1989

Aspects of topical codeswitching in bilingual children's speech: a case study of two Korean six-year-olds

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Aspects of topical codeswitching in bilingual children's speech:
A case study of two Korean six-year-olds

by

Kyunghhee Yeo Hong

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF ARTS

Department: English
Major: English (Teaching English as a Second Language)

Approved:

In Charge of Major Work

For the Major Department

For the Graduate College

Iowa State University
Ames, Iowa
1989
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CHAPTER I. INTRODUCTION

Bilingualism is by no means an uncommon phenomenon in today's world. Fishman (1965) reported that more than half of the world's population uses more than one language while engaging in the activities basic to human needs. Many researchers have devoted themselves to describing specific aspects of bilingualism.

One of these important aspects is codeswitching, which involves the alternate use of two languages: bilingual speakers constantly go back and forth between the different languages in their everyday conversation.

According to Lipski (1985), before critical focus was directed at this phenomenon, codeswitching was taken as evidence of mental confusion. However, with the advent of interest in sociolinguistics and of ethnolinguistic investigations of non-prestige groups, codeswitching became the object of scientific scrutiny, giving rise to the not surprising discovery that such language mixture is governed by a complicated and as yet not fully delimited set of constraints which indicate a complex interaction between the two languages (Lipski, 1985).
Scholarly interest in codeswitching has been on the increase since the fifties (McClure, 1981). From that time on, research on both the formal and functional aspects of codeswitching has been done. However, in all those studies, most researchers collected their data from adults. Few authors have discussed codeswitching among children. Such a discussion is interesting and meaningful because learning to codeswitch is a part of the children's language socialization and therefore is an aspect of the development of communicative competence.

In the research on children's codeswitching, the most prevalent finding was that the interlocutor was the most influential and important factor. In particular, the listener's linguistic ability seemed to determine children's language choice (Genishi, 1976, 1981). Most researchers said that the topic, which is an important variable in codeswitching in adult bilinguals (Blom and Gumperz, 1972; Ervin-Tripp, 1968; Timm, 1975; Verma, 1978), had little effect on the children's selection of a particular language.

The role of topic in children's codeswitching is of great interest to the author, since the author has a 6-year-old son who speaks both Korean and English. Although topic was not found to be significant in the previous studies, the author thinks it might be a factor, based on observations
between her son and a playmate from the same country who is also bilingual. This is not surprising, given that in the case of monolingual children, both interlocutors and topics are important factors in their language variation (Fischer, 1958; Weeks, 1971).

To confirm her assumption that topic might play a role in bilingual children's codeswitching just as it does in the speech variation of monolingual children, the author recorded the two children's speech and analyzed language usage according to topic. This collection of data is the basis for the study reported here. The purpose of this study is to answer the following two research questions:

1. Is there evidence of codeswitching by topic in bilingual children's speech?
2. In the case that there is evidence of topical codeswitching, which criteria determine the children's different language usage according to topic?

In answering the specific research questions, this study will first present a literature review which includes a discussion of bilingualism and codeswitching, containing a description of three different types of codeswitching and a
review of the research on the codeswitching done on bilingual adults, monolingual children, and bilingual children. The methods chapter will describe the subjects, materials, procedures, and data analysis used in the present study. The result and discussion chapter will present the findings of the study. Finally, the conclusion chapter will include limitations of the study and suggestions for further research.
CHAPTER II. LITERATURE REVIEW

Overview

Several areas of research pertinent to the present study will be reviewed in this chapter. Theoretical considerations on bilingualism will be taken up first, and then a discussion of codeswitching which includes a discussion of different types of codeswitching and a review of the research on codeswitching done on bilingual adults, monolingual children, and bilingual children will follow.

Bilingualism

Nature of bilingualism

According to Fantini (1985), how to define bilingualism is such an elusive thing that a seminar held in Canada in 1967 was dedicated entirely to its description and measurement.

Among many attempts to describe bilingualism, Anderson and Boyer (1970) concluded that the only agreement among its various users is that it refers to the knowledge and use of
two languages by the same person. Some writers emphasize the use of the languages; for example, Weinreich (1953) defined bilingualism as the 'practice of alternately using two languages'. However, since it is quite possible to be bilingual without using one of the two languages one knows, others have emphasized the knowledge or competence of the speakers; for example, Haugen (1956) defined a bilingual as "one who knows two languages". Another difference in the use of the term is that some researchers extend it to include the mastery of more than two languages.

Given this, it can be said that the definition of bilingualism ranges from the extreme of "equal mastery" of two languages to the opposite pole in which individuals have at least some knowledge (even if only receptive) in at least one skill (e.g., reading) in a second language. Therefore, the concept of bilingualism is a relative one: it constitutes a continuum rather than an absolute phenomenon, and persons may have varying degrees of skills or abilities in the two or more languages involved.

Fantini (1985) indicated that besides the various definitions of bilingualism, most researchers have studied bilingualism from their own bias (i.e., within a linguistic, sociological, or psychological framework). For example, linguistics has examined linguistic interference; sociology
has looked at languages in contact and their effects upon each other; psychology has been concerned with such things as the relationship between bilingualism and intelligence, etc. However, by means of an example to show that the age and manner of acquisition as well as the environments in which the individual becomes bilingual have definite psychological and linguistic consequences, Fantini concluded that all of these frameworks are interrelated. Hence, two major types of bilingual speakers are generally identified by linguists and psychologists: compound vs. coordinate bilingual. In the next section, a description of these two types is presented.

Types of bilingualism: compound vs. coordinate

The compound-coordinate distinction was developed originally by Weinreich (1953) and later elaborated upon by Ervin and Osgood (1954). Ervin and Osgood's hypothesis was based on the environmental or acquisition context in which the languages had been learned.

An example of a compound bilingual is one who "grows up in a home where two languages are spoken more or less interchangeably by the same people and in the same situations" (Ervin-Tripp, 1973, p. 16). Consequently, the bilingual attributes identical meanings to corresponding words and expressions in his two languages. Hence, the
meaning of alternate linguistic signs (i.e., one in English - 'horse', and the other in Spanish - 'caballo') is coded with the same meaning within the nervous system.

The coordinate bilingual differs in that he has learned his two languages in different situational contexts; for example, the coordinate bilingual perhaps has learned to speak one language with his parents and the other language in school or at work.

Fantini (1985) pointed out that implicit in these types is the impact of social conditions (how, when, and where the languages are acquired) upon the psychological and neurological organization as well as bilingual's resultant ability with the languages concerned. The degree of switching and interference inherent in his speech is apparently related to all of these factors as well as to the context of the speech event. Whether bilingualism is described within the specialists' own framework or without any bias in defining bilingualism, several components must be included. The following is a description of the components of bilingualism.

Components of bilingualism

Scholars attending an international seminar on bilingualism held in Wales (1960) had recognized the need to include
various components in a full bilingual description -- type, degree, function, alternation, and interaction (Anderson & Boyer, 1970):

1. Number -- the number of languages used by the individual;
2. Type -- the linguistic relationship between the languages;
3. Function -- the conditions of learning and use of the two languages;
4. Degree -- the proficiency in each language;
5. Alternation -- switching from one language to another;
6. Interaction -- the way in which the languages affect each other linguistically.

Mackay (1970) echoes the need for inclusion of these items in a theoretical framework for the description of bilingualism. Discussion of the fifth component, alternation (i.e., codeswitching), follows next.
Since little research has been done on children's codeswitching, the discussion in this section is mainly based on adults' codeswitching. Within each community there is a variety of language codes and ways of speaking to its members, which is its communicative repertoire. This includes all varieties, dialects or styles used in a particular socially-defined population and the constraints which govern the choice among them (Gumperz, 1977). In the present study, codeswitching is defined as the alternate use of two languages in an interactional episode. Codeswitching occurs between two turns, or within one turn; it may be restricted to a well-defined unit or change the whole language of interactions; it may occur within a sentence, or between sentences (Auer, 1984).

In discussing the form of codeswitching, McClure (1981) proposed two formal properties: code mixing and code changing.

Code mixing is the individual's use of opposite language elements which cannot be considered to be borrowed by that individual. According to McClure, code mixing occurs when a person is momentarily unable to access a term for a concept in the language which he is using but can access it in
another code, or when he lacks a term in the code he is using which exactly expresses the concept he wishes to convey.

On the other hand, code changing is the alternation of languages at the level of the major constituent (e.g., NP, VP, S). The code changing is a complete shift to another language system; all function words, morphology, and syntax are changed.

Auer (1984) distinguished three different perspectives in the literature on codeswitching. The first is the grammatical perspective, which deals with the syntactic and morphological restrictions on switching from one language to the other. The second perspective -- which can be called interactional -- is concerned with the meaning/function of individual instances of codeswitching in conversation. Finally, there is a third perspective which can be called sociolinguistic; its aim is to find out which bilingual communities show language alternation in which situations and why. Fishman (1965) stressed the fact that the habitual language choice in multilingual speech communities or networks is far from being a random matter of momentary inclination or "inadequacy", and that "proper" usage in such communities indicates that only one of the theoretically co-available languages or varieties will be chosen by particular classes of interlocutors on particular kinds of occasions to
discuss particular kinds of topics. This kind of codeswitching is called "situational codeswitching": i.e., the codeswitching is determined by situational factors such as participants and setting.

However, situational variables are not the only factors in eliciting a speaker's codeswitching. Codeswitching also occurs within a certain situation. Bilingual speakers sometimes switch their language for the purpose of quotation, addressee specification, interjections, repetition, message qualification, etc. (Gumperz, 1976). This kind of codeswitching is called "conversational codeswitching". A more detailed discussion on situational and conversational, as well as topical codeswitching, which is somewhere between situational and conversational switching, follows next.

Types of codeswitching

Situational switching Blom and Gumperz (1972) are the first researchers to look at situational and conversational codeswitching in depth. According to them, in situational switching, distinct varieties are employed in certain settings (e.g., home, school, work), associated with separate kinds of activities (e.g., public speaking, formal negotiations, special ceremonials, verbal games,
etc.), or spoken with different categories of speakers (e.g., friends, family members, strangers, social inferiors, government officials). In some cases of situational switching, utterances in the two varieties may follow one upon the other within a relatively brief time span. There is a clear relationship between language usage and social context. Unstated rules for switching are part of the speech community's norms and of the individual's communicative competence.

Conversational switching

Conversational switching (sometimes called metaphorical or stylistic switching), in contrast, occurs intrasituationally, within the context of ongoing activity. Gumperz (1976) defined it as "the juxtaposition of passages of speech belonging to two different grammatical systems or subsystems within the same conversational exchange" (p. 1). He added that "most frequently the alternation takes the form of two subsequent sentences, as when a speaker uses a second language either to reiterate his messages or to replay to someone else's statement" (p. 1). Sometimes, two languages may be mixed in the same sentence to convey a single message. An example from a Spanish-English bilingual is:

"I just saw Bob, el pobrecito (=the poor thing). Did you know his car was stolen?" (Genishi, 1976, p. 8)
The temporary deviation from the norm carries social meaning. Since Spanish is the language of the speaker's ethnic group, it conveys a greater feeling of sympathy than an English equivalent.

**Topical switching** Codeswitching by topic seems to lie between situational and conversational codeswitching. Topic itself is included in a situational category; for example, when a certain topic is discussed in a panel discussion, it is a situational factor.

Verma (1978) included topic in a situational factor, while Genishi (1976, 1981) and Saunders (1980) regarded topic as a conversational factor. Whichever is the case, there are several researchers who have studied the important role of topic in codeswitching. For example, Fishman (1972) considered topic to be "a regulator of language use" in multilingual settings. An implication of this topical regulation of language choice is that certain topics are handled "better" or more appropriately in one language than in another in particular multilingual contexts. However, this appropriateness reflects or is brought about by several different but mutually reinforcing factors. Fishman listed the factors of topical appropriateness as follows:

some multilingual speakers may "acquire the habit" of speaking about topic x in language X partially because that is the language in which they are trained to deal
with this topic, ... partially because they (and their interlocutors) may lack the specialized terms for a satisfying discussion of x in language Y, partially because language Y itself may currently lack as exact or as many terms for handling topic x as those currently possessed by language X, and partially because it is considered strange or inappropriate to discuss x in language Y (1972, pp. 439-440).

Fishman's argument is also echoed by Saville-Troike (1982). She states that bilinguals have often learned about some topics through the medium of one language and other topics through the medium of the second, and thus may only know the vocabulary to discuss a topic in one of their languages, or feel it is more 'natural' to use one language for a particular topic. Saville-Troike illustrated this with an example of linguists from non-English speaking countries who were trained in an English-medium. According to her, these linguists sometimes continue to discuss, lecture, and publish about linguistics in English, even when their own students are not fluent in that language.

Much research on adult codeswitching has been done on topical codeswitching. In the next section, a review of research on bilingual adults' codeswitching will be presented. Since the present study is concerned with bilingual children's codeswitching, a review of research on bilingual adults' codeswitching is necessary on the ground that such a description provides a background for
understanding bilingual children's codeswitching.

After that, a review of research on monolingual children's speech variation will be given. Since the present study is about bilingual children's codeswitching, not that of adults, it is meaningful to look at the aspects of monolingual children's speech variation (which also can be called codeswitching) in order to see what the similarities and differences are. Finally, research on bilingual children's codeswitching will be reviewed.

**Research on codeswitching**

**Bilingual adults** Ervin-Tripp (1968) analyzed the relationship among topic, addressee, and language choice in bilingual Japanese-English-speaking women in California. Her results showed that when topic and addressee were manipulated in a certain way, the women had a strong preference to speak one language over the other. For example, in one of her experiments, they were instructed to speak in English to a Japanese listener, who also spoke English, about New Year's Day, which is an important national holiday in Japan. "They borrowed more Japanese words, had more disturbed syntax, were less fluent, and had more frequent hesitation pauses" (p. 205) than when the listener was Caucasian-American and the topic the women were supposed to speak about was related to
their experiences in America (e.g., the kitchen, marriage).

Blom and Gumperz (1972), in their study of Norwegian dialects which are perceived as distinct variations phonologically, morphologically, and syntactically, conducted an experiment to see if there is codeswitching according to topic. They selected members of a formerly active local peer group who had been out of town for a few years and returned home in the summer for vacation or to take up local employment. Blom and Gumperz found that there is evidence of codeswitching in their data, and local and non-local relationships are determining factors in the topical codeswitching. For example, one of the subjects spoke the local dialect when she talked about 'drinking habits' and then switched her speech to the standard Norwegian when the topic was about 'industrial development'.

Verma (1978) also found that the chief regulators of Hindi-English styles are level of education and topic of discourse. He mentioned that "the higher the level of education and more technical the topic of discourse, the greater the degree of mixture and frequency of switching" (p.158). According to Verma, there is a continuum of language use: at one end English is used in highly formal situations to talk about technical topics, and at the other extreme Hindi is used for intimate, informal, personalized
statements. In between these two extremes there are different degrees of English-dominated and Hindi-dominated mixtures.

In addition to the topical situation, much of the work on the adults' codeswitching has been done on conversational codeswitching by Gumperz (Blom and Gumperz, 1972; Gumperz, 1974; Gumperz. 1976). Stating that patterns of language usage (e.g., the use of language A in general context X) can not always be predicted, he emphasized the importance of conversational codeswitching. Exploring the semantic aspects of codeswitching, he introduced the concepts of the "we" code and "they" code in bilinguals' language selection.

According to Gumperz (1976), the "we" code refers to the ethnically specific minority language which is associated with in-group informal activities, while the "they" code refers to the majority language, and this is associated with being more formal, stiffer and less personal out-group relations. He added that the direction of the shift also carries clear semantic value; i.e., if there is a switch from the "they" code to the "we" code, the switch is interpreted as a personal appeal, whereas a switch from the "we" code to the "they" code is interpreted as a detachment or rebuke.

Timm (1975), in his study of Spanish-English
codeswitching, elaborated the "we" vs. "they" code concept. He states this as follows:

... a switching to Spanish is a device for indicating such personal feelings as affection, loyalty, commitment, respect, pride, challenge, sympathy, or religious devotion; and understandably, a switch to Spanish is likely when the topic of conversation turns to aspects of Mexican culture or life in the barrios. Conversely, a switch to English often signals a speaker's feeling of detachment, objectivity, alienation, displeasure, dislike, conflict of interest, aggression, fear, or pain; or it may reflect a shift of topic to matters typically Anglo-American. (p. 475)

Timm concludes that his subjects (Mexican-American bilinguals) converse in either language or switch back and forth between the two languages, "spinning a variegated tapestry of bilingual talk" as topics, speakers' moods, and stylistic embellishments shift. Thus, in the case of adults codeswitching, studies discussing topical and conversational switching have been most frequently presented.

Even though codeswitching is defined in the present study as the alternate use of two languages, the same term can be used in the speech variation of monolinguals. When codeswitching is used in the broad sense, it indicates the variation of styles of speaking. Given this, it can be said that there is codeswitching in monolinguals' speech. In the following section, a review of research on monolingual
children's speech will be given.

Monolingual children Berko-Gleason (1973) did research on monolingual children's codeswitching. Collecting data from five similarly constituted families who have children attending a private school, she found that children do talk in different ways to different people.

For example, some of her subjects who were four years old whined at their mothers, engaged in intricate verbal play with their peers, and reserved their narrative and discursive tales for their grown-up friends.

A few studies have noted the importance of topic in children's speech variety. In a study of New England children, Fischer (1958) collected evidence of several factors related to the alternation of the participle suffix /-ing/ vs. /in/. He found that the selection depends on the sender ("typical" vs. "good" boy), and on topic of discourse. He mentioned that "the corpus is not large enough to establish stable frequency indices for the suffixes of individual words, but there is certainly a trend for markedly "formal" verbs to have the -ing suffix and markedly "informal" verbs to have the -in suffix" (p. 485). Fischer heard "criticizing", "correcting", "visiting", and "reading" vs. "punchin", "swimmin", "chewin", and "hittin". Ervin-
Tripp (1968) added that behind the alternation by topic lies on alternation by participants, with /in-/ being heard from adults, especially teachers, and /in/ being heard from peers.

In another study on the speech registers of children, Weeks (1971) found that there is a relationship between topic and children's speech variety. Defining the speech registers as functioning to convey additional information or emotion beyond that conveyed by the words alone, she divided the speech registers into "whisper", "softness", "loudness", "clarification", "fuzzy speech" (i.e., speech which is decidedly slurred or not clearly enunciated), "high pitch", "grammatical modification" (which is usually found in baby talk), "phonetic modification" (e.g., simplification of consonant clusters or replacement of "r" by another consonant), "exaggerated intonation", and "mimicry". According to Weeks, one of her subjects, who was 5 years and 2 months old, used fuzzy speech with softness to report an unhappy experience of a friend hitting him, as opposed to his use of clarified speech with loudness for a happy experience.

Thus, it was found that topic plays a role in monolingual children's speech variation. However, little research has paid attention to the bilingual children's language choice by topic. Most studies on children's codeswitching have investigated the general aspects of
codeswitching considering the development of children's communicative competence.

Bilingual children Even though there have been many studies on adult bilingual codeswitching since the 1950's, codeswitching among young bilingual children has been rarely studied. In her doctoral dissertation, Genishi (1976) explored the rules for children's codeswitching. Her subjects were four kindergarten children who ranged in age from 6;0 to 6;2. They were observed and recorded in three different settings: the kindergarten classroom, the playground, and the day care center. To see whether selected six-year-olds had developed the ability to use their language according to sociolinguistic rules and to see if they chose one language rather than the other, the following research questions were asked in Genishi's study:

1. Which of the following social and linguistic variables affect the children's choice between languages:
   a. Physical setting (classroom vs. playground)
   b. Activity (free play vs. teacher-structured task)
   c. Features of the addressee (age, ethnicity, linguistic ability)
   d. Topic of conversation (television show, family dog, etc.)
   e. Linguistic intention (requesting help, arguing, etc.)

2. Are the children's rules situational or conversational?

3. How do these six-year-olds' rules of codeswitching
differ from adults' rules?

Genishi's answer to the first question was that neither the physical setting nor the child's activity was associated with a preference for one language over the other. Among three different features of addressee (age, ethnicity, linguistic ability), age (adult vs. peer) and ethnicity (Anglo vs. Chicano) did not explain codeswitches. The major finding of the study was that these four children were able to choose and maintain the language that their listeners spoke best in both instructional and noninstructional settings and they correctly assessed others' linguistic abilities.

In terms of the topic, the five topics that recurred were children's families, television shows or characters, girlfriends/boyfriends, food, and Mexican holidays. None of the topics was associated with one language, with the exception of Mexican holidays.

When explaining the intention of the speaker, Genishi stated that the broad question with regard to intention was whether codeswitching helps a child gain and hold the attention of an adult. Since there were few codeswitches that children may have intended for these purposes, no reliable statements could be made about the four bilinguals'
ability for this aspect of sociolinguistic competence.

The answer to the second research question (i.e., are the children's rules conversational or situational?) was that they were situational rather than conversational; there were only 64 episodes which contained conversational switches out of a total of 370 episodes; the number of episodes that were evidence of situational rules was 306. Thus, the answer to the third question about the difference between children's and adult's rules was that there was a relative lack of conversational switches in children's codeswitching.

Genishi concluded that the four children...were able to choose the appropriate language so that they could communicate with peers and adults of different linguistic abilities in a variety of situations. The children did not manipulate their languages to communicate effectively in every situation, but in general, they easily controlled two languages and a range of styles within each language to demonstrate their social and linguistic competencies (pp. 184-185).

McClure (1981) and McClure & Wentz (1975) also analyzed aspects of bilingual children's codeswitching. Their data were collected through a variety of techniques, including recording naturalistic and manipulated conversations, elicited sentence repetitions, and elicited sentence completions. Research was conducted in two communities. In the first community the subjects were eight three- and four-year-old Mexican children in Head Start
classrooms. In the second community, the researchers worked with 39 Mexican-American children enrolled in kindergarten through fourth grade and also with three preschool children who were in the care of older children in the sample. Research was conducted in the school, the children's homes, the local park, and the project mobile home. Data were collected on both the functions of, and the linguistic constraints on, the children's codeswitching. With respect to function, both situational and stylistic codeswitching were discussed. Stylistic switching is similar to what Gumperz (1976) terms "conversational" or "metaphorical" codeswitching.

Discussing the instances of situational codeswitching, McClure (1981) stated that the earliest systematic codeswitching was determined by the interlocutors the children spoke with and the important characteristics of interlocutors are language proficiency, language preference, and social identity (e.g., child-parent, teacher-pupil). She found that discourse type also affects language use. During interviews and narratives codeswitching was strongly inhibited, but in conversations it occurred freely.

Although discourse type seemed to play a role, topic did not seem to have large influence upon language selection in the children. McClure mentioned that "the children are
able to and in fact do converse about anything in their experience in both languages" but she added that "the discussion of a few topics is more likely to occur in one language than in the other" (p. 79). According to her, topics related to the family, child care, kinship, and food preparation are most often discussed in Spanish, whereas sports, school, and holidays such as Halloween and Thanksgiving are more often discussed in English. When a topic which is habitually discussed in one language happens to come up in a conversation in the other language, there is a higher incidence of codeswitching. McClure (1981) also found some evidence of stylistic codeswitching, which she categorized as emphasis, focus, elaboration, attention attraction or retention, mode shift, topic shift, and addressee shift. She stated that "just as the monolingual improves his control over his verbal resources with age, so does the bilingual. Further, just as there is a developmental pattern in the monolingual's syntactic control of his language, so too such a pattern may be found in the bilingual's control of the syntax of codeswitching, which begins with the mixing of single items from one code into discourse in the other and culminates in the code changing of even more complex constituents" (p. 80).

Fantini, an Italian-American (1982), examined the
speech development of his own bilingual son. From the time of the child's birth until he was nine, data were systematically collected in a diary of speech utterances in addition to being audio taped and occasionally video taped. Fantini's subject (Mario), whose mother was a Bolivian, frequently moved back and forth between an English speaking setting and a Spanish speaking setting because of his parents' work. Mario's home language was Spanish; his mother firmly insisted on it. In addition, his father was fluent in Spanish and Italian besides English, which is his native language. Fantini was inclined toward codeswitching; he preferred English when discussing work and technical matters, but preferred Spanish at home with his family and Latin friends.

Fantini found that codeswitching was quite an early development in his son, beginning only a few days after the introduction of English words into the child's active speech. In only a brief period the child was able to sort linguistic sets. The initial sorting was done wholly in response to specific persons present within a limited social situation. Some aspects of interlocutors influencing the child's choice of language were degree of intimacy, degree of the interlocutor's comprehension and fluency, certain roles (e.g., caretaker), etc. As the child's language developed
and his world enlarged, other social factors influenced language differentiation. The next major factor was the setting of the speech event. Initially, there were two clear-cut divisions: the home and the world outside the home. The child formulated a clear notion of place or setting.

The form\(^1\) and function\(^2\) of the speech act sometimes took precedence over the other variables (interlocutors and setting), as when the child desired to produce special effects upon his listeners (e.g., joking and surprising) or when he "retrieved" a linguistic experience from the past. In such cases, other than the normal language choice resulted. The outcome was often a "marked"\(^3\) use of the

\(^1\)Fantini regarded this as the message couched in a special form distinct from that in normal conversation such as narration, roleplay, quotation, story-telling, play, songs, and jokes.

\(^2\)In Fantini's term, this is the purpose and/or intended outcome of the speech event; that is, (a) whether the purpose of the speech act was "normal" communication and exchange of information (i.e., unmarked verbal behavior) or (b) to shock, amuse, or surprise the participants, or (c) to exclude (or include) them, (d) was it purely self-expression or private speech (the child to himself), or (e) was it to underscore or replicate a previous statement.

\(^3\)This is the opposite meaning of "normal". The author of the present study expressed this term as "anomalous".
Fantini's findings about codeswitching by topic were nearly the same as Genishi's (1976, 1981) and McClure's (1981). There was no evidence in the data to show that Fantini's subject chose either English or Spanish in relation to a specific topic of conversation. However, in an analysis of the child's interference, it was found that there was an increase in interference and linguistic borrowing when the child talked about some topics which contained "culturally bound" words (e.g., snacks, applesauce, blueberries, and school bus, etc.).

Fantini noted that as the child became increasingly specialized in his knowledge of English through the educational process and of Spanish in other areas of socialization (e.g., prayers and experiences unique to Bolivia or Mexico), it may well have been that various topics of speech would have become increasingly associated with a particular language. In a later study, Fantini (1985) mentioned that in the case of his son topical switching became a fairly well established procedure by the age of ten.

In summary, most researchers on children's codeswitching stated that children seemed to know how to use the appropriate language in the appropriate situation. Among several variables in children's codeswitching, interlocutor's
linguistic ability is the most influential factor in children's language selection. In addition, there was some evidence of conversational codeswitching although it was not fully developed. However, most researchers mentioned that topic was not an important factor in children's codeswitching and topical codeswitching was developed at a somewhat later age. Even though Fantini's finding indicates the existence of codeswitching by topic, he did not attempt to do an in-depth analysis on it. The same thing can be said in other studies. Since the purpose of most studies on children's codeswitching reviewed here was to describe the general aspects of codeswitching in children's speech, little attention was paid to the children's topical codeswitching and, even when the researchers mentioned this, their discussions were more or less superficial, without any quantitative analysis. Thus, this study attempts to describe the aspects of children's topical codeswitching more specifically based on quantitative analysis of collected data. A description of the methods used in this study will be given next.
CHAPTER III. METHOD

Overview

In this chapter, subjects, materials, and data analysis used in the present study will be described.

Subjects

The subjects in this study are two Korean six-year-old boys: Fred and Wany (the latter is the author's own son). When they were tape-recorded, Fred was 6 years and 1 month old and Wany almost 6 (he had his sixth birthday party during the recording period). Fred came to the U.S. when he was 1 year and 9 months old, and from that time on he was introduced to English since there were several children who spoke English in his neighborhood. However, his intensive contact with English occurred at age 3;5 when he started to attend preschool. On the other hand, Wany came to the U.S. when he was 2 years and 11 months old and his intensive contact with English was delayed until he attended preschool at age 3;6.
Even though the author did not use any test to measure their bilingual ability, it was agreed by their kindergarten teacher and parents that they were quite fluent both in English and Korean. Their abilities in speaking Korean were normal and, according to their teacher, they had no problems in communicating with other American friends.

In terms of bilingual type, both are coordinate bilingual; that is, they have learned each of the two languages in completely different environments -- Korean at home and English at school. When they were tape-recorded, the two children were attending kindergarten where they spoke only English. Their teacher prohibited them from speaking Korean in school. The teacher reported that they rarely spoke Korean in kindergarten. However, their home language is Korean. Their parents do not speak English at home and they always address the two children in Korean, even though they know English quite well since all of them are graduate students at Iowa State University. Besides attending an English-speaking kindergarten, the two children are attending a Korean community school where they learn Korean letters once a week for two hours.

Quite often, Fred and Wany play together after school. Although their home language is Korean, they use both Korean and English between themselves while they play.
Material

A portable Panasonic cassette tape recorder and a Scotch 90-minute cassette tape were used for all of the recordings. The recorder was in sight of the two children and was placed near them. At first, they were curious about being recorded but soon they forgot about the recording as they were absorbed in their activity.

Procedure

The children were tape-recorded for about 3 months (from Nov. 11, 1988, to Jan. 3, 1989). Data were gathered at irregular intervals. A total of 13 hours of speech was recorded with the two children (there were 10 different recording sessions). Data were collected most often in the afternoon when they were back from school at Wany's house. Each recording was conducted in a naturalistic setting and the author did not converse with the children unless she was addressed.

After the recording sessions, the data were transcribed: English utterances were transcribed morphemically and Korean utterances were transcribed phonetically and translated into English. The data were transcribed in the format prescribed
by the CHAT Manual, which describes the method of transcription and coding system of the Child Language Data Exchange System (CHILDES).

Data Analysis

Watson and Potter (1962) and many other researchers have stated that the most basic and natural unit for the study of interaction is the episode. An episode can terminate whenever there is a change in the major participants, the role system of the participants, the focus of attention, or the relationship toward the focus of attention. In this study the episode is also used as the unit of analysis. Particularly, in the present study the main unit of analysis is a "topical episode", since topic is the axis in every episode.

Ervin-Tripp (1968) defined the topic as the manifest content or referent of speech. In this study, topic was determined by judging what the children were talking about. Thus, the topical episode includes:

1. At least one child's utterance in the interaction.

---

"Its author is Brian MacWhinney, who is in the Department of Psychology at Carnegie Mellon University."
2. A point of topic that has semantic consistency and is clear to the author.

The topical episodes lasted from a few seconds to twenty minutes. Three examples of topical episodes, which were spoken only in English, only in Korean, and in both languages, respectively, follow.

Example 1. (Dec. 2, 1988)

Topic: TV Show ('Ducktales')

Fred: You'll watch Ducktales?
Wany: How about you?
Fred: Can I?
Wany: You could watch xxx (unclear), too.
Fred: Sometimes Ducktales fun, right? Right?
Sometimes it's ... Is this fun, right?
Wany: Sometimes it is fun and sometimes it's not fun, right?
Fred: Yea. Sometimes they go some [pause] they just stay ... The baseball was really fun.
Wany: Yea.

Example 2. (Nov. 12, 1988)

Topic: The Baldhead

Wany: dæmæri ara? (Do you know a baldhead?)
Wany: dæmæriga mænJi ara? (Do you know what the baldhead means?)
Fred: òη. (Yes.)
Wany: mæri òpnan gæJi? (There's no hair, isn't it?)
Fred: òη. (Right.) nàdo dæmæriya? (Are you baldheaded?)
Wany: ani. (No.) mæri man ana. (I have lots of hair.)
Fred: nàdo gра iyo? (So do I, right?)
Wany: òη. (Yes.) [laughs]
Example 3. (Dec. 9, 1988)

Topic: Book Order

Fred: nə book order hətsə? (Did you order the book?)
Wany: əŋ. (Yes.)
Fred: nan an hətsə. (I didn't.)
Wany: na dæge manta. (I ordered a lot.)
Fred: Can I see this book order? Looks like one.
    Take the other one out. You got three, okay?

In coding the transcriptions, the author carried out a reliability check on the identification and labeling of the topical episodes with one native speaker of English, who was a graduate student in the Sociology Department at Iowa State University. The author and the other coder independently went through the transcription and marked off topic boundaries. The number of topical episodes marked off by the author and the other coder was 313 and 297, respectively. The number of topical episodes marked off and in agreement (in the same way by both coders) was 242. Reliability was figured as a percentage of agreement (i.e., the number of units agreed on by both coders was divided by the average number of units coded by both coders) (Wright, 1967).

\[
\text{Number of Units Agreed on by Both Coders} = \frac{\text{Number of Units Coded by Coder 1} + \text{Number of Units Coded by Coder 2}}{2}
\]
Agreement on marking off the topical episodes was 0.79. In the cases in which topical boundaries were agreed on by both coders, the naming of such topical episodes was also agreed on in most cases. The number of 238 out of total 242 topical episodes were agreed on the naming of the topic. The 4 topical episodes in which there was disagreement by the coders on the naming were discarded.

Since topics varied a great deal in the two children, the author applied a "criterion of nonuniqueness" (Garvey, 1974): the topics which occurred more than three times with distinct intervals (topics occurred at least after 10 different topical episodes) were counted in detail.

Then, the author counted every word in each recurring topical episode. The reason for counting 'words', not 'utterances', in each topical episode is that a more specific analysis of language association with topic was possible by counting 'words' since both English and Korean were used within one utterance in some cases. Moreover, it was sometimes ambiguous to decide the boundary of utterances. In this study 'word' is defined as the smallest grammatical unit which can be used alone to constitute a sentence or utterance, and it must consist of at least one free morpheme (Hartmann and Stork, 1972).

Because English and Korean belong to totally different
language groups, it was necessary to make some adjustment in counting the words in the topical episodes. The most prevalent differences between two languages are as follows:

Table 1. Differences between English and Korean

<table>
<thead>
<tr>
<th>Part of speech</th>
<th>English</th>
<th>Korean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preposition</td>
<td>Yes</td>
<td>Inflectional word</td>
</tr>
<tr>
<td>Article</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>'Do' auxiliary</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

For the equivalence of word counting, the Korean inflection, which is attached to the stem, was counted as one word and English article and 'do' auxiliary were not counted as words. Because a sentence without a subject is possible in Korean, sometimes the pre-supposed subject was added in counting Korean words according to the context.

Additionally, children's words which were addressed to Wany's parents were not counted; almost all the time the language which was addressed to Wany's parents was exclusively Korean, regardless of the topic. For example, Wany and Fred talked about Superman in English, then Fred asked something to Wany's mother in Korean, and then returned
to their English conversation. Example 4 shows evidence of this pattern:

Example 4. (Nov 13, 1988)

**Topic: Superman**

Fred: No, you don't know where Superman is.
Wany: He's in the space.
Fred: No, you don't know.
Wany: Uhuh! He lives at the .... How do you know this?
Fred: a'jumma! Superman itjiyo space e sarayo?
(Aunty! Does Superman live at the space?)

.................... (Fred continues to converse with Wany's mother in Korean.)

Fred: Uhuh, I know. I saw the movie of it.
Wany: Then, why do you say Superman live at the ground?
Fred: Uhuh, I say he got big then he lived at the ground.

In addition to counting words within every recurring topical episode, the author also analyzed the language usage according to topic shift. To see how language changes when topic shift occurs, the language usage between topical boundaries was examined in the 238 agreed-on topical episodes. If the utterance at the topical boundary (either at the beginning or end of topic) was that of Wany's parents or was addressed to them by the two children, the language usage in those topic shifts was not considered.

This analysis was done to see if the language used in
the previous topic is the same or different as that used in the following topic. If Korean (or English) was used in the previous topic and still spoken in the topic under investigation, it was labelled as "same". On the other hand, if English was used in the previous topic but Korean was used in the following topic and vice versa, it was labelled as "different".

Altogether, 8 recurring topics and a total of 2,755 words were analyzed. Results based on these data are presented next.
CHAPTER IV. RESULTS AND DISCUSSION

Overview

In this chapter, first, a discussion of the existence of topical codeswitching -- which includes a description of language usage by topic and of language usage in each occurrence -- will be presented, followed by a description of topic shifts. Finally, criteria for the topical codeswitching will be discussed.

Existence of Topical Codeswitching

Language usage by topic

To review, the two research questions were: (1) is there evidence of codeswitching by topic in bilingual children's speech? and (2) in the case that there is evidence of topical codeswitching, which criteria determine the children's different language usage according to topic? Eight topics which occurred more than 3 times will be discussed in this chapter. Table 2 shows how often each topic occurred in the children's speech.
Table 2. Number of occurrences of each topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV shows and characters</td>
<td>16</td>
</tr>
<tr>
<td>Toy</td>
<td>11</td>
</tr>
<tr>
<td>Foods</td>
<td>9</td>
</tr>
<tr>
<td>Friends</td>
<td>7</td>
</tr>
<tr>
<td>Numbers</td>
<td>5</td>
</tr>
<tr>
<td>Video games</td>
<td>4</td>
</tr>
<tr>
<td>Korean School</td>
<td>4</td>
</tr>
<tr>
<td>Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Several subtopics are included in each topic; e.g., under the topic of 'TV show and characters', the two children talked about 'GI Joe', 'Reading Rainbow', 'Sesame Street', 'Ghostbusters', and 'Ducktales'. When the two children talked about 'Food', the subtopics were varied as in 'peanut', 'candy', 'cookie', 'cake', 'cheese ball', and 'pork'. The several kinds of toys discussed under the topic of 'toys' include 'sticker', 'crayon box', 'remote control car', and 'dolls'. In addition to the topics shown in Table 2, the children also talked about presents, books, birthdays, card games, etc. However, these topics
occurred fewer than three times so they were discarded in this study.

The number of occurrences does not reflect the total number of words spoken. For example, although the children talked about 'foods' 9 times, the number of words they spoke was only 175. Comparatively, the topic 'video games' occurred 4 times but the number of words spoken was 519. Table 3 indicates the number of words spoken in each topic.

Table 3. Number of words spoken in each topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>English</th>
<th>Korean</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV shows and characters</td>
<td>672</td>
<td>88</td>
<td>760</td>
</tr>
<tr>
<td>Video games</td>
<td>434</td>
<td>85</td>
<td>519</td>
</tr>
<tr>
<td>Toys</td>
<td>411</td>
<td>44</td>
<td>455</td>
</tr>
<tr>
<td>Friends</td>
<td>326</td>
<td>25</td>
<td>351</td>
</tr>
<tr>
<td>Numbers</td>
<td>192</td>
<td>6</td>
<td>198</td>
</tr>
<tr>
<td>Korean school</td>
<td>21</td>
<td>175</td>
<td>196</td>
</tr>
<tr>
<td>Foods</td>
<td>73</td>
<td>102</td>
<td>175</td>
</tr>
<tr>
<td>Family</td>
<td>2</td>
<td>99</td>
<td>101</td>
</tr>
</tbody>
</table>
From Table 3, it can be seen there is a trend for the children to use one language over the other according to the topic. In order to see the language usage in each topic, the number of words is figured in percentages in Table 4.

Table 4. Percentage of language use in each topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>English (%)</th>
<th>Korean (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
<td>96.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Friends</td>
<td>92.9</td>
<td>7.1</td>
</tr>
<tr>
<td>Toys</td>
<td>90.3</td>
<td>9.7</td>
</tr>
<tr>
<td>TV shows and characters</td>
<td>88.4</td>
<td>11.6</td>
</tr>
<tr>
<td>Video games</td>
<td>85.8</td>
<td>14.2</td>
</tr>
<tr>
<td>Foods</td>
<td>41.7</td>
<td>58.3</td>
</tr>
<tr>
<td>Korean school</td>
<td>10.7</td>
<td>89.3</td>
</tr>
<tr>
<td>Family</td>
<td>2.0</td>
<td>98.0</td>
</tr>
</tbody>
</table>

The topics can be divided into two groups: topics in which English was used more dominantly and topics in which Korean was used more dominantly. Topics of 'number', 'friends', 'TV shows and characters', 'video games', and 'toys' were included in the first group and topics of 'Korean
school' and 'family' were included in the second group. The topic 'food' was not included in either group: almost the same number of English and Korean words was spoken in this topic. From this, the answer to the first research question (i.e., is there evidence of topical codeswitching in the two children's speech?), is that the two children do tend to use one language over the other depending on the topic.

Language usage in each occurrence

Even though it has been concluded from Tables 2 to 4 that there is evidence of language choice by topic, it is necessary to examine the two children's language usage on every occurrence in order to prove that their language usage is not sporadic (e.g., Korean was used exclusively at one time, English the next).

From Tables 5 through 12, the language usage in each occurrence of topic is indicated.

In general, an analysis of the language used in every occurrence matches the whole pattern of language usage in each topic except for the topic 'foods'. However, it can be found that there are several anomalous language usages in some occurrences: occurrence 2 in topic 'friends' (Table 6); occurrences 1, 5, 12, and 16 in topic 'TV shows and characters' (Table 7); occurrence 4 in topic 'video games'
Table 5. Language usage in topic 'numbers'

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Number of English words</th>
<th>Number of Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nov. 11</td>
<td>14</td>
<td>1</td>
<td>93.3/6.7</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 2</td>
<td>67</td>
<td>0</td>
<td>100.0/0.0</td>
</tr>
<tr>
<td>3</td>
<td>Dec. 15</td>
<td>45</td>
<td>5</td>
<td>90.0/10.0</td>
</tr>
<tr>
<td>4</td>
<td>Dec. 15</td>
<td>34</td>
<td>0</td>
<td>100.0/0.0</td>
</tr>
<tr>
<td>5</td>
<td>Dec. 19</td>
<td>33</td>
<td>0</td>
<td>100.0/0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>192</strong></td>
<td><strong>6</strong></td>
<td><strong>96.9/3.1</strong></td>
</tr>
</tbody>
</table>

Table 6. Language usage in topic 'friends'

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Number of English words</th>
<th>Number of Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nov. 11</td>
<td>30</td>
<td>3</td>
<td>90.9/9.1</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 2</td>
<td>8</td>
<td>13</td>
<td>38.1/61.9</td>
</tr>
<tr>
<td>3</td>
<td>Dec. 2</td>
<td>34</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>4</td>
<td>Dec. 2</td>
<td>25</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>5</td>
<td>Dec. 15</td>
<td>24</td>
<td>1</td>
<td>96/4</td>
</tr>
<tr>
<td>6</td>
<td>Dec. 21</td>
<td>73</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>7</td>
<td>Dec. 21</td>
<td>132</td>
<td>8</td>
<td>94.3/5.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>326</strong></td>
<td><strong>25</strong></td>
<td><strong>92.9/7.1</strong></td>
</tr>
</tbody>
</table>
Table 7. Language usage in topic 'TV shows and characters'  

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Sub-topic</th>
<th>Number of English words</th>
<th>Number of Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nov. 12</td>
<td>GI Joe</td>
<td>3</td>
<td>13</td>
<td>18.8/81.2</td>
</tr>
<tr>
<td>2</td>
<td>Nov. 13</td>
<td>GI Joe</td>
<td>53</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>3</td>
<td>Dec. 15</td>
<td>GI Joe</td>
<td>102</td>
<td>4</td>
<td>96.2/3.8</td>
</tr>
<tr>
<td>4</td>
<td>Nov. 11</td>
<td>Reading rainbow</td>
<td>12</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>5</td>
<td>Dec. 15</td>
<td>Sesame street</td>
<td>8</td>
<td>4</td>
<td>66.7/33.3</td>
</tr>
<tr>
<td>6</td>
<td>Dec. 2</td>
<td>Ghostbusters</td>
<td>38</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>7</td>
<td>Dec. 2</td>
<td>Ghostbusters</td>
<td>40</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>8</td>
<td>Dec. 2</td>
<td>Ghostbusters</td>
<td>40</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>9</td>
<td>Dec. 9</td>
<td>Ghostbusters</td>
<td>72</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>10</td>
<td>Dec. 9</td>
<td>Ghostbusters</td>
<td>82</td>
<td>3</td>
<td>96.5/3.5</td>
</tr>
<tr>
<td>11</td>
<td>Dec. 15</td>
<td>Ghostbusters</td>
<td>13</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>12</td>
<td>Dec. 21</td>
<td>Ghostbusters</td>
<td>18</td>
<td>14</td>
<td>56.3/43.7</td>
</tr>
<tr>
<td>13</td>
<td>Dec. 2</td>
<td>Ducktales</td>
<td>50</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>14</td>
<td>Nov. 13</td>
<td>Superman</td>
<td>80</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 15</td>
<td>Superman</td>
<td>40</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>16</td>
<td>Jan. 3</td>
<td>Superman</td>
<td>21</td>
<td>50</td>
<td>29.6/70.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>672</strong></td>
<td><strong>88</strong></td>
<td><strong>88.4/11.6</strong></td>
</tr>
<tr>
<td>Occurrence</td>
<td>Date</td>
<td>Number of English words</td>
<td>Number of Korean words</td>
<td>Percentage of E/K</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dec. 2</td>
<td>63</td>
<td>0</td>
<td>100/0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dec. 2</td>
<td>127</td>
<td>0</td>
<td>100/0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dec. 9</td>
<td>200</td>
<td>23</td>
<td>89.7/10.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dec. 21</td>
<td>40</td>
<td>48</td>
<td>45.5/54.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>434</strong></td>
<td><strong>85</strong></td>
<td><strong>85.8/14.2</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 9. Language usage in topic 'toys'

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Sub-topic</th>
<th>English words</th>
<th>Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nov. 12</td>
<td>Crayon box</td>
<td>5</td>
<td>2</td>
<td>71.4/28.6</td>
</tr>
<tr>
<td>2</td>
<td>Nov. 26</td>
<td>Car</td>
<td>28</td>
<td>1</td>
<td>96.6/3.4</td>
</tr>
<tr>
<td>3</td>
<td>Dec. 2</td>
<td>Car</td>
<td>38</td>
<td>20</td>
<td>65.5/34.5</td>
</tr>
<tr>
<td>4</td>
<td>Dec. 2</td>
<td>Bird doll</td>
<td>15</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>5</td>
<td>Dec. 2</td>
<td>Dinorider doll</td>
<td>32</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>6</td>
<td>Dec. 2</td>
<td>Dinosaur doll</td>
<td>37</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>7</td>
<td>Dec. 2</td>
<td>Dinosaur doll</td>
<td>40</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>8</td>
<td>Dec. 15</td>
<td>Toy</td>
<td>123</td>
<td>3</td>
<td>90.4/9.6</td>
</tr>
<tr>
<td>9</td>
<td>Nov. 12</td>
<td>Sticker</td>
<td>16</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>10</td>
<td>Dec. 15</td>
<td>Sticker</td>
<td>32</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>11</td>
<td>Dec. 15</td>
<td>Sticker</td>
<td>45</td>
<td>8</td>
<td>84.9/15.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>411</strong></td>
<td><strong>44</strong></td>
<td><strong>90.3/9.7</strong></td>
</tr>
</tbody>
</table>
Table 10. Language usage in topic 'foods'

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Sub-topic</th>
<th>Number of English words</th>
<th>Number of Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec. 2</td>
<td>Drink</td>
<td>19</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 15</td>
<td>Drink</td>
<td>0</td>
<td>34</td>
<td>0/100</td>
</tr>
<tr>
<td>3</td>
<td>Nov. 12</td>
<td>Peanut</td>
<td>1</td>
<td>21</td>
<td>4.5/95.5</td>
</tr>
<tr>
<td>4</td>
<td>Nov. 11</td>
<td>Candy</td>
<td>21</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>5</td>
<td>Dec. 2</td>
<td>Chocolate</td>
<td>0</td>
<td>13</td>
<td>0/100</td>
</tr>
<tr>
<td>6</td>
<td>Dec. 2</td>
<td>Cookie</td>
<td>11</td>
<td>12</td>
<td>47.8/52.2</td>
</tr>
<tr>
<td>7</td>
<td>Dec. 9</td>
<td>Cake</td>
<td>0</td>
<td>13</td>
<td>0/100</td>
</tr>
<tr>
<td>8</td>
<td>Dec. 15</td>
<td>Cheese ball</td>
<td>18</td>
<td>0</td>
<td>100/0</td>
</tr>
<tr>
<td>9</td>
<td>Dec. 15</td>
<td>Pork</td>
<td>3</td>
<td>9</td>
<td>25/75</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>73</td>
<td>102</td>
<td>41.7/58.3</td>
</tr>
</tbody>
</table>

Table 11. Language usage in topic 'Korean school'

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Number of English words</th>
<th>Number of Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec. 2</td>
<td>0</td>
<td>37</td>
<td>0/100</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 9</td>
<td>0</td>
<td>8</td>
<td>0/100</td>
</tr>
<tr>
<td>3</td>
<td>Dec. 21</td>
<td>4</td>
<td>65</td>
<td>5.8/94.2</td>
</tr>
<tr>
<td>4</td>
<td>Dec. 21</td>
<td>17</td>
<td>65</td>
<td>20.7/79.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>21</td>
<td>175</td>
<td>10.7/89.3</td>
</tr>
</tbody>
</table>
Table 12. Language usage in topic 'family'

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Date</th>
<th>Sub-topic</th>
<th>Number of English words</th>
<th>Number of Korean words</th>
<th>Percentage of E/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec. 2</td>
<td>Daddy</td>
<td>0</td>
<td>33</td>
<td>0/100</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 2</td>
<td>Daddy</td>
<td>1</td>
<td>30</td>
<td>3.2/96.8</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 3</td>
<td>Daddy</td>
<td>1</td>
<td>36</td>
<td>2.7/97.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2</td>
<td>99</td>
<td>2.0/98.0</td>
</tr>
</tbody>
</table>

(Table 8); occurrence 3 in topic 'toy' (Table 9). These anomalous language usages can be explained in several ways.

First, the short duration of time of the utterances might cause the anomalous pattern of language usage. Since occurrences 1 and 5 in topic 'TV shows and characters' (Table 7) were very short episodes (a total 15 and 12 words were spoken in each episode, respectively), it is rather meaningless to figure the percentage of language usage in these occurrences.

Next, the anomalous language usage in occurrences 3 in topic 'toys' (Table 9) and 12 in topic 'TV show and characters' (Table 7) might be due to conversational codeswitching. In these occurrences, the children began to speak in English and then they changed their code within the
topical episode, which is characteristic of conversational codeswitching. The following are the examples:

Example 5. (Occurrence 3 in 'friends')

Fred: [plays with Wany's remote control car]
Wany: isn't it cool?
Fred: wë buri anna? (Why isn't the light turned on?)
Wany: bul nalgāya. (It'll be turned on.)
Fred: Flash light. Isn't it cool?
Wany: You want xxx [unclear] remote control car, too?
Fred: You want xxx [unclear] remote control car, too?
....... (continue to converse in English)

Example 6. (Occurrence 12 in topic 'TV shows and characters')

Wany: That is dragon, right?
Fred: I don't know. How do you know that?
Wany: gregajigo Peter ga mitë tak [#] jagi sinbarål nəgajigo umm mərəl nətji?
(Then, Peter put his shoes under umm he put something in it, right?)
Fred: Peter aniya Winston iya.
(He's Winston not Peter.)
I mean umm
Wany: Ray!
Fred: Ya.

In example 5, Fred asks a question in Korean to express more personal and intimate feeling even though he is addressed in English. By doing this, he probably hopes to gain Wany's permission to continue to play with the remote control car since Wany has the power to let him play with the toy. It is evident that Fred knows the expression "light is
turned on ". In the ensuing conversation, they use this expression along with "turn off the light".

A similar explanation is possible in Example 6. Since Wany gets negative feedback when he addresses Fred (i.e., instead of confirmation, Fred asks for support for Wany's claim), he changes his language into Korean, which is his "we" code, for the purpose of "personal appeal" to accept his explanation. Genishi (1976) also stated in her study that "switches did occur in conversations when children appeared to be reacting to negative feedback" (p. 102). This explanation might be supported by the children's facial expression and their way of speaking; e.g., in Example 4, Fred's voice became soft when he addressed Wany in Korean and in Example 5 Wany exaggerated intonation more or less wearing a smile on his face.

Finally, a third explanation for some of the anomalous patterns may be due to "carry-over": although it is evident the two children tended to choose one language over the other according to topic, the analysis of language usage at the topic boundary indicates that sometimes the two children habitually continued to use the language they had spoken in the previous topic. Occurrence 2 in topic 'friends' (Table 6), 4 in topic 'video games' (Table 8), and 16 in topic 'TV show and characters' (Table 7) fit this interpretation.
Before these topics were discussed, the language the children were using was Korean. Then, they continue to speak Korean even in different topic which is more closely associated with an English-speaking setting. Consequently, in these cases frequent code mixing and code changing occurred. A more detailed description of topic shift follows next.

**Topic Shift**

As mentioned in the previous section, there was evidence that the language used in a preceding topic seemed to influence language use in a topic. To determine the extent of this influence, an investigation was made on the language shift from one topic to the next.

A total of 205\(^5\) topic shifts occurred in this study. Among these topic shifts, 111\(^6\) occurred with the use of the "same" language and 94 with the use of a

\(^5\)The number of topic shifts does not match with that of topical episodes, because 1) there are several topics which occur at the beginning of recording and 2) topic shifts in which the utterances of Wany's parents were included were discarded.

\(^6\)It can not be said that this number only reflects the habitual use of the "same" language, since, in some cases, topics which are included in one category (i.e., topics which are associated with the same language setting) occur sequentially.
"different" language. Table 13 gives a breakdown of language usage:

Table 13. Analysis of language usage in topic shifts

<table>
<thead>
<tr>
<th>Language used in the previous topic</th>
<th>Language used in topic under discussion</th>
<th>Number of instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean</td>
<td>Korean</td>
<td>45</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>66</td>
</tr>
<tr>
<td>English</td>
<td>Korean</td>
<td>48</td>
</tr>
<tr>
<td>Korean</td>
<td>English</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>205</td>
</tr>
</tbody>
</table>

The distribution of the 4 different possible cases is almost evenly scattered, with the exception of using English in both the previous and following topic. When the two children habitually spoke the language used in the previous topic but the following topic was more closely related to the different language setting, it resulted in the code mixing and code changing in the following topical episode (this was explained in the previous section). For example, in Example 7, before the two children talked about this topic ('video game') they conversed in Korean about a paper which Wany brought from the school. Since the topic 'video games' is
closely related to an English-speaking setting, several English utterances were used although the utterances were Korean, which is the result of the continuous use of the same language of the previous topic. This is especially true for the section where the two children talked about the kinds of video games (e.g., double dare game and ghostbuster Atari tape game); when they could not access the appropriate term in Korean, they used English.

Example 7. (Dec. 21)

Fred: nādo Nintendo mot nora. (You can't play with my nintendo.)
Wany: That's all right.
Fred: nā Atari ga dā joa Nintendo ga dā joa? (Which do you like better, nintendo or atari?)
Wany: Sega.
Fred: Sega nān hangǎdo an ḥǎmiisǎwa grǎn ḥul ara? (Sega is not interesting at all. Do you know why?)
Wany: irảke ggā itjana ggā. (I mean we do like this.) [shows how to do the game with a motion]
Fred: Double dare game?
Wany: Ḥi. (Right.)
Fred: Nintendo do ḥiṣā. (Nintendo has it, too.)
Wany: Atari nān dā joāngāiṣā. (Atari has better one.)
Fred: mā? (What?)
Wany: Something you like. Ghost buster atari tape game!
Fred: Even nintendo everyone have it. Even sega umm nintendo [>]?
Wany: da same isā atari hago?

............ (continue to converse)

7This symbol indicates "a sudden uptake".
On the other hand, in some cases, the two children returned to the language which is more appropriate to the topic in the process of their conversation although they started with the language used in the previous topic. The following is an example.

Example 8. (Dec. 15)

Wany: igạ one hundred count halsu itsa? (can you count this to one hundred?)
Fred: na honja? (By myself?)
Wany: ṣẹ. (Yes.)
Fred: Uhuh.
Wany: Two hundred?
Fred: Uhuh.
Wany: Three hundred?
Fred: Uhuh.
Wany: Four hundred?
Fred: Uhuh.
Wany: Five hundred?
Fred: Uhuh.
Wany: Just count it then.
Fred: Brrrrrr. Done.
Wany: No! Not like that! I can't even hear it.
Fred: Brrrrrrrrr. We're done.
Wany: No! You do only thirteen.
Fred: I went to a hundred and one.

Along with topic shifts with the use of the "same" language, the two children also could change the language as the topic shifted. In Example 9, at first, the children talked about 'TV show (Ghostbusters)' in English and next they talked about 'eating chocolate' in Korean, then they returned to the topic 'TV show (Ducktales)' speaking English.
Example 9. (Dec. 2)

Wany: Who is the leader? Peter?
Fred: Yap.
Wany: I think Igan was the leader.
Fred: uhuh.

[pause (55 seconds)]

why do \text{maga}\text{ta}. n\text{ga}\text{do} pali \text{ma}\text{ga}\text{tiyo}? aka j\text{a}\text{nba}\text{ne} um\text{m} jel \text{c\text{ame}}j\text{os\text{al}\text{ta}} n\text{iga}\text{do} pali \text{ma}\text{ga}\text{tiyo}? (I'm done. I ate faster than you, right? umm at first you ate faster than I, right?)

[pause (7 seconds)]

Wany: You'll watch Ducktales?
Fred: How about you?
Wany: Can I?
Fred: You could watch xxx, too.
Wany: Sometimes Ducktales fun, right?

In Example 10, the two children talked about asking someone about the rope. When Wany could not think of the right person, he intentionally changed the topic using different language.

Example 10. (Nov. 26)

Wany: nanon nugu han nugu hante mur\text{\d{a}} bolg\text{\d{a}}\text{nj}i ara? (Do you know whom I'll ask to?)
Fred: nugu? (who?)
Wany: n\text{ae} \text{cingu} \text{ik\text{\d{a}}\text{d\text{\d{a}}n} gr\text{\d{a}}nde} umm (I have a friend. By the way, umm)
Fred: Do you see a remote control car?
Wany: Sure. We see it.
Fred: Then, where is it? Tell me.
So far, evidence of topical codeswitching has been presented. Next, the answer to the second research question (i.e., in the case that there is evidence of topical codeswitching, which criteria determine the topical codeswitching?) will be discussed.

Criteria for Topical Codeswitching

Since the present study is an exploratory study for evidence of topical codeswitching, no test or experiment to find the criteria which determine the topical codeswitching was conducted. Thus, discussion of criteria in topical codeswitching found in this study is mainly based on the author's speculation.

However, the answer to the second question seems to be affirmative. All the topics in the first group (i.e., 'numbers', 'friends', 'toys', 'TV shows and characters', and 'video games') were closely connected with an English-speaking setting. For example, in terms of the topic 'numbers', under which they talked about how to count to a million and asked about adding numbers, they have had little chance to speak about numbers in Korean. Although they go to Korean school once a week, the school's purpose is only to provide the opportunity for reading and writing correct
Korean. The same thing can be said for the topic 'friends': even though they have several Korean friends, their concept of 'friends' is more closely related to the American friends in the school and neighborhood. It is evident that TV shows, video games, and toys are connected with an English-speaking setting.

On the other hand, the topics in the second group (i.e., 'Korean school' and 'family') are more closely connected with a Korean-speaking setting. It is one limitation of this study that there are only two topics under which Korean is spoken more dominantly. Because the data collection was conducted only in a naturalistic setting, the author could not control this. Besides the topics in the second group, the two children spoke Korean more dominantly when they talked about Korean books, guests (daddy's friends), and reading the Korean alphabet. These topics only occurred one or two times in the data.

From this, it is evident that 'familiarity' and the 'amount of exposure to the language' are the main factors in these children's topical codeswitching. This finding is in accord with other findings in adults' topical codeswitching (Ervin-Tripp, 1968; Fishman, 1972; Verma, 1978). It is also supported by McClure's study (1981). Although she said that topic of children's discourse does not have a large
influence upon language selection, she added in her study that topics such as family, child care, kinship, and food are most often discussed in Spanish, whereas topics such as sports, school and holidays (e.g., Halloween and Thanksgiving) are more often discussed in English. Even though her finding was not based on a quantitative analysis, topic parameters in both studies are similar.

Importance of the Finding

From the tables above, it was found that the children in this study have specific language choices for certain topics. This finding is different from those of other studies on children's codeswitching. This difference in findings might be due to two factors. First, the method of data collection in this study was somewhat different from the previous studies on children's codeswitching. In the studies of Genishi (1976, 1982), McClure (1981), and Fantini (1982), there were many variables to investigate. Those researchers tried to describe the relationship between codeswitching and several variables such as setting, interlocutors, speaker's intention, etc. Setting varied from a day-care center, home, and the playground, and there were many different participants who were involved in the interaction.
Comparatively, in this study the setting and participants were controlled and only the children's dyadic conversation was analyzed. This made it possible to focus on the aspects of topical codeswitching in the two children's conversation.

Next, evidence of topical codeswitching might be due to the children's regular and consistent exposure pattern to each language. In the case of the two children in this study, the distinction between domains of language use was clear: one language was used consistently in one domain (e.g., the medium in TV shows was English and the medium in the Korean school was Korean) and this is a characteristic of the coordinate bilingualism. In a compound bilingual environment, there is no clear distinction between domains of language usage. The compound bilingual makes no exclusive association of one language or the other with particular contexts. Given that there is no clear distinction in the milieu of two languages learned, it would be rare to find evidence of topical codeswitching, as McClure (1981) pointed out in her study. Therefore, evidence of topical codeswitching in this study was made possible by the fact that the subjects are coordinate bilinguals.
CHAPTER V. CONCLUSION

The results of this study challenge the opinion that topic has little influence in children's codeswitching. The two research questions, which were proposed in the Introduction, have been answered: in the case of coordinate bilingual children, topic does play a role in their codeswitching as it does in adult codeswitching. Topical codeswitching might be determined by the proportion of exposure time to each of the languages (in other words, the amount of language input). Criterion for the topical codeswitching involves the setting -- whether it was a Korean-speaking setting or an English-speaking one.

The author makes no claim that topic is the only factor in children's codeswitching. As in the results of the previous studies on children's codeswitching, the addressee might be a more influential variable in children's codeswitching. In this study, when Wany's parents were involved in the children's conversation and addressed by the children, the language used with them was exclusively Korean. Given this, it can be said that codeswitching by interlocutor is more influential than the switching by topic in the
children's codeswitching. The claim in this study is that topic, which was overlooked by some researchers who concluded it has little influence on children's codeswitching, can be one determinant in children's language choice along with other variables.

Although the results of this study revealed the evidence of topical codeswitching in children's speech, it has some limitations. The first involves the process of coding the transcription. Although there was agreement between the author and the other coder of the transcription on the topic boundaries and labeling, the reliability check would have been greater if the other coder had had expertise about codeswitching. This is important because topic shifts in the two children were frequent and the boundaries of the topics were sometimes ambiguous.

Second, the occasional presence of one child's parents might have affected some aspects of children's speech although it could not have been crucial since the involvement was not frequent.

Finally, because the data were collected only in a naturalistic setting, the distribution of topics was somewhat biased (i.e., there were only 2 out of 8 topics in which Korean was used more dominantly).

Thus, further research needs to be done to see if there
is evidence of topical codeswitching when a distribution of topics is controlled. In order to do this, a manipulated recording which includes the elicitation of a certain topic would be necessary in addition to the naturalistic recording.

Next, the two children in this study were both coordinate bilinguals. It would be interesting to compare the results of this study with the analysis of the speech of another set of children whose bilingual type is different from that of the subjects in this study (i.e., compound bilingual). It would also be interesting to observe two children who are different types of bilingual (i.e., one coordinate and one compound).

Finally, in order to see the developmental aspects of children's topical codeswitching, research on the topical codeswitching of children who are 7 years old or above needs to be done in the same way this study was conducted.

The results presented in this study are nothing but a small part of the whole description of codeswitching. However, it is also true that this study is important in its own way. According to Mackay (1970), because bilingualism, of which codeswitching is one component, is an individual rather than a group phenomenon, a description of a variety of cases of individual bilingualism is needed. This study was an attempt to do this.
Moreover, most data on codeswitching are heavily skewed toward studies involving alternate use of Spanish and English. Studies involving other languages, particularly non-Indo-European ones are necessary in order to see the cross-linguistic validity of the constraints which have been formulated.
REFERENCES


VI. ACKNOWLEDGEMENTS

This study was completed with the cooperation and support of many people. I would first like to express my deep appreciation to my major professor, Dr. Barbara Schwarte, for her constant guidance, advice, and encouragement throughout the writing of this thesis.

Much appreciation is extended to Dr. Barbara Matthies and Dr. Jacques Lempers for their helpful suggestions and service on my graduate committee.

I am sincerely grateful to Dr. Roy Higginson for his insightful advice and suggestions during the preliminary stage of this study; to Fred's (one of my subject's) parents for consenting to their child's participation; to James Malia for his willing assistance in coding the data.

In addition, I am indebted to Tae-Kyun Kim for his hours of labor in checking the format and printing.

Sincere thanks go to my family living in my country for their spiritual support; to my husband, Seung-Pyo, for his love and constant encouragement.

Finally, my special thanks go to the two children, Fred and Wany, for their cheerful willingness to be recorded and
written about and their bilingual abilities, which made this study possible. Most of all, my heartfelt thanks go to Wany for his patient understanding during the writing of this thesis. I would like to say simply, but very sincerely: "Thank you, son."
VIII. APPENDIX

GUIDANCE FOR THE TRANSCRIPTION

Keys for the Phonetic Symbols

@ : ã
A : æ
j : y
N : η
J : ỳ
C : ć

Symbols and Codes Used in Transcription

[...]: Trailing off     [ \ ]: Interruption
[ > ]: Quick Uptake     [ # ]: Pause
[ - ]: Rising Contour   [ _ ]: Falling Contour
[ : ]: Lengthening      [ p ]: Soft
[ f ]: Loud             [ l ]: Slowly
< text > [ overlap >]: Overlap follows
< text > [ < overlap ]: Overlap precedes
xxx: Unintelligible speech
yyy: Phonemic transcription
www: Untranscribed material
0 : Actions or gestures
Nov. 12 1988

*WAN: kreiraN baks Jemi is@ ?
%cs : /is crayon box interesting to you?/
*FRE: okay. crayon box xxx
*FRE: taNkoNhA m@g@do dA?
%cs : /can I have one peanut?/
*WAN: m@rago?
%cs : /what?/
*FRE: taNkoNhA m@g@do dA?
%cs : /can I have one peanut?/
*WAN: @N. [p]
%cs : /yes. / [p]
*FRE: xxx
*FRE: uh uh!
*FRE: puraj@b@l@tA!
%cs : /it's broken!/
*FRE: ig@ dugA d@l@ga isd@ng@ya tangkongi?
%cs : /were there two peanuts in this shell?/
*WAN: @N.
%cs : /yes. /
*FRE: xxx
*WAN: xxx
*WAN: 0
%act: sings a song
*WAN: I have lots of stickers.
*WAN: see?
*FRE: stickerejo? [asks to mother]
%cs : /is that a sticker?/
*MOT: @N.
%cs : /yes. /
*MOT: doNihago 'share' hA.
%cs : /share it with Fred, please. /
*WAN: 0 [hops singing a song]
*FRE: 'l'. [opens Wany's working book]
*FRE: ajumma, 'l' m@ejo?
%cs : /aunt, what's this after l? /
*MOT: 'e'.
*FRE: 'g', ['#'] 'e'.
*MOT: 'a'.
*FRE: 'a'. ['#'] 'g'.
*FRE: g@da@me?
%cs : /what's next? /
*MOT: 'v'.
*WAN: g@da@me, umma? [p]
%cs : /what's next, mommy? / [p]
*FRE: g@da@me?
%cs : /what's next?/
*WAN: 'e'!
*FRE: 's'!
*WAN: wa 'e' grAs@ nahanten0n?
%cs: /why did you say 'e' to me?/
*MOT: 'e' da@mme 's'ja.
%cs: '/s' comes after 'e'./
*FRE: 's', [#] 'v'.
*FRE: j@gis@ CaJaboJa. [turns to another page]
%cs: /let's find here./
*FRE: j@gis@ toNgrami hAja dwAn@ng@ja?
%cs: /do we have to circle here?/
*WAN: I don't know.
*FRE: ajumma. j0gi toNgrami hAjadwAn@ng@ejo?
%cs: /aunty, do we have to circle here?/
*MOT: @N.
%cs: /yes./
*MOT: aJummmahante mutJi malgo n@g@kiri hA!
%cs: /don't ask to me and just do by yourselves!/
*WAN: toNgrami han@ng@ anida!
%cs: /we are not supposed to circle!/
*FRE: 'l'.
*WAN: toNgrami b@ls@ dwA itjJana.
%cs: /it's already circled./
*FRE: 'e'.
*FRE: where's [...]]
*FRE: 'a'. [#] 'v'.
*FRE: 'v'.
*FRE: where's 'e'? 
*WAN: 'e'? 
*FRE: 'e'.
*WAN: not 'e'! [=!yells]
*WAN: see?
*WAN: we need blue color.
*WAN: blue color was this.
*FRE: g@gi maC@se@ han@ng@ja?
%cs: /do we have to follow that direction?/
*WAN: @N.
%cs: /yes./
*WAN: maC@ gaJigo [#] toNgrami han@ng@ja.
%cs: /follow the direction and circle./
*FRE: xxx [in English]
*WAN: ya.
*FRE: 'e'. [#] is that 'r'?
*FRE: 's'.
*FRE: xxx
*FRE: s@Nwana n0n@n @t@ke ga?
%cs: /wany, how do you go?/
*WAN: m@?
%cs: /what/?
FRE: n@nu@n g@njyaN xxx?
%cs : /you just xxx?/
*FAT: doNi wanna? [comes into the house]
%cs : /hi, Fred./
*FRE: ne, [#] annj@N hasejo?
%cs : /hello./
*WAN: na boj@ Juka @t@ke dwAna?
%cs : /do you want to see how it works?/ [takes peanut shell]
*FRE: www
*WAN: www
%exp: they are giggling breaking peanut shells.
*WAN: you want to see this dragon?
*FRE: no. [p]
*WAN: I get it [#] at Bonanza.
*FRE: www
*WAN: www
%exp: they are laughing
*WAN: @mma!
%cs : /mommy!/
*MOT: @m?
%cs : /yes?/
*WAN: igë nog@m dwAgo iss@?
%cs : /is this working?/ [=!points the tape-recorder]
*MOT: @N.
%cs : /yes./
*MOT: @mmaga Jom tër@nats@.
%cs : /I just turned it on./
*WAN: WA?
%cs : /why?/
*MOT: um, [#] k@njaN.
%cs : /um, just nothing./
*MOT: duri non@nk@ bolako.
%cs : /I am just taping to see how both of you play with each other./
*MOT: doNo hago wani hago @lmamank@m Jal non@nga bolago.
%cs : /to see how well Fred and Wany play./
*WAN: 0 [=!laughs]
*WAN: doNi 'milk' na juice Juka?
%cs : /do you want a glass of milk or juice, Fred?/
*FRE: ne.
%cs : /yes./
*WAN: [>] na sticker ita.
%cs : /I have a sticker./
*MOT: 'milk' juka juice juka?
%cs : /what do you want, milk or juice?/
*FRE: umm. [#] milk.
*WAN: doNin@n juicen@n an m@kn@ndei.
%cs : /Fred doesn't like to drink juice./
[You have to know that.] /Jaumma, ike wA andwAjo? [Why doesn't it work?] /Takes a microscope/ /Because there's nothing on it./ /Can you find something for me?/ /Can I put anything here?/ /Tiny thing will do./ /Okay./ /Looks for something /Looks for something /I got one. [#] already. /laughs and tries to see something through the microscope /No way! [#] laughs/ /Peanuts [#]/ /Amug@do an boin@ndA! /Hajandes@ bajadA. /You have to see it at bright place./ /J@gis@? /Here?/ @nJega s@Nwani sANil iejo? /When is Wany's birthday?/ Twenty sixth. /Gr@Ji @nJek@Ji is@ja dwe jo? /Then how long do we have to wait?/ Umm. [#] On@li @nJeja? /Umm. [#] What's the date of today?/ On@li 'twelve' Ji? /Today is twelvth, isn't it?/ *Twenty six' nika 'fourteenth' d@ Jajadwe. /Today is twenty sixth so you have to wait fourteen more days./ Oh! [#] God! [#] In chorus with Wany/ xxx [#] In English/ right? XXX Thirty one.
Ja. ig@m@ggo.
/I here, why don't you eat this?/
nan m@gisiltago grAJana.
/I said I didn't want to eat that./
grA?
/did you?/
togbarO hAjadwe g@ul@l.

...Fred is working with the microscope.

I put the mirror evenly./
taNkoN in@ndArO Tak maC@jadwe.
/you have to fix the mirror to the peanut./

after long pause

I am not giving you this. [has stickers]
/why?
this is [..]
ig@n@n Julg@ja.
/I will give you this one./
Jigm malgO birthday tA [=! becomes friendly]
/not now, at my birthday./
grA?
/will you?/
birthday [#] umm. na 'birthday' tA nugu On@n
saramhante J@gaJigo [..]
/on my birthday I will give someone who comes [..]/
.xxx [=! in Korean]
jennale nA sANiltAdO 'heart' xxx
/once, on my birthday heart xxx/
punNs@nhago.
/balloons, too./
mOnhageta. [=! tries the microscope]
/I can't do this./
oh! ja!
/what?/
it will go down. [?]
/see nothing [..]
can you see something now?
/you?
do you see now?
/xxx a little bit.
/let's see!
/okay.
hajake nawajo? [=! addresses to the mother]
/is it bright?/
@N.
/yes./
ign Jom kama [...] dAge kamAjo.
/*this one is a little bla [...] very dark.*/
j@gi bul kj@ga hanb@n hAboJa.
/*let's turn on the light here and try.*/
who wants sticker?
raise your hand.
/*um!*/
who's that umm?
/*laughs*/
0
/*addresses to the mother*/
do you see something? peanut?
after pause
ha!
d@ JOk@ make hamj@n andwendei
/*you should not make it smaller.*/
@N paJ@b@rj@.
/*right, it'll slip down.*/
0 [laughs]

after long pause [mom is trying to fix something on the microscope]
/*comments on what mother is doing*/
is she doing correctly, Wany?/
@N.
/*yes.*/
k@rAjaJi anpeJiJi.
/it won't slip down if she does like that.*/
/*oh! ya?*/
tarnJogro boinda.
/we can see it from the other side.*/
/*we can see it from the other side.*/
/*I can't do this.*/
jurika 'glass'ka isjadwen@ndwe @bs@J@Jana.
/*there should be glass but it's gone.*/
k@rAs@ anboj@.
/so, we can's see through this.*/
tang@hago nora.
/why dont you play with other things?/

...continue in Korean
/*comments on mother's pronunciation*/
*MOM: Cokemang@ `fireman' hago `castle' hago in@ng@ ijana.
%cs : /those small things with fireman and castle./
*MOM: k@g@ kagowas@ hA.
%cs : /play with those things./
*WAN: ligoka m@Ja?
%cs : /what's ligo?/
*WAN: legoJi ligoka anija.
%cs : /it's lego not ligo./

............... 
*MOM: on@ldo kn@ro mand@l@ra kremj@n
%cs : /make with big legos, then./
*FRE: @JeC@rm to mand@l@jadwe?
%cs : /do we have to make just as we did yesterday?/
*WAN: @N.
%cs : /yes./
*FRE: aJuma! k@rAjadwejo?
%cs : /is that right, aunty?/
*MOM: @N. n@g@ hago sip@ng@hA.
%cs : /you can make anything you want./
*WAN: ani. na maldwero hAjadwe.
%cs : /no. you have to follow what I am saying./
*FRE: I need to do that.
*WAN: ya! [gives lego blocks to Fred]
*FRE: oh! that was five and three. [?]
*FRE: I don't need it any more. right? [`it' means the piece of legos]
*WAN: sometimes you could have it. right?
*FRE: we will make different one. right?
*WAN: ya.
*FRE: xxx [in English]
*FRE: oh! pick up this. right?
*WAN: we need it!
*FRE: I need that, too.
*WAN: ya.
*MOM: `middle side' e nwa.
%cs : /why don't you the box at the middle?/
*MOM: krAjaJi doNido Jal knAko wanido Jal knAko haJi.
%cs : /then, Fred will pick easily and Wany will pick easily./
*WAN: j@kiwda nwa.
%cs : /put here./
*FRE: wA?
%cs : /why?/
*WAN: xxx at middle?
*WAN: we need only xxx [in English]
*FRE: ups!
*WAN: 0 [laughs]
*WAN: xxx [in English]
*FRE: xxx [in English]
*WAN:  xxx becaus we need to make higher.
*FRE:  you could make rainbow?
*WAN:  what?
*FRE:  you could make rainbow, today?
*WAN:  how?
*WAN:  we need to do like this? [#] with a [...] 
*WAN:  we don't have any xxx?
*FED:  no! we don't!
*FRE:  remember? Mr. Rogers [...]?
*WAN:  we need some machine.
*FRE:  yea! [laughs]
*FRE:  xxx [in English]
*WAN:  can't even drive!
*FRE:  what?
*WAN:  we can't even drive!
*FRE:  xxx [in English]

...continue their work saying something in English

*FRE:  can I do it just like [...]? [is making something with lego blocks]
*WAN:  not like that.
*WAN:  I'm trying to xxx that.
*FRE:  oh!
*FRE:  can I do that with you?
*WAN:  sure!
*WAN:  you could copy me if you want to. [atmosphere is very friendly]
*FRE:  kng@n@n copy anhado dweJij@?
%cs :  /I don't have to copy with big things?/
*WAN:  @N.
%cs :  /yes./
*WAN:  0 [laughs.]
*FRE:  xxx you got the xxx
*FRE:  ha?
*WAN:  0 [laughs]

...play together in English.

*WAN:  do you have only one two three four again.
*WAN:  me xxx
*FRE:  ha?
*FRE:  xxx lego?
*FRE:  put this on the top?
*WAN:  xxx if you want.
*FRE:  I can't find my xxx
*FRE:  how about we use this one?
*WAN:  we could play this one. [>]
*FRE:  like this. like this.
...continue play and say in English.

*FRE: do you want to help you to find one?
*WAN: xxx [in English]
*FRE: okay. thi [...] 
*FRE: let's let's find one.
*FRE: do you wait for me like I did?
*FRE: I find. you [...] 
*WAN: no. I need to find xxx 
*FRE: 0 [laughs] 
*WAN: what?  
*FRE: xxx [in English] 
*FRE: that was hard. 
*FRE: aha! [laughs] 
*WAN: hey!  
*WAN: I need castle man. [laughs] [they are playing with lego blocks with castle man and horse etc.] 
*FRE: I need castle colors. [laughs] 
*WAN: uhuh! 
*WAN: oh, yea! I have castle horse, too. 
*WAN: kamduNi! [laughs]  
%cs : /blackhorse!/ 
*FRE: wait! let's put them here. [>]  
*WAN: no!  
*WAN: we need to make this first [#] Taehoon!  
*FRE: Taehoon? 
*FRE: why do you call me Taehoon? 
*WAN: 0 [laughs]  
*WAN: I forgot your name. 
*FRE: what? 
*WAN: I forgot your name. 
*FRE: Pak doN Hj@n. [his korean name] 
*FRE: doNhj@n. [English intonation] 
*FRE: you could call me Fred.

...continue to speak in English.

*FRE: ig@ sodaJ@do dwejo? [addresses to mom]  
%cs : /can we pull out the whole of this?/ [addresses to mom]  
*MOM: @N.  
%cs : /yes./  
*FRE: hew! 
*MOM: naJuNe dasi `put it back' hA.  
%cs : /put it back later, please./
...They pull out the legos from the box saying something in English.

*WAN: oh! I found one!
*WAN: this xxx put here. [>]
*FRE: aJuma!
%cs : /aunty!/
*FRE: s@Nwaniga mohage hAs@jo.
%cs : /Wany didn't let me play with this./
*MOM: square one?
*FRE: @N.
%cs : /yes./
*MOM: @bs@?
%cs : /is there nothing?/
*FRE: @N.
%cs : /no./
*WAN: nadujo!
%cs : /I can't find it, either./
*FRE: kr@m ir@ng@gako [#] ir@ke Jokmang@kn@J@n@ng@gako
  ir@ke `square' mand@l@do dwegeda.
%cs : /then, with this one [#] we can make square
  with this small ones./
*MOM: krA! krA manne!
%cs : /right! you're right!/  
*FRE: ir@kehAjaJi dwegeda.
%cs : /I have to make like this./
*MOM: @N.
%cs : /right./
*WAN: uje?
%cs : /how?/
*FRE: hanasik kobmj@n dweJana.
%cs : /you could put one by one./

...They are making square block with small pieces and mom is helping them.

*FRE: see? one more!
*WAN: me, too!
*FRE: aJuma, tar@ng@n@n?
%cs : /aunty, where's the other one?/
*WAN: d@ Jusejo.
%cs : /give me more blocks./
*FRE: d@ Jusejo. [singing tone]
%cs : /me, too./
*WAN: d@ Jusejo. [singing tone]
%cs : /me, too./

...They giggle.
*FRE: what's this xxx in here?  
*MOM: xxx [in Korean]

...They make noise with blocks.

*MOM: s@Nwana sori sikr@bge haJima.  
%cs : /wany, dont's make noise, please./  
*FRE: who want key?  
*WAN: me.  
*WAN: ay. 'yellow' n@n sir@. [addresses to mom]  
%cs : /no, I dont's like yellow./ [mom gives wany the yellow block]  
*WAN: yellow n@n sir@!  
%cs : /I don't like yellow!/ [nagging voice]  
*FRE: 'yellow color' @diis@?  
%cs : /where's yellow one?/  
*WAN: Ja! yellowxxx [in Korean]  
*FRE: umm!  
*FRE: xxx [in Korean]  
*FRE: hangÅman d@ [...]  
%cs : /give me just one more [...]/  
*FRE: we need three more.  
*FRE: we need two more.  
*FRE: aJuma duged@d [...]  
%cs : /aunty, two more [...]/  
*FRE: duge d@ pirjo hande [...]  
%cs : /we need two more [...]/  
*WAN: "Ju" gr@JaJi  
%cs : /you have to say "give me"./  
*WAN: gr@m 'listen' anhaJana.  
%cs : /or she doesn't listen to you./  
*MOM: Jamkanman kidarj@ba.  
%cs : /wait a minute, please./  
*MOM: ige sege pake @bg@dn.  
%cs : /there're only three pieces./  
*FRE: nugu Julg@ejo g@g@sege?  
%cs : /who will you give to this three pieces/?  
*MOM: sege kako n@g@ amudo motaJana.  
%cs : /neither of you can make something with this three./  
*MOM: iJe tangent@lo HA.  
%cs : /now, you 'd better make something with other ones./  
*MOM: ib@nenJen JuKganedaga ig@lo halR@?  
%cs : /this time why don't you put this in the middle?/  
[picks another shape of piece]  
*FRE: no way!  
*FRE: ikaJik@ga ir@ke ol@jadwen@ng@ejo.  
%cs : /we have to make high with these big things./  
*MOM: a! gr@A hAjadwena?  
%cs : /oh! is that so?/
...continue to speak in Korean.

*MOM: sANgag@l hAboJa gr@m @t@ke gr@ke halsu iselka? 
%cs: /let's think about how to make that./
*WAN: ig@n silko [...] 
%cs: /I don't like this [...]/ 
*WAN: da anmand@l@na? 
%cs: /now, we've almost done, haven't we?/ 
*WAN: oh! God! 
*WAN: we need one more. 
*FRE: huh? 
*WAN: xxx [in English]

... They laugh.

*MOM: g@g@n@n n@g@ JibuNe wa @nJIla kan@n de? 
%cs: /why do you want to put that on the roof?/ 
*FRE: 'ice cream shop' gr@ng mand@lge. 
%cs: /we want to make ice cream shop./ 
*FRE: grJijo? [addresses to Wany] 
%cs: /right?/ 
*WAN: anai. 
%cs: /no./ 
*WAN: Ca non@ngiJana irke 'parking' hAgajIko [\] 
%cs: /we want to make something we can put a car like parking lot [\]/ 
*MOM: wani baNegas@ gas@ hanb@n bogowa. 
%cs: /go and find something in Wany's room./ 
*MOM: g@gi Jom is@IJido mola. 
%cs: /I think you can find something there./ 
*WAN: g@gi g@g@gin@n hanado @bs@. 
%cs: /there's nothing in my room./ 
*MOM: @mmaga CaJas@ bogo olka? 
%cs: /I will go and find./ [>] 
*WAN: @ nAg@ bogo olke! 
%cs: /no! I will go and find that./ 
*MOM: @N. 
%cs: /all right./ 
*FRE: CaJa b@rimj@n @CA imitAs@? 
%cs: /what if we can find those here down stairs?/ 
*WAN: 0 [goes up to his room.] 
*FRE: oh! I found one! 
*WAN: don't take mine, okay? [going to his room] 
*FRE: okay.

...Fred is waiting for Wany and Wany is in his room and mom is doing washes in the kitchen.

*WAN: @mmaga CaJabwa! [in his room]
/mommym, help me!/
*MOM: s@Nwani CAksaNwie baba!
%cs: /why don't you look for those on your desk?/
*FRE: s@wani sukJe @dis@jo?
%cs: /where's wany's note book?/
*MOM: @N?
%cs: /what?/
*FRE: sukJe.
%cs: /note book. /
*MOM: CAksaN.
%cs: /desk. /
*FRE: @di?
%cs: /where?/
*MOM: wanibaNeiJana.
%cs: /it's in the Wany's room. /
*MOM: 'fisher price main street' in@nde iJana.
%cs: /beside the fisher price mainstreet. /
*WAN: @mma nAk@purukesil@! [in his room]
%cs: /mommy, I don't want to break mine. /
*MOM: @? g@G@ @bs@mj@n@m motA.
%cs: /you can't make anything without that. /
*MOM: g@g@ anpurumj@n motA!
%cs: /if you don't break that, you can make what you want. /

...Fred also goes to Wany's room to find more blocks. they stay there quite for a while and return downstairs.

*FRE: oh! oh! your mom's right. [singing tone]
*FRE: xxx [in English]
*WAN: what?
*FRE: do you know why?
*WAN: why?
*FRE: stick.
*FRE: good.
*WAN: no. mine stick.
*FRE: mine don't.
*FRE: now this.
*WAN: www [sings in Korean]
*FRE: nAn@n sarami @bs@.
%cs: /I don't have man./ [means lego man]
*WAN: Jokman saramija [...] 
%cs: /you have small man [...]/ 
*FRE: n@do Jokman saram hago is@? 
%cs: /do you also have a small man?/ 
*WAN: @N. hanba. 
%cs: /yes. look here. /
*WAN: Jokman saram hagoiJana. 
%cs: /see? I have small man, too./
*WAN:  www [sings in Korean]
*FRE:  wata! Jone! [laughs]
%cs :  /look! good!/
*FRE:  s@Nwani ig@baba!
%cs :  /wanya, lookat this!/
*WAN:  no! I already see it.
*FRE:  Jonne! aJuma xxx [in Korean]
%cs :  /good! xxx/
*FRE:  Jonne. s@Nwani mandr@nng@.
%cs :  /Wany did good job./
*WAN:  nan@n robak anJUlga!da!
%cs :  /I will not give you robak!/ [robak means walkie talkie]
*FRE:  m@?
%cs :  /what?/
*WAN:  na robak han@ng@ anJUlg@da.
%cs :  /I will not give you robak./
*FRE:  m@?
%cs :  /what?/
*WAN:  robak ig@ han@ngeda.
%cs :  /this is for talking each other./
*FRE:  obakanija.
%cs :  /that's not for talking./
*WAN:  maJ@.
%cs :  /yes, it is./
*FRE:  nan@n @diin@nJianda.
%cs :  /I know where it is./

...They are making something with blocks.

*FRE:  aJuma! aJuma!
%cs :  /aunty! aunty!/
*FRE:  nAanalGAgA @bJana. [nags]
%cs :  /I can't find my wing./
*MOM:  n@g@ duli hAgj@l1hA aJuma Jaku burJImalgo.
%cs :  /don't call me any more and solve the problems by yourselves/
*FRE:  nalgAhanaCaJaJw@.
%cs :  /please find me one wing./
*WAN:  ngaCaJajaJi wAnAgaCaBanja?
%cs :  /find it by yourself. that's not my business./
*FRE:  xxx nAhagop@ndArohalaJg@ja.
%cs :  /xxx I will make what I want./

...after long pause

*FRE:  okay?
*WAN:  nAg a wACaJaJw@?
%cs :  /why do I have to find blocks for you?/
They argue to have better lego blocks teasing each other in Korean then settle down soon and change the topic.

*FRE: m@?
%cs : /what?/
*WAN: nAga wACaJaJw@?
%cs : /why do I have to find blocks for you?/
*FRE: qr@m nAhagop@n dwerohA.
%cs : /then, I will make what I want./
*WAN: my hammer.
*WAN: J@aneita.
%cs : /it's inside that./
*FRE: m@ nalgA?
%cs : /what? wing?/
*WAN: @N.
%cs : /yes./

...They argue to have better lego blocks teasing each other in Korean then settle down soon and change the topic.

*FRE: nado m@boida n@JelJoahan@g@
%cs : /I see something you like best./
*WAN: g@g@nnA@JelJoahan@ng@anita.
%cs : /that's not what I like best./
*FRE: boiJi. igJi.
%cs : /I see something. this is it./
*FRE: ig@Ji.ig@Ji. [singing tone]
%cs : /this it./
*WAN: gakogamJ@nandwe!
%cs : /you can't take it home!/
*FRE: boiJi.boiJi. [teasing Wany]
%cs : /I can see. I can see./
*WAN: nan@n ig@halg@da.
%cs : /I will have this./
*WAN: I am not giving you this.
*FRE: yoohoo!
*WAN: dAm@riara?
%cs : /do you know the baldhead?/
*WAN: dAm@rigam@nJiara?
%cs : /do you what the baldhead is?/
*FRE: @N. [p]
%cs : /yes./ [p]
*WAN: m@ri@bn@ng@Ji?
%cs : /there's no hair, isn't it?/
*FRE: @N. [laughs]
%cs : /yes./
*FRE: n@do dAm@rija?
%cs : /are you bald?/
*WAN: ani.
%cs : /no./
*WAN: m@rimanJana.
%cs : /I have a lot of hair./
nAdo gr@JIjo?
/so do I, right?/
@N. [laughs. friendly atmosphere.]
/yes./
Wany, xxx [begging in English]
can you share anything with me, Wany?
I don't care. xxx you can. [in English]
0 [makes animal sound.]
0 [laughs]
what?
looks like tiger sound.
0 [makes animal sound again.]
hey, can I have xxx?
no.
hum.
just from the space.
are you going to be spaceman?
nop. you?
no.
that's why I don't have it.
you need it then you are a spaceman.
you need it you are spaceman.
0 [laughs]
gadaga CoNsondA.
/let's pretend he will go and shot the gun, okay?/
@N.
/yes./
nAdo grA grAjadwe arasse?
/you have to do like this, okay?/
mAil mAil iJi @degadaga anJaga gakonol xxx
/you know, every every day go and sit xxx/
okay? okay?
oh! yea!
my cool feet.
my cool [...] bomb.
why do you need bomb?
do you need a hammer?
ya.
I have it.
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*WAN: 0 [laughs]
*FRE: oh, ya.
*FRE: xxx and black.
*FRE: I can white, right?
*FRE: this is balck and red, right?
*FRE: <these are [...] [>overlap]
*WAN: <do you like space> [>overlap] or or or umm [#] do you like space?
*FRE: yap.
*WAN: only pick only one.
*WAN: do you like castle, or space or xxx?
*FRE: how about you?
*WAN: I like a spaceship.
*FRE: I like spaceship.
*WAN: 0 [laughs]
*FRE: we can make spaceship, right?
*WAN: ya.
*FRE: we can like anything, right? [>]
*WAN: ya. because <everything> [>overlap]
*FRE: <can really> [>overlap] we like space, right?
*WAN: 0 [make a spaceship sound]
*FRE: 0 [make same sound]
*WAN: a bad guys!
*WAN: we going to fight.
*FRE: no. let's make team. [nagging]
*FRE: that'll be funnier.
*WAN: then, where's a bad guy? xxx [>]
*FRE: I'll make a bad guy. here!

...They play with what they've made and talk about razor gun and so forth for about 5 minutes in English.

*WAN: can I xxx you get that me? [?]
*FRE: where?
*WAN: xxx [in English]
*WAN: I'am going to ride a bicycle.
*FRE: motorcycle?
*WAN: yea. because [...] [nagging]
*FRE: wa!
*WAN: no, I don't.
*FRE: autobi!!
%cs: /motorcycle!/ [motorcycle is called autobi in Korean. The intonation is just like Korean.]
*FRE: autobi!!
%cs: there! hammer!
looks like spaceship. [>]
autobi!!
autobiga hankukmalo motorcycleida.
/autobi means motorcycle in Korean./
autobiga hankukmalo um autobiga hankukmalo xxx
/autobi is, autobi is, xxx in Korean./
@mma!!
/mommy!!/
@M?
/yes?/
hankukmalon@n umm motorcyclela grA animj@n autobira grA?
/how do we call in Korean, motorcycle or autobi?/
autobi.
this is umm they call motorcycle.
xxxx [in English]
I'm going to throw xxxx there. [-]
yea. I'm going to xxxx. too.
a hammer. see? a hammer [...]
I'm gonna xxxx
that's not even a gun.
I'm gonna xxxx
a razor gun is back.
yyy
/piuuu/
this is my xxxx
uhuh! I made it.
uhuh! I made it.
aJumma!
/aunty!/
N@Agamandl@tn@ng@bogo s@Nwanigamandl@tdagrAjo.
/Wany said he made this but I made this, you know./
kiddinghan@ng@ja.
he's just kidding./
s@Nwani w@nrA kidding Jalhajana.
/Wany likes kidding./ [>]
grA? [addresses to Wany]
is it right?/
you really kidding? -stylistic switching-

/Wany doesn't answer.
s@Nwani gnjaNnolgimanhAjo [nagging]
/he doesn't answer and is just playing./
xxx [in Korean]
I'm going play your xxxx.
yany!
then, you're not you're you're kidding me and I'm
going to kidding you.

*FRE: okay, don't close xxx close the door!
*WAN: okay, xxx
*FRE: what?
*WAN: xxx [in English]
*FRE: aJumma, nAk@gakomAilmAil norajo. [nagging]
%cs : /aunty, he's playing with mine all the time./
*MOM: s@Nwana! [p]
%cs : /Wany!/
*MOM: doNiga hAn@ngeka haJima.
%cs : /don't play with Fred's./
*MOM: nigAdahamj@ndweJana s@Nwana.
%cs : /you have to play with yours, Wany./
*MOM: @N?
%cs : /okay?/
*FRE: nAk@dapJukois@jo.
%cs : /he's breaking mine./
*MOM: ig@doNiJugo Cinguga hAnong@l n@n@ngman@mun@mu
s@N@lnAgeJi.
%cs : /give this to Fred. If he does like what you've
done, you would be mad at him./

*WAN: a! doNin@n ukida.
%cs : /look! he's doing fool./
*WAN: k@kurohAnagg@r@1.
%cs : /he did it wrong./
*MOM: gwAnCana.
%cs : /that's okay./
*MOM: jagima@mdaroRagosip@ndwoRohang@n@ng@ja.
%cs : /he can do anything he wants./
*WAN: nanOntokbarohAta. [‐]
%cs : /I did it right./
*FRE: ig@n@n nACaja.
%cs : /this is my car./
*FRE: Joci Ca?
%cs : /it's good car, isn't it?/
*WAN: ani.
%cs : /no./
*WAN: driver ga @dis@?
%cs : /where's a driver?/
*WAN: gr@nCagaediis@?
%cs : /I never saw this kind of car./
*FRE: is@.
%cs : /there is a car like this./
*FRE: draiv is@.
%cs : /there's a driver./
*FRE: ige.
%cs : /here./
*WAN: j@giita. [‐]
%cs : /here it is./
nAdoj@giita j@gi. [-]
/I have that, too. here./
driver gam@ja? driver gam@ja?
/what's a driver? what's a driver?/
unJ@nsa. [-]
/driver./ [he translates it.]
I mean driver.
unJ@han@ng@ja.
it means a person who drives./
/ alr@.
/I know that./
/you we [...]/
drive drive han@ng@n@niJi [...]/
/when you drive drive [...]/
ig@n@n J@J@lo gn@naN gan@ng@ja.
/this car can go by itself./
J@J@logan@nCan@n@b@ isesaNe.
/there's no car which can go by itself in this world./
umm, grAdo@t@nCd@l@niss@. [-]
/but some car can go by itself./
uhuh.
@mma!
/mommy!/
@N?
/yes?/
J@J@logan@nCaiss@?
/is there a car which can go by itself?/
gtAi@sJana wana.
/we saw it, Wany. /
computer [#] malhan@nCa.
/a computer car which spoke./
gg@J@J@logass@Jana.
/that car could go by itself./
@N.
/yes./
gJi?
/right?/
computer Cajagg@?
is that a computer car?/
@N.
/yes./
computer CaanirAdoNign@n gr@ngtoiss@?
/Fred said his car is not a computer car. can any
car except computer go by itself?/
/ computer CaragrAss@! [-]
/I said it's a computer car!/
*FRE: ajumma, na computer CaragrAss@jo.

%cs : /aunty, I said it's a computer car./
*MOM: umm. ajumma do@r@ss@.
%cs : /umm. I heard it./
*MOM: wanigawAJaku@giJaN21burika!
%cs : /I don't know why Wany's doing bad./

...after a little long pause

*WAN: aa! [=laughs]
*WAN: I never did that small computer car, either.
*FRE: you did?
*WAN: ya. [-] .....interesting korean concept.
*FRE: wait.
*FRE: ig@dalmj@nandwAgeJi ir@kehala [..]
%cs : /do you think I can do this? I want to [...]/
*WAN: trunk ga pirjohA. [-]
%cs : /you need a trunk./
*FRE: trunk @bn@nCad@ldoiss@. [-]
%cs : /there's a car without a trunk./
*WAN: @mma! trunk @bn@nCado iss@?
%cs : /mommy! is there a car without a trunk?/
*MOM: trunk @bn@nCa?
%cs : /car without a trunk?/
*WAN: @N.
%cs : /yes./
*MOM: n@mun@mu small Can@n trunk @bs@lsudo iss@.
%cs : /very very small car might not have a trunk./
*WAN: <n@mun@mu> [overlap <]
%cs : /very very/
*FRE: see?
*FRE: ig@n small CaJana.
%cs : /you see this is a small car./
*FRE: dAge small hadagr@lka?
%cs : /let's say this is a small car./
*FRE: okay xxx
*WAN: kgAmand@lagrA?
%cs : /you want to make it big?/
*FRE: no, I'll make a small one.
*FRE: make it really small one.
*FRE: trunk @bke.
%cs : / without a trunk./
*WAN: 0 [=laughs]
*WAN: ja! I have this. [-]
*WAÑ: do you have this?
*WAN: do you have this?
*FRE: what is it?
*WAN: Jigap.
%cs : /purse./
ya. [-]
where is it?
I lost it, though.
I have two of them.
oh, ya?
xxx real one. [-]
yea?
really [#] you are only buy.
uuhh. I almost see it. [?]
I'm already see it. [?]
I know it.
I ever [#] I know everything
no,you don't know where superman is.
he's in the space.
no, you don't know!
he lives in the ground.
uuhh. he lives at the how do you know this?
aJumma!
/aunty!/
superman iJijo umm space esalajo?
/does superman live in the space?/
@N?
/what?/
superman iJijo.
/I mean superman. /
@N.
/so?/
spaceesalajo?
/does he live at the space?/
 gsaram@namudenasala.
/he can live everywhere./
aJumma bogoJakumuJima.
/don't ask to me, please./
 n@g@durihA. [-]
/play by yourselves./
@. [-]
/yes./
space esan@ngeanigoamutenadoradaninaba gr@JJijo?
/he doesn't live in the space and go everywhere, right?/

uuhh.
JagiAgitAn@n uri@mmaga space esalatagrAs@.
/my mom said when he was a baby he lived at the space.
a space esalass@.
/ya, he lived at the space./
uuhh. I know.
I saw the movie of it.
then, why do you say superman live at the ground?
*FRE:  uhuh. I say he got big then he lived at the ground.  

...after pause

*WAN:  how do you know?  
*WAN:  you know everything?  
*FRE:  yea no.  
*WAN:  then, xxx that's you know everything.  
*WAN:  do you have xxx?  
*FRE:  ya. I know how. [-]  
*WAN:  oh, god!  
*FRE:  do you know where xxx like that? [they still play with lego blocks.]  
*WAN:  xxx  
*FRE:  what?  
*WAN:  I said yes.  
*FRE:  where?  
*WAN:  I s I tell xxx  
*WAN:  you don't know xxx [p]  
*WAN:  hear it?  
*FRE:  no. just tell me where he with you.  
*WAN:  xxx  
*WAN:  I was kidding. [-]  
*FRE:  what? do you know where xxx  
*WAN:  no.  
*FRE:  des moines?  
*WAN:  how do you know?  
*FRE:  because.  
*WAN:  because what?  
*FRE:  your xxx you were sleep with dad. this is xxx des moines xxx  
*FRE:  long time [#] about [>]  
*WAN:  ah! [=yells]  
*FRE:  oh, good.  
*WAN:  @mma, ig@CaJas@ j@qi.  
%cs :  /mommy, I found this here  
*FRE:  okay.  

...They try the microscope one more time.

*FRE:  iJebJoJa.  
%cs :  /let's see now./  
*FRE:  iJebwadwAgeJi?  
%cs :  /do you think I can see now?/  
*WAN:  @N.  
%cs :  /yes./  
*FRE:  nAh@nm@nJ@badodwA?  
%cs :  /can I see it first?/  
*WAN:  nAgam@nJ@bogo dwanaandwAna.
/I’ll see it first to see it works or not./

w@nrn@n [...]  
/at first time [...]/
@N.

/yes./  

iJana j@gi m@

//you see, here was something// [very interesting

codeswitching there's no pause between korean and

English utterances]

(re)member?

we was putting at nursery little dot over there like

ol umm machine control magic [>]

oh, yea!

m@rikarakhangAnad@dodwAgeda.

/I think we can put hair./

yes.

colorn@n dAge [...]  
/color is [...]/

oh, ya. I got a good idea. [-]

I'm going to take [#] I take one my hair!

no, how about this?

legos don't make those.

that's not lego that's from dinorider.

that won't make that won't see it because

that's too fat.

okay.

put the m@rikarak. [m@rikarak means hair]

yoohoo! that's not m@rikarak that's hair.

...They found they were tape-recorded and they laughed making

strange sound.

ohoh.

ohoh is record on this. [-]

Wany, xxx record is on this. [-]

I know.

right right right you said on this tape. [laughs]

0 [laughs]

hello! what do you say?

annj@Nhasejo?

//how do you do?/

...They go back to see the microscope.

okay.

iJeboJa.

/let's see./
m@rikarak@diis@?

/where's hair/?
*WAN:  n@ss@.
%s:  /I put it./
*FRE:  xxx
%s:  anboiJana.
%s:  /I can't see it./
*WAN:  nAgaboke.
%s:  /I'll see it./
*FRE:  boj@?
%s:  /see it?/
*WAN:  ah!
*FRE:  boJa.
%s:  /let's see it./
*FRE:  hanboJa.
%s:  /let me see it./
*FRE:  aJumma, mopokehAjo.
%s:  /aunty, he doesn't let me see it./
*WAN:  ba!
%s:  /see it!/  
*FRE:  okay.
*FRE:  amk@doanboiJana!
%s:  /I can see nothing!/  
*WAN:  0 [=laughs]
*FRE:  amk@doanboiJi.
%s:  /we can see nothing./  
*FRE:  m@rikarak [>]
%s:  /hair [>]/  
*WAN:  akaboJ@ss@.
%s:  /I could see it a little ago./  
*FRE:  0 [laughs]
*FRE:  oh, irAgabajadwAnaba gr@Jijo?
%s:  /oh, we have to see like this, right?/  
*WAN:  gr@mj@nanboindei.
%s:  /you can't see if you do like that./

...after pause

*WAN:  nalgAhanaCaJata!
%s:  /I found a wing./  
*WAN:  n@anJulk@da.
%s:  /I won't give you this./  
*FRE:  aJumma, juriCaJadoandwAjo.
%s:  /aunty, we found the glass but it didn't work./  
*MOM:  amdwA?
%s:  /it didn't?/
*FRE:  ne.
%s:  /no./
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...They are reading a brochure of toy (GI Joe).

*WAN: can you read this?
*FRE: no.
*WAN: can you read this?
*FRE: no.
*WAN: can you read this?
*FRE: ya.
*FRE: snake. guys.
*WAN: not guy!
*WAN: it starts with `e'!
*FRE: snake guy, though.
*FRE: guy starts with e.
*WAN: @mma, guy starts with e ja?
%c: /mommy, does guy start with `e'/?
*MOM: waniga guess hAba.
%c: /why don't you guess it?/
*WAN: g g g g g
*FRE: ajumma, e rosiJakhaJijo?
%c: /aunty, it starts with e, isn't it?/
*MOM: @@@.
%c: /no./
*WAN: umm guy!
*MOM: guess hAba.
%c: /you could guess./
*WAN: e!
*MOM: no.
*FRE: g!
*MOM: maJas@.
%c: /right./
*MOM: g rosiJakhaJi.
%c: /it starts with g, right?/

...They laugh.

*FRE: let's see snake eye.
*WAN: @mma!
%c: /mommy!/ 
*MOM: umm?
*WAN: umm eye n@n start with e ja?
%c: /eye starts with `e', right?/
*MOM: @N.
%c: /yes./
*WAN: eye!
*F&W: snake eye!
*FRE: snake eye is the strongest one.
*F&W: 0 [=laugh]
*FRE: okay?
*FRE: aha, remember sergeant slauger?
*FRE: xxx remember?
*WAN: I am a slauger slauger.
*FRE: uuhuh!
*FRE: you've got to pick one in the sticker.
*WAN: no! I'll be sergeant slauger.
*FRE: slauger slauger? [laughs]
*WAN: yea.
*FRE: sergeant slauger.
*WAN: uuhuh!
*WAN: GI Joe television[sn]n [...]
%cs : /in the television GI Joe [...]/
*WAN: gtAwass@GI Joe?
%cs : /did you see GI Joe?/
*FRE: @nJe?
%cs : /when?/
*WAN: ani GI Joe manhwaj@Nhwalgo wrestlinges@n[sn] [...]
%cs : /I mean not the GI Joe cartoon but the wrestling [...]/
*WAN: slauger slauger [>] *FRE: aha!
*WAN: J@miis@Ji?
%cs : /wasn't it interesting?/
*FRE: @N.
%cs : /yes./
*FRE: do you know who won?
*WAN: who?
*FRE: sergeant slauger.
*WAN: yey!
*FRE: no yey!
*FRE: I want a hokokin.
*FRE: hokokin is on.
*FRE: do you know what?
*FRE: do you know hokokin almost he losed it.
*WAN: I know he www [shows wrestling motion]
*FRE: uuhuh, he got www xxx jumped on it www
*FRE: gg@nrelingianIJo? [in the very good mood]
%cs : /it's not a wrestling, is it?/
*WAN: @N.
%cs : /no./
*FRE: www
*WAN: www
*FRE: okay.
*FRE: J@nb@ne GI Joe baJi?
%cs : /did you see GI Joe last time?/
*FRE: snake C@r@mnAgako pupu @t@nkamansaramipupugrAJijo?
%cs : /a black man said pupu like snake, right?/
*WAN: @N.
They yell and kick.

sometimes he goes like this.
do you know why his name is foot loose?
sometimes he shoots he he xxx smashing umm umm he
lose sometimes.
oh!
that's why his name is fot loose. [laughs]
*FRE: you wanna this fot loose?
*WAN: yea.
*FRE: I'm I'm him, okay?
*WAN: quu?
*FRE: quuck.
*WAN: quuck?
*FRE: cucumber.
*WAN: k tAnam@halJienda.
%cs : /I know what I'll say in 'k' day./ [they have a letter for every week]
*FRE: m@?
%cs : /what is it?/
*WAN: kay-bee!
*FRE: ktAm@halJial@.
%cs : /I know what I'll say in 'k' day./
*FRE: kristopher!
*WAN: k haltA k nên [ #] k nên anija kristopher.
%cs : /christopher is not k./
*FRE: uuhu!
*WAN: /k k/ c!
*FRE: grAdoiJi kristopher name @n JinJaron@niJijo.
%cs : /but christopher's name is, you know what I mean?/
*WAN: @N.
%cs : /yes./
*FRE: JinJan@n c rosiJakhan@nda [...] 
%cs : /really it starts with c [...]/
*WAN: @N.
%cs : /so?/
*FRE: grAdoiJi umm umm hakjos@nên k rosiJakhaJijo?
%cs : /you know what? umm umm at school it starts with k, doesn't it?/
*WAN: @N.
%cs : /yes./

...They go back to see the GI Joe sticker.

*WAN: who is your best guy?
*WAN: who is your best guy? [laughs]
*FRE: I told you thousand time.
*WAN: no, you didn't.
*WAN: you tell me only two times. [-]
*FRE: I I xxx yyy
*WAN: 0 [laughs]
*FRE: now, that's better.
*WAN: who? who? [laughs]
*FRE: yyy
%pho: /huuuuuum/
*WAN: he's bad guy.
*FRE: I know. I I'm him!
*WAN: you say you say you are him first.
*WAN: that's you need be a cobra.
*WAN: GI Joe!! yyy
*FRE: don't! [nagging]
*FRE: don't. then, I destroy him xxx [laughs]
*FRE: I'm going to be xxx.
*WAN: I'm for you.
*WAN: all out!!
*FRE: n@nAbok! nAbok!
%cs : /your underwear! your underwear!/

...They are tickling each other.

*FRE: sorry!
*WAN: @mma! doNiganAkoCass@! [is about to cry]
%cs : /mommy! Fred hitted my nose!/
*FRE: sorry!!
*WAN: xxx
*FRE: sorry.

...Wany goes to mommy who is in her room.

*WAN: @mma, doNiganakoCass@.
%cs : /mommy, Fred hitted my nose./
*FRE: sorry!!

...after long pause

*FRE: sorry.
pause
*FRE: sorry.
*MOM: mundakonaga.
%cs : /close the door./ [at her room]
*WAN: @N.
%cs : /okay./
*FRE: sorry.
*WAN: I xxx
*WAN: I won't let you play this.
*WAN: I was trying to give you one that whole bunch of stickers.

...They don't talk for a while playing seperately.

*FRE: you can come to my house and watch thundercat.
*WAN: I'm not!!
*WAN: I'm I'm going to play with Eun!
*WAN: not you!
*WAN: because you are a bad boy!
*FRE: I am not bad.
uhuh. you are more bad.
*FRE: uhuh. you are you are really really really really really bad.
*WAN: people don't kick nose.
*WAN: that's why you are a bad boy.
*FRE: then, you are, too.
*WAN: uhuh.
*FRE: you are.
*WAN: you are. only you!
*FRE: that's more xxx akward xxx
*WAN: only you is bad boy in the xxx
*FRE: uhuh!
*FRE: really xxx bad boy. [-]
*WAN: uhuh.
*FRE: I'm not kidding!
*WAN: yes, you are.
*FRE: I'm not going to be your best friend. [cries]
*FRE: I'm not kidding really though you are.
*FRE: you are tricking me xxx
*FRE: you didn't even saw you didn't even saw me I was two.
*WAN: I saw you already!
*FRE: you pushed me and did everything I was xxx

after pause

*x xx Cavern.
*WAN: I know Cavern.
*FRE: Cavern is best friend?
*WAN: no way!
*FRE: xxx is Cavern better than me?
*WAN: yea.
*FRE: xxx
*WAN: but he is [#] but you are Korea [#] and he is @Nd@ni saram.
*FRE: uhuh. he's from [#] Indian. [laughs] [Indian sounds like Korean]
*WAN: Indian@n saramd@1wAus@n@nJiala?
%cs : /do you know why people laugh when they talk about Indian?/
*FRE: wA?
%cs : /why?/
*WAN: palgab@s@Jana! [laughs]
%cs : /they are naked!/
*FRE: wAIndian saramd@lus@unJiala?
%cs : /do you know why Indian's funny?/
*WAN: wA?
%cs : /why?/
*FRE: namJad@liCum@lCultA yyy [dances singing Indian song.]
%cs : /when the men dance [...] /
*FRE: gr@Cijo?
%cs : /right?/
*WAN: @N.
%cs : /ya./

after pause

*WAN: play by youself.
*FRE: why?
*WAN: I'm playing by myself.
*FRE: xxx
*WAN: then, play with me.
*FRE: xxx
*FRE: I'll play with you.
*FRE: ooo! I found something!
*F&W: GIJoe sticker!
*WAN: you want to keep this sticker?
*FRE: yap.
*WAN: not again!!
*FRE: 0 [says something blocking his mouth]
*WAN: I don't know what you say. [laughs]
*FRE: 0 [says something more]
*WAN: I know what you say.
*FRE: what?
*WAN: peewee!!
*FRE: my daddy!!
*FRE: 0 [says something more still blocking his mouth]
*FRE: do you know what I say?
*WAN: I don't know.
*FRE: daddy! help you. who is this?
*WAN: me!
*F&W: 0 [laugh]
*FRE: you are girl?
*WAN: no, I'm god. [laughs]
*WAN: you this is you that's why xxx [laughs]
*FRE: no, I'm not!

...They continue to talk about the sticker and sometimes tease each other. (They only speak in English) Then, they are going to draw something.

*WAN: oh, thanks!
*WAN: I could draw.
*FRE: ya!

...They are yelling and laughing.

*WAN: I'm going to draw something.
*FRE: can I draw with you?
*WAN: yea!
*WAN: have a paper.
*FRE: thanks!
*WAN: do you know where's paper?
*FRE: yea! here!
*FRE: JiugA. suhoja. [he's reading Korean letter which is written by Wany]
%cs : [he reads Korean book]
*FRE: nahago [#] gaCi [>]
%cs : 
*WAN: nolJa.
%cs :
*FRE: nolJa.
%cs :
*WAN: 0 [laughs]
*FRE: CAk [#] CAK [#] goN.
%cs : [he continues to read Korean book.]
*WAN: CAKgoN?
%cs :
*FRE: @N. [laughs]
%cs : /yes./
*FRE: CAkgoN.
%cs :
*WAN: aa! [laughs]
*FRE: CAkgoNs@b@r@tan@gamordagagr@Ji?
%cs : /you wrote CAkgoN not goNCak, right?/
*FRE: goNCak@s@jadwAn@ndwa!
%cs : /you had to write goNCak!/
*WAN: @N.
%cs : /right./
*FRE: ooo!
*WAN: xxx put it.
*FRE: ooo! what is that?
*WAN: car xxx
*WAN: do you know where's my book?
*WAN: where's my book?
*FRE: I wanna my paper!
*WAN: your paper?
*WAN: here it is. [laughs]
*FRE: thank you. [he's in very good mood]
*FRE: thank baNgu.

...They laugh.

*WAN: xxx big [in English]
*FRE: what you drawing?
pause
*FRE: what are you drawing? [laughs]
*WAN: a machine. [-]
*FRE: you can draw xxx machine [p]
*FRE: can I draw xxx?
*WAN: yap.
*FRE: xxx right? [laughs]
*WAN: ya.
*FRE: no way!
*FRE: can I draw xxx?
*WAN: yea.
*FRE: it'll be really really hard.
*FRE: I'm xxx
*WAN: you could draw a clown if you want to.

pause

*FRE: xxx hair.
*WAN: push your hair?
*FRE: no, xxx your hair:
*WAN: aaa!
*WAN: pamahagois@? [\]
%cs : /is her hair permed?/
*FRE: halm@nigaCi?
%cs : /it looks like a grandma, doesn't it?/
*WAN: @N.
%cs : /yes:/
*FRE: halm@nid@li xxx
%cs : /grandma xxx/
*WAN: nundotoNgrako [...] 
%cs : /her eyes are round [...]/
*FRE: xxx a snowman.
*WAN: a snowman?
*WAN: snowman doesn't have have hair. [-]
*FRE: no xxx like that. [laughs]
*WAN: 0 [laughs]
*WAN: how about this CiCi?
*FRE: no. no.
*FRE: xxx [in English]

...They giggle.

*WAN: CiCi@diis@? [giggles]
%cs : /where's breast?/
*WAN: bAkob.
%cs : /navel./
*FRE: bAkob. [giggles]
%cs : /navel./
*WAN: g@ndA [:] ukida ig@.
%cs : /you know, this is funny./
*FRE: m@?
Jalgirj@Jana xxx [laughs]
/you did good job xxx/
/FRE: 0 [laughs]
/FRE: let's xxx now.
/WAN: a house! [laughs]
/WAN: xxx your old paper. [nags]
/WAN: here's xxx paper
/WAN: it's no xxx paper.
/WAN: xxx
/FRE: umm sa [#] s@Nwana! next week enahago turkey m@g@r@gallA?
/what?/
/WAN: will you go to eat turkey next week?/
/FRE: m@rgago?
/what?/
/FRE: turkey. [Korean intonation]
/WAN: turkey?
/FRE: @N.
/yes./
/WAN: @@@.
/no./
/FRE: m@g@d@wA.
/can eat it./
/FRE: g@mbaN n@g@n@mg@r@galsuis@ [#] U.V.ikan.
/you can go on foot because you live in U.V./
/FRE: U.V.es@J@Coge umm bAkb@nJiiJijo?
/in U.V. you know U.V.100?/
/WAN: @N.
/yes./
/WAN: J@Coge umm jenalurim@g@t@ntAg@knaJijo?
/there, umm you remember once we ate there?/
/WAN: @N.
/yes./
/FRE: g@gis@han@nda.
/they will eat there./
/FRE: galrA?
/do you want to go?/
/WAN: @N.
/yes./
/FRE: nAdogalg@ja.
/I'll go, too./
/FRE: umm bam das@sija. [-]
/it will be at five o'clock at night./
/WAN: n@n@Jana urijibewas@gaCigailrA?
/can you come to my house and go together?/
/okay.
pj@arigataimom@n.

/this looks like a chicken./

dlause

dlause

dlause

dlause

dlause

dlause

pj@arigataimom@n.

/this looks like a chicken./

/that's really tiny house!

/this's witch's house.

/looks like eyes in the mouse!

/and neck!

/is that a neck?

/nope.

/what is it?

/witch. [-]

/which don't have a pants [laughs]

/bAkobdagrj@ta. [laughs]

/I drew the navel and everything./

/0 [laughs]

/can I draw something? can I?

/I going to [...] [giggles]

/0 [giggles]

/hang@lhakkjo.

/Korean school./

/what are you doing?/

/...Wany's reading what Fred is writting.

/oh, it's good!/

/suhoja!

/...They laugh.

/kokum@N!

/nostril!/

/umm momiWAg@?

/why the body looks like that?

/0 [laughs]

/CumCugoiss@ witch ga.

/witch is dancing./

/ai, sondogine!

/wow, the hand is long./

/0 [laughs]

/balgob. [laughs]
%cs : /toenail./
*WAN: CiCin@n?
%cs : /why don't you draw the breast?/

pause

*WAN: what's that?
*FRE: pal.
%cs : /arm./
*WAN: suj@m@nW@bs@? [laughs]
%cs : /why there's no beard?/

They laugh.

*WAN: witch ga xxx C@mbata.
%cs : /it's first time to see witch xxx/
*FRE: 0 [giggles]
*WAN: namJagawACimaibgois@?
%cs : /why this man wears the skirt?/
*FRE: 0 [laughs]
*FRE: aha! [English intonation]
*WAN: aha! [English intonation]

They giggle.

*WAN: sregitoN?
*FRE: no. [-]
*WAN: guNdeNi?
%cs : /hip?/
*FRE: no.
*WAN: paper? [?]
*FRE: no.
*WAN: what are you doing?
*WAN: paper?
*FRE: no, I'm drawing a tent.
*WAN: tent is not that high.
*WAN: over a house?
*FRE: 0 [laughs]
*WAN: even?
*FRE: 0 [laughs]
*WAN: suhoJ@g@ta.
%cs : /I wrote suho./
*WAN: suhoja!
%cs :

...They are writing Korean letter and reading those. Wany's dad come into the house and they say hello to him.

*FRE: s@NwanauriJibeogisir@on@1?
/Wany, don't you like to come to my house today?/
*WAN: wajaJi.
%cs : /I do./
*FRE: videobor@?
%cs : /to see video?/
*WAN: @N.
%cs : /yes./
*WAN: oval.
*FRE: m@hA?
%cs : /what are you doing?/
*FRE: machine?
*WAN: @N.
%cs : /yes./
*FRE: suhor@lgr@jaJi. [-]
%cs : /I'll draw suho./
*WAN: suho?
%cs : 
*WAN: nadosuhorigoiss@.
%cs : /I'm drawing suho, too./
*WAN: @lguliantoNgrAs@gr@Ci. [laughs]
%cs : /the face is not round, though./
*WAN: j@Ja.
%cs : /girl./
*WAN: j@Jadeishu@on@n. [laughs]
%cs : /suho is a girl./
*WAN: suhogawAgr@keCokmA? [giggles]
%cs : /why your suho is so small?/
*FRE: 0 [giggles]
*FRE: inJenungr@ika?
%cs : /now, shall I draw eyes?/
*WAN: @N.
%cs : 
*FRE: Ja!
%cs : /here!/
*WAN: anboj@amug@to!
%cs : /I can see nothing!/
*FRE: 0 [laughs]
*FRE: ig@baba.
%cs : /look at this./

...They are drawing many things such as a girl named Miyoung, a car, a whale, and a dolphin etc. (They speak only in English.)

*FRE: JoNihangAd@Adodwa?
%cs : /can I use one more paper?/
*WAN: @N.
%cs : 
*FRE: gomaw@. [interesting! They say thanks almost every
time.

%cs : /thanks./
*WAN: amuJoNinahA.
%cs : /you can have any paper./
*WAN: danAg@ja.
%cs : /everything is mine./
...
*WAN: jAn@nbilikda. [-]
%cs : /he has a big foot./
*FRN: gAnuguja?
%cs : /who's he?/
*WAN: robot. [korean intonation]
%cs :
*WAN: balikda. [-]
%cs : /his foot is big./
*WAN: dwAgAkJi?
%cs : /isn't it big?/
*FRN: @N.
%cs : /yes./
*FRN: dwAgAkne dwAgAJakne.
%cs : /it's big it's small./

pause

*WAN: I'm going to play outside.
pause
*WAN: you want to play outside?
*FRN: n@muCundA. [-]
%cs : /it's too cold./
*WAN: Cuw@?
%cs : /cold?/
*FRN: nAbokibkonagandamalija?
%cs : /are you going out side in pajama?/
*WAN: @N.
%cs : /yes./
*FRN: CANpi! CANpi!
%cs : /shame! shame!/ 
*WAN: anCANpi! anCANpi!
%cs : /not shame! not shame!/
*WAN: bigaonda! bi! [he draws rain]
%cs : /it rains! rain!/
*FRN: threehundred plus three hundred m@ja?
%cs : /what does equal for three hundred plus three hundred?/
*WAN: I don't know.
*FRN: I'll show you.
*WAN: six hundreds?
*FRN: ya.
*FRN: jea jea jea jea [#] nny.
*FRE: jeanny!
*FRE: yaiks!
*FRE: you can write jeanny?
*WAN: ya.
*FRE: let's [#] come on!
*FRE: turn on TV.
*WAN: okay.
*WAN: here! [turns on the TV]
*WAN: there!
*WAN: draw like that, okay? [points TV screen]
*WAN: that's hard, right?
*FRE: it is.
*WAN: I don't know. just draw it.
*WAN: draw like that, okay?
*WAN: it's really hard, right?
*FRE: ya. [laughs]
*WAN: you need to draw, okay?
*FRE: no way!
*FRE: huh! it so funny.
*WAN: can you draw that, then?
*FRE: what is he?
*WAN: his hat.
*FRE: cowboy?
*WAN: no.
*FRE: 0 [laughs]
*WAN: neck! [laughs]

pause

*WAN: JiugA! boiJi?
%cs : /eraser! see it?/
*WAN: boj@? nasondwAgepaligaJI?
%cs : /see? my hand moves so fast, doesn't it?/ [waves his
hand in front of the TV screen]
*WAN: manhwaJ@NhwagaCikoksoni?
%cs : /doesn't my hand look like cartoon?/
*WAN: neck.
*FRE: YYY
%pho: /bang! bang! bang!/
*FRE: CoNssauhmagoiss@.
%cs : /they are fighting with gun. /
*WAN: cowboyga?
%cs : /are they cowboys? /
*FRE: @N
%cs : /yes. /
*WAN: @di?
%cs : /let's see./
*FRE: YYY
%pho: /bang bang bang bang!/
wiegagomitegagowiegagomitegago [laughs]
/it goes above and it goes under./
don't!!
wait. you can draw all. [-]
akauskimesng@grj@bwa.
/why don't you draw that thing that was funny?/
j@Jadaj@ja! [draw a picture]
/it's a girl girl!/
grə?
/really?/
@N.
ohoh.
m@rir@lmogrigeta! [laughs]
/I can't draw the hair!/
0 [laughs]
YYY
duldada Jug@ta!
/both of them are dead!/
reading rainbow. [the program titled 'reading
rainbow' starts on the TV]
how's that?
how's that?
reading rainbow, right?
ya.
you gonna watch TV?
I'm not.
yyy
/bang bang bang!!/
ha!?
/what? .
look at!
I'm done.
Wany, come on!
a!
xxx [in Korean] [he pretends to ride a horse]
don't watch, okay?
because you don't want to watch.
I wanna watch.
not watch.
aJumma, namopokehAjo.
/aunty, he doesn't let me watch. /
YYY
/makes sound/
manhwaj@NhwaGaCi?
/it sounds like a cartoon, doesn't it?/
0 [laugh]
manhwaj@NhwaGaTaig@n@nkok. [laughs] [he waves his
hand in front of the TV screen]
%cs : /this is just like a cartoon./
*FRE: nAdogr@kehAboJa.
%cs : /let me try it./
*WAN: okay.
*WAN: yea, dwAgepaligaJIsOni?
%cs : /wow, the hand moves so fast, doesn't it?/
*FRE: 0 [laughs]
*WAN: salsalhAboJa.
%cs : /let's move slowly./
*WAN: wa! grAdopaliganda.
%cs : /waw! it still moves fast./
*FRE: nAgohAboJa.
%cs : /let me try it./
*WAN: nasalsalhan@nwAir@Ji?
%cs : /I'm doing slowly but what happened?/
*FRE: yaiks!
*WAN: ig@ba.
%cs : /look./
*WAN: g@ndegakaihAdoboJi?
%cs : /you can see when I do closely./
*FRE: bee! bee!
*FRE: can I have one?
*WAN: ya.
*FRE: thanks.
*WAN: can I have one, mom? [interesting ! he addresses to mom in English]
*WAN: candy.
*MOM: candy @bs@?
%cs : /is there no candy?/
*WAN: nAnJAnGoin@ncandy [...]
%cs : /the candy in the refrigerator [...]/
*WAN: ohoh, hanapake [...]
%cs : /ohoh, only one [...]/
*WAN: Fred, here!
*FRE: oh, I want that kind.
*WAN: we don't have any that kind.
*WAN: @mea, DoNidoir@ng@ [...]
%cs : /mommy, Fred wants this [...]/
*MOM: grA? DoNidoig@m@g@lrA?
%cs : /you want to eat this, Fred?/
*FRE: <ye. ye.> [<overlap]
*WAN: <anija! anija!> [overlap>]
%cs : /no! no!/
*WAN: naakj@d@ng@jagg@.
%cs : /I saved that./
*MOM: @mmagahakkJogas@pAdaJulke.
%cs : /I'll bring you from the vending machine on campus./
*MOM: okay?
*WAN: umm chocolate, okay? [Korean intonation]
*MOM: @N.
%s: ir@ng@ss@in@ng@.
%s: /like this letter./
*MOM: @N. alass@.
%s: /okay. I see./
*FRE: wow!
*FRE: s@m@mulm@saJukas@Nwana?
%s: /what kind of present do you like, Wany?/
*FRE: amuk@na?
%s: /anything is okay?/
*WAN: segananintendo [laughs]
%s: 
*FRE: no way!
*WAN: atari tape.
*FRE: no. I want to buy something like ninjaturtle.
*FRE: 0 [yells and does karate]
*FRE: remember? [yells]
*WAN: I need only xxx
*FRE: what?
*WAN: I'll go I'll go with you.
*FRE: give me something and no kicking.
*FRE: that was xxx
*WAN: oh. [laughs]
*WAN: gomabsimda.
%s: /thank you./
pause

*WAN: you don't want to watch this?
*WAN: @mma, oJomgaraibhj@JulrA nabakegas@nolge.
%s: /mommy, could you change my clothes? I want to play outside./
*MOM: @N?
%s: /what?/
*WAN: @N?
%s: /okay?/
*MOM: os@ngalaibn@nde [...] 
%s: /you can change your clothes but [...] 
*WAN: @N.
%s:babm@ggohakkjogajadwA.
%s: /you have to go to school./
*MOM: @mmagaCAkhankw@nilg@Juke.
%s: /I will read you a book./
*WAN: oh, yeh!!
*MOM: n@g@hakkyolibrary es@bilj@ong@otobaiinn@ng@iJi?
%s: /I mean that book you borrowed from your school
library and motorcycle picture is in it. /

*WAN: @N.
%cs: /yes. /
*WAN: gtaig@ [/] @mmaig@hAroilg@Ju@.
%cs: /this book [/] mommy, can you read this book again? /
*WAN: gtaكاJinaJamd@l@s@.
%cs: /at that time I fell asleep. /
*MOM: m@?
%cs: /what? /
*WAN: naJamd@l@sdani [\]
%cs: /I fell asleep [\] /
*MOM: gg@JomJAmi@pd@ra.
%cs: /it was not interesting. /
*MOM: mus@nsorinJI@mmadoJalmorgekoir@kein@ [ ... ]
%cs: /I don't know what it means [ ... ] /
*MOM: motorcycle mani1Ja.
%cs: /let's read motorcycle. /
*WAN: n@dopaligolanan@notobai.
%cs: /why don't you choose one? I'll choose motorcycle. /
*FRE: umm. ig@ilg@1k@ja.
%cs: /I will read this. /
*F&W: 0 [laugh]

pause

*FRE: what? what is this?
*WAN: xxx [laughs]
*FRE: story ja?
%cs: /is that a story? /
*WAN: @N.
%cs: /what? /
*FRE: wow!
*WAN: JAmi@pJi?
%cs: /it's not intéresting, is it? /
*FRE: @N.
%cs: /no. /
*WAN: gAdoananaoJi?
%cs: /there's no that guy, is it? /
*FRE: 0 [laughs]
*FRE: n@dikaJibass@?
%cs: /where did you read? /
*WAN: naj@gikaJibass@.
%cs: /I read to this part. /
*WAN: j@gimalgo [/] j@gi.
%cs: /not here [/] here. /
*FRE: ig@bass@?
%cs: /did you read this? /
*WAN: ani.
%cs: /no. /
*FRE: ig@bass@?
%cs :
*WAN: ani.
%cs :
*FRE: igebass@?
%cs : /did you read here?/
*WAN: ani.
%cs :
*WAN: can you read this?
*FRE: no way!
*FRE: could you?
*FRE: I can't read.
*WAN: you could read.
*WAN: I know xxx
*WAN: can you read this?
*FRE: ja.boJa.
%cs : /let's read/
*FRE: once upon a time there was a little xxx
*WAN: what is this?
*WAN: tell me a real truth.
*FRE: what?
*WAN: I know what you said.
*FRE: what?
*FRE: is it that? [...]
*FRE: abbey sawyer school.
*WAN: abbey sawyer school?
*FRE: ya.
*WAN: birthday!
*WAN: birthday book.
kotkaJigata Juli.
"the rope went far away./
dwAgem@ligaJigr@mj@n.
"then. it went really far away, right?/
@N.
"right./
nan@nd@JalhA.
"I can do it better."
gr@mj@ngjesokApAgledorajadwa Juli@ps@ [#] ga.
"then, you have to keep going around because there's no rope."
gr@Cijo?
"right?"
nan@nAhAgaJigoir@kedoroogehAgaJigo [...]
"I'll do like this and like this [...]/
nandokAbisilta.
"I hate a troll. / []
nan@nnughannughantemul@bolg@nJiara?
"do you know whom I'll ask to?/
gr@nika.
"who?"
nCinguik@d@ngr@nde umm
"I have a friend and umm/
do you see a remote control car?
sure. we see it.
then, where is it?
tell me.
gr@nika.
"I said."
okay.
is this it?
I was trying to find mine.
my remote control car. [\]
0 [yells]
ig@baba.
"look at this."
I don't like that.
I'm going to [...] aJumma, tonApuNs@ngakonolajo.
"aunty, he's playing with my baloon."
kokt@Jilk@ejo.
"it will be burst out."
ant@Jj@.
"no, it won't."
hanbara.
"see?/
*WAN: * you will never catch that. [laughs]
*MOM: * Wany Hong!
*WAN: * 0 [laughs]

...They are trying to catch the balloon yelling.

*MOM: * wana!
%cs :
*WAN: * illoJw@.
%cs : /give me that./
*WAN: * naJok@mgakonolgo [...] 
%cs : /I want to play with this [...]/
*MOM: * tang@gakonoratang@.
%cs : /play with another thing another thing./
*FRE: * ajJumma.
%cs : /aunty./
*FRE: * t@Jimj@nt@kejo?
%cs : /what if the balloon is burst out?/
*WAN: * ant@Jilk@ja!
%cs : /it won't be burst out./
*FRE: * t@Jj@!
%cs : /it will!/ 
*WAN: * ant@Jj@. [>] 
%cs : /it won't/ 
*MOM: * t@Jimj@naJummagatang@hangAsaJulke. 
%cs : /I'll buy new one if the balloon is butst out./
*MOM: * alatJi?
%cs : /okay?/
*FRE: * ne.
%cs : /yes./
*WAN: * anit@Jimj@nig@GIJoodoll hangAJuke.
%cs : /I'll give you this GIJoe doll if it's burst out./
*FRE: * no.
*MOM: * naJuNeaJummagat@Jimj@ntang@hangAsaJultenika [...] 
%cs : /if it's burst out I will buy the other one later [...]/
*WAN: * here. give me that GIJoe.
*MOM: * hanassik.
%cs : /one by one./
*FRE: * xxx [in Korean] [nags]
*MOM: * gawibawibohA.
%cs :
*WAN: * you can't hold it.
*FRE: * oh, yes.
*FRE: * because I want it.
*F&W: * gawibawibo!
%cs :
*MOM: * s@NwaniJora.
%cs : /give it to Wany./
*MOM: Jomgakonoldagagda@mehA.
%cs : /you can play with it after Wany./
*FRE: sonnimi xxx
%cs : /a guest xxx/
*MOM: sonminim@nJ@gakonoradokawibawibohAs@nolgodohan@ng@ja.
%cs : /I know a guest should play with it first but sometimes we can do in other way./
*MOM: s@Nwanigg@gakonoldadoNhj@nitojw@.
%cs : /Wany, give it to Fred after you play./
*WAN: @N.
%cs : /yes./
*MOM: bara.
%cs : /see?/
*FRE: anJulk@nJido @t@ltAnanJulk@nJidomola.
%cs : /he won't give sometimes he doesn't give it to me./
*WAN: then, you can't xxx
*FRE: aJumma twenty four plus twenty four twenty four twenty four eight eight @nm@ramand@r@jo?
%cs : /aunty, what makes twenty four plus twenty four plus eight?/
*MOM: @N?
%cs : /what?/
*FRE: twenty four twenty four twenty four plus eight eight?
*MOM: twenty four twenty four twenty four? eight eight?
*MOM: umm ninety four [#] ninety four.
*FRE: uhuh. twenty four twenty four plus eighty eight.
*MOM: eighty eight?
*FRE: ne.
%cs : /yes./
*MOM: wAto eighty eightigo?
%cs : /why eighty eight?/
*FRE: m@jejo?
%cs : /what's that?/
*FRE: one hundred?
*FRE: two hundred?
*FRE: one hundred [...] 
*MOM: eighty eight edaga [...] 
%cs : /eighty eight plus [...] /
*FRE: billion?
*MOM: 0 [adds the number]
*MOM: one hundred fifty eight.
*FRE: one hundred fifty [...]
*FRE: oh!
*WAN: @mma!
%cs : /mommy!/
*WAN: @mma!
%cs :
*MOM: @N?
...Fred is watching TV.

*FRE: 0 [gets startled]
*WAN: what are you doing?
pause
*WAN: what's wrong with you, Fred?
pause
*WAN: 0 [laughs]
*WAN: how do you do that?
pause
*WAN: he's going xxx he's really fast?
*FRE: no, he's not. [p]
*FRE: he goes really fast.
*WAN: uwa!!
*F&W: 0 [laugh] [it is not so funny to Wany but he's trying to please Fred.]
*WAN: n@mupaligaseJ@J@lomakgapuJi?
%cs : /it went so fast that it went down by itself, didn't it?/
*FRE: 0 [laughs]
pause
*MOM: duldadwiro!
%cs : /move back both of you/
*WAN: @mma, gg@mopas@?
%cs : /mommy, did you see that thing?/
*MOM: m@?
%cs : /what?/
*MOM: transformer?
*WAN: ani.
%cs : /no. /
*MOM: wani transformer @t@kes@doNihantebad@ng@?
%cs : /where's the transformer which Fred gave you?/
*WAN: iC@N. [-]
%cs : /upstairs. /
*WAN: let's xxx iC@N, too. [goes upstairs]
*WAN: Fred!

long pause [Fred is watching TV]

*WAN: Fred!!
*FRE: wa?
%cs : /why?/
*WAN: xxx that transformer somewhere?
*WAN: I can't find it.
*FRE: I gave it to you.
*FRE: n@GIJoehagogaCi play halagrarAtJana.
*FRE: /you were going to play that with GIJoe./
*WAN: @N grAgaJigo@tJAn@nJi xxx
%cs : /right. then where did I put xxx/
*FRE: grA?
%cs : /really?/
*WAN: @N.
%cs :
*FRE: just xxx [goes to upstairs]
*WAN: @mma! [in stairs]
*MOM: @N?
%cs : /yes?/
*WAN: light aned@l@in@ng@m@iss@?
%cs : /do you have something in the light?/
*MOM: @N?
%cs : /what?/
*WAN: light m@aned@l@in@ng@m@is@?
%cs : /do you have something something in the light?/
*MOM: ani.
%cs : /no./
...They are watching TV.

*F&W: 0 [laugh]
*WAN: oh, gomaps@midatelevi.
%cs: /oh, thanks television./
*FRE: xxx recording already.
*FRE: what is this?
*WAN: what was this?
*WAN: just like it what?
*WAN: I don't see any ghost.
*FRE: I remember.
*WAN: is that a ghost?
*FRE: ya.
*WAN: nnok@m@lhasipsijo tape r@l. [laughs] [this utterance is unusual in intonation he seems to be kidding]
%cs: /record the tape./
*WAN: us@pta. [-]
%cs: /it's funny./
*WAN: J@g@n@nnuguja?
%cs: /who's that?/
*WAN: gg@olagan@nA [#] saram umm mun@d@l@n?
%cs: /that kid [#] man umm octopus which climbs up./
*FRE: ghost. [-]
*WAN: ghost?
*FRE: uhuh.
*WAN: ah palgab@s@ta.
%cs: /ah they are naked./
*FRE: umm J@Cakkajida mix dWeig@ja. [-]
%cs: /it will be all mixed up even the book./
*WAN: m@rago?
%cs: /what?/
*FRE: umm J@g@ library CAkijia. [-]
%cs: /that's a library book./
*FRE: da mix dwAmj@n@ndwAJijo?
%cs: /it should not be mixed up, right?
*WAN: @N.
%cs: /right./

pause
*WAN: n@g@tJAala J@ge library CAkinJi?
%cs: /how do you know that's a library book?/
*FRE: xxx [in Korean]
*WAN: wow! [watches TV]
*WAN: ah! Jeanny bara.
%cs: /look at Jeanny!/ 
*WAN: ukida Jeannyga.
%cs: /Jeanny is funny./
Peter Beckerman!
ah! that's not Peter Beckerman. [laughs]
who's he?
who's she?
uhum he!
she!
hel
not he.
0 [laughs]
who's he?
a girl. [laughs]
let's tell [#] her name.
Jeanny.
0 [laughs]
Jeanny tJombara palgab@s@n@ng@angatAkok?
/look at Jeanny. she just looks like naked./
suj@NbokipkoitJijo?
/she wears a swimming suit, doesn't it?/
@N.
/she's not swimming, though./

...They are watching the cartoon 'Ghost busters'
let's get the ghost.[laughs]
let's get koko. [laughs]
oh, no!
koko's falling down. [laughs]
0 [laughs]
I hope Peter Spankler [...] [laughs]
like the leader. [-]
do you know who's the leader?
who?
Peter.
Igan. [-]
uhuh! [-]
oh. [admits]
Jawana. [gives the snack to the children]
/here, Wany./
JadoNa.
/here, Fred./
NAgA chocolate sid@manta.
/I have more chocolates./
g@nde [#] nAn@ six gata kok.
/by the way, it seems you have just six./
fF@ bodad@Jo@ngeanigo.
/not that I have better chocolates than you./
...They are watching 'Ghost busters' again.

*FRE: they can xxx at the time, right?
*WAN: right.

pause

*FRE: chocolate tJomd@gaJilsuis@?
%cs : /can I have more chocolates?/
*WAN: @N?
%cs : /what?/
*FRE: chocolate tJomd@m@q@;suis@?
%cs : /can I eat more chocolates?/
*WAN: mola.
%cs : /I don't know./
*WAN: uriapahantemul@ba.
%cs : /ask to my daddy./

pause

*FRE: I even saw that [#] I even see this.
*FRE: right?
*FRE: right?
*FRE: I want more chocolate.
*WAN: apa!
%cs : /daddy!/
*FAT: wA?
%cs : /why?/
*WAN: chocolate d@JurAdoNiga.
%cs : /Fred wants more chocolate./
*FAT: xxx [at upstairs]
*WAN: oh! [ ]
*FRE: n@toiJechocolate@ps@?
%cs : /you don't have chocolate any more, either?/
*WAN: tJog@mpake@ps@.
%cs : /I have little./

pause

*WAN: <oh, no!> [<overlap]
*FRE: <yap!> [<overlap>]
*WAN: m@?
%cs : /what?/
*FRE: jauChaig@ja.
%cs : /I'll say youch./
*FRE: apuJijo?
%cs : /it hurts, doesn't it?/
*WAN: @N.
%cs : /ya./
pause

*WAN: who is the leader?
*WAN: Peter?
*FRE: yap.
*WAN: I think Igan was the leader.
*FRE: uhuh.

pause

*FRE: nadam@ta. [-]
%cs : /I ate all./
*FRE: nAgad@palim@g@tJijo?
%cs : /I ate faster than you, right?/
*FRE: aKaJ@nb@e umm jelC@meJos@lta nigad@palim@g@Jijo?
%cs : /a little ago umm at first you ate faster than me, right?/

pause

*FRE: you'll watch 'ducktales'?
*WAN: how about you?
*FRE: can I?
*WAN: you could watch xxx to. [ ]
*FRE: sometimes ducktales fun, right?
*FRE: right?
*FRE: sometimes it's [...] 
*FRE: is this fun, right?
*WAN: sometimes it is fun and sometimes it's not fun, right?
*FRE: ja.
*FRE: sometimes they'll go some [#] they just stay [...] 
*FRE: the baseball was really fun.
*WAN: ya.
*FRE: can I have some drink?
*WAN: what?
*FRE: can I have a drink?
*WAN: sure.
*FRE: get the drink.
*WAN: apa!
%cs : /daddy!/ 
*FAT: wa?
%cs : /why?/
*WAN: you want milk or juice or what? [p] [interesting! addresssee specification] 
*FRE: milk.
*WAN: apa, doNiujuJw@!
%cs : /daddy, give Fred the milk!/ 
*FAT: alass@.
%cs :  /okay./
*FAT:  wanin@n?
%cs :  /how about you?/
*WAN:  nado!
%cs :  /me, too./
*WAN:  nan@n chipsahoy cookie aJikaJiita. [-]
%cs :  /I still have chips a hoy cookie ./
*WAN:  j@g [#] na backpacke [-]
%cs :  /here [#] in the backpack./
*WAN:  gtAgakowan@ng@ Jeniferi.[-]
%cs :  /at that time Jenifer brought this./
*WAN:  0 [laughs]
*FRE:  aJikaJi [#] gRA?
%cs :  /still? really?/
*FRE:  @di?
%cs :  /let's see./
*FRE:  you want eat right now?
*FRE:  with the milk?
*FRE:  oh, ya.
*FRE:  I I want that.
*WAN:  do you have that?
*FRE:  no.
*FRE:  xxx I get it.
*WAN:  is that a real radio?
*FRE:  ne!
*FRE:  pretend. [p]
*WAN:  what is like that?
*FRE:  that's only xxx [...]
*FRE:  Ray!
*FRE:  Ray!

pause

*FAT:  JadoNi. [gives the glass of milk.]
%cs :  /here, Fred./
*FAT:  wani.
%cs :  /here, Wany./
*FRE:  gomaps@mnida.
%cs :  /thank you./
*WAN:  gomaps@mnida.
%cs :  /thank you./
*WAN:  gomaps@mnidabAw@jadwA? [gomaps@mnida means thank you in Korean. They go to Korean school every Tuesday and sometimes they have test there.]
%cs :  /do we have to learn gomaps@mnida?/
*WAN:  n@bAKJ@mdabAKJ@mdamaJas@?
%cs :  /did you get 100 % in the test?/
*FRE:  @N,n@n@n?
%cs :  /yes, how about you?/
They are talking about the test and Korean letter.

*WAN: you want to eat this?
*FRE: the half.
*WAN: not that much!
*FRE: about a half?
*WAN: you cut it.
*WAN: I can't cut it.
*WAN: what is xxx army?
*FRE: I don't know.
*WAN: oh, no!
*FRE: here.
*WAN: where's mine?
*FRE: 0 [laughs]
*WAN: where's mine?

They are watching the ghost busters.

*WAN: Peter's way over there.
*FRE: the leader, right?
*FRE: oh!
*FRE: Peter's back home, right?
*WAN: ya.
*FRE: though Igan's not.
*WAN: now, Peter [#] can make anything, right?

pause

*FRE: 0 [laughs]
*FRE: Ray!
*WAN: what are he's doing?
*FRE: oh, still he's around?
*FRE: Jeanny!
*WAN:  wake up.
*FRE:  xxx Peter, right?
*FRE:  right?
*FRE:  bump! [laughs]
*FRE:  pinichio remember [...] 

...Their attention is now paid on the Wany's doll.

*FRE:  oh, what is this guy came from?
*WAN:  dinorider. [-]
*FRE:  really?
*WAN:  ya.
*WAN:  that is a small dragon.
*WAN:  I'll buy a small dragon.
*WAN:  that's funny, right?
*WAN:  you can't eat that thing.
*FRE:  is that mix [...] 

...They go back to the 'Ghost busters'

*WAN:  who's inside there?
*WAN:  Peter?
pause
*WAN:  only a storm won, right? [?] 

pause

*WAN:  he could get him, right?
*FRE:  I hope he xxx
*FRE:  make it make it make it leader!
*FRE:  Peter's a leader.
*WAN:  I know.
*FRE:  I told you, right?
*FRE:  right?

pause

*WAN:  I hope this will work. [-]
*WAN:  yeah!

...They continue to watch TV talking about it.

*FRE:  oh can I lay down?
*WAN:  sure.

pause

*FRE:  you want to play atari?
*WAN:  you want to play game? or play something more [...]
what game?
or see a ducktale?
oh, oh.
J@wiemotJilj@on@nJiki@knaJijo?
/don't you remember the nail which did sting?/
m@?
/what?/
Jig@mbalkoinn@ng@.
/that thing you are standing on./
ig@.
/I mean this./
motolaoJana.
/there's a nail on this./
qi@kanna?
/can't you remember?/
ban@lmalijaban@l
/you mean a needle?/
@N.
gr@Cijo?
/am I right?/
gr@Cijo?
/right?/
are you going to buy that?
what is that?
that's nothing. [-]
that's atari.
you could buy it.
mario brothers and donkey honkey's [\]
wow!
that that is cool games, right?
ya.
everything's in the nintendo.
donkey honk [#] supermario, right?
right.
right?
every games show some [...] you got something xxx yeap!
aye!
you going get supermario?
how about you?
I am.
you want to play supermario at my home?
ohoh.
what?
where's the cage? [takes Wany's bird doll]
we don't need the cage.
somebody broke it already.
who?
Jeanette.
do you know I have [...] 
I have one of those.
what?
little foot.
what?
I mean [#] ducky.
you want ducky, too?
yo. [-]
you could take xxx
is that ducky?
yo. [-]
xxx open him.
I can take him off?
thanks.

pause

nAin@nde umm nAgaAd@lin@ndethank you
gm@ndwAJijo thanks grAjadwAJi?
/I have to say 'thanks' to kids not 'thank you',
right?/
gr@Cijo?
/I have to say 'thank you' to the grown-ups./
how can get this open?
I'll show you how. [-]
I got it.
xxx [in Korean]
I get it.
this way you mean.
you want to see [\]
xxx [yells]
how can get this thing?
you see umm
ir@keiJipaldoumJigilsudoikosondoumJikilsudo ?>
/like this you can move the feet and the hand./
okay, I get it.
nAsonin@nden@nn@mutJag@.
this is too small for my hand./
tJok@mman@sonin@mutJag@mn.
/put a little if it's too small./
0 [laugh]
you like me? [pretends he's ducky]
no, I am.
yes?
this will be funny yyy
I have those.
I have that two.
two of them?
ya.
where?
one of mine, one of yours.
let me see.
0 [goes upstairs.]
you could put here and I could put here. [they are at upstairs.]
you want to play xxx? [comes downstairs]
okay.
0 [plays with Wany's remote control car]
isn't it cool?
wabulianna?
/why isn't the light turned on?/
bulnalg@ja.
/it will be turned on./
flash light.
i isn't it cool?
you want xxx remote control car, too?
you want xxx remote control car, too?
0 [horns]
do you have horn at your remote control car?
yes.
mine goes this way.
horn @ps@mj@ni@jiir@kegakoga.
/it goes like this when it doesn't have a horn./
baba.
/look at this./
gr@kehA?
/it goes like that?/
s@Nwana xxx light off ?
/Wany, xxx light off?/
light off?
this is down and this is up, okay?
that [#] down that up [#] is light?
ya, this is flash light on and this is flash light off.
okay.
0 [plays with the car.]
don't broke it, okay?
I xxx at Korea.
nok@mnageha@imaj@gie. [in Korean recording and rust start with the same sound 'nok']
/don't make it rusty./
/don't make a record./
me?
nox@mnagehajima.
@t@kenok@mhA?
@how can you record?/
nox@mh@n@ng@n@n [#] jog@n@n gray
gadwAn@ngenok@mdwAn@ng@ja.
@it means it turns to gray here./
@t@ke gray mand@lgra?
@how can you make it gray?/
gray?
@N.
anibakCigin@mumanihamj@nj@gi gray dwAdago.
/no, I mean if you go on bumping it will turn to
gray. /
xxx
grAgaJigouriapagabateriansaJundagrAs@.
@my dad won't buy battery for me. /
I am going to try xxx
could we?
sure.
xxx work.
oh!
can't see this.
remember?
do you know do you know what?
what?
umm Taehoon thinks [#] the GI Joe [#] was ghost
buster sometimes.
xxx, right?
you like Taehoon?
how about you?
you?
no.
why?
you?
why?!
you?
ya. [-]
oh! [ ]
I don't like him.
why?
do you know who's my best best best friend?
Taehoon.
uhuh. who?
the big body.
uhuh.
Lisandro?
uhuh.
Eun?
uhuh.
me?
uhuh.
umm I forgot. who?
Michael Dukakis!! [laughs]
0 [laughs]
real umm JintJa Michael umm you like me, too?
xxx
he's real dummy, right?
no, he's not dummy but he's so crazy, right? [>
ya. he will xxx
ohoh!
that's too big!!
0 [laughs]
I got xxx [\]
that's too big, too!!
I got a better idea who could sit on.
you want me to show you?
you want me to?
that a dragon.
he!
no, that's too big.
xxx back seat?
xxx trunk!
you have xxx GI Joe's xxx
xxx dinosaurs could get in here.
o, I got a good idea.
every animal stuff xxx dinosaurs goes in there.
how about people?
ne!!
then I xxx all the people!
it will be only wild stuff like them.
you know that is not a [#] that is not.
that's enough.
no!
he's really [#] he's dinorider.
ya. [-]
no more animals.
him.
him.
no more stuff?
ya!
he is people.
he's firefighter that's he could go in.
uhuh.
then, they'll bite him.
ig@ aN! [makes animal sound]
they'll eat him.
uhuh.
ig@n@nb@ls@Jug@n@nsaramirA. [-]
/let's pretend he's already dead./
buled@l@gatap@rj@n@nsaramirA. [-]
/let's pretend he's burnt out./
anija.
/no./
wait.
/oh, I am going to have that.
/can I [...] /
let's don't play, okay?
oh, no.
0 [whines]
okay.
let's get out of here truck.
yaiks! not [...] 
let's get out of one of his dinosaurs.
I will get Tyronosorex.
all right!
let's go, guys! [-]
let's go, baby! [-]
he is trying to destroy him because he was bad
guy.
see his red eye?
no, let's xxx, okay?
he has red eye, too.
xxx
red eyes. [-]
I'm going to xxx him.
then he don't [#] he don't have any red eyes, see?
you did []
dinoriders! [singing intonation]
let's pretend long tome ago
Caga@ps@gauril@gtagodanj@tA. [-]
/let's pretend we ride this because there's no
car.[/interesting part]
@N.
nek@dwAgehimseng@n@nanenadugo. [-]
gatJaro dinoridern@n dinosaurd@l@nuri dinorider
Jaban@ng@daigaCinadundA. [-]
/let's pretend we catch the dinorider and put
here./
@N.
nek@dwAgehimseng@n@nanenadugo. [-]
/mine we can put the strongest one inside./
@N.
/yes./
*WAN: ig@dwAgehimseJi?
%cs : /isn't this very strong?/
*FRE: @N.
%cs : /yes./
*FRE: ig@n@nd@himseJi?
%cs : /this is stronger, isn't it?/
*FRE: degetJag@.
%cs : /very small./
*WAN: @N.
%cs : /yes./
*WAN: g@nde bite haJiipali@lrj@s@nika.
%cs : /but it can bite because the mouth is open./
*F&W: 0 [laugh]
*FRE: let's go.
*FRE: dinorider. [singing tone]
*FRE: gatJarouriueolagandaxxx
%cs : /let's pretend we climb up this xxx/
*WAN: nanan@ngwieanolagalg@da.[-]
%cs : /I won't climb up there./
*FRE: n@nnaladaniJan [#]a
%cs : /you can fly around./
*WAN: @N ig@tAme.
%cs : /yes, because of this./
*FRE: umm n@n@niloC@NgArocologajadwAn@nde \[
%cs : /you have to go through the stairs \[
*WAN: nan@njAnalilsuis@ig@tAme.
%cs : /I can make it fly with this./
*FRE: m@?
%cs : /what?/
*WAN: ig@tAme.
%cs : /with this./
*FRE: nAdo. [-]
%cs : /me, too./
*FRE: gatJaro.
%cs : /pretendingly./
*WAN: n@n@n@ptJana.
%cs : /you don't have this./
*FRE: grAdogatJaro okay?
%cs : /let's pretend, okay?/
*WAN: okay.
*FRE: 0 [flies around the room]
*FRE: yaiks!
*FRE: xxx [in English]
*FRE: I hope dinosaurs don't fell down, right?
*FRE: xxx broken, right?
*WAN: I'm here!
*FRE: xxx dinosaurs xxx help/
*WAN: yyy
*FRE: oh!
WAN: this is xxx dinosaurs. [
]
*FRE: ya.
*WAN: what was xxx backpack?
*WAN: nabaNiuri trunk rAe. [-]
%cs : /let's pretend my room is our trunk./
*FRE: 0 [laughs]
*WAN: GI Joe trunk dagekJi?
%cs : /isn't the GI Joe trunk big?/
*W&F: 0 [laugh]
*WAN: ig@n@nurigoNbuhan@nde@go. 
%cs : /this is our study room./
*FRE: @N.
%cs : /okay./
*FRE: let's fly, dinosaurs!
*WAN: dinosaur can't fly. [-]
*FRE: grAgatJaro xxx
%cs : /let's pretend xxx/
*FRE: YYY
%pho: aigo crash dwAb@r@tair@ke.
%cs : /ups! it's crashed like this./
*FRE: goNbu?
%cs : /study?/
*FRE: goNbu@t@kehA?
%cs : /how do you study?/
*FRE: igeiC@Nija?
%cs : /is this second floor?/
*FRE: igesam@N [...]
%cs : /this is third floor [...] /
*WAN: igeiC@Nija. [-]
%cs : /this is the second floor./
*FRE: gatJariuriurim@lmAliC@N [#] eitA. [-]
%cs : /let's pretend we are in the second floor all the time. /
*FRE: yyy
*FRE: let's go fast!
*WAN: anijag@n daiviNhan@ng@ja. [laughs]
%cs : /no, he's diving/ 
*WAN: jog@niC@Nigojog@ngoNbuhan@ng@go. 
%cs : /this is the second floor and this is the study room. /
*FRE: jAn@njuriCaNigo. [-]
%cs : /this guy is a window./ [laughs]
*F&W: 0 [laugh]
*FRE: you can't do that.
*FRE: you fell down xxx only this one.
*FRE: oh!
*WAN: let me have them [#] door.
...They are playing with toys laughing.

*FRE: can I go to the bathroom?
*WAN: ya.
*WAN: I'm going to put this and make a door.
*FRE: okay, you could. [in the bathroom]
pause
*WAN: Fred, I make a small door!
*FRE: xxx [in the bathroom]
*WAN: very very small like a mouse!
*WAN: you want see?
*WAN: this tiny.
*WAN: see my finger there?
*WAN: this tiny. [shows to Fred]
*WAN: see my finger?
*FRE: yea.
*WAN: see my finger?
*FRE: 0 [laughs]
*WAN: we need some more xxx, right?
*FRE: no, angradodwAgo I got a good idea. [-]
*WAN: gi@gan@g@
%cs : /you mean crawl?/
*FRE: no.
*FRE: gnjaN punch yyy
%cs : /just punch yyy/
*FRE: pusaJj@b@riJijo?
%cs : /it will be broken, right?/
*WAN: @N.
%cs : /yes./
*WAN: yyy
*FRE: let me help you?
*WAN: @?
%cs : /what?/
*WAN: that's okay.
*FRE: wait, I got a good idea.
*FRE: juroCaNdow@nrAis@jadwAJijo?
%cs : /there must be a window, rught?/
*FRE: ilroj@giir@ke climb hAga [\]
%cs : /this way [#] like this we climb [\ ]/
*WAN: ani jog@n@n elevatergais@. [-]
%cs : /no, there's an elevator here./
*FRE: @di?
%cs : /where?/
pause
*WAN: come on!
*FRE: oh, god! [laughs]
*FRE: this is silly [#] party. [-]
*WAN: 0 [gets startled]
*FRE: what?
*WAN: cold.
*WAN: a Cagaw@!
%c: /ah! it's cold!/
*WAN: eleveitardaigeurielevata. [-]
%c: /this is an elevator, our elevator. /
*FRE: okay.
*WAN: eleveitaga ji@giita.
%c: /here's an elevator. /
*WAN: jog@r@l hait@n hold hAjaJi olagaJi.
%c: /we have to hold that to go up. /
*FRE: gatJaroig@nuri [#[1] poktanirA/ [-]
%c: /let's pretend this is our bomb. /
*FRE: 0 [laughs]
*FRE: okay?
*FRE: okay?
*WAN: okay.
*FRE: ig@m@n@ng@ja.
%c: /we can eat this. /
*FRE: m@g@bogo [#[1] hangAm@g@dodwa [#[1] pokrtan@l.
%c: /we eat [#[1] you can eat one bomb. /
*FRE: alas@?
%c: /you got it? /
*WAN: n@m@kJima,okay?
%c: /don't eat, okay? /
*FRE: n@n@n?
%c: /how about you? /
*WAN: nadoanm@g@l1k@ja.
%c: /I won't eat, either. /
*FRE: poktanhalk@nkan?
%c: /because we use it as a bomb? /
*WAN: igepoktanija.
%c: /this is the bomb. /
*FRE: ig@n@n?
%c: /how about this? /
*WAN: gg@n@n?
%c: /you mean that? /
*FRE: @N.
%c: /yes. /
*WAN: gg@n@niJana [...]%
%c: /that is [...] /
*FRE: mik@l@J1n@ng@ja?
%c: /it's for the slide? /
*WAN: @N.
%c: /yes. /
*FRE: xxx dinorider. [in English]
*WAN: ya, we are playing dinorider.
*WAN: this is xxx
*FRE: yea!
*WAN: there, how's that, elevator xxx?
*FRE: ya. [-]
*FRE: you want me make a real hole?
*FRE: you want me to?
*WAN: no way!
*FRE: 0 [laughs]
*WAN: no way!
*WAN: you want me make a real hole?
*FRE: no way! [laughs]
*FRE: wait, I got a good idea.
*FRE: give me that thing.
*FRE: oh, god! [laughs]
*FRE: xxx this one.
*WAN: oh, I know I know.
*FRE: 0 [laughs]
*FRE: ready for the other one?
*WAN: you want some xxx?
*WAN: haya! [yells]
*WAN: come on!
*FRE: ready?
*FRE: let me move.
*FRE: I want make this.
*FRE: really top one, okay?
*FRE: oh, sticky. [laughs]
*WAN: I'll do it.
*WAN: I'll do it.
*FRE: 0 [laughs]
*FRE: you want me to?
*WAN: me to? [?]
*FRE: no.
*FRE: can I try one, please? [begs]
*WAN: sure.
*FRE: okay, then.
*WAN: puraJimj@hanb@nsikhan@ng@ja. [-]
%cs: /we have to take turns./
*F&W: 0 [laughs]
*FRE: n@hanb@nd@ed@nJilg@ja?
%cs: /are you going to threw one more time?/
*WAN: n@n@n?
%cs: /how about you?/
*FRE: n@?
%cs: /you?/
*WAN: nan@dwiehAjaJi.
%cs: /I'll do after you./
*F&W: 0 [laugh]
*FRE: my turn.
*FRE: you hold on it! [laughs]
*WAN: my turn.
WAN: you hold on it.
FRE: okay!

...They continue throwing.

FRE: you wanna see what I am going do?
FRE: ready! [-]
FRE: yea!
WAN: xxx more here.
WAN: one for you.
FRE: my turn.
FRE: my turn.
FRE: I can go two times, okay?
FRE: you want two times, okay?
FRE: back back, okay?
WAN: n@neb@nhAs@. [-]
%cs: /you did four times./
WAN: anin@j@s@b@nhAss@.
%cs: /no, you did sis times./
WAN: nado [...]
%cs: /I 'll do that, too./
FRE: okay.
FRE: my turn.
WAN: xxx broken!
FRE: my turn.
FRE: okay.
FRE: n@ [...]
%cs: /you [...]/
FRE: you can't do that.
WAN: you can't do that.
FRE: sorry. [p]
WAN: you put it.
FRE: here. [laughs]
FRE: oh, cool!!
WAN: what?
FRE: you can do this.
FRE: A A pulnagaJigo [...]
%cs: /it's burnt like this [...]
FRE: nap@nsaram [#] attack hamj@ns@ilonaom@ndwAJana.
%cs: /bad guy [#] you can get out from here saying attack./
FRE: right?
WAN: JibuNija JibuN.
%cs: /it's a roof roof./
FRE: 0 [laughs]
FRE: uriJibdo [#] urido base do@ptJana.
%cs: /our house [#] we don't have a base./
WAN: base is@. [-]
%cs: /we have a base./
@di?
/where?/
@N?
/what?/
@N?
/what?/
@N?
@N?
@N?
@N?
@N?
@N?

pause

isn't it beautiful, Fred?
no.
@N?
I know.
@N?
don't come at my house!
@N?
yes, I am.
@N?
clean up do anhago.
/I have to wear this./
/I have to wear this./
/I have to wear this./
/because you didn't [?] your dad didn't graduate Korea university./
m@?
/what?/
@N?
@N?
@N?
*FRE:  n@g@apan@n?
%cs : /how about your daddy?/
*WAN:  kodAhakko.
%cs : /Korea University. /
*FRE:  tAhuniapahago n@g@apan@tokkat@n [#] gaCiga?
%cs : /Taehoon's dad and your dad graduate same university? /
*WAN:  @N.
%cs : 
*WAN:  nadouriapataraga.
%cs : /I will go with my dad. /
*FRE:  tAhunin@n?
%cs : /how about Taehoon? /
*WAN:  tAhunin@n?
%cs : 
*FRE:  uuhuh.
*WAN:  tAhunidaga.
%cs : /Taehoon goes, too. /
*FRE:  gr@mj@nhakkyon@nwAmotarawa?
%cs : 
*FRE:  n@hakkyogas@ltA.
%cs : 
*WAN:  uriapan@n [#]amudeoanga nahakkjogaltAn@n.
%cs : /my doesn't go anywhere when I go to school. /
*WAN:  we need clean up five seconds.
*WAN:  one [ >]
*FRE:  do you know how much xxx count?
*FRE:  three hundred [#] three hundred fifty.
*FRE:  that's quite many.
*WAN:  can you need count?
*WAN:  we need count now.
*WAN:  one million thousand two hundred eighty five man and
pause

*FRE:  oh, do you know how much that count?
*WAN:  two hundred million ..... 
*FRE:  nope, about three thousand hundred billion and pillion. 
*WAN:  we don't have any pillion.
*FRE:  0 [ laughs] 
*FRE:  I always do pillion.
pause

*WAN:  I'm not playing at my pen.
*FRE:  wa?
%cs : /why?/
*WAN:  godAhakkjoda [#] saram olg@nde [#]
   @lmanaCANpihagennja?
%cs:  /how will I shame when my dad's friends come?/
*WAN: 'alJ@q@baram@nJi'gr@mj@n@t@ke nahante?
%cs:  /what shall I do when they say 'look! there's dust'?/
*WAN: 'paramm@nJiC@mbata'
%cs:  /'I've never seen blue dust. /
*WAN: 'J@g@n@nwAsondoikogr@Ci?'
%cs:  /why does it have hands?/
*WAN: gr@mj@n@t@ke?
%cs:  /if they say so, what can I do?/
*FRE:  nuga?
%cs:  /who will say that?/
*WAN:  godAhakkjosaram@li.
%cs:  /my dad's friends. /
*WAN:  you're playing.  
*WAN:  you're playing.  
*WAN:  I was bad [#] I was going by myself at my home and  
   my mom was angry.  
*WAN:  xxx you are angry today.  
*FRE:  my mom was xxx  
*WAN:  what?  
*FRE:  my mom will get angry my mom will get me my xxx like  
   choccolate milk or cookie.  
*FRE:  that's all my mom is going do xxx clean up.  
*FRE:  0 [laughs]  
*WAN:  oh, that was real hard.  
*WAN:  you need clean up xxx  
*FRE:  no, I can't clean up all [...]  
*FRE:  n@baJida clean up hAs@?  
%cs:  /did you clean up your pants?/
*WAN:  ani. [p]  
%cs:  /no./  
*FRE:  palihA.  
%cs:  /hurry up./  
*WAN:  gramj@n n@ clean up hA.  
%cs:  /then, you clean up./  

pause

*WAN:  I'm cleaning up my sock.  
*WAN:  oh, no!  
*WAN:  xxx all my sock.  
*WAN:  who xxx  
*FRE:  0 [laughs]  
*WAN:  you wanna play and you wanna xxx many color.  
*WAN:  you have clown?  
*FRE:  you are clown.  
*FRE:  I'm done.
*WAN: who's that?
*WAN: do like this.
*FRE: that's what I need to do.
*WAN: see how easier?
*WAN: I am a dog.
*FRE: don't.
*FRE: get on your shoe.
*WAN: this is funny.
*FRE: I'm done.
*WAN: no, you are not.
*WAN: see?
*WAN: does that get at [#] your back?
*WAN: see at your back?
*WAN: put in here.
*WAN: you can't just put in right there.
*FRE: 0 [laughs]
*WAN: that's not funny.
*WAN: you need walk by yourself.
*FRE: okay, that's okay!
*FRE: my mom's going just pick me up.
*WAN: don't put a chocolate on him.
*FRE: where?
*WAN: see?
...
*FRE: here.
*FRE: I got more.

pause

*WAN: you don't have any [#] thing.
*WAN: see?
*WAN: you don't have anything.
*WAN: xxx give you xxx shoe.
*WAN: wow, wow!
*WAN: frog is in my shoe.[laughs]
*FRE: I won't do that xxx, Wany.
*FRE: xxx see something xxx I just take shoe xxx
*WAN: now, you need clean up again.
*FRE: okay, here.
*FRE: xxx
*WAN: now, you need clean up this mess at the shirt.
*FRE: xxx clean up my shirt?
*WAN: xxx clean up all this mess xxx
*FRE: I'll tell your dad.
*FRE: you're not even cleaning up.
*WAN: I know.
*FRE: you said you got [#] you say after you get done
  cleaning up with the shirt then you say you helping
  me.
or you trick me.
uhuh.
you are naughty boy.
*FRE: I'm not xxx ever ever ever.
*WAN: that's okay!
*FRE: now, you can't even watch any more video.
*WAN: that's okay!
*WAN: my friend have video.
oh, ya?
then, he won't have dinorider. [-]
*WAN: yes, he do.
*FRE: Taehoon.
sometimes I walk to Pammel [#] by myself [#] to
play some video game.
you can't do that.
*FRE: uuhuh.
*WAN: uuhuh.
sometimes I go by myself [#] play video game.
that's one.
what?
I play Mario.
you have Mario at your home.
though, that's different Mario.
I got super-Mario.
that's not super-Mario that's only Mario.
donkey hong.
sometimes I play that game.
I could play donkey hong.
I'm good at that.
I get start over that'll be harder.
I can go about two [#] fifth or third.
do you know why that get xxx
that's xxx
0 [teases Wany]
that's not funny.
you need clean up all by yourself.
... aJ@si!

anija umm s@Nwanido umm otCiugo nadowaJundagrAn@nde
andowaJw@jo.
%cs : /no, he said after he clean up the clothes he would help me but he doesn't./
*FAT: xxx
*FRE: see? [interesting:addresssee shift]
*FRE: aʃ@sl, grAdo clean up anhandejo.
%cs : /uncle, he still said he wouldn't clean up./
*FAT: wana!
%cs : /Wany!/ 
*FRE: see?

pause

*FRE: n@anhalg@ragrAs@. [-]
%cs : /you said you wouldn't./

pause

*FRE: Wany, that's bad thing.
*WAN: do you know what xxx doing?
*FRE: you are not going get present from St. Clauses.
*WAN: you, too.
*FRE: uuhh.
*FRE: I am.
*FRE: I clean up by myself though you didn't.
*FRE: you didn't clean up.
*FRE: that's you're not going get no more present for ever next
   [...]
*FRE: you're not going get Christmas present.
*WAN: I know I was xxx
*WAN: nAcingud@l present xxx n@n@2nanJulg@ja.
%cs : /I'll xxx present to my friends but I won't give it to you./
*FRE: oh, ya?
*FRE: xxxn@ga nAsANiltA [#] nAgA n@sANiltA xxx morn@nChigud@l mani Julg@ja.
%cs : /xxx I'll give other friends./
*FRE: Cansugido morJi?
%cs : /you don't know Changsoo, do you?/
*WAN: ara.
%cs : /I know./
*FRE: umm gAmj@tsalija?
%cs : /umm how old is he?/
*WAN: I don't remember.
*FRE: JintJaro mj@tsalija?
%cs : /tell me the truth how old is he?/
*WAN: I don't remember I said.
*WAN: where's that xxx
*WAN: way at [#] way there!
*WAN: way there!
*WAN: way at the small pumpkin.
*FRE: where?
*WAN: small pumpkin [#] way at the small pumpkin.
*FRE: here.
*WAN: you clean up big thing.
*FRE: I'm already done with big thing.
*WAN: I'm not clean up little thing.
*FRE: xxx, okay?
*WAN: no, you're not.
*FRE: yes, I am.
....
*FRE: s@Nwanin@niJijo k@ng@Ciuragr@go to tJag@ng@Ciuragr@ [>]
%cs : /Wany let me clean up big thing and then clean up
small thing [...]/
*FAT: Jakuir@gogr@gogr@mj@nandwA.
%cs :
*FRE: oohh!
*FRE: remember this thing goes this way or that way?
*FRE: yyy
*WAN: apa!
*FAT: n@g@d@1Jakuir@gogkalrA?
%cs :
*FAT: duri@saiJokenolgoirAjaJi.
%cs :
*FRE: n@n@n akanACiultA an help hAjw@Jana.
%cs : /you didn't help me when I cleaned up./
*WAN: grAdo doNin@niJeCiw@JododA?
%cs :
*FAT: n@g@duri aras@hA.
%cs : /you can decide by yourselves./
*FRE: n@n grAdo aka na help anhAJw@Jana.
%cs : /you didn't help me a little ago./
*WAN: gr@mn@n motnora nahago.
%cs : /then, you can't play with me./
*FRE: aras@ gwAnCana.
%cs : /that's okay./
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*FRE: oh, I saw this. [-]
*WAN: oh, I saw this, too.[>]
*FRE: remember that bad [#] that guy turn into Bampire
and helped us?
*WAN: ya.
*FRE: the ghost busters?
*WAN: ya.
*FRE: and someone else was kill him?
*WAN: ya.
*WAN: and ghost buster crash his car.[-]
*FRE: uuhh.
*FRE: he blows [#] he blowed his hammer.
*FRE: you remember?
*WAN: how about his car?
*FRE: his car just got crashed in the wood and it's got
fell down.
*WAN: and ghost buster go up there [>] 
*FRE: he almost crashed [...]
*FRE: oohn.
*FRE: @r@nd@lnagamj@n gwAnCan@
%cs : /is it okay if the grown-ups go out?/
*WAN: @N.
%cs :
*FRE: huu!
*FRE: ir@kehAdo d@rj@?
%cs : /can anybody hear if I say like this?/
*WAN: @N.
%cs :
*FRE: nap@n @mmad@ldonaga?
%cs : /bad mommies go out, too?/
*WAN: xxx uriduri xxx
%cs : /xxx both of us xxx/
*FRE: gr@m J@ Jibe delko galg@ja?
%cs : /then, they'll take to that house?/
*WAN: @N.
%cs :
*WAN: dAge mus@un Jibi Ji?
%cs : /it's very scary house, isn't it?/
*WAN: gr@m takJapimj@n @t@kalra?
%cs : /what shall we do if we are seized?/
*WAN: urinaolsuis@ gr@m?
%cs : /can we escape, then?/
*WAN: drakjula ir@ng@is@mj@n@t@kalrA?
%cs : /what if there's a dracula?/

pause
*WAN: korigais@ bat ga?
%cs : /does the bat have a tail?/
pause
*WAN: oh, no!!
*WAN: 0 [laughs]
*WAN: they could go in, right?
*WAN: because they are the ghost, right?

pause

*WAN: new york JagiJibiJana wAgrA?
%cs : /his house is in New york. why does he say so?/
*FRE: m@?
%cs : what?
*WAN: new york JagiJibiJI?
%cs : /his house is in New York, isn't it?/
*FRE: J@g@do new york anija.
%cs : /that's not New York./
*WAN: m@ja?
%cs : /then, where are they?/
*FRE: I don't know.
*FRE: new york @n anija, grado.
%cs : /it's not New York anyway./
*WAN: south pole ija?
%cs : /is it south pole?/
*FRE: uuhh.
*WAN: south Korea ja? [laughs]
%cs : /is it south Korea?/

pause

*WAN: xxx dinorider can get gold, right?
*WAN: do you?
*FRE: I did.
*FRE: in the museum.
*WAN: california gas@?
%cs : /in the California?/
*FRE: uuhh.
*FRE: urin@niJe hawaii mangamj@nk@cIja.
%cs : /Hawaii is the only place we have to travel./
*FRE: galdega @ps@/
%cs : /we've been everywhere./
*WAN: g@gipakemotga?
%cs : /you can go only hawaii?/
*FRE: @N.
%cs :
*WAN: Korea angago g@gis@salg@ja?
%cs : /you'll live there not going to Korea?/
*FRE: uuhh, g@gipakewAmotgan@nJular@?
do you know why we can go only there?/

inje j@hAN [#] aj@si, inJahankukgamj@n nA umm uri
mikuk gr@nde j@hAN motwajoinJa.

now, the travel [#] uncle, we can't go to trip in
America once we go back to Korea./

umm.

right./

wAgr@nJularajo?

do you know why?/

umm iJi uriJib@n hawaii man gamj@n k@Ciejo.

if we travel Hawaii we've travelled all over the
America./

galdega @bs@jo.

we have no place to go./

0 [laugh]

they always fly.

ya, in the midnight.

ya.

every bampire stays in the midnight.

I know that he's going not kill the ghost busters.

ya, xxx do you know what he's going do?

remember those bat? [>

ya, those are trying to destroy people that [>

ya, do you know why [>

ah, he's trying to [>

do you know [>

xxx

the ghost busters are [...

do you know what the ghost buster are going?

they're going help.

do you know why?

they're xxx

xxx with his hands.

umm nugu help hAs@?

/who did they help?/

the bampire?

or ghost busters shoot the bampire?

umm no one do [...

there's lots of xxx

oh, master master! [laughs]

n@ green pakeanhAs@?

did you just do with green?/

@N.

uhuh.

dahAjaJadwA.

you have to do all./
FRE: wAgr@nJular@?
%cs: /do you know why?/
*WAN: wA?
%cs: /why?/
*FRE: umm manhamj@n umm J0keboj@?
%cs: /does it look good if you use only green?/
*WAN: @@@.
%cs: /no./
*FRE: gr@nka red hago da mix hAjadwA.
%cs: /so, you have to mix with red and all of the color./
*FRE: nAldwAmj@nhangAd@buCj@jadwAgeta.
%cs: /we have to put one more tomorrow. /
*FRE: n@ book order hA?@?
%cs: /did you order the book?/
*WAN: @N.
%cs: /yes. /
*FRE: nan anhA?@.
%cs: /I didn't. /
*WAN: na dAge manta. [-]
%cs: /I ordered a lot. /
*FRE: can I see this book order looks like one take the
other one out.
*FRE: you got three, okay?
*WAN: I got tape!
*FRE: tape?
*WAN: ya.
*WAN: this tape is [...] 
*WAN: let me see.
*WAN: this!
*WAN: it looks like a monster.
*FRE: let's see.
*FRE: ig@n@nboJima.
%cs: /don't look this. /
*WAN: ig@n@nmAndn@n@ng@ja.
%cs: /this is for making. [?] 
*FRE: can I just see it ? 
*FRE: ant@d@ke.
%cs: /I won't open. /
*FRE: on@lhang@ mand@lra?
%cs: /shall we make one today? /
*FRE: ig@n@n tJom himd@lgeta.
%cs: /this seems to be difficult to make. /
*WAN: ir@ng@toda mand@nda. [-]
%cs: /we make all these ones. /
*WAN: JibtA [#] Jibiis@.
%cs: /there's a house. /
*FRE: igeJibinJul@t@ke ar@?
%cs: /how do you know this is a house?/
*WAN: JibinJulalJi.
%cs: /I can know that's a house./
*FRE: ig@nm@ja?
%cs: /what's this?/
*WAN: ig@n@n gj@hoinJim@nJi morges@.
%cs: /I don't know what it is./
*FRE: Jib!
%cs: /house!/

pause

*W&F: 0 [laugh]
*FRE: he said 'oh, no!'
*WAN: he thinks that [#] he thinks that [#] he thinks that was the best, right?

pause

*WAN: nan@n ig@ sass@.
%cs: /I bought this one./
*WAN: do you want to [#] do you want to see this?
*FRE: uhhuh.
*FRE: I know even what the story is that.
*WAN: do you know what the story is this?
*FRE: ya.
*WAN: but you could just see it.
*FRE: look at boy.
*FRE: boy's trapped here.
*FRE: do you know why?
*WAN: what?
*FRE: he's trapped xxx
*WAN: oh, witch let him stay here?
*FRE: this is no witch.
*WAN: I know.
*WAN: witch stay let him stay here?
*FRE: ya.
*FRE: but he got out.
*WAN: I know she save him, right?
*WAN: you want to hear that tape?
*FRE: no way!

pause

*FRE: nap@n @mma. [-]
%cs: /bad mommy./
*FRE: wait, she An@n aka gj@Jan@n iJijo mikuk mal morJijo hankuk mal morJijo?
%cs: /wait, this girl doesn't know English she doesn't know Korean, does she?/
*WAN: @N.
we can speak Korean between ourselves, right?/
/she knows Korean./
/she practices at her school./
/she knows only xxx, right?/
/she practices at her school./
/she only knows "you will be killed by me."/
/she only knows those words?/
/hello./
/she only knows 'you will be killed by me.'/
/she just can say 'I will live but you will die'./
/what's this?/
/it doesn't seem to be interesting at all, right?/
/you could see this.
/you can see this.
/you will die./
/she only knows 'you will be killed by me'./
/you will die./
/you will die.
/I did.
/you can see this.
/you will die.
/I did.
/you can see this.
/I did.
/you can see this.
/I did.
/you can see this.
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/I did.
remember?
we got real little one, remember?
from book orders from pre-school. [-]
y.
that was so fun.
xxx right?
right.
@lguli ir@ke gir@ iJe but@.
/from now on, the face is so long like this./
can I see picture?
ya, you could take it off!
not all of them.
o way, I can take xxx
you could take of this.
oh!
is that mine?
y.

pause
ig@bara. [laughs]
/look at this!/ ig@bara. [laughs]
pause
ig@hanago nan Jal mola.
/I don't know well./ uri @mmaga pick hÀjadwÀ.
/my mom can pick it./ n@man iss@?
/only you have that?/ ig@n naman xxx
/I have only this xxx/
pause
kukeJima!
ig@ Jibe gakogalsuiss@?
/can I take this home?/ I don't think so.
wait.
uri @mma hante boj@Julg@ja.
/I will show my mom./ bat han@ng@iJi [#] bat @diis@?
/you know batting? where's a bat?/
okay,nÀga n@ honJa goNCid@ng@ gi@knaJi?
/okay, can you remember you batted by yourself?/
*WAN: m@?  
%cs : /what?/  
*FRE: n@ honJa goN Cid@ng@.  
%cs : /you batted by yourself./  
*FRE: ir@ke n@ bat gako.  
%cs : /with your bat like this./  
*FRE: gi@k anna?  
%cs : /can't you remember?/  
*WAN: xxx  
*FRE: ig@!  
%cs : /this!/  
*FRE: Jal andages@?  
%cs :  
*WAN: I don't know.  
*WAN: let me tell [...]  
*FRE: to hangA nAg@ hangA CaJado dwA?  
%cs : /can I find another one as mine?/  
*FRE: ig@n nAk@go. [laughs]  
%cs : /this is mine./  
*FRE: ig@n nAk@go.  
%cs : /this is mine./  
*FRE: ig@do.  
%cs : /this is, too./  
*WAN: gaCihAtJana gramj@n.  
%cs : /we did together, then./  
*WAN: have this! [laughs]  
*WAN: you want to ride bikes?  
*FRE: xxx  
*WAN: I'll ride bikes.  
*WAN: bye!  
*FRE: oohoh.  
*FRE: nap@n @mma.  
%cs : /bad mommy./  
*FRE: will you going to?  
*FRE: you?  
*WAN: umm Jibe umm @t@nde gas@lJido mola.  
%cs : /she may go to the house umm somewhere./  
*WAN: nan@n galg@da. [-]  
%cs : /I'm going./  

pause  

*FRE: n@ Jaj@ng@ talg@ja?  
%cs : /are you going to ride a bike?/  
*WAN: umm?  
*FRE: n@ JaJ@ng@ talg@ja?  
%cs : /are you going to ride a bike?/  
*WAN: no way!  
*FRE: JintJa nap@n @mmaja?
%cs: /is she really bad mommy?/
*WAN: I don't know. [-]
*WAN: @wrAn@en I don't know rass@.
%cs: /at first time, it was 'I don't know'.
*WAN: @wrA nan@en molass@.
%cs: /at first time, I didn't know./
*FRE: what's this?
*FRE: can I see this one?
*WAN: hang@l Cagidamalija.
%cs: /it's a Korean book./
*WAN: k@xu khatjana.
%cs: /you are reading up side down./
*F&W: 0 [laugh]
*WAN: tar@ke bAw@tJi?
%cs: /we learned differently, didn't we?/
*FRE: m@?
%cs: /what?/
*WAN: ig@bara.
%cs: /look this./
*WAN: tar@ke bAw@tJi?
%cs: /we learned differently, right?/
*FRE: ga@ m@ja?
%cs: /what's that?/
*WAN: ir@g@ das@ss@?
%cs: /did you write this?/
*WAN: ir@ng@ da ss@lsu iss@?
%cs: /can you write these words?/
*FRE: @N, ig@bomj@n alJi?
%cs: /yes, we can see from this, can't we?/
*FRE: @diss@?
%cs: /let's see./
*FRE: n@ sukJe d@l [#] hangAdo anhAtJana.
%cs: /you didn't finish [#] you didn't do your home work at all./
*WAN: dahAss@.
%cs: /I finished./
*FRE: n@Ag@tJi J@g@?
%cs: /I gave that to you, didn't I?/
*WAN: ?
%cs: /what?/
*FRE: jennare uri @mmaga saJon@ng@ gat@nde. [-]
%cs: /it just look like what my mom bought for you./
*WAN: oh.
*FRE: uri @mmaga saJoss@?
%cs: /did my mom buy for you?/
*WAN: @N, uri @mmahago gaCl gagaJigo don@n n@ne @mmaga nass@.
%cs: /ya, my mom and your mom went together and your mom paid for it./
okay, gr@nka uri @mmaga saJuJa grAgU n@ ga '@N.'
grAJijo?

/o@ay, my mom said she wanted to buy for you and you
said 'yes.', right?/

@N.
saJu umm umm gr@nde n@ @mmaga 'no, no' gr@tn@nde
n@ umm umm uri @mmaga saJ@Jo?

/your mom said 'no, no' but my mom bought for you,
right?/

@N.

/yes./
oh, could we play this card game?
you want to play fun card game we get only one,
okay?

we get [>] wow!
I am not your best friend.
what?
I am not your best friend.
why?

let's go upstairs!
0 [goes upstairs singing a song]
one, one I mean two, two.
0 [laughs]
three three.
four four five five
six six seven seven eight eight.

n@ `A' is@?
/do you have 'A'?/
wait.
n@ `A' is@?
do you have 'A'?
'A' na 'K' na gr@ng@ja?
/you mean 'A' or 'K'?

ani.
/no./
`A' `A' s@in@ng@.
/`A' is written on it./
no.
'A' is@ n@?
do you have 'A'?
no.
I couldn't even see it from here.
where?
I can see yours that's why we get start over!
uhuh!

I saw yours./
*FRE: grënkka we got to start over xxx card.
*WAN: no.
*WAN: now I need to do what.
*WAN: hanb@sik hanb@nsik hamj@ndwA.
%cs : /we have take turns./
*FRE: wait, one [...]
*FRE: ohoh, I am going get my xxx back.
*FRE: one two three four five [...] [laughs]
*WAN: you can't do that.
*FRE: one two three four five six seven eight.
*FW: 0 [laugh]
*WAN: you watch mine.
*WAN: I need to change.
*WAN: 0 [is counting his cards]
*FRE: I got no 'A' this time.
*FRE: I got 'J', though.
*WAN: I got no 'A'.
*FRE: I have 'J', though.
*WAN: I have 'K'!
*FRE: I have 'J'.
*FRE: ready?
*WAN: 'K'ga d@nop@ng@da.
%cs : /'K' is higher card./
*FRE: ready?
*FRE: ready?
*WAN: ready.
*FRE: who won?
*WAN: m@ga Jel nop@nJulara?
%cs : /do you know which is the highest card?/
*FRE: ir@ng@n@niJijo.
%cs : /look this one./
*WAN: m@?
%cs : /which one?/
*FRE: ir@ng@. [shows his card]
%cs : /this one./
*WAN: @N.
%cs : wait, now xxx start over!
*WAN: uhuh!
*WAN: badodwA.
%cs : /we can see it./
*FRE: n@k@do boJa gr@mj@n.
%cs : /then, let me see yours./
*WAN: 0 [shows his card]
*FRE: okay.
*FRE: umm ir@ng@n@n iJijo.
%cs : /look this one./
*WAN: m@?
%cs : /which one?/
ir@ng@n Jel naJuNe nA.
/we have to use this card later./
aras@?
/see?/
akawas@?
/because you want to save it?/
@N.
/yes./
aras@?
/see it?/
nan da gg@ja.
/all of mine is that kind of card./
JintJaja? [laughs]
/is it true?/
@N.
/yes./
Can@n hanapake @ps@.
/I have only one xxx/
ready?
ready?
ready.
nine!
you won.
me won.
ready?
ready.
see?
I don't have any number. [laughs]
I'll give you one, okay?
you want me to?
no.
Jumj@n andwA.
you can't give me that./
let's see.
ten?
I win.
you going keep win.
0 [laughs]
yeah!!
umm ir@ng@is@mj@n duJaNju@jadwA.
/when I have this card you have to give me two of your cards./
ups.
AgA hangA d@ JojadwA A?A?
do I have to give you one more?/
@N, dugAjojadwA gr@m.
Iya, you have give me two.

ani Jig@m malgo.

/no, not now./

nAgaig@ nAltA.

/when I use this card./

ummm I win!

why?

wAnja hamj@n [...] 

/because [...]/

0 [sings abcd song]

okay, you are more higher.

that's okay.

xxx my turn?

I need one.

did I pick one?

no.

Jota!!

/wonderful!!/

oh, you got a 'A'?

0 [laughs]

you won.

I said I won.

...They giggle playing cards.

let's see.

you win.

I win.

I have 'A'. [laughs]

I have 'A' again. [laughs]

ready? [laughs]

yea. [laughs]

I'm gonna put you back.

okay.

0 [laughs]

thousand more 'A's.

thanks!

you won.

now, we got to start over.

uhuh.

you don't even [...] 

ready?

ready.

n@n@n m@is@ ten?

/what do you have, ten?/

just get anything.

ya!!

hey, you can't take that.
still I got to xxx pay
okay.
then, 'A'r@l da hAjadwA pay ga @ps@m@j@n.
/then, you can get all the 'A's if you can't pay./
m@?
/what?/
'A'r@l da hAjadwA.
/you have to get all the 'A's./
umm umm 'A'ga in@ng@r@l dahAjadwA nAr@l.
/you have to give me all the 'A's./ [?]
grëke han@ng@ja.
/you have to follow the rule./
grAgajigo start over han@ng@ja.
/then, we have to start over./
you won!
that's not fair!
I'm not going to be your best friend.
you won?
I wanna 'A'.
you want 'A'?
here's more 'A'.

... They continue to play speaking English.

how much you got [#] how much 'A' you got?
one two [#] one two three four five [...] 
let me see.
five.
I want one, please. [whines]
I got only three.
two more then I got three.
0 [laughs]
then, one two three four.
wait, I got four that means we both get four.
we don't get no more.
only we will going use 'A', okay?
please.
you got take that out.
then you get five.
then, can I get other cards?
from here?
any card.
king!
king @n [...] 
/the king[...] 
@N.
/*yea.*/
'A' second winner ja.
*FRE:  okay.
*WAN:  gr@nikan to sAro haJa.
%cS:  /then, let's start again./
*WAN:  grj@n ig@n da Jolbj@Nijana.
%cS:  /then all these cards will lose./
*FRE:  @N.
%cS:  /yes./
*F&W:  0 [laugh and try to please each other.]
*FRE:  uriga Jal [#] king i Jel k@ng@Jijo?
%cS:  /the king is the highest, isn't it?/
*WAN:  king i Jel k@n ge anija.
%cS:  /the king is not the highest card./
*WAN:  'A'ga Jel k@ng@ja.
%cS:  /'A' is the highest card./
*FRE:  mal@n?
%cS:  /how about the horse?/
*WAN:  mal@n?
%cS:  /the horse?/
*WAN:  'A' boda d@ k@ng@ja.
%cS:  /it's higher than 'A'./
*FRE:  JintJaro?
%cS:  /is it true?/
*WAN:  @N.
%cS:  /yes./
*FRE:  gr@nj@n horse [#] 'A' [#] [>]
*WAN:  umm og@n@n ig@ hago tokg@n g@ja.
%cS:  /this one is same with this./
*FRE:  m@?
%cS:  /what?/
*WAN:  ig@hago [#] mal hago ig@hago tok gat@ng@ja.
%cS:  /this card [#] the horse and this card are the same./
*FRE:  n@n gg@to is@?
%cS:  /do you have that, too?/
*FRE:  humm.
*WAN:  that's okay.
*FRE:  0 [laughs]
*WAN:  that's okay.
*WAN:  do you know why?
*WAN:  ig@ pay anhalke, okay?
%cS:  /I won't pay this, okay?/
*FRE:  okay.
*WAN:  ig@ dugA man n@ke. [laughs]
%cS:  /I will put these two./
*FRE:  okay. [laughs]
*FRE:  ready?
*WAN:  I need one, too.
*WAN:  two pake @bJana gr@m@n.
%cS:  /I only have two, then./
*FRE:  ready?
*FRE: don't take all of them.
*WAN: I'm not taking all of them.
*WAN: I'm taking xxx
*FRE: umm how much I get? [laughs]
*WAN: one two three four five six seven [#] eight.

... They giggle

*FRE: let's play.
*FRE: let's play the game.
*WAN: you can't just do it like this!
*WAN: oh, no! [laughs]

... They giggle

*FRE: ig@ don j@n@nde anija?
%cs : /isn't this for putting the money?/
*WAN: don j@n@ng@ja.
%cs : /it's for putting money./
*WAN: mot JolgeJi?
%cs :
*FRE: ooo!
*WAN: you don't want to play a game?
*WAN: then, I want to have these many.
*FRE: okay, let's play.
*FRE: ready?
*FRE: ready? [f]
*WAN: ready.
*WAN: let's see.
*WAN: oh, no!
*FRE: 0 [laughs]
*FRE: thanks a lot.
*WAN: that's not fair.
*FRE: ready?
*FRE: ready?
*WAN: ready.
*WAN: you got 'A'.
*FRE: uuhh.
*WAN: uuhh, I'm going [#] you want this.
*FRE: you said you are not going use this.
*WAN: I'm not going use this.
*WAN: let's play game here.
*WAN: back, okay?
*WAN: umm amk@do @ps@mj@n gg@ gaJj@jadwA.
%cs : /we have to have this when we have nothing./

pause

*WAN: how about this?
*WAN:  no, no!
*WAN:  amk@do @ps@mj@n ig@ nAn@ng@da.
%cs:  /I have to put this because I have nothing./
*FRE:  @N.
%cs:  /okay./
*FRE:  ready?
*WAN:  ready.
*WAN:  nAga win.
%cs:  / I win./
*FRE:  okay, n@n@n J@g@ motA.
%cs:  /okay, then you can't do that./
*WAN:  halsuis@.
%cs:  /I can do it./
*WAN:  ig@ [#] ig@ hanado [#] ir@ke [#] hanado @ps@mj@n [#]
gg@r@l dugAr@l hAgaJigo gg@ nAn@ng@ja.
%cs:  /if you don't have anything [#] like this, you make
    two and put it./
*WAN:  okay?
*FRE:  0 [laughs]
*WAN:  'Q'.
*WAN:  nine.
*FRE:  you won, right?
*WAN:  uhuh.
*WAN:  see?
*WAN:  I have these left.
*WAN:  0 [laughs]
*WAN:  okay, let me see.
*WAN:  up there, here. [laughs]
*WAN:  I'll take [...]  
*WAN:  Jel nop@nge m@Ji? [p]
%cs:  /what's the highest card?/
*FRE:  0 [laughs]
*FRE:  paN J@m.
%cs:  /none./
*WAN:  paN J@m.
%cs:  /none./
*FRE:  ready?
*WAN:  xxx no! [laughs]
*FRE:  0 [laughs]
*WAN:  I have only one left.
*FRE:  you won.
*FRE:  that's not fair. [laughs]
*FRE:  close your eyes.
*WAN:  no, I'm going [...]  
*FRE:  I'm not going be your best friend.
*FRE:  okay, what's behind you?

pause
*FRE: Junbi?
%cs: /ready?/
*WAN: Junbi.
%cs: /ready./
*FRE: okay, let's go.
*WAN: I don't know how many do you xxx
*FRE: ten.
*WAN: oh, god! [1]
*FRE: who won?
*FRE: okay, see [...] 
*FRE: 0 [laughs]
*WAN: you're more higher than me.
*WAN: I have only one left.
*FRE: I got only two left.
*FRE: ready?
*WAN: I'm not your best friend.
*FRE: I got only one left.

pause

*FRE: okay, ready?

pause

*WAN: 'A'.
*FRE: thank you!
*WAN: one two three four five six seven eight nine ten eleven twelve.
*WAN: @t'en aJ@si 'uang' gr@n sori misk hAJi?
%cs: /an uncle (man) mixed the sound with 'uang', didn't he?/
*FRE: @N, J@ aJ@siJana.
%cs: /it's that uncle (man)/.
*WAN: @N. [p]
%cs: /right./
*WAN: mad haJana g aJ@sin@n.
%cs: /he's mad./
*WAN: moJa @dis@ gr@m?
%cs: /where's the hat, then?/
*FRE: m@?
%cs: /what?/
*WAN: moJa @dis@ J@ aJ@si?
%cs: /where does that uncle (man) have his hat?/
*WAN: moJaga pirjo haJana.
%cs: /he needs the hat./
*WAN: you want to go out [#] you want to play atari?
*FRE: yap.
*MOM: s@Nwana ig@d@m@g@lrA n@g@?
%cs: /Wany, you want eat more?/
*WAN:  @N.
%cs :  /yes./
*WAN:  0 [prepares for playing the video game]
*WAN:  you want to play upstairs?
*FRE:  I want to play atari.
*WAN:  why?

pause

*FRE:  I want that one. [whines]
*WAN:  see I am going not [#] I'm going do hard.
*FRE:  this is hard!
*WAN:  I know.
*WAN:  I'm going I'm going to die.
*FAT:  J@ dwiro ga J@ dwiro!
%cs :  /move back!/
*WAN:  you need do by yourself.
*WAN:  you can't do that.
*WAN:  I'm not your best friend.
*WAN:  you die at somewhere.
*WAN:  I'm going not even tell you.
*WAN:  you don't need my help, Fred?
*FRE:  I don't know.
*FRE:  you want to?
*WAN:  I don't want to.
*WAN:  play one-player.
*FRE:  uhoh, I want to play that hard game.
*FRE:  remember the razor game?
*WAN:  you play xxx
*WAN:  you want to play easy one?
*FRE:  no.
*FRE:  I want to play that razor spaceship game.
*WAN:  that is not a razor spaceship game.
*FRE:  come on!
*FRE:  I want that game. [whines]
*FRE:  xxx [addresses to the father in Korean]
*WAN:  what game?
*WAN:  in the spaceship game?
*FRE:  that's not it. [-]
*WAN:  here is it!
*FRE:  yea yea yea, that one.
*WAN:  0 [teases Fred]
*FRE:  that one that one!
*FRE:  aJ@sì, na game hala [...] 
%cs :  /uncle, I want to play game [...]/
*FRE:  wa, Jonne!!
%cs :  /wow, it's wonderful!!/
*WAN:  then you want [#] are you going to let me do first?
*FRE:  uhuh. [means 'yes']
*FRE: xxx I can.
*FRE: please.
*WAN: okay, then I'm xxx really really [...] 
*WAN: hey, that's too hard.
*WAN: I'm not your best friend,
*WAN: don't!
*FRE: xxx
*WAN: that's easy!
*FRE: remember? umm umm
*FRE: iJijo.
%cs : /you know what./
*FRE: hangAdo an m@g@n@ng@ gi@k naJijo?
%cs : /do you remember we didn't get anything?/
*WAN: @N. [friendly mood]
%cs : /yes./
*FRE: challenge es@.
%cs : /at the challenge part./
*WAN: @N.
%cs :
*WAN: gr@nkan zero ga da nawapuJi? [friendly mood]
%cs : /then, we got the zero in all the parts, didn't we?/
*FRE: @N. [laughs]
%cs : /yes./
*FRE: n@do uri to gr@lg@ja?
%cs : /will you shall we do that again?/
*WAN: n@n@n
%cs : /how about you?/
*WAN: n@n@n gr@lg@ja?
%cs : /will you do like that?/
*FRE: uhuh. [means 'yes']

pause

*WAN: two es@ Jal hAjadwA.
%cs : /you have to do well at the two./
*FRE: wA?
%cs : /why?/
*WAN: xxx [in korean]

pause

*FRE: I thought you was in our team.
*WAN: I know.
*WAN: I'm not at your team.
*FRE: don't go too far, okay? [whines]
*WAN: I'll go far.
*FRE: aJ@ aJ@si! [>]
%cs : /uncle!/
*WAN: xxx [in Korean]
*FRE:  aJ@si, wanin@n [>] 
%cs :  /uncle, Wany [>]/
*FAT:  doNa ni Jaku aJ@si bur@lra?
%cs :  /Fred, don't call me ./
*FAT:  nêg@kiri nolji.
%cs :  /you have to play by yourselves./
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*MOM: hanasik nan@se m@g@.
%cs : /share this with each other./
*MOM: doNido hanasik m@ko.
%cs : /eat it, Fred./
*WAN: nuga xxx?
%cs : /who xxx?/
*MOM: @mmaga.
%cs : /mommy did./
*WAN: Cocoletija.
%cs : /it's a chocolate./
*WAN: I'm tell my mom.
*WAN: @mma!
%cs : /mommmy!/
*WAN: ig@n doNiJugo ig@n nAk@ja.
%cs : /I gave this to Fred and this is mine./
*WAN: pAJulRA?
%cs : /could you take it out?/
pause
*WAN: gge nAk@rass@.
%cs : /that was mine./
*WAN: nan Cokolet Jom d@ mani m@g@ta!
%cs : /I ate chocolate a little bit more!/ 
*MOM: milk masimj@ns@ m@g@.
%cs : /eat with milk./
*WAN: gomaps@mnida.
%cs : /thank you./
*WAN: 0 [laughs]
*WAN: you xxx Fred?
*FRE: n@gg@ @dis@ nA uju?
%cs : /where did you put my milk?/
*WAN: @N?
%cs : /what?/
*FRE: nAuju.
%cs : /my milk./
*WAN: n@uju?
%cs : /your milk?/
*WAN: j@gi iJana.
%cs : /here it is./
*WAN: nAujun@n @diIji?
%cs : /where's my milk?/
*WAN: n@ uju pake @pn@ngapta.
%cs : /there's only your milk.
*WAN: @mma, nAuju J@ doNihago.
%cs : /mommy, give the milk to me and Fred./
*MOM: xxx [is far away]
*WAN: mus@nsaNe?
%cs : /which table?/
*WAN: mus@n saNe? [yells to mom]
%cs : /which table?/
*FRE: @t@ng@ja?
%cs : /where is it?/
*WAN: amuk@do @pJi?
%cs : /there's nothing, is it?/
*WAN: hanapake @pJi?
%cs : /there's only one, isn't it?/
*FRE: @N.
%cs :
*WAN: hanapake annadw@s@! [yells to mom]
%cs : /there's only one./
*WAN: @mma, nAk@n@n WA antarajw@s@?
%cs : /mommy, why didn't you give me my milk?/
*WAN: yumm.
*WAN: nan@n Cokoles@l d@ mani m@g@l@da.
%cs : /I'll eat more chocolate./
*MOM: uohoh.
*MOM: j@giitJana.
%cs : /here it is./
*MOM: iJ@b@rj@Ji n@?
%cs : /you forgot it, right?/
*MOM: doNa grAdo bAgopmj@n aJumma bogo dalagrA.
%cs : /if you are hungry again tell me./
*FRE: ne.
%cs : /okay./
*FRE: aJumma, ig@ cake d@ is@jo?
%cs : /aunty, do you have this cake more?/
*MOM: g@ cake ?
%cs : /that cake?/
*MOM: g@ cake @n @ps@.
%cs : /I don't have that cake./
*WAN: hana is@ta on@l aCime. [-]
%cs : /we had one more this morning./
*WAN: na dugAda m@g@ b@rj@s@.
%cs : /I ate two of them./
*FRE: grAjo?
%cs : /is it true?/
*MOM: @N.
%cs :
pause
*WAN: @mma, m@ga nAk@ja?
%cs : /mom, which one is mine?/
*MOM: m@?
%cs : /what?/
*WAN: nan segA m@g@ta grAgAjaJigo.
%cs : /then, I had three./
*WAN: you remember this?
pause

*WAN: I know you xxx
*FRE: with xxx
*FRE: remember?
*FRE: we get xxx water?
*FRE: happy holiday.
*WAN: can you shout like superman?
*FRE: what?
*WAN: can you shout like superman?
*WAN: I could a little bit.
*WAN: 'I'm the commander!' like that. [-]
*FRE: xxx boy.
*WAN: boy?
*FRE: uhuh. [means 'yes']
*WAN: he's not a superman?
*FRE: ya. [korean concept]
*WAN: that means he [#] boy.
*WAN: he boy he boy.
*FRE: he's a boy.
*WAN: he boy he boy.
*WAN: power!
*WAN: are you going to buy that? [point TV commercial]
*WAN: 0 [laughs]
*FRE: you?
*FRE: you? [f]
*WAN: ya!
*FRE: no way!
*WAN: I need buy all of xxx
*FRE: xxx?
*WAN: nop.
*WAN: j@Ja ot Jumj@n @t@ke?
%cps : /what can I do if they give me a girl's clothes?/
*WAN: oh, ya!
*FRE: can I have another gun, Wany?
*WAN: no!
*MOM: yes, you can, Fred.
*WAN: no!
*MOM: no kidding, Wany.
*WAN: corn chip.
*WAN: I'm going to eat cheese ball.
*WAN: xxx, right?
*FRE: uhuh. [no]
*WAN: we need something xxx like water.
*WAN: hot water?
*WAN: I can't open this.
*WAN: mom, can you open this? [interesting! it's the first
time to address to mom in English.]
*WAN: can you open this?
*FRE: tonight? [responses to the TV advertisement]
*WAN: tonight at seven?
*WAN: seven o'clock is xxx, right?
*FRE: ya.
*FRE: tonight at seven?
*FRE: yea!
*WAN: now what number?
*WAN: at seven teen?
*FRE: ya, it's seventeen.
*FRE: n@g@ ig@ eight e nawa?
%cs : /do you have channel 8?/
*FRE: nine ina?
%cs : /or nine?/
*WAN: motnawa.
%cs : /no, we don't./
*FRE: m@?
%cs : /what?/
*WAN: mot nawa.
%cs : /no, we don't./
*FRE: iramj@n nine mot nawa?
%cs : /you can't see the channel nine when I do like
this?/
*WAN: m@?
%cs : /what?/
*FRE: iramj@n naolsu is@?
%cs : /if I do like this can you see the channel nine?/
*FRE: eight naolsu is@?
%cs : /can you see the channel eight?/
*FRE: Cuw@!
%cs : /I'm cold!/ 
*WAN: do you like this place? [points TV screen]
*FRE: no.
*WAN: I like.
*WAN: see that xxx over there? [>] 
*MOM: Cuw@ doni?
%cs : /are you cold,Fred?/ 
*FRE: let's try a channel eight. 
*WAN: why?
*FRE: xxx [in Korean]
*FRE: you got six, Wany. [-] 
*WAN: ya, and you got two. [laughs]
*FRE: what's this? 
*WAN: GI Joe sticker. [-]
*FRE: xxx
*FRE: can I have one? 
*WAN: yap. 
*WAN: and you need put at sergeant xxx snake eyes. 
*WAN: you can't take it out the snake eyes. 
*FRE: aJ@si!
*FRE: s@Nwaniga GI Joe sticker r@l nAnune buCirAjo.
%cs : /Wany said put the GI Joe sticker on my eyes./
*FAT: gg@n nap@ng@Jijo?
%cs : /it's bad. right?/
*WAN: how about your teeth?
*MOM: waniga buCj@ J@bara.
%cs : /why don't you put it, Wany?/
*WAN: mouth?
*FRE: 0 [puts the sticker on his mouth and says something]
*WAN: I can't hear you.
*WAN: I know what xxx
*FRE: 0 [says something blocking his mouth]
*WAN: what?
*F&W: 0 [laugh]
*FRE: xxx grAs@.
%cs : /I said xxx/
*WAN: ujuJusejo!
%cs : /give me the milk!/ 
*MOM: g@gi is@.
%cs : /there it is./
*MOM: siktakwie n@ m@gd@ng@ namaJana.
%cs : /there's the glass of the milk you left on the table./
*WAN: guess what I said.
*FRE: guess what I said first.
*WAN: yyy
%pho: /baNg@ baNg@ baNg@/

pause

*WAN: guess what I said.
*WAN: you know what I said? [ _ ]
*WAN: guess!
*FRE: m@?
%cs : /what?/
*WAN: guess what I said.
*FRE: YYY
%pho: 
*WAN: no!
*FRE: I didn't hear you.
*FRE: what did you say?
*WAN: 0 [laughs]
*WAN: happy!
*WAN: do you like to see this?
*WAN: yes or no?
*FRE: what?
*WAN: do you like to see this?
*FRE: what? [p]
pause

*WAN: xxx [in Korean laughs]
*WAN: how do you do that?
*WAN: do you know how do you do that?
*FRE: ya. [p]
*WAN: which one is yours?
*FRE: what?
*WAN: which one is yours?
*FRE: let me see [...] 
*FRE: this!
*FRE: 0 [laughs]
*WAN: ow!
*WAN: resliN halrA?
%cS : /do you want to do wrestling?/
*FRE: no. [laughs]
*WAN: wa?
%cS : /why?/
*FRE: you want play cops? [interesting part. according to the play they ask differently.]
*WAN: no, I'm going to be xxx
*WAN: xxx that GI Joe [laughs]
*FRE: xxx?
*WAN: I want to be snake eye.
*FRE: oh, let's play cops.
*WAN: xxx
*FRE: how about captain power?
*WAN: no. [dec]
*WAN: I want to play GI Joe!
*WAN: GI Joe.
*FRE: I xxx sergeant slauger.
*WAN: not sergenat slauger.
*WAN: slauger slauger.
*FRE: sergeant slauger.
*WAN: ya.
*WAN: I want to be [#] be [...] 
*FRE: snake?
*WAN: nop.
*FRE: snake?
*WAN: no!
*WAN: I want to be [...] 
*FRE: general hawk?
*WAN: I want to be [...] 
*FRE: who do you want to be?
*FRE: takwndo han%n saram?
%cS : /you mean the man who does the taikwendo?/
*WAN: no. [-]
*WAN: the xxx!
*FRE: the xxx is xxx guy.
... Mother and father are conversing.

*FRE: you going be sergeant slauger?  
  *WAN: slauger slauger malgo.  
  %cs : /not sergeant slaughter./

... Mother and father's speech.

*WAN: I'm going be xxx.  
...  
*WAN: I want to be [...] busch. [laughs]  
*FRE: you want be quick kick?  
*WAN: I want to be George Busch. [laughs]
...
*WAN: let's fight!  
*WAN: I'm going George Busch.  
*FRE: then I'm going win.  
*WAN: uuhuh. [no]
...They continue to talk about GI Joe member.

**WAN:** slauger slaugerga hAn@nde 'uhhhh' dAgA apge handa.

**cs :** /sergeant slaughter hitted 'uhhh' and it hurted very much./

**WAN:** ipal mak puraJige hAs@.

**cs :** /he broke their teeth./

**WAN:** resliN hAs@ saramd@li.

**cs :** /people wrestled with him./

**FRE:** ar@.

**cs :** /I know./

**WAN:** take that!

....

**FRE:** sergeant slauger hago ssaum hadaga resliN hAs@ [...]

**cs :** /people fighted with sergeant slaughter and wrestled with him [...]/

**FRE:** @t@ke dwAn@nJular@?

**cs :** /then do you know what happened?/

**WAN:** m@?

**cs :** /what?/

**FRE:** sergeant slauger hago iJijo resliN hadaga han saran Jug@s@.

**cs :** /they wrestled with sergeant slaughter and one of them died./

**FRE:** bj@Nw@ne gas@.

**cs :** /they went to the hospital./

**WAN:** nugunde?

**cs :** /who was he?/

**WAN:** dial tone?

**FRE:** no! [dec]

**FRE:** cobra commander.

**FRE:** they xxx he's really bad he was the [...] 

**WAN:** snake.

**FRE:** ya.

**FRE:** that's why he got xxx trash can.

**FRE:** 0 [laughs]

**WAN:** then I'm going be quuck kick!

**FRE:** okay, then sergeant slauger, okay?

**WAN:** sergeant slauger is real strong guy take umm one hundred wado 'take that! take that!'gr@m@ns@ Jal sauJana.

**FRE:** @N, ipal dapeJige umm iJijo n@ honJa saum hadaga iJijo.

**cs :** /ya, he broke their teeth umm you know, you fight by yourself you know./

**FRE:** gramj@n iJijo.

**cs :** /then, you know./

**WAN:** gramj@n?
%cs : /then?/
*WAN: gram@n? [dec]
%cs : /then what?/
pause

*WAN: you want to see this?
*FRE: seamseem street?
*WAN: ya.
*FRE: okay.
*WAN: manhwa j@Nhwa aninikan [...] 
%cs : /it's not a cartoon [...]/
*FRE: yyy [kicks Wany]
*WAN: ballo Cagi @ps@.
%cs : /you mustn't kick./
*WAN: gram@n @lguldo pak Cimj@n andwA ballo.
%cs : /you mustn't kick the face./
*FRE: gnjaN ir@ke hala xxx
%cs : /I did just xxx/
*WAN: are you going to [!] you gonna kick me.
*WAN: you don't kick me. [-]
*WAN: ig@bara are el umm [interesting he tries to speak in English two times then gives up]
%cs : /look this./
*WAN: Mr. Jetson baJi?
%cs : /did you see Mr. Jetson?/
*FRE: @N.
%cs :
*WAN: el boy ga gCaro aJ@siga ir@ke hAgaJigo
'boom'nalapuJi?
%cs : /el boy the man flied with a car like this 'boom'/
*FRE: m@g@lo grAn@nde [...] [friendly mood]
%cs : /tried to eat it [...]/
*WAN: m@?
%cs : /what?/
*FRE: da dalgiga nal@go is@n@nde m@g@la grAJijo?
%cs : /the chicken was flying and he was about to eat, wasn't he?/
*WAN: ani!
%cs : /no!/ 
*FRE: nAn gg@ on@l motbas@.
%cs : /I didn't watch it today./

...They suddenly sing 'ABC' song.

*WAN: ig@ one hundred count halsuis@?
%cs : /can you count this to one hundred?/
*FRE: na honJa?
%cs : /by myself?/
...They continue to ask and answer the same questions.

*WAN: just count it then.
*FRE: yyy
%pho: /brrrrr/
*FRE: done!
*WAN: no!
*WAN: not like that.
*WAN: I can't even hear it.
*FRE: YYY
%pho: we're done.
*WAN: no, you do only thirteen.
*FRE: I went to a hundred and one.
*WAN: YYY
%pho: @mma na bakegas@norado dwada grAJi?
%cs : /mommy, you said I could play outside, didn't you?/
*MOM: @nJe?
%cs : /when?/
*WAN: umm aCime. [-]
%cs : /this morning./
*MOM: nêmu nêmu Cuw@
%cs : /it's very cold./
*WAN: bake naqas@ [#] umm umm [>]
*MOM: gr@m tak hanb@nman doldaga wabakenagas@.
%cs : /then, go round the neighbour just one timeand come back./
*WAN: anija, doldaga on@ng@ania.
%cs : /no, I won't go round the neighbor./
*WAN: non@ng@ja.
%cs : /I'll play outside./
*FRE: s@Nwana nênên bean haltA bean mj@tgA is@s@s@?
%cs : /Wany, how many beans did you have when we played with beans./
mj@gA? /how many?/
nine.
nine? ninety. [laughs]
nine?
JintJaja?
/is it true?/
@n, da ten hAs@nika ninety da. [-] /ya, we made them by ten then it was ninety./
nan@n mj@tgA hAges@?
/can you guess how many I got?/
I don't know.
two hundred seventy eight?
no!
hundred [#] and [#] fifty eight.
you can't do that much. [-] though, I did!
that [#] he's trying to make a door. [mentions about
the TV screen]
I [#] that is a house, right?
/ya, we know.
what is that?
I think xxx funny, right?
we can draw that girl, right?
can you?
no.
I could.
s@Nwan J@r@ke Jal grilsuis@jo? [addressed to mom]
/can Wany draw the picture like that?/
molla.
/I don't know./
can you draw that?
no!
I could.
JintJa saram mAnk@ro ir@ke umJigin@ng@ grilsuis@?
/can you draw the real man moving like this?/
@N.
/hAba gr@mj@n.
/then, try it./
0 [laugh]
/you know how they made it moving?/
dwies@ [#] nuga paint hAgaJigo grAta. [-]
someone painted behind the picture./ [?] what?
ready for this?
gatJro ig@ tJiJ@b@rimj@n gatJaro snake eye ga
Jukn@ndA. [-]
%cs: /*let's pretend if we tear off this, snake eye will die.*/
*WAN: snake eye @pJana.
%cs: /*there's no snake eye.*/
*FRE: xxx
*WAN: I give it to you!
*WAN: though you break it.
*FRE: but I'm not going have another one.
*WAN: you need to make it because you [#] you was trying to put it.
*FRE: you said you want to put it but you don't and just broke it.
*FRE: aJumma, nA sticker umm tJiJ@do dwAJijo?
%cs: /*aunt, I can tear off my sticker, can't I?*/
*MOM: waniga doNihante Jung@ja imi?
%cs: /*did Wany give it to Fred already?*/
*WAN: ani.
%cs: /*no.*/
*WAN: gnjaN [...] %cs: /*I just [...]*/
*MOM: @N.
%cs: 
*WAN: umm kiw@ gaJigo [...] %cs: 
*WAN: nAile Jurago grAn@ng@nde tJiJ@s@.
%cs: /*told him to give me tomorrow but he tore off.*/
*MOM: uhum.
*FRE: nAile anJura grAs@ n@.
%cs: /*you didn't tell me to give you tomorrow.*/
*WAN: n@motd@r@s@ n@mu salsal malhAs@.
%cs: /*you couldn't hear me because I said very quietly.*/
*MOM: wA gr@ke salsal malhani?
%cs: /*why did you say quietly?*/
*MOM: gr@nika doNiga motd@r@Ji.
%cs: /*that's why he couldn't hear you.*/
*WAN: nAil saJ@jadwA na GI Joe sticker.
%cs: /*you have to buy me the GI Joe sticker tomorrow.*/
*FRE: grAjo, aJumma?
%cs: /*do I have to, aunty?*/
*MOM: ansaJ@do dwA.
%cs: /*you don't have to.*/
*WAN: saJ@jadwA!
%cs: /*you have to.*/
*MOM: wA?
%cs: /*why?*/
*WAN: umm nA own sticker r@l tJiJ@s@nika.
%cs: /*because he tore off my own sticker.*/
*WAN: @t@n ga irAta.
one boy did like this.
ko hubindago irAta.
he digged up his nose like this.
0 [laughs]
then, the girls were scary [...]
then I thought he would dig up his nose and I ran away.
0 [laughs]
but you were behind me and I couldn't run away.
what?
I thought he would dig up his nose and I ran away.
what?
fun house! [a sort of his baby talk]
eight.
I know!
how many time do you tell me?
j@ga eight maJ@?
is this eight?
this is eight.
fun house pn@l anhanaba.
I don't think this is the day for fun house.

pause

ir@mj@n seven @ro dwAgo [...]
this is seven [...]
ir@mj@n eight inde.
this is eight.
fun house anija ig@?
/isn't this fun house?
anija.
/no./
fun house 0n@l anhanaba.
I think today is not the day for fun house.
nine t@r@ba.
/turn to nine./
nine.
eight.
turn to the channel eight./
0 [laughs]
eight hago nine hago tok gaCijo?
/eight and nine are the same, right?/  
@N.  
/eight and nine are the same, right?/  

let's see.  

ir@ke dAb@rj@ gaJigo Jalmot dwAne.  
/became like this and it went wrong./  
aJumma, on@l fun house anhAjo.  
/aunty, we can't see fun house today./  
uhm.  
gramj@n k@ gaJigo dar@ng@ halrA?  
/then why don't we turn off the TV and do other thing?/  

you want play cops?  
I xxx!  
xxx we going play cops.  
I'm slauger slauger.  
0 [yells]  
there is no sergeant slauger in cops!  
I'm not playing cops I'm playing GI Joes.  
xxx that strong, Wany. [-]  
0 [laughs]  
he can break a house.  

They are kicking and yelling.  

apuJi?  
it hurts, doesn't it?/  
apuJijo?  
xxx [in English]  
ah!  
dwAJigogi!  
pork!/  
do you like dwAJigogi?  
nm.  
dwAJigogin@n m@nJiara?  
do you know what the pork is?/  
m?  
/what?/  
dwAJi hAgaJigo [...]  
/with a pig [...]/  

They go upstairs.  
what's this?  
0 [come downstairs]  
I'll buy that.  
what is it?
MOM: @N?
%cs : /what?/
*WAN: what is it?
*WAN: game hang@ng@rA.
%cs : /she says it's for a game./
*WAN: what game?
*MOM: do you want to pay right now? [addresses to the girl]
*WAN: what game?
*WAN: let's play game!
*FRE: no.
*WAN: 0 [laughs]
*MOM: why don't you come on in.
*MOM: it's cold outside.
*WAN: yucky shoe!
*FRE: you want to play card game?
*WAN: no, I am playing that.
*FRE: no, only one people could play that one.
*WAN: one people could play that one? [addresses to the girl]
*MOM: how much?
*MOM: fifteen?
*GIR: fifteen fifty.
*WAN: you said fifteen or fifty?
*WAN: I don't xxx [laughs]
*MOM: Ames middle school?
*GIR: uhuh.
*WAN: middle school?
*WAN: funny school. [laughs]

pause

*WAN: mom, how much we need to pay?
*WAN: two hundred million dollars?
*WAN: 0 [laughs]
*WAN: give me that, mommy!
*WAN: mommy, give me that!
*MOM: after I read this direction, Wany.
*WAN: let's play it!
*FRE: aJumma, han saram bake mot play haJijo J@g@?
%cs : /aunty, only one person can play that game, right?/
*WAN: @N, hansaram bake mot play [>
%cs : /ya, only one person can play [>
*MOM: 0 [reads the direction loudly]
*WAN: hanb@sik han@j@n dwA@j@na.
%cs : /we can take turns./
*FRE: 0 [laughs]
*WAN: cooperation han@ng@ anija? [laughs]
%cs : /isn't it for cooperation/?
aJumma, xxx dusaram halsuis@jo aJumma?
/aunty, can two persons play this?/
han saram bake mothA.
/only one person can do this./
grA gaCi hasui [...] 
can we play together [...]/
motA gaCi.
/we can't do that together./
aJumma, gaCi halsuis@jo?
/aunty, can we play together?/
mot gaCihA.
/we can't do that together./
hansaram bake motA gaCi halsuis@jo.
/that aunty said only one person can play this game./
aJummado anija!
/she's not an aunty!/ 
@nni.
/old sister./
Ad@lija aJikaJi.
/she's still a kid./
one grade na fifth grade grAjadwA.
/she might be one grade or fifth grade./
one grade anija!
/you can't say one grade!/ 
first!
n@n@n one grade aigu one grade [...] 
/you said one grade [...]/
hanado morne doNin@n.
/Fred doesn't know anything./
na first grade grAs@.
/I said first grade./
uhuh, you said one grade. [>] 
middle school ija.
/it's a middle school./
she's in middle school.
0 [laugh]
middle [#] middle school.
@t@ke han@ng@Ji morgenne. [p]
/I don't know how to play with this./ 
0 [try to do it]
do you know how?

...They are playing with the toy which mom has just bought.

thank you! [-]
uhuh, you can't do that.
I'm going not give you this.
waNa, doNigg@ Jonna?
%cs : /Wany, did you that to Fred?/
*WAN: what?
*MOM: gg@mg@go [...] 
%cs : /let's see [...]/
*MOM: dino [...] 
*FRE: dinorider? 
*MOM: @N. 
%cs : /yes./
*MOM: little foot. 
*MOM: ani, dinorider malgo dinosaur. 
%cs : /no, not dinorider I mean dinosaur./
*FRE: dinorider? 
*FRE: wa!! 
*FRE: YYY 
%pho: /wheeeeeng!/ 
*WAN: don't! 
*MOM: gg@ duckyinga wie iJana s@Nwana. 
%cs : /its name was ducky or something, Wany./
*WAN: ducky anija. [-] 
%cs : /it's not ducky./ 
*MOM: gr@m? 
%cs : /then what?/ 
*FRE: 0 [tries to read the instruction] 
*WAN: I know how to read! 
*FRE: 0 [laughs] 
*FRE: thank you! 
*F&W: 0 [try to read the instruction] 
*FRE: 0 [plays with the new toy] 
*WAN: you can't do that! 
*WAN: don't! 
*WAN: leave it alone! 
*FRE: 0 [reads the instruction] 
*FRE: on [#] the [#] 
*WAN: 'on the'? [laughs] 
*FRE: 'on the' is@. [-] 
%cs : /there's 'on the'./

...They are reading the instruction with their own words giggling.

*WAN: raise your hand, dummy man. 
*FRE: okay. 
*FRE: put your hand off!! 
*WAN: put your hand off! 
*WAN: and come out!! 
*FRE: okay. 
*FRE: YYY 
%pho: /bang! bang!!/ 
*WAN: cops n@n angrA.
%cs :  /cops don't do like that./
*FRE:  m@?
%cs :  /what?/
*WAN:  cops n@n angrA.
%cs :  *FRE:  bang!
*FRE:  you crook! [?]
*FRE:  yyy
%pho:  /bang! bang!/ 
*WAN:  I'm a cops.
*FRE:  me, too!
*WAN:  uuhh, you are [>]
*MOM:  there're several cops.
*MOM:  you know that?
*WAN:  what?
*MOM:  you can be one team.
*MOM:  you can [#] catch another bad guy.
*MOM:  you can be one team.
*MOM:  right?
*WAN:  then, who will be a bad guy?
*MOM:  nobody.
*MOM:  how about your buddy, Wany?
*MOM:  in your room.
*WAN:  my buddy?
*WAN:  he can't walk.
*FRE:  0 [laughs]
*FRE:  I don't know who is your buddy.
*FRE:  the big buddy?
*WAN:  ya.
*FRE:  where is he, though?
*FRE:  he's only one.
*WAN:  0 [laughs and yells]
*MOM:  there's another big [#] big doll, too.
*MOM:  you know what?
*WAN:  blue guy with a hat?
*MOM:  @N.
%cs :  /yes./
*FRE:  oh.
*FRE:  where is he?
*WAN:  at my room!
*FRE:  bye-bye! [goes upstairs]
*WAN:  you are under arrest!
*WAN:  0 [pretends to shoot]
*MOM:  @mma, nabake nagalakan@nde?
%cs :  /mom, can I go out side?/
*MOM:  wA Jaku bake nagalakan@nde?
%cs :  /why do you want go outside?/
*WAN:  doNa, bake nagas@ nolJa!
%cs : /Fred, let's play outside!/ *FRE: aras@! [is at Wany's room.]*WAN: you are under arrest! *WAN: you are under arrest! *WAN: you are under arrest! *FRE: 0 [laughs] *WAN: Jiguga jogi is@mnida. %cs : /here is an earth./ *WAN: @mmana tJokmanJI mor@mnida. %cs : /it is really small./ *WAN: bAboda d@ tJokmako [...] %cs : /it is smaller than the tummy [...]/*WAN: bAkop boda d@ tJokmako [...] %cs : /it's smaller than the navel [...]/*FRE: 0 [giggles] *WAN: nunboda d@ tJokmako [...] %cs : /smaller than the eye [...]/*FRE: 0 [giggles] *WAN: gwiboda d@ tJokmako [...] %cs : /smaller than the ear [...]/*FRE: saramboda d@ tJogmago [...] %cs : /smaller than the man [...]/*FRE: anboin@n umm umm %cs : /the thing can't be seen umm umm / *WAN: ghost boda d@ tJokmako [...] %cs : /smaller than the ghost [...]/*FRE: anboin@n umm b@lre boda d@ tJokmako. [laughs] %cs : /smaller than the insect that can't be seen./ *F&W: 0 [take on their shoes] *FRE: let's play this game, Wany. [-] *WAN: that'll be hard. *WAN: I don't care. *WAN: play by yourself! *FRE: I do not even know how to play! *WAN: I don't care. *WAN: you play by yourself. *FRE: aJumma. na andowajo. %cs : /aunty, he doesn't help me./ *MOM: @? %cs : /what?/ *MOM: ot b@es@, Wany. %cs : /take off your jacket, Wany./ *WAN: ig@ dowa Julg@nde na ig@gako nolgo. %cs : /I'll help him after I play with this./ *WAN: are you going play that? *FRE: yea. *WAN: no, you will not play with me that game. *WAN: 0 [sings a song in English] *MOM: wana, nuguwata munj@rebara!
%CS: /Wany, someone's at the door. open the door!/
*FRE: Lisandro!!
*WAN: you know xxx how do they know that?
*MOM: pali munj@r@!
%CS: /open the door please!/ 
*FRE: Lisandroja.
%CS: /it's Lisandro./
*WAN: Lisandro?
*WAN: let the Lisandro do not come in.
*FRE: hey, Lisandro!!
*F&W: come on in!
*LIS: I can't.
*LIS: here, Wany. [gives the birthday party invitation card]
*WAN: okay, thank you
*WAN: bye!
*WAN: 'I can't come in' grAs@. [addresses to mom]
%CS: /he said 'I can't come in'./
*WAM: matJi? [addresses to Fred]
%CS: /right?/
*WAN: Fred!
*FRE: what?
*FRE: you want to go with me at Lisandro? 
*WAN: somewhere?
*FRE: you mean Lisandro's birthday?
*WAN: ya. [-]
*FRE: no.
*WAN: why not?
*FRE: is it after Christmas?
*WAN: I don't know.
*WAN: he doesn't tell me a number.
*FRE: after Christmas then I can't go.
*WAN: I know.
*WAN: you was you're going somewhere.
*FRE: Korea!
*WAN: uuhh! [no]
*WAN: your mom saying you're going somewhereelse. 
*WAN: xxx
*FRE: we are going go Missouri.
*WAN: Missouri?
*WAN: 0 [sings a song in English]
*FRE: Wany, let's play this game. [whines] 
*FRE: I don't know how to play it.
*WAN: play with my dad.
*FRE: aJ@si, ig@ @t@ke norajo?
%CS: /uncle, do you know how to play this?/
*FAT: aJ@sido Jal molla.
%CS: /I don't know, either./
*FRE: s@Nwan!
*FAT:  s@Nwana J@g@ doNihago J@g@ gaCihA.
%cs :  /Wany, why don't you play that game with Fred?/
*WAN:  0 [sings a song in English]
*FRE:  s@n wana, ig@baba.
%cs :  /Wany, look at this./
*FRE:  ig@n hangAdo an g@lrj@ ita hangAn@n. [-]
%cs :  /there's nothing on this side./
*WAN:  okay, nolJa.
%cs :  /okay, let's play./
*WAN:  wA dapj@nas@?
%cs :  /why did you put this side up?/
*WAN:  dwiro hAja dwAn@ndA.
%cs :  /we have to put this side down./
*F&W:  0 [arrange the dice]
*WAN:  ups!
*FRE:  0 [laughs]
*WAN:  there!
*WAN:  one two three four [...]  
*WAN:  don't!
*WAN:  leave alone.
*WAN:  one for me [#] one for you [continues]
*FRE:  there!
*FRE:  mix up hAja dwa @nA?
%cs :  /do we have to mix up this?/

pause

*WAN:  there, now we going start.
*WAN:  you can't watch it.
*WAN:  bonj@n andwA. [-] [stylistic code switching: repetition]
%cs :  /you shouldn't watch it./
*FRE:  @N.
%cs :  /okay./
*WAN:  Jalmot hAb@rj@ xxx
%cs :  /maybe we will do wrong xxx/
*WAN:  n@n boj@ Jugo ir@ke hAja dwa. 
%cs :  /after you show me what you have, you have to do like this./
*FRE:  xxx [in Korean]
%cs :

pause

*WAN:  I win.
*FRE:  why?
*WAN:  look this.
*WAN:  one two three four five six.
*FRE:  my turn now?
no, you don't have any turn.
okay, do anytime you want xxx
one two three four five six.
you win.
that means xxx put right here. [-]
I'm winning, right?
uhuh. [no]
xxx?
ya. [laughs]
I don't know which who is winning.
one two three [laughs]
only three, right? [laughs]
that's not funny.
okay.
this is more many ja. [a sort of language mixing]
0 [laughs]
this is [#] more many ja.
this is more many ja.
ir@ke hamj@n d@ manta. [-]
this is much more./
xxx [in English]
I'm going win at you.
so [
] more many ja.
s@Nwanin@n hangAsik anhAjo. [addresses to father]
/Wany doesn't put one by one./
I win!!
aJ@sijo, s@Nwanin@n hangAsik [>
/uncle, Wany doesn't put one by one./
wana rule dAro hA.
/Wany, follow the rule./
rule ga m@ja? [laughs]
rule.
I'm going not do that! [laughs]
though, you got to.
no!
you just got one out?
ready?
you win!
how do you know?
because umm six six xxx
twelve!
are.
/I know. /
j@gin@n twelve @ps@.
/there's no twelve here./
umm six six n@n twelve ja.
/umm six plus six equals twelve./
uhuh! [no]
uhuh. [no]
count them, then.
uhoh, are you going play with her?
now you xxx
0 [laughs]
0 [counts]
you win!
0 [laughs]
who's winning?
I don't know. [baby talk]
tell me who is.
molla.
/I don't know./
da kǝnnajadwA.
/we can know after we finish./
okay.
my turn?
ya, your turn. [baby talk]
who win?
ah ah ah.
you win.
one two three four five six. [baby talk]
one two three four five six seven eight nine. [baby talk]
I'm winning, right?
right. [baby talk]
I got the little bit more [...] I got one two three four five six seven.
I got one two three four five six seven eight nine

that's not fair!!
I don't know.
just get one out or two out, okay?
no.
I'm not your best friend.

let's do this.
we want make something [...] we can make picture with this!
right?
look at this what I have.
look this what I have.
oh! [dec]
you wanna you wanna me count this?
I wanna count.
that was mine.
wait, I want to count fitst.
one two three [>]
**WAN:** I'm many xxx
**WAN:** I win!!
**WAN:** I win!
**FRE:** I win!!
**FRE:** I got ten!!
**FRE:** I got thousand!!
**WAN:** I got million!
**WAN:** so I win. [baby talk]
**FRE:** uhuh, thousand's more than million.
**WAN:** okay.
**WAN:** I don't know [#] who win. [baby talk]
**WAN:** now, what do you want to do?
**FRE:** umm clean up! [laughs]
**WAN:** okay, I'll help you. [baby talk]
**FRE:** xxx [in English]
**WAN:** I don't know.
Dec. 19  1988

*WAN:  doNa, card game nolJa.
%cs :  /Fred, let's play a card./
*FRE:  m@?
%cs :  /what?/
*WAN:  card game. [Korean intonation]
*FRE:  dinorider.
*WAN:  dinorider?
*WAN:  you play by yourself.
*WAN:  I'm not going play with you.
*WAN:  xxx card.
*WAN:  I'm I'm goin have all of guys.
*WAN:  the good guy.
*FRE:  aJumma, aJ@si umm s@Nwani an share hAjo.
%cs :  /aunty, uncle, Wany doesn't share his toys with me./
*MOM:  itAkaJi n@mu n@mu share Jal hAtJi wanin@n?
%cs :  /Wany has shared his toys very well./
*FRE:  iJe an share hAjo.
%cs :  /he doesn't share now./
*WAN:  ig@n Jo@n g@da.
%cs :  /this is a good one./
*WAN:  anJulg@da ig@.
%cs :  /I won't gave you this./
*FRE:  naJuNen@n iJijo big dinorider vido billj@omJ@n mopa.
%cs :  /when I borrow the big dinorider video, I won't show you./
*WAN:  nado billj@se bolg@ja.
%cs :  /I'll borrow and see it./
*FRE:  mot billj@!
%cs :  /you can't borrow it!/ 
*WAN:  bililsu is@!
%cs :  /I can borrow it!/ 
*FRE:  aJumma, dinorider bilin@nde @pJijo?
%cs :  /aunty, there's no place where we can borrow the dinorider tape./
*MOM:  molla.
%cs :  /I don't know./
*MOM:  dinorider tape iigin@nin@nde [...] 
%cs :  /there's the tape, though./
*FRE:  salsu bake @ps@jo.
%cs :  /we just can buy it./
*WAN:  anija, bililsu is@, @mma.
%cs :  /no, we can borrow it, mom./
*FRE:  n@n@n @t@ke ar@?
%cs :  /how do you know that?/
*WAN:  na da ar@.
%cs :  /I know it./
*WAN: tAhuni Jibes@ bas@.
%cs: /I watched it at Taehoon's house./
*FRE: tAhuni Jib@bn san@n g@ja.
%cs: /they bought it./
*WAN: aniJa.
%cs: /no./
*WAN: I'm not giving you this.
*FRE: aJumma, s@Nwani share do anhjo.
%cs: /aunty, Wany doesn't share the toys with me./
*MOM: share anhan@n saram@n santa harab@Jiga s@nmul
anJusilk@ja.
%cs: /it you don't share your toys with Fred, Santa won't
give you the present./
*WAN: I don't care.
*WAN: who cares?
*MOM: you don't care?
*MOM: okay.
*WAN: because I have present [#] already.
*MOM: okay, I see.
*WAN: jAd@n @tJA m@nJ@ wan@nJul ara?
%cs: /do you know how these guys got here early?/
*WAN: parasuit tagaJigo was@.
%cs: /they uses a parasuit./
*FRE: andwA, wA gr@nJul ar@?
%cs: /no, do you know why?/
*FRE: s@N s@nwana.
%cs: /Wany./
*FRE: parasuit motA.
%cs: /you can't use parasuit./
*FRE: ship halt@n parasuit halpijro @ps@.
%cs: /when there's a ship, you don't have to use a
parasuit./
*FRE: ir@nden@n parasuit hal pirjo @ps@.
%cs: /you don't have to use parasuit here./
*FRE: wA gr@n Jul ar@?
%cs: /do you know why? /
*WAN: do you know why? [stylistic]
*FRE: what?
*WAN: wAnja hamj@n [...]
*cs: /because [...]/
*FRE: @N.
%cs: xXxship @n null@n@enge manCijo?
%cs: /xxxship has many buttons to push, doesn't it?/
*WAN: grAgaJigo umm Jiguga n@mu nopnika motnaogo ir@ke
parasuit @l anahAJijo?
%cs: /because the earth was high over there, they
couldn't use the parasuit, right ?/
*FRE: umm parasuit is@s@mj@n Jugid@l Jug@s@lg@ja.
*cs : /just [#] if this is ruling ship, it must come here./
*WAN: wa?
*cs : /why?/
*FRE: bad guy d@lbake bad guy deli uri dwie is@s@s@.
*cs : /bad guys was behind us./
*FRE: mj@kA tarawatges@ rule han@n ship ga?
*cs : /how many do you think the ruling ships follow?/
*WAN: one hundred.
*FRE: no.
*FRE: two thousand.
*WAN: no, billion.
*FRE: there is no billion.
*FRE: thousand.
*WAN: two hundred or one hundred?
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*mushroom @n @dilga?*

*where do we have to the mushroom?*

*mushroom [...]*

*let me see.*

*you [...]*

*j@gi inna?*

*it's here?*

@pJijo?

*nowhere, right?*

@N.

*right./

*j@gin@n @pJi gr@nge.*

*there's nothing looking like mushroom in this page, right?/

*brownie hanasik m@g@lrA?

do you want to have brownies?*

*no?*

*no.*

*how about icecream?*

*yes.*

*how about you, Wany?*

*s@Nwana, ig@hago ig@hago tokgat@ng@ anija?*

/Wany, don't you think this one and that one are the same?/

*ig@hago [#] ig@hago.*

/this one and that one./ [points the mushroom picture in the book.]

*hanb@n boJa.*

/let me see it./

*ig@hago [...]*

/this one [...]/

*hamboja haj@t@n.*

/let me see it anyway./

*size ga tok gatAja dwAg@d@n.*

/the size should be same./

*aning@ gatA.*

/I don't think they are same./

*namun@n?*

/how about the tree?/

...They continue to work on the book speaking in English.

*n@n puzzle JiugA @pJi?*

/you don't have puzzle eraser, do you?/

*nA puzzle JiugA hangA badas@.*
/I got one puzzle eraser./

nan puzzle JiugA dAsine ig@ badaJana.

/I got this instead of the puzzle eraser./ [shows the scissors]

kJijo?

/isn't it big?/

n@n@n ig@hago [#] puzzle JiugA badas@?

/did you get this and puzzle eraser?/

gr@nika nAga d@JokeJi nAga saNpum d@Jo@ng@ badata maCi?

/so I got better I got better presents, right?/

n@n@n d@ m@lli anJas@nika grA.

/because you sat far from the teacher. /

m@lli anJais@mj@n k@ng@jw@?

do they give bigger one when we sat far from the front?/

@N?

/yes./

tuNtuNhang@n@n?

/how about that heavy one?/

umm k@n Ad@l.

/it's for the big kids. /

Cad@r@n Cad@r@n [>]

/the car the car [>]/

Agid@l.

/for the babies. /

@N.

/right./

an ig@ndedo maCi?

/although they didn't win, right?/

pause

0 [watch TV]

ig@ng@ d@ @ps@ s@Nwana?

/don't you have these things more, Wany?/

xxx [in Korean]

kAkuri nun@n @digan@nJiar@.

/I know where I have to put the frog's eye./

jotJogija.

/this side. /

nun g@Cijo?

/it looks like eyes, doesn't it?/
*WAN:  n@ iCan[...]
%cs :  /you know what [...]/

pause

*WAN:  look this, Fred.
*WAN:  0 [laughs]
*WAN:  xxx something funny?
*FRE:  i i igi gan@ng@ angatA?
%cs :  /don't you think this this this one goes?/
*WAN:  aniJi.
%cs :  /no./
*WAN:  iCan[...]
%cs :  /you know what [...]/
*WAN:  jog@n@ mj@gA is@?
%cs :  /how many does it have?/
*WAN:  segA icI?
%cs :  /it has three, doesn't it?/
*WAN:  ig@n@n dugA.
%cs :  /this one has two./
*WAN:  0 [put his fingers inside the buggles making witch'es finger]
*FRE:  witch witch!
*WAN:  0 [laughs]
*WAN:  that is dragon, right?
*FRE:  I don't know.
*FRE:  how do you know that?
*FRE: .xxx [in English]
*WAN:  grAgajigo Peterga mite tak [#] Jagi sinbar@l n@gaJigo umm m@r@l n@tJi?
%cs :  /then Peter put his shoes under umm he put something in it, right?/
*FRE:  Peter anija Winstonija.
%cs :  /he's not Peter he's Winston./
*FRE:  I mean umm [>]
*WAN:  Ray!
*FRE:  ya.
*FRE:  s@Nwana!
%cs :  /Wany!/ 
*FRE:  s@Nwani iJi sajin tJig@ltA baram parambAkeannwaJijo?
%cs :  /when you took picture only the wind came from the camera, didn't it?/
*FRE:  baram bAke annawaJijo?
%cs :  /there was only the wind, right?/
*WAN:  mus@n baram?
%cs :  /what wind?/
*FRE:  santa klos hago tJig@ltA mall es@.
%cs :  /when you took a picture with Santa at mall/
*WAN:  @@m.
/no./
mail es@ antJiG@tJi J@g@?
/I didn't take that picture at mall, did I?/
mail es@ tJiG@s@.
/you did at mall./
baram annod@nde.
/I couldn't feel the wind./
gnjaN siw@nhago Joas@.
/it was just cool and felt good./
0 [laughs]
gr@Cijo?
/you think so?/
ndo hanb@n tJiG@lG@ja.
/I'll take a picture, too/
ani ansiw@nhAs@ doNa.
/it was not cool, Fred./
you want to make Rudolf?
how?
easy.
om!
om!
@N?
/yes?/
where's my back pack?
j@j@j@gi is@.
/here here here it is./
this!
/xxx you want to do it again?/
oh, no!
hakkyo es@ naj@pe umm amudo ananJagaJigo paper ga
is@tago.
/I found an extra paper because nobody sat beside me
at school./
grAgaJigo sumgj@ gaJigo 'Cak Cak' n@@s@.
/so I hid it and put it in my back pack./
doNa nan@n w@ na on@l gako wan@ng@ [...]
/Fred, why did I bring [...]/
n@ on@l motbaJa na gako wan@ng@.
/you didn't see what I brought, did you?/
m@?
/what?/

/what?/
WAN: J@g@ na on@l hAn@ng@ matJi?
%cs : /that one which I did at school, right?/
*FRE: @N.
%cs : /right. /
*WAN: Mrs. Stiles ga n@ [#] umm video boltA m@nJ@ n@@ra grAs@.
%cs : /Mrs. Stiles let me put it in my backpack when you
watched the video. /
*WAN: mot d@r@tJi?
%cs : /you couldn't hear it, right? /
*MOM: s@Nwana @mmaga Mrs. Stiles JuragrAtJana.
%cs : /Wany, I told you to give it to Mrs. Stiles. /
*WAN: @N?
%cs : /what? /
*MOM: Mrs. Stiles JuragrAtJana.
*WAN: ir@m anss@nass@nikan Mrs. Troeerga nuguJuragrAn@nJi
morJana.
%cs : /because you didn't write the name I didn't know
whom I had to give it to. /
*WAN: "let me see inside."
*WAN: "inside only Wany" grAtJana grAgaJigo. [stylistic
CD: quotation]
%cs : /she said "inside only Wany. /
*WAN: grAgaJigo n@ga sANgag@ annas@ gnjaN Jibe gako
watJana.
%cs : /I couldn't think out whom I have to give it to so I
took it back. /
*FRE: let's play atari.
*WAN: no.
*FRE: n@do nintendo motnora.
%cs : /you can't play with my nintendo. /
*WAN: that's all right.
*FRE: n@ atarigA d@Joa nintendoga d@ Joa?
%cs : /which do you like better, nintendo or atari? /
*WAN: sega.
*FRE: sega n@hangAdo an jAmis@ WA gr@nJul ar@?
%cs : /sega is not interesting at all do you know why? /
*WAN: ir@ke gg@ itjana gg@.
%cs : *
*FRE: double dare game?
*WAN: @N.
%cs : /right. /
*FRE: nintendo do is@.
%cs : /nintendo has that game, too. /
*WAN: uhuh. [no]
*FRE: uhuh! [no]
*WAN: atarina@n d@ Jo@ng@ is@.
%cs : /atari has better game. /
*FRE: m@?
They continue to talk about video game.

*WAN: what's your who's your best friend?
*FRE: at where?
*WAN: anywhere.
*FRE: ummm Kyle.
*WAN: not at Saywer friend.
*FRE: what?
*WAN: only only at Hawthore court.
*FRE: xxx
*WAN: kaybee store or [...] [laughs]
*FRE: a radio shack?
*FRE: remote control car. [laughs]
*WAN: that's your best friend?
*FRE: that is not xxx
*FRE: that's only car.
*WAN: oh. [dec]
*WAN: then, how can you make xxx?
*FRE: easy.
*FRE: just Wal-mart.
*WAN: at where?
*FRE: umm at window.
*WAN: okay, you can't do this.
*WAN: you can't do anything because you are eating now.
*FRE: you are eating now.
*MOM: who's your best friend, Wany?
*MOM: who's your best friend, Wany?
*WAN: Seungphil.
*FRE: ggA g@ party ga uri team i lose hAtJi?
%cs: /we lost the games at that party, didn't we?/
*WAN: m@?
%cs: /what?/
*FRE: uri team i lose hAtJi grAdo.
%cs: /our team lost the game, though./
pause
*WAN: n@n nugu team e is@s@? 
%cs: /which team did you belong?/
*WAN: J@tJok team e iss@ itJok team eis@s@? 
%cs: /my team or their team?/
*FRE: n@hago tok gat@n team. 
%cs: /I was in your team./ 
*FRE: nAn Jell ape is@s@ mot batJijo? 
%cs: /you couldn't see me because I was far from you, right?/ 
*WAN: na bass@. 
%cs: /I saw you./ 
*FRE: Jel ape is@tJi grAdo nAga? 
%cs: /I was infront of the line, wasn't I?/ 
*WAN: na bata. 
%cs: /I saw you./ 
*WAN: n@ one nAga suhj@ni da@me is@yJi [...]
%cs: /I was next to Suhyeun [...]/ 
*WAN: g@ da@me is@tJi [...]
%cs: /next to Suhyeun somebody was there [...]/ 
*WAN: gda@me n@ratji? 
%cs: /the next was you, right?/ 
*FRE: uhuh. [no] 
*FRE: nAgA Jel m@nj@ its@s@. 
%cs: /I was the first in the line./ 
*WAN: Jel jo ape? 
%cs: /at the first of line?/ 
*FRE: uhuhm. [yes] 
*WAN: uhuhm. [no] 
*FRE: uhuhm. [yes] 
*WAN: I saw you! 
*FRE: aJumma, nA Jel ape its@tJijo? 
%cs: /aunty, I was at the first of line, wasn't I?/ 
*MOM: @N. 
%cs: 

...They continue to talk about the party in Korean.

*WAN: oh! 
*WAN: I got the weapon. 
*WAN: you need to make one.
*WAN: yyy
%pho: /hap hap hap/
*WAN: @mma!
*MOM: wA?
%cs: /why?/
*WAN: tape tJom JuIrA?
%cs: /can you give me the tape?/
*MOM: s@rabe ba.
%cs: /it's in the drawer./
*WAN: tapero ir@ke hAgaJigo naJuNe hodori hAgaJigo [...] [laughs]
%cs: /I'll do like this with the tape and then do like Hodol [...]/
*WAN: nA hodori nanniN shirts [...] 
%cs: /like Hodol in my running shirts [...]/
*F&W: 0 [laugh]
*FRE: miten@m m@ ipko?
%cs: /what will you wear at your lower part of the body?/
*WAN: panty! [laughs]
*FRE: naniNgu hago ib@jaJi.
%cs: /you have to wear with a running shirts./
*FRE: grAja dwAgeyJijo?
%cs: /don't you think so?/
*WAN: @N.
%cs: /I think so./
*WAN: ig@ jal grj@tji?
%cs: /don't you think I drewed this well?/
*WAN: n@ ir@ke jal grilsu its@?
%cs: /can you draw like this?/
*FRE: tJok@mman d@ [...] 
%cs: /a little bit better [...]/
*WAN: na ig@boda d@ Jal grilsu in@nde.
%cs: /I can draw better than this./
*FRE: uuhuh. [no]
*WAN: @N?
%cs: /what?/
*FRE: uuhuh. [no] [laughs]
pause
*FRE: an k@n@jinda. [tries to cut the paper]
%cs: /I can't cut this./
*WAN: I'll try.
*FRE: I'll try.
*WAN: I could do it.
*FRE: I could, too.
*WAN: uuhuh. [>] 
*MOM: Fred got it first.
*MOM: you have to wait, Wany.
*FRE: that one's xxx [p]
*WAN: don't! [p]
wait!
okay, then thank you.
0 [yells]
bowling JaN hanb@n gabats@?
/have you ever been to the bowling alley?/
aJumma, century hanb@n gabats@jo?
aunty, have you ever been to the century bowling alley?/
@di?
/where?/
century bowling JaN.
/century bowling alley./
aJumma j@nnare gabogo josAn@n angabats@.
/I've been there long time ago but not now. /
s@Nwanin@n?
/how about Wany?/
s@Nwanido j@nnare gabogo josAn@n angabats@.
/same with me./
m@?
/what?/
bowling.
/century ejo?/
/you mean century?/
@N.
/save u more gakaundejo?
/near to save u more? /
g@gi game d@l manCijo aJumma?
/there are a lot of games, right? /
table ir@ng@ hAgaJigo `uhuh`ir@ke han@ng@Ji?
/we can play game on the table like this `uhuh`.
/wani sAngakna?
/can you remember. Wany? /
n@mu n@mu orAj@ne gann@nde.
/we went there long time ago./
hanmj@N table e han@ng@n@n pacmanija.
/the game we can play on the table is pacman./
nA game hago tok gat@ng@.
/same with my game./
pacmanim@ja?
/what's pacman? /
gi@k anna?
/can't you remember? /

...They talk about pacman game in Korean.
Wany!
that's not fair!
"n@ga m@nJ@ [...]
%cs : /you first [...]/
*FRE: you won.
*WAN: no.
*WAN: you need get one.
*FRE: why?
*WAN: let's see.
*WAN: xxx get one.
pause
*WAN: you win!
*FRE: win.
*WAN: uhuh, gr@ke han@nge anida.
%cs : /we shouldn't do this./
*WAN: JalmotdwAtda.
%cs : /something's wrong./
*FRE: 0 [laughs]
*WAN: what xxx yours?
*WAN: start game haja, okay?
%cs : /let's start game, okay?/
*WAN: da nAmj@n andWA.
%cs : /you can't put all of yours./
*WAN: hana nAjaJi.
%cs : /you have to put only one./
*WAN: okay?
...
*WAN: nan@n uri apa hago tok gaCi halg@da JintJa card game C@r@m.
%cs : /I'll do as my dad did like real card game./
*FRE: @t@ke han@ng@n n@g@ apaga gr@ke hA?
%cs : /how do you your dad does like that?/
*FRE: grA?
%cs : /is it true?/
*WAN: dAgA palli nAJw@.
%cs : /he puts his card really fast./

... They continue to play the card game speaking in English.

*FRE: na segA its@.
%cs : /I have three./
*WAN: nAkJ@rats@s@ ig@.
%cs : /this was mine./
*WAN: hanj@Na gaJigo ga.
%cs : /take one card./
*WAN: hanj@Na gaJigo ga.
%cs : /take one card./
*WAN: you can't do that!
*FRE: why?
*WAN: g@gi nadw@se mot han@ng@ja.
%cs : /you can't do that because I put there already./
*WAN: I win!
though, I need to pick one of these.

that'll be fair.

ten i win han@ng@ja?

ani.

/no./

lower hago high [ospherical_home] higher n@n high hamj@n [...] 
/the lower and higher [ # ] the higher card is [...] 
@N. [p]

gr@ke hamj@n "your majesty, I'll kill you" gr@ke 
han@ng@ja. [stylistic changing; quotation]

/it means " your majesty, I'll kill you"./

d@ lower hamj@n?

@N.

d@ lower hamj@n?

@N.

you win!

ups!

0 [laughs]

n@ga pack hajadwa.

/you have to pack this./

ay, da boinda!!

/oh, I can see everything!!/

lr@ke han@ng@ja game @n.

/we should do like this, when we play the game./

anija.

@N.

d@ lower hamj@n?

@N.

/you mean when you have the lower card?/

you have to pack this.

/oh, I can see everything!!/

lr@ke han@ng@ja game @n.

/we should do like this, when we play the game./

anija.

@N.

/my dad distribute the cards like like like this./

palli ha@ji?

/he does it reallt fast, doesn't he?/

k@kuro hAtJana. [laughs]

/you did wrong./

0 [laugh]

@dabinda.

/I can see all the cards./

aigo!

/ups!/

t@r@Jimj@n gaJin@ng@ja.

/when you drop it you have to have it./

0 [laugh]

don't!
*FRE: okay, ready?
*WAN: not that, though. [-]
*WAN: I could see it.
*WAN: you need to tell me where what do you have because you see mine.
*FRE: I will.
*FRE: I get xxx, okay?
*FRE: oh, god!
*FRE: everything xxx could see on, right?
*WAN: I can't see it.
*WAN: oh!
*WAN: you are beating me.
*WAN: higher [#] dwAn@nge d@ Jo@ng@da.
%cs : /higher card is better card./
*FRE: uuhh.[yes]
*WAN: how many do you have?
*FRE: 0 [laughs]
*WAN: doN [#] a!
%cs : /Fred!/
*WAN: @mmahante ilr@lg@ja.
%cs : /I'll tell my mom./
*FRE: we got too much, right? [laughs]
*FRE: you can't have all of them!
%cs : /I'll tell my mom./
*FRE: then, I'll get all of these!
*FRE: this is all my card.
*WAN: 0 [laughs]
*FRE: ige gatJaro donirA.
%cs : /let's pretend this is money./
*FRE: arats@?
%cs : /okay?/
*F&W: 0 [laugh]
*FRE: you won.
*FRE: look at!
*FRE: umm is mummy.
*WAN: 0 [laughs]
*FRE: xxx is mummy, right?
*FRE: right?
*WAN: oh, no.
*WAN: leave it alone.
*WAN: that's not funny.
*WAN: you need to eat this because you xxx
*WAN: 0 [sings a song]
*WAN: you need eat these all!
*WAN: can you eat it?
*WAN: all of this?
*WAN: let's eat it all of this.
**FRE:** xxx, okay?
**WAN:** hank@b@ne `aaaaaaah'.
**Cs :** /at the same time `aaaaaaah'./
**FRE:** 0 [laugh]
**FRE:** n@do.
**CS :** /you, too/
**WAN:** okay.
**WAN:** you need to do this.
**FRE:** okay.
**FRE:** nA to da m@g@tka?
**CS :** /can I eat all of these?/
**FRE:** you want to play double dare?
**WAN:** ya.
**FRE:** okay.
**WAN:** okay, I'll do this.
**WAN:** I'll try again. [laughs]
**FRE:** ig@n m@ja?
**CS :** /what's this?/
**WAN:** don't push any button!
**FRE:** I'm not.
**FRE:** I'm going to see them.
**WAN:** power power power power power!
**FRE:** what is this, Wany?
**WAN:** I'm gonna not tell you.

pause

**WAN:** I'll tell you what is it.
**FRE:** what?
**WAN:** game [#] umm dragon game nolla gr@Ji?
**CS :** we play game [#] dragon game, right?/
**FRE:** uuhuh. [yes]
**WAN:** m@r@l t@nJimj@n irke haJi giant`d@l@n?
**CS :** /giants do like this when people threw something, right?/
**FRE:** @N.
**CS :**
**WAN:** gg@ja ige.
**CS :** /this is it./
**WAN:** what [#] who is your best friend?
**FRE:** what?
**FRE:** you. [-]
**WAN:** I'm your best friend.
**FRE:** you!
**WAN:** I'm your best friend.
**FRE:** you know. [p]
**WAN:** what?
**FRE:** you know.
**WAN:** who?
on the car you said you are [#] you are my best firend.

nA sANilta gi@k anna?
/can't you remember my birthday?/
are you?
ya, I'm your best friend.
what?
at my school Chris xxx except girls and Nicholas.
you going Nicholas the best?
no.
who?
start with [#] 'l'!
m@?
/what?/
start with 'b'.
Basil?
no.
Bamby?
no.
umm you mean umm but umm [...] Badinge?
what?
you mean Badinge?
Badingei.
he's your best friend?
no.
he's xxx I mean [...] I mean who's who's the best at xxx
me.
uhuhm. [no]
start with [#] 'l'.
'l'?
there is no one 'l' in our class.
otin our class.
first grade da g@gi.
/first grade and every where./
first grade es@?
/you mean at the first grade?/
ani, da g@gi.
/no, everywhere./
I don't know.
umm Adam!
well, who was Adam?
Adam.
remember?
doesn't tell you?
Adam is [...] n@n@n pumpkin itJijo.
/you know , the pumpkin./
son j@ga ir@ke seed k@nAltA gi@k naJijo?
/can you remember we took out the seeds from it with hands?/

son j@ga ir@ke seed k@nAltA.
/I mean when we took out the seeds from it with hands./

@N.
/who were you with?/

umm gg@ pumpkin anes@?
/you mean from the pumpkin?/
@N:

k@nAltA nugu hago its@s@?
/who were you with when we took it out?/

na buddy.
/my buddy./

your big buddy?

ya.

uhuh, big buddy hago anis@tJana.
/you weren't with the big buddy./

jennare [#] xxx big buddy n@n fifth Jijo?
/your big buddy is in the fifth grade, isn't he?/

sixth j@ts@.
/they were in sixth grade./

n@ pumpkin ir@ke seed ir@ke hAg@ hAg@ k@nAltA gi@k naJijo?
/you remember that your pumpkin we took out the seeds?/

@N.
/yes./

gtA na big buddy.
/at that time I was with my big buddy./

JintJaja?
/is it true?/

@N.

uhuh, sixth grade n@n hansaramdo @ps@ts@.
/no, there was nobody who was in the sixth grade./

g@nde na buddy its@ts@.
/my buddy was there, though./

you're kidding.

uhuh. [no]
I'm not kidding.

okay, then.

I was Adam.

I was with Adam.

he's sixth grader.

oh!

I mean xxx

Dillon was Scott, remember?

ya. [p]

Chris was Brett.

Brett?

Brett? [f]

I mean Brack.

umm Chris was Brack.

how about you?

I was at [...]

I was Adam.

I was with Adam.

whatever [#] his name is I don't know.

who [#] what did it start with?

he don't tell [>

was he a girl or boy?

boy.

okay, never mind.

I'm goin play with this, okay?

Ige gatJaro Jel C@mi@ts@tdA uri siJak haltA.

/let's pretend this is the first time we playing./

ig@tdo @ps@tJi?

/there's nothing, isn't it?/

gr@Cijo?

/what?/

Juri.

/a rope./

yyy [pretends he's riding something]

/irja irja./

Jur@l tie hAga "let's go, buddy!" horse g@Ci irke hAtJana.

/they tied the rope and said to the horse "let's go, buddy!"/

oh, gg@ molla.

/oh, I don't know about that./

jAn@n ir@ke halg@ja.

/this guy will do like this./

g@g@ antats@!! [f]

/he didn't ride that./
*FRE: tyranosorex gr@ng@ tats@.
%cs: /he rode tyranosorex or something like that. /
*WAN: ig@ tatJi?
%cs: /he rode this one, right? /
*FRE: ani, g@g@n tyranosorex Jana.
%cs: /no, that's tyranosorex. /
*FRE: tyranosorex Agir@l.
%cs: /he rode the baby of tyranosorex. /
*WAN: Agir@l?
%cs: /baby? /
*WAN: ige AgiJana.
%cs: /this is a baby. /
*FRE: g@g@n anig@nA.
%cs: /that's not it. /
*WAN: AgiJana tJok@m.
%cs: /it's a baby, though. /
*FRE: J@ge branosorex ja.
%cs: /that's branosorex. /
*FRE: hurry up! [addresses to the dolls]
*WAN: I'm not going play.
*FRE: can I play by myself, then?
*FRE: you help me? [whines]
*WAN: help what?
*FRE: this!
*WAN: palli nolJa iJe.
%cs: /let's play, now. /
*FRE: xxx play?
*WAN: at outside.
*FRE: aJumma, s@Nwani bakates@ nolg@jejo.
%cs: /aunty, Wany wants to play outside. /
*MOM: no, it's cold outside.
*WAN: we need some leaves, mom.
*MOM: what?
*WAN: we need leaves.

...Wany brings leaves to the house.

*FRE: andwAgEtn@nde. [-]
%cs: /I don't think it'll work. /
*FRE: CoNman cover up hamj@n dwAn@nde.
%cs: /it's enough if we can cover the gun. /
*WAN: what kind of cun?
*WAN: what kind of gun?
*FRE: never mind.
*FRE: I'm done.
*WAN: I want to play something.
*WAN: 0 [sings a song in English]
*WAN: do you like that?
*FRE: what is that, anyway?
I even don't know what is it.
what song is it?
y.
0 [laughs]
that is frog eating man.
that's funny.
0 [sings the same song]
doNa, sing han@n frog bats@?
uhuh. [no]
tereviJ@nes@.
/on the television./
prince ras@tn@nde jennare.
/once he was a prince./
y ya ya.
umm A Jijo?
/isn't he a child?/
JintJa umm umm [>] /really umm umm [>] /
prince rats@tJi?
/he was a prince, wasn't he?/
@N, prince rats@tn@nde witch ga kiss hAga.
/yes, he was a prince and the witch kissed him./
grAgaJigo gAguri [>] /then the frog [>] /
umm grAga @t@n Aqa itJijo.
/umm then, you know, a child/ 
@N. [p]
did like this./
@N. [p] 
grAga hanb@n@n itJijo umm da hAtaga umm present r@l Joga itJijo umm gtA @de bab m@g@ro gaga prince ga dasiro dwAtJijo?
/then, once umm when it finished umm somebody gave him a present and they sent somewhere to eat and there he became the prince again, right?/
@N.

dAro ir@ke [...] /then like the song [...] /
mus@n norA hAtn@nJiara dona?
/do you know what song it is, Fred?/
m@?
/remember? 
0 [sings a song saying "I like the frog I like the frog"]
mikuk mallo angrAts@.
/they didn't sing in English./
*FRE:  umm itJi kAgori language ro grAts@.
%cs : /they did it in frog language./
*FRE:  0 [sings a song imitating a frog's sound]
*WAN:  anija, rock and roll haltA itJana. [-]
%cs : /when they did rock and roll you know what I mean?/
*FRE:  ara, g@nde mikuk mallon@n angrAtji'o?
%cs : /I know that, but they didn't sing in English, right?/
*WAN:  umm mikuk mallo grAts@.
%cs : /they did it in English./
*WAN:  ip damulgo "I like you rock'en roll" gr@n norA hAtjijo?
%cs : /they sang the song like "I like you rock'en roll" closing their mouth./
*WAN:  isaN haCi gAguri rats@ts@nikan.
%cs : /it was strange because he was a frog, right?/
*FRE:  m@?
%cs : /what?/
*FRE:  how do you get this thing up now? [signal of topic shift]
*WAN:  you need to because you said to get it.
*FRE:  you can trash can?
*WAN:  no.
*WAN:  xxx trash can.
*WAN:  okay?
*FRE:  okay.
*WAN:  then, we xxx
*WAN:  that's all.

...They whisper to each other in English.

*FRE:  n@g@ apa xxx pacman motageta.
%cs : /your dad xxx we can't do pacman./
*WAN:  wA?
*FRE:  n@g@ apa an onikan. [p]
%cs : /because he didn't come yet./
*WAN:  an onikan?
%cs : /you mean because he didn't come?/
*FRE:  @N.
%cs :
*FRE:  @Cijo?
%cs : /right?/
*WAN:  @mma!
%cs : /mommy!/
*MOM:  @N?
%cs : /yes?/
*WAN:  apa wA anwa?
%cs : /why doesn't daddy come?/
*MOM:  apa?
%cs : /daddy?/
*MOM:  tJok@m is@mj@n osilk@ja.
%cs : /he will come soon./
*MOM:  wa?
%cs : /why?/
*WAN:  good!
*FRE:  gir@mi @pn@nde @dikaJi gats@jo?
%cs : /where did he go? he doesn't have enough gas to go./
*MOM:  @N?
%cs : /what?/
*WAN:  @dikaJi gats@?
%cs : /where did he go?/
*MOM:  I don't know.
*FRE:  hakkjo gatn@ng@ anija?
%cs : /don't you think he went to the campus?/
*WAN:  hakkyo gatn@ng@ gatA.
%cs : /I think so./
*FRE:  gr@tketJijo?
%cs : /you think so, right?/
*WAN:  @N, nêmu orA its@ts@nikan.
%cs : /right, because he doesn't come back so long./
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*FRE: kalhago gaCi nawats@ ghost rider naoltA?
%cs : /was there a sword when you open the toy?/
*MOM: I don't know.
*MOM: aJumman Jaseh@ anbats@.
%cs : /I didn't see it carefully. /
*WAN: 0 [laughs]
*FRE: tell me a real truth.

pause

*FRE: tell me a real truth.
*FRE: JaNnangam umm gr@m n@Jibe mot oge halg@ja.
%cs : /toy umm then I won't let you come to my house. /
*FRE: nintendo do mot hago.
%cs : /and you can't play nintendo game. /
*WAN: gr@m n@n@n uriJibes@ bake nagas@ honJa Jibe ga!
%cs : /then you go outside and go to your house by yourself. /
*WAN: this is parasuit.
*FRE: tell me a real truth!
*WAN: this [#] is [#] the [#] parasuit!
*FRE: s@Wani JintJa mal ahnago its@jo.
%cs : /Wany doesn't tell me a truth./ [addresses to mother]
*WAN: this is a parasuit. [dec]
*FRE: then I'm going to xxx
*WAN: he couldn't.
*WAN: this is flying something out xxx
*FRE: tell me a real truth!
*WAN: this is flying thing.
*FRE: n@ @Je superman motbatJijo?
%cs : /you didn't see superman yesterday, did you? /
*WAN: superman?
*FRE: superman three mot batJijo?
%cs : /you didn't see superman three, did you? /
*WAN: @N?
%cs : /what? /
*FRE: superman three.
*WAN: superman three ga m@ja?
%cs : /what's superman three? /
*WAN: superman hago kaman saram hago naon@ng@ mot batJijo?
%cs : /superman and one black man were on that movie and you didn't watch it, did you? /
*WAN: kaman saraminuguja?
%cs : /who's a black man? /
*FRE: nA ir@mdo molla gjA ir@m!
I don't know his name!

because they didn't tell his name.

ah, bata!

superman three mot batJijo?

you didn't see superman three, did you?

@t@n channel es@ hAts@?

which channel did you watch?

three.

@t@n channel es@ hAts@?

which channel did you watch?

two or three malgo four xxx anija.

not two or three and four xxx are not, either.

balck mani computer gako han@ng@ gg@?

you mean the movie the black man worked with a computer?

ah, na gg@ bata videoero!

ah, I watched it on video!

video ro bats@?

did you see on the video?

@N!

ya!

videooro an hAts@jo.

I didn't watch it on video.

hanb@n@n TV ro hAts@jo.

I watched it on TV.

n@ honJa ig@ da mand@r@ts@?

did you make these all by yourself?

ani.

no.

g@nde @t@ke ir@ke Jal mand@r@tn@Jul ara?

do you know how this is made so nicely?

@t@ke?

how?

my pop show me how.

who's your pop?

pop i apaJana.

/pop means daddy./

sANgak anna?

/can't you remember?

oh, ya.

I'm the stick man.

n@ stick man halrA?

do you want to be a stick man?

stick man@n first leader ja.

@N?

what?

first leader halrA?

do you want to be the first leader?
@N.
/yes./
*WAN: 0 [yells]
*FRE: first leader hangA bake mot bj@nhA.
%cs : /he can change into only one./
*WAN: m@?
%cs : /what?/
*FRE: umm machine.
*WAN: oh.
*FRE: n@ machine @roman bj@n halrA?
%cs : /do you want to be changed to a machine?/
*WAN: 0 [laughs]
*FRE: umm fifth leader n@n amug@to mot bj@nhA.
%cs : /the fifth leader can't be changed to anything./
*WAN: wA?
%cs : /why?/
*FRE: because [...]  
*WAN: college A bAke mot bj@nhA.
%cs : /he just can be changed to college kid./
*WAN: @N?
%cs : /what?/
*FRE: college A.
%cs : /college kid./
*WAN: college Aga m@ja?
%cs : /what's college kid?/
*FRE: collegee gan@n A bAke mot bj@nhA.
%cs : /the guy who go to the college can be changed./
*FRE: now what'll I do?
*FRE: here, look at this.
*WAN: n@ palli m@hAjaJi?
%cs : /why don't you do something?/
*WAN: n@ an norA?
%cs : /you don't want to play?/
*FRE: nan g@gi @dits@?
%cs : /I where is it?/
*WAN: m@?
%cs : /what?/
*FRE: umm nAn@n g@gi pirjohA.
%cs : /I need that./
*WAN: m@?
%cs : /what?/
*FRE: m@ ir@ke kal dugA.
%cs : /umm two swords./
*WAN: kal dugA?
%cs : /two swords?/
*FRE: @N.
%cs : /right./
*WAN: I don't have any sword.
long time ago I'll I shall be the first I mean second. why?
chain Jul gat@ng@ tJalb@n Jul @ps@?
/chain don't you have a short rope?/
tJalb@n Jul?
/a short rope?/
Wany.
ig@ p@t@k mand@lJa.
/let's make this one quickly./
anija.
/no./
uri b@ls@ imank@m mand@r@ nwatJana.
/we've already made this./
@N?
/we've already made this much./