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## School Newsletter Translation Support for Multicultural Families: Focused on the Cases of Korea and Japan\*

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### ABSTRACT

This paper concerns the status of translation support for children attending elementary school in Korea who experience difficulties as members of multicultural married immigrant families and compares that support against the example of Japan where multicultural policies are far more advanced than in Korea. Both Korea and Japan provide support for multicultural families, but in the case of Japan, the amount of information provided is small according to the format of the examples. In the case of Korea, there is no unified system, the disadvantage of which is that support is extended sporadically by local governments and departments of the central government. To provide an alternative, first, we must build an integrated system like that of Japan but make the contents of the examples meaningful, and second, we must develop practically usable programs and applications. In the second case, the multilingual translation provision services jointly developed by the Korean Language Processing Laboratory of the University of Ulsan and Busan University of Foreign Studies could be utilized. In order to validate the practicality of the language translation services, 10 married women were surveyed on their level of understanding by having them translate sentences from a school newsletter through the language translation services and Google Translate, thereby proving that the language translation services performed better than Google Translate. In addition, by comparing the high frequency vocabularies that appeared in the school newsletter and those entered or required by the survey participants, the need was uncovered for additional translations and corrections for 15% of the top 100 high frequency vocabularies in the school newsletter.

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## 1. Introduction

As of September 2018, the number of registered foreigners in Korea was 1,221,626, of which the number of spouses living in Korea and married to Koreans was 156,215. Since 2002, the number of married immigrants, who previously posted nearly 30% growth every year, is said to be declining because of the effect of the strengthened spousal visa issuance procedures enacted in 2014 and the mandatory completion of the international marriage guidance program. However, a large number of married immigrants are still residing in Korea. Currently, there are a total of 320,000 multicultural families in Korea, and the total number of households is approaching 960,000 people (Ministry of Gender Equality and Family, 2018).

They marry to form multicultural families and give birth to their children. The children of multicultural families grow up and attend school, so the school situations in Korea have changed. According to statistics from the Ministry of Gender Equality and Family in September 2018, the number of multicultural students attending kindergarten, elementary, middle, or high schools is 109,387—or 1.9% of the total number of students—of which the number of multicultural students attending elementary school is 68,610, which accounts for 75.6% of the total number of multicultural students. While there are many multicultural students who still need their parents' support, there are many parents who are not as proficient in Korean who do not understand the school newsletter distributed by schools, thereby resulting in inadequacy of their support for their children's school life.

According to an article in the Seoul Economic Daily in June 2016, Shi Hong Ng, who formed a multicultural family in Bupyeong-gu, Incheon, has struggled with understanding the words of the school newsletter sent from the school, and there are also many other parents of multicultural families in the same situation. In order to improve this situation, various government agencies are implementing policies around support for foreigners. However, in the case of Korean school newsletters, there are many administrative terms used only in schools, difficult Chinese characters, etc. Furthermore, since many vocabularies that married immigrants did not see at the time they learned Korean are included, it is not easy for them to understand the details of the school newsletters (Lee, 2013).

In Japan, which became a multicultural society at a relatively faster pace than Korea, the number of children and students who were born in or immigrated to Japan and attended school in Japan was 85,000 as of May 2016 (Japanese Ministry of Education, Culture, Sports, Science and Technology, 2016). As in the case of Korea, many of these students' parents are not proficient in Japanese or have difficulties as there are differences in their home country's school system and the Japanese school system. In Japan, there are many local governments and organizations that translate handouts distributed by schools and glossaries of terms required for the students' school life and everyday life, including preparing school newsletters in multiple languages.

In this study, we intend to analyze the current status of translation support for school newsletters among the multilingual materials provided by each institution and organization, such as Japan's multicultural centers and multilingual school projects, and explore directions for translation support for multicultural families in Korea through comparisons of the current status of translation support for school newsletters in Korea.

## 2. Literature review

Approximately 80% of the married immigrants and naturalized people residing in Korea are women, most of whom are responsible for childcare at their houses. When the children of multicultural families enter school, parents play a new role. In order to perform this role, their ability to read and write letters related to education is required, but because of the many differences between Korean language skills in everyday life and the vocabularies their children learn in school, the married women immigrants are faced with much difficulty in performing their role. Accordingly, research focusing on policy and education to this end are being actively carried out in Korea.

Previous studies related to the school newsletter to be addressed in this paper are mainly focused on research using school newsletters from Korean language education for married women immigrants. Gong (2010) claimed the need for education of the vocabularies present in school newsletters and kindergarten announcements when preparing the list of vocabularies intended to help married women immigrants transition smoothly into parental roles, while Jung (2010) claimed that the development of textbooks and vocabularies that can be learned by married women immigrants is needed before children of multicultural families enter elementary school by comparing vocabularies in Korean language textbooks, school newsletters, and first grade Korean language textbooks. Lee (2013) implied the need for Korean language education by comparing vocabularies of the school newsletters with Korean language-learning vocabularies. Oh (2017) considered using a helper system and SNS(Social Network Service) in the preparation of a school newsletter so they could write a school newsletter that can be easily understood by married women immigrants, but this presents restrictions such as the securing of human resources, demonstrating limitations in terms of various environmental constraints. Hyunju Kang (2018) studied the characteristics of high frequency vocabularies in school newsletters in the Busan, Ulsan, and Kyungnam areas, through which she noted that general nouns were more frequent and that there were more Chinese characters than native words and foreign derivative words. She then discussed the need to secure a broader scope of vocabularies for language translation services. Most of the aforementioned studies relate to the Korean language education and learning of married women immigrants, and the situations of married women immigrants who cannot practically sign up for Korean language education were not considered.

Meanwhile, Honda (本田弘之, 2016) points out that in the case of foreigners rearing children in Japan through international marriage, the children's native language is Japanese but the guardian's native language is different and also claimed that practicing to read and comprehend the school newsletter is the most urgent Japanese language support. In addition, Li (2016) extracted school cultural vocabularies from the school newsletter corpus for the production of Japanese textbooks for reading and comprehension of school newsletters. They compared and analyzed the level of understanding of Japanese and foreign students, whereby 80% of the Japanese students had correct answers and 45% of foreign students did, demonstrating a large disparity. As for the reason why foreigners do not understand school cultural vocabularies, Xiaoyan Li noted that there are similar vocabularies, but that they are used differently than those used in Japanese. The author further argued it may be possible to assume their meanings, but their actual meanings in use are interpreted

differently or are nonexistent in foreign countries, thereby indicating the need to develop Japanese language textbooks centered around school cultural vocabularies.

As noted earlier, most of the previous studies conducted in both countries focused on using school newsletters for native language education. In this paper, we compare and analyze the current status of translations of school newsletters for both married women immigrants and multicultural families, toward focusing on promoting the translation of future school newsletters from the perspective of multicultural family constituents.

### 3. Current status of Korea's school newsletter translation support

The multicultural policy of Korea was conceived by the policy draft of “Basic Directions for Foreigners Policy and Promotion System” at “The 1st Foreigners Policy Conference” held in 2006. Thereafter, in 2008, the “Multicultural Family Support Act” was enacted for the social integration of multicultural families, through which government-led policy support for married women immigrants began.

Looking at each government agency, the Ministry of Justice provides support for Korean language education and understanding of Korean culture and society through the immigrants' social integration program. The Ministry of Gender Equality and Family operates the Korean Institute for Healthy Family and Multicultural Family Support Center to roll out support projects for multicultural families, whereas the basic programs include a bilingual environment creation program for multicultural families—basic programs include a program to create bilingual environments, gender equality programs, human rights education programs, social integration programs, and counseling services—further helping married immigrants with insufficient Korean language proficiencies communicate with each other in daily life through the interpretation and translation services for the married immigrants. The Ministry of Employment and Labor is also educating foreign workers on Korean language and culture through the Foreign Workers Support Center.

However, most policies are focused on Korean language education. In the case of interpretation and translation services of the Ministry of Gender Equality and Family, 44% of the entire work as of 2016 accounted for “center support”—that is, providing interpretation and translation services within the Multicultural Family Support Center—of which 56.4% of the work was attributed to interpretation services and translation services accounted for only 6% of the work, which indicates that there is a lack of translation support.

In May 2011, the Ministry of Gender Equality and Family launched the “Pilot Project for Translating School Newsletter for the Children of Multicultural Families.” The pilot was conducted for 7 months in 2 selected elementary schools and 7 nurseries in 7 areas and provided school newsletter translation services once a month through the interpretation and translation servicemen of the local Multicultural Family Support Center. However, considering that school newsletters are distributed more than once a week, the parents of multicultural families did not sufficiently receive information from the school, and the corresponding project ended as a one-off project and, consequently, no further support was provided. In addition, the Ministry of Gender Equality and Family announced the

“Provision and Management of Interpretation and Translation Services for the Married Immigrants” in January 2018, specifying the details of the services as “interpretation and translation services when using public institutions such as hospitals, public health centers, police stations, and schools, etc.,” and “interpretation and translation services for individuals or institutions that directly or indirectly support other multicultural families.” However, there was no specification of any support for translating school newsletters. Meanwhile, the translation and interpretation services implemented by the Multicultural Family Support Center have a large variation in the number of dedicated workforce for each language, and the fact that 275 interpreters and translators are providing support for approximately 400,000 interpretation, translation, and information services per year to assist with daily life, legal services, and medical care indicates that they could not take over the school newsletter translation work (Ministry of Gender Equality and Family’s, 2017).

From 2017, the Ministry of Education has selected college and university students who can communicate in the native languages of the multicultural families as mentors for multicultural families centering around the Hankuk University of Foreign Studies, supporting the translation of school newsletters for parents. This project is being expanded nationwide.

Meanwhile, the Korean Institute for Healthy Family provides PDFs of the “Glossaries of Elementary School Vocabularies for Multicultural Families: Volume I and II” through the multicultural family support portal called ‘Danuri’. Volume I is a multilingual description of vocabularies that are often used in school newsletters but feel new and strange to married women immigrants in English, Vietnamese, and Japanese, whereas Volume II translates guides frequently used in the actual elementary school’s school newsletter, provided in English, Chinese, Vietnamese, Japanese, and Cambodian.

In addition, one can review support systems for the translation of school newsletters within local governments. In Siheung-shi, Gyeonggi-do, a school newsletter translated data room is operated by the Office of education. However, since the number of translated materials reported on the website is merely 9, it cannot be said that it is being used properly. In the case of Sejong-shi, they are supporting the translation of the school newsletter through the Multicultural Family Support Center, but bilingual instructors are in charge of the task, not interpreters or translators. Meanwhile, in the case of the Office of education of Ansan-shi, they have been operating a translation support data room since 2010, where a total of 64 cases of school newsletter and school life guide materials have been translated. Furthermore, the Busan Metropolitan Office of Education announced its plan to implement the “Dabom Translation Service” in September 2018 in cooperation with the Busan Foundation for International Activities to prepare and send school newsletters, report cards, etc. in the native language of parents of multicultural families.

As such, while government agencies and self-governing bodies are supporting the translation of school newsletters, most of them are linked to the Multicultural Family Support Center, which limits the number of translation supports provided and may also cease the project after the pilot operation. Thus, it is a reality that there are limitations to meeting the demands of multicultural students who need support as long as the cost, time, and professional workforce required for translation are not addressed.

The screenshot shows the '번역지원자료실' (Translation Support Data Room) interface. The sidebar on the left lists various education categories, with '교육정보' (Education Information) selected. The main area displays a list of 64 items, each with a unique ID, a title in Korean, a date (2018.06.18), and a user name (조수경). The items are sorted by '제목' (Title). A search bar and pagination controls are located at the top of the list.

번호	제목	날짜	유저
64	2017 다문화가정 학생 진로진학 학부모 연수자료-고등학교(중국어) 2	2018.06.18	조수경
63	2017 다문화가정 학생 진로진학 학부모 연수자료-고등학교(중국어)	2018.06.18	조수경
62	2017 다문화가정 학생 진로진학 학부모 연수자료-유, 초, 중(중국어)	2018.06.18	조수경
61	2017 다문화가정 학생 진로진학 학부모 연수자료-고등학교(러시아어) 2	2018.06.18	조수경
60	2017 다문화가정 학생 진로진학 학부모 연수자료-고등학교(러시아어)	2018.06.18	조수경
59	2017 다문화가정 학생 진로진학 학부모 연수자료-유, 초, 중(러시아어)	2018.06.18	조수경
58	초등학교 입학 안내서(캄보디아어, 필리핀어)	2018.06.18	조수경
57	초등학교 입학 안내서(러시아어, 몽골어, 베트남어, 일본어, 중국어)	2018.06.18	조수경
56	2017 다문화가정 학생 진로진학 학부모 연수 가정통신문(러시아어, 베트남어, 중국어)	2018.06.18	조수경
55	유치원 응급처치 동의서 및 비상연락(러시아어)	2018.06.18	조수경

Fig. 1. Ansan Office of Education’s school newsletter translation support data room, Gyeonggi-do

At the “Symposium for Promoting Human Rights of Immigrant Children” held in 2011, the measures recommended by Park Byeong-Soo (Human Rights Team, Infringement Investigation Department, National Human Rights Commission of Korea) in the “Results and Recommendations of the Investigation on the Current Status of the Immigrant Children’s Education Rights” mentioned the need for a school newsletter translation program, but there has been no commercialized program initiated as of yet.

#### 4. Current status of the translation support for school newsletter in Japan

Unlike Korea, in the case of Japan, there is no government-initiated support specifically for married women immigrants and multicultural families. This is because the Japanese government regards members of multicultural families as foreign “residents” and provides them with administrative services as general local residents.

In Japan, the “Basic Plan for Immigration Control” was enacted in 1992, but most of the policies at the time were intended to resolve the labor shortage. However, with the growth of foreign residents including foreign workers, the need for policy for social integration in Japanese society was called for. As a result, in 2005, the Ministry of Internal Affairs and Communications established the “Multicultural Promotion Study Committee” to systematically review the employment, schooling,

and living conditions of foreigners and proposed the “Multicultural Promotion Plan” in 2006. Ever since, social integration policies centering on local governments have been actively implemented on the basis of the “Multicultural Promotion Plan.” This has been implemented to support foreign residents in a comprehensive manner and promote social participation for them as constituents of the local community.

However, there has been no systematic policy established to support multiculturalism at the Japanese government level, and specific policies and enforcement are centered on local governments, civic organizations, NGOs, NPOs, etc. in residential areas where foreign residents are concentrated, while the government mostly provides financial support.

**(2) 入学式・卒業式**  
입학식·졸업식

— 年 — 月 — 日 —

さんのお子様へ  
入学のお知らせ

入学式・卒業式のお知らせ  
입학식·졸업식의 안내

お子様の(ご入学・ご卒業)まことにおめでとうございます。  
(入学式・卒業式)を祝のとおりにあります。お子様と保護者同様に出席してください。  
 자녀の( 입학・ 졸업) 行事으로 축하 드립니다.

( 입학식· 졸업식)은 다음과 같이 진행됩니다. 자녀와 보호자 동반으로 참석하여 주십시오.

1	日時 日 時	月 日	( )	
	受け付け (受付)	: ~ :	:	
	式	: ~ :	:	

2	場所 장소	□ 体育館 체육관	□ 教室 교실	□ その他 ( ) 기타
3	持ち物 소지품	□ 上履 신발	□ 体育館シューズ 체육관슈즈	□ スリッパ(保護者) 슬리퍼(보호자)
		□ 就学通脚着 입학통발	□ 銀行振替依頼書 은행이체신청서	□ 保護者名簿 보호자명부
		□ 電話用紙 전화용지	□ 教材費 ( ) 교재비	□ 保護者代表 보호자대표
		□ 通学バック代 ( ) 통학가방대금		

4 その他  
 기타

- ・必ず受け付け時間内に学校へ来てください。  
학 접수시간 내에 학교에 와 주십시오.
- ・車での来校はできません。  
자동차의 교내출입은 할 수 없습니다.
- ・日本語のわかる方を通してきてください。  
일본어가 가능한 사람을 데리고 와 주십시오.

入学式のご案内

平成30年度入学式を下記のように挙行政致します。ご多用のことと存じますが、お子様とともにご出席くださいますようお願い申し上げます。

1. 日 時 平成30年 4月9日(月) 13:30 開式  
※受付・・・12時30分～12時50分  
※集合・・・12時55分(1年各教室)
2. 場 所 加西市立北条小学校 体育館
3. 備 考
  - (1) 正面玄関付近で、上記の時間内に受付を済ませてください。
  - (2) 新1年生の組分けは、入学当日、正面玄関に指示致します。

また、昇降口の右側に、1年生用の靴箱を学級毎に指定していますから、お子様の場所を確認ください。

- (3) お子様用の上履き(シューズ)と保護者用のスリッパをお持ちください。  
保護者の靴はお子様の靴箱の中から靴箱の上等に置いて下さい。
- (4) 受付終了後、それぞれの教室に入り、担任からの指示をお聞きください。
- (5) お道具箱、算数ランド、置き傘をご持参ください。
- (6) 当日、教科書等を配布いたしますので、大きめの袋をお持ちください。
- (7) 車でお越しの方は、スパーク加西(ゲートホール場)駐車場をご利用ください。  
車内には貴重品を置かないように気をつけてください。

※入学式終了後、記念撮影、担任からの話があります。15:00頃、解散予定です。

Fig. 2. Illustration of guide to entrance and graduation ceremonies (To the left: Korean translation; To the right: guide to general entrance ceremony)

The Ministry of Education, Culture, Sports, Science and Technology operates “CASTA-NET,” a multilingual document search system, and provides school newsletters and glossaries of terms written by schools across various subjects. Among those, for the items of “お知らせ・お願い” corresponding to general school newsletters, 202 types of documents are provided in 10 languages, including Portuguese, Spanish, Chinese, English, and Filipino. These were written and uploaded by each local government or board of education (equivalent to the Office of Educational Support of Korea) as needed. Most were prepared by the prefectures of Aichi, Kanagawa, and Shizuoka, which have many foreign students. The characteristics of the translated documents uploaded onto

“CASTA-NET” are such that, unlike the school newsletter in Korea, blank space is added to allow creators of school newsletters at individual schools to enter necessary information directly.

Figure 2 shows the school newsletter for entrance and graduation ceremonies, and in the case of the translation, it is possible to select or enter the date and the student’s name, name of the school, location, and belongings. However, in the case of the general entrance ceremony, one can find that there are more preparation notes and cautions entered in the “Others” space. This is a format that can be freely edited, but it has a disadvantage in that details are omitted and accordingly cannot be known. This situation can also be seen in the translation support case for another school newsletter. In addition, since the translation system does not modify the translation after it is uploaded, it is difficult to utilize it in the event of new expressions or vocabularies. As mentioned at the beginning of this section, many local governments and organizations in Japan provide translation services. However, in the case of Chiba Prefecture’s International Exchange Center, school life guides and school glossaries of terms are provided in addition to the downloadable school newsletter translated in different languages.

Table 1 below shows the current status of support for school newsletter translations in Japan. The only service operated by government agencies is “CASTA-NET.” Other institutions are primarily the boards of education and international exchange centers associated with local governments.

**Table 1.** Current status of translation support for school newsletters in Japan

Institution of Provision	Name of Data	Languages Supported
Multilingual school project (多言語学校プロジェクト)	Multilingual school newsletter (多言語お知らせ文書)	English, Spanish, Filipino, Korean, Portuguese, Thai, Vietnamese, and Chinese
Ministry of Education, Culture, Sports, Science and Technology	CASTA-NET (かすたねっと)	English, Spanish, Filipino, Korean, Portuguese, Thai, Vietnamese, Chinese, Indonesian, and Russian
International Exchange Center of Chiba Prefecture	News from school (学校からのおたより)	English, Spanish, Korean, Portuguese, and Thai
Shimane International Center	Guidance data for schools accepting foreign students (外国人等児童生徒受け入れ校指導資料)	English, Portuguese, and Chinese
Education research institute of the city of Atsugi	Let’s start school life from now on (ここから始まる学校生活)	English, Spanish, Filipino, Portuguese, Thai, Vietnamese, Chinese, French, and Cambodian
Board of Education of Mie Prefecture	Data for guardians of foreign students (外国人児童生徒教育 保護者向け資料)	English, Spanish, Filipino (Tagalog, Visayan), Portuguese, and Chinese
Foreigner children students’ education communication council for the city of Komaki	Translated documents	English, Spanish, Portuguese, and Chinese
School Education Department of the Board of Education for the city of Shizuoka	Documents for foreigner guardians	English, Spanish, Portuguese, Vietnamese, and Chinese
Board of Education for the city of Hamamatsu	Foreigner children student-related data	English, Spanish, Filipino, Portuguese, Vietnamese, Thai, and Chinese
Board of Education for the city of Toyohashi	Education materials for foreigner students	English, Spanish, Filipino, Portuguese, and Chinese
Garunohigashi Elementary School of the city of Kasumi	Internationalization of education	Spanish, Filipino, and Portuguese



The Multicultural Promotion Plan of Japan is led by local governments, so each local government selects languages and translates documents according to local needs, thereby enhancing the efficiency of work and elevating the uniformity of the composition of the data. However, since local governments with fewer foreign residents do not provide the translation support, there is a disadvantage in that foreign guardians in the corresponding areas cannot receive the school newsletter in their native language.

## **5. Proposal of a support model for school newsletter translation**

As we have seen, both in Korea and Japan, various methods of translation support for parents as well as the children of multicultural families is provided. In Korea, however, multicultural families require many processes to ultimately receive the translated school newsletter and often do not receive information because the system is not properly equipped. In addition, in Japan there is a format but it is not easy to search or access it, so the actual rate of use is quite low.

That said, in this paper, we intend to propose a school newsletter translation system for multicultural families living in Korea in the future. The first step is to build an integrated system such as Japan's "CASTA-NET" for easy share of the translation. While school newsletters may have characteristics of individual schools, there are many common contents, so if teachers or staff members can use a template and edit information such as the date, location, school name, etc. it will be possible to prepare and provide school newsletters for multicultural families with great expediency without going through the Multicultural Family Support Center. In the examples currently provided via "CASTA-NET" seasonal greetings are omitted, yet if you extracted seasonal and monthly greetings frequently used in the school newsletters of Korea by using vocabularies and translated them to form a collection of examples, it would be possible to provide translated school newsletter similar to common Korean expression.

The second step is the development of the practically usable programs and applications mentioned by Park Byeong-Soo. In the case of the multilingual vocabulary translation services developed by the Busan University of Foreign Studies and the Interdisciplinary Convergence Research Team of the University of Ulsan, the meanings of Korean vocabularies are analyzed and corresponding translated vocabularies are presented. This is a service that presents vocabularies based on the Basic Korean Dictionary for foreigners, under the premise that the survey of the Korean language is familiar to the guardians of multicultural families. It presents translations if you enter the original text as with other translation services, but differs from other translation services in that it distinguishes the semantics of homographs using a tagging system to separate meanings. For example, the computer can distinguish on its own the words "sagwa(사과)," or apple to be eaten, and "sagwa," or apology. Currently, it can be used as a web service and application and can also be easily used by extracting and supplementing vocabularies frequently appearing in school newsletters.

Accordingly, in order to investigate the practicality of the vocabularies translation service, the research team translated sentences of a school newsletter through the vocabularies translation service and Google Translate. They also conducted a survey on the level of understanding of the translations

with 10 married women immigrants with children (5 Japanese and 5 Vietnamese). We randomly selected 100 sentences out of 1,081 sentences in elementary school newsletters published during 2016 from the Gyeongnam region, such as Busan, Gimhae, and Changwon, translated them into Japanese and Vietnamese, and asked respondents to choose their level of understanding on a scale of 1 to 5. Along with this, we asked them to submit vocabularies should be added and expressions with mistranslation.

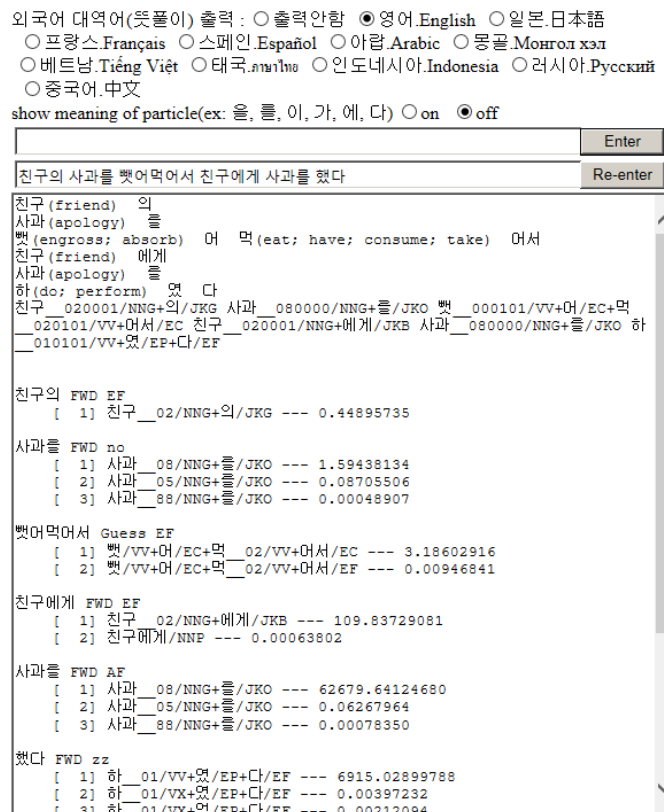


Fig. 3. Web service for language translation

Consequently, the average level of understanding of the vocabulary translation service turned out to be 4.135 for Japanese and 4.6 for Vietnamese participants, whereas the average level of understanding for Google Translate was 3.801 for Japanese and 2.4 for Vietnamese participants, and so the vocabulary translation services were rated better than Google Translate.

Table 2. Comprehension assessment of word translation services

	Word translation service	Google translation
Korean -> Japanese	4.1	3.8
Korean -> Vietnamese	4.6	2.4

Furthermore, among the participants, reviewing 285 cases of additional vocabularies requiring translation and mistranslated vocabularies entered by the married women immigrants of Japanese nationality, “case” was most common with 12 appearances, with many cases of “level of preference” and “request.” In the translation system, “case” was presented as “境遇,” whereas in Japanese, the use of “場合” is most common, so this may be recognized as a mistranslation. In the case of the “level of preference,” it is presented in the form of “選好度調査,” for which many requested it to be corrected to “アンケート調査.” Vocabularies related to after-school programs such as “care facility” and “care classroom” and those related to diseases such as “oral activity,” “chlorine,” and “sore throat” are not registered in the Basic Korean Dictionary, so the presentation of translated vocabularies is insufficient. In the case of “student,” in Japan, words corresponding to elementary school students, middle school students, high school students, and college students vary, so improvement is required in that respect.

**Table 3.** Top 30 vocabularies requiring additional translation and mistranslated vocabularies

Sequence No.	Word	No. of Count	Sequence No.	Word	No. of Count
1	Case	12	16	Office of Educational Support	4
2	Level of preference	7	17	Early	4
3	Request	6	18	Care facility	4
4	Deep	5	19	County	4
5	Below	5	20	Purpose	4
6	Homeroom teacher	5	21	Date and time	4
7	Direct	5	22	Good posting	4
8	Stand by	5	23	Home	4
9	Collection	5	24	Spare clothes	4
10	Number	5	25	Cyber	4
11	Grade level	4	26	Older brother	4
12	School	4	27	Chlorine	4
13	Academic year	4	28	Once	4
14	Onyang Elementary School	4	29	Report	4
15	Placement	4	30	Student	3

We compared high frequency vocabularies in the school newsletter of Oh (2017) to find out if the necessary vocabularies presented by the survey participants are included among the high frequency vocabularies in the actual school newsletter. In this process, we compared 285 total vocabularies presented by the survey participants.

**Table 4.** Top 100 vocabularies by frequency of appearance in the school newsletter

Sequence No.	Word	Sequence No.	Word	Sequence No.	Word
1	Parents	35	School	68	Collection
2	And	36	Participation	69	Good
3	Student	37	Give thanks	70	Consent
4	Children	38	Submit	71	Confirm
5	Give	39	None	72	Communicate
6	Case	40	Below	73	Teacher
7	Guide	41	Many	74	Have
8	Not	42	After-school	75	Possible
9	School	43	Term	76	Service
10	Time	44	Together	77	Cooperation
11	Participation	45	Place	78	Tuition
12	Operate	46	Well	79	Applicable
13	Republic of Korea	47	Week	80	Related
14	Grade level	48	Necessary	81	Occupation
15	Application	49	Submission	82	Participate
16	Harmony	50	Website	83	Evaluation
17	Details	51	Various	84	Semester
18	Activity	52	Name	85	Love
19	Receive	53	Personal information	86	Pray
20	Follow	54	Teacher	87	Class
21	Program	55	Self	88	Other
22	People	56	Child	89	Signature
23	Volunteer activities	57	Do	90	Hope
24	Parents	58	Classroom	91	Installation
25	Or	59	Or more	92	Must
26	Approximately	60	Class	93	Implement
27	We	61	People	94	Apply
28	Milk	62	Children	95	Correct
29	Support	63	Request	96	Agree
30	Total	64	Guardian	97	Friend
31	Become	65	Name	98	Educational expenses
32	Time	66	Consultation	99	Material cost
33	Exist	67	Application	100	Hope
34	Use				

Source: Ji-Yeon Oh (2017, pp. 69-70): Edited selection of results from a study regarding the selection of vocabularies for school newsletters intended for married women immigrants with elementary school children

Consequently, among the top 100 high frequency vocabularies in the school newsletter, those consistent with the vocabularies suggested by the survey participants were a total of 15 words including “parents,” “student,” “children,” “case,” and “Republic of Korea,” accounting for 15% of the high frequency vocabularies. If you included similar vocabularies such as homeroom teacher / teacher / home teacher, the matching rate would be even higher. This means that the translation system has not yet been able to perform a completed translation presentation and may also be a limitation of the dictionary-based machine translation.

## 6. Conclusion

As discussed earlier, both in Korea and Japan, translation support is provided in various methods for parents as well as children of multicultural families. In the case of Japan, there is a system operated by the central government’s Ministry of Education, Culture, Sports, Science and Technology department that provides translations in 10 languages, but it seems necessary to supplement corrections to the existing translations, even while updates are consistently made, for the points where the level of awareness and rate of use by teachers and school staff are not high. In the case of Korea, multicultural family support centers nationwide and various departments such as the Office of Education are providing translation support. However, due to issues such as lack of budget and manpower, consistent support could not be provided, and as translation support is available only through request, translations are not often provided as per the level of importance.

Accordingly, in this paper, we have presented a school newsletter translation support model. The first action in building this model is the development of an integrated system such as Japan’s “CASTA-NET,” and the second is the development of practically usable programs and applications. In this paper, we proposed a multilingual translation system that is currently developed by the Busan University of Foreign Studies and the Korean Language Processing Laboratory of the University of Ulsan. In addition, in order to examine the effectiveness of the system, we have validated through a survey regarding the Google translator and the corresponding translation system that the satisfaction with and level of understanding of the corresponding translation system was high. We have also compared additional vocabularies required by the survey participants and mistranslated vocabularies to the high frequency vocabularies of the Oh (2017) school newsletter to extract the vocabularies that require translation. As a result, out of the 285 vocabularies presented by the survey participants, 15 were found to match the top 100 high frequency vocabularies of the school newsletter.

This study presented a translation support model for school newsletters with which many immigrant mothers have difficulty. As the study on the sentence comprehension of the multilingual word translation system was limited to Vietnamese and Japanese, it was not able to make any clear statements on the possibility of using the system for other languages. In future studies, it will be necessary to add appropriate vocabularies and on this basis make assessments of translated words not for each sentence but for the entire newsletter, working with immigrant mothers from more diverse language backgrounds.

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