

# Language Background and Linguistic Profiles of Heritage & Non-Heritage Learners of Korean

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# General Questions

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L1 (primary language used from ages 0-5) plays a major role in language transfer and strategy when processing Korean relative clauses (H.S. Kim, 2005).

- How does L1 variable predict variability of learners in:
    - their language background?
    - other linguistic features?
  - What effect did bilingual acquisition (i.e. BFLA / BSLA) have on HL learners?
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# Participants by L1 used from Ages 0-5

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## HL Learners

Korean (KL1)	38
Both Korean & English (BL1)	24
English (EL1)	26

## Non-HL Learners

SVO language (e.g.English)	32
SOV language (Japanese)	8

Total	128
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# Language Background Questionnaire

# Language Confidence: Self-reported confidence in language

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	HL Learners			Non-HL Learners	
	<u>KL1</u>	<u>BL1</u>	<u>EL1</u>	<u>SVO</u>	<u>SOV</u>
Korean	3.16	3.08	2.23	1.78	1.75
English	4.84	4.92	4.88	4.97	3.13
Other	3.20	2.25	3.00	3.92	4.50

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# Language Confidence: Self-Evaluation of Korean Language Skills

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	HL Learners			Non-HL Learners	
	<u>KL1</u>	<u>BL1</u>	<u>EL1</u>	<u>SVO</u>	<u>SOV*</u>
Speaking	3.21	3.21	2.42	2.28	1.75
Listening	3.74	3.50	2.92	2.31	2.13
Reading	2.89	3.21	2.96	2.94	1.63
Writing	2.24	2.58	2.35	2.81	1.63
Grammar	2.21	2.63	2.12	2.31	1.88
Honorific	2.79	3.08	2.27	2.31	1.63
Intimate	3.08	3.21	2.58	2.38	1.63

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# Language Exposure: Korean language & culture growing up

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## Heritage Language Learners

Korean as L1 (HL KL1)	4.17
Both Korean & English as L1 (HL BL1)	4.33
English as L1 (HL EL1)	3.46

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## Non-Heritage Language Learners

English, Chinese, Russian (NHL SVO)	0.75
Japanese (NHL SOV)	0.50

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# Language Exposure: To Korea

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	<b>HL Learners</b>			<b>Non-HL Learners</b>	
	<u><b>KL1</b></u>	<u><b>BL1</b></u>	<u><b>EL1</b></u>	<u><b>SVO</b></u>	<u><b>SOV</b></u>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Lived in Korea</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</b>
<b>Visited Korea</b>	<b>25</b>	<b>16</b>	<b>16</b>	<b>7</b>	<b>3</b>

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# Language Exposure: Formal Instruction

	HL Learners						Non-HL Learners			
	<u>KL1</u>		<u>BL1</u>		<u>EL1</u>		<u>SVO</u>		<u>SOV</u>	
	N	%	N	%	N	%	N	%	N	%
<b>In Korea</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>K-12</b>	<b>4</b>		<b>2</b>		<b>2</b>		<b>0</b>		<b>0</b>	<b>0</b>
<b>Study Abroad</b>	<b>5</b>		<b>3</b>		<b>0</b>		<b>2</b>		<b>0</b>	<b>0</b>
<b>Research</b>	<b>0</b>		<b>0</b>		<b>0</b>		<b>2</b>		<b>0</b>	<b>0</b>
<b>In US (e.g. Weekend school)</b>	<b>16</b>	<b>13</b>	<b>14</b>	<b>11</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

# Language Frequency: With Family members

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		<u>HL KL1</u>	<u>HL BL1</u>	<u>HL EL1</u>
Grandparents	Output	2.95	3.29	2.27
	Input	3.29	3.79	3.04
Mother	Output	3.53	3.42	2.38
	Input	4.32	4.13	3.19
Father	Output	3.21	2.83	1.50
	Input	4.11	3.33	1.81
Siblings	Output	1.21	1.13	0.50
	Input	1.29	0.88	0.42
Relatives	Output	3.00	3.13	2.15
	Input	3.18	3.42	2.38

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# Language Frequency: With Different Interlocutors

		HL Learners			Non-HL Learners	
		<u>KL1</u>	<u>BL1</u>	<u>EL1</u>	<u>SVO</u>	<u>SOV</u>
Friend	Output	1.58	1.71	1.12	1.13	2.00
	Input	1.47	1.79	1.19	1.22	2.25
Korean Class	Output	3.03	3.29	3.12	2.81	2.13
	Input	3.55	3.92	4.04	3.53	2.50
Others						
Spouse	Output	0.32	0.29	0.46	0.88	0.63
	Input	0.32	0.33	0.38	0.69	0.63
Native	Output	0.00	0.04	0.23	0.34	0.00
	Input	0.00	0.04	0.27	0.31	0.00

# Experiment

# Test Materials & Procedure

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- Participants: College students enrolled in Beginning, Intermediate, & Advanced Level of Korean language courses (5 universities)
  - N=128 (Control=6)
  - Picture Selection Listening Comprehension Task (84 items)
    - \* 42 test items (7 conditions)
    - \* 42 RC items (8 conditions)
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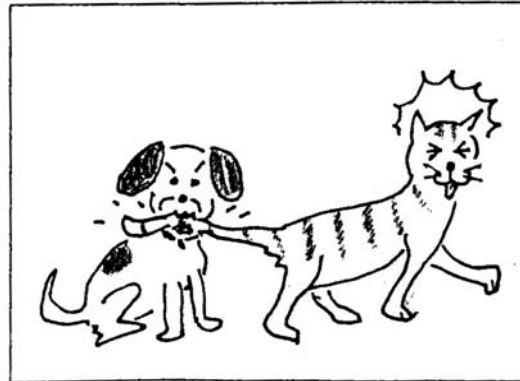
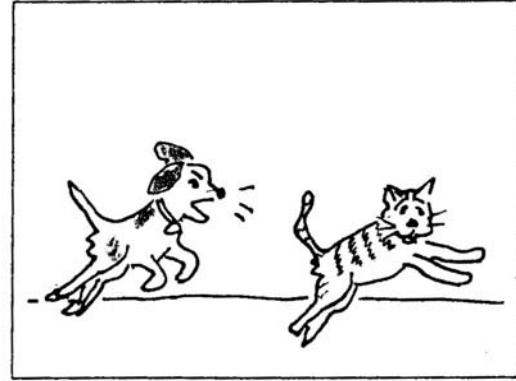
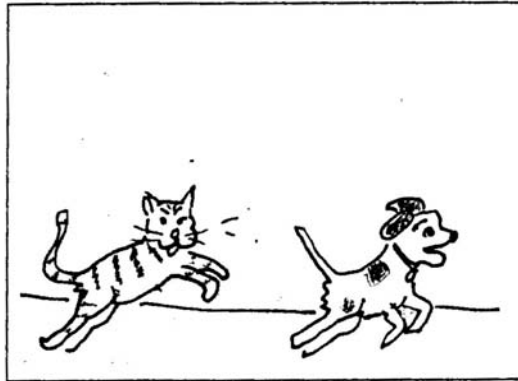
# Condition A: Honorifics

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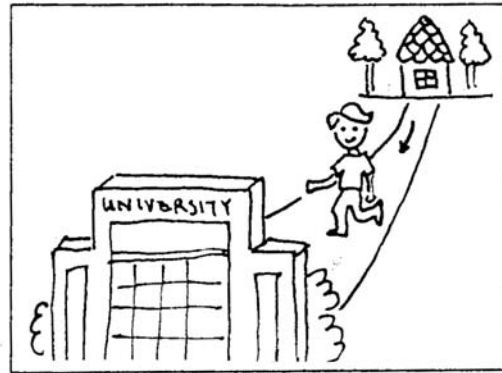
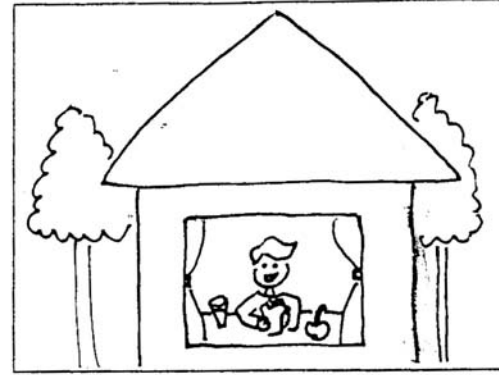
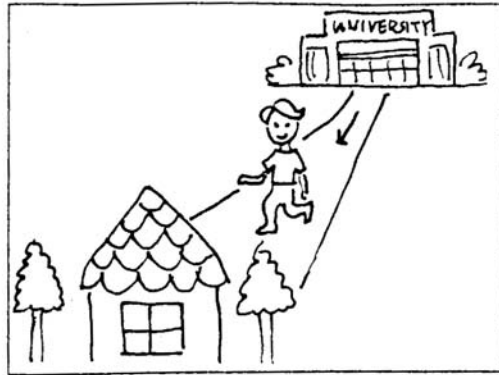
# Condition B: Passive Construction

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# Condition C: Locative Particles

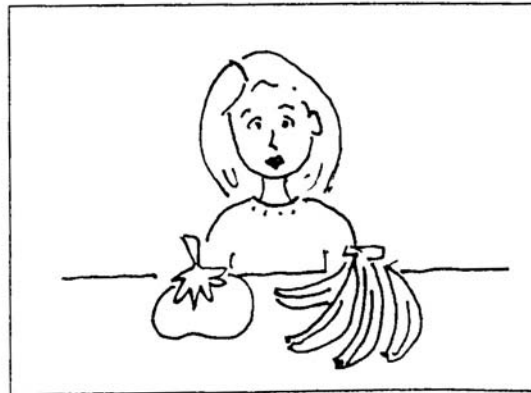
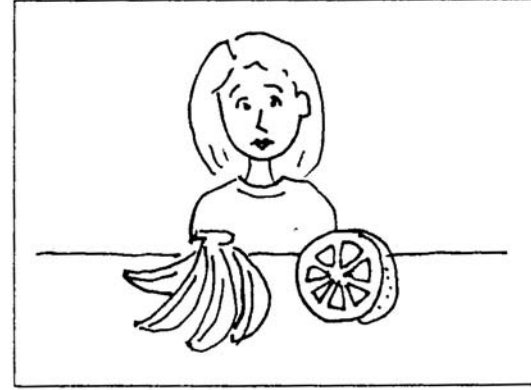
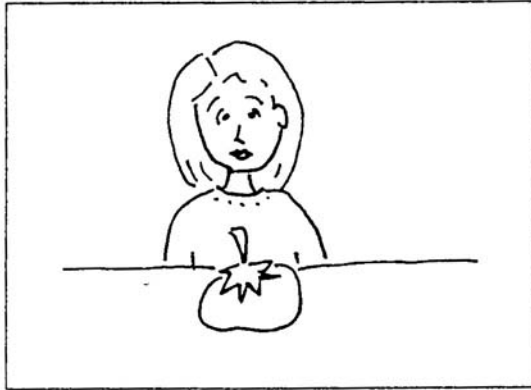
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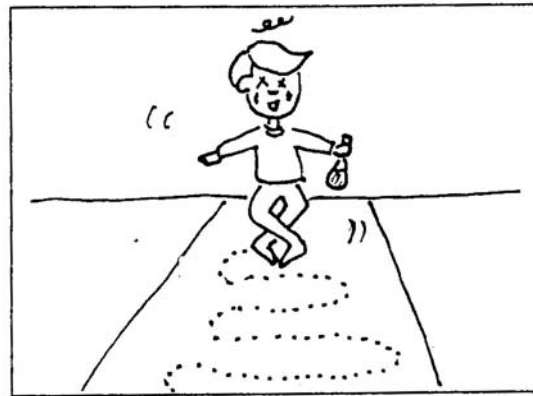
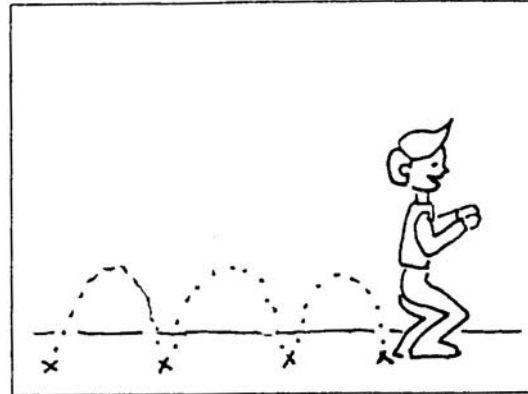
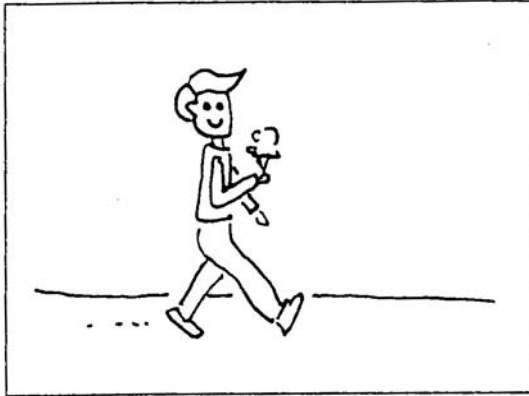
# Condition D: Delimiter Particles

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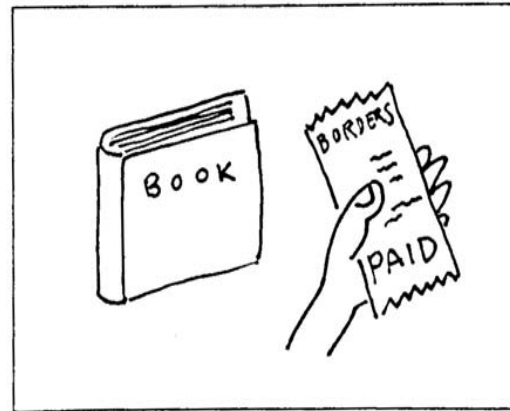
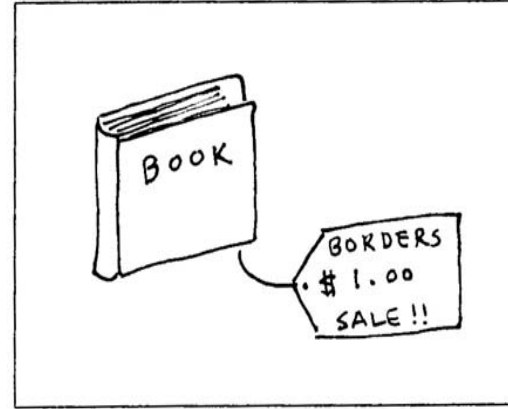
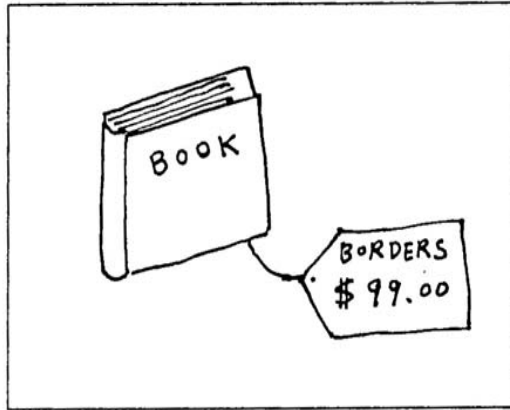
# Condition E: Mimetics

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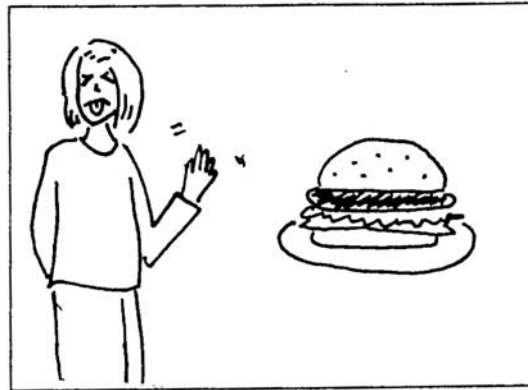
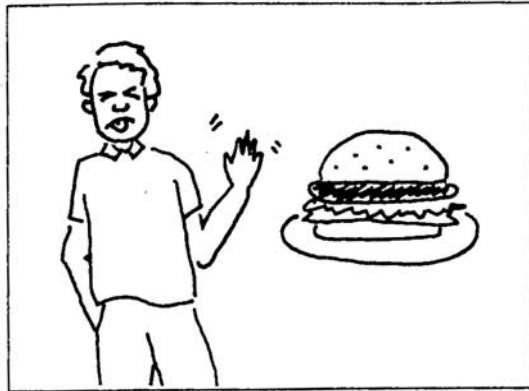
# Condition F: Phonology

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# Condition G: Subject vs Object focus (-nun)

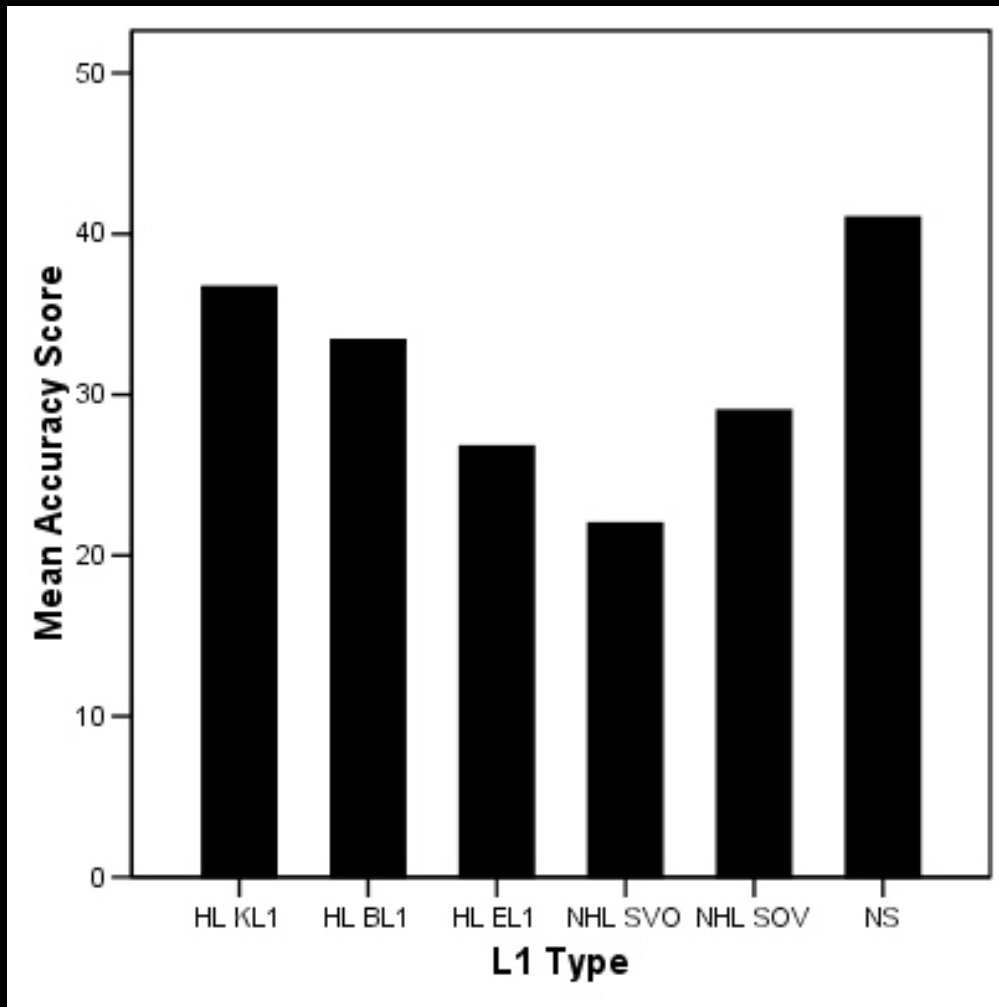
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# Result:

## Mean Accuracy Score by L1

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- HL KL1 86.3%
  - HL BL1 79.5%
  - HL EL1 63.7%
  - NHL SVO 52.1%
  - NHL SOV 69.0%
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# Result:

## One-way ANOVA & Tukey HSD

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- 5 sub-groups of HL and non-HL learners are significantly different ( $F(5, 134) = 34.02, p=.000$ )
  - No significant difference between HL KL1 & NS ( $p=.473$ )
  - No significant difference between HL KL1 and HL BL1 ( $p=.185$ )
  - Both HL KL1 & HL BL1 did significantly better than HL EL1 ( $p=.000$  ;  $p=.001$ )
  - NHL SOV learners performed significantly better than the NHL SVO ( $p=.02$ )
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# Patterns of Difficulty: Heritage Learners

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	KL1	BL1	EL1
Least Difficult	Delimiters	Delimiters	Delimiters
	Phonology	Phonology	Phonology
	Sub/Obj focus	Locative	Sub/Obj focus
	Locative	Sub/Obj focus	Locative
	Mimetic	Mimetic	Mimetic
	Honorific	Honorific	Honorific
Most Difficult	Passive	Passive	Passive

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# Patterns of Difficulty: Non-Heritage Learners

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	SVO	SOV
Least Difficult	Delimiters	Sub/Obj focus
	Phonology	Delimiters
	Locative	Locative
	Sub/Obj focus	Honorific
	Honorific	Phonology
	Mimetic	Mimetic
Most Difficult	Passive	Passive

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# Discussion

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- Based on the results of the language background & their linguistic profiles, participants can be re-grouped in the following way:
    1. HL KL1 & HL BL1
      - highest scores & no significant difference
    2. HL EL1 & NHL SVO
      - lowest scores
    3. NHL SOV
      - different developmental pattern from both #1 & 2 due to L1
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# L1 Acquisition

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Monolingual  
Acquisition

English (HL EL1 & NHL SVO)

Japanese (NHL SOV)

Bilingual  
Acquisition  
(Meisel, 2006)

BFLA (HL BL1)=  
simultaneous acquisition of 2  
languages during first 3 or 4 yrs

BSLA (HL KL1)=  
successive acquisition, onset of  
L2 happens between ages 5-10

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# The Bilingual Child

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- Evidence of early awareness & separation of language properties, including grammar of 2 languages (Hakuta & Diaz, 1985; Plet et al., 1987; Meisel, 1990; Goddz et al. 1987,etc.)
  - Simultaneous acquisition can be characterized as an instance of L1 development
  - Two view points on Successive acquisition:
    1. If onset of acquisition happens within critical period, multiple L1 is attainable
    2. Still not sufficient condition for development of a native L1 competence (i.e. certain language properties can't be acquired)
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# Differences between HL KL1 & HL BL1

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Age		HL KL1	HL BL1
0 ~ 5	L1	Korean	Korean & English
	L2	English	
5 +	Dominant Language	English	English

## Processing Differences?

1. Yes: Case particles (HS Kim, 2005)
  2. No: Mimetics, Honorific, Phonology, etc.
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# Heritage Learners vs Bilinguals

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- Definition of Bilingual language acquisition (de Houwer, 1996: p 222):  
  
“...refers to the result of the very early, simultaneous, regular, and continued exposure to more than one language.”
  - Then what happened to HL learners?
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# Korean Heritage Learners & their Acquisition

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- Nature of Input
    1. Parental discourse
      - Input/output discrepancy
      - Limited use of registers (panmal)  
(e.g. conjugation & particle errors)
    2. Sociolinguistic context
      - Value & Attitude
      - Language Shift as societal norm
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# Conclusion:

## Implication for the Parents

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- Throw away the myth
    - Evidence from code-switching
  - Provide Value
    - “Quality takes precedence over quantity” (Dopler, 1988)
    - Child’s normative attitude towards language choice
  - Be consistent
    - When & Where & to Whom
-

# Conclusion:

## Implication for Teachers

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- L1 variable as indicator for Placement issue of HL learners
    - HL KL1 & HL BL1
    - HL EL1 & NHL SVO
  - De-stabilize by maximizing the ‘noticing’
    - Explicit showing of the gap
    - Find recurring errors & *Provide* metalinguistic explanation
    - Task oriented activities w/ FonF
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