Biliteracy in English and Korean:

A Case Study of Writing Development
during Primary Years

Bo-Ai Ko

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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 bilieracy 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

Chapter 1. Introduction

1.0. The Context of the Study

In today's globalizing world, increasing numbers of children are growing up in contexts where they need to become fluent in at least two languages. Parents travel the world for study and work, and so many children are learning at school through the medium of one language whereas a significant amount of learning in the home happens using another tongue.

Families studying and working in English as a Second Language (ESL) contexts, such as Australia, are a widespread phenomenon. Internationalization of education, university education in particular, is one of the factors leading to people moving countries. The number of international students studying in Australian universities is growing and often such students have young children (Liddicoat, 2003). Skilled migration encouraged by several recent governments has also contributed to the growth in the numbers of ESL background children in Australian schools. Many of these children will continue their education and seek employment in Australia. For others, while the children may be expected to go through many years of schooling in a second language, the parents' professional commitments may take the family back to the country of origin and their first language (de Mejia, 2002). In such situations it is critical to keep the children's mother tongue and literacy developing alongside their ESL proficiency so that they can fit in their home country's social fabric on return. This case study started from the challenging situation of two Korean children's growing up bilingually in an Australian context, with planning to return to the country of origin, Korea, where they would continue their education. In such a situation, developing their mother tongue literacy is generally not only something their parents desire for their children, it is an indispensable requirement on their return to the home country. In this respect, inevitably the main issue for the parents is how to support their children's English literacy learning in school, while simultaneously developing the children's proficiency in the mother tongue literacy.

Children's biliteracy education in both English and Korean, the process of learning two languages, is not only a matter of language acquisition but also one of building up their competency as social members of the two cultures mediated by these languages. In this regard, it must also be pointed out that the two Korean background children in this case study have been adjusting to two very different language and literacy education environments, and learning to operate in two different and rapidly changing societies particularly in terms of people's general perspectives and their governments' policies toward language education.

The political climate in Australia, as well as in some other English-speaking countries, has seen increasingly monolingual Anglo-centric tendencies, characterized by appeals to language unity. Recently prominent linguists and literacy scholars, such as Clyne, Lo Bianco and Pauwels, have tried to put other languages and literacies on the educational agenda (Clyne, 2005; Pauwels, 2005; Lo Bianco and Wickert, 2001; Kipp et al, 1995; Lo Bianco, 1997; Lo Bianco and Freebody, 1997). However, the overall current situation is still such that, overwhelmingly, school curriculum documents focus on English literacy only. This seems strikingly at odds with the current demographics that show increasing numbers of children speaking a language other than English are entering the school system (Clyne, 2005). There are good signs as well, however. Even though the school curriculum still views English literacy as the top priority, Australian society, including the education sector, has been changing to accept the value of being multicultural and multilingual. In line with this, "immersion education in Australia is a rapidly growing phenomenon, which has become a very popular option for middle-class families who want their children to add a foreign language for their academic achievements at school" (de Mejia, 2002: 111). Also, research into effective language education for ESL background children has been increasing, and so has the cooperation between schools and many of the ethnic community associations in Australia.

Korean is one of the top 20 most commonly used community languages in Australia (based on the year 2001 statistics; Clyne, 2005: 4-6). Despite this, it

seems that the Korean ethnic community in Australia has not yet played an active role in maintaining and developing the immigrant Korean children's native language, and particularly literacy skills, although they have had some success in maintaining their socio-cultural experience mostly through religious (Korean church based) groups. Around Australia, except for Sydney (where there is a dense population of Korean background Australians and, particularly, Korean university students), many Korean children have been experiencing difficulties in developing mother tongue literacy due to the unsettling situation with Korean ethnic schools as well as the relatively small size of Korean communities compared to the one in Sydney.[1]

Meanwhile, the EFL context in Korea, traditionally a monolingual nation, is currently experiencing an upsurge of interest in bilingualism and bilingual education. There is emerging recognition of its reality as a multilingual and multicultural society, as a result of the increasing number of international marriages particularly in rural areas and the presence of foreign workers. Furthermore, the influence of a small but powerful sector of the population, the so-called 'returnees' (who return to Korea from a prolonged stay overseas) has had an important effect and is helping change perceptions of multilingualism and multiculturalism with respect to foreign languages such as English in Korea. Such a socio-cultural shift towards multiculturalism and multilingualism has led to a further emphasis on English education in Korea, which is quite popular, particularly in private English teaching institutions and with commercializing 'early English education overseas' by private agencies which has been happening for the last two decades.[2] In line with this trend, instead of being seen as a problem, the returnees have lately begun to be recognized as a valuable human resource and have been given the opportunity to share their experience with other students in the school. However, it is also

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[1] K. R. Kim (2005: 2) points out the same tendency of church-based Korean Saturday School in Illinois, USA. She indicates the positive role of the Korean Saturday School as follows: "Korean-American children not only learn Korean but also make Korean friends and experience features of Korean culture such as food and music. Positive attitudes toward the culture and the language itself, as well as motivation can play important roles in language acquisition."

[2] Choi (2007b) points out negative effects of the Early English Education overseas through focus group interview of the parents of the students who have returned to Korea after early English learning (particularly in primary school level) in foreign countries. The subject children in this study were limited to the groups who decided to go the foreign countries only for the children's English education (not by the parents' jobs or other special reasons). In her research, Choi (2007b) indicates that this kind of Early Education overseas might cause the serious problem of language identity and difficulty in adapting to Korean mainstream school after returning to Korea.

a reality that there still is absence of structured, systematic supporting programs for the returnees (the majority of whom are suffering from lack of Korean proficiency on their return) who need to be re-settled into the Korean mainstream school system which is quite different from that of English-speaking countries in terms of school literacy programs. Among the increasing number of returnees, many children still face problems readapting to Korean society, and feeling victimized or 'left out' by their classmates.

In this complex language situation both in Australia and Korea, two Korean children started their challenging journey of becoming bilingual. The two Korean children (brother and sister), whose father was working on a PhD project in Australia, were exposed to learning both languages (Korean and English) in an ESL context (an English speaking country, Australia) for a period of almost six years. The researcher who is their mother was faced with the challenge of bringing them up bilingually.

When the first child, Jinha (from Kindergarten to Year 5) and the second child, Sunyoung (from Pre-School to Year 3) started their schooling in Canberra, Australia, their literacy development became particularly important. They had to learn difficult concepts and knowledge that were parts of the curriculum of their Primary school. They also experienced the social and cultural differences between them and their classmates and the outside (non-school) social community in Australia. At home, they still needed to learn their mother tongue as a minority language in a majority English speaking country. In this kind of bilingual context, the researcher became aware of the challenging process in which their children were involved as they attempted to learn the two languages simultaneously and experienced the different social functions of and purposes for language use at home and in school. As their mother, the researcher began to consider the following issues seriously:

- How do bilingual children learn literacy in the two languages, particularly when one is English and the other one is Korean, when living in an English-speaking country?

- How can children be supported in this challenging endeavor of trying

to master literacy in two languages?

- How is learning to become literate in the majority and minority languages related to the children's participation in life in school and in the family?

In support of the children's bilingual development in an English-speaking country, maintenance of their mother tongue (Korean) appeared to be crucial. Also, to become balanced bilinguals the children needed to keep developing literacy (reading and writing) in both languages (so called 'biliteracy'). Given that the process of literacy learning even in one language has been recognized as being challenging, it was important to design an effective support system for the children's biliteracy development.

Writing has been recognized as the most challenging mode of language use in both mother tongue literacy learning as well as in second language acquisition; hence, the volumes published on literacy education, with a focus on writing pedagogy (Christie, 1990; 2005; Hammond, 1990; 2001; Knapp and Watkins, 2005; Gibbons, 2002). While the researcher was looking for a more effective literacy teaching approach to support the children's writing development, their school began a new literacy pedagogy, the Genre-based Approach (to be discussed in Chapter 2) in which the teachers took on a more explicit role in guiding children in learning to write through modeling and joint construction of written texts. It also provided children with scaffolding in mastering a range of text types such as Narrative, Report, Explanation, Procedure and Argument. Writing workbooks based on the Genre Approach, which parents were encouraged to buy for their children's writing practice at home, were also very helpful, especially for ESL background parents who were looking for ways to support their children's writing more explicitly and practically. As an ESL parent in such a situation, the researcher became confident that parents could play a very important role in raising their children bilingually and, further, in developing their children's biliteracy.

There is a video recording of one of the children in the study being reported here. The little-four-year-old girl at her first concert day in Pre-School looks

frightened, continuously blinking her eyes while desperately trying to pretend singing (wanting to be the same as other English-speaking children who are confidently singing away). Several years later, that same child is smiling broadly and confidently while reading out a presenter's report in front of all the students in the school assembly. What has happened in this child's life over the years, so that how she looks and feels has changed so much? The whole empowering process of biliteracy development over six years includes lots of stories and implications to deserve sharing with other parents and children who are growing up in similar bilingual contexts as well as with bilingual educators.

1.1. The Scope of the Study

This thesis reports the findings of a case study which examines two Korean background children's biliteracy development in an ESL context (in Australia) through early and mid-primary years. It is a longitudinal case study of bilingual writing done in Korean and English.

To date, studies in children's bilingualism (during the pre-school and primary years) have largely focused on oral development (Leopold, 1939-1949; Taeschner, 1983; Fantini, 1985; Dopke, 1992; Bodycott, 1997) rather than literacy. In the area of young children's bilingual reading, there are also some studies, including those of Saunders (1988), D'Onofrio (1989) and Past and Past (1978). However, empirical evidence of bilingual writing development in young children is scarce (Kenner, 2000; 2004) with some classroom based research, such as the Canadian Immersion Experience Program (Cummins, 1983; 1991; Swain and Lapkin, 1991) and Australian Immersion Programs (Clyne, 1991; Clyne et al, 1995; Lotherington, 2000; Fernandez, 1996) largely focusing on primary school children's biliteracy in the case of English speaking majority background students.

Even though some bilingual classroom-based studies have reported the advantages of bilingual school programs which foster children's majority language development and promote the mastery of their mother tongue

(Cummins, 1991; 1993; 1996; Cummins and Corson, 1998; Cloud et al, 2000; Lindholm-Leary, 2001; 2005; Soltero, 2004; Howard et al, 2005; Hornberger, 2003; 2004), in reality, there have been many cases where such schooling has been unavailable for various reasons including political ones. Thus, children's bilingual development cannot rely solely on bilingual school programs. Their out-of-school literacy learning, including learning in home and community contexts, has to be enhanced as well. Highlighting the importance of bilingual children's home literacy learning context, Lo Bianco and Freebody (1997) state that home language maintenance and familial literacy practices are highly beneficial for bilinguals' academic achievement, as well as for their emotional development.

In ESL learning contexts, particularly in the Australian context, a range of different written genres has been actively explored with the support of classroom teachers. The theoretical support for this pedagogy has been provided by Systemic Functional Grammar (SFG) (Halliday, 1994; Halliday and Matthiessen, 2004) and Genre Theory (Martin, 1992) as one of the established theoretical frameworks for text analysis. Many researchers using SFG (to be discussed in Chapter 2) and Register and Genre Theory (to be discussed in Chapter 2) have documented children's developing control of written genres in mainstream classrooms in Australia (Martin, Christie and Rothery, 1987; Christie, 2002; 2005; Kamler, 1990; Stead, 1995; Sandiford, 1997; Macken-Horarik, 1996; 2002; 2005; Derewianka, 1990; 2003). However, it has been largely limited to mostly monolingual literacy. Aidman (1999: 6) indicates that "[w]hile the present day classroom nearly always represents a mixture of native speakers of English and ESL learners, the focus so far has been on children's English language genre development irrespective of their linguistic background". She also points out that in most cases the genre studies have explored literacy learning in classroom contexts without consideration of the child's writing development that occurs in the home.

The present study examines ESL children's genre writing in both English and Korean texts (in both majority and minority languages) both in classroom and home contexts (Lo Bianco and Freebody, 1997, Cairney et al, 1995, August and Hakuta, 1997, Hornberger, 1989; 1990; Cummins, 1996; Aidman, 1999) to

fill in the gap in research on ESL children's biliteracy learning. From the relevant research, Aidman's (1999) research into her daughter's biliteracy development in English and Russian has been the direct model for the present research, it being one of the few case studies to focus on minority background children's literacy, including the family context. There are however significant contextual differences in the language situation, including a distinctly different language combination, and in this case, a more explicit commitment to Genre-based teaching.

1.2. The Significance of the Study

While attempting to fill the research gap in the area of young children's biliteracy development, the study reported here also claims to be distinct from the research referred to earlier as follows:

- Firstly, it offers the results of a longitudinal case study of young children's emergent biliteracy in English and Korean from early through mid primary years (the male subject) and from pre-school through early primary years (the female subject) and thus traces literacy development over a particularly sensitive period of schooling.

- Secondly, the analysis of the texts emerging in both languages is based on SFG as proposed by Halliday (1994) and Genre and Register Theory as proposed by Martin, Christie and Rothery (Martin, Christie and Rothery, 1987; Martin 1992). The Functional Grammar and Genre Theory, it is claimed, provide a strong theoretical framework for the study. Particularly the text analysis and interpretation of young children's Korean writing based on SFG and Genre and Register Theory is pioneering work in this field.

- Thirdly, the study documents the impact of a supportive bilingual family context upon the development of literacy in both languages, including the majority language of the classroom. Hitherto, studies of bilingual development have barely addressed the influence of the

bilingual family upon the development of literate discourses in the majority as well as minority language.

- Fourthly, the study provides an empowering bilingual and biliterate model, particularly for Korean background ESL children, offering the practical guidance of Genre Approach along with the detailed documentation of their educational contexts (in Chapter 3). It is actually a pioneering study in the area of Korean background ESL children's biliteracy development, with a socio-linguistic view of literacy.

- Fifthly, since the study has been the case study of two Korean children who differ in their sex and age (while being a brother and a sister in the same family), it provides some interesting comparative data in terms of their text type preferences and strengths in literacy across the two languages as well as their general patterns of writing development over almost six years.

1.3. The Starting Assumptions and the Aims of the Study

The starting hypothesis for this study was based on Cummins' claim that there are potentially enhancing effects of biliteracy in the case of bilingual children continuously learning literacy in both their languages. In line with the expectation of biliteracy development in an ESL context, the following were the starting assumptions in this longitudinal case study:

- The preschool child (the sister) might attempt the kinds of writing in both languages suggested and modeled by her primary caregiver.

- Once at school, the children's writing in English was likely to be largely developing to meet the expectations of the school curriculum.

- The children's writing in Korean was likely to be developing to meet the personal and interpersonal needs of the children. In particular, the

children might use writing to keep in touch with the extended family.

- The children using Korean to communicate in the family, as well as Korean writing, would not have a negative effect on the children's learning to write in English.

- The overall encouragement of literacy focused practices that the children might get in the family would have a positive effect on their learning to write in English.

- The parent being familiar with the Genre Approach to teaching writing would help the children learn to construct better developed texts.

- Learning to write in their two languages would have an overall positive effect on the bilingual children's lives. This could help them develop a positive self-image (help them feel good about themselves), as well as a balanced bilingual and bi-cultural identity.

Given the overall context of this study and the starting assumptions, the following were the research aims:

1. To document and analyze the ESL children's development patterns of writing a range of genres during their primary school years in both languages, English and Korean.

2. To provide the evidence of the importance of their mother tongue maintenance and interaction between the young children and parents at home in the whole process of biliteracy development.

3. To examine the enhancing effects of the Genre-based Approach in terms of the ESL primary children's biliteracy development at both their school and in the home.

4. To identify the positive effects of these children's biliteracy development in an ESL context throughout their primary years from a

broader socio-linguistic perspective on literacy.

1.4. Overview of the Study

This thesis now proceeds to Chapter 2 which reviews the relevant background literature which has shaped the theoretical framework for this study. Chapter 2 includes a review of the topics of language learning, bilingualism, literacy and biliteracy development. In the process of shaping the theoretical framework, key issues such as 'mother tongue maintenance', 'scaffolding literacy', 'Genre-based Approach', 'the awareness of spoken and written language' and 'the importance of biliteracy development' will be reviewed with reference to relevant theories and studies.

In Chapter 3 there is a discussion of the methodological research approach adopted in the study. Firstly, the characteristics of a longitudinal case study will be presented along with the detailed method and process of data collection and analysis. The present study is based on exhaustive documentation of two bilingual children's written products in both languages (English and Korean) over the early and mid-primary school years. The educational contexts of the children's literacy learning during the given period will be presented in detail. Finally, a descriptive explanation of the SFG proposed by Halliday (1994) and Halliday and Matthiessen (2004) is provided as the main framework for the text analysis undertaken in this research. For the analysis of Korean written texts, a possible systemic functional interpretation of some grammatical categories of the Korean language is offered.

From Chapter 4 to Chapter 7, this thesis provides a detailed account of the two children's writing development with the text analysis based on SFG. In Chapter 4, the children's English Narrative texts written over five years, which reflect the important aspects of their growing control of English writing, is analyzed. In Chapters 5 and 6, the analysis of the children's factual texts in English is presented. Among many factual text types, Report writing, Procedure, Explanation, Argument and Review (in Jinha's case) are focused on for detailed text analysis. In Chapter 7, the children's Korean texts written

while living in Australia are examined through a linguistic analysis of diary, letter and E-mail writing (mainly personal writing), which were constructed for the purpose of expressing themselves in their mother tongue, and for communicating with Korean community members such as their relatives living in Korea.

Lastly, in Chapter 8, the findings of the text analysis of the two children's writing development in both in English and Korean are summarized and implications for teaching practice which would support children's biliteracy learning. It is concluded that the children's writing in the two languages developed significantly over the years, to meet a range of personal, interpersonal and academic purposes. The use of the Genre-based Approach to support the children's literacy learning proved to be beneficial. Some comparison is made between the brother's and sister's writing development in the two languages.

Overall, it is argued that the parent's support of the children's writing in the two languages was highly beneficial for their literacy learning. The parent offering this support in both English and the minority language of Korean further highlights the importance of the mother tongue maintenance in ESL educational contexts.

Chapter 2. Literature Review

2.0. Introduction

In this chapter we shall consider the linguistic scope and pedagogies which have shaped the theoretical framework of the case study. In constructing the relevant theoretical framework, we start from the broadest concept or view of 'Language Learning' and then narrow its discussion to focus on more specific areas, starting from the areas of 'Bilingualism' and 'Literacy' and moving, finally, to 'Biliteracy Development'.

First, within the existing views on language learning the socio-linguistic perspective is acknowledged as the one which allows for further insights into bilingual language and literacy learning. Systemic Functional Grammar (SFG) and its significance in language learning are also examined. The next section of 'Bilingualism' covers the important issue of 'mother tongue maintenance' in the ESL (English as a Second Language) context. In this section, the concept of 'scaffolding' in connection with bilingual development is also highlighted. In the following section on 'Literacy', first the issue of 'spoken and written language difference' is addressed in terms of children's writing development. Also, because it is the main literacy approach referred to in this case study, 'Genre-based Pedagogy' is introduced and critically examined. Other literacy approaches such as the 'Whole Language Approach' and 'Process Writing' are also briefly introduced for the purpose of comparison. The last section of the Literature Review deals with the issue of 'Biliteracy Development' particularly for ESL children. In this section relevant research is systematically referred to in order to support the main point of investigation of the case study, namely that: 'Learning to write in the ESL children's two languages has an overall positive effect on the bilingual children's academic achievement as well as their lives more generally. This may help them develop a positive self-image (feel good about themselves), as well as a balanced bilingual and bi-cultural identity.' More specifically, the biliteracy context of the Korean-English combination is briefly reviewed in the research areas of

children's bilingualism and biliteracy development, both of which are relevant to this research.

2.1. Views of Language Learning

In the areas of linguistics and education, theories on language learning and teaching have been constantly hypothesized and some of the hypotheses have been partly proved or argued about by other groups of scholars or supplemented by other studies with different perspectives. In particular, the notions of language itself and the views of language acquisition and learning have been developing along with other disciplines mainly psychology, neurobiological science and sociology (Walters, 2005). In this section, we shall try to categorize the different theoretical perspectives on language learning by adopting mainly Painter's (1993) and Hammond's (2001) views.

According to Painter's (1993: 3) view on language learning, there are two broad groups in the literature regarding the nature of the young child's language learning: one is the monological (innate) approach and the other is the dialogical (social interactional) one. In the monological approach the psychological aspects of the individual learner are highlighted in understanding the process of language learning. In contrast, in the dialogical approach the social aspects of language learning are foregrounded. Whereas the former is close to psycho-linguistics, the latter can be related to socio-linguistics, an area of study in which language is defined as part of the social system and which is a branch of sociology. It is the dialogic view of language learning that has been adopted in this case study.

The dialogical approach emphasizes the interactional nature of learning language and learning through language.[1] Particularly in children's language learning, the role of their care-givers in familial interactions has been considered an important part of language development. That is, young

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[1] This dialogical approach also reflects the social theories of learning (Vygotsky, 1978; Ninio and Bruner, 1978), particularly the notion of 'scaffolding' which emphasizes the supportive and constructive nature of the interaction (see the section 2.2.4 for more elaborate explanation on 'scaffolding').

children's language learning and cognitive development cannot be imagined without the process of meaning negotiation through their primary care givers' mediating roles. The relevant research findings (Painter, 1996; Hasan, 1986) demonstrate that it is in interaction that children learn language, and it is through language used interactionally that young children learn about the world around them and about the culture into which they are being socialized.

In the area of education, however, Hammond (2001: 16) summarizes two major ways of thinking about language as follows:

- Language is a 'conduit' that transfers thoughts, feelings or information from the speaker/writer to the listener/reader.
- Language is a semiotic system that constructs, rather than just transmits meanings.

In a sense, Hammond's view of language seems to be somewhat different from the previous grouping of language learning adopted by Painter (1993) in that Painter attempted to categorize the view of language learning mainly by psycho-linguistics and socio-linguistic traditions whereas Hammond's theoretical framework on language appears to be sub-categorized within the area of socio-linguistics. The view, using the metaphor of 'conduit', diminishes the quality of social interaction, and regards language as the only means for conveying messages from one person to the other. From this perspective language learning can be considered as mastering the technology or the neutral set of skills of language. The other view of language, as a semiotic system, truly engages the qualitative property of social interaction, one that emphasizes the process of meaning construction between the speaker and the listener with creativity.[2] According to Hammond (2001), this view of language is carefully theorized and has a substantial history in linguistics from Malinowski (1923) to Firth (1957), Hjelmslev (1961) and Halliday (1978).

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[2] Hammond (2001: 17-18) also elaborates on this view as follows:

> In this tradition, language is seen as one of a number of semiotic or meaning-making systems that characterize life in any society. Other semiotic systems include art, dance, modes of dress, architecture, and so on. Semiotic systems are constructed and used by social beings in social contexts to achieve social ends. More broadly, social semiotic systems work together to construct the cultural and social realities in which we live.

From this perspective, the notion of language implies a powerful resource with which language learners can be engaged in their social and cultural values and properties. From this, it can follow that the more competent language users, those who have learnt the conventional and functional patterns of language effectively in the social contexts, would be advantaged. Such arguments have been at the heart of work on genre in Australia (Martin, 1993). They reconnect us directly with Vygotsky's theories of learning and, also, the issue of scaffolding. The socio-semiotic view of language has enhanced the theories of language learning and teaching which now focus on the methods of describing language in much the same way as a linguist does ("descriptive") and on engaging students in using their language resource in powerful ways ("productive") rather than on "prescriptive" language use ("referring to practices that prescribed preferred expressions, such as *I did*, rather than *I done*") (Christie and Unsworth, 2005: 218). The following is a summary of Halliday's Systemic Functional Linguistics (SFL) theory in connection with the socio-semiotic view:

> Looking back over its development, a Hallidayan language-based theory of learning proposes that language is a primary resource for learning. Unlike many other theories of learning of the twentieth century, this theory does not strongly classify the boundaries between 'form' and 'content', or 'form' and 'function'. Instead, SFL has conceptualized such a relation as a dialectic, whereby content (i.e. meaning) activates form (i.e. lexicogrammar), while form construes meaning. This in the last resort forms the very basis of the claims that the nature of language is metafunctional. This is in contrast to typical formal models whereby the relation between meaning and wording has been seen as uni-directional. (Christie and Unsworth, 2005: 222-223)

It is this socio-functional perspective on language learning that is adopted when looking at the development of bilingualism.

2.2. Bilingualism: The Importance of Mother Tongue Maintenance

2.2.1. Definitions and Distinctions: Individual Bilingualism and Societal Bilingualism

Within the umbrella-like socio-linguistic view of language learning given above, the term bilingualism can be also considered in a range of different social contexts with different purposes. Even though it might be artificial and complicated to define the term 'being bilingual', as Baker (2006: 2) indicates, we can at least make distinction between bilingualism as "an individual possession" and as "a group possession." These are usually termed as "individual bilingualism" and "societal bilingualism" respectively. The dimensions of individual bilingualism are often explained by reference to such factors as age, sex, motivation, language aptitude, attitude and cognitive competence (thinking skills).

In addition, Baker (2006: 3) explains a distinction of the term of bilingualism as "language ability" and "language use" at an individual level. In terms of language ability, the four basic skills such as listening, speaking, reading and writing in two languages can usually be tested, and it is likely that balanced bilinguals, with equally strong competence in their two languages, are rare. Some bilinguals show that even though they have competency in both languages, they rarely use both. According to Cummins (1983; 1984a), language ability can be viewed as two different dimensions - conversational fluency and the type of language required for academic, classroom operations. "Language competence includes not only linguistic competence (e.g. vocabulary, grammar) but also competence in different social and cultural situations with different people" (Baker, 2006: 18). When we think of the different combinations of language ability and language use, an individual's two languages are regarded as being ever changing and evolving over time. Therefore, the definition of a bilingual suggested by Bloomfield (1933) as somebody who has the native-like control of two or more languages can be too extreme, excluding the continuum of the developmental aspect of bilinguals. Rather than this, much more useful seems to be a more inclusive definition of

bilingualism, one that incorporates the whole process of becoming a bilingual, in both second language and foreign language contexts.

To consider the issues of societal bilingualism we need to extend our perspectives to sociology, sociolinguistics, politics, geography, education and social psychology. For example, the issue of bilingual educational policy and provision for minority language groups can be examined in the dimension of societal bilingualism. In some cases, politicians and policy makers prefer to assimilate different language groups into a homogeneous community of monolinguals, objecting to retaining linguistic diversity and pluralism. It is true that in certain communities bilingual children's parents and teachers are still being advised to use only one, the majority language, based on the claim that there exist such disadvantages of bilingualism as a burden on the brain, the inhibition of the acquisition of the majority language and identity conflicts. [3]

However, in the last decade or so, such prejudiced and unfounded advice has been losing power and subtractive bilingualism is being replaced by more reasonable theories of bilingualism. According to Baker (2000, xviii), in comparison with the thinking of subtractive bilingualism that the second (majority) language should become dominant, even replace the minority language, "additive bilingualism" refers to the situation in which children use a majority language and have the possibility of becoming bilingual in both the majority and minority languages. He claims that, in this context of additive bilingualism, bilinguals should not be assessed by the same measurement as a native monolingual English speaker (e.g. in the US and the UK), without any

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[3] Baker (2000: xviii-xix) explains the push by the power groups to replace minority languages with the majority one as follows:

> Politicians, administrators, educationists often seek to replace the minority language with the majority language. Their arguments for majority language supremacy range around: finding employment, equality of opportunity, the importance of a common denominator language such as English in integrating society, the melting pot idea that in-migrants should become part of the majority by losing their minority language and becoming, for example, English-speaking. The drive is to assimilate language minorities into mainstream life. Differences are to be replaced by similarities. Language variety is to be replaced by language uniformity. This can result in **subtractive** bilingual situations. The attempt is often to replace the home language by the majority language. The learning of a second language may be at the expense of the first language, unless parents take care. (bold in original)

consideration of bilinguals' varying degree of language usages (bilinguals may be stronger in either language in different domains). Often bilinguals are compared using the standard monolingual scores and averages, and are officially categorized as LEP (Limited English Proficient) or as inferior to monolinguals, or "semilinguals", which refers to those who are not having sufficient competence in either language (Baker, 2006: 10). Baker argues that the deficiencies are often an artifact of narrow academic tests: "Standardized tests of language proficiency fail to measure the discourse patterns that children from different cultures use with considerable competence" (Baker, 2006: 11). Therefore, to make fair comparison between monolinguals and bilinguals, it can be claimed that bilinguals should be recognized more positively as a complete linguistic entity, an integrated whole or as those with multi-competences under the holistic view of bilingualism.

2.2.2. Bilingual Theories in Relation to Children's Cognition

Given that there are different view points about bilingualism, there are various bilingual theories to explain and, interpret them and to make coherent generalizations. It is these theories that are now considered especially in relation to children's cognitive ability (Baker, 2006: 167-186).

2.2.2.1. The Balance Theory based on the Balloon Analogy
The balance theory simply explains bilingualism by using a picture analogy of two language balloons inside the head. Compared to the monolinguals who have one well filled balloon as a room for language, the bilingual is portrayed as having two separate less filled balloons such as the first language ability balloon and the second language one. Cummins (1980) termed this the Separate Underlying Proficiency (SUP) model of bilingualism. When the second language balloon is infused sufficiently the first language balloon will have no more room and diminishes in size in the language room of the brain. This analogy supports the Balance Theory which explains weighing scales, representing the two languages as existing together in balance. Based on this theory, the ideal stage is of bilinguals being almost equally competent in two languages but this cannot be achieved since the second language improves at the expense of the first language. This theory has been held intuitively by

many parents, teachers, politicians and administrators and has affected language policy substantially. However, other research evidence suggests that it is wrong to assume that the brain has only a limited amount of room for language skills (Baker, 2006: 168).

2.2.2.2. The Iceberg Analogy

In place of the balance theory, Cummins (1981) has presented an appealing analogy suggesting a picture of the head in the form of two icebergs. It is an alternative idea to the SUP model of bilingualism, which has been termed the Common Underlying Proficiency (CUP) model. The two separate icebergs (which represent first language surface features and second language surface features) on the surface level share the same central processing system, CUP, underneath the surface: the two icebergs are fused by "the same central engine" as "one integrated source of thought" (Baker, 2006: 169). The iceberg analogy is claimed to be important in the sense that it admits the people's capacity to store two or more languages in the brain. Also there is an understanding that the underlying central system is fed through, not one monolingual channel, but through two languages. The analogy indicates that when one or two languages are not competent enough to feed academic or conceptual contents to the underlying central processing system, cognitive functioning and school achievement may be negatively affected.

Overall, this analogy has promoted a positive view of bilingualism by switching the notion of SUP to that of CUP as a model of bilingualism. With the concept of the same central operating system, we can explain a number of positive bilingual phenomena occurring as a result of cross-linguistic transfer between two languages. Yet, as Baker (2006: 170) indicates, the findings from research on cognitive functioning and bilingualism continually challenge the idea that bilinguals have one integrated source of thought. For example, Pavlenko (2005) presents the possibility that different languages can affect differently through their structure and particularly their customary discourse, concepts and meanings. In other words, second language learning may shape alternative and extra meaning, which makes bilinguals change their thinking.

The next theory is discussed, covering more ideas about the relationship of

cognitive advantages and proficiency between the first language and the second language when a bilingual child moves toward balanced bilingualism.

2.2.2.3. The Thresholds Theory

For the last three decades there have been many studies to indicate that more relatively balanced bilinguals have a greater possibility of cognitive advantages than less balanced ones (Cummins and Mulcahy, 1978; Duncan and De Avila, 1979; Kessler and Quinn, 1982; Dawe, 1982; 1983; Clarkson, 1992; Cummins, 2000b; Bialystok, 2001). To address the question regarding conditions under which bilingualism has positive, neutral and negative effects on cognition, the Thresholds Theory was first presented by Cummins (1976) and by Toukomaa and Skutnabb-Kangas (1977). It can be explained using a picture analogy like this: there is a three story house with two ladders at the each side, the first language ladder and second language ladder. When bilingual children reach the first floor (threshold), they have low levels of competence in both languages, with likely negative cognitive effects. When bilingual children reach the middle floor (threshold), it means they have age-appropriate competence in one but not two languages. In this case, there are unlikely to be positive or negative cognitive consequences, compared to monolinguals. The top floor is reached when bilingual children are age-appropriately competent in both languages, and in this case of 'balanced bilinguals', they are thought to have positive cognitive advantages (the potential of cognitive benefits) compared to their monolingual counterparts. Research support for the Thresholds Theory comes, for example, from Bialystok (1988), Clarkson and Galbraith (1992), Clarkson (1992), Dawe (1983) and Cummins (2000b).

In terms of bilingual education, the Thresholds Theory helps to explain why minority children taught only through a second language sometimes fail to be competent in their academic curriculums. Baker (2006: 173) suggests that minority children with a low level of English language proficiency are better supported in a Dual Language Program, one that allows a child to operate in their more developed home language. It needs to be stated, however, that the number of such Dual Language programs available has been extremely limited in formal school systems and therefore the role of bilingual parents at home

providing support for children attempting to work through their school curriculum in their first language should be empathized.

2.2.2.4. Developmental Interdependence Hypothesis

So far we have considered three picture theories of bilingualism in relation to children's cognition. While there is the constant danger that a picture theory such as the Balloon Analogy, the Iceberg Analogy and the Thresholds Theory oversimplifies a complex pattern of interacting variables (at the individual and also societal level), such picture theories are useful in correcting invalid images such as those found in the Balance Theory. Nevertheless, since the Thresholds Theory does not consider the relationship and interaction between a child's two languages, Cummins (1978; 2000a; 2000b) outlines a Language Developmental Interdependence Hypothesis. The hypothesis proposes that the level of second language competence a child acquires is partly dependent on the level of competence achieved in the first language. In explaining this, Cummins proposes two dimensions of second language competence. The first dimension is the degree of contextual support available to a child and the second one is the amount of cognitive demand required in communication. Surface fluency or Basic Interpersonal Communication Skills (BICS) are related to the context embedded and cognitively undemanding use of language. Cognitive/Academic Language Proficiency (CALP) reflects communication that is closer to the context-reduced and cognitively demanding environment. Cummins' (1986) theory suggests that first language competence in surface fluency (BICS) develops relatively independently of second language surface fluency. In comparison, context reduced, cognitively demanding communication develops interdependently.

So, Cummins claims that bilingual education will begin to be successful when children have enough second language proficiency to work in context reduced, cognitively demanding situations. Children with some conversational ability in their second language may appear ready to be taught through their second language. The theory suggests, however, that such children are not ready. Such children may fail to understand meanings and be unable to engage in higher-order cognitive processes such as synthesis, discussion, analysis, evaluation and interpretation. This explains a number of research findings. In particular,

transitional bilingual education programs in some countries have been supported by Cummins' Interdependence Theory and they are encouraging use of minority languages in immersion programs until minority language students are confident in coping with the conceptual and academic demands of the curriculum in the majority language (Cummins and Swain, 1986).

The Interdependence Hypothesis appears to focus on the relationship between children's individual cognitive development and bilingualism along with the possibility of school achievement. As a result, it seems that the theory itself does not acknowledge other important societal variables such as ethnic, cultural, social, political, community and home factors which may affect and often help explain school achievement. In other words, the relationship between language and social situation is not fully explicated. However, it is acceptable in the sense that the original purpose of this theory was not to single out the relationship of age-appropriate first and second language proficiency based on cognitive development as the absolute variable in considering the school achievement (Cummins, 2000a; 2000b). Also the BICS/CALP distinction which has been quite useful and influential to the area of bilingual education was never intended to be contextually universal or a complete theory. Nevertheless, it should be pointed out that the definitions of the terms BICS and CALP can be criticized as being vague and value-laden notions which are beyond their empirical validity and that they should be understood on a continuum line (Wiley, 1996; 2005; MacSwan and Rolstad, 2003). In addition, the overall theoretical framework still requires empirical confirmation; it needs testing in a variety of bilingual contexts. The present case study will contribute further empirical evidence in relation to this theoretical framework by expanding the bilingual contexts to include both school and home environments.

In spite of the importance of the Developmental Interdependence Theory, the theoretical framework does not stipulate how young bilinguals can develop their two languages up to age-appropriate standards, especially in early childhood when their cognitive development is crucial. In the research of early bilingualism, home contexts have been regarded as critical for successful bilingualism rather than the bilingual context of formal school education.

Even though there is a range of bilingual contexts, in many cases mother tongue maintenance should be recognized as the most influential factor not only for linguistic development purposes but also for social and cultural identity in growing up as a minority background child in a majority language speaking community. Baker (2006: 131) explains the influential role of parents in children's cognitive development as follows:

> The dialogue that takes place between parents and children is an important contributor to the child's cognitive development. As children interact with parents, they are introduced to new features of language. When the child loses the home language, the parent can no longer offer this language education to the child in that language. Important cognitive scaffolding is dismantled.

The next section examines the relevant research dealing with the importance of mother tongue maintenance in relation to bilingual children's cognitive development and other social aspects. In addressing this issue, the types of childhood bilingualism that exist and research into early bilingualism will be considered to provide a context for the case study reported here.

2.2.3. The Importance of Mother Tongue Maintenance

Children's bilingualism is often further divided as "simultaneous bilingualism" and "sequential bilingualism" depending on the age of acquisition (Baker, 2006: 4). As the name implies, simultaneous bilingualism refers to a child acquiring two languages at the same time from birth while the latter includes many other cases excluding the first, typically - a child acquiring one language and catching up in the other later. It is to note that in past times it has been wrongly claimed that simultaneous acquisition will muddle the mind or retard language development. However researchers such as Genesee (2003) argue that babies appear biologically ready to acquire, store, and differentiate two or more languages from birth. Since there can be a range of different bilingual contexts in relation to simultaneous bilingualism, it might be useful to categorize the representative types of early childhood bilingualism (Romaine, 1995; Harding-Esch and Riley, 2003; Piller, 2001). In line with that, Baker (2006: 102-103) summarizes as follow:

1. <u>One parent one language</u>: The parents each speak their own language to the child from birth, but they tend to speak one language to each other.
2. <u>Different language use at home and outside</u>: The child learns one language in the home and a different language outside the home (e.g. nursery school).
3. <u>Mixed language</u>: The parents speak both languages to the children, allowing code-switching and code-mixing in the home.
4. <u>Delayed introduction of the second language</u>: If community and school language is a higher status and dominant language, parents may postpone their child's exposure to that dominant language and use their minority one exclusively in the home until the child is two or three years of age. This policy can be related to the Cummins and Swain's (1986: 101-105) 'principle of first things first' for successful bilingual education.

Research evidence demonstrates that all of the above strategies can be flexibly applied in different bilingual contexts and lead to successful bilingual development. Among the case studies of early bilingualism there have been some successful cases of raising children bilingually, especially using the 'one parent-one language' strategy such as Ronjat (1913). Since many bilingual situations are changeable at both individual and societal levels, the child's languages shift in dominance. Some other case studies address this issue: for example, case studies conducted by Leopold (1939 to 1949), Fantini (1985), Yukawa (1997), Yamamoto (2002) and De Houwer (2003). In particular, Hakuta and D'Andrea (1992) found in the United States that early exposure to English (e.g. in the home) can lead to a shift from Spanish to English and the potential loss of Spanish.

Schinke-Llano (1989), Romaine (1995), Lyon (1996) and Deuchar and Quay (2000) all report on bilingual case studies using approaches other than 'one parent one language'. These studies use 'mixed language input' or 'dual language use'. The authors state that using both languages (mixed language input) was found to be a more common, or typical category in comparison to

the 'one parent one language' approach. Some of the research done in the case studies mentioned above is partly related to the issue of mother tongue maintenance in minority children's bilingualism. However, the following research is particularly focused on the issue, stressing the importance of the bilingual child's mother tongue maintenance.

First, in terms of linguistic and cognitive development, there is need to reconsider the earlier mentioned Thresholds Theory. It is important in a child's cognitive development that at least one language develops at an age-appropriate level. For example, children need sufficient language competence to operate in the increasingly abstract nature of the school curriculum. In many cases, minority background children in a majority language society might have had a chance to develop their mother tongue and basic literacy skills in their L1 before entering school in the host-country language (Skutnabb-Kangas and Toukomaa, 1976, cited in Hamers and Blanc 2000: 97). There is ample evidence that children transfer cognitive functioning acquired in L1 to the new L2 at school and, conversely, transfer newly acquired cognitive skills in L2 to their L1 (Cummins, 1984b; Harley, Hart and Lapkin, 1986). This way, the bilingual parents can keep their communication and interaction with their minority children in the mother tongue as a shared language in a family during the most important period of pre-school and primary school in terms of linguistic and cognitive development.

So far there have been convincing findings of cross-sectional studies (usually conducted on primary age children) that show generally positive, or at least, neutral, affects of bilingualism on the child's cognitive development (Bialystok, 1991; Galambos and Hakuta, 1988; Ben-Zeev, 1977; Diaz and Cliger, 1991). Particularly, in the book of 'Bilingualism in Development', Bialystok (2001) explores languages and cognitive development in bilingual children focusing on the preschool years, and indicates as one of the findings that bilingualism has a significant impact on children's ability to selectively attend to relevant information.[4]

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[4] For more relevant issues, see Hamers and Blanc (2000), Chapter 4, "Cognitive development and the sociocultural context of bilinguality'.

There is also evidence of the positive effects of mother tongue maintenance in terms of cultural identity. Tannenbaum and Howie (2002) argue that research on Chinese immigrant families in Australia suggests that family relations affect language maintenance or loss. They found that more cohesive and secure family relationships tend to support first language maintenance positively. Conversely, this can be also interpreted that the strong bond developed through much interaction in their mother tongue increases positive family relationships and builds up cultural identity. In a similar vein, Norton's (1997) and Wong Fillmore's (1991) bilingual studies emphasize the mother tongue language as being crucial in maintaining familial interactions.

Among immigrant families, some may choose not even to attempt to make their children familiar with the culture associated with the language they speak. Immigrant parents who have become integrated into the majority society particularly may feel no need to pass the culture they grew up in to their children. In contrast, some other families have a great need for the children to become familiar with the ways of their native country, perhaps for religious reasons. Even though it cannot be argued that all immigrant families in a majority society have an advantage if they keep their mother tongue along with an associated cultural competence, there is research that continues to point out the crucial role of mother tongue, especially during the period of early childhood in terms of building up the child's cultural identity as well as emotional stability in a family (Norton, 1998; Cummins, 1991). The issue of the cultural identity of minority children has been studied in a range of bilingual contexts including the prominent English speaking countries such as America, England, Australia and Canada but also in the contexts of Asian countries (Malaysia, Japan and China) [5] and European countries (Switzerland). [6]

An important argument in favor of the child's mother tongue maintenance is that it helps the child in developing cultural competence. The "Sociocultural Interdependence Theory" (Clément, 1984, quoted in Harmers and Blanc, 2000:

[5] For more reference on the issue of minority children in Japan and other Japanese bilingualism, see Noguchi and Fotos (eds.) (2001).
[6] See Lo Bianco, Liddicoat and Crozet (1999).

221) can be as seriously regarded as the L1 and L2 Linguistic Interdependence Theory of Cummins:

> At the sociocultural level of analysis, the interdependence hypothesis suggests that a lack of identification with the L1 culture might be correlated with a lack of identification with the L2 culture (Clément, 1984); in other words, in order to identify with the cultural group by speaking the other language as L1 (a condition necessary to attain native-like skills in L2) a person must first identify with his L1 group in a strong enough way.

As shown above, the theory puts special emphasis on the cultural competence and positive self-image or self-concept based on the mother tongue as the possible solution to building up a balanced bilingual identity. With the precondition of a stable L1 cultural identity the minority children might be able to adjust to the majority society more open-mindedly and constructively. Berry, Kalin and Taylor (1977) and, in a similar vein Clément, Gardner and Smythe (1977) report a positive correlation between attitudes toward L1 and L2's cultural identity. Norton (2006) also draws attention to the issue of shaping sociocultural identity in an EFL (English as a Foreign Language)-learning context in Pakistan. In her study of elementary school students using the two official languages Urdu and English in their daily lives, Norton (2006) conceptualizes the sociocultural construction of identity in connection with language learning. Considering the dynamic, constantly changing and multifaceted characteristics of sociocultural 'identity', as Norton (2006: 24-25) indicates, mother tongue maintenance should not be ignored or abandoned easily by bilingual children's families.

Lastly, the positive effects of minority language maintenance during childhood in relation to linguistic and cognitive development and cultural identity can be extended ultimately to the minority children's academic achievement in their schooling. Apart from Cummins' Interdependence Theory postulating the correlation between first language and second language competency and school academic achievement, "a study documenting the process of L2 acquisition and L1 attrition in Portuguese-background children in Toronto between ages 5 and 7 (Harley, et al. 1990) suggests an interrelatedness

between the home language maintenance and school achievement in both languages, particularly in English" (quoted in Aidman, 1999: 39).

So far we have discussed the issue of mother tongue maintenance in early childhood bilingualism, with a focus on a special bilingual context – minority children in a majority society (e.g. Korean children in an English-speaking country, Australia). It has been argued that mother tongue maintenance for minority children can be particularly crucial in terms of their effective linguistic and cognitive development, building up positive cultural identity and, ultimately, leading to their successful academic achievement at school. In spite of the overall enhancing effects of bilingualism through mother tongue maintenance at home, there are numerous cases of subtractive bilingualism, particularly in situations where mother tongue maintenance is not supported in the school system level. In such bilingual contexts it is particularly important that bilingual parents make sure they give a lot of encouragement and positive feedback to their children's minority language development at home. [7] Bilingual parents should be patient with their bilingual children and set up a long-run language plan for their family with more flexibility. The most important thing must be that bilingual children can take their long journey to becoming balanced bilinguals as an enjoyable pleasure, and that they keep strongly motivated.

2.2.4. The Notion of Scaffolding in Connection with Children's Bilingual Development

In order to consider the positive influence of mother tongue maintenance on children's bilingual development we need to examine more closely the characteristics of parent-child communication or interaction. In most cases, both monolingual and bilingual children acquire their first language mainly through interactions with their parents at home in early childhood and, along with this essential language learning, their cognitive development occurs as they construct the meanings of challenging concepts through their parents'

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[7] Lachmund (2006: 2), chairperson of Bilingual Families Perth, comments that "raising your children with more than one language is a continuous process that needs strategies, skills and support" (Quoted in 'Australian Newsletter For Bilingual Families', September 2006; Volume 3, Issue 4).

guidance and assistance. There is no doubt that such a collaborative learning process through supportive interactions with parents can be a significantly valuable part of young children's preparations for their formal schooling. Along with this special parental support in the home environment, comes the notion of 'scaffolding' that needs to be elaborated here.

Scaffolding is understood as a kind of special, temporary support or guidance for learners who face challenging learning tasks, mainly assisted by more capable persons such as parents or teachers. It can be explained metaphorically as "a temporary structure that is often put up in the process of constructing a building" (Gibbons, 2002: 10). Such a supporting system is essential but not long-lasting. The goal of this scaffolding is to see the learners becoming independent in a range of cognitively demanding tasks at the final stage. So it is quite different from the word 'help' with the point of the distinct goal of learning process.

More importantly, Hammond (2001) and Gibbons (2002) have extended the scaffolding notion to ESL contexts, beyond monolingual language learning at home and school. In her book 'Scaffolding Language Scaffolding Learning' Gibbons (2002) focuses on teaching second language learners in the mainstream classroom, offering many practical suggestions for scaffolded learning. From a socio-cultural perspective of Second Language Learning in the classroom, Gibbons (2004: 196) suggests that we need to change or deliberately manipulate interactional structures in the classroom (just like changing the game rules in children's play) so that truly effective meaning making (meaning negotiating) between teachers and ESL learners can occur. In Gibbons' (2004: 206) explanation, the notion of scaffolding is clearly exemplified to show the point that "teacher-student discourse can operate as a linguistic 'bridge' between students' current language abilities and the demands of the school curriculum." That is, in the process of constructing curriculum knowledge the ESL teacher's role is portrayed as that of a 'mediator' to lead the children's everyday language and 'common sense' understanding of a scientific phenomenon (e.g. in a science lesson) to the more technical language and broader scientific understanding. Thus, the essence of Gibbons' argument is that by focusing on how ESL teachers and

learners interact qualitatively and systematically the outcome of ESL learning can be fundamentally changed; just like when we change the game rules, we can change the game itself.

The notion of scaffolding was developed from the socio-cultural theory proposed by the Russian psychologist, L S. Vygostsky (1978).[8] In this theory he emphasizes the fact that children are social beings who grow under the influence of their relationships with others and that their language learning occurs mainly through 'scaffolding' – guidance through interaction in the context of shared experience (Vygotsky, 1978; Bruner, 1978; 1983; 1986; Hammond ed., 2001). According to Vygotsky (1978) and Bruner (1978) scaffolding is tuned to the context of ZPD (Zone of Proximal Development) in which the learners feel the specific learning task a bit more challenging, in other words, beyond their current ability. The term ZPD refers to the distance between the learner's level of actual development and the level of potential development. Thus, Vygotsky's ZPD seems to be set against the notion of 'readiness' or 'learnability' (Pienemann, 1985; 1988; 1989) which reflects the learners' current ability to perform the task by themselves rather than a future-oriented higher expectation toward the learners. Even though Vygotsky's learning theory was not directly language oriented but more concerned with understanding mental development, his socio-cultural perspective, along with the notion of scaffolding, has inspired many prominent language scholars such as Halliday who believes that language plays a crucial role in the development of the individual as a member of a particular culture (Hammond, 2001: 23).

Apart from using the term in the school educational context, Wood, Bruner and Ross (1976) used the term scaffolding to describe the nature of parental tutoring in the language development of young children. Hammond (2001: 2-

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[8] The essence of scaffolding can be explained also by referring to the learner's effective learning process of internalization through the systematic, sequenced cognitively oriented interactions with positive feedback. In this regards, Moll (1990: 1) describes the dialogic nature of learning proposed by Vygotsky as follows:

> The intellectual skills children acquire are directly related to how they interact with others in specific problem-solving environment. [Vygotsky] posited that children internalize and transform the help they receive from others and eventually use these same means of guidance to direct their subsequent problem-solving behaviors. Therefore, the nature of social transactions is central to a zone of proximal development analysis. (Quoted in Lee and Smagorinsky 2000: 88)

3) summarizes their explanation as follows:

> [P]arents who were 'successful scaffolders' focused their children's attention on the task at hand, and kept them motivated and working on the task. Such parents divided the task into manageable components and directed their children's attention to the essential and relevant features. In addition, these parents demonstrated and modeled successful performance, while keeping the task at an appropriate level of difficulty. Thus the parents provided support through intervention that was tailored to the demands of the task, and determined by the child's ability to complete it.

There is no doubt that this kind of parental scaffolding done through meaningful interactions in their first language can be significant in young children's language development and cognitive understanding. Even though young children will also engage in educational contexts of formal schooling, the intensive and on-going interactions with their parents (especially one to one) should not be ignored in terms of their educational effects. Consequently, if we consider the importance of parental scaffolding in young children's language and cognitive development, it becomes evident that the role of family interaction in mother tongue learning of minority background children is particularly important.

2.3. Children's Literacy Development

2.3.1. The Awareness of the Differences between Spoken Language and Written Language

So far we have considered the young children's bilingual development through meaningful oral interactions with their parents or caregivers. It can be claimed, however, that a more powerful way to be a balanced bilingual is to keep up with biliteracy as much as possible. That is, only spoken language is not enough for young bilinguals to achieve a wide range of social purposes related to language activities. The development of written language, so called 'literacy', should be fostered alongside the oral, or spoken language. This

section will, then, address the issue of the significance of young children's literacy development and the literacy teaching approach of 'Genre-based Pedagogy'. Before that, however, we need to address the differences between spoken and written modes of language so that we can more clearly distinguish their written language development from spoken language.

This kind of distinction is important in a discussion of young children's written language education since their initial written language tends to be mixed with a great deal of spoken language. More importantly, there are still many literacy teachers and parents of young children at schools and at home who do not seem to be fully aware of the differences between spoken and written language. And, even when teachers and parents are aware of this, it cannot be actively or explicitly conveyed to the young children since the teachers and parents do not teach it clearly. Particularly for those ESL children's parents, this awareness of the difference between spoken and written language should be essential in guiding their young ESL children who are developing bilingualism. This is so because such children often have a limited exposure to the English language in their family environment. As a result, they may have limited opportunities to develop an awareness of the difference between written and spoken English compared to their counterparts who are English native speakers. It is here that focused guidance and explicit teaching can be particularly beneficial.

According to Christie (2005: 7) there is a significant body of research acknowledging the grammatical differences between speech and writing, pointing out the desperate need of its awareness in children's literacy lessons. Christie (2005: 48) identifies the following four areas of grammar that need to be focused on when teaching children about these differences:

1. reference (involving the ways in which participants are introduced into texts and then subsequently tracked through the texts, so that we know what or whom is being referred to);
2. theme (referring to what is made prominent or put first in English clauses). A sequence of themes across several clauses helps to build order and coherence, and it is part of the textual metafunction;

3. lexical density (referring to the ways in which lexical or 'content' items are used in language). In general, the lexical items are more numerous in writing than in speech and this creates what is called 'lexical density';

4. a tendency to shift from uses of the first person in speech to uses of the third person in writing, though this does depend on the genre or text type being written.

Halliday (1985) identifies the origin of the human speech and writing system, indicating the prosodic features and grammatical intricacy of speech compared to the high lexical density and grammatical metaphor of writing. He also claims that both speech and written language serve different goals or social purposes (or functions), and that in a literate society we should not view the two in a hierarchy but regard both as equally important in constructing our meaning making system (Halliday, 1985: 98).

In line with Halliday's perspective on the difference between speech and writing, Hammond (1990) explains the issue by reference to children's spoken and written texts. In particular she elaborates the notable characteristic of lexical density by following the system of measuring lexical density which is done by simply dividing the number of lexical items by the number of clauses in the text. Based on her explanation, in most cases, written language typically is more lexically dense than spoken language and the difference lies in the mode of organizing and presenting information. For example, more information is packed into a single clause by constructing a long and complex nominal group. In this process a kind of nominalization occurs in which verbs are transformed to nouns, along with abstraction and grammatical metaphor:

Table 2-1. Difference between Written and Spoken Versions

Written Version	Spoken Version
familiarity	it was familiar
long standing interest	had been interested for a long time
operation of government	how government operate
policy issues	how people decide on policy

studies	people who had studied
policy analysis	people who were interested in analyzing policy

Source: Hammond, 1990: 40.

As seen above, the process (verbs) oriented descriptions become noun oriented ones, which constitutes one of the typical characteristics of written language. It can be claimed that this kind of change is particularly important for upper primary children who are expected to construct a range of challenging written texts such as history and science related factual texts. To construct such factual texts young writers would need to build up their vocabulary to include abstract nouns and nominalization as well as to have exposure to model texts. Hammond (1990) also advises that if students do not develop effective control of the features of the written mode described above, their chances of academic success would be significantly limited.

To sum up, there are important differences between speech and writing in terms of their text organization and development. Oral and written modes are used for different purposes and occur in different contexts, although there is a certain amount of overlap. Of course, children can proceed through their literacy lessons without explicit awareness of the detailed grammatical differences between the spoken and written languages; however, as Halliday, Christie and Hammond advise, literacy class teachers should be clearly aware of the differences so that they can foster their students developing control of the features of written mode which is getting more challenging for upper primary children, where abstract nouns and nominalization and an increased lexical density is included in texts. It can also be strongly argued that, for ESL background learners, this kind of awareness of the difference between speech and writing is particularly helpful or even essential for their academic progress. In the following section we shall further explore how young children, including ESL groups, can effectively develop their literacy during their primary schooling.

2.3.2. Different Views on Children's Literacy

The term 'literacy', which can be simply defined as the written languages of reading and writing, began to be used widely in educational fields at the end of the twentieth century. A considerable body of research into literacy has been carried out by language educators and teachers. According to Christie (2005: 4), such research examines "the nature of written language and its relationship to oral language, the processes of learning language, oral and written, and the grammatical differences between speech and writing." She adds that further research into literacy has naturally connected it to the social theory of language, which addresses the nature of language as a social phenomenon. As a result, researchers into literacy have started to show a great interest in the types of texts (Genre-based Pedagogy) that are associated with different social purposes under the functional account of language and literacy. In more recent research Christie (2005: 4-5) points out the tendency of 'multiliteracies', a term which refers to the range of literacy forms. It can be claimed that multiliteracies, including those linked with computer technologies and the internet, is the natural result of the current social phenomenon. Finally, her emphasis on the important emergence of 'critical literacy' is considered an essential part of the Genre-based pedagogy which should be involved as a final goal.

Specifically in terms of the different views on literacy, first we need to examine two major extremes which can be called "autonomous" and "ideological" (Christie, 2005: 5).[9] Christie explains the term "autonomous literacy" as follows:

> An autonomous model of literacy, it is suggested, is one that sees literacy teaching
> and learning as a matter of mastering certain important but essentially basic
> technical skills in control of such things as the spelling and writing systems, and

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[9] Johns, A. M. (1997: 15) also categorized literacy and pedagogy into three views:

1. Traditional views and pedagogies which emphasize language form and teacher-centered (similar to Christie's Autonomous model).
2. Learner-Centered views and pedagogies which can be divided into Personal-Expressivist views (emphasizing individual meaning-making, personal voice and creativity such as Whole Language Approach) and Psycholinguistic-Cognitive views (providing schema-developing exercises, interactivity, strategies, meta-cognitive awareness and text processing such as the Process Writing Approach).
3. Socioliterate views and pedagogies ("Students are constantly involved in research into texts, roles, and contexts and into the strategies that they employ in completing literacy tasks within specific situations."

perhaps how to shape simple written sentences. In this model, it is suggested, literacy is a relatively simple and unproblematic matter, learned in the early years and then used and reused in whatever ways appear appropriate. A priority attaches to accuracy in control of the basic resources of literacy, and beyond that persons are assumed to be free to use literacy in ways that fit their purposes. Literacy in this model, it is implied, is a rather neutral thing, used to serve whatever purposes people may have, while the nature of the social contexts and meanings associated with literacy are not considered. (Christie, 2005: 5)

Opposed to "autonomous literacy", Street (1984; 2001) rejects the traditional view of skill-based literacy and argues for the ideological model, which assumes that the "meaning of literacy depends upon the social institutions in which it is embedded'' (Street, 1984: 8). He has challenged the notion of "neutral literacy" as being far from social experience, "values, beliefs and ideologies that effectively determine the meanings associated with literacy practices" and argued that "there are many literacies, rather than any single or unitary model of literacy" (Christie, 2005: 5-6). This convincing argument comes from the framework of literacy based on a contextualized (rather than decontextualized) view. In different societies, there are different kinds of literacy that reflect the social values and the consequence of the educational system. For example, the current literacy in Australia cannot be identified with its counterpart in Korea when we accept the existence of multiliteracies depending on social contexts. Thus, the essence of ideological literacy lies in the nature of the profound association with value-added social meanings.

To sum up, the above mentioned traditional view of 'autonomous literacy' can be said to regard literacy as a narrow range of specific skills, such as reading and writing, which children can learn from formal schooling. In other words, it is a skill-based approach with skills to be conveyed from teacher to children. At the other extreme, there is "ideological literacy" which emphasizes a broad range of social meanings and literacy practices beyond the skill-based singular stereotyped literacy. However, it can be argued that ideological literacy has its limitation; it does not integrate the aspect of form of language, the so-called "grammar of a language, which one must learn in order to control it properly" (Christie, 2005: 7). In this regard Christie (2005: 7) mentions that the

ideological notion of 'literacy practices' has nothing to say about the linguistic structure of a text or how it is organized, any more than any other practices or form of behavior such as table manners or different dress codes. Thus, the social meanings from the sociology discipline appear to be left alone rather than functionally integrated with linguistic purposes.

To suggest a more practical solution to satisfy children's needs in the whole process of literacy learning, both psychologically and sociologically, a functional model of literacy has been developed. This marks a movement away from the psychological models of literacy that envisage a purely cognitive activity divorced from the political context of social relationships and representational and material production. At the same time, the functional model combines the emphasis on language meanings with language forms, that is, ways to express different meanings in different social contexts. It also emphasizes the importance of Clay's (1991) active constructive learner in cognitive development and other aspects of skill-based literacy learning.[10] A more detailed description of the functional model of literacy, along with the theoretical framework, will be introduced in the next section, as the 'Genre-based pedagogy' based on the functional approach. A critique of the Genre-based pedagogy, as applied in the current case study, is presented. Genre-based pedagogy is compared to other literacy pedagogies, particularly the 'Whole Language approach' and 'Process Writing'. It is argued that a Genre-based approach to teaching writing appears to be the more effective one,

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[10] Apart from the two major extreme views of literacy which are mostly based on the discipline of sociology, it is worthwhile to acknowledge Clay (1991)'s notion on literacy in relation to children's cognition processes from the discipline of psychology. Clay's book titled 'Becoming Literate' presents a cognitive view of literacy processes from a developmental perspective: "In this case 'developmental' does not mean unfolding all by itself without contextual support from the environment. It means an approach which looks at active learners *changing over time* within their contexts" (Clay, 1991: 2).

For Clay, becoming truly literate means that children will be able to construct their own "self-extending system" for generating power of inner control through accumulating experience with literacy activities. She has attempted "to construct a model of literacy behaviors which respects the complexity, studies the cross-referencing of knowledge, expects different skills to be interactive, and assumes that control of this orchestration is something the child has learned" (Clay, 1991: 3). Thus, Clay's view of literacy can be regarded as opposed to the traditional view of autonomous literacy which does not emphasize the importance of learner's ability to actively construct their literacy skills (constructive learner) and strategies in the process of co-operative learning with teachers. Also, it is a more integrated view, including different educational and social contexts even though its central idea lies in children's active cognitive developmental processes.

particularly in contexts of teaching English as a second language.

2.3.3. The Genre-based Pedagogy

2.3.3.1. The Origin of Genre-based Approach and the Definition of 'Genre'

Knapp and Watkins (2005) state that Genre-based Approaches to writing emerged in Australia in the late 1980s, and now underpin primary English syllabus documents in Australia, New Zealand, Singapore, Malaysia and Hong Kong. This pedagogy has been mainly linked to the Australian Systemic Functional Linguistics development with substantial influence from M.A.K. Halliday's (1978; 1985) social aspects of literacy and the subsequent linguistic research in genre theory undertaken by J. R. Martin (1986; 1987; 1992) and Joan Rothery (1986). In other words, the Australian approaches to genre have been centered within a larger theory of language known as Systemic Functional Linguistics which emphasizes the relationship between language and its functions in social settings (Hyland, 2004: 24-27). While the Australian Genre Approach has been introduced in Australian schools as a result of cooperation between school, teachers and educators, other genre theories that are different in their contexts and implications, have also been evolving around the same period.[11]

According to Hyon (1996), there have been three different scholarly traditions of Genre theories, including the above Australian Genre Approach.[12] These are: 1) English for Specific Purposes (ESP), 2) North American New Rhetoric Studies, and 3) Australian Systemic Functional Linguistics (The Australian Genre Approach). Briefly, as its name implies, ESP tends to regard genre as a

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[11] For more reference on the origins and influences (both applied and non-applied fields) of the Genre-based Approach, see the Section 1.3 of 'Genre Analysis' written by J. M. Swales (1990).

[12] Paltridge (2001: 2) also indicates the different references of 'genre' according to the three approaches:

> In ESP genre work, the term *genre* refers to a class of communicative events, such as for example, a seminar presentation, a university lecture, or an academic essay. In "systemic" genre work, a genre is more often referred to as a kind of text, such as description, procedure, or exposition. In new rhetoric work, genres are often described as events or social actions that help people interpret and create particular texts. (italics in original)

tool for analyzing and teaching spoken and written language; its target group has been mostly nonnative speakers in academic and professional settings (Hyon, 1996: 695). The New Rhetoric Studies include a body of North American scholarship from a variety of disciplines concerned with L1 teaching, such as rhetoric, composition studies and professional writing (Hyon, 1996: 696).

In comparison with ESP and the New Rhetoric Studies, the Australian Genre Approach has been interested in helping both L1 students with literacy learning difficulties and L2 learners (ESL students) in classroom settings. To elaborate again, the first important difference among the three Genre theories is that while ESP scholars have been targeting mostly non-native speakers of English in different academic professions (or tertiary education) by helping them master the functions and linguistic conventions of texts, the Australian Genre Approach has been applied in primary and secondary schools, and has more recently extended to areas of adult migrant English education (e.g. AMEP – Adult Migrant English Program) and workplace training programs (Hyland, 2004: 28). In contrast, the New Rhetoric Studies have their target group mostly in L1 professional writing.

In addition, Hyon (1996: 693) points out another significant difference between the three genre theories:

> …ESP and Australian genre research provides ESL instructors with insights into the linguistic features of written texts as well as useful guidelines for presenting these features in classrooms. New Rhetoric scholarship, on the other hand, offers language teachers fuller perspectives on the institutional contexts around academic and professional genres and the functions genres serve within these settings.

As indicated above, both the ESP and the Australian Genre Approach have placed their emphasis on the linguistic features and forms in order to give practical and explicit guidance to learners. Particularly the Australian Genre Approach has also attempted to link the form and function of language with its influential social contexts. In contrast, the New Rhetoric Studies have placed

greater emphasis on the social purposes or actions that the genres fulfill within these situations and have been against providing direct instruction on the forms of language.

Lastly, based on Hyon's explanation (1996: 700-709), quite evidently the three Genre theories differ in their instructional frameworks, even though all three seem to share as their primary goal 'helping students succeed in their writing'. Hyon indicates that while the New Rhetoric studies have rarely focused on classroom methodology, the Australian Genre Approach has developed several instructional frameworks to be applied in classroom contexts.

In particular, the Australian Genre researchers founded the Literacy and Education Research Network (LERN) in the late 1980s and developed a teaching-learning cycle for implementing a Genre-based Pedagogy in the classroom context. Detailed lesson plans were developed for mastering a variety of school genres such as narratives, report, procedure and argument (Hammond et al, 1992). Using Hallidayan schemes of linguistic analysis inclusive of both global text structure and sentence level register features associated with field, tenor, and mode, the Australian genre researchers criticized the Process Writing Approach which had been popular in Australia immediately before the emergence of the Genre Approach. It de-emphasized direct instruction about text form and teacher intervention in the writing process. The Australian genre researchers argue that if students are left to work out for themselves how language works and especially if the writing process is involved, a number of students are likely to struggle and fail (Hammond, 1987: 176). In other words, they believe that the Process Writing approach definitely is not an effective solution to learning writing, especially for those from minority and other non-mainstream groups with less exposure to "the powerful school genres", such as report or exposition, than mainstream students have (Hyon, 1996: 701).

The Australian Genre theorists, particularly Martin and his systemic colleagues, have defined genres as "staged, goal-oriented social processes" (Martin, 1992: 505). It can be elaborated more as follows:

Genres are referred to as social processes because members of a culture interact with each other to achieve them; as goal oriented because they have evolved to get things done; and staged because it usually takes more than one step for the participants to achieve their goal. (Martin, Christie and Rothery 1987: 59)

Thus, from now on, we adopt the definition of 'Genre' from the Australian Genre theories since it is appropriate in this case study when considering the whole teaching-learning contexts, target group and the instructional methodology. In this case study, the process of a range of genres will be claimed as a sequenced social process with the clear purpose of becoming a competent member of society.

2.3.3.2. The Instructional Framework of the Genre-based Approach: Moving from the Whole Language Approach and Process Writing

In terms of the instructional framework used in literacy education, the Genre-based Approach is based on the value of providing language learners with practical tools and guidance for their preparation to be competent members of society. To fulfill a range of social purposes, the language learners are expected to use language appropriately (in socially acknowledged and approved conventions) to perform the following social functions: describing, explaining, instructing, arguing, narrating (Knapp and Watkins, 2005: 27). In line with this, the Genre-based Approach has the goal of making accessible to the learners language choices to effectively perform important social functions (in the academic and work-related areas). To control the range of genres in a variety of social contexts the Genre-based Approach advocates learning the social purposes of the various text types along with their typical language features, as well as developing language to analyze/reflect upon such language choices (developing metalanguage). The Genre theorists believe the successful development of students' literacy does not happen naturally, that is without teachers' intervention and scaffolding. Christie (2005: 145) explains the importance of metalanguage:

Text types or genres are said to be ways of making meaning in a culture. In schools students need to learn a range of text types, all relevant for mastering the areas of school knowledge. Text types or genres are as they are, because they are

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used to organize information, knowledge and ideas in socially important ways.... The more confident people are in using genres the more they will adapt and play with them. Learning a metalanguage for talking about the various text types is part of developing important knowledge about language. Developing such a metalanguage is part of developing the critical skills needed to be active users and interpreters of written texts.

As stated above, the Genre-based Pedagogy emphasizes the importance of explicit teaching about language through active scaffolding and intervention such as modeling, shared reading and joint written text construction. This can be opposed to the so-called 'natural' approach to literacy education such as 'Whole Language' and 'Process Writing' in which the individual's learning process (self-construction with originality and creativity) is significantly appreciated rather than social interactions and guidance by more competent others. In order to compare these literacy approaches with the Genre- based Approach, we need to know more about the Whole Language Approach and Process Writing which prevailed in Australia in the 1980s and early 1990s.

First, the Whole Language Approach, commonly referred to as the Natural Approach, emphasizes the assumption that young children acquire written language as naturally as they learn to walk and talk when they engage in self-motivating activities that are stimulating, interesting, social, meaning-based, purposeful, interactive and most of all enjoyable (Goodman, Goodman and Hood, 1989). 'Whole Language' theorists argue that traditional education has complicated the learning of language by fragmenting it into smaller sub-sets and sub-units (Cambourne, 1988: 206). So, for example, writing was broken up into grammar, spelling and punctuation, all taught as discrete units divorced from their natural contexts. Such teaching was based on the belief that in order to understand a 'big bit' like writing, one first had to understand or get control of the 'little bits' like spelling (Brown and Mathie, 1990). However, the Whole Language advocates believe that fragmentation unnecessarily complicates language and literacy learning. Literacy learning takes place within the context of reading and writing natural, authentic and whole texts, rather than through dividing language into bits or sub-skills and practicing these sub-skills beforehand.

Hudelson (1989) claims that Whole Language educators emphasize a content-based program from the start, instead of a literacy skill focused education such as reading and writing. She points out that "as learners explore topics of interest to them, they naturally engage in reading and writing about these topics by carrying out meaningful reading and writing activities" (1989: 47). According to Enright and McCloskey (1988), the Whole Language program can be an integrated curriculum organized and constructed around central themes or big ideas selected to obtain certain desired outcomes. The term 'integrated' is used to distinguish this curriculum from the type which is set up in divisions by subjects (Peregoy and Boyle, 1993: 38). Teachers using the integrated curriculum must be available as consultants and resource persons for work on topics or themes, ready to help children as they proceed.

Process Writing was introduced in Australia in the early 1980s. It arrived under the strong influence of the persuasive arguments of Graves (1983) which include the point that writing should not be seen as something artificial to be produced once a week in composition class but, rather, as a process of composing meaning with real readers. This approach to school writing was successfully integrated with literacy learning and the Whole Language Approach, with a great deal of encouragement and support from Cambourne (1988). Walshe (1981) emphasizes the importance of Process Writing, pointing out that children have to master the disciplines of writing by themselves. According to Walshe (1981: 11), "since writing is expected to be polished, each child must discover his or her own "process" of moving from rather messy drafting ("first thoughts") through revision to the polished form." He claims that writing is a "craft" (1981: 16). The cycle of writing is basically defined as pre-writing, draft writing, revising/editing, product/publication and reader's response (1981: 21). The publication can vary in form, but mostly in-school publication.

Both the Whole Language Approach and Process Writing are categorized as progressivist views in the sense that language learning is considered to be an entirely natural and individual matter. However, both approaches have come under criticism on the grounds that only a limited number of learners can

discover the underlying rules and language features by themselves through their own learning process. Many other students need more practical help through explicit teaching from teachers (Christie, 1992; Macken-Horarik, 2002). According to Knapp and Watkins (2005: 22), "[t]he genre, text and grammar model of language proposed here recognized that while language is produced by individuals, the shape and structure of the language is to a large degree socially determined". It should be noted that, so far, there has been a longstanding debate between the 'process-oriented' and 'product-oriented' approaches (Hyland, 2004: 20). However, Christie (2005: 145) and Knapp and Watkins (2005) claim that, to some extent, the Genre-based Approach shares some features with the original 'process' approaches since "process and product are part of the same pedagogical phenomenon". Christie (2005: 145) adds that "[i]n a genre-based pedagogy considerable attention is devoted to fostering processes that scaffold learning, and to teaching a metalanguage for dealing with the genres". In the following section, we will examine more closely the four major stages of the Genre Approach, pointing out important features.

2.3.3.3. A Model of Genre Pedagogy and Its Important Features

The Genre-based model of writing pedagogy suggests there are four major stages involved in implementing its principles. They are: 1. Building Knowledge of Field, 2. Modeling of Text, 3. Joint Construction of Text, and 4. Independent Construction of Text.

Figure 2-1. The Systemic Teaching and Learning Cycle

(Source: Hammond et al. 1992: 17)

The above model emphasizes that in the process of writing, students can get practical guidance through the various stages rather than vague encouragement on writing itself.

In the stage of 'Building Knowledge of Field', students get a preparatory orientation for the target text by discussing the purpose of the text and its social context, and learning the relevant vocabulary and grammatical patterns. In the next stage of 'Modeling of Texts', students are exposed to a sample text by shared reading and a teacher demonstrating the schematic structures and linguistic features. The next stage of 'Joint Construction of Text' offers students the opportunities to practise writing under teacher guidance, which is intended to make them feel a sense of involvement in and awareness toward the process of writing the target text. This can be important for students because the most difficult part in writing any text type seems to be writing the first draft, even though the students may be equipped with the theory on how to write. At this stage, students can implement their ideas in construction of the initial target text by adding words, phrases, clauses or sentences, and

teachers can then prompt or suggest specific ways of expression, and advise on sentence construction. The last stage of the Genre model is 'Independent Construction of Text' at which let students have an opportunity to write their own text independently, applying all they have learnt through the previous stages. This process can be repeated either in part or in its entirety if necessary.

The above model proposes the importance of explicit (overt) teaching and active assistance from teachers in the process of students' learning socially significant ways of making meaning. Their teaching is, however, not prescriptive and does not involve rules which student writers have to follow in all cases. Rather, the teachers provide the suggestive guidelines which students can apply within the socially acceptable framework. The primary goal of this model is to help large numbers of students (not only the small limited number of privileged students) learn a range of genres which are significant in their social purposes and functions. Christie (1992: 228) also points out the primary goal for the Genre-based model as follows:

> The linguistic patterns in which people build the discourses of the various school subjects are thus made explicit in this model, and much opportunity given to rehearse and use these.

Since the Genre model was adopted in Australia in the early 1980s, important principles for implementing a Genre-based pedagogy have been developed by genre theorists and educators based on research in classrooms (Derewianka, 1990; Christie, 1992; Rothery, 1996; Martin, 1999).

Particularly, Macken-Horarik (2005) elaborated the Genre-based educational application to two ESL students (Year 5 and Year 10) through the case study of classroom context. More notably, in her research, the category of register such as 'field', 'tenor' and 'mode' is combined to the best known 'genre' or 'text types' of the functional metalanguage as a set of tools for promoting the ESL learners' literacy development. By taking a specific case of Hoa (in Year 10), she exemplified to cater for the areas of the field and mode (for example – background knowledge on topic, sentence level grammar) rather than

concentrating only on the text structure on genre. Emphasizing the four dimensions of text in context – genre, field, tenor and mode in the real field of TESOL literacy teaching, Macken-Horarik (2005) carefully visualized the important connectivity of the Halliday's tripartite model of register focusing on context and meaning with the category of genre.

Even though the Genre-based Approach to learning writing proposes practical and accessible alternative ways to address the problematic areas of the 'natural' approach discussed earlier, there has been some criticism of its marked features of explicit teaching and what was misleadingly seen as 'prescriptive' grammar. Thus, lastly, the next section addresses such criticism, particularly arguing the importance of explicit teaching of writing for ESL background children.

2.3.3.4. Some Controversial Issues on the Genre-based Approach

The Issue of Explicit Teaching
First, the explicit teaching as the one of marked features of Genre approach has been criticized by some scholars (Freedman, 1993; Perl, 1979; Krashen, 1981). Perl's study (1979) suggests that explicit teaching can be harmful by documenting evidence of overuse or misuse of conscious learning in the writing process. Freedman (1993) particularly questions the usefulness of explicit teaching with respect to genres. She raises some issues such as whether explicit teaching helps novice writers master a new genre of writing or not, and if so, to what degree, what kinds of formal features or underlying rules can be usefully explicated and how many rules can be learned at a time and in what order. She also seems to have concerns about the teacher's expertise in the Genre-based Approach that includes explicit teaching. As the theoretical base for Freedman, Krashen's view (1981), which distinguishes conscious learning from unconscious inference of rules in second language acquisition also implies negativity toward explicit teaching. In other words, Krashen's view is based on a model of learning in which there are two distinct processes: 'learning' which involves the conscious learning of rules such that they can be formulated explicitly by the learner; and 'acquisition' which

entails the unconscious inference of rules on the basis of exposure to the target language. Krashen's essential notion is that conscious learning can never become acquisition and that the two are separate processes resulting in different kinds of knowledge. The knowledge is stored separately with no interface between the two possible (Freedman, 1993: 233). More recently Krashen (1991) has extended this argument to the acquisition of written discourse. He argues that writing competence does not come from the study of form directly but can be acquired subconsciously mainly through learners' experience when reading for pleasure.[13]

With respect to the doubts and skepticism about explicit teaching within the Genre approach (Freedman, 1993; Williams and Colomb, 1993; Fahnestock, 1993), the following L2 research has demonstrated that such claims are not based on clear evidence. Firstly, a body of research on L2 reading points out that L2 reading comprehension can be significantly improved by explicit teaching about rhetorical structure (Carrel, 1985; Davis, Lange and Samuels, 1988). In particular, Hewings and Henderson (1987) and Hyon (1995) indicate that students can be positively influenced by genre instruction in learning the text structure and thus increase their reading effectiveness. In addition to the area of L2 reading, L2 writing (Swales, 1990; Aidman, 1999; Macken-Horarik, 2005) has also been reported to benefit from Genre-based scaffolding and instruction. Of course, further research in ESL is needed, including controlled teaching experiments on the effects of Genre-based approach on nonnative students' reading and writing abilities along with case studies tracking individual students' progress through Genre-based courses. The current case study contributes to research evidence that suggests the effectiveness of the Genre-based approach to ESL children's instruction in reading and writing.

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[13] Compared with Krashen, however, Ellis (1990) does allow for certain limited conditions under which explicit teaching may enhance learning. He distinguishes two kinds of instruction: form-focused instruction and meaning-focused instruction. The form-focused instruction leads to explicit knowledge while meaning-focused instruction (reading and writing for meaning) leads to implicit knowledge. In addition, his central argument is that even the form-focused instruction can lead to implicit knowledge in certain restricted cases: firstly, if the student is at the appropriate stage of development and has an appropriate style; and, secondly, if the student is engaged in an authentic task that calls on the use of this structure. In this regard, the Genre-based approach is definitely meaning based because it has as its primary goal to teach how to use the language in real social contexts. Also its inclusion of scaffolding takes care of a particular learner's ability and learning style in setting the appropriate supporting level (see Vygotsky's Zone of Proximal Development – Vygotsky, 1978).

As a counter to Perl's (1979) claims regarding overuse or misuse of conscious learning in the writing process, it can be argued that any language learning, including first language acquisition, involves similar processes of 'over-generalization' or 'misuse' of language rules by trial and error. Therefore, it would seem desirable to provide some room for student creativity in any language teaching. However, it is not true that explicit teaching means almighty rules, or, that there is only one way to write in a particular genre. Hyland (2003; 2004) clarifies the issue of explicit teaching within the Genre-based Approach as follows:

> This explicitness gives teachers and learners something to shoot for, a "visible pedagogy" that makes clear what is to be learned rather than relying on hit-or-miss inductive methods whereby learners are expected to acquire the genres they need from the growing experience of repetition or the teacher's notes in the margins of their essays. (Quoted in Hyland, 2004: 11)

Another point supporting explicit teaching is closely connected to the set criteria, or assessment schemes used to assess academic writing. Most language tests or assessments are constructed with an expectation of products which can be achieved /facilitated through explicit teaching. In other words, language assessment, especially writing tests, commonly have overall text organization and language features included in assessment criteria. Assessment itself does not expect creative writing which allows for more flexible writing styles. In particular, second language learners would have much more benefit in their school exams or more standardized writing tests (e.g. IELTS, TOEFL) if they were aware of the structural organization and language features of particular genres. We cannot disregard traditional and still existing assessment tools used in language education, including writing tests, which have been part of the formal channel or route of achieving our social and academic goals. Hyland (2004: 20) sums up these arguments that explicit Genre teaching leads to lack in creativity:

> The key point is that genre *do* have a constraining power that restricts creativity and places limits on the originality of individual writers. Once we accept that our social and rhetorical goals are best achieved by, say, writing a postcard, a lab

report, or a five-paragraph essay, then our writing will occur within certain expected patterns. The genre does not dictate that we write in a certain way or determine what we write; it enables choices to be made and facilitates expression, but our choices are made in a context of powerful incentives where choices have communicative and social consequences. Genre pedagogies make both constraints and choices more apparent to students, giving them the opportunities to recognize and make choices, and for many learners, this awareness of regularity and structure is not only facilitating but also reassuring. (italics in original)

The Issue of Critical Literacy

Within the circle of Australian Genre-based pedagogy, some scholars (Cope and Kalantzis, 1993: 15) have been concerned that the LERN teaching-learning cycle, with its focus on modeling and subsequent construction of mainstream texts, represents "transmission pedagogy" that presents texts such as Report and Exposition uncritically and excludes other, non-mainstream genres that might be culturally important in students' lives. Cope and Kalantzis, two of the original LERN members, advocate a more critical approach to genre teaching, one that leads students to challenge the principles found in some mainstream texts. Cope and Kalantzis have proposed the need to make the learning of different genres not a matter of duplication of a standard form, but mastery of a tool which encourages development and change (even disruption) rather than simply reproduction (Cope et al., 1993: 245). Using a more inclusive definition of 'critical literacy', Lee (1997) and Luke (1993; 1996) have also argued that genre teaching might serve to reinforce the existing power structure in our society.

However, most Australian Genre theorists and educators' concern for teaching has been associated with attempts to teach 'powerful' school genres such as Report and Exposition to students from minority language backgrounds and other non-mainstream groups who have had less exposure to such texts than mainstream students have. AMEP (Adult Migrant English Program) as well as other workplace training programs involve students who are also from limited educational and non-English-speaking backgrounds. By teaching writing, genre educators may be accommodating such disadvantaged learners to the powerful dominant discourses in our society. Nevertheless, it is noteworthy

that most other pedagogies fail to provide students with better access to powerful genres (Hasan, 1996). In this regard, Hyland (2004: 18-19) views access to dominant discourse as a foundation on which to build students' critical literacy skills:

> In fact, learning about genres that have accumulated cultural capital in particular professional, academic, and occupational communities does not rule out critical analysis but provides an essential foundation for their critical evaluation.

Kress (1993) argues that genre work in Australia has been both a pedagogical and political (ideological) project. Christie (1991: 83) also proposes that teaching students about genres and language in general is an ideological matter of social justice, insisting that "as long as we leave matters of language available to some and not to others, then we maintain a society which permits and perpetuates injustice of many kinds" (quoted in Hyon, 1996: 701). Therefore, they suggest a different notion of 'critical literacy' in which students can read and write any text more critically with logical thinking and as a result, they will be able to read the society and world in which they live. Hammond and Macken-Horarik (1999: 529) regard "the ability to read *resistantly* and write *critically* as central aspects of critical literacy, particularly within the context of school education." By introducing a case study of ESL students' science program in which critical literacy was implemented systematically over a sequence of lessons, they successfully exemplify and demonstrate ways of practical implementation of 'critical literacy' in the classroom. It can thus be claimed that the Genre-base Approach with critical literacy can empower ESL learners to become competent members of society. That might be the primary and final goal of the Genre-based Approach.

In specific regard to the broader view of critical pedagogy, Lingard (2006) reports on a large Australian commissioned research study which mapped classroom pedagogies called 'productive pedagogies'. The research was conducted by a large research team including Pam Christie, Debra Hayes and Allan Luke who worked across the critical pedagogies literature and also empirical studies of classrooms. The statistical analysis of approximately 1000

classroom lessons observed in this research indicated that "there were four dimensions of productive pedagogies, notably, intellectual demand, connectedness, supportiveness and working with and valuing of difference" (Lingard, 2006: 1). More fundamentally these four dimensions of productive pedagogies have a theoretical root advocating "political/social justice project of equality and difference, for a more equal distribution of capitals through schooling" (2006: 24). In today's globalizing society, guiding students to accept the socio-cultural diversity and differences and helping them develop a sense of connectedness from local to larger communities along with much higher order intellectual thinking ability should be an important role for current classroom teachers. In this umbrella-like critical pedagogy, the Genre-approach can be a real propelling power that weaves a difference into many literacy classroom contexts, beyond racial, ethnic, gender, sexual and religious boundaries.

Explicit Teaching + Process Writing + Critical Writing

So far the advantages of and issues around the Genre-based approach have been considered. Based on the discussion, the following summary of the balanced view on children's writing can be drawn: it would appear to be productive to try to achieve the teaching goal which helps children develop competency in writing effectively through a balanced way of teaching by combining all these writing approaches: Genre-based Approach, Process Writing and Critical literacy.

For example, Badger and White (2000) propose a process-genre model of writing in which the multi-draft writing in Process Writing and the contextual elements such as field, tenor and mode in Genre-approach have been considered and combined. Also, Johns (1997: 17) suggests an integration of different literacy views and pedagogies, warning not to ignore each child's different individual and social factors.[14] While teaching construction of different written text types, teachers should allow for children's different writing styles and views and get them try to reflect on their own writing, hopefully, using critical thinking. Also, teachers should be very careful in

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[14] For more reference, see also the Figure 1 - Integration of literacy theories (Johns, 1997: 18).

sequencing their writing curriculum according to their children's developmental stages and learning styles. With regard to the sequence, especially for children, they need to be exposed more to different text types in a systematic and repetitive pattern and learn the basic text structures and linguistic features through modeling and joint construction. After that, or during the process, explicit teaching might need to be combined with the Process Writing approach, emphasizing more creativity and independent ownership as well as the multi-stages of writing process. And of course, the final goal for writing education should be critical independent writing in which children are able to express their ideas and thoughts clearly, logically and creatively.

2.4. Biliteracy Development from a More Extended Socio-Linguistic View of Literacy

2.4.1. The Importance of Biliteracy Education in ESL Contexts

So far we have examined the theoretical frameworks of 'language', 'bilingualism' and 'literacy' along with different perspectives on language and literacy learning with a particular emphasis on the socio-linguistic view. Also, the previous section has dealt with the Genre-based approach as an effective literacy education framework for both English as a first language students as well as children from ESL backgrounds. In this last section of the Literature review, the discussion on the overlapping area of bilingualism and literacy, or so-called 'biliteracy', will be highlighted in terms of its significance and feasibility particularly in ESL bilingual development. In addition, since the aim of this case study is to explore Korean ESL children's biliteracy development in Australia, the brief introduction of more recent Korean-English ESL and EFL contexts will be presented to describe the relevant status of this case study.

As mentioned earlier, biliteracy, a complex phenomenon, represents a conjunction of literacy and bilingualism. Hornberger (1989; 2004) proposes a framework for understanding biliteracy using the notion of 'continuum' and

provides comments on different angles of biliterate contexts. Before we consider the issue of biliteracy in further detail, the notion of 'continuum' raised by Hornberger is a reminder of the fundamentally overlapping dimensions (or interrelatedness) of bilingualism and literacy ('oral' versus 'literate') or even first versus second language ('monolingual' versus 'bilingual') rather than viewing them as polar opposites. Even though the fields of literacy and bilingualism each holds vast amount of literature and research, there is a relatively small proportion of attention paid to this more specific area of biliteracy. Most of the studies looking at language learning in terms of developmental issues have been focused on the bilingualism in the spoken mode rather than the written one.

Many educational policy makers have been advocating the theory of subtractive biliteracy which means they do not value the minority language. Such policy-makers commonly claim that minority language literacy learning occurs at the expense of English literacy development. In spite of the known benefits of biliteracy, some researchers raise the following argument: is it better to be thoroughly literate in one language rather than attempt to be literate (or semi-literate) in two languages? With specific concern for ESL children's bilingual development, particularly in the classroom context, school teachers and educators have noted that a large proportion of bilingual children have difficulty with English literacy learning while they have little trouble developing conversational proficiency when learning the new language.

Their difficulties with school literacy have been attributed mainly to insufficient preparation in the home context through the mother tongue. Commonly discouraged by educators from using their mother tongue, many ESL children's parents do not put much effort into mother tongue literacy activities such as reading and writing during the most precious preparation period of pre-school and primary school years. During this period, young children are able to develop cognitively in various areas through intensive parental support in the form of interactions and shared reading for example (Bialystok, 1997; 2001). This kind of cross transferable cognition ability and linguistic awareness can be deeply influential in the further development of children's literacy (Cummins, 1996: 122-123). Another reason why ESL

children struggle with literacy learning can be found in the insufficient and ineffective literacy approach at school. The previous literacy education based on 'Whole Language' and 'Process Writing' approaches has not proven to be effective for getting ESL children into the competitive literacy area due to lack of any explicit supporting system.

Also, in many cases, ESL children have not been supported by special transitional biliteracy programs such as Dual Language program, even in cases where they do not have sufficient English literacy competency but have stronger (more developed) minority language one. Cummins (1996: 122) argues that policy makers in language education should be aware of the following:

> [S]pending instructional time through the minority language will not result in lower levels of academic performance in the majority language, provided of course, the instructional program is effective in developing academic skills in the minority language. This is because at deeper levels of conceptual and academic functioning, there is considerable overlap or interdependence across languages. Conceptual knowledge developed in one language helps to make input in the other language comprehensible.

Emphasizing the flexibility of biliteracy programs, Cummins (1996: 123) cautiously points out that there is no one prescribed model for achieving successful biliteracy development but we need to take account of the varying entry characteristics of students, the availability of resources (e.g. bilingual teachers, minority language curriculum materials) and the political and economic climate within which the program is being instituted. Other research into biliteracy (Calero-Breckheimer and Goetz, 1993; Jimenez et al., 1995) has also suggested that academic and linguistic skills in a minority language transfer relatively easily to the second language. In particular, it is claimed that generalizable skills in decoding and reading strategies (such as scanning, skimming, contextual guessing of words, skipping unknown words, tolerating ambiguity, reading for meaning, making references, monitoring, recognizing the structure of text, using previous learning, using background knowledge about the text) may easily transfer from first language literacy to second

language literacy. This can be considered as the supporting view of Cummins' Iceberg Analogy and Interdependence Theory (see Section 2.2.2).

In addition to academic success through ESL children's biliteracy development, many researchers and educators argue, from a socio-linguistic perspective, that their development of biliteracy has positive effects on building up their bicultural identity and, ultimately, on their becoming competent social members in both communities. According to Cummins (1996: iii), "culturally diverse students are disempowered educationally in very much the same way that their communities have been disempowered historically in their interactions with societal institutions." He explains the term 'empowerment' as follows:

> [T]o create contexts of empowerment in classroom interactions involves not only establishing the respect, trust, and affirmation required for students (and educators) to reflect critically on their own experience and identities; it also challenges explicitly the devaluation of identity that many culturally diverse students and communities still experience in the society as a whole. (Cummins, 1996: iii)

Cummins (1996: 15-16) also emphasizes that such empowerment arises from the process of negotiating identities in the classroom; identities that "are not static or fixed but rather are constantly being shaped through experiences and interactions." More elaborately, he explains that the ways of negotiating identities can be fundamental to the academic success of culturally diverse students:

> When students' developing sense of self is affirmed and extended through their interactions with teachers, they are more likely to apply themselves to academic effort and participate actively in instruction. The consequent learning is the fuel that generates further academic effort. The more we learn, the more we want to learn, and the more effort we are prepared to put into that learning. By contrast, when students' language, culture and experience are ignored or excluded in classroom interactions, students are immediately starting from a disadvantage. Everything they have learned about life and the world up to this point is being

dismissed as irrelevant to school learning; there are few points of connection to learn in an experiential vacuum. Students' silence and non-participation under these conditions have frequently been interpreted as lack of academic ability or effort, and teachers' interactions with students have reflected a pattern of low expectations which become self-fulfilling. (Cummins, 1996: 2-3)

According to Baker's (2006: 321-327) categorization of the different views of literacy for minority language students, there have been mainly four approaches recognized such as "the Skills Approach" inclusive of phonics-based program and functional literacy, "the Construction of Meaning Approach", "The Sociocultural Literacy Approach" and "The Critical Literacy Approach". First, Baker's term of 'functional literacy' implies the minority language students obtaining the second language only for effective functioning in the existing society: for example, learning to read labels on food packaging and road signs. The aim of the functional approach is to educate minority students to be able to accept the status quo by understanding the current social order and convention and, further, to be a "faithful and contended citizen" (2006: 332). Baker points out that such a literacy approach can be linked to the assimilation of immigrants and subservience of language minorities.

The Construction of Meaning Approach and the Sociocultural Literacy Approach are apparently closely related to the Genre-Approach based on the Systemic Functional Grammar which we have examined in the previous sections. In Baker's explanation of the Constructivist view of literacy, "students are viewed as active constructors of meaning from text. Learning is mediated by the social interaction between the child and an experienced teacher or parent, for example, peer modeling and coaching, scaffolding, and instruction that is directed toward the child's zone of proximal development" (2006: 323). In this view of literacy the role of the teacher is that of a mediator who tries to bridge any cultural mismatch for the language learners. Also, the teachers provide vocabulary and strategies needed to construct meaning. With the assistance of the teacher, a large number of language minority students can become competent in understanding the dominant culture and values without losing their own language and culture. The Sociocultural Literacy Approach emphasizes the social nature of 'literacy'. In

this view of literacy, we need to accept that there is more than one dominant literacy in the world and multi-literacies are needed to be able to give a wider view of the world. This leads us to think that there should be a more colorful and diverse view of human history and custom and we need to keep a less narrow view of our society. This view of literacy allows minority language students to discover and internalize their cultural heritage more positively, without completely submerging to the majority language's dominant literacy.

Consequently, Baker's emphasis on 'critical literacy' is seemingly connected to the sociocultural literacy approach in terms of its philosophical basis and acceptance that all cultures attempt to discover meaning and understanding. Within the umbrella of 'Maintenance Bilingual Education', an attempt is made to strengthen the minority language children's sense of cultural identity by affirming the rights of an ethnic minority group in a nation (Otheguy and Otto, 1980). With a positive attitude towards their biliteracy, minority language learners can be made "aware of their sociocultural context and their political environment" (Baker, 2006: 325). Baker points out that this may occur through mother tongue literacy and local/national/international multiliteracies. This means two important things. Firstly, if the minority language learners aim to avoid being assimilated into the majority language group, they need to be aware of the importance of biliteracy. Secondly, even if they attempt to develop their biliteracy, they need to direct their literacy learning to critical literacy so that they can be really empowered in their society. In this respect, the issue of biliteracy apparently is not a simple matter. What many scholars have raised with the importance of literacy and biliteracy in the empowerment of bilingual students and their communities can be related not only to education but to more political aspects of seeking justice and equality (Freeman, 1995). They claim that minority language children should become empowered, even politically activated, by becoming literate. For example, they need to understand propaganda, and learn to write to be able to defend their community's interests or to protest about injustice, discrimination and racism.

In this regard, Friere and Macedo (1987) also suggested that language minority children (ESL groups) should be able to read the world and not just

the word. That means that biliteracy education should be extended to critical literacy, a literacy that must go beyond the skills of reading and writing. "At school level, the critical literacy approach is that language minority students should not just be invited to retell a story. They should be encouraged to offer their own interpretation and evaluation of text." (Baker, 2006: 325).

So far we have discussed the significance of children's biliteracy development in ESL contexts in terms of positive language transfer of academic skills and their building of sociocultural identity. It has been acknowledged that this kind of additive biliteracy development can be achieved through proper biliteracy programs which extend to critical literacy. However, it needs to be stated that there can be a number of different biliteracy education programs which cater to various contexts. Moreover, as shown above, the issue of biliteracy education is not a simple educational matter but a complicated social phenomenon which needs to be considered in many social aspects inclusive of political interest. In this regard, bilingual parents or ESL children's parents should be aware of the complexity of biliteracy education and should not exclusively rely on the school curriculum for provision of their children's bilingual education. The critical place for biliteracy education of children should be in the home by developing their mother tongue more actively up to literacy level. The parents should also be aware of the importance of critical literacy which can be developed through their mother tongue and through everyday family interactions as well as through scaffolding of the children's literacy learning.

2.4.2. Korean-English Bilingual and Biliteracy Education in ESL and EFL Contexts

Focusing on the language combination of Korean-English biliteracy, particularly in children's ESL contexts, there have been few research studies so far (Jeon, 2007); what has been done has been limited to some other issues of bilingualism in ESL contexts such as language choice pattern (Park, 2003) or code switching (Choi, 2007a) and the issues of literacy development in the majority language (Hwang, 2001). Even though the number of Korean immigrants into the English speaking countries such as America, Canada and

Australia has been steadily increasing along with an increase in the number of taking up residence for temporary Korean families for business or study purposes, the issue of biliteracy for their young children (both in home and school contexts) has hardly been systematically addressed by Korean researchers. Also the reality is that most Korean ethnic communities in the English speaking countries do not provide effective support to the young Korean-English children for the development of their biliteracy in ESL contexts. A few studies (Kim, 2005; Park, 2005) address issues on the situation of Saturday Korean school (in U.S.) and Korean education for migrant families. It is evident that many Korean families have difficulty in raising their young children bilingually or up to a biliterate level even during primary years (Park, 2005; Park, 2007). In many cases, children who have grown up in ESL contexts will visit their native country, Korea, as adults, for the purpose of studying the Korean language and culture (Jeon, 2007).

In the meantime, in Korea, an EFL context (Lee, 2007; Seo, 2007), more and more young children including pre-schoolers are joining early English education through private English institutions and English medium kindergartens. In primary schools most parents are encouraging their children to learn English intensively through more rigorous private education in addition to regular English classes at school. During school vacation a large number of Korean children go abroad or join an English camp or English village (with native speakers) for studying English. Also, among primary students, 'Early English Learning in English speaking countries' (for a year or two years), with the help of commercial English education agents, is currently booming in Korea (Choi, 2007b). In junior high school there are increasing numbers of Foreign Language High Schools where English and other language teaching is emphasized over other subjects. Since English is acknowledged as a prestigious language in the world, this kind of tendency to emphasize English education from an early age seems to be a present trend in the Korean society and one set in place for years to come. Considering the competition and characteristics of the global society, it seems natural that a huge amount of effort, energy, time and money will go to English education. However, if we think of the efficiency and feasibility of biliteracy in Korean EFL contexts, more systematic and consistent bilingual or biliteracy programs (Lee, 1998;

Kang, 2007; Jung, 2006) should be established.

Chapter 3. Method

3.0. Introduction

This chapter presents the research approach adopted in the thesis. First, in Section 3.1, the characteristics of the longitudinal case study method which is applied in the research is presented and similar case studies in the area of children's monolingual or bilingual language development are discussed. The method and process of data collection and data analysis for the present study are also documented in detail. The issues of validity and reliability in connection with the case study are addressed separately.

This present study is based on an exhaustive documentation of the writing of two bilingual children done in both English and Korean over their early and mid primary years. Thus, the educational context of the children during the given period is presented in detail in Section 3.2.

Finally, in Section 3.3, a descriptive explanation of Systemic Functional Grammar (SFG) proposed by Halliday (1994) and Halliday and Matthiessen (2004) is given as this provides the main framework for the text analysis done as part of this research. In addition, a possible systemic functional interpretation of some grammatical categories of the Korean language is offered, as this is used in the research for the analysis of the Korean written texts.

3.1. Developing a Longitudinal Case Study

In applied linguistics, research that uses the case study approach can centre on one or a few individuals. According to Brown (1995: 2), the case studies tend to be longitudinal, which means that an individual or individuals are observed over a relatively long period in order to trace some aspects of their language development. In line with the characteristics of case studies, the present study

takes two Korean-English bilingual children in order to trace their biliterate development (particularly writing) over almost six years of the early and mid primary periods.

According to Yin's more technical definition of 'case study', a case study is an empirical inquiry that "investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (Yin, 1984: 23). This definition distinguishes the case study from other research strategies such as experiments and qualitative research. First of all, "an experiment deliberately divorces a phenomenon from its context, so that attention can be focused on a few variables, the context is controlled by the laboratory environment" (Yin, 1984: 23). Secondly, Yin's definition of case study extends the applicable methods in case study beyond the limits of qualitative research. That means a case study does not necessarily rely on qualitative research. The essence of qualitative research consists of two conditions: "the use of close-up, detailed observation of the natural world by the investigator" and "the attempt to avoid prior commitment to any theoretical model" (Van Mannen, Dabbs and Faulkner, 1982: 16). In this regard, the case study seems to be more flexible. It can rely partly or entirely on qualitative evidence, and it need not always include direct, detailed observations as a source of evidence. So, the case study's unique strength is its ability to deal with a wide variety of evidence such as documents, interviews, observations and even surveys.

Employing Yin's definition of case study, the present research is a case study which relies on qualitative research. The research data is the documentation of detailed observations in the natural contexts (in the classroom and at home environment). However, as an independent variable, one which "is selected and systematically manipulated by the researcher to determine whether, or the degree to which, it has any effect on the dependent variable", 'the Genre-based Approach' is additionally implemented and highlighted throughout the research (Brown, 1995: 11). Yet, it should be acknowledged that the Genre-based Approach in the children's writing development is not as in an experiment controlling other variables in the natural contexts, but has been

added in the natural contexts as a new literacy teaching method in their school curriculum and as a powerful supporting tool by the researcher at home. This issue will be elaborated further in the section below about 'the dual role of mother-researcher' since the researcher in this study is as an active supporter of biliteracy development in the subject children's familial environment.

In applied linguistics, according to Nunan (1992: 78), the case study strategy has a long standing tradition. Even though each case study is unique in its combination of contexts, methods of data collection and analytical tools, the most prominent research using the case study strategy to study children's language development can be listed as follows: Halliday (1975), Painter (1984; 1993) and Oldenburg (1987) for monolingual children's language development; and, Ronjat (1913), Leopold (1939-1949), Aidman (1999) for bilingual children's language development. Another important area of research drawn upon in this study is that of genre writing in primary and junior secondary years in the mainstream Australian classroom, so that reference is made to writers such as Martin and Rothery (1984), Rothery (1989; 1990), Christie (1985; 1989), Derewianka (1995), Collerson (1983), Kamler (1990), Rothery and Christie (1995). The present research shares the research tradition of the two main areas given above. The longitudinal case study of children's language development is combined with research into genre writing based on functional grammar.

In particular, Aidman's research (1999) has been used as a model for this project. Her case study on biliteracy development through early and mid-primary years involved a longitudinal case study of bilingual writing (English and Russian combination) done by her own daughter. The object of the present case study is an attempt to replicate Aidman's research framework, using the same theoretical background, since it provided the researcher with inspiration and academic desire to pursue the similar work as a mother of two bilingual children. In the present case study, a very similar theoretical framework on biliteracy development to that used by Aidman has been adopted. The data collection process was similar and then the analytical method duplicated Aidman's analysis by using SFG (Halliday, 1994). However, it must also be acknowledged that there are some differences in contextual variables in the

subject children's biliteracy environment both in the classroom and at home. Aidman's research was implemented in 1992-1996 in Victoria (Australia) when the Genre-based Approach to writing had not been fully introduced in the public primary schools. The present case study was performed later (1997-2002) when the Genre-based Approach had begun to be adopted and practised in this school sector. Another variable can be found in the role of researcher and the extent to which she participated in the explicit teaching and joint construction of the texts. In the present case study, the Genre-based Approach has been supplemented at home quite explicitly and on a regular basis. Therefore, in this respect, the present study can not be categorized as a purely naturalistic case study which is similar to ethnography in its philosophy and methods. Aidman (1999: 82) indicates that her case study shares a number of characteristics of ethnographic research. She states that "the objective of this study was to observe the bilingual child's written language use in natural settings, that is, in situations where she would normally engage in writing" (1999: 82). However, the present study is not a completely naturalistic case study but a mixed model inclusive of experimental (but not deliberately divorcing the phenomenon being studied from its context) and qualitative research (except the condition that 'the attempt to avoid prior commitment to any theoretical model', since in the present study the prior commitment to Genre-based Approach to some extent is acknowledged). This issue is addressed further in the following section by considering in detail the methods of data collection and analysis used in this study.

3.1.1. Methods of Data Collection and Analysis in the Present Case Study

The main objective of this case study was to find out how the two bilingual children would develop their biliteracy, particularly in writing, in ESL (English as a Second Language) contexts in an English speaking country such as Australia. In addition, the case study sought to establish whether the Genre-based Approach applied in the given ESL contexts would be effective and beneficial to children learning to write a range of texts in both languages. In order to achieve the main objectives of the present case study, the process of data collection was implemented as follows.

3.1.1.1. Data Collection

All the texts written by the children (both in English and in Korean) in the classroom and at home were collected, and special field notes were written to record the writing contexts. All the texts, including writing notes, worksheets, memos and presentation charts were kept in the original shapes and they were photocopied for sorting chronologically, and also by each genre (e.g. Narrative writing, Recount, Explanation, Argument and etc.). Since in a longitudinal case study this kind of data collection needed to continue over six years, adapting a thorough record keeping principle was a most important task for the researcher. Keeping the original notebooks, including a range of text types, seemed to be quite useful as a means of understanding the classroom curriculum and the sequence of writing activities as well as the more extended writing contexts and writing behavior of the subject children in the classroom.

To understand the classroom contexts of the writing activities the researcher made classroom observations on a regular basis during the research period (from 1997 through 2002). During the early period (1997-1998), mostly as a parent helper, the researcher participated in the reading sessions of the older child Jinha who went through Kindergarten and Year 1. In 1999 the Genre-based Approach was actively adopted in the subject children's school, and the researcher became involved in the second child's (Sunyoung's) Kindergarten and Year 1 classrooms as a teacher assistant, helping children in both reading and writing sessions. In Sunyoung's Year 1 classroom (in 2000, first and second term), the researcher assisted more intensively in leading reading and writing sessions every day of the week, Monday to Friday, from 9 a.m. to 1 p.m. for six months (see Appendix 3-1). During the classroom participation, the researcher was able to understand and recognize the efficiency of the classroom teacher's appreciation of the Genre-based Approach by noting the children's positive attitude to the method and their resultant writing products. In the last one and half years (2001-2002/July) the researcher carried out classroom observations on a weekly basis. The energy, time and effort invested in the classroom observations and the participation as a teacher helper or assistant allowed the researcher to truly understand the classroom contexts and gain insights into the possible effects of Genre-based Approach on the children's writing. This kind of fieldwork would be a must for any

researchers conducting similar case studies. Throughout the period of classroom observation and participation, the researcher performed several interviews with the class teachers, relating to the subject children's writing proficiency and behavior along with the issue of effective writing contexts. Also, during the writing sessions the researcher tried to take down field notes whenever practicable. The evidence from classroom observations and through multiple sources of evidence such as interviews, participation in the relevant writing sessions as a teacher assistant, field notes, interactions with other peer groups turned out to be a valuable asset for the researcher to implement a meaningful case study over the whole period. This kind of classroom experience as an ESL children's mother and researcher was an essential component of the case study, similar to field trips for the researchers doing ethnography.

The subject children's literacy related activities were also observed closely by the researcher in the home, and video tape recording (covering the whole research period) of the family home was also maintained to capture their bilingual social life in natural settings (in school community, family, friends, relatives) as well as some literacy related practices at home. All the texts (both in English and Korean) written in familial contexts were collected and kept with a brief note explaining the writing context. Since the texts written at home included some products which were jointly constructed with the researcher using the Genre Approach, the level of support provided by the researcher during the joint construction was noted. Also, the writing notes or homework sheets from the Korean ethnic school which the children attended on a weekly basis were also collected during the research period whenever these were available. Informal interviews with the Korean school teachers were performed several times, in relation to the children's Korean writing proficiency (compared with their peers) and in relation to the writing program offered in the school. A later Section of 3.2 describes the educational environment (contexts) at home in further detail.

To sum up, as shown above, through the triangulation in data collection such as participant observation in classroom, video recording at home and written text products (followed by text analysis), the researcher attempted to reinforce

the research evidence for this longitudinal case study over almost six years (5 years 8 months).

3.1.1.2. Data Analysis

As mentioned earlier, the subject children's writing products were sorted first chronologically, and again by genre. Then, some representative genres, both in English and Korean, were selected for further detailed analysis. Also, in order to find out how the subject children developed their biliterate writing in the various genres, SFG was used as a tool for text analysis. As Aidman (1999: 83) states, "SFG was used in relation to a particular social theory about the organization and construction of experience, and the role of language as a semiotic system used to make meaning of that experience". Following the genre theorists (Martin and Rothery, 1984; Christie 1985; 1989; Derewianka 1995), Aidman (1999) claimed that text analysis based on SFG is capable of offering a finer degree of delicacy, specificity and detail of analysis, compared to just descriptive and comprehensive accounts found in many other case studies in applied linguistics.

Aidman (1999: 83) also indicates that "the systemic analysis enabled the researcher to penetrate, discuss, and hopefully, explain how language is used to construct meaning in either of the child's written languages, and how the linguistic choices [the child] makes change developmentally over time." By using the SFG analysis, the specific linguistic features developed in each specific genre can be captured and reflected upon in the present study. The choice of an appropriate analysis tool for the range of genre writing was a key to the success of this research.

3.1.2. The Issues of Validity and Reliability

As Yin (1984: 14) points out, using the case study as a research tool specifically allows an investigator to obtain a holistic and meaningful understanding of real-life events such as the changes through an individual life cycle or the process of language acquisition. This can be the main advantage of the case study. Yet, we also have to consider the traditional criticism of the case study approach, questioning its lack of rigor, weaker

documentation, subjectivity and the difficulty of developing generalizations from the results (Yin, 1984: 21). In general, research critics recommend that the following four categories be considered in order to perform high quality research work: construct validity, internal validity, external validity and reliability.

3.1.2.1. Construct Validity

Construct validity involves "establishing correct operational measures for the concepts being studied" (Yin, 1984: 36). It is accepted that the insufficient operational measures of case study research can result in the subjectivity of data collection. In order to increase the construct validity, Yin (1984: 37) suggests "the use of multiple sources of evidence" during data collection, in a manner encouraging convergent lines of inquiry. In the present study, specifically in regard to 'construct validity', the issue of mother-researcher has to be addressed.

The Issue of Mother-Researcher

As mentioned earlier, the present study was conducted by the mother of the two subject children. Thus, the issue of the dual role of mother-researcher might be one questioned when considering research validity. To date, almost all well-known case studies of language and literacy learning have been carried out by a parent (Halliday, 1975; Painter, 1984; 1993; Oldenberg, 1987; Bissex, 1980; Saunders, 1988; Aidman, 1999). Bissex (1980) highlights the possible strengths and weakness of a study conducted by a parent, noting there can be advantages and disadvantages in conducting a case study by parent-researcher. The level of parent intervention in the process of writing and the subjectivity in data analysis and findings are recognized as disadvantages of a parent-researcher undertaking a case study. However, conducting a case study related to children's language development in both the natural contexts of classroom and home has been considered a special type of research which is quite challenging and perhaps too demanding for researchers other than parent-researchers (Saunders, 1988).

In the present study, the researcher performed the role of observer in both contexts – 'close-in observation' and 'participant observation' (Graves, 1983).

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According to Graves (1983: 290), the participant observation is based on questions that can not be answered simply by observing. For example, the researcher may ask the child how he or she tackled certain problems in writing. In addition to being a participant observer, the researcher acted in the role of supporter, being the children's mother. Since natural contexts at home commonly have parents who support their children's language development in many ways, in the present study the mother's support can be considered similar to that offered by many other parents. Also, since the naturalistic case study was supplemented by genre-informed support of the children's biliteracy learning, the researcher had a more active role to play and was involved in explicit teaching, modeling and even joint-construction.[1]

3.1.2.2. Internal Validity

The second criterion essential to consider in research is internal validity, which concerns "establishing a causal relationship, whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships" (Yin, 1984: 36). One significant problem of internal validity may be caused by making unreasonable inferences. In a case study an inference may occur every time an event cannot be directly observed. Thus, a researcher might infer that "a particular event resulted from some earlier occurrence, based on interview and documentary evidence collected as part of the case study" (Yin, 1984: 38). At this point, the researcher should consider the correctness of the inference by encompassing the counter-explanations and possibilities.

In the present study, to increase 'internal validity', the SFG framework was applied systematically in the analysis, following other prominent researchers in the area of children's writing development. Most inferences in the chapters

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[1] In this respect, some critics argue the validity of the children's written products. Aidman (1999: 90-91), for example, points out this issue in her thesis stating "it may be argued that these texts may fail to provide very accurate information about what children in their biliterate development can do." Aidman (1990: 91) also claims that "while parental intervention may have assisted [the child], it could never cause her to do what she was actually incapable of doing. According to Vygotsky (1978), even when supported, the child can perform only within his or her ZPD (Zone of Proximal Development)." While admitting that the writing context at home was not completely naturalistic because it was supported by the mother-researcher, it must also be acknowledged that the level of support in the writing context was recorded so that the writing products can be evaluated with consideration of the support level. Moreover, the written products at school (both in English and Korean) were another source of evidence and thus helped provide a more objective picture of what the children could achieve in their writing with significantly less support, or completely unassisted.

of the data analysis have been based on the SFG and Genre-based Approach. In addition, for more effective data analysis the researcher designed a special format for organizing the texts (using an A3 sheet, the text copy was pasted in the centre and both side sections were allocated for analysis description (see the sample sheet in Appendix 3-2). Using this, the researcher was able to write down and analyze the various ranges of linguistic features and analysis points in each genre without missing any important element. The analysis of the more complicated texts benefited most from using this format.

3.1.2.3. External Validity

The third criterion that must be considered for quality research is 'external validity' which is "establishing the domain to which a study's findings can be generalized" (Yin, 1984: 36). Deciding whether a case study's findings are generalizable has been a matter much criticized because a single case provides a poor basis for generalizing. However, as Yin (1984: 39) explains, such criticism arises because implicitly the case study is compared with survey research where a 'sample' readily generalizes to a larger universe. Instead, Yin (1984: 39) indicates that survey research relies on statistical generalization whereas case studies are based on analytical generalization. In Yin's view, "[i]n analytical generalization, the investigator is striving to generalize a particular set of results to some broader theory" (1984: 39). The generalization is not achieved immediately. A theory should be tested and proved through many replications of the findings. The present study's findings and results are carefully considered in the light of relevant theory and research, as are any generalizations made from the results of the study.

3.1.2.4. Reliability

The last principle to consider in performing good research is the issue of reliability. The researcher needs to demonstrate that "the operations of a study- such as the data collection procedures- can be repeated, with the same results" (Yin, 1984: 36). In the past, the reliability of case studies has been doubted by critics mainly because the procedures have been poorly documented. Thus, as specific tactics for case studies, Yin (1984: 40) says that "the use of a case study protocol" is needed to deal with the documentation problem in detail. Along with the protocol, "the development of a case study

data base" is recommended (Yin, 1984: 40). In other words, it is advisable that the operational design of a case study ensures that the data collected is documented in as fine detail as possible.

To increase reliability, in the present case study the educational contexts of the subjects were documented in fine detail (followed up in Section 3.2) as was the process of data collection (inclusive of important tips for parent-researcher) so that other parent-researchers can replicate the study if they have similar contextual conditions (just like the present study was replicated without much difficulty by following Aidman (1999)'s case study).

3.2. The Subject Children's Educational Contexts in the Process of Bilingual and Biliterate Development

This section outlines the socio-cultural, psycho-linguistic academic contexts of the subject children's bilingual and biliterate development over the period of almost 6 years. These years saw one child, Jinha, go from Kindergarten (age 5) through Year 5 (age 10); and the other child, Sunyoung, go from Pre-school (age 3) through Year 3 (age 8). Even though the whole research period includes Sunyoung's two years (age 3-4) of pre-school, most written products come from the children's early to mid-primary years. The following sections document their educational history, both in English and Korean, with detailed description of bilingual programs or approaches that were applied to the children in an English speaking culture (so called ESL context), mainly combining family context and their classroom environments.

3.2.1. The Educational History of the Subject Children

The older subject, Jinha, was born in Korea in December, 1991 and arrived in Canberra, Australia for the first time at age two due to his father's PhD study. Before arriving in Australia he learnt his native language, Korean, relatively quickly from his parents and grandparents in an extended family environment. After he came to Australia, he spent most of his time with his mother (the researcher) in learning further Korean at home and also engaged in an English

speaking play group with other Australian toddlers and their mothers twice a week (9-12am) for almost one year. The next year, in 1994, his family moved to Malaysia since his father had PhD field work there from 1994 to 1996. During this period, when Jinha was in the period of age three to five (pre-school period), his mother taught Jinha Korean literacy including reading and writing (alphabet, basic sentence writing) at home, while keeping him communicating in Korean. As far as his English language learning was concerned, he received private English tuition from an Indian English native speaker in order to obtain more native-like English pronunciation and speaking skills for one year. At age three, he started attending a Korean kindergarten in Malaysia in which the medium of instruction was Korean, for one year. After the one year period, for the purpose of preparing for the entry to an Australian mainstream primary school (in 1997), his parents transferred Jinha to an International Kindergarten where the medium of instruction was English for all subjects. At age 5, Jinha returned to Canberra in Australia with his family and directly entered an Australian mainstream public primary school. From 1997 to August, 2002 (Kindergarten to Year 5), Jinha attended Cook Primary school in Canberra, Australia, and also, from age 6 to 10, he attended the Korean school in Canberra at weekends.

The younger subject, Sunyoung, was born in January, 1994 in Canberra, Australia. Three months after her birth, her family left for Malaysia where they stayed for almost three years. While living in Malaysia, she spent most of her time at home with her mother (the researcher). Communication between mother and daughter occurred in Korean all the time. Sunyoung eagerly engaged in Korean language learning, even showing an interest in reading storybooks in Korean. Her older brother, Jinha, might have been of some influence here, encouraging her strong desire and motivation for learning to read Korean storybooks. When Sunyoung returned to Australia, she had just turned three. At that time she was not able to speak English at all. However, she had learnt the English alphabet and could read the letters. In preparation for entry to pre-school in Canberra, her parents enrolled her in a child care centre for 6 months from the age of three and a half. During that period, she regularly attended a public pre-school twice a week for three hours. This was by special arrangement for ESL children, even though she was one year

younger than the other children in the pre-school. Reflecting on that period, it seems it was a very stressful and challenging time period for Sunyoung since she did not want to be with Australian children due to far limited communication problems. In those days, she was very confident in speaking Korean and had a strong desire to learn more reading and writing skills in Korean. With full engagement in her native language, she seemed to have more isolation in learning another language, English.

For the first term of this period, whenever the mother picked her up from the child care centre, she noticed that Sunyoung almost daily took home a pile of drawing which she drew by herself during her stay. Compared to other children in the centre, she must have been engaged much more in the activity of drawing due to her lack of confidence in speaking in English. She could not even go to the toilet because she could not express her need to the teachers at the right time. Until that time, Sunyoung had spoken in Korean only using it in the home, with both parents and her older brother. Given that her lack of English language skills made her socialization at the centre a very unhappy experience, the parents started to encourage her brother to speak English with his younger sister. So now Sunyoung would be spoken to in English by children and carers at the child centre, and by her 5-year-old brother in the home. The parents continued to talk with Sunyoung in Korean.

As time passed, she grew better in communicating with other children and following instructions. As her English grew so did her interest in English storybooks. When she was four, she was placed in a private pre-school (Wiradjuri in University of Canberra) where educators and caretakers were very enthusiastic about their educational programs and well equipped with educational resources. This one-year experience seemed to give her a lot of confidence in using English. All along, Korean was used in the home; her parents continued to speak Korean to their both children. At the end of the year (1998, age 4:11), she could read a simple storybook both in English and Korean.

When Sunyoung entered the Australian public primary school at age 5 where her older brother attended, she was able to follow perfectly all her

kindergarten teacher's instructions and curriculum contents in English. Her literacy skills were far more advanced than most other kindergarten children. Sunyoung was one of the two children in her Kindergarten class who could read the presenter's notes reporting what happened in each class (K-Y6) during the week. As a result, Sunyoung had valuable opportunity to read out the presenter's notes in front of the whole school in the school assembly whenever the kindergarten class had to lead the assembly. Her confidence in participating in school life was growing more and more along with her outstanding literacy skills and understanding of the new school environment. From age 4, her parents also organized for her to attend an informal Korean school supported by a Christian Korean church that was held once a week (for 3 hours) in order to maintain her Korean language. Until August in 2002 (Year 3), she attended Cook Primary school along with the Korean school at weekends. The following section will present more details about the subject children's school context.

3.2.2. The School Context

3.2.2.1. Attending an English Mainstream School in Canberra, Australia

The school environment where the two subject children, Jinha and Sunyoung, attended might be the one of main influences in their bilingual and biliterate development during their early and mid primary years.[2]

In general, the Australian mainstream primary school where the subject children attended pursued policies of being multicultural and promoting multiple intelligences. To the researcher's eyes, at the beginning of the subject children's schooling, it seemed that the school was not oriented to literacy learning (skill-based learning) but more encouraging to participation in oral activities. In each grade there were between 25 and 28 students on average, and about 3-4 children in a class were from an ESL background. The small number of students allowed teachers to get involved in oral interactions in their classrooms. Apart from a few naughty children who teased the subject

[2] Both started their formal schooling in Australia so they did not feel any difference coming from Korean schooling, which other ESL Korean children who had been studying in Korea might have when they came to Australia to continue their studies. They did not suffer from having to adapt themselves from a different school environment.

children with race-related comments (such as 'you are yellowish'), the subject children did not seem to have any other bad experiences by the reasons of their different appearance and country of origin.

As Cummins (1986) suggests in the theoretical framework of empowering minority language children, the school supported the idea that incorporation of home language and culture in the school would be beneficial to non-English-speaking background children (ESL children). Even though the school could not provide instruction through ESL children's native languages during their transition period, it certainly encouraged the ESL children to share their cultural experiences and languages through news time, oral presentations or special cultural events. The school and class teachers made efforts to help the ESL children feel proud of their cultures and for the other children to be aware of cultural differences and varieties. When Jinha was in Year 1, the class teacher asked the researcher (Jinha's mother) if she could demonstrate how to cook Korean food in front of the class. The researcher is convinced that her son gained more confidence in himself as a Korean as a result of doing this. Another chance to present the brief features of Korea (language, map, culture) to the class came when Jinha was in Year 2 through a suggestion of the class teacher. The researcher willingly took the suggestion since she anticipated positive effects on her children. The children's traditional Korean dress was highlighted and photographed by teachers during some cultural events.

With specific regard to the writing approach, the children used to do journal writing that was free from a teacher's correction on forms such as spelling errors, punctuation errors and grammatical errors.[3] Some teachers tended to

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[3] Regarding the school's literacy approach, it was running a 'Whole Language Approach' along with 'theme-based integrated teaching'. According to Cameron (2001: 181), in this setting, "different areas of the curriculum can be taught in an integrated way, without being separated into subject areas that have to be taught as specific times by separate teachers." In this approach, the umbrella-like theme is connected to the content of a lesson, and the children take part in a range of activities (e.g. sorting, measuring and playing games) on the theme (Cameron, 2001: 182). However some areas, such as mathematics and English spelling, were taught as a separate unit as well as an integrated unit (theme) so that children would be able to enhance their learning with more focused and subsequent content. It appeared that the balanced 'theme-based teaching' with skill-based approach would make for more organic learning for the children. It is often thought that the theme-based teaching might create classroom chaos and big individual gaps for children's learning since the classroom teacher has much more difficulty having to cater to different individual needs in classroom management and assessment. Also, if the classroom teacher is not capable of playing the important roles of resource person and

give their feedback to the children's journal writing by making some comments mainly on meaning. During the first child's lower grades (Kindergarten, Year 1 and Year 2), he mostly wrote such journal writings in his classrooms under Whole Language Approach. His Year 2 teacher tried to combine a 'Process Writing' approach in which children practise their writing through multiple drafting. Since the children were so young the class teacher used two-step drafting (first copy and good copy). During the first draft, the children were to write focusing on meaning and to complete within a reasonable time. After finishing the first draft they had some time to edit their writing assisted by the class teacher and to make a good copy based on the checked copy. At that time, Jinha was exposed to a great amount of story reading and factual book reading through the class teachers' curriculum as well as home readers (homework) and library borrowing. He had chances to write Narrative writing and Recount writing but to the researcher's eyes, his writings for those text types seemed to need more structured helping or assistance. In particular, the researcher noticed that regular practice through journal writing at home could not give him some essential practical guidance on how to write. His writings were filled out with frequently used expressions, habitual mistakes and clumsy organization. While the researcher was disappointed by the limited outcome of the first child's writing proficiency, the researcher noticed that the school later adopted more guided and explicit teaching on different text types such as Narrative, Report, Explanation, Procedure and Argument. During 6 months' intensive volunteer work in the second child's classroom and other ESL groups in the school, the researcher became convinced that the school's changed or combined approach with Genre-based Approach, Children's Literature based Literacy and Whole Language Approach along with Process Writing improved the children's

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language teacher, the positive effect from the theme-based approach will be diminished. However, here the children developed their awareness and sense of research skills and problem-solving strategies in dealing with different tasks and themes. They seemed able to link their knowledge with other previous knowledge in a variety of subject areas.

The researcher's big concern was that the children's basic skills, such as spelling and punctuation, were not developing at an impressive speed. Compared with children in Korean primary schools, generally their accuracy rate for spelling and other grammar related areas seemed to be much lower. Also it should be noted that there can be a risk of developing some big gaps between advanced groups and others in the general basic skills of reading and writing. The subject children, therefore, were supported by the researcher assisting with the basic skills at home. The methods the researcher applied with children at home will be elaborated in the later sections.

writing development in many ways. As a parent of ESL children, the researcher found that she could support the children's writing practice more effectively and clearly, particularly by explaining the purpose of writing, organizational structures according to different text types, connection words, describing words and other language features both in Korean and in English. It was a great help for the researcher to have very useful reference books about Genre-based writing.

3.2.2.2. Attending a Korean School Sponsored by a Korean Church and Korean Community in Canberra, Australia

From 1998 the subject children attended a Korean school which was a small and informal organization in Canberra, Australia. The Korean school was sponsored by a Korean church and the registered number of Korean students was about 25 to 30 for primary school groups. The materials the voluntary Korean-parent teachers used were the Korean textbook (one or two levels lower than age appropriate group or peer group in Korea) and some other worksheets. Teachers generally asked students to write a diary in Korean or to copy one or two paragraphs from their textbook. The Korean literacy level among the participant students ranged from – very competent (those who had recently come to Australia from Korea) through average (those who had spent some years in Australia but were preparing to return to Korean schooling) to marginal (mostly Korean immigrants' family members born in Australia). The subject children's Korean proficiency level was generally higher than that of other children in the Korean school in Canberra since they had been supported consistently at home by the researcher's scaffolding literacy program. Even though the Korean school was not quite organized in terms of a consistent curriculum, teachers' qualifications and the amount of study time (only 2 hours per week), the researcher encouraged her children to attend the Korean school in order for them to make Korean friends and meet other adults in the Korean community.

3.2.3. Bilingual Education – Viewing

In regard to children's bilingual education in the home environment, the use of various media such as TV, video, movie, computer, CD and the internet seems

to have been significant because it allowed experience of two different cultures (Australia and Korea) not only through contact with their family members but also through seeing many other people's way of talking, thinking and acting in soap dramas, comedy or movies. Typically, ESL children are often exposed to a relatively limited English language experience in comparison to native speaking children's wide range of community contact in English. ESL children's limited experience both in their native countries and the English speaking countries where they are living and studying often leads to gaps in their cultural understanding. The importance of viewing program to increase the range of cultural contexts and enhance ESL children's balanced and integrated bilingual education should be emphasized here again.[4]

For instance, in order to help the children's understanding of Korean history (especially ancient times), the historic drama 'Wang Gun' was selected and watched from the beginning to the end (about 200 sessions) with parents. In the early sessions, the parents tried to explain the basic introduction about the drama setting and characters along with the meaning of difficult words and expressions. Assisted with this scaffolding strategy, the children became interested in watching different types of drama in Korean. As time passed, watching the video tapes of the historic drama regularly supported the children's understanding of Korean history, ancient aspects of culture such as old Korean architecture, old costumes (royal family members and ordinary people), and the different style of olden day spoken language. They often asked questions for understanding or clarification of meaning. The drama selected was of a high quality, combining both accurately presented historical

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[4] The following principles were guidelines for the subject children's viewing programs (especially for TV and video) in the home context while living in Australia (Jinha aged 5-10, Sunyoung aged 3-8):

1. TV programs or videotapes were selected according to some criteria and were watched through a planned viewing time schedule.
2. Parents would watch some TV programs or videotapes together with their children and after watching them, discussion sessions followed.
3. If possible, the programs selected (e.g. a series of drama, documentary) were watched to the end so that children could develop a critical view (film review, program review).
4. The TV programs or videos included a wide range of different types (genres) such as drama, documentary, news, show programs and educational children's programs.
5. In selecting TV programs or video tapes, parents asked the children for their opinion so that the children could have a better sense of participation in the viewing process.

facts and entertainment, making it really enjoyable for the children and parents to watch. Joint watching and discussion of the historical drama was a regular event in family life.

The important point is that, through this viewing, a range of literacy activities involving speaking (discussion, questioning), reading (newspaper article, review), listening and writing (film review writing) were integrated and linked authentically in the home environment. The parents were able to help the children shape their critical thinking processes and develop a sense of evaluation through program selection, questioning, discussion and reflection.

3.2.4. Bilingual Education - Speaking

When the subject children returned to Australia (from Malaysia), Jinha was 5 years old and Sunyoung was 3 years old. At this time they were competent and age-appropriate Korean speakers. After Jinha started schooling at Kindergarten in Canberra, Australia, his spoken English became stronger and stronger as time passed. Compared with the first child's rapid English learning development, particularly in speaking, Sunyoung did not seem to make so much progress. She seemed to be enjoying a sense of achievement in mastering the Korean language at home and was keen to try out what she learned there. During almost one year (from age 3 to 4), she might have had a silent period, listening through the process of familiarization of English phonetic properties and intonation. However, the children's successive bilingualism (firstly acquiring their native language and later the second language) seemed to have some positive effects especially in relation to cognitive development (Cummins, 1976; 1978). Since they could already learn new concepts in their native language, it seemed they were able to learn and understand more quickly in the second language. Learning the second language (in case of successive bilingualism) in an ESL context appeared to enhance the children's learning (chance to learn again). More practically, for the children's bilingual development, especially in speaking, the researcher kept speaking in Korean at home from the time they arrived in Australia in 1997. Their father was also very strict in applying the ground rules for the children's bilingual education which meant that parent-child communication

was through Korean at home and the children's English development had been through their schooling.[5]

For the subject children's maintenance and development of their Korean language during their six years in Australia, especially in speaking, the researcher applied the 'Home-Community Approach'. It was quite demanding to explain why they needed to keep using Korean at home.[6] As the children became more fluent in English, they would speak English in the home. Whenever they arrived home from school, they would talk in English to each other and to their mother. They were ready to pour their experience at school in English to their mother. It was hard to stop them speaking in English so excitingly and enthusiastically. However, the researcher would consistently

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[5] The approach chosen to support the subject children's bilingual development was the 'Home-Community' approach in which they acquire one language in the home and a different language outside the home (Baker, 2006:102). This was decided because, during the primary years, if the ESL context provides only a small amount of Korean input to the ESL children who will live for an extended period in an English speaking country, their parents had better apply the strict ground rules of the 'Home-Community Approach'. If an ESL context can provide more Korean input through the presence of a strong Korean community (as living in Sydney would), the Home-Community approach might be adaptable depending on each case. However, if the children are living in an ESL context where the Korean language input outside the family is quite limited (as in Canberra), the influence of English will be stronger and stronger as time passes. Without strong support for their native language at home, competency in the first language will diminish eventually so the children can only use it to function in limited contexts.

[6] School appeared to be the major environment for the children's exposure to the English language. At the start, the children's English was not sufficient for them to study different subject areas at school which means there could be some temptation for any capable parents who can speak English to assist with English to some degree. They want their ESL children to improve their English much faster and effectively. Also, sometimes the ESL children's parents themselves need to practice their English more comfortably with their children who are getting to be more native-like speakers. For these reasons, some ESL children's parents become to use English for communication with their own children at home. Once the children know that their parents can communicate with them in English at home, their use of the native language becomes diminished more and more. As a result, after one or two years their native language proficiency level in speaking is lowered. By the time the parents recognize the reality of unbalanced bilingualism (by sacrificing the first language for more competent second language acquisition) and try again to use more Korean at home, the children might well have a very low motivation to follow their parents' changed policy in using their native language at home. The children's strong language is English and their native language might be very weak one. When their parents try to explain some demanding concepts or have conversation at deeper levels (apart from everyday routine) with their children, they need to borrow a great number of English words or expressions and often they end up with incomplete and ineffective discourse. So, the parents will not be able to effectively provide some of their valuable assets such as their background knowledge, philosophy, deeper understanding on some demanding concepts, values and identity to their own children in their cognitive development which is crucially important for their life. This could be subtractive bilingualism. According to the researcher's observation during her six-years of living in Australia, this typically happened to in many immigrant Korean children whose parents were able to speak English.

talk to them in Korean. She would also prompt the children whenever they attempted to use Korean. This often resulted in the children switching over to talking in Korean. Sometimes, however, they seemed to lose enthusiasm for sharing what had happened at school and they discontinued the conversation.

However, as they grew older, the children seemed to understand that being bilingual is something to be proud of and something valuable. Their sense of identity and cultural awareness grew as well. Also their necessity to communicate with Korean relatives regularly encouraged them to use Korean at home. Apart from a lot of encouragement and praise by the researcher and a strict rule by their father that forced them to speak Korean to their parents, there were other necessary strategies for successful 'Home-Community Approach'. This included a Korean literacy program such as reading and writing as well as some viewing programs. Without the integrated program for language development the children's bilingualism would have been unbalanced.

The researcher consciously ensured that the parents only spoke in Korean with the children but she fully let the children choose the language of communication between them. When Sunyoung began to catch up in English speaking proficiency, they communicated in English in most instances. At the beginning of their stay in Australia, the children frequently resorted to code mixing (borrowing another language's words to fill in where they are unsure). For example, since they were more familiar with everyday routine words in Korean (eat rice, brush your teeth, wash your hands and etc.), they often mixed codes from sentence to sentence or used English syntax while borrowing some lexical items such as one or two Korean nouns or verbs. Another reason why the researcher wanted the children to use English in conversation between themselves was that she considered that this would support children's English conversational competency as well as habit (or English code making between them) which could then be maintained on their return to Korea.

It should be noted that, in spite of their excellent English speaking proficiency in general, the children's speaking in English seemed to lack cultural

appropriateness in certain contexts. Since they could not get parents' everyday conversation in English, particularly in the home environment, or conversation from some other extended English community, their English speaking did not have the flexibility that allowed them to adapt themselves to varied situations. For instance, the researcher noticed that, in some cases, the children were not able to use proper English expressions in phone conversations even though they had been living in Australia for a long time. Compared with Korean family culture, the Australian English speaking parents seemed to be making more efforts in oral discussion with their children. So, even little children in Australia seemed better able to express themselves in different ways. In the case of the subject children, even though they achieved outstanding academic records in every area from the beginning year, their speaking proficiency, apart from academic contexts, appeared to be less developed than their reading and writing competency.

To support the children's oral English development the researcher encouraged them to do oral presentations at school as often as possible. Also, for one year, there were very good opportunities for oral discussion with people attending the Catholic church. Through other extra-curriculum activities they were able to meet other adult English native speakers during their lessons. Having friends also gave the subject children regular opportunities to visit Australian families. At home, additionally, the researcher tried to point out or explain some important situations and the proper English speaking with manners by watching TV programs (viewing program) together – particularly home drama.

3.2.5. Bilingual Education - Reading

3.2.5.1. English Reading in an ESL Context

From their earliest exposure to English in Australia, the children were positive about reading in the new language. They happily engaged in English reading and reading related activities at home, in school and in community libraries. After the children went through letter recognition (alphabet) with a phonetic approach and awareness of the print concept, they got gradually involved in the pleasant process of story book reading – mostly picture books. The school they attended provided a series of very useful methods for beginning readers

(Kindergarteners and Year 1 students) such as a 'Home Readers' program, shared reading and guided reading. Particularly, for the 'Home Readers' program, some parents were involved as parent helpers in order to help the class teachers in lower grades manage the reading program more effectively.[7] The researcher was also involved several times in the program: when the first child was in Kindergarten and Year 1; and then later, when the second child was in Kindergarten and in Year 1.

In addition to the 'Home Reader' Program, the researcher took advantage of the community library program, so the children would have a strong motivation for reading from the beginning stage. The community library provided excellent reading programs for young readers by encouraging them to borrow books regularly and rewarding the good readers. Some librarians offered a check or feedback session by asking simple questions (e.g. What was the book story about? Can you tell me the exciting parts? Did you like it? Why?) when the readers (who joined the library as club members) returned their books. From the large collection of children's books in the community library, the children chose books with much pleasure and developed a taste for

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[7] With this program, parent helpers help children choose a suitable book for their reading level from level-based 'basal reading' books. The books are designed to learn the skill of reading through repetition of frequent words and simple rhymes from the easiest level (e.g. one word or two words) to more advanced level (one sentence to two or three sentences to a text level). In each level, there is a range of books on different themes but there are two main groups such as short story books (fiction) and factual books (non-fiction). The children are encouraged to select and read from each type of books in a balanced manner. The procedure is that after the parent helper helps the children choose a new book at their reading level, they read the chosen book together (usually in one corner of the corridor, outside the classroom where tables and chairs were set up for such a reading session). Before the first reading, the parent helper might do a brief book orientation by asking the child about the book (e.g. a relevant experience with the book, what can be in the story?). After the first reading (while a child reads, a parent helper assists the reading.), a parent helper usually gives the child another chance to read the book independently. The parent helpers had been instructed to encourage the child to finger point when reading, and to give the child time for trying out unknown words.

This intensive basal reading program for lower graders seems to be very helpful for them to improve their reading skills step by step. Even for ESL children's parents this program seems to open a road to help their children read English books at home. If it gets routine (everyday reading by returning a read book and borrowing a new book) and the parents can monitor the children's progress through leveling up their 'home reader books' at appropriate time, the children will be able to improve their reading much faster. Admittedly, basal readers have been criticized on the grounds that they fail to use 'authentic' language, using artificially constructed texts instead. If the basal reading program is over-emphasized during the beginning period of young readers, it might get the readers focus on grapho-phonics at the expense of reading for meaning (over-relying on phonetic cues). However, the researcher's view on this issue is that the basal reading program can be effectively combined with other reading approaches such as children's literature based reading, guided reading and shared reading in which a strong emphasis on meaning is maintained.

different book types. Also, particularly at the early stage of their learning to read in English, the researcher used computer CDs (reading series programs – e.g. Arther series, Jumpstart series and Reader's Rabbit series) and books with audiotapes. As a result, both children's reading improved so fast that the class teachers always placed them at the highest level in the reading program at school.

When the subject children moved into a more advanced level of reading, from picture books to story (sometimes without picture or illustration) and chapter books, they responded differently to the change. The first child (Jinha) had a quite smooth transition from picture book to chapter book without illustration, but the second one (Sunyoung) did not want to move onto chapter books even though she appeared quite a capable reader at that time. Also, she insisted on always reading aloud rather than reading silently. During his period of transition from picture books to chapter books, Jinha enjoyed reading Paul Jennings' books. Based on this experience, the researcher suggested Jenning's books to Sunyoung. However, she did not like this book series. The researcher discussed this matter with the class teacher, who suggested 'Matilda' by Roald Dahl. It was a great success. Sunyoung seemed to become magically engaged in reading to a great degree. After finishing the book, the researcher had a discussion with her about the book; she also congratulated Sunyoung on such an impressive achievement. After that, the researcher bought some books from local book shops and this made Sunyoung keep reading her favorite books continually. The two children were truly developing their own tastes in their reading. Often they chose different authors and types of books, but sometimes they enjoyed the same ones. When Jinha was in Year 3, he was able to read the famous 'Harry Potter' series (J. K. Rowling) successfully and with great enthusiasm. The book series was also very successful for the second child when she started reading them in Year 2.

3.2.5.2. Reading Korean Books in an ESL Context
While the children's English reading skills were developing at a fast speed, their engagement with Korean reading decreased. The researcher faced a dilemma as to how the children could develop a balanced bilingual competency. Even though the researcher knew that keeping up literacy skills

in both languages was important, there was a limited time for the children to get involved in literacy learning at home. Their reading in Korean was getting slower and slower (low fluency) with low comprehension. Particularly during the school terms, the children's involvement in Korean literacy events decreased.

Through trial and error, the researcher decided to modify the approach to learning in the home environment. For Korean reading and writing, the children could learn them more intensively during the school break. If they were to enter the Korean education system some years later, they would be expected to have kept up with the Korean textbooks, according to the Korean mainstream primary school's curriculum. So, during every school holidays from 1999 to 2002, the children were involved in Korean literacy learning through Korean textbooks and other workbooks their grandparents sent to them from Korea. For a smooth start to the question-based workbooks in Korean, the researcher needed to use 'scaffolding literacy' strategy (see Section 2.2.4) providing detailed explanations and word-meaning support so that they could catch up with concepts which they were already familiar with in English. When they started learning Korean literacy through the Korean textbooks in different subject areas, the children seemed to expand their Korean vocabulary related to academic concepts and learning areas. Through this kind of learning and teaching in Korean, the researcher was able to support the bilingual development of the children by explaining more knowledge and academic concepts in Korean at a deeper level and by linking concepts known in English with learning in Korean.

3.2.6. Bilingual Education - Listening

The area of listening in the ESL context was mostly integrated through viewing such as TV programs, video, computer CD (educational software) and audio tapes of story books and songs. Also, in order to expand the children's listening ability in various social contexts, the researcher organized a range of opportunities which would expose them to spoken English. The children were encouraged to participate in such out of school activities as music and sports lessons, religion discussion groups, traveling around Australia, visiting

Australian friends' houses, inviting friends, joining a swimming club, excursions (e.g. museums, art gallery, parliament house) and guided tours.

It should be noted that the listening skills can not be improved only through the process of sound and intonation awareness and familiarization; the whole integrated process of lexical, syntactical and text level coordination is needed. In addition to these, the background knowledge of various aspects of socio-cultural contexts must be acquired. For this purpose, the researcher told the children about the importance of attentive listening and flexible listening. The children were also encouraged to adapt their listening methods depending on different text types such as news, drama, documentary or story telling or teacher talks. Also, whenever they traveled by car, the researcher had audio tapes of different story books prepared for listening. The children always seemed to be very attentive and comfortable listening to audio tapes.

3.2.7. Bilingual Education – Writing

3.2.7.1. English Writing Development in an ESL Context

Since the area of writing both in English and Korean has been a focal interest for the researcher from the start of the children's schooling, all possible curriculum and writing approaches / sessions from the children's school were closely examined through class observation and interviews with teachers. Overall, from the observation the researcher became convinced that writing could be a particularly demanding area for young writers in comparison to other areas of language learning such as reading or speaking. As mentioned in 3.2.2.1, the literacy program in the children's school encompassed a range of approaches including 'Whole Language Approach', 'Process Writing' as well as 'Genre Approach'. Throughout the research period the subject children's writing samples were collected by the researcher, with their notebooks; there were mainly two different notebooks used in school – Journal notebooks and Theme notebooks. During the lower grades (Kindergarten, Year 1 and Year 2), the classroom teachers encouraged children to write a diary entry (a type of free writing) in the Journal notebooks almost every day. Also the children were expected to keep a 'Theme notebook' with each term having a different theme (e.g. space, media, water and fire). For instance, if they were studying

about space for a term, all the related writing products were attached to the 'Theme notebook' that had the title 'Space'.

At home the children were engaged in writing English on a regular basis. The researcher introduced the following routines. During the lower grades (Kindergarten, Year 1, Year 2), a child's writing practice focused more on journal writing including Recount writing, diary and Narrative or letter/card writing. Whenever they had a special event, excursion or traveling, they were expected to write a Recount. The discussion session (5 to 10 mins) prior to the writing activity always allowed them to engage more meaningful writing.

The other skill which the researcher encouraged them to learn from Year 2 was to use of the computer keyboard (this was introduced after the children had mastered the cursive handwriting). As ESL children, in order to quickly access information on the internet in English, this skill seems to be beneficial even to the young writers. Through familiarizing them with computer skills and fast and proper typing in English, they were able to satisfy their need to construct a presentation, access information for a school project or search for resource material from the Internet. They also used the computer to send e-mails and write a diary.

Another important matter to note in relation to their English writing development in the home environment is that the children were involved in the researcher's case study, over a seven-month period, for an MA TESOL dissertation titled 'The Effective Error-Correction/Feedback in ESL Children's Written Work in terms of Fluency and Accuracy'. Jinha was in Year 2 and Sunyoung was in Kindergarten at the time. The children were expected to compose a piece of Recount writing twice a week on a regular basis. Over the seven month period the children read 30 different storybooks and had pre-discussion sessions about each book. After this regular writing practice for the particular text type of Recount, the children improved their writing skills significantly, in terms of fluency and accuracy in comparison to pre-test compositions undertaken prior to the case study. The researcher is convinced that the children's sense of good writing, ownership of writing and clarifying the purpose of writing, in fact the whole process of writing, developed very

positively through the period of the case study. Also, both children seemed to integrate their reading activities with writing activities and their awareness of some characteristics of written languages gained from reading books appeared to be reflected in their writing compositions in many ways. For example, the children's use of more formal expressions increased. The expressions also became more lexically dense.

For Jinha's first two years in an Australian school (in Kindergarten, Year 1), the literacy program was largely Whole Language and Process Writing oriented. When Jinha started in Year 2 (Sunyoung in Kindergarten), the Genre Approach was introduced, and there was with more explicit teaching about how to organize different text types such as Recount, Argument, Explanation or Procedure. Until the time that the Genre Approach was introduced, Jinha appeared to be mostly writing journals (similar to diary entry – what I did today or what I learnt today) or some Narratives during the writing sessions at school. Overall, during the first two years, Jinha's writing proficiency did not seem to increase significantly in terms of word level, sentence level or text level. However, after the Genre Approach was introduced to their school, Jinha and Sunyoung had more opportunities to write a range of text types. The classroom teacher modeled and jointly constructed the texts and, as a result, the children looked more confident and showed more interest in their school writing than they had in the previous period.

Also, the researcher noticed that there was a big difference between the first child and the second child in their writing motivation, approach and outcomes (preference to certain type of text). The first child was more interested in reading factual, informative books and he seemed to have engaged more easily in Report writing or Explanation, whereas the second child loved to write Narratives among other writing activities. When she was in Year 3 (age 8;04), Sunyoung wrote a chapter novel (2000 words) by herself through strong self-motivation (a novel entitled Face to Face Santa), which appeared to be an advanced writing example for an 8 year-old child.

The children's experience of writing began to expand, including different text types introduced in the school curriculum, and by the researcher at home. On

the introduction of the Genre Approach at school, the children were now learning to organize their texts depending on the text type; they were also learning to make genre-appropriate lexical choices. The teachers commented on both children's outstanding writing achievement in their academic reports (see Appendix 3-3). The children also showed excellent results in a NSW English Composition tests (see Appendix 3-4).

3.2.7.2. Korean Writing Development in an ESL Context

According to the researcher's observations through the entire period of the subject children's bilingual development (early and mid primary years) in Australia, the most difficult and demanding area was the writing development in both English and Korean. While their English writing improved gradually with the support of the school curriculum and regular practices at home and school, their Korean writing seemed to stay at the beginning level. Both children mastered the Korean alphabet (HanGul), and were able to write a sentence in Korean. However, when Jinha was in Year 3 (aged 8), he still used a lot of unconventional spelling, and inappropriate lexical choices in his Korean writing.

At the Korean school in Canberra (2 hours per week), the teachers used Korean textbooks for their reading materials, sentence pattern practices (syntactical pattern) and word usages. During the class the Korean ESL children could hardly have Korean composition lesson in an explicit manner, but often the class teachers gave them homework to write a diary entry (twice per week) or write letters to relatives or Korean friends in the same class. Younger children (age 4-6) were expected to copy some paragraphs from the text book as part of their homework. However, the subject children did not seem to benefit much from attending the Korean school for their writing development, most likely due to the limited amount of school time and the inconsistent teaching approach and curriculum.

Given the seeming ineffectiveness of the Korean Saturday school, the researcher tried to organize for the children to have a period of an intensive Korean writing practice during school holiday time. As mentioned earlier, the main problem was the children's limitation of working time during the school

time. When children got home after a day at the English-medium school they were reluctant to engage in Korean writing. It seemed to be a big burden physically and psychologically. They did not appear to be self-motivated. However, the children did not mind reading in either English or Korean on the same day. The situation was clearly different with writing. This could be so because writing requires further discipline and effort. The following routines were introduced for the children by the researcher. During school holiday times, the children were to practice Korean writing more, focusing on one or two text types such as the diary (journal writing) and Recount (story retelling) with the researcher's scaffolding. Through accumulated practice with the text types, along with demonstration of them, prompting and modeled writing, they started to develop their Korean writing up to text level length without much effort.

Another remarkable thing in their Korean writing development in the ESL context was that they could use e-mail with their relatives in Korea. To make this happen, the researcher taught the children how to type Korean on the computer using a typing software program when Sunyoung was in Year 1 and Jinha in Year 3. As a result they were able to type in Korean with speed and they could manage to write a simple e-mail to their grandparents, who enthusiastically replied to them. This writing activity was a real success, perhaps due to the authenticity of the context and the purpose for writing.

Although the children made significant progress in their learning to write in Korean at home over the school holiday period, their Korean writing remained less developed than their English writing while they resided in Australia.

So far, in the Section 3.2., the subject children's bilingual and biliterate contexts have been reported. Finally, Section 3.3., a descriptive explanation of the SFG is provided, this being the main framework for the text analysis that is applied in this research. In addition, a possible systemic functional interpretation of some grammatical categories of the Korean language is offered for the analysis of Korean written texts in this present research.

3.3. Systemic Functional Grammar

3.3.1. A Functional Grammar of English

Compared with the traditional structural linguistics which emphasizes the forms of a language (syntax) rather than its meanings, in a functional grammar language is interpreted "as a system of meanings, accompanied by forms through which the meanings can be realized" (Halliday, 1994: xiv). In other words, a functional grammar takes the notion of 'natural grammar' in which languages have been evolved by the natural need of human beings to express meanings by certain symbolic code systems. In this respect, grammar is not arbitrary but reflects how to use language as a meaning-making resource. With the basic perspective of functional grammar, Halliday (1994: xiii) conceptualizes three fundamental components of meaning in language as follows:

> All languages are organized around two main kinds of meaning, the 'ideational' or reflective, and the 'interpersonal' or active. These components, called 'metafunctions' in the terminology of the present theory, are the manifestations in the linguistic system of the two very general purposes which underlie all uses of language: (i) to understand the environment (ideational), and (ii) to act on the others in it (interpersonal). Combined with these is a third metafunctional component, the 'textual', which breathes relevance into the other two.

The three types of metafunctions (ideational[8], interpersonal, textual) construe a range of different texts, or 'Register', depending on variables from each component's linguistic features, variables such as 'Field', 'Mode' and 'Tenor'. The language metafunctions and register variables are also said to be influenced by the context of language functioning (the context of culture and the context of situation). As for the downward links, the three types of meaning are realized through relevant lexicon-grammatical patterns of 'Transitivity', 'Theme' and 'Mood'. The relationships between the language metafunctions and the register of the text are detailed as follows:

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[8] At the same time, in interpreting group structure, we have to split the ideational component into two: Experiential and Logical (Halliday, 1994: 179).

The **field** of a text can be associated with the realization of **experiential** meaning: these experiential meanings are realized through the **Transitivity** patterns in the grammar. The **mode** of a text can be associated with the realization of **textual** meanings; these textual meanings are realized through the **Theme** patterns of the grammar. The **tenor** of the text can be associated with the realization of **interpersonal** meanings; these interpersonal meanings are realized through the **Mood** patterns of the grammar. (Eggins, 1996: 78, quoted in Aidman, 1999: 104, Bold in original)

Figure 3-1. represents the relationships between the register components, the language metafunctions and their realization in the lexico-grammar.

Figure 3-1. Context in Relation to Discourse Semantics and Lexico-Grammar

(Source: Eggins, 1996: 79; quoted in Aidman, 1999: 104)

The present study explores the children's control of a range of different

registers (genres) in written mode and is shown the choices they made in regard to Transitivity as building experiential meanings, Theme as realizing the textual metafunction, and Mood and Modality system as constructing the interpersonal dimension of the children's texts. A more elaborate explanation of the three metafunctions with lexicon-grammar follows in the next sections.

3.3.1.1. Experiential Meanings: Transitivity

This section is concerned with the clause in its experiential function as a way of representing patterns of experience. The experiential meaning includes making sense of what is going on around us not only in our outer world but also inside our minds. According to Halliday, "the clause plays a central role, because it embodies a general principle for modeling experience – namely, the principle that reality is made up of PROCESSES" (1994: 106). In other words, the wide range of the world of experiences (including happening, doing, sensing, meaning and being and becoming) can be represented as "a manageable set of PROCESS TYPES" with the relevant grammatical systems called 'Transitivity' (Halliday, 1994: 106). In principle, basically, a process is composed of three core components as follows (Halliday, 1994: 107):

1. the process itself;
2. participants in the process;
3. circumstances associated with the process.

Table 3-1. Basic Components of Process

The postman	delivered	the parcel	with care.
Participant 1	Process	Participant 2	Circumstance

As shown in Table 3-1, in the English grammatical system the process is typically realized by a verbal group whereas the element of participant is constructed as nominal groups. As for the circumstance part, an adverbial group or prepositional phrase performs the grammatical and semantic role. This realization of experiential meaning is through a transitivity system in which a range of different process types have their typical grammatical and semantic patterns. This is what makes the SFG distinctly different from the traditional structural grammar which is much more focused on morphological

form. That is, to understand the structure of a clause the focal emphasis is placed on the functional relationships between the components, such as 'participant' and 'process', on the basis of semantic interpretation. This kind of functional grammar approach goes beyond the traditional structural concept of 'verb', in which the verb category is mainly differentiated into transitive or intransitive based on whether it has an object or not. Rather, it is based more on semantic and functional views of the English language so that the transitivity system as the grammar of experience includes the following six types of process (along with relevant participants) which can then be used to interpret more meaningfully our experiential world:

Figure 3-2. English Transitivity System

```
                  ┌─── Material: pr: material; + Actor; (+Goal) (+Range) (+Beneficiary)
                  │
                  ├─── Behavioural: pr: behavioural; + Behaver; (+Behaviour) (Phenomenon)
                  │
                  ├─── Mental: pr: mental; + Senser; + Phenomenon
                  │
                  ├─── Verbal: pr: verbal; + Sayer; (+Receiver) (+Verbiage)
                  │
                  ├─── Existential: pr: existential; + Existent
Clause →          │
                  │                                  ┌─── Identifying : +Token; + Value
                  │      Relational: ------→         │
                  │                                  └─── Attributive; +Carrier; +Attribute
                  │
                  │      ┌── circumstance
                  │      │        + Circumstance
                  └──────┤
                         └── Not

            ───
```
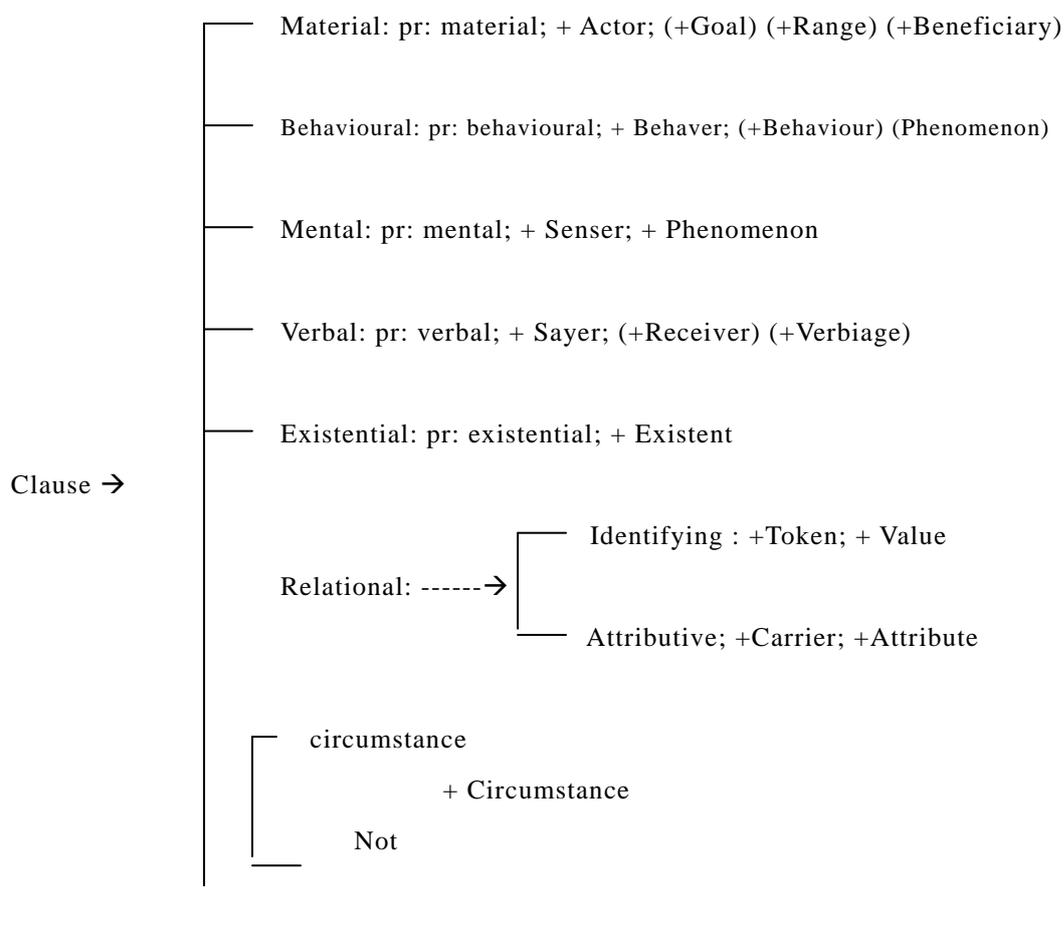
(Source: Eggins, 1996: 228; quoted in Aidman, 1999: 106)

In the English transitivity system, among the above six process types, the

material process of the outer experience of the external world, the mental process of inner experience (the process of consciousness) and the relational process of classifying and identifying are the three main ones (Halliday, 1994: 109-138).

The first, material processes, are processes of 'doing' which express the notion that some entity 'does' something. They are not necessarily concrete, physical events but also maybe abstract doings and happenings as follows:

e.g.) She played the violin. (Actor + Material process + Goal)

The captain selected the right solution. (Material process as abstract doing)

The mental processes represent the areas of perception (seeing, hearing), affection (liking, fearing) and cognition (thinking, knowing, understanding) with the participants of 'senser' and 'phenomenon' (which is sensed, felt, thought or seen):

e.g.) That question puzzled me. (phenomenon + mental process + senser)

I believe you. (senser + mental process + phenomenon)

The third important process type to construe experiential meaning is that of relational process. As the name implies, relational processes relate one fragment of experience to another. The relational processes broadly include attributive and identifying processes. "In the attributive mode, an entity has some quality ascribed or attributed to it" (Halliday, 1994: 120). Thus, the participants are called 'carrier' and 'attribute'. In the identifying mode, something has an identity assigned to it. The relationship between the participants can be said to be as 'token' and 'value', which tend to dominate in certain highly valued registers such as scientific, commercial, political and bureaucratic discourse:

e.g.) Today's weather is going to be warm and sunny. (carrier + intensive attributive process + attribute)

Today's meeting represents the valuable story summary. (identifier – token + identifying process + value)

"On the borderline between material and mental are the BEHAVIOURAL processes: those that represent outer manifestations of inner workings, the acting out of processes of consciousness and physiological states" such as breathing, coughing, smiling and staring (Halliday, 1994: 107). The participant in this process is displaying 'behavior' typically as a conscious being:

e.g.) He yawned in the middle of the class.

     Jane was grumbling.

On the borderline between mental and relational is the category of verbal processes which have rather distinctive patterns of their own (Halliday, 1994: 107). The verbal processes of saying and meaning are inclusive of both conscious and unconscious participants (e.g. the clock says-, the sign said-) as 'sayer' and also can include the other elements of participant such as 'receiver', 'verbiage' and 'target'. They often have projected clauses in two ways- directly quoted or indirectly reported:

e.g.) Michael said, 'I need to go to school.' (sayer + verbal process + directly quoted clause)

     Michael said that he needed to go to school. (sayer + verbal process + indirectly reported clause)

The last category is existential process on the borderline between the relational and the material ones (Halliday, 1994: 107). The existential processes commonly represent something as existing or happening mostly by typical verb-be along with the meaningless starter 'there'. The participant is called 'Existent':

e.g.) There isn't enough time.

     There seems to be a problem.

These six categories of processes along with relevant participants make up the main syntactic and semantic field of experiential function. In addition to the participant-process structure, it is necessary to introduce another element of

transitivity structure, the so called 'circumstance'. Most circumstances in English are constructed in prepositional phrases and adverbial groups. In building experiential fields in clauses, the element of circumstance serves as an expansion of something else through various aspects of meaning (see Table 3-2).

Table 3-2. Types of Circumstantial Element

Type	Specific categories (subtypes)
Extent	distance, duration e.g.) The visitor had to stay <u>for two weeks</u>.
Location	place, time e.g.) I enjoy cooking <u>in the kitchen</u>.
Manner	Means, quality, comparison e.g.) The young girl got involved in the work <u>with great enthusiasm</u>
Cause	Reason, purpose, behalf e.g.) He studied hard <u>for his bright future</u>.
Contingency	condition, concession, default e.g.) <u>Despite his illness</u> he continued his study.
Accompaniment	comitation, addition I will be going to Europe <u>with my parents</u>.
Role	guise, product I participated in the conference <u>as a presenter</u>.
Matter	<u>Regarding the science theory</u>, there will be a hot discussion.
Angle	e.g.) <u>According to his statement</u>, he was not happy at that time.

(Modified from Halliday, 1994: 151).

3.3.1.2. Nominal Groups and Logical Metafunction: Relationships Below Clauses and Above Clauses

Along with the main elements of the transitivity system such as process and circumstance, we shall now consider the structure of the nominal group which is another resource for construing experiential information as 'participants'.

The following example demonstrates the basic modification structure of a nominal group:

Those	two	splendid	old	electric	trains	with pantographs
Deictic	Numerative	Epithet		Classifier	Thing	Qualifier
		Attitude	Quality		(Head)	

(Modified from Halliday, 1994: 191, Fig. 6-4).

The element following the Head (thing) is also a modifying element which is called the 'postmodifier'. As shown above, the postmodifier can be attached to the prepositional phrase as in 'with pantograph' and also it can be composed of a relative clause (embedded one) as in 'those electric trains that are resting at the platform'. This kind of nominal group construction to pack more detailed information relating to the field of discourse is significant in the present study as it is the key to demonstrating the children's growth in written language development. One of the characteristics of written language, compared with the spoken mode, is known to be the higher level of lexical density that is involved, and this is related to how to pack or include more lexical items in nominal groups.

In connection with the modifying structure in English clauses (below the clause), we need to extend our concern up to the complex sentences (between the clauses, or above the clauses). Since the children's text development is closely related to the logical organization of ideas realized in language, here we shall briefly introduce the logical metafunction in text construction. According to Halliday (1994: 218), the relationship between clauses needs to be considered along two separate dimensions: 1) the type of interdependency or taxis; and 2) the logico-semantic relation.

Based on the type of interdependency, all 'logical' structures in language can be classified into two groups of 'paratactic' and 'hypotactic'. "Hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent. Contrasting with this is PARATAXIS, which is the relation between two like elements of equal status, one initiating and the other continuing" (Halliday 1994: 218). Also, in the logico-semantic relations,

clauses are connected in the manner of expansion or projection. The expansion of clauses can be achieved in one of the following three ways (Halliday, 1994: 220):

1. elaborating where "one clause expands another by elaborating on it (or some portion of it): restating in other words, specifying in greater detail, commenting, or exemplifying";

2. extending where "one clause expands another by extending beyond it: adding some new element, giving an exception to it, or offering an alternative";

3. enhancing where "one clause expands another by embellishing around it: qualifying it with some circumstantial feature of time, place, cause or condition".

One other kind of hypotactic relationships is projection, which is involved in reporting sayings (locutions) or in reporting thoughts (ideas).

The following Table 3-3 shows the examples of clause complex by the divisions:

Table 3-3. Basic Types of Clause Complex

	i) paratactic	ii) hypotactic
1) Expansion a) elaboration	John didn't wait; he ran away.	John ran away, which surprised everyone.
b) extension	John ran away, and Fred stayed behind.	John ran away, whereas Fred stayed behind.
c) enhancement	John was scared, so he ran away.	John ran away, because he was scared.
2) Projection a) locution	John said: "I'm running away."	John said he was running away.
b) idea	John thought to himself: 'I'll run away.'	John thought he would ran away.

(Modified from Halliday, 1994: 220, Table 7(2)).

3.3.1.3. Textual Metafunction: Theme

In constructing or understanding the meaning of clauses, 'thematic structures' contribute to distinction between the message of one part of a clause from other structural elements. Thus, for overall development of a text, the writer's choices of thematic structures could be crucial in realizing the textual metafunction. In this section we shall examine the grammatical structure of Theme in English as the first part of clause message by defining and categorizing it into a range of types. Since this awareness and control of the Theme system is significant in children's written language development, the subject children's English texts (narrative and factual writing) and Korean texts (diary writing) are analyzed in terms of the Theme choices.

First the definitions of the relevant terminology are introduced. As Halliday (1994: 37) explains, "the Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which the Theme is developed, is called in Prague School terminology the Rheme." As a message structure in English, a clause consists of a Theme accompanied by a Rheme; and the Theme is foregrounded in the clause. The following Table 3-4 illustrates the basic structure of Theme and Rheme:

Table 3-4. Basic Structure of Theme and Rheme

a) My friend	gave me a piece of pleasant advice.
b) With pride and satisfaction,	he announced his future plan to the audience.
Theme	Rheme

As shown above, the Theme is one element (rather than one word put in the very beginning of the clause) in a particular structural configuration which, taken as a whole, organizes one clause as a message. In the English structure Themes can be a structural element of the nominal group (mainly subject or complement), circumstantial elements (adverbial or the prepositional phrases), conjunctions and even predicates. As in b) given above, the prepositional

phrase of two groups forming a single structural element also can be Theme.

Now, it is important to consider the varied range of Theme types in English which includes such distinctive choices as marked/unmarked, obligatory/optional, single/multiple, predicated theme and thematic equative. Firstly, according to the sentence type, (more exactly called Mood system – refer to the next section (see, Table 3-5)), Theme can be sorted further as to whether it is marked or unmarked as follows:

Table 3-5. Theme Choices as Related to Mood Type

Mood type		Unmarked Theme	Marked Theme
Interrogative	Yes/No type	Finite verbal operator	Other Theme (prepositional phrase, adverbial group)
	WH-element	WH element (how, where, who, what…)	Other Theme (e.g. prepositional phase, adverbial group)
Declarative		Subject	A Theme something other than the subject (e.g. Adverbial group – 'today', 'suddenly'; Prepositional phrase – 'in the corner', 'without much help'; Complement – the most marked Theme)
Imperative		Verbal group, let's, don't let	Other Theme (adverbial group, prepositional phrase, subject)

(Modified from Halliday, 1994: 44-48).

As shown in Table 3-5, in the English Theme system, each clause type (declarative, interrogative and imperative) naturally tends to present its key element as Theme in the intrinsic structural order. For example, in most declarative clauses, subject is expected to be put first as Theme if there is no special intention of the writer to emphasize another element (e.g. adverbial group or complement) as a message starter in a clause. If the element of complement is foregrounded, the clause will have the most prominent so called 'marked' Theme in a declarative clause:

e.g.) <u>Much more unexpected things</u> <u>they</u> had to buy in their shopping yesterday.

        Complement   Subject

            |

    as a marked Theme

Halliday indicates that the interrogative clauses of English "embody the thematic principle in their structural make-up" (1994: 46). He argues that "[i]t is characteristic of an interrogative clause in English that one particular element comes first; and the reason for this is that that element, owing to the very nature of a question, has the status of a Theme" (Halliday, 1994: 46). Thus, considering the English word order of interrogative clauses, the Theme choices as default, unmarked ones (the WH element or the finite verbal operator) seem to be properly matched with the characteristic of the Theme system in which the message starter that has prominence is put first. The WH element (where, who, what, which) used to seek the missing piece of information and the finite verbal operator used to signal the seeking of the yes or no polarity are thus considered to be unmarked Themes in usual interrogative clauses:

e.g.) <u>Where</u> have you been so long? (WH element as unmarked Theme)

    <u>Are</u> you saying the truth without adding any facts? (Finite verbal operator as unmarked Theme)

Again, there can be infrequent cases of interrogative clauses with a marked Theme if necessary:

e.g.) <u>Without any bag and money</u>, where have you been so long? (prepositional phrase as marked Theme in interrogative clause)

In the imperative clauses of English, 'the basic verb form', 'don't' and 'let's' are unmarked Themes signaling the imperative mood. They also seem to reflect the characteristic of the English Theme system since the application of a predicator Theme does have significance in constructing meanings (like 'I

want you to do something') as message in such an imperative mood:

e.g.) <u>Hit</u> the ball!   <u>Don't say</u> the harsh words!

However, in some infrequent cases imperative clauses with marked Themes occur as follows:

e.g.) <u>First</u> do your homework!   <u>You</u> keep silent!

So far we have introduced the definition of Theme, the basic structure of the English Theme system (Theme-Rheme structure) and the default unmarked Theme and marked applications according to the mood type of clauses (interrogative, declarative, imperative). Next, the other aspect of the English Theme system, whether it is single or multiple Themes, will be addressed by presenting the relevant Theme components of each metafunction (textual, interpersonal, experiential).

According to Halliday, "the Theme extends from the beginning of the clauses up to (and including) the first element that has a function in transitivity. This element is called the 'topical Theme'; so we can say that the Theme of the clause consists of the topical Theme together with anything else that comes before it" (1994: 53). With this compulsory topical Theme as the only one experiential element (among the three experiential elements participant, circumstance and process), some clauses may have further structural elements preceding the topical Theme which are textual and/or interpersonal in function. In these cases, the other elements before the topical Theme are also part of the Theme, and are referred to as the 'multiple Theme'. The typical Theme sequence would be textual ^ interpersonal ^ experiential:

e.g.) <u>On the other hand</u>, <u>maybe</u> <u>on a weekday</u> it would be less crowded.

       textual   interpersonal   experiential

Table 3-6 represents the specific components of a multiple Theme. The new structural terms are defined and exemplified based on Halliday's (1994: 48-54) explanation.

Table 3-6. Specific Components of a Multiple Theme

Metafunction	Component of Theme
textual	<u>Continuative</u> (one of a small set of discourse signalers – e.g. yes, no, well, oh, now) <u>Structural conjunction</u> (items which relate the clause to a preceding clause in the same sentence not only semantically but also grammatically; obligatorily thematic – e.g. co-ordinator; and, or, nor, either, neither, but, yet, so, then subordinator; when, while, before, after, until, because, if, although, unless, since, that, whether, (in order) to, even if, in case, supposing (that), assuming (that), seeing (that), given that, provided (that), in spite of, the fact that, in the event that, so that) <u>WH-relative</u> (obligatorily thematic; e.g. definite; which, who, that, whose, when, where, why, how indefinite; whatever, whichever, whoever, whosever, whenever, wherever, however) <u>Conjunctive Adjunct</u> (those which relate the clause to the preceding text only semantically e.g. in other words, in any case, in conclusion, in face, also, however, meanwhile, next, finally, likewise, in the same way, otherwise, despite that and etc*
Interpersonal	<u>Vocative</u> (any item, typically (but not necessarily) a personal name, used to address) <u>Modal Adjunct</u> (those which express the speaker's judgment regarding the relevance of the message; e.g. probably, possibly, maybe, always, generally, obviously, personally, frankly, no doubt, fortunately, regrettably, mistakenly, surprisingly** <u>Finite Operator</u> <u>WH (interrogative)</u>
experiential	Topical (participant, circumstance, process)

(Modified from Halliday, 1994: 54, Table 3(7)).

Note: *For the full range of Conjunctive Adjuncts, see Halliday, 1994: 49, Table 3(2).

   **For the full range of Modal Adjuncts, see Halliday, 1994: 49, Table 3(3).

Choosing further Themes (see Table 3-6) before the compulsory topical one,

more textual or interpersonal meanings can be emphasized along with the topical theme. That means the thematic power or effect can be still extended to, or embody, the different layer of metafunctional elements (textual, interpersonal, experiential) in order to effectively realize the complexity of the starting point of the message.

Finally, the following two example clauses will demonstrate the additional special features of the English Theme system, the so called 'predicated Theme' and 'thematic equative':

a) <u>It is my daughter's smile</u> (that makes me always happy). (Predicated Theme: 'it + be + …')

       Theme   Rheme

b) <u>What I like</u> is <u>the strawberry ice-cream</u>. (Thematic Equative: Theme = Rheme structure)

    Theme   Rheme

The predicated Theme is used to put more emphasis on the Theme by presenting the explicit formulation of contrast (Halliday, 1994: 58-60). Especially in written language, this kind of predicated theme is frequently used as a marked Theme. Thematic equative is composed of any nominalized phrase or clause along with Rheme. As in 'what I like', the thematic nominalization in English "enables the message to be structured in whatever way the speaker or writer wants" (Halliday, 1994: 42). The identifying structure of Theme and Rheme expresses the semantic area of exclusiveness (nothing else but the Theme). These two important features of the English Theme system will be further elaborated in the text analysis chapters of this thesis.

3.3.1.4. Interpersonal Meanings: Mood and Modality

In this section, we turn to the aspect of clauses as the exchange in a transaction between speaker and listener. In the clauses that are organized as an interactive event including speaker, writer or audience, interpersonal meanings are likely to be more highlighted than are other previous metafunctions of experiential representation or textual messages. The principal grammatical system to realize these kinds of linguistic features is Mood. According to Halliday's explanation, the speech functions of exchange

can be mainly differentiated into the two categories of giving and demanding (1) goods and services, and (2) information. The semantic function of a clause in the exchange of information is a proposition which relates to the forms of statement and question; the semantic function of a clause in the exchange of goods and services is defined as a 'proposal' which is represented by the forms of offer and command. (Halliday, 1994: 71)

Halliday (1994: 74) identifies the indicative mood as the grammatical category that is characteristically used to exchange information which can then be further differentiated into the declarative used to express a statement, and the interrogative used when posing a question. The interrogative category further comprises choices for yes/no interrogative for polar question, and WH-interrogative for 'content' questions.

To realize the meaning of proposal, the imperative mood choice is selected:
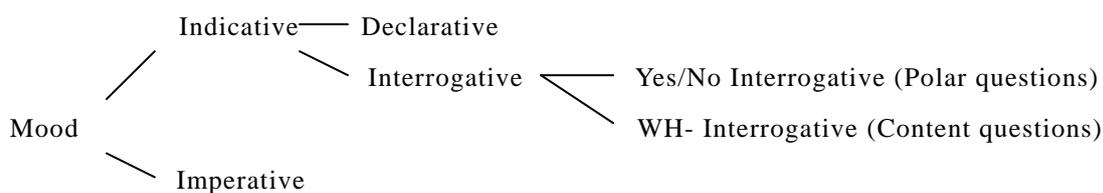
The above range of clause types has the key elements of mood structure such as subject and finite operator. These elements are closely linked together, and combine to form one constituent called the Mood in the English language. The other elements in a clause such as predicator, complement and adjunct are called Residue (See Table 3-7).

Table 3-7. Mood Elements in English

A little gargoyle	was	watching	the city	below him.
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

In English, the basic word order for the declarative mood is subject followed by the finite element as shown in (a) of Table 3-8 below; whereas the interrogative clauses have mostly the preceding finite element followed by the

subject as (b) of Table 3-8.

Table 3-8. Basic Word Order for the Declarative and Yes/No Interrogative Clauses

a) declarative

The child	has	finished his homework right away.
Subject	Finite	Residue
Mood		

b) Yes/No interrogative

Has	the child	finished his homework right away?
Finite	Subject	Residue
Mood		

In the mood structure the finite element has special significance by circumscribing the proposition (that is, making it finite as the name implies). Basically, the finite element specifies the clause in terms of three references: the time of speaking (primary tense), the judgment of the speaker (modality) and the choice between positive and negative (polarity). The following Table 3-9 provides the possible patterns of finite verbal operators sorted by the three aspects of temporality, modality and polarity.

Table 3-9. Finite Verbal Operator

Temporal Operators			
	past	present	future
Positive	did, was, had, used to	does, is, has	will, shall, would, should
Negative	didn't, wasn't, hadn't, didn't + used to	doesn't, isn't hasn't	won't, shan't, wouldn't, shouldn't
Modal Operators			
	low	median	high
Positive	can, may, could, might (dare)	will, would, should, is/was to	must ,ought to, need, has/had to
Negative	needn't, doesn't/didn't +need to, have to	won't, wouldn't, shouldn't, (isn't/wasn't	mustn't, oughtn't to, can't, couldn't, (mayn't,

			to)	mightn't, hasn't/hadn't to)

Source: Halliday, 1994: 76.

In addition to the basic structure of subject and the range of finite elements (Table 3-9), we need to know the important role of 'mood adjuncts' that are most closely associated with the meanings constructed in the mood system including those of polarity, modality, temporality and mood:

e.g.) He is <u>probably</u> in the safe area.

    The captain will <u>definitely</u> do the right thing.

These tend to occur in a clause near the finite verbal operator and contribute to building the range of delicate variation of modality meanings. The principal items functioning as mood adjunct include the following.

Table 3-10. Mood Adjuncts

Adjuncts of Polarity and Modality	
a) polarity	not, yes, no, so
b) probability	probably, possibly, certainly, perhaps, maybe
c) usuality	usually, sometimes, always, never, ever, seldom, rarely
d) readiness	willingly, readily, gladly, certainly, easily
e) obligation	definitely, absolutely, possibly, at all costs, by all means
Adjuncts of Temporality	
f) time	yet, still, already, once, soon, just
g) typicality	occasionally, generally, regularly, mainly, for the most part,
Adjuncts of Mood	
h) obviousness	of course, surely, obviously, clearly
i) intensity	just, simply, merely, only, even, actually, really, in fact
k) degree	quite, almost, nearly, scarcely, hardly, absolutely, totally, utterly, entirely, completely

Source: Modified from Halliday, 1994: 82-83.

As shown above, the mood elements of subject and finite operators, along with the above listed mood adjuncts, circumscribe the clauses of exchange whether

they are declarative statements, interrogative or imperative. At the same time, the mood elements, including the mood adjunct, provide listeners with the speaker's judgment based on different aspects (polarity, probability, usuality, readiness, obligation, typicality, obviousness, intensity and other degrees) by choosing the appropriate level (low, medium, high) of finite operators or by selecting the right modal adjunct from the range of intermediacy given above. Most young children's speaking and writing tends to be more direct (abrupt) and definite because they are not capable of using the range of finite operators and modal adjuncts in the necessary areas. As a result, some remarks or writing texts might reveal an oversimplification or directness of facts or statements and, in some cases, the politeness requirements are not appropriately met because of the lack of mood elements or their misapplication. The development of awareness and control of mood elements can be considered very significant in the growth in control of sociolinguistic features that are closely related to the area of interpersonal metafunction. The following Table 3-11 illustrates the overall picture of the English mood and modality system.

Table 3-11. English Mood and Modality System

commodity exchanged	speech function		type of intermediacy		typical realization	example
information	proposition	statement, question	modalization	probability (possible /probable /certain)	- finite modal operator - modal adjunct (both the above)	- They must have known - they certainly knew - they certainly must have known
				usuality (sometimes /usually /always)	- finite modal operator - modal adjunct (both the above)	- it must happen - it always happens - it must always happen

		command	modulation	obligation (allowed /supposed /required)	- finite modal operator - passive verb predicator	- you must be patient! - You're required to be patient!
goods and services	proposal	offer		inclination (willing /keen /determined)	- finite modal operator - Adjective predicator	- I must win! - I'm determined to win!

Source: Halliday, 1994: 91, Table 4(5).

3.3.2. Towards a Systemic Functional Understanding of Korean Grammar

According to Halliday's (1994: xxxiv) metafunctional hypothesis, it is assumed that "in all languages the content systems are organized into ideational, interpersonal and textual components." That means, as a general feature of language, the three aspects of meaning systems can be applicable in all languages. However, it is also indicated that the descriptive categories, such as thematic system, mood and modality system and transitivity system might be differently presented depending on each language. Even if there is such a system in each language, the features in it (the choices) may not be the same; even if a feature embodies the same choices, it may not be realized in the same way. Of course, in some languages the language features can be identical and so realized in the same way. In this present study, accepting the different linguistic features between English and Korean, the Korean text analysis is undertaking using a Systematic Functional Grammar framework.

3.3.2.1 Experiential Metafunction: Transitivity System
The principal interpretation of the transitivity system in SFG tends to be more focused on the process-participant relationship than the traditional verb types of 'transitive' and 'intransitive'. In Korean grammar, along with the complicated morphological features of verb system and case particles to decide the case of a nominal group (e.g. nominative, accusative, possessive and etc.), there have been studies on clause analysis based on the traditional treatment (reliance on morphology, the aspect of transitive, intransitive). The

clause analysis based on the functional transitivity system accounting for the semantic-syntactic relations in the clause has not been found yet in the relevant areas of Korean grammar. A few studies have been recently progressing in some Australian universities in the combination of Korean and English texts. In this present study the English transitivity system is applied to Korean clauses, accepting that there are syntactic differences of word order and some morphological features.

Firstly, the three components in the transitivity system of participants, process and circumstance seem to be applicable in most cases of Korean clause structure. Even though there are some syntactic and semantic differences from the English transitivity system, the processes in most Korean clauses can be differentiated into six process types in a manner similar to that which occurs in English: material, behavioural, mental, verbal, relational, and existential. In the case of the participant element, the basic structural unit (modifier – mostly adjective + head noun + case particle (e.g. 은, 는, 이, 가, 를, 을, 에게) can be regarded as a nominal group. In the case of the circumstance element, there are usually equivalent lexical items in Korean grammar as well. However, the grammatical elements used in realizing the circumstance part can be extended to the clause level as well as adverbial groups and prepositional phrase. More precisely, in Korean grammar, it is not prepositions but particles that are combined with noun phrases or adverbial phrases.

According to Halliday (1994: 152), the notion of circumstance can be explained as "a kind of additional minor process, subsidiary to the main one, but embodying some of the features of a relational or verbal process, and so introducing a further entity as an indirect participant in the clause". In the element of circumstance in Korean clauses, in many cases, the particles (case, delimiter, conjunctive) which have been developed from complex predicate or nominal constructions construe various aspects of circumstantial meaning and contribute to the building of the experiential fields. In many cases, the circumstantial elements can be selected as marked themes in the message starter in a clause as they potentially have thematic power. It is important, then, to trace out how the subject children, Jinha and Sunyoung, had been expanding their choice of different process types and circumstantial elements

in their control of the experiential metafunction in texts, particularly in diary writing (Chapter 7). The following Table 3-12 provides an overview of the Korean transitivity system:

Table 3-12. Korean Transitivity System

Process type	Category meaning	Participant
Material	Doing, happening e.g.) 그 소년은 │ 공을 │ 차고 있었다. (Actor + Goal + Material process) : The boy was kicking a ball.	Actor, Goal
Behavioural	Behaving e.g.) 그녀는 │ 항상 │ 미소 짓는다. (Behaver + adverbial circumstance + Behavioural process) : She always smiles.	Behaver
Mental	Sensing (seeing, feeling, thinking) e.g.) 나는 │ 종종 │ 나의 지난날들을 │ 생각한다. (Senser + adverbial circumstance + phenomenon + Mental process) : I often think my past days.	Senser, Phenomenon
Verbal	Saying e.g.) 그녀는 │ 항상 │ 그녀의 친구들에게 │ 그를 │ 칭찬했다. (Sayer + adverbial circumstance + receiver + target + Verbal process) : She always praised him to her friends	Sayer, Target, Receiver, Verbiage
Relational	Being (attributing, identifying) e.g.) 언어는 │ 그 나라의 얼굴 │ 이다 (identified (token) + identifier (value) + Relational process) : Language is the face of a country.	Carrier, Attribute Identified, Identifier, Token, Value
Existential	existing e.g.) 해변가에 │ 집 한 채가 │ 있었다. (location circumstantial element + Existent + Existential process) : On the beach there was a house.	Existent

Source: Modified from Halliday, 1994: 143, Table 5(6).

In addition to the basic structure of transitivity in Korean clauses, the next Table 3-13 (which is parallel to the Table 3-2 explaining the English circumstantial element) demonstrates the various types of circumstantial element in Korean clauses.

Table 3-13. Circumstantial Element in the Korean Clause

Type	Specific Categories and Application Example
Extent	distance, duration e.g.) 일 주 동안 (for a week)
Location	place, time e.g.) 세상에는 (in the world), 해변가에서 (on the beach)
manner	means, quality comparison e.g.) 큰 소리로 (with a loud voice), 나처럼 (like me)
Cause	reason, purpose, behalf e.g.) 화재 때문에 (due to the fire), 사랑을 위하여 (for the purpose of love), 나를 대신하여 (on behalf of me)
Contingency	condition, concession, default e.g.) 그의 병에도 불구하고 (in spite of his illness)
Accompaniment	comitation, addition e.g.) 그의 아버지와 함께 (with his father)
Role	guise, product e.g.) 발표자로서 (as a presenter)
Matter	about, concerning, with reference to e.g.) 유령에 대해 말하자면 (as for the ghost), 정치에 관하여 (concerning politics)
Angle	e.g.) 그의 진술에 따르면 (according to his statement)

3.3.2.2. Textual Metafunction: Theme

Korean is a predicate final language with the basic word order of Subject-Object-Predicate, which is different from the SVO word order used in English. In the previous section on English Functional Grammar (3.3.1.3), the English Theme system was examined in detail. It was stated that Theme in English is a

prominent message starter put in the first part of a clause. However, the application of the English Theme system to the clause structure of Korean might be regarded as a mismatch since the Korean grammatical structure is considerably different from the English counterpart. Nevertheless, in this study it will be shown that the grammatical structure of clauses in Korean can be mostly interpreted and analyzed using the framework developed for the English Theme system.

The basic Korean clause structure as a predicate final language is likely to have another semantic emphasis at the end of a clause, which is different from that found in English clauses. The structure of the Korean predicator is quite complicated embodying several grammatical/semantic functions. As a result of its position at the end of the clause, Korean people believe that the Korean clause or sentence should be heard or seen in its entirety in order to understand the clause or sentence completely without guessing. Thus, the last part of the predicator in Korean clauses finalizes the choices in polarity, interrogative mood, honorific aspect, modality and tense. Yet, Theme as the starter of the message in a clause still seems to work in Korean as well. Depending on the thematic choices made for the beginning of Korean clauses, the text development pattern can be varied and adjusted significantly, in a manner similar to that used in English. Therefore, it can be argued that the Korean language might have two major thematic slots: at the beginning of the clause (just like English) and in the last part of predicator. Another important point is that the Korean Theme system (especially for the thematic choice at the beginning of a clause) might be more restricted than English system in the sense that the position of predicator at the end of a clause is fixed. In the next paragraphs more specific differences between English and Korean in terms of thematic choices are presented.

Firstly, if we consider the Korean Theme choices for each mood type (declarative, interrogative and imperative), there are some differences as well as similarities between Korean and English clauses.

Table 3-14. Similarity and Difference between Korean and English Theme System

Mood type	Similarity with English Theme system	Difference from English Theme system
Declarative	1. Subject as unmarked Theme is supposed to be put first in a clause. 2. Other elements such as prepositional phrase, adverbial group and even complement can be selected as marked Themes.	
Interrogative	The usage of marked Theme as prepositional phrase or adverbial adjuncts can be applicable in the beginning of an interrogative clause in Korean as well.	1. Yes/No question: the finite operator cannot be foregrounded as unmarked Theme like English. Instead, it is located in the last part of predicator slot. 2. WH question: the WH element is not always foregrounded but can be in the middle of a clause along with the interrogative suffix (-ka, -nya, -ni) at the end.
Imperative	The basic structure for imperative mood in which the predicator is foregrounded both in English and in Korean. Yet, in Korean, the basic verb stem + imperative mood suffix should be applied together.	Due to the basic Korean word order (Subject + Object + Predicate), even in imperative mood, object + predicator (e.g. 문 좀 열어), adverbial adjunct + object + predicator (e.g.빨리 숙제 해라) should be applicable.

In addition, multiple themes seem to be applicable in Korean as is the case in English:

e.g.) 그러나 (textual Theme: but) 운이 없게도 (impersonal Theme: unfortunately) 그는 (topical Theme: he) 시험에서 떨어졌다: But unfortunately he failed in the exam.

The predicated Theme (it + be + --) in English does not have an exact counterpart pattern in Korean. However, the thematic equative as nominalized Theme can be found in the Korean Theme system, similar to the way that it occurs in English, with a slightly different realization that can be described as follows:

e.g.) 내가 좋아했던 것은 바로 아이스크림이었다; What I liked was ice-cream.

nominalized Theme (내가 좋아했던 + 것 (incomplete noun) + 은 (subjective particle))

Overall, the English Theme system can largely be used for understanding the choices within the Korean Theme system. In spite of some differences in Theme realization across the two languages, the first position as the message starter seems to be significant in the Korean clause structure. In the interrogative mood, however, the element in the initial position may play a secondary role (have secondary thematic power), with the primary role performed by the predicator at the end of the clause.

3.2.2.3. Conjunctive Relations

In connection with the Theme system, we need to consider the conjunctive items in complex sentences. In English sentences, conjunctive items such as when, after, while and that have distinctive thematic power (by default) at the beginning of the clause. However, in the Korean clause, this kind of conjunctive item does not occur in the same way as in English. The syntactic structure of the clause complex is also different from its English counterpart. In Korean, "[i]n all complex sentences, the embedded clause precedes the main clause, and typically ends in an inflectional clause-ender suffix such as CNJ (conjunctive suffix), RL (relativizer suffix), CMP (complementizer suffix), or NOM (nominalizer suffix)" (Sohn, 1999: 302). That means that all the modifying embedded clauses precede the main predicates. According to Sohn's explanation of the conjunctive construction, "[a] sentence may contain two or more clauses that are conjoined either coordinately or subordinately" (Sohn, 1999: 304). The following table shows coordination and subordination suffixes in Korean.

Table 3-15. Coordination and Subordination Suffixes in Korean

Coordination Suffix	Subordination Suffix
a) simultaneity/sequentiality (and-coordination)	a) cause-effect
- keniwa (거니와); 'not only – but also, as well as'	- e(se) / -a(se) (-어서/-아서); 'so, and then, as,
- ko (-고); 'and, and also, as well'	so that'
- ko(se) (-고서); 'and, and then'	- (u)mulo (-므로); 'because, due to'
- (u)mye (-며); 'and, and on the other hand'	
- (u) myense (-면서); 'while'	b) conditional

	- e.ya / -a.ya (-어야/-아야); 'only if'
b) contrastiveness (but, or-coordination)	- ketun (-거든); 'if, when, provided that'
- ciman(un) (-지만); 'but, yet, nevertheless'	
- kena (-거나); 'or, or else, whatever'	c) concessive
- nuni (-느니); 'rather, instead of doing'	- eto / -ato (-어도/-아도); 'even though, although'
- tunci (-든지);'or, or else, whatever'	- telato (-더라도); 'even though, granted that'
- (u)na (-나); 'but, however'	
	d) intensive
	- (u)le (-러); 'to, in order to, intending to'
	e) resultative:
	- key(kkum) (-게끔); 'so that' etc.

Source: Modified from Sohn, 1999: 304-308.

  e.g.) Coordination: na nun keyeul-<u>na</u> nay che nun pucilenha-ney.[9]

      (나는 게으르<u>나</u> 내 처는 부지런하네; I am lazy, <u>but</u> my wife is diligent.)

    Subordination: nay ka com swi-<u>key</u> motwu coyonghi-ha-sey-yo!

      (내가 좀 쉬<u>게</u> 모두 조용히 하세요!; Be quiet everybody <u>so that</u> I can rest!)

As for the relative clause organization which is closely related to that of complex nominal groups (a clause modifying a head nominal), Korean has no relative pronouns that correspond to the English relative pronouns such as who, whose, whom, which, or that. Instead of using the relative pronouns as is done in English, Korean relative clauses are connected to their head nominals by means of the relativizer suffix (RL) –(u)n (Sohn, 1999: 309):

e.g.) nay ka manna-<u>n</u> yeca (내가 만난 여자; the woman <u>whom</u> I met)

As explained above, the construction of Korean complex clauses (including the embedded structure) seems to be quite different from their construction in English in terms of their syntactic order and their choice of grammatical items (distinct conjunctives and relative pronouns – in English, conjunctive suffix

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[9] In romanization, a word boundary is marked by a space. A hyphen (-) is used to locate a morpheme boundary as needed.

and relativizer suffix – in Korean). Even though both parts look complicated for the control of whole range of applications, particularly in relative clause construction, it can be argued that the Korean syntactic structure might be more easily obtained by young children due to its simplicity. Anyway, this kind of different linguistic feature in conjunctive relations should be another point to address when considering the bilingual children's written language development.

3.2.2.4. Interpersonal Metafunction: Mood and Modality

In this section the interpersonal metafunction which can be realized mostly by the mood and modality system is explored. Compared with their English counterparts, the mood and modality system in the Korean language presents a very contrastive structure, mainly in terms of word order of the mood and residue parts (see Figure 3-3).

Figure 3-3 Korean Mood Structure

```
Subject* / Complements / Adjuncts ========= Predicator + Finite Operator (slot for mood suffix)**

    |              |-----------------------------------------|              |

    |                             (Residue)                                 |

  |--------------------------------------------------------------------------- |

                                  (Mood)
```
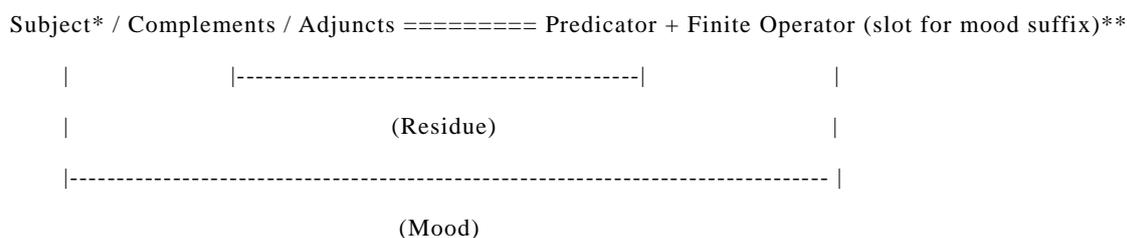
Note: *Subject can be located in the middle of Residue or can be omitted in some cases (flexible).

  **Finite Operator: fixed position.

Since there is a distinct difference in the word order between English and Korean, the English mood system (subject + finite operator + residue) is not directly applicable in the analysis of Korean clauses. Compared with the English mood system in which the elements of subject and finite operator are just neighboring each other, the Korean finite operator (in a simple sentence or the main clause of a complex sentence) is located at the end of the sentence, preceded by the element of predicator (verb stem).

As shown above, the Korean mood system needs to be examined by focusing on the element of finite operator which is always located at the end of

sentence, and determines the sentence type and speech level[10] as well as tense, polarity and modality by applying a range of inflectional suffixes. Even in interrogative clauses the above word order still needs to be the same, rather than foregrounding the finite operator in the beginning of the clause. Instead of changing the word order of subject and finite operator, in the Korean language, the interrogative sentence enders '-ka?', '-ni?' or '-nya?' should be located at the end of clauses in order to make questions. In the case of WH-interrogative clauses, it is not always necessary for the WH element to be foregrounded at the start of the sentence.

Another important feature of Korean texts is that there are many sentences without a subject element. According to Sohn (1999: 291) the subjectless sentences can be explained as follows:

> Omission of situationally or contextually understood elements is a widespread phenomenon in Korean to the extent that Korean may be called a situation or discourse oriented language. This is particularly true with noun phrases in various grammatical cases, the most frequent ones being the subject referring to the speaker in declarative sentences and to the hearer in interrogative sentences.

Moreover, the mood and modality system in the Korean language, which is largely realized by the combination of complicated verbal suffix system (the inflectional morphology of predicate suffixes), also includes the honorific system which is one of the characteristics in the Korean language (for a description of the honorific system, see Chapter 7). Now, we need to examine the element of finite operator that is always located at the end of a sentence and which decides the sentence type and speech level as well as tense, polarity and modality by applying a range of inflectional suffixes. The suffix system and special lexical items combined with the verb stems are known to be quite delicate and challenging for children to master, given that they need to be adjusted depending on the context in which they are used. The diagram in

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[10] According to Sohn (1999:268), "[s]entence-types such as declarative, interrogative, propositive, and imperative form the most basic classification of sentences. Speech levels such as plain, intimate, familiar, blunt, polite, deferential, and neutral also constitute an important dimension, since all sentences in Korean must belong to one of these speech levels." The sentence-types and speech levels, however, are fused into sentence enders which consist of one or more inflectional suffixes.

Figure 3-4 demonstrates the Korean verb structure in connection with the mood and modality system.

Figure 3-4 Korean Verb Structure
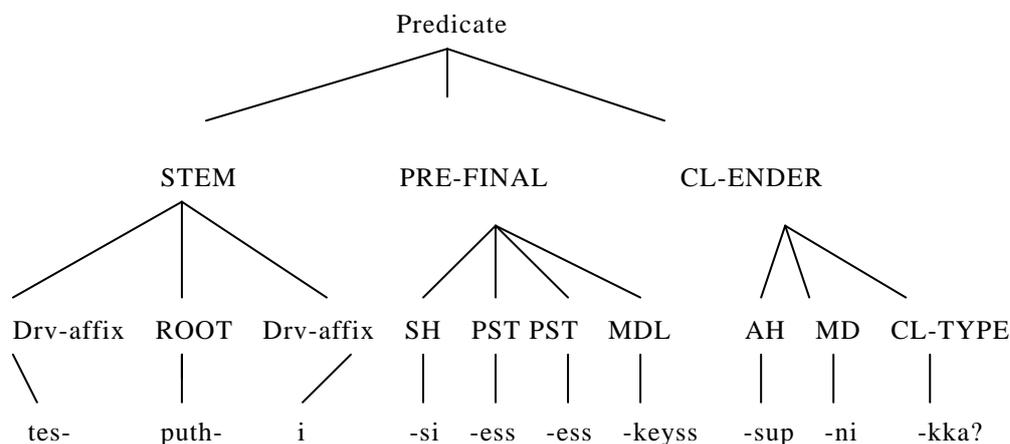
'Do you think that (he) might have had added (it)?'

Source: Sohn, 1999: 354.

As seen in Figure 3-4, the most important clausal or sentential constituent, the predicate, is mostly composed of the complex multiple verb suffixes realizing different linguistic features. To illustrate Figure 3-4, firstly a predicate stem (STEM) is composed of a single or compound root (ROOT), optionally accompanied by one or more derivational (Drv) affixes. In the middle, the PRE-FINAL position includes non-final inflectional suffixes such as subject honorification (SH), past/perfect tense (PST) and modal expressions (MDL). Lastly in the position of a clause or sentence ender (CL-ENDER), the final verbal elements such as honorification (AH), mood (MD) and clause-type (CL-TYPE) are added. In particular, the modal suffix '-keyss; may' in the PRE-FINAL position denotes the speaker/hearer's conjecture and in the CL-ENDER position, there is an indicative mood suffix '-ni' just before the suffix of the interrogative marker 'kka'.

In addition, the sentence patterns of the Korean language can be adjusted to one of the six speech levels including plain, intimate, familiar, blunt, polite, deferential and neutral in connection with four basic categories of sentence types such as declarative, interrogative, imperative and propositive one. Given

this complexity, it commonly takes children several years to master the appropriate sentence patterns.

According to Sohn (1999: 354-362), there are four choices in the mood system in the Korean language: indicative, retrospective, requestive, and suppositive. This can be illustrated as below (see Table 3-16).

Table 3-16. Mood System in Korean

1. ka-si-p-ni-ta. (Indicative mood choice) ‘(He) goes.’				
ka	si	P	ni	ta
go	Subject honorific	Addressee honorific	Indicative mood	Declarative sentence type suffix
2. ka-si-p-ti-kka? (Retrospective mood choice) ‘Did you see (him) going?’				
ka	si	p	ti	Kka?
go	Subject honorific	Addressee honorific	Retrospective mood	Question marker
3. ka-si-p-si-ta. (Requestive mood choice) ‘Let us go.’				
ka	si	p	si	ta
go	Subject honorific	Addressee honorific	Requestive mood choice	Declarative sentence type suffix
4. ka-si-ci-yo? (Suppositive mood choice) ‘I suspect he is going, isn’t he?’				
ka	si		ci	Yo?
go	Subject honorific		Suppositive mood	Polite speech level

As shown in Table 3-16, the four mood choices are normally to be combined with the appropriate sentence types (suffixes) and speech levels (enders). The following Table 3-17 demonstrates the usual combination of applicable sentence types and speech levels for each mood choice:

Table 3-17. Korean Mood System: Sentence Types and Speech Levels

	Mood types	Sentence types	Speech levels and Application examples
Mood	Indicative	Declarative	Deferential speech level: using suffix ni: ex) 가십니다 In other speech levels: using suffix (nu)n, nu: ex) 먹는다
		Interrogative	ex) 먹느냐?
	Retrospective (this mood denotes a situation in which someone recalls a fact or an event he witnessed or experienced and thus has meanings such as 'I saw, observed, experience' in declaratives)	Declarative	Plain speech level: -te-la (더라) Familiar speech level: -te-y (되) Polite speech level: -tey-yo (되요) Deferential: -(su)p-ti-ta (습디다) Neutral speech level: -te-la (더라)
		Interrogative	Plain speech level: -ti, te-nya (디?, 더냐?) Familiar speech level: -te-nka (던가?) Polite speech level: -te-nka-yo (던가요?) Deferential: -(su)p-ti-kka (습디까?) Neutral speech level: -te-nya (더냐?)
	Requestive	Propositive	Blunt speech level: using suffix '-si': ex) 가십시다: Let's go; 주무십시오: Please go to sleep
		Imperative	Familiar speech level: using suffix '-ke': ex) 어서 자게: please go to sleep. Using suffix 'se': ex) 우리 자세: Let's go to sleep Blunt speech level: using 'ke': ex) 앉거라: sit; 여기 있어라: Stay here
	Suppositive	Declarative	
		Interrogative	Intimate level: no suffix follows –ci: ex) 동민이는 공부했지?: Tongmin studied, didn't he? (This mood either denotes the speaker's supposition or makes a casual suggestion but in interrogatives, its function is to seek agreement as an English tag question does.
		Imperative	

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		Propositive	Polite speech level: Suffix –yo follows 'ci':
			ex) 어서 들어오시지요: Please come.

In addition to the mood element suffix, in the Korean language there are some modal suffixes used to express the speaker's judgment on probability or predictability (e.g. the suffix –(u)li) and the speaker/hearer's intention, volition or conjecture (e.g. the suffix –keyss).

As discussed in Section 3.3.1, in English Functional Grammar the modality system is very significant in the sense that the increasing use of the range of the modality system can be the sign of young children's sociolinguistic or interpersonal competence in their language use both in spoken and written modes. In Korean, apart from the fixed modal suffixes, there is a range of special modal lexical items which can be combined with the verb stem and/or incomplete nouns or auxiliary verbs:

e.g.) –해야만 한다, -하는 편이 낫다. –할지도 모른다. –할 필요는 없다, -일리가 없다.

Also, a range of modal adjuncts can be applied by themselves or combined with the modal lexical items in order to add more delicate meaning or adjust the speaker's attitude or judgment to the appropriate level (originally intended level) with accuracy and sophistication:

e.g.) 아마도, 확실히, 대게, 때때로, 항상, 결코, 거의, 절대적으로, 주로, 대부분, 어떠하더라도, 물론, 일반적으로, 꼭, 반드시, 실제적으로, 사실, 단지, 조차, 완전히, 꽤, 벌써, 아직, 일단, 곧, 여전히

So far, we have examined the mood and modality system of the Korean language. Mainly based on Sohn's (1990) interpretation, the category of mood system including indicative, retrospective, requestive and suppositive choices is presented. To understand the mood elements, the basic structure of the predicate inclusive of mood and modality suffix positions was referred to. On the surface, the mood and modality system in the Korean language looks more complicated than it is in English as it needs to be combined with sentence types and speech level enders. As for the basic mood elements, instead of the

finite operators that are used in English, in Korean there are mood suffixes used within the complex predicate structure. It was also noted that, while in English such mood elements as Subject and Finite tend to be in close proximity to one another, the situation is different in Korean due to the flexible position, cases of relatively higher omission of subject, and the fixed position of predicate at the end in the Korean sentence. However, the use of modal adjuncts in the Korean language is very similar to the use made of them in English, and the increased use of the appropriate modal adjuncts along with the mood elements can be claimed as a sign of increased competence in speech as well as writing.

Throughout Section 3.3., the theoretical framework of SFG has been presented because this is the main tool of text analysis used in this research. Based on the explanation of the SFG both in English and Korean, we will now examine the two Korean children's biliterate development by analyzing their written texts produced over the almost six years in Australia. The analysis begins with their English Narrative texts and this is reported in the following Chapter 4.

Chapter 4. Narrative Writing in English

4.0. Introduction

From this chapter onwards we will explore Jinha's and Sunyoung's biliterate development through systematic text analysis (using SFG) of both their English and Korean writing products. There is also a description of the writing contexts. In this chapter the Narrative texts are analyzed with a focus on the children's growth in control of written English.[1]

It is well known that "[t]he purpose of narratives is to tell or narrate a sequence of events involving the problems and conflicts faced by certain characters in specific times and places" (Wing Jan, 2001: 129). The overall pattern of stages of genre is Orientation, Complication, Evaluation and Resolution (Rothery, 1990: 190-210):[2]

- Orientation: context creation primarily in respect of settings, participants and their behavioural situation;
- Complication: introducing problem(s) and cumulating in a crisis with a sequence of events;
- Evaluation: pointing up the significance of what happens in the Narrative (for other characters and/or readers);

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[1] Among many other kinds of text that the children wrote in English, their Narrative writing has been chosen for detailed text analysis for the following reasons:
  (1) Narrative is a common text type in the English-speaking culture.
  (2) Narrative is one of the most commonly used text types in the Australian primary school curriculum.
  (3) Narrative writing is a common assessment task in national literacy assessment, in Years 3 to 6 in the primary school as well as further at the secondary level.
  (4) Narrative was the text type which the children were engaged in writing from early on in their schooling in Australia, and which they continued over a 4-5 year period. The examples of their Narratives collected over that period make it possible to see their developing control of the structure and features of the English Narrative, as well as English written language more generally.
  (5) In addition, Narrative was the genre that both children, Jinha and his younger sister Sunyoung, wrote when living in Australia, which allows for some comparative analysis between the brother's and sister's Narrative writing.

[2] Even though there are some other views on the generic structure of Narrative text (e.g. whether it should include minor elements such as abstract and coda, whether the element of Evaluation should be optional), in this study, it is claimed that the Evaluation element should also be identified as a main element in Narrative text.

- Resolution: the Resolution of the crisis developed in Complication, changing the course of events from 'unusuality' to 'usuality'.

The four main elements of Narrative text are considered in this chapter for the purpose of examining each child's growing control of the English Narrative genre (structure and language choices within the stages). We shall start with Jinha's Narrative texts (Section 4.1) and then follow with a discussion of Sunyoung's (Section 4.2). Particularly for Sunyoung's Narrative writing, which includes a large volume of novel-like narratives, further detailed text analysis based on SFG is provided separately in Appendix 4-3 and 4-4. This part of the analysis focuses on several aspects of Theme choices, Mood system, Transitivity and the use of Nominal groups.[3] After presenting the two children's Narrative text analysis, further comment is made on the similarities and differences between the two children's development of Narrative writing (Section 4.3).

4.1. Jinha's Narrative Writing Development

4.1.1. The Brief Overview of Jinha's Narrative Writing: The Classroom and Home Contexts

The Classroom Context of Jinha's Narrative Writing
Jinha's Narrative writing during his early and mid primary years (Year 1- Year 5) developed mainly through his school curriculum and reading experiences at home and school. Before his first attempt at Narrative writing he had been exposed to the experience of story reading (both shared reading and independent reading) in Korean first (regularly, from age 3 to age 5) and subsequently in English (from age 5) with the supportive guidance of the

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[3] It is acknowledged that further detailed text analysis only for Sunyoung's Narratives (in Appendix 4-3 and 4-4) might break a balance of the comparative text analysis of two children's writing. However, since Sunyoung's Narrative texts demonstrate her special strength in this particular genre along with far more amount of Narrative texts than Jinha's, this has to be done selectively. Another thing is noted that for readers' smooth understanding, the first part (Jinha's Narrative text analysis, Section 4.1.) in this chapter mainly includes the detailed explanation of each stage in Narrative's schematic structure and the next Section 4.2 (along with Appendix 4-3 and 4-4), Sunyoung's Narrative text analysis, introduces more about the relevant SFG terms while analyzing further detailed text analysis, focusing on Theme, Transitivity, Mood and Nominal groups.

researcher in the home environment. The experience of reading and discussing storybooks with the parent always seemed to be enjoyable to him, and he had shown strong enthusiasm in the whole process of story reading and oral discussion. Although Jinha enjoyed reading and discussing stories he did not show interest in Narrative writing. Thus, during his first two years in school (Kindergarten and Year 1), Jinha would only attempt Narrative writing if instructed to do so by the teacher. During that period Jinha's writing at school was restricted mostly to Journal writing (diary entry) without the teacher's active involvement. However, with the introduction of the Genre Approach at his school from his Year 2 period Jinha's Narrative writing was more guided in terms of structure as there was explicit teaching on the schematic structure of Narrative writing through the use of worksheets, shared reading sessions and writing modeled by the teacher on the whiteboard.[4]

The Home Context of Jinha's Narrative Writing

Jinha's Narrative writing was mostly conducted in school classrooms, particularly in the lower grades (Year 1- Year 3). However later on, in Years 4 and 5, the teachers would sometimes ask the children to finish off their Narratives (which were started at school) as homework mainly due to time constraints. In the process of doing homework Jinha would initiate discussions with the researcher mostly about the storyline of the Narrative, and whenever the researcher showed interest in his work he seemed more confident and motivated to continue his writing. When he successfully finished his Narrative texts the researcher praised him as much as she could. This kind of

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[4] Typical lessons for Narrative writing which occurred at Jinha's classrooms were as follows. The class teachers handed out worksheets outlining the Narrative plan prior to the students writing (See the worksheet sample in Appendix 4-5). The worksheets were mainly designed for students to fill in some notes in the divided sections such as Title, Orientation, Initiating Event, Complication, Resolution and Coda/Moral/Concluding Statement. Sometimes the class teachers constructed the opening sentence in a Narrative and students were required to continue the text (See Appendix 4-6). There were some opportunities for students to write different ending parts after an independent reading session (See the worksheet sample in Appendix 4-7). Also several opportunities to become familiar with the Narrative structure were provided for the students as they filled in the worksheet called 'story structure' which was composed of the sections such as Title, Characters, Events, Settings and Favorite Parts (See Appendix 4-8). The use of all these classroom materials meant that, to certain degree, Jinha was explicitly helped in constructing his awareness of the schematic structure of Narrative. Even though the class teachers did not seem to teach the students in detail about such linguistic features as process types, or usage of conjunctions in Narrative, the students were provided with Narrative sampling (during shared reading sessions), some model writing and lessons on the Narrative schematic structure. One of Jinha's 'Learning Journal' entries (Year 4, age 9) also reveals that the class teacher provided Jinha with some chances to learn about the schematic structure of Narrative writing in an explicit way (See the journal entry in Appendix 4-9).

encouragement provided a sense of achievement that seems to have helped Jinha keep up an interest in this genre. It appeared as though he really needed enthusiastic readers with whom he could share his stories. In regard to this matter it can be said that parents can play a valuable role in the home context as, in most cases, class teachers are not able to cater to such individual children's needs as, for instance, responding to the Narrative writing process in a timely manner in the way a parent working with a child one-on-one can.

Another important factor in Jinha's learning about Narrative was storybook reading to which he had been exposed from an early age in his home environment. As mentioned before, his experience of reading storybooks started with reading in the mother tongue of Korean at age 3. From age 5, when he could read storybooks in English as well, the researcher started taking the child to the Community library on a regular basis in order to engage him in a range of storybook reading, as well as for following up the school reading curriculum. As he grew older Jinha was able to read longer stories, and he increased the number of books he read and the number of pages per day. He was still happy, however, to have the researcher help him select books; he liked discussing book choice before he read and he was eager to talk about the chosen texts as he was reading them. The researcher would at times encourage Jinha to complete the book he had started to read. The mother showing interest seemed to motivate the child to continue reading the book. The researcher (mother) would also organize for a comfortable reading environment and make sure that he had time for reading.

From Year 3 Jinha's reading storybooks (mostly chapter books) entered a new phase of more challenging texts. From this period he started reading the Harry Potter series and series of other favorite authors such as those by Paul Jennings, Emily Rodda and Eoin Colfer. It seems that Jinha's Narrative writing (particularly in Year 4 and 5) was heavily influenced by one particular author, Paul Jennings, given his writing style (brief, comic and witty, plenty of imagination, the story being told from the first person perspective) and the themes of his stories.

The Brief Overview of Jinha's Narrative Writing

The influence of the school teaching on Narrative, along with Jinha's independent reading of a wide range of story books in the home context, helped Jinha develop this genre of writing. Overall, Jinha's Narrative writing has a variety of story themes ranging from science, fantasy, adventure, school life and so on. Throughout the five-year period (Year 1 through to 5) Jinha constructed 11 Narrative texts in English, which is a relatively small number. This could be explained by noting his preference to write factual rather than fictional texts. In terms of his attitude toward Narrative writing, Jinha, particularly during the earlier periods (Year 1 to Year 3), did not show much interest in Narrative writing at home. However, he started to get more motivated and interested in this genre from Year 4. In Year 5 he showed his pleasure and sense of achievement after writing several Narrative texts which were recognized as successful by the teacher and the researcher. Starting from embryonic Narrative texts in Year 1, mostly done in the school context, the overall length of Jinha's Narrative texts increased year after year. There was particularly remarkable growth in length in Year 4 and in Year 5. Even though Jinha's earlier Narrative texts (Year 1 to 3) appear less developed in many aspects including length, his later texts (Year 4 to 5) show his increased control of the Narrative genre in such important features as schematic structure (there is a more distinctive Complication and Resolution), the use of Evaluation elements, Transitivity system (a range of process types including mental processes), Mood system (using dialogic exchange), an increased range of thematic choices and elaborate nominal groups and circumstantial phrases to describe participants and setting.

Now we shall see how Jinha has developed his control of Narrative writing in these important aspects by examining each stage in more detail.

4.1.2. Orientation

In this section we shall examine Jinha's Narrative texts chronologically (from Year 1 to Year 5) by focusing on 'Orientation' as the first element of generic

structure in Narrative.[5] As stated earlier, in the stage of 'Orientation' the characters, setting and time of the story are established. Usually the answers to who, when and where are provided in this part of the Narrative. According to Rothery (1990) the primary function of Orientation in the schematic structure of Narrative is context creation in respect of settings, participants and their behavioural situation. Overall, Jinha's Narratives, written over five years, demonstrate his growing understanding of the schematic structure as well as something of the semantic property of Orientation in Narrative. He learns to build up setting (when and where) and to introduce characters (who). Also, very significantly, he learns to construct 'Foreshadowing' of the problem (to be discussed in detail later in this section). His Narratives also show an increased repertoire of ways of constructing Orientation.

Jinha started his English Narrative writing at school in Year 1 with the help of teachers; at first the Orientation part was written by the teacher and students were expected to construct the rest of the text. Therefore, the only text produced in Year 1 (see Text B-0 in Appendix 4-1) can be regarded as one that is an embryonic Narrative constructed jointly with the teacher. His first Narrative writing written independently at school (in Year 2, age 7:4, see the whole Narrative Text B-1 in Appendix 4-1) shows his awareness of the primary function of Orientation in the schematic structure of Narrative. Thus, he creates some context in respect of setting, participants and their behavioural situation even though it includes a typical indefinite space setting 'once upon a time' and indefinite temporal setting 'one day' with the simple introduction of characters by their names.

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[5] The reason why the text analysis of Narrative has been done by separating each element of the generic structure (not by handling the whole text of each Narrative product at a time) is that the researcher aimed to trace out the children's Narrative genre development, focusing on each stage's specific characteristics and features (Orientation, Complication, Evaluation and Resolution), which appear to be more distinctive in this than in other genres. All the whole Narrative text samples (typed by the researcher) are in Appendix 4-1 (Jinha's) and in Appendix 4-2 (Sunyoung's) for further reference.

Table 4-1: Jinha's Orientation of Text B-1[6]

(Year 2, Age 7:4)
Once upon a time <u>there lived</u> two children. One <u>named</u> Jack and one <u>named</u> Jessy. One day Jessy and Jack <u>went</u> for a walk. They <u>sat</u> a bench and they <u>were getting ready</u> for lunch.

Note: no title was given by Jinha for this narrative.

A year later (in Year 3, age 8) Jinha tries to create a different style of Orientation by establishing a behavioural situation. Rothery (1990: 213) distinguishes two main types of Orientation, one which constructs an existential context and another which creates a behavioural situation. Compared with the Orientation in the first independently written Narrative (Text B-1) which is represented by existential and relational processes (*there lived; one (was) named Jack and one (was) named Jessy*), Text B-2 attempts to achieve Orientation mainly through material processes (*started, moved, go*), and the mental processes of perception and cognition (*saw, wonder*):

Table 4-2: Jinha's Orientation of Text B-2

Title: The Problem of the Flushing Toilet!	(Year 3, Age 8:3)
It <u>started</u> at school. I <u>saw</u> a person <u>go</u> into the toilet. I <u>wonder</u> why… Just then I <u>saw</u> the toilet <u>had moved</u> out of place ("like a G string").	

While the Orientation of Text B-1 does not include any conjunctive links between clauses, Text B-2 shows the typical temporal conjunctive '*Just then*' to connect the clauses.

Another example written in Year 3 (Text B-5) demonstrates that Jinha has learned to introduce the participants in the Orientation more effectively by using relational processes. Thus, he clarifies the relationship between the participants through relational processes as in '*in addition, they <u>are</u> all friends so they <u>were</u> used to each other*'. Also, by using more detailed circumstantial phrases (location and extent) than in the previous texts, he unfolds the space and time setting – *one million years ago, one fine day, in their patch, out of*

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[6] In the children's English text samples and excerpts, only their misspelled words (not grammatical errors) are corrected for readers' understanding. In Appendix 4-1 (Jinha's) and 4-2 (Sunyoung's), their whole Narrative texts are presented with their original spellings.

the ground (refer to the boxed phrases in Table 4-3 below).

Table 4-3: Jinha's Orientation of Text B-5

Title: Run Away Vegetables! (Year 3, Age 8:6)
One million years ago there lived some vegetables. Surprisingly they were alive. One fine day they were resting in their patch when tug! Someone pulled carrot, potato ad celery out of the ground. In addition, they are all friends so they were used to each other

In Text B-6 (Table 4-4) written in Year 4, the usage of circumstances can be highlighted in Jinha's construction of Orientation in Narrative. The range of experiential meanings constructed in the circumstance becomes an important means of building field in the text. A demonstration of Jinha's developing control of fields by his use of expanding repertories of circumstance choices follows.

Table 4-4: Jinha's Orientation of Text B-6

Title: Fantasy Story (Year 4, Age 9:4)
One dark stormy night, the people in the street including me stopped dead still in the middle of the road because we saw a quick flash and there, we could see just there hovering in the sky a balloony figure. It was not just an ordinary balloon, It had teeth. Some people thought it was a UFO but others thought it was some sort of a alien from mars. Some people thought it was a friendly alien but not for long.

Compared with the Orientations in Jinha's earlier texts, the Orientation of Text B-6 appears to be more successfully constructed, especially in terms of introducing temporal and space setting and also participants. By using prepositional phrases and adverbial groups (refer to the underlined phrases above - *one dark stormy night, in the middle of the road, but not for long*) as well as non-finite dependent clauses (*hovering in the sky, including me*), Jinha adds a detailed description to create the overall mood in this Orientation. This semantic expansion and use of multiple circumstantial choices is an indicator of his developing control of written language. The experiential meanings are established mainly through mental processes (refer to the boxed words above - *could see, saw, thought*) and relational processes as in '*It was not just an ordinary balloon*' (along with emphasizing the negative effect) and '*It had*

teeth' (by using a relational process of possession).

One way to create a successful Orientation is by introducing characters and foreshadowing the problem through a dialogue between the main participants (Rothery, 1999: 214). The next Orientation, composed in Year 4, again shows a good example of Narrative writing development this time through the use of dialogue from the stage of Orientation. The title of the Narrative is 'The Mystery of the Haunted House'. The story begins like this:

Table 4-5: Jinha's Orientation of Text B-7

Title: The Mystery of the Haunted House	(Year 4, Age 9:6)
I was at school <u>talking</u> to my friends, Tom and Michael. "Have you heard about the haunted house? They say that people go in and never come out!" said Tom. "Cool! Let's go explore it!" exclaimed Michael. "Wouldn't our parents get worried?" I said. "I don't really care if they get worried or not." Said Michael. "Okay, then. We'll meet each other at the playground." Tom and I said.	

First, the shift towards the start of the verbal activity is signaled by use of the behavioural process '*talking*' in the opening sentence of this Orientation. The dialogic exchange between the participants primarily functions to give information as in '*Have you heard about the haunted house? They say that people go in and never come out*' and to offer and accept something as in '*Let's go explore it*' and '*Okay, then...*'. Also, throughout the dialogic exchange the participants' (Tom, Michael and I) personalities come to be revealed, at least to a certain extent. When Tom talks about 'the haunted house', Michael's response is straightforward, without any hesitation, as in '*Cool! Let's go explore it!*' On the other hand, the writer's reference to parents potentially getting worried reveals a character who cares for other people.

Another significant semantic property of the Orientation in Narrative which distinguishes it from other story genres is 'Foreshadowing'. 'Foreshadowing' points to potential problems without, however, providing sufficient information to see what these are likely to be. It is thus the first step in creating suspense. Rothery (1990: 199) explains 'Foreshadowing' as follows:

Foreshadowing suggests or hints at problems but at the same time withholds information so that mystery and suspense are created.

In Text B-7 the things that the boys discuss all work together to build Foreshadowing of the problem. The first word '*haunted*' triggers the reader's sense of apprehension, which gets further intensified in the next clause through the use of usuality adjunct '*never*' (Halliday, 1994: 82). Along with the verbal processes such as '*said*' and '*exclaimed*', the mood elements (modality) as in '*Wouldn't our parents get worried?*' and '*Have you heard about the haunted house?*' also seem to build up the sense of uncertainty at the beginning of the story. Finally, the reference to the parents potentially getting worried further builds the sense that things might go wrong later on, when the boys go to visit the above mentioned house.

The next Orientation of Text B-8, in a sense, also reveals the element of 'Foreshadowing' by introducing the participants' habitual things through contrast and, also, by using identifying relational process to convey the relationship between the participants as in '*They were all friends except the white blood cell*'. The readers may be able to sense that the story will be developing through the conflict between the participants.

Table 4-6: Jinha's Orientation of Text B-8

Title: Blood Plague (Year 4, Age 9:11)
Once upon a time there lived a heart, a white blood cell and a red blood cell. They were all friends except the white blood cell. Every day the red blood cell would bring oxygen to the heart and the white blood cell would watch television all day long.

Jinha wrote the following entry in his school (learning) journal in relation to Narrative writing (see the original copy in Appendix 4-9):

Table 4-7: Jinha's Journal Entry in Relation to Narrative Writing

(Year 4, Age 9:8)
Today I wrote a Narrative for my homework and I knew a Narrative had an Orientation, Complication and a Resolution. The Orientation includes the thing who, when, where and why. The Complication

includes the problem and your Resolution tells you how they fixed the problem. Today I learned that the Orientation could include a thing called Foreshadowing which means to give clues that bad things are going to happen to make the reader more exciting than just tell what the Complication is. I also learned that there can be more than one Complication like there could be a minor problem and a major problem. And the more describing words (adjectives) and more adverbs words that describe verbs there are the interesting our story is. I found that rather than one short Resolution fixes all the problem, it is better to have lots of minor problems solving the whole story. I think I have learnt a lot towards Narrative writing through the experience of actually writing it. I think next time I will try some of these things I have experienced.

The journal entry reflects Jinha's developing awareness of the schematic structure of Narrative and of the semantic properties of its stages. The underlined part of this learning journal on Narrative writing particularly, demonstrates quite clearly his awareness of the element of 'Foreshadowing' in Jinha's own words.

Jinha's later Narratives, written at age 10 (Year 5), demonstrate his exploration of the first person perspective. For example, particularly the following Orientation of Text B-10 shows Jinha's quite successful exploration of this new style, a more mature Narrative writing from the first person perspective.

Table 4-8: Jinha's Orientation of Text B-10

Title: Remote Control	(Year 5, Age 10:3)
Hi, I'm called Michael and I'm 10 years old. I love flicking the channels with our remote control. One day, when I <u>was watching</u> T.V and <u>clicking</u> from channel to channel ('cause there was nothing to watch), I was about <u>to turn</u> the tele off., my dad <u>came</u> in with a shoebox. Inside was a brand new remote control. Dad said that it <u>could contro</u>l not only a T.V but also everything else. Just then mum <u>came</u> in and <u>started</u> <u>a lecture</u> about how I <u>watched</u> too much television and how I <u>didn't do</u> any homework. For a little joke, I <u>pointed</u> the remote at mum and <u>pressed</u> the mute button. Magically and most surprisingly she <u>started</u> the lecture silently. So I <u>pressed</u> mute button again and her voice <u>returned</u>.	

In this Orientation the main participant 'I' is first introduced very briefly by name and age, and his favorite thing to do is introduced through use of the

mental process of affection '*love*'. This rather abrupt style (using the first person perspective) of constructing the Orientation could be influenced by the writing of Paul Jennings, as mentioned earlier. Mostly material processes (underlined) contribute to creating the initiating event that will be linked to the main event in the stage of Complication. Particularly in the expression of 'started a lecture', Jinha uses material process metaphorically in the meaning of a verbal process.

Another significant area of growth in Jinha's writing is in his control of the nominal group structure. There is evidence of lexical expansion in the nominal groups constructing the participants in the Orientation. As indicated earlier in the Literature Review Chapter (refer to Section 2.3.1. addressing the issue of the difference of spoken and written mode), one of the linguistic differences between spoken and written modes of language lies in the lexical density which can be realized through the way information is packaged in a nominal group. A nominal group can be explained as a group of words organized around a noun which forms the head of the group and serves in participant roles (Halliday and Matthiessen, 2004: 310). The analysis of Jinha's Narrative writing reveals that Jinha increasingly uses this grammatical resource to construct the Orientation stage in his Narrative texts - particularly in introducing characters (participants – served both in the positions of Subject and Complement). Specific examples of the developmental change in the nominal group will now be examined.

Jinha's early Narrative texts, the Orientation of Text B-1 (Year 2, age 7) and Text B-2 (Year 3, age 8) show that he uses mostly a one word nominal group, two words composing Deictic and Thing (Head) or, Numerative plus Thing as in '*I', 'It', 'Jack', 'Jessy*', '*One', 'two children*' or '*the toilet*'. However, the Orientation of Text B-3 (age 8) is notably different in its use of nominal groups because it provides additional details of the participant (introducing his name and his action description) as in '*a dog called Ragbag*' and '*Ragbag chewing on my uncle's shoe*'. The full sentence of the projected clause is '*Also in the corner of the room I saw <u>Ragbag chewing on my uncle's shoe</u>*'. If changed to a more spoken-like mode, it could be reconstructed in two clauses as follows: 'And I saw Ragbag in the corner of the room. He was chewing on

my uncle's shoe.' Thus, Jinha's use of a more complex clause structure in this sentence is significant in the sense that he successfully applies the linguistic function of post-modifier using non-finite clause which is one of the typical features of the written mode. More remarkably, the Orientation of Text B-8 (Year 5, age 10) involves a complex nominal group which is modified by two embedded clauses as in '*a lecture about how I watched too much television and how I didn't do any homework*':

> a <u>lecture</u> [[about [[how I watched too much <u>television</u>]] and [[how I didn't do any <u>homework</u>]]]]

> (Note: [[   ]] is used to mark an embedded clause.)

As shown above, 'a lecture' as Head in the structure of nominal group has an elaborate Qualifier of two clauses linked by the preposition 'about'. That is, the two clauses in this nominal group function as post-modifier. Inside the nominal group there are other smaller noun groups such as 'television' and 'homework' which are composed of the indefinite Numerative 'too much' and non-specific Deictic 'any', respectively.

To sum up, over his Years 2 through 5 in school the composition of the nominal groups in the Orientation stage of Jinha's Narrative texts has become more complex. Longer nominal groups have appeared in order to enable the written texts to compress information and convey more content within the clause. The nominal group structure has expanded from the early 'Deictic + Thing' to 'Deictic + Epithet + Thing' structure to the more elaborate 'Modifier + Head + Qualifier' structure. This expansion of the nominal group signals growing control of the written mode. More specifically, this reveals his growing control of the process of constructing the Orientation stage in Narrative writing.

4.1.3. Complication

The presence of the Complication stage in the schematic structure of the text distinguishes Narrative from other story genres, particularly from the Recount genre commonly written by children in their early years in school. Jinha's learning to construct a more effective Complication over the period from Year

1 through to Year 5 demonstrates his growing control over Narrative writing. Rothery (1990: 215) states that "[a] crucial aspect of Complication is the change in expectations regarding the events associated with the field." This change from usuality to create the effect of suspense or sense of crisis in the story is the semantic property of Complication. Also, (Rothery 1990: 215) experiential meaning in the stage of Complication is largely constructed by material and behavioural processes.

In addition, in terms of the schematic structure of Complication, an important feature of more mature Narrative writing is that it includes the function of 'Evaluation'. Rothery (1990: 209) argues that whereas an unpredictable change in the sequence of events commonly associated with a given field is a critical feature of Complication, there needs to be an "interpersonal thrust" as well. According to Rothery (1990: 203), Evaluation is a stage where the events of a Narrative are given significance so that they are perceived as Complication and Resolution. Following Rothery, Aidman (1999: 187) explains that the Evaluation stage in fact highlights the sense of disruption of the expected course of events.

Jinha's Narrative texts show his growing control of the genre in the way he constructs the Complication stage. The following analysis shows Jinha's developing control over the main semantic properties of Complication. His texts construct the unexpected change of events as signaled through the use of material and behavioural processes, as well as through the choice of conjunctive relationships. Also, and very importantly, Jinha's Narrative texts show his growing control of the Evaluation element in the Complication, which is critical for realizing its interpersonal 'thrust' and for intensifying the sense of build up to a crisis, as well as for making predictions about ways of resolving the problem. In Evaluation the action of the Narrative gets suspended, and the events get evaluated. In the Transitivity system this is signaled through a switch from material to mental and verbal processes. Where material processes are used, they would be projected by mental and verbal ones (Rothery, 1990: 222). There are also changes in mood and modality and in the polarity systems. Now we shall see how Jinha's Complication texts have developed in constructing the relevant semantic

properties.

Text B-1 starts the stage of Complication with the participant (Jack) facing a problem, which is that he didn't like vegetables.

Table 4-9: Jinha's Complication of Text B-1

(Year 2, Age 7:4)
Jack <u>had</u> vegetable and he <u>didn't like</u> it. When he <u>had</u> dinner, he <u>had</u> a sandwich. He <u>thought</u> it <u>was</u> yum. Mum <u>said</u> it <u>has</u> vegetable.

Note: no title was given by Jinha.

In the Complication of Text B-1, the shift of process type from a material one (*had= ate*) to a mental one with negative polarity (*didn't like*) helps the readers anticipate that the participant as a 'Senser' shows a potential conflict toward a 'Phenomenon' (*vegetable*). The following subsequent events building up the Complication use a range of process types such as material, mental, relational and verbal processes. The participant's internal conflict toward the phenomenon was tossed to the next clause very naturally, without giving the reader much surprise. In other words, there is no element of unusuality, and the participant's conflict has reached the Resolution stage without any conscious effort or difficulties.

Another early Complication in Text B-2 below, compared to the Complication in Text B-1, seems to be more successful in inviting the reader to feel a sense of crisis by the choice of the first person perspective and the thematic structure.

Table 4-10: Jinha's Complication of Text B-2

Title: The Problem of the Flushing Toilet!	(Year 3, Age 8:3)
But when I <u>turned</u> around I <u>heard</u> something crack. When I <u>turned</u> around I <u>saw</u> that the toilet <u>had moved</u> again! So I <u>went</u> in and <u>flush</u>!	

In terms of the thematic structure, the Complication in Text B-2 is signaled through a marked textual Theme '*But*'. In this way the field of 'a strange situation in a toilet' appears to be turning into another problematic event. And

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the next event seems to be back to normal. When the subsequent movement by the participant was introduced (*So I went in and flush!*), the sense of suspense seems to have been built to some degree. This Complication seems to be more successful than that of Text B-1 in the sense that the Complication in Text B-2 invites the readers to get involved in the strange situation by using the first person 'I' as the main participant, the Senser, and having more direct effect. We seem to have a greater feeling of crisis through the eyes and ears of the first person participant (I heard… I saw…). According to Halliday's definition, "[t]he Senser is the conscious being that is feeling, thinking or seeing. The Phenomenon is that which is 'sensed'- felt, thought or seen" (1994: 117). In this Complication, the two participants 'I' and 'the toilet' can be presented as Senser and Phenomenon respectively in connection with the mental processes 'saw' and 'heard'.

In the next Complication, that is in Text B-3, a more elaborate Evaluative element,[7] one of the most important features of successful Complication, is found. It occurs as follows. .

Table 4-11: Jinha's Complication of Text B-3

Title: A Scruffy Dog called Ragbag (Year 3, Age 8:4)
So my mum got very angry and she said that I had to clean all of it up. <u>I tried to explain to mum but the words seem to be stuck</u>. So I had to clean the mess up. And I sent my dog Ragbag out of the house.

In the Complication that appears in Text B-3 the Evaluation element (underlined above) is constructed through the use of the contrastive conjunction '*but*' signaling the upset of expectation. Also, '*seem to be stuck*' creating one verbal phrase that realizes a material process here implies 'I was unable to speak'. These language choices help construct the protagonist's mental state of frustration and desperation.

To elaborate further, the problem between the protagonist 'I' and the dog called Ragbag, which has been foregrounded in the Orientation stage, seems to be going on in the stage of Complication by extending to a new participant,

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[7] Since the elements of Evaluation have been elaborated in a range of ways in Jinha's Complication texts, we shall see more examples focusing on this issue in the following Section 4.1.4. separately.

'mum'. And, the above underlined clauses contribute to highlighting the significance of the conflict between the participants 'I' and 'mum'. The effect of the crisis is intensified by the relational attributive process 'got angry' and the verbal process of projecting the mother's strict order ('*So my mum got very angry and she said that I had to clean all of it up*'). Most logical relations are constructed to reflect the temporal and logical consequence (*so, and, but, so, and*). However, the usage of these connectives as marked thematic choices seems to implicitly build up a certain degree of internal tension, which means that the participant's limited solution to the conflict (why 'I' had to choose the next action or decision in the given situation) has been represented in a sense.

The following Complication in Text B-4 illustrates Jinha's more developed sense of using a range of different process types:

Table 4-12: Jinha's Complication of Text B-4

Title: The UFO	(Year 3, Age 8:5)
The fight <u>began</u>. Well the UFO <u>had</u> great powers and so we could not <u>escape</u> the UFO and the UFO <u>had set</u> a bomb in the forest, and soon the wildlife <u>will be doomed</u>! But when I was <u>thinking</u>, the UFO had <u>trapped</u> us in a ring of fire. Just then Michael <u>saw</u> a red button. It <u>said</u> in clear black words "WARNING,"	

In establishing the field of escaping from a dangerous situation, the Complication of Text B-4 engages a range of process types such as a possessive relational one as in '*the UFO had great powers*' in order to describe the UFO's reality, material processes as in '*UFO had set a bomb in the forest, the UFO had trapped us in a ring of fire*', mental processes as in '*But when I was thinking* (cognition), *Michael saw* (perception) *a red button*' and a verbal process as in '*It said in clear black words*'. According to Halliday (1994: 140), unlike mental processes, verbal processes do not require a conscious participant and for this reason verbal processes might more appropriately be called 'symbolic' processes. In this Complication Jinha used the symbolic verbal process as in '*it said in clear black words*'. 'It' as 'sayer' refers to a red button which is not a conscious participant. This kind of usage is a good sign in terms of the emergence of metaphorical expression being one of the important features in written language development. Also significant is

the use of relational process '*will be*' introducing the attribute '*doomed*', of which the lexical meaning is critical in construction of a sense of a problem.

The following Complication of Text B-5 also creates a mood of emergency through engaging marked topical Themes realized in a clause and in a prepositional phrase (boxed below) as well as a shift in process choices between material and mental ones (underlined):

Table 4-13: Jinha's Complication of Text B-5

Title: Run Away Vegetables! (Year 3, Age 8:6)
Oh, Oh, the human <u>was making</u> vegetable soup! Just as the knife went down, the fruits <u>ran</u> away! They <u>ran</u> as fast as they could and just as they <u>thought</u> they were safe a dark shadowy figure in front of them. It was that human. Carrot <u>couldn't stand</u> it. In a blink of an eye, he <u>poked</u> the human!

First of all, in specific regard to Theme choice, the above Complication of Text B-5 starts with '*Oh Oh*', the exclamatory words indicating that something unexpected and unusual has happened. Subsequently, on the whole text level, the thematic structure is realized as a marked clause Theme (special thematic prominence) as in '*just as the knife went down*', '*just as they thought...*' and a marked prepositional phrase as in '*in a blink of an eye*'. All these marked Themes contribute to creating the mood of emergency in an urgent situation by representing the time related conjunctives and phrases.

In terms of Transitivity, there are mainly material processes such as '*was making*', '*went down*', '*ran away*' and '*poked*' to construct the participants' actions. Also, in the middle of the text, there are some mental processes interspersed to express the participants' (as Senser) mental states such as '*they thought they were safe*'. Thus, the Complication of Text B-5 shows Jinha's awareness of the necessity to construct the participants' external world (actions) in a series of events as well as their internal world (mental states such as conflict, hesitation and patience) which the participants have to go through within the Complication.

The nominal groups that construct participants have become more elaborate. For example, in '*a dark shadowy figure in front of them*', the Head, 'figure', is

modified by the pre-modifier 'a dark shadowy' and the post-modifier 'in front of them' which is a prepositional phrase. The semantic property of an unknown figure conveys the mood of suspense in this Complication. The use of Epithets such as '*dark*' and '*shadowy*' in the description of the appearance of the unknown figure further intensifies the sense of suspense.

Text B-6 written in Year 4 shows a more mature Complication element, compared with the previous examples by attempting a multi-Complication text, combining an increased number of Evaluative elements and engaging temporal marked Themes.

Table 4-14: Jinha's Complication of Text B-6

Title: Fantasy Story	(Year 4, Age 9:4)
In a blink of an eye, it started launching missiles at us. We quickly hid in a safe place and some police started shooting at it with their guns. Luckily the creature escaped and no people died. We heard on the news people in Africa and Asia have reported about the same creature. It had known to be called 'mega snap'. <u>There was one major question. Was it evil...?</u> The next day a plane saw the creature and that Mega snap bit that plane's wing off! <u>Now this was getting deadly serious.</u> That same night the people switch on the spotlights to look for the Mega snap. <u>We didn't know where</u> <u>it was but this meant one thing, war!</u> The next day the general of the army sent an interplanetary spy to look and destroy the creature. <u>Now it was pretty obvious that this creature was evil.</u>	

In terms of the schematic structure, for the first time Jinha attempts to compose a chain of Complications (more than one Complication), also engaging an increased number of Evaluation elements in the Complication of Text B-6. In the process of identifying the unknown creature, there is an initial attack resulting in no harm to anybody and there is a subsequent event introduced by the phrase '*The next day*'. The above underlined clauses construct the elements of Evaluation which produce the effects of building up cumulative tension in the process of identifying what the unknown creature is. Most clauses are composed by relational processes and existential processes, which marks a difference from the earlier written texts. By these Evaluative clauses interspersed within the Complication, the writer creates suspense and builds up a sense of tension. There is an alteration in the material events and the mental plane of activity as well. The physical activity gets suspended, and

the reader is invited to engage with the participants' reaction towards the events. This is a significant sign of maturity in Narrative writing (Toolan, 1988; Bruner, 1986).

In terms of thematic structure in the Complication of Text B-6, the Themes as the starting point for messages are mostly related to the temporal locations (largely to do with temporal sequencing) such as '*in a blink of an eye*', '*the next day*', '*that same night*' and again '*the next day*'. They appear to play an important role in signaling the beginning of the next move or event that may bring about a change in the stage of Complication. Another Theme choice is '*luckily*' which is a circumstantial adverb as a marked topical Theme (written originally as 'luckylily'; _Luckylily the creature escaped and no people died_). 'Luckily' successfully signals that the initial attack (Complication 1) is solved without any trouble. So the Complication Text B-6, as a whole text level, allows the readers to make predictions with regard to further developments by engaging temporal marked Themes along with Evaluative elements interspersed between the events.

The following Complication in Text B-8 shows Jinha's growing control of constructing the semantic property of Complication through use of dialogic exchange. Through this Complication text we will see how successfully Jinha has used the Mood system as well as Transitivity systems in building up the sense of conflict and urgency.

Table 4-15: Jinha's Complication of Text B-8

Title: Blood Plague	(Year 4, Age 9:11)
One day, on December the19th, a disease got into the heart. "White blood cell, come and help fight the disease." pleaded the red blood cell. "Oh, shut up, will you? I'm trying to watch this cartoon!" said the White blood cell. In his dream, one day he heard a man's voice. 'White blood cell, if you don't help fight the disease, the heart will die. So therefore you will die as well. It is your choice.' White blood cell woke up startled. "I have a mission to complete" With that, the While blood cell raced over to the heart and mumbled a few words and all of a sudden, "pop!" and he was inside the heart. He had a sword in his hand. He marched over the disease fearlessly and said, "Disease, you shall be destroyed!" "Ha! You can't destroy me! Prepare to die!" "Clang, clang! Clang! Arrrrrrrrrrrrrrrrrr!" The White blood cell with a lot of stabbed the disease in the chest. As if by magic, the disease started to disappear.	

At a text level Text B-8 successfully uses the dialogic exchange to build up the field of the protagonist's heroic battle (the White Blood Cell's battle with the Disease in the heart). In the beginning of the Complication there is discordance between the protagonists, the White Blood Cell and the Red Blood Cell as they help to fight the villain as in 'the disease in the heart'. The sense of conflict between the participants is vividly demonstrated by the conversation, particularly as in '*Oh, shut up! Will you?*'. The protagonist's reaction to the Red Blood Cell's appeal is a strong rejection which is constructed through the use of the imperative mood (*Shut up!*) followed by an interrogative mood clause in '*Will you?*' which is typically used as an interrogative clause (that of asking a question), but which functions here to modify or slightly soften the command to shut up.

After that a mysterious man appears in the protagonist's dream and makes a sort of warning. The events are all constructed in declarative mood clauses. At this point the readers would predict that the mysterious man might play an important role in changing the state of the protagonist's stubbornness about the issue in question. In other words, through the dialogic expression, we can follow how the protagonist has changed his mind before getting into another series of physical actions. The mysterious experience is followed by the protagonist's definite declaration '*I have a mission to complete*'. This is an interior monologue which reveals that the protagonist's inner conflict has finally been resolved. The remainder of the Complication in Text B-8 is also composed of another conversation between the protagonist and the villain. The protagonist's other declaration, '*You shall be destroyed!*', is a declarative clause using modality; 'shall' whereas classified as a 'temporal' (future) finite verbal operator in the Mood system (Halliday, 1994: 76) here seems to be used as a modal operator (see 'will' – 'median' modal operator). As a whole, in Text B-8 Jinha explores the interpersonal dimension of Narrative. The dialogic exchanges between the participants quite strongly relate the conflict and power struggle between the two. The tension in the dialogue, which intensifies the crisis, is constructed through the choices in the Mood and Modality system, in addition to the choice in Transitivity (as noted in relation to his earlier texts).

At the clause level, Text B-8 is composed of material processes representing the participants' action movements such as *'help, shut up, fight, die, woke up, raced, destroy, marched, stabbed and disappear'* as well as verbal processes projecting the participants' internal states such as *'pleaded, said and mumbled'*. What seems significant is that the child uses a range of material processes that helps construct the field of fight (e.g. *fight, die, destroy, stabbed*). Lexical choice is important here. To construct the sense of movement different material processes are used (e.g. *raced, marched, disappeared*). According to Rothery (1990: 224), in Complication the role of 'Actor' is mostly realized by material processes and, in this regard, a range of material processes related to participants' action in Complication can be a sign of mature writing. In the meantime, in this Complication different meanings are constructed through the use of relational processes: there are three examples of relational processes representing the participants' current status as in '*I* <u>have</u> *a mission to complete* (intention), *He* <u>was</u> *inside the heart* (location: space), *he* <u>had</u> *a sword in his hand* (possession)'.

The last example of Complication in Text B-10 demonstrates Jinha's increased a control of writing Complication in his ability to orchestrate important elements such as the use of the Theme system, more elaborate Evaluation, the Transitivity system, the use of embedded nominal groups and, lastly, the flexible positioning of adverbial as modal adjunct.

Table 4-16: Jinha's Complication of Text B-10

Title: Remote Control	(Year 5, Age 10:3)

<u>At first I thought having a remote control that could control even humans was very fascinating and so I brought it along to school</u>. That's when matters started to get out of hand. Firstly, I got it confiscated for fiddling with it in class. And then a boy made a smart remark about me having to bring a remote control. In class and then everybody started cracking up. When I finally got it back I slipped into the canteen to get something to eat. I purposely froze the canteen manager and unfroze her again. Then just for fun I froze another kid and nicked off with his food. After class, at lunchtime, I decided to beat up <u>the bullies</u> <u>in the whole school</u>. They were called Jack, Sharky and Jake. They were all one year older than me and<u> they had bashed me up tones of times and I am paying back</u>. So I called them out to the soccer field. They came and I bravely said, "come on fight me!" and they charged at me as if they were

mad bulls. In the blink of an eye I whipped out my remote and pressed the pause button at them. But it didn't work! Just then I saw that the batteries had run out. Sweat was tickling down my face. Just as they were about to charge into me....

In this Complication (Text B-10), Jinha seems to have driven the story event to the problematic corner by developing the field of 'trying out the power of the mysterious remote control'. In a sense, Jinha has attempted to construct a major problem along with minor ones (as emerging multi-Complications and Resolutions) in this text. Before facing the main problem of the school bullies, the protagonist goes through the trial-out of the strange remote control on another participant, the canteen manager. In escalating the troublesome mood Jinha uses many temporal adverbial groups throughout the text as marked topical Themes such as '*at first*', '*firstly*', '*then*', '*after class*', '*in the blink of an eye*' and '*just then*'. The sense of crisis gets increased with the change in conjunctive relations – from temporal (both explicit and implicit) to contrastive ('but') as well as the use of the negative polarity in the Mood system (*'But it didn't work!'*), which highlights the disparity between what would have been expected and what actually is. At this point, the sense of crisis rises to its flood mark and tension has been built up.

Another significant feature of the Complication in Text B-10 at text level is that it contains a good example of an Evaluation element as in '*At first I thought having a remote control that could control even humans was very fascinating and so I brought it along to school*.' The protagonist's dangerous thought about the remote control is clearly revealed in these underlined clauses that are located at the very beginning of the Complication stage. This Evaluation element of the Complication stage works to help the readers to build up the initial expectation for the forthcoming events.

In Transitivity, this Complication is mostly composed of material processes (*brought, got it confiscated, started cracking up, slipped, froze, unfroze, nicked off, charged, whipped out, bashed up, pressed, run out and tickling down*), interspersed with mental processes (*thought, decided, saw*) and relational processes as in '*was very fascinating*' and '*as if they were mad bulls*' (to identify the bullies and the protagonist's judgment of these). The

interspersed mental processes highlight the significance of the forthcoming events by revealing the protagonist's inner state. The relational processes also serve to confine the protagonist's plotting and the bullies' reaction so that the readers can predict the forthcoming event or can be engaged in the climax of the Complication with the sense of urgency.

In addition, the Complication in Text B-10 is significant as it uses the resource of the nominal group structure to build the field. This Complication uses nominal groups which include rank-shifted (embedded) clauses as Qualifiers following after the Things in the nominal group structure (experiential structure of the nominal group, the Thing underlined in the examples below).

(a)   a   remote control   [[that could control even human]]

   Deictic   +   Thing   +   Qualifier

                             Material Process + Goal

(b)   a   smart   remark   [about me]   [[having to bring a remote control in class]]

   Deictic + Epithet +   Thing +   Qualifier 1 (phrase)   +   Qualifier 2 (clause)

                             Range   Material process + Goal + Range

(c)   the   bullies   [in the whole school]

   Deictic   +   Thing   +   Qualifier (phrase)

Note that [[ ]] signifies an embedded clause, finite or non-finite; [ ] signifies an embedded phrase (or group).

Another sign of the child's written language development demonstrated in this text is the use of adverbs in the clause. Commonly, young writers locate the circumstantial adverbs in the beginning of the clause as a marked topical Theme. According to Perera (1984: 223), the location of this circumstantial adverb between the Subject and Predicate, thus functioning as a modal Adjunct in the Mood system, is considered to be a sign of more mature writers.[8] Thus in '*When I finally got it back*' and '*I purposely froze the*

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[8] More accurately, Perera (1984: 223) cited Yerrill's (1977) report that "older children show more flexibility in the positioning of adverbials and will sometimes insert one between subject and verb." That means if children begin to attempting more flexibility in positioning adverbials, (not always foregrounding them), it will be a sign of mature writing. Perera's book called 'Children's Writing and

canteen manager' and '*I bravely said*', Jinha uses the circumstantial adverbs between the Subjects and Predicates to reveal the protagonist's intention (purposely) and attitude (bravely) as well as signaling the turning point of the move within the context (finally).

Overall, the Complication of Text B-10 can be considered as an example of more mature writing. Thus, Jinha successfully uses an interweaving of adverbial marked Themes throughout the whole text in order to create the temporal sequence with the sense of urgency. As to the schematic structure, there emerge multi-Complications and Evaluative elements to emphasize the significance of the main Complication. Secondly, at the clause level, the use of mental and relational process types along with a majority of material process effectively represents the inner and outer world of the protagonist and identifies the villain's status. The mental processes particularly, allow the readers to interpret the forthcoming Complication by following the protagonist's thought and decision. Lastly, below the clause level, this text shows use of complicated nominal groups, which is a sign of more mature writing. Further evidence of the child's growth in control of writing is found in use of adverbs as the Modal Adjunct in the Mood system.

4.1.4. Evaluation

The element of Evaluation in the Complication stage has been considered as evidence of the children's growing control of Narrative writing in terms of its schematic organization.[9]

Reading; Analyzing Classroom Language' includes valuable chapters for study on children's writing development – particularly, Chapter 4 (Some Differences between Speech and Writing) and Chapter 5 (Children's Writing) are very informative for language teaching.

[9] To use Rothery's definition, Evaluation is the obligatory stage where the events being related "are evaluated and thus given significance so that they are perceived as Complication and Resolution" (Rothery, 1990: 203). That means, without the Evaluative elements, the Narrative events can fall flat like a boring sequence of story events. Also Rothery (1990) points out that Evaluation can be a discrete element of the generic structure, or it can be interspersed with Complication. Even though, among scholars, there hasn't been any consensus on ultimately distinctive or prescriptive boundary what elements can be Evaluative ones, there exist several guidelines or general concepts for the criteria of Evaluation elements among many scholars. At first, Rothery (1990: 203) provides us with the following semantic properties of Evaluation which can be condensed as the functions of highlighting unusuality and making predictions:

- the expression of attitudes or opinions denoting the events as remarkable and unusual;
- the expression of incredulity, disbelief, apprehension about the events on the part of the narrator or a character of the Narrative, including highlighting the predicament of

Jinha's later Narratives (Years 4-5, age 9-10) demonstrate development of the Evaluation element. There emerge clauses using relational and existential processes as in '*there was one major question. Was it evil...?*', '*Now this was getting deadly serious.*', '*We didn't know where it was but this meant one thing, war!*', and '*Now it was pretty obvious that this creature was evil*''. In the process of describing the unknown creature Jinha experiments with another way to realize the Evaluative element this time she uses attributive and existential processes rather than mental processes, and successfully builds up the cumulative tension, thus maintaining the readers' curiosity. Jinha's later Narrative writing also begins to feature dialogic exchange used in the Complication stage, in order to highlight the sense of unusuality and urgency. To construct Evaluation, Jinha uses a range of interpersonal choices, in the Mood system, such as imperative and interrogative mood choices and modal operators as in '*Oh, shut up, will you?*', '*Disease, you shall be destroyed!*' and '*Prepare to die!*'

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characters;
- comparisons between usual and unusual sequences of events in which participants in the Narrative are involved;
- predictions about possible courses of action to handle a crisis or about the outcome of the events.

As shown above, Rothery's semantic properties of Evaluative elements are very consonant with the interpersonal meanings which are constructed through revealing characters' attitudes (i.e. anxiety, confusion and fear) and reactions to the unusual or unexpected events. In other words, the semantic properties of Evaluative elements can be realized by foregrounding interpersonal meanings "so that the experiential meanings of the Complication and Resolution stages are seen to be significant and memorable" (Rothery, 1990: 203). As to the concrete methods of realization of such Evaluative elements, we also need to consider Bruner's "Dual perspectives" and "the effect of Subjectivising" in connection with the usage of mental process mostly reflecting participants' states of consciousness (1986). He defines the "Subjectification" as the depiction of reality not through an omniscient eye that views a timeless reality, but through the filter of the consciousness of protagonist's in the story (Bruner, 1986: 25). That is, the writer's description of the participants' inner world using metal processes engages the readers' empathy more effectively than in the case of Complication composed of mainly material aspects. Moreover, this "Dual perspectives" in which the readers can experience the Complication events through the protagonist's eyes and thoughts as well as the reader's special position which can involve an awareness of some important information which is not available to the protagonist, will heightens the sense of suspense and the degree of the reader's empathy.

With regard to the usage of mental processes which can contribute to creating the effect of subjectification, Jinha's Complication texts demonstrate that from the early grades (Years 2-3), he quite successfully attempts to include Evaluative elements using mental processes as in 'he <u>thought</u> it was yam' (Text B-1), 'I <u>heard</u> something crack' (Text B-2), 'I <u>saw</u> that the toilet had moved again!' (Text B-2), 'But when I was <u>thinking</u> (Text B-4)' and 'Just then Michael <u>saw</u> a red button' (Text B-4).

Another semantic property of Evaluation, that of "presupposition", emerges in Jinha's Narrative. Along with the unusuality, this can be realized by the usage of mental processes. Thus in 'and soon the wildlife will be doomed!' (Text B-4), 'just as they thought they were safe' and 'Carrot couldn't stand it' (Text B-5), the writer makes the readers predict what will be happening in the next stage as well as building up the sense of urgency and crisis. These examples, in a sense, can be explained as an embryonic attempt at a "Dual perspectives" in which the writer allows the readers to know some facts regarding the forthcoming crisis that are not available to the participants, while at the same time the readers can get involved in the events through the eyes of the protagonists.

Finally, the Evaluation in the child's Narratives comes to mark the crisis point of a Narrative through semantic properties which refer either to the preceding events in the text, those of the Complication stage, or to the events that are likely to follow, those of the Resolution (Rothery, 1990: 203), as is demonstrated in Text B-10:

Table 4-17: Extract from Complication of Text B-10

At first, I thought having a remote control that could control even humans was very fascinating and so I brought it along to school.

From the above Evaluative comment the readers can predict that the protagonist's dangerous thought might be realized in some ways soon. At the same time the readers can guess that the protagonist will realize the wrongness of his idea and that he might reconsider it later on. That means this Evaluative element in the Complication stage can be referred to the Resolution stage in terms of the semantic property of 'presupposition'. With respect to the 'presupposition' which can be one of the crucial features of the Evaluation element, it is noticed that more mature writers are able to build up the semantic property of 'presupposition' in rather implicit ways so that the readers are allowed to enjoy the uncertainty of a range of possible presuppositions. In Jinha's Narrative texts these presuppositions as Evaluative elements are realized explicitly so that the readers will be able to predict the forthcoming events with certainty. The ability to construct an Evaluative element which would have the property of 'presupposition' appears to be a sign of a mature Narrative writer.

4.1.5. Resolution

According to Rothery (1990: 210), the semantic property of Resolution is defined as "the Resolution of the crisis developed in Complication, changing the course of events from 'unusality' to 'usuality'". In other words, the problem part of Complication must find some way of being resolved in the final stage of Narrative so that it does not make the readers feel frustrated or angry at the end. Also, for a more satisfying and mature Resolution, as

Rothery (1990) argues, it is important that the Resolution of a crisis is achieved through the active intervention of the protagonist, not through just by chance. Jinha's Narrative texts demonstrate his growing awareness of this necessity for the protagonist to be active in resolving the problem. We will consider Jinha's construction of the Resolution in Narrative over Years 2 through 5 (age 7-11), to see how this has developed over time.

Jinha's Resolution of Text B-1 shows that the protagonist's problem (he didn't like vegetables) is solved without any purposeful efforts or any deliberate action on his part. The problem gets resolved just by coincidence which happens naturally in the situation.

Table 4-18: Jinha's Resolution of Text B-1

(Year 2, Age 7:4)
From then on he liked vegetables.

Even though the marked Theme as in 'From then on' foregrounds the turning point of the protagonist's changing the eating habit, the whole Resolution does not seem to be effectively appealing to the readers. The use of mental process of affect does not provide for a satisfying Resolution.[10] A more distinctive Complication-Resolution pattern can be found in the next Resolution.

Table 4-20: Jinha's Resolution of Text B-4

Title: The UFO	(Year 4, Age 8:4)
So Michael got a stick and threw it to the button. It hit and boom! The lights turned off and the five elements shot out and hit the spaceship and the bomb amazingly disappeared! And at the end we saved	

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[10] The following Resolution of Text B-3 (Year 3, age 8) can also be considered as Jinha's initial attempt at the stage of Resolution in the sense that it also does not include the element of a more satisfying Resolution achieved by the protagonist's deliberate action or efforts:

Table 4-19: Jinha's Resolution of Text B-3

Title: A Scruffy Dog called Ragbag	(Year 3, Age 8:3)
But when I came 1 hour later, I saw he was digging in the garden. What a naughty dog!	

The Resolution element itself is likely to be linked with Orientation in which Ragbag (the dog's name) is introduced as a troublesome dog making a lot of mess, and, in a sense, the readers can attain a feeling that in the stage of Resolution, the crisis for the dog who has been sent out of the house is back to normal (usuality). But, as in 'What a naughty dog!', the exclamatory clause reflects a more strong feeling of the protagonist 'I' that is to accept the hopeless naughty dog without any other choice.

the wildlife!

In the Resolution of Text B-4 the crisis gets resolved by the protagonist's (Michael) active efforts (acts of bravery). The effect of Resolution is maximized because the crisis itself had been developed effectively in the stage of Complication. The marked Theme as in '*And at the end*' signals that all the problems have been resolved and signals return to usuality. As is the expectation of the Resolution stage, material processes (*got, threw, hit, boom, turned off, shot out and disappeared*) are dominant in expressing the end of the battle with the spaceship.

A similar pattern of grammar use occurs in Resolution of Text B-5, where the protagonists (vegetables) realize their bravery against 'the human' by determination and subsequent active actions:

Table 4-21: Jinha's Resolution of Text B-5

Title: Run Away Vegetable! (Year 3, Age 8:6)
In a blink of an eye, he poked the human! The human ran off in pain and anger and never came back again.

As in '*In a blink of an eye*', the marked Theme choice signals that something unexpected will be occurring in an urgent manner and that event can be a turning point in resolving the problem in the Complication. The use of a sequence of material processes in the system of Transitivity constructs an active action of the protagonist, and the resulting defeat and retreat of the 'baddies'. The use of marked topical Themes in the Resolution stage is important for construction of a satisfying Resolution of a problem. Jinha's later Narrative texts demonstrate his beginning to take up this thematic choice. Thus he begins to put in thematic position circumstantial phrases as well as other temporal conjunctives introducing temporal clauses (underlined below).

Table 4-22: Jinha's Resolution of Text B-6

Title: Fantasy Story	(Year 4, Age 9:4)
<u>When the spy had found Mega snap</u>, they fought and fought. <u>At the end</u> the trees were all ashes there was fire everywhere and the spy had died <u>but the good news was that</u> Mega snap had	

The above Resolution in Text B-6 is incomplete, but it reveals the child's attempt to write up the Resolution as restoration of 'usuality' in this Narrative. The underlined thematic choices, including a hypotactic temporal choice as in '*When the spy had found*', seem to contribute in building up the mood of settling down the Complication.

Further control of thematic choices in the Resolution stage is revealed in Text B-8 which otherwise involves a typical conventional happy ending of 'lived happily ever after'. Particularly in this text, the underlined clause as thematic equative should be considered as an evidence of Jinha's growing control of thematic choices.

Table 4-23: Jinha's Resolution of Text B-8

Title: Blood Plague	(Year 4, Age 9:11)
<u>And the next thing the white blood cell knew was</u> he was standing next to the heart. The red blood cell came over and said, "Thanks! Without you we couldn't survive." So they became good friends and live happily ever after.	

Halliday (1994: 41) explains the concept of "thematic equative" as follows:

> In a thematic equative, all the elements of the clause are organized into two constitutes; these two are then linked by a relationship of identity, a kind of 'equals sign', expressed by some form of the verb be.

In '*The next thing the white blood cell knew was he was standing next to the heart*', the Theme is 'the next thing the white blood cell knew' and the remainder 'was he was standing next to the heart' is the Rheme. A form such as 'the next thing the white blood cell knew' is an example known as "nominalization", whereby an element or group of elements is made to function as a nominal group in the clause (Halliday, 1994: 41). In this case,

the nominalization serves a thematic purpose as the prominent element in the clause. Successful usage of nominalization as thematic equative can be claimed as a sign of more mature writing since it makes the readers concentrate their attention on the message more clearly and strongly due to the distinctive structure of Theme-Rheme division. By using the thematic equative structure, writers can adjust the emphasis as thematic message. That young writers have started to use such a thematic equative structure in their writing is a remarkable sign as it allows them greater control in emphasizing a specific point as a prominent message.

Another example of the thematic equative is found in the Resolution of Text B-10: '*that's when I realized I had fallen asleep on the couch clutching our old remote control.*' In this case, the usual relationship is reversed and the long complex clause as in 'when I realized I had fallen asleep on the couch clutching our old remote control' becomes the Rheme. This reversed pattern serves accordingly as a standing-out or marked thematic equative.

Table 4-24:Jinha's Resolution of Text B-10

Title: Remote Control (Year 5, Age 10:3)
"Wake up! Sleepy head!" <u>that's when I realized I had fallen asleep on the couch clutching our old remote control</u>. 'Phew! It was just a dream." I just noticed what the T.V was advertising. It was a remote control that could control everything. With this I put down the remote control and said to myself 'I don't need that anymore, I've got my hands that I can rely on' and turned off the T.V with my own hands and gave a relieved smile.

The Resolution of Text B-10 uses another typical conventional pattern of restoration of usuality in the part of Resolution, by waking up the protagonist from his nightmare as in '*Wake up! Sleepy head*'. That means it is time to go back to normal. This Resolution starts with an imperative mood of Mum's shouting as in '*Wake up!*', signaling to return to the normal life. Such a beginning pattern in this Resolution is significantly in parallel with the start of Orientation in this Narrative, in which mum gave an unpleasant lecture to the protagonist. The protagonist's monologue, '*I don't need that anymore. I've got my hands that I can rely on*', reveals the change in his thinking which is linked with the protagonist's previous thought about the remote control in the

Complication; '*At first I thought having a remote control that could control even human was very fascinating and so I brought it along to school.*' So, at a text level, this Resolution can be considered an example of a more mature writing in the sense that the writer quite successfully uses an embryonic Foreshadowing technique, some Evaluative elements and a recycling or repeating technique.

Additionally, this text makes use of more complicated nominal groups including the above mentioned 'thematic equative' one. Thus in '*what the T.V was advertising*', '*a remote control that could control everything*' and '*my hands that I can rely on*', the head nouns are followed by a defining relative clause. Considering all the above analysis, the Resolution of Text B-10 is the most developed of all Resolutions in Jinha's Narrative texts.

4.1.6. Summary of Jinha's Narrative Writing

So far we have examined Jinha's increasing control of Narrative writing from Year 1 to Year 5 by selecting some sample texts of each year and analyzing them at each stage of Narrative generic structure. As shown through the text analysis, overall over the five years, Jinha has developed a range of written language in building up the semantic properties of Narrative writing. Particularly, his Year 5 Narrative writing shows a remarkable growth in orchestrating important features of Narrative writing. In this section, we shall finally summarize our thoughts on his growth in control of each specific aspect of Narrative writing such as 'the Schematic Structure of Narrative', 'Transitivity', 'Nominal Groups', 'Theme' and 'Mood'.

Control of the Schematic Structure of Narrative
Firstly, in regard to the Orientation stage in which the story context is created in respect of settings, participants and their behavioural situation, Jinha's attempts at using conventional expressions such as '*Once upon a time*' or '*One day*' in the beginning period had been getting more specific as time passed. Compared to the other stages (Complication or Resolution), the Orientation element seems to be successful in following some conventional patterns. From Year 4 Jinha attempts more varied styles of Orientation such as dialogue style

and, later on, first person perspective novel type (in Year 5). He successfully introduces or personalizes characters in the Narratives by using dialogue exchanges. In addition, and more importantly, his awareness of the element of 'Foreshadowing' can be traced in his Narrative writing.

In specific regard to the Complication stage in which the effect of suspense or sense of crisis is built, Jinha's early Narratives show immaturity in constructing the semantic property of Complication, with some initial texts lacking the distinctive features of the Complication. However, from Year 3, there emerge Evaluative elements which give significance to the Complication events and begin to expand the range of its realization through use of mental processes, relational processes and the technique of 'Dual perspective' and 'presupposition'. In Year 4, more mature Complication elements can be found including a chain of Complications and dialogic exchanges. Finally in Year 5, he is able to construct an overall quite competent Text B-10 in which multiple Evaluative elements are interspersed in building cumulative sense of crisis successfully (although still in a rather explicit manner).

Finally, whereas in earlier texts the problem gets resolved without active efforts of the protagonists, from Year 3, the Resolution becomes more effectively constructed. The sense of crisis gets overcome and the usuality is restored due to active intervention of the protagonists. Sometimes he uses typical conventional happy endings to restore usuality (Text B-8 and B-10). Particularly in Text B-10, the attempt to link the Foreshadowing element in the Orientation and the Evaluative ones in the Complication and Resolution in the parallel pattern is successfully implemented.

Transitivity
In constructing the experiential meaning of Field, Jinha has employed a broadening range of process types throughout his Narrative texts. In particular, in the Orientation he demonstrates an ability to construct both an existential context mainly using existential processes and a behavioural situation, with mostly material processes in his initial texts. Along with the choices of process types, he has expanded his repertoire of circumstantial usages by prepositional phrase and non-finite dependent clauses in order to elaborate or

specify temporal and location settings. Over time, his usage of mental processes and attributive relational processes has increased; and from Year 5, verbal processes along with material processes come to be successfully used in construction of the semantic property of the Orientation stage.

In the Complication of the earlier texts, process types are mostly material, mental and relational ones. In Text B-4, some verbal processes are used symbolically as a signal of starting a metaphorical expression. The external world of actions and internal world (inner states) are largely depicted through a range of material and mental processes. Finally, in Text B-10, the three process types of material, mental and relational come to be employed successfully in constructing the sense of urgency in the Complication. In the Resolution stage, the semantic property of restoring usuality is realized mainly by material processes, along with interspersed mental processes (*realized, noticed, rely on*: Text B-10) and identifying relational processes (related to the thematic equative patterns: Texts B-6, B-8, B-10).

Nominal Groups

In line with the range of process and circumstantial choices, the description of participants (e.g. Actor, Goal, Phenomenon, Senser) is realized mostly by the nominal groups. In Jinha's Narrative texts, his developing control of the nominal group structure has been analyzed tracing through each stage. In Orientation stage texts initially he uses the simple structure of nominal group (one word, or two words) such as 'Deictic + Thing' or 'Numerative + Thing'. Then, in the Text B-3 he constructs some nominal groups using a more typical written mode as in '*Ragbag chewing on my uncle's shoe*', which have the functions of post-modifier using non-finite clause. The nominal groups tend to be less elaborate in the text segments that construct dialogic exchanges. Their purpose is to bring into text some of the spoken language flavor, and thus, they reflect more spoken mode features.

In the Complication stage texts, overall, the range of Epithets has semantically expanded to convey the mood of suspense or crisis (e.g. *a dark shadowy figure*). Also, using more complex nominal groups (embedded post-modifier, a defining relative clause) with Qualifiers has enabled him to effectively

compress more information in the written mode. In the Resolution stage texts, as mentioned earlier, more complicated nominal groups using thematic equative patterns and defining relative clause are constructed. Even though the growth of control of the nominal group in Jinha's Narrative texts reflects his written language development, as different from the spoken mode, Jinha's developing control of the nominal group structure is further revealed in his factual writing, which will be explored in the next chapter.

Theme

In general, the choices of Themes in each stage play an important role in satisfying the purpose of the semantic properties of the Orientation, Complication and Resolution. Throughout Jinha's Narrative texts, a range of Theme choices has been selected to meet the purpose of each schematic structure. In the Orientation stage, the conventional Theme choices such as '*once upon a time*', '*one day*', and '*one million years ago*' are chosen in the opening clauses in the earlier texts, becoming more varied to include unmarked topical Themes (*I, they, it, someone*) and textual Themes (*just then, in addition, but*) and interpersonal Themes (in dialogic exchanges). In the Complication stage, in order to create the sequence of events in an urgent manner, Jinha uses temporal connective words including structural conjunctions (*so, and, but, then*) as marked Themes in the earlier texts. Then, to create the mood of 'emergency', a marked clause Theme (e.g. *just as the knife went down*) or a marked prepositional phrase (e.g. *in a blink of an eye*) come to be selected in many cases. Also the marked adverbial group Themes which are largely related to the temporal locations contributed to signaling the next movement or bringing in a change. In Text B-10 (Year 5), particularly, temporal adverbial groups and structural conjunctions as marked Themes such as '*at first*', '*firstly*', '*then*', '*after class*', '*just then*' and '*in the blink of an eye*' cumulate the sense of urgency, and by the use of the negative conjunction '*but*' at the end of the Complication stage the sense of crisis successfully reaches its flood mark.

Finally, in the Resolution stage, some adverbial phrase Themes (e.g. *in a blink of an eye*) are used to provide a turning point in the resolution of the problem in Complication. Circumstantial clause Theme as in '*When the spy had found*'

contributes to building up the mood of settling down the Complication. Lastly, and very importantly, in Jinha's Resolution element in Years 4 and 5, emerge thematic equative cases, which enables the writer to control his emphatic point in the Theme structure (e.g. *And the next thing the white blood cell knew was ...*). This can be evaluated as an evidence of more mature writing.

Mood

The interpersonal meanings realized by the Mood system can be mostly found in the Narrative texts (B-7, B-8) inclusive of dialogic exchanges. Throughout the range of different mood types, the area of Tenor is successfully built up. In other words, the dialogic exchanges among characters such as questioning, commanding, requesting, declaring and suggesting naturally build up the portrait of characters, including their inner conflicts; through the dialogic expressions, we can follow how the protagonist has changed his mind. In the beginning of Resolution part, an imperative mood clause '*Wake up!*' functions as signaler to return to the normal life. In addition to the range of mood clauses, Jinha demonstrated a reasonable usage of modality system mainly through auxiliary verbs (*be used to, seem to be, would, could, will, need to, shall*) and modal adverbs (*not just, never, still*): e.g. '*You shall be destroyed*' contributes to creating the sense of urgency and heroic bravery.

4.2. Sunyoung's Narrative Writing (in English)

4.2.1. The Brief Overview of Sunyoung's Narrative Writing: The Classroom and Home Context

Most of Sunyoung's Narrative writing in English was composed in the school setting, similarly to Jinha's, from Kindergarten to Year 3 (1999-2002) but, in contrast to Jinha, Sunyoung wrote several Narratives at home as well, due to her own strong motivation and interest in story writing. During that period, Sunyoung read a great number of storybooks and novels in English at school, home and a community library. Like her brother, Sunyoung learnt basic Korean literacy from the researcher during her preschool years (from age 3 to 5) and enjoyed reading story books in Korean. Subsequently she started

learning English literacy, mainly through reading books. The home environment where she spent a lot of time with her older brother Jinha seemed to have influenced her literacy development very positively, by stimulating her interest in reading and writing.

At school, from the very start (Kindergarten), Sunyoung was exposed to writing lessons that were based mostly on Genre pedagogy (although elements of the Whole Language Approach were used in teaching reading). Over the four-year period of observed, the teachers appeared to be changing their writing pedagogy, from more Process-driven towards the use of more structured formats in teaching Narrative writing and storybook reading sessions.[11]

Initially, Sunyoung wrote stories about animals and as time passed, her story themes spread out to 'insects', 'universe' and 'family relationships', in accordance with the themes studied in school. Even though Sunyoung's storylines are not as varied as Jinha's, in general, her control of Narrative writing had been developing remarkably from her initial period (in Kindergarten) through the next year (in Year 1) up to Years 2 and 3. Her strong motivation has always led her to have many chances to practise Narrative writing at school and home as well as reading a lot of picture books, story

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[11] Particularly, Sunyoung's class teacher (in Year 1) always prepared some worksheets to be handed out to students, in order to help them understand the text structure and key elements. As we refer to various worksheets with which the class teacher provided the students, we can notice that as pre-writing activities, the worksheets were aimed to some support for the young writers in handling Narrative writing. For instance, worksheet AA-13 (See Appendix 4-10) might have had a goal of making the students recognize the generic structure of Narrative through the explicit questions: Orientation – setting: who, when, where, what and why, Initiating Events – What began the event? How did the characters get involved? Also, in Worksheet AA-9 (See Appendix 4-11), the students were supposed to fill in blanks even for 'multi problems, Complications and solution'. There are some other worksheets (AA-10, AA-11 – See Appendix 4-12, 4-13) such as 'Character Grid' and 'Plot Profile' which meant to be useful for practicing each element (e.g. character, plot, Resolution) of the Narrative writing. In Worksheet AA-14 (See Appendix 4-14) titled 'Narrative Choices', more specifically the teacher could help students learn lexical items commonly used in Narrative writing through the task of choosing proper words, phrases or clauses. In this case, the young learners had a chance to familiarize themselves with phrases commonly used at the start of a sentence in Narrative, such as 'A long time ago' 'Last week' or 'in the past' for Orientation starter. Also the class teacher often handed out some sampling reading material during the Narrative writing sessions as in Worksheet AA-15 'Ghost Story' (See Appendix 4-15). Comparatively, Sunyoung appeared to have been given more structured lessons on Narrative writing than Jinha. Based on the researcher's classroom observation in Sunyoung's Year 1 class, the class teacher often used an overhead projector to demonstrate more effectively the content of the various worksheets, and the young writers seemed to concentrate on her teaching. At home, whenever Sunyoung wanted to write Narratives, she tried to do story-mapping activities along with some noting about characters and settings before writing up the stories. Sunyoung's numerous worksheets seem to indicate that those school works must have influenced Sunyoung's development of awareness of the Narrative structure and elements to a degree.

books and novels. Roald Dahl, Judy Blume and Meg Cabot were Sunyoung's favorite novel authors who seem to have particularly influenced her Narrative writing style, in the way of constructing dialogue or using humor. In the beginning, her Narratives were often missing the Complication stage, or had it undeveloped. The texts were short, consisting of overall 7 to 10 lines. However, after one year, from Year 1, her Narrative writing started to demonstrate more distinctive generic structure. In many cases, there were the elements of Foreshadowing and Evaluation. At the end of the period, Sunyoung was able to construct a 10 page long story which reveals advanced writing skills and expression. Now we shall explore the aspects of Sunyoung's story writing which reveal her growing control of the written Narrative form Kindergarten (age 5) through to Year 3 (age 8). First, we will examine how Sunyoung has developed her control of the schematic structure and semantic function of the Orientation stage in Narrative writing. As mentioned before, further detailed text analysis for Sunyoung's Narratives by focusing on such several aspects as the range of Theme choices, Mood system, Transitivity system and the use of nominal groups will be provided separately in Appendix 4-3 (Orientation stage) and 4-4 (Complication stage).

4.2.2. The Orientation Stage in Sunyoung's Narrative Texts

The Overview of Sunyoung's Orientation Stage Focusing on her Control of Schematic Structure

Sunyoung's initial Narrative writings (age 5) tend to have extended Orientation elements along with an abrupt Complication or sometimes lacking the Complication, and a very brief Resolution. In other words, comparatively, the Orientation stage appears to be more successfully constructed than other structural stages from the early age of 5. For example, even the very first Orientation of Text BB-1 contextualizes participants, temporal setting and behavioural situation like this:

Table 4-25: Sunyoung's Orientation of Text BB-1

(Kindergarten, Age 5:3)
One day I <u>was building</u> a time machine. Because I wanted to take an adventure with the dinosaurs. When <u>I was finished</u> I <u>hoped</u> in it. Then I <u>took off</u> on my time machine. When I <u>arrived</u> I <u>got off.</u>

Note: No title was given by Sunyoung for this Narrative.

Starting with '*One day*' as temporal setting, this Orientation creates a behavioural situation mostly realized by material processes (underlined above). However, this Orientation text does not reveal the participants more effectively than the Orientation of Text BB-3 as below:

Table 4-26: Sunyoung's Orientation of Text BB-3

(Kindergarten, Age 5:9)
Once there <u>was</u> a cat and a dog. They always <u>had a fight</u>. In fact they <u>lived</u> together. Also they <u>lived</u> in a town which <u>was</u> the same as a city, and lots of ghosts <u>were hiding</u> in the town. They <u>came out</u> on some spooky nights. Near it <u>was</u> a beautiful sparkling lake.

Note: No title was given by Sunyoung for this Narrative.

As we can see, the Orientation of Text BB-3 fulfils the primary function of Orientation in the schematic structure of Narrative by creating a more descriptive context in respect of the participants (a cat and a dog, ghosts) and particularly space setting (town, lake) by providing finer detail about them.[12] In terms of Transitivity system, this text is composed of mainly three process types such as existential (e.g. *there <u>was</u> a cat and a dog, Near it <u>was</u> a beautiful lake*), relational (e.g. *which <u>was</u> the same*) and material verbs (e.g. <u>*had*</u> *a fight, lived, were hiding, came out*).

There are also several marked textual Themes such as '*in fact*', '*also*' and '*near it*'. As in '*They <u>always</u> had a fight*', '*always*' as a mood adjunct explicitly expresses the hostile relationship of the two participants in respect to interpersonal functions as well as signaling the forthcoming negative events. This can be claimed as an embryonic Foreshadowing since it makes readers predict that a kind of fighting between the participants might be happening.

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[12] In terms of generic structure, there can be found all stages such as Orientation, Complication and Resolution more distinctively for the first time during the initial period (in Kindergarten) of Sunyoung's Narrative writing. However, except for Text BB-3, all other Narratives that were composed during Kindergarten (age 5) demonstrate that Sunyoung did not have much difficulty in constructing Orientation part mostly starting with conventional beginning words such as 'Once upon a time', 'One day' and 'One scary night' rather than concrete space setting, even though the other parts of Complication and Resolution did not seem to function as a real Narrative writing but rather made readers think like 'so what?' after their reading the Narratives to the end. For this detail, we shall go further in the section on Complication and Resolution.

During the next period of Year 1 (age 6), Sunyoung's Orientation texts (refer to the whole Text BB-6 to Text BB-8 in Appendix 4-2) appear to be quite different from those explored before. All the three example texts that belong to this period demonstrate more semantically extended Orientations so that readers can construct the concerned field (context) inclusive of a particular setting, participants and situation building more easily. This whole context building helps familiarize the readers with particular participants or settings as well as arouse their curiosity as to what might happen next. The first example, Orientation of Text BB-6, was composed in the format of a picture book which was both written and illustrated by Sunyoung at home (in Year 1, age 6:3). The title of the picture book is 'My family'. She uses her family members as participants in this story and reconstructs some of the space setting of the house where she lived at that time:

Table 4-27: Sunyoung's Orientation of Text BB-6

Title: My Family	(Year 1, Age 6:2)
Once there was a playful girl who loved her family. Her name was Sunyoung. She had one big brother, her mum and her dad. One day she was out playing in her backyard when she saw a strange man. She didn't talk to him at all. She knew not to talk with strangers.	

As seen above, the Orientation of Text BB-6 starts with a complex clause composed of an existential process (*there was*) and a mental process of affection (*who loved*). Specifically, the principal character, the girl named Sunyoung, is introduced more effectively and conclusively in respect of the story theme or field, by using a Qualifier clause as in '*who loved her family*'. After that, a strange man, another important participant in this story is introduced along with the space setting as in '*playing in her backyard*'. As the name ('*a strange man*') implies, the entrance of a strange man conveys the sense of uneasiness and nervousness to the readers, signaling something unexpected might happen in this family. So in this regard, the above Orientation seems to have achieved its primary semantic function, that of 'Foreshadowing' the problem.

Sunyoung's Narrative texts written in Year 2 appear to be quite different from

earlier ones in many ways. Firstly, she seems to attempt writing from the first person's point of view Narratives rather than more conventional or typical folk tale style, the third person point of view ones. In other words, the narrator coincides with the main character in a Narrative writing. Out of five samples written in Year 2, four Narrative writings demonstrate the first person point of view stories that are likely to invoke more empathy from the readers. Secondly, Sunyoung starts to combine interpersonal functions in Narrative writing by using a lot of dialogic exchanges. Her Narrative texts in this period reveal her better sense of the audience and interactions between the story characters. Overall, from Year 2 onwards, Sunyoung's Narratives demonstrate noticeable development in her control of the interpersonal meanings.

Lastly, even though her Narrative texts in this period do not reveal more control of organizing schematic structure (Orientation, Complication and Resolution), there can be found a different style of Narrative writing, in a more creative way (attempting to escape from the typical and conventional way of Narratives, e.g. from formulaic expressions like 'once upon a time'). For instance, Text BB-9 is an example which combines Narrative and factual writing in a diary style and Text BB-10 is a journal style Narrative with a lot of imaginative elements. Text BB-11 is remarkable in the sense that here for the first time in her Narrative writing, Sunyoung has tried a chapter book style novel (up to chapter 10, about 4 pages long). In this period, the fields of the Narrative writings are related to the school projects (special Theme-based writing) on 'Space and Planets', 'Butterflies' and 'Friendship'. Among them, let's look at the Orientation of Text BB-10 as follows:

Table 4-28: Sunyoung's Orientation of Text BB-10

Title: Space Adventure	(Year 2, Age 7:4)
10, 9, 8, 7, 6 Here I am strapped into the seat of the swift about to blast off into outer space to where, no one knows! To have adventures and meet creatures that are only dreamed about… 5, 4, 3, 2, 1 Blast off! I travel off with my friend (Jamilee) and I enjoy watching stars. I never know where this space rocket might take me. This is my first ever space journey I ever had in my life.	

As mentioned earlier, this text is the Orientation stage of the journal style Narrative. In terms of the schematic structure, this Orientation unfolds the

semantic function of Orientation by describing the protagonist's situation and excited inner feeling just before the blast off to space. There is an Evaluative element as in 'This is my first ever space journey *I ever had in my life*' using a relational process '*is*' and a Qualifier (in italics) which emphasizes the significance of the space journey.

From the following Orientation of Text BB-11, we could find out more interpersonal elements than ever before:

Table 4-29: Sunyoung's Orientation of Text BB-11

Title: The Mystery	(Year 2, Age 7:5)
Oh, no!! Sarah, a girl who was fairly smart, cried. "I lost my school homework! The teacher will ground me forever." "Gosh, what am I going to do?" Just then the phone rang. Sarah picked it up sighing. It was Sarah's best friend, Janet. She was a girl who didn't like school and who adored animals. "Oh, it's you." cried Sarah with relief. "Is my homework book there? I lost it." "Well, I lost my dog, Scamper!" They both carefully thought for a while. "Hey, you think we should have a meeting at 2:30?" "OK!" said Janet.	

Throughout the dialogic interactions between the two protagonists and Sarah's monologue, the semantic functions of the Orientation seem to be performed very sensibly in terms of the introduction of protagonists (Sarah and her best friend, Janet) and initiating the forthcoming events (trying to find out the lost dog and the homework notebook). The interpersonal meanings for acting upon others are realized through the system of Mood and Modality. The Tenor of discourse is built up by the degree of informality which is realized through the two protagonists' dialogic exchanges. Even though there is an explicit reference to the social relationship between the two protagonists, Sarah and Janet, as in '*Sarah's best friend Janet*', Sarah's attitude and the degree of affection toward Janet are also effectively supported by the Mood system and Modality as in '*Oh, it's you*.' and '*Hey, you think we should have a meeting at 2:30?*'.

The Orientation of Texts BB-14 to BB-18 written in Year 3 provides evidence of some distinctive growth in terms of Sunyoung's control of the Narrative schematic structure. Out of several points, the element of Foreshadowing has

to be highlighted the most. Compared with earlier Orientation texts, Sunyoung appears to have developed or extended her semantic function of Orientation to building up the sense of unusuality and giving some hints about forthcoming events in more implicit ways. Another point is that even in the Orientation stage, Sunyoung seems to include 'Evaluative elements' which can link semantically to the subsequent stages of Complication and Resolution and can perform important roles in building up significant meanings later on in Narrative.[13] The following first example Text BB-14 shows that Sunyoung has tried to construct the field of the protagonist's unwanted space trip along with the sense of situational inevitability:

Table 4-30: Sunyoung's Orientation of Text BB-14

Title: Hannah's Space Trip	(Year 3, Age 8:1)
Hannah was a little girl. She was only 7 and she loved trips. But she hated space. One sunny day Hannah was reading when the door bell rang. A big postman waited impatiently at the door. Hannah raced outside where her parents were reading a message out loud. The headline said 'SPACE' in big black letters. Before Hannah could complain, her mother said, "Hannah, look, it's a draw to have a trip to space!" Hannah <u>half smiled and half frowned</u>. "Everyone is to draw!" <u>winked</u> Hannah's mum. Hannah <u>groaned</u> and <u>faced</u> the wall.	

Even though this Narrative writing was not completed to the Resolution stage, Sunyoung appears to have explored a more novel style of opening, where experiential meanings and interpersonal meanings are combined. The social relationship between Hannah and her mother is revealed through the way of Hannah's mum's suggesting (Mood system) as well as a wide range of behavioural process types such as '*half smiled and half frowned*', '*winked*', '*groaned*' and '*faced the wall*'. In a sense, Hannah's attitude to her mum is also displayed along with Hannah's reaction to her mum's suggesting about joining the draw for the space trip. The Orientation helps the readers build up the context for the Narrative writing and helps arouse their curiosity as to what Hannah's final decision and forthcoming events might be. The following Orientation of Text BB-16, which was composed in relation to the special theme of 'Myth' at school (in Year 3, term 2), is another example of more

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[13] In this regard, Rothery (1990) explains about 'Evaluative comments' in Complication and common in Resolution but not in Orientation.

mature Orientation text in terms of schematic structure:

Table 4-31: Sunyoung's Orientation of Text BB-16

Title: Fred	(Year 3, Age 8:5)

I listened to the rain drumming on my roof. 'Bang'. <u>The silence</u> was broken by a roar. I turned on the light and stared at the atmosphere around me. <u>Sitting under my fireplace</u> was a rather sooty crocodile. 'Er, Hi!' I whispered under my breath. He stared at me with two glary eyes. 'Are you a crocodile?' I asked taking an awfully big risk. He snarled and flapped his huge wings ferociously. 'Oh, No. I had just met an angry dragon.' I wanted to scream. <u>But only</u> a whisper came out. 'Not a dragon. Especially at midnight!' I pinched myself hoping this would be a terrible dream. <u>But still</u>, I stayed where I was, with this dragon…

As seen above, this Orientation is similar to the previous example, Text BB-14, which well combines experiential and interpersonal meanings. However, in this Orientation, the field creation looks more powerful than in the previous text. In constructing the field in Text BB-16, the writer uses a more effective description of the setting and the unknown creature. In order to construct mysterious and scary mood and setting, Sunyoung uses a range of material and behavioural processes as well as marked textual and topical Themes such as '*But only*', '*But still*', '*The silence*' and '*Sitting under my fireplace*'. Also several cases of complex non-finite verbs and nominal groups contribute significantly to creating a more descriptive atmosphere and the sense of uneasiness and fear in the process of identification of the unknown scary and unexpected creature. The use of nominal groups and complex verbs will be addressed in further detail in Appendix 4-3 (Section 4-3-2 and 4-3-4) and Appendix 4-4 (Section 4-4-2 and 4-4-4). In line with the Orientation of Text BB-16, there is a text which was written in the third person point of view, similarly building the field of a 'mythical creature' as follows:

Table 4-32: Sunyoung's Orientation of Text BB-17

Title: Cub	(Year 3, Age 8:5)

On a cathedral, a little gargoyle was watching the city below him. He <u>used to be</u> scared of heights but now his hobby <u>was</u> to hang on a wall, or even better high one. The gargoyle's name <u>was called</u> "Cub". It <u>was</u> a pity that people <u>called</u> him 'Cub' because it <u>was</u>n't a scary name like 'Blood Thriller' or

something along those lines. Cub <u>hated</u> his name. He would do anything to change it! Another thing, why didn't he <u>have</u> legs like humans? Cub <u>got</u> so bored thinking about his name, he fell asleep.

In this Orientation, the protagonist 'Cub' is introduced mostly by using mental and relational process types (see the underlined above). The choices within the modality system are also important here, as in '*he <u>would do</u>…*' (which shows Cub's strong intention to have his name changed), and '*he <u>used to</u>…*' (which describes his habitual predisposition in the past). The semantic function of the Orientation of introducing the main characters along with the temporal and space setting is effectively realized in this text, through the contrast between the former and the present personalities of the protagonist. This contrast aspect may help readers anticipate the forthcoming events by knowing that the protagonist is not satisfied with himself only watching the city below like a timid creature (without actually doing anything brave).

Some clauses to provide more significant meaning to the whole situation surrounding the protagonist can be viewed as Evaluative elements: as in '*It was a pity that people called him 'Cub' because it wasn't a scary name like 'Blood Thriller' or something along those lines*' and '*Cub hated his name*', '*He would do anything to change it!*' and '*Another thing, why didn't he have legs like human?*'. The protagonist's dissatisfaction with living as a little gargoyle is quite effectively constructed. This can be linked to the following parts of Complication and Resolution where the gargoyle's heroic action manifests itself and so contrasts with the powerlessly looking gargoyle in the Orientation stage. So, in terms of her control of the Narrative schematic structure, the Orientation in Sunyoung's Narrative texts demonstrates significant development over the four year period, due to the emergence and growing sophistication of the way she constructs Foreshadowing and Evaluation.

The last text to be considered in this section, which was composed at home in Year 3, is quite remarkable as it reveals Sunyoung's significant growth in control of Narrative writing. [14]

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[14] During the vacation period, she mentioned that she would like to compose a chapter based novel since she got a 'great idea' for it. She tried to jot it down in a hurried manner mostly about story lines.

Table 4-33: Sunyoung's Orientation of Text BB-18

Title: Face to Face with a Santa Claus   (Year 3, Age 8:6)
<u>Chris</u> was 8 years old and still believed in Santa Claus. <u>Nothing</u> could ever make Chris change his mind. Well, maybe. <u>Chris's big brother Matthew</u> teased Chris and said, "Chris, be more adult type." And besides, Chris' dad was visiting France. <u>It was that day</u> that made Chris suspicious. In the early morning when Chris was sleeping, his mother woke him with a cup of freezing water. "Mum you always….." and before he could say another word, she panicked and said, "Get changed! Matthew has already gone to swimming!" <u>Chris</u> rubbed his sleepy eyes and slowly got changed and ready to go. <u>He</u> went to his mother and said. "I'm all done." <u>His mother</u> just told him to eat some cereal. <u>Chris</u> smiled and thought how the crunchy cornflakes would shimmer into his mouth and he rushed to the kitchen. <u>The kitchen</u> was very small but Chris didn't mind. <u>He</u> thought he had the most beautiful window because he had always seen a lovely swaying of the trees and flowers. <u>This</u> had always been a lovely memory for Chris that he would never forget. As he was eating, he stared out the window half asleep and he saw a red shape sitting on the washing line with a naughty, twisted smile. <u>He</u> dropped his spoon and stared at the red, blurry shape. <u>He</u> knew that he was completely alone in the kitchen with only a spoon to fight with. <u>Chris</u> tried to figure out what the red blurry shape was by staring even harder than before. 'No, it couldn't be', <u>Chris</u> had seen a strange Santa Claus staring at him face to face. <u>Chris</u> faced the other way and then turned and looked at the Santa Claus. <u>He</u> wasn't gone but unfortunately was closer than before….

This text exemplifies the young writer's more mature Orientation. Firstly Sunyoung starts this text by introducing the theme of the Narrative with the technique of Foreshadowing. As in '*Chris was 8 years old and still believed in Santa Claus. Nothing could ever make Chris change his mind*', the stubbornness of Chris' mind toward Santa is possibly to be a key for Chris in solving his problem which provides for a semantic link to the stages of Complication and Resolution. In addition, in this text, Sunyoung seems to have quite effectively realized all the three important aspects of Register - Field, Tenor and Mode.

After that, she started to write a 10 page-long Narrative on the computer for only 5 days. The researcher thought that writing a novel on the computer (at that time, her typing skill was good enough) made her keep writing in a speedy manner without any difficulty of being distracted. After finishing it, she looked proud of herself and had spent some time proofreading the whole pages. At these times, she kept on reading novels from a community library. So the researcher thought the reading experience might have had a great influence on Sunyoung's writing proficiency in many aspects.

The selection of process types (including mainly material, relational and mental process) are represented mainly to reveal what the field of this text is about. Also, the interspersed dialogic exchanges which have an interpersonal function assist in characterizing the main participants, along with the Mood system choices as in '*Chris, be more adult type.*', '*Mum you always....*' and '*Get changed! Matthew has already gone to swimming!*' In realizing the textual meanings the writer does not over-rely on temporal conjunctions or temporal circumstances; instead, topical Themes (see the underlined words in Table 4-34) play a more prominent role in contextualizing the whole Orientation stage with a natural flow of the events. In other words, in this text, there are fewer temporal conjunctions or connectives such as 'and' or 'then' than in the Orientation of Sunyoung's earlier Narratives. The young writer appears to be exploring alternative choices within the Theme system by increasingly using topical Themes as well as giving some variants in the clause patterns as in '*It was the day that...*' Sunyoung's growing control over the textual metafunction as realized in the choices within the Theme system will be further explored in Appendix 4-3 (Section 4-3-1) and Appendix 4-4 (Section 4-4-1).

Summary for Sunyoung's Control of the Schematic Structure of Orientation Stage

In terms of her control of the Orientation stage in Narrative, over the four year period, the young writer demonstrates a growing awareness of its critical semantic functions. Thus, the Orientation in Sunyoung's early Narrative texts concentrates mostly on experiential meanings to fulfill the basic semantic function of Orientation such as the introduction of participants along with spatial and temporal setting. The Orientation in most early Narratives tends to prolong to the stage of Complication, the distinction between the Orientation and Complication stages often being very vague. Over time, Sunyoung seems to have grown in her control of the schematic structure of the Orientation, Complication and Resolution which has resulted in her constructing the stages more distinctly, along with using more conventional expressions. Also most texts composed during the Year 1 period demonstrate a more semantically rich characterization. The next year products (in Year 2) look very different from

the earlier texts in many ways but overall, it is quite obvious that Sunyoung really attempts to create an Orientation which is not like a conventional folk tale Orientation. She explores writing from the first person perspective and demonstrates her growing control of the semantically important functions of the Field and Tenor. Quite successfully, she includes dialogic exchanges (interpersonal function) in realizing the main function of the Orientation. During the final period (in Year 3), Sunyoung seems to unfold the Orientation stage more smoothly, or implicitly, using the technique of Foreshadowing and Evaluative elements. Although the property of Foreshadowing, in its embryonic form, emerges earlier, it gets a more satisfying realization in the child's Year 3 Narrative texts. In later texts, Sunyoung moves on to more implicit ways of constructing the 'Foreshadowing' so that the readers can retain their curiosity about what will happen with the thought that there will be something related to the given Foreshadowing elements.

Overall, in her growing control over the Orientation stage, even though Sunyoung has been exposed to explicit teaching of Narrative writing (via the schematic structure of Narrative being modeled by the teacher), her writing patterns go through conventional Narrative writing and then beyond the models to which she has been explicitly exposed. To her later Narrative writing, she seems to bring what she knows about Narratives from the books she has read/ had read to her, and what she knows about the possibilities of written English more generally. The explicit teaching about Narrative does not appear to have stifled Sunyoung's writing, contrary to what is often claimed by the opponents of the Genre-based Pedagogy. On the contrary, it appears to have worked as a 'spring-board' for the child's Narrative writing development.

4.2.3. Complication in Sunyoung's Narrative texts

The Overview of Sunyoung's Complication Stage Focusing on the Control of Schematic Structure [15]

The Complication stage in Sunyoung's Narrative texts seems to have developed significantly over the four-year period (from the beginning period

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[15] Further detailed text analysis for Sunyoung's Complication texts (focusing on Transitivity, Theme, Mood and Nominal groups) is provided in Appendix 4-4.

of Kindergarten (age 5) to Year 3 (age 8)). Compared to the stage of Orientation which has been reasonably successful from the early period, the Complication during the Kindergarten year is very incomplete being rather abruptly, followed by the Resolution. The following examples in Table 4-34 demonstrate this:

Table 4-34: Sunyoung's Early Complication Texts (Text BB-2 and Text BB-4)

Elements of the schematic structure	Sunyoung's Texts
Text BB-2 (age 5:7) Complication	I ran to my dad and mum. Dad helped me sleep. Next night I heard the noises again. Mum and dad looked out the window. They saw a ghost. They said let go in my room
Resolution	In my dad and mums room it was peaceful.
Text BB-4 (age 5:10) Complication Resolution	One day I was cleaning the floor with my broom and I didn't recognize the button and I pressed it and I was flying! And I believed in my mum.

In the Complication of Text BB-2, the sense of unusuality is initially constructed by the appearance of a ghost in the protagonist's room. Yet, the sense of fear does not seem to be really communicated to the readers since the Resolution by the mum and dad's help follows too soon. There is a distinct lack of creating the inner conflict which could be expected as a result of this unusual event. At the end of the story, the readers can be left feeling very indifferent and distant as if they had read through a simple Recount, without being emotionally involved in the story. The example Text BB-4 also shows a similarity with the former Text BB-2 in regard to the incomplete shortened Complication. The unusual event of flying with a magic broom is likely to need more adventures which can be followed by a climax point. In terms of the schematic structure, both texts are lacking in detail of description of unusual events and there are no climax points in the Complications. Also the Resolution parts as in '*In my dad and mums room it was peaceful*' and '*And I believed in my mum*' do not seem to satisfy the readers as the solutions related to the events of the Complications. This unsatisfied Resolution parts should be understood not only by the incomplete part of Resolution itself but also by the insignificant Complications which fail to build up enough context for the

conflicting elements. It is also noteworthy that these two Complications are lacking Evaluative elements which make the Complication more significant for the readers. Without the Evaluative elements, the climax point and detailed description of events, the Complication stage would not really be satisfactory. Whereas most Complication texts of the early period (Kindergarten, age 5) tend to be simply arranging a series of actions in a row rather than providing readers with some room to get involved in the events, the Complications produced in the following year (Year 1, age 6) illustrate a significant growth in Sunyoung's control of writing the stage of Complication. In terms of the length of the whole Narrative texts, she manages to write more extended texts than in the previous year and, importantly, the Complication element is rather lengthy and elaborate. There also emerge instances of multi-complications in that the young writer attempts to construct two or three minor Complications and Resolutions. The following example of Text BB-6 (Year 1, Age 6:2) demonstrates well Sunyoung's initial attempt at the multi-Complications:

Table 4-35: Sunyoung's Initial Attempt of the Multi-Complications (Text BB-6)

Elements of the schematic structure	Title: My Family (Year 1, Age 6:2)
Complication 1 + Resolution 1	He was shouting at the old Granny next door who was always kind to us. I said, "Stop" in a very loud voice. Suddenly he looked straight at me. His eyes were big and round and fierce. <u>I tried to run away but he was too fast</u>. /I ran into my house and slammed the door. <u>I was home all alone. My heart was beating faster and faster.</u> I looked out of the window. <u>The man's eyes were glooming in the sun. So I was terrified</u>
Complication 2 + Resolution 2	He was so angry he decided to dress up into a postman. He knocked on the door very loud. <u>It was like one elephant jumping in our house</u>. He said in the keyhole. "Please take this parcel." / <u>She thought it was a stranger so this is what she said</u>, "Put it on the steps and I'll pick it up later."
Complication 3 + Resolution 3	<u>He was angry because he couldn't trick her</u>. He had another idea. He wanted to make a trap. <u>The man was very sneaky and very very bad</u>. He made the trap where he put the parcel and put dirt over it.

	Then he waited behind a rock. / I saw the man hiding behind a rock. I waited until it was night, and then I picked up my parcel and took it home

Note: '/' is used to mark a boundary of Complication and Resolution; Underlined refers to Evaluative elements

In Table 4-35, the Complication stage can be divided into three minor Complications along with Resolutions of each Complication. The first Complication of the protagonist shouting at the villain in an attempt of helping the Granny next door temporarily gets resolved by the protagonist running away to her house. The episode about the angry villain's disguise as a postman makes up another Complication and the protagonist's calm and wise reaction helps to handle another crisis. The third Complication is composed of the villain making a trap against her and the protagonist's thoughtful solution of waiting until night rather than picking up the parcel right away.

With regards to the schematic structure of the child's Narrative texts, it can be argued that there has been a significant development over the one year period. Throughout the multi-Complication stages the readers get prepared to learn about the seriousness of the subsequent events and the persistent villain's character and possibly have expectation of the protagonist's wise reaction against the tricks. In addition, in this Complication text there are several Evaluative elements (which are underlined). Compared to the texts written in Kindergarten, the Evaluative elements in Text BB-6 reveals the protagonist's and villain's inner states or plans and negative comments on villain's appearance, which seems to have contributed a lot to making the Complication stage more significant and to adding the situational seriousness to the context. Another example of Narrative with multi-complications in this period is Text BB-7 which has a more satisfying Resolution:

Table 4-36. Another Example of Sunyoung's Multi-Complications in Year 1 (**Text BB-7**)

Elements of the schematic structure	Title: The Rainbow Polar Bear (Year 1, Age 6:7)
	So that night the rainbow Polar bear went to kill the queen. But it was cold and creepy but the rainbow polar bear kept going. The polar

Complication 1 + Resolution 1	bear didn't know it was raining and the polar bear wasn't rainbow it was just that the polar bear wanted to be beautiful to be the queen. So she painted herself. So the rain washed the paint off. "I can't go in this plain old white fur to be the queen." / So she ran as fast as she could back to her home.
Complication 2	It was hard painting herself again so she poured some paint onto her. All different colors washed about her like star falling down. It will not rain in the morning. I'll go to kill the queen now. The sun shined bright and dried the polar bear's paint. "This time I'm not going to fail." But she did fail the guards saw her angrily stomping with the knife and blocked the way.
Final Resolution2	While the Polar bear was stomping home, she saw a man with a long beard and dragged clothes just standing still. "Hey, big fellow want to come with me to Canada there is lots of Polar bears there." "OK". So they left to Canada and met the Polar bears and lived happily ever after.

Note: '/' is used to mark a boundary of Complication and Resolution; Underlined refers to Evaluative elements.

The jealous Polar bear who is ambitious to become a queen sets out to kill the real queen, and the protagonist's inner conflict is depicted throughout the trial and error in the two subsequent Complications. Even though there are several grammatical errors in the clause composition, this text demonstrates Sunyoung's efforts in highlighting the unusual sequences of events and in using dialogic expressions revealing the protagonist's disappointment and determination as in '*I can't go in this plain old white fur to be the queen*' and '*This time I'm not going to fail*'. In this regard, the Evaluative elements (underlined) seem to contribute a great deal to making this Complication more remarkable and unusual. Particularly, in this Complication text, Sunyoung appears to have attempted Bruner's 'Dual perspectives' (Bruner, 1986). This involves the readers being able to experience the Complication events through the protagonist's eyes and thoughts as well as the reader's special position whereby he or she is aware of some critical information which is not available to the protagonist. As in '*the polar bear didn't know it was raining*', the readers can predict what will be happening to the protagonist by knowing that it was raining and it will make the readers get more involved in the

forthcoming event.

In terms of the schematic structure, the next period, during Year 2 (age 7), can be called 'time for variation' in which Sunyoung attempts different styles of Narrative writing inclusive of journal style Narrative with imaginative elements (Text BB-10), a chapter book style Narrative (Text BB-11), science Theme based Narrative (Text BB-12) and a Narrative imitating a fantasy novel (Text BB-13). As mentioned earlier in the section on Orientation, the majority of Narrative texts produced during this period do not seem to have the typical, or conventional, Narrative structure, with clearly identifiable stages of Orientation, Complication and Resolution. Mainly because Sunyoung attempts different styles of Narrative during this period, certain texts (e.g. Text BB-10) look more likely a journal combined with a letter format. In these texts it is quite hard to see where the stage of Complication starts and ends. The Complication in Year 2 appears to have constructed quite interesting fields. However there is a distinct lack of climax elements which would lead the readers to feel the sense of urgency. The following examples of selected Complication texts will illustrate some features of the schematic structure during the period of Year 2. Firstly let's take a look at the example of Text BB-10:

Table 4-37: Sunyoung's Complication of Text BB-10

Title: Space Adventure (Year 2, Age 7:4)
Suddenly I crash into something. <u>This is not very good</u>… but on the other hand, it might just be a huge rock. I slowly shiver out of the space rocket with Jamile. <u>We are in luck because we have landed on the moon.</u> Then we sink down into a strange room. Two slimy creatures slither up to me and I back away. The slimy creatures lead me and Jamilee to a kitchen. They eat goey slimy bugs. Jamilee is about to be sick. The beds are also slimy but very soft. We stay here for one night. As we say goodbye the next day, they seem to look poor. We travel back to our real planet (Earth). Just then a comet shoots and <u>we are</u> <u>the only ones to save earth.</u> We push it another direction. Luckily the comet was small. When we land on planet Earth, <u>I suppose slimy stuff compared to dry stuff are very different indeed</u>. I get out and the people gasp! I say "Why" and I was covered in mud and slime. At home I should have taken a bath but I didn't because …. Mum had made oranges for us and I peeled one and threw at mum and Jamilee! We will have an orange fight!   The oranges squelched and squeezed as they splat on people's faces! <u>It was</u> <u>very fun</u>. <u>I think that my special adventure starts now!!</u>

This Complication stage comprises three minor events. Firstly the protagonists' landing on the moon leads them to meet slimy creatures. After that, in the attempt of traveling back to the Earth, there is comet shooting. Lastly at home, there was an orange fight in the spirit of celebration. Since this text was constructed in the line with Sunyoung's theme based work (with the specific theme of 'Space') at school, the field itself was all related to the space adventure. Even though it can be claimed as a new try with a different field creation and multi-complications, this text looks like a rather recount writing without no peak point or further conflicting development which is quite important for the state of Complication.

Another example of the Complication texts in Year 2 is the Text BB-11 which was constructed as a chapter book style Narrative writing at home. Sunyoung's writing Narratives had been self-motivated in most cases and this Narrative was also written during the term break time by hand-writing. Although this text contains many punctuation errors and spelling errors, this must be a turning point for her to step ahead for more mature Narrative writing:

Table 4-38: The First Part of Complication of Text BB-11

Title: The Mystery (Year 2, Age 7:5)
Sarah ran over to Janet's place sharp two thirty. Janet was there waiting for her. "Why were you so late?" She frowned. Sarah was out of breath. <u>She tried to speak but she was so tired of out of breath that no words came out as she opened her mouth</u>. Janet pasted Sarah a cup of water. "Thanks" panted Sarah. Anyway, "how did you exactly lose Scamper?" said Sarah. "Well, first of all I would like to say…" Sarah shouted in her ears, "You are not doing an interview. We are just going to say the words!!" "Well, sorry." H<u>er voice was now a whisper since she was so frightened so much</u>. Suddenly Janet spoke up. <u>She was angry now</u>! "Oh, you are so perfect!!!" <u>Sarah was now too angry</u>. "Well, how about you!! You have dog hairs all over your nose. Now for heaven's sake, let's start the meeting. OK? How Scamper ran away on my lead" <u>She was talking fast purposely so Sarah couldn't hear</u>. "What she said?" "Fine, you have no ears at all, maybe you are death" said Janet. "Oh, so Scamper might not like you any more." And with that Sarah slammed to door shut. Janet stuck her tongue out at the door. Then her mum came in. Janet quickly slipped her tongue back in her mouth. Sarah was stomping out. "Is there a problem with you two?" "Nothing!" she said.

The above text is only part of the Complication in Text BB-11. The whole

Narrative deals with the relationship between two friends and the main complications (problems) are about the lost Scamper (a pet dog) and a homework book. The first part of the Complication starts with the trivial conflict between the two protagonists, Sarah and Janet who are the close friends. The whole Complication element (refer to the Appendix 4-2) reveals Sunyoung's better developed application of the dialogic exchanges in representing the characters' personalities and the flow of the subsequent events than her earlier texts. This kind of Narrative writing seems to have been influenced by Sunyoung having started to read chapter books where dialogue is commonly used to represent the mental plane of the events, including revealing the characters' personalities. A significant development in control of the Narrative structure is the child's learning to link the characters and events constructed in the Orientation to help build up the sense of a problem. Even though this Complication element includes some detail which is not necessary for the main story line (or problem-solving process), it can be claimed that throughout the whole text, she has been quite successful in constructing characterization.

During the final period of Year 3 (age 8), the Complication of Sunyoung's Narratives demonstrates increasingly developed context building with descriptive images. The next examples (Complications of Texts BB-16 and BB-17) which were constructed in line with the school theme 'Greek Myths' illustrate more sophisticated techniques in developing the Complication stage such as involving further Evaluative elements (Text BB-16) and linking the element of 'Foreshadowing' to Complication stage more successfully (Text BB-17), than in earlier texts.

Table 4-39: Sunyoung's Complication of Text BB-16

Title: Fred	(Year 3, Age 8:5)

I ran to the kitchen and quickly fed some meat to it. <u>That seemed to settle him down a bit</u>… <u>He waddled into the bathroom making stomps like earthquakes</u>. Luckily Mum and Dad wear earmuffs. <u>When I was day dreaming, a sprinkle of water woke me up. 'Oh, darn, Mum's going to kill me!'</u> When I ran to the bathroom, the door was locked. '<u>Gee, I thought that this dragon was clever</u>.' I pulled out my clip and unlocked the door. The dragon was having a bath with my sparkle shampoo! <u>One minute, I'm totally scared of this beast and another minute I'm mad at him!</u> I punch in the air forcing the

dragon to back off. But he doesn't budge! He just stalks, I mean stomps to my room! Then my worst nightmare comes. I hear a groan from mum's room! I ran to my room and pushed the dragon in a huge closet. I can barely shove his fat body in! I turn off the light and tuck myself in bed. Mum comes in. she yawns and glares around my room with narrowed eyes that look like needles.

Table 4-40: Sunyoung's Complication of Text BB-17

Title: Cub	(Year 3, Age 8:5)

Cub woke up soon enough. A few seconds later, three men came barging in the cathedral. They stared at Cub, so he gave them a warning glare and shouted, "Go away!" That almost worked. They were just about to faint! Perhaps they had never seen a talking gargoyle before. Then the three men tried to knock me down the wall! Cub turned into stone and they punched him. The gargoyle just stared at them full of wonder whilst the men were sucking their fists and howling with pain. Cub jumped down his wall and hopped – well he had to hop, to a small door. He butted the door with his head and the door slowly opened little by little. And inside, was a squirming figure of the priest! Cub found the key on the ceiling. Cub hopped as high as he could but somehow the key just didn't seem to come into his hands. So he went out, jumped on the main roof of the room the priest was in and used his horns to cut a small circle and it fell on to the ground with an ear-bursting 'bang!' Cub ran back into the room and found the key under the priest's foot. Cub quickly picked the key up and turned the lock on the priest.

At first, the above Complication text BB-16 reasonably well constructed the field of encountering unknown creature by presenting the protagonist's embarrassing feeling and reactions to handle with the creature. In respect to the schematic structure, this Complication stage builds up the sense of unusuality and urgency and this makes the stage clearly distinguishable from the stages of Orientation and Resolution. While reading this text, the readers might have been sharing the apprehension about the event on the part of the protagonist and feeling uneasiness in trying to hide the unknown creature from mum and dad. The Evaluative elements (underlined) seem to help in constructing the expression of attitudes and opinions thus marking the event as remarkable and unusual.

The next Complication example BB-17 also can be analyzed as a more mature Complication even though there are comparatively few Evaluative elements. Instead of highlighting unusuality through the Evaluative elements, Sunyoung uses a lot of material processes contextualizing a tense situation in which the

protagonist (Cub) confronts the antagonists (three men intruders). In this Complication, the tension is built through this series of events, following fast one after the next and at the end, the readers are able to appreciate the protagonist's heroic stand against the intruders. At this point, the readers' expectation toward Cub which would have been built through a foreshadowing element in the stage of Orientation change from the timid and powerless-looking Cub's image to a brave, responsible and strong one. By this realization in connection with the foreshadowing element in the Orientation stage, this Complication can be considered as a more mature one among Sunyoung's Complications.

The final example of the Complication texts produced in Year 3 (age 8) as given below is composed of an eight page long Complication text, which was constructed on the computer at home during the term break. The following is the first part of Complication stage of Text BB-18.

Table 4-41: The First Part of Complication in Text BB-18

Title: Face to Face with a Santa Claus   (Year 3, Age 8:7)
Chris didn't know what to do. First he rubbed his sleepy eyes and stared again. It was still there!! He wanted to scream but nothing came out of his dried mouth. His face went white. He ran to his mother as fast as he could. "Mum, mum there is a strange 'Santa Claus' on our washing line!!" But his mother just slammed the door on his face and murmured, "Go do something helpful like eating your cornflakes." Chris slowly tiptoed as if the Santa Claus might hear him. When he reached the kitchen, he took a glimpse of his food and snatched it away so he could eat somewhere else. When Chris had eaten his breakfast, he waited for his mother outside her door. Soon she came out and Chris was trying to tell her what had happened, but she didn't believe him and told him he was saying complete nonsense. As they got in the car, Chris stayed silent with anger. 'How could she not believe him?' The swimming Pool came close by. His mother parked the car and Chris ran up to the entrance of the building and got changed into his swimmers.
He waited for his mother to come and then jumped into the freezing water. All he could think of was that nasty Santa Claus. Chris usually took his swimming lessons seriously but not today. He was caught from the swim club teacher for listening inappropriately. Chris' mother gave him a hard stare. Then Chris noticed something strange. A red blurry shape sitting on the lane ropes. Santa Claus had followed him! A shiver went up Chris' spine. Was this rotten old Santa going to follow him everywhere?

> Swimming lessons had finished. Chris' mother was going to give him an unpleasant lecture. Matthew was already waiting for Chris with his mother. <u>It seemed as if Matthew was ready to tease the Santa lover</u>. Chris explained to his mother in the car. "There really was a mean Santa Claus sitting on the washing line!" He shouted. <u>His mother told him that he was daydreaming too much</u>. Chris looked down to his feet. Then he looked towards Matthew. <u>He was making a sour face trying hard not to laugh. So was his mum.</u> <u>Chris made up his mind. He wasn't going to put up with his family's disgusting behavior. He was going to show them that rotten Santa Claus face to face. For once and for all!!!</u>! Chris's car arrived at his house...

This first part (Chapter 2 in her original division: see Appendix 4-2) of the Complication Text BB-18 can be claimed as a much more developed and mature writing in many aspects. Considering the aspect of the schematic structure, this stage appears to be particularly successful in realizing the function of initiating the main conflict along with elaborate characterization of the participants and building up the setting. In fact, in a short version of Narrative writing, this kind of function is mostly satisfied in the stage of Orientation rather than Complication. Yet, it is not unusual that, as in the case of novel-like Narratives, the same function can be achieved with a prolonged manner in the initial parts of Complication stage. In the Complication of Text BB-18, the first main conflict begins with the appearance of a somewhat nasty looking Santa Claus in front of Chris' eyes. In addition, another conflict between the protagonist (Chris) and the family members ('mum' and Chris' brother Matthew) runs parallel with the main conflict. In other words, the protagonist's apprehension caused by the unexpected encounter of the scary Santa goes side by side with experiencing the negative feelings of disbelief and isolation from his family.

In terms of Evaluative elements, this text seems to highlight "comparisons between usual and unusual sequences of events in which participants in the Narrative are involved" (Rothery, 1990: 203). While the protagonist and his family members are doing the usual, routine things in a daily life such as eating cornflakes for their breakfast and going to the swimming pool for swimming lessons, some unusual events such as encountering the nasty Santa in the washing line and a red blurry shape sitting on the lane ropes are interspersed with the protagonist's daily routine. It sometimes causes a break

in his usual life patterns as in '*He was caught from the swim club teacher for listening inappropriately. Chris' mother gave him a hard stare*', '*His mother told him that he was daydreaming too much*' and '*He was making a sour face trying hard not to laugh. So was his mum*'. The Evaluative elements (underlined) contribute to representing the protagonist's inner states and some predictions about possible courses of action to handle the unexpected events as in '*Chris made up his mind. He wasn't going to put up with his family's disgusting behavior. He was going to show them that rotten Santa Claus face to face. For once and for all!!!*' These elements help the reader make some predictions as to what might happen next in the Complication.

The rest of the Complication of Text BB-18 (refer to the whole text in Appendix 4-2) can also be evaluated as a mature one, containing a series of well-constructed story lines, building for the reader a sense of tension, curiosity and suspense.

Summary for Sunyoung's control of the schematic structure of Complication Stage

So far we have examined the Complication in Sunyoung's Narratives in terms of the schematic structure over the period from Kindergarten (age 5) to Year 3 (age 8), with the view of tracing her writing development. To sum up, in the beginning period of Kindergarten, Sunyoung starts with somewhat incomplete structure of Complication. However, there is a remarkable change during the period of Year 1 in writing up the Complication stage. Most texts became lengthy and started to include some Evaluative elements and even began to apply Multi-Complications. The next year (Year 2) can be called 'time for variation'. During this period, Sunyoung attempts various styles of Narrative writing including a journal type, letter type and novel style Narratives along with different science related Themes. In these attempts at creating different fields and styles, the Complication doesn't seem to be clearly distinguished from the stages of Orientation and Resolution, lacking in climax points or clearly identifiable conflict. Lastly, in Year 3, Sunyoung shows much more mature Complication texts than before. There can be found more sophisticated dialogic exchanges, characterization, descriptive events along with Evaluative

elements. Particularly during this period, Sunyoung successfully explored the new field of 'Greek Myth' and the 8-page long Complication texts of 'Face to Face with a Santa Claus' with more skilled conflict development.

4.2.4. Resolution in Sunyoung's Narrative Texts

The main semantic property of the Resolution in Narratives is to regain the sense of usuality and the solution to the problems or conflicts of the Complication stage. As Rothery (1990) argues, the restoration to the usuality by the active participation or involvement of the protagonist contributes to construction of a more significant Resolution. In addition, if the stage of Complication interspersed with Evaluation is developed with more sophistication (if the sense of unusuality and tension has been more effectively constructed), the following Resolution stage can be more satisfactory to the readers (Aidman, 1999: 230).

In this respect, Sunyoung's control of the Resolution stage in Narrative has significantly progressed over the four-year period under consideration. Thus, the generic structure of her early Narratives (Kindergarten, age 5) is closer to that of a Recount text (Orientation ^ Record of Events) than to that of the Narrative, since these early texts are lacking in either build up of activities to a crisis or turning points involving the main characters. Whereas the young writer constructs the restoration to peace and usuality, as in '*then we had a cup of coffee and went to bed*' (Text BB-1; age 5) and '*and I believed in my mum*' (Text BB-4; age 5), these do not appear significant and meaningful enough, mainly because such Resolution is not preceded by a satisfactory Complication stage. A sign of growth in Sunyoung's control of the Resolution stage is her beginning to construct somewhat more active participation in resolving the problem and restoring the usuality. An early example of this is found in her Text BB-6 as follows:

Table 4-42: Sunyoung's Resolution of Text BB-6

Title: My Family	(Year 1, Age 6:2)
My family came back. When it was morning the man found himself in prison. He hated being in prison. We came to see him. We smiled. But the man was sad. We went back home and lived happily ever after.	

But what about the man? Will he still live as happily as Sun-young's family?

In this text, the protagonist, Sun-young, had been acting very bravely and wisely against the robber who kept on trying to break in her house. When her family came back to her house in the final Resolution stage, the readers can feel relief and feel proud of her way of dealing with the robber. The conventional phrase '*lived happily ever after*' followed by Coda comments as in '*But what about the man? Will he still live as happily as Sun-young's family?*' provides the effect of 'rounding off' to the readers.[16]

Along with the above Resolution (Table 4-42), Resolutions in Narrative Texts BB-7 and BB-8 composed during the period of Year 1 (age 6) appear more mature examples, compared with those in the earlier period (age 5).[17] Text BB-8 shows a different pattern of Resolution with an unexpected ending. The protagonist's mischievous dog had been loved by him even though it kept on doing naughty things. To create such a context, Sunyoung constructs an extended Orientation stage, and, as a result, the readers get a better understanding of how the dog makes mischief and annoys people, but also the dog's master's amazing acceptance and patience. And when one day, the dog goes missing, the dog's master tries his best to find the dog. The Resolution thus is appealing and satisfactory to the readers. Upsetting the reader's anticipation, the dog comes back with a good reputation by saving a boy from a robber. Sunyoung also adds a kind of Coda at the end as in '*the moral of this story is that everything can change*'. This text appears to be more successfully

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[16] According to Rothery (1990: 211), Coda is "a concluding stage of Narrative which is optional. It provides a thematic summation of the events of the text retrospectively. Its placement is after the Resolution."

[17] Particularly, Text BB-7 develops as multi-Complications and Resolutions, and from the whole developments of events and tentative Resolutions prior to the final one the readers are made to sympathize with the protagonist's accumulated failure experience and feeling of disappointment at the end. When a mysterious person ('a man with a long beard') suddenly appears and suggests going to Canada with him in the final Resolution stage, the readers can expect the protagonist to accept the suggestion and do the right choice for her life. This expectation seems to be attributed to the effect of the multi-Complications and Resolutions, which allows the readers to get tuned into the protagonist's suffering, and develop sympathy towards her.

Table 4-43: Sunyoung's Resolution of Text BB-7

Title: The Rainbow Polar Bear (Year 1, Age 6:7)
While the polar bear was stomping home, she saw a man with a long beard and dragged clothes just standing still. "Hey big fellow, want to come with me to Canada? There is lots of Polar Bears there." "OK". So they left to Canada and met the polar bear and lived happily ever after.

constructed creating the unexpected ending through several marked topical Themes (underlined):

Table 4-44: Sunyoung's Resolution of Text BB-8

Title: The Mischief Dog	(Year 1, Age 6:9)
The boy put up wanted signs and lost signs too. <u>Seven days later</u>, the dog appeared and <u>to his surprise</u>, all the people were hugging him. <u>Soon</u> the boy knew what was going on. <u>Instead of mischief</u>, his dog saved the boy by chasing the robbers out of the town! The moral of this story is that everything can change.	

As she grows older, Sunyoung explores Narrative beyond the canonical picture storybook Narrative for young children. This leads her to exploring other ways of constructing the Resolution. The following Resolution is an example attempted in a journal-style Narrative (Text BB-10):

Table 4-45: Sunyoung's Resolution of Text BB-10

Title: Space Adventure	(Year 2, Age 7:4)
So this is why I have written this Narrative of me and Jamilee traveling around in outer space. I asked mum thoroughly "Mum, will I ever be able to see those slimy friends that I met in outer space on my journey in outer space with Jamilee?' Then my mum answered "In your dreams, you will always see them vividly in your head." That very night, I dreamt of me and Jamilee having a fun party with the slimy creatures.	

The Resolution of Text BB-10 as shown above is more like a journal note finishing off with the writer's reflection of the imaginary traveling around in outer space. On the surface the Resolution in this text is not satisfactory enough; as far as the semantic property is concerned, this text is not quite fit to the protagonist's facing with problems and active involvement and solution. However, it can also be considered that this kind of journal style Narrative might or should not be evaluated by the criteria of typical Narrative texts. In this respect, Text BB-10 Resolution text might be an acceptable alternative fitted to the whole flow of this Narrative itself.

A more elaborate and satisfying Resolution evolves in Sunyoung's Narrative writing in Year 3 (age 8). The Resolution becomes more satisfying partly due

to an effectively constructed Complication stage. The Resolution stage itself (e.g. Text BB-18) is constructed so that the problem, well built in the preceding stage, gets resolved through physical involvement of the participants and their cognitive and emotional involvement. The Evaluative elements are built into the Resolution stage, to highlight the sense of problem resolution. The dialogue between the participants and the verbal and behavioural processes projecting it contribute significantly to constructing a sense of the return to the usuality. In fact, this Resolution achieves more than just restoring the status quo. This stage sees further development of the protagonists, with both Chris and Santa becoming better people, more understanding and sympathetic with others. The Resolution of Text BB-18 starts off like this:

Table 4-46: Sunyoung's Resolution of Text BB-18

Title: Face to Face with a Santa Claus	(Year 3, Age 8:6)

Chris began to act very rude to Santa Claus. He just stared at Chris strangely. <u>All of a sudden</u>, Santa Claus disappeared and came back with a piece of paper and a pen. 'That's strange?' thought Chris. Santa Claus started to write down a peculiar sign with the pen. Chris had no idea what the sign was and what it meant. Santa Claus finally placed the pen down and moved aside for Chris to look at it. <u>On the paper</u> was a messy word saying 'sorry.' Chris stared at the word for a couple of minutes and then back at Santa Claus. Chris half believed Santa Claus. Santa Claus sighed and then suddenly started to murmur, "**You see, Santa Claus all have different personalities. Other Santas say that I am annoying and clumsy so I have no friends. I was tired of hearing those words so I tried to prove that I was nice and actually wanted a friend. And then I met you. But I just couldn't help myself from acting differently from my mind. It's just my undesirable habit. But at least you seemed to understand me, and so I have to say that I want to be friends with you.**" Chris was flabbergasted to hear Santa's confession. And then he began thinking of the way he had been feeling lonely and left out recently after Santa Claus came. So far Chris had not experienced such a difficult time with no friends and no people believing him. And in that way, Chris began to feel as if he was a strange person compared with all the other people around him. He then realized it was just the same for Santa Claus as well. "It's okay." Chris replied, "I think I understand your feelings. Thank you for letting me know how lonely you were." Chris smiled. "<u>Next Christmas</u>, I will promise to deliver you a nice present!" Santa said, "So far I have been so naughty that I couldn't get a job for delivering presents to little kids like you. But now, I am going to be nice and get that job!" "But please don't sit on the washing line again. Just come down the chimney! That's the traditional way." Chris joked. <u>Expecting the nice</u>

present for next Christmas, he was grinning from ear to ear and so was Santa Claus. Looking out the window, incredible white snow was drifting down….

In this Narrative, the main conflict between Santa and the protagonist, Chris, is resolved by Santa's sincere confession (see the bold typed in Table 4-46). At this point, the readers might be able to understand that it cannot be achieved without Chris' endurance and active involvement in the whole process. Furthermore, this stage shows Chris' own reflection on his recent unpleasant experience of being isolated from his own family, and, as a result, his being able to sympathize with the Santa from the bottom of his heart. Constructing this confession part, Sunyoung uses more relational processes than in the Resolution elements of other Narrative texts so that 'Santa' can be described more effectively as in "*I _am_ annoying and clumsy so I _have_ no friends*." The majority of conjunctions are temporal used for sequencing the events. A number of marked topical Themes (see the underlined words) such as '*all of a sudden*', '*on the paper*' and '*next Christmas*' also seem to contribute to constructing a well-developed text. The last two sentences composed with foregrounded non-finite clause leave the readers with a kind of poetic after-effect by which they can round off the Narrative, lingering a while in their minds.

So far we have examined Sunyoung's developing control of each stage (Orientation, Complication and Resolution) in Narrative writing over the four-year period (Kindergarten to Year 3). As shown in her most developed Narrative Text BB-18 (in Year 3, age 8:6), Sunyoung demonstrates a remarkable growth in Narrative writing by orchestrating critical elements of a successful Narrative such as control of the schematic structure inclusive of 'Evaluation' and building up the setting, characters and events effectively through more elaborate choices in the Transitivity system, control of the nominal group structure and choices within the Theme and Mood systems (see Appendix 4-3 and 4-4 for more detail). In the following section, we will compare Jinha's and Sunyoung's growth in control of Narrative writing in English, which forms one of the major findings of this case study.

4.3. Comparative Analysis of Jinha and Sunyoung's Narrative Texts

Throughout the text analysis of Jinha and Sunyoung's Narrative writing, their developmental patterns and characteristics have been disclosed in the aspects of their control of schematic structure, Transitivity, Nominal groups, Theme choice and Mood system, along with consideration of their Narrative writing contexts (both school and home).[18]

4.3.1. Control of Schematic Structure

In terms of their control of the schematic structure, both Jinha and Sunyoung seemed to be more confident in writing the stage of Orientation than Complication and Resolution elements. Their writing products also prove that even in their initial texts the Orientation stage is mostly constructed quite successfully, with its semantic property of introducing the setting, characters and initiating events. The elements of 'Foreshadowing' also emerge in both children's texts in an embryonic manner (explicitly rather than implicitly). Their Complication and Resolution stages are initially not distinctive due to lack of sense of crisis and problem-solution. Distinctly, both children's early Narratives reflect that they had some difficulty in developing the Orientation stage up to the next stages in terms of managing the story line. Since the young writers would have been used to the conventional Orientation and ending elements just like 'Once upon a time' and 'they lived happily ever after', they could start the Narrative texts using such formulaic expressions. As to the Complication stage, however, they seemed to need more systematic practices along with modeling and joint construction.

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[18] Earlier sections have outlined possible variables in the comparative analysis of the two siblings' backgrounds, including their learning style, age, personal preference of special genres, their school and home environment as well as literacy related experiences. Apart from the personal factor variables, their school and home contexts in related literacy experience were very similar. Since Jinha started his school learning earlier in 1997 Kindergarten than Sunyoung, the first two years of Jinha's school literacy experience, which was based on Whole Language Approach and Process Writing, can be another variable factor. When two years later Sunyoung entered the same school as Jinha's, the Genre pedagogy was about to be introduced and Sunyoung started her formal literacy learning during this 'transitional' period. Therefore, for the whole period of research (1999 – 2002, Kindergarten to Year 3) focusing on Narrative writing, Sunyoung was exposed to Genre-based literacy pedagogy both in school and in the home. For Jinha, during the first two years in school (1997-1998: Kindergarten to Year1) he was exposed to the Whole Language approach and then, for the next three years (1999-2002: Year 2 to Year 5), he experienced Genre-based Approach being introduced in literacy pedagogy.

Both children have demonstrated growth in their control of the Evaluative elements which give significance to the Complication and Resolution stages. In realizing the Evaluative elements, Jinha and Sunyoung have developed their linguistic choices somewhat differently. For instance, initially Jinha uses more relational processes or existential ones (e.g. *There <u>was</u> one major problem. <u>Was</u> it evil?, Now it <u>was</u> pretty obvious that this creature <u>was</u> evil*) whereas Sunyoung uses more mental verbs with projection clauses (e.g. *she thought that it was a stranger*). Later Sunyoung expands the ways of realizing Evaluative elements by using 'it' or 'that' in thematic positions. She also uses monologues (revealing protagonist's inner feelings or attitudes toward the significant events) as well as a range of existential and relational processes. In this way, the children's later Complication and Resolution stages could give more room to the readers to retain their curiosity or sense of crisis, not going to the last stage so abruptly. However, as mentioned above, in realizing the Evaluative elements, it is quite obvious that Sunyoung attempts more various ways than Jinha.

Another remarkable fact is that both children have developed their Narrative writing texts to include dialogic exchanges from the middle period (Sunyoung: Year 2, Jinha: Year 4). They seem to attempt another style of Narrative texts which are different from conventional folk tales. In this doing, their interpersonal meanings were practised and they seem to be successful in finding other ways of constructing Narrative texts by effectively using characterization through dialogue exchanges. Particularly in Sunyoung's case, she appears to prefer this kind of Narrative texts (using conversational dialogues) to other types so she extends her Narrative writing to construct a novel-like Narrative (e.g. Text BB-18, Year 3). Her successful case of writing the 10-page Narrative can be attributed to the fact that she has developed the dialogic style along with the exploration of one of her favorite topics, such as friendship. Meanwhile, Jinha has also been able to construct quite a successful Narrative text (B-10) in Year 5, writing from the first person perspective. Sunyoung's most successful Text BB-18 (in Year 3) is the third person perspective inclusive of many dialogue exchanges whereas Jinha's does not have much dialogic exchange (only a few clauses) with different perspective. The children appear to have developed their own style of Narrative texts even

though they have been exposed to the same Genre approach at school and in the home. One of the factors influencing their writing style can be the kinds of texts to which they have been exposed in reading.

In this respect, it can be argued that Genre-based Approach to Narrative writing does not result in stereotypical texts lacking creativity, as its opponents would claim. The counter argument that Genre Approach's explicit teaching on the schematic structure and language features might limit the young children's imagination and originality appears to be far from the reality of primary literacy learning. According to the researcher's observation of Jinha and Sunyoung's classrooms for a prolonged period, young children usually do not have sufficient time to practise and develop a range of written genres up to satisfactory level which would approximate the models presented. Without the structured explicit teaching of the schematic structure, a majority of young writers would not progress in their Narrative writing with satisfaction and sense of achievement. In Jinha and Sunyoung's case, the explicit teaching of the schematic structure clearly assisted them to develop further awareness of the Narrative features and made them feel more confident in starting and developing Narrative texts within the limited time allocation. The sense of achievement from their finalizing a Narrative text was important. Even though Jinha was not quite impressive in Narrative writing during the research period, compared with Sunyoung, he commented that he would like to write more Narratives after finishing one of his most successful Narratives, Text B-10. As mentioned before, the development of Narrative writing for primary aged children obviously includes many essential factors such as exposure to oral and reading experience. However, in order to make their reading experience enhance their writing products more effectively, the explicit teaching of at least the Narrative schematic structure through modeling and joint construction as well as worksheet exercises could be beneficial for those who want to write but don't know how to start.

4.3.2. Transitivity
To construct experiential semantic fields in Narrative writing, both Jinha and Sunyoung start to employ material processes and relational processes from early on and later on come to employ a range of mental processes to depict the

participants' inner world including their emotional conflicts and attitudes toward the key events. Particularly the mental processes of perception (seeing, hearing) come to play an important role in initiating the unusual element in the Orientation, along with creating some sense of tension, which might be linked successfully to the Complication (e.g. '*I heard scary noises.', 'when she saw a strange man*').

There are also differences in the children's choices in the Transitivity system. Thus Sunyoung employs verbal and behavioural processes more symbolically and meaningfully in comparison with Jinha's counterparts. For example, Sunyoung has certainly extended the range of verbal processes from some representative verbal ones such as 'say' or 'ask' to a semantically wide range of different verbal ones such as 'complain' or 'whisper' (in quoting clauses). Also some verbal processes are adjoined with behavioural verbs, enhancing situational contexts (e.g. *She panicked and said*,) or are used with some circumstantial elements as in '*I whispered under my breath*'. In many cases of Sunyoung's Narrative texts, behavioural processes contribute to representing the participants' symbolic or metaphorical action which can not be realized in material processes only. The significant usages of verbal and behavioural processes in Sunyoung's Narratives outnumber Jinha's counterparts and it can be claimed that this kind of difference might have significantly contributed to Sunyoung's control and development in Narrative texts. In addition, she also demonstrates a range of grammatically complex verb patterns to convey subtle meanings effectively. If we think of the experiential characteristics of Narrative writing in terms of lexical range and grammatical complexity, control of verbal groups appears to be one of the key factors in successful writing in this genre.

4.3.3. Nominal Groups

The development of nominal groups is also closely related to the young children's control of written language mode. In Narrative texts, nominal groups are mostly found in the positions of participants which depict characters or key events. Therefore, the successful usage of nominal groups is directly linked to the essential Transitivity system along with the role of the 'process'. In specific terms of Nominal groups, overall, Jinha and Sunyoung's

Narrative texts demonstrate a range of nominal groups with both elements of pre-modifiers and post-modifiers. Even in their early texts, both children employ an embedded clause as Qualifier in their nominal group structure, and to provide additional defining or circumstantial information about the Thing (Head noun), both children use the pattern of 'V- ing' as post-modifier frequently (e.g. *I saw the man hiding behind a rock*).

Also, the range of Epithet (adjectives) has also semantically expanded over time. Some further patterns of modification in nominal groups can be found in Sunyoung's Narrative texts. The nominal groups using infinitive verb (e.g. *Sarah was the first person to put her hand up*.) or past participle as pre- or post modifier (e.g. *a puzzled look, a twisted, mean smile*) are much more frequently found in Sunyoung's texts. In addition, in many cases, there are nominal groups which use prepositional phrases as post –modifier as well as '- of prepositional phrase' (e.g. *a man with a long beard, the wrapper of the bright red package*). Since Sunyoung constructs more lengthy Narratives in her later periods than Jinha, and also the Sunyoung's total production of Narrative texts outnumbers Jinha's, more varied application of nominal groups might have been possible for Sunyoung's Narrative texts. However, it appears quite obvious that Sunyoung has developed her lexico-grammar related to the nominal groups at a remarkable rate and at a younger age than Jinha.

4.3.4. Theme Choices

For effective text development and contextual coherence, the Theme choice of written texts is generally accepted as an important factor in constructing textual meanings. However, in Narrative texts, thematic choices seem to perform more than the normal function by making special effects to create the sense of emergency, a turning point or a feeling of settling down in each stage of Orientation, Complication and Resolution. In Jinha's and Sunyoung's Narrative texts, both of them demonstrate growth in control of the range of thematic choices (topical, interpersonal and textual) throughout the research period. This kind of controlling thematic choices can be claimed as the evidence of written language development in connection with contextual coherence and emphasis.

The tendency of extending the range of thematic choices is very similar in both children. The unmarked topical Theme (e.g. *I, Chris*) and textual Themes (mainly structural conjunctions – *and, but, because, when*) are selected in most cases in earlier texts, and temporal circumstantial clauses or adverbial phrases are frequently added as thematic choices in both subjects' later Narratives. When they start to write the Narrative texts which include dialogic exchanges, interpersonal Themes (finite verbs, connectives, vocatives) emerge but there are relatively a few modal adjuncts as Theme choices. In later periods, both children include some cases of 'thematic equatives' (e.g. *All Chris wanted was ...*) which have the focal emphasis effect (exclusiveness). This appears to be further evidence of their development of the written language mode.

Along with the similarity in their development patterns in Theme choices, there are also some special points in Sunyoung's Narrative texts. In her later Narratives, the choice of unmarked subject Themes begins to include more abstract nouns such as '*a brainwave*', '*a gust of wind*', '*darkness*' and '*anger*', and they actually contribute to constructing symbolic meanings in connection with Evaluative elements. Also the impersonal pronouns such as '*it*' and '*that*' realize many different semantic meanings. Also, in many cases, Sunyoung uses dependent non-finite clauses in her later Narrative texts rather than structural conjunctions realizing textual Themes (e.g. *She was pulling a sour face, <u>trying hard not to laugh</u>*).

4.3.5. Interpersonal Meanings – The Mood System
Mood system is closely related to the area of 'Tenor' in the register of text representing social relations, the way of interaction or speakers' attitudinal elements. Therefore, the choices within Mood system in Jinha and Sunyoung's Narrative texts should be examined mostly in their dialogic Narrative texts (interactive events) inclusive of different mood clauses and modality system. Overall, both Jinha and Sunyoung's dialogic Narrative texts show that they have definitely developed their control of applying the function of exchange or interaction through various usages of mood elements such as modal auxiliaries, finite operators and modal adjuncts.

In particular, Sunyoung has extended her Narrative writing to more lengthy dialogue style texts in later periods, thus having had more opportunities to develop her Mood system. As a result, in many cases, her growth in control of the increasing variety of different rhetorical speech functions are represented by more varied ways of modalizaton and modulation using passive voice choices or more complicated modal operators (to express more subtle ways of language use as a more confident social member). The growth in control of interpersonal meanings as realized in the choices in the Mood system in Sunyoung's case can be claimed to have influenced her diary and E-mail texts writing in Korean (see Chapter 7).

As shown above, in the Narrative writing during the research period, Sunyoung has demonstrated more competent Narrative texts in terms of their schematic structure, the choices within Transitivity, Theme, Mood and nominal group structure. Judging from their age factors, she must have developed far advanced writing ability in relation to Narrative texts. However, Jinha has also developed his Narrative writing skills very steadily particularly from Year 2 to Year 5 (the period when Genre-based Approach was being introduced in the school). Considering the fact that both children had already built up sufficient reading input and familiarity in Narrative texts before they started Narrative writing, the explicit teaching of its schematic structure and opportunities to practise Narrative texts must have contributed to developing their writing more effectively and at a relatively faster rate. Especially for these ESL children who had limited exposure to spoken English in the home environment, the Genre-based Approach with explicit teaching really contributed to the children getting equipped with the essential guidance and assistance tools in their Genre writing development.

Chapter 5. Jinha's Factual Writing in English

5.0. Introduction

Parallel with Narrative writing (fiction), Jinha developed writing literacy in the area of factual texts (non-fiction).[1] He appeared more interested in constructing factual texts rather than Narrative writing over the period under consideration (1997-2002, from Kindergarten to Year 5). Even though factual text types were not as familiar as Narrative writing to Jinha during his lower primary grades (Kindergarten to Year 2), his overall patterns of writing development in factual texts show that he was quite successful, and confident in the process of controlling or constructing a range of factual text types such as Report, Explanation, Procedure and even Argument. Among those factual texts, Jinha constructed many science related Reports and also texts in the area of social studies from the early grades. The choice of content was most commonly related to his school curriculum which used a 'Theme-based Approach' (will be elaborated later).

From the functional linguistic perspective, factual texts can be significant for children who are in the middle of experiencing and developing the general features and lexico-grammatical elements of written language (Halliday and Martin, 1993). Apart from creating an imaginative world through Narrative writing, young children also need to know the real world outside that is composed of a number of objects, things, facts and ideas. This different kind of discourse, to inform or provide knowledge, is supposed to be rather difficult due to its specific features by young children.

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[1] In this chapter the term 'factual text' is used to refer to "those texts that present factual information, ideas or issues in ways that either: inform, persuade, instruct or enhance the knowledge of the reader" (Wing Jan, 2001: 35). Wing Jan also points out that factual texts are "functional" in the sense that they "have identifiable structures, features and purposes which enable the user to conduct effectively the reading and writing demands required in everyday life." According to Halliday (1996: 340), becoming literate embodies broader concept than the traditional that is limited to pure activities of reading and writing. He explains the process of becoming literate by emphasizing that it includes obtaining "the more elaborated forms of language that are used in writing- and the system of social values that goes with them".

In this chapter, Jinha's written language development is examined through analyzing his factual texts from a Systemic Functional Grammar perspective. Before that, however, the contexts of school and home and their influence on the construction of factual writings will be discussed in detail, and a general overview of the range of his factual texts will be provided. Both the 'Genre-based Approach' and 'Scaffolding Literacy' which were adopted at school and home as complementary supporting methods will be explained. Then, the reason why the five particular text types of such as Report, Explanation, Review, Argument and Procedure were chosen for detailed analysis is explained.

5.1. The Contexts of Jinha's Factual Writing (School and Home)

Jinha's factual writing developed successfully over the period under consideration, occurring both in the school and home contexts. Unlike the situation in literacy education in some Australian primary schools through the 1990s, with all the problems of 'Whole Language Approach' and 'Process Writing', Jinha's primary school subscribed to a pedagogy that involved more explicit teaching of literacy. From Jinha's Year 2 the approach to reaching literacy in his class was increasingly a combination of the 'Whole Language Approach' and the 'Genre-based Approach'.

The literacy curriculum was built around a specific theme per term that was related to a topic in the area of science or social studies, such as water, fire, the planet, the Olympics, Federation and such like. This kind of 'Theme-based Whole Language Program' was conducted in Jinha's school with an aim of eliminating unnecessary artificial barriers between subjects and providing a means by which a child can integrate and use what s/he has learned (Cambourne, 1988). Under the specific themes, Jinha was also given valuable reading and writing sessions along with some project type homework. In the literacy sessions over the period, there was a gradual change in the pattern toward more structured ways by using more modeled reading texts and guided

writing along with reference worksheets.[2]

Among Jinha's writing activities at school, the 'learning journal' should be mentioned in relation to the development of some types of factual writing such as Report and Explanation. He had been writing a free style journal or learning journal from Kindergarten to Year 5 at school and this writing seems to have been influential for Jinha's writing development even though it was not structured by the teachers' instruction. In many cases of the learning journal, Jinha combined the Recount writing with Report or Explanation texts by reflecting on what he had learnt in the classes at school. The learning journal might have provided good opportunities to practice the factual writing's language features and subject-specific terms in a natural way (see Appendix 5-9).

Another significant environment for Jinha's factual writing was the home. As stated above, from Year 2 Jinha seems to have been enhanced and empowered by modeling through example texts and more explicit teaching along with guided worksheets and discussions on a particular text. The teachers encouraged the students to further practice these factual genres and this he did through homework in which he constructed the text types introduced in class. Since the researcher was aware of the efficiency of the Genre Approach, the scaffolding literacy that involved discussion on the structure, language features and lexico-grammar of each factual text seems to have worked as supplementary teaching at home. Some books and workbooks about the Genre Approach (from libraries and bookstores) were referenced during this process

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[2] For example, when the class (in Year 1) needed to learn about 'the Bilby', the class teacher sequenced the teaching/learning events in a way which seemed to be particularly suitable for lower graders. She prepared handouts of a worksheet that involved students completing a 'filling in the blanks' task (see Appendix 5-6). The handout was an example of a Report text. The children were asked to fill in the key words (mostly subject specific words or technical terms) from the word lists and, after that they would read the whole, a sample 'Report-like' text about the Bilby. The worksheet was used as a model for writing before the children individually constructed their own Report text. In addition, guide worksheets (mostly for upper graders from Year 2) such as 'Report Plan' or 'Explanation Plan', which consisted of several structural sections, were used in many cases before students were asked to do factual writing (see Appendix 5-7).

Also, to develop the students' research skills, the library teacher explicitly provided useful instructions with the title of 'Non-fiction books in the library' at least once a week even in the Year 1 class (see Appendix 5-8). This is a very different approach from the 'Process Writing' orientation in literacy teaching which involved minimal teacher intervention. The balanced literacy program with the 'Genre Approach' components that was adopted in Jinha's school provided children with opportunities to write different factual text types.

and the instruction or discussion was made in the mother tongue (Korean) but, if necessary, English was also used.[3]

5.2. Overview on Jinha's Factual Writing

As explained above, Jinha's factual writing was gradually developing in the context of the balanced literacy approach at school and the Genre-based Approach at home. The range of factual text types that Jinha constructed between Kindergarten and Year 5 can be classified variously but consistently the structurally distinctive ones in factual writings were Report (on natural science and social science), Explanation, Procedure, Review and Argument. The text type Report emerged the earliest, in Kindergarten. During the period Kindergarten to Year 5 aspects of natural science were explored (kangaroos, killer whales, frogs and toads, red back spiders, Saturn, Neptune). The first Report on social sciences was constructed in Year 1 (on Papua New Guinea), with quite a few more to follow in that year and in subsequent years (on Anzac day in Year 2, on 'democracy' in Year 3, on 'mediator' in Year 5, among others). As for Procedure and Review, Jinha started to write these text types

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[3] At home, 8 Explanation texts from Years 3 to 5 were jointly constructed through oral discussion on the given writing titles (see Table 5-3). During the entire process of the Explanation text construction done for homework, Jinha seems to have developed an awareness and confidence in writing this particular type of text. Even though there were sometimes difficult issues for Jinha, the process of joint-construction through pre-discussion probably lessened the burden of writing for him.

Another type of factual writing, 'Book or Film Review' was routinely practiced as part of his writing activities at home from Year 2 to Year 5. Book or Film Review can combine elements of the two different text types Recount and Judgment. Since Jinha was familiar with Recount writing from Kindergarten, summing up the storyline of a book or a film was not too challenging for him. However, composing the judgmental comments, analysis or evaluative thoughts on books and films was writing that Jinha was not familiar with. He could learn this effectively through model writing and joint construction. An external motivation for writing the Reviews was the announcement of the 'NSW Writing Competition' when Jinha was in Year 5 (age 10). The text type selected for the competition was known to be a book or TV/ film Review. As preparation for the competition, Jinha was encouraged by the researcher to practice Review writing at home.

In addition, over the 4 year period (from Year 2 to Year 5), the researcher encouraged Jinha to keep writing this kind of Review text type because this text could be naturally integrated in his daily literacy routine such as reading books and watching TV programs and films. Whenever he read books or films, the researcher tried to have discussions with him about them, and then suggested he write a Review of the piece. In the beginning, a considerable amount of guidance on the text structure or evaluative points or language features was provided by the researcher but after several writings, he seemed to be more confident and, as a result, many pieces of Review writing were constructed quite successfully, with appropriate evaluative comments (positive and negative points were made in a balanced manner).

from Year 2 and continued to develop them up to Year 5. Explanation and Argument text types emerged in Year 3 and 4 respectively. Explanation and Argumentative writing seem to be more challenging for young children to construct than other text types. Partially, this could be related to the fact that reasoning skills (such as cause-effect relationships) take some time to develop (Painter, 1993). Perera (1984: 245) also comments on children's ability to articulate cause-effect relationships in writing emerging after they are comfortable with providing additional information and using temporal sequencing. The challenge of constructing a reasoned Argument may relate, at least partly, to the fact that this is a text type much less commonly occurring in children's lives compared to recounts of events (personal recount), for example, and even descriptions of living creatures (science Report).

The following Table 5-1 shows the overall range of Jinha's factual writings from Kindergarten to Year 5:

Table 5-1. Jinha's Factual Texts in English over the Six Years of Schooling

Years in school / Type of text	Kinder (1997)	Year 1 (1998)	Year 2 (1999)	Year 3 (2000)	Year 4 (2001)	Year 5 (2002)	Total Numbers
Explanation				5	2	3	10
Procedure			1	1	2	6	10
Report (Science)	3	2	1			8	14
Report (Social study)		1	1	3		2	7
Argument					10		10
Review (Books and TV programs / Films)			3	2	5	13	23

From the factual texts that Jinha had constructed, the focus here is placed on five text types, namely, Report, Procedure, Explanation, Argument and Review. These factual types were chosen mainly because they were all what he mostly constructed (21, 10, 10, 10, 23) throughout his time in primary school. An examination of these allows us to follow Jinha's developing awareness of written language features in each of the text types. Also, most examples of the chosen text types were constructed both in the school and home contexts

which means they provide more reliable and objective data for evaluation. The examination of the chosen five text types allows us to identify the patterns of Jinha's growing control over constructing of taxonomies, definitions and judgmental texts and to map out this developing control of uncommon sense and the patterns of his growing ability to differentiate between narrative fields and factual writing.

We shall figure out how Jinha established a wide range of taxonomies, definitions and judgmental texts to control uncommon sense in his factual writings and how he differentiated his writing patterns from Narrative writings. Some aspects of the written mode of language such as tense, reference, conjunction choices, abstract language and nominalization will be demonstrated and highlighted through the detailed text analysis. The analysis of Jinha's factual texts will also demonstrate his growing awareness of the difference between speech and writing. Thus, there is a tendency towards a significant decrease overtime in the language choices he considered appropriate in an informal conversation, but which were not expected in the above written genres. For a detailed overall view on how Jinha constructed the five factual text writings (when, where, topic and etc), the following tables are provided and then this is followed by a detailed text analysis of the factual writing. All the original copies selected for further text analysis can be referred to the section of Appendix (see Report texts in Appendix 5-1; Explanation texts in Appendix 5-2; Review texts in Appendix 5-3; Argument texts in Appendix 5-4; Procedure texts in Appendix 5-5).

Table 5-2. Jinha's Report Texts

	Title	Year in school	Place	Further detail of context; elements of generic structure, field and etc.
1	Kangaroos	K	School	Science Report
2	Saturn	K	School	Science Report
3	Neptune	K	School	Science Report
4	Killer Whales	Year 1	Home	Science Report
5	Frogs and Toads	Year 1	School	Science Report
6	Redback Spiders	Year 2	School	Science Report

7	Microscope	Year 5	Home	Science Report
8	Storage System	Year 5	Home	Science Report
9	System Unit	Year 5	Home	Science Report
10	Medicine	Year 5	Home	Science Report
11	Infections	Year 5	Home	Science Report: introduction + Body
12	Water	Year 5	School	Science Report, Theme-based Approach
13	Fire	Year 5	School	Science Report, Theme-based Approach
14	Tasmanian Devil	Year 5	Home	Science Report: Definition + Description – One paragraph, taking notes
15	Papua New Guinea	Year 1	School	Social studies
16	Anzac Day	Year 2	School	Social studies
17	Democracy	Year 3	Home	Social studies
18	Vietnam	Year 3	Home	Social studies
19	Olympic Torch	Year 3	Home	Social studies
20	First Aid Kit	Year 5	Home	Social studies
21	Mediator	Year 5	School	Social studies

Table 5-3. Jinha's Explanation Texts

	Title	Year in school	Place	Further details of context; elements of generic structure, field and etc.
1	I know where my food goes…	Year 3	Home	how
2	How you grow	Year 3	Home	Learning journal
3	Canberra became the Capital city	Year 3	Home	How
4	How crocodiles survive in the dry season	Year 3	Home	How-, watching after a TV documentary program
5	How England became a very rich and strong country about 500 years ago	Year 3	Home	Written in the part of learning journal
6	Terrorist attack in the U.S.A.	Year 4	Home	Recount + How text
7	Queen Elizabeth II on the five dollar note	Year 4	Home	Report + Why text
8	How fire engines works	Year 5	School	Multi-draft writing, well structured. Teacher's comments "Great Jinha, a very clear Explanation"
9	How a kite works	Year 5	School	

		Year 5	Home	
10	How to play "Yute"	Year 5	Home	

Table 5-4. Jinha's Review Texts (Books and Films)

	Title	Year in School	Place	Further Details of Context; elements of generic structure, field and etc.
1	The diary of Neil	Year 2	School	Book Review: the reasons why this book is recommendable
2	Bug's Life	Year 2	School	Film Review: why I like this film
3	How the camel got this	Year 2	School	Book Report (positive and negative points)
4	The Newspaper kids	Year 3	Home	Book Review (Recount +)
5	Just Crazy	Year 4	School	Book Review: elaborate evaluative comments
6	Cockroach War	Year 4	School	Multi-drafts
7	Architecture	Year 4	Home	Multi-drafts : non-fiction book
8	My favorite Authors – Why?	Year 3	School	
9	Deltora Quest II	Year 4	Home	Book Review (Recount +)
10	King of the Dragons	Year 4	Home	Book Review
11	Review	Year 5	Home	Preparing for NSW Writing Test, Scaffolding example about Review text type
12	The Lord of the Rings	Year 5	Home	Film Review
13	Won Gon	Year 5	Home	TV Review : Why the TV program was good
14	"Y"	Year 5	Home	TV Review (evaluation)
15	Spy Kids	Year 5	Home	Film Review
16	Nips XI	Year 5	Home	Book Review
17	ET	Year 5	Home	Film Review
18	Star Wars	Year 5	Home	Film Review
19	Deltora Quest	Year 5	Home	Book Review
20	Jimmy Newtron	Year 5	Home	Film Review
21	Matilda	Year 5	Home	Book Review
22	Star Wars #2	Year 5	Home	Film Review (+ second draft)
23	Harry Potter #2	Year 5	Home	Along with negative points

Table 5-5. Jinha's Argument Texts

	Title	Year in School	Place	Further details of context; elements of generic structure, field and etc.
1	School uniform should be compulsory	Year 4	School	With Argument plan (Argument for/against)
2	Sing a song of season	Year 4	School	With supporting evidence, paragraphs explaining reasons
3	Choose wisely	Year 4	School	With supporting evidence
4	Sport and us	Year 4	School	Using concept map, supporting reasons
5	Exposition – Taking one point of view "We should stop every 10 minutes for a game"	Year 4	School	Worksheet to help constructing the Argument text. Including the whole process of drafting
6	The better sport	Year 4	School	First Draft + Good copy
7	Should zoos be destroyed?	Year 4	Home	Preparing NSW Test
8	One nation of Australia (100 years ago and today)	Year 4	Home	After discussion with parents
9	Should bullying in school be punished seriously?	Year 4	Home	Preparing NSW Test
10	Should parents let their children climb trees?	Year 4	Home	Preparing NSW Test

Table 5-6. Jinha's Procedure Texts

	Title	Year in School	Place	Further details of context; elements of generic structure, field and etc.
1	Slap	Year 2	School	Using numbered sentences
2	Violet crumble recipe (Cooking)	Year 3	School	Guided writing with a structured worksheet: Equipment, Ingredient, Method. Subheading set up
3	Games and puzzles	Year 4	School	Set up a game (3 Procedure for setting up)
4	Making a tube (Math)	Year 4	Home	With drawing, homework
5	Evaporation (Science experiment)	Year 5	School	Procedure + Materials (with drawing)
6	Making toast (Cooking)	Year 5	School	Ingredient, Introduction, Method

7	Aim or What you are doing	Year 5	School	
8	How to make the water clock	Year 5	School	
9	What materials absorbs water	Year 5	School	
10	Newspaper stand	Year 5	School	

5.3. Report Writing

The term Report here will be defined broadly as in the text type "used to organize and present factual information in a concise and accurate form within a specific structure" (Wing Jan, 2001: 46). According to Wing Jan (2001), Report texts will commonly comprise of logically organized sequences of statements about facts, and will usually have some or all of the specific features of classification, generalization, description, definitions and comparisons. Also, Martin (1985) explains that the Report most likely provides some general characterization of things or phenomenon, in contrast to description which focuses on one particular thing. Since the text itself seems to require the writers to have developed the logical concepts (such as generalization, classification and comparison) in their cognitive ability as well as the literacy skill of writing, more mature examples of 'Report' writing are more likely to be found in upper primary children rather than lower graders. [4]

On the other hand, researchers have found that, with explicit teaching and scaffolding of the genre, even early primary-aged children can produce appropriate examples of Report texts (Stead, 1995; 2002). Apart from a requirement for the basic structure and features of Report writing, successful construction of the genre requires a knowledge of the topic of the Report, and suitable terminology for building this topic. To be able to write up more successful Report texts, young children should be able to obtain any proper channels through which they can make meaning about the topic. In this regard, particularly ESL children like Jinha and Sunyoung needed to negotiate the

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[4] This idea can be based on the view of Cognitive linguists in the sense that they aim at a balanced account of the relationship between language and human cognition. They claim that there is the general character of conceptual structure for language in human cognition (Talmy, 1988: 49-100). It also should be added as the theory of developmental cognitive linguistics that the human cognitive structure for language develops by the various factors such as age maturity, education, environmental element and etc.

difficult terms or specific content with the researcher, mostly in Korean, when they did the Report writing as homework. Whenever this kind of parent-child interaction occurred, the researcher became confident about the importance and usefulness of sharing language of mother tongue. This issue shall be elaborated further in this chapter.

Report can frequently be classified as being either 'natural science report' or 'social science report' depending on the subject dealt with. In another way, according to Wing Jan (2001: 46), information reports include three different types such as scientific reports, technological reports and social studies reports. Even though the definition of 'Report writing' and its types can vary according to scholars, in Jinha's case most of his Report writings were classified as science report and social one. There are about 20 texts that can broadly be referred to as Report-like writing throughout his primary years from 1997 to 2002. These texts fall into two groups: the first involves constructing information on natural sciences (living species - especially animals such as 'kangaroos', 'killer whales' 'frogs and toads', 'redback spiders' and 'Tasmanian devil', medical science such as 'medicine' and 'infections', computer science such as 'microscope', 'storage system' and 'system unit' and other science areas such as 'Saturn'. 'Neptune', 'water' and 'fire'); and the second group dealing with social sciences (including geography – different countries such as 'Vietnam' and 'Papua New Guinea', sociology such as 'Anzac day', 'democracy', 'Olympic torch', 'first aid kit' and 'mediator') (refer to Table 5-2).

Out of the total number (21) of Report texts that Jinha constructed from Kindergarten to Year 5, 10 texts were written at school, mostly as part of Theme-based Approach. Many were entries Jinha made in his learning journal. The remaining 11 texts were constructed at home as homework or as an extra writing activity that followed after reading factual books (mostly upon the request of the researcher). It is necessary to mention that Jinha did not initiate his factual writing at home, but whenever he got involved in the writing activity after factual book reading (mostly chosen by himself from a community library or school one), he seemed to enjoy the Report writing to the end. Particularly in the case of writing about natural science he showed

more enthusiasm and endurance to go through the Report writing than did Sunyoung. She was more interested in such texts as story recount or diary journal to include personal involvement (her feeling, thoughts and comments); Jinha was not quite so good at making comments on his personal feelings and thoughts in his journal writing. Jinha looked more confident in getting involved in factual writing on natural science from an early age (Kindergarten).[5] For instance, at school his class teachers Julieta and Katie (Kindergarten, 1997) commented positively on his factual writing on Neptune and other parts of the solar system like this: "Your wonderful work makes me smile!" (Julieta); or "Julieta, look at how much information they have learnt out of one of the big books already!! Yesterday's trip was well worthwhile." (Katie)

The tendency of boys to be more interested in the real world surrounding them, particularly in scientific knowledge, might explain Jinha's case as well. Also, as Halliday (1996) claims, this kind of factual writing can be considered with

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[5] Table 5-7. Report Text FR-3

Monday 10th November, 1997
Neptune's triton is falling apart. Neptune is a gas giant. Neptune has blue clouds and green clouds. Neptune has five rings. Saturn has the most rings. Neptune is cold. Neptune has no water. We will freeze. Pluto is the very smallest planet. The moon is not a planet. A tenth planet may be waiting to be discovered beyond Pluto. Pluto is made out of frozen gas.

Before this writing, Jinha's class had an excursion to a Science Center and then a follow up reading session with a big book about the Solar System. Jinha himself wrote this factual writing in his learning journal at the end of the class session. Even though the above example text does not seem to be logically structured and connected, this Report writing was almost impersonalized with the Themes of each solar system such as 'Neptune', 'the moon', 'Pluto', 'Saturn' and 'A tenth planet', with the exception of the use of the first person pronoun 'we' to refer to people, or 'human beings'. In addition, the use of process types and tense (relational verbs such as 'is' and 'has', present tense) is successful in terms of construing a Report text dealing with scientific facts. The logical methods to organize this text are classification, definition and description. More mature writers probably will use the logical relationships of comparison and contrast established through the use of such conjunctions as 'whereas', 'while', and, 'but'. In that case, the paragraphing skill should be needed to organize the related (relevant) sentences together. However, the above text constructed by a Kindergarten child is meaningful; the ideas are expressed clearly, and there is quite a lot of uncommonsense information being constructed. The text seems to be a distinct example of a young writer setting out to Report on the factual world around him.

the system of social value that goes with literacy education. The factual books on natural science or social science can be linked with the academic world and the researcher was very pleased with Jinha's interests in reading and writing factual texts. Much praise and encouragement was given to Jinha whenever he successfully finished his reading and writing of factual texts. This kind of expectation and positive atmosphere at home toward engaging with factual texts might have contributed to Jinha's interest in and developing control of factual writing. To make this happen the researcher helped him to access some relevant books in the community library and educational CDs on medical science, computer science, animals and etc. The researcher also encouraged Jinha to read the books and use CDs, explaining difficult technical terms and concepts as he was reading. Also, whenever he needed to construct a challenging text in terms of content and vocabulary the researcher gave him more support through child-parent interaction. In some cases of home produced texts, in line with advocates of Genre-based Approach, the researcher would construct a model text and read it together with Jinha. The researcher explained to Jinha the critical elements (stages of the generic structure) in this text. Often the researcher and Jinha jointly constructed another example of the genre. Jinha made suggestions and the researcher acted as scriber. After explicit teaching of the summary skill, paragraphing, sub-heading and methods of logical sequence such as comparison, generalization, classification and definition as well as the explanation of technical terms, factual writing became familiar to him and, as the result, he did not seem to rely so much on the researcher's support as time passed. Equipped with the conventions of factual writing, he appeared to have a greater control of his own texts at school and home.

Text Analysis on Report Writing from Kindergarten to Year 5

The following Report Text FR-1 and FR-2 are Jinha's earliest works written in the Kindergarten period.[6]

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[6] The right hand column relates the elements of the generic structure of these Report texts. Jinha's misspelled words are corrected here (for the original copies, see Appendix 5-1). Also, for reference convenience, numbering was added by the researcher in front of each sentence.

Table 5-8. Jinha's Report Texts in Kindergarten

Text FR-1	
<u><Friday 18th July 1997></u>	<u>Elements of schematic structure</u>
1. *Kangaroos* <u>are</u> mammals.	Classification
2. And *Kangaroos* <u>are</u> marsupials.	Classification
3. *Opossums* <u>live</u> in America.	Description: habitat
4. *Kangaroos* <u>are</u> herbivores.	Classification
5. *Wombats* <u>are</u> herbivores	Classification

Text FR-2	
<u><Tuesday 14th October, 1997></u>	<u>Elements of schematic structure</u>
1. *Saturn's ring* <u>is made</u> out of dusts.	Description: Constitution
2. *Jupiter* <u>is</u> the biggest planet.	Classification
3. *Venus* <u>is</u> the second biggest planet.	Classification
4. *The moon* <u>does not go</u> around the sun.	Description: Movement Characteristics
5. *Earth* <u>has</u> a lot of water.	Description: Possession
6. *Jupiter* <u>is made</u> out of gas.	Description: Constitution
7. *Pluto* <u>is</u> very cold when you are in Pluto.	Description: Climate

In terms of text structure, both FR-1 and FR-2 consist of several sentences of Classifications and Descriptions which are features of Report writing. We can consider these texts to be embryonic Reports as, in terms of structure, these texts are not well organized cohesive texts but, rather, texts written sporadically by presenting one bit after another, in the manner of addition. More mature writers could, for example, have written these texts by using comparison. Both texts also successfully employ subject-specific terms such as mammals, marsupials, herbivores, Saturn, Jupiter, Planet and Pluto even though there are some misspelled terms (i.e. huvsze for herbivores) that can be understood as developmental spelling errors. These common nouns are mostly used as unmarked Themes in each clause (see the italic font words in Text FR-1 and FR-2) and tell the reader what the text is about. The choice of person is consistently third person (which is different from Recounts and Journal writing where 1st person is usually chosen). The tense choice made is the timeless present tense (see Text FR-1 and FR-2 verbal groups underlined). In terms of Transitivity, the most typical verb 'be' as relational process is used in both texts' identifying clauses. As far as nominal groups are concerned, in the

clauses of 'classification', a common noun as Head is used as 'identified' and 'identifier'. For example, in 'Kangaroos are mammals' (FR-1/1), 'Kangaroos' is 'identified' and 'mammals' is 'identifier'. Since the nominal group realizing the function of identifier is typically definite, the superlative adjective form is often used as in 'Venus is the second biggest planet' (FR-2/3). As pointed out above, overall, the earliest Report texts FR-1 and FR-2 demonstrate that Jinha seems to have attempted the genre of Report, writing along with a reasonable sense of convention and language features.

The following texts are examples of Jinha's science Report writing in Year 1, showing some developmental changes compared to the earlier report texts:

Table 5-9. Jinha's Science Report Texts in Year 1

Text FR-4

Animal Report: The Killer Whale	Elements of Schematic Structure
1. The killer whale is the member of the dolphin's family.	Classification-a/1
2. The killer whale eats seals, porpoises and fish.	Description-b
3. Dolphins are whales.	Classification-a/2
4. The killer whale is 7 meters long and weighs 4 to 5 tones.	Description-c
5. The killer whale is a fast swimmer.	Description-d
6. The killer whales are very powerful.	Description-e/1
7. The killer whale smash through the ice and grabs the penguin and seals.	Description-e/2
8. The killer whale is found in most oceans.	Description-f
9. I like killer whales because they are cute.	Personal Comments

Text FR-5

Title: Frogs and Toads	Elements of Schematic Structure
1. Green tree frog jump fifteen meters high.	Description-a
2. All frogs eat flies and mosquitoes.	Description-b
3. Frogs lay about ten eggs when they are laying eggs.	Description-c
4. Some have bright colors to warn them that they are poisonous.	Description-d/1
5. Red frogs are very poisonous.	Description-d/2
6. Toads and frogs look the same but they are different kinds.	Comparison-e/1
7. They have their nostril on the front of their heads.	Comparison-e/2

8.	<u>Most of the frogs</u> have very dark colors.	Description-d/3
9.	Frogs can stay on land and on water.	Description-f/1
10.	Frogs live in dams and lakes and rivers.	Description-f/2
11.	<u>Some animals like foxes and snakes</u> eat frogs.	Description-g

Compared with the earliest Report texts FR-1 and FR-2, the above two texts include more information on each of the topics 'killer whale' and 'frogs'. So, the length of the texts is comparatively longer than the previous texts and the range of description areas appears to be wider than before. Particularly in text FR-5, Jinha applies the structural skill of comparison (with toads) to provide a finer description of frogs. Even though the attempt of comparing frogs with toads (FR-5/6-7) does not look very systematic and organized, it can be noted that this text, in general seems to be more analytical due to the application of comparison sentences. Also, in several cases in FR-4 and FR-5 above at least two sentences can be put together to describe a similar feature (please refer to the small case alphabet characters to indicate the similar area of 'description' as in e/1 and e/2 or f/1 and f/2). The former texts FR-1 and FR-2 include more classification sentences, interspersed with stand-alone description sentences. Whereas the text is not conventionally paragraphed and the elements of the schematic structure are often lacking distinct organization, there has been a visible growth in his Report writing, particularly in the area of providing further field details mainly through elaboration of the nominal group and the emergence of circumstantial information, and an increase of complex and compound sentences.

In terms of Theme choices also, the above Text FR-5 demonstrates more specific and descriptive nominal groups than before. As in 'most of the frogs (FR-5/8)', 'some (FR-5/4)', 'all frogs (FR-5/2)', 'Green tree frog (FR-5/1)', and 'Some animals like foxes and snakes (FR-5/11)', the use of Themes becomes more specific in terms of the amount or kind of frogs or animals. The feature of being more specific in description can be indicated as one of necessary points for better Report writing. Considering that younger children tend to over-generalize factual things or phenomenon around them, the application of more specific Themes through more complicated nominal groups seems to reflect one aspect of development in Jinha's written language.

In addition, Jinha tries to refer some common nouns to appropriate pronouns in some cases. As in 'I like <u>killer whales</u> because <u>they</u> are cute' (FR-4/9), he avoids using the same noun by the reference of 'they'. Another example can be found in FR-5/6 as follows: '<u>Toads and frogs</u> look the same but t<u>hey</u> are different kinds.'

The next period's Report writing, from Year 2 to Year 4, reflects that Jinha was developing more in social studies' Reports rather than science Reports. This is mainly because, during this time period, his class teachers put more emphasis on themes related to social studies such as different countries and social systems (e.g. democracy). His embryonic Report writing (Text FR-15) on social studies written in Year 1 already demonstrates that Jinha was instructed on how to write a social studies' Report by using sub-headings as follows:

Table 5-10. Jinha's Social Studies' Report Text in Year 1

Text FR-15   \<Title: Papua New Guinea\>

<u>Plants and Animals</u>
 	
    The tree kangaroo came from Australia. The bird of Paradise is a special bird.
 	
<u>Location</u>
 	
    Papua New Guinea is just below the equator. <u>It</u> is above Australia.
 	
<u>Land Forms</u>
 	
    In Papua New Guinea, the roads are very rough <u>so</u> they have to fly or walk.
 	
<u>Climate</u>
 	
    In Papua New Guinea there are two seasons. <u>One</u> is hot and dry and <u>the other</u> is hot and wet.

Even though the misspelled words were corrected by the class teacher this text shows that, with the guidance of the class teacher, Jinha was able to put together related facts under the sub-headings. This means he could do the skill of grouping which is very significant in factual writing. All four sections are composed of two or three clauses that involve parallel facts under the subheading (in the case of 'Plants and Animals') or related logically (refer to the underlined parts: it, so, One- the other). This kind of guidance on Report writing at school was enhanced through the reading sessions with factual books. The class teacher often emphasized how the organization of factual

books can be distinguished from that of fiction books whenever she started reading a new factual book. After the practices on sub-headings or categorizing, Jinha was able to compose more mature Report writing on social studies in Year 3 both at school and at home, expanding his fact organizing skills to cover the range of 'generalization', 'definition', 'exemplification' and 'contrast' types as well as paragraphing. The following two texts (FR-17 and FR-18) are selected to illustrate Jinha's development in social studies' Report writing:

Table 5-11. Jinha's Social Studies' Report Text in Year 3

Text FR-17	<Title: All about Democracy>[7]
1. Definition about 'democracy'	A democracy <u>is a system of government [[in which representatives are voted for by all the people over a certain age, in regular elections]]</u>. In Australia, there are several party and each one has a leader. <u>The most people on party the head</u> gets to be the prime minister.
2. Exemplification by comparing 'democracy' to 'the process of decision-making in my family'	To understand what democracy is, let's think it as a house not a country. When we, our family members including me, my sister, my mum and dad have <u>different</u> <u>suggestions [of going outside]</u>. I think the fair way is <u>to follow the person [[who votes for that the most]]</u>. That's democracy. In addition, <u>saying what you really want to say</u> is also <u>a special point of democracy</u> as well.
3. Contrast with 'Dictatorship'	On the other hand, dictatorship is <u>controlling all the people how he or she wants it</u>. This is <u>some of what the government does</u>. Makes up rules and laws, collect taxes, helps communities, has meetings, protect the country, rules the people, gives us punishments.

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[7] The above Text FR-17 was constructed at home as school homework. Before writing this text Jinha had studied social systems at school for about two sessions and had read one book about 'democracy'. At the time of Report writing he did not seem to be confident about this issue due to the difficult concept itself for a child of his age (age 8). So, the researcher tried to explain this concept by comparison and contrast which is reflected in his text above. Following the researcher's explanation, he attempted to write down the content in his own words. The word choice appears to reflect what he learnt from his school and the book. Sometimes during writing, Jinha would pause and ask the researcher if he was on the right track. The researcher did not try to correct his writing after he got into his independent writing stage. So, in this text, the content and overall structures were negotiated with the researcher before his writing; during the real writing time, he selected what to write down himself without any further assistance.

Even though Jinha was not as interested in writing social studies' Reports as science Reports, he seemed to get quite involved in writing some pieces on social aspects of life such as history, geography and sociology. Also, this kind of social studies Report allows tracing the pattern of emergent control of writing in the humanities.

In terms of the basic structure of FR-17 (as above), it is mainly composed of three parts: definition, exemplification, and contrast. More precisely, this is a definition text which is then elaborated and enhanced by the later parts of exemplification and contrast. In a definition text of an abstract phenomenon (dealing with 'democracy' here), mature writers depend on the use of grammatical metaphor (as a less congruent version) in identifying clauses. This kind of factual text therefore tends to show higher lexical density as a result of the process of nominalization. The following reflects Halliday's view on nominalising in relation to grammatical metaphor:

> Nominalising is the single most powerful resource for creating grammatical metaphor. By this device, processes (congruently worded as verbs) and properties (congruently worded as adjectives) are reworded metaphorically as nouns; instead of functioning in the clause, as Process or Attribute, they function as Thing in the nominal group. (Halliday 1994:352)

In regard to this matter, it can be said that Jinha, attempting to develop an ability to use a range of different verbs and adjectives in the Narrative writing or recount writing, moves to another stage of 'the noun world' in order to construct an abstract phenomenon in the definition of factual writing. This kind of factual writing practice leads young children to develop their awareness and control of the distinctive features of written language. The use of nominal groups in this text demonstrates Jinha's several attempts in relational Transitivity. As token and value relationships most nominal groups can be found in the position of participants in relational processes 'be' and 'have': e.g. A democracy (Token) is (Process: identifying) a system of government [[in which representatives are voted for by all the people over a certain age]] (Value).

Underlined nominal group phrases in the above text FR-17 can be sorted into three patterns: 1) of + noun phrase; 2) be + to infinitive; and 3) be + ~ ing. The first type (of noun phrase) is thought to be simple and easy for young children to pick up, but in this case Jinha is able to successfully manage the nominal group combined with relative pronoun as post-modifier as in: 'a system of government in which representatives are voted for by all the people

over a certain age, in regular election'. It still sounds rough but he certainly manages to compact necessary information in a nominal group in order to define the difficult notion of 'democracy' and does so quite effectively. [8]

The other types of nominal group (be + to infinitive, be + ~ ing) can be viewed as being between the characteristics of verbs and nouns, the middle stage toward abstract nominalization. As in 'the fair way is <u>to follow the person who votes for that the most</u>' and 'dictatorship is <u>controlling all the people how he or she wants it</u>', Jinha seems to have confidently used the 'to infinitive' and '~ ing forms' in place of a noun (participant) in the relational processes. These examples signify an emergence of nominalization in Jinha's factual texts. Emergence of nominalization in children's writing is considered to be a critical sign of their developing control over writing (Derewianka, 1995). That there is more use made of nominal groups in Jinha's Report writing is demonstrated through the following text FR-18.

Table 5-12. Jinha's Social Studies' Report Text in Year 3

Text FR-18	<Title: Vietnam> [9]
Introduction	I would like to write down [[what I have been learning about Vietnam]]. In the first paragraph, I would like to write about [[where Vietnam is]], secondly the national days in Vietnam, last of all I would like to introduce the festivals.
Body 1)	Vietnam is in east Asia and shaped <u>something like an S</u>. Mainly <u>three quarters of the land</u> is covered with <u>amazing high mountains</u>. Vietnam is next to many countries. Here's some of them Laos, Thailand, and Cambodia.
Body 2)	Vietnam has <u>many different kinds of national days</u>. May 19th is <u>their great leader Ho</u>

[8] However, the very next example is a sort of failure for a nominal group because it does not make sense at all: <u>the most people on party the head</u> gets to be the prime minister. He might have intended to compose like this: <u>The head of the party that gets the most people</u> gets to be the prime minister. The coexistence of a successful example and a failure for '– of noun phrase' indicates that Jinha was developing confidence in using this kind of complicated noun phrase (a sign of trial and error).

[9] Text FR-18 was constructed at home; it was homework from school after classroom learning about different countries. For the homework, Jinha was asked to choose one of his favorite countries, then to read some relevant reference books and finally to write a Report about the country; at that time, Jinha lived in a two-story house where a couple of a Vietnamese and a Canadian was subletting downstairs. The researcher's family was very close to the couple, which could have influenced Jinha's choice of his 'favorite country, Vietnam'.

The teacher did not state any specific structural requirements but indicated it should be one page in length. The teacher asked the children to prepare a presentation (oral) to accompany the Report. For this reason the text was written in the format of a presentation, particularly in the introduction (spoken mode). Jinha used the personal pronoun "I" in the position of Themes to meet the requirements of the spoken mode.

	Chin Minh's birthday. Also, on September 2nd was [[when Vietnam got their country back from French and Japan]]. September 2nd was also Ho Chin Minh's date of death.
Body 3)	On 15th of the late 8th moon it is the mid Autumn festival. In the mid-Autumn festival, they eat the moon cakes. And also many other traditional foods. For the fun they wear masks. Vietnamese people like having dragons. And last of all they have water puppetry.

Note: [[ ]]: embedded clause; underlined: nominal groups.

In terms of structure, this text is well organized into four paragraphs. The issues that have been raised in the introduction are all clearly addressed in the body parts and with the division of each paragraph.

As far as nominal groups are concerned, this text has several noun clauses and phrases. They are underlined in the above sample (FR-18). In the text, in the position of 'goal' in material transitivity, Jinha used some relative pronouns and adverbs that are followed by clauses: 'I would like to write down what I have been learning about Vietnam' and 'I would like to write about where Vietnam is'. Also, in the identified-identifier relationship (token and value), he tried to use the relative adverb as in 'on September 2nd was when Vietnam got their country back from French and Japan'. Another example is as in: 'Vietnamese people like having dragons' in the part of Body 3. According to Halliday (1994: 248), this clause can be analyzed as follows:

Table 5-13. An Example of Nominal Group (in Transitivity System)

Vietnamese people	like	having	dragon
Senser	Process: Mental of affection	Phenomenon: Act	
		Having: Relational process of possession	dragon: Attribute Possessed

In this example it is significant that what appears to be the field is realized through construction of participants. The fact that the participants are generalized, and not specific, is important too. Generalization is a significant feature of factual writing but so also is writing about phenomena removed in space from his personal experience.

So far the social studies' Reports which had been scaffolded by the researcher at home have been demonstrated through the analysis of the nominal groups and also the structural features. Parallel with this development, Jinha's science Report writings had also been developing, from short texts with rather short sentences to texts which were much longer, better organized, and packed with significant amount of information within a sentence and a clause. The following Text FR-12 is representative of Report writing that was guided explicitly by class teachers using the Genre-based Approach to teaching writing. During Term 1 of Year 5, Jinha's class learnt the theme of 'Fire and Water'. The theme outline which the class teacher handed out (see Appendix 5-10) had each section of English, Mathematics, Science and Technology, Studies of Society and the Environment and Information Literacy very carefully designed. In the English section, for the writing tasks the sheet says: 'Writing – text type: Reports, Procedures, Explanations and Narrative', 'Viewing – watch documentaries and news segments about the theme and take notes' and 'Reading – locating information from factual text to research fire and water'. For the purpose of learning on the theme of 'Water and Fire', the class teacher included writing tasks based on the Genre Approach. To complete the first step towards achieving the aim, the children had a time of 'Structured Brainstorm' that was guided by a clarified slip note (see the original copy in Appendix 5-11) and explicit Explanation. According to the slip note attached to Jinha's theme book, a 'Structured Brainstorm' involves:

Table 5-14. An Example of Classroom Instruction based on Genre Approach

Structured Brainstorm: Topic - Water
Outcome: - to make a brainstorm by sharing ideas   - to rewrite the information into a paragraph   The Task: - Following a modeled brainstorm as a whole class, the students worked individually to layout and began their own brainstorm   - With a partner they shared and exchanged ideas. Each student was invited to share ideas with the class.   - As a class, we wrote a paragraph of information about Water.

- Each student then wrote his or her own paragraph.

As can be seen in Table 5-14, the task description shows that Jinha's writing class appropriately included the brainstorming and sharing ideas as part of the Genre Approach to modeled writing. The following is the example text of modeled writing and joint construction the class teacher wrote on the white board, as she listened to suggestions from the students (see the original copy in Appendix 5-12):

Table 5-15. An Example Text of Modeled Writing based on Genre Approach

Title: Water (constructed by the class teacher and students together)
Water is a liquid. Water boils at 100 degrees Celsius and freezes at 0 degree Celsius. When water freezes, it expands slightly. When water boils, it evaporates into steam. Water is odorless, colorless and tasteless. All life on earth requires water. Plants and animals are largely made of water.

For the final stage of the writing session each student of Jinha's class was asked to write his/her own Report individually based on the model paragraph provided. Text FR-12 demonstrates Jinha's developing skills in constructing an organized Report text, using several paragraphs joined together with relevant information;[10]

Table 5-16. Jinha's Report Text based on Genre Approach at School

Text FR-12	Title: Water (constructed by Jinha himself, in Year 5)[11]
The definition of Water Description on the usage of Water	*Water* is odorless, tasteless and colorless liquid. *Water* covers about 70% of earth's surface but only 0.01% of that water is drinkable. There are lots of uses for water. Some uses are sometimes used for making electricity. Then the electricity runs down huge wire to people's homes.
Description on the Water Cycle	*The Water Cycle* starts by water flowing into the sea. Firstly the heat from the sun evaporates the water into tiny water droplets [[that we can't see]]. Secondly that forms the clouds. Thirdly the wind blows the clouds across to the rivers and waterfalls down again as rain, hail or snow. Then *the water cycle* starts again.

[10] For the comparison purpose, two other Report texts among the Jinha's competent classmates were selected. Please refer to the FR-12d and FR-12e. These samples were copied through the help of the class teacher by the end of that term.

Description on Sinking and Floating as one of Water related features	Some things when you drop into the water like a brick sinks. <u>This is because it is heavier than water</u>. But a boat does not sink because the air in the boat keeps it floating. Same like people, when people are swimming. The lungs store air in it so it does not sink.
Concluding comment	<u>This is [[why water is very important in our daily life]]</u>.

As seen above, Text FR-12 demonstrates that many nominal groups constructing the notion of 'water' are placed in the thematic position – unmarked topic Themes (in italics and bold), along with some connection words (firstly, secondly and thirdly) and a referencing pronoun 'this'. In the Transitivity, the text is largely constructed through relational and material process. In particular, the second paragraph consists entirely of material processes (starts-evaporates-forms-blows-starts) in order to explain the Water cycle in a sequenced manner. As far as nominal groups are concerned, the clauses underlined should be mentioned. As in 'This is why water is very important in our life', the equative clause with relational process seems to function like noun. Also, as in 'tiny water droplets <u>that</u> we can't see', the head noun 'droplet' is successfully modified by a relative pronoun 'that' along with a pre-modifier. As a whole, the above text FR-12 demonstrates growth in Jinha's Report writing. Two other texts which were composed by the most competent classmates in Jinha's 5/6 composite class are shown below as comparison (for the original copies, see Appendix 5-13 and 5-14).

Table 5-17. Two Other Report Texts by Jinha's Competent Classmates

Ref. FR-12d: Report Text A (constructed by a Year 5 classmate)	
Water as the most common substance on earth	Water is the most common substance on earth. 70 percent of earth's surface is covered in water. Water is in the air we breathe. Water is everywhere. Nobody can live without water. The earth consists mostly of water. The human is about two-thirds water. A chicken is three quarters water, and a pineapple is about four fifths water. Scientists believe that life began in the salty water of the sea. With the salty taste of our body sweat and tears that might be true.
Water as the original source for earth's	Water began shaping the land thousands of years ago. It hammers against the land and the oceans pound on the shores. The rivers knife and plow

formation	the*
Ref. FR-12e: Report Text B (constructed by a Year 6 classmate)	
Water as the common thing on earth and the importance of Water	Water is the common thing on earth. It covers about 70% of the earths. Surface is covered by water. Water is in oceans, lakes and livers and also in the air we breathe. Water is everywhere. Without water, all life will perish. All living things must drink water to survive. All living things consists of mostly water. Your body is about two-thirds water.

Note: *not completed in original.

Jinha's text compares favorably with the texts written by his classmates with regard to overall organization and elaboration of the nominal groups, constructing participants as well as circumstances. Even though the class teacher offered the writing model (see Table 5-15) to all the students, the individual writing varied among the students in terms of its overall length, structure, the selection of fact details and other language features. The above two text samples belong to the students who always got high scores in writing sessions. From this perspective, Jinha seems to have managed his Report writing more confidently than other students in his class, particularly by demonstrating his organizing skills through paragraphing. Starting from the general statements or facts on Water in the first paragraph, he develops his Report by adding more specific details of Water such as 'Water Cycle' (Jinha first came across the information in the earlier organized class activity - see Appendix 5-15). He seems to have utilized very well what he had learnt in constructing his second paragraph. Finally, he attempts to present another feature of water (sinking and floating) in his third paragraph. The final statement, as in 'This is why water is very important in our daily life', appears to be a reasonable wrapping up statement to embody all the previous paragraphs. So, it seems Jinha's text largely satisfies the science Report genre criteria, particularly in demonstrating how Reports begin with a general opening statement or classification of the subject matter, and then proceed onto descriptive elements that are organized into interrelated sections or a series of paragraphs.

So far, we have explored how Jinha developed his Report writing from Kindergarten to Year 5. With the supportive context at school and home

prompting a Genre Approach and Scaffolding literacy, Jinha's Report writing seemed to be empowered. As did the school curriculum, he put more work on science Reports (Kindergarten to Year 1) at the beginning then proceeded to social studies' Reports (Year 2- Year4) and lastly in Year 5, he was able to develop further in science Report writing with more challenging themes. During this whole process Jinha did not seem to have much difficulty in becoming familiar with the writing convention and text mapping of the Report, especially with the systemic assistance of school and home but also with the related factual reading input experience. The use of specialized vocabulary, timeless present tense, the choices within the Theme and Transitivity were developing and this helped meet the requirements of the Report genre. Jinha's later texts appear to be constructed using a more formal and objective style than his earlier attempts at Report writing. Lastly, specifically in regard to the nominal group, his writing started from simple object nouns in the beginning stage of science Report and developed to more complicated forms. In particular, when constructing social studies' Reports, he learned to use nominalization and elaboration within the nominal groups for constructing participants. This aspect of written language development shall be examined further in the following text type of 'Explanation'.

5.4. Explanation

'Explanations are used to describe how or why things happen' (Wing Jan, 2001: 74). According to Wing Jan (2001), as far as the basic structure is concerned, it is generally divided into three sections: 'opening statement' to orientate the reader about the topic; 'a sequence of paragraphs or statements' that describe how or why something happens and that are linked either through cause and effect or temporal sequence; and a summing up of the Explanation which involves a concluding paragraph or sentence that draw all the information together. If the focus is on how things happen (the emphasis on process), it can be specifically classified as 'sequential Explanation' in which a series of events are introduced to the readers in a temporal and logical manner. According to Veel (1997: 177), the possible structure of the sequential Explanation is as follows:

Sequential explanations usually comprise a Phenomenon Identification stage, in which the thing to be explained is introduced to the reader, followed by an Explanation Sequence, in which the reader is taken through a sequence of events describing the phenomenon.[12]

After acknowledging the definition of 'sequential Explanation' with its specific regard for time sequence, we need to know the other type of Explanation that focuses more on 'why' things happen. It has been classified by the name of 'causal Explanation'. According to Martin (1985: 11), this kind of text should be distinguished from Personal Judgment that can be found in Recount writing as in 'I like vegetable because it makes me healthy'. In this respect, it is often indicated that Judgment involving generalizations tends to be challenging for young children since it requires impersonal stance and the process of justification (Martin, 1985: 12). Therefore, young children need to be more systematically and explicitly prepared for this kind of genre writing. Aidman (1999: 265) highlights the positive influence of the minority language patterns when used in the home on bilingual children's writing development in the majority language (English), particularly in 'casual Explanations'. She explains that if parents keep trying to make interaction with their children by prompting 'why questions' orally in everyday contexts, children may be better prepared to write judgmental texts.

In Jinha's case, from an early age he had been involved in the home context where parents talked to him to encourage his reflection on how and why things were happening. He often had chances to share his thoughts with his parents and particularly the researcher tried to extend that language by providing a

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[12] Even though the definition and its generic structure of 'sequential Explanation' are identified as above, among some scholars from the Genre Approach tradition, it is argued that the genre of 'information Report' sometimes overlaps with sequential Explanation or the Report genre might include the aspect of sequential Explanation. When taking into account of the purpose of this sequential Explanation, it is necessary to explain to readers by emphasizing the sequential process of how things occur (along with special emphasis of the function of time conjunction). In this point, we find more reasons why the sequential Explanation should be recognized differently from the information Report. However, distinguishing these two writing types under different names might cause some difficulty to young children when they need to know the difference between the two, because the two share many common things in terms of basic structure and similar language features such as generalized participants (rather than about a specific thing), timeless present tense, and use of specialized and technical terms.

framework to guide him to reflect on the process involved in making things: How does it work? Why does it work? In addition, after reading some non-fiction factual books at home, Jinha was encouraged to write a learning journal. His early Explanation texts were constructed in this 'learning journal' using a less formal (than would be expected in Explanation) writing style. The following text FE-1 is a typical example of Jinha's embryonic Explanation text written in Year 3.

Table 5-18. Jinha's Embryonic Explanation Text in Year 3

Text FE-1	<Title: I know where my food goes>
1. Introduction (Phenomenon)	Today I am going to tell you where your food goes after you swallowed it. I learnt it from a book [[called 'I know where my food goes']].
2. Operation : how it works – the process of digestion	<u>First when</u> you put your food in your mouth, a watery mixture [[called saliva]] mixes with your food. This helps your food to go down to your food tube. There is another name for the food tube [[called the oesophagus]]. In estimation, it is about half as long as a child's arm and only as thick as your thumb. Also even if you eat up side down, the food doesn't just slide down your esophagus because the muscles squeeze the food along just like some toothpaste. <u>Then</u> the food goes down to your stomach [[which is like a sloppy bag]]. It squishes the food <u>until</u> it is sort of liquid. <u>Then</u> it goes down to your small intestine [[which is about 5 meters long]]. <u>And</u> intestine is all folded into like spaghetti. <u>But</u> the waste bits go into something [[that is called a large intestine]] <u>until</u> the leftover bits reach your bottom [[which comes out as poo]]. This is [[how the food travels around your body, which is called digestion]].
3. Interesting comments / Evaluation	I liked this story because it was simple and told me a lot about my body. Even though it is a simple book, I think that I learnt very much. It was sort of wrote in a fiction book way and a non-fiction.

As seen above, Text FE-1 has some features of the spoken mode, making a personal opening statement as in 'Today I am going to tell you where your food goes after you swallowed it'. The concluding part also deviates from the formal conventions of written Explanation texts. This type of conclusion is more likely to be found at the end of a 'Book Review'. In terms of word

choices, the text, as a whole, contains many spoken words such as 'goes down', 'come out', 'eat up', 'sort of', and 'bits' (it also includes clichés and slang). However, the section 2 (Operation: how it works) includes information in a logical sequence to explain how the phenomenon of digestion occurs, using temporal conjunctions and linking words (first when, then, until) to signify the appropriate sequence.[13] There are subject specific terms used such as 'saliva', 'esophagi' and 'intestine'. In addition, cohesion is maintained to some degree through anaphoric reference (using the personal pronoun 'it') to refer to a generalized non-human participant (e.g. esophagus and stomach) and anaphoric reference using the demonstrative pronoun 'this' to refer to the preceding description of the process (Halliday, 1994: 315-317). Furthermore, the definitions of these terms are well elaborated through the complex nominal groups containing an embedded clause as part of their structure (as Postmodifier or as Head):

Then the food goes down to <u>your stomach [[which is like a sloppy bag]]</u>[14]

Then it goes down to <u>your small intestine [[which is about 5 meters long]]</u>.

But the waste bits go into <u>something [[that is called a large intestine]]</u>.

This is [[<u>how the food travels around your body, which is called digestion]]</u>.

In addition to the topic of digestion, the Field in Jinha's early Explanation texts ranges from history to current news to natural science (e.g. on crocodile mating) (see the original copies of FE-2, FE-3, FE-4 and FE-5 in Appendix 5-2). Among these texts, the text FE-3 is examined more closely in order to figure out its availability as an Explanation text. Since it is generally accepted that most historical descriptions tend to be classified as 'Recount Writing', which covers 'what happened', the following text FE-3 may also need to be classified as one type of Recount writing. However, it can be claimed that the content of this text focuses more on 'how Canberra became the capital city', which coincides with the nature of 'Sequential Explanation'. In this regard,

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[13] As referred to the underlined conjunctions (in text FE-1), it seems that Jinha overuses these conjunction. Conjunctions 'and' and 'but' occur at the beginning of sentences, which is not appropriate for formal written texts.

[14] The sign of [[ ]] represents embedded clauses (inclusive of finite and non-finite clauses). Halliday (1994: 242) classifies the embedded clause as two groups; one is as Postmodifier in a nominal group and the other function is as Head of a nominal group (i.e. as a nominalization). The last example above (as in 'That is [[how the food travels your body...]]' belongs to the other group of embedded clauses as Head.

even though the following text FE-3 has some differences in the language features from other Explanation writings (such as present tense), it seems that it also deserves to be regarded as a sequential Explanation text.

Table 5-19. Jinha's Explanation Text in Year 3

Text FE-3	<Title: How Canberra became the Capital City>

The first European settlement in this area was a grazing property [[established in 1824]]. The owner, Josha Moree named the property Canberry, [[which is an aboriginal word meaning 'meeting place]]'. In 1908 the site for the city of Canberra was selected by C.R. Scrivener, the districted surveyor of New South Wales. The federation Act of Australia required that Australia's capital city be built on Commonwealth land. There was intense rivalry between Sydney and Melbourne [[to become new federal Capital]]. A compromise was reached   [[whereby the capital would be build in New South Wales, but more than 160 kilometers from Sydney]]. (the extract from Text FE-3)

The above text is lacking a time sequence since it does not employ any proper linking words or conjunctions so, the text itself does not seem to satisfy the purpose of the text effectively. Probably at the time Jinha was not familiar with this kind of historical texts either from reading or writing. The subject specific terms would have looked very challenging to him at his age and some attempts to use passive voice are not correct. Nevertheless, this text is a good start on this specific subject area in that Jinha attempted to write this Explanation in an objective manner, excluding personal aspects. Also significant is the use of the conjunction 'whereby' which is only used in written language (commonly by the bureaucrats and the legal profession). As we consider the underlined words above, all the Themes are generalized participants that include some abstract nouns such as 'intense rivalry' and 'a compromise'.

What also appears as significant is the amount of experiential information built in what is quite a short text. This is due, mainly, to elaboration of the nominal group which has an embedded clause as Qualifier (see the boxed words as the Heads of the nominal groups). Also important is the construction of subject specific information. The child must have become familiar with a significant amount of subject specific information detail. In this regard, it can be argued that as the child moves up the grades through primary school,

success in writing becomes increasingly dependent on his/her knowledge of the topic, so-called subject specific knowledge. The building of such knowledge thus becomes a critical part of literacy teaching.

While Jinha was practicing his Explanation texts through oral discussion and learning journals in many different subjects from Year 3 to Year 5, his class teachers at school put effort into teaching this text type with more systematic joint construction of the Genre-based Approach.[15] The models of Explanation texts that were demonstrated by the teacher before setting the independent Explanation writing task could have supported the children's organizing the text structurally. They could also have allowed them to focus on the content of the text.

The following text FE-8 (How Fire engines work) demonstrates explicitly how Jinha developed his organization skills in Explanation writing step by step. Jinha practiced this text with sub-headings prior to the final copy (see Appendix 5-16). With the class teacher's explicit guidance he was able to plan and organize information using the suggested framework. The reference book was available for children to refer to for subject specific terms in the classroom, but Jinha did not seem to have any help from the reference book since the content already was not difficult for him. The class teacher wrote as feedback on Jinha's text: 'Great Jinha, a very clear Explanation.'

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[15] 'Joint construction' is explained as follows: "Collaborative or shared writing will help children move towards independent writing of Explanations. Choose a familiar topic in the context of the curriculum and ask children to meet in small groups to brainstorm and compile information they can remember about the topic. They then categorize their information using headings from the Explanation framework planning sheets ... and discuss any points that need to be clarified. The teacher, with help from the children, scribes the first and second paragraph. As the children are contributing ideas the teacher can explicitly discuss aspects of the construction such as the language features or text organization necessary to achieve a clear Explanation. This process may continue over a number of sessions. Alternatively, after the first session children can move back to their groups and jointly construct the remainder of the text. Groups can then share and discuss features of their Explanations. The finished texts can be left for reference." (Education Department of Western Australia, 1997: 117)

Table 5-20. Jinha's Explanation Texts in Year 5

Text FE-8	<Title: How Fire Engines Works>
Text title	How Fire Engines Works
Definition	A fire engine is a vehicle [[designed to put out fire]].
Components / Parts	Fire engines have lots of part [[to put out fires]]. Like ladders, oxygen tanks, lamps, crowbars and many other items.
Operations	These parts help firemen to do their job. For example, ladders help firemen to get up high to either put out fire from high above and rescue people from high windows. The oxygen tanks help firemen to work in smoke and fumes to help people [[who have breathed into much smoke]].
Applications	Fire engines have been used to put out fires, to transport people quickly and for emergencies.

Text FE-9	<Title: How a Kite Works>
Topic	How a kite works
Definition	A kite is a flying object [[that is heavier than air]].
Components/Parts Description of the parts	A kite consists of a frame, a skin [[covering the frame]] and a long string [[held by the user]].
Operations: How it works (cause and effect)	A kite becomes airborne when the wind pressure between the kite and the ground lifts the structure into the air. The tilt of the plane surface of the kite causes a lesser air pressure to occur behind the kite's upper surface than the pressure [[created by the wind on the under surface]].
Applications: When and where it works or is applied	Kites have been used as signals, experimental instruments in atmospheric measurement and as play objects [[dating back many thousands of years]].
An Interesting Comments: Special Features/ Evaluation	

As support for students' construction of Explanation texts the teacher handed out a pre-arranged sheet with separate boxes for each of the elements of the schematic structure, with the labels of these elements such as Definition, Components, Operations and Applications (in the left-hand column). Jinha's

texts seem to have achieved discourse cohesion through thematic continuity. The underlined nominal groups above are all Themes as the first element in a clause and mostly they are concentrated on the topics of the texts, the fire engine and the kite. To achieve this kind of thematic continuity Jinha employed passive forms in the Application element section, as in 'Fire engines have been used to put out fires, to transport people, quickly and for emergencies' and 'Kites have been used as signals, experimental instruments in atmospheric measurement and as play objects dating back many thousands of years'. Jinha successfully uses the passive voice choices in both texts to keep this thematic prominence. The use of the passive voice is a characteristic feature of the Explanation text type so that Jinha's employing this choice in his factual text demonstrates his growing control of the genre.

Another significant feature of these texts is Jinha's use of the potential of the nominal group to pack in information. There are many examples of embedded phrases and clauses used in the Qualifier position within the nominal group structure. These embedded clauses are realized in relative clauses and non-finite clauses. These nominal groups play an important role in achieving lexical density as one feature of written texts:

vehicle [[designed to put out fire]]

lots of part [[to put out fires]]

people [[who have breathed into much smoke]]

a flying object   [[that is heavier than air]]

a skin [[covering the frame]]

a long string [[held by the user]]

the pressure [[created by the wind on the undersurface]]

play objects [[dating back many thousands of years]]

These nominal groups provide the texts with the necessary clarification and elaboration along with the subject specific terms, and consequently contribute to satisfying the purpose of the informative Explanation text type.

As far as the Transitivity process types are concerned, the range of relational process types has been expanded. The typical type verb 'be' was varied by

other verbs such as 'consist of', 'become' and 'cause'.

5.5. Review

Book and film Reviews are another kind of factual writing quite extensively practiced by Jinha over his years in primary school. The earliest, really embryonic examples were written in Kindergarten (age 5). Admittedly, these earlier text examples are more likely 'Recount writing on story books' along with a brief personal comment as in 'it was fun' or 'I liked this story because it was scary'. As a recognizable text type, book Reviews were written on a regular basis, several Reviews per school year, between Years 2 and 5 (age 7-10).

Review texts were constructed both at school and in the home. At school, Review writing was initiated by the classroom teacher who let children write a 'book Report' after their individual reading sessions. The teacher mostly guided the children with some questions as follows: 'On a separate sheet of paper write what you think of the book.' 'What was your favorite part in the story? Why?' 'What are the good points about the book? In the home, Jinha was encouraged by the researcher to write a Review of a book which he had just enjoyed or a movie which he had just seen. Both children seemed happy and willing to share their impressions after having completed reading a book, or having watched a movie or a video. The researcher took this opportunity to channel their expressive efforts towards writing a piece about what they thought of the book or the film. Thus, the researcher often engaged Jinha in an oral discussion of the book/film, and then would suggest that he write down what he had just said. The task seemed to make sense to Jinha as he commonly followed the suggestion. The task was suggested by the researcher so that the text type expected in school could be practiced in an informal context. The task might also help the child further develop his overall control of written English.

Text FRV-6 and Text FRV-14 are examples of Review texts written by Jinha at home. The texts consist of three parts: a brief Introduction, Body (mostly book summary) and Evaluation and Personal Comments in the last section. The

Evaluation element includes, as part of it, a 'why' Explanation.

Table 5-21. Jinha's Review Text in Year 4

Text FRV-6	<Title: The book Review of 'Cockroach War'>
Introduction	Every August in Australia, the authors put all their books [[that they have written]] and the judges read all of these books and the best books get a Children's Book Award, and I think that the book 'Cockroach War' will get one.
Body (book summary)	The problem of the story is that a family [[named the Judges]] lived next to the worst neighbors in the world. I liked the way [[that it's not the adults [[who solve the problem in the story]] but it's their children, Emma and Toby]]. Emma was planning to be an insect scientist and she had discovered a way [[to control insects]]. Using that method, they chase the neighbors out of their house with cockroaches!
Evaluation and Personal Comments	These are some good points about the book [[which I suppose]]. Compared with other children books, this book is <u>firstly</u> interesting <u>because</u> it has lots of funny expressions and the characters have funny characteristics. Also, the story actually forced me to read more and more. <u>Secondly</u> the events were all very exiting and once I read one, I kept on expecting the next. And the setting was well described that I could draw the pictures in my head very clearly and imaginatively. <u>Thirdly</u> I like the book <u>because</u> it is science fiction.

Thus, in more detail, the Evaluation in the Review on the book 'Cockroach' provides three reasons why Jinha liked the book, using the sequential adverbial words – 'firstly', 'secondly' and 'thirdly' along with a cause-effect conjunction 'because' (associated with reasoning). According to Derewianka (1990: 80), the logical relationship of 'cause and effect' can be expressed somewhat differently across the spoken and written modes of language. In the case of the spoken mode, "cause and effect is usually expressed through conjunctions like "because" and "therefore." However, in written texts particularly, cause-effect and other relations are also expressed by using nouns (The first *reason…*) or, as here, verbs (could *result* in…), or prepositions (*through…*), to give more structural choices and often more subtle connections". In this text, Jinha seems to have mixed the spoken and written modes. The technical terms to analyze the storybook are successfully employed as in 'characters', 'characteristics', 'events', 'setting',

'imaginatively' and 'science fiction'. The use of technical terms that are expected in a particular text type is a distinct sign of his developing control of this genre.

The following text, FRV-14, also can be considered a good example of a 'Review' text in that it demonstrates Jinha's insightful evaluation that was constructed after watching a TV program at home and an oral discussion with the researcher for shared understanding on it:

Table 5-22. Jinha's Review Text in Year 5

Text FRV-14	**<Title: Review of TV Program "Y?">**
Introduction: The program definition	For my Review, I chose the program "Y?" Y? is a learning educational program because it tells you a great deal of information about things.
The content structure of "Y?"	In the show "Y?", it is composed of three sessions, the science, animals and Australians. First there is a science and experiment session. This session lets you to explore experiments about lots of different, interesting things. This chemical science session is also very good because the speaker tells you the reason [[why it happens and how]]. The next session is about endangered species of wild life. This is a session [[that tells you about endangered animals]]. I find this session quite interesting because they explain the animal shortly but clearly. Lastly it is a session with famous people, for example, firefighters etc. I suggest the people [[who come in this session]] are very important in our daily life.
Evaluation on the TV program "Y?"	I consider "Y?" is a very educational and useful program. It uses proper and appropriate language. It is on in a suitable time in the day <u>also</u> it has a good source of information. I <u>also</u> think that there are no negative points about the television program Y? <u>Additionally</u> I would like to say it is an outstanding program because it is interactive. Like at every advertisement stops, it gives you questions to think about. This makes the program fun and interactive. <u>In addition</u> the presenter is always asking you questions, not doing it all **themselves**. **They** <u>also</u> let the watchers give feedback by mail.

Compared with the former Review Text FRV-6, Text FRV-14 looks similar in terms of the overall text structure, namely introduction, the middle part of content analysis and the last section of evaluation. In a sense, the middle part

is weaved in a similar pattern to the logical sequence in the evaluation part of the former text FRV-6, with the use of words like 'first', 'because', 'the next section', 'because' and 'lastly' sequentially. These similar structural patterns and the choice of connective words reflect the influence of the Genre-based Approach under which the researcher introduced Jinha explicitly to the structural characteristics and language features of 'Review' texts using sample writings and workbooks in the home context. The evaluation element appears to be satisfactorily constructed in that the entire content is relevant to the evaluative comments, and the judgments seem well thought-through and well reasoned. However, the text structure does not look organized; various ideas seem to have been added one after the other. There is overuse of connectives such as 'also' (three times), 'in addition', and 'additionally'. Pronoun reference is also not clear in some cases (themselves, they) and is in bold type in the above text. In regard to use of the personal pronoun 'you' (in the middle section mostly), it is worthwhile considering Kroll's (1981: 32-54) explanation about three approaches termed 'subjective, objective and hypothetical'. Kroll (1981) indicates that children's writing tends to develop toward the impersonal tone in factual writing such as instruction. Based on Kroll's study, the use of 'you' in Text FR-14 can be regarded as an 'objective' approach, which projects the relationship between the TV program (each section) and 'you' (the reader). Even though Jinha reflects his view on the TV program mostly with the first pronoun 'I' (as in 'I consider-', 'I find-') throughout the whole text the other pronouns 'you' and 'it gives –' make the Review text more persuasive by inviting the reader into the text. Along with the use of the pronoun 'you', the following sentence patterns contribute to making the tone of the text more objective:

1) This session lets you to explore experiments …
2) I find this session quite interesting …
3) It gives you questions to think about.
4) This makes the program fun….

In sentences 1), 3) and 4), the judgment is expressed in an impersonal manner. The unmarked topic Themes (this session, it, this) foreground the events rather than the writer's personal feelings about these events. In example 2), the

writer uses the mental process of cognition to project his judgment, which also contributes to a more distanced representation of an opinion.

To sum up, in many ways the Review texts FRV-6 and FRV-14, appear to satisfy the purpose of Review writing. In order to choose a good book, TV program or movie to see, children sometimes need to read book Reviews, TV guides or film Reviews in daily life. Many model texts of this genre are readily available. With the real purpose of choosing the right book or movie for them, children can be encouraged to read or browse through the guide material carefully. Also, children can be exposed to relevant oral discussion on the evaluation of what they have read or watched by doing this with their parents or friends. Through spontaneous or planned opportunities children can be supported in writing this particular text type, 'Review', less effortlessly at home and at school. Finally it is worth pointing out that this kind of Review writing seems to be a good start for critical literacy since children can get accustomed to the evaluative text associated with reasoning. This writing experience might extend to persuasive Argument texts, which requires more challenging cognitive and writing skills later.

5.6. Argument

Argumentative writing has a special standing in the English-speaking cultures, being a highly valued kind of writing. This type of writing is also an expected learning outcome of the mid-to upper-primary school curriculum. Importantly, students are expected to construct Argumentative texts in their secondary and tertiary level schooling. Jinha wrote his first examples of what can be identified as Argumentative texts in Year 4 (age 9), both in school and in the home. However, it is also noteworthy that, before starting his Argument writing, Jinha had been exposed considerably to the convention of justifying his position through relevant oral discussions at school and at home (in his native tongue, Korean as well).

Before analyzing Jinha's Argument texts we need to define this particular text

more clearly.[16] According to Derewianka (1990: 75), "Argument texts belong to a genre group called "Exposition" concerned with the analysis, interpretation and evaluation of the world around us." For more elaboration, the following explanation would be necessary:

> An argument requires the presentation of one point of view on an issue and justification of this with selected supporting evidence so that other people are convinced to accept the point of view on the basis of the information presented. The information is presented in a form appropriate to the audience to be convinced and the writer appears to be well versed in the subject. (Wing Jan, 2001: 84)

Now we shall examine Jinha's Argument text FA-5 that he constructed at school in Year 4 as below:

Table 5-23. Jinha's Argument Text (in Year 4 at School)

Text FA-5	<Title: We should stop every ten minutes for a game to rest our brains>
Opening Statement	While in the classroom, we should stop every ten minutes for a game to rest our brain.
Supporting ideas – point 1	If we have a game at the end of every ten minutes, time will seem faster and we will work harder. Children become restless in hot, airless classrooms.
Supporting ideas – point 2	Secondly I think we should have a game every ten minutes because games are fun to play because I enjoy myself more than anything else when I'm playing games.
Supporting ideas – point 3 and Concluding statement (restating of opinion)	Thirdly because it makes me forget about the bad things [[that I was thinking of]] because the game keeps me concentrated. So this is in the reason [[why we should stop every 10 minutes for a game]].

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[16] Argument text can also be differentiated from 'Discussion' texts in which two opposing points of view (argues for and against an issue) are raised and discussed with supporting evidences. In Jinha's case, the discussion kinds of text was practiced at school as well (see Appendix 5-17) with the issue of whether school uniform should be compulsory. In a preparatory task, Jinha was required to fill in four sections consisting of 'Argument for' and 'supporting evidence' as well as 'Argument against' and 'supporting evidence'. The worksheet itself looks satisfactory to some degree, but we cannot evaluate it further since follow up writing such as a real discussion text was not produced at that time. Except for this example, Jinha's expository texts were all close to Argument texts that present his own point of view with supporting evidence.

The above text, FA-5, was constructed with the guidance of the class teacher through several preparatory steps such as brainstorming on the issue and the exposition framework (see Appendix 5-18) consisting of 'State Problem and Point of View', 'Assertions and Evidence/Data/References' and 'Conclusion or Summary'. As far as the basic structure is concerned, the text seems to largely satisfy the conventions of the Argument text organization.[17] Also, Jinha is attempting to use generalized participants, as in '<u>Children</u> become restless in hot, airless classroom', and 'if <u>we</u> have a game at the end of every ten minutes, <u>time</u> will seem faster and we will work harder'. Some generalized participants and 'we' were employed in order to make his supporting evidence sound more objective and persuasive. On occasions, however, the young writer switches over to reporting personal experiences.

The other Argument example is a text that Jinha constructed at home. The researcher encouraged Jinha to write a number of Argument texts in the weeks leading up to the announced State-wide testing of writing across the primary grades.[18]

Table 5-24. Jinha's Argument Text (in Year 4 at Home)

Text FA-10	<Title: Should parents let their children climb trees?>
(Section 1) Introduction- Opening Statement	Some parents let their children climb trees, but other parents don't. There are different points of views about this matter. Some people think that their children can climb trees. So they can either agree to the statement or disagree. <u>In my opinion I would like to choose that parents should not let their children climb trees. These are some of my supporting ideas.</u>
(Section 2) Supporting ideas –	<u>Firstly</u> if children climb, trees and a little twig [[that they're standing on]] snaps, they can easily fall down and get a serious injury or could

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[17] Text FA-5 largely satisfies the conventions of the Argument text except for the last part that was not grammatically and syntactically correct: the underlined clauses can be corrected as in 'Lastly it makes me forget about the bad things that I am thinking of and keeps me concentrating.' For this kind of syntactical error occurring, we need to consider Jinha's developmental attempts to get accustomed to or control the connectives and conjunctions in relation to cause and effect.

[18] The exact title of the test in which Jinha participated was 'Australian Schools Writing Competition' sponsored by The University of New South Wales Educational Testing Centre. In 2001, when Jinha was in Year 4, the text type for the writing task was 'Argument'; 'Imagine that schools do not have rules for using the playground. You have been asked to write an Argument in the school newsletter to convince people that playground rules are good for schools. Write an Argument that persuade people that this is a good idea.' In this competition, Jinha got the award of 'Distinction' which was quite satisfactory.

Two points; 1.children could be dangerous. 2. Nature could be dangerous. (with presenting examples)	even die. So it could be a very dangerous thing to do. I have heard on the news that a kid from high school was climbing a tree and a branch broke down and unfortunately he died. <u>Secondly</u> it could be harming the nature around us and also the environment in many different kinds of ways. For example, they could accidentally break a very big branch down and it would put the tree into danger and could also crack other creatures' habitats.
(Section 3) Concluding Statements - Restating his view - further advice (giving caution)	<u>As I have pointed out the reasons above, I think that climbing tress should be prohibited in the childhood.</u> But of course some children have climbed lots of trees before and it can give them special pleasure and fun, nevertheless, I think that if they are going to climb trees, I think the people [[who are climbing the trees]] or the people [[who are taking care of them]] should check these things first. For example the height, the thickness of the branches and the creatures [[that are living there]].

As seen above, Text FA-10 demonstrates more lengthy and naturalistic Argument, compared with the former text FA-5 that gives a sort of formatted like impression at first glance. Actually, Jinha constructed this text seemingly effortlessly, and at a much faster speed than any other Argument texts. He did not stop until he came to the end. After finishing the first draft, he was advised by the researcher to revise and do proofreading. If you refer to the original copy (see Appendix 5-4), you will see his several corrections on his first drafting. In the section of supporting ideas, Jinha seems to show much more developed strategies by using relevant examples. In Section 2 (Supporting Ideas) Jinha uses exemplification (using the phrase of 'For example'). This is a significant development, compared to his earlier written Argument texts. It is also noticeable that in this section Jinha shows a more mature way of using differing degrees of certainty with which he can make claims. In connection with this issue, Derewianka (1990: 80) explains the tendency in using proper certainty words between adults and children as below:

> To win an argument, children often exaggerate and make sweeping generalizations. An adult knows that the reader will become skeptical and the argument will be jeopardized if bald statements and unqualified claims are made. An adult leaves room for negotiation by using words such as "nearly" "often", "most", "generally",

"tend to" and "might", etc.

In this text, Jinha attempts to qualify his statements. Within the mood system, several times Jinha employs modal operators such as 'can' and 'could' as in 'they <u>can</u> easily fall down', '<u>could</u> even die', 'it <u>could</u> be a very dangerous thing to do', 'it <u>could</u> be harming…', 'it <u>would</u> put the tree into danger' and 'they <u>could</u> accidentally break…'. This choice of modal operators seems to make this text sound more reasonable and plausible than Text FA-5.

Although the introduction part and the conclusion part show some immaturity of organization, overall this text can be evaluated as a more successful example of Argument, showing Jinha's control of Argument texts.

So far we have examined some selected of 'Explanation', 'Review' and 'Argument' texts of Jinha's in order to find out his control of writing development with these particular genres. Although each text type has its characteristics and different purpose, the basic cognitive skills such as logical sequence (cause and effect) and critical thinking are necessarily required in all. In this respect, these three factual writing genres appear to have developed coincidentally in close co-relationship. While Explanation and Argument texts were more explicitly taught at school, in terms of the structure and language features, the Review texts were more practiced and influenced by the researcher at home. The explicit teaching of the genres and the regular practice sessions helped Jinha develop control over these text types in terms of their overall organization, use of technical words, expression of logical sequence in written language and ability to make appropriate choices within the Mood (choice of modal operators) and Transitivity (choice of Process and Participants) systems. Overall, Jinha's factual writing of Explanation, Review and Argument seems to have given him a great deal of confidence first   in controlling the structures of each genre and later in developing more various points of the language features. The last text type that we shall explore is 'Procedure' which mostly was guided by Jinha's class teachers in Year 2 to Year 4 (age 7 to 9).

5.7. Procedure

Compared with other factual writing types, procedural texts have a very distinct schematic structure of a list of sequences of actions, or steps to be performed in order to do something. Since the procedural texts play an important part in our everyday life and are used in many contexts (inclusive of recipes, science experiment, machinery manuals), children get exposed to these texts from an early age. In Jinha's case, the class teachers gave several opportunities to him to internalize the necessary linguistic features of procedural writing in various contexts based on school curriculum (cooking recipe, instructions to play a game (how to play a game), a machine design (how to design a machine), science experiments (the most popular one)). The following are the instructions written by the teacher on the whiteboard and copied by Jinha into his workbook.

Table 5-25. Class Instruction on Procedure Text Writing

Procedure	
Title	Aim or what you are doing
Material	Quantities, ingredients, type of ingredients
Method	Steps, numbered points in order
	Gives you clear instructions
	Action verbs
	Present tense

Even though each text relates to a different context and may vary in framework headings, the language features are similar in the use of imperative mood choices in the beginning of each sentence, temporal sequencing of actions and timeless tense. For further linguistic Explanation, we shall examine Jinha's procedural texts selected for the purpose of tracing his developmental improvement in this particular text type. The first example text is as follows:

Table 5-26. Jinha's Procedure Text in Year 3

TEXT FP-2	<Title: Violet Crumble Recipe>
Equipment	- Wooden spoon - Square tin - Stove - Sauce pan - Mixing bowl - Teaspoon - Baking paper
Ingredients	- 1 cup sugar - 4 + bsp of golden syrup - 3 tsp bicarb soda - 1 block of melted chocolate
Method	Step 1: <u>Mix</u> golden syrup and sugar in a saucepan <u>simmer</u> on low heat for 7 mins. Step 2: <u>Remove</u> from heat and quickly <u>add</u> bicarb and mix in. Step 3: <u>Pour</u> into a tin lined with baking paper. <u>Leave</u> to set.

The above Procedure text was written in Year 3 at school just after a cooking class. This way Jinha had opportunities to develop an understanding of the content, through the hands-on experiences and the use of oral language. In this text, Jinha seems to have managed the overall schematic structure quite successfully. Also, the modeling of the genre provided by the teacher (using whiteboard or OHP) could have supported Jinha's learning to control some of its typical features. For instance, the task of beginning with the imperative mood of action verbs in each clause is successful. In this regard, it might be acceptable to point out that Jinha did not have much difficulty in controlling this distinctive feature of Procedure text from the beginning stage, probably because he had already been quite aware of the basic structure and language features of Procedure texts through oral experiences and the explicit teaching on the genre.

However, the following example demonstrates that the real challenge for Jinha in mastering the Procedure text seems to be writing more concrete and precise steps in detailed description in the method part, so that the reader can follow the instruction without any comprehensive difficulty.

Table 5-27. Jinha's Procedure Text in Year 5

TEXT FP-5	<Title: Evaporation>
Aim	To find out which cloth dries the quickest
Materials	- Bucket of water - Clothes - Something to hang the cloths on
Procedure Method	1. <u>Get</u> all your materials ready 2. <u>Dip</u> all the cloths into the water and <u>squeeze</u> all the water out. 3. <u>Hang</u> the cloth out in different places and in different positions. 4. <u>Write</u> down your results.
Results	The cloths that were scrunched up didn't dry. And it did meet the aim.

Text FP-5 was constructed as a post-activity of a science experiment under the Theme of 'water'. Each step was accompanied by a simplified drawing in order to elaborate the steps for the readers (see for the original copy in Appendix 5-5). The temporal sequencing of actions is explicitly signaled by the use of numbering. In the topical Theme position the imperative mood choices seem to be appropriate. The part of 'Result' was added as this text is based on a science experiment. Actually, each step in the Procedure method and the Results seem to require more detailed and concrete description but Jinha managed to construct his Procedure in a very simplified manner along with drawings. A more advanced writer would add more description and more step divisions. However, as a whole, this text shows Jinha's reasonable competence in writing a proper Procedure genre in a different context (such as science experiment). The field has changed from that of commonsense experiences (such as cooking) to constructing uncommonsense knowledge.

Table 5-28. Jinha's Procedure Text in Year 5 (A Better Developed Example)

TEXT FP-9	<Title: What material absorbs water?>
Aim	To find out what types of paper absorb the most water
Materials	- 5 long glass test tubes - 5 different papers - A bottle of water - 1 eyedropper

	- Sticky tape
Method	1. <u>Fill</u> all the test tubes (**up to the mark 50**).
	2. <u>Make</u> it exact (**with the eyedropper**)
	3. <u>Fold</u> the pieces (**in a strip thin enough to fit in the test tube**).
	4. <u>Put</u> sticky tape (**on the top of all the strips of paper**).
	5. <u>Get</u> some help and put all the pieces of paper in (**at the same time**) (**in to the same depth**).
	6. <u>Leave</u> them all (**for five to ten minutes**).
	7. <u>Take</u> them all (**out**) (**at once**).
	8. <u>Write</u> (**down**) the results. The test tube with the least amount of water in it has absorbed the most water.
Results	The tissue absorbed the most water then it was the newspaper, colored paper, plain paper and magazine paper (**hardly**) absorbed any water (**at all**).

Text FP-9 is another Procedure text that Jinha constructed after a science experiment at school. As can be seen, this text contains an increased number of steps in the Method element, compared with the earlier Text FP-5. In Text FP-9 Jinha seems to have attempted to give more detail and necessary information. This is realized with further elaboration constructed mainly in the 'circumstances' (refer to the bold typed words with bracket) and nominal groups constructing participants (refer to the boxed words). Even though Text FP-9 seems to be a better developed example of the Procedure text than Text FP-5, the material section should have indicated or named the five different papers for the readers' understanding. Also, each step in the method part still needs more clarification for the exact referencing.

However, as a whole, Text FP-9 reveals Jinha's awareness of the schematic structure of the Procedure text type and shows how he makes the linguistic choices appropriate for the genre. Mastering this particular genre also means that Jinha is learning the appropriate ways of constructing factual experience in the English-speaking culture. For the relatively short period, Jinha surely had been developing his writing on this particular genre in more varied contexts. This learning was supported by hands-on experiences and conversations accompanying these experiences both in the home and at school, as well as explicit modeling of the target text type.

5.8. Conclusion

In this chapter, Jinha's factual writing from 1997 (Kindergarten) to 2002 (Year 5) has been examined in the context of both school and home. Among the various factual text types, the Report, Explanation, Review, Argument and Procedure were selected for more detailed text analysis in order to find out how Jinha had been developing his writing along with his development of awareness of different writing purposes, schematic structures and language features.

Compared with Jinha's Narrative writing (Chapter 4), this factual writing development seems to be more positively influenced by the explicit teaching of the Genre-based Approach at school and in the home. In other words, the effectiveness of the model writing and joint construction as part of the process of writing the various factual texts can be shown throughout the selected factual writing examples. Jinha's example shows that factual writing such as Report, Argument, Explanation and Procedure can be effectively modeled by teachers when done explicitly, and even young children can learn appropriate schematic structures and language features when supported by modeled writing and joint construction of factual texts. Accordingly, the Genre-based Approach that had been conducted in Jinha's school from Year 2 (1999) seems to have been quite helpful and useful for Jinha as an ESL student to have learnt various factual writing texts that are closely related to further academic texts and social functions. Given that Jinha was exposed to mostly English oral language at school (whereas the communication at home largely occurred through the medium of Korean), it was particularly helpful to have this explicit teaching of English factual writing. The Genre-based Approach adopted by Jinha's school teachers, supplemented by the explicit way of teaching, enabled him to develop various factual texts to satisfy different purposes. Particularly the process of internalizing the schematic structures of various factual writings was successfully realized by the guide worksheet (framed sheet) and the repeated and regular explicit teaching.

Learning to control factual writing is also important in that it helps to develop awareness of the differences between the written and spoken modes of

language. In the analysis of Jinha's factual texts, some aspects of written mode such as nominalization, abstract language use, lexical density, the use of relational processes (to establish classification or definition), tense, reference system and conjunction choices have been highlighted to illustrate this issue. With the aid of modeled writing and joint construction, Jinha accelerated his awareness and control of this kind of written language features. Particularly in Explanation and Report texts, the use of abstract language and the application of more complicated and varied nominalization were apparent reflecting the expectations of the text types (to clarify and elaborate the key word concept).

Chapter 6. Sunyoung's Factual Writing in English

6.0. Introduction

In the previous Chapter 5 we examined how Jinha developed his factual writing in various text types during his early and mid primary years (from Kindergarten through year 5, that is 1997 to 2002) in both school and home context. Compared with Jinha's case, the analysis of Sunyoung's factual writing development covers a shorter period, focusing on her early-primary period from Kindergarten through Year 3 (1999 to 2000).

6.1. The Contexts of Sunyoung's Factual Writing (School and Home)

As mentioned earlier Chapter 3, Sunyoung started school in Australia in 1999, when the Genre-based Approach to teaching writing was beginning to find its way into the classrooms of the school she attended. Sunyoung seemed to settle into the school routines quite effortlessly and adapted well to the literacy programs operating in the school. She enjoyed literacy-related activities. And, the teachers considered her to be among the higher achieving students.

As a young student she seemed to be more interested in reading and writing Narrative texts than factual ones. During her first years in school, Sunyoung's personal Recounts, Narratives and journals (including diary, travel journal, letter and cards) far outnumbered her factual writings. She also seemed to be developing her Narrative skills very successfully. Her competent Narrative writing brought praise from her teachers and, as a result, she felt encouraged to continue doing this. Narrative writing at this time was the child's preferred type of writing. In an attempt to encourage the child to engage with factual reading and writing, for better balanced literacy development, the researcher organized factual reading and writing activities in the home. Even though Sunyoung did not seem to enjoy this type of literacy activity, in most cases

she accepted the researcher's suggestions and took up reading and writing factual texts. A hard-worker, Sunyoung tried her best in doing her homework involving writing factual texts or doing related research work. While doing the homework, she had many good examples of the Genre-based Approach and scaffolding appropriate to her age and personality through shared reading, oral discussion and joint construction. In this chapter Sunyoung's factual texts are examined, the contexts of Sunyoung's factual writing development are articulated and parallels are made between her's and Jinha's factual writing development.

6.2. Overview on Sunyoung's Factual Writing

Sunyoung's factual writing development was almost the same as Jinha's in terms of time-sequence (until Year 3). As with Jinha, Sunyoung started Report writing in Kindergarten (1999), mainly handling science Reports on subjects such as animals (dogs, dinosaurs, platypus, red pandas and polar bears). The Report writing developed continuously until Year 3 and she expanded her topics to some social studies. One remarkable difference between Jinha's Reports and Sunyoung's is the degree of personal elements included in the initial period. In Jinha's case, even his earlier texts show a strong attempt to move away from personal reference and from Reporting personal experience, but in Sunyoung's initial attempts of Report texts personal references remained interspersed throughout entire texts. In some cases the Report texts were written as Recount writing, in the sense that the writer did not attempt to take an impersonal stance. One reason for this that could be that, at the time, Sunyoung was very involved in Narrative writing and personal Recount writing where the expression of personal feelings and comment is expected. However, as time passed, Sunyoung showed some distinct development in her control of factual writing. Thus, she gradually developed control over the schematic structure and language features of a number of factual genres, and Report writing was the first showing this type of development.

Sunyoung wrote her first Argument texts in Year 2 (age 7) whereas her Explanation writing developed over Years 2 and 3. Particularly in the

beginning the growth appears to be minimal. This could be attributed, at least partly, to the fact that Sunyoung's classroom teachers did not single out Explanation as a distinct text type, often failing to explicitly differentiate it from Report and Recount type texts. There was no Argument writing taught in Sunyoung's Year 2 classroom and she personally was not encouraged to write factual Arguments either. When she was in Year 2, however, the word was out that the state-wide testing (the NSW writing competition) would include an Argumentative text writing task.[1] Having discovered this, the researcher organized some 'home tutoring' for Sunyoung in an attempt to expose her to the genre, and help her master some of its typical features.

The texts that Sunyoung produced after being shown some examples of Argumentative writing resemble the model text very closely. Opponents of the Genre-based Approach to teaching writing claim that such an approach stifles the students' creativity, but mastering the basic schematic of the genre and some of its typical language features is an important step in children becoming effective writers. The Genre-based Approach to teaching writing also gives young writers confidence that they can approximate the conventional expectations of the text type. Sunyoung initially was not enthusiastic about writing factual texts at home. She knew she was good at Narrative writing but she was less confident about writing factual texts. However, after several opportunities to look at the model texts and then to construct her own factual texts, she appeared to enjoy argumentative writing more.

The first Procedure text was written by Sunyoung in Year 2, at school. All the Procedure texts were written in school in response to specific tasks set by the teacher. Sunyoung never initiated Procedure writing; however, she always followed the teachers' instructions and produced the expected text type within the designated time frame and met the teachers' expectations regarding the quality of writing.

The following tables show the number of texts of the various factual types produced by Sunyoung (Report, Explanation, Procedure and Argument) (Table 6-1) and topic details (Table 6-2, 6-3, 6-4 and 6-5) with time sequence:

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[1] More detailed explanation on this will be provided later in this chapter.

Table 6-1. Sunyoung's Factual Texts in English over the Four Years of Schooling

Years in school / Type of text	Kinder (1999)	Year 1 (2000)	Year 2 (2001)	Year 3 (2002)	Total Over 4 years
Report	5	3	4	2	14
Explanation			4	1	5
Procedure			9	2	11
Argument			4	2	6

Table 6-2. Sunyoung's Report Texts

	Title	Year in School	Place	Text types + Comments
1	Platypus	Kinder	School	Science Report
2	Dinosaurs	Kinder	Home	Science Report
3	Friendship	Kinder	Home	Social Studies
4	Habitats	Kinder	Home	Science Report
5	Dogs	Kinder	Home	Science Report
6	Red Panda	Year 1	Home	Science Report
7	Polar Bears	Year 1	School	Science Report. A good example of the class teacher's systemic writing process
8	A Wolf's Life	Year 1	School	Science Report
9	Insects	Year 2	School	Science Report
10	The Past Times of Australia	Year 2	School	Social Studies
11	Tsunamis	Year 2	School	Science Report
12	Winds, Storms and Cyclones	Year 2	School	Science Report
13	Days, Years and Seasons	Year 3	School	Science Report
14	Seasons	Year 3	School	Science Report

Table 6-3. Sunyoung's Explanation Texts

	Title	Year in School	Place	Comments
1	Tornadoes (How it works)	Year 2	School	Using Explanation Plan –

			based on Genre Approach
2	Fire (How Fire causes) and Bees (How they live)	Year 2	Home	
3	Can I get a drink of water?	Year 2	Home	How text -
4	What can old photographs tell us about the past?	Year 2	School	How text + Report
5	How does the moon change its shape?	Year 3	School	Using Report format

Table 6-4. Sunyoung's Argument Texts

	Title	Year in School	Place	Comments
1	Should zoos be destroyed?	Year 2	Home	in the preparation of NSW Writing Test
2	Faulty silver pen should be replaced..	Year 2	Home	Letter of Complaint
3	Should schools let children do homework everyday?	Year 2	Home	
4	Should bulling be punished strictly?	Year 2	Home	
5	Our class wants all schools to wear their school uniform.	Year 3	School	Exposition; taking one point of view (based on Genre Approach)
6	Writing a letter to Sheriff of Nottingham stating their opinion	Year 3	School	A letter stating her opinion (A good example of Class teacher's systematic planning)

Table 6-5. Sunyoung's Procedure Texts

	Title	Year in School	Place	Comments
1	3D Photo Frame	Year 2	Home	As homework (Art)
2	Rain Gauge	Year 2	Home	How to make a science tool
3	How it works	Year 2	Home	
4	Instructions for my design	Year 2	Home	Art
5	How to play Kongi (Traditional Korean Game)	Year 2	Home	
6	How to design a model shelter	Year 2	School	Theme related work

7	Planting a bulb	Year 2	School	Science experiment
8	Hot Air (to find out if hot air rises)	Year 2	School	With a guide sheet (structured frame)
9	Terrarium (To demonstrate the water cycle)	Year 2	School	Science Experiment
10	Plan of Solar System	Year 3	School	Theme related work
11	Procedure about Eggheads	Year 3	Home	Homework

6.3. Report Writing

As discussed in the previous chapter, "Reports are factual texts that present information clearly and succinctly" (Education Department of Western Australia, 1997: 85), and they require very different text organization and language features from what is required in Narrative writing. As was the case with Jinha, Reports were the earliest factual texts produced by Sunyoung, and they were first done in Kindergarten (age 5). There were four texts, described as 'science Reports' that dealt with animal related topics such as 'platypus', 'dinosaurs', 'dogs' and 'habitats'. Only one text can be classified as a social science Report, having the concept of 'friendship' as its Field. Only one of the Report texts (SFR-1) was produced in school. The remaining four texts were written at home. There was no explicit teaching of Report writing in the Kindergarten class although the students were shown some model Report texts by the teachers. In the meantime, at home, Sunyoung was provided some guidance on how to write Report texts by the researcher.

Sunyoung, however, tended to write in her own way when writing Report texts (in many different ways – see the original copies of Report texts SFR-2,3,4 and 5 in Appendix 6-1) during this time, mostly maintaining some aspects of Recount writing. This is a notable point because it shows a big difference between Jinha's and Sunyoung's approaches toward factual writing. Compared with Jinha's Report texts in Kindergarten, Sunyoung's Reports are closer to the mixed form of Report and Recount.[2] At this early stage in her schooling,

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[2] For another possible reasons of Sunyoung's mixed form (Recount + Report), this kind of text is quite common in books for young readers. Also, teachers sometimes encourage children to write about factual phenomena, presenting it through the Narrative genre. For example, they may ask children to write a story, pretending that they are a chicken hatching out of an egg, etc.

Sunyoung has probably not been exposed to clear examples of Report writing at least at school. Sunyoung's early interest in Narrative reading and writing and familiarity with it (which was cultivated by the school teachers) may have influenced the language choices she made in her early factual writing attempts.

The following texts (SFR-1, SFR-2 and SFR-3) demonstrate Sunyoung's initial Report texts' characteristics very clearly:

Table 6-6. Sunyoung's Report Texts in Kindergarten

Text SFR-1 (**Kindergarten, age 5**)	

	Title: Platypus	Elements of schematic structure
1.	I am a Platypus.	1) + 2): Sort of Classification - Identification
2.	My name is Platy.	
3.	I like mud.	3) + 4): Description – particular aspect of eating
4.	So as yabbies.	
5.	I live in the river.	5): Description - Location
6.	I have a long beak.	6) + 7): Description - Appearance
7.	A male platypus has claws.	

Text SFR-2 (**Kindergarten, age 5**)	

	Title: Dinosaurs	Elements of schematic structure
1.	Dinosaurs were long living animals.	1) Classification (definition) : dinosaurs
2.	We weren't there before dinosaurs.	2) + 3) Description (about time)
3.	But now dinosaurs are extinct.	
4.	Meat eaters are called carnivores.	4) Meat eaters - Classification
5.	After dinosaurs came, we came.	5) Description (about time)
6.	In my class we learning about dinosaurs.	6) 7) 8) – Recount writing
7.	Imagine you riding on a dinosaur.	Personal Comments
8.	Well bye then see you tomorrow.	

Text SFR-3 (**Kindergarten, age 5**)	

	Title: Friendship	Elements of schematic structure
1.	Friendship is like being friends.	1) Definition of 'friendship'
2.	Friends are very special.	2) Description : 'very special'
3.	If you didn't have a friend, you will be lonely.	3) + 4) Description: 'not lonely'

4.	and there will be no people to play with.	Elaboration of the concept
5.	Being a friend is not hard.	5) Another description of friendship: 'not hard'
6.	It is same as pets.	6),7), 8), 9): Exemplification
7.	You can have friends as pets.	Comparison with pets
8.	You don't only have to play with people.	
9.	You can play with pets too.	

First, in Text SFR-1, the text content includes a sort of classification of platypus (identification), followed by five separate sentences of description on the topics of eating, location and appearance. In accordance with the conventions of the science Report, Sunyoung uses technical vocabulary such as platypus, yabbies, beak, claws and male platypus. She also includes features that are relevant description and the use of the relational processes and the timeless present tense. The final sentence (7) demonstrates a successful use of a generalized statement. However, it is particularly not able that the Themes of this text are the first pronoun 'I' (4 times), and not 'platypus' that is, generalized participants (a whole class of things). This makes the whole text sound like Narrative writing (imaginative) or Recount writing (story Recount). Whereas Jinha in his early Report texts demonstrates quite a successful control of generalized participants which helps achieve the impersonal Tenor in his factual texts, Sunyoung does not yet fully make this differentiation. As a result, her text combines features of both factual Report and fiction writing.

The next Text SFR-2 is also a typical example of mixed Report-like text and Recount features. From sentences 1 to 5, the text is more like a Report and includes the definition of dinosaurs and further descriptions related to the 'times' they belonged to. However, in the later parts, sentences 6, 7 and 8 there is a change in tone of the text to Recount writing along with personal comments. Her clustering of relevant information was not good, either. The descriptions about 'the times' were not put together logically (see sentences 2+3 and 5). In terms of language features, this text still uses personal or subjective language such as 'we', 'in my class' and 'well, bye then, see you tomorrow'. Even though it includes some difficult technical terms such as 'extinct' and 'carnivores', on the whole Sunyoung wrote a simple description

with a few refined adjectives. There was no reference term, either. With specific regard to Transitivity, both relational processes (were, are called) and material processes (came, learn, ride) were employed, but the text does not demonstrate consistent use of tense (usually timeless present tense) but rather a mix of present and past tense. The range of Theme choices such as generalized participants (dinosaurs, Meat eaters), personal pronoun (we), linking words (but, after), adverbial phrase (in my class), and imperative verb form (imagine) also indicates that this text is a mixture of Report and Recount.[3]

The next Text SFR-3 was self-initiated at home (not following reading a relevant reference book but just her own idea). It is quite an important text in the sense that we can assume it demonstrates her ability with written language on a totally different topic namely 'social studies'. In terms of text organization, the text starts with the definition of 'friendship' as a sort of classification, which is similar to above two examples (Text SFR-1, SFR-2), but the elaboration of the concept includes the use of the more sophisticated logical methods of Exemplification and Comparison (with pets). In other words, she organizes her ideas more cohesively, in logical order (successfully elaborates on and interprets important information). There was the first attempt at using a reference system 'it' (sentence 6: which refers to 'being a friend'). As for Transitivity, in order to identify the concept of 'friendship', Sunyoung successfully employs the relational processes (is, are, be, is – identifying, have - possessive) along with some material processes. Theme choices such as generalized participants (friendship-friends-Being a friend-it) also make the whole text focus on the main idea of 'friendship'. Most importantly, in this text, Sunyoung's usage of nominal groups, that can be a distinctive feature of written language, was presented as follows:

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[3] Another two texts SFR-4 and SFR-5 (refer to Appendix 6-1) do not use the schematic structure of Report but these texts also demonstrate her initial attempts of factual writing in her own ways along with drawings. Particularly in Text SFR-5, she arranges several facts on dogs by the form of dotted memorandum, which cannot be evaluated as a proper Report text. However, as mentioned earlier, Sunyoung might have had her trial and error period in the kindergarten (1999), not restricting her style of factual writing to any particular genre. This kind of Sunyoung's relatively free style of Report writing during the Kindergarten period becomes more structured and developed in her Year 1 (2000) with the help of the class teacher's use of modeled writing and joint construction.

- Friendship is <u>like being friends</u>.
- There will be <u>no people to play with.</u>
- <u>Being a friend</u> is not hard.

Specifically, in 'being a friend' there is use of nominalization of an abstract notion realized in an abstract noun – 'friendship'. The use of nominalization and the use of the 'to infinitive' (post modifying phrase) as in 'no people to play with' make the text sound like the written mode and a Report-like text.

During the next period of Year 1 (1999), Sunyoung's Report writing developed toward a more structured format, with using sub-headings in use and most Themes of generalized participants dealt with in a consistent way. The personal elements of the former texts (in Kindergarten) had been removed remarkably. Most of the content which was referred to from the relevant factual book on the topic seems to have been either copied down or re-written (paraphrased) by her own words. Sunyoung's Year 1 class teacher provided a balanced writing approach mixed with the Whole Language Approach and the Genre-based Approach. The teacher's guided writing proved to be quite effective for the young children. Along with the structured guided writing with interesting activities Sunyoung (and most other children) immersed herself in the total process of factual writing and, as a result, she could construct much more developed Report writing at the end.[4] For a more detailed analysis, the following is a selected text excerpt from Text SFR-7:

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[4] Particularly the whole process of Text SFR-7 is harmoniously coordinated showing both the Whole Language Approach and the Genre-based Approach in a systematic way.[4] In reference to her classroom worksheets (see Appendix 6-5, 6-6 and 6-7), the pre-activities or post-activity of the Report writing were done so the children would be more motivated and practised for the real Report writing. Most specifically, the class teacher carefully performed 'brainstorming' (checking prior knowledge of the topic 'polar bear'), 'shared reading' and 'joint construction of a part of a Report as a model'. She demonstrated ways of overcoming the tendency to begin every sentence with the subject-noun (polar bears) with careful use of pronouns such as 'it' or 'they' and use of pointing words (e.g. these, this). Also, she showed how each new paragraph should begin with a topic sentence that introduces the information that follows. In doing this factual writing the children were supposed to organize their Report writing for the final product as 'Bear Book' which has several sub-headings. They did not have to write lengthy paragraphs on any one particular sub-heading. The purpose of Report writing meant the class teacher focused on limited teaching points such as use of pronouns, topic sentences and sub-headings.

Table 6-7. Sunyoung's Report Text in Year 1

Text SFR-7 (excerpt)*	Title: Polar Bear (What do Polar Bears look like?)
Sub-heading**	Content
1) Eyes (description)	<u>They</u> have inner eyelids because <u>it</u> protects the polar bear from the sun. <u>They</u> have very good eyesight to see things from far away.
2) Paws (description)	The polar bears have hair under <u>their</u> paws to keep <u>them</u> quiet to sneak up on seals. <u>They</u> also can sneak up on hunters. The paws are slightly webbed so <u>it</u> can help the polar bear swim.
3) Nose (description)	The polar bear covers its black nose so the seals can't see the black nose. <u>It</u> has a very good sense of smell to smell if any hunters are coming.
4) Coats (description)	<u>It</u> has a thick layer of fat to keep the polar bear warm. If people put on oil on <u>their</u> skin, <u>it</u> would just wash off but the fur of a polar bear would stop the oil to keep <u>it</u> warm. The polar bear has several layers of fur to keep the polar bear warm.

Note: *The book of Polar Bear (Text SFR-7) made by Sunyoung is composed of 14 sub-headings.
　　**The sub-headings in the left hand column were written originally by Sunyoung.

In this text the reference system was much more employed in thematic positions and this makes each passage sound more focused and cohesive. Even though there are some inconsistencies in the use of reference, as in 'they have inner <u>eye lids</u> because <u>it</u> protects the polar bear from the sun', the whole text demonstrates that Sunyoung is quite successful in using more mature referencing than in the earlier texts (using personal and demonstrative anaphoric reference which keeps the cohesion of the text). The original copy of this text shows that the class teacher made corrective feedback that focused on the reference system rather than other points. Throughout her Report writing process, therefore, Sunyoung seems to have developed her awareness of the reference system appropriate to constructing a written Report. In terms of Transitivity, the possessive relational processes (have, has) are employed in many cases and, also, some modal operators as in '<u>would just</u> wash off' and '<u>can</u> stop' were used to express certainty more effectively. The use of technical terms such as 'good sense of smell', 'several layers', 'protects', 'eyesight' and 'slightly webbed' is reasonably good for her age. Finally, in specific regard to nominal groups, Sunyoung starts to use 'to-infinitive' in

post-modifying a head noun as in 'a very good sense of <u>smell</u> (to smell if any hunters are coming)' and 'a thick layer of <u>fat</u> (to keep the polar bear warm)'. Compared with the former Report texts (in Kindergarten), as a whole she certainly developed her writing skills while working under the structured and systematic literacy programs in her school.

Sunyoung's Report writing in the next period, Year 2 (2001), reflects her engagement with 'uncommonsense' knowledge as well as her developing control of written language. During this period, she had more chances to write a range of science Reports such as Reports on 'insects', 'tsunamis' and 'winds, storms and cyclones' as well as a social studies Report regarding 'the past time in Australia'. It is significant in the Report texts that she attempts to employ more technical languages to deal with 'uncommonsense' knowledge. Also, even in terms of generic structure, her Report texts demonstrate, to some extent, logical sequence through paragraphing. The linguistic experience in Year 1 seems to be enhanced by the continued teaching of the Genre-based Approach. It would seem that Sunyoung's learning of the conventions of the genre was facilitated by the class teacher's enthusiastic application to the linguistic programs. An analysis of Sunyoung's best instance of her grade 2 natural science Report writing follows:

Table 6-8. Sunyoung's Report Text in Year 2

Text SFR-9	<Title: Insects>
Elements of the schematic structure	Sunyoung's Text
1) General Classification about 'Insect' species	Insects are some of the oldest creatures on Earth. Also there are more insects than any other species. There are still hundreds of insects left.
2) Description – Body structure (appearance)	A insect needs an abdomen, thorax, head, six legs and a exo-skeleton.
3) Description – the usage of insects (historical approach)	A long time ago Egyptians made a lot of thing with the body of scarab beetles, such as jewels, necklace, rings and gold.
4) Description – Bad habits (points)	Insects can also cause bad habits like they can make people itch and sometimes even death. Also they may spread diseases and destroy

	crops but watch out because they can spoil your picnics.
5) Description – Good habits (points)	Did you know that insects have good habits too? They control other pests and they could protect plants. Worms also create a wonderful compost heap. Bees and butterflies spend their time pollinating flowers and one more thing, bees make honey.
6) Description – General other facts – Concluding statements	Unfortunately other nasty insects can get their own meals with different insects too, but insects can camouflage, roll into balls, stick to plants and spit poison or acid. They can get shelter and warn other insects off by their bright colors.

The above Text SFR-9 was constructed in the school context, following a shared reading session on the topic of 'insects'. The reference book contained several sections of explanation on insects that was understandable to the grade 2 children. The technical terms were also explained by the class teacher using simpler words. The reference book was available to the children during their writing session. Even though the teacher did not elaborate the text organization by sub-headings, Sunyoung seems to have managed her Report writing reasonably logically in terms of selecting her description details. In Transitivity, the choice of the relational processes (are) is important for building classificatory information and the other action verbs (mainly material processes) also contribute to the formation of several descriptions on insects. In specific regard to Theme, this text illustrates a varied range of choices including the use of conjunction words and adverbial phrases as a marked Theme. Without sub-headings, Sunyoung seems to have woven the whole Report text successively with the help of these marked Themes. Even though this Text SFR-9 does not construct abstract notions to a great extent, the text is, overall, a successful example of the Report, particularly in the area of the generic structure of the text type.

The next period, Year 3 (2002) can not be evaluated as a big growth in a continuum of Sunyoung's Report writing development, but along with the school curriculum of 'space', she attempted to conceptualize this rather difficult science topic in her writings as follows. Text SFR-13 shows development in the use of nominal groups and constructing participants.

Table 6-9. Sunyoung's Report Text in Year 3

Text SFR-13	<Title: Days, Years and Seasons>
Elements of schematic structure	Sunyoung's text
1) Classification or General Statement about 'Earth'	The Earth is <u>the only known planet [[which people can survive on]]</u>. It revolves around the Sun and creates the seasons. It takes one whole year for the Earth to revolve once.
2) Description Earth and Seasons: Why the Earth has four seasons? -- The Element of Explanation	The Earth has four seasons, Summer, Autumn, Winter and Spring. As the Earth rotates and this, the Sun stays in its position and shines brightly. So, because of this, <u>the part [[that is not facing the Sun]]</u> is dark, and the other part [[facing the Sun]] is light (day). <u>There is an invisible line [[dividing the two hemispheres [[called the equator]]]]</u>. It is also called an Axis. The two hemispheres are both symmetrical parts. <u>One being the Northern Hemisphere,</u> the other is the Southern Hemisphere.
3) Personal Comments – not quite necessary (the element of Recount)	Year3/4 observed <u>an interesting activity [[based on this Report]]</u> and learnt a couple of new facts.

As shown above (particularly the underlined phrases), this text includes several elaborate nominal groups which have embedded clauses as part of their structure in the Qualifier position. For example, the following clause includes a participant constructed in an elaborate nominal group which has two embedded clauses within its structure. One is embedded within the other embedded clause.

e.g.) an invisible line [[dividing the two hemispheres [[called the equator]]]]

The use of these nominal groups makes the whole text sound like the written mode. To express a challenging scientific topic, Sunyoung employs reasonably elaborate nominal groups. In terms of text organization, this seems to be mixed with the features of Explanation (the second part) and Recount text (the third part) which add her personal comments. The reference system using the pronoun 'it' (the earth – it, the equator – it) is appropriate and the choice of 'one – the other' phrases is also sensible. Also, this text uses many subject-

specific terms which are critical in building the Field of seasons on earth: 'axis', 'equator', 'hemisphere', 'invisible line' and 'symmetrical parts'. To sum up, the main two aspects demonstrating the child's growth in control of factual writing in Text SFR-13 are 1) elaboration of the nominal group to pack in increased amounts of Field-related information and 2) use of subject-specific/ subject-related, technical terms constructing the participants. Both features are really important for children to learn to control when mastering factual writing.

So far we have examined Sunyoung's Report writing development by considering some selected example texts completed from Kindergarten (1999) to Year 3 (2002). To sum up the most important points that occurred through the time sequence, the following can be said. Sunyoung might have had her trial and error period in Kindergarten (the beginning period of her Report writing) when she attempted various kinds of Report-like writings but did not employ the conventional style of Report writing.[5]

After the kindergarten period, Sunyoung gradually develops her Report writing by using more input from factual reading as well as a more systematic application of the Genre- based Approach that was taught in her classroom. During her Year 1 period, she develops her paraphrasing skills from the reference books and reference system by using proper pronouns. The Whole Language Approach was also integrated into the Genre-based literacy program so that the young children could keep their motivation and interest in writing activities. During the next period Year 2 and Year 3 (2001-2002), Sunyoung's text organization skills show development, a development that accompanied her cognitive growth. Her logical thinking and awareness of text cohesiveness apparently helped her organize her Report texts in a more structured and sensible way. Paragraphing without sub-headings was attempted in this period,

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[5] This is the difference between Sunyoung's texts and Jinha's Kindergarten texts that were quite successful in many aspects of Report writing. The different output between Jinha and Sunyoung during the beginning period can be explained in terms of their personal preferences for Narrative or Report writing (not from the different school context). As mentioned before, at this time in her development, Sunyoung was much more interested in reading and writing Narratives and, therefore, the personal element of the Narrative or story Recount writing might well have significantly influenced her Report writing. She also was encouraged to write Narratives by her teachers who openly praised her. In school there was probably less expectation for Jinha to be a good Narrative writer. It could also be that story writing was perceived to be more of a thing that girls do, particularly in the society outside the classroom.

and through various thematic choices the whole texts achieved their cohesiveness. It is also true that some of her Report texts still show the elements of Explanation or Recount writing. Overall, however, there has been significant progress made on the way to controlling the Report text type during Sunyoung's first four years of primary school.

It is noteworthy that Sunyoung's Report writing obviously provided her with valuable opportunities to build up 'uncommonsense' knowledge and the ability to employ many technical terms and nominal groups to express more complex concepts. Specifically in regard to the nominal groups, she explores the potential of the nominal group and its capacity to expand and is able to pack in further experiential information. Sunyoung uses 'epithets' and, importantly, 'classifiers' to construct Field-specific participants. She has also increased her use of embedding in the qualifier position, which helps her make her later Reports lexically dense. Along with her development of text organization, increased control of reference system, various Theme choices and logical paragraphing, Sunyoung are seen to be developing in her written mode and she appears to be writing with confidence (similar to Jinha's case).

6.4. Explanation

Sunyoung's first Explanation text was written in Year 2 with the guidance of teachers using the Genre-based Approach in her classroom. The teachers provided some support to students when introducing Explanation writing. The students had opportunities to write several Explanation texts during Years 2 and 3. There were some model texts shown to the children in Year 2, but there was no further explicit teaching beyond the first two lessons. At home, the many opportunities for oral interactions in her mother tongue (Korean) with her parents sometimes explicitly contributed to building up logical thinking about sequential order. In the home in oral interactions, the parents encouraged Sunyoung to explain how things happen. The parents (particularly the researcher) asked the child to talk through a sequence of events when explaining. This kind of conversation commonly occurred in Korean. Sunyoung was also encouraged by the researcher to read factual texts at home.

The child, usually willingly, responded to the suggestion. The child and the researcher read the book together or, the child read silently to herself in the presence of the researcher. After the text was read, the child was encouraged to explain what it was about. During this process prompting questions of 'how' and 'why' were made by the researcher both in Korean and English. Sunyoung often wanted to clarify unknown concepts or subject-specific terms, so the researcher explained what the words meant using mainly Korean. Sunyoung appeared to listen very attentively. Her subsequent oral account of what a text was about showed that the researcher's explanation had helped her understand the text and learn some key vocabulary.

The class teachers (from Year 2) actively adopted the Genre-based Approach in teaching how to write Explanation texts. Even though there were only a few sequential Explanation texts constructed in Sunyoung's classroom, Sunyoung appeared to involve herself in this type of writing session in a positive manner. Since there were few chances for the young children to practise this kind of challenging text type, the text organization and language features of Sunyoung's overall Explanation texts seem to be somewhat incomplete compared to the conventional Explanation model. The following Text SFE-1 is representative of Sunyoung's early Explanation texts written in school.

Table 6-10. Sunyoung's Explanation Text in Year 2

Text SFE-1	<Title: Tornadoes>
Definition: What is it?	A tornado is a large whirlwind [[that spins around causing a lot of damage]].
Components/Parts Description of the parts	A tornado is started in thunderclouds. Then it forms in warm, damp air when winds hurl into each other from different directions. In that way it makes a funnel of clouds.
Operations How it works – cause and effect.	Air gets sucked into the funnel and spins very fast. When the tornado's end reaches the ground the tornado turns dark inside. This is because it takes the entire dirt, dust and other plants high into the sky.
How it works	Even though it sounds like a vacuum cleaner's hose, a tornado can be many meters high and can move along about 500km per hour.
How it works	They last from about 5 minutes to 5 hours. That is a lot for a tornado

	especially when you think about how far they would go and how much damage they would cause.
How it works	To make it stop, the tornado will probably get clogged up with dust and dirt and will get thinner and thinner until it disappears.
Interesting Comments Special Features Evaluation	It is a very rare and dangerous accident for people.

The above Text SFE-1 was constructed by referencing the information text sheet (see Appendix 6-8) titled 'How are tornadoes formed?' which was in the format of a dialogue between two speakers. Along with the information text sheet about tornadoes, the class teacher handed out a structural guide sheet of an 'Explanation Plan' (see Appendix 6-10) to the class. The 'Explanation Plan' (the same format was used in Jinha's Year 4-5 classes) consisted of the following elements: 'Definition (What is it?)', 'Components/Parts (Description of the parts)'. 'Operations (How it works – cause and effect)', 'Applications (When and where it works or is applied)' and 'Interesting Comments (Special features, Evaluation)'. Firstly, Sunyoung was supposed to fill in each section of the Explanation plan in a simpler way of writing (not necessarily in complete sentences), by referencing the information sheet (see Appendix 6-8). Actually, she highlighted the relevant phrases and clauses in the process of selecting the relevant information. Then, she was required to write a complete text, using a word processor.

When her writing of the final copy (the real Explanation text SFE-1) is compared with the information sheet, it is evident that Sunyoung is able to combine the relevant information into a whole Explanation text by employing some connectives or necessary phrases and adding her evaluative comment in the last part. The underlined parts are those that Sunyoung paraphrased or added to the original information sheet. Even though there is an incorrect reference example (as in 'They last from...') and some grammatical errors, through this kind of systematic guided writing Sunyoung seems to have been able to develop her awareness of the sequential Explanation's generic structure and other language features (e.g. general participants, the consistent use of present tense and impersonal objective language). Again, it is significant that,

while the given information sheet dealt with factual information on tornadoes was in the form of an interactive dialogue, Sunyoung converts this to the written mode of Explanation text by successfully omitting unnecessary parts and adding some cohesive phrases.

Unfortunately, Sunyoung's classes (Year 2, Year 3) did not offer frequent opportunities for using the systematic Genre Approach in constructing Explanation texts. Therefore, Sunyoung's further Explanation-like texts (see Text SFE-2, SFE-3 and SFE-4 in   Appendix 6-2)   do not seem to reflect her remarkable development with this particular genre, but reveal the use of a mix of genres (for example, Report or Recount writing).

Table 6-11. Sunyoung's Explanation Text in Year 3

Text SFE-5	<Title: How the Moon changes shape>
Definition: what is it?	**The Moon** is <u>a rocky, reflecting sphere [[**that** is seen in the sky]]</u>. **It** is round and rocky.
Operations How it works: cause and effect	**The Moon** looks **as if** it shines **but** it is only reflecting the sunshine from the Sun. **When** the Moon is only a half Moon or a Crescent, **the Moon** has not faded away. **It** is just too dark to see the other part.
How it works: elaboration	**The Moon** can also appear in the late afternoon other than the night sky. **It** all depends on **how** the Sun is. **The Moon** has <u>a cold atmosphere [[**that** no one or nothing can ever survive on]].</u>
How it works: elaboration	**The Moon** orbits the Earth. **It** is much smaller than Earth. **In Earth**, you can see only one side of the Moon. **Today** the Moon is still orbiting around the third planet, Earth…

The above Text SFE-5 constructed in Year 3 is another good example of her development in writing Explanation texts. For this text construction, in line with her theme work ('space' for the concerned term), Sunyoung referred to a factual book used at school after shared reading. After that, she attempts to organize relevant facts in her own way without any structural guide sheet. More precisely, this text is mainly composed of two parts, namely 'Definition of the Moon- Phenomenon Identification' and 'Explanation Sequence- How it works'. Even though there had been no regular practice with writing Explanation texts, a type that seems quite difficult for young writers to write

effectively, this sample text demonstrates her reasonable competence by showing cohesion through the reference made to the generalized non-human participant 'the moon'. Also, the text includes a range of subject-specific terms and some complicated nominal groups (as underlined above) as in 'a rocky, reflecting <u>sphere</u> that is seen in the sky' and 'a cold <u>atmosphere</u> that no one or nothing can survive on'. The bold typed words in Text SFE-5 also demonstrate that thematic cohesion has been achieved throughout the text.

As exemplified through above two texts, Sunyoung's emergent Explanation texts were attempted over the two years (Year 2 – Year 3) with or without the guidance of school context and parental scaffolding mainly through oral interaction. Even though her classes did not continue to use the framework of Explanation based on the Genre Approach (which triggered Sunyoung's initial awareness of the generic structure of Explanation in the case of SFE-1), she seems to have managed her Explanation writing and shows a development of an awareness of the impersonal mode of written language, at least with sequential Explanation. The role of the reading material with the Field building information seems to have been an important factor in helping the child construct her Explanation texts.

6.5. Argument

Sunyoung's first Argumentative texts were constructed in the family context in Year 2. The researcher, being aware of the state-wide writing tests[6] scheduled for later in the year, and that the Argument genre would be the text type tested, encouraged the child to practise argumentative writing in the home. In Year 3, at school, Sunyoung was supported to learn more about writing argumentative texts by the class teacher. The analysis of Sunyoung's texts below demonstrates her growing control of the Argument genre during Years 2 and 3.

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[6] The exact name of the state-wide writing test was Australian School Writing Competition which was sponsored by the University of New South Wales (Educational Testing Centre). The test target group in primary level was from Year 3 children to Year 6. The same grade children were supposed to compete with the writing task which was controlled by each grade's proficiency (difficulty) level. Sunyoung participated in 2001 Competition as a Year 2 student (one year younger than other participants) for the purpose of experiencing the formal Competition. Next year, in Year 3, Sunyoung got Distinction in the writing task of ' a Tele-Review for a new TV show' in which she needed to add her opinion on the tele program (whether the tele program is worth watching or not).

Table 6-12. Sunyoung's Argument Text (A Letter of Complaint) in Year 2

Text SFA-2	<Title: Faulty silver pen – a letter of complaint>
Addressing to whom to read	<u>Dear Sir / Madam,</u>
About the topic	Re: Faulty silver pen
Explaining why she wrote this letter to you (providing adequate information as the background context)	I bought a pen at 'The Reject Shop', 23rd May, and I paid $5.95. I tried to write a letter with the pen the next day, but all it wrote was simply invisible message. I thought that the ink possibly couldn't have run out and checked but nothing was wrong. Also I checked thoroughly for other problems and so far nothing was wrong with the pen.
Stating her opinion: please replace the pen with a new one	That night all my proud feelings washed away and I felt very sad. <u>I would like to replace it with a new one. I also have the receipt enclosed. I am looking forward to your reply.</u>
Ending words	Yours faithfully 12 Mackellar Cres. Cook, 2614 Phone: 62515691

Text SFA-2 was based on her real experience even though the letter of complaint was not sent to the concerned shop manager. Sunyoung appeared to be really motivated when she was encouraged by the researcher to write expository texts done for authentic reasons. Through the experience of addressing this kind of social issue in an authentic situation, she must have developed the important awareness that some kind of writing can be a powerful and useful medium by which to participate with the majority in society. It is also significant that she also might have practised effectively expressing or shaping her own opinion or view with proper manners (an important social function).

While borrowing the mode 'letter' within which various kinds of genres can be expressed, this expository text does not share the common language features of 'Argument texts' such as impersonal and objective language and generalized participants through nominalization and passive voice. Text SFA-2, however, demonstrates her reasonable competence in achieving the purpose of the particular genre (which is to express the statement of the issue - the faulty

pen, the supporting Arguments, explaining the problem, and the concluding element, with a request to replace the pen). All the sections are constructed in an attempt to approximate the cultural conventions (see the underlined words) of this kind of writing.

Text SFA-3 that was constructed in Year 2 shows Sunyoung's initial attempt with conventional Argument text.

Table 6-13. Sunyoung's Argument Text in Year 2

Text SFA-3	<Title: Should schools let children do homework everyday?>
Opening Statement[7]	All schools are different in some way. When most children hear about homework, you can hear them moan and try to get the school teacher to stop them from doing all this hard and inquisitive homework. Most children think homework is challenging if you work on it everyday. In my opinion, I think more advanced kids may like to have a go to put their pencil on a worksheet everyday, and start filling out the questions. [[Why I think that more advanced kids should try to work on homework everyday]] is explained below.
Supporting ideas (not good for ordinary students)	Firstly, if any kid tries to fill out questions and sums everyday, it might be very hard and challenging. Although it is always good to have a go, you need your head to have some rest. School children never know [[how hard the teacher summarizes homework]].
Supporting ideas (necessary only for advanced students)	Secondly, if no one has a go of working at homework everyday, then it is just a waste of time for the teacher summarizing homework. Also it doesn't help you to get the habit to learn more and become more clever.
Concluding Statement	Because of these reasons, I suppose that school teachers can send homework once a week, but I might study more on my opinion.

Text SFA-3 was also constructed at home in preparation for the nation-wide writing test and with the researcher's assistance through oral discussion. Before the production of this text, Sunyoung was taught about the generic structure of an Argument text (that is, 'thesis statement' followed by

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[7] In Text SFA-3, the part of Opening Statement seems too prolonged and out of focus.

'supporting ideas' with evidence and examples and finally 'concluding statement') and some language features such as cohesive connection words (firstly, secondly, by the reason of) and modal words (should, might). Also she had a brief oral discussion on this issue with the researcher. When the researcher suggested the topic, Sunyoung appeared very interested and keen to address it. During the oral discussion session she expressed her opinion quite reasonably that schools should not let children do homework everyday because most children would suffer from the policy. She added that only advanced students like herself would get benefit from doing homework everyday. However, in her real writing time (done as independent writing), she seems to have had some difficulty in maintaining her point of view clearly and logically. In terms of logical cohesion, she failed to address her opinion on the issue as in 'should schools let children do homework everyday?' by stating as follows: 'why I think that more advanced kids should try to work on homework everyday is explained below.' More reasonable thesis statement is likely to be: 'schools should not let children do homework everyday mainly because most children would suffer from the policy (1).' Thus, the logical focus does not look right even from the opening paragraph (in spite of her attempts at generalization when shaping the background context).

The supporting idea of the second paragraph seems to provide relevant evidence for the assertion of the above reasonable thesis statement (1), not her own statement. She also abruptly adds the teacher's suffering to check up all homework, which might confuse the reader about the writer's intention. The second supporting idea of the third paragraph counters the assertion, showing an abrupt change in her point of view. She states that if nobody does homework everyday, it would not be good for the teachers (because the teachers need reasonable working time by homework check up) and more advanced students (because they had better build up a good habit of everyday homework). Her concluding statements end up with the teacher's point of view as in 'school teachers can send homework once a week!'

Even though Sunyoung seems to have followed the conventional text organization successfully along with the use of textual structural Theme choices (e.g. firstly, secondly), this kind early expository sample does not

satisfy the primary purpose of the Argument, which is to express clearly her opinion on the given issue. This might reflect her difficulty with converting the logical oral discussion to the written language. The two more expository texts that were constructed in the period of Year 3 are now examined for the developmental comparison.

Table 6-14. Sunyoung's Argument Text in Year 3

Text SFA-5	<Title: We should wear school uniform>
Opening Statement	Our class wants all schools to wear their school uniform.
Supporting Ideas – point 1 (representing their school community)	Firstly because school uniforms have their personal logo [[which represents their schools, that includes the school color, which is important to us]] for we wear it to school to demonstrate that we are a part of the school community. Our school has the color blue to show the sea [[which 'Captain Cook' came by]].
Supporting Ideas – point 2 (easily identified in the case of school excursions and other occasions)	Secondly, our school uniform represents us on excursions and makes same that people can easily find us and we are easily identified as a part of a school group. School uniforms are helpful in this way because we don't become lost.
Supporting Ideas – point 3 (very easy to wear, you don't have to make choices what to wear every morning)	Additionally, school uniforms are very easy to wear with the soft material [[that makes them comfortable and practical]]. When you want to wear school uniform, you don't have to make choices of what to wear every morning. Also school uniforms are more affordable and you may wear it over and over which makes it more easier for you as well as your parents.
Concluding Statement – restating of opinion	So as demonstrated, there are many positive reasons [[to wear school uniform]]!

Text SFA-5 was constructed with the guidance of the Genre Approach used at school, along with the framework sheet of 'Argument Plan' (see Appendix 6-9). At first, Sunyoung's class had a teacher-led discussion on this issue and the class teacher wrote down the points for and against the statement on the whiteboard. Sunyoung chose to agree with the statement that 'we should wear school uniform.' After filling in the assertion points with statements of evidence on the framework sheet, she finally constructed her Argument text as independent writing. The Procedure of constructing this text was different

from that used in constructing the former text SFA-3, in that she had another step for planning the Argument logically and selecting relevant evidence through the worksheet.

In the 'thesis' part, the student is supposed to write "an opening paragraph that consists of a thesis (or position) followed by a brief summary of the Arguments to follow" (The Education Department of Western Australia, 1997: 144). Considering this, the above Text SFA-5 does not have such an elaborate thesis part, but it has a brief statement. However, the parts of supporting ideas surely demonstrate that Sunyoung has presented each paragraph for the purpose of stating the points in support of the school uniform, successfully by including several generalized statements and using controlling words ('firstly', 'secondly', 'additionally' and 'so as demonstrated'). Whereas the child still has to learn to construct a fully developed paragraph, using a key sentence and elaborating sentences as a whole, in terms of logical cohesion, this text is much more developed as an Argument text than Text SFA-3.

Table 6-15. Sunyoung's Argument Text (A Letter of Request) in Year 3

Text SFA-6	<Title: Letter to the Sheriff of Nottingham>
Addressing to whom to read this letter	Dear Sheriff,
Opening Statement (purpose of this letter)	I am writing a letter to you to tell my opinion.
Stating her opinion with Supporting ideas (point 1: Robbin Hood is just trying to help the poor so he is not an outlaw)	As you know, the rich have lots of money and the poor are beggars and starve. So please don't chase Robin Hood for he is just trying to help. Please be merciful to him. And I ask you not to call him an outlaw for his is not. I am not saying that the rich are selfish but I am asking you to be kind to him.
Elaborating her opinion with supporting ideas (point 2: if you catch Robin Hood, his lots of noble friends would be deeply hurt.)	Lots of people are Robin Hood's great and noble friends and if you catch him, they would be deeply hurt. So please leave Robin, his friends and Sherwood Forest in peace, for it is a wonderful place. I know it is very easy for you to hold your anger, so please take my letter seriously.
Ending signature	Yours Faithfully

	Sunyoung Hwang.

Again, in construction of the letter of Request[8] which can be closely related to an authentic context in our real life (one of our social functions), Sunyoung demonstrates her ability to achieve the purpose of effectively expressing her opinion to the Sheriff (the evil character in the story of Robin Hood) giving consideration to the reader's position (Sheriff). In a similar way to that used in the former text example of SFA-2 (a letter of complaint), Text SFA-6 also includes a great deal of spoken mode and lack of examples of nominalization or passive voice because of personal form of the letter. However, constructing this kind of authentic text must have helped Sunyoung build up her awareness that writing is an important medium that can be used to participate as a competent member of society in the English-speaking cultural world. She is able to construct her opinion while respecting the counterpart's position or emotional factor at the same time, which is a very important social skill in any real argumentative conversation or negotiation. Sunyoung's class teacher commented on this text writing thus: "You have stated your opinion beautifully!"

Overall, Sunyoung's construction of Argument texts helped her to explore the construction of her opinion and its justification in a varied range of authentic contexts as well as in relation to formal Arguments. As with Jinha, she seems to be developing her awareness that there are differences between written mode and spoken one throughout the expository text writing. Since her construction of expository texts almost always was preceded by oral discussion (both at home and at school), she became more aware of some language features and characteristics such as the cohesive device, the choice of Themes and the passive voice. Whereas Sunyoung's initial texts demonstrate her immaturity of logical cohesiveness, mainly because she started to write Argument texts at an earlier age than Jinha, her expository texts in Year 3 show a developed sense of expressing her point of view with

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[8] 'Students were read the story of Robin Hood. They then decided whether Robin Hood was doing the right thing or the wrong thing by stealing from the rich and giving to the poor. They then discussed their opinion with a partner. After doing this they wrote a draft letter to the Sheriff of Nottingham stating their opinion. They then wrote a final copy into their books.' (from the lesson note written by Sunyoung's class teacher)

far better control of making statements of opinion and providing supporting evidence. Her texts show her increased control over the construction of generalized statements, and over selectivity and elaboration of the statements of supporting evidence. More significantly, Sunyoung has had several opportunities to practise the construction of letters of complaint and request in authentic contexts and, as a result, she has been able to develop an awareness that writing can be an important tool to use to take part in an English speaking culture as a competent social member.

6.6. Procedure

As mentioned earlier (Section 5.5), procedural texts are built up around a sequence of events (Martin, 1985). In a development similar to Jinha's development pattern in Procedure writing, Sunyoung started to write this particular genre, which has the characteristics of material processes foregrounded in the Theme position as imperative mood, from Year 2 in school. During the period of Year 2, the class teacher gave several homework tasks involving writing Procedure texts to the children for the purpose of familiarizing them with the generic structure of Procedure as used in different fields such as art design, science experiment and game instruction. Followed the explicit teaching of Procedure writing using structured worksheets and model writings, Sunyoung did not seem to have much difficulty in constructing this particular genre even by herself at home. The researcher did not have any need to provide support by scaffolding while Sunyoung did her homework. This is similar to Jinha's highly independent Procedure writing experience. Both subjects were explicitly taught the generic structure and language features of Procedure writing at school and also they had several chances to practise their learning through homework or other follow-up class activities. As a result, from the time of its introduction in Year 2, both subjects' Procedure writing seems to be fairly satisfactory and meets the conventional linguistic features of the particular genre. Both children appear to have learnt to control the type of temporal sequencing that is expected in Procedure texts. During the next year (in Year 3), Sunyoung kept writing Procedure texts with increasing confidence. The following selected texts

demonstrate Sunyoung's reasonable competence in writing a Procedure genre.

Table 6-16. Sunyoung's Procedure Texts in Year 2

Text SFP-1	Title: 3D Photo Frame (constructed at home)
Title	3D Photo Frame
Materials	The Material Used: 2 Tissue boxes. 2 Toilet paper rolls, Color papers, Scissors, Sticky tape, Photos, Photo slips, Glue, Texters
Method : How to Create	1. <u>Get</u> your tissue boxes and cut the piece of plastic [[which are on the boxes]]. 2. <u>Stick</u> the colored pape*r on your boxes with glue.* 3. <u>Make</u> a roof *with colored paper.* 4. <u>Carefully put</u> one of the toilet rolls *under your roof.* 5. <u>Put</u> a toilet roll *on top of the roof for your chimney.* 6. <u>Put</u> your photos *in a photo slip* and then put it in the boxes. 7. <u>Sticky tape</u> the boxes together. 8. <u>Put</u> designs on. 9. <u>After that you do</u> another layer of sticky tape.

Text SFP-7	Title: Planting a bulb (constructed at school)
Aim	To plant a bulb and to care for it until it flowers nicely
Materials	The Material Used: Soil, Bulb, Milk carton, Water, Paddle pop stick, Texter
Method: How to Create	1. <u>Cut</u> a one liter milk cartoon *in half.* 2. <u>Cut</u> drainage holes *in base of carton.* 3. <u>Put</u> 2-3cm of soil *in carton.* 4. <u>Place</u> bulb painted side up onto soil. 5. <u>Cover</u> bulb with soil *until there is about 1-2cm soil above bulb.* 6. <u>Label</u> paddle pop stick *with name* and <u>insert</u> *into soil.* 7. <u>Water</u> bulb. (using soluble fertilizer if desired.)

The two texts shown above (Text SFP-1 and Text SFP-7) constructed at home and school respectively during the Year 2 period indicate that Sunyoung does

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not have any trouble presenting Procedure texts in each field. In terms of text organization, she states the title or aim correctly and for the part of material she shows an appropriate layout with a list of the material used. For the method part, she states instruction in the correct sequence and with adequate details. In Transitivity, the underlined material verbs meet the purpose of identifying each step to the reader. Except for the last step of Text SFP-1 as in 'After that you do another layer of sticky tape', she omits 'you' and starts sentences with a verb or adverb (as in 'carefully put '), using action verbs. She uses a generalized 'you', which refers to readers in a general way.

Also, both texts include several 'where', 'when' and 'how' circumstantial phrases and clauses in order to add precise details (see the italic word phrases and clause such as 'on top of the roof for your chimney' and 'until there is about 1-2cm soil above bulb'). It appears to be significant that the young writer is able to manage her precise expressions to guide readers accurately. Also, considering the matter of complex sentences, Text SFP-1 includes an embedded clause used in the qualifier position within the nominal group structure (as in 'the piece of plastic which are on the boxes'), whereas Text SFP-7 shows the non-finite dependent clause (see the boxed words) used to describe the manner in which the process in the main clause occurs. Considering that these two texts were constructed by herself either at home or school in Year 2, it can be said that she reveals an awareness of the schematic structure of the text type and makes the linguistic choices appropriate for the genre. The following Text SFP-10 is further evidence of her reasonable competency in constructing Procedure text.

Table 6-17. Sunyoung's Procedure Text in Year 3

Text SFP-10	<Title: Plan of Solar System>
Aim	To plan and make a model of our Solar System
Materials	The Material Used: Pipe cleaners, 16 Balls paint, Paint brush, Spray paint, Wooden stick, Cardboard star
Method: How to Create	1. <u>Make</u> a base by putting the balls with pipe cleaners. 2. <u>Poke</u> the wooden stick *in the top*. 3. <u>Adjust</u> the pipe cleaners *around the stick*.

	4. <u>Paint</u> the biggest ball [[you have]] in either yellow, orange and red. If you want, spray paint it. 5. Now <u>paint</u> 9 balls. These are the planets. 6. <u>Poke</u> them *on the pipe cleaners*. 7. <u>Put</u> your design *on the cardboard star*.

Text SFP-10 written in the beginning of Year 3 reveals almost the same competence in writing the Procedure genre as the former two texts produced in Year 2. Compared with Jinha's Procedure texts that were produced in the period of his Year 2 and 3, the overall assessment of them would be similar. There is use of the non-finite dependent clause (see the boxed phrases – as in 'by putting the balls with pipe cleaners') and the use of embedding, a feature which makes the text more elaborate, and also many examples of circumstances (see the italic words). In addition, from an examination of all her Procedure texts from Year 2 to Year 3, it can be concluded that she understands a large range of contexts where written Procedures may be used to tell how to do or make something.

6.7. Conclusion

In this chapter, Sunyoung's factual writing from 1999 (Kindergarten) to 2002 (Year 3) has been examined in the context of both school and home. Among the various factual text types, Report, Explanation, Argument and Procedure were selected for more detailed text analysis in order to explore Sunyoung's developing control over factual writing, a form of writing that is considerably different from Narrative writing. Compared with Jinha's case, Sunyoung's factual writing was limited to her early primary schooling (Kindergarten to Year 3) and the range of factual writing was somewhat narrower. In addition, while analyzing each of Sunyoung's factual genre and comparing with Jinha's, her personality (as a hard worker) and personal preference to Narrative writing were considered as the variable factors. Except for these differences, Sunyoung's factual writing contexts at school and home were similar to those of Jinha. With this in mind, the next two paragraphs sum up the analysis of each factual genre constructed by Sunyoung. If necessary, the comparative

analysis between Jinha and Sunyoung will be referred to. After that, as concluding comments, the effectiveness of the Genre-based Approach and the significance of the developments in factual writing as well as some recommendations for the factual writing literacy program will be addressed.

In her Report writing done in Kindergarten, Sunyoung developed mostly science Reports first and then later on explored Report writing in the field of social studies at school and home. In both contexts there were discussions of the topic prior to writing, as well as demonstrations of successful examples of the genre. Compared with Jinha, however, Sunyoung's initial attempts in Report writing tended to include personal comments, which is a common feature in personal Recount writing. From Year 1, her Report writing became less personal and more objective.

The Explanation text that is quite challenging for young writers was attempted by Sunyoung in Year 2, being modeled by the teacher at school. However, since this text type does not clearly show the genre structure and language features (compared with Report writing or Recount), Sunyoung as a younger writer seems to have had some difficulty in adapting to the proper Genre expectations. At home the researcher needed to increase the support given to her so that she could understand the difficult topic related terminology and maintain more demanding logical sequence. Jinha also showed similar developmental patterns for Explanation texts in general, but he had many more chances to practise writing justification for his opinions in an Argument, as Argument is also included in Review texts. Whereas her Explanation texts still remain quite embryonic, they show some of the child's awareness of the elements of the generic structure. Whereas Sunyoung appears to have found it challenging to construct a fully developed Argument when she first began writing Argumentative texts in Year 2, the support which she got from the researcher in the home and school helped her develop control of the genre and produce significantly more competent Argument texts a year later.

Procedure texts were also showing development with the school's systematic teaching of the Genre-based Approach and follow-up homework and activities. Just as in Jinha's case, Sunyoung could construct reasonably good Procedure

texts that demonstrate particular linguistic features for the genre. This reflects that both children, as young writers, developed control over the distinctive language features and text organization of the Procedure. The modeling of the genre both children had in school must have been helpful here. The children's relative success in mastering the genre features of Procedure could also be explained by the fact that this text type may be easier for young writers than other factual genres. At least partially, this relative ease can be attributed to the fact that Procedure texts are present in children's everyday life, and that they commonly construct commonsense knowledge and build on concrete experiences that are written in this genre.

More specifically regard in to the Genre-based Approach, during the initial period Sunyoung revealed some negative points: she was too obsessed to fit her writing to the stereotyped modeling. One possible solution might be to allow more flexibility to younger writers, at least as they start out. Jinha, with whom the Genre-based Approach had been applied from Year 2, did not undergo any stress in the process of constructing his factual writings, whereas Sunyoung sometimes complained that the text organization and language features in each genre (especially Explanation and Argument) were difficult for her. When time passed and more experience with text construction was accumulated, her writing of factual genres became better developed. However, it appears that with younger writers like Sunyoung, we have to accept that in their learning to control factual writing, they will take time learning the genre conventions with regard to the text organization and language features (such as, for example, the expectation of the impersonal stance, partly constructed through the choice of the third person in the person system, and the fact that the first person choice is not appropriate). Also, as shown in the Sunyoung's case, for particularly young graders (maybe from Kindergarten to Year 2), more motivated and stimulating activities done in connection with the text construction is recommended. The Genre-based orientation towards supporting the children's learning to write seems to have been very helpful, particularly in the area of learning to write factual genres. For ESL children like Jinha and Sunyoung, the model writing and joint construction of texts using the Genre-based Approach proved to be a particularly powerful assistant, helping them develop control over the genre features.

Compared with her development in Narrative writing, Sunyoung's factual writing provided the opportunity for her to explore another important feature of written language such as the use of 'general participants'. In Narrative writing, Sunyoung's development in the area of 'process' was remarkable. Not only a wide range of material processes but also mental and verbal processes were used in her Narrative writing, and also more complicated verbal groups were realized in many cases. Meanwhile, in her factual writing, the area of 'participant' appears to be elaborated through exploitation of the potential of the nominal group by expanding it in order to pack in experiential information. In addition to this, the factual writing triggered more use of the passive voice along with more choice of generalized participants as a Theme. Subject-specific terms should be elaborated in the factual genres such as Report or Explanation. In the process of doing this, more complicated nominal groups that include using relative pronouns and infinitives are practised. Also, in terms of the text organization in their factual writing, both Jinha and Sunyoung learn to construct such elements as 'generalization', 'definition', 'classification', 'comparison', 'justification' and 'time-sequential order' so that they can meet the schematic structure expectations of each of the genres. The children demonstrate increasing textual cohesiveness in their factual writing, particularly through their growing control of the reference system.

Lastly, considering nominalization, one of the characteristics of the most typical written mode, Sunyoung seems to reveal as less development than Jinha mainly due to her age factor. Halliday (1994) and Derewianka (1995) have found that nominalization occurs later in children's language, at age of about 9-10 in their writing. This is a feature of the written mode of language, and control over it is a sign of children's general development of control over writing. Given her young age over the period studied, relatively few examples of nominalization (than Jinha's) are found. This is similar to Aidman's (1999: 313) study in which the researcher noticed the emergence of nominalization in her daughter's writing in Year 3 (between age 8 and 9). In this regard, it is recommended that more explicit teaching take place in order to increase the word power in the noun category as one way of supporting young writers in this matter. Particularly the exercise of transforming verb or adjective words

to the relevant nouns would be good for the young writers so as to develop their awareness of abstract nouns and the process of nominalization. Also, more sample writings should be shown to the young writers so that they can gain a sense of whole text features. The social functions and purposes should be taught in regard to each writing genre so that learners know why this writing is necessary and useful in real life. Even young writers tend to be more motivated in their writing sessions when they see the writing is used in the real world.

Chapter 7. Korean Writing: Diary Writing / E-mails

7.0. Introduction

This chapter maps the trajectories of the children's developing control over Korean writing. As explained in the earlier chapters, Jinha and Sunyoung's English written texts (both Narrative and factual writing) demonstrate that their texts had been developing mainly through the requirement or encouragement of the school literacy curriculum. In the meantime, their Korean written texts had also been developing, but with somewhat different social functions such as communicating with their relatives in Korea (E-mail writing) and expressing their personal thoughts and experiences through cards, Recount writing and Diary writing.

Of course, this kind of Korean literacy practice had been encouraged and intentionally guided by the researcher in preparation for when the subjects would go back to Korea and need to adjust themselves to a Korean school setting. Even though there existed the researcher's intention to educate them bilingually, as time passed, Jinha and Sunyoung themselves became aware of the importance of being biliterate recognizing they needed this in order to participate as confident members of both the Australian and Korean communities. It had been quite challenging for the young children to become biliterate both in English and Korean due to the limited number of Korean community groups in Canberra, and linguistically Korean is quite different from the English language. Thus, in the following sections first, some selective features of the Korean language relevant to the thesis are outlined for the purpose of assisting understanding of the analysis of Korean texts. The following section provides an overview of the children's writing in their minor language, Korean, over the research period.

7.1. Salient Features of Korean Language

7.1.1. Writing System

The indigenous Korean phonetic alphabet called 'Hankul' and known to be one of the most scientific writing systems was created by King Sejong in 1443 in order to help the ordinary people's literacy education. Before that only the privileged class, including scholarly people, had been able to access a much more complicated borrowed Chinese (characters) writing system. Currently, Korean texts are written mostly in either pure Hankul or, in rare cases for professional academic or scholarly writings, e.g. history related documents, a mixed script of Hankul and Chinese characters. Regarding the design of the Hankul alphabet, Sohn (1999: 13) explains that three basic vowel symbols such as the round dot (•), the horizontal line (—) and the vertical line (|) (representing heaven, earth and man respectively) compose all vowels and semivowels using different assemblies. There are also consonant symbols which "depict the shapes of speech organs" in a similar way to their English counterparts. These Hankul symbols are formed into syllable blocks mostly using the order of consonant-vowel or diphthong-consonant (e.g. ㄱ + ㅏ + ㅁ = 감).

7.1.2. SOV Syntax

As mentioned earlier, Korean is quite a different language from English in many linguistic aspects. The first notable difference is that Korean is a SOV language. Sohn (1999: 15) elaborates on this:

> That is, it is a predicate-final language with the basic word order of Subject-Object-Predicate. In normal speech, the predicate (verb or adjective) comes at the end of a sentence or a clause, while all other elements, including the subject and object, must appear before the predicate. Korean particles (equivalent to English prepositions) always occur *after* the elements they are associated with. Thus, Korean particles are all postpositions. Also, all modifying elements such as determiners, adjectives, phrases, and clauses precede the elements they modify, as illustrated in *nay ka tani-nu-n hak.kyo* (I NM attend-IN-RL school) 'the school

that I attend'.[1]

7.1.3. Agglutinative Morphology

In terms of morphology, Korean is quite distinct from English. Sohn (1999: 15) explains on this as follows:

> Korean is called an 'agglutinative' language, in that a long chain of particles or suffixes with constant form and meaning may be attached to nominals (nouns, pronouns, numerals, noun phrases, etc.) or predicate (verb or adjective) stems. In *yeca-tul man uy kolphu* 'the golf (played) by females only', for instance, the plural suffix *–tul*, the delimiter particle *man* 'only', and the genitive particle *uy* follow the head noun *yeca* 'female'. Similarly, in *ka-si-ess-keyss-sup-ni-ta* '(a respectable person) may have gone', the subject honorific suffix *–si*, the past tense suffix *–ess*, the presumptive modal suffix *–keyss*, the addressee honorific suffix *–sup*, the indicative mood suffix *–ni*, and the declarative suffix *–ta* occur in that order after the head verb stem *ka* 'go'.

From the samples given above, it is also evident that, in many cases, Korean suffixes and particles do not have counterparts in non-agglutinative languages such as English and Chinese, but have independent words in other languages as in: *ka-ko* (go and) and *ka-myen* (if (one) goes). The underlined '*ko*' and '*myen*' are conjunctive suffixes in Korean, which match with the independent conjunctives 'and' and 'if' in English (Sohn, 1999: 15).

This remarkable function of agglutinative morphology is very influential, especially with case markers which reveal the syntactical position such as subject, object or complement. It is noteworthy that English and Korean are quite different in the point that English does not need any case markers to indicate the syntactical position but relies on its word order (like SVO) which is less flexible than Korean. Korean, however, is more flexible in the word order only if it satisfies the condition that the main verb is put in the final position. "In Korean, although the subject tends to appear first in a sentence in normal situations, it and the other major constituents preceding the predicate

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[1] NM: Norminative Case Particle, IN: Indicative Mood Suffix, RL: Relativizer Suffix

can be scrambled rather freely for emphatic or other figurative purposes, as long as the predicate retains the final position" (Sohn, 1999: 15).

7.1.4. Honorifics

In relation to the morphology and lexical items Korean is an 'honorific' language which means that in every utterance or sentence the interlocutor's or reader's social standing gets explicitly acknowledged. This social relationship includes the differential "in terms of age category (adult, adolescent or child), social status, kinship, in or out-groupness, and/or the speech act situation" (Sohn, 1999: 16). The grammatical pattern of Korean honorifics is known to be quite systematic, compared with these features in other languages. Based on Sohn's explanation (1999: 16), the following table presents some examples of honorific forms in different categories:

Table 7-1. Honorific Forms in Korean Language

Categories using honorific forms	Honorific forms (examples)	
	Plain / Neutral	Honorific
Address-reference terms	*Kim kyoswu* (professor Kim)	*Kim kyoswu-nim*
Nouns	*pap* (rice, meal)	*cinci*
Verbs	*cata* (sleep)	*cwumusita*
	issta (stay, exist)	*kyeysita*
Pronouns	na (I)	*ce* (humble form)
Case particles	*ka/i* (nominative neutral)	*kkeyse*
Verbal suffixes	ZERO	*-(u)si* (subject honorific)
		-(su)p (addressee honorific)

Since the feature of honorifics in Korean is closely related to the social function of language, it is not easy for young children to master the system in their spoken and written language. Such learning requires repeated participation in social situations where children have opportunities to observe and practice conventional ways of constructing this dimension of social relationship and to do so in both spoken and written contexts. In other words, the children would need to be exposed to various social situations and build up

relationships with different speakers such as their grandparents, parents, uncles and aunts, teachers, parents' friends and other more socially distant adults in order to use the honorific system in a confident manner. In the following sections the analysis of Jinha and Sunyoung's E-mail writing shows their use of the honorific system in communications with their grandmother. This kind of interpersonal language use is highlighted in the analysis of E-mail writing.

7.2. Transcriptions

The Korean text examples used in this chapter are presented in the Yale system of romanization rather than the McCune-Reischauer (M-R) system which is widely used by non-linguists. According to Sohn (1999: 1), "Yale and Hankul (the Korean alphabet) spelling conventions are essentially the same in that both systems follow the morphophonemic spelling principle (i.e., the principle of one phonemic form for one morpheme)". That means every romanized syllable of the Yale system corresponds to a Hankul syllable block (in most cases, the initial, medial and final sounds combine to complete a syllable). The following table of romanization systems (modified from Sohn, 1999: 2-3) shows corresponding currently used letters of the Korean alphabet (Hankul), the Yale system and the phonetic value in IPA:

Table 7-2. Romanization Systems

Consonants			Vowels and Diphthongs		
Korean (Hankul) Letters	Yale	Phonetic Value in IPA	Korean (Hankul) Letters	Yale	Phonetic Value in IPA
ㅂ	p	[p,b]	ㅣ	i	[i]
ㅍ	ph	[ph]	ㅟ	wi	[wi,y]
ㅃ	pp	[p']	ㅔ	ey	[e]
ㄷ	t	[t,d]	ㅖ	yey	[je]
ㅌ	th	[th]	ㅞ	wey	[we]
ㄸ	tt	[t']	ㅚ	oy	[we,Ø]
ㅅ	s	[s,ʃ]	ㅐ	ay	[ɛ]

ㅆ	ss	[s',ʃ']	ㅒ	yay	[jɛ]
ㅈ	c	[c,ĵ]	ㅙ	way	[wɛ]
ㅊ	ch	[ch]	ㅡ	u	[i̱]
ㅉ	cc	[c']	ㅓ	e	[ə]
ㄱ	k	[k,g]	ㅕ	ye	[jə]
ㅋ	kh	[kh]	ㅝ	we	[wə]
ㄲ	kk	[k']	ㅏ	a	[a]
ㅁ	m	[m]	ㅑ	ya	[ja]
ㄴ	n	[nノ]	ㅘ	wa	[wa]
ㅇ	-ng	[ŋ]	ㅜ	wu	[u]
ㄹ	l	[l, ſ]	ㅠ	y(w)u	[ju]
ㅎ	H	[h]	ㅗ	o	[o]
			ㅛ	yo	[jo]
			ㅢ	uy	[i̱ (j), i, e]

Source: Modified from Sohn, 1999:2-3.

7.3. Overview of Jinha's and Sunyoung's Korean Writing

Over the period of this research, specifically the children's six years of primary schooling in Australia, the number of texts they wrote in Korean was smaller than the number written in English. The progress in mastering Korean writing was somewhat less impressive as well. However, the range of purposes for which the children chose to write in Korean was quite broad and included Diary writing, story Recount, personal Letters, greeting cards and E-mails to family members. For factual writing, only a few texts were attempted in Korean. In the connection with factual texts in Korean, Jinha (from Year 2 to Year 5) and Sunyoung (Year 1 to Year 3) were able to catch up with subject related words and concepts mainly through a series of Korean workbooks based on the curriculum of Korean Primary schools. The workbooks, which their grandparents sent them from Korea regularly (for their Korean literacy), included the main four subjects of 'Korean Language', 'Math', 'Social Studies' and 'Science'. Jinha and Sunyoung mostly did the exercises in the workbooks intensively during their school holiday periods with the

researcher's assistance. Even though the study of Korean workbooks could not be extended to the relevant factual writing, it was obvious that the children improved their factual knowledge and subject specific terms in their mother tongue by this means. Certainly this helped the researcher to explain the English factual texts (i.e. Explanation, Report and Argument) to them in their native language.

Even though Korean was their first language, the English literacy skills of both Jinha and Sunyoung seemed to grow at a more impressive rate than their Korean skills. Despite the obvious focus of the children's mainstream primary classroom on literacy in English, Korean language and literacy continued to be an everyday part of their lives. Their writing in Korean was mostly conducted at home with the researcher's encouragement and guidance, and some written texts were produced as homework at a Korean weekend ethnic school in Canberra they attended from 1998-2002. The Korean weekend school's curriculum was not consistent due to the frequent changes of its volunteer teachers and unsettled atmosphere.

Whereas the children happily accepted being talked to in Korean by their parents, and often talked Korean with their parents, the situation with writing in Korean was different. Given the pressures of the mainstream schooling, and its focus on English literacy, there was not much time left for writing in Korean. Accepting that children want to 'do' literacy because it serves their real life purposes, and because they observe the adults in their environment 'doing' literacy, the researcher became aware of the need to help the children see the purpose for writing in Korean. The researcher had to model some common literacy practices involving the use of writing in Korean. The children were shown how to write a diary, and how to construct stories in Korean. They found both kinds of activities very engaging, and willingly participated. The process involved the researcher's demonstrating to the children how to write these texts, and then supporting them in their own text writing. The researcher also encouraged the children to write greeting cards and letters to family members. Importantly, on several occasions the children initiated this kind of writing in Korean. During the process, the children seemed to recognize that the linguistic features and structures of English texts

(e.g. Diary writing and story Recount) can be applied to the same genre of writing in Korean. One other kind of writing in Korean that was demonstrated by the researcher, and enthusiastically picked up by the children was E-mail messaging to family members in Korea. Even though it was the researcher who introduced this type of writing, by inviting the children to jointly construct a message to their grandmother and cousin on many occasions, the children were able to initiate E-mail writing completely independently in later periods. Over the time period being considered, the children's writing in Korean seemed become more elaborate. They also seemed to initiate more writing as their confidence as Korean writers grew.

To sum up, the context of Jinha and Sunyoung's Korean writing was not quite favorable enough for them to keep up with their native language writing due to the limited chances to practice Korean writing. However, their Korean writing proceeded continuously, without giving up, even though they did not seem to develop remarkably for certain periods. Overall, compared with their English writing development, Korean was limited due to the lack of reading input and exposure to a Korean community. But, it is noteworthy that Jinha and Sunyoung's Korean writing proficiency during the research period was quite satisfactory. The key reasons for their success will be elaborated in the following sections, along with the explanation of each genre's Korean writing in details. For a brief overview, the following tables show Jinha's and Sunyoung's Korean writing sorted by each genre and each period. Some noticeable features and the total number of writing products are presented as well.

Table 7-3. Jinha's Korean Writing over the Research Period (Kindergarten to Year 5)

Age / Text type	Kindergarten (Age 5)	Year 1 (Age 6)	Year 2 (Age 7)	Year 3 (Age 8)	Year 4 (Age 9)	Year 5 (Age 10)
Dairy Writing	10 - 'Today ' or 'I' repeatedly used (Theme choices) - Simple one /two clauses sentences	24 - develops a range of lexical items as well as different predicates (due to Guided writing) - more than 10 lines with various sentence patterns - textual structural conjunctions (and, so) as Theme choice	13 - focusing on one or two impressive events - 10-15 clauses or one page length diary - mainly material processes	7 - attempting a new style - much more concrete description - more use of mental processes reflecting inner thoughts - various sentence patterns - marked Themes of Circumstantial phrases	5 - expanding Modality choices - time related circumstantial themes - existential process to explain situational contexts interpersonal Theme by dialogic exchange	4 - well balanced combination of material and mental processes - verbal processes : introducing participants' inner thoughts successfully rebuilding the situational context with a more varied range of Transitivity system
Story Recount		11 - story summary + brief			2 -biography e.g. King Sejong	

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		personal comment	289		- developed details	
E-mail				12 more Recount-like E-mails	7 conventional type of Letter format but successfully managed different social functions	5 increased control of communicative features (dialogic nature)
Personal Writing (Letter and Cards)			1	1	1	8
Factual Writing		2	1	1		

Table 7-4. Sunyoung's Korean Writing over the Research Period (Pre-school to Year 3)

Age / Text type	Age 3	Pre-school (Age 4)	Kindergarten (Age 5)	Year 1 (Age 6)	Year 2 (Age 7)	Year 3 (Age 8)
Diary Writing	7 - one or two simple sentences	16 - more lengthy (5-6) clauses or sentences - particular event with more detailed description - subject 'I' omission - overuse of structural conjunction	9 - almost similar pattern with the previous year's diary - instead of structural conjunction, use of circumstantial marked themes - earlier use of mental processes than Jinha	5 - sudden change of writing style, handwriting - more than 10 lines with more detailed description -various range of unmarked and marked theme choices (time and concession clauses)	30 - almost more than 10 lines - more descriptive details along with the time sequenced structure - material + mental verbs well mixed - verbal process - direct quoting - evaluative comments	33 - almost one page length - show growth controlling overall schematic structure + language features + more detailed description -metaphorical expressions
Story Recount			7 - overuse of Conjunctions - simple		3 -biography of a great man (spoken form)	

			sentences			
E-mails				7 - more assisted by the researcher (Sunyoung's dictation and researcher's typing up) -modeling by grandma and cousin in Korea	16 - more Independent - accustomed to the conventional expressions - more like talking style - range of Mood system	11 -independent writing experientially elaborated contents - sound more Natural more control of Mood system
Personal Writing (Letter and Cards)			2	2	5 mainly occasional cards	4 more formatted Letters
Factual Writing			2		1	

7.4. Jinha's Diary Writing

7.4.1. Overall Contexts of Jinha's Diary Writing

Among his Korean writings, diary texts were chosen for more detailed text analysis based on the fact that they occurred quite regularly over an extended period (for five and half years – from Kindergarten to Year 5). As referred to in Table 7-3, most of the other text types had not continued throughout the research period but rather were attempted temporarily (or irregularly). Jinha's diary writing was usually conducted either in the family environment in the presence of the researcher or, in his room independently. A few diary entries were written on his own initiative but most diary writings were written as homework for the Korean weekend school he attended once a week from Kindergarten to Year 5. Even though there was a lack of sample model writing of diaries, Jinha seemed to get familiar with the text type without difficulty due to the influence of his experience with English journal writing.

In terms of school literacy, it needs to be understood that in Korea, particularly in the lower grades (up to Year 3), most class teachers make diary writing routine for the development of the young writers' confidence in use of experiential language. With the researcher's awareness of the Korean literacy context and its emphasis on the importance of diary writing in most primary schools, Jinha was continually encouraged to do Korean diary writing as much as possible during his stay in Australia. In Korea, it is still the case that many lower grade teachers and parents regard diary writing as a compulsory course for the basic writing practice of spelling, spacing, syntactic patterns and lexical items and such like. Compared with Australia's primary schools, in Korea there is a lack of Narrative writing practice both in reading and writing. Instead of placing importance on Narrative writing, most Korean primary schools seem to make an effort to check out children's diary writing (average 40 students in a class) almost everyday.

In this context and with the expectations explained above, during the initial period (Kindergarten to Year 1), Jinha was scaffolded in his diary writing by the researcher (when choosing topics, helped with how to begin, told unknown

words (in Korean), and helped with syntactic problems and overall schematic structure). However, since the style of diary writing is relatively free in terms of schematic structure (compared to other genres), the researcher did not place an emphasis on the genre structure and language features, but, rather, left room for flexibility for the purpose of having Jinha practice Korean basic writing skills. As time passed, gradually Jinha's dependence on scaffolding was lessened. Overall, throughout the period of research, Jinha did not have any particular difficulty involving diary writing since he seemed to think that this task was 'sort of' compulsory homework. However, as time passed, he obviously became overloaded by English writing in his mainstream school and as a result, his Korean writing was done less regularly. This may indicate one of the difficulties of biliteracy development for young writers.

7.4.2. The Analysis of Jinha's Diary Texts (From Kindergarten to Year 5) in terms of Transitivity and Theme System

7.4.2.1. Jinha's Diary Texts in Kindergarten (Age 5)

Jinha's diary writing in Kindergarten started with one or two simple sentences along with related drawing on the same page. Most of the content was about what he did on that day and how he felt about his day in a brief way. During the later period of his Kindergarten (August – October, 1997), he was encouraged to write a bilingual diary, in which he wrote an English diary first, and subsequently a Korean translation on the same page below the English version. Judging from those diary entries, his proficiency in English and Korean writing seems to have been almost the same at that time in terms of grammatical competency, sentence patterns and use of vocabulary. As indicated in the Table 7-3, during the Kindergarten period, some of Jinha's diary entries show the examples of the repetitive usage of 'I' and 'Today'. Please refer to the following diary Text KDJ-1.

Table 7-5. Jinha's Diary Text in Kindergarten[2]

Text KDJ-1	Jinha's English Version
Friday 31st, October, 1997 (Age 5:10)	(as in original spellings)

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[2] See the original copies of Jinha's Diary Texts in Appendix 7-2.

<u>나는</u> **놀았다**.*	<u>I</u> **did** free time today.
<u>나는</u> Justin이랑 **놀았다**.	<u>I</u> **played** with Justin.
<u>나는</u> Andrew랑 **놀았다**.	<u>I</u> **played** with Andrew.
<u>Mic</u>는 오늘 안 **왔다**.	<u>Mic</u> **wasn't** here.
<u>나는</u> Mic가 안와서 전혀 **재미가 없었다**.	<u>It</u> **wasn't** fun at all.
<u>나는</u> 바이올린 **래슨을 했다**.	<u>I</u> **has** my violin lesson.
<u>나는</u> 새 노래를 **배웠다**.	<u>I</u> **learned** a new song.

Note: *In diary texts hitherto, the underlined words are Theme choices and the bold typed words are Transitivity ones.

As shown above, his early diary texts are mostly composed of simple clauses using a similar syntactic pattern, commenting only about what he did with whom. This is, however, quite a typical example for those starting out as young writers both in English and Korean. The limited Theme choice and Transitivity was expanded to more varied circumstantial Themes and textual ones as time passed. Now we shall see more examples of Jinha's diary texts from a selection of samples from each year. An examination is done on how he developed particularly his Transitivity system and Theme choices as he wrote his daily experiences in the form of diary text.

7.4.2.2. Jinha's Diary Texts in Year 1 (Age 6)

The following Text KDJ-2 was constructed in the early period of Year 1 at home as homework for the Korean weekend school. During Year 1 Jinha produced many diary texts under the scaffolding literacy approach (for 'scaffolding literacy', refer to Section 2.2.4). Sometimes he was guided by the researcher on how to proceed with writing the text in the middle of the text or, in some cases, modeled writing samples were provided by spoken word if he wanted. Since he had been doing diary writing (in the form of a journal) in English at school, the choice of diary topics or the text structure and flow seem to have influenced positively the Korean diary writing. Most diary writing was produced as homework for the Korean weekend school and the expected reader was the Korean teacher in the school.

Table 7-6. Jinha's Diary Text in Year 1

Text KDJ-2 Saturday, 26ᵗʰ, May, 1998 (Age 6:05)	Translation in English (by the researcher)
<u>오늘은</u> 홀리의 생일파티에 **갔다**.	<u>Today</u> (I) **went** to Holly's birthday party.
<u>홀리의 생일파티에서</u> 사탕을 **받았다**.	<u>At the Holly's birthday party</u>, (I) **got** candies.
<u>그리고</u> 인어공주도 와서 풍선을 **불어 주었다**.	<u>And</u> a mermaid princess **came and blew** balloons.
<u>또</u> 게임도 **가리켜 주었다**.	<u>Also</u> (she) **taught** how to play a game.
<u>나는</u> 내 친한 친구하고 풍선을 갖고 **놀았다**.	<u>I</u> **played** with my close friend, using balloons.
<u>그리고</u> 풍선으로 동물들을 **만들었다**.	<u>And</u> (I) **made** animals by the balloons.
<u>내게는</u> 앵무새를 **만들어 주었다**.	<u>To me</u>, (she) **made** a parrot and **gave** it.
<u>그리고</u> 한 게임은 '파스 더 쓰타'라고 **했다**.	<u>And</u> (she) **called** a game 'Pass the Star'.
<u>나도</u> 했다.	<u>I</u> also did.
<u>그리고</u> 가장 재미있었던 것은 물고기를 터트리는 것**이었다**.	<u>And</u> the most interesting thing **was** to burst out fish.
<u>그리고</u> 또 내가 물고기를 터트려서 **이겼다**.	<u>And</u> also I **won** (the game) by bursting out the fish.
<u>그래서</u> 사탕이 우루루 **쏟아져 나왔다**.	<u>So</u> candies **poured out** all at once.
<u>홀리네 생일파티에서</u> 정말 **재미있었다.**	<u>At the Holly's birthday party</u>, (I) **had a lot of fun**.

Note: (1) Hitherto the bracketed words in the part of English translation (right handed column) refer to the words that are not explicitly stated in Korean texts, but implied. According to the Korean grammar, these words do not need to be explicitly stated in certain contexts.

(2) The Korean texts (diary and E-mails) are typed as the children's original spelling and for readers' understanding, the correct spelling and words are added in brackets by the researcher (left handed column).

In terms of Transitivity (refer to the bold type words), the above text shows that Jinha constructed his diary on the special event of Holly's birthday party, using a majority of material processes such as '갔다: kass-ta'[3] (went), '받았다: pat-ass-ta' (got), '불어주었다: pwul-e-cwu-ess-ta' (blew), '놀았다; nol-ass-ta' (played), '만들었다; man-tul-ess-ta' (made), '이겼다: I-kyess-ta' (won) and '쏟아져 나왔다; ssot-a-cye-na-wass-ta' (poured out). The other process types used in this diary text are examples of relational processes (called, was) and a mental process as in '재미있었다; chay-mi-iss-ess-ta' (had fun). Employing material processes more than any other type (e.g. mental process) can be a

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[3] In this chapter, a romanized Korean word or phrase is marked by hyphen (-) for a syllable boundary (not a morpheme boundary).

typical pattern for young children's diary writing, when they are concerned more about what happened and what the writer did in the external world (not yet on the reflection of inner world). As far as tense agreement is concerned, Jinha seems to have mastered it, consistently controlling the past tense by successfully attaching the past tense and perfect aspect suffixes (PST) such as '-ess' and '-ass' to predicate stems. For instance, '받았다; pat-ass-ta' (got) is composed of 'pat (get; verb stem)' + 'ass (the past tense and perfect aspect suffix)' + 'ta (declarative sentence type suffix)'. As with switching the verb form of the present tense to the past tense (e.g. go-> went) in English, Jinha demonstrated his awareness of different linguistic features of the Korean verb system that is presented by the agglutinative morphology of syntactic functions of suffixes. Apart from the differences in verb system, in terms of Transitivity in Korean writing, Jinha's early diary text, KDJ-2, shows a reasonable range of material processes, certainly enough to be able to construct the semantic field of birthday party as a Year 1 student.

As far as Theme (refer to the underlined words above in Text KDJ-2) is concerned, this text diary demonstrates that for the writer most Themes are textual structural conjunctions and there are repeatedly overused throughout the whole text. Particularly the frequent use (5 times) of '그리고; ku-li-ko' (and) can be noticed as features of a young immature writer, and this is also evidenced in English texts. Judging from Halliday's view that "[t]he choice of clause Themes plays a fundamental part in the way discourse is organized" (Halliday, 1994: 61), the young writer does not seem to have yet developed the thematic principle but rather has tried to arrange the special experience (what happened and what he did at the Holly's birthday party) in sequence using 'and' continuously (one after another). There are also marked Themes (the same one twice) as the circumstantial place foregrounded as in '홀리의 생일파 티에서; Hol-li-uy-sayng-il-pha-thi-ey-se' (At the Holly's birthday party). These marked Themes play the role of emphasizing the focusing topic of the diary to the readers. Using the circumstantial phrases foregrounded for the purpose of thematic emphasis can be the same as in English texts.

7.4.2.3. Jinha's Diary Texts in Year 2 (Age 7)
During Year 2, Jinha continued to write a diary in Korean with the same

context of the Year 1 period. Overall, it was not likely to show remarkable improvement in writing in syntactic patterns but clearly he attempts to expand his diary contents and to vary the range of topics such as 'what he has learnt in school', 'his new decision from reflecting on what he has done', 'an argument with a friend' and 'an important lesson from the swimming class'. In presenting the various ranges of experiential materials, he has been able to enlarge his lexical vocabulary and his logical thinking. Focusing more on one or two impressive events allows Jinha describe the diary texts in more detail rather than sequencing several things done on a day. Most diary texts during this period were about one page in length (10 to 15 clauses) with descriptions of events and simple evaluative comments (1 to 2 clauses). The following example text KDJ-4 was selected to figure out more growth in Jinha's Korean diary writing in terms of Transitivity and Theme system:

Table 7-7. Jinha's Diary Text in Year 2

Text KDJ-4 Sunday, 4th, April, 1999 (Age 7:04)	Translation in English (by the researcher)
1. <u>오늘은</u> 우리집에 사는 가족들을 만나러 바비큐를 **했다**.	1. <u>Today</u> (we) **did** a barbecue party to meet the families living in our house.
2. <u>우리집에는</u> 다른 나라에서 온 사람들이 함께 **살고 있다**.	2. <u>In our house</u>, people from other countries **are living** together.
3. <u>2층에는</u> 한국사람들 (우리), 그리고 밑에 사람들은 케나다 하고 베트남 사람들이 **산다**.	3. <u>On the second floor</u>, Korean people (we) live, and underneath, Canadian and Vietnamese people **live**.
4. <u>우리가 여기에 있는 사람들을 **모르기**</u> 때문에 바비큐에서 알려고 바비큐를 **한다.**	4. <u>Because we **don't know** people living in</u> <u>here</u>, we **are having** a barbecue to get to know each other.
5. <u>우리 엄마는</u> 한국 불고기를 **준비했고**, <u>베트남에서 온 'Lan'하고 'Alex'는</u> 'Spring roll'을 **가져왔다**.	5. <u>My mum</u> **prepared** Korean Pwulkoki, and <u>'Lan' and 'Alex' who came from Vietnam</u> **brought** 'Spring roll'.
6. <u>나한테는</u> 소스가 조금 **메웠다.**	6. <u>To me</u>, the sauce **was** a little bit hot.
7. <u>나는 **아퍼서**</u> 조금밖에 못 먹고 안에 **들어 갔다.**	7. <u>Because I **was sick**</u>, I couldn't eat much and **went** inside.
8. <u>나는</u> 바베큐가 너무나 **재밌어서** 다음에 또 **하고 싶었다.**	8. <u>I **had lots of fun**</u> in the Barbecue so I **wished** I would do it again later.

In terms of Transitivity, the above Text KDJ-4 is composed of half of material processes such as '했다; hayss-ta' (did), '준비했다; cwun-pi-hayss-ta' (prepared), '들어갔다; tul-e-kass-ta' (went inside), and '가져왔다; ka-cye-wass-ta' (brought). The rest of the semantic field is constructed with two existential processes such as '살고 있다; sal-ko-iss-ta' (are living) and '산다; san-ta' (live) and a mental process of '하고 싶었다; ha-ko-siph-ess-ta' (wished). In specific regard to tense, Jinha uses mostly past tense with present continuous and present tense, and in Korean there is no grammatical error in using the different tense choices. Actually, with the use of past tense and present tense, he constructs the diary text by embodying the special experience of what happened in the barbecue party and providing an explanation of the current situational context (using existential process + present tense). This attempt seems to be new in building the context of a special event with background knowledge.

As far as Theme is concerned, Text KDJ-4 is composed of half of marked Themes such as '우리집에는; wu-li-cip-ey-nun' (in my house), '2층에는; 2-chung-ey-nun' (on the second floor), '오늘은; o-nul-un' (Today) and '나한테는; na-han-they-nun' (To me). The remaining choices for Themes are unmarked topical Themes as participants such as '나는; na-nun' (I), '우리는; wu-li-nun' (We) and '베트남에서 온 Lan하고 Alex는' (Lan and Alex who came from Vietnam). The complex nominal group of 'Lan and Alex who came from Vietnam' can be elaborated in Korean as follows:

Table 7-8. Description of a Complex Nominal Group

베트남에서 온 (who came from Vietnam)			Lan하고 Alex는 (Lang and Alex)			
Modifier			Head Nouns			
Vietnam (베트남)	esye (에서)	on (온)	Lan (란)	hako (하고)	Alex (알렉스)	nun (는)
Noun	Locative-dynamic particle	Function of modifying relative	Noun	Connective particle	Noun	Topic-contrast delimiter

		pronoun				

As mentioned earlier, Korean is a head-final language and so dependent elements usually precede their heads. In other words, all modifiers must precede the element they modify just as in the above example. Using successfully this kind of nominal group (which is composed of opposite way of modifying order in comparison with English) is noteworthy in the sense that Jinha seems to be aware of the linguistic difference between Korean and English from the early period.

7.4.2.4. Jinha's Diary Texts in Year 3 (Age 8)

During the next period of Year 3, even though Jinha produced a few diary texts, compared with the previous periods, he attempted a new style of diary writing similar to spoken language (along with intimate speech level or suffix). There is more use of mental verbs reflecting the writer's inner thoughts and relational / existential processes. The following Text KDJ-5 is analyzed further in terms of Transitivity and Theme system:

Table 7-9. Jinha's Diary Text in Year 3

Text KDJ-5 13th, July, 2000 (Age 8:07)	Translation in English (by the researcher)
1. <u>오늘</u> 나는 용우형이랑 밖에 **나가서 구경시켰지**.	1. <u>Today</u> I **came out** with brother YongWoo and **let** (him) **look around**.
2. <u>나는</u> 많이 **재미있었는데**, <u>용우형은</u> 나도 **모르지** ...	2. I **had** lots of fun but <u>I</u> **don't know** whether he **did** or not...
3. <u>우리는</u> 구경할 떼 어른들이 영화를 보구 싶으냐고 **물어 보는거 아니야!**	3. <u>When we</u> **looked** around, <u>the adults</u> **asked** us whether <u>we</u> **would like to watch** a movie, didn't they!
4. <u>그러더니</u> 형이 먼저 큰소리로 "나!"라고 **하는** 것 아니겠어**?**	4. <u>Then</u> the brother **shouted** "Me!" first in a loud voice, didn't he?
5. <u>그래서</u> 우리가 영화관에 **가 보니까** 또 우리가 볼거가 벌써 **시작된거야**.	5. <u>So</u> we **went** to the cinema, <u>but again</u> the movie we are going to **watch** already **began!**
6. <u>그래도</u> 할 수 없이 **봤지 뭐.**	6. <u>But</u> I **had** no choice <u>so</u> I just **watched** it.
7. <u>마나를 (영화) 뒤</u>, 우리가 도서관에 **가서** 책을	7. <u>After the movie</u>, we **went** to the library and

빌려 왔지.	**borrowed** books.
8. <u>우리가</u> 돈을 **벌으고 있는** 중이고 그이유는 형이 'Didgemon'을 사고 나랑 같이 **싸우자는 거다**.	8. <u>We</u> **are earning** some money, <u>and the</u> <u>reason</u> is that the brother will **buy** 'Didgemon' **to fight** with me.
9. 그래서 우리가 책을 하나 **읽으면,** 50c씩 준다고 **그랬어.**	9. <u>So</u> (they) **said** that <u>when we</u> **finish off** <u>reading</u> <u>one</u> <u>book</u>, (they) would **give** us 50c each.
10. <u>나는</u> 벌써 'Didgemon'<u>이 있어서</u> 나도 형이랑 같이 **모우고 있지.**	10. <u>Because I</u> already **have** 'Didgemon' <u>with</u> <u>me</u>, I am **earning** (the money) with the brother.
11. <u>나는</u> 우리가 돈을 벌어서 'Didgemon'을 사는 것을 **기대한다.**	11. <u>I</u> **am looking forward to** earning some money and buying 'Didgemon'.

The above diary text was constructed at home after reading Korean story books which his cousin brother[4] brought from Korea for the holiday period. This interactive way of writing seems to be just like talking to somebody else (to the same age group like friends) or pretending that somebody is listening to the diary. Thus, it includes more interpersonal factors such as the interrogative and exclamation Moods and the dialogic element followed by Mood tag. There are also new attempts at using an intimate speech level verb suffixes ('-ya', '-e'), quotative particles ('-tako', '-nun') or even blunt speech level suffixes ('-ci'), rather than the normal (written language) declarative sentence type suffix ('ta').[5]

In terms of Theme choices, Text KDJ-5 includes a majority of conjunctional Themes such as '그래서 (so)', and '그러더니 (and then)'. Also, the remaining Theme choices are subject topical ones and circumstantial clause (when we

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[4] At that time, the cousin brother (in Year 6 grader who was attending a Korean school), a much more competent Korean speaker, was visiting and sharing with Jinha's room for two months. He was communicating with the cousin brother in Korean and this changed context might have stimulated Jinha's new style of Korean writing.

[5] Also, it is noteworthy that in terms of Transitivity this diary writing in the spoken way seems to be quite challenging to match the counterparts of Korean text to English translation, compared with the previous diary texts of a conventional written style. For example, the #6 clause as in '그래도 할 수 없이 봤지 뭐', can be translated as 'but I had no choice so I just watched it.', which is the most semantically close. In Korean, the Transitivity should be only '봤지' which means 'watched' as behavioural process (near mental one) with the omission of behaver ('I'). However, in the English translation, the syntactically one clause becomes two separate ones and the Transitivity system is also changed to 'had (possessive relational process) + watched (behavioural process)'. Taking another example #9 as in '그래서 우리가 책을 하나 **읽으면,** 50c씩 준다고 **그랬어.**', in Korean, we can think of two Transitivity structures (읽으면; read: material process) and (그랬어; said; verbal process). However, if we translate this into English, it can be 'So (they) **said** that when we **finish off reading** one book, (they) would **give** us 50c each.', which have three Transitivity structures (said ; verbal + finish off reading; material + give ; material) with the addition of participants (they).

looked around) which contribute to the natural flow of spoken discourse. Overall, this kind of new attempt in constructing diary texts is significant in the sense that Jinha, as a young bilingual writer, shows he is able to take initiative in a creative way (as totally different format) with his own strong motivation. Until then, he had been guided by the Genre Approach and scaffolding literacy in an explicit way but he did not only follow what he had learnt from the researcher's guidance. When the time came (when his Korean writing was good enough at the text level), he attempted a new style of diary writing and showed a sense of achievement and satisfaction and wanted to share the diary text with the researcher. In this respect, it can be claimed that Genre Approach and scaffolding literacy should not be criticized as being approaches that make children keep their writing stereotyped and impersonal. More experienced and flexible teachers never make the mistakes of limiting and prescribing what should be done or what should not be done in the specific genre choice. We will see more developmental change in Jinha's diary text during the Years 4 and 5.

7.4.2.5. Jinha's Diary Texts in Year 4 and 5 (Age 9-10)

During the last periods, Jinha's Year 4 and 5 (2001-2002), he produced diary texts more focused on his special experiences and showed more exposure of the inner state. He also started writing some diary texts on the computer. He could not keep his diary writing regular throughout the Year 4 and 5 due to more work load with English writing (as he moved up to the upper years of his primary school). The following two texts were selected for detailed analysis of Jinha's Year 4 and 5's diary writing in terms of Transitivity and Theme system.

Table 7-10. Jinha's Diary Text in Year 4

Text KJD-7 23rd, November, 2001 (age 9:11)	Translation in English (by the researcher)
1. <u>나는</u> 오늘 내 코 때문에 병원에 **가야 됐었다**.	1. <u>I</u>, today, **had to go** to the hospital due to my nose.
2. <u>나는</u> 원래 코가 **약하기** 때문에 코피가 자주 나서 **그랬다**.	2. <u>I</u> **did** so because I **have** a weak nose and often nosebleed.
3. <u>내가</u> 밖에서 **기다리고** 있는데 의사선생님이 내 이름을 **불렀다**.	3. <u>While I **was waiting**</u> outside, the doctor **called out** my name.

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4. <u>나는</u> 내 자리에서 벌떡 일어나서 **들어갔다**.	4. <u>I</u> **stood up** quickly from my seat and **came in**.
5. <u>아빠도</u> 같이 **들어 가셨다**.	5. <u>Dad</u> also **got in** together.
6. <u>나는</u> 의사선생님이 뭘 할건지 아주 **궁금했다**.	6. <u>I was</u> so **curious** what the doctor would do.
7. <u>의사선생님이</u> 먼저 내 코안을 돌보기로 천천히 **보셨다**.	7. <u>The doctor</u> at first **checked** slowly my inner nose with a magnifying glass.
8. <u>그 다음에는</u> 의사선생님이 솜에 다가 약을 넣어서 내 양쪽 코에다가 **집어 넣었다**.	8. <u>Next</u>, the doctor **put** the medicine on cotton ball into both my nostrils.
9. <u>나는</u> 밖에 나가서 한 15분 정도 **쉬었다**.	9. <u>I</u> **went** outside and **took a rest** about 15 mins.
10. <u>나한테는</u> 15분이 아주 천천히 **갔다**.	10. <u>To me</u>, the 15 minutes **passed** very slowly.
11. <u>나는</u> 그동안 내 코를 숨기려고 **애썼다**.	11. <u>I</u> **tried** to hide my nose during that time.
12. <u>왠지</u> 쑥스러웠기 때문**이였다**.	12. <u>Somehow</u> it **was** because I felt ashamed.
13. <u>조금후에</u> 또 **들어갔다**.	13. <u>A little bit later</u>, (I) **entered** again.
14. <u>이번에는</u> 의사선생님이 내 코안을 뽀족한 바늘 같은 도구에 어떤 약품을 묻혀 **지지는 것 같았다**.	14. <u>This time</u>, it **seemed** that the doctor **scotched** my inner nose by applying certain medicine to a needle like tool.
15. <u>나한테는</u> 벌이 내 코를 계속 **쏘는 것 같았다**.	15. <u>To me</u>, it **seemed** that a bee **kept stinging** my nose.
16. <u>나는</u> 너무 **아파서** 조금 **울었다**.	16. <u>I</u> **cried** a little because I **felt so painful**.
17 <u>그리고</u> 내가 코로 **숨쉴** 때 코안이 **뜨거웠다**.	17. <u>And</u> when I **breathed** by nose, I **felt** the inner nose **hot.**
18. <u>나는</u> 다시 코안을 지지기 싫다고 **생각했다**.	18. <u>I</u> **thought** I hate to sting my inner nose again.
19. <u>앞으로는</u> 코 관리를 잘해서 코피가 나지않게 조심해야 겠다고 **결심했다.**	19. <u>From now on</u>, I **decided** that I would be careful not to nosebleed by taking care of my nose well.

In terms of Transitivity, the above text KDJ-7 includes a majority of complex clauses having two or three Transitivity structures (processes) in one sentence. As the topic of this diary text is about the special experience of going to a hospital for nose treatment, the whole text is composed mainly of the relevant material processes (checked, pushed in, scotched, breathed, took a rest, called, stood up and went in) and mental processes (wondered, hated, thought and decided) to express the writer's inner mind throughout the treatment process. In this text, one remarkable thing is that in the Korean verb system the writer uses the Modality which means "the speaker's judgment of the probabilities, or the obligations, involved in what he is saying" (Halliday, 1994: 75); for

instance, as in '가야 됐었다; ka-ya-toyss-ess-ta' (had to go), the suffixes 'ya' and 'toy' add the meaning of high modal operator 'must' or 'ought to'. Also in #14 and #15, '지지는 것 <u>같았다</u>; ci-ci-nun-kes-<u>kass-ass-ta</u>' (seemed to scotch) and '쏘는 것 <u>같았다</u>; sso-nun-kes-<u>kass-ass-ta</u>' (seemed to sting) demonstrate one expression of the intermediate degree of probability. Particularly the clause of '나한테는 벌이 내 코를 계속 쏘는 것 같았다' (To me, it seemed that a bee kept stinging my nose) can be one of the metaphorical expression which Jinha had hardly attempted before.

Also, in specific regard to Theme choices, Jinha mainly arranged the events according to time sequence by the time-related circumstantial Themes such as '그 다음에는' (The next), '조금후에' (A little later), '이번에는' (This time) and '앞으로는' (From now on). However, there are also several cases of 'I' as a topical Theme, which makes the whole text somewhat unnatural. The tendency to overuse 'I' as a thematic choice seems to keep on going until upper primary years in Jinha's case, even though he was also developing the other choices for thematic prominence. The following text KDJ-8 (constructed in Year 5) is the last example for the analysis from Jinha's diary writing with specific regard to Transitivity and Theme systems;

Table 7-11. Jinha's Diary Text in Year 5

Text KDJ-8 18th, May, 2002 (Age 10:05)	Translation in English (by the researcher)
1. <u>어머니날에는</u> 나하고 선영이가 일찍 일어나서 먼저 우리가 할수 있는 것을 **생각해 보았다.**	1. <u>On Mother's day</u>, Sunyoung and I got up early and at first **tried to think** about what we could do (for mum).
2. <u>먼저</u> 우리가 어머(니)날 아침밥상을 **차려 드렸다**.	2. <u>At first</u>, we **set up** the table of breakfast on Mother's day.
3. <u>내가</u> 할수 있는 **노력을 다하다** 보니 맛있는 계란샌드위치에다가 맛있는 커피까지 **타 주었다.**	3. <u>While I **was trying to make efforts**</u> which I could, (I) **made** and gave (to her) a delicious egg sandwich and coffee.
4. "<u>엄마가</u> **좋아하겠지?**"	4. "<u>Mum</u> **will like** (it), won't mum?"
5. "<u>그럼</u> 빨리 **갖다 드리자.**"	5. "<u>Then</u>, let's **get** it to her quickly."
6. <u>그때</u> 엄마와 아빠가 **들어오셨다.**	6. <u>At that time</u>, mum and dad **came in.**
7. <u>하고</u> 우리가 만든 것 들을 접시에 **놓고 드**	7. <u>Then</u> (I) **put** the things we made on the plate and

렸다.	gave (it to them.).
8. 엄마가 다 **드신** 다음 이렇게 **말하셨다.**	8. <u>After mum **finished eating**,</u> (she) **said** like this.
9. "엄마가 먹은 샌드위치중에서 제일 **맛있다.**"	9. <u>Among the sandwiches mum has eaten,</u> (it) **is** the most **delicious.**"
10. <u>그래서</u> 나는 아주 **좋아했었다.**	10. <u>So</u> I **liked** (it) very much.
11. <u>아침식사가 다 **끝난후**</u> 아빠(가)아주 큰 국 화꽃을 갖고 **들어오셨다.**	11. <u>After I **finished** all the breakfast,</u> dad **came in** with a very big Kukwha flower.
12. <u>그때</u> 아빠가 골프 **가시고** 우리가 카드를 국화꽃과 같이 넣고 엄마한테 **드렸다.**	12. <u>At that time,</u> dad **went** to play golf and we put the card with Kukwha flower and **gave** (them) to mum.
13. "**고맙다**, 진하와 선영아."하면서 꽃을 **받았 다.**	13. "**Thanks**. Jinha and Sunyoung." (She) **received** the flower saying like this.
14. <u>우리가</u> 엄마가 카드를 하나씩 읽어 보는 것을 **지켜봤고** <u>우리가</u> "엄마, 어머니날 축 <u>하해요!"하고</u> **말씀드렸을** 때, 엄마는 눈물을 글썽거리며 "우리진하, 선영이가 다 커서 엄마를 위해서 이렇게 애써주니 고맙다."고 **좋아 하셨다.**	14. <u>We **kept watching**</u> mum reading the cards one by one, and <u>when we **said** "mum, Happy Mother's Day!",</u> mum was filled with tears and **liked** (the cards and flower) and (said), "as Jinha and Sunyoung all grew up and have tried to make efforts for mum, (I) thank (both of you)".
15. <u>그래서</u> 이번 어머니날은 아주 기분좋게 **끝 났다.**	15. <u>So</u> this mother's day **was over** very nicely.
16. <u>내년에는</u> 더 잘 **해드려야겠다.**	16. <u>Next year</u> I **will do better** (for) her.

In terms of Transitivity (refer to the bold typed words) the above Text KDJ-8 demonstrates a combination of material processes constructing the flow of the main event (setting up the breakfast and presenting special cards and flower to mum on Mother's day) and mental processes focusing on the participants' inner thoughts. In addition, in this text there are verbal processes introducing the participants' dialogues, which make the diary text lively. Thus, overall, this text is less a boring sequence of events the writer did on a special day, but seems to successfully rebuild the situational context with a more varied range of Transitivity systems than the earlier written diary texts.

The overall thematic line is also interspersed with interpersonal Themes such as '그럼; ku-lem' (well) and '고맙다; ko-map-ta' (Thanks) by the dialogic exchanges. Still, in this text the time-related circumstantial phrases or clauses as topical Themes play important roles in providing "the environment for the

remainder of the message, the Rheme" (Holliday, 1994: 67): e.g. '어머니날에는' (On Mother's day), '엄마가 다 드신 다음' (After mum finished eating), '그런데 돌아왔을 때' (When returned), '먼저' (At first), '그때' (At that time), '내년에는' (Next year). Such time-related circumstantial marked Themes contribute to making the thematic line along with other conjunctional structural Themes (그래서; so, 하고; and) and the dominant Themes of subject participants (내가; I, 우리가; We).

7.4.3. Summary of Jinha's Diary Writing Development in terms of Transitivity and Theme

So far we have examined how Jinha had been developing his diary writing (from Kindergarten to Year 5) with specific regard to Transitivity and Theme. It is indicated that the Theme choice and thematic line in a text play an important role in organizing the whole text logically with emphatic focuses. Also, in constructing a special semantic field in a text, the Transitivity system can be pivotal. In Korean the predicate (verb or adjective) comes at the end of a sentence or a clause with the basic word order of Subject-Object-Predicate in normal speech and writing. In many cases, the predicate which is located at the end of a clause or sentence (wrapping it up) might have another emphatic focus related to structure in addition to playing a semantically important role. Both Theme and Transitivity in Korean obviously contribute a great deal in constructing meaningful texts such as texts in this kind of diary writing. As mentioned earlier, the Theme principle in Korean is generally similar to its English counterparts in many ways, but the fixed position of the predicate at the end of a sentence may make a difference (as the predicate cannot be foregrounded as a Theme in Korean except for the imperative sentence type) and there are many occasions for subject omissions.

As for the use of Transitivity in his diary writing, Jinha started with the material processes in most clauses, which is a typical pattern for young children's diary writing both in English and in Korean. As he grows up and matures as a writer, the range of process types used expands. Thus, from Year 1, in addition to material processes constructing events in the outer world, Jinha begins to use mental processes and behavioural ones reflecting more on

his inner world. Along with the expansion of his semantic fields (choosing various topics), he was developing a range of lexical items as well as different predicates. In Year 2 he used existential processes effectively to explain situational contexts or background knowledge in describing his experience. During Year 3, he attempted a new style in his diary using a spoken way and including more interpersonal factors while showing a reasonable mixture of various processes. In Years 4 and 5, even though he could not write many diary texts mainly due to an overload in English work at his Australian school, his diary texts during this period also demonstrate a range of process types including verbal processes. This gives the whole text a greater variety of syntactic patterns. For the realization of this successful Transitivity system in Korean, Jinha needed to catch up with the different linguistic features of the Korean verb system. To appropriately use the basic principle of agglutinative morphology, he had to attach the past tense and perfect aspect suffix (PST) to the verb stem for the tense agreement. In some cases he applied passive suffixes, intimate speech level suffixes, honorific suffixes and Modality lexical items to the predicate stems. In regard to this point, Jinha's overall Transitivity system realized in his Korean diary writing should be evaluated as a successful case of biliteracy development.

In terms of Theme choices in his Korean diary writing, Jinha also starts with the typical young children's patterns using limited Theme choices such as 'I' and 'Today'. In Year 1, Jinha uses mainly textual structural conjunctions such as 'and' and 'so' as his Theme choice, which is common in young writers and has been established as typically so across languages (Perera 1984; Aidman 1999). However, as time passes, his thematic line expands to more varied circumstantial marked Themes using mostly time-related circumstantial phrases or clauses. The participant Theme such as 'I' also broadens to include other people and impersonal things as his concerns and views get expanded. More complex nominal groups (which are quite different from English in the modifying order) are applied as Themes as well. In Year 2, he seems to obtain an awareness that the diary text can be organized as a whole without conjunctions such as 'and' and 'so'. When Jinha attempts the new style of diary text writing in the spoken way, interpersonal Themes are also applied successfully. In Years 4 and 5, a majority of the clauses as Themes and time

sequential phrases are chosen as Themes. To sum up, over the research period, in his Korean diary writing Jinha's Theme choices expand successfully along with overall written language development.

7.5. Sunyoung's Diary Writing

7.5.1. Overall Contexts of Sunyoung's Diary Writing

Sunyoung started her diary writing in 1997 (age 3:10) at the time she was attending the Korean ethnic school in Canberra in almost the same context as Jinha. At that time, Jinha was in Kindergarten and attempting bilingual diary writing in English and Korean. Being a younger sister she often observed her brother writing in his diary, which, quite likely, led to Sunyoung's interest in this kind of writing. She was involved very eagerly in this kind of writing activity at home. Sunyoung's Korean reading skills in this initial period were far more developed compared with the same age group children in the Korean school. With such strong self-motivation and confidence in her overall Korean literacy skills she kept on writing a diary from the relatively earlier age (3:10) to Year 3 (age 8:6 for almost 5 years) in an Australian context.

Similar to Jinha's case, Sunyoung produced most of her diary texts during holiday periods, not regularly throughout the year. Also, when she started school in Australia she appeared very keen on learning to read and write in English as well as do her Korean diary writing. As time passed, similarly to Jinha, her literacy concerns and motivation transferred to English writing and reading more and more and, as a result, she seemed less enthusiastic about her Korean diary writing than in the earlier period.

As for the researcher's scaffolding approach used to assist with Sunyoung's Korean diary writing, almost the same level and method of guidance and assistance were applied to Sunyoung. Throughout the diary writing Sunyoung tended to appreciate the researcher's practical help and encouragement and more frequently asked for unknown words or syntactical correctness than Jinha did. In the following sections we shall examine her Korean diary writing development through more detailed text analysis by selecting samples from each year (1997-2002). For the purpose of comparison with Jinha, Sunyoung's diary text analysis will be also focused in terms of Transitivity and Theme system.

7.5.2. The Analysis of Sunyoung's Diary Texts (from age 3:10 to Year 3) in terms of Transitivity and Theme System

7.5.2.1. Sunyoung's Diary Texts at Age 3

The first text below is selected from the very beginning of Sunyoung's diary writing about age 3:10. She willingly produced the diary text at home, reflecting her happy experience that her picture was selected by an education related broadcasting company. Even though this text was compiled as homework from the weekend Korean school, she seemed to enjoy this writing activity. After writing the text, she drew a picture below the text. The Korean teacher checked this diary and wrote a brief compliment as in 'well done!' on the page.

Table 7-12. Sunyoung's Earliest Diary Text (Age 3:10) [6]

Text KDS-1 6th, November, 1997 (Age 3:10)	Translation in English (by the researcher)
1. <u>오늘은</u> 나에게 소포가 **왔다.**	1. <u>Today</u> a parcel **came** to me.
2. <u>내가 그린 그림이 **뽑혀서**</u> 비디오 테이프하고 티셔츠를 **받았다.**	2. <u>Because the picture I drew **was selected**</u>, (I) **received** a video tape and T-shirt.
3. <u>너무</u> **기뻤다.**	3. (I) **was** <u>so</u> **happy.**

In terms of Transitivity, among the four clauses, three of them were material processes as in '왔다; wass-ta' (came), '뽑혀서; ppop-hye-se' (was selected) and '받았다; pat-ass-ta' (received). The last clause as in '너무 기뻤다; ne-mu-ki-ppess-ta' (I was so happy) is the typical pattern of most young writers' wrapping expression in diary writing, which may be the beginning of their use of mental processes. As for the Theme system which gives the clause its character as a message, Sunyoung started with the typical lexical item '오늘은; o-nul-un' (Today) which locates the time for the diary context. The second Theme in this discourse, '내가 그린 그림이 뽑혀서 (because the picture I drew was selected)' is a dependent subordinate clause which orients the remainder of the message of Rheme as in '비디오 테이프하고 티셔츠를 받았다 (I received a video tape and T-shirt)'. In Korean the suffix '-yse' as in

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[6] See the original copies of Sunyoung's Diary Texts in Appendix 7-3.

'ppop-he**y-se**' plays a role for the subordinator 'because' in this case. Even though the division between the subordinate clause and the main one is not so distinct in Korean as English, it can be appropriate to identify the Theme-Rheme structure in the case of #2 given above. In the last clause '너무 기뻤다', the adverb '너무 (so)' modifying the predicate '기뻤다 (was happy)' becomes the point of departure of the message since there is an omission of subject participant 'I', which makes the clause still sound natural.[7]

7.5.2.2. Sunyoung's Diary Texts at Age 4

During the year before school (age 4), Sunyoung's diary texts become lengthy, expanding from 2-3 clauses to 5-7. Even though there are still many texts consisting of some events that are arranged one after the other, she begins to elaborate a particular event with more detailed description. Overall, most clauses tend to have a simple syntactic structure, and especially there are many cases of subject 'I' omission. This is quite different from Jinha's case which shows the overuse of 'I' as Theme choice in his initial period. Another remarkable thing is that, even in this early period, Sunyoung includes the clauses of mental expression such as 'had fun', 'liked a pretty puppy (98.6/6)', 'I had a nice thought during my drawing (98. 6/25)' and 'my mind became so fresh (98. 6/26)'. From among the diary texts of this period, the following text was selected to demonstrate a different pattern of subject "I" omission in terms of Transitivity and Theme system.

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[7] Halliday and Matthiessen (2004: 64) explain about the Theme pattern in Japanese which has the similar syntactic structure to Korean as follows:

> In some languages, which have a pattern of a similar kind, the theme is announced by means of a particle: in Japanese, for example, there is a special postposition –*wa,* which signifies that whatever immediately precedes it is thematic. In other languages, of which English is one, the theme is indicated by position in the clause. In speaking or writing English we signal that an item has thematic status by putting it first. No other signal is necessary, although it is not unusual in spoken English for the theme to be marked off also by the intonation pattern.

However, in researcher's view, even though Korean is quite similar to Japanese in terms of general word order and the important roles of postpositional particles (as in '은; un', '는; nun', '이; i', '가; ka'), it can not be thought that whatever immediately precedes these kinds of subject postpositional particles is thematic. Instead, the point of departure of the message is just like English and is likely to have more of a thematic status. As mentioned earlier, in Korean, the Theme system is more closely related to the Transitivity system of predicates which in Korean are always located at the end of sentences or clauses. The Rheme of the message in Korean possibly encompasses another important point of message in a clause.

Table 7-13. Sunyoung's Diary Text (Age 4:10)

Text KDS-2 21ˢᵗ, November, 1998 (Age 4:10)	Translation in English (by the researcher)
1. <u>오늘은</u> 도서관에 **갔다.**	1. <u>Today</u> (I) **went** to the library.
2. <u>너무</u> **재미있었다**.	2. (It) **was** <u>so</u> **funny**.
3. <u>그리고</u> 이야기도 **했다**.	3. <u>And</u> (I) **did storytelling**.
4. <u>그리고</u> 책을 여섯 권을 **빌렸다**.	4. <u>And</u> (I) **borrowed** six books.
5. <u>해원이 집에</u> **갔다.**	5. (I) **went** <u>to Haywen's house</u>.
6. <u>너무</u> **재미있었다.**	6. (It) **was** <u>so</u> **fun.**
7. <u>밥도</u> 잘 **먹었다.**	7. <u>A meal</u> (I) **had** nicely.
8. <u>그리고</u> 재미있게 **먹었다.**	8. <u>And</u> (I) **ate** (it) with fun.
9. <u>그리고</u> 해원이 집에서 너무 **재미있었다.**	9. <u>And</u> (I) **had** a lot of fun at Haywen's house.
10. <u>갈때는</u> 내가 **인사를 했다**.	10. <u>When leaving</u>, I **said good bye**.

In terms of Transitivity, the above text makes use of material processes such as '갔다; kass-ta' (went), '이야기도 했다; i-ya-ki-to-hayss-ta' (did storytelling) and '빌렸다; pil-lyess-ta' (borrowed) and mental processes such as '재미있었다; cay-mi-iss-ess-ta' (had fun). However, the above use of material and mental processes seems to be somewhat different from that used in Jinha's earlier period. That is, most clauses omitted the subject participant 'I' element and were constituted only by predicate and object participant (Complement) and circumstantial phrases. In the Transitivity of mental processes, Sunyoung mostly omitted the subject participant 'I' or impersonal pronoun 'It'. In Korean the omission of subject participant 'I' in a diary text seems to be common and in many cases, it does not cause any grammatical errors since we all guess the omission of 'I' from the diary context. However, considering that the overuse of 'I' was found in Jinha's earlier diary texts, and that it is generally accepted that most young writers tend to overuse the subject participant 'I' in diary texts, the above Sunyoung's case is noteworthy.

As for the Theme choices, by the omission of the subject participant, the adverb '너무; ne-mu' (so), complement '밥도; pap-to' (meal) and circumstantial phrase '해원이집에; Haywen-i-cip-ey' (To Haywen's house) are foregrounded as marked Themes. Apart from the marked Themes, there is the

typical overuse of structural conjunction such as '그리고; ku-li-ko' (and). Overall, the above text seems to reveal the young writer's immaturity in diary writing, but it can be evaluated as a positive aspect in a continuum of writing development when we consider her young age (4:10).

7.5.2.3. Sunyoung's Diary Texts in Kindergarten (Age 5)

During the next period of 1999 (age 5, Kindergarten), overall, Sunyoung's diary writing seems to keep similar patterns to those of the previous year. There is no remarkable change. The main topics of the diary texts are about her outdoor life including bike riding, swimming, taking a walk around the lake and school activities such as a police officer's visit to her classroom, school banking, receiving a present from the school teacher. In terms of syntactic structures, most texts consist of simple clauses along with different sentence enders such as the polite declarative one as in '-eyo (어요)' rather than the plain declarative ender as in '-(n)-ta(다)': e.g. 오늘은 오빠 선생님이 우리를 도와주었어요 (Today my brother's teacher helped us). This change can be explained as the influence of Sunyoung's Recount writing in Korean that was done frequently during the same period. The Korean story books which she read for the recount writing are all written with the polite sentence enders. In terms of Transitivity and Theme, the following text KDS-3 is selected from among her Kindergarten period's diary texts for more detailed text analysis.

Table 7-14. Sunyoung's Diary Text in Kindergarten

Text KDS-3 March 12, 1999 (Age 5:02)	Translation in English (by the researcher)
1. 오늘은 선생님이 은행에 필요한 것들을 **주셨다**.	1. Today the teacher **gave** (me) the necessary things for banking.
2. 은행에 십불을 **저금했다.**	2. At the bank, (I) **saved** 10 dollars.
3. 나도 이제 오빠처럼 저금통장이 **생겼다**.	3. I also **became to have** a banknote like my brother.
4. 나중에 꼭 필요할 떼 (때), 내 은행 돈으로 맛있는 것도 **사고 먹을 수 있게 됐다**.	4. Later on, when necessary, I **will be able to buy and eat** delicious food with my bank money.

As far as Transitivity is concerned, she used relevant material processes in constructing a special experience, namely to save money at a bank. The semantic context is enhanced by the circumstantial phrases of marked Theme

choices as in '은행에' (At the bank) and '나중에 꼭 필요할 때'(Later on, when necessary). In this diary text the topical Themes seem to perform the textual functions properly without the use of any other structural Themes such as 'and' or 'so'. In this point, this text contrasts with the previous Text KDS-2 in which the structural Themes such as 'and' are overused, being the tools for text development. This trend of the overuse of structural Themes realized in the additive conjunction gets decreased is also identified in the Jinha's case.

7.5.2.4. Sunyoung's Diary Texts in Year 1 (Age 6)

During the next period of Year 1 (age 6), Sunyoung's diary texts become remarkably lengthy, more so than the previous years' and her hand writing has obviously changed to that of a more advanced writer. The area of mentality is more elaborated by detailed descriptions and expressions. An important development in the child's diary writing is signaled through her new concern with the mental state of the participants, including their feelings and intentions. During the Year 1 period, she seems to have advanced by constructing a semantic field with more various lexical items and use of a predicate system. In this process of attempting to write more prolonged texts, she also makes many trial and error attempts in syntactic structures and spellings. The following text was written at home with her female cousin who was visiting from Korea (at that time, Sunyoung's cousin was attending Year 2 in a Korean primary school). They shared most of their time together even study time, reading books and writing diary texts. Sunyoung must have been influenced by the cousin's handwriting in Korean as she made an effort to write her diary better than before.

Table 7-15. Sunyoung's Diary Text in Year 1

Text KDS-4 July 2, 2000 (Age 6:06)	Translation in English (by the researcher)
1. <u>오늘은</u> 내친구 지혜하고 내오빠친구랑 내오빠랑 **산책을 갔다**.	1. <u>Today</u> my friend Cihyey, my brother's friend and my brother (and I) **took a walk**.
2. <u>제일 먼저</u> 축구장에 **가서** 축구를 했다.	2. <u>At first</u>, (we) **wen**t to the soccer field and played soccer.
3. <u>내 엄마가</u> 잘했다고 나를 무척 **칭찬해 주었어요**.	3. <u>My mum</u> **praised** me very much for doing well.

4. <u>다음에는</u> 말을 보러 **갔다.**	4. <u>Next</u>, (we) **went** to see the horses.
5. <u>말한대(테)</u> 풀도 **주었고** 너무 재미있었어요.	5. <u>To the horses</u>, (I) gave grass and had a lot of fun.
6. <u>나는</u> 지혜한테 재미있나 **물어 봤는대**(데) <u>지혜가</u> 혹시 너무 재미있어서 대답이 없는 거 같아요.	6. <u>I asked</u> Cihyey whether she was having fun, but I guessed <u>she</u> did not answer me because she was having so much fun.
7. <u>우리는</u> 처음에는 한말만 **있었는데** 말이 조금식 (씩) 더와고(오고) 더**왔어요.**	7. At first there **was** one horse, but more and more horses **came.**
8. <u>나는</u> 가방에 먹을 것을 조금 **쌌어요.**	8. <u>I packed</u> something to eat in the bag.
9. <u>귤도</u> 싸고 물도 **쌌어요.**	9. (I) **packed** <u>mandarins</u> and water.
10. <u>나는</u> 말을 풀 줄데(때) 나는 가기 싫어서 빨리빨리 풀을 **뜯어 주었어요.**	10. <u>When I **gave** grass to the horses</u>, I **kept on picking** out grass quickly because I did not want to go.
11. <u>나는</u> (나에게는) 하얀 말(이) 재일 (제일) **귀여웠어요.**	11. <u>To me</u>, the white horse **was the cutest.**
12. <u>지혜의 오빠가</u> 나한테 말을 떼(때)리라고 **했어요.**	12. <u>Cihyey's brother</u> **said** to me to hit the horses.
13. <u>그래서</u> 내가 **떼(때)려에 뎄었어요.**	13. <u>So</u> I **had to hit** (the horses).
14. <u>나는</u> 그 말이 **불상(쌍)할거 간(같)아요.**	14. <u>I</u> **seem to feel sorry** for the horses.
15. <u>나는</u> 그 말을 떼(때)리기 **시렀는데**(싫었는 데) 내가 **떼례에 뎄어에되었어요.**(때려야 되었어요.)	15. <u>Even though I **hated** to hit the horse</u>, I **had to hit** (that).
16. <u>나는</u> 말을 또 보고 **싶어요.**	16. <u>I **want**</u> to see the horse again.
17. <u>나는</u> 또 산책할떼(때) 말을 또 보러 **갈거에요.**	17. <u>When I take a walk again</u>, I **will go** to see the horses again.

In terms of Transitivity, the above text basically is composed of the material processes representing the participants' actions such as '산책을 했다; san-chayk-ul-hayss-ta' (took a walk), '갔다; kass-ta' (went), '때렸다; ttay-lyess-ta' (hit), '쌌다; ssass-ta' (packed), '뜯었다; ttut-ess-ta' (picked out). Also, the mental processes revealing her state of mind are interspersed as in '불쌍할 거 같아요' (felt sorry), '때리기 <u>싫었</u>는데' (hated to hit) and '보고 싶어요' (miss). In #7, Sunyoung has tried to use an existential process as in '**우리는** 처음에는 한 말만 <u>있었는데</u> 말이 조금식(씩) 더와고(오고) 더왔어요', but there is the grammatical error of 'subject-verb agreement': '우리는; we' which has been

given as thematic status should be omitted so that it has grammatical correctness. She also employed verbal processes as in '물어 봤는데' (asked) and '칭찬해 주었어요' (praised). Due to the complicated Korean verb system, in this text Sunyoung makes a couple of grammatical errors in applying the Modality suffixes and lexical items to the verb stems. For instance, as in '떼 레에 뎄어에되었어요 (had to hit; 때려<u>야</u> 되었어요)', she doubles the Modality lexical item '–yeya toyta; 여야 되다' and also makes some spelling mistakes. Another example of applying the Modality system is '불쌍할 거 간아요 (seemed to feel sorry for; 불쌍한 것 같아요)'. Overall, however, she manages to use the tense agreement throughout the text reasonably well and properly mixes use of a future tense (보러 갈거에요; will go to see), and a present tense (보고 싶어요; miss).

As far as the thematic choice is concerned, Text KDS-4 demonstrates a range of unmarked and marked Themes throughout. In particular, she chooses the circumstantial clauses of time and concession as in '나는 말을(에게) 풀 줄데 (때) – when I gave grass to the horse' and '나는 그 말을 때리기 시렀는데 (싫었는데도 불구하고) – Even though I hated to hit the horse'. Along with these, the time-related circumstantial phrases as in '제일 먼저' (at first) and '다음에는' (Next) are selected to have thematic status. There are six cases of the unmarked topical Theme of participant 'I' and other personal pronouns but in some clauses, especially the use of participant 'I' as a subject position is omitted as well. The conjunctional textual Theme as in '그래서' (so) was used once. Text KDS-4 is a good example in which traces Sunyoung's developmental errors and transitional marks in the process of written language development, particularly diary writing as a young writer.

7.5.2.5. Sunyoung's Diary Texts in Year 2 (Age 7)

The next period of Year 2 (2001 and 2002 up to Feb.) provided Sunyoung with more chances to write diary texts (by hand and using the computer). Most diary texts were written as homework from the Korean weekend school intensively during the school holiday periods. Even though there are still many grammatical errors and spelling mistakes throughout the texts, Sunyoung seems to be attempting to provide more descriptive details along with the time sequenced structure. The following Text KDS-5 was selected for

further text analysis. She wrote this diary when, for the first time, she got a puppy from her aunt in Sydney and wanted to express a great deal of joy and happiness about it. This text was written alone at home on the computer. It was also homework from the Korean school, not self-initiated.

Table 7-16. Sunyoung's Diary Text in Year 2

Text KDS-5 January 29, 2002 (Age 8:00)	Translation in English (by the researcher)
1. <u>어제는</u> 내가 평생 못 잊어버리는 (못잊을) 날**이였다.**	1. <u>Yesterday</u> **was** the day I will never forget in my life.
2. <u>왜냐하면,</u> 어제는 시드니로 **가서** 귀여운 강아지를 내 이모 내(네) 집에서 캠브라(캔버라)로 **가지고 왔다**.	2. <u>Because</u> yesterday (we) **went** to Sydney and **brought** a cute puppy from my aunt's house to Canberra.
3. <u>이 이야기를 들었을 때</u> 나는 너무나 **기뻤다.**	3. <u>When (I) heard the news</u>, I **was** so **happy**.
4. <u>강아지 한 마리를 키우는 것이</u> 내 평생소원**이였다.**	4. <u>Raising a puppy</u> **was** my life wish.
5. <u>그러나</u> 처음에는 편이 (히) 쉬다가, 어제 차에다가 짐을 실었을 때 나는 우리 엄마의 화간한 (화가 난) 말이 자고 (자꾸) 내 머리속에 **땡겼다** (떠올랐다).	5. <u>However</u>, after (I) took a rest at first and when (I) loaded packages in the car, (I *) my mum's angry voice often **flashed** in my head.
6. <u>우리 엄마는</u> 이려케 (이렇게) **말씀하셨다.**	6. <u>My mum</u> **said** like this.
7. "<u>너가 병들고 강아지도 오빠랑 잘 안 키우며 더 욱더 어렵게 하면</u> 다른사람 한테 **줄 거다**!"	7. "<u>If you get sick and don't care for the puppy with your brother and make things difficult more and more</u>, (I) will **give** it away to somebody else.!"
8. <u>마침내</u> 시드니의 시티 캠시를 (에) **도착했다.**	8. <u>Finally</u> (we) **arrived** at City Camsey in Sydney.
9. <u>내 마음은</u> 더욱 더 **가벼워지고 있었다**.	9. <u>My mind</u> **was getting lighter** and lighter.
10. <u>캠시에는(에서는)</u> 머리를 **깎고** 내 이모의 차를 **기다렸다**.	10. <u>At Camsey</u>, (I) **had** a haircut and **waited** for my aunt's car.
11. <u>이모가 왔을 때</u> 내 가족이 다 너무나 강아지를 보려고 **기대한 것 가 탔다**. (같았다)	11. <u>When my aunt came</u>, my family **seemed to look forward to** seeing the puppy so much.
12. <u>이모의 빨간 차가 드려왔을 때</u> (들어 왔을 때) 나는 아직도 머리를 **깎고 있었다**.	12. <u>When my aunt's red car came in</u>, I **was** still **having** a haircut.
13. <u>나는</u> 빨리 머리를 끝을 내 (자르고) 강아지를 **보고 싶었다.**	13. <u>I</u> **wanted to have** my haircut done quickly and see the puppy.

14. <u>머리가 끝났을 때</u> 나는 밖께 (밖에) 나가서 강아지를 보려 걸어 (보려고) 문을 **열었다**.	14. <u>When my hair was done</u>, I came out to see the puppy and **opened** the door.
15. <u>문이 "쾅!"하고 다쳤을 때</u> 나는 벌써 차길을 **건너기 시작했다**.	15. <u>When the door was shut with a "Bang!"</u>, I already **began to cross** the street.
16. <u>이모부가</u> 강아지의 이름은 영어로 지거리였다고 **말씀하셨다**.	16. <u>My uncle</u> **said** that the puppy's name **was** Jigery in English.
17. <u>차를(가) 도착했을 때</u> 지거리의 색깔과 두 생글뱅글한 귀여운 눈을 가장 먼저 **발견했다.**	17. <u>When the car arrived</u>, (I) **found** first the Jigery's color and two smilingly cute eyes.
18. <u>한 10분 놀다가</u> 이모의 집으로 가기 **시작했다**.	18. <u>After (I) played about 10 minutes</u>, (I) **began to go** to the aunt's house.
19. <u>이모의 집에서</u> (에는) 큰 아빠강아지도 **있었다**.	19. <u>At the aunt's house</u>, there **was** a big daddy dog.
20. <u>거기에서 저녁을 먹고 논 다음</u> 지거리를 박스에 너서 차로 **대려갔다**.	20. <u>After (I) ate dinner and played there</u>, (I) **brought** Jigery to the car, carrying in a box.
21. <u>나는</u> 지금도 지거리가 아빠와 이모의 가족이 없어서 슬픈 것 **같다**.	21. <u>I</u> (think) that Jigery **seems** to be sad because there **are** no her dad and aunt's family here.
22. <u>그래서</u> 나는 지거리와 함께 잘 지내서 그 슬퍼움 (슬픔)을 꼭 갚을 거다고 **생각을 한다**.	22. <u>So</u> I **think** I will necessarily pay back the sorrow by getting along with Jigery.

In order to construct the semantic field of special experience, Sunyoung employs a range of Transitivity systems inclusive of material, mental, verbal, attributive relational and existential processes. More remarkably, in this text she displays the material processes and the mental ones, taking turns (one after the other) in a balanced manner. That is, the occurrence of phenomenon and participants' actions, which are realized by a majority of material processes, are often followed by mental processes to reveal the participant's inner mind or attitudes about the situation. Another point is that Sunyoung shows her reasonable control of a range of relational processes. One example is '어제는 <u>내가 평생 못 잊어버리는 (못잊을) 날</u>이였다 – (Yesterday was <u>the day I will never forget in my life</u>.)(#1)'; the typical relational process 'was' connected an equative nominal clause as identifier (내가 평생 못 잊어버리는 날; the day I will never forget in my life) with the identified '어제는; Yesterday'. Another example is #4 - <u>강아지 한 마리를 키우는 것이</u> 내 평생 소원이였다; <u>Raising a puppy</u> was my life wish'. In this case, Sunyoung also managed to use the relational process 'was', connecting a different style

(identifier (value) + was + identified (token)) of token/value structure. In addition, as in #11 and #21, an attributive relational process of '같았다; seems' is used. Even though there are the spelling mistake (같았다-> 가탔다) in the case of #11 and the grammatical error of subject-verb agreement in the case of #21 (I (think) that Jigery seems to be sad because there are no her dad and aunt's family here; <u>나는</u> 지금도 지거리가 아빠와 이모의 가족이 없어서 슬픈 것 같다고 <u>생각한다</u>.), the use of the special verb '-인것 같다; seems' is a good sign of more advanced understanding of the Modality system which helps to express a more delicate degree of certainty (not always using the definite and conclusive declarative sentence type suffix '-다; -ta'). Also, the use of existential processes (-있어서: there was; -없어서: there are no) in the case of #19 and #21 (in a embedded clause) are all applied appropriately.

She intersperses a verbal process along with a quotation of direct dialogue (#6- #7) and this makes the diary text lively. This kind of direct quoting and use of mental verbs mixed with material ones can be found in her English Narrative writing in which she also manages to make the Narratives more interesting and meaningful. In a sense, some of Sunyoung's diary texts seem to be written like a novel including more situational descriptive expressions along with mental states. The tense of processes is also well mixed with the use of present, simple past, future and past continuous (e.g. 가벼워지고 있었다; was getting lighter and lighter, 깎고 있었다; was having a haircut). In particular, the past continuous tense processes seem to contribute to the construction of more detailed situational contexts that happened in the past, which makes the diary text more real to readers.

To reinforce the novel-like effect, in many cases, the time related clause is used as thematic choice in this text. The majority of thematic choices in this text are the time-related circumstantial clauses as follows:

#3 이 이야기를 들었을 때: When (I) heard the news

#11 이모가 왔을 때: When my aunt came

#12 이모의 빨간 차가 드려왔을 때 (들어왔을 때): When my aunt's red car came in

#14 머리가 끝났을 때: When my hair was done

#15 문이 '쾅!' 하고 다쳤을 때: When the door was shut with a 'Bang!'.

#17 차를(가) 도착했을 때: When the car arrived

#18 한 10분 놀다가: After (I) played about 10 minutes

#20 거기에서 저녁을 먹고 논 다음: After (I) ate dinner and played there

The above listed circumstantial clauses contribute to the process of orienting the situational contexts for the readers preparing them for the main action or happening which is located at the end of the rheme (in Korean):

Theme	Rheme
문이 '쾅!'하고 다쳤을 때	나는 벌써 차길을 **건너기 시작했다**.
When the door was shut with a 'Bang!'	I already began to cross the street.

Even though in this text Sunyoung shows a tendency to overuse this kind of circumstantial time clause as thematic choice, other thematic choices, ranging from participants topical Themes (내마음은; my mind, 우리엄마는; my mum, 이모부가; the uncle, 강아지 한마리를 키우는 것이; raising a puppy) which are nominal groups functioning as subject to structural textual Theme (그래서; so, 그러나; but, -하면; if clause) and conjunctive adjuncts (그때는; at that time, 마침내; finally), are selected as well for smooth text development.

Sunyoung's last period (age 8, Year 3; from Feb. to June, 2002) shows a somewhat remarkable growth in her diary writing in terms of overall schematic structure and language features as well as in use of the Transitivity and Theme system. During this period (just before the completion of her Australian schooling) she kept on writing her diary quite regularly and, as a result, she produced many pieces of interesting and meaningful diary texts regarding such matters as her school life, extra-curricular activities, Korean soccer games in the World Cup, taking care of her puppy, school excursions and family life at home. The overall length of diary texts written during this period tends to be kept to about one-page and she displays her ability to convey her special experiences along with mentality (sometimes including metaphorical expressions) very successfully. Some expressions seem to be inappropriate such as when she makes a semantic transfer from English to Korean as in '시간이 빨리 기어간 모양이었다; Time seemed to crawl away quickly' or '내 차례가 도착했다; My turn arrived'. The following Text KDS-6

demonstrates more particularly her growth in Transitivity and Theme system:

Table 7-17. Sunyoung's Diary Text in Year 3

Text KDS-6 May, 17, 2002 (Age 8:04)	Translation in English (by the researcher)
1. 이 지겨운 날이 언제 가나 알아마치는 나...	1. I who **am trying to figure out** when this boring day **will go away**…
2. 쉬는 시간에서 화장실에(서) 기다리는 내 불쌍한 모습...	2. My poor figure that **is waiting** at the rest room during the recess time….
3. 나는 오빠의 바지가 이렇게 **컸다는지**(컸었는지) **몰랐다**.	3. I never **knew** that my brother's pants **were** so **big.**
4. 내가 급해서 얼른 (옷을) 가라입어(갈아입어) 학교에 가게 차에서 탔을 때, 내 바지가 이렇게 큰 지 **몰랐다**.	4. When I **got on** the car to go to school after changing my clothes in a hurry, I didn't **know** that my pants were this much big.
5. 학교에 겨우 도착했을 때에 겨우 **알게 되었다**.	5. When I just **arrived** at the school, I barely **became to know** (it).
6. 내가 오빠의 바지를 **입고 있었다**고!	6. (The fact that) I **was wearing** my brother's pants!
7. 야무실 (의무실)에서는 나를 도와줄수도 없어서 그냥 교실에 **들어갔었**때도 (들어가게 되) 있었는데, 아유 챙피해!	7. Since the medical office could not help me, I just **walked into** the classroom but how shameful it was!
8. 꼭 비닐봉지를 입은 것 처럼 **보였다**.	8. (I) just **looked like** wearing a vinyl wrapper.
9. 하지만 당행 (다행)으로 애들이 너무 많이 **장난치고 있어서** 내 사관(모습)을 **못 봤다**.	9. But luckily, the kids **could not see** me because they **were playing** for fun too much.
10. 그래서 오늘은 조심히 **걸어다녀야 한다.**	10. So today (I) **need to be careful** in walking around.
11. '아 참! 오늘 내가 학교앞에서 피아노를 **치기로 했**는데(데).. 맙수사(맙소사)!'	11. 'Alas! Today I **am supposed to play** the piano in front of the school (assembly). Oh my goodness!'
12. 하지만, 우리 선생님이 내 피아노는 다음주에 **치라고 했다**.	12. However, our teacher **let** me **play** the piano next week.
13. 내운이 너무나 **좋았다**.	13. My luck **was** so **good**.
14. 하늘이 나를 **도와주셨다**!	14. Heaven **helped** me!
15. 학교가 마침내 **끝났다**!	15. The school finally **was over**!
16. 나는 감옥에 100년에(동안) 잡혀 살다가 겨우 도망쳤다는 그 상쾌한 **기분이 들었다**.	16. I **was refreshed** and felt like barely escaping from the jail where I was caught and staying for

17. <u>나는</u> 이제야 살 것 **같였다** (같았다).	100 years.
18. <u>오늘 이시간, 장소와 내 바지 이야기는</u> 항상 내 머리속에 **보일거다** (남아있을것이다).	17. <u>I</u> finally **felt** released. 18. <u>Today this time, the place and my pants story</u> will always **be seen** (remembered) in my head.

Overall, the above text conveys the writer's special experience much more effectively than the previous example texts. When she was in a hurry to go to school in the morning, she ended up putting on her brother's school uniform pants mistakenly since the Sunyoung's school uniform was identical to her brother's except for the difference in size. This diary entry constructs the semantic field of her embarrassment at school particularly well by employing the mental processes of perception (seeing, feeling) and cognition (knowing). In specific regard to the text structure, she seems to attempt a new style that involves beginning with two nominal group clauses which are not complete sentences but have poetic effect (#1, #2). Also, in order to express the senser (I)'s inner thoughts, Sunyoung uses the quoting clauses with the present tense as follows: #11 - '아 참! 오늘 내가 학교앞에서 피아노를 치기로 했는대 (데).. 맙수사(맙소사)!'; 'Alas! Today I am supposed to play the piano in front of the school (assembly). Oh, my goodness!'

The main event is constructed in an elaborate manner with a detailed situational description provided using material, mental and relational processes. The last part of wrapping up the diary is also meaningful, giving the special event more significance. In addition, this text includes more emotional expressions than the previous texts. For example, there are many exclamation marks (!) at the end of some clauses and also a number of exclamation words such as '아 참! (Alas)', '맙소사! (Oh, my goodness)' and '아유 챙피해! (How shameful)' were used in this diary text. More importantly, she shows her ability to employ some rhetorical expressions using the process of '-인 것 같았다 (felt like or seemed)':

  #8: 꼭 비닐봉지를 입은 것 처럼 보였다; (I) just <u>looked like wearing a vinyl wrapper.</u>
  #16: 나는 감옥에 100년에(동안) 잡혀 살다가 겨우 도망쳤다는 그 상쾌한 기분이 들었다; I was refreshed and <u>felt like barely escaping   from the jail where I was caught and staying for 100 years.</u>

As for the Theme choice, the majority of Themes in this text are topical participant Themes which include impersonal participants such as '내 운이 (My luck)', '하늘이 (Heaven)' and '학교가 (The school)' as well as the speaker '나는 (I)'. Also one marked topical Theme is applied in #8 '꼭 비닐 봉지를 입은 것 처럼 보였다; (I) just looked like wearing <u>a vinyl wrapper</u>' by the foregrounded goal element (object) in the case of the omission of subject 'I'. One other Theme choice is the textual Theme (#9, #10, #12 – 그래서; so, 하지만; however, but). Topical circumstantial clause Themes are also used in some other cases (#4, #5, #7). As a whole, the child's thematic choices provide for a natural flow of the text, as do other linguistic features mentioned above. Even though there are some signs of immaturity in the child's diary texts, such as cases of grammatical inaccuracy in the use of case particles and verb suffixes, Text KDS-6 illustrates Sunyoung's written language development in Korean diary writing, particularly in the area of constructing the mental world of participants.

7.5.3. Summary of Sunyoung's Diary Writing Development in terms of Transitivity and Theme

So far we have examined Sunyoung's diary writing development in terms of Transitivity and Theme by analyzing some representative sample texts ranging from texts written between age 3 to age 8 (Year 3). Sunyoung appeared very motivated to engage in diary writing in Korean from the early age of 3 (when she was first introduced to diary writing) through age 8. Whereas on occasions it was the researcher who suggested this activity, in many instances, Sunyoung initiated diary writing herself. When this was suggested by the researcher, or set as homework at the Korean weekend school, she willingly engaged in the task. Since she started her diary writing in Korean earlier than Jinha, she, comparatively, showed more grammatical and spelling errors throughout the period given. However, considering her young age (the starting point) she seems to have developed her Korean writing skills well through the diary writing. The length of Sunyoung's diary texts increased significantly over the six years. It grew from 2-3 clauses at age 3 to 5-7 clauses at age 5, becoming significantly longer at age 6 and beyond up to 20-30 clauses per text. From

age 7, Sunyoung would sometimes construct her diary texts using a computer, in addition still commonly constructing handwritten ones.

In terms of Transitivity Sunyoung started with simple material processes of concrete physical events along with typical mental processes used by young children such as '기뻤다; felt happy' and '재미있었다; had fun'. It is quite similar to Jinha's earlier periods. However, one remarkable thing is that Sunyoung tended to omit the subject participant 'I' from the initial period while Jinha shows the typical pattern of overuse of 'I' that is a young children's writing feature both in English and Korean. Due to the omission of the subject 'I' as a topical Theme choice, some of Sunyoung's material and mental processes do not have the participant element but only have complement or goal elements along with circumstantial elements (see Text KDS-2 particularly). This kind of tendency keeps on going to the later periods of diary writing. Up to age 5 she seems to have expanded her semantic field of diary writing mainly by using a range of material processes along with more complicated syntactic structures using embedded clause suffixes. When she was aged 6 (Year 1), her diary texts were filled with more elaborate mental processes with various lexical items and descriptive circumstantial details. In the later periods of Year 2-3 (age 7-8), she demonstrates her ability to orchestrate the various range of Transitivity systems such as material, mental, verbal, relational, behavioural and existential processes in several diary texts.

Compared with Jinha, Sunyoung obviously was good at presenting the areas of mentality and inner world by employing a range of mental processes. She made some grammatical errors in using existential and relational processes in which Jinha presented all the appropriate examples. In Sunyoung's diary texts in later periods, more novel-like diary texts can be found along with more delicate applications of tense element, situational description, elaborate mental state. Due to the complicated Korean verb system, Sunyoung made some incorrect grammatical usages particularly when she needed to add extra suffixes for Modality, passivity or proper tense (particularly see Text KDS-4: 떼려에 됐어야 돬었어요 -> 때려야 되었어요). Also, in some diary texts, there were inconsistencies in sentence enders introduced by using both the polite declarative ender (-요) and the plain declarative one (-다). Nevertheless,

overall, Sunyoung's Korean diary writing demonstrates that she had been developing her awareness of the linguistic features of Korean as a language, even though it is grammatically distinctly different from English, by successfully applying most verb suffixes, and the honorific system using the agglutinative lexical feature.

As to the control of the Theme system, Sunyoung's diary texts reveal a pattern similar to that established in Jinha's diary writing, except for the omission of the subject participant Theme 'I' or the use of impersonal Theme. During the initial period (age 3-5), she shows a typical overuse of the structural conjunctions '그리고; and' and '그래서; so' in some diary texts. However, she then expands her thematic choices to circumstantial topical marked Themes and other participants including impersonal nominalised clauses (e.g. KDS-5, 강아지 한마리를 키우는 것이). At age 6 (Year 1), Sunyoung shows a various range of unmarked and marked Theme choices along with time-related circumstantial clauses. In the later periods a majority of the time-related clauses (e.g. -때; when) come to play central roles in the flow of text development. As mentioned before, in Korean, the thematic choices for the departure of message seem to occasionally play the role of orienting the readers to the situational contexts (in case of the Theme being realized in circumstantial clauses) and the last element of the rheme structure, the predicate element, is meant to be another focal point. In this area, both Sunyoung and Jinha demonstrate successful applications in most clauses in the later periods.

7.6. Jinha's E-mails and Personal Letters

7.6.1. Overall Contexts of Jinha's E-mails and Personal Letters

Writing personal Letters and E-mails in Korean has a special place among the range of writing practices in which the children have engaged. For all of the kinds of writing considered earlier there was a sense of institutional expectation for the children to participate. This was the case with writing the kinds of English texts expected by teachers and valued in school. This was also the case with diary writing in Korean, because this was encouraged or often set as 'homework' at the Korean weekend school. There was no institutional encouragement for the children to write personal Letters and E-mails. The only kind of encouragement for this was indirect encouragement from the researcher.

Letter writing involves written communication with a person not directly present in the situation; there is often a significant distance in terms of physical space and time between the writer and the addressee. Letters also tend to have a conventional format. These features can make Letter writing challenging for the young writer. This seems to have been the case with Jinha when he started writing letters to his grandparents. He responded positively to the researcher's suggestion to reply to his grandparents' letters, but even so he expected to be guided through the process of Letter writing. He kept on asking the researcher what he should include for the body part about sharing experiences, asking something or explaining some situations. However, when writing e-mails on the computer, he was more likely to willingly engage in the writing itself. As E-mail writing has a much quick response time than Letter writing, Jinha tended to regard it as a real interactive event.

When the idea of writing a letter to his grandparents was first suggested to Jinha he was in Year 3 (age 8). At that time he was very involved in outdoor activities with his Australian school friends. He very much preferred those outdoor events to any kind of writing activity.[8] He often made an apology for

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[8] Although he did not mind writing letters, when the researcher suggested he do this he was not as keen as his sister on personal Letter writing. As for this kind of writing Jinha was, overall, less

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not writing letters frequently to his grandmother at the beginning of his e-mails. However, as time passed, he seemed to become quite familiar with the basic schematic structure of Letter writing and more flexible in E-mail writing. His awareness of the reader was getting greater and, as a whole, he could produce more interpersonal letters inclusive of interrogative Mood clauses and Modality system.

In spite of having less enthusiasm than his sister for participating in personal Letter and E-mail writing, Jinha quite significantly developed control of the written registers of Korean Letter writing and E-mails. The Letters and E-mails came to have a sense of reader and a real purpose for writing (interacting with his grandparents), and to have characteristics of both the Recount and Letter genres, and more importantly, to have both the spoken and written language features. Overall, in terms of schematic structure, he did not have much difficulty in organizing the conventional Letter structure of 'Greeting/Opening comments', 'Body' and 'Concluding comments' as time passed. The schematic structure might have been learnt from his English school classes and transferred into this Korean writing. The only thing that the researcher had to help initiate was some conventional example clauses for the beginning of Korean Letter writing (e.g. 할머니, 그동안 잘 지내셨어요?; grandma, how have you been so far?) and the ending (e.g. 그럼 몸 건강히 안녕히 계세요; Then, please take care of yourself...).

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enthusiastic even though he had ability to write the particular genre in the minority language. This might be due to the different cultural expectations of boys and girls. One of the old Korean cultural heritages explains that boys are good for silence (not being talkative) while girls are good to be friendly and not a blunt style (do not reply in a monosyllable). However, this does not seem to influence to Jinha and Sunyoung because their grandparents did not have such expectations of them. While speaking on the phone with their grandparents, Jinha did not try to make much effort to prolong the talk with them, but Sunyoung tried more to say something to please them.

The expectation of the girls to be talkative and friendly and to elaborate in their personal writing seems to be common not only in the Korean culture. In the English-speaking cultures as well, it is widely accepted that men are less inclined to engage in matters of an interpersonal nature. It has also been established that boys are less interested in writing activities than girls. Whereas 'good girls' are expected to be interested in reading and writing, it seems to be quite acceptable for boys to be more 'out there' playing sport and games with their peers rather than sitting at home writing personal letters. Here we can only comment on what the sister and the brother chose to do and the individual child's personalities have to be acknowledged as well. Their choices however, seem to reflect the broader trends identified as the children's way across the two linguistically distinct cultural environments.

7.6.2. The Analysis of Jinha's E-mail Writing (from Year 3 to Year 5) in terms of Schematic Structure and Mood and Modality

7.6.2.1. Jinha's E-mail Texts in Year 3 (Age 8)

Now, in the following section, there is a more detailed text analysis in terms of the overall text organization and Mood and Modality will be explored with the selected representative texts and clauses.

Table 7-18. Jinha's E-mail Text in Year 3 [9]

Text KLJ-1 September, 30, 2000 (Age 8:09)	Translation in English (by the researcher)
Opening comments [10] 1. 할아버지 　그동안 편지를 자주 못써서 죄송해요. **Body part** 2. 방학동안 밀린 날게달기를 열심히 했어요. 3. 이제 개학이 내일, 모레에요. 4. 방학동안 제일 재미있었던 일은 '토로소 해드'라는 바닷가에 하룻밤 놀러갔던 일이에요. 5. 차로 세 시간 정도 달려갔는데, 제가 지도를 보며 아빠께 길도 가르쳐 드렸어요. 6. 우리가 묵었던 집은 곰팡이냄새가 나고 좀 더러웠지만, 그래도 바닷가 바로 앞이라서 좋았어요. 7. 우리는 아침에 일어나 가족끼리 바닷가 산책을 했어요. 8. 그리고 점심을 먹은 뒤 소라와 게도 재미있	1. Grandpa, 　For the meantime, (I) am sorry for not writing letters to you often. 2. During the vacation, (I) did the Nalgaedalgi (the Korean workbooks) very hard. 3. Now the school opens on the day after tomorrow. 4. The most interesting thing during the vacation was that (we) went to the beach called 'Toroso Head' for one night. 5. (We) drove for three hours by car and I showed the way to dad by reading a map. 6. The house we stayed was musty and a little bit dirty but it was good to be just in front of the beach. 7. We got up in the morning and took a walk around the beach with our family. 8. Then, after (we) had lunch, (we) caught crabs and

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[9] See the original copies of Jinha's E-mail Texts in Appendix 7-4.

[10] The tables of the E-mail components, as well as the numbering of the sentences, have been included for the purpose of analysis. Since the above Korean text provides Jinha's original writing, for correct spelling or more recommended words are written in the bracketed words for reference. Also in the section of English translation, the brackets mean the words which were left out in the Korean version.

게 잡았어요.	shells with great interest.
9. 나중에 한국에 돌아가면, 할아버지와 바닷가에 꼭 같이가요.	9. Later when (we) go back to Korea, let's go beach together.
Closing comments	
10. 그럼 이만 줄일게요.	10. Well, (I) rather stop writing by now…
11, 안녕히 계세요.	11. Good bye.
12. 할아버지를 사랑하는 진하올림	12. From Jinha who loves grandpa

The above E-mail text was constructed as one of the Jinha's initial attempts in E-mail writing (during Year 3 period). At this time, Jinha did not have enough chances to write personal Letters (including E-mail) to his grandparents in Korean as he kept on contacting them mainly by phone calls. In the early period of E-mail writing Jinha needed to be guided in writing, particularly with respect to E-mail organization. He was not sure how to begin and how to finish off e-mails. Thus, in terms of schematic structure, the beginning part of excusing comments (#1. 그동안 편지를 자주 못써서 죄송해요; For the meantime, (I) am sorry for not writing letters to you often.) and the conventional ending part (#10. 그럼 이만 줄일게요; Well, (I) rather stop writing by now…) were scaffolded by the researcher in a spoken form. Also, in the body part he asked the researcher what he should write to his grandpa. The researcher suggested he think of what he had been experiencing particularly during the vacation. Then he chose the travel event and wrote a body part as if writing a story Recount all by himself. When he came across an idea he was not certain how to express in writing, or a spelling problem, he often checked with the researcher.

The personal Letter writing or E-mail, particularly to a senior member of the family such as a grandparent, might be expected to be a quite unfamiliar and challenging task for Jinha as he had not had much chance to write or read model texts (presented in the form of Letters addressed to him) in Korean. As for E-mails in English, Jinha was much more familiar with the basic format and also typing skills since he had opportunities to observe his parents engaging in E-mail writing. For himself, he started to use E-mail with some school friends. However, at the beginning the genres of E-mails and personal

Letters which are written for the authentic purpose of maintaining social interaction among people were a challenge for the young writer to manage in Korean. In this regard, the Genre-based Approach using explicit teaching seemed to be quite effective for encouraging him to initiate this kind of challenging genre writing in a minority language.

If we examine Text KLJ-1 more closely in terms of the Korean Mood structure, it is noticeable that Jinha constructed almost all declarative sentence types in sharing the special travel event with his grandpa.[11] There is no interrogative Mood in asking the correspondent something but he has constructed most of the E-mail just like a personal recount. However, it can be also indicated that the elements of Recounts (writing personal experience) are really a typical feature of personal Letters. So, in this sense, we can say that Jinha was following the expectation of this kind of writing.

Even though it is noticed that there is an absence of questioning in this text, the last part as in '#9 나중에 한국에 돌아가면, 할아버지와 바닷가에 <u>꼭 같이가요</u>.; Later when (we) go back to Korea, let's go beach together.' belongs to a propositive sentence which proposes something to grandpa. This might make the grandpa feel pleased because he could think that his grandson misses being with him and is looking forward to the future. Thus, this attempt can be considered significant in the point that Jinha tried to engage with his correspondent at the interpersonal level by the way of proposing some shared activities/ building joint plans for future. In this sense, the use of the imperative Mood ('let's do..') here is critical. The underlined part of the verb group '꼭 같이 가요; kkok (certainly) kachi (together) kayo (go+ polite suffix

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[11] To explore how Jinha was developing control of the interpersonal metafunction in his Korean E-mail writing to his grandparents, we need to understand that the Mood system in Korean is distinctly different from that in English. According to Sohn (1999: 268-269) the most basic classification of sentences in Korean is declarative (making a statement), interrogative (asking a question), propositive (making a proposal), and imperative form (making a command). "Speech levels such as plain, intimate, familiar, blunt, polite, deferential, and neutral also constitute an important dimension, since all sentences in Korean must belong to one of these speech levels" (Sohn, 1999: 268). This kind of sentence types and speech levels are fused into sentence enders each of which consists of one or more inflectional suffixes and most likely functions as English Mood and Modality systems.

Since there is a distinct difference in word order between English and Korean, the English Mood system (subject + finite operator + residue) is not directly applicable to the Korean clauses. Compared with the English Mood system, in which the elements of subject and finite operator are just neighboring each other, the Korean finite operator (in a simplex sentence or the main clause of a complex sentence) is located at the end of the sentence, proceeded by the element of predicator (for more explanation, see Section 3.2.2.4, Figure 3-3).

'yo')' is composed of Modality adverb (꼭), adjunct (같이), predicator (가) and polite suffix (요) as below:

Table 7-19. The Analysis of Predicator + Finite Operator in Korean

꼭 (kkok)	같이 (kachi)	가 (ka)	요 (yo)
Certainly	Together	let's go	please
Modal adjunct (probability)	Adjunct	predicator (verb stem) + propositive element (finite operator)	finite operator (polite level suffix)

The social function of inviting someone to an event or party can be realized linguistically in many different ways in Korean. In this case, however, Jinha seems to express his love and concern to his grandpa by successfully using the propositive finite operator and polite suffix followed by the verb stem (가: go) as above. This propositive Mood sentence is appropriately combined with the modal adjunct of '꼭; certainly', which makes the proposition being conveyed to his grandpa more effective. If the E-mail just finishes off with the plain body part explaining what happened in his family travel to beach, the whole text would not meet the social function of expressing his concern for grandpa.

7.6.2.2. Jinha's E-mail Texts in Year 4 (Age; 9)

Now we shall examine another E-mail text example (KJL-2) as below which was constructed during the vacation time of Year 4 to his grandma.

Table 7-20. Jinha's E-mail Text in Year 4

Text KJL-2 July, 24, 2001 (Age 9:07)	Translation in English (by the researcher)
Opening comments 1. 할머니, 안녕하세요? 2. 오랫동안 편지를 못 보내서 죄송해요.	1. Grandma, How are you? 2. (I) am sorry for not sending a letter (to you) for a long time.
Body part 3. 할머니, 저는 지금 방학이라서 밀린 한국공부를 열심히 하고 있어요.	3. Grandma, I am now working hard for the postponed Korean study.

4. 여기는 겨울이라서 날씨가 많이 춥지만, 태권도와 수영을 계속 배우고 있어요.	4. Even though here is so cold because it is wintertime, (I) have been learning Taekwon-do and swimming.
5. 며칠전에는 세종대왕과 퀴리부인에 대한 위인전을 한글책으로 읽었는데 배울게 참 많았어요.	5. A few days ago, (I) read the great man's biography books about King Sejong and Madam Quiri and there were lots of things to learn.
6. 예를 들면, 세종대왕은 한글을 만드셨을 뿐 아니라 물시계와 줄을 사용하는 악기도 만들게 하셨대요.	6. For example, King Sejong let (scholars) make the water clock and the musical instrument using strings as well as the Korean alphabets.
7. 한글을 만든 이유도 백성들을 많이 사랑하는 마음으로 하신거라니 참 훌륭한 것 같아요.	7. Knowing that the reason for creating the Korean alphabets was based on the heart loving his people, (I think he) seems to be really great.
8. 또 라듐을 발견하여 노벨상을 받은 퀴리부인도 어려서부터 열심히 공부했던 화학자였대요.	8. Also, (I became to know that) Madam Quiri who discovered radium and received the Novel Prize was the chemist who studied very hard.
9. 지금 생각으로는 저도 퀴리부인처럼 어려서부터 열심히 공부해서 훌륭한 과학자가 되고 싶어요.	9. For my current thought, I would like to be a great scientist like Madam Quiri by studying hard from an early age.
10. 할머니도 저를 많이 응원해 주세요.	10. I hope grandma also cheers me on (for this).
Closing comments	
11. 그럼 할머니 몸 건강하세요.	11. Then, grandma, please take care of your health.
12. 할머니를 사랑하는 손자 진하올림.	12. From your grandson, Jinha who loves grandma
P.S. 할머니, 제가 보낸 카드 E-mail을 못 받으셨다고 해서 다시 글만 보내드려요.	P.S. Grandma, I am sending you again the writing part only because you said that you couldn't receive the card E-mail I had sent you.
저는 이제 개학을 해서 다시 학교생활을 열심히 하고 있고요.	My school resumed and I am again managing hard my school life.
이번주 토요일에는 (7월 28일) 태권도 등급시험이 있어요.	On this Saturday (July, 28) (I have) the grading test for Taekwon-do.
할머니도 할아버지도 응원해 주세요.	I ask that both grandma and grandpa will also cheer me on for this.

In terms of schematic structure, Text KJL-2 demonstrates a conventional type of Letter writing addressing to an adult. Even though E-mail writing is supposed to be more flexible and informal than Letter writing (on the paper), Jinha did not adjust his writing style to more like E-mail texts but kept the typical Letter writing format from the beginning to the end. Compared with the previous E-mail text KJL-1, the above text KJL-2 includes the part of P.S. (postscripts), which adds more information as an afterthought. During the writing process, the researcher was with him in the same room and whenever he asked questions about he was uncertain (such as choosing the right words or expressions, the schematic structure – especially how to add his additional thought (e.g. the usage of P.S.)), the researcher offered advice using both English and Korean or mostly Korean. Throughout the whole E-mail writing, Jinha uses writings for a range of different social functions, such as greeting, apology, requesting, proposing and reporting in the written mode. For example, in the opening comments, Jinha made greeting and apology as in '할머니, 안녕하세요?; Grandma, How are you? ' and '오랫동안 편지를 못 보내서 죄송해요.; (I) am sorry for not sending a Letter (to you) for a long time.' Also, in the body part, he reports what he read during his vacation to his grandma who has been always emphasizing the importance of reading books. In addition to that, he makes a polite request to grandma for supporting him on his resolution to be a scientist.

In order to realize the kinds of social functions outlined above, the Mood element, especially the finite operators, should be carefully construed with the combination of the different range of suffixes (speech level, tense, Modality). In this text, a couple of representative usages of finite operators can be selected as follows:

Table 7-21. Examples of the Mood Element

1) present-continuous tense suffix + polite level suffix (e.g. 하고 있어요 (#3), 배우고 있어요 (#4))

하 (ha)	고 있어 (ko isse)	요 (yo)
Verb stem (predicator)	Present-continous tense suffix	Polite level suffix

2) Reporting (e.g. 하셨대요(#6), -였대요 (#8))

하 (ha)	셨 (syess)	대 (tay)	요 (yo)
Verb stem (predicator)	Honorific (시-si) + past tense (었-ess)	Reporting suffix	Polite level suffix

3) Requesting (e.g. –해 주세요 (#10), -하세요 (#11))

해 (hay)	주 (chwu)	세 (sey)	요 (yo)
Causative verb stem	Causative verb stem	Honorific suffix	Polite level suffix

4) Modality (e.g. –인 것 같아요 (#7))

-인 (in)	것 (kes)	같아 (katha)	요 (yo)
Relational verb stem	Incomplete none	Modality suffix (realizing probability)	Polite level suffix

As shown above, Jinha quite successfully managed to have various social functions of requesting and reporting by applying proper finite operators which are accompanied by one or more suffixes. His usage of modal verb or adjunct was not demonstrated in many cases in this E-mail writing but the requesting mode is the remarkable example which shows Jinha's growing control of interacting actively with his grandma. Just beyond the personal recount like E-mail writing, he could expose his polite way of requesting in the written mode of E-mail writing.

7.6.2.3. Jinha's E-mail Texts in Year 5 (Age 10)

The following last example of Jinha's E-mail was constructed in his Year 5 and shows much more control of E-mail writing. Even though it was not also a complete independent E-mail writing for Jinha himself, for the most parts, he initiated the content, checking unknown words and expressions such as '재청; second request', '역할; role', '후보; candidate' and '반투표; class election'. Several request clauses and interrogative clauses can be noticeable in this text to increase intimacy level with the correspondent as the social function of E-mail writing.

Table 7-22. Jinha's E-mail Text in Year 5

Text KJL-3 March, 9, 2002 (Age 10:03)	Translation in English (by the researcher)
Opening comments 1. 할머니, 제가 요즘 E-mail을 많이 안 보내서 죄송해요.	1. Grandma, I am sorry for not sending E-mails these days.
Body parts 2. 할머니 제가 몇일 전에 수영대회에 나갔는데 저는 배영 50m, 자유형 50m와 100m하고 개구리 헤엄 50m를 했어 (해서) 제가 다 일등을 했어요.	2. Grandma, A few days ago I entered the swimming festival and got the first place in all the backstroke 50m, the freestyle 50m and 100m.
3. 저 잘했지요?	3. I did really well, didn't I?
4. 저는 처음에는 조금 떨렸지만, 한번 해보니까 더 기대대는 것 (되는 것) 같았어요.	4. I, at first, was little bit nervous, but when I started once, I seemed to be expecting for (the next ones).
5. 저는 요즘 수영연습을 많이 하니까 이것은 힘들지 않았어요.	5. Because I do a lot of swimming practice these days, (I) don't feel tired for this.
6. 제가 한국에 가면 수영을 할머니 앞에서 해볼게요.	6. When I go back to Korea, (I) will try out swimming in front of grandma.
7. 그대신 한국에 가면 할머니가 저한태 (한테) 배드멘튼을 가리켜 (가르쳐)주세요.	7. Instead of it, when I go to Korea, please teach me badminton.
8. 제가 기대하고 있을게요.	8. I will look forward to it.
9. 할머니, 저의 학교에는 미디에이터라는 것이 있어요.	9. Grandma, my school has the system called 'Mediator'.
10. 미디에이터는 점심시간에 돌아다니면서 선생님 같은 역할을 해요.	10. Mediator makes a round during lunch time and does the role of teacher.
11. 5학년 반에 있는 애들은 다 미디에이터이에요.	11. All the kids in the 5th grade are mediators.
12. 하지만 그 중에 반장이 있는데 그 사람은 먼저 한 사람이 저를 먼저 선택한 다음 다른 사람이 재청을 하면 선생님이 칠판에 이름을 써요.	12. However, among them there is a captain, who is selected by someone and has got a second request by another person and if so, the teacher writes down the name on blackboard.
13. 그리고 후보 5명 정도에서 반투표를 했어요.	13. And among five candidates, (we) did a class election.

14. 그런대 제가 됐어요.	14. Then I was selected.
15. 선생님이 반장이 저라고 말했을 때 펄쩍펄쩍 뛰고 싶은 마음이 들었어요.	15. When the teacher announced that the captain was I, (I) felt like jumping up and down.
16. 미디에이터 반장이 되면 회의도 이끌어 가고 역할이 많아요.	16. If I become the captain of mediators, (I) need to lead the meeting and have a lot of roles.
17. 할머니, 제가 잘 해낼수 있겠지요?	17. Grandma, Can I do well all for this?
Closing comments	
18. 할머니, 종종 E-mail을 써 주세요.	18. Grandma, please write E-mail often.
19. 제가 꼭 답장을 쓸게요.	19. I will certainly write a reply Letter.
20. 그럼 할머니 몸조심하시고 안녕히 계세요!!!	20. Then, grandma, please take care of your health and good bye!!!
21. 할머니를 사랑하는 진하올림.	21. From Jinha who loves grandma (Cordially yours, Sincerely yours)

In terms of schematic structure, Text KJL-3 includes heading (subject, sender's and receiver's address), opening comments, body parts (events in chronological sequence with personal comment to evaluate events) and closing comments. Jinha uses paragraphs to signal a new thought or event in body parts; the first one (sentences #2-#8) is about his winning on the swimming race and the second one (sentence #9-#17) is on the class mediator. In this E-mail, he is proud to inform his grandmother of his achievements. This kind of exchanging information in the form of proposition is much more interactively realized throughout the whole text than the previous E-mail examples. Whereas the overall structure of Jinha's E-mail texts has not changed significantly, important changes have occurred in his construction of the interpersonal dimension, particularly as this is realized in the Mood element within the Mood system.

Looking at the Mood elements (the configurations of Subject plus Finite), some interrogative clauses (#3, #17) occur as a new attempt of speech events which have not been found in the child's earlier E-mails:

Table 7-23. Jinha's New Attempts of Mood Elements

#3: 저 잘했지요? (I did well, didn't I?)

저 (I)	잘했 (did well)	지요 (didn't I ?)
Subject	Predicator + past tense suffix	Interrogative sentence-type suffix

#17, 할머니, 제가 잘 해낼수 있겠지요? (Grandma, Can I do well all for this?)

할머니 (Grandma)	제가 (I)	잘 해낼수 있 (can do well)	겠지요? (can't, I?)
Vocative	Subject	Adjunct + Predicator+ Mood Operator (can)	Future tense suffix + Interrogative sentence-type suffix

Semantically the two interrogative clauses (#3, #17) actually invite the correspondent (grandma) to respond to his questions in the affirmative. The forms of the question type in Korean look like ordinary interrogative ones, but they function semantically like Mood tag, requesting affirmation politely from the correspondent. Such sentences play an important interpersonal function in personal Letters. Since Jinha's earlier E-mails do not show these choices within the grammar, it is a sign of his learning to control conventional choices of personal Letter writing in Korean. As Aidman (1999: 330) explains, for a successful letter to be written, "it takes an ability to sustain writing without any immediate input by the addressee, which causes the writer to be responsible for both parts in the imaginative dialogue." In this regard, Jinha appears to have developed the way of interacting more intimately with the correspondent in the written genre of E-mail that is supposed to have a dialogic nature, similar to that of speech events.

In addition to that, he also employs a range of requesting clauses as in '#8:그 대신 한국에 가면 할머니가 저한태 (한테) 배드멘튼을 <u>가리켜 (가르쳐)주세 요</u>; Instead of it, when I go to Korea, <u>please teach me</u> badminton' and '#8; 제 가 기대하고 <u>있을께요</u>; I <u>will look forward</u> to it'. As for suggesting something to grandma, the following clause can be an example: #6 <u>제가</u> 한국에 가면 수 영을 할머니 앞에서 <u>해볼게요</u>; When I go back to Korea, (I) <u>will try out</u> swimming in front of grandma. The Mood element of '해볼게요; will try out' includes the modal operator 'will' which can expose the writer's intention or suggestion with the future tense (primary tense + Modality). To sum up, in this E-mail text, Jinha demonstrates his ability to circumscribe the delicate

language functions of propositions by using a range of Mood elements with different suffix systems. Even though there are still a couple of syntactic errors and spelling ones in Text KJL-3, it is worthwhile to note that in relation to Mood system, Jinha shows an increased control of communicative features of E-mail writing. Also participating in this kind of E-mail correspondence reveals Jinha's increased awareness of the role of interpersonal communication in Korean via the E-mail channel, and his growing competency as an active member of the Korean speaking culture.

So far we have examined how Jinha is developing his control of E-mail writing in terms of schematic structure and Mood system. Due to the different word order and morphology in Korean and English, direct application of the English Mood system to its Korean counterparts has not been provided here. We have shown, however, Jinha's ability to employ a range of interpersonal clauses within the Korean verbal structure along with his management of the sophisticated suffix system. Another important sign of Jinha's developing control over the Korean writing, particularly its interpersonal dimension, is his learning to make appropriate choices within the honorific system. As stated earlier, this system plays a critical role in realizing the interpersonal metafunction in the Korean language. Jinha's personal Letters written in Year 5 reveal his ability to make choices within the honorific system that enhance the interpersonal impact of his texts. (see Appendix 7-7 for the detailed text analysis of Jinha's Personal Letter Writing as well as detailed explanation of Korean honorific system. The original copies of Jinha's personal letters are provided in Appendix 7-1).

7.7. Sunyoung's E-mail Writing

7.7.1. Overall Contexts of Sunyoung's E-mail Writing

Compared with her brother, Sunyoung displayed much higher enthusiasm for and stronger motivation to be involved in Letter and E-mail writing. Sunyoung appeared to be really keen to communicate with her cousin and grandmother who were living in Korea. Sunyoung started E-mail and personal Letter writing in year 2000 (the same year her brother did) when she was in Year 1 (age 6). As she was two years younger than Jinha at the start of her Letter writing she was more assisted by the researcher than Jinha, particularly in this early period of Letter and E-mail writing. This was especially so for the first year when she was not even able to type her writing in Korean by herself on the computer (at that time she was only able to type in English). Thus, during this initial period the researcher typed Sunyoung's dictation (in Korean) on the computer on behalf of her, but she showed all the time her enthusiasm in initiating her oral texts for her E-mail writing, and did not just rely on the researcher's guided writing. She made great efforts in learning how to type in Korean during the first few months, and a year later (age 7, Year 2), Sunyoung was able to do this independently.

Sunyoung was lucky to have a female cousin in Korea who was also eager to be involved in the writing activity such as E-mails. Just before Sunyoung started the E-mail writing, the cousin visited Sunyoung's house and stayed there for about three months during a vacation time. During the cousin's stay Sunyoung developed a close friendship with the girl who was Sunyoung's age. After the cousin left for Korea Sunyoung really wanted to keep in touch with her very much. By that time the cousin had already developed skills of E-mail writing in Korean so her E-mail provided authentic models for Sunyoung's E-mail writing. It is also very likely that her cousin's E-mails triggered Sunyoung's desire to become as competent as her cousin in writing in Korean. Sunyoung tried to reply to her cousin's E-mails without delay and seemed to enjoy sharing her interests and concerns with her cousin in the way friends do. Another correspondent was her grandmother who always made a great effort to reply to Sunyoung with comprehensive and lengthy E-mails. She provided

Sunyoung with another writing model, replying to Sunyoung's range of speech functions of requests, questions and apologies. The E-mail exchanges between Sunyoung and grandma were more regular and frequent than those between grandma and Jinha. This could be one of the reasons why Sunyoung seemed to be well aware of her grandma's concerns and interests. She seemed to be more aware than Jinha of her grandma's lifestyle and surroundings (e.g. her hobby, worries, what she likes to do) and, without difficulty, she often made some questions or requests which were relevant to her grandma's daily routines and interests.

Another reason for Sunyoung's self-initiated E-mail writings might have been her ability to express personal feelings and organize experiential fields related to personal experience. Since the E-mail writing is supposed to be interwoven with the element of Recount writing, conventional Letter formats and interactive dialogue-like elements, she could get started on it much more smoothly than Jinha, given her strength in these areas. Her competent Recount writing skills in English and diary writing in Korean might have contributed to her developing control of E-mail writing in Korean. As a result of her relative ease at E-mail writing, she was able to sustain it over a two-and-a-half-year period (from age 6 to 8:07, Year 1 to the second terms of Year 3) mainly with two different addressees of her cousin and grandma.

As for the specific E-mail writing development in Sunyoung's case only on the surface of the produced texts did there seem to be no remarkable changes from the beginning to the end. Since Sunyoung's E-mails of the initial period were assisted by the researcher to a considerable extent, as mentioned above, the final versions of E-mails even in the beginning period (Year 1) look quite advanced for her age. In this regard, we need to consider the supporting level of guided writing in judging her actual competency producing these E-mails. During the first year of her E-mail writing, the texts were effectively jointly constructed and typed up by the researcher. However, in Year 2 her independence level increased remarkably and she could construct half of her own versions and half of the scaffolded versions. Lastly, in Year 3, her E-mail texts show development in a number of aspects such as schematic structure, conventional expressions and interpersonal functions.

In the next section, as the E-mail texts and personal Letters are an interpersonally oriented kind of writing, the focus is on the elements of Mood and Modality as well as the honorific system when examining several selected examples of Sunyoung's E-mail writing. The text analysis in terms of Mood and Modality as well as honorific system is also necessary for the purpose of further comparison, since Jinha's E-mail and Personal Letters (see Appendix 7-7) in the previous sections have been analyzed in terms of these same aspects.

7.7.2. Text Analysis of Sunyoung's E-mails in terms of Mood and Modality

7.7.2.1. Sunyoung's E-mail Texts in Year 1 (Age 6)

The following two examples (Texts KSL-1 and KSL-2) were constructed in the context of Sunyoung's dictation and the researcher's typing up the final text.[12] Text KSL-1 was an E-mail to cousin Jihae, whereas Text KSL-2 was addressed to Sunyoung's grandmother.

Table 7-24. Sunyoung's E-mail Text in Year 1 (to her cousin)[13]

Text KSL-1 Sept. 5, 2000 (Age 6:09)	Translation in English (by the researcher)
Opening comments	
1. 지혜야, 안녕.	1. Hi, Jihae.
2. 너가 한국으로 갔을 때 나는 너무 슬펐어.	2. When you left to Korea, I felt so sad.
3. 이모 말씀 잘 듣고 잘 지내고 있어?	3. Are you having a good time along with aunt?

4. 나는 잘 지내고 있어.	4. I am getting along.
Body parts	
5. 며칠전에 우리학교에서 대표로 내가 올림픽 성화를 들고 뛰어가는 행사에 뽑혔어.	5. A few days ago, I was selected as a representative in the event to run for carrying Olympic Torch.
6. 너는 학교에서 특별한 일이 있었어?	6. Did you have anything special at school?
7. 나는 아직 한국타자를 못 배워서 자주 너에게 편지를 못 써서 미안해.	7. I felt sorry for not writing to you often because I could not learn Korean typing yet.
8. 지금은 엄마에게 사정사정해서 엄마가 대신 타자 쳐 주는 거야.	8. I eagerly asked a favor to mum and she is now typing for me.
9. 너랑 같이 예기도 하고 얼굴도 보고 싶은데 너는 한국에 떨어져 있으니 어떡하니...	9. I want to talk with you and see your face but you are in Korea, away from here so what shall we do...
10. 가끔씩 너가 화가 난 표정이나 웃는 모습을 거울로 보면서 흉내내 보곤 한단다.	10. Sometimes looking at mirror, I imitate your angry or smiling faces.
11. 그런데 너처럼 잘 못해서 너가 더 보고 싶단다.	11. But I can't do it well as much as you could and so I miss you much more.
12. 이모, 거기 한국에선 기분이 조금 틀려졌어요?	12. Aunt, how do you feel in Korea, is there something different?
13. 이모, 이모가 주신 사진 아직도 잘 간직하고 있어요.	13. Aunt, (we) are still keeping well the picture which you gave us.
14. 우리 집이 텅텅 빈 것 같아요.	14. Our house seems to be empty.
15. 이모, 우리 엄마는 이모가 시드니로 가는 버스에 탈 때, 눈에서 눈물이 훌쩍훌쩍 났어요.	15. Aunt, my mum sobbed with tears in her eyes when you (aunt) got on the bus to Sydney.
16. 우리엄마는 원래 그렇게 심하게 우는 사람이 아닌데, 오늘날 이 시점에 왜 그렇게 눈물이 터졌는지 모르겠어요.	16. My mum is not sort of person who cries so seriously, but (I) can't understand why she burst her tears so much on that time.
17. 근데요, 왜 저는 눈물이 안 나왔을까요? 퀴즈에요.	17. Well, but why didn't I cry? That's a quiz.
Closing comments	
18. 그럼 지혜랑 이모 안녕 선영이가	8. Then bye, Jihae and Aunt. From Sunyoung

Table 7-25. Sunyoung's E-mail Text in Year 1 (to her grandmother)

Text KSL-2 Nov. 18, 2000 (Age 6:11)	Translation in English (by the researcher)
Opening comments	
1. 할머니께	1. Dear Grandma,
2. 할머니, 선영이는 할머니 편지를 잘 받았어요.	2. Grandma, I (Sunyoung) received your (grandma's) Letter well.
3. 할머니가 보내 주신 예쁜 저 닮은 카드도 두번이나 보았어요.	3. I saw twice the pretty card reminding of me that you (grandma) sent me.
4. 정말 마음에 들어요.	4. (I) really like it.
5. 이곳 캔버라는 8일째 계속 비가 내려서 엄마는 빨래가 안 마른다고 걱정하세요.	5. Since it has rained for 8 days running here in Canberra, mum worries about hanging out the washing.
6. 저도 빨리 해님이 쨍쨍 났으면 좋겠어요.	6. I also hope quickly the sun would shine brightly.
Body parts	
7. 참, 한가지 물어볼게 있어요.	7. By the way, (I) have one thing to ask you.
8. 할머니도 할아버지처럼 제 얼굴 통통한 게 좋으세요?	8. Does you (grandma) also like my chubby cheeks as grandpa does?
9. 정말 알고 싶어요.	9. (I) really want to know it.
10. 내일 저는 피아노 콘서트에 갈 거에요.	10. Tomorrow, I am going to the piano concert.
11. 함께 피아노 배우는 친구들이 모여서 연주하는 거에요.	11. Those who learn piano get together and play the piano.
12. 엄마, 아빠도 보러 오신대요.	12. Mum and dad say that they will come to see me.
13. 할머니도 저 잘 하도록 응원해 주세요.	13. I would like to ask you to encourage me so that I can do it well.
14. 저는 한국음식을 먹을 때 자꾸만 할머니, 할아버지 생각이 나요.	14. Whenever I eat Korean food, I remind of grandma and grandpa often.
15. 사실 전 오빠처럼 매운 건 잘 못 먹지만요.	15. In fact, I can't eat spicy food like brother.
16. 엄마가 그러는데 그게 더 좋은 거래요.	16. Mum said that it would be better.
17. 매일 아침 야채쥬스도 잘 먹구요.	17. Every morning, I have vegetable juice as well.
18. 그리고 저는요 기니피그를 키워요.	18. And I raise a guinea pig.
19. 벌써 한달이나 되었어요.	19. It has been already one month.

20. 할머니는 기니피그 보신적 있으세요?	20. Have you (grandma) seen a guinea pig?
21. 쥐 같이 생겼는데 토끼 같기도 해요.	21. It's like a mouse and also looks like a rabbit.
22. 엄마는 별로 안 좋아한대요	22. Mum says that she does not like it so much.
23. 그래도 제가 너무 좋아해서 키우게 해주는 거래요.	23. But she says that she let me raise it since I like it so much.
Closing comments	
24. 할머니, 그럼 다음에 또 편지 쓸게요.	24. Grandma, (I) will write to you again in next time.
25. 안녕히 계셔요.	25. Good bye.
26. 선영올림.	26. Sincerely yours, Sunyoung.

The first Text KSL-1 is quite a successful example particularly in terms of Mood and Modality choices. In this E-mail, Sunyoung started by addressing her cousin Jihae and then, in the second half of the E-mail, she switched over to addressing her aunt (Jihae's mother). While addressing the two different correspondents she developed her way of interacting or communicating in a half-talk style. Even though she could not type what she spoke, it is notable that she managed to construct a text which features interpersonal elements, features which make the E-mail text distinctive from other written genres such as Recount writing or Diary writing. To make this happen, the Mood and Modality choices contribute a great extent to this E-mail text. Firstly, the following clauses (#3, #6, #12) are interrogative Mood ones in which the writer asks something of the correspondents:

> 3. 이모 말씀 잘 듣고 잘 지내고 <u>있어?</u> (Are you having a good time along with aunt?)
>
> 6. 너는 학교에서 특별한 일이 <u>있었어?</u> (Did you have anything special at school?)
>
> 12. 이모, 거기 한국에선 기분이 조금 <u>틀려졌어요?</u> (Aunt, how do you feel in Korea, is there something different?)

All three clauses above function successfully as part of an imaginary dialogue constructed by Sunyoung, showing concern for her correspondents and an interest in their affaires. She starts with reporting about her own personal experiences and then she shows interest in her correspondents' lives. This might well have been supported through her conversational skills or strategies in the spoken mode (Sunyoung had had more than a year's practice of

managing her dialogues on the phone with grandparents). Asking questions of her addressees and expressing concerns for them helps construct this relationship of politeness and intimacy between the writer and her correspondents.   Also, in the clause of #9 as in '너랑 같이 예기도 하고 얼굴도 보고 싶은데 너는 한국에 떨어져 있으니 <u>어떡하니</u>.... (I want to talk with you and see your face but you are in Korea, away from here so <u>what shall we do…</u>), she constructs her feeling in a form of interrogative Mood, but actually not in the function of asking. Her choice of the interrogative Mood clauses contributes to building up intimacy and politeness in relation to her correspondent, while relating some experiential information (esp. #10, #11). Lastly she adds an interrogative Mood clause as in #17 근데요, 왜 저는 눈물이 안 나왔을까요? 퀴즈에요 (Well, but why didn't I cry? That's a quiz). By adding the interrogative clause in an interesting way (a quiz style) the writer increases the level of intimacy between her aunt and herself. In terms of Modality, Sunyoung uses the modal operator (-같아요: -kathayo) followed by the predicate stem (descriptive adjective- bita 'empty')+ incomplete noun form (것) in the clause of #14: 우리 집이 텅텅 <u>빈 것 같아요</u>; Our house seems to be empty. Also, as in #16, she shows her intention of conveying her mum's sadness indirectly using the conventional expression '왜 그렇게 – 모르겠어요; I don't know why –'. In this way her statements appear to be softened from the definite yes-no expressions which can be very typical among young writers. She seems to be learning how to modulate her statements, moving away from the common choices of young writers of either positive or negative polarity.

Text KSL-2 is addressed to Sunyoung's grandmother. In this text the child attempts to inform her grandmother of recent events in Canberra, including Canberra's weather, her concert, hot food and a new pet guinea pig. In constructing the text Sunyoung uses some interrogative Mood clauses (#8, #20) as well as a declarative Mood clause constructing a request (#13) that has the effect of triggering more actively grandma's attention on what she is saying:

8. 할머니도 할아버지처럼 제 얼굴 통통한 게 <u>좋으세요?</u> (Does you (grandma) also like my chubby cheeks as grandpa does?)

13. 할머니도 저 잘 하도록 <u>응원해 주세요</u>. (I would like to ask you to encourage me so that I can do it well.)

20. 할머니는 기니피그 보신적 <u>있으세요?</u> (Have you (grandma) seen a guinea pig?)

Another noteworthy point is that in this E-mail text Sunyoung successfully employs several clauses reporting the 3rd party's comments or thoughts to the correspondent (#12, #16, #22, #23) by using the special verb suffix of projecting '대 (tay)' and '래 (lay)' + addressing honorific suffix '요(yo)' as follows:

12. 엄마, 아빠도 보러 <u>오신**대요**</u> (**Mum and dad say** that they will come to see me.)

16. 엄마가 그러는데 그게 더 <u>좋은 거**래요**</u>. (**Mum said** that it would be better.)

22. 엄마는 별로 안 <u>좋아한**대요**</u> (**Mum says** that she does not like it so much.)

23. 그래도 제가 너무 좋아해서 키우게 <u>해주는 거**래요**</u>. (But **she says** that she let me raise it since I like it so much.)

The above projecting clauses also demonstrate Sunyoung's growing awareness of the different linguistic features between English and Korean. In Korean the projecting signal words are put at the end of the clause, which is the opposite word order to English. The overall Mood system in Korean does not have clear parallels with English. The reverse word order might have been challenging for Sunyoung especially in the beginning stage of learning to write in Korean, yet she shows quite advanced examples using interpersonal Mood functions in this E-mail text. Whereas the above texts show quite advanced use of the Mood system, it is acknowledged that these examples have been jointly constructed with the researcher. As for the Modality elements, the text reveals the speaker's volition or wish by using the verb suffix '겠:keyss' as in #6 '저 도 빨리 해님이 쨍쨍 났으면 <u>좋**겠**어요</u>: (I also hope quickly the sun would shine brightly).'

On the whole, the honorific system is used quite successfully in both of the above texts. In Text KSL-1 Sunyoung does not have any difficulty in switching the proper honorific forms from the addressee of the same age (Jihae) to aunt, and in Text KSL-2, she also makes appropriate choices of honorific system for addressing her grandma. In the clause #8 as in '할머니<u>도</u>

할아버지처럼 제 얼굴 통통한 게 좋으<u>세요</u>? (Does you (grandma) also like my chubby cheeks as grandpa does?), the subject particle '도: to' does not match with the verbal honorific suffix '세요: seyyo'. However, this is an acceptable choice in the relationship of close relatives such as grandma and granddaughter and moreover, it is much more natural and popular in the spoken mode, when considering both factors of politeness and intimacy.

7.7.2.2. Sunyoung's E-mail Texts in Year 2 (Age 7)

The following two texts KSL-3 and KSL-4 were constructed by Sunyoung's own typing along with the support of some conventional expressions (when she asked only). Text KSL-3 was corrected only for spelling mistakes since it would be sent to her grandma and Sunyoung wanted to be more perfect for this. However, for Text KSL-4 addressing Jihae, Sunyoung did not want to be assisted by the researcher at all and she constructed the E-mail by herself and sent it without spelling correction.

Table 7-26. Sunyoung's E-mail Text in Year 2 (to her grandmother)

Text KSL-3 Aug. 10, 2001 (Age 7:08)	Translation in English (by the researcher)
Opening comments	
1. 할머니에게	1. Dear Grandma
2. 할머니, 제가 너무나 답장을 오랫동안 안써서 죄송합니다.	2. Grandma, I am sorry for not writing a reply for a long time.
3. 제가 깜빡 잊어버려서 그랬어요.	3. I did so by slipping my mind for the moment.
Body parts	
4. 요즘 저는 할머니와 같이 이메일을 하면서 이야기를 나누는 것이 재미있습니다.	4. These days I think that it is fun to do E-mail talking with you (grandma).
5. 저는 할머니와 할아버지가 보내는 날개달기를 열심히 하고 있어요.	5. I have been working hard for the study of 'Nalgaedalgi' (a Korean school workbook) which you (grandma) and grandpa have been sending us.
6. 저는 매일매일 할머니의 답장을 기대하고 있어요.	6. I am looking forward to your reply every day.
7. 할머니, 거기 한국에서는 산하와 지인이도 어	7. Grandma, how are Sanha and Jeein doing there

떻게 지내요?	in Korea?
8. 할머니, <u>저는</u> 여기 학교신문에 제가 쓴 글이 실렸어요.	8. Grandma, in the school newspaper here, my writing was printed.
9. 우리반에서 제가 제일 잘써서 선생님이 실어 주셨어요.	9. My teacher selected me because mine was the best writing in my class.
10. 오빠도 공부를 잘해서 얼마전에 상장을 받았어요.	10. My brother also received an award before long since he did well in his study.
11. 할머니, 할아버지 기쁘시죠?	11. Grandma, Grandpa, are you happy with this, aren't you?
12. 우리는 공부도 열심히 하고 건강하니까 걱정하지 마세요.	12. Please don't worry about us because we study hard and keep healthy.
Closing comments	
13. 편지가 너무 짧아서 죄송해요.	13. (I) am sorry for this short Letter.
14. 다음에는 더 많이 쓸게요.	14. Next time, (I) will write more.
15. 그럼 몸조심하고 안녕히 계세요.	15. Then take care and good bye.
16. 선영이가	16. from Sunyoung

Table 7-27. Sunyoung's E-mail Text in Year 2 (to her cousin)

Text KSL-4 July. 11, 2001 (Age 7:07)	Translation in English (by the researcher)
Opening comments	
1. 지혜에게	1. Dear Jihae
2. 안녕, 이 편지는 내가 자유시간에 쓴 거야.	2. Hi, this Letter is the one that I have written during my free time.
3. 그런대, 나는 한국 타자를 잘 못해서 조금만 썼어.	3. By the way, since I can't type in Korean well, I wrote a little.
4. 우리 인제부터는 (이제부터는) 딱딱 알아서 이메일을 쓰자.	4. From now on, let's write E-mails with well-organized manner.
5. 아참, 너 그동안 잘있었니?	5. Oh, how have you been?
6. 나는 잘 지냈어.	6. I have been fine.
Body parts	
7. 그래도 공부도 많이 해.	7. But I am studying a lot as well.
8. 또 하나, 너 시험하는거 기운내.	8. Also, another thing, cheer up on the exams you

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	are taking.
9. 나도 점수가 많이 없을거야.	9. I might also not have a good mark.
10. 거기 날씨 덥니?	10. Is it hot there?
11. 여기는 엄청 추워.	11. Here is very cold.
12. 벌써 밤 9시 5분이내.	12. It's already 9: 05 pm.
13. 어쩌지? 미안해.	13. What shall I do? Sorry.
14. 이 편지가 짧아서 (짧아서.)	14. because this letter is short.
15. 그리고 내가 물어본 질문은 답장에 써줘.	15. And on your reply letter, please answer to the questions I asked.
Closing comments	
16. 그럼 네 답장 기다리고 있을께 (있을께).	16. Then I will be waiting for your reply.
17. 안녕!!!	17. Bye!!!
18. 너를 보고 싶어하는 선영이가	18. From Sunyoung who is missing you.

Text KSL-3 is almost completely constructed by Sunyoung. She intersperses interrogative Mood clauses (#7, #11) with statements of a polite request (#12, #15):

7. 할머니, 거기 한국에서는 산하와 지인이도 **어떻게 지내요?** (Grandma, how are Sanha and Jeein doing there in Korea?)

11. 할머니, 할아버지 **기쁘시죠?** (Grandma, Grandpa, are you happy with this, aren't you?)

12. 우리는 공부도 열심히 하고 건강하니까 **걱정하지 마세요.** (Please don't worry about us because we study hard and keep healthy.)

15. 그럼 몸조심하고 안녕히 **계세요.** (Then take care and good bye.).

Especially in Clause #12 above Sunyoung's conversational skill in inviting grandma into her experience by asking her reaction can be seen as an advanced example of realizing the interpersonal metafunction in E-mail writing. By communicating in this way Sunyoung realizes her identity as a member of the Korean-speaking community, and shows satisfaction with sharing her experience with grandparents through E-mail writing. As for the use of modal operator, as in '#14, 다음에는 더 많이 쓸게요: Next time, (I) will write more', the special verbal suffix '-ㄹ게' denotes the speaker's intention or volition (will) along with the modal adverb '다음에는; next time'.

Thus, even though the whole text has a couple of grammatical errors and improper honorific matches,[14] overall the text satisfies the interpersonal purpose of E-mail writing. She appeared satisfied with being able to write an E-mail without much support from the researcher.

The next Text KSL-4 is composed of mostly simple clauses that are very close to the spoken mode. It does not employ any extended comments on her experiences but exchanges greetings and requests a reply E-mail from the addressee. Since this E-mail was completely constructed by herself without any assistance, the whole text seems to be immature in terms of text structure, syntactic patterns, word choice and spelling correctness, compared with the previous E-mail (Text KSL-2; the same addressee). However, it is noteworthy that Sunyoung shows her control of E-mail writing which functions like a talking style, including a range of different Mood clauses as follows:

suggestive clauses

#4 우리 인제부터는 (이제부터는) 딱딱 알아서 이메일을 **쓰자**. (From now on, let's write E-mails with well-organized manner.)

#8 또 하나, 너 시험하는거 **기운내.** (Also, another thing, cheer up on the exams you are taking.)

interrogative clauses

#5 아참, 너 그동안 **잘있었니?** (Oh, how have you been?)

#10 거기 날씨 **덥니?** (Is it hot there?)

#13 **어쩌지?** 미안해 (What shall I do? Sorry.)

requesting clause

#15: 그리고 내가 물어본 질문은 답장에 **써줘.** (And on your reply Letter, please answer to the questions I asked.)

In clause #16, Sunyoung also uses a modal element '을' as in '있을께' in order to express the speaker's intention or planning. Overall, she keeps applying her

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[14] The following examples are the honorific mismatches:

as in #5 '**저는** 할머니와 할아버지**가 보내는** 날개달기를 열심히 하고 있어요' – '저는' is a humble first pronoun but '가 보내는' should be changed to '께서 보내시는'. Other incorrect honorific example are that #1 '할머니에게' should be changed to '할머니께' and '#16 '선영이가' can be changed to '선영이 드림')

conversational strategies (#5, #6) to show concern toward the correspondent and express sympathetic feelings by employing interrogative Mood clauses or taking turns (asking the correspondent's situation or feeling and telling about speaker's comments). In her attempt to cheer up and reassure her correspondent, Sunyoung plays down her own achievement (#8, #9).

Ex) #5 아참, 너 그동안 잘 있었니? (Oh, how have you been?)

#6 나는 잘 지냈어. (I have been fine.)

#8 또 하나, 너 시험하는거 기운내. (Also, another thing, cheer up on the exams you are taking.)

#9 나도 점수가 많이 없을거야. (I might also not have a good mark.)

Thus, given all the dialogic interactions, Text KSL-4 demonstrates Sunyoung's awareness and growing control of E-mail writing.

7.7.2.3. Sunyoung's E-mail Texts in Year 3 (Age; 8)

Finally, the next two E-mail texts KSL-5 and KSL-6 are examples that were constructed independently during her last stage of E-mail writing in Year 3. The following samples can be expected to demonstrate her growing control over E-mail writing, compared with the texts KSL-3 and 4. For the reason of developmental comparison, the sample Text KSL-5 is for the addressee Jihae (cousin) which is parallel with KSL-4 and the other Text KSL-6 is for the addressee grandma which can be compared with the previous Text KSL-3.

Table 7-28. Sunyoung's E-mail Text in Year 3 (to her cousin)

Text KSL-5 Feb. 8, 2002 (Age 8:02)	Translation in English (by the researcher)
Opening comments	
1. 지혜야,	1. Hi, Jihae,
2. "안녕!" 오랜만이다.	2. "Hello!" It has been long (to contact you).
3. 너 스키 잘 타고 왔다면서?	3. (I heard that) you came back from skiing.
4. 이 곳은 아직도 여름인데, 너는 하얀 눈 위에서 스키를 타다니 참 부럽다.	4. I really envy you that you do skiing on the snow while here is still in summer.
Body parts	

5. 나는 며칠 전에 개학을 해서 이제 3학년이 되었어.	5. I now became the 3rd grade after the opening of school a few days ago.
6. 내 학교에서 가장 친했던 Pim이라는 친구가 다른 학교로 가서 나는 조금 외롭단다.	6. I feel a little bit lonely since my best friend called Pim has moved to another school.
7. 그렇지만, 나는 새로운 친구들과 새로 생긴 하얀 강아지랑 재미있게 지내려고 해.	7. However, I am trying to get along with my new friends and a white puppy who was obtained recently.
8. 내가 아직 얘기 안했지?	8. Didn't I tell you (this) yet, did I?
9. 나 8살되는 생일선물로 예쁜 말티즈 강아지를 얻었어.	9. I got the pretty Maltese puppy for my 8th birthday present.
10. 시드니에서 사는 간호사 이모랑 이모부가 공짜로 얻어 주신거야.	10. The aunt and uncle living in Sydney gave it to me for free.
11. 너 강아지 많이 키워봤으니까 나한테 이런저런 충고를 하기 부탁한다.	11. Since you have experienced to raise puppies a lot, I ask you to advise me one thing and another.
12. 내 평생 소원이 이루어진거야.	12. My life wish came true.
Closing comments	
13. 지혜야, 그럼 이만 안녕!	13. Jihae, then bye now!
14. 선영이가	14. from Sunyoung
15. P.S. 나한테 답장 꼭 써야된다!	15. P.S. You must write back to me!
16. 참 강아지 이름 머피(Muffy)라고 지었어.	16. Oh, (I) made the name of puppy as Muffy.
17. 또 안녕!	17. Bye again!

Table 7-29. Sunyoung's E-mail Text in Year 3 (to her grandmother)

Text KSL-6 Feb. 23, 2002 (Age 8:02)	Translation in English (by the researcher)
Opening comments	
1. 할머니, 할아버지 안녕하세요.	1. Grandma, Grandpa, How are you?
Body parts	
2. 어제는 사실 오빠랑 싸워서 많이 속상했는데 그때 마침 할아버지가 전화를 주셔서 막 울음이 나왔어요.	2. Yesterday, frankly I was heartbroken because I fought with brother and just at that moment, grandpa called me so I burst into tears.

3. 이제 사이좋게 지내니까 걱정하지 마세요.	3. Now (we) are getting along all right so don't worry (about us) please.
4. 할머니 편지 너무 고맙게 받았어요.	4. (I) got the grandma's Letter so thankfully.
5. 특히 할머니가 제 목소리를 들으면 기쁘시다고 예기하신 처음 문장을 읽고 너무 기뻤어요.	5. Particularly, (I) was so happy to read the first sentence saying that you are pleased to hear my voice.
6. 할머니, 할아버지가 새 컴퓨터를 사셔서 저는 더욱 이메일을 보내도록 노력을 할게요.	6. Grandma, I will make efforts in sending more E-mails to you since grandpa bought a new computer.
7. 할머니, 할아버지는 기쁘게 받아주세요.	7. You (grandma, grandpa) had better get (my E-mails) happily.
8. 산하와 지인이는 잘 있겠지요?	8. Sanha and Jeein might have been fine, haven't they?
9. 저는 한국에 있는 할머니, 할아버지 그리고 제 귀여운 동생들이 너무 많이 보고 싶어요.	9. I miss so much grandma, grandpa and my cute younger sisters and brother.
10. 우리 4 식구는 모두 잘 있어요.	10. Our 4 members of family are all right.
11. 그리고 저의 강아지(머피)도 가족처럼 키워줘서 행복해요.	11. Also (I) am happy that my puppy (Muffy) is raised like family members as well.
12. 하는 짓이 얼마나 귀여운지 아세요?	12. Do you happen to know how cute (he) acts?
13. 저는 요즘 학교에서 3학년 공부를 해서 더 재미있고 1주일이 지나면 저는 학교 수영대회에서 다른 사람들을 도전할거에요.	13. I feel more fun in studying the 3rd grade one at school these days, and one week later, I will challenge other people at the school swimming contest.
14. 엄마는 매일 최선을 다하라고 얘기하셔요.	14. Mum says that (I) should do my best everyday.
Closing comments	
15. 그럼 할머니 할아버지, 답장이나 전화로 연락을 꼭 하세요!	15. Then grandma, grandpa, please surely keep in contact by reply Letter or phone call!
16. 그리고 건강하게 지내세요.	16. And please take care of your health.
17. 황선영올림.	17. Sincerely yours, Sunyoung Hwang.

Compared with the previous Text KSL-4 (written at age 7:07, Year 2), Text KSL-5, which was constructed at age 8:02 in Year 3, demonstrates much more experientially elaborated content (including Jihae's ski event, Sunyoung's best

friend Pim's moving to a different school and receiving a puppy named 'Muffy') along with the expression of her feeling. The overall schematic structure is also well organized as is the part of P.S. to the end. She successfully employs conventional expressions for the opening and closing comments. In regard to the Mood system, the text makes several appropriate choices. At first she employs two interrogative Mood clauses in this text:

#3. 너 스키 잘 타고 <u>왔다면서?</u> ((I heard that) you came back from skiing).

#8. 내가 <u>아직</u> 얘기 <u>안했지?</u> (Didn't I tell you (this) yet, did I?)

These clauses are attempts by Sunyoung to choose from a range of interrogative patterns she has never tried before. As in #3, '왔다면서?' is composed of a reporting suffix (면: myen) and an interrogative intimate speech level (서: se). Also, as in #8, this negative interrogative clause with the verb of '안했지?' is properly accompanied with the modal adjunct of '아직: acik'. This kind of interrogative clause can be used to initiate a different story or to change the topic during talk. The two above clauses are quite popular forms of the interrogative Mood particularly in the spoken mode of Korean. The use of the interrogative Mood clauses in the middle of the E-mail writing has possibly increased the intimacy level of the whole text. Meanwhile, she used two requesting Mood clauses as below:

#11. 너 강아지 많이 키워봤으니까 나한테 이런저런 <u>충고를 하기 부탁한다</u>. (Since you have experienced to raise puppies a lot, I ask you to advise me one thing and another.)

#15. P.S. 나한테 답장 <u>꼭 써야된다!</u> (P.S. You must write back to me!)

As in #11, the underlined verbal phrase of '충고를 하기 부탁한다' is more likely to fit a formal written expression which is usually used from an adult to a younger addressee. So it is somewhat artificial (awkward) in this context and seems to be a direct transfer of an English expression into Korean. If we translate directly the English expression 'I ask you to advise me.' to Korean, it would be '충고를 하기 부탁한다'. Also as in #15, the expression of '꼭 써야 된다' can be acceptable among close friends (like Sunyoung and her cousin) in order to emphasize the request more strongly. It does not contradict the rule of politeness in this context although it would not be polite enough to use in a

more formal situation. The exclusive modal adjunct '꼭: kkok' is well matched with the modal operator '된다: toynta' which means 'must'. In addition, on two occasions Sunyoung extends her range of verbal phrases to more complicated forms using different verbal suffixes and auxiliary verb combinations as below:

#10 얻어 주신거야 – 얻어 (verb stem) + 주신 (transitive auxiliary verb) + 거 (incomplete noun) + 야 (intimate speech level ender)

#12 이루어진거야 – 이루어 (verb stem) + 진 (intransitive inchoative auxiliary verb) + 거 (incomplete noun) + 야 (intimate speech level ender)

Thus, considering all the given examples, we can conclude that Sunyoung has developed her use of Mood and Modality system along with other verbal expressions in order to realize interpersonal meanings more effectively. Even though there are some immature instances of language use, when we consider the fact that it has been independently constructed, this text is real evidence of her growth in control of E-mail writing in Korean.

Text KSL-6 is another good example to be able to explore Sunyoung's growth in use of the Mood and Modality system. The text was also constructed by herself without any assistance as was Text KSL-5. Even though the whole structure doesn't seem to be neatly organized (particularly in the body part, there are extended greeting comments rather than shared events), Sunyoung's main message that she misses her grandparents permeates the text. This has been largely achieved through the choices within the Mood and Modality system. Compared to earlier texts (such as Text KSL-3 written a year earlier), Text KSL-5 sounds more natural (not formal or artificial) and emotional, more closely approximating the conventions of mature personal E-mail texts.
At first, there are two interrogative Mood clauses as follows:

#8. 산하와 지인이는 잘 있겠지요? (Sanha and Jeein might have been fine, haven't they?)

#12. 하는 짓이 얼마나 귀여운지 아세요? (Do you happen to know how cute (he) acts?)

As in #8, the interrogative verbal phrase '있겠지요?' contains the modal element '겠: keyss' to express the speaker's expectation of the third party

participants (Sanha and Jeein; the cousins that she writes about). To realize interpersonal functions, Sunyoung also attempts to include a special interrogative clause as in #12, which does not actually ask for an answer to it but emphasizes the puppy's cute actions and attempts to interest her grandmother in it. [15]

In addition, Text KSL-6 demonstrates the use of two Modality elements as in '#6 노력을 할게요' and '#13 도전할거에요'. The special verbal deviational suffixes '-ㄹ게' or '-ㄹ거에' are used to construct the speaker's volition or wish in the future. By using these Modality elements and the range of Mood clauses, Sunyoung has been quite successful in using expressive delicacy and balancing the level of politeness and intimacy. This area of interpersonal competency is certainly related to Sunyoung's strength in different genre writings. As seen above, her awareness and control over addressing different correspondents in E-mail writing has significantly developed over the period, with finer choices within the Mood and Modality system and appropriate use of conversational strategies.

7.7.3. Summary of Sunyoung's E-mail writing in Korean

So far we have explored how Sunyoung developed her E-mail writing in Korean, with specific regard to the Mood and Modality system. As mentioned

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[15] Meanwhile, Sunyoung employs the following request Mood clauses mainly to show her concern toward the addressee (grandma) by using conventional expressions:

> #3. 이제 사이좋게 지내니까 걱정하지 마세요. (Now (we) are getting along all right so don't worry (about us) please.)
> #15. 그럼 할머니 할아버지, 답장이나 전화로 연락을 꼭 하세요! (Then grandma, grandpa, please surely keep in contact by reply Letter or phone call!)
> #16. 그리고 건강하게 지내세요. (And please take care of your health.)

As in #3, Sunyoung shows her maturity by trying to alleviate grandma's concern about her grandchildren's argument (refer to #2) by saying '걱정하지 마세요: don't worry please'. This clause was placed right after her frank statement on her sad feeling after a quarrel with her brother (#2: 어제는 사실 오빠랑 싸워서 많이 속상했는데 그때 마침 할아버지가 전화를 주셔서 막 울음이 나왔어요: Yesterday, frankly I was heartbroken because I fought with brother and just at that moment, grandpa called me so I burst into tears). Thus, this can be one of a polite conventional request types that is quite popular when younger people address the older generation. The next example #15 '꼭 하세요' would be more appropriate if it were changed to the expression of '꼭 해주세요' which is combined with the auxiliary verb '주다: chwuta- give'. However, it can be still acceptable to achieve the purpose of Sunyoung's strong request to her grandma with whom the child has a rather close relationship. Lastly, another conventional expression of '잘 지내세요' is used; this is also popular half-talk used as closing comments in a letter to older addressees.

above, she was very enthusiastic and self-motivated in participating in this kind of writing activity from the beginning stage (age 6, in Year 1). The writer's strong motivation and having an authentic purpose to communicate with her cousin and grandmother contributed a great deal to the success of her learning to control this kind of writing. Another important factor in Sunyoung's learning to master E-mail writing in Korean was the systematic support offered by the researcher who, during the child's first year of E-mail writing, led the sessions of joint construction of texts to be E-mailed. In the beginning period Sunyoung could not even type her Korean writing on the computer, but with the assistance of the researcher she started E-mail writing by initiating what she wanted to write down in spoken mode in Korean. As noticed in the early Texts KSL-1 and KSL-2, the child's dictations were quite skillfully organized into coherent oral texts with appropriate interrogative and request choices within the Mood system. However, we should consider that these early texts were constructed orally by the child, and through the process of writing down, a considerable amount of explicit teaching mainly on the sentence-level syntax, word choices and conventional expressions for opening and closing comments was done.

In the next year (Age 7, in Year 2) her E-mail writing was more independent than it had been in the previous year since she was able to manage her Korean typing by herself. The texts constructed by Sunyoung at age 7 show a growing control of the overall organization of the E-mail texts as well as appropriate choices for the opening and closing elements of the message. The texts demonstrate the child's ability to show concern for the correspondents and to express her sympathetic feelings, as well as take turns (of telling about herself and asking to the addressee) by using a range of conversational speech functions such as exchanging greetings, suggesting, requesting, apologizing and asking. Her confidence in managing conversational strategies in the spoken mode in Korean might have positively influenced her E-mail writing. Even though the child's texts written during this period show a few honorific mismatches and unconventional word choices, it can be said this is an interim developmental trial and error process. Overall, the second year of E-mail writing provided her a greater sense of readership and enabled her to increase the level of intimacy and to perceive the way of interacting naturally as she

used a half-talk style in the E-mail writing.

Sunyoung's E-mail writing at a later period (age 8, in Year 3) is marked by the fact that she constructed all her texts independently. The only exception constituted the messages to be emailed to the grandmother which Sunyoung asked the researcher to proofread for spelling errors. Considering the personal nature of some information in the E-mails, her request to keep her ownership of the E-mails seems to be quite natural. In this regard, explicit teaching and guided writing based on Genre Approach especially in the cases of personal E-mail and Letter writing should be very carefully approached while acknowledging the writer's originality and privacy.

In terms of the major language features, during this period, Sunyoung could keep on developing her control in E-mail writing by adding much more experientially elaborated contents as well as more choices for realizing the interpersonal metafunction of the texts. In the Mood system, she makes new attempts at using a negative interrogative Mood clause and a reporting interrogative one in order to initiate a different story or change the topic. It could have happened because she had already become confident in employing a range of Mood elements, and also was now accustomed to the overall organization of an E-mail text and conventional expressions. During this period more elaborate verbal phrases are used along with modal operators not used before. As a result, overall the child's E-mail texts written during this period mostly sound more natural and emotional rather than artificial. More importantly, by increasing the expressive tone delicacy of Mood and Modality system, the intimate and interactive levels of the complete texts seem to be higher than in earlier written texts; they also have a properly balanced level of politeness (mainly through the choice within the honorific system).

Considering her developmental patterns, her E-mail writing is possibly one of the most successful cases helped by the Genre-based Approach (explicit teaching and guided writing) since it really achieved its goal because the child became an independent writer at the last stage, starting from a writer who needed much support in relation to the text organization, conventional expressions and sentence syntax. In the following section, in more detail, we

shall consider the significance of E-mail writing in minority language for both Jinha and Sunyoung first, and then provide some comparison between both young writers' writing development in E-mail writing with specific regard to Mood and Modality as well as other aspects of language choice.

7.7.4. The significance of E-mail Writing in Minority Language and the Comparative Analysis of E-mail Writing Development in Jinha and Sunyoung's Cases

Personal E-mail writing is half-talk style Letter writing that inherently has both spoken and written language features. It is supposed to be less formal and more flexible than personal Letters written on paper. It can be erased and rewritten easily when writers make errors when choosing words or sentence patterns. Also, any simplified short message can be sent to addressees if it is necessary. In a sense, there is no set or standard structure for E-mail writing especially these days. Since the young children, Jinha and Sunyoung, had been developing their awareness of the difference between written language and spoken language, these characteristics of E-mail writing could have been confusing for them at first. As a result, perhaps, in Jinha's case, in the initial period of E-mail writing he wrote E-mails just as though they were formal personal letters and they sounded artificial. As time passed, however, the children were able to acknowledge a less formal style of E-mail writing that included oral speech functions. During the process of learning to approximate the available model E-mail texts (the E-mails sent to the children by their correspondents) and guided writing based on Genre Approach, they developed a more natural-sounding style which commonly combines features of spoken and written language. While interspersing interactive Mood clauses such as interrogative or requesting ones, both children seem to have built up more confidence in controlling spoken and written languages.

In addition and more importantly, the E-mail writing in Korean provided them with authentic purpose and an involvement with their minority language in an Australian context. Through E-mail writing with real people in Korea, they were able to maintain their social interaction and so were able to develop their sociolinguistic functions. In Sunyoung's case the E-mail writing in Korean

contributed a great deal to her keeping up her Korean writing with strong self-motivation.

While admitting the sociolinguistic significance of E-mail writing in Korean for both children, Jinha and Sunyoung's E-mail writing development patterns were different in many aspects. As pointed out in the former chapters (4, 5, 6) on the children's factual and Narrative writing in English, Jinha and Sunyoung showed their strengths in different genre areas; whereas Jinha enjoyed factual writing more than Narrative or Recount writing, Sunyoung was the opposite way around. The area of E-mail writing seems to be closer to the area of Narrative or Recount writing in which the experiential metafunction as well as interpersonal function play important roles in constructing discourse. Thus, from the beginning, Sunyoung showed very much enthusiasm and self-motivation to participate in this E-mail writing while Jinha needed more encouragement and persuasion in order to do this extra writing at home. Moreover, while both children corresponded with their grandmother, Sunyoung was lucky to have a peer group cousin as another addressee living in Korea who was also eager to write back. Having a close friend like a cousin as a regular correspondent made for much more favorable conditions for Sunyoung, and this helped keep her interest in E-mail writing for almost three years.

In addition, even though she was two years younger than Jinha, Sunyoung seemed to be more competent in organizing discourse to include the addressee's concerns and interests, which can be related to the sociolinguistic functions of the E-mail text. This tendency was also revealed in telephone conversations with their grandparents. Sunyoung always showed an ability to initiate dialogues on the phone by asking something about her grandparents' surroundings and special events, or informing them about her school life or good news. Since E-mail writing is supposed to be an interactive activity that needs more sense of the reader's reaction or attitude, Sunyoung's greater competence in managing this kind of conversational strategy could have been influential in her more successful development of E-mail writing compared to that of her brother.

With specific regard to Mood and Modality development patterns, Jinha and Sunyoung's cases should be considered in co-relation with the independence level of guided writing and joint construction based on the Genre Approach. Firstly, in Jinha's case, he did not want to be dependent to the researcher from the starting point of E-mail writing. Thus, the researcher let him have a go and controlled the support level to what he asked for. He mostly asked how to begin the E-mail and conventional opening and closing comments and some unknown words. After writing E-mails he wanted the researcher to check for major spelling mistakes before sending the E-mails. This degree of support level had been gradually lessened to the last stage of E-mail writing. As a result, in the beginning stage Jinha could not closely approximate E-mail formats but rather constructed Recount-like texts, not including any interrogative Mood elements. Then, gradually he started to add some interrogative and request Mood clauses but still sounded very formal, keeping to the wording of personal Letter writing. His later E-mails, however, had changed to being more naturally interactive ones, reflecting the communicative features of E-mail writing.

In the meantime, in Sunyoung's case the level of dependence on the researcher's guidance in writing was much higher from the beginning stage. The researcher was the 'writer' in the process of joint construction, in that she wrote down what Sunyoung was saying for her E-mails. While doing this, the researcher did explicit teaching on the 'spoken' language features of E-mail writing, overall text organization, conventional expressions and syntactic patterns. Sunyoung seemed to appreciate this process at the beginning, but even at that time, she wanted to keep initiating her saying so she maintained writer's ownership. Her independence level, however, radically increased when she was able to type Korean writing by herself. By that time she was more accustomed to the E-mail text organization and many conventional expressions. At a later stage (in Year 3) she became completely independent from the researcher's support level in her E-mail writing. As a result of the support provided by the researcher, even her initial E-mail writings demonstrated a close approximation of E-mail formats and included some interrogative Mood and Modality choices reflecting the spoken-language patterns. This makes Sunyoung's early E-mails very different from Jinha's

initial E-mail texts. In the middle stage (in Year 2), Sunyoung's E-mails show a very simplified spoken mode of writing for her cousin but still keep on including a range of speech functions under the competent conversational strategies. At the last stage she develops further control of her E-mail writing without any support from the researcher, orchestrating a greater range of Mood elements and Modality along with more elaborate experiential discourse choices.

Considering two different applications (Jinha and Sunyoung's cases) of Genre Approach in E-mail writing, both cases can be evaluated as successful ones even though Sunyoung demonstrated more competency in her E-mail outputs than Jinha. The key to success would be that the level of independence should be flexibly adjusted depending on each young writer's personality, competence level and intention. If not, the writing process itself, particularly in this kind of personal writing (which needs more writer's ownership and privacy) might not be fruitful at the end. With the minority language (mother tongue for the researcher and the subject children), the researcher's temptation to play a more active role in the process of the children's writing existed. This, however, had to be adjusted, using patience and flexibility in order to allow the children to successfully develop their writing and an appreciation of its purpose.

Chapter 8. Conclusion and Implications

8.0. Introduction

According to Halliday (1978: 57), learning to read and write is an extension of the functional potential of language. We use language to achieve real life purposes, to get things done. Learning to write appears indispensable for participation in life of contemporary society. In line with Halliday's view of literacy, this case study demonstrates that learning to write in both English and Korean was critical for the two Korean children (Jinha and Sunyoung) who lived in Australia during their primary school years. Writing in English was important because it was the major means of the children's learning in school; it also was their means of participating in the social life of the school and outside it in the larger Australian society. Writing in Korean was particularly important as the major means of maintaining personal relationships with family members as well as with members of the Korean-speaking community. Korean writing was also important as the means of academic learning, organizing self and reflecting on significant events in personal life as well as the life of the larger society (e.g. in diaries).

Thus, the main argument of this thesis is that learning writing especially as ESL learners (or bilingual children) means developing essential capacity and skills to function as confident and competent social members in both Korean- and English-speaking societies (in Korea and Australia). Another focal point in this thesis is the notion that the Genre Approach seen in this case study has possibly accelerated and effectively supported the socially empowering process of learning writing and reading. Overall, the analysis of the texts written by the two bilingual children demonstrates significant progress in their control of the English writing across a range of text types including Narratives, Report, Explanation, Review (in Jinha's case) and Argument and, at the same time, in their control of Korean writing with different social purposes such as E-mail and diary writing. Based on the main arguments mentioned above, more detailed findings and conclusions are presented in the next sections.

8.1. Findings and Implications

8.1.1. Findings

This section will summarize the findings related to the children's writing development in English, focusing on their control of the Narrative genre, as well as factual text types, and also in Korean, focusing on their learning to write in the personal modes of diary and E-mail.

The first research aim of this case study is 'to document and analyze the ESL children's development patterns of writing a range of Genres during their primary school years in both languages, English and Korean'.

Even though each of the analysis chapters, the chapters on Narrative writing (Chapter 4), Factual writing (Chapters 5 and 6) and Korean writing (Chapter 7), has addressed this issue by providing a summary section of each child's development patterns, and a comparative analysis between the two children, here the main points are reiterated and Tables of comparative analysis are presented before moving on to a discussion of the implications of these findings. Firstly, Table 8-1 summarizes the two children's Narrative writing development in terms of contexts, control of the schematic structure, Transitivity choices, Nominal group structure, and choices within the Theme as well as Mood systems.

8.1.1.1. Narrative Writing in English

Both children have demonstrated a significant growth in their control of Narrative writing in English. They have progressed from their early short texts to much lengthier Narratives. The growth in length is particularly significant in Sunyoung's case. Sunyoung has shown a much stronger motivation for writing Narrative in English than her brother, on many occasions initiating Narrative writing and choosing this activity in the home as well as in the classroom. Both children have demonstrated a significant growth in mastering the schematic structure of Narrative, moving from very incomplete texts that often lack either a distinct Complication or Resolution or both, to more

comprehensive text construction that shows the major stages of the genre.

Table 8-1. Comparative Analysis of Jinha and Sunyoung's Narrative Texts (English)

	Jinha	Sunyoung
Contexts	- Year 2 – Year 5 (11 Narrative texts) - Mostly produced at school and as homework at home. - Maximum length: one page (short story style) - Genre Approach – worksheets, Guided reading - Relatively not too interested	- Kindergarten – Year 3 (18 Narratives) - Getting much lengthier up to 10 pages - Strong motivation – initiating Narrative writing at home - Genre Approach at school : stimulating activities along with structured explicit teaching
Control of Schematic Structure	- Orientation stage: much easier - Complication / Resolution: not distinctive in initial periods - Foreshadowing elements emerging (rather explicitly) - Evaluative elements – attributive relational process, existential process, mental process	- Similar development patterns - Evaluative elements: Sunyoung developed more various ways including mental process, 'it' or 'that' pronouns as thematic choice, monologue - In the middle period (Sunyoung: Year 2, Jinha: Year 4) – dialogic exchanges, attempts different style (Korean diary texts: same tendency)
Transitivity – Use of Process types	-Initial period: material processes + relational processes - Later period: adds a range of mental processes	- Use of behavioural and verbal processes: more symbolically than Jinha - Enhancing situational contexts - Overall, lexically a wide range of processes (wider than Jinha's)
Theme Choices	- The tendency of extending the range of thematic choices - Unmarked topical Theme + textual Themes (structural conjunctions: e.g. and, but)	- Development patterns similar to Jinha's - Unmarked subject Theme – more abstract nouns, impersonal things (e.g. a gust of wind, darkness, anger) :

	-Temporal circumstantial clauses, adverbial phrases -Interpersonal Themes (dialogic exchange) - Thematic equatives	symbolic meaning - Structural conjunction Theme – changes to 'dependent non-finite clauses'
Nominal Groups	- In the positions of 'participants' - Pre-modifier + post-modifier - Qualifier – definite relative clause - V-ing, P.P, to infinitive	- Developmental patterns overall similar to Jinha's, but more varied examples (from more texts)
Mood System	- Mostly in their dialogic sections of Narrative texts - Different mood clauses and modality system (modal auxiliaries, finite operators, modal adjuncts (not many)	- Developmental patterns overall similar to Jinha's - More lengthy dialogue style Narratives - Increased control over interpersonal meanings (including a range of choices of modalization and modulation)

As shown in Table 8-1, Sunyoung's development in the area of 'Process' is remarkably prominent. She uses a greater range of mental and behavioural processes than Jinha, which has allowed her Narrative texts to reveal the inner world of participants and situational contexts more successfully; this has often been linked to her strength of building up Evaluative elements. By using dialogic exchange in her Narratives, Sunyoung demonstrates an increased control of the interpersonal meanings. Even though there is a general pattern of development in Narrative writing such as expanding a range of Theme choices, process types and developing control over the schematic structure over time demonstrated in both children's Narrative texts, Sunyoung's texts show more mature linguistic features in every aspect along with quite advanced novel-like Narrative writing (Text BB-18; age 8:6). Jinha, who has also successfully advanced his control of Narrative writing (Text B-10; age 10:3) shows an ability to orchestrate many of the important features involved in writing English Narrative.

8.1.1.2. Factual Writing in English

In the area of factual writing, both children explored a range of texts this being expected because it was in the primary school curriculum (see Table 8-2). Over the period being studied both children demonstrate a significant growth in the control of several factual genres, in terms of their ability to use schematic structure and linguistic choices at sentence level. Both Jinha and Sunyoung show a development in their control of constructing such essential elements of factual genres as 'generalization', 'definition', 'classification', 'comparison', 'justification' and 'time-sequential order' and show they are able to meet the schematic structure expectation of each of the factual text types.

Table 8-2. Comparative Analysis of Jinha's and Sunyoung's Factual Writing (English)

	Jinha	Sunyoung
Context	- From Kindergarten to Year 5 (early and mid-primary period) Kinder – Year 1: Whole Language Approach and Process Writing Year 2 – Year 5: mostly Genre Approach - Wider range of factual texts - Shows strong motivation and interest	- From Kindergarten to Year 3 (early primary period) Whole period – Genre Approach at school At home: scaffolding literacy using mother tongue along with Genre approach - Earlier start of Explanation and Argument - Relatively not interested in factual reading and writing
Report	Start: Kindergarten - Science Report -> Social Studies (increasingly complex and challenging concepts) - Produced texts better approximating the conventional expectations (impersonal, objective) even in initial Period	Start: Kindergarten - Kindergarten: includes more personal comments and first person pronouns as thematic choice (in Personal Recount writing) - Develops control over the Report genre (less personal, more objective)

Procedure	Start : Year 2 - Reasonably competent Procedure texts from the initial period	Start: Year 2 - Developed control over the distinctive language features and text organization (Modeling by Teacher very helpful)
Explanation	Start: Year 3 - Comparatively smoother development than Sunyoung ; many opportunities to practise writing justification (Review texts) and oral discussion – in class and home	Start: Year 2 - Quite challenging to her in initial period (not have clear-cut in genre structure and language features) -> increase supporting level to explain topic-related terminology and logical sequence
Review	Year 2 – Year 5 (23 texts at home) - Books and Films review - Naturally integrated to the child's home activities such as reading books, watching TV or movie - Helpful to argumentative texts (Why – explanation	- Embryonic texts
Argument	Start: Year 4 - First – Schematic structure - Later – language features elaboration Explanation -> Review -> Argument - Need more preparation, cognitively critical thinking: discussion in mother tongue	Start: Year 2 - start two years earlier than Jinha at home – preparation of NSW Writing Test - Initially struggled due to lack of logical sequence in written mode (problematic - whole text cohesiveness) - Next year (Year 3): produced competent argument texts along with scaffolding literacy
Overall Conclusions regarding Jinha's and Sunyoung' Factual Writing	- Positively / effectively influenced by the explicit teaching, including model writing, joint construction, guided worksheets - Closely related to further academic texts and social functions - Positive effects of scaffolding literacy at home in mother tongue using the Genre Approach - Contributed to written language development / control of the following linguistic features: ● nominalization	

Development	●	abstract language
(in English)	●	use of general participants
	●	lexical density
	●	use of relational processes (in classification / definition)
	●	conjunctions
	●	referencing

In factual texts, both children show growth in control of such features of written language as abstraction, nominalization, increased lexical density, choice of conjunctions and use of reference.

Compared with their development with Narrative writing, the two children's factual writing in English (see Table 8-2) provided them with the opportunity to explore further important features of written language such as the use of 'general participants', as well as the use of relational processes for classification and definition. In factual writing Jinha has demonstrated more significant growth than Sunyoung in terms of employing nominal groups, maintaining the impersonal stance and logical sequence, particularly in Report and Explanation text types.

Throughout the period, Jinha has shown more interest in science related text types such as Report and Explanation texts. This has contributed to a significant growth in his mastering of written language (the use of abstract language and specific subject related terms with more elaborate nominal groups). Even though Sunyoung has not shown much interest in this area of writing, she, also, has developed control of the distinctive features of each text type, particularly in the later period (Years 2-3). It appears that such learning has been significantly enhanced due to the implementation of the balanced literacy pedagogy in the school where there was a focus on a Genre-based Approach to teaching writing.

8.1.1.3. Korean Writing (Diary, Personal Letters and E-mails)

In parallel with their English writing development in a range of text types, Jinha and Sunyoung also grew significantly in their control of Korean writing, mostly in the areas of personal writing such as diary, personal letters and E-mails. In an ESL context, balanced development of biliteracy at a primary school level is a challenging process, mainly due to the lack of encouragement for minority language use outside the children's home. However, having functional and authentic purposes for their Korean writing (to express themselves in their mother tongue and to communicate with cousins and grandparents in Korea), they have successfully managed to keep up writing diary and E-mails over the period being studied. As Table 8-3 shows, the children have also learnt specific language features of Korean which include the word order of Subject-Object-Predicate, agglutinative morphology and the honorific system.

Throughout the six year process of diary writing both Jinha and Sunyoung expanded the range of process types, participants and circumstances used. Starting from using mainly material processes to construct physical events, both of them have come to increasingly use mental processes along with verbal and behavioural processes to construct the mental world of the participants and to express the writer's attitude. This pattern is strikingly similar to the developmental pattern of their Narrative writing in English. Jinha has also been particularly successful in employing existential and relational processes in describing situational contexts. As a younger writer, Sunyoung has more spelling inconsistencies and inappropriate suffix choices in her earlier diary texts than Jinha, but her diary entries overall demonstrate more novel-like writing which can sustain the reader's interest.

Table 8-3. Comparative Analysis of Jinha and Sunyoung's Korean Writing

	Jinha	Sunyoung
	- From Kindergarten to Year 5 - Korean weekend school (once a week) mostly at home contexts	- From Age 3 to Year 3 (started quite earlier than Jinha – initially showed more grammatical and spelling errors along with inconsistency in sentence enders)
Diary texts (in terms of Transitivity)	**1. Transitivity** - Initially limited usage of material Processes (to express outer world) - Expanded to mental processes, behavioural (to include inner world) - Expansion of semantic fields (various topics) – A range of lexical items, different predicates - Year 2: existential processes effectively to explain situational contexts - Year 3: attempts new style (spoken way) - Year 4and5: verbal processes (make texts have more syntactic patterns) - Caught up with different linguistic feature of Korean verb system: evaluated as a successful case of biliteracy development	**1. Transitivity** - Initially: simple material processes and typical mental processes (e.g. felt happy, had fun) - Expanded various lexical items and descriptive circumstantial details - Year 3: orchestrated various range of transitivity system - Particularly good at presenting mentality, inner world (using mental processes) - More story like diary texts: delicate applications of tense element and situational description
Diary texts (in terms of Theme choices)	**2. Theme choice** - Initially showed limited Theme choice (e.g. 'I', 'Today') and overused textual structural conjunctions (e.g. and, so) - Expanded to circumstantial marked Themes (time-related clause / phrase) and broaden participant Themes to other people, impersonal things with more complicated nominal groups - Year 3: interpersonal Themes	**2. Theme choice** - Omission of subject participant Theme 'I' - Age 3-5: typical overuse of structural conjunction - Circumstantial topical marked Themes, impersonal nominalized clauses - Time-related circumstantial clauses: the flow of text development, provide situational contexts

	- Year 4, 5: time sequential phrases	
E-mails and Personal letters (In terms of Mood and Modality, Honorific systems)	- Initial period: more formal like personal letter – sound more artificial - More independent : supporting level (like recount writing) - last stage: included more interpersonal factors - Personal letter writing : developed a range of honorific systems and sociolinguistic competence	- Strong motivation, strength in this area - Addressees in Korea: cousin, grandmother - Starting from more dependent (higher supporting level under the Genre Approach at home): joint construction, modeling, explicit teaching - Inclusive of an effective combination of spoken and written modes - Interspersing interactive mood clauses (interrogative, requesting) -> sociolinguistic competence building up, experiential, interpersonal meanings - Organizing discourse to include the addressee's concerns using conversational strategies - Using the schematic structure and conventional expressions more consistently – more independent - In Year 2 : simple version (in the 'transition' period) - Lastly almost independent level: orchestrates an increased range of mood and modality choices with more elaborate experiential discourse
Linguistic features of Korean	- Word order - Subject-Object-Predicate: at the end, the fixed position of predicate – makes difference in thematic choice - The agglutinative morphology – complicated verbal suffixes, honorific suffix, modality suffixes and lexical items, sentence enders - Quite different modifying system	

In the area of E-mail writing both Jinha and Sunyoung have developed a degree of delicacy in the choices within the Mood and Modality system. Particularly Sunyoung's E-mail writing is a successful example of Genre-based Approach employed within a home context. From being a dependent

learner in this E-mail writing when she started out she moves on to completely independent writing, after a period of modeling and joint construction based on the learning cycle of the Genre-based Approach. Just as in her Narrative writing in English, Sunyoung has been self-motivated in this kind of authentic writing. Her conversational strategy relating to building up interpersonal meaning has also contributed to her successful E-mail correspondence with her cousin and grandmother in Korea. Starting as a more independent writer, Jinha shows a degree of formality in his early E-mail texts to his grandmother. However, over time, he has also shown he has successfully developed control of the linguistic features of E-mail writing, making it more interactive and conversation-like by employing more frequent interrogative mood system choices and thus an increased awareness of his addressee.

8.1.2. Implications

8.1.2.1. The Significance of This Study into Biliteracy Development

This section addresses:
the research aim of 'providing the evidence of the importance of their mother tongue maintenance and interaction between the young children and parents at home in the whole process of biliteracy development' and;

the research aim of 'identifying the positive effects of these children's biliteracy development in an ESL context throughout their primary years from a broader socio-linguistic perspective on literacy'.

This study provides some specific evidence in support of Cummins' (1984a, 1996) hypothesis about the potentially enhancing effects of biliteracy in the case of bilingual children simultaneously and continuously learning literacy in both their languages. Their writing development occurred in both languages concurrently even though English writing was more developed and done in a wider range of text types in accordance with the school curriculum, and the writing products in English outnumber the Korean ones. We found mutually enhancing effects of literacy learning in English and Korean. This means that not only can the mother tongue positively influence English writing

development but also this case study provides evidence of positive influence of learning to write in English on that in Korean. For instance, diary writing and personal letters in Korean demonstrate a positive linguistic transfer from English texts of schematic structure and interpersonal elements such as Narratives, Recount and Journal writing. In the area of factual writing such as Explanation, Report and Argument texts, both children have had significant influence from the explicit teaching using the Genre Approach in their mother tongue which has helped them develop further control over the schematic structure and language features including subject specific terms.

In specific regard to the children's cognitive development, this case study shows that young primary-aged ESL children (like Jinha and Sunyoung) need scaffolding literacy in their mother tongue in the home environment so that they can successfully develop a range of cognitively difficult concepts, and learn subject-specific terms and values effectively through parent-child interaction. If Jinha and Sunyoung had not developed their Korean literacy along with spoken language skills, the functions of their native language might have diminished more and more as time passed, so that finally their native language remained a language with only very limited functional use. In many cases, those who keep their mother tongue competency limited to spoken language might well give up their native language, replacing it with only English as they grow up and go to high school then into adulthood. In this regard, it can be argued that developing biliteracy as ESL primary-aged children has been very helpful for Jinha and Sunyoung especially in developing cognitively difficult concepts in English; this could also be the essential key for them in maintaining and successfully developing their bilingualism. It is claimed in this thesis that such support of their cognitive development, along with scaffolding literacy in their mother tongue and the cross linguistic positive transfer in both languages, has possibly contributed to the children's academic achievement in school.

In addition to the significance of biliteracy development in their cognitive and academic growth, this case study shows that developing biliteracy in an ESL context can have positive effects in building up the children's socio-cultural identity (Cummins, 1996; Norton, 2006). During the process of biliteracy

development that was studied, they went through difficult times of doubting the necessity of biliteracy. Particularly in Sunyoung's case, in the initial period (age 3-4), she showed nervousness and didn't look very confident in adapting herself during her first pre-school period (joining the mainstream class as an ESL child). She was conscious of the difference of her appearance and home culture compared to her class peers, as well as of her lack of spoken skills in English. Starting biliteracy education earlier at home helped her to regain her confidence in school life and to identify herself as a proud bilingual. In specific regard to building up their socio-cultural identity as proud bilinguals, their primary school provided a favorable educational environment for them, respecting cultural diversity among the students and providing for opportunities for the children to share and show off different aspects of their cultural background.

However, more importantly, this case study shows that in order for young primary children to develop biliteracy in an ESL context the role of parents in the home environment should be emphasized above any other conditions. Throughout the whole period of this case study the parents supported their children's biliteracy development, assisting them in many ways.

8.1.2.2. Genre-based Approach as an Effective Tool for Biliteracy Development

This section addresses the research aim of 'examining the enhancing effects of Genre-based Approach in terms of the primary-aged ESL children's biliteracy development both at their school and in the home'.

In this case study the Genre-based Approach has proved to be an effective tool through which the ESL children have been able to develop their writing in a wide range of text types. The explicit teaching of the schematic structure and language features of different genres, through modeling and joint construction employed at their school, has possibly increased their control over writing in a wide range of text types. Particularly, as ESL children having a relatively limited exposure to the English-speaking environment compared to their native English-speaking counterparts, this structured approach that uses

explicit teaching methods could have provided them with practical guidance as to how to construct the different text types. At home, while doing their writing assignments as homework, the researcher (as their mother) was able to help the children by explaining the schematic structure and language features of the target text types using the mother tongue, along with organizing guided reading of relevant texts. In Korean writing, modeling and joint construction were employed to support the children's literate practices of diary writing and personal writing (especially during the initial period).

Specifically in regard to controlling a range of genres in the primary schooling, Jinha and Sunyoung showed they developed control over Narrative, Recount, Report, Procedure, Explanation, Review (Jinha) and Argument in their English school curriculum whereas more personal writing, including diary, letters and E-mails, were developed in Korean, mostly in the home environment. There are overlapping text types such as Recount, Diary (Journal writing) which the children have written both in English and Korean. Overall, the children's writing across the two languages has developed to meet a range of authentic social purposes. That is, most English genres were developed through the needs of academic schooling whereas the choice of Korean text types developed to achieve the social purposes of communicating with their relatives in Korea as well as expressing their thoughts. Considering that biliteracy development takes a lot of time and energy on the part of the bilingual children who are supposed to be simultaneously committed to many other areas of learning, it can be suggested that they should not be expected to develop control over the register choices concurrently in both languages, but rather that they choose the most suitable ones according to specific bilingual contexts (by consideration of their social functions). Over time, they should be able to extend their genre choices in further writing development.

Another important contribution of the Genre-based Approach to the children's biliteracy is that it has facilitated the children's awareness of the difference between spoken and written language and consequently, has helped develop control over various aspects of written language. For instance, through Narrative writing the children have developed control over the range of process types and the complex verbal system, along with circumstantial

elements, whereas in Factual writing the development of nominal groups, including nominalization, has occurred more remarkably than with any other element. In addition, in E-mail writing of the Korean texts such category realizing interpersonal meanings as the Mood and Modality system shows that it has been significantly developed along with other aspects of written language. In this regard the primary school academic curriculum based on Genre Pedagogy can be recommended for the balanced development of young children's writing, particularly in ESL contexts.

This case study demonstrates an overall positive influence of the Genre-based Approach on the children's biliteracy development. It has been critical for the children's familiarization with a range of genres necessary to function in their socio-cultural contexts as they were growing up. This process of learning different text types along with a range of social functions can be linked to the process of preparation for the children growing up to become competent social members in both the English- and Korean-speaking contexts of Australia and Korea respectively. In addition, and more basically, the young ESL children's biliteracy development in this case study has shown that it is the whole process by which the young children become aware of the differences of spoken and written language and gain control over a range of written genres and further develop the awareness of linguistic differences and similarities across their two languages. This growing awareness and appreciation of the social value and power of biliteracy seems to have translated into the children's sense of pride in being bilingual as they have grown older.

8.1.2.3. Some Implications of the Study of Jinha's and Sunyoung's Genre Writing: Based on the Comparative Analysis

Since this case study has documented the biliteracy development of two Korean ESL children of different age and gender, we need to consider how these factors could possibly have influenced the children's writing development across the two languages. We will also consider the findings and issues related to the children's genre preference based on gender difference between the young writers.

Difference in Genre Preference Between Boys and Girls from a Socio-Linguistic Perspective

The tendency found in other research for there to be difference in genre preference between boys and girls has been found in this case study as well. Thus Jinha, the boy two years older than his sister, shows more interest in science and math from an early age (before starting primary school). Sunyoung, on the other hand, being a young girl, reveals enthusiasm for reading storybooks. When they started to be involved in the various literate practices during their primary schooling, their preference for different genres was noticeable in their reading and writing both at school and home. It is likely that, as a result, even though educated in the same school where Genre-based Approach had been adopted, Jinha has shown more strength in writing of such factual text types as Report, Explanation and Review whereas Sunyoung has demonstrated more mature texts in English Narrative and Personal writing and also in Korean (diary, E-mails) along with the display of a strong self-motivation to write these genres. In more detail, specifically in regard to their linguistic realization, Jinha shows a more impressive control over relational and existential processes, the impersonal stance and nominal groups (including control of nominalization) as prominent language features of factual writing. Compared with Jinha, Sunyoung shows far more advanced control over the use of mental, behavioural and verbal processes along with control over the Mood and Modality system in building up experiential and interpersonal meanings through use of dialogue in Narrative and personal texts.

 In this case study, the children's personal preference for different genres can be partly attributed to the socio-cultural influences surrounding their school and home contexts. As mentioned earlier, their literacy development cannot be understood only in relation to the literate practices of reading and writing. It should be interpreted by extending the linguistic view to socio-cultural contexts which constantly and implicitly, and sometimes explicitly, shape their motivations, purposes and values along with contemporary literacy tendencies, including stereotyping or convention (e.g. encouraging gender difference in choosing a writing genre) in connection with the literacy education. It is possible that Jinha's interest in factual topics has been subtly encouraged by both the teacher's expectations in school (that boys should be more interested

in factual writing rather than in writing 'stories'), as well as by the expectations of the larger English-speaking society where he was growing up. It has long been commonsense understanding that 'boys will be boys', and that reading and writing are generally 'sissy' activities, more suited to the girls. Whereas very few teachers express this opinion openly, it is an unstated understanding that 'nice' girls are supposed to be good at story writing, while being successful at Narrative writing has never been a sign of masculinity. Jinha also appears to have received more praise from his teachers and the researcher for successfully constructed factual texts rather than for Narratives. This seems to have worked in sustaining his interest in factual writing. It is also important to remember that Sunyoung's early fiction writing experiences were quite successful from the start, and she received much praise from her classroom teachers and her parents for the stories she produced. Thus, she might have developed a special kind of pride and sense of self as somebody who is particularly good at Narrative writing. Accordingly, the implicit and explicit enhancement by influential adults might have been, at least in part, the reason for the difference in their genre preference, followed by their different developmental patterns in genre writing. To sum up the issue of the possible socio-cultural influence of gender difference on the two Korean children's genre writing development, it is noteworthy that this case study provides further evidence of the social construction of literacy practices.

The Age Factor in the Children's Genre Writing Development

In this case study, Jinha, who is two years older than Sunyoung was exposed to the Genre-based Approach at school from Year 2 to Year 5 whereas Sunyoung experienced this pedagogy from Kindergarten (being two years younger than Jinha) to Year 3. Jinha shows a quite positive response to genre teaching, including learning to write such challenging genres as Explanation and Argument introduced in Years 3 and 4. However, Sunyoung shows some difficulty in learning to construct Explanation and Argument texts initiated for her by the researcher; Sunyoung was in Year 2 at the time (that is two years younger than Jinha when he was exposed to these genres for the first time).

Even though over time Sunyoung shows she has developed control of writing those genres, her finding this very challenging early on may mean that when

applying the Genre-based Approach, teachers should consider young children's cognitive competency along with their general literacy skills. During the initial period of Genre writing in her classroom (Kindergarten to Year 1), Sunyoung could participate in the stimulating literacy-related activities (e.g. bear book making) in the process of learning Narratives and Report writing. The class teachers' modeling and joint construction along with structured worksheets all combined well to provide interesting and stimulating activities in the lower graders' Genre writing classes. During those periods Sunyoung appeared to be very satisfied and confident in learning the conventions of the two important Genres. As for the Procedure writing, both children show they have been successful in developing control of the distinctive schematic structure and language features and have found them much easier than other genres. Also for Report writing the topic selection starting from cognitively easy concepts (e.g. animals) and going on to difficult ones (more abstract social studies) appears to be suitable when considering the young children's cognitive factors. Therefore, this case study of two young Korean children who are different in age suggests that Genre-based writing pedagogy should be more flexibly applied, with consideration given to young children's cognitive competency as well as their literacy competency level and other personal factors.

The Influence of Reading as an Important Variable in Written Genre Development

This case study demonstrates that, along with the explicit teaching of the schematic structure and language features of text types, in order to develop control over specific genres the children's reading practices are also very significant. Particularly in Narrative writing their selection of various storybooks and favorite authors' writing styles appears to be reflected in their later Narrative texts. This also implies that even though the young children have learnt and practised how to write Narrative texts within a structured framework using worksheets and modeling under the Genre-based Approach in their school context, they have been able to develop their own distinct writing styles. It can be argued that Genre Approach based Narrative writing does not cause negative effects of stereotyped texts lacking creativity. Thus, this case study has refuted the argument commonly advanced by opponents of the

Genre-based Pedagogy that explicit teaching of the schematic structure and language features which are the core principles of the Genre Approach might limit young children's imagination and originality. Instead of being limited in their writing, Jinha and Sunyoung have developed their own styles of Narrative texts, with the influence of the books they have read. In the case of factual writing, the effectiveness of guided reading is reflected in their writing of such texts as Report and Explanation.

Cross-Linguistic Transfer of Competence in Genre Writing

As far as their Korean text development is concerned, both children have demonstrated an ability to construct coherent texts in Korean (which is quite different from English in terms of word order, morphology and the honorific system) without code-switching or mixing the two languages. Of course some awkward expressions and sentences occur that appear to be translated directly from English in writing examples of both children's. However, the children have not had trouble caused by the linguistic differences between English and Korean such as the arrangement of words, the use of relative clauses and articles. Rather than that, the children's texts show some developmental inconsistencies, for example in use of particles, verbal suffixes and spelling, which are often found in Korean mono-lingual children's writing as well.

However, from consideration of the children's original texts in English, these good writers are still in need of further tuition in English in some areas, and these areas have been acknowledged to be of particular challenge to children who are learning English as their second language. These include the use of prepositions, articles, verbal tenses, and, on occasion, the word order in longer sentences. It is acknowledged also that English mother-tongue learners may also have difficulty with verb tenses and word order when moving from speech into the written mode of language. It is, however, important not to dismiss the challenge of the sentence level grammar for ESL students as something which is purely 'developmental', of which they will 'eventually grow out.'

Overall, the results of this case study have demonstrated that mother tongue literacy can play an important role in a minority background children's

linguistic development, extending them academically. It is also likely that biliteracy learning has contributed to the children's development of a balanced bilingual and bicultural identity, although the systematic analysis of these aspects is beyond the scope of this study. It is also indicated that developing biliteracy as ESL children has been challenging, but learning language does take time. However, it is claimed that the ESL children's biliteracy development seen in this case study can be called 'an empowering process' developing in them a socio-linguistic competence which is essential in both English and Korean communities. To make this happen, in this case study, the role of parents promoting the children's mother tongue learning (through child-parent interaction) and the practical ways of scaffolding their literacy along with Genre-based Approach are seen as the key to successful biliteracy development.

8.2. Recommendations for Effective Biliteracy Education in ESL and EFL Contexts

Based on the findings of this case study, in this section some recommendations for an effective Korean-English biliteracy education program both in ESL and EFL contexts are offered.

8.2.1. ESL contexts

Firstly, for Korean-English children growing up in Australia there are three main contexts of language education – the home, the Korean ethnic school run by the Korean community and the mainstream school.

1. <u>At home</u>, ESL Korean parents should be aware of the importance of biliteracy development especially for young children (at the pre-school and primary levels). It is not a waste of time and energy but sets the ground for life-long cognitive development and identity building.

2. <u>At Korean ethnic schools</u> run by the Korean community more certified Korean language teachers should be placed to raise the quality level of Korean language teaching.[1] Also, the program itself should be consistent throughout the year-long curriculum so that the children can be effectively involved in the learning. ESL parents and school teachers need to cooperate at a high level by coaching homework and class work. In addition, those who are the children of permanent residents and likely returnees to Korea after a certain period of study (short term or long-term) need to be managed in separate programs to cater for their future study trajectory. Student exchange programs (ESL and EFL Korean students) can be offered regularly as an effective

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[1] Kim (2005) provides a study of the situation of the Saturday Korean School in the U.S.. In her study, she points out that the most programs in Saturday Korean School in Illinois, USA employ conventional teaching style (lecture) rather than conversational style, and this con-ventionality prevents bilingual students from learning Korean in an active way and fail to motivate the students. Judging from her study, however, the general conditions for Saturday Korean School in this region sound much better than ones of the Saturday Korean School in Canberra, Australia where the subject children studied. In this regard, this study is worthwhile referencing and benchmarking by other regions' Korean Saturday Schools in the world and Korean government. This kind of research should be followed by many other regions' Saturday Korean Schools.

option.

3. <u>In Mainstream schools</u>, Korean ESL students should be valued as another language resource along with the cultural diversity they bring to the classroom. ESL programs to support these students should be implemented with the cooperation of the Korean ethnic community, including these ESL children's parents.

8.2.2. EFL contexts

Currently Korean-English biliteracy education is inevitably one of Korean students' life goals. If we accept the benefits of biliteracy education, optimal choices to cater for children growing up in such Korean literacy contexts should be set up and tested. It is high time that linguistic educators or researchers in Korea made an effort to provide a long-term program (from pre-school to tertiary level) of efficient biliteracy education both in the public and private sectors. Such biliteracy education should include programs for returnees to Korea after a period of study abroad. Currently there are few transitional bilingual and biliteracy programs to cater for such students. As mentioned earlier, they would suffer from the difference between Korean literacy learning contexts and other English speaking country's ones as well as a lack of Korean language proficiency (both oral and written). Unfortunately, in many cases, their obtained English proficiency might not be maintained or further developed while they are trying to meet the literacy expectations of the Korean mainstream educational contexts unless proper transitional support comes from the school.

1. <u>In terms of the feasibility of a successful biliteracy program in Korea, the Genre-based Approach</u> (shared reading, guided writing and explicit teaching) to cater for teaching the form and meaning at the same time should be introduced in the public and private sectors of English education. Such teaching would need to be explicit, and include shared reading and guided writing. The 'Natural' Approach and the Skill-based Literacy, prevalent earlier, have not proven to be effective enough. Those literacy programs have to be complemented by the Genre Approach

which would provide young children with more practical guidance without reducing their motivation for English learning. Developing two languages, particularly in EFL contexts, is not an easy task but it is a matter of efficient time and energy investment. To maximize the learning effect from an early age a more systematic approach in language programs should be introduced.

The Korean literacy classes in public schools (at the primary as well as high school level) have many features in common with the Genre Approach to literacy education. These include a focus on genres, with attention given to the text structure and lexico-grammar of specific text types, as well as a focus on general comprehension skills. However, Korean literacy classes are lacking in subsequent writing activities such as joint text construction, modeling, and independent writing based on the Genre Approach. So, most children learn their writing skills in private writing institution programs which are often not relevant to the school curriculum and tend to be too prescriptive. In particular, students have few opportunities to write more creative texts such as Narratives in Korean public schools (even at the primary level). To improve writing skills in Korean and English, literacy lessons which lack writing practice should be changed. Teachers need to build on opportunities for cross-linguistic transfer between the two languages. If English and Korean literacy classes are run within the framework of the Genre Approach this kind of teaching would be possible, and it is likely to be efficient too.

2. In terms of assessment of English literacy, it should extend beyond test-oriented multiple choice questions. In the past Korean students used to study English mostly through a grammar-focused approach. They tried to memorize a huge amount of grammar knowledge in English and had tests to prove the knowledge. However, their reading ability and writing could not extend to the real world's needs – such as enjoying English novels and factual books and writing academic papers. Then, why did Korean students learn English, consuming a great amount of time and energy at the cost of other specialty studies?

In this regard, nowadays there is a good tendency for young children's English education in Korea. More integrated learning, inclusive of speaking and listening, targeting young children, has been introduced in both the public and private sectors as well as on EBS broadcasting and cable TV channels (e.g. Sky Life). Also, to develop children's reading proficiency, many young readers are <u>being exposed to English storybooks and factual books</u> in bookstores, private English institutions and home contexts. It is so encouraging in comparison to the old generation's English education which only used text excerpts for exam purposes.

If English language education in public school placed more emphasis on <u>authentic reading programs from an early age</u>, children would be able to achieve greater proficiency in the areas of reading and writing. However, authentic reading events, such as storybook reading, are unfortunately unavailable to junior high school students due to the public school curriculum of English only focusing on the limited textbook grammar and content. From junior high school students are forced to begin a hurried preparation for the university entrance exams. They cannot afford to read an English storybook or novel any more because they need to focus on the workbooks of reading comprehension based on the test-oriented curriculum. That is one of the serious problems in Korean students' English education; they lose their continuity in the reading and writing programs. To solve this fundamental problem, the Education Department of Korea should listen to the voices from the educational fields and change the types of English assessment in order to encourage Korean students to read real English books for fun and information from an early age through to tertiary level. Otherwise, Korean biliteracy programs would not be as empowering as many educators would like to see them. If children developing bilingualism are able to read the world not only the words in English books, the benefits of biliteracy can be achieved at the maximum level.

8.3. Concluding Comments

Our world is globalizing in many areas and, as a result, even the nations that have been homogeneous and monolingual for centuries, such as Korea, are now showing some signs of change toward a multicultural and multilingual society. It seems that Australia has already started to accept the value of being multicultural and multilingual, encouraging cooperation among a range of ethnic communities in its diversified society.

This case study was conducted in the midst of the undeniable socio-cultural change in the world, a change accompanied by complex and diversified linguistic environments. From among the many different bilingual contexts, this case study has traced two Korean children's biliteracy development in Australia (in an ESL context) over six years and it is argued here that the whole process of the ESL children's biliteracy development can be identified as a case of 'an empowering' additive bilingualism. Throughout their successful biliteracy development they have also shown significant academic growth and a building up of a positive bicultural and bilingual identity. As will be shown in the Postscript section, they have also successfully adapted to the new linguistic environment (EFL context) after retuning to Korea and have kept on developing their biliteracy. This strongly implies that such bilingual children should not be viewed as a 'problem' in either society (ESL and EFL contexts), but should be recognized as valuable assets for the emerging multilingual society. They can play an important role as competent social members of this globalizing world.

The successful outcome of this case study, of course, cannot be generalized to cater for many different bilingual children in a range of linguistic and social contexts. Nevertheless, the outcome of this case study provides one of the keys to success for empowering bilingualism. This includes maintenance and development of biliterate competency using the Genre-based Approach at home and school. The role parents play in their children's biliteracy development cannot be over-emphasized. However, this case study also suggests that to maximize successful bilingual education in Australia as an ESL context, the ethnic Korean schools should be actively supported by both

Korean and Australian governments, along with the development of appropriate teaching methods and materials (customized textbooks to cater for a range of bilinguals) and the consistent supply of qualified bilingual teachers. Also, in Korea as an EFL context, for the valuable assets of 'returnee' groups such as the subject children in this case study, a Dual Language Program or transitional support program (for certain periods) should be established in the formal schooling system in order to meet the urgent needs of the changing society.

In the academic field, more systematic research into bilingual development of Korean background children which can connect these relevant factors such as home, school, ethnic community and government policy, should be followed in the area of Korean-English bilingualism. Also, further research focusing on biliteracy development (reading and writing) in bilingual Korean background children and teenagers, both in ESL and EFL contexts, should be continued using both large scale quantitative classroom based research and case study.

Postscripts

Another Five-Year Period after Returning to Korea

The main purpose of my thesis was to document the children's successful biliteracy development in the Australian context (an ESL context) over the early and mid primary years. However, many readers might be also interested in their subsequent stories and how they have kept developing their biliteracy in the changed environment of the so-called 'EFL context' of Korea. How have they adapted to the Korean mainstream school after a prolonged period of studying overseas? Was it really helpful for them that they developed Korean literacy in an ESL context? What has happened to their English literacy as time has passed? How have they developed a range of text writing both in English and Korean in an EFL context? To address these kinds of questions, this postscript was added in this thesis.

August 2002 – January 2003 (Kyoto, Japan)
Just before returning to Korea, the children experienced living in Kyoto, Japan for six months (August 2002 – January 2003), studying in a Japanese mainstream public primary school due to their father's teaching in a university. This opportunity of living in another country obviously broadened their awareness of cultural diversity and potential power of being multicultural and multilingual. However, it also needs to be stated that they must have gone through a difficult time in adapting to a new linguistic and socio-cultural environment within a short period of time (Before they arrived in Japan, in Australia they had only learnt some basics of Japanese, including Japanese letters and vocabulary). Due to the overall supportive and friendly environment of their Japanese classmates, teachers and their parents, Jinha and Sunyoung made Japanese friends very easily and this must have helped them make remarkable progress in learning Japanese (mostly communicative competency). Since their Japanese proficiency was not adequately developed for following up most subjects in the school curriculum for the first three months, the class teachers allowed them to do other activities during the

'Japanese' and 'Social Study' sessions (e.g. reading their own English books). However, in other subjects such as Math, Music, P.E. Calligraphy, Art and Science, they became more and more engaged in the class activities, particularly as their Japanese improved. At the end of the semester there was a school concert, and Jinha strikingly showed his speaking skills in Japanese by performing a play (drama) where every classmate participated. Sunyoung also developed basic literacy skills in Japanese, mainly through diary writing as well as communicative competence. As a whole, this experience of living and studying in Japan for six months contributed to building up their confidence and adapting themselves in a linguistically and culturally different environment, and it can be viewed as a transitional period for them in preparation for returning to Korea. This is so because the Japanese school system has many aspects in common with the Korean one in terms of the teaching methods, relationships between the teacher and students, subject based curriculum, etc.

The First Year after Returning to Korea (February 2003 – February 2004)

Jinha and Sunyoung returned to their country of origin, Korea, in February, 2003 as their parents had planned. On their return they were turning 11 and 9. In a mainstream public primary school in Kyunggi Province they were placed in Year 5 (for Jinha) and Year 3 (for Sunyoung). It was one year lower than their normal age group but their parents considered this matter in many ways and finally decided that it would be better for them to make up for the unexpected six-month stay in Japan and to make more time to read a range of Korean books including textbook related study. The first year (from February 2002 to February 2004) after returning to Korea seemed quite challenging in adapting to the new environment, particularly in a primary school system quite different from that in Australia. Their communicative competency in Korean was acceptable for their school life and they were ready to make Korean friends in their classroom; however, their literacy in Korean in the first year of their return did not meet age appropriate requirements. Reading a range of books (storybooks, novels and other factual books) along with following up textbooks presented a particular challenge. As to their writing skills, more practice in the area of spelling, syntax as well as the range of vocabulary

needed a special attention compared to their peer groups.

While Sunyoung as a lower grader was in a much easier position to catch up with her reading and writing in Korean, Jinha as an upper grader had difficulty in choosing appropriate books for him which could trigger his strong motivation in Korean reading. As a solution, he started some comic books (science or history related) which include age-appropriate concepts and content but are written using a less complex language. Also for writing, the researcher and the class teacher encouraged him to write diary entries of at least one page length everyday. Jinha also needed more scaffolding literacy for the subjects of 'Korean' and 'Social Study' in his school curriculum. The researcher explained difficult concepts and vocabulary by using English words and simpler words in Korean. Since there was not any formal supporting program for the 'returnee' group in public primary school in Korea, the role of parents was particularly important in helping them settle into the mainstream Korean school. The researcher tried to consult with the class teachers (both for Jinha and Sunyoung) who were very supportive, and in this cooperative system Jinha and Sunyoung gradually gained confidence as students in the Korean primary school. Whenever the researcher had a chance to talk with the class teachers, they always commented on how Jinha and Sunyoung were developing their Korean literacy quickly and so impressively after such a long period of studying in Australia (they were also surprised to know that Jinha and Sunyoung had never been exposed to formal Korean schooling by then). The class teachers also asked the researcher how they had been taught Korean literacy in Australia since they felt Jinha and Sunyoung would not cause any problem in following up the formal school literacy, and in some areas they were already more advanced than their peer groups.

Even though they were smoothly catching up with their literacy skills at school and home in Korea, they also needed to know about their own country and its culture more. Using school vacation time, the parents started to travel around Korea particularly to historic places first so that Jinha and Sunyoung could feel and recognize the beauty of Korea and build up their pride in their country's long glorious history and cultural heritage. Whenever they finished traveling the researcher encouraged them to write a travel journal which was

quite a familiar kind of writing previously done in Australia. It was very successful. Both children were engaged very easily in this writing of a travel journal since they had already been familiar with the type of writing, but just needed to switch the language code from English to Korean.

During the first year, a transitional period, Jinha and Sunyoung read a range of books including comics, short storybooks, novels and textbook related history and science books from the school library and bookshops. The writing practice was also performed at a regular basis mostly through diary writing, travel journal, science report writing and book review. It was a real boosting period for Korean literacy; it was very successful. The key to success in a short period can be attributed to their continuous efforts with biliteracy development in Australia. The Genre-based Approach for a range of texts writing was linked to their Korean writing and they did not have much difficulty in further developing Korean literacy. Sunyoung received an award for 'the best reader in the year' from the Province Office of Education.

Meanwhile, to maintain and develop the children's English proficiency the researcher helped them with exposure to English by using cable TV English channels and English newspapers (for junior readers) as well as English novels. During the first year, Jinha and Sunyoung kept on speaking in English to each other at home. Also, from the second semester they could get more learning in English from a private English institution for 'returnees' group (three days per week, two-hour classes for reading literature arts, vocabulary, writing skills, taught by Canadian or American English-native speaking teachers), which was very helpful.

The Second Year after Returning to Korea (February 2003 – February 2004)

During their second year back in Korea, Jinha and Sunyoung further developed Korean literacy. For Jinha, he could read more challenging books in Korean (e.g. science related novels – the whole series of 'Ants' written by Bernard Werber) showing strong motivation, along with writing book reviews in much more elaborate ways than he could before. More remarkably, after being selected as the school representative in a Project-based Presentation

Competition, he received a Distinction award for writing a self-initiated project on a science-related issue from the Provincial Office of Education. In the process of assessment he needed to present his project in Korean several times - in front of his classmates, later to the students of the whole school and finally in front of many school principals and teachers from different schools in the district. He could go through all the processes very confidently in his mother tongue and this event allowed him to experience a deep sense of achievement and an unforgettable memory. From this amazing event the researcher could feel that the harmonious combination of learning Korean literacy and the presentation and research skills developed through English literacy learnt while in Australia could produce such a big achievement in a relatively short period after his returning to Korea.

For Sunyoung, whenever she participated in a range of writing competitions at school or more widely sponsored by the Province Office (Kyunggi-Do), she almost always received high ranking awards. The class teacher always recommended Sunyoung to be a class or school representative for any writing competition in Korean. Sunyoung's class teacher commented that she could understand Sunyoung's capability in English proficiency but it was unbelievable that Sunyoung was so proficient in Korean that she made the best school representative in the area of Korean writing, given her extensive period of residence in Australia. Apart from the awards in writing competitions, her academic records for school subjects and the results of school examinations proved her a high ranking student. She effectively developed learning strategies to cope with the challenging Korean literacy system, becoming a more independent learner from the second year back in Korea. In addition, both Jinha and Sunyoung's class teachers often praised them for being humble and open-minded in regards to Korean literacy learning, happy to cooperate with their Korean classmates. The researcher was very pleased to hear such a comment since it was a good sign that the children were showing a positive attitude toward quite different Korean literacy system.

The Third Year after Returning to Korea (February 2003 – February 2004)

From the third year, Jinha entered a Junior high school (in Year 7) which could be another turning point in terms of the amount of subject work load (12 different subjects taught by different teachers) and more serious competition among students to obtain a good academic record (to be able to enter more prestigious high school (Years 10 -12). Jinha became a vice-captain in his class and was able to obtain a very high ranking record (13 out of 553) in the total academic test result at the end of the second semester. Also he got the second place (Gold Award: 2 out of about 20,000 participants of Year 7 students) in the nationwide English Competition (IET Competition as one of the most approved English Competitions for Primary and High school students in Korea) including all four skills (listening and reading, speaking and writing). The writing task was an essay which is a kind of argument text. In this same Competition, Sunyoung got the grand award (1 out of about 20,000 participants) as well in the upper primary 5/6 section. Overall Sunyoung received the grand award in Years 3, 5 and 6. Also she got gold awards in English writing competitions (IEEC) in Years 6 and 7. Sunyoung was also interested in school leadership, and for the school representative election, she became a Vice-President after a well-prepared election campaign and a successful speech in front of the students of the whole school. As a Year 5 student, she was only eligible for a Vice-President and not for a President position. It was a real achievement for Sunyoung within three years after returning to Korea. By this kind of active involvement in school events and system, Jinha and Sunyoung paved their way of developing biliteracy in an EFL context of Korea. The most successful part of their biliteracy development in Korea was that they could keep reading a range of novels in both languages. Jinha and Sunyoung kept on finding out their favorite authors' novels which were age appropriate. Also, they could expand their interest in current issues by reading both English ('International Herald Tribune') and Korean newspapers and TV news programs such as CNN and BBC. They also actively worked for a reporter in the 'Junior Herald', an English newspaper for Junior high school students in Korea. For English writing, they kept on writing E-mails to Australian friends and they did essay writing practice in preparation for the English Writing Competition in Korea (a further entrance

exam for High school).

The Fourth and Fifth Years after Returning to Korea (February 2003 – February 2004)

During their fourth and fifth years in Korea, they were able to expand their biliteracy work in a more balanced way. Even though they had to move schools in another Province (Southern part of Korea: Kyungsangnam-Do) again since their father had to take up an Assistant Professor position in a National University, both children adapted themselves to a new regional society without much difficulty. When Sunyoung entered Year 7 (junior high school), she recorded the first place (1 out of 452 students) in her school exams. Jinha also passed one of the most challenging entrance exams for a prestigious boarding high school in 2007, a school which provides a dual language program both for English and Korean with high quality of teaching staff inclusive of English-native speakers.

In more specific regard to genre writing development of both children in English and Korean, their writing purposes in an ESL context changed in the EFL context of Korea to being almost the opposite of what these used to be in Australia. That means, the range of academically related writing such as Report, Explanation and Book Review were developed in Korean in order to meet the academic purposes of formal schooling. For English writing, more realistically and functionally, the children wrote E-mails to keep in touch with their Australian friends throughout the five-year period and some limited amount of Book Review and mostly practising essay writing for TOFEL or English Writing Competitions. However, remarkably, in the area of Narrative writing, Sunyoung was able to retain her own aspiration in writing more Narratives (or novels) in English and she attempted novel writing several times. Recently, after reading a series of English novels, she started again writing up another novel with a background of the English medieval time and has already written up to 40 pages. She would like to organize for an E-mail exchange of novels with her best friend Pim in Australia who has also been eagerly writing novels.

As for Jinha, he has also been influenced by his best friend Michael in Australia who often sends his own English novels by E-mail. Jinha also attempted his novels several times in English and more remarkably, in Year 9, he attempted novel writing in Korean with his two classmates (sort of relay novel) and successfully finalized it. And, during his school vacation he started his own novel writing in Korean by his own strong motivation. What an amazing biliteracy development!!

The researcher as the mother of the two Korean children (now teenagers though) really appreciates the Australian friends who keep contacting with Jinha and Sunyoung as well as the new communication technology of E-mail system. The power of the E-mail system as a new biliteracy tool has proved to be very influential. Over time, the linguistic environment changes dramatically. As shown in this postscript, Jinha and Sunyoung also have adapted themselves to a range of new different literacy environments along with different socio-cultural contexts. However, they have not completely changed themselves to fit in the new literacy context, considering that they still keep developing their Narrative writing with their own initiative (although Korean literacy system does not encourage Narrative writing even in Primary school curriculum). It might imply the importance of their Primary literacy education which has had an impressive influence on the children's further biliteracy development. Also, their successful biliteracy maintenance and development in the EFL context of Korea over five years can be attributed to the fact that they had already developed a significant degree of literate proficiency in both languages in an ESL context. With the literacy skills (not only their communicative competence in speaking and listening), they have been in a really advantageous position of keeping up their bilingualism, not forgetting this valuable asset as time passed.

Jinha and Sunyoung are now turning 16 and 14.

Hoping they will be able to continue their journey of biliteracy development as an empowering process, with more confidence, pleasure, and positive identity as a balanced bilingual or further multilingual…

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