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Modern English Education, Vol. 13, No. 4, Winter 2012 A Korean ESL Child's Bilingual Writing Development Using Genre-Based Instruction Bo-Ai Ko Seoul Digital University Ko, Bo-Ai. (2012). A Korean ESL child's bilingual writing development using genre-based instruction. Modern English Education, 13(4), 135-165. In the era of globalization, growing numbers of children are living in situations where the language of their formal schooling is different from that of the everyday communications in their family. In such a bilingual context, this study documents the biliteracy development of a Korean child growing up in Australia. The child's written texts (in both English and Korean) were collected over a period of 5 years (from preschool to primary school) in both the home and school contexts and were analyzed using Systemic Functional Grammar. Based on the researcher's regular classroom observations and participation in the school's literacy activities as well as in the home context, a detailed documentation of the child's socio-linguistic environment is also provided as a critical component of this longitudinal case study's data collection and analysis. Throughout the study period, the child's writing in both English and Korean developed quite significantly in terms of her control of the register in text. The main argument of this research is that biliteracy development for ESL learners, especially during primary school, is critical in terms of building their socio-cultural identity as well as ensuring successful academic performance through cognitive development. This paper presents an empowering case for ESL children's biliteracy development using a genre-based approach and parents' scaffolding literacy through mother tongue. [biliteracy development/genre-based instruction/ESL children's writing/

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I N T R O D U C T I O N According to Halliday (1978, 1985, 1994), learning to read and write is an extension of the functional potential of language: we use language to achieve real-life purposes and get things done. Learning to write appears indispensable for participation in life in contemporary society. In line with Halliday's view of literacy, this case study demonstrates that learning to write in both English and Korean was critical for a Korean ESL child named Sunyoung, who lived in Australia during her preschool and early and mid-primary school years. Writing in English was important because it was the major means of the child's learning in school; it was also her means of participating in the social life of the school as well as outside the school in the larger Australian society. Meanwhile, writing in Korean was particularly important as the major means of maintaining personal relationships with family members as well as with members of the Korean-speaking community. Unfortunately, many ESL children in preschool and primary schools and their parents in English-speaking countries have not realized the 'critical period' for biliteracy

development; in many cases, these parents have given up raising their children as a balanced bilingual and focused instead on managing their native language in daily routine conversations, making few efforts to extend their L1 to literacy practices. In some worst cases, especially among many Korean ESL parents who are highly educated in both L1 and L2, I have witnessed their efforts to code switch to L2 as early as possible, even in their daily conversations, based on the belief that this would be helpful to their children's successful adaptation to a mainstream school in Australia. Some parents indicated that they were quite satisfied to be able to practice their conversation skills in English comfortably with their own children at home. However, in these cases, their children's spoken English quickly overtook their parents' skills once their children started attending a mainstream school. When their parents became embarrassed as they realized that they could no longer engage in proper and deeper conversations in English with their children, they tried to code switch back to Korean again. However, such efforts ultimately failed as their children would not change their code back to Korean. As a mother of an ESL Korean child, I was lucky that I could raise my daughter bilingually, using her mother tongue to the extent that she was able to build up some challenging school subject knowledge (e.g., science or social studies) through the negotiation of meanings and elaborations. Furthermore, I was able to extend her literacy practice to both languages by appropriately dividing her writing genres according to social purposes in a particular ESL context. I use the word lucky here because, at the time, I was not aware of the possibility that my child could manage literacy in both English and Korean during her ESL primary school years while practicing her English writing mostly using the process writing approach (Graves, 1983; Walshe, 1981). When her school adopted a genre-based pedagogy literacy teaching approach, which was deeply rooted in the social contexts of literacy (Hammond, 1987; Hyland, 2003, 2004, 2007), my daughter and I felt empowered to participate in various genre types, including narrative, recount, procedure, report, explanation, and argument. In addition, her writing competency in various school genres in English became interconnected to her Korean literacy through activities such as diary writing. Ultimately, she was able to write e-mails to her grandparents and cousins in Korea during her primary years. Today, having returned to Korea (an EFL context) and adapting herself to a different combination of genre types in Korean and English as well as a continuum of bilingual and biliteracy development, my daughter has been competently building up her writing proficiency as a balanced bilingual who is frequently asked how she has been able to achieve such literacy levels in both languages so successfully. In this paper, I share my valuable experience and present a longitudinal case study of ESL children's biliteracy development at the primary level (Australian context). As previously mentioned, biliteracy development in primary school-aged children is an especially important period in which children's cognitive development and their socio-linguistic identity matter can be actively processed while parents' scaffolding literacy in the native language plays an important role. In this case study, the child's successful academic performance in school and participation in the Korean community via writing activities made her feel proud as a bilingual and a competent member of society. In the next section on Literature Review, first, I will examine why biliteracy development for ESL children is so critical, discussing the accompanying practical literacy approaches at school and home—namely, the genre-based approach and scaffolding literacy, using balanced perspectives to cover different contexts (i.e., Australia and America). Along with the descriptive

documenting of the Korean ESL child's educational contexts in Method section, in the part of Text Analysis and Result, I will try to examine the child's bilingual writing development mainly through analyzing the child's range of written texts produced under genre-based approach. Writing samples include English (e.g., narrative, report, explanation, procedure, and argument) and Korean (e.g., diary writing and e-mails) texts, and for further text analysis, I will use systemic functional grammar (SFG) while focusing primarily on the lexico-grammar level (cf. transitivity, theme, mood system) and some discourse at the semantic level (interpersonal metafunction).

II. LITERATURE REVIEW

1. The Importance of Biliteracy Education in ESL Contexts

Biliteracy is a complex phenomenon that represents a conjunction of literacy and bilingualism. Hornberger (1989, 2004) proposed a framework for understanding biliteracy using the notion of continuum and provided comments on different angles of biliterate contexts. Before we consider the issue of biliteracy in further detail, the notion of continuum raised by Hornberger is a reminder of the fundamental overlapping of the dimensions (or interrelatedness) of bilingualism and literacy (oral versus literate) or even first versus second language (monolingual versus bilingual) rather than viewing them as polar opposites. Although the fields of literacy and bilingualism each hold vast amounts of literature and research, relatively little attention has been paid to this more specific area of biliteracy (Baker, 2006; Bialystok, 1997, 2001; Calero-Breckheimer & Goets, 1993; Cummins, 1996; Jimenez, Garcia & Pearson, 1995). Most studies looking at language learning in terms of developmental issues have focused on bilingualism in the spoken mode rather than the written one. Many educational policymakers have advocated the theory of subtractive biliteracy, which means that they do not value the minority language. Such policymakers commonly claim that minority language literacy learning occurs at the expense of English literacy development. Despite the known benefits of biliteracy, some researchers question whether it is better to be thoroughly literate in one language rather than attempt to be literate (or semi-literate) in two languages. With specific concern for ESL children's bilingual development, particularly in the classroom context, school teachers and educators have noted that a large proportion of bilingual children have difficulty with English literacy learning, yet have little trouble developing conversational proficiency when learning the new language. Such difficulties with school literacy have been attributed primarily to insufficient preparation in the home context through the mother tongue. Commonly discouraged by educators from using their mother tongue, many ESL children's parents do not put much effort into mother tongue literacy activities (e.g., reading and writing) during the most important preparation period of preschool and primary school years. During this period, young children are able to develop cognitively in various areas through intensive parental support in the form of interactions and shared reading (Axford, 2007; Bialystok, 1997, 2001; Sharpe, 2006). Such cross-transferable cognition ability and linguistic awareness can be deeply influential in the further development of children's literacy (Cummins, 1996). Another reason why ESL children struggle with literacy learning can be found in the insufficient and ineffective literacy approach at school. In this regard, emphasizing the flexibility of biliteracy programs, Cummins (1996) cautiously points out that there is no single prescribed model for achieving successful biliteracy development, but we need to take account of the varying entry characteristics of students, the availability of resources (e.g., bilingual teachers, minority language curriculum materials), and the political and economic climate within which the program is being instituted. Other research

into biliteracy (Calero-Breckheimer & Goets, 1993; Jimenez et al., 1995) has also suggested that academic and linguistic skills in a minority language transfer relatively easily to the second language. In particular, generalizable skills in decoding and reading strategies (e.g., scanning, skimming, contextual guessing of words, skipping unknown words, tolerating ambiguity, reading for meaning, making references, monitoring, recognizing the structure of text, using previous learning, using background knowledge about the text) may easily transfer from first language literacy to second language literacy, thereby supporting Cummins' (1986) interdependence theory. In addition to academic success through ESL children's biliteracy development, many researchers and educators argue, from a socio-linguistic perspective, that children's development of biliteracy has positive effects on building up their bicultural identity and, ultimately, on their becoming competent social members in both communities. According to Cummins (1996, p. iii), "culturally diverse students are disempowered educationally in very much the same way that their communities have been disempowered historically in their interactions with societal institutions." He explains the term empowerment as follows: [T]o create contexts of empowerment in classroom interactions involves not only establishing the respect, trust, and affirmation required for students (and educators) to reflect critically on their own experience and identities; it also challenges explicitly the devaluation of identity that many culturally diverse students and communities still experience in the society as a whole. (Cummins, 1996, p. iii)

In this respect, the ways of negotiating identities can be fundamental to the academic success of culturally diverse students. Using Cummins' socio-cultural linguistic perspective in relation to minority and ESL children's biliteracy development, the next section will explore the strengths and criticisms of the genre-based approach in the ESL education field and research area.

2. The Genre-based Approach in Relation to Biliteracy Development

One approach to biliteracy, the genre-based approach, has been tested and highlighted by a body of ESL literacy educators and researchers, following from monolingual writers' genre learning. Three representative perspectives on genre studies are 1) English for specific purposes (ESP), 2) North American new rhetoric studies, and 3) Australian systemic functional linguistics (SFL; the Australian genre approach) (S. Hyon, 1996). From an SFL perspective, genres belong to the level of the context of culture: They "are recurrent configurations of meanings [that] enact the social practices of a given culture" (Martin & Rose, 2008, p. 6). To my knowledge, all of these genre-based approaches appear to share the idea that literacy is meant to include the linguistic, cognitive, and socio-cultural dimensions of reading and writing. However, focusing more on primary- and secondary-level contexts, the SFL-based genre approach in Australia has been successfully expanding its pedagogical effects (e.g., explicit teaching on a range of genre writing) to ESL and indigenous children thanks to a strong collaboration between genre researchers and field educators (Christie, 1989, 1992, 2005; Derewianka, 1995; Gibbons, 2002; Hammond, 1987; Macken-Horarik, 2002, 2005; Martin, 1986, 1992; Rothery, 1986). Many ESL children who have been struggling to catch up to their peers in their academic writing skills and proficiency in English were effectively guided by the genre-based approach and felt engaged in the school genres with the specific model of the genre learning cycle—namely, sample reading, explicit teaching on schematic structure and language features, modeling, joint construction with scaffolding literacy, and independent writing. However, some critics have raised concerns that, although ESL children learn how to handle a range of genres in a quite limited time, they

might lose their voice and creativity by simply imitating typical sample writings (representative types) of different genres (e.g., narrative, report, procedure, explanation, argument) (Knapp & Watkins, 2005; Kress, 1993; Luke, 1993, 1996). As a result, their critical literacy skills might be limited, and they will ultimately be subordinated into a mainstream school expectation without critical thinking and proper analytical ability. In regard to some research studies on SFL-based genre analysis, other criticisms have been raised, predominantly from American scholars. By reconsidering genre theory in K-12 schools in the United States, Gebhard and Harman (2011, p. 51) suggested that "we call for the coupling of ESP and SFL analyses of students' textual products with longitudinal analyses of ELL's textual practices over time to examine more closely aspects of genre knowledge development." In other words, we need to know what is really happening in ESL students' genre knowledge acquisition and development along with the analysis of their writing process, learning process, and genre writing products based on different subject disciplines. In this sense, Tardy (2006) highlighted a weakness of SFL-based genre analysis: SFL does not take into account the cognitive aspects of spoken and written language use, but tends to focus on a purely linguistic theory. Specifically, Tardy (2009, p. 21) identified four dimensions of genre knowledge: "formal, process, rhetorical, and subject-matter knowledge." Tardy's (2009) perspectives on genre knowledge surely emphasize more the aspects of genre knowledge process with the view that, if one adopts a thoroughly rhetorical view of genre as a social action, genre knowledge must include much more than an understanding of text forms. Rather, it must integrate all kinds of knowledge necessary to perform the genre. Thus far, studies on SFL-based genre analysis have focused more on text analysis with linguistic features and context building than on unfolding the cognitive process of each target groups' genre knowledge development. However, although such studies have not focused on process aspects, it does not mean that SFL-based genre studies ignore or underestimate the process aspects of genre knowledge building as a social action. The issues of writing expertise and literacy always affect the cognitive aspects and background knowledge. SFL perspectives originate from socio-cultural linguistic traditions, not from structuralism along with behaviorism philosophy. Coincidentally, such criticisms might have served as a turning point for some ESL genre scholars and researchers to reconsider the importance of Cummins' interdependence bilingual theory in terms of the genre-building process for ESL children and students. Indeed, these critics started to consider how ESL or bilingual writers develop genre writing that can incorporate many of the overlapping areas, such as subject-matter knowledge and formal and rhetorical knowledge. They also started to consider the possibility of more effective positive transfer through ESL children's genre writing in both L1 and L2. Recently, Gentil (2011) emphasized the potential of the biliteracy perspective on genre research that combines insights from literacy and bilingualism. Supporting Tardy's (2006, 2009) modular concepts of genre knowledge (competence), such as formal knowledge, subject-matter knowledge, process knowledge, and rhetorical knowledge, Gentil basically indicated both features of genre competence—namely, language specific (genre variation by culture specific) and simultaneously cross linguistically and socially transferable (using common underlying proficiency [CUP]: genre knowledge may be acquired in one language and used in another). Gentil articulated that "[d]iscourse communities using different languages may develop different preferences in responding to rhetorical situations, but they may also develop similar (generic) strategies to respond to similar (typified) rhetorical

situations" (p. 19). More importantly, he added that "[e]xpert multilingual writers can draw on their whole repertoires of genres and rhetorical strategies across languages strategically" (p. 19). Thus, although we admit that the language-specific elements of genre vary across languages, multilinguals (bilinguals) have advantages in that they are able to strategically use (transfer) certain elements of genre knowledge across languages. Given the genre studies and critics in biliteracy so far, what are the developmental and socio-cultural conditions for the successful transfer of genre knowledge across languages? In particular, bilingual children who are engaged in active cognitive development while studying school subjects need to build up their literacy education more effectively within their limited time period. Considering the discussions of the previously mentioned SFL critics, I desperately need to address this issue more empirically beyond the theoretical framework, integrating the developmental aspects of shaping genre competence in L1 and L2. This broad issue will be addressed in this paper by presenting a longitudinal case study on an ESL Korean child's biliteracy development using a genre-based approach. More specifically, the key research question will be: In relation to the ESL child's bilingual writing development over a 5-year period in both the school and home contexts, what are the positive effects of the genre-based approach?

III. METHOD

1. Participant and the Dual Role of Mother-Researcher

This case study, conducted over 5 years, followed one Korean ESL girl, Sunyoung, from preschool (age 4) through Year 3 (age 8). During the case study, due to her parents' doctoral studies, she was attending an English mainstream public school, Cook Primary in Canberra, Australia. Sunyoung acquired her mother tongue, Korean, first from her parents until the age of 3; from age 4 to 5, she was able to develop her literacy skills (basic reading and writing) in Korean at home before actively acquiring and learning her second language, English, in Australia. Although she was sporadically exposed to three countries (i.e., Australia, Malaysia, and Korea) during her toddler and preschool years due to her father's fieldwork, her main language input was Korean from her parents and brother (two years older); Sunyoung always communicated with her parents and brother in Korean before the case study began. When Sunyoung reached around age 4, she started to engage in the English community and preschool (three days per week) and to learn to read in English to prepare for kindergarten, when the Australian primary school system normally begins. Sunyoung was relatively conscious of being different (appearance) from Australian kids. Due to her lack of English-speaking competency, she had a really hard time becoming engaged in the first English community preschool for the first year. For example, once she could not express her intention to go to the restroom in English in a timely manner and was embarrassed in front of her assistant teacher. After that unpleasant incident, she became a very shy and timid girl, which made the researcher increasingly concerned about her further ESL education. During the same period, at home while speaking Korean, she was a really talkative and bright girl who enjoyed social interactions and literacy activities. When she entered kindergarten, her Korean skills were stronger, especially in literacy areas (reading and writing), whereas her communication skills were almost the same in both English and Korean. She was able to read and write in Korean at an age-appropriate level whereas, in English, she was able to demonstrate fundamental literacy skills. The present study was conducted by the mother of the Korean ESL child. Thus, the issue of the dual role of mother-researcher might question the validity of such research. To date, almost all well-known case studies of language and literacy learning have been carried out

by a parent (Aidman, 1999; Bissex, 1980; Halliday, 1975; Oldenberg, 1987; Painter, 1984, 1993; Saunders, 1988). Bissex (1980) highlighted the possible strengths and weaknesses of a study conducted by a parent, noting the potential advantages and disadvantages of a parent-researcher conducting a case study. The level of parent intervention in the process of writing and the subjectivity in data analysis and findings are recognized as disadvantages of a parent-researcher undertaking a case study. However, conducting a longitudinal and comprehensive case study related to children's language development in the natural contexts of both the classroom and home has been considered a special type of research that is quite challenging and perhaps too demanding for researchers who are not parent-researchers (Saunders, 1988).

2. The School Contexts and the Genre-Based Approach The school environment in which Sunyoung attended might be one of the main influences in her bilingual and biliterate development during her early and mid-primary years. In general, the Australian mainstream primary school she attended pursued policies of being multicultural and promoting multiple intelligences. Each grade included 25 to 28 students on average, with 3 to 4 children in a class being from an ESL background. As Cummins (1986) suggested in the theoretical framework of empowering minority language children, the school supported the idea that the incorporation of the home language and culture in the school would be beneficial to children from non-English-speaking backgrounds (i.e., ESL children). Although the school could not provide instruction through ESL children's native languages during Sunyoung's transition period, it certainly encouraged her to share her cultural experiences and languages through news time, oral presentations, and special cultural events. With specific regard to the writing approach, during Sunyoung's lower grades (i.e., preschool, kindergarten), she mostly wrote short journal writings (4 to 6 lines) in her classroom under the whole language approach and process-writing approach, in which children practiced their writing through multiple drafts. At that time, Sunyoung was exposed to a great amount of story reading and factual book reading through the class teachers' curriculum as well as home readers (homework) and library borrowing. Sometimes she had opportunities to engage in narrative writing and recount writing, although to the researcher, her writing for those text types seemed to need more structured help or assistance. According to the researcher's classroom observation, during this period, a majority of children—including Sunyoung and other ESL children—could not write up to the expected length and quality with confidence. Only a few outstanding kids showed their far-reaching competency in writing narratives and recounts that were 2 to 3 pages in length, while others were struggling to write even 4 to 6 lines. In particular, the researcher noticed that regular practice through journal writing at home could not provide Sunyoung the essential practical guidance necessary to enable her to write more confidently. The researcher was concerned about the limited outcome of Sunyoung's overall writing proficiency; however, the school later adopted more guided and explicit teaching on different text types, such as narrative, report, explanation, procedure, and argument. During the 6 months of intensive volunteer work in her Year 1 classroom and with other ESL groups in the school, the researcher became convinced that the school's changed or combined approach with genre-based approach, children's literature-based literacy, and whole language approach along with process writing improved the children's writing development in many ways. After several interviews with the teacher, the researcher became convinced that the teacher herself was quite amazed by the positive outcome, commenting that "the whole process to adapt to the new approach was not easy, but it was

greatly worthwhile. Now a majority of children are able to cope with the genre based writing with the sense of achievement." During the case study, the subject child also attended a Korean school—a small and informal organization in Canberra, Australia. The Korean school was sponsored by a Korean church, and the number of Korean students registered totaled approximately 25 to 30 individuals for primary school groups. The materials the volunteer Korean parent-teachers used included a Korean textbook (one or two levels lower than age appropriate for Korean peer groups) as well as worksheets. Teachers generally asked students to write a diary in Korean or to copy one or two paragraphs from their textbook. The Korean literacy level among the participating students ranged from very competent (those who had recently come to Australia from Korea) through average (those who had spent some years in Australia but were preparing to return to Korean schooling) to marginal (mostly Korean immigrants' family members born in Australia). The subject child's Korean proficiency level was generally higher than that of other children in the Korean school in Canberra as she had been supported consistently at home by the researcher's scaffolding literacy program. Although the Korean school was not quite organized in terms of a consistent curriculum, teachers' qualifications, and the amount of study time (only 2 hours per week), the researcher encouraged Sunyoung to attend the Korean school in order for her to make Korean friends and meet other adults in the Korean community.

3. Data Collection All the genre texts written by the ESL child both in the classroom and at home were collected; field notes were written to record the writing contexts. The other related materials, including written notes, worksheets, memos, and presentation charts, were kept as original documents and were photocopied for sorting chronologically and by each writing activity. To understand the classroom contexts of the writing activities, the researcher conducted classroom observations on a regular basis throughout the research period. In particular, when the genre-based approach was actively adopted in the school, the researcher became involved in Sunyoung's Year 1 classroom as a teacher's assistant, helping children in both reading and writing sessions. In Sunyoung's Year 1 classroom, the researcher assisted more intensively by leading reading and writing sessions every day of the school week (from 9 am to 1 pm) for 6 months. During the last year and a half, the researcher carried out classroom observations on a weekly basis. The energy, time, and effort invested in the classroom observations and participation as a parent helper or teacher's assistant enabled the researcher to understand the classroom contexts and gain insights into the possible effects of the genre-based approach on the children's writing. This kind of fieldwork is necessary for researchers conducting similar case studies. Throughout the period of classroom observation and participation, the researcher performed several interviews with the class teachers related to the children's writing proficiency and behavior as well as the issue of effective writing contexts. In addition, during the writing sessions, the researcher tried to make field notes whenever practicable. In addition, Sunyoung's literacy-related activities were closely observed by the researcher in the home, and a videotape recording (covering the whole research period) of the family home was maintained to capture writing contexts in their natural setting. To sum up, data were collected through participant observations in the classroom, video recordings at home, and written text products; in this way, the researcher attempted to reinforce the research evidence for this longitudinal case study over the 5-year period.

IV. TEXT ANALYSIS AND RESULTS

1. Text Analysis: Using Systemic Functional Grammar (SFG)

To discover how the ESL child developed her range of writing texts based on

the genre approach, SFG was used for the text analysis, following other prominent researchers in the area of children's writing development. In SFG, language is considered as "a system of meanings, accompanied by forms through which the meanings can be realized" (Halliday, 1994, p. xiv). That is, compared with traditional structural linguists, who emphasize the formal and notional characteristics of a language (cf. prescriptive grammar) rather than its meanings, SFG linguists have advocated that grammar is not arbitrary, but rather reflects how to use language as a meaning-making resource. According to Knapp and Watkins (2005, p. 39), who attempted to combine both traditional grammar terms and functional grammar in their book *Genre, Text, Grammar* (for the purpose of writing a more accessible pedagogical teaching book to genre educators), "functional linguists, such as Halliday, have required a grammar to describe the way that speech is used in everyday contexts, requiring them to focus on categories that help describe elements such as 'function', 'use' and 'purpose' rather than the formal parts of speech." One of Halliday's contributions is that he distinguished the grammatical characteristics between spoken and written language—a critical aspect in language use for ESL/EFL learners as well as native English speakers. Using the core perspective of functional grammar, Halliday (1994, p. xiii) conceptualized three fundamental components of meaning in language: ideational, interpersonal, and textual. These three types of metafunctions construe a range of different texts, or register, depending on variables from each component's linguistic features, such as field, mode, and tenor. In terms of the downward links, the three types of meaning are realized through relevant lexico-grammatical patterns of transitivity, theme, and mood.

After Halliday's conceptualization on functional grammar, a body of genre theorists in Australia (Christie, 1985, 1989; Derewianka, 1995; Martin, 1992) developed more social-linguistic aspects on functional grammar and systemic pedagogical tools—mainly in primary and secondary school educational contexts—in line with the genre approach. They also claimed that text analysis based on SFG is capable of offering a finer degree of delicacy, specificity, and detail of analysis compared to the merely descriptive and comprehensive accounts found in many other case studies in applied linguistics. Aidman (1999, p. 83) indicated that "the systemic analysis enable[s] the researcher to penetrate, discuss, and, hopefully, explain how language is used to construct meaning in either of the child's written language, and how the linguistic choices [the child] makes change developmentally over time." By using the SFG analysis, the specific linguistic features developed in a range of genre texts could be captured and reflected upon in the whole case study. For example, in narrative writing, along with the overall schematic structure of orientation, complication and resolution, the subject child's theme choice and her development of expanding a range of process types such as material, mental and behavioral will be analyzed in the clause level.

2. Narrative Writing in English Sunyoung demonstrated a significant growth in her control of narrative writing in English from Kindergarten to Year 3 (total 18 narratives), increasing text length from her early short texts (7-10 lines) to much lengthier narratives (up to 5-10 pages). The growth in length is particularly significant as Sunyoung had shown a strong motivation for writing narratives in English, often initiating narrative writing and choosing this activity in the home as well as in the classroom. She progressed smoothly in mastering the schematic structure of narratives, moving from very incomplete texts that often lacked either a distinct complication or resolution (or both) to more comprehensive text constructions that showed the major stages of the genre. Through the following text examples from her later

stage (in Year 2), some distinctive aspects of Sunyoung's narrative writing development are evident, particularly in terms of more language features being based on theme, transitivity and mood system. TABLE 1 Sunyoung's Orientation Text of "The Mystery" Title: The Mystery (Year 2, Age 7:5)••Oh, no!! Sarah, a girl who was fairly smart, cried. "I lost my school homework! The teacher will ground me forever." "Gosh, what am I going to do?" Just then the phone rang. Sarah picked it up sighing. It was Sarah's best friend, Janet. She was a girl who didn't like school and who adored animals. "Oh, it's you." cried Sarah with relief. "Is my homework book there? I lost it." "Well, I lost my dog, Scamper!" They both carefully thought for a while. "Hey, you think we should have a meeting at 2:30?" "OK!" said Janet. •• TABLE 2 The First Part of Complication Text of "The Mystery" Title: The Mystery (Year 2, Age 7:5)••Sarah ran over to Janet's place sharp two thirty. Janet was there waiting for her. "Why were you so late?" She frowned. Sarah was out of breath. She tried to speak but she was so tired of out of breath that no words came out as she opened her mouth. Janet passed Sarah a cup of water. "Thanks" panted Sarah. Anyway, "how did you exactly lose Scamper?" said Sarah. "Well, first of all I would like to say..." Sarah shouted in her ears, "You are not doing an interview. We are just going to say the words!!" "Well, sorry." Her voice was now a whisper since she was so frightened so much. Suddenly Janet spoke up. She was angry now! "Oh, you are so perfect!!!" Sarah was now too angry. "Well, how about you!! You have dog hairs all over your nose. Now for heaven's sake, let's start the meeting. OK? How Scamper ran away on my lead" She was talking fast purposely so Sarah couldn't hear. "What she said?" "Fine, you have no ears at all, maybe you are death" said Janet. "Oh, so Scamper might not like you any more." And with that Sarah slammed to door shut. Janet stuck her tongue out at the door. Then her mum came in. Janet quickly slipped her tongue back in her mouth. Sarah was stomping out. "Is there a problem with you two?" "Nothing!" she said. •• As shown in Table 1, Sunyoung's development in the process area is remarkably prominent. She uses a greater range of mental and behavioral processes than before (see grey boxed words), thereby enabling her narrative texts to reveal characters' inner worlds and situational contexts more successfully. In addition, by using dialogic exchanges in her narratives, Sunyoung demonstrates an increased control of the interpersonal meanings. In this narrative text, throughout the dialogic interactions between the two protagonists and Sarah's monologue, the semantic functions of the orientation seem to be performed quite sensibly. The interpersonal meanings for acting upon others are realized through the system of mood and modality. Although an explicit reference is made to the social relationship between the two protagonists, Sarah and Janet, as in "Sarah's best friend Janet," Sarah's attitude and the degree of affection toward Janet are also effectively supported along with the degree of informality, as in "Oh, it's you" and "Hey, you think we should have a meeting at 2:30?" The complication part of "The Mystery" (Table 2) also clearly reveals the main problems about the lost Scamper (a pet dog) and a homework book. The first part of the complication starts with the trivial conflict between the two protagonists. With Sunyoung's more developed application of the dialogic exchanges, the first complication part represents the characters' personalities and the flow of the subsequent events effectively. With a general pattern of development in narrative writing, such as expanding a range of theme choices and process types as well as developing control over the schematic structure over time, Sunyoung continued developing her skills in narrative writing throughout the case study period. Remarkably,

Sunyoung's Year 3 narrative texts show more mature linguistic features in every aspect along with quite advanced novel-like narrative writing, reaching about 10 pages. Sunyoung's school report (Year 3) also indicated that she had shown a particular interest and flair for narratives with vivid imagination and an ability to develop storylines, maintaining a high standard of work. In regard to biliteracy development, it is noteworthy that both "expanding to mental and behavior processes" and "dialogic exchange along with interpersonal elements" can be highlighted as coincidentally developing aspects in some genres, such as diary writing and e-mail writing in Korean. The detailed examples will be presented in Section IV.3.

3. Factual Writing in English In the area of factual writing, Sunyoung explored a range of texts, which was not surprising given that it was part of the primary school curriculum. Throughout the period of study, she demonstrated reasonable growth in the control of several factual genres, such as report, explanation, procedure, and argument, in terms of her ability to use schematic structure and linguistic choices at the sentence level. Sunyoung also showed development in her control of constructing such essential elements of factual genres as generalization, definition, classification, comparison, justification, and time-sequential order.

TABLE 3 Sunyoung's Factual Texts in English Over the Four Years of Schooling

Years in school	Type of text	Kindergarten	Year 1	Year 2	Year 3	Total Over
years	Report	5	3	4	4	16
	Explanation	2	5	3	10	20
	Procedure	2	9	2	13	24
	Argument	5	4	9	18	36

In terms of the language features of factual texts, she showed growth in the control of written language in terms of abstraction, nominalization, increased lexical density, choice of conjunctions, and use of reference. Compared with her development in narrative writing, Sunyoung's factual writing in English provided her with the opportunity to explore important features of written language further, such as the use of general participants as well as the use of relational processes for classification and definition. In factual writing, particularly in report and explanation text types, Sunyoung demonstrated significant growth in terms of employing nominal groups as well as maintaining the impersonal stance and logical sequence. Although she had not shown much interest in this area of writing, she had also developed control of the distinctive features of each text type, particularly in the later period (Years 2-3). It appears that such learning had been significantly enhanced due to the implementation of the balanced literacy pedagogy in the school, with its focus on a genre-based approach to teaching writing. In the following sections, some selected examples of her factual writing, including report texts and an argumentative text, will be presented to provide concrete evidence. First, let's take an example of her report writing, one of the important factual genres. At the early stage in her school, Sunyoung's report texts were closer to the mixed form of report and recount. From sentences 1 to 5, the text is more like a report and includes the definition of dinosaurs and further descriptions related to the times to which they belonged. However, in the later parts (i.e., sentences 6, 7, and 8), a change in the tone of the text occurs to recount writing along with personal comments. In terms of language features, this text uses personal or subjective language, such as "we," "in my class," and "well, bye then, see you tomorrow." Although the text includes some difficult technical terms such as "extinct" and "carnivores," on the whole Sunyoung wrote a simple description with a few refined adjectives. There was no reference term, either. The text does not demonstrate consistent use of tense (usually timeless present tense), but rather mixes present and past tense. The range of theme choices, such as generalized participants (dinosaurs, meat eaters), personal pronouns (we), linking words (but, after), adverbial phrases (in my class), and imperative verb forms (imagine), also indicates that this text is a mixture of report and recount.

TABLE 4 Sunyoung's Report Text in Kindergarten

<Title: Dinosaurs>

Elements of the schematic structure

Sunyoung's Text

- 1) Classification (definition): dinosaurs
1. Dinosaurs were long living animals.
- 2) + 3) Description (about time)
2. We weren't there before dinosaurs.
3. But now dinosaurs are extinct.
- 4) Meat eaters - Classification
4. Meat eaters are called carnivores.
- 5) Description (about time)
5. After dinosaurs came, we came.
- 6) 7) 8) - Recount writing
6. In my class we learning about

dinosaurs. Personal comments

7. Imagine you riding on a dinosaur.

8. Well bye then see you tomorrow.

In the continuum of Sunyoung's report writing development, text written in Year 2 (Table 5) can be evaluated to indicate as significant growth in terms of overall impersonal tone, the use of theme choice (see the underlined words), reference terms and consistent use of the present tense. In specific regard to theme, the text illustrates a varied range of choices, including the use of conjunction words and adverbial phrases as a "marked theme" (e.g., a long time ago, unfortunately) that is something other than the subject in a declarative clause.

TABLE 5 Sunyoung's Report Text in Year 2 <Title: Insects>

Elements of the schematic structure

Sunyoung's Text

1) General Classification about 'Insect' species

Insects are some of the oldest creatures on Earth. Also there are more insects than any other species. There are still hundreds of insects left.

2) Description - Body structure (appearance)

A insect needs an abdomen, thorax, head, six legs and a exo-skeleton.

3) Description - the usage of insects (historical approach)

A long time ago Egyptians made a lot of thing with the body of scarab beetles, such as jewels, necklace, rings and gold.

4) Description - Bad habits (points)

Insects can also cause bad habits like they can make people itch and sometimes even death. Also they may spread diseases and destroy crops but watch out because they can spoil your picnics.

5) Description - Good habits (points)

Did you know that insects have good habits too? They control other pests and they could protect plants. Worms also create a wonderful compost heap. Bees and butterflies spend their time pollinating flowers and one more thing, bees make honey.

6) Description - General other facts - Concluding statements

Unfortunately other nasty insects can get their own meals with different insects too, but insects can camouflage, roll into balls, stick to plants and spit poison or acid. They can get shelter and warn other insects off by their bright colors.

Along with the development of report and explanation genres, Sunyoung's argumentative texts (Table 6) were also constructed at both school and home with the guidance of the school context and parent scaffolding mainly through oral interaction. In particular, in this text, some examples of nominal groups—one of the characteristics of the most typical written mode—can be found (see the phrases underlined using [[]] and the bold typed phrases to be modified).

TABLE 6 Sunyoung's Argument Text in Year 3 <Title: We should wear school uniform>

Opening Statement

Our class wants all schools to wear their school uniform.

Supporting Ideas - point 1 (representing their school community)

Firstly because school uniforms have their personal logo [[which represents their schools, that includes the school color, which is important to us]] for we wear it to school to demonstrate that we are a part of the school community. Our school has the color blue to show the sea [[which 'Captain Cook' came by]].

Supporting Ideas - point 2 (easily identified in the case of school excursions and other occasions)

Secondly, our school uniform represents us on excursions and makes same that people can easily find us and we are easily identified as a part of a school group. School uniforms are helpful in this way because we don't become lost.

Supporting Ideas - point 3 (very easy to wear, you don't have to make choices what to wear every morning)

Additionally, school uniforms are very easy to wear with the soft material [[that makes them comfortable and practical]]. When you want to wear school uniform, you don't have to make choices of what to wear every morning. Also school uniforms are more affordable and you may wear it over and over which makes it more easier for you as well as your parents.

Concluding Statement - restating of opinion

So as demonstrated, there are many positive reasons [[to wear school uniform]]!

The

argumentative text in Table 6 was constructed with the guidance of the genre approach used at school, along with the framework sheet called the "Argument Plan." Initially, Sunyoung's class had a teacher-led discussion on this issue, during which time the class teacher wrote the points for and against the statement on the whiteboard. Sunyoung chose to agree with the statement that "we should wear school uniforms." After filling in the assertion points with statements of evidence on the framework sheet, she finally constructed her argument text as independent writing. In the "thesis" part, the student is supposed to write "an opening paragraph that consists of a thesis (or position) followed by a brief summary of the Arguments to follow" (The Education Department of Western Australia, 1997, p. 144). However, the text in Table 6 does not have such an elaborate thesis, although it has a brief statement. Yet the parts of supporting ideas surely demonstrate that Sunyoung successfully presented each paragraph for the purpose of stating the points in support of the school uniform by including several generalized statements and using controlling words ("firstly," "secondly," "additionally" and "so as demonstrated"). In terms of biliteracy development, overall, Sunyoung's factual writing based on the genre approach at her school was effectively supported by the parents' scaffolding of literacy using the mother tongue. Elaborating upon different concepts and subject-related terms in report writing and pre-discussing logical sequences and reasoning in argument writing was primarily supported orally using the mother tongue. Although Sunyoung started as an ESL student who struggled to write 4 to 6 lines in her journal entry, by Year 3, with the systematic and explicit help in the genre-based approach and parents' scaffolding of literacy, she was able to catch up with her native English-speaking peers at school and even won awards at a NSW composition competitions in the genre of factual writing (e.g. argument), where only one or two students in each class earned such an award. The school teachers of the ESL child were very surprised, and the student became more confident in continuing her academic curriculum.

4. Korean Writing (Diary, Personal Letters, and E-mails)

In parallel with her English writing development in a range of text types, Sunyoung also grew significantly in her control of Korean writing, mostly in the areas of personal writing such as diary (about 40 entries), personal letters (7), and e-mails (36 entries). In an ESL context, the balanced development of biliteracy at the primary school level is a challenging process, mainly due to the lack of encouragement for minority language use outside the children's home. However, having functional and authentic purposes for her Korean writing (i.e., to express herself in her mother tongue and to communicate with cousins and grandparents in Korea) enabled Sunyoung to maintain a writing diary and write e-mails throughout the period being studied. During the case study period, Sunyoung also developed specific language features of Korean, including the subject-object-predicate word order, agglutinative morphology, and the honorific system. Throughout the 5-year process of diary writing, Sunyoung expanded the range of process types, participants, and circumstances used. Starting from using primarily material processes to construct physical events, Sunyoung increasingly used mental processes along with verbal and behavioral processes to construct her mental world and express her attitudes. This pattern is strikingly similar to the developmental pattern of her narrative writing in English. As a younger writer, Sunyoung had spelling inconsistencies and inappropriate suffix choices in her earlier diary texts, but her diary entries overall demonstrate more novel-like writing, which can sustain the reader's interest. To briefly see her diary writing development, two texts (Table 7 and Table 8) will be compared in terms

of theme choice and other language features. TABLE 7 Sunyoung's Diary Text (Age 5:10) Original version in Korean • Translation in English (by the researcher) ••1.

\$E~^2@Ç Ä³ Á -ĐÁ ¶-ä². 2 .
 □±4» -Çø»^ÇÈÄä². 3 . ø-¹à- tÇ|Á0@Ä³ ^Öä². 4 . ø-¹à- EÌDÇ iÁ/Á
 Ç-DÇ L¾8,ä². 5 . tÖÐÆtÇ ÑÉĐÁ ¶-ä². 6 . □±4» -Çø»^ÇÈÄä². 7 .
 %¼Ä³ ~Ç 9°ÈÄä². 8 . ø-¹à- -Çø»^ÇÈ- 9°ÈÄä². 9 . ø-¹à- tÖÐÆtÇ
 ÑÉĐÁ Á □±4» -Çø»^ÇÈÄä². 10 . □-Lu"² '° - xÇ-À|¹ ^Öä². • 1 .
 Today (I) went to the library. 2. (It)
 was so funny. 3. And (I) did
 story telling. 4. And (I) borrowed six books. 5. (I) went
 to Haywen's house. 6. (It) was so fun. 7. A meal (I) had nicely. 8. And (I) ate
 (it) with fun. 9. And (I) had a lot of fun at Haywen's house. 10. When leaving,
 I said good bye. •• Overall, the text in Table 7 shows a typical young writer's
 diary entry, consisting of several events arranged one after the other, without
 much detailed description. Most clauses tend to have a simple syntactic
 structure, and the subject "I" is often omitted. Considering that most young
 Korean writers tend to overuse the subject
 participant I in diary texts,
 Sunyoung's case is noteworthy. As for
 the theme choice, by the omission of
 the subject participant, goal element
 %¼Ä³; pap-to (meal), and circumstantial
 phrase tÖÐÆtÇÑÉĐÁ; Haywen-i-cip-ey
 (To Haywen's house) are foregrounded as
 marked themes. Apart from the marked
 themes, there is the typical overuse of
 structural conjunctions, such as ø-¹à-;
 ku-li-ko (and).

TABLE 8 Sunyoung's Diary Text in Year 2 (Age 7:04) Original version in Korean • Translation in English (by the researcher) • • 1. tÇ ÀÉ...É °tÇ ,Á È -~° LÁDÁÈ¹XÎ''² ~°&

2. 1Á''² ÜÄ¹-ÐÁ Á TÖÏÇäÄÐÁ(Á) 0@ä²-¹''² '° ^½ Ä\Ö ''°µÁ& 3. ~°''² \$E`¼XÇ ¶¼ÄÉ - tÇ•,Ç- øîä²''²ÄÉ(øîÈÄ''²ÄÉ) °° .ä². 4. '° - @tÖ Á ¼Äx¹ (7ÆDÇ) -|...Ç'Á(□-DÄ...Ç'Á) YÖP-ÐÁ -Ç- (ìÐÁ Á ÔÐDÇ Lµ, '° ¶¼ÄÉ - tÇ•,Ç- pÐ ÄÉ °° .ä². 5. YÖP-ÐÁ ''°E Ä³)ì~ÖDÇ LµÐÁ ''°E LÄÇ- ↑'ÈÄä². 6. '° - \$E`¼XÇ ¶¼ÄÉ|¹ ...Çà- ^ÇÈÄä²à-! 7. |Á4»äÄ (XÇ4»äÄ) ÐÁ Á''² ~°|¹ Ä³@E¹É¹ÄÄ³ EÄ'Á Á ø-á° P-äÄÐÁ ä'Á¶-ÈÄLµÄ³ (ä'Á -Ç- ↑) ^ÇÈÄ''² ³, DÄ Ç Yì<ÖtÖ! 8. - D³Æ² ¼ÄÉ|¹ ...ÇÇÇ f- ~ìü· ø¼ Eä². 9. XÖÄÉì¹ ù²%Ö (ä²%Ö) <Ç\, `Ää'tÇ □±4» î¹tÇ ¥Çø°Xîà- ^Ç'Á Á '° -à -(''°µÁ) DÇ »° \$¼ä². 10. ø-~· Á \$E~²ÇÇ pÈìÄ^× x-¹'Ää²Ç±|Ä \Öä². 11. ↑ DÄ 8ì! \$E~² '° - YÖP-^ÄÐÁ Á <ÖDÄx±|¹ XÎ0@\", ^Ö''² ³(p³) . . Ù¹↑Ä-À(Ù¹ÇÄ-À) ! † 12. XÖÄÉì¹, °E¹ ÁÝÄØ²tÇ '° <ÖDÄx±''² ä²LÇùÈÐÁ XÎ|à- ^Öä². 13. '°'E tÇ □±4»~° <ÈXÄä². 14. XÖ~²tÇ ~°|¹ Ä³@EùÈÄÄ²! 15. YÖP- - È¹hî'°]~°ä²! 16. ~°''² †-¾EÐÁ 100 D±ÐÁ(Ù³HÄ) ;Ç Ö 'Ää² - ''°E Ä³Ý¹äìä²''² ø- ÄÄÉì\Ö 0@,¼tÇ ä'ÈÄä². 17. ~°''² tÇ È|Ä 'À f- †-tÄä² (†-XÄä²) . 18. \$E~² tÇÜÄ¹-, ¥ÇEÁ@E '° ¶¼ÄÉ tÇ|Á0@''² mÖÄÄ '° 8°-¹ ÁÐÁ ø¼|Çp-ä² (''°DÄ^ÇDÇf-tÇä²) . • 1. I who am trying to figure out when this boring day will go away & 2. My poor figure that is waiting at the rest room during the recess time... 3. I never knew that my brother's pants were so big. 4. When I got on the car to go to school after changing my clothes in a hurry, I didn't know that my pants were this much big. 5. When I just arrived at the school, I barely became to know (it). 6. (The fact that) I was wearing my brother's pants! 7. Since the medical office could not help me, I just walked into the classroom but how shameful it was! 8. (I) just looked like wearing a vinyl wrapper. 9. But luckily, the kids could not see me because they were playing for fun too much. 10. So today (I) need to be careful in walking around. 11. 'Alas! Today I am supposed to play the piano in front of the school (assembly). Oh my goodness!' 12. However, our teacher let me play the piano next week. 13. My luck was so good. 14. Heaven helped me! 15. The school finally was over! 16. I was refreshed and felt like barely escaping from the jail where I was caught and staying for 100 years. 17. I finally felt released. 18. Today this time, the place and my pants story will always be seen (remembered) in my head. ••

Compared with the diary text in Table 7, the text in Table 8 conveys the writer's special experience much more effectively. This diary entry constructs the semantic field of her embarrassment at school particularly well by employing the mental processes of perception (seeing, feeling) and cognition (knowing) (see the grey boxed words in Table 8). In specific regard to the text structure, Sunyoung seems to attempt a new style that involves two nominal group clauses that are not complete sentences, but have poetic effect (#1, #2). As for the theme choice (see the underlined phrases in Table 8), the majority of themes in this text are topical participant themes,¹ which include impersonal participants such as

(The school) as well as the speaker (I). In addition, one marked topical theme is applied in #8 ([I]) just looked like wearing a vinyl wrapper), by the foregrounded goal element (object) in the case of the omission of subject I. Another theme choice is the textual theme (#9, #10, #12 !! so, however, but). Topical circumstantial clause themes are also used in some other cases (#4, #5, #7). As a whole, Sunyoung's thematic choices contribute to the natural flow of the text, as do other previously mentioned linguistic features. Although there are some signs of immaturity in her diary texts, such as cases of grammatical inaccuracy in the use of case particles and verb suffixes, the text in Table 8 illustrates Sunyoung's written language development in Korean diary writing, particularly in the area of constructing characters' mental worlds. In the area of e-mail writing, Sunyoung developed a degree of delicacy in the choices within the mood and modality system. In particular, Sunyoung's e-mail writing is a successful example of the genre-based approach employed within a home context. From being a dependent learner in this e-mail writing when she started out, she moved on to completely independent writing after a period of modeling and joint construction based on the learning cycle of the genre-based approach and scaffolding literacy. Just as in her narrative writing in English, Sunyoung had been self-motivated in this kind of authentic writing. Her conversational strategy relating to building up interpersonal meaning also contributed to her successful e-mail correspondence with her cousin and grandmother in Korea.

TABLE 9 Sunyoung's E-mail Text in Year 3 (to her cousin) (Age 8:02) Original version in Korean•Translation in English (by the researcher)••Opening comments

1. ÀÉ Ö|Á, 2. HÁU±!
 \$Æœ·î¹tçä². 3. □± ðÂ±Ð ~Ç ÀÐà¬ TÆä²t° Á? 4. tç ó¬@Ç DÁÁÉÁ³
 ìÁ,,¹xçp³, □±"² XÖCÁ □² ¦ÇÐÁ Á ðÂ±Ð|¹ ÀÐä²È² 8ì €½ý·ä². B o d y
 p a r t s 5. ~°"² p°\î ¦ÈÐÁ ¬YÖDÇ tÕ Á tÇ È 3 YÖD±tÇ
 ¦ÈÁ'Á. 6. ° YÖP-ÐÁ Á ¬YÇ \î~ÖX³ P i m tÇ|·"² \îl- ¬ ä²x¹ YÖP¬,
 ¬ Á ~°"² pÈ□® xÆm,è²ä². 7. ø·,ÀÉì¹, ~°"² ÈÀ\,Æ \îl-ä'ü¬ ÈÀ\
 ÝÀ4® XÖCÁ ¦¬DÁÁÉ'· ¬Çø»^ÇÆ¬ ÀÉ'°\$,à¬ tÕ. 8. ° ¬ DÁÁÉ ~Á0®
 HÁ^ÖÁÉ? 9. ~° 8 'À' "² ÝÀ|Ç Á«\, □Æ\À Ð¹ðÒ^É ¦¬DÁÁÉ|¹
 »ÀÉ'Á. 10. ÜÁÜ'È²ÐÁ Á ¬À"² ¦¬8Ö-À tÇ"°\· tÇ"°€½ ¬ ø¬ÜÉ\
 »Á'Á üèàÁp¬|Á. 11. □± ¦¬DÁÁÉ î¹tÇ ðÐÌÆ\$½<ÇÈ²L® ~°\ÖLÑ tÇø· Èø· ©Íà¬|¹
 XÖ0® €½ÁÐ\Öä². 12. ° ÉÓYÀ ÇÆÐÆtÇ tÇè, 'ÁÁÉp¬|Á. C l o s i n g
 c o m m e n t s 13. ÀÉ Ö|Á, ø¬ü· tÇì¹ HÁU±! 14.
 ÁrÆtÇ ¬ 15. P. S. ~°\ÖLÑ ø²¥Ç ¬ hÁ|Á 'ä²! 16. 8ì ¦¬DÁÁÉ
 tÇ,,¹ 8°<Ö(M u f f y) |¬à¬ ÀÉÈÁ'Á. 17. †¶ HÁU±! • 1. H i ,
 J i h a e , 2. "Hello!" It has been long (to contact you). 3. (I heard
 that) you came back from skiing. 4. I really envy you that you do skiing on the
 snow while here is still in summer. 5. I now became the 3rd grade after the
 opening of school a few days ago. 6. I feel a little bit lonely since my best
 friend called Pim has moved to another school. 7. However, I am trying to get
 along with my new friends and a white puppy who was obtained recently. 8. Didn't
 I tell you (this) yet, did I? 9. I got the pretty Maltese puppy for my 8th
 birthday present. 10. The aunt and uncle living in Sydney gave it to me for
 free. 11. Since you have experienced to raise puppies a lot, I ask you to advise
 me one thing and another. 12. My life wish came true. 13. Jihae, then bye
 now! 14. from Sunyoung 15. P.S. You must write back to me! 16. Oh, (I) made the
 name of puppy as Muffy. 17. Bye again!•• The e-mail text in Table 9, which was
 constructed independently at age 8:02 during Sunyoung's last stage of e-mail
 writing in Year 3, demonstrates much more experientially elaborated content
 (including Jihae's ski event, Sunyoung's best friend Pim's move to a different
 school, and a new puppy named Muffy) along with the expression of her feeling.
 The overall schematic structure is also well organized as is the postscript at
 the end. She successfully employed conventional expressions for the opening and
 closing comments. In terms of the mood system, the text makes several
 appropriate choices. At first, Sunyoung employs two interrogative mood clauses
 in this text: # 3. □± ðÂ±Ð ~Ç ÀÐà¬ TÆä²t° Á? ([I
 heard that] you came back from
 skiing?) # 8. ° ¬ DÁÁÉ ~Á0® HÁ^ÖÁÉ? (D i d n t I
 tell you [this] yet, did I?) These
 clauses were attempts by Sunyoung to
 choose from a range of interrogative
 patterns that she had never tried
 before. As in # 3, TÆä²t° Á? is composed
 of a reporting suffix (t°: myen) and an
 interrogative intimate speech level (Á:
 se). In addition, in # 8, the negative
 interrogative clause with the verb
 HÁ^ÖÁÉ? is properly accompanied with the
 modal adjunct DÁÁÉ: acik. This kind of interrogative

clause can be used to initiate a different story or to change the topic during talk. These two clauses are quite popular forms of the interrogative mood, particularly in the spoken mode of Korean. The use of the interrogative mood clauses in the middle of the e-mail writing has possibly increased the intimacy level of the whole text. As indicated, Sunyoung's later period e-mail writing seems to have built up more confidence in controlling spoken and written languages while interspersing interactive mood clauses such as interrogative or requesting ones. As previously indicated, in terms of biliteracy development, the aspects of expanding to mental and behavioral processes and using interpersonal mood systems through dialogic exchanges in diary texts and e-mail writing in Korean developed almost simultaneously with Sunyoung's English narrative writing. Thus, it can be argued that Sunyoung's biliterate writing positively helped her develop some important aspects of common semantic construction by using these linguistic features interdependently in major genres, such as narrative writing, diary writing, and e-mail writing.

V. IMPLICATIONS AND DISCUSSION Having presented the ESL child's biliteracy development briefly through a range of text and context analysis overviews, I now address more clearly the issue of legitimacy in applying the genre-based approach in the whole process of ESL children's biliteracy development during primary school. Keeping the socio-linguistic view in mind that biliteracy development for ESL children is linguistically, cognitively, and socio-culturally meaningful, I first discuss the beneficial effect of building up a balanced approach to genre competence beyond the tendency of genre preference in the ESL children's school context. Second, another essential issue examined is maximizing the use of the mother tongue up to literacy level through parents' scaffolding literacy in the home context in relation to genre-based approach. The manageability and accessibility of the genre-based approach to ESL children's parents at home will be drawn from the evidence of this case study.

1. Building Up Balanced Genre Knowledge/Competence During Primary School Period (Focusing on School Context)

Based on this case study, it can be argued that the genre-based approach to an ESL child's biliteracy development helped the subject child build up a balanced genre knowledge (or competence) during her primary school period. Sunyoung, a young girl, revealed enthusiasm for reading storybooks. When she started to become involved in the various literary practices during her primary schooling, her preference for narrative genre was noticeable in her reading and writing at both school and home. As a result, Sunyoung created more mature texts in English narrative and personal writing as well as in Korean (diary, e-mails) while also displaying a strong self-motivation to write these genres. More specifically, in regard to their linguistic realization, Sunyoung showed far more advanced control over the use of mental, behavioral, and verbal processes along with control over the mood and modality system in building up experiential and interpersonal meanings through use of dialogue in narrative and personal texts. Despite this tendency of genre preference, the balanced writing curriculum based on the genre approach in the subject child's school might have provided valuable opportunities to practice a range of genre texts—both factual and non-factual—regardless of her genre preference tendency. Thus, Sunyoung steadily developed her competence in a range of factual writing along with her strong preference for narrative and personal writing. Had there not been such a balanced writing curriculum of genre approach, the child might have been inclined toward one or two preferred genres and, as a result, her writing competence during primary school might have become over-specialized to only some limited areas of text types or linguistic features. This issue of genre

competence can be controversial—namely, whether developing a deeper level of specialized genre writing in one or two areas or a balanced competence in a range of genre types (“as the breadth and depth of genre repertoires”) would be better for writing development (Gentil, 2011, p. 10). However, it seems to be more acceptable—particularly for young writers in primary school who have to be exposed to a range of subject knowledge (such as math, social studies, science, art, and language)—to acquire basic cognitive development as well as build up the awareness of a range of social purposes with different text genres, being guided to a more balanced approach to genre curriculum. This does not mean that it is necessary to encourage them to develop almost identical patterns of genre knowledge at the expense of their genre preference (e.g., narrative or report writing). While keeping one or two genre preferences, they will be able to expand their range of genre knowledge successfully, just like the subject child in this case study.

2. Maximizing the Use of the Mother Tongue through Genre-based Approach in ESL Primary Contexts (Focusing on Home Context)

In this case study, the ESL child successfully maximized her use of her mother tongue up to the literacy level and developed a range of genres across both languages (i.e., English and Korean). Admittedly, such success can be mostly attributed to the effective literacy approach—namely, the genre-based learning process at both school and home. It is also evident that, if the subject child had not been properly prepared for further biliteracy development during her preschool period (she was already biliterate when she entered kindergarten), she could not have proceeded in her biliteracy development during her primary period in the ESL context. However, this longitudinal case study first shows that even ESL children starting with basic biliteracy skills in their primary schooling have to be exposed to an effective literacy approach (e.g., genre-based approach) along with an appropriate school environment supporting multiculturalism and multilingualism. This crucial socio-linguistic context helped the ESL child keep her motivation for biliteracy development. In addition to this school environment, the other key factor to the ESL child’s biliteracy development was her parents’ awareness that maintaining her mother tongue up to the literacy level during her primary period is important in many aspects—for academic performance and socio-linguistic competence as well as her identity building.

In this regard, this case study of a genre-based approach provides a powerful solution to this critical matter for ESL educators and parents. In particular, for ESL children’s parents, in the home context, they become empowered through the genre-based approach at school because they can maximize their supporting level for their children’s writing development through the genre-approach medium and by concretely determining their scaffolding elements in this learning process. In Tardy’s (2009, p. 21) terms, the modular elements of genre knowledge, such as “formal knowledge, subject matter knowledge, process knowledge and rhetorical knowledge,” can be drawn from parents’ mother tongue knowledge system, as in Cummins’ CUP. In the process writing—the previous writing approach to which the subject child was exposed—the researcher felt something was missing and could not find more practical and systematic ways to improve the child’s writing proficiency. However, once the genre-based approach was introduced and activated in the ESL child’s writing process, the researcher as a parent felt the writing approach was both manageable and accessible as there were explicit ways to help the child using her mother tongue, just like native-speaking children’s parents do. Formal knowledge, which can include the lexico-grammatical conventions of a genre along with the structural moves (schematic structure), might be negotiated through the child’s and parent’s talk in their

mother tongue (Tardy, 2009, p. 21). Despite the fact that genre is language specific and there can be genre variation across languages, ESL children's academic genres (i.e., narrative, report, review, procedure, explanation, and argument) are to some extent very transferrable between Korean and English. In addition, many resource books have been published on genre-based writing, such as students' workbooks and teacher's guidebooks, which are quite manageable and accessible even for ESL parents at home. Thus, with regard to detailed language features or lexico-grammar explanation, parents may refer to the guidebook and learn some different aspects of each genre. As for "subject-matter knowledge" (Tardy, 2009, p. 21), ESL parents can play a significant role especially in their children's factual writing (e.g., report or explanation). Using parents' subject knowledge about social studies or science in the mother tongue enables parents to elaborate upon more difficult concepts or subject-specific terms with ease. The cognitively challenging concepts can be explained by successfully using scaffolding interactions in the mother tongue, as demonstrated in this case study. As for "rhetorical knowledge," which refers to "an understanding of the genre's intended purposes and an awareness of the dynamics of persuasion within a socio-rhetorical context" (Tardy, 2009, p. 21), the ESL child in this case study was assisted by the researcher (as a parent) in writing e-mails in Korean. Through the whole process of e-mail writing in Korean, the ESL child discussed with the researcher why this kind of writing is important for her; moreover, through joint construction and modeling, she was able to build up the basic discourse dynamics of e-mail using conversation strategies and adapting to the degree of formality. Furthermore, the entire process of e-mail writing made the ESL child share the composing process ("process knowledge" in Tardy's terms) with the researcher, and the level of scaffolding and supporting was gradually reduced as the ESL child became increasingly confident in the genre. In this way, ESL children might be able to maximize their use of their mother tongue in the process of biliteracy development with their parents during primary school. This case study provides strong evidence of the successful and empowering genre-based approach, through which—as the ESL child in this case demonstrated—ESL children can develop their biliteracy competency and build up their identity as a proud bilingual and competent social member in two cultural contexts (e.g., Australia and Korea).

VI. CONCLUSION This study attempted to show the successful case of a Korean ESL child's biliteracy development. There is a video recording of Sunyoung in the study being reported here. The little 4-year-old girl at her first concert day in preschool looks frightened, continuously blinking her eyes while desperately trying to pretend she is singing (wanting to be the same as other English-speaking children, who are confidently singing away). Several years later, that same child is smiling broadly and confidently while reading out a presenter's report in front of all the students in the school assembly. The whole process of biliteracy development certainly provided the ESL child with a positive self-concept and socio-cultural identity as a balanced proud bilingual. Although a number of different bilinguals or multilinguals exist in ESL and EFL environments, the positive findings and results are to some extent applicable to other educational contexts, with modification. Korean society has been rapidly changing with the emergent multilingual and multicultural aspects from Southeast Asian workers and immigrants; consequently, their children's language education has been an inevitable issue for Korean society. In this regard, the successful results of this case study in terms of ESL children's academic performance and the building up of a positive socio-cultural identity offer a manageable solution for a multicultural society. In particular, ESL

children's biliteracy development based on the genre approach needs to be considered along the continuum: This process can be sustainable and ongoing with a zigzag pattern as children grow up. More importantly, ESL children also need to grow up with well-balanced cognitive ability to become competent critical thinkers. They need to experience the great feeling of being competent social members in both language communities. To make this happen, their biliteracy development through a genre-based approach and parents' scaffolding literacy using their mother tongue during their primary period would be critical. Further research is needed to trace the transferrable genre competence in relation to ESL children's biliteracy development after they return to their country in an EFL context in order to provide a more complete picture along the continuum of their bilingualism. In addition to such a qualitative longitudinal case study, a large-scale quantitative study on biliteracy development based on the genre approach in ESL and EFL contexts should be conducted using a well-designed research method to examine "relationships between socio-cultural factors and student outcomes as well as for providing robust portraits of how these factors play out in educational settings" (August & Shanahan, 2008, p. 100). Effective bilingual and biliterate educational programs in Korea will be a critical necessity in the near future, and the returnee groups from ESL contexts should be appropriately supported by national and institutional policies as well as their parents.

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Lc aö^Lc ytCUR

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Rothery, J. (1986). Teaching genre in the primary school: A genre-based approach to the development of writing abilities. Writing Project Report - Working Papers in Linguistics 4. Australia: University of Sydney, Department of Linguistics. Saunders, G. (1988). Bilingual children: From birth to teens. Clevedon, England: Multilingual Matters. Sharpe, T. (2006). 'Unpacking' scaffolding: Identifying discourse and multimodal strategies that support learning. *Language and Education*, 20(3), 211-231. Tardy, C. M. (2006). Researching first and second language genre learning: A comparative review and a look ahead. *Journal of Second Language Writing*, 15, 79-101. Tardy, C. M. (2009). Building genre knowledge. West Lafayette, IN: Parlor Press. The Education Department of Western Australia. (1997). Writing resource book. Victoria, Australia: Rigby Heinemann. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Walshe, R. D. (1981). *Every child can write*. NSW: Bridge Printery. Examples in: English Applicable Languages: English, Korean Applicable Levels: Elementary, Secondary

Bo-Ai Ko Dept. of English Language Studies Seoul Digital University 560 Dohwa-dong, Mapo-gu, Seoul, Korea Tel: (02) 2128-3022 / H.P. : 010-9206-6426 Email: koboai@yahoo.com Received 4 September 2012 Revised 3 November 2012 Accepted 17 November 2012

Scaffolding is understood as a kind of special, temporary support or guidance for learners who face challenging learning tasks, mainly assisted by more capable persons, such as parents or teachers. The notion of scaffolding was originally developed from the socio-cultural theory proposed by the Russian psychologist Vygotsky (1978). According to Knapp and Watkin's (2005, p. 18) explanation, Halliday developed the terms ideational (field), interpersonal (tenor), and textual (mode). "For example, the content or stuff being talked or written about the context is actualized in the text as 'ideational' or 'representational' meaning, the social relations between the participants in the context are actualized in the text in terms of 'interpersonal' meaning, and finally the mode or medium of the language event is actualized in the text 'textual' meaning." What (field), who (tenor), and how (mode) aspects are three elements for understanding a language event (text) in a certain context. According to Halliday (1994, p. 106), the wide range of the world of experiences (including happening, doing, sensing, meaning, and being and becoming) can be represented as "a manageable set of PROCESS TYPES" with the relevant grammatical systems called transitivity. Theme, which is related to the textual meaning, is defined as the first part of clause message and the element that serves as the point of departure of the message, Mood is related to interpersonal meaning, which can be created in the forms of statement and question (imperative and indicative); in the mood structure, the finite element specifies the clause in terms of time (primary tense), the judgment of speaker (modality), and the choice between positive and negative (polarity). According to metafunction, theme is further sorted to textual (continuative, structural, conjunctive components), interpersonal (vocative, modal, finite, WH-) and experiential (topical-participant, circumstances, process) (Halliday, 1994, p. 54).

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