

The Role of L1 and L2 in an L3-speaking Class

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■ ABSTRACT ■

This study explored how a Chinese college student who previously had not reached a threshold level of Korean proficiency used L1 (Chinese) and L2 (English) as a tool to socialize into Korean (L3) culture of learning over the course of study. From a perspective of language socialization, this study examined the cross-linguistic influence of L1 and L2 on the L3 acquisition process by tracing an approach to language learning and practices taken by the Chinese student as a case study. Data were collected through three methods; interview protocols, various types of written texts, and observations. The results showed that the student used English as a means to negotiate difficulties and expertise by empowering her L2 exposure during the classroom practices. Her ways of using L2 in oral practices could be characterized as the 'Inverse U-shape' pattern, under which she increased L2 exposure at the early stage of the study and shifted the intermediate language to L3 at the later stage of the study. When it comes to the language use in written practices, the sequence of "L2-L1-L3" use gradually changed to the "L2-L3" sequence over time, signifying the importance of interaction between L2 and L3. However, the use of her native language (L1) in a Korean-speaking classroom was limited to a certain aspect of literacy practices (i.e., vocabulary learning or translation). This study argues for L2 communication channel in cross-cultural classrooms as a key factor to determine sustainable learning growth.

Key Words

L3 socialization, L2 proficiency, cross-linguistic influence

I. Introduction

As there has been an increase of exchange students across social and geographical borders, a number of foreign students have enrolled in universities and colleges in Korea for their higher education. During the 2009-2010 school year, there were about 84 thousand foreign students (which represents 2.3% of the total student population) registered in Korean universities. Most of the foreign students learned English as L2¹⁾ (a second language) and are learning Korean as L3 (a third language). Like native Korean speakers, the majority of foreign students have learned English as their L2, though their L2 proficiency levels differ widely depending on the students' home countries and individual efforts. In this respect, traditional Korean classrooms, which are getting more diverse in terms of language and culture, become social places for foreign students to acquire Korean as their L3.

The different socioeconomic, cultural, and educational learning experiences the students have make teachers and researchers focus their attention on their particular needs. Misunderstanding may arise between teachers and students due to a simple lack of experience with different social and cultural worlds (Chamberlain, 2005; Garcia & Guerra, 2004; Horwitz, 1999). To help the students overcome such difficulties, instructors need to recognize the existence of differences in thinking and behavior when they interact

1) The term L2 and L3 are here used to refer to the language that is being acquired in a chronological sense.

with socially- and culturally-different students.

In particular, foreign students' highly different proficiency level in L2 and L3 tend to lead them to have different perceptions on the languages used in teaching and learning. Some of them tend to seek classes where English is a main tool in communicating, which often constrains the opportunities to interact with Korean teachers and peers in Korean. On the other hand, other students think Korean could be the most appropriate language to improve Korean language ability for further study or getting a better job after graduation. The individuals' interactions are mainly mediated by language as they interact with other members in a community. However, since foreign students' L3 proficiency levels are not sufficient to take classes in Korean, linguistic problems may be one of the biggest challenges in a new academic society.

In spite of such difficulty, they still have advanced expertise, in that they have had more experience with language learning through the exposure to and acquisition of more than two languages. From this aspect, they may have certain skills, strategies, or beliefs that enable them to approach the language learning process more efficiently than people with experience in L1 and L2 only. McLaughlin and Nayak (1989) referred to these multi-language learners as “experts” in language learning. Some studies showed its positive result (Lerea & Kohut, 1961; Nayak, Hansein, Kruenger & McLaughlin, 1990; Thomas, 1988). These studies found that bilinguals had a greater facility for learning a third language, were more flexible in seeking and utilizing strategies appropriate to the task, and knew which learning approach would work best for them in different language learning situations more readily than monolinguals. Nayak et al. (1990) concluded that multilinguals had “superior ability to shift strategies and restructure their internal representations of the linguistic system” (p. 242).

This study explores the language socialization of a Chinese student in mainstream content areas by focusing on her ways of using L1 and L2 in an EFL English class over the period of two semesters. Specifically, it considers the cross-linguistic influence of L1 and L2 on the L3 acquisition process by tracing an approach to language learning and practices taken by a Chinese student as a case study. For a Chinese who has had no previous experience with learning Korean, the inability to participate in classroom practices in Korean-speaking classes is one of the major challenges. From the perspective of language socialization, this longitudinal study explores how a Chinese student uses her L1 and L2 to negotiate challenges to acquiring L3 proficiency when an alternative communication channel is available to her. Hence, the research questions proposed are as follows:

1. How does a Chinese learner with limited linguistic resources in Korean (L3) use the L2 communication channel as a tool for socializing into Korean classroom practices?
2. What are the cross-linguistic patterns of using L1, L2, and L3 a Chinese student engages in during written language practices?

II. Literature Review

Studies in L1 socialization have examined the process in which children acquire the values and norms in their culture in their speech community. Ochs and Schieffelin (1984) and Schieffelin and Ochs (1986) claimed that the process of becoming a competent member of a society is realized to a large extent through language. Through interaction with caregivers using language, children acquire cues about what the members of their culture are doing. The primary purpose of L1 socialization is to collect a set

of data which would help discover universal properties of language socialization. L1 language socialization studies show some commonality with children's language development. Children in various cultures are likely to develop language at the same age. In addition, caregivers in all cultures play the same role in providing and guiding children for their language learning.

On the other hand, the studies also deal with cultural variation (Bernstein, 1972; Halliday, 2003; Heath, 1983; Schieffelin & Ochs, 1986). According to Rogoff (1990), the most important differences across cultures, in guided participation, involve variation in the skills and values that are promoted according to the cultural goals of maturity (p. 114). Different cultures have different communication skills that are considered important. Thus, caregivers and children in various cultures construct cultural membership through these communicative interactions.

L1 socialization process is also applied to second/foreign language learning in that it focuses on the process by which second language learners as novices are socialized into a target language and a target culture with the help of more competent members of the social group (Duff, 2007). In L2 socialization, language learning is a complex process viewing language and cultural learning as interdependent, by putting an emphasis on learners' acquisition process of linguistic and social knowledge through participation in a community's communicative practices (Bronson & Watson-Gegeo, 2008; Duff, 2009; Kramsch, 2002).

Many studies have examined L2 socialization process through L2 learners' engagement in the classroom practices, especially in classes involving various cultural groups (Klinger & Vaughn, 2000; Klinger, Vaughn & Schumm, 1998; Stevens, Slavin & Farnish, 1991). Klinger, Vaughn and Schumm (1998) and Klinger and Vaughn (2000) studied the effects of the in-class communication channel on the acquisition of cultural membership by negotiating expertise and difficulties while learners engaged in group works in the mainstream English classroom. They demonstrated that providing an in-class communication channel really helps minority students have more opportunities to interact with their American peers. Stevens et al. (1991) conducted an experiment to examine how different groups showed various results in terms of learning outcomes by dividing students into a cooperative group with traditional instruction, a traditional instruction group and a cooperative group. Among the three, the cooperative group dominated the other groups in terms of learning outcomes.

Another issue in language socialization theory is related to the language or code used in classrooms and the norms related to whether, when, and with whom other linguistic codes are allowed (Duff, 2010). As Halliday (2003) argues, learners are socialized into academic discourse by learning through language. In multilingual contexts, they may be engaged in various activities with different languages, which give them many opportunities to share other types of classroom discourses and to gain various kinds of cultural information or cultural knowledge about ideologies, identities or subjectivities valued by the local community. From this perspective, the use of different languages in classroom practices could play a clear socializing role within new classroom discourse. Zuengler and Cole (2005) and Garret and Baquedano-Lopez (2002) emphasized the need for studies of language socialization in terms of language use and code choice.

However, there has been little research specifically on the L3 socialization process. Regarding the L3 acquisition process, only a few studies have examined how L3 learners use L2 by concentrating on factors influencing language choices. That is, they focused on what factors were related for multilinguals to potentially using two or more different languages while being socialized into a new L3 community (Cenoz, 2003; Hammarberg, 2001; Williams & Hammarberg, 1998; Wu, 2009). Cenoz (2003) reported some changes in the use of L2 in the case of interaction, while Williams and Hammarber (1998) found

some factors related to the use of L2 such as L2 status, typology, proficiency, and language mode in the learning process. On the other hand, Wu (2009) examined which language(s) the learner expected his/her teacher to use in Mongolian learner's L3 teaching. The conclusion was that Mongolian learners in the study wanted to learn English as L3 using their L2 Chinese most of the time without using Mongolian in the process. In the spirit of Wu (2009), this paper attempts to examine the socialization process of a Chinese student who is required to learn Korean as her L3 in Korean-speaking classrooms.

III. Methods

1. Participant and Classroom Contexts

The participant of this study was one female Chinese college student who took two English courses for one year as the major elective at an urban university. The English grammar course in fall semester consisted of twenty Korean and two Chinese students, while the English reading course in the spring semester had nineteen Korean and two Chinese students. However, one Chinese student dropped out after one month since his written and oral communication skills in English were not sufficient to take an English course at the university level. For this reason, a Chinese student was chosen as a subject to investigate although this study started with two Chinese students at the beginning of the first semester. Both the Chinese and Korean students learned English as their L2. The Korean students in those classes had little fluency or ability to communicate consistently and accurately in English. The classes practiced various types of activities such as pair work, group work, reading discussions, writing and reading journals, and online discussion on given topics over the semester. The English courses could be characterized as bilingual classrooms in that the students were allowed to engage in classroom activities using either English or Korean as a communication tool.

When the participant came to Korea in 2008, she had high level of proficiency in English, but her literacy skill in Korean was not good enough to take any class in Korean. In China, she did not have any chance to get formal language training in Korean, but did study Korean by herself. However, while in Korea she had two evening classes of Korean per semester for two and a half years. After that effort, she got a certificate which guarantees her attaining an intermediate level in Korean in 2011.

The participant performed reasonably well academically, in fact better than many of her talkative local peers. She came with reasonably strong study skills and academic preparation. She appeared eager and competent in class discussions and in group work in English. She was extremely competent in oral discourse in English. Her spoken Korean was relatively fluent, but she had difficulties writing in Korean.

The student agreed to participate in this study and signed consent forms after learning about her right as a research participant from the researcher. Table 1 described her characteristics.

Table 1. Linguistic Characteristics of an Informant

Subject	Characteristics
Learning Context	-EFL student (learn English as L2 and Korean as L3)

# of years in Korea	-About 3 years in an urban university
Age(Sex)	-24(female)
Cross-Linguistic Proficiency	
L1	-Native Speaker of Chinese
L2	-Fluent (TOEIC score: 705)
L3	-Intermediate (learn Korean after coming to Korea)

2. Data Gathering and Data Analysis

This study lasted for about one year, investigating one Chinese foreign language learner of Korean who came to Korea for three years' undergraduate studies. It is a case study with triangulation data collection methods, which included in-depth interviews, participant observation, tape recording, textbooks and various types of notes. A case study approach has a holistic focus and aims to understand the case in depth, within its natural setting, to recognize its complexity and its context (Punch, 1998).

Upon completion of data, the researcher conducted an interpretive data analysis according to several different schemes, using the constant comparative method (Dye, Schatz, Rosenberg & Coleman, 2000; Patton, 1990). First, the reading discussion section was chosen as a unit of analysis since it could serve as a social place to observe interactional dynamics among the peer students. L2 communication talks (communication units) occurring during the reading discussion sections were recorded to access ways using an L2 communication channel. While collecting data, multi-methods (i.e., triangulation) were used in this study to view the data from different perspectives over an extended period of time. For this purpose, L2 exposure to classroom practices were categorized by a) the degree of L2 communication in L3-speaking classroom, b) the degree of L2 communication by a Chinese student, and c) the incidence of code switching by a participant. In particular, code switching occurring during oral communication was classified into two categories: L2 communication and L3 communication, as illustrated in the examples below.

- L2 code switching: *What I am asking is your 의견 for this argument.*
- L3 code switching: *관점에 따라 이 주제에 대한 description 이 다를 수 있다고 봅니다.*

Second, the pattern of using the three types of languages emerging from a student's written texts was analyzed to understand how these languages interacted with each other in literacy practices. Specifically, the researcher wanted to know how each language influenced a student's learning process by analyzing the sequence of using three languages over the course of the project. An analytic point was to find how the interactional patterns among the three languages could change as a Chinese learner became more fluent in Korean over time. Finally, a set of interviews with a student were coded to get information about how she engaged in practices of using L1 and L2 as a means to acquire L3 during the socialization process. The interviews helped me understand how she used certain languages in particular ways during oral and/or written practices.

IV. Result and Discussion

This study explored how one Chinese college learner who could not speak Korean in a mainstream way used her L2 communication channel to overcome the challenges and thus become a competent learner in a Korean community of learning. The following section presents the results from this study, which will provide insight

into the role of L2 communication channel in a Korean-speaking English classroom.

1. Socialization Strategies in Korean-dominating Classroom

1.1 Academic Challenge for a Chinese Student

As discussed previously, one of the challenges a Chinese student encountered in every single class was the inability to communicate with others in Korean-speaking classes due to her limited linguistic knowledge of Korean. What is worse, she believed that it was not allowed to speak English in classroom activities because no one, including teachers, responded to questions or opinions she raised in class. Such experiences led her to believe that Korean students "hated" to use their L2 in classroom discussions or could not communicate with others using English. The following excerpts from the student illustrate how she depicted her perceptions of Korean-speaking classes.

I didn't have chance to learn Korean when I was in China. But, I didn't too much worry about studying in Korea because I believe that my university could have many English classes or at least have some kind of language program [for Korean]. After coming to this university, I took several classes with many other international students like me, but nobody used English in classes. So, I thought Korean students hated to use English in class or out of class (interview with a Chinese student, individual conference, Oct. 13, 2010)

For the first two years, I am afraid of using English in class and also could not speak Korean well. Worse more, I didn't know any Chinese friends in this university who could speak Korean. For that reason, I didn't talk, didn't write, and didn't understand what is going on in class. I felt like I am so stupid. (interview with a Chinese student, individual conference, Sep. 6, 2010)

As shown in the above excerpts, the Chinese student, while studying at the university, did not have any communication channel through which she could negotiate difficulties and expertise. She mentioned the typical mono-lingual classroom in Korea in which she could not use her native language (L1), or English as a mediating language (L2). Such a learning environment was the major challenge she was not able to overcome because English was the only alternative language she could use for academic purpose. For this reason, she not only participated in classroom activities marginally, but was not able to understand what was going on the class as well, which took her longer time to reach a threshold level of L3 proficiency. She pointed out the inability to get support from her L2 as the major problem in class, thus addressing the importance of L2 communication channel available to her in class.

1.2 Empowering L2 Exposure

The pattern of L2 communication units was analyzed to understand how she, when allowed to use English as a communication tool, participated in classroom activities. A communication unit is defined as a unit of utterance at the sentence level made by the students during the classroom discussions (i.e., reading discussions).²⁾ Among various classroom activities, the research chose the reading discussion activity as a unit of analysis because the students showed a higher level of engagement under this activity. The total of 1,647 communication units associated with both L2 and L3 were coded according to the utterances made by either all the students or by the Chinese student, as shown in Table 2 below.

Participation in reading discussions by the Chinese learner tended to increase as the class proceeded. The

2) In reading discussion section, or one of the classroom activities, the students were supposed to analyze the assigned reading materials (short essays or articles) by sharing their opinions with other students.

communication units produced by her during the first half of the semester were 13, which comprised less than 4% of the total incidences. However, her contribution to classroom participation continued to grow over the course of study, as indicated by the incidences of the communication units. Specifically, her participation rates in terms of communication units rose to 38 in the second half of Semester 1 and to 43 and 53 in the first and second half of Semester 2, with corresponding numbers (percentages of the total communication units) of 8.6%, 11.0%, and 10.8%, respectively.

Table 2. Communication Units Produced by Students

Communication Units	Analysis of Communication Units				
	Semester 1		Semester 2		
	First Half	Second Half	First Half	Second Half	
Other Students (% of C-unit)	338 (96.3%)	402 (91.4%)	347 (89.0%)	440 (89.2%)	1,527 (91.2%)
Chinese Student (% of C-unit)	13 (3.7%)	38 (8.6%)	43 (11.0%)	53 (10.8%)	147 (8.8%)
Total C-Units	351	440	390	493	1,674

When it comes to the use of communication language, the main source of communication was Korean though the portions of L2 use became larger as the classes held for two semesters proceeded. The use of communication language by the participants are summarized in Table 3.

Table 3. The Use of Communication Language

Communication Units	Analysis of Communication Units				
	Semester 1		Semester 2		
	First Half	Second Half	First Half	Second Half	
Korean C-Units	319	327	299	258	1,203
Other Students (% of C-unit)	314 (98.4%)	318 (97.2%)	287 (96.0%)	226 (86.8%)	
Chinese Student (% of L3 C-unit)	5 (1.6%)	9 (2.8%)	12 (4.0%)	34 (13.2%)	
English C-Units	32	113	91	235	471
Other Students (% of L2 C-unit)	24 (75.0%)	84 (74.3%)	60 (65.9%)	214 (91.9%)	
Chinese Student (% of L2 C-unit)	8 (25.0%)	29 (25.7%)	31 (34.1%)	19 (8.1%)	
Total C-units	351	440	390	493	1,674

As shown in Table 3, the Chinese student was quite silent in terms of L3 use over an extended period of time in that her contribution to L3 participation was very low for the first semester, with the corresponding numbers 5 (1.6% of L1 communication units) and 9 (2.8%) for the first semester. However, her way of using L3 in the following semester was quite different. The frequency of L3 use during the reading discussions dramatically rose to 12 (4.0%) for the first half and to 34 (13.2%) for the second half. L3 utterances produced by the Chinese student increased from 1.6% at the beginning of the study and to 13.2% at the end of the study, indicating her language shift in communication.

With regard to L2 communication units, the Chinese student showed the different patterns of using L2 language in classroom discussion. For her Korean usage the frequency of using L2 gradually increased over time, showing the linear growth trend. On the other hand, the pattern of using L2 by the student showed an “inverse U-shape curve,” indicating that she dramatically increased her exposure to L2 (English) for the certain period of time and then reduced L2 communication at the end of the study. More specifically, as the class proceeded, the numbers of L2 communication units used by her rose to 8, 29, and 31 but decreased to 19 by the end of the study. It suggests that she actively participated in classroom discussions using English as a means to communicate but started to use more Korean at the end of Semester 2 for some other reasons.

The set of interviews with the Chinese student provided valuable information about how she used L2 as a socialization tool in classroom practices. The student demonstrated that since English was the only channel she could communicate with others in this class, she needed to find ways to involve others in discussions. To do this, she tried to keep increasing her exposure to English by bringing Korean students to her discussions. In the interviews, she explained why she attempted to use English in a Korean-dominated classroom.

Based on my experiences [in taking other classes in this university], I know Korean students will not like to talk English in class. So, I don't expect any big change in classroom activities although you encourage us to use English (the interview with a Chinese student, individual conference, Oct. 25, 2010)

One of the best strategies is to keep talking English about the issues until Korean friends respond to my questions. So, I always finish my discussions by asking some questions to them (the interview with a Chinese student, individual conference, March 12, 2011)

As she expressed, she seemed to believe that she needed to take the role as an expert in creating an L2 community of learning. To bring typical Korean speakers who tended to hesitate to speak English in class to the reading discussions,

she intentionally involved other Korean students in her discussions by asking questions to those particular students.

On the other hand, in the second interview conducted at the end of Semester 2, she indicated that the use of an L2 communication channel helped her control classroom demand, addressing the importance of using L2 communication channel especially for foreign students like herself.

When Korean students started to talk English in the class, I was able to understand what is going on this class. Discussion itself provides all the information I need to know like, homework, quizzes, or preparation [for next class] (the interview with a Chinese student, individual conference, May 24, 2011)

Similarly, when an L2 communication channel was available, she was better able to learn Korean because she could get a wide range of support from other Korean students.

If I don't speak Korean, they [Korean friends] are all my teachers. For me, discussion itself is to learn Korean. In the class, I believe, I teach them English while I learn Korean from them. (the second interview with a Chinese student, individual conference, May 24, 2011)

2. Language Shifting

2.1 Language Shifting in Oral Practices

The Chinese student provided the reason why she decided to reduce L2 exposure at the later stage of the study. The primary reason for the inverse U-shape pattern of L2 use was to learn Korean. Since she was better able to understand Korean over time, she intentionally increased her exposure to L3 to directly communicate difficulties with her Korean peers. As she mentioned in the interviews, the primary purpose was not using and learning English, but using English to acquire a certain level of Korean proficiency.

I don't need to learn English from my Korean students because I can speak and write English better than my Korean friends. In fact, I don't have any problem in taking your class if everyone in this class uses English. So, my problem is to speak and write Korean. (the interview with a Chinese student, individual conference, April 20, 2011)

In a similar reason, she tried to shift the median language from L2 to L3 when she was able to communicate with her Korean friends, though the range of communication was quite limited due to the lack of Korean proficiency.

I still need to use English most of time, but I always tried to talk Korean during the reading discussion class if it is possible. (the interview with a Chinese student, individual conference, April 20, 2011)

I took your English classes simply because my Korean skills was not enough to speak with Korean students. At the beginning of the class, I don't use Korean because I can't speak Korean. Now, It's the right time to practice Korean. As you know, my goal is still to learn Korean (the interview with a Chinese student, individual conference, May 24, 2011)

The use of L2 served as a vehicle to communicate with Korean students at the beginning of the class. But, she increased her exposure to Korean as she became a proficient learner in the Korean speaking community. To acquire a threshold level of L3 proficiency, she would experience the process of shifting the main communication channel from L2 to L3.

An analysis of communication unit clearly shows this language shifting process, as shown in Table 4, which

summarizes the incidences of ‘code switching’ the Chinese student used in the reading discussion class.

Table 4. Incidences of Code-Switching by the Chinese Learner

Code-Switching	Analysis of Communication Units				
	Semester 1		Semester 2		
	First Half	Second Half	First Half	Second Half	
Total	5	12	14	33	64
L1: Code-Switching (% of total)	5 (100%)	8 (67%)	8 (57%)	18 (54%)	39 (61%)
L2: Code-Switching (% of total)	0 (0%)	4 (33%)	6 (43%)	15 (46%)	25 (39%)

Analysis of code-switching done by the Chinese student during the reading discussion class provided evidence for supporting language shift from L2 to L3 over time. With regard to L2 code-switching, no incidence was found in the first half of Semester 1, and only 4 instances were found in the second half of Semester 1. But, these incidences rapidly increased in Semester 2, with the corresponding numbers of 6 and 15, respectively. It suggests that the student tended to use or insert more Korean words when communicating with other Korean students in class.

In short, the student used L2 communication channel to overcome the challenges she faced in a Korean-speaking classroom. The main strategy was to empower her exposure to L2 by involving her Korean peers in her discussions. During the classroom discussions, she often took the role as an expert in teaching English and reshaped her position as a novice in learning Korean. When it came to the use of a communication language, English became the mediating language as the class proceeded. In particular, the use of L2 by a Chinese student showed an inverse U-shape curve in that she intentionally increased her use of L2 at the beginning of the study and reduced by the end of the study. As she learned Korean over time, she tried to communicate using Korean instead of English. In this respect, such a pattern of using L2 reflects her desire to learn a threshold level of Korean proficiency, which would serve as the factor to approach her academic goal in Korea.

2.2 Language Shifting in Written Practices

A set of texts (i.e., reading texts, instruction materials) were used to analyze how the Chinese student used types of language while engaging in literacy practices. The pattern of language uses in literacy practices showed a similar result observed in her oral practices. In the Korean-speaking learning environment, her native language played a limited role (i.e., vocabulary learning or mechanical translation) in that L1 served as a bridge to connect L2 and L3 only in the early stage of the study. For example, she often translated an English text into Chinese and then used Chinese knowledge to write in Korean. However, as she became a proficient Korean learner over time, the interaction between L2 and L3 tended to dominate when engaging in literacy practices. Language uses in literacy practices, emerging from the analysis of her written texts, could be characterized as an ‘L2-L1-L3’ pattern during the early stage of Korean learning (Semester 1) and as an ‘L2-L3’ pattern during the later stage (Semester 2).

In the sequence of L2-L1-L3 language use, the student used her L1 as an intermediate language that connected English and Korean during the reading and writing processes. As shown in Figure 1, the basic approach to comprehending a reading text was to first read in English, translate it into Chinese, and then use her Chinese knowledge to understand the meaning of texts in Korean. Specifically, this pattern was obvious when her proficiency level in Korean was not sufficient to undertake academic tasks. As she had acquired a threshold

level of Korean proficiency over time, the frequency of using Chinese language in her reading and writing texts gradually decreased. The influence of her L1, though fading over time, persisted in terms of her vocabulary learning.

On the other hand, the sequence of L2-L3 language use was often observed in her reading and writing practices during the later stage of the study. Under this pattern, the interaction between L2 and L3 was reinforced in that her use of L1 and L2 was not limited to the simple aspect of language (i.e., vocabulary learning or translation), as she previously did in Chinese. Specifically, she was able to use not only L3 to analyze L2 texts, but L2 to analyze L2 texts. The fact that only a few instances of L1 use were found in her written data collected in Semester 2 provides evidence supporting the L2-L3 interaction pattern.

In Figure 2, when doing an English reading assignment, she could engage in the annotated reading (i.e., paraphrasing, or writing key points on the margin of the text) using both English and Korean. This pattern clearly shows that she was able to criticize, paraphrase, and reinterpret the reading texts using either her L2 or L3. In this respect, the changing dynamics in language selection (from 'L2-L1-L3' to the 'L2-L3') observed from the set of written texts could be viewed as a natural process of acquiring L3 competence. This result pointed out the importance of L2 exposure in acquiring L3 proficiency, suggesting the critical role played by an L2 communication channel in L3-dominating classrooms.

Figure 1. The Pattern of Using L2-L1-L3 Observed in the Student's reading text

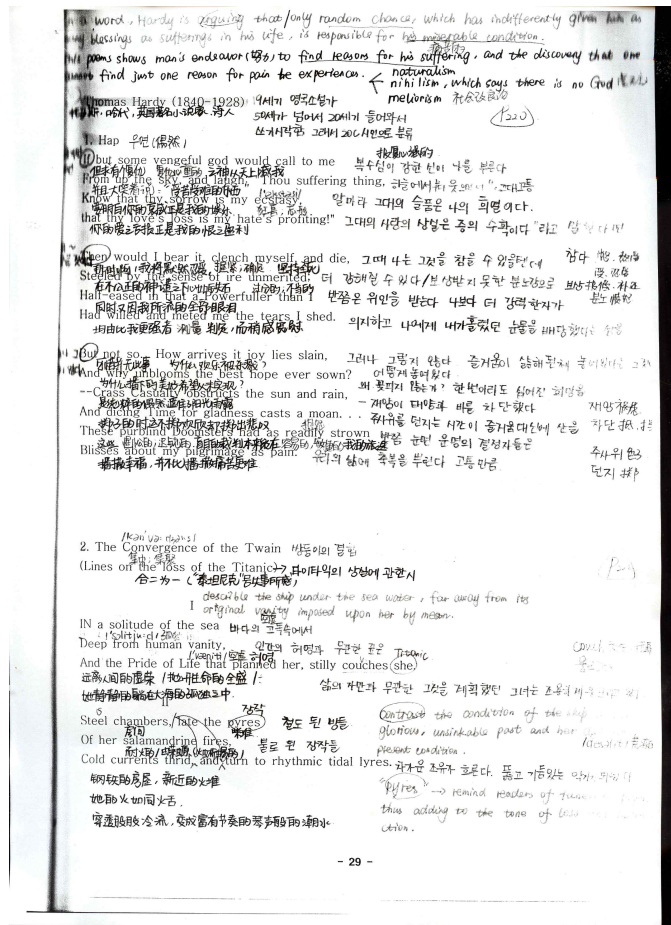
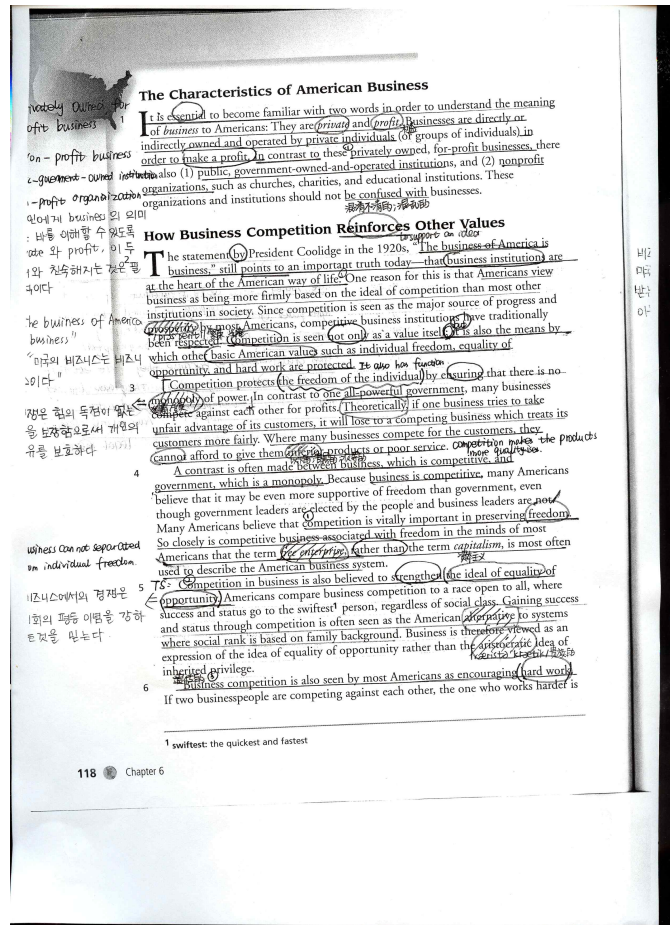


Figure 2. The Pattern of Using L2 and L3 by the Student's while Reading a Text



V. Conclusion

This study strongly supports the pedagogical notion that expanding the L2 (English) communication circles in EFL classrooms plays a critical role especially for foreign students who have various literacy experiences from different learning traditions (Kamhi-Stein, 2003). In Korean-speaking classrooms, the majority of foreign students have little support from their native languages (L1) and limited access to L2 communication channels. This sheds light on important aspects of teaching practices, or expanding L2 exposure in a cohesive manner. This study suggests some pedagogical implications applicable to Korean-dominant, multi-cultural classrooms.

First, classroom teachers should establish the mediating language through which all the participants share their difficulties and expertise. Without such a communication channel that often serves as a socialization tool in class, foreign students are likely to participate in classroom activities on the margin, shaping themselves as outside members of their respective Korean communities of learning. In this respect, teachers should create rich environments where non-native speakers of Korean can activate L2 communication with their Korean peers. Types of group work, such as reading discussion or peer critiques, can help activate the L2 communication channel available to them. Individual conferences also provide an instructional environment where teachers as tutors can communicate with foreign students. Teachers may use individual conferences as a site to negotiate expertise and difficulties by providing more individualized instruction.

Second, the interaction between L2 and L3 is the main deriving force leading foreign students to a threshold

level of L3 competence in this study, while L1 influence appears to be marginal. This suggests that classroom tasks should be properly designed in the way that L2 and L3 influence and are influenced by each other. Foreign students can facilitate their own learning process by engaging in tasks that effectively connect L2 with L3. L2 reading and writing assignments, such as writing L3 reading journals and making L3 reading summaries, are good examples of such tasks.

Finally, for foreign students who have a limited L3 proficiency, the typical Korean classroom (mono-lingual class with culturally-diverse students) itself can be the major challenge they need to overcome. On the contrary, English only classes are exposed to the similar problem in that these classes tend to constrain interactional opportunities to practice Korean language. The primary goal for these students is to acquire a threshold level of Korean proficiency. In this respect, bilingual classrooms can be a good instructional model to facilitate the interaction between L2 and L3.

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