

Language and Culture



THE UNIVERSITY OF
SYDNEY

The School of Languages
and Cultures Magazine

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**Yixu Lu, Head of School
School of Languages and Cultures**

I wish to conclude this year's editions of the magazine *Language and Culture* with the highest praise and deeply felt gratitude to all members of staff.

We have delivered our curriculum with dedication and innovation and continued our endeavour in research and community engagement.

As the largest School of Languages and Cultures in Australia, we have lived up to the expectations of our students to enable them and equip them with linguistic and cultural skills to explore and understand different peoples and cultures.

Above all, we demonstrated our ability to be visionary, professional and collegial in designing and developing new and transformative learning experiences for future students in the context of the new Sydney Undergraduate Education coming into effect from 2018.

"Vitality shows in not only the ability to persist but the ability to start over."
(F. Scott Fitzgerald)

I wish all our students, colleagues and readers a festive season.

Editor: Cromwell Salvatera

Produced by the School of Languages and Cultures, the University of Sydney, 2016.

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16/02 CRICOS 00026A

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The School of Languages and Cultures offers the widest range of language studies in Australia covering Europe, the Middle East, Asia and the Americas.

Our departments

- Arabic Language and Cultures
- Chinese Studies
- French and Francophone Studies
- Germanic Studies
- Modern Greek and Byzantine Studies
- Hebrew, Biblical and Jewish Studies
- Indonesian Studies
- Italian Studies
- Japanese Studies
- Korean Studies
- Spanish and Latin American Studies

Our programs

- Asian Studies
- European Studies
- International and Comparative Literary and Translation Studies



The world is ours, the world is unique

Tallulah Bur is a University of Sydney student that wrote an essay about multilingualism. The essay was so profound that the United Nations invited Tallulah to speak at the General Assembly.

Tallulah studied Spanish at the School of Languages and Cultures here at the University of Sydney. Her first Spanish teacher Dolores Turro described Tallulah's group as special and above average.

Tallulah wrote an essay about the power and effectiveness of multi-lingualism in fostering global citizenship at the level of cultural understanding.

Tallulah's love of languages started from humble beginnings. Her family is from Paris and they are native French speakers. There is a natural acceptance that speaking more than one language is the norm and being multi-lingual is encouraged. With these family values, Tallulah enrolled in Spanish and excelled in her third language after French and English.

The ELS Education Services Inc. and the United Nations Academic Impact (UNAI) organised an essay competition.

The organisers invited university students from around the world to submit an essay examining global citizenship and cultural understanding.

There were two challenges, the essay has to be written in one of the six official UN languages, and in a language that was not their first. Tallulah could've written the essay in English (her second language), but she wrote the essay in Spanish.

Out of 3,600 entrants, Tallulah was one of the 60 students that won the competition.

Watch Tallulah's speech via this link: bit.ly/tallunspeech

As one of the essay winners, Tallulah was invited to travel to New York to participate in the Many Languages One World Global Youth Forum at Hofstra University.

She worked with other students to develop action plans focused on the Sustainable Development Goals of the UNAI, and at the end of the week delivered a speech at the General Assembly of the United Nations.

Her hard work studying Spanish here at the School of Languages combined with her passion for a better world came to fruition. In her early twenties, Tallulah did something that not a lot of people have done. She delivered a message of hope and optimism to the world.

“Speaking at the United Nations was such a unique and incredible opportunity and I hope my experience encourages other students with multi-lingual abilities to participate in the future,” said Tallulah.

Tallulah’s message was profound, maybe being multi-lingual is one of the most effective paths to peace and sustainability around the world. We need to be aware of this and embrace this thought.

Perhaps being mono-lingual is not the best way to deal with issues the world is facing, because the communication is one-sided, where depth and meaning can be lost in translation.

Learning another language and understanding another culture gives you a new point of view where you can understand another person’s thoughts, hopes, and dreams.





Let my people go: A revealing interview with Dr Suzanne Rutland

An interview with award-winning author, history expert and Emeritus Professor from Department of Hebrew, Biblical and Jewish Studies at the University of Sydney, Dr Suzanne Rutland.

Firstly did you hear the news? Our own Suzanne Rutland and co-author Sam Lipski were co-winners of the Prime Minister's Literary Award (2016) on 'Australian History' category for their book "Let My People Go: The Untold Story of Australia and the Soviet Jews 1959-89".

The Prime Minister's Literary Award is a prestigious award that needs to be acknowledged and celebrated. When I heard the good news and I wanted to congratulate Suzanne myself. However, there was one slight problem: Suzanne is in Jerusalem Israel, where she's doing some research on her current project.

So I reached out to Suzanne via email, introduced myself and requested to have a chat over Skype. Suzanne was very approachable and she agreed to a chat. Here is how our chat went.

Congratulations Suzanne, well done on the success of your book.

Thank you very much.

May I ask you a few questions and write a story about your book and your award?

Sure I would be happy to.

What inspired you to do what you do?

I began research in this area in 1968 for my BA (Hons). I chose this area for two major reasons.

Firstly, I knew that with Australian history I could work with primary sources, and I am very much a primary source historian.

Secondly, as a young Jewish person, very involved within the Jewish community, I had a fascination with Jewish history.

I was very lucky to find a historian of religious history in Australia, the late Professor Ken Cable, from the Department of History, who was my supervisor for my BA (Hons), MA (Hons) and PhD, all of which I did at the University of Sydney.

For me, my research and writing are not only part of my job – it is my life!

Do you think someone could be a writer if they don't feel emotions strongly?

I think it is vital to be passionate about what one is doing, so emotions are important, but with writing history, one also needs to be able to stand back a little. However, the writing of our book was a collaborative project. I was working with Sam Lipski, a very experienced journalist who had been an active participant in many of the events discussed in the book.

So, I actually wrote the first draft of all the chapters, apart from two, and then Sam worked on them to make the book more readable for a general audience, including using the first person where he was involved.

As a result, the book is more emotional than it would have been had I been sole author, as I tend to take a more academic approach. The agreement we had was that I was responsible for the content, but that the writing style would be his.

What does literary success look like to you?

It is obviously very exciting to have received this recognition. My co-author, Sam Lipski, and I were both delighted. However, for me it is also the culmination of a lifetime of research and writing, beginning with my first book published in 1970.

When you were writing the book, did you have an audience in mind? Why this audience?

With Sam Lipski coming onboard, the audience we had in mind was both the Jewish and non-Jewish public with an interest in history. We wanted as many people as possible to become aware of this 'untold story'.

What was your goal before you wrote the book? Do you feel like you are closer to your goal with this book and award?

Both Sam Lipski and I felt very strongly about our goal – that is to highlight the struggle of Soviet Jewry for the right to emigrate. Sam described this as 'one of the three Himalayan peaks of twentieth century Jewish history'.

We both felt that the story of Soviet Jewry had been neglected. The other two key events, the Holocaust and the creation of Israel, have received extensive coverage, but the story of the Campaign for Soviet Jewry, and especially Australia's role in this campaign, was largely unknown. In writing about the book Soviet activist, Natan Sharansky, commented that:

"The struggle for the freedom of Soviet Jewry was one of the most powerful displays of strength and solidarity by the world Jewish community. The campaign not only changed the fate of the Jewish people; it brought down the Iron Curtain and impacted upon the entire world. Yet even those intimately familiar with the struggle will be

surprised to discover in "Let My People Go", the story by Sam Lipski and Suzanne Rutland, how the Australian Jewish community and its leaders were among the campaign's initiators, and how they saw it through to its successful conclusion. This is a unique testament to how a small group can play a big role in history."

Sharansky is the present Chairman of the Jewish Agency for Israel, Jerusalem, and a previous 'Prisoner of Zion'. He endured eight years in the Soviet Gulag because of his fight for human rights, monitoring the Helsinki Agreement of 1975, which the Soviet leadership had signed but were not keeping, and his application to emigrate to Israel. He was finally released in 1986 and migrated to Israel. I feel that with the award of the prize, our goal has been met beyond our expectation, because of the high profile that the book is now receiving.

What literary pilgrimages have you gone on?

I do not think I have been on 'literary pilgrimages' as such. However, I always jokingly refer to my regular 'pilgrimages' to Canberra to work in the National Archives of Australia. I started to research there in the early 1970s before my son was born – and he is now 42!



National Archives of Australia. Photo by [Bidgee](#)

For this book project I was lucky to receive a grant from the Australian Prime Ministers' Centre, and through the assistance of Dr David Lee from DFAT gained access to the 'closed period' of the 1980s. That was interesting, as I had to work in a locked room, with files marked 'For Professor Rutland Only', and was not allowed to photograph or ask for the photocopying of the material.

It was very tempting to take out my phone, but I did not feel it was worth the risk. With one key seven-page document, written by the Australian ambassador about Bob Hawke's visit to Moscow in 1979, I transcribed it word for word. More recently I have been making my annual pilgrimages to Jerusalem as well, especially since 2000 when I was granted access to Mr Isi Leibler's unique archive.

My archival research was central to the success of the book as noted in the judges' comments, where they

referred to ‘Suzanne Rutland’s painstaking research’.

How many hours a day do you write?

It is difficult for me to quantify this, since it is not just the writing that really takes time, but rather the archival research. To write the book, I went through 40 volumes of archival documents from the Leibler archive, each volume having 1000 pages of original documents spanning 30 years, from 1959–1989, as well as my numerous trips to Canberra.

The actual writing takes me less time – as my supervisor, the late Professor Ken Cable from History once said, I am lucky that I write quickly. I spend 7–8 hours each day when working in the archives, trying to take minimal breaks for coffee and lunch. In Jerusalem I often work until 7pm and with Canberra I try to take advantage of Tuesdays when the NAA used to be open until 9pm – now sadly it closes at 7pm on Tuesday, with 5pm closing for the other days.

Do you have a message to our students?

Suzanne: To succeed one needs to be passionate about what one is doing and also dedicated and prepared to work hard. Success does not come on a silver platter, but from hard work and determination.

Do you have a message to your colleagues that are writing books?

I guess, not to give up and to recognize that it is important to be committed to what one is doing. Given the time that it took to complete our book, it is also important to know that a good product takes time.

After the interview, I thought to myself, most authors I’ve met wrote a book because they are experts on a particular subject and they want to make money. After speaking to Suzanne, I am glad to know that it is not just expertise and making money that drives successful authors. We have authors like Suzanne, who painstakingly researched and wrote because there was a profound reason to write, a story that must be told, and lessons that must be remembered especially in today’s political climate.

Stories from the net

Here are some stories and tips from the net on how to learn a new language

How to learn a new language: seven tips from TED Translators

- 1) Get real. Decide on a simple, attainable goal to start with so that you don’t feel overwhelmed. German translator Judith Matz suggests: “Pick up 50 words of a language and start using them on people – and then slowly start picking up grammar.”
- 2) Make language-learning a lifestyle change. Elisabeth Buffard has been teaching English for 27 years. She says that consistency is what separates the most successful students from the rest. Find a language habit that you can follow even when you’re tired, sick or madly in love.
- 3) Play house with the language. The more you invite a foreign language into your daily life, the more your brain will consider it something worth remembering. “Use every opportunity to get exposed to the new language,” says Russian translator Olga Dmitrochenkova. For example, you might label objects in your house in the language,

read kids’ books written in it, or watch subtitled TED-Ed Originals.

4) Let technology help you out. Dmitrochenkova has a great idea: “A funny thing like resetting the language on your phone can help you learn new words right away,” she says. Ditto for changing the language on your browser. Or you can seek out more structured learning opportunities online. Dutch translator Els De Keyser recommends Duolingo for its approach to grammar, and Anki for memorizing vocabulary with its “intelligent” flashcards.

5) Think about language-learning as a gateway to new experiences. To Spanish translator Sebastián Betti, learning a language has always been about focusing on the experiences that the new language would open up, from “visiting theme parks, to enjoying cowboy poetry and folk-rock festivals, to learning about photo-essay techniques.”

In other words, he thinks of fun things that he wanted to do anyway, and makes them into a language-learning opportunity. Many of our translators shared this advice.

For example, Italian and French translator Anna Minoli learned English by watching undubbed versions of her favorite movies, while Croatian translator Ivan Stamenković suddenly realized he could speak English in fifth grade, after years of watching the Cartoon Network without subtitles.

So the next time you need a vegan carrot cake recipe, find one in the language you're trying to learn.

6) Make new friends. Interacting in the new language is key – it will teach you to intuitively express your thoughts, instead of mentally translating each sentence before you say it. Find native speakers near you. Or search for foreign penpals or set up a language tandem online, where two volunteers help one another practice their respective languages.

7) Do not worry about making mistakes. One of the most common barriers to conversing in a new language is the fear of making mistakes. But native speakers are like doting parents: any attempt from you to communicate in their language is objective proof that you are a gifted genius. They'll appreciate your effort and even help you. Nervous about holding a conversation with a peer? Try testing your language skills with someone a little younger. "I was stoked when I was chatting with an Italian toddler and realized we had the same level of Italian," recalls German translator Judith Matz. And be patient. The more you speak, the closer you'll get to the elusive ideal of "native-like fluency." And to talking to people your own age.

This article is from TED-Ed and TED Blog Post [bit.ly/7tipslearnlangtedx](#)

Four reasons entrepreneurs should learn another language

Written by: Ben Simkin Founder of BusinessNET and entrepreneur.com contributor 25th August 2016

Today, emotional intelligence (EI) is viewed by HR departments as a critical skill.

In addition to making you a better communicator, problem solver and team player, emotional intelligence allows you to step into other peoples' shoes and walk a few miles. This, of course, is critical for entrepreneurs and innovators. In order for entrepreneurs to be effective and compassionate, they need to have a demonstrable history of well-rounded thought.

According to Sean Hopwood, President of Day Translations, the best way to develop this is to learn a new language. Hopwood would know since he speaks seven languages and has mastered the intricacies therein.

"People who speak a second language appreciate multiple perspectives and cultures and are equipped to exercise

diverse thought and action, which is a boon in the entrepreneurial environment," Hopwood said.

Here are four big reasons entrepreneurs should learn a second language.

1. Learning a language crushes fear.

Learning languages forces entrepreneurs to come face-to-face with fear, and develop a tolerance to new people and ideas. While it's normal to fear the unknown, learning a second language helps make foreign things familiar and encourages entrepreneurs to take risks.

2. Learning a language improves listening skills.

In a way that few other things do, learning a language forces people to listen carefully. During the mastery process, people learn to listen to questions, and reply deliberately, even if they make a few mistakes. When you're being forced to start from scratch with a language, it's impossible to launch into irrelevant diatribes that others read as a lack of interest. Instead, a new language learner must simply observe, watch, and listen very carefully.

3. Learning a language strengthens systematic skills.

When it comes to language-learning, setting achievable goals is key. First, you tackle the gender of the words then comes the verb conjugations. By forcing entrepreneurs to scale it back to baby steps, learning a language has the power to force a level of deliberateness and intelligence that can benefit them on virtually every level. Even when you get into a position, when you aren't sure how to pronounce something, the systemic approach will keep you from feeling stupid and require you, instead, to stop and think about the task at hand.

4. Learning a new language enhances perspective.

Do you want to be more open-minded? Learn a new language. After all, learning a language is about living the language. It's also about discovering a population, culture and belief system that are all different from your own.

In this way, learning a new language forces you to develop open-mindedness, which will benefit you as much in entrepreneurial pursuits as it will in your personal life.

In the world of startups and founders, immersion is everything. The people who succeed are the ones who jump in with both feet – holding nothing back.

When you learn a language, you force yourself to stay on your toes, to immerse yourself fully in the culture. Additionally, this is also the most complete way to learn. The same holds true for the world of entrepreneurship, and because of this, people who commit to learning languages are actually learning critical skills that will benefit them in the entrepreneurial world.

This article is from entrepreneur.com

Source: [bit.ly/entrepreneur4reasons](#)



Photos are from
Dongponews.net

The first conference on Korean Language Education in Australia: Theory and Practice

Dr Duk-Soo Park

On the fourth of November 2017, the first conference on Korean Language Education in Australia: Theory and Practice, was held at the University of Sydney. In the conference, Senior Lecturer Dr Duk-Soo Park, the president of the Australian Association of Teachers of Korean released the book that contains the proceedings of the conference. Here are Dr Duk-Soo Park's editorial notes on the book and the conference.

Editor's Notes

This book contains the proceedings of the 1st Conference on Korean Language Education in Australia: Theory and Practice, held at the University of Sydney 4-5 November 2016.

This was the first conference of its kind in Australia to gather teachers and professors of Korean language in one place, providing a unique opportunity to present and discuss research on Korean language and language education and to share teaching methods and techniques. The Conference was planned in collaboration with the Australian Federation of Korean Language Teacher's Associations (AFKOLTA).

I am delighted that I could be part of this meaningful and exciting development to connect Korean language

programmes in schools and universities across the country, and I strongly believe that this Conference will stand as a strong foundation for the continued growth of Korean language education in Australia.

This book begins with the keynote address, entitled “Strategies to Strengthen Korean Programs in English-speaking Countries” by Professor Emeritus Ho-min Sohn of the University of Hawaii at Manoa. This address is highly relevant to our situation in Australia, and addresses a wide range of issues related to the promotion of Korean language programs.

The keynote address is followed by three sections containing papers and workshop reports. Section A has seven papers by Australian academics. Amongst them, two papers are on formal Korean linguistics, and five take educational perspectives, covering a range of topics such as teaching practice, motivation to learn, grammar teaching, digital literacies in language teaching, and the current state of Korean language education in the country.

Section B presents fourteen workshop reports by teachers. The majority of workshop reports concern issues associated with motivation studies, while other focus on Korean programs, their teaching methods, techniques and practices. Section C has six reports on the current state of Korean programs in schools in each state of Australia. While reading these, the reader should refer to Dr Seong-Chul Shin’s paper entitled “Korean Language Education in Australian Schools and Universities” in Section A.

On behalf of the Conference Organising Committee, I would like to express our sincere gratitude to the organisations from which we received financial support.

They are the Academy of Korean Studies in Korea, the Korean Education Centre of the Consulate General of ROK in Sydney, Jae My Holdings Pty. Ltd., and the School of Languages and Cultures (SLC) of the University of Sydney.

My special thanks go to the members of the Conference team who devoted substantial time and effort to preparing for this Conference. They include Dr Gi-Hyun Shin (Coordinator of the Korean program in UNSW), Ms Jin Sook Yoo (President of AFKOLTA), Mr Su Hwan Kang (Director of Korean Education Centre, Sydney), our tireless Secretary Ms Deborah Kyoung Na Kim, Ms Eun Young Yoo, who rendered administrative assistance, Mr Joseph Kim who designed the cover page of this book, and our SLC’s finance team, Ms Wendy Ju and Ms Navneet Kaur.

Finally, I would like to thank all those who travelled from near and far to join us, and all participants of the Conference for their enthusiasm and energy, which made our gathering so meaningful. Personally, I felt honoured to be part of this exciting event.

Duk-Soo Park



Dr Duk-Soo Park, President of the Australian Association of Teachers of Korean



Dr Michael Spence, Vice-Chancellor
The University of Sydney



Professor Yixu Lu, Head of the School of Languages and Culture, The University of Sydney

Photos are from
Dongponews.net



SLC Academic receives Australia-China Council Grant

Associate Professor Christine Ji has received a grant from the Australia-China Council (ACC). The grant of \$35,000 will support her project: Innovative Digital Translation for Bilingual Communication in Business and Trade.

Project Description

This ACC project will promote international collaboration around digital education innovation in specialised professional translation between Chinese and English.

Our digital education innovation will draw upon our expertise in the design and development of open digital databases and tools to improve translation services in business, trade and health.

Translation serves as the foundation and catalyst of well-informed bilingual professional communication and cooperation. With increasing trade between Australia and China, there is a growing demand for high-quality translation services to facilitate business and trade between the two countries.

This ACC project promotes international collaboration around digital education innovation in specialised professional translation between Chinese and English.

This project will further enhance our existing successful experiences of engaging the public and industrial sectors to promote Australia-China cultural and business partnerships.

This will have substantive and long-reaching impact on a variety of stakeholder involved in Australia-China cultural, business and education partnerships.

This project will fill in an important gap in current specialised translation education which requires urgent increased communication between university training and demands from industry and businesses for highly-specialised translation skills.



About Associate Professor Christine Ji

With a background of Hispanic and Chinese Studies, Christine was awarded the first PhD of Translation Studies by Imperial College London.

She has since been working at world-class universities in the UK, Japan and Australia. Her current research covers comparative area studies (UK, China, Japan, Australia, Hispanic-speaking countries), contrastive linguistics (Chinese/Japanese/Spanish/English) and Translation Studies.

She has published a number of monographs and edited volumes on cross-language and cross-cultural studies; and is the recipient of highly competitive major research grants from the British Academy, the Economic and Social Research Council of the UK, the Australian Research Council, and the Japanese Society for the Promotion of Sciences.

Have a look at Associate Professor Christine Ji's work here bit.ly/christineji



The SLC Publication Prize for Early Career Research 2016

An interview with Dr Su-Kyoung Hwang

Every year the School of Languages and Cultures (SLC) awards a prize for early career research.

The 'SLC Publication Prize for Early Career Research' started in 2015 and it is the school's way of recognising excellent research work. The SLC Research Advisory Committee reviews and recommends a shortlist of research work published during the year, from which the winner of the prize will be decided.

This year the SLC Publication Prize for Early Career Research goes to Dr Su-Kyoung Hwang for her book *Korea's Grievous War*.

Dr Su-Kyoung's book is about the Korean War and the state of the population under the heavy hand of an authoritarian regime. In this book Dr Su-Kyoung poured her knowledge and research, so that humanity can learn from the painful lessons of history.

Even though she was on leave, Dr Su-Kyoung granted me an interview about to talk about her book. Here is the interview.

Welcome Su-Kyoung. By the way, thank you for letting me interview you. I heard that you were awarded the SLC Publication Prize for Early Career Researchers. Would you kindly let us know about your research?

My research is on the civilian massacres during the Korean War era. I study individual cases of political violence, wartime firebombing, and the abuses under authoritarian governments.

How can your research help humanity?

I look at the darker side of history or what Walter Benjamin sees as the "state of emergency." Sometimes it helps people to understand and respond to the present day crises, such as the ones we are seeing now.

How did you get to your role, and what kind of experience and preparation helped you the most?

You mean my current position as a lecturer? After finishing PhD and before coming to Sydney, I taught at other universities. Working at different institutions and teaching a lot of classes strengthened me as a teacher. I also learned to balance teaching with research.

Who would you say has been the most help in your career? How did they help you?

My doctoral supervisor Bruce Cumings inspired and helped me to become a historian. My post-doctoral supervisor Gail Hershatter helped me to become a better teacher. Both wrote references for me and offered a lot of moral support.

What are your responsibilities in this position?

I offer courses in Korean history, language, and culture. I am an undergraduate coordinator and, next semester, I will serve as acting chair of Korean Studies department.

What do you like most, least about this job? What kind of stress do you deal with?

I like the “life of the mind” aspect of the job. The fact that I can spend my life reading and writing is great. But the pressure to publish a certain amount of work within a given time can be stressful, especially when you are teaching a lot.

Knowing what you know now, what advice do you have for getting into this research work?

Reading other scholars’ works before getting into your research helps.

What personal qualities or abilities, are important for doing well in this kind of work?

I think it helps if you are patient and pro-active.

For you, what part of this job is most satisfying and the most challenging?

It’s satisfying to see my former students become successful in their careers. It’s challenging to multitask and balance different duties.

What kind of changes, do you see coming, in your research?

In the field of the Korean War studies, there is an increasing diversity in language sources. Scholars uncover documents written in Chinese, Hungarian, Russian, Czech, and so on. There are also increasing interest in cultural, literary, and cinematic materials.

If you were going to change direction now, where would you go? How would you do it?

In term of research, I would like to look at literary works produced in both South and North Korea during the 1950s and compare the ways in which they narrate the same historical events.

Can you recommend the best entry level jobs to get started in this line of work?

I think most of us begin as tutors or teaching assistants when we start out and then move on to become researchers and lecturers. Before and during my postgraduate studies, I held jobs as a language teacher, office worker, library assistant, and so on. So, I guess, any beginning seems okay.

What advice would you have for our students, who is considering this field?

In Korean Studies, it is important to learn the Korean language well and read broadly in other areas of humanities, including history, literature, international relations, and philosophy.

Can you recommend any professional journals I could read in this field?

Journal of Korean Studies, Journal of Asian Studies, Critical Asian Studies, The Asia-Pacific Journal.

What organisations would you recommend joining?

Asian Studies Association of Australia and Association of Asian Studies.

What do you see as the major problems for those working in this field today?

I guess this is a shared problem across humanities and social sciences: the uncertainty of academic job market for recent PhDs. Korean studies have fared better than some fields, but there are tough years.

What do you think needs to be changed?

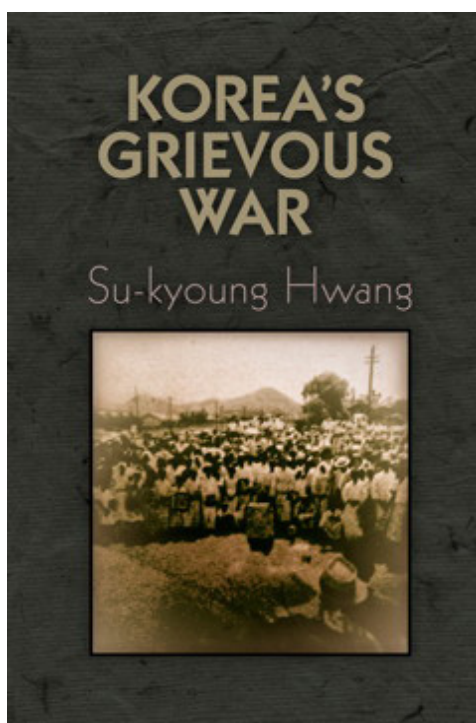
I think students should be well-informed about their field and profession when they begin.

Do you have a message of encouragement to your students?

You may not see the result of your effort now, but it will eventually show.

Finally, do you have a message of encouragement to your fellow researchers?

I wish all goes well with your research.



The world is yours



Can you speak her language?

Languages at Sydney 2017 Go Global!

Where: The University of Sydney

When: Thursday 2nd March 2017

Time: 13:30 to 16:30

Registrater via this link bit.ly/langatsyd

High School language students have put a lot of hard work studying their new language for two to three years.

Unfortunately, a lot of the language students' hard work are wasted because they don't continue speaking or studying their new language after high school.

The School of Languages at the University of Sydney understands this trend, and would like to encourage and inspire high school language students to continue their language education at the university level.

We want to inspire language students to continue their education here at the School of Languages.

What is 'Languages at Sydney'?

In 2015, Senior Lecturer Dr Carolyn Stott and Administration Manager Emily Wiech created and organised 'Languages at Sydney'. The objective was to give high school students a chance see, feel, and experience university life as a university language student. High school students participate and listen in tutorials with other language students across Sydney.

Who is 'Languages for Sydney' for?

- Year 12 languages students (IB, HSC, Open High School)
- Any Year 12 students interested in languages at university.
- Year 11 languages students

- Year 11 and 12 languages teachers and Careers Counsellors and Advisors

Please note that this event is open to total beginners as well as students who have some experience and want to continue their language studies

Who benefits by attending 'Languages at Sydney'?

High school Language students, language teachers, and the School of Languages teachers benefit from Languages at Sydney.

High School students benefit from Languages at Sydney because they will see, hear, and feel how it is study a language at the University of Sydney. They will see a clear path from high school studies, university studies, and to career opportunities during the event.

They will also get the chance to meet other high school students from other schools. Languages at Sydney wants to promote a community spirit that encourages multilingualism and multiculturalism.

Both high school language teachers and teachers from the School of Languages benefit from Languages at Sydney. Both teachers can meet and establish relationships so they can work together for the benefit of the language students.

What are the activities at 'Languages at Sydney'?

- Introduction to Languages at the School of Languages and Cultures
- Language-specific immersion and tutorials
- Career opportunities for languages students
- Discussions with university languages students

Select Publications

from the academics at the School of Languages and Cultures

Arabic Language and Culture:

Sorbera, L 2016, *Body Politics and Legitimacy: Towards a Feminist Epistemology of the Egyptian Revolution*, Global Discourse

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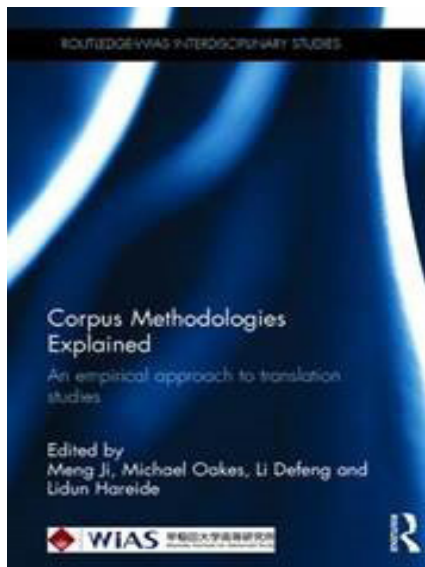
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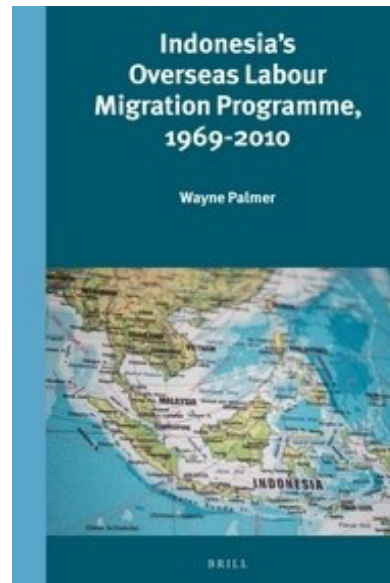
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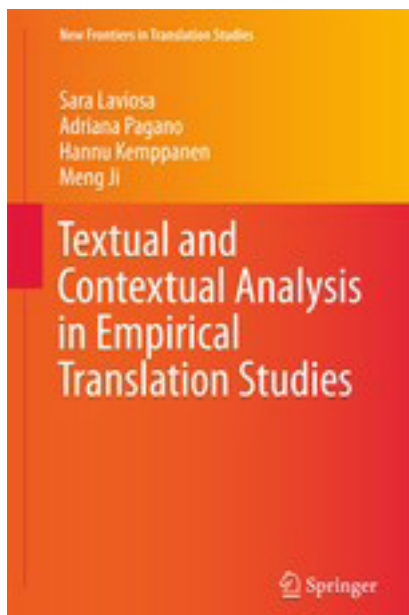
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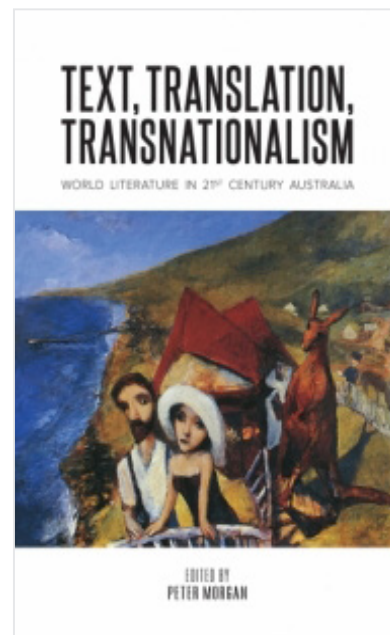
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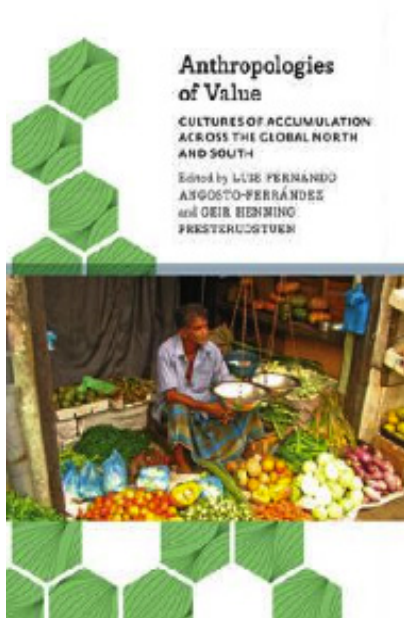


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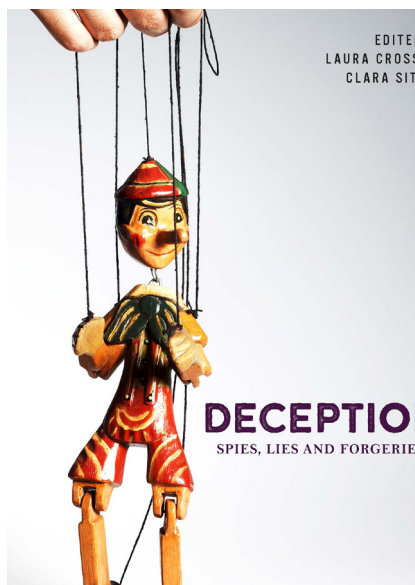


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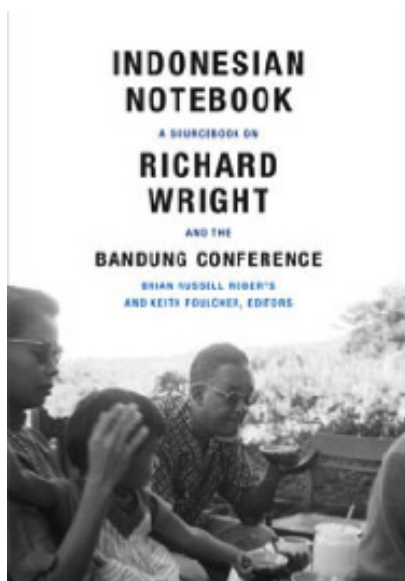




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