## Application Form

### Classification Code(s)

<table>
<thead>
<tr>
<th>지원분야코드 (Classification Code(s))</th>
<th>R</th>
</tr>
</thead>
</table>

* Classification Code: R, C-1, C-2, P, E-1, E-2, D-1, D-2

### 1. 신청과제 (Project)

<table>
<thead>
<tr>
<th>신청과제명 (Project Title)</th>
<th>Korean Language Educators in the Pacific Region: understanding profession, identity, and social environment in Australian and New Zealand Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>과제수행기간 (Project Period)</td>
<td>October 2016–October 2017</td>
</tr>
<tr>
<td>결과물에사용할언어 (Language of Publication)</td>
<td>English</td>
</tr>
<tr>
<td>신청예산 (Grant)</td>
<td>US$ 23,030</td>
</tr>
</tbody>
</table>

### 2. 신청기관 (Applicant Institution)

<table>
<thead>
<tr>
<th>기관명 (Institution Name)</th>
<th>Univ. of Western Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>주소 (Address)</td>
<td>(M257) 35 Stirling Highway, Crawley WA 6009, Australia</td>
</tr>
<tr>
<td>담당부서장 (Department Chair)</td>
<td>Associate Professor Joanna Elfving-Hwang</td>
</tr>
<tr>
<td>소속학과및직위 (Department &amp; Position)</td>
<td>School of Social Sciences, acting Head of School; Chair, division of Asian Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>국가 (Country)</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>홈페이지 (Homepage)</td>
<td><a href="http://www.uwa.edu.au">www.uwa.edu.au</a></td>
</tr>
<tr>
<td>전자우편 (Email)</td>
<td><a href="mailto:joanna.elfving-hwang@uwa.edu.au">joanna.elfving-hwang@uwa.edu.au</a></td>
</tr>
<tr>
<td>전화 (Telephone)</td>
<td>(+61) 8 6488 3522</td>
</tr>
</tbody>
</table>

### 3. 과제책임자 (Project Director)

<table>
<thead>
<tr>
<th>성명 (Name)</th>
<th>Dr Nicola Fraschini</th>
</tr>
</thead>
<tbody>
<tr>
<td>국적 (Nationality)</td>
<td>Italian</td>
</tr>
<tr>
<td>소속학과 (Department)</td>
<td>School of Social Sciences, division of Asian Studies</td>
</tr>
<tr>
<td>직위 (Position)</td>
<td>Lecturer (조교수) in Korean Studies</td>
</tr>
<tr>
<td>전공 (Major/Main Research Field)</td>
<td>Korean as a second/foreign language and culture education</td>
</tr>
<tr>
<td>전자우편 (Email)</td>
<td>1) <a href="mailto:nicola.fraschini@uwa.edu.au">nicola.fraschini@uwa.edu.au</a> 2) <a href="mailto:frasco10@naver.com">frasco10@naver.com</a></td>
</tr>
<tr>
<td>전화 (Telephone)</td>
<td>(+61) 8 6488 3963</td>
</tr>
<tr>
<td>주소 (Mailing Address)</td>
<td>(M257) 35 Stirling Highway, Crawley WA 6009, Australia</td>
</tr>
</tbody>
</table>
Summary of Project

Research Background
Foreign languages and cultures instruction in Australian and New Zealand schools has been the concern of several national policies on language learning and teaching during the last 60 years (Lo Bianco 2005). In Australia, the 1994 policy aimed to raise attention towards Asian languages, even if just on the ground of commercial and financial motivations. Then, in 2012, the Australian government published the “Australia in the Asian Century” white paper, focusing on the rising of Asia in the 21st Century and the strategic importance for Australia and the pacific region to engage with it (Commonwealth of Australia, 2012). A similar stress on the importance of teaching and learning Asian languages is observable also in New Zealand, where the government in 2015 launched a program called ALLiS (Asian Language Learning in Schools) to fund the introduction and development in schools of Asian languages subjects, among these Korean.

Despite statements about the importance of engaging with Asia, a report published by the Asia Education Foundation in 2015 (Asia Education Foundation, 2015) with the title “Teacher Education and Languages”, stresses the shrinking opportunities for future teachers to be trained in Asian languages, thus highlighting the lack of workforce able to instruct young generations in Asian cultures, societies and languages. Within this context, even if some university offers joint programs combining an education major and a foreign language certificate, only two universities in Australia offer this combination together with the Korean language and at present only 8 universities across Australia offer the opportunity to study Korean. However, it is possible to affirm that the potential for the Pacific region countries to engage with Korea and to understand it lies within the capabilities of their educational workforce to effectively and professionally instruct about Korea.

This research project focuses on Korean language teachers of schools located in Australia and New Zealand and on the development of their professional, social and linguistic identity. It aims to understand the narratives and the environment that shape identity formation of both native and non-native Korean language teachers, and to show the sociocultural motivation behind their instructional practices and needs. The ultimate goal of this project is to contribute to the creation of a better Korea literacy teaching and learning environment in Australia and New Zealand through a deeper understanding of the teachers working in this area of the world.

Research questions
This research aims to investigate in particular the sociocultural context in which Korean language teachers in schools in Australia and New Zealand carry on their profession and how this context shapes their identities and their teaching practices. Three main research questions can be outlined as follow:

1) How teachers of Korean in Australia and New Zealand understand their role, their professional, social and linguistic self and how this affects their teaching practice?
2) Which narratives contribute in shaping the sociocultural identity of Korean language teachers in Australia and New Zealand?
3) Which are the linguistics and professional needs of Korean language teachers in Australia and New Zealand and how it could be possible address these issues in teacher’s training program design?

Expected outcomes
By answering to the above research questions it will be possible to 1) understand how teachers’ identity formation and social environment influence teaching and learning about Korea and the Korean language in Australian and New Zealand school; 2) highlight the needs of Korean language teachers in this region and answers to how these needs can be addressed; 3) outline a set of guidelines for the implementation of a training program for Korean language teachers in Australia that accounts for the local sociocultural environment and teachers’ actual needs. Moreover, this research project will fill the gap in the literature on Korean language teachers’ identity.
**Project Budget**

- Amount of requested grant should be calculated in USD.
- This form can be used for the second year budget.
- Refer to the [Appendix 3] Budget Guidelines.

### 1. Requested Budget Breakdown

<table>
<thead>
<tr>
<th>항목별 산출내역 (One-year Project Cost Computation)</th>
<th>신청예산 (Grant Amount Requested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. 인건비 (Personnel)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Project director’s “course buyout” and teaching relief (2hrs/week*13weeks, please refer below for calculation breakdown and motivations)</td>
<td>$7,280</td>
</tr>
<tr>
<td>2. Research assistants ($25<em>8hrs/week</em>10 weeks*2 people; including work on interview transcriptions, data management and transcripts coding)</td>
<td>$3,280</td>
</tr>
<tr>
<td><strong>Ⅱ. 연구 활동비 (Research Activities Expense)</strong></td>
<td>$15,750</td>
</tr>
<tr>
<td>1. Mementos for interview participants (20*60$, interview participants will not be paid for participation, but will receive a small token of appreciation)</td>
<td>$1,200</td>
</tr>
<tr>
<td>2. Professional proof-editing for publication and other publication related expenses</td>
<td>$2,000</td>
</tr>
<tr>
<td>3. Travel cost for field research (economy airfare Perth (WA, AUS)-Auckland (NZ)-Sydney (NSW, AUS)-Brisbane (QNS, AUS)-Perth)</td>
<td>$1,700</td>
</tr>
<tr>
<td>4. Accommodation per diem during field research (25days*$160)</td>
<td>$4,000</td>
</tr>
<tr>
<td>5. Local travel cost in NZ, NSW, QNS during field research (car hiring and related expenses 25days*$40)</td>
<td>$1,000</td>
</tr>
<tr>
<td>6. Meals and Incidentals during field work (25days*$90)</td>
<td>$2,250</td>
</tr>
<tr>
<td>7. Books</td>
<td>$800</td>
</tr>
<tr>
<td>8. Hardware and Software for interview recording and qualitative data analysis</td>
<td>$800</td>
</tr>
<tr>
<td>9. Travel and accommodation costs for presentation of findings in at least 2 international conferences/workshop</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>합계 (Total)</strong></td>
<td><strong>$23,030</strong></td>
</tr>
</tbody>
</table>
2. 연구책임자인건비책정사유및금액산출근거
(Specification for the need of Project Director's personnel and budget cost consumption)

Dr Nicola Fraschini is unit coordinator and lecturer at UWA for KORE1401 (Korean language 1), KORE1402 (Korean language 2), KORE3405 (Korean language 5) and KORE3406 (Korean language 6). Korean 1 and Korean 5 run in semester 1 (February-August) and more than 250 students usually enroll in these units (approximately 230 students for Korean 1 and 20 students for Korean 5). The unit coordinator is in charge of designing and teaching lectures as well as most tutorials, developing test papers, and marking most of tests. To cover Korean 1 and Korean 5 together the project director has a weekly teaching workload of 13 hours (for 250 students). The teaching relief (2hrs/week*1 semester/13 weeks) is strongly needed to allow the project director to work on the analysis of the survey, interviews and narratives data, and to organizing the first research findings, which are activities planned to take place through the first half of 2017.

The course buyout cost of US$ 3,280 is calculated following current UWA hourly rates for teaching relief as below:

\[
\text{AU$ 143.21/hour + on costs (superannuation)} = \text{AU$ 167.50/hour} \\
2\text{hrs/week} \times 13 \text{ weeks} \times \text{AU$ 167.50} = \text{AU$ 4,357 (US$ 3,280 based on April 2016 exchange rate)}
\]

3. 기타재원(Other Financial Sources)
   a. 신청자소속기관이제공하는경비, 시설, 기타사항(구체적으로)
      Expenses, facilities and other items provided by the applicant institution (Describe in detail)

UWA (project director institution) offers office space, photocopying and postal costs, phone calls, administrative support for travel bookings and for administering the grant and payments. UWA also cover travel insurance for field research. The university library allows access to all major international research databases and to the Korean DBpia. In addition, Korea University Library (co-researcher institution) allows access to all Korean research databases.

b. 동일과제로다른기관에신청해놓거나또는신청예정인재원(구체적으로)
      Grant application submitted or to be submitted to other organizations for the same project (Describe the name of the organization, requested budget, and grant period in detail)

N/A
1. **Objectives and Necessity**

   The Australian Government in 2012 (Commonwealth of Australia, 2012) stressed the strategic importance of Asia Literacy and the importance for Australia to engage with Asia. However, Asia-related content is still lacking in many Australian schools and adequate professional training for Asian languages in Australia is missing in many Australian states (Asia Education Foundation, 2015). In the case of a Korean language certification for school teachers, only two universities in Australia offer a joint degree program with an education major and a certificate in foreign languages specifically related to Korean (Commonwealth of Australia 2015, ULPA website). This situation professionally influences the workforce and its teaching practices of “Korea Literacy”. The above cited Government and Asia foundation reports, as well as research articles on language policies and the state of teaching of languages in schools (Lo Bianco & Wickert 2001, Lo Bianco 2005, Lo Bianco & Slaughter 2009, Lo Bianco and Aliani 2013, Kawasaki 2014, Zhang and Gong 2014), all highlight the critical situation of foreign language learning and teaching in Australia. As well as the Australian government, the New Zealand government too recently realized the importance for young generation to know about Asia and Asian languages. Its program, called ALLiS (Asian Languages Learning in Schools) aims to create new opportunities for language learning for school students through the establishment of Asian languages (among these Korean) subjects across the country.

   In this situation the role of the language and culture teacher is fundamental in providing not only education about Asia in general and Korea in particular, but also in providing essential opportunities for a future successful engagement with Asia and Korea. The Korean language and culture teacher represents the link that connects students to a future where mutual understanding and knowledge are the basis for reciprocal respect and active exchanges between the Pacific region and Korea.

   The development of social and professional identity in Korean language teachers has already been investigated by the researcher (Fraschini 2012), showing that the identity formation process has the power of influencing teacher/student relationship, teaching practices, and classroom instruction. Fraschini (2012), which focuses only on non-native Korean speaking teachers, at present is the only research conducted on the topic of Korean language teachers’ identity. However, the importance of understanding identity formation in language teachers has been stressed in Varghese (2000), Varghese et al. (2005), Velez-Rendon (2006), Clarke (2008), Choi (2009), and Beauchamp & Thomas (2009) among others. How a teacher understands his/her role and his/her beliefs is important because the
perception of self is reflected both positively and negatively in classroom instruction and in students’ learning outcomes (Morton 2016). Therefore understanding Korean language teachers’ identity represents an important step in the process of creating an environment for a more effective Korean language education.

The goal of this research project is to individuate which narratives shape the social, linguistic and professional identity of Korean language teachers in Australian and New Zealand schools, and how the identity formation process contributes to the development of teaching practices used in instructing students in Korea literacy and Korean language. Moreover, by giving voice to Korean language teachers, both native and non-native, this research aims to give them the opportunity of being active agents in the education process and not passive subjects of language policies and school curricula.

2. 연구내용, 규모및방법 (Subject, Scale and Methods)

Research Focus
The core of this research project will be the identity formation process of Korean language teachers in Australian and New Zealand schools. With reference with the above stated research questions (refer to project summary), strands of this research will be helpful to understand 1) the major narratives that shape professional, social and linguistic identity of teachers of Korean language in Australian and New Zealand schools; 2) how the identity formation process influences classroom teaching practices and students’ learning; 3) the role and importance of non-native Korean language speaking teachers in teaching Korea literacy; 4) needs and motivations of Korean language teachers in Australia; 5) further elements to be addressed in a Korean language teacher training program to account for the local sociocultural environment and for the construction of a positive professional identity which will benefit both teaching practices and students’ learning.

Research subjects, scale, participant recruitment method, research methods
Participants for this research will be recruited across Australia and New Zealand, with special attention for teachers located in the Australian states of New South Wales, Victoria and Queensland and in the capital region of New Zealand, because most of the school teaching Korean are in the Sydney, Brisbane and Auckland geographical areas. Schools teaching Korean in Western Australia (Perth) although quite limited in number will also be considered for investigation. Upon approval to conduct the research by the researcher’s university Human Research Ethic committee, potential participants will be contacted through both formal institutional channels (Korea Education Centers in Sydney and Auckland) and informal personal channels (researcher’s contact through professional associations).

The research will use both quantitative and qualitative methods, as well as triangulation for
qualitative methods. At the beginning, a quantitative survey method will be used to obtain an overall picture about the state of Korean language teachers in Australian and New Zealand schools. The survey will be administered to all teachers willing to participate. Then, in-depth face-to-face interviews, narrative journals and on-field classroom observations will be conducted on a restricted number of subjects (15~20) to answer qualitatively in details to the research questions.

As identity is understood in this project as a post-structuralist dynamic and flexible construct, the data gathered through interviews, narratives and classroom observations will be analyzed using socio-cultural and critical frameworks (Norton Pierce 1995; Norton 2000, 2006).

References


3. 연구일정(단년도과제일경우연차별로작성)

2016 October: University Human Research Ethic committee approval submission, preliminary literature review, quantitative survey design. Recruitment of research assistants.

2016 November: Recruitment of survey participants through formal and informal channels. On-line survey administration to Korean language teachers.

2016 November/December: selecting participants for qualitative data gathering among survey respondents and start of the collection of narrative journals. Contacting school principals to obtain permissions for classroom observations.

2017 January: quantitative analysis of the surveys. Qualitative interviews framework design. Preparations for field research.

2017 February: field research in the states of Victoria, Queensland, New South Wales and in New Zealand (field research content: multiple face-to-face interviews; classroom observations).

2017 March/April: audio-recorded interview transcription, translation and coding.
2017 May/July: analysis of research material, triangulation of qualitative research data.

2017 August/September: writing up research findings.

2017 September/December: editing and submission of first research findings.

4. **Academic Contribution**

   The significance of this study is putting the Korean language teacher at the center of his/her teaching and of his/her working environment. Therefore there will be a better understanding on how the identity development of Korean language teacher is influenced by the sociocultural environment and how it influences classroom practices and learning outcomes. This project aims at showing the Korean language teachers not as passive subjects of policies, but as an active participant in the learning process, able to shape positively how students engage with Korean language and culture.

   Moreover, this project will not only contribute to the literature on teachers’ identity, but will also fill the existing gap in the research of identity among Korean language professional educators.

   **Publication Plans**

   The research project and its design allow for the development of multiple research strands:
   1) understanding of social and professional identity formation of Korean language teachers abroad and how this is reflected and influences teaching practices;
   2) understanding of the role of non-native Korean language teachers in abroad contexts;
   3) understanding of needs and motivations of Korean language teachers abroad and how these can be address in teachers’ training programs.

   The project director’s plan is to develop at least one publication for each research strand. At least one publication will be submitted to a SSCI or A&HCI journal indicated below. Findings will also be presented in at least two international conferences.

5. **Cost sharing plan if there is another financial source besides the AKS grant**

   N/A
6. 出版 예정 학술지 또는 出版사(Three Projected Publications)

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>학술지명 또는 出版사 Journal Title orPublisher</td>
<td>Journal of Language, Identity and Education</td>
<td>Asia Pacific Education Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal of Korean Language Education</td>
</tr>
</tbody>
</table>

SCI, SSCI, A&HCI, Scopus, CSSCI, KCI Index 등재 여부, 지서일 경우 전문가 심사 여부
Please inform us whether your expected journal is indexed in the SCI, SSCI, A&HCI, Scopus, CSSCI, KCI database. If it would be a book form, please inform us whether your publisher would conduct peer-review

위에 해당이 안될 경우 학술지 및 出版사의 우수성에 대한소명
Otherwise, justify excellence of journal(s) or publisher

* 과제선발자는결과물제출기한내에위의 세곳중한곳에학술지를게재하거나출판사를통해출판해야함.
* The grantee should publish their project results on academic journal or through a publishing company from one of the three publications indicated above.

7. 과제참여자 (Project Participants)

<table>
<thead>
<tr>
<th>성명 (Name)</th>
<th>소속및국가 (Affiliation and Country)</th>
<th>학력및학력 (Curriculum Vitae)</th>
<th>최근 4년간의대표적연구업적 (Major scholastic performances over the last 4 Years)</th>
</tr>
</thead>
</table>
| 과제책임자 (Project Director) | Dr Nicola Fraschini | The University of Western Australia, Australia | Univ. of Western Australia Lecturer (조교수)  
PhD: Korea Univ.  
MA: Korea Univ.  
BA: Venice | Please refer to attached documents for details |
| 공동연구원 (Co-Researcher) | Dr Hyunjin Park | Korea University, South Korea | 고려대학교 초빙 교수.  
BA, MA, PhD: Korea Univ. | Please refer to attached documents for details |
8. 기타정보 (Other Information)

Coordination of the research project

The project coordinator, based in Australia, will establish and keep contact with the study participants, as well as conduct field research (face-to-face interviews, classroom observation), and organizing the data gathering process. The co-researcher, based in Korea, will participate in the data organization process and analysis. The are several reasons for the need of a collaboration between the project director, based in Australia, and the co-researcher, based in Korea. Firstly, the data gathering process will generate a great amount of “thick data”, which require an analysis done by more than one researcher to establish high levels of relevance and reliability. Secondly, qualitative data require understanding the research subject from both an “emic” and an “ethic” perspective. Comprehension from an emic perspective can be easy for the project director because he is based and works in Australia, just as the project participants. However, this “inside” perspective can bring to a lack of objectivity which needs to be balanced by the ethic perspective of the co-researcher, based in Korea. Thirdly, the project director is a Korean non-native speaker, while the co-researcher is a native speaker and this also brings both objectivity as well as insider perspectives in analyzing qualitative data generated by both native and non-native participants. Fourthly, the co-researcher will also keep contact with the research assistants (also based in Korea) to guarantee a high quality level for interview transcriptions and data management.

Researchers’ background

Nicola Fraschini (Project director): Dr Fraschini already researched the topic of non-native Korean teachers’ identity formation in institutes for Tertiary education in Europe and South East Asia (PhD dissertation topic). For his PhD degree work he received the NIIED (National Institute for International Education, Ministry of Education) “Outstanding Academic Achievement Award” in 2010 and the 1st Weolam Award for Outstanding PhD dissertation in the field of Korean Studies (Korea Univ. College of Liberal Arts) in 2013. He has experience in working with sociocultural theories and with qualitative frameworks, qualitative analysis and in conducting qualitative interviews and classroom observations. Dr Fraschini is a certified Korean language instructor with more than 4 years of experience in teaching Korean language to foreigners in Korea (Sogang Univ. KLEC) and abroad (Univ. of Western Australia). He has also taught in several Korean language teacher training programs for Korean native instructors (Sogang Univ. KLEC Korean Language Teachers Training Program; and KLEC Summer Workshops for Korean Language Educators from the U.S.) as well as for non-native educators (Univ. Ateneo de Manila Workshop for Korean Language instructors in the Philippines; Ca’ Foscari Univ.-Korea Foundation Korean Studies Workshop for Italian high school educators).

Hyunjin Park (co-researcher): Dr Park already adopted a sociocultural framework for the investigation of cultural shock in foreign language learners and also researched the development of critical literacy in Korean as a second language students. She has experience in qualitative narratives collection, face-to-face as well as focus group interviews analysis, and in the quantitative analysis of statistical surveys. Dr Park is a certified Korean language instructor with more than 9 years of experience in teaching Korean language to foreigners and, along with being invited professor at Korea Univ., she is at present also lecturer in Korean as a second/foreign language education in several undergraduate and graduate degree programs in other Korean universities.
9. 첨부자료목록(*첨부자료제목을기재) (List the titles of the attachments.)

-Project director research output.
-Co-researcher research output.
-Project director academic CV.
-Co-researcher academic CV.
-Agreement on the collection of personal information (project director).
-Agreement on the collection of personal information (co-researcher).
-Grant Application form (with budget, research plan, publication plans, researchers’ background information).
-Application summary form (signed by project director and division chair).
-Project director’s Institution Survey (the University of Western Australia).