

The Design, Implementation and Evaluation of Korean K-12 Teacher Training Workshops

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Abstract

In contrast to public K-12 schools with relatively few Korean language resources, there are about 1,400 Korean community schools in the United States. In most states, K-12 students who are interested in learning about Korean language and culture have no other option but to attend Korean community schools. The purpose of this study is to report on enhanced teacher training workshops for Korean K-12 and community school teachers by seeking a remedy for limitations and problems that previous studies identified. This study will cover the current status of K-12 and Korean community schools in the United States, a summary of a needs analysis of Korean community schools in Hawaii issued in a previous study, the design and implementation of the workshop for Korean language teachers, and the results of the participants' responses from their exit survey. This report will also include the conclusion of the study, its limitations and implications for future workshops relevant to teachers of other Less Commonly Taught Languages (LCTLs).

1. Introduction

As of Spring 2016, 114 K-12 schools in the United States are currently offering Korean language courses, according to the Foundation for Korean Language and Culture in the USA¹. Most of these schools are located in California and New York, the two states most densely populated by Koreans. In most other states, including Hawaii, K-12 students who are interested in learning about Korean language and culture have no choice but to go to community schools for Korean language and culture.

While there are relatively few public K-12 schools offering Korean language courses, there are about 1,400 weekend Korean community schools in the United States registered with two national organizations: The National Association for Korean Schools (NAKS) and The Korean School Association of America (KSAA).ⁱⁱ As of spring 2016, there are 20 Korean community schools officially registered in the Hawaii Association for Korean Schools.ⁱⁱⁱ Recently, two public high schools in Hawaii^{iv} officially offer Korean language courses.

It has been observed that the most avid teachers at Korean community schools in Hawaii use traditional teaching approaches and curricular materials. Therefore, the quality and content of teaching vary widely. For instance, not adhering to common standards such as the *National Standards for Foreign Language Learning* results in a lack of stable curricular goals and an absence of a systematic diagnosis of students' Korean proficiency. Previous studies of Korean community schools have mostly investigated students' unmet needs and various other problems (Lee, 2008; Park et al., 2003; Sohn, 2000, 2001). However, until now, there have been no viable solutions for these problems. The problems raised in previous research were also addressed in the subsequent needs-analysis survey conducted by Sohn, Huh, and Choi (2007), and these problems are explained in section two. The lack of solutions for the problems Korean community schools face is partly due to funding issues, but the main cause can be seen as a lack of initiative to rectify these problems.

This study aims to find solutions for these problems by reporting on enhanced teacher training workshops hosted by the Korean Language Flagship Center (KLFC)^v, with the University of Hawaii at Manoa (UHM) National Resource Center East Asia (NRCEA) funding from the Department of Education in the United States, and describing the design, implementation, and exit survey results of the third 2016 teacher training workshop for Korean language teachers in Hawaii, including feedback for use in planning subsequent workshops.

2. Needs Analysis of Korean Community Schools in Hawaii

Table 1 shows the enrollment status for learners of East Asian languages (Korean, Japanese, and Chinese) in the US. There do not appear to be enough K-12 schools offering Korean language courses. Based on the results of this study, which also included a survey about student's most desired language of study, the outlook for Korean language education in the United States is not promising.

Table 1. Enrollment Status of East Asian Language Learners as of 2009

	Korean	Japanese	Chinese
Most desired language of study	1.8%	9.1%	6.2%
Primary language taught in FL classrooms	0.1%	1.0%	1.4%

Source: 2010 ACTFL Annual Survey by Cooperative Research Program^{vi}

The situation for Korean language education in Hawaii is not promising, either. In 2014, only 1.6 percent (22,125) of the 1.42 million people in Hawaii identified as Korean or Korean American, according to American Community Survey data taken from the U.S. Census Bureau.

As of Spring 2016, there are two public schools in Hawaii offering Korean language courses, but the high school Korean courses are being offered temporarily, with no guarantee that the Korean courses in the schools will continue to be offered in the future. Therefore, Korean language education in Hawaii for K-12 learners depends heavily on the weekend Korean community schools outside the formal school system. The University of Hawaii at Manoa (UHM) Korean program established in 1947 has been steadily developing, and approximately 500 heritage and non-heritage learners

per semester are currently registered for Korean language courses. The UHM Korean program has been the largest and strongest in the country in terms of its faculty, curriculum, enrollment, and degree programs. In the spring of 2016, more than 100 undergraduate students are majoring in Korean (compared with five Korean majors in the fall of 2005). Most heritage learners taking Korean language courses at UHM reported that they used to go to Korean community schools when they were in kindergarten or in elementary school, but, have stopped attending due to a lack of interest and the shortage of Korean language classes available for secondary school students. In order to continue to enhance the quality and quantity of the UHM Korean program, we need to continue to support Korean community schools (KCS) in Hawaii.

To seek a means of solving existing problems and providing better educational environments, Sohn et al. (2007) conducted a needs analysis survey of the Korean community schools in Hawaii. Their research consisted of 33 individual interviews of teachers, students, parents, and school principals, and a survey of 40 teachers, 73 students, and 87 parents in KCSs in Hawaii. This project was also supported by the UHM NRCEA. Questionnaires covered issues such as schools, curriculum, textbooks, teachers, and teacher training workshops. Specifically, questions for teachers covered subjects such as: 1) why students come to their KCS; 2) what students should learn at their KCS; 3) how effective they think their KCS is in various categories (e.g., teaching Korean language, teaching Korean culture, teaching SAT II Korean, building students' identity as Koreans, motivating students to learn the Korean language); 4) the degree to which various circumstances were problematic for KCS (e.g., placement, curriculum, short instruction hours [i.e., 3 hours per week], semester organization, lack of systematic management, poor facilities, lack of culture instruction, lack of other activities, lack of teacher training, lack of multimedia materials, lack of textbooks, lack of students' motivation, etc.); and 5) the effectiveness of various possible solutions (e.g., improving curriculums, offering various classes, offering systematic education according to students' levels, offering various types of teacher training, giving teachers better treatment, developing various Korean materials, developing and

providing multimedia materials, developing materials based on students' needs, establishing overall plans and strategies for systematic Korean language education, etc.).

The needs analysis of the Korean community schools (Sohn et al., 2007) revealed that a lack of qualified teachers, infrequent systematic teacher training, unmotivated students, and a lack of multimedia materials and proper textbooks are issues that should be considered and solved. The participants in the survey requested comprehensive and systematic teacher training workshops about effective teaching methods using new technology and the development of appropriate curricular materials for Korean community schools. Furthermore, the problems or needs shown in the survey are not considerably different compared to the problems that other LCTLs face. All of these experiences that have derived from previous studies and surveys are relevant for the improvement of other LCTLs as they all share a similar theme: discovering and implementing the best and most effective approach to teaching a foreign language to any new target language learners. It was concluded that the systematic and innovative teacher-training workshops, based on the needs analysis of the Korean community schools, could significantly aid the K-12 or community schools of many LCTLs in solving similar, if not identical issues encountered by their students, teachers, and parents.

3. Design and Implementation of KLFC Teacher Training Workshops

In line with the goal of *The Language Flagship*, which “is not only to graduate students at a professionally proficient level of language but also to push the model down to elementary, middle, and high schools”, the UHM KLFC needs to extend its efforts to address the problems with Korean community schools mentioned above in order to produce many professional Korean proficiency level graduates. By doing so, the KLFC can help secure a stable foundation on which potential KLFC students can be educated. As part of these efforts, the KLFC offered intensive teacher training

workshops targeting local Korean community schools and public school teachers in Hawaii. Few would dispute the idea that children are better at learning foreign languages. Therefore, to have better end results when it comes to language acquisition, an early start in foreign language education is advantageous. In other words, this teacher training and the KLFC's alliance with the Korean community schools and K-12 public schools would provide a conduit for future students who have the goal of reaching a superior or professional level of Korean proficiency.

The KLFC held three different teacher training workshops for teachers and principals of Korean community schools and K-12 Korean teachers in Hawaii in 2009, 2011 and 2016, which lasted for up to seven weeks. The three workshops were almost identical in terms of session format and content.^{vii} This report will focus on the third teacher training workshop, given in 2016. The main objectives of the workshop were as follows: 1) *The workshop will share the newly developed Standards for Korean Language Learning that Korean K-12 or community school teachers can apply when teaching and assessing students.* 2) *The workshop will give substantial support to Korean K-12 and community schools by sharing teaching materials (including media materials) and pedagogy developed by the workshop instructors.;* 3) *The workshop will mainly focus on hands-on materials development, resulting in products or technology skills that can be used in classrooms.*

3.1 Pre-Workshop Preparation

Preparation is the most important component of a effective and successful workshop. Preparation involved several steps: workshop objectives, design, scheduling, invitation, application, logistics, and so forth.

[*Teacher Learning Outcomes*] This workshop was designed for teachers to produce practical outputs by trying out new skills. During the workshop, the KLFC expressed the expectation that Korean

teachers would 1) understand the current state of Korean schools in the US; 2) learn the *Standards for Korean Language Learning* and various teaching methodologies; 3) choose the appropriate textbooks for each school after comparing and reviewing the textbooks most frequently used in K-12 or Korean community schools in the U.S; and 4) create teaching materials for their classroom with the aid of instructional technology and media materials, including a lesson plan.

[*Workshop Content & Workshop Scheduling*] First, workshop content was designed based on the previous survey results. Most topics were chosen from the needs analysis survey (Sohn et al., 2007). Workshop content is shown in Table 2. In scheduling the workshop, the workshop period was chosen to avoid schedule conflicts with Korean community events.

Table 2. 2016 Teacher Training Workshop Content

Week	Session	Content
W1	Opening ceremony	Workshop Introduction
	Session 1	Introduction to <i>National Standards for Foreign Language Learning</i>
	Session 2	Introduction to <i>Standards for Korean Language Learning</i>
W2	Session 3	Teaching Methodology & Pedagogy
W3	Session 4	Textbook Comparative Analysis
	Session 5	Writing a Lesson Plan for Teachers
W4	Session 6	Instructional Technology I (images 1)
	Session 7	Instructional Technology II (images 2)
W5	Session 8	Instructional Technology III (ppt)
	Session 9	Teaching Language & Culture through Media
W6	Session 10	Sharing Group Projects & Presentations
		Closing Ceremony and Presentation of Certificates

Five Korean professors in the Department of East Asian Languages and Literatures at UHM participated in the workshop as guest speakers. The topics and content of each workshop were chosen based on the results of previous needs-analysis studies that looked at Korean community schools (Sohn et al., 2007). These include the aforementioned problematic areas of student motivation, multimedia materials, systematic teacher training or qualification, proper teaching methodology and pedagogy, and articulation with university Korean programs. In particular, the most salient problem for teachers, the lack of multimedia materials, was addressed in a series of workshops.

[*Invitation & Application Procedure*] Two months before the workshop, the KLFC sent out to community school principals 1) invitation letters, 2) application forms, and 3) a questionnaire about individual participants' background information, and requested respondents to recommend one, or at most two, teachers from each school to participate in the workshop. The questionnaire included questions related to the participants' comfort level (i.e., high, mid, low) with computers, still image files, movie files, and audio file editing. We were not able to accept all the teachers who applied for the workshop. The number of teachers that could be accepted was limited by the fixed number of seats available in the media laboratory for technology sessions. Nineteen Korean teachers participated in the 2016 KLFC Teacher Training Workshop.

[*Confirmation & Final Check-in for Orientation*] Those invited to the workshop orientation included the UHM EALL department chair, the president of the Hawaii Association for Korean Schools, the principals of the Korean community schools, the workshop session instructors, the workshop participants, and the KLFC staff. The contact information was included in the application form that teachers submitted. During the six-week workshop, all participants were sent general information via email ahead of time about the

workshop, including information about the venue, the orientation, the details of the program schedule, the session instructors, final project guidelines, parking, refreshments, and certificates.

3.2 During the Workshop

The first week of the workshop consisted of an orientation, a KLFC introduction and two workshop sessions. For the Week 1 orientation, the school principals of the Korean community schools were also invited to the orientation. In this orientation, the KLFC's mission and plan—as well as the benefits of the workshop—were explained. The principals and teachers also shared their concerns and discussed changes or ideas to improve the language education quality of the K-12 or Korean community schools. Thus, through this orientation, the KLFC increased teachers and principals' understanding of the workshop. This led to greater teacher participation, and it generated feedback and comments about what teachers expected from the KLFC in terms of creating better educational settings.

3.2.1 Workshop Sessions 1 & 2: Standards for Foreign Language Learning and Standards for Korean Language Learning

This session was an introduction to the book *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996), and its relevance to Korean language instruction was explained. The publication represents “an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education”, and it describes the content of language learning, and forms the core of standards-based instruction in the classroom, introducing the 5 Cs (Communication, Cultures, Connections, Comparisons, and Communities). In particular, introducing the *Standards for Foreign Language Learning* can help to address the schools'

unsettled curricular goals and their lack of systematic diagnosis of Korean proficiency. *Standards for Korean Language Learning*, which is a collaborative project of the Korean National Standards Task Force and the American Association of Teachers of Korean (AATK), has been recently published and is now available for use in Korean language education. The session instructor was one of the members of the Korean National Standards Task Force team. The instructor introduced *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996) and applied the standards to the Korean language, introducing *Standards for Korean Language Learning* (2012, ACTFL).

3.2.2 Workshop Session 3: Teaching Methodology & Pedagogy

This session covered various teaching methodologies, which included 1) conventional approaches, such as the Grammar-Translation Method or the Audio-lingual Method, 2) alternative approaches, such as Total Physical Response, The Silent Way, and Suggestopedia, and 3) communicative approaches, such as The Natural Approach, Content-based Instruction, and Task-based Language Teaching. It is important for all teachers to be trained in best practices by being exposed to all of the different methodologies and to the most effective methods for providing quality language instruction and promoting learners' success in language learning. For Session 3, an instructor with a specialty in pedagogy and assessment in foreign language education was invited as a guest speaker.

3.2.3. Workshop Sessions 4 & 5: Korean Language Textbook Comparative Analysis and Writing a Lesson Plan

In addition to teaching methodologies, it is important for teachers to be actively engaged in the development and use of curricula and materials. According to the survey, one of the problems that Korean community schools encounter is a scarcity of Korean language textbooks. Teachers must learn how to adapt existing

curricula and materials and to create new or additional supplementary teaching materials to meet the needs of Korean language learners at KCSs. These two sessions covered 1) comparative analysis of the various Korean language textbooks teachers used in K-12 or Korean community schools, and 2) writing a lesson plan. The instructor for Sessions 4 and 5 specialized in Korean pedagogy.

3.2.4. Workshop Sessions 6, 7 & 8: Instructional Technology I, II & III

As new technology has developed, there has been a greater demand for the creation of new instructional technology. It is important for young learners that teachers use technology in the classroom and develop new teaching materials. In the previous survey, it was discovered that technology-related training was what teachers most wanted to get out of the workshop. These three sessions were an introduction to the creation of teaching materials with the aid of technology. Advanced word processing, photo editing together with video and/or audio editing for more experienced users, and PowerPoint production were covered. The specialty of the instructor of Sessions 6, 7, and 8 was instructional technology.

3.2.5. Workshop Session 9: Teaching Language and Culture of Korea through Media

This session covered the role and use of media materials in language classrooms. The recent Korean wave involves various aspects of Korean culture such as music (K-pop), drama (K-drama), food, fashion, and language. Recently, K-pop has spread all over the world via YouTube and Social Networking Services, increasing in popularity and creating a sensation. Thus, it is important to incorporate cultural elements into curriculum and course design, so that our students may be exposed to various aspects of Korean popular culture. One of the problems that Korean community schools encounter is a lack of motivation on the part of students.

Many students came to Korean community schools unwillingly because their parents forced them to go. In many ways, the use of visual and audio materials can stimulate the interest of young target language learners, motivating them in their foreign language learning. Media is one of the most effective and widely available information sources, with visual and audio materials on current Korean society. In particular, distinct media sources such as television dramas, animated cartoons, films and television commercials can be targeted to particular learning levels. Media such as advertisements can be used at any proficiency level, but animated cartoons especially can be targeted to young learners (i.e., grade school children). The instructor for Session 9 specialized in teaching language and culture through various media materials, such as film, TV (historical) drama, advertisements, television news, and so forth.

3.2.6. Workshop Session 10: Sharing Group Projects & Presentations

All the sessions from Session 1 to Session 9 culminated in a group project involving materials development and sharing. Workshop participants chose one specific topic and made lesson plans, PowerPoint files, and image and video files based on the topic. These were presented at the end of the workshop. There was a Q & A session after the final project presentation. Teachers shared their ideas, concerns, and possible solutions to remedy the problems they faced with other teachers. Following this, participants who did not miss any sessions received completion certificates during the closing ceremony.

3.3. Post-workshop Wrap-up

Eighteen out of nineteen participants received a completion certificate from the Korean Language Flagship Center during the closing ceremony. The exit survey results are presented in section 4 in more detail. The products from the project were collected and

compiled in a bound volume. The bound volume includes not only workshop participants' final project work, but also lecture notes from each session instructor, as well as video clips for teachers' use in the classroom. The compiled bound volume was disseminated to all workshop participants after the workshop.

4. Exit Survey

4.1. Workshop participants

Workshop participants consisted of eleven Korean community school teachers, two K-12 Korean language teachers, two college-level Korean teachers (i.e., graduate students), and four Korean language undergraduate majors who are prospective Korean teachers. Only one participant was a male teacher, nine were in their 40s, and ten were in their twenties or early thirties. Compared to the previous 2009 and 2011 workshops, the 2016 workshop had a greater number of young participants in their twenties.

4.2. Procedure

The exit survey questionnaire was created and given to all participants at the end of the workshop. The survey included seven questions, consisting of four multiple choice questions and three open-ended questions. The four multiple choice questions covered the following subjects: 1) objectives of the workshop, 2) helpfulness of each workshop session; 3) preferred teacher training workshop style, in addition to ranking (lecture, discussion, hands-on training, class observation, project-based); and 4) overall workshop rating, and 5) preferred workshop schedule. The rating scale used for the multiple-choice questions yielded a value between 1 and 5, where 1 represented '*strongly disagree or poor*' and 5 represented '*strongly agree or excellent*'. Three open ended questions were also included: 1) some aspects of the workshop that need improvement, 2) most valuable

part of the workshop and 3) any areas or topics about which you would like to receive future training.

4.3. Results

Nineteen teachers participated in the survey at the end of the 2016 teacher training workshop. One teacher could not complete the workshop but participated in the exit survey.

Question 1: The KLFC workshop objectives were stated clearly and met.

Strongly agree	Agree	Neutral, Disagree & Strongly disagree	N/A
8 (42%)	11 (58%)	0	0

Overall, workshop objectives were clearly met, which was reflected in the fact that all workshop participants marked only *Strongly agree* or *Agree*.

Question 2: The KLFC workshop was very helpful.

	Strongly Agree	Agree	Neutral	Disagree & Strongly Disagree	N/A
Standards for Korean	11 (58%)	8 (42%)	0	0	0
Teaching Pedagogy	10 (53%)	7 (37%)	0	0	2 (10%)
Textbook Analysis	11 (58%)	6 (31%)	1 (0.5%)	0	1 (5%)
Lesson Plan	9 (50%)	8 (44%)	0	0	1 (6%)
Technology (Digital Images)	15 (79%)	4 (21%)	0	0	0
Technology (PPT)	15 (79%)	3 (16%)	0	0	1 (5%)
Teaching through Media	12 (63%)	5 (26%)	0	0	2 (11%)
Final Project	12 (75%)	3 (19%)	0	0	1 (6%)

The table above shows teachers' overall satisfaction with the workshop. In the previous needs analysis, survey participants were interested in technology workshops. As predicted, most participants responded that the workshop was helpful in all sessions and that they especially preferred the technology sessions. The final project was also one of their favorite sessions because participants were able to observe other teachers' PPTs or final products relevant to their teaching in real classrooms during the final presentation.

Question 3: Which teacher training workshop style do you prefer?
Please rank from 1 to 5 in terms of your preference?

Workshop style	Rank
Hands-on/Practical Training	1
Discussion	2
Lecture	3
Project-based	4
Class Observation	5

Teachers indicated that they preferred practical, hands-on sessions such as the one related to technology and media over lecture style workshops. These are similar to the results from Question 2.

Question 4: “Overall, how would you rate this workshop?”

Excellent	Very good	Good	Fair & Poor & NA
9 (47%)	8 (42%)	2 (11%)	0

All of the participants rated the workshop between *excellent* and *good*, showing that participants were satisfied with the workshop as a whole.

Question 5 (Open-ended question): What are some aspects of the KLFC Teacher Training Workshop that need improvement?

A few participants had a hard time figuring out what the technology sessions were all about. For instance, some of them did not know how to create and use PowerPoint files, while others were tech savvy. Separate sessions, depending on their needs and knowledge of technology, need to be considered in the future. Participants responded that most sessions included too much information or content and more time was necessary. There was an

unexpected computer shutdown in the middle of the Session 9 class (*Teaching Language and Culture through Media*), and it took a considerable amount of time to restore the computer back to working order. Due to the technical difficulty, half of the class materials were not covered aptly. Nowadays, the use of technology is very important in foreign language education that targets young teenagers. Many participants expressed their frustrations and concerns regarding the poor facilities of their heritage schools and the ineffective use of technology found in foreign language classrooms due to a lack of information technology training. These problems mentioned are just a few of the many issues that are experienced by both teachers and students and ultimately affect the advancement of student learning in any foreign language.

Question 6 (Open-ended question): What part of the KLFC Teacher Training Workshop was most valuable, helpful or impressive to you?

- a. *Technology classes were helpful and practical; all the lectures were helpful, especially the one about technology. (8 responses)*
- b. *Observing other teacher's teaching demos was helpful because all lecture content was used. (5 responses)*
- c. *Teaching through media workshop; useful links and media training that could be used in an actual class (2 responses)*
- d. *Comparing different national standards for foreign language learning (Korean and English)*
- e. *Opportunity to meet teachers from different institutions and discussing various methods of teaching; Participation of all professors and instructors (2 responses)*
- f. *Overall it helped, especially seeing other current Korean teachers' PPTs during the final presentation.*

Question 7 (Open-ended question): Write down any areas or topics about which you would like to receive future training.

- a. *Teaching grammar* (4 responses)
- b. *More training in technology and teaching through media* (3 responses)
- c. *How to incorporate Korean culture in Korean language teaching in detail* (2 responses)
- d. *Creating semester long programs and syllabi*
- e. *Class observation*
- f. *Sharing professor's teaching materials*
- g. *Teaching content (history, science, math, etc.)*

In Question 6, it was interesting to find that participants found the final project sharing session at the end of the workshop valuable and impressive. In Question 7, many of the participants wished to have a session designed specifically for teaching grammar in the upcoming workshops. Unfortunately, the session topic is mainly dealt by the Hawaii Association for Korean Schools within their one-day annual teacher training workshops. As a courtesy to Hawaii Association for Korean Schools, we tried to avoid at all cost teaching the same session topic. However, we do encourage other LCTL teachers to have the grammar instruction session in teacher training workshops.

5. Conclusion and Limitations of The Study

The previous needs analysis revealed that the most salient problems for teachers were specifically the lack of multimedia materials and technology skills. Those issues or topics were covered in four workshop sessions. In the exit survey, the results showed the most satisfactory responses were for the technology sessions and a media session. Participants knew how to create and use PowerPoints at a basic skill level, but they did not know how to utilize various

PowerPoint tools such as “animations”. Additionally, having instructors with a variety of specializations was helpful. The KLFC invited workshop session instructors in different specialization areas, including assessment, instructional technology, and teaching culture through media (e.g. film, television drama, documentary, animated cartoon, and advertising). At the end of the workshop, most participants showed their gratitude toward the KLFC faculty and staff, and complemented efforts made during the workshop. Even though the workshop lasted six weeks, it took about six months to plan, design, implement, and evaluate the workshop.

There are strong demands for LCTL courses in K-12 schools, including Korean, but the LCTLs need sufficient attention in the United States. For instance, most Korean parents have had no choice but to send their kids to Korean community schools. What matters is the quality of foreign language education in the community schools. When language learners are expected to achieve a higher proficiency level than before, the supply of high quality teachers is of increasing concern. It is imperative that teachers have experience and knowledge regarding curricula and materials, and the use of existing various multimedia materials that are appropriate for community school teachers.

Korean teachers’ needs analysis conducted prior to the workshop, the topics covered, and the survey results at the end of the workshop were dealt with in this study. This six-week workshop also explored various practical and administrative issues that arose during the preliminary conference. Hands-on materials development using technology resulted in products that could be used in teachers’ classrooms at Korean community schools. Other LCTL educators could utilize data from these survey results for their teacher training workshops. This study did have limitations -- a relatively small number of participants were used in the survey, and the workshop focused on only one language. Nevertheless, the author hopes that

LCTL educators or workshop organizers can benefit from the fact that the current teacher training workshop was designed and implemented based on the needs analysis and feedback or comments from the 53 previous workshop participants.

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Notes

ⁱ The Foundation for Korean Language and Culture in the United States (formerly known as the Foundation for SAT II Korean) is “a private, non-profit organization whose primary mission is to promote Korean language and cultural education in American elementary, middle and high schools throughout the United States” ([//en.klacusa.org/](http://en.klacusa.org/)).

ⁱⁱ The National Association for Korean Schools (NAKS) is “an organization of Korean Schools in the United States, including Alaska and Hawaii, where Korean- American students learn their heritage; Korean language, history

and culture” ([//www.naks.org/](http://www.naks.org/)). There are approximately 1,200 registered Korean community schools in the NAKS. The Korean School Association of America (KSAA) was founded in 1982 and the principal office of the Association is located in the City of Los Angeles (www.kosaa.org/). There are approximately 200 registered Korean community schools in the western United States, including Arizona, Nevada, New Mexico, and southern California.

iii The Hawaii Association for Korean Schools is one of the 14 regional chapters of NAKS ([//www.hawaiikoreanschool.org/](http://www.hawaiikoreanschool.org/)).

iv In Hawaii, Moanalua High School and Waipahu High School offer Korean language courses.

v The Korean Language Flagship Center at the University of Hawaii at Mānoa is the first Korean Language Center in the United States dedicated to cultivating Korea specialists with professional-level proficiency in Korean. The KLFC’s goal is to prepare American students to be capable of functioning in Korean as professionals in their chosen academic or professional fields. The KLFC is part of *The Language Flagship* (www.thelanguageflagship.org) funded by the Defense Language and National Security Education Office (DLNSEO). Korean Language Flagship Center operates in cooperation with the UHM’s Department of East Asian Languages and Literatures (EALL).

vi In 2009, the ACTFL conducted a survey asking foreign language teachers/educators and their students across the nation about the current situation and the prospects of foreign language education in the United States. A total of 151,988 students and 2,294 teachers responded.

vii In 2009, to be flexible with the teachers’ rigid schedules, workshop sessions were held twice a week on Tuesdays and Thursdays. The result was a greater rate of participation from the teachers, but a higher cost of running the workshops. However, in 2011, due to budget cut, for the duration of 5 weeks, each workshop session was held only once a week on Saturdays.