

Early Bilingual Development in a Korean-American Community : Ideals and Realities

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Abstract

한희경. 2012. 10. 30. **이상과 실제: 재미교포사회에서의 조기 이중언어 발달.** *이중언어학* 50, 269-294. 본 연구는 재미교포 사회에서 어린 자녀의 조기 이중언어발달에 대한 부모의 생각과 실제에 대해 논의하고자 하였다. 이론적 배경으로 피아제(Piaget)의 인지이론(cognitive theory), 비고스키(Vygotsky)의 사회문화이론(sociocultural theory)을 살펴보고, 유아의 언어발달에 미치는 사회적 환경의 중요성에 대하여 강조하였다. 본 연구를 위하여, 미국 노스캐롤라이나 주에 살고 있는 재미교포 가정 중 3세에서 7세 사이의 미국 국적 자녀를 둔 한국인 부모 43명이 설문조사에 참여하였다. 각 응답자는 가족 현황 및 인적사항에 대한 질문들과 가정 내에서 한국어와 영어의 사용에 관련한 질문들에 대해 답변하였다. 설문지는 자녀의 지배언어(dominant language)가 한국어인지 영어인지에 따라 두 집단으로 분류되었으며, 각각의 답변들은 집단 간에 비교분석 되었다. 재미교포 학부모들이 자녀의 이중언어발달에 대해 어떤 생각을 가지고 있으며, 그들의 생각이 실제 생활에 어떻게 적용 되는지 그 관계성을 분석하여 몇 가지 유의미한 결과를 얻었다. 대다수의 응답자는 자녀의 현재 주요언어가 한국어이든 영어이든 상관없이, 자녀의 영어 발달 보다 한국어 발달에 더 큰 가치를 두고 있었지만 실제 생활에서는 그러한 믿음이 반영되지 못하였다. 또한, 자녀의 지배언어에 따른 집단 간에 유의미한 차이가 있어서, 영어가 지배언어인 자녀를 둔 부모의 경우 다른 집단에 비해 자녀들과 일상생활에서 한국어를 습득하고 사용할 기회가 적었다. 이상의 결과를 바탕으로, 본 연구의 논의 및 제언에서는, 재미교포 사회에서 성공적인 조기 이중언어발달을 위해서는 모국어인 한국어에 대한 부모의 긍정적인 태도와 더불어 실제적인 지원이 다방면으로 요구됨을 주장하였다. **(우송대학교)**

[핵심어] 재미교포사회(Korean American Community), 이중언어발달(bilingual development), 주요언어(dominant language), 믿음(belief), 실제(practice)

1. Introduction

Many children in the United States grow up to become more bilingual rather than monolingual. In a U.S. Census Bureau data (2003), about 21% of children aged five to 17 are from a home where a language other than English is spoken. Among ten languages mostly spoken at home other than English and Spanish, Korean is ranked seventh (0.9% of the total population five years and over). According to Baker's (2006) distinction of bilinguals, most Korean-speaking people in America are categorized as the successive bilinguals. They learn one language at home and then another outside, mostly in school after aged three.

As immigrant children enter school, they are exposed to English-only environment and easily recognize that their home language is different from that used in school. When the children bring their experience to home, most Korean immigrant parents encounter the issue of their children's preference for English over Korean, their mother tongue. As a child chooses English as the primary language, Korean-speaking parents with limited English proficiency may have challenges in communicating with the child (Jo, 1999; Hurh & Kim, 1984). Additionally, because more than 70% of Korean words are borrowed meanings from Chinese language, children who are not exposed to Korean culture and norms encounter some difficulties understanding some Korean words or phrases that their parents frequently use. Therefore, if there is no common language between parent and child, even on a day-to-day basis,

misunderstandings and miscommunications may occur with the result of fewer interactions between generations (Li, 1999).

Despite the possible problems, many Korean parents show positive or at least neutral attitudes toward their children's language preference for and quick acquisition of English. Some parents decide to use English as the dominant language at home. The language shift can be caused by several factors (Shin, 2005). Some parents who think that English proficiency is directly related to academic and social success give their children enthusiastic support by using English themselves. Others just follow the advice of teachers, doctors, or speech therapists who say that using the parent's native language at home impedes the children's learning English and adapting to school. Ultimately, both parents and their children may think that the majority of English speakers devalue Korean, as a minority language (Fishman, 1989). In any case, the loss of the mother tongue is increased with the shift to English.

In early-language or literacy education, studies have shown that parents' decisions, behaviors, and practices vary depending on their attitudes, beliefs, and values. In addition, both parental thoughts and actions may be important indicators of their children's achievement (Senechal & LeFevre, 2002; Stipek, Milburn, Clements & Daniels, 1992). Therefore, even though a child has individual characteristics and rate of language development, efficient development of language may be greatly affected by the parental environment. In addition, second-language development in children is involved with learning or maintaining the first language or mother tongue (Lao, 2004).

The purpose of this study was to examine how Korean parents value the importance of their U.S.-born children's first- and second-language use

and support of these languages. The current study addressed this issue by exploring the differences of the parental ideals and practices concerning their children's language development. It focused on two groups of parents based on their children's dominant language spoken at home: parents with a Korean-dominant child; and parents with an English-dominant child.

The research questions are a) whether there are differences in parental beliefs and practices for their child's language development between two groups of parents and b) whether a relationship exists between their beliefs and reported practices within each of the two groups of parents.

2. Literature Review

2.1. Theoretical Framework

As a theoretical framework, Piaget's cognitive theory and Vygotsky's sociocultural theory are reviewed. It supports my perspective toward young children's language development that they can develop a language through interactions with other people as well as their surrounding environment. Particularly, I believe parents are the most influential "others" who have a responsibility to provide a meaningful linguistic environment for their children in early childhood.

Piaget (1959) claimed that a child can develop personal schemes while actively exploring the surrounding environment and learn language through varied experiences. In his theory, children form ideas based on their perceptions and acquire language at the preoperational stage, from ages two to seven. For these young children, parents play an essential role to provide multiple linguistic resources and situations (Stipek, Milburn,

Clements & Daniels, 1992). In addition, Piaget demonstrated that meaningful learning is a result of a child's inner thoughts. According to how parents respond to their children's language use, children may have different motivations about using a particular language.

Vygotsky (1986) asserted that a child knows his or her world through continuous interactions with other people in the community. In his sociocultural view, adults or even more-skilled peers help a child enlarge the zone of proximal development (ZPD), defined as the distance between potential and actual development levels (Mooney, 2000). While a child is mentally developing, language significantly functions in communication and socialization (Vygotsky, 1986). Because language is produced by the people in the child's community, a child becomes familiar with the community's cultural factors during language acquisition.

2.2. Parental Input

Studies have indicated that parental language input patterns are critical to children's language acquisition. Huttenlocher, et. al. (1991) found that children's vocabulary size is directly related to the amounts of words their mothers speak to them. Young children were more likely to use the words frequently heard from their mothers (Barrett, Harris & Chasin, 1992). Snow (1995) found that child-directed speech of parents significantly contributed to young children's language development. Since child-directed speech tended to be slower, simpler, and more carefully enunciated, children could pay more attention to it than to adult-directed speech.

Joint book reading among parents and children has been shown to be particularly important for early language and literacy development

(Burgess, 1997; Senechal, LeFevre, Thomas & Daley, 1998). During the process of reading aloud, parents promote their children's oral language development and literacy skills through scaffolding activities such as asking their children to repeat words, use new linguistic forms, and predict context. Bus, van Ijzendoorn, and Pellegrini (1995) found a positive association between the frequency of joint book reading and children's literacy and language outcomes.

Parental input also impacts bilingual children's language learning, as with monolingual children, even though the bilingual children perceive inputs differently depending on interlocutors, places, and situations (De Houwer, 1995). Regardless of the language, various parental input plays an essential role in the language development of young children.

3. The Study

3.1. Participants and Setting

Participants were drawn from two Korean language schools and one Sunday school of a Korean church in central North Carolina in the U. S. Among Korean immigrant parents who have a US-born child aged three to seven, the total of 43 parents (11 fathers and 32 mothers) participated in the study. About half of the participants' children were boys. The average age of the respondents was 35 years and that of their children was four years and nine months (57 months).

As shown in <Table 1> below, 19 parents (44%) reported a length of residency between 6 and 8 years and 11 parents (26%) have lived for more than 11 years in the U. S.

<Table 1> Parent's Length of U.S. Residency

	Frequency	Percent (%)
3 to 5 years	9	21
6 to 8 years	19	44
9 to 11 years	4	9
More than 11 years	11	26
Total	43	100

In <Table 2>, while the majority of parents reported that Korean is their dominant language spoken at home, their children's dominant language was almost even either in Korean (49%) or English (51%). However, more parents and children reported their primary use of English outside.

<Table 2> Dominant Language of Parents and Their Children

	At home		Outside the home	
	Parent	Child	Parent	Child
Korean	38 (88.4%)	21 (48.8%)	33 (76.7%)	15 (34.9%)
English	5 (11.6%)	22 (51.2%)	10 (23.3%)	28 (65.1%)
Total	43 (100.0%)	43 (100.0%)	43 (100.0%)	43 (100.0%)

3.2. Methodology

Quantitative methodology that concentrates on “showing how the numbers come to tell us what the facts are by measuring and counting data” (Sirkin, 2006, p. 34) was used. Based on a literature review and theoretical framework of the current study, a survey questionnaire for parents was developed by the researcher; especially, questions about

parental practices were drawn from Piaget's and Vygotsky's perspectives that emphasize the importance of children's interactions with their physical and social environment for language development (See Appendix for the survey questionnaire). The questionnaire was further modified adjusting comments from the pilot study with four mothers. Descriptive statistics were computed from the respondents' demographic information. The scores of parents' beliefs and reported practices regarding their child's Korean or English development per respondent were coded and summed for the total scores. For the first research question, compared means and standard deviations of the total scores on parental beliefs and practices concerning their child's Korean or English development were examined in two groups: parents with a Korean-dominant child and parents with an English-dominant child. For the second research question, to plot the initial correlation between parental beliefs and practices related to either Korean or English development, a correlation coefficient was calculated within each group of parents. Since the current study had a very small sample ($N=43$), non-parametric techniques were used for data analysis such as the Mann-Whitney U Test, Kruskal-Wallis H Test, and the Spearman's Rank Order Correlation Test (Pallant, 2005). While analyzing the data, the .05 level of significance was used.

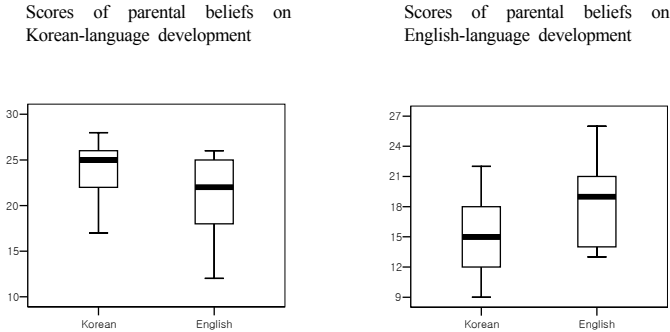
3.3. Data Collection and Analysis

Participants answered survey questions about what they believe for their child's language development in Korean or English (eight items respectively), on a scale of 1 to 5 where 1 represents "strong disagreement" and 5 represents "strong agreement." Second, parents

answered questions about how often they do something for their child's language development in Korean or English (seven items respectively) on a frequency level from 1 to 4 where 1 is "hardly ever" and 4 is "almost always." After collecting data, the scale's internal consistency was examined in four categories: beliefs about Korean language development, beliefs about English language development, practices for Korean language development, and practices for English language development. In the current study, the Cronbach alpha coefficient within each category ranged from .50 to .72. According to Pallant (2005), for scales containing less than ten items, even low Cronbach values (e.g., .50) are often considered reliable. Therefore, in the current study of 43 respondents, the scale's internal consistency in each of the four categories can be considered reliable.

3.4. Results

In terms of parental beliefs on their child's Korean language development, the Mann-Whitney U test showed that there was no statistically significant difference between two groups. However, about English language development, there was a significant difference between two groups ($z = -2.033$, $p < .05$). On the average, parents with an English-dominant child were more inclined to receive high scores concerning their children's English-language development.



<Figure 1> Distributions of Raw Scores of Parental beliefs

Above <Figure 1> shows the distributions of the raw scores of parental beliefs about their child's Korean- and English-language development, depending on the child's dominant language spoken at home. Interestingly, the mean of raw total scores about Korean language development was higher than that about English language development in both groups. Respondents seemed to give more consideration to and place higher value on their child's Korean language development than their English development, regardless of their child's current dominant language.

In the individual items concerning parental beliefs about both Korean- and English-language development, there was no statistically significant difference on any items between the two groups. The interesting thing was that almost all of the parents (more than 95%) expected their child to speak, read, and write as proficient as native speakers do in both Korean and English, even though their child used one language more often than the other at the time of the survey.

Parental practices for their child's language development were

significantly differed between two groups. Concerning their child's Korean language development, parents with a Korean-dominant child averaged higher scores than parents with an English-dominant child. Conversely, parents with an English-dominant child had a tendency to provide more English practice than did the other group. Nevertheless, like the raw scores on parental beliefs about their child's language development, both groups were inclined to report higher scores for Korean language development than for English language development. One noteworthy result was that the group of parents with a Korean-dominant child showed much larger differences in their language dependent practices than the group of parents with an English-dominant child did. The parents with a Korean-dominant child were more likely to provide practices in Korean, but less practices in English than did the other group.

The two groups did report significantly different practices on several individual items at a significant level of .05. In <Table 3> below, parents with a Korean-dominant child were inclined to more frequently ask their child to repeat himself or herself in Korean when they did not understand their child's Korean language ($z = -2.663, p < .05$). They were also more inclined to read books to their child in Korean ($z = -2.594, p < .05$) and encourage him or her to use mostly Korean at home ($z = -3.311, p < .05$).

Similarly, parents with an English-dominant child were more inclined to ask their child to repeat himself or herself in English ($z = -2.581, p < .05$) and encourage him or her to use mostly English at home ($z = -3.373, p < .05$).

<Table 3> Mean Ranks and Test Statistics of Significant Items

Mean Ranks

	Child's dominant language spoken at home	N	Mean Rank	Sum of Ranks
I ask my child to repeat what he/she says in Korean when I do not understand his/her Korean language.	Korean	21	26.12	548.50
	English	22	18.07	397.50
	Total	43		
I read books to my child in Korean.	Korean	21	26.76	562.00
	English	22	17.45	384.00
	Total	43		
I encourage my child to use mostly Korean language at home.	Korean	21	27.76	583.00
	English	22	16.50	363.00
	Total	43		
I ask my child to repeat what he/she says in English when I do not understand his/her English.	Korean	21	17.17	360.50
	English	22	26.61	585.50
	Total	43		
I encourage my child to use mostly English at home.	Korean	21	16.12	338.50
	English	22	27.61	607.50
	Total	43		

Test Statistics(a)

	I ask my child to repeat what he/she says in Korean when I do not understand his/her Korean language.	I read books to my child in Korean.	I encourage my child to use mostly Korean language at home.	I ask my child to repeat what he/she says in English when I do not understand his/her English.	I encourage my child to use mostly English at home.
Mann-Whitney U	144.500	131.000	110.000	129.500	107.500

Wilcoxon W	397.500	384.000	363.000	360.500	338.500
Z	-2.663	-2.594	-3.311	-2.581	-3.373
Asymp. Sig. (2-tailed)	.008	.009	.001	.010	.001
Exact Sig. (2-tailed)	.009	.009	.001	.009	.001
Exact Sig. (1-tailed)	.004	.005	.000	.005	.000
Point Probability	.003	.001	.000	.000	.000

a. Grouping Variable: Child's dominant language spoken at home

Lastly, the Spearman Correlation Test showed a significant positive relationship between parental beliefs and reported practices concerning their child's Korean language development in the group of parents with a Korean-dominant child. The higher the scores about total beliefs, the higher the scores were about total practices related to the child's Korean language development. However, there was no relationship between beliefs and practices concerning English language development in this group. In the group of parents with an English-dominant child, no significant relationship between parental beliefs and reported practices was seen in either Korean or English language development scores.

One interesting result was that some parents with a Korean-dominant child who strongly valued English reported fewer practices in English than did for Korean language development. Similarly, most parents with an English-dominant child were less inclined to support their child's Korean language development with real practices regardless of their positive attitudes toward their child's learning Korean. The respondents did not provide practices as much as they valued and concerned a language, particularly as their child's dominant home language differed from the

target language. It seemed to be related to the respondents' and/or their child's limited proficiency in the target language.

4. Discussion

In this study, most parents considered their child's Korean language development seriously and thought of it as important, regardless of the child's current dominant language spoken at home. Even though some respondents have a Korean-dominant child and others have an English-dominant child, both groups of parents seemed to value the Korean language as their mother tongue. Concerning the parental practices in either Korean or English, the results seemed to be involved with their child's dominant language use. Although it is hard to say any causation, for example, an English-dominant child would receive more English practices from parents to communicate with each other in some ways, as he or she has been already struggling with Korean use; that is, the child's dominant language might affect their parental language input. In terms of the relationships between parental beliefs and practices regarding their child's language development, only the group of parents with a Korean-dominant child could provide their child with Korean practices as much as they thought. Other parents seemed to have difficulties to use Korean with their English-dominant child, although they wanted their child to develop it as a mother tongue.

The parents of this study seemed to have a common ideal, raising their child to become a balanced bilingual using both Korean and English fluently. In reality, however, the immigrant children already chose their dominant language spoken at home, despite their parents' desire or

expectation in speaking and understanding in both Korean and English. One noteworthy thing is that parental language input could be an essential factor for their child's dominant language choice.

In this study, the more parents used child-directed Korean speech and the more frequently they provided positive reinforcement about their child's Korean-language use, the more their children used the Korean language dominantly at home. These results agree with Vygotsky's theory that parents could play an important role in enlarging their child's ZPD through appropriate scaffolding. The Korean-dominant children might have more opportunities than the English-dominant children, in order to utilize their learning of Korean language in daily interactions with their parents who had sufficient Korean language abilities. Additionally, the more parents read Korean picture books to their children, the more their children used the Korean language dominantly at home. The results also support the theoretical framework that focused on the importance of parental input on children's language development. Furthermore, this is consistent with Piaget's view when he stated that children could develop a language while actively engaging in their environment in which such appropriate linguistic materials are provided. For example, after a shared reading of a Korean picture book, a child would have more motivations to explore words in the book and eventually, use the learned words in Korean in his or her real world.

4.1. Limitations of the Study

Generalizations cannot be drawn from this study because of the small sample size. The subjects were recruited from a limited Korean-American

community, two Korean-language schools and one Sunday school in a Korean church. Since the target areas had a relatively small Korean population, it was difficult to find a sufficient number of parents who met the research criteria. Therefore, the results may not directly apply to other Korean immigrants, for example in metropolitan areas with large Korean populations such as New York or Los Angeles.

In addition, because the collected data were self-reported without corroborating evidence, the results may lack objectivity. The degrees of parental beliefs about and occasions for practices concerning their children's language development might vary in some ways. For example, when some parents scored three on an item, this does not mean that their beliefs or practices were the same. However, consistency in an individual's responses item by item was expected, along with the individual's own understanding of the scales. Standardized language-proficiency tests for children in both Korean and English could provide enough evidence to identify the children's dominant languages and support the respondent parents' reports. However, tests with sufficient objectivity have not yet been produced. Grosjean (1994) asserted that bilinguals are not people who can use two languages as well as native users of each language (speaking, listening, reading and writing); therefore, it would not be effective to offer the same tests to bilingual children as to their native peers. The target children, who were aged three to seven, are generally not ready for standardized testing.

4.2. Implications of the Study

The current study presents a significant association among parents'

beliefs and practices concerning their child's language development and the dominant language use at home. The results indicated that some children could become Korean-English bilinguals, as most parents expect, while others could become English monolinguals. The actual outcome may depend on the frequency of parental practices about both languages. Some parents can use important practices addressed in the study such as joint book-reading and more appropriate child-directed speech. As Wong Fillmore (1991) argues, parents may encourage home use of the mother tongue by modeling appropriate ways and speaking accurately and elaborately. They will also promote a variety of social interactions with other people who are fluent in the target language to bring out children's motivation and ability to use it.

English-dominant parents who have a lack of Korean language proficiency may consider obtaining help in fostering their child's Korean-English bilingualism or Korean retention from grandparents or other family members who are fluent in Korean. Or they may provide their child with Korean books accompanied by audiotapes so that they can read and listen without adult assistance. One thing parents need to consider is to choose authentic materials that are relevant to their child's real experience as Korean American. The child may develop Korean more effectively when he or she encounter important cultural values that are also meaningful to his or her daily lives (Lao, 2004). Similarly, Korean-dominant parents may also need to make a special effort to develop their own English language proficiency to support their child's English language development. Parents may appropriately provide their child with meaningful practices in English with help from schools and communities. For the second-generation Korean children, English language

development is an important aspect of living in mainstream society, along with school achievement and relationships with peers and teachers.

Studies have indicated that second-generation children who use both their home language and English fluently tend to report closer relationships among family members, greater self-esteem, and greater ambitions for school achievement than those who use only the majority language (Cummins, 2000; Rumbaut, 2000). Children who acquire their mother tongue at home also enable to learn how they should behave in their communities with stronger ethnic identity (Park & King, 2003; Lee, 2002). Therefore, development of both Korean and English should be regarded as an essential asset throughout their lives.

In order to promote their children's language development, parents need to play dynamic roles as teachers, supervisors, or even friends. However, as shown in the current study, immigrant Korean parents face some limitations in providing their children with a variety of valuable linguistic practices in the target language. It is not only parents who bear the responsibility for their children's language learning. It should consider collaboration among parents, teachers, schools, and communities.

5. Conclusion

The current study examined parental thoughts and practices regarding their child's language development in Korean as a mother tongue and in English as a second language in a Korean American community. Results from the survey data showed that most immigrant parents desired their U.S.-born child to become a balanced bilingual. They perceived the importance of learning and maintaining Korean language and expected

their child to speak, read, and write as a native Korean speaker. In spite of the parental ideal, some children were dominantly speaking English and lacked opportunities to receive Korean input at home. The discrepancy between the ideal and the reality suggests that immigrant parents need more concrete resources to support their children's bilingual development. Furthermore, in order to provide their child with appropriate and sufficient input in either Korean or English, local schools and neighbors should pay attention to this issue. Considering the immigrant children as asset in this global society, the whole community should work together to make beliefs into reality.

Appendix : Survey Questionnaire

*** Think especially about your 3-to-7-year-old child when you answer.
If you have two or more children in that age range, think about the youngest child.

◆ For Items 1-16, CIRCLE the number that best describes your level of agreement with the statement.

1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree

<Korean>

1) I am proud of my child when he/she uses Korean language.

1 2 3 4 5

2) I want my child to use Korean language as his/her first language while living in the U.S.

1 2 3 4 5

3) I believe my child can learn Korean language at any time.

1 2 3 4 5

4) I believe my child's early learning in Korean language will help his/her later Korean language development.

1 2 3 4 5

5) I believe my child's Korean language development will facilitate his/her English development.

1 2 3 4 5

6) I believe my child may forget his/her Korean language if he/she does not use it regularly.

1 2 3 4 5

7) I expect my child to speak Korean language as fluently as native Korean speakers do.

1 2 3 4 5

8) I expect my child to read and write Korean language as well as native Korean speakers.

1 2 3 4 5

<English>

9) I am proud of my child when he/she uses English.

1 2 3 4 5

10) I want my child to use English as his/her first language while living in the U.S.

1 2 3 4 5

11) I believe my child can learn English at any time.

1 2 3 4 5

12) I believe my child's early learning in English will help his/her later English development.

1 2 3 4 5

13) I believe my child's English development will facilitate his/her Korean language development.

1 2 3 4 5

14) I believe my child may forget English, if he/she does not use it regularly.

1 2 3 4 5

15) I expect my child to speak English as fluently as native English speakers do.

1 2 3 4 5

16) I expect my child to read and write English as well as native English speakers.

1 2 3 4 5

◆ For Items 17–30, CIRCLE the number that tells us how often you do them.

1 - Hardly ever 2 - Sometimes 3 - Very often 4 - Almost always

<Korean>

17) I speak to my child in Korean, since my child uses Korean language.

1 2 3 4

18) I ask my child to repeat what he/she says in Korean when I do not understand his/her Korean language.

1 2 3 4

19) When my child cannot understand my Korean language, I say it again slowly and accurately in Korean.

1 2 3 4

20) When my child cannot understand my Korean language, I explain it English first and then in Korean.

1 2 3 4

21) I read books to my child in Korean.

1 2 3 4

22) I encourage my child to use mostly Korean language at home.

1 2 3 4

23) I encourage my child to use Korean language when speaking to other Korean people.

1 2 3 4

<English>

24) I speak to my child in English, since my child uses English.

1 2 3 4

25) I ask my child to repeat what he/she says in English when I do not understand his/her English.

1 2 3 4

26) When my child cannot understand my English, I say it again slowly and accurately in English.

1 2 3 4

27) When my child cannot understand my English, I explain it Korean first and then in English.

1 2 3 4

28) I read books to my child in English.

1 2 3 4

29) I encourage my child to use mostly English at home.

1 2 3 4

30) I encourage my child to use English when speaking with other Koreans who speak English.

1 2 3 4

◆ Demographic Information

	You	Your Child
1. Age	yrs	yrs ms
2. Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
3. Birth Place	<input type="checkbox"/> Korea <input type="checkbox"/> U.S.A.	<input type="checkbox"/> Korea <input type="checkbox"/> U.S.A.
4-1. Dominant Language (spoken at home)	<input type="checkbox"/> Korean <input type="checkbox"/> English	<input type="checkbox"/> Korean <input type="checkbox"/> English
4-2. Dominant Language (spoken outside the home)	<input type="checkbox"/> Korean <input type="checkbox"/> English	<input type="checkbox"/> Korean <input type="checkbox"/> English

5. What is the birth order of the child about whom you responded?

Firstborn Second-born Third-born Fourth-born

6. Does your child take a Korean language class? Yes / No

7. How many years have you stayed in the United States?

3 - 5 years 6 - 8 years 9 - 11 years More than 11 years

8. Your occupation _____

9. Highest Level of Education

- Middle school High school College Graduate school

10. Yearly Family Income

- Less than \$20,000 \$20,000 - \$40,000 \$40,001 - \$60,000
 \$60,001 - \$80,000 More than \$80,000

If you have any comments or suggestions about this survey, please specify them.

Thank you for your participation in this survey.

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접수일자: 2012. 8. 1

심사(수정)일자: 2012. 9. 10

게재확정: 2012. 10. 22