

**KOREAN STUDIES TEXTBOOK FOR THE SPANISH-SPEAKING WORLD:
A CRITICAL, COMPARATIVE AND INTERDISCIPLINARY APPROACH**

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Introduction

What should the ultimate goal of a Korean Studies program abroad be? It should not be simply to train future academics but also to cultivate a pro-Korean group evolving from multidisciplinary backgrounds, including diplomacy, foreign service, international business, law, media, public health and environmental work, etc. Another goal should be defined for any region that is geographically quite far from Korea and relatively less familiar with Korea, contrary to Korea's expectations: it should be to promote the image of Korea as a nation, as the country it is.

Korean Studies have expanded considerably including in the Spanish-speaking world. However, introducing Korea's traditional and contemporary history and culture is a complex process due to the language and cultural barriers between Korea and this region. Although appropriately designed textbooks and well-trained instructors are needed, still it is not easy to satisfy the uneven student demand with the current supply of books and instructors. Actually not many of the world's Spanish-speaking universities can offer Korean Studies-related courses, nor think of degree programs, because of various circumstances despite the increasing interest in Korean Studies over recent years. In fact, very few universities offer Korean Studies-related courses, except for some Korean language courses, since it is a relatively new area of study.

Having taught Spanish-speaking students in Chile since 2004, I have realized that there is a need to develop a relevant textbook which provides a complex and profound portrayal of Korea, past and present, to sow the seed of Korean Studies in this region. This is because of the need to develop adequate materials which consider the geographical and cultural distance between two such different regions.

Some Korean Studies-related textbooks in Spanish have been published occasionally but most of them are descriptive, general and/or instrumental and, more importantly, translated versions from Korean and/or English. Therefore, this study intends to design materials which propose comparative and interdisciplinary perspectives to generate students' critical thinking. To that end, the main purpose of seven researchers, including myself, is to attract students and to motivate them through this textbook, which will ultimately generate greater interest in Korea and Korean Studies, encouraging them to explore and deepen their academic interest in the future.

¹ This study is supported by the Overseas Korean Studies Incubation Program of the Academy of Korean Studies: AKS 2011-BBA-2105. Also, Korea Foundation Project 2012-2013 and Fondecyt 1120159 do not directly support this study but are closely related to this study in terms of themes.

Therefore, this paper aims to show how to develop a Korean Studies Introductory Textbook for the Spanish-speaking university students from a critical, comparative and interdisciplinary approach. The participating scholars are Koreans who have studied diverse disciplines in different academic institutions of the world, including Korea, England, Mexico, United States, and Colombia. Except for one linguist working with Korean as a second language, most of them are experts in Latin American studies and are currently working in different Korean universities. This means that they can describe Korea from comparative and interdisciplinary perspectives and, at the same time, generate international networking through their academic background and the places where they studied and work at this moment. Leading this project, I can reflect my teaching experience in Chile through this study, collecting and sharing feedback and applying the results in the classroom.

A proper textbook must be specially designed for Spanish-speaking students, appropriately used in the classroom (or even at home, when no other alternative exists) and distributed according to a well-designed logistic plan. This study will describe how the textbook addresses various topics to achieve its purpose. A general description about the current status of Korean Studies in the Spanish-speaking world and critical, comparative and interdisciplinary education will also be discussed.

Korean Studies in Latin America²

This chapter enumerates only a few representative cases on Korean Studies-related activities being conducted in Latin American universities. Among Latin American countries, Argentina, Brazil, Colombia, Chile, Mexico, Guatemala and El Salvador have Korean Studies-related activities (data from the year 2011). The National Association of Korean Studies has been organized in Argentina, Brazil and Mexico led by the Korean Embassy in each country with the help of Korea Foundation. Each country has been organizing a National Conference on Korean Studies, annually or intermittently depending on local circumstances. The Latin American Association of Korean Studies was also launched in 2003 and the Conference has been conducted every two years, funded by Korea Foundation. However, these associations' regulations (provisions) are yet to be defined clearly. In Chile, there is no National Association of Korean Studies, yet an annual International Conference on Korean Studies has been held since 2008 as a part of the Korea Foundation project organized by the Center for Asian Studies of the Pontifical Catholic University of Chile in Santiago.

The only Latin American university which had a Korean Studies Department is El Colegio de Mexico, which is mainly a graduate-focused institution in Mexico. Its Korean Studies Department began in 2003 as Korea Foundation's Establishment of Professorships Program, but in 2006, when the Professorships Program ended, the Korean Studies Department almost disappeared. According to the report, El Colegio de Mexico has been working hard to reestablish Korean Studies Department starting the second semester of this year. Meanwhile, the Autonomous University of Nayarit where Korean language courses funded by Academy of Korean Studies began in 2008, is expected to set up Korean Studies Department and would like to be a Korean Studies Mecca in Latin America despite its difficult geographical accessibility.

University Center for Research on the Pacific Region of the University of Colima in Mexico invited a Korean professor through Korea Foundation in 2005 and opened Korean language courses. After that, in 2006 and 2007 courses on Korean economy were offered, also through a Korea Foundation grant. Center for Foreign Language Teaching of National Autonomous University of

² This chapter refers to previously published papers and book chapters on this topic. For more information see "The Current Status and the Future Task of Providing Korean Culture Education for Spanish-speaking People", Wonjung Min in *Journal of Korean Language Education* 19-1, "Korean Culture Education in Chile", Wonjung Min in *The Language and Culture* 3(2), "Understanding Korea Programs in Latin America" in *Journal of International Network for Korean Language and Culture* 4(1), "Korean Studies in Chile", Wonjung Min in Korea Foundation Newsletter 14(2), "Developing Korean Studies in Latin America", Jorge Di Masi in Korea Foundation Newsletter 13(3).

Mexico offers Korean language courses as extension program since 2004 and is also funded by Korea Foundation.

The 1st National Conference on Korean Studies in Mexico was held at El Colegio de Mexico in 2005 and the 2nd, at the University of Colima in 2009, and the 3rd at Autonomous University of Nayarit in 2012.

National University of Buenos Aires in Argentina has been running Argentine Center for Korean Studies since 2001 with the help of Korea Foundation. This center offers Korean language courses as an extension program and has been carrying out research projects. Some other Argentine universities intermittently do Korean Studies-related activities.

University of Sao Paulo in Brazil offered Korean language courses from 1990 to 94, and from 97 to 99, with the help of Korea Arts and Education Service. Later the University of Sao Paulo and Korea Foundation concluded a MOU to offer Korean language course in 2005.

CERIE (Center for Regional Strategy Studies) of University of Sergio Arboleda in Colombia organized the 5th Latin American Conference on Korean Studies in 2012. There are Korean language courses funded by the Korea Foundation in Guatemala and El Salvador.

The characteristics of Korean Studies in Latin America include some intermittent research and/or activities led by social scientists rather than offering regular courses; and solely rely on funding from Korea. The fact that the local resident Korean Embassy with the support of the Korea Foundation encouraged to form the above mentioned associations may explain why these institutions totally depend on Korea's help. Korean language courses are often mixed with regular students and general public. No Latin American scholars speak Korean yet. Integrated education of Korean Studies and Korean language is idealized, but it is very difficult in reality for the above-mentioned reasons.

Whether we consider Korean Studies-related courses or Korean language courses, it is important to grasp how those courses begin. Many times when the Korean Studies-related activities and/or courses begin with any Korean institutions' support, the activities and/or courses are eliminated when the support ends. This is true of all regional studies.

In Chile, the University of Chile started a Korean Studies Program under its Center for Asia Pacific Studies in 2004 with Korean Embassy and Korea Foundation's support, but the program was closed when the person in charge left Chile. Pontifical Catholic University of Chile is the unique case where the Korean Studies-related activities and courses have been conducted as one of the University's projects with support from Korea Foundation and Academy of Korean Studies. This University offers a Minor in Asian Studies, which consists of two core courses and four elective courses among some other undergraduate courses related to Asia. This University has been organizing Korean Studies Essay Contest for its undergraduate students since 2007 and International Conference on Korean Studies since 2008. Both activities are annual events and depend on the result of the Korea Foundation project.

It is just as dangerous to generalize about all Latin American countries as if they were a single unit, as it is to generalize about all Asian countries. Still, despite their different degree of hybridization of Spanish and other European Colonial experiences and indigenous culture; cultural diversity; and different university entrance systems, in general, Latin American universities permit each faculty's autonomy, which means Korean Studies' status and characteristics depend on the specific faculty or discipline in which it is inserted.

Although interdisciplinary and comparative approaches should be carried out in the countries in the initial stages of Korean Studies, actually, it is not easy due to the universities' characteristics. Differences among Latin American universities are as great as they are among Asian, U.S. and European universities in terms of costs and accessibility as well as rankings. Furthermore, there is no

long tradition of interdisciplinary regional studies centers or national academic associations among Latin American universities. They are just beginning as experimental and exploratory, self-supporting and dependent on external funding and competitive grants. Therefore, professors and courses depend on various academic departments or faculties and the Center always lacks autonomy without university funding.

It is also important to point out that some (Latin American) academics who are capable and interested in Korean Studies rarely have a chance to show and develop their interests due to the difficulties of satisfying funding institutions' taste such as having a Korean Studies Department and/or creating a National Association of Korean Studies in corresponding countries.

Critical, Comparative and Interdisciplinary Approach

Yuretich (Yuretich, 2004) once mentioned that critical thinking should be a primary objective of college education. Yet, despite efforts to implement critical thinking as an explicit goal in introductory courses, no well-defined scheme for its assessment has been proposed to date.

So, what is critical thinking? Grauerholz and Bouma-Holstrop (Grauerholz & Bouma-Holstrop, 2003) indicated that there is little consensus among sociologists and non-sociologists about what critical thinking is. Its basic theory is based on Benjamin Bloom's "Taxonomy" which means "classification". The well-known taxonomy of learning objectives is an attempt to classify forms and levels of learning. It identifies three domains of learning, which are: cognitive, affective, and psycho-motor domain. Cognitive domain is the most-used of the domains and refers to knowledge structures (Bloom, 1956). Affective domain has received less attention and is less intuitive than the Cognitive domain, but it is concerned with values, or more precisely perhaps with perception of value issues, and ranges from mere awareness (Receiving), through to being able to distinguish implicit values through analysis (Krathwohl, Bloom, Masia & Betram; 1964). Bloom never completed work on psycho-motor domain, and some versions to complete it have been suggested: Reynolds (1965) draws attention to the fundamental role of imitation skill acquisition and Dave (1975) fits with the model of developing skill (as cited in Atherton, 2011). Bloom's Taxonomy can be summarized as follows: knowledge-remember; understand-describe, explain; apply; analyze; evaluate; and create.

Cognitive scientists have traditionally defined critical thinking as a problem-solving skill. However, critical thinking as a problem-solving skill is not the main purpose of this article; instead "the receiving of external stimuli through the senses followed by internal processing" as Costa indicated (1985, p. 262) is the main concern of this study. Here, critical thinking is used to emphasize the importance of the audience, i.e., the students' interpretation of what they receive. Therefore, discussions and refutation upon theories about critical thinking will not be discussed.

John Codd (1988, p. 239) asserted that "for any text, a plurality of readers must necessarily produce a plurality of readings." "Readerly" and "writerly" text concept of Roland Barthes might have a similar meaning with "a plurality of reader" and "a plurality of readings."

What does this mean? In general, Spanish-speaking students in Latin America (and even in Spain) are unfamiliar with Korea. Students have few chances to take Korean Studies-related courses. And when they have intermittent Korean Studies-related courses and/or activities, very few professors are specialized to teach Korean Studies. No ways to verify the class contents have been developed. Korean Studies is a quite new area of study in Latin America despite more recent "apparent" interest in Asia. Furthermore, student demand is very uneven and rather like a superficial curiosity about the exotic, unlike regions with highly developed Korean communities. Book supply and instructors never coincide with unstable student demand. The demand has to be created.

Cultural barriers must also be taken into account. Sometimes students might have a variety

of information about Korea through internet. However, that information is not always reliable and it is often biased. With the limited information they may receive, students add their own cultural codes as receivers until professors and students teach and understand from their own perspectives and criteria of interpretation. Therefore, to minimize possible misunderstandings, a well-designed interdisciplinary, focused textbook should be developed for Spanish-speaking students.

Troyna (1994) shows how an interdisciplinary approach, harnessed to the principles of critical social research, has helped to give shape and coherence to the project through his article (p. 9). After having applied critical thinking assessment methodology in the introductory biology course, Bissel and Lemus (2006) mentioned that one of their current issues is “parlaying (transforming) this methodology into an interdisciplinary effort to enhance critical thinking instruction” (p. 7) and “conversations across disciplinary lines have helped faculty to see the value of assessing critical thinking skills as a distinct goal from measuring content acquisition.” (p. 8)

Applebee, Adler and Flihan (2007) carried out research on interdisciplinary curricula in middle and high school classrooms. They started their paper saying “proposals for interdisciplinary instruction have a long history in U.S. schools, dating at least to the reforms of progressive educators during 1920s and 1930s, when advocacy for new organizations of subject matter were linked with proposals for a more student-centered, progressive pedagogy.” (p. 2)

Many scholars agreed that interdisciplinary approaches have the potential to increase student engagement, to raise achievement, and to reinvigorate stale teaching. They also reflect “real world” problems in which many disciplines and perspectives may be brought to bear (Beane, 1997; Jacobs, 1997; Tchudi & Lafer, 1996). Meanwhile, there are other comments that interdisciplinary curricula require time and resources that are not usually available, are often superficial, and easily degenerate, with one of the integrated subjects dominating the curriculum at the expense of the others (Adler & Flihan, 1997). In spite of a relatively long history of proposals on interdisciplinary instruction, an effective systematic research base is still lacking.

As mentioned above, no well-defined scheme for critical thinking’s assessment as an explicit goal in introductory courses has been found, and interdisciplinary approaches continue struggling to be implemented systematically. This shows how difficult a task it is to develop critical and interdisciplinary approaches and implement them in real education. At the same time, appropriate methodology is more required than before, but the important thing is how to select specific relevant points from theories and put them into practice in an intercultural, interdisciplinary textbook for students in Latin America who think they would like to learn about Korea.

First of all, critical thinking does not mean to criticize what one receives but to interpret analytically. Students trained in critical thinking can develop verbal power and discussion skills. Any textbook to be developed following the critical, comparative and interdisciplinary approach should keep in mind that students will interpret its contents with their own cultural perspectives. Therefore, this textbook should make students aware of their own cultural codes that they need in interpreting. Interpreting means Processing, that is, not to evaluate whether the content is right or wrong, nor valid nor invalid but to produce students’ “readerly” reactions through a “writerly” text that expects a plurality of receptions.

Therefore, the importance of critical, comparative and interdisciplinary approaches to develop a Korean Studies textbook depends on recognizing and admitting that this kind of approach coincides with the universities’ interest in the globalized world. Korean Studies cannot be implemented pushing foreign universities only with financial support. However, a little flexibility should be given to satisfy universities’ demand for globalization by focusing on the importance of cultural understanding. In this way, Korean Studies can not only fulfill its main purpose but also increase and develop a more attractive approach to Korean Studies for different and distant regions of the world.

David J. Helfand (2010) mentioned that preferably in an interdisciplinary way educated people will be more needed, but not many universities work in an interdisciplinary way because “it is hard and discomforting and time-consuming and disruptive.” Dimitrios Thanasoulas also indicated that “our world has changed, but in many ways our schools have not.” (p. 14) Therefore, the proposed Korean Studies textbook may answer universities’ demand that requires interdisciplinary scholars. Then, in addition to the original purpose of the textbook, what else does the Korean Studies-related textbook mentioned in this article have as its priority?

Robotjazi (2008) noticed that one does not necessarily have to travel overseas to acquire the culture and language of people (p. 248). Students are exposed to various types of media. Therefore, students should be prepared to encounter different cultures, that is, become open-minded to better understand different cultures and to combine their knowledge with reality more effectively. Well-designed textbooks will be necessary to achieve this goal and the textbooks’ role is very important, because they have to show appropriate direction to the students who are exposed in various media without protection.

Robotjazi noted three important characteristics of a textbook: resource, authority and ideology. I agree with his idea but for some reasons, I would change terminologies. First, this Korean Studies-related textbook for the Spanish-speaking world would be the unique resource. Of course, some textbooks exist and students are exposed to many on-line materials, but professors and students need some kind of cultural, academic, intercultural and systematic guidelines even though they will interpret those materials with their own cultural codes. Therefore, this textbook must be reliable. Robotjazi’s ideology can be defined as a cultural value system that “reflects a worldview or cultural system, a social construction that may be imposed on teachers and students and indirectly constructs their perceptions of a culture-another world.” (p. 258)

Byram and Esarte-Sarries (1991) propose four dimensions to evaluate culturally based textbooks (as cited in Robotjazi, p. 259): “1) Analysis of the micro-social level of the social identity of individuals, of their social environment, and of their personality; 2) Analysis of the macro-social level of socio-economic, geographic and historical representations; 3) Analysis of the viewpoint taken by the author, either explicitly or implicitly; and 4) Analysis at the intercultural [encounter] of mutual representations and recognition by the nature and foreign culture.” This suggests mutual representations and recognition at the intercultural level of encounters.

Robotjazi said “The texts selected to serve as textbooks for the students should be interesting, informative and enlightening, and to achieve this, a team of textbook writers experienced in sociology, anthropology, science and culture is needed.” (p. 259) He also mentions that textbook writers should have a comparative look at both the foreign or second language culture and the native one because finding similarities and differences by themselves can help learners get a general view of the two cultures (p. 260). He continues that a true representation of a culture and people depends on the writers’ cultural awareness, their philosophy of education and political needs for foreign/second language education (p. 261). Even though his main idea was developed for second language educators, the basic principle can be applied to regional studies education.

Straub (1999) emphasized that educators should always have in mind when teaching culture is the need to raise their students’ awareness of their own culture, to provide them with some kind of meta-language in order to talk about culture, and “to cultivate a degree of intellectual objectivity essential to cross-cultural analyses” (p. 5). According to him, another objective permeating the teaching culture is “understanding of the target culture from an insider’s perspective-an empathetic view that permits the student to accurately interpret foreign cultural behaviors.”

What should be considered in creating textbooks for Spanish-speaking educators and learners?

First, by whom, for whom and for what purpose will the textbooks be designed and used. This is relevant to both teachers and students. Galloway (1986) suggested four approaches to teach culture:

1. Frankenstein Approach: a taco from here, a bullfight from there
2. 4-F Approach: folk dances, festivals, fairs, food
3. Tour Guide Approach: identification of monuments, rivers, cities
4. By-the-Way Approach: sporadic lecture, bits of behavior to emphasize sharp differences

Galloway proposed “framework based primarily on processing skills, but incorporating within this framework both factual and socio-linguistic content” (see Hadley 1993, p. 368). She divided four categories of understanding: convention; connotation; conditioning; comprehension, which would avoid all sorts of misunderstanding and misjudgments of the target culture. Convention enables the students to “recognize how people in a culture typically behave in common everyday situations.” Connotation “deals with the many culturally significant meanings that are associated with words.” (Hadley 1973, p. 370) Conditioning focuses on behaviors and judgments. “People act in a manner consistent with their cultural frame of reference, and they respond in culturally conditioned ways to basic human needs”. Comprehension expects the students to be able to make hypothesis, analyze, tolerate ambiguity, and this can only be achieved by “paying attention to the source of one’s information, examining one’s stereotypes, avoiding overgeneralizations, and learning about ways to resolve conflicts through experience-based simulations.”

The three elements mentioned above, which are, by whom, for whom and for what purpose, should be more considered and emphasized when textbooks are made for the Spanish-speaking students. I suggest that joint-research of several scholars who understand Latin American culture and language would be ideal. It is because in order to reduce the language barrier between Korea and Latin America, the textbook should be in Spanish, but not a translated version from Korean or English. Writers who know Spanish language and culture have better understanding of Spanish-speaking Latin American culture and can give a comparative outlook. If writers have different academic backgrounds the textbook could offer multiple disciplines and perspectives. Also, how can any single author cover all viewpoints at the micro and macro social level? The participation of Korean academics from different backgrounds should be a bonus for both the Latin American researchers and users.

Second, it is important to emphasize that students do not need to understand all of the differences between Korea and their own culture but to raise their awareness that there are differences. To provoke positive feedback of the intercultural factors and specific examples of points of encounters, the textbook, like life, must integrate interdisciplinary materials and offer open-ended possibilities which enable students’ interpretations and produce a plurality of readings.

What features do culturally informative texts have? How are different cultures and people represented in these texts? What classroom tasks are designed in these textbooks to help learners exploit the texts? These questions also should be considered in designing and developing materials, as Robotjazi emphasized (p. 259). Writers should have a comparative look at both cultures to help users find similarities and differences themselves. Possible misunderstanding of users due to the gap between intended connotation of the textbook and interpreted meaning of users, can be avoided if writers have comparative acumen.

Third, the textbooks should include more contemporary socio-cultural factors but without ignoring traditions. Both contemporary and traditional contents that the textbook covers should be accurate, comprehensive and appropriate, and authors’ political, religious affiliations and biases must be ruled out. Similar to Codd’s “plurality of readings” and “plurality of readers” and Roland Barthes’ “readerly” and “writerly”, Singer (1998, p. 24) also cautioned that “no two humans can communicate 100% accurately because no two humans have learned to perceive identically.”

Accepting all this flexibility, the goal of the book and its authors is to provide the indispensable guidelines to Latin American textbook users to enable them to understand Korea as a nation and its culture. The level of difficulty should be considered, too, that is, not to imply lots of metaphors because it causes students' confusion. Also, the authors must pay attention to control the leveling of the contents.

How to distribute the textbook

Planning the distribution logistics is important to be able to place the books where they are needed and will be used most effectively. This requires consulting the normal diplomatic path for book presentations and distribution at Korean Studies conferences in Latin American countries, for example. Each embassy has to have a data base on the book stores and academics interested in Asian studies in general.

It is never easy to find the people who are interested in Korea or Korean Studies who could be potential textbook users in the country. There must be teachers and students who are motivated to learn about Korean Studies, but who do not know how to find them locally.

The textbooks should be made in paperback and e-book to be distributed by both on and off line, which means not only libraries and bookstore but also Amazon and/or any kind of on line market are useful for efficient distribution.

Planning to comparative strategies is also indispensable. Both Latin American Studies related universities and research institutions in Korea and Asian Studies related universities and research institutions in Latin America are skillful and businesslike and potentially collaborators plan for networking.

Conclusion

“Why” and “how” are the first questions to ask before choosing textbooks for teachers and students. Therefore, the textbook writers should regard “for whom”, “by whom” and “for what purpose” the textbooks will be used. Textbook writers also take into consideration that students do not need to understand all of the cultural, historical and sociological differences between their own culture and the others. The main objective of the textbooks is to induce positive feedback through comparative and interdisciplinary contents which make students think critically.

Mostly, the ultimate goal of a Korean Studies program abroad is not clear: to generate Korean Studies related scholars or to generate the positive image of Korea as a nation. One cannot expect all of the students to become Korean Studies' academics, rather, it is preferable find strategies to coincide with the universities' interest in the globalized and globalizing world to recognize and to admit the current growing status of Korean Studies in Latin America.

As mentioned above, not many Latin American universities offer Korean Studies-related courses and they cannot afford to open Korean Studies-related courses due to the uneven student demand with the current supply of books and instructors. Even if some courses are offered intermittently, it is difficult to verify the contents, knowing that very few professors are specialized in Korean Studies.

Given the author's experience in Chile since 2004, it is urgent to develop relevant textbook originally written in Spanish to provide a complex and profound portrayal of Korea's past and present. Contemporary socio-cultural factors should be primarily contemplated but without ignoring traditions. A textbook specially designed for Spanish-speaking students can be appropriately used in the

classroom, even at home, when no other alternatives exist because of the limited resources and administrative obstacles related to Korean Studies in Latin America.

To develop relatively objective interdisciplinary portrayals of Korea, it is preferable for several professors from different academic backgrounds to participate. This would permit the textbook to be accessible to critical, comparative and interdisciplinary approach in terms of contents. Again, in this article, critical thinking is used to stress the importance of the students' interpretation of what they receive. It has a similar context of Codd's "readerly" and "writerly" text, Barthes's "plurality of reader" and "plurality of readings" and Straub's "understanding of the target culture from an insider's perspective-an empathetic view that permits the students to accurately interpret foreign cultural behaviors." In conclusion, critical thinking does not mean to criticize what one receives but to interpret analytically. So, the authors' role is to allow students to minimize possible misunderstandings about Korea.

A Korean Studies-related textbook for the Spanish-speaking students would be the unique resource for them, therefore, this textbook must be reliable and reflect Korean social, cultural and historical factors without the authors' political or religious bias.

Generally, Korean Studies abroad are experimental and exploratory, self-supporting and dependent on external funding and competitive grants. Sometimes, institutional circumstances and academic purposes conflict with funding institutions' knowledge about the receivers, taste and requirements. Still, textbooks should be innovative, as well as interesting, informative and enlightening for a specific target audiences, like Latin American students. Finding similarities and differences by themselves can help learners get a general view of the two cultures, hence, authors should make the textbooks to combine learners' knowledge with reality more easily and effectively.

Galloway (1992) suggests Four Step Approach to cultural reading of authentic materials, which are thinking, looking, learning and integrating. The authors of the textbook will put themselves in the students' position as they expect those students to be able to integrate what they have thought, looked at and learned about both cultures.

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