

Barriers in Learning Parents Mother Tongue and Their Implication on Second Language Learning

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Contents

1. Introduction
2. Method
3. Findings
4. Discussion
5. Conclusion

1. Introduction

One of the prevalent assumptions held in the field of second language education is that the greater the amount of the exposure to the target language the learner has, the more advantage (s)he has in acquiring the language. Reception-based

theories of second language acquisition such as the Frequency Hypothesis (Larsen-Freeman, 1976a; 1976b), input Hypothesis (Long, 1983a; Krashen, 1985), and interactional Hypothesis (1985a; Various and Gass 1985) all emphasize the importance of input in language acquisition, i. e., the target language samples to which the learner is exposed (Ellis, 1990. p. 96). The present study is a documentation of phenomena which seem to suggest that such a simplistic viewpoint may be obscuring the complexities of second language learning.

It was observed in a Korean language classroom at a U.S. college that many Korean-American (KA) students who, as the children of Korean immigrants, had more exposure to the language than their NKA classmates, seemed to have difficulties in doing focused work, to be not particularly enthusiastic about learning, and to perform not as well as one would expect. On the other hand, non-Korean-American (NKA) students seemed more focused and enthusiastic and they also performed well. This study explores these apparently paradoxical phenomena to better understand them.

Better understanding of the phenomena is possible through the examination of variables in different domains that contribute to the differences between the two groups. The present study, however, will limit the domain of investigation to variables involving behavioral patterns of individual students, as opposed to, for example, socio-dynamics.

While the author does not intend to deny the necessity and utility of target language input in language learning, the phenomena observed in this study suggest that more exposure does not necessarily ensure successful language learning.

Learners who had more contact with the target language seem to experience, perhaps without realizing, affective forces which were counterproductive to affective learning. On the other hand, learners with less contact appeared to be aided by facilitative affective variables. Finding of this study suggest that second language educators and learners should be more aware of the role of affective variables for the optional learning experience.

2. Method

Research Site

Members of a drill section of a Korean 101 language class at a state university in a metropolitan area in the Northeastern U.S. were observed. The class consisted of two drill sections which met twice a week for a lecture and then were separated into each section three times a week. The goal of the course was to provide basic reading, writing, speaking and listening skills in Korean as a foreign language. All the class meetings were in classrooms.

Subjects

The observed drill section consisted of six KA students and six NKA students (three Japanese, two chinese, one American students). Most students were either born in the U.S. or came to the country when they were very young, and English was their first language. Exceptions were two Japanese students who came to the States in their early teen years and another

Japanese students for whom the observed period was the first semester in the U.S. The two teachers involved in this study, the lecture class teacher and the drill section teacher, were female and came to the country in or after their mid twenties. They have maintained solid Korean cultural backgrounds and identities. The lecture teacher has taught Korean at a university for fourteen years and the drill teacher four years at different universities.

Data Collection and Analysis

The researcher approached the first few classroom observations without preconceived research questions. During this time, however, it was noticed that the KA and NKA groups showed differences in their classroom attitudes in several ways. The NKA students seemed to pay more attention and actively participated while many KA students seem to focus less and look less interested. Futhermore, the experienced lecture teacher made a comment during one of the first classes that while many KA students generally thought this course would be easy, NKA students often did better. Suspecting that there may be relationship between the perceived classroom attitudinal differences and the teacher's comment, the researcher decide to explore the classroom attitudinal differences first. The initial observed differences continued to appear during consequent observation sessions. Analysis of field notes confirmed that they were sustaining ones. The theme of the study, then, was to document the observed differences and explore some possible explanation for them.

Once the theme of the study was identified through observations in the classroom, additional data was gathered by conducting interviews of selected students to take a more in depth look at the phenomena. A questionnaire survey was developed based on the issues that emerged during observations and interviews and was administered to all the class members. It was also hoped that the three different data collection methods would serve the purpose of triangulation and moderate the limitation of a researcher as an observer.

Observations

A total of ten observations were made by the non-participating researcher from 9/13/94 to 10/12/94. The twelve members of the drill section were observed in the lecture class, which all class members attended, six times. They were also observed four times in their drill section. Observation of this group provided opportunities to compare classroom behavioral patterns between the KA and the NKA student groups. The observer was introduced to the class by the lecture teacher during her first visit. Throughout the observation period, care was taken not to be an obstructive presence. The observer answered questions asked by students about the language occasionally but maintained a low profile. Field notes were taken and more simplified versions of the field notes were written up. Variables such as students voluntary participation, paying attention to class activities, attendance, and preparedness for class were compared for the KA and the NKA student groups.

Interviews

The researcher selected three KA students and two NKA students to interviews as it was not possible to interview all the class members due to time constraints. Care was taken to reflect the diversity of students in selecting the interviewees. Based on classroom participation, three KA students were selected who showed different degrees of focus on class materials, i. e., low, moderate, and good. Two NKA students were selected as four of them showed similar degree of active participation, while the other two were less active. Interview data was transcribed and different variables were identified and coded.

Questionnaire survey

A survey was conducted in order to provide a more holistic picture of factors in play with all the class members. The questions in the survey were based on the variables that emerged from the analysis of the interview data. Nineteen students (fourteen KA and five NKA students) present on the day of the survey responded to it in class.

3. Findings

Different Behavioral Patterns between the KA and NKA student Groups Were Observed in the Classroom.
KA students participated less

The KA students participated considerably less than the NKA students. The number of occurrences of voluntary participation by the KA students and the NKA students during the whole observational period were 7 and 23 respectively. The numbers are small as not much student participation was observed in the lecture class. This numbers exclude students' participation when all the members took turns for tasks. They include students's question to the teacher, their answers to questions not specifically directed to any particular student, or their attempts to read words or phrases written on the board, etc.

These differences between the two groups were perceived and commented on by the two teachers who were interviewed independently.

"One thing I see, the difference is non-ethnic students ask questions more frequently. They want to know, they have what is their puzzling thing, they know what their problem is. But Korean ethnic students usually they don't raise any question, . . ." (T/Shin:P2.)

One may suspect that the KA students did not participate as actively as the NKA students because they knew more. This is not necessarily true. A teacher commented that such was her assumptions but after giving tests, she usually found that some KA students had problems, too. Another alternative interpretation of this phenomenon is that people tend to be moderate in expressing themselves in many Asian cultures. In fact, one of the teachers commented that some Korean students asked questions after class. However, the fact that five of the six and KA students also had a Asian ethnic background, and with one

exception, all the students were brought up within the U.S. educational system allows room for suspecting roles of other variables.

KA students seem less focused on learning.

It was observed that some KA students did not pay due attention to the subject matter. In a drill section, students were asked to take turns in reading aloud whole sentences. Two KA students appeared to engage in off-task behavior and were not directing attention toward the activity. One student read only one word in a sentence and the other asked where he was supposed to read. Many of the NKA students seemed more prepared for class. In three drill sections, three or four NKA students finished their quiz earlier than other students. In one lecture class, four of the twenty students in class that day who did not do their homework were all KA students. The NKA students appeared to be more attentive and completed their assignment.

Attendance was mandatory, and the rate was usually high. However, some KA students arrived late to class, and some were absent from the lecture class during observational periods. Three out of six KA students missed a drill section a week starting the last two weeks of the observation period, while the NKA students' attendance was almost perfect with the exception of one student. When a NKA student had to be absent, (S)he would usually inform the teacher and get permission in advance while KA students usually seemed to be absent without having planned on it, either being sick or for other reasons.

The KA students performance was not as good as one would expect.

The grade for the course was based on a student a performance on attendance, quizzes, homework, class participation, and mid-term and final examinations. The evaluation of the examinations is not included in this study as the observational period ended prior to the exam date. According to the performance on the other categories, the KA students stood in the 1st, 2nd, 6th, 7th, 9th, and 10th places, while the NKA students stood in the 1st(together with a KA student), 3rd, 4th, 5th, 8th, and 11th places.

What are Some Possible Explanations for the Differences?

The two groups seem to have different motivational orientations.

Many studies have emphasized the importance of motivation as a predictive factor for successful second language learning (Oxford & Shearin, 1994; Wigzell & Al-Ansari, 1993). Researchers have also noted that successful second language learners typically had integrative motivation, i.e., the learner's desire to learn more about and assimilate to the culture and the native speakers of the target language (Gardner, 1992). It seems that the NKA students shared this trait. All of them had associations with Korean people and/or cultural aspects. Most of them had many Korean friends and one of them was learning Taekwondo, a Korean martial art. They expressed their interest

in acquiring conversational ability which would aid them in interpersonal relations. The two NKA students interviewed spoke about how they got interested in studying Korean.

“... it’s interesting for me to learn another people’s language. You know, to listen to their songs or for them to listen to our songs or anything. One of my closest friends is Korean, so, yeah, so think that’s why I learn Korean.” (NKA/Boston:P1.)

“I’m around a lot of Korean people. I believed in Asian unity. Just because you are Chinese, doesn’t mean that you cannot find out what’s going on with each other. I learn Korean and Koreans can learn Chinese. Something like that.” (NKA/Wong:P1.)

On the other hand, most KA students were interested in learning reading and writing skills as they have some understanding of spoken Korean. They naturally had no need for integration due to their membership in the culture of the target language. The membership also allowed easier access to resources in learning Korean. The two KA students interviewed stated that the access to resources from friends, family members or language institutes in Korea when they visit Korea, might be releasing them from the pressure of having to learn things well in the present course.

The teachers also identified motivation as a very important variable in learning a second language. After giving an example of a KA student in a summer intensive Korean course who had high motivation and improved substantially at the end of the program, a teacher noted that:

"So motivation is very important. And even though ethnic students can speak a little bit Korean, if their motivation and effort cannot put into their study, the end of semester, it's nothing." (T/Kang:P1.)

Another teacher stated that NKA students had high motivation while some KA students didn't.

"Usually, non-ethnic students have much better attitude toward learning. Sometimes, I ask them what made them study this language. They have Korean friends and so on. Anyway, once they decide to take this course, nobody drop out. They meet all the requirement very diligently and with best responsibility. But some Korean ethnic students were lazy enough not to strive for." (T/Shin:P1.)

In the interviews the NKA students themselves indicated that they were very much interested in learning the language.

"Because I enjoy, I want to learn, and because I want to learn, I want to remember everything I learn." (NKA/Boston:P1.)

"I think Korean 101 is my favorite class. The one I work most at." (NKA/Wong:P1.)

"...this is something I really wanna do. So I like doing it and I always have fun in class, you know." (NKA/Wong:P2.)

KA students, on the contrary, seemed to lack the same kind of enthusiasm.

"Uh, it's okay. It's fine." (KA/CG:P1.)

“Sometimes I enjoy it. But sometimes it’s ...burden.”
(KA/MF:P4)

The degree of satisfaction seems different.

While most NKA students readily expressed positive feelings about taking the course, the KA students responses were often reluctant. Four of the six NKA students answered in the questionnaire survey that they enjoyed taking the classes and all the NKA students answered that they looked forward to coming to the class. On the other hand, while eight out of the sixteen KA students said they enjoyed taking the class, most of the KA students stated that they either sometimes or never looked forward to coming to the class. Only four of the KA students gave a positive response.

It is widely assumed that the more exposure the learner has, the more advantage (s)he has in learning the language, and therefore, it might be expected that the KA students would enjoy the class more. However, it was the NKA students who exhibited a higher degree of enthusiasm. It seems conceivable that the NKA students, starting from the very basics of the language, may be assisted by a novelty effect and by a stronger sense of achievement. A NKA student expressed his satisfaction in an interview:

“Actually, I feel enthusiastic and I feel a lot of satisfaction when I do well.” (NKA/Wong:P1)

Many KA students have a basic knowledge of Korean as well as listening and speaking skills, and their goal in the course

was to learn writing and reading. However, due to their exposure to spoken Korean, they may have a lower sense of achievement in doing the course work. Some KA students in the questionnaire survey said that they felt frustrated because they were not making much progress, and the work often felt tedious. The following were responses of KA students in interviews:

“Do you think you are learning a lot from the course?”:
 “Just to read. But I read really slow right now. The consonants I can do pretty well but vowels just get me.”
 (KA/CG:P4)

“Yeah, I’m getting a little better. Yeah, understanding more.” (KA/MF:P1)

The two groups differed in their study time.

The two groups showed noticeable difference in study time. While most KA students spent less than an hour a day, many less than thirty minutes, most NKA students spent two or three hours a day according to the questionnaire survey. Several NKA students did extra activities in Korean other than homework or preparation for quizzes: writing letters to friends or spending time with Korean friends trying to write Korean words. One KA student who was doing well in class said that he studied an hour and also did extra work by trying to read Korean newspapers. Another KA student expressed his puzzlement about the fact that he thought Korean was more difficult than Spanish, which he had previously studied, and yet he spent less time studying it. He said he didn’t know how to explain it.

It seems that many KA students think that they know the

material or they can easily get it, i.e., as their knowledge from spoken Korean may help them identify words and expressions, but do not actually go through the process of internalizing it, for example, committing them to memory, which most NKA students did. As a result, many of KA students took a longer time finishing, and scored lower on, the quizzes. One KA student said that he spent fifteen minutes looking over the word lists and he could usually get them, but he was not doing very well on quizzes.

Investigated variables that did not show much difference

Several other questions were asked during interviews and in the questionnaire surveys that didn't show any patterns attributable to either of the two groups: whether or not the students were taking the course as a general education language requirement (most of them took it to fulfill the requirement); whether or not for a letter grade or a pass/no pass grade (most of them for a letter grade); whether or not they tried to speak in Korean outside class (most of them didn't) or; whether or not they expected the course was going to be difficult for them (most of them thought it would not be very difficult as it was a 101 level course). Comparing study time for the Korean course with previous experience in studying other foreign languages did not show a consistent pattern with the KA student group and many NKA student had not studied other foreign languages. Comparing study time with other courses in the present semester did not yield a consistent pattern, either.

4. Discussion

What appears to be happening behind the observed behavioral differences between the KA and the NKA student groups is that having or not having previous exposure to the target language, and the membership in the culture of the language may impact upon successful completion of the course. Many KA students, having previous knowledge of spoken Korean, appear to have a low threshold for 'getting it', and therefore, do not spend adequate time studying the course materials. Also their knowledge of spoken Korean seems to contribute to a lower sense of achievement resulting in a low degree of satisfaction, which may be connected to low motivation, and consequently to less study time.

On the other hand, the NKA students appear to be aided by lack of previous knowledge of the target language. They are learning something new and they are devoting a lot of time into studying. They seem to experience a sense of achievement and a higher degree of satisfaction thus higher motivation which in turn may be leading them to do more work. The NKA students have an additional motivation factor compared to the KA students. They have an integrative orientation to assimilate to the culture and to the people of the target language so they have a higher degree of interest and curiosity.

Due to their membership in Korean culture, the KA students lack integrative motivation, thus, possibly a lower degree of interest and curiosity. In addition, their membership provided them easy access to opportunities to learn the language, so that some of them felt they had future chances to learn the language.

This may be lifting the pressure of having to “get it” in the present course.

Based on the findings of the study a hypothetical conceptual map in Figure 1 may be established as follows. This figure exemplifies the case of the KA students. By converting +/- marks, the map may also describe the NKA students' case. Further research to confirm the relationships and flow among variables is needed.

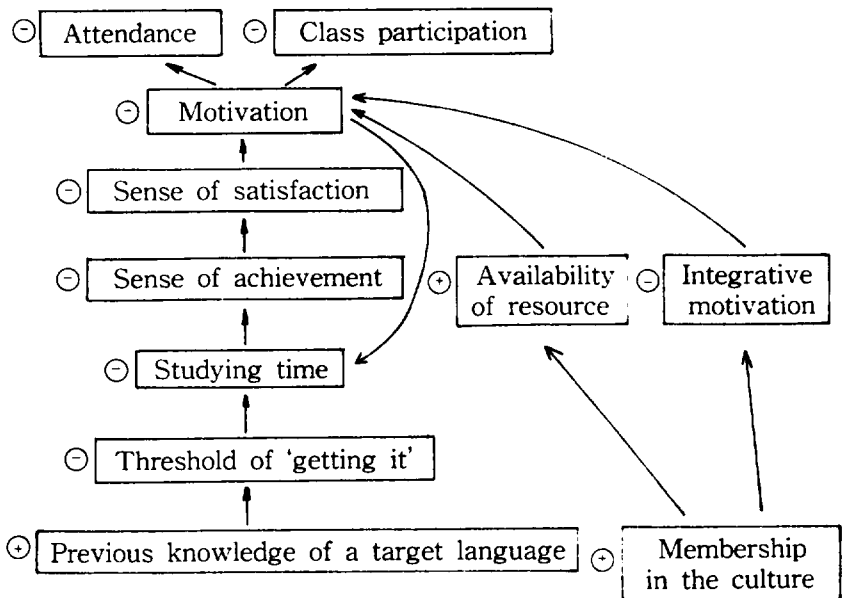


Figure 1. Conceptual map for the relationships among the variables for the KA students' difficulty in learning Korean.

* + and - marks are meant to designate more and less, instead of absolute presence or absence of a particular variable.

The teacher with fourteen years teaching experience commented on the general difference between KA and NEA student groups from her past teaching experience.

"... non-ethnic students had determination to master this language. According to my previous experiences, non-ethnic students really tried hard. They could [?] the whole situation of the language in terms of ... from the foundation and discourse and so on. So usually, non-ethnic students got an A below B. [For example,] last semester I taught self-instructional course. Out of sixteen students, two got incomplete, three had C..." (T/Shin :p.1.)

A NKA student, an informal participant observer, as Spradley (1980) uses the term, since she was present in the class even when the researcher was not able to be and observed many different aspects, described her perception of the difference between the two groups as follows:

"So I think there is a big difference, especially AAA is doing really well, because I think he wants to learn it so badly. Oh, yeah, BBB and CCC, yeah, I think all of us [NKA students] are trying that much harder. So basically, I think everybody is the same, of the same intelligence but maybe the non-Koreans do better because we have to study. The other people, they will have to study and chances are they probably know the answer on the quiz because they know the words. all they have to do is learn how to write it. But we don't know the word and we don't know how to write it, so we have to remember the word first and then how to write it. So I think, yeah, we are not

really, we are kind of at advantage, the non-Koreans. Because I think that we will learn probably a lot more.”
(NKA/Boston:p.2.)

While she added that NKA students may forget more after the course if they do not keep up as they do not have constant access to the target language, it was surprising to hear her express that NKA students may have an advantage over KA students as far as the present course is concerned. This statement seemed to triangulate further what the researcher has been observing, as this particular informant, along with other interviewees, didn't know what specifically the researcher was investigating other than being told that she was surveying feeling and thoughts about taking the course.

The same student's further comments suggests that this phenomena may be wide spread with the learners learning a language to which they have previous exposure. Being a Japanese -American herself who came to the U.S. in her teen years, she described her reservation of learning Japanese, even though she thought her Japanese could be improved.

“..... but like me if I take Japanese I already assume I know everything. So I don't pay attention, which is bad, because I don't understand everything so I should pay more attention, ...” (NKA/Boston:p.2.)

Her command of spoken Japanese is much higher than most of the KA students in the study, as she came to the U.S. when she was in her early teens. However, her comments seem suggestive of the presence of similar variables when learning a

parents' native language.

The implication of these phenomena in second language teaching is that learners with previous exposure to the target language, but not necessarily of that ethnic background, may also experience, knowing or unknowingly, negative variables. In fact, an experienced foreign language teacher and scholar, Rivers(1964) characterized the affective framework of foreign language learners in different stages of progress, i.e., beginners, intermediate, advanced learners. While Rivers did not address the difference in terms of the amount of previous exposure to the target language, considering her characterization in that respect seems appropriate, as learners in different stages of progress would have different amounts of exposure in a formal instructional setting and/or informal setting. She noted that beginners would be more enthusiastic about learning aided by "sheer novelty of the subject matter" and "being awakened by their curiosity or exploratory drive" among other things (pp. 82-83). However, as the learners progress more in their learning, and thus have more exposure to the target language, they may lose interest in doing persistent work, as "the curiosity drive has been satisfied" and as they perceive the goal-line of perfecting their language skills is too far away and there are fewer short-term incentives (p.86). Further research addressing the positive and negative affective variables that second language learners at different stages of progress may experience is called for since little research has been done in this domain.

This study provides a partial description of the differences between the two groups of students, and explanations for the differences are also limited. This study has focused only on the

differences in the two groups attitudes and behaviors. Possible explanations for the differences were also sought from the perspective of variables concerning individual students such as their motivation, satisfaction, and studying time.

To give a fuller picture of what is causing the differences, examinations from different angles may be necessary. Investigations of the possible reasons from different perspectives such as sociological and psychological variables may add valuable findings toward a more complete account for the phenomena. A glimpse of the possible variables in those domains during this study was whether a KA student had the desire to maintain and hand down his/her ethnic heritage. A KA student who was doing well in the course expressed his hope to work to help following KA generations maintain their ethnic heritage while some others implied they were not going to use Korean extensively living in the U.S. . . . Another domain may be patterns in teacher-student interactions. Further research in those domains may yield valuable findings toward a more complete account of the differences observed between the two groups.

5. Conclusion

It was observed in a Korean as a second language class room that KA students seem to experience difficulties in doing focused work compared to NKA students. Further investigation of the differences through observations, interviews, and a questionnaire survey suggested that previous knowledge of spoken Korean and

membership in the culture of the target language may work counterproductively for some KA students in learning the language, while most NKA students seem to be facilitated by not having those traits. The implication of the present study to second language education is that there is a need for research on the positive and negative effects of the second language learner's previous exposure to the target language. It is hoped that the finding of the study will draw the attention to second language educators and students to the need for examining the affective variables that originate from different degrees of previous exposure to a target language.

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국문초록

한국인 교포 2세의 한국어 습득 장애현상과 외국어 습득에의 시사점

김순택
고경희

외국어 교육계에서는 습득하고자하는 외국어에 대한 경험이 많을 수록 그 언어의 습득에 유리한 곳으로 보고있다. 본 연구 논문은 그러한 단순한 시각은 언어습득의 복잡성을 제대로 고려하지 않은 것임을 시사하는 현상을 다룬다. 본 연구 결과에 따르면 재미 한국인 교포 2세들은 그들의 가족배경으로 보아 한국어에 대한 언어경험이 많은데도 불구하고 그들이 수강하는 한국어 강좌에 대한 열의와 적극성 그리고 성취도에 있어 한국어에 대한 언어경험이 극히 제한된 비한국계 학생들보다 뒤지는 것으로 나타났다. 본 연구의 목적은 이 모순되어 보이는 현상의 이해를 도모하고 외국어 습득에의 시사점을 논의하는 데 있다. 수업참관, 인터뷰, 그리고 설문지 조사 등을 통한 자료수집과 분석결과에 따르면 한국인 교포 2세들의 한국어에 대한 사전 경험과 한국 문화권에의 밀착성은 보다 적극적인 한국어 습득에 장애요소가 되고 있으며 이러한 특성이 없는 비한국계 학생들은 오히려 한국어 습득에 더 적극적인 것으로 분석되었다.

이 연구 결과는 외국어 습득에 있어 그 언어에 대한 경험이 갖는 긍정적 및 부정적 영향에 대한 차후 연구의 필요성을 제시한다.

♣ 인문과학연구소 학술행사 ♣

제1회 : 한독 문학교류를 위한 작품 낭송회

- 문충성 교수(제주대) 자작시(2편)와 번역시 낭송
- 칼 리하 교수(독일, 지겐대) 자작시(11편)와 번역시 낭송
- 질의 응답 토론
 통역: 정혜영 교수(한양대)
 번역시 낭송 : 칼프 도이취(제주대), 김광규 교수(한양대)
 1995. 10. 6. (금), 15:00 - 17:00
 우경문화재단/ 주한 독일문화원 후원

제2회 : 모더니즘과 포스트 모더니즘

- 흔들리는 문화의 개념 : 인류학에서의 포스트 모더니즘
 유철인(제주대)
 토론 : 이기욱(제주대)
- 건축에 있어서의 모더니즘과 포스트 모더니즘
 고영훈(경상대)
 토론 : 김태일(제주대)
- 한국 미술속의 근대성과 모더니즘 그리고 포스트 모더니즘
 김현돈(제주대)
 토론 : 김유정(미술평론가)
- 종합토론
 사회 : 허남춘 교수(제주대)
 1995. 12. 5. (화), 14:00

♣ “인문학연구”계재 논문 공개 세미나 ♣

- “東學의 外來 道, 佛, 儒 三教 受容說 批判”
 : 안창범 교수(국민윤리교육과)
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♣ 한독 문화교류를 위한 작품 낭송회 ♣

번 개

문 충 성

어느 날부터 알몸으로 다니다가
 나는 보았다 푸른 하늘 아닌 또 하나 푸른 하늘을
 구름으로 알몸 가리고 머물거홀 다니다가
 갈매기가 떠다니는 또 하나 푸르름을

하늘은 천국이지만 날아오르는 것은 새들뿐
 인간이 사는 섬은 무엇인가 한사람 한사람이
 땀 냄새 짓이겨 죽음의 그늘이나 만들어낼 뿐
 여럿 모여 거짓사랑 참미움 죽어 사는 교활함이

꿈꾸면 죽는다지만 한번 가볼까
 산과 들 아득히 대나무밭으로 가서
 꿈의 껍질 풀어 참사랑의 씨앗을 뿌려볼까

누가 날 싫어하나 차라리 내가 좋아해버릴까
 깊숙이 한 가닥 번쩍이는 권력으로 가서
 환한 세상 꿈꾸는 제왕의 어둠을 꿰뚫어놓을까

Blitz

김희열/ 랄프 도이취 옮김

seit jenen Tagen laufe ich nackt herum
 sehe den Himmel nicht blau, dann wieder blau
 meinen nackten Körper von einer Wolke bedeckt, laufe ich träge umher
 sehe ich die Möwen fliegen dann wieder das Blau

der Himmel ist ein Paradies doch nur Vögel fliegen dort hinauf
 die Menschen leben auf Inseln auf denen jeder für sich
 Schweißgeruch zertrümmert und wo nichts entsteht als der Schatten des Todes
 wo sich nichts versammelt als falsche Liebe und wahrer Haß geboren aus Bosheit

wenn ich träume werde ich sterben aber soll ich es wagen
 durch Berge und Wiesen gehen in ferne Bambuswälder
 die Hülle des Traumes aufbrechen und den Samen wahrer Liebe sähen

soll ich den der mich haßt lieben und
 mit einem gewaltigen Strahl gleißender Macht
 die Dunkelheit des Herrschers der von einer hellen Welt träumt zerschlagen

활쏘기

젊은 날엔
 활쏘기를 하다가
 화살이 되기도 했다
 연초록 화살이 되어
 날아다니던 그리움이어
 겨냥을 꼬리에 달고
 날아가 과녁에 박히지만
 과녁은 저만치 있고
 동
 서
 남
 북
 엉뚱하게
 내 겨냥만 얼씨구
 꼬리 흔들고 있었다
 어둑어둑 저무는 날
 이젠 고통의 과녁이 되어 차라리
 이름모를 화살이나 기다리느니
 어떤 명궁 있어
 슬픔과 고통에 숨막히는
 깊숙이 그리움의 화살 날려보내줄른지
 그 자리에 그냥 꼬꾸라져
 콧물 피 쏟고 숨죽여 갈
 나의 명궁을 기다리느니

Bogenschießen

in jungen Jahren
 schoß ich mit dem Bogen
 und wurde zum Pfeil
 zum hellgrünen Pfeil
 umherfliegende Sehnsucht
 ich mache das Ziel an diesem Schwanz fest
 und er fliegt und trifft die Scheibe
 aber die Scheibe ist so fern
 im Osten
 im Westen
 im Süden
 im Norden
 sonderbar schief
 gutgelaunt
 bewegt nur mein Ziel den Schwanz
 dämmerig geht der Tag zur Neige
 nun werde ich zum Pfeil des Schmerzes
 und warte auf den Pfeil ohne Namen
 es gibt einen bekannten Schützen
 ob er Pfeile unendlicher Leidenschaft verschießt
 die in Trauer ersticken
 an diesem Ort stürze ich nieder
 das Blut strömt der Tod nähert sich
 ich warte auf den Treffer der mich niederstreckt

in diesem moment

칼 리하

ein plötzlicher wind
hat mich skelettiert

an mir hinabschauend
sehe ich
ich stehe
in einer pfütze blut

aber/ da ist
schock/ narkose
traum/ koma
kein bewußtsein mehr
das der schmerz
treffen/ könnte

karriere

er ist ein aufsteiger
er steigt auf/ aber
zum atmen die luft
wird immer dünner/ und schon:
peng/ platzt ihm der schädel

지금 이 순간

김 광규 옮김

갑자기 불어온 바람이
나를 빼만 남게 했다

내 몸을 내려다보니
피가 고인 웅덩이에
서 있는 내가
눈에 들어온다

그러나/ 있는 것은
충격과/ 마취와
꿈과/ 혼수상태뿐
고통을
느낄/ 수 있는
의식이 이제 없다

출세의 길

그는 위로 올라가는 사람이다
그는 위로 높이 올라간다/ 그러나
숨쉬기에 필요한 공기는
올라갈수록 희박해진다/ 그러다가 어느새
퍽 하고/ 그의 두개골이 파열된다

참조: karl rihr : *in diesem/diesem Moment*
gedichte, bilder, kurze prosa
Siegen 1984

김광규 옮김 : *지금 이 순간, 카를 리하 시집*
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