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KOREAN AND ENGLISH, LANGUAGE DEVELOPMENT WITHIN THE CONTEXT OF A KOREAN COMMUNITY AND INTERNATIONAL SCHOOLS IN BANGKOK, THAILAND

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Abstract

The main purpose of this study was to identify the functional use of Korean and English, and language development within the context of a Korean Community and international schools in Bangkok from the perspective of six Korean International students in Thailand. Through the analysis of the qualitative data from the six Korean students, such as observation, measuring the number of clauses, the complexity of nominal groups in English writing and the complexity of modifiers in Korean, the findings revealed that the six students learned their L1 (Korean) and L2 (English) through cooperation, mediation, and scaffolding in their interaction as described by Vygotsky in his "Sociocultural Theory". The contexts of the Korean Community and international schools seem to have had a positive effect on development of L1 and L2 based on Halliday's Systemic Functional Grammar. Moreover, the practice of translanguaging among participants helped them to understand and mediate with others more effectively. Finally, through comparing the thematic discourse analysis of the participants' English writiNgs, the development of the L1 also seemed to have influenced the development of L2.

Key words: language learning, language acquisition, Sociocultural Theory, Systemic Functional Grammar, translanguaging

Introduction

Multilingualism can be seen as a global phenomenon and with regard to this issue, individual multilingual abilities are considered as common necessities and are quite unremarkable in most parts of the world. In fact,

multilingualism is not unusual, but is a natural process. Especially, for young people as representatives who will have positive influence on the country's economic and social development for the nation's future, multilingual abilities are becoming more and more necessary for them to enter the global workplace (Garcia, 2005). English as a world-wide lingua franca has an essential role in this multilingualism. In this study, six Korean International Students have come to acquire English (L2) in Thailand where multilingualism in urban areas is quite common. Given their situation in the Korean Community and international schools in Bangkok, three languages are used, Korean, English and Thai. The researcher therefore posed the following research questions:

1. How do Korean International Students functionally use both Korean and English in a Korean Community?
2. What effect does studying in an international school where English is the medium of instruction have on both their L1 and L2?
3. Does living in Korean Community in Thailand where Korean is the dominant language help the students develop their L1?

Literature Review

There are many different approaches to learning language, but for this study, it is necessary to review Vygotsky's (1896-1934), "Sociocultural theory". In Vygotsky view (1978), the learners develop new knowledge through not only communication with peers but also the instruction from more knowledgeable peers or teachers. He also suggested the Zone of Proximal Development (ZPD) has a stage between what Vygotsky calls actual and potential development and that learning happens through moving from the inter-psychological to the intra-psychological with a form of mediation or scaffolding. Foley (2012) wrote that learning starts with what happens between people, before it carries on in the mind of the learner. In this research context, especially Korean Community, ZPD took place between Korean International Students with different levels of language ability mainly through communication or interaction.

Almost everything we learn through interaction takes place in a social context. Social context factors are parts of the multiple worlds where adolescence live and directly affect learning outcomes (Goldenberg et al., 2006). In fact, Vygotsky's view of development and learning within ZPD as well as the idea of scaffolding were developed based on cultural influences

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and social interaction which were regarded as significant factors in learning (Gerakopoulou, 2011). In this study, language is seen as a social-semiotic (Halliday (2004). Halliday states that view of language as a social semiotic system tells that language is a sign system which functions to make meaning depending on the occasion and the way it is used by the speakers, not just a tool for communication. Spoken or written data in this study were analyzed by using Halliday's Systemic Functional Grammar in terms of how the students use language to construct a particular identity or a particular view of the world. Among different levels in the grammatical system, this study focuses on identifying clauses complexes since the clause is the most useful basic unit of meaning, which can tell us about how thiNgs exist, how thiNgs happen and how people relate to the world around us (Foley, 2011). In this study, the researcher looked for the stage of development in the clause structure. This involved categorizing the nominal groups (Ngs) because Ngs have the capacity that allows the clause to be expanded by adding information before and after HEAD noun (Wang, 2014). In the successful writing especially in academic writing the development of the Ng is very important in developing descriptive power.

In this study, because translanguaging have been proposed to identify how participants functionally use Korean and English. The notion of translanguaging as described by Garcia and Li (2014) is as follows: "Translanguaging is the dynamic process whereby multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be". For Garcia and Li, even though there is no any direct teaching role, translanguaging can be used in language classroom in terms of developing acquisition. This is because translanguaging is able to construct understanding of the world and of the academic material, to mediate with others, and to acquire other ways of 'language'.

Data collection

This study employed a qualitative approach that observed how six Korean International Students learned and used Korean (L1) and English (L2) in Korean Community and international schools. During the 2013-2014 academic year from March to May, both Korean and English writing and speaking data were collected to observe how they learned, and whether they improved. English writings included journals, worksheets, quizzes and tests, and homework from the international schools. While Korean writings

included Sunday worship prayers, observing their daily life at the Korean Community such as studying time, worship time, meal time and break time.

Method of Analysis

Based on three research questions, the researcher analyzed the data case by case to understand the phenomenon of the six Korean International Students' learning and using Korean and English. First, the researcher divided the participants into three groups to try to answer the research questions as follows in Table 1.

Table1. Three groups of participants

Groups of participants	Students from Bangladesh	Students from Korea when they were very young	Students from Korea who studied in Thailand for less than a year and half
Name	Aaron	Rachel	Nick
	Yerin	Anna	Kevin

To find possible answers to **Research Question 1**, their formal and informal speaking and writing were analyzed and compared in both Korean and English based on Vygotsky's sociocultural theory, ZPD, and scaffolding. Next, was to find out how the context of international schools in Bangkok of Thailand affect their L1 and L2 **(Research Question 2)**. The researcher looked at two students **Kevin and Nick** since they had been studying in Thailand for less than 18 months, and the case of **Rachel and Anna** who had studied in Thailand for more than 5years. To answer how Korean Community affected their Korean **(Research Question 3)**, the researcher look at the case of **Rachel and Anna** who came to Thailand when they were young and the case of **Aaron and Yerin** who came from Bangladesh and had less background in Korean. The researcher chose these four students because they had been exposed to English longer than others in the Korean Community.

A linguistic analysis was used to show how the six participants learned and developed their L1 and L2, particularly in terms of writing. Savignon (1983, p.37) mentions that grammatical competence or linguistic competence is defined as "mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences". Written texts that

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the researcher collected for research question 2 (English) and 3 (Korean) were analyzed in both Korean and English based on the categorization of clause and the complexity of nominal groups.

First, the number of clauses was quantified, and each clause was indentified in terms of the types of Korean and English clauses. In Korean there are two types of clause structure: simple and compound-complex and, in English clauses, there are four types of clauses: simple, compound, complex, and compound-complex. The researcher observed whether the number of clause increased or not.

Then, each type of nominal group in each clause was identified and the number of each type of nominal group was counted because of the descriptive power of the noun group in order to clarify how the six participants learned and developed their languages. Table 2, describes some of the main nominal groups in English. In terms of Korean, with reference to modifiers with a noun, Table 3, Hong (2010) described that there would be single modifier and complex modifier with a noun: there were eight single modifiers with a noun and 28 complex modifiers with a noun.

In addition, to look at the role of L1 in terms of learning L2 the thematic analysis was used since it provided evidence of the difference between a well-structured essay and a less well structured one (Foley, 2011). For this study, the researcher analyzed the written texts in terms of the different types of themes, such as topical, textual, marked topical, and interpersonal themes.

Table 2. Categorization of nominal groups in English

Single Noun & Noun with Pre-modifier			
N1	Single Noun	a Noun/Pronoun	e.g. you, it, he (S1a)
N2		D+H	e.g. a gift(S20a), my friends (S2a)
N3		N+H	e.g. Some new games (S4a)
N4		E+H	e.g. new e-mail (S5a)
N5		C+H	e.g. strawberry smoothie (S18b)
N6		D+N+H	e.g. the first alley (S6b)
N7		D+E+H	e.g. a big seal (S7b)
N8		D+C+H	e.g. Clash's music video (S15a)
N9	With pre-modifier	N+E+H	e.g. many big leaves (S8c)
N10		N+C+H	e.g. many water activities (S19c)
N11		E+C+H	e.g. pink nail polish (S9b)
N12		D+N+E+H	e.g. these three remote controls (S14c)

N13		D+N+C+H	e.g. the first pine tree (S2b)
N14		D+E+C+H	e.g. the big sunglasses (S12c)
N15		N+E+C+H	e.g. two closed circuit cameras (S6b)
N16		D+N+E+C+H	e.g. this first little baby boy
Noun with Post-modifier			
N17		Preposition phrase	e.g. the color [of the world] (S13a)
N18		Relative clause	e.g. my friend who stands next Max call me (S12c)
N19	With Post-modifier	Reduced relative clause	e.g. You just pass the Talk button, located at the middle top (S17c)

(**D** means Deictic, **N** is Numerative, **E** stands for Epithet, **C** represents Classifier and **H** is instead of the head noun.)
Modified from Foley (2011:58)

Table 3. Categorization of modifiers with a noun in Korean
        [Single modifier with a noun]

명사 외곽 수식어 [Noun Peripheral Modifier]	1. 소유격 출현 요소 [possessive]	**철수의** 책 [Cheul-su's book]
	2. 양화사 [quantifier]	{**모든, 온갖, 갖은, 어느, 무슨, 어떤, 아무**} 사람{Mo-deun, On-got, Got-en, 'all', U-neu, Moo-seun, U-theun, 'which', A-mo, 'any'} person or people
	3. 관계절 [relative clause]	**철수가 산** 책 [The book that Cheul-su bought]
	4. 지시사 [demonstrative]	{**이,그,저**}사람 [this, the, that]
명사 인접	5. 성상 관형사 [epithets determiner]	**새** 책, **헌** 책,... [new book, old book]
	6. "-적"표현	민주**적** 결정

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수식어 [Noun Adjacent Modifier]	[expression "-juck"]	[democratic decision]
	7. 소유격 부재 요소[absentness of possessive]	철수 책 [The book belonged to Cheul-su]
	8. 수사 [numerative]	한 사람, 두 사람 [One person, two people]

[Complex modifiers with a noun]

명사 외곽 수식어 [Noun Peripheral Modifier]	명사 인접 수식어 [Noun Adjacent Modifier]	예문 [Example]
1. 소유격 출현 요소 [possessive]	성상 관형사 [epithets determiner]	철수의 새 책 [Cheul-su's new book]
2. 양화사 [quantifier]		모든 새 책(들) [All new books]
3. 관계절 [relative clause]		철수가 산 새 책 [new book that Cheul-su bought]
4. 지시사 [demonstrative]		이 새 책 [this new book]
5. 소유격 출현 요소 [possessive]	-적 표현 [expression "-juck"]	철수의 헌신적 사랑 [The devoted love of Cheul-su]
6. ˋ양화사 [quantifier]		모든 헌신적 사랑 [All devoted love]
7. 관계절 [relative clause]		철수가 보여준 헌신적 사랑 [The devoted love that Cheul-su showed]
8. 지시사 [demonstrative]		이 헌신적 사랑 [This devoted love]
9. 소유격 출현 요소 [possessive]	소유격 부재 요소 [absentness of possessive]	철수의 파리 동경 [a longing of Paris of Chuel-su]

10. 양화사 [quantifier]	소유격 부재 요소 [absentness of possessive]	**모든 철수 책** [All Cheul-su books]
11. 관계절 [relative clause]		**철수가 읽은 영희 책** [Young-hee book that Chuel-su read]
12. 지시사 [demonstrative]		**이 철수 책** [This Cheul-su books]
13. 소유격 출현 요소 [possessive]	수사 [numerative]	철수의 두 동생 [Cheul-su's two books]
14. 양화사 [어떤, 어느] [quantifier]		[어떤, 어느] 두 학생 [Any two students]
15. 관계절 [relative clause]		철수가 만난 두 학생 [Two students that Cheul-su met]
16. 지시사 [demonstrative]		이 두 학생 [these two students]

명사 외곽 수식어 [Noun Peripheral Modifier]			예문 [Example]
17. 지시사 [demonstrative]	관계절 [relative clause]	소유격 출현 요소 [possessive]	[이 [획기적인 [철수의 책]]] [This innovative Cheul-su's book]
18. 지시사 [demonstrative]	소유격 출현 요소 [possessive]	관계절 [relative clause]	이 철수의 획기적인 책 [This Cheul-su's innovative book]
19. 관계절 [relative clause]	지시사 [demonstrative]	소유격 출현 요소 [possessive]	획기적인 이 철수의 책 [Innovative this Cheul-su's book]
20. 관계절 [relative clause]	소유격 출현 요소 [possessive]	지시사 [demonstrative]	획기적인 철수의 이 책 [Innovative Cheul-su's this book]
21. 소유격	지시사 [demonstrative]	관계절 [relative clause]	철수의 이 획기적인 책

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출현 요소 _[possessive]			[Cheul-su's this innovative book]
22.　　소유격 출현 요소 _[possessive]	관계절 _[relative clause]	지시사 _[demonstrative]	철수의 획기적인 이 책 [Cheul-su's innovative this book]
23.　　양화사 _[quantifier]	관계절 _[relative clause]	소유격　출현 요소 _[possessive]	모든 획기적인 철수의 책 [All innovative Cheul-su's book]
24.　　양화사 _[quantifier]	소유격　출현 요소 _[possessive]	관계절 _[relative clause]	모든 철수의 획기적인 책 [All Cheul-su's innovative book]
25.　　관계절 _[relative clause]	양화사 _[quantifier]	소유격　출현 요소 _[possessive]	획기적인 모든 철수의 책 [Innovative all Cheul-su's book]
26.　　관계절 _[relative clause]	소유격　출현 요소 _[possessive]	양화사 _[quantifier]	획기적인 철수의 모든 책 [Innovative Cheul-su's all books]
27.　　소유격 출현 요소 _[possessive]	양화사 _[quantifier]	관계절 _[relative clause]	철수의 모든 획기적인 책 [Cheul-su's all innovative book]
28.　　소유격 출현 요소 _[possessive]	관계절 _[relative clause]	양화사 _[quantifier]	철수의 획기적인 모든 책 [Cheul-su's innovative all book]

Described from Hong (2010)

Findings and Discussion

The researcher saw evidence of cooperation, mediation, and scaffolding in the interaction as described by Vygotsky (2003) The six participants lived at Korean Community which had the role of home-stay within a broadly based religious context. The participants acquired Korean and English as they interacted and communicated spontaneously as well as on occasions using Thai. The following is an example.

In order to serve Sunday worship, eight participants gathered together and talked each other freely before starting worship. One student who usually uses Korean dialect asked one Korean word '꿇다[kkuel da]', which meant "flunk out", whether they understood it or not. **David:** Hey~ guys, do you know the meaning of the word '꿇다[kkuel da]'?	Introduction
Anna, Kevin, and others: No, I don't know! **Jenny:** Yes, I know it! Failed grade so repeating the same grade… **Teacher:** Why are you asking it now? **David:** If I speak in Korean dialect to my friends, they don't understand. Like this word, some friends don't understand this word, '꿇다[kkuel da]', because this word is dialect, not the standard language. At that time, the teacher addressed all the students. *Teacher: Who knows the standard language of the word,* '꿇다[kkuel da]'?	**Interaction** with students and teacher
For a while, all the students talked each other about the answer. Suddenly, Nick told the answer quietly. *Nick:* 유급하다 *[Yu Keub Ha Da]' (It means 'flunk out'.)* **Teacher:** Yes, You are correct! '유급하다 *[Yu Keub Ha Da]'* is used as a more formal expression in Korean.	**Scaffolding** from the teacher
Some students: Ah~ I see. '유급하다 *[Yu Keub Ha Da]'* **Others:** I heard that word before.	**Mediation** from Nick

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Teacher: Please remember that word, '유급하다 [Yu Keub Ha Da]', which is the standard language of the word, '꿀다[kkuel da]'and the formal expression.	**Interaction** each other (teacher and students)

The above example shows how the participants learn Korean word '유급하다 [Yu Keub Ha Da]'. They learned it from not only interaction and communication, but also scaffolding and mediation through the teacher or in some cases more knowledgeable students

In terms of learning languages, this interaction and communication among Korean international students could be seen as forms of translanguaging as described by (Garcia and Li Wei, 2014). Translanguaging is seen here as the dynamic process whereby multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be. Some participants didn't have the word for '유급하다 [Yu Keub Ha Da]' and used '꿀다 [kkuel da]'. But, the interaction was possible because of translanguaging and thus may have helped them to acquire the lexical item, '유급하다 [Yu Keub Ha Da]'.

The context of international schools affects to their L2 (English)

To see how international schools affected their L2 (English), the researcher observed two cases. The first case was with **Kevin** and **Nick** who had studied at an international school for a relatively short time compared to others in the Korean community. The second case was **Anna** and **Rachel** who had studied at an international school for a much longer period.

The data from **Nick and Kevin** showed some increase in the number of clauses and the complexity of nominal groups in their writing. For **Rachel and Anna**, the number of clauses increased, but the number of categories of nominal groups did not change.

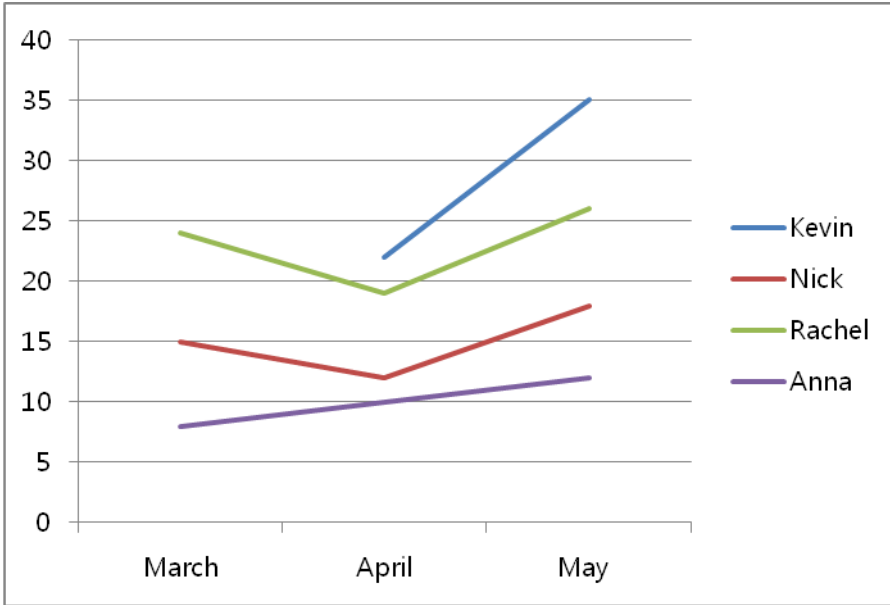Figure 1. The comparison of the number of clauses in English writing

Figure 2. The categorization of nominal groups used in writing from March to May

Kevi n	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 1 0	N 1 1	N 1 2	N 1 3	N 1 4	N 1 5	N 1 6	N 1 7	N 1 8	N 1 9
April	+	+	+	+		+										+		
May	+	+	+	+		+	+		+							+	+	
Nick	N 2	N 3	N 4	N 5	N 6	N 7	N 8	N 9	N 1 0	N 1 1	N 1 2	N 1 3	N 1 4	N 1 5	N 1 6	N 1 7	N 1 8	N 1 9
Marc h	+	+				+										+	+	
April	+	+	+	+		+	+						+			+	+	+
May	+	+	+	+		+	+						+			+	+	+

(N=Nominal group)

In the case of Kevin and Nick, the usage of categories of nominal groups increased and was extended as shown in Figure 2.

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Figure 3. The categorization of nominal groups used in writing from March to May

Rach el	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
March	+		+	+		+	+	+								+	+	+
April	+		+	+	+	+	+									+	+	+
May	+		+		+	+	+						+			+	+	+
Anna	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
March	+	+	+	+		+	+									+		
April	+	+	+	+		+									+			
May	+	+	+	+			+						+		+			

(N=Nominal group)

As shown in Figure 3, the number of categories of nominal groups did not change, but the usage of categories of nominal groups was extended. Both Rachel and Anna used four elements pre-modifier (N14: D+E+C+H) in writing of May, which they did not use in their writing in March and April.

Rachel showed that more complex usage of epithets was found from March to May. In March, there was none, but in April *"large, black, vicious looking animals (E1 + E2 + E3 + E4 + H)"*, and in May *"shoulder-length khaki brown hair" (E1 + E2 + E3 + E4 + H)"*, *"her thin, fat-striped white and pink jacket (D + E1 + E2 + E3 + E4 + H)"*, *"her ever-happy smiles"*, and *"dark plum-colored eye-glasses"*

Therefore, based on such sampling, it was possible to see some effect on both students' writing from their studies international schools.

The context of Korean Community positively affects to their L1 (Korean)

To analyze how Korean Community affected Korean International Students' L1, the researcher observed two cases: **Rachel and Anna** and **Aaron and Mary** who were poor at Korean due to their lack of exposure to the language. They all had limited background in their L1 and for them Korean Community was the only place to acquire Korean after coming to Thailand. In the case of **Rachel and Anna**, the researcher observed the rise of the number of clauses and the complexity of modifiers in Ngs in their writings. When the researcher observed the writings of **Aaron and Mary**, the result

was the same as that of **Rachel and Anna** that showed the rise of the number of clauses and the complexity of modifiers in Ngs in their writing when exposed to Korean in the Community.

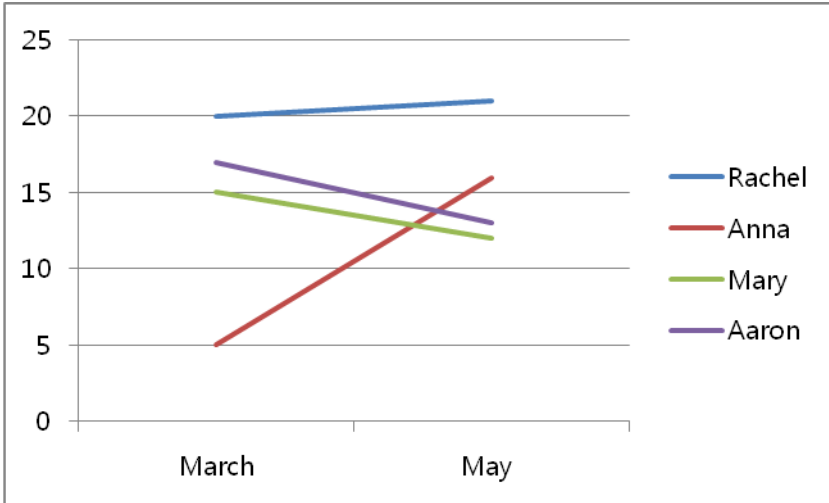Figure4. The comparison of the number of clauses in Korean writing

Figure 5. The categorization of nominal groups used in writing from March to May

Ra che 1	S. M I	S. M 2	S. M 3	S. M 4	S. M 5	S. M 6	S. M 7	S. M 8	C. M I	C. M 2	C. M 3	C. M 4	C. M ...	C. M I 6	C. M ...	. M 2 8
Ma rch	+		+	+	+		+									
Ma y	+	+	+	+	+		+	+						+		
An na	S. M I	S. M 2	S. M 3	S. M 4	S. M 5	S. M 6	S. M 7	S. M 8	C. M I	C. M 2	C. M 3	C. M 4	C. M ...	C. M I 6	C. M ...	. M 2 8
Ma rch			+	+			+									
Ma y			+	+	+		+	+								

(S.M =Single modifier, C.M=Complex modifier)

In the case of Rachel, the number of categories of nominal group increased from March to May as shown in Figure 5. And, she used **quantifier**

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and **numerative** which she did not use in March, such as "모든 일 [moden il]" as a **quantifier**, and "일주일 [il jooil]" and "한 주간 [han joogan]" as a **numerative**.

In the case of Anna, the number of categories of nominal group increased from March to May as shown in Figure 5. Some modifiers that had not used in writing of March could be found in writing of May, such as *"귀한 말씀 [the precious God's words]"* as an **epithets determiner** and *"일 주일 [one week]"* as a **numerative**.

Figure 6. The categorization of nominal groups used in Writing from March to May

Mary	S.M1	S.M2	S.M3	S.M4	S.M5	S.M6	S.M7	S.M8	C.M1	C.M2	C.M3	C.M4	C.M…	C.M15	C.M…	.M28
March	+		+	+	+		+	+								
May	+		+	+	+			+	**+**					**+**		
Aaron	S.M1	S.M2	S.M3	S.M4	S.M5	S.M6	S.M7	S.M8	C.M1	C.M2	C.M3	C.M4	C.M…	C.M15	C.M…	.M28
March	+		+	+	+			+								
May	+		+	+	+			+	**+**							

(S.M =Single modifier, C.M=Complex modifier)

In Figure 6, in the case of Mary the number of categories of nominal group increased from March to May. Particularly, complex modifiers were not used in March, but used in her writing of May such as *"저희를 돌보시는 두 선생님 [two teachers who take care of us] (Relative clause + Numerative + Head)"* and "주님의 아낌없는 힘과 은혜 [*Your unstinted power and grace*](Possessive + Epithets Determiner Head1 and Head2)".

For Aaron, the number of categories of nominal group increased from March to May as shown in Figure 6. Particularly, in May complex modifiers were used with a noun, which could not be found in March. For example, "**주님의 강하신** 팔 *(CI: possessive + epithets determiner) [your strong arm]*".

Even though the period of time exposed to Korean community was different between the two cases, the researcher found out that there was some indication of development of learning Korean and the context, Korean Community positively affected their L1.

The use of Korean and English in Korean Community

The six Korean International Students mixed and switched in both Korean and English while speaking and writing in their daily life in the Korean Community. When the participants spoke Korean, they inserted English words quite naturally. For example, *'여덟 개의 planets'* [The eight planets], *'Barrier가 있어요'* [There was a barrier], and '*"today is a really noisy day", 아니 오늘은 시끄러운 날이래요.'*. There were some reasons for translanguaging as they did not know the appropriate word(s) in Korean, they felt comfortable and convenient using English. Even when they wrote Korean they mixed it with English words.

Sometimes Korean students spoke Korean and the teachers or other the participants spoke in English or Thai.

>   **Teacher:** 선생님, 리코타 치즈 만들었어, 먹어봐! [I made ricotta cheese, try it!]

>   **Student A:** 치즈도 fermentation이자나요, 그러면 **짠맛**이 나죠?

>   [It was done by fermentation, so is it salty?]

>   **Student B:** fermentation? **짠맛**이 아니라, **신맛**이라고 하는거지…[not salty, but sour]

>   **Student A:** 아… 신맛… [Ah~~ sour]

Student **A** had no word for '신맛 [sour]', and used '짠맛 [salty]' to communicate. At this point, translanguaging occurred and allowed a meaningful interaction between the students and the teacher. This interaction enabled Student A to acquire the lexical item that he needed without any intervention from the teacher.

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The role of L1 (Korean) in terms of learning L2 (English)

To observe the role of L1 (Korean) when learning L2 (English), the researcher compared the writings of two Korean students in terms of the thematic discourse analysis and the complexity of nominal groups. **Mary,** who had been exposed to an English environment for a quite long time but did not have a stable L1. She produced more clauses than **Nick** who had been exposed in an international school for a relatively short time but had a stable L1. Both of them produced a mix of simple, compound, and complex sentences as shown in Figure 7.

Figure 7. The comparison of different type of sentences in writing
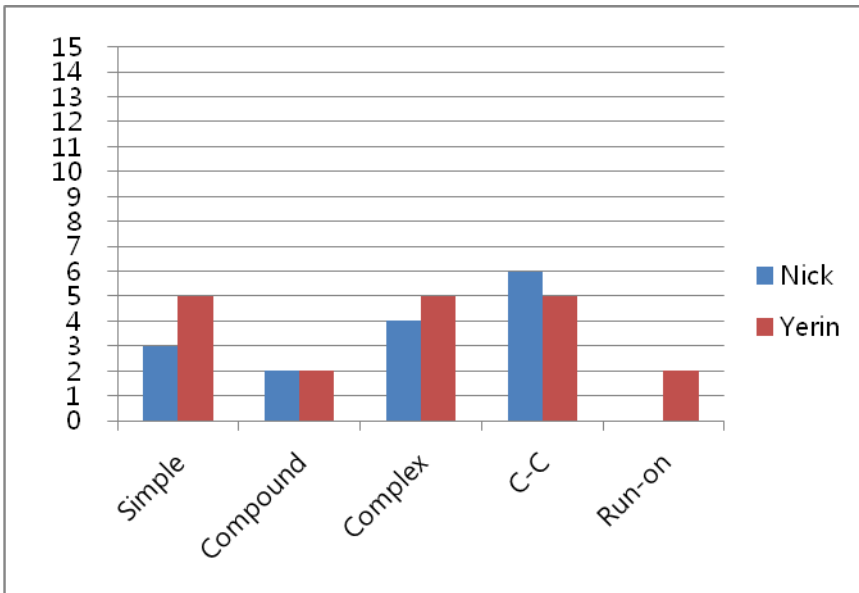
However, **Yerin** used longer complex clauses which led to a string of clauses running as the following:

"[There are many reasons] [why I think] [too much freedom is bad] [**and** they are] [because people can go off the limit not knowing] [what could happen] [**and also** it could harm other]"

"[Here river bed is the rivers boundary] [**and** without it there will be people suffering for farmers] [**as** their crops will die,] [citizens will need to stay home,] [cars will be damaged] [**and** people can be killed"].

On the other hand, Nick employed a well-organized mix of simple, compound, complex, and compound-complex clauses. Moreover, both

students produced the similar usage of categories in nominal groups as shown in Figure 8.

Figure 8. The comparison of nominal groups in writing
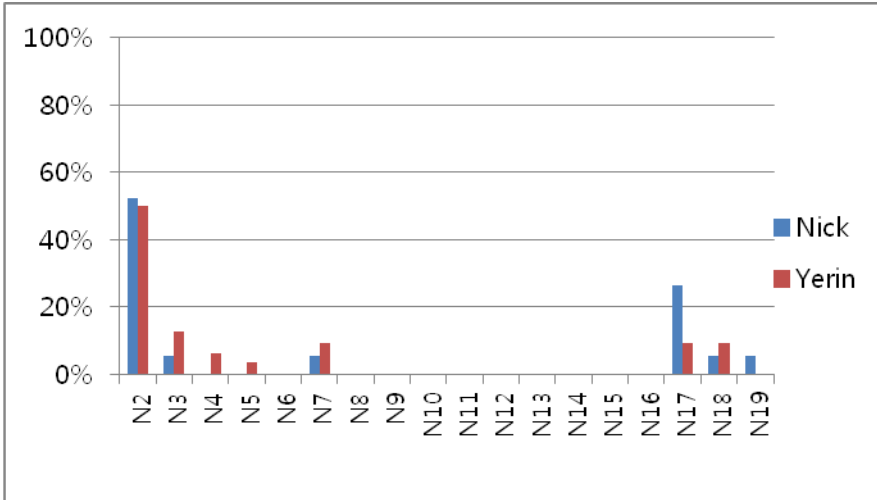
Even though **Yerin** who had been exposed to an English environment for quite long time produced more clauses and more usage of Ngs in her English writing, **Nick** with less exposure had more background in his LI Korean wrote well-organized and well-structured texts in his English writing based on the thematic development. Also, both Yerin and Nick showed the quite similar usage of categories of nominal groups in their writing. Through comparing the participants' English writings, once again, it may be possible to see the development LI as having a positive effect on the development of the L2.

Conclusion

This research was conducted to explore the way of language learning and functional use of Korean and English within the context of Korean Community and international schools in Bangkok. With the six Korean International Students, learning Korean and English at Korean Community this significant use of interactions in the language acquisition process seem to be helped by using translanguaging functionally in this multilingual environment. Through the analysis of the limited data, such as measuring the number of clauses or the complexity of modifiers in Korean writings, the researcher came to a conclusion that through interaction and the consequent

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scaffolding a positive growth could be seen in the bilingual communication process that was part of their lives. Something similar could be said of the English of the students in the Korean community (English) that the context of international school clearly affected their L2. The basis for this improvement was indicated in the study of the writing through comparing the thematic discourse of the participants' English and Korean writings and the complexity of nominal groups.

However, given the limited data and the time period of this study the results cannot be generalized for any future research but only add to any evidence of the possible positive improvement of the L1 and the effect it might have on the L2. Future studies may also consider the task of multilingual education and the positive role for translanguaging stressing what Pennycook (2012) has described as *resourceful speakers in* terms of 'languaging'. In other words, that we live in a multilingual world not a monolingual which has dominated so much thinking, particularly in education.

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