

[Articles]

Education of Korean Studies in Southeast Asia: Current Trends and Future Directions

Pages: 1–22

Prapin Manomaivibool, Jin Seok Lee and Kyung-Hwan Mo

Abstract: Korean Studies programs in Southeast Asian countries have shown a steady growth in the past two decades. Despite this, it is evident that many of the existing Korean Studies programs face challenges that hinder their continued advancement. The purpose of the present study is to analyze the curricular of Korean studies in leading Southeast Asian universities countries and provide suggestions for the development of Korean studies programs. The results identify limited coverage in the subjects, a relative low number of fully established degrees, and limited local initiatives in leading the localization of Korean Studies teaching programs as challenges. Among these factors, the heavy reliance on Korean language education within the Korean Studies program is recognised as the predominant urgent issue.

Patterns of Specialisation and Country Performance at the Winter Olympic Games: Implications for the Success of PyeongChang 2018, Korea

Pages: 23-34

Sooyoung Sul

Abstract: This paper investigates patterns of specialisation in relation to country performance at the Winter Olympic Games. Whereas earlier studies in general focused primarily on the Summer Olympics and investigated performance, greater attention is given here to factors distinctive to specialisation at the Winter Games based on traditional trade models. Further, this study highlights the role of other variables like team size and population density, and revealed that countries with higher income, larger teams and lower population density are likely to diversify their medals more, winning medals in a wider range of winter sports.

A Basic Study for the Standardization of the Korean Vocabulary Education in Southeast Asia

Pages: 35-54

Jiyeon Shin and Jaeyoung Han

Abstract: This study takes part in the standardization of Korean language curriculum in Southeast Asia. Vocabulary is known to include not only simple meanings or parts of speech but also syntactic information and discourse information. It has therefore been at the centre of language education. Vocabulary education unlike articulation or grammar does not have a completion as it continues to expand as the learning advances. This study aims to establish a common language education by examining each curriculum in Southeast Asian countries. For the convenience in analysis, the study begins by examining vocabularies from curriculums from Indonesia, Vietnam, Philippines and

Malaysia and proposes desirable vocabulary selection and education methods based on the analysis. The study compared and analyzed vocabulary lists from the curriculums of the four Southeast Asian countries, based on 6,000 words from National Institute of Korea Language (2003) with the aim of providing effective education methods from a vocabulary education theory perspective. Comparison showed there is great imbalance between the vocabulary pools; each vocabulary indicated varying amount of words, language form or level differs, and meanings of polysemy were regarded as separate words. Results of the study advise that vocabulary lists from Southeast Asia be standardized to the National Institute of Korea Language (2003)'s criteria. Standardized curriculum can provide effective education across countries with different backgrounds. Vocabulary should be effectively expanded to form a standardized list. Vocabulary education should be divided into basic vocabulary education and technical education and implement different expansion methods. Basic, introductory levels must integrate effective semantic expansion based on lexical characteristics and semantic relationship, considering links between words. In technical vocabulary education, it is crucial to identify the necessary word to be catalogued as learners are familiar with Korean language grammar and are capable of contextual usage and are able to acquire simple vocabulary.

The Current State of Korea Language Education in Indonesia: Vocabulary Instruction at the University of Indonesia

Pages:55-86

Usmi

Abstract: Korean Studies in Indonesia was started and developed in the field of foreign language teaching. Since then, numerous studies have indicated various issues relating to Korean Language Education (further abbreviated as KLE) in Indonesia, many of which were conducted and based on 2007 data. Despite this, for the last ten years, Indonesia has seen limited studies that overview the current state of its KLE. This article therefore aims to examine the present state of KLE based on the latest data. It contains three major sections. The first section presents the current state of KLE in Indonesia, focusing on the KLE at high school and university levels. The second section presents in more detail the current state of KLE at university level, focusing on the state of KLE at Korean Language and Culture Studies Program in University of Indonesia (KLCSP UI), and the last section explores the state of vocabulary instruction at KLCSP UI.

A Functional Approach to Vocabulary Teaching in Korean: The Case at UNSW

Pages:87-114

Gi-Hyun Shin

Abstract: This paper explores an approach to vocabulary teaching, which we can characterise as functional, rather than formal, taking as a case the teaching practices in the introductory and the intermediate Korean courses at UNSW Australia. As argued, features of this functional approach include: aligning the study of vocabulary items more with efforts to make language than with learning through reading, and organising sets of vocabulary items for instruction into modules rather than sequentially, although sequencing does obtain not in terms of some sorts of formal

complexities but in terms of underlying functions, namely, purposes in which individual sets of vocabulary items are deployed to achieve.

Analysis of the Research Trends of KFL Education for the Filipino KFL Learners

Pages:115-130

Sang-Min Sim

Abstract: This paper investigates research topic and research type in research studies for Filipino KFL learners. For the study, articles from academic journals and theses were analyzed in terms of research topic and research type. The results of the analysis show that compared to other areas, there is a significant proportion of research studies in general KFL education that have been performed such as error analysis, language development and so on. The results of the analysis also reveal that primary research was preferred over secondary research in KFL education for Filipino. On the basis of the results of analysis, this study suggests that a variety of research topic and research methods should be utilized in the fields of KFL education for Filipino learners. Multiple research methods also should be enhanced to increase validity and reliability.

[Korean Studies Update]

Korean Studies in Malaysia: Development, Challenges and Future at University of Malaya

Pages:131-154

Hanafi Hussin, Md. Nasrudin Md. Akhir, Asmadi Hassan, Tan Soo Kee & Geetha Govindasamy

Abstract: *Korean Studies in Malaysia is part of the Malaysian government's Look East Policy which has placed Korea as one of focal countries. In Malaysia, Korean Studies has been primarily developed with a strong focus on Korean language as evidenced by the Korean language programs being offered in several universities. However, the Korean Studies program offered by the Faculty of Arts and Social Sciences at the University of Malaya is a unique program taking a multidisciplinary approach where students are exposed to a variety of social sciences and humanities-specific topics relating to Korea. The process of teaching and learning for the students in the program is deemed lifelong, as knowledge gained can be utilized in both profession formation and personality development. The popularity of Korean Studies program within the University of Malaya and the response from the students have been very encouraging with 40% of students enrolled in East Asian Studies are specializing in Korean Studies. However, the Korean Studies program faces several challenges in terms of survival or sustainability because the students' selection is often associated with their marketability in the workforce. Therefore, the ups and downs of demand for Korean Studies in Malaysia, especially at the University of Malaya lend uncertainty in the future ahead. This paper will discuss the development of Korean Studies program at the University of Malaya and will analyze the challenges encountered in implementing this program. This paper will also discuss the efforts made to ensure the sustainability and improvement of this study program in Malaysia, and at the international level.*