

The University of San Francisco

USF Scholarship: a digital repository @ Gleeson Library | Geschke Center

Master's Projects and Capstones

Theses, Dissertations, Capstones and Projects

Spring 5-15-2020

Enhancing Accessibility, Diversity, and Literacy of Heritage Language Maintenance in Our Community: A Proposal for Public Libraries with a Focus on the Korean Community

Sooyoung Yang
sooyoungy@gmail.com

Follow this and additional works at: <https://repository.usfca.edu/capstone>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Early Childhood Education Commons](#), and the [Language and Literacy Education Commons](#)

Recommended Citation

Yang, Sooyoung, "Enhancing Accessibility, Diversity, and Literacy of Heritage Language Maintenance in Our Community: A Proposal for Public Libraries with a Focus on the Korean Community" (2020). *Master's Projects and Capstones*. 1029.

<https://repository.usfca.edu/capstone/1029>

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

University of San Francisco

**Enhancing Accessibility, Diversity, and Literacy of
Heritage Language Maintenance in Our Community:
A Proposal for Public Libraries with a Focus on the
Korean Community**

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in International and Multicultural Education Department

By
Sooyoung Yang
May 2020

Enhancing Accessibility, Diversity, and Literacy of Heritage Language Maintenance in Our Community: A Proposal for Public Libraries with a Focus on the Korean Community

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

INTERNATIONAL AND MULTICULTURAL EDUCATION

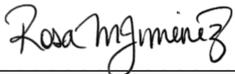
by

Sooyoung Yang
May 2020

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:



Rosa M. Jimenez, Ph. D.
Instructor/Chairperson

May 11, 2020
Date

TABLE OF CONTENTS

	Page
Acknowledgements	iv
Abstract	vi
Chapter I – Introduction	1
Statement of the Problem	1
Purpose of the Project	5
Theoretical Framework	7
Significance of the Project	9
Definitions of Terms	10
Chapter II – Review of the Literature	11
Introduction	11
Bilingual and Heritage Language Education in the United States	12
Korean Heritage Language Education in the United States	17
Literacy and The Role of Public Libraries for Diverse Communities	21
Summary	26
Chapter III – The Project and Its Development	28
Brief Description of the Project	28
Autoethnographic Reflections and Motivations	29
Development of the Project	31
The Project	36
Chapter IV – Conclusions and Recommendations	37
Conclusions	37
Limitations and Recommendations	40
References	42
Appendix: The Project (pp 1-34)	47

ACKNOWLEDGEMENTS

I still remember my heart beating the moment I came upon the program, International Multilingual Education (IME) at USF. While reading all of the course descriptions over and over again at my neighborhood library, I was astonished by the existence of a program with all the courses that I had always dreamt of taking. IME had finally shed a light on the direction of my uncertain future career in the U.S. after I immigrated here many years ago. Despite my passion to learn, taking courses as an immigrant was not always easy. This would not have been possible without the endless encouragement, support and trust of all my professors at USF and friends and family.

I deeply appreciate my advisor Dr. Rosa Jiménez, Dr. Susan Kats, Dr. Sedique Popal, Dr. Melissa Canlas, and Dr. Colette Cann, who taught me about and gave me a new passion for social justice, equality, and human rights in education. I am grateful to have met these educators who exemplified what education should be and what educators should be like. Thank you so much for the encouragement, care, and belief in me. Special thanks to my tutor and friend, Christina, who helped to proofread and edit my papers with insightful comments and helped me with various projects by sharing her experience with me as a Korean American. I am grateful for her support through this important chapter of my life.

Pursuing graduate school wouldn't have been possible without the support and encouragement of my beloved husband, Jeehaeng, who so generously shared his time to support me in this pursuit by taking on more family responsibilities and always being available with a ready attitude to inspire, listen, discuss countless details about my classes, readings, assignments, and project. I thank him deeply for his undying support to complete this. Finally, I thank my son, Samuel (선호), who is the inspiration for this project and my life and who always offers me the

warmest hugs and comfort by saying that he would love to be my charger to refill my energy and love. Thank you so much, Samuel. You are my joy and greatest motivation in my life.

나에게 끊임없이 영감을 주고 언제나 용기와 사랑으로 힘을 준

사랑하는 남편 지행과 사랑하는 아들 건호에게 감사의 마음을 전합니다.

사랑합니다.

ABSTRACT

In contrast to the U.S. emphasis on producing English monolinguals, the needs of world language fluency and education have become more evident than ever as society becomes more globalized and potential bilinguals and even multilinguals are transformed to important human resources. However, even now, linguistically diverse communities often experience significant heritage language loss after immigrating to the U.S. due to the still long-held undervaluation of heritage languages and the push for rapid assimilation to the new society. Research has revealed the many benefits and advantages of heritage language development and maintenance, but unfortunately, the formal education system in the U.S. has not been able to provide sufficient heritage language education. For this reason, this research focused on the potential role of public libraries to find an efficient supplement to help promote heritage language maintenance and development by using the children's Korean collections and Korean heritage language population as a representative case. Based on public libraries' well-established infrastructure, well-placed locations within communities, and professionally accumulated know-how for sourcing, cataloging, and managing resources, local public libraries can make an impactful difference in the Korean community. It is hoped that this proposal can provide useful and practical plans to assist public libraries in supporting the maintenance of language and culture for Korean heritage children, and further, be used as a framework to enhance the collections for other linguistically diverse communities as well.

Keywords

Heritage language, Korean community, public library services, Children's Korean collection

CHAPTER I INTRODUCTION

Autoethnography or Experiential Knowledge

As a former educator from Korea who taught Korean as a foreign language and as a current immigrant living in the United States, I have a desire to raise my son as a Korean American who utilizes his heritage language (Korean) as fluently as native Korean speakers. Simultaneously, I have the same hope that many Korean heritage children would do the same. Despite the desire of many immigrant families to maintain their heritage languages and cultures, access to reading materials in their heritage languages at home, in schools and the community are extremely limited (McQuillan, 1998). My experience has been no different. Unable to find an adequate variety of books in libraries or bookstores, I had to purchase used books from the Korean online community or directly from Korean websites at exorbitant shipping rates. Despite the considerable expense, I was grateful to be able to afford these books while realizing that others may not be so fortunate. These experiences as a mother with beliefs about the beauty and power of bilingualism led me to pursue graduate studies in education about heritage language maintenance, which have inspired this project. Public libraries in the U.S. have been well aware of the importance of literacy competence to living in modern society, and thus, have made great efforts to encourage and improve literacy skills for all of their community members. As U.S. society has become more diverse, the role of public libraries to promote literacy and reading has also expanded to linguistically diverse communities. For many linguistically diverse groups, help from public libraries is crucial to preserve their children's heritage languages. Libraries, with their already established infrastructures and well-placed locations within their communities, have a unique opportunity to create a richer reading environment by the enhancement of community-centered children's world language collections and programs. This will not only bring more patrons to public libraries, but will ultimately enable them to fulfill their mission to provide equal services for all, regardless of age, race, ethnicity, nationality, or language.

Statement of the Problem

The National Center for Education Statistics (NCES, 2016) showed that the number of students in U.S. public schools who were referred to as English Language Learners (ELLs) increased in 2016 (9.6%, or 4.9 million students) compared to 2000 (8.1%, or 3.8 million students). These numbers reflect the expanding ethnic and linguistic diversity in the country. Although linguistically and ethnically diverse groups have brought their rich cultures to the U.S., languages other than English have been neglected in place of English proficiency in school systems due to the goal of rapid assimilation to this new society. As such, the U.S. has

progressively become a place where ethnic minority languages of immigrants, including languages of indigenous or refugee groups, are diminishing by restrictive language education policies. For example, the “English Only” policies, such as California’s Proposition 227 (1998), Arizona’s Proposition 203 (2000), and Massachusetts’ Question 2 (2002) prohibited bilingual education. Additionally, the No Child Left Behind Act (NCLB) in 2001 further resulted in the decline of bilingual education and the loss of native languages by producing English monolingual speakers by stressing a high-stakes testing system.

As Lo-Philip (2010) addressed, the loss of heritage languages (HLs) in the U.S. is a widespread phenomenon, and Tse (2001) concurred by indicating that diverse immigrant groups became monolingual English speakers in three generations. As Olivier (2011) argued, assimilation into U.S. culture has contributed to the elimination of cultural richness in society, to lowered self-esteem, to poor self-concept, and to cultural alienation both in family and community at large. For instance, losing one’s HL may damage the social, emotional, cognitive, and educational development of language minority students, as well as the integrity of their families and the society in which they live (Wong-Fillmore, 1991). In addition, students encountered problems negotiating the boundaries between identity and language when their HLs differed from English, thus the loss of HLs could lead to a disconnect with families and communities, a conflict between identities, or the loss of cultural identities (Macedo, 2000). As such, the language shift and loss have contributed to exacerbating communication problems between parents and children, causing identity conflicts, and/or negatively affecting academic performance. Therefore, it is important to promote HL maintenance not only because HL is used as a tool for connection and communication for these children, but also because it is an emblematic representation of their identities, social relations, and their culture (Choi, 2013).

In the larger context of the globalization era, this process of language loss is a national dissipation that Cummins (2001) called the “squandering of linguistic resources” (p.16). Cummins (2005) also noted an interesting paradox in the language education system in the U.S.: schools appear to successfully transform bilingual speakers of languages other than English into monolingual speakers of English, yet concurrently, struggle to teach foreign languages to monolingual native speakers of English. In this respect, linguistically diverse communities and educators of HLs are greatly concerned that opportunities to maintain HLs and culture are dwindling, as the U.S. becomes a “veritable cemetery of foreign languages,” and languages of immigrants disappear within three generations (Portes and Hao, 1998, p. 269). The U.S. has a wide range of people with culturally and linguistically diverse backgrounds who could play leading roles in the age of globalization. However, if the U.S. does not encourage and promote HL education at the national level, it will eventually lose all of the human resources who could fill the nation’s linguistic needs.

Contrary to U.S. educational policy and widespread phenomena, bilingual scholars, as well as linguistically diverse communities, have made great efforts to maintain their HLs. Since language is essential to establishing an individual’s place in society or a sense of self (Djité, 2006) and HL literacy can empower minority language oracy, self-esteem, and self-identity (Baker, 2017), educational experts have shown the effectiveness of bilingual and biliteracy education in academic settings. Consequently, HL education, as a form of bilingual education, has been receiving more attention from scholars than in years past with a growing understanding of linguistic rights and preservation of ethnic languages and cultures (Lee & Wright, 2014). Notably, people who speak a language other than English at home have increasingly demanded bilingual education to maintain their HLs and cultural identities, and immigrants have

increasingly expressed a desire for their children to attain a high level of English proficiency *while* maintaining their HL (Lee, 2002). Because of the combination of research on the maintenance of HLs and ethnic groups' growing demands to retain their children's respective HLs, it is imperative to research and implement bilingual/biliterate education in order to fully develop multicultural/multilingual adults.

Although many parents wish to raise their children bilingually by maintaining their HLs and expect HLs to be offered in the U.S. school system, the formal education system has not yet incorporated all languages spoken in the U.S. as not all languages are considered a valuable asset to the U.S. Therefore, only certain world languages have been selected to be taught in the formal school education setting based on the status of the target culture along with other economic and geopolitical reasons (Eisenclas et al. 2013). Hence, alternative programs needed to be developed to compensate for these deficiencies in the school systems. As a result, in the U.S., most HL education has been implemented around community-based language schools (e.g., weekend schools, weekday afternoon schools, religious centers); thus, the time and cost for pursuing HL education remain the sole responsibility of the HL families.

It is undeniable that the HL education provided by community-based language schools is a great resource as specific language education is not available in all minority languages within public school systems. However, community-based language schools have faced challenges that hinder maintaining HLs; the range of languages, programs, and quality is vast. What can be provided to linguistically diverse groups who do not have reasonable access (geographically, economically, or otherwise) to language schools or other forms of language education? The public library system has existing advantages in that it is already well-placed among communities and has a developed infrastructure of free resources. Unfortunately, the

multilingual needs of library patrons who are bilingual, language students, or foreign students have been underserved by traditional library services (RUSA, 2007). Partnering with neighboring HL communities, public libraries are poised to not only mitigate the limitations of community-based HL programs, but have the potential to play a significant role in HL maintenance. This under-addressed opportunity inspired the current study, which seeks to provide alternative methods for maintaining HLs by enhancing and improving public library children's world language collections.

Purpose of the Study

Like other linguistically diverse communities, the loss of Korean language and culture has also been witnessed in Korean immigrant families in the U.S. Shin (2005) asserted that linguistic and identity conflicts and the disconnection to Korean culture due to language loss results from a lack of a common language between Korean parents and their children. In order to resolve the plights of Korean immigrant families, the effort to promote and develop Korean competency is crucial. To encourage their children to establish Korean competency, many Korean families are conscientious about creating a rich reading environment from as young of an age as possible. Korean parents recognize that earlier exposure to Korean language is essential to preserving Korean HL since the younger the children are when they are exposed to English, the less likely they are to maintain their HLs (Wong-Fillmore, 1991). In addition, Korean parents are well aware of the value of reading to maintain the language, which is in line with Krashen's (2004) argument that "recreational reading" (p.143) affects the development of children's HL and Tse's (2001) finding that children who maintain a high level of HL proficiency have interests in reading in their HLs and have easy access to HL reading materials. Unfortunately, there is a great lack of availability of written materials and resources for linguistically diverse

communities (Krashen, 2004). Likewise, many Korean families have struggled to find appropriate children's books in the Korean language. Korean heritage children have also had limited opportunities to interact with peers in a meaningful context who have the same cultural background (Shin, 2005).

Meanwhile, public libraries in the U.S. have long offered high-quality public services and programs in addition to a myriad of books and other media. For example, most libraries provide programs for a wide range of groups from young children (e.g., storytimes, reading challenges) to language minority adults (e.g., citizenship classes, ESL, reading programs). This foundation provides public libraries with an important opportunity to compensate for the needs of linguistically diverse communities.

This research aims to find a supplemental way to promote Korean HL and cultural maintenance with a proposal that highlights the importance of reinforcing children's Korean collections in public libraries, as well as suggestions on how libraries can implement these ideas. This will be done through a focused analysis of three local library systems: the populations they serve and the types of collections they provide. Furthermore, issues within the Korean language collections, such as cataloging, availability, and recency of books will be given a closer look. Focusing on the one language collection of Korean language in local libraries can be used as an example of the current state of the world language collections, which can then provide a framework to help librarians navigate what improvements to make for other languages as well. A deeper understanding of why enhanced world language collections are significant to the needs of linguistically diverse communities will, ideally, set the foundation for policy changes and improvements surrounding world language collections.

Theoretical Framework

The theoretical framework for this project is based on the “language as resource” orientation in Ruíz’s (1984) division of language planning. Ruíz (1984) framed three concepts of orientations in language planning: language as problem, language as rights, and language as resource. These orientations have played a significant role in understanding the complexity of language and its role in society. In language as problem, Ruíz (1984) stated that, traditionally, language planning is problem solving-oriented because languages other than English have been viewed as a problem that needed to be overcome. Because language maintenance is considered unnecessary, as it alienates minority language communities, or even worse, causes national division, the aim of “language as problem” is assimilation to the dominant language (English). In contrast, “language as right” orientation attempts to resolve inequities caused by language by utilizing legal mechanisms. Consequently, it has been used to assert the rights of linguistic minorities and/or immigrants to learn and maintain their heritage languages. Unfortunately, since the dominant group often perceived “language as right” as a threat to the status quo, it created resistance and obstacles to linguistic rights progress (Ruíz, 1984).

In order to mitigate conflicts that might be caused by the other two orientations, Ruíz (1984) contended that language as resource is more congruous to language planning in the U.S for both the dominant group and the linguistic minority groups. Language as resource can be vital in enhancing the nation’s foreign language capabilities, particularly in the fields of diplomacy and global economy, while allowing linguistic minority groups to maintain their heritage languages and culture. Through this orientation, multilingualism is supported and the role of linguistic/cultural diversity in relation to national integration is valued (Ruiz, 1984).

Language as resource also promotes additive language learning, the simple addition of a new language into one's repertoire versus replacing a new language for the old. In this context, minority language speakers are considered specialized linguistic experts who could contribute to themselves, their community, and society overall.

According to Ruíz (1984), the purpose of languages in this orientation has both intrinsic (i.e., social) and extrinsic (i.e., trans-national) values. While the intrinsic value of language applies to cultural reproduction, identity construction, self-esteem, and civic participation, the extrinsic value is related to national security, military action, business, and public relations. Ruíz (1984) asserted that both intrinsic and extrinsic values are significant elements of language maintenance and the language as a resource-oriented perspective.

Policies that begin with the foundation of language as resource view language as an asset, something to be developed, conserved, and cultivated. They would regard minority language communities as essential contributors to expertise and would create programs to foster this resource (Ruíz, 1984). For example, Cho (2000) found, in her study with Korean HL speakers who acted as interpreters or translators for their parents or relatives, that developing one's HL could contribute additional benefits for both individuals and society. Korean HL speakers revealed that by reinforcing the process of translating, they could build a trust relationship with their parents and also have an opportunity to expand their cultural knowledge. Additive bilingualism, such as developing one's HL while acquiring English appeared in Cho's (2000) study aligned with Ruiz's language as resource orientation. Therefore, retaining HL as a resource can bring positive personal and social impact. Although "language as resource" needs a careful approach because certain minority languages could be marginalized or discouraged depending on the context of the surrounding national politics and economy, Ruíz (1984) highlighted that a

fuller development of “language as resource” could help to reshape the approach on language and language groups in language planning - all in a more cooperative way.

Significance of the Study

Linguistically diverse communities often experience significant HL loss after immigrating to a new country. This has also been shown to be true for Korean immigrants in the U.S., where English language adoption is a paramount priority. Because of the underestimated societal view toward HL, it has been hard for Korean HL speakers to retain their Korean HL with a high level of proficiency, despite the obvious benefits of HL maintenance. Part of embracing the importance of Korean HL development and maintenance begins with a greater understanding that linguistically diverse communities are significant and valuable members of U.S. society and not peripheral groups that have not yet assimilated.

Because of the wide range of resources already available in public library systems and the open accessibility to all populations, public libraries serve as an ideal venue for providing a greater number of Korean HL books and for developing programs to maintain Korean HLs. In addition, the collaboration between libraries and the Korean community can play a pivotal role in building and enhancing world language collections in public libraries (Hill, 2018). The proposal will help libraries to strengthen their Korean language collections and help to underscore the value of maintaining Korean HL. World language collections can foster respect and inclusivity, which can, in turn, instill linguistic and cultural pride within linguistically diverse communities (Atestam et al., 2011).

While this proposal reviewed the Korean language children’s collection of public libraries in the Bay Area and offered ideas for their enhancement, libraries can extrapolate from the suggestions for the Korean children’s collection and use them as a framework to adapt these

principles to collections of other languages. The goal is not to target language-specific groups but rather to encourage public libraries' active engagement with their diverse surrounding communities and, ultimately, give linguistically diverse communities better prospects to maintain their HL and culture.

Definition of Terms

- 1. Heritage Language (HL):** The term “heritage language” was first used in the U.S. at the first National Conference on Heritage Languages in America at Long Beach, California in 1999 but had been widely used in Canada since the 1960s to refer to French language communities and other linguistically diverse communities (García et al. 2013). Although the term “heritage language” may have limitations due to its association with notions of things ancient or past (compared to other terms, such as primary language, home language, native language), it is commonly used because it encompasses languages associated with a wide range of personal connections and the various uses of these terms (Lee & Wright, 2014). According to Fishman (2001), the term “heritage language” in the United States generally covers all languages other than English used by the immigrant, indigenous, refugee, and ancestral groups that have a personal connection to the speaker.
- 2. Heritage Language Speakers:** Valdés (2000) described that HL speakers are born into households where languages other than English are spoken, and they are bilingual to some degree with or without HL literacy skills. The fluency of HL learners varies from English-dominant students without HL writing ability to those with some limited HL writing skills (Valdés, 2000).

CHAPTER II REVIEW OF THE LITERATURE

Introduction

Despite the growing number of people in America that speak a language other than English, it is not easy for them to maintain their HLs due to the predominant undervaluation of languages other than English and the high priority placed on English proficiency for academic achievement and social success. Except for some European languages (e.g., French, German), many other immigrant languages have not been considered “national resources” (Fishman, 2001, p. 85), but rather, languages that should be replaced by English. Because of this attitude toward world languages, most young HL children have, unfortunately, experienced a quick loss of HL proficiency and become English monolinguals with the onset of formal education (Choi, 2013). Although efforts to preserve HLs have been made within families and around HL communities (Peyton et al., 2001), HL speakers still need societal recognition and support to better maintain HLs.

This chapter explores: a brief history of bilingual and HL education as well as the advantages of preserving HLs in the U.S; a review of Korean HL education and maintenance in the U.S in terms of efforts and challenges under the U.S. bilingualism environment; and the significant role of public libraries to provide a well curated collection of written materials and resources for their linguistically diverse communities. The important connection between HL maintenance and HL literacy will also be examined, further highlighting the unique opportunity that public libraries have to promote HL reading and literacy.

Bilingual and Heritage Language Education in the United States

Bilingual education in the U.S. has had a long and protean history in the research literature (Baker, 2017). As Baker (2017) addressed, the political and/or social climate of a certain time period can greatly affect bilingual education in the U.S. An interesting ideology called “Americanization,” the notion that Americans should only speak English, emerged as far back as the 1940’s and has surprisingly maintained traction up to the recent past (Lee & Wright, 2014). The result of this societal shift against linguistic diversity was a restricted language education policy and a progressive decline of bilingual education (Lee & Wright, 2014).

During the Civil Rights Movement in the 1960s, the Civil Rights Act of 1964 declared that all should be granted equality of opportunity, including educational opportunities, regardless of color, race, ethnicity, or nationality. With the help of the Civil Rights Act, the 1968 Bilingual Education Act (BEA) passed and provided the opportunity for instruction both in English and students’ native languages (Baker, 2017). Although most bilingual programs at the time were only meant to aid in the transition to English-only classrooms, bilingual education still showed slight growth during this time (Baker, 2017, p.177).

After a period of slightly more acceptance of bilingualism, the relatively positive attitude toward bilingual education began to shift toward more extreme English-only policies by California’s Proposition 227 (1998), Arizona’s Proposition 203 (2000), and Massachusetts’ Question 2 (2002) (Baker, 2017, p.179). These initiatives banned bilingual education and placed English learners into immersion programs where English-only instruction was given in order for HL speakers to learn English more rapidly and efficiently. These measures played a crucial role in the reduction of bilingual education in the U.S. The No Child Left Behind (NCLB) Act of

2001 further impacted the decline of bilingual education. Although NCLB did not directly forbid bilingual education, its inception disrupted any possibility of progress in bilingual education. For example, each state was allowed to independently determine which types of language programs to support with their federal funding (Lee & Wright, 2014), so there was no oversight or accountability about how the funds were being allocated. NCLB also put a heavy emphasis on high-stakes testing as a form of assessment, where students' scores essentially represented the school's performance. So, naturally, there was great pressure on teachers to deliver high test scores, which led teachers to facilitate test-oriented classes in English (Baker, 2017). The emergence of English-only policies, coupled with NCLB, resulted in fostering a negative attitude toward languages other than English, thereby, causing a significant decrease in bilingual education.

According to Lee & Wright (2014), despite the effects of the English-only environment on the primary and secondary school systems, the U.S. government had begun efforts to increase the language capacity of the U.S. by encouraging world language learning that favored national security. The 1991 National Security Education Act provided funds for the study of over 70 less commonly taught languages that represented critical national needs (e.g., Arabic, Hindi, Korean, Mandarin, Vietnamese) in universities (Lee & Wright, 2014). Interestingly, those languages were traditionally regarded as problematic and speakers from those countries were encouraged to become monolingual English speakers. The 2006 National Security Language Initiative went a step further and fostered certain U.S. citizens who spoke one of the "critical-need" foreign languages by financially supporting them, anywhere from kindergarten to college (García et al., 2013). In an effort to accomplish this effectively and efficiently under the restrictive climate of bilingual education, the U.S. attempted to recognize the existence of HL speakers and began to

make concerted efforts to support them in HL maintenance-based education (García et al., 2013, p. 9).

In their study, Peyton et al. (2001) explained the growing attention toward HLs in the U.S. from a social perspective. One of the biggest reasons for the increased interest is the demographic change: the U.S. has become more culturally and linguistically diverse due to the massive influx of immigrants, and it has increased both in the number of people who speak languages other than English and the number of languages spoken. While most immigrants may have been predominantly from Europe, recent history has brought more immigrants from Latin America (speaking Spanish, Portuguese, and indigenous languages), and Asia (speaking Chinese, Korean, Tagalog, Vietnamese, among others). Since immigrants also brought their own culture in addition to their HLs, major areas of U.S. politics, economics, and culture have also been affected (Peyton et al., 2001).

Another reason for the growing attention toward HLs in the U.S. is that HLs have emerged as an apparent solution to a national interest (Peyton et al., 2001). Foreign language proficiency has become a critical asset to address increasing globalization and international interactions. Since HL speakers are already equipped with basic language proficiency and an inherent cultural awareness that might take others a significant time to obtain, they can be a great resource and contribute significantly to American society (Peyton et al., 2001). These sociolinguistic perspectives and advantages of HLs highlight the need and importance of HL education.

The term “heritage language education” began to be used in place of “bilingual education” at a time when bilingual education was facing great restrictions (García et al. 2013). Although HL education can be seen as a form of bilingual education, the distinctive difference

between bilingual and HL education is in their pedagogies. Whereas bilingual education uses both English and the HL as the mediums of instruction, HL education aims to teach the HL as a separate subject (García et al. 2013). Since the 1970s, HL programs have mostly consisted of Spanish programs for Spanish speakers (Seals and Peyton, 2017). Seals and Peyton (2017) attempted to incorporate certain other HLs (i.e., Russian, Vietnamese) in public schools and saw positive results from the program. However, it is rare to see a wide range of HL programs offered in public schools. Most HL education occurs outside of public or private schools with the help of the heritage community, e.g., weekend schools, religion-based schools, after school programs, or community centers (Campton, 2001).

While these community-based programs go a long way to help develop and transmit HLs and support the maintenance of cultural values, community-based HL schools still face many challenges. Since most HL education is facilitated by family and/or community-based organizations, there is a great range of instructional goals, structures, and resources, including the availability of resources, funding sources, and staff qualifications (Lee and Wright, 2014). Eisenclas et al. (2013) also pointed out that additional tuition, driving distance to the schools, and students' lack of motivation for HL education are some challenges to the successful execution of these programs. For these reasons, community-based HL education has not shown significant success, despite the fact that families and communities have been trying independently to maintain HLs.

Notwithstanding the current challenges and limitations in HL education, it is still considered an adequate alternative to bilingual education and has played an important role in supporting HL maintenance. By helping students to retain their HLs and cultural values and improve their interactions with families and ethnic communities, HL education encourages

students to become bilingual, biliterate, and bicultural. Contrary to the belief that HLs can be preserved easily when parents use their HLs with their children at home, Lee and Wright (2014) have indicated that speaking HLs at home is not enough for students to become highly proficient in the language; further, they may not be able to utilize HL appropriately in all environments/circumstances. Hence, it would be beneficial to bolster the current programs by developing more systematically organized HL education programs (Lee & Wright, 2014).

Substantial research has argued that HL education programs and its resulting HL maintenance have educational benefits. Seals and Peyton (2017) examined HL education and its supporting policies in mainstream school programs to argue for the value of HL programs and the importance of recognizing students' HLs, cultures, and individual goals and identities. In order to highlight the value of HL while learning English, a small school district in rural Oregon offered HL programs (e.g., Spanish and Russian) as regular school classes, as well as language enrichment programs after school. The authors found remarkable improvements in educational skill and knowledge, such as annual standard state assessment test passing scores (jumped from 20% to 50%) and English language reading rates (90% passing).

In addition to academic benefits, HL students claimed that their self-confidence increased due to the recognition of their language and culture from peers and teachers at school (Seals & Peyton, 2017). This is in agreement with Baker's (2017) analysis on the benefits of HL education, which found that, in addition to students successfully developing and maintaining their HL, they had better (or on-par) academic performance as mainstream students, positive attitudes, and an enhanced sense of identity, self-esteem, and self-concept. HL education and bilingualism benefits not only the individuals who are participating but American society overall, and as such, should be encouraged for linguistically diverse communities.

Korean Heritage Language Education in the United States

Koreans, seeking political freedom and greater economic security, joined the immigration line to America later than other Asians. According to Lee & Shin (2008), after passing the U.S. Immigration and Naturalization Act in 1965, which put an end to the national origin quota system, Korean immigration accelerated, led by well-educated, professional, and urban middle-class Koreans in the 1970s and 1980s. Over two-thirds of the Korean immigrants in the U.S. arrived after 1970 and settled down around large cities, such as Los Angeles, Chicago, and New York (Shin, 2005). Lee & Shin (2008) revealed that the aspiration for better educational opportunities has been one of the most significant motivations for recent Korean immigration. In addition to dissatisfaction with the Korean language education system (e.g., rote learning and high competition), recognition of English competence as an important qualification for successful living in today's global era is also attributed to Koreans' move to the U.S. (Lee & Shin, 2008). According to the Pew Research Center in 2015, the Asian population was the fastest expanding immigrant group in the U.S. than any other racial/ethnic group and increased by 72% between 2000 and 2015 (11.9 million to 20.4 million). Among Asian groups, the Korean population ranked fifth largest with 1,822,000 out of a total of 20,416,808 Asian Americans, following Chinese, Indian, Filipino, and Vietnamese.

Unfortunately, language shift and loss in Korean immigrant families are evident, following other linguistically diverse communities that have experienced a complete shift within two generations (Wiley, 2001). Despite the need for Korean language education to increase in proportion with the Korean population growth, it has not received sufficient attention from the mainstream school system, in part due to the aforementioned English-only policies of the past decade (Cho, 2000; Choi, 2016; Shin, 2005; Lee, 2002; Lee & Shin, 2008), but also because of

the culturally held belief among Korean immigrants that fluent and “unaccented” English can help insure economic and social success. Based on Choi (2016), Korean language courses are offered in only 6% of higher education institutions in the U.S. and less than 0.5% of primary and secondary schools. Although the total enrollment in Korean language education has continuously increased since 2010, it is centralized predominantly in the Pacific Coast and Northeast regions (Choi, 2016). Thus, access to Korean language education varies depending on the region and is still quite difficult to obtain for some children of Koreans immigrants.

Despite the limited access to Korean language education in the mainstream school system, substantial research has revealed Korean parents’ strong desire to develop and maintain their children’s Korean HL (Brown, 2011; Lee, 2002; Shin, 2005; Kang, 2012). As Shin (2005) revealed, the majority of Korean parents were clearly aware of the value of utilizing both languages (English and Korean) and wanted their children to concurrently preserve their Korean language, culture, and values (e.g., respecting elders, being modest, etc.), while acquiring the English language and American cultural traits (e.g., social assertiveness, individuality, etc.) (Shin, 2005). In addition, most Korean parents regard Korean language competence as a critical indicator that shows a strong Korean ethnic identity, so for them, it is important for intergenerational communication and a sense of connection to Korean culture. Lee (2002) studied the role of cultural identity and HL maintenance among the lives of 40 second-generation Korean American university students in the U.S. This qualitative and quantitative analysis revealed that those who were more proficient in the HL tended to have more bicultural identifications. Similarly, Cho (2000) investigated the effect of Korean HL competence and found that HL proficiency was associated with developing a strong ethnic identity, sense of connection to one’s ethnic group, and understanding of one’s cultural values and manners, which

then positively affected social interactions and relationships. These studies support the notion that HL maintenance is closely related to the formation of cultural identity and sociocultural advantages. Consequently, individual Korean families and Korean language community-based schools are actively involved in the maintenance and development of Korean language education due to the lack of attention from the mainstream education system (Lee & Shin, 2008; Lee & Wright, 2014).

Brown (2011) indicated that parental involvement and support are key factors to successful HL maintenance because parents are the first and main source of HL for second-generation immigrant children. However, it does not always seem to be successful in spite of the fact that parents try hard to maintain and develop Korean language for their children by compelling their children to speak only Korean at home (Shin, 2005). A possible reason could be that parents might have gradually utilized English more at home as their own English language proficiency improved (Brown, 2011). In addition, parents might have realized that their efforts at home were insufficient to maintain their children's Korean language and eventually gave up trying to reinforce the use of Korean at home (Brown, 2011).

Given the limited resources for HL maintenance, Korean immigrants tend to rely on Korean community-based schools to obtain Korean language in overall skills (including reading and writing) and culture (Choi, 2016). Most Korean community-based schools offer classes during weekends because they are sometimes affiliated with Korean Christian churches (Choi, 2016). According to the Overseas Korean Foundation's report (as referenced in Choi, 2016), as of 2014, there were 962 Korean HL schools in the U.S. with 51,274 students and 9,071 teachers. Choi (2016) indicated that Korean heritage learners had the highest participation rate in community-based schools compared to other language groups (e.g., Spanish,

Mandarin/Cantonese, Russian, Tagalog). Korean language community-based schools have steadily increased and played a vital role in developing and preserving the Korean language for the Korean community. This is driven by the growing Korean immigrant population, Korean parents' strong desire for their children to maintain their Korean HL, the Korean government's efforts to promote Korean foreign language education in the U.S., and even the U.S. government's increasing support of Korean language education due to economic and national security issues (Choi, 2016).

Similar to the previously mentioned constraints of community-based language schools commonly identified in linguistically diverse groups, Korean HL schools have also experienced difficulties in finding teachers with appropriate qualifications, class resources, and standardized curricula and assessments. Shin (2005) pointed out that textbooks used in most Korean HL schools were not written for HL learners and reflected more of a Korean lifestyle, so oftentimes the content of textbooks did not resonate with U.S.-based circumstances. Another challenge facing Korean HL schools is teacher development and training (Shin, 2005). Most Korean HL schools are operated by volunteers with minimal compensation, which could lead to high attrition rates, making it even more difficult to maintain teacher training and development (Shin, 2005). Regarding teacher development, since most Korean HL school teachers were educated in Korea and had little or no personal experience with the U.S. educational system, they may have a different class management style, which may clash with the format of U.S. classes to which the students have already become accustomed (Shin, 2005). All of these factors could be a hindrance to Korean HL children's motivation and development of Korean HL. Nevertheless, since Korean parents still have a strong desire to maintain their children's HL, greater efforts should be made to overcome the challenges, and more avenues should be available to encourage and support HL

maintenance and education. In an attempt to seek a supplemental way that can help Korean HL maintenance and development, the importance of literacy and the role of public libraries will be discussed in the next section.

Literacy and The Role of Public Libraries for Diverse Communities

Maintaining HLs from generation to generation has been tightly linked to HL literacy. HL literacy competence enables the traditions and culture to be accessible, reproductive, and renewable; research in this area supports the idea that HL literacy has a significant role in maintaining one's overall HL competence (e.g., speaking, reading, writing) (Baker, 2017; Kim & Pyun, 2014). Moreover, the literacy skills and knowledge acquired in HL education transfer to the learning of a second language (i.e., English in the U.S.) as well (Baker, 2017; Kim & Pyun, 2014). In addition to the strong cognitive advantages of HL literacy, those who are biliterate may also have more diverse social and cultural worldviews (Baker, 2017). HL literacy also helps to protect students from feelings of disempowerment, because literacy encourages self-esteem and enhances the perspectives of their heritage cultures and cultural identity (Baker, 2017).

Eisenclas et al. (2013) argued for the importance of HL literacy by addressing minority language education in Australia and presented the educational, social, and national benefits of HL literacy education for children. In this study, it was found that developing HL literacy is a crucial factor in maintaining and transmitting the language and its culture (Eisenclas et al., 2013). Therefore, developing and obtaining HL literacy is an important goal for immigrant students to enhance their cultural identities.

However, for many HL learners, maintaining HL literacy is challenging due to the lack of opportunities to read and write the language (Carreira and Kagan, 2011). For example, as Shin (2005) indicated, while 82% of Korean parents in her study taught Korean to their children, only

55% of them read books to their children in Korean due to the hardship of locating books written in Korean. Shin (2005) found the reason for the difficulty in finding appropriate books and resources to promote Korean HL was from a lack of systematic and institutional support in the U.S. It may lead many Korean children to lose their Korean language competence and become English monolinguals (Shin, 2005). The Korean HL community, along with many other HL communities, desperately need institutional help (Valdés, 2005; Shin, 2005) and good quality, interesting, age-appropriate reading materials are essential to reinforce Korean HL literacy (Shin, 2005).

A crucial factor for HL literacy development and maintenance is to encourage reading through increased accessibility of written materials and resources (Krashen, 2004). Exposure to HL books and reading materials can go a long way in supporting HL maintenance and literacy. Shin (2005) also suggested seeking a diverse collection of books and print materials in one's HL and reading them often to children to instill a positive attitude toward their HLs. Krashen (2004) noticed that children obtained many reading resources from libraries. In this context, libraries were the perfect place to encourage reading because libraries increased the access to abundant reading materials in various forms, as well as provided a quiet and comfortable reading environment (Krashen, 2004). For linguistically diverse communities, libraries are even more crucial because they can help provide access to many different kinds of literacy resources, since their apparent expertise is to procure reading materials and resources (Krashen, 2004).

The role of libraries becomes more pointed when looking at the discrepancy in the availability of books between high SES and low SES families (Krashen, 2004). Unlike children from higher SES families who could obtain books that they wanted both inside and outside of schools, children from lower SES families had to rely on schools or public libraries (Krashen,

2004). Therefore, for both linguistically diverse communities and lower SES community members, the public library's value is inevitable. This is where public libraries have a distinct opportunity to serve linguistically diverse groups. Shin (2005) concurred that institutional support from Korean HL communities and/or local libraries is certainly necessary to obtain books for Korean children. Since one of the library's essential roles is in acquiring reading materials, the quality of the library itself could be linked to greater reading achievement (Krashen, 2004). For this reason, greater support for the enhancement of world language collections in public libraries is significant.

The public library's fundamental service is to promote reading, literacy, and education. *The Public Library Service: IFLA/UNESCO Guidelines for Development* (2001), a book compiled by an international association of libraries, provided a framework to assist librarians to effectively build public library services that meet the needs of their respective communities. *The Public Library Service: IFLA/UNESCO Guidelines for Development* (2001) addressed the role of a public library as a place to provide:

“access to knowledge, information and works of the imagination through a range of resources and services and to be equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status, and educational attainment” (p.15).

In order to satisfy the various requirements of individuals and groups, the public library should aim to offer appropriate resources and services in various formats for education, information, personal development (i.e., recreation and leisure), children and young people, and cultural and social development (IFLA, 2001). It was emphasized that the role of libraries was to provide

“equal” services based on the needs of the community consisting of a wide range of ethnicities, races, and languages in the U.S.

Taking into account the aforementioned role of libraries, collection building for multilingual patrons should be considered just as important as those for English speakers. The IFLA/UNESCO Public Library Manifesto stated that public libraries must provide specific services and materials for patrons who cannot use regular services and materials due to a language barrier or physical disabilities. Building a quality multilingual collection in public libraries is an important part of their service to provide equitable library services to all community members. In “Guidance for the Development and Promotion of Multilingual Collections and Services (RUSA, 2007),” the authors agreed that providing equivalent services for all community members of various backgrounds (i.e., ethnicity, culture, or language) is the responsibility of libraries. It was also underlined that materials for ethnic, cultural, or linguistic groups should be considered as a general part of the library services, not an “additional or extra service” (RUSA, 2007, p.198). Furthermore, *The Public Library Service: IFLA/UNESCO Guidelines for Development* (2001) emphasized that public library services for children should aim to highlight the joy of reading books and help develop knowledge by providing a variety of resources and activities. And, for multilingual children, it suggested that books and audiovisual materials should be provided in their native or HL.

According to Ly (2018), public libraries have an important responsibility to provide a community’s informational needs and services regardless of language barriers, ethnicity, and cultural backgrounds. Since language has been shown to be closely linked to an individual’s identity, culture, and sense of affiliation, libraries can show their respect for linguistically diverse groups by curating better multilingual collections. In doing so, they help HL communities to

maintain their HLs and HL literacy so that they can connect to their heritage communities while acculturating to their new country. Atlestam et al. (2011) argued that public libraries' efforts to enhance multilingual collections are crucial, since they are tasked with fostering reading by serving appropriate and relevant materials to all patrons. Atlestam et al. (2011) utilized a focus group to garner more information about this topic and found that participants confirmed that they felt respected and proud of their culture when they found materials in their native languages. Therefore, world language collections can not only serve as a way for linguistically diverse patrons to find materials about their own cultural origin and enhance the HL literacy but can also reflect the acceptance and inclusion of said patrons to their new society.

Since promoting reading for all patrons equally is a significant charge for public libraries, collections and resources need to be organized and developed to reflect the diversity of their respective communities and accommodate community needs. According to Hill (2018), establishing or enhancing multilingual collections for world languages takes time because it takes several steps to proceed. Hill (2018) suggested that investigating the demographics of the community should be the first step in creating multilingual collections, since the analysis of the community could help inform some basic needs (e.g., the size of each language collection). If the demographic analysis determined the size of the collections, identifying the community's interests and needs illuminated what to curate for multilingual collections (Hill, 2018). Hill (2018) also stressed the importance of cataloging to allow patrons full access to the multilingual collections; some libraries do not have consistent cataloging processes, which can cause patrons to miss resources. In line with Hill (2018), RUSA (2007) pointed out that the original languages should be used when cataloging the materials to increase accessibility.

In a culturally and linguistically diverse country like the U.S., linguistically diverse communities can no longer be peripheral. Rather, they need to be equally supported and treated as an integral part of the country. As previously mentioned studies have shown, maintenance of HL and HL literacy in children is closely linked to a more well-defined cultural identity, greater confidence, and academic achievement, among other attributes. Public libraries are in a unique position of being able to embrace and serve diverse groups if they can rise to meet the needs of this ever-changing society by adapting and evolving accordingly.

Summary

Many immigrant families moved to the U.S. with great hope for better education and life. While adjusting to the new culture of the dominant society, immigrant children soon underwent disconnection to their parents and heritage culture, and experienced identity and/or cultural conflicts due to the language shift and loss. Access to language learning opportunities in schools is closely related to immigrant students' perceived status of the language as well as their motivation to learn the language (Choi, 2016). Unfortunately, the rampant undervaluation of HLs in U.S. society, including mainstream schools, inculcated negative images toward HLs, and thus, aggravated the plights of immigrant families and impeded HL maintenance. In order to alleviate immigrant families' difficulties, and help their successful acculturation to the new society, supporting HL languages and culture is important.

As developing and maintaining Korean HL brings positive results, like instilling Korean identity, as seen in other HL communities, most Korean immigrant families have longed to maintain Korean HL for their children. Therefore, Korean language education started within the home by parents or grandparents was then continued by community-based language schools (Lee

& Wright, 2014). Unfortunately, it has been difficult for Korean immigrant families to locate enough resources and reading materials, since HL reading materials were most likely difficult to source and more expensive than books written in English (Shin, 2005).

The relatively recent demand for bi/multilingual speakers has significantly increased as U.S. society has become more globalized. The U.S. already has a wealth of potential bi/multilingual human resources who can play an important role in society. Public libraries are deeply involved in their respective communities, providing various services often unique to the patrons of their surrounding neighborhoods, and as such, they can play a key role in raising awareness and acceptance of linguistic diversity. With cooperation between HL communities and public libraries, the libraries can help mitigate the limitations that Korean communities face by filling in the gaps of their children's world language collections and programs. Thus, it is hoped that this project can provide some useful ideas to strengthen children's Korean collections and programs, and further apply these ideas to other children's world language collections.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project was designed as a proposal for public libraries to enhance children's Korean language collections. The proposal was divided into four main parts. First, an overview was provided for the demographics of the survey area and the current state of children's world collections in three multi-branch public library systems. The intention was to give the reader relevant background information to better understand the issues and subsequent guidelines. Specific indices of the world collections were book availability, publications and content of collections, and programs for heritage children. To provide context for the current state of children's Korean collections, it was compared with children's collections in English as well as other world language collections (i.e., Spanish, Chinese, Vietnamese, Hindi, and Japanese). The findings of this analysis helped navigate which areas of the children's Korea collection needed to be improved. The second part of the proposal presented information for public libraries on what the needs of the Korean community are and guidelines on how to improve the children's Korean collections and ultimately better utilize these collections. The third part of the proposal discussed the potential benefits of strengthening the children's Korean language collections for the individual, the community, and the country. Korean websites, which contain recommended book lists and information about Korean award-winning books, were also provided as an additional resource. It is hoped that the proposal can not only be seen as a useful resource for public libraries to gain knowledge about the Korean community's needs and utilize this information to enhance the Korean language collections but that it can further be used as a framework to enhance the collections for other linguistically diverse communities as well.

Autoethnographic Reflections & Motivations

This project was deeply inspired by my personal experiences with my son regarding heritage language education. Long before he was born, however, while teaching Korean as a foreign language in Seoul, South Korea, I became aware of the close relationship between language and culture. I strongly believe that losing a language means more than simply losing the ability to communicate in that language, but rather, means losing one's cultural identity and connection as well. For this reason, I want my American-born son to secure his first language - Korean - and maintain his fluency as a native Korean speaker, not only because of the connection to family and our relatives in Korea but also because I want to instill a strong sense of Korean identity in him. Since literacy plays an important role in language maintenance, I made great efforts to expose him to the Korean language through Korean language books as early as possible and continue to reinforce the written Korean language now.

Unfortunately, it has not been easy to locate Korean books for my son in the U.S. Although there was a local Korean bookstore where I could find limited options, the books were either too expensive due to markup they charged for international shipment fees or the store carried types of books that I did not want to purchase. Another way I obtained children's Korean books was by purchasing used ones through a Korean online community. However, even if I could find books I wanted, the books were not always available due to the high demand and competition to obtain them. Therefore, I ended up purchasing books from Korean websites, paying exorbitant shipment rates or asking friends or relatives to deliver them in person when they visited. Because I was not able to see the content of the books online and therefore needed to rely on a bestseller list or reviews on the website, I occasionally purchased books that were

not age-appropriate or did not have satisfactory content and/or illustrations. Despite these challenges, I still felt fortunate that our family had the means to provide these books for my son and realized that this luxury may not be possible for everyone.

From a very early age, my son and I enjoyed the books and programs at our neighborhood public libraries, even though they were all in English. The libraries became one of our favorite places to visit, as it provided an endless supply of books and fun programs, like storytimes for children. As my son started to blend both Korean and English languages, and as my own desire grew to help bolster his heritage language maintenance, I began to think how helpful it would be if these same public libraries we patronized could provide more books and programs in the Korean language so that my son and I could enjoy the same caliber of programs and collections in Korean as was available in English.

When I initially discovered that there were Korean language children's books at my local library, I was excited, but upon closer examination, my enthusiasm shifted to disappointment from the paucity and outdated nature of the books. Moreover, I was frustrated with their online cataloging system. Oftentimes, the title was not written in Korean or translated English; rather, it appeared to be some attempt at writing out the Korean words phonetically in English, but the result was something that utilized unknown characters in either language and no discernible phonetic translation.

My personal experience with public libraries, encompassing both the enjoyment of their current, rich resources and the struggle to find more heritage language books, was one of the motivating factors for me to study heritage language maintenance through my graduate program, and ultimately, led me to construct this proposal. I developed my expertise and learned more about this topic in my graduate studies in the School of Education at the University of San

Francisco. In the course, “Sociology of Language,” with Dr. Mohammad Sedique Popal, I found that the importance of language maintenance for the betterment of society was validated. The course entitled “Linguistic Rights in Bilingual Education” with Dr. Rosa Jiménez opened my eyes and reinforced the legitimacy of the need for heritage language maintenance and education. As an immigrant, it was empowering to learn that language maintenance should be a right for every person, not just a luxury. While taking the “Methodology of Education Research” with Dr. Colette Cann, the shape of this project became more concrete. I found my passion for raising the consciousness of public libraries and guiding them to acknowledge world language collections for children as a linguistic right and resource for diverse communities. In addition to the above-mentioned courses, all of the other coursework I took at USF helped to navigate and reinforce my notions of diversity, social justice, and human rights and led me to seek real equality and greater inclusiveness of education. Through my personal experience and education in IME¹, I envisioned this proposal to call for the enhancement of children’s Korean language collections to better support and serve Korean heritage children’s language and cultural maintenance.

Development of the Project

In order to provide informative and relevant guidelines, it was necessary to obtain demographics statistics to juxtapose against the current status of children’s world language collections in the public libraries. The demographic data used for this proposal was collected from the U.S. Census Bureau (data.census.gov). The U.S. Census Bureau conducts the American Community Survey (ACS) every year to provide information on the social and economic needs of a given community. Since ACS provides information on language and English-speaking data for local communities, it is the most widely used by language data users in the U.S. (e.g.,

¹ International and Multicultural Education

linguists, demographers, government policy planners in education). This research employed the demographic data of the survey area titled, “Language Spoken at Home by Ability to Speak English for The Population 5 Years and Over (2018).” There were over 50 languages that were spoken at home other than English in the Bay Area; the number of people who spoke Korean was 25,413, ranking Korean language seventh overall in the area (ACS, 2018).

In an attempt to navigate the current state of children’s Korean collections, three websites of multi-branch public libraries in the Bay Area were examined. One of the multi-branch libraries was affiliated with the county and the other two libraries were associated with the city. The county library has eight branches, and the other city libraries have three branches and 25 branches, respectively. For this proposal, I focused only on reading materials - books, picture books, and e-books - because the purpose of this study is to increase Korean heritage children’s utilization of public libraries by improving the quantity and quality of reading materials in the Korean language. The number of children’s Korean language books from all three library systems was combined and compared to six other language books: English, Spanish, Chinese, Vietnamese, Hindi, and Japanese. These specific six languages were chosen partly because they are the demographic majority. One exception was the exclusion of the Tagalog collection; although their population accounted for a higher percentage in this area, they were excluded from this count because their collections were either not available or had too few to compare. In addition to getting combined books in each language, the frequency of book purchases and number of outdated publications were also examined (for the purposes of this research, “outdated” was equivalent to 11 years or older).

While analyzing the number and content of written collections on the libraries’ multiple websites, I also assessed the method of cataloging for these written collections and found

inconsistent formatting. For example, the titles were sometimes written in Korean characters, sometimes in translated English, and sometimes in English to reflect phonetic Korean sounds (which resulted in indecipherable words and use of symbols that were not found in the Korean or English languages). Additionally, many instances were found where Korean books were mislabeled and assigned to another country, such as Japan or other Asian country. Finally, there were no thumbnail pictures provided for any of the books, which can make it difficult for a patron to ascertain whether the book will be useful to them.

Along with the examination of written materials, children's programs for linguistically diverse communities were also examined. It was found that the libraries offered storytimes for younger children in other languages than English, such as Spanish, Chinese, Japanese, Russian, Arab, or Turkish, etc., as well as bilingual storytimes in Spanish-English and Chinese-English in certain branches. As part of their children's programs, all libraries provided lists of recommended books in English by age and reading proficiency, yet none were found for other world languages on their websites (some hard copies of these kinds of book lists were found at the libraries themselves). Similarly, bundle kits, which contain books, CDs, DVDs, toys, and activity suggestions, were provided in English for all libraries, and bundle kits in Chinese, English-Spanish, and English-Vietnamese were also provided in some libraries. Even though it was unfortunate that I could not find comparable programs available for Korean heritage children, it was encouraging to know that the different facets of these children's programs (i.e., storytimes, book lists, bundle kits) could be easily adapted for the Korean heritage patrons.

The results of the examination of library websites showed extremely low availability of children's Korean collections, limited number of new book purchases, and a higher rate of older/outdated books. The examination also revealed inconsistent and ineffective cataloging.

Furthermore, in studying the children's programs of the libraries, the absence of Korean language programs and services was notable. These are the areas of improvement that this proposal requested of public libraries.

In addition to examining the demographic and library websites, I personally visited 13 branch libraries within the research area. The in-person visits gave me insights into the children's world language collection in terms of the availability of books by languages, the arrangement of the materials, and the conditions of the books. Obviously, all children's English language book collections occupied the largest space and were highly visible in all libraries. Meanwhile, the children's Korean language collections accounted for very little space even within the already small children's world language collections. In spite of the understandable space disparity between English and other languages, libraries still carried diverse languages in children's world languages collections, such as European (e.g., Spanish, French, German) and other Asian languages (e.g., Chinese, Korean, Vietnamese, Japanese, Tagalog, Farsi, Arab, Hindi). The volume of materials varied greatly by languages from two to three books in some languages to hundreds of books in others. In most libraries, Chinese and Spanish language books occupied the largest portion of children's world language collections. One particular branch had a higher number of children's Korean collections, but it was still far fewer than what was available in Chinese or Spanish. Throughout the various children's Korean collections, most of the books were not clearly organized and the majority seemed to be outdated. Overall, as a native Korean language speaker, I found the collections to be inadequate for public libraries to be utilized as a resource to reinforce Korean HL maintenance for their children.

During the library visits, I also had the opportunity to observe two storytimes in Japanese and Chinese-English. These observations confirmed the great potential for Korean storytimes (as

well as Korean-English bilingual storytimes) by simply adapting the methods of current storytimes to Korean. Moreover, observing the positive engagement and interaction of children and parents/guardians during storytimes further convinced me of the importance of Korean language and culture programs in the public libraries.

Although examining library websites and in-person visits helped me to grasp an overall view of children's world language collections and programs, it was difficult to ascertain how libraries source, curate, catalog, and manage Korean language collections for children. To investigate this further, I contacted two librarians who currently work within the children's world language department. Initially, the plan was to meet two more librarians who currently work in the libraries within the research area, but unfortunately, those plans were halted due to the state's shelter-in-place response to the COVID-19 crisis. Through meeting with these librarians, I learned more about the library's system and management of children's collections and programs for linguistically diverse communities. I learned that the basic policies of both libraries were similar; while the librarians stated that they do have minimum standardized protocols for curating and sourcing children's world language collections, the actual practice of the libraries was usually to follow their contracted vendors' suggestions or use their own general knowledge about children's books. My discussion with these librarians fortified my sense that cultural knowledge or background is crucial for public libraries to manage children's world language collections. It also became apparent that collections and programs for children's world languages vastly rely on the managing librarian's effort, capabilities, and preference of a certain language and culture.

This proposal calls for the enhancement of children's Korean language collections and to suggest guidelines for the development of its collections and programs in public libraries.

Community resources such as these can play a potentially crucial role in supporting families seeking aid in HL maintenance, but public libraries, in particular, are uniquely situated to provide high quality free resources and services and can tailor these to the specific needs of their neighboring communities. It is hoped that this proposal can be a useful resource for public libraries when working with Korean heritage children, and beyond that, other children who speak a language other than English.

The Project

The project is included as an appendix in order to create a stand-alone resource that could be used by libraries and disseminated to communities. Please see the Appendix to explore the project.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As many other linguistically diverse populations, the Korean population in the U.S. has continuously increased since the 1970s (Choi, 2016). Yet, the Korean HL education has not received much attention in the U.S. school system due to the push for rapid assimilation (i.e., English only policies) to society. This has led to a significant decline in Korean HL maintenance, which research has shown can cause identity conflicts, academic challenges, and relational disconnections between generations, which has larger and far-reaching implications.

In contrast to the U.S. emphasis on producing English monolinguals, research has revealed the benefits of HL development. HL development and maintenance has a positive effect on enhancing cultural/ethnic identity, which plays a significant role in self-confidence, self-esteem, social interactions, and academic success (Baker, 2017; Cho, 2000; Lee, 2002; Seals & Peyton, 2017). As such, maintaining HL is a crucial matter for children who speak a language other than English at home. While incorporating HLs in K-12 education may be a significant way to encourage HL maintenance and nurture a more positive image toward HLs in general (Baker, 2017), realistically, it is likely implausible to integrate all HLs into the current K-12 education system.

Although most K-12 schools in the U.S. do not include Korean HL education programs, Korean parents' strong desire for Korean HL maintenance remains (Lee & Shin, 2008; Lee & Wright, 2014). So, those seeking Korean HL education have tried to find alternative and supplemental methods of Korean language education, mostly relying on individual families and/or the Korean community programs, the latter of which has made great efforts to promote

Korean HL. These efforts are reflected in the finding that, in the U.S., the total participation rate of Koreans in the U.S. in Korean community-based schools is the highest when compared to other diverse language communities (Choi, 2016). Despite these strides, Korean families and Korean HL schools have lamented the shortage of reading materials readily available to them, e.g., culturally relevant storybooks and non-fiction books about Korean history or biographies (Lee & Shin, 2008; Shin, 2005).

The issue of the lack of reading resources becomes particularly meaningful in light of research that emphasizes the importance of HL literacy. HL literacy helps to protect students from feelings of disempowerment because it encourages higher self-esteem and enhances the perspectives of their heritage cultures and cultural identity (Baker, 2017). A crucial factor to successfully develop and maintain HL literacy is to encourage reading through the increasing accessibility of reading materials and resources (Krashen, 2004). The resolution to this issue requires a multi-pronged approach. For this reason, this research is intended to be a call to public libraries to help solve the shortage of quality reading materials by providing excellent resources and programs for linguistically diverse communities, using Korean heritage children as a representative case for these purposes. In addition, the project in this research was created to propose the guidelines for the enhancement and development of children's Korean collections and programs.

Libraries, valuable resources within their respective communities for abundant reading materials and other forms of media, are already poised to become an ideal venue to encourage and strengthen HL literacy skills (Krashen, 2004). Based on their well-established infrastructure, well-placed locations within communities, and professionally accumulated know-how for sourcing, cataloging, and managing resources, local public libraries have already made efforts to

provide excellent services for all patrons regardless of race, ethnicity, socioeconomic status, or languages as part of their foundational vision (RUSA, 2007). As such, local public libraries can make an impactful difference in the Korean community, as well as other linguistically diverse communities, in fostering pride in their languages and cultures, and ultimately contributing to HL language maintenance and literacy.

To aid libraries in this important role, this proposal called for and provided guidelines for the enhancement of children's Korean language collections and programs in public libraries to help Korean heritage children maintain their HL. This was done through a focused analysis of three local library systems: the populations they served, the types of collections and programs they provided. Further, a closer look was provided regarding issues of cataloging, specifically within the Korean language collections. A discussion of these issues and subsequent guidelines were also provided. In this project, collaborating with Korean community was emphasized as one of the crucial ways to improve public libraries' service for that community. By working closely with the Korean community, public libraries can not only ascertain their needs more precisely but also help alleviate the shortage of bilingual librarians, cataloging issues, maintaining collections, finding useful vendors for curation, and providing appropriate programs for Korean heritage children.

This project was envisioned to provide meaningful information to help public libraries to enhance and develop children's Korean collections, not to criticize the current children's Korean collections. Public libraries have come a long way to serve their diverse communities with enormous resources and programs, and have become invaluable assets to their local neighborhoods. As an experienced beneficiary of public libraries, I deeply appreciate the library systems' efforts to help Korean immigrants, as well as other linguistically diverse communities.

It is hoped that this proposal can provide useful and reasonable plans to assist public libraries in supporting the maintenance of language and culture for Korean heritage children.

Linguistically diverse communities are no longer marginalized or peripheral groups that have not yet assimilated, rather they are significant and valuable members of U.S. society who should be respected and acknowledged like other mainstream groups. Embracing linguistically diverse communities as an essential part of society begins with a greater understanding of the importance of HL development and maintenance. Having a close relationship with their respective communities, public libraries have made constant efforts to accommodate and support the needs of their surrounding communities. When public libraries recognize the changes in their communities and use their expertise to reflect these changes in their services and resources, we can get one step closer to creating a more inclusive and respectful society.

Limitations & Recommendations

This proposal was written with the hope to help public libraries to expand and enrich their Korean book availability and provide appropriate programs for Korean heritage children. While the intention was to enhance the children's Korean collections and to improve the utilization of these collections, this project only covered the external factors of the collections that could be identified on their websites (e.g., the availability and types of the Korean books, publications, cataloging, and programs). More in-depth analyses are warranted to look at the content of these books to see if they are imparting culturally relevant and unbiased information. Because having accurate and authentic representations of Korean culture is crucial to the Korean population's acceptance and utilization of these resources, a content analysis is recommended on all collections. Additionally, research on Korean focus groups can help to better understand and define the needs of the Korean community. Overall, while we may have a clear understanding of

the “why” for enhanced children’s Korean collections, further investigation could be useful to determine the “how” aspect of Korean collections: the process for improving content, the specific involvement of Korean community volunteers, and assessment of Korean community needs.

REFERENCES

- Atlestam, I., Brunnström, A., & Myhre, R. (2011). Collection development for immigrants - what to purchase, and why? Findings in Gothenburg, Sweden. *International Federation of Library Associations and Institution (IFLA)*, 37(1), 69-79.
- Baker, C. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Bristol: Multilingual Matters LTD.
- Brown, C.L. (2011). Maintaining heritage language perspectives of Korean parents. *Multicultural Education*, 19(1), 31-37.
- Campton, C.J. (2001). Heritage language communities and schools: Challenges and recommendations. In J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage Language in America: Preserving a National Resource*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- Carreira, M. & Kagan, O. (2011), The results of the national heritage language survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals*, 44(1), 40-64.
- Carreira, M. & Kagan, O. (2018), Heritage language education: A proposal for the next 50 years. *Foreign Language Annals*, 51, 152-168.
- Chevalier, J.F. (2005). Heritage Language Literacy: Theory and Practice. *Heritage Language Journal*, 2(1), 26-44.
- Cho, G. (2000). The role of heritage language in social interactions and relationships: reflections from a language minority group. *Bilingual Research Journal*, 24(4), 369-384.
- Choi, E. (2013). Heritage Language Use among 10th-grade Asian and Hispanic Students in the United States. *Curriculum and Teaching Dialogue*, 15, 85-100.

- Choi, E. (2016). The current status of Korean language education in the United States: class offerings in K-16 schools and Korean community schools. *The Korean Language in America*, 20(1), 29-52.
- Cummins, J. (2001). Bilingual children's mother tongue: why is it important for education? *Sprogforum*, 7(19), 15-20.
- Cummins, J. (2005). A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. *The Modern Language Journal*, 89(4), 585-592.
- Djité, P.G. (2006). Shifts in linguistic identities in a global world. *Language Problems & Language Planning*, 30(1), 1-20.
- Eisenchlas, S.A., Schalley, A.C., & Guillemin, D. (2013), The importance of literacy in the home language: The view from Australia, *Sage Open*, 3(4), p. 1-14.
- Fishman, J.A. (2001). 300 plus years of heritage language in the United States. In J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage Language in America: Preserving a National Resource*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- García, O., Zakharia, Z., & Otcu, B. (2013). *Bilingual Community Education: Beyond Heritage Language Education and Bilingual Education in a Global City*. Bistol, UK: Multilingual Matters.
- Hill, J. (2018). Building for diversity: how public libraries can create great multilingual collections. *Dalhousie Journal of Interdisciplinary Management*, 14. 1-15.
- International Federation of Library Associations and Institutions [IFLA]. (2001). *The public library services: IFLA/UNESCO guidelines for development*.
- Kim, C.E. & Pyun, D.O. (2014). Heritage language literacy maintenance: a study of

- Korean American heritage learners, *Language, Culture and Curriculum*, 27(3), 295-315.
- Krashen, S. (2004). *The Power of reading: Insights from the Research* (2nd ed.). Portsmouth, NH: Heinemann.
- Lee, J.S (2002). The Korean Language in America: The role of cultural identity in heritage language learning. *Language, Culture and Curriculum*, 15(2), 117-133.
- Lee, J.S. & Shin, S.J. (2008). Korean heritage language education in the United States: The current state, opportunities, and possibilities. *Heritage Language Journal*, 6(2), 1-20.
- Lee, J.S., & Wright, W.E. (2014). The Rediscovery of Heritage Language and Community Language Education in the United States. *Review of Research in Education*, 38, 137-165.
- Lo-Philip, S.W.-Y. (2010). Towards a theoretical framework of heritage language literacy and identity processes. *Linguistics and Education*, 21, 282-297.
- Ly, V. (2018). Assessment of multilingual collections in public libraries: a case study of the Toronto public library. *Evidence Based Library and Information Practice*, 13(3), 17-31.
- Macedo, D. (2000). The colonialism of the English only movement. *Educational Researcher*, 29(3), 15-24.
- U.S. Department of Education, National Center for Education Statistics (NCES), Common Core of Data (DDC), *Local Education Agency Universe Survey, 2016-17*, Table 204.20.
- Ok, H.J. (2009). *A Case Study of Korean American Adolescents' Identity Construction through Literacy Practices on the Internet*. Doctoral Dissertations. The University of Texas at Austin.
- Olivier, J.A.K. (2011). *Accommodating and promoting multilingualism through blended learning*. Doctoral dissertation. North-West University, Vanderbijlpark, South Africa.
- Peyton, J.K., Ranard, A.D., & McGunnis, S. (Eds.) (2001). *Heritage languages in America:*

- Preserving a national resource*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- Portes, A. & Hao, L. (1998). E pluribus unum: Bilingualism and loss of language in the second generation. *Sociology of Education*, 71(4), 269-294.
- RUSA. (2007). Guidelines for the development and promotion of multilingual collections and services. *Reference & User Services Quarterly*, 47(2), 198-200.
- Seals, C.A. & Peyton, J.K. (2017). Heritage language education: valuing the languages, literacies, and cultural competencies of immigrant youth, *Current Issues in Language Planning*, 18(1), p. 87-101.
- Shin, S.J. (2005), *Developing in two languages: Korean Children in America*. Buffalo:Multilingual Matters Ltd.
- Pew Research Center (2015). Key facts about Asian Americans, a diverse and growing population. Retrieved from:
<https://www.pewresearch.org/fact-tank/2017/09/08/key-facts-about-asian-americans/>
- Tse, L. (2001). Heritage Language Literacy: A Study of US Biliterates. *Language, Culture and Curriculum*, 14(3), 256-268.
- U.S. Census Bureau (2018). *Language spoken at home by ability to speak English for the population 5 years and over*. 2018 American Community Survey 1-Year Estimates.
- Valdés, G. (2001). Heritage languages students: Profiles and possibilities. In J.K. Peyton, D.A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- Wiley, T.G. (2001). On defining heritage language and their speakers. In J. K. Peyton,

D. A. Ranard, & S. McGinnis (Eds.), *Heritage Language in America: Preserving a National Resource*. McHenry, IL: Delta Systems and Center for Applied Linguistics.

Wong-Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.

A Proposal for Developing Children's Korean Collections in Public Libraries



By Sooyoung Yang, M.A.

Table of Contents

I. Introduction	2
II. The Current State of Korean HL Books and Programs in Libraries	5
A. Demographic Analysis	5
B. Library Website Analysis on Children’s World Language Collections	5
C. Findings	6
III. Issues in Children’s Korean Collections	15
IV. Guidelines for Enhancing Children’s Korean Collections	16
A. Cultural Competence Reinforcement	16
1. Korean bilingual librarians	17
2. Partnership	18
3. Korean volunteers	19
B. Enhancement Children’s Korean Collection	20
1. Collection Improvements	20
2. Strategy Improvements	22
3. Program Improvements	24
V. Expected Benefits	28
A. Individual	28
B. Korean Community	29
C. The Nation	29
VI. Resources - Recommended Book Lists and Websites	31
VII. References	33

I. Introduction

This proposal is designed to call for the enhancement of children's Korean language collections and to suggest guidelines for the development of its collections and programs in public libraries. Although the Korean population in the U.S. has continuously increased since the 1970s (Choi, 2016), Korean language education has not received much attention in the U.S. school system due to the push for rapid assimilation (i.e., English only policies) to society. This has led to a significant decline in Korean heritage language (HL) maintenance, which research has shown can cause a wide range of issues, including identity conflicts, academic challenges, and a relational disconnection between generations, which has larger implications.

In contrast to the U.S. emphasis on producing English monolinguals, research has revealed the benefits of HL development and maintenance. HL development and maintenance has a positive effect on enhancing cultural/ethnic identity, which plays a significant role in self-confidence, self-esteem, social interactions, and academic success (Baker, 2017; Cho, 2000; Lee, 2002; Seals & Peyton, 2017). As such, maintaining HL is a crucial matter for children who speak a language other than English at home. While incorporating HLs in K-12 education may be a significant way to encourage HL maintenance and nurture a more positive image toward HLs in general (Baker, 2017), realistically, it is likely implausible to integrate all HLs into the current K-12 education system.

As such, most K-12 schools in the U.S. do not include Korean HL education programs, even though Korean parents' strong desire for Korean HL maintenance

remains (Lee & Shin, 2008; Lee & Wright, 2014). So, those seeking Korean HL education have tried to find alternative and supplemental methods of Korean language education, mostly relying on individual families and/or the Korean community programs, the latter of which has made great efforts to promote Korean HL. These efforts are reflected in the finding that, in the U.S., the total participation rate of Koreans in the U.S. in Korean community-based schools is the highest when compared to other diverse language communities (Choi, 2016). Despite these strides, Korean families and Korean HL schools continue to lament the shortage of reading materials readily available to them, e.g., culturally relevant storybooks and non-fiction books about Korean culture (Lee & Shin, 2008; Shin, 2005). The resolution to this issue requires a multi-pronged approach.

The issue of the lack of reading resources becomes particularly meaningful in light of research that emphasizes the importance of HL literacy. HL literacy helps to protect students from feelings of disempowerment because it encourages higher self-esteem and enhances the perspectives of their heritage cultures and cultural identity (Baker, 2017). A crucial factor to successfully develop and maintain HL literacy is to encourage reading through increased utilization of reading materials and resources (Krashen, 2004). Libraries, valuable resources within their respective communities for abundant reading materials and other forms of media, are already poised to become an ideal venue to encourage and strengthen literacy skills (Krashen, 2004).

As part of their foundational vision, local public libraries have already made efforts to provide excellent services for all patrons regardless of race, ethics, socioeconomic status, or languages (RUSA, 2007). Based on their well-established infrastructure, well-placed locations within communities, and professionally

accumulated know-how for sourcing, cataloging, and managing resources, local public libraries can make an impactful difference in the Korean community, as well as other linguistically diverse communities, in fostering pride in their languages and cultures, and ultimately contributing to HL language maintenance and literacy. To aid libraries in this important role, this proposal calls for and provides guidelines for the enhancement of children's Korean language collections and programs in public libraries to help Korean heritage children maintain their HL. This will be done through a focused analysis of three local library systems: the populations they serve and the types of collections they provide. Further, a closer look will be provided regarding issues of cataloging, specifically within the Korean language collections. A discussion of these issues and subsequent guidelines will be provided. It is hoped that this proposal can further be used as a framework to enhance the collections for other linguistically diverse communities as well.

II. Current State of Library Collections and Programs

Demographics Analysis

The demographic data for this proposal was collected by the American Community Survey (ACS), which is compiled by the U.S. Census Bureau every year for the purposes of providing information on the social and economic needs of each community. According to the ACS, in 2018, there were over 50 languages that were spoken at home other than English in the research area; the number of people who spoke Korean was 25,413, ranking the Korean language seventh overall in the area (ACS, 2018).

Library Website Analysis on Children’s World Language Collections & Programs

Table 1. Public Libraries and the Number of Its Branches

Library	A	B	C
Branches	8	3	25
Affiliation	County	City	City

In an attempt to navigate the current state of children’s Korean collections, three websites of multi-branch public libraries in the Bay Area were examined (See Table 1). One of the multi-branch libraries was affiliated with the county and the other two libraries were associated with the city. The county library has eight

branches, and the other city libraries have three branches and 25 branches. The number of children's Korean language books from the three multi-branch libraries was combined and compared to the sums of six other language books: English, Spanish, Chinese, Vietnamese, Hindi, and Japanese. In addition, programs provided for children were examined through the library websites. These six languages were chosen partly because they are the demographic majority. One exception was the exclusion of the Tagalog collection; although their population accounted for a higher percentage in this area, they were excluded from this count simply because their collections were either not available or had too few to compare.

For this proposal, the types of books that were examined included picture books, e-books, and fiction/non-fiction books. These publications were also examined to find out the number of purchases of new books and the number of outdated books (for the purposes of this proposal, "outdated" is equivalent to 11 years or older). In addition to the mentioned reading materials, children's programs for linguistically diverse communities were also examined.

Findings

1. Population and Availability of Books for Each Language

Table 2 indicates the population that speaks each language in the Bay Area and the total number of children's books among the three library systems combined. As mentioned above, the Korean speaking population was 25,413, which was ranked seventh following English, Spanish, Chinese, Vietnamese, Tagalog, and Hindi (ACS,

2018). The available number of books per language was not shown to be proportionate with the population, and for some language speaking populations, including Korean, the indicated availability was especially low.

Table 2. Population of the Bay Area by Language Spoken at Home vs. Book Numbers by Language

Language	Population	Books
English Only	856,183	317,922
Spanish	320,676	18,653
Chinese	170,758	11,083
Vietnamese	117,542	2,869
Hindi	42,317	1,306
Korean	25,413	1,704
Japanese	12,666	2,093

2. The Number of Available Children's Books

Figure 1 presents the low availability of books for linguistically diverse communities more graphically. The available number of Korean books per hundred individuals is 6.71, which is similar to the number of books for Chinese (6.49) and Spanish (5.82). For the Vietnamese and Hindi population, access to books in their languages appears to be even more sparse. The number of available children's books per hundred individuals reveals the significant discrepancy between reading resources for English speakers and non-English speakers.

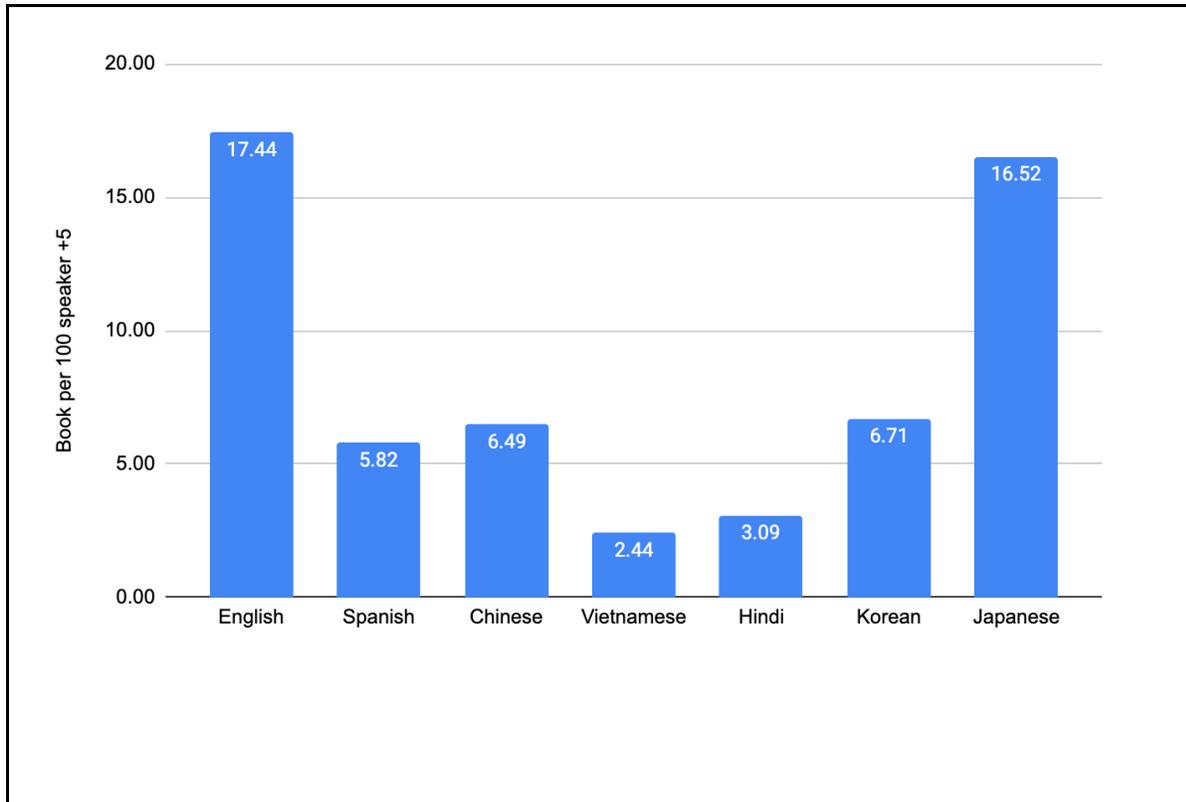


Figure 1. Children's Books Per Hundred Speakers over 5 Years Old and Over

3. Types of Collections

As Figure 2 below shows, the ratio of fiction books in all languages was higher than that of non-fiction books. While about 40% of the children's collections were non-fiction books in English, Spanish, and Vietnamese, the ratio of non-fiction books for Chinese, Hindi, and Korean was around 20% ranging from 15.08% to 24.96%. This is important to note, because non-fiction books about social studies in Korean are beneficial for Korean heritage children to build a foundation of cultural knowledge of Korea.

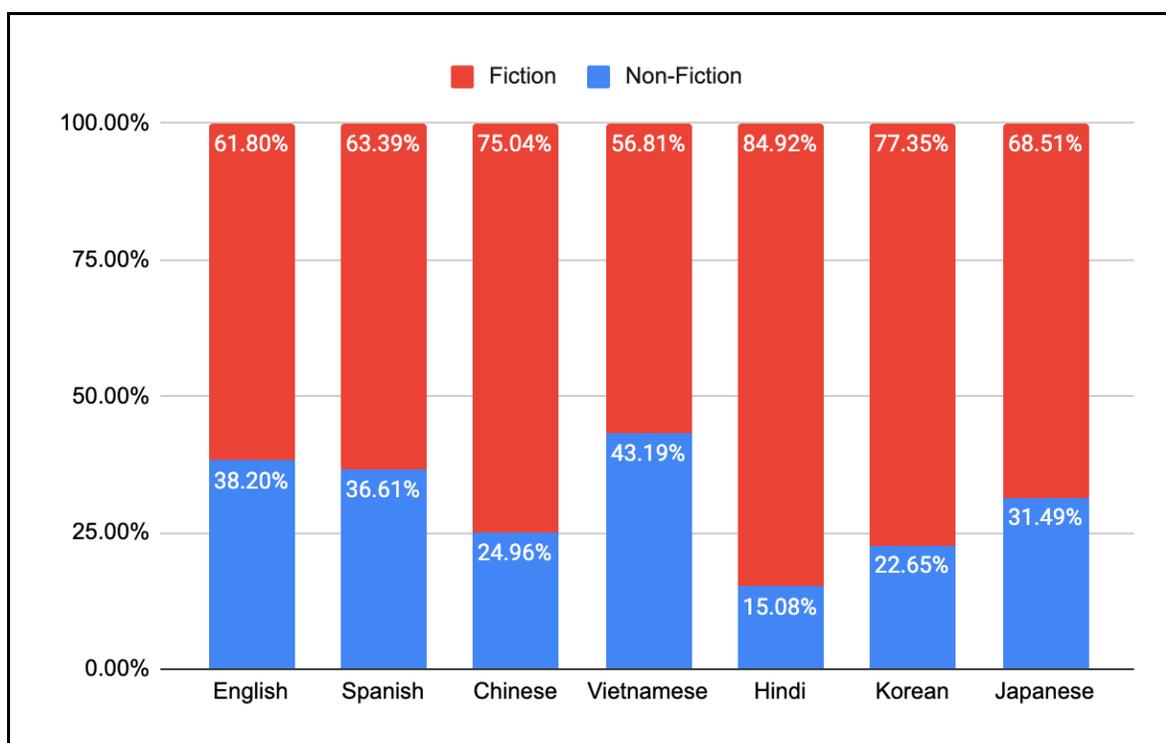


Figure 2. Proportion of Non-Fiction Children's Books

In the examination of e-books, Table 3 indicates a great disparity between languages. The percentage of e-books in English and Spanish collections was 26.40% and 21.78%, respectively, while the other languages had very few e-books.

Table 3. Number of E-Books by Language

Language	The Number of E-Books	Percentage
English	83,919	26.40%
Spanish	4,063	21.78%
Chinese	1,411	12.73%
Vietnamese	27	0.94%
Hindi	1	0.08%
Korean	38	2.23%

Japanese	1	0.05%
----------	---	-------

4. Recency of Publications

The total number of Korean books for children in three multi-branch libraries was 1,704. The result showed that 68.48% of the total children's Korean books were published over 11 years ago, Conversely, only 6.04% of children's Korean books were published within three years, whereas 21.51% of English, 21.47% of Spanish, and 15.95% of Chinese were published in the same timeframe.

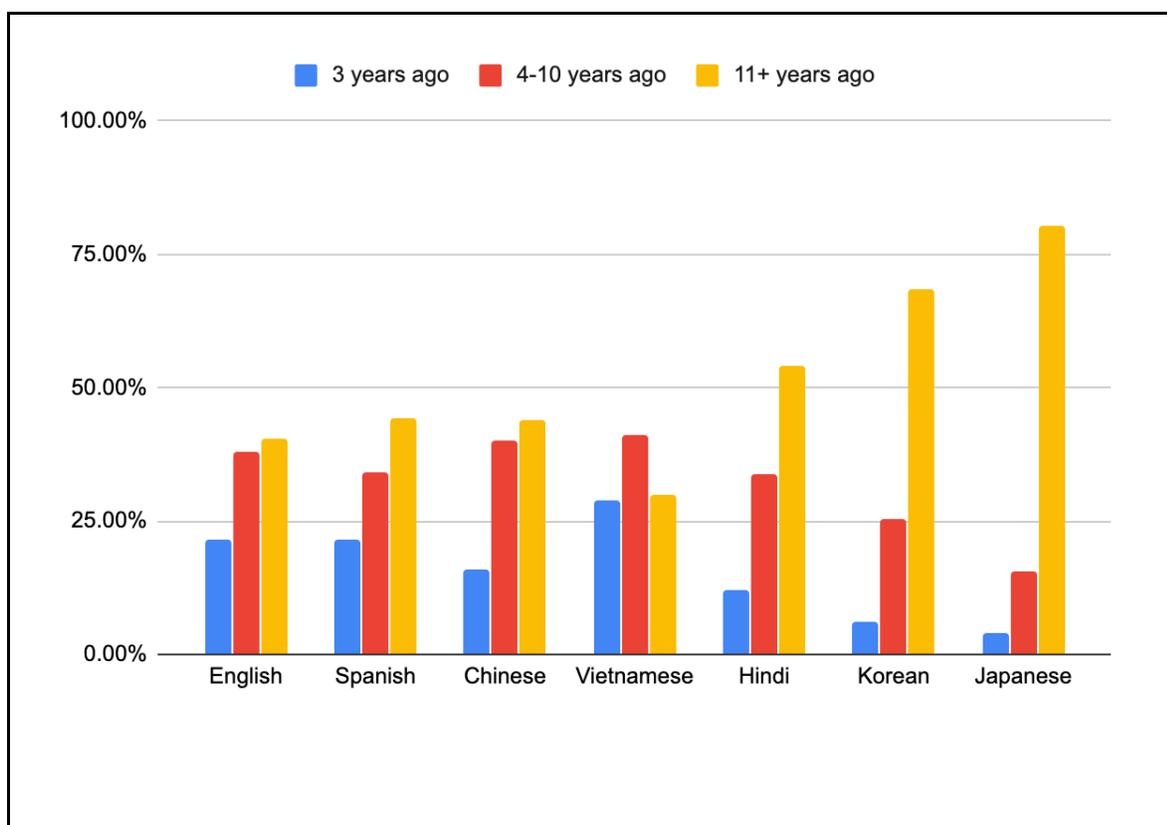


Figure 4. Distribution of Year of Publication

5. Cataloging

Since this proposal is focused on children's Korean collections, the cataloging examination was conducted only for Korean collections for children. Figure 5 reveals

two inefficient cataloging methods found in children's Korean collections. The first problem was that there were no thumbnail images, even for the picture books, which diverges from the cataloging for English and Spanish collections which do provide thumbnail images for their books. Thumbnail images can be an important aid in helping a reader decide whether to borrow a given book by capturing a visual of the book or giving the reader the opportunity to envision the contents. The other problem was in the subtitles/translations, as well as the authors' names (shown in the blue box in Figure 5), which are unreadable because they are neither Korean nor English. Figure 5 shows an attempt to provide the phonetic pronunciation of the Korean title but uses symbols and other letter combinations that do not translate to either English or Korean words.



Figure 5. Cataloging Issue: Unknown Characters

Figures 6 and Figure 7 present the inconsistency of titling. Figure 6 shows that the titles of books were sometimes written with Korean characters, and other times, titles were written in phonetic English or some form of English translation that had symbols and unidentifiable characters not akin to Korean or English.

<p>이상 한 손님 Isang han sonnim by 백 희나, author, illustrator • Paek, Hüi-na</p> <hr/> <p> Book - 2019 Korean J KOR PICTURE BOOK Paek Available but not Holdable View details</p>	<p>마음아 안녕 Maŭm a annyŏng by 최속희, author • Ch'oe, Suk-hŭi</p> <hr/> <p> Book - 2019 Korean J KOR PICTURE BOOK Choe Available but not Holdable View details</p>
<p> Aböji ka ttal ege kkok hago sipün mal by Kil, Chu</p> <hr/> <p> Book - 2003 Korean J KOREAN 158.1 KIL Available but not Holdable View details</p>	<p> Ya, palchaguk ida</p> <hr/> <p> Book - 2003 Korean J KOREAN 590 YA Available but not Holdable View details</p>

Figure 6. Cataloging Issue: Inconsistent Title Cataloging

Figure 7 shows an example of typing errors that were found in cataloging. These are errors that were discovered either in the spelling of the title or in the description of the language of the book.

<p> 더놀고자면안돼ㅇ ㅍ? Tö nolgo chamyön andwaeyo? by Niland, Deborah</p> <hr/> <p> Picture Book - 2012 Korean JP KOREAN NILAND Available but not Holdable View details</p>	<p>Miraega onda ingongjineung 미래가 온다 인공지능 by Kim, Sunghwa</p> <hr/> <p> Book - 2019 Japanese J KOR 006.3 Kim Available but not Holdable View details</p>
--	--

Figure 7. Cataloging Issue: Typing Errors

The examples in Figures 5, 6, and 7 were merely anecdotal cases of these larger cataloging issues. Inefficient and inconsistent cataloging could possibly cause confusion for patrons and challenges in finding these resources, thus hindering utilization. It is particularly important to have accurate and consistent cataloging in light of the already sparse availability of these materials. Greatly limited availability, coupled with difficulty in finding these items, could discourage patrons from taking advantage of these resources at all.

6. Programs

While libraries often offer excellent programs in English (e.g., storytimes, reading buddies, ‘1000 books before 6,’ take-home kits) that help promote early literacy and reading, it was found that it is not the case for linguistically diverse communities among the libraries examined for this proposal. Most libraries provide English and Spanish (including English-Spanish bilingual) storytimes at least 1-3 or four times a week by age groups, yet storytimes in other languages were offered in limited languages and in only certain locations, regardless of demographics of that area. For example, most libraries in this area provided Chinese or English-Chinese bilingual storytimes and take-home kit materials (bags provided by the library that contain reading resources and other children’s activities to complete at home), and only one library provided Vietnamese storytimes but no take-home materials. Although the frequency and quantity of the programs for other language speakers are far lower than English, storytimes in certain world languages do exist (e.g., Arab, Chinese, Japanese, Mandarin, Russian), as well as bilingual storytimes (e.g., English-Spanish,

English-Chinese, English-Vietnamese). It is notable that none of the libraries studied for this proposal provide storytimes or other programs for Korean heritage children.

III. Issues with Children's Korean Language Collections

The findings above reveal that children's world language collections and programs are greatly disproportionate by languages, and it also highlights issues that need to be improved within children's Korean collections. The analysis shows the insufficient availability of children's Korean book collections. In addition, in reviewing the date of publication of Korean books, it was found that the majority of the books in the Korean language collections of these libraries were older or outdated. The content of the books also showed that there was room for improvement in the type of books available to Korean children. For example, there was a lack of culturally relevant social studies books, as well as digital format books. Even with the sparse collection of books available, issues with cataloging could pose challenges to patrons to find or discover them. It would be beneficial to develop a standardized, replicable method of cataloging foreign language books to make finding these resources more efficient. Finally, despite the existence of library-sponsored language programs and services for other language communities, there seems to be a notable lack of similar programs and services available for Korean heritage children. Since this proposal discusses issues found through the examination of the library's online systems, other issues related to library management (e.g., limited space for Korean books, funds, budget priorities, sourcing) are important topics that should be covered with further research.

IV. Guidelines for Enhancing Children's Korean Collections

Cultural Competence Reinforcement

For many libraries, building and managing world language collections are challenging mainly because of the language barrier (Ly, 2008). Thus, libraries tend to rely on a limited number of vendors or publishers to purchase world language children's books based on their availability, rather than the needs and interests of their communities (Atlestam et al., 2011). This may not be the most effective way to curate a world language collection, not just because of the possibility that certain vendors may suggest books that are either irrelevant to patrons or unpopular, but more importantly, because they may contain some subtle but inappropriate bias (Atlestam et al., 2011).

Therefore, specific to Korean language collections, it would be helpful for libraries to develop a deeper cultural competence to alleviate some of these challenges and to strengthen their collections for the Korean language communities. Expanding cultural competence by recruiting Korean bilingual librarians would be the most ideal way to resolve these constraints. Yet, understanding that this is obviously not a feasible or even reasonable expectation for every individual library, libraries can look to the Korean patrons around their own communities to help mitigate limitations of language and cultural knowledge. Collaboration with the Korean

community will be highlighted here as a significant measure to enhance libraries' Korean language collections for children.



“...with or without multilingual staff, working with the community, getting to know its needs, collaborating with other libraries to share ideas and information...can help a library be successful.” (Hill, 2008, p.13)

1. Korean Bilingual Librarians

If a library has the capability to do so, through budgeting and hiring priorities, having a bilingual staff member would offer a significant advantage, both in terms of making connections with community members and being able to appropriately curate and catalogue materials (Hill, 2018). With their special competence in knowledge of Korean language and culture, Korean bilingual librarians can be deeply involved in book selection and cataloging children’s Korean language collections. For example,

they can locate trustworthy vendors both in the U.S. and in Korea, and from those vendors, purchase relevant, high quality books that the Korean community needs. Without relying on vendors, Korean librarians also can hand-pick more appropriate materials that are unbiased and current. Moreover, they can even play a symbolic role in inspiring Korean children to pursue an occupation that requires a higher education (Atlestam et al.,2011). It could also help Korean children to feel more validated and secure in their own cultural background if they see someone in a professional role who understands their stories and traditions. In this context, Korean bilingual librarians can significantly contribute to strengthening children's Korean collections.

2. Partnerships

Despite the clear advantages of having Korean bilingual librarians to help bolster Korean language collections, recruiting them might not always be possible. Partnerships with other local libraries is a great way to share knowledge and resources and mitigate the shortage of staff who have knowledge of Korean language and culture. Even partnering with public libraries in Korea would be a useful and enlightening way to find the best reading materials. For example, the Children's Public Library under Seoul Metropolitan of Education, is the biggest and oldest children's library in South Korea, and they provide updated book lists for children on a monthly basis, as well as recommended book lists by grade twice a year; this would be an incredible resource for guidelines when curating books for children's Korean collections in the U.S.

Partnerships with local Korean HL schools would also be extremely beneficial to libraries. Korean HL schools are not just experts in Korean language and culture but

also have a pulse on the needs of the immediate surrounding Korean community. With the help of Korean HL schools, libraries could better source and curate their collections, and more effectively encourage children's Korean literacy. This partnership would be mutually beneficial, because Korean HL schools, which often deal with a lack of quality reading resources, would then benefit from the libraries' bolstered Korean language collection.

3. Korean Volunteers

Along with bilingual librarians and partnerships, libraries also can recruit Korean bilingual volunteers who can help librarians with program development or any kind of that requires knowledge of Korean language and culture. Many Korean parents might be willing to serve as a volunteer if it meant they can help enrich and support the Korean community's desire to preserve the Korean language. Substantial research has revealed Korean parents' strong desire to develop and maintain their children's Korean HL (Brown, 2011; Lee, 2002; Shin, 2005; Kang, 2012). The majority of Korean parents are clearly aware of the value of utilizing both languages (English and Korean) and want their children to become fluent in English while concurrently preserving their Korean language, culture, and values (Shin, 2005). Korean volunteers can serve a valuable role in library systems by contributing their cultural knowledge and experience to help the improvement of programs and collections.

Recommendations: Enhancement of Children's Korean Collections

1. Collection Improvements

1.1. Content and Format of Children's Korean Collections

Fiction and Non-Fiction Books Related to Korean Culture and Society

By developing a deeper awareness of Korean culture, public libraries can curate more culturally relevant fiction and non-fiction children's Korean collections. Since content that conveys cultural context is hard to translate into other languages (Atlestam et al., 2011), children's Korean collections should include books that can help to inform about Korean culture and society. For example, books about traditional Korean fairy/folk tales are necessary for Korean heritage children to strengthen their Korean cultural knowledge and deepen their understanding of traditional Korean values, virtues, or world view. To this point, it was found that there were higher demands on humanities and social studies books from the country of the origin, while public librarians had a tendency to curate fiction books (Atlestam et al., 2011). Non-fiction books on humanities and society such as biographies, history, geography, religion, and politics, are important for Korean heritage children to obtain basic and fact-based information about Korea.

E-Books

As library collections become increasingly geared toward electronic availability, digital formats have also received more attention accordingly (Ly, 2018), because it can ease the time and spatial constraints of the public libraries. Digital formats (i.e.,

e-books) are particularly important for linguistically diverse groups, since, for most libraries, limited space may be an understandable hindrance to the enhancement of world language collections. E-books can help to resolve the spatial challenges of public libraries and enable public libraries to provide a great number and variety of materials for more patrons. An added benefit is that patrons can utilize the public libraries' digital materials anytime and anywhere at their convenience. It is a positive sign that libraries in this area have begun to provide e-books in different languages (e.g., English, Chinese, Spanish, even Korean), but it would be better utilized if there was greater availability. Coupling partnerships with an increase in digital formats could show a marked improvement in quality and availability of Korean language collections for children.

1.2. Collection Maintenance

Through the examination of library websites, it was found that the collections for Korean children were quite outdated. Obviously, patrons would want the latest publications in their language collections (Atlestam et al.,2011), since out-dated books might contain invalid or irrelevant content, language, or vocabulary use, and Korean patrons are no different. Along with outdated books, books in poor condition could deter and discourage patrons to use library resources, so it would benefit the library system to dispose of those types of books (RUSA, 2007), as well as regularly and continuously add new, updated books to the collection. Volunteers from the Korean community could help with this portion of the proposal as well, as they may be able to help root out outdated, unpopular, or inappropriate books.

2. Strategy Improvements

2.1. Cataloging Improvement

Due to the language barriers, cataloging world language collections is an understandable hurdle for librarians (Ly, 2008). Yet, well-organized and systematic cataloging is crucial for linguistically diverse patrons because it allows them to access the full gamut of the library's available resources (Hill, 2018). Specifically, in this area, website catalogs are required to search for resources in Korean; because different branches carry different Korean books, Korean patrons often need to search for and request the desired children's Korean book in advance and have it transferred from the other branch to the branch of their choice for pickup. This makes user-friendly and accurate cataloging crucial for Korean patrons.

RUSA (2007) provided a guideline that "all materials should be cataloged in the original language and script." As such, cataloging for the Korean collections needs to be arranged in a consistent and systematic way in Korean. First, the titles should be written in Korean so that they can be searched in Korean. Also, English subtitles should be cataloged in a consistent and readable way (i.e., without odd symbols or English phonetic spelling of the Korean words) so that people who do not speak Korean can still search and find the desired book(s). Finally, thumbnail images should be included to provide more information about the book. Consistent and reliable cataloging will greatly contribute to the ease of searching and increase the accessibility to and utilization of children's Korean collections. As important as cataloging is, the other guidelines (i.e., close cooperation with other libraries and/or the Korean community to develop better and more comprehensive content) is paramount to an improved collection overall. Then, well-organized cataloging, as well

as proper collection maintenance, will help to increase access and utilization of libraries by Korean heritage families.

2.2. Effective Survey to Determine Demand

To build or enhance children's Korean collections that meet the Korean community's needs, accurate demand surveys should be performed on a regular basis. Finding the specific needs of a given community is crucial to curating a "balanced collection," since libraries cannot serve every language in their community (Kumaran & Salt, 2010). An analysis of the needs and interests of the linguistically diverse communities assists libraries to determine all the various factors involved in building world language collections, e.g., languages that they serve, the size of the collection, sourcing (Hill, 2018).

However, demand surveys for linguistic diverse communities are challenging due to language barrier (Hill, 2018). A practical and effective way in which a demand survey can be disseminated within the Korean community is by surveying parents or guardians at Korean HL schools, making sure the surveys are available in both Korean and English languages. Also, using digital tools such as social media (e.g., Korean community websites, library Instagram/Facebook pages) can be convenient and efficient ways to conduct a demand survey. To provide better services for the Korean community, systematic and periodic demand analyses through various channels is essential.

2.3. Effective Marketing

It has been noted in research that publicizing the existence of collections is a crucial step to build or improve a better world language collection (Hill, 2018). However, oftentimes, world language collections were allocated in obscure places with almost no noticeable signs. As some Korean patrons might not be aware of the existence of the children's world language collections in their local libraries (Hill, 2018), marketing and publicizing the Korean collection and associated programs are vital to increasing its recognition and utilization of the children's Korean collection. The children's Korean language collection should be displayed visibly in libraries, as it has been recommended that world language collections must be visible and accessible not only near the collections inside the libraries but also publicized through notices and information dissemination to the community (RUSA, 2007). In addition to some older methods of publicity (e.g., word of mouth, school newsletters), the active use of digital promotion via social media (e.g., blog, Facebook, Instagram) could be a powerful way to notify and promote libraries' Korean language collections to the Korean community.

3. Program Improvements

Providing adequate programs for Korean heritage children is a key way to encourage more families to utilize public libraries, and in turn, use more of the written resources within the library as well. Storytimes and other programs offered by libraries in different languages are important for language development language development (Atlestam et al., 2011). The combination of increased programs for Korean HL communities and a well-organized world language collection would not

only benefit Korean HL children immensely, but it would also help to increase engagement with the libraries as well (Hill, 2018). Public libraries have offered an impressive repertoire of programs in English, which can be easily applied to programs for Korean heritage children.

3.1. Storytimes

Public libraries' English storytime practices can be transferred to world language storytimes for a wide range of ages with various books and activities. As mentioned, libraries in the Bay Area have already been holding world language storytimes in some languages (e.g., Arab, Chinese, Japanese, Russian), as well as bilingual storytimes (e.g., English-Spanish, English-Chinese, English-Russian), which shows that these storytimes are being utilized within the community and further argues for the inclusion of Korean language storytimes as well.

The Benefits of Korean & English-Korean Bilingual Storytimes for Children

- Korean heritage children could be exposed to the Korean language outside of the home from an early age, which would more likely be helpful in acquiring the English language as well.
- Being exposed to Korean culture will promote a positive and more enriched cultural identity.
- Korean heritage children can socialize with children from the same cultural and linguistic background, which can further stimulate their cultural and linguistic competence. The individual learner's interactions and learning from local Korean communities are critical for the attainment of high linguistic and cultural competence, as well as healthy and constructive communication and relationships with fellow community members (Choi, 2016).

- Bilingual storytimes are beneficial not only for Korean heritage children but also for native English speakers or other language speakers who seek to learn the Korean language and culture.

The Benefits of Korean & English-Korean Bilingual Storytimes for Parents

- Parents can learn new ways to interact and stimulate their children for storytime at home, as well as pick up tips on how to encourage their children's reading.
- Parents can get suggestions or inspiration about books, activities, or songs in Korean language.
- Parents can connect and build community/networks with other Korean heritage families and share their experiences and information.

3.2. Online Korean Storytimes

Online Korean language storytimes could be useful for those who are not able to physically attend a storytime at the library itself. Parents/guardians could still receive the benefits of having children engage in listening to a Korean story and following activities spoken in the Korean language, while also gaining tips and suggestions to enhance children's HL literacy. In this technologically advanced age, public libraries can alleviate issues regarding time and space within the library, while expanding the use of its resources and increasing engagement with the library.

Benefits of Online Storytimes

- Since online storytimes are free of time and space restrictions, parents can use online storytime at their convenience.
- Since librarians who lead the storytimes do not need to attend physically to the libraries, the shortage of Korean librarians can be mitigated.

3.3. Other programs

Reading programs, where a child would be connected to a more literate partner (peer or possibly a slightly older child), can aid in literacy development (Vygotsky, 1978). As such, libraries can provide a healthy venue for peer reading with friends or different age groups to encourage reading and literacy. While reading with a reading partner, children could develop a more positive association with Korean literacy and reading.

Libraries can also collaborate with Korean communities to create and provide useful cultural programs for Korean heritage children. In addition to storytimes, as mentioned above, libraries can create take-home kits for Korean children which could increase a child's engagement in the Korean language and culture. Korean heritage cultural programs could also teach Korean culture not only for Korean heritage children but for other language communities who are interested in Korean culture. Some examples of Korean cultural ideas that would be introduced are traditional Korean holidays and traditional dance and musical performances. These kinds of programs can help Korean heritage children to stay connected to their Korean culture and language, giving them a sense of pride or ownership of their background. Ideally, this will, in turn, translate to greater motivation to invest in Korean HL education.

V. Expected Benefits

A sufficient supply of high-quality resources will increase Korean heritage children's accessibility to valuable written materials, which will ultimately help to promote their Korean language maintenance and development. Moreover, building and enhancing children's Korean language collections and utilizing them in local public libraries can foster an atmosphere of inclusivity of the community and further stimulate positive attitudes toward Korean language and culture. The positive impact of strengthening children's Korean collections go beyond the individual; the effects will be felt through communities, the country, and society overall.

Effects on the Individual

The importance of HL maintenance has been advocated by many scholars and has been shown to help enhance students' sense of identity, self-esteem, self-concept, and even improve academic performance (Baker, 2017). In particular, Korean language proficiency has been closely linked to having a positive cultural identity (Lee, 2002), a sense of belonging to the Korean culture, a deeper understanding of Korean cultural values, and overall more positive social interactions and relationships (Cho, 2001). Strengthening public libraries' HL children's collections by providing high quality reading materials and programs can significantly aid in developing HL literacy and maintenance for Korean heritage children. Exposure to Korean books and programs can encourage children's interests in developing and maintaining their Korean language and culture. In addition, increasing utilization of

Korean books in local public libraries can give children the sense of being an important and included member of that community, as well as help cultivate a positive attitude toward the Korean language, which plays a critical role in motivating HL maintenance (Atlestam et al., 2011).

Effects on the Korean Community

Along with the benefits to individuals, reinforcing children's Korean collections in local public libraries can contribute to Korean community building as well. The opportunity to partner and collaborate with public libraries for Korean collection enhancement and programs can help Koreans to feel a sense of pride and recognition of their own culture while also giving them a sense of belonging to their surrounding community. This collaboration can further encourage the Korean community's engagement to the mainstream (English speaking) community (Eisenclas et al., 2013). The recognized cooperative effort between the Korean community and public libraries can help foster respect and inclusivity not just for Korean but for other diverse communities as well.

Effects on the Nation

As the world becomes more globalized politically and economically, bi/multilingual competence has become a valuable resource in recent years (Atlestam et al., 2011). This development is a stark departure from previous times in history when HLs were undervalued, and at one point, even banned (Lee & Wright, 2014). So, children who spoke other languages than English soon became English monolinguals with the onset of formal education (Choi, 2016). To avoid what Cummins (2001) called

the “squandering of linguistic resources,” (p.16), American public institutions can play an important role in recognizing the significant social and geopolitical benefits of supporting HL maintenance in diverse communities. Public libraries have a unique opportunity in this regard and can foster the maintenance of Korean HL by enhancing Korean language children’s collections and programs. By recognizing and attending to the needs of Korean children’s HL maintenance and literacy, the benefits can go well beyond the individual child or family and extend to communities and society overall.

VI. Resources

As previously mentioned, in Korea, the public children's libraries provide lists of recommended books by age and grade, which are updated on a regular basis. This is a great resource for the most up-to-date and popular books in Korean children's literature. While this is an obvious resource that U.S libraries can use to better curate their own collections, the caveat is that these lists are written only in Korean. This further highlights the benefits of partnering with the local Korean community, who could easily translate or act as a liaison in a library to library partnership.

1) Ministry of Culture, Sports, and Tourism

https://www.mcst.go.kr/usr/child/s_enter/book/bookList.jsp?pTab=02&pRegYear=2019&pRegMonth=00&pSearchType=A.TITLE&pSearchWord=

2) Children's Public Library in Seoul Metropolitan of Education

- Monthly Recommended Books - Fiction

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=106&manage_idx=876

- Monthly Recommended Books - non-Fiction

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=160&manage_idx=1601

- Recommended Books by Grades: twice a year (Winter and Summer break)

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=158&manage_idx=1332

- Awards Books from Korea

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=191&manage_idx=1646

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=191&manage_idx=1647

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=191&manage_idx=1648

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=191&manage_idx=1649

http://childlib.sen.go.kr/childlib/board/index.do?menu_idx=191&manage_idx=1650

REFERENCES

- Atlestam, I., Brunnström, A., & Myhre, R. (2011). Collection development for immigrants - what to purchase, and why? Findings in Gothenburg, Sweden. *International Federation of Library Associations and Institution(IFLA)*, 37(1), 69-79.
- Baker, C. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Bristol: Multilingual Matters LTD.
- Cho, G. (2000). The role of heritage language in social interactions and relationships: reflections from a language minority group. *Bilingual Research Journal*, 24(4), 369-384.
- Cummins, J. (2001). Bilingual children's mother tongue: why is it important for education? *Sprogforum*, 7(19), 15-20.
- García, O., Zakharia, Z., & Otcu, B. (2013). *Bilingual Community Education: Beyond Heritage Language Education and Bilingual Education in a Global City*. Bristol, UK: Multilingual Matters.
- Krashen, S. (2004). *The Power of reading: Insights from the Research* (2nd ed.). Portsmouth, NH: Heinemann.
- Eisenclas, S.A., Schalley, A.C., & Guillemin, D. (2013), The importance of literacy in the home language: The view from Australia, *Sage Open*, 3(4), p. 1-14.
- Hill, J. (2018). Building for diversity: how public libraries can create great multilingual collections. *Dalhousie Journal of Interdisciplinary Management*, 14. 1-15.
- Lee, J.S (2002). The Korean Language in America: The role of cultural identity in heritage language learning. *Language, Culture and Curriculum*, 15(2), 117-133.

- Ly, V. (2018). Assessment of multilingual collections in public libraries: a case study of the Toronto public library. *Evidence Based Library and Information Practice*, 13(3), 17-31.
- RUSA. (2007). Guidelines for the development and promotion of multilingual collections and services. *Reference & User Services Quarterly*, 47(2), 198-200.
- Tse, L. (2001). Heritage Language Literacy: A Study of US Biliterates. *Language, Culture and Curriculum*, 14(3), 256-268.
- U.S. Census Bureau (2018). *Language spoken at home by ability to speak English for the population 5 years and over*. 2018 American Community Survey 1-Year Estimates.