Fosterers' Perception of the Viewing of Children's Animation as a Method of Out-of-School Literacy Practices: Focusing on <Pororo> Viewing

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I. Introduction

School is not the sole place where learners get involved in their literacy practices. They read and produce various kinds of language materials in places outside of school, such as their home, peer community, and local community (정혜승 외, 2013). The topic of learners' out-of-school literacy practices has attracted attention because of their interaction with school literacy practices. In addition, out-of-school literacy practices are special in that they are carried out voluntarily by learners outside of school, and such practices have the potential to improve literacy practice within school (손원숙 외, 2015: 263).

Learners' home, in addition to their peer community, is the most important place for out-of-school literacy practices.[1] It is where learners begin and familiarize themselves with reading and writing activities and take certain attitude toward such activities. A fosterer, in many cases one's parents, has been noted as a key factor in learners' development of literacy. Many studies on home literacy practices

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1 According to 정혜승(2014: 288), among the places for literacy practices outside of school, learners' home is where their literacy is influenced the most.

emphasized the impact of parents' literacy practices on their children's development of literacy. According to the results, children's witness of their parents' literacy practices such as reading newspapers or taking memos had positive effect on their own literacy practices.[2]

In the cultural setting of Korea with high educational interest, the role of a fosterer in education in and out of school is getting more emphasized. The parental roles include guiding children's everyday behavior, building a sense of bonding, managing the preparation for college entrance, and assisting children's pursuit of career. As the concept of a fosterer is not limited to parents but encompasses grandparents or people outside of family, the aspects of children's education are being diversified. Fosterers' perception of education influences their decisions over the purposes, contents, and participations of children's education (최형성, 2005; 김윤숙 외, 2012; 이석호·이주연, 2012: 하순련·서현아, 2013).

Assuming that Korean language education seeks to help language development, education extends from pre-elementary school period to post-college period and embraces spaces in and out of school. In this light, the idea of agents involved in children's Korean language education should extend to include more people in addition to teachers and learners. The primary agent can be fosterers including parents. As mentioned above, fosterers play the most important role in learners' literacy development up until they enter elementary school. However, fosterers' involvement in children's literacy practices is hard to be explained solely in terms of teaching and learning as their own literacy practices and their interaction with learners are carried out with different purposes in different contexts compared to school. Especially in case of children's animation, which is most frequently targeted as a method of literacy

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2 Please refer to 손원숙 외(2015: 265-267) for a discussion on the influence of family factors on out-of-school literacy practices.

practices along with picture books, fosterers' perception and involvement have changed over time in terms of their point of view and understanding of the value and educational significance of children's animation as well as the reason for selecting children's animation as a target for literacy practices. The analysis of their perception and involvement will identify the characteristics of out−of−school literacy practices associated with fosterers and therefore draw important implications for improving out−of−school literacy education and incorporating school literacy practices with out−of−school literacy practices.

Based on such awareness of the problem, the present study focuses on the viewing of children's animation as one of the out−of−school literacy practices and examines the role of fosterers in their children's literacy practices. Specifically, the focus will be on fosterers nurturing young children (children aged between 1 and 6) in the stage where fosterers' influence on learners is significant and clear.

II. Research Methods

Literacy practices involving a child and a fosterer are diverse in their kinds; reading picture books of having a conversation are some of the examples. Recently, literacy practices associated with electronic media have attracted attention.[3] Literacy practices for children using electronic media have become prevalent since early 2000, with the rapid development and popularization of electronic media. Researchers have examined the effect of children's literacy practices related to electronic media on their development of cognition, social skills, emotion, and language (강둘련,

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3 Electronic media, a visual and audial medium of delivering information, refers to radios, TVs, films, internet, tablet PCs, and smart devices (박찬옥 외, 2011; 박성덕, 2015).

2003; 유구종, 2006; 고희숙·권민균, 2008; 강정원 외, 2011).

The previous studies on children's animation, among a number of electronic media contents that have been researched, examined the features of the particular text (공현희, 2013), children's viewing behavior with the focus on the particular means of delivering content (황정혜·박인우, 2015), and the ways to use children's animation for educational purposes (김은주·임홍남, 2011). Not many studies, however, investigated the use of children's animation as a medium for home literacy practices. Although children's animation may not be as education-oriented as other programs designed for child education, it serves as an important source of literacy practices in today's fostering environment.

Children's animation is establishing a new reputation. Once regarded as a resource to kill time or a harmful medium for children, animation for young children has been completely incorporated in our life, and accordingly, a prospective stance is being taken toward media education (Buckingham, 정현선 역, 2004). Given the growing demand for children's animation and the adoption of positive attitude toward it, the present study aims to analyze the attitude of fosterers toward animation for young children and their intentions and purposes for showing animation to children. The rationales for selecting an animation to fulfill the study purposes were that the animation should be i) encountered by children in their early stage; and ii) widely popular. <The Little Penguin Pororo> ('<Pororo>' hereafter), the most widely viewed animation for children under 9 years of age based on their preferences, was selected to examine fosterers' perception of children's animation.[4]

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4 <Pororo>, an animation for children of ages between 3 and 6, is co-produced by 'Ocon', 'Iconix', 'Hanaro Telecom', and 'EBS'. The animation was awarded with the golden prize in 2003 Digital Contents Grand Award and selected as a world-class product by the Ministry of Commerce Industry and Energy (공현희, 2013: 11). According to "Animation Industry White Paper," <Pororo> has ranked the first place

A survey questionnaire of a number of factors influencing fosterers' selection and showing of children's animation was conducted. First, factors that influence fosterers were selected. Based on the previous studies on fosterers' perception (이지영·이은영, 2013; 황정혜·박인우, 2015), questions about fosterers, children, animation as a viewing text, motifs and purposes for viewing, and viewing aspects were included in the questionnaire.

Next, the questionnaire was structuralized. The questions were divided and organized into '(a) the aspects of viewing of general children's animations, (b) the aspects of viewing of <Pororo>, (c) the respondents' general perception of the value of children's animation, (d) the respondents' general perception of <Pororo> (e) the qualities of <Pororo>, and (f) the experiences respondents had while showing <Pororo> to children.' The sections (a) and (b) aim to examine the similarities and differences between viewing general children's animations and <Pororo>. The sections from (c) to (f) are designed to find out how respondents' perception and expectations of general animations are embodied through <Pororo>.

The draft of the questionnaire written in July of 2016 was revised after the review of two researchers in Korean language education and one researcher in education evaluation. The completed questionnaires were distributed to 75 fosterers for 27 days starting from August 4, 2016, and a total of 45 questionnaires were returned. The questionnaires were provided both in hard copy and electronically, and the retrieved questionnaires were used for the analysis.[5] In the analysis,

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for consecutive years in "preference of animations by children under 9" (한국콘텐츠진흥원 정책연구소, 2015: 250−251).

5 The target of the research was limited to people who had showed children's animation including <Pororo> to their children before. Even in case where they do not currently show children's animation including <Pororo> to their children, they were asked to recollect their memories of showing it.

the frequency analyses of the survey results were performed mostly, and a correlation analysis was also carried out.

The following indicates the respondents' characteristics.[6]

Table 1. The characteristics of respondents

Questionary	Responses	N	Rate (%)
Age*	Above 25 - Under 30	1	2.2
	Above 30 - Under 35	10	22.2
	Above 35 - Under 40	17	37.8
	Above 40 - Under 45	11	24.4
	Above 45 - Under 50	3	6.7
	Above 50 - Under 55	1	2.2
	Above 60 - Under 65	1	2.2
	Above 65 - Under 70	1	2.2
Education	Graduated from high school or lower	8	19.0
	Graduated from college or lower	21	50.0
	Enrolled in graduate school or higher	13	31.0
Gender	Male	10	24.4
	Female	31	75.6
Occupation	Administration (Management)	1	2.2
	Business, accounting, clerical, and other related jobs	3	6.7
	Finance, insurance, and other related jobs	3	6.7
	Education, research in physical science, research in social science, and other related jobs	17	37.8
	Health science, medical, and other related jobs	3	6.7
	Culture, art, design, media and other related jobs	3	6.7
	Food service, and other related jobs	1	2.2
	Homemaker	12	26.7
Number of children you nurture	1	19	42.2
	2	20	44.4
	3	6	13.3

*The respondents' age is indicated in Korean age.

6 The respondents who gave no response were not included in the figures of frequency and rate presented in Tables of the response results.

As Table 1 shows, the characteristics of the respondents are as following. In the survey, 84.4% of the respondents were aged between 30 and 45 (Korean age), and the number of female respondents accounted for three more times compared to male respondents. Among the respondents, 81.0% had a bachelor's degree. Most of the respondents had professional jobs, with 37.8% working in research-related field including education. Among the respondents, 86.7% fostered two or fewer children. Although the above mentioned respondents' characteristics set a limit on the response results, they are significant in that they show the characteristics of certain groups. Therefore, the survey results reveal the perception that young, highly educated female respondents with a professional job who foster two or fewer children have about children's animation.

Ⅲ. Analysis and Discussion

1. The aspects of viewing of general animations

Table 2. The place for showing animations to your children (multiple responses)

Responses	N	Rate(%)
① Home	42	76.4
② Restaurant / Cafe	5	9.1
③ While commuting	4	7.3
④ Hospital or public institutions	2	3.6
⑤ Grandparents' place or other relatives' place	2	3.6
⑥ etc.	0	0
Total	55	100.0

Table 3. The medium of showing animations to children (multiple responses)

Responses	N	Rate(%)
① Television	38	59.4
② Desktop	0	0
③ Laptop	1	1.6
④ Tablet / iPad	11	17.2
⑤ Cell phone	13	20.3
⑥ etc.	1	1.6
Total	64	100.0

Table 4. The purpose of showing animations to children (multiple responses)

Responses	N	Rate(%)
① To help the children identify with other members of the peer group	4	5.3
② To make time for the fosterer him/herself	24	31.6
③ To entertain children	30	39.5
④ Learning/Education	12	15.8
⑤ Multi−child fostering	4	5.3
⑥ etc.	2	2.6
Total	76	100.0

Table 5. Whether the fosterer watches children's animation or not

Responses	N	Rate(%)
① Yes	31	68.9
② No	14	31.1
Total	45	100.0

Table 5−1. [In case the option ① was selected in Table 5] The time of the day the respondent watches children's animation (multiple responses)

Responses	N	Rate(%)
① In one's own time	1	2.8
② When the children watch the animation	33	91.7
③ etc.	1	5.6
Total	35	100.0

Table 5-2. [In case the option ① was selected in Table 5] The reason the respondent watches children's animation (multiple responses)

Responses	N	Rate(%)
① To check the contents of the material	13	25.0
② To draw the children's reaction	5	9.6
③ To observe the children's reaction	9	17.3
④ To respond to the children's reaction	15	28.8
⑤ To gain information about fostering	2	3.8
⑥ To have fun	5	9.6
⑦ etc.	3	5.8
Total	52	100.0

The analysis results of the aspects of the respondents' viewing of general animations are as follows. Fosterers selected home (76.4%) as the most common place to show children's animation. They tended to show children's animation through TV most frequently (59.4%). Entertaining children (39.5%) and making time for fosterers themselves (31.6%) were the main purposes of showing animation to children. The results show that children's animation is regarded as one of the ways to foster children at home and the respondents believe animations should entertain children. In 91.7% of cases, the respondents viewed children's animation with their children, and they watched animation in order to respond to their children's reaction (28.8%) and check the contents of the animation (25.0%).

It is noteworthy that the response rate of the option "to make time for oneself" was the second highest; such result is an indication of the respondents' belief that showing animation to children appropriately satisfies the needs of both fosterers and children. The viewing of animation entertains children while providing fosterers time of their own. However, by choosing their children's fun as the main purpose of showing animation over their chance to make time for themselves

shows that their children are their number one priority.

2. The aspects of viewing of <Pororo>

Table 6. The place for showing <Pororo> to children (multiple responses)

Responses	N	Rate(%)
① Home	41	69.5
② Restaurant / Cafe	8	13.6
③ While commuting	4	6.8
④ Hospital or public institutions	2	3.4
⑤ Grandparents' place or other relatives' place	4	6.8
⑥ etc.	0	0
Total	59	100.0

Table 7. The medium of viewing <Pororo> (multiple responses)

Responses	N	Rate(%)
① Television	38	66.7
② Desktop	0	0
③ Laptop	0	0
④ Tablet / iPad	6	10.5
⑤ Cell phone	13	22.8
⑥ etc.	0	0
Total	57	100.0

Table 8. The purpose of showing <Pororo> to children (multiple responses)

Responses	N	Rate(%)
① To help children identify with other members of the peer group	4	6.3
② To make time for the fosterer him/herself	17	27.0
③ To entertain the children	32	50.8
④ Learning / Education	4	6.3
⑤ Multi-child fostering	4	6.3
⑥ etc.	2	3.2
Total	63	100.0

Table 9. Whether or not they show other general animations besides <Pororo>

Responses	N	Rate(%)
① Yes	38	86.4
② No	6	13.6
Total	44	100.0

Table 9-1. [In case the option ① was selected in Table 9] The reason for showing other animations together with <Pororo> (multiple responses)

Responses	N	Rate(%)
① To supplement shortcomings of each animation by showing animations of different categories	2	4.3
② To enhance the learning effect by showing animations of the similar category	2	4.3
③ Because the animation is aired at the right time	7	15.2
④ Because the children like to watch it	33	71.7
⑤ To calm down the children	1	2.2
⑥ etc.	1	2.2
Total	46	100.0

Based on the understanding of the aspects of viewing of general animations, the fosterers' perception of <Pororo> will be examined. Such investigation will help learn if the fosterers perceive <Pororo> as a unique kind or as one of many other animations.

The fosterers said home (69.5%) is the most common place to show <Pororo> while choosing entertaining children (50.8%) and making time for oneself (27.0%) as the key purposes of showing children's animation to their children. This indicates the relationship between their attitudes toward <Pororo> and other children's animations.

However, the relationship between <Pororo> and other children's animations should be established with care. In the survey, 86.4% of the respondents said they 'show animations besides <Pororo>.' The greatest number of respondents chose the option 'because the children

like to watch it' (71.7%) as the reason for showing other children's animations, and the option 'because it is aired at the right time' (15.2%) followed next. The gap of 56.5%p between the highest and the second highest rates reveals that the fosterers show <Pororo> to their children not just because it is aired at the right time but because they wish to provide appropriate stimulation by checking whether their children have fun watching it.

3. The fosterers' perception about the value of animations

Table 10. The most effective educational content for children (multiple responses)

Responses	N	Rate(%)
① Picture books	31	56.4
② Children's animation	16	29.1
③ Educational comic books	3	5.5
④ Clips of children's songs	3	5.5
⑤ Clips of children's stories	0	0
⑥ etc.	2	3.6
Total	55	100.0

Table 11. The value of viewing animation in childhood

Responses	N	Rate(%)
① Not beneficial at all	1	2.2
② Not beneficial	6	13.3
③ Moderate	18	40.0
④ Beneficial	18	40.0
⑤ Very beneficial	2	4.4
Total	45	100.0

Table 11-1. [In case the options ③, ④, ⑤ were selected in Table 11] The age period when viewing animation is beneficial

Responses	N	Rate(%)
① Childhood (1 years old - 6 years old Korean age)	9	39.1
② Up to the lower grades of elementary school	7	30.4
③ Up to the higher grades of elementary school	0	0
④ Up to middle school	0	0
⑤ Beyond high school	0	0
⑥ Beneficial regardless of the age period	6	26.1
⑦ etc.	1	4.3
Total	23	100.0

The fosterers chose 'picture books' (56.4%) as the most educational medium of literacy practices for children and 'children's animation' (29.1%) as the second most educational. When asked whether viewing animation in childhood is beneficial, 'moderate' (40.0%) and 'beneficial' (40.0%) were rated the highest, while 'not beneficial at all' received 2.2%.

Regarindg the appropriate age period of viewing animation, 'childhood (1 to 6 years of Korean age)' (39.1%) was rated the highest, followed by 'up to lower grades of elementary school' (30.4%) and 'beneficial regardless of age period' (26.1%). The respondents evaluated picture books to be more educational than children' animation, and such result is relevant to the response saying they show animation to entertain children, as indicated in III. 1. and III. 2.

The educational value of animations and the respondents' perception of the fun brought by animations were examined in the responses for the question about the age period when viewing animation can be beneficial. The respondents believed it is most beneficial to show animation to children under 6 years old, namely, during the pre-elementary school period. They expected animation to play a beneficial role up until children begin receiving public education. On the other hand, it is noteworthy that 26.1% of the

respondents said animation is beneficial regardless of the age period.

The open-ended responses related to the age period of viewing animation can be categorized as following. The respondents who find the viewing of animation to be positive and worthwhile said it helps 'gain indirect experiences, experience fun, enhance communication abilities, develop emotion, enhance creativity, and practice effective education'. On the other hand, the respondents with negative attitude toward the viewing of animation expressed concerns over 'how their children may become obsessed with media due to lack of self-control, how books are more worthwhile than animations, how the excessive exposure to audiovisual stimulations may hinder the brain development, how they have repulsion for media, and how their children may get obsessed with smart phones'.

The responses indicate that while the respondents with positive attitude toward children's animation tended to focus on the contents of the animation, the respondents with negative attitude expressed concerns over media.

4. The fosterer's evaluation of <Pororo>

Table 12. Do you think <Pororo> is a fun animation?

Responses	N	Rate(%)
① Strongly disagree	0	0
② Disagree	1	2.2
③ Moderate	7	15.6
④ Agree	27	60.0
⑤ Strongly agree	10	22.2
Total	45	100.0

Table 13. Do you think <Pororo> is an appropriate animation for children to watch?

Responses	N	Rate(%)
① Strongly disagree	0	0
② Disagree	2	4.4
③ Moderate	6	13.3
④ Agree	30	66.7
⑤ Strongly agree	7	15.6
Total	45	100.0

Table 14. Do you think <Pororo> is beneficial for children?

Responses	N	Rate(%)
① Yes	39	86.7
② No	0	0
③ I don't know	6	13.3
Total	45	100.0

Table 14-1. [In case option ① was selected in Table 14] In what ways do you think it is beneficial? (multiple responses)

Responses	N	Rate(%)
① Language development	16	17.6
② Everyday attitudes/habits development	23	25.3
③ Sharing of peer culture	20	22.0
④ Emotion development	19	20.9
⑤ Cognition development	12	13.2
⑥ etc.	1	1.1
Total	91	100.0

Table 15. Has the viewing of <Pororo> changed your child?

Responses	N	Rate(%)
① Yes	24	55.8
② No	19	44.2
Total	43	100.0

Table 15-1. [In case option 1 was selected in Table 15] In what ways has it changed your child? (multiple responses)

Responses	N	Rate(%)
① Everyday attitudes or habits	7	17.9%
② Language development	14	35.9%
③ Expression of emotion	5	12.8%
④ Cognitive abilities	12	30.8%
⑤ etc.	1	2.6%
Total	39	100.0

When asked whether they think <Pororo> is a fun animation, 82.2% of the respondents showed positive attitude. In addition, 82.3% of the respondents said <Pororo> is appropriate for children to watch. It can be noted that the fosterers react positively to <Pororo> and they show <Pororo> to children for entertainment reasons.

Regarding the question about the helpfulness of animation to children, 86.7% answered yes. In detail, they believed viewing animation is helpful for the 'development of everyday attitudes/habits' (25.3%), 'sharing of peer culture' (22.0%), and 'development of emotion' (20.9%). On the other hand, relatively few respondents chose the 'language development' (17.6%) and 'cognitive development' (13.2%). However, 55.8% of the respondents said they themselves underwent changes after watching <Pororo>. They said viewing <Pororo> helped them change in their language development (35.9%), cognitive development (30.8%), and development of everyday attitudes and habits (17.9%).

The results show that the fosterers expect their children to change and mature to develop positive everyday attitudes and habits by watching <Pororo>. Yet, their expectation is not fulfilled in reality as the language development is the most remarkable change their children displayed.

Meanwhile, it is necessary to figure out from which qualities of

<Pororo> the criteria for the kinds of developments promoted by <Pororo> are drawn. The respondents were asked to rate the qualities of <Pororo> in the scale of 5, and the average score of their responses was computed.

Table 16. The respondents' perception of qualities of <Pororo>

Responses	Average
① The characters are of different personalities.	4.11
② Children can identify themselves with the characters.	3.67
③ Some characters' femininity is emphasized.	3.84
④ Some characters' masculinity is emphasized.	3.60
⑤ It captures children's imagination.	3.64
⑥ It helps develop an inquiring mind.	3.69
⑦ It includes events that draw children's interest.	3.98
⑧ It includes events that are likely to take place in everyday life.	3.69
⑨ It offers brief and clear lessons.	3.84
⑩ The story is well-organized.	3.80
⑪ The same story structure is repeated.	3.69
⑫ Its organization in separate episodes is appropriate for children to watch.	4.00
⑬ The episodes within one season continue from the previous one	3.44
⑭ It helps develop children's cognition.	3.60
⑮ It helps develop children's social skills.	3.82
⑯ Children encounter characters' behaviors and events over which are easy for them to make moral judgments (right or wrong).	3.87
⑰ It introduces topics that draw children's interest.	3.93
⑱ The temporal and spatial background attracts children's attention.	3.80
⑲ The use of cheerful and rhythmical background music helps the development of children's emotion.	4.00
⑳ The use of warm and bright colors adds pleasantness and vividness to the animation.	4.13

According to Table 16, the respondents highly agreed with four qualities (①, ⑫, ⑲, ⑳) of <Pororo>, with the average score of 4.00.

These qualities are relevant to the domains of <Pororo> which the fosterers perceive to be beneficial for children. Number ⑲, ⑳ is relevant to the development of emotion, and number ⑫, which is about the accessibility of <Pororo> for children, is related to sharing of culture among peers. Number ① is also relevant to the peer culture. The relatively low average score of the qualities related to everyday attitudes or habits (②, ③, ④, ⑧, ⑮) corresponds to the results displayed in Table 14-1 and Table 15-1. The fosterers expected <Pororo> to help their children develop everyday attitudes and habits while they believed their own language development was promoted. Such developments are drawn from the inner qualities of <Pororo>.

5. The impact of viewing <Pororo> on the fosterers

Table 17. Whether or not viewing <Pororo> had an impact of the fosterers

Responses	N	Rate(%)
① Yes	17	39.5
② No	26	60.5
Total	43	100.0

Table 17-1. [In case the option ① is selected in Table 17] The kind of impact (multiple responses)

Responses	N	Rate(%)
① Better understanding of childhood	3	8.3
② Understanding of their children's preference	10	27.8
③ Change of their perception of children's animation	7	19.4
④ Change of their preference over <Pororo>	4	11.1
⑤ New understanding of the interesting elements of <Pororo>	11	30.6
⑥ Self-reflection of the fosterers	1	2.8
⑦ etc.	0	0
Total	36	100.0

Among the respondents, 39.5% said viewing <Pororo> had an impact on them while 60.5% did not experience any impact. The causes of such result may be inferred from the fosterers' circumstances. First, children's animation such as <Pororo> may not draw interest of adult fosterers. In addition, as they watched <Pororo> for their children's interest and curiosity, it may not be likely to inspire the fosterers to experience any impact.

Although the rate was low, the respondents who learned a lesson or experienced an impact said they underwent changes in many ways. The response saying they gained a 'new understanding of <Pororo>' received the highest rate of 30.6%, and the response saying they gained an 'understanding of their children's preference' followed with the rate of 27.8%. This indicates that <Pororo> can bring about changes in adult fosterers' perception of children's animation and that it helps the development of understanding and sense of bonding between fosterers and their children.

6. The respondents' perception of the side effects of viewing <Pororo>

Table 18. Whether or not children's viewing of <Pororo> has side effects

Responses	N	Rate(%)
① Yes	16	36.4
② No	28	63.6
Total	44	100.0

Table 18-1. [In case option ① is chosen in Table 18] The aspects of the side effects (multiple responses)

Responses	N	Rate(%)
① Imitation of the characters' dangerous behaviors	0	0
② Imitation of the characters' way of talking	2	6.5
③ Children's excessive concentration on and obsession with the animation	11	35.5
④ Interference with children's other activities such as reading books or exercising	9	29.0
⑤ Children's demand for related goods including toys	9	29.0
⑥ etc.	0	0
Total	31	100.0

Table 19. The relationship between the number of days of viewing <Pororo> and its side effects

The average number of days of viewing <Pororo> in a week		whether or not children's viewing of <Pororo> has side effects		Total
		① Yes	② No	
① 1~2 days	N	5	13	18
	Rate(%)	27.8%	72.2%	100.0%
② 3~4 days	N	4	7	11
	Rate(%)	36.4%	63.6%	100.0%
③ 5~6 days	N	3	0	3
	Rate(%)	100.0%	0.0%	100.0%
④ 7 days	N	3	0	3
	Rate(%)	100.0%	0.0%	100.0%
Total	N	15	20	35
	Rate(%)	42.9%	57.1%	100.0%

*chi-square=9.861, p=0.020

Among the respondents, 36.4% said viewing <Pororo> has side effects while 63.6% indicated otherwise. Considering the heightened concerns over media obsession in today's society, such result is encouraging. The respondents believed the side effects included

'children's excessive concentration on and obsession with the animation' (35.5%), 'the interference of other activities including reading books or exercising' (29.0%), and 'the demand of related goods including toys' (29.0%). The responses show that the fosterers are alert for children's obsession with electronic media and they aim to help their children find a balance between physical activities and cognitive activities.

In addition, the relationship between the average number of days of viewing <Pororo> in a week and the side effects was examined. The results showed that the number of days of viewing <Pororo> affects the fosterers' perception of the side effects ($p<0.05$). All of the respondents (100%) believed viewing <Pororo> more than five days a week in average would cause side effects; such result has an implication for the appropriate number of days for viewing of children's animation.

IV. Conclusion and Implications

The present study focused on home literacy practices in childhood. In order to examine the role of fosterers who have the utter influence on children's literacy, the study is targeted at fosterers presently nurturing children. Fosterers' perception of the widely popular children's animation <Pororo> was investigated. Survey questionnaires including various factors related to fosterer's selection and showing of children's animation were developed, distributed and collected to conduct a frequency analysis and a correlation analysis.

This study has the following limitations. First, The number of samples is small and the possibility of generalization is insufficient. As described in the text, the survey results reveal the perception that young, highly educated female respondents with a professional job who foster two or

fewer children have about children's animation. Second, Most of the responses are frequency analysis, so there is insufficient correlation analysis. However, in the discussion section, the interpretation was enriched by contextualizing the analysis results.

The results are as following. First, in the analysis of viewing of general animations, children's animation was found to be a tool for in-home fostering as well as an entertaining medium of literacy practice. Second, the analysis of viewing of <Pororo> showed the fosterers' attitudes toward the children's animation <Pororo> are in parallel with their attitudes toward children's animation in general. In addition, <Pororo> was identified as a medium of literacy practice selected for the fosterers to see if it entertains their children and to provide appropriate stimulation. Third, according to the analysis of the fosterers' perception of the value of animations, while the respondents with positive attitude toward children's animation tended to focus on the contents of the animation, the respondents with negative attitude expressed concerns over digital media including audiovisual medium and smartphones.

Fourth, the analysis of the fosterers' evaluation of <Pororo> revealed the fosterers' expectation for their children's change and maturity. The qualities of <Pororo> were found to be beneficial for the children's language development rather than the development of everyday attitudes or habits. Fifth, according to the analysis of the impact of viewing <Pororo> on the fosterers, although <Pororo> is insufficient to inspire the fosterers to change themselves, it has an impact on the adult fosterers' perception of children's animation and helps heighten the understanding and sense of bonding between the fosterers and their children. Finally, the analysis of the fosterers' perception of the side effects of viewing <Pororo> revealed they are more aware of the side effects when the number of days of viewing <Pororo> increased.

The results reveal the following significance and suggestions.

First, the meaning of 'parent' factor, discussed as one of the relevant elements of out-of-school literacy, is expanded to a 'fosterer' factor in the present study. The expansion reflects the present circumstances where a number of agents beside parents contribute to learners' education in the changing organization of families of modern society. However, due to the sample size of the present survey, there was a limitation in understanding the perception of various kinds of fosterers. This should be complemented by the diversity of research methods in future studies.

Second, in the previous studies, adults including parents or teachers were believed to influence the literacy practice of children or students and not the other way around. This implies that acquisition of literacy is thought to occur in a vertical, one-way direction. However, this study revealed fosterers and children interact with each other in terms of their literacy practice. It sheds light on the need of further studies to elaborate on the effects of educational interaction on the development of out-of-school literacy practice.

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ABSTRACT

Fosterers ' Perception of the Viewing of Children's Animation as a Method of Out-of-School Literacy Practices

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The present study focused on the home literacy practice in childhood. In order to examine the role of fosterers who have the utter influence on children's literacy, the study is targeted at fosterers presently nurturing children. Fosterers' perception of the widely popular children's animation <Pororo> was investigated. Survey questionnaires including various factors related to fosterer's selection and showing of children's animation were developed, distributed and collected to conduct a frequency analysis and a correlation analysis.

The results showed that 1) children's animation is a tool for in-home fostering as well as an entertaining medium of literacy practice, 2) <Pororo> is a medium of literacy practice selected for fosterers to see if it entertains their children and to provide appropriate stimulation, 3) while the respondents with positive attitude toward children's animation tended to focus on the contents of the animation, the respondents with negative attitude expressed concerns over media, 4) fosterers expect <Pororo> to help their children change and mature, 5) <Pororo> has an impact on adult fosterers' perception of children's animation and helps heighten the understanding and sense of bonding between fosterers and their children, and 6) fosterers are more aware of the side effects when the number of days of viewing <Pororo> increased.

The present study is significant in that it expanded the meaning of 'parent' factor, which has been introduced as one of the relevant elements

of out-of-school literacy, to 'fosterer' and that it revealed the interaction of fosterers and their children in terms of their literacy practices.