

A Survey on Postsecondary Korean Language Programs in the United States

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Abstract

Students of the less commonly taught languages (LCTLs) retain higher motivation in learning (Bao & Lee, 2012; Brown, 2009; Liu & Shibata, 2008; Murphy, Back, & Garrett-Rucks, 2009; Nunn, 2013), but it is uncertain to what extent the LCTL programs are equipped to provide an education that meets students' expectations. In this study, I diagnosed various aspects of the organization and management of Korean programs in U.S. postsecondary education as an example case. I contacted 104 Korean language program coordinators in the United States and collected responses from 34 in spring 2015. I reported on issues related to faculty, course curricula, proficiency goals, recent and projected changes in the program, and the difficulties that the program coordinators faced. Further, I discussed the strengths and robustness of Korean language education in the United States, and highlighted factors that may inhibit potential improvement and constructive changes.

Keywords: Korean, language programs, postsecondary education

1. Introduction

There has been a burgeoning interest in the teaching and learning of the less commonly taught languages (LCTLs) in the United States. Over the past twenty years, the notion that the nation maintains a “language deficit (The Modern Language Association of America; MLA, 2007, p. 2),” coupled with increased globalization, has had a great impact on language teaching and learning in the United States. Federal programs such as Foreign Language Assistance Program, National Language Service Corps, STARTALK, and the National Security Language Initiative for Youth are only few of the programs that launched in the last decade by the government to encourage American students to develop foreign language skills (Brown, 2009; Kondo-Brown, 2013; Robinson, Rivers & Harwood, 2011; Sanatullova-Allison, 2008). The U.S. Department of Education also listed the teaching and learning of LCTLs as one of the areas of national need under the Higher Education Act of 1965 (U.S. Department of Education, 2016).

Foreign language learning at the postsecondary level has two essential aspects: continuing language learning from secondary education to promote greater proficiency in languages, and introducing opportunities to learn more new languages. Academic organizations such as the MLA Executive Council established an Ad Hoc Committee on Foreign Languages in 2004 to deal specifically with the teaching of foreign languages (MLA, 2007) in colleges and universities. In addition, all the fifteen Language Resource Centers established at American universities for language teaching and learning development are working on projects related to LCTLs. Especially, the Language Flagship has introduced programs for undergraduate studies with the goal of cultivating students with professional proficiency in critical languages such as Arabic, Chinese, Korean, and Russian (The Language Flagship, 2013).

Despite what seems to be a considerable amount of national and academic interest, little is known about the specifics of LCTL programs regarding their program designs and administration. Even with the American Council on the Teaching of Foreign Languages’

(ACTFL) work on the development of the National Standards in fourteen different languages and the proficiency guidelines for thirteen languages, little data is available about LCTL program administration at the national level. For example, according to Phillips and Abbott's (2011) report that reviewed scholarly literature on the Standards published between 1997 and 2009, 85% of the literature focused on the commonly taught languages (i.e., Spanish, French, and German). The MLA has been conducting a series of national surveys on enrollments in languages other than English, providing extensive and cumulative statistics on the enrollments in postsecondary foreign language courses throughout the nation (Goldberg, Looney, & Lusin, 2015). However, the findings hardly relate to practical administration or curriculum designs.

To this end, this study is undertaken to gather information on one of the LCTL programs, Korean language programs at postsecondary institutions around the United States. By examining the current practices and issues in Korean language programs, I aimed to contribute to understanding and administering the LCTL programs throughout the United States.

1.1 Background

Korean language has long been nationally considered as one of the major critical languages (U.S. Department of Education, 2016; U.S. Department of Education & Office of Postsecondary Education, 2008). Moreover, it is perhaps the fastest growing language under dynamic changes: it has been continually growing since the 1970s (MLA, 2013) and according to the MLA's most recent report, enrollments in Korean showed the highest percentage growth (44.7%) among the top fifteen foreign languages between 2009 and 2013 (Goldberg et al., 2015). Most major universities around the United States now offer Korean from elementary to advanced levels. Notably, a new trend in enrollment is a substantial increase in the number of non-heritage learners (Korean National Standards Task Force, 2015). Another significant change in Korean language education is the very first publication of the National Standards for Korean Language Learning in the fourth edition of the

ACTFL's World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015). This document of formal curricular and learning standards specifies common criteria for measuring student progress and learning goals and performance objectives for K-16 (Sanatullova-Allison, 2008), and is being widely implemented in U.S. language education. Subsequently, the American Association of Teachers of Korean (AATK) launched a project for developing National Standards-based curriculum for college students, which they hoped to apply to the Korean language programs throughout the nation (AATK, 2013). The outcome of the effort is now accessible from the 2016 special issue of the AATK journal, *Korean Language in America*, which offers the framework and review of the Standards-based college curriculum for Korean language education.

Considering the significant changes regarding the enrollment and curriculum articulation, it would make a timely contribution for the field to examine the current state of Korean language programs, and changes and support needed in the future.

1.2 Research in the LCTLs

Research in the LCTLs falls into the domain of linguistics, applied linguistics, and teaching and learning. In other words, the field virtually lacks the research into the language programs themselves despite the large number of foreign languages taught and the number of hosting institutions in the United States.

One line of existing research distinguished LCTL teaching and learning from those of the commonly taught languages by seeking differences in learner factors including motivation (Bao & Lee, 2012; Nunn, 2013) and reasons of enrollment (Brown, 2009; Murphy, Magnan, Back & Garrett-Rucks, 2009; Liu & Shibata, 2008). Such studies characterized LCTL students as being more intrinsically motivated and having more experiences of foreign language learning. The authors of these studies emphasized the need to investigate the relatively under-researched LCTL education.

Studies on LCTL instructors also called for more attention. Ryding (2001) argued that the essential problem of those in LCTL-related profession was “professional fragmentation and isolation” (p. 53). A survey by Johnston and Janus (2003) targeting 234 LCTL instructors in U.S. tertiary education identified the instructors’ strongest needs as “advocacy for LCTLs and LCTL teachers,” “information about professional issues,” “opportunities for collaboration,” “information about the use of technology,” and “e-mail list-serves” (p. 9). In other words, LCTL instructors sought to build collegial relationships and make professional development.

In sum, the big picture suggested by research available in LCTL programs was that on the one hand, students of the LCTLs retained higher motivation in learning, and on the other hand, the faculty felt that they were professionally marginalized. Again, with scarce research in the field, it is not fully known to what extent the faculty and the programs are equipped with for providing an education that meets the students’ expectations. Updates on the status of LCTL instructors (e.g., qualification, isolation from other faculty) are needed with the recent robust investment in foreign language education to assess the quality of the LCTL programs. Therefore, I aim to diagnose various aspects of organization and management of Korean programs in the United States as an example case for the LCTLs by answering the following research questions:

1. What are the sizes and demographics of the faculty in Korean language programs?
2. How are the course curricula and proficiency goals organized?
3. To what extent have curricula changed in recent years? What are some changes expected in the near future?
4. What do the faculty perceive as difficulties in program management?

2. Method

2.1 Participants

I contacted 104 Korean language program coordinators at postsecondary institutions from nearly all regions of the United States in the spring of 2015 by e-mail. Most of the institutions were identified from the AATK (n.d.) website which provided a list of 96 schools in the United States that offer Korean. Additionally, I searched online using different resources (e.g., The Center for Advanced Research on Language Acquisition) to supplement the list. A survey was used to collect data, and a total of 34 Korean language program coordinators completed the survey. The response rate was therefore approximately 33%. However, I excluded the response from one participant who was affiliated with a two-year college, to focus on four-year universities. The 33 coordinators represented 19 different states and a variety of institution types (e.g., private/public, liberal arts/research, and large/small).

Table 1: Coordinator Demographics

Highest degree held (n = 33)	Field of study (n = 28)	Title within the program (n = 33)			
Ph.D.	25	Language-related	24	Full professor	2
M.A.	7	Education/culture studies	2	Associate professor	8
B.A.	1	Others	2	Assistant professor	8
				Full-time lecturer	8
				Coordinator/Director	7

Approximately three quarters of the coordinators were Ph.D.s, and the remaining coordinators held Master's degrees, with one maintaining a Bachelor's degree. Most of the coordinators' field of study was related to language: 18 (54%) held a doctorate degree in Korean languages, linguistics, applied linguistics, or second language studies; 6 (18%) had a Master's degree in Teaching English as a Second Language (TESL), linguistics, Korean, or Teaching Korean as a Second Language. The average number of years served at the

coordinator position was 9.4 years, with the longest being 30 years. Within their respective program, 2 reported that they held a full professor title, 8 had an associate professor title, 8 had an assistant professor title, 8 were full-time lecturers, and 7 held a coordinator/director title.

2.2. Materials

The questionnaire (see Appendix A) addressed the research questions with regard to faculty demographics (5 items), the curriculum (8 items), proficiency evaluation (3 items), and administration and support (7 items). Five of the 23 questions were open-ended questions that were designed to help gain a deeper insight and to capture the diversity of the Korean language programs across the nation.

I examined the questionnaire according to the guidelines provided by Dornyei (2010), piloted it with three language coordinators at a large public university, revised it according to the feedback, and edited it in terms of language with native speakers of English. The survey was administered electronically in April of 2015.

2.3. Analysis

Quantitative data were analyzed by counting frequencies and calculating percentages. Open-ended questions were coded and grouped into categories for a clear representation of participants' comments. It should be noted that some questions were excluded in the analysis. It appeared that some of the respondents misinterpreted the questions about the number of courses taught by each type of instructor and the number of students enrolled in each level (i.e., questions number 2 and 8 in the survey), therefore yielding implausible interpretations (e.g., each teaching assistant teaches 10 courses per year, and the program has 5 teaching assistants).

3. Results

3.1 Faculty Demographics, Size, and Teacher Training

Participants were asked to list the number of program faculty in each of the following position: full professor, associate professor, assistant professor, full-time instructor, part-time/adjunct instructor, TA, and others. The average number of faculty per program was 4.4, the smallest number being 1 and the largest being 10. Table 2 lists the number of faculty holding each position from the 33 institutions represented.

Table 2: Faculty Size: The Number of Faculty in Different Positions

Position	Mean (SD)	Minimum	Maximum
Full professor	0.09 (0.29)	0	1
Associate professor	0.21 (0.42)	0	1
Assistant professor	0.48 (0.71)	0	3
Full-time instructor	1.18 (1.42)	0	7
Part-time/Adjunct instructor	0.95 (1.13)	0	3
TA	1.32 (1.69)	0	5
Other	0.15 (0.36)	0	1
Total	4.39 (2.22)	1	10

On average, one program would have four personnel: One professor, one full-time lecturer, one part-time lecturer and one TA. However, 14 (42%) programs only consisted of lecturers and TAs. When asked to describe the potential changes in the near future regarding faculty and administration, 13 (43%) of the 30 who responded to this question indicated that they were expecting to hire more teaching faculty.

With respect to teacher training, 57% of the programs did not require professional training, 27% responded that they mandated

training for TAs, such as language department orientations, teaching workshop or pedagogy courses. Thirteen percent of the respondents indicated that they did not mandate but recommended the faculty to attend workshops and conferences.

3.2 Curriculum Organization and Proficiency Goals

All the institutions represented offered 100- and 200-level courses. Twenty-four (72%) of the participants reported to provide four years of instruction. Seven (21%) indicated that they offered courses dedicated to heritage students, and 2 (6%) offered graduate-level courses. Also, 4 (12%) reported that they offered other language courses such as Sino-Korean, 5th year level, or Korean linguistics. Six (18%) of the 33 programs currently offered both a major and minor in Korean, 18 (55%) programs offered a minor degree, 1 (3%) only offered certificate, and 8 (24%) did not offer any degree or certificate in Korean.

When asked if the program had pre-established course-curricula, 70% responded positively and provided brief descriptions of their curricula development processes. The top four considerations in curricula development were identified as: 1) ACTFL proficiency guidelines, 2) the National Standards, 3) departmental guidelines, and 4) the textbook¹. Of the 23 respondents who reported having pre-established curricula, 65% responded that they were following ACTFL proficiency guidelines and/or the National Standards. Twenty one percent reported that they based their curricula on textbooks, and 17% indicated that they followed the department guidelines.

Participants were asked to indicate if the ACTFL proficiency guidelines were used to evaluate students' proficiency levels. To this question, 64% responded that their programs referred to this measure, and specified their proficiency goal for each level. The goals for each level from 100 to 400 are shown in Figure 1.

¹ Multiple answers were possible from the list of choices.

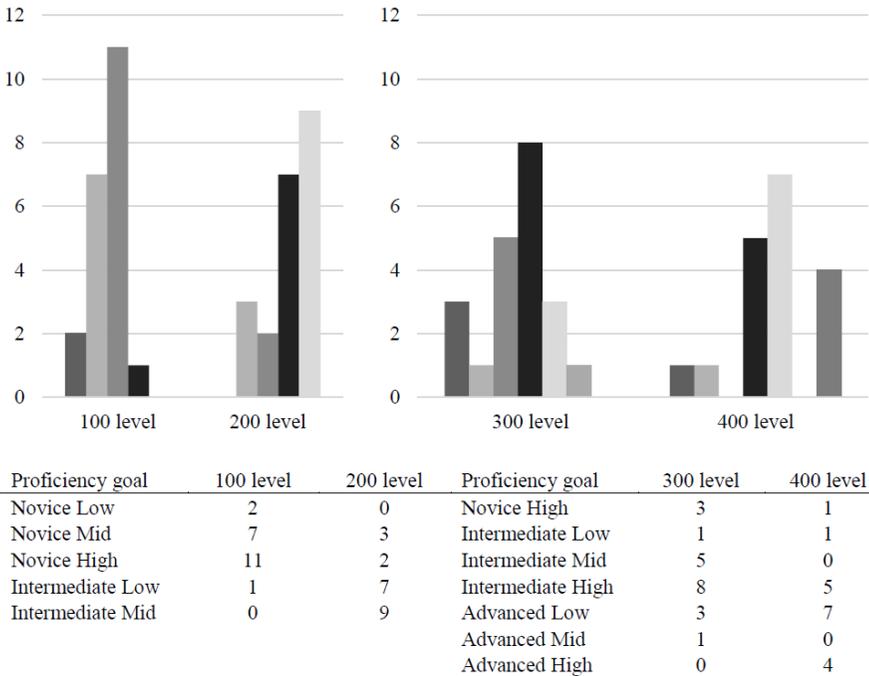


Figure 1. Survey results of the proficiency goal for each level.

Among the 21 programs that offered three years of Korean language courses (i.e., 100-, 200-, and 300-level) and used ACTFL proficiency guidelines, the common goal for the 100-level was either Novice Mid (33.3%) or Novice High (52.4%). For the 200-level, the most common aim was to achieve Intermediate Low (52.4%) or Intermediate Mid (42.9%) level by the end of the academic year.

The goals seemed to diverge as the level of instruction advanced, as the higher levels showed more variation with their goals. Though Intermediate Mid (23.8%) and Intermediate High (38.1%) were common goals for the 300-level, 3 programs indicated that their goal was to reach Novice High (14.3%) and another three aimed for Advanced Low. In other words, the proficiency goal spanned across five different levels for the 300-level Korean courses. The expected level of attainment also varied among the 18 institutions that offered a 400-level course: Advanced Low (38.9%) was the most popular choice, followed by Intermediate High (27.8%) and Advanced High

(22.2%). In short, there was a stronger agreement on the proficiency goals for the lower level courses than the higher ones.

3.3 Recent and Future Changes in the Curriculum

A set of questions investigated to what extent the curricula had changed in the past three years and what changes were anticipated in the future. Fifteen percent of the programs revealed that their course-curricula changed significantly in the past three years and 61% indicated they had changed somewhat. Nine percent reported that the amount of changes depended on each instructor, and 13% reported that their curricula had not changed.

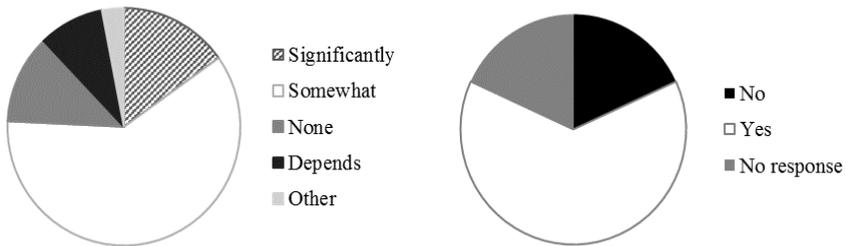


Figure 2. The degree of changes in the past three years and future changes.

Table 3 lists comments collected from a follow-up open-ended question inquiring what curricular changes had taken place in the past three years and what influenced those changes.

Responses (n = 23)	Frequency
Addition of new language course(s)	6 (26.1%)
Adjusting to student demographics	5 (21.7%)
Reflecting student needs	4 (17.4%)
Adopting the National Standards or ACTFL guidelines	3 (13.0%)
Adjusting the proficiency goals	3 (13.0%)
Changing the textbook	3 (13.0%)
Offering a major or minor in Korean	2 (8.7%)

Note. One participant could describe more than one change.

The most reported change was addition of new courses. It included content-based language courses and other specialized courses such as business Korean and readings in Korean. Some curricular changes resulted from changes in student demographics. For example, some programs opened new sections of existing courses, or integrated courses according to the increase or decrease in the number of students enrolled. All five responses hinted at an overall increase in enrollment, but in some places the heritage student population had decreased. Other changes included reflecting student needs in course curricula, aligning the curriculum with the Standards or ACTFL proficiency levels, adjusting the proficiency goals for the courses, changing the textbook, and program changes related to offering a major or minor in Korean.

Participants were also asked if they foresaw any curricular change in the near future, and nearly two thirds of them responded positively. The potential changes are summarized in Table 4.

Table 4: Curricular Changes Projected in the Near Future

Responses (n = 21)	Frequency
Developing online/blended learning	5 (24%)
More language courses	4 (19%)
More content-based language courses	4 (19%)
Track division (heritage vs. non-heritage)	3 (14%)
Offering a major	3 (14%)
Incorporating the National Standards	2 (10%)
Others	5 (24%)

Note. There could be more than one change indicated by one participant.

Future changes were also seen to include the addition of new courses, in addition to online or blended learning opportunities. Altogether, responses regarding both recent and future changes included the offerings of many content-based language courses. Also, a total of 5 programs recently had begun or planned to offer a major in Korean. Such findings seem to reflect the expansion of the Korean language programs, as well as an exertion of their presence in American foreign language education.

3.4 Difficulties, Workload, and Support

This section presents findings on a number of issues the coordinators reported: the level of support the programs received from their institutions, the perceived difficulties in program management, and their workload.

From the open-ended question that required to illustrate the difficulties the participants encountered as Korean program

coordinators, a variety of responses were collected. The more common difficulties were “heavy workload (31%),” “lack of support,” (19%) “issues related to staffing” (15%) such as the recruiting and training of instructors, and “insufficient number of teachers” (8%). Some participants were more expressive in voicing the difficulties they faced: “heavy teaching load,” “no recognition for program coordination,” “[no] time,” “no support from the department,” and “no power [within the department]” were some of the stronger reactions witnessed in this survey.

When asked to rate their current workload on a 6-point Likert scale, 18% of the coordinators considered their workload to be light; 43.8% rated their workload to be “somewhat heavy;” 21.9% to be “heavy;” and 18.8% to be “very heavy.” Participants were also requested to indicate the level of support from the institution on the following categories: financial, resources, staffing, training, and technology.

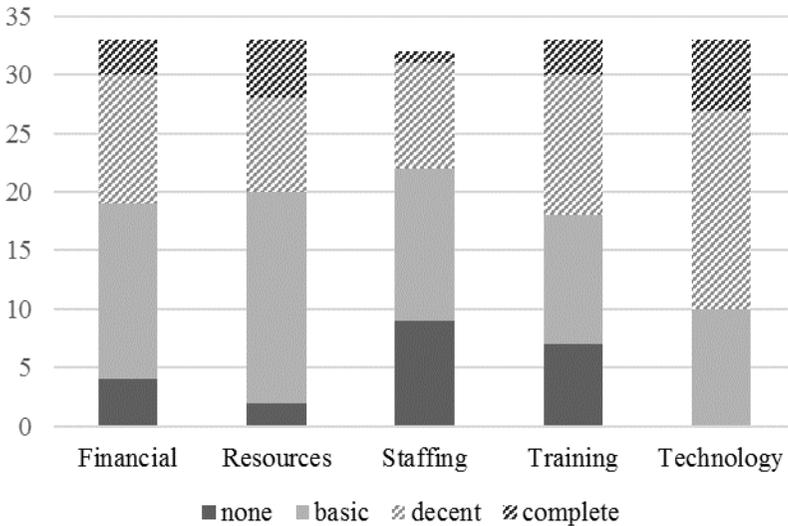


Figure 3. The perceived level of support from the institution.

The category in which the program received the biggest level of support was technology ($M = 1.9$)², and the least was staffing ($M = 1.1$). In all the categories except technology, more than half of the respondents indicated they received basic level of support or no support. In fact, the amount of institution's support was a recurring issue observed in various sections of the survey. Twenty-six participants described what type of support or training was beneficial for the development of the program, and 46.2% commented on teaching-related workshops or conferences, showing their interest in professional development. Financial support (30.8%, e.g., for research, hosting events, and staff employment), more teaching staff (19.2%) and technological support (15.6%) followed.

4. Discussion

The survey results on faculty, curriculum, and program administration revealed insights into how Korean language programs in the United States are organized and managed. The results presented in the previous section and some additional responses that have not been discussed thus far are reviewed in two themes here in the discussion section.

4.1 Program Faculty

The faculty size and composition showed some variance across the nation: 42% of the programs represented did not have any faculty with a professor's title, another 42% of the programs were staffed with one professor, and 15% had more than one professor. The composition and size of the faculty were related to a number of issues, but most importantly, it seemed to denote impediment to curriculum revision as well as consistent and systemic program administration. As pointed out by some participants, frequent changes in staff can be challenging both in terms of supplying qualified instructors and keeping consistency in teaching and

² Though this question did not use a Likert scale, the means were calculated by treating the four options as interval scales for easier understanding: 0=none, 1=basic, 2=decent, 3=complete.

assessment. Also, it requires additional time and resources to recruit and train instructors, all on the part of the program coordinators.

Faculty size, positions (and job security), workload, and curricular changes are intricate and intertwined issues that can greatly affect program administration. It appeared that the programs represented in this study were generally much interested in improving their programs. Their responses indicated that they had dedicated teachers and quality programs, and continued to pursue professional development, but that they were dissatisfied with the situation where they could not provide the courses in demand. Some of the recurrent issues that surfaced from different parts of the survey were related to professional development, financial support, and teaching staff. These topics were repeatedly brought up from the descriptions of the weaknesses of their programs, area of the most needed support, and the difficulties encountered as a program coordinator. The implication is that many of the programs are aspiring to refine and expand the programs, but are short of staff and support to realize their desired plans.

4.2 Language Curriculum

Nearly two thirds of the programs reported that their course-curricula were designed around the National Standards or ACTFL proficiency guidelines. A 2011 nation-wide survey on the impact of the National Standards reported a successful implementation of the Standards in 40 states, K-16 (Abbott & Phillips, 2011; Phillips & Abbott, 2011). Thus, it is reassuring that Korean language programs are meeting this national effort toward enhancing foreign language education. Interestingly, all the institutions that only offered courses through the 200-level (that is, first and second year Korean) reported that they did not have ACTFL proficiency goals. Only two of the programs that are currently without the Standards-based program indicated plans to adopt it in the future. It would be useful to investigate the reasons why those programs are not adopting the Standards or proficiency guidelines, in order to examine possible limitations on the part of the language programs as well as the Standards.

Another encouraging finding revealed from this survey is that most programs (76%) had brought changes to their curriculum at least to some degree in the past few years. Additionally, 64% were also planning on making some changes in the near future. Many of the recent and future changes suggested a form of expansion, such as adding new courses, developing separate tracks for heritage and non-heritage learners, and offering a major. It is notable that adding more content-based language courses were often mentioned as a change that had happened, will happen, or needs to happen. This may be the bottom-up reference to the recommendations made by the MLA Ad Hoc Committee on Foreign Languages in 2008 that emphasized “translingual and transcultural competence”, and integrated curriculum where language is situated in “cultural, historical, geographical, and cross-cultural frames” (Pratt et al., 2008, p. 290). In other words, Korean language programs exhibited a trend of developing linguistic proficiency based on cultural contents, and whether this was recommended by other entities or purely resulted from students’ needs, such curricular changes are deemed ideal in foreign language education.

5. Conclusions

This study provided an overview of the current state of Korean language programs in the United States. Changes in the number of enrollment and student composition have been observable through some of the responses gathered from the survey. The lack of seemingly comparable research, especially research on the LCILs, makes it difficult to make direct comparisons to other foreign language programs. This study could be an important step in recognizing the need for more extensive research in language program administration. For example, the ACTFL and the National Standards are currently not identifying which proficiency goals are desirable for each course level. However, guidelines for proficiency goals can be an important piece of information in designing course curricula and helping instructors and learners decide concrete goals for learning. The findings of this study suggest that the programs around the country have different expectations—though may be vulnerable to change depending on the students enrolled in each

year—in terms of proficiency achievement. Also, this study provides a broader scope of information for Korean language program directors, which could inform their curriculum changes. Hertel and Dings (2014) pointed out that Spanish program faculty in the process of curriculum revision “have little data on which to base their decisions, other than that which they collect at their own institutions, their own observations, and other anecdotal evidence (p. 547).” If this is true for Spanish programs, which is the most commonly taught language in the U.S., resources informing the LTCL programs would likely to be even scarcer to find to better advise their curriculum development. In addition, the difficulties voiced by program coordinators can enlighten the institutions and department chairs, state supervisors, and even policy makers to base their level of support by the needs perceived.

In this study, the findings highlighted the strengths and underscored some factors that may inhibit potential improvement and robustness of Korean language education in the United States, and I highlighted some factors that may inhibit potential improvement and further constructive changes. However, the survey by design is limited in collecting more in-depth and detailed accounts of issues related to language program articulation and administration. Future research in the field needs to continue the efforts into diagnosing language programs at the macro level. At the same time, foreign language education researchers ought to investigate, in context and on practical terms, what constitutes successful programs with regard to staffing, curriculum, and implementation of the National Standards and proficiency goals.

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Appendix

Survey: A survey on Korean programs in the U.S.

Program faculty and curriculum information

1) Please indicate the number of the instructors in your Korean language program who currently hold the following title. (If none, leave blank.)

Full Professor(s):	
Associate Professor(s):	
Assistant Professor(s):	
Full-time Korean instructor(s):	
Part-time/Adjunct Korean instructor(s):	
Korean TA(s):	
Other (please specify):	

2) On average, how many Korean language courses does each instructor teach in an academic year? Please provide answers to those that apply.

of courses

Coordinator (yourself)

Professor(s)

Full-time Korean Instructor(s)

Part-time/Adjunct Korean
Instructor(s)

TA(s)

Other

3) Do the instructors (including TAs) come from a language-related academic background? (e.g., applied linguistics, second language acquisition, foreign language instruction, Korean, etc.)

- Yes No
 Mixed Do not know

4) Does your program require mandatory teacher training sessions for your instructors? If so, please briefly describe them.

5) What resources do instructors in your program utilize to improve or support their Korean language instruction?

6) Which levels of Korean language courses does your institution offer? (Please check all that apply)

- 100 level (1st year)
 200 level (2nd year)
 300 level (3rd year)
 400 level (4th year)
 Other (please specify): _____
 Heritage track
 Graduate level

7) At your institution, Korean is offered as a (Please select all that apply. If none, please leave blank.)

- Major
 Minor
 Certificate
 Graduate level

8) For the last three years, how many students have typically been enrolled in each course level in one semester? (Your best estimate is fine)

- 100 level (1st year): _____
 200 level (2nd year): _____
 300 level (3rd year): _____
 400 level (4th year): _____
 Heritage course: _____

Graduate level: _____

Other (if applicable): _____

9) *Are your instructors provided with a pre-established course curriculum before they begin teaching?*

Yes No

10) *If yes, please briefly describe the curriculum development process. (e.g., followed ACTFL proficiency guidelines, followed the National Standards, etc.)*

11) *To what degree have your course-specific curricula changed in the past three years?*

- Have changed significantly.
 Have changed somewhat.
 Have not changed.
 Depend on each instructor.
 Other (please specify): _____ *

12) *Please briefly describe any significant changes to your course curriculum in the past three years. What influenced these changes?*

13) *When evaluating student proficiency levels, do you follow ACTFL proficiency guidelines?*

Yes No

14) *Which ACTFL level do you expect students to reach by the end of each year?*

[Click this link](#) to view ACTFL proficiency level and click on color dots for descriptors (can-do statements)

	Novice			Intermediate			Advanced			N / A
	L o w	M i d	H i g h	L o w	M i d	H i g h	L o w	M i d	H i g h	
100 level (1st yr)	()	()	()	()	()	()	()	()	()	()
200 level (2nd yr)	()	()	()	()	()	()	()	()	()	()
300 level (3rd yr)	()	()	()	()	()	()	()	()	()	()
400 level (4th yr)	()	()	()	()	()	()	()	()	()	()
Graduate level	()	()	()	()	()	()	()	()	()	()
Heritage level	()	()	()	()	()	()	()	()	()	()

15) Please briefly describe the evaluation criteria you use to determine students' proficiency level.

Program Administration

16) As the (Korean) program coordinator, how would you describe your current workload?

- () Very Light () Light () Somewhat Light
 () Somewhat Heavy () Heavy () Very Heavy

17) How often do you communicate with other language program faculty about program administration issues?

- () Not at all () Rarely () Sometimes
 () Often () Always

18) *How helpful is this communication for improving your program?*

- Not at all helpful Not so helpful
 Somewhat helpful Helpful
 Very helpful Extremely helpful

19) *How would you describe the level of support you receive from your institution for the following categories?*

	No support	Basic support	Decent support	Complete support
Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please kindly write your answers to the following questions

20) *How would you describe the strengths and weaknesses of your program?*

21) *Do you foresee any significant changes in the course curriculum in the near future? What are these potential changes and what influenced them?*

22) *Do you foresee any significant changes in the near future concerning faculty and program administration? (For example, possible increases/ decreases in the number of the faculty, faculty training opportunities, language program collaboration, etc.)*

23) *What type of support and/or training do you feel would be beneficial for the development of your program, if any?*

24) *What are some difficulties you face as a program coordinator?*

Background Information

25) *Within your program, what is your current title? (e.g., professor, associate professor, program coordinator, etc.)*

26) *How long have you been a language program coordinator/ director at your current institution?*

27) *Do you serve as a coordinator for any other languages?*
 Yes No

28) *What is your highest degree completed? Please indicate your major.*
 Ph.D in: _____
 M.A in: _____
 B.A in: _____
 Other: _____

29) *Which of the following categories best describes the college or university where you currently teach?*
 University
 Community college
 Other: _____

30) *Please indicate if you would like to receive a brief summary of the survey results.*
 Yes, I'd like to receive the survey results by email.
 No, I'd not like to receive the results of the survey.

31) *Would you be willing to participate in a short follow-up interview?*

Yes

No