Establishment Intercultural Teaching Practice Model Based on Integration Korean Cultural Context into the Classroom

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Abstract: The development of intercultural communicative competence has become one of the important goals of foreign language teaching in universities. Thus, foreign language teachers urgently need effective intercultural teaching Practice model to guide their teaching. From the nature of intercultural communication, cultural context runs through language, culture and communication behaviors. Considering the importance of cultural context in intercultural communication, this research established a practical model suitable for implementing intercultural teaching in China from the perspective of integrating Korean cultural context into the classroom. This study is helpful to correct the commonly existing cultural comparison way of binary opposition and overcome the drawbacks of knowledge imparting intercultural teaching, which has certain enlightenment value for deepening intercultural teaching research.

1. Introduction

The importance of culture in foreign language teaching has been widely recognized by foreign language teaching areas; however, Korean language teachers in most schools still pay more attention to language skills, but not cultural education, thereby leading to imperfect and unsystematic corresponding education program. From the nature of intercultural communication, cultural context runs through language, culture and communication behaviors. However, due to the lack of the korean cultural context in China, it is difficult for students to acquire intercultural communication competence. This study attempts to establish a model of intercultural teaching practice from the perspective of integrating the target language cultural context in the foreign language classroom.

At present, there are many theoretical researches on the development of intercultural competence in foreign language teaching, but there are relatively few researches on the contents, methods and models of teaching intercultural communication, especially on the establishment of intercultural competence development models from the perspective of teaching practice. There have been studies on the establishment of intercultural teaching practice models that focus on exploring a certain level of intercultural competence development. For example, Kong Deliang and Luan Shuwen (2012)[1] have proposed a model of intercultural teaching practice that includes the principles, contents and strategies of intercultural competence development. Based on the guidance of constructivism theory, Huang Wenhong (2015)[2] designed communication teaching model of four phases, including Chinese and Western cultures, designed a procedural intercultural teaching model with four procedures: describing Chinese and Western cultures, conducting cultural research, writing reflection logs, and reflecting on Chinese and Western cultures. Gu Xiaole (2017)[3] established a intercultural competence training model in foreign language teaching from the three levels of content, procedure and activity. The above intercultural competence training model has explored the methods and teaching phase required by foreign language intercultural teaching practice, which provides a useful practical reference for the development of intercultural communication teaching. However, the above models of intercultural teaching practice failed to integrate the cultural context factors that affect intercultural communication. From the perspective of integrating Korean cultural context into the classroom, this study attempts to establish a model of intercultural practice that fits

the local implementation characteristics, so as to guide the intercultural teaching practice of Korean majors in Chinese universities.

The innovation of this research lies in: This research established a practical model suitable for implementing intercultural teaching in China from the perspective of integrating Korean cultural context into the classroom, which is relatively new field of research.

The research framework of this paper is as follows. The first part is the introduction, which mainly represents the research background and value of this research, research purpose and the innovation of this research. The second part is the research method, which part mainly discusses the notion of cultural context and the design of intercultural teaching model based on Korean cultural context. The third part is the result analysis and discussion. This part analyzes the innovation and significance of the Korean-based intercultural teaching model. The fourth part is the conclusion and outlook. This part mainly reviews the main content and results of this study, summarizes the research conclusions, and points out the direction of further research.

2. Methodology

2.1 The Notion of Cultural Context

The notion of cultural context was firstly brought out by the famous British anthropologist B. Malinowski (1923)[4], who divided extralinguistic context into cultural context and situational context. He believed that the context of language must break through the limitations of language context and expand to the specific situation, culture and society of language use. Although he recognized the important role of culture in language research, when he firstly proposed the theory of context, he focused on the study of situational context and did not discuss the cultural context, which led to the blurring of the distinction between cultural context and situational context.

The systemic functional linguist M.A.K Halliday(1999)[5] correlates situational context and cultural context. He believes that situational context is a specific instance of cultural context, and cultural context is situational language abstract system. He believes the relationship between situational context and cultural context is likely the relationship between weather and climate, as climate has a long-term permanent meaning, and weather has a short-term one-time meaning. The cultural context consists of numerous specific situational contexts. It can be seen that the cultural context is a broad context with abstract meaning, and the situational context is a specific context with general meaning.

C. Kramsch(2000:126)[6] believes that cultural context refers to the historical knowledge, beliefs, attitudes and values shared by all members of a discourse community, and that contribute to the meaning of their verbal exchanges. Peng Liyuan (2008)[7] analyzed the similarities and differences between situational context and cultural context from the subjective and objective, as well as general and special perspectives. He believed that cultural context refers to the special subjective and objective context of language use, including special social and cultural background, historical traditions, ways of thinking and behavior, values, social minds, individual minds, and so forth.

To sum up, cultural context is not only an objective entity representation of customs, beliefs, and lifestyles related to ethnic origin, but also a subjective mental representation that can realize the potential meaning of language. What needs to be emphasized is that the cultural context can only become a meaningful representation by knowing the role of the subject. It can be seen that when communicating in a specific situational context, the context that largely affects or determines the subject of intercultural communication behavior and realizes the potential meaning of the language is the cultural context.

2.2 Design of Intercultural Teaching Practice Model Based on Integration Cultural Context

The nature of intercultural teaching based on Korean cultural context is to construct Korean cultural context for learners, and guide learners to explore and understand Korean culture as communication subjects, as well as simulate and experience the process of intercultural communication, so as to achieve the process guidance goal of intercultural communication. The

theoretical basis of the teaching practice model is constructivism, which emphasizes the learning process of meaning construction and cooperation and mutual assistance between learners.

The intercultural teaching practice in the context of Korean culture emphasizes that students as intercultural subjects experience the process of intercultural communication, which has something in common with the characteristics of process orientation intercultural teaching. In order to provide a concrete reference for teaching practice, under the guidance of situational cognition, constructivism and metacognitive learning theories, this study draws on Allen and Lange (Allen & Lange, 1996, as cited in Lange, 1999)[8]proposed a cultural learning process orientated model for foreign language teaching, integrating teaching objectives, teaching phase, teaching activities, and teaching evaluation to establish a coordinate-oriented model of intercultural teaching practice(Figure 1).
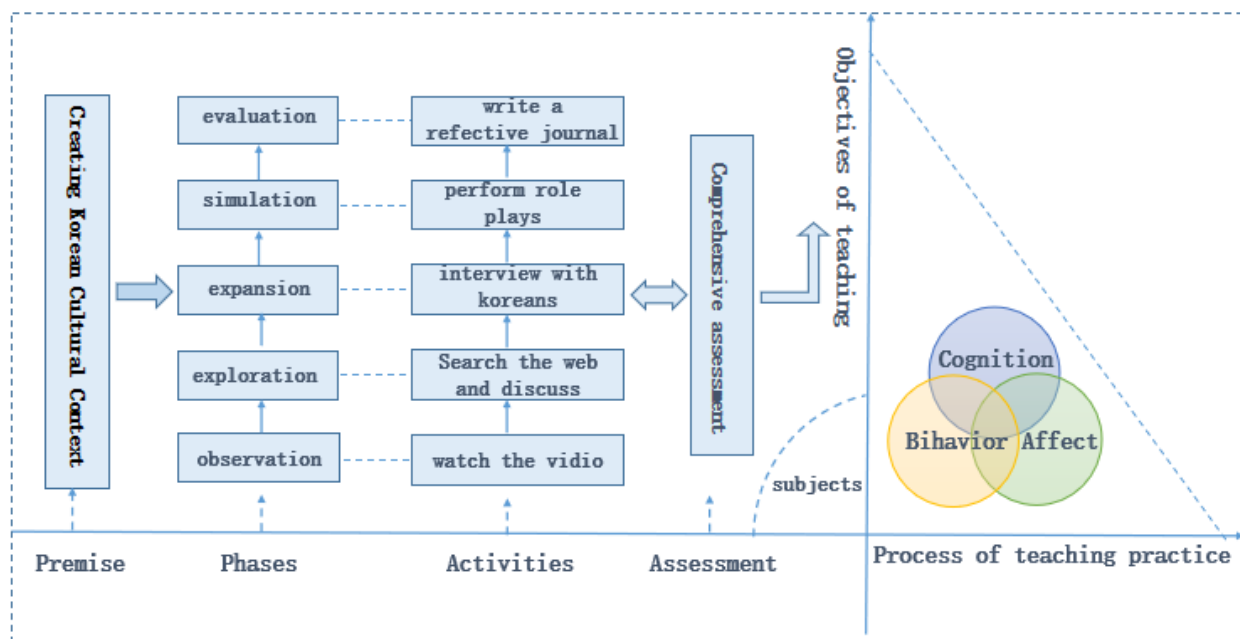

Fig.1 Cultural Context Integration Model of Intercultural Teaching Practice

As shown in the Figure 1, the establishment of an intercultural teaching practice model in the context of Korean language takes the process of intercultural teaching as the abscissa and the goal of intercultural competence training as the ordinate. The abscissa is the process of intercultural teaching practice, which includes four dimensions: teaching premise, teaching phases, teaching activities and teaching assessment. The ordinate is the teaching objectives of intercultural competence training, and it is also the result of intercultural teaching practice. The intersection of the abscissa and the ordinate is the subject of intercultural communication, indicating that students participate in teaching practice as the subject of intercultural communication, and acquire intercultural communication skills.

The premise of teaching is to integrate the Korean cultural context into the classroom. In the practice of localized intercultural communication teaching, there are two ways to construct the Korean cultural context: one way is to select teaching cases that are conducive to the construction of intercultural meanings from authentic materials such as Korean film and television works, and make students immersed in Korean cultural context. Another way is to introduce members of the target culture, such as Korean foreign teachers or Korean students into the classroom, to provide students with opportunities for actual intercultural communication, and to complete intercultural teaching activities together with members of the Korean culture. In order to enable the whole teaching practice to be carried out in the Korean cultural context, it is necessary to combine the above two methods to integrate the Korean cultural context into the classroom.

Teaching phases and activities are the core of intercultural teaching practice model, which consists of five teaching phases and corresponding teaching activities. Allen&Lange (1996)'s cultural process learning model consists of four elements and phases: "observation, exploration,

expansion and evaluation". On this basis, this study combines the characteristics of intercultural teaching in the Korean cultural context with the simulation phase, and proposes a teaching phase consisting of five elements: "observation, exploration, expansion, simulation, evaluation". In addition, each teaching phase organically combines teacher questions, group discussions, interviews with target culture members, performing role plays, writing reflective journal and other teaching activities.

The specific descriptions of teaching phases and teaching activities are as follows: (1) Observation: Students first watch the video provided by the teacher, and the teacher activates the students' cultural prior schema by asking questions, so that the students can pay attention to the surface characteristics of the target culture. (2) Exploration: Students will compare the different cultural characteristics of the two cultures. Teachers guide students to discuss in groups. Students can collect information independently through the Internet, and try to explore and attribute the root causes of differences. (3) Extension: Teachers guide students through interviews with foreign teachers or Korean students and other members of the target culture, so that students can emphasize with the target culture from the perspective of the other party and expand their understanding of cultural differences. (4) Simulation: Through role-playing and other simulation games, students can change their identity from cultural observers to actual participants, and experience and feel the process of intercultural communication. (5) Reflection: Teachers guide students to write a reflection log, so that students can comprehensively reflect on their performance in the process of intercultural teaching, and re-examine the changes in intercultural competence at the cognitive, emotional and behavioral levels.

The intercultural teaching in the Korean cultural context is suitable for the implementation of formative assessment and qualitative assessment. The reason is that this study believes that students' intercultural competence is in a dynamic development process. The goal of intercultural teaching assessment is to find out students' shortcomings and guide them in a timely manner, while the summative assessment cannot fully reflect students' constantly developing intercultural competence. In addition, because students can systematically collect information about the teaching process as the main body in the intercultural teaching process in the Korean cultural context, it also provides favorable conditions for the implementation of qualitative assessment. However, given the complexity of intercultural competence, no single method can conduct a comprehensive and accurate assessment, and different assessment methods need to be comprehensively used from multiple perspectives (Deardorff, 2006)[9]. Cross cultural teaching evaluation reacts on the teaching process, and plays a role in adjusting the teaching objectives and optimizing the teaching process in the next step.

All teaching activities are directed towards achieving teaching objectives. The ordinate is the teaching objectives of intercultural competence training, and it also resulted from intercultural teaching practice. Through intercultural teaching practice, students gradually adjust their intra-cultural identities and build intercultural identities, so as to acquire intercultural communicative competence at the cognitive, emotional and behavioral levels. According to the inclination of the academic community on the composition of intercultural communicative competence, this study adopts the triadic method of intercultural communicative competence: cognition/knowledge, affect/attitude, behavior/skills. Although different scholars have different analyses, Gao Yihong (2002: 27)[10] believes that the cognitive level includes knowledge of the target culture and awareness of one's own values; the affect level includes tolerance for uncertainty, flexibility, empathy, suspended judgment competence; the behavioral level includes the competence to solve problems, build relationships, and complete tasks in intercultural situations.

To sum up, under the guidance of the model of intercultural teaching practice consisting of teaching objectives, teaching premise, teaching phases, teaching activities, and teaching assessment, students as the main body of intercultural communication negotiate with Korean cultural members, teachers and peers to complete the specific teaching tasks. The constructed Korean language cultural context is conducive to intercultural subjects to obtain cultural identity between their own culture and target culture, overcome the idea of democratic centralism, and form a cultural relative

awareness. Under the guidance of the cross-cultural teaching practice mode, students as the main body of intercultural communication acquire the competence to effectively and appropriately conduct intercultural communication, which is also the process of initially achieving the teaching objectives of intercultural competence training.

3. Result Analysis and Discussion

From the perspective of integrating the Korean cultural context into the classroom, this research focuses on the dynamic interaction among the subjects of intercultural communication, teachers and peers, and the Korean cultural context, and established a coordinate-oriented localized model of intercultural teaching practice.

The model of intercultural teaching practice embodies the characteristics of systematic, innovation and operability. First of all, the practice model is systematic, covering all levels of intercultural teaching, including teaching objectives at the macro level, as well as teaching phases and activities at the micro level, which is of guiding significance to intercultural teaching practice. Secondly, the practice model is innovative. The teaching aims breaks through the traditional language skill goals of listening, speaking, reading and writing, and emphasizes the effective combination of intercultural competence development and Korean language skills training. At the same time, the teaching principles have changed the teacher centered concept in traditional Korean teaching, advocating that students actively construct knowledge in specific situations, but established the relationship between language and culture, and reflected on the learning process, so as to give full play to students' learning autonomy and initiative. Finally, the practice model is operable. In intercultural teaching practice, teachers set specific teaching objectives from two levels, namely, intercultural competence and Korean language competence, based on the content and requirements of the course.

This study believes that how students, teachers and peers as subjects of intercultural communication negotiate and jointly make meaning in the cultural context of the target language determines the objectives of intercultural competence training degree of realization.

4. Conclusions

Based on the existing intercultural competence and intercultural foreign language teaching theories, this study combines the Korean language education background and goals of Korean language education constructs an intercultural teaching practice model that integrates the Korean cultural context, with a view to providing reference for the practice of intercultural foreign language teaching in colleges and universities.

This research has the following significance: First, this research designs an intercultural teaching practice model that integrates teaching objectives, teaching phases, teaching activities, and teaching assessment, which can break through the drawbacks brought by single-dimensional language teaching and help for culturally centered language integration teaching. Second, the intercultural teaching practice model established in this study reflects the dynamic process of students participating in intercultural teaching practice as the subject of intercultural communication, which is conducive to breaking the traditional methodology of cultural dualism and guiding students to overcome ethnocentrism. Form an intercultural composite personality. Third, this research can provide intercultural practice reference for teachers in Korean language teaching in colleges and universities, which is conducive to strengthening teachers' cultural accomplishment, and has enlightening significance for guiding the development of intercultural communication courses for Korean language majors in colleges and universities.

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