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A Study of A Multicultural Education Program for South Korean Youth Using a High School
Mentor- Small Group Elementary School Mentees Model

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An abstract of

a thesis submitted to the Faculty of Emory College of Arts and Sciences

of Emory University in partial fulfillment

of the requirements of the degree of

Bachelor of Arts with Honors

Division of Educational Studies

2014

Abstract

A Study of A Multicultural Education Program for South Korean Youth Using a High School
Mentor- Small Group Elementary School Mentees Model

By So Bae Park

This research project focuses on the design and implementation of a summer

multicultural mentoring program in an elementary school in Maseog, South Korea. Utilizing a

mixed-method research based on multiple data sources, the study seeks to understand if and

how the mentoring program influenced participants' self-concept, multicultural understandings,

interest for learning, and the degree of attachment to the school. The mentoring program brings

together "native" Koreans and bicultural Koreans to help both groups learn to dialogue and

bridge differences. Eighteen students participated in the program: thirteen elementary school

student mentees and five high school student mentors. Thirteen mentees' pre- and post-survey

were analyzed and the findings suggest the mentoring program positively influenced all

bicultural Korean and moderately influenced native Korean students. Interviews with thirteen

mentees, writing samples, informal dialogues, five mentors' journals, and field notes are used

as data sources for the qualitative portion of the study. Findings from these data sources

indicate that native Korean mentors became more flexible in understanding children with

different cultures, and mentees improved in language skills, increased interest in learning and

degree of attachment to school. The findings suggest that both native and bicultural Korean

students can benefit from a group-mentoring program. Suggestions are made for the future

implementation of the program.

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CHAPTER 1: The Research Problem

In April of 2013, a frustrated teacher in a small public elementary school in Maseok, a rural city of Korea, called the office in Sung-kyun Creative Thinking (SCT) Research Center, located in my hometown, Seoul. She complained about her multiethnic students, Chinese-Korean and Philipino-Korean, distracting the Korean students in the classroom. She complained that the multiethnic students were not listening to her in class, not paying attention to the class material, chatting with students sitting next to them, and being lazy with assignments. Later, after several dialogues I found that the problem stemmed from the teacher's difficulty in understanding the students' language. As a research assistant in the SCT Research Center and a volunteer at an after-school community center for students from multicultural backgrounds, I learned that complaints about multiethnic Koreans not doing well in school and being potential trouble-makers were common across the nation. I also found that the elementary school principal's notion and, by and large, the school's general notion of these kids depended on how teachers described them on school report cards- *falling behind, disorderly, and inattentive.*

Yet, the root of this problem stems not just from students' misbehavior in class, but also from Korean educators and native Korean students' lack of understanding of their multiethnic students. As such, it is important that both parties, multiethnic children and native Koreans alike, learn to better understand each other. My research analyzes a group-mentoring program that intends to alleviate the obstacles that hinder the possibility of multiethnic students' having enjoyable school experiences. In this study I hypothesize that the mentoring program would positively influence mentees' 1) feeling of attachment to school, 2) self-esteem and 3) interest in learning. Specifically, this mixed method study

hopes to uncover the most important elements that may lead to multiethnic students having a successful and pleasant educational experience.

Statement of the Problem

Since the financial crisis in 1997, there has been tremendous change in the composition of the Korean population due to the decreased fertility rate, an increased elderly population, and the influx of migrant workers and immigrant brides from East Asian Countries, including China, Vietnam, and Japan (Korea Immigration Service, 2011). In fact, Korea maintained what Koreans customarily call a "pure-blood," ethnocentric tradition for 5000 years of history until recent years when the number of international marriages grew rapidly, turning a once racially and ethnically homogeneous Korea into a multicultural society. Approximately 2 % of the national population is made up of foreign residents and this number is increasing every year (Korea Immigration Service 2010). By 2011, 144,681 international immigrants came to Korea to be married (Korea Immigration Service 2011). International marriage accounts for about 10% of the total marriages in the general population and 30% of the marriages in rural areas (Kang 2010). The increasing diversity in the overall population is mirrored by the diversity of Korea's student population. As a result, such changes in ethnic landscapes have been affecting Korea's education system, as children from multicultural families often struggle in schools. Kye Sook Park (2009) reports that some children with mixed ethnicity struggle due to financial difficulties, get bullied, or experience hardship in the current education system. In fact, based on a survey of a sample of multiethnic Korean students by the Ministry of Gender Equality & Family, 23.8 % reported to have quit school due to problems in their relationships with friends or teachers, 18.6% for financial complications, and 9.7% for difficulty studying in school. Additionally,

children with mixed ethnicity were reported to have experienced the most discrimination from their peers (Ministry of Gender Equality & Family 2011).

Furthermore, multiethnic children are typically portrayed as having low self-esteem, antagonistic attitudes, being introverted, and lacking parental guidance. The Ministry of Gender Equality & Family's report illustrates that multiethnic children's typical afternoon consists mostly of watching television or video tapes (47.1%), taking rests or sleeping (32.6%), playing online games (29.4%). These children scored lower participation rate on the following: spending time to do academic related activities, such as working on homework or studying (30.3%), going to afterschool classes (6.5%), and doing self-guided studies at school (5.3%) (Ministry of Gender Equality & Family, 2012).

This means that the Korean society needs to provide corresponding educational support for these children to grow and enjoy their childhood in their schools and community. If these children continue to struggle in the school environment and do not receive proper education or socialization, they may have difficulties coping with standards, values and needs of a society. It becomes clear, then, that for the wellbeing of the nation it is important to improve the inclusion of children from multicultural families. In order to understand how a nation can better support children with mixed ethnicities, *we first need to investigate the means to create educational environment for all students.*

Purpose of the Study

The purpose of this mixed-methods research is to analyze the impact of a group-mentoring program called *Camp of Hope and Dreams,* which was implemented for 10 days in an elementary school in South Korea in July 2013. There were eighteen participants: thirteen mentees and five mentors. All mentees were from low-income families; ten were

native Koreans and three were from families of multicultural background. No study to date has looked specifically at educational programs employing multicultural education with elementary school students in Korea. Previous empirical research indicates that most multicultural education mentoring programs in Korea involved 1-on-1 mentoring with one native Korean mentor and only one mentee from multicultural families (Seo, 2010). However, such practice is limited in that multiethnic children are more exposed to native Korean children than other multiethnic children. Although having diverse gender and ethnic representations of schoolteachers have little effect on educational attainment, students' "attitudes would appear to be influenced by whether they had at least some teachers of similar race, gender, and ethnicity," which may make a long-term life change (Carrington, 2002; Goldhaber & Brewer, 1995). A reasonable multicultural education should cater to a realistic setting that has mentees and mentors from both multicultural and Korean families in the same classroom to learn about and celebrate diversity. As Yoon's study (2009) suggests, children from multicultural families share extensive similarities with children from Korean families; Yoon also claims that mentoring programs facilitate the embracing of cultural differences among children. Thus, the goal of a mentoring program for the purpose of multicultural education is to encourage both mentors and mentees to engage in cross-cultural communication and eventually to develop cultural flexibility -- the "propensity to value and move across different cultural and social peer groups and environments" (Carter, 2010).

Research Questions

The following three questions guided this study of a group-mentoring program:

1. Did the program influence mentees' view of themselves and school, and, if so, in what ways were these changes evident?

2. Did the program influence mentors' multicultural understanding, and, if so, in what ways were these changes manifested?

3. What were the successes and challenges of the program?

Educational Significance

There is little research focusing on the benefits of group mentorship on mentees from both Korean and multicultural families. One goal of implementing multicultural education in schools is to provide equal educational opportunities to all students. Yet, traditional approaches to group or individual mentorship with only multicultural students have only separated students because it lacks the necessary interaction between multiethnic students and native Korean students. We know from the history of education that segregation and tracking in schools have not only set disparate educational settings for different groups of students, but also resulted in social and economic inequalities (Cater 2010). I hope the program design and this study of a group-mentoring program in a public elementary school can be in use to future programs that attempt to profoundly alleviate students' social difficulties in school and cultivate cultural flexibility as global citizens in a diverse society.

Definition of Terms

To avoid misinterpretation of terms that are used often in this paper, I will provide in this section a definition of these terms.

Mentoring. Mentoring is a process or a relationship between an experienced mentor and one or several mentees in which the mentor facilitates intellectual and personal growth through interactions based on trust.

Immigrant brides/wives. Immigrant brides or wives are non-Korean citizen brides, mostly from East Asian countries such as Taiwan, Singapore, China and Vietnam, who came to South Korea for international marriage with Korean grooms.

Multicultural child. Multicultural child is an interracial or multiethnic Korean child with at least one immigrant parent. The term 'multicultural' is often used among Koreans to denote interracial or multiethnic children living in South Korea. In this study, my sample of multicultural children is limited to bicultural Koreans, thus, henceforward, I will use *bicultural* instead of multi-ethnic. Bicultural children in my sample are born between an immigrant mother and a Korean father.

Ethnicity. Ethnicity is a classification based on the continent (e.g. Europe, Asia, Africa, North America, South America, etc.). Multiethnic children are born to parents from different ethnicity, but can be of the same race.

Race. Race is a classification based on genetic markers and is characterized by supposedly distinctive and universal physical characteristics (e.g. facial form, eye shape, skin color, etc).

Chapter 2: Review of the Literature

Multicultural Education

To promote social cohesion in a diverse society, multicultural education has risen as an international educational issue. Banks and Banks (1995) define multicultural education as

a field of study and an emerging discipline that aims to create equal educational opportunities for students from diverse racial, ethnic, social-class and cultural groups. One major goal of multicultural education is to help all students to acquire the knowledge, attitudes, and skills to interact with people from diverse groups. Many theorists are of the view that multicultural education will ultimately create a moral community that works for the common good.

Multicultural education was primarily developed in Western countries such as the United States, Canada, and Australia (Banks 2001) in reaction to the Civil Rights Movement of the 1960s. For more than a century, for example, the United States has grappled with the ramifications of social differences and the existence of intergroup conflict fomenting bias, intolerance, and discrimination (Carter 2010). One "intangible" goal of the 1954 *Brown v. the Topeka*, Kansas Board of Education legal precedent was to facilitate cross-cultural communication among racial groups previously isolated and alienated from one another (Wells 2000). While local communities and schools are more segregated than ever (Orfield 2001), forces of globalization and rapid exchange of goods and ideas across international borders compel persons to engage with diverse perspectives, cultures, and identities in the UNITED STATES society.

Asian countries such as Japan, China, Hong Kong, and South Korea have only recently shown interest in multicultural education. In fact, the South Korean public educational system began to address multicultural education in response to the newly emerging racial and ethnic diversity in Korea only since the early 2000s (Korean Ministry of Education and Human Resources Development, 2006).

The Multicultural Context of South Korea

South Korea remained as what Koreans often call a "pure-blood," ethnocentric tradition for 5000 years of history, until recent years when the number of international marriages grew rapidly, turning a once racially and ethnically homogeneous Korea into the beginnings of a more global and multicultural society.

Increasing ethnic and racial diversity of foreign children of migrant workers. An increasing number of foreign laborers from China (including Korean Chinese) (35.4%), Philippines (9.0%), Thailand (4.8%), and Vietnam (4.3%) have moved to South Korea (Korean Ministry of Education, 2006a). The number of foreign migrant workers was approximately 6,409 in 1987; however, by 2005, the number increased to be 345,679, of which 180,792 (52.3%) were undocumented (Korean Ministry of Education, 2006).

After the recent dramatic increase in foreign labor, the number of school aged foreign children living in Korea has been increasing, and the number of undocumented children is similarly increasing (Lee, 2009). The number of foreign children in school age was estimated at 17,287 in 2005 (Korean Ministry of Education, 2006). Among this number, 7,800 children attended foreign schools sponsored by their own countries, and 1,574 children attended Korean schools (Lee, 2009).

The South Korean Nationality Law states that children adopt the nationality of their parents, which means that children born to foreign parents are not considered to be Korean citizens. However, under the United Nations International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, children of foreign migrants are entitled to the same basic education rights as Korean children as long as they

reside in Korea (Lee, 2009; Korean Ministry of Education, 2006b). Yet, uncertain legal status has the potential to jeopardize children's condition as was shown in the case of one Sri Lankan mother, an undocumented migrant worker, who was arrested by an immigration official from the Ministry of Justice (Lee, 2009). "After this event, the parent and the child were ordered to return to their own country, and the undocumented children who were planning to enter the school abandoned the idea of attending school because of the fear of a crackdown" (Lee, 2009).

     Multiethnic/ Multiracial children of international marriages. The number of international marriages in South Korea has increased in recent years. According to the data on international marriages from the Korean National Statistical Office (2006), international marriages amounted to 13.6% of all marriages in 2005, and a tenfold increase from 1990, and this trend is still continuing. Figure 1 shows the recent rapid increase in the number of international marriages. In 2013, 85.8% of internationally married couples consist of a Korean man and an immigrant woman, such as Chinese (59.9%), Vietnamese (18.6%), Filipinos (5.4%), and Japanese (4.4%) (Ministry of Gender Equality & Family, 2013). In particular, international marriages in rural areas, typically fishing and agrarian villages, were very common, representing 35.9% of all international marriages in South Korea in 2005 (Korean National Statistical Office, 2006). Based on the data from the Ministry of Education (2008), the number of children who have one Korean parent and one immigrant parent was 13,445 in April 2007, which was a 68.1% increase from the previous year. Among these children, elementary school students numbered 11,444, middle school students, 1,588, and high school students, 413 (Korean Ministry of Education, 2008).

Approaches to multicultural education in South Korea

Due to the significant increase in foreign migrant workers and international marriages, South Korea has been transformed into a racially and ethnically diverse society to a certain extent. In response to these demographical transitions, multicultural education has become a growing interest in South Korean education. In 2006, the Ministry of Education established a comprehensive set of measures and policies on multicultural education (2006b), entitled *Educational Support Plan for Children from Multicultural Families*. In this policy, the term *multicultural families* include families of foreign migrant workers, international marriage families, or North Korean defector families. The main purpose of the policy is to ensure the educational rights for all children living in Korea regardless of their legal status (Ministry of Education 2006b).

The policies address adolescent, familial, schooling, and societal dimensions. In the adolescent dimension, policies focus on children's basic education and abilities to adjust in school and societal norms; in the familial dimension, policies concentrate on interactions between parents and teachers and parental educational support; in the schooling dimension, the emphasis is on enhancing multicultural training for teachers and improving the pre-existing contents of school textbooks, especially regarding Korea's ethnocentrism and other texts about other ethnicities and nations; in the societal educational support dimension, policies emphasize the development of global citizenship and the effort to further the understanding among members of the multicultural society (Ministry of Education 2006b).

Unfortunately, the schools' role in Korea's multicultural education as a reform movement was limited to assimilating students into mainstream culture, while prejudice and discrimination persisted in schools (Ministry of Gender Equality and Family, 2012) because

the Korean culture and education system previously emphasized ethnic and racial homogeneity (Ministry of Education 2006a).

In order to actually support foreign migrants and children of multicultural families, multicultural education needs to go both ways for native Koreans and children of multicultural families. Banks (2001) stated that multicultural education is:

…a reform movement that is trying to change the schools and other educational institutions so that students from all social class, gender, racial, language, and cultural groups will have an equal opportunity to learn. Multicultural education involves changes in the total school or educational environment; it is not limited to curricular changes (p. 4).

Chapter 3: Methodology

Restatement of Purpose

This mixed-methods research study utilized various sources of data, such as surveys, semi-structured interviews, mentees' writing samples, and mentors' journals, from eighteen participants- thirteen mentees and five mentors. The purpose of this mixed-methods research is to analyze the impact of a group-mentoring program called *Camp of Hope and Dreams* that was implemented for 10 days in an elementary school in South Korea in July 2013.

The following three questions guided this study of a group-mentoring program:

1. Did the program influence mentees' view of themselves and school, and, if so, in what ways were these changes evident?

2. Did the program influence mentors' multicultural understanding, and, if so, in what ways were these changes manifested?

3. What were the successes and challenges of the program?

Mixed Method Research Design

To answer these research questions, I employ a mixed-methods design involving both quantitative and qualitative methods. I use a mixed-methods research because qualitative research and quantitative research provide different perspectives and each has its limitations (Creswell & Clark, 2007). Although multicultural education has become a growing concern in South Korea, there is little research or practical theories on Korea's multicultural education that may guide practice. Korean government began incorporating multicultural education practices in 2006, in response to the increasing ethnic and racial diversity in schools. Nonetheless, only a small group of people sees the multicultural situation as a serious phenomenon and implement multicultural approaches to education in South Korea (Lee, 2008).

Quantitative research, through the use of standardized questions in surveys can gauge mentees' change in self-concept as well as attitudes toward learning and school over time. In order to understand trends of survey outcomes with small sample size, limited inferential statistics and ample descriptive statistics are used for analysis. Yet, the source of data for a survey may be inadequate for finding the reasoning behind individual students' various levels of self-concept, interest in learning, and attachment to school because it does not allow for probing. A qualitative method is most suited to examine *why* or *how* the interventions actually affect students' outcomes (LeCompte & Schensul, 1999). I utilized a qualitative case study based on various data sources, such as semi-structured interviews, writing samples, field notes, and mentors' journals. A qualitative case study method was chosen for this study

because the sample size in this study is quiet small and only a few students are from multiethnic families. Thus, a mixed methods design best fits this situation in which individual cases call for a deeper understanding. It is important to note that the findings from each case cannot be generalized into all the multicultural situations in South Korea. This study, however, includes diverse sources of data, which are analyzed. The findings of this study will have implications for future study.

Descriptive statistics. The purpose of descriptive statistics is to describe, display or summarize the sample of data in a meaningful way in order to find patterns that might emerge. Unlike inferential statistics, descriptive statistics is limited and the outcome cannot be generalized into larger population. Descriptive statistics is most suitable in this study because the sample size in this study is so small that it is meaningless to generate conclusive outcomes from inferential statistics.

Case study. The purpose of a case study is to seek to understand a larger, social phenomenon through intensive study on one particular instance (Rossman & Rallis, 2003). A case study is suitable in this study because it provides a detailed and in-depth understanding of the particularities of the specific case (Rossman & Rallis, 2003). Based on Rossman and Rallis' model (2003), "case studies are descriptive, holistic, heuristic, and inductive." I can make use of multiple sources to obtain multiple perspectives on participants' responses to the program. In fact, as I am studying two cases-- multiethnic and native Korean children--I can conduct cross-case analyses (Miles & Huberman, 1994) for comparison purposes.

Research setting and Participants

The study takes place in Maseok, South Korea. It is a small rural city that is about 2 and a half hours away from Seoul, the capital city of South Korea, by bus. A teacher in Namyang Elementary School contacted Dr. Kim at the SCT educational research center to discuss possible opportunities of receiving help. The program was held in a classroom at Namyang Elementary School. This school has a small campus and typically enrolls approximately 24 students per year. Based on conversations with all mentees, all of the participants commute to school and spend their after school time playing computer games or watching television.

I had eighteen participants (9 girls and 9 boys, M_{age}=11.3, age range: 8-19) in my study; there were thirteen elementary school student mentees (6 girls and 7 boys, M_{age}=9, age range: 8-10) and five high school student mentors (3 girls and 2 boys, M_{age}=17.4, age range: 17-19). Dr. Kim recruited mentors in Korea from January to April 2013, while I was attending college in the UNITED STATES Five mentors were native Korean, full-time high school students. Mentors were also student volunteers at SCT who regularly served the community after school. All mentors lived and went to school in Seoul.

There were thirteen elementary school student mentees. Twelve of them fully completed the program, and one mentee joined on the second day when the program was already in progress. Three participants were in fifth grade, seven in fourth grade, and three were in third grade. Among the thirteen mentees, only three of them were bicultural Korean. All of the mentees were residents of Maseok. All of them were full time students at Namyang Elementary School.

Data Collection and Analysis

I considered only twelve mentees out of thirteen for the analysis of survey data because one mentee missed the pre-test. Because a section of one bicultural Korean's survey was missing, I decided to consider only the two out of three bicultural Korean mentees' data when analyzing the trend across three variables: feeling of attachment to school, interest in learning, and self-esteem.

To serve the purpose of multicultural education, I recruited both native and multiethnic Korean students. Multiethnic students in my study are bicultural Korean, or second generation Koreans who have one Korean and one immigrant parent. Because it is difficult to enumerate all children with multicultural backgrounds in Korea, I recruited mentees through *purposive sampling*. In order to find students who may need academic support, I posted information about the mentoring program on the elementary school website. I also received recommendations from homeroom teachers for recruiting participants in the program. I then contacted potential candidates of participants and their parents through email to provide detailed information on the project and to obtain their informed consent. A total of 13 mentees were recruited. The participating bicultural Korean children are not a representative sample of the diversity and demographics of multicultural children in Korea. Also, because there are only a few bicultural Korean students, I decided not to reveal their cultural identity as it may infringe on their right to privacy.

Research on very basic demographics of the participants, semi-structured interviews with each mentee, surveys, samples of writing tasks during the program, dialogues with a homeroom teacher, feedbacks from both mentors and mentees, and mentors' journals all served as tools in the data collection process. Surveys were collected on the first and the last

day of the program. A semi-structured interview was conducted on the first day of the program. Mentees' writing samples were collected on the first and the last day of the program. Mentors' journals were collected on the day after the program ended. Field notes were taken every day throughout the program

Survey. The questionnaires provided to mentees in this study were adapted from Solji Park's (2011) study on "The Influence of Multi Cultural Family Children's Self Esteem and Learning Motivation on School Life Adjustment" and are edited to fit in the context of the mentoring program. The appendix includes the adapted version of questionnaires. These were measured on the first and last day of the ten-day program and SPSS was used to analyze the differences. I compared survey results as well as the transcriptions of semi-structured interviews, which were measured on the same days as the first surveys. To examine the influence of the mentoring program on both multicultural and native Korean mentees, I assessed the dependent variables: the changes of survey and interview results on self-esteem, attitude in learning, and feeling of attachment to school.

Semi-structured interviews. Interviews were conducted after the completion of the survey. If a mentee did not have a preference for the place in which the interview was conducted, we spoke in a private counseling room in the school. I explained the informed consent form that was already signed, and then asked the mentee to orally consent. I used a voice-recorder during the interviews. I used Babbie's (2013) suggestions for interview guide questions. I began with four open-ended questions as an icebreaker with the mentees. Even with these questions, I often developed new questions during our conversations and tailored questions to each student's interest as I felt it was difficult to engage interviewees in a conversation. Because mentees were so guarded when speaking to strangers, I had to make

questions very casual and open. The interview concluded with an opportunity for the mentee to ask questions.

I then transcribed all of the participant's interviews into a Microsoft Word document to prepare them for analysis. Organizing the transcribed interviews, I recorded any impressions or general thoughts in the margins. As I read through them, I synthesized the information by looking for patterns or common themes in the mentees' stories. I incorporated Rossman and Rallis' (2003) recommendations for coding and categorizing the information from my research, by seeking patterns and themes. This type of analytic strategy allowed me to connect data and compare or contrast individual cases. A list of relevant themes were abbreviated as codes and written next to any segment of information that was associated with the corresponding idea. I then color-coded the different categories using color highlighters.

Questions that guided the initial dialogue.

Icebreaker questions:

    a. What do you like about your school?

    b. What do you not like about it?

    c. How do you spend time after school?

    d. Ask them to draw a picture of their family with a pencil and discuss about the drawing.

Questions that guided the Semi-structured Interview for Mentees. The answer to following questions were to answer research question 1:

Research question 1: Did the program influence mentees' view of themselves and school?

    a. When do you feel most happy at school?

    b.   When do you feel most unhappy at school?

    c.   When do you feel most comfortable?

    d.   When do you feel most uncomfortable?

    e.   With whom and doing what makes you feel comfortable?

    f.   How does it feel when you return home when you feel something is difficult or tough?

    g.   What do you usually do when you feel something is uncomfortable at school?

    h.   How do you spend your time when you do not have school?

    i.   Have you ever had a tough moment in your life? If yes, could you tell me how you solved it?

    j.   What would you like to do when you grow older?

Writing samples. Two writing samples were collected from this study. "Introducing Myself-I" was conducted on the first day and "Introducing Myself-II" was conducted on the last day of the program. An example of "Introducing Myself-I" and "Introducing Myself-II" are scanned and translated in the appendix. These are collected and analyzed to assess mentees' description of themselves, writing abilities, and ways of using different expressions.

Mentors' journal. Mentors wrote a journal on the last day of the program when we all got back to SCT research center in Seoul. They were told to reflect on their overall experiences in the program. This piece of data was collected to observe the influence of the program on the mentors' participation and to look at the program from their perspectives.

Dialogues with a teacher. I had two dialogues with the same homeroom teacher from the school since several mentees were from her class. The first time was before the program began and was conducted so that I could gain basic knowledge about her students and the reasons behind her recommending certain students to participate in the study. The second dialogue was on the last day of the program when the mentors and staff were invited to the principal's office for a brief open conversation. I took notes from these dialogues after finishing the conversation.

Feedback and self-assessment from mentees. Brief self-assessments were collected during the program at the end of each day. The purpose of the self-assessment was to learn what and how students found activities to be helpful each day and to determine if the students were paying attention.

Feedback was gathered on the last day of the program in using a survey. Mentees rated how much they liked each activity and the level of helpfulness of each activity. The survey also included a section asking mentees to select which activities they wanted to participate in again in the future mentoring program.

Observations and field notes. In this study, the observations and field notes were used as supplementary data sources to corroborate the interviews, and as one of the multiple sources to validate and cross-check the findings (Patton, 2002). I had permission from the principal to observe the participants throughout the entire program. I took field notes during casual meetings with the homeroom teacher and the principal, when appropriate. As the field notes included my interpretations and insights during the implementation of the program, they were an important component of the data gathering process and were useful in data analysis.

The Design of a Group Mentoring Program

Camp Hope and Dreams **Group Mentoring Program.**

Under Dr. Suk Young Kim's supervision, I developed a group-mentoring program to bring together bi-cultural and native Korean students as an approach to implementing multicultural education. Dr. Suk Young Kim is the director of Sung-kyun Creative Thinking (SCT) Research Center in Seoul, Korea. Dr. Kim led the research on multicultural education in July 2013 and is the founder of Creative Reading program, which I used in my design. The goal of mentoring in this program is to help both multiethnic and native Korean children better their understandings of each other and mature as global citizens by nurturing a strong sense of self-concept, sense of connectivity to the school, positive attitude in learning, and by improving language skills.

The mentoring program is based on two dimensions: structural and curricular. On the structural level, the program functions with Korean high school mentors and elementary school mentees from both Korean and multicultural families. Mentees were grouped in groups of two to four. One mentor stayed as a leading mentor and four mentors interacted with different groups each day. The five mentors were native Koreans because they were convenient to recruit and had fluency in Korean language compared to typical bicultural Korean students.

Seo and Bae's research (2010) suggests that mentoring programs should address multiple levels or kinds of learning. Incorporating their suggestions into my program, the curriculum focused on three levels of learning: Creative Reading, Expressive Learning, and Kinesthetic Learning. Creative Reading engages students' learning by personalizing the

material with different learning tests after reading. Expressive learning teaches effective ways to communicate in writing and speech. Lastly, kinetic learning involves different levels of physical activities fostering interaction and cooperation with other students. Aspects of these components are elaborated in following headed paragraphs.

Creative reading. Creative Reading component consisted of two parts: reading comprehension and writing and speaking. The reading comprehension consisted of underlining the main information, understanding and answering questions related to the content, and answering creative thinking questions. The goal of reading comprehension was to understand the main point of the reading material, learn how to select the key information, and develop critical reading skills, such as understanding another person's perspective and learning the purpose of the written text. For instance, mentees read about Young Sil Jang on the first day. This book was selected because Jang is a highly regarded scientist who made many significant contributions in the field and thus known to all Koreans. A second reason for this selection is because there are several vignettes within the reading in which Jang overcomes obstacles and therefore, I believed that students might find Jang's childhood similar to their own situation and relate to the story.

The second part in my Creative Reading component is the writing and speaking section. The purpose of the writing section is to strengthen understanding of sentence structure, while at the same time training students to express their ideas, and cultivate more fluent language skills, correct grammar and spelling. The writing section has two parts. First, mentees write down their own summary of the story. They then share the summary with the group, which is the speaking section of Creative Reading component. The speaking section is designed to provide individual opportunities of self-express, to help students learn how to

communicate well, and to improve language expression skills. The last part of the writing section is creative writing, where students can draw or cut and paste a diagram or image relevant to the reading and provide written explanation of the diagram or image. In the case of the Jang reading, mentees designed their own laboratory and described in words why they selected each element in their labs. Then, following the written description, there were spoken descriptions in which students gave a tour of the laboratory to one's small group. The Creative Reading component finishes with a two-minute speech training session in which mentees present what he or she learned in this component while another mentee video records it.

Expressive learning. In the Expressive Learning component, mentees are given various opportunities to express their thoughts about a given theme. Such an activity can involve writing, drawing, speaking, demonstrating with body, craftwork, and etc. For example, "Introducing my school" involved planning which area of the school to show by having a small group discussion. Mentees voted on the places to show to the mentor within small groups. Mentees had a turn and briefly wrote about their experiences associated with the place they were introducing. Before moving to the place, mentees selected a leader to take the group on a tour, a photographer who took pictures of the place and the process of the tour, and a writer to take notes during the tour. The goal of the Expressive Learning component was to engage and expand on the Creative Reading component, especially on self-express.

Kinesthetic learning. The goals of the Kinesthetic Learning component are to

promote the feeling of unity, the acceptance of differences, and to learn cooperation. Nanta, a Korean non-verbal musical, also known as *Cookin' Nanta* in English, was selected this time because music is known as a stress reliever, and is a non-academic activity. Also, Nanta drumming instruments were available at the school. The key element of Nanta performance is playing in unison and learning to listen to others play and mimicking the rhythm.

The Implementation of the Mentoring Program

I held a mentor training session for a month for those who wanted to participate in the program. Before the training began, mentors had face-to-face conversation with the supervisor in order to understand their motivation for wanting to be mentors and to assess their personal characters. Selected mentors then completed the mentoring training that was held two or three days a week for a month. The goal of the session was to teach mentors about multicultural education and practice, to learn to guide younger students, to understand the different activities, and to communicate any unclear concepts. For every learning tasks in the mentoring program, mentors did role-playing activities, which they rehearsed with another mentor in order to fully engage their knowledge of each part of the program and to cope with possible challenges such as a mentee's inability to follow instructions or display of disruptive behavior. At the end of every training session (and each day during the mentoring program), there was a "daily digest", when mentors gathered around a table to share their daily mentoring experience and provide constructive criticism and feedbacks to each other. Also, we discussed the difficulty level of the materials covered for the day and mentees' level of comprehension in preparation for the following day. During this time, Dr. Kim and the homeroom teacher contributed and facilitated the overall discussion.

In the appendix, there is a sample of the program design for the first day. The program was scheduled to last from 9 AM until 12:30 PM every day. When the mentoring program was about to begin, we met every morning before each day of the program for 10 days to make sure that everyone knew his or her roles. The leading mentor of the day rehearsed his or her opening with the rest of the mentors. Mentors and a supervisor provided brief feedback to the leading mentor which highlighted his or her strengths and weaknesses and on which parts he/she should be cautious. A leading mentor is a mentor who guides and manages the whole class until the students are dismissed for the day. He or she explains to the whole class which activity the class should be doing and checks with the mentor(s) within each small group to ensure that everyone is on schedule. Sometimes, the leading mentor would advise a group to stay and finish an activity before moving to the next step.

Every morning, the mentoring program began with the mentoring program chant. On the first day, mentors introduced themselves to the mentees in front of class. During the orientation, all mentors and mentees reviewed the rules that were given before and followed them during the program. Mentors explained what each statement meant to their mentees and had them promise to adhere to them. Some mentees were given pre-test surveys and the others were interviewed during this time. When everyone was done, the mentees and mentors broke into four small groups. Each group had a mentor, but one group had two mentors because several mentees did not want to separate into different groups. I did not want to make them feel uncomfortable, so I let them be in a larger group with an additional mentor. After a short break, mentees were assigned to work on "Introducing Myself-I," which is an activity in the Expressive Learning stage. Students were asked to write about themselves on a blank page. "Introducing Myself-II" was collected as well on the last day of the program. An example of

"Introducing Myself-I" and "Introducing Myself-II" are scanned and translated in the appendix. Then, mentees were asked to share what they had written with the mentor and his or her group members. When a mentee introduced his or herself, another mentee took a video with a digital camera. When one mentee was finished, he or she watched the video of himself or herself talking. When every member in a group had a turn, the mentor reported it to the leading mentor.

When all groups were done, the leading mentor led the whole class to move on to the Creative Reading stage. During this time, students read about Young Sil Jang, a well-known scientist in Korean history. With the mentor's guidance, mentees read the text together. From time to time, a mentor stopped reading to ask questions on the main information in order to assist mentees' understanding. Mentees were also instructed to mark the important information with a pencil while reading. Mentors then gave a blank page to summarize the story they read. If a mentee misunderstood the text, another mentee was asked to help. Following the summarizing learning task, mentees worked on a brief questionnaire about the content of the story. After answering these questions, there was a two minute-speech training session. During speech training, mentees were asked to describe what they learned from the reading to their peers, while another mentee in their group video recorded it. Each mentee then watched their own recordings and were given feedback from the mentor and the members of his or her group. At the end of this activity, mentors made a quick verbal yes or no question about the story and awarded small snack for the correct answer. If mentors considered all mentees to have a clear idea of the story, they moved on to the next creative activity, which was designing one's own laboratory using color pencils, markers, pen, and etc. Each mentee then gave a tour of individual labs to the rest of the group. The leading mentor checked with each group's mentor

to set the time frame for the activity. Everyone took a 10-minute break and ate snacks that were provided by the program facilitators.

After the break, all groups moved to the music classroom to learn how to play Nanta drumming (Korean contemporary drumming performance). The leading mentor stood on a platform in front of the class and demonstrated how to play the drum. When they got used to the beat and handling the drumstick, the leading mentor taught a section of a musical piece by demonstrating it. Small group mentors then assisted anyone who had difficulty performing. When they were done, all students and mentors reported back to the classroom for a daily reflection in which mentees shared their thoughts about the day within a small group. As a whole, everyone participated in the praise relay, by giving positive feedback about the day to the peer sitting next to them. Each day always finished with everyone singing the mentoring program chant. As mentees left the classroom, mentors gathered around a table for the daily digest to discuss what went on throughout the day and to share their experiences. All mentors contributed to the discussion and provided each other with feedback. We reviewed the necessary material to prepare for the next day.

Translation issue. All the data were transcribed and analyzed in Korean. Only key portions were translated into English. Because narratives and participants' experiences were situated in a certain context and conveyed unique layers and meanings depending on the language and culture, I maintained all the data in Korean to preserve their original meanings. When translation was necessary for reporting from Korean to English, I found it challenging to find the exact equivalent terms in English for some Korean words or expressions. To minimize the translation loss, I reconfirmed the translations with a colleague who is fluent in both Korean and English.

Triangulation. "Triangulation is a strategy that helps to overcome the intrinsic bias that is generated from single methods, single observer, and single theory" (Lee, 2008, p. 24). Studies that employ only single method are more vulnerable to errors than those using various types of data, which checks cross-data consistency (Patton, 2002). In this study, a triangulation was used to minimize the biases and errors and to maximize the reliability and validation of findings: triangulation of sources. Triangulation of sources is a strategy, which assesses the consistency of different data sources by comparing, and crosschecking information collected at different times and by diverse means (Patton, 2002). I analyze multiple data sources, such as interviews with mentees, writing samples, and mentors' journals to ensure triangulation.

Profile of the Researcher

From an early age, I have been interested in foreigners and multiethnic Koreans living in Korea. Being a native Korean, I had relatively early direct exposure to foreigners in afterschool English language programs while I was in elementary school. The initial impression was that they had various facial expressions and were almost always smiling. Although I was timid and had imperfect English skills, I remember how curious I was about these seemingly happy foreign teachers and their experiences living in Korea, where I often found people with facial expressions that made them look as though they were troubled. Before coming abroad to the United States to study in high school, I watched a television show about foreigners, multiethnic, and multiracial children living in Korea. Still young and naive, I was shocked at the level of discrimination against young children within their neighborhood. Although these children grew up in the very same neighborhood and spoke the same language,

they were yelled at for having different appearances and using unpolished Korean. I wondered why native Koreans were so intolerant of people from other cultures. Most importantly, I wanted to find ways to create multicultural spaces for diverse cultures to coexist within the Korean context. This desire has fueled my passion for receiving more education in a different culture so that people could hear my voice.

I have enjoyed an eight-year long journey in the American education system. Currently, as an international student at Emory University, Atlanta, Georgia, I have the privilege of having diversity within and outside of the classroom. It is my hope that my multicultural experiences could expand and foster the development of multicultural education within the Korean context. As a researcher, I had the opportunity to take a step closer to achieving my dream-- to study and implement a mentoring program using multicultural education in South Korea. For this study, I am responsible for all phases of the research including developing the study, collecting the data, recruiting the appropriate mentees, transcribing the data, translating the data, and analyzing and interpreting the data under the guidance of committee members and a Korean adviser on site.

In my conversations with mentees at the site, I realized that my outsider status challenged them. The mentees saw me as an outsider due to my role as a researcher, the way I looked, our age gaps, and my limited experience with the town. Still, I was able to communicate with the participants in Korean; this communication without a language barrier allowed me to have access to further conversations after the first day of the mentoring program. Informal discussions with both mentors and mentees during and after the program helped me to build mutual trust and collaborative environment.

Protection of Human Subjects

This research followed the guidelines and procedures set forth by Emory University's Institutional Review Board for the Protection of Human Subjects. I decided to use pseudonyms for all of the participants as well as the name of the elementary school. I stored all research materials in a locked file cabinet in Seoul, Korea and in a locked folder in my computer.

Chapter 4: Findings

This chapter is divided into two sections- quantitative findings and qualitative findings. I used survey for the quantitative data analysis, and I used six sources of data for qualitative analysis: semi-structured interviews, writing samples, dialogues with a homeroom teacher, mentors' journal, self-assessment and feedback from mentees, and field notes to answer the following research questions:

1. Did the program influence mentees' view of themselves and school?

2. Did the program influence mentors' multicultural understanding?

3. What were the successes and challenges of the program?

The quantitative findings section explains the difference in mean scores between mentees' response to survey questions given on the first day and the last day of the program. In order to study the influence of the mentoring program on mentees, the outcomes of pre-test and post-test are categorized by three variables: attachment to school, interest in learning, and self-esteem. The qualitative findings section illuminates the power of case studies as they depict events and perspectives as they unfold and explain outcomes from an angle different from quantitative analysis (Rossman & Rallis, 2003). Each mentee's journey during the program is unique, but there were common themes that aided in their successful completion

of the mentoring program. This chapter presents an overview of broad themes that appeared

in participants' responses to the three research questions: 1) Did the program influence

mentees' view of themselves and school? 2) Did the program influence mentors'

multicultural understanding? 3) what were the successes and challenges of the program? To

elucidate on the findings from various perspectives, I have included survey results as well as

vignettes from field notes, mentors' journals, mentees' writing samples, and themes that

emerged from my research questions.

Quantitative Findings

As shown in Table 1, which provides a summary of the pre-survey and post-survey

means across the individual elementary school mentees, the difference of average pre-test and

post-test for the attachment to school for bicultural Korean is 0.98 and for native Korean

mentees is 0.61. In particular, three mentees experienced significant increase (difference>0.90)

in feeling of attachment to school. The difference of average pre-test and post-test of the self-

esteem for bicultural Korean is 1.28 and for native Korean mentees is -0.36. One mentee had

significant increase (difference>0.90) in self-esteem, but two mentees had significant decrease

(difference<-0.9). The difference of average pre-test and post-test of interest in learning for

bicultural Korean mentees is 1.34 and for native Korean mentees is -0.48. One mentee had

significant increase (difference>0.90) in interest in learning, but four mentees had significant

decrease (difference<-0.9). Overall, all (100%) mentees experienced improvement in feeling of

attachment to school, most (77.8%) of mentees experienced improvement in self-esteem, and

more than half (55.6%) of all mentees experienced improvement in interest in learning. It is

also important to note that although all bicultural Korean mentees' beginning score was lower than that of native Korean mentees, end score for three variables were greater than or equal to the starting score of native Korean mentees' response.

Qualitative Findings

For qualitative analysis, I utilize multiple data source-- semi-structured interviews, writing samples, field notes, mentees' feedback, teachers' dialogue and mentors' journals. During semi-structured interviews with the twelve mentees who completed the program, I asked several questions regarding their daily lives at home and school. Specifically, some questions concerned their interactions with their family members and receiving help to prepare for school. Most of the mentees were not very talkative in the beginning. For a few students, it was almost impossible to receive responses because they remained silent or did not know how to answer the question. Due to not getting sufficient responses, I had to make changes in my plan about using the interview results as the primary source of qualitative analysis. Instead, I engaged in several informal dialogues with mentees after the first day of the program. With the help of other data sources, I was still able to discover several patterns. The following paragraphs illustrate themes that emerged across various sources of data.

How the program influenced mentees' view of themselves and school. When mentees were working on "Introducing Myself-I" activity, ten mentees produced a list of things they liked and disliked in simple words. During the "Introducing Myself-II" activity, mentees wrote longer passages with more complex composition of sentences. In many occasions, I was able to find mentees' expressions that indicated their changed view of themselves to prior conversations during the interviews.

Feeling Low spirited. Based on mentors' description of meeting their mentees on the

first day in their journals, several mentees were feeling low and indifferent towards their

mentors. Among four mentors' journals, two journals described that their mentees were not

giving proper eye contact during conversations with the mentor or their peers during the first

couple days. For example, a mentor described, "My mentees were looking at their hands or

[at the] top of the desk while communicating with the mentor." Another mentor spoke during

the daily digest, after the program was finished each day, about his mentee's mumbling and

looking uninterested when communicating. In interviews, two mentee discussed how they

think that others did not like them.

Another depiction was found in my field notes during the time when mentees were

asked to draw a tree to represent themselves. Several students drew their trees using very

light lines with a pencil and only utilized a small space of an entire page. A fifth grader drew

only a trunk of a tree. This mentee described, "this [tree] is cut down by others and it is

lonely since there are no other plants around it to hang out." This case illustrates the child's

loneliness. Later, with more conversations, I learned that this child was previously bullied

and did not have many friends to play with after school.

Feeling good. Before the program began, only five mentees wrote about their

achievement or strengths when they were working on "Introducing Myself-I" activity.

Surprisingly, all thirteen mentees, including those that did not mention their achievements and

strength before, wrote about occasions that made them feel good about themselves while they

were working on "Introducing Myself-II." One native Korean mentee wrote, "I am good at

eating because I am not picky about food and eat everything that is served." Another native

Korean mentee wrote, "My strength is that I often make my friends laugh and I turn on

educational and helpful channels on television when I am at my home." A bicultural Korean

mentee mentioned, "Although I am not really good at drawing, I am good at running. I am the fastest runner in my class. I feel good about myself when I am running. I like any kinds of running competitions. I would like to practice running and become a runner in Korea's national track team"

Overcoming Obstacles. Most mentees expressed when they felt tough and how they overcame hardships. One mentee wrote:

> …The most difficult moment was reading time. Because I never read any books when I was little, reading books was very hard. I promise[d] to read five books a day. This is because I thought reading was important since when I was eight years old. I overcame this difficulty through doing a preview and review of studies [at school] and reading five books a day. I improved so much in my studies after repeating listening, writing, and looking [reading] at it[what I learned].

Another mentee stated, "It is hard for me to study hard. This is because I am not good at writing. So, I am trying really hard…When I get home, I wash my hands and feet and study."

Changed view of school. In many interviews, mentees spoke about their feelings toward school and what they liked and did not like. In the "Introducing My School" activity, mentees introduced the school to each small group mentor and gave a tour. When they came back to the classroom, they introduced places within their school in written form as well as in speech.

I like my school. During the semi-structured interviews, many mentees responded that they founded school to be uninteresting. Few mentees said that they had to come to school because their mothers said they should. Four mentees reported they like to play computer

games and/or games on smartphones because they do not have friends to hang out with from school. However, in the "Introducing My School" activity, mentees spoke with excitement about their school to small group mentors. Mentees' voice was loud and thrilled throughout this activity. In the written part, a bicultural Korean mentee wrote:

> Our school is a school with only one classroom for each grade [e.g. one class for first grade, another class for second grade, etc.]. Our tour included after school classroom and outdoor foot massage place. I am most proud of each classroom because each classroom is good…I like my classroom the best. This is because it is good. It is the most memorable place because without a classroom, we cannot study…I would like to introduce my homeroom teacher the most. This is so that my mentor can learn about my homeroom teacher…

A native Korean mentee wrote:

> Our school is a small, but nice school because our school has plants and animals that we can see and feel…The most important place is the library because reading allows us to build knowledge and we get to watch movies. I would like to introduce my sixth grade homeroom teacher Ms. Hong. She has a cool personality and teaches very well…there are many things I am proud of my school.

Seen through the lens of mentors' experiences during the "Introducing School" activity, I learned that mentees enjoyed telling stories about the school. Two mentees spoke in the daily digest that they could have their mentees talk about their school for hours if they did not stop them to move on to the next activity. This shows how much mentees actually enjoyed talking about their school. One mentee wrote in her journal, "My mentees were taking the role of

giving a school tour to the mentor very seriously and all of her mentees fully participated in introducing the school in writing as well as in speech form."

How the program influenced mentors' multicultural understanding. During daily digest activity on each day of mentor training sessions as well as after each day of the program and from mentors' journals, I discovered that there were certain themes across mentors' understanding of their mentees and particularly of bicultural mentees.

Worried before going in. Before the program began, all five mentors were excited and curious about their potential mentees. After the first week of training sessions, mentors began to build trust among themselves because they were providing each other helpful feedback and accepting them. Two mentors spoke about how grateful they were with this opportunity to make friends with strangers and learn to teach children, which they had never done before. On the day before the mentoring program started, all mentors showed their concern about meeting their new students. I tried to comfort them and provided encouragement. Still, I learned from their journals that they were quiet concerned until they began to interact with their mentees on the first day. One mentor wrote in her journal:

...Who would I be meeting? Now that I think about it, I never taught a complete

stranger before, and especially children from multicultural families. It worries me that I

would hurt the young children's heart in some way because I am not familiar with

them."

Another mentor wrote in his journal:

...Because my dream is to become a counselor for children, it is exciting to become a

mentor for children. However, it is kind of scary to think that the mentoring camp is

about to begin tomorrow. I thought a lot about 'what if children are not able to follow

my instructions?'…

A third mentor reported in his journal:

I had to double-check everything until it was 12 at midnight because I wanted to make

sure we had everything printed and prepared for the program. I set the alarm early at 6

AM to get up and not to rush to the meeting place. Before going to sleep, I kept

thinking 'what if I cannot be any of help to bicultural mentees?'…

Transition of impressions. During first day of the program, all five mentors showed

comfort guiding mentees as they practiced numerous times before the program began. When a

small group mentor needed help, a leading mentor came to support the small group mentor. In

the daily digest, all mentors spoke that they began to feel comfortable as they began to engage

in small conversations with their mentees. On the second day, during the daily digest, one

mentee said that she was surprised to see that her mentees were easier to guide than she

previously thought because all of her mentees were listening to her. One mentor's journal

described:

…I felt so happy when I felt the gaze of my three mentees on me. When I

smiled, they smiled back to me. When they talked, I paid attention and asked personal

questions to engage them more into the conversation. I tried to show my interest in this

way… When I talked, they usually looked at me. Exchanging smiles and frequent eye

contacts were moments when I felt we were connected…

Another mentor stated in his journal:

…Most of the mentees I interacted during this program had big smiles and were

friendly. I think couple of them became(?) or revealed their very energetic aspect as we

got closer. I found all of my mentees to wanting to converse with me because they kept

asking about my thoughts and stories about my personal life. One of three bicultural

children was so energetic and talkative, I felt hard to be on schedule for certain

activities in Expressive Learning component…*I don't know if there was much*

difference between bicultural Korean children and native Korean children [in this

classroom]. Everyone were just fine children…

The successes and challenges of the program.

The goal of the mentoring program was to help both bicultural and native Korean children

better their understandings of each other, nurture positive attitude in learning, and improve

language skills. The following explains the successes and challenges of the program in relation

to the goal.

   Changes in mentors' perspectives. Mentors described their overall feelings in the last

section of mentors' journals. There were two points that illustrated the program's influence

on mentors' multicultural understandings. Mentors wrote that they found their mentees to be

similar to other young children living in Korea, whether mentees had culturally different

background. Although these children often got categorized as low achievers and different

from other *normal* Korean students, mentors found their mentees to be "beautiful children

just like other Korean children living in their neighborhoods". Moreover, it was interesting to

find that most of mentors used the Korean term "friends" rather than "students," "mentees"

or "children" to describe their mentees. Although I used the word "mentee" when translating

their descriptions, mentors identified them as young friends. All mentors mentioned that

they did not feel time passing by. One mentor spoke that he would treasure the time with

mentees. They all agreed and emphasized in their journal that forming personal relationships and/or communication were the most important factor in their mentorship.

Mentees' positive thinking about the future. As explained in the previous theme *Feeling good*, mentees experienced some positive changes in their view of themselves and began to show that they valued their achievements. Moreover, all mentees either briefly or wrote in-detail or spoke about what they wanted to become during the program. In one mentee's "Introducing Myself-II," she wrote, "Later, I would like to make pretty clothes. I want to become a fashion designer. These days, I want to design many clothes. I will make many dresses [in the future] like this drawing [on the bottom]." Another mentee spoke about his dream to become a police officer to catch thieves, do patrol, and to provide safe traffic. A bicultural mentee wrote in his "Introducing Myself-II":

> …I would like to invent a bicycle that can go by the solar energy. Cars and motorcycles create environmental problems. So, it [would be] nice to have eco-friendly bicycles…I am good at riding bicycles. I can do various bicycle tricks. It is dangerous because I can fall. I would like to collect different types of bicycles. I also want to become the president of bicycle club.

Several mentees showed their increased interest in learning. Another bicultural mentee wrote during the "Introducing Myself-II" activity, "I would like to become a doctor. In order to become a doctor, I need to understand [learn] English. [So,] I need to be good at English." A Korean mentee said, "I am not good at studying, but I want to become better."

Mentees' participation. Previously, a homeroom teacher conveyed that most of these students were having difficulty paying attention in class and were lethargic during activities. Some students had very low attendance and often dismissed themselves in the middle of class

time and did not return. While mentees were voluntarily participating in the program, they learned from the first day of the program that once they left the room without the mentor's notice, it meant that their participation would terminate. There was over 95% attendance rate over the course of ten days and no one left in the middle of the program. Several mentees began to arrive early after the second day and some even came to the classroom before anyone arrived. The fact that this came as a surprise to the homeroom teacher and the principal in our discussion meant that the high participation rate of mentees was unexpected and clearly a notable improvement. I observed on many occasions that mentees talked more with the mentor than other mentees because they had to ask questions about reading materials and activities. As mentors gave attention to each mentee in their individual interaction, all mentees began talking more by the second day. One mentor described, "I could see that my mentees were looking at me and following my gaze" during the daily digest period after the fifth day. Another mentor described that many mentors became enthusiastic and energetic especially when greeting the mentor in the morning. During group discussions, mentees voluntarily raised their hands to participate and answer questions.

  Interaction among mentees. In one mentor's journal, there is an account of two occasions when one mentee voluntarily talked with another mentee to assist him/her. The following episode occurred during the Creative Reading component.

  …all of my mentees were having turns to explain what happened in the reading. This mentee suddenly stopped explaining before telling what happened at the end of the story. He was clearly blushing. Another mentee in my group said something like, "oh, you know…that part… where Jang was selected by the King to work in the castle as a royal servant…" Then, the first mentee remembered and was able to finish the rest of

the story. I told the mentee to thank the one who helped out. And I praised both of them. Another vignette was found in my field note. This was during the Kinesthetic Learning component when students were learning a rhythm in Nanta performance.

> …One girl I was helping did not like beating the drum. On the first day she plugged her ear with her two palms and was hesitant to learn it. On the second day, she just said she did not know the music and did not want to play. I said I could help. She was just staring at me. I came closer to her so that she could hear me play the drum. She still did not play till the end of the second day. On the third day, this mentee's closer friend was trying to help her with grabbing the drumstick. When her friend was trying to help, another boy came to see her play the drum. When the boy figured it out, he tried helping the confused girl who was just weakly holding the drumstick…

At the end of the mentor's description, she still did not play the drum. However, it is significant to note that these mentees were voluntarily interacting and cooperating with one another. In addition, I observed that during most of the snack breaks, at least one mentee always offered to help by going around each table to distribute snacks and collect trash at the end.

Challenges

There were several challenges to running the program as well as limitations to the program for mentees while the program was implemented.

Changes to the initial plan. Korean schools begin their summer vacations in late June or early July and it lasts for three months. During summer, the temperature and humidity get high, making it hard to stand without air-conditioning. When my adviser and I were in the

designing stage, we initially planned the mentoring program to be two weeks long with a bigger sample size. While it is common that summers in Korea get very hot, I did not expect it to start in July. As a result, many students left the town for a family trip to other places, such as streams and near rivers. It became necessary for me to count the numbers of participating mentees that were still in town and wait until the number was enough to run the program. When I had twelve mentees accounted for, I decided that we would begin the program in the boiling summer with a poor air-conditioning system in the classroom. Thus, already there were two adjustments needed to the program that I encountered from the start.

 Parental role. There were several dialogues that I had with all mentees about their parents throughout the program. Two mentees expressed hardship from their parents having fight at home. Three out of thirteen mentees said that their parents sometimes visited school for big events like an open house or a school athletic festival. This is imperative to note because students might feel insecure if they do not have their parents present with them for a school event when their peers' parents are there. Annual events like an open house and a school athletic festival are huge school events that formally invite students' guardians or parents. Because schools scarcely invite parents for visits, the presence of parents for these events can represent how much a parent is concerned with a child's education. In most urban elementary schools, especially those in bigger cities, a school typically becomes completely filled with parents and even grandparents who sometimes visit as well. Parents usually take this opportunity to observe their child's achievement in classroom and to consult with the homeroom teacher. During the athletic festival, for instance, parents and a child spend time together for lunch. The field notes show that mentees actually wanted to have at least one of their parents at school for a school festival. I also took notes on mentees' facial expression

while talking about their desires. They looked sad when they told the story about their parents not being present in school events.

Parents' visit during the program. On the last day of the program, mentees' parents were invited to join the last moment and watch their children's achievement. During the daily digest, all four mentors said that they were pleasantly surprised to see three parents because these parents usually do not visit the school. It was more interesting to find that these parents were actively approaching the mentors and myself.

In a conversation with one mother, she thanked Dr. Kim, mentors, and me for taking care of her children during the program. She said:

> My children came home after each day of the program to discuss what went on. They spent less time playing computer games! They seemed to like commuting to school in the morning during the past 10 days. I wish this [behavior] continued during the regular school time…

From speaking with her, I learned that not all parents who were not visiting school were uninterested in their children's education. In fact, they were so curious that they wanted to consult with the supervisor, Dr. Kim, for an hour.

Time after school. There was limitation of the program during the time after school when mentees are by themselves without mentors. Mentors reported in daily digest that six mentees were spending time after school either watching television or playing games on computer or smartphones. This was a challenge to the program because the program could not help mentees with their time after school or during regular school time when they are at home.

Chapter 5: Discussion

The purpose of this mixed-method research was to explore the influence of a ten-day multicultural education group-mentoring program on mentees as well as mentors. No study to date has looked specifically at educational programs employing multicultural education with elementary school students in Korea. The intent of this study was to investigate the means to create educational environment for all students.

Through the use surveys, I was able to gauge mentees' change in self-concept as well as attitudes toward learning and school over time. In order to understand trends of survey outcomes with small sample size as thirteen elementary school mentees, limited inferential statistics and ample descriptive statistics are used for analysis. Moreover, I utilized a qualitative case study based on various data sources. A qualitative case study method was chosen for this study because the sample size in this study is quiet small (N=18) and only a few students (N=3) were from multiethnic families. Thus, a mixed methods design best fit this situation in which individual cases call for a deeper understanding. As mentioned earlier in the previous section, although ten-day period was a short time for participants' dramatic transformation, both quantitative and qualitative analysis show that both mentors and mentees experienced positive influence from the program and from each other during this period.

Limitations

Limitations in this study include the impact of the observer's participation on the setting or the participants being studied. Due to the short length of the program implementation, the program was unable to produce greater influence on participants. Also, the sample size was too small to engender representative performance of the population in Korea. Because I was working without another researcher, I was unable to compare field notes and impressions from

independent observations. Also, after observations are completed, I did not offer participants an opportunity to validate accuracy of their talk.

Recommendations For Future Research

There are many modifications that I would like to suggest on program implementation level. Among many possible modifications on the program, I would increase the number of participants. If there are more number of mentees, then, it is necessary to recruit more mentors to maintain the small ratio between mentor and mentees because sustained and frequent interactions between a mentor and mentee is essential to fully engage both mentees and mentors in the program. It would be important to keep the program running for a longer period of time, for at least a month, in order to have a greater influence on participants. I would also have mentors from diverse racial and ethnic backgrounds who are representative of mentees' nationalities so that children from multicultural families can feel more familiar and mentors can provide insiders' perspectives. In terms of the program design, I would incorporate more materials that celebrate other cultures, such as using stories of another successful person from China, Japan, or the Philippines. These materials would cultivate participants' culturally flexible minds and respectful attitude for cultures beyond Korean culture.

In terms of research design, case study using various data sources was able to capture the intricacies of individual participants. It is clear to this researcher that this work and analysis would have been partial without the use of case study. Case study method transformed layers of observations and various perspectives into rich, condensed data to understand unique individual experiences. More research using case study, as a tool is necessary to illuminate the complexities of multicultural understanding, age, and stereotypes in education. It would be helpful to begin building participant trust prior to the research in order to access more detailed

and honest data. Having another researcher present at the site to compare field notes and impressions from independent observations would increase the reliability of observations. Also, after observations are completed, offering participants an opportunity to validate accuracy of their talk would increase validity.

In addition, the participants in this study were recruited based on the availability of elementary school students. It would be interesting to analyze participants' performance by gender, age, and ethnic background in larger scale of sample and in another school.

Suggestions to teachers

There are several suggestions for teachers who have children from multiethnic families. I found that having various opportunities for self-expression and constant communication was vital throughout the program. Particularly if students lack interaction with their parents at home and peers, they may have difficulty forming bonds and/or delivering their ideas to others. It is, thus the teacher's role to take the initiative to engage in decent conversation with students as much as possible. In order to make this possible, it is necessary to keep a small ratio of the number of students to teachers, as teacher's individual attention to a student is what brings the change.

Conclusion

The mentoring program had numerous challenges, such as sudden, initial changes to the plan and shortening the length of the program and mentees' reserved attitudes. While quantitative data showed that outcomes were statistically insignificant, I found that this was due to having small sample size. Still, qualitative data analysis displayed positive changes in attitudes of both mentors and mentees. Many mentees were able to form bonds with their mentors and peers. They became curious about the program material and were eager to learn

Nanta drumming. All mentors expressed that they had a positive and learning experience throughout the program. They recognized that there was a gap between their belief about these children before and after the program. They learned to value the unique qualities of individual children.

Although further work is required to gain a more complete understanding of the mentoring program, our findings indicate that the mentoring program had positive influence on mentees' language skills, view of themselves, attitude in learning and toward school. Mentors also experienced positive transformation of their understanding of bicultural children. In particular, the quantitative data analysis, using pre- and post-survey results, revealed positive improvement on all three variables for bicultural Korean mentees. For native Korean mentees, difference of means between the pre- and post-survey responses for feeling of attachment to school increased, but self-esteem and interest in learning slightly decreased. While comparing and contrasting qualitative data, most mentees' changed attitude in learning and toward school were observed. They also began to perceive themselves more positively and to self-express more. Mentors became more opened to cultural differences.

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Table 1

Summary of the pre- and post-survey means across the individual elementary school

mentees

Mentees	Gen	Attachment to School			Self-esteem			Interest in Learning		
		Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
<u>1</u>	M	3.07	3.47	0.40	2.60	3.22	0.62	2.78	2.75	-0.03^
<u>2</u>	M	3.60	n/a		4.33	n/a		3.17	n/a	
<u>3</u>	M	3.11	4.69	1.58^	1.80	5.00	3.20^	1.39	5.00	3.61^
$M_{\text{Bicultural Korean}}$		3.09	4.07	0.98	2.21	3.49	1.28	2.19	3.52	1.34
4	F	4.08	4.18	0.10	2.75	3.50	0.75	3.75	3.78	0.03
5	F	4.12	4.31	0.19	4.80	2.75	-2.05^	4.56	2.81	-1.75^
6	F	3.47	4.23	0.76	3.30	4.38	1.08^	4.06	3.88	-0.18^
7	M	4.00	4.92	0.92^	3.10	3.38	0.28	4.00	3.63	-0.37^
8	F	4.33	4.62	0.29	4.60	3.75	-0.85^	3.69	4.67	0.98^
9	M	3.06	4.46	1.40^	2.22	2.25	0.03	2.39	2.81	0.42
10	M	2.50	n/a		2.22	n/a		3.61	n/a	
11	M	3.44	n/a		4.40	n/a		4.61	n/a	
12	F	4.62	n/a		5.00	n/a		5.00	n/a	
13	F	3.72	n/a		3.60	n/a		3.28	n/a	
$M_{\text{Native Korean}}$		3.82	4.44	0.61	3.57	3.21	-0.36	3.90	3.42	-0.48

Note. I put a caret symbol (^) if the absolute value of difference was greater than 0.90. The

underscore under the mentee number signifies that the mentee is bicultural Korean. $M_{\text{Bicultural}}$

$_{\text{Korean}}$= mean value of bicultural Korean mentees' score. $M_{\text{Native Korean}}$= mean value of native

Korean mentees' score.

Figure 1. Increase in international marriages in South Korea. (%, year)
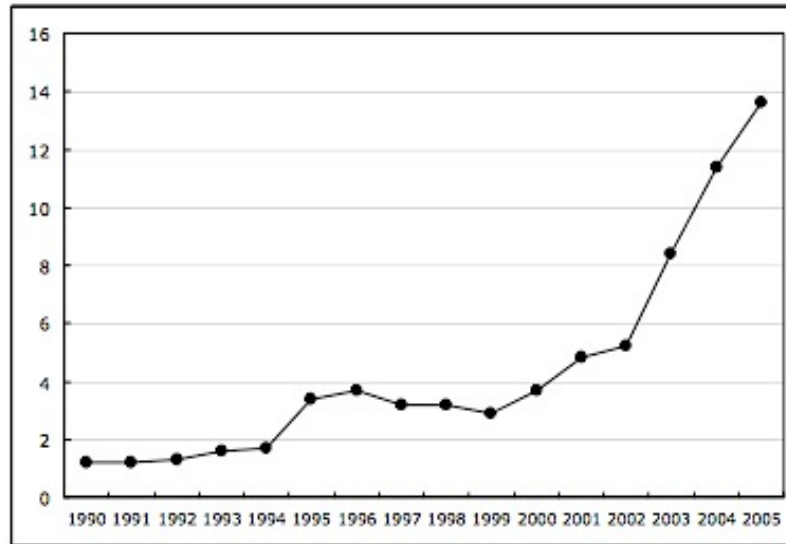
Data source from "Statistics on International Marriages," by Korean National Statistical Office, 2006.

Appendix A: Coded Themes

Themes	Data
Mentees' changed view of themselves	• Mentees changed from being low spirited to feeling better of themselves • Mentees became able to articulate their experiences when they overcame obstacles
Mentees' Changed view of school	• Mentees mentioned where and why they liked school
Influence on Mentors' understanding of mentees	• Mentors were worried before meeting their mentees • Mentors' image of mentees positively transformed overtime
Successes	• Overall change in mentors' perspectives of bicultural children • Mentees' positive thinking about the future • Mentees' constant and high participation • Voluntary interaction among mentees
Challenges	• Changes to the initial program design in terms of the number of participants and the length of the program implementation. • Parental role • Limitation of the program during the time after school

**Appendix B: Program Design Sample**

<Day 1 >

Stage	Description
Expressive Learning	Mentors' introduction and orientation Pre-tests and signing classroom rules Assigning groups to mentees "Introducing Myself-1" (Writing sample)
Creative Reading	Semi-structured Interview Reading about Young Sil Jang (a Korean scientist) Working on creative learning tasks 2 Minute-speech: explaining what is learned to my peers (video record each other)
Kinesthetic Learning	Learn how to play Nanta (Korean contemporary drumming performance) Daily reflection (Reflecting on daily activities) Praise Relay (Giving positive feedback to friends)

Appendix C: 5-point Likert-type Scale Survey Questions

Variable	Questions
Feeling Attachment to School/ attitude towards school	1. I think going to school is waste of time. 2. I enjoy going to school. 3. I follow my teacher's instruction. 4. I like my homeroom teacher. 5. I follow school rules. 6. I have fought with other students. 7. When I fight with a friend in school, I usually apologize first. 8. I have skipped school without telling the teacher. 9. I like most the teachers in my school. 10. My school grade is considered good. 11. I have destroyed school facility. 12. I feel like quitting school. 13. I have left a class without informing the teacher. 14. I have bullied before. 15. My friends listen to me. 16. I have many friends.
Interest in learning	1.Grade is very important to me. 2.I do not like studying. 3.I focus during class. 4.I enjoy class time. 5.I like what I am learning in a subject. 6.Even if I study hard, my grade usually does not improve. 7.It is very important to me that my classmates recognize that I am smart. 8.I hope it is me who answers a teacher's question in class. 9.I use homework as an opportunity to improve. 10.Studying in school is important to me. 11.What I learn in school is mostly important to me. 12.It feels good when I learn a new thing. 13.If I do not give up, I can do well on all homework. 14.I can understand the concepts I learn in

	school. 15.I can do better than my peers in studying. 16.Studying is worth a challenge
Self-concept	1.I do what I decide to do. 2.I am popular among my friends. 3.I try my best at all times. 4.My parents understands my feelings. 5.I cannot adjust to the school as much as I want. 6.I can be decisive. 7.Everyone likes me. 8.I am happy at home. 9.I sometimes get angry in school. 10.I can handle my own problems. 11.Other people like to be with me. 12.I have good time with my parents. 13.I do not think my teachers see me as nice. 14.I entertain others 15.It feels good when I am with my family. 16.I am satisfied with myself. 17.I am a good son or daughter. 18.I am an important member of my family

Appendix D: Translation of writing samples from the same mentee
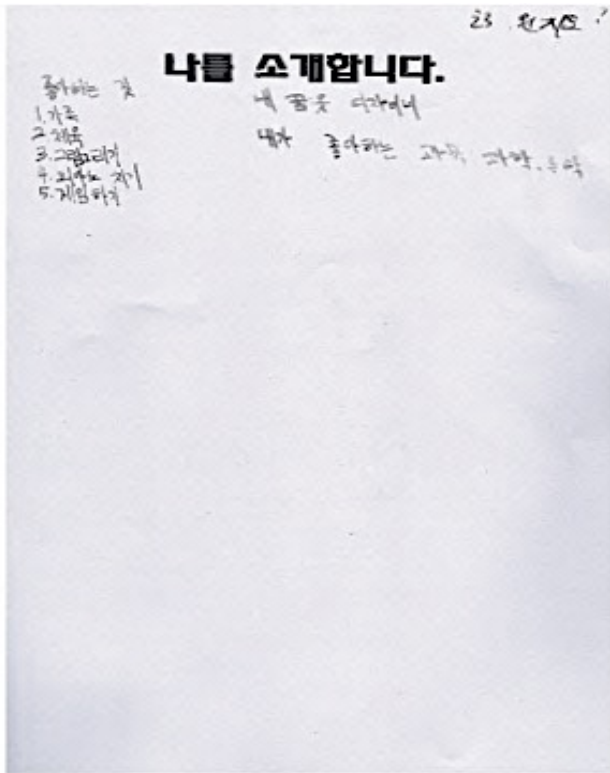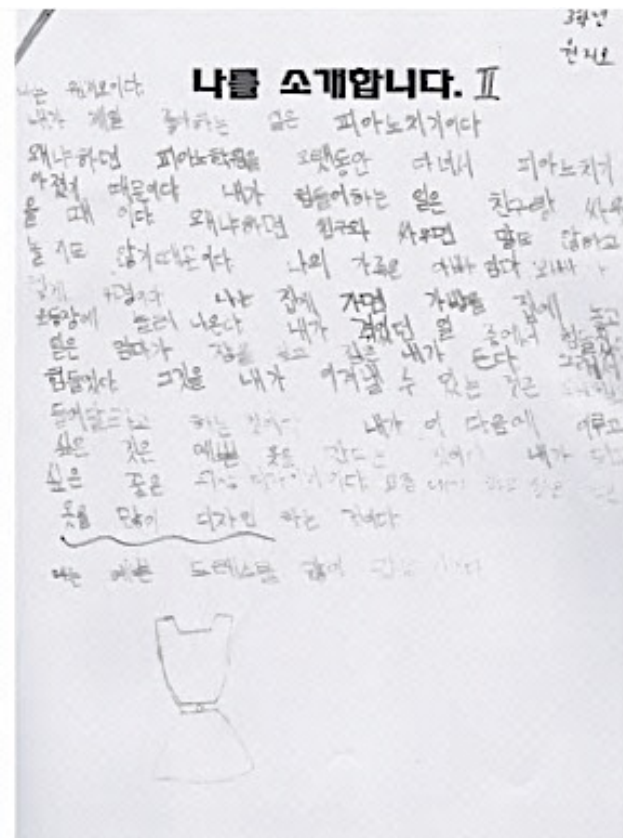

Introducing Myself-I

What I like:
1. Family
2. P.E.
3. Drawing
4. Piano
I would like to pursue my dream.

Introducing Myself- II

I like to play piano because I have been playing piano for a while.
I sometimes struggle when I have a conflict with my friends because I do not like to hate each other. I
Later, I would like to make pretty clothes. I want to become a fashion designer. These days, I want to design many clothes. I will make many dresses [in the future] like this drawing [on the bottom]."