tom Hutchinson & Eunice Torres (1994) regarding the role of ESL(English as a foreign language) textbook, the role of the textbook comes as follows.

First, a textbook provides the basis of a dialogue. The most salient tendency, developed recently in the situation of English education, is that learner-centric education through dialogue is being supported. Under this circumstance of new trend, peoples tend to perceive that the textbook disrupts dialogues. But not only does the textbook provide the most concrete subject of debate in an educational situation, it also provides a structure to control the classroom instruction, a social interaction and it arranges the basis of a dialogue among participants.

Second, a textbook provides a flexible outline of learning process. English education pursues to develop the creativity of the teacher and learners as much as possible and the creativity can be most effectively developed through a structural outline. In this respect, a textbook is regarded to be a flexible outline which develops the creativity of all the learners, participating in the learning process.

Third, a textbook is an object that can be debated clearly and freely. As a textbook provides a clear object to study in a learning process, it can expedite a dialogue process that is free and definite.

Fourth, a textbook is encouraging the teachers' advance. Highly structuralized textbook are easily considered to deprive teachers of the opportunity to develop teaching skill but a textbook of good quality can help the teachers in saving their time and ardor to develop their own textbooks and as a result, make teachers be able to cope with new trends in English education or to invest more time in developing themselves.

Fifth, realistic negotiation becomes possible through the textbook. The importance of a textbook is apt to be downgraded in that a textbook cannot

accommodate all the learners' needs but, if the learners' preference, interest and requirement are reflected, to maximum extent, in the selection of textbook's contents, a textbook can play the definite and real role, satisfying the learners' demand. According to Chang(1995), the role of English textbook is defined to be the implementation of an educational course, the promoter of interactive class and a medium of change. Above all, the textbook of English is a physical object that presents the true nature of educational course. We can say the textbook of English is an entity that implements the ideals of the educational course, for the textbook is influencing the real educational course in a classroom and it can analyze, assess and amend the real educational course. Also in a model of the interactive classroom, teachers assess the textbook as something that assists teachers in leading their classes, making teaching course easier, better organized and more convenient. The textbook plays the role of energizer for dynamic class development, instilling confidence and stability into all the class participants. In the last place, the English textbook can be defined as a medium which conveys the impact of changes most concretely and clearly in the overall context of education. If any educational change marches with no textbook, all the persons, relevant to an educational course, might feel an air of anxiety, for they cannot see the process of change and imagine the future paradigm. Only the textbook is to make all the participants understand the change and to provide an organizational level and the confidence which are necessary to cope with the changes. The role of the textbook that is defined as the implementation of an educational course, the promoter of interactive class and a medium of change. is so important that no other educational element can be substituted for it. Hence, the textbook research occupies an essential position in the education field, especially in the field of English education.

## **2.2 The development of textbook analysis theories**

In this section, the brief historical survey of the development of textbook analysis theories will be discussed in order to establish the theoretical foundation for analyzing the textbooks designed to teach EFL and KFL. In 1970s the scholars such as A. Daoud & M. Murcia(1979), C.A. Tucker(1978), M.N. Bruder(1978), H.H. Cowles(1976) and E.W. Stevick(1972), introduced the theory of English textbook analysis for the first time, and analysis standards were established in detail and the results of analysis were shown in objective form of numeric or rating. We notice that the subjective evaluation by the evaluator was requested in 1980s, by the scholars like L.E. Sheldon(1988), J. Dougill, A. Cuunningsworth(1984) and W. Rivers(1981), the upper categories of analysis standards were established to organize comprehensively the detailed items of analysis standards in 1980s. Besides more comprehensive parent category like Macro-evaluation/Micro-evaluation of J. MacDough & C. Shaw(1993) was emphasized in 1990s. We

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need to analyze the existing English textbook in order to develop an English textbook which fits for Korean circumstances of English education. And, as regards the establishment of analysis standards, the changing phase of analysis theory by the times implies that we should not turn to simple experience or vague intuition with no theoretical basis but establish the analysis standards upon carrying out a thorough theoretical analysis and study. Also it is essential prerequisite of the construction of theoretical basis to understand exhaustively the detailed features of each analysis theory in foreign countries and the overall transition process to date. It was made public that the setting and scope of English textbook analysis standards are to be decided depending on the subjective views of the related scholar, upon studying the theory of English textbook analysis that began to develop from 1970s. When we consider the issue of textbook development for KFL(Korean as a foreign language) and English, based on such facts, mentioned above, we come to recognize that we should not introduce a foreign theory without any modification, but arrange our own standards for the current textbooks, upon consider a foreign theory's connectivity with our curriculum, the requirements of learners and our unique cultural background all together. Hence, the researcher views that the urgent problem with our foreign language education is to set the direction for which our production of a foreign language textbook moves forward, based on such a recognition as seen in the preceding paragraph.

### 3 Research Methodology

For the research purposes, the researcher adopted the textbook 『Northstar』 for EFL and 『College Korean for foreign students』 for KFL. The textbook series of 『Northstar』, ESL textbooks for academic goal(divided by ‘Listening and Speaking’ and ‘Reading and Writing’), was noticed to have the same way of classification. Thus, the researcher intends to analyze the strong points and weak points of the textbook series of 『College Korean for foreign students』 by Ewha Womans University, comparing its composition with that of 『Northstar』 series. The 『Northstar』 series was published from book 1 to book 5 and the series of 『College Korean for foreign students』 was published from book 1 to book 2. So the book 3 of 『Northstar』 and book 2 of 『College Korean for foreign students』 that fall under the category of intermediate level, were selected to be compared. The reason why the book 2 of 『College Korean for foreign students』 was selected instead of book 1 is that the researcher considered the first book of a series is normally less definite in terms of the systematic regularity and unity. Consequently, the 4 books of 『Northstar: Listening and Speaking 3』, 『Northstar: Reading and Writing 3』, 『College Korean for foreign students 2-Speaking and Listening-』 and 『College Korean for foreign students 2-Reading and Writing-』 are this

article's subject.

In order to have the respective book's unit of similar subject matter be compared, 'unit 5. Culture and Commerce' of 『Northstar: Listening and Speaking 3』 (:will be abbreviated to 『Northstar: L&S 3』 hereinafter) and 'unit 5, Region and Culture' of 『College Korean for foreign students 2-Speaking and Listening-』 (:will be abbreviated to 『College Korean: S&L 2』 hereinafter) were selected. As well, in order to have the respective book's unit of most similar subject be compared, 'unit 9. Is Our Climate Changing?' of 『Northstar: Reading and Writing 3』 (:will be abbreviated to 『Northstar: R&W 3』 hereinafter) and 'unit 8, Environment and Human' of 『College Korean for foreign students 2-Reading and Writing』 (:will be abbreviated to 『College Korean: R&W 2』 hereinafter) were selected.

## 4 Results and Discussions

### 4.1 Listening & speaking parts

First, the two books which cover the function of listening and speaking, were chosen to be compared. In order to have the respective book's unit of similar subject matter be compared, 'unit 5. Culture and Commerce' of 『Northstar: Listening and Speaking 3』 (:will be abbreviated to 『Northstar: L&S 3』 hereinafter) and 'unit 5. Region and Culture' of 『College Korean for foreign students』 (:will be abbreviated to 『College Korean: L&S 2』 hereinafter) were selected.

**Table 1. The Unit Composition of 『Northstar: L&S 3』**

focus on the topic	Predict share information	-
	Background and vocabulary	-
focus on listening	listening one	listen for main ideas
		listen for detail
		make inferences
		express opinions
	listening two	
	integrate listening one and two	Step 1: organize Step 2: synthesize
focus on speaking	vocabulary	review
		expand
		create
	grammar	-
	speaking	pronunciation
		function
production		
	alternative speaking topics	
research topics		-

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**Table 2. The Unit Composition of 『College Korean: S&L 2』**

<b>Speaking</b>	preliminary arrangements	Making a trial of thinking
		Vocabulary and expression drill
	announcing/debating	-
	completion	expansion of thinking
<b>Listening</b>		reviewing check
	preliminary arrangements	Making a trial of thinking
		Vocabulary and expression drill
	listening	-
		expansion of thinking
	completion	expansion of vocabulary power
	reviewing check	

As seen in Table 1, 『Northstar: L&S 3』 has adopted the composition that gets the learners to foresee the theme of unit(with the subunit of ‘predict’), to share the information(with the subunit of ‘share information’) and to study the relevant vocabulary, reading the background story(with the subunit of ‘background and vocabulary’), through the strap line of ‘focus on the topic’ before they enter into the main step of listening and speaking.

In the part, ‘focus on the topic’ of unit 5, the learners are requested to talk about what they have thought, upon seeing such data of color photo and then, discuss what they have conjectured about contents of a unit, upon seeing the title of a unit(a sort of bottom up approach). Also that part induces learners to participate in the activities of vocabulary learning through a background text with photographic materials and in small group discussions as well.

Now the corresponding part of 『College Korean: S&L 2』 is to be observed. We can notice that the parts of “Speaking - preliminary arrangements - Making a trial of thinking, Vocabulary and expression drill, Preparation of announcing/debating” and “Listening - preliminary arrangements - Making a trial of thinking, Vocabulary and expression drill” are corresponding to that of 『Northstar: L&S 3』. The preparatory step of 『College Korean: S&L 2』 looks different from the integrated one of 『Northstar: L&S 3』 in that the book of 『College Korean: S & L 2』 has two separate preparatory step for the respective part of Speaking and Listening. Looking at unit 5 in both textbooks is noticed to show 24 words and 12 words respectively in a preparatory stage of speaking although it is

just a preparatory step before the full scale step of speaking or listening and other units have the same composition as unit 5. The intention of the book 『College Korean: S&L 2』 seems to be more motivating in that it did not confine the subject matter to ‘Thailand’ as 『Northstar: L&S 3』 and it tried to set the preparatory step with wide range of vocabulary. On the other hand a great deal of pressure might be imposed on learners as it compels the learners to learn too many words from the beginning of a unit. While the questions in 『Northstar: L&S 3』 start from side issue like the photo of Thailand tribal culture and progresses to the unit’s overall theme, using the bottom up approach, we can see that the book of 『College Korean : S&L 2』 is using the top down approach that starts from such a wide range of vocabulary(symbols representing Korea and the list of animal and bugs) as to be related to the unit theme and comes down to one theme of main text. By the way, the researcher considers that the bottom up approach may give less psychological pressure than the top down approach, to the foreign learners whose background knowledge is saliently short, compared to the native speakers.

As well, had at least 2 or 3 photos of the words been presented together, the interest induction and lexical inference of learners would have been promoted. Even if it is for the textbook for academic purpose, the data of photos and pictures are still necessary and the monochrome tone should be sublated. If a textbook doesn't contain a suitable amount of photo picture data and its hue is monochrome like 『College Korean 2』, the textbook would fail to enhance the learner's understanding and the learning performance.

The listening part of 『College Korean: S&L 2』 is originally positioned after the speaking part in the book, but, in this manuscript, the researcher wish to look at the listening part of 『College Korean』 to compare with the listening part of 『Northstar』<sup>2</sup>. What is noticeable with

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<sup>2</sup> While the ‘listening’ part precedes the ‘speaking’ part in the book of 『Northstar: L&S 3』, the ‘speaking’ part precedes the ‘listening’ part in 『College Korean: S&L 2』 and the researcher considers that structure of 『College Korean』 needs to be reformed. Abrams(1986) maintained that it is important to teach, first, the students to understand the spoken language in order to achieve the purpose of communication, because smooth communication is impossible unless one understand other's speech. Also, in terms of the general order of the language acquisition process, the receptive skills of listening and reading should precede the expressive skills of speaking and writing. In this respect, the researcher considers the title of 『College Korean: S&L 2』 should be changed to 『College Korean: S&L 2』 and the listening part should precede the speaking part in this book's order of placement as 『College Korean: S&L 2』, the other book in the same series, has placed the expressive skill of writing after the receptive skill of reading. Thus, the placement order of that book comes to correspond with the order of language acquisition and the unity of this series of 『College Korean』 is considered to be established.



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『Northstar: L&S 3』 is that it shows a sort of academic learning strategies by which the learners integrate the material of listening 1 and the material of listening 2 after understanding the content of both individually. Currently, the listening sector of most of Korean language textbooks is comprised of the script part to which learners are to listen and the part where learners finish the listening activities, answering to the questions, related to the contents of the script.

On the other hand, 『Northstar: L&S 3』 is causing learners to organize through tabulating what they have heard from the listening materials and to express it upon synthesizing in the parts of 'integrate listening one and two', thus that book is inducing learners to make use of the perception function and speaking skill in the step after the listening activity. The difference between the two books is that one checks the result of listening in such a way as to make learners answer to the given questions passively and the other checks positively, getting learners to fill in the chart regarding the two texts for comparison and express the contents, upon synthesizing. The researcher considers that the positive method of checking should be more useful for achieving learning effect, keeping memory longer and magnifying the inferencing ability and this point should feed into the compilation of the Korean language textbooks for academic purpose.

Also, some tips on the listening function or the speaking function for academic purpose are arranged in every unit in 『College Korean: S&L 2』 (the part of 'Speaking - preliminary arrangements - preparation of announcing/debating' in above Table 2 is also the tip). This fact of academic tips with 『College Korean: S&L 2』 seems to be a remarkable one that is consistent with the original purpose, but it is rather a flaw that the contents of them are appropriate to the level of native speaker instead of level of the foreigner speaker. It is suggested the level of grammar and vocabulary should be brought down, considering the learn ability.

Looking into the overall composition of the listening part, it is seen that the textbooks of 『Northstar: L&S 3』 has placed 'predict' and 'share information' in the previous phase of listening, disposed 'listen for main ideas', 'listen for details', 'make inferences' and 'express opinions' in the listening phase and added the subunit of 'integrate listening 1 and 2' to the next phase, as seen in Table 1 and Table 2, thus it forms a series of systematic processes. So the textbook 『Northstar: L&S 3』 can be judged to be a book, aiming at the process centric listening learning. On the contrary, 『College Korean: S&L 2』 is judged to aim at the result centric listening learning, focusing on the check of the listening result, as we notice that the book gives more weight to the step after the listening than the listening step or the step before the listening, placing 'expansion of thinking', 'expansion of vocabulary power' and 'reviewing check' in the completion step, next to the listening step. Though, it is admitted that the number and quantity of subunit needs to be improved, the followings are regarded to be more

important. In terms of principles, 'process-based instruction'<sup>3</sup> made an appearance to surmount the limitation of 'result-based instruction', hence we should apply the model of 'process-centric listening learning' in order to provide the learners of academic purpose as well as general purpose the opportunity to use more diversified learning strategy.

The 'speaking' part of the two textbooks is to be compared here. The part of grammar explanation as to 'if' clause and the part of pronunciation explanation as to the ing of 'o' which were situated in the place, previous to the part of regular activity of speaking at unit 5 of 『Northstar: L&S 3』. Besides what are shown here, a good deal of space with tables was devoted to make detailed description. Also, from Table 1, we can notice that this book is suggesting various activities as the previous step to the speaking, arranging 'review', 'expand' and 'create' under the subunit of 'vocabulary'.

As to a function of 'making suggestions', the unit 5 of 『Northstar: L&S 3』 is showing a relatively detailed explanation, presenting many example sentences and the classification of strong suggestions and weak suggestions. On the other hand, the unit 5 of 『College Korean: S&L 2』 is using a simple method by which 'the various expressions on the structure and order of announcement' were enumerated together with a sample sentence. Though the contents of 『College Korean: S&L 2』 fit more for the academic purpose, it is recommended that the book of 『College Korean』 should add such expatiation as that of 『Northstar: L&S 3』 for the learners' thorough understanding, far from blind memorization.

As for the speaking parts in the two books, the clear distinction is that 『Northstar: L&S 3』 has suggested a sort of group speaking activity in which a teacher is to distribute three kinds of idea and discussion resources about one subject to the three groups and to have the groups present the result, but 『College Korean: S&L 2』 has suggested an activity in which a learner is asked to make an outline of a presentation, upon being given presentation data. But the case of 'College Korean' doesn't seem to be appropriate in that the activity seems to require more writing skill than speaking skill(it is more so because about half of presentation outline is already completed and the learner is just to fill in the blank). It seems to be another problem that the speaking activity in 'College Korean' is just a drawing up of summary and no more, for it has no such next steps to the

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<sup>3</sup>Process-based instruction has the component of 'cooperative learning and teaching' and that component can be discovered in many subunits of 『Northstar: L&S 3』 (to predict in groups, to share information, to make announcement, etc.). But 『Northstar: L&S 3』 allotted so much space for the parts of vocabulary, grammar and pronunciation that the original purpose of cultivating speaking skills for academic purpose seems to be hindered. Due to this, it is considered that 『College Korean 2-S & L -』 seems to fit for the academic purpose more, for it arranged the learners to directly enter the speaking step, just after the vocabulary training.

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speaking as actual presentation or making a synopsis of presentation. A communications exercise, that is, a true speaking and listening in a class is possible through methods that are based on 'challenge centric instruction' and by which the learners of group size are asked to produce a solution to some challenge that is given together with the debating data. The researcher considers this point should be observed as a principle of text composition by Korean speaking textbook in the future.

### 4.2 Reading & writing parts

In this unit, the two textbooks are to be compared, focusing on how the two books deal with the literary function of reading and writing skill. As well, in order to have the respective book's unit of most similar subject be compared, 'unit 9. Is Our Climate Changing?' of 『Northstar: Reading and Writing 3』 (:will be abbreviated to 『Northstar: R&W 3』 hereinafter) and 'unit 8, Environment and Human' of 『College Korean for foreign students2-Reading and Writing-』 (:will be abbreviated to 『College Korean: R&W 2』 hereinafter) were selected.

**Table 3. The Unit Composition of 『 Northstar: R&W 3』**

	predict	
<b>focus on the topic</b>	share information	
	background and vocabulary	
<b>focus on reading</b>	reading one	read for main ideas
		read for details
	reading two	make inferences
		express opinions
		integrate reading one and two
<b>focus on writing</b>	vocabulary	step 1: organize
		step 2: synthesize
	grammar	review
		expand
		create
<b>focus on writing</b>	writing	-
		prepare to write
	alternative writing topics	write
		revise
<b>research topics</b>	edit	
	-	

**Table 4. The Unit Composition of 『College Korean: R&W 2』**

	preliminary arrangements	Making a trial of thinking Vocabulary and expression drill
<b>Reading</b>	reading	expansion of thinking
	completion	solidification of vocabulary and grammar
		review
		to speak upon reading
	preliminary arrangements	Making a trial of thinking Vocabulary and expression drill preparation of writing
<b>Writing</b>	writing	
	sample of writing	
	completion	free writing solidification of vocabulary and grammar
		review

Like 『Northstar: L&S 3』, 『Northstar: R&W 3』 has also adopted a format that gets the learners to foresee the theme of unit (with the subunit of ‘predict’), to share the information (with the subunit of ‘share information’) and to study the relevant vocabulary, reading the background story, (with the subunit of ‘background and vocabulary’) through the strapline of ‘focus on the topic’ before they enter into the main step of listening and speaking.

Now the corresponding part of 『College Korean: R&W 2』 is also to be observed. As seen in Table 4, the parts of ‘Reading - preliminary arrangement - making a trial of thinking, vocabulary and expression drill’ and ‘Writing - preliminary arrangement - to speak upon reading, making a trial of thinking, making a trial of thinking, vocabulary and expression drill, preparation of writing’ are regarded as the corresponding part. Like 『Northstar: L&S 3』, 『Northstar: R&W 3』 also disposed a subunit where learners are required to integrate two text materials, using academic learning strategies, upon understanding the two materials individually. The explanatory remarks as for this subunit will be skipped, for it is almost the same as that of the listening part, previously introduced.

『College Korean: R&W 2』 is giving weight to enhancement of grammar literacy, presenting such a grammatical expression and several relevant collocations in the completion part of ‘Reading’ and ‘Writing’. This might cause the amount of learning to be increased to some extent, but the increase of learning amount seems to be prerequisite for the textbook for academic purpose. However, the level of explanation on grammar in this

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book seems more appropriate for native speakers instead of intermediate level of second language students like the handy tip on listening strategy we have seen in the fore part of this article. Hence, this could be pointed out to be a flaw that impoverishes the learn ability and the difficult part should be replaced with easier expressions.

The part of writing is to be examined finally. As we have already noticed the difference between the two series through the parts of 'listening', 'speaking' and 'reading' in the fore part and the composing style of the two series with the writing part is very similar to the style of the 3 parts, there seems to be no new fact to be mentioned, especially with the writing part. But it was brought to the researcher's notice that the part to show the writing samples and the detailed explanation of the way how to write for academic purpose, has taken more space than the part to be filled with the learner's writing. Accordingly, it is worried that, if learners read a large quantity of reading material presented in this textbook, the learners might enhance the reading ability instead of the writing ability. In order to construct a real writing activity, it is recommended that a textbook should allocate enough space to the part that is to be filled with learner's writing and a textbook should induce learners to review what he has written up.

### 5 Conclusion

It is confirmed through this survey that the education of English as a foreign language is occupying a leading position also in the section of textbook development because the education of English as a foreign and second language has a longer history and progress of developing than the education of Korean as a foreign language. Accordingly, the researcher wishes that, in the future, textbooks of excellent composition would be developed in the field of Korean education for academic purpose, based on theory about textbook development and the theoretical analysis which have progressed in the field of English as a second language.

As for the results of this research, the weak points of the textbook for KFL based on the comparative results of the textbooks for EFL can be summarized as follow so that the textbooks for KFL will be able to find more desirable ways to develop the textbooks.

#### 1) Listening part

- the data of pictures and photos are monotonous tone
- listening part is positioned after the speaking part, which is not accorded with the acquisition process of human language
- listening activities composed with just the script part and answer part, so speaking activities need to be diversified
- the listening instruction process is result-based, so it

needs to follow the systematic process focusing on the process-based instruction

2) Speaking part

- speaking strategies are simple rather than diversified, the strategies contain just the expressions and structures, etc.
- speaking activities require more writing skills than speaking skills
- speaking activities tend to be more passive, so they need to be based on the challenge-centric instruction

3) Reading & Writing part

- the preparatory step for the reading needs to include more data of picture and photos
- the reading activities tend to give weight enhancement of grammar literacy, presenting such a grammatical expressions and several relevant collocation
- the writing part needs to show more writing samples and detailed explanation of how to write for the academic purpose

The academic fields for teaching English as a foreign language and Korean as a foreign language can share much in common for academic research areas. So the comparative study on the textbooks for EFL and KFL can have many beneficial results to find out more desirable way to develop the textbooks in both areas. This kind of research can give some guidelines for developing more desirable textbooks and teaching materials in teaching Korean as a foreign language.

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Sun-Min, Lee  
General Education Dept.  
Namseoul Institute of International Culture & Exchange  
Namseoul University  
91 Daehak-ro, Seonghwan-eup, Cheonan-city,  
Choongnam, KOREA 330-707  
Tel: 82-41-580-3020/2701  
Fax: 82-41-580-2789  
E-mail: leesm@nsu.ac.kr, sd1619@naver.com

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