

# **Korean Language Teachers in Higher Education in North America: Profile, Status, and More<sup>1</sup>**

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## **Abstract**

This study attempts to report the results of the current state of Korean language teachers in U.S. higher education from a governance perspective, and discusses the findings in the broad context of Korean language teaching. Two sets of data collected from the members of the American Association of Teachers of Korean in 2006 and 2012 through detailed survey questionnaires are compared with respect to the teachers' personal profile and status (e.g., gender, age, current position, frequency of renewal, year of Korean language teaching, highest degree earned, field of specialization, current salary range) and their perceived job satisfaction (e.g., satisfaction for instructional duties, other non-instructional aspects, workload, working environment, job security, salary, and status of the Korean program). The findings suggest that Korean language teachers appear to be generally satisfied with their job overall, more so in the category of instructional duties but less satisfied with their workload, salary, and the status of the Korean program in their respective schools.

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<sup>1</sup> This paper is based on the presentation made at the 11th annual conference of the AATK held jointly by Princeton University and Rutgers University in June 2006, and the presentation made at the 17th annual conference of the AATK at Stanford University in June 2012, which was a follow-up study to the 2006 conference. I would like to thank all who participated in the survey and interview.

## Introduction

A number of recent articles (e.g., Silva, 2007; King, 2006; Sohn, 2013) on the status of the Korean language shed new light on the field of Korean as a Foreign Language (KFL). Two of the clearest indications that the field has been growing by leaps and bounds are the increased number of schools offering Korean language courses and overall student enrollments. According to Wells (cited in Silva, 2007, 111), the number of institutions offering Korean courses has increased from 76 in 1998 to 91 in 2002.<sup>2</sup> More recently, Sohn (2013) claims that it has increased to approximately 130-140. Similarly, enrollments in Korean courses at U.S. colleges and universities have been sharply increasing since the early 1990s. According to the aforementioned data, the total enrollment of 374 in the mid-1980s has increased to 2,286 in the early 1990s, and to 5,211 in early 2000. The most recent Modern Language Association (MLA) survey released at the end of 2009 reports still larger enrollments totaling 8,511. The Korean language has also become recognized as one of the critical languages designated by the U.S. Department of State, which prompted the establishment of Korean language flagship centers at the University of California at Los Angeles and the University of Hawaii at Manoa in early 2000.<sup>3</sup>

With the rapid increase in both the number of schools offering Korean language courses and enrollments in these courses, those in the field were called upon to respond to these changes. The American Association of Teachers of Korean (hereafter AATK) was founded in 1994 and since its inception has been playing a crucial role in the exchange of information and ideas, the sharing of research findings, networking among members, the discussion of pertinent issues, and the promotion of the Korean language. As the field grew, more research has been conducted and the research topics themselves have become diversified. Despite these positive developments, however, very little attention has been paid to Korean language teachers. Previous research focused predominantly on the learner-related variables or learning-related issues.<sup>4</sup>

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<sup>2</sup> There is conflicting information regarding the actual number. According to *Integrated Korean*, the number of colleges and universities offering Korean courses is 110, but Sohn (2011) claims that the number is between 130 and 140.

<sup>3</sup> As of 2013, only the University of Hawaii runs a flagship program.

<sup>4</sup> See Wang (2013) for a report and detailed discussion of this issue.

While a few recent studies began investigating teacher-related issues (e.g., Mi Yung Park's study on a teacher's speech style shift in classrooms), virtually no research exists in KFL in regard to teachers' status and profile as a group. It is important to know what backgrounds our students bring to the classroom and how we can instruct them more effectively; it is equally important to know who we are as teachers, how we perceive our profession, and what we need in order to respond to and accommodate our students' needs more effectively.

The present study in this context aims to report on the current status of the field with a special focus on Korean language teachers in higher education in North America and to identify and discuss issues and concerns that are common among them.

## The Study

### *Data Collection Procedures*

The data were collected twice over the six-year period through survey questionnaires: the first survey was conducted in the spring of 2006 and the second survey in the spring of 2012. The purpose of the surveys was to find out and record whether there were any significant changes taking place in the field during the six-year period. For the first round of data collection, a survey questionnaire was circulated through the AATK listserv on May 22, 2006.<sup>5</sup> Members were given two weeks, until June 5, to complete the survey. Respondents were asked to send their survey responses as e-mail attachments to the investigator. A total of 32 responses were received by the deadline; 8 more surveys were received at the annual meeting of the AATK, which was held from June 22 to 24 at Princeton University and Rutgers University. Thus, a total of 40 responses were collected and analyzed. For the second round of data collection, the survey was circulated through the AATK listserv from May 4 through June 4, allowing the participants four weeks to complete their surveys. A total of 60 responses were collected and analyzed. The researcher sent a reminder to the listserv once on May 23. Just over 200 members were listed on the AATK directory in 2006 and 250 in 2012, among whom approximately 100–150 were considered active members judging from

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<sup>5</sup> The workload section of the questionnaire was created based on Brown University's Center for Language Studies survey. Helms (2006) was also consulted.

their annual AATK meeting attendance. Members based in Korea,<sup>6</sup> graduate students who did not teach, and some retired members were also listed in the directory, thus making the list somewhat bigger than the size of active membership. Considering this, the return rate was relatively high and sufficient to reveal a general trend.

The original questionnaire that was used for the first round of data collection in 2006 consists of seven major parts. They include personal information, teaching responsibilities, services, professional activities and development, materials development, school expectations, and job satisfaction. Each part contains a number of questions, ranging from 5 to 19 questions (see the Appendix). The original questionnaire was shortened considerably to include what was deemed only the most essential information for the second round of data collection, in 2012. This decision was prompted by the fact that the results of the first survey did not show significant differences in responses to certain questions, especially regarding teaching responsibilities, services they provide on a regular basis, and school expectations. In addition, while the researcher wished to gather as much information as possible through one survey, she also realized that a long survey would be burdensome for the participants, and thus it would be less likely to be completed. Although it cannot be verified with much certainty, a shorter survey form the second time around must have helped achieve a better return rate.

Follow-up interviews were also conducted with six colleagues of the investigator to obtain more in-depth opinions that the survey alone could not have revealed. However, only the results of the survey will be reported in this paper in the interest of space, consistency, and focus. For the same reason, the presentation and discussion of the results will focus only on the participants' demographic information, general profiles, and levels of job satisfaction, for the purpose of understanding the field in its present form. While not reported separately, the views that the interviewees expressed will be incorporated in the discussion of pertinent issues.

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<sup>6</sup> Membership opened to teachers in Korea in early 2000 after much discussion.

## Results of the Survey

### *Personal Information: Gender*

As Figure 1 shows, the ratio of males to females was similar in both sets of data, although male representation was somewhat larger in 2006 than in 2012. The language-teaching profession traditionally has been dominated by female teachers,<sup>7</sup> and this was indeed the case for Korean as well. However, it should be noted that the ratio of males to females turned out to be more balanced than one might have expected. Although female teachers are still the majority, the male group does not seem to be significantly underrepresented. One of the reasons could be that although the number of male teachers in the field is smaller than that of female teachers, there are more male teachers who hold positions of greater responsibility (e.g., coordinator or director of a program, officers of an organization). In fact, among the male respondents, 67 percent were either program coordinators, heads, or professors, whose strong presence and active involvement in the organization must have been reflected in the data to some extent.

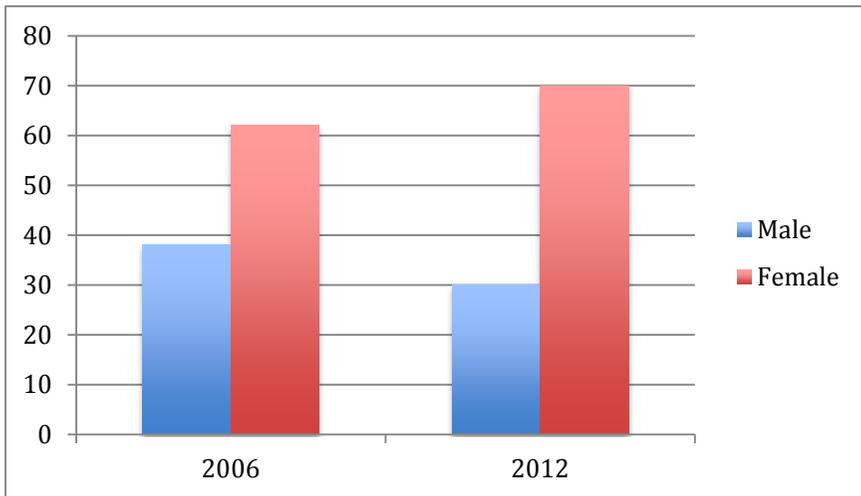


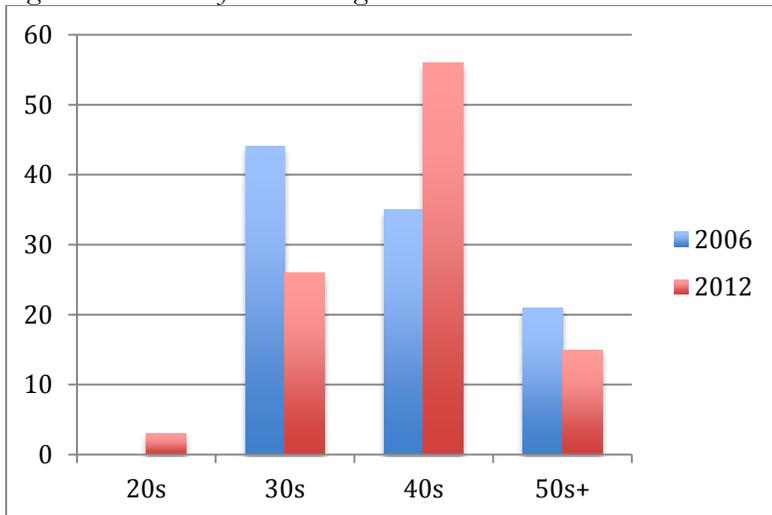
Figure 1. *Personal Information: Gender*

7 B. Huber (1990)'s article, "Women in the Modern Languages, 1970-1990," provides data regarding the status of women in the profession in comparison with men, although the data are now somewhat outdated.

### *Personal Information: Age*

As Figure 2 demonstrates, it can be claimed that the field has fairly young and relatively experienced teachers. Nearly 8 out of 10 teachers are in their 30s or 40s. Almost half of the group fell between 36 and 40 years of age in 2006. Similarly, more than half of those surveyed belonged to the 40s group in 2012. As mentioned in the introduction, there were fewer Korean programs in the past and so the number of faculty members teaching Korean was also smaller. Those who started their teaching careers long ago are now over 50 while the number of newcomers to the field who start at a relatively young age have increased with the growing number of Korean programs.

Figure 2. Personal Information: Age



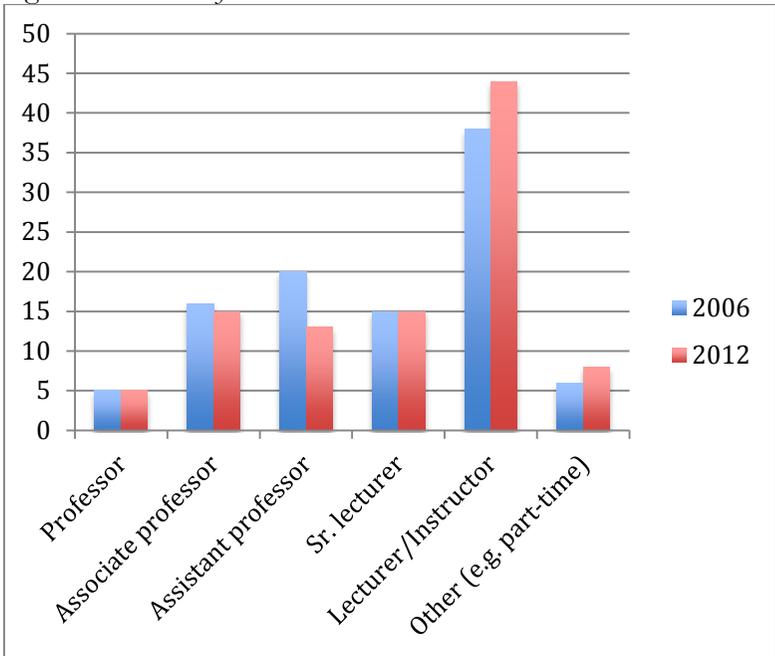
### *Personal Information: Current Position*

With respect to their current positions, the majority of teachers are not surprisingly employed at the lecturer level, a situation that has not changed much between 2006 (38 percent) and 2012 (44 percent), other than a slight increase in percentage. If 16 percent comprising senior lecturers are added to this category, the number of teachers employed at the lecturer level increases to over 50 percent (53 percent in 2006 and 59 percent in 2012). It is a common trend in the field of foreign language education, regardless of language but more so for the so-called “less commonly taught languages,” that lecturers are the majority. The Middle

East Language Learning in Higher Education report acknowledges this trend and its implications not only for lecturers but also for ladder faculty, posing different issues for each group. It states, “those who teach language are increasingly appointed as lecturers, who often have little or no job security or influence in the departmental and programmatic decision-making process. Junior tenure-track faculty with a research focus on language pedagogy often find themselves in a tenuous position, given that their field is not a traditionally recognized academic discipline.” (p. 17)

There were six assistant professors who participated in the survey but five of them were employed at Defense Language Institute, whose ranking system is different from that of regular universities. Thus, this category needs to be examined with caution. One full professor was also from DLI. The fact that there are only a handful of ladder faculty members in KFL, especially at the full and associate professor rank, implies the general status of KFL in academia.

Figure 3: Personal Information: Current Position



### ***Personal Information: Frequency of Renewal for Non-tenured Positions***

It is interesting that almost 40 percent of the teachers reported that they get their appointment renewed every year, and another 30 percent every two or three years. The fact that nearly 70 percent of all respondents are subject to evaluation and renewed appointments within less than three years raises the serious issue of job stability. Nonetheless, this seems to be a general trend within the field. Among the 17 job announcements posted on the AATK listserv during the 2013–2014 academic year, which are regular, full-time lecturer or instructor positions, nine were specified for an initial one-year contract, while only two were advertised for an initial three-year contract. Contract term information was not clearly mentioned for the remaining six positions. Although the renewal rate for the lecturers is assumed to be high (statistics are unavailable), job insecurity could be a potential factor that has some impact on survey participants' job satisfaction, which will be further examined in a later section of this paper.

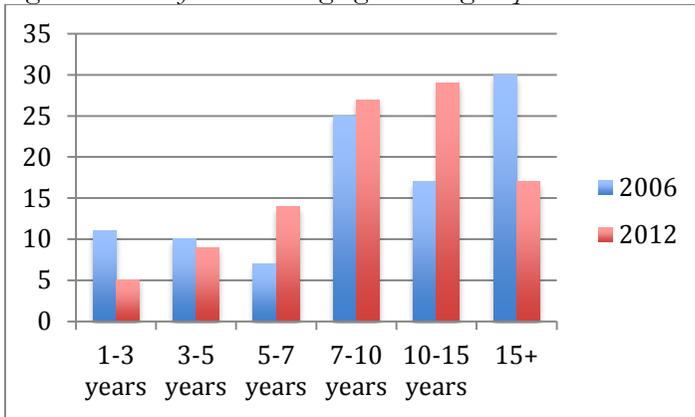
### ***Personal Information: Years of Korean Language Teaching Experience in the United States***

Korean language teachers' experience teaching Korean in the United States turns out to vary considerably. In the 2006 data, the groups with 7–10 years and 15+ years of experience were the two most populous groups, whereas in 2012, the groups with 7–10 years and 10–15 years of experience were the two most populous groups. This result might be due to the fact that either some teachers retired between 2006 and 2012 or because the survey participation rate was lower in 2012 than in 2006 (or both). Overall, the majority reported to have had a substantial amount of teaching experience, as more than 80 percent of the respondents have been teaching for over five years, which might be considered a reasonable time to have mastered basic teaching skills.<sup>8</sup> In general, it would be fair to say that the field is 'relatively' mature and stable.

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<sup>8</sup> Most job announcements in the field stipulate two to three years of teaching experience at the college level as a minimum qualification.

Figure 4. Years of Korean Language Teaching Experience in the U.S.



### ***Personal Information: Highest Degree Earned***

In 2006 survey, 66 percent of the respondents were Ph.D. holders while 25 percent were M.A. holders. One respondent was an Ed.D. holder and one was a Ph.D. candidate (i.e., All But Dissertation). Although most job announcements do not make a doctoral degree a required qualification for many language-teaching positions, which is especially true at the lecturer level, the fact that 66 percent of the respondents were Ph.D. holders paints an ambivalent picture. On the one hand, it is encouraging that well-educated and highly trained teachers educate our students. (Of course, not all Ph.D. holders are necessarily good teachers.) On the other hand, this result suggests a frustrating condition about the current status of Korean language teaching in general.

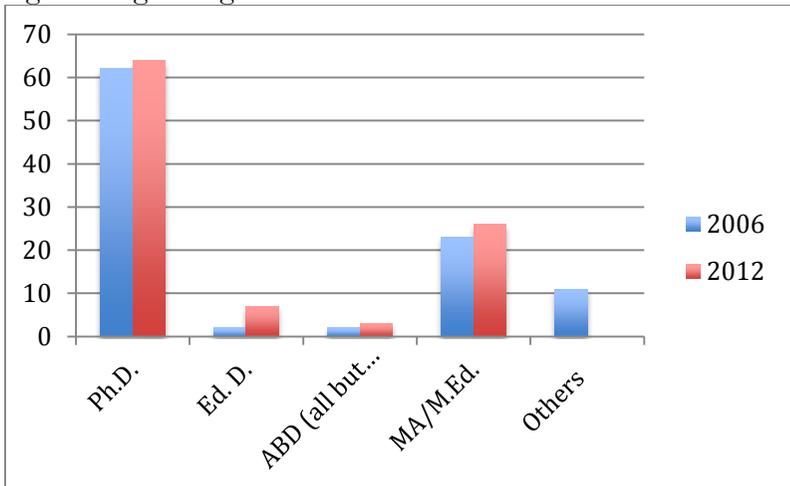
As is the case in the education of other foreign languages to varying degrees, and as these results show, many Ph.D. holders are hired as lecturers, not as tenure-track or tenured faculty. The prevalent 'language teachers are second-class citizens' myth is still very much true and applicable to KFL. In fact, approximately only 15 to 20 percent of Korean language teachers are employed as professors,<sup>9</sup> many of whom were added in the past decade or so. This is the same issue that has persisted for decades without much improvement, which Petrikis (1995) so compellingly argued nearly 20 years ago in his essay about the problems of governance of foreign language teaching and learning.

<sup>9</sup> As of 2014, fewer than twenty schools have professors in the Korean language.

It is no secret that a large sum of funds is needed to create a ladder faculty position at any institution, and that it is extremely difficult to obtain a school administration's approval for and commitment to a new professorial position when the academic identity of foreign language teachers is unclear at least in their minds (Petrikis, 1995, 310-313). Language teaching and language teaching faculty are normally perceived as "service personnel" and their research is not considered a serious academic endeavor. This lack of understanding and bias leads administrators to the mistaken belief that it would be against a school's interest to invest their limited resources into creating a tenure-track position for language faculty. Additionally, the Korean language may be viewed as simply one of many foreign languages that are taught on campus.

While some schools have been fortunate to garner external grants from Korean government agencies (e.g., the Korean Foundation and the Academy of Korean Studies) and turn them into regular university ladder faculty positions, this approach would not work unless such schools promise continued support and commitment following the initial seed money. Since many schools are faced with budget constraints and are forced to make strategic decisions, prospects remain grim.<sup>10</sup>

Figure 5. Highest Degree Earned



<sup>10</sup> Since this is too broad of an issue within the field, it is not the researcher's intention to discuss it in detail here.

### ***Personal Information: Fields of Specialization***

Theoretical linguists have traditionally occupied the field mainly because they were the pioneers of Korean language education in America. Many of them came to the United States to study theoretical linguistics during the 1960s and 1970s. Moreover, applied linguistics (AL) and second language acquisition (SLA) studies have emerged as separate fields in recent years. However, this tradition is changing as the results indicate that teachers who are specialized in AL, SLA or foreign language education (FLE) are becoming the majority, consisting of about half of the respondents (47 percent in 2006 and 52 percent in 2012). What is also notable is that while applied linguists, second language acquisition, or foreign language teaching scholars remain roughly the same, the number of theoretical linguists has decreased almost to half (31 percent in 2006 to 16 percent in 2012) after the six-year period. As the number of new teachers increases, so does the number of teachers who are trained in AL, SLA, or FLT. Applied linguists and second-language acquisition specialists are gradually taking over the field with the growing needs and demands of Korean language teachers in America.

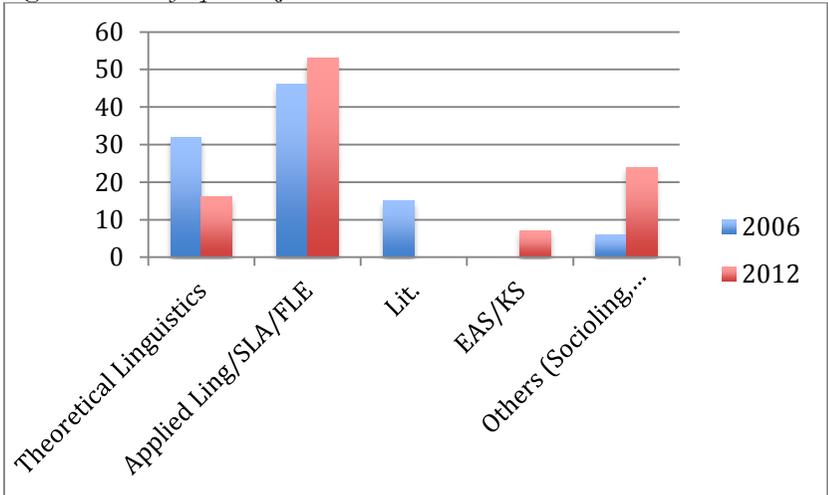
A few schools like the University of Hawaii at Manoa and UCLA have become the two powerhouses for making this trend even more apparent. They have graduate programs not only in the Korean language and linguistics but also in Korean studies. In particular, the University of Hawaii confers a Ph.D. degree in KFL and graduated 17 Ph.D.s and 14 M.A.s (with 10 ABDs) since 1987 (Sohn 2013, p. 14), many of whom are currently teaching at various institutions both in Korea and in America. It can easily be expected that this program will produce many more KFL specialists in the years to come.<sup>11</sup>

It is a welcoming phenomenon that more and more teachers have professional training in KFL, and are thereby equipped with the most up-to-date foreign language acquisition theory in addition to knowledge of Korean language and linguistics. In fact, a good combination of theoretical linguists, applied linguists, or even education scholars is desirable as each party can certainly benefit from each other.

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<sup>11</sup> While UCLA and UH both have graduate programs, the UH program is considerably larger than that of UCLA, judging from the size of the faculty and past graduates of the program.

Figure 6: Field of Specialization



TL: Theoretical linguistics

AL/SLA/TSL: Applied Linguistics/Second Language Acquisition/Foreign Language Education

Socioling/Anth.: Sociolinguistics/ Anthropological Linguistics

EAS/KS: East Asian Studies/ Korean Studies

### ***Personal Information: Current Salary Range***

It should be noted that several participants left this question blank for understandable reasons.<sup>12</sup> Thus, the number of replies analyzed was smaller for this piece of information than for others. The profile on salary range also looks somewhat controversial as it varies to a greater degree. The status, rank or nature of a position primarily appears to dictate the basic salary range. Salary may also depend on a school's budget and its own general salary scale. Nonetheless, the range was considerable even for teachers holding the same rank or position. For example, among the four associate professors who responded, two associate professors' salaries were considerably higher than the salaries of the other two. The same tendency was apparent for the senior lecturers.

More specifically, the salary of the lecturers, who make up a large portion of Korean language teachers, was between \$35,000 and \$45,000 in the 2006 data. This figure is similar to what was reported in Helms

<sup>12</sup> Because of the nature of this issue, the graph is not presented.

(2006). According to Helms (p. 124, quoting 1999 National Study of Postsecondary Faculty data), faculty members of the less commonly taught languages (LCTL), to which the Korean language belongs, at the lecturer level make \$33,183 per year on average.<sup>13</sup> On the other hand, 2012 data reveal a slightly improved situation. Among the 18 lecturers who responded, 33 percent of the lecturer participants were in the \$35,000–\$45,000 range, 50 percent were in the \$45,000–\$60,000 range, and 17 percent were in the \$60,000–\$75,000 range. One out of two lecturers made \$45,000–\$60,000 every year. A similar trend was observed for the senior lecturer group. Forty-four percent made between \$45,000 and \$60,000, which is what the majority of lecturers made, and another 44 percent made between \$60,000 and \$75,000. There was one senior lecturer who made between \$75,000 and \$90,000, which appears to be highly unusual. As seen from these data, some lecturers make more than some senior lecturers and vice versa.

The reasons why there exists a rather large gap for the same position may have to do with various factors such as years of teaching experience, the years beyond the Ph.D. (if the teacher is a Ph.D. holder), the years at the current position, standard annual salary raise practices at each school, one's starting salary, the location of a school (e.g., big city versus small town), whether the school is state-funded or privately funded, and so forth. Therefore, it may not be wise to compare absolute salaries without first taking into account the factors that affect salary determination at a given school. More in-depth analysis with respect to these factors will have to be deferred not only because they were not the focus of this paper but also because each factor was too small for further analysis to yield meaningful results. However, if the salary range for each category were smaller than \$15,000, the data could have revealed a more informative state of affairs on this issue.

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13. NSOPF data are from 1999, and so the data from this study are several years newer. Standard annual salary raises should be taken into account before comparing these two sets of data, but this information is still useful as baseline data.

### *Job Satisfaction*<sup>14</sup>

Overall, the respondents seem to be satisfied with their jobs. General satisfaction is higher in the categories of instructional duties, other non-teaching aspects of their jobs, and working environments. Respondents expressed different levels of satisfaction regarding job security, salary, workload and the status of the Korean program at their respective schools. In the following, the results from each category are presented and discussed.

#### *Job Satisfaction: Instructional Duties*

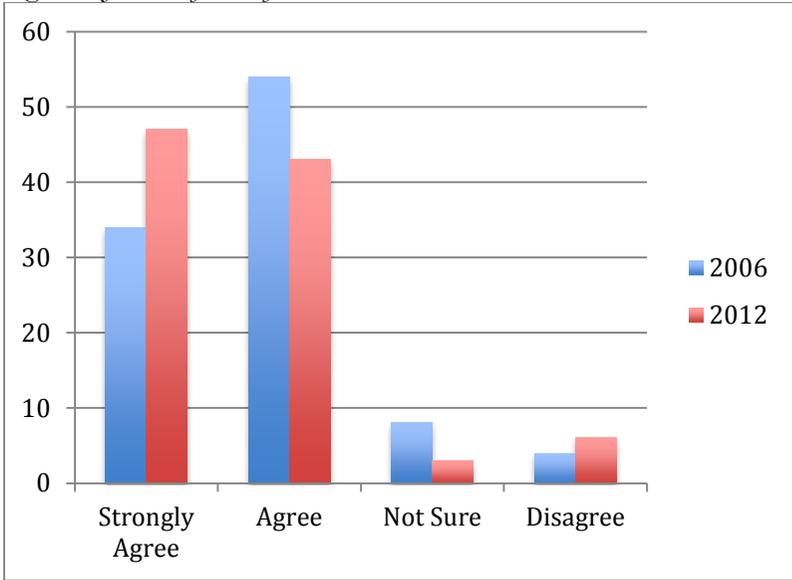
Korean language teachers seem quite satisfied with their basic instructional duties (e.g., teaching, student advising, etc.) as seen in Figure 7. Similar results were found both in the 2006 and 2012 data. What is more encouraging is that the number of respondents who marked “strongly agree” (i.e., very satisfied) has increased in 2012 although overall job satisfaction in terms of instructional duties seemed to remain at about the same level when “strongly agree” and “agree” are combined. One minor difference between the two data sets is the number of survey participants who marked “disagree” and “strongly disagree” in the 2012 data, although it is not significant enough to warrant further attention or discussion.

“Instructional duties” was a variable that exhibited the highest levels of satisfaction among all the variables analyzed, a trend also shown in the National Study of Postsecondary Faculty (NSOPF) data referenced earlier. According to the NSOPF data, the level of satisfaction among Asian faculty (although not specifically Korean) was 85.6 percent. This result suggests that instruction is the most important duty, especially for the majority of the teachers who are non-professorial faculty, and that they take it seriously and positively.

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<sup>14</sup> The results reported in this section are self-reported by the survey respondents based on their perception at the time of filling this survey.

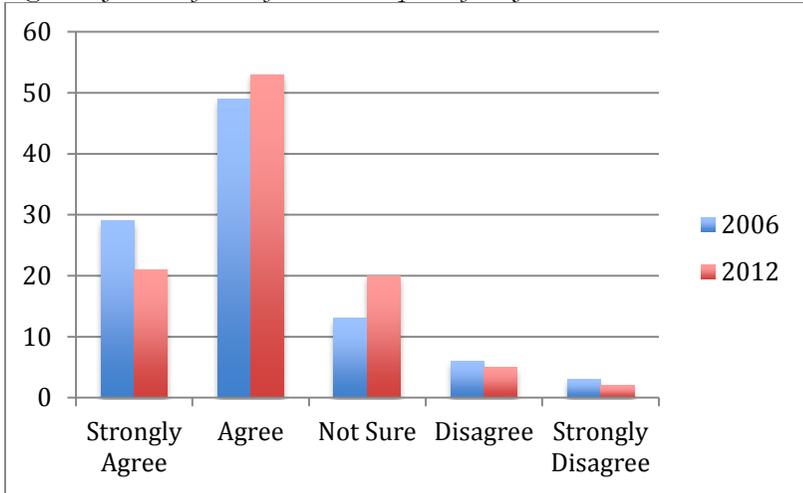
Figure 7. Job Satisfaction for Instructional Duties



***Job Satisfaction: Other Non-instructional Aspects of the Job***

As was the case for the instructional duties, the participants generally agreed that they were satisfied with other parts of their job, at over 70 percent, although one fifth of the group indicated that they were not sure. A very small portion of respondents answered that they were dissatisfied with other parts of their job. A notable difference between the 2006 and 2012 responses is that the number of “strongly agree” respondents slightly decreased from close to 30 percent in 2006 to close to 20 percent in 2012, whereas the number of “agree” respondents remained about the same. There were also a few more teachers who were “not sure” in 2012 than those who were “not sure” in 2006, but this would not change the overall picture for this question. Nearly 80 percent of the respondents in 2006 and 74 percent in 2012 reported that they were satisfied. This category had the second highest satisfaction level following that of instructional duties, suggesting that they enjoy their main duties.

Figure 8. *Job Satisfaction for Other Aspects of the Job*



### ***Job Satisfaction: Workload***

The pattern displayed in this category draws our attention mostly because an apparent change was detected. That is, while the number of respondents who felt “not sure” about their workload remained almost the same between 2006 and 2012, those who answered that they were satisfied with their workload (“strongly agree” and “agree”) in 2006 have decreased in 2012 by nearly 10 percent, which conversely resulted in the increase of answers for dissatisfied respondents (“disagree” or “strongly disagree”) by the same number, as seen in Figure 9 below. What is also worth noting here is the difference between the levels of satisfaction and dissatisfaction—58 percent versus 25 percent in 2006 and 49 percent versus 35 percent in 2012. Levels of satisfaction are still considerably higher than levels of dissatisfaction, but the difference has become narrower (33 percent in 2006 to 14 percent in 2012). These results could be due to either the actual increase of teachers’ workloads, their perceptions of an increase, or both.

Since it is an unfortunate reality that many Korean language programs are small-scale, run by a faculty member single-handedly or by a few faculty members (with or without regular teaching assistants), Korean language teachers are constantly overworked, not only with instructional duties but also with other administrative duties. To make matters worse, although the overall enrollments in Korean language classes have dramatically increased in almost all the schools (see MLA

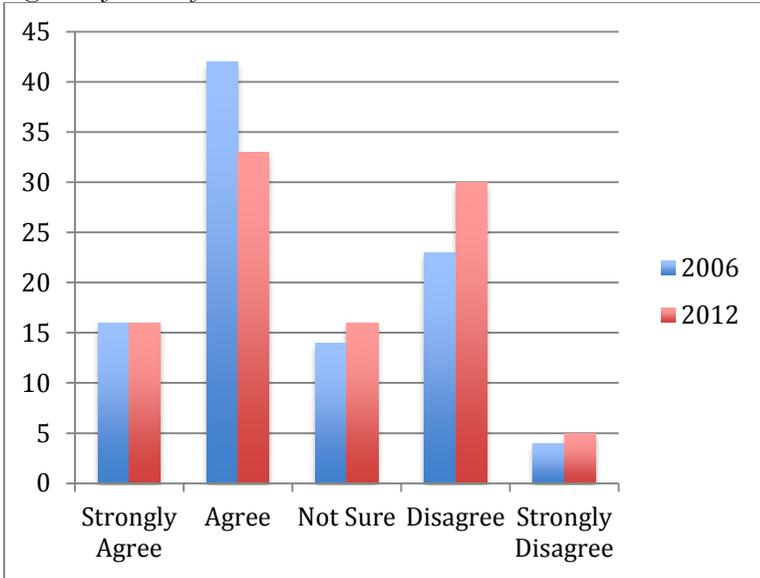
enrollment report data published in 2009), new hires for regular positions in most schools have been unable to catch up.<sup>15</sup> Such a demand-supply imbalance is likely to cause teachers' stress and dissatisfaction. In order to acquire more teachers, Korean language educators will have to prove the viability of the program and persuade skeptical school administrators that the demand is strong enough to warrant more staff, supported with compelling track records compiled over many years. They will also have to find a better strategy to make additional teaching staff a reality because enrollment increases alone may not be a sufficient reason for new hires. Enrollments in Chinese courses (and Arabic) also have been soaring in recent years and the competition for limited resources within a particular Asian studies department can be stiff. Moreover, the burden of convincing reluctant school administrators that such enrollment increases would not be a "temporary bubble" phenomenon, but rather would likely translate into consistent growth, is on Korean teachers. History has shown that enrollment in language classes can be volatile, quickly and easily affected by world affairs as exemplified in the cases of Russian and Japanese.<sup>16</sup> While Korean people are often hard workers, without signs of improvement to the situation, Korean language teachers will continue to find their workload heavy and thus will remain dissatisfied.

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<sup>15</sup> The number of job openings posted on the AATK listserv in the 2013-2014 academic year (17 postings) was unusually high compared to previous years, when far fewer jobs were posted. The school's response to the changing situation is very slow.

<sup>16</sup> During the Cold War era, students rushed to Russian language classes; when Japan emerged as an economic giant, students were eager to learn Japanese. In both cases, enrollments increased and later diminished.

Figure 9. *Job Satisfaction: Workload*



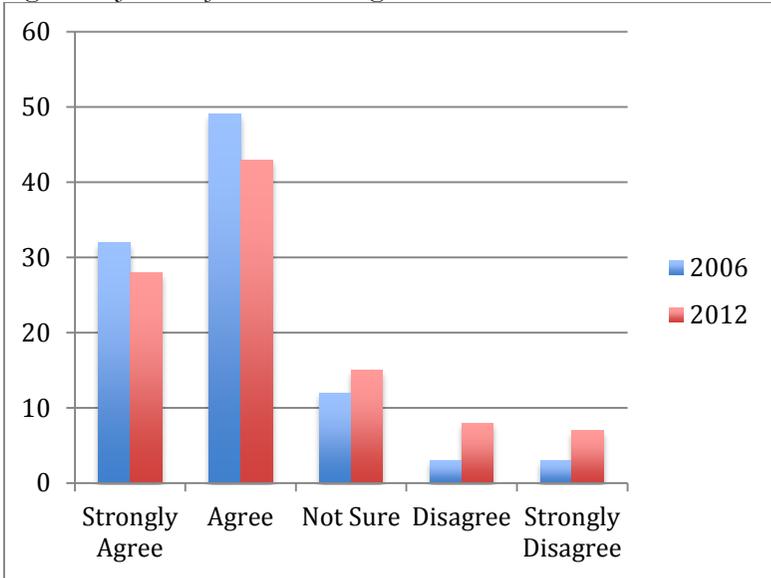
### *Job Satisfaction: Working Environment*

The respondents' perceptions of their working environment (e.g., facility, collegiality, etc.) did not change significantly from 2006 to 2012. The majority, 81 percent in 2006 and 71 percent in 2012, when "strongly agree" and "agree" were combined, reported that they were satisfied with their working environment. However, the percentage of dissatisfied responses went up from 3 to 15 percent over the six years, when "disagree" and "strongly disagree" were combined. Although the overall level of dissatisfaction is significantly lower for this category in comparison to the overall level of satisfaction, such a negative change deserves some attention.

The situation varies from school to school, but given the space issue that many institutions deal with, some language teachers are asked to share their offices with others, and this might have caused their dissatisfaction, which was hinted in personal interviews. The typical "two-tier" hierarchical structure (i.e., literature professors vs. language instructors) prevalent in most language and literature departments might have also affected the respondents' perception of their working environment. While this is by no means new, teachers appear to become more aware of such issues than in the past. Lack of mentoring or moral

support from senior faculty in the department, or feeling of isolation for those who do not have colleagues in the program are factors that could negatively affect the respondents' perception of their working environment.

*Figure 10. Job Satisfaction: Working Environment*

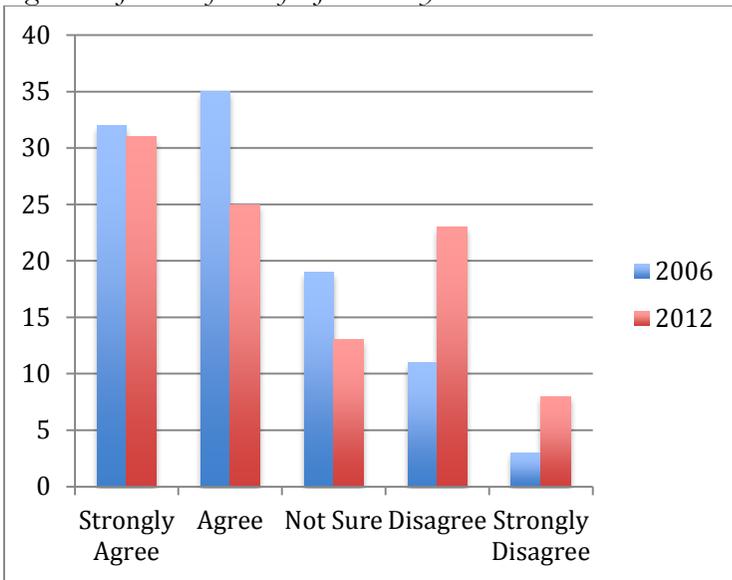


***Job Satisfaction: Job Security***

Job security can be one of the most important factors affecting job performance. A surprisingly high percentage of respondents—67 percent in 2006 and 56 percent in 2012—answered that they were either satisfied (“agree”) or very satisfied (“strongly agree”) with job security. It is surprising because we have seen earlier in this chapter (in the section on teachers’ personal background information) that the majority of Korean language teachers are employed as lecturers, a position that requires frequent reappointments. Recall that most lecturers are reappointed every year, or every two or three years, depending on the school’s policy and job description. The gap between reality (i.e. frequent reappointment) and perception (satisfaction with job security) may derive from the fact that contract renewal rate for the lecturers is high (although there is no known data in the field) and they do not feel as insecure as one might think they would. Also, participation of small number of assistant professors, who

can possibly be most insecure about their job until they are tenured, did not seem to affect the result of this category. What is less surprising, however, is the percentage change from 11 in 2006 to 31 in 2012 for the dissatisfied group. This notably large increase of teachers who are feeling insecure about their jobs may have to do with the increase of overqualified (many teachers are Ph.D. holders) teachers in recent years and their feeling of being treated unfairly.

*Figure 11. Job Satisfaction for Job Security*



### ***Job Satisfaction: Salary***

Answers to questions of salary, along with answers to questions of the status of the Korean program at a particular institution, were more on the “dissatisfied” side. More specifically, according to the 2006 data, the number of respondents who were dissatisfied with their current salary (43 percent) slightly outnumbered those who were satisfied with their current salary (40 percent), but were almost equally divided, leaving 16 percent of the respondents unsure. However, almost all of those who were satisfied with their salary answered they were satisfied, whereas 13 percent of those who answered that they were dissatisfied said that they were very dissatisfied (“strongly disagree”). Almost the same trend is shown in the 2012 data with respect to the ratio between satisfied and

dissatisfied respondents. That is, 36 percent expressed they were satisfied whereas 34 percent expressed they were dissatisfied. The “satisfied” group outnumbered the “dissatisfied” group by only 2 percent, and the two sides were almost equally divided as they were in the 2006 data. The main difference between the two sets of data is found in the “not sure” group, which almost doubled from 16 percent in 2006 to 30 percent in 2012. Admittedly, the “not sure” response can mean various things depending on the question or context (e.g. “I don’t have any basis to answer,” “I do not know,” “I neither agree nor disagree,” etc.) and a number of interpretations can be offered for this. One possible reason speculated from personal interviews and communications is that teachers, without any knowledge based on objective data, may not have had a clear sense of a satisfactory or unsatisfactory salary for a specific teaching position. Some state and many private universities post such information on their school website, but some teachers did not even know that such information existed in the public domain. Even for some of those schools, which make such information available, lecturers are not generally included because either they are not ladder faculty or the group is too small to warrant a separate category, or both.

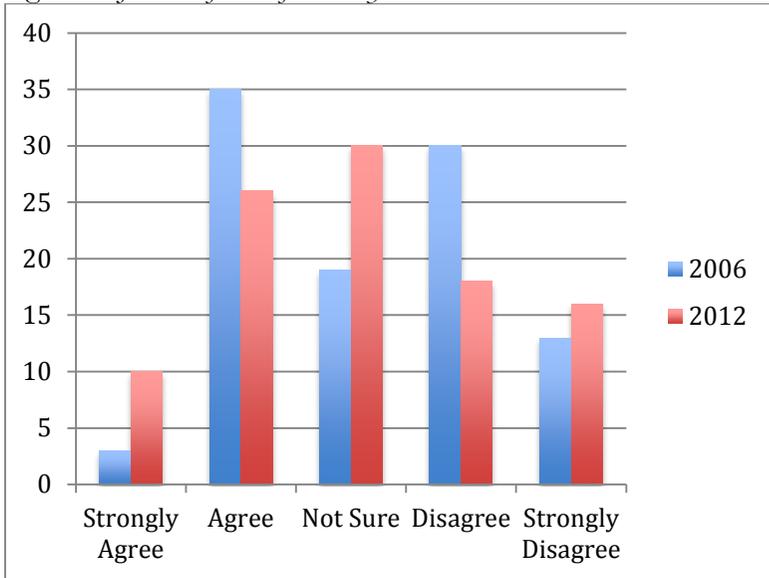
Although it is more of a personal issue than an institutional one, many teachers seem to be concerned about salary, but are uncomfortable or reluctant to express their views on the issue. Not only were some answers missing in the survey (only for this question), the answers that were given hinted that there was ambivalence about this issue. What seems clear is that many teachers simply are not well informed of what they can expect (in comparison with other teachers) partly due to the confidential nature of salary in American culture. They do not appear to know how to broach the subject (even if they feel their salary is too low), which might be a result of the unstable nature of their jobs.<sup>17</sup> A follow-up study on how teachers deal with salary (e.g., whether they talk with their colleagues, seek information through various channels,<sup>18</sup> or approach their department chairs) would be interesting and worthwhile.

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<sup>17</sup> Personal communication with several teachers at an AATK meeting convinced the researcher that this is the case.

<sup>18</sup> Some universities make their faculty’s salary information public and accessible through their website by discipline and rank.

Figure 12. *Job Satisfaction for Salary*



### ***Job Satisfaction: Status of the Korean Program***

Another category that deserves attention is the status of Korean language programs. According to the 2006 survey, while 43 percent responded that they were satisfied with the status of their Korean program, 33 percent answered that they were not. Twenty-three percent answered that they were not sure. According to the 2012 survey, on the other hand, the number of satisfied teachers increased to 54 percent (an 11 percent increase from 2006), while that of dissatisfied teachers decreased to 25 percent (an 8 percent decrease). Teachers who were “not sure” remained almost the same at 22 percent. In general, more teachers have been satisfied with the status of the Korean program in their schools than those who have been dissatisfied, but the gap seems to be getting bigger (viz., 10 percent in 2006 and 29 percent in 2012). Two things are noteworthy here: one is that it is encouraging that the number of “satisfied” teachers has increased while that of “dissatisfied” teachers has decreased by a noticeable margin. Perhaps the increased popularity of Korean pop culture in America and in the world, which has become far more visible and prevalent in 2012 than it was in 2006, and the elevated status of a globalized Republic of Korea has helped to shape a more

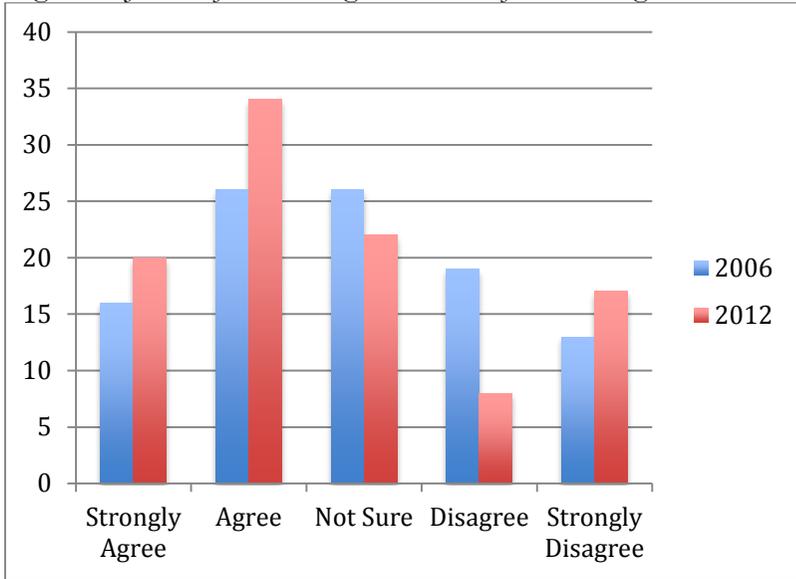
positive and powerful image of Korea. These changes have brought not only increased course enrollments but also improved teachers' perceptions of their programs, irrespective of the actual changes made to the programs. The other point to be made is about the category of "not sure." Almost one out of four participants indicated that they did not have a clear sense of what a Korean program should be like. While they have become more satisfied with the current state of their program than before, their expectations could also become greater at the same time, which might have resulted in the increase in the "not sure" category.

As revealed in the results, it is true that many Korean teachers are generally happy about their programs, but a similar portion of them are also frustrated at the status of their programs. This is another recurring issue and it probably stems from departmental structure. In comparison with Japanese and Chinese programs in the same department (in many schools),<sup>19</sup> Korean programs are much smaller both in terms of faculty members and course offerings, with a few exceptions (*viz.*, UCLA, UC-Berkeley, the University of Hawaii, the University of Washington). The status of the Korean program is closely related to the status of Korean teachers that was addressed earlier, and how they perceive their status as well. It may be a vicious cycle, and yet the realization that there is very little they can do to alter the situation within their power is the main cause of frustration.

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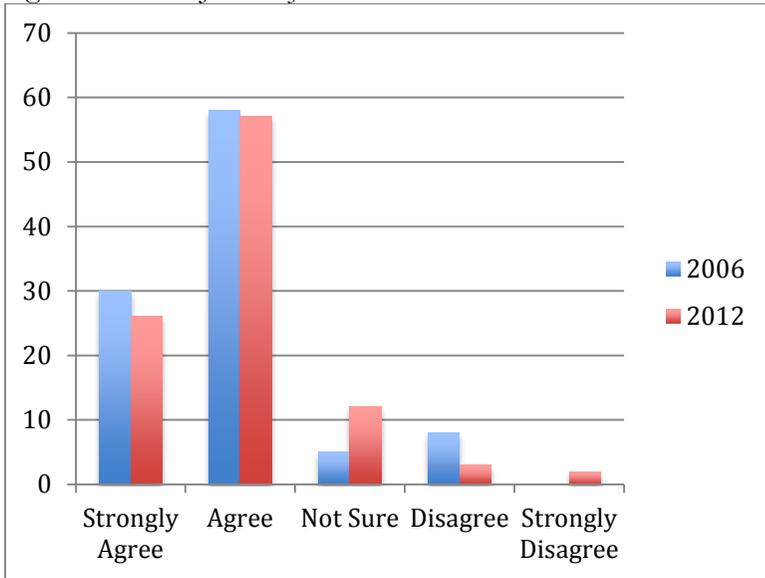
<sup>19</sup> It is not the researcher's intention to compare the three language programs directly without further statistical information. This statement was made for the purpose of placing the Korean program in the context of a general departmental structure in most schools.

Figure 13. *Job Satisfaction in Regard to Status of Korean Program*



### *Job Satisfaction: Overall*

Unlike all other specific categories of job satisfaction we have seen so far in which respondents had mixed feelings, the results of this category demonstrate a clear and comforting trend. An overwhelming percentage of the participants answered that they were satisfied with their job overall at 88 percent in 2006 and similarly 83 percent in 2012. Nearly 3 out of 10 teachers expressed strong satisfaction (30 percent marked “strongly agree” in 2006 and 26 percent did the same in 2012). The number of “dissatisfied” respondents was less than 10 percent in both sets of data and the number of unsure respondents was also very small. These outcomes make one wonder why the satisfaction level is so high, when they are faced with multiple challenges such as marginalization, isolation, and meager prospects for professional advancement, among other concerns.

*Figure 14. Overall Job Satisfaction*

The perceptions of the respondents may be more of a factor in determining job satisfaction than the actual conditions in which they find themselves. In other words, one can be still satisfied with his or her job even though the overall conditions may not look desirable from an objective point of view (e.g., in comparison with the conditions of teachers of other foreign languages, or in other fields). They could still find reward and sense of fulfillment in their job and thus feel satisfied if they are strongly positive about the most gratifying factor (e.g. instruction), which might affect their perception of the overall satisfaction level to a great extent.

### **Results of Open-Ended Questions**

At the end of the survey, participants were asked to provide their responses to a few open-ended questions, especially in the 2012 survey. 87 percent of the participants provided answers of some kind, ranging from one-line to half-page responses. The content of the answers varied widely. The answers apparently proved an assumption that different status entails differently perceived needs and challenges. In general, professors

(i.e. ladder faculty members) mentioned heavy administrative duties as the biggest challenge whereas lecturers cited a lack of support from the school (including professional development) as a source of frustration and challenge. Teaching assistants (TAs) were struggling to find a balance between studying (for their degree program) and teaching.

As for pedagogy-related issues, the difficulty in finding qualified TAs, drill instructors, or part-time instructors when the need arose, dealing with a proficiency gap among different groups of learners, and a lack of level-appropriate placement tests were at the top of the list of issues. A few teachers also listed their lack of ability to use technology proficiently, suggesting an obvious pressure felt by the old generation of teachers to integrate various types of technology into their teaching.

Enrollment pressure was most frequently mentioned as the biggest non-pedagogical challenge. Teachers at state schools considered budget cuts and constraints as a big threat to the stability of the program whereas teachers at government schools (e.g., DLI) mentioned bureaucratic administrative issues. The majority of respondents also expressed a lack of respect (from the school, department, or colleagues), support (administrative, financial, or moral) and decision-making power as their main non-pedagogical related concerns.

Attitudes and perceptions of language teaching, especially Korean language teaching within academia in general and within each institution in particular oftentimes cause discouragement and demoralization, as was shown in the survey. A strict structural hierarchy between tenure-line faculty and non-tenure line faculty and between language faculty and literature and culture faculty—a Korean program often being part of a traditional language and literature, or language and culture (or civilization) department in most schools—is a point of concern among respondents. These results reflect the present working environment at most schools, in which language lecturers are at the bottom of a “multitier system,” and hold a “minority-at-multiple-levels” status. What makes the situation more unfortunate is that Korean language faculty are more marginalized than their colleagues who teach Chinese or Japanese within the same department. The simple fact that Korean language faculty are far fewer compared with the faculty of Chinese and Japanese in most schools (except for the University of Hawaii or UCLA), which stemmed from the history of instruction of these languages in American higher institutions (Korean being the latest addition) reflects such a reality.

## Summary of Findings

The study attempted to report the results of three aspects of the current state of Korean language teachers in U.S. higher education through a detailed survey questionnaire and personal interviews, and discuss the findings in the broad context of Korean language teaching. The general profiles of teachers were obtained through the questions in the first section of the survey (i.e., personal information), the facts on the teachers' duties and responsibilities were collected through the questions in the second section of the survey (i.e., teaching responsibilities, services, professional activities/development, materials development, and school expectations), and their perceived satisfaction level with various aspects of their profession was gathered through the respondents' replies in the third section.

As reported and discussed in the relevant sections in the paper, Korean language teachers are "relatively" young (the majority in their 40s and 50s), but experienced (more than 80% of the entire group having over five years of teaching experience) women. Many of them are "overqualified" for their position (over 60% of the respondents holding Ph.D. degrees), hired as lecturers after receiving their degrees in AL/SLA/FLE (75% in 2012) from American institutions.

With respect to how the Korean language teachers in higher education perceive their job, it would be fair to claim that they appear to be generally satisfied with it, as shown in the results for overall job satisfaction, which was over 80 percent (88% in 2006 and 82% in 2012). Similar results were revealed in the category of instructional duties, which undoubtedly is one of the most essential elements of the job. However, the participants were relatively less satisfied with their workload, salary, and the status of the Korean program in their respective schools, as the satisfaction rate was lower than 60 percent in these categories in both the 2006 and 2012 data.

In the categories of work environment, job security, salary, and the status of the Korean program, some notable changes were detected between the 2006 data and the 2012 data. While the satisfaction level for working environment and job security decreased (e.g., working conditions by 19% and job security by 11%), the satisfaction level for the status of the Korean program increased 16 percent between 2006 and 2012. As for

salary, the satisfaction level stayed at about the same level in both 2006 and 2012 (38% in 2006 and 36% in 2012), but those marked “not sure” noticeably increased (12%) from 18 percent in 2006 to 30 percent in 2012. The following table illustrates the comparison between 2006 and 2012.

*Table 1. A Comparison of Results between 2006 and 2012: Satisfaction Level*

Categories	Responses	2006	2012	Percentage increase/decrease
Instructional duties	S. Agree	87	90	+3
	/Agree Not Sure	8	3	-5
Other aspects	S. Agree	80	74	-6
	/Agree Not Sure	13	20	+7
Workload	S. Agree	59	52	-7
	/Agree Not Sure	13	16	+3
Working Environment	S. Agree	80	61	-19*
	/Agree Not Sure	12	15	+3
Job Security	S. Agree	67	56	-11*
	/Agree Not Sure	18	13	-5
Salary	S. Agree	38	36	-2
	/Agree Not Sure	18	30	+12*
Status of the Korean Program	S. Agree	42	58	+16*
	/Agree Not Sure	26	22	-4
Overall	S. Agree	88	82	-6
	/Agree Not Sure	5	12	+7

(Note: numbers are all presented in percent. increase is indicated by ‘+’ and ‘-’ indicates a decrease.)

The fact that the teachers have become less happy about their working environment and job security, while also having become more

positive about the status of their Korean programs raises an interesting question. Even though it is hard to pinpoint or determine what specifically caused such changes in the categories of work environment and job security, one of the possible interpretations would be that more open communication and information sharing through a better network made the teachers more keenly aware of those issues that would affect their working conditions. On the other hand, their perception of the status of their Korean program is a reflection of recent developments in Korean studies in American higher institutions in general. As mentioned in the beginning of this paper, more and more schools are offering Korean language courses, enrollments have seen a healthy growth across the institutions, and subsequently more and more teachers are hired to meet the demands, all of which must have made them feel more empowered. Different types of issues and challenges will emerge when programs become larger but this change seems to be positive.

### **Limitations of the Study and Suggestions for Further Research**

This study is the first of its kind, which surveyed the entire group of Korean language teachers in higher education in North America. Nonetheless, it has limitations. First, a lack of participation and cooperation is an issue for this type of research (based on a survey questionnaire). Results of 40–60 responses may not accurately depict the entire picture in spite of a reasonable return rate of participation and thus the results should be interpreted with caution. One of the reasons for the current return rate must have to do with confidentiality. Most questions were straightforward and not personal, but some respondents might have felt uncomfortable revealing such information as salary with their identification to the investigator whom they know or due to the sensitivity of such information in American culture, even though they were given the freedom of skipping any question that they did not want to answer. Another reason could be that a seemingly long survey could have been seen as extra work for busy teachers. Even though requests for participation in this kind of survey were arguably infrequent enough, some potential respondents might have found requests bothersome. The difficulty in conducting this research lay in the fact that no matter how hard it is to collect the information, it had to come from the teachers directly. Thus, a better data-collection method should be sought. Sending

the survey to each individual teacher through an Internet tool like SurveyMonkey, rather than sending it to an entire network would probably enhance the response rate. Having AATK embark on this endeavor may be an option to this end for the future, especially in light of the fact that this issue is a political one and an organizational effort would be more effective than a personal effort.

Second, the inclusion of the results of the survey from the DLI participants in the analysis might have skewed the results in some categories (e.g. salary scale) to some extent. DLI is quite different than other institutions of higher education in terms of institutional purposes, organizational structures, and professional duties and expectations of the instructors. However, this decision can be justified from two perspectives. One is that the representation of DLI teachers in the field of FLE in general and in KFL and AATK in particular is too large to disregard. The other is that given the 'not-so-big' pool of results returned, separating it into two groups did not seem to serve the purpose of this paper well. Whenever appropriate, the researcher faithfully attempted to be cautious of interpreting the results while still acknowledging this potential concern. Again, a more focused investigation on each group is left for future research.

## Concluding Remarks

There has been considerable progress in KFL in America, most notably since the 1990s, responding to rapidly growing interest in Korean and to a quickly changing teaching environment. A new series of textbooks, the five-year sequence of *Integrated Korean* by the University of Hawaii Press, has been developed, the American Association of Teachers of Korean was founded in 1994, AATK's official journal, the *Korean Language in America* has been published annually since its inception, and the Korean language has successfully established a Special Interest Group (SIG) on the American Council of Teaching Foreign Languages (ACTFL) some years ago, just to name a few advancements. There are other major ongoing projects (e.g., the Standard Curriculum development for the Korean language<sup>20</sup>) well underway.

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<sup>20</sup> This multi-year project undertaken by the AATK is making a significant progress. The progress report is made at AATK's annual conference every year and the products of the previous year are shared with the members for discussion and

While the field is making all its efforts with much focus on bettering the instructional aspects of the profession, it has not paid the same level of attention to the people who run the field. It is time to understand who we are first in order to assess the current status of our profession. Such insight can help us prioritize and strategize as to what we can do and should do to improve the situation. To this end, AATK, as the sole professional organization for Korean language teachers in America, can continue to play a key role as an advocacy agent, as it has been. “Advocacy” indeed is listed as the most highly perceived need for other Less Commonly Taught Languages (LCTL) teachers in Johnston and Janus’ (2003) survey as well (pp. 8-9). As a matter of fact, even data collection for the current study would have been far more challenging, if not impossible, if not for the help from AATK.

Many issues discussed in this paper in the context of Korean language teaching and Korean language teachers are believed to be relevant and applicable to other less commonly taught languages. It may take a considerable amount of time, however, before these issues are addressed or answered.

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feedback. Six levels of college Korean language curriculum are being developed and they are expected to be completed by 2016.

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## Appendix

### Survey Questionnaire on Korean Language Teachers in Higher Education<sup>21</sup>

#### *I. Personal Information*

1. Gender: male \_\_\_\_\_ female \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Current employment: Full time \_\_\_\_\_ Part time \_\_\_\_\_
4. Type of school where you are currently employed:  
State College/University \_\_\_\_\_  
Private College/University \_\_\_\_\_  
Government language schools (e.g. DLI, FSI, etc.) \_\_\_\_\_  
Other (please specify \_\_\_\_\_)
5. Location of school where you are currently employed:  
East coast \_\_\_\_\_ Midwest \_\_\_\_\_  
South \_\_\_\_\_ West coast \_\_\_\_\_
6. Current rank/position:  
Professor \_\_\_\_\_ Associate Professor \_\_\_\_\_  
Assistant Professor \_\_\_\_\_ Senior Lecturer \_\_\_\_\_  
Lecturer/instructor \_\_\_\_\_ Teaching Assistant \_\_\_\_\_  
Other (please specify \_\_\_\_\_)
7. If your position is not a tenured position, how frequently is your position renewed?  
Every year \_\_\_\_\_ Every two years \_\_\_\_\_  
Every three years \_\_\_\_\_ Other (please specify \_\_\_\_\_)  
\_\_\_\_\_

<sup>21</sup> This is the version originally used in 2006 survey. As noted in the paper, the form was significantly shortened in the 2012 survey, leaving out several subsections of section II.

8. Years at your current job: \_\_\_\_ yrs. \_\_\_\_ months

9. Years of your Korean language teaching experience:

In the U.S.: \_\_\_\_ yrs. \_\_\_\_ months

In Korea: \_\_\_\_ yrs. \_\_\_\_ months

Elsewhere (please specify \_\_\_\_\_):  
 \_\_\_\_ yrs. \_\_\_\_ months

10. Highest degree you hold:

Ph.D \_\_\_\_\_ MA \_\_\_\_\_

Ed. D \_\_\_\_\_ MEd \_\_\_\_\_

BA \_\_\_\_\_

Other (please specify) : \_\_\_\_\_

11. Field of specialization:

Theoretical linguistics (syntax, phonology, semantics, etc.) \_\_\_\_\_

Applied linguistics/Second language acquisition \_\_\_\_\_

Sociolinguistics/Anthropological linguistics \_\_\_\_\_

Other (please specify: \_\_\_\_\_ )

12. Country where your degree was earned:

U.S. \_\_\_\_\_ Korea \_\_\_\_\_

Other (please specify \_\_\_\_\_)

13. Current Salary Range:

\$90,000 and above \_\_\_\_\_ \$75,000–\$90,000 \_\_\_\_\_

\$60,000–\$75,000 \_\_\_\_\_ \$45,000–\$60,000 \_\_\_\_\_

\$35,000–45,000 \_\_\_\_\_ \$35,000 and below \_\_\_\_\_

***II. Teaching Responsibility***

1. Course Load

a. How many courses on average do you teach every semester/quarter?

\_\_\_\_\_

b. Of this number, how many are duplicate sections of the same course?

\_\_\_\_\_

c. Of the courses or sections you teach, how many do you co-teach with another instructor? \_\_\_\_\_

d. How many hours do you teach in class every week? \_\_\_\_\_

e. How many Korean language and culture courses are regularly offered in your program? \_\_\_\_\_

## 2. Supervision/Coordination

a. Are you the director/coordinator of the Korean language program at your school? Yes \_\_\_\_\_ No \_\_\_\_\_

b. Are you coordinating or supervising any particular level?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how many levels? \_\_\_\_\_ What levels? \_\_\_\_\_

c. Do you supervise/train TAs or junior instructors?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how many TAs or junior instructors? \_\_\_\_\_

d. How many hours do you spend on average supervising TAs or junior instructors? \_\_\_\_\_ hrs./week

## III. *Services*

Please check mark if any of the following is part of your workload; estimate how many hours per semester or quarter you devote to these duties.

1. placement testing: (    ) \_\_\_\_\_ hrs./semester or quarter

2. study abroad advising: (    ) \_\_\_\_\_ hrs./semester or quarter

3. teaching observation: (    ) \_\_\_\_\_ hrs./semester or quarter

4. TA orientation: (    ) \_\_\_\_\_ hrs./semester or quarter

5. major/concentration advising: (    ) \_\_\_\_\_hrs./semester or quarter
6. sponsoring independent study projects: (    ) \_\_\_\_\_hrs./semester or quarter
7. department meetings and committees: (    ) \_\_\_\_\_hrs./semester or quarter
8. university committees: (    ) \_\_\_\_\_hrs./semester or quarter
9. writing letters of recommendation: (    ) \_\_\_\_\_hrs./semester or quarter

What other job-related services do you provide? Please write freely.

#### ***IV. Professional Activities/Development***

1. Do you participate in a language-teaching workshop within your university?    Yes \_\_\_\_\_    No \_\_\_\_\_
2. If yes, how frequently do you participate?  
 Once a semester/quarter \_\_\_\_\_  
 Twice a semester/quarter \_\_\_\_\_  
 More than twice a semester/quarter \_\_\_\_\_  
 Once a year \_\_\_\_\_  
 Other (please specify \_\_\_\_\_)
3. Do you participate in a language-teaching workshop outside your university?    Yes \_\_\_\_\_    No \_\_\_\_\_
4. If yes, how frequently do you participate?  
 Once a semester/quarter \_\_\_\_\_  
 Twice a semester/quarter \_\_\_\_\_  
 More than twice a semester/quarter \_\_\_\_\_  
 Once a year \_\_\_\_\_  
 Other (please specify \_\_\_\_\_)

5. What kind of workshops do you mostly attend?

Language and technology workshops \_\_\_\_\_

Language pedagogy workshops \_\_\_\_\_

Other (please specify \_\_\_\_\_)

6. Do you attend academic conferences at least once a year?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. If yes, how many conferences do you attend a year on average?

Once a year \_\_\_\_\_ Twice a year \_\_\_\_\_

Three times a year \_\_\_\_\_

More than three times a year \_\_\_\_\_

Not on a regular basis but occasionally \_\_\_\_\_

8. Of these conferences you attend, how many of them are regularly held in Korea? \_\_\_\_\_

9. If your answer to 6. is "No," what is the main reason for not attending? \_\_\_\_\_

10. How many AATK annual conferences have you attended so far?  
\_\_\_\_\_

11. Does your school/department provide financial assistance for attending workshops and/or conferences at least once a year?

Yes \_\_\_\_\_ No \_\_\_\_\_

12. Is there a language center at your school? Yes \_\_\_\_\_ No \_\_\_\_\_

13. If yes, are you a member of it or involved in any way?

Yes \_\_\_\_\_ No \_\_\_\_\_

14. If yes, how would you describe your involvement?

Actively involved \_\_\_\_\_ Moderately involved \_\_\_\_\_ Slightly involved \_\_\_\_\_

15. Have you applied for and received any grants for your work within your university? Yes \_\_\_\_\_ No \_\_\_\_\_

16. If yes, what are they?

17. Have you applied for and received any grants for your work externally? Yes \_\_\_\_\_ No \_\_\_\_\_

18. If yes, what are they?

19. What other activities are you engaged in for your professional development? Please write freely.

### ***V. Materials Development***

1. Have you developed or are you currently developing any Korean language teaching materials? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, please write the name of it, the target audience level, and completion status.

3. Have any of your materials been officially published by a commercial publisher or university press? If yes, please provide full citation.

4. For how many courses do you use your own teaching materials as the main text? \_\_\_\_\_

5. How comfortable do you feel with integrating computer technology into your teaching?

Very comfortable \_\_\_\_\_ Somewhat comfortable \_\_\_\_\_  
Uncomfortable \_\_\_\_\_

6. Have you developed or are you currently developing any teaching materials involving technology? Yes \_\_\_\_\_ No \_\_\_\_\_

7. If yes, what are they and for what level?

## VI. *School Expectations*

Does your school/department require or expect you to

a. Engage in scholarly research?

Yes \_\_\_\_\_ No \_\_\_\_\_ No, but welcome \_\_\_\_\_

b. Publish scholarly articles, books, etc.?

Yes \_\_\_\_\_ No \_\_\_\_\_ No, but welcome \_\_\_\_\_

c. Develop teaching materials?

Yes \_\_\_\_\_ No \_\_\_\_\_ No, but welcome \_\_\_\_\_

d. Present at professional meetings?

Yes \_\_\_\_\_ No \_\_\_\_\_ No, but welcome \_\_\_\_\_

e. Serve as an officer in a professional organization?

Yes \_\_\_\_\_ No \_\_\_\_\_ No, but welcome \_\_\_\_\_

f. Other? (Please specify)

## VII. *Job Satisfaction*

Please circle the appropriate number. If any of the following statements does not apply to you, write n/a next to the statement.

1: strongly agree    2: agree    3: not sure

4: disagree    5: strongly disagree

1. I am satisfied with my instructional duties.

1            2            3            4            5

2. I am satisfied with other (non-instructional) parts of my jobs.

1            2            3            4            5

3. I am satisfied with my job overall.

1            2            3            4            5

4. I am satisfied with my job security.

1      2      3      4      5

5. I am satisfied with my salary.

1      2      3      4      5

6. I am satisfied with my workload.

1      2      3      4      5

7. I am satisfied with my overall working environment (office, computer, colleagues, etc.)

1      2      3      4      5

8. I am satisfied with the status of the Korean program in my dept./ program.

1      2      3      4      5

<Open-ended Question>

What do you think are most important issues that need to be addressed in the field? Please write your thoughts freely here.

*Thank you so much for your cooperation. It is truly appreciated.*