Modelling of Teaching Korean as a Second Foreign Language in Higher Education using CLIL (An Example of Educational Program Disciplines)

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Abstract

The need to address the problem of the sociocultural and national-cultural component in the content is caused by the new goal of teaching a foreign language understood as developing students' ability of intercultural communication. The problem of creating an image of Korea as a native Korean speaker's country, as well as that of Kazakhstan, has a political sound. In this study, the authors defined the strategic goal of the designed model as well as its tactical goal and determined the criteria and indicators of subject foreign language competence. The cultural component, which is one of the basic strategies of CLIL, was studied. The authors dwelt upon the term linguistic and cultural studies as an aspect of the methodology of teaching foreign languages, which uses methods of familiarizing language learners with the culture which is new for them. Korean textbooks for university students that are used for teaching Korean were analyzed. With their help, the students develop their professional, communicative competence.

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1. Introduction

In modern society, integration and globalization trends that cause changes in the education systems of various countries, including the Republic of Kazakhstan, are getting more and more significant (Ennser-Kananen et al., 2017). According to the Strategy of Kazakhstan-2050 (2012) and State program for the development of education and science of the Republic of Kazakhstan for 2016-2019 (2016), one of the priority tasks in the field of vocational education is the internationalization of Kazakhstani higher education. At the same time, the State program for developing and functioning of languages in the Republic of Kazakhstan (2019) finds the solution to this problem in developing academic mobility, implementing educational programs in foreign languages (English, Turkish, German, Korean, and Chinese), and supporting projects which would update teaching of foreign languages at Kazakhstani universities.

However, practice shows that in many cases in Kazakhstani universities, a foreign language as an academic subject continues to be isolated from the subjects of a non-linguistic section. Nevertheless, among students, there is a great need for the knowledge of foreign languages, which is caused, first of all, by the integration of Kazakhstani higher education in the world educational space. In this regard, the appeal to bilingual training becomes relevant, which is implemented in different countries according to different models. In Kazakhstani educational space, bilingual education is most widespread, involving the interconnected use of two languages (native and non-native) in the educational process. Teaching subject knowledge in a foreign language is becoming increasingly relevant in Kazakhstani universities, where a foreign language is used as a means of mastering certain subject knowledge by students.

One of the effective approaches to teaching students' subject knowledge in a foreign language in Europe is the so-called CLI (Content and Language Integrating) subject-language approach. It is based on the idea of integrating subject and language education in the process of vocational training in higher education and is recommended by the European Commission. It provides students with the opportunity to study subjects and a foreign language at the same time. Also, studying a foreign language does not require additional hours in the curriculum, which contributes to the intensification of vocational training at the university. Therefore, there is an objective need to apply foreign experience in teaching subject knowledge in a foreign language in Kazakhstani universities on the basis of the integrated subject-language approach. Our research is done on the basis of using CLIL in teaching Korean as a second foreign language in higher education.

2. Theoretical Framework

CLIL as an integrated study of subject content and a language is an approach to teaching, concentrated in two directions: using the target language for studying and teaching subject content and using a foreign language at the same time (Coyle et al., 2018). The implementation of CLIL requires constructing a certain educational system aimed at creating a student's motivational and personal sphere and mastering relevant knowledge and skills in the field of applying, in our case, the Korean language in the process of studying the educational program's subjects. The basis for building such a system is a methodological design aimed at creating organizational learning processes. Thus, the model of using CLIL in teaching Korean as a second foreign language at a university was designed, theoretically substantiated, and experimentally tested (on the example of subjects for educational programs (5B011900) (6B01703) Foreign Language: Two Foreign Languages). As the methodological basis of the projected teaching model in Korean, an integrated subject-language approach in teaching and its principles, a competency-based approach, Vygotsky's (1999) provisions of the relationship between thinking and speech in a second language, Cummins' (2000) "Language, Power and Pedagogy: Bilingual Children in the Crossfire", and Bloom's (1956) taxonomy were chosen.

The concept of a student's subject foreign language competence is an integrative characteristic of a person, which includes students' ability and willingness to use a foreign language (Korean) for educational and cognitive activities in the subject area. In determining the structure of cognitive/ academic language competence (ALC), Coyle,

Hood, and Marsh (2018) defined the structure of ALC as a combination of three components – cognitive, academic, and language. After modifying the ALC structure (Coyle et al., 2018), the content of cognitive, academic, and language components were determined. For comparison, the structure of classical foreign-language communicative competence (FLCC) is considered as the student's ability and willingness to carry out foreign-language interpersonal and intercultural communication based on "the possession of linguistic, speech, sociocultural knowledge, skills, and abilities that allow communicatively acceptable and appropriate to vary their speech behavior" depending on various factors (Kunanbaeva, 2015, p. 98). This FLCC model consists of linguistic, speech, and sociocultural sub-competencies.

The integrative concept of competency is detailed by components – the hallmarks of its manifestation in the form of results manifested in the learner's actions. In this case, the final learning outcomes should be described by three mandatory components of competencies: knowledge (to know, to understand), activity (to be able to do something based on the knowledge), and value (to be able to use) (Ghadiri et al., 2015; Kunanbaeva, 2015). Students' individual correlation of these criteria and indicators allowed us to compile a list of levels of subject foreign language competence (SFLC) and determine their content. The level of the subject foreign language communicative competence is a degree of development of its individual components: cognitive competence, language competence, and academic competence. The process of mastering competence that is directed to deepening it is described in Bloom's (1956) taxonomy and can be explained in words: to know, to be able to do, and to possess skills. The triad of knowledge, habits, and skills is a logical transition of the educational model to the practical orientation of modern learning, strengthening its activity component and describing possessions (instead of separate habits) as valuable personality traits. The component composition of SFLC and its parameters (knowledge, habits, and skills) are considered as the expected results that can be measured at the end of the educational process.

The effectiveness and efficiency of work on developing SFLC of a potential specialist are determined by the level of these components' formation. The level of competency is a characteristic that varies over time, as the components are being mastered gradually. The introduction of the competency levels is necessary for ranking the depth of its formation. Ample opportunities for modernizing the process of foreign language training and designing levels of foreign language competence are opened up within the framework of application of the Europe Council document "Common European competencies in foreign language skills: study, training, assessment" (Kunanbaeva, 2015). The document has been introduced in European countries since 1998 and is a flexible tool that provides teachers with a diverse arsenal of linguistic didactic tools and a system for assessing students' foreign language competence depending on the level of foreign language skills that they have actually achieved.

Foreign language teaching methodologists (Bim, 2016; Lapidus, 2016; Minyar-Beloruchev, 2009; Rogova, 2014; Scalkin, 2014; Sharifian, 2015) identify five components in the content of learning a foreign language: 1) knowledge component, 2) skills component, 3) linguistic component, 4) extra-linguistic component, and 5) methodological component. Most widely, the concept of linguistic material is presented by Minyar-Beloruchev (2009), which includes knowledge, lexical background, national culture, and national realities. The content of teaching a foreign language should take into account social experience (Saphonova, 2016) in which methodologists highlight knowledge about nature, society, thinking, ways and methods of activity, skills and abilities to carry out activities, fundamentals of search activity for solving emerging problems, and a system of emotional, volitional, moral, and aesthetic education. It is also important to carry out search activities on material reflecting Korean culture, and it is advisable to envisage mastering the necessary paralinguistic means.

However, the term linguistic and cultural studies, designated as an aspect of the methodology of teaching foreign languages which uses methods of familiarizing language learners with the culture new for them, does not reflect the whole complex of knowledge, skills, and abilities associated with foreign language culture (Passov, 2015). There is some

uncertainty about what should be included in the Korean language teaching material and how legitimate the further use of the term linguistic and cultural studies is (Saphonova, 2011b). Therefore, if the term linguistic culture is legitimated as a language aspect, then it is too narrow as a content component since it is not capable of embracing everything that is understood by the term 'national culture' (Khasanova, 2013). Then it is possible to model more fully and accurately the idea of teaching culture and content, and more importantly, determine the technology of assimilating a new culture for students at all stages of education (Saphonova, 2011a).

A series of theoretical and practical problems turned out to be conjugate, including the definition of various terms and concepts of a country-specific nature (Ter-Minasova, 2016), in particular, the content of a unit of country-specific information and the criteria for its selection, finding techniques and methods for presenting country-specific material, its consolidation and application, the grouping of authentic materials and so on (Houghton, 2014). The selection of knowledge associated with Korean culture requires solving the question of a selection unit. The minimum unit of selection at the lexical level is a word (Sharifian, 2017b). As a unit of regional information, the minimum of information that determines the characteristic, defining feature of one or another side of the Korean language reality should be conditionally taken. It is not enough to give students a certain set or knowledge system and to transfer social experience to them. It is also necessary to do it in such a sequence with such a choice that nodal, repeated points of developing intellect and, in general, developing higher mental functions were provided with necessary and sufficient material (Kramsch, 2015).

The starting point for selecting content of the national-cultural component is not linguistic but methodological (Usmanova et al., 2017). Any materials included in the national-cultural component of the content of teaching Korean should reflect the cultural value. Therefore, it is necessary to take into account the culture and country studies criterion (Sharifian, 2017a). A holistic system of ideas about basic national traditions, customs, and realities of Korea that allows associating the lexical unit of a given language with the same information as to its inhabitants and achieving full communication is understood as the national-cultural competence. Any native speaker's cultural background is formed on the basis of the national and international cultures (Ahn, 2017; Xu, 2017).

The criterion of typicality is intended to ensure selecting country-specific material (including linguistic), reflecting the most relevant facts of Korea's current reality and giving a complete picture of this country (Chun, 2015). Based on this criterion, the most accurate realities are selected for each topic and non-equivalent and background vocabulary, suggesting familiarity with some more specific aspects of Korean life: names of monetary units, names of some holidays, symbols of Korea, and others. Minimizing the selected material is carried out, taking into account the communication needs of students and the learning phase.

Therefore, the next criterion for selecting country-specific background knowledge is their modernity and common knowledge (publicity) among native speakers (Wolff & Holmes, 2011). In order to familiarize students with the customs and traditions of the Korean language, it is advisable to use a large number of authentic, illustrated materials in the classroom. The criterion of orientation involves selecting those educational units and background knowledge associated with them that exist at the present stage of development in the everyday consciousness of Korean life, that is, this culture and associated lexical units that it currently owns. The criterion for clear differentiation (Fiedler, 2016) with the students' native culture is justified by the need to transfer information from the reality familiar to students to secondary culture. There are two types of closeness of cultures (Scalkin, 2014): national-genetic (historical development from a single source or long-term interaction within a single area) and social (social lifestyle principles). With systematizing backgrounds (even the simplest words of a socially distant culture), linguistic-cultural interference or misunderstanding of the essence of the question may arise. For example, a foreigner may think that the Korean custom to use numerous styles of politeness when referring to people of different ages and social status is strange.

Purpose, stage, condition, and duration of the training are among the external factors that affect selecting the material for reflecting the culture of the target language country. The addressee of the selection deserves attention as well. In this issue, first of all, the general educational level, as well as the level of students' language skills, should be taken into account (Saphonova, 2011b). The next criterion for selecting background knowledge is their exoticness (attractiveness) for students who study Korean. The thematic criterion limits the choice of lexical units and background knowledge within the framework of the topics presented in the university curriculum. The functionality criterion becomes dominant in selecting and dividing language material into two layers depending on its functional meaning: one layer is aimed at both speech production and reception, and the other layer is worked out with orientation only to reception (Saphonova, 2016). Selecting lexical material is carried out according to the methodology that takes into account the cultural and regional value of the word. This technique includes three sequentially performed operations:

1) establishing the regional geographic potential of the entire lexical list of textbooks and teaching aids on the Korean language for the corresponding stage of study;
2) assessing the established regional geographic potential substantively;
3) correcting the lexical list in order to obtain the required degree of cross-cultural richness.

The structure of the national-cultural component can be presented as a body of inter-related notions, such as knowledge, habits, skills of verbal and non-verbal behavior, national culture and national realities, non-equivalent vocabulary, and etiquette (Kramsch, 2015).

Knowledge. At the initial stage, it seems most appropriate to refer to the vocabulary with non-equivalent and background cultural components. It requires special attention from the teacher. Non-equivalent words are untranslatable literally. Attention should be paid to the lexical backgrounds of Korean words, which are closely related to the values of Korean society's spiritual culture. For example, Russian and Korean are identical in conceptual terms, but there are differences in the area of the lexical background. The Russian

word combination 'успокоить душу' (find peace, literally 'calm the soul') and Korean '마음을 놓다' (let go, literally 'put your mind') are distinguished by lexical backgrounds.

Background knowledge includes national culture information, known to all members of Korean cultural community, for example, 개천절우리 나라 건국을 기념하는 국경일로, 10 월 3 일; 돌잔치 – 아이가 한 살이 되는 생일입니다 (National Foundation Day – a national holiday commemorating the foundation of Korea, October 3; Doljanchi (First birthday party) – a party for a child's first birthday). Bearing in mind that language is a form of behavior, the reaction of a body as a whole to the environment, and words are only part of this reaction, which also includes facial expressions, posture, context (Ter-Minasova, 2016), it should be considered appropriate to attract students' attention to the cross-cultural meaning of the Korean language, which can successfully accompany students' verbal communication during role-playing games.

Skills and abilities. For the initial stage of learning Korean as a part of the cultural component, the following skills and abilities are distinguished:

- skills to operate the selected language material;
- skills and abilities to operate with the selected regional geographic background knowledge;
- skills and abilities to operate with the selected minimum of communicative gestures, reflecting the specifics of Koreans – native speakers (Minyar-Beloruchev, 2009).

Assimilation of the content of the national-cultural component in teaching the Korean language seems to be the main condition for the introduction of students to Korean culture, namely to familiarize them with the people, traditions, and customs of this country.

3. Methodology

3.1. Instruments

In accordance with the selected criterion and the proposed method of selecting materials representing Korean culture (see Section 3.2.), the authors analyzed the content of the national-

cultural component in Korean textbooks for University students (three levels, total number of modules – 45) that are used for teaching Korean to second-year students of the language faculty at the East Kazakhstan University Amanzholov:

1) 카자흐스탄인을 위한 종합 한국어 1 / The Korean language for Kazakhstani people, Level 1 (InKyo et al., 2011a);
2) 카자흐스탄인을 위한 종합 한국어 2 / The Korean language for Kazakhstani people, Level 2 (InKyo et al., 2011b);
3) 카자흐스탄인을 위한 한국어 3 / The Korean language for Kazakhstani people, Level 3 (InKyo et al., 2011c). With these textbooks, throughout the entire period of teaching Korean (7 semesters), students develop their professional, communicative competence, the most significant component of which is sociocultural competence (knowledge of national-cultural characteristics of Korea and culture of speech behavior).

The content of the sociocultural component is implemented in these textbooks on the basis of texts that provide the following knowledge:

- Linguo-cultural knowledge (background signs, Korean realities, verbal and nonverbal behavior in situations of oral communication, and non-equivalent vocabulary);
- Regional geographic knowledge (natural and climatic conditions, socio-political, economic and social features, and the main stages of Korea's historical and cultural development);
- Knowledge of Korean culture (traditions and customs, life, and features of Korea's national character and psychology).

3.2. Procedure

After analyzing knowledge, habits, and skills that are defined for learning the Korean language in the subject-integrated approach context, the Waystage, Threshold, and Vantage levels of the SFLC were correlated with the levels of language proficiency A2-B2 of the Pan-European Competency Framework – A2 Waystage, B1 Threshold, B2 Vantage. These levels represent a sample for making rough comparisons and determining qualitative and quantitative parameters of the SFLC. Success and ranking according to the SFLC levels components are carried out on the basis of

target descriptors. Based on the available descriptors of the Europe Council general linguistic competencies, as well as the expected results that formulated on the basis of the analysis of teaching the Korean language in the context of a subject-integrated approach in the form of SFLC parameters (knowledge, habits, and skills), the development of target descriptors of the presented levels were proposed. The descriptors of the SFLC levels contain distinctive signs of manifestation (to know, to be able to do, and to possess skills) of the corresponding SFLC level.

Constructing the content component of our CLIL model provides for a preliminary analysis of the existing capabilities of the university's educational process in order to identify subjects within the educational programs (5B011900) (6B01703) Foreign Language: Two Foreign Languages) on the basis of which subject-language teaching of the Korean language will be implemented. To identify such opportunities, the analysis of the state standards, curricula, and syllabuses for the subject of the educational programs (5B011900) (6B01703) Foreign Language: Two Foreign Languages, the term of study is four years, qualification of "Teacher of two foreign languages" was conducted. The analysis of the curricula allowed us to define those academic subjects, which, in our opinion, can serve as the basis for implementing the content of subject-integrated teaching of the Korean language. Based on the analysis of the existing capabilities of the university's educational process, it can be concluded that the EP subjects have significant potential in terms of implementing the technology under study. Thus, the content component of the model was implemented on the basis of a set of texts and assignments in the subjects that were included in the basic part of the foreign language educational programs (5B011900) (6B01703) Foreign Language: Two Foreign Languages. Using the analysis of the state standards and curricula results, the authors developed the model of teaching Korean as a second foreign language in higher education using CLIL.

The process component of the designed model is based on the strategies of the integrated subject-language approach. In accordance with its methods, forms and teaching aids have been developed. The main learning strategy is comprehensive student support that helps to

reduce cognitive and linguistic workload in learning subjects in Korean. That is, language cliches characteristic of the subjects' language, terminology dictionary, material visualization, and mnemonics are used. A large number of educational materials in the Korean language have been developed with examples that help students to complete tasks on their own. The strategy for developing lower and higher-order thinking skills in the learning process in the Korean language is realized through the use of various types of questions and assignments developed in accordance with Bloom's (1956) taxonomy. The use of multicultural components, such as the strategy of the integrated subject-language approach in class, provides an opportunity to acquaint students with different approaches, cover the same subject content in different educational and methodological cultures, and familiarize themselves with the

history of a scientific concept or phenomenon development and study.

4. Results and Discussion

The analysis was conducted on the basis of Korean textbooks for University students (The Korean language for Kazakhstani people, 1-3 levels). In accordance with the classification of sociocultural knowledge presented above, the authors have analyzed the content of 45 modules in three textbooks (levels 1, 2, and 3), and found out that the proportion of relevant texts is not always evenly distributed (Figure 1). Thus, the section "linguo-cultural knowledge" is represented by seven texts, the section "regional geographic knowledge" is represented by seventeen texts, and the section "knowledge about Korean culture" is represented by twenty-one texts.
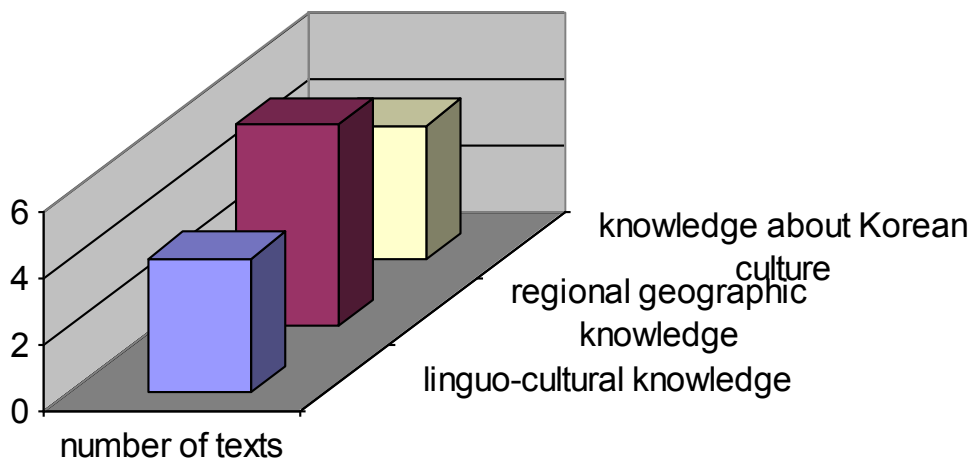

Figure 1
Ratio of Texts Presenting Socio-Cultural Content in Textbooks

Below, the analysis description is presented, including the table of content for the national-cultural component of each book and corresponding ratio diagrams (Tables 2, 3, and 4). In the textbook 카자흐스탄인을 위한 종합 한국어 1 / The Korean language for Kazakhstani people, Level 1 (Table 2), the content is presented by 15 modules (소개, 학교,

일상생활, 날짜와 요일, 주말, 하루일과, 가족, 음식, 쇼핑, 여행, 날씨, 교통, 초대, 취미, 전화 / Getting acquainted, University, Daily life, Dates and days of the week, Weekends, Schedule and routine, Family, Food, Shopping, Travelling, Weather, Transport, Invitation, Hobbies and interests, and Telephone conversation).

Table 2
카자흐스탄인을 위한 종합 한국어 1 / The Korean Language for Kazakhstani People, Level 1

#	Module topic / 제목	Content of national-cultural component / 국가 문화 요소의 내용	Skills / 기능	Vocabulary / 어휘
1	소개 / Getting acquainted	한국의 인사 예철 / Ways of greeting in the Korean language	인사하기 자기소개하기 / to be able to greet; to be able to talk about oneself	인사 표현, 나라 이름, 직업명 / Greeting forms, names of professions
2	학교 / University	한국의 교육제도 / System of Education in Korea	사물 이름 말하기 장소, 위치 소개하기 / to be able to use names of items; to be able to talk about places and locations; to be able to use denials	장소, 학교 시설, 교실 물건, 여기/저기/거기, 이것/저것/그것 / Location, university, classroom equipment, here \ there \ over there, this \ that
3	일상생활 / Daily life	한국인의 여가 생활 / How Korean people spend their free time	일상 생활 설명하기 특정 장소에서 하는 일 말하기 / to be able to talk about everyday life; to be able to talk about places and different types of activities	동사 1, 장소, 의문 대명사 / Verb 1, place, interrogative pronouns
4	날짜와 요일 / Dates and days of the week	양력과 음력 / Solar and lunar calendars	날짜와 요일 표현하기 계획 말하기 / to be able to talk about numbers and days of the week; to be able to talk about one's plans for the week	요일, 날짜 관련 어휘, 수 1(일, 이, 삼…) / Days of the week, numbers, numerals
5	주말 / Weekends	한국의 결혼식 / Korean wedding	과거 표현하기 주말 경험 말하기 / to be able to use the Past Tense; to be able to talk about one's weekends	형용사, 의문관형사 / Adjectives, interrogative pronouns
6	하루일과 / Schedule and routine	외래어 / Korean words borrowed from foreign languages	시간 말하기 계획 말하기 / to be able to talk about the time; to be able to talk about plans	고유어 수, '르' 탈락 용언, 시간 / Korean numerals, Words with 르
7	가족 / Family	가족 호칭 / Names of family members	가족 소개하기 높임 표현하기 / to be able to talk about one's family members; to be able to use forms of courtesy	가족 명칭, 존대 어휘 / Names of family members, lexical means of expressing courtesy
8	음식 / Food	떡국 / Tteokguk (traditional New Year dish)	식당에서 주문하기 음식에 대해 이야기하기 / to be able to order meals in the restaurant; to be able to talk about dishes; to be able to talk about one's preferences in food	음식 이름, 맛 관련 어휘, 식당 관련 어휘 / Names of dishes, vocabulary, denoting various tastes, vocabulary, used in restaurants
9	쇼핑 / Shopping	한국의 돈 / Korean money	가격 묻고 대답하기 수량명사로 표현하기 / Be able to ask and answer about prices; Be able to use counting words	단위 명사, 형용사 2 / Counting words, adjectives 2
10	여행 / Travelling	한국의 명소 / Sights of Korea	여행 제안하기 여행 준비하기 대조해서 말하기 / to be able to offer an excursion; to be able to	여행 관련 어휘 / Vocabulary connected with travelling

			prepare for travelling; to be able to compare	
11	날씨 / Weather	한국의 기후 / Climate in Korea	날씨 표현하기 날씨 비교하기 시간의 전 후 표현하기 / to be able to talk about the weather; to be able to compare the weather; to be able to use grammatical structures with before and after	날씨 및 계절 표현 / Vocabulary connected with seasons and weather
12	교통 / Transport	한국의 대중교통 / Public transport in Korea	대중교통수단 이용하기 의도 표현하기 / to be able to talk about public transport; to be able to express intention	교통 관련 어휘, 의문부사 / Vocabulary related to transport, interrogative adverbs
13	초대 / Invitation	돌잔치 / Doljanchi (First birthday party)	초대하기 제안 거절하기 / to be able to invite; to be able to offer and refuse	생일, 선물 / Birthday, Presents
14	취미 / Hobbies and interests	동호회 활동 / Club activities	취미 활동 표현하기 방학 계획 말하기 / to be able to talk about hobbies; to be able to talk about plans for holidays	운동, 취미 / Sports, Hobbies
15	전화 / Telephone conversation	재미있는 전화번호 / Telephone numbers in Korea	전화 걸고 전화 받기 메모 남기기 / to be able to talk by phone; to be able to leave messages	전화 관련 표현 / Vocabulary related to telephone conversations

As for distribution within each textbook, in the textbook 카자흐스탄인을 위한 종합 한국어 1 / The Korean language for Kazakhstani people, Level 1, the linguo-cultural knowledge section is represented by four texts, the regional geographic knowledge section is represented by six texts, and the knowledge about Korean culture section is represented by four texts (Figure 2).
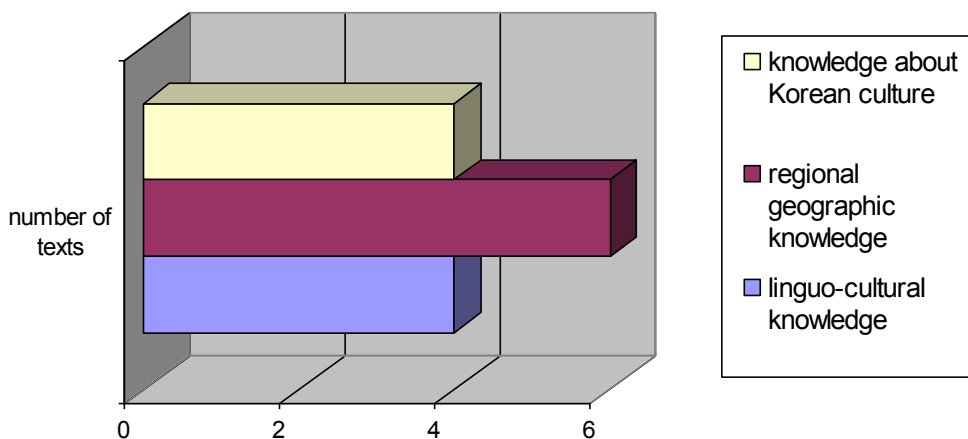

Figure 2

Ratio of Texts Presenting Sociocultural Content in the Textbook 카자흐스탄인을 위한 종합 한국어 1 / The Korean Language for Kazakhstani People, Level 1

In the textbook 카자흐스탄인을 위한 종합 한국어 2 / The Korean language for Kazakhstani people, Level 2 (Table 3), the content is presented by 15 modules (만남, 약속, 교환 및 환불, 건강, 이메일과 편지, 길 안내, 실수, 대중문화, 명절, 외모, 공공장소, 도시,

한국 생활, 계획, 취업과, 직장 생활 / Meeting, Appointment, Money exchange and refund, Health, E-mails, and letters, On the road, Mistakes, Mass culture, Holidays, Appearance, Public places, Town and city, Life in Korea, Plans, Employment, and work.

Table 3
카자흐스탄인을 위한 종합 한국어 2 / The Korean Language for Kazakhstani People, Level 2

#	Module topic / 제목	Content of national-cultural component / 국가 문화 요소의 내용	Skills / 기능	Vocabulary / 어휘
1	만남 / Meeting	공식적인 만남 (명함) / Official meetings (business card)	방문하기 다른 사람 서개하기 / to be able to pay a visit; to be able to persuade another person	소개 관련 어휘 / Vocabulary related to introducing oneself or another person
2	약속 / Appointment	약속 장소 / Place of meeting	하락 요청하기 가절하기 / to be able to ask permission or consent; to be able to refuse	약속 관련 어휘 장소 관련 어휘 / Vocabulary related to appointments and place of meeting
3	교환 및 환불 / Money exchange and refund	한국의 시장 / Korean markets	물건 비교하기 교환 및 환불하기 / to be able to compare things; to be able to exchange and return money	단위 명사 교환\환불 관련 어휘 / Counting words, Vocabulary related to money exchange and refund
4	건강 / Health	민간요법 (감기 치료법) / Traditional methods of treating colds	증상 말하기 당위 및 의무 표현하기 / to be able to talk about disease symptoms; to be able to express duty and obligation	신체 어휘, 증상 관련 어휘, 약국 - 병원 관련 어휘 및 표현 / Vocabulary related to a human's body, disease symptoms, pharmacies and hospitals
5	이메일과 편지 / E-mails and letters	이메일과 문자 메시지 / E-mails and text messages	안부 전하기 정보 구하기 / to be able to pass one's regards to someone; to be able to find information	이메일과 편지 관련 어히 / Vocabulary related to e-mails and letters
6	길 안내 / On the road	한국의 교통 표지판 / Traffic signs in Korea	길 안내하기 확인하기 (정보 구하기) / to be able to show the way; to be able to get information	교통 관련 어휘 / Vocabulary related to transports
7	실수 / Mistakes	실수와 실패 / Mistakes and mishaps	실수경험 이야기하기 실수 해명하기 (후회 표현하기) / to be able to talk about one's mistakes; to be able to admit one's mistakes	실수 관련 어휘 사과 관련 어휘 이해 관련 어휘 / Vocabulary related to mistakes, apologies and understanding
8	대중문화 / Mass culture	한국의 대중문화/ Korean mass culture	권유하기 감탄하기 / to be able to persuade; to be able to express admiration	대중문화 장르 관련 어휘 감정 관련 어휘 / Vocabulary related to mass culture, expressing feelings
9	명절 / Holidays	한구의 대표적 명절 / Major holidays in Korea	소망 말하기 목적 말하기 / to be able to express one's wish; to be able to talk about one's goals	휴일 기념일 관련 어휘 / Vocabulary related to weekends and holidays

10	외모 / Appearance	한국인의 성격 (빨리 빨리) / Korean people's character (quick)	외모 묘사하기 성석 표현하기 / to be able to describe a person's appearance; to be able to describe a person's character	외모 및 성격 표현 어휘 / Vocabulary related to appearance
11	공공장소 / Public places	한국인이 좋아하는 운동 장소 / Korean people's favorite sports spots	금지 표현하기 사과 표현하기 / to be able to express prohibition; to be able to apologize	공공장소 관련 어휘 / Vocabulary related to public places
12	도시 / Town and city	한국의 주요 도시 / Major cities of Korea	추측하기 설명하기 이유 말하기 / to be able to express an offer; to be able to explain; to be able to express the reason	도시 관랸 어휘 / Vocabulary related to towns and cities
13	한국 생활 / Life in Korea	한국 개관 / Information about life in Korea	정보 구하기 집 구하기 / to be able to find information; to be able to find housing	한국 생활 적응 – 입국 및 이사 관련 어휘 / Vocabulary related to adaptation in Korea – entry and relocation
14	계획 / Plans	한국 대학생들의 미래 계획 / Korean students' plans for furture	개인 정보 말하기 계획 말하기 / to be able to talk about oneself; to be able to talk about one's plans	직업 및 진학 관련 어휘 / Vocabulary related to professions and studies
15	취업과 직장 생활 / Employment and work	한국의 직장 생활 (회식 문화) / Life in Korea (culture of corporative meals with colleagues)	조언하기 조언 구하기 제안하기 / to be able to give advice; to be able to ask for advice; to be able to make suggestion	직장 생활 관련 어휘 / Vocabulary related to jobs and office life

In the textbook 카자흐스탄인을 위한 종합 한국어 2 / The Korean language for Kazakhstani people, Level 2, the linguo-cultural knowledge section is represented by two texts, the regional geographic knowledge section is represented by six texts, and the knowledge about Korean culture section is represented by eight texts (Figure 3).
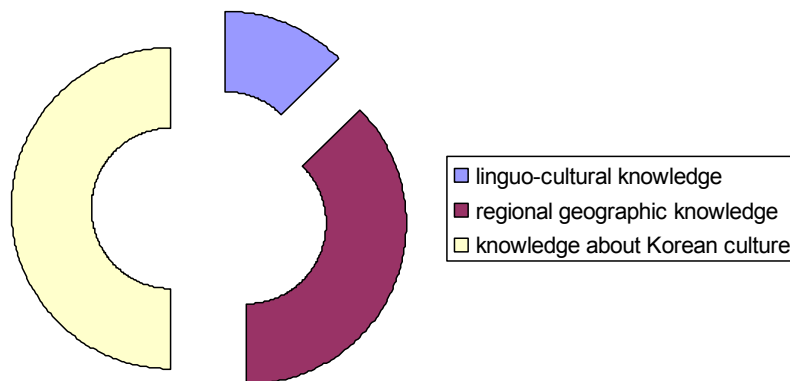

Figure 3
Ratio of Texts Presenting Sociocultural Content in the Textbook 카자흐스탄인을 위한 종합 한국어 2 / The Korean Language for Kazakhstani People, Level 2

In the textbook 카자흐스탄인을 위한 한국어 3 / The Korean language for Kazakhstani people, Level 3 (Table 4), the content is presented by 15 modules (학교 생활, 여가 생활, 건강, 공연, 요리, 모임, 성격, 요청, 이사, 인터넷, 여행, 예절, 희망, 경험, 어제와 오늘 / University life, Leisure time, Health, Concert, Cooking, Meetings of interest, Character, Traits of character, Request and asking, Moving to another place, Information, Travelling, Etiquette, Dreams, Experience, and Yesterday and today).

Table 4
카자흐스탄인을 위한 한국어 3 / The Korean Language for Kazakhstani People, Level 3

#	Module topic / 제목	Content of national-cultural component / 국가 문화 요소의 내용	Skills / 기능	Vocabulary / 어휘
1	학교 생활 / University life	대학교 축제 / University holidays	소개하기 설명하기 / to be able to introduce oneself; to be able to explain	대학 생활 관련 어휘 / Vocabulary related to students life
2	여가 생활 / Leisure time	이색 여가 활동 / Leisure activities	설명하기 / to be able to explain; to be able to talk about leisure activities	여가 활동 관련 어휘 / Vocabulary related to leisure activities
3	건강 / Health	한국의 건강식 / Korean healthy food	충고하기 조언하기 / to be able to give advice; be able to give guidance	병명 관련 어휘, 피로 − 휴식 관련 어휘 / Vocabulary related to names of diseases, fatigue, recreation
4	공연 / Concert	한국의 공연 / Korean musical performance	안내하기 소감 이야기하기 / to be able to make a report; to be able to notify about something; to be able to talk about impressions and convey them	공연 관련 어휘 / Vocabulary related to musical performance
5	요리 / Cooking	한국 음식 요리법 (불고기) / **Recipe for** cooking a national Korean dish (Bulgogi)	율법 말하기 맛 표현하기 / to be able to talk about cooking methods; to be able to express taste	음식 관련 어휘, 요리 관련 어휘 / Vocabulary related to food and cooking
6	모임 / Meetings of interest	한턱내기화 각자 내기 / Culture of having shared meals (meals paid by a host, everyone pays for his food himself)	정보 이해하기 메모 및 공지하기 / to be able to understand information; to be able to write official announcements	모임 관련 어휘 / Vocabulary related to meetings of interest
7	성격 / Character, traits of character	체질에 따른 성격 / Person's traits of character, appearance	묘사하기 감정 및 성격 표현하기 / to be able to characterize a person; to be able to describe a person's character and feelings	서격 관련 어휘 / Vocabulary related to person's character
8	요청 / Request and asking	언어 여절 (요청과 가절) / Etiquette (expressing consent or refusal)	요청하기 수락하기 거절하기 / to be able to make a request; to be able to accept a request; to be able to refuse a request	요청 및 수락, 거절 관련 어휘 / Vocabulary related to request and asking
9	이사 / Moving to	집들이 / Housewarming in Korea	상황 설명하기 고민 표현하기	주거 종류, 주거 형태, 집 시설 관련 어휘 /

	another place		서비스 센터 이용하기 / to be able to explain the situation; to be able to express concern; to be able to use services of a moving help center	Vocabulary related to types of housing, forms of residence, moving to another place, home improvement
10	인터넷 / Information	한국의 인터넷 문화 / Culture of Korean Internet	정보 검색하기 의견 올리기 / to be able to find information; to be able to post one's opinion on the Internet	인터넷 관련 어휘 / Vocabulary related to the Internet
11	여행 / Travelling	해돋이 관광 / Places in Korea where one can watch sunrise	안내하기 소감 말하기 / to be able to give information; to be able to express an impression	여행 관련 어휘 / Vocabulary related to travelling
12	예절 / Etiquette	한국의 식사 예절 / Table manners in Korea	충고하기 규칙 말하기 / to be able to give advice; to be able to talk about good manners	공공 예절 및 사회규범 관련 어휘 / Vocabulary related to social etiquette and social norms
13	희망 / Dreams	꿈을 이룬 한국인 / Korean lady who made her dream come true	설명하기 꿈 말하기 / to be able to talk about one's desires; to be able to talk about one's dream	희망 – 꿈, 성공 관련 어휘 / Vocabulary related to desires, dreams, success
14	경험 / Experience	한국에서 경험할 만한 장소 / Places worth visiting in Korea	경험 말하기 부러움 표현하기 / to be able to talk about one's experience; to be able to express envy	경험 관련 어휘, 신체 관련 관용표현 / Vocabulary related to experience, idiomatic expressions, related to body parts
15	어제와 오늘 / Yesterday and today	한국어 브랜드 / Korean brands	비교하기 예측하기 / to be able to compare; to be able to make a guess	사회 및 경제 관련 어휘 / Vocabulary related to society and economy

In the textbook 카자흐스탄인을 위한 한국어 3 / The Korean language for Kazakhstani people, Level 3, the linguo-cultural knowledge section is represented by one text, the regional geographic knowledge section is represented by five texts, and the knowledge about Korean culture section is represented by nine texts (Figure 4).
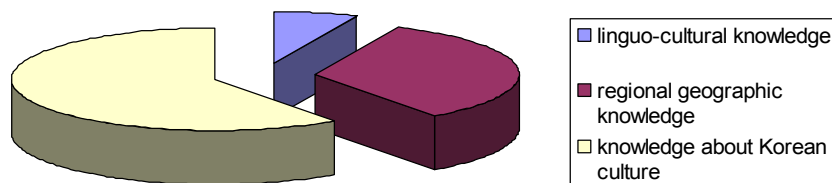

Figure 4
Ratio of Texts Presenting Sociocultural Content in the Textbook 카자흐스탄인을 위한 한국어 3 / The Korean Language for Kazakhstani People, Level 3

Thus, after observing the dynamics, it can be concluded that with each subsequent level, the number of texts of the linguo-cultural knowledge section decreases while the number of texts of the knowledge about Korean country section increases (Figure 5), and the regional geographic knowledge section remains about the same.
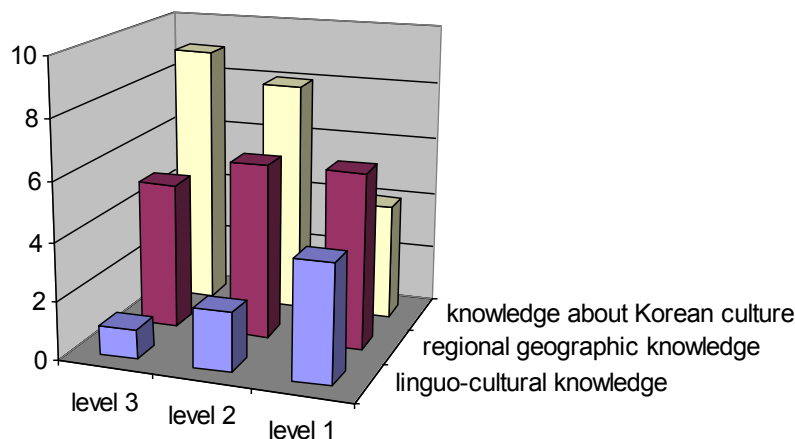

Figure 5
Ratio of Texts Presented in the Textbooks (level 1, 2, 3)

Thus, the main goal of studying the Korean language is developing communicative competence where all other goals (educational and developmental) are realized in the process of achieving this main goal. Communicative competence in its modern sense provides for the formation of the capacity for international interaction.

5. Concluding Remarks

Constructing the process of teaching Korean based on CLIL, the authors worked out the model represented by a combination of aims and targets, content, process, and evaluation components. Having defined the main goals of the model, such as developing productive Russian-Korean bilingualism in students in artificial language environment of a higher educational institution and developing subject foreign language competence in the process of teaching students, the authors developed criteria and indicators of subject foreign language competence. To identify the opportunities of the authors' CLIL model, the authors analyzed state standards, curricula, and syllabuses for subjects of the educational programs (5B011900) (6B01703) Foreign Language: Two Foreign Languages, qualification "Teacher of two foreign languages".

Academic subjects that may become the basis for implementing the content of subject-integrated teaching of the Korean language were defined. As for the process component of our model, the main strategies of CLIL were included, in particular, comprehensive student support and strategy for developing lower and higher-order thinking skills in the learning process, using the multicultural component. The possibility to teach multicultural components through the content of Korean textbooks was analyzed. Properly selected content of the presented textbooks allows developing personal qualities (features) in potential Korean teachers that ensure the ability to participate in intercultural communication in Korean.

With the support of CLIL techniques, the content of the studied textbooks is aimed at developing personal qualities necessary for successful implementation of communication in intercultural communicative situations, such as:

− openness (freedom from prejudice towards people – representatives of Korean culture);
− tolerance;
− ability to hear and listen to the interlocutor;
− ability to see commonality and peculiarities due to national factors in Kazakhstan and

Korea;

- ability to understand and accept differences in cultural behaviors of the native language and Korean;
- readiness for practical use of the Korean language as a means of communication with native speakers;
- motivation to learning Korean independently outside the classroom.

In order for students to properly comprehend the sociocultural basics, certain requirements for a teacher are needed:

- possession of the sound side of speech which meets the orphoepic norms of the Korean language;
- ability to build and perceive Korean speech by ear;
- possession of vocabulary, which allows teaching students to communicate within themes and situations stipulated by the standards of the Korean language;
- linguo-cultural knowledge, regional geographic knowledge, and knowledge of Korean culture.

Based on the above, it can be concluded that mastering the Korean language without acquaintance with the Korean culture and the mentality of native speakers cannot be complete. The use of CLIL makes it possible to master the language itself and the image of the world of those who speak it since representatives of different cultures should not be psychologically alien to each other.

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