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**The University of Hong Kong
Faculty of Education**

**International students in teacher training:
South Korean Liberal Studies students in
Hong Kong**

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A dissertation submitted in partial fulfillment of the requirements
for the Bachelor of Education in Liberal Studies.

26 May 2015, Hong Kong

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Declaration

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this University or other institution in application for admission to a degree, diploma or other qualifications.

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Abstract

Since the globalization era, internationalization in higher education became inevitable. This allowed education students to partake in teacher training programs from all across the world, inducing an increase in teacher mobility. Although non-local education students are exposed to the same coursework as their local counterparts, progress in their teacher training differ from that of local students, as their learning experiences are significantly affected by cultural differences.

This research implements a narrative inquiry approach, exploring the realities of teacher training experiences of South Korean Liberal Studies students in Hong Kong. Challenges faced by these non-local student teachers in their progress of understanding Liberal Studies are examined, in close relation to migrant teacher retention in Hong Kong.

The findings of this study illustrate South Korean Liberal Studies students' overall discontent with their learning, as differences in cultural and educational background, such as language and secondary education curriculum, hinder their fruitful teacher training experience in Hong Kong.

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Abbreviations

Advanced Supplementary Level	ASL
Advanced Placement	AP
Bachelor of Education	BEd
Bachelor of Education and Bachelor of Social Sciences	BEd&BSS
Curriculum and Assessment	C&A
Curriculum Development Council	CDC
English Program in Korea	EPIK
English as Second Language	ESL
European Union	EU
Foreign English Teachers Recruitment Program	FETRP
Hong Kong Education Bureau	EdB
Hong Kong Diploma of Secondary Education Examination	HKDSE
Hong Kong Institute of Education	HKIED
University of Hong Kong	HKU
International Baccalaureate	IB
Japan Exchange and Teaching Program	JET
Korea Research Institute for Vocational Education & Training	KRIVET
Local English Teacher	LET
Liberal Studies	LS
Medium of Instruction	MOI
Native-speaking English Teacher	NET
Teaching Practicum	TP

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CHAPTER 1 INTRODUCTION

1.1 Background of the study

The impact of globalization has infused into various aspects of societies around the world, allowing more accessibility to resources across borders. Teacher mobility is an example of such convenience fostered by globalization, (Gu, 2013). Internationalization in education, especially in teacher training, is a crucial facilitator in enforcing teacher mobility. Hong Kong, famous for its reputation as ‘Asia’s World City’, has partaken in such trend of internationalized learning. However, pre-service teachers with international background are faced with challenges derived from cultural differences. Such difficulties of international pre-service teachers occur during the adaptation to the host learning and teaching community, as well as while teaching students from different cultural and linguistic background from their own (Gu, 2013). As it is given that the city practices internationalization of higher education and teacher mobility through the training of pre-service teachers from overseas, it is essential to expand our understanding on the experiences of international students in teacher training in Hong Kong.

With that said, this study investigates the consequences of internationalization in higher education by closely examining a group of education students from South Korea, training to teach a local core subject called Liberal Studies (LS) in a tertiary institution in Hong Kong. This chapter explores the culturally diverse learning environment of the university, the localized dimensions of LS and possible difficulties faced by non-local students in teaching it, as well as the researcher’s personal motivation in pursuing the study, followed by aims and significance of the inquiry.

1.2 Internationalization in Education in Hong Kong

Over the past five years in the University of Hong Kong (HKU), approximately 25.18% of all undergraduate students admitted each year has been from overseas (HKU, n.d.). During these five years, there was a rapid growth in the size of enrolled international students from ‘other Asian countries’ (see Figure 1), as recorded in the annual reports published by

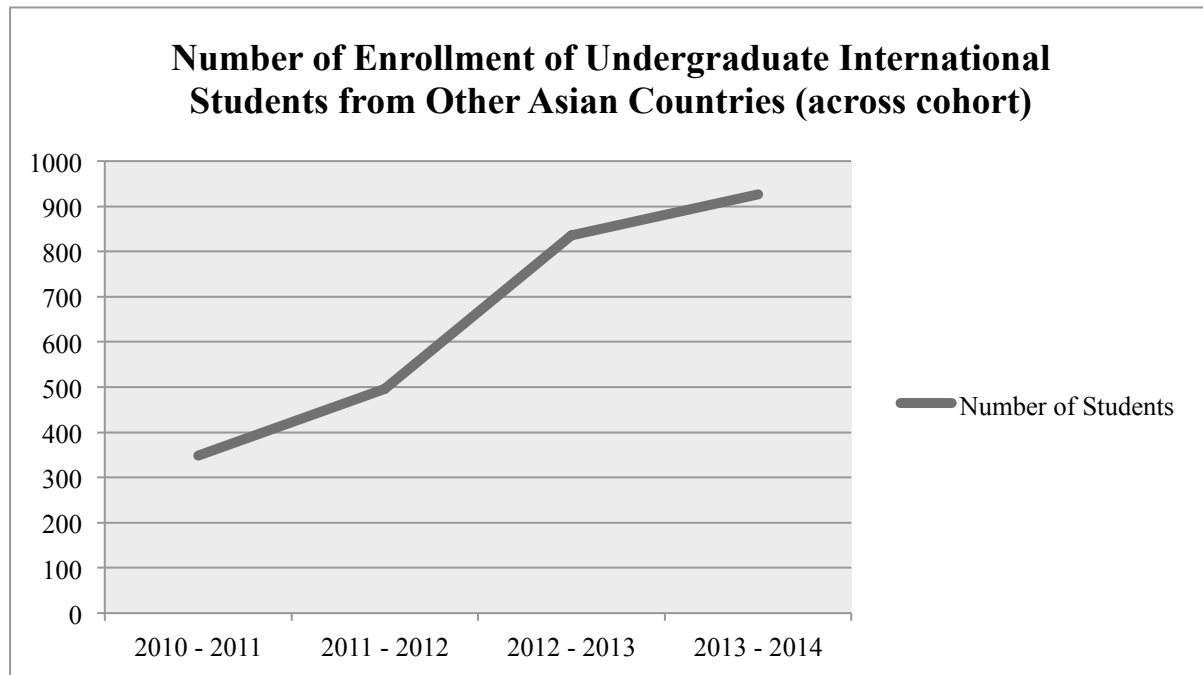


Figure 1. Growing number of enrollment of undergraduate international students from other Asian countries (across cohort). This illustrates the rising trend of international admission from other Asian countries (HKU, n.d.).

the institution. This means that the overall number of Asian students in HKU, excluding mainland Chinese and Hong Kong students, has been on a steady increase. As reported in the Global Admissions Profile 2013-2014 (HKU, n.d.), some of these countries are: Bangladesh, India, Indonesia, Japan, Malaysia, Myanmar, Pakistan, Singapore, South Korea, Sri Lanka, Taiwan, and Vietnam. Enrollment statistics of each country, however, is not publicly released. As Hong Kong is a special administrative region, students from mainland China are also considered as international students. However as of 2014, the number of cross-border students in HKU is twice as many as students from other Asian countries (HKU, n.d.), hence the separation in statistics in the annual report is justified for comparison purpose.

Mobility in teachers is also noticeable in Hong Kong as there are 20 international primary schools, 7 international secondary schools, and 23 international primary-cum-secondary schools in the city (Hong Kong Education Bureau, 2013), where the majority of teaching staffs are from abroad. According to the Education Bureau of Hong Kong (EdB), these schools are referred to “those offering full non-local curricula and enrolling student who do not sit for local examinations” (EdB, 2012). International graduates from the HKU Education Faculty are eligible for employment in aforementioned schools, as well as local schools in Hong Kong, as precedented. This aligns with the theory that globalization in higher education leads to diverse demographic composition of teachers in educational settings worldwide (Menard-Warwick, 2008). Nevertheless, due to such retention of locally trained migrant pre-service teachers, the likeliness of teacher mobility increases as higher education becomes internationalized. Therefore the expansion of international community within the Education Faculty ought to be addressed by evaluating the adaptability of these overseas students, as it is directly relational to their future prospects.

To address the limitations of internationalized teacher training, many studies illustrate the cultural and linguistic obstacles faced by cross-border pre-service teachers in Hong Kong. These researches investigate the experiences of mainland Chinese students in higher education programs provided in Hong Kong, assessing their adaptability in a foreign environment, as well as the factors that may hinder their adaptation progress (Gu, 2011, 2013a, 2013b; Gu & Lai, 2012). However, the studies are generally focused on the teacher training experiences of only mainland Chinese students in Hong Kong. In addressing this limitation, Gu (2013) reflects that similar cultural and linguistic obstacles are likely to occur in any educational environments where interaction between different cultural and linguistic background is inevitable. Hence, there is a need for research also on the teacher training

experience of pre-service teachers from different nationality to that of cross-border students, as they may encounter similar problems.

1.3 Liberal Studies and internationalized teacher training

LS is a subject first introduced as an Advanced Supplementary Level (ASL) elective course in 1992 by the British colonial government, after Sino-British Joint Declaration was signed (Fung & Yip, 2012). In 2009, LS has been reformed and reintroduced as a core subject to be studied during the final three years of secondary education (CDC, 2007). The first Hong Kong Diploma of Secondary Education (HKDSE) LS examination was taken in 2012 by first batch of local students upon completion of three-year long LS study in their secondary school.

The medium of instruction (MOI) of LS is decided between English and Cantonese by the school in accordance with their students' abilities and needs (EdB, n.d.). If English was adopted as MOI, LS teachers should make sure "medium for delivering the subject content in lesson, the basic learning and teaching materials, assignments for learning reinforcement and assessment/evaluation for learning" (EdB, n.d., p. 13) are all primarily in English. However, students can decide to take the HKDSE LS examination in the language of their choice, between English and Cantonese.

The Curriculum and Assessment (C&A) guide (CDC, 2007), an essential handbook that stipulates the aim of the curriculum with outlined curriculum framework, pedagogical strategies, and educational resources, proposes the significance of learning about globalization through LS curriculum. It specifically states the curriculum's rationale to help each student to:

- be an informed and responsible citizen with a sense of global and national identity;
- respect pluralism of cultures and views, and be a critical, reflective and independent thinker. (p. 3).

In the framework specified by the guide, the above goals are under the second major area of study proposed, which is ‘Society and Culture’ (CDC, 2007, p. 23). Within this area of study belong three modules: Hong Kong Today, Modern China, and Globalization. The logic behind ‘Society and Culture’ is partly to cultivate globalized sense of identity in students who are growing up in internationalized society, however the topics that are taught in actual LS classroom relating to the first two modules are highly localized.

The C&A guide suggests that in the module, Hong Kong Today, students are expected to learn about: “quality of life in Hong Kong, rights and responsibilities with respect to the rule of law, socio-political participation, and the identities of Hong Kong residents” (p. 25). Moreover, in the following module, Modern China, LS students are also expected to learn about “China’s domestic policies and foreign relations, as well as its cultural developments” (CDC, 2007, p. 33). With such emphasis on localized learning objectives and aims that require teachers to have substantial knowledge about the city and its relation to the Central Authorities, extensive training is necessary for non-local prospective LS teachers to reach the native level of understanding, as it directly influences their teaching competency.

Hence, despite the good intention involved, in a situation where continuous intake of international students persists, dependence on local issues in teaching Hong Kong Today and Modern China may create pressure for non-local student teachers.

1.4 Motivation for the study – The researcher as a South Korean LS student in HKU

As one of first South Koreans to enter into the Bachelor of Education (BEd) program—now merged as Bachelor of Education and Bachelor of Social Sciences (BEd&BSS)—provided by HKU, I have had instances where my identity as non-local had both negatively and positively affected my overall learning. Being the ethnic minority of the program where we are trained to gain a specialty in teaching one of core subjects in the local curriculum, it was pressuring to realize that I am not only responsible for only my own

learning, but also the students'—that I will be teaching in practica—educational growth. I say so because often, I was afraid that my students might know more about the curriculum than I did, which would severely affect my professionalism as a student teacher. I knew that inability to establish a confident teaching presence would affect my students' learning, and that was the last thing that I wanted to happen. However, my foreign identity, background, and experience that differed from the majority also worked as an advantage as it provided fresh perspectives on issues that local students were already accustomed to. Hence the study of the impact of internationalized setting of teacher training institution is crucial, for the effect is widespread.

In the past four years, there has been a steady intake of South Korean students in the BEd&BSS program in HKU. Presently, there are eight South Korean LS students, which is four times the amount four years ago. Upon graduation, these South Korean education students would be eligible for employment in local secondary schools in Hong Kong as LS teachers. However, is the reality of the field in favor of their—or our—employment? Could South Korean LS students gain as much as local counterparts upon graduation, in terms of content-knowledge and ability facilitate local students' learning? Would unfamiliarity with local education context affect these non-local students in their teaching practicum experience? Even if they target international schools in Hong Kong for future assignment instead, what are their chances as their degree specializes in a local subject? I pondered over these questions as I witnessed the stable intake of students from my home country. Their stories would be different to mine, since I have been in the city for 15 years, studying in one of many international schools in Hong Kong. My unique background as a permanent resident as well as a non-JUPAS (Joint University Programs Admissions System, the scheme offered by 8 government-funded tertiary institutions in Hong Kong, and applied only by local secondary school students for admission purposes) studying in HKU, has given me an insight

into the differences that exist between local and non-local students' educational experiences. Such distinctness from one another, despite the exposure to identical learning environment, intrigued me as a student researcher. Therefore, in order to cater for the growing capacity and possible disparity in learning experiences, this study is focused in the realities of the South Korean community of education students in HKU, who will be teaching, or have taught LS in their host region as part of their teaching practicum.

1.5 Aims of the study

Internationalization is undeniably rooted in our world today, and different scholars have critically examined its impact in education. In his development of internationalization ideologies that describes internationalization in higher education, Stier (2004) finds that "internationalization [in education] is desirable, beneficial and crucial". In such state where internationalized education is considered as essential and valuable, it is important to investigate the alternative accounts of migrating students in order to more comprehensively examine the reality of international learning experience.

This study investigates the teacher training experiences of South Korean students by examining their level of satisfaction with their program of study, as well as the relationship between their past cultural and educational experiences and motivation to learn to teach the subject. The fundamental question that stimulated the study is: 'can foreigners become LS teachers?' This question implies two ways of interpretations: can foreigners be *hired* as LS teachers in local schools? Also, can foreigners *become successful* LS teachers, as modeled by the C&A guide? These questions have been further developed to address the fixed admission rate of South Koreans LS students in Hong Kong; the following are adjusted research objectives:

1. To investigate South Korean LS students' understanding of the LS curriculum.
2. To identify the benefits and challenges as perceived by South Korean students in learning to teach LS.
3. To analyze the possibility as perceived by South Korean students of their becoming LS teachers.

Through investigation of each objective, South Korean students' motivation to choose to study education in LS at HKU, as well as advantages and disadvantages faced in the course of their learning and job-seeking experiences are also explored.

1.6 Significance of the study

Through the analysis of findings of South Korean students' experience in learning to teach the LS curriculum, a critical outlook will be developed on the challenges faced by these students, affected by cultural clashes during their study. The evaluation of findings would address questions in the effectiveness of teacher training for non-local students, in terms of their motivation and commitment to teach LS, and their future prospects as LS teacher. This study is also significant for other stakeholders—the faculty, teacher educators, local peers, and practicum schools—involved in the teacher training experiences of non-local students, as their contribution is in correlation to non-local students' learning experiences.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter provides a brief history of internationalization in higher education and its impact on global mobility of teaching profession and teacher training experiences of migrant student teachers. Through such exploration, this chapter focuses on the importance of pre-service teachers' motivation and commitment in teaching, in relation to retention of non-local student teachers in the local job market.

2.2 Primary motives and ideologies of internationalization in higher education

Education has taken its part in internationalizing the world through adopting transnational higher education (Altbach & Knight, 2007; Bhandari & Blumenthal 2011; Ilieva, Beck, & Waterstone, 2014; Knight 2008; Montgomery 2010). Such phenomenon is explained by two reasons: 1) desire for knowledge and 2) economic growth and market stabilization of a country (Stier, 2004).

In his study on internationalization in higher education, Stier (2004) comments that, “ever since *time immemorial*, people have interacted with other cultures out of curiosity, necessity or by sheer coincidence” (p. 85, emphasis in original). Corroborating his argument with examples of great explorers such as James Cook, Vasco da Gama and Christopher Columbus, Stier (2004) claims that the base of internationalization originates from the pure curiosity of matters—particularly knowledge—of the universe in humanity. Researches show that such pursuit for knowledge across border continues in modern times, as students attend universities overseas, such as Paris, Bologna, and Oxford, to name a few, in the motive to intellectually benefit from elites of that society (Sjöstrand, 1970; Egidius, 2001 as cited in Stier, 2004). Therefore, primitive desire for knowledge of the world, in other people, culture, language and beliefs, accounts as a driving force towards internationalized education (Stier, 2004).

On the other hand, there is also an economical explanation to the evolvement of internationalization in higher education. Universities in Europe, North America and Australia were encouraged to expedite international co-operation by educational policy-makers over the past decade (Stier, 2004). As many scholars describe, such political influence upon education is seen as a preparatory step to for the country to survive in the competitive global market. Adopting this view, Ilieva, Beck, and Waterstone (2014) analyzes that internationalization became Canadian universities' "key institutional strategy...in seeking to brand and position themselves in a competitive market" (p. 877). As Canada is one of many examples to have strategically placed internationalization in their education, many scholars argue that "universities are becoming more corporate and less collegial, more consumer and market oriented...more aligned with serving economic globalization rather than subverting or countering its more harmful impacts" (Ilieva et al., 2014). Hence, this theory explains why many universities around the world are organizing their public relations budget to attract greater international student body to their campus.

In order to classify different motives, goals, strategies and limitations of internationalized higher education, Stier (2004) developed three ideologies that are essentially an extension of aforementioned primary motives. These classifications are namely: idealism, instrumentalism, and educationalism. In the following sub-chapter, each of the ideology's definition, goal, and limitations is closely examined.

Idealism is an ideological belief that international academic cooperation occurs from the assumption that "internationalization is good *per se*" (Stier, 2004, p. 88, emphasis in original). According to Stier (2004), the rationale of internationalism in education is to create "a more democratic, fair, and equal world" (p.88), and the role of universities is to 'cultivate' citizens that best benefit the everchanging-globalized world. He further argues that such rationale is developed from universalism, a belief or intention supported by those who

believe in the establishment of a sense of ‘world order’ (Stier, 2004). Universalism saw humankind’s intellect as a tool to strive forward in societal progress, and a constant replacement of rather obsolete ideas to fresher knowledge was deemed absolute necessity (Stier, 2004). As a continuation of such belief, idealism advocates the goodness of internationalized education as it increases the awareness of global trends and social issues, which would subsequently lead to the betterment of the country, and eventually the world.

In the perspective of idealism, international academic cooperation in higher education will lead to a sense of global identity and a unified consensus in countering ethnocentrism and racism. However, there is a paradoxical limitation to this idealistic aim. Internationalization is chiefly perceived as “a one-way flow, approached within the realms of the ‘rich world’s’ value systems and ethnocentrism” (Stier, 2003; 2004). In extremity, victimization and devaluing of the competency of students from certain parts of the world may occur while the Western cultural imperialism is blamed for its alleged goals to global hegemony. Ironically, the ideology aims to establish a sense of “global convergence” (Stier, 2004) of educational ideas, practices, and systems, but at the same time emphasizes greatly in respecting the value of pluralism and multiplicity.

Stier (2004) explains *instrumentalism* as an ideology adopted by those who “consider higher education to be one means to maximize profit, ensure economic growth and sustainable development, or to transmit desirable ideologies of governments, transnational corporations, interest groups or supranational regimes” (p. 90). Applying this definition to the case of European Union (EU), the policy makers’ urge to increase the transparency of national educational systems can be seen as an attempt to standardize the credential acquisition process, in order to simplify the mobility of labor force at an international level (Stier, 2004). Therefore, the rationale of instrumentalism is to foster students’ flexibility as a

labor force, ready to apply their skills in multicultural context, thus eventually increasing their competitiveness in the global market.

In business viewpoint, educational traders' hunt for unexploited market is vital for maximizing cost benefit. Hence for this reason, global commodification of university education (Beck, 1998; Stier, 2003) has become a trend in Asian countries. As a representative case, HKU shares an instrumentalist perspective as stated in the vision statement from their website:

The University of Hong Kong, as a leading international institution of higher learning in Asia, strives to attract and nurture outstanding scholars from around the world through...contributing to the advancement of society and the development of leaders through a global presence, regional significance and engagement with the rest of China. ("Vision", n.d., para. 1)

From the above statement, HKU affirms their dedication to nurture students as global leaders, emphasizing the acquisition of social and global competency and intercultural understanding in order to 'advance' in society, or in instrumentalist term, to secure a position in the job market.

However, an instrumentalist concept of commercializing higher education is also subjected to criticism. With economic incentives, there is a danger of developing strict standardization of educational systems as well as derivation of cultural homogeneity, likely induced by teaching staffs and the general learning atmosphere of the host university (Stier, 2004). Development of uniformity in terms of cultural assimilation or acculturation through higher education contrast the idealistic goal to respect and value pluralism in society, which is a similar paradox criticized in idealism. There is also a risk of 'brain drain' (Adams, 1968; Stier, 2004) in countries where many students are sent to other nations for study, as wealthy nations with high quality of life, are attractive to international students as a place for

permanent settlement rather than mere temporary stop for academic achievement. This will leave the home countries in ‘drainage’ of their talented and youthful workforce. It will also hinder the country’s advancement in the globalized market, as they will lose grip on elites accustomed to survival in the international competition through adapted university education.

The third ideology, *educationalism*, views that internationalized education is good because it exposes students to an unfamiliar environment—in terms of culture, curriculum, ideas and norms—as it induces academic enrichment (Stier, 2002; 2004). Such exposure to foreign setting will provide individuals an opportunity to gain hands-on experience on cultural clashes, biases and ideologies (Stier, 2004). These experiences are not necessarily pleasant, as exploration into something unknown may trigger feelings of anxiety, uncertainty, and frustration (Stier, 2002). However, such challenges faced by internationalization are deemed fruitful, for it is accounted as a process towards self-actualization, reflection, and growth in independence.

However, educationalism is flawed in a sense that the educational system provided by the host university may be affected by academicentrism, an educational version of ethnocentrism (Stier, 2004). Academicentrism could be led by teaching staffs’ lack of comprehension on foreign curricula and pedagogy, “manifested in a conviction that ‘our’ methods of teaching, research and degrees are better than those of other countries (Stier, 2004, p. 93).

This sub-chapter has summarized the analyses of three internationalization ideologies proposed by Stier in his work, “Taking a critical stance toward internationalization ideologies in higher education” (2014). These ideologies are referred throughout the finding in Chapter 4 as they explain South Korean students’ motives in participating in internationalized higher education.

2.3 Cultural tension in global mobility

As internationalization in education persists, global mobility of teachers became popular. Compared to any other subjects, English has been the most common subject taught by overseas-assigned teachers trained from English-speaking countries. This demand is due to the status of English as a global communication tool, where it is recognized as a priority foreign language in every country (Crystal, 1997).

To cater to the “unstoppable trend toward global English usage” (Graddol, 1997), there are many governmental-run schemes across Asia Pacific region, including Hong Kong, which aim at recruiting English native-speakers to enhance the country’s language education (Wang & Lin, 2013). These schemes are namely: the Native-speaking English Teacher (NET) scheme in Hong Kong, the English Program in Korea (EPIK) in South Korea, the Japan Exchange and Teaching Program (JET) in Japan, and the Foreign English Teachers Recruitment Program (FETRP) in Taiwan. Each scheme differs from another in its program goals, qualification requirements, and experiences accounted by the recruited. For instance, EPIK and FETRP schemes focus only on the recruited teacher’s learning, while JET aims to provide a platform for Japanese cultural exposure to their Western employees (Forrester & Lok, 2008). Interestingly different from former mentioned schemes, NET teachers in Hong Kong are expected to improve both their pedagogical skills and learning by developing and teaching language curricula for English as second language (ESL) students. It is also unique that a NET teacher is required to have a language teaching qualification *and* relevant teaching experience to become a successful candidate (Forrester & Lok, 2008).

However, despite its dissimilarities, all four schemes have reported similar problem in cooperation between native-speaking English teachers (NETs) and local English teachers (LETs) (Carless & Walker, 2006; Wang, 2013). In general, lack of effort in team learning and teaching caused disharmony in collaboration between NETs and LETs. More specifically, in

Korea, it is criticized that ‘cultural differences’ between the teachers induced inability to cooperate (Choi, 2001), while in Japan, deficient experience in collaborative teaching was blamed. In a study conducted by Wang (2013) to investigate the attitude of pre-service LETs in Taiwan towards NET teachers through the FETRP scheme, it was found that they concerned about “unequal partnerships and communication problems with [NETs]” (Wang, 2013, p. 12). Lastly in Hong Kong, “lack of genuine collaboration, little evidence of team teaching, and little shared understanding or common philosophy” (Storey et al., 2001 as cited in Carless & Walker, 2006, p. 465) was reported from a study on collaboration between NETs and LETs in Hong Kong secondary schools. As the examples show, global mobility of teachers creates tension between local and non-local staffs, prompt by cultural conflict and lack of cooperation and understanding.

There are insufficient studies on the global mobility of teachers specialized in other academic disciplines. As international admissions to teacher training programs are not exclusive to English programs, investigation on the experiences of migrant teachers and local teachers of other subjects should be made for comparison purpose.

On the other hand, difficulties also exist for overseas-assigned employees in other fields of occupations. Harvey (1983) concludes in his study on expatriate workers in multinational corporations, that relocation experience across all disciplines is associated with a degree of negativity. Generally, migrant workers go through overwhelming amount of stress, anxiety, and fear for setbacks in their foreign relocation (Harvey, 1983). Such negativity is often induced by ‘culture shock’, a process where a new culture is rejected in longing for familiar and recognizable culture instead (Black, Gregersen, & Mendenhall, 1992; Oberg, 1960). To say one is properly adjusted and avoids discomfort in overseas assignment, the individual must “function optimally in the new environment” (Sayegh & Lasry, 1993) in both respects of work and private life (von Kirchenheim & Richardson, 2005).

Many scholars explain that in order to achieve such state of well adjustment, a sense of open-mindedness and self-efficacy is crucial (Black et al., 1992; Hawes & Kealey, 1981; Mendenhall & Oddou, 1985). Von Kirchenheim and Richardson (2005) see both characteristics as especially true for teachers employed overseas. However, a case study on the experiences of international pre-service teachers that are locally trained is necessary as their circumstance may differ from that of migrant teachers who are domestically trained.

2.4 Motivation and commitment to teach for student teachers

Motivation is “what moves us to do something, including beginning a new career or initial teacher education course” (Sinclair, 2008). Along this context, motivation is related to pre-service teacher’s commitment to learning, as it influences his or her interest and gratification in study (Martin, 2003). Moreover, as researches (Dowson & McInerney, 2003; McInerney, Maehr, & Dowson, 2004) suggest, motivation also determine: 1) one’s “attraction” to *certain* activities, 2) “retention”—how long one is engaged—of these activities, and finally, 3) one’s level of “concentration” on these activities. Adopting this theory, Sinclair (2008) concludes that in terms of teacher education, motivations may “determine what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the profession” (p. 80). Hence, examining student teacher’s motivations to teach would be informative in terms of teacher recruitment and retention.

To address the significance of motivation in teacher training, Sinclair (2008) used surveys and questionnaires twice in an interval of five months to examine what motivated students aspiring to become primary teachers to join initial teacher education in Australia, how their motivation changed in the course of first semester, and how first teaching practicum influenced their motivation and commitment to teaching.

His findings revealed that student teachers' entry motivation began with "motivational expectations of what teaching involves and why they want to be a teacher" (Sinclair, 2008, p. 98). However, these motivational expectations are reassessed and tested as student teachers become aware of the reality of teaching through their education courses, which includes teaching practicum (Sinclair, 2008). Through this process of reassessment, student teachers' motivation and commitment to teach could either increase or decrease. For instance, analysis reported that practicum had greater impact on participants' motivation and commitment to teach than initial teacher education coursework. Coursework was commonly accounted as negatively impacting their motivation and commitment, while practicum was more commonly regarded as positively impacting. Such finding resonates the conclusion of previous researches, that student teachers prefer teaching practicum to coursework (Commonwealth of Australia, 2007; Deer, Brady, Bamford, & Segal, 1997).

It was also accounted that when participants' experience in reality, through practicum and coursework, matched their entry motivation the impact on their motivation and commitment was favorable. Contrastingly, the participants reported a decrease in their commitment to teach when their entry motivation and their experience in reality mismatched. All in all, Sinclair (2008) concludes that introductory coursework and first teaching practicum experience are both crucial to motivation and commitment to teaching, as its alignment to student teacher's entry motivation affects their retention and concentration in educational courses. Additionally, if a student teacher's motivation and commitment to teach is positively impacted, the possibilities of becoming a full-time teacher increases as well.

However, participants in Sinclair's (2008) study are predominantly Australian born (85.8%), and are native English speakers (87.7%). This raises the question on whether the analyzed data also represents the ethnic minority students of the same program. Although a conjecture, non-local students may have different 'reality' experience than that of their local

counterparts due to difference in culture and background. This difference in experiences should be explored in order to examine how local coursework impacts non-local student teachers' motivation and commitment to teach, and moreover, how their reassessed motivation and commitment affects their career choices in the future. For instance, the question on whether these migrant pre-service teachers would stay in Australia to teach would be assessed differently compared to local Australian pre-service teachers, as different factors would affect their situation, such as visa, housing, culture, and more.

A similar study to Sinclair, however with more attention to ethnic minority, was carried out in Hong Kong. In Gu and Lai's (2012) comparative research, similarities and differences of initial motivations and commitment to teach between mainland Chinese students and local Hong Kong students were investigated. The targeted participants were first year students in English language education course at Hong Kong Institute of Education (HKIED), and have just completed their first semester of study. Through individual and focus group interviews, prospective student teachers across nationality commonly identified their reasons for entering into teaching as both intrinsic—interest in working with children—and extrinsic—professional stability, long vacations, high initial salary, less competitive workplace, in Hong Kong (Gu & Lai, 2012). Despite this, most of all students confessed having entered the education program due to low college entrance examination scores (Gu & Lai, 2012). In other words, most participants chose to study education not by choice, but through practical compromise between grade and university admission. Moreover, mainland Chinese students commonly expressed that they chose to enter into English language education course in Hong Kong as they believed the city is offered a worthwhile place to not only learn English, but also opportunities for self-enrichment outside of teaching profession (Gu & Lai, 2012).

The mainland Chinese participants generally displayed less commitment to teaching than their local counterparts, as due to: culturally and socially constructed image of ‘teaching’ as unattractive and demanding, and their lack of confidence in securing a place in local school. Each of these reasons is elaborated in the following.

It was found that mainland Chinese students viewed teaching as a “non-elite profession” which is not as challenging as other line of occupations (Gu & Lai, 2012, p.55). Therefore interestingly, there is a sense of ambivalence in mainland Chinese students’ perception on teaching as a profession, as they are intrinsically motivated to learn about teaching, but at the same time, regard the occupation as “not cool” (Gu & Lai, 2012, p. 55). In addition, mainland participants also expressed doubt in their teaching capacity influenced by the socially constructed image of a teacher being ‘always righteous’ and a ‘perfectionist’, consequently demotivating and lowering their commitment to teach.

Another reason that explains low motivation and commitment of mainland pre-service teachers is their lack of confidence in securing a position in local school as full time English teacher. Study shows that cross-border student teachers position themselves between local teachers and native English teachers, subsequently leading to formulate a sense of deficiency in their identities as teachers (Gu & Lai, 2012). This sense of inadequacy is only aggravated by their lack of Cantonese proficiency and familiarity with local culture, comparing themselves to their local counterparts.

In conclusion, it is commonly identified that mainland Chinese pre-service teachers tend to limit their professional development by “basing their future teaching capacity on their current ability, which they [see] as unchangeable and unchanging” (Gu & Lai, 2012, p. 10). The authors assert that such mindset should be altered as linguistic and cultural differences can be adjusted over time with paid efforts, and moreover, their diverse background is deemed as useful educational resource.

To pinpoint further implication, similar research to Gu and Lai's (2012) study is non-existent to address non-local student teachers from other countries. As students from other nationalities would provide as unique and diverse background as educational resources as mainland education students, their motivation and commitment to teaching, as well as possibility of retention should also be thus investigated.

2.5 Teaching as a profession in South Korea

It was found in the recent national survey conducted by Korea Research Institute for Vocational Education & Training (KRIVET), that teacher is the most-wanted profession for South Korean secondary students regardless of sex. To elaborate, 8.9% of male and 19.4% of female middle school participants wrote that they would like to become a teacher in the future, whereas 9.0% of male and 15.6% of female high school participants also answered alike (Song, C., Jang, H., Kim, N., Kim, M., Yun, S., & Park, B., 2014). These differences in percentages show that female students in South Korea want to pursue into school teaching more than their male counterparts. Such skewed result divided by sex well represents the reality of South Korean schools, as 62% of employed teachers across all school classifications—kindergartens to universities, national, public, and private—are female (Department of Education, 2014). Out of all categorizations, sex ratio in kindergarten sector is most imbalanced, with 98% of all employees being female (Department of Education, 2014).

It was also found through national survey, that South Korean parents most prefer their children to become teachers out of all professions (Song, et. al., 2014). This explains why most South Korean secondary students chose teacher as most desirable occupation. Majority of them ranked their parents as one of top two routes where they receive career-related information from (Song et. al., 2014), moreover, majority of South Korean secondary student

participants also reported that their parents are most influential persons in choosing their career path (Song et. al., 2014).

These findings conclude that teacher is indeed a popular profession that is desired by majority of secondary students and parents in South Korea. Therefore, it could be educatedly deduced that the overall impression of teaching profession is favorable in South Korea, especially for female secondary students as well as parents with daughters.

This chapter has reviewed other literature work related to motives for internationalization of higher education and the globalization-induced mobility in teaching, pre-service teachers' motivation and commitment to teach in various countries, followed by South Korean perception on teaching profession. It is concluded that investigation on motivation and commitment of student teacher is crucial to teacher recruitment and retention. Hence more researches on other nationality groups studying overseas are necessary. Next chapter further explains aims and methodology in facilitating such research.

CHAPTER 3 RESEARCH METHODOLOGY

This chapter explains the aim behind the adhered research approach and data collection method, aimed at addressing following research objectives:

1. To investigate South Korean LS students' understanding of the LS curriculum.
2. To identify the benefits and challenges as perceived by South Korean students in learning to teach LS.
3. To analyze the possibility as perceived by South Korean students of their becoming LS teachers.

This section also clarifies the adopted methodology to the current study, including the procedures employed for sample selection, data collection, and analysis.

3.1 Research approach

This research was conducted in a narrative inquiry approach. An in-depth, semi-structured interview with guide was used in order to adequately comprehend the recollection of participants' experiences (Goodson & Sikes, 2001). Narrative inquiry is a qualitative research, where the participants are asked to describe their relevant personal accounts (Clandinin, 2007), while the researcher stays attentive to understand the situation as well as the perspectives of the participants, consequently developing a sense of shared, bilateral relationship over the study (Bense, 2012). This approach was considered most suitable, as the number of participants was small, hence time and energy were allowed to conduct an in-depth interview. Furthermore, my own equal status as a South Korean education student studying LS in HKU placed me in a unique position as a student researcher. This sense of "in-betweenness" (Elbaz-Luwisch, 2007) has undoubtedly assisted in establishing a trusted relationship between the participants and myself.

3.2 Research sample

BEd (LS) is a four-year single degree program offered by HKU since 2009. However in 2012, BEd has been phased out and replaced by five-year double degrees program, BEd&BSS. There are a number of similarities and differences between the two in: the program structure, students' prior exposure to LS, and the teaching placement arrangements.

<i>BEd</i>		<i>BEd&BSS</i> <i>(Professional Core/LS Education)</i>	
Degree Components	Credit Units	Degree Components	Credit Units
Major in LS	72	Integrated Courses	24
Education and Pedagogy Courses	93	Pedagogy Courses	24
Professional Practicum	30	Pedagogical Content Knowledge Courses	18
		Educational Studies Core Courses	18
		Education Studies Elective Courses	6
		Professional Practicum	30
Total	195	Total	120

Table 1. Credit structures of both BEd and BEd&BSS programs (“Programme Structure”, n.d.; “Curriculum Structure”, n.d.)

Since the replacement, the program structure has become more complex and detailed (see Table 1). The amount of credits on LS teacher education acquired by BEd&BSS student is significantly less compared to that of BEd students by 75 credits. There are similar course titles in each program, namely “Education and Pedagogy Courses”, “Pedagogy Courses”, and “Educational Studies Core Courses”. Despite its likeness in the labels, the lecturer, title, structure, and coursework may have changed, or have remained the same. Hence, access to specific features of these courses is necessary in order to draw further conclusion on its similarities and differences.

Another difference of the programs is in its “Professional Practicum” arrangements. As shown from the tables below, BEd students begin their TP as early as Year 2, whereas BEd&BSS students begin a year later in Year 3. As currently there are no BEd&BSS students higher than Year 3, the most recent TP handbook (2014-2015) does not include teaching arrangements for upper years. However, as accounted by BEd&BSS participants of the study, they are also required to complete three consecutive TP beginning from Year 3, alike the previous BEd program curriculum.

<i>BEd (Lib St)</i> Year 2	<i>BEd (Lib St)</i> Year 3	<i>BEd (Lib St)</i> Year 4 [#]
Practicum Schedule		
Mar 3 – Mar 21, 2014	Feb 17 – Apr 11, 2014	
Suggested Teaching Expectation		
8-10 periods* per 5-day teaching week from <u>one or two classes</u> for a PAIR of student teachers (approximately ranging from 24-30 periods* in total)	8 periods* per 5-day teaching week from <u>one or two classes</u> for EACH student-teacher (approximately 50-80 periods* in total)	10-14 periods* per 50day teaching week from <u>one or two classes</u> for EACH student-teacher (approximately ranging from 50-80 periods* in total)
Teaching & Learning Skills Focus		
Classroom management, lesson planning and basic pedagogical development	Advanced pedagogical development and lesson planning	Curriculum, leadership and pedagogical refinement

* One period is normally referred to teaching time of 40 minutes (the length of lessons may vary from school to school).

Year 4 students may seek support from the practicum school to enable them to collect educational data for their dissertation. Application for data collection permission will be submitted by the students to the school separately.

Table 2. Teaching Arrangements for Bachelor of Education (BEd Lib St) Student-Teachers, from *HKU Teaching Practice Handbook 2013-2014*.

<i>Year 3</i>		
Practicum Schedule		
Teaching Practice		School Attachment
Oct 13-17, 2014 (5 school days)	Mar 9 – 13, 2015 (5 school days)	Any 5 school days during the period of Oct 2014 – May 2015
Suggested Teaching Expectation		
<ol style="list-style-type: none"> 1. A pair of student-teachers attached to a mentor-teacher throughout the period. 2. Shadowing a mentor-teacher* 3. Student-teachers would assist mentor-teacher during lessons as teaching assistants [at least 6-8 LS / Integrated Humanities lessons** 4. Co-teach with mentor-teacher where deemed to be appropriate. 	<p>A pair of student-teachers would be taking up teaching of 6-8 lessons** throughout 5-teaching day.</p>	<p>A pair of student-teachers attached to the school for joining various teaching or non-teaching activities, such as:</p> <ul style="list-style-type: none"> - Lesson observation; - Co-teach/assisting mentor-teacher in an activity/lesson in class or in an extra-curricular activities with mentor-teacher where deemed to be appropriate; - Participating in school events, e.g. Speech Day, Field Trip, Speech Festival, Sports Day, Parents Day, Staff Development Day etc.
Teaching & Learning Skills Focus		
Classroom management, lesson planning and basic pedagogical development		
<p>* Shadowing a mentor-teacher means observe and/or attend (where possible) all the activities that the mentor-teacher do during the 5 school days.</p> <p>- This would include all the lessons taught by mentor-teachers, attending staff meetings, assist preparation of materials for lessons and other teacher duties.</p> <p>** One period/lesson is normally referred to teaching of 40 minutes (the length of lessons may vary from school to school).</p>		

Table 3. Teaching Arrangements for Bachelor of Education and Bachelor of Social Science [BEd&BSS] (5-year double degrees program) Year 3 Student-Teachers from *HKU Teaching Practice Handbook 2014-2015*.

Comparing the first TP of each program—Year 2 in BEd, Year 3 in BEd&BSS—the *overall* duration of the arrangement is identically 15 school days long, co-teaching with a fellow classmate. However, the newer version of TP has been segmented into three blocks, each being five school days in extent, whereas the older version required student teachers to conduct single TP that lasted 15 school days. In addition, the segmented blocks of TP for BEd&BSS student teachers have specified ‘suggested teaching expectations’ that vary from

one another. As from the tables, expectations are in relatively great detail, and aims at gradual adjustment of student teachers to the teaching aspect of the training. Three segments could be particularly categorized as follow:

Step 1) Mentor-shadowing, assist-teaching, and orientation

Step 2) Co-teaching with partnered student teacher

Step 3) Joining school events and extra-curricular activities other than teaching

One commonality across all three blocks is that co-teaching occurs in all of the TP blocks. Anyhow, such update in TP arrangements is clear in its intent to provide an ample experience a school can offer for its designated student teachers. However, as this version has only been implemented this academic year, the current study will provide a valuable insight on how the newly formulated teaching arrangements had influenced South Korean student teacher's understanding in teaching LS.

Another difference between the single degree and the double-degrees program is in the local students' prior exposure to LS as secondary students. Due to the late implementation of LS as a core subject in the Hong Kong curriculum, none of local BEd students have learned LS prior to university. On the contrary, local BEd&BSS students admitted since 2012 have entered into the program with prior education on LS as secondary students.

My involvement in the South Korean community within HKU has been significantly helpful to the study. First, few participants were found through already existing connection, which from that point onwards followed a "snowball" pattern. As there is an extensive social networking group online for all the South Korean students in HKU, potential participants with no personal acquaintance were approached via social networking services. Since the study aims to examine the overall teacher training experience of prospective South Korean LS student teachers in HKU, it is idealistic to investigate the accounts of the entire pool of targeted subjects. Therefore, out of all eight South Korean students currently enrolled to one

of LS program, six students became research targets, due to the fact that one of the eight being the researcher myself, and the final one student being on temporary leave from her study. Table 4 sums up brief description of each participant, with the use of pseudonyms.

No.	Name (pseudonym)	Gender	Native Language	Year of Study	Area of Study	Senior Secondary Education	Curriculum in Alma Mater
1	Cindy	Female	Korean	1	BEd&BSS	S. Korea	AP
2	Janice	Female	Korean	1	BEd&BSS	U.S.	IB
3	Teresa	Female	Korean	2	BEd&BSS	S. Korea	AP
4	Mary	Female	Korean	2	BEd&BSS	China	AP
5	Lisa	Female	Korean	3	BEd&BSS	U.S.	AP
6	Karen	Female	Korean	4	BEd, LS	S. Korea	AP

Table 4. List of interview participants in the order of year level.

All of the participants entered the university through international admissions schemes, receiving senior secondary education abroad. Three out of six participants graduated from the same school in South Korea, two from United States, and the remainder one from mainland China (see Table 4). Despite the geographical location of each country, all of the participants attended an international school, completing either the Advancement Placement (AP) program, or the International Baccalaureate (IB) program upon graduation. None of these curricula provide LS, although IB provides a mandatory humanities subject called ‘Theory of Knowledge’ that shares some aspects of philosophy of LS. AP program does not provide any humanities courses that are similar to LS (“AP Courses”, n.d.). Hence, all participants have not been exposed to such a localized subject, unlike their local classmates.

3.3 Data collection

Each participant was briefly informed about the aim and purpose of the study in the early stage of recruitment. However, to ensure their understanding, about five minutes in the

beginning of the interview was spent to further explain about the study in detail followed by request of question-and-answer session, but was omitted when participants found it unnecessary. The individual, semi-structured interview lasted about an hour each in one of reserved discussion rooms in HKU Main Library. An interview guide (see Appendix 2) was used, which was prepared in both Korean and English versions for participants' convenience. The guide is comprised of series of interview questions that ranged from education background, entry motivation, learning progress, culture shock, benefits and challenges as non-local, to future prospects. Although laid out in detail, the guide was not strictly followed, as participants were highly encouraged to freely expand upon their experiences in order to enhance the researcher's understanding of the realities of their circumstances (Johnson & Golombek, 2002).

The interviews were conducted during the second semester of the academic year 2014-2015, after third year BEd&BSS participant's first TP and BEd participant's last TP. The purpose for this arrangement is to explore their experiences in local Hong Kong educational setting as LS student teachers at various levels. This was especially significant to the study, as previous researches show that student teachers enjoy TP more than other coursework in teacher education, hence its relation to the development of their motivation in teaching (Commonwealth of Australia, 2007; Deer, Brady, Bamford, & Segal, 1997; Sinclair, 2008). Furthermore, each student's initial motivation to choose LS program in HKU, their primary understanding of the subject and the on-going progress in understanding LS, their comprehension on teaching and the teaching profession, positive and negative aspects of learning LS as a foreigner, and future possibilities of becoming local LS teacher as a foreigner were explored using narrative inquiry approach.

The story telling aspect of the interview, through narrative inquiry approach, allows research objectives to be effectively achieved. It is important to listen to the personal

accounts of the participants as the objectives are set to investigate into personal experiences of each participant—“understanding of LS”, “benefits and challenged perceived”, “perceived possibility of becoming LS teacher”.

In order to accentuate the voices of each participant, the choice to choose between English and Korean in conducting the interview was given. All of the participants chose to participate in Korean, their mother-tongue language (Table 4). This is an approach adopted from a study researched by Temple and Young (2004) on the “importance of language in constructing as well as describing our social world” (p. 5). They argue that allowing participants to speak in their native language is a good alternative, as it can be disadvantageous to interviewees whose English is not their first language (Temple & Young, 2004). Such disadvantage defeats the purpose of the narrative inquiry research as it may obstruct participants from freely expressing their accounts. Furthermore, if the researcher is proficient in the same primary language as the participant—which is the case of the current study—the effect is greater as the researcher could comprehend the responses by participants at a native level, hence more accurately (Temple & Young, 2004).

3.4 Data analysis

Once the interviews were conducted, audio-recordings were first transcribed in Korean, and then preliminarily analyzed in a qualitative manner. The analysis of data was a gradual process, where careful contemplation of and between the collected data and published literature were essential to the derivation of common themes among the responses (Strauss & Corbin, 1998). Hence the identified commonalities between the responses are constructed from the data, rather than a premeditated theoretical framework. The responses were grouped into answers to seven thematic questions, and then translated into English by the researcher (see Appendix 3-7).

3.5 Ethical considerations

A consent form was given to each interviewee to protect their rights to privacy as research participants (Belmont report, 1979). The consent form comprises of research purpose, interview procedures, potential risk and benefits, confidentiality and storage of data in order for their informed participation.

3.6 Validity of research

Six participants is a small sample size, however the study is valid for generalization as the sample covers 100% of all current South Korean LS student in HKU. In addition, the research is grounded by presenting the participants' voices to the reader for their own reflection in relation to the research objectives.

While the usage of primary language to conduct interviews with participants ensures originality and unmediated responses that suit the purpose of a narrative inquiry research, the matter of translation and interpretation may raise issues of validity of the report (Temple & Young, 2004). However, any process of practicing comprehension requires 'translation' of some sort, which often may result in a change in perspective.

CHAPTER 4 RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, research findings will be presented and further discussed to examine the experiences of South Korean students in LS program at HKU. It also uncovers various cultural and social factors that affect South Korean students' progress of learning. Through such exploration, challenges faced by South Korean pre-service teachers in embracing LS, as well as concerns regarding their future prospects are highlighted. Research objectives presented in Chapter 3 (see pg. 24) will be addressed through analysis of the data.

4.2 Entry motivation for teacher education

Four out of six participants interviewed stated that past experience in volunteer teaching has significantly influenced them to further their study in education. Moreover, the pleasant experience in volunteer teaching, namely in orphanage, church, refugee camp, and kindergarten, has been accounted as the determination factor in choosing education as their major of study. The following shows representative extracts from the four participants:

I did many volunteer work in the education field. I've always wanted to become a teacher or a social worker since I was in high school, but eventually I steered towards education. The biggest reason for this was because I used to volunteer at a special education school, and watching the students grow in progress of learning was a very rewarding experience. (Cindy, Year 1)

I have always wanted to become a teacher, so I gradually grew interest in education. I love working with children, and I thought becoming a schoolteacher would be the most perfect decision for my future...I did many volunteer hours myself in various orphanages and kindergartens and was exposed to working with children a lot, so I believe that is where my interest comes from. (Teresa, Year 2)

Their volunteer teaching experience is limited to working with younger children in special circumstances, which is different to the generally perceived working environment of an LS classroom. Nevertheless, the findings also indicate that the primary entry motivations of most South Korean students are also heavily relied on their past exposure to the teaching aspects of education, usually facilitated by secondary education curriculum or via familial influence, as displayed from below excerpt:

Volunteer hours I had to serve—initially due to the demand by the IB curriculum—teaching the Myanmar refugees English, gave me an eye-opening experience. (Janice, Year 1)

I grew up watching my parents supporting voluntary teaching all the time...so I believe that is where my interest comes from. (Teresa, Year 2)

While these first four recruited participants exhibit altruistic motive in choosing their program of study, the rest of the participants—two out of six—employed rather instrumentalist and educationalist motives (Stier, 2004), respectively, instead:

I thought at the time, that double majoring in Social Science and Education would bring more merit as a teacher in the future. (Lisa, Year 3)

I thought that majoring in LS would give me the opportunity to learn a lot about humanities. I think in some sense, it has come true. (Karen, Year 4)

Such narration by each participant shows similarity in viewing studying education with positivity, in terms of altruism, instrumentalism, and educationalism. All of the participants except for Lisa, who adopted a rather instrumentalist view in choosing her study, wish to become a teacher after graduation; however, not necessarily an LS teacher. This shows that South Korean students who are more attracted to the philanthropist aspect of teaching and to education per se, have an expressed commitment to becoming a teacher in the future.

Interestingly, from aforementioned study (see Chapter 2.4) on motivation and commitment of pre-service teachers in Hong Kong, local students also identified altruistic motive as an important factor for joining the English language education program in HKIED (Gu & Lai, 2012). Hong Kong student teachers commonly expressed their love for children and saw teaching as a noble profession that impacts students' lives, echoing the accounts made by the majority of South Korean student teachers in the current study.

However, apart from altruistic aspects of the teaching profession, several other motives were also identified by local student teachers for choosing the English teacher education. Firstly, extrinsic and instrumentalist motives were recognized as desirable factors as they valued: occupational stability, long vacations, relatively high salary for Hong Kong teachers, and less competitive working environment (Gu & Lai, 2012) provided by the

profession. Secondly, all of these Hong Kong student teachers reported to have chosen the teaching program as a compromise, as their low university entrance examination scores “precluded other options” (Gu & Lai, 2012, p. 57). None of these entry motivations accounted by local student teachers were pinpointed by South Korean participants in the current study, as their entry motivations heavily relied on past individual experiences and personal outcomes, unlike local student teachers in Gu and Lai’s (2012) study.

Therefore, it is revealed from this comparison that South Korean participants’ entry motivations to LS program are not affected by socially constructed expectations and privileges that come with the teaching profession, but influenced by their personal experiences in teaching.

4.3 Perception on teaching as a profession

Through direct questioning, it was found that all participants commonly had a good impression on teaching as a profession. The reasons accounted are largely categorized into at least one of these four groups: 1) socially constructed image of the occupation, 2) instrumentalist perspective, 3) altruistic perspective and lastly 4) educationalist perspective, where the latter three echoes the participants’ entry motivation.

Overall, South Korean LS students generally perceive teaching as a mixture of different perspectives, personally developed yet socially and culturally influenced by those around them, portraying the complex nature of teaching as a profession.

4.3.1 Socially constructed image of a teacher

Four participants described their perceived concept of a teacher as socially constructed. Two of these four participants accounted that being a teacher is an advantage especially for female according to Korean culture:

Coming from Korean culture, being a teacher is a great profession for a woman. It is commonly said that men prefer to marry a teacher out of all occupations in Korea. (Janice, Year 1)

I always thought that if she had the right teaching philosophy and passion for teaching, being a teacher would be the best way for a woman to mature beautifully. (Karen, Year 4)

Janice and Karen both endorse the social and cultural conception that becoming a teacher is especially attractive to women, which is a popular belief in South Korea. Such gender-oriented remarks made by the participants convey that the presentation aspect of the profession is regarded highly in Korea due to the socially constructed image of a teacher as favorable to women. In actuality, the amount of female teachers in South Korea, across all school classifications, outnumbers that of male teachers. Moreover, teaching profession is regarded more desirable by female secondary students than their male counterparts, despite the fact that the profession is reported to be the most popular occupation for young South Korean teens (Song et.al., 2014; refer to Chapter 2.5 for more detail).

The other two participants stated that a more direct social influence shaped their perception of the occupation. Constructive influence from past teachers during secondary education has affected these participants to connote teaching with positivity. The following extracts account this:

I have a good impression of the occupation because I had great teachers in my life. (Cindy, Year 1)

When I first went to the States to study, I didn't speak English well, and that made me very timid. The teacher I met there was very approachable, she always talked to me first, and made sure I understood what we were learning in advance. She gave a lot of attention to me and told me it was okay to make mistakes. She was very encouraging, and so she is the reason why I have a good impression on teachers. (Lisa, Year 3)

These sets of positive experiences with past teachers have extended to influence their perception on the profession. The participants' opinion in defining a proper conduct and duty of a teacher is analyzed as largely based on their observation on and experience with their past teachers. The following representative excerpt is Lisa's continued account from the response displayed above:

A teacher has immense power in directly impacting students, and she get to witness a child's growth. (Lisa, Year 3)

Overall, participants viewed past experience as well as the adoption of socially and culturally constructed common belief as reasons to why teaching is a desirable profession.

4.3.2 Instrumentalist perspective

Two out of six participants viewed teaching as a profession in an instrumentalist perspective, emphasizing the economical strengths of the occupation. The excerpts below further elaborate their reason:

Teaching is an attractive life-long career because you can take up other part-time jobs. (Mary, Year 2)

Teaching also provides competitive salary, maybe if you work for an international school. It would be great to take up teaching as a life-long career. (Lisa, Year 3)

As shown, few of the participants commonly view monetary compensation of the profession as attractive, as it equips them to sustain in the competitive globalized market.

Two participants, who previously reported the gender advantage of being a teacher as a factor in building a positive perception of the profession, also specifically identified stability as a beneficial characteristic of a teacher, which in itself also entails a rather instrumentalist perspective.

It is extremely hard to find a job nowadays, and so people value stability of a profession very highly. That's the reason why it's getting harder to get into teacher's college in Korea. People think schoolteacher is a very stable job. (Janice, Year 1)

First reason why I would like to become a teacher is because of its stability. To speak in Korean cultural perspective, if you pursue into becoming a teacher in Korea, your life is set until even after your retirement. It is so hard to make a living nowadays, so stability of an occupation is absolutely a crucial factor in deciding a career. (Karen, Year 4)

These participants expressed that stability is a desirable trait in determining a career, due to the rising unemployment rate in South Korea. This echoes the fact that teaching is deemed desirable due to its possibility of earning more, and consequently leading a favorable lifestyle in the highly competitive job market. On the other hand, connoting 'stability' with 'teaching' is also a concept constructed through social and cultural standardized perception. Hence, a manifold nature in developing a view on teaching is emphasized.

4.3.3 *Altruistic perspective*

Four out of six participants expressed relatively altruistic view on teaching, which could personal as they have obtained such perspective through past experiences in activities such as volunteer teaching. Below excerpts are participants' responses that show different aspects of altruism conveyed through the profession of teaching:

Also, I love being around people, especially kids, and the idea of mentoring them fascinates me. It would be a truly rewarding experience to witness the growth of my students. (Cindy, Year 1)

Teaching as a profession is great, because you get to be in a position to inspire others. If I can inspire just one person, I would still feel great. (Mary, Year 2)

A teacher has immense power in directly impacting students, and she get to witness a child's growth. (Lisa, Year 3)

I have always wanted to work with adolescents, because I find it attractive to inspire children at their most critical period in life. (Karen, Year 4)

These views are parallel to the entry motivations of participants in joining the education program. In general, the participants reflected that the job involves great responsibility over pupils in terms of inspiring and mentoring them. Mary and Lisa, who have previously adopted instrumentalist view on teaching, also express that altruistic nature of teaching makes the profession desirable.

4.3.4 *Educational perspective*

Three participants out of six, adopt the attitude of education *per se* in positively viewing teaching as a profession. They have commonly identified 'life-long learning' as the strength of the profession. The extract below from Karen, a Year 4 BEd student, is displayed as representative:

A teacher goes through life-long process of self-development. The job requires a teacher to endlessly self-reflect, and to better his or her pedagogy. Teaching is a job where a person can healthily mature. (Karen, Year 4)

This shows an interesting relation to the current field of study the participants are in—LS—as the aim of the subject is also to foster the pupil's capacity for life-long learning (CDC, 2007). The anticipated role in professional self-maturation of a teacher mirrors the aspiration

of the subject that they are going to teach in the upcoming practica, yet their pessimistic view on LS persists as exhibited through their narration, especially from the participants of the earlier years. This is to be further discussed in later sub-topic.

4.4 Prior knowledge on LS

Despite the general interest in education and in teaching as a profession, five out of six participants did not perform prior research on LS or the BEd&BSS program before the commencement of the program. All of these five students have not studied LS as secondary students, as they graduated from foreign curriculum (see Table 4). Three out of these participants, all BEd&BSS students had conflated LS (the secondary curriculum) with education-oriented Liberal Arts (a larger, abstract tradition of a broad and interdisciplinary education). Also, as the excerpts below depicts, the significant majority of the participants entered the study without recognizing the teacher-training aspect of learning involved in the program:

I had no idea that the subject had so much to do with Hong Kong education, moreover a core subject in the Hong Kong curriculum. I didn't know that the program had so much focus on pedagogy. (Cindy, Year 1)

During my entrance interview, a professor asked why there are so many Koreans applying for the program. I think the reason is because most of them don't know LS is a subject taught in Hong Kong. They probably thought LS is a lot like Liberal Arts. The make-up of words "LS" is not at all unfamiliar, so I mistook it as Liberal Arts. (Mary, Year 2)

I never knew about LS before coming to HKU. I did not make any research on my own about the program. In the states, there is a tertiary institution called "Liberal Arts College", so I thought LS could be something similar to Liberal Arts. I thought it could be more about 'well-rounded education'. I had no idea LS was a core subject in Hong Kong curriculum. It only said Bachelor of Education in the application, so I thought it had to do with Liberal Arts. (Teresa, Year 2)

Upon my research on the program (BEd&BSS) marketing, it is concluded that there is indeed not enough information on LS as secondary curriculum subject in most of online and offline resources. A prospective BEd&BSS student may access to the program's official website (http://web.edu.hku.hk/programme/bedbss_6195) or the university's Undergraduate Prospectus website (<http://www.asa.hku.hk/admissions/ug/prospectus/>) to find more

information about the course. This method is most suitable for non-local students, as attending local information day and/or open fairs organized by the university may be too costly and time-consuming for them. Unlike the official website of the program, the Undergraduate Prospectus website provides a brief account of what LS is as a subject: "...LS, a broadly-based core subject in the new senior secondary school curriculum" ("Undergraduate Prospectus 2014-2015", n.d.). Hence overseas prospective BEd&BSS students would need to search in other resources apart from those provided by the university, in order to comprehend the details of the subject, such as its aims and objectives.

In the offline setting, information booths, program booklets and admission talks conducted by the program coordinators are readily accessible for prospective HKU students during locally organized events. Out of such events in HKU, Information Day for Undergraduate Admissions is largest in scale, attracting thousands of attendees who are secondary school—both local and international—students, teachers, and parents. BEd&BSS program has also been promoted through admission talks, faculty booklet, and information booths in last year's Information Day. However, analysis on these materials (see Appendix 8-11) reported that only basic information about how LS is related to the program was given. For instance, all of the offline materials explicitly mention that completion of the program will be acknowledged with teaching qualification in LS and Humanities-related curricula, refraining further explanation as to what LS is as a subject. Below is a representative extract from last year's Education Faculty Undergraduate Prospectus booklet, which is an excerpt itself from an interview about the program:

After you graduate, you will be provided with a rich career prospect, such as being a LS teacher, working for the government, private company or non-governmental organizations (NGOs). – Katy Li, BEd&BSS Year 3 student

Although a speculation, as LS is a core subject studied by every secondary school students in Hong Kong, further technical details about the subject may have been omitted.

However, resources provided by the university is limited for non-local prospective students with no prior experience in learning LS, therefore, an extended research is necessary for the sake of preparation for their upcoming study.

BEd&BSS South Korean students further accounted that such sense of unpreparedness is due to their unilateral understanding of the double-degrees program. In other words, these student teachers had perceived expectations on what BSS would be like, eventually losing focus on the BEd aspect of the program. The below extract is a representative of such case:

I applied really because of its official title, “Bachelor of Education and Social Sciences”. I thought LS could be something like Social Studies. I took up many courses related to Social Sciences in high school, so I thought that I could handle it. (Janice, Year 1)

I guess I applied really because of the Social Sciences part of the study. I wanted to major in Psychology. (Mary, Year 2)

I wanted to major in Social Sciences instead, but I found out that double major degree was available for option. I merely thought that the program would be good because it’s a double degree course. (Lisa, Year 3)

On the contrary to their altruistic entry motivation in choosing to study education, this result shows that the double degree students regarded the Education degree as supplementary to the Social Sciences degree. Consequently, three out of five participants who lacked prior knowledge on the subject, recollected that beginning the term overwhelming:

I feel like studying LS as student. I feel stressed for having to teach a subject that only exists in Hong Kong. (Janice, Year 1)

The make-up of words “LS” is not at all unfamiliar, so I mistook it as Liberal Arts. So in my first year of study, I was devastated and felt out of place. (Mary, Year 2)

I still remember in first semester in year one, a professor gave us a paper to write down something we know about LS. I was perplexed because I didn’t know anything about it. (Lisa, Year 3)

These non-local student teachers experienced confusion-ridden beginning of their study due to lack of understanding on LS as a subject. All of the participants have never studies LS as a student as they graduated from foreign curriculum, namely AP and IB. This explains the lack

of prior knowledge, contrasting to the local BEd&BSS students, who have studied LS along their secondary education.

4.5 Progress in understanding LS

Understanding LS is a complex issue for non-local education students, as they have to learn the subject and also learn to *teach* the subject. Such double-learning processes could be demanding, especially as they are correlated. Competent knowledge in LS subject will develop one to become a qualified teacher in the field. On the other hand, an inept understanding of the curriculum will affect one's performance in teaching as it is directly related to their development of content-knowledge. For this reason, participants' progress in understanding was explored. Participants reported two factors that hindered their progress as education students in learning LS, i.e. their foreign curriculum background and reformation to double degree. Each of the factors are identified and analyzed below.

4.5.1 Hindering factor: Foreign curriculum background

All BEd&BSS South Korean participants reported an uncontested sense of anxiety as they compared their starting point of learning to that of local BEd&BSS students, and noticed an inequality in the learning experiences:

I am not as experienced in LS as my peers, and this lowers my self-esteem and as a result, I don't feel confident enough to lead a group assignment. I become a passive learner. (Cindy, Year 1)

I am worried about whether I can perform as good as my peers, considering the fact that I have never learned LS as a student. (Janice, Year 1)

It's hard for me as a foreigner with no prior experience in LS, to learn to teach such a local subject as LS. (Teresa, Year 2)

All of our local classmates have studied LS as a student already, and they can go to their alma mater and have support from their former teachers, but as international students we can't do that. I think that is unfair. (Mary, Year 2)

All of my local classmates have studied LS as a student, but I have not, and I think that's unfair. I think it's hard to teach something that you have not learned as a student. (Lisa, Year 3)

Participants reported difficulties in learning LS as education students as they believe their learning capacity contrasts to their local counterparts, who had prior experience in learning LS as secondary students. Interestingly, Karen, who is a fourth year BEd student, showed distinctness in her response about her progress in LS study:

My understanding on LS has always been a rising curve. To be honest in year one, I was least motivated to learn, probably because all courses were introductory. In year two, there were more thought-provoking courses and assignments, and I began to put more effort and my grades went up as well. There were many demanding courses as year advanced, such as building an entire teaching package on our own, and such challenges allowed myself to grow in understanding LS. (Karen, Year 4)

In her response, Karen does not make comparison between her learning and that of her local classmates, but rather focuses on the personal development of her study. None of her local classmates in the cohort have learned LS as secondary students, unlike the aforementioned local BEd&BSS students. Hence for this reason, the level of base of *all* BEd students—local and non-local—in LS learning is comparatively more equal to that of the BEd&BSS students.

The feeling of unfairness was most prevalent amongst participants who believed their past education experience is on the total contrary to the goals of the LS curriculum. Such sensation was most frequent in students who studied the AP program during their secondary education, as the extracts advocate:

I have studied the American curriculum, and it is very departmentalized. LS is very different from AP courses in a sense that it values interdisciplinary learning. It's hard for me to understand the concept because I prefer the American curriculum. (Mary, Year 2)

I still don't understand [the] importance of [LS]. Why can't students study standardized tests like SAT? (Lisa, Year 3)

Five out of six participants who underwent AP program as secondary students (see Table 4), expressed general difficulties in understanding the abstract concepts of LS, such as well-roundness, interdisciplinary aspects, and cross-modular focused learning. Such concepts are seen as a contrast to the rather 'departmentalized' curriculum structure of the AP program, as accounted by the participants. However, Karen exhibits accounts otherwise to the popular opinion amongst BEd&BSS participants on the concepts of LS. It is noteworthy to see that

she views the local subject as not challenging, largely due to her pre-existing passion for humanities study:

I studied the American curriculum, such as AP courses, and there is no course that is similar to LS. It's very departmentalized—history is history, politics is politics. But I always loved humanities, so it wasn't hard for me grasp the idea behind LS. (Karen, Year 4)

Such account made by BEd student with special circumstance—more 'equal' status in LS understanding—makes one wonder whether being more advanced or feeling more equal to peers changes one's attitude.

Nevertheless, all of the interviewees with prior experience in AP program see the curriculum as rather segmented compared to LS. The majority believes that the insufficient training and exposure to subject similar or identical to LS had hindered their progress in learning the subject. This statement is supported through a divergent account of one participant, who had completed IB program unlike other participants:

I took IB in high school, and essay is much emphasized throughout the curriculum. I heard essay is an important component in LS as well. The two are similar in a sense that researching is crucial and that students must avoid textbook answers. So I think my experience in IB, from subjects like Theory of Knowledge, will help me in further understanding LS. For now, I am quite intrigued by the program, and it's quite like how I expected. (Janice, Year 1)

Janice believes that her prior experience in the IB program, more specifically in humanities-related subject such as Theory of Knowledge, has equipped her to understand LS easily. Similarly, my personal experience in studying the Albertan—Canadian—curriculum has also greatly assisted my understanding in LS. The curriculum provided humanities-related subject called Social Studies, which resembles LS in terms of its goals and contents. Social Studies provided me ample opportunities to apply critical thinking skills in different contexts, with specific focus on current events, which in all has been a practice that prepared me to better absorb the concepts of LS in university.

In conclusion, it is found that past academic experiences prior to the commencement of the bachelor study is crucial in its impact on the progress in understanding the structure as well as values of LS as education students.

4.5.2 Hindering factor: Reformation to double-degree

All of the BEd&BSS students unanimously accounted that their understanding on teaching in general has advanced over the course of study. On the other hand, they reported that their understanding on LS remains relatively stagnant as how it began. However, this is found differently in the accounts of BEd participant. The following extracts are BEd&BSS participants' direct answers to the question, 'how is your progress in understanding LS?' which well depict the statements above:

I'm more confused as time goes. I don't understand the structure of the curriculum. For now, I feel like I am learning about Hong Kong in general. I know the very basics, that there are six modules, and it encourages students to pursue independent learning. (Cindy, Year 1)

During the first semester in year one, we didn't focus in learning about LS, but on general education, with other students in the faculty. For now, I feel like I've learnt about sociological perspective on education. I didn't learn about LS specifically yet. I hope to be more exposed to LS in the second semester. (Janice, Year 1)

I thought that we would be more exposed to what LS is as we move up a year. I thought we would be focusing on each module one by one. Compared to my first year, my understanding on *teaching* has gone up. To be more specific, we took courses about Independent Enquiry Study (IES) and issue-based learning theory. Those are the ones that were most related to LS. Other education courses were taken together with students from other program within the faculty. If this continues, I don't think my understanding on LS would get any better. This concerns me. (Teresa, Year 2)

It's been three years since I began learning about LS, but I still don't understand its importance. I know much more about the subject than how I started in year one, but I think the courses have not provided enough for me to fully grasp of its true purpose. I was given the curriculum guide to understand about the subject, and I was overwhelmed. (Lisa, Year 3)

As shown from accounts of all three year-levels, BEd&BSS South Korean students expressed difficulties in comprehending LS as a subject. Interestingly, Karen, the only fourth year BEd participant, accounted the development of her understanding in LS very positively:

I didn't go to any outside-the-classroom seminars or workshops about LS, but I can say that I understand the framework of the curriculum by heart through faculty courses only. (Karen, Year 4)

Karen's level of satisfaction in understanding LS is significantly higher than that of any double degree participants. However, her reflection is unique to the study due to her status as the only BEd participant in the most advanced year level. Comparing her account to a fourth year BEd&BSS South Korean student would create a more valid comparison.

From these interview excerpts, difference in understanding LS across programs is observed. In fact, credits in education courses BEd&BSS students have been reduced upon the reformation of the program into a double degree study (refer to Chapter 3.2 for more detail). It is speculated that due to this change, the BEd&BSS participants across cohort commonly expressed the need for more LS-oriented courses to replenish their lack of comprehension on the subject, as the following excerpt serves as representative:

There are not enough education courses to prepare us for the practicum. We have only about four to five education courses in the first two years of study. I think it's hard to teach something that you have not learned as a student. (Lisa, Year 3)

According to BEd&BSS participants, most of the earlier year courses are focused on general education, such as classroom management skills, which lacks specific focus on LS. As Janice from Year 1 reported, learning taken out of class, such as school visits, is recognized as more productive in understanding LS:

My understanding on the subject is better than where I started, probably because of the school visits, projects, and reading the curriculum guide. (Janice, Year 1)

This account is consistent with previous research finding that student teachers generally prefer hands-on, teaching-related experience to lectures (Commonwealth of Australia, 2007; Deer et.al., 1997; Sinclair, 2008).

Understanding LS as a subject is crucial for all LS student teachers as it is directly related to their teaching competency. This is also true for non-local students in the same teacher-training program, but they may face more difficulties due to lack of prior knowledge on LS unlike their local counterparts. More experiential learning is necessary for these students to ensure their successful professional development.

4.6 Benefits of learning LS

Participants commonly noted that the benefit of learning LS comes from the belief that LS provides opportunities to explore different aspects of Hong Kong. LS is viewed as a study that ‘kills two birds with one stone’, as it “not only investigates into global issues, but also in local issues” (Interview with Janice, March 2015), developing a sense of acquiring specialized education on the host country. The said specialized local issues raised by the participants are: Hong Kong politics, Hong Kong education system—how and what do Hong Kong students learn—and local lifestyle. Despite the positivity installed in such perspective, the participants’ unyielding stereotype on seeing LS as highly localized subject is highlighted again.

Participants with Korean middle school education background similarly accounted that the pedagogical skills adopted to teach LS is different from conventional teaching methods in South Korea. The extract below further elaborates:

Coming from a Korean educational background where learning is full of inculcation, LS has been a fresh outlook on education for me due to its contrast to the conventional rote-learning-oriented education...I still don’t know much about Hong Kong educational system, but one thing for sure that I like about LS is that it’s different from Korean education. (Teresa, Year 2)

Even though the participants shown discontent towards their lack of progress in understanding LS due to foreign educational background, they positively regard LS for its novelty. Hence while regretting their study and are dissatisfied from program structure and treatment, a sense of ambivalence is established as they approve of the benefits the subject presents to international students regardless.

4.7 Difficulties in learning to teach LS

Building from participants’ accounts on their progress in understanding LS, the participants were asked the question, ‘What are some realistic difficulties in preparing to teach LS?’ The responses were similar to the hindering factors—program reformation and

foreign curriculum background—as analyzed above (Chapter 4.4). However these factors will be omitted from this section of finding in the purpose to avoid reiteration.

4.7.1 Identity as a non-local student teacher

All identified factors that render difficulties in South Korean LS students learning to teach the subject, are derived from their non-local identity. As both programs expose their students to local educational settings for professional development purposes, South Korean students commonly expressed fear for failure in adapting to the local school environment:

I am also worried whether I can teach LS well to local students in the future. I have heard that we will be teaching about local culture as well, and I am not so sure how well I can manage doing that. International students are such a minority within the Education faculty, so I feel like there is a lot of focus towards the local students. (Janice, Year 1)

I don't have much of background knowledge about the city either, so I worry whether I can be a good LS teacher. (Teresa, Year 2)

It's going to be tough for foreigners like us to teach about local affairs. I think the fact that there is no official textbook for LS is a revolutionary idea, but I am not so sure if foreign teachers could teach this subject as good as the local ones. For me, I am not interested in modules such as Hong Kong Today or Modern China. I really don't know much about LS. (Mary, Year 2)

I got the general feeling that the students couldn't trust me enough as a teacher due to my nationality...I don't feel confident or well prepared to teach LS as an international student. (Lisa, Year 3)

As the participants account above, their anxiety to teach is largely based on their insufficient knowledge about Hong Kong, which is a factor they implicitly agree as essential in becoming a competent LS teacher. Mary specifically mentions the modules 'Hong Kong Today' and 'Modern China' as least interesting for her to teach, yet these two modules are most likely the modules they will be teaching as student teachers during their TP. The fear of teaching localized topics to locals as a non-local is accounted as the haunting factor in teaching LS.

4.7.2 Dissatisfaction with program structure

I feel like the curriculum is so Hong Kong-oriented, that I will face a lot of difficulties in coming up with my own lesson plans. (Teresa, Year 2)

As the above extract represents, participants exhibited a sense of defeat and low self-esteem during discussion of this topic. Induced by inadequate preliminary research and lack of prior knowledge on LS, discontent against the program structure was consequently developed. Much of the discussion revolved around the arrangement of TP and lack of support from the Education faculty to international students.

First reason for dissatisfaction comes from internal conflict that lies between local and non-local students, mentioned by BEd&BSS Year 2 participants who will be undergoing their first co-teaching TP next academic year (refer to Table 3 for more detail). According to them, they feel a sense of avoidance from local counterparts in pairing up to teach, due to their inability to speak Cantonese and perceived lack of comprehension of the subject compared to the local students:

We need to start preparing for our teaching practicum. The first practicum in particular, has to be paired up. I sense that local students in general do not want to pair up with international students. It's probably because we lack in understanding of the subject and so we would need help constantly. I feel as if local students consider us as burdens, and that makes it harder for me to approach them. (Mary, Year 2)

We are about to start our first teaching practicum, and we have to go as a pair. Professors advised that international students pair up with a local student, but with such internal conflict, none of the local students would want to pair up with international students. (Teresa, Year 2)

Although the participants see the good in pairing up with more culturally accustomed local classmates for paired-up teaching, internal conflict induced by unequal understanding on LS creates tension between local and non-local BEd&BSS students.

The structure of the first TP is also a matter of dissatisfaction due to the short extension of period. Lisa, who is the only participant that underwent the newly reformed structure of TP as BEd&BSS student teacher, expresses that one-week duration of TP was not fruitful for her learning:

A weeklong teaching practicum was too short to learn about teaching. I was not exposed to enough teaching demonstration, or to actual teaching practice. To elaborate more about my practicum, my partner and I taught twice during the weeklong practicum. I felt like we didn't have enough orientation before jumping into teaching...Our mentor also thought that one-week of practicum is not going to help us. (Lisa, Year 3)

As Table 1 and 3 shows, BEd&BSS students undergo same amount of credits and TP days in the first co-teaching TP as BEd students. However, the major difference is that BEd&BSS program has divided the 15 school days long TP into three blocks, comprising of five school days each. When Lisa was interviewed and made the above account, she had only gone through one block out of the three. Nevertheless, this report on her first TP is valuable, as she is the only Year 3 South Korean participant that can account on the realities of the newly reformed teaching arrangements.

Lisa expressed discontent towards the short duration of her first block of TP, as she feels that there were not enough orientation and actual teaching experience during her placement. This is contrary to the set of focus skills proposed by the faculty that is suggested for student teachers to acquire and practice during their first TP assignment. These skills are namely: classroom management, lesson planning, and basic pedagogical development (see Table 3). However, these set of skills are to be obtained over the course of *entire* TP, upon completion of all three blocks. Hence, analysis on the effectiveness of the new teaching arrangements should be made after the fulfillment of the entire first TP package for the sake of validity.

Nevertheless, such discontent towards TP structure could be due to the unfamiliarity with the local education setting. Therefore an adequate orientation to teaching by the practicum school is essential in maximizing the experience of student teachers. Longer period of time may be necessary for non-local students to adapt to the local school setting, such as classroom atmosphere, working environments, etc. Such adaptation process would take shorter time for local students, especially for those students returning to the alma mater for their first TP, as they would have less adjustment to make.

In further addressing their dissatisfaction with the program structure, South Korean LS participants commonly expressed the need for more support from the faculty to

international students. Passive approach to ensure equal learning experience for both local and non-local students, are seen as inadequate by the participants through their narration:

There isn't much support from the faculty to international students going on their first teaching practicum (Lisa, Year 3)

The Education faculty didn't provide much support in arranging workshops or seminars to address the problems faced specifically by international students. These problems could be things about unfamiliarity of the curriculum as well as the local school structure. We need more in-depth workshops tailored to international students. (Karen, Year 4)

These representative excerpts from relatively senior year participants shows that out of their experience, they see the need to address problems such as “unfamiliarity of the curriculum and local school structure”, especially when these issues are not properly examined during such short-termed blocks of TP.

Inactiveness of the faculty in ensuring equal learning experience of its international students is consistent with the shortcomings of instrumentalism in internationalized higher education. With economic incentives, there is a danger of developing strict standardization of educational systems as well as derivation of cultural homogeneity, induced by the general learning atmosphere of the host country. Such favor in uniformity is contradictory to valuing pluralism in global society, which may consequently lead to academicentrism (Stier, 2004). However, in order to avoid such negative consequences and also to achieve harmonious cooperation, effort from both sides—students and the faculty—is indispensable. Along this context, Karen, the only fourth year BEd participant, delivers a positive and differentiated outlook on the situation:

But the professors are willing to help when approached. It's something that we need to work together on, not one side is to be blamed for non-local students' difficulties in adapting to the curriculum. (Karen, Year 4)

It is important, as Karen asserts, that not one side is to be absolutely blamed for the inefficient adaptability of non-local students, as collaborative effort is necessary in resolving the issue from both sides of administrators and students of all backgrounds. Yet, some implications were also addressed by relatively senior participants for the betterment of the

program: the need for more consideration from the faculty to help non-local students in terms of career planning, in order to cater for the growing number of international students.

4.7.3 *Language barrier*

Participants have unanimously identified language barrier as the major factor that directly and indirectly challenges their pursuit into teaching. According to their report, problems due to language difference are most prevalent as cross-cultural challenges and curriculum challenges. The significant difference between the two is the setting in which these challenges incur, where the former takes place within the university setting, while the latter occurs in the actual field of education in Hong Kong.

An accounted example of cultural challenges is the excessive usage of Cantonese during in-class small group discussions, as well as while working on group assignments. Participants reported that they feel divided and disengaged, especially due to their speculation that local students use Cantonese for their ‘indiscreet’ convenience. This separation induced by cultural—language—difference, aggravates the aforementioned ‘internal conflict’ that exist between local and non-local students of the program. Participants describe such experiences as “a setback in learning” (Interview with Teresa, March 2015), as it not only tampers with the social atmosphere of the classroom, but also the rightful learning experience of all stakeholders. Below are extracts representative of the case:

It was most difficult to handle my group mates working on an assignment together for entire first semester of university. They spoke so much in Cantonese that I felt isolated, and disrupted in my learning. Even during lecture when we are given a task to discuss as groups, peers always speak in Cantonese so that make it hard for me to participate. (Cindy, Year 1)

There definitely is a language barrier in majoring this program. There is a setback in my learning because my classmates speak in Cantonese a lot of the time. I am nearly giving up on this issue. I tried hard to get along, and even confronted about it, but nothing has changed. (Teresa, Year 2)

Many peers use Cantonese when we are doing group assignments, and that made me extra hard to join and follow through the process. I was very stressed out. (Lisa, Year 3)

To further elaborate on the instances of these challenges, participants addressed that local professors also casually integrate Cantonese in delivering lectures, which in words of one of Year 2 student, “sets the tone of the classroom where speaking Cantonese [is] acceptable” (Interview with Mary, March 2015).

It’s hard being a foreigner, because there is always language barrier. Some professors use Cantonese here and there in their PowerPoint and lecture speech. (Cindy, Year 1)

The professors casually use Cantonese here and there during their lecture, which sets the tone of the classroom where speaking Cantonese becomes acceptable. Such small act makes me feel left out and excluded. Many peers speaking in Cantonese during group assignment is also a big problem that disrupts the flow of my learning. (Mary, Year 2)

One of participants narrated her experience in a program-organized field trip activity where her attendance was mandatory. As feared, Cantonese was overly used throughout the trip, and she was left to be translated by her classmates. This participant candidly expressed her disappointment in the program’s negligence to cultural differences. She elaborated that she felt hindered in her learning, moreover obstructing local students’ learning as well due to her need for translation. Indeed, this is an “uncomfortable” experience, called as an “inconsideration for international students” (Interview with Teresa, March 2015) for a renowned university with reputation in its advocated internationalism.

Curriculum challenges portray the realistic difficulties a migrant LS may face during his or her assignment in local schools. As student teachers that will be, or have been in placement for professional development, participants commonly expressed concern over the stereotype that LS classes are preferred to be taught in Cantonese, due to students’ convenience in expressing their ideas in native language:

During school visit in a LS classroom, a teacher would ask a question in English and the students would respond back in Cantonese. These problems are practical problems, and it adds to my doubt in whether I can teach LS. (Cindy, Year 1)

I would have thought about becoming a LS as a life-long career but for now, language barrier is the biggest hurdle. It’s going to be so difficult to communicate with students as well as the entire school if I don’t speak the language. (Teresa, Year 2)

This challenge is also problematic in terms of TP school allocation, as it emphasizes the internal conflict in partnering with a local counterpart in order to fulfill the requirement of co-teaching. Mary specifically addresses this:

If you can't speak Cantonese, you cannot go to a CMI school, and that makes it harder for international students like me to find a partner for teaching practicum. (Mary, Year 2)

However Karen, a fourth year BEd participant, accounted a distinctive outlook on the situation. She believes that her existence as a non-local brings "a fresh perspective" (Interview with Karen, March 2015) to her local counterparts, and vice versa. She further describes that such mutual benefit from cultural difference is consistent to the core value of LS, which is to respect multiculturalism and pluralism in society.

4.7.4 Unclear future prospects

As an extension of curriculum challenges, all participants expressed concern about the unclear future prospects after graduation. The general reason for such apprehension is due to their perception that LS is a subject only teachable in Hong Kong, as the following account exemplifies:

I feel like the program is just focused in training teachers to only teach students in Hong Kong. It's a lot of pressure to know that we will be teaching students towards taking the national exam. I think things that we learn now is hard to be applied to other countries' curriculum. I don't see myself as a LS teacher, so I have a lot of questions in whether the things I learn now will help me in my future. (Janice, Year 1)

South Korean students in general do not think that LS is transferrable to other countries' curricula. For this reason, they believe they cannot acquire teaching positions elsewhere other than Hong Kong. Moreover, the pressure to teach a core Hong Kong Diploma of Secondary Education Examination (HKDSE) is seen as a factor that lowers the participants' probability in remaining in Hong Kong as LS teachers.

Lisa provided another perspective, that other stakeholders of a child's education will not see a migrant LS teacher favorably, which significantly affects the employment of non-local LS pre-service teachers:

Some difficulties would be about future employment. I think the parents have the mandate to question the foreign teacher's ability in teaching such a localized subject. (Lisa, Year 3)

Hence in other words, as these South Korean students reflect themselves as unable to fit for description of a competent LS teacher due to cultural differences, the possibility of them seeking a position as LS teacher in Hong Kong significantly reduces.

4.8 Can we become Liberal Studies teacher?

When the question was directly asked to the participants, the responses were half and half: three out of six responded negatively while the latter half responded positively.

Negative answers were supported by the same reasons listed in answers to 'difficulties faced in learning to teach LS' (see Chapter 4.7), major reason being the language barrier, the tallest hurdle for migrant pre-service teachers. These participants also noted that their non-local identity makes it harder to become LS teachers, as their ability to prepare teaching materials—such as local news—as well as their background knowledge of the city-state, severely lacks compared to that of their local counterparts. It is found that much of these reasons are also a reiteration of previous discussion on hardships faced in studying LS, hence there is an extension of doubt on the subject of its practicality for future prospects of non-local student teachers.

Positive answers betted their chances on the diverse cultural background of migrant teachers as beneficial to the curriculum, as well as the technical truth that LS classes as well as the national examination can be conducted in English. Participants based their answers on personal accounts, such as conversation with in-service LS teachers during school visit, and professors who they sought for individual consultations.

However, none of these participants are committed to actually becoming a LS teacher, despite their desire to pursue into the teaching profession. While narrating their opinion in response to the posed question, they distanced themselves from the position by using a

second or third person point of view in speaking, instead of first: “I think you can be one if you have...” (Interview with Lisa, March 2015).

Rather than being a local schoolteacher, moreover a LS teacher, five out of six participants who want to become a teacher want to work at an international school instead. These participants believe that adapting to teach at international schools would be an easier job than at local schools, as they are already accustomed to the culture due to their past educational background. The following representative extract illustrates the said statement in participant’s own words:

Reason why I don’t want to teach at a local school is because I cannot speak Cantonese, and based on my experience, I think I will adjust better at an international school. (Janice, Year 1)

Karen, one of first South Koreans admitted to the program, and one of last in the single degree BEd study, also believes that it is more practical to target international school for employment, reflected from an account with one of BEd professors she consulted her future prospects with:

According to one professor that I consulted with, the current trend of LS relies heavily on local-oriented topics. So no matter how well we, as teachers, speak English, students’ level of communication in English, through projects and essays, will not be sufficient to catch up. That is the reason why there are many LS classes even in EMI schools that are conducted in Cantonese. EMI schools are less than 50% of the entire pool of local schools in Hong Kong. There are even lesser percentage of LS classes solely conducted in English. So in conclusion, it is better for us international students to target international schools. (Karen, Year 4)

Her practical argument states that the demand for non-local LS teacher is pessimistic, due to the unfavorable realities of LS classrooms induced by the preference in using Cantonese for learning and teaching. With most experience in teaching LS out of all participants, Karen’s accumulated thoughts on the matter is analyzed as constructed through both direct and indirect experiences.

4.9 Summary

The findings presented in this chapter reveal the reality of the learning experiences of South Korean BEd and BEd&BSS students.

It was found that South Korean LS students in HKU varied in their entry motivation in joining the program. Most participants commonly addressed that they were altruistically motivated to join, as they enjoy working with children and witnessing their growth. These participants described that personal history in volunteer teaching had significantly influenced their choice more than extrinsic motives, such as occupational stability and long holidays. It is further analyzed that their initial motivation in studying teacher education is sustained throughout their study, as significant majority of participants reported their desire to become a teacher upon graduation.

However, none of South Korean LS students wish to teach LS specifically. They underrate their capacity to teach LS due to unfavorable experiences from the program, language barrier being its biggest contributor. For instance, they accounted that non-Cantonese speakers cannot be a competent LS teacher, as they cannot have fluid communication with his or her native Cantonese-speaking students, and also unable to provide localized learning materials due to limited language access. Moreover, South Korean students' inability to speak Cantonese makes them feel isolated from local classmates and professors when they casually use Cantonese during group discussions and lectures. All in all, South Korean students are unsatisfied with their progress in understanding LS as a subject due to cross cultural and curriculum challenges induced by language barrier. Additionally, these students fail to see LS as a transferrable subject to other foreign curricula. This is a problem because despite their vision to become teachers, the realities of LS education obstruct them from becoming one. Hence subsequently leading South Korean students to feel unsure of their future prospects.

Apart from deficiency in Cantonese language, South Korean students think their lack of prior knowledge of LS has also affected their current study as well as their (prospective) TP experience. When reflecting their progress in understanding the subject, South Korean

students constantly compared themselves to their local counterparts, who have prior experience in learning LS as secondary students, and thus—although a mere conjecture—more capable of learning as well as becoming successful LS teacher. If such stereotypes persist, the possibility in retention of South Korean per-service LS teacher will reduce.

Despite lack of confidence in understanding LS, it was found that all of the participants still understood and regarded highly of LS' essence and core values. These include: pluralism, globalization, and eradication of rote-learning and inculcation culture in educational setting. This reports a sense of ambivalence in participants' perspective on LS. Also, the difference in appreciation varies greatly between the single degree and the double-degrees program, as there were more LS-related core courses for BEd students than for BEd&BSS students (Table 1). BEd participant exhibited more confidence and optimism in accounting her experience as LS student teacher than the BEd&BSS students. Nevertheless, there is an overall positive impression on the subject by South Korean LS students, despite various difficulties and challenges faced in learning LS, as a student as well as a trainee teacher.

South Korean students admitted to the LS program in HKU generally want to become a teacher after graduation. However, the localized subject that they are required to learn and teach as pre-service teachers is too challenging for them as non-local student teachers. In acknowledgement of such difficulties, South Korean students unanimously expressed the need for more consideration from the faculty to support non-local students in terms of adjustment to the program as well as career planning, in order to cater for the growing number of international students.

On a side note, it is noteworthy that the responses narrated by participants had less-than-imagined South Korean culture-specific aspects, but more as a generalized perspective

of non-local students. This is likely due to their rather international background (see Table 4 for more detail).

CHAPTER 5 IMPLICATIONS AND CONCLUSION

In this chapter, further analyzed summary of the findings and derived implications for various spheres of the Hong Kong education sector will be presented, followed by limitations and suggestions for further research. Finally, conclusion of the study will also be presented at the end of the section.

5.1 Summary of Findings

Many parts of the data were consistent with past researches on motivation and commitments of pre-service teachers (Gu & Lai, 2012; Sinclair, 2008), suggesting certain degree of uniformity in experience of education students across the world, regardless of nationality. South Korean LS students studying in Hong Kong exhibited altruistic entry motivation in joining the program, just like Australian, Hong Kong, and mainland Chinese pre-service teachers studying English education in Australia and Hong Kong, respectively. Researches also echo that TP is regarded as more interesting and preferable to regular coursework provided by teacher education (Commonwealth of Australia, 2007; Deer, Brady, Bamford, & Segal, 1997, Sinclair 2008). South Korean students reported their anticipation in learning the ‘realities’ of teaching through TP, which is also one reason why they are pressured in finding a local partner, with prior experience in LS and local school, for their first co-teaching TP in attempt to maximize the reality experience.

In Sinclair’s (2008) study on motivation and commitment of Australian pre-service teachers, it is concluded that student teachers’ experience in ‘reality’ significantly influences their future commitment to teaching. For example, if a student teacher’s entry motivation and the actual experience in teaching practice were mismatched, commitment to pursue into teaching would decrease consequently. This is the case of Lisa, the only third year BEd&BSS participant, as she decided not to become a teacher after her first TP. However, she was extrinsically motivated to join the program—she thought that studying a double-degree

course would ensure job security. On the contrary, Karen, a fourth-year BEd participant, was intrinsically motivated due to her peculiar passion for humanities, and she still wants to become a teacher after three rounds of TP at local schools. Using Sinclair's (2008) term, Karen's actual experience in teaching and her entry motivation have positively matched, increasing the level of commitment to pursue into teaching. Nevertheless, this research comparison indicates that program coursework, including TP, has an immense impact on a student teacher's commitment in teaching. Therefore to ensure retention of migrant pre-service teachers, careful design and implementation of coursework by the host faculty is crucial.

It is also found from a previous study that mainland Chinese pre-service teachers tend to limit their professional development by "basing their future teaching capacity on their current ability, which they [see] as unchangeable and unchanging" (Gu & Lai, 2012, p. 10). Similarly, South Korean students accused their lack of Cantonese proficiency and familiarity with the local culture and the curriculum for difficulties in securing a job as LS teacher in Hong Kong. Such mindset has to be changed, as these differences are adjustable over time with paid efforts (Gu & Lai, 2012). Moreover, their diverse background is deemed as useful education resource for teaching.

5.2 Implications

Teacher training experience of South Korean LS students is directly related to their commitment to pursue into teaching. Therefore, in order to not only maximize the potential in retention of migrant pre-service teachers, but also to enhance the teacher training experience of students, it is significant to highlight possible considerations ought to be addressed by various stakeholders of the issue. Teacher educators from the institution, practicum schools, local peers in the program, and South Korean LS students themselves, are all accountable for

bringing about a change, to ensure equal development of learning capacity of all students with various backgrounds.

5.2.1 For the HKU Education Faculty

As the number of international students grow due to steady intake of non-local students to the faculty, it is important to address difficulties faced by these students as they adapt to a different culture and environment. This is especially true for non-local LS student teachers compared to education students from English or Mathematics program, as these students have no prior experience in LS. A suggestion is to organize discourses, seminars, or workshops to address realistic challenges faced by non-local students, such as language barrier and career prospects to collaboratively devise a proper measure to alleviate the challenges.

5.2.2 For teacher educators at HKU

As teacher educators with direct influence on non-local students, it is necessary to take notion of the fact that the learning outcome of non-local students may differ from that of local students due to their international education background with no previous knowledge on LS. As LS is a Hong Kong-specialized subject, effort for attention and guidance for non-local students' adaptation is duly required.

First, as mediator of discussion in lecture rooms, teacher educators should take note of their language of instruction, as well as local pupils' usage of Cantonese during small group discussions in class. This is to ensure equal leaning opportunity and also to establish a welcoming atmosphere for everyone's participation. It is important to demonstrate respect for pluralism as the facilitator of the course, hence authorizing a harmonious environment, avoiding and moreover eliminating 'internal conflict' amongst local and non-local students, which is primarily induced by language barrier.

As coursework exposes students to realities of teaching, consequently influencing their commitment to teaching, teacher educators should implement best ways to deliver the content of the course to maximize the acquisition and retention of knowledge of all pupils from various backgrounds. It seems that while designing the course assignments, teacher educators should consider the inequality of LS prior knowledge that exists among local and non-local students. Teacher educators cannot resolve these issues single-handedly, but support and collaboration are necessary from school authorities as well as the students themselves. However, teacher educators can strive to achieve a more comfortable atmosphere for students to share their cultural difficulties, as non-local Education students face unique circumstances in experiencing higher education studies due to special project arrangements such as local school TP.

One suggestion is to positively influence the impression of the subject to non-local students. As non-local students tend to consider LS as a localized subject irrelevant to their future, it is important to emphasize the transferability of the subject to other aspects of study they may be more interested in learning/teaching. Such enhanced understanding and impression of LS will positively affect the students' practicum experience as well. Designing an across-semester course commencing at the very beginning of the program that specifically addresses the fundamentals of LS and of its realities, as well as highlighting the subject's transferable characteristics to other international curricula, can induce enlightenment in students in regards to the subject. Also, such early exposure can be helpful for students in preparing for upcoming TP as well as in planning their career prospects.

5.2.2 For local peers in BEd&BSS program

As classmates and partners in learning, a harmonious collaboration between local and non-local students is necessary for mutual benefit. In the perspective of non-local students, local students are perceived to be at an advantage point in understanding LS. Understanding

such conception and maintaining an open-minded perspective will reduce the amount of ‘internal conflicts’ among local and non-local students, needless to mention that same effect is achieved by enforcing universal medium of language—English—during group assignments and classroom discussion. However, this should not be remained as sole responsibility of local peers, as collaborative effort in facilitating a fruitful learning experience for all should be the aim of all participants in the program.

5.2.3 For practicum schools

South Korean LS students fear that their lack of Cantonese proficiency and knowledge about local news would negatively impact their TP experience, as it is already found to be hindering their progress in understanding the subject. Therefore, school authorities should maintain an open-minded perspective in granting a position to non-local LS student teachers to expand their knowledge and experience the realities of LS teaching. Their contribution as products of internationalization in education can benefit the school in terms of broadening the social and cultural perspectives of school’s students. For the same reason, non-local LS pre-service teachers will be granted with opportunities for experiential learning.

5.2.4 For South Korean LS students

Being the main contributor to the reason why they are receiving teacher-training education in Hong Kong, much responsibility is invested in South Korean—moreover, all non-local—BEd&BSS students themselves. As the owner of their own education, it is imperative that all non-local students develop and maintain a proactive learning habit. Rather than attributing the lack of experience in local educational setting to difficulty in learning, they should summon up the courage to face complexities prone to migrant student teachers. It is also important to keep a resilient and positive attitude at such seemingly defeating

circumstances, and also to be flexible to the changes around them as they move to a completely different surrounding from another.

One specific way of implementing proactivity is seeking for support from those willing to help. If materials or certain concepts are incomprehensible, seeking guidance from those who are more knowledgeable can be beneficial, adopting the Zone of Proximal Development theory. Also, communicating with those who are undergoing similar situation can provide emotional support, but it is crucial to focus the conversation to finding a solution, rather than complaining. For those in relatively earlier years of study can consult with senior South Korean or other non-local students, as they are more advanced in the common study, hence with more experienced. These students can also seek help from the faculty, peers, and mentors from practicum schools, or even via The internet from pre-service teacher communities. The resources are readily available; it is the attitude that is responsible for fueling their motivation for learning, moreover, their commitment to teaching LS.

5.3 Limitations and suggestions for further research

Despite the listed implications above, it must be acknowledged that there are a number of limitations in the current study. This study has a small sample size based on pre-service teachers with one common nationality at one specific university. Although this qualitative research has investigated the learning experience of all South Korean LS students, the number itself is relatively small to draw conclusive remarks on non-local students' international teacher training experience in general. Also, this means that the findings may not be the same in different institutions even with similar background of participants.

There were differences in responses between single degree students and double degree students. However, the number of participants in each degree of program was not proportional for comparative analysis. A separate study catered to each degree may address

specialized findings that can analyze the effectiveness of the program for international students further.

Similarly, responses across cohort were significantly different due to the difference in experiences. Opinions about TP by a Year 4 student, who completed three practica, were different to the opinions of a Year 1 student, with no prior experience in practicum. Hence, a longitudinal study is necessary to examine how a participant changes his or her view along the duration of the program study.

Lastly, as the current study's findings echo previous investigation on mainland Chinese pre-service teachers in Hong Kong, non-local pre-service teachers from other nationalities would also likely encounter questions on adapting to foreign curriculum in aims to teach it. Further research can explore more specific implications that can be implemented for the betterment of learning experiences of all students. A comparative study by examining the learning experience of local BEd&BSS students can also provide substantial analysis to explore equality in learning among local and non-local students of the same program.

5.4 Conclusion

This study has explored the realities of teacher training experience of South Korean LS students in Hong Kong. The study has found that due to various challenging factors, such as language barrier, foreign curriculum background, lack of experience in humanities-related subjects, and lack of knowledge of the city, there is a general sense of dissatisfaction with the LS program in South Korean LS student teachers. The study has also illustrated that these pre-service teachers experience immense pressure and frustration in their progress of understanding LS, as they compare their status to that of their local counterparts. Such inequality in the level of base understanding, as local students would have learned LS prior to university, could demotivate non-local students to progress further in their study.

Therefore, it is noteworthy for all stakeholders involved in international teacher training to take active roles in recognizing complexities and utilizing resources to bring the most meaningful education experiences to all student teachers. Efforts to foster positive motivation in non-local pre-service teachers to learn to teach LS will nurture significant progress in their understanding on the subject, consequently raising the possibility for retention as well as development of purposeful learning during their stay in the host country.

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Appendices

Appendix 1: Interview Questions (Korean)

Interview Questions (한국어)

International students in teacher training: South Korean Liberal Studies students in Hong Kong

*The interview is semi-structured and is to last approximately 45 minutes at minimum each. Although interview guide is used, participants are encouraged to expand upon their experiences whenever possible, in order to hear their views and experiences and to enhance the researcher's understanding of their life realities¹.

1. 본인의 학력에 대해서 얘기해주세요.
 - a. 홍콩 오기 전 어디서 학교를 다녔는지
 - b. 어느 나라에서 몇 년 동안 공부하였는지
2. 홍콩대 교육학과 프로그램에 참여하게 된 이유는?
 - a. 홍콩대 Liberal Studies 를 전공하여 좋은 점들은?
 - b. 외국에서 교육학을 전공을 하면서 느낀 점은?
3. 왜 Liberal Studies 를 전공하게 되었는지?
4. Liberal Studies 라는 과목에 대해서 어떻게 생각하는지?
 - a. 본인이 생각하는 Liberal Studies 교사의 장점은?
 - b. 학년을 올라가면서 Liberal Studies 에 대한 이해도가 올랐는지?
5. 평소에 교사라는 직업에 대해 어떻게 생각하는지?
 - a. 본인이 생각하기에 교사로서 동기부여가 되는 요소들은?
 - b. 교직을 평생직장으로서 어떻게 생각하는지?
6. 앞으로의 장래희망이나 미래 계획은 무엇인지?
 - a. 교직에 대해서 진지하게 고려해보았는지? 해보았다면, 언제부터?
7. 만약 교사가 되고 싶다면, 어느 나라에서 일하고 싶은지?
8. 홍콩에서의 교생실습은 어떤경험이였는지? (언제, 어디서, 가르쳤던 과목들)
 - a. 한국의 교과과정과 홍콩의 교과과정의 비슷한 점과 차이점은?
9. 홍콩대에서 한국인으로서 받는 교원 교육에 장점과 단점들은?
10. 홍콩에서 외국인으로서 교원 교육을 받는 과정 (교생실습 포함)에서 발생한 문화적 갈등을 느껴봤는지?
11. 홍콩에서 외국인이 Liberal Studies 를 가르치는 정식 교사가 될 수 있다고 생각하는지?

¹ Johnson, K. E., & Golombek, P. R. (2002). Teachers' narrative inquiry as professional development. Cambridge, UK: Cambridge University Press.

Appendix 2: Interview Questions (English)

Interview Questions (English)

International students in teacher training: South Korean Liberal Studies students in Hong Kong

*The interview is semi-structured and is to last approximately 45 minutes at minimum each. Although interview guide is used, participants are encouraged to expand upon their experiences whenever possible, in order to hear their views and experiences and to enhance the researcher's understanding of their life realities¹.

1. Please share about your educational background.
 - a. Where did you study before coming to Hong Kong?
 - b. How many years did you stay in each school or country?
2. Why did you decide to attend an education program in the University of Hong Kong?
 - a. What are the merits of attending HKU Liberal Studies?
 - b. How is learning about education in a foreign country?
3. Why did you choose to study Liberal Studies in particular?
4. How do you think about Liberal Studies as a subject?
 - a. What are some merits of being a Liberal Studies teacher in your opinion?
 - b. Has your understanding of Liberal Studies changed along your years of study?
5. How do you think about teaching as a profession?
 - a. What are some common motivation factors of becoming a teacher?
 - b. How do you think about teaching as a lifelong career?
6. Can you share about your future plans?
 - a. Have you thought about becoming a teacher seriously? If you have, when did you begin to think that way?
7. If you were to become a teacher, where would you want to pursue it?
8. How would you describe your experience in teaching practicum in Hong Kong? (When, where, what did you teach, etc.)
 - a. Could you reflect on differences and similarities between South Korean and Hong Kong curriculum (such as on teaching methods)?
9. What are the pros and cons of receiving teacher training in Hong Kong, specifically at HKU?
10. Have you experienced any cultural conflict/shock as a foreigner during your teacher-training study (including teaching practicum) in Hong Kong?
11. Do you think it is possible for a foreigner to teach Liberal Studies as a full-time local schoolteacher?

Appendix 3: Translated Interview Responses (Cindy)

Question 1	What motivated you to study education?
Cindy	I did many volunteer work in the education field. I've always wanted to become a teacher or a social worker since I was in high school, but eventually I steered towards education. The biggest reason for this was because I used to volunteer at a special education school, and watching the students grow in progress of learning was a very rewarding experience.
Question 2	Did you know what Liberal Studies was before coming to HKU?
Cindy	I am a first-born child, so my parents wanted to me stay closer to home. They thought Hong Kong was a good choice. I learned about the program through one of alumni from our high school. I thought the program was like any other Liberal Arts courses in other universities. I had no idea that the subject had so much to do with Hong Kong education, moreover a core subject in the Hong Kong curriculum. I didn't know that the program had so much focus on pedagogy. I did not make any research before coming to the university.
Question 3	How is your progress in understanding Liberal Studies as a subject?
Cindy	I'm more confused as time goes. I don't understand the structure of the curriculum. One of professors even predicted that Liberal Studies would soon disappear. For now, I feel like I am learning about Hong Kong in general. I know the very basics, that there are six modules, and it encourages students to pursue independent learning.
Question 4	How do you think of teaching as a profession?
Cindy	Apart from the teaching aspects of it, it is good because you can constantly learn from children you teach. I have a good impression of the occupation because I had great teachers in my life. Also, I love being around people, especially kids, and the idea of mentoring them fascinates me. It would be a truly rewarding experience to witness the growth of my students.
Question 5	What are some realistic difficulties in preparing to teach Liberal Studies?
Cindy	<p>It's hard being a foreigner, because there is always language barrier. Some professors use Cantonese here and there in their PowerPoint and lecture speech. It was most difficult to handle my group mates working on an assignment together for entire first semester of university. They spoke so much in Cantonese that I felt isolated, and disrupted in my learning. Even during lecture when we are given a task to discuss as groups, peers always speak in Cantonese so that make it hard for me to participate. Even during school visit in a Liberal Studies classroom, a teacher would ask a question in English and the students would respond back in Cantonese. These problems are practical problems, and it adds to my doubt in whether I can teach Liberal Studies.</p> <p>Also, I am not as experienced in Liberal Studies as my peers, and this lowers my self-esteem and as a result, I don't feel confident enough to lead a group assignment. I become a passive learner.</p>

Question 6	What are some good things about learning Liberal Studies as your major?
Cindy	I don't know yet.
Question 7	Is it possible for a foreigner to become a full-time Liberal Studies teacher?
Cindy	I think you can try to become one, but it won't be easy. Professors say it doesn't matter even if you didn't learn Liberal Studies growing up, but I beg to differ.

Appendix 4: Translated Interview Responses (Janice)

Question 1	What motivated you to study education?
Janice	Personally, I thought majoring in education would look good for a female university student. Also, my parents were involved in deciding my major. However, volunteer hours I had to serve—initially due to the demand by the IB curriculum—teaching the Myanmar refugees English, gave me an eye-opening experience.
Question 2	Did you know what Liberal Studies was before coming to HKU?
Janice	I had no idea what Liberal Studies was about. I applied really because of its official title, “Bachelor of Education and Social Sciences”. I thought Liberal Studies could be something like Social Studies. I took up many courses related to Social Sciences in high school, so I thought that I could handle it. I did not do any research on Liberal Studies before coming to the university.
Question 3	How is your progress in understanding Liberal Studies as a subject?
Janice	<p>I feel like I’m learning back in high school all over again. I can’t believe I will be teaching Liberal Studies soon in practica. I feel like studying Liberal Studies as student. I feel stressed for having to teach a subject that only exists in Hong Kong. I heard that local classmates have already learned Liberal Studies in high school. During the first semester in year one, we didn’t focus in learning about Liberal Studies, but on general education, with other students in the faculty. For now, I feel like I’ve learnt about sociological perspective on education. I didn’t learn about Liberal Studies specifically yet. I hope to be more exposed to Liberal Studies in the second semester. My understanding on the subject is better than where I started, probably because of the school visits, projects, and reading the curriculum guide.</p> <p>I took IB in high school, and essay is much emphasized throughout the curriculum. I heard essay is an important component in Liberal Studies as well. The two are similar in a sense that researching is crucial and that students must avoid textbook answers. So I think my experience in IB, from subjects like Theory of Knowledge, will help me in further understanding Liberal Studies. For now, I am quite intrigued by the program, and it’s quite like how I expected.</p>
Question 4	How do you think of teaching as a profession?
Janice	Coming from Korean culture, being a teacher is a great profession for a woman. It is commonly said that men prefer to marry a teacher out of all occupations in Korea. It is extremely hard to find a job nowadays, and so people value stability of a profession very highly. That’s the reason why it’s getting harder to get into teacher’s college in Korea. People think schoolteacher is a very stable job. But it seems to be a different case in Hong Kong. Many have told me that they major in Education because their grade was not high enough for their first choice. Most of them wanted to study business, but had to compromise their decision due to their acquired grade in the HKDSE. What I feel about the profession is that it is perceived differently between countries—especially Hong Kong and Korea. Nevertheless, I think

	as a schoolteacher, you must be ready for life-long learning. High school teachers in particular have immense impact on a student's life.
Question 5	What are some realistic difficulties in preparing to teach Liberal Studies?
Janice	I am worried about whether I can perform as good as my peers, considering the fact that I have never learned Liberal Studies as a student. I am also worried whether I can teach Liberal Studies well to local students in the future. I have heard that we will be teaching about local culture as well, and I am not so sure how well I can manage doing that. International students are such a minority within the Education faculty, so I feel like there is a lot of focus towards the local students. I feel like the program is just focused in training teachers to only teach students in Hong Kong. It's a lot of pressure to know that we will be teaching students towards taking the national exam. I think things that we learn now is hard to be applied to other countries' curriculum. I don't see myself as a Liberal Studies teacher, so I have a lot of questions in whether the things I learn now will help me in my future. Reason why I don't want to teach at a local school is because I cannot speak Cantonese, and based on my experience, I think I will adjust better at an international school.
Question 6	What are some good things about learning Liberal Studies as your major?
Janice	The best part about Liberal Studies is that the skills you learn from the program are applicable in other areas of study. Liberal Studies could be everyone's favorite subject, as it has less to do with reiterating rigid theories, but exploring further into current issues at hand. In my school visit I have observed lively classroom with a lot of interaction happening. Liberal Studies is a great choice of study for international students because you are exposed not only to the global issues but also to the local lifestyle. Simply put, I like the fact that Liberal Studies doesn't seem to be a subject that is trapped in a textbook. It's a curriculum to get you ready for the big world. Besides, Liberal Studies teachers look so knowledgeable since they have to teach in almost all aspects of a society.
Question 7	Is it possible for a foreigner to become a full-time Liberal Studies teacher?
Janice	I don't think it's an impossibility. First of all, the students can take the exam in English, and some schools teach Liberal Studies in English, so there shouldn't be much of a language barrier problem. Also, we will be learning Liberal Studies for five years which makes us an expert in the field. I think the fact that due to the international background, foreign teachers have better communication skills in English, and hence it would be a merit for EMI school.

Appendix 5: Translated Interview Response (Teresa)

Question 1	What motivated you to study education?
Teresa	I have always wanted to become a teacher, so I gradually grew interest in education. I love working with children, and I thought becoming a schoolteacher would be the most perfect decision for my future. I grew up watching my parents supporting voluntary teaching all the time, and I did many volunteer hours myself in various orphanages and kindergartens and was exposed to working with children a lot, so I believe that is where my interest comes from.
Question 2	Did you know what Liberal Studies was before coming to HKU?
Teresa	I never knew about Liberal Studies before coming to HKU. I did not make any research on my own about the program. In the states, there is a tertiary institution called “Liberal Arts College”, so I thought Liberal Studies could be something similar to Liberal Arts. I thought it could be more about ‘well-rounded education’. I had no idea Liberal Studies was a core subject in Hong Kong curriculum. It only said Bachelor of Education in the application, so I thought it had to do with Liberal Arts.
Question 3	How is your progress in understanding Liberal Studies as a subject?
Teresa	I thought that we would be more exposed to what Liberal Studies is as we move up a year. I thought we would be focusing on each module one by one. Compared to my first year, my understanding on teaching has gone up. To be more specific, we took courses about Independent Enquiry Study (IES) and issue-based learning theory. Those are the ones that were most related to Liberal Studies. Other education courses were taken together with students from other program within the faculty. If this continues, I don’t think my understanding on Liberal Studies would get any better. This concerns me. I have consulted with a professor, and the answer I got is that I should take time as I have five years to learn about it. I think some professors are considerate of international students. For example, one of them exempted IES project from counting towards overall grade because international students never had done one before, unlike the local students
Question 4	How do you think of teaching as a profession?
Teresa	I never thought about the social status of a teacher. Clearly, teaching as a profession involves a lot of socializing. It’s very different to what a job at an office may be like—less paperwork, and more communication with others.
Question 5	What are some realistic difficulties in preparing to teach Liberal Studies?
Teresa	I am worried because many of my classmates told me that local students hate Liberal Studies. Also, even if I consult with my professors, I feel like I am not ready for my future. It’s hard for me as a foreigner with no prior experience in Liberal Studies, to learn to teach such a local subject as Liberal Studies. I don’t have much of background knowledge about the city either, so I worry whether I can be a good Liberal Studies teacher. There definitely is a language barrier in majoring this program. For example, there are a lot of difficulties in researching materials for assignment because I don’t

	<p>understand Cantonese or Putonghua.</p> <p>I would have thought about becoming a Liberal Studies as a life-long career but for now, language barrier is the biggest hurdle. It's going to be so difficult to communicate with students as well as the entire school if I don't speak the language. I feel like the curriculum is so Hong Kong-oriented, that I will face a lot of difficulties in coming up with my own lesson plans.</p> <p>Language problem within HKU also gives me a lot of stress. There are many group assignments and in-class group discussion within the program, but my peers speak in Cantonese most of the time. I feel like there is not enough consideration for international students in the class. I hated HKU in the first semester of my first year of study. There is a setback in my learning because my classmates speak in Cantonese a lot of the time. I am nearly giving up on this issue. I tried hard to get along, and even confronted about it, but nothing has changed. We are about to start our first teaching practicum, and we have to go as a pair. Professors advised that international students pair up with a local student, but with such internal conflict, none of the local students would want to pair up with international students.</p>
Question 6	What are some good things about learning Liberal Studies as your major?
Teresa	<p>It's good that we are provided with an opportunity to learn about, and discuss about, the best ways to educate our students. It's fascinating to me to learn about different pedagogical strategies. Coming from a Korean educational background where learning is full of inculcation, Liberal Studies has been a fresh outlook on education for me due to its contrast to the conventional rote-learning-oriented education. The subject gives room for sharing of ideas. I like how education is two-way-oriented, rather than one-way. I still don't know much about Hong Kong educational system, but one thing for sure that I like about Liberal Studies is that it's different from Korean education.</p>
Question 7	Is it possible for a foreigner to become a full-time Liberal Studies teacher?
Teresa	<p>There shouldn't be much problem apart from Chinese history. Teaching in English would be less troublesome than communicating with admins, other subject teachers, and students outside the classroom in English. When I went on a school visit, one Liberal Studies teacher told me that there is no problem for a foreigner to teach Liberal Studies in Hong Kong. When I asked, 'shouldn't the material be in Cantonese?' she said that isn't the exact case, and that she tries to find her teaching materials in English more. I guess it would be easier in every way if you can speak Chinese to pursue in to teaching Liberal Studies, but if you look hard enough, there are well-translated materials out there. I don't think we, as foreigners, are limited in teaching Liberal Studies.</p>

Appendix 6: Translated Interview Responses (Mary)

Question 1	What motivated you to study education?
Mary	I was always interested in studying education. I volunteered working as instructor in church camps for young adolescents and also taught voluntarily in Sunday school. I really enjoy working with children, because they have very interesting way of thinking. Children inspire me. Beside volunteer teaching, I was also lucky to have great teachers in my life that impacted me, and I want to become like them.
Question 2	Did you know what Liberal Studies was before coming to HKU?
Mary	At first, I thought Liberal Studies is something like General Studies. I thought studying about education would be all about learning about what makes a good teacher and more specifically about pedagogy, not about a single subject and its curriculum structure. I didn't think I would come to HKU at the time, so I didn't make any research on what Liberal Studies was. I guess I applied really because of the Social Sciences part of the study. I wanted to major in Psychology. During my entrance interview, a professor asked why there are so many Koreans applying for the program. I think the reason is because most of them don't know Liberal Studies is a subject taught in Hong Kong. They probably thought Liberal Studies is a lot like Liberal Arts. The make-up of words "Liberal Studies" is not at all unfamiliar, so I mistook it as Liberal Arts. So in my first year of study, I was devastated and felt out of place.
Question 3	How is your progress in understanding Liberal Studies as a subject?
Mary	In year one, I didn't know what I was doing, but things got better in year two. I was able to understand more specifically on the interdisciplinary aspects of Liberal Studies and its relationship to modern society of Hong Kong. In year two, our study was more focused on learning about pedagogical skills, such as classroom management. This was more of what I was expecting to learn when majoring in education, so I am happy. However, if someone were to ask me what is good about learning Liberal Studies, I would not know how to answer. During my first year, first semester, I didn't know anything about Liberal Studies. In second semester, we learned how to carry out an IES, and learned about Liberal Studies really briefly. I am worried about how to carry out my first teaching practicum next year, but some professors has been supportive when I asked for consultation. I now know how to plan a lesson and how to execute it, but I am not too sure about what are the core values of Liberal Studies. I could say that in year one, I learned about Liberal Studies as a student, and in year two, I am learning about Liberal Studies as a teacher.
Question 4	How do you think of teaching as a profession?
Mary	Teaching as a profession is great, because you get to be in a position to inspire others. If I can inspire just one person, I would still feel great. Teaching would be an enjoyable job because you have lots of holidays, and in that respect, I would like to work at an international school. Another reason is because I can go to different countries to teach. Taking up teaching as a career is good preparation in becoming a great parent. I think I can educate

	my children better if I was an experienced teacher. Teaching is an attractive life-long career because you can take up other part-time jobs. Really, much of these impressions come from my observation on my past teachers.
Question 5	What are some realistic difficulties in preparing to teach Liberal Studies?
Mary	<p>There is a lot of difference in what we learn in HKU and what is really going on in real Liberal Studies classroom. It's going to be tough for foreigners like us to teach about local affairs. I think the fact that there is no official textbook for Liberal Studies is a revolutionary idea, but I am not so sure if foreign teachers could teach this subject as good as the local ones. For me, I am not interested in modules such as Hong Kong Today or Modern China. I really don't know much about Liberal Studies.</p> <p>We need to start preparing for our teaching practicum. All of our local classmates have studied Liberal Studies as a student already, and they can go to their alma mater and have support from their former teachers, but as international students we can't do that. I think that is unfair. I hope HKU could arrange a workshop or seminar specifically for international students to address such issues. The first practicum in particular, has to be paired up. I sense that local students in general do not want to pair up with international students. It's probably because we lack in understanding of the subject and so we would need help constantly. I feel as if local students consider us as burdens, and that makes it harder to me to approach them</p> <p>Also, I have studied American curriculum, and it is very departmentalized. Liberal Studies is very different from AP courses in a sense that it values interdisciplinary learning. It's hard for me to understand the concept because I prefer the American curriculum</p> <p>Language barrier is also a big concern for me. If you can't speak Cantonese, you cannot go to a CMI school, and that makes it harder for international students like me to find a partner for teaching practicum. Even apart from the practicum, there are many instances where the things I find hard to understand, all the local students find it very easy. The professors casually use Cantonese here and there during their lecture, which sets the tone of the classroom where speaking Cantonese becomes acceptable. Such small act makes me feel left out and excluded. Many peers speaking in Cantonese during group assignment is also a big problem that disrupts the flow of my learning. It's true to all courses at HKU.</p>
Question 6	What are some good things about learning Liberal Studies as your major?
Mary	Liberal Studies as a subject has a very short history, so I predict there will be high demand in Liberal Studies teachers. Liberal Studies, in my understanding, is developed in the philosophy of life-long learning.
Question 7	Is it possible for a foreigner to become a full-time Liberal Studies teacher?
Mary	It will be difficult. We would have to study double the amount of time than that of local people. Whether you have learned Liberal Studies as a student or not, makes a whole lot of difference. I think if I have learned Liberal Studies

as a student, it would have been easier for me to become a Liberal Studies teacher. For now, I must thank the Korean culture craze in Hong Kong because it makes my life in every aspect easier.

Appendix 7: Translated Interview Responses (Lisa)

Question 1	What motivated you to study education?
Lisa	I wanted to major in Social Sciences instead, but I found out that double major degree was available for option. I thought at the time, that double majoring in Social Science and Education would bring more merit as a teacher in the future. I regret to have thought that way before.
Question 2	Did you know what Liberal Studies was before coming to HKU?
Lisa	I thought the program is about general education. I didn't do any research on what Liberal Studies was before coming to Hong Kong. I merely thought that the program would be good because it's a double degree course.
Question 3	How is your progress in understanding Liberal Studies as a subject?
Lisa	It's been three years since I began learning about Liberal Studies, but I still don't understand its importance. Why can't students study standardized tests like SAT? Thinking from student's perspective, it's an addition to what they have to do in their secondary education. I know much more about the subject than how I started in year one, but I think the courses have not provided enough for me to fully grasp of its true purpose. All of my local classmates have studied Liberal Studies as a student, but I have not, and I think that's unfair. I was given the curriculum guide to understand about the subject, and I was overwhelmed. I still remember in first semester in year one, a professor gave us a paper to write down something we know about Liberal Studies. I was perplexed because I didn't know anything about it.
Question 4	How do you think of teaching as a profession?
Lisa	<p>Teaching as a profession is awesome. Many of my friends in other majors want to transfer to the Education faculty, but I wouldn't recommend it. I personally don't want to become a teacher anymore, but I want to go into marketing instead. I wanted to become a teacher at first, but since I've been studying education in HKU, I grew apart from that dream. I think this degree is only suitable for teaching just Liberal Studies and not other subjects.</p> <p>A teacher can give as well as take from students he or she teaches. Therefore a teacher has to be very responsible of his or her behavior. When I first went to the States to study, I didn't speak English well, and that made me very timid. The teacher I met there was very approachable, she always talked to me first, and made sure I understood what we were learning in advance. She gave a lot of attention to me and told me it was okay to make mistakes. She was very encouraging, and so she is the reason why I have a good impression on teachers. To repeat, a teacher has immense power in directly impacting students, and she get to witness a child's growth. Teaching also provides competitive salary, maybe if you work for an international school. It would be great to take up teaching as a life-long career.</p>
Question 5	What are some realistic difficulties in preparing to teach Liberal Studies?
Lisa	In the beginning, I had to get help a lot from local friends, for example, during school visits when we were doing interviews with local teachers.

Partly for that reason, I was not as involved in the assignment, so I don't think I have learned a lot. Many peers use Cantonese when we are doing group assignments, and that made me extra hard to join and follow through the process. I was very stressed out.

I think a lot of the things we learned as very theoretical and not much focus on practicality. Personally, I am scared to speak in front of a crowd, so I feel like I am not a teacher material. I don't think there is a course that addresses such problem. Teaching demonstration and mini-lessons go by so quickly without gaining much tangible experience. I don't want to become a teacher, even if I ever want to become one, I would prefer international school. In my experience, it's harder to communicate with local students due to the general learning atmosphere. Students are less confident in sharing their idea, especially in English. It's quite different in international school, so I believe it'll be easier to teach there.

A weeklong teaching practicum was too short to learn about teaching. I was not exposed to enough teaching demonstration, or to actual teaching practice. I got the general feeling that the students couldn't trust me enough as a teacher due to my nationality. I also had doubt in myself, I wondered whether the things I've said in class was really true. There isn't much support from the faculty to international students going on their first teaching practicum, especially in addressing such issues. To elaborate more about my practicum, my partner and I taught twice during the weeklong practicum. It was a Band 1 EMI school, but the students chose to respond in Cantonese to their teacher's questions asked in English. I felt like we didn't have enough orientation before jumping into teaching. If there was no Liberal Studies class in a day, we were to spend our day idly in the staff room. Our mentor also thought that one-week of practicum is not going to help us.

There are not enough education courses to prepare us for the practicum. We have only about four to five education courses in the first two years of study. But I think such fact affected me more because I had to adjust to the city and its curriculum. I think it's hard to teach something that you have not learned as a student.

There had been moments when a professor used a Cantonese video with no translation in class, and when a class field trip activity was organized entirely in Cantonese. At such moment, I feel like I am hindering my classmate's learning because they have to translate for me. It makes me socially uncomfortable.

Some difficulties would be about future employment. I think the parents have the mandate to question the foreign teacher's ability in teaching such a localized subject. I am not sure why Liberal Studies program would accept international students because it is so hard to adapt for us. I don't feel confident or well prepared to teach Liberal Studies as an international student.

Question 6

What are some good things about learning Liberal Studies as your major?

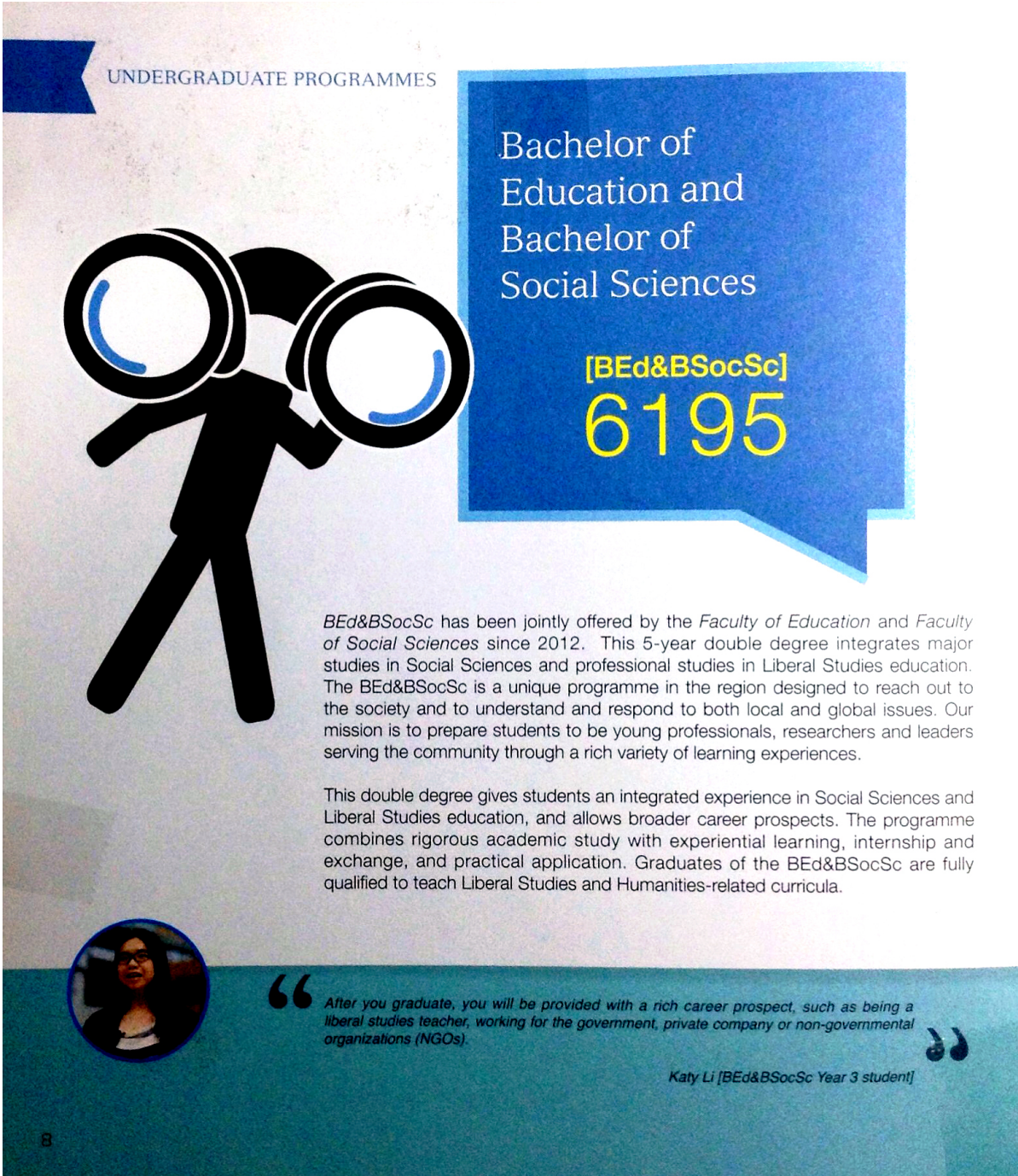
Lisa	I still don't know much about Liberal Studies, but it seems to be all about interdisciplinary curriculum. Through interrelated modules a student is to become more equipped in understanding different societal issues that exist today. Majoring Liberal Studies allows you to learn a lot about the city in different perspectives. The program is structured in such a way where you can learn about the policy and politics about the city in educational perspectives. The greatest thing about majoring in Liberal Studies is that you get to learn about the local education culture.
Question 7	Is it possible for a foreigner to become a full-time Liberal Studies teacher?
Lisa	I think you can be one if you have good enough background knowledge about Hong Kong, but if you are not, and are also without passion in teaching—like myself—it is very unlikely. Those who have been a local school student, and have gone through Liberal Studies as a student, would be more eligible for becoming a Liberal Studies teacher. So I don't think schools would hire foreigners, or Koreans to become a Liberal Studies teacher, mostly due to our lack of knowledge about the city. In my opinion, Liberal Studies does not require a foreign insight, hence less probability of us being hired to teach the said subject.

Appendix 7: Translated Interview Responses (Karen)

Question 1	What motivated you to study education?
Karen	I was always passionate about humanities. I thought that liberal studies is a major that had to do with pedagogy but more humanities-oriented, which was very interesting concept to me. However, I didn't want to become a teacher back then when I made the decision to come to Hong Kong.
Question 2	Did you know what Liberal Studies was before coming to HKU?
Karen	I was fascinated by the concept of Liberal Studies already. I did some minor research on what it was about. I thought that majoring in Liberal Studies would give me the opportunity to learn a lot about humanities. I think in some sense, it has come true. But I lacked basic information about Liberal Studies, for example, I didn't know it was a core subject for mid to high school students in Hong Kong.
Question 3	How is your progress in understanding Liberal Studies as a subject?
Karen	<p>My understanding on Liberal Studies has always been a rising curve. To be honest in year one, I was least motivated to learn, probably because all courses were introductory. In year two, there were more thought-provoking courses and assignments, and I began to put more effort and my grade went up as well. There were many demanding courses as year advanced, such as building an entire teaching package on our own, and such challenges allowed myself to grow in understanding Liberal Studies. I didn't go to any outside-the-classroom seminars or workshops about Liberal Studies, but I can say that I understand the framework of the curriculum by heart through faculty courses only.</p> <p>I would say that going through teaching practicum has given me the true opportunity for me to really understand what Liberal Studies was about. In my third year, going through 8-weeks of solo teaching has changed my mindset to become more positive towards the subject. I taught the module, Hong Kong Today, which comprises of many localized topics. However, the fact that I am a Korean had become a strength point in teaching the module. So I began to think that local schools and international schools might be not that different after all. I thought that my nationality wouldn't obstruct me from teaching Liberal Studies. If there were to be no teaching practica included in the course of 4-years long study, I don't think I would have had the understanding I have on Liberal Studies today. Teaching practicum has given me courage, understanding, and hope for the future.</p>
Question 4	How do you think of teaching as a profession?
Karen	I always thought that if she had the right teaching philosophy and passion for teaching, being a teacher would be the best way for a woman to mature beautifully. Being a teacher has a lot to do with interacting with others. I have always wanted to work with adolescents, because I find it attractive to inspire children at their most critical period in life. Being a teacher, you must be in charge of your own development, and learn constantly and aspire to become better. A teacher should be versatile as well. By the retirement year, you

	<p>would have thousands of students, and that would mean you have impacted thousands of lives.</p> <p>First reason why I would like to become a teacher is because of its stability. To speak in Korean cultural perspective, if you pursue into becoming a teacher in Korea, your life is set until even after your retirement. It is so hard to make a living nowadays, so stability of an occupation is absolutely a crucial factor in deciding a career.</p> <p>Secondly, teaching as a profession comes with much recognition and respect from the society. I think such aspects of the career would higher teacher's self-esteem.</p> <p>Thirdly, a teacher goes through life-long process of self-development. The job requires a teacher to endlessly self-reflect, and to better his or her pedagogy. Teaching is a job where a person can healthily mature. Looking at people who have taught more than thirty years, there's an aura of grandeur, wisdom and kindness about them. I truly envy such aura.</p>
Question 5	What are some realistic difficulties in preparing to teach Liberal Studies?
Karen	<p>There's bound to be difference in what I learn and what the local students learn from this program. Local classmates are most optimal to become a Liberal Studies teacher. To speak about language barrier, there had been instances where Cantonese was used when it shouldn't be used, such as on a professor's PowerPoint or casual commentaries made during lecture. But because I chose to come to Hong Kong to study, such problem is something that I need cope with. On the contrary of common belief, I think I can give fresh perspective on some of the local topics we learn in the course, and it's a win-win situation for both classmates and I. I can be a useful resource for my classmates when studying local affairs. After all, Liberal Studies values multiple perspectives.</p> <p>The Education faculty didn't provide much support in arranging workshops or seminars to address the problems faced specifically by international students. These problems could be things about unfamiliarity of the curriculum as well as the local school structure. We need more in-depth workshops tailored to international students. But the professors are willing to help when approached. It's something that we need to work together on, not one side is to be blamed for non-local students' difficulties in adapting to the curriculum.</p> <p>I studied American curriculum, such as AP courses, and there is no course that is similar to Liberal Studies. It's very departmentalized—history is history, politics is politics. But I always loved humanities, so it wasn't hard for me grasp the idea behind Liberal Studies.</p> <p>If the faculty continues to have a growing number of international students, more consideration in helping non-local students in terms of career planning is necessary. For example, one career planning talk given by CEDARS in</p>

	<p>collaboration with the faculty had absolutely no regard for non-Cantonese speaker. The materials and presentations were given in Cantonese only, when the workshop required mandatory presence of all education students in HKU. I would still recommend the program to the juniors with passion in humanities-related subject, because there are many great and passionate scholars in the academic team in our faculty.</p>
Question 6	<p>What are some good things about learning Liberal Studies as your major?</p>
Karen	<p>There are many skills learnt from the course that are applicable to my life, even if I don't pursue into teaching. In the course of four years I learned about how to deliver content knowledge most effectively, different sets of skills such as critical thinking skills and inquiry skills. Faculty of education in HKU is ranked 8th in the world, and so I believe learning pedagogy from this institution is something that I should take pride in. Liberal Studies is a future-oriented subject. It's developed as a core curriculum, and therefore there has to be a steady demand for Liberal Studies teachers. In that sense, the program itself is a very practical one in terms of employment. Process of becoming a teacher in Hong Kong is different from Korea, where you have to go through a public exam after graduating from teacher's college. So I think being employed in Hong Kong may be easier than in Korea. In terms of language barrier, there will be less of that since we are not a linguistics teacher. There are growing rumors about the abolishment of the curriculum, but I am sure there will be another subject similar to Liberal Studies again. As the pioneering generation in teaching Liberal Studies, there is a lot for us to cultivate, but at the same time there is limitless potential in the subject that makes me thrilled to be in the Liberal Studies community.</p>
Question 7	<p>Is it possible for a foreigner to become a full-time Liberal Studies teacher?</p>
Karen	<p>I think you can be a Liberal Studies teacher as a foreigner, but it will be tough. According to one professor that I was consulted with, the current trend of Liberal Studies relies heavily on local-oriented topics. So no matter how well we, as teachers, speak English, students' level of communicating in English—through projects and essays—will not be sufficient to catch up. That is the reason why there are many Liberal Studies classes even in EMI schools that are conducted in Cantonese. EMI schools are less than 50% of the entire pool of local schools in Hong Kong. There are even lesser percentage of Liberal Studies classes solely conducted in English. So in conclusion, it is better for us international students to target international schools. Employment probability will go up if you know how to speak Cantonese, because you will better adapt to the school culture if you know the language. There will be language barrier because as schoolteachers, you must be able to constantly communicate with the students, other subject teachers, parents, as well as the entire school body.</p>

Appendix 8: BEd&BSS in Undergraduate Prospectus 2015-16


UNDERGRADUATE PROGRAMMES

Bachelor of Education and Bachelor of Social Sciences

[BEd&BSocSc]
6195

BEd&BSocSc has been jointly offered by the *Faculty of Education* and *Faculty of Social Sciences* since 2012. This 5-year double degree integrates major studies in Social Sciences and professional studies in Liberal Studies education. The BEd&BSocSc is a unique programme in the region designed to reach out to the society and to understand and respond to both local and global issues. Our mission is to prepare students to be young professionals, researchers and leaders serving the community through a rich variety of learning experiences.

This double degree gives students an integrated experience in Social Sciences and Liberal Studies education, and allows broader career prospects. The programme combines rigorous academic study with experiential learning, internship and exchange, and practical application. Graduates of the BEd&BSocSc are fully qualified to teach Liberal Studies and Humanities-related curricula.



“ After you graduate, you will be provided with a rich career prospect, such as being a liberal studies teacher, working for the government, private company or non-governmental organizations (NGOs). ”

Katy Li [BEd&BSocSc Year 3 student]

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Published by the Faculty of Education, HKU. Accessed during the HKU Information Day for Undergraduate Admissions, November 8, 2014.

Appendix 9: BEd&BSS in Undergraduate Prospectus 2015-16 (cont.)



Programme Features

- Students will develop interest and knowledge in social sciences from a range of Social Sciences majors and expertise in teaching Liberal Studies and Humanities-related curricula. They will identify and reflect critically upon contemporary issues in Liberal Studies and education, and develop personal strengths and professional commitment to education.
- The programme offers two degrees in one. It is equivalent to a BSocSc plus a Postgraduate Diploma in Education, a professional teaching qualification recognized in Hong Kong schools and internationally. BEd&BSocSc meets government requirements for Liberal Studies and Humanities teachers:
 - First degree majoring in Social Sciences
 - Teacher training qualification in Liberal Studies and Humanities teaching
- Students may take a range of elective courses within the Faculty of Education or in other Faculties, and may combine elective courses to declare a minor subject.
- Students participate in Global Citizenship programmes overseas to increase global awareness, and an experiential learning programme to enhance Liberal Studies professional knowledge.

Courses

- Social Sciences introductory and advanced courses, from selected Social Sciences majors
- Education Professional Core courses
- Teaching practice
- Elective courses
- English and Chinese language courses
- Common Core courses and capstone experience

Career Prospects

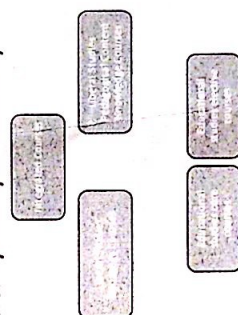
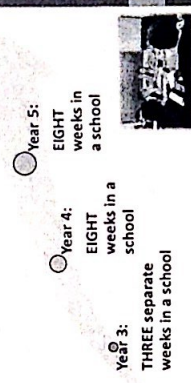



- Teaching Liberal Studies and Humanities-related curricula in mainstream HK schools
- Working for NGOs and other educational bodies
- Government quality assurance or curriculum development
- Education officers for some government departments, public utilities or statutory bodies
- Civil service and administration
- Human resources development, training and communication
- Media and journalism
- Educational publication and editing services
- Researchers in Social Sciences and Education

“ Being a small fish in a tank, and then being thrown off to the ocean is how entering University felt like for me. If anything kept me together, it was being part of the BEd&BSocSc programme, at least now I had a family in this big ocean. Because of the multi-disciplinary nature of the programme, we could always venture off to areas of our interests without losing touch with our core studies, which was the best part for me!

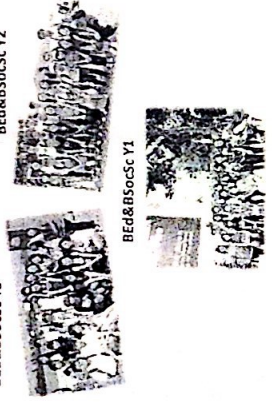


Maira Qamar Minhas [BEd&BSocSc Year 3 Student]

Appendix 10: Presentation Slides for BEd&BSS Admissions Talk

<p style="text-align: center;">Bachelor of Education & Bachelor of Social Sciences (BEd&BSocSc)</p> <p style="text-align: center;">JUPAS catalogue no: 6195</p> <p style="text-align: center;">Coordinators: Dr Eva Chan, Faculty of Education Dr Travis Kong, Faculty of Social Sciences</p>	<p style="text-align: center;">Overview (1)</p> <p>BEd&BSocSc degree curriculum</p> <ul style="list-style-type: none"> o Is jointly offered by the Faculty of Education and Faculty of Social Sciences o is a 5-year teacher education programme with NO exit point o integrates and allows concurrent studies of Major and Professional Core courses and participation in exchange and experiential programmes during 5 years o awards TWO degrees on graduation o aims at providing professional training equivalent to a Postgraduate Diploma in Education, but longer in duration 	<p style="text-align: center;">Overview (2)</p> <p>BEd&BSocSc degree curriculum</p> <ul style="list-style-type: none"> o qualifies you to be a teacher of <i>Liberal Studies and Humanities-related subjects</i> (e.g. <i>Integrated Humanities, Geography, Life and Society, Government and Public Affairs, General Studies, etc.</i>) in Hong Kong, secondary / primary schools o allows also the development / career options available to Social Sciences Graduates (e.g. <i>NGOs, Government Officers / Civil service, human resources development and training in private organizations, etc.</i>) o has 16 first-year places o will consider admitting candidates with different educational backgrounds
<p style="text-align: center;">Curriculum Structure</p>	<p style="text-align: center;">Curriculum Structure of BEd&BSocSc</p> <ul style="list-style-type: none"> o 120 credits in Professional Core courses (offered by Faculty of Education) 	<p style="text-align: center;">Curriculum Structure of BEd&BSocSc</p> <ul style="list-style-type: none"> o 19-week of professional practicum in 3 blocks (arranged by Faculty of Education) 
<p style="text-align: center;">Curriculum Structure of BEd&BSocSc</p> <ul style="list-style-type: none"> o 96 credits in one of the following 6 Major programmes (to be declared in the 2nd year): - China Studies - Geography - Politics and Public Administration - Psychology - Social Work and Social Administration - Sociology <p style="text-align: center;">(Offered by Faculty of Social Sciences)</p> 	<p style="text-align: center;">Social Innovation</p> <p>Social Innovation Internship</p> <ul style="list-style-type: none"> • nurture a good understanding of social issues through first-hand practical experience in local organizations; • provide a training platform for students to apply knowledge and skills acquired at the University to real work situations; • assist students to become more socially aware, develop critical thinking and analytical ability so that they can identify practical solutions to complex problems as well as improve their interpersonal and communication skills 	<p style="text-align: center;">Global Citizenship</p> <ul style="list-style-type: none"> • Exchange Programmes <p><i>Students may join the exchange programme upon completion of two semesters studies in HKU. Nomination is subject to the students' academic and interview performance.</i></p> <ul style="list-style-type: none"> • Global Citizenship Internship • 4-week Global Citizenship Summer Institute (Taiwan and Seoul) 

Appendix 11: Presentation Slides for BEd&BSS Admissions Talk

<p>Curriculum Structure of BEd&BSocSc</p> <ul style="list-style-type: none"> o 24 credits Common Core courses o 18 credits in Chinese and English language courses o Remaining credits for free electives in: <ul style="list-style-type: none"> • HKU or other exchange programmes; • Experiential learning programmes; • Minor programmes; • Other Major programmes; • Education and inter-faculty elective courses, etc. 	<p>BEd&BSocSc An Inside Perspective</p> 	<h1 style="text-align: center;">Admissions Requirements</h1>
<p>Minimum Admissions Requirements for JUPAS</p> <p>Each applicant shall gain the following in the Hong Kong Diploma of Secondary Education (HKDSE):</p> <ul style="list-style-type: none"> o Level 3 or above in English language; o Level 3 or above in Chinese language; o Level 2 or above in Mathematics; o Level 2 or above in Liberal Studies; and o Level 3 or above in two Elective Subjects. <p><small>* Attained with Distinction. In Applied Learning subjects will be used as additional supporting information. In the meantime, student learning experiences in Applied Learning subjects may be considered within the context of other learning experiences in their application. <small>† Only major subjects will be used as unspecified elective subjects. The minimum requirement is Grade 1.</small></small></p>	<p>Selection Criteria for HKDSE students admitted in 2014</p> <ul style="list-style-type: none"> o BEd&BSocSc counts: <ul style="list-style-type: none"> Best 5 subjects (including 4 core subjects) Adjustment in scoring for tie-breakers: <ul style="list-style-type: none"> • English language score • Mathematics score • Bonus points for 5** and 5* subjects 	<p>Minimum Admissions Requirements for Non-JUPAS</p> <p>Candidates are required to satisfy each of the followings for the basic University Entrance Requirements:</p> <ul style="list-style-type: none"> o General Academic Requirements under <ul style="list-style-type: none"> • either International Qualifications e.g., International Baccalaureate Diploma, GCE A-level, GCE AS-level etc • or National / Regional Qualifications e.g., Singapore's GCE A-Level examination, South Korea's General High School Diploma etc; o English language requirement; and o Second language requirement <p style="text-align: right;"><small>See details in HKU website</small></p>
<p>Contacts and Useful Links</p> <p>Programme matters Faculty of Education Email : bedbss@hku.hk Telephone: 2219 4659</p>	<p style="text-align: center;">Thank You for Coming!</p> <p style="text-align: center;">Put this Programme in Band A (First Choice)!</p> <p style="text-align: center;">Good Luck in Your Examinations and Application!</p> <p style="text-align: center;">Look Forward to Seeing You in September 2015!</p>	