

SOCIAL INTEGRATION OF FOREIGN STUDENTS IN KOREAN HIGHER EDUCATION: A CASE
STUDY OF SOUTHEAST ASIAN STUDENT IN SEOUL NATIONAL UNIVERSITY



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บูรณาการทางสังคมของนักเรียนต่างชาติในระดับอุดมศึกษาของเกาหลี กรณีศึกษา นักเรียนชาว
เอเชียตะวันออกเฉียงใต้ในมหาวิทยาลัยแห่งชาติโซล



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 กรณีศึกษา นักเรียนชาวเอเชียตะวันออกเฉียงใต้ในมหาวิทยาลัยแห่งชาติโซล. (SOCIAL
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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการบูรณาการทางสังคมของนักศึกษาชาวเอเชีย
 ตะวันออกเฉียงใต้ที่ศึกษาอยู่ที่มหาวิทยาลัยแห่งชาติโซล โดยการนำทฤษฎี การบูรณาการทางสังคม
 ของ บอสวีกและแฮคแมนมาเป็นแนวทางในการวิเคราะห์ และหลักเกณฑ์ในการทดสอบการบูรณา
 การทางสังคม งานวิจัยนี้เป็นการศึกษาเชิงคุณภาพ โดยใช้การสัมภาษณ์แบบเจาะลึก จากนักศึกษา
 ชาวเอเชียตะวันออกเฉียงใต้ 20 คนในมหาวิทยาลัยแห่งชาติโซล

ผลจากการวิจัยพบว่ากลุ่มสำรวจส่วนใหญ่คิดว่าภาษามีความสำคัญที่ช่วยให้เข้ากับเพื่อน
 ชาวเกาหลีได้มากขึ้น และใช้ชีวิตอยู่ในสังคมเกาหลีได้ง่ายขึ้นและกลุ่มสำรวจส่วนใหญ่มีความตั้งใจที่
 จะมาประเทศเกาหลีด้วยการตัดสินใจของตัวเองจึงทำให้มีการปรับตัวและเข้าใจรูปแบบของสังคม
 เกาหลีได้เป็นอย่างดี

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This study aims to understand social integration of Southeast Asian students who studied in Seoul National University by using Bosswick & Heckman social integration theory in order to understand social integration and how important of language towards foreign students help them in specially adjust themselves into Korean society. The important of language is used to examine social integration. The qualitative approach was applied in this study.

Four dimensions of social integration theory are acknowledged as the central components of successful integration: structural, cultural, interactive, and identification. And the samples were 20 Southeast Asian students in Seoul National University. The research instrument employed in this study was In-depth individual interview to receive more information in different way about their perspective towards Korean society.

Based on the results, the most respondents think language is important to them to get along with Korean society and easy to interact with Korean people. The results show that most respondents choose to come to study in Korea with their own decision so they can easily to adapt themselves into Korean society and more understanding about character of Korean society.

Field of Study: Korean Studies

Student's Signature

Academic Year: 2019

Advisor's Signature

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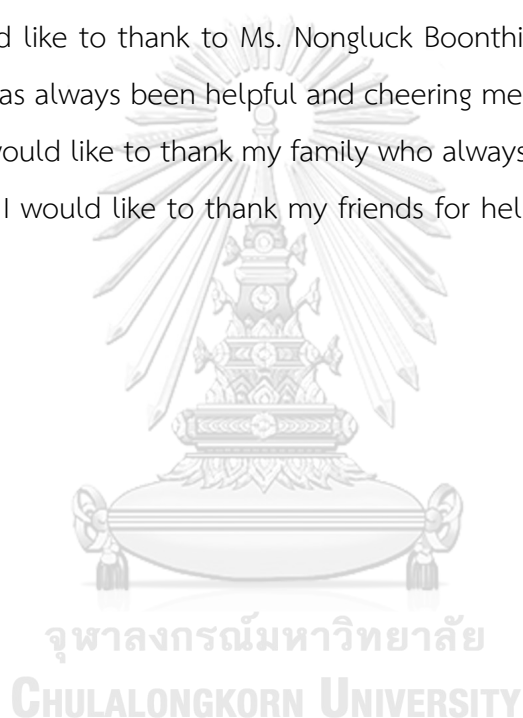


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CHAPTER I

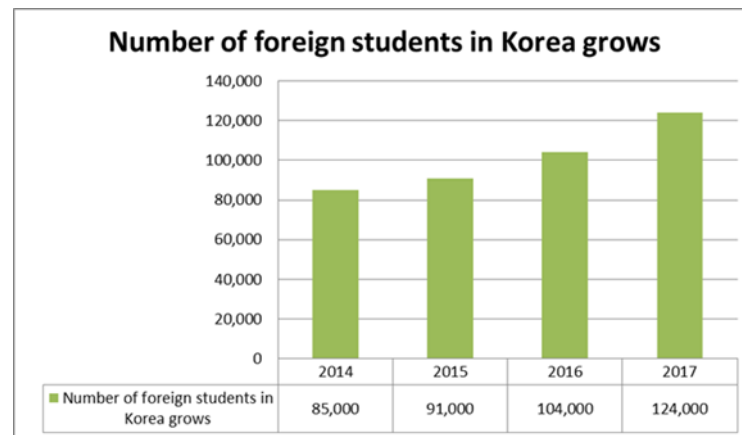
INTRODUCTION

1.1 Research Background

Nowadays South Korea becomes an attractive country for international students around the world with its influence of Korean wave and Korean government policy. According to the National Institute for International Education, the number of international students registered in South Korean universities was nearly 124,000 in 2017. Almost 100,000 international students increase every year because of the power of the Study Korea Project.

The Study Korea Project is one of education policy strategies launched by the government of Korea. The target of this project is to achieve a concept of globalization by improving quality of education. South Korea government's goal is to become an educational hub by initiating several policies such as an international policy of higher education such as the Study Korea Project. The strategy of this project is to attract dozens of international students into Korean Universities by providing scholarships for international students all around the world. The number of international students increased from 12,314 in 2003 to 124,000 in 2017 (Ryoko Tsuneyoshi 2018). It was because of the influence of the Study Korean Project.

Figure 1: Number of foreign students in Korea grows



Source: (National Institute for International Education (NIIED) 2017)

According to the National Institute for International Education, the number of international students registered in South Korean universities was nearly 124,000 as of April last year. More foreign people are interested in going to Korea, so there is some force of change to Korean society which has 97% ethnic homogeneity. The mission following immigrants is the challenge of integration because it has been believed that Korea is an ethnically homogeneous society for a long time. International students often report experiencing cultural chauvinism and ethnocentrism and it is still hard to encounter Korean students.

Jin Hee Kim's research describes how Koreans identified foreign people. The author explained that Koreans identified themselves as "us" and identified non-Koreans as "them". Korean people have negative attitude towards foreigners. There are still some issues such as racial discrimination against migrant wives and international students because of their nationality, race, and language barriers.

Korean has a long history of homogeneity propaganda since the liberation for colonial rules and the IMF crisis of the 1990's (Brannen Francis and MacLellan Debra 2014).

Korea is a country with a strong sense of nationalism. Ethnic Koreans constitute 96 percent of the population. It means they have few opportunities to interact with foreigners. According to the survey by World Values Survey found in 2010-2014, 34.1 percent of Koreans would not want to live next to someone of a different race, compared with 5.6 percent of Americans and 18.8 percent of Hong Kong people.

More international students are interested in going to study in Korea because of the influence of popular Korean entertainment industry (also known as 'Korean wave') and some of them go to Korea because of another reason such as scholarships offered by the Korea government. International students also have expectation for a better life while they are studying in a Korean university. For instance, they expect to have a lot of Korean friends to hang out with and to have good life quality in the Korean university system. Their expectation may change when they face the reality in which they are excluded by Korean people and there is prejudice toward immigrants. Many international students living in South Korea have difficult times integrating into Korean society.

An important barrier that international students have to deal with is their lack of knowledge of the Korean language skill. This makes it difficult for them to establish themselves in the Korean society. In consonance with the language barrier towards international students, the Korean government requires a certain level of English or

Korean from international students because basic skills of English or Korean are essential in order to have a comfortable life in Korea. It means that a language is an important key for international students to integrate into the host society. This study will analyze international students' experience including their attitude towards the Korean society after spending their learning experiences in Korean universities where there are still some invisible exclusion and discrimination against foreign students (Jin Hee Kim 2016). This study considers previous research that is based on social integration, Korean society, and Korean government education policy.

1.2 Hypothesis

- Language is an important element for foreign students' integration in the Korean society.

1.3 Research objective

- To explain how Korean language proficiency influences Southeast Asian students integration into Korean Society.

1.4 Research Method

- The Social integration theory by ((Wolfgang Bosswick and Friedrich Heckmann 2006) was used to explained the social integration of Southeast Asian students in

Seoul National University, also how language is an important element for integration into Korean society. This theory includes four dimensions:

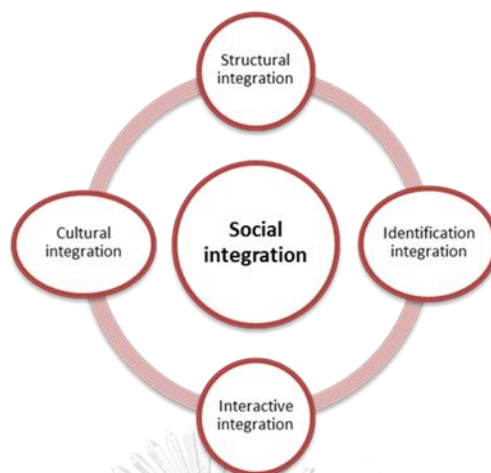
1. Structural integration
2. Cultural integration
3. Interactive integration
4. Identification integration

Bosswick Wolfgang and Heckmann Friedrich explained that the four dimensions of theory are connect each other. They also claim that if immigrants achieve all the four dimensions they can success to the process for integrate into host society.

According to (Wolfgang Bosswick and Friedrich Heckmann 2006), social integration is the inclusion and acceptance of immigrants into the core institutions, relationships, and positions of a host society.

Bosswick and Heckman explained that there are four dimensions of social integration: structural integration, cultural integration, interactive integration, and identification integration. Figure 2 illustrates the four-dimensional process. The model shows that the different elements are connected to one another and they form the conditions for successful social integration into society (Laureta Xhelili Rogova 2014).

Figure 2: The four dimensions of social integration.



Structural integration means that immigrants also have rights as same as people in the host society. Immigrant can access the position and status in the core institutions of the host society such as the economy and labor market, and educational system. If immigrant joined in these “core” institutions, these can determine their socioeconomic status and the opportunities that available to them. It is impossible to participate in the host society without first obtain cultural ability.

Cultural integration shows that immigrants can have their rights or position in that society. It will only happen when they can communicate and have knowledge about the culture of that host society. Although cultural integration mainly concerns immigrants, it is also important for the process of adaptation that the host society should have a responsibility to learn a new culture to relate to immigrants. Policies that facilitate this kind of cultural integration include language trainings and support for immigrants’ cultural activities, which can also help immigrants feel more at home.

Interactive integration refers to a source of cultural integration such as the ability to learn and use the language. Interactive integration is the acceptance and inclusion of immigrants in the relationships and social networks of the society.

Identification integration means that an immigrant has a feeling of belonging to the host society and can get along with groups in the host society. These feelings may usually be developed later in the integration process as a result of participation and acceptance (Bosswick & Heckman 2006, p. 9ff). Having a job and housing and being able to take advantages of the welfare system in the country, it is important to live and be accepted as a normal native. An absolute prerequisite though for this dimension is language learning and interaction.

The researcher collects and analyzes information from related studies and the social integration theory in Chapter 2, after that the researcher created questions that related to the four dimensions of theory for an in-depth interview with Southeast Asian students to find the answer of hypothesis.

1.4.1 Documentary research

In order to achieve the purpose of this study, the related information and theories in the previous researches have been studied including websites and journals that are related to social integration, characteristics of Korean society, and Korean government policy regarding education.

1.4.2 In-depth Interview

The sample group in this study contains 20 Southeast Asian students who study in Seoul National University. The strategy employed was ‘purposive sampling’ which is also known as ‘judgmental, selective or subjective sampling’ (Lyons 2005). The 20 key informants of this research must have the same condition; that is, they must be Southeast Asian who studies in Seoul National University. The researcher employed an in-depth interview in two ways. The first was through direct meeting. Before the interview started, the researcher always asked for permission to record the sound of the interviewees. The second was through online chatting. As the procedure of this study is an exploration of the primary source to fully understand about social integration theory, characteristics of the Korean society and Korea government education policy for the purpose of determine theoretical framework, and the concept that is used in this study. After that, during 6th-20th March 2019, the researcher went to Korea to interview Southeast Asian students who studied in Seoul National University.

Participants in this research are 20 Southeast Asian students who study in Seoul National University. In this research, a nickname was used to represent each interviewee. All the interviewees in this research know basic skills of Korean language. Some of them have the certificate of Test of Proficiency (TOPIK) and the others are studying at Korean Language Education Center (KLEC) in Seoul National University.

Interview structure

The interview consists of the questions for Southeast Asian students.

Demographic Data

In the part of demographic data contains basic information about interviewee such as nickname, age, nationality and current studied year.

Social integration-related questions and the importance of language-related questions:

1. How long have you been staying in Korea?
2. Why did you choose to come to Korea?
3. Why did you choose Seoul National University?
4. Have you ever worked in the university?
5. In your perspective in terms of job opportunity, do you think that there are some limitations for foreign students when compared with Korean students?
6. Have you ever joined university activities like culture exchange programs or academic activities?
7. In those activities, are there Korean people or only foreign people?
 - 7.1 How often do you go there?
8. How many Korean friends do you have? In your view, how close are you with them?
 - 8.1 Which language did you use with each other?
9. Have you ever felt excluded from Korean people?
10. How many international friends do you have?

10.1 Which language did you use with each other?

11. In your view, how close are you with them If compared to Korean friends?
12. If you can speak Korean fluently, will it help you interact with Korean people?
13. From your experience during spending time in Korea, have you ever felt like you belong into this society?



CHAPTER II

LITERATURE REVIEW

2.1 Korea Homogeneous Society

This research examined about Social integration in Korean higher education, it's necessary to know about history of Korean society.

It has been known that the source of ethnic homogeneity came after and remains to overshadow and identify Korean nationalism because of the uncommon political and pressure of the Korean War, Japanese colonial period and national division.

Especially during modernization, the Korean government lacked some confidence and pride when both the Westerners and the Japanese could get along with modernization and introduced themselves with superior technology and scientific knowledge (Han Kyung-Koo 2003). Korea brought German ideologies regarding nationalism and followed them. It is called "Kultur" and is emphasized on the belief in solidarity in the concept of ethnically homogeneous family united by the same language and blood.

It is no wonder why Koreans had a strong idea about ethnic nationalism. That is because they faced painful experience of the wars and division including the depressing sense of being a victim in international powerful politics. Concerns and

criticisms have been raised about the nature of Korean nationalism, but it is not very successful (Han Kyung-Koo 2003).

However, support of multicultural education not only contributes minority groups to learn the host society's culture, but they also learn cultural pluralism, that is, equality of different cultures (Sleeter Christine 1993)

2.2 Integration

“Integration is an interactive process between immigrants and the host society” (Bosswick & Heckman 2006, p. 11).

Nowadays, globalization is changing the world this phenomenon makes it easily to connect among different countries. With many reasons, a huge number of people tend to move to another country or another place for better life. As the number of immigrants increases, seeking a way for successful integration is essential for a host society, so integration becomes an important topic for every countries to deal with.

There are several ways to define integration. What integration actually means is still complicated and that is the point in the integration process.

There are several ways to define integration. What integration actually means is still complicated and that is the point in the integration process. Even though there is still no formality about the meaning of integration, Justice and Home Affairs (JHA)

suggested the list of “Common Basic Principles of Integration” in 2004, how integration is defined as a “dynamic, long-term, and [on-going] with two-way process of mutual accommodation by all immigrants and members in the host country.”

JHA has pointed that immigrants should have all the rights and responsibilities in relation to their host country. This factor is involved in the integration process. Furthermore, the process also involves the responsibility of the host country, which is the responsibility for providing equal opportunities for immigrants such as economic right and social, political and cultural participation. Although immigrants should make their own attempt to reach the essential skills and knowledge to live well in their new society, it is important for the host country to help them resolve any barrier that might stop them from integrate to the new society and provide them with tools that enable them to fit in their new society. JHA determines the key fundamental that is essential for successful integration which are employment; knowledge of the host society’s language, history, and institutions; education; and equal access to institutions as well as goods and services (Council of European Union 2004, p. 19ff).

According to Jeannotte (2008), immigrant integration is not just a one-way process, but it requests two-way interaction between immigrants and a host society to establish the secure and cohesive society. Sometimes immigrants get confused with keeping their ethnic identity while accepting a new culture, politics and environment

of the host country. However, the success of integration depends on how open-minded the host society is to accommodating immigrant in the society.

As of the process for success in integration, it requests two-way process interaction between immigrant and host society, realizing that South Korean government established “The First basic Plan for Immigration Policy for 2008–2012”.

This policy aiming to help immigrant adapts into Korean society and understand about Korean by focus on provided them an education.

According to the power of policy, the project of ‘the Korean Immigration and Integration program’ (KIIP) was established by the Ministry of Justice through social integration division. “The Korean Immigration and Integration program (KIIP)” is free education program provided to help immigrants to understand basic knowledge about life in Korea. There have two courses in this program including Korean language and culture, understanding Korean society. Before enrolling in the KIIP program, immigrants should have a language test, to find the level of their courses. Immigrants have to studied Korean language and culture course for 5 proficiency levels before move up to the Korean society course. Korean society (Course required) 50 hours in total. The content is about Constitutional values, basic systems, living, politics, economy, society, culture, history, legal issues in daily life, etc.

This program is successful with their goal because currently most people who are studying KIIP are foreign laborers who wish to become Korean citizens and to have right to do their job. (Korean Topik 2019)

(Yang Soo Kim 2016) studied Multiculturalism and Interethnic Communication in Korea. The author described that the Korean society needs to be more concerned with multiculturalism in their future. The South Korean government would be able to prove realistic goals for educating people to accept strangers from dissimilar ethnic backgrounds in the Korean society. Notwithstanding the Korean government has promised to change its policy concerning foreigners from “control and management” to “understanding and respect,” but the more important change depends on the mindset and attitude of Korean people.

Korean people should realize that the Korean society is rapidly changing from an ethnically homogenous society to a multicultural one, and that they should develop more tolerant attitudes toward people of different cultures from them (Kim Andrew 2010). One important step would be the start from the educational system to play a leading role in developing multicultural education and new curriculum. Being aware of the necessity of multicultural education, the South Korean Ministry of Education and Human Resources Development (KMRD) introduced the Education Act for Children in a Multicultural Family in 2006, which was mainly provided to help people

who have a different cultural background to adjust and integrate into the Korean society (Choi, 2010).

Multicultural education should include both members of the host society and migrants (minorities) for social inclusion and should help encourage tolerance towards people who come from different ethnic and cultural backgrounds. It is essential to support multicultural education as well as anti-prejudice education, and education of mutual understanding based on cultural diversity needs to be presented into the school curriculum (Banks 2002); (David Phillips and Michele Schweisfurth 2008). An inclusive type of multicultural education would have more teaching strategies from subject to subject (Campbell Carol 2002). The traditional education provides knowledge that is inadequate and counterproductive for children that came from different cultures. Inclusive education gives and encourages all children to participate with one another to build their good relationship (Kang Soo-Won 2010). Globalization and a growing number of international migrants have brought challenges of cultural diversity to the Korean society. The future of a multicultural Korean society will largely rely on ideologies of new generations of Korean people and acceptance of different cultural diversity

2.2.1 Literature review

Jason Cordier and Aye Mengistu Alemu (2017) examine about Factors influencing international student satisfaction in Korean universities, investigated the extent of international students' satisfaction studying in South Korean universities.

In this study, two authors aimed to fill two major research questions: 1) to identify and investigate the main influential factors for international students' overall satisfaction once they are enrolled at Korean higher learning institutions and 2) to examine the extent of satisfaction between students from the East Asian countries and other international students who have more different cultural backgrounds with the host country (South Korea).

Their study examined in the point that satisfaction between student from the East Asian countries and other international student who have more different cultural with host country (South Korea) and they confirms that the rationality of the hypothesis about international student from the East Asian countries cultural sphere attain more satisfaction than other international students while studying at Korean universities.

From their resources, they analyzed that Korean universities have very high potential to considerably attract more international students from the East Asian cultural sphere. This study suggested that Korea was successful in the target to promote equal opportunities in universities and outside due to their survey's result shows that

there are no significant gender differences. In addition, it was found that most of the international students surveyed believed that Koreans are friendly to international students.

Song Youn jung (2008) This researcher examined about Chinese student migrants in Korea, by Their Choice. The study discussed student migrants from Asian countries, namely, China and Korea. In the past, becoming student migrants between Asian countries was not popular enough when compared to student migrants between Asian countries and Western countries. However, nowadays, the number of student migrants between Asian countries has increased. From the past time to present, in case of study abroad, it was common for Asian people to go to Western countries for study. In contrast, there are more international students in Asian countries nowadays. Chinese student migrants were influenced by a diverse factor of Korean wave and Korean university's scholarships, and their choice depended on their interest.

Most of student migrating to Korea is a kind of short-term migration.

As the Korean wave got influencing power to Chinese people, preference to a specific culture or entertainers entice them to Korea. Those are the important reasons for Chinese student migrants to choose to study in Korea.

Nevertheless, their objective is not becoming long-term migration or adjustment to the receiving country. Most of the cases, student migration to Korea is the first step for their migration experience to get more experience as Korea is not their last

destination. After they got their student migrant life experience, they tend to go back to their home country and those advantages are good benefits for them to find better jobs in China, not Korea.

Song Youn jung examined the factor that influenced Chinese student migrants to Korea by bringing out the Push and Pull Theory, a focused group interview, and an in-depth interview with 6 Chinese student migrants.

The information has more benefits to the researcher's research. For instance, it shows different factors regarding Chinese students making decisions to study in Korea. Korea is not the first choice for some of them and it is not the last destination as well.

After some Chinese students spent their time studying in Korea, unfortunately they still decided to go back to China or another country. Thus, this might be an important turning point for Korea to develop some gap in Korean higher education.



Fadhila Hasby (2011) examine about the conjurers' life of Indonesian women and Korean men measured by the level of the marital satisfaction and cultural integration. The growing number of immigrants in Korea recently forced Korea to become a more multi-racial and multi-cultural society. Cross-cultural marriage is the main factor that makes Korea becomes a multi-ethnic and multi-racial society. However, in Korea, there are more problems related to cross-cultural marriage.

This research focused on marital satisfaction of cross-cultural marriage of Indonesian women and Korean men. The result showed that most respondents are satisfied with their marriage and they can integrate into the Korean society very well.

Due to her research, she also mentioned about integration of Indonesian women into Korean society and language is one factor that take to measure the level of integration. According to her result, she concludes that the ability to speak language of host society is important for integration. Therefore, related to this research, the researcher realizes about the important of language for foreigner to integrate into host society, so this research also examine the important of language for Southeast Asian student to integrate into Korean society. From the result, she mentions that if foreign brides have ability to speak Korean, so they can easily adjust to Korean life. For that reason, this research focuses on social integration of Southeast Asian in Seoul National University also the important to speak host language can help to integration.

Jin Hee Kim (2016) studied about Racism, Equity, and Quality of Education for International Students in South Korean Higher Education Institutes. The author aimed to understand equity issues of international students learning in Korean higher education institutions with interest in the point of racism based on international students' experience in South Korea. Moreover, the study discussed how

international students adjust their learning trajectory and how globalization has an impact on Korean higher education. The author use data via in-depth individual and focus group with six international students from four different universities in Seoul. The result shows that although the Korean government and higher education institutions have developed some policies to attract international students, internationalization has not been fulfilled in terms of participating with international students.

Jin hee kim's research benefits the researcher's own study. The author pointed out inequality and racism of education in Korean Universities. The researcher's own study aimed to explore the integration challenges that Southeast Asian students face when studying in Seoul National University and how important of a language that helps them to integrate into the Korean society. The researcher's own study focuses exclusively on Seoul National University because it is the best university in Korea and is full of international students.

According to related studies as mention above, the researcher realized that many researchers have focused on international students or East Asian students in Korean higher education. However, in this research, the researcher has decided to studies about Southeast Asian students in Korean higher education. This research focused on Southeast Asian students because nowadays there have large numbers of Southeast

Asian students in Korean higher education, Additionally Southeast Asian has different cultural from Korea if compare with East Asian countries.

According from Jason Cordier and Aye Mengistu Alemu hypothesis, they argue that students from the East Asian countries completely have satisfaction in their Korean life more than other international students while studying in Korean higher education. From their resources, they analyzed that students from East Asian countries have cultural similar with Korea, so with this reason students who came from East Asian countries satisfied their life in Korean higher education more than other international students because the cultural background.

This research studied about social integration of Southeast Asian students in Seoul National University, by using the social integration theory by Bosswick and Heckman (2006) to analyze the factors that enable foreign students to adapt to Korean society.

This research focuses on Southeast Asian students. According from Status of Foreign Students by Korean statistic information service, In 2018 Southeast Asian students is the second largest group among the international students studying in South Korea.

The number of Southeast Asian students is tend to increase due to the cultural influence of South Korea that has spread into almost Southeast Asian countries such as scholarships and international student exchange programs and K wave. For this reason, Southeast Asian countries have become South Korea's attractive and easily accessible market. Therefore, the researcher selected the sample group of Southeast Asian students as the sample in this research.

CHAPTER III

INTEGRATION OF SOUTHEAST ASIAN STUDENTS INTO SOCIETY

Over the years, South Korea is one of the interesting countries in Asia well-known among international students. With the aim to achieve the goal for becoming a world-class education hub, South Korean government develops education policy which is more effective. In pursuing the educational goal, South Korean government and domestic universities attempt to improve the education quality while supporting international students' adaptation in Korea.

Seoul has become a destination for international students to study because it is the location where the best three universities in Korea are situated. Almost 58% of international students attended South Korean universities around Seoul metropolitan area, followed by Chucheong province (13.8%), Busan, Ulsan and Gyeongsang (9.7%), Gangwon, Daegu, North Gyeongsang (9.5%), and Jeju and Jeolla (9.3%) (Kerrie Kennedy 2018). Seoul National University (SNU) is the top and ideal university in South Korea where most Korean and foreign students wish to have a chance to attend. SNU offers a world-class education and the abundance of extraordinary opportunities that only SNU can offer.

3.1 South Korean education policy: Study Korea 2020 Project

Study Korea 2020 Project' is a project under the government of President Park Geun Hye. This project was developed from the previous Study Korea Project that was implemented in 2004 which has lasted until 2012. The previous Study Korea Project was initiated by the Ministry of Education, Science & Technology (MEST).

This project aimed to push forward Korea to become the education hub of Northeast Asia while working to improve and promote Korea's image as a study-abroad destination (Ko Min-seok 2012)

Although the previous project can be seen as successful through the increasing number of foreign students, there is a few disadvantages. The problems include poor university conditions to accommodate foreign students due to a lack of basic infrastructure, insufficient scholarship programs, inadequate immigration controls and support systems including poor post management such as employment opportunities. Korean universities can be helpful when there are problems with the university system, but it seems insufficient when it comes to helping international students adapt to the Korean society. Normally, it is challenging for international students to assimilate to the Korea society and Korean education system. Furthermore, it was found that there are a language barrier and lack of support in job opportunities for international students who wish to work in Korea (Ko Min-seok 2012)

According to the recent version of the policies, the Study Korean Project 2020 has been changed from increasing only the quantity of students to increasing quantity of qualified students in order to reduce social problems caused by the previous policies

(Manipron Samart 2015). To achieve this end, the Government puts an effort to resolve the problems by focusing more on qualitative management. The Study Korean Project 2020 has been planned to promote the selection of quality foreign students instead of allowing the selection process to continue randomly.

There are main strategies under the Study Korea Project 2020.

South Korea governments acknowledged the increase of foreign students, and were greatly focusing on quality of students and provision of more employment opportunities for foreign students by providing recruitment expo, job-seeking events, and other programs.

The government's effort to decrease Korean students' outbound by improving the domestic education system such as constructing a world class research university and increasing the number of English classes and international schools. The government also focused on achievement of Global Education by providing more connections between Korean universities and foreign universities and promoting Korean language education both within Korea and overseas.

3.2 Background Information of Seoul National University

Historical Background

Seoul National University was established in October 1946 as a first national university, with nine colleges and one graduate school, with the support of Korean officials working at the Department of Education of the United States Army Military

Government in Korea. Nine Colleges covered the fields of the Liberal Arts and Sciences, Engineering, Agriculture, Law, Education, Commerce, Medicine, Fine Arts, and Dentistry. The purpose of establishing Seoul National University was to be the first national university, however, there were many students and professors who disagreed with the idea of opening a national university, leading to a campaign to oppose its establishment. Affected by the Korean War in 1950, the University had to evacuate and relocate to Busan. Korean War had then halted all the university's activities until September 1953 when SNU was re-opened again.

Until today, SNU still nourishes the same goal of creating the best national university and continues to set the standard of excellence. SNU aims to teach students to understand life through direct experiences, focusing on the development of personal growth. At the same time, it is dedicated to preparing students to work and survive with their spirit in high competitive global environment. (Seoul National University 2016)

3.2.1 The meaning of Seoul National University symbols.

Figure 3: Seoul National University symbols.



Source: (Seoul National University 2019)

Truth is My Light

The SNU symbol has a laurel intertwined with a crossed pen and torch standing behind an open book and a shield. And on the open pages of the book, the motto announces 'Veritas Lux Mea', Latin for 'Truth is my light'. The pen and torch symbolize the university's determination to enlighten and instruct the nation through education and research. The shield is the symbol of the university's will to retain its commitment, together with the laurel symbolizing the honor of it.

Figure 4: A key to the Truth



Source: (Seoul National University 2019)

A Key to the Truth

This movement is the main gate of Seoul National University. The appearance of this main gate resembles the shape of a key, which signifies the key to truth, and, hence, the university's motto. The SNU main gate has been the most well-known monument, which makes Seoul National University unique ever since the first day that University had moved to its current location in Gwanak in 1975.

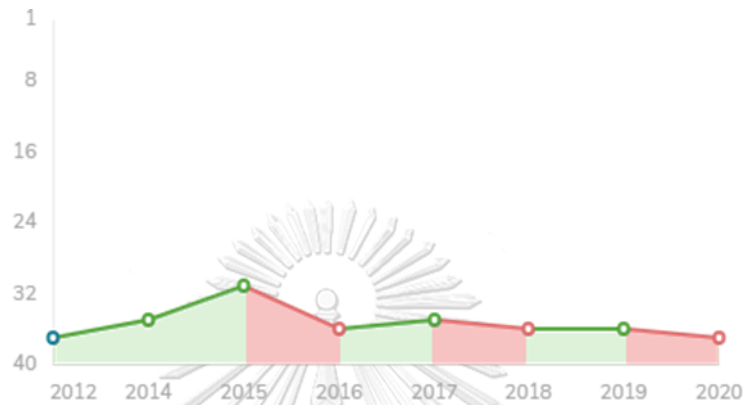
This designed from the first consonants of the Korean name of Seoul National University, 'ㄱ', 'ㅅ', 'ㄷ' from 국립 서울 대학교.

Overview

This movement is the main gate of Seoul National University. The appearance of this main gate resembles the shape of a key, which signifies the key to truth, and, hence, the university's motto. The SNU main gate has been the most well-known

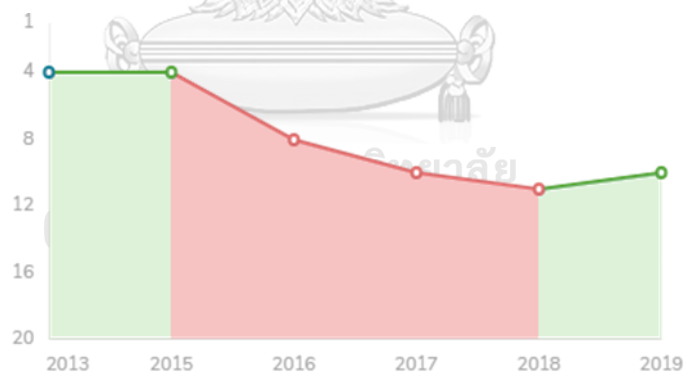
monument, which makes Seoul National University unique ever since the first day that University had moved to its current location in Gwanak in 1975.

Figure 5: QS World University Rankings:



Source: (QS Top Universities 2019)

Figure 6: Asian University Rankings:



Source: (QS Top Universities 2019)

The main campus (Gwanak Campus) is located in Gwanak-gu. It's the largest campus area where most of colleges and school are situated. Nowadays, Seoul national university has fifteen Colleges, one Graduate School, and eleven Professional Schools.

The University has three campuses; the first one is Gwanak campus, Yeongeon campus where the medical school and university's hospital are based, and the new campus found on June 12th 2004 under the name of 'SNU Pyeong Chang Campus' in Gangwon province. This new campus is established for the research complex for green-bio science technology. It is also where the Graduate School of International Agricultural Technology is installed. In 2018, South Korea hosted Winter Olympics game for the first time. Pyeongchang was selected as the host city for this event. Thus, it was opportune for SNU Pyeong Chang campus to participate in this winter Olympic game by providing facilities, the Olympic volunteers, and personnel for the event. In return, the Olympics Committee ensured that faculty members and students of the SNU Pyeongchang campus that they would be given priority in the process of selecting volunteers. SNU has a student enrolment of 28,102 students in 2018.

The result is combination of 16,511 undergraduate students, 7,822 students in Master's Program and 3,709 in Doctoral Program. Currently, there are 350,000 SNU alumni who play a significant role in every part of South Korean society.

Table 1 Number of Seoul National Students.

Seoul National Students	Enrolled Students	International Exchange Students	Students in Language Training Programs
Undergraduate Students	16,511	290	Korean Language Program.
Graduate Students in Master's Program	7,882	84	
Graduate Students in Doctoral Program	3,709	14	
Total.	28,102	388	3,807

Source: (Seoul National University 2016)

Figure 7: Colleges & Schools

Undergraduates program	Graduate program	Professional Graduate school
<ul style="list-style-type: none"> •15 Colleges with 83 Departments •Humanities, Social Sciences, Natural Sciences, Agriculture and Life Sciences, Business Administration, Education, Engineering, Fine Arts, Human Ecology, Liberal Studies, Medicine, Music, Nursing, Pharmacy, Veterinary Medicine 	<ul style="list-style-type: none"> •1 Graduate School with 106 Programs •Master's Program: 72 Departments and 31 Interdisciplinary Programs •Doctoral Program: 74 Departments and 32 Interdisciplinary Programs 	<ul style="list-style-type: none"> •Business, Environmental Studies, Convergence Science and Technology, Dentistry, Engineering Practice, International Agriculture Technology, International Studies, Law, Medicine, Public Administration, Public Health

Source: (Seoul National University 2016)

When SNU was first conceived, there were only 9 colleges. In 2018, there were 15 colleges and 11 professional schools being established. SNU does not provide full-

scale English program in undergraduate level, but there are over 800 classes that are taught in English. The College of Business Administration and the College of Engineering provide more than 20% of their courses in English. Even though there is no subject that was taught completely English in undergraduate degrees, there is one institution where the lessons are taught exclusively in English. The Graduate School of International Studies runs all its courses in English, except Korean Studies courses.

Table 2 English Taught Course 2019 (2nd Semester)

Number of English courses in SNU		
Colleges	Undergraduate	Graduate
1. College of Humanities	149	8
2. College of Social Sciences	10	18
3. College of Natural Sciences	25	33
4. College of Agriculture & Life Sciences	17	42
5. College of Business Administration	16	7
6. College of Education	21	21
7. College of Engineering	70	114
8. College of Fine Arts	1	0
9. College of Liberal Studies	1	0
10. College of Human Ecology	4	5
11. College of Medicine	0	6
12. College of Music	7	1
13. College of Nursing	1	6

14. College of Pharmacy	0	1
15. College of Veterinary Medicine	1	10
Professional Graduate Schools	Graduate	
Graduate School of Public Health	7	
Graduate School of Public Administration	12	
Graduate School of Environmental Studies	18	
Graduate School of International Studies	45	
Graduate School of Convergence Science Technology	32	
Graduate School of International Agriculture Technology	60	
Graduate School of Engineering Practice	0	
Graduate School of Data Science	0	
School of Dentistry	0	
School of Law	6	
School of Medicine	0	

Source: (Seoul National University 2019) มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

SNU is still working on providing more English-taught courses to support international students while endeavoring to increase the number of international faculties. This strategy to increase more English-taught courses and more of international faculties is beneficial for SNU in terms of the university's world ranking; the higher ranking will bring the reputation the university and more international students will be attracted to it.

In 2018, the total number of international students enrolled in the courses in Korea was 160,670, according to the data released by Korean Statistic Information Service. Among the total number of international students, 102,689 enrolled in higher education degree programs. The other 57,981 enrolled in non-degree programs. The increase of international students in 2018 was a good sign that South Korea nearly achieved its goal of hosting 200,000 students by 2020.

Table 3 Status of Foreign Students by Student visa to Korea (per Country) in 2018

Country	Total
China	68,112
Korean-Chinese	881
Vietnam	45,143
Uzbekistan	7,840
Japan	2,676
Philippines	659
Indonesia	1,520
Germany	655
United Kingdom	241
Russia	873
United States	1,210
Singapore	342
India	1,411

Hongkong	702
Cambodia	408
Mongolia	8,650
Taiwan	1,354
Nepal	1,636
Kazakhstan	947
Myanmar	790
Bangladesh	1,206
Pakistan	1,720
Malaysia	1,075
Thailand	623
France	956
Brunei	43
Laos	105
Other	8,892
Total	160,670

Source: (Ministry of Justice Statistics of Arrivals and Departures 2018)

As seen in Table 3, the largest number of students coming to Korea came from China, which accounted for 68,112, followed by Vietnam at 45,143, Mongolia at 8,650 and Uzbekistan at 7,840. Table 3 illustrates that students from Southeast Asia constitute the large proportion in Korean Higher Education.

Table 4 Status of Southeast Asian Students by Student visa to Korea (per Country) in 2018

Country	Total
Vietnam	45,143
Philippines	659
Singapore	342
Cambodia	408
Myanmar	790
Malaysia	1,075
Thailand	623
Brunei	43
Laos	105
Indonesia	1,520
TOTAL	50,708

Source: (Ministry of Justice Statistics of Arrivals and Departures 2018)

Table 4 shows a significant number of students coming from Vietnam, which is the largest group, only second to the students from China. Vietnamese students are the largest group from Southeast Asia, followed by students from Indonesia, Malaysia, The Philippines, Myanmar, Thailand, Singapore, Laos, and Brunei, respectively. Southeast Asian cultures are geographically and religiously diverse and appear notably different from that of Korea. Korea is known as a homogeneous country, which is believed to contain a single pure race.

Therefore, this research focuses on social integration of Southeast Asian students in Seoul National University as almost 58% of international students are based in Seoul. Moreover, SNU is one of the most internationalized universities in Asia and is one of the top universities in South Korea. (SNU PR Office: Online)

3.3 Area studies

Graduate School of international Studies (GSIS)

The purpose of GSIS is to educate and produce global specialists. This commitment has never changed and the development has been ongoing since its establishment in 1997. SNU GSIS succeeded in becoming one of the best graduate schools of international studies in Northeast Asia. GSIS is open for everybody. Even though the interested students have no knowledge about Korean language, they can come to study at GSIS because every course in GSIS is fully taught in English, except Korean studies courses. With this vision, GSIS is determined to become one of the world's leading graduate schools of international studies and to educate students to become individuals who "think globally and act regionally." True to its motto, "think globally, act regionally," GSIS programs aimed to prepare its students to open their mind for different things in globalization through its integrated multi-disciplinary approach that incorporates both the theory and practice. GSIS has more than 1,000 alumni from more than 40 countries.

In 2018, the number of students who enrolled at GSIS was 166 Korean Students and 143 international students from 48 countries. Another big step of GSIS is to provide vast opportunities for students to perceive global experience in the future by offering double-degree programs with the School of International Studies at Peking University in China and the Graduate School of Public Policy at the University of Tokyo in Japan, as short-term intensive programs abroad. GSIS also provided the two-year master's degree. The curriculum has four major divisions of study: International Commerce, International Cooperation, International Area Studies, and Korean Studies. All courses are mainly conducted in English, with some selective classes in Korean, Japanese, and Chinese, depending on the nature of the majors. To support the students to have broadened perspective, the academics at GSIS are divided into the core curriculum and electives, where the core curriculum helps to develop deep skills in the major program. GSIS also has the specific major called 'Korean studies' for students interested in Korean history, culture, society and economy. Students in this major will study a wide range of topics about Korea such as Korean history and society from Pre-modern to the present time; as well as Korean politics from the past until now. Apart from being the source of knowledge and expertise, GSIS SNU relentlessly promotes mutual understanding, peace, and prosperity both regionally and globally. (Seoul National University - Graduate School of International Studies 2019).

Korean Language Education center (KLEC).

“The Korean Language Education Center integrates all language skills and emphasizes the development of practical language abilities through a rich assortment of learning-engaged activities” (Language Education Institute 2016).

Korean Language Education Center was established in 1969, with an aim to teach Korean language and Korean culture to international students and Koreans overseas who are interested in learning Korean language as a second language or foreign language, so that they can communicate fluently or have a good command of Korean. Even though Korean language is essential for living in Korea, the KLEC realizes that the culture is also important. Moreover, the KLEC provides students with various opportunities to experience and learn about the Korean culture more profoundly. The KLEC also concerns about international students’ life in Korea, and, hence, the “KLEC Buddy Program” is offered. The objective of this program is to help international students to adjust their living in Korea while improving their Korean language by connecting a SNU student or a student in the Teacher Training Program of Korean Language with an international student registered in KLEC.

Korean language Regular Program at KLEC.

The Korean Language & Culture Program (KLCP) is designed to improve international students’ thorough Korean conversation skills. KLCP offers intensive Korean language

trainings to international students who wish to enter Korean universities and to others who want to work in Korea or work in the field that is related to Korean language. The KLCP provides the regular program all year round with four sessions: spring, summer, fall and winter. Students can choose the period they want to study. Students are divided from level 1 to 6 based on their skills of Korean language. For students who have completed level 6, they can study in the advanced academic class that is designed to cultivate students to acquire advanced Korean language skills in professional areas (Language Education Institute Seoul National University 2019).

Korean Language proficiency.

Korea is a country that has their own language, so it is important for foreigners who desire to live there to have the ability to speak Korean language. Although, nowadays, there are some Korean people who understand English language, especially in the city like Seoul, in order to integrate into the society, it would be better if non-Korean people can speak the host's language. (Hartmut Esser 2006) emphasized that to receive social acceptance and social connection along with access to education, central institutions and income, it relies on foreigners' linguistic skills in the national language. These linguistic skills are necessary for integrating and being associated with the society. In such an environment as university, the educational systems seem to be more internationalized and widely open for

foreigners, with many Korean young students who are able to understand English language. However, there are still some international students who are struggling to access Korean university society because of the language barrier. As the ideology of homogeneity remains strong in the Korean society, effort to learn Korean language will be the way help international students to obtain more benefits and insight of the host culture (Barrett Maria Ida 2004). The Korean Government also realized this challenge and, therefore, has required the certificate of English or Korean language skills from international students. For international students who want to study in Korea for a regular degree course, they need to have the certificate of Korean language (TOPIK) in level 3 or higher and the TOPIK Level 4 or higher for graduation. However, if they would like to study in the courses taught in English, they have to accordingly submit the certificate of English proficiency (such as TOEFL). In that case, there is no need to show the TOPIK test result or TOPIK Level 4 or higher (National Institute for International Education (NIIED), 2017). The Korean language skills of foreigners signify the level in which they can mix in the Korean society. This research will examine how language becomes an important factor for the integration in the case of Southeast Asian students in Seoul National University. The aspects of their Korean language ability will be examined: Korean language skills and the language they use to communicate with Korean friends and International friends. The skill level is measured as "fluent", "moderate", and "limited".

Test of Proficiency in Korean (TOPIK)

TOPIK is managed by the National Institute for International Education (국립국제교육원, NIIED) (Wikipedia 2019). TOPIK, Test of Proficiency in Korean, is a Korean language test to measure the Korean language skills of non-native speakers. TOPIK test is for international students who wish to study in Korean universities and for people who want to work in Korean companies around the world. The TOPIK test measures proficiency in reading, writing, and listening (TOPIKGUIDE 2019). The test consists of two levels – TOPIK-I and TOPIK-II. TOPIK I is a beginner level with two sublevels – 1 & 2 and TOPIK-II is Intermediate-Advanced level that has 4 sublevels – 3, 4, 5 & 6.

Level Descriptions of Seoul National University Korean Language Education Center (KLEC).

จุฬาลงกรณ์มหาวิทยาลัย
Table 5 Korean language Level at KLEC.

Regular program			
Beginner	Intermediate	Advanced	Advanced Academic Class
Level 1/Level 2	Level 3/Level 4	Level 5/Level 6	Over Level 6

Source: (Language Education Institute 2016)

Korean Language Education center (KLEC) divided the Korean language skills of international students into 6 levels as follows:

Level 1

Students who do not know Korean language even basic conversation. They will learn how to manage everyday situations in Korea.

Level 2

Students who are given over 200 hours of Korean language instruction or those with a corresponding level of Korean proficiency acquire the conversation skills necessary for every day.

Level 3

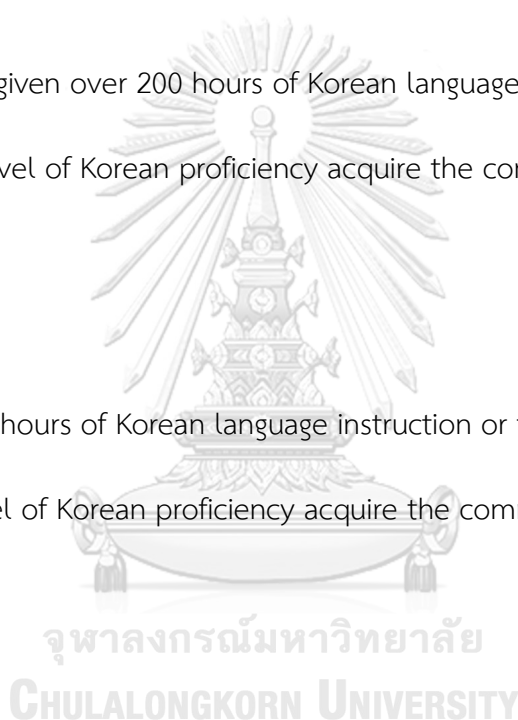
Students with 400 hours of Korean language instruction or those with a corresponding level of Korean proficiency acquire the communication skills necessary for everyday life.

Level 4

Students who study over 600 hours of Korean language or those with a corresponding level of Korean proficiency acquire the communication skills needed to carry out various social activities. Experiencing traditional Korean culture is an important component of this class.

Level 5

Students who study over 800 hours of Korean language or those with a corresponding level of Korean proficiency acquire communication skills needed to



perfectly handle daily situations. At this level, students expand their knowledge of Korean history and culture.

Cultural Activities for KLEC students.

Students have various cultural opportunities as follows depending on their levels.

Students who study Level 1 can attend to the tea ceremony demonstration and traditional folk song activities.

Students drink traditional Korean tea at “Dahyangmandang,” a traditional teahouse, and learn the tea ceremony and traditional folk songs.

Students who study Level 2 can attend the Korean traditional percussion quartet (Samulnori) activity.

Students visit the National Center for Korean Traditional Performing Arts and learn the Korean traditional percussion quartet, a type of Korean traditional music.

Students who study Level 3 can attend Korean paper art activity.

Korean paper art is a type of traditional art that artists dye mineral dyes on Korean paper to make patterns. Students learn Korean paper art at either Language Education Institute or the National Folk Museum of Korea.

Students who study Level 4 can attend Korean dishes activity.

Students learn how to cook representative Korean dishes such as Bulgogi and Bibimbap.

Students who study Level 5 can join a field trip to the DMZ.

Students experience the tragic division of the Korean peninsula and North-South relations.

3.4 International students' service.

The Office of International Affairs (OIA)

Seoul University remains constant in developing and promoting its international programs and initiatives under management of The Office of International Affairs (OIA). The duty of OIA is to serve as SNU headquarter to manage the entire operation, for example, the Strategic Planning & International Cooperation Team organizes institutional visits and collaborative programs, hosting international conferences and forums, and managing scholarships for international students. The OIA always improves their system and increases the number of OIA staff to make sure they can provide effective services and care for all students. The OIA has four teams. Each team has different duties: 1) Planning and Coordination is for planning and organizing international conferences, international visitor protocol affairs, and overseas business trips. 2) International Exchange and Education Team is to handle

with the management of the issues on planning and coordinating international Exchange/Visiting programs and running the SNU Buddy Program. 3) International Office is the center of important information for international students such as international faculties, visa, pre-arrival/settling-in information, and university life. And 4) Administration & Finance Team is responsible for the management of official documents, scholarships, international housing, human resources and statistics on international students. The OIA's vision is to improve SNU community to have more international atmosphere through openness for diversity. The OIA maintains the good relationship with international inter-university partnerships, academic exchanges, and uniquely multicultural SNU community.

The OIA provides both planning and administrative supports for international partnerships, exchange programs, and international SNU community building.

The OIA believes that when students receive international and global experiences through study abroad programs and international SNU community, that opportunity will guide them towards new life experiences beyond what they were accustomed to, enabling them to deal with things differently while discovering their creativity necessary for the new era of the 4th Industrial Revolution. The OIA hopes to foster an open and diverse international SNU community, with all the SNU stakeholders not only maintaining their already-strong international programs, but also developing new and exciting programs. The OIA is willing to help international students and always

open to international students looking for assistance so they can comfortably blend in the new lifestyle in SNU and Korea (The Office of International Affairs (OIA) 2018)

3.4.1 SNU International Student Association (SISA)

SISA is under the control of the Office of International Affairs (OIA), and functions in cooperation with the Student Union of SNU. SISA was found in March 2007, with the purpose to represent the international student body at Seoul National University (SNU). SISA's role is to help international students to settle in the SNU society while maintaining communicating with them and resolve their problems related to academic, administrative issues as well as misunderstandings that may occur because of cultural differences. SISA is also concerned with the issue of social integration, with which the international students are facing in the process of familiarizing with new culture and study environment in SNU. To achieve that goal, SISA organizes many events to bring international students together and support them to associate with one another. SISA also provides other valuable information that may be helpful for the students who are in the process of integration. Finally, SISA also participates in various social events by cooperating with NGOs and social entrepreneurs, bridging the international community with Korean society.

Figure 8: SNU International students Association (SISA)



Source: (SNU International students Association ,2019)

3.5 Seoul National University welcomes international students:

About one out of ten students in Seoul National University comes from other countries around the world either to pursue a degree or to study for short period. To welcome diversity on campus, SNU has various courses in English and offers exceptionally organized Korean language training programs. SNU is open for undergraduates, graduate students, and researchers from all around the world to join this premier institution for higher education. As an academic hub of Asia, SNU offers world-class education and extraordinary opportunities in having life experience in South Korea.

As SNU is heading towards the position of a truly global university, there will be a greater emphasis on diversity and international community on campus than ever

before. SNU has academic exchange agreements with around 860 universities and research institutes worldwide while continuing to promote international collaborations. In addition, dual degree programs are also offered in association with other prestigious universities.

The International Summer Institute provides a short-term program of unprecedented depth and scale. Currently, there are more than 2,000 students and visiting scholars from over 50 countries on the campus. SNU also has the Office of International Affairs to support international students and to provide various scholarships to international students. It has been planned to increase financial support in the near future. There are over 800 classes taught in English in SNU (The Office of International Affairs (OIA) 2018).

3.5.1 A variety of scholarship for international students:

Seoul National University supports future leaders of the global community.

SNU always welcomes and supports students from around the world. In particular, SNU has special invitations, especially for students from developing countries who want to learn and discover inspiration in South Korea's phenomenal development.

The SNU community plays a huge role in Korea's economic development and democratization, which turns the once poorest country in the world into one of the

world's largest economies. SNU cordially shares its experience and knowledge with those who need them the most.

A Few Examples of Scholarships Offered to Foreign Students

- SNU President Fellowship for faculties from developing countries who want to pursue doctoral degrees
- SNU Global Scholarship for 160 undergraduate and graduate international students
- GSFS for excellent foreign graduate students from East, Southeast, and Central Asia
- Glo-Harmony Scholarship for students from countries on the DAC list of ODA recipients
- Silk-Road Scholarship for graduate students majoring in the humanities and social sciences
- Overseas Koreans Scholarship for overseas Koreans who want to pursue degree programs

Asian Universities Network Scholarship (AUNS) is awarded to graduate students who received admission from SNU and must be recommended by Yanbian University prior to their application to the scholarship.

Korean War Memorial Foundation Scholarship

This scholarship is awarded to the direct descendent of international Korean War veterans who apply to study undergraduate or graduate programs in Korea and are recommended by the Korean War Memorial Foundation.

Korean Government Scholarship Program (KGSP)

The Ministry of Education offers a scholarship program for international students from countries that have concluded a bilateral cultural agreement with Korea. Foreign scholarship students are actively making contributions throughout the world in numerous fields such as education, diplomacy and enterprise (The Office of International Affairs (OIA) 2018).

3.5.2 INTERNATIONAL SUMMER INSTITUTE (ISI)

Seoul National University provided a unique summer program for international students to have an experience at SNU's academic life for five weeks.

International students will study in-depth courses in English taught by distinguished SNU's professors on a wide range of topics from East Asian and Korean studies to the natural science. Moreover, this program offers international students learning Korean language and culture and some field trips for international students to know more about Korea in every aspect.

Not only knowledge about South Korea that international students will receive, they will also have a wide variety of experiences including good connection with people from different cultures around the world. With over 500 students from all over the world participating in this program each year, most of the students will stay together in the accommodations arranged by SNU ISI. After international students finished this program, the credits they earned from the program can be transferred to their home institution upon pre-approval (International Summer Program (SNU ISP) Office of International Affairs 2014).

3.5.3 Exchange/Visiting Programs

The first university partner that SNU has a student exchange agreement with is the University of Tokyo in 1995. After that, SNU has signed more than 800 academic exchange agreements with institutions all around the world. The examples of SNU's partnerships are UCLA, The University of Oxford, The National University of Singapore, Taiwan University, Chulalongkorn University, Cornell University, and University of Edinburgh. This program is provided for international students in SNU's partner universities who prefer to study at SNU for one or two semesters. The credits can be transferred to their home institution. To become an exchange student, candidates must be officially nominated by their home institution and pay the tuition fee at their home institution. After all, before registration as an exchange student, candidates must be officially nominated by their home institution and pay the tuition

fee to their home institution, not to SNU. On-campus housing is provided for exchange students and fees for taking Korean language courses will be supported (The Office of International Affairs (OIA) 2020).

3.5.4 Visiting Programs

The difference between the Exchange Program and Visiting Program is that the Visiting Program is offered to students who are from non-partnering universities but wish to study at SNU for one or two semesters. Thus, students have to pay the tuition fee at SNU directly and when the program finished, they have to request for a credit to transfer to their home institution. On-campus housing is not available for visiting students, and there is no financial support for taking the Korean language program (The Office of International Affairs (OIA) 2020).

3.5.5 Student Activities

- SNU Buddy Program

SNU Buddy was established to help international exchange and visiting students to adjust in the Korean society. This program will help international students to establish a true friendship through ways of communication. Students will have a chance to participate in the prepared activities together with SNU domestic students during their stay (Language Education Institute 2020).

3.5.6 Student Club

SNU offers a variety of student activities and sports clubs for all students. Student clubs include musical bands, choir, orchestra, dance, painting, photography, student newspaper, traditional Korean music, travel clubs and SNU International Students Association. Sports clubs are available in fencing, golf, basketball, rugby, scuba-diving, snowboard, skiing, horse riding, baseball, yacht, judo, kendo, soccer, taekwondo, tennis, etc (SNU Gwanak Residence Halls 2020).

3.6 Student Housing

On-Campus Housing is known for being cost-effective and the process required for renting is not complicated. Moreover, it is a safe place for living preferred by so many students. Due to this reason, it is known that SNU always has good quality in providing housing for their students, especially international students. The dormitory's capacity at the main Gwanak campus is sufficient for over 5,000 students, so international students do not usually experience problems with SNU housing at SNU. SNU housing has a unique society with their policy to create global and multi-cultural living environment. SNU mixed both international students and Korean students together in order to support multicultural experience. This experience can be found in its global and multi-cultural living environment in which

the students are from 80 countries and their nationalities are diverse. Good living environment can be a resource of international networking.

Gwanak-sa is the name of the dormitory located at the SNU main campus in Gwanak and it is very close to the back gate of the campus.

Gwanak-sa Undergraduate House has 1,215 double rooms only for double occupancy. It is housing 1,063 female and 1,366 male undergraduate students.

Gwanak-sa Graduate House has 545 single rooms and 901 double rooms for 2,347 graduate students.

Gwanak-sa Family House is for married graduate students who want to live with their family. It has 200 units of two room apartments.

The Gwanak-sa Houses has no curfew and opens 24 hours. It comes with furniture.

Undergraduate house and Graduate house have their own cafeterias which can host most of the dorm students. They also offer a lot of facilities such as a fitness center, laundry rooms, and a concert hall, etc (SNU Gwanak Residence Halls 2020).

BK International House

BK International House is for international researchers and faculty members as Gwanak-sa is only for international and local students. BK International House has 316 one-bedroom units and 74 two-bedrooms. In the family room, there are two

bedrooms, a living room (also used as a kitchen) and a bathroom included. All households have essential furniture such as a table, bed, wardrobe, and desk; and other necessities such as a gas stove, refrigerator and washing machine.

Dormitories of Medical Campus in Yeongeon.

Wangyong-sa and Hamchoon-sa, are for students of College of Medicine, which houses about 160 students. Hamchoon-sa is for third- and fourth-year students of College of Nursing.

3.6.1 SNU dormitory's community.

An important goal of Gwanaksa is to encourage students to have internationalized vision and improve their communication skills within their community, in addition to achieving academic knowledge. Gwanaksa supports its multi-cultural living environment by running a variety of cultural activities and events for international students and Korean students to share their cultures and communicate with each other. This community also provides places where students can share their ideas and forum to create cooperative interaction and social communication. These are some cultural events took place in Gwanak housing:

Global Culture Festival week

This event first started in the year 2010. The students are hosting this event once a year. The concept of this event is to present different cultural features from

international students who stay at Gwanaksa. International students will prepare wonderful events to display their own culture and these are the chances for International students and Korean students to socialize with each other.

Figure 9: Global Culture Festival week



Source: (SNU Gwanak Residence Halls 2013)

Gwanaksa regular music concert.

Gwanaksa hosts ‘Gwanaksa Regular Music Concerts’ to provide opportunities for all students to appreciate different cultures through music. This event will be held twice a year. The concerts are open for all residents both of international students and Korean students to show their musical skills and talents.

Figure 10: Gwanaksa regular music concert.



Source: (SNU Gwanak Residence Halls 2013)

Dormitory club.

There are now 8 official clubs approved by the dormitory, which include Table Tennis Club, Hansori, Sori-NuKim, Soccer Club, and Baseball Club, BoGus, ISO, and Christian gathering (SNU DORCH). All the clubs are established by students who willingly gather for an activity that has a positive impact on the dormitory.

International Student Organization (ISO)

ISO is catered for students from different countries and cultural backgrounds. The aim of this club is to help international students to integrate with Korean students, and with the University life, and to guide international students for adaptation in Korean culture. As an official organization, ISO fully focuses on the educational, cultural, and social aspects of the university life in order to bridge the International

students with Korean students through various programs (SNU Gwanak Residence Halls 2013).

After all the information concerning foreign student supports from the Korean government and teaching support that is conducive to international students of Seoul University being collected, the researcher concluded that:

Study Korea 2020 is an effective program that helps increase the number of foreign students to study in South Korea.

Study Korea 2020 is under the management of President Park Geun-hye's administration. The government officially announced the plans to propel the Study Korea 2020 project, with the aims to boost Korea as the hub of education in Asia and to attract 200,000 foreign students to Korea by 2020. This project was developed from the previous Study Korea project in 2004, which intended to achieve the number of 50,000 foreign students. It was, then, planned that the number of foreign students shall reach 100,000 by 2012. Although it seems that the old project has succeeded in increasing the number of foreign students, the percentage of increasing number in 2008 until 2010 has dropped due to the system that was not supportive for foreign students as evidenced in the universities in Korea and even the Korean government. These shortcomings were also found in other forms such as insufficient scholarships for foreign students and scarce employment opportunities for foreign students in South Korea.

The study Korea 2020 project has been improved from the previous version. The improvements made are the better quality of Higher Education and widened opportunities for scholarship for international students. The government also extends the overseas development assistance for developing countries to attract foreign students to South Korea while promoting “educational programs in Korea” through Korean cultural centers around the world.

South Korea government expects to receive positive results from the efforts made to attract international students. Those positive results were the development of human resources in foreign countries and generously assistance to the foreign leaders who are friendly to South Korea.

As a national university and a public university, the Seoul National University has responded to the government's policy to help international students. Seoul University has offered more than 18 scholarships as well as a variety of educational programs for international students, such as:

International summer institute (ISI)

Seoul University established a summer program for international students so they can have the opportunity to study at Seoul University for five weeks. All courses are taught in English. In addition, the program allows students to study Korean language

and Korean culture at the Language Institute, with field trips organized for the students.

Exchange/Visiting Programs

Seoul University first entered into an agreement on exchanging students with foreign universities, namely, University of Tokyo in 1995, after which it has signed agreements accommodating exchanged students from more than 800 institutes. This program was organized for international students enrolled in the universities affiliated with Seoul University so that those international students who intended to study at Seoul University for one to two semesters can transfer their credits to the institution in their country. In order to become an exchange student, applicants must first be officially nominated by a university in their country. They will have to pay the tuition fee to the educational institution in their country, not to the Seoul University. Accommodation and exception of tuition fees for studying Korean language will then be provided for those exchanged students by Seoul University.

For Bachelor Degrees, Seoul University has not yet offered a full-scale of English teaching for all curriculums. Yet, in each curriculum and faculty, there are courses that are delivered in English. The university has set up the goal and has planned for adding more courses that are taught in English to facilitate more foreign students. In the Graduate School, however, there are colleges in which English is fully used for teaching and learning of all courses.

GSIS is a graduate school which employs full-scale English teaching.

There is a two-year master's degree program in international studies. This program is divided into four main departments: International Trade, International Cooperation, International Space Studies, and Korean Studies. Most courses are conducted in English, with classes of supplementary languages of Korean, Japanese and Chinese, depending on the relevance of the field of study.

The doctoral level is designed for scholars who want to upgrade their knowledge and research in international education and related fields. This program investigates more profoundly and specifically in the areas of international cooperation, international trade, and international education.

In addition, Seoul University also has its own Korean language institute for foreign students who are interested in Korean language and Korean culture. There are a great number of foreign students enrolled at this institution. The Korean Language Institute at Seoul University does not only provide knowledge of Korean language, but also teaches Korean culture, where foreign students may participate in various cultural activities.

Seoul University is considered to be one of the top universities in South Korea, where students from all over the world are interested in having education

opportunity. Therefore, it is necessary for the university to achieve the most efficient management of international student services.

Office of International Affairs (OIA)

Seoul University remains consistent in developing and promoting international programs and initiatives under the supervision of the International Affairs Office (OIA).

The main mechanism of OIA is SNU, which has a headquarters to manage all operations, such as the international strategic planning and international cooperation team, managing institutional visits and cooperation programs for organizing international conferences, and overseeing the scholarships for international students.

OIA constantly improves their systems and increases the number of OIA staff to ensure they can provide good service and care for all students.

Seoul University provides SISA SNU, which is a club dedicated to international students, with the objective to represent foreign students in Seoul National University (SNU). Established to assist foreign students in terms of social integration and self-adjustment to Korean culture, SISA organizes numerous activities to bring international students together and help them connect with one another to expand their social network.

Seoul National University continues to work to provide activities, English courses, and good service to support international students. A success of Seoul National University

in supporting international students attracts many international students to the university. Furthermore, from Table 4, there are significant numbers of Southeast Asian students coming to South Korea, and this phenomenon has inspired this research to focus on Southeast Asian students at Seoul National University..

3.7 Southeast Asian Students Language proficiency

A group of Southeast Asian students: name, gender, nationality, study levels, duration of stay and Korean fluency.

Table 6 Background Details of Participants.

Name	Gender	Nationality	Education level	Duration of Stay	Korean fluency
1. A	Male	Indonesia	Korean language program student	1 year	Fluent
2. B	Female	Indonesia	Korean language program student	2 years	Fluent
3. C	Male	Thai	Korean language program student	1 year	Fluent
4. D	Female	Thai	Korean language program student	3 years	Beginner
5. E	Female	Thai	Master's degree	1 year	Moderate
6. F	Female	Thai	Master's degree	2 years	Beginner

7. Z	Female	Thai	Master's degree	3 years	Moderate
8. H	Female	Thai	Master's degree	5 years	Fluent
9. I	Female	Vietnam	Master's degree	2 years	Moderate
10. J	Male	Thai	Master's degree	3 years	Fluent
11. K	Female	Thai	Master's degree	2 years	Fluent
12. L	Female	Malaysia	Master's degree	2 years	Beginner
13. M	Female	Thai	Bachelor's degree	3 years	Fluent
14. N	Male	Indonesia	Bachelor's degree	1 year	Moderate
15. O	Female	Thai	Bachelor's degree	3 years	Fluent
16. P	Male	Thai	Doctoral Degree(PhD)	2 years	Moderate
17. Q	Female	Indonesia	Doctoral Degree(PhD)	7 years	Fluent
18. R	Female	Indonesia	Master's degree	2 years	Moderate
19. S	Female	Indonesia	Bachelor's degree	1 years	Beginner
20. T	Female	Indonesia	Master's degree	2 years	Beginner

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CHULALONGKORN UNIVERSITY

According to the demographic data, the researcher asked the participants all the questions and obtained some information from the interviewees to help understand the integration challenges that Southeast Asian students are facing when studying at Seoul National University and how language skills are helpful for them to integrate.

Table 7 Gender of Key informants

Gender	Numbers	Percentage (%)
Female	15	75%
Male	5	25%

The interviewees were also asked about their gender. The reason behind this question was to find how gender has an effect on integration. There are only 5 key informants (25%) of this research were male. On the other hand, most of the key informants in this research were female (15 people, 75%). After gathering information from interviewee, gender did not have an effect on integration.

Table 8 Nationality of Key informants

Nationality	Numbers	Percentage (%)
Thai	11	55%
Indonesia	7	35%
Malaysia	1	5%
Vietnam	1	5%

The researcher also asked about interviewee's nationalities to find out which countries in Southeast Asian that interviewees came from. From Table 8, 11 key informants (55%) came from Thailand and 7 (35%) Key informants came from Indonesia. One (5%) key informant came from Malaysia and the other (5%) came from Vietnam.

Table 9 Education Level of Key informants.

Study Level	Numbers	Percentages (%)
Bachelor's degree	4	20%
Master's degree	10	50%
Doctoral Degree(PhD)	2	10%
Korean language program student	4	20%
Total	20	100%

From table 9, there are 4 interviewees in the bachelor's degree (20%) and 10 interviewees who study in the master's degree (50%). Four interviewees (20%) studied in the Korean language program and only 2 people (10%) were doctoral degree students.

Table 10 Key informants' Korean Language proficiency

Proficiency Level	Numbers	Percentages (%)
Fluent	9	45%
Moderate	6	30%
Beginner	5	25%
Total	20	100%

Korean language proficiency.

Language is an important key that makes the interaction and communication possible. As discussed in Chapter II, immigrants can have their rights or position in the host society only when they can communicate and have knowledge in the host society's culture. According to the demographic data, about 45% (9 out of 20) of the

key informants rated their Korean language skills as “Fluent” while 30% (6 out of 20) rated their Korean language skills as “Moderate”. About 25% (5 out of 20) of key informants rated their Korean language skills as “Beginner”. The key informants who rated their Korean language skills as “Fluent” admitted that the ability to communicate in host country language is crucial as that facilitates the integration process. Also, the understanding of host society’s culture can help develop their integration process. Even though certain key informants rated their Korean language skills as “Beginner”, it was found that they still had some basic skill of Korean language. All of the informants agreed that good command of Korean language helped them significantly in assimilating with the Korean society.

Table 11 Duration of study in Seoul National University

Duration	Numbers	Percentage (%)
1-2 years	12	65%
3-5 years	7	30%
More than 5 years	1	1%

Duration in Seoul National University.

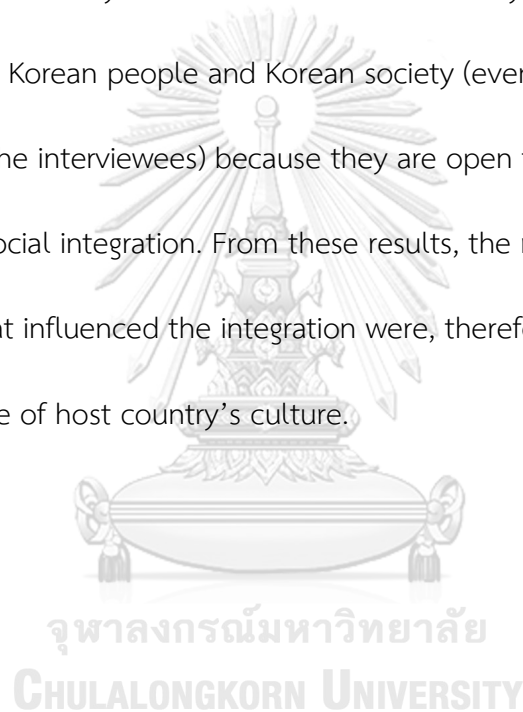
The researcher also asked interviewees how long they have been studying in SNU.

The aim of this question was to find out whether there is any connection between time spent in SNU and the extent of integration; if they have stayed in Korea for more than one year, how much time is needed for them to achieve the integration.

As shown in the above demographic data, 65% of the key informants have been

studying in SNU for 1-2 years and 30% of them have been studying for 3-5 years.

Only 1% has been studying in SNU for over 7 years. The interviewee who has been studying in SNU for over 7 years explained that she can't get along with Korean way of life despite the 7 years of living in South Korea. She reasoned that it was because of her religion. As Muslims, she can't eat meat or drink alcohol. All the other interviewees who have stayed in South Korea less than 7 years reported that they can get along with Korean people and Korean society (even there are some Muslims in this portion of the interviewees) because they are open to some Korean culture, which eases the social integration. From these results, the researcher realized that the key factors that influenced the integration were, therefore, language proficiency and the knowledge of host country's culture.



CHAPTER IV

ANALYSIS

This research examines social integration of Southeast Asian students in the Seoul National University society. Social integration theory was used to gain understanding and to explain the challenges and barrier of the integration that Southeast Asian students tend to experience when living in Seoul National University.

South Korea is a 'monolingual' society, not a 'multilingual one' (Coulmas F. 1999). South Korea is considered one of the countries that highly value their national language because it represents the state of independence and the identity of Korean culture. Korea is probably unique for having a national holiday which celebrates its alphabets known as "Hangul" and the celebration will take place on the day called "Hangulnal" on October 9th. On the same day, ceremony to give respect to King Se Jong, the creator of Hangul, will be celebrated.

In the old days, Chinese characters were adopted for Korean written language. These characters are known as 'Hanja'. As Chinese characters are complex to read and write for common people, in the "Joseon period," only the elite in Korea were educated. In 1443, King Sejong decided that it would be appropriate for Korean people to have their own alphabet to make it convenient for the people to be able to read and write their thoughts and feelings. In fact, the essence that King Sejong decided to create this new set of alphabets is to signify cultural independence.

During the occupation by the Japanese, “Hangul” became an obvious symbol of defiance to Japanese linguistic assimilation policy (Coulmas F. 1999).

R.B. Kaplan Richard B. and Baldauf Jr. (2003) claim that Japanese rule became a catalyst for Korean cultural and linguistic nationalism.

The creation of Hangul to distinguish Korean characters from Chinese characters and the active use of Korean and Hangul against Japanese imperialism ignite the phenomenon of linguistic nationalism in Korea. Korean linguistic nationalism has been reinforced by the pressure under Japanese colonial rule and the intention to express independence from Chinese characters.

Therefore, Korean people appreciate their own language and, language is a symbol of nationalism in South Korea. Having the ability to communicate in Korean language, from this viewpoint, enables immigrants to smoothly adapt to the Korean society.

4.1 Korean language as significant factor for integration.

Although Korean is officially used as the national language, there are, nowadays, more Korean people who can speak English than in the past, especially in an urban area like Seoul. However, some of them are not confident to speak English or they feel uncomfortable to speak English. Due to the reason that Korea is a homogeneous society, in order to integrate into the Korean society, an effort to communicate Korean language remains important for foreigners. Language is still an

essential factor for foreigners to integrate into the host society, in this case, South Korea.

“It becomes almost impossible to live under the same social and financial conditions as the natives of the host country when the language part is missing” (Laureta Xhelili Rogova 2014).

According to the in-depth interview related to Social Integration Theory and the importance of language questions, due to their ability of Korean language, 45% of key informants (9 out of 20) are fluent in Korean language. Some of them are certified with TOPIK level 3-4 and the others TOIK level 5-6. According to demographic data in Chapter III, most of the people who rated themselves as “Beginner” and “Moderately” were also satisfied with their life as a student in Seoul National University even though they are not fluent in Korean language. That is because all key informants have attended Korean language classes and they can understand the basic and simple everyday conversation. They can also construct simple sentences just for communication purpose. According to the in-depth interviews, the researcher asked the key informants who rated themselves as “Beginner” and “Moderately” for their Korean language skills. The question is “If you can speak Korean fluently, will it help you to interact with Korean people?” Most of them responded that if they can speak Korean fluently, it will help them communicate with Korean people easily and smoothly.

N also shared his response that if he could speak Korean fluently, he would be able to understand Korean jokes and to enjoy them with Korean people. It is easier to become friends with someone when the jokes are understood and enjoyed together.

In his own words, N noted:

“I think ‘yes’ because I believe communication is the best way to be closer to other people. In other words, if I speak Korean well, I would be able to make jokes and have a good conversation with them. I saw one of my foreign friends. She does speak Korean fluently and that makes her have tons of Korean friends.” (N, Bachelor’s degree student)

All the interviewees can speak English very well and some of them are also fluent in Korean language. This question is answered by K who can speak Korean very well and use Korean language to communicate with Korean people.

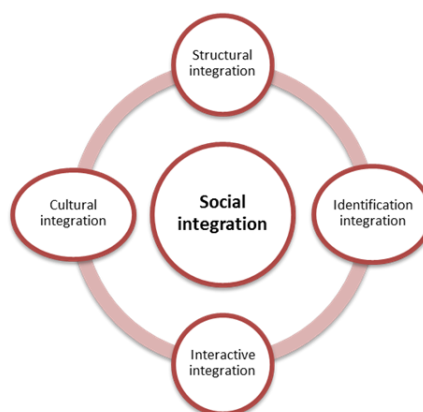
“It will be easier when you can speak Korean because when you have a conversation with Korean people, you can understand them immediately. Although some Korean people can communicate in English, it is still better if you can communicate with them in Korean. They will get more comfortable with you than when you speak English.” (K, Master’s degree student)

The main challenge for Southeast Asian students who are unable to speak Korean language is the lack of means to interact with Korean students, which will further restrict their social life outside the university.

Students' comments indicate that a language is a crucial aspect that helps foreigners integrate into the host society.

In order to analyze social integration of Southeast Asian students in Korean University society. The important of language skills and four dimensions of Social Integration Theory are examined. Bosswick and Heckman (2006) explained that there are four dimensions of Social Integration, which are structural integration, cultural integration, interactive integration, and identification. In-depth interviews were used to explain success of four dimensions of the Social Integration Theory that if Southeast Asian students go through all the four dimensions of Social Integration, they will be able to integrate into the university's society.

Figure 11: Four dimension of Social integration theory



4.1.1 Structural Integration.

Being able to adhere to Structural Integration, immigrants may possibly have rights and status in the core institutions of the host society such as the economy, labor market, welfare, and educational system. This research focuses on Southeast Asian students who are living in Seoul National University's society. In this part, the interviewees were asked if they have ever worked in the university, the question that is designed to examine whether foreign students received the same right to work or participation in the university's activities as Korean students do. Seoul National University is one of Internationalization University in South Korea that offers many jobs and a lot of opportunities for international students. May 2018 was the first time in Seoul National University history that all the students, not only Korean students, had their rights to vote for the school's president. This means that every student in SNU has rights and access to the core institutions of society. These rights are essential parts of Social Integration Theory and therefore must be analyzed when considering the process of achieving full integration.

Bosswick and Heckman's Social Integration theory explains, on the aspect of Structural Integration, that migrants should be provided with the equal rights and roles in society as those host inhabitants in the society. The migrants should also have access to positions and status in major social institutions in that country and those positions or institutions include economy, the labor market, and education system. If immigrants are able to participate in the "main/central institutions," it

indicates that such accessibility determines their socioeconomic status and crucial opportunities.

Therefore, some of the interview questions were designed and formulated, such as “Have you ever worked in the university?” and “Concerning job opportunity, do you think that there are some limitations for foreign students when compared with Korean students?”

Below is the response by H who has been working as a librarian at the SNU Graduate School of International Studies.

“Seoul National University offers some work scholarships to all students who are interested in working with the university, but some scholarships are only provided for Korean students. I knew about this job because my friend told me, and when I checked the detail on the university’s website about this job qualification, it welcomed both Korean students and international students to work with them, so I applied for it. I chose to work at GSIS because I’m studying here. Also, I think GSIS tends to open the doors [of opportunities] for foreign students than other offices in the university. However, almost all the information about the jobs on the university website is written in Korean language, so foreign students who are interested in working with the university should understand some Korean language” (H, Master’s degree student).

From her response, it shows that if foreign students want to work in the university, they have to know Korean language in the first place. To find a job, as in this case, foreign students must have some understanding in most of the information on the website, which is written in Korean language. Other participants also give information in the same way as H that before a student decides to apply for the university's job, he/she has to be fluent in Korean language. Although SNU provides job opportunities for international students, there are limitations as most of them are not written in English language. Thus, if a student has good command in Korean language, he/she will have a higher chance to get a job than those who do not understand Korean language at all.

Another interview was conducted with an informant who is willing to be referred to as "Z," who comes from Thailand and is pursuing her Master's degree at GSIS. To answer the questions, she explains that she is aware of job application from a website that belongs to GSIS. Once being informed, she proceeds with the application and is accepted to work in the area of translation. In Kate's view, GSIS has no restrictions for allowing students to access to job opportunity. In fact, it is generously open for students. Using English as the medium to communicate in class, GSIS has formed the view in which the institution supports differences and provides opportunity for students to learn about different cultures around the world. Such openness and acceptance has been directly experienced by the author when she

was an exchanged student at the Graduate School in 2018. GSIS, at that time, arranged an activity to elect a students' president and invited all international students to vote in this election. Though, in 2017, the students' president was Korean, in 2018, the president was a Swiss who was nominated from the votes of all students.

Answers from an interviewee called J, who is a graduate student at GSIS from Thailand, reveal that he had never worked with the university, but he was given the opportunity to organize a round-table discussion on the topic of ASIAN. The organizing group was formed for students interested in ASIAN, and the members were also responsible for promoting ASIAN in the university. J remarks that this activity helped him to socialize with more people and have more friends who are both Korean and foreigners.

An interview was conducted with E, a Bachelor's degree student from Thailand. The faculty she was studying then provided teaching mostly in Korean language, but there were certain courses that were delivered in English. E, whose Korean proficiency was at the level 3 (TOPIK) which reflected more capacity or higher skills of language beyond daily use competence, was given a job in the university. In E's opinion, most of jobs offered to students are open for all races, yet, the requirement was still the good competence in Korean language.

According from H's response, to have ability in Korean language is to help increases job opportunities. However, adaptation to Korean culture is also necessary for integration to Korean society. This is the response from H to the question: If you could speak Korean fluently, would it help you interact with Korean people?

“If my Korean friends know that I can talk with them in Korean, they will get more comfortable with me. Moreover, I also tried hard to follow their culture such as respect for the seniors by bowing down and socializing in drink culture. For me, if we want to be accepted, we must try to follow their culture. I have made an effort a lot to follow Korean culture. For this reason, I am welcomed by Korean and they tend to accept me even though my Korean is still not as good as Korean people” (H, Master's degree student).

When analyzing H's interview, she admitted that though she was capable of speaking Korean language, another essential requirement was the knowledge in Korean culture. She attempted to adopt Korean cultural practices and believed that doing so gained more acceptances from Korean people.

Culture is an important factor in helping people to adapt to Korean society, as it is evident that Korean society has fostered a long inherited and cherished culture that Korean culture becomes unique. In relation to this viewpoint, it is necessary for foreigners to adjust themselves and integrate into Korean culture. To do that

effectively, it is imperative that the international students should have knowledge of Korean culture.

The analysis of the interviews in relevant to Structural Integration clearly shows that the possession of knowledge in Korean language and culture is one of the key factors that helps foreign students in terms of participation and socialization in university and the Korean society.

4.1.2 Cultural integration

Based on the interviews with Southeast Asian students, it is quite clear that Cultural Integration is a challenging process and can become an obstacle in the Social Integration of international students.

Due to the increase in the number of international students in many universities in South Korea, the concept of acceptance in cultural diversity has become an important factor to be concerned. SNU always embraces global diversity as its vision is to become a truly global university. The enthusiasm with global diversity is also supported with multi-cultural and international community on campus. The institute aims to produce quality students who have wide vision, acceptance and respect to other people.

Even though, in SNU University's society, multi-cultural environment can be found and the campus is full of new generation of Korean people, sometimes international students still face challenges with integration into the Korean society.

Despite of the fact that Social Integration is closely associated with the migrants having cultural knowledge in the transferred country, successful Social Integration still considerably relies on the acceptance, openness, and hospitality of the host country.

Policies that contribute to this kind of cultural integration will include language training and cultural activity support for the immigrants, so they can feel comfortable at home. Seoul University has organized many cultural events or educational activities for students. As discussed in Chapter III, there were many supports given by Seoul University in helping foreign students on matters of adaptation in a different society.

Have you ever joined university activities like culture exchange programs or academic activities? Various activities are offered by the university for international students, with an aim to help students to adjust and gain knowledge of Korean culture while with connecting with Korean and foreign students. As a result, the students will develop more social networks.

Therefore, it would be worthwhile to formulate a question: Have you ever joined university activities like culture exchange programs or academic activities? The researcher conducted the interviews with 20 Southeast Asian students in Seoul University. All students are enthusiastic to participate in the activities provided by the university.

An interviewee named “F” expressed that if there are any activities organized by her faculty such as field trips to acquire Korean culture, she will frequently participate because that will allow her to socialize with Korean and foreign friends. Although her Korean conversational skill is not adequate, as English language is dominantly used in her field of study and most of the students are foreigners using English, some of her close friends are Korean. Her limitation to communicate in Korean is known by her Korean friends, but they continue to socialize with her and maintain good friendship and cordiality.

The fact that the university has arranged activities or clubs for foreign students and Korean students to interact with each other is considered a benefit to the social integration of foreign students, as that will ease the adjustment of foreign students befitting to the new lifestyle while expanding social networks and assuring the enjoyment in the university life.

The researcher interviewed “A” from Indonesia, studying at the Korean Language Institute of Seoul University. A shared his experiences that he had the opportunity to participate in activities organized by both the Language Institute and the Student Dormitory. SNU provides various activities, especially for those who stay in dormitory, from which students can explore cultural exchange, sports, and cooking class. A believes it is beneficial for foreign students because they can learn more about Korean cultural and society.

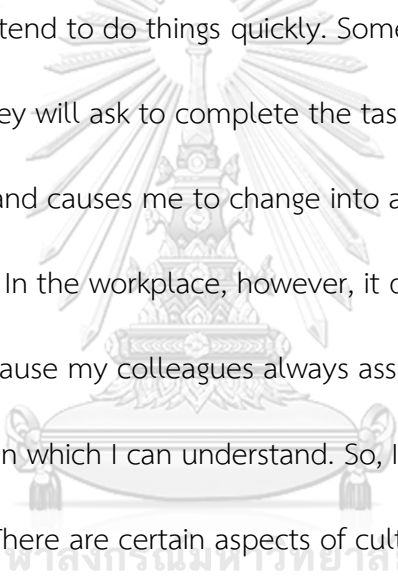
A's interview indicates that, apart from activities organized by the Language Institute or by Student Clubs, the activities provided by Student Dormitory play an important role in Cultural Integration. A's participation in the activities of Student Dormitory widens his network of Korean and international acquaintances and makes his student life fulfilling, the experience of which is not obtained from the Language Institute.

Another interview was conducted with "P", a PhD student coming from Thailand. He answered the question by saying that he occasionally participated in some university activities, but most of them were related to lectures.

P also stayed in the student dormitory, but, from his interview, he did not seem to participate in the dormitory activities since he is a PhD student and finds it difficult to have much time to participate in university activities. He had the opportunity to participate in the activities organized by his faculty, which are mostly cultural exchange activities. These activities enable him to understand Korean culture, but not at a great level. He believes that having interactions in daily life helps him to understand more of Korean culture. Interestingly enough, though most of the lecture activities in which he participates are carried out in Korean language, he is still willing to attend.

Similar response was found from C's opinions, a student from Thailand studying at the Korean Language Institute. C participated in all the activities that the Language Institute provided. Activities related to Korean culture, for him, was a pleasant

activity which helped him gain knowledge in the history and culture of Korea. Yet, he admitted that his deeper understanding in Korean culture and lifestyle was truly obtained from his interactions in daily life. Having studied at the Korean Language Institute, most of his peers were foreigners. Having an opportunity to work on Part-Time basis with Korean people allowed him to gain more insights of Korean society and culture.



"Korean people tend to do things quickly. Sometimes, I cannot satisfy what they request, they will ask to complete the task themselves. This can be uncomfortable and causes me to change into a person who is faster and a bit more impatient. In the workplace, however, it doesn't feel much different from before because my colleagues always assist. They will walk towards me and ask in Korean which I can understand. So, I believe I am accustomed with my workplace. There are certain aspects of culture and lifestyle that I still feel they are different." (C, Korean language program student)

There are supports from the university to help foreign students adapt to the society in the university, or society at large. These supports are provided through activities or Student Clubs, and through counseling. However, the relation between foreign students and Korean students shows certain issues due to cultural differences. The issues reveal through Korean cultural patterns and strong ethnocentrism of Korean people. To illustrate, Korean people tend to keep company strictly with Korean

people themselves and have an attitude that does not readily accept foreigners and their society.

The interviewees were asked with the question: Have you ever felt being excluded from Korean people? The interviewees said that they occasionally feel different and uncomfortable when Korean knows they are foreign. This is an answer from interviewee who is studying in Bachelor's degree who explained her experience in class room:

“I felt uncomfortable, especially in classes when professors mentioned about foreign students, which, most of cases, I'm the only foreigner in the class and everybody stares at me” (O, Bachelor'degree student).

The following is an answer from another Bachelor's degree student, who shared her experience from class room full of Koreans:

“When I was there in class room, no one noticed that I was foreign. But when professors mentioned my name, eventually some of them laughed because my name is too long and it was different from Korean name. Some of them stared at me curiously as if to ask where I came from” (M, Bachelor'degree student).

The interviewees, M and O, commented that looking from the external appearance, they have Asian looks. Korean students, at first, are not aware of the fact that they

are actually foreigners. When their names are mentioned by teachers, their Korean peers are immediately attentive to them. Though the Korean peers seem to want to talk to them, they are hesitant because it is unknown whether the interviewees can communicate in Korean or English.

The interviewees further explained that there were not many foreign students in their faculties. It was not difficult for people to acknowledge the foreigners. At the beginning, they strongly felt that they were different from the others because they were treated differently by Korean students. The initial period of their study in Korea was not very pleasant. Gam gradually adapted herself to the immediate society by communicating in Korean and that resulted in her having more Korean friends. The feeling of being different, as experienced when first living in South Korea, was disappearing.

One of the major obstacles to the social integration of foreign students in Korean society seems to be a strong sense of nationalism of Korean people. Some interviewers commented that when a group work is assigned, Korean people tend to exclude foreigners from joining their groups. They decidedly organized the groups in which there were only Korean people. Moreover, it appears that Korean students tend to view Southeast Asian students as incompetent and even unable to comprehend the subject matters discussed in the class.

The following is a response from R from Indonesia. Sometimes, she felt being excluded from Korean, especially in the class room. She noticed that Korean people want to only mingle with Korean people when it is time for group project.

“Sometimes Korean students do not feel comfortable to have a foreign student in their group project. I had an experience twice where no Koreans want me and my [non-Korean] friends in their groups. So, Koreans will be with Koreans and foreigners with foreigners. Exception can happen only when Professors specifically instruct that a group project consist of Koreans and foreigners” (R, Master’s degree student).

It is from all these factors that we can observe the negative attitude of Korean students towards Southeast Asian students. Korean students usually socialize among Korean themselves and tend to regard foreigners as people cannot understand Korean people. This leads to a problem that prevents interpersonal communication, which sometimes becomes prejudice and narrow-mindedness towards learning a new culture.

In relation to the in-depth interview, the researcher asked a question: “From your experience from living in South Korea, do you truly feel that you belong to this society?”

An answer was given from an interviewee who came from Indonesia. She is Muslim and wears a hijab, and she has been studying in Korea for 7 years. She explained that religion remains a factor that made it difficult for her to adjust into the Korean society. She observed many cultural differences and the following is her expression:

“Although I’ve stayed in South Korea for almost 7 years, I can’t seem to get along with things in this society because of the cultural differences and religious issues. I’m Muslim. It means that I did not eat pork or drink alcohol, so when it was time for a party or when we just want to hang out, Korean people always drink. This is why it was hard for me to get closer to Korean people” (Q, Doctoral Degree student).

Drinking is a common part of Korean culture and Korean people drink alcohol heavily. According to a 2014 study by Euromonitor, South Korean people drink 13.7 shots of alcohol per week on average and that is the highest statistic in the world. Koreans believe drinking helps people get closer to one another and know each other better. Therefore, this can apply to both interpersonal social relationships as well as work relationships (90dayKorean online).

With the reason that drinking is a part of Korean culture that cannot be excluded from Korean people’s life, sometimes Muslims might have to choose between to be a religious person or to be more Korean (Fadhila Hasby).

Another opinion is from an Indonesian interviewee, who is also a Muslim. However, her opinion is slightly different from that of Q.

"I'm pretty fast to adjust myself to the Korean society since the first time I came here. Within about a month or two, I could adjust in the Korean society. I don't have any religious problems or any cultural differences because I'm more open when talking about socializing with people. I think I'm an open-minded person." (B, Korean language student)

There are many immigrants who have difficult time keeping their identity while adopting a new culture from the host society. However, the success of integration process must rely on two-way interaction between immigrants and people in the host country. That is to say, how much immigrants try to adapt into the host society, there are still some people who do not accept the efforts, but they only accept full assimilation (Laureta Xhelili Rogova).

The theory implied that if immigrants wish to have a position in the host community and participate fully in the core institutions, they need to know about the culture and society. Seoul National University also has the Korean Language Education Center School (SNU LEI). This center is serviceable to foreign people who are interested in studying Korean language. This center, in middle of semester, provides some Korean cultural activities for foreign students such as Korean cooking classes, Korean traditional games and field trips to Korean museums.

The researcher used to study at SNU LEI for two semesters. It was a great experience for her as she and other people had to communicate in Korean language. Moreover, in the classrooms when anyone did not understand any Korean cultures, the teacher always explained why the students have to talk in the particular way. That is because Korean language is a part of Korean culture.

Korean cultural activities provided by SNU LEI, from the researcher's personal experience, helped foreign students to understand more about the Korean culture. In this part, the question regarding interviewee's experience when they joined the university's activities was posed. This question is responded by B who studied in Korean Language Education Center School.

“Every time the Language Education institution organizes cultural activities, I always participate in those activities. I thought they are nice and they helped me a lot to get to know more about Korean culture.” (B, Korean language student)

Another participant, “I”, commented that the university's activities make her know more about the details of the Korean culture. Yet, from her view, there were not many Korean people joining in most of those Korean cultural activities that were organized, so there is little chance to have interaction with Korean people.

“Actually, University offered many of cultural exchange activities for foreign students, but I rarely participated in those activities. Sometimes, I joined the club that SNU offers for international students like culture exchange activities for foreign students, which also help us understand more about Korean cultures. The entire students were foreign, so the interaction with Korean is not good but these clubs can help me understand more about the Korean culture.” (I, Master’s degree student)

The university offers many cultural clubs for foreign students which help them understand the Korean culture. However, the lack of participation by Korean people still does not fulfill them. The researcher thinks the university should notice the problems and solve them.

“I” is studying in Graduate School of International Studies (GSIS) where all courses are taught in English. Even though there are some Koreans who are studying in GSIS, most of them grew up abroad or they do not use Korean as their first language. I’s chance to communicate with Korean student and develop her Korean language skills was still limited.

According from J, who is also studying at GSIS, he attends many activities that are provided by University and he learned more about Korean culture and found more Korean friends from those activities.

“I have attended several activities. I joined ASEAN Roundtable. Other activities cover a visit at Gwanak Police Station, orientation by the Student Council, Membership Training (MT), GSIS alumni meeting, volunteering for a course on “Human Rights in Asia.” I was once elected a vice representative of my international cooperation major at my school as well. Apart from this, I socialize with friends frequently in drinking meetings.” (J, Master’s degree student)

When asked with the question: If you could speak Korean fluently, would it help you to interact with Korean people better? The following is his response:

“Exactly I would gain more opportunity if I can speak Korean well. You can get a translation job, which pays highly. You can have a chance to mingle with celebs. This was about opportunity. For me, I rarely had problem to communicate with my Korean friends. We always exchange views on Thai and Korean politics. When I had an urgent issue regarding Korean language ability, they solved it for me. Mostly, I used English with broken Korean.” (J, Master’s degree student)

4.1.3 Interactive Integration and Identification Integration.

Interaction is one of the processes which help foreign people engage with others and the new community. There are two types of interaction: negative and positive. Positive interactions are explained as those processes that help people

effectively build networks and supportive relationships with each other in ways that lead to a more cohesive society. In contrast, negative interactions can lead foreign people to confront with hostile attitudes, discrimination, and various forms of oppression and exploitation that can lead to social conflicts (Orton 2012, p. 9ff).

Identification integration reaching through interaction means that foreign people have a sense of belonging to the host society and identification with groups in the host society. According to the theory explained, with the integration process, immigrants might have feelings of belonging when they get participation and acceptance by the host society.

As previously mentioned, Seoul National University provides a variety of activities and social clubs to promote interaction among international students and Koreans, realizing that the integration can be successful when there is ground for interaction.

In regard to Interactive Integration and Identification Integration, the researcher formulated a question: Was the participation in university activities or other activities conducive to the closer relation with other friends whether they are foreign and Korean?

The researcher also inquired about the feelings of the interviewees whether they feel a sense of belonging in Korean society, whether they feel a part of Korean society or not.

Based on Orton's view, the interaction can lead to both positive and negative results. On the positive side, the interaction allows foreign students to have more friends, a wider society, and an environment where assistances are available. On the contrary, the negative outcomes as resulted from the interaction may expose international students in hostile attitudes, discrimination, or various forms of oppression and exploitation, which may inevitably lead to social conflicts.

To investigate further, an interview was conducted with a Southeast Asian student in Seoul National University. "S", a student from Indonesia, gave her opinion as follows:

"Although, in the future, I may acquire more fluency or proficiency in Korean language, I am still uncertain whether or not I will get along well with Korean people because most Korean people seem to prefer socializing with those from developed countries, such as the U.S., Australia or Europe. I'm from a developing country, it's not easy for me to be in complete harmony with them. Yet, I make an effort to be friendly with everyone and that's why I still have some Korean friends." (S, Bachelor's degree student)

Another opinion is shared by "I", a student from Vietnam.

"Personally, I myself can get along with Korean society and Korean friends without difficulties because I like Korea and intend to study in Korea. I applied for a scholarship and had an opportunity to be here. However, some

friends of mine, who are Southeast Asian students, are still facing discrimination From Korean people." (I, Master's degree student)

"T", a student who comes from Indonesia, shared his opinions correspondingly.

"Personally, I have never perceived a bad attitude from Korean people, but some of my friends who are Southeast Asian students have been treated with discrimination from Korean people at a certain degree." (T, Master's degree student)

Some Korean people have formed negative attitudes towards Southeast Asian people in a way that they are inferior to the Koreans. Partly, it is probably because Korean culture exhibits racial or linguistic hierarchy. The language addressed to senior people will be different from the language used with friends.

Korean people seem to establish racial hierarchy, in which, for instance, Korean people tend to have an attitude that Westerners from the U.S. or Europe are racially superior as they are developed countries. On the other hand, Korean people will have a different attitude towards Southeast Asians that they believe people from those countries are poorer than and inferior to South Koreans.

In the past, South Korea was the poorest developing country, which is the situation in which many Southeast Asian countries are now facing. South Korea is today considered a developed country, and some Koreans view Southeast Asians as passive

or lethargic as they are not determined to develop the countries. Southeast Asian people are also seen as illegal foreign workers. The reason is because some Southeast Asian people seek to work in South Korea illegally, or become labor in South Korea. Because of that, Korean people develop a negative attitude towards Southeast Asian people.

All these events may lead to the formation of negative attitudes of Korean students towards Southeast Asian students, and affect their decision not to associate with Southeast Asian people. Consequently, Southeast Asian students tend to experience the unsuccessful interaction with the Korean people. Such negative attitudes are truly a barrier to social integration.

The process to achieve social integration will be successful when interaction and communication effectively functions to enhance the harmony. Interaction and communication promote the adjustment of foreign students to South Korean society. Although some Korean students have negative attitudes towards Southeast Asian students, the interviews of the 20 Southeast Asian students indicate positive attitudes. They are of the opinion that acceptance and openness to cultural diversity is a way to adapt to a society, and communication is crucial. Being able to speak Korean helps them to be more accepted by Korean people. Similarly, the acquisition of understanding in Korean culture is also an important factor.

The following statement is a response from J, who attended several activities provided by University. He is of the opinion that those activities help him to have more interaction with Korean and international students.

“I am closer to Korean. Do you know? Once Koreans love, they love. Once they hate, they hate. If they hate you, you never have a chance to be with them. So, it was very easy when you deal with the Koreans. Try to express your knowledge about Korea. Try to show that you know Korea and the Koreans very well. Although you cannot speak Korean fluently, they will see you a reliable person. They will accept you more. The best way is to drink with them.” (J, Master’s degree student)

“R” is one of the interviewees who has many Korean friends because there are 50 students under her professor’s supervision. Only eleven students are foreigners, so she has more opportunity to interact with Koreans.

“I had many Korean Friends because there were 50 students under my professor’s supervision. Even though we talked in English, they were nice to me. I can ask some of them to help me about research, choosing restaurants, Korean language homework, etc.”(R, Master’s degree student)

Some of the key informants responded that they cannot fully feel themselves as “Koreans” because of the language barrier. This is one of the answers from the key informants:

“I did not feel a sense of belonging to this society yet because I can't speak Korean fluently. So, sometimes it was hard to communicate and very hard to get a job. If you can speak Korean very well, it's easier to get a job and make friends with Korean people.” (D, Korean language program student)

Most of the interviewees have a positive thought about Korean because many of them voluntarily came to Korea. As such, they tend to accept the Korean culture and try to learn Korean language so that they blend themselves into it.

This is the answer from “A” from Indonesia. He used to study in France before. However, he likes the Korean society more than the French because he thought western societies are so different from Asian and it made him feel down sometimes.

“When I was young, I like Korea a lot. I learned some Korean language before I moved to Korea. At that time, I was not sure if I can feel myself belong to Korea or not. But, because I liked Korea a lot, that's why I forced myself to like Korea.” (A, Master's degree student)

According to in-depth interview, many interviewees had certain knowledge about Korean culture or Korean background history before they came to study in South Korea. Thus, it is easier for them to adjust into Korean society.

“I travel to visit South Korea quite often. From my perspective, Korean people nowadays are more open foreign people than before. Even though I can’t talk in Korean that much, they try to understand me. More and more Korean people can speak English very well now. I study at GSIS where all courses are taught in English and I also talk in English with my Korean friends. For me, language is not a problem.” (E, Master’s degree student)

“For me, I love the way Korean society is: hard-working, passionate, serious, and lively. This is very similar to my life. In 2016-2017, I walked together with the Koreans to call for the resignation of the tyrant Park Geun-hye. I can say that I am the only one Thai national there, who knows best about the Candlelight demonstration. One year later, I went to PyeongChang Winter Olympic Games, to be a part of Korean history. I was at the Press Center of the Inter-Korean Summit on April 27, 2018. People know that I have a deep root in this society. I feel in that way too. Korea is very convenient and comfortable. This is what Thailand does not have and cannot achieve in a short time”. (J, Master’s degree student)

The analysis of the results indicates that all four dimensions are important for Southeast Asian students to be integrated in South Korea. And yet, all of the

interviewees agreed that the ability to use Korean language is more necessary for them to integrate into Korean society.



CHAPTER V

CONCLUSION

Immigrants in South Korea have obviously increased in number every year. Recently, the growing number of immigrants has literally turned South Korea into a multi-racial society. It has been known that there are some obstacles for immigrants to adjust or integrate with new living environment, but the most crucial obstacle for multi-culture in Korean society is the strong idea or judgment that only those with pure “Korean blood” can belong to Korea society. Even now, some South Korean still have this nationalist ideology. Therefore, it’s difficult for immigrants to adjust to Korean society. In addition, there are the invisible exclusion against immigrants in Korean society. South Korea’s government acknowledges this transition and problem and makes an effort to develop its immigration policy to support immigrants and help them to adjust in living in Korea and integrate into the Korean society. Moreover, Korean government continues to support international students by improving its education policy and strategies to have more internationalization and facilities for international students in the system.

According to the government education policy designed and launched to promote internationalization in the Korean education system, Seoul National University has responded to the government’s policy in supporting international students.

Seoul National University has a very conducive environment for international students. The university provided more English courses and some Korean culture clubs for international students to understand more about Korean culture, and other activities for international students to have a chance to interact with Korean students and participate in society. However, successful integration process relies on two-way interaction between immigrants and Korean people, as well as active interaction and participation in society.

Seoul National University gives more importance to multi-cultural environment, and encourages communication and socialization between Korean students and international students. Therefore, Seoul National University continues expanding support and helps international students with adjustment in South Korea such as increase numbers of English-taught courses, Korean language education center (KLEC), and international institutions.

Korean language education center (KLEC)

The aim of this school is to teach Korean language and Korean culture for international students to help them understand more about Korea. Every semester, KLEC provides cultural activities for international students, realizing that the culture is essential to international students. Many international students also join in every cultural activities provided by KLEC, and agree that these activities help them to deeply understand about Korean culture.

Seoul National University realized the importance of language. They also provide Korean language institutions for international students who are interested in Korean language or Korean culture. Language is an essential component for international students to adapt and integrate into the society, but participation is also important because it helps international students to build social networks and help international students feel at ease during the process of integration. Seoul National University offers a variety of student activities such as students association, cultural clubs, academic clubs, and athletic clubs with the reasons to help students socialize with one another and support international students to integrate into the society. The aim of this research was to study the challenges, with which Southeast Asian students are facing, while making an effort to integrate into Seoul National University society. This study also focuses on the importance of language that helps them to integrate into Korean Higher education society.

From Bosswick and Heckmann's social integration theory by, the four dimensions of social integration are interconnected. After analyzing four dimensions of Social Integration Theory, and conducting the in-depth interviews, it was found that language skills of the host society are an essential factor for integration process. When applying the Bosswick and Heckmann theory in order to understand social integration of Southeast Asian students in Seoul National University society, the results revealed that the challenge with which the international students are facing during the integration stems from the lack of their Korean language skills.

Language skills are a qualification for accomplishment to complete social integration.

Most of the key informants explained that the language ability of the host society

extremely helped them to integrate into the society. Although language is

considered a significant tool required for the communication with Korean people,

cultural knowledge is one of the important elements, as the interviewees admitted,

that support the acceptance from Korean people, despite the inadequate ability in

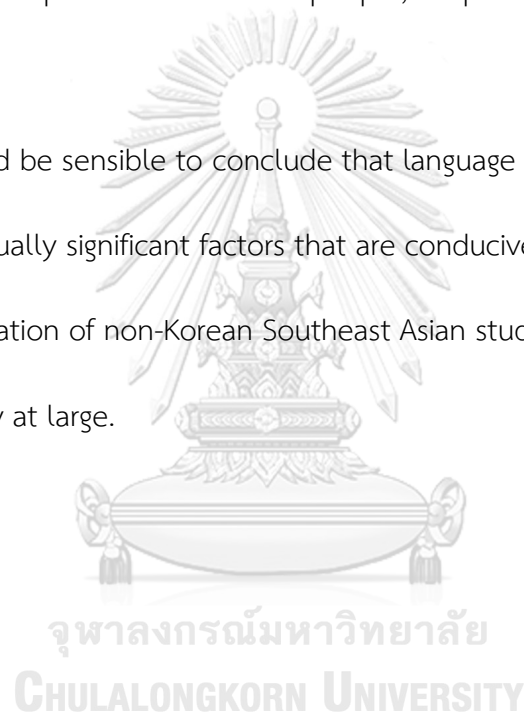
Korean language.

Therefore, it would be sensible to conclude that language competence and cultural

knowledge are equally significant factors that are conducive to the effective,

harmonious integration of non-Korean Southeast Asian students into SNU society and

the Korean society at large.



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HOME ADDRESS	29/1 M.1 BANGKUVIENG BANGKRUI NONTABURI 11130



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