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The Korean-Language Movement in the NY-NJ Korean Community


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January 23, 2018



MEMO

A. The Need for the Study of the Korean Language Movement

1. Many Books and Articles Focusing on Ethnic Language Schools and Heritage Education (Jewish Schools, Catholic Schools, Chinese Schools, and Korean Schools)
 2. But No Single Study of Immigrant Groups' Active Efforts to Promote their Ethnic Languages to American Schools
 3. The Chinese government's Great Effort to Promote Mandarin Globally by establishing many Confucius Institutes through Hanban (Chinese government's organization under the Chinese Ministry of Education)
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MEMO


A. The Need for the Study of the Korean Language Movement

4. But the Chinese Effort to Promote the Chinese Language by Establishing Confucius Institutes at Foreign Universities under Sever Criticisms because of Hanban's One-Sided Control of Curricular and Instructional Methods (Diplomatic Issue- Diplomacy Using Soft Power)

5. Korean Immigrants' Effort to Promote the Korean Language to American Schools Using Korean Students, Korean Community Resources and Financial Support from the Korean Government Better Accepted by American Schools


MEMO

B. Main Objectives of the Chapter

1. To Examine How Korean-Language Leaders in the U.S. Helped Korean Be Included in SAT II in the 1990s
 2. To Examine How Language Leaders in the NY-NJ Area Have Tried to Promote the Korean Language to Public Schools in the Area
 3. To Show The Korean Immigrant Community's Advantages for Promoting the Ethnic Language to Public Schools
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C. Data Sources


1. Personal Interviews with Korean-Language Leaders, Korean Teachers at Public Schools, and Director of the Korean Education Center at Korean Consulate General in the NY-NJ Area
 2. Korean-Language Articles Published in two Local Korean Daily Newspapers (Korean Daily and The Korea Times)
 3. Public Documents
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D. The Movement to Include the Korean Language in the SAT II

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D. Movement to Include the Korean Language in the SAT II


1. The UC Task Force on Asian Languages in 1988 by Chinese, Japanese, and Korean Faculty Members at the University of California System– Asked Universities and High Schools in California to Offer East Asian Languages and the College Board to include the Korean Language in the SAT II.
 2. The Task Force on the Korean Language in 1993– Collected Signatures in the Korean Community to Ask the College Board to include the Korean Language in the SAT II.
 3. Prof. Edward Chang Met Donald Stewart, President of the College Board(1987-1999) at Harvard University, with about 15,000 Korean Immigrants’ Signatures, and Asked him to Add the Korean Language to the SAT II.
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D. Movement to Include the Korean Language in the SAT II

Dr. Chang Commented:

“Dr. Stewart indicated the difficulty in adding the Korean language on the Ground that there will not be enough students to choose the Korean language in SAT II. He said that only one high school in Washington, D.C. offered a Korean language class in the entire U.S. at that time. To counteract his argument, I told him there are approximately 1,000 Korean weekend schools in the United States that focus on teaching the Korean language.”



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D. Movement to Include the Korean Language in the SAT II

4. As a Result of Movement, the College Board Promised to add three East Asian languages to the SAT II one by one, Beginning in 1993.

5. Japanese was Added in 1993 and the Chinese was Added in 1994.

6. In 1994, the College Board Sent a Letter to the Korean Task Force, asking for Donation of \$500,000 to Cover the Expenses to Create Korean Language Test.

7. Korean Communities in the U.S. Engaged in Major National Donation Campaigns to Create a half Million-Dollar Fund.

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D. Movement to Include the Korean Language in the SAT II

8. The Association of Korean Schools in America (AKSA) and the Task Force on the Korean Language --Engaged in Donation Campaigns in the West Coast

The National Association of Korean Schools (NAKS) – Donation Campaigns Outside the West Coast

9. When They Collected only \$240,000 in the 4 Months of 1995, they Decided to Ask Samsung for a Donation of a Full Amount of \$500,000. Samsung Donated the Full Amount to the College Board in May 1995.

10. The College Board Added the Korean Language Exam to SAT II as One of 9 Foreign Languages in 1997 (Japanese, Chinese, Korean, Spanish, French, German, Italian, Modern Hebrew and Latin).

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Table 1: Statistics on Number of Students Who Took SATII Foreign Languages and Mean Scores, 1997-2013

	Number of Students Who Have Taken It						Mean Score					
	Korean	Chinese	Japanese	French	German	Spanish	Korean	Chinese	Japanese	French	German	Spanish
1997	2447	3428	1174	4183	1045	6543	649	748	627	582	567	574
1998	2448	3918	1070	2849	907	5279	751	749	651	599	574	603
1999	2128	4297	1141	2454	814	4671	723	746	662	609	604	615
2000	2220	4657	1155	2500	919	4872	736	745	669	625	606	614
2001	2370	4990	1270	2492	938	5105	746	748	672	625	605	631
2002	2555	5113	1371	2369	779	4979	740	752	676	623	611	622
2003	2826	5234	1404	2457	848	5308	737	756	675	630	628	638
2004	2878	4917	1303	2279	751	5428	745	756	682	627	612	635
2005	3240	5062	1465	2542	830	5656	752	758	687	629	631	635
2006	3888	6166	1683	3358	1050	8252	754	764	682	621	596	638
2007	4176	6542	1733	2993	1039	7794	757	764	687	618	582	644
2008	4443	6878	1732	2900	949	7876	760	763	693	624	601	647
2009	4625	6896	1759	2684	919	7045	763	763	689	637	609	652
2010	4540	6877	1818	2700	854	7152	764	761	688	620	612	653
2011	4273	7294	1966	2370	770	6399	767	758	684	646	611	663
2012	3552	9585	1750	2288	710	4898	769	759	692	656	614	670
2013	2986	6167	1521	1972	675	3868	767	759	688	654	624	668

Source: The College Board.

*Three foreign languages (Italian, Latin and Hebrew) which do not include questions related to listening are not included in the table.

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Number of Students Who Have Taken It						Mean Score					
Korean	Chinese	Japanese	French	German	Spanish	Korean	Chinese	Japanese	French	German	Spanish
2986	6167	1521	1972	675	3868	767	759	688	654	624	668

11. Korean Ranked 3rd in the Number of Students (N = 2,986) Who Took it in 2013, Next to Chinese (N= 6,167) and Spanish (N= 3,868).

12. Korean Ranked 1st in the Mean Score (767), Just ahead of Chinese (759), way ahead of Other Foreign Languages.

13. Major Contributing Factors to the Korean Language's Success in SAT II in the Number of Student and the Mean Score:

- Korean-Language Leaders' Creation of the Pilot Test to Prepare Korean Students to Take the Korean Language Test
- Enough Korean Schools (N=1,200) to Teach Korean Children the Korean Language at Weekends with Many Dedicated Teachers
- A Significant Increase in the Number of Public Schools to Offer Korean as Foreign Language with **Dedicated Korean Immigrant Teachers**

MEMO

E. The Movement to Get the Korean Language Adopted in Public School in the NY-NJ Area

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E. The Movement to Get the Korean Language Adopted in Public Schools in the NY-NJ Area

1. Establishment of Korean-Language Association

(1) In 2007, only 64 Elementary and Secondary Schools in the U.S. Offered Korean as a Foreign Language, Compared to 1,000 Schools for Japanese and 750 Schools for Chinese.

(2) Korean Language Leaders in the NY Area Believed that the Inclusion of Korean in SAT II would Increase the Number of American Public Schools that Offer Korean as a Foreign Language and the Number of Students who Chose Korean in SAT II.

(3) However, They Found that Over 95% of Students who Chose Korean in SAT II were Korean Students, and that Only 64 Schools Offered Korean as a Foreign Language.

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E. The Movement to Get the Korean Language Adopted in Public Schools in the NY-NJ Area

1. Establishment of Korean-Language Association

(4) They Realized that Getting Enough High Schools to Offer Korean as a Foreign Language would Make Non- Korean Students Take Korean- Language Classes.

(5) They Established **Korean Language Association** (한국어 정규과목 채택 추진위원회- '한정추') in 2007 to Get Korean-Language Classes Expanded to More Elementary and Secondary Schools in the NY-NJ Area (Two Leaders are Dr. Sun Gun Lee and Dr. Yung Duk Kim).

MEMO

E. The Movement to Get the Korean Language Adopted in Public School in the NY-NJ Area

2. Korean-Language Association's Activities

(1) They First Established Korean-Language Teachers' Certificates Program at Rutgers University in 2008 and Gave Scholarships to 5 Korean Students to Get Certificates.

(2) They Lobbied High Schools in Bergen County in NJ with Many Korean Students to Offer Korean as a Foreign Language.

(3) They Collected Donations from Parents and Community Leaders to Create a Fund to Support Scholarships and to Give Each High School \$100,000 for 2 years of Salary for 1 Korean Teacher. They also Visited Korean Government Agencies to Financially Support their Effort to Promote Korean to Public Schools.

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E. The Movement to Get the Korean Language Adopted in Public School in the NY-NJ Area

2. Korean-Language Association's Activities

(4) As a Result, They Succeeded in Getting Korean Adopted in Palisades Park High School in 2010 and in Ridgefield Memorial High School in 2011. Fort Lee High School and 2 Northern Valley Regional High Schools at Demarest and Old Tappan Plan to Offer Korean as a Foreign Language in 2016.

(5) PP High School Started 3 Korean-Language Classes with 27 Students. The Number of Students Increased to about 100 in 2011 and to Over 120 in 2013.

MEMO

E. The Movement to Get the Korean Language Adopted in Public School in the NY-NJ Area

2. Korean-Language Association's Activities

(6) Fort Lee Memorial High School Started Korean-Language Classes in 2011 and NS increased to Over 120 in 2014.

(7) European Foreign Languages (German, Italian, and French) in these Schools Suffered Reduction in the Numbers of Students and Thus Numbers of There Classes.

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F. Contributing Factors to the Popularity of Korean-Language Classes in Public Schools

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F. Contributing Factors to the Popularity of Korean-Language Classes in Public Schools

1. The Expansion of Korean Classes in Public Schools in the NY-NJ Area

Table 2: Number of Elementary and High Schools with One or More Korean-Language Classes and Number of Students in the U.S. and the NY-NJ Area, 2010-2014

Year	The U.S.		The NY-NJ-CT Area	
	Number of Schools	Number of Students	Number of Schools	Number of Students
2010~2011	61	6,085	13	1,158
2011~2012	75	6,673	14	1,587
2012~2013	88	8,452	16	1,870
2013~2014	124	9,876	23	2,503

Source: *The Korea Times*, December 12, 2013; Hwang, *Korea Daily*, November 20.

MEMO

F. Contributing Factors to the Popularity of Korean-Language Classes in Public Schools

2. How Korean-Language Classes were Adopted in the NY-NJ Area?

(1) Korean Parents Groups at Schools with Many Korean Students Pushed Schools to Establish Korean-Language Courses.

(2) As Noted above, Korean-Language Association helped to Establish Korean-Language Courses by Lobbying the Schools and School Boards in NJ.

MEMO

F. Contributing Factors to the Popularity of Korean-Language Classes in Public Schools

2. How Korean-Language Classes were Adopted in the NY-NJ Area?

(3) 3 Schools, including 1 High School, Voluntarily Offered Korean-Language Courses because the Principals Liked the Korean Education System (In All 3 Cases, the Principals Learned about the Korean Educational System While Teaching English in Korea).

- Seth Andrew Established Democracy Prep School in Harlem (with no single Korean student) in 2006. He Put Korean-Language Courses in all 9th-12th Classes (500 students for two schools).
- He made all Students to Take Extra-curricular Activities Related to Korean Culture and Study until 5 p.m. He made All Students To Bow to Teachers to Show Respect.
- In 2010, the School Became one of the Best school in NY City.

MEMO

F. Contributing Factors to the Popularity of Korean-Language Classes in Public Schools

3. Why Korean-Language Classes are Popular?

(1) Dedication of Korean-Language Teachers to Teaching Students with Many Cultural Programs and by Spending many Hours After Schools (Sense of the Mission to Globalize Korean Culture)

(2) The Korean Education Center's Financial and Technical Support of Korean-Language Programs (Scholarships and Samulnori Equipment)

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F. Contributing Factors to the Popularity of Korean-Language Classes in Public Schools

3. Why Korean-Language Classes are Popular?

(3) The Korean Community's Parents' Support of Korean-Language Courses and Extracurricular Activities (Support of Performances with Technical Support, Time and Free Spaces, Serving Teachers with Ddukjuk, and Scholarships—European languages with no immigrant teacher or the immigrant community do not have any of these benefits).

(4) The Global Popularity of Korean Culture, Especially K-Pop and Korean Dramas

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Thank You.

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