A Review of Research on Intercultural Communicative Competence in the Field of EFL Education in Korea

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Choi, Soo Joung. "A Review of Research on Intercultural Communicative Competence in the Field of EFL Education in Korea." *Studies in English Language & Literature* **45.4 (2019): 301-333.** This paper reports on a systematic review on the studies of intercultural communicative competence (ICC) regarding English as a foreign language (EFL) teaching in Korea over the last 10 years (from 2009 to 2018). A total of 41 studies, both empirical and non-empirical, were analyzed according to the methodology, the educational level, and the research theme. The results indicated that a quantitative methodology and a content analysis of the textbooks were the two most widely incorporated methodologies, accounting for 75% of the total studies. Many of the studies were conducted either at the primary or the tertiary educational level. A large portion of the empirical studies examined the effects of an instructional intervention that sought to promote Korean students' intercultural competence and sensitivity. There were also studies that investigated the relationship between the students' ICC and their English abilities, in addition to research which focused on teachers' and students' perceptions of and attitudes toward ICC education. Most of the non-empirical studies offered practical ways to incorporate ICC instruction in actual educational contexts by proposing several ICC learning models, materials, and assessment tools. Research and educational implications are proposed from the results of the review. (Yonsei University)

I. Introduction

Since the introduction of the revised seventh national curriculum in 2007, the overarching goal of English education at the primary and secondary level in Korea has been to cultivate "intercultural speakers" who are capable of interacting in English with people from diverse cultural and national backgrounds (Ministry of Education, Science, and Technology 2007). This shift of curricula objective from developing students' communicative competence within a native speaker paradigm to fostering students' ICC reflects the growth of English as an international language within the contemporary globalized world, facilitating interaction and interdependence among people from around the world (Ministry of Education, Science, and Technology 2007). With this understanding of English as an intercultural and international language, the revised curriculum aims to promote students' ability to communicate successfully using English in cross-cultural encounters, that is, to develop their intercultural competence to engage in comparing the other culture with their own; to make efforts to understand the differences from the other's perspectives; to mediate between different cultures, perspectives and experiences; and to engage in critical reflection on their own culture as well as that of others (Ministry of Education, Science, and Technology 2007).

With the reorientation of the educational goal, the past decade in the field of EFL education in Korea has observed a growing interest and endeavor among scholars and educators to devise classroom methods and activities that will best serve to cultivate intercultural speakers in English classrooms in Korea and to explore issues that are deeply connected to the process of promoting ICC among English learners. In the context of this new educational milieu, this study aims to present an overview of current perspectives and practices of intercultural education within the field of EFL teaching and learning in Korea by reviewing studies that have been conducted over the last 10 years (from 2009 to 2018) and to identify gaps in research and practice that need to be addressed in the future.

II. Background

Witnessing the unprecedented spread of English and its unique function in the contemporary world, scholars in the field of sociolinguistics and TESOL have begun to reconceptualize the role and development of English and describe the qualitative changes and their implications for teaching since the beginning of this millennium (Crystal 1997; Graddol 1997; Seidlhofer 2011). As the majority of English users around the world are now nonnative speakers whose first language is not English (Rajagopalan 2004; Seidlhofer 2011), scholars have sought to project the English currently used in the early 21st century in a new light by formulating different terminologies to describe contemporary English, some of which include "English as a global language" (e.g., Crystal 1997), "English as an international language" (e.g., Jenkins 2000; McKay 2002), "English as a lingua franca" (e.g., Jenkins 2006, 2009; Seidlhofer 2001, 2011), and "English as a family of languages" (Canagarajah 2006). While they differ in their labeling of English in the contemporary multicultural and multilingual world, they share an acute realization that English today no more belongs to just those who traditionally have a claim over the language, that is, people in the Inner Circle countries.

Therefore, in her widely cited work, McKay (2002) defines English as an international language (EIL) as "a language of wider communication both among individuals from different countries and between individuals from one country" (5). EIL, in this sense, covers international as well as intranational uses of English as a common communication means in two distinct contexts, that is, a global context in which people communicate in English across cultural and national boundaries and a local context in which bilinguals use English to communicate within their multilingual society. She further adds that the "primary functions [of EIL in a global sense] is to enable speakers to share with others their ideas and culture" (12). More recently, English as a lingua franca (ELF) has often been used to describe the function of English among speakers who do not share linguistic and cultural

backgrounds. Citing Firth (1996), Seidlhofer (2004) presents a definition of ELF as "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (211). Seidlhofer further states that while the use of ELF involves communication among EFL speakers from the Expanding Circle countries as the above definition demonstrates, this does not exclude the participation of interlocutors from the Inner Circle and Outer Circle countries in ELF interactions.

However, given the fact that 80% of ELF communication does not involve the so-called native speakers of English (Seidlhofer 2011), scholars have called for the need to understand the current ELF phenomenon in its own right, moving away from understanding the current global uses of English exclusively from the viewpoint of English as a native language (ENL). Indeed, scholars working within the EIL or the ELF paradigm have argued that applying the notion of nativeness in discussing ELF pedagogy is not only irrelevant but also unrealistic (Alptekin 2002; McKay 2002). Instead of focusing on a native speaker's communicative competence as an educational model that learners should emulate, EIL and ELF scholars highlight the importance of developing ELF users' ICC, that is, their knowledge and skills in successfully interacting with people from diverse linguacultural backgrounds using English as a medium of intercultural communication. In other words, fostering students to become successful intercultural speakers has become a new educational goal in EIL and ELF pedagogy.

According to Byram, Nichols, and Stevens (2001), intercultural speakers are those who have "an ability to . . . accept other perspectives and perceptions of the world, to mediate between different perspectives, [and] to be conscious of their evaluations of difference" (5). In other words, in addition to linguistic competence, intercultural speakers are equipped with intercultural competence that comprises of three components－attitudes, knowledge, and skills. Successful intercultural speakers are, therefore, not only open to and curious about other cultures and perspectives, but also ready "to suspend disbelief about other cultures and beliefs about one's own"

(Byram 50). They also have knowledge of "social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (Byram 51). In addition, they are considered to have "skills of interpreting and relating" as well as "skills of discovery and interaction." According to Byram (1997), the skills of interpreting and relating refer to the "ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own," while skills of discovery and interaction refer to the "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction" (52). In addition to attitudes, knowledge, and skills, intercultural speakers are required to be critically aware of their own values and beliefs, and of how these affect the way they perceive those of others when engaging in cross-cultural interaction. Therefore, Byram (1997) emphasizes intercultural speakers' critical cultural awareness, which he defines as "an ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries" (53).

In discussing ways to promote students' intercultural competence in a classroom setting, McKay (2002) presents the idea of "establish[ing] a sphere of interculturality," (83) borrowing from Kramsch (1993). According to McKay, establishing a sphere of interculturality in EIL and ELF classrooms means making the classroom a place where students approach diverse cultural contents, including their own, reflectively. In other words, EIL classrooms should provide students with an opportunity to "to reflect on their own culture in relation to others" (83) by engaging in the process of contrasting two cultures in a reflective manner. Whichever the cultural contents, perspectives, and experiences are presented in texts, class materials, and discussions, EIL learners should be involved in exploring cultural differences reflectively, through which they are expected to develop greater insights into and understanding of their own culture as well as that of others.

III. Methodology

In order to identify studies on ICC within Korean EFL teaching, I carried out key word searches of "intercultural competence," "intercultural sensitivity," and "intercultural communicative competence" using online databases such as DBPIA, KISS, Kyobo Scholar, and RISS. I also examined the reference list of the articles retrieved from the initial search to establish that the corpus for this review was as exhaustive as possible. This systematic search yielded 52 articles for consideration which were then manually screened as based on selected criteria. For this review, I included both empirical and non-empirical studies that focused on ICC, were conducted in Korea, and published in accredited journals in the Korean Citation Index (KCI) during the last 10 years (from 2009 to 2018). I excluded studies that lacked clear methodologies or empirical findings. The final corpus for this synthesis comprised of 41 articles. These articles were first classified into empirical and non-empirical studies. The empirical studies were then categorized according to the research methodology, the educational level, and the research theme.

IV. Findings

In this section, I will present the findings of this synthesis, beginning with a discussion of the empirical studies. Among the 41 articles included in this review, 32 were empirical studies while nine were non-empirical.

4.1 Empirical Studies

4.1.1 Research Methodology

As shown in Table 1, the majority of the studies on ICC in the field of ELT in Korea within the last 10 years were either quantitative in nature, or content analysis

studies that examined the textbooks used in elementary, secondary, and tertiary educational contexts. Eleven out of the 32 empirical studies incorporated a quantitative methodology, while four used a mixed method. There were also four qualitative studies. Thirteen of the studies carried out a content analysis of textbooks, and particularly focused on how the textbooks used in different educational settings dealt with cultural contents, and in what ways they reflected the English learning objectives of inculcating intercultural competence among students under the revised seventh national curriculum. The majority of the quantitative studies in this review incorporated inferential statistics that aimed to investigate the complex relationships among different factors, while two of the studies used descriptive statistics (Table 2). Most of the quantitative studies employed previously developed and internationally well-known scales with reported acceptable reliability in measuring participants' intercultural competence (or intercultural sensitivity). Some of the studies were adopted and revised from an original survey to better fit the research context while confirming that the revised version of the intercultural competence scale had an acceptable internal consistency. However, there were studies that incorporated a survey questionnaire that the author(s) had constructed but did not present a reliability estimate, which would influence the interpretation of the survey results' credibility. Some of the quantitative studies did not have sufficient sample sizes, which necessitates a cautious interpretation of the research results.

<Table 1> Summary of the Studies According to the Methodology

Methodology	Number	Percentage (%)
Quantitative	11	34.4
Qualitative	4	12.5
Mixed	4	12.5
Content Analysis	13	40.6
Total	32	100

<Table 2> Summary of Quantitative Studies

Research	Participants and Data Collection Method	Data Analysis
Elementary and Secondary		
Bae (2013)	- 262 Korean students from fifth to eighth grade (131 for each group: the experimental and control group) - A pre- and post-test of the word reading test and the writing test - A pre- and post-test of a modified questionnaire of intercultural sensitivity scale (ISS) based on Chen and Starosta (2000)	Multiple-groups confirmatory factor analysis, latent mean analysis

Ku (2014)	- 79 second grade middle school students (44 in the experimental group; 35 in the control group)
	- A 5-point Likert scale survey on motivation and intercultural sensitivity with 47 questions
	  ✓ Part 1: Used a survey questionnaire adapted from Gardner's Attitude/Motivation Test Battery (1985) with 23 items
	  ✓ Part 2: Used a survey questionnaire of ISS with 24 items from Chen and Starosta (2000)
		Descriptive statistics, independent-samples t-test

Han (2016)	- 50 middle school students from three different schools (in three different online and offline classes with either American or Taiwanese peers) - Two writing tasks (not a pre- and post-test) - A 6-point Likert scale survey of ICC with 24 items based on Byram (1997) and Fantini (2006) - A 6-point Likert scale survey of students' perceptions on the collaborative ICC activities with 10 items	Descriptive statistics
Tertiary		
Hong and Park (2016)	- 203 college students divided into high (n=77), mid (n=55), low (n=71) proficiency groups based on the English scores in the CSAT - A survey of ISS from Chen and Starosta (2000)	Descriptive statistics, correlation analysis, t-test
Park and Lee (2017)	- 73 Korean college students from three different classes (Experimental group: Class A and B of both Korean and international students; Control group: Class C of only Korean students) - A pre- and post-test on Chen and Starosta's (2000) ISS	Descriptive statistics, t-test
Nam (2018)	- 147 undergraduate and graduate students	Independent-samples t-test,

	- Study 1: A questionnaire adopted and revised from Fantini and Tirmizi's (2006) on intercultural abilities (with 25 questions)	ANOVA, paired independent t-test
	- Study 2: A pre- and post-test of the same questionnaire	
B. Park (2018)	- 83 college students (27 international students as an experimental group; 56 Korean students as a control group)	Descriptive statistics, paired t-test
	- A pre- and post-test on a 6-point Likert scale Fantini's (2006) assessment of intercultural competence (AIC)	
E. Park and M.-R. Park (2018)	- 79 college students	Descriptive statistics, t-test
	- A pre- and post- questionnaire of Chen and Starosta's (2000) ISS	
Teacher Education		
Y.-G. Park and J.-K. Park (2011)	- 121 in-service and pre-service English teachers	Descriptive statistics
	- A questionnaire survey of teachers' attitudes and perceptions of teaching culture	
Kwon (2015)	- 81 in-service (62) and pre-service (19) English teachers	Descriptive statistics, factor analysis, chi-square analysis, correlation analysis, regression analysis
	- A survey modified from Fantini's (2006) AIC with 35 questions	
	- A diagnostic survey of language proficiency based on the National Language Service Corps (NLSC)	
Jang and Lim (2016)	- 100 Korean (50) and native English-speaking (NES) teachers (50)	Descriptive statistics, multivariate analysis
	- A survey questionnaire of teachers' perceptions on ICC teaching (with 12 questions)	
	- A survey of teachers' professional competences of ICC teaching based on Kalsbeek (2008)	

Among the four mixed method studies (Table 3), H.-J. Lee's (2011) study was more qualitatively oriented, with the larger part of the findings section devoted to presenting the detailed descriptions of the telecollaborative interactions between participants, while the results of the survey data complemented the findings of the qualitative data. While most of the mixed method studies included in this review incorporated a combination of survey questionnaires, certain assessments of language skills, classroom observations, reflective logs, and interviews, many of them did not

provide a detailed description of the way the researcher(s) analyzed the qualitative data, making it difficult for readers to judge the dependability (Merriam 2009) of the findings: that is, to understand whether the research findings based on qualitative data truly represented the themes that emerged from the raw data through a careful and structured procedure of analysis. Further, some of these studies did not present the reliability of the survey questionnaire, nor did they include a sample survey in the appendices.

<Table 3> Summary of Mixed Method Studies

Research	Participants and Data Collection Process	Data Analysis
H.-J. Lee (2011)	- 16 college students (eight EFL students in Korea and eight Korean as a foreign language (KFL) students in the USA) - Video recording of weekly one-hour 1:1 telecollaborative videoconferencing interactions during one semester - A 5-point Likert scale both pre- and post-survey (the author did not provide the details of the survey)[1]	Microethnographic approach, discourse analysis, descriptive statistics
Jeon and Lim (2013)	- 56 sixth grade students (28 students in the experimental group; 28 students in the control group) - A 6-point Likert scale survey of intercultural competence with 56 questions based on Fantini's (2006) AIC - A pre- and post-test of speaking skills - Video recording of a 160-minute telecollaborative videoconferencing interactions with Taiwanese students (four class hours)	Independent-samples t-test, paired t-test (the authors did not provide a detailed data analysis method for qualitative data)
Kim and Park (2015)	- 25 sixth grade students in a classroom focused on teaching local and foreign cultures comparatively - A pre- and post-test of students' English proficiency using the National Assessment of Educational Achievement (NAEA) - A pre- and post-survey of intercultural awareness - Direct assessment of students' writing - Video recorded classroom observation - Teacher and student reflection log - Two interviews with students - An interview with an NES teacher	Paired t-test (the authors did not provide a detailed data analysis method for qualitative data)

Ku (2016)	- 57 fifth grade students in telecollaborative videoconferencing with Australian peers over eight months (11 sessions in total) - A 5-point Likert scale pre-, post-, and delayed survey of ICC (with 24 items) - A pre-, post-, and delayed interview (lasted five to ten minutes each)	Descriptive statistics, one-way repeated measure ANOVA (the author did not provide a detailed explanation of analyzing the interview data)

Among the 32 empirical studies reviewed, only four incorporated a qualitative methodology (Table 4). While the number of the qualitative studies was small, the approaches of each of the four qualitative studies took presented a diverse range of qualitative approaches, with one microethnographic study, one reflexive inquiry, and two case studies. These studies also incorporated different sources of data, thereby ensuring the credibility of their findings. However, the findings would have been more credible and transparent if they had provided a more systematic and rigorous description of the data analysis. Most of the descriptions of the practices in which the large amounts of qualitative data were analyzed was rather vague, and failed to delineate the intellectual processes of transforming the raw data into meaningful findings. In some of the studies, certain types of data collected (interview data, for example) were not presented in the findings section.

<Table 4> Summary of Qualitative Studies

Research	Participants and Data Collection Process	Data Analysis
Jee and Byun (2016)[2]	- 15 KFL college students in Australia and 14 EFL college students in Korea - An asynchronous communication task using Facebook (word association) - A feedback survey after each task (with both close- and open-ended questions)	Constant comparative analysis, discourse analysis

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[1] From the findings section, it can be inferred that the survey regards the participants' attitudes toward the telecollaborative videoconferencing that they have been involved with and contains both close- and open-ended questions.

	- Biweekly 40-minute 1:1 online chat (three tasks in total)	
	- Focus group interviews and open-ended surveys	
Ahn (2017)	- A Caucasian female ESL teacher and "approximately 20 [international] students ... from Asian countries" (36)	Microethnographic approach
	- Classroom observation, researcher's field notes, video recording of the classroom interactions for six 50-minute classes over the period of three weeks	
Jin (2018)	- Two cases (two university classrooms with a teacher and students)	Qualitative content analysis
	- Case 1: An ESL academic composition class with a teacher and 17 international students from diverse countries	
	- Case 2: An EFL compulsory reading and writing class with a teacher and 22 Korean students	
	- Document analysis, participatory observation, one-time semi-structured interview with teachers at the end of the semester (30-40 minutes)	
Shin and Jeon (2018)	- Reflexive inquiry	Not provided
	- 10 pre-service elementary school teachers participating in a two-week summer camp in Toronto, teaching Korean culture to Korean-Canadian students	
	- Site documents (such as the curriculum of the summer camp and the teaching materials)	
	- Interviews with the preservice teachers	
	- Reflective essays by preservice teachers	

Thirteen studies carried out a content analysis examining the cultural content of authorized English textbooks that were used in primary and secondary educational settings in Korea. Nine studies focused on analyzing the textbooks used in elementary schools, while only one study examined middle school textbooks and three studies considered the high school textbooks (Table 5). The textbook analysis as based on the 2008 revised national curriculum comprised of five studies, while there were six studies that analyzed the textbooks as based on the 2009 revised

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[2] While the authors incorporated descriptive statistics in describing the participants' overall response to the project by providing the mean score, I categorized this research as a qualitative study because the majority of the findings were based on data gathered and analyzed qualitatively.

national curriculum. In addition, two studies examined the textbooks as based on the 2015 revised curriculum. The total number of textbooks analyzed in each study ranged from six to 22 textbooks, and four of the studies examined the teachers' guide in addition to the main textbook.

Most of the studies examined the content of the textbooks according to all or a combination of the following units of analysis: (1) The 19 cultural topics proposed by the national curriculum, (2) the cultural domains (or types), (3) the cultural contexts, and (4) the culture-learning activities and tasks. In analyzing the cultural contexts, many used Kachru's model of three concentric circles which consists of the Inner Circle (IC), the Outer Circle (OC), and the Expanding Circle (EC) countries. Some of the studies used a narrower unit of analysis by incorporating a unit of continents and countries instead of the three Circles. When presenting the results, all of the studies conducted descriptive statistics by counting the frequency and estimating the percentage. Only a few provided qualitative descriptions of their analysis by providing examples of the way they assigned parts of the content data into certain groups of analysis units, thereby assisting readers to better understand the results of their content analysis.

<Table 5> Summary of the Content Analysis of the Textbooks

Educational Level	Year that the Revision was Made	Target Grade Level	Number of Studies	Total Number of Studies	Studies
Elementary	2008 revision	The 3rd and 4th grade	1	9	Huh (2013b)
		The 5th and 6th grade	4		Ahn and Park (2013), Huh (2013a), O.-H. Park (2012) Shin and Kwon (2013)
	2009 revision	The 3rd and 4th grade	1		Kang and Ko (2015)
		The 5th and 6th grade	2		Cho, Han, and Kim (2016), Kang and Hong (2016)

	2015 revision	The 3rd and 4th grade	1		Hong and Sohn (2018)
Middle School	2009 revision	The 1st, 2nd, and 3rd year	1	1	Kim, Park, and Han (2013)
High School	2009 revision	The 1st year	1	3	Lim (2015)
		The 2nd year	1		Lim (2017)
	2015 revision	The 1st year	1		Kwon and Lim (2018)
Total				13	

4.1.2 Educational Level

Among the empirical studies on the intercultural competence in Korea reviewed in this article, less than half of the studies (40.6%) were conducted at the primary educational level, as displayed in Table 6. This was followed by the studies that examined college students' experiences of and attitude toward the intercultural exchanges (28.1%). Studies conducted in secondary schools (18.8%) and in teacher education (12.5%) were not as many in number when compared to those that were carried out in elementary or university contexts.

<Table 6> Summary of the Studies According to the Educational Level

Educational Level	Number	Percentage (%)
Elementary	13	40.6
Secondary	6	18.8
Tertiary	9	28.1
Teacher Education	4	12.5
Total	32	100

4.1.3 Research Theme

The majority of the studies regarding the intercultural competence within Korean ELT investigated the effects of the instructional interventions that aimed to promote students' ICC (and their English competence in some cases) in diverse educational contexts, such as international telecollaborative works with English users of different cultural backgrounds, short-term study-abroad programs, and teacher-designed

intercultural competence education models. There were also studies that examined the relationships between students' and teachers' ICC and their English proficiency, the teachers' perceptions and practices of intercultural education, and other ICC-related studies. In the following, I will first present the studies on the different types of instructional interventions that are designed to improve students' and teachers' ICC. I will then present the studies whose focus was on different aspects of English language learning and teaching, ICC, and intercultural education. This will be followed by the findings of the studies that analyzed the cultural content of the textbooks used in Korea.

Among the various educational attempts to enhance students' ICC, telecollaborative activities have so far gained the most attention. However, the results of these studies are rather conflicting. In elementary educational contexts, Jeon and Lim (2013) found that the ICC of 28 students in the experimental group who participated in telecollaborative videoconferencing with Taiwanese students for 160 minutes was significantly higher than that of students in the control group. The results further indicated that their presentation skills in English had also improved. However, caution is needed when interpreting these results, given that each student's actual communicative interactions were limited as the 28 students participated in the videoconference as a group for a relatively short amount of time. Ku (2016) also investigated the impact of telecollaborative videoconferencing with Australian students on elementary students' ICC. Aiming to examine the developmental process of these students' ICC over time as based on the Bennett's Developmental Model of Intercultural Sensitivity (DMIS), Ku found that the students did not follow the linear progressive process that the DMIS framework suggested, but showed an ethnorelative attitude from the very beginning which Ku attributed to young learners' characteristics of accepting cultural differences without difficulty as they had not yet built any cultural prejudices.

In the secondary educational settings, Han (2016) examined middle school students' experiences of synchronous and asynchronous telecollaborative activities,

and their effect on the students' development of their ICC. The students in this study were involved in three different types of telecollaboration: (1) A one-to-one telecollaboration in a virtual classroom with American students, (2) a two-to-one telecollaboration in a virtual classroom with American students, and (3) a one-to-one telecollaboration with Taiwanese students through online and offline interactions (via email and mail exchanges). The results indicated that the students who had participated in the different types of telecollaborations evaluated their experiences as positive overall, believing that the telecollaborative exchanges with peers from different cultures promoted their intercultural awareness. The one-to-one matching was more positively perceived than the two-to-one matching, and the students' interactions with peers from both the English-speaking and non-English-speaking countries were shown to contribute to their increased intercultural awareness. In a study that examined the influences of telecollaborative exchanges with Australian peers on the motivation and ICC of Korean middle school students, Ku (2014) found that the telecollaboration fostered students' motivation to study English but did not have an impact on the development of their ICC. Ku attributed these negative ICC results to the limited amount of actual one-to-one intercultural interactions in his study.

At the tertiary level, two studies investigated college students' experiences of telecollaborative interactions. In a study that considered Korean EFL and American KFL students' one-to-one telecollaborative videoconferencing, H.-J. Lee (2011) found that the telecollaborative exchanges assisted both groups of students to become more open to the other culture, and increased their knowledge not only of the target culture but also of their own. The experience was further proven to be beneficial in improving their target language, as it helped them to learn more culturally and linguistically appropriate expressions. In addition, both groups of students evaluated their telecollaborative interactions to be positive overall. In similar research, Jee and Byun (2016) examined the telecollaborative work between Korean EFL and Australian KFL students as part of a larger Cultura-based project. Through both

asynchronous and synchronous interactions, both groups of students experienced increased critical intercultural awareness by comparing and contrasting the two cultures throughout the semester, and demonstrated positive attitude toward the telecollaborative interactions. The different levels of language proficiency, however, were considered to be a major challenge within their intercultural encounters.

Focusing on the real-time classroom contexts as the sites for intercultural interaction, Park and Lee (2017) and B. Park (2018) investigated the effects of collaborative learning experiences between Korean college students and international exchange students on the development of their ICC. In English-medium university classrooms in which both groups of students were encouraged to interact cooperatively to solve practically-oriented problems, Park and Lee (2017) found that the collaborative instructional components were proven to be positive in enhancing the Korean college students' ICC. The participating Korean students demonstrated that they not only became more interested in intercultural communication but also felt more confident in such interactions through their semester-long collaborative experiences with the foreign exchange students. Focusing on the international exchange students' development of their ICC in a similar classroom environment, B. Park (2018) further found that problem-based collaborative work had a positive effect on enhancing international students' ICC in all four areas of intercultural knowledge, attitude, skills, and awareness.

Researchers have further begun to pay attention to the relationship between both the students' and teachers' overseas experience and their ICC. E. Park and M.-R. Park (2018) investigated the impact of college students' involvement in a study-abroad program on their intercultural sensitivity, and found that their four-week study-abroad experiences in the Philippines not only promoted their degrees of participation in intercultural interactions, but also assisted them to become more respectful toward cultural diversity and to feel more confident during intercultural exchanges. In the context of teacher education, Shin and Jeon (2018) presented a reflexive inquiry of their teacher education practices for assisting Korean

teacher candidates in a two-week international summer camp for teaching Korean culture to Korean-Canadian students in Toronto. The 10 elementary preservice teachers participating in the international community-based service learning worked as homeroom teachers for students between the ages of four to twelve, teaching topics such as holiday customs, food, and taekwondo for six hours a day. This short-term international teacher preparation was perceived positively by the preservice teachers; through their experience, they felt more competent teaching in English as well as teaching young learners. They also thought that the experience provided them with an opportunity to increase their intercultural awareness.

There have also been studies that examined the effects of the teacher-designed intercultural education on students' ICC. By implementing a modified version of Moran's (2001) model of culture teaching, Kim and Park (2015) aimed to understand how their culture teaching model, focusing on comparing local and foreign cultures, was related to the development of elementary students' English skills and their ICC. They found that their comparative model was effective at not only improving students' writing skills but also encouraging them to actively participate in intercultural learning activities. The study further indicated that the students became more interested in learning foreign cultures and enhanced their understanding of and pride in their own Korean culture. Bae (2013) investigated the effects of teaching global literature (multicultural and intercultural literature) to late elementary and early middle school students on their English literacy skills and ICC, and found that literature-based instructions of reading global literature not only enhanced the students' reading and writing abilities but also had a significant impact on their improved intercultural sensitivity. In an effort to search for the factors that have a positive influence on promoting ICC among learners, Nam (2017) presented two different studies that investigated the effects of (1) students' overseas experiences in English-speaking countries, and (2) a short-term intercultural education on their ICC development. Nam found that both an overseas experience and a short-term intercultural education had a positive effect on the students'

development of intercultural competence. Alluding to the fact that even a very short-term ICC education – a one-time 90-minute intervention – had exerted a positive impact on promoting the learners' ICC, Nam revealed the importance of providing Korean learners with further opportunities of intercultural learning.

Other than the studies that investigated the effects of the instructional interventions in developing learners' intercultural awareness and sensitivity, Kwon (2015), and Hong and Park (2016) aimed to examine the relationship between students' and teachers' ICC and their English competence. Kwon (2015) examined the ICC of both the in-service and pre-service teachers who took part in a one-month overseas teacher training program in the USA. The results showed that the participating teachers perceived themselves as having a high level of ICC, that they were willing to engage in intercultural interactions with people from diverse cultural and linguistic backgrounds, and that their English competence was highly related to the level of their ICC. In a study that investigated college freshmen's English proficiency levels and the relation to their ICC, Hong and Park (2016) found that intercultural sensitivity was positively related to the students' English abilities, and that a more positive relationship was found in the students' group that had a high level of English proficiency.

Though small in number, researchers have also explored the perceptions of teachers and their roles in culture teaching. By incorporating a survey questionnaire, Y.-G. Park and J.-K. Park (2011) found that the 121 elementary school teachers who participated in their study were well aware of the importance of culture teaching in English classrooms, but their perceptions of cultural contents were shown to be restricted to the culture of Korea and that of the USA/UK, which the researchers interpreted as the participating teachers' lack of understanding on the status of English as an international language or a lingua franca. Jang and Lim (2016) investigated both Korean and NES teachers' perceptions, practices, and professional competences within ICC teaching. The results indicated that both groups of teachers believed in the importance of ICC teaching and evaluated themselves as being

proficient in teaching ICC. The teachers further reported that they frequently spent their class time teaching about culture or ICC. However, limited resources and materials for intercultural education were considered to be major challenges within their ICC teaching. Analyzing classroom interactions in an ESL academic writing class with a Caucasian female teacher and international students, Ahn (2017) demonstrated how the teacher's interpretation and delivery of cultural contents could have a great influence on students' understanding not only of cultural knowledge but also of English, English users, and the larger society. Arguing that culture learning is an ideological practice, Ahn drew attention to the importance of moving beyond simply transmitting cultural knowledge of the target community within the language classrooms, to providing students with the opportunities to engage in the critical reflection and questioning of the cultural representations and ideologies hidden in language learning materials and curricula. By comparing two different contexts of college classrooms, such as an ESL academic writing class with international students in the USA and an EFL compulsory English class in Korea, Jin (2018) argued for the need of Korean college classrooms to be more interculturally oriented and emphasized the importance of teacher education and curriculum development.

Since the introduction of the 2007 revised seventh national curriculum that highlighted learners' development of ICC as global citizens, researchers have begun to critically scrutinize government-authorized textbooks, aiming to examine the extent to which these approved textbooks reflect the new objective of English education of cultivating intercultural competence under the EIL paradigm. By analyzing the textbooks according to the units of analysis such as cultural contexts, cultural topics, and culture-learning activities and tasks, the 13 studies that were reviewed in this article found that the EC countries appeared most predominantly in the textbooks used in elementary educational settings (Cho, Han, and Kim 2016; Kang and Hong 2016; Kang and Ko 2015; O.-H. Park 2012). A more detailed analysis showed that African and South American cultural contents were the least mentioned, whereas those of Europe and Asia were presented more regularly (Ahn

and Park 2013; Cho, Han, and Kim 2016; Kang and Hong 2016; Kang and Ko 2015; Kwon and Lim 2018). Among the IC countries, the lifestyle and cultural artifacts of the USA was the most visible (O.-H. Park 2012), while the cultural contents of Northeast Asia such as China and Japan appeared a lot more frequently than those of the Southeast and Southwest Asian countries (Ahn and Park 2013; Cho, Han, and Kim 2016; Lim 2017). However, in the 2015 revised seventh national curriculum, the issues of limited references to the Southeast Asian countries such as Vietnam and the Philippines became somewhat resolved with an increased representation of the cultural artifacts of these regions (Hong and Sohn 2018).

In terms of the cultural topics that pertain directly to the ways of dealing with different types of cultures and cultural interactions, it was found that the comparison and contrasts of Korean culture to that of other countries (both English-speaking and non-English-speaking ones) was the most salient in elementary textbooks (Huh 2013b; Kang and Hong 2016; Kang and Ko 2015; Kim, Park, and Han 2013; O.-H. Park 2012; Shin and Kwon 2013). Kim, Park, and Han (2013), however, found that their analysis of 20 middle school textbooks had a more balanced representation among the target culture (English-speaking countries), the international culture (the culture of intercultural exchanges), and the comparison among different cultures. Lim's (2015, 2017) analysis of high school textbooks demonstrated that the most prominent cultural contents were the universal cultures, while the cultural contents of Korea and the comparison of different cultures were found to be the two least mentioned topics. In discussing how the textbooks were designed to engage students in meaningful interactions with culture learning to promote their ICC, the researchers analyzed the task types and the way those tasks were represented in the textbooks, with the results being rather disappointing. The cultural section in many of the textbooks was assigned to less than a page and appeared almost always at the end of each chapter, giving the impression that culture learning is secondary to the learning of other major areas such as reading, writing, listening, speaking, and grammar (Huh 2013a, 2013b; Kang and Ko 2015; Shin and Kwon 2013). The way

the activities and tasks were designed to engage learners in the textbooks was also found to be problematic as many of the activities did not involve students moving beyond simply receiving the transmitted knowledge of the superficial cultural content, to critically reflecting the differences among diverse cultures and cultivating a respect for diversity (Cho, Han, and Kim 2016; Huh 2013a, 2013b; Kang and Ko 2015; Shin and Kwon 2013).

4.2 Non-Empirical Studies

Most of the non-empirical studies reviewed in this article aimed to provide teachers and practitioners in the field with practical information to apply theoretical knowledge of intercultural competence into actual learning and teaching contexts. Jin (2013) presented a detailed description of ways to utilize a film in a language classroom to promote students' ICC. With a clear objective of increasing students' intercultural knowledge, attitudes, skills, and awareness, she provided specific step-by-step procedures and strategies that teachers could use to incorporate a film-based intercultural education. By engaging in three phases of previewing, while-viewing, and post-viewing activities, students were expected not only to practice and improve their English skills, but to also have an opportunity to critically analyze and reflect the target culture and the culture of their own, to develop the capacity to view intercultural issues from multiple angles, and therefore to broaden their perspectives. In a similar vein, K.-Y. Lee (2012) presented an example using a film to enhance the intercultural education for ELF students. He also incorporated a three-step class procedure, through which students were encouraged to explore, compare, and negotiate their own 'third place' among the different cultures. Another classroom approach to promote students' ICC was suggested by Kim (2017) who presented a culture teaching model based on a flipped learning. Kim provided thorough classroom procedures and activities that teachers could refer to when designing their own classroom practices with their specific

group of learners in mind.

Efforts to develop intercultural teaching models or materials that target at promoting learners' ICC which better suit the Korean ELT context have further been made by Yang, Lee, and Kim (2018), Jeong (2013), and Park and Kim (2016). In devising their own intercultural educational models or materials, they based them on Moran's (2001) culture teaching model that highlights learners' active engagement in understanding the target culture as well as their own, through which they are expected to gain greater intercultural awareness and develop their ICC. While Jeong (2013) designed a classroom-based model using diverse instructional strategies such as lectures, discussions, role-play, and demonstrations, Yang, Lee, and Kim (2018) developed an international telecollaborative model. In addition, Park and Kim (2016) devised and presented teaching materials for ICC education for high school students, whereas K.-Y. Lee (2011) suggested ICC teaching principles and guidelines to select and evaluate appropriate cultural contents, materials, and textbooks. Different from those who focused on designing intercultural materials or developing a teaching/learning model, Jeon (2013) worked on developing assessment tools in order to measure the ICC of sixth grade students in elementary classrooms. Kim et al. (2015) presented practical suggestions for developing an integrated and graded syllabus of intercultural education for elementary and secondary teachers to refer to in devising their own intercultural awareness education in their classrooms.

V. Discussion and Conclusion

This study reviewed research on ICC in the field of ELT that has been conducted and/or published in Korea over the last 10 years (from 2009 to 2018). The 41 studies selected and reviewed in this paper were analyzed according to the research methodology, the educational level, and the research theme. The findings indicated that the majority of the empirical studies were either quantitative in nature or

incorporated a content analysis that examined the authorized textbooks that were used in elementary and secondary schools. While many studies on ICC were conducted at the primary level, there were relatively few studies that explored teacher learning and teacher perceptions. More than half of the empirical studies investigated the effects of the different instructional interventions that intended to promote students' ICC (and English abilities in some cases). While the research results of the international telecollaborative work were rather conflicting, the co-learning experiences with international exchange students in college English-medium classes, short-term overseas programs, and teacher-designed ICC instructions were shown to be effective in promoting the students' and teachers' intercultural competence and their English skills. Teachers considered culture and ICC teaching to be important and required support in ICC teaching in terms of instructional materials and resources.

The content analysis of the textbooks showed that the most popular cultural content as represented in the textbooks was from the EC countries, followed by the ones of the IC. Among the EC countries, the countries from Northeast Asia and West Europe were mentioned most frequently. However, more recently, the introduction of the cultural contents of Southeast Asian countries such as Vietnam and the Philippines increased. In addition, comparing and contrasting the cultural contents of the different countries was most salient among the culture-related topics. However, the activities and tasks in the culture sections in most of the textbooks were not designed to encourage students to engage with cultural diversity in a meaningful and reflective way. Most of the non-empirical studies proposed an ICC learning model or classroom strategies for teachers so that the revised curriculum objective could be substantiated in actual classrooms.

As research on ICC in the field of ELT in Korea is still developing, more studies are needed in order to better assist students to become competent intercultural speakers who can not only communicate in English but also are willing and capable of engaging in cross-cultural encounters while appreciating and respecting diversity.

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In particular, given that quantitative studies have so far prevailed in the field, more qualitative studies will prove to be beneficial in our efforts to gain a deeper understanding of the topic. A closer examination of the actual one-to-one (or group-to-group) linguacultural exchanges in intercultural contexts and a more detailed descriptions and examples of actual intercultural classroom (or out-of-classroom) processes will broaden our understanding of how intercultural exchanges in fact contribute (or not) to students' ICC development, in addition to improving their English abilities. Qualitative studies will further contribute to our comprehensive understanding of the way that the students' and teachers' experiences in intercultural encounters have intricate relationships with the way they understand themselves, their cultures, and the status of English as a global lingua franca. In addition, we need studies that take a close look at the textbooks used at the tertiary level, which are mostly internationally published, given that none in this review analyzed the textbooks used in college classrooms. Speaking of studies that focus on examining the textbooks used in different education settings in Korea, we further need to explore the way that the activities and tasks are designed to engage students to reflect the cultural contents in the textbooks in a meaningful way; that is, assisting students to reflect their culture in relation to others, and accordingly to develop a deeper insight into their own culture as well as that of others.

The results of this review further highlight the need for teacher training in intercultural education. Collective efforts have to be made not only to better understand teachers' perceptions of and attitude toward intercultural education and their readiness to implement it in their own classroom settings, but also to better prepare them to successfully implement the new curriculum during their teacher education period. In order to employ intercultural education in classrooms, teachers need to be interculturally competent and equipped with a varied pedagogical repertoire, which highlights the significance of teacher preparation for developing their ICC and ICC pedagogy.

As presented in this review, telecollaborative activities offer a great opportunity

for Korean EFL students to engage in cross-cultural interactions with people from diverse cultural and linguistic backgrounds, thereby increasing the possibility of enhancing their ICC as well as their English abilities. However, the actual implementation of videoconferencing in some of these studies was rather limited; the duration of interactive engagement among students was restricted to an hour per week, while the videoconferencing was conducted as a whole class activity with more than twenty students participating at the same time. Therefore, when planning telecollaborative activities for EFL classrooms, a more careful approach should be taken to ensure that students' actual cross-cultural interactions are possible for an extended period of time. In addition, for situations in which equal participation of all students in telecollaborative conferencing is not viable because of curricular limitations, teacher-guided extracurricular linguacultural activities might be another option, as shown in Jee and Byun's study (2016). Further, finding partner schools not just from the IC countries but also from the OC and EC countries will be not only conducive to enhancing students' intercultural competence but also desirable given the status of contemporary English as a lingua franca.

While telecollaboration has great potential for enabling intercultural education, there are more practical ways to improve students' ICC in EFL classrooms: for example, teacher-designed instructional interventions that aim to make EFL classrooms a sphere of interculturality by incorporating a reflective approach to cultural contents. By providing students with an opportunity to engage in comparing and contrasting their culture in relation to others, teachers can assist EFL students in Korea to not only broaden their understanding of their own culture and that of others but also embrace diversity, thereby cultivating competent intercultural speakers and global citizens. For this, the significance of teacher preparation and teacher support－at the level of both pre-service and in-service education－needs to be emphasized. In addition, various instructional supports such as interculturally oriented materials, an intercultural education model, and technological support should precede teachers' implementation of intercultural education in EFL classrooms.

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