

The Korean-Vietnamese Multicultural Families' Experiences of Visiting Maternal Homes in Vietnam

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Abstract

The purpose of this research was to explore the experiences of Korean-Vietnamese multicultural families when visiting their maternal homeland, Vietnam, and to investigate the educational program of supporting their visits. The research participants were 42 Korean-Vietnamese multicultural families who participated in the program. Researchers collected data through group discussion and pre- and follow-up interviews with participants. The results of this research were as follows. As for the children, first, they became closer to the culture of their mother's country. Second, they confirmed family affection when they received love and a hearty welcome from their maternal family members. Third, their interest in the Vietnamese language, food, clothing, and shelter increased through personally experiencing and understanding Vietnamese culture. Fourth, visiting their maternal home helped them understand and form a positive view of their own multicultural identity. As for the mothers, their confidence was restored while they shared the joy of the family reunion. Second, the mothers were able to please their parents by showing their happy married life. Third, the mothers were able to expand exchanges among marriage-immigrant women and find hope for the future by interacting with other multicultural families. As for the fathers, first, through the visit to their wife's parents' home, they understood the difficulties that their wife underwent in Korea and their attitude changed in that they made efforts to be more considerate towards their wife. Second, they felt a more intimate connection with their wife's family as a result of receiving a hearty welcome and having a good time. Third, they discovered the multicultural potential of their children and thought about their children's future in a positive way. It is expected that the educational program of supporting visits to their maternal home will be developed into one that supports the holistic development and growth of multicultural family children with the goal of helping those children to develop multicultural capabilities and grow to be global leaders.

Keywords: Korean-Vietnamese multicultural family, experiences of visiting maternal home, educational program

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Introduction

Many people from all over the world are crossing racial or national boundaries freely, interacting with each other, and forming a multicultural society. Korea, which has developed a strong bond among Korean people based on 5,000 years of history and culture, is transforming into a multicultural society in accordance with the trend of globalization (Yoon & Kim, 2012). Korean society is increasingly becoming multi-cultural since the 2000s, due to the increased number of immigrant workers, the expansion of international exchanges, and the growth of the number of unmarried men.

According to the survey by the department of multicultural family policy, Ministry of Gender Equality and Family (2015), as of July 2015, the number of multicultural families was about 820,000, increasing steadily every year and expected to reach 1 million by 2020. Looking at the countries of origin of foreign residents, 52.8% of the foreign residents are from China, followed by Vietnam with 12.6%, Thailand with 4.9%, the Philippines with 4.8%, the US with 3.9%, Cambodia with 3.1%, and other countries of Asia 8.8%. However, the percentage of foreign residents who aim to form a family is the highest in the case of Vietnam, 27.0%, followed by China, 21.1% (Ministry of the Interior, 2016). This shows that families composed of marriage-immigrant women from Vietnam occupy a large portion of the multicultural society in Korea. And it implies that Korean-Vietnamese multicultural families also play an important role in the integration of foreigners into Korean society.

Due to the rapid growth of married immigrants' families, the number of children in these families is also rapidly increasing. Currently, the number of children from multicultural families in Korea is 197,550. It increased 4.5-fold over 10 years (Ministry of the Interior, 2016). The average age of children from multicultural families is 7.7 years. As for the age distribution of the children from multicultural families, preschool children under 6 years old account for the largest share (45.8%), followed by 31.0% for elementary school children between the ages of 6 and 11. The combined total of these two age groups is 76.8%. This indicates that children below the age of junior high school form the majority of the children from multicultural families.

Considering the fact that the number of children from multicultural families under 6

years old constitutes the majority of the total number of children from multicultural families, we can naturally expect that the proportion of children from multicultural families will increase even further in Korea in the future. It supports the fact that Korean society is rapidly changing into a multicultural society and suggests the importance of early childhood education for children from multicultural families who will become the key members of future society for development and integration into the global society (Anderson, 1999; Mand, 2010). Children who have been educated by a Korean father and a foreign mother or a foreign father and a Korean mother have the advantage of being able to experience and understand the culture and language of both countries naturally. They can play a big role as global leaders in future society by learning the different languages and cultures of their parents (Hall, 1992; LaFromboise, Coleman, & Gerton, 1993; Suh, 2008).

In particular, married immigrant families are in conflict because Koreans, who are proud of being a single nation, are somewhat negatively affected by the change to a multicultural society. The situation of children from married immigrant families is poor in many aspects. They have potential to grow into future leaders, but have a hard time in schools and society due to problems such as bullying, developmental delay and poor learning, discrimination and alienation, and cultural maladjustment and identity confusion (Cheryan & Monin, 2005; Kim, 2009; Kim, 2010; Kim, 2011; Kim, 2015; Koo & Choi, 2012; Lee, 2011; Lee, Kim, & Chun, 2013; Oh, 2005; Oh, Kim, & Kim, 2009; Park & Ohm, 2007; Townsend, Markus, & Bergsieker, 2009; Won, 2011; Yang & Kang, 2015). In addition, they are even exposed to serious risks regarding growth and development. There are many children from multicultural families whose language development is delayed due to insufficient conversation with a foreign mother who is not good at speaking the Korean language (Hwang & Jeong, 2008; Jeong, 2004).

Children from multicultural families suffer identity confusion due to differences in language and culture at home. It depends on the socioeconomic status of their parents, parenting attitude, and so on. Children perceive their own family negatively or have difficulties in establishing self-esteem positively, while growing up inside the different values and life attitudes of parents, and difficulties of communication with their mother (Jeong & Lee, 2010; Suárez-Orozco, 2004). They have a low self-esteem due to the fact that they are members of multicultural families and they show lack of self-esteem about

their foreign mother and the culture of their mother's country (Kim, 2011; Shih & Sanchez, 2005). Social prejudice against a foreign mother causes children from multicultural families to suffer psychological distress and bullying. An unstable growth environment may lead to a delay in the socialization process of children from multicultural families, school maladjustment, and further social maladjustment (Brackett et al., 2006). Therefore, social support is needed to support the healthy growth of multicultural families and their children and to develop their multicultural competencies.

In this context, a number of programs have recently been developed and implemented in Korea to support healthy family functioning in multicultural families. However, programs for multicultural families are mostly focused on marriage immigrants and their children and programs that have been proven to be effective as a whole family involvement are not enough (Hong, Chae, & Lee, 2010). The programs involving family members are also targeted only to members of specific relationship, not the entire family, such as promoting parental competence and marital relationship (Kang, 2015; Kim, Kim, & Lee, 2015) or promoting parent-child relationships (Kang & Hwang, 2013; Min, Kim, & Kim, 2011). In particular, there is no program that introduces appropriate education contents and methods considering the characteristics of early childhood development for their healthy growth. Multicultural family support policies in Korea are changing from supporting the early settlement of marriage-immigrant women to assisting for their children's growth. Therefore, it is necessary to develop a family integration program focusing on early childhood children of multicultural families so that they can become healthy members of society and achieve social integration.

The program supporting visits to their maternal homes aims to help children grow up healthy and play an important role as a driving force of future society. It provides an education program to children who had the opportunity to visit their mother's country, Vietnam, and to feel the importance and love of their family and create a strong bond among them. This research set out to explore the Korean-Vietnamese multicultural families' experiences of visiting their maternal homes. And we sought to improve the quality of future programs by examining their experiences.

Method

Program of the Korean-Vietnamese Multicultural Families' Visiting Their Maternal Homes in Vietnam

To develop the program supporting visits to their maternal homes, researchers investigated related literature and planned the whole schedule of the program. Based on the professional books (Ewha Kindergarten, 2011; Koo, Park, & Seol, 2010), theses, journals, research reports, and picture books for children about multi-culture (National Library for Children and Young Adults, 2016), we have laid the foundation for developing and implementing the program. We have reflected the individual characteristics of participating families in the program after reviewing the contents of the application form and gathering the group activists' opinion at the program planning meeting. Parents want their children to experience Vietnamese culture, to form a bond with their maternal family members, and to share the mother's childhood experiences. The program is composed of three parts: the preliminary interviews conducted before visiting their maternal homes and preliminary educational program; living in their maternal home for five days and four nights; and the local educational program and cultural educational program conducted in Vietnam.

Five themes were selected and various activities were developed accordingly in order to achieve the goals of the program. The educational program themes and activities are as in Table 1.

First, to promote children's knowledge of and interest in Vietnamese culture, children had opportunities to learn about the culture and language of their mother's country, Vietnam. Children were encouraged to gain a comprehensive knowledge of Vietnamese culture with their peers and teachers and to have a positive attitude toward Vietnamese culture. Second, to form the positive self-identity of children of multicultural families, the program consisted of diverse activities through which children could find happiness for themselves and their family, recognize themselves as being able to help, and have fun. Third, to strengthen the bonds within the family, the program included activities involving greeting and sharing pleasant memories with other families who gathered together. They could deepen their love through audiovisual activities about paintings of their joyful

Table 1. *The Educational Program Themes and Activities*

Themes	Activities	Target Participants
Enhancing the Children's Understanding about Vietnamese Culture	Large group discussion about Vietnam	Children
	Speaking in Vietnamese and making a picture Dictionary about Vietnamese language	
	Vietnamese traditional dance	
Building a Positive Self-Identity	Helping each other within a family	Children
	Large group discussion about the happiness of my family	
	Singing together about happy family	
Strengthening Family Bonds	Introducing my own family	Children and Parents
	Making a family photo frame	Children
	Drawing about happy experiences with my family	
	Dancing and playing games	Children and Parents
Expressing Love for Their Maternal Family Members in Vietnam	Storytelling 'Grandmother who lives in Seoul and in Hanoi'	Children
	Making a present for my grandparents	Children and Parents
Promoting Parenting Capacity through Mutual Respect	Lecture for parents about desirable parenting methods	Parents
	Small group discussion about child rearing	

experience in Vietnam and stories that thank their parents. Fourth, based on the theme of expressing love for their maternal family members, children came to realize that their mother's parents and relatives live in Vietnam and gave thanks and love to them for raising their mother. Last, on the theme of promoting parenting capacity through mutual respect between parents, parents learned about desirable parenting methods and used them in their own parenting practice. This also helped parents improve their child care and support their children's development.

Participants²

The participants of this study were 42 Korean-Vietnamese multicultural families who have been selected by the program run by the Korea Foundation for Women to support

² Name of research participants was changed into pseudonym.

visits to their maternal homes. Families of marriage-immigrant women from Vietnam submitted applications to the program through a nationwide group that supports multicultural families. When they completed the applications, they all agreed to participate in this study. The final participating families were selected after screening by a committee consisting of experts on marriage-immigrant women and children of multicultural families. The purpose of this program is not only to help the Vietnamese marriage-immigrant women become good parents, but also to develop marital relationships through understanding and respect, to create a positive identity for their children, and to promote family love and harmony. Therefore, Vietnamese married immigrant couples, their children, and family members were all research participants.

The distribution of families participating in the program was as follows: 14 families in Seoul and Gyeonggi-do, 1 in Chungcheong-do, 8 in Jeolla-do, 17 in Gyeongsang-do, and 2 in Gangwon-do. The age of the marriage-immigrant women ranged from 27 to 47 years, with an average age of 33.9 years. The spouses were between 40 and 60 and had an average age of 42.5 years. The marriage-immigrant women married between 2004 and 2015 and moved to Korea. 6 of the women were living alone because of the death or divorce of their spouse. The ages of the children participating in the program ranged from 3 to 17 years, with the majority of them aged 5 to 9 years and an average age of 7.7 years. 9 children aged 3 to 4 did not participate in the children's program, but their parents took care of them. 2 children aged 16 and 17 participated as classroom helpers. Among the 66 children who participated in the program, 7 children had visited their maternal home three times before the program, 19 had done so twice, 35 had done so once, and 16 had no visit experience. Those children who had visited their maternal home did so between 2008 and 2017.

Most of the families participated in the study used Korean language when communicating with each other. Most of the children were more accustomed to using Korean than Vietnamese. There were also parents who were absolutely forced to use only Korean. On the other hand, there were some parents who were teaching Vietnamese to their children. In this case, the children's attitudes toward Vietnamese language showed some tendencies. Some children liked to learn and use Vietnamese well, but some children refused or refrained from learning Vietnamese. Their mothers could not continue to teach Vietnamese to their children.

Data Collection and Analysis

During the program, researchers collected the data through 3 children's large group discussions, 3 parents' small group discussions, and 1 pre- and 1 follow-up interview. The group discussion and interview sessions were digitally recorded with scripted notes taken by the researchers.

We composed the filed notes of the group discussion and interview based on the audio recording and scripted notes. While carefully reading the overall report of them, researchers made efforts to find what participants think they experienced through the program and the meaning of their thoughts. We searched the common patterns of the data and labeled the responses. Meanwhile, we wrote a memo for generating a preliminary list of categories and revised the preliminary list of categories repeatedly to generate an upper category list. After determining the sub-categories along with the upper categories, we excerpted suitable cases accordingly for each category. The collected data was re-analyzed based on the categories. The results were subdivided into the following categories; children, mothers, and fathers.

Results

Experiences of Visiting: The Children's Perspective

The children experienced a considerable number of changes and achievements. They became more familiarized with the culture of Vietnam, which is the home country of their mother. They could meet the relatives from the mother's side for the first time, which was the case with many of them, and build family ties. Also, they became more interested in the language of their mother's country and more motivated to learn Vietnamese, while establishing a positive sense of identity.

Becoming closer to the culture of their mother's country. Children from multicultural families were able to achieve many accomplishments and gains by visiting their mother's hometown with their parents. These experiences have allowed them to lay

the groundwork for forming a multicultural identity in Korea and Vietnam. Children had the opportunities to learn about the culture of their mother's country and become closer to Vietnamese culture. Most of the children who participated in the program visited Vietnam for the first time. Children who had learned about Vietnamese culture, symbols, and language by using various audiovisual materials in the pre-educational program were able to directly experience a variety of cultures and artifacts based on their prior knowledge through visiting Vietnam.

Mother: My parents sell rice cake in the market. When we visited Vietnam before, they spent time with us not working because we had not seen each other for a long time, but this time I want my children to experience Vietnamese culture, so I asked my parent to sell rice cake during the visit and my children and I helped them working in the market. Children received Vietnamese money and gave out change.

Sohyun: It was fun!

Jihyun: I put the money in the box!

(Sohyun, Jihyun, and mother, 27 Nov. 2017)

Sohyun (age 9, girl) and Jihyun (age 7, girl)'s mother provided chances for them to experience the culture of Vietnam whenever she could. Their mother asked her own mother, who was selling rice cakes in Vietnam, to allow the children to participate in her business. It was based on the idea that, as the grandchildren received money from the customers and give out change, they could experience the culture of Vietnam such as a shop in Vietnam, foods including rice cakes, and economic activities, etc. In fact, Sohyun and Jihyun remembered selling rice cakes in the shop to have been fun and they were proud of what they did. Children could learn the culture of Vietnam through such experiences and get familiar with it.

Building a family bond with the mother's family. Children confirmed family affection when they received love and a hearty welcome from their maternal family members in Vietnam. It is difficult for children from multicultural families to see their maternal relatives because they live abroad and they do not feel much love and affection from their maternal relatives. This program provided a chance to experience the existence of their maternal family members who love them and feel their love and affection.

Gyuhyuk asks to go to Vietnam again. There are grandparents in his mind nowadays. In his mind... all the family got together and they gave a lot of love to Gyu Hyuk in Vietnam. We were not lonely because there were many people with us. It was so heart-warming, but here in Korea, there were just two of us. In Vietnam, there are so many sisters, brothers, uncles, and aunts, so he asks me when we can go to Vietnam again. He said, "Mom, let's work hard to make money and go to Vietnam!"

(Gyuhyuk's mother, 26 Nov. 2017)

Gyuhyuk (age 9, boy) remembers how much his family in Vietnam loved him and he missed them dearly after coming back to South Korea. Unlike the days in Korea in which he lived with his mother only, being together with his grandparents from the mother's side as well as brothers and sisters who loved them dearly made him realize that he had more family members on his mother's side and allowed him to form family ties with them. Visiting the grandparents in Vietnam served as a key opportunity for the children of marriage immigrant women, as the children got to meet and recognize their existence, forming a close relationship with them. Also, it helped them see Vietnam as a place they wanted to visit once again as there were family members who loved them.

Motivation to learn the language of the mother's country. Children's interest in the Vietnamese language increased through personally experiencing and understanding Vietnamese culture. After having a conversation in Vietnamese and experiencing daily life in Vietnam, they became motivated to speak Vietnamese like their mother. Mothers said that the demand for learning Vietnamese is growing before visits to Vietnam.

Yena and Sena learn Vietnamese. Sena studies hard. I speak Vietnamese. Sena repeats after me. Sena said, "I should know Vietnamese in order to go Vietnam later. I don't know Vietnamese well, so I should learn it." She learns Vietnamese these days.

(Yena and Sena's mother, 1 Dec. 2017)

As the children met the family members from the mother's side who spoke Vietnamese, they naturally got interested in the language, as well. The mother of Yena (age 10, girl) and Sena (age 9, girl) said that the children, especially Sena who is the younger one, showed a stronger interest in learning, so she is continuing to teach them Vietnamese. Previously, the

children usually refused to learn Vietnamese even when their mother tried to teach them, but, when they realized that it was impossible to communicate with the family there without their mother's interpretation, they felt the necessity of learning the language and appeared to be more motivated.

Forming a positive multicultural identity. Visiting their maternal home helped the children understand and form a positive view of their own multicultural identity. Visiting Vietnam made them curious about Vietnamese language and culture. They could have an opportunity to compare Vietnam with their life in Korea and think about the relationship between Korea and Vietnam and talked with their parents.

It was an opportunity for the children to meet their Vietnamese family members. They never thought of them before, but they seem to be able to think 'I have relatives on the mother's side, too!' now. When their mother calls the name of a Vietnamese family member, they can understand who it is. They seem to understand the family relationships.

(Gaeun and Seokhoon's father, 2 Dec. 2017)

The children could establish a multicultural identity as they realized that their family on the mother's side was Vietnamese after they visited Vietnam. The mother of Gaeun (age 10, girl) and Seokhoon (age 8, boy) said that her children did not recognize the existence of their family on the mother's side living in Vietnam nor felt the family bond with them, but, after their visit to Vietnam, they learned their names and recognized their relationships with them. This helped the children to think of themselves being connected with the family in Vietnam in a family bond, helping them form a multicultural identity.

Experiences of Visiting: The Mother's Perspective

The mothers could meet their families after a long time and experience their love and care, which gave them peace of mind and more confidence in their life in South Korea. Also, the mothers' families could see their daughters having a happy marriage, which gave them joy. The marriage-immigrant women, also, could increase their interactions with other women who were in similar situations, forming a network.

Finding peace of mind in seeing their own family and building self-confidence. The mothers participating in the program experienced and accomplished the followings when they visited their hometowns with their spouses and children. Their confidence was restored while they shared the joy of the family reunion and they found peace of mind. Many marriage-immigrant women had a hard time adjusting to life in the new country, Korea, and it has not been easy for them to visit their hometowns. They were able to support their children's visits and were very happy to meet their parents and family members after a long time.

It was so good to meet my parents and get together with all the family members. I was so happy because I hadn't visited my home in Vietnam for 5 years. This visit makes me feel comfortable. Neighbors in Korea tell me I look better. They say that I look happier than before.

(Gyuhuk's mother, 26 Nov. 2017)

The happiness and joy they felt when they met their family in Vietnam continued even after they returned to Korea. Gyuhuk's mother, who is raising her children alone in Korea, had a chance to visit her home after a long time and meet her own parents and family. Her neighbors now said that she looks much brighter and more cheerful than she did before. After she came back to Korea and returned to her arduous daily life, she still did not lose her smile on her face because of the happy memory of time with her family that gave her the energy and confidence that she had lost.

Convincing the parents that she is having a happy marriage and making them happy. Mothers were able to please their parents by showing their happy married life. Vietnamese marriage-immigrant women really missed their parents during their long absence. They made their parents happy this time by showing them their children who grew up healthy. It was a good opportunity to relieve the past worries and practice the filial piety that had not been done for a long time by showing them the bright side of their grandchildren that they were looking forward to.

Gaeun wrote a letter and sent it to grandmother. Gaeun's grandmother shed tears of joy. She said the letter was so good. Gaeun wrote that she thanked her for giving birth to her mom, so grandmother shed happy tears.

(Gaeun's mother, 2 Dec. 2017)

When Gaeun's mother interpreted the contents of the letter Gaeun (age 10, girl) wrote to her grandmother, the grandmother became highly emotional and broke into tears. Gaeun's mother must have felt such a great joy to see her own parents so happy after seeing the letter their grandchildren made for them. She might have felt proud of being a good daughter after not being able to visit them for so many years, by presenting their grandchildren, who had grown up healthy and beautiful, to them.

Increased interactions and networks with other marriage immigrant women. The mothers were able to expand exchanges among marriage-immigrant women and find hope for the future by interacting with other multicultural families who had similar cultural and familial backgrounds. Mothers are relatively limited in their interaction with multicultural family mothers from the same background. However, since the program recruited on a national scale, it provided a great opportunity for mothers participating in the program to interact with one another. The exchange between mothers has achieved not only quantitative expansion but also qualitative growth of relationships.

It was very good. I realized there are similarities between me and other mothers, so we discussed with each other and were able to think, 'Oh! That is good idea. It can work!' after hearing about others' opinions.

(Hyojung's mother, 3 Dec. 2017)

Other families had harder times than my family. I was ashamed because one mother had not visited Vietnam for 9 years! She said she couldn't visit Vietnam because she had to work.

(Minseo's mother, 18 Nov. 2017)

Through this program, mothers also found friends who understood them, someone they could talk with and relate to. Hyojung (age 13, girl) and Seunghyun (age 10, boy)'s mother could empathize with other mothers living in similar situations, talk with them, and obtain valuable information to make her daily life easier. Also, mothers could find lessons to learn from other mothers who were carrying on with their life in a harsh situation. Minseo (age 9, girl)'s mother said that she felt ashamed to see other mothers who were living in a tough environment without losing their smiles. As a result, these mothers felt empathy with those who shared their special conditions as marriage-immigrant women and comforted those

who were living in an even more difficult situation. This program could expand the exchanges between these women to enable them to share positive influences with each other and eventually regaining their good spirits, allowing them to carry on with a more positive attitude.

Experiences of Visiting: The Father's Perspective

The fathers who have participated in the program have made a number of achievements and changes by visiting their wife's hometown. The husbands now understood the difficulties their wives experienced as they lived in a foreign country, South Korea. And, by being welcomed by the families of their wives and sharing joy with them, they could strengthen their family ties with them. They also discovered the multicultural potential in their children and, therefore, came to expect a bright future for them.

Being able to understand the difficulties experienced by their wives. Through the visit to their wife's parents' home, they understood the difficulties that their wife underwent in Korea and their attitude changed in that they made efforts to be more considerate towards their wife. Fathers felt uncomfortable with a different culture during their visit to Vietnam, but they had a happy time enjoying the hospitality and love of their wife's family members.

Most of the fathers must have felt frustrated. We could not understand each other, so we couldn't talk with each other to share our feelings. I think that could have been the first thing my wife ever felt when she came to Korea. She could not reveal how she felt, and so on. I think it is still not easy for her to express such emotions.

(Gaeun and Seokhoon's father, 2 Dec. 2017)

The fathers also experienced difficulties in communicating with their wives' families as they were totally dependent on the interpretation by the women. This experience allowed them to realize how difficult it was for their wives when they first came to Korea. Gaeun and Seokhoon's father now understood how frustrated his wife must have been when she first came to Korea as she could not understand Korean or express herself in Korean. Also, the husband now tried to understand the difficulties and situations of his wife, saying she must have had difficulties in expressing her ideas due to the language barrier. As such,

visiting Vietnam helped fathers to understand the difficulties and frustration their wives experienced as marriage-immigrant women.

Becoming close with wife's family. Fathers felt a more intimate connection with their wife's family as a result of receiving a hearty welcome and having a good time. Fathers were warmly welcomed by their wife's family members. They also mentioned that their wife's relatives came to visit to see all the family members who had come to Vietnam after a long time. They exchanged greetings with each other. Many fathers were welcomed by relatives and brothers of their wife they had not seen in a long time and were able to enjoy themselves in Vietnam.

Until now, my family and hers had a distance between us that was as far as the distance from Korea to Vietnam. The biggest reason for this was that we had no chance to meet each other frequently. I think this program helped me to reduce not only the physical distance but also the distance of the mind. I felt like a stranger when I first arrived at her parents' home, but this did not last long. We became familiar with each other as we ate together and visited places together.

(Jiyu's father, 19 Nov. 2017)

Fathers were welcomed by their wives' families, became familiar with them, and felt family bonds with them. Jiyu (age 9, girl)'s father said that he did not know his wife's family well as they were so far away. Now, he said that he felt much closer to them after this visit. He ate and spent a good time together with the family members he almost never met before. As he did so, they naturally became closer. This visit helped the fathers to form a family bond that they could not feel before with the family of their wives and they could have a joyful and meaningful time with the family.

Discovering the multicultural potential of their children and expecting a bright future. The visit to Vietnam served as an opportunity for them to think of their children's future in a positive manner and expect them to become valuable members of society. After the visit to Vietnam, the fathers discovered the multicultural potential of their children and now hope to see their children become global leaders.

I hope the children of multicultural families, like mine, will feel proud of Vietnam, which is their mothers' home country and will use their multicultural experiences to grow into proud members of

our society. And, it is my hope that they could serve as the first-line advocates of Vietnamese culture in Korea, as well.

(Jiyu's father, 19 Nov. 2017)

The children of multicultural families could experience the culture of not only their fathers but also their mothers as well. Therefore, their cultural sensitivity became reinforced and they were more likely to have the multicultural traits that were needed in the global era to come. Especially, they understood the two cultures, so they could have a job such as a cultural advocate, which required such an understanding. However, for families with a marriage-immigrant mother in Korea, it is difficult to visit the mother's country frequently due to their situation. Therefore, it is difficult for children to feel friendly with the culture of their mothers. Jiyu's father also understood this reality. Jiyu's father thought this visit to Vietnam could function as a good opportunity for his children to learn Vietnamese culture and become familiar with it, helping them to grow into global leaders in the future.

Discussion

Judging from the reactions and participation rates of families during the program, it seems that the achievements of its educational programs and support projects are very positive. Participants showed meaningful changes from their previous points of view. As a result, the bonds and harmony within their families were strengthened. The discussion based on results of the program is as follows.

Firstly, visiting maternal homes made children recognize positively the country and culture of Vietnam. Children confirmed family affection while they received love and a hearty welcome from their maternal family members. They learned about their mother's country and became familiar with the culture. It has been possible to lay the groundwork for the formation of a multicultural identity between Korea and Vietnam. It is consistent with the findings of studies (Jang, 2016; Lee & Hong, 2015) that the children from multicultural families felt proud of their mother after visiting their maternal homeland. This result showed that it needs support and intervention for multicultural children to recognize

their multicultural family background and form an intimate relationship with their mother in order to build healthy identities. Especially, the way of visiting mother's home to learn the culture and meet their relatives is effective for them to form a positive identity. It implies that programs for multicultural families should be developed that provide opportunities to visit their mother's country and educate the culture and language of the country.

Second, mothers who visited their home country felt the love of their parents and relatives and regained peace of mind back in their home country after being away for a long time, restoring their sense of self-confidence. Meeting other mothers with the same social and family backgrounds gave them a chance to share information, understand each other's circumstances, expand exchanges, and hope for the future together. It means that a desirable multicultural family support system should build in the future. Recently, researches have also been carried out to develop an integrated program model in which individuals, families, and society as a whole can participate in helping marriage-immigrant women adapt to society successfully (Hong & Kim, 2009). However, it is difficult to continue the positive effectiveness after such short-term program without self-help effort of the mothers. In this study, for the stable adaptation and settlement of multicultural families, social network formation and continuous exchange among multicultural families are mentioned as important factors. It means that the program should not only reflect the needs of individual multicultural families, but also offer a network and support for the mothers. It is necessary to continue to pay attention to forming a self-help network among multicultural families and to provide a central point for continuous.

Many mothers who participated in the program were struggling to educate their children in a desirable way. They think they should tell their children about the mother's country, Vietnam, and teach them Vietnamese (Ra & Hong, 2016). However, many immigrant women in Korea do not know what and how to teach their children about culture and language of mothers' country (Hong & Oh, 2017). It needs considerable knowledge and skill to teach children such as teaching method, development and interest of children, etc. Therefore, mothers who do not know about it can only perform role of caring for their children among many roles of parenting such as educating culture and language of mother's country. It means that programs for multicultural families should provide immigrant

women with education about how to teach their children.

Third, fathers were able to increase their intimacy with their wife's family by accepting their hospitality and staying with them. Fathers widened their understanding of their wife, embraced Vietnamese culture, felt the necessity for their children to learn the Vietnamese, and planned to support them. As social interest in multicultural families has increased recently, related support projects for social integration have increased rapidly. However, the main targets so far have been married immigrant women or their children (Hong et al., 2010). Fathers from multicultural families need more efforts to help them fulfill their role as fathers than fathers from non-multicultural families. It is necessary to develop and implement activities to support and encourage the various roles of multicultural fathers. We should be able to find a way to deal with the difficulties faced by multicultural families and to find solutions to their family's fundamental problems.

Conclusion

This study explored the Korean-Vietnamese multicultural families' experiences of visiting maternal homes in Vietnam. It showed that the multicultural families experienced positive achievement through the program. However, this study has carried out only after the program, so the results do not show long-term changes of the families. Therefore, it is needed long-term researches tracking the participants. The multicultural society in Korea consists not only of Vietnam but also of many other countries. If the future researches provide the program and search the experiences of the multicultural families from other countries, it will be helpful for Korean society to be able to develop into a healthy and mature multicultural society.

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