

Issues in Korean Language Teaching in the United States: Some Facts and Figures

David J. Silva

Department of Linguistics and TESOL

The University of Texas at Arlington

david@uta.edu

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Purpose of the Presentation

- To provide context of Korean Language Education in the United States
- To raise questions about who does – and doesn't – study Korean
- To encourage discussion about issues of enrollment and program development

Overview

- Korean in the Broader U.S. Context
- Enrollment Trends
- Programs
- Students
- Image / Branding
- Discussion

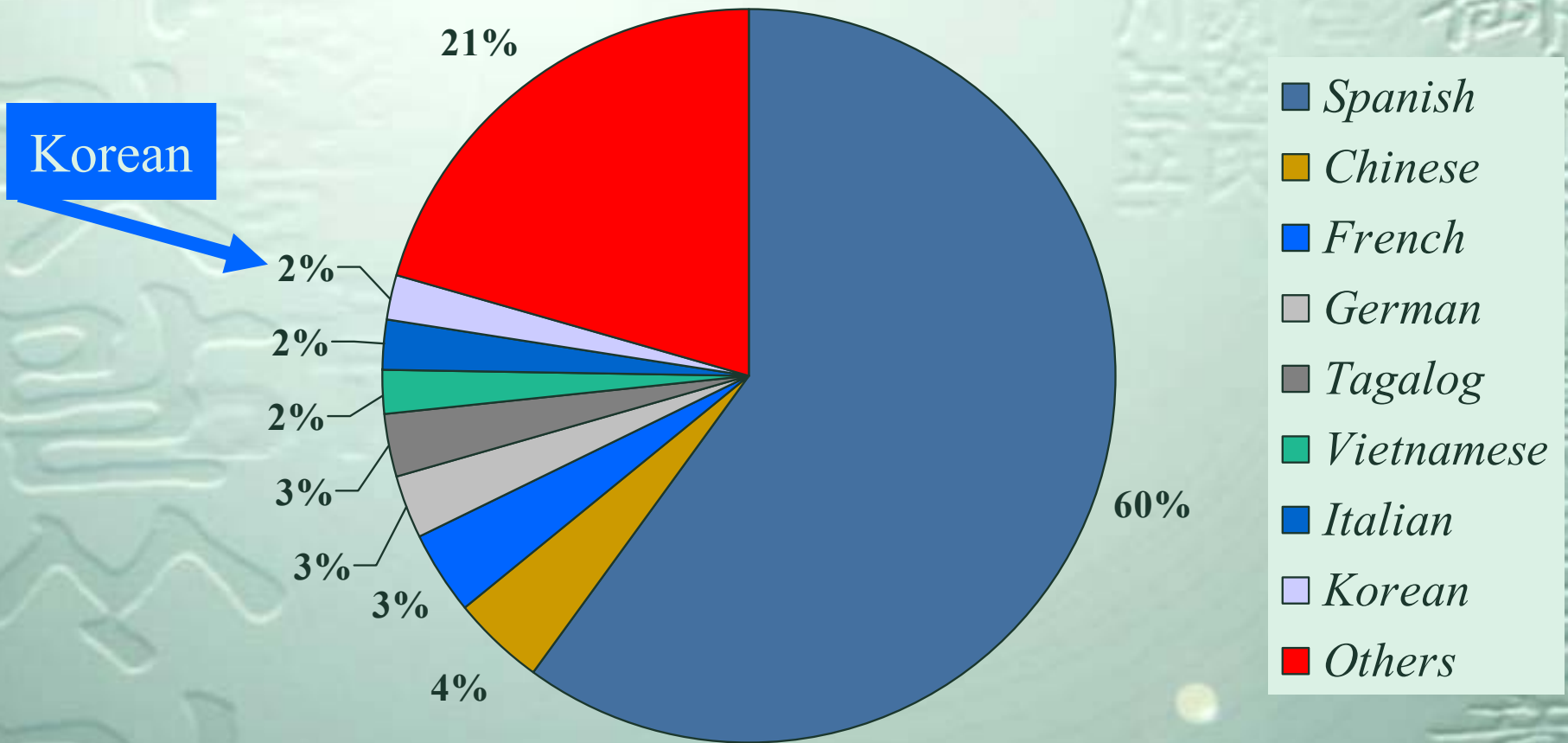
Languages Spoken at Home in the USA

(2000 U.S. Census)

% Change from 1990

Total US Population	→	262,375,152	↑ 14%
Foreign-Language Speakers		46,951,595	↑ 47%
1. Spanish		28,101,052	↑ 62%
2. Chinese		2,022,143	↓ 62%
3. French		1,643,838	↓ 3%
4. German		1,382,613	↓ 11%
5. Tagalog		1,224,241	↑ 45%
6. Vietnamese		1,009,627	↑ 99%
7. Italian		1,008,370	↓ 23%
8. Korean		894,063	↑ 42.7

Distribution of L2s in the USA — 2000



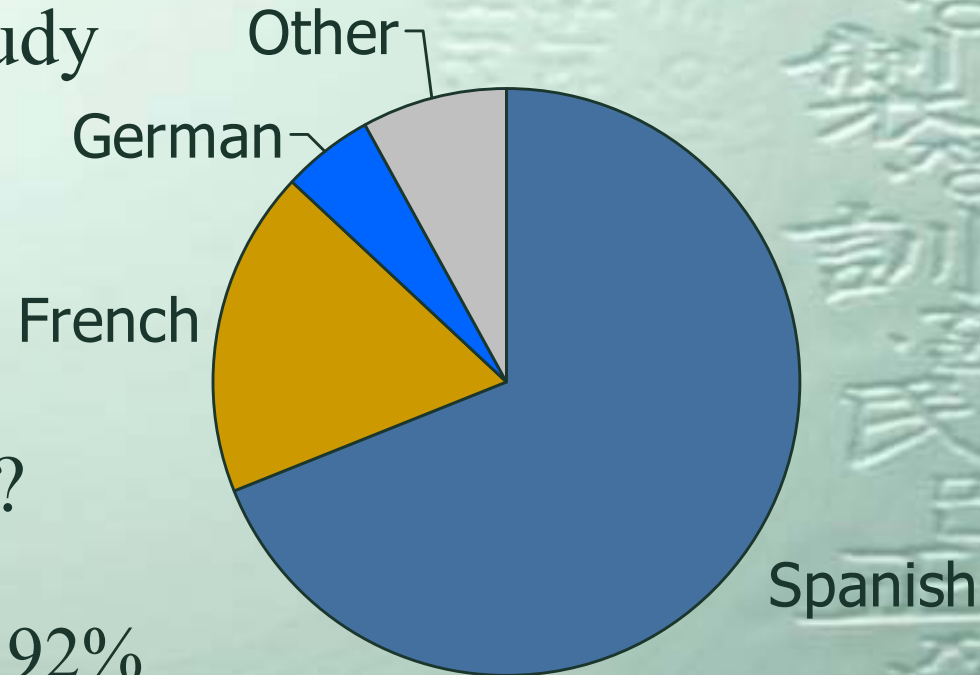
FL Education in US High Schools

- What percentage of US high school students study a foreign language?

■ ~ 44%

- Which languages are most commonly taught?

■ Spanish	69%	} 92%
■ French	18%	
■ German	5%	
■ Others	8%	



Historical bias toward Western Europe

What are the Testing Options for US High School Students? SAT-II

■ SAT – II Language Examinations (2006)

■ Spanish	32,919
■ French	11,761
■ Spanish w/ listening	8,252
■ Chinese w/ listening	6,166
■ Korean w/ listening	3,888 5.2%
■ French w/ listening	3,358
■ Latin	3,104
■ Japanese w/ listening	1,683
■ German w/ listening	1,050
■ German	836
■ Italian	640
■ Modern Hebrew	513
■ TOTAL	74,170

Number of 2006 College-Bound Seniors who took each language subject test who *also* took the SAT reasoning test.

What are the Testing Options for US High School Students? AP (continued)

■ Advanced Placement Exams (2006)

■ Spanish Language	101,473
■ French Language	21,572
■ Spanish Literature	14,287
■ German Language	5,139
■ Latin: Virgil	4,844
■ Latin Literature	3,333
■ French Literature	2,009
■ Italian Lang & Culture	1,597
■ Chinese Lang & Culture	<i>new in '07</i>
■ Japanese Lang & Culture	<i>new in '07</i>
■ Russian Lang & Culture	TBA

Number of 2006 AP Exam takers.

Where is Korean?

FL Education in US Universities

■ What percentage of US university students study a foreign language?

■ ~ 9%

■ Which languages?

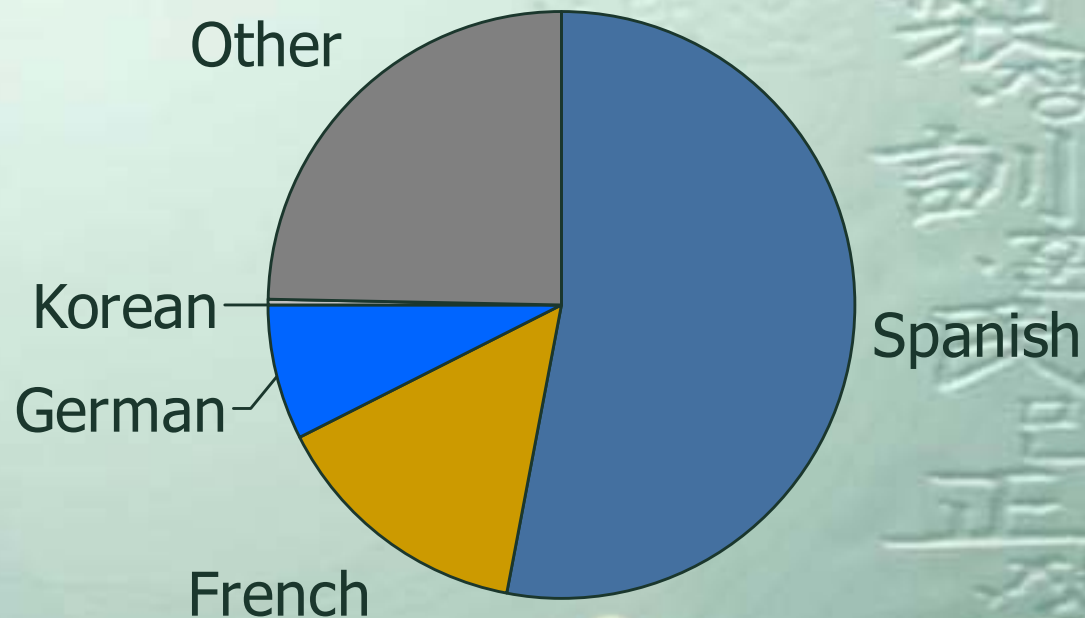
■ Spanish: 53.0%

■ French: 14.5%

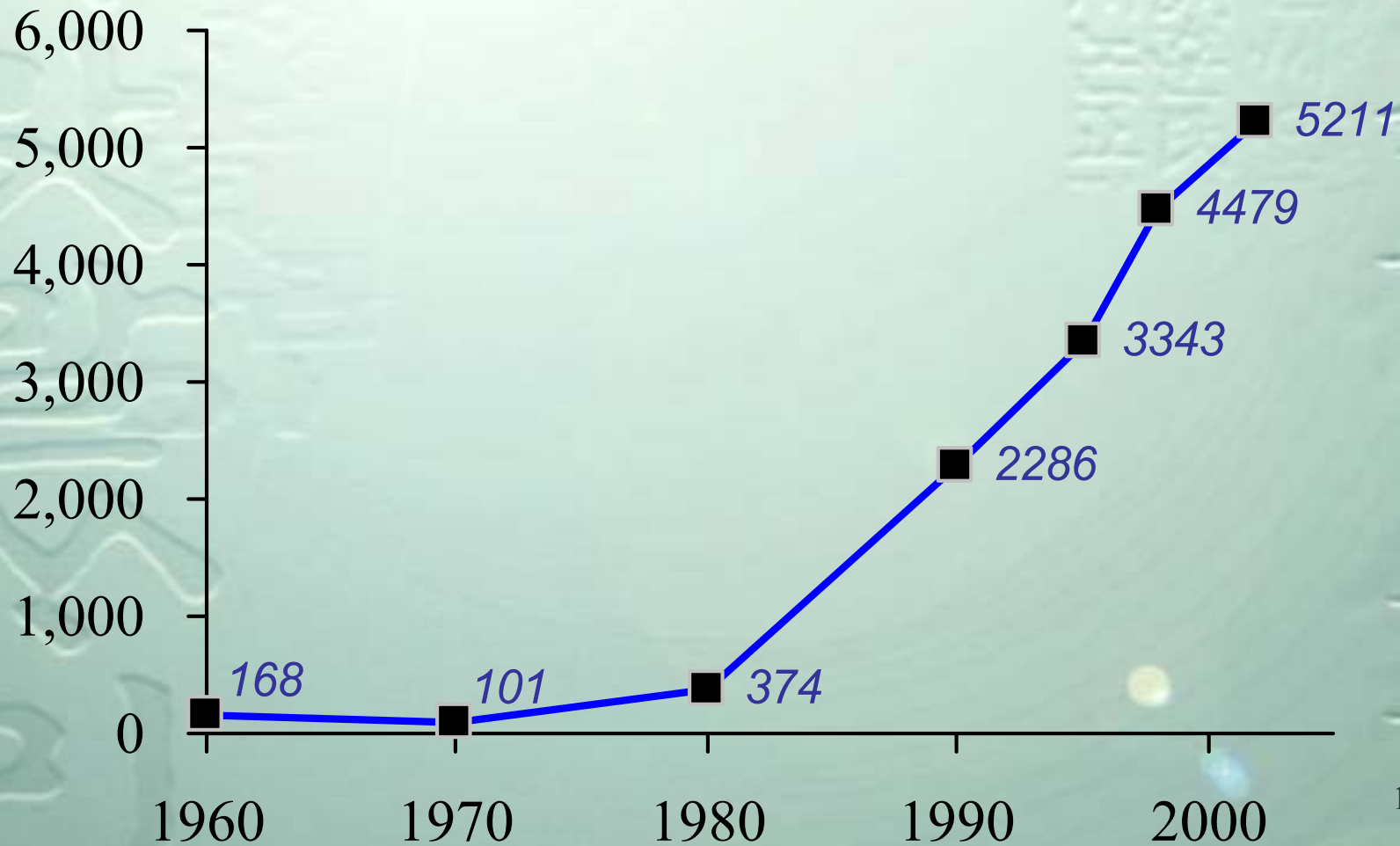
■ German: 7.5%

■ **Korean: 0.4%**

■ Others: 24.6%



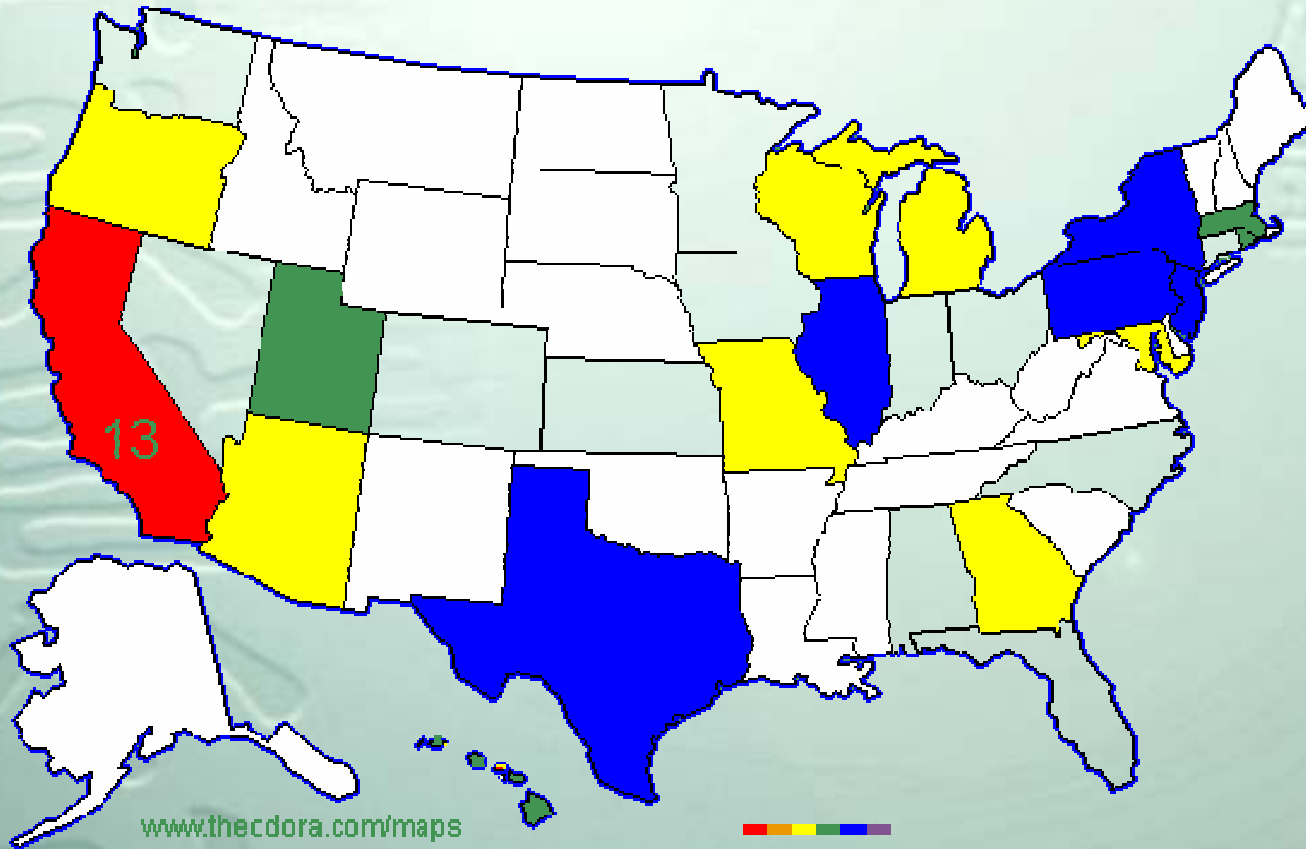
Korean Language Course Enrollment in the USA



Schools Offering Korean Classes

- How many US Universities / Colleges offer Korean-language courses?
 - 91 (Wells 2002)
 - 82 (www.aatk.org 2007)
 - ~ 3% of all US institutions of higher learning...
- Where are these universities / colleges?
 - West Coast
 - Northeast
 - Great Lakes Region

Korean Language Programs



California	13
New York	8
Illinois	6
Pennsylvania	6
New Jersey	4
Texas	4
D.C.	3
Hawai'i	3
Mass	3
Utah	3
Arizona	2
Connecticut	2
Maryland	2
Michigan	2
Missouri	2
Oregon	2
Wisconsin	2

www.thecdora.com/maps

Who Enrolls in Korean Language Courses in the United States?

■ Heritage Students

- Direct experience with Korean language and culture
- Many already speak and read at least some Korean; varies
- Need to develop more linguistic “maturity”

■ Mixed Heritage / Adopted Students

- Many take Korean to connect with lost cultural heritage

■ Speakers of Other Asian Languages

- Desire to expand their East Asian expertise

■ True Novices

- Often take Korean because of a personal experience ¹³

What Might Motivate Each Type of Korean-Language Student?

■ Heritage Speakers

■ Instrumental Motivation

- fulfill an academic requirement
- improve job prospects
- earn an easy "A"

■ Integrative Motivation

- improve connections with family and culture

■ Mixed Heritage / Adopted Students

- Integrative Motivation: connect with culture

■ Speakers of Other Asian Languages

- Instrumental Motivation: employment / research

■ True Novices

- Integrative Motivation: connect with friends
- Instrumental Motivation: working in Korea ...

**Knowledge of
Korean as
“Symbolic
Capital”
vs.
“Economic
Commodity”**

Why So Few Novices?

(especially as compared to Chinese and Japanese)

- Lack of Opportunities
 - Remember: < 3% of U.S. universities offer Korean
- Difficulty
 - FSI Category III: exceptionally difficult for native English speakers
 - 88 weeks of study (second year of study in-country)
 - ~2200 class hours to reach S3/R3 General Professional Proficiency
- Perceived Lack of Future Benefit
 - “Why choose Korean? What good will it do me?”
- Perceived Lack of Need
 - “Why *bother*? – Don’t all educated Koreans speak English anyway?”
- Lack of Awareness
 - General perception of “Asia” as “China”
 - Low “brand recognition” for Korea

Image Problem: Lack of “Branding”

Korea is a nation in search of a new image. As reported in the *Korea Herald*, Korea senses the need to stand out in the global marketplace:

While Japan is known for its sushi, Sony Walkman and Tokyo’s Ginza district and China is famous for Kung Fu and the Great Wall, Korea is recognized for - well, it’s hard to say. ...

Branding uncovers the best key point of difference of a product or place. Finding that one key difference, that one thing, is difficult work. Unless the new brand image points to a difference no other nation may logically own, what you see is advertising rather than branding. ...

A new brand image, effectively developed, by itself becomes a significant economic driver for Korea. In any new branding effort, fully realizing the promise of this economic growth opportunity is what is at stake.

The Existing Brand



- Originally launched in 2004; updated in 2007.
- “The new logo design represents a contemporary interpretation of the traditional Korean *taegeuk* (yin and yang) pattern and expresses ‘new waves’ that symbolize an ever-continuing process of change and creation. The logo further conveys the belief that all changes begin from the roots and the image of a dynamic and forward-looking Korea.”

http://www.korea.net/news/issues/issueDetailView.asp?board_no=342

The New Tourism Brand

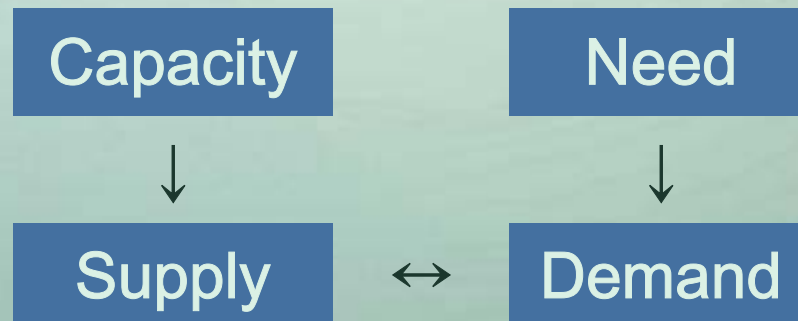


- Launched on April 9, 2007
- “The visual identity symbolizing “Korea, Sparkling” is based on the image of two overlapping windows. It was designed to depict the beauty of Korea, where both traditional and modern elements coexist in harmony. The empty space in the center of the image represents the unlimited possibility of individual experience available to each tourist visiting Korea.”

http://english.tour2korea.com/12Home/Notice_Read.asp?oid=3363&nCategoryID=2&iPageToGo=1

From Here, to Where? (or “Hence, Whither”?)

- Assessing the Current State of Access to Korean Language Education
 - Status Quo? Consolidation? Expansion? Restructuring?
- Deciding on a need to “Strategize”
 - Advocacy – but how?
 - Critical Language angle: defense, politics
 - LCTL angle: valorization of all languages and cultures
 - Economic angle: building intangible capital; commodification; “good business praxis”
 - Increasing perceived value of Korean as symbolic capital
- NFLC Language Capacity Model (Brecht and Walton 1993)



“Field of Dreams” Mentality

- “Build it and they will come”
- Does this really work?



Embracing Heritage Learners...

- **Heritage Languages Initiative (National Foreign Language Center)**
 - Initiate and support dialogue among policy makers and language practitioners about the need to address heritage language development, as well as effective strategies for achieving enhanced development of heritage languages
 - Promote the design and implementation of heritage language development programming at all levels – from early childhood through high school, in community colleges, and college and university settings – and foster better articulation among those settings
 - Provide support in terms of policy, expertise, and resources for community based language programs wherever they exist, and support their development where they do not
 - Encourage and support dialogue leading to collaboration, resource sharing, and articulation between formal education systems and the nation's heritage community language schools and programs
 - Encourage and support research, both theoretical and applied, on heritage language development and on related public policy issues 21

... While Encouraging Novices

■ How?

■ Play up motivations

- Integrative: Korea as a World-Class Cultural Player
- Instrumental: Korean as a Tool for Success
- Connect with on-going campaigns, e.g., “Korea, Sparkling”

■ What can we do ...

- ... as the AATK?
- ... at our home institutions?
- ... as individuals with an interest in Korea and Korean?

Discussion

What are your thoughts?



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