Effective Use of Information on the Web for Korean History Courses Taught in English

Shin Myung-Ho

Introduction

Korea is facing intensifying globalization. The walls between nations continue to weaken as increasing numbers of people and products cross borders. The number of non-Koreans coming into the country is rising, while at the same time Koreans are reaching out to the outside world. In order to adapt to this trend, the focus of teaching Korean history as a subject must evolve from being seen primarily as a nationalistic history meant for Korean citizens to a Korean history that can be taught to people around the world.

The need for Korean history courses for non-Korean students is also urgent in universities: we need to be able to offer rigorous courses in Korean history and culture to Korean students who are studying or living overseas, and to be able to effectively teach accurate Korean history and culture to non-Koreans. In order to do this, we need to design standardized textbooks and courses in Korean history for non-Korean students. A sharp increase in the number of non-Korean students attending classes in Korean universities necessitates an increase in the number of courses taught in English. In order to be able to offer Korean history courses to English-speaking students of varying levels of academic ability, we need to secure teachers who are capable of delivering lectures in English *and* teaching a diverse array of materials.

Such infrastructure, however, has not been established yet: there are no standardized textbooks, teaching materials, or even supplementary materials for these courses. Faced with this lack of resources, each teacher has to do it all by herself. As result, it has become very difficult to develop any standards for the content or quality of these courses. The first step that needs to be taken to solve this problem is to collect teaching materials with good content from credible sources and to make them publicly available. In the long run, of course, we need to develop standardized textbooks and supplemental materials.

One short-term solution is to study the information already available on Korean Web sites, decide which ones meet a certain standard, and make that information easily accessible. Korea has one of the best infrastructures

for internet use. Accordingly, numerous resources that can be useful for teaching Korean history courses in English are already available on the web.

Since 1999, the Korean government has digitalized Korean historical and cultural documents for circulation on the internet. For example, there have been a number of database projects receiving financial support from the government including the Knowledge and Information Resource Management Project, the Digitalization of Cultural Archetype Project, and the Encyclopedia of Korea Local Cultural Project (Lee 2006:264-277). The Knowledge and Information Resource Management Project has links to about 1000 web sites for Korean historical and cultural researchers.

Since 2000, Koreanology researchers have started to study ways of utilizing information on Web sites (Kim 2000:127-153; Lee 2003:163-182; Kim 2004:89-108; Bak 2006:163-203; Kim 2005:369-389; Kim 2008:99-127). According to the research, internet Web sites could be categorized as public and private (Lee 2003:172; Bak 2006:170-186).

But until now, there has been no research on how to use the information on Web sites for Korean history courses taught in English. This article examines the current state of online resources and explores ways to use them effectively, so that we can find ways to provide a more effective and standardized way of teaching Korean history in English.

The Current Status of Resources Available on the Web and Their Classification

Countless individuals and institutions in Korea have posted online materials related to Korean history and culture (Jung and Kihl 2010:207-218). This is a result of the prevalent use of the internet in Korea, along with people's interest in Korean history and culture. In Korea, more than 70 percent of the population uses the internet (Lee 2006:264).

The Web sites related to Korean history and culture can be categorized as public and private (Lee 2003:172; Bak 2006:170-186). A public institution is one run either by the government or by a non-profit organization aiming at the promotion of a public good. Non-profit organizations which are private include cultural, religious, academic and other research-oriented groups. Individuals include anyone who is interested in Korean history and culture.

Online materials related to Korean history and culture are composed of two types. One type is documents. The other type is multimedia. Basically, documents are digitalized into text. Multimedia are digitalized into still and moving images (Lee 2008:67-68).

Any materials available on the web can be used for Korean history courses. However, the quantity of information is unmanageably large and some sites have inaccurate information. Materials provided by institutions take precedence over materials provided by individuals because institutions tend to be more credible and to provide more reliable, accurate information.

One of the government institutions most involved with Korean history is the National Institute of Korean History (http://www.history. go.kr) According to their Web site, the institute was founded in 1946 following Korean independence. Its main aim is to collect and preserve historical texts and to promote awareness of Korean history. Because of their status as a government institution, the materials that they offer on their Web site also enjoy additional credibility. In fact, those materials are often considered the most authoritative sources for setting up Korean history courses in English. The Web sites that are linked to the institution's Web site (listed below) are also considered authoritative for similar reasons.

Table 1. Web sites that are linked to the National Institute of Korean History Web site

Number	Name of Web site
1	National Archives of Korea Web site
2	Ministry of Patriots and Veterans Affairs Web site
3	Korea Knowledge Portal Web site
4	The National Library of Korea Web site
5	National Assembly Library Web site
6	Kyujanggak Institute for Korean Studies Web site
7	The Independence Hall of Korea Web site
8	Cultural Heritage Administration of Korea Web site
9	Institute for the Translation of Korean Classics
10	Korean Studies Advancement Center Web site
11	National Research Foundation of Korea Web site
12	The Academy of Korean Studies Web site

The Cultural Heritage Administration of Korea (hereafter CHAK) (http://www.cha.go.kr) and the Ministry of Culture, Sports, and Tourism (hereafter MCST) (http://www.mcst.go.kr) are representative, in a similar way to that of the National Institute of Korean History, of those involved

with Korean history. On their respective Web sites they state their purposes: CHAK states its founding goal is the "advancement of culture in Korea through the preservation and promotion of cultural heritage" while MCST states its goal as the "development of policies in culture, art, sports, tourism, religion, and media, so that every citizen can have access to all the cultural things Korea has to offer." Therefore, the materials offered by CHAK are likely to be better-suited to our purposes. Other Web sites (listed below) that are linked to CHAK's Web site are also considered authoritative for similar reasons.

Table 2. Institutions whose Web sites are linked to the Cultural Heritage Administration of Korea Web site

Number	Name of Web site
1	National Research Institute of Cultural Heritage Web site
2	Gyeongju National Research Institute of Cultural Heritage Web site
3	Buyeo National Research Institute of Cultural Heritage Web site
4	Gaya National Research Institute of Cultural Heritage Web site
5	Naju National Research Institute of Cultural Heritage Web site
6	Jungwon National Research Institute of Cultural Heritage Web site
7	The Korean National University of Cultural Heritage Web site
8	National Palace Museum of Korea Web site
9	National Research Institute of Maritime Cultural Heritage Web site
10	Hyeonchungsa Shrine Office Web site
11	Sejongneung Office Web site
12	700 Martyrs Memorial Web site
13	Gyeongbokgung Web site
14	Changgyeonggung Web site
15	Changdeokgung Web site
16	Deoksugung Web site
17	Jongmyo Office Web site
18	Jeongreung Office Web site
19	Seoohreung Office Web site
20	Gwangreung Office Web site
21	Donggureung Office Web site
22	Taereung Office Web site
23	Hongyooreung Office Web site
24	Sareung Office Web site
25	Heonreung Office Web site
26	Seonreung Office Web site
27	Yungreung Office Web site
28	Paju Office Web site
29	Jangreung Office Web site
30	Eureung Office Web site
31	Korea Cultural Heritage Foundation Web site

For our purposes, the most authoritative teaching materials on the web are those provided on the Web sites of the National Institute of Korean History and CHAK (the Cultural Heritage Administration of Korea), as well as the Web sites linked to these two. These can be used as primary sources for building Korean history courses in English. Information provided by other institutions, which are mostly non-governmental, can be used as supplementary material.

We can categorize online materials on Korean history and culture according to two main criteria. If it is in the form of a written text, we can categorize it according to the language in which it is written. That language is usually Korean, English, Chinese, or Japanese. The most convenient language for our purposes, of course, is English.

The other criterion is the kind of medium used. Information can be in the form of a text, still image, or moving image. The more convenient forms for our purpose are still and moving images. Combining the two criteria, the most convenient and effective form of information to be used in Korean history courses in English would be visual media in English, followed by visual media in Korean and English texts, respectively.

Still images and video clips in English can be easily used in lectures without any alteration. In addition, students learn more effectively through multi-sensory teaching, compared to purely lecture-style classes. Therefore, utilizing still and moving images in lectures is beneficial both for the teachers and students. Images and video clips in Korean have the disadvantage of requiring explanation in English when they are displayed, but they can still be effective aids. Written information in English can be especially useful when the teacher is trying to explain and articulate various concepts and Korean terminology.

The problem is that the most informative materials provided by these Web sites are in Korean. Only a few Web sites provide any useful material in English. Only fourteen institutions out of forty-five, which is about a third of the total, provide English homepages. The percentage is even lower for private institutions.

Therefore, the primary resources for Korean history courses have to be the materials provided by the fourteen institutions above. However, the content and quality of the information provided by these Web sites is not consistent. Different kinds of information are more or less useful depending on the Web site. In the next section, I will examine effective ways of using the various kinds of materials.

Table 3. Governmental or Public Institutions that Offer English Home pages

Number	Name of Web site
1	National Institute of Korean History Web site
2	National Archives of Korea Web site
3	Ministry of Patriots and Veterans Affairs Web site
4	The National Library of Korea Web site
5	National Assembly Library Web site
6	Kyujanggak Institute for Korean Studies Web site
7	Independence Hall Web site
8	Cultural Heritage Administration Web site
9	The Academy of Korean Studies Web site
10	National Research Institute of Cultural Heritage Web site
11	The Korean National University of Cultural Heritage Web site
12	National Palace Museum of Korea Web site
13	National Research Institute of Maritime Cultural Heritage Web site
14	Korean Cultural Heritage Foundation Web site

Use of English Texts

The biggest difficulty in teaching Korean history in English springs from the fact that there are no standardized English translations for words and concepts used in the discourse on Korean history and culture. Because of the lack of universally agreed-upon English translations, teachers often end up using different translations to refer to the same thing. To add to the difficulty, they often need to explain some subtle but important points that are not explicitly stated in the textbooks.

This problem cannot be solved until someone publishes a standardized Korean-English dictionary or textbook on Korean history and culture. It is not clear at all, however, when anything like that will be published. In addition, it is practically impossible for a dictionary or a textbook to encompass all of the minor concepts and terminologies needed in the discourse. Therefore, currently, teachers have no choice but to search for what others have done or to come up with some parallel English words and phrases on their own. If there is to be some consistency in the context and quality of Korean history courses in English, it is absolutely necessary to unify and standardize the relevant English terminology. Given that this is not possible at the moment, one thing that can be done is to use a similar set of English texts provided by credible institutions.

One example of such institutions would be the Academy of Korean

Studies which provides the "Glossary of Korean Studies" on their Web site (http://www.aks.ac.kr/aks). As the title suggests, the glossary provides English translations for various concepts and terminology relevant to Korean studies and culture.

There are two ways to do the search. The first is to simply type in the concept or term in Korean. For example, if we type in "국조오례의" in Korean, which means the specifications of official ceremonies of the royal court, we get the following search result:

Number of Results: 1				
Korean	Chinese	Spelling Designated by the Ministry of Culture	M/R Spelling	Period
국조오례의	國朝五禮儀	Gukjooryeui	Kukchooryei	Joseon

At this point, if we again click on the "국조오례의" under "Korean," a more detailed search result appears:

English Definition 1:	Five Rites of State
Example 1 :	A work that prescribed the mode of conduct of major state ceremonies was the **Five Rites of State** (Kukcho orye ŭi).
Reference :	Ki-baik Lee, translated by Edward W. Wagner, *A New History of Korea*, Harvard University Press, 1984, p.195.
English Definition 2 :	Five Rites of State Manual
Example 2 :	The art of shooting with bow and arrow was considered the greatest of all the military honors and listed first in the **Five Rites of State Manual**.
Reference :	Shin Myung-ho, Translated by Timothy V. Atkinson, Joseon Royal Court Culture, Dolbegae Publishers, 2002,p.56
English Definition 3 :	Five Rituals of the Yi Dynasty
Example 3 :	It was revised under Songjong and published in 1474 under the title Kukcho-o yeui (**Five Rituals of the Yi Dynasty**).
Reference :	Han Woo-Keun, translated by Kyung-Shik Lee, *The History of Korea*, Eul-Yoo Publishers, 1970, p.286.
English Definition 4 :	Manual of the Five State Rites
Example 4 :	They provided the basis for the first official manual of state rituals, the Kukcho oryeŭi (**Manual of the Five State Rites**), which was completed under the supervision of Sin suk-chu in 1474.

Reference :	M. Deuchler, *The Confucian Transformation of Korea: A Study of Society and Ideology*, Harvard University Press, 1992, p.118.
English Definition 5 :	National Five Rites
Example 5 :	Gukjo oryeui (**National Five Rites**) is the representative ceremonial text of the Joseon dynasty (1392-1910), which sets out to define one's proper ceremonial protocol in relation to society, from the king down to the common peasant.
Reference :	The Academy of Korean Studies, Korean Dictionary in English, Gukjooryeui

One advantage of the glossary is its credibility; it displays various different spellings of the Korean word and specifies the source. A teacher who needs to give an explanation of *Gukjooryeui* can easily make use of the glossary to search for its English counterpart.

Another way to do the search is to do it by subject headings. There are fourteen subject headings available: Countries/Periods, Regime/Political Structure, System/Policies/Social Phenomena, Government Offices/Agencies, Class/Political Parties/Groups, Historical Events, Historical Texts, Historical Artifacts/Architectures, Religion/Philosophy/Study, Folklore, Culture/Art, Industry, Geography, and Technology. The headings are useful in case one does not know the exact word one is looking for.

One disadvantage of the glossary is its lack of comprehensiveness. For example, there is no search result for *Hangmain* (항마인(降魔印)−the *Bhumisparsa mudra* 'calling the earth to witness' and relevant to the *Seokurum* Buddha) because there is no previous use of the glossary term that is available. Despite its shortcomings, it is still a very useful online resource since it does make available most of the concepts and terminologies that are commonly used.

The terms that are not available in the glossary can be sorted out to some extent with the resources provided by Web sites of private institutions. For example, many English translations for terms relevant to Korean Buddhist temples or Buddhism can be found in English Web sites of Buddhist temples such as Songgwangsa, Tongdosa, and Haeinsa.[1]

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1. For example, the following Web sites can be consulted: *Songgwangsa* temple Web site (http://www.songgwangsa.org); *Tongdosa* temple Web site (http://www.tongdosa.or.kr); *Haeinsa* temple Web site (http://www.haeinsa.or.kr); *Bulguksa* temple Web site (http://www.bulguksa.or.kr); and *Seokuram* temple Web site (http://www.sukgulam.org).

However, we often need to refer to many small details to describe historical figures, events and artifacts in class. English translations for that level of detail are often difficult to find no matter how wide the search. One Web site that might come in handy in that case is the Arirang Global TV Web site (http://www.arirang.co.kr).

Founded in 1997 by the Korea International Broadcasting Foundation, Arirang Global TV is a network that broadcasts a wide range of Korean programs in Korean and eight other languages, including English, Chinese, Spanish, Russian, Arabic, Vietnamese, and Indonesian. The ones that can be used for English lectures, of course, are those broadcast in English.

The Arirang Global TV Web site can be very useful because it provides still and moving images with their descriptions in English, in addition to other information in written English. Materials provided by "Arirang Special" and "National Treasures" are especially useful. "Arirang Special" is a 60-minute program that explains, in great detail, various aspects of Korean history and culture, including language, food, and culture. "National Treasures" is a 10-minute program that deals with Korean national treasures. However, they offer only about fifteen of the programs they broadcast free-of-charge and some of the materials might have to be purchased.

Use of Still and Moving Images

Understandably, most foreign students who take Korean history courses find Korean history and culture unfamiliar and strange. Basic concepts and background knowledge on many historical events, figures and artifacts that are taken for granted by Koreans are unfamiliar to non-Koreans. Therefore, it is often not sufficient for non-Korean students to simply listen to their teacher and read English texts to achieve a full understanding of the lecture material.

One way to familiarize the students with Korean history and culture is to use visual media. It is not uncommon for foreign students to simply not understand the material regardless of how persistently and patiently the teacher tries to explain it to them. Relevant visual media can be very helpful in these situations.

The nature of Korean history courses for foreign students necessitates

that the courses be centered around certain historical figures, events, and cultural artifacts. Teachers risk losing the students' interest and enthusiasm completely if they try to go into too much depth. In order to make such an unfamiliar subject interesting and real, it is important to select a good central theme upon which the whole course can be built and to actively utilize visual media.

Regardless of the type of organization sponsoring them, Korean Web sites tend to be rich sources of visual media, both in size and variety. Among these Web sites, the one maintained by CHAK (the Cultural Heritage Administration of Korea) is unquestionably the most systematic and comprehensive.

The part of the site that provides most of the visual material and video clips on Korean history and culture is the "Virtual Exploration of Korean Cultural Heritage" section under "Korean Cultural Heritage Experience." The "exploration" of each piece of cultural heritage is divided into "Introduction" and "Exploration." The former provides a brief overview of the item of cultural heritage at hand while the latter provides the actual cyber exploration. One cyber exploration consists of five-to-ten pieces of visual material and video clips that range from two to sixty minutes.

The "Virtual Exploration of Korean Cultural Heritage" section classifies cultural heritage under ten primary headings: UNESCO World Heritage in Korea, Royal Palaces and Tombs, Architecture and Science, Philosophy and Religion, History, Eras, Natural Resources, The Old Korea, Artistic Spirit, and Historical Figures. Each primary heading is then divided further into a few secondary headings. The primary heading UNESCO World Heritage in Korea, for example, is divided into secondary headings of World Cultural Heritage in Korea, Memory of the World, List of the Main Intangible Cultural Heritage in Korea, and World Natural Resources in Korea. The heading Royal Palaces and Tombs is divided into secondary headings Palaces and Tombs. Architecture and Science is divided into Korean Fortresses, Wooden Structures, Stone Artifacts and Buildings, Modern Heritages, and Heritage in Science. Philosophy and Religion is divided into Religions and Historic Sites, Stone Statues of Buddha, Folk Religion in Korea, and Historic sites of Korea. Natural Resources is divided into Caves, Natural Monuments, and Dinosaurs. The Old Korea is divided into Lecture Halls and Confucian Schools, Pavilion/Garden/ Tower/Special House, Folk Villages, and Antiquated Traditional Houses in Korea. Historical Figures is further divided into Jung Yakyong, Yi Sunshin,

Library of Masterpieces, and Tracing Ancient Sages. Secondary headings are further divided into minor headings, which are listed below.

Table 4. Classifications in Virtual Exploration of Korean Cultural Heritage

Primary Classification(10)	Secondary Classification(41)	Minor Classification
UNESCO World Heritage in Korea	World Cultural Heritage in Korea Memory of the World List of the Main Intangible Cultural Heritage in Korea World Natural Resources in Korea	
Royal Palaces and Tombs	Palaces Tombs	
Architecture and Science	Korean Fortresses Wooden Structures Stone Artifacts and Buildings Modern Heritages Heritage in Science	Wooden Structures of Goryeo, Wooden Structures of Joseon Stone Towers (Three Kingdoms), Masts, Buddhist (Three Kingdoms, Goryeo), Candle Stands and Stone Lamp Modern Education, Modern Traffic
Philosophy and Religion	Religions and Historic Sites Stone Statues of Buddha Folk Religion in Korea Historic sites of Korea	Buddhism, Catholicism, Protestantism, Folk Religion Mireuk-bul, Korean traditional totem poles, Shrines
History	Ganghwa Right where people fought for their nation. Place with Embodies the Sadness of History Traces of Unification of Three Kingdoms Remnants of Donghak Nongmin Undong Myths and Legends	Place that represents the sadness of losing one's country, Tracing Danjong's Spirit
Period	Prehistoric Era Dolmen Gyeongju Baekje Dynasty Gaya Dynasty	Ancient Tombs, Buddhist Heritage, Cultural Heritage Namsan of Gyeongju (East), Namsan of Gyeongju (West) Buyeo, Gongju, Iksan, Hanseong
Natural Resources	Caves Natural Monuments Dinosaurs	

The Old Korea	Lecture Halls and Confucian Schools Pavilion/Garden/Tower/Special House Folk Villages Antiquated Traditional Houses in Korea	Lecture Halls, Confucian Schools
Artistic Spirit	Buddhist Paintings Bells of Buddhist Temple Intangible Cultural Heritage Rock and Cave Paintings	Silla Dynasty, Goryeo Dynasty Mask Plays, Folk Dances
Historical Figures	Jung Yakyong Yi Sunshin Library of Masterpieces Tracing Ancient Sages	

In order to effectively use the classification provided by Virtual Exploration of Korean Cultural Heritage, the teacher would need to figure out which of the secondary headings are relevant to the lecture that is being considered. For example, if the subject of the lecture is 'Confucian Culture in the Joseon Dynasty,' the secondary headings that are relevant would be World Cultural Heritage in Korea, Memory of the World, Palaces, Tombs, Korean Fortresses, Lecture Halls and Confucian Schools, Jeong/Won/Ru/Heon, Folk Villages, Antiquated Traditional Houses in Korea, Jung Yakyong, Yi Sunshin, Library of Masterpieces, and Tracing Ancient Sages.

When we click on a secondary classification, we will be directed to a screen with an introduction and a list of the available items of cultural heritage. When we click on a minor classification, we will be directed to a screen with a brief introduction of the given cultural heritage. When we click on "exploration", we will be directed to a screen with a picture of the given item of cultural heritage along with a map. In the case of *Changdeokgung*, we get the description below when we click "enter".

The palace which kings of the 500-year Joseon Dynasty inhabited for 258 years.

Changdeokgung was built in Taejong 5th (1405) as an auxiliary wing to the main palace *Gyeongbokgung*. The construction of a new wing was judged to be necessary because of all the tragedies that happened since the founding of the Joseon dynasty, such as *wangjaui nan*. Because it was

located east of *Gyeongbokgung*, *Changdeokgung* and *Changgyeonggung* were together called the "Eastern Palace" at the time. After the palace was burned to the ground during *Imjin waeran*, Seonjo ordered the restoration of *Changdeokgung* rather than *Gyeongbokgung*. The restoration began in Seonjo 40th (1607) and ended in Gwanghaegun 2nd (1610). It suffered another bad fate when, except for *Injungjun*, it was again burned to the ground on the March of 1623 during *Injo Banjeong*. Even after its second restoration in Injo 25th (1647), it continued to suffer small and large fires. In particular, there was a large fire in 1917 that burned down all of *Daejojeon*, along with parts of the living quarters. *Changdeokgung* is the palace that was used for the longest period of time by the kings of Joseon.

Injungjun: The Main Hall for Various Ceremonies and Receiving Foreign Diplomats.

Injungjun was constructed in Taejong 5th (1405) during the construction of *Changdeokgung*. It went through many restorations. The current building was constructed in Sunjo 4th (1804).

Dongwhamun – The Oldest Main Gate of All Korean Palaces
Dongwhamun, the main gate of *Changdeokgung*, is the oldest remaining palace gate. Consisting of two stories, it was constructed in Taejong 12th (1412), burned down during *Imjin waeran*, and built again in Gwanghaegun 1st (1608). The name comes from a phrase in the Chinese Confucian scripture *Jungyoung*, '*Daedeok Donwha*' that signifies loving and leading the people with compassion.

These descriptions of the items of cultural heritage, along with six still images will be quite sufficient for most lectures. In the same way, a teacher can find materials on different examples of items of cultural heritage and access them instantly via the internet during class. If it is difficult to find the necessary visual media from this particular Web site, one can use the materials provided either by the Web sites of institutions involved with the given cultural heritage or by individuals.

Conclusion

There are numerous government and private organizations involved with Korean history and culture. Some of these governmental organizations are the National Institute of Korean History that studies and publishes various books on Korean history, CHAK (the Cultural Heritage Administration of Korea) that is responsible for items of cultural heritage in general, and MCST (the Ministry of Culture, Sports and Tourism), which is responsible for culture and tourism. Most government organizations like these offer reliable information on their past and current research along with their collection of cultural properties. Because of their status as governmental organizations, they tend to be seen as trusted sources of information.

However, the information that they offer on the whole is necessarily narrow and somewhat unsystematic because of each institution's tendency to focus on individual historical objects or research that it is currently being carried out. In order to fully utilize the fragmentary and scattered pieces of information in a class that is supposed to provide a good overview of Korean history, we need to somehow fit these pieces together within a larger context. But when the issue at hand is a specific event, location, or object, the information needs to be more concrete and precise. This is where information available online can be most helpful. The fact that this information can be shared so easily by a group of people makes it ideally suited to serve as supplemental material.

Currently, there are about forty-five organizations whose Web sites provide quality materials on Korean history and culture. Among these organizations, fourteen offer English versions of their Web sites. In order for a Korean history course in English to guarantee some level of credibility and quality in its content, these fourteenWeb sites have to be their primary resources.

The online resources provided by the fourteen Web sites can be divided according to two main criteria. If the information takes the form of a written text, we can categorize the text according to the language in which it is written, Korean, English, Chinese, or Japanese being the most common. The most convenient language for our purpose, of course, is English. The other main criterion is the medium by which the information is conveyed. Information will be in the form of text, still images, or moving images. The more convenient forms for our purpose are still and moving images. Combining the two criteria, the most convenient and

effective form of information to be used in Korean history courses in English would be visual media in English, followed by visual media in Korean and English texts, respectively.

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Abstract

If information on the Web has appropriate credibility and content to be used for Korean history courses taught in English, we can categorize this information according to two main criteria. If the information takes the form of a written text, we can categorize the text according to the language in which it is written, Korean, English, Chinese, or Japanese being the most common. The most convenient language for our purpose, of course, is English. The other main criterion is the medium by which the information is conveyed. Information will be in the form of text, still images, or moving images. The more convenient forms for our purposes are still and moving images. Combining the two criteria, the most convenient and effective form of information to be used in Korean history courses in English would be visual media in English, followed by visual media in Korean, and English texts, respectively.

Keywords: English text, still images, moving images, Korean history in English