

2017- Volume14, Number 1, 2017

[Articles]

When will the 'Arduous Journey' End?: The Experience of North Korean Temporal Migrants in China and Australia

Pages: 1–34
Kyungja Jung

Abstract: The paper seeks to explore North Korean refugees' migratory trajectories and the lived experience of each stage of transient/temporal living in China and Australia. Emerging studies on onward migration challenge the view that sees migration as a linear process involving the departure of national origin and the permanent settlement of a destination country. Rather the research on onward migration understands "migratory journeys are multiple, iterative and fragmented, involving steps and stages," (Della Puppa & King 2018: 14). This paper looks at how transient mobilities of North Korean refugees in the transnational migration journey construct migrant experiences in settled countries. By addressing key pull and push factors for North Korean defectors in each destination, coming to China and Australia and exploring various aspects of their living and working conditions and social networks, the paper gives insight into the unique experience of North Korean refugees as onward, often transient migrants, and addresses the problems that the refugees confront. It then proposes some practical programs and internationally appropriate policies that would facilitate the delivery of assistance to this community. This study is a valuable contribution to the emerging area of research on onward migration and temporary migration by offering an empirical case study of North Korean refugees.

My Business is All About Love and Care': Korean Female Immigrant Entrepreneurship in Sydney

Pages: 34-66
Haeyong Jang & Kyungja Jung

Abstract: This paper reports on a study of Korean immigrant women to examine various personal, social, economic and cultural aspects of their entrepreneurial activities in Australia. Based on in-depth interviews, findings suggest that women's decision to start business was greatly affected by a complex interaction between push and pull factors; that their performance in the business were often constrained by a lack of support and resources as well as traditional gender role; and that doing business empowered the women, helping improve financial, social and/or psychological independence. These findings, although generated from a small sample, will contribute to a better understanding of the intersection of gender, ethnicity and entrepreneurship.

Elementary Education and Elementary Teachers' Competencies in Korea

Pages: 67-86
Soo-Young Lee

Abstract: Korea has made remarkable advancements over the past 70 years after the Korean War. Korean education is considered the main driving force behind economic development. Historically, Koreans respect their teachers. Korean parents value education and consider education key to social mobility. Korean teachers are highly qualified, well recognised by society, and their retention rate is very high compared to that of teachers in other countries. Recently, the 2015 revised Korea National Curriculum strongly advocated the importance of fostering "the talented student with creativity and convergence". However, it has been questioned whether Korean teachers are ready to foster students' creativity beyond the acquisition of knowledge in each domain. This paper described the strength of Korean teachers, specifically at the elementary level, and competencies of Korean elementary teachers.

The Process of Task Performance in Korean Language Classrooms: A Language Socialisation Perspective

Pages:87-110
Sungbae Ko

Abstract: This study uses conversation analysis approaches and perspectives to provide micro-level details of target language use in Korean as a second language (KSL) classrooms in the description of naturally-occurring talking-in-interaction in which learners and teachers are engaged in tasks that facilitate interactive talk. In this study, 17 Asian learners originating from a range of linguistic and cultural backgrounds (i.e. Mainland Chinese, Hong Kong Chinese and Japanese) and their 3 Korean teachers engaged in task-based activities in order to achieve some non-linguistic outcomes while meeting a linguistic challenge. The corpus of conversational data in this study was at 4 upper-intermediate Korean language classrooms at a language institute of a Korean university based in Seoul. This empirical study, which examines how and why learners and teachers orient to, and participate in different types of conversational sequences activated inside tasks from a language socialisation perspective, makes an attempt to contribute to expanding research on how language and culture are reflexively and systematically bound together and mutually constitutive of each other through the situational and interactional use of Korean in the process of task performance in KSL classrooms.

[Korean Studies Update]

Korean Studies Education in Myanmar

Pages:111-124
Thida Kyu & Su Su Myat

Abstract: Under the seed program of Korean Studies, the Myanmar-Korea Research Center was established at Yangon University of Economics as a foundation for Korean Studies Research in Myanmar. Alongside the offering of Korea-related subjects at the Yangon University of Economics, the cornerstone of the foundation include the survey on Korean Language study and the survey on Interest of Myanmar university students about South Korea in socioeconomic perspectives, among others. The main themes of this paper are (1) Background of Myanmar-Korea Relations (2) The status of Korean Language study in Universities of foreign languages, (3) Myanmar university students' interest about South Korea, and (4) Korea related subjects offered at Yangon University of Economics.