

preferred education method, the AVTM. However, the Joseon race students said that they did not feel the need to learn Korean culture more because they learned Korean culture at home and from the Joseon race in school. Therefore, they were interested in Korean culture before implementation but became curious after the implementation of their preferred education method, the CCTM, to satisfy their curiosity.

Table 7. Why do you (Han race) prefer video education? or Why do you (Joseon race) prefer the CCTM ($n = 196$)

Category	Han Race	Joseon Race
To learn about differences	24%	40%
To increase my interest	36%	35%
To reduce cultural conflicts	33%	21%
To expand my thinking	7%	4%

According to Table 7, the Han Race students (36%) preferred the AVTM because it was interesting, whereas the Joseon race students (40%) preferred the CCTM because it highlighted cultural differences. Consequently, the Han race students could overcome a China-centered cultural view after the implementation, whereas the Joseon race students could feel more curious about Korean culture.

Conclusion

This study began with the premise that different education methods should be used depending on the race of foreign students from the same country. Therefore, 200 Chinese students (100 from the Han race and 100 from the Joseon race) were selected, and their level of awareness of Korean culture was investigated. After implementing four educational methods for 2 weeks, the most preferred educational method of each group was identified. The groups were further divided into initial (1st-2nd year) and higher (3rd-4th) years; changes in the students' preference for educational method were compared before and after implementation.

Consequently, the foreign students from the same country (China) showed preference for different educational methods depending on the race (Han/Joseon race) and academic years; namely, the Han race students preferred the LCTM due to their low level of Korean language proficiency, whereas the Joseon race students preferred the AVTM, which increased their interest in Korean culture. The Han

race students changed their preference to the AVTM as they progressed to higher years; the Joseon race students also changed to the CCTM, indicating that their preference for educational methods changed as their understanding of Korean culture deepened.

Thus, different educational method should be used depending on students' level of foreign language proficiency, prior learning, and degree of cultural similarity, although students are from the same country because the most important element in cultural education is students' level of cultural understanding and not their nationality. Therefore, the Han race students experienced difficulties in acquiring Korean culture due to their level of Korean language proficiency and conflicts with prior learning; the Joseon race students, however, had a low level of understanding of Korean culture but did not feel a strong need to learn Korean culture. In particular, students from neighboring countries experienced conflicts with their prior learning; therefore, a comparative educational method might be more appropriate for such students.

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