Korean Language Learning in
Socio-educational Settings in Sydney*

: Motivation, Learning-Styles and
Learning Experiences

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ABSTRACT

Seong-Chul Shin. 2020. Korean Language Learning in Socio-educational Settings in Sydney: Motivation, Learning-Styles and Learning Experiences. Teaching Korean as a Foreign Language, 58. 351-381. This paper presents an analysis of Korean Language Learning (KLL) conducted through socio-educational programs offered by two public organisations in Sydney. For this purpose, the study conducted a survey which investigates motivational factors, preferred learning styles and learning experiences. The study has also examined views on online Korean language learning such as perceived effectiveness, advantages and disadvantages. A total of 105 learners of Korean participated in the survey, and results are presented and interpreted under four broad subtopics: reasons for learning Korean, learning-style preferences, learning experiences and online mode of learning. The analysis reveals that social learners were very practical about their study of Korean, and they wanted to learn conversational Korean through repetition practices and enjoyable real-life language activities. Brief discussions are offered on implications. It is argued that in socio-educational language programs, more ‘integrative’ orientations need to be reflected, and practical goals related to putting the language to some types of use should be emphasised. It is also argued that more governmental and institutional efforts should be made in providing such socio-educational models of Korean language programs in the community. Strategies to facilitate such programs in metropolitan cities are briefly suggested.

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