

ศึกษาแนวทางการพัฒนาตำราเรียนภาษาเกาหลี เพื่อธุรกิจสำหรับผู้เรียนเอกเกาหลีศึกษา ในระดับอุดมศึกษาของไทย

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแนวทางการพัฒนาตำราเรียนภาษาเกาหลีเพื่อธุรกิจที่เหมาะสมสำหรับผู้เรียนภาษาเกาหลีในระดับ อุดมศึกษาของไทย ผู้วิจัยวิเคราะห์ตำราเรียนภาษาเกาหลีเพื่อธุรกิจที่ถูกใช้สอนในมหาวิทยาลัยของไทย ทำการวิเคราะห์โดยเน้นการสอนตามสภาพการใช้จริงและการสอนเชิงรุกเป็นหลัก และนำผลการวิเคราะห์มาจัดทำแนวการสอน ผู้วิจัยได้สรุปแนวการสอนออกเป็น 4 รูปแบบ ดังนี้ รูปแบบแรก คือ การเลือกหัวข้อ 15 หัวข้อที่จำเป็นที่ได้วิเคราะห์จากตำราเรียน ปัจจัยความต้องการพื้นฐานของบุคคล หลักสูตรการเรียนภาษาเกาหลีเพื่อธุรกิจของไทยรูปแบบที่สอง คือ การฝึกฝนด้านไวยากรณ์ในรูปแบบบทสนทนาเพื่อเรียนรู้วิธีใช้ในการสื่อสารจริง รูปแบบที่สาม คือ การนำเสนอกิจกรรมในชั้นเรียนที่หลากหลายที่สามารถทำให้ผู้เรียนเกิดการเรียนรู้ หรือกิจกรรมที่เน้นการสื่อสารจริง เช่น การแสดงบทบาทสมมุติ รูปแบบที่สี่ คือ การเปรียบเทียบโครงสร้างวัฒนธรรมองค์กรของไทยและของเกาหลี ผู้วิจัยเล็งเห็นว่า

แนวทาง การสอนที่นำเสนอในวิจัยนี้สามารถนำมาประยุกต์ใช้เป็นสื่อการเรียนรู้ การสอนเบื้องต้น ซึ่งจะสามารถนำไปพัฒนาต่อยอดเป็นตำราเรียนภาษาเกาหลีเพื่อธุรกิจสำหรับผู้เรียนภาษาเกาหลีในระดับอุดมศึกษาของไทยได้

คำสำคัญ: มหาวิทยาลัยไทย; เกาหลีศึกษา; ภาษาเกาหลีเพื่อธุรกิจ; ภาษาเกาหลีเพื่ออาชีพ; พัฒนาตำราเรียน

A Study on the Development of a Business Korean Textbook for Korean Studies Majors of Thai Universities

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Abstract

The purpose of this study is to develop a business Korean textbook optimized for Korean Studies majors of Thai universities. Based on the analysis criteria focused on practicality and initiative, the business Korean textbooks used by Thai universities were analyzed and the development principles were extracted. The principles can be summarized into 1) a selection of the top 15 topics extracted from business Korean curriculums of Thai universities, human needs and textbooks, 2) conversational grammar practice to learn how to use it in practical communication, 3) arrangement of various tasks that can lead to learners' initiative and practical communication such as role play, and 4) Korean corporate culture compared to Thai corporate culture. These principles can be used as a basis for developing business Korean textbooks in Thailand.

Keywords: Thai university; Korean Studies; business Korean; Korean for occupational purposes; textbook development

Introduction

Korean language education in Thailand began in 1986 with the opening of the first Korean language as an elective course at Pattani Campus of Songkla University, and has grown qualitatively and quantitatively for about 30 years thereafter. As of 2018, there are 12 universities with Korean Studies or a Korean Language major in Thailand, and two universities with minor courses. In addition, more than 40 universities and colleges, including universities and colleges that are established as liberal arts courses, teach Korean studies or Korean language.

In 2008, secondary schools in Thailand began to adopt Korean as a second language subject, and now there are about 150 schools that offer Korean classes. Formal textbooks have recently been published, and the Korean language was included in some Thai universities for the entrance examination. Drawing from this scenario, Korean language education is being developed in Thailand.

This shows that learners who have started to study Korean in Thai secondary schools can continue their studies at university, and the proportion of such learners is expected to increase. Therefore, the Korean language that Korean learners in Thailand need to learn should be taught not only for academic purposes but also for occupational purposes.

Currently, most universities in Thailand which have ‘Business Korean’ courses use teaching materials produced by professors or edited textbooks (Jiraksa Pimrak, 2017: 23). It is necessary to develop independent business Korean textbooks considering the curriculums, and teaching and learning situation in Thailand.

This study will analyze business Korean textbooks used by

Korean Studies in Thailand and find principles as a basic study for the development of business Korean textbooks for Korean Studies majors of Thai universities.

Literature Review

There are three theses (김호정, 2011; 이동희, 2015; Jiraksa Pimrak, 2017) and two journals (Jiraporn Janjula, 2008; 안화현, 2017) on business Korean education in Thailand (as of November 10, 2018).

Jiraporn Janjula (2008) was the first to analyze and present the education status of Korean for occupational purposes in Thai universities. 김호정 (2011), 이동희 (2015) and 안화현 (2017) also investigated the education status and analyzed the human needs to design and guide the development of business Korean curriculums in Thai universities. 이동희 (2015) is different from other studies in that the author intended to develop the curriculum by focusing on the writing.

Jiraksa Pimrak (2017) presented a way to organize business Korean textbooks in Thailand by analyzing business Korean textbooks and needs. However, there was a level difference between the textbooks to be analyzed. The limitations remain that the selection of textbooks for comparison and analysis is incorrect.

**Table 1 Topic classification of business Korean studies
in Thai universities**

Research on Education Status	Curriculum Design	Textbook Development
Jiraporn Janjula (2008)	김호정 (2011)	Jiraksa Pimrak (2017)

Research on Education Status	Curriculum Design	Textbook Development
	이동희 (2015)	
	안화현 (2017)	

The following is a summary of the findings from prior studies. First, business Korean courses at Thai universities usually consist of three hours a week. Second, the difficulty level of current business Korean courses is at the intermediate level, and the needs analysis of the difficulty level of the textbooks is also intermediate. Third, the course materials are generally used as teaching materials produced by professors referring to ‘business Korean’ textbooks. Fourth, the importance of language function in business Korean courses appeared in the order of ‘speaking-listening-reading-writing’. Fifth, there were the highest needs for ‘role-play and task activities’ regarding education methods and evaluation methods.

In order to construct a learner-centered textbook¹ optimized for them in the Korean Studies major of Thai universities, the textbooks should be analyzed by reflecting on the points above and the syllabuses of the business Korean courses extracted from the prior studies.

Methods

The textbooks to be analyzed in this study were selected according to the following criteria: textbooks for adult learners for

¹ The learner-centered textbook should be a textbook that reflects the needs of the learner (이해영, 2001: 204). Therefore, this study will examine whether the textbooks to be analyzed meet the needs of learners.

occupational purposes, textbooks currently being used at Thai universities, and intermediate textbooks.

Business Korean textbooks published in Korea are 『Korean Language for a Good Job 1, 2』, 『비즈니스 한국어』, 『성공의 지름길! 비즈니스 한국어』 and 『PRO 비즈니스 한국어 1-4』. The textbooks that meet the selection criteria were 『비즈니스 한국어』 and 『성공의 지름길! 비즈니스 한국어』.

Table 2 Overview of business Korean textbooks

Textbook name	Publisher	Year of publication	Level ²	Target	Usage status in Thailand ³
Korean Language for a Good Job 1, 2	Darakwon	2005	Beginner	Foreign workers	X
비즈니스 한국어	Yonsei University Press	2009	Intermediate	Job seekers and workers	O

² The levels of the contents analyzed by 김현진 et al. (2018: 307) were referenced.

³ Prince of Songkla University Pattani Campus, Mahasarakham University, Srinakharinwirot University, Chulalongkorn University and University of the Thai Chamber of Commerce in Thailand refer to 『비즈니스 한국어』, Srinakharinwirot University also uses 『PRO 비즈니스 한국어 1-4』. In addition, universities in Thailand use 『성공의 지름길! 비즈니스 한국어』 for reference (안화현, 2017: 120; Jiraksa Pimrak, 2017: 22-23).

Textbook name	Publisher	Year of publication	Level ²	Target	Usage status in Thailand ³
성공의 지름길! 비즈니스 한국어	Jimoondang	2010	Intermediate	Job seekers and workers	O
PRO 비즈니스 한국어 1-4 ⁴	Hangeul-park	2013 ~ 2014	Beginner ~ Advanced	Majors in department of commerce and administration and job seekers	O

In order to analyze the textbooks in accordance with the current situation of Thailand and the needs of the learners, practicality and initiative-oriented analysis criteria were set up⁵. To this end, the analysis criteria were reconstructed as follows by referring to the textbook analysis categories and contents of Cunningsworth, A. (1998) and 이해영 (2001).

⁴ 『PRO 비즈니스 한국어 1-4』 are excluded from this study because 『PRO 비즈니스 한국어 1-2』 focus on improving daily communication skills and 『PRO 비즈니스 한국어 3-4』 are biased toward topics related to management and trade.

⁵ The learner-centered textbook should reflect the learner's needs and enhance the relevance to the learner and the field applicability of the learning contents, and open the possibility of active participation and leading the learning of the learner (이해영, 2001: 204).

Table 3 Analysis criteria for business textbooks

Classification		Analysis contents and criteria
External analysis		<ul style="list-style-type: none"> • Is the aim of the textbook consistent with the aims of the educational program and with the needs of the learners?
		<ul style="list-style-type: none"> • Is the textbook available anywhere? • Is the price of the textbook appropriate?
Internal analysis	Topic	<ul style="list-style-type: none"> • Do the topics present a variety of topics in relation to work life and work? • Do the topics lead to interest from and to the attention of learners?
	Vocabulary	<ul style="list-style-type: none"> • Is the vocabulary applicable to real workplace situations?
	Grammar	<ul style="list-style-type: none"> • Does the grammar cover practical use as well as formal use?
	Task	<ul style="list-style-type: none"> • Are a variety of task activities provided? • Do the task activities help develop business communication strategies? • Are task activities that integrate language functions included appropriately?
	Culture	<ul style="list-style-type: none"> • Does the presented culture help to understand Korean corporate culture?

This study was analyzed according to the above analysis criteria, reflecting the teaching and learning situation of Thailand, topics extracted from business Korean curriculums of Thai universities and the human needs from prior studies (안화현, 2017; Jiraksa Pimrak, 2017).

Results and Discussion

1. External analysis

1.1 Is the aim of the textbooks consistent with the aims of the educational program and with the needs of the learners?

The business Korean courses in Thailand are a process of developing Korean language skills for Thai university students to work in Korean companies after graduation. Both textbook 'A' and textbook 'B'⁶ are aimed at developing Korean language skills through activities related to Korean business for job seekers and employees. Therefore, the aims of both textbooks are consistent with the aims of the educational program and with the needs of the learners.

In addition, both levels of textbooks are consistent with the current level of business Korean in Thai universities and the human needs for textbook difficulty.

The total units of textbook 'A' are 30 and the total units of textbook 'B' are 20. However, business Korean courses at Thai universities are usually held once a week, three hours a week and 15 weeks a semester. Therefore, it is necessary to extract only the necessary units.

Table 4 Composition of business Korean textbooks

Textbook name	Textbook 'A'	Textbook 'B'
Author	Yonsei University Korean Language Institute	Park Changwon and 5 others

⁶ This study named 『비즈니스 한국어』 as a textbook 'A' and 『성공의 지름길! 비즈니스 한국어』 as a textbook 'B'.

Textbook name	Textbook 'A'	Textbook 'B'
Target	Job seekers and workers	Job seekers and workers
Aim	Successful fulfillment of business activities related to Korea	Developing practical Korean skills that can be utilized in the workplace
Unit number	30	20
Level	Intermediate	Intermediate

1.2 Is the textbook available anywhere?

Both textbooks were confirmed as not sold by B2S and Asia Books, Thailand's leading bookstores.

1.3 Is the price of the textbooks appropriate?

The price of the textbook 'A' is 19,500 won and the price of the textbook 'B' is 20,000 won. The price of Thai textbooks sold in Thai bookstores is about 350 baht to 550 baht, which is calculated as 12,250 won to 19,250 won (as of November 16, 2018). The price is reasonable because it is similar to Thai language textbooks sold in Thailand.

2. Internal analysis

2.1 Topic

The following topics were extracted from the topics in the business Korean courses taught at Thai universities (안화현, 2017), the topics extracted from the analysis of human needs (안화현, 2017; Jiraksa Pimrak, 2017), and the textbook 'A' and textbook 'B'.

Table 5 Topics extracted from curriculums, needs analysis and textbooks⁷

Topic	Sub-topic	Curriculum	Needs analysis (A)	Needs analysis (J)	Text book 'A'	'Text book 'B'	Total
Preparing for employment	Career education	0	1	0	0	0	1
	Job selection	1	1	0	1	0	3
	Understanding company systems	4	1	0	1	1	7
	Job offering • Job seeking	1	1	1	1	0	4
	Interviews	1	1	1	1	0	4
	Writing an applications	2	1	2	1	2	8

⁷ The topics and subtopics referred to the categories of business Korean education presented by 정명숙 (2003: 413-417) and 안화현 (2017: 118-119).

Topic	Sub-topic	Curriculum	Needs analysis (안)	Needs analysis (J)	Text book 'A'	'Text book 'B'	Total
Work task	New recruits	0	1	1	0	0	2
	Recruitment	1	1	0	0	0	2
	Employee training	0	0	0	0	0	0
	Work-plans	1	1	0	0	2	4
	Business calls	1	1	5	1	1	9
	Online work	2	1	2	1	1	7
	Notices	1	1	0	1	0	3
	Planning documents	0	1	0	2	0	3
	Reports	0	1	2	0	0	3
	Meetings	6	1	9	5	0	21
	Promotion and purchases	2	0	0	6	1	9

Topic	Sub-topic	Curriculum	Needs analysis (P)	Needs analysis (J)	Text book 'A'	'Text book 'B'	Total
	Cus-tomer consul-tation	2	1	0	2	0	5
	Coop-erator	1	1	4	1	2	9
	Business trips	2	0	0	0	1	3
	Buyer recep-tion	0	2	1	0	0	3
Work-ing life	Intro-duction	1	1	3	1	0	6
	Greet-ings	0	0	1	0	0	1
	Gather-ings	1	0	0	1	1	3
	Personal informa-tion	3	4	3	2	4	16
	Interper-sonal relation-ships	2	2	0	1	1	6

Topic	Sub-topic	Curriculum	Needs analysis (안)	Needs analysis (J)	Text book 'A'	'Text book 'B'	Total
	Office use	2	1	0	0	0	3
	Use of public facilities	0	0	0	0	0	0
Work culture	Business etiq-quette	2	2	0	0	0	4
	Eti-quette in human rela-tions	1	1	0	0	0	2
	Under-standing of Korean compa-nies	1	1	0	1	2	5
	Under-standing of interna-tional social cultures	1	1	0	0	1	3

2.1.1. Do the topics present a variety of things in relation to work life and work?

Textbook ‘A’ consisted of 18 topics and textbook ‘B’ consisted of 13 topics. 40% of the topics in the textbook ‘A’ and 35% of the topics in the textbook ‘B’ were duplicated, but each syllabus was not duplicated.

However, in the ‘topic’ area, textbook ‘A’ was analyzed as having five ‘preparing for employment’, 19 ‘work tasks’, five ‘working life’, and one ‘work culture’. Approximately 63% of the total was concentrated in ‘work tasks’. In contrast, textbook ‘B’ consisted of various topics.

2.1.2. Do the topics lead to interest from and to the attention of learners?

The most frequent topics were analyzed in the order of ‘meetings’, ‘personal information’, ‘business calls’, etc. The results listed by frequency are as follows.

Table 6 Topics by frequency

Subtopic (frequency)	Subtopic (frequency)	Subtopic (frequency)
Meetings (21)	Customer consultation (5)	Business trip (3)
Personal information (16)	Understanding of Korean companies (5)	Buyer reception (3)
Business call(9)	Job offerings/Job seeking (4)	Gatherings (3)

Subtopic (frequency)	Subtopic (frequency)	Subtopic (frequency)
Promotion and purchases (9)	Interviews (4)	Office use (3)
Cooperator (9)	Workplans (4)	Understanding of international social culture (3)
Writing an application (8)	Business etiquette (4)	New recruits (2)
Understanding company systems (7)	Job selection (3)	Recruitment (2)
Online work (7)	Notices (3)	Etiquette in human relations (2)
Introduction (6)	Planning documents (3)	Career education (1)
Interpersonal relationships (6)	Reports (3)	Greetings (1)

The topics were biased toward ‘meetings’ (21) and personal ‘information’ (16). As a result of analyzing the syllabuses presented in two topics, ‘meeting’ appeared as ‘meeting’, ‘presentation’, ‘discussion’, ‘new product development’, and ‘new product explanation’, etc. Among them, ‘presentation’ and ‘discussion’ were highly frequent. In addition, ‘personal information’ appeared as ‘salary’, ‘vacation’, ‘expression of help request’, ‘welfare’, and ‘receiving various certificates’, etc. Among them, ‘salary’ and ‘vacation’ were highly frequent.

The most frequently used topics in textbook ‘A’ were ‘promotions and purchases’, and ‘meetings. In textbook ‘B’, ‘personal information’ appeared the most frequently. All of these topics were topics ranging from first to fifth in topics by frequency. The results showed that textbook ‘A’ and textbook ‘B’ consisted of topics that could be of interest to and gain the attention of learners.

2.2. Vocabulary

Is the vocabulary applicable to real workplace situations?

In the vocabulary presented in the ‘cover letter’ unit, textbook ‘A’ was presented with basic items that are included in self- introduction as the vocabulary, such as ‘성장 환경 [seong-jang-hwan-gyeong]’, ‘성격의 장단점 [seong-gyeong-ui jang-dan-jeom]’, ‘취미와 특기 [chwi-mi-wa teug-gi]’, ‘지원동기 [ji-won-dong-gi]’, etc. Textbook ‘B’ also presented vocabulary such as ‘직업 [jig-eob]’, ‘적성 [jeog-seong]’, ‘성격 [seong-gyeong]’, ‘관심 [gwan-sim]’, ‘취업 [chwi-eob]’, as well as a hyponymy of ‘성격 [seong-gyeong]’ which is necessary for writing actual cover letters, such as ‘꼼꼼하다 [kkom-kkom-ha-da]’ and ‘낙천적이다 [nag-cheon-jeog-i-da]’.

The vocabulary of these semantic relations is gathered and composed of the lexical field called ‘cover letter’, and it can be said that it is constructed to be able to utilize it as a whole.

2.3. Grammar

Does the grammar cover practical use as well as formal use?

Textbook ‘A’ was designed to familiarize students with the meaning of grammar through exercises and presented them with dialogues to learn how to use the grammar in practical communication.

In addition, it was designed to make learners experience various work situations by being able to access other communication situations where grammar is applied in the model dialogue and the listening conversation.

Textbook ‘B’ was composed of the meaning and examples of grammar and the questions that learners could practice. However, unlike textbook ‘A’, textbook ‘B’ only covered the formal use of filling in the grammar, so it was insufficient to learn how to use the grammar in practical communication. In addition, the model dialogue was presented only once in listening, so there was a narrow range of access to work situations.

2.4. Tasks

While textbook ‘A’ had tasks and activities in each unit, there were no such task activities in textbook ‘B’.

2.4.1. Are a variety of task activities provided?

This study classified the task activities of the textbook ‘A’ according to the analysis criteria of 원해영 (2009: 263-265) and analyzed the frequency. As a result, task activities were distributed in various performance aspects except for ‘questioning’, ‘story making’, and ‘playing games’⁸. The tasks of textbook ‘A’ were mostly occupied with ‘filling in the blanks’, ‘talking’, ‘presenting’, and ‘role-play’.

⁸ ‘Playing games’ is useful for beginners who are not active in communicating in Korean. However, there is a possibility that the meaning of activities may deteriorate with intermediate or advanced levels (원해영, 2009: 265); it is not appropriate for the intermediate level ‘business Korean’ textbook.

Table 7 Task activities of textbook 'A'

Language function	Performance aspect	Frequency
Speaking	Talking	13
	Questioning	0
	Interviewing	1
	Presenting	13
	Role-play	6
Reading/Listening	Listening (Reading) the information and answering	1
Writing	Story making	0
	Filling in the blanks	18
	Writing	3
	Playing games	0

2.4.2. Do the task activities help develop business communication strategies?

In the performance aspect of 10 task activities, the 'role-play' is an activity that enhances the communication skills because it enables practical communication in specific situations similar to practical situations (원해영, 2009: 264). The reason why the needs for 'role-play' performance and evaluation were high in the prior study is deemed to be to experience communication in practical situations.

'Role-play' was distributed in six (20%) units. Except for some units (cover letters, business e-mails, posts, postings, presentations) in which 'role-play' activities could not be performed, there was no diversity of 'role-play' activities in textbook 'A'.

On the other hand, there were many units that lead to activities based on the learner's personal experiences in units such as 'cover letters' and 'advertisement planning'. They can help learners develop a business communication strategy.

2.4.3. Are task activities that integrate language functions included appropriately?

There were 33 speaking, 21 writing, and one reading and listening among 55 tasks in textbook 'A'. The reason why the proportion of reading and listening tasks is low is that reading and listening activities are composed before the task activities.

In addition, 'talking', 'presenting' and 'filling in the blanks', which occupied the largest portion, were supposed to perform tasks with 'filling in the blanks-talking' and 'filling in the blanks-presenting'. In other words, the tasks of textbook 'A' consisted of speaking and writing-oriented activities, which enables learners to integrate functional learning.

2.5. Culture

2.5.1. Does the presented culture help students to understand Korean corporate culture?

Textbook 'B' did not cover culture. Textbook 'A' provided business tips. However, there were only four items, which were not enough for students to understand the various corporate cultures of Korea. In addition, the flow of learning is cut off because tips were used to unilaterally convey the Korean corporate culture that is not related to the topic. Culture should be revealed from the dialogues and activities throughout the textbook, which means the textbook

should be revised and shaped.

Conclusion

The ultimate aim of this study is to develop a business Korean textbook that is optimized for the Korean Studies major at Thai universities. Based on the results of the analysis, the principles to be considered when developing a business textbook are summarized as follows.

First, it is necessary to design 15 units of a syllabus with high frequency topics in accordance with the 15 week curriculum in Thailand. According to frequency, the units of the business Korean textbook can be composed of ‘understanding company systems’, ‘job offerings/job seeking’, ‘interviews’, ‘writing an applications’ in preparing for employment, ‘business calls’, ‘online work’, ‘meetings (presentations)’, ‘meetings (discussions)’, ‘promotions and purchases’, ‘customer consultation’, ‘cooperator’ in the work task, ‘introductions’, ‘personal information (salary)’, ‘personal information (vacation)’, and ‘interpersonal relationships’ in working life.

Second, it suggests that all exercises on grammar should be presented as dialogues so that learners can learn how to use the grammar in practical communication.

Third, it suggests that the business textbook should be composed of various tasks that can be actively led by the learner’s individual experiences and thoughts, focusing on role-plays that have a great effect on practical communication.

Fourth, it suggests that culture in the textbook should be reflected by the corporate culture of Korea compared with the corporate culture of Thailand. In addition, the cultures should be

designed to be naturally learned through dialogue.

It is expected that the results and suggestions of this study can be used as basic data for developing business Korean textbooks in Thailand.

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