

**Biliteracy in English and Korean:
A Case Study of Writing Development
during Primary Years**

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ABSTRACT

In the era of globalization, growing numbers of children are living in situations where the language of their formal schooling is different from that of the everyday communication in their family. In such a bilingual context, this study documents biliteracy development of two Korean background children growing up in Australia. The children's written texts (both in English and Korean) were collected over the period of 5 years 8 months (from preschool through primary school) both in home and school contexts, and analyzed using the Systemic Functional Grammar as well as genre and register theory. Throughout the researcher's regular classroom observation and participation in their school's literacy activities as well as in the home context, a detailed documentation of the children's socio-linguistic environment is also provided as an important part of this longitudinal case study's data collection and analysis.

Over the period, the children's writing in both English and Korean developed quite significantly in terms of their control of the register in text. With the introduction of Genre-based Approach in their school, they had opportunities in learning to write a range of genres such as Narrative, Report, Explanation, Argument and Procedure in English to meet the expectations of the mainstream curriculum. The children's writing in Korean was mainly developing to satisfy their personal and interpersonal communication needs, largely through diary writing, E-mails and personal letters to extended family. Their developmental patterns of writing different genres as well as their control of written language have been examined largely through the analysis of the system of Transitivity, the use of nominal groups, Theme choice and Mood system. The similarity and difference in literacy practices between the two children (the brother and the sister) are also discussed.

As the key to the two ESL background children's successful biliteracy development throughout their primary schooling period, this case study emphasizes the importance of the supportive parents' role through mother tongue maintenance and an effective literacy program, such as Genre-based Approach, which provides practical guidance for developing written language

through learning a range of genres with different social functions and purposes. The literacies in English and Korean have been found to be mutually supportive and thus it is argued that the whole biliteracy development in this case study has an enhancing effect on the children's academic achievement in their Australian schooling. Simultaneously, with their continuous biliteracy development, the children were able to enjoy being part of a caring Korean-speaking family and community. Moreover, this whole process of biliteracy development certainly provided the two ESL children with a positive self-concept and socio-cultural identity as a balanced proud bilingual. In this regard, it is argued that the successful outcome of this case study of the ESL children's biliteracy development can be identified as a case of an 'empowering' additive bilingualism.

NOTES TO THE READER

1. The Romanization used in this thesis follows the Yale System. Yet, in this thesis, a Romanized Korean word or phrase is marked by hyphen (-) for a syllable boundary (not for a morpheme boundary).
2. In the children's English text samples and excerpts (Chapters 4, 5 & 6), only their misspelled words (not grammatical errors) are corrected for readers' understanding whereas their Korean texts (Chapter 7) are presented in their original spelling. However, the researcher provides the conventional spelling of some misspelled words, in brackets following the word used by the children, for the readers' understanding of their original intention.
3. For the readers' further reference, all the children's original copies of texts are provided in the Appendices. As to the English Narrative texts written by the children, due to their volume, they are typed up and presented by the researcher in their original spelling.

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ABBREVIATIONS

AH	Addressee Honorification
AMEP	Adult Migrant English Program
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive/Academic Language Proficiency
CL-Ender	Clause Ender
CMP	Complementizer Suffix
CNJ	Conjunctive Suffix
CUP	Common Underlying Proficiency
Drv-affix	Derivational-affix
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	a person's first language
L2	a person's second language
LERN	The Literacy and Education Research Network
MDL	Modal
NOM	Nominalizer Suffix
PST	Past Tense
RL	Relativizer Suffix
SFG	Systemic Functional Grammar
SFL	Systemic Functional Linguistics
SH	Subject Honorification
SOV	Subject-Object-Verb
SUP	Separate Underlying Proficiency
ZPD	Zone of Proximal Development
Text FR-1	Factual Report Text 1
Text FE-1	Factual Explanation Text 1
Text FRV-1	Factual Review Text 1
Text FA-1	Factual Argument Text 1
Text FP-1	Factual Procedure Text 1
Text SFR-1	Sunyoung's Factual Report Text 1
Text SFE-1	Sunyoung's Factual Explanation Text 1
Text SFA-1	Sunyoung's Factual Argument Text 1
Text SFP-1	Sunyoung's Factual Procedure Text 1
Text KDJ-1	Jinha's Korean Diary Text 1
Text KDS-1	Sunyoung's Korean Diary Text 1
Text KJL-1	Jinha's Korean Letter Text 1
Text KSL-1	Sunyoung's Korean Letter Text 1