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KOREAN MOTHERS' BELIEFS AND PRACTICES ON EARLY ENGLISH

EDUCATION IN ESL AND EFL CONTEXTS

A Thesis in

Curriculum and Instruction

by

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ABSTRACT

This study examines the relationship between the beliefs and practices of mothers and children's learning experiences. By examining maternal beliefs and practices in different sociocultural contexts, the researcher identifies how the contexts of families and children's learning experiences are related. Specifically, the purpose of the study is to describe and discuss Korean mothers' beliefs and reported practices in early English education in ESL and EFL contexts. To examine Korean parents' enthusiastic attitudes toward early English education, the researcher describes their subjective beliefs and self-reported practices.

The present study is designed to employ both qualitative methodology and Q-sort methodology. To collect data, the researcher met 30 Korean mothers individually, some in Korea and some in the United States. Among them, eight mothers in Korea and eight mothers in the United States were randomly selected and interviewed. The purpose of the interviews was to elaborate on the mothers' beliefs and practices through narratives that would complement the data from the Q-sorts. Using Q-sort methodology, the researcher examined mothers' subjective beliefs concerning early English education and conducted semi-structured interviews using a standardized, open-ended strategy to describe and compare mothers' beliefs in different sociocultural contexts.

The results of this study were the following: (1) Similarities and differences exist in mothers' beliefs concerning early English education in different contexts. Mothers in both contexts showed positive beliefs concerning early English education, even though their satisfaction was higher in the EFL context. Mothers in Korea clearly showed more

enthusiastic belief in direct mother-child interaction in early English education than mothers did in the United States; (2) Mothers in Korea and mothers in the United States reported different patterns of practices related to early English education at home. Mothers in Korea were more likely to hire a tutor, provide printed materials regularly, use websites to find materials, tell stories in English, and listen to audio tapes. On the other hand, mothers in the United States were more likely to read books in English, show foreign films, sing songs in English, and teach the alphabets at home. These differences in maternal practices are the result of the different contexts that they are in; (3) The beliefs of mothers in Korea can be clustered into five groups, and the beliefs of mothers in the United States can be clustered into four groups through factor analysis; (4) Mothers' demographic characteristics, such as their English proficiency and number of children, are associated with some maternal practices related to early English education, such as teaching the alphabet.

In sum, mothers' sociocultural contexts influence some of their beliefs, but not all, and their practices at home, even if they share have educational and social backgrounds. Despite their differences regarding some beliefs and reported practices, Korean mothers in ESL and EFL contexts have strong beliefs concerning early English education and they clearly value English learning through enjoyment for their young children.

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CHAPTER 1. INTRODUCTION

A better understanding of the relationship between children's ecological context and their development continues to be important (Bronfenbrenner, 1986). There is an increasing interest in the relationship between families' sociocultural context and children's development (Korat & Levin, 2001). Indeed, the intimate connections between parental beliefs and behaviors have been acknowledged as important and have been studied because parental beliefs influence parental behaviors relevant to children's development (Harkness & Super, 1992).

The main purposes of this study are to describe maternal beliefs concerning a recent controversial educational issue in Korea, young children's early English education, and to demonstrate the connections between maternal beliefs and reported practices in terms of children's early English education. By examining maternal beliefs regarding early English education in two different contexts, the English-as-a-Second-Language(ESL) context and the English-as-a-Foreign-Language(EFL) context, I will describe and discuss these beliefs in relation to eco-cultural factors and will draw out implications for parent education as well as second language learning practices and policies.

Achieving fluency in English seems to be as important as achieving fluency in Korean for young children, since Korean parents believe that a positive relationship exists between early exposure to the second language and acquisition. Furthermore, English is one of the most important subjects, along with math and Korean language arts, from the elementary-school level all the way up to the college entrance exam. Since it is so

important for academic achievement, English education in Korea has had a hot-housing effect.

The teaching of English is a great concern of parents and educational institutions. Even the curricula of preschools and kindergartens often include English classes. And it has become fashionable among the upper-middle-classes to send children to preschools and kindergartens with English-only instruction or to visit an English-speaking country for a couple of months. In Pusan, the second largest city in Korea, 60% of elementary-school students attend extracurricular programs to learn English (Lee, 2000). Thus, English education in Korea involves very young children who have not yet achieved full proficiency in their native language.

In 1995, the inclusion of English in the elementary curriculum from the third grade on was legislated, and English has been included in the elementary-school curriculum since 1997. Therefore, English education in Korea is directly associated with academic achievement in elementary school, and the issue has drawn much attention from parents in the last six years. A primary purpose of very early education and extracurricular activities in Korea is academic preparation (Lee, Chang, Chung, & Hong, 2002). By enrolling their children in kindergartens or preschools with English-only instruction or providing tutors, parents have attempted to prepare their children for their elementary-school English classes. As a consequence, the legislation has influenced younger children as well as school-age children (Lee, 1997).

Korean parents in the United States are also concerned about their children's proficiency in English because they plan to immigrate. One of reasons for recent Korean

immigration is the education of the next generation. Korean parents often come to the United States in hopes of providing a better educational environment for their children (Kim, 1978; cited in Park, 1999). The acquisition of English is the first step in achieving this goal of immigration since proficiency in English is considered an important factor in academic achievement.

Immigrant parents strongly believe in the connection between students' academic success and proficiency in English. It has been established that English-language proficiency and academic achievement are related (Nord & Griffin, 1999), and this connection is widely accepted by immigrant parents who want their children to be included in mainstream American culture. In their qualitative study, Orellana, Ek, and Hernandez (2000) studied immigrant parents' notions of children's English-language skill as a indicator of academic progress. Some parents who participated in the study expressed concern about their children's academic success if they enrolled them in a bilingual education program, regarding it as a cause of academic deterioration.

The goal of English as a Second Language (ESL) programs in the United States is to help immigrant children achieve full proficiency in English, and the process is transitional. Bilingual education programs in the United States are usually (1) submersion programs, which do not offer instruction in the children's native language, mainly due to a lack of resources, (2) bilingual programs which provide native-language instruction until children have adequate skills in the second language, or (3) two-way bilingual education, which provides bilingual instruction to both immigrant children and non-immigrant children (McCaleb, 1997).

The goal of submersion and immersion programs is fluency in English, while two-way bilingual programs aim to achieve fluency in both languages. Immersion programs are the most common elementary-school programs for children from different language backgrounds. In the ESL context of the United States, the influence of parental beliefs and behaviors for children's proper language development in the first, as well as in the second, language should not be underestimated.

Parental attitudes towards bilingual education are important to immigrant children's second-language acquisition. How parents negotiate two languages and cultures has a significant influence on children's bilingual ability (Li, 1999). There is a clear relationship between parents' attitudes towards their heritage culture and towards American culture and children's bilingual language acquisition (Li, 1999; Shin & Kim, 1998; Young & Tran, 1999). Li's study (1999) discusses her own experience as a parent and identifies the importance of a positive attitude toward both languages and cultures in children's bilingual education.

Considering mothers' position as the most important influences and the most powerful decision makers in children's early years, understanding maternal belief is important if we are to understand the hot-housing effect that has swept over Korea and to offer developmentally appropriate early English education. Consequently, it is important to study maternal beliefs and their supportive practices related to early English education.

The main purpose of this study is to describe and discuss Korean mothers' beliefs and reported practices regarding English education in ESL and EFL contexts. The study will examine how mothers' beliefs and supportive practices regarding English education

differ and are similar across with these two settings. Another important purpose of the study is to examine the relationships between beliefs and supportive practices for English education at home. By examining Korean mothers' beliefs and reported practices regarding English education, I will develop a better understanding of Korean mothers' attitudes toward early English education. I will search for differences and similarities in beliefs and practices across the two contexts (ESL and EFL) and will attempt to account for the findings through a sociocultural analysis. The sociocultural analysis will be based on the results of the present study as well as the researcher's familiarity with both the ESL cultural community context and the EFL cultural community context.

Need for the Study

1. A need for an in-depth investigation of Korean maternal beliefs concerning English education,
2. A need for the recognition of the impact of maternal beliefs on young children's second-language and foreign-language learning experiences,
3. A need for an investigation of mothers' supportive practices in terms of English education at home, and
4. A need for a comparative analysis of maternal beliefs and reported practices across different cultural community contexts.

Discussion of the hot-housing effect initiated by early English education is ongoing

in Korea. Scholars are divided into two groups, advocates and opponents of exposure to a second language in the early years. The advocates argue that early second-language education enables children to achieve a native level of fluency in the second language, to develop their cognitive functioning, and to increase their understanding of other cultures.

On the other hand, opponents, often prudent people, have questioned the long-term benefits of early second-language education and have challenged parents' enthusiastic attitudes toward early English education. Whether the hot-housing effect is beneficial for children or not is in question. First of all, it is pointed out that a relationship between early second-language education and learning competency does not necessarily exist, even though such early education can promote children's fluent pronunciation of the second language. Some scholars argue that learning how to read and to analyze texts in the first language is a prerequisite for developing the ability to read and to understand information in the second language (Bae, 2002). Unless children have enough ability to analyze texts in the first language, it is hard to achieve reading comprehension in the second language.

Due to parents' enthusiastic attitudes, the number of English-only kindergartens, websites, and printed materials providing English education has increased every year. About two hundred companies provide printed materials for two million children who become part of the company's membership list and the sales of these companies have increased 30% since last year (Jung, 2002). This increase notwithstanding, the materials' appropriateness for young children's English education has been questioned. Park (2002) addresses the issue of unverified materials for young children's English education. Korean children learn English not just as a second language but as a foreign language. Considering

the difference, materials should be developed for children living in an EFL context and should be culturally and developmentally appropriate. Therefore, Park (2002) argues that publishers should not import materials developed for ESL learners without a process of verification.

Moreover, English teachers' qualifications in have been a cause of parental concern. Even though there was a plan to hire native teachers for the elementary schools, it has not been accomplished. Thus, the classes have been taught by teachers who majored in elementary education and teachers who majored in English education in college (Jin et al., 2001). In fact, however, 55.7% of those teaching English in the elementary schools do not have a degree in English education (Jin et al., 2001). Also, kindergarten teachers do not have enough qualifications for teaching English, despite parents' high expectations (Park, 2002).

Korean parents enroll their children in extracurricular programs or activities despite the high cost. To make matters worse, the qualifications of native speakers working in private extracurricular programs are also in question; programs have not been strictly regulated.

As mentioned, there are many issues related to English education in Korea, including teachers' qualifications, the extra cost parents have to pay for enrollment in extracurricular programs, and unverified materials. All these factors have led to controversy around early exposure to the English language. Lee (1997) asked people working in elementary education to learn about the controversy and to look for solutions to help establish English education solidly in the elementary-school system. To provide an

appropriate English education for children, qualified teachers, verified materials, and parents who have proper attitudes and who motivate their children at home are needed.

In particular, parents are responsible for providing proper educational settings for English education for their young children. Parents play an important role in young children's lives because they not only interact with their children but also assign them to different kinds of settings (Whitings, 1980; as cited in Harkness & Super). These settings include peer groups, special clubs, and educational settings. How parents perceive the importance of certain educational activities influences the kinds of educational settings and environments to which they assign their children.

Many researchers have acknowledged the significance of this particular parental responsibility (Lightfoot, 1978; McCaleb, 1997). Lightfoot (1978) has identified conflicts between parents and teachers as territorial, that is, as derived from differences in status and power. The conflicts are endemic to families and schools as institutions. Consequently, parents and teachers were comfortable with one another when the necessity and validity of their roles, parenting and teaching, were accepted. Similarly, McCaleb (1997) expresses the opinion that the conflict between parents and teachers is an intergenerational one related to culture and respect; one cause of conflict is a lack of respect from either teachers or parents, which confuses children by pulling them in opposite directions. Although creative conflicts are inevitable and natural, negative dissonance is dysfunctional to child growth and acculturation (Lightfoot, 1978).

Korean parents with stronger beliefs concerning very early education provided more extracurricular activities for their young children in Korea (Lee, Chang, Chung, & Hong,

2002). Thus, the study showed a connection between how parents think about extracurricular activities and these parents' behaviors. To a considerable extent, parents' direct contribution to their children's education has been acknowledged. Understanding parents' beliefs is important because beliefs influence parental decision making concerning practices directly associated with children's educational experiences. It is noted that 19.1% of early-childhood English teachers in Korea answered that poor parental beliefs on early English education as a problem in English education (Kim, 1999).

Since parents' beliefs presumably have a direct influence on their behaviors, how parents perceive the process of second-language learning in children should be examined in order to comprehend and possibly to intervene in parents' decisions concerning English education. By examining maternal beliefs regarding English education in two cultural community contexts, I will evaluate the phenomenon of hot-housing, would seem to exit, how it is expressed and how it is justified. Moreover, the association between maternal beliefs and self-reported practices will be evaluated. Finally, beliefs, reported practices, and the relation of beliefs and reported practices will be examined and discussed in connection to two different cultural community contexts, one where English is taught as a second language, and another where English is taught as a foreign language.

Purpose of the Study

1. To describe Korean mothers' beliefs concerning English education,
2. To describe Korean mothers' beliefs about the parental role in English education,

3. To examine mothers' supportive practices for English education at home,
4. To examine the relationships between beliefs and supportive practices for English education, and
5. To compare maternal beliefs and supportive practices across two cultural community contexts, one where ESL learning exists, and one where EFL learning exists.

Research Questions

1. What beliefs do Korean mothers have concerning early English education?
 - 1.1. Maternal beliefs concerning early English education for their children,
 - 1.2. Maternal beliefs concerning early exposure to English,
 - 1.3. Maternal beliefs about the relationship between cognitive development and
second-language acquisition,
 - 1.4. Maternal beliefs concerning the benefits of English education for
their children's future careers,
 - 1.5. Maternal beliefs concerning the cultural benefits of English education,
 - 1.6. Maternal beliefs concerning the relationship between first-language
acquisition and second-language acquisition,
 - 1.7. Maternal beliefs concerning the relationship between school
performance

and English education,

1.8. Maternal beliefs concerning parent-child interaction in English at home,

1.9. Maternal beliefs concerning English-only instruction,

1.10. Maternal beliefs concerning the use of the Internet in English education,

1.11. Maternal beliefs concerning printed materials in English education,

1.12. Maternal beliefs concerning their own facilitative manners in English education, and

1.13. Maternal beliefs concerning their own didactic manners in English education.

2. How can Korean mothers' beliefs regarding early English education be grouped and characterized?
3. How different are the beliefs of Korean mothers regarding early English education according to the context they are in (ESL versus EFL)?
4. What relationships exist in maternal beliefs and practices regarding early English education?
5. What demographic characteristics are associated with mothers' practices related to early English education?
 - 5.1. Mothers' English-language proficiency
 - 5.2. Number of children
6. Why do mothers believe what they believe about early English education? What underlying values do they suggest?

Hypotheses

1. There are differences between maternal beliefs regarding early English education in the ESL context and in the EFL context.
2. There are differences between maternal practices in early English education in ESL contexts and in EFL contexts.
3. There is a relationship between maternal beliefs and their supportive practices for early English education in each cultural community context.
4. There is a relationship between mothers' demographic characteristics (such as English-language proficiency, number of children) and their practices at home.

The main goal of this study is to describe Korean mothers' beliefs and reported practices concerning early English education across two cultural community contexts (ESL versus EFL), and the first hypothesis is that there are differences between maternal beliefs in ESL contexts and maternal beliefs in EFL contexts. This hypothesis is based on the ecological theory, which explains the interactions between the environment and an individual's internality.

Previous studies on parental beliefs have focused on behavioral differences originating from cultural differences (e. g. Hess, Chang, & McDevitt, 1987; Kinslaw, Kurtz-Costes, & Goldman-Fraser, 2001; Stevenson & Lee, 1990). Studies have compared the beliefs of parents from different cultural and ethnic backgrounds concerning their

children's academic achievement or school readiness (e.g. Kinslaw, Kurtz-Costes, & Goldman-Fraser, 2001). The current study compares parental beliefs in a different way, comparing mothers in Korea with parents who have recently moved to another cultural context. The purpose is to investigate the beliefs of Korean mothers in different cultural community contexts concerning an issue that has been recently controversial in Korea, that is English language teaching and learning.

The ecological environments of Korea and the United States include many differences in culture, language, and social context. Thus, parents who once lived in Korea, an EFL context, and now live in the United States, an ESL context, will experience many changes. From the ecological perspective, people's behaviors are the result of interactions between internal factors and the ecological environments surrounding them. Thus, changes in parents' beliefs and behaviors are caused by their interactions with new social contexts.

By examining the beliefs of mothers from similar backgrounds, one may observe how their beliefs change. Even though the mothers in this had study shared similar educational experiences and had been involved in similar ecological systems in the past, the ecological switch from EFL to ESL initiated different experiences through interactions with new social contexts. Because of these different recent experiences, it can be assumed that the mothers in the ESL context have different perspectives and attitudes on the issue in question from mothers remaining in the EFL context.

The researcher's second hypothesis is that there are associations between beliefs and practices in early English education. Despite the fact that not every behavior is associated with a belief, evidence of the intimate connection between parental beliefs and

parenting practices have been discussed (e.g. Campbell, Goldstein, Schafer, & Ramey, 1991; DeBaryshe, 1995; Harkness & Super, 1999; Lee, Chang, Chung, & Hong, 2002; Stipek, Milburn, Clements, & Daniels, 1992). Parents' behaviors are strongly related to what they believe, and determining how parental beliefs and practices on the issue in question are related to each other is an important aim of this study.

Another hypothesis concerns the relationship between maternal practices and demographic characteristics such as English-language proficiency and number of children. Mothers' practices related to English education at home may vary depending on whether they themselves are confident in speaking English. If the mothers have a higher level of confidence, their interactions with their children in English will increase. By asking mothers to self-report their English-language proficiency and to self-report their practices at home, it may be determined whether any relationship between mothers' confidence in the second language and their interactions with their children in the second language at home exists.

These direct interactions at home may vary depending on the number of children in a family. Mothers who have more than one child may have less time to focus on each child than parents with only one child. Therefore, it is likely that mothers who have one child spend more time on English education at home than parents with two or more children.

The study attempts to determine how maternal practices are related to context. The researcher examines the kinds of supportive practices that mothers perform and how often they perform them. Besides the descriptions, an inquiry of whether the associations between mothers' practices and the different contexts exist is an important objective of this

study.

Since children in the ESL context are exposed to English in their daily environment, mothers in that context may focus on teaching English to their children less than mothers in Korea do. In addition, mothers' teaching methods may differ according to context. Therefore, it is supposed that there is a relationship between mothers' demographic characteristics and their practices at home regarding early English education for their young children.

Limitations of the Study

This study has three limitations. Even though the purpose of the study is to describe and discuss Korean mothers' beliefs concerning early English education in different contexts, the data was gathered only in specific areas of Korea and the United States. In the United States, mothers were recruited only from one town in Pennsylvania, and in Korea, data collection took place only in some suburban areas of Seoul, the capital city. Considering these geographical limitations, it may be hard to generalize the results of this study to mothers in other places.

In addition, the mothers who participated in the study were all highly educated, with at least a bachelor's degree, and they all had spouses holding white-collar jobs or studying abroad in the United States. Even though the researcher purposely recruited mothers who satisfied these criteria, in order to better describe Korean mothers' education fever with respect to early English education, it is hard to generalize the results of the study to all

Korean mothers.

Besides these limitations regarding generalization of the study results, there is a limitation related to maternal practices at home. The maternal practices in this study were self-reported by the mothers. Since the researcher did not observe these practices, it is possible that there may be discrepancies between actual practices and self-reported practices.

Definition of Terms

English as a Second Language (ESL)/English as a Foreign Language (EFL): There is a clear difference between ESL and EFL. While ESL learners are people who reside in the foreign country and learn the foreign language in that context, EFL learners learn the second language in their homeland (Park, 2002). That is, EFL learners' daily environments are separate from the foreign language context.

Parental beliefs: Parents' constructions of reality about their children, based on their knowledge of children, may or may not be supported by evidence (Sigel, 1985; as cited in Galper, Wigfield, & Seefeldt, 1997).

Hot-housing effect: The process of teaching young children to acquire knowledge that is typically acquired at a later developmental level (Sigel, 1987).

Cultural community context: It is used to avoid generalization of different communities. Community is defined as a “group of people with some common local organization, values, and practices” and as an “integral system of meanings that provide a framework for children’s development” (Goncu, Mistry, & Mosier, 2000).

Very early education: The concept of very early education is differentiated from age-appropriate education (Lee, Chang, Chung, & Hong, 2002). It is a provision for future schooling or learning in early childhood. Pre-school-aged children are prepared for future curricula before they are enrolled in elementary school. The notion is also used for children with special needs who may ameliorate or prevent their handicaps before the problem begins.

English-only kindergartens or preschools: Preschools or kindergartens that use English-language instruction during the entire class. Usually, teachers are from English-speaking countries such as the United States and Canada.

Summary

In sum, Korean parents' enthusiastic attitudes concerning their children's second-language (usually English) acquisition are no wonder any more. Early exposure to English is widely accepted as an effective way to increase children's communicative ability in English, and teaching English in the early years is a great concern of Korean parents. The inclusion of English in the elementary-school curriculum has instigated parents' interest in young children's English education. Certainly, it is a controversial issue in Korean education, due to its long-term influence, academically and linguistically.

To increase understanding of parents' beliefs concerning early English education, an in-depth description of parents' beliefs is needed. Supposing that parental beliefs are strongly connected with parental behaviors, it is important to examine these beliefs and practices in order to provide a better educational environment to young children at home. By comparing parents' beliefs in different social contexts, it can be evaluated how different ecological environments have an influence on parental beliefs and how parental beliefs and practices are associated.

CHAPTER 2. LIERATURE REVIEW

The purpose of this chapter is to provide a theoretical and research context for this study of Korean mothers' beliefs and reported practices concerning their children's early English education in ESL/EFL contexts. Therefore, this chapter presents a theoretical lens and a discussion of the background for the study. The literature review includes the following: (1) theoretical framework, which consists of ecological theory, and parental ethno-theories; (2) parents' beliefs and practices; (3) bilingualism; (4) English education in the United States; (5) English education in Korea, and (6) theoretical rationale of methodology, which consists of mixed methodology, Q-methodology, and qualitative methodology.

Theoretical Framework

Social Ecological Theory

Multiple factors influence children directly and indirectly in social contexts such as family, peer groups, social networks, community, and culture (Bronfenbrenner, 1986; Bronfenbrenner & Crouter, 1983). The ecological theory focuses on children's behaviors as products of the interaction between internal forces and settings. It is important to continue to develop a better understanding of the relationship between the ecological contexts surrounding children and the children's development (Bronfenbrenner, 1986).

There are three research paradigms distinguished in terms of three different

environmental systems: (1) Mesosystem models explain that the processes operating in different settings are not irrelevant to each other, such as the relationships between events at home and a child's progress in school; (2) Exosystem models explain the influence of parental environments in which children seldom enter, such as the workplace, on the psychological development of children in the family; (3) Chronosystem models examine the influence on a person's development of changes over time in the environment, such as normative and non-normative life transitions and cumulative effects over an extended period of the person's life (Bronfenbrenner, 1986).

Bronfenbrenner (1986) reviewed relationships between family and hospital, family and day care, family and peer group, and family and school in the mesosystem. These settings interact with one another and have a joint impact on the child's development and school performance. To improve children's school achievement or attitude in school, intervening in the home environment may be more effective than direct intervention at school. Bronfenbrenner (1986) mentions Epstein's research as an example of investigation focusing on the associated processes taking place within the family and the classroom and their joint effect on children's learning and development. Epstein (1983) investigated the ways in which the joint influence of family and classroom processes changed 1,000 eighth graders' attitudes and academic achievement. Even though children from homes or classrooms providing opportunities for communication and decision-making showed more independence and higher grades, family processes were proven to be more effective agents of change (Bronfenbrenner, 1986).

Parents and the environments in which they live are important influences on

children's learning and development. Just as a child is greatly influenced by the outer environment, parent's behaviors and beliefs are formed by sources the experience. In this study, it is assumed that people's behaviors are the result of interactions between internal factors and the ecological environments surrounding them.

Clearly, most mothers probably have more influence on their children's education than does anyone else. Given the importance of mothers in children's social ecological environments, designing and conducting a study to investigate mothers' beliefs and practices concerning children's education is worthwhile in order to better understand factors possibly to design intervention programs for making positive changes in children's learning. Taking a social ecological perspective, the researcher investigates Korean mothers' beliefs and reported practices concerning their children's early English education in two different cultural community contexts.

Parental Ethnotheories

Ethnotheories focus on explaining how child development is culturally shaped (Harkness & Super, 1992). Ethnotheories present a theoretical framework, a "developmental niche," to study the cultural regulation of the child's micro-environment (Harkness & Super, 1986). Whereas developmental psychology has been interested in the "decontextualized," "universal" child, the developmental niche is a framework for examining the cultural structuring of child development by conceptualizing at the interface of child and culture (Harkness & Super, 1986).

The developmental niche consists of three components: (1) the physical and social

settings in which the child lives; (2) culturally regulated customs of child care and child rearing; and (3) the psychology of the caretakers (Harkness & Super, 1992; Harkness & Super, 1999). Harkness and Super (1986) explain how physical and social settings influence children's development by giving the example of Kokwet babies. They conducted research in Kokwet, a rural Kipsigis community of Kenya, and found that Kokwet babies sleep together with their parents, unlike American babies, who sleep separately from their parents. The authors report that Kokwet babies sleep less than American babies after months, due to these different sleep patterns. And the customs of child care and child rearing are adapted by parents and caretakers from the ecological and cultural settings in which they live (Harkness & Super, 1986). The psychology of the caretakers includes parents' cultural belief systems (or parental ethnotheories) of child behavior, as well as customs from the cultural settings in which they live (Harkness & Super, 1986).

Parents' cultural belief systems, or parental ethnotheories, are one component of the developmental niche, and Harkness and Super (1999) have focused on how parents' cultural belief systems are represented in the organization of their children's daily experiences. For example, they argue that a key to successful literacy intervention is understanding the role of parents' cultural belief systems and their relationships to behavior.

A socio-cultural perspective also provides an intriguing way to explain children's development and learning. Heath (1983) stresses that language is learned through socialization in the community to which a child belongs. According to Vygotsky (1978), human behavior is based on three types of experience. First, historical experience, such as

the traditions of an individual's culture, social experience with others in the same society, and adaptation experience, is passed down from generation to generation. Second, learning and development occur through social interactions, and third, zones of proximal development are created and expanded through interactions with more learned adults or more capable peers. Indeed, "Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (Vygotsky, 1978).

Considering the large number of immigrant children in the United States, it is important to acknowledge their culture and the process of language learning in their cultural communities. Kermani and Brenner (2000) assert that children who are outside of the mainstream, culturally and linguistically, need different scaffolding strategies and qualitatively different types of adult involvement compared with children of the mainstream culture. The authors also mention that there is a clear relationship between culture and mothers' selection of particular scaffolding strategies, in relation to the activity type and the child's level of competence. Therefore, they recommend that professional caregivers and educators be sensitive to the diversity of cultural value systems and socialization patterns among children from various linguistic and ethnic backgrounds, in order to be able to develop appropriate instructional strategies.

In this study Korean mothers' beliefs in different cultural community contexts are examined with developmental niche and parental ethnotheories providing two conceptual tools by which to explicate the findings in relation to contextual factors of their social group. Adopting these tools and this approach accords with the social cultural perspective

on child socialization, education, and development.

Parents' Beliefs and Practices

Parental beliefs are defined as their constructions of reality about their children, based on their knowledge of children, and they may or may not be supported by evidence (Sigel, 1985; cited in Galper, Wigfield, & Seefeldt, 1997). DeBaryshe (1995) generated four themes related to beliefs: (1) the nature or content of parents' beliefs, (2) the origins of these beliefs, (3) the link between beliefs and action, and (4) the consequences of parents' beliefs for children's development (Goodnow, 1988; Goodnow & Collins, 1990; Miller, 1988; Sigel, 1985).

Korat and Levin (2001) identified two types of parental beliefs: (1) pedagogical beliefs, concerning the development, learning, and teaching of children; and (2) parents' beliefs about their own children as learners. This study will describe the pedagogical beliefs related to English education of parents with preschool- or kindergarten-aged children. These pedagogical beliefs fall into three types: (1) maturational explanations, which interpret children's development as a maturational process, (2) teaching-learning explanations, which accept direct-planned instruction as a medium of knowledge, and (3) constructivist and social development explanations, also called "developmental beliefs," which acknowledge learning through interaction and self-discovery (Miller, 1988).

Since language learning occurs through interactions with others, parents are important sources of learning. Parental involvement and parents' practices at home are of

great concern in the field of education. A strong relationship exists between parental involvement in education and children's learning and school performance (U. S. Department of Education, 1998). Many scholars acknowledge the significance of the role played by parents in education and accept them as the first teachers of children (Lightfoot, 1978; McCaleb, 1997). From that viewpoint, parents' contributions to their children's education are enormous.

In early literacy education, the importance of parents' beliefs and behaviors has been widely discussed (Campbell, Goldstein, Schaefer, & Ramey, 1991; DeBaryshe, 1995; Stipek, Milburn, Clements, & Daniels, 1992). What parents believe determines what kinds of literacy-related activities their young children will be engaged in at home; thus, parents' beliefs should be understood. In addition, parents' own practices at home vary according to the beliefs they have. This study will discuss how parents' beliefs and behaviors are related and why it matters.

Fitzgerald *et al.* (1991) examined parental perceptions of young children's literacy development, as well as the relationship between parental literacy level and perceptions of the importance of literacy experiences in preschoolers' literacy development. Both parents with low literacy levels and parents with high literacy levels agreed that preschoolers can learn literacy learning. However, their perceptions of what is important for early literacy development differed. Parents with low literacy levels were likely to have a less clear understanding of their role-modeling in children's literacy development and to view literacy as the acquisition of skills.

It has been shown that including parents in children's academic development,

related to literacy, significantly improves children's performance (Senechal & Lefevre, 2002). Senechal and LeFevre (2002) conducted a five-year longitudinal study, with 168 middle-class and upper middle-class children, focusing on parental involvement in the development of children's reading ability. They found that parents' teaching their children to read and write words at home was related to the development of early literacy skills and that children's exposure to books at home had an indirect influence on the development of reading skills. These early literacy skills were directly related to word-reading ability at the end of grade 1 and indirectly related to reading ability in grade 3. Thus, parental practices at home are closely related to the development of reading skills in children.

Also, literacy activities for young children at home have direct and indirect influences on children's future academic achievement. Parents' behaviors and practices include not only direct interactions but also emotional support through positive feedback. Hubbs-Tait, Culp, Culp, and Miller (2002) examined the connection between maternal behaviors and children's cognitive functioning. They examined how cognitive stimulation, emotional support, and intrusiveness on the part of parents, measured during their children's pre-kindergarten year, were associated with the verbal and nonverbal abilities of their children one year later. The parents and children involved belonged to low-income families participating in the Head Start program. The results showed that positive parental feedback during guidance in problem solving statistically explained the unique variance in children's perceptual scores on the McCarthy Scales of Children's Abilities. Parents' emotional support during problem-solving activities provided benefits for their children in terms of later cognitive abilities.

If parents' practices at home have a great influence on children's learning, what determines parental practices? DeBaryshe (1995) identified parental belief systems as the key to understand children's individual differences in reading practices. DeBaryshe (1995) studied the beliefs and practices concerning children's reading experiences of two groups of mothers. Low-income families consisting of preschool-aged children and their parents and working class families also consisting of preschool-aged children and their parents participated in the study. The results showed a strong link between maternal beliefs and children's exposure to reading: mothers with more facilitative beliefs engaged their children in broader and more frequent reading experiences. In addition, there was a positive relationship between maternal beliefs and children's interest in books: children's interest in books grew when parents provided a rich environment and frequent experiences with books.

Parents' beliefs are important not only because of their interaction with their children, but also because of their roles in parental decision making. Stipek et al. (1992) have argued that parents' beliefs about appropriate basic skills instruction may be "doubly important" if parents' beliefs also influence the selection of an educational program. They found that parents who believed in didactic, teacher-centered approaches emphasizing performance selected schools that were compatible with that belief.

Galper, Wigfield, and Seefeldt (1997) examined Head-Start parents' beliefs about their children's abilities, tasks, values, and performance on different activities, in order to uncover the relationship between parents' beliefs and children's performance. They concluded that parents' beliefs concerning their children's performance, even for young

children, did, in fact, predict their children's academic achievement. In the study, parents' beliefs concerning specific school-related tasks (alphabet, numbers, reading) were a significant predictor of children's achievement in mathematics and reading. Thus, the study concluded that parents' confidence in their children's academic achievement influences their children's actual performance. Even though it is possible that parents know their own children's academic ability to achieve, it is also possible that the parents' attitude affects the children's performance. Galper et al. (1997) also found that low-income parents of former Head Start children had generally positive beliefs about their children after the intervention. The study argued that parents should be included in the design of intervention programs, since enhancing parents' beliefs enhances children's performance.

Clearly, parental beliefs have a positive relationship with children's learning and school performance. In the study by Campbell, Goldstein, Schafer, & Ramey, 1991, economically disadvantaged mothers of at-risk children with five years of preschool intervention scored lower on traditional beliefs which were negatively related with child achievement in reading and on authoritarian beliefs about child rearing.

Stipek et al. (1992) argued the need for parent training by reporting that poorly educated parents supported didactic methods more often than well-educated parents did. For children to have better learning experiences and school achievement, parents' beliefs need to be included in intervention programs so that they may be enhanced by training.

Considering a close connection between parental beliefs and behaviors, it is important to examine what parents believe about early English education and how their beliefs and behaviors are interrelated, in order for children to have more appropriate

learning experiences. Harkness and Super (1999) have studied the role parents' cultural belief systems as a component of the "developmental niche" and "how these are represented in the ways that parents organize their children's everyday experience." They suggested that parents' cultural belief systems and their relationship to behavior must be taken into account in order for literacy intervention programs to be successful (Harkness & Super, 1999). DeBaryshe (1995) argued that the goals or techniques of parent-child literacy programs should either be compatible with parents' preexisting beliefs or must be given information to change their beliefs to fit the program's philosophy.

Bilingualism

Parents who teach a second language or a foreign language to their children generally want their children to be bilingual. Asian parents in the United States usually want their children to maintain their knowledge of the heritage language, as well as to adapt to the dominant language and culture (Hinton, 1999). These parents believe in early-childhood bilingualism, in which both languages are developed at the same time (Garcia, 1983, as cited in Soto, 1991). Since the ultimate goal of learning English as a Second Language or as a Foreign Language is to be bilingual, the concept of bilingualism will be defined and discussed here.

Bilingualism is not determined by one's attendance in a bilingual education program but instead by one's experience with more than one language and culture (Brisk & Harrington, 2000). Even so, there are many different definitions of bilingualism.

Abudarham (1987) presents two opposite definitions of bilingualism: Bloomfield's definition that requires bilinguals have native-like control of two languages and Macnamara's definition of bilinguals as people with a minimal degree of second language literacy.

Bilingualism is also defined as the alternate use of two languages in the same individual (Muller, Munro & Code, 1981 as cited in Abudarham, 1987). According to this definition, bilinguals are capable of using each language separately or in different situations or switching from one language to the other (Abudarham, 1987). This is consistent with Brisk who defines bilinguals as people who know more than one language to different degrees and who use these languages for a variety of purposes (Brisk, 1998). With this perspective, bilinguals are people who experience more than two languages and who are capable of communicating with each language in various contexts.

In the early twentieth century, most studies of dual language speakers, like Jespersen's, were pessimistic asserting that dual language children never achieve the proficiency in two languages that monolingual children do in one (Abudarham, 1987). These early studies, which tried to find the relationship between cognitive functioning and bilingualism, reported that bilingual children are handicapped, because learning two languages confuses children causing them to become mentally uncertain (McLaughlin, 1984). These studies, however, failed to achieve adequate controls, since bilingual children's poor academic performance could have resulted from other factors, such as social and economic disadvantages (McLaughlin, 1984). Negative influences of bilingualism continued to be reported until the 1960s (Shibata, 2000), when Peal and

Lambert's 1962 study of bilingual children in Montreal schools found that bilingual children scored higher on tests of verbal intelligence than monolingual children (Palij & Homel, 1987).

However, the evidence remains inconclusive on whether dual language learning has a negative influence on a child's development of speech and language (Abdarham, 1987). After reviewing the research on the relationship between bilingualism and children's cognitive development, Palij and Homel (1987) reach the following conclusion: "a bilingual child appears to be more aware of language functions at an earlier age and has a more analytical approach to the use and comprehension of language" (p. 136).

Besides improving cognitive functioning, heritage language learning, another form of bilingualism, promotes immigrants' ethnic identity and social relationships with other co-ethnic peers (Cho, 2000). Language practice is significantly related to an individual's identity formation. Language is one of the important symbols of identity (Orellana, Ek, & Hernandez, 2000). For instance, many Korean-American adults perceive their heritage language to be an integral part of their Korean identity (Cho, Cho, & Tse, 1997). One of the respondents, in the study of Cho, Cho, and Tse (1997), answered, "I feel that learning/speaking Korean is part of being Korean" (p. 108). By building friendships with co-ethnic peers and having the chance to learn their heritage language as well as English, children from non-mainstream cultures are able to have a strong ethnic identity.

Moreover, some research has recently indicated that maintaining aspects of one's original culture, such as attitudes toward authority, discipline, homework, peer relations, and dating, are likely to contribute to academic success as well (Suarez-Orozco & Suarez-

Orozco, 2000). It is difficult to find one contributor to immigrant children's success since these immigrant children come from such diverse socioeconomic family backgrounds. Despite the complexity, it is important to notice the contribution of the heritage language and the mother culture to children's school success and socialization in the United States.

However, parents are likely to connect academic achievement with the acquisition of English. ESL is viewed as an important course for immigrant children to achieve success in school. Some parents strongly believe in the connection between students' academic success and the acquisition of English. It has been established that English language proficiency and academic achievement are related (Nord & Griffin, 1999). In their qualitative study, Orellana, Ek and Hernandez (2000) expose immigrant parents' notions of children's English language skill as a measure of academic progress. This connection is widely accepted from immigrant parents who want their children to be included in mainstream American culture.

English Education in the United States

Glick (1987) argues that the debate on bilingualism is intrinsically related to social attitudes and policies. Glick's argument addresses the social nature of bilingualism. Social policies reflect how the dominant culture embraces bilingualism. The policy of bilingual education in the United States supports Lambert's definition of subtractive bilingualism, which aims at acquiring a second language by losing the first one; this is in contrast to additive bilingualism, which promotes maintaining both languages (Homel & Palij, 1987).

Officially, bilingualism in the United States is a transitional stage in the process of assimilation into the mainstream culture (Homel & Palij, 1987; Tosi, 1984). The purpose of bilingual education, such as ESL, in the United States is to help immigrant children well adapt to English-only instruction at schools.

Bilingual education programs are usually one of the following: (1) A submersion bilingual education program which does not offer instruction in the children's native language mainly due to the lack of resources, (2) a submersion bilingual education program which provides the native language instruction until children have adequate skills in the second language, and (3) a two-way bilingual education provides bilingual instructions to both immigrant children and non-immigrant children (McCaleb, 1997). The goal of immersion and submersion programs is fluent proficiency in English while two-way bilingual programs aim to achieve fluency in both languages.

The U. S. bilingual education policy has provoked debates between advocates of assimilation and advocates of multiculturalism: the former argues that language is a symbol of integration and immigrants should discard their origins to be integrated, while the latter recognizes the dependency of educational equity on linguistic and cultural diversity (Wiese & Garcia, 1998). Multiculturalism argues that an additive view of acculturation should be promoted for achieving equality (Wiese & Garcia, 1998).

Native language instruction has been a divisive issue between advocates of assimilation and multiculturalism and the tension will likely be continued (Wiese & Garcia, 1998). Proponents of native language instruction recognize the significant relationship between the competencies in the native language and cognitive and social foundations for

learning (Garcia & Curry-Rodriguez, 2000). On the other hand, the opposition argues that the earlier and longer exposure to English provides a greater English linguistic advantage (Baker & de Kanter, 1983; Rossell, 1992 as cited in Garcia & Curry-Rodriguez, 2000).

The U. S. bilingual education policy has reflected both philosophical positions over the years. A minimum language standard for minority students was made by Title VI of the Civil Rights Act, and the case of *Lau v. Nichols* in 1974 confirmed Title VI Civil Rights Act by supporting non-English speaking students' claim against a school system which could not provide educational assistance for minority students (Homel & Palij, 1987; Wiese & Garcia, 1998). On the other hand, the Bilingual Education Act was passed in 1968 for the education of language minority students to provide equal educational opportunity for these students. The policy supported children's heritage language instruction, including the teaching of the children's heritage culture (Homel, Palij, 1987). It was, however, a program for only low-income, limited English speaking children (Homel & Palij, 1987; Wiese & Garcia, 1998). Moreover, the long-term goal of the policy is achieving proficiency in English rather than in both languages (Tosi, 1984). The Bilingual Education Act supports bilingual education as a transitional process for helping immigrant children to achieve English proficiency.

This view of assimilation supports English-only policies at public schools in the United States. In California, proposition 227 designates English as the only language at all public schools by requiring the following: (1) all children must be placed in English language classrooms, and English language learners are to be educated through a prescribed methodology identified as structured English immersion as a temporary transition period

not normally to exceed one year, and (2) instruction is allowed in the child's native language only when the parents have submitted a written waiver request each year (Garcia & Curry-Rodriguez, 2000). Garcia and Curry-Rodriguez (2000) have determined that the policy has not produced a big change to bilingual education programs; it has, however, caused confusion regarding its implementation.

English Education in Korea

Because English has been one of the most important subjects in the college entrance exam for a long time, English education in Korea has focused on reading and grammar. However, proficiency in English has become an important qualification on the job market as well, and globalization requires people to be able to communicate in English. For that reason, the development of spoken and written English-language ability has been taken seriously by Korean parents and it has recently become a great concern of them. Since a language is not acquired in the short term, parents want their children to be prepared from their earliest years. Moreover, children are considered gifted in learning a second language. English education in Korea has involved more and younger children recently.

The phenomenon of hot-housing has been overheated by legislation confirming the inclusion of English in the elementary-school curriculum. Since 1997, English has been taught in the third grade and up twice a week. Parents' enthusiasm for their children's English learning has grown due to this legislation. Korean parents have attempted to prepare their young children academically for their English classes. A study found that

86 % of Korean children received very early education in Korean literacy (59%), math (39%), or English (34%) (Lee, Chang, Chung, & Hong, 2002). Consequently, Korean parents' enthusiasm and the laws regarding the inclusion of English in the curriculum increase pre-school-aged children's participation in English learning in Korea.

In 1995, Ministry of Education proposition 1995-7 was signed into law, proclaiming the implementation of English in the elementary-school curriculum starting in 1997. The main objective of elementary English education is to provide confidence and familiarity with English (Lee, 2002), in other words, to increase children's enjoyment in second-language learning and to develop basic communicative ability.

Kim and No (2000) summarize the objectives of the Ministry of Education's English curriculum VII as follows: (1) the curriculum provides an introduction to English by increasing children's interest and confidence through activities, (2) the curriculum lays a foundation to develop children's communicative ability in listening and speaking, and (3) the curriculum facilitates the development in children of positive attitudes, respect, and understanding of another culture and people.

Based on the instructional objectives, the curriculum for the fourth grade focuses on practical language use in daily contexts and uses a notional-functional syllabus, which intends to use knowledge about a language for a purpose (Kim & No, 2000). The curriculum has changed to reflect students' need to learn English as a tool of communication, not a subject of grammatical knowledge.

As mentioned, English education has involved more and younger children recently and early childhood institutions usually provide English classes to serve the needs of

parents. With 63.2% of children receiving very early English education and most children starting to learn English before the third grade (Kim, 2000), the market for early English education is very active in Korea. Kim (2000) found that English class in Kindergartens usually takes twenty minutes, because of the children's attention span. Half of the children who receive early English education attend the classes twice a week.

Despite parents' enthusiasm and children's active participation, teachers' qualifications are still in question. Korean teachers in kindergartens or private institutions rarely have a teaching certificate, and only one third of teachers have majored in English-related fields (Kim, 1999). Few native teachers from foreign countries have a teaching certificate or a major in Education. Since English-only kindergartens and preschools are registered as private language institutes, not early childhood institutes, it is not required to hire people with teaching certificates. Accordingly, the professionalism of teachers in early English education should be deliberated by educators and parents. Early English teachers should have knowledge of child development as well as knowledge of English education (Kim, 1999), and the qualifications of English teachers working with children should be evaluated to determine whether they are capable of teaching children.

It has been found that children who receive early English education achieve higher marks on listening and speaking tests and show much higher confidence in learning English in elementary school than those students with no prior English learning experience (Kim, 2000). To help their children's learn English well, parents should understand the curricular objectives of the English classes, help their children to enjoy English, and provide developmentally appropriate learning experiences for their children prior to the third grade.

Theoretical Rationale of Methodology

In the study, both Q-methodology and qualitative methodology are used to examine Korean mothers' beliefs and reported practices regarding early English education in ESL and EFL contexts. The researcher will discuss why these two methodologies were employed, by presenting the theoretical rationale and background information on this mixed methodology.

Mixed Methodology

Quantitative methods, viewed as appropriate types of investigation based on the assumption that observable and measurable objective social realities actually exist, and qualitative methods, viewed as appropriate types of investigation for subjective perceptions and cognitions, have been considered incompatible and led to controversy (Rossman & Wilson, 1985; Waysman & Savaya, 1997).

Rossman and Wilson (1985) present three theoretical positions on mixed methodology: (1) Purists argue that the two methods are "mutually exclusive... A synthesis is not possible, since in their pure forms they are contradictory, being based on at least one set of opposing meta-theoretical assumptions" (Burrell & Morgan, 1975, p.25, as cited in Rossman & Wilson, 1985); (2) Situationists understand the value of both approaches and propose that specific situations require specific methods; and (3) Pragmatists do not approve of a false dichotomous distinction between the two methods of understanding complex social phenomena.

The mixed method originated from recognition of its potential benefits in explaining complex social phenomena, and it has often offered a better understanding of the complexity of phenomena, since it uses both quantitative and qualitative lenses (Waysman & Savaya, 1997). Rossman and Wilson (1985) address the ultimate combination of methods in a study using triangulation, which relies on data from more than one method to improve the accuracy of conclusions; it is a strategy designed to prevent inherent biases in assessing a given phenomenon (Greene, Caracelli, & Graham, 1989). The effectiveness of triangulation is based on the premise that the weakness of each method is compensated for by “the counter-balancing strengths of another” (Jick, 1979, p.604).

According to Rossman and Wilson (1985), the mixed method has three functions: (1) corroboration, which seeks to establish convergence in findings, (2) elaboration, which provides richness and detail by elaborating on the other findings, and (3) initiation, which seeks to provoke and which, by “searching for areas of divergent findings may set up the dissonance, doubt, and ambiguity often associated with significant creative intellectual insights” (p.633). Waysman and Savaya (1997) present two more purposes of employing the mixed method in research: expansion and development. A study with an expansion intent is “a study that aims for scope and breadth by including multiple components” (Green et al., 1989, p.260); A study is expanded by using different methods to study the different phenomena within it (Waysman & Savaya, 1997). On the other hand, development refers to the use of findings “from one method to help shape the other methodology” (Waysman & Savaya, 1997, p.234).

The important thing in selecting a research method, whether or not it is a

quantitative study or a qualitative study or a study using mixed methods, is to choose the one that best fits the research questions. In other words, the choice depends on “what you are studying and what you want to find out” and “what questions can best be answered by which method” (Fraenkel & Wallen, 2000, p. 509).

In this study, to describe and discuss parents’ beliefs and reported practices related to early English education for their children at home, the function of elaboration is pursued through a mixed method. The main purpose of employing two methodologies in this study is to elaborate the complexity and details of mothers’ beliefs about early English education. By using both quantitative and qualitative methods, the researcher expects to benefit from the complementary aspects of the data to better understand Korean mothers’ beliefs.

Q-methodology

In such diverse fields as political science, communication science, medicine, psychiatry, psychology, sociology, and linguistics, Q-methodology has been used since Stephenson proposed it in 1935 (Ernest, 2001). For research concerning developmental psychology, Q-methodology has frequently been used to examine parent-child attachment (Pederson, Morgan, Sitko, Campbell, Ghesquire, & Action, 1990; Shneider, Atkinson, & Tardif, 2001; Waters & Deane, 1985; Youngblade, Park, & Belsky, 1993). However, it has not received much attention in education (Ernest, 2001).

Q-methodology is designed to study subjectivity. Kerlinger (1986) identified one important advantage of Q-methodology as follows: “one can start to get an empirical purchase on slippery problems like the abstractness of attitudes and values” (p. 518).

McKeown and Thomas (1988) mentioned that “the major concern of Q-methodology is not with how many people believe such-and-such, but with why and how they believe what they do” (p. 36).

As mentioned above, the purpose of Q-methodology, despite its statistical resemblance to traditional quantitative methodology, is to study subjective beliefs. Studying intensively “the self-referent perspectives of particular individuals in order to understand the lawful nature of human behavior” is the most important purpose of Q-methodology (McKeown & Thomas, 1988). Since the main purpose of this study is to examine parents’ subjective beliefs and practices related to early English education in different contexts, Q-methodology is appropriate here.

Even though Q-methodology is distinct from quantitative approaches in terms of examining people’s subjective beliefs (Ernest, 2001), it is statistically similar to R-methodology (McKeown & Thomas, 1988). Charles Spearman developed a factor analysis that reduced the number of variables necessary by indicating which items belonged together (Ernest, 2001). Since Karl Pearson developed a way to investigate the relationship between a number of items or tests for a number of people, known as Pearson’s r , the process of factoring a number of items for a group of people is known as R-technique factor analysis, the most common type of factor analysis (Ernest, 2001).

On the other hand, Q-technique factor analysis examines the relationship between a number of people for a number of items (Cattell, 1966; cited in Ernest, 2001). Q was developed as a methodology by William Stephenson, who used a Q-technique factor analysis method (Ernest, 2001). The variables in Q-methodology are the participants who

sort a Q-set, not the Q-sample statements (McKeown & Thomas, 1988). Therefore, sorters are assumed to share a common belief (McKeown & Thomas, 1988). Ernest (1999) identified the main differences between Q-methodology and R-methodology as existing in the design, the interpretation, and the conclusion phases of a study, not in the statistical analysis stage.

Q-sort methodology includes three types of procedure: (1) procedures for developing sets of descriptive items to which scores are to be assigned, (2) procedures assigning scores to items by sorting them into a rank order, from most characteristic to most uncharacteristic, within each item, (3) and procedures for data reduction and analysis (Waters & Deane, 1985).

There are two types of Q-item: (1) *naturalistic items* are statements taken from respondents' oral and written narratives, and (2) *ready-made items* are statements from sources other than their own communication (McKeown & Thomas, 1988). Ready-made items can be further divided into two types: (1) *quasi-naturalistic items* taken from naturalistic sources external to the study, (2) *conventional rating scales*, which examine whether respondents' personal meanings comport with the meanings that are designed to measure (McKeown & Thomas, 1988). Combining naturalistic and ready-made samples results in hybrid samples.

In accordance of above definitions, the Q-items in the present study consist of ready-made and conventional rating scale samples. Based on the literature review, the researcher developed a set of fifty Q-items in order to examine Korean parents' subjective beliefs on early English education in different context.

Qualitative Methodology

Qualitative research starts with a question of “how” or “what,” in the contrast to quantitative questions of “why” (Creswell, 1988). Creswell (1998) defined qualitative research as follows:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (p. 15).

To describe what parents believe and how they think about early English education, a qualitative research approach is needed for this study. Even though the purpose of Q-methodology is to examine subjectivity, it involves limitations when it comes to describing the narratives of participants. Moreover, the Q-items used in this study are ready-made; that is, they are statements from other than participants’ own narratives.

Since the purpose of this study is to describe Korean mothers’ beliefs, ethnography constitutes an appropriate research tradition. The focus of ethnography is to describe and interpret a cultural and social group (Creswell, 1988). The procedures of ethnography require detailed description of the culture-sharing group, analysis of the culture-sharing group in terms of themes or perspectives, and interpretation of the culture-sharing group in

terms of the meanings of social interactions and generalizations about human social life (Wolcott, 1994, as cited in Creswell, 1998).

In this qualitative research study, interviews were conducted with selected participants in order to describe and discuss Korean mothers' beliefs and practices regarding early English education. The purpose of interviewing people is to find out "what is on their mind—what they think or how they feel about something" (Fraenkel & Wallen, 2000, p. 509). By interviewing Korean mothers, the researcher was able to describe what they think about early English education for their young children.

The interviews with the mothers were semi-structured. Their narratives about early English education were used to describe their beliefs and to compare their beliefs on the same issue. The structured, or semi-structured, interviews consisted of questions designed to obtain specific answers on the part of respondents and to obtain information that could later be compared and contrasted (Fraenkel & Wallen, 2000).

The standardized open-ended interview was the main interviewing strategy in this study. The researcher developed a series of questions, so that the mothers were all asked the same basic questions regarding early English education. With this strategy, since all of the interviewees were asked questions determined in advance in the same order, the comparability of responses was increased and the interviewer's influence and bias was reduced (Fraenkel & Wallen, 2000).

To analyze the data from the interviews, the researcher read the responses of the Korean mothers thoroughly, and then extracted significant statements and clustered them according to theme. From the mothers' narratives about their own beliefs and practices, the

researcher will describe what they have in mind regarding early English education.

Summary

The literature review presents theoretical background with respect to parents' beliefs and their influence on children's development and learning, as well as the theoretical rationale behind the methodology. Socio-ecological theory supports parental influences on children's development by explaining children's behavior as the product of interactions between internal forces and environments. As parental ethnotheories or called parental belief systems are one component of the developmental niche, anthropology is combined with developmental psychology through respect for the cultural aspects of children's development.

In addition, the researcher gives background information on bilingualism, English education in Korea, and English education in the United States in order to examine Korean mothers' beliefs concerning early English education. Based on this theoretical background, the study describes and discusses Korean mothers' beliefs concerning early English education.

Since mixed methods, using qualitative analysis and quantitative analysis in the same study, are employed here, the theoretical rationale behind the methodology is presented in this chapter. The researcher explains why mixed methods are beneficial in describing and discussing mothers' beliefs.

CHAPTER 3. RESEARCH METHODS AND PROCEDURES

This chapter presents the methods that the researcher has used to collect data in order to study Korean parents' beliefs and practices with respect to their children's early English education in ESL and EFL contexts. The chapter describes: (1) design of the research, (2) the participants in the study and the settings, (3) the instruments used, (4) the pilot study, and (5) the procedures of the actual study.

Design of the Research

This study is designed to describe and discuss Korean mothers' beliefs and reported practices related to early English education in ESL and EFL contexts. The main purpose of this study is to achieve an understanding of Korean mothers' beliefs with respect to early English education for their young children. To discuss and compare mothers' beliefs and practices in different cultural contexts, data have been gathered in the United States and also in Korea.

The instruments, consisting of demographic questions, ideologies scale, a checklist, Q-items, and interview questions, were developed by the researcher, except for the ideologies scale by Chao (1994). They have been modified by using input from a panel of graduate students at The Pennsylvania State University to make them appropriate for Korean mothers.

By employing Q-methodology and qualitative methodology, the researcher

achieved the advantages of both methods, which should complement each other. The qualitative interview data helped to elaborate Korean mothers' beliefs in relation to early English education.

A pilot study was conducted with four mothers in the United States, and this was a meaningful opportunity for the researcher to exercise the procedures of Q-sort methodology. Also, the instruments were further modified based on the comments of the pilot-study participants. In the actual study, 15 Korean mothers in the United States and 15 mothers in Korea were recruited, and 16 of the 30 were interviewed. The mothers were highly educated, with at least a bachelor's degree, and had one or two 3-6 year-old children. All participants were volunteers recruited through their schools and communities, including through churches and neighbors.

Participants and Settings

The study has been conducted by recruiting 15 parents in Korea and 15 parents in the United States. Among them, eight parents from each country were interviewed for the in-depth investigation. 15 parents in the United States were recruited in State College, Pennsylvania and 15 parents in Korea were recruited in the urban area of Seoul, the capital city of Korea.

The community in the United States is a small university town where most of the Korean residents are enrolled at the university as graduate students. Thus, the Korean community mostly consisted of graduate students in their thirties with young children.

Most of the Korean children in the town have parents who are studying in the United States or were before they became faculty members. Accordingly, their parents are highly educated, and at least one in each family, usually the father, is a fluent speaker of English. The parents generally have common educational backgrounds and formal job experience in white-collar positions. In this community, two Korean churches, a Korean Student Association, and two Korean language schools are the centers of the Korean cultural community.

On the other hand, the communities in Korea—Suji, Suwon, and Bundang—are suburban areas of Seoul, the capital city of Korea. Suji and Bundang, especially, were developed as satellite towns to reduce the population of Seoul in the 1990s. Many people living in these towns have jobs in Seoul, which is less than an hour away by car.

The participants in this study are Korean mothers with preschool- or kindergarten-aged children in Korea and the United States. To compare the beliefs and practices of mothers regarding early English education in different contexts, the researcher purposely recruited mothers with similar educational backgrounds, occupations, number of the children, and ages of the children. Participants have been selected based on the following criteria: (1) they must be highly educated mothers with at least a bachelor's degree; (2) their spouses should be working in white-collar occupations; (3) they are mothers without a full-time job; and (4) they should be mothers with one or two 3-6 years old children. Furthermore, the Korean language should be the mother tongue of their children. In each area, 15 mothers completed the questionnaire and eight of these were interviewed.

All mothers were selected to participate in this study since they had taken the

initiative in providing their children with early English education in Korea. The mothers in the United States, who had educational and social backgrounds similar to those of the mothers in Korea, were selected since they had moved to an ESL context that would be considered desirable by the mothers in Korea for their children's English education. These mothers should best represent Korean parents' beliefs and practices with respect to early English education in Korea. Lee et al. (2002) found that Korean mothers' perceptions of very early education were associated with their occupations. Mothers without a full-time job had more positive beliefs concerning very early education (i. e. ECE term used in Korea). It is assumed that these mothers received information about very early education from others more easily than mothers with full-time jobs. Accordingly, the target group of participants for the current study consists of highly educated upper-middle-class mothers who can afford very early English education for their children and who do not have full-time jobs.

Table 3.1. Occupations of fathers

Parents	Occupation	Frequency (%)
Fathers in Korea	Company employee	11 (73.3%)
	Businessman	2 (13.3%)
	Pastor	1 (6.7%)
	Government employee	1 (6.7%)
	Total	15 (100%)
Fathers in the United States	Graduate student	12 (80%)
	Post-doctor	1 (6.7%)
	Instructor	1 (6.7%)
	Company employee	1 (6.7%)
	Total	15(100%)

Table 3.2. Occupations of fathers in the United States when previously in Korea

Parents	Occupation	Frequency (%)
Fathers	Graduate student	6 (40%)
	Company employee	6 (40%)
	Researcher	2 (13.3%)
	Military personnel	1 (6.7%)
	Total	15(100%)

As shown in Table 3.1, above, the vast majority of participating fathers in Korea work in white-collar jobs. On the other hand, most of the Korean fathers in the United States are, or once were, university graduate students studying abroad. Even though their present occupations are different, the majority of participating fathers in the United States occupied white-collar positions as company employees or researchers prior to studying

abroad or will return to these kinds of positions after graduation.

Table 3.3. Education of Fathers

Parent	Occupation	Frequency (%)
Fathers in Korea	Middle school graduate	-
	High school graduate	-
	2-year College graduate	-
	4-year University graduate	11(73.3%)
	Graduate degree	4(26.7%)
	Total	15(100%)
Fathers in the United States	Middle school graduate	-
	High school graduate	-
	2-year College graduate	-
	4-year University graduate	-
	Graduate degree	15(100%)
	Total	15(100%)

As shown Table 3.3, the two groups have different educational backgrounds although all are college graduates. Educationally, only four fathers in Korea but all 15 fathers in the United States have a graduate degree.

Table 3.4. Occupations of Mothers

Parent	Occupation	Frequency (%)
Mothers in Korea	Housewife	13 (86.6%)
	Part-time employee	1 (6.7%)
	Researcher working at home	1 (6.7%)
	Total	15(100%)
Mothers in the United States	Housewife	13 (86.6%)
	Part-time nurse	1 (6.7%)
	Graduate student	1 (6.7%)
	Total	15(100%)

Table 3.4 summarizes the mothers' occupation. In each setting, the vast majority of mothers (86.6 percent) are not employed. One mother in Korea has a part-time job and one mother is a researcher who is working at home. In the United States, one mother is a registered nurse working part-time in the local hospital, and one mother is a part-time graduate student. In this study, all mothers are not fully occupied with a job and are highly educated mothers mostly in their thirties.

Table 3.5. Education of Mothers

Parent	Occupation	Frequency (%)
Mothers in Korea	Middle school graduate	-
	High school graduate	-
	2-year College graduate	1(6.7%)
	4-year University graduate	12(80%)
	Graduate degree	2(13.3%)
	Total	15(100%)
Mothers in the United States	Middle school graduate	-
	High school graduate	-
	2-year College graduate	-
	4-year University graduate	12(80%)
	Graduate degree	3(20%)
	Total	15(100%)

Table 3.5 summarizes mothers' education. As expected, most mothers both in Korea and in the United States have at least a bachelor's degree except one mother who has a 2-year college degree.

And, they have at least one 3-6 year-old child. The mean participant age was 31.0 in the United States and 33.2 in Korea. The mothers in Korea averaged 1.6 children, and mothers in the United States averaged 1.53 children. Most mothers were in their early thirties and the maximum age was 35 in the United States and 40 in Korea. Their children's first language was Korean in both settings, except for one 3-year-old child who was considered bilingual by her mother. The socio-demographic characteristics of mothers show similarity in education, occupation, and the number of children.

Table 3.6. Mothers' Self-Reported English Proficiency Level

English proficiency level	Mothers in Korea	Mothers in the United States
I cannot read and speak in English at all.	0(0%)	0(0%)
I cannot speak but can read in English.	5(33.3%)	2(13.3%)
I can speak and read in English even though not fluent.	9(60%)	13(86.7%)
I am a fluent speaker of English and can read an academic article.	1(6.7%)	0(0%)
Total	15(100%)	15(100%)

Table 3.6 summarizes the self-reported English-language proficiency, and most mothers were not confident in their English speaking ability, except for one mother who had earned a Ph.D. in the United States. However, 93.3 percent of the mothers in the United States answered that they had experience attending an ESL class. Sixty percent of the mothers answered that they would stay in the United States less than six years, and 40 percent answered that they did not know how long they would stay in the United States.

Instruments

The research instruments for this study have been developed by the researcher, based on the literature review, except for the ideologies scale (see Appendix B), which was developed by Chao (1994) to examine the parenting styles of Asians. The instrument consisted of five parts: (1) demographics, (2) thirteen items to assess parents' ideologies of

child development and learning and parents' ideologies of the mother-child relationship (Chao, 1994), (3) a checklist for examining parents' supportive practices at home, (4) a set of fifty Q-sort items for examining parents' beliefs concerning early English education, and (5) the face to face interview questions.

Demographics

The demographic questionnaires have developed separately for Korean parents living in the United States and for Korean parents in suburban Seoul, Korea. Both questionnaires include demographic information about the parents' ages, educational backgrounds, occupation, second-language proficiency, number of children, and the gender of children. For the parents in the United States, their child's first language and their plan for permanent residency in the United States are also elicited.

Ideologies

The parent ideologies scale includes the following: (1) parents' ideologies regarding child development and language, and (2) parents' ideologies concerning the mother-child relationship. A higher score implies a more authoritative parenting style. The parent ideologies scale consists of 13 questions and the response ratings are "strongly disagree," "disagree," "uncertain," "agree," and "strongly agree." The scale was developed by Chao (1994) to examine Asian parents' parenting styles, considering their cultural context.

Checklist

The last section of the paper instrument includes a checklist designed to examine mothers' at-home supportive practices regarding early English education. The checklist asks parents about their practices related to early English education, and how much time their children spend on learning English. It also asks about the frequency of their self-reported practices at home.

Q-sorts

One purpose of a panel review is to discover unanticipated problems prior to an actual study, to add necessary items, and to eliminate inappropriate items. Thus, the researcher conducted a panel review to improve the questionnaire items before carrying out the pilot study. Three Korean graduate students in the Department of Curriculum and Instruction at The Pennsylvania State University reviewed the Q-items. These graduate students also have preschool- or kindergarten-aged children at home. Their parental experiences, as well as their academic experiences, helped them to evaluate the appropriateness of the items for Korean parents. They read through the items to find statements that might be misleading and to determine whether each item fit its category (see Appendix I). They indicated whether they thought each item fit its category or not. After the panel review, the researcher revised the Q-items, based on these parents' responses, before carrying out the actual research. Finally, some items were eliminated, added, or modified based on the discussions with the panel members.

The set of fifty Q-items contains the following: (1) parents' beliefs concerning early

English education for their children, (2) their beliefs concerning early exposure to English, (3) beliefs about the relationship between cognitive development and second-language acquisition, (4) their beliefs concerning the benefits of English education in terms of their children's future careers, (5) their beliefs concerning the cultural benefits of English education, (6) their beliefs concerning the relationship between first-language acquisition and second-language acquisition, (7) their beliefs concerning the relationship between school performance and English education, (8) their beliefs concerning parent-child interaction in English education at home, (9) their beliefs concerning English only instruction, (10) their beliefs concerning the use of internet in English education, (11) their beliefs concerning printed materials in English education, (12) their beliefs concerning parents' facilitative manners in English education, and (13) their beliefs concerning parents' didactic manners in English education.

Interview Questions

The interview questions deal with the following aspects: (1) importance of early English education, (2) parents' use of educational materials concerning English education, (3) parents' reinforcement and reward structures for their children's English education, (4) their descriptions of their interactions with their child, and (5) different contexts of English education (see Appendix C).

The instruments were first developed in English; then the researcher translated them into Korean. To evaluate the accuracy and appropriateness of the translation, a Ph.D. student in Human Development and Family Studies, who had studied in the United States

for four years and who had experience in conducting academic research, retranslated the Korean version into English. Even though most items were matched at least 80%, the researcher and the graduate student discussed the expressions in the instruments and made some modifications so as not to mislead participants in the actual study.

Pilot Study

Before the actual study, a pilot study was conducted. Permission to perform the pilot study was granted by the Regulatory Office for Human Subjects at the Pennsylvania State University. The purpose of the pilot study was to prevent or ameliorate potential problems in the instruments prior to the actual study. In addition, it was important to ensure that the instruments were appropriate for the Korean culture and language. Finally, the researcher wished to practice the procedures, Q-sorts, and in-depth interviews that would be used with the participants in the actual study.

The researcher conducted the pilot study with four Korean mothers in the United States. Two part-time graduate students, one full-time graduate student, and a housewife participated in the pilot study. All had children between the ages of 3 and 6 years. The mothers were asked to answer demographic questionnaires, to sort Q-items, to respond to the checklist, and to answer interview questions. After the pilot study, the instruments were modified based on these participants' comments. The researcher rephrased questions and Q-items in the Korean language to make the sentences more easily understood by the

Korean mothers.

The participants in the pilot study all volunteered to participate, and the researcher followed all of the procedures that would be used in the actual study. At first, the researcher planned to use the checklist after sorting the Q-cards, in order to summarize answers of their Q-sorts prior to each interview. Therefore, it was more comfortable to finish the printed questionnaires, including the demographics, the ideologies scale, and the checklist before Q-sorts, together. So the participants first answered the demographics questions, the parenting ideologies scale, and the checklist. Then, they sorted Q-cards and answered interview questions. Before each interview, the researcher recorded the number of Q-items for each envelope in front of the participants, to ensure that they had sorted the Q-cards with fixed numbers properly. Also, the researcher would have the chance to know how they answered.

Procedures for the Study

The procedures for the actual study involved four phases: (1) a preliminary phase in which the researcher recruited participants based on the criteria listed above, (2) the selection of participants, (3) meeting with selected parents to sort Q-items, to complete the checklist, and to conduct in-depth interviews, and (4) the data analysis.

Phase One: Finding Participants

To find participants, the researcher contacted the directors of preschools and

kindergartens in a suburban area of Seoul. Two school directors allowed the researcher to interview parents of children in their schools. Most of all, these directors wanted to ensure that the participants would remain anonymous and would suffer no psychological harm. The researcher explained the purpose and procedures of the study, and the kinds of questions that would be asked. The school directors then asked teachers to cooperate with the researcher in recruiting participants. The researcher explained the criteria for participation to the directors and teachers, and they prescreened parents to meet the criteria based on the information in report cards on children's families.

The researcher also recruited participants through neighbors. There is a monthly meeting of the neighborhood association in every apartment complex in Korea, and the researcher recruited participants through these meetings. The researcher met the head of a neighborhood association in Suji and explained the purpose and procedures of the study, and this woman introduced the researcher to mothers who might meet the criteria for participation. She asked the mothers whether they wanted to participate in the study before having the researcher contact them.

In the United States, participants were recruited through the Korean community, Korean church, and a Korean community language school. By explaining the purpose and procedures of the study, the researcher recruited volunteers to participate. In the United States, it was easier to find participants who met the criteria, since the town in question is a somewhat homogeneous community. Most of the Korean mothers have young children and are highly educated full-time mothers. The researcher contacted mothers individually and met with those who agreed to participate in the study.

Phase Two: Selection of Participants

All of the Korean counties where participants were recruited, Bundang, Suwon, and Suji, are suburban areas of Seoul, and most fathers in the study have offices in Seoul. School directors, teachers, and the head of a neighborhood association recommended parents, and the researcher selected participants according to their educational background, occupation, spouse's occupation, and age of children. After selecting the participants, the researcher contacted them by phone to make an appointment.

The directors who permitted the researcher to interview parents of children in their schools asked mothers individually whether they wanted to participate in the study by explaining the purpose of the study. Then, the directors provided the phone numbers of the volunteer mothers to the researcher. The researcher contacted these mothers individually to arrange a meeting time. Four participants were recruited through a kindergarten located in Bundang, and three participants were recruited through a kindergarten in Suwon.

In Suji, the head of a neighborhood association prescreened participants based on the information she had, and she gave the researcher the phone numbers of volunteers after asking for their permission. Then, the researcher contacted each mother to arrange a meeting time. Eight mothers were recruited in this way.

Phase Three: Meeting with Selected Parents

The researcher selected participants based on the criteria described above and made an appointment with each participant by phone. Most often, the researcher met with the

mothers in their homes, because the mothers preferred this. Other times, the researcher met with participants at school; four mothers recruited from the kindergarten in Bundang preferred to meet at school. Finally, the researcher met with two mothers in the cafeteria in the United States.

The researcher met the first participant on October 14th in the United States and the last participant on February 13th in Korea. Over a period of four months, the researcher met thirty mothers in Korea and in the United States and sixteen mothers among them were interviewed. Most mothers did not refuse to be interviewed, so the researcher randomly selected interviewees.

The researcher explained the purpose and procedures of the study before the survey began and distributed the informed consent forms. After receiving agreement from the parents, the researcher administered the demographic questionnaire, the scale of ideologies, the checklist, and the Q-sorts, and interviewed the mothers.

The Q-items were usually sorted within thirty minutes. In accordance with the definitions, the Q-items in the present study are ready-made items, since they are from sources other than participants' own narratives (McKeown & Thomas, 1988). A set of fifty Q-items designed by the researcher to examine Korean parents' subjective beliefs on early English education in different contexts were sorted by each participant. The researcher provided instructions on how to sort the Q-item cards and gave them fifty cards and five envelopes.

A set of fifty Q-sort items was written on cards individually, and participants sorted the cards after reading them. The researcher prepared fifty cards and five envelopes. The

envelopes were labeled “most characteristic,” “characteristic,” “uncertain,” “uncharacteristic,” and “most uncharacteristic.” Participants sorted each card by placing it in the envelope that represented their belief.

First, the participants were asked to sort the items into five piles. Then, they made a symmetrical, unimodal distribution with specified numbers of items in each of the five piles (i.e., 6, 12, 14, 12, 6); they did so by working from the outer piles toward the center (Waters & Deane, 1985). The main reason for making a fixed distribution was to reduce response bias (Water & Deane, 1985). In making a fixed distribution, participants are forbidden to distribute cards into one or two piles. Since the purpose of this study was to examine parents’ subjective beliefs, the participants were asked to distribute the cards according to the relative importance of the items for them.

The participants asked questions whenever they needed more information. The researcher tried to increase their understanding about the procedure and to explain why they had to make a fixed distribution.

Among the parents who agreed to be interviewed, eight were selected after they completed a checklist dealing with supportive practices. The interviews were audiotaped and each interview took no more than thirty minutes. Through these in-depth interviews with Korean parents, the researcher described and interpreted their beliefs on early English education. These interviews were semi-structured, since new questions were added as necessary during each interview.

The interview questionnaire was designed before the interviews, even though new questions were included as needed. The structured interview questions dealt with (1) the

importance of early English education, (2) the relative importance of early English education as a subject in the school curriculum, (3) the use of educational materials, (4) parents' reinforcement and reward structures, (5) interactions between parents and their children in relation to early English education at home, (6) context of English education, and (7) efforts and aptitude in early English learning (see Appendix C).

The interviews were semi-structured so that the researcher could add new questions whenever they were needed during the conversation with each mother. From these semi-structured interviews, the researcher was able to obtain information to compare mothers' beliefs with respect to early English education. The interview strategy was standardized and open-ended, so the same series of questions was asked to all the mothers, in a similar order.

Individual mothers were interviewed and their narratives recorded with audio equipment and then transcribed. All mothers were interviewed in Korean. The meeting places were decided according to the mothers' preferences. Most often, the researcher met with the mothers in their homes, because they preferred this. Other times, the meetings were at school; four mothers recruited from the kindergarten in Bundang preferred to meet at school. The researcher met with two mothers in a cafeteria in the United States.

The first participant was interviewed on October 14th, 2002, in the United States, and the last participant on February 13th, 2003, in Korea. Over a period of four months, thirty Korean mothers participated in the study and sixteen among them were interviewed. Most mothers did not refuse to be interviewed, so the researcher randomly selected interviewees.

Phase Four: Conducting the Data Analysis

The data analysis was conducted after collecting the data from the two groups of parents. First of all, the data were checked to find missing items. The researcher and another graduate student checked all data to ensure that the coding was exact.

Descriptive statistics for the data, such as the number of observations and minimum, maximum, mean, and standard deviations for continuous variables were computed. For binary variables, the percentage of 'yes' responses was computed. Also computed was the percentage of each response for polychotomous variables (Appendix B).

To categorize the Q-items, a cluster analysis, designed to reveal natural groupings within a collection of data, was performed (Hair, Anderson, Tatham, & Black, 2002). A hierarchical clustering technique was used because it requires observations to remain together once they have joined in a cluster; non-hierarchical clustering techniques do not have this restriction (Hair, Anderson, Tatham, & Black, 2002). In this study, a hierarchical clustering technique was appropriate for categorizing the Q-items because a specific number of clusters had to be picked before running the non-hierarchical technique. With the hierarchical clustering technique, optimal numbers of clusters are determined automatically during the analysis. Q-sort data use this kind of analysis because intercorrelations among subjects can be computed across selected items or across an entire Q-set to find similarities and differences among subjects (Waters & Deane, 1985). In the cluster analysis, the Q-items were re-categorized. Since the same Q-items were used in both contexts, the cluster analysis was performed, including observations from both

contexts.

To group parents, a factor analysis was performed. In each context, parents were categorized according to their beliefs about early English education. Unlike the R-factor analysis, which reduces the number of variables by indicating which items belong together (Ernest, 2001), participants are target variables to be categorized according to common beliefs in Q-factor analysis. In this study, the parents in each context were grouped separately.

A correlation analysis was conducted to determine the relationship between mothers' proficiency in English and their beliefs and practices concerning early English education. Since the data were neither continuous nor normally distributed, a nonparametric method, Kendall's tau, was used.

For the analysis of the interview data, the audio-taped narratives were transcribed and translated into English, since they had been conducted in Korean. The following were main procedures for the analysis of the interview data. It started with the first interview in the United States. The researcher read and analyzed the transcripts in the Korean language, since her first language is Korean, and this would provide a better understanding of the content. Significant statements were extracted and clustered into themes. To describe the essence of Korean mothers' experiences, narrative descriptions were quoted.

Using mixed-methods, the researcher attempted to elaborate on the results of the Q-methodology, and a complementary relation between quantitative and qualitative was found to exist between the Q-sort data and the interview data. From the mothers' narratives about their own beliefs and practices, their underlying values regarding early English education

will be described.

Summary

This chapter has examined the methodology and procedures of the current study, including the instruments, the participants, the pilot study, and the procedures of the actual study. The actual study was started in October 2002 and ended in February 2003. During that period, fifteen parents in the United States and fifteen parents in Korea participated and sixteen of the thirty parents were interviewed.

The instruments for this study included a demographic questionnaire, a scale of parents' ideologies, a checklist to examine parents' self-reported practices in early English education at home, fifty Q-items to examine parents' beliefs concerning early English education, and interview questions that were semi-structured. The participants in the study were highly educated Korean mothers without full-time jobs and with 3-6 year-old children. In addition, their spouses' jobs were white-collar and their children's first language was Korean.

The research data were analyzed using descriptive statistics, cluster analysis, factor analysis, and correlation analysis. The interviews were analyzed using qualitative methods.

CHAPTER 4. RESULTS OF THE DATA ANALYSIS

This chapter presents the findings of this study on Korean mothers' beliefs and reported practices in early English education in Korea and the United States, using quantitative data analysis and qualitative data analysis.

Research Questions

The first six research questions are addressed using quantitative methods of analysis. The second two research questions are addressed using qualitative methods of analysis.

1. What beliefs do Korean mothers have concerning early English education?
 - 1.1. Maternal beliefs concerning early English education for their children,
 - 1.2. Maternal beliefs concerning early exposure to English,
 - 1.3. Maternal beliefs about the relationship between cognitive development and second-language acquisition,
 - 1.4. Maternal beliefs concerning the benefits of English education for their children's future careers,
 - 1.5. Maternal beliefs concerning the cultural benefits of English education,
 - 1.6. Maternal beliefs concerning the relationship between first-language acquisition and second-language acquisition,
 - 1.7. Maternal beliefs concerning the relationship between school performance and English education,

- 1.8. Maternal beliefs concerning parent-child interaction in English at home,
 - 1.9. Maternal beliefs concerning English-only instruction,
 - 1.10. Maternal beliefs concerning the use of the Internet in English education,
 - 1.11. Maternal beliefs concerning printed materials in English education,
 - 1.12. Maternal beliefs concerning their own facilitative manners in English education, and
 - 1.13. Maternal beliefs concerning their own didactic manners in English education.
2. How can Korean mothers' beliefs regarding early English education be grouped and characterized?
 3. How different are the beliefs of Korean mothers regarding early English education according to the context they are in (ESL versus EFL)?
 4. What relationships exist in maternal beliefs and practices regarding early English education?
 5. What demographic characteristics are associated with mothers' practices related to early English education?
 - 5.1. Mothers' English-language proficiency
 - 5.2. Number of children
 6. Why do mothers believe what they believe about early English education? What underlying values do they suggest?

Hypotheses

1. There are differences between maternal beliefs regarding early English education in the ESL context and in the EFL context.
2. There are differences between maternal practices in early English education in ESL contexts and in EFL contexts.
3. There is a relationship between maternal beliefs and supportive practices for early English education in each cultural community context.
4. There is a relationship between mothers' demographic characteristics (such as English-language proficiency, number of children) and their practices at home.

Research Question 1

What beliefs do Korean mothers have concerning early English education?

- 1.1. Maternal beliefs concerning early English education for their children,
- 1.2. Maternal beliefs concerning early exposure to English,
- 1.3. Maternal beliefs about the relationship between cognitive development and second-language acquisition,
- 1.4. Maternal beliefs concerning the benefits of English education for children's future careers,
- 1.5. Maternal beliefs concerning the cultural benefits of English education,
- 1.6. Maternal beliefs concerning the relationship between first-language

- acquisition and second-language acquisition,
- 1.7. Maternal beliefs concerning the relationship between school performance and English education,
 - 1.8. Maternal beliefs concerning parent-child interaction in English at home,
 - 1.9. Maternal beliefs concerning English-only instruction,
 - 1.10. Maternal beliefs concerning the use of the Internet in English education,
 - 1.11. Maternal beliefs concerning printed materials in English education,
 - 1.12. Maternal beliefs concerning their own facilitative manners in English education, and
 - 1.13. Maternal beliefs concerning their own didactic manners in English education.

Table 4.1 shows a summary of the data on parents' ideologies in Korea (the EFL context) and in the United States (the ESL context), focusing on the comparison of mean scores. Since the demographic data about the parents were already summarized in Chapter 3, this chapter does not do so. That is, the scores in Table 4.1 are the average of the mothers' ideologies in each context and in both contexts. KCC is an abbreviation for "Korean cultural community" and USCC is an abbreviation for "United States cultural community."

Table 4.1. Comparison of mean scores for parents' ideologies across KCC and USCC samples

Parents' Ideologies ¹	Korea (N=15)	USA (N=15)	All (N=30)
Children are by nature born good.	2.20	2.07	2.14
Parents must begin training child as soon as it is ready.	3.20	3.40	3.30
Children can improve in almost anything if they work hard.	3.93	4.27	4.10
Mothers must train children to work very hard and be disciplined.	4.27	4.00	4.14
Mothers teach children by pointing out good behavior in others.	3.73	3.53	3.63
The best way for children to learn how to behave is to be around adults.	3.20	3.27	3.24
When a child continues to disobey you, he/she deserves a spanking.	4.20	4.07	4.14
Mothers primarily express love by helping their children succeed, especially in school.	3.60	3.93	3.77
A mother's sole interest is in taking care of her children.	2.30	2.13	2.22
Children should be in the constant care of their mother or family.	4.27	4.33	4.30
Mothers should do everything for their children's education and make many sacrifices.	2.72	2.80	2.76
Children should be allowed to sleep in their	2.67	2.33	2.50

¹ Scale: 1. strongly disagree, 2. disagree, 3. uncertain, 4. agree, 5. strongly agree.

mother's bed.			
Children should be able to be with their mother and should be taken on errands and to gatherings.	4.00	3.93	3.97

As shown in Table 4.1, the mothers in Korea and the United States showed similar patterns of ideologies even though there are some absolute mean differences for some items. Mothers in Korea agree more than mothers in the United States with the idea of training children actively (“Mothers must train children to work very hard and be disciplined,” “Mothers teach their children by pointing out good behavior in others.”) while mothers in the United States agree more than mothers in Korea with the items related to the ability of children (“Children can improve in almost anything if they work hard,” and “Mothers primarily express love by helping their children succeed, especially in school”). However, the mothers in Korea and in the United States have similar patterns of ideologies of child development and learning and ideologies of the mother-child relationship.

Table 4.2 shows the difference in the mothers' beliefs (Q-items) concerning early English education between Korea and the United States. The scores in Table 4.2 are mean scores for the responses of mothers in each context for each item. If the difference in mean between the United States and Korea is at least 0.5 (10% of the maximum response value, 5), the difference is regarded as considerably different.

Table 4.2. Comparison of mean scores of Q-items across KCC and USCC samples

Item ²	Korea (N=15)	US (N=15)
I want to learn English for myself.	4.20	4.40
I believe that it is important to encourage my child to learn English.	3.60	3.20
I value the ability to speak English.	4.27*	3.60
I believe that a child with early exposure to the English language is much more likely to have native-like pronunciation.	3.87	3.40
I believe that children who learn English in at a younger age have a better command of that language.	3.33	3.40
I think my child is too young to learn English.	1.60	1.93
I want to teach my child English before he/she enters elementary school.	3.73	3.27
I believe that children who speak two languages have better thinking skills than those who only speak one language.	2.93	2.80
I believe that learning English enhances my child' intelligence.	2.13	1.80
I believe that learning English promotes problem-solving skills.	2.07*	1.47
I believe that fluent English proficiency ultimately provides a competitive advantage in the workforce.	3.73	3.60
I believe that people with English-language proficiency find better jobs.	3.27	3.20
I think that learning English develops a deeper understanding of one's own and other cultures.	2.80	3.27
I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people.	4.20	3.73
I encourage my child's interest in the English language and in other cultures.	3.80	4.13

² Scale: 1. least descriptive, 2. descriptive, 3. uncertain, 4. descriptive, 5. most descriptive.

Item	Korea (N=15)	US (N=15)
I believe that learning another language enhances a child's Korean-language ability.	2.13	2.27
I believe that children can learn a lot about the Korean language by learning the structures of other languages.	2.40	2.60
I believe that learning English may prevent my child from improving his/her Korean language proficiency.	1.53	1.93
I believe that my child can become proficient in both Korean and English.	3.87	3.53
I believe that English education improves overall school performance.	2.40	1.93
I believe that the more years a child devotes to learning a second language, the more competent he or she will become.	2.93	2.67
I teach my child English for the purpose of later school achievement.	3.13	3.27
I think English is one of the most important subjects in the school curriculum in Korea.	2.40	3.13*
I feel uncomfortable that English is included in the elementary-school curriculum in Korea.	2.00	1.93
I believe that professionals are better than I in teaching English to my child.	3.67	3.67
I think it is important to learn English in order to teach my child English by myself.	4.27*	3.53
I feel uncomfortable teaching English to my child by myself.	1.80	2.80*
I believe that children's English proficiency can be enhanced through learning together with their parents.	3.87*	3.20
I feel uncomfortable about enrolling my child in a preschool or	2.60	2.13

kindergarten with English-only instruction.		
Item	Korea (N=15)	US (N=15)
I believe that English teachers should be native speakers.	2.27	2.60
I believe that a program in which children learn all of their subjects (math, social studies, science, etc.) in English is beneficial for them.	2.13*	1.60
I believe that introducing children to other cultures and to language as a general concept is enough for early English education.	2.53	2.67
I think that websites that provide educational materials are very useful.	3.27	2.80
I want to use educational websites for my child's English-language learning.	3.20	3.00
I believe that my child can learn English through websites.	3.00	3.00
I think that the Internet provides excellent sources for my child to learn English as a second language.	2.93	2.53
I think that workbooks are useful sources for my child's English learning.	2.27	1.87
I think that picture books in English contribute to my child's English learning.	4.27	4.00
I believe that printed materials are excellent sources for my child's English learning.	2.33	2.67
I am satisfied with the English education my child is receiving.	2.40	3.33*
I am satisfied with my child's progress in English.	2.20	3.73*
I want to provide better English education for my child.	3.87	3.87
I believe that enjoyment is important in English education.	4.53	4.27
I believe that a child learns English through interactions with others.	3.47	4.27*
If I read a picture book to my child in English, I believe that answering his/her questions is important.	3.47	3.80

Item	Korea (N=15)	US (N=15)
I believe that a child can learn English by playing games.	3.53	3.73
I believe that my child can learn English by singing English songs with me.	3.47	3.73
I believe that a child can learn by practicing writing words.	2.80	2.87
I believe that a child should be taught the alphabet using flashcards.	1.93	2.07
I believe that study time and playtime are separate and different activities.	1.60	1.67

*. Considerably different between Korea and the United States

The review of the items in Table 4.2 reports that mothers in Korea value the ability to use English and opportunities to learn English (“I value the ability to speak English,” “I believe that learning English promotes problem-solving skills,” “I think it is important to learn English in order to teach my child English by myself,” and “I believe that a program in which children learn all of their subjects in English is beneficial for them”) more than mothers in the USA. The results may be influenced by the belief of mothers in the USA that their children have more opportunities to learn English and can learn English more naturally. Since these children are in an ESL context in their daily life, they are naturally exposed to English culture and language use.

Mothers in Korea agree most with the following six items (the mean is at least 4.20): “I want to learn English for myself,” “I value the ability to speak English,” “I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people,” “I think it is important to learn English in order to

teach my child English by myself,” “I think that picture books in English contribute to my child’s English learning,” and “I believe that enjoyment is important in English education.”

Mothers in Korea agree least with the following five items (the mean is less than 2.00): “I think my child is too young to learn English,” “I believe that learning English may prevent my child from improving his/her Korean language proficiency,” “I feel uncomfortable teaching English to my child by myself,” “I believe that a child should be taught the alphabet using flashcards,” and “I believe that study time and playtime are separate and different activities.”

On the other hand, mothers in the United States agreed most with the following three items (the mean is at least 4.20): “I want to learn English for myself,” “I believe that enjoyment is important in English education,” and “I believe that a child learns English through interactions with others.”

Mothers in the United States agreed least with the following nine items (the mean is less than 2.00): “I think my child is too young to learn English,” “I believe that learning English enhances my child’s intelligence,” “I believe that learning English promotes problem solving skills,” “I believe that learning English may prevent my child from improving his/her Korean language proficiency,” “I believe that English education improves overall school performance,” “I feel uncomfortable that English is included in elementary curriculum in Korea,” “I believe that a program in which children learn all of their subjects (math, social studies, science, etc.) in English is beneficial for them,” “I think that workbooks are useful sources for my child’s English learning,” and “I believe that study time and playtime are separate and different activities.”

Both the mothers in Korea and the mothers in the United States show strong beliefs about early English education. Both groups of mothers do not think that their children are too young to learn English. Also, they show an active attitude toward English learning for themselves. However, the mothers in Korea show stronger beliefs about teaching English to their children by themselves than mothers in the United States, who have a strong belief in interactions with others as an important way of learning English.

Table 4.3 reports ten items, with maximum difference (discrepancy) and minimum difference, in mother's beliefs, between Korea and the United States.

Table 4.3. 10 Items with maximum difference and minimum in mother's beliefs between Korea and the United States

	Item	Korea (N=15)	USA (N=15)	Difference
10 items with minimum difference in mean between Korea and the United States	I believe that professionals are better than I in teaching English to my child.	3.67	3.67	0.00
	I believe that my child can learn English through websites.	3.00	3.00	0.00
	I want to provide better English education for my child.	3.87	3.87	0.00
	I believe that children who learn English at a younger age have a better command of that language.	3.33	3.40	0.07
	I believe that people with English-language proficiency find better jobs.	3.27	3.20	0.07
	I believe that study time and playtime are separate and different activities.	1.60	1.67	0.07
	I feel uncomfortable that English is included in the elementary-school curriculum in Korea.	2.00	1.93	0.07
	I believe that a child can learn by practicing writing words.	2.80	2.87	0.07
	I believe that fluent English proficiency ultimately provides a competitive advantage in the workforce.	3.73	3.60	0.13
	I believe that the children who speak two languages have better thinking skills than those who only speak one language.	2.93	2.80	0.13

	Item	Korea (N=15)	USA (N=15)	Difference
10 items with maximum difference in mean between Korea and the United States	I believe that a program in which children learn all of their subjects (math, social studies, science, etc.) in English is beneficial for them.	2.13	1.60	0.53
	I believe that learning English promotes problem-solving skills.	2.07	1.47	0.60
	I value the ability to speak English.	4.27	3.60	0.67
	I believe that children's English proficiency can be enhanced through learning together with their parents.	3.87	3.20	0.67
	I think English is one of the most important subjects in the school curriculum in Korea.	2.40	3.13	0.73
	I think it is important to learn English in order to teach my child English by myself.	4.27	3.53	0.74
	I believe that a child learns English through interactions with others.	3.47	4.27	0.80
	I am satisfied with the English education my child is receiving.	2.40	3.33	0.93
	I feel uncomfortable teaching English to my child by myself.	1.80	2.80	1.00

1. least descriptive, 2. descriptive, 3. uncertain, 4. descriptive, 5. most descriptive.

The smallest differences in beliefs concern the value of learning English. Both groups of mothers showed strong beliefs about early English teaching for their children and had enthusiastic attitudes about it. In addition, the mothers in both contexts considered English an important skill for their children's future careers. However, the greatest differences in beliefs between mothers from Korea and the United States concern beliefs

about how to teach English. The reason is that children in the United States can be exposed to English far more easily than those in Korea. Mothers in Korea show strong beliefs about teaching English at home by learning English by themselves (higher scores on “I believe that children’s English proficiency can be enhanced through learning together with their parents” and “I think it is important to learn English in order to teach my child English by myself”; lower scores on “I feel uncomfortable teaching English to my child by myself”). But mothers in the United States prefer learning through interactions with others. In addition, mothers in the United States show higher satisfaction about their children’s English learning.

Research Question 2

How can Korean mothers’ beliefs regarding early English education be grouped and characterized?

Table 4.4 shows the result of the cluster analysis for the Q-items that was completed in order to find the patterns of responses to the Q-items. That is, the cluster analysis classifies Q-items into groups (clusters) in terms of the mothers’ responses to items. Two items whose responses by mothers are similar are more likely to be included in the same cluster (group). Each cluster includes items that mothers responded to in a similar pattern. Through the cluster analysis, similarities and differences between items can be found.

Table 4.4. The results of the Cluster analysis for the Q-items

Cluster No.	Cluster description	Q-items included in cluster
1 (10 items)	The relationship between English learning and children's academic achievement	<p>I believe that learning English enhances my child's intelligence,</p> <p>I believe that learning English promotes problem-solving skills,</p> <p>I believe that learning English may prevent my child from improving his/her Korean-language proficiency,</p> <p>I believe that English education improves overall school performance,</p> <p>I feel uncomfortable that English is included in the elementary-school curriculum in Korea,</p> <p>I believe that English teachers should be native speakers,</p> <p>I believe that a program in which children learn all of their subjects (math, social studies, science, etc) in English is beneficial to them,</p> <p>I think that workbooks are useful sources for my child's English learning,</p> <p>I believe that printed materials are excellent sources for my child's English learning,</p> <p>I believe that a child should be taught the alphabet by using flashcards,</p>
2 (3 items)	English instructions by adults	<p>I think my child is too young to learn English,</p> <p>I feel uncomfortable teaching English to my child by myself,</p> <p>I feel uncomfortable about enrolling my child in a preschool or kindergarten with English-only</p>

Cluster No.	Cluster description	Q-items included in cluster
3 (11 items)	<p>Use of Internet and children's second language learning</p> <p>Parents' satisfaction</p>	<p>instruction,</p> <p>I think that learning English develops a deeper understanding of one's own and other cultures,</p> <p>I believe that learning another language enhances a child's Korean-language ability,</p> <p>I believe that children can learn a lot about the Korean language by learning the structures of other languages,</p> <p>I believe that the more years a child devotes to learning a language, the more competent he or she will become,</p> <p>I think English is one of the most important subjects in the school curriculum in Korea,</p> <p>I think that websites that provide educational materials are very useful,</p> <p>I want to use educational websites for my child's English language learning,</p> <p>I believe that my child can learn English through websites,</p> <p>I think that the Internet provides excellent sources for my child to learn English as a second language,</p> <p>I am satisfied with the English education my children are receiving,</p> <p>I am satisfied with my child's progress in English,</p>
4 (2 items)	Cognitive benefits of English learning	<p>I believe that children who speak two languages have better thinking skills than those who speak only one language,</p> <p>I believe that introducing children to other cultures and to language as a general concept is enough for early English education,</p>

Cluster No.	Cluster description	Q-items included in cluster
5 (5 items)	Achieving competence through learning English	<p>I believe that fluent English proficiency ultimately provides a competitive advantage in the workforce,</p> <p>I believe that people with English-language proficiency find better jobs,</p> <p>I teach my child English for the purpose of later school achievement,</p> <p>I believe that professionals are better than I in teaching English to my child,</p> <p>I believe that a child can learn by practicing writing words,</p>
6 (7 items)	Importance of early English education	<p>I believe that it is important to encourage my child to learn English,</p> <p>I value the ability to speak English,</p> <p>I believe that a child with early exposure to the English language is much more likely to have native-like pronunciation,</p> <p>I believe that children who learn English at a younger age have a better command of that language,</p> <p>I want to teach my child English before he/she enters elementary school,</p> <p>I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people,</p> <p>I believe that my child can become proficient in both Korean and English,</p>

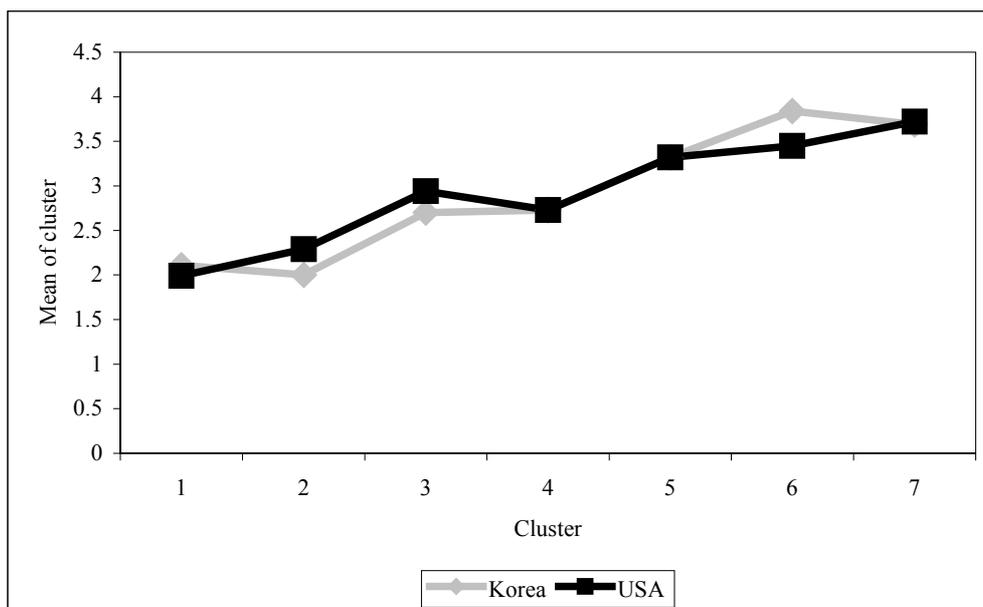
Cluster No.	Cluster description	Q-items included in cluster
7 (12 items)	Enjoyable interactions with others and children's English learning	<p>I want to learn English for myself,</p> <p>I encourage my child's interest in the English language and in other cultures,</p> <p>I think it is important for me to learn English in order to teach my child English by myself,</p> <p>I believe that children's English proficiency can be enhanced through learning together with their parents,</p> <p>I think that picture books in English contribute to my child's English learning,</p> <p>I want to provide better English education for my child,</p> <p>I believe that enjoyment is important in English education,</p> <p>I believe that a child learns English through interactions with others,</p> <p>If I read a picture book to my child in English, I believe that answering his/her questions is important,</p> <p>I believe that a child can learn English by playing games,</p> <p>I believe that my child can learn by singing English songs with me,</p> <p>I believe that study time and playtime are separate and different activities.</p>

The results of the cluster analysis indicate that 50 Q-items in this research can be classified into seven groups (clusters). If it is possible for us to know in what cluster items

are clustered, it is also possible to predict the responses for an item in the cluster using the responses for other items in the cluster. For example, in cluster 2, a mother who responds to the item “I think my child is too young to learn English” with a high score is likely to respond to the item “I feel uncomfortable teaching English to my child by myself” with a high score.

Figure 4.1 shows the pattern of means for Q-items across clusters.

Figure 4.1. The means of clusters in Korea and the United States.



It is possible to observe two patterns. The first is that each cluster has a different mean from the other clusters because there is difference in response pattern. The second is that mothers in the United States agree more with the items included in clusters 1, 2, and 3, while mothers in Korea agree more with the items included in clusters 6 and 7. Mothers in

both contexts agree equally with the items included in clusters 4 and 5.

Research Question 3

How different are the beliefs of Korean mothers regarding early English education according to the context they are in (ESL versus EFL)?

This research question has already been examined under the first research question. In answering the first research question, however, this question was analyzed only with the means of the Q-items, descriptively. As a result of this, it was possible to conclude that there were differences in the beliefs of Korean mothers across contexts. Here, the possible differences in the beliefs of mothers, whether or not they can be statistically proven, will be examined. In order to do that, the researcher grouped the Q-items according to the results of the cluster analysis and compared the responses of the mothers in Korea in each cluster with the responses of the mothers in the United States.

Table 4.5 shows the comparison of mother's beliefs between the United States and Korea. Since the data are not normally distributed and are not continuous, a Mann-Whitney U test, which is a nonparametric method, was used. The null hypothesis of this test is that the beliefs of mothers in Korea are the same as those of mothers in the United States, in each cluster.

Table 4.5. Statistical comparison of mother's beliefs between the United States and Korea across clusters

Cluster	1	2	3	4	5	6	7
Korea	2.11	2.00	2.70	2.73	3.32	3.84	3.69
USA	1.99	2.29	2.94	2.73	3.32	3.45	3.72
Mann-Whitney U	85.0	93.5	63.0	109.0	111.0	63.0	101.0
Wilcoxon W	205	213.5	183	229	231	183	221
Z	-1.15	-0.80	-2.07	-0.15	-0.06	-2.06	-0.48
p-value	0.25	0.43	0.04*	0.88	0.95	0.04*	0.63

*. Significant at 0.05 level

The results indicate that the null hypotheses for clusters 3 and 6 are rejected, which implies that the beliefs included in clusters 3 and 6 are different for mothers in Korea and in the United States. Concretely, the beliefs in cluster 3 for the mothers in the United States are statistically significantly higher than the beliefs in cluster 3 for the mothers in Korea, and the beliefs in cluster 6 for the mothers in Korea are statistically significantly higher than the beliefs in cluster 6 for the mothers in the United States.

Research Question 4

What relationships exist in maternal beliefs and practices in early English education?

In order to examine this research question, it is necessary to group the mothers into subgroups using factor analysis. Unlike cluster analysis, factor analysis is used to classify

mothers into groups (factors) in terms of their responses to Q-items. This analysis can combine each mother with mothers of similar beliefs. Thus, the mothers in each group show similar response patterns to the Q-items and similar beliefs about early English education. The utility of this factor analysis is that it makes it possible to reduce the number of mothers to be analyzed and to find the various beliefs that exist among mothers.

Table 4.6 shows the result of the factor analysis for the mothers in Korea.

Table 4.6. The result of the factor analysis for the mothers in Korea

Factor No.	Factor description	Mothers included in factor
1	Pattern1	1, 2, 5, 6, 13, 14
2	Pattern2	8, 12
3	Pattern3	11, 15
4	Pattern4	7, 9, 10
5	Pattern5	3, 4

Fifteen mothers in Korea are grouped into five factors; six mothers in Korea are included in factor 1 and only two mothers in Korea are included in Factors 2, 3, and 4.

The mothers grouped under Factor 1 tended to have strong beliefs concerning children's early exposure to English and the overall importance of learning English. In addition, they generally had very positive attitudes toward parent-child interactions in English at home.

The mothers grouped under Factor 2 tended to have a strong belief in career advances through English learning; they gave positive answers on items related to interactive English learning. However, they showed a very low level of satisfaction with

their children's English learning, and, conversely, a high level of enthusiasm towards the prospect of better English education for their children.

The mothers grouped under Factor 3 reported strong beliefs concerning overall English learning. However, they did not show strong beliefs regarding early exposure to English education for their children. They tended to have positive attitudes towards interactions between mothers and children in English at home, and they preferred facilitative methods of learning English.

The mothers grouped under Factor 4 showed the strongest level of beliefs about English education, but they did not have positive beliefs concerning the relationship between cognitive development and English learning. In addition, they did not give positive answers on items about English-only instruction in school. Compared to the mothers grouped under Factor 3, the mothers under Factor 4 tended to prefer didactic methods of learning English.

The mothers grouped under Factor 5 did not have strong beliefs about the overall importance of English education and they did not accept any positive relationship between school performance and English learning. They also preferred facilitative methods of English learning.

Table 4.7 shows the result of the factor analysis for mothers in the United States.

Table 4.7. The result of the factor analysis for mothers in the United States

Factor No.	Factor description	Mothers included in factor
1	Pattern1	5, 9, 10, 12, 13, 14
2	Pattern2	2, 3, 8, 15
3	Pattern3	1, 6, 11
4	Pattern4	4, 7

There are four factors for mothers in the United States. Six mothers in the United States are included in Factor 1 and only two mothers are included in Factor 4.

The majority of mothers in the United States could be included under Factor 1. These mothers had strong beliefs concerning English education, although they showed some uncertainty about early exposure to English education. Their attitudes toward facilitative manners were very positive and highly preferred according to the Q-sorts. In addition, these mothers had positive beliefs concerning interactions with their children in English at home.

The mothers included under Factor 2 in the United States had common negative beliefs regarding certain items. For example, they did not have positive beliefs about the role of materials in English learning, except for children's literature. They did not agree strongly with early exposure to English education or with English-only instruction at school. However, they felt somewhat positively about the use of the Internet, and they had strong beliefs about facilitative manners and interactions.

Factor 3 mothers showed positive beliefs about English education and early exposure to English. They did not have positive beliefs about the relationship between

cognitive development and English learning or about the relationship between first-language development and second-language development.

Factor 4 includes mothers who did not show strong beliefs about English learning and early exposure. However, they showed a high level of satisfaction with their children's present English education.

With the results of the cluster analysis for the Q-items and the factor analysis for the mothers (beliefs), it is possible to reduce the dimension of the analysis from a 50x15 matrix in each context to a 7x5 matrix in Korea and a 7x4 matrix in the United States. This reduction of the analysis dimension makes it more manageable to understand and interpret the analysis results. The summary of Q-items in terms of clusters for the mothers in each context is performed in two ways: a summary for each mother (Tables 4.8, 4.9) and a summary for each factor (Tables 4.10, 4.11).

Table 4.8 gives a summary of the Q-items included in each cluster for each mother in Korea.

Table 4.8. Summary of the Q-items included in each cluster for each mother in Korea

Mothers	Factor	Cluster						
		1	2	3	4	5	6	7
Korea1	1	2.00	1.00*	3.18	2.50	3.60	4.29**	3.25
Korea2	1	2.50	1.67*	2.36	4.00**	2.80	3.86	3.75
Korea3	5	1.70*	3.00	3.18	2.00	4.00**	2.86	3.75
Korea4	5	2.00*	3.33	3.00	3.50	3.00	3.14	3.58**
Korea5	1	2.40	1.33*	2.72	2.50	2.00	4.57**	3.75
Korea6	1	2.20	1.33*	3.00	3.00	2.40	4.00**	3.75
Korea7	4	2.00*	3.33	2.18	2.00*	4.20**	4.00	3.58
Korea8	2	2.00	1.67*	2.27	3.00	3.80	4.00**	3.92
Korea9	4	2.20*	3.33	2.45	3.00	4.60**	3.29	3.25
Korea10	4	2.40	3.00	2.36	1.00*	3.80	3.29	3.92**
Korea11	3	1.90*	2.00	2.91	3.00	2.80	3.86**	3.83
Korea12	2	1.80	1.66*	2.55	3.00	3.60	4.14**	3.83
Korea13	1	2.30	1.00*	2.64	2.50	3.60	4.57**	3.33
Korea14	1	2.00	1.00*	2.82	4.00	2.60	3.57	4.17**
Korea15	3	2.20	1.33*	2.82	2.00	3.00	4.14**	3.75

*. Cluster with minimum mean. **. Cluster with maximum mean.

1. least descriptive, 2. descriptive, 3. uncertain, 4. descriptive, 5. most descriptive.

Mother 1 in Korea included in Factor 1 has the maximum mean (4.29) for Cluster 6 and the minimum mean (1.00) for Cluster 2. Mother 15 in the United States is included in Factor 3 has the maximum mean (4.14) for Cluster 6 and the minimum mean (1.33) for Cluster 2. Thus mother 1 in Korea agrees more with the items included in Cluster 6 than in other clusters.

Table 4.9 gives a summary of the Q-items for each mother in the United States.

Table 4.9. Summary of the Q-items included in each cluster for each mother in the United States

		Cluster						
No.	Factor	1	2	3	4	5	6	7
US1	3	2.10*	2.33	3.00	3.50	3.00	4.57**	2.92
US2	2	2.30	2.67	2.55	4.00	2.20*	3.29	4.08**
US3	2	1.60*	3.33	3.27	2.50	2.00	3.43	4.08**
US4	4	2.40*	4.00**	2.73	3.00	2.60	3.43	3.42
US5	1	1.80	1.00*	3.00	2.50	3.40	3.29	4.25**
US6	3	1.70	1.67*	3.00	4.00**	3.80	3.71	3.50
US7	4	2.00*	3.00	3.27	2.50	3.60	3.29**	3.08
US8	2	1.60*	2.00	3.27	4.00**	3.20	2.86	4.00**
US9	1	2.10	1.33*	2.82	2.00	3.80**	3.71	3.75
US10	1	2.20	1.67*	2.64	2.00	3.60	4.14**	3.58
US11	3	2.00	1.67*	3.00	4.00**	3.40	3.14	3.75
US12	1	2.50	1.00*	2.36	2.50	4.60**	3.86	3.42
US13	1	2.00	1.67	3.18	1.50*	3.60	2.86	4.08**
US14	1	1.70	2.67	3.09	1.00*	3.80	3.14	4.00**
US15	2	1.80*	4.33**	2.91	2.00	3.20	3.00	3.83

*. Cluster with minimum mean. **. Cluster with maximum mean.

1. least descriptive, 2. descriptive, 3. uncertain, 4. descriptive, 5. most descriptive

Mother 1 in the United States is included in Factor 3 has the maximum mean (4.57) for Cluster 6 and the minimum mean (2.10) for Cluster 1. Mother 15 in the United States included in Factor 2 has the maximum mean (4.33) for Cluster 2 and the minimum mean (1.80) for Cluster 1.

As shown in Tables 4.8 and 4.9, the important conclusion is that each mother has a

different response pattern to the Q-items included in each cluster. However, the examination of Tables 4.8 and 4.9 is not so intuitive, because it is difficult to find any common points or trends of the mothers in a factor (with the same belief) in the responses to the items included in each cluster. Thus, it is meaningful to summarize the Q-items included in each cluster for each factor, not for each mother in both contexts.

Table 4.10 gives a summary of Q-items included in each cluster for each factor in the ESL context.

Table 4.10. Summary of the Q-items included in each cluster for each factor in Korea

Factor	Cluster						
	1	2	3	4	5	6	7
1	2.23	1.22*	2.79	3.08	2.83	4.14**	3.67
2	1.90	1.67*	2.41	3.00	3.70	4.07**	3.88
3	2.05	1.67*	2.86	2.50	2.90	4.00**	3.79
4	2.20	3.22	2.33	2.00*	4.20**	3.52	3.58
5	1.85*	3.17	3.09	2.75	3.50	3.00	3.67**

*. Cluster with minimum mean. **. Cluster with maximum mean.

1. least descriptive, 2. descriptive, 3. uncertain, 4. descriptive, 5. most descriptive

The mean for cluster 3 for mothers included in factor 3 is 2.86. The cluster with the maximum mean (4.14) for mothers in Korea included in factor 1 is cluster 6, and the cluster with the minimum mean (1.22) for mothers included in factor 1 is cluster 2. Mothers in Korea included in factor i ($i=1, 2, 3, 4, 5$) show a different response pattern from mothers in Korea included in factor j , where i is different from j .

Concretely, the mothers included in factor 1 in Korea agree most with the items

included in cluster 6 and agree least with the items included in cluster 2; the mothers included in factor 2 in Korea agree most with the items included in cluster 6 and agree least with the items included in cluster 2; the mothers included in factor 3 in Korea agree most with the items included in cluster 6 and agree least with the items included in cluster 2; the mothers included in factor 4 in Korea agree most with the items included in cluster 5 and agree least with the items included in cluster 4; and the mothers included in factor 5 in Korea agree most with the items included in cluster 7 and agree least with the items included in cluster 1.

Conversely, the items included in cluster 1 are agreed upon most by mothers included in factor 1 in Korea and are agreed upon least by mothers included in factor 5 in Korea; the items included in cluster 2 are agreed upon most by mothers included in factor 4 in Korea and are agreed upon least by mothers included in factor 1 in Korea; the items included in cluster 3 are agreed upon most by mothers included in factor 5 in Korea and are agreed upon least by mothers included in factor 4 in Korea; items included in cluster 4 are agreed upon most by mothers included in factor 1 in Korea and are agreed upon least by mothers included in factor 4 in Korea; the items included in cluster 5 are agreed upon most by mothers included in factor 4 in Korea and are agreed upon least by mothers included in factor 1 in Korea; the items included in cluster 6 are agreed upon most by mothers included in factor 1 in Korea and are agreed upon least by mothers included in factor 6 in Korea; and the items included in cluster 7 are agreed upon most by mothers included in factor 2 in Korea and are agreed upon least by mothers included in factor 4 in Korea.

Table 4.11 gives a summary of the Q-items included in each cluster for each factor

in the EFL context.

Table 4.11. Summary of Q-items in terms of factors and clusters for mothers in the United States

Factor	Cluster						
	1	2	3	4	5	6	7
1	2.05	1.56*	2.85	1.92	3.80	3.50	3.85**
2	1.83*	3.08	3.00	3.13	2.65	3.14	4.00**
3	1.93	1.89*	3.00	3.83	3.40	3.81**	3.39
4	2.20*	3.50	3.00	2.75	3.10	3.36**	3.25

*. Cluster with minimum mean. **. Cluster with maximum mean.

1. least descriptive, 2. descriptive, 3. uncertain, 4. descriptive, 5. most descriptive

The cluster with the maximum mean (3.85) for mothers in the United States included in factor 1 is cluster 7, and the cluster with the minimum mean (1.56) for mothers in the United States included in factor 1 is cluster 2. Mothers in the United States included in factor i ($i=1, 2, 3, 4$) show a different response pattern from mothers in the United States included in factor j , where i is different from j .

Concretely, mothers included in factor 1 in the United States agree most with the items included in cluster 7 and agree least with the items included in cluster 2; mothers included in factor 2 in the United States agree most with the items included in cluster 7 and agree least with the items included in cluster 1; mothers included in factor 3 in the United States agree most with the items included in cluster 6 and agree least with the items included in cluster 2; and mothers included in factor 4 in the United States agree most with the items included in cluster 6 and agree least with the items included in cluster 1.

Conversely, the items included in cluster 1 are agreed upon most by mothers included in factor 4 in the United States and are agreed upon least by mothers included in factor 2 in the United States; the items included in cluster 2 are agreed upon most by mothers included in factor 4 in the United States and are agreed upon least by mothers included in factor 1 in the United States; the items included in cluster 3 are agreed upon least by mothers included in factor 1 in the United States; the items included in cluster 4 are agreed upon most by mothers included in factor 3 in the United States and are agreed upon least by mothers included in factor 1 in the United States; the items included in cluster 5 are agreed upon most by mothers included in factor 1 in the United States and are agreed upon least by mothers included in factor 2 in the United States; the items included in cluster 6 are agreed upon most by mothers included in factor 3 in the United States and are agreed upon least by mothers included in factor 2 in the United States; and the items included in cluster 7 are agreed upon most by mothers included in factor 2 in the United States and are agreed upon least by mothers included in factor 4 in the United States.

From Table 4.10 and Table 4.11, it is possible to see how each type of belief responded to the Q-items included in each cluster and mothers with different belief had different responses to the items included in each cluster.

Table 4.12.1, Table 4.12.2, and Table 4.12.3 show the summary of supportive practices for English education for mothers included in each factor in Korea. The reason this summary is performed is that the supportive practices are classified into three parts: items that should be answered by binary values, items that should be answered by continuous values, and items that should be answered by polychotomous values.

Table 4.12.1 illustrates the summary of supportive practices.

Table 4.12.1. Summary of supportive practices in terms of factors for mothers in Korea (Binary values)

Practices ³	Factor1	Factor2	Factor3	Factor4	Factor5
Enrolling my child in an English-only preschool or kindergarten	0.00%	0.00%	0.00%	0.00%	0.00%
Hiring a tutor	33.33%	50.00%	0.00%	33.33%	0.00%
Enrolling my child in a preschool or kindergarten offering English classes regularly	50.00%	0.00%	0.00%	0.00%	50.00%
Reading books in English	83.33%	50.00%	100.00%	66.67%	50.00%
Showing foreign films	50.00%	50.00%	50.00%	66.67%	50.00%
Providing printed materials regularly	33.33%	50.00%	0.00%	0.00%	0.00%
Visiting websites to find materials	50.00%	50.00%	100.00%	0.00%	50.00%
Singing songs in English	66.67%	50.00%	100.00%	0.00%	100.00%
Teaching the alphabet at home	66.67%	0.00%	0.00%	0.00%	50.00%
Storytelling in English	50.00%	0.00%	100.00%	0.00%	100.00%
Listening to audiotapes	83.33%	100.00%	100.00%	100.00%	100.00%

None of the mothers in Korea sent their children to English-only preschools or kindergartens. The mothers in Korea included in factor 2 were more interested in hiring a tutor. Only mothers in Korea included in factor 1 and factor 5 were interested in enrolling their children at a preschool or kindergarten offering English class regularly. All mothers in Korea included in factor 3 used websites to find materials. As a result, it is possible to

³. Scale: 0. No, 1. Yes.

say that the mothers in Korea with different beliefs had the different patterns of use supportive practices. This fact implies that the beliefs of mothers affected their choice of supportive practices.

The mothers included in factor 1 in Korea were most interested in reading books in English and listening to audiotapes and were least interested in enrolling their children in an English-only preschool or kindergarten. The mothers included in factor 2 in Korea were most interested in listening to audiotapes. The mothers included in factor 4 in Korea were most interested in listening to audiotapes. The mothers included in factor 5 in Korea were most interested in storytelling in English and listening to audiotapes.

Table 4.12.2 illustrates the summary of supportive practices with continuous variables.

Table 4.12.2. Summary of supportive practices in terms of factors for mothers in Korea (Continuous values)

		How much time does your child spend at home? (min/week)	How much time does your child spend with professionals? (min/week)	Age of child when you first started to teach English at home? (month)
Factor 1	Min	30.00	30.00	13.00
	Max	840.00	200.00	72.00
	Mean	195.00	98.33	37.17
	Stdev. ⁴	316.84	79.35	20.69
Factor 2	Min	60.00	30.00	30.00
	Max	100.00	30.00	30.00
	Mean	80.00	30.00	30.00
	Stdev.	28.28	.	.
Factor 3	Min	110.00	0.00	32.00
	Max	300.00	30.00	40.00
	Mean	205.00	15.00	36.00
	Stdev.	134.35	21.21	5.66
Factor 4	Min	60.00	180.00	72.00
	Max	400.00	180.00	72.00
	Mean	230.00	180.00	72.00
	Stdev.	240.42	.	.
Factor 5	Min	60.00	90.00	48.00
	Max	120.00	90.00	48.00
	Mean	90.00	90.00	48.00
	Stdev.	42.43	.	.

⁴. Standard deviation

The mothers in Korea included in factor 1 (195 minutes/week) and factor 3 (205 minutes/week) had their children, on average, at home with them to learn English most often. The mothers in Korea included in factor 4 (180 minutes/week) had their children, on average, learn English with professionals most often. The mothers in Korea included in factor 2 (30 months) had, on average, the youngest children learning English. No standard deviations were generated from the missing values in the data. The mothers included in each factor in Korea had different patterns of making their children spend time at home, making their children spend time with professionals, and the age of children when they first started to teach English at home. This fact implies that different beliefs cause these different patterns, in three supportive practices.

Table 4.12.3 gives a summary of supportive practices in terms of factors in Korea.

Table 4.12.3. Summary of supportive practices in terms of factors for mothers in Korea (Polychotomous values)

Factor	Factor 1			Factor 2		
Summary ⁵	Min	Max	Mean	Min	Max	Mean
Frequency of exposure to books	2.00	4.00	3.50	2.00	3.00	2.50
Frequency of exposure to animation	2.00	4.00	3.00	2.00	3.00	2.50
Frequency of studying workbooks during a week	1.00	3.00	2.00	1.00	2.00	1.50
Frequency of singing in English during a week	2.00	4.00	3.00	2.00	2.00	2.00
Frequency of teaching the alphabet during a week	1.00	4.00	2.17	1.00	1.00	1.00
Frequency of playing games during a week	2.00	3.00	2.17	1.00	1.00	1.00
Frequency of studying printed materials during a week	2.00	3.00	2.17	1.00	2.00	1.50
Frequency of learning English on the web during a week	1.00	2.00	1.83	1.00	1.00	1.00
Frequency of listening to tapes during a week	2.00	3.00	2.33	2.00	4.00	3.00
Frequency of exposure to computer games and programs	1.00	4.00	2.00	1.00	1.00	1.00

⁵. Scale: 1. never, 2. seldom, 3. sometimes, 4. always.

Factor	Factor 3			Factor 4		
Summary	Min	Max	Mean	Min	Max	Mean
Frequency of exposure to books	4.00	4.00	4.00	3.00	4.00	3.67
Frequency of exposure to animation	2.00	4.00	3.00	1.00	2.00	1.67
Frequency of studying workbooks during a week	1.00	1.00	1.00	1.00	4.00	2.33
Frequency of singing in English during a week	2.00	4.00	3.00	1.00	2.00	1.33
Frequency of teaching the alphabet during a week	1.00	1.00	1.00	1.00	1.00	1.00
Frequency of playing games during a week	1.00	2.00	1.50	1.00	2.00	1.33
Frequency of studying printed materials during a week	1.00	2.00	1.50	1.00	4.00	2.33
Frequency of learning English on the web during a week	2.00	2.00	2.00	1.00	1.00	1.00
Frequency of listening to tapes during a week	4.00	4.00	4.00	2.00	4.00	3.00
Frequency of exposure to computer games and programs	2.00	2.00	2.00	1.00	2.00	1.33

Factor	Factor 5		
	Min	Max	Mean
Summary			
Frequency of exposure to books	2.00	4.00	3.00
Frequency of exposure to animation	1.00	3.00	2.00
Frequency of studying workbooks during a week	1.00	1.00	1.00
Frequency of singing in English during a week	2.00	2.00	2.00
Frequency of teaching the alphabet during a week	2.00	2.00	2.00
Frequency of playing games during a week	1.00	2.00	1.50
Frequency of studying printed materials during a week	1.00	2.00	1.50
Frequency of learning English on the web during a week	1.00	2.00	1.50
Frequency of listening to tapes during a week	2.00	2.00	2.00
Frequency of exposure to computer games and programs	1.00	2.00	1.50

The mothers in Korea included in factor 1 showed English books to their children fairly frequently, because a mean of 3.5 implies that the frequency is between sometimes and always; but they rarely allowed their children to use the web to learn English, because a mean of 1.83 implies that the frequency is between never and seldom. Table 4.12.3 also illustrates the fact that the beliefs of mothers affect their choice of supportive practices.

The mothers included in factor 1 in Korea exposed their children to English books most frequently and had them learn English on the web least frequently. The mothers included in factor 2 in Korea had their children listen to tapes most frequently. The mothers included in factor 3 in Korea exposed their children to English books and had them listen to tapes most frequently and had their children study workbooks and learn the alphabet least frequently. The mothers included in factor 4 in Korea exposed their children to English books most frequently and had their children learn the alphabet and learn English on the web least frequently. The mothers included in factor 5 in Korea exposed their children to English books most frequently and had their children study workbooks least frequently.

Table 4.13.1, Table 4.13.2, and Table 4.13.3 show the summary of supportive practices in English education for mothers included in each factor in the United States. The reason why this summary is performed is also that supportive practices are classified into three parts: items that should be answered by binary values, items that should be answered by continuous values, and items that should be answered by polychotomous values.

Table 4.13.1 illustrates the summary of supportive practices.

Table 4.13.1. Summary of supportive practices in terms of factors for mothers in the United States (Binary values)

Practices	Factor1	Factor2	Factor3	Factor4
Enrolling my child in an English-only preschool or kindergarten	100.00%	100.00%	100.00%	50.00%
Hiring a tutor	0.00%	0.00%	0.00%	0.00%
Enrolling my child in a preschool or kindergarten offering English class regularly	16.67%	25.00%	0.00%	0.00%
Reading books in English	100.00%	100.00%	66.67%	50.00%
Showing foreign films	83.33%	75.00%	66.67%	50.00%
Providing printed materials regularly	0.00%	0.00%	0.00%	0.00%
Visiting websites to find materials	33.33%	0.00%	0.00%	0.00%
Singing songs in English	100.00%	100.00%	66.67%	0.00%
Teaching the alphabet at home	83.33%	100.00%	33.33%	0.00%
Storytelling in English	66.67%	25.00%	33.33%	0.00%
Listening to audiotapes	66.67%	0.00%	0.00%	0.00%

One hundred percent of mothers in the United States included in all factors sending their children to an English-only preschool or kindergarten. No mothers in the United States included in all factors hiring a tutor. Mothers in the United States included only in factor 1 and factor 2 were interested in enrolling their children at a preschool or kindergarten offering English class regularly. All mothers in the United States included in factor 1 and 2 reading books in English. As a result, it is possible to say that the mothers in the United States with different beliefs have different patterns of use of supportive practices. This fact implies that the beliefs of mothers affect their choice of supportive practices.

Mothers included in factor 1 in the United States were most interested in enrolling their children at an English-only preschool or kindergarten, reading books in English, and singing songs in English, and were least interested in hiring a tutor or providing printed materials regularly. Mothers included in factor 3 in the United States were most interested in enrolling their children at an English-only preschool or kindergarten.

Table 4.13.2 illustrates the summary of supportive practices that should be answered by continuous values.

Table 4.13.2. Summary of supportive practices in terms of factors for mothers in the United States (Continuous values)

		How much time does your child spend at home? (min/week)	How much time does your child spend with professionals? (min/week)	Age of child when you first started to teach English at home? (month)
Factor 1	Min	50.00	600.00	12.00
	Max	1260.00	1500.00	56.00
	Mean	373.33	1060.00	32.33
	Stdev.	442.25	342.40	14.67
Factor 2	Min	300.00	360.00	15.00
	Max	1200.00	900.00	36.00
	Mean	640.00	720.00	29.00
	Stdev.	488.67	311.77	12.12
Factor 3	Min	30.00	1500.00	12.00
	Max	60.00	1500.00	40.00
	Mean	45.00	1500.00	26.00
	Stdev.	21.21	0.00	19.80
Factor 4	Min	.	1200.00	36.00
	Max	.	1200.00	36.00
	Mean	.	1200.00	36.00
	Stdev.	.	.	.

Mothers in the United States included in factor 2 (640 minutes/week) had their children, on average, spend the most time at home with them learning English. Mothers in the United States included in factor 3 (1500 minutes/week) had their children, on average, spend the most time with professionals, learning English. Mothers in the United States

included in factor 3 (26 months) had their children, on average, learn English at the youngest age. No summary in tables generated from the missing values in the data. No standard deviation in tables generated from the missing values in the data. The mothers included in each factor in the United States had different patterns of making their children spend time at home, making their children spend time with professionals, and the age of children when they first started to learn English at home. This fact implies that different beliefs lead to these different patterns in the three supportive practices below.

Table 4.13.3 gives a summary of supportive practices in terms of factors in the United States.

Table 4.13.3. Summary of supportive practices in terms of factors for mothers in the United States (Polychotomous values)

Factor	Factor 1			Factor 2		
Summary	Min	Max	Mean	Min	Max	Mean
Frequency of exposure to books	2.00	4.00	3.50	2.00	4.00	3.25
Frequency of exposure to animation	3.00	4.00	3.67	4.00	4.00	4.00
Frequency of studying workbooks during a week	1.00	3.00	1.50	1.00	2.00	1.50
Frequency of singing in English during a week	2.00	4.00	2.67	2.00	4.00	2.75
Frequency of teaching the alphabet during a week	2.00	4.00	3.17	2.00	4.00	3.00
Frequency of playing games during a week	2.00	4.00	3.00	2.00	4.00	3.50
Frequency of studying printed materials during a week	1.00	4.00	2.33	1.00	4.00	1.75
Frequency of learning English on the web during a week	1.00	3.00	1.67	1.00	2.00	1.25
Frequency of listening to tapes during a week	1.00	3.00	2.50	1.00	2.00	1.50
Frequency of exposure to computer games and programs	2.00	4.00	2.50	1.00	3.00	1.75

Factor	Factor 3			Factor 4		
Summary	Min	Max	Mean	Min	Max	Mean
Frequency of exposure to books	1.00	4.00	3.00	4.00	4.00	4.00
Frequency of exposure to animation	4.00	4.00	4.00	4.00	4.00	4.00
Frequency of studying workbooks during a week	1.00	2.00	1.33	1.00	1.00	1.00
Frequency of singing in English during a week	1.00	4.00	2.67	3.00	4.00	3.50
Frequency of teaching the alphabet during a week	1.00	4.00	2.33	1.00	1.00	1.00
Frequency of playing games during a week	1.00	4.00	3.00	1.00	4.00	2.50
Frequency of studying printed materials during a week	1.00	1.00	1.00	1.00	4.00	2.50
Frequency of learning English on the web during a week	1.00	1.00	1.00	1.00	4.00	2.50
Frequency of listening to tapes during a week	1.00	1.00	1.00	1.00	3.00	2.00
Frequency of exposure to computer games and programs	1.00	2.00	1.33	1.00	4.00	2.50

Mothers in the United States included in factor 1 showed English books to their children fairly frequently, because a mean of 3.5 implies that the frequency is between sometimes and always, while they rarely allowed their children to use the web to learn English, because a mean of 1.67 implies that the frequency is between never and seldom. Table 4.13.3 also illustrates the fact that the beliefs of mothers affect their choice of the supportive practices below.

Mothers included in Factor 1 in the United States exposed their children to animation most frequently and had their children study workbooks least frequently. Mothers included in Factor 2 in the United States exposed their children to animation most frequently and had their children learn English on the web least frequently. Mothers included in Factor 3 in the United States exposed their children to animation.

Research Question 5

What demographic characteristics are associated with mothers' practices related to early English education?

5.1. Mothers' English-language proficiency

5.2. Number of children

Table 4.14.1 shows the relationships between English proficiency of mothers and supportive practices by mothers in Korea and the United States using correlation coefficients (Kendall's Tau method).

Table 4.14.1. Kendall's Tau Relationships between English proficiency of mothers and supportive practices (Binary values)

Supportive practices	Statistics	Mothers in Korea (N=15)	Mothers in USA (N=15)
		English proficiency of mother ⁶	English proficiency of mother
Enrolling my child in an English-only preschool or kindergarten	Coefficient		-0.10
	p-value		0.69
Hiring a tutor	Coefficient	-0.24	
	p-value	0.37	
Enrolling my child in a preschool or kindergarten offering English class regularly	Coefficient	0.51**	0.15
	p-value	0.05	0.56
Reading books in English	Coefficient	0.04	1.00
	p-value	0.88	
Showing foreign films	Coefficient	-0.17	0.65**
	p-value	0.50	0.01
Providing printed materials regularly	Coefficient	-0.04	
	p-value	0.87	
Visiting websites to find materials	Coefficient	0.24	0.15
	p-value	0.35	0.56
Singing songs in English	Coefficient	0.39	0.78**
	p-value	0.13	0.00
Teaching the alphabet at home	Coefficient	0.55**	0.55**
	p-value	0.03	0.04

⁶ The scale for English proficiency of mothers is in page.183.

Storytelling in English	Coefficient	0.49*	0.32
	p-value	0.06	0.23
Supportive practices		Mothers in Korea (N=15)	Mothers in USA (N=15)
Listening to audiotapes	Coefficient	-0.49*	0.24
	p-value	0.06	0.38

*. Significant at 0.10, **. Significant at both 0.10 and 0.05.

While enrolling children in a preschool or kindergarten offering English class regularly, teaching the alphabet at home, storytelling in English, and listening to audiotapes have a statistically significant correlation with English proficiency for mothers in Korea, watching foreign film, singing songs, and teaching the alphabet at home have a statistically significant correlation with English proficiency for mothers in the United States.

Concretely, enrolling children in a preschool or kindergarten offering English class regularly has a positive correlation with English proficiency for mothers in Korea, which implies that as the English proficiency of the mother grows, the more interested she will be in enrolling her child in a preschool or kindergarten offering English class regularly. Teaching the alphabet at home has a positive correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the mother grows, the more interested she will be in teaching the alphabet at home. Storytelling in English has a positive correlation with the English proficiency of the mother in Korea, which implies that as the English proficiency of the mother grows, the more interested she will be in storytelling in English. Listening to audiotapes has a negative correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the

mother grows, the mother is less interested in listening to audiotapes. Showing foreign films has a positive correlation with the English proficiency of the mother in the United States, which implies that as the English proficiency of the mother grows, the more interested the mother is in showing foreign films. Teaching the alphabet at home has a positive correlation with the English proficiency of mothers in the United States, which implies that as the English proficiency of the mother grows, the more interested she becomes in teaching the alphabet at home. Singing songs in English also has a positive correlation with the English proficiency of mothers in the United States, which implies that as the English proficiency of the mother grows, the more interested she is in singing songs in English.

Table 4.14.2 shows the relationships between the English proficiency and supportive practices of mothers in Korea and the United States, using correlation coefficients (Kendall's Tau method).

Table 4.14.2. Kendall's Tau relationships between English proficiency and supportive practices

Supportive practices	Statistics	Mothers in Korea (N=15)	Mothers in USA (N=15)
		English proficiency of mother	English proficiency of mother
Frequency of exposure to books	Coefficient	0.07	0.23
	p-value	0.79	0.36
Frequency of exposure to animation	Coefficient	0.26	-0.15
	p-value	0.28	0.56
Frequency of studying workbooks during a week	Coefficient	-0.22	0.27
	p-value	0.37	0.31
Frequency of singing in English during a week	Coefficient	0.46*	0.07
	p-value	0.06	0.79
Frequency of teaching the alphabet during a week	Coefficient	0.61**	0.54**
	p-value	0.02	0.03
Frequency of playing games during a week	Coefficient	0.53**	0.14
	p-value	0.04	0.58
Frequency of studying printed materials during a week	Coefficient	0.08	0.29
	p-value	0.74	0.256
Frequency of learning English on the web during a week	Coefficient	0.73**	0.26
	p-value	0.01	0.31
Frequency of listening to tapes during a week	Coefficient	-0.25	-0.05
	p-value	0.31	0.85
Frequency of exposure to	Coefficient	0.46*	0.44*

computer games and programs	p-value	0.07	0.07
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*. Significant at 0.10 **. Significant at both 0.10 and 0.05.

While frequency of singing in English, frequency of teaching English, frequency of playing games per week, frequency of learning English on the web during a week, and frequency of exposure to computer games and programs all have a statistically significant correlation with the English proficiency of mothers in Korea, frequency of teaching the alphabet during a week and frequency of exposure to computer games and programs both have a statistically significant correlation with the English proficiency of mothers in the United States.

Concretely, frequency of singing in English during a week has a positive correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the mother grows, the more frequently she will have her children sing in English during a week. Frequency of teaching the alphabet during a week has a positive correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the mother grows, the more frequently she will teach the alphabet during a week. Frequency of playing games during a week has a positive correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the mother grows, the more frequently she will have her children play games during a week. Frequency of learning English on the web during a week has a positive correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the mother grows, the more frequently she will have her children learn

English on the web during a week. Frequency of exposure to computer games and programs has a positive correlation with the English proficiency of mothers in Korea, which implies that as the English proficiency of the mother grows, the more frequently she will expose her children to computer games and programs. Frequency of teaching the alphabet during a week has a positive correlation with the English proficiency of mothers in the United States, which implies that as the English proficiency of the mother grows, the more frequently she will teach the alphabet. Frequency of exposure to computer games and programs has a positive correlation with the English proficiency of mothers in the United States, which implies that as the English proficiency of the mother grows, the more frequently she will expose her children to computer games and programs.

Table 4.15.1 shows the relationships between number of children and supportive practices, using correlation coefficients (Kendall's Tau method).

Table 4.15.1. Kendall's Tau relationships between number of children and supportive practices

Supportive practices	Statistics	Mothers in Korea (N=15)	Mothers in USA (N=15)
		Number of children	Number of children
Enrolling my child in an English-only preschool or kindergarten	Coefficient		-0.25
	p-value		0.35
Hiring a tutor	Coefficient	-0.12	
	p-value	0.65	
Enrolling my child in a preschool or kindergarten offering English class regularly	Coefficient	-0.12	-0.42
	p-value	0.65	0.12
Reading books in English	Coefficient	-0.49*	-0.37
	p-value	0.07	0.17
Showing foreign films	Coefficient	-0.22	-0.26
	p-value	0.41	0.33
Providing printed materials regularly	Coefficient	-0.27	
	p-value	0.31	
Visiting websites to find materials	Coefficient	-0.33	0.37
	p-value	0.22	0.17
Singing songs in English	Coefficient	-0.67**	-0.47*
	p-value	0.01	0.08
Teaching the alphabet at home	Coefficient	-0.29	-0.38
	p-value	0.28	0.16
Storytelling in English	Coefficient	-0.60**	0.22
	p-value	0.02	0.41
Listening to audiotapes	Coefficient	-0.22	-0.34

	p-value	0.41	0.20
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*. Significant at 0.10. **. Significant at both 0.10 and 0.05.

While reading books in English, singing songs in English, and storytelling in English all have a statistically significant correlation with number of children for mothers in Korea, singing songs in English is significantly correlated with the English proficiency of mothers in the United States.

Concretely, reading books in English has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less interested the mother will be in reading books in English. Singing songs in English also has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less interested the mother will be in singing songs in English. Storytelling in English has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less interested the mother will be in storytelling in English. Singing songs in English has a negative correlation with number of children in the United States, which implies that as the number of children grows, the less interested the mother will be in singing songs in English.

Table 4.15.2 shows the relationships between number of children and supportive practices, using correlation coefficients (Kendall's Tau method).

Table 4.15.2. Kendall's Tau relationships between number of children and supportive practices (polychotomous values⁷)

Supportive practices	Statistics	Mothers in Korea (N=15)	Mothers in USA (N=15)
		English proficiency of mother	English proficiency of mother
Frequency of exposure to books	Coefficient	-0.62**	-0.13
	p-value	0.02	0.63
Frequency of exposure to animation	Coefficient	-0.47*	0.03
	p-value	0.06	0.92
Frequency of studying workbooks during a week	Coefficient	0.00	0.04
	p-value	1.00	0.89
Frequency of singing in English during a week	Coefficient	-0.75**	0.26
	p-value	0.00	0.30
Frequency of teaching the alphabet during a week	Coefficient	-0.12	-0.26
	p-value	0.64	0.30
Frequency of playing games during a week	Coefficient	-0.43*	-0.22
	p-value	0.10	0.38
Frequency of studying printed materials during a week	Coefficient	0.02	0.23
	p-value	0.95	0.36
Frequency of learning English on the web during a week	Coefficient	-0.49*	0.16
	p-value	0.07	0.53

⁷ Also see p.183 for scales and values.

Frequency of listening to tapes during a week	Coefficient	-0.08	-0.29
	p-value	0.75	0.26
Frequency of exposure to computer games and programs	Coefficient	-0.27	0.21
	p-value	0.29	0.39

*. Significant at 0.10. **. Significant at both 0.10 and 0.05.

Although reading books in English, frequency of exposure to books, frequency of exposure to animation, frequency of singing in English during a week, frequency of playing games during a week, and frequency of learning English on the web during a week all have a statistically significant correlation with number of children for mothers in Korea, no practice has a statistically significant correlation with English proficiency of mothers in the United States.

Concretely, frequency of exposure to books has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less frequently a mother will expose her children to books during a week. Frequency of exposure to animation also has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less frequently a mother will expose her children to animation. Frequency of singing in English during a week has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less frequently a mother will have her children sing in English during a week. Frequency of playing games during a week has a negative correlation with number of children in Korea, which implies that as the number of children grows, the less frequently a mother will have her children play games during a week. Frequency of

learning English on the web during a week has a negative correlation with number of children in Korea, as well, which implies that as the number of children grows, the less frequently a mother will have her children learn English on the web during a week.

As in the other analyses of the relationships between the English proficiency of the mother and supportive practices, Table 4.16.1 and Table 4.16.2 gives a summary of supportive practices across the different levels of English proficiency reported by mothers. Mothers in Korea with low levels of proficiency expose their children to English literature more often (3.2 and 3.67) while mothers in the United States with low levels of proficiency expose their children to animation more often (4).

Table 4.16.1. Summary of supportive practices in relation to English proficiency of mother

Supportive practices (Scale: 0 or 1)	English proficiency of mother				
	Mothers in Korea (N=15)			Mothers in USA (N=15)	
	2 ⁸	3 ⁹	4 ¹⁰	2	3
Enrolling my child in an English-only preschool or kindergarten	0.00	0.00	0.00	1.00	0.92
Hiring a tutor	0.40	0.22	0.00	0.00	0.00
Enrolling my child in a preschool or kindergarten offering English class regularly	0.00	0.33	1.00	0.00	0.15
Reading books in English	0.60	0.89	0.00	0.00	1.00
Showing foreign films	0.60	0.56	0.00	0.00	0.85
Providing printed materials regularly	0.20	0.22	0.00	0.00	0.00
Visiting websites to find materials	0.20	0.67	0.00	0.00	0.15
Singing songs in English	0.20	0.89	0.00	0.00	0.92
Teaching the alphabet at home	0.00	0.44	1.00	0.00	0.77
Storytelling in English	0.00	0.78	0.00	0.00	0.46
Listening to audiotapes	1.00	1.00	0.00	0.00	0.31

⁸. I cannot speak but can read English.

⁹. I can speak and read in English even though I am not fluent.

¹⁰. I am a fluent speaker of English and can read an academic article.

Table 4.16.2. Summary of supportive practices in relation to English proficiency of mother

Supportive practices (Scale: 1, 2, 3, or 4)	English proficiency of mother				
	Mothers in Korea (N=15)			Mothers in USA (N=15)	
	2 ¹¹	3 ¹²	4 ¹³	2	3
Frequency of exposure to books	3.20	3.67	2.00	2.50	3.54
Frequency of exposure to animation	2.00	2.89	2.00	4.00	3.85
Frequency of studying workbooks during a week	2.00	1.67	1.00	1.00	1.46
Frequency of singing in English during a week	1.60	2.89	2.00	2.50	2.85
Frequency of teaching the alphabet during a week	1.00	1.89	2.00	1.00	2.92
Frequency of playing games during a week	1.20	1.89	2.00	2.50	3.15
Frequency of studying printed materials during a week	2.00	1.89	2.00	1.00	2.08
Frequency of learning English on the web during a week	1.00	1.78	2.00	1.00	1.62
Frequency of listening to tapes during a week	3.00	2.67	2.00	2.00	1.85
Frequency of exposure to computer games and programs	1.20	1.89	2.00	1.00	2.23

As shown in Table 4.16.1 and Table 4.16.2, enrolling my child in a preschool or

¹¹. I cannot speak but can read English.

¹². I can speak and read in English even though I am not fluent.

¹³. I am a fluent speaker of English and can read an academic article.

kindergarten offering English class regularly, teaching the alphabet at home, frequency of teaching the alphabet during a week, frequency of playing games during a week, frequency of studying printed materials during a week, frequency of learning English on the web during a week, and frequency of exposure to computer games and programs increased along with the self-reported degree of English proficiency of mothers in Korea. All items except enrolling my child in an English-only preschool or kindergarten, hiring a tutor, providing printed materials regularly, frequency of exposure to animation, and frequency of listening to tapes during a week increased along with the self-reported degree of English proficiency of mothers in the United States.

Table 4.17.1 and Table 4.17.2 give a summary of supportive practices across different numbers of children reported by mothers.

Table 4.17.1. Summary of supportive practices in relation to number of children

Supportive practices (Scale: 0 or 1)	Number of children			
	Mothers in Korea (N=15)		Mothers in USA (N=15)	
	1	2	1	2
Enrolling my child in an English-only preschool or kindergarten	0.00	0.00	1.00	0.88
Hiring a tutor	0.33	0.22	0.00	0.00
Enrolling my child in a preschool or kinder offering English class regularly	0.33	0.22	0.29	0.00
Reading books in English	1.00	0.56	1.00	0.75
Showing foreign films	0.67	0.44	0.86	0.63
Providing printed materials regularly	0.33	0.11	0.00	0.00
Visiting websites to find materials	0.67	0.33	0.00	0.25
Singing songs in English	1.00	0.33	1.00	0.63
Teaching the alphabet at home	0.50	0.22	0.86	0.50
Storytelling in English	0.83	0.22	0.29	0.50
Listening to audiotapes	1.00	0.89	0.43	0.13

Table 4.17.2. Summary of supportive practices in relation to number of children

Supportive practices (Scale: 1, 2, 3, or 4)	Number of children			
	Mothers in Korea (N=15)		Mothers in USA (N=15)	
	1	2	1	2
Frequency of exposure to books	4.00	3.00	3.57	3.25
Frequency of exposure to animation	3.17	2.11	3.86	3.88
Frequency of studying workbooks during a week	1.67	1.78	1.43	1.38
Frequency of singing in English during a week	3.33	1.78	2.57	3.00
Frequency of teaching the alphabet during a week	1.83	1.44	3.00	2.38
Frequency of playing games during a week	2.00	1.44	3.43	2.75
Frequency of studying printed materials during a week	1.83	2.00	1.57	2.25
Frequency of learning English on the web during a week	1.83	1.33	1.29	1.75
Frequency of listening to tapes during a week	2.83	2.67	2.14	1.63
Frequency of exposure to computer games and programs	2.00	1.44	1.86	2.25

Frequency of studying workbooks during a week and frequency of studying printed materials during a week increase along with number of children in Korea, but no other items increase along with number of children in Korea. Visiting websites to find materials, storytelling in English, frequency of exposure to animation, frequency of singing in English during a week, frequency of studying printed materials during a week, and frequency of exposure to computer games and programs all increase along with number of children in the United States, while no other items do.

Table 4.18.1 and Table 4.18.2 show the differences in practices in English education between the United States and Korea.

Table 4.18.1. Comparison of supportive practices for English education

Supportive practices (Scale: 0 or 1)	Korea (N=15)	USA (N=15)
Enrolling my child in an English-only preschool or kindergarten	0.00	0.93
Hiring a tutor	0.27	0.00
Enrolling my child in a preschool or kindergarten offering English class regularly	0.27	0.13
Reading books in English	0.73	0.87
Showing foreign films	0.53	0.73
Providing printed materials regularly	0.20	0.00
Visiting websites to find materials	0.47	0.13
Singing songs in English	0.60	0.80
Teaching the alphabet at home	0.33	0.67
Storytelling in English	0.47	0.40
Listening to audiotapes	0.93	0.27

Table 4.18.2. Comparison of supportive practices for English education

Supportive practices (Scale: 1, 2, 3, or 4)	Korea	USA
Frequency of exposure to books	3.40	3.40
Frequency of exposure to animation	2.53	3.87
Frequency of studying workbooks during a week	1.73	1.40
Frequency of singing in English during a week	2.40	2.80
Frequency of teaching the alphabet during a week	1.60	2.67
Frequency of playing games during a week	1.67	3.07
Frequency of studying printed materials during a week	1.93	1.93
Frequency of learning English on the web during a week	1.53	1.53
Frequency of listening to tapes during a week	2.73	1.87
Frequency of exposure to computer games and programs	1.67	2.07

As shown in Table 4.18.1 and Table 4.18.2, mothers in Korea support the English education of their children by depending more on tutors, printed materials, websites, and audiotapes, while mothers in the United States support their children's English education by depending more on educational institutions.

Hypotheses

1. There are differences between maternal beliefs regarding early English education in the ESL context and in the EFL context.

This hypothesis is verified in research question 1, research question 2, and research question 3. The null hypothesis is that there is no difference in maternal beliefs regarding early English education between the ESL context and the EFL context. The verification

results show that the null hypothesis must be rejected, that is it is possible to say that there are differences in maternal beliefs regarding early English education in ESL contexts and in the EFL contexts. Tables 4.2, 4.3, and 4.5 illustrate this fact. The factor analysis shows that differences in beliefs may exist within a context. Tables 4.6, 4.7, 4.10, and 4.11 illustrate this fact.

2. There are differences between mothering practices in early English education in ESL contexts and in EFL contexts.

This hypothesis is verified in research question 4. The null hypothesis is that there is no difference in parenting practices in early English education between the ESL context and in EFL context. The verification results show that the null hypothesis must be rejected, that is it is possible to say that there are differences in parenting practices in early English education between in ESL contexts and in EFL contexts. Tables 4.12.1, 4.12.2, 4.12.3, 4.13.1, 4.13.2, and 4.13.3 illustrate this fact.

3. There is a relationship between maternal beliefs and supportive practices in early English education in each cultural community context.

This hypothesis is verified in research question 5. The null hypothesis is that there is no relationship between maternal beliefs and supportive practices in early English education in each cultural community context. The verification results show that the null hypothesis must be rejected, that is it is possible to say that there are differences in parenting practices in early English education between the ESL context and the EFL

context. Tables 4.12.1, 4.12.2, 4.12.3, 4.13.1, 4.13.2, and 4.13.3 illustrate this fact.

4. There is a relationship between mothers' demographic characteristics (such as English-language proficiency and number of children) and their practices at home.

This hypothesis is verified in research question 5. The null hypothesis is that there is no relationship between mothers' demographic characteristics and supportive practices at home. The verification results show that the null hypothesis must be rejected, that is it is possible to say that there are relationships between mothers' demographic characteristics and supportive practices at home. Tables 4.14.1, 4.14.2, 4.15.1, 4.15.2, 4.16, 4.17, and 4.18 illustrate this fact.

Qualitative Findings from the Interviews

The findings from the interviews dealing with Korean mothers' beliefs and reported practices in early English education in ESL and EFL contexts are presented using a qualitative data analysis. Research question 6 is answered: "Why do mothers believe what they believe about early English education? What underlying values do they suggest?"

Describing and discussing Korean mothers' beliefs and practices in early English education is the main objective of this study. Their experiences are described below, based on the information gleaned in the interviews. The narratives are categorized in terms of the following: (1) beliefs concerning early English education, (2) English as competence, (3) mothers' practices regarding early English education at home, (4) nature versus nurture in

second-language acquisition, and (5) effective English learning materials.

Beliefs Concerning Early English Education

Whether they live in an ESL context or an EFL context, most mothers support early English education. In this study, they exhibited strong beliefs concerning early English education and they addressed the benefits of learning a second language in the early years. This is consistent with the results of the Q-sort method. The mothers in Korea and in the United States responded to the Q-item “I think my child is too young to learn English” very negatively. The mean for mothers in Korea was 1.60 and the mean for mothers in the United States was 1.93. Conversely, they indicated a strong belief in early English education. The mothers in Korea exhibited even stronger beliefs than the mothers in the United States. Only one mother in Korea seemed to be against early English education.

Mrs. Min was included under Factor 5, which represents the group of mothers with no strong beliefs about early English education or about the overall importance of early English education. The mothers in Factor 5 were distinguishable from the other groups of mothers in Korea by their less strong beliefs concerning early English education. The results of the Q-sorts by Mrs. Min were also consistent with her narrative in terms of her negative attitude towards early English education at home.

Actually, I don't like early English education when children don't speak the Korean language perfectly. If a mother is a fluent speaker of English, a child can accept it as their

language. But, usually, Korean mothers are not. Speaking Korean at home and learning English only in institutions do not help a child learn English. Now, my child is learning English in kindergarten for fun. I want to start teaching English actively from the beginning of elementary school from second grade with native teachers (K3, Mrs. Min).

The debate about the appropriate time to start English education is still ongoing, despite these mothers' positive beliefs concerning early English learning. Some mothers think that earlier is better, but some think that a certain age is appropriate for learning a second language. The debate is related to beliefs about second-language acquisition: whether two languages can be developed at the same time or not. Mothers who oppose very early English learning, think that the Korean language should be learned before the second language. On the other hand, some mothers believe in children's ability to develop two languages at the same time.

Usually, mothers in the United States want their children to learn the Korean language before attending preschool. These mothers think it is possible that their children will lose their Korean-language proficiency once they start school and begin to play with their peers in English. They do not object to early English education but they are worried about their children learning Korean. These mothers are likely to be included under Factor 1 or Factor 2, the groups of mothers who are uncertain about the appropriate timing of early exposure to a second language, despite their strong beliefs concerning the overall importance of English-language learning. The majority of mothers in the United States, 10 mothers, were categorized under Factor 1 or Factor 2.

There was a discrepancy between mothers in Korea and mothers in the United States about the item “My child is too young to learn English.” Even though both groups of mothers exhibited positive beliefs regarding early English learning in the Q-sorts, the mothers in Korea (mean=1.60) showed more positive attitudes toward early exposure to English than mothers in the United States (mean=1.93).

Once children enter preschool or play with peers, they don't want to use Korean because English is the language that is accepted by this society. I didn't teach English much because I want her to learn English after she first speaks Korean fluently (U5, Mrs. Kim).

Most mothers in Korea believed that two languages could be developed at the same time and that children could accept both languages. Unlike the majority of mothers in the United States, who were included under Factor 1, Factor 2, or Factor 4 and considered children's Korean-language acquisition a priority or did not have strong beliefs about early exposure to English, the majority of mothers in Korea had strong beliefs concerning children's early exposure to English, except for a few mothers who were classified under Factor 3 or Factor 5. It seems that English education is started as early as math or Korean literacy in Korea.

It is okay to teach English once children learn the Korean language. About two years old. I don't mean teaching only English. What I mean is teaching English while

mothers teach Korean at the same time (K8, Mrs. Kwon).

I don't know exactly but I heard that children can speak English as much as speak Korean later, if they learn English just like they learn Korean in the early years. So I want to teach English as early as I can. But I cannot teach English as much as I can teach Korean, due to my proficiency (K5, Mrs. Kim).

Despite mothers' different opinions about the simultaneous acquisition of a second language with the mother tongue and about the appropriate timing of second-language learning, most mothers showed positive attitudes toward early English education for their young children. In fact, the researcher did not find one mother who did not teach English at home. Even the mother who opposed early English education exposed her children to foreign films at home and had them attend extra-curricular activities to learn English. Consequently, all the children in this study were learning English before starting elementary school. The mothers addressed their four most important reasons for early English education: the enjoyment of learning a second language, achieving native-like pronunciation, increasing familiarity with foreigners, and increasing understanding of other cultures.

Most of all, the mothers in Korea viewed learning through enjoyment as an important benefit of early English education. Before learning English as part of their elementary-school curriculum, children can have the experience of learning English through play, without academic pressure.

I think learning through play is important for children. Without this approach, it is possible to show negative responses to learning English in elementary school. If my child learns English through play, which my child likes, she will not have negative experiences and she will accept learning as an extension of play (K4, Mrs. Park).

Since children in Korea live separately from the foreign-language context, mothers in Korea try to provide opportunities for achieving native-like proficiency through early English education. They believe that children can mimic native speakers' pronunciation as it is and attain English proficiency more easily than older children.

At first, younger children have less denial of another language. Well... familiarity. They just accept it as another language. A language that they have to learn. And younger children have better pronunciation. They seem to have more sense in learning a language (K11, Mrs. Shin).

Another important reason that parents support early English education is to provide familiarity with foreigners. By providing chances to meet foreigners, mothers expect their children to be familiar with people from a different culture and language and to have confidence in talking with foreigners.

Since our generation learned English from Junior high school, there is a gap

between academic learning and practical use. Since I am teaching my child English from his early years, he is comfortable with foreigners (K14, Mrs. Kim).

I didn't teach my first child English when he was young. When we first came to the United States, he was seven years old and he couldn't understand English at all. He didn't even know the alphabet. So, he had a hard time. Unlike him, my second child is learning English naturally, without stress. She is not afraid of meeting foreigners. She just accepts everybody is just same human being (U7, Mrs. Park).

It is clear that even preschoolers not only identify human differences but also develop group-referenced identities, early perceptions of human differences, and interpersonal skills (Ramsey, 1987). The mothers both in Korea and in the United States want their children to accept ethnic differences naturally.

Besides ethnic differences, mothers try to teach cultural differences through English learning. They hope to prepare their children to encounter a new culture in the future by teaching them English. This is one of the important goals of teaching English to young children, since they seem to believe that their children will live in a more global society than they do. The mothers in Korea frequently mentioned the culture shock and cultural gaps that their children might experience.

English as Competence

Korean mothers' strong beliefs regarding early English education are beyond doubt. Teaching English in the early years is as common as teaching math or Korean literacy. One mother in Korea answered, "Asking whether or not early English education is important is a silly question because there is no question about that" (K13, Mrs. Kim). One of the reasons for their strong beliefs comes from the values that they place on English. Because they consider English-language ability to be an important skill for their children's future, as much as the Korean language, English is a natural course for their children's education

Mothers in the United States and in Korea perceive English-language ability as a source of competitive power or competence for their children's future careers. Once children acquire native-like English-language proficiency, their mothers expect that they will achieve competitive power and advance in the job market in Korea as well as in the United States. Their ultimate goal in teaching English to their children is to provide an important skill for their future careers.

Young and Tran (1999) report that over 90 % of Vietnamese parents agree with the following statements: (a) High levels of bilingualism can lead to practical, career related advantages, and (b) high levels of bilingualism can result in superior cognitive development (p. 229). Accordingly, most Vietnamese parents believe that bilingual ability will have a positive effect on their children's future careers as well as on their cognitive development. Korean parents showed a similar pattern in a study by Shin and Kim (1998), supporting bilingual education as offering practical, career-related advantages and as a factor in superior cognitive development.

In this study, the mothers in both contexts also believed that their children would have more career opportunities with bilingual ability and more opportunities in life by communicating with diverse people. In the Q-sorts, only one group in each context, Factor 5 in Korea and Factor 4 in the United States, did not show strong beliefs about the importance of early English education. Also, most parents in both contexts accepted the importance of English learning for their children, in the interviews.

As you know, communication with diverse people expands the mind and thinking. So, it is important to speak the official language that is used in all parts of the world if we don't live only in Korea and if we want to live in a world. In academics or in business, speaking English is important (K1, Mrs. Kim).

As we experienced, people with and without English language ability had different career chances. It will be more competitive for our children's generation. Speaking English provides more opportunities and confidence. If we speak English fluently, we can be confident in talking with anybody. For a career or for studying or for reading books, people with and without English language ability will have more discrepancies (U5, Mrs. Kim).

Mothers in Korea suppose that their children will use English in their daily lives in the future. Accordingly, even though mothers' expectation varied, all expect their children to achieve at least a level of proficiency at which they can represent their opinions without

difficulty in various contexts. Mothers in the ESL context and mothers in the EFL context have common expectations. Some mothers in Korea also mentioned their expectation that their children would be perfectly bilingual, eventually.

I want my son to speak English as well as he speaks Korean. I have a plan to send him to the United States to study when he is grown up, and I hope that he will study and learn the culture without attending a language course (K5, Mrs. Kim).

Besides attaining competence for future careers, some mothers in Korea thought that learning English would help their children learn about Western culture just in case they studying or live abroad.

My daughter doesn't start learning English early... I don't think it is too early (she is three years old). There is culture shock and trouble when one encounters a new culture. If she learns customs in her early years, she will accept the differences and she won't experience contradictions (K13, Mrs. Kim).

I teach my child English not for academic purposes but to have him experience and understand another culture to expand his mind (K14, Mrs. Kim).

Mothers' objectives in teaching English to their children are very practical, focusing on communication skills. Mothers in ESL and EFL contexts want their children to learn

English to acquire better communication skills for daily contexts. Since the mothers' educational experiences related to English had been focused on grammar and reading to prepare for the college entrance examination, they do not want their children to have the same experience. Korean mothers do not view the English education that they received for six years as a success, in terms of achieving communication skills.

I think she will be able to speak English as well as Korean in the long run. Even though we cannot speak English fluently, we can speak better than toddlers in English. My level of English proficiency is intermediate. So my child should do better than that. I don't want her to be like our generation (K13, Mrs. Kim).

If we provide a chance to learn English in the early years, my child will not have trial and error like us. We spend a lot of time learning English and we cannot speak well. Based on my experience, it was not the right way to learn English (U13, Mrs. Park).

The mothers accept English as an official language of the world, so achieving proficiency in English seems to be a prerequisite for living as a global citizen. However, some mothers think that the powerful language could change to Chinese in the future.

Nowadays, English is the most important means of competition. As time goes on, isn't it possible that something else will be? For example, Chinese (U10, Mrs. Kim).

One mother in Korea, who had a bachelor's degree in Chinese Literature, expressed her wish to teach Chinese as a third language. If Chinese is the most accepted language, Korean mothers will teach Chinese for their children's future. Their enthusiastic attitude comes from the strong value that they place on education and their recognition of the global society. They are aware of the importance of learning English in daily life, even to use the Internet. In addition, from their own experiences in relation to English education, Korean mothers' beliefs concerning the practical use of language are strong. Regardless of their future residency in the United States, they conceive of bilingual ability as an important quality in a global society.

Mothers' Practices in Early English Education at Home

Mothers have different perspectives on teaching English at home. Though mothers in both contexts have similar patterns of practices regarding English education at home, such as watching films and reading books, their perspectives on teaching their children themselves differ according to whether they believe that they can help their children improve their English proficiency. Some of the mothers in the United States thought that their poor English pronunciation might not help their children learn English, as it might confuse them. In addition, some mothers in the United States and one mother in Korea placed a priority on achieving Korean-language proficiency. These mothers thought that their children were learning enough English at school; they could only help with homework or reading books.

There were two types of mothers who did not show strong beliefs about early exposure to English at home. One group of mothers did not have strong beliefs about early exposure to English at home because they placed a priority on teaching the Korean language to their young children before they went to school in the United States. Factor 1 in the United States represents this group of mothers. On the other hand, the mothers included in Factor 5 in Korea and Factor 4 in the United States did not have strong beliefs about early exposure since they did not have strong beliefs concerning the overall importance of English learning for their children.

I heard from a teacher not to teach English at home. I also do not want to confuse Yoon-A because I want her to learn Korean first (U5, Mrs. Kim).

We didn't use English at home from the beginning. We were worried about losing Korean language and we still think as such. My children think that I cannot speak English. But, they accept it positively and do not ignore me (U7, Mrs. Park).

In our country, seven years old is appropriate for learning English after a child speaks Korean perfectly (K3, Mrs. Min).

No mothers in Korea, except for the one above, considered their practices in English at home to be an obstacle to achieving proficiency in Korean or in English. Mrs. Min, who expressed a negative opinion about English teaching by mothers, mentioned that teaching

English at home is not much help for children's acquisition since Korean mothers usually are not bilingual. She is included in Factor 5, in Korea, which represents mothers who do not have strong beliefs about the overall importance of early English learning.

However, strong beliefs on mothers' practices at home in Korea are also supported by the results of the Q-items. The mothers in Korea sorted the Q-items about parent-child interactions and practices at home into piles with higher scores than mothers in the United States (e.g., "I believe that children's English proficiency can be enhanced through learning together with their parents. I think it is important to learn English in order to teach my child English by myself."). On the other hand, the mothers in the United States showed a preference for professional institutions or interactions with peers who speak English.

However, both the mothers in Korea and the mothers in the United States acknowledged the importance of interactions with peers who can speak English and the importance of social contexts where English is used. The influence of children's social environment was once underestimated (Lee, Park, & Kim, 2000). However, it is now accepted that language learning is a socio-cultural process (Lu, 1998). Children's language learning occurs while they are playing and interacting with others. And mothers are well aware of the socio-cultural perspective on language learning.

Even though a teacher should be present, experiences of being exposed to peer groups who speak the same foreign language is an important way to teach English in the early years. So they have to speak in the foreign language (K1, Mrs. Kim).

It is a more useful way of learning English to play and play games with a native speaker. My son likes playing games. So he can learn English as well as numeracy while he plays cards. A teacher, a native speaker, reads a book, plays with my child and another child for fifty minutes (K14, Mrs. Kim).

Brisk (2000) argues that a close relationship exists between proficiency and the use of a language: “proficiency facilitates use and use promotes proficiency” (p. 4). Since children in EFL contexts live in a rich environment for learning English at school, mothers do not seem to feel as much pressure to teach them English at home. They know that their children’s daily environment naturally exposes them to English, as they play with their peers and attend school in the United States. Since mothers in Korea are also well aware of this, they want to interact with their children in English at home.

I think the most effective way of learning English is in daily conversations. For example, when my daughter wakes up in the morning, she can say ‘good morning.’ And she says ‘good night’ when she goes to bed. Before saying ‘Sa-Ga,’ she said ‘apple’. These things (K13, Mrs. Kim).

Mrs. Min, who is against early English education, however, introduced an alternative way of teaching English at home. She and her neighbor, another mother with young children, teach their own children by themselves once a week. Mrs. Min teaches crafts and the other mother teaches English. The mother has experience working with

children in private institutions and majoring in English education in college. The mother who teaches English usually uses games, plays in English with the children, and tells stories.

Mothers had different majors in college. And teaching one's own child may cause some emotional difficulties. For example, if one's own child does something well, the mother is likely to overestimate the child's ability, or vice versa. So we gather two or three children. I teach crafts and another mother teaches English (K3, Mrs. Min).

She calls this as 'Poom-at-I'. It is a traditional word in Korea, which means working together in agricultural communities. She views this way as a success without any economic cost.

Nurture versus Nature in Second-Language Acquisition

Two mothers in the United States answered that individual differences, which occur in same educational feedback, is caused by the process of nurture at home and at school. Majority of mothers in this study thought that individual differences in second-language acquisition were due to children's inborn language ability. Some mothers ascribed the differences to a combination of nature and nurture.

Individual differences depend on the opportunities that children are given to learn

English, such as how much time a child is exposed to English. Whether children are exposed through parents, videos, or books determines how well they do in learning English (U10, Mrs. Kim).

In contrast, most mothers accept differences in inborn individual ability to acquire a second language, even though they do not relate language acquisition and overall cognitive functioning. They seem to accept multiple intelligences. They do not think that superior ability in language acquisition necessarily reflects the overall intelligence of a child.

Teachers told my son that he made incredible progress in learning English. And it is because of reading a lot of books. I think my child has better cognitive function in liberal arts (US7, Mrs. Park).

Most of all, people have different abilities. Some children do better mathematically and some do better linguistically. Comparing me with my husband, I think he is better than me in learning a language. If we have a written test, I am sure that I will receive better scores. But, he is better than me in speaking (K5, Mrs. Kim).

However, some mothers mentioned the complexity of individual differences. They explained it as a combination of nature and nurture. Even though there is a clear difference in individual ability, these mothers think children overcome natural differences somewhat by their efforts with their parents.

Most of all, despite all the reasons, linguistic ability seems to be inborn. Then parents should help. If mothers talk to their children a lot and interact more, as observed in my child, she made a lot of progress when I made a lot of conversation with her. Parents should help a child to learn vocabulary through interactions, whether using English or Korean (U8, Mrs. Won).

Effective Learning Materials

Maternal practices related to teaching English at home vary depending on children's characteristics or preferences. Usually videos, audiotapes, or television programs are used to expose children to the English language. Despite the variety of materials used, all mothers agreed with the benefits of reading children's literature for their children's English education.

I used to read 40 books everyday. I cannot do it now. I read 15 to 20 books now because I am physically tired of reading books to Grace. Until this summer, I read 20 to 40 books repeatedly everyday (U8, Mrs. Won).

I usually read books to her. I take her to the library to listen to lectures or quizzes. I've tried many things. The most sustained way is reading books (U10, Mrs. Kim).

Watching videos or television programs such as Sesame Street is popular because it provides the chance to hear native speakers. Since these mothers do not consider themselves bilingual or native-like as English speakers, they want to provide opportunities for their children to hear and imitate native speakers' pronunciation.

Well... because I don't speak fluently in English, watching videos is very effective for learning pronunciation (U9, Mrs. Lee).

Because visual materials such as videos or television programs interest children, my son watches a lot. I will decrease the time when we go back to Korea. The reason I let him watch cartoons a lot is that my child likes them and they might help in learning English, I think (U13, Mrs. Park).

Some mothers in Korea reported that conversations in English or storytelling in English with their children at home were the most effective way of learning English. This is consistent with their beliefs concerning parent-child interactions in learning English and their narratives about maternal practices in teaching English at home. Mothers in Korea feel comfortable teaching English to their children and they also consider it as an effective way of learning for their children.

Making conversation in English has been effective. When my child and I sit together, I talk to him in English, for example saying "could you bring a cup?" The best

way of learning English is mothers talking to their own children at home (K8, Mrs. Kwon).

In the interviews with the mothers in each context, the researcher found differences as well as similarities. However, given the circumstances, the mothers in each context seemed to perform as best they could. Also, there was no doubt that they had strong beliefs in early English education whether they lived in the foreign-language context or not. Both groups of mothers viewed English-language proficiency as a life skill for their children rather than just a matter of academics. To Korean mothers, mathematical knowledge is only for examinations, which end with schooling. In contrast, language learning is expected to have a long-term influence on children's future careers and lives.

In this study, the mothers in both contexts showed similar patterns of practices in terms of their use of visual materials. In addition, the mothers in both contexts read books to their children daily to help their children learn English, and they thought this was the most effective way of teaching English. However, the mothers in Korea preferred more direct interactions with their children at home than mothers in the United States. This difference results from the social environment that they are in. In the ESL context, mothers do not have to purposely expose their children to English. Their daily life context cannot be separated from their English-language use, and mothers in the United States are well aware of that. The mothers in Korea also mentioned that they might not try to teach English if they were in an ESL context. The social context in which they live has a great influence on mothers' beliefs and attitudes toward early English education.

CHAPTER 5. DISCUSSION AND CONCLUSION

This study has examined Korean mothers' beliefs and reported practices with respect to early English education in ESL and EFL contexts. This chapter summarizes the study by discussing the findings from the Q-sorts and by comparing the findings of the Q-sorts and interviews. Conclusions and recommendations are also presented.

Findings from Q-sorts

Regarding the first hypothesis, it is possible to observe the following differences in beliefs between Korea and the United States: There are differences between maternal beliefs regarding early English education in the ESL context and in the EFL context. Mothers in Korea place more value on their children's ability to learn English and on opportunities to learn English than mothers in the United States, in their beliefs regarding early English education. These results are probably reasonable, because children in the United States have more opportunities to learn English and can learn it more naturally. Mothers in Korea agree most strongly with the following six items: "I want to learn English for myself," "I value the ability to speak English," "I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people," "I think it is important to learn English in order to teach my child English by myself," "I think that picture books in English contribute to my child's English learning," and "I believe that enjoyment is important in English education." Mothers in Korea agree

least strongly with the following five items: “I think my child is too young to learn English,” “I believe that learning English may prevent my child from improving his/her Korean language proficiency,” “I feel uncomfortable teaching English to my child by myself,” “I believe that a child should be taught the alphabet using flashcards,” and “I believe that study time and play time are separate and different activities.” Mothers in the United States agree most strongly with the following three items: “I want to learn English for myself,” “I believe that enjoyment is important in English education,” and “I believe that a child learns English through interactions with others.” Mothers in the United States agree least strongly with the following nine items: “I think my child is too young to learn English,” “I believe that learning English enhances my child’s intelligence,” “I believe that learning English promotes problem solving skills,” “I believe that learning English may prevent my child from improving his/her Korean language proficiency,” “I believe that English education improves overall school performance,” “I feel uncomfortable that English is included in the elementary-school curriculum in Korea,” “I believe that a program in which children learn all of their subjects (math, social studies, science, etc.) in English is beneficial for them,” “I think that workbooks are useful sources for my child’s English learning,” and “I believe that study time and play time are separate and different activities.” Although there are some exceptions, the greatest difference in belief between Korea and the United States lies relates to how children learn English (methods). The reason for that is that children in the United States can be exposed to English far more easily than those in Korea. The smallest difference in belief relates to the value of learning English. Statistical tests also show differences in beliefs regarding early English education

between Korea and in the United States.

Regarding the second hypothesis and the third hypothesis about differences of maternal practices in different contexts, the following differences may be observed in the supportive practices of mothers in Korea and in the United States, and the relationship between mothers' beliefs and supportive practices. Mothers in Korea are most interested in reading books in English, storytelling in English, and listening to audiotapes and are least interested in enrolling their children in English-only preschools or kindergartens, while mothers in the United States are most interested in enrolling their children in English-only preschools or kindergartens, reading books in English, and singing songs in English and are least interested in hiring tutors and providing printed materials regularly.

Mothers in Korea have their children spend a maximum of 205 minutes per week learning English with them at home, and have them spend, on average, 180 minutes per week with professionals, learning English. Mothers in Korea, on average, have their children learn English at 30 months of age. Mothers in the United States have their children spend a maximum of 640 minutes per week learning English with them at home, and have them spend, on average, 1500 minutes per week with professionals, learning English. Mothers in the United States, on average, have their children learn English at 26 months of age.

Mothers in Korea expose their children to English books and tapes most frequently, and have them learn English on the web, study workbooks, and learn the alphabet least frequently while mothers in the United States expose their children to animation most frequently and have them children study workbooks and learn English on the web least

frequently.

Regarding the fourth hypothesis, the following relationships exist between demographic characteristics and supportive practices: There is a relationship between mothers' demographic characteristics (such as English-language proficiency, number of children) and their practices at home. While enrolling my child in a preschool or kindergarten offering English class regularly, teaching the alphabet at home, storytelling in English, and listening to audiotapes all have a statistically significant correlation with the English proficiency of mothers in Korea, showing foreign films, singing songs, and teaching the alphabet at home have a statistically significant correlation with the English proficiency of mothers in the United States.

While frequency of singing in English, frequency of teaching English, frequency of playing games per week, frequency of learning English on the web during a week, and frequency of exposure to computer games and programs all have a statistically significant correlation with the English proficiency of mothers in Korea, frequency of teaching the alphabet during a week and frequency of exposure to computer games and programs have a statistically significant correlation with the English proficiency of mothers in the United States.

While reading books in English, singing songs in English, and storytelling in English have a statistically significant correlation with number of children for mothers in Korea, singing songs in English has a statistically significant correlation with number of children for mothers in the United States.

While reading books in English, frequency of exposure to books, frequency of

exposure to animation, frequency of singing in English during a week, frequency of playing games during a week, and frequency of learning English on the web during a week all have a statistically significant correlation with number of children for mothers in Korea, no practice has a statistically significant correlation with number of children for mothers in the United States.

Comparison of Qualitative Findings and Q-sort Findings

The main purpose of using the mixed method in this study was to elaborate on Korean mothers' beliefs on early English education. Even though Q-sort methodology is designed to examine the subjectivity in mothers' beliefs, there is a limitation of elaborating narratives from mothers. To make up for this limitation, the researcher interviewed mothers in ESL and EFL contexts. Therefore, the results of the data from the qualitative and Q-sort analyses need to be reviewed to examine how mothers' narratives elaborate on the data from the Q-sorts or what kinds of discrepancies exist between the data from the interviews and Q-sorts.

Most of all, the data from the two methods show mothers' strong beliefs concerning early English education. Mothers in the ESL context and mothers in the EFL context showed positive attitudes toward early exposure to English for their young children. In the Q-sorts data, the mean scores for the item "My child is too young to learn English" indicate that mothers in Korea (mean for Korea=1.60) and mothers in the United States (mean for USA=1.93) do not oppose early English education for their children. In addition, their

enthusiasm about early English education was shown in their answers to the item “I want to provide better English education for my child” (the mean was 3.87 in both contexts). In their narratives, the mothers in both contexts also expressed their opinions about the benefits of early exposure to a second language, such as the ability to achieve native-like pronunciation, the ease of learning relative to older children, and the chance to learn about another culture and people.

However, the mothers differed in their opinions about the timing of exposure to English. Some mothers in the United States, in their narratives, mentioned that achieving proficiency in Korean should be a prerequisite to learning English. Their concern about their children’s losing their proficiency in the Korean language seemed to influence their practices at home with their very young children. These mothers viewed the time when children achieve fluency in Korean as the appropriate time to learn another language. The context in which they live influences mothers’ beliefs concerning the proper time for second-language acquisition. Since mothers in Korea do not worry about their children’s losing their ability to speak Korean, their narratives indicate that earlier is better for second-language learning.

The mothers in both contexts clearly valued enjoyment in learning. The results of the Q-sorts indicated such a strong belief in enjoyment in language learning. The mean scores for the item “I believe that enjoyment is important in English education” were the highest in both contexts (mean for Korea=4.53, mean for USA=4.27). Also, the results for the items dealing with learning through play indicated that both groups of mothers valued playing as a learning process: “I believe that a child can learn English by playing games”

(mean for Korea=3.53, mean for USA=3.73) and “I believe that study time and play time are separate and different activities” (mean for Korea=1.60, mean for USA=1.67).

Since these mothers have young children, pre-school-aged, their most important concern is learning with enjoyment, learning through play. In their narratives, they also mentioned that English education, in the early years, should be an enjoyable experience for children. They did not consider it simply preparation for the academic challenges of the elementary-school curriculum. They considered English-language proficiency to be a life skill. Considering their long-term goals for their children, they seemed to value enjoyment because they did not want their children to lose interest in learning English from the beginning.

Another complementary result is found in mothers’ positive beliefs concerning children’s literature. The mothers in both ESL and EFL contexts reported in their narratives that reading books had been the most effective and continuative way of practicing English at home. Also, in the data from the Q-sorts, the mean score for the item asking about their beliefs concerning children’s picture books was one of the highest in both contexts (mean for Korea=4.27, mean for USA=4.00), compared to other sources, such as printed materials (mean for Korea=2.33, mean for USA=2.67) and workbooks (mean for Korea=2.22, mean for USA=1.87).

The mothers in each context showed somewhat different attitudes toward parental practices in early English education at home. Whereas the mothers in Korea showed positive attitudes toward parental involvement in English education at home, the mothers in the United States depended more on interactions with peers who spoke English, and

teachers. Their narratives as well as the results from the Q-sorts data both indicate these different attitudes. Mothers in Korea are likely to be involved in their children's English learning at home. Mothers in the United States are somewhat less involved, since they believe that their non-native pronunciation could cause confusion for their children in acquiring English. According to the results of the Q-sorts, the mothers in Korea had stronger beliefs about direct parental involvement in early English education at home: "I think it is important to learn English in order to teach my child English by myself" (mean for Korea=4.27, mean for USA=3.53), "I believe that children's English proficiency can be enhanced through learning together with their parents" (mean for Korea=3.87, mean for USA=3.20), "I feel uncomfortable teaching English to my child by myself" (mean for Korea=1.80, mean for USA= 2.80).

The active attitudes of mothers in Korea could also be seen in their answers relating to the use of the Internet as a source of materials. Compared to mothers in the United States, mothers in Korea exhibited more positive beliefs and more practices involving the Internet, according to the Q-sorts and reported practices. In the Q-sorts, the mothers in Korea were seen to have somewhat stronger beliefs about finding materials on the Internet: "I think that websites that provide educational materials are very useful" (mean for Korea=3.27, mean for USA=2.80). On the checklist, 46.7 percent of mothers in Korea answered that they used websites to find materials related to children's English education. On the other hand, 13.3 percent of mothers in the United States reported the use of websites to find materials. As the results of the Q-sorts, narratives, and checklist show, mothers in Korea are more active in directly teaching English to their children.

Despite their enthusiastic attitudes toward interactive English learning at home, as seen in their narratives and the results of the Q-sorts, the mothers in Korea showed different results for their self-reported practices. In the checklist used to examine reported practices regarding early English education, mothers in the United States reported more frequent practice in almost everything except the use of audiotapes. Of course, children in the United States are naturally exposed to English in their environment, through TV programs, videos, and playing with peers, and their mothers included all these activities as English learning.

However, mothers in the United States clearly perform more practices regarding literacy education. This was also found in their interviews. Because preschools and kindergartens in the United States start teaching literacy, mothers usually checked their children's progress by helping with homework. But mothers in Korea are more concerned with communicative skills than literacy. Therefore, mothers in the United States teach the alphabet at home more frequently than mothers in Korea.

Conclusions and Recommendations

This study was designed to describe and discuss Korean mothers' beliefs and practices concerning early English education in ESL and EFL contexts. To examine whether and how parents' sociocultural contexts influence children's learning experiences, the researcher implemented the Q-sort method and a qualitative method consisting of interviews. The main purpose of employing mixed methods in this study was to elaborate

on mothers' beliefs through the results of the Q-sorts and narratives from the interviews.

The results from the two methods indicate that Korean mothers have strong beliefs concerning early English education, whether they live in an ESL context or an EFL context. Hot-housing or excessive parental involvement in early English education has been an issue in Korea, because children may experience stress caused by their parents' fever over early English education. To design appropriate English learning experiences, there is some value in studying Korean mothers' beliefs and practices at home in relation to English education.

To examine the relationship between the sociocultural contexts of mothers and children's learning experiences at home, mothers in an ESL context and mothers in an EFL context participated in the study. These two groups of mothers shared similar backgrounds in terms of education, spouses' education, number of children, and age of children. These mothers were highly educated, with at least a bachelor's degree, and have spouses with white-collar jobs or who will return to white-collar jobs. Even though the selected mothers cannot represent all Korean mothers, because of their specific demographic characteristics, the mothers who satisfied the criteria can represent the group of mothers who are leading the trend toward early English education in Korea.

The results also confirm Korean mothers' strong beliefs about early English education regardless of sociocultural context. However, the mothers showed different beliefs about direct mother-child interaction in English at home, and mothers in the United States reported higher satisfaction with the English education that their children were receiving and their children's progress in English. Mothers in Korea are likely to be actively involved in their children's English learning at home, whereas mothers in the

United States depend more on schools and peers who speak English.

The mothers also reported different patterns of practices according to context. The mothers in Korea used the Internet and audiotapes more than mothers in the United States, who used more videos and television programs and taught the alphabet more frequently. These differences mainly come from their environments. In an ESL context, mothers are aware that their children are naturally exposed to English, so they do not feel that they need to be actively involved. Despite this difference in attitudes, the data on self-reported practices indicate that mothers in the United States expose their children to English learning at home more frequently.

Considering the enthusiastic attitude of mothers in Korea toward direct instruction and practices at home, developmentally appropriate practices should be available to parents so that they can provide appropriate English learning experiences for their young children at home. The results of the study do show that mothers in both contexts value enjoyment in learning English. Based on the results of this study, parent education and intervention programs can be designed. Also, the sociocultural contexts of families should be considered in designing intervention programs for early English education, since a relationship does exist between mothers' sociocultural context and children's English learning.

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Appendix A. Q-Items

Table A1.1. Q-items

Category	Description	Pre-revised items	Revised Items
Beliefs on English education	Parents' overall beliefs on English education		<i>I want to learn English for myself.</i>
			<i>I believe that it is important to encourage my child to learn English.</i>
			<i>I value the ability to speak English.</i>
Beliefs on early exposure	Parents' beliefs on early English education		<i>I believe that a child with early exposure to the English language is much more likely to have native-like pronunciation.</i>
			<i>I believe that the children who learn English in at a younger age have a better command of that language.</i>
			<i>I think my child is too young to learn English.</i>
			<i>I want to teach my child English before he/she enters elementary school.</i>
Cognitive development	Parents' beliefs about the relationship between cognitive development and English education		<i>I believe that the children who speak two languages have better thinking skills than those who only speak one language.</i>
		<i>I believe that English education meets the needs of my child with regard to hi/her academic, social, and emotional development.</i>	<i>I believe that learning English enhances my child's intelligence.</i>
			<i>I believe that learning English promotes problem solving skills.</i>

Career – advantage	Benefits of English education for children’s future careers		<i>I believe that fluent English proficiency ultimately provides a competitive advantage in the workforce.</i>
			<i>I believe that people with English language proficiency find better jobs.</i>
Cultural benefits	Parents’ beliefs on English education’s cultural benefits for their children		<i>I think that learning English develops a deeper understanding of one’s own and other cultures.</i>
			<i>I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people.</i>
			<i>I encourage my child's interest in the English language and in other cultures.</i>
The first language development	Parents’ beliefs on the relationship between the acquisition of the first language and the second language		<i>I believe that learning another language enhances a child's Korean language ability.</i>
			<i>I believe that children can learn a lot about the Korean language by learning the structures of other languages.</i>
			<i>I believe that learning English may prevent my child from improving his/her Korean language proficiency.</i>
			<i>I believe that my child can become proficient in both Korean and English.</i>
School performance	Parents’ beliefs on the relationship between school performance and English education		<i>I believe that English education improves overall school performance.</i>
			<i>I believe that the more years a child devotes to learning a second language, the more competent he or she will become.</i>

			<i>I teach my child English for the purpose of later school achievement.</i>
			<i>I think English is one of the most important subjects in the school curriculum in Korea.</i>
			<i>I feel uncomfortable that English is included in elementary curriculum in Korea.</i>
Parents' interaction -n	Parents' interaction related to English education at home	<i>I spend some time helping my child learn English at home.</i>	<i>I believe that professionals are better than I in teaching English to my child.</i>
		<i>I am learning English in order to teach my child English.</i>	<i>I think it is important to learn English in order to teach my child English by myself.</i>
			<i>I feel uncomfortable teaching English to my child by myself.</i>
			<i>I believe that children's English proficiency can be enhanced through learning together with their parents.</i>
English only instruction -n	Parents' beliefs on English only instruction at school		<i>I feel uncomfortable about enrolling my child in a preschool or a kindergarten with English-only instruction.</i>
			<i>I believe that English teachers should be native speakers.</i>
			<i>I believe that a program in which children learn all of their subjects (math, social studies, science, etc.) in English is beneficial for them.</i>
			<i>I believe that introducing children to other cultures and to language as a general concept is enough for early English education.</i>
			<i>I think that websites that provide educational materials are very useful.</i>

Use of Internet	Parents' beliefs on the contribution of Internet for children's English education	<i>I want to join the membership of educational websites.</i>	<i>I want to use educational websites for my child's English language learning.</i>
			<i>I believe that my child can learn English through websites.</i>
			<i>I think that Internet provides excellent sources for my child to learn English as a second language.</i>
Use of printed materials	Parents' beliefs on the use of printed materials and workbooks		<i>I think that workbooks are useful sources for my child's English learning.</i>
			<i>I think that picture books in English contribute to my child's English learning.</i>
			<i>I believe that printed materials are excellent sources for my child's English learning.</i>
Satisfaction	Parents' overall satisfaction about their children's English education		<i>I am satisfied with the English education my child is receiving.</i>
			<i>I am satisfied with my child's progress in English proficiency.</i>
		<i>My child is better than other children in English learning.</i>	<i>I want to provide better English education for my child.</i>
Parents' manners	Examine whether parents' manners are facilitative.		<i>I believe that enjoyment is important in English education.</i>
			<i>I believe that a child learns English through interactions with others.</i>
		<i>I believe that asking questions is important when I read a picture book in English to my child.</i>	<i>If I read a picture book to my child in English, I believe that answering his/her questions is important.</i>
			<i>I believe that a child can learn English by playing games.</i>
			<i>I believe that my child can learn English by singing English songs with me.</i>

Parents' manners	Examine whether parents' manners are didactic.	<i>I believe that a child can learn by workbooks.</i>	<i>I believe that a child can learn by practicing writing words.</i>
			<i>I believe that a child should be taught the alphabets by using flashcards.</i>
			<i>I believe that study time and play time are separate and different activities.</i>

Appendix B. Research Instruments and Data Summary

INFORMED CONSENT FORM FOR STUDY

The Pennsylvania State University

Title of project: Korean Parents' Beliefs and Reported Practices Concerning Early English Education in ESL/EFL Contexts

Person in charge: Seung-Min Song, doctoral candidate in Early Childhood Education
333 Logan Ave. # LH 402, State College, PA 16801

I am a graduate student in Curriculum & Instruction with an emphasis on Early Childhood Education at Penn State University. I am conducting research on Korean parents' beliefs and practices concerning early English education. I wish to administer a questionnaire and also interview parents of children attending preschool or kindergarten programs. In addition, I wish to compare the interview responses of Korean parents in Korea and in the United States.

You will be questioned about experiences that you have had as a parent regarding your children's early English education. Your answers will increase our understanding of parents' beliefs concerning English education in different contexts. This information will be for research purposes only and your answers will be kept strictly confidential. I will interview you individually, and audio equipment will be used to record our conversation.

As the researcher, I will be the only person to have access to the audio records, which I will erase after the data analysis. The interview will take no more than one hour of your time.

Since your participation in this research project is voluntary, you can withdraw from the study or decline to answer specific questions at any time. Moreover, your name will not be given in any presentations or reports. If you have any questions concerning the study,

please contact the researcher, Seung-Min Song, at (814) 237-4940 or sxs424@psu.edu. If you have any questions concerning the rights of research participants, please contact the Office for Research Protections at (814) 865-1775.

If you agree to participate in this research project, please sign below and return this form to the researcher or the director.

Thank you for your cooperation.

Sincerely,

Parents of the participant:

I give my informed consent to participate in this research project (Korean Parents' Beliefs and Reported Practices Concerning Early English Education in ESL/EFL Contexts) as an authorized part of the education and research program of The Pennsylvania State University.

I understand that I will receive a signed copy of this consent form

Signature Date

Investigator Signature Date

Do you wish to participate in an interview? Yes _____ No _____

What is your phone number or email address? _____

Part I. Parent and Child Demographic Questionnaire (for Parents in Korea)

1. Who is completing this questionnaire?

(1) 0 Father (2) 15 Mother

2. Your age **M=33.2 S. D.=3.34 MIN=29 MAX=40**

3. How many children do you have? **M=1.6**

Age/Gender Age/Gender Age/Gender **M=4.6yrs S. D.=1.18**
MIN=3 MAX=6

4. Occupation of parents

(1) Father _____

(2) Mother _____

Parents	Occupation	Frequency (%)
Father	Company employee	11 (73.3%)
	Businessman	2 (13.3%)
	Pastor	1 (6.7%)
	Government employee	1 (6.7%)
Mother	Housewife	13 (86.6%)
	Part-time employee	1 (6.7%)
	Researcher	1 (6.7%)

5. Check the highest level of your educational background

(1) - Middle school graduate

(2) - High school graduate

(3) **6.7%** 2-year College graduate

(4) **80%** 4-year University graduate

(5) **13.3%** Graduate degree

6. Check the highest level of your spouse's educational background

(1) - Middle school graduate

(2) - High school graduate

(3) - 2-year College graduate

(4) **73.3%** 4-year University graduate

(5) **26.7%** Graduate degree

7. What is your English proficiency level?

- (1) - I cannot read and speak in English at all.
- (2) 33.3% I cannot speak but can read in English.
- (3) 60% I can speak and read in English even though it is not fluent.
- (4) 6.7% I am a fluent speaker of English and can read an academic article.

Part II. Parents' Ideologies

Parents' Ideologies of Child Development and Learning

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Children are by nature born good. <u>M=2.2 S.D.=1.15 MIN=1 MAX=4</u>	1	2	3	4	5
2. Parents must begin training child as soon as ready. <u>M=3.2 S.D.=1.26 MIN=2 MAX=5</u>	1	2	3	4	5
3. Children can improve in almost anything if they work hard. <u>M=3.93 S.D.=1.10 MIN=2 MAX=5</u>	1	2	3	4	5
4. Mothers must train child to work very hard and be disciplined. <u>M=4.27 S.D.=0.80 MIN=2 MAX=5</u>	1	2	3	4	5
5. Mothers teach child by pointing out good behavior in others. <u>M=3.73 S.D.=1.16 MIN=2 MAX=5</u>	1	2	3	4	5
6. The best way child learns how to behave is to be around adults. <u>M=3.2 S.D.=1.15 MIN=2 MAX=5</u>	1	2	3	4	5
7. When child continues to disobey you, he/she deserves a spanking. <u>M=4.2 S.D.=0.41 MIN=4 MAX=5</u>	1	2	3	4	5

Parents' Ideologies of the Mother-Child Relationship

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
8. Mothers primarily express love by helping child succeed, especially in school.					
<u>M=3.6 S.D.=0.83 MIN=2 MAX=5</u>	1	2	3	4	5
9. A mother's sole interest is in taking care of child.					
<u>M=2.3 S.D.=0.90 MIN=1 MAX=4</u>	1	2	3	4	5
10. Child should be in the constant care of their mothers or family.					
<u>M=4.27 S.D.=0.70 MIN=3 MAX=5</u>	1	2	3	4	5
11. Mothers should do everything for child's education and make many sacrifices.					
<u>M=2.72 S.D.=1.16 MIN=1 MAX=5</u>	1	2	3	4	5
12. Child should be allowed to sleep in mother's bed.					
<u>M=2.67 S.D.=1.16 MIN=1 MAX=4</u>	1	2	3	4	5
13. Child should be able to be with mother and taken on errands and gatherings.					
<u>M=4.0 S.D.=0.38 MIN=3 MAX=5</u>	1	2	3	4	5

Part III. Supportive Practices for English Education

1. Please, check all that applies what you are doing for your children's English education.
 - (1) 0% Enrolling my child at an English only preschool or a kindergarten
 - (2) 26.7% Hiring a tutor
 - (3) 26.7% Enrolling my child at a preschool or a kindergarten presenting English class regularly
 - (4) 73.3% Reading books in English
 - (5) 53.3% Showing foreign films
 - (6) 20% Providing printed materials regularly
 - (7) 46.7% Using websites to find materials
 - (8) 60% Singing songs in English
 - (9) 33.3% Teaching alphabets at home
 - (10) 46.7% Storytelling in English
 - (11) 93.3% Listening to audio tapes

2. How much time does your child spend to learn English at home with you?

_____ minutes a week M=170 S. D. = 218.88
MIN= 30 MAX= 840

3. How much time does your child spend to learn English with professionals such as tutors or institutions?

_____ = _____ minutes a week M=83.64 S. D. = 74.06
MIN= 0 MAX= 200

4. How old was your child when you first started to teach English?
 - (1) 73.3% From _____ months M=40.5months S.D.=18.54 MIN=13months
MAX=72months
 - (2) 26.7% I don't teach my child English.

How often do you..... or How often does your child.....?

- (1) Never
 (2) Seldom (1-2 times per a week)
 (3) Sometimes (3-4 times per a week)
 (4) Always (5 or more times per a week)

	Never	Seldom	Sometimes	Always
1. During a week, how often is your child exposed to children's literature in English?	1 -	2 20%	3 20%	4 60%
2. During a week, how often is your child exposed to films or animations?	1 13.3%	2 40%	3 26.7%	4 20%
3. During a week, how often does your child study workbooks to learn English?	1 53.3%	2 26.7%	3 13.3%	4 6.7%
4. During a week, how often do you sing with your child in English at home?	1 13.3%	2 53.4%	3 13.3%	4 20%
5. During a week, how often do you try to teach Alphabets to your child?	1 53.3%	2 40%	3 -	4 6.7%
6. During a week, how often does your child play games to learn English?	1 40%	2 53.3%	3 6.7%	4 -
7. During a week, how often does your child study printed materials alone?	1 26.6%	2 60%	3 6.7%	4 6.7%
8. During a week, how often does your child learn English from internet?	1 46.7%	2 53.3%	3 -	4 -
9. During a week, how often does your child listen to audio tapes?	1 -	2 53.3%	3 20%	4 26.7%
10. During a week, how often does your child learn English through computer games and computer programs?	1 46.7%	2 46.7%	3 -	4 6.6%

Part IV. Q-items for Examining Parental Beliefs about English Education

1. I want to learn English for myself. (Mean=4.20)
2. I believe that it is important to encourage my child to learn English. (Mean=3.6)
3. I value the ability to speak English. (Mean=4.27)
4. I believe that a child with early exposure to the English language is much more likely to have native-like pronunciation. (Mean=3.87)
5. I believe that children who learn English at a younger age have a better command of that language. (Mean=3.33)
6. I think my child is too young to learn English. (Mean=1.60)
7. I want to teach my child English before he/she enters elementary school. (Mean=3.73)
8. I believe that children who speak two languages have better thinking skills than those who speak only one language. (Mean=2.93)
9. I believe that learning English enhances my child's intelligence. (Mean=2.13)
10. I believe that learning English promotes problem-solving skills. (Mean=2.07)
11. I believe that fluent English proficiency ultimately provides a competitive advantage in the workforce. (Mean=3.73)
12. I believe that people with English-language proficiency find better jobs. (Mean=3.27)
13. I think that learning English develops a deeper understanding of one's own and other cultures. (Mean=2.80)
14. I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people. (Mean=4.20)

15. I encourage my child's interest in the English language and in other cultures.
(Mean=3.80)
16. I believe that learning another language enhances a child's Korean-language ability.
(Mean=2.13)
17. I believe that children can learn a lot about the Korean language by learning the structures of other languages. (Mean=2.40)
18. I believe that learning English may prevent my child from improving his/her Korean-language proficiency. (Mean=1.53)
19. I believe that my child can become proficient in both Korean and English. (Mean=3.87)
20. I believe that English education improves overall school performance. (Mean=2.40)
21. I believe that the more years a child devotes to learning a second language, the more competent he or she will become. (Mean=2.93)
22. I teach my child English for the purpose of later school achievement. (Mean=3.13)
23. I think English is one of the most important subjects in the school curriculum in Korea.
(Mean=2.40)
24. I feel uncomfortable that English is included in elementary curriculum in Korea.
(Mean=2.00)
25. I believe that professionals are better than I in teaching English to my child.
(Mean=3.67)
26. I think it is important for me to learn English in order to teach my child English by myself. (Mean=4.27)
27. I feel uncomfortable teaching English to my child by myself. (Mean=1.80)

28. I believe that children's English proficiency can be enhanced through learning together with their parents. (Mean=3.87)
29. I feel uncomfortable about enrolling my child in a preschool or a kindergarten with English-only instruction. (Mean=2.60)
30. I believe that English teachers should be native speakers. (Mean=2.27)
31. I believe that a program in which children learn all of their subjects (math, social studies, science, etc.) in English is beneficial for them. (Mean=2.13)
32. I believe that introducing children to other cultures and to language as a general concept is enough for early English education. (Mean=2.53)
33. I think that websites that provide educational materials are very useful. (Mean=3.27)
34. I want to use educational websites for my child's English language learning.
(Mean=3.20)
35. I believe that my child can learn English through websites. (Mean=3.00)
36. I think that the Internet provides excellent sources for my child to learn English as a second language. (Mean=2.93)
37. I think that workbooks are useful sources for my child's English learning. (Mean=2.27)
38. I think that picture books in English contribute to my child's English learning.
(Mean=4.27)
39. I believe that printed materials are excellent sources for my child's English learning.
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40. I am satisfied with the English education my child is receiving. (Mean=2.40)
41. I am satisfied with my child's progress in English. (Mean=2.20)

42. I want to provide better English education for my child. (Mean=3.87)
43. I believe that enjoyment is important in English education. (Mean=4.53)
44. I believe that a child learns English through interactions with others. (Mean=3.47)
45. If I read a picture book to my child in English, I believe that answering his/her questions is important. (Mean=3.47)
46. I believe that a child can learn English by playing games. (Mean=3.53)
47. I believe that my child can learn English by singing English songs with me.
(Mean=3.47)
48. I believe that a child can learn by practicing writing words. (Mean=2.80)
49. I believe that a child should be taught the alphabet by using flashcards. (Mean=1.93)
50. I believe that study time and play time are separate and different activities.
(Mean=1.60)

Part I. Parent and Child Demographic Questionnaire (for Parents in the United States)

1. Who is completing this questionnaire?

(1) 0 Father (2) 15 Mother

2. Your age **M= 31.0 S. D.= 1.83 MIN= 28 MAX= 35**

3. How many children do you have? **M= 1.53**

Age/Gender Age / Gender Age / Gender **M=3.7yrs S. D.= 0.88**
MIN= 3 MAX= 6

4. What is your child's first language? **Korean Language 93.3%**
Korean/English Bilingual 6.7%

5. Occupation of parents (1) Father _____ (2) Mother _____

Parents	Occupation	Frequency (%)
Father	Graduate student	12 (80%)
	Post-doctor	1 (6.7%)
	Instructor	1 (6.7%)
	Company employee	1 (6.7%)
Mother	Housewife	13 (86.6%)
	Part-time nurse	1 (6.7%)
	Graduate student	1 (6.7%)

6. Occupation of parents in Korea (1) Father _____ (2) Mother _____

Parents	Occupation	Frequency (%)
Father	Graduate student	6 (40%)
	Company employee	6 (40%)
	Researcher	2 (13.3%)
	Military personnel	1 (6.7%)

Mother	Housewife	6 (40%)
	Company employee	3 (20%)
	Graduate student	2 (13.2%)
	Social worker	1 (6.7%)
	Nurse	1 (6.7%)
	Instructor	1 (6.7%)
	Researcher	1(6.7%)

7. Check the highest level of your educational background

- (1) Middle school graduate
- (2) High school graduate
- (3) 2-year College graduate
- (4) **80%** 4-year University graduate
- (5) **20%** Graduate degree

8. Check the highest level of your spouse's educational background

- (1) Middle school graduate
- (2) High school graduate
- (3) 2-year College graduate
- (4) 4-year University graduate
- (5) **100%** Graduate degree

9. What is your English proficiency level?

- (1) I cannot read and speak in English at all.
- (2) **13.3%** I cannot speak but can read in English.
- (3) **86.7%** I can speak and read in English even though it is not fluent.
- (4) I am a fluent speaker of English and can read an academic article.

10. Have you attended ESL class?

Yes **93.3%** No **6.7%**

11. How long are you going to stay in the United States?

- (1) **20%** Less than 3 years
- (2) **40%** 3-6 years
- (3) **0%** Permanently
- (4) **40%** I don't know.

Part II. Parents' Ideologies
Parents' Ideologies of Child Development and Learning

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. Children are by nature born good. <u>M=2.07 S.D.=0.46 MIN=1 MAX=3</u>	1	2	3	4	5
2. Parents must begin training child as soon as ready. <u>M=3.40 S.D.=1.06 MIN=2 MAX=5</u>	1	2	3	4	5
3. Children can improve in almost anything if they work hard. <u>M=4.27 S.D.=0.59 MIN=3 MAX=5</u>	1	2	3	4	5
4. Mothers must train child to work very hard and be disciplined. <u>M=4.00 S.D.=0.76 MIN=2 MAX=5</u>	1	2	3	4	5
5. Mothers teach child by pointing out good behavior in others. <u>M=3.53 S.D.=0.74 MIN=2 MAX=4</u>	1	2	3	4	5
6. The best way child learns how to behave is to be around adults. <u>M=3.27 S.D.=1.03 MIN=2 MAX=5</u>	1	2	3	4	5
7. When child continues to disobey you, he/she deserves a spanking. <u>M=4.07 S.D.=0.46 MIN=3 MAX=5</u>	1	2	3	4	5

Parents' Ideologies of the Mother-Child Relationship

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
8. Mothers primarily express love by helping child succeed, especially in school.					
<u>M=3.93 S.D.=0.80 MIN=2 MAX=5</u>	1	2	3	4	5
9. A mother's sole interest is in taking care of child.					
<u>M=2.13 S.D.=0.83 MIN=1 MAX=4</u>	1	2	3	4	5
10. Child should be in the constant care of their mothers or family.					
<u>M=4.33 S.D.=0.49 MIN=4 MAX=5</u>	1	2	3	4	5
11. Mothers should do everything for child's education and make many sacrifices.					
<u>M=2.80 S.D.=1.21 MIN=1 MAX=4</u>	1	2	3	4	5
12. Child should be allowed to sleep in mother's bed.					
<u>M=2.33 S.D.=0.72 MIN=2 MAX=4</u>	1	2	3	4	5
13. Child should be able to be with mother and taken on errands and gatherings.					
<u>M=3.93 S.D.=0.59 MIN=2 MAX=5</u>	1	2	3	4	5

Part III. Supportive Practices for English Education

1. Please, check all that applies what you are doing for your children's English education.

- (1) 93.3% Enrolling my child at an English only preschool or a kindergarten
- (2) 0% Hiring a tutor
- (3) 13.3% Enrolling my child at a preschool or a kindergarten presenting English class regularly
- (4) 86.7% Reading books in English
- (5) 73.3% Showing foreign films
- (6) 0% Providing printed materials regularly
- (7) 13.3% Using websites to find materials
- (8) 80% Singing songs in English
- (9) 66.7% Teaching alphabets at home
- (10) 40% Storytelling in English
- (11) 26.7% Listening to audiotapes

2. How much time does your child spend to learn English at home with you?

_____ minutes a week M=386.36 S. D. = 433.94
MIN= 30 MAX= 1260

3. How much time does your child spend to learn English with professionals such as tutors or institutions?

_____ = _____ minutes a week M=1002.86 S. D. = 373.72
MIN= 360 MAX= 1500

4. How old was your child when you first started to teach English?

(1) 93.3% From _____ months M= 30.2months S. D.= 12.09
MIN=12months
MAX= 56months

(2) 6.7% I don't teach my child English.

How often do you..... or How often does your child.....?

- (1) Never
 (2) Seldom (1-2 times per a week)
 (3) Sometimes (3-4 times per a week)
 (4) Always (5 or more times per a week)

	Never	Seldom	Sometimes	Always
1. During a week, how often is your child exposed to children's literature in English?	1 6.7%	2 13.3%	3 13.3%	4 66.7%
2. During a week, how often is your child exposed to films or animations?	1 -	2 -	3 13.3%	4 86.7%
3. During a week, how often does your child study workbooks to learn English?	1 66.7%	2 26.7%	3 6.6%	4 -
4. During a week, how often do you sing with your child in English at home?	1 6.7%	2 33.3%	3 33.3%	4 26.7%
5. During a week, how often do you try to teach Alphabets to your child?	1 20%	2 33.3%	3 6.7%	4 40%
6. During a week, how often does your child play games to learn English?	1 13.3%	2 20%	3 13.3%	4 53.4%
7. During a week, how often does your child study printed materials alone?	1 60%	2 6.7%	3 13.3%	4 20%
8. During a week, how often does your child learn English from internet?	1 66.6%	2 20%	3 6.7%	4 6.7%
9. During a week, how often does your child listen to audio tapes?	1 46.7%	2 20%	3 33.3%	4 -
10. During a week, how often does your child learn English through computer games and computer programs?	1 33.4%	2 40%	3 13.3%	4 13.3%

Part IV. Q-items for Examining Parental Beliefs about English Education

1. I want to learn English for myself. (Mean=4.40)
2. I believe that it is important to encourage my child to learn English. (Mean=3.20)
3. I value the ability to speak English. (Mean=3.60)
4. I believe that a child with early exposure to the English language is much more likely to have native-like pronunciation. (Mean=3.40)
5. I believe that children who learn English at a younger age have a better command of that language. (Mean=3.40)
6. I think my child is too young to learn English. (Mean=1.93)
7. I want to teach my child English before he/she enters elementary school. (Mean=3.27)
8. I believe that children who speak two languages have better thinking skills than those who speak only one language. (Mean=2.80)
9. I believe that learning English enhances my child's intelligence. (Mean=1.80)
10. I believe that learning English promotes problem-solving skills. (Mean=1.47)
11. I believe that fluent English proficiency ultimately provides a competitive advantage in the workforce. (Mean=3.60)
12. I believe that people with English-language proficiency find better jobs. (Mean=3.20)
13. I think that learning English develops a deeper understanding of one's own and other cultures. (Mean=3.27)
14. I think that teaching children to express themselves in English gives them the opportunity to communicate with many more people. (Mean=3.73)

15. I encourage my child's interest in the English language and in other cultures.
(Mean=4.13)
16. I believe that learning another language enhances a child's Korean-language ability.
(Mean=2.27)
17. I believe that children can learn a lot about the Korean language by learning the structures of other languages. (Mean=2.60)
18. I believe that learning English may prevent my child from improving his/her Korean-language proficiency. (Mean=1.93)
19. I believe that my child can become proficient in both Korean and English. (Mean=3.53)
20. I believe that English education improves overall school performance. (Mean=1.93)
21. I believe that the more years a child devotes to learning a second language, the more competent he or she will become. (Mean=2.67)
22. I teach my child English for the purpose of later school achievement. (Mean=3.27)
23. I think English is one of the most important subjects in the school curriculum in Korea.
(Mean=3.13)
24. I feel uncomfortable that English is included in elementary curriculum in Korea.
(Mean=1.93)
25. I believe that professionals are better than I in teaching English to my child.
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26. I think it is important for me to learn English in order to teach my child English by myself. (Mean=3.53)
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48. I believe that a child can learn by practicing writing words. (Mean=2.87)
49. I believe that a child should be taught the alphabet by using flashcards. (Mean=2.07)
50. I believe that study time and playtime are separate and different activities. (Mean=1.67)

Appendix C. Interview Questions

Categories	Questions
Importance of early English education	1. Why is early English education important for your child or why is not? 2. What are the benefits of early English education? And, why do you think so? 3. What are your long-term and short-term goals for your child's English language learning?
Relative importance of English	4. Compare to other subjects such as math, which is more important for your child?
Use of educational materials	5. What are the useful sources for early English education based on your experience? 6. How do you facilitate the sources for your child's English education?
Parents' reinforcement and reward structures	7. How do you reinforce your child for his/her English learning? How do you reinforce when your child is doing great concerning English learning? 8. Why do you use the reinforcement? 9. Does your child enjoy learning English?
Interactions between parents and their child	10. Have you taught your child English at home? If yes, how?
Context of English education	11. If you were in the different context, how will you change your practices?
Effort & aptitude	12. If children receive same English education, do you think children's individual differences in English language proficiency mostly depend on effort or aptitude? Why do you think so?

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Education

- 1999-2003 Doctoral Student, Curriculum & Instruction
Area of emphasis: Early Childhood Education
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Supporting field: Language and Literacy Education
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- 1997-1998 Master of Education, Curriculum and Instruction
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- 1992-1996 Bachelor of Science, Human Development and Consumer Science
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Publication

Song, S. (2003). The need of heritage language learning and community language schools for immigrant children. *Language Magazine*, 2(9), 34-35.

Song, S. (2003). Inclusive preschool programs for children with and without special needs: A case study. *Korean Journal of Child Education and Care*, 3(1), 191-210.

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Presentations

Song, S. (2001). Korean and Chinese culture schools in State College, Pennsylvania: Critical early childhood praxis?. Presented in *Reconceptualizing Early Childhood Education*, New York, NY.

Song, S. (2002). Hearing parent-teachers' voices from community language schools. Presented in *Fifth National Conference: National Council of Organizations of Less Commonly Taught Languages*, Arlington, VA

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- 1998-1999 Preschool Teacher in Korean Language School
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