

**Designing Headwords for the Korean Cultural
Knowledge Dictionary and Educational
Application Strategies**
-Centered around *Korean-English Encyclopedia of
Korean Culture*

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Abstract

This study, using Korean-English Encyclopedia of Korean Culture as a case, investigates the principled design and methodologies of headwords essential for crafting culturally-informed dictionaries with educational functionalities in the field of Korean studies. In a broader context, this study aims to contribute to the academic discourse surrounding the creation of cultural encyclopedias within the realm of Korean studies. Specifically, it initiates

with an analysis of the essence and characteristics of the Korean-English Encyclopedia of Korean Culture. Subsequently, it proceeds to outline the theoretical underpinnings of headword design, offer an overview of the collected data, and delineates the headword extraction methods. Additionally, this study is anticipated to provide inspiration for the scholarly advancement of cultural encyclopedias with educational objectives within the context of Korean studies.

Keywords: This study, using Korean-English Encyclopedia of Korean Culture as a case, investigates

Introduction

This study, based on the compilation case of the “Korean-English Encyclopedia of Korean Culture”,^[1] aims to be an inspiration for the design of cultural encyclopedias related to Korean studies, specifically those in the planning stages with educational focus. The objective is to showcase the organizational methods of cultural encyclopedias that can be utilized for educational purposes, as revealed through this study. Therefore, this research also provides a blueprint for the educational utilization of cultural dictionary headwords. The “Korean-English Encyclopedia of Korean Culture” is a dictionary compiled to meet the increasing global interest in Korean culture and studies and provide primary reference material that can be easily used by foreign learners studying Korean language and culture. While there have been numerous instances of cultural dictionaries emphasizing their expertise in knowledge, cases

^[1] The *Korean-English Encyclopedia of Korean Culture Project* is a project currently being carried out with the support of the Academy of Korean Studies (Korean Studies Development Project) in 2021 (AKS-2021-CKD-1230001).

that aim for the universal inclusion of foundational knowledge have been relatively rare in the field of Korean culture knowledge dictionaries.^[2]

Beginner-level learners of Korean culture from overseas have diverse starting points and goals. Their Korean language abilities also differ, and their plans for deepening their understanding of Korean culture using the acquired language skills are also numerous. Meeting the demands of these individuals at a fundamental yet universal level while promoting the generalization of Korean cultural knowledge information leaves little room for questioning the necessity of compiling the “Korean-English Encyclopedia of Korean Culture.”

Therefore, the compilation of the "Korean-English Encyclopedia of Korean Culture" was initiated in the following manner. First, it aims to establish core foundational

^[2] Soyoung Park, Youngchang Oh, Jeonghee Ko, “A Study on the Direction of Compiling the *Korean-English Encyclopedia of Korean Culture*”, Korean Language and Culture Studies, Vol. 18:3, 2021, pp.89-90.

cultural knowledge. The primary purpose of the encyclopedia is to serve as the foundational information source that will underpin the acquisition of knowledge related to Korea. Accordingly, rather than specializing in delivering highly segmented knowledge, it should encompass Korean culture broadly and contain cultural understanding that can serve as a crucial inspiration for learners of the Korean language and culture, covering a broad spectrum of topics. Second, it seeks to establish a foundation of Korean cultural literacy encompassing historical and contemporary dimensions. Culture, often called the embodiment of a way of life, is not limited to tradition alone. Furthermore, considering culture solely in terms of recent trends that may appear uncertain to carry forward does not fully capture the entirety of Korea's social and cultural landscape. Therefore, in documenting culture, it is essential to consider the historical context and its relevance to contemporaneity. To accomplish this, it is necessary to integrate diachrony and synchrony while reflecting contemporary relevance. Third, it aims to facilitate

user-tailored, step-by-step organization based on knowledge interconnectivity. The "Korean-English Encyclopedia of Korean Culture" upholds centrality while serving as a universal reference material that is not overly burdensome and provides fundamental language and knowledge resources. Traditionally, dictionaries have favored content categorization for ease of word search through indexing, ranking, and alphabetical listing. While respecting this traditional approach to content categorization, the encyclopedia considers the difficulty level of headwords and their accompanying explanations to efficiently promote the gradual expansion and deepening of Korean cultural knowledge. Additionally, it seeks to contribute to enhancing learners' Korean language proficiency at different levels. The "Korean-English Encyclopedia of Korean Culture" can be beneficial for acquiring cultural knowledge, and its content structure is designed to promote the interconnectivity within the included content, thereby facilitating networks of expertise from different fields. Moreover, as a dictionary that includes

Korean and English, it is designed to allow English native speakers to compare their native language linguistically and stylistically with the target language, Korean. To support communication, cultural acquisition, interconnections in various knowledge domains, comprehension of the essence of culture through comparison, and participation in a multilingual and multicultural global community, it aspires to be a reference work that can be used easily without any burden. In pursuit of this goal, the "Korean-English Encyclopedia of Korean Culture" adopts a three-level structure. Part 1 is intended for beginners and intermediate learners of Korean, Part 2 for intermediate learners, and Part 3 for intermediate to advanced learners of Korean. Beginner and intermediate learners of Korean who want to actively use the "Korean-English Encyclopedia of Korean Culture" as a reference can rely more on the English section, reducing the effort required for translation and allowing them to focus more on understanding cultural content. Learners at an intermediate level or higher in Korean can read and interpret

the Korean text in the dictionary directly, enabling them to study Korean culture simultaneously.

Under the fundamental principles, careful attention is required when selecting headwords to compile a cultural knowledge dictionary. It was necessary to strategically select and extract headwords that effectively promote Korean cultural literacy and can be utilized effectively in forming readers' knowledge networks. "Korean-English Encyclopedia of Korean Culture" aims to be an autonomous source of inherent centrality and universality, actively contributing to the networked nature of cultural knowledge. This purpose is reflected in the composition of headwords, including the process of selection and extraction.

The issue of headword composition is closely tied to the nature of the dictionary and provides insight into how the dictionary can be effectively used. It also implies the dictionary's intended usage. Therefore, this study examines the characteristics of headword design in the "Korean-English Encyclopedia of Korean Culture" and

proposes educational applications considering the form of headword composition. This aims to provide insights into Korean culture and Korean studies education while inspiring the use and development of cultural dictionaries in the field of Korean studies.

Methodology: Description

This study primarily focuses on the headword design of the *Korean-English Encyclopedia of Korean Culture*. The method for constructing headwords in the *Korean-English Encyclopedia of Korean Culture* is organized into three main processes: establishing theoretical principles for validity, collecting and categorizing data for systematic organization, and conducting surveys for practical application to enhance usability.

1) Establishment of Theoretical Principles

The "Korean-English Encyclopedia of Korean Culture" is considered an encyclopedia dictionary.³ In other words, it is a reference work designed to effectively present knowledge and

³ Dictionaries are broadly categorized into two types: dictionaries that include word meanings (辭典; dictionary) and dictionaries that provide explanations for various headwords (事典; encyclopedia).

information rather than a language guide providing meanings and correct usage. Therefore, it is more appropriate to approach the selection and arrangement of headwords from a knowledge perspective rather than lexicology.

Encyclopedia dictionaries are knowledge repositories that aim to organize and explain various fields of knowledge, including but not limited to natural sciences, arts, and human activities. The term "encyclopedia" means imparting and nurturing all kinds of knowledge. In other words, education is inherently included in the original purpose of encyclopedias.⁴ Considering this, the "Korean-English Encyclopedia of Korean Culture" emphasizes the educational utility while selecting headwords throughout the design process.

However, the issue arises when determining what knowledge should be extracted to enhance educational utility. Tishman, Perkins, and Jay (1995) categorize

⁴ Kim Changil, *The Compilation Direction and Prospects of the Korean Folk Encyclopedia*, *Practical Folklore Research* 13, 2009, 215.

knowledge into declarative, procedural, and specific.

Declarative knowledge involves knowing simple facts, procedural knowledge relates to understanding principles based on experience, which underlie various forms of thinking and action, and specific knowledge pertains to accumulating information about a particular topic or field. Furthermore, specific knowledge can be further categorized into content and high-level knowledge. If high-level knowledge represents specialized accumulated knowledge, content knowledge encompasses understanding principles and laws related to topics or issues. It connects causes and effects, phenomena, and implications within a broader context.⁵

The implications of the above discussion suggest that genuine knowledge acquisition should aim at acquiring specific knowledge, with a particular emphasis on establishing a foundation of content knowledge. It is essential to stimulate

⁵ Shari. Tishman, David. N. Perkins & Eileen Jay, *The Thinking Classroom: Learning and Teaching in a Culture of Thinking* (London: Allyn & Bacon, 1995).

positive cognitive development by enabling the accumulation of knowledge in a way that connects acquired information, documents relationships, and contextualizes it. Through such a knowledge-oriented approach, the "Korean-English Encyclopedia of Korean Culture" ensures the validity of enhancing educational utility in its headword design by considering the interconnectivity and coherence of knowledge information. From the composition of headwords that provide the foundation for the identity and usage patterns of the dictionary to the structured design aimed at assisting users in contextualizing knowledge and enhancing their cognitive abilities, the dictionary strives to offer a framework that fosters critical thinking skills.

The method of classifying and arranging headwords to facilitate easy linkage and coherence of knowledge information can be called "theme-oriented placement." Traditionally, organizing headwords by classifying topics and listing them alphabetically has been recognized as the standard method for collecting headwords based on linguistic

principles. However, in today's context characterized by media diversification, people's information-seeking patterns sometimes align with flipping through printed book pages. Everyone typically enters keywords directly to search for specific terms, names of objects they need to know, or related words connected to their interests to find the desired information. With digitally stored information, data immediately responds to such inquiries and presents search results that cater to the user's query. Considering this type of search and the way results are obtained, it is not necessarily a given that cultural knowledge providers, such as the forthcoming "Korean-English Encyclopedia of Korean Culture," which will be made available online, must be designed with alphabetically sorted headwords. Instead of alphabetical ordering, the "Korean-English Encyclopedia of Korean Culture" incorporates a theme-oriented placement in the design of its extracted headwords. This approach is suitable for reference materials with encyclopedic characteristics, and it can be both theoretically sound and

more practical.⁶

One concerning aspect of the multimedia age is that people frequently engage in activities like directly searching for information, categorizing and judging the searched data, and reconstructing it. However, one of the worrying aspects of the multimedia age is that it has led to a knowledge-based society filled with commercially-driven information overload, where the sources could be more precise, and trustworthiness cannot be guaranteed.⁷ From the perspective of the quantity and distribution of information, such a knowledge acquisition environment reduces the traditional sense of the encyclopedia. However, the emergence of a knowledge-based society filled with commercial information overload raises the need for reliable educational resources like dictionaries. Dictionaries designed to allow internal networking of their

⁶ R.R.K. Hartmann ed., *Principles and Practices of Dictionary Compilation*, Translated by Seo Taegil and others (Seoul: J& C, 2008, originally published 1983), 255-261.

⁷ Jang Kyungsik, "Encyclopedias in the Multimedia Era," *Korean Lexicography* 19, 2012, 162-163

contents, structured in a way that the inclusion itself signifies the value of the subject and integrated into the educational curriculum, remain essential for education even in the multimedia age.

When constructing the headwords of a cultural dictionary with educational value and effectiveness in mind, the selected knowledge information should be of a nature that can contribute to cultural literacy. E.D. Hirsch identified and classified core cultural knowledge that should be shared in the curriculum into six categories: English, History and Geography, Visual Art, Music, Mathematics, and Science. These compiled cultural knowledge items are called cultural literacy.⁸ These curated cultural knowledge items are referred to as "cultural literacy." According to Hirsch, cultural literacy is essential for effective communication in contemporary society in both quantitative and qualitative context. It serves

⁸ E. D. Hirsch, ed., *What Your Sixth Grader Needs to Know*, New York: Delta Trade Paperbacks, 1993

as the core element in fostering mutual understanding within cultural contexts. Cultural literacy is the shared symbolic meaning among community members; in some aspects, it can be seen as common sense.⁹ Drawing from the theoretical background discussed above, the "Korean Culture English-Korean Dictionary" has selected headwords that hold value as components of Korean cultural literacy.

2)Data Collection and Review

With the theoretical foundations mentioned earlier as a backdrop, data collection was undertaken to design headwords and categories to organize the collected data. Initially, the focus of data collection was on extracting knowledge information that could constitute Korean cultural literacy, serving as symbolic meanings and common knowledge shared among members of society. The data collected and referenced to achieve this goal can be broadly categorized into three primary sources: existing dictionaries

⁹ E. D. Hirsch, *Cultural Literacy*. New York: Vintage Books, 1988

that compile cultural content, previous research on terms and conceptual vocabulary lists for Korean cultural education, and government-issued statistical data related to culture published by government agencies in South Korea.

The existing dictionaries that were used for data collection include the following: "Encyclopedia of Korean Culture" (1995), "Encyclopedia of Korean Folk Culture" (2021, expected completion in Feb. 2023), "Dictionary of Korean Cultural Symbols" (1996), and "Encyclopedia of Korean Culture" (2004). These dictionaries all aspire to be comprehensive, emphasizing the inclusion of extensive knowledge information, and they prioritize being responsive to various search terms. "Korean-English Encyclopedia of Korean Culture" prioritizes interconnected headwords within categories and aims to provide explanatory content for headwords that can serve as general knowledge resources rather than focusing on quantity or sheer volume. In doing so, it reviewed the included headwords and their explanations

from the dictionaries mentioned earlier to extract essential cultural literacy items that should be provided to learners.

While collecting prior research, a wide range of studies on cultural concept vocabulary lists and educational items for Korean culture education were reviewed. Some studies focus on presenting cultural concept vocabulary that highlights the realistic life of Koreans in their unique way. In contrast, others emphasize cultural items centered around traditional Korean culture. Furthermore, some studies have proposed categorizing cultural phenomena under a dichotomy, such as cultural heritage or institutions (referred to as "Big C" culture) and everyday life (referred to as "Little C" culture). They have also suggested categorizing cultural items under a dual framework of physical conditions and mental aspects. Through collecting and reviewing data, it was possible to reference cultural items proposed in the educational research field, in addition to a classification system for cultural knowledge.

Among the cultural materials published by various South Korean government agencies and related institutions, the press releases from the Ministry of Culture, Sports, and Tourism regarding Korean cultural symbols and those from the Korean Culture and Information Service stood out as particularly significant. The South Korean government initiated the selection of the "100 Icons of Korean Culture" in 1996 to promote Korea's image worldwide. In 2008, recognizing the need to strengthen Korea's dynamic image and refresh its national brand, efforts were made to revise the 100 Icons of Korean Culture list. As a result, hanbok (traditional Korean clothing), Hangeul (the Korean alphabet), kimchi, bulgogi (marinated beef), Bulguksa Temple, Seokguram Grotto, Taekwondo, and Korean ginseng were identified as subjects that needed more focused promotion and image enhancement. In the "Korean-English Encyclopedia of Korean Culture," these cultural symbols have been included as headwords due to their historically accumulated symbolic significance. During the headword

design process, efforts were made to position these cultural symbols in a way that allowed them to span various aspects of daily life, culinary culture, and cultural heritage, harmonizing with other headwords. The South Korean government has been preparing an annual report on its national image. This study also focused on the 2019 and 2020 government reports to outline the patterns of overseas interest in South Korea(Refer to Table 2 in the appendix.).

Furthermore, the Overseas Culture Promotion Office reports also include statistical information that provides insight into how foreigners perceive South Korea and how Koreans view their own country. This allows for deductions regarding what aspects of South Korean sociocultural life Korean individuals are interested in and aim to gain a deeper understanding. If the "Korean-English Encyclopedia of Korean Culture" were to reflect foreign interests exclusively, there would be a risk of bias and subjectivity in the cultural education about Korea for foreign learners. It is necessary to achieve a balanced design of headwords that adequately

represent the culture that Koreans use to reaffirm their own identity, expand their horizons, or make their self-awareness more flexible. Therefore, the areas of interest in Korean culture among Koreans were also considered as a reference(Refer to Table 3 in the appendix.).

While collecting and reviewing the above materials, the design for lemma extraction in the "Korean-English Encyclopedia of Korean Culture" was conceived as follows. First, thematic categories were established to categorize lemmas under the largest semantic networks. Second, significant, broad, easily understandable concepts, phenomena, events, or objects were arranged under each thematic category. Third, more specific and specialized items logically derived from these arranged headwords were developed. This approach is based on the fundamental structure of a "semantic distribution," which involves refining specific concepts from general concepts. It facilitates the collection and classification of lemmas while distributing and deepening information from general ideas to specific

ones.¹⁰ It is essential to ensure that the precise concepts of the target headwords are extracted in line with logical categories. Additionally, it is crucial to consider the weightage within broader concepts while considering interdisciplinary relevance with various academic fields. Fourth, among the categorized headwords, the final choice of headwords is determined by their interconnectivity with headwords belonging to other categories, allowing learners to cross categories, gather knowledge, and ultimately enhance their comprehensive understanding of Korean culture.

3)Survey

Four primary targets have been identified in the survey for designing headwords and to examine their practicality. First, the content review of Korean language textbooks used in the curriculum of the Korean Language Department at the University of Hawaii. Second, monitoring trends and issues in the monthly Korean cultural magazine "*Korea*," published

¹⁰ Cho Namshin. Dictionary Studies. Seoul: Hanmunhwa Press, 1991, pp. 25-75.

by the Academy of Korean Studies. Third, gathering insights through the organization of international academic conferences. Fourth, conducting internal expert reviews by researchers.

The compilation of "The Korean-English Encyclopedia of Korean Culture" was carried out in collaboration with the Korean Studies Program at the University of Hawaii at Manoa. Thanks to this collaboration, it was possible to assess how well the final candidate headwords placed within the subject categories and semantic distribution structure align with the competency expansion of actual Korean language and culture learners based on the content of Korean language textbooks used at the University of Hawaii. Furthermore, to assess the authenticity of the headwords to be included in the "Korean-English Encyclopedia of Korean Culture" and ensure that they effectively convey Korean cultural knowledge popularly and credibly, cross-referencing was done with the monthly magazine "*Korea*." For instance, Chapter 15 of the University

of Hawaii Korean language textbook, titled "Traditional Korean Musical Instruments," introduces traditional musical instruments like Samulnori, Ggwaenggwari, Janggo, Buk, and Jing, and Kim Deoksoo. "*Korea*" Volume 13, Issue 8 (2017) has a unique feature on traditional Korean musical instruments. Among them, "Samul" (Objects) are introduced. In addition to objects, the feature highlights how various traditional Korean musical instruments are used in a contemporary context, appealing to modern sensibilities. Among the 100 Great Symbols of Korean Folk Culture collected during the data collection phase, the "Yeonhwa" (Festivals and Gatherings) category includes Nongak, encompassing various rural music and dance forms. Considering the intersection of various sources, the reader's potential for critical thinking, and the historical continuity of Korean culture, the "Korean-English Encyclopedia of Korean Culture" selected "Samulnori" as one of its final headwords. Therefore, it reflects the overlap between reference materials and research findings. "Nanta" was also chosen as the last

headword to showcase a representative example of creative reinterpretations and modern adaptations of traditional Korean rhythms and object plays(Refer to Figure 1 in the appendix.).

We continuously refined the design for selecting headwords by organizing international academic conferences, gathering insights from prominent scholars abroad and domestic researchers, and deriving implications. On May 20, 2022, we held the "International Academic Conference on the Compilation of Korean-English Encyclopedia of Korean Culture," where we gathered feedback from translation participants at the University of Hawaii regarding potential issues in cultural translation within different domains and established criteria for naming headwords. Simultaneously, we could select items that would be adopted as headwords and those mentioned within the headword explanations as better items. Through Professor Ahn Jongcheol of Ca' Foscari University of Venice in Italy, we could consider the research interests of overseas Korean history researchers. As a result,

we enhanced the content of ancient Korean history by including the headword “Balhae” in Part 2 of the "Korean-English Encyclopedia of Korean Culture," corresponding to the intermediate level. Additionally, in Part 3, corresponding to the middle and advanced levels, we included the headword “Jeju 4.3” to provide insights into Korean history during the Cold War era. Furthermore, we received insights from Professor Cho Jieun of the University of Oxford regarding including Korean in the Oxford English Dictionary (OED) and the educational applications of dictionaries. There were criticisms, especially concerning the international spread of the Korean language and culture through media, that many instances need to adequately capture the full context of Korean society. Such a situation underscores the need for education. Therefore, selecting headwords that contribute not only to meeting international interests but also to establishing unique self-referential cultural knowledge of Korea has been considered necessary.

Theoretical principles were established, data was collected and analyzed, and a survey of the current state was conducted to select the final headword candidates. Finally, after undergoing internal reviews by researchers, 500 headwords were extracted for the 1st, 2nd, and 3rd parts of the "Korean-English Encyclopedia of Korean Culture."

Headword Design

1) Categorization of Cultural Knowledge Domains

Examining existing dictionaries and prior research extracted a conceptual common denominator for categorizing Korean cultural knowledge. The themes within Korean cultural literacy were categorized using Hirsch's six domains. The overarching goal was to establish a Korean cultural literacy framework that is both versatile and enables flexible, agile knowledge integration, predicated on the categorization of top-level concepts.

The six categorized themes of the "Korean-English Encyclopedia of Korean Culture" are "Language and Literature," "History and Geography," "Life and Science,"

“Society and Philosophy,” “Art and Architecture,” and “Performance and Visual Arts.” Language is a cultural determinant in any society, and knowledge of the Korean language is integral to Korean cultural literacy. Rather than merely providing the meanings of vocabulary like a language dictionary, the encyclopedia includes a “Korean Language” entry as a headword to offer knowledge about significant features of the Korean language, grammar concepts, and its history, among other related aspects, within the context of Korean culture. Therefore, it is appropriate to group literature, which can be considered the essence of language culture, and language as one thematic category. Within the “Language and Literature” category, influential works and authors that hold a significant position in Korean literary history also appear as headwords.

Culture carries historical significance as an accumulation of cultural symbols throughout history. Culture encompasses a society's material and immaterial aspects, including the spirit, intellect, and emotions. It comprises a

society's arts, way of life, lifestyle, values, beliefs, traditions, and more. Such a totality is inevitably linked or marked in some way by the historical context of a society that has been preserved over time. Therefore, when seeking to understand the culture of a community, it is necessary to delve into its history as well. "Korean-English Encyclopedia of Korean Culture" has designated history as the second thematic category and, recognizing that the history of Korean society is not free from the influences or benefits arising from its geographical location on the Korean Peninsula, has combined history with geography to create another thematic category called "History and Geography."

At one point, culture was divided into high and low cultures. However, in today's context, culture includes concepts associated with everyday life, the general public, and real-life experiences. Various ideas and aspects of ordinary life constitute the culture that directly influences our lives. Therefore, the "Korean-English Encyclopedia of Korean Culture" has established "Life and Science" as the third

thematic category, aiming to include entries related to everyday life and technological knowledge associated with practical living.

However, societal values and institutions that reflect shared beliefs are also part of the culture. These aspects can be extensive. Therefore, the "Korean-English Encyclopedia of Korean Culture" complements this by adding the thematic category "Society and Philosophy." Within this category, the encyclopedia aims to present Korean philosophy as reflected in social phenomena.

The symbolic meanings and aesthetics shared by Koreans, embodied as cultural artifacts, make "Art and Architecture" in Korea a vital topic. If "Art and Architecture" represent tangible aesthetic artifacts, then "Performance and Visual Arts" could be seen as intangible. Today, "Performance and Visual Arts" receive acclaim worldwide and represent a cultural art form that can be passed down to future generations. As a result, "Performance and Visual Arts" have been adopted as the sixth thematic category to

capture what exists within the realm of cultural arts that continue to receive praise from the world and have the potential for intergenerational continuity.

2) Hierarchical Categorization of Entries

Under the six thematic categories, the "Korean-English Encyclopedia of Korean Culture" has prioritized avoiding excessive culture entries while focusing on concise entries that can be expansively related to other headwords. To achieve this, general and universally understandable concepts were placed on the left side, which are simple and easy to comprehend and do not require deep exploration. The entries on the far left serve as top-level concepts, and from there, they branch out into more specialized and in-depth topics as you move toward the right, ensuring a logical progression of entries where information is distributed and expertise is deepened. Hence, cultural entries that are candidates for headwords have been arranged following this structure of meaning distribution(Refer to Table 4 in the appendix.).

3) Headword Selection and Results

Once the hierarchy of culture entries under the thematic categories is completed, a thorough review is conducted to ensure that the concepts and definitions of these entries align logically with the higher-level concepts. Additionally, an assessment is made to determine if these culture entries can be linked to at least one or more entries in other thematic categories. As previously mentioned, the "Korean-English Encyclopedia of Korean Culture" aims to enhance insight into and understanding Korean culture by providing an integrated knowledge structure and expanding comprehension. To achieve such effects, it seeks to establish a foundational knowledge of Korean culture that is intricately interconnected and leads to further productivity.

In addition, the "Korean-English Encyclopedia of Korean Culture" includes a total of 500 headwords categorized into three parts: Part 1 with 200 headwords, Part 2 with 150 headwords, and Part 3 with 150 headwords, to enhance the practicality of learning at different levels.

Consequently, the entries closer to the left side of the hierarchical categorization table are selected as Part 1 headwords, targeting beginner and intermediate learners. The culture entries that are more specialized and require understanding at an advanced level, that is, those placed closer to the right side of the arrangement table, are adopted as Part 2 and Part 3 headwords, corresponding to higher difficulty levels.

The final headwords are selected based on the two rules described above. An example of how the selected entries are represented in the hierarchical categorization for inclusion in the "Korean-English Encyclopedia of Korean Culture" is shown in the Table 5 in the appendix.

From the example of the Table 5, within the thematic category "Life and Science," one of the most fundamental aspects of human life related to "Life" could be consciousness. Within that realm, a crucial aspect is related to eating habits, represented by the term "Food Culture." The unique dietary culture of Korean culture can be expressed as

“Korean Cuisine,” a term that encompasses the entirety of Korean culinary culture. “Korean Cuisine” serves as a concept that is comprehensive and understandable at a general level. Following this, various types of Korean cuisine are listed, with the essential components of Korean cuisine consisting of steamed rice, soup, and stew. Since entries like “Korean Cuisine” or “steamed rice” are expected to include descriptions of the essential dining setup, it is unnecessary for “steamed rice,” “soup,” and “stew” to each be separate headwords. However, among the various types of rice dishes, “Bibimbap” holds a unique position as an internationally recognized and popular dish among Koreans. The dish can be explored regarding its origins, modern variations, and connection to Korean ancestral rites, regional specialties, and more. Given that such explanatory content is expected to be included, “Bibimbap” is appropriately selected as a headword and can be expected to be linked to the headword “Ritual” in the “Society and Philosophy” category and potentially connected to “Regional Festivals” in the “Performance and

Visual Arts” category. Therefore, “Bibimbap” is considered suitable as a headword and has been selected. In this manner, the process of defining headwords in the "Korean-English Encyclopedia of Korean Culture" was completed, and the final headwords were determined.

Guidance on the Educational Use of Headwords

As previously mentioned, one of the essential objectives of the "Korean-English Encyclopedia of Korean Culture" is to be both comprehensive and educationally friendly. Therefore, the dictionary has aimed to incorporate a headword design reflecting its educational utility from the initial stages of dictionary production. Culture is one of the 5C in ACTFL's framework in foreign language education. It should seamlessly align with the other four performance standards: communication, connections to other knowledge domains, comparisons, and participation in multilingual communities. Furthermore, it is a component of education that should contribute to cultivating cultural insight. When Korean language courses are taught as standalone subjects, there is a

risk of increased isolation from other disciplines, which can hinder language acquisition flexibility and pose challenges in acquiring new knowledge. To prevent this and achieve a balanced understanding of both language and culture, it is necessary to conduct cultural education and enhance cultural insight. This will help establish a solid foundation for cultural understanding and bridge the gap between self-culture and other-culture perspectives. As a result, the "Korean-English Encyclopedia of Korean Culture" is designed to be a valuable resource for gaining cultural insights. It promotes interconnectivity within its content structure to encourage the creation of networks among knowledge from different fields. Furthermore, as a dictionary that presents both Korean and English, it is crafted to facilitate linguistic and cultural comparisons between the source and target languages, aiding English speakers in understanding the essence of the Korean language and culture. It aims to serve as a reference guide that supports communication, cultural acquisition, the integration of diverse knowledge domains, and the understanding of the

essence of culture through comparison and participation in a multilingual and multicultural global community.

In this chapter, I will discuss the educational strengths of the "Korean-English Encyclopedia of Korean Culture" while also providing an overview of how the headwords can be applied and utilized in educational settings.

1)Utilization as a Web-Based Bilingual Dictionary Resource

The "Korean-English Encyclopedia of Korean Culture" is ultimately planned to be freely accessible via the web, making it a publicly available resource that anyone can access. As widely known, online knowledge resources offer easy accessibility, freeing users from physical time and space constraints. Moreover, supplementary materials such as images, photographs, illustrations, and more can be effectively archived alongside text in an online environment, enhancing the learning experience. The "Korean-English Encyclopedia of Korean Culture" is designed to include visual aids alongside web pages. Leveraging this advantage of being

available in a public format, the "Korean-English Encyclopedia of Korean Culture" can offer high utility in learning efficiency. Whether in Korean language courses, Korean culture classes, or introductory Korean studies courses, if an internet-connected environment is available, teachers and learners can easily search for headwords in the "Korean-English Encyclopedia of Korean Culture" that match the lesson's topic. They can then readily access the textual explanations and accompanying visual materials associated with those headwords.

As a cultural knowledge dictionary that adopts a mixture of Korean and English, the "Korean-English Encyclopedia of Korean Culture" offers dual value regarding information accessibility. First, presenting content in both Korean and English allows individuals to access Korean cultural knowledge information regardless of their proficiency in the Korean language. Through the integration of Korean and English in its creation, the "Korean-English Encyclopedia of Korean Culture" reduces the cognitive

burden on learners when reading text. This, in turn, provides them with more cognitive resources to develop insights into Korean cultural knowledge, offering educational advantages.

Furthermore, as a dictionary that provides both Korean and English entries, the “Korean-English Encyclopedia of Korean Culture” enables Korean language teachers to understand and bridge the gap in cultural translation, allowing them to incorporate it into their teaching. For example, when it comes to “Madang,” it may commonly recall the term “yard.” However, in Korean culture, the concept of “Madang” does not merely refer to a flat area within a wall but also signifies the adjacent ground near a building. It serves as an essential component of individual family residences and, depending on the context, can also be a space for various activities with neighbors or even function as a multi-purpose collaborative workspace.

Therefore, the consciousness and emotions of Koreans regarding “Madang” are closely associated with “yard” without any significant divergence. Hence, the

"Korean-English Encyclopedia of Korean Culture" represented the English term "Madang" as "Madang" rather than just "yard," emphasizing that it is not merely a yard. The content also explained the unique roles, characteristics, and contemporary aspects of the Korean "Madang." Korean language teachers can teach students to initially understand "Madang" as "yard." However, they can also use the insights gained from the "Korean-English Encyclopedia of Korean Culture" to apply the term "Madang" like a proper noun, considering the socio-cultural significance of "Madang" in Korean society, as needed in various contexts during their lessons(Refer to Figure 2 in the appendix.).

2)Modular Use in Medium to Long-Term Education through the Interconnectivity of Included Headwords

The "Korean-English Encyclopedia of Korean Culture" structure is designed to enable learners to envision interconnected knowledge and follows the basic framework of organizing topic entries based on learners' levels. When it comes to systematically managing the content of a Korean

cultural curriculum according to a hierarchy, the structure of headwords in this dictionary can be effectively applied. As mentioned above, the encyclopedia categorizes Korean culture into six themes and extracts topic headwords, refining them from basic, general, and universal concepts and phenomena to more specific and specialized ones.

In the “Social and Philosophical” theme, which focuses on the social and cultural aspects of modern Korean society and education, one possible topic that can be addressed in Korean culture education is the concept of "education fever" or "education enthusiasm." Education fever is a prominent and widespread phenomenon in contemporary Korean society. With the significant increase in education fever, the private education market in Korea began to flourish starting from the mid-20th century. Private academies, known as "hagwon (for-profit private educational institutions)," represent a significant part of this phenomenon. Moreover, heightened education fever has led to intense competition, resulting in many Korean schools encouraging or even

requiring students to stay at school late into the evening for additional study sessions after regular classes have ended.

This is referred to as "Night Self-directed Learning." "Night Self-directed Learning" can be explored within education fever and its sociological implications. From a sociological perspective, the practices and trends stemming from education fever, such as "hagwon" and the prevalence of late-night study sessions, are intertwined with the pressing issue in contemporary Korean society that obtaining admission to top-tier universities is perceived as a guarantee of a stable life and success. These phenomena reflect and reinforce the societal emphasis on educational credentials. The design of the entries in the "Korean-English Encyclopedia of Korean Culture" considers the progression from superficial descriptions to more in-depth analyses. The headwords are structured to move from topics that can be examined on a surface level to those that require more profound exploration. This design fosters a systematic interconnectivity, allowing for a comprehensive understanding

of various cultural aspects of Korea's education and society(Refer to Figure 3 in the appendix.).

Therefore, in structuring a curriculum for Korean culture courses, you can refer to the above design and utilize the headwords from the "Korean-English Encyclopedia of Korean Culture." In beginner and intermediate level classes, "Education Fever" can be used as one of the main topics. As learners progress to intermediate levels, they can introduce the topic of "Hagwon," which is related to "Education Fever." Learners can move beyond simply acquiring cultural information and critically think about the prevalent phenomenon of private education in modern Korean society. This will gradually lead to a more serious interest and research orientation towards Korean studies. Moreover, in intermediate and advanced-level classes, by adopting the topic of "Educational Background," they can create a foundation for in-depth discussions that encompass both the bright and dark sides of the education environment in contemporary Korean society. Utilized in this way, the "Korean-English

Encyclopedia of Korean Culture" becomes a meaningful modular reference material that continues to be used and referenced in alignment with learners' progress rather than being a one-time lookup book.

3) Cross-Utilization between Categories to Foster Comprehensive Insights into Korean Culture

The "Korean-English Encyclopedia of Korean Culture" headwords are organized in a hierarchical structure according to six major thematic categories, progressing from broader to narrower topics, from universal/general concepts to specialized/technical ones. Similar and duplicate headwords are adjusted and integrated as needed during the categorization process. However, not all similar headwords are necessarily merged. Even for the same headword, the cultural knowledge that can be encompassed may vary depending on the thematic category to which it belongs. In such cases, they are adapted to be explained separately in different categories, allowing them to be illuminated from different perspectives.

For example, the headword “Arirang” appears in the “Language and Literature” category and the “Performing Arts and Visual Media” category. From the perspective of “Language and Literature,” “Arirang” is considered a representative Korean folk song with a long history and is an important intangible cultural heritage of Korea that has been passed down to the present day. However, from the perspective of the “Performing Arts and Visual Media” category, “Arirang” is associated with a silent film that marked the beginning of Korean cinema and is regarded as a significant title in the modern and contemporary history of Korean popular culture. This shows that seemingly identical entries can convey different content depending on the field, perspective, and cultural context. Therefore, headwords like “Arirang” are included separately in the “Language and Literature” category as “Folk Song Arirang” and in the “Performing Arts and Visual Media” category as “Film Arirang” in the “Korean-English Encyclopedia of Korean Culture.”

The example of how “Arirang” is presented from multiple perspectives in the “Korean-English Encyclopedia of Korean Culture” can be applied to expand the interests and inquiries of learners in Korean culture classrooms. When focusing on Korean literature, learners can be guided to explore the representative Korean folk song, its content, and how Korean emotions are reflected in it, using the “Language and Literature” category's “Arirang” as a reference. Next, learners can supplement their understanding by exploring the idea that “Arirang” is not just a folk song but has also been made into a film. For this, they can refer to the entry “Arirang” in the “Performing Arts and Visual Media” category of “Korean-English Encyclopedia of Korean Culture.” Learners can discuss and explore the relevance of “Arirang” being both a folk song and a film, which can provide an opportunity to reflect on the shared spirit and emotions that Koreans have carried through these cultural expressions.

Moreover, by crossing and utilizing categories within

the “Korean-English Encyclopedia of Korean Culture,” even if they are different entries, learners can be motivated to develop a complex insight into Korean culture. For example, in the “History and Geography” category of the “Korean-English Encyclopedia of Korean Culture,” there is “Admiral Yi Sun-shin,” who is an entry in Part 1. Admiral Yi Sun-shin is a significant figure in Korean naval history and is considered one of the most beloved heroes of the Korean people for over 500 years. Understanding and explaining Admiral Yi Sun-shin requires significant background knowledge of the historical context, which may be challenging for learners at the beginner to intermediate levels to accumulate solely through reading historical texts. However, Admiral Yi Sun-shin is highly ranked among historical figures treasured by Koreans and holds great significance in Korean history. Therefore, he is a subject that learners should be aware of even at the beginner and intermediate levels when studying Korean culture(Refer to Figure 4 in the appendix.).

Acquiring knowledge about Admiral Yi Sun-shin may be necessary but challenging for learners. In such cases, it is a good idea to cross-reference information with video materials. Within the "Korean-English Encyclopedia of Korean Culture," under the "Performances and Film category," the headword "The Admiral: Roaring Currents" is included. In modern South Korea's film industry, there is a concept known as "ten million movies." South Korea's total population exceeded 40 million in the 1990s and has crossed 50 million since 2012. Given the relatively slow population growth rate, as of 2023, South Koreans think of their country as having approximately 50 million inhabitants. The film industry in South Korea is quite popular, with films that attract around 20% of the total population being released occasionally. These are commonly referred to as "ten-million movies." As of 2022, the movie "The Admiral: Roaring Currents" holds the top position on the list of ten-million-viewer films(Refer to Figure 5 in the appendix.).

The movie "The Admiral: Roaring Currents" is based

on the Battle of Myeongnyang, commanded by Admiral Yi Sun-shin. It does not solely focus on Admiral Yi Sun-shin's heroic aspects and portrays his human side and contemporary society. Moreover, it provides some insight into the *Imjin War* (Japanese invasions of Korea; 1592–1598), an essential historical event that one should be familiar with when studying Korean culture. Utilizing the information about “Roaring Currents” in the "Korean-English Encyclopedia of Korean Culture," learners can develop ideas to integrate the movie's use into teaching students about the historical figure Admiral Yi Sun-shin. Furthermore, it encourages learners to think comprehensively about the historical context in which Admiral Yi Sun-shin existed and why Koreans have revered him for a long time, thus fostering a more integrated sense of Korean culture. Applying the structure of the headwords in the "Korean-English Encyclopedia of Korean Culture" and attempting to enrich cross-categorization and cross-cutting between categories can significantly enhance the effectiveness of cultural education activities.

Conclusion

So far, this study has focused on the "Korean-English Encyclopedia of Korean Culture," examining its background, methodology, and characteristics in designing headwords and explaining how the headword structure holds educational value. When viewed broadly, this discussion is expected to provide insights into cultural knowledge dictionary projects yet to come. Furthermore, it is anticipated to inspire how dictionaries like the "Korean-English Encyclopedia of Korean Culture," among others, can create rich educational activities in Korean language classrooms and cultural education settings.

In today's age, a particular need is for compiled educational materials that provide necessary content with clear objectives and structure. The "Korean-English Encyclopedia of Korean Culture" was designed to meet these academic requirements from the stage of selecting headwords. It can be a valuable resource for Korean language and Korean culture learners, helping them connect and relate the

information they need within the flood of data and enabling
productive and expansive knowledge accumulation through
education.

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Appendix

Table 1. Summary of Data Collection and Review: Korean Cultural Classification System¹¹

Collected Data	Classification System for Korean Cultural Knowledge
<i>Korean Cultural Symbol Dictionary</i> (1996)	Mythology / Literature / History / Folklore / Religion / Anthropology / Philosophy / Ideology
<i>Korean Culture Encyclopedia</i> (2004)	Overview of Korean geography / Climate, seasons, environment / Seoul, the capital / Metropolitan cities / 4 provinces in the central region / 5 provinces in the southern region / Big cities and provinces in North Korea / Overview of Korean history / South Korea / North Korea and inter-Korean relations / Korean language and letters / Korean literature Overview / Major religions / Ideas and customs / Shamanism and folk beliefs / Daily food / Rice cakes, drinks, alcohol / Clothing, hats, shoes, ornaments / House / Furniture and bedding / Household utensils / Family life and holidays / Feasts, wedding rites , funerals / folk games / exercise / weaving and handicrafts / ceramics / traditional crafts / traditional commercial tools and seals / art and calligraphy / sculpture / music / mask play and dance / theater and film / education / printing and publishing / mass media / health and medical care / Plants / Animals / Agriculture / Forestry, fishing, animal husbandry / Science and technology / Modern industry / Information and communication
<i>Encyclopedia of</i>	seasonal customs/folk beliefs/folk literature/lifetime

¹¹ This table summarizes the review results, focusing on all existing compiled dictionaries and four representative previous studies, selected to represent four different patterns among the collected materials

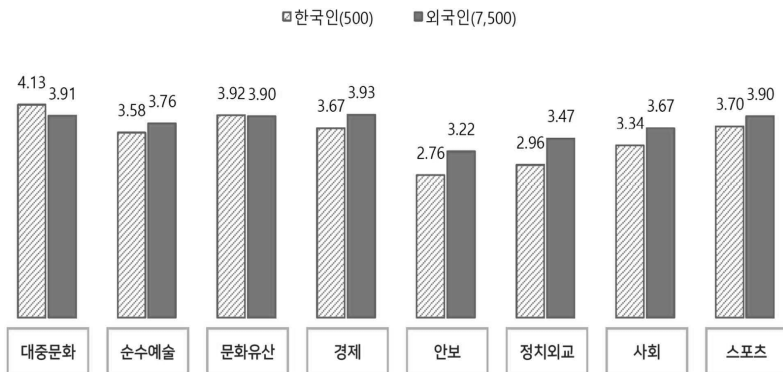
<i>Korean Folk Culture</i> (2021)	rites/folk arts/food, clothing, and shelter/livelihood skills/folk society
<i>Encyclopedia of Korean Culture</i> (1995)	Ethnicity: Formation of Ethnicity, Ethnic Constituents, Characteristics of Ethnic Culture, Preservation of Ethnic Culture /Geography: Natural Environment, Human Environment, Region, Transportation, Place Names and Maps/ History: Prehistoric Era, Early Nation-State Era, Three Kingdoms Era, North-South States Era/ Goryeo Era, Joseon Era, Modern Era, Contemporary Era/ Nature: Relationship with Nature, Nature, Science, Technology, Health, Sports/ Lifestyle: Industry, Healthcare, Dietary Habits, Housing Society: Politics, Foreign Relations, Legislation, Economy, Social Relations, Customs, Education /Thought: Academics, Ideology, Folk Beliefs, Buddhism, Confucianism, Daoism, Indigenous Religions, Foreign Religions /Language: Language, Writing, Recording and Signage, Promotion, Shamanism, Media and Publishing, Printing, Books / Arts: Literature, Visual Arts, Music, Dance, Theater, Film
Youngsoon Park, “On Cultural Education as Korean Language Education” <i>Bilingualism Research Society</i> , Vol. 23, 2003, 67-89.	Korean Symbols / Medical Terms / Dietary Vocabulary / Daily Life Vocabulary / Cultural Heritage / Literature / Music / Fine Arts / Architecture / Dance / Sports and Games / Corporations / Flowers / Figures / Traditional Etiquette / Tourist Attractions / Miscellaneous
Hangrok Cho, “Key Issues and Challenges in Korean Language and Culture	Korean Writing and Vocabulary / Language Usage Norms / Diet and Food Culture / Traditional Cultural Elements in Modern Korean Life / Public Facilities and Institutions / Seasons and Weather / Korean Thought Patterns / Hobbies and Leisure Activities / Economic Activities / School and

<p>Education Theory”, Park Youngsoon, <i>Current Status and Challenges of Korean Language Education in the 21st Century Korea Culture History</i>, 2000.</p>	<p>Workplace Life / Etiquette / Transportation / Accommodation / Nature, Geography, Tourist Destinations</p>
<p>Hyunsik Min, “Direction and Methods of Cultural Education in Korean Language Education”, <i>Korean Language and Culture Studies</i> Vol. 3-2, International Society for Korean Language and Culture Studies, 2006</p>	<p>Korean Cultural Education in the Context of Spiritual and Cultural History / Overview of Korea / Korean Lifestyle and Culture / Korean Ritual Culture / Media Culture in Korea (Movies, Dramas, Press, Communication) / Korean Creativity: Arts and Science, Inventions / Korean Literature / Korean History / Korean Thought Patterns / Prominent Figures in Korea / Korean Language and Culture</p>
<p>Mihye Lee, “Selection of Cultural Items for Compiling a Korean Cultural Reference Book”, <i>Korean Lexicography</i>. vol. 16, Korean Lexicography Society, 2010.</p>	<p>Overview of Korea / Modern Lifestyle and Culture / Contemporary Art and Culture / Traditional Lifestyle and Culture / Traditional Art and Culture / Cultural Heritage of Korea</p>

Table 2. Top 5 Areas of Overseas Interest in South Korea, Percentage (%) Unit (As of December 2020)¹²

유럽			중동		아시아				아메리카		
영국		프랑스		UAE		중국		일본		미국	
한국전쟁	47.4	남북관계	53.8	한국음식	61.6	영화	51.4	K-Pop	46.0	한국음식	49.6
K-Pop	44.0	한국전쟁	46.4	K-Pop	54.8	드라마	50.8	한국음식	44.0	K-Pop	46.8
한국음식	43.2	K-Pop	42.8	영화	54.8	K-Pop	48.6	드라마	42.8	한국전쟁	46.8
정치상황	36.6	IT제품/브랜드	40.4	드라마	54.8	예능	44.4	대통령	36.8	역사	34.8
IT제품/브랜드	29.6	한국음식	40.0	뷰티	54.0	한국음식	43.8	영화	35.2	정치상황	33.2
러시아			아프리카		인도네시아		인도		멕시코		
한국음식	54.8	남아공		K-Pop	78.8	IT제품/브랜드	53.6	K-Pop	61.0	K-Pop	61.0
자동차	50.8	한국음식	48.2	영화	76.4	드라마	52.4	한국음식	53.0	한국음식	53.0
남북관계	43.6	패션	41.0	한국음식	60.6	영화	50.8	경제수준	46.0	영화	45.8
IT제품/브랜드	39.8	IT제품/브랜드	40.0	드라마	57.2	한국음식	49.8	영화	45.8	패션	41.6
영화	38.0	한국전쟁	39.4	뷰티	55.4	뷰티	47.2	패션	41.6		
독일			한국전쟁	39.4	태국		호주		브라질		
남북관계	40.8	영화	39.0	영화	74.2	한국음식	58.6	K-Pop	62.2	K-Pop	62.2
한국전쟁	37.4			K-Pop	69.4	K-Pop	50.6	영화	53.6	영화	53.6
한국음식	37.2			한국음식	67.0	한국전쟁	38.6	한국음식	44.0	한국음식	44.0
IT제품/브랜드	35.2			뷰티	60.2	영화	33.4	한국전쟁	44.0	한국전쟁	44.0
정치상황	30.8			패션	55.6	드라마	29.8	IT제품/브랜드	43.8	IT제품/브랜드	43.8

Table 3. Field-specific Interest in Korea, Average on a 5-point Scale (As of December 2019)



¹² Ministry of Culture, Sports and Tourism, Overseas Culture Promotion Foundation, 2020 National Image Survey Report, p. 18

Table 4. Example of Hierarchical Categorization of Candidate Culture Entries under the Thematic Category “Life and Science”

[주제 계열: 생활과 과학]				
일반적, 보편적 개념 및 현상 ----->			특수하고 전문적인 지식을 요하는 개념, 사물, 현상	
A	B	C	D	E
식문화	한식	밥	쌀밥	
			잡곡밥	보릿고개
			비빔밥	
			누룽지	
		국	국밥	탕반
			미역국	
		찌개		
		죽		
		탕	설령탕	
		장	된장	
			간장	
			고추장	
			장독대	
		간식	떡	
			엿	엿장수
...		

Table 5. Example of Selected Headwords within the Hierarchical Categorization: Thematic Category “Life and Science”

[주제 계열: 생활과 과학]				
일반적, 보편적 개념 및 현상 ----->			특수하고 전문적인 지식을 요하는 개념, 사물, 현상	
A	B	C	D	E
식문화	한식	밥	쌀밥	
			잡곡밥	보릿고개
			비빔밥	
			누룽지	
		국	국밥	탕반
			미역국	
		찌개		
		죽		
		탕	설령탕	
		장	된장	
			간장	
			고추장	
			장독대	
		간식	떡	
			엿	엿장수
...		

Figure 1. The mutual integration of research and review data when selecting headwords

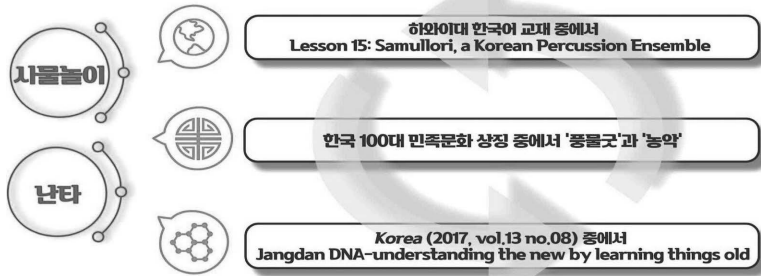


Figure 2. An example entry for “Madang” (yard) in the Korean-English Encyclopedia of Korean Culture

<p>마당</p> <p><<< 정의 >>> 담장 안쪽이나 건물 앞뒤에 닦아 놓은 평평한 땅으로, 한국 주거 문화 특유의 실의 공간을 부르는 명칭.</p> <p><<< 요약 >>> '마당'은 건물 인접 대지(空地)를 일컫는 말로, ...</p>	<p>'Madang' (Yard)</p> <p><<< Definition >>> A unique outdoor space integral to Korean residential architecture, which is an flattened land on the inside of a wall or in front of or behind a building.</p> <p><<< Summary >>> Madang refers to ...</p>
---	--

Figure 3. Example of a table categorizing headwords for “Society and Philosophy”

일반적, 보편적 개념 및 현상 -----> 특수하고 전문적인 지식을 요하는 개념 및 현상

현대사회와 교육	교육열	선행학습	조기교육	
		학원		
			야간자율학습	
			학벌	
전통교육	수능			
	서당	천자문		
		책거리		
	한국 전통 중등 교육		향교	
한국 전통 고등 교육	성균관			

Book 1 표제어
 Book 2 표제어
 Book 3 표제어

Figure 4. “History and Geography” Categorization Table Example

일반적, 보편적 개념 및 현상 -----> 특수하고 전문적인 지식을 요하는 개념 및 현상

중세와 근대	조선		이성계	위화도회군 한양도성
		세종대왕		
		유교사회	성리학	
		의정부		
		팔도		
		이순신	임진왜란	난중일기
			평자호란	
		정조	규장각	정약용
			수원화성	행궁
		탕평책	조선왕조실록	

Book 1 표제어
Book 2 표제어
Book 3 표제어

Figure 5. “Performance and Video” Topic Categorization Table Example

일반적, 보편적 개념 및 현상 -----> 특수하고 전문적인 지식을 요하는 개념 및 현상

천만영화	명량		
	신과함께		한국형 블록버스터
	왕의남자		
기생충			
공연영상 장소	대학로	한국소극장운동	마로니에 공원
	예술의전당		
	세종문화회관		
	국립극장		
	한국영상자료원		

Book 1 표제어
Book 2 표제어
Book 3 표제어