



"Model Minority" Now Perceived as Threat: Korean Internationals in an American High School: English-Only!

Dr. Hye-Young (Lisa) Park

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Based on a five-year ethnographic study, Dr. Park traces the developments of integration, assimilation, and segregation of international students in the American school system. She investigates how American Christian high school officials implemented policies in an attempt to remedy conflicts with their (Korean) international students. These policies caused a further escalation of conflicts, tensions, and struggles.

The credibility of this book is enhanced by its adoption of a broad, interdisciplinary, and methodological toolkit to address this transnational contact as inextricably interconnected phenomena in the context of global capitalism and imperialism.

Examining these policies unraveled the uncomfortable incompatibilities between the educational and social goals of the school leadership and those of the international students and their parents. It also details the fascinating ways that the school legitimized specific kinds of knowledge to establish its policies under the name of care and love and suggest practical solutions and policy recommendations.

In light of the urgency and growth of these concerns, this book aims at fostering the possibility of integrating international students through a rigorous analysis of the close proximity between the two groups while maximizing the understanding of the intensity of the conflicts. It focuses on the importance of language, in particular, the emergence of English as today's lingua franca, in terms of integration as opposed to assimilation.

Blurbs

I admire the truly fascinating field site and situation at the heart of this book. ...Dr. Park has a great deal to say both to American schools – and South Korean parents – about the often very serious misunderstandings that develop in this contact zone. —Nancy Abelmann, University of Illinois at Urbana-Champaign, author of “The intimate University: Korean American Students and the Problems of Segregation.”

Looks like a most interesting book.... The deluge of materials is so great.... —Noam Chomsky, Massachusetts Institute of Technology, author of “Hegemony or Survival: America's Quest for Global Dominance.”

The way missionaries or deeply Christian people feel the need to convert people...without appreciating that this faith is embedded in the belief that global Americanisation is a God-given duty. This is at the root of U.S. neocolonialism.... I fully endorse your plea for tough criticism. —Robert Phillipson Copenhagen Business School, author of “Linguistic Imperialism.”

Dr. Park provides insights into South Korea's obsession with educational attainment and into American schooling. It is a fascinating tale of cross-cultural misunderstandings with practical lessons

to be learned including about English language policy in American schools. —Michael Seth, James Madison University, author of “Education Fever: Society, Politics, and Pursuit of Schooling in South Korea.”

Cultural, linguistic, and educational challenges facing international students in the US school system is an issue of great importance yet often missing in political debates revolved around school reform. ... Educators, school practitioners, sociolinguists, and policy makers concerned with the academic success of linguistically and culturally diverse students must read this book. —Pierre W. Orelus, New Mexico State University, author of “On Language, Democracy and Social Justice: Chomsky’s Critical Intervention.”

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