

A STUDY OF KOREAN CULTURAL COMPETENCE OF KOREAN AS A FOREIGN
LANGUAGE STUDENTS AT HIGH SCHOOL IN BANGKOK, THAILAND



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การศึกษาความสามารถทางวัฒนธรรมเกาหลีของนักเรียนชั้นมัธยมศึกษาตอนปลายแผนการเรียน
ศิลป์-ภาษาเกาหลี ในเขตกรุงเทพมหานคร



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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กฤตัญญ์ ทับไทร : การศึกษาความสามารถทางวัฒนธรรมเกาหลีของนักเรียนชั้น
มัธยมศึกษาตอนปลายแผนการเรียนศิลป์-ภาษาเกาหลี ในเขตกรุงเทพมหานคร. (A
STUDY OF KOREAN CULTURAL COMPETENCE OF KOREAN AS A FOREIGN
LANGUAGE STUDENTS AT HIGH SCHOOL IN BANGKOK, THAILAND) อ.ที่ปรึกษา
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การวิจัยในครั้งนี้มีจุดประสงค์เพื่อวัดระดับความสามารถทางวัฒนธรรมเกาหลีของ
นักเรียน และ เพื่อศึกษาและวิเคราะห์ความสัมพันธ์ระหว่างภูมิหลังของนักเรียนที่ส่งผลต่อ
ความสามารถทางวัฒนธรรมเกาหลีของนักเรียน กลุ่มตัวอย่างที่ใช้ในงานวิจัย คือ นักเรียนชั้น
มัธยมศึกษาตอนปลายที่กำลังศึกษาอยู่ในแผนการเรียนศิลป์-ภาษา (ภาษาเกาหลี) จาก 8 โรงเรียน
ในเขตกรุงเทพมหานคร จำนวน 254 คน เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามความสามารถ
ทางวัฒนธรรมเกาหลี โดยแบ่งองค์ประกอบของออกเป็น 4 องค์ประกอบได้แก่ ได้แก่ ความรู้ทาง
วัฒนธรรมเกาหลี ทักษะทางวัฒนธรรมเกาหลี ความตระหนักทางวัฒนธรรมเกาหลี และ
ความสามารถในการสื่อสารภาษาเกาหลี วิเคราะห์ข้อมูลด้วยสถิติเชิงบรรยายและการวิเคราะห์สัม
ประสิทธิ์สหสัมพันธ์ ผลจากการวิจัย พบว่า (1) ผลการวิเคราะห์ระดับความสามารถทางวัฒนธรรม
เกาหลีของนักเรียนอยู่ในระดับปานกลาง (2) ภูมิหลังที่ส่งผลต่อความสามารถทางวัฒนธรรมเกาหลี
ได้แก่ ระยะเวลาในการทบทวน ประสบการณ์ใช้ชีวิตที่ประเทศเกาหลีได้ ระดับชั้น ความชื่นชอบใน
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Kritus Tabsai : A STUDY OF KOREAN CULTURAL COMPETENCE OF KOREAN
AS A FOREIGN LANGUAGE STUDENTS AT HIGH SCHOOL IN BANGKOK,
THAILAND. Advisor: KAMON BUTSABAN, Ph.D.

The research objectives are to examine the level of students' Korean cultural competence, to study and analyze the relationship between students' background and students' Korean cultural competence. The samples consist of 254 students who study Korean as a foreign language from 8 high schools in Bangkok. The research instrument is a questionnaire about Korean cultural competence which consists of 4 components: Korean cultural knowledge, Korean cultural skill, Korean cultural awareness, and Korean communicative skill. The research data is analyzed by descriptive statistics and correlation analysis. The results are as follows: (1) Level of students' Korean cultural competence is moderate (2) students' background affects their Korean cultural competence at .01, the significant levels are review duration, Korean life experience, grade, Hallyu liking, tutorial class, motivation to study at the undergraduate level, and Korean language learning duration.

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TABLE OF CONTENTS

	Page
ABSTRACT (THAI).....	iii
ABSTRACT (ENGLISH).....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER I INTRODUCTION.....	1
1.1 Introduction and study background.....	1
1.2 Research Question.....	4
1.3 Research objective.....	5
1.4 Research Hypothesis.....	5
1.5 Research Significance.....	5
1.6 Scope of study.....	6
1.7 Definition of Terms.....	7
CHAPTER II LITERATURE REVIEW.....	9
2.1 Definition of culture.....	9
2.2 Integrated Culture for developing intercultural competence.....	11
2.3 Cultural competence and components.....	13
2.4 Basic Education Core Curriculum (A.D. 2008).....	19
2.5 Review of related Literature.....	28
CHAPTER III RESEARCH METHODOLOGY.....	40

3.1 Population, Sampling and research location.....	41
3.2 Instrumentation.....	41
3.3 Data Collection.....	45
3.4 Data Analysis.....	47
CHAPTERS IV RESULTS	49
4.1 Results of the fundamental statistical analysis of the sample's background variables	50
4.2 Results of analysis of the level of student's Korean cultural competence level	61
4.3 Analytical results of the relationship between student backgrounds and how it affects Korean cultural competence.....	66
CHAPTER V CONCLUSION AND RECCOMMENDATIONS	69
5.1 Conclusion.....	69
5.2 Discussion	70
5.3 Recommendations	74
REFERENCES	76
APPENDICES	79
VITA.....	122

LIST OF TABLES

	Page
Table 1 Summary of research work on the components of cultural competence.....	17
Table 2 Standard F2.1 Learners' Quality for Korean language.....	20
Table 3 Standard F2.2 Learners' Quality for Korean language.....	24
Table 4 Summary of research work on cultural competence and background	37
Table 5 Measure of Korean cultural competence and number of questions.....	44
Table 6 Korean cultural competence criteria.....	62
Table 7 Korean cultural knowledge criteria.....	63
Table 8 Korean cultural skill criteria.....	63
Table 9 Korean cultural awareness criteria.....	64
Table 10 Criteria of Korean communication ability.....	64
Table 11 Analytical results the level of Korean cultural competence.....	65
Table 12 Analytical results of the relationship between student backgrounds and how it affects Korean cultural competence.....	66

LIST OF FIGURES

	Page
Figure 1 Research conceptual framework.....	39
Figure 2 Sample size	46
Figure 3. Gender breakdown of the 254 KFL high school student research participants.	50
Figure 4. Grades of the 254 KFL high school student participants.	51
Figure 5 Korean learning duration of the 254 KFL high school students.	52
Figure 6 Schools attended by the 254 KFL high school students.	53
Figure 7 Learning materials of the 254 KFL high school students.	54
Figure 8 TOPIK I of the 254 KFL high school students.	55
Figure 9 TOPIK II of the 254 KFL high school students.	56
Figure 10 Motivations of the 254 KFL high school students.	57
Figure 11 Goal of the 254 KFL high school students.....	58
Figure 12 Review duration of the 254 KFL high school students.	59
Figure 13 Tutorial classes of the 254 KFL high school students.	59
Figure 14 Korean life experience of the 254 KFL high school students.	60

CHAPTER I

INTRODUCTION

1.1 Introduction and study background

The Korean Wave refers to the increased global popularity of South Korea culture through the spread of Korean dramas and K-pop across east, south and southeast Asia. The term *Hallyu* was first used by the South Korean Ministry of Culture, Sports and Tourism in 1999, when the ministry produced a music CD titled in Chinese "Hallyu Song from Korea". The Korean Wave has become an influential global phenomenon since beginning of the 21st century, and has heavily impacted culture, music, movies, television, and human behavior throughout the world.

South Korean culture has gotten mainstream in numerous southeast Asian nations, including Thailand. Because of the notoriety of Korean culture, for example, Korean dramas and songs, the quantity of Thai students wanting to study Korean has increased rapidly (Sattathamkul, 2008). Some studies indicate that Korean Wave is one factor which influences Thai people to learn the Korean language.

The Korean language is an east Asian language spoken by around 77 million people and is an individual from the Koreanic language family and is the official language and national language of both South and North, with each country using a different standardized official form.

In Thailand, Prince of Songkla University's Pattani campus was the primary Thai college to offer the Korean language as an elective subject in 1986. Around then, the essential explanation behind encouraging Korean was monetary as opposed to social, since during this period Korean organizations were building up organizations in Thailand and they required representatives' ready to impart in Korean. Chulalongkorn University started showing Korean in 1988, at first as a special elective and afterward in 1991 as an official elective course. Today, 24 Thai universities offer Korean language courses, seven of which offer Korean language studies as a major and one as a minor subject, while the staying 16 colleges show Korean as an elective course in human sciences divisions. According to Song and Pornsima (2016), in February 2007 a total of 2,357 Thai students were learning Korean at 14 universities. Among these students, approximately 311 middle and high school students were studying Korean and 440 were studying Korean majors at Thai universities, while the remaining 1606 students learned Korean as an elective subject at Thai universities (Song & Pornsima, 2016). Korean as a foreign language (KFL) education has grown rapidly and gained popularity among Thai students. In Thailand, 18 universities offer open Korean language major and minor subjects. Meanwhile, over 138 schools have a Korean language program, accommodating 40,000 secondary students. According to the article, the expansion of the Korean language in Thailand is related to research into the Korean as a foreign language which has increased its popularity among Thai students and requires further investigation into issues in the KFL classroom. Many

Thai students claim to study KFL as a third or foreign language, but few continue to study it at an advanced level.

When teaching Korean as a foreign language it is important to consider grammar instruction and practices of listening, speaking, reading, and writing skills as these are crucial factors to learn the language. However, another important factor is Korean culture. The significance of encouraging teaching cultural features in foreign language education training has gotten extensively significant according to developments in foreign language education methods. Kramersch (1988) emphasized that culture and language are indistinguishable parts of an entire at each chance, and clarified that educators should utilize each opportunity to join culture and language without facing any challenges in the foreign language education process (C. J. Kramersch, 1988). Thus, culture incorporated language courses might be more useful for use as language educating materials.

According to research into cultural competence, it is found that cultural competence can be divided into many forms. For instance, Bacote (1999) devised five components of cultural competence, namely cultural awareness, cultural knowledge, cultural skills, cultural encounters, and cultural desire. Essentially, cultural competence should be balanced in all five components. In addition, the study into cultural competence found that background is an important factor that affects cultural competence. The findings of Chutinan (2010) and Kamonchanok

(2013) concur with each other, in which cultural competence among females is typically higher than among males, while those with a higher level of education have a higher degree cultural competence than those with a lower level of education. Moreover, Komet (2013) found that age and experience also affect cultural competence. Consequently, the researcher is interested in studying the relationship between cultural competence and student backgrounds.

According to research studies in Thailand, there have not yet been any studies into Korean cultural competence among Thai KFL students. The author is interested in studying the cultural competence level of secondary school students who have selected to study KFL, including the students' background and how that affects their Korean culture competence. In the present study, data was collected through questionnaires. The research was undertaken in Bangkok at secondary schools which offer Korean language instruction to obtain quality information. The research results may be helpful for KFL instruction and learning in the Thai context.

1.2 Research Question

1. What is the Korean cultural competence level of KFL students in Bangkok?
2. What student background elements relate to the Korean cultural competence level of KFL students in Bangkok?

1.3 Research objective

1. To examine the level of students' Korean cultural competence.
2. To study and analyze the relationships between student background and how they affect their Korean cultural competence.

1.4 Research Hypothesis

1. Students in Bangkok have a high Korean cultural competency level.
2. The background of KFL students in Bangkok affect and is related to their Korean cultural competence.

1.5 Research Significance

Korean cultural education assumes a significant part in advancing the educating and learning of the Korean language. The results of the present study are useful for the development of Korean cultural education in the future. In addition, the research results can be an indicator for the level of students' Korean culture competence and can help in the design of Korean cultural teaching in the KFL classroom for students with different backgrounds. The information from the research is also suitable to those conducting research into Korean culture.

1.6 Scope of study

The researcher determined the scope as follows:

1. The research population includes high school students studying KFL programs in the Bangkok Metropolitan Region under the Office of the Basic Education Commission. Data was collected from eight schools which have operated a KFL program for a five year period in order to gain information about students from all levels of high school. At present, 31 schools under the Office of the Basic Education Commission in Bangkok and the surrounding area offer Korean language courses for students. Each school has a different Korean teaching and learning style, such as clubs, supplementary subjects, and study programs. In addition, many schools have only recently launched KFL programs, meaning that they do not all have Korean language students from each high school grade. To obtain quality research results, the researcher identified a research population with KFL programs that have a similar style of curriculum.
2. The research variables include Korean cultural competence and the student backgrounds.

1.7 Definition of Terms

- Korean cultural competence

Korean cultural competence refers to Korean cultural competence as identified in the basic education core curriculum B.E.2551. In this research, Korean cultural competence is divided into four components: Korean cultural knowledge; Korean cultural awareness; Korean cultural skills; and Korean communicate ability.

- Korean as a Foreign Language (KFL)

KFL programs are offered in 94 schools for students at Grades 10 to 12 under the supervision of the Office of the Basic Education Commission (OBEC).

- Culture

In this study, culture refers to Korean language learning substances mentioned in Strand 2 Language and culture of the Basic Education Core Curriculum (A.D. 2008), including specific words about food, festivals, and places discovered in The Test of Proficiency in Korean (TOPIK).

- ERIC Network of Korean language in Thailand

The Education Resources Information Center (ERIC) of Korean language in Thailand is an organization centered on groups of schools or type 1 schools under the OBEC. The duty of the organization to manage resources for neighboring school groups to ensure consistent quality and standards for KFL education. The ERIC Network of Korean language in Thailand is divided into seven regions, including the Bangkok

Metropolitan region, Central region, Eastern region, Northern region, Northeastern region I, Northeastern region II, and the Southern region (Office of the Basic Education Commission).

- TOPIK

The Test of Proficiency in Korean (TOPIK) is a Korean language test for non-native speakers of Korean. TOPIK I is the fundamental level test containing two accessible grades, while TOPIK II is the joined intermediate and advanced level with four reachable grades. The assessment depends on the total number of points earned (National Institute for International Education).



CHAPTER II

LITERATURE REVIEW

This chapter provides the concepts and theories related to culture education and integrated culture for developing KFL competence were collected from various sources, such as, journal, articles, research and dissertation for analysis of the relevant to this thesis. The content in this chapters is divided into 4 section as follows:

- 2.1 Definition of culture
- 2.2 Integrated Culture for developing intercultural competence
- 2.3 Cultural competence and components
- 2.4 Basic Education Core Curriculum (A.D. 2008)
- 2.5 Review of related Literature

2.1 Definition of culture

The meaning of culture is original the Latin word 'cultura' which means develop alluding to the way toward tending harvests and creatures (Schoenmakers, 2012). Thanasoulas (2001) characterizes culture as the acknowledged methods of behavior shared with other as a result of belonging to a certain group. Not

exclusively does this idea include a group's way of thinking, feeling, and acting, but also the received patterned for doing certain things in certain ways. Moreover, culture can divide into three layers: artifacts and products as external layers, norms and values as the middle layer, and basic assumptions as the center layer.

Cultural anthropologists, for example, Hall (1989, 1990) and Geertz (1973), characterize culture as a complex linkage of semiotic systems produced for connecting with others, whereby each articulation and act takes on significance. Culture is characterized as "subjective reality", or an individual's procured comprehension of how the world was, is and ought to be. Research on values, Kluckhohn (1954) and Hofstede (2004), underpins "ethnorelativism" or the thought that even deep-rooted values were framed by means of social collaboration with individuals from social organizations. Likewise, Ting-Toomey and Chung (2005) depict culture as the type of a picture of an iceberg with the surface, intermediate, and deep levels

All the ideas of culture clarified are noteworthy and give to the comprehension of the meaning of culture in this study. Closing from the definitions referred to over, the meanings of culture given by Ting-Toomey and Chung (2005) are taken in this investigation. The researcher categorized culture into three major concepts at different level: surface, intermediate, and deep level.

2.2 Integrated Culture for developing intercultural competence

The presentation of sociolinguistics (see Hymes 1967 ; Kramsch 1993, 1998; McKay and Hornberger 1996) and sociocultural theory (see Lantolf 2000 ; Block 2003) to Second Language Acquisition combine to expose that:

1. The meaning of all verbal and nonverbal behavior emerges only during social interaction.
2. The effective arrangement of importance is not possible with linguistic knowledge alone, but also requires social skills and cultural knowledge.
3. Communication is not just about the exchange of meaning, but at the same time includes the constant cooperation of social reality, which incorporates all social constructs , for example, power relations, character, group membership, and even the context and rules of language and social association.
4. Language and culture form a dynamic whole which is only apparent during social interaction placed in a given context and which is constantly in flux as a result of social interaction across contexts.
5. In the period of globalization, no language is normally bound to one country and one public culture, since, particularly on account of English as most widely used language, native (NSs) and nonnative speakers (NNSs) similarly bring firmly various cultural frames, linguistic collections and subjective

impressions of the language being referred to every informative demonstration.

(Cf. Risager 2007 ; Jenkins 2008 ; Kramersch 2009 ; Seidlhofer 2009).

Normally, course books and other materials utilized in FLT represent a specific perspective on world through the social part of the essayist. Nonetheless, for culture educating, language reading material contrast in their substance and styles. In such manner, Cortazzi (1999) separate three categories of cultural content that can be utilized and reflected culture in language readings and materials:

1. Source culture mentions to the language student's own culture or the local culture of their own social character.
2. Target culture denotes to the culture of native speakers which usually known as the culture of the United Kingdom and additionally United States.
3. International culture refers to the cultures of the countries where English is utilized as a second, foreign or as a worldwide language. The cultural content of this group generally delivers the characters of people who use English for global communication and aims to build up learners' intercultural skill.

The content of culture presented to KFL class considered as three types of culture. Thai culture as source culture of students' the first language to compare with Korean language. Korean culture represented as target culture that student have taken and discovered in the KFL class. In another way, International culture was used to discussion as intermediary which both Thai and Korean culture can relate.

2.3 Cultural competence and components

Rely on Byram (1997), intercultural competence is understood as a foregrounding competence and turns into a huge objective of language educating and learning along with communicative competence. This competence contains five interconnected attributes summed up into three major components which are knowledge, attitude, and skill.

1. Knowledge mentions to learners' knowledge about their own culture and the culture of their social groups.
2. Attitude refers to the attitude that ought to be promoted in a foreign language class are the sincerity towards the others which is the skill to judge a cultural aspect from different viewpoints and the ability to agree to take criticism of their own belief and values.
3. Skill denotes to the skills of intercultural competence are categorized into three groupings which are skills of interpreting and connecting, skills of discovery and interaction, and critical cultural awareness.

Similarly, Sue (2001) have studied about components of cultural competence and indicated that cultural competency was separated into three types: 1) attitudes and beliefs component: an comprehension of one's own cultural conditioning that influences individual beliefs, values, and attitudes; 2) knowledge component: comprehension and information of the world perspectives on culturally different

individuals and groups; and 3) skills component: utilization of culturally suitable intercession or communication skills.

Some studies stated that three components might not fully comprehensive to define the characteristics of cultural competence. Campinha-Bacote (1999) studied about components of cultural competence and divided into 5 components. The main concepts of the process of cultural competence are cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire. To completely comprehend this concept, each build are discussed as the followings.

1. Cultural awareness is the self-assessment and top to bottom investigation of one's own social and expert background. This process includes the acknowledgment of one's inclinations, biases, and suspicions about people who are different. (as cited in Leininger, 1978).
2. Cultural knowledge is the way of finding and getting educational foundation about various cultural and ethnic groups.
3. Cultural skill is the capacity to gather important cultural information along with precisely doing a social-based physical assessment. Leininger (1978) defined a cultural assessment.
4. Cultural encounter is the process that urges to directly take part in cross-cultural interactions with individuals from diverse cultural backgrounds.

5. Cultural desire is the incentive to want to take part in the process of getting culturally aware, culturally knowledgeable, culturally skillful, and acquainted with cultural meets.

Burchum (2002) uses a documentary analysis from Rodgers' methodology and analyzes attributes in order to develop cultural competency into 1) Cultural awareness – the creating cognizance of culture and the way which societies shapes values and beliefs 2) Cultural knowledge- the proceeded with securing of data about diverse cultures. 3) Cultural understanding- the continuous advancement of experiences identified with the impact of culture on beliefs, values, and behavior of individuals with various cultures. 4) Cultural sensitivity- individual comes to acknowledge, regard, and value cultural variety. 5) Cultural interaction- the individual contact, communication, and exchanges that happen between individuals of dissimilar cultures. 6) Cultural skill- the ability to communicate effectively with people of other cultures. 7) Cultural competence – a progression of growth that is based on increase in knowledge and skill development correlated to the attributes of cultural awareness, knowledge, understanding, sensitivity, interaction, and skill. 8) Cultural proficiency- an extra constructs included qualities that follow cultural competence' exemplifies an obligation of change.

Aside from the concept of cultural competence, another close concept is the concept of cross-cultural competence. According to research of Johnson, Lenatowicz

et al. (2006) separated the components of cross-cultural competence into 3 dimensions: 1) the knowledge dimension- cultural general knowledge and cultural specific knowledge 2) the skill dimension – foreign language communication ability, behavior adjustment, stress management and conflict resolution 3) the personal attributes dimension – internalized value, norm, beliefs of one’s home culture. In the concept of competence across cultures, Canale (1980), Bachman (1990), and Qin (2012) put emphasis on communicative competence. The ability to communicate not only requires knowledge of language, but language users also need to know when to use it with who and how. Qin (2012) studied the form of communicative competence and divided into 5 components as follows: 1) linguistic competence and language - knowledge and language skills 2) discourse competence and organization competence –the ability to plan and order in conversations 3) Sociolinguistic competence - the ability to choose the right way to communicate in each situation 4) pragmatic competence - the ability to use grammar, language knowledge, language skills, pronunciation, and spelling 5) strategic competence - ability to solve difficult communication problems.

In case of cultural competence in Thailand, Chantarasenanon (2010) developed the conceptual framework and cultural form which can be divided into 3 topics which are 1) cultural feeling 2) cultural knowledge 3) cultural skills. Chamnan (2013) developed the conceptual framework and the cultural competency test which

is divided into 4 components which are 1) cultural awareness 2) cultural knowledge 3) cultural skills 4) communicative competence. The results of the research, with examples being teachers teaching at the secondary level nationwide.

Table 1 Summary of research work on the components of cultural competence

Components of cultural competence	Canale (1980)	Bachman (1990)	Byram (1997)	Bacote (1999)	Sue (2001)	Burchum (2002)	Johnson, et al. (2006)	Chutinan (2010)	Qin (2012)	Kamonchanok (2013)	ToTal
Cultural attitude			✓		✓						2
Cultural knowledge			✓	✓	✓	✓	✓	✓		✓	7
Cultural skill			✓	✓	✓	✓	✓	✓		✓	7
Cultural awareness				✓		✓	✓	✓		✓	5
Cultural encounter				✓							1
Cultural desire				✓							1
Cultural understanding						✓					1
Cultural sensitivity						✓					1
Cultural interaction						✓					1
Cultural competence						✓					1
Cultural proficiency						✓					1

Components of cultural competence	Canale (1980)	Bachman (1990)	Byram (1997)	Bacote (1999)	Sue (2001)	Burchum (2002)	Johnson, et al. (2006)	Chutinan (2010)	Qin (2012)	Kamonchanok (2013)	ToTal
Communicative competence	✓	✓							✓	✓	4

Integrating Korean culture teaching into KFL class, teachers must consider the development of knowledge, attitude. In the same way, the measurement and evaluation of students' learning divided into knowledge, practice and skill as well. There are many forms of division of cultural competence but the common components are Cultural knowledge, Cultural skill and cultural awareness. At the same time, having a high cultural competence makes the ability to communicate more effective. Therefore, the notion that language and culture cannot be clearly separated, people who have a high level of communication ability may also increase cultural competence. In this regard, the researcher has used the results from related research to define the conceptual framework of this research by specifying the components of Korean cultural competence to 1) Korean cultural knowledge 2) Korean cultural skill 3) Korean cultural awareness 4) Korean communication ability. According to some researches, it is found that the background is a factor that affects

the cultural competence. As a result, the researcher will apply it to study the student background that affects Korean cultural competence in this research.

2.4 Basic Education Core Curriculum (A.D. 2008)

One of the final objectives for teaching the foreign language is to promote Thai learners to have knowledge and enable students to comprehend the decent variety of cultures and perspectives in the world community, urging to fellowship and participation with different nations as referenced in the second strand of the Learning Area of Foreign Languages.

Strand 2: Language and culture

Standard F2.1 Understanding the relationship between one's own language and culture; utilizing language and culture as appropriate to time, place and other factors.

Standard F2.2 Understanding the similarities and differences between the foreign language and culture and those of Thai; utilizing language intelligently and with consideration.

("The Basic Education Core Curriculum B.E. 2551," 2008)

However, to get the general picture of instruction for incorporating culture at secondary level, the Learners' Quality designated for secondary level (Grade 10 – 12) was the attention of the investigation in this study.

2.4.1 Learners' Quality for Korean language

Strand 2: Language and culture

Standard F2.1 Understanding the relationship between one's own language and culture; utilizing language and culture as appropriate to time, place and other factors.

Table 2 Standard F2.1 Learners' Quality for Korean language

Grade	Grade-level Indicators	Korean language learning substances
Grade 10	1. Use words, tone of voice and polite gestures in accordance with Korean social manners and Korean culture.	<ul style="list-style-type: none"> ◆ Use words, tone of voice and polite gestures in accordance with Korean social manners and Korean culture. Such as, Greeting, Gratitude, Apology, Blessing, Accept or Reject and Expression of likes/dislikes in accordance with the level of language. Example - 안녕 / 안녕하세요 / 안녕하십니까. - 고마워요 / 고맙습니다 / 고맙습니다
	2. Describe the festivals/ important days/ celebrations and simple	- Vocabularies and the information about festivals/ important days/ celebrations and simple lifestyles of Koreans.

Grade	Grade-level Indicators	Korean language learning substances
	lifestyles of Koreans.	Example - Korean Alphabet Day - Lunar New Year 설날 - Chuseok 추석 - Korean national Costume 한복 - Korean Food - Rules of etiquette - Visakha Puja Day - National Foundation Day 개천절
	3. Participate in language and Korean cultural activities in accordance with their interests.	♦ Language and Korean cultural activities Example - Korean Alphabet Day - Lunar New Year 설날 - Chuseok 추석 - Games - Korean Song - Origami - Korean food cooking - Korean language Camp - Korean folk performance - Word card playing - Korean traditional mask making 한국 전통 탈 만들기 - Korean national costume experience 한복
Grade	1. Use language, tone of voice, gestures and	♦ Use language, tone of voice, gestures and manners appropriate to Korean social

Grade	Grade-level Indicators	Korean language learning substances
11	manners appropriate to various persons and occasions by observing social manners of Koreans.	manners and Korean culture. Such as, Greeting, Gratitude, Apology, Blessing, Accept or Reject and Expression of likes/dislikes in accordance with the level of language.
	2. Describe the festivals/ important days/ celebrations and simple lifestyles of Koreans.	<p>◆ Information about festivals/ important days/ celebrations and simple lifestyles of Koreans.</p> <p>Example</p> <ul style="list-style-type: none"> -Parent's Day 어버이날 -Teacher's Day 스승의날 - Children's Day - Korean Independence Day 삼일절 - Liberation Day 광복절 - Constitution Day 제헌절 - Basic Needs/Clothes, Foods, Residences
	3. Participate in language and Korean cultural activities in accordance with their interests.	<p>◆ Language and Korean cultural activities</p> <p>Example</p> <ul style="list-style-type: none"> - Game - Korean song - Origami - Korean Food Cooking - Korean cultural camp - Korean folk performance - Word Card playing - Korean traditional mask making - Korean national costume experience 한복

Grade	Grade-level Indicators	Korean language learning substances
		<ul style="list-style-type: none"> - Watch a video on Korean customs - Host exhibitions on Korean customs - Taekwondo 태권도 - Korean music instrument playing - Quiz about Korea - Korean Proficiency Contest
Grade 12	1. Use language, tone of voice, gestures and manners appropriate to various persons and occasions by observing social manners of Koreans.	<ul style="list-style-type: none"> ◆ Use language, tone of voice, gestures and manners appropriate to Korean social manners and Korean culture. Such as, Greeting, Gratitude, Apology, Blessing, Accept or Reject and Expression of likes/dislikes in accordance with the level of language.
	2. Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of Koreans.	<ul style="list-style-type: none"> ◆ Lifestyles, thoughts, beliefs and origins of customs and traditions of Koreans. Example - Maternity Customs - Marriage customs - Maxims/Proverbs - Korean life 한국인의 생활: 목욕탕 등산 노래방 찜질방
	3. Participate in, give advice and organize language and Korean cultural activities appropriately.	<ul style="list-style-type: none"> ◆ Language and Korean cultural activities Example - Game - Korean song - Origami 종이접기 - Korean Food Cooking - Korean cultural camp

Grade	Grade-level Indicators	Korean language learning substances
		<ul style="list-style-type: none"> - Korean folk performance - Word Card playing - Korean traditional mask making - Korean national costume experience 한복 - Watch a video on Korean customs - Host exhibitions on Korean customs - Taekwondo 태권도 - Korean music instrument playing - Quiz about Korea - Korean Proficiency Contest

Strand 2: Language and culture

Standard F2.2 Understanding the similarities and differences between the foreign language and culture and those of Thai; utilizing language intelligently and with consideration.

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Table 3 Standard F2.2 Learners' Quality for Korean language

Grade	Grade-level Indicators	Korean language learning substances
Grade 10	1. Tell the differences and the similarities between the sounds of the alphabets, words, groups of words, sentences, use of punctuation marks and word order in accordance with the	<ul style="list-style-type: none"> ◆ The differences and the similarities between the sounds of the alphabets, words, groups of words, sentences in foreign languages and Thai language. ◆ Use of punctuation marks and word order in accordance with the structures of sentences in Korean language and

Grade	Grade-level Indicators	Korean language learning substances
	structures of sentences in Korean language and Thai language.	Thai language Example - Each Korean syllable consist of vowel sound or consonant + vowel. - Korean word order is subject-object – verb - Verb conjugation - Honorifics - Postpositional particle -Punctuation, Such as ? ! . , : - Sound Linking
	2. Compare the differences/similarities between the festivals, celebrations and traditions of Koreans and those of Thais.	◆ the differences/similarities between the festivals, celebrations and traditions of Koreans and those of Thais. ◆ 태국과 한국 축제, 명절 풍습을 비교하고 이해한다 Example 예 -Korean Alphabet Day -Lunar New Year 설날 -Chuseok 추석 -Korean National Costume 한복 - Korean Food - Rules of etiquette - Visakha Puja Day - National Foundation Day 개천절
Grade 11	1. Tell the differences and the similarities between pronunciation of various kinds	◆ The differences and the similarities between pronunciation of various kinds of sentences and word order in

Grade	Grade-level Indicators	Korean language learning substances
	of sentences, use of punctuation marks and word order in accordance with the structures of sentences in Korean language and Thai language.	<p>accordance with the structures of sentences in Korean language and Thai language.</p> <ul style="list-style-type: none"> ◆ Use of punctuation marks <p>Example</p> <ul style="list-style-type: none"> -Verb conjugation - Honorifics - Sentence Types, e.g., affirmative sentences, interrogative sentences, imperative sentence
	2. Compare similarities and differences between the festivals, celebrations, important days and lifestyles of Koreans and those of Thais.	<ul style="list-style-type: none"> ◆ Compare similarities and differences between the festivals, celebrations, important days and lifestyles of Koreans and those of Thais. <p>Example</p> <ul style="list-style-type: none"> -Parent's Day 어버이날 -Teacher's Day 스승의날 - Children's Day - Korean Independence Day 삼일절 - Liberation Day 광복절 -Constitution Day 제헌절 - Basic Needs/Clothe, Food, Residence
Grade 12	1. Explain/compare the differences between the structures of sentences, paragraphs, idioms, sayings and proverbs in Korean language and Thai language.	<ul style="list-style-type: none"> ◆ Explain/compare the differences between the structures of sentences, paragraphs, idioms, sayings and proverbs in Korean language and Thai language. <p>Example</p> <ul style="list-style-type: none"> - Verb conjugation

Grade	Grade-level Indicators	Korean language learning substances
		- Honorifics
	2. Analyze/discuss the similarities and the differences between the lifestyles, beliefs and culture of the Koreans and those of Thais and apply them appropriately.	<p>◆ Analyze/discuss the similarities and the differences between the lifestyles, beliefs and culture of the Koreans and those of Thais and apply them appropriately.</p> <p>Example</p> <ul style="list-style-type: none"> - Maternity Customs - Marriage customs - Maxim/Proverbs - Korean life <p>한국인의 생활 : 목욕탕 등산 노래방 찜질방</p>

The students are thus capable to learn and comprehend dissimilarities of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be possible to use foreign languages for communication along with for access to knowledge wider and will have vision in driving their lives. In this study, Korean language learning substances were used to identify the adaptation of core curriculum in KFL class.

2.5 Review of related Literature

Korean and Thai Cultural linguistic

Hwan-Seung Jung (2014) mentioned about how Korean and Thai living society dependent on food, clothing and housing was reflected in their particular languages with the presupposition that language reflects culture. The investigation that: For food culture, Korea has built up a food culture focusing on rice, kimchi and salted fish, prompting an assorted advancement of relating vocabularies. Meanwhile, in Thailand, food culture focusing on rice and fish has created, and vocabularies on food eaten by royal families and priests have been created in an assorted way. For housing culture, in Korea, there are different sorts of habitations as indicated by building methods and shapes, leading to a corresponding vocabulary development. In Thailand, habitations vary in their names relying upon their inhabitants' social position and status.

Cherdchai and Parit (2017) found that there are 7 sorts of English loanwords both in Thai language and Korean language, there are not be equivalent of sum types each. In any case, reflect the consistency of Korean socio-cultural with English user culture, particularly United State of America more than Thai socio-cultural. The outcome mirrors the social and culture of Thai and Korean from investigation of English loanwords in Thai and Korean language from idea of consistency between giver culture and receiver culture. Korean society is open to culture English of

language users is wider than Thai society although, it is seen that Thai people have a good attitude for English.

Korean language and Thai language are different in many dimensions. Although both countries have rice cultures which is the same food culture but the influence of residence cultures, religious, geographic, international relationships in the past differentiate language levels and loan words of both counties.

Korean as Foreign language in Thailand

Sirida and Prin (2016) found that the B-SLIM Learning Model Together with Role Playing Activities can improved Grade 9 Students' Korean language listening and speaking abilities. Mostly, students had highest satisfaction towards instructional media and materials, instructional activities, a teacher, contents, and assessment and evaluation by B-SLIM learning model and the role-playing activities.

Although the teaching method is used in the teaching and learning for KFL in Thailand. There are the lack of research works on teaching techniques and the diversity of teaching instruction including the development of teaching and learning about Korean culture as well.

Interaction of Language and Culture in the Process of International Education

Baydak, Scharioth, and Il'yashenko (2015) the outcomes that the sorts of language and culture collaboration inside sociolinguistics, ethno linguistics, linguistic

and cultural studies, cultural linguistics. So as to describe the language and culture collaboration as a complex form, there was designated an uncommon unit that joins both phenomena - language and culture.

Culture and language are interacting in many dimensions. Therefore, culture is one of the factors that affects the language development. The integration of cultural content will enable students' understanding about structure and the nature of target language.

Using Popular Culture to Promote Learning in EFL Classrooms

Luo (2014) have found the result of her study suggest that group project, which draws upon popular culture, expanded EFL students' trust in their English aptitudes. Moreover, it clearly built up these students' crucial skills for their current assignment and future career. At last, the discoveries additionally suggest that the group project may profit EFL students more if the educator broadens presentation time, approves students more flexibility and gives them more guidance.

Rets' (2016) research demonstrates that although 99% of college educators in two different countries who participated in the survey think that it's helpful to integrate popular culture in language classroom, the analysis of their attention to the advantages of utilizing it, their associations with this occurrence as well as their worries showed that overall they have a negative view of popular culture in relation

to classroom practices. The greatest drawback of utilizing popular culture in class, in the thoughts of the respondents, is that they are 'less sophisticated' than those on high art and are not relevant for the advancement of students' critical thinking ability. Moreover, 3% of the instructors conceded that they can't discover materials on materials on popular culture for each topic covered in lessons.

Using pop culture to improve the teaching and learning of foreign languages may help encourage students to concentrate on their studies and increase their participation in class. At the same time, it may not profitable for classes that require students to have advanced analysis skill or critical thinking skill.

Learning Problems in Foreign Language

Okday (2015) investigated about problems in Turkish education for EFL and the findings were : 1) Turkey's policy in foreign language teaching is sufficiently adequate (82,4%) 2) Foreign language lessons are commonly called "teacher-centred" as is being managed (75,0%) 3) Too much emphasis in grammar (73,1%) 4) Schoolchildren are not spending enough time for language learning (64,8%) 5) Students in classes are too crowded (63,9%). In case of KFL, Jiraporn (2018) indicated that Thai students of Korean made mistakes in syntax the most (42.73%), trailed by errors in vocabulary (36.75%), and errors in orthography (20.52%). The four main reasons of errors were the students' problem (88.9%), difficulty and complication of the Korean language (44.4%), mother tongue interfering (22.2%) and time limitation

(11.1%). The instructing techniques that resolve the problem in Korean writing should include the methods suitable for the teaching of various content and learners' personality and evading the comparison among Korean and Thai or other languages.

Most of the problems in language classes are that teachers do not emphasized student-centered instruction more than teacher-centered method. Also, the students themselves have problems with grammatical mistakes even though the teaching and learning process focuses on grammar teaching more than other content.

Integrating Culture in the Foreign Language Teaching

Han Hui's (2011) discoveries show that the educators characterize culture in an exceptionally wide sense, for example, customs and beliefs, while the teacher trainers believe that literature is a significant channel to open learners to foreign cultures and tend to adopt a raised form of Culture in the classroom. The examination additionally uncovers that the instructors and trainers have positive perspectives towards the combination of cultural knowledge in their application and their comprehension of culture teaching objectives.

Atima (2018) dissects the Basic Education Core Curriculum (A.D. 2008) towards the incorporation of culture in Foreign Language Teaching (FLT) at the auxiliary level in Thailand, The outcome shows that it is concurred that to build up students' intercultural competence, the cultural content ought to be created depend on the language instructive objectives. In any case, the finding demonstrates that some

noteworthy parts for creating intercultural competence have not been focused in the Basic Education Core Curriculum (A.D. 2008). Hence, ignored areas ought to be taken in thought when educators plan the showing content for creating intercultural competence for Thai secondary students. ASEAN culture has not been referenced in the Basic Education Curriculum (A.D. 2008).

Chen and Yang (2015) utilized down-to-earth strategies to research the difficulties went up against by teachers and instructors when they endeavored to implanted culture into their language teachings. Participants referred to absence of standards of what a culture teaching class looks like as their initial challenge in merging culture into their instruction. As indicated by their experience, two factors that are upsetting their cultural instruction are (1) diverse individual understandings of culture teaching in FL classroom and (2) textbook culture or reality culture.

Through the data analyzing from interviews and classroom observation, Chen and Yang (Chen & Yang, 2015) concise the proficient strategies suggested by the participants.

Strategy 1. Bridging the culture gap. Decreasing the misconception taken in by the textbooks and other materials by engaging students with real culture features through culture field trip, native speakers, and study or live in the targeted country.

Strategy 2 Involving native and non-native teachers. The significance of including native and nonnative educators in culture instruction and the advantages of having a balanced faculty group.

Strategy 3 Inviting students' discussions on culture.

Strategy 4. Spending quality time on preparing the culture classes.

In Thailand, there are researches that discuss on integration of cultural teaching in foreign language teaching but still lacks research on the integration of cultural content in KFL teaching.

Cultural competence in Thailand

Kammayee (2009) studied the cultural adjustment of students in the three southern border provinces of Thailand who came to study at university in Bangkok. It was found that the students had 2 characteristics which were 1) Attempts to maintain the same culture and 2) Accepting new cultures. Based on the findings, Thai students who are studying Korean language and culture may have two characteristics which are students trying to maintain Thai culture without accepting new cultures and students who are open and accepting new cultures without violating their native cultures.

Chantarasenanon (2010) developed the conceptual framework and cultural form which can be divided into 3 attributes which are 1) cultural feeling 2) cultural knowledge 3) cultural knowledge, research with examples high school students from

all parts of Thailand. The researcher found that the comparison of cultural behavior of female students was significantly higher than male students at the level of .01.

Chamnan (2013) developed the conceptual framework and the cultural competency test which is divided into 4 components which are 1) cultural awareness 2) cultural knowledge 3) cultural skills 4) communicative competence. The result of the research, with samples being teachers teaching at the secondary level in nationwide, found that the analysis of the teachers' cultural ability is at a high level. According to the comparison of the cultural competency of teachers with different backgrounds, gender variables and education levels, it found that females have more cultural competence than males. Moreover, Master's degree teachers have more cultural competency than bachelor degree teachers.

In relation to the research of Khunsit (2012) which studied communication and cultural adjustment by studying the characteristics and forms of communication of Thai employees working in foreign companies. In addition, the study of communication problems and cultural adjustment by collecting data through in-depth interviews with 2 groups of samples, that are personnel working at foreign companies and scholars who expert in culture management. The results of the research showed that communications vary in different countries and have different perspectives in many areas, such as working hours. For cultural adjustment, it is found that Thai people have adapted to bicultural adaptation, which is to adapt to a new culture while maintaining their own native culture. As for communication

problems, it was found that Lack of language knowledge in both English and dialect may cause incorrect communication or misunderstanding. The problems encountered in cultural adjustment are problems of differences in knowledge, understanding, attitudes and ethnic bias.

Studies have shown that backgrounds are one factor that affects cultural ability. According to the study of related research, it was found that the backgrounds were gender, age, educational level, experience, and domicile. The researcher studied the research of Putvibulvut (2009), Kammayee (2009), Chantarasenanon (2010), Suphonphak (2013). Khunsit (2012), Chamnan (2013) and Capell, et al. (2008). As a result, researcher summarized the variables were used to consider as factors of cultural competence in table 4.

Table 4 Summary of research work on cultural competence and background

Research title	Researcher	Variable	Sample	Research tool
Factors affecting learning achievement of air technical students in the vocational certificate curriculum B.E. 2548 of the Airforce Technical Training School	Thanavat Putvibulvut (2008)	- Learning achievement - Factor : Foundation of student, school administration, school atmosphere	- School administrators - In service teachers - Student affair officers - 3 rd year students of Airforce Technical Training School	- Questionnaire - Achievement Motivation Test
The relationship between cultural competence and ethnocentrism of healths care professionals	Capell, Dean et al. (2008)	- Cultural competence - Background: gender, age, occupation, nationality, experience	- Physical therapists - Nurses - Therapists	- 5 scales questionnaire (21 question)
Cultural adjustment of university students from The Three Southern - Border Provinces in Bangkok	Rujirat Kammayee (2009)	- Cultural adjustment - Background: gender, age, nationality, domicile	- Students from three southern border provinces who studying at university in Bangkok	- Interview
Development of a cultural competence scale for secondary school students	Chutinan Chantarasenanon (2009)	- Cultural competence - Background: gender, age, education level, language ability	- High school students	- Cultural competency test - Cultural competency questionnaire
Perception and communication for cultural diversity management of multinational corporations in Thailand	Komet Suphonphak (2012)	- Perception of cultural diversity - Background: gender, age, experience, religion	- Employees who responsible for managing diversity in organization - scholars who expert in managing	- Semi-structured in-depth interview

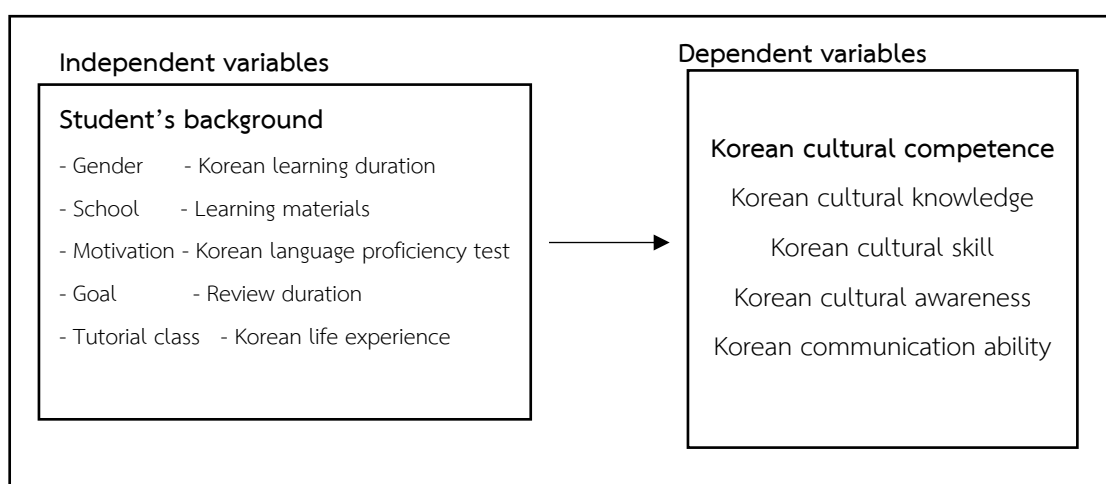
Research title	Researcher	Variable	Sample	Research tool
			diversity in organization	
Communication and cultural adaptation of Thai expatriates working in subsidiaries of multinational corporations in neighboring countries	Olarick Khunsit (2012)	- Communication and cultural adjustment - Background: gender, age, nationality, domicile	- Thai employees in Thai companies located in neighboring countries.	- in-depth interview
The scales development and an analysis of teachers' cultural competence	Kamonchanok Chamnan (2013)	- Cultural competence - Background: gender, age, teaching experience, affiliation	- Teachers affiliated with OBEC in Bangkok and Lopburi	- Cultural competence questionnaire

From the table 4, it is found that most of the backgrounds are gender, age, experience, education level. For this research, the population is high school students in KFL program. Hence, the researcher considered to adding language ability and learning materials as backgrounds in this research. There might be some different results from the above research.

According to the study of related research, researcher has define the research framework by specifying the components of Korean cultural competence to 1) Korean cultural knowledge 2) Korean cultural skill 3) Korean cultural awareness 4) Korean communication ability. According to researches on cultural competence, it is found that the background is a key factor that affects the cultural competence. As a result, researcher aimed to find out which backgrounds are related to cultural competence. The student background in this research are gender, Korean learning

duration, school, learning materials, motivation, Korean language proficiency test, goal, review duration, tutorial class, and Korean life experience. The research framework is detailed in Figure 1.

Figure 1 Research conceptual framework



According to the research's conceptual framework, the researcher determined students' background as the independent variable and Korean cultural competence as the dependent variable. In this research, the researcher hypothesized that students' background (of secondary school students in KFL program in Bangkok) affects their Korean cultural competence.

CHAPTER III

RESEARCH METHODOLOGY

This research aims to examine Korean culture competence among KFL students in the Bangkok area and to analyze student backgrounds which are related to Korean culture competence. The researcher began by studying documents and interviewing Korean language teachers at high schools, including OBEC personnel, for background information about Korean culture education in Thailand. The researcher then analyzed data from documents and interviews for instrumental design. The research methodology is explained in the following sections:

3.1 Population, Sampling, and research location

3.2 Instrumentation

3.3 Data Collection

3.4 Data Analysis

3.1 Population, Sampling and research location

The research population included KFL program students at secondary level in Bangkok and were selected from eight secondary schools which have had a KFL program for more than five years. The schools included:

- Mattayom Watmakutkasat School (30 students)
- Matthayom Wat Nongkhaem School (120 students)
- Suksanari School (45 students)
- Sarawittaya School (101 students)
- Horwang School (83students)
- Nawamintharachinuthit Triamudomsuksanomklao School (56 students)
- Pakkred School (80 students)
- Triamudomsuksa Pattanakarn Pathumthani School (120 students)

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3.2 Instrumentation **CHULALONGKORN UNIVERSITY**

The researcher conducted a questionnaire to measure Korean cultural competence by adjusting the culture competence test from other studies. The questionnaire was divided into two main sections.

Part 1 requested the respondents' personal information and background.

Part 2 asked questions about the KFL students' cultural competence and included 50 questions.

Step 1: Defining operational definition.

The researcher studied data from relevant documents and interviews to define the research conceptual framework. The developed operational definition is as follows:

1. **Korean cultural knowledge** refers to knowing the meaning of vocabulary related to various elements of Korean culture, such as food, attractions, games, important days and so on. The researcher utilized vocabulary from the Korean Language Proficiency Test which is in agreement with the goal of Preferred criteria for secondary school graduates in the KFL program to be able to pass at least level 2 of TOPIK I.

2. **Korean cultural skill** refers to students' demonstrable ability to adapt and live happily in Korean society and to recognize and accept social interactions. Additionally, respondents are able to understand cultural differences, social relations, and make adaptations.

2.1 **Perception of cultural differences** identifies how students feel when faced with situations that show cultural differences. Students can clearly identify elements of Korean culture through seeing, hearing, and accepting cultural differences.

2.2 **Social relation** is shown when students demonstrate their ability to interact with Korean people who have a different culture from their own. Social relation consists of flexibility, friendliness, and understanding other people's feelings.

2.3 Adaptation means students can live with Korean people by accepting and adapting their way of thinking according to different situations. Adaptation consists of the ability to work with others, accepting problems which differ from your own opinion, and be able to adapt with changes that may occur.

3. Korean cultural awareness is demonstrated through students' perceptions, comprehension, and ability to think, reflect, and focus on resolving problems caused by cultural differences. Korean cultural awareness includes an awareness of cultural diversity and acceptance of cultural diversity.

3.1 Awareness of cultural diversity means students can recognize the similarities and differences between Thai and Korean cultures.

3.2 Acceptance of cultural diversity means that students accept and adjust their thoughts according to Korean culture that they may encounter. Acceptance of cultural diversity includes adjusting thoughts according to cultural context, appreciation of culture, and a readiness to accept Korean values that may be in contrast to Thai values.

4. Korean communication ability means the students' ability to communicate with Korean language users with a different cultures. Students can choose to use effective communication methods and are able to solve communication problems.

Step 2: Determine the behaviors to be measured and the number of questions.

The researcher used the operational definition to determine which behavior would be measured and the number of questions in the questionnaire. Table 5 details the number of questions in each component and which indicator they relate to.

Table 5 Measure of Korean cultural competence and number of questions

Component	Indicator	Percent	Question
1 Korean cultural knowledge	Korean cultural vocabulary	40	20
2 Korean cultural skill	Perception of cultural differences	4	2
	Social relation	6	3
	Adaptation	10	5
3 Korean cultural awareness	Awareness of cultural diversity	10	5
	Acceptance of cultural diversity	10	5
4 Korean communication ability	Communication ability	20	10
Total		100	50

Out of the four components, the majority of the component weight was attributed to the Korean cultural knowledge component, since this can measure Korean cultural ability and clearly classify samples. The other three components had a similar question weighting.

Step 3: Drafting the questionnaire.

The researcher created questions for each section according to the behavior table and the number of questions that were specified. A draft questionnaire was then sent to the thesis advisor to check for content validity.

Step 4: Adjusting the questionnaire.

The researcher adjusted the questionnaire's diction and format in accordance with the thesis advisor's for the next step.

3.3 Data Collection

The research population included 642 high school students studying on a Korean as a foreign language program under the OBEC in Bangkok and were from eight schools which had been running a KFL program for over five years. The sample size were calculated by using Taro Yamane formula with a 95% confidence level.

$$n = \frac{N}{1 + N(e^2)}$$

n = the sample size

N = the population จุฬาลงกรณ์มหาวิทยาลัย

E = the acceptable sampling error CHULALONGKORN UNIVERSITY

Figure 2 Sample size

Sample Size Calculator

The Sample Size calculator will calculate the sample size using Taro Yamane.

Enter the population study

Population Study:*	<input type="text" value="642"/>
Degree Of Error Expected:*	<input type="text" value="0.05"/>
Sample Size:*	<input type="text" value="246.44913627639153"/>

For 95% confidence/ Population 642 students

Sample size : 246.45 ~ 247

The researcher contacted the instructors who organized the teaching and learning of the KFL program in each school to collect data through a questionnaire hosted on the Google Form platform. A total of 254 people completed the questionnaire.

1. The questionnaire

The Korean Cultural Competency Questionnaire was adapted from the Cultural Proficiency Test as used by various studies. The questionnaire was divided into two main sections to collect the participants' personal information and posed questions to determine their Korean cultural competency.

Part 1 collected personal information and background of the respondents.

In this section, the questions were designed to collect a description of the participant KFL students' background and personal information, including gender, age, education level, and Korean language learning experience.

Part 2 posed questions about the students' Korean cultural competency and included 50 questions.

Part 2 included two types of questionnaire responses, as follows.

Items 1 - 20 are TOPIK word checklists regarding Korean vocabulary related to Korean culture. The students could select either that they knew or did not know the meaning of the term.

Items 21 - 50 indicate the level of behavior in various cultural capacities. This utilized a four-point Likert scale, with 1 to indicate the least displayed behavior level and 4 to indicate the highest displayed behavior level.

3.4 Data Analysis

Part 1 Initial data analysis

Analyzing background data of samples to understand the general characteristics of the sample using descriptive statistics such as frequency and percentage.

Part 2 Data analysis for research questions

- 1) Measurement of students' Korean cultural competence levels using a computer program to analyze the mean, standard deviation, coefficient, and skewness.
- 2) Measuring the correlation coefficient between students' background and Korean cultural competence by analyzing Pearson Correlation using a computer program.



CHAPTERS IV

RESULTS

The present research aims to study the Korean cultural ability level of KFL students in Bangkok and analyze how the students' background affects their Korean cultural proficiency level. The researcher analyzed and presented research results in three sections as follows.

Section 1: Results of the fundamental statistical analysis of the sample's background variables.

Section 2: Results of analysis of the students' level of Korean cultural competence.

Section 3: Results of analyzing the relationship between the students' backgrounds affecting Korean cultural competence.

Statistical symbols

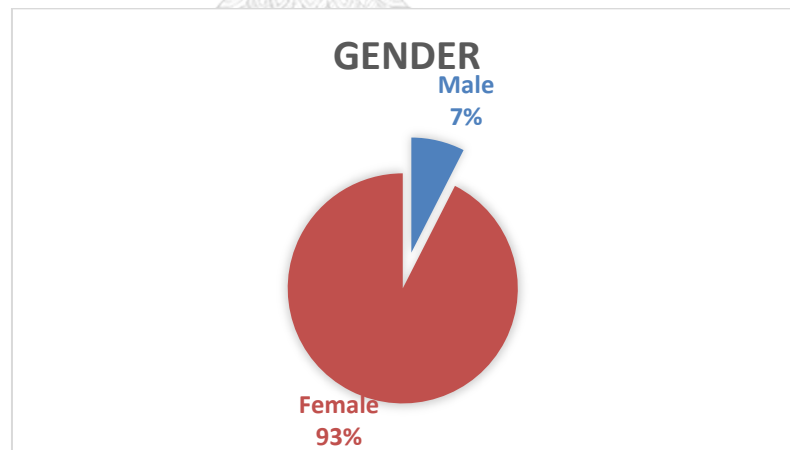
\bar{x}	refers to	Mean
SD	refers to	Standard Deviation
Sk	refers to	Skewness
Ku	refers to	Kurtosis
CV	refers to	Coefficient of variation

4.1 Results of the fundamental statistical analysis of the sample's background variables

The researcher analyzed basic statistics of the research sample's background variables to study the distribution of student data, including gender, school, grade, learning materials, motivation to study at undergraduate level, TOPIK, goal, tutorial class, Korean language learning duration, review duration, and Korean life experience. The data is presented using statistics including frequency distribution and percentage of personal data. The following results were found from the 254 KFL high school students research participants.

4.1.1 Gender

Figure 3. Gender breakdown of the 254 KFL high school student research participants.

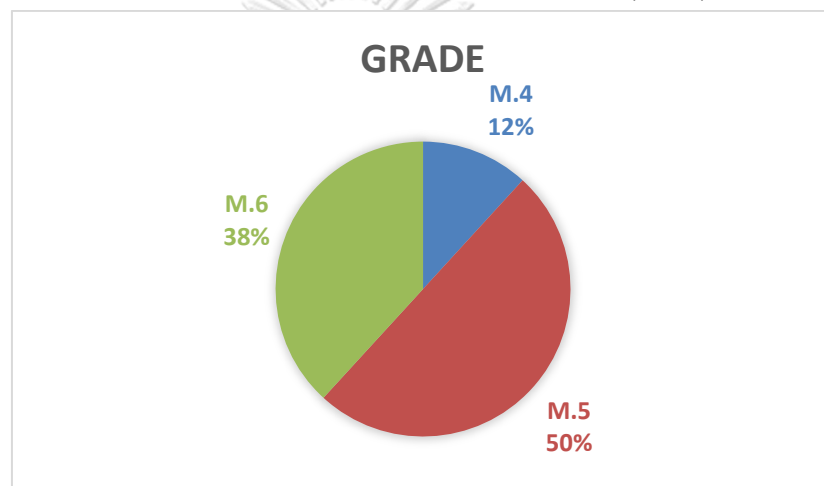


- Male 7.5% (19 students out of 254 students).
- Female 92.5% (235 students out of 254 students)

The number of female students (95.5%) studied in the KFL program was significantly high than males (7.5%), indicating that females are much more likely to study KFL than males.

4.1.2 Grade

Figure 4. Grades of the 254 KFL high school student participants.

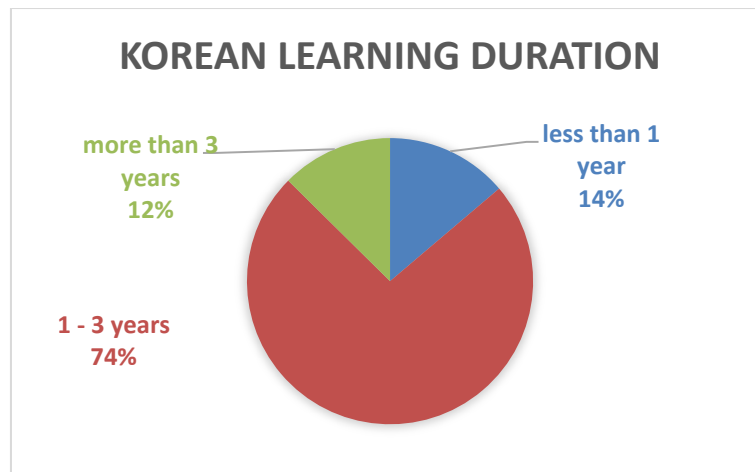


- M.4 or Grade 10 11.8% (30 students out of 254 students).
- M.5 or Grade 11 50% (127 students out of 254 students).
- M.6 or Grade 12 38.2% (97 students out of 254 students).

The half of the high school students were at M5 or Grade 10 (50%), while M4 or Grade 10 students were the least common group (11.8%) since the data was collected during the semester break during the COVID-19 pandemic, which consequently meant that the next semester was postponed. It was difficult to contact M4 or Grade 10 students as these were new students in the semester.

4.1.3 Korean learning duration

Figure 5 Korean learning duration of the 254 KFL high school students.

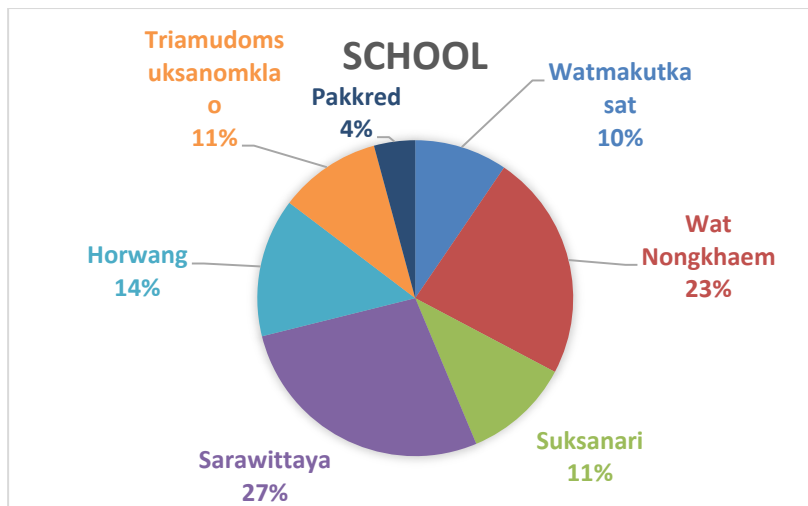


- Less than 1 year 13.8% (35 students out of 254 students).
- 1 – 3 years 73.6% (187 students out of 254 students).
- More than 3 years 12.6% (32 students out of 254 students).

The majority of students (73.6%) had studied the Korean language for approximately 1 to 3 years, which is consistent with the duration of study required for their KFL study plan in high school.

4.1.4 School

Figure 6 Schools attended by the 254 KFL high school students.



- Mattayom Watmakutkasat School 7.9% (20 students out of 254 students).
- Matthayom Wat Nongkhaem School 19.3% (49 students out of 254 students).
- Suksanari School 9.1% (23 students out of 254 students).
- Sarawittaya School 22.8% (58 students out of 254 students).
- Horwang School 11.8% (30 students out of 254 students).
- Nawamintharachinuthit Triamudomsuksanomkla School 8.7% (22 students out of 254 students).
- Pakkred School 3.5% (9 students out of 254 students).
- Triamudomsuksa Pattanakarn Pathumthani School 16.9% (43 students out of 254 students).

From the collected data, Sarawittaya School (22.8%) was the largest contributing school, followed by Matthayom Wat Nongkhaem School (19.3%), Triamudomsuksa Pattanakarn Pathumthani School (16.9%), Horwang School

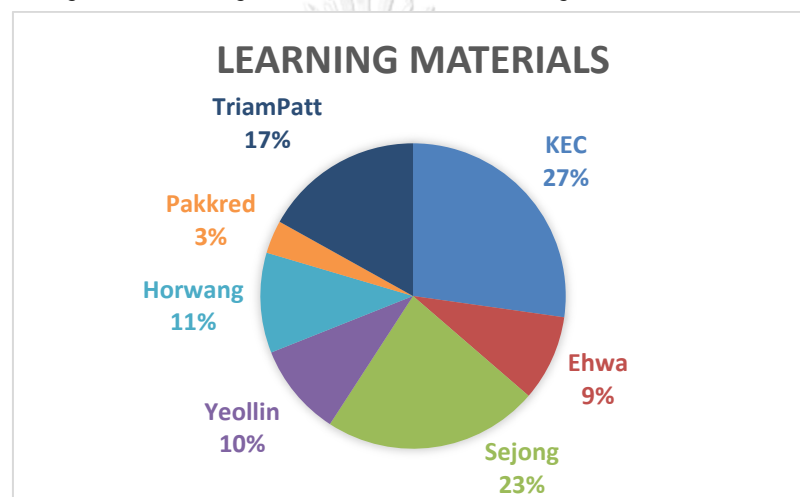
(11.8%), Suksanari School (9.1%), Nawamintharachinuthit

Triamudomsuksanomklao School (8.7%), Mattayom Watmakutkasat School

(7.9%), and Pakkred School (3.5%), respectively.

4.1.5 Learning materials (Institute)

Figure 7 Learning materials of the 254 KFL high school students.



- The Korean Education Center in Thailand (KEC) 27.2% (69 students out of 254 students).
- Ehwa Korean 9.1% (23 students out of 254 students).
- Sejong Korean 22.8% (58 students out of 254 students).
- Yeollin Korean (Korean Foundation) 9.8% (25 students out of 254 students).
- School Books (Horwang) 10.6 % (27students out of 254 students).
- School Books (Pakkred) 3.5 % (9 students out of 254 students).

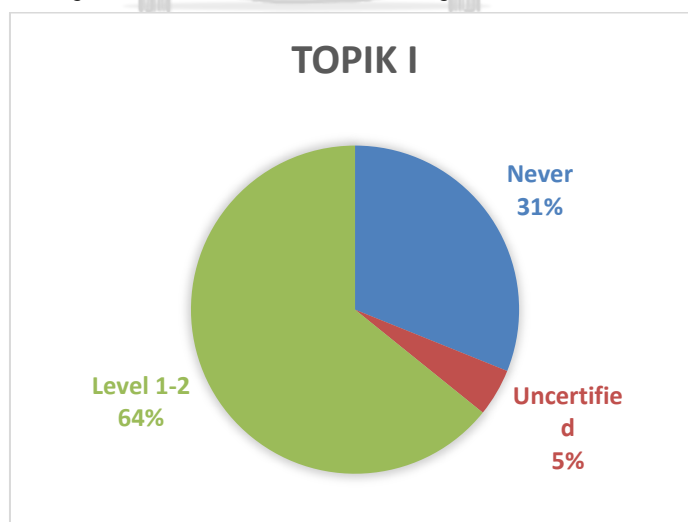
- School Books (Triamudomsuksa Pattanakarn) 16.9 % (43 students out of 254 students).

The Korean Education Center in Thailand (KEC) accounted for most (27.2%) of the textbooks used by the research participants to learn the Korean language, and was the first textbook designed specifically for Thai students studying Korean. Other schools used Korean language books published by Korean universities, while some schools created their own Korean language learning textbooks based on various Korean language textbooks.

4.1.6 Test of Proficiency in Korean (TOPIK)

- TOPIK I

Figure 8 TOPIK I of the 254 KFL high school students.



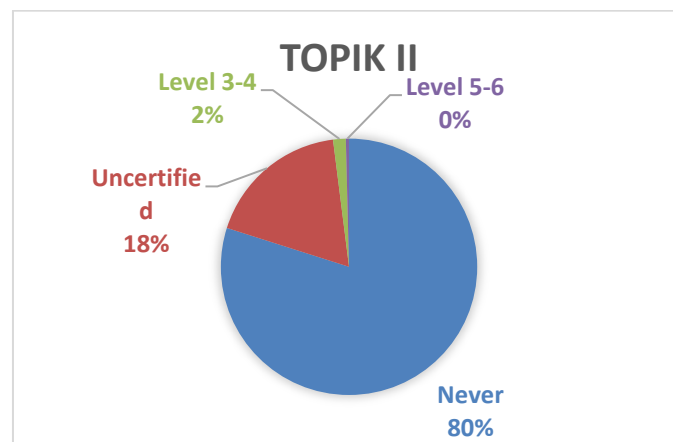
- Never 31.1% (79 students out of 254 students).
- Uncertified 4.7% (12 students out of 254 students).

- Level 1-2 64.2% (163 students out of 254 students).

From Figure 7, most of the students (64.2%) had passed level 1-2 of TOPIK I, while 31.1% had never taken it and 4.7% answered with “Uncertified”.

- TOPIK II

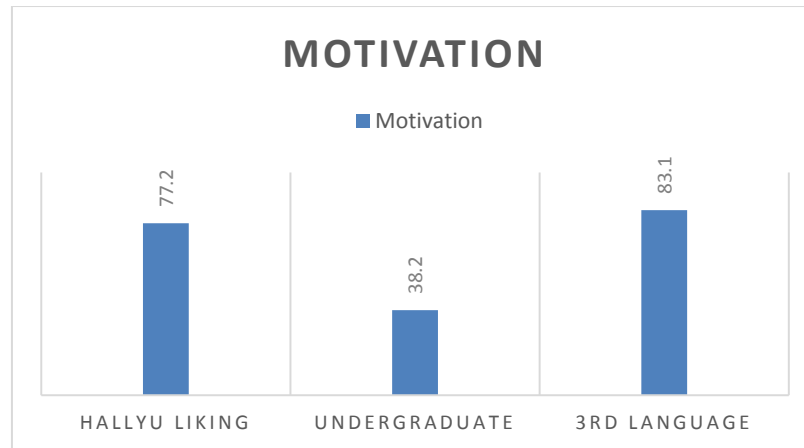
Figure 9 TOPIK II of the 254 KFL high school students.



- Never 79.9% (203 students out of 254 students)
- Uncertified 18.1% (46 students out of 254 students)
- Level 3-4 1.6% (4 students out of 254 students)
- Level 5-6 0.4% (1 students out of 254 students)
- Most of the students did not have experienced of the TOPIK II exam (79.9%), while 18.1% were uncertified, 1.6% were at levels 3-4, and 0.4% were at passing levels 5-6.

4.1.7 Motivation to learn Korean language (multiple choice)

Figure 10 Motivations of the 254 KFL high school students.



- Hallyu liking 77.2% (196 students out of 254 students).
- Undergraduate 38.2% (97 students out of 254 students).
- 3rd language 83.1% (211 students out of 254 students).

For the students' motivation to learn the Korean language, the students could select more than one answer. The results indicate that most of the students decided to study Korean as a third language (83.1%), followed by their preference for Hallyu (77.2%), and finally for studying at higher education (38.2%).

4.1.8 Goal

Figure 11 Goal of the 254 KFL high school students

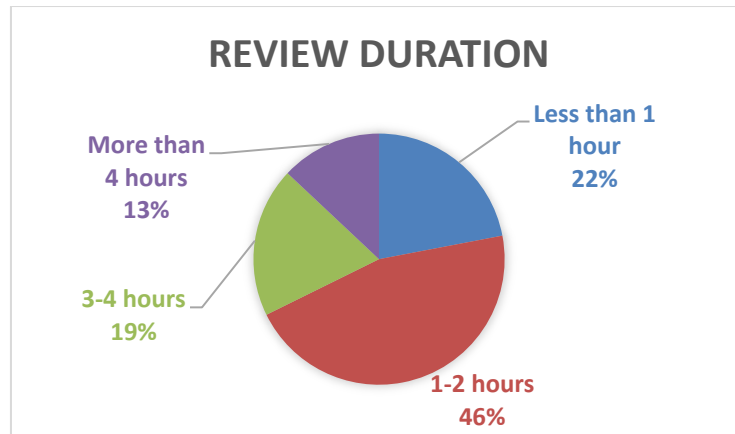


- Korean field 42.9% (109 students out of 254 students).
- Study in South Korea 16.1% (41 students out of 254 students).
- Another major 39% (99 students out of 254 students).
- Not sure 2% (5 students out of 254 students).

In terms of the participants' goals for higher education, it is found that most of the students wanted to study the "Korean field" (42.9%), while "Another major" (39%) had a similar proportion, and the other answers were "Study in South Korea" (16.1%) and "Not sure" (2%).

4.1.9 Review duration (hour/week)

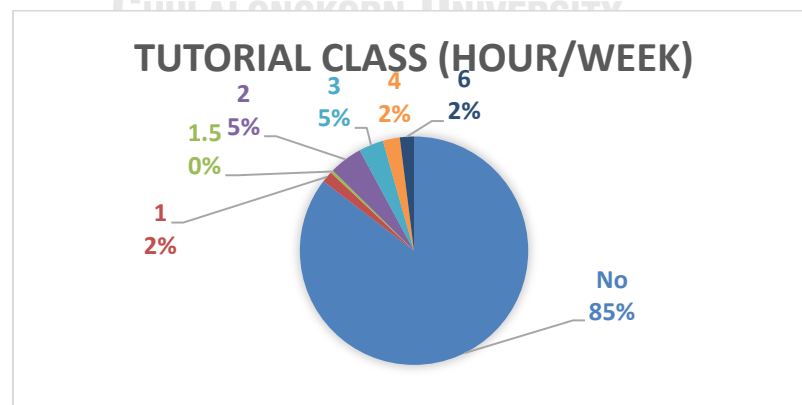
Figure 12 Review duration of the 254 KFL high school students.



- Less than 1 hour 22% (56 students out of 254 students).
- 1-2 hours 45.7% (116 students out of 254 students).
- 3-4 hours 19.3% (49 students out of 254 students).
- More than 4 hours 13% (33 students out of 254 students).

4.1.10 Tutorial class

Figure 13 Tutorial classes of the 254 KFL high school students.

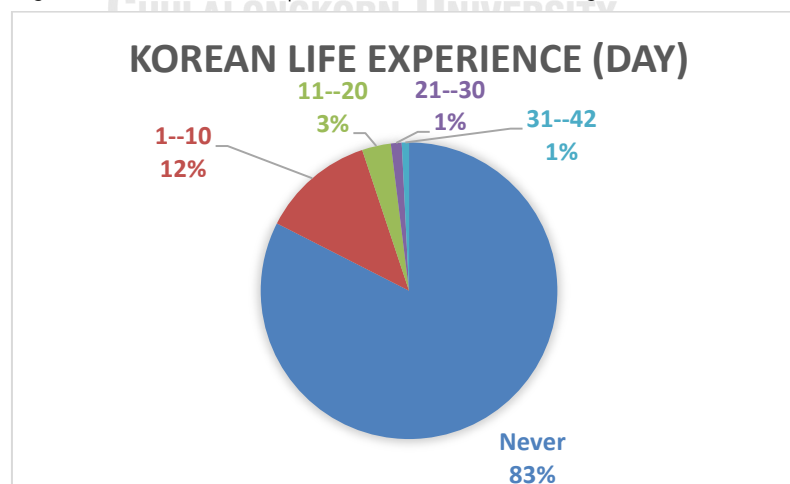


- No tutorials 85% (217 students out of 254 students).
- 1 hour per week 1.6% (4 students out of 254 students).
- 1 hour and a half hours per week 0.4% (1 student out of 254 students).
- 2 hours per week 4.7% (12 students out of 254 students).
- 3 hours per week 3.5% (9 students out of 254 students).
- 4 hours per week 2.4% (6 students out of 254 students).
- 6 hours per week 2% (5 students out of 254 students).

The majority of students do not have Korean language tutorial classes outside of school, but some students took the following number of hours per week: 2 hours (4.7%); 3 hours (3.5%); 4 hours (2.4%); 6 hours (2%); and 1.5 hours (0.4%).

4.1.11 Korean life experience

Figure 14 Korean life experience of the 254 KFL high school students.



- Never 83.9% (213 students out of 254 students)
- 1-10 days 12.6% (32 students out of 254 students)
- 11-20 days 3.2% (8 students out of 254 students)
- 21-30 days 1.2% (3 students out of 254 students)
- 31-42 days 0.8% (2 students out of 254 students)

Most of the students had never experienced living in South Korea, while 12.6% had spent 1-10 days in South Korea, 3.2% 11-20 days, 1.2% 21-30 days, and 0.8% 31-42 days.

4.2 Results of analysis of the level of student's Korean cultural competence level

In this process, the researcher analyzed normalized T-score and percentile to establish criteria and interpret their Korean cultural competence level for each component.

4.2.1 Korean cultural competence criteria

Table 6 Korean cultural competence criteria.

Score (Percent)	Percentile	T-score	Interpretation
82.50 – 94.50	80	59.49 – 69.18	Very high
74.50 – 82.00	60-79	53.028 – 59.08	High
68.00 – 74.00	40-59	47.78 – 52.62	Moderate
59.50 - 67.50	20-39	40.92 – 47.38	Low
40.50 – 59.23	20	25.57 – 40.69	Very Low

In finding the norm of Korean cultural competence, the researcher found normalized T- score and percentile, then analyzed the scores of each component which are Korean cultural knowledge, Korean cultural skill, Korean cultural awareness and the Korean communication ability in order to interpret the scores in each aspect as shown in Table 7-10.

4.2.2 Korean cultural knowledge criteria

Table 7 Korean cultural knowledge criteria.

Score (Percent)	Percentile	T-score	Interpretation
80.00 – 100	80	58.47 – 66.68	Very high
70.00 – 75.00	60-79	54.27 – 56.37	High
55.00 – 65.00	40-59	47.96 – 52.17	Moderate
40.00 – 50.00	20-39	41.66 – 47.38	Low
0 – 35.00	20	24.85 – 39.56	Very Low

4.2.3 Korean cultural awareness criteria

Table 8 Korean cultural skill criteria.

Score (Percent)	Percentile	T-score	Interpretation
92.50 – 100	80	58.92 – 65.94	Very high
87.5 – 90.00	60-79	54.26 – 56.59	High
80.00 – 85.00	40-59	47.25 – 51.92	Moderate
75.00 – 77.50	20-39	42.58 – 44.91	Low
45.00 – 72.50	20	14.55 – 40.24	Very Low

4.2.4 Korean cultural awareness criteria

Table 9 Korean cultural awareness criteria.

Score (Percent)	Percentile	T-score	Interpretation
92.50 – 100	80	59.29 – 66.43	Very high
87.50 – 90.00	60-79	54.54 - 56.92	High
80.00 – 85.00	40-59	47.41 – 52.16	Moderate
75.00 – 77.50	20-39	42.65 – 45.03	Low
47.50 – 72.50	20	16.50 – 40.28	Very Low

4.2.5 Korean communication ability criteria

Table 10 Criteria of Korean communication ability

Score (Percent)	Percentile	T-score	Interpretation
77.50 - 100	80	58.74 - 80.33	Very high
70.00 – 75.00	60-79	51.54 - 56.34	High
65.00 – 67.50	40-59	46.74 – 49.14	Moderate
60.00 – 62.50	20-39	41.94 – 44.34	Low
37.50 – 57.50	20	20.35 – 39.54	Very Low

After the researcher had established the criteria for interpreting the cultural competence and four components, the researcher created Table 11 in order to explain the results of analysis about the cultural competence of secondary school students who study in KFL program by considering Mean (\bar{x}), Standard Deviation (SD), Skewness (Sk), Kurtosis (Ku), and Coefficient of Variation (CV).

Table 11 Analytical results the level of Korean cultural competence.

Competence	N	\bar{x}	S.D.	C.V.	Sk	Ku	Interpretation
Korean cultural competence	50	70.75	12.38	17.50	-0.25	-0.66	moderate
Korean cultural knowledge	20	59.84	23.79	39.76	-0.47	-0.24	moderate
Korean cultural skill	10	82.94	10.70	12.90	-0.65	-0.28	moderate
Korean cultural awareness	10	82.76	10.52	12.71	-0.39	-0.14	moderate
Korean communication ability	10	68.40	10.42	15.23	0.25	-0.03	moderate

Overall, the student's had a moderate Korean cultural competence level in the four areas. The results of each analysis found that Korean cultural skills and Korean cultural awareness are at a moderate level, but there is a very high average with a similar average score (82.94 and 82.76, respectively). For the coefficient of variation of all four components, it is found that the component with the highest coefficient distribution was Korean cultural knowledge followed by Korean cultural skills, Korean cultural awareness, while the lowest was Korean communication ability (23.79, 10.70, 10.52, and 10.42, respectively). When considering skewness, it is found that only the ability to communicate in Korean was left skewed (0.25), indicating that most of the students' scores were higher than the average. The remaining three were all right

skewed (-0.47, -0.65, -0.39), indicating that most of the scores were below the mean.

On the other side, kurtosis (Ku) found that all four sides had negative kurtosis, i.e.

there was a relatively large distribution.

4.3 Analytical results of the relationship between student backgrounds and how it affects Korean cultural competence.

Table 12 Analytical results of the relationship between student backgrounds and how it affects Korean cultural competence.

background	Korean cultural competence	Korean cultural knowledge	Korean cultural skill	Korean cultural awareness	Korean communication ability
Gender	0.243**	0.282**	0.103	0.110	0.086
Grade	0.292**	0.373**	-0.024	0.049	0.003
Korean learning duration	0.162**	0.139*	0.048	0.135*	0.151*
School	0.062	-0.41	0.077	0.067	0.156*
Learning materials	0.075	0.021	0.084	0.073	0.146*
Korean language test					
TOPIK I	0.110	0.156*	0.048	0.005	0.101
TOPIK II	-0.049	-0.168	0.170	0.166	0.172
Motivation					
- Hallyu liking	0.250**	0.267**	0.049	0.047	0.135*
- Higher education	0.174**	0.111	0.218**	0.072	0.172**
- 3 rd language	0.091	0.26	0.188**	0.122	0.046
Goal	-0.024	-0.020	0.004	0.055	-0.068
Review duration	0.348**	0.272**	0.278**	0.224**	0.220**
Tutorial Class	0.247**	0.230**	0.186**	0.135*	0.189**
Korean life experience	0.295**	0.148*	0.124*	0.110	0.174**

* Statistical significance at .05 level ** Statistical significance at .01 level

From Table 12, it is found that the background factors related to Korean cultural competence level at a statistical significance of .01 include review duration (0.348), Korean life experience (0.295), grade (0.292), Hallyu liking (0.250), tutorial class (0.247), gender (0.243), studying for higher education (0.174), and duration of learning Korean (0.162), respectively.

Furthermore, the backgrounds which relate to Korean cultural knowledge scores at a statistical significance of .01 are grade (0.373), gender (0.282), review duration (0.272), Hallyu liking (0.267) tutorial class (0.230), and duration of learning Korean (0.139), respectively. Moreover, the factors with a statistically significant relationship at .05 are TOPIK I (0.156) and Korean life experience (0.148).

Regarding Korean cultural skills, the student background elements which have a statistically significant relationship at .01 include review duration (0.278), studying for higher education (0.218), studying as a third language (0.188), and tutorial class (0.186), respectively. The Korean life experience (0.124) factor has a statistically significant relationship at .05 with Korean cultural competence.

Regarding Korean cultural awareness, review duration (0.224) is a background which is a factor that has a statistically significant relationship at .01 with a positive relationship. At .05 statistical significance, duration of Korean language study (0.135) and special education (0.135) are related to Korean cultural competence.

In terms of Korean communication ability, student backgrounds which are factors with a statistical significance at .01 include review duration (0.220), tutorial

class (0.189), Korean life experience (0.174), and studying for higher education (0.172), respectively. The student backgrounds that have a statistically significant relationship at .05 include school (0.156), Korean learning duration (0.151), study materials (0.146), and Hallyu liking (0.135), respectively.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the research findings, implications, and recommendations for further studies are presented in the following sections:

5.1 Conclusion

5.2 Discussion

5.3 Recommendations

5.1 Conclusion

1. The level of Korean cultural competence among high school students who study KFL program in Bangkok was found at moderate level. Due to the result of analysis on four aspects, it was also found at moderate level, but after considering the Mean (\bar{x}), it was found that Korean cultural skills and Korean cultural awareness were obviously higher than other two aspects. Furthermore, when considering Skewness (Sk), it was found that the ability to communicate in Korean was the only aspect which showed that the majority of students scored above the Mean (\bar{x}).

2. The background factors that affected Korean cultural competence of high school students who study KFL programs in Bangkok included review duration, Korean life experience, grade, Hallyu liking, tutorial class, motivation to study at undergraduate level, and Korean language learning duration, had

a statistically significant relationship at .01 level. However, although gender variables are statistically significant to Korean cultural competence, but due to the high difference of proportion, it might be a bad sample of the research, so it was not counted as a variable that affected Korean cultural competence.

5.2 Discussion

1. The measure of Korean cultural competence found that the students had a moderate level of Korean cultural competence. The results of the four components show that Korean cultural skills and Korean cultural awareness have higher means compared to the other two. This finding is consistent with Chamnan (2013) and Chantarasenanon (2010) which also found cultural skill and cultural awareness to be at a higher level than the other areas. Studies indicate that students demonstrate the ability to adapt and live happily in Korean society. Moreover, students can recognize, understand, think, cogitate, consider, and determine to solve problems arising from cultural differences. This may be due to students having a positive attitude towards Korean culture and being familiar with Korean culture through various media. Khunsit (2012) studied cultural adaptation and found that Thai people have a bicultural adaptation, meaning that they are able to adapt to new cultures while retaining their original culture. The students' had a moderate level of Korean communication ability, meaning that they can communicate comprehensively to a

certain extent. The components at moderate level and the lowest mean is Korean cultural knowledge which concerns knowledge about places, food, play, and Korean society, but the schools and learning materials do not focus on this aspect. In addition, from interviews with teachers it is found that the teachers occasionally have difficulties when attempting to understand the content and think that Korean language grammar should be a priority. Therefore, certain cultural content was not included in the instruction.

2. The results of measuring the correlation coefficient between the high school KFL students' background and Korean cultural competence indicate that the most important elements are review duration, Korean life experience, Hallyu liking, tutorial class, gender, studying for higher education, and duration learning the Korean language. Most of these factors are from outside the class or school, with the exception of their grade background. These findings are consistent with Chantarasanont (2010) which found that education level and experience influence cultural competency. In terms of education level, a person's behavior who studies at a higher level is able to acquire additional knowledge, so most of the learners' cultural knowledge may be through their own self-knowledge. Although gender variables correlated with students' Korean cultural ability level, females were significantly overrepresented in the research sample, so any conclusions considering

gender as a background of the students and how it affects their Korean cultural competence may yield inadequate research findings.

3. The results of the measurement of the correlation coefficient between the students' background and their Korean cultural ability indicate that the following elements had no significant differences, namely school, Korean Language Proficiency Test (TOPIK), studying for a third language, and goals. This finding is consistent with Chamnan (2013) in which school affiliation showed no difference in teachers' cultural competency. The finding that school does not influence the students' Korean cultural competence could be because a controlling variable of the study was that only schools which had run a KFL program for five years or more were included in the present study. In addition, all the sample schools are in the Korean Language Learning Development Network Center in Bangkok under the OBEC. Consequently the teaching and learning in all the sampled schools met the same standards. Additionally, according to Cortazzi and Jin (1999), the materials used to contain cultural content for the teaching of foreign languages differs in terms of both content and format depending on the author's perspective. In the present research, study materials were not found to affect the participants' cultural competence, although the content and format differences may be due to the content of the Korean language textbooks focusing on teaching purposes. The principles of language and grammar have less influence on Korean cultural competence, yet when considering

each background in detail, it is found that TOPIK I is related to Korean cultural knowledge. The Korean cultural knowledge's questionnaire includes cultural vocabulary from the TOPIK I at the beginning level (level 1-2), so students who have prepared for or passed the exam have higher Korean culture knowledge scores.

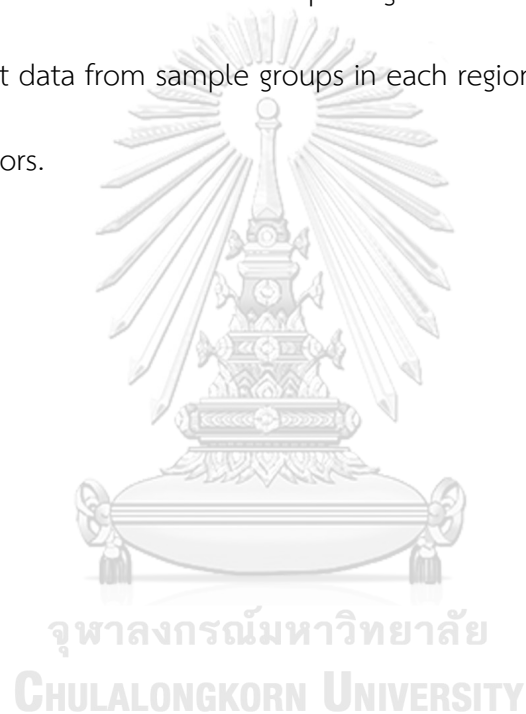
4. In addition, after asking teachers who teach Korean language in secondary schools, it was found that the teachers had a problem in teaching about Korean cultural content. Many teachers thought that some cultural content were too deep and it was difficult to understand, and it made the students lost their interests. Moreover, the teachers thought that the course's content was inconsistent with PAT 7.7 which was difficult. Most schools do not teach about Korean musical instruments and important political dates. For the instructor aspect, some teachers thought that it would be better if Korean teachers were the one who taught about Korean cultural content as they could explain it clearly than Thai teachers. Meanwhile, schools with Korean teachers found that Korean teachers did not focus on the content that was intense enough for PAT 7.7 test. Additionally, more than half of the teachers were not able to teach according to the school's curriculum, and solved the problem by giving a rough explanation instead or told the students to study by themselves. For the learning materials, it was found that the schools had insufficient learning materials for teaching Korean cultures such as Korean musical instruments and Korean skits, etc.

5.3 Recommendations

1. Educational institutions and related agencies should explore issues in Korean cultural teaching management. In this regard, students should be encouraged to develop higher Korean cultural abilities, especially in terms of Korean cultural knowledge through various methods such as language camp activities, training in Korean culture, volunteering with projects related to Korean culture, Korean cultural excursions, and Thai-Korean exchange programs. Various activities can offer students the opportunity to experience Korean culture, which is beneficial since having a greater cultural ability can improve students' Korean language abilities.

2. The present study only examined certain student background elements and did not review external factors that could affect students' Korean cultural competence level, such as the presence of Thai and Korean teachers at their school. Korean teachers' responsibilities may therefore affect the learners' cultural abilities. Additionally, study styles are combined with other language learning programs in the same class. Other school factors and family

3. This research analyzed a selected sample of schools under the OBEC which had been running a KFL program for at least five years in Bangkok. The study therefore only included eight schools. If the scope of variables was expanded to include all schools in Bangkok or schools with different affiliations were surveyed, including both private and state schools, different findings may arise. Researchers interested in exploring Korean cultural competence could also collect data from sample groups in each region of Thailand to determine spatial factors.



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APPENDICES

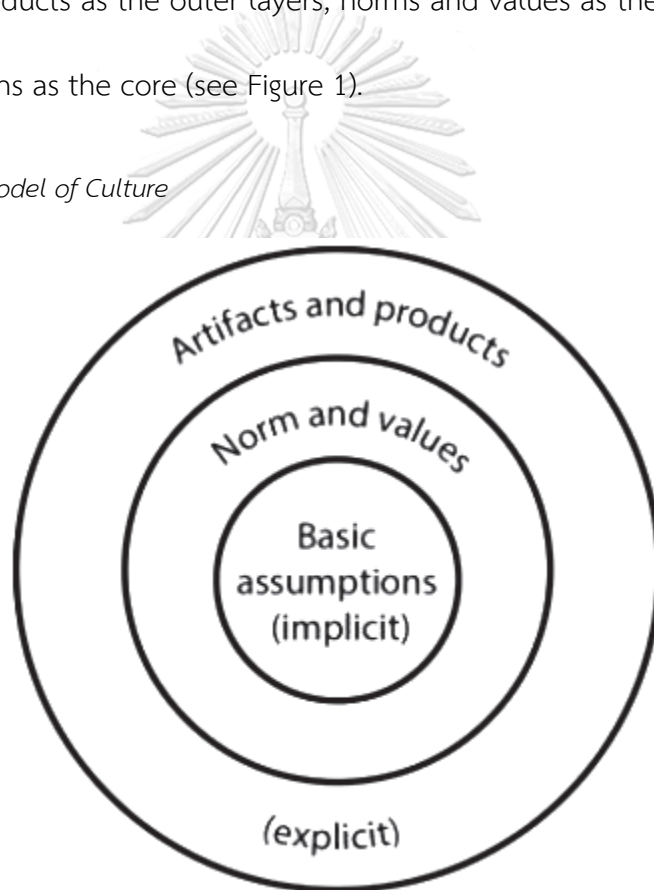


จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Concept of Culture

Thanasoulas (2001) defines culture as the accepted ways of behavior shared with other as a result of belonging to a certain group. Not only does this notion include a group's way of thinking, feeling, and acting, but also the internalized patterned for doing certain things in certain ways. Culture consist of three layers: artifacts and products as the outer layers, norms and values as the middle layer, and basic assumptions as the core (see Figure 1).

Figure 14 *Onion Model of Culture*



In this model, the explicit layer of culture refers to the visible aspect of culture that could be observed, such as language use, buildings, fashions, food, art, and agriculture. Banu (2015) implies that this layer could be defined as “the body of the things we first noticed and perceived on culture.”

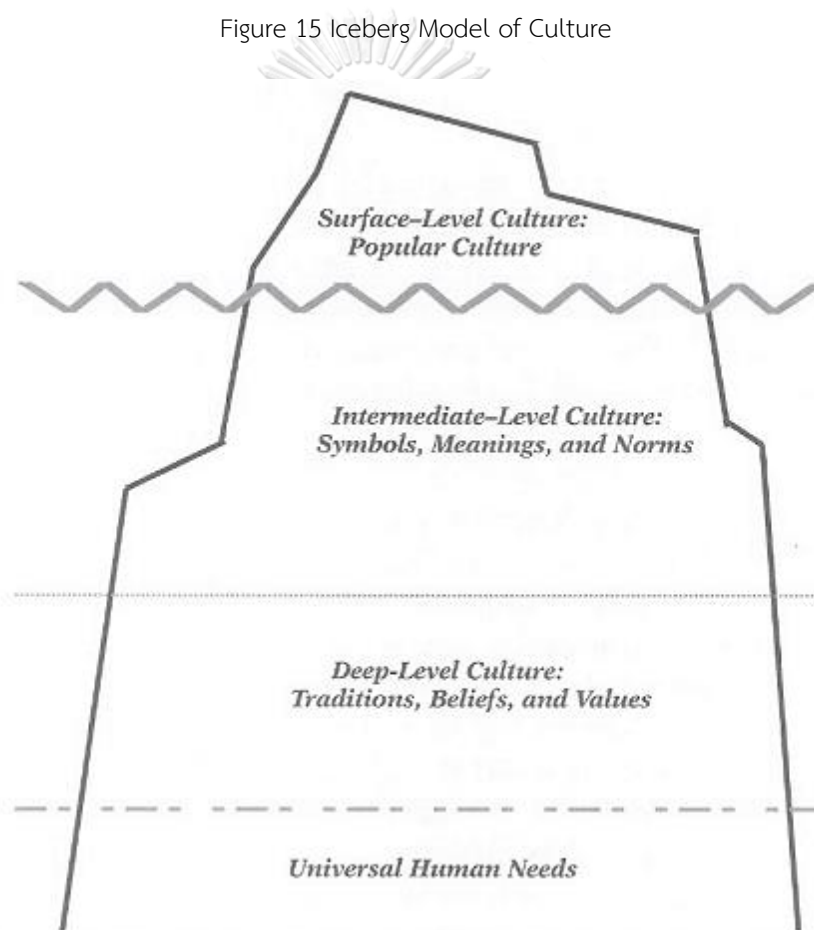
The middle layer of culture consists of norms and values of societies which defines the social principles, behavior standards, and value system in the society. Norms normally refers to what is right or wrong that an individual should perform in the society, while values refers to what is right or wrong that the individual wishes to behave in the society (Banu, 2015).

The core culture which is in the implicit of culture includes basic assumptions about the existence which are taken for granted by people within the community such as beliefs of life which is an invisible side of culture, and possibly will be observed through the reflections of the visible culture elements.

Cultural anthropologists, such as Edward T. Hall (1989, 1990) or Clifford Geertz (1973), define culture as a complex web of semiotic systems developed for interacting with others, whereby every expression and act takes on meaning. Culture is defined as “subjective reality”, or a person’s acquired understanding of how the world was, is and should be.

Culture could be summarized as the whole of mental categories one has formed through experience – i.e. primarily through socialization. Culture includes all things one has come to know and expect since birth and it guides our perception of, interpretation of and emotional reaction to everything we encounter. Research on values, Kluckhohn (1954) and Hofstede (2004), supports “ethnorelativism” or the notion that even deeprooted values were formed via social interaction with

members of social institutions (e.g. family, peer groups, education, mass media, etc.). These “core” values are understood as the fundamental building blocks of culture. Similarly, Ting-Toomey and Chung (2005) describe culture as the form of an image of an iceberg with the surface, intermediate, and deep levels (see Figure 2).



In this model, the tip of the iceberg above the water surface represents the surface-level culture, or popular culture, which is easily distinguishable and could be directly observed in everyday life, such as cultural artifact, and easily distinguishes it

from other cultures. The next layer below the surface is the intermediate-level culture consists of symbols, meanings and norms. According to Ting-Toomey and Chung (2005), a symbol may be present in various forms, such as a sign, a gesture, a word, a nonverbal behavior to which meanings are attached. Underneath the intermediate layer is the deep-level culture which consists of the traditions, beliefs and values shared by the people of a cultural group. The deepest layer of the iceberg includes universal human needs, for instance, for security, love or connection, inclusion and respect which are shared by all human beings. This explains why a group of people from different cultures are different in various ways they share many basic needs across cultures.

Integrated Culture for developing intercultural competence

According to Ennis (2015) languages and cultures allow us to attract more complex forms of communication, while the languages one *always acquires* for the goal of communication is at the core of this ongoing process (Fig. 3). This model has clear implications for FL pedagogy. First, it becomes important to prepare students to deal with this dynamic interconnectedness in their real-life encounters with the FL. Second, it shows that teaching languages and cultures means exposing students to foreign social realities, which will result in affective and cognitive responses. Third, it means that all communicative acts in the FL are translingual and transcultural (i.e.

situated between languages and cultures. Fourth, it is unwise to treat a foreign culture as something unrelated to acts of communication set within an (inter)cultural frame.

Figure 16 Communication is both the means and purpose of acquiring language and culture

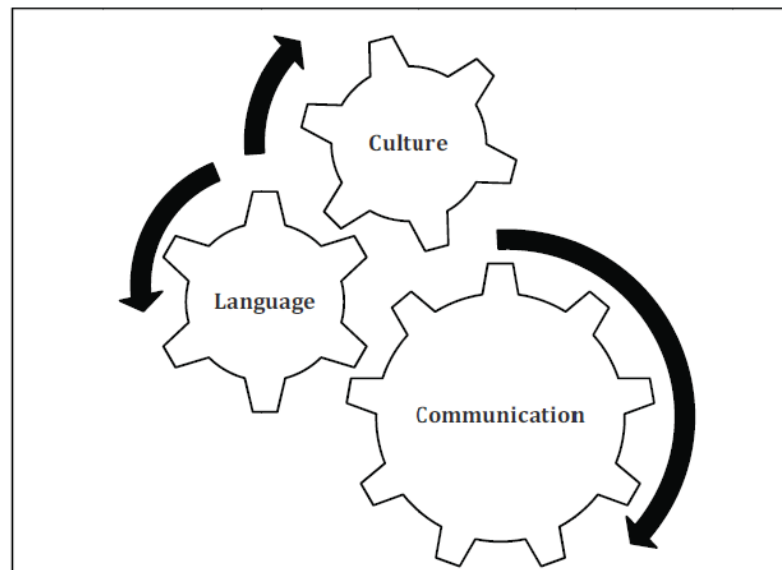
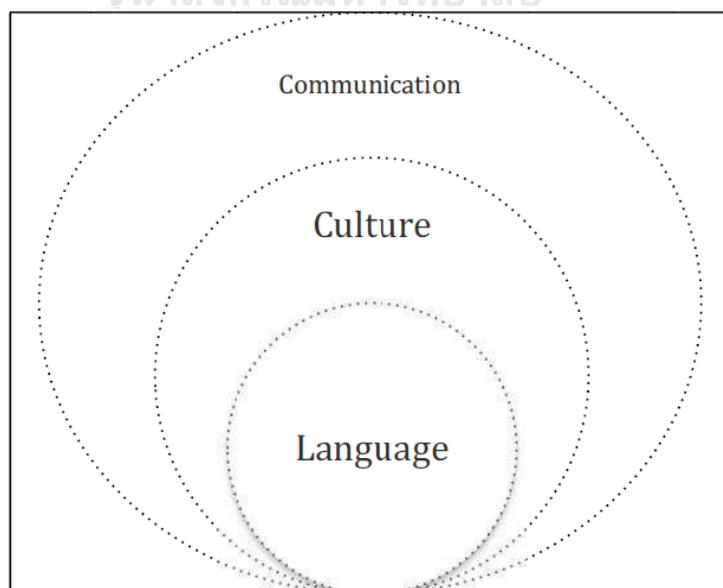


Figure 17 Language is at the core of human existence.



Commonly, the content of the culture presented to FL learners is that of somewhat the countries where the language is used as the first language such as United States or United Kingdom for English, Korean for North Korea or South Korea. However, there has been a discussion on the status of target culture in foreign language teaching. Some scholars have suggested to reconsider the dominance of the target culture and to recognize the multilingual context of English use and consider the source culture and international culture to be focused more in language teaching (McKay, 2003b). To enhance learners' intercultural competence in global perspective, both non-native and native speakers' culture should be put equal value in language teaching as the source culture could help them empower and practice using English to express their own culture and identity. While international and target culture help learners understand the cross-cultural pragmatics and could act appropriately in cross-cultural situations (Shin, Eslami and Chen, 2012).

Questionnaire in Thai Version

แบบสอบถามความสามารถทางวัฒนธรรมเกาหลี

ตอนที่ 1

ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

1. เพศ

(1) ชาย (2) หญิง

2. ระดับชั้นประจำปีการศึกษา 2563

(1) ม.4

(2) ม.5

(3) ม.6

4. ประสบการณ์ในการเรียนภาษาและวัฒนธรรมเกาหลี

5. น้อยกว่า 1 ปี

6. 1- 3 ปี

7. 3 ปีขึ้นไป

8. จบการศึกษาแผนการเรียนศิลป์ (ภาษาเกาหลี) จากโรงเรียน (โปรดระบุ)

9. เอกสารประกอบการเรียนภาษาเกาหลีเป็นของสถาบันใด

(1) มหาวิทยาลัยแห่งชาติโซล

(2) มหาวิทยาลัยสตรีอีฮวา

(3) มหาวิทยาลัยซอกกั๋ง

(4) Korean Education Center (SE-ED)

(1) อื่น ๆ (โปรดระบุ).....

10. นักเรียนเคยทดสอบวัดระดับภาษาเกาหลีอย่างไรบ้าง

(1) TOPIK I (....) ผ่าน ระดับ(โปรดระบุ)..... (....)ไม่ผ่าน

(2) TOPIK II (....) ผ่าน ระดับ(โปรดระบุ)..... (....)ไม่ผ่าน

(3) PAT 7.7 คะแนน(โปรดระบุ)

11. สาเหตุในการเลือกเรียนแผนการเรียนภาษาเกาหลี (ตอบได้มากกว่า 1)

(1) ชื่นชอบในกระแสฮันรยู (K-POP ซีรีส์ ฯลฯ)

- (2) เพื่อศึกษาต่อในระดับอุดมศึกษา
- (3) ต้องการเรียนรู้ภาษาที่ 3
- (4) อื่น ๆ (โปรดระบุ)

12. เป้าหมายหลังจากจบการศึกษา

- (1) ศึกษาต่อในหลักสูตรภาษาเกาหลีหรือเกาหลีศึกษา
- (2) ศึกษาต่อที่ประเทศเกาหลี
- (3) ศึกษาในสาขาวิชาอื่นที่ไม่เกี่ยวข้องกับภาษาเกาหลี
- (4) อื่น ๆ (โปรดระบุ)

13. นักเรียนอ่านหนังสือทบทวนวิชาภาษาเกาหลีโดยเฉลี่ยใช้เวลาเท่าใดต่อสัปดาห์

- (1) น้อยกว่า 1 ชั่วโมง
- (2) 1 - 2 ชั่วโมง
- (3) 3 - 4 ชั่วโมง
- (4) มากกว่า 4 ชั่วโมง

14. นักเรียนเรียนพิเศษวิชาภาษาเกาหลีเพิ่มเติมนอกเหนือจากในชั้นเรียน

- (1) เรียน (สัปดาห์ละ...ชั่วโมง)
- (2) ไม่เรียน

15. นักเรียนเคยมีประสบการณ์ในการไปแลกเปลี่ยนหรือเรียนที่ประเทศเกาหลีได้

- (1) เคย (รวม...ชั่วโมง)
- (2) ไม่เคย

ตอนที่ 2 คำศัพท์เกี่ยวกับวัฒนธรรมเกาหลี

โปรดทำเครื่องหมายให้ตรงกับความเป็นจริง

ข้อที่	คำศัพท์	รู้ความหมาย	ไม่รู้ความหมาย
1	갈비탕		
2	광주		
3	노래방		
4	대구		
5	동대문		
6	떡국		
7	목욕탕		
8	무궁화		
9	미역국		
10	분식		
11	삼계탕		
12	송편		
13	순두부찌개		
14	식혜		
15	윷놀이		
16	추석		
17	태극기		
18	하숙집		
19	한복		
20	한옥		

ตอนที่ 3 แบบวัดความสามารถทางวัฒนธรรมเกาหลี

คำชี้แจง โปรดเลือกระดับพฤติกรรมที่ตรงกับความเป็นจริงมากที่สุด

- 1 หมายถึง ระดับพฤติกรรมที่ท่านแสดงออกน้อยที่สุด (ร้อยละ 0 - 25)
- 2 หมายถึง ระดับพฤติกรรมที่ท่านแสดงออกน้อย (ร้อยละ 26 - 50)
- 3 หมายถึง ระดับพฤติกรรมที่ท่านแสดงออกมาก (ร้อยละ 51 - 75)
- 4 หมายถึง ระดับพฤติกรรมที่ท่านแสดงออกมากที่สุด (ร้อยละ 76 - 100)

ข้อที่	พฤติกรรม	1	2	3	4
1	เมื่อฉันเห็นจะรู้ได้ทันทีว่าใครเป็นคนเกาหลี เช่น จากการสังเกต การได้ยิน				
2	ฉันยอมรับถึงความแตกต่างทางวัฒนธรรมของคนเกาหลี				
3	ฉันมีความยืดหยุ่นกับคนเกาหลีแม้มีวัฒนธรรมที่ต่างจากฉัน เช่น การอธิบายวัฒนธรรมไทยที่แตกต่างจากเกาหลี				
4	ฉันสามารถอยู่ร่วมกับคนเกาหลีได้อย่างมีความสุข				
5	ฉันเข้าใจความรู้สึกของคนเกาหลีที่มีวัฒนธรรมต่างจากฉัน				
6	ฉันสามารถทำงานร่วมกับคนเกาหลีได้				
7	ฉันไม่รู้สึกรู้สึกอึดอัดหากต้องทำกิจกรรมร่วมกับคนเกาหลี เช่น การเรียนร่วมกันในห้องเรียน				
8	เมื่อเกิดปัญหาหรือความขัดแย้งทางวัฒนธรรม ฉันสามารถควบคุมอารมณ์และพฤติกรรมได้เป็นอย่างดี เช่น เมื่อมีความคิดเห็นไม่ตรงกันเกี่ยวกับเรื่องความเชื่อของไทยและเกาหลี ฉันจะนิ่งและไม่แสดงความคิดเห็น เพื่อเลี่ยงปัญหา				
9	ฉันเข้าใจวัฒนธรรมเกาหลีและสามารถปรับตัวได้หากต้องอยู่ในสังคมเกาหลี				

10	หากมีครูหรือนักเรียนเกาหลีในชั้นเรียน ฉันสามารถปรับตัวให้เข้ากับเขาได้				
11	ฉันรับรู้และเข้าใจถึงความแตกต่างระหว่างวัฒนธรรมไทยและวัฒนธรรมเกาหลี				
12	ฉันมองเห็นความคล้ายคลึงกันของวัฒนธรรมไทยและเกาหลี				
13	ฉันเข้าใจและเคารพในความแตกต่างทางวัฒนธรรม				
14	ฉันไม่หนีปัญหาและพร้อมแก้ไขเมื่อเกิดปัญหาความแตกต่างทางวัฒนธรรม				
15	ฉันทำความเข้าใจกันได้ง่ายกับคนเกาหลีแม้จะมีวัฒนธรรมที่ต่างกัน				
16	ฉันเข้าใจการหยุดเพื่อร่วมวันสำคัญต่าง ๆ ของเกาหลี เช่น วันขึ้นปีใหม่ตามจันทรคติ(설날), วันไหว้พระจันทร์ (추석), วันสถาปนาประเทศ 개천절				
17	ฉันยอมรับและปรับแนวคิดของตนเองตามวัฒนธรรมเกาหลีที่ไม่ขัดกับวัฒนธรรมไทย				
18	ฉันรู้ว่าทำไมวันไหว้พระจันทร์ (추석), วันอักษรเกาหลีจึงเป็นวันสำคัญของคนเกาหลี				
19	ฉันยอมรับได้หากมีคนเกาหลีที่แสดงออกแตกต่างจากฉัน				
20	ฉันคิดว่าความหลากหลายทางวัฒนธรรมเป็นเสน่ห์ของการอยู่ร่วมกันในสังคม				
21	ฉันสามารถเรียบเรียงคำพูดในการสื่อสารภาษาเกาหลีได้				
22	การเรียบเรียงคำพูดไม่เป็นปัญหาในการสนทนาของฉัน				

23	เพราะการเรียงลำดับการสนทนาที่ถูกต้องทำให้ฉันสื่อความไม่ผิดพลาด				
24	ฉันจะเน้นการสื่อสารให้เข้าใจมากกว่าใช้ไวยากรณ์ให้ถูกต้อง				
25	ฉันจะอธิบายซ้ำให้ชัดเจนขึ้น หรือพูดช้าลงเมื่อเกิดปัญหาการเรียบเรียงข้อความ				
26	ฉันใช้ท่าทางประกอบหากประสบความลำบากในการสื่อความ				
27	ฉันพยายามไม่เลี่ยงการสื่อสารกับคนเกาหลี หรือการใช้ภาษาเกาหลี				
28	ฉันไม่ประสบปัญหาในการสื่อความด้วยภาษาเกาหลีให้ถูกต้อง				
29	ฉันมั่นใจในการสื่อสารกับคนเกาหลี				
30	ฉันเลือกใช้ระดับภาษาที่ต่างกันเมื่อสื่อสารกับคนเกาหลีที่มีสถานะแตกต่างกันได้ เช่น คนสูงอายุ เด็ก อาจารย์				

Questionnaire in English Version

Korean cultural competence questionnaire

Section 1: General information about respondents

1. Gender
 - (1) Male (2) Female
2. Grade Level for Academic Year 2020
 - (1) M.4 / Grade 10
 - (2) M.5 / Grade 11
 - (3) M.6 / Grade 12
3. Experience in learning Korean language and culture
 - (1) Less than 1 year
 - (2) 1- 3 years
 - (3) More than 3 years
4. Studying KFL program at (specify)
5. Which institution does the documents for learning Korean language belong to?
 - (1) Korean education center in Thailand (KEC)
 - (2) Ehwa Korean จุฬาลงกรณ์มหาวิทยาลัย
 - (3) Sejong Korean Yeollin Korean (Korean Foundation)
 - (4) School Books (Horwang)
 - (5) School Books (Pakkred)
 - (6) School Books (Triamudomsuksa Pattanakarn)
6. Have students taken the Korean Language Proficiency Test?

TOPIK I (...) certified level (please specify) (...) uncertified (.....) never

TOPIK II (...) certified level (please specify) (...) uncertified (.....) never
7. PAT 7.7 Score (.....)
8. Reasons for choosing to study Korean language learning plan (Multiple choices)

- (1) Hallyu liking (K-POP, K-series, etc.)
 - (2) To study in higher education
 - (3) Want to learn as a 3rd language
 - (4) Others (please specify)
9. Goal after graduation
- (1) Study in a Korean language or Korean studies
 - (2) Study in South Korea
 - (3) Studying in another field
 - (4) Others (please specify)
10. How much time do you spend on average reading in Korean subjects per week?
- (1) Less than 1 hour
 - (5) 1 - 2 hours
 - (6) 3 – 4 hours
 - (7) More than 4 hours
11. Does the student take tutorial class for Korean language subject out of classroom?
- (1) Yes (... hour/week)
 - (2) No
12. Have you had experience in exchanging or studying in South Korea?
- (1) Yes (... days)
 - (2) No

Section 2: Korean Culture Vocabulary

Please mark the answers as honestly as possible

No.	Vocabulary	Know	Unknown
1	갈비탕		
2	광주		
3	노래방		
4	대구		
5	동대문		
6	떡국		
7	목욕탕		
8	무궁화		
9	미역국		
10	분식		
11	삼계탕		
12	송편		
13	순두부찌개		
14	식혜		
15	윷놀이		
16	추석		
17	태극기		
18	하숙집		
19	한복		
20	한옥		

Part 3: Korean cultural competence

Please select the behavior that corresponds to reality as possible.

1 refers to the lowest level of behavior that you might express (0 - 25 percent)

2 refers to the level of behavior that you might exhibit less (26 - 50 percent).

3 refers to the level of behavior that you might show a lot (51 - 75 percent).

4 refers to the highest level of behavior that you might express (76 - 100 percent).

ตอนที่ 3 แบบวัดความสามารถทางวัฒนธรรมเกาหลี

No.	behavior	1	2	3	4
1	I would know immediately who is Korean by observing and hearing.				
2	I accept the cultural differences of Korean people.				
3	I am flexible with Koreans, even with a different culture than me, such as describing a Thai culture that is different from Korea.				
4	I can live happily with Koreans.				
5	I understand the feelings of Korean people with different cultures.				
6	I can work with Korean people.				
7	I don't feel uncomfortable doing activities with Koreans, such as studying together in the classroom.				
8	When there is a problem or cultural conflict, I				

No.	behavior	1	2	3	4
	am able to control my emotions and behavior very well, for example when there is disagreement about the beliefs of Thailand and Korea. I will remain silent and not comment to avoid trouble.				
9	I understand Korean culture and can adapt if I live in Korean society.				
10	If there is a teacher or Korean student in the class, I can adjust to fit him/her.				
11	I know and understand the difference between Thai culture and Korean culture.				
12	I can see the similarities between Thai and Korean cultures.				
13	I understand and respect cultural differences.				
14	I do not run away from problems and ready to fix them when it comes to cultural differences.				
15	I am easy to understand with Korean people despite different cultures.				
16	I understand the holidays to share Korean important days such as Lunar New Year (설날), Moon Day (추석), National Foundation Day 개천절.				
17	I accept and adapt my own ideas based on Korean culture that is not against Thai culture.				

No.	behavior	1	2	3	4
18	I know why Mid-Autumn (추석), Korean alphabet day is important for Koreans.				
19	I can accept it if there are Korean people who act differently from me.				
20	I think cultural diversity is the charm of coexistence in society.				
21	I can arrange the speech in Korean communication.				
22	Speech arrangements are not a problem in my conversation.				
23	The correct order of conversation made me convey no mistake.				
24	I will focus on communication rather than correct grammar.				
25	I'll explain it more clearly or speaking more slowly when communication problems occur.				
26	I use gestures if I have difficulty communicating.				
27	I try not to avoid communicating with Koreans or speaking Korean.				
28	I don't have any problems with communicating correctly in Korean.				
29	I am confident in communicating with Korean people.				

No.	behavior	1	2	3	4
30	I can choose to use different language levels when communicating with Koreans of different status, such as elderly people, children, and teachers.				



Korean cultural competence scores

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
1	24	18.5	18.5	12	73
2	36	17.5	17	13	83.5
3	36	17.5	17	13.5	84
4	30	17	19	18	84
5	38	19	18	17	92
6	26	17.5	17	13.5	74
7	24	16.5	15.5	13	69
8	26	14.5	16	9.5	66
9	28	16	19.5	12.5	76
10	26	17	17	14.5	74.5
11	28	17	14.5	13	72.5
12	30	17.5	17	17	81.5
13	36	17	18	13	84
14	28	14.5	15	11.5	69
15	26	16.5	16	14	72.5
16	26	17.5	16.5	14.5	74.5
17	32	16	19	11.5	78.5
18	14	19.5	16	15	64.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
19	38	19	18	14.5	89.5
20	34	16	16	12	78
21	24	15.5	16	12.5	68
22	38	16.5	16	13.5	84
23	26	17.5	18	14	75.5
24	24	16	15.5	12.5	68
25	20	13.5	15	11.5	60
26	22	16.5	17	14	69.5
27	40	17.5	17	15	89.5
28	24	17.5	19.5	16.5	77.5
29	12	19	17.5	15.5	64
30	28	17	17	16.5	78.5
31	32	15	13	13	73
32	16	19	18	13.5	66.5
33	24	15.5	15.5	9.5	64.5
34	34	19.5	20	18.5	92
35	38	19.5	18	16.5	92
36	10	14	12.5	12	48.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
37	30	18	19	17	84
38	16	18	19.5	17.5	71
39	8	13	12	7.5	40.5
40	16	19.5	17	15	67.5
41	22	17.5	16	13	68.5
42	18	13.5	14	12	57.5
43	12	16	17	13	58
44	24	16	16	15.5	71.5
45	22	14.5	16	14.5	67
46	22	13	15	12	62
47	28	17	17	16.5	78.5
48	40	17.5	16	13.5	87
49	34	19.5	20	17	90.5
50	22	13	12.5	14.5	62
51	26	16	17	14.5	73.5
52	40	15.5	16	16.5	88
53	34	18	15.5	16	83.5
54	24	16.5	15	13	68.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
55	12	12	13	11.5	48.5
56	4	16	16.5	12.5	49
57	26	16	14	12.5	68.5
58	34	18	17	13.5	82.5
59	22	13.5	16.5	10.5	62.5
60	0	20	18	14.5	52.5
61	22	17	17.5	16	72.5
62	0	20	20	20	60
63	20	15	18	12.5	65.5
64	18	18	15	12.5	63.5
65	20	17.5	16.5	17.5	71.5
66	38	18.5	15	16	87.5
67	14	15.5	17	13	59.5
68	32	19	20	16	87
69	14	15.5	15	11.5	56
70	30	18.5	16.5	13.5	78.5
71	2	18	18	13.5	51.5
72	18	10	10.5	12.5	51

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
73	36	19.5	19.5	16.5	91.5
74	36	14	13	13.5	76.5
75	32	14.5	14.5	12	73
76	22	18	17.5	12.5	70
77	34	19.5	20	16.5	90
78	20	16	15.5	13.5	65
79	28	13.5	13	10.5	65
80	24	18.5	17.5	15	75
81	36	17	20	13	86
82	30	16	15.5	15	76.5
83	28	19.5	19.5	15.5	82.5
84	30	13.5	17	17	77.5
85	22	16	17.5	11	66.5
86	32	18	16	14.5	80.5
87	28	19	19.5	13.5	80
89	36	19.5	18.5	17	91
90	24	19	19	15	77
91	28	15.5	17	12.5	73

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
92	22	16	16.5	13.5	68
93	34	16.5	15	13	78.5
94	32	15.5	16.5	12	76
95	30	17.5	19	16	82.5
96	20	14	13.5	13	60.5
97	28	18	17.5	13	76.5
98	34	20	18.5	17	89.5
99	22	14.5	14	13.5	64
100	16	15	13	11.5	55.5
101	40	19.5	18.5	15	93
102	32	17	18	16	83
103	34	17.5	18.5	17	87
104	20	15	14.5	14.5	64
105	38	20	20	16.5	94.5
106	8	15	15.5	12	50.5
107	16	15	15.5	13.5	60
108	10	18	18.5	13.5	60
109	28	17	16.5	15.5	77

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
110	30	17.5	19	14	80.5
111	32	18	15	14	79
112	22	19	18.5	15	74.5
113	24	19	18	16.5	77.5
114	30	18	16.5	16.5	81
115	4	18	15	14	51
116	30	19	19.5	18	86.5
117	28	18	19	15.5	80.5
118	28	18	16.5	14.5	77
119	16	15	16.5	13.5	61
120	22	15.5	17.5	12.5	67.5
121	4	14.5	18	14.5	51
122	4	16	19	15	54
123	28	19	18	14.5	79.5
124	28	17	15.5	15.5	76
125	30	19.5	19.5	15.5	84.5
126	28	18.5	19.5	16.5	82.5
127	20	18.5	20	15.5	74

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
128	24	19	17	17	77
129	12	19.5	18.5	10.5	60.5
130	36	17.5	19.5	16	89
131	24	15	15	12.5	66.5
132	2	19.5	18	15.5	55
133	8	16.5	17.5	11.5	53.5
134	32	18	15	14	79
135	10	18.5	18.5	10.5	57.5
136	28	15.5	16	14	73.5
137	18	12	15.5	10.5	56
138	20	18.5	17	14	69.5
139	30	15	16.5	13	74.5
140	20	16.5	18	11.5	66
141	10	14	13.5	11	48.5
142	26	18.5	18	16.5	79
143	24	16	19	12.5	71.5
144	14	11	14.5	12	51.5
145	12	15	14	9.5	50.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
146	20	14.5	14	10.5	59
147	34	14	15	12.5	75.5
148	20	15	15	10.5	60.5
149	20	18.5	16	12	66.5
150	28	13.5	15.5	10.5	67.5
151	22	17.5	15.5	14	69
152	26	15.5	17	12	70.5
153	16	15.5	15.5	11.5	58.5
154	16	14	13	13	56
155	26	17.5	16	13	72.5
156	24	17	17.5	13	71.5
157	10	16.5	14.5	10.5	51.5
158	18	18.5	18	14	68.5
159	0	16	15	12.5	43.5
160	26	16	17.5	14	73.5
161	32	18	17.5	14.5	82
162	36	18	18.5	15	87.5
163	24	16	18	12.5	70.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
164	32	15.5	14	12	73.5
165	38	18.5	17	14	87.5
166	36	17	18	14	85
167	12	18.5	18.5	13.5	62.5
168	2	13	15	13	43
169	26	16.5	15	14.5	72
170	16	11.5	10.5	10.5	48.5
171	28	15.5	14	13	70.5
172	16	18.5	17.5	13.5	65.5
173	30	18.5	17	17	82.5
174	24	9	9.5	11.5	54
175	32	19	20	18.5	89.5
176	32	20	20	19	91
177	32	20	20	16.5	88.5
178	36	17	16.5	17	86.5
179	20	14.5	14.5	12.5	61.5
180	34	16.5	17.5	14.5	82.5
181	30	18	17.5	13	78.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
182	40	13.5	14.5	11	79
183	24	14	18	10.5	66.5
184	18	17	17.5	10.5	63
185	22	16	13.5	13.5	65
186	14	15.5	13.5	10.5	53.5
187	34	20	19.5	15	88.5
188	36	16.5	15.5	13.5	81.5
189	20	17	16.5	14.5	68
190	20	13	13	10.5	56.5
191	40	13.5	14.5	12.5	80.5
192	32	20	19	12	83
193	22	18.5	16.5	14.5	71.5
194	32	17.5	17.5	15.5	82.5
195	26	19	20	13	78
196	24	18	18.5	13.5	74
197	26	15	15	10	66
198	20	17.5	15	13	65.5
199	4	15	13.5	9.5	42

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
200	30	19.5	20	18.5	88
201	16	14	15	11	56
202	24	16.5	16.5	14.5	71.5
203	40	18	17	17	92
204	6	17	15	12.5	50.5
205	26	19	18	14	77
206	40	15	15	13.5	83.5
207	26	19.5	18.5	12.5	76.5
208	22	16.5	20	12	70.5
209	34	14.5	18	11.5	78
210	38	15	14.5	13.5	81
211	38	18.5	17.5	14.5	88.5
212	28	16.5	15.5	13	73
213	40	19	20	14.5	93.5
214	24	18	16	13	71
215	18	16.5	15.5	12	62
216	32	16.5	19.5	14.5	82.5
217	16	13	15	13.5	57.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
218	22	15.5	17.5	16	71
219	26	17	16	12	71
220	18	16.5	16.5	16.5	67.5
221	8	17	17.5	11	53.5
222	14	12.5	12.5	12	51
223	24	19	18	14.5	75.5
224	18	10.5	16	11.5	56
225	16	10.5	12.5	11.5	50.5
226	22	12	13	9.5	56.5
227	24	13.5	15	14.5	67
228	22	18	17.5	13.5	71
229	24	15	13.5	14.5	67
230	34	18.5	18.5	18.5	89.5
231	10	13.5	12.5	13	49
232	14	18.5	16.5	11	60
233	16	14	13.5	12.5	56
234	0	19.5	19	13.5	52
235	28	18	16.5	12	74.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
236	16	15	14.5	14	59.5
237	22	17	14	14.5	67.5
238	26	15.5	17.5	14	73
239	16	16.5	15.5	13	61
240	14	16	16	11.5	57.5
241	14	16	18	14	62
242	28	15.5	15.5	12.5	71.5
243	16	18.5	16.5	13.5	64.5
244	4	17	14	10.5	45.5
245	22	18.5	19	16	75.5
246	14	17.5	19.5	15.5	66.5
247	32	16	15.5	14	77.5
248	2	15	12	12.5	41.5
249	30	15.5	15	13	73.5
250	32	18.5	18	14	82.5
251	40	14.5	16.5	12	83
252	20	14.5	13.5	13.5	61.5
253	10	13.5	13.5	11.5	48.5

No.	Korean cultural knowledge	Korean cultural skills	Korean cultural awareness	Korean communication ability	Korean cultural Competence
254	12	16	18	13.5	59.5



Korean cultural competence's correlations

		KORcultscore
KORcultscore	Pearson Correlation	1
	Sig. (2-tailed)	
	N	254
Gender	Pearson Correlation	.267**
	Sig. (2-tailed)	.000
	N	254
Grade	Pearson Correlation	.291**
	Sig. (2-tailed)	.000
	N	254
Kor_Lang_exp	Pearson Correlation	.164**
	Sig. (2-tailed)	.009
	N	254
School	Pearson Correlation	.020
	Sig. (2-tailed)	.755
	N	254
Book	Pearson Correlation	.068
	Sig. (2-tailed)	.283
	N	254
TOPIK1	Pearson Correlation	.145
	Sig. (2-tailed)	.055
	N	175
TOPIK2	Pearson Correlation	-.050
	Sig. (2-tailed)	.730
	N	51
Hallyu	Pearson Correlation	.244**
	Sig. (2-tailed)	.000
	N	254
KorMajor	Pearson Correlation	.164**
	Sig. (2-tailed)	.009
	N	254
ThirdLang	Pearson Correlation	.081
	Sig. (2-tailed)	.199
	N	254
Goal	Pearson Correlation	-.017
	Sig. (2-tailed)	.785
	N	254

		KORcultscore
Review	Pearson Correlation	.332**
	Sig. (2-tailed)	.000
	N	254
Special_Class	Pearson Correlation	.264**
	Sig. (2-tailed)	.000
	N	254
Exchange_exp	Pearson Correlation	.183**
	Sig. (2-tailed)	.003
	N	254

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Korean cultural knowledge's correlations

		KORcultKnow
KORcultKnow	Pearson Correlation	1
	Sig. (2-tailed)	
	N	254
Gender	Pearson Correlation	.282**
	Sig. (2-tailed)	.000
	N	254
Grade	Pearson Correlation	.373**
	Sig. (2-tailed)	.000
	N	254
Kor_Lang_exp	Pearson Correlation	.139*
	Sig. (2-tailed)	.026
	N	254
School	Pearson Correlation	-.041
	Sig. (2-tailed)	.518
	N	254
Book	Pearson Correlation	.021
	Sig. (2-tailed)	.742
	N	254
TOPIK1	Pearson Correlation	.156*
	Sig. (2-tailed)	.040
	N	175

		KORcultKnow
TOPIK2	Pearson Correlation	-.168
	Sig. (2-tailed)	.240
	N	51
Hallyu	Pearson Correlation	.267**
	Sig. (2-tailed)	.000
	N	254
KorMajor	Pearson Correlation	.111
	Sig. (2-tailed)	.077
	N	254
ThirdLang	Pearson Correlation	.026
	Sig. (2-tailed)	.683
	N	254
Goal	Pearson Correlation	-.020
	Sig. (2-tailed)	.746
	N	254
Review	Pearson Correlation	.272**
	Sig. (2-tailed)	.000
	N	254
Special_Class	Pearson Correlation	.230**
	Sig. (2-tailed)	.000
	N	254
Exchange_exp	Pearson Correlation	.148*
	Sig. (2-tailed)	.018
	N	254

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Korean cultural skill's correlations

		KORcultSkill
KORcultSkill	Pearson Correlation	1
	Sig. (2-tailed)	
	N	254
Gender	Pearson Correlation	.103
	Sig. (2-tailed)	.102
	N	254
Grade	Pearson Correlation	-.024
	Sig. (2-tailed)	.707
	N	254
Kor_Lang_exp	Pearson Correlation	.048
	Sig. (2-tailed)	.450
	N	254
School	Pearson Correlation	.077
	Sig. (2-tailed)	.221
	N	254
Book	Pearson Correlation	.084
	Sig. (2-tailed)	.180
	N	254
TOPIK1	Pearson Correlation	.048
	Sig. (2-tailed)	.532
	N	175
TOPIK2	Pearson Correlation	.170
	Sig. (2-tailed)	.234
	N	51
Hallyu	Pearson Correlation	.049
	Sig. (2-tailed)	.438
	N	254
KorMajor	Pearson Correlation	.218**
	Sig. (2-tailed)	.000
	N	254
ThirdLang	Pearson Correlation	.188**
	Sig. (2-tailed)	.003
	N	254
Goal	Pearson Correlation	.004
	Sig. (2-tailed)	.948

		KORcultSkill
	N	254
Review	Pearson Correlation	.278**
	Sig. (2-tailed)	.000
	N	254
Special_Class	Pearson Correlation	.186**
	Sig. (2-tailed)	.003
	N	254
Exchange_exp	Pearson Correlation	.124*
	Sig. (2-tailed)	.049
	N	254

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Korean cultural awareness's correlations

		KORcultAware
KORcultAware	Pearson Correlation	1
	Sig. (2-tailed)	
	N	254
Gender	Pearson Correlation	.110
	Sig. (2-tailed)	.082
	N	254
Grade	Pearson Correlation	.049
	Sig. (2-tailed)	.442
	N	254
Kor_Lang_exp	Pearson Correlation	.135*
	Sig. (2-tailed)	.032
	N	254
School	Pearson Correlation	.067
	Sig. (2-tailed)	.284
	N	254
Book	Pearson Correlation	.073
	Sig. (2-tailed)	.243
	N	254
TOPIK1	Pearson Correlation	.005
	Sig. (2-tailed)	.949

		KORcultAware
	N	175
TOPIK2	Pearson Correlation	.166
	Sig. (2-tailed)	.243
	N	51
Hallyu	Pearson Correlation	.047
	Sig. (2-tailed)	.451
	N	254
KorMajor	Pearson Correlation	.072
	Sig. (2-tailed)	.254
	N	254
ThirdLang	Pearson Correlation	.122
	Sig. (2-tailed)	.052
	N	254
Goal	Pearson Correlation	.055
	Sig. (2-tailed)	.384
	N	254
Review	Pearson Correlation	.224**
	Sig. (2-tailed)	.000
	N	254
Special_Class	Pearson Correlation	.135*
	Sig. (2-tailed)	.031
	N	254
Exchange_exp	Pearson Correlation	.110
	Sig. (2-tailed)	.081
	N	254

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Korean communication ability's correlations

		KORcultComm
KORcultComm	Pearson Correlation	1
	Sig. (2-tailed)	
	N	254
Gender	Pearson Correlation	.086
	Sig. (2-tailed)	.174
	N	254
Grade	Pearson Correlation	.003
	Sig. (2-tailed)	.964
	N	254
Kor_Lang_exp	Pearson Correlation	.151 [*]
	Sig. (2-tailed)	.016
	N	254
School	Pearson Correlation	.156 [*]
	Sig. (2-tailed)	.013
	N	254
Book	Pearson Correlation	.146 [*]
	Sig. (2-tailed)	.019
	N	254
TOPIK1	Pearson Correlation	.101
	Sig. (2-tailed)	.182
	N	175
TOPIK2	Pearson Correlation	.172
	Sig. (2-tailed)	.229
	N	51
Hallyu	Pearson Correlation	.135 [*]
	Sig. (2-tailed)	.032
	N	254
KorMajor	Pearson Correlation	.172 ^{**}
	Sig. (2-tailed)	.006
	N	254
ThirdLang	Pearson Correlation	.046
	Sig. (2-tailed)	.461
	N	254
Goal	Pearson Correlation	-.068
	Sig. (2-tailed)	.277

		KORcultComm
	N	254
Review	Pearson Correlation	.220**
	Sig. (2-tailed)	.000
	N	254
Special_Class	Pearson Correlation	.189**
	Sig. (2-tailed)	.002
	N	254
Exchange_exp	Pearson Correlation	.174**
	Sig. (2-tailed)	.005
	N	254

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



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