A Case study of Young Korean children’s English Learning experiences in the United States:
A Sociocultural Perspective

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(Abstract)

The present study examined five Korean elementary students’ English learning experiences in the United States. By examining Korean students’ experiences while they were living in the United States, the study aimed to explore what the students themselves thought about regarding what they had learned while living in an English-speaking community and the students’ perceptions of how these experiences influenced their English learning. Specifically, the study investigated the linguistic, cultural, and attitudinal impact of living temporarily in the United States on Korean elementary students. Interviewing was the primary means of collecting data for the study. These data was supplemented by a short survey, classroom observation, and relevant documentation about the children’s learning, such as samples of the children’s schoolwork. The analysis of data for this study began with organizing a description of each case, then, analyses were constructed to construct themes that cut across the data, and these themes have been utilized to generalize about what significant experiences constituted the development of English as a second language. This document reports the findings concerning the nature of the processes of learning and development that five Korean children experienced in learning English in the United States; teacher and student interaction; student and student interaction; meaningful learning experience; and classroom activities.
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From the bottom of my heart, I thank you all.
DEDICATION

I dedicate this dissertation to my son, Jeongwoo Cho, who was born during the fourth semester of the program. I enjoyed every minute of day since he was born. He gave me a power to finish this study. He made me stronger physically and mentally. He made this journey more enjoyable. He taught me what is really important in life. I am a happiest person in the world with him.
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