

An Analysis of Research Trends in KFL Education for Overseas Koreans

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I. Introduction

According to the statistics of the Overseas Koreans Foundation, the number of overseas Koreans is now about 7.4 million (7,430,664 in 2018) living in 170 different countries. The creation of these overseas Korean communities vary considering the period types of migration. As overseas Koreans are members of the Korean people, the Korean government is helping to raise the status of overseas Koreans by supporting them, and overseas Koreans are living as a member of a settled society while maintaining their Korean identity.

As the number of overseas Koreans increases, an expanding amount of research on overseas Koreans is being carried out. In this paper, I focus on the trends of KFL(Korean as a foreign language)¹ education for overseas Koreans. The fact that there are a large number of Korean migrants means that the number of overseas Koreans, such as those of the 2nd and 3rd generation is increasing. This also means that the numbers of overseas Koreans who speak Korean as a

1 The distinction between KFL and KSL(Korean as a Second Language) has not been made clearly in the literature(Lee, 1999). Following Lee(1999), we take in this study KSL to be subsumed under KFL.

foreign language is increasing. In this respect, the importance of KFL education has been more emphasized than ever before, regarding the identity of overseas Koreans and the communication problems between generations.

Study on KFL education for overseas Koreans started in earnest in the 2000's and has been increasing rapidly since 2010. Since 2010, many studies based on various research topics have been published, but they are still lacking in aspects of quality and quantity. There may be many reasons why there is fewer research of KFL education for overseas Koreans. One of the reasons for this is the limited number of beneficiaries of KFL education for overseas Koreans. Meanwhile, research analyzing the various studies in terms of research topic is necessary for examining the progress of KFL education for overseas Koreans. In this respect, studies which examine the current status of KFL education for overseas Koreans and discuss research issues can be a valuable in suggesting the direction of KFL education for overseas Koreans and should proceed.

II. The Concepts of Overseas Koreans and Related Studies

It is important to define the concept of 'overseas Koreans' before analyzing the research trends on KFL education for overseas Koreans.

First of all, the Act on the Immigration and Legal Status of Overseas Koreans(September. 18, 2018) states, 'Overseas Koreans' are classified as either 'Overseas Koreans' or 'Foreign Nationality Koreans'. 'Overseas Koreans' means a person who has acquired the rights of a permanent residence in a foreign country, or is residing in a foreign country with the intent of living there permanently, and 'Foreign Nationality Koreans' means a person prescribed by Presidential Decree from among those who, or their lineal descendants, held the nationality of the Republic of Korea and have later acquired the nationality of

a foreign country.

According to the standard dictionary of Korean language(National Institute of Korean Language), ‘compatriots’ are referred to a person of the same country or people of the same race. ‘Overseas Koreans’ are defined as Koreans who settled in other countries. Therefore, we can still classify overseas Koreans as overs.

This section aims to discuss the existing research related to the meta-analysis of KFL education. The purpose of this examination is to identify several issues needing considering in the analysis process by reviewing the framework and the process of meta-analysis to be applied in this study.

In Song(2005: 3), ‘Overseas Koreans’ refers to Koreans living in foreign countries, and refers to Koreans residing in foreign countries regardless of their nationality. In Park(2007: 365-371), the education of overseas Koreans refers to the education of their ethnic and national languages, targeting ‘overseas Koreans’, or ‘foreign nationality Koreans’ and although the perspective may be different, it can be said that both overseas Koreans and foreign nationality Korean should be subject to KFL education.

The analysis of methods and results in the tendency of KFL education research for overseas Koreans could vary according to the method of data collection and the topic classification. In this section, we will review the previous research on KFL educational research trends for overseas Koreans and decide the frame of research topic classification and the analysis method that will be used for this study.

Kim(2011), an early study of the trends of KFL education for overseas Koreans, examined the trends of research topics in the theses and academic journal articles. The research trends were divided into four categories, ‘identity and language heterogeneity of overseas Koreans’, ‘status of overseas Koreans and policy development’, ‘teaching contents, and ‘teaching methods’, and the research directions are represented in detail concerning three types of subjects, ‘research’, ‘researcher’, and ‘research support system’. Although it can be mean-

ingful to be able to examine the research tendencies of KFL education for overseas Koreans, the limitation of this study is that the period of the theses and the layers of the research topics are different.

In Jeong(2016), the research on KFL education for overseas Koreans is summarized by year and research topic, and it was classified into the 'academic approach to KFL education for overseas Koreans (1970-1990s)', the 'diversification of research topic and quantitative growth (2000-2010)', and the 'expansion of research horizons and planning for high-quality growth (2011-2016)'. The research topics were divided into two areas: overseas Koreans and KFL education, and general KFL education of overseas Koreans. The former was further divided into three categories: macro-approach and learner variables, current educational situation and analysis of the educational environment, and KFL education policy for overseas Koreans, with the latter examining the research trends on the basis of four subcategories, those being the teaching contents and methods for improving linguistic competence, content, method of teaching for cultural education, the study of curriculum, and the development of teaching materials. Based on the results of this analysis, he proposed three research tasks: formation of academic discourse for research on KFL education of overseas Koreans, the study of qualitative research methods based on local circumstances, and research on language problems of overseas Koreans living in Korea. Although the study of Jeong(2016) is valuable, in that the research trends are detailed and well described by period and research topic, the classification basis of the research trends according to the research topic is not well understood.

Won & Yoo(2017) analyzed the previous studies related to Korean language usage for overseas Koreans by the period, region, and topic. The research topics were divided into four categories: KFL education for overseas Koreans, Korean language policy for overseas Koreans, language identity and language development, and the use of the Korean language. Based on the analysis, the expansion

of researchers, the necessity of regional research, the expansion of research on the bilingual society and minority language, and the language policy were proposed. However, as mentioned by the researchers, there is an ambiguity of the topic categories due to the problems of the classification criteria, and these can be viewed as limitations of the study.

Kim(2018a) researched related studies on overseas Koreans and examined the trends of KFL education research for overseas Koreans by analyzing the departments, majors, titles, subjects, tables of contents, and abstracts. As for the analysis, it was divided into two major areas of researches on overseas Koreans and the study on KFL education for overseas Koreans. Then the study on KFL education for overseas Koreans is further divided into three subcategories, curriculum, content, and learner. The study of Kim(2018a) is significant, in that the studies are all related to overseas Koreans, in the macro perspective. However, there are numerous studies that are numerous items only loosely related to KFL education, and the fact that classification criteria of the detailed areas of research topics are unclear, it seems that it needs to be supplemented.

Kim(2018b) has a characteristics of being a study of research trends in academic journal articles related to overseas Koreans, and is the follow-up study of Kim(2018a). Unlike Kim(2018a)'s previous study, Kim(2018b) has focused on research on KFL education for overseas Koreans, and also discusses the issue of identity of overseas Koreans and Korea cultural education.

The meta-analysis research that examined the trends of the KFL education research of overseas Koreans as mentioned above, shared two characteristics. First, most of the studies use a wide range of studies related to KFL education for overseas Koreans, and the results are not directly related to the language education for overseas Koreans. These studies should be included in the study of overseas Koreans; however, they lack meaningful content, when focusing on KFL education research. Second, there are cases where criteria of

the topic classification are not clearly revealed and the layers of the topic area overlaps with the topic classification. In particular, can be difficult to understand the exact research trends because the area of the research topic presented were too broad or the sub-categories of research topics were not appropriate. This is due to inductive data analysis that was utilized in most of the studies. In order to examine the research trends of the sub-research topic areas, it is necessary to unify the sub-research areas according to the same classification criteria.

Considering these two characteristics, it can be seen that the framework of the research analysis needs to be clarified concerning the data analysis criteria. Based on this, the reliability of the data analysis can be improved. Taking these points mentioned into consideration, it is expected that more meaningful results will be obtained when examining the trends of KFL education research for overseas Koreans.

III. The Framework of Analysis and Data Collection

1. Framework of Analysis

In this paper, I will utilize the framework used by of Sim(2014). The reason for using such a framework of analysis are as follows: In the study Sim(2014), the study trends of KFL education for multicultural learners were analyzed, therefore when compared to this study, only the subject “multicultural learners” and “overseas Koreans” are different, there is no difference in analysis of the trends in KFL education. In other words, it is similar as it examines the trend of KFL education research, just the research subjects were different- one group being multicultural learners, the other being overseas Koreans. Also, the clarity of the classification criteria and the level of the classification of the topic are relatively well divided. However, con-

sidering the characteristics of KFL education for overseas Koreans, I included research topics such as “bilingual” and “Korean language and identity” in the sub-categories. These two topics are also dealt with by Won & Yoo(2017) and Kim(2018b), which reveals that research on language identity and bilingual of overseas Koreans needs to be further emphasized. In this study, I tried to analyze the research trends by including these two topics in the sub-category of acquisition/learning theory.

Table 1. Analysis Framework on Research Topic

Category	Sub-Category	Items
General KFL Education for overseas Koreans	General Policies	Research trends on KFL education for overseas Koreans, status and challenges of KFL education for overseas Koreans in diverse countries, bilingual, Korean language and identity
	Acquisition/ Learning Theory	Language development, comparative analysis, error analysis, learning strategy, learner variables (linguistic, affective and social factors)
Contents of KFL Education for overseas Koreans	Listening	Listening teaching-learning methodology, listening textbooks and materials, listening strategy
	Speaking	Speaking teaching-learning methodology, speaking textbooks and materials, speaking (communication) strategy
	Reading	Reading teaching-learning methodology, reading textbooks and materials, reading strategy
	Writing	Writing teaching-learning methodology, writing textbooks and materials, writing process and strategy
	Grammar	Grammar teaching-learning methodology, grammar textbooks and materials, grammar taxonomy
	Vocabulary	Vocabulary teaching-learning methodology, vocabulary textbooks and materials, analysis, and selection of vocabulary for teaching
	Pronunciation	Pronunciation teaching-learning methodology, pronunciation textbooks and materials
	Culture	Culture teaching-learning methodology, culture textbooks and materials
	Integrated Education	Teaching-learning methodology integrating more than two areas, integrated education textbooks and materials

Methodologies of KFL Education for overseas Koreans	Curriculum	Curriculum analysis, educational goal establishment and need analysis
	Textbook	Textbook organization and analysis
	Teachers/ Teaching Methodologies	Teaching theory (education and training of teachers, teacher recruitment system, re-training), teaching-learning methodology, class conversation analysis, media education
	Evaluation	Test of Proficiency in Korean, tools to measure and test proficiency in Korean, qualitative assessment (performance assessment)

In this paper, three main research areas are presented in general are, KFL education for overseas Koreans, contents of KFL education for overseas Koreans, and methodologies of KFL education for overseas Koreans. Subcategories, such as general policies and acquisition/ learning theory are included in the category of general KFL education for overseas Koreans, and the four skills (grammar, vocabulary, pronunciation, culture) and integrated education are included in the category of contents of KFL education for overseas Koreans. The category of methodologies of KFL education for overseas Koreans has four categories those being curriculum, textbook, teachers/teaching methodologies,² and evaluation.

2. Data Collection

This study analyzed theses and academic journal articles in the Research Information Sharing Service(<http://www.riss.kr/index.do> / 10, November, 2018) based on the research topics identified through a search of theses and academic journal articles. Theses using the search term ‘KFL education for overseas Koreans’, ‘Korean education for overseas Koreans’, and ‘education for overseas Koreans’ were con-

2 Studies that explicitly show teaching-learning methods in each area were included in the category of Contents of KFL education for overseas Koreans, and all other studies were included in the methodologies of KFL education for overseas Koreans.

sidered. After retrieving these studies, they were analyzed according to the types of research topics. In this study, 'KFL education for overseas Koreans' was selected as the topic of analysis. Therefore, we excluded the studies other than those focusing exclusively on KFL education as opposed to all research results related to overseas Koreans. In other words, I analyzed the cases where the KFL education that was explicitly the topic, looking at the table of contents or searching key terms. Based on these principles, the procedure for analyzing research papers can be briefly described as follows.

'KFL education for overseas Koreans' was searched for in 124 journal articles and 126 theses. 'Korean education for overseas Koreans' was searched for in 31 journal articles and 24 theses. In addition, 270 journal articles and 221 theses were searched for the phrase of "education for overseas Koreans". The reason for analyzing the articles and theses using the three search terms 'KFL education', 'Korean education', and 'education for overseas Koreans' is to exclude the possibility that the articles and theses being omitted when only one term is used as a search criteria. When analyzing articles and theses using three search terms, it may be troublesome to re-analyze overlapping articles and theses, but it can reduce the possibility of missing KFL education research for overseas Koreans. After excluding the overlapping articles and theses, 83 journal articles and 79 theses were selected.³

The classification of papers, according to the framework of research topics mentioned above, was performed by analyzing the title, abstract, and the table of contents of the thesis primarily. When such a procedure was found to be insufficient to classify the research topic, the topic category was decided after reviewing the contents of the paper.

3 In general, study on research trends is analyzed by expanding the range of data and search terms. However, in this study, the analysis was conducted on 3 search terms and 1 data resource due to the limitation of the number of analysts. I will conduct meta-analysis research through extensive data and search terms in further study.

IV. Results and Discussion

This section aims to analyze the journal articles and theses selected on the basis of the research topic analysis framework proposed above, and to describe the research trends of KFL education for overseas Koreans. This section also identifies the qualitative change in KFL education for overseas Koreans by examining the research results by year before analyzing the research topics.

1. Classification by year

The table below shows the qualitative research trends of the 83 journal articles and 79 theses considered in this study by year.

Table 2. Classification by Year

Year Type	~ 2000	2001~2005	2006~2010	2011~2015	2016~	Sum
Journal Articles	3	13	17	24	26	83
Theses	1	4	13	37	24	79

As shown in the table above, the number of journal articles since 2001, and the number of theses since 2006, has dramatically increased. In particular, the number of theses from 2011 to 2015 is nearly three times higher than the previous five years. This is due to a number of research studies in KFL education and relevant academic fields. In addition, the reason for this rapid increasing seems to be attributed to the expansion of the government's overseas Koreans policy and the revitalization of education for overseas Koreans. The qualitative expansion of research results discussed above confirms the analysis results by Jeong(2016), Won & Yoo(2017), Kim(2018 a), and Kim(2018 b) indicating the gradual increase of research results of KFL education for overseas Koreans.

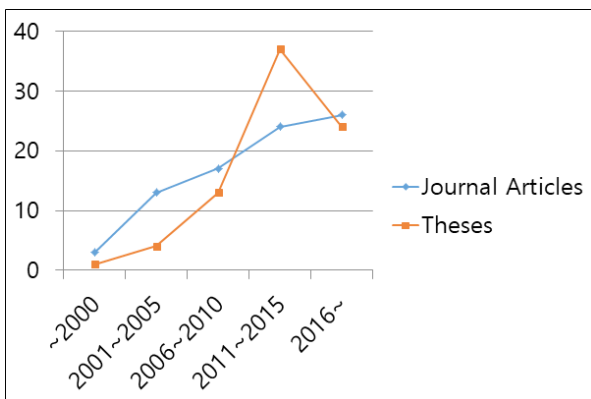


Figure 1. Classification by Year

2. Classification by Research Topic

The analysis results on journal articles and theses in accordance with the research topic analysis framework is presented below.

Table 3. Research Topic Analysis Results in Academic Journals and Theses

Category	Sub-Category	Academic Journal Articles	Theses
General KFL Education for overseas Koreans	General Policies	43	12
	Acquisition/Learning Theory	5	7
	Sub-Total	48	19
Contents of KFL Education for overseas Koreans	Listening	.	.
	Speaking	.	5
	Reading	.	2
	Writing	1	1
	Grammar	1	.
	Vocabulary	.	3
	Pronunciation	2	.
	Culture	7	6
	Integrated Education	1	.
	Sub-Total	12	17

Methodologies of KFL Education for overseas Koreans	Curriculum	6	10
	Textbook	13	23
	Teachers/Teaching Methodologies	4	9
	Evaluation	.	1
	Sub-Total	23	43
Total		83	79

As for distribution by field, in accordance with the analysis results by research topic, there were more studies from ‘General KFL education for overseas Koreans’ than the ‘Contents of KFL Education for overseas Koreans’ and ‘Methodologies of KFL Education for overseas Koreans’ category. In particular, in the case of journal articles, nearly half of the total number of articles were related to general policies, namely, the KFL policy for overseas Koreans and the current situation and prospects of KFL education in each region. On the other hand, in the case of theses, more than half of these were related to ‘Methodologies of KFL Education for overseas Koreans’. This reflected the significant demand for textbooks and teaching methodologies that were practical and helpful for KFL education.

It is noteworthy that there are a few studies on the ‘Contents of KFL Education for overseas Koreans’ as compared to the other categories. This means that only theoretical studies, such as the present situation, and prospect of KFL education for overseas Koreans in the macro perspective, and the practical teaching methodological studies have been carried out, and it shows that the KFL education for overseas Koreans is not yet established academically.

The trends of research topics in the sub-categories show that most of content areas, except culture, are lacking in the case of journal articles. Studies on speaking and reading have been carried out in theses, but that these studies show that there is a lack of studies of the subcategory topics in the content areas in the journal articles.

In addition, it was expected that many kinds of studies related

to language acquisition and language learning would be carried out considering the learner variables of overseas Koreans. However, it was found that there were a few studies, except for the identity of overseas Koreans and bilingual education. Studies on the aspects of language use and language development need to be actively conducted, because the results of these studies can be a helpful to construct textbook contents and utilize teaching methodologies for the benefit of overseas Koreans.

Studies on the evaluation fields are relatively insignificant, as observed in the research by Won & Yoo(2017), Kim(2018a), and Kim(2018b). In other words, this means that research into evaluation fields are neglected as compared to research into textbooks or teaching methodologies. Further research must focus on a variety of evaluation fields considering the characteristics of overseas Koreans.

V. Conclusion

In this study, I analyzed journal articles and theses based on the research topics and discussed the results of the data analysis in order to examine the tendency of KFL education for overseas Koreans. The data analysis was conducted systematically according to the framework of the research topics, and this study examined the characteristics of research trends by year and by research topic.

According to the analysis by year, it was found that the research of KFL education for overseas Koreans started in earnest after 2000, and it was found that the related studies increased dramatically after 2010.

As a result of the analysis based on the research topic, the majority of studies are dealing with the current situation and prospects of KFL education for overseas Koreans and KFL education policies were included in the case of academic journal articles, while many studies on teaching methodologies and textbooks were conducted in

the case of theses. In both, we found that KFL education for overseas Koreans has not yet established an academic identity firmly in terms of the lack of studies of content areas.

Based on the results of the research trend analysis, suggestions for the further study of KFL education for overseas Koreans are as follows:

First, it is necessary to discuss various research topics. Studies on the current situation and prospects of KFL education for overseas Koreans, the present situation of KFL education by region, and the KFL education policies for overseas Koreans are still primarily dealt with in the research papers. Although these studies are important, active development of curriculum, teaching-learning contents, teaching-learning methodologies, and evaluation in the field of KFL education for overseas Koreans should be conducted in earnest. In particular, the results of analysis indicated that there was a lack of studies on the teaching-learning contents area, and it is necessary to study most language skills, pronunciation, and vocabulary except in the areas of culture and literature. This study can be a basis for research in order to establish an academic identity.

Second, the study of the characteristics of the learner variables of overseas Koreans has been relatively dealt with less, indicating that more studies, such as language acquisition and bilingualism, should be performed depending on the learner variables. Studies on the language development and the use of language of learner are valuable as foundational research in terms of establishing educational goals, content, teaching-learning methods, and evaluation. Also, it would be very important to examine the aspects of Korean language acquisition of overseas Koreans in relation to the issue of languages used and minority language in the multilingual societies where overseas Koreans reside. In particular, the role and status of Korean language has been gaining more attention than ever in relation to the identity of overseas Koreans. The study of the need to approach the Korean language from the perspective of a heritage language(Cho, 2014) sug-

gests the need to reestablish the direction of KFL education for overseas Koreans.

This study examined the trends of KFL education for overseas Koreans through the analysis of academic journal articles and theses. It is hoped that the analysis of trends in KFL education for overseas Koreans will be carried out in detail in further studies based on the classification of research methods and classifications in accordance with subdivided research topics.

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ABSTRACT

An Analysis of Research Trends in KFL Education for Overseas Koreans

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The purpose of this study is to investigate research trends of KFL(Korean as a foreign language) education for overseas Koreans in accordance with the analysis of research topic. For the study, a total of 83 academic journal articles and 79 theses, searched in RISS(www.riss.kr), are identified and analysed in terms of research topic. The results of analysis showed some characteristics as follows. First, the most of the early studies deals with current status of KFL education for overseas Koreans in each region. Second, Research topics can be divided into three categories such as General KFL education for overseas Koreans, Content of KFL education for overseas Koreans, and Methodologies of KFL education for overseas Koreans. Third, in the case of academic journal articles, most of them were studies on the current status of KFL education for overseas Koreans. Fourth, studies on the evaluation, language skills fields are relatively neglected as compared to research on textbooks and culture/literature.

This study suggests that various research topics should be utilized in KFL education for overseas Koreans in terms of diversity. In addition, there should be studies on evaluation, language skills and culture education, and learner variables of overseas Koreans.

KEYWORDS KFL(Korean as a Foreign Language), Overseas Koreans, Research trends, Research topic