

## Korean-English bilingual children's use of multilingual and multimodal resources in communication

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The study examines how multilingual children develop and mobilise both verbal and non-verbal resources to make meaning to carry out a variety of communicative functions. Children, like adults, are known to mobilise “multi-modal competence” (i.e. multimodal channels such as language, gesture, facial expressions, head movement). In the case of multilingual children, not only do they acquire multiple languages but they also acquire culture-specific (e.g. shrugging) and culture-generic (e.g. pointing) non-verbal behaviour.

In the UK, in recent years, the number of Asian-English bi-/multi-linguals has grown fast. Though East Asian languages and English differ greatly both linguistically and culturally, young children do not appear to have any problems in simultaneously acquiring both. However, as yet no systematic studies have been conducted which show how these children develop as multi-linguals.

In this paper, I show how two children born in the UK from a Korean mother and an English father develop multi-modal competence in the course of becoming multi-linguals - acquiring Korean and two varieties of English, Korean English and British English. Our study is based on a longitudinal observation of the above two children: SK (6;3) and JK (3;6). I argue that acquiring multi-modal competence through verbal and non-verbal acquisition is the key factor in growing as a bi-/multilingual.